

***CLIMART: INNOVATIVE METHODOLOGIES FOR LEARNING
CLIMATE CHANGE THROUGH ART AND THEATRE***



**TEACHING CLIMATE CHANGE
THROUGH ART
A TOOLKIT FOR SECONDARY SCHOOL
TEACHERS**



Intellectual Output 4

*Toolkit for transferring technical knowledge
to high school students
Manual for high school teachers*

This document is the result of the Intellectual Output number 4 in the ERASMUS+ Project n°: 2019-1-IT02-KA201-063353 “**Innovative methodologies for learning climate change through art and theatre**” (ClimART)

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Introduction

This toolkit is intended as a practical kit for teachers who want to tackle the issue of climate change. It is the result of a long path, that started in February 2019 in Italy, specifically at Liceo Classico “Vittorio Emanuele II” in Jesi, with the kick-off meeting of the Erasmus + project “Climart”. The project is about the way teachers can involve students emotionally in this urging issue, giving scientific data through engaging means for teenagers, as art and theatre. The aim is to inform students thoroughly, but through activities that teenage students can feel very close to their way of communicating, so that they could become informed citizens, actively involved in the solution of this huge problem.

When we started the project, nobody knew the world would change, and change dramatically. Just after the kick-off meeting, the pandemic due to Covid 19 spread. Schools shut down. We couldn't meet our students, except for on-line lessons that most of our schools were totally unprepared to face. It was hard to teach common topics, so it was sheer madness to suggest them to be part of a project, even if related to such an important issue. Borders were closed. As a consequence, we were obliged to meet on-line and had to abandon the carefully planned LTTA. Yet, the essence of being part of a European project, an Erasmus project, is to share ideas, best practices, a common lexis with partners, travelling to their country so to witness and understand different teaching styles and school systems in order to enhance the quality of our own teaching. What was left? Virtual meetings. We spent spring, our summer holidays and the whole autumn working on line. Sharing material in Dropbox folders, organising videoconferences and webinars to tackle problems and find solutions, trying to find common grounds in the manifold diversity of our backgrounds.

Why are we writing this in the introduction? Because story-telling is the most powerful way to catch people's attention and make them interested to topics. Because this project is a story of resilience, with a happy ending. Because even during the worst of times, you can have a bird-eye view and instead of concentrating on the present, on ourselves and on our difficulties, we can focus on the future, on the planet and on possibilities. This is exactly the main idea of the toolkit. It is a guide for teachers, but for those teachers who are ready to give students a chance to be engaged, following unconventional ways, through art, drama, creative activities that help elicit emotional responses, critical thinking, and passion for action. Students won't be told a story, they will be part of the story as main actors, and they will understand they can change its ending, just as we did with our project.



A final tip. Each module is divided in activities that can be done during one lesson. The toolkit can be followed from the first module to the last and it will take 18 lessons; on the other hand, single modules can be picked up, or even single activities. At the end of the toolkit, teachers will find the worksheets and cards used in the modules. We recommend you to read IO 1, 2 and 3 before starting, as part of your preparation.



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Objectives and key competences acquired by students at the end of the toolkit

Our toolkit aims at developing knowledge, skills and attitudes in our students in order for them to become responsible citizens, aware of the current issues related to climate change and of their ability to create change. Our objectives are closely related to the recommendations released in 2018 by the European Commission about the 8 key competence for lifelong learning, that are briefly summarised here.

1. Literacy competence

Literacy is the ability to identify, understand, express, create and interpret concepts, feelings, facts and opinions in both oral and written forms, using visual, sound/audio and digital materials across disciplines and contexts. It implies the ability to communicate and connect effectively with others, in an appropriate and creative way (...). Depending on the context, literacy competence can be developed in the mother tongue, the language of schooling and/or the official language in a country or region.

2. Multilingual competence

This competence defines the ability to use different languages appropriately and effectively for communication. (...) It relies on the ability to mediate between different languages and media, as outlined in the Common European Framework of Reference. As appropriate, it can include maintaining and further developing mother tongue competences, as well as the acquisition of a country's official language(s).

3. Mathematical competence and Competence in science, technology and engineering.

Mathematical competence is the ability to develop and apply mathematical thinking and insight in order to solve a range of problems in everyday situations. Building on a sound mastery of numeracy, the emphasis is on process and activity, as well as knowledge. Mathematical competence involves, to different degrees, the ability and willingness to use mathematical modes of thought and presentation (formulas, models, constructs, graphs, charts). Competence in science refers to the ability and willingness to explain the natural world by making use of the body of knowledge and methodology employed, including observation and experimentation, in order to identify questions and to draw evidence-

based conclusions. Competences in technology and engineering are applications of that knowledge and methodology in response to perceived human wants or needs.

Competence in science, technology and engineering involves an understanding of the changes caused by human activity and responsibility as an individual citizen.

4. Digital competence

Digital competence involves the confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society. It includes information and data literacy, communication and collaboration, media literacy, digital content creation (including programming), safety (including digital well-being and competences related to cybersecurity), intellectual property related questions, problem solving and critical thinking.

5. Personal, social and learning to learn competence

Personal, social and learning to learn competence is the ability to reflect upon oneself, effectively manage time and information, work with others in a constructive way, remain resilient and manage one's own learning and career. It includes the ability to cope with uncertainty and complexity, learn to learn, support one's physical and emotional well-being, to maintain physical and mental health, and to be able to lead a health-conscious, future-oriented life, empathize and manage conflict in an inclusive and supportive context.

6. Citizenship competence

Citizenship competence is the ability to act as responsible citizens and to fully participate in civic and social life, based on understanding of social, economic, legal and political concepts and structures, as well as global developments and sustainability.

7. Entrepreneurship competence

Entrepreneurship competence refers to the capacity to act upon opportunities and ideas, and to transform them into values for others. It is founded upon creativity, critical thinking and problem solving, taking initiative and perseverance and the ability to work collaboratively in order to plan and manage projects that are of cultural, social or financial value.

8. Competence in cultural awareness and expression



Competence in cultural awareness and expression involves having an understanding of and respect for how ideas and meaning are creatively expressed and communicated in different cultures and through a range of arts and other cultural forms. It involves being engaged in understanding, developing and expressing one's own ideas and sense of place or role in society in a variety of ways and contexts.

As a consequence, at the end of the modules presented in the toolkit students will develop the following competences, in relation to the 8 key competences:

- 1. Literacy competence:** students will be able to identify, understand, express, create and interpret concepts and facts about climate change in both oral and written forms, using visual, sound/audio and digital materials.
- 2. Multilingual competence:** students will communicate and will be able to communicate the knowledge acquired in their mother tongue and in English.
- 3. Mathematical competence and competence in science, technology and engineering:**
 - Students will be able to understand the mathematical mode of thought and presentation shown by teachers using models, graphs, charts related to climate change. They will also be able to use them in case of presentations related to climate change.
 - Students will be able to explain the issues related to climate change by making use of the body of knowledge and methodology employed by the teachers, including observation and experimentation, in order to identify the main points (causes, consequences, future scenarios, mitigation and adaptation, climate action) and draw evidence-based conclusions.
 - Students will understand the changes caused by human activity and the responsibility each individual citizen has on climate change.
- 4. Digital competence:** students will be able to use digital tools and social media for learning, such as power point, the apps introduced in the modules or Instagram.
- 5. Personal, social and learning to learn competence:**
 - Students will be able to reflect upon their behaviours that have an impact on the environment.
 - Students will be able to effectively manage time and information during their presentations or the activities.
 - Students will be able to work with others in pair or group in a constructive way.
 - Students will be able to work independently in the students-managed activities.

- Students will be able to cope with the complexity of the phenomena they will study and of the tasks assigned by the teacher.
 - Students will become aware of their emotional sphere.
 - Students will become aware of the necessary steps they need to be able to lead an environmental and health-conscious, future-oriented life.
 - Students will empathize with classmates and manage conflict in pair and group work.
- 6. Citizenship competence:** students will be able to understand their individual responsibility as citizens, based on their understanding of concepts related to climate change and climate action, in order to act accordingly.
- 7. Entrepreneurship competence:**
- Students will be able to understand their capacity to act upon the opportunities and ideas suggested in the modules of the toolkit and transform them into values for themselves and others.
 - Students will be able to use creativity, critical thinking and problem solving to plan and manage projects on climate action that are of cultural and social value.
- 8. Competence in cultural awareness and expression:**
- Students will be able to understand how ideas and meaning related to science can be creatively expressed and communicated through a range of activities typical of art, drama and other cultural forms.
 - Students will be engaged in understanding, developing and expressing their own opinions and feelings in a variety of ways and contexts.

SUBJECTS INVOLVED

- Natural sciences (biology, chemistry)
- Physics
- Geography
- English
- Drama
- Art
- Italian, Serbian, Spanish, German as main subjects in the respective countries

INTELLECTUAL OUTPUT 4

*Toolkit for transferring technical knowledge
to high school students*

Manual for high school teachers

MODULE 1. INTRODUCTION TO CLIMATE CHANGE



1. Objectives

To help students acquire key competences, in particular:


- Learning to learn, through the awareness of their behaviours and lifestyle
- Planning presentations, videos and all the material required
- Communicating opinions and ideas during pair and group work, also in English
- Cooperating in pair and group work
- Acting responsibly and independently in pair/group work
- Solving problems during the activities
- Understanding relations that link previous to new knowledge
- Acquire new knowledge about climate change, in particular related to its causes, impacts, scenarios

1.1 Unit 1: getting in the mood to define climate change

ACTIVITY	TIME	MATERIAL
<p>WARM-UP</p> <p>The teacher hands out one slip of paper to each student and tells them to write down the first word that pops into their head when she/he says “climate change”. She/he says it three to five times; the students write down a different word each time. The class can discuss the following questions: <i>How did you feel during this assignment? Which words did you write down and could you maybe explain why this came into your mind? Do you see similarities or differences in all the words mentioned so far?</i></p>	10 minutes	Paper and pen
<p>ACTIVITY 1</p> <p>The teacher asks the students to read aloud all of their words. They now have to pick one word of all the words mentioned that depicts their image of climate change the best. (e.g. “boredom”, “pointless”, “guilt”). Then groups are created. According to the words they have chosen. The groups should not be bigger than five. If the groups don’t naturally create themselves, the teacher should try to make connections between the words picked and create groups. The teacher gives everyone a slip of paper and asks each person in the group to write down a question that relates to both their group-word and climate change. It must be a short question. Now each group must arrange their slips of paper so that it creates a meaningful structure. They cannot change, delete or add words. These words will be their script from now on.</p>	15 minutes	Paper and pen
<p>ACTIVITY 2</p> <p>The teacher asks each group to write down emotions they want to convey for each question and have them now decide on how they will change their voice for each emotion and question respectively. Give them 20’ to prepare a performance in which the students act out their script. They are allowed to both vocalize the emotion using the script as well as movement between the stage areas (acting area, stage left, stage right etc.) or using their body in dramatic form by performing an additional pantomime. Now each group must perform their script. There are no rules, except the ones mentioned, in performing the script. It can be a reading performance, it can be metaphoric, it can be symbolic, whatever reflects the groups’ perception of their script best. After each performance the class discusses it. How did the performance reflect the script? Did the audience understand their directorial</p>	30 minutes or more, depending on the number of students	

decisions? How did the group saw themselves?		
FOLLOW-UP Discuss the entire lesson. What did they learn about themselves in relation to climate change? Perhaps confront them with facts about climate change and have them draw a contrast between scientific facts and their emotional responses.	20 minutes	

1.2 Unit 2: defining climate change

ACTIVITY	TIME	MATERIAL
WARM-UP The teacher shows a caricature on climate change (e.g. via beamer) and the students describe it with the help of w-questions “who”, “where”, “what”. The teacher supports the students with more questions regarding the relations (who is doing what with whom?) and hand out a sheet* on how to interpret a caricature. As a last step the students interpret the caricature. The students name topics and problems that are depicted in the caricature. The teacher writes the answers on the board (only keywords).	15 minutes	Beamer, print of caricature, board, worksheets*
		
ACTIVITY 1 Pair work: students give the definition of climate change, then answers are compared. The teacher writes the best definition, which is the result of the students', on the whiteboard.	15 minutes	Paper, pen, flip pen, whiteboard
ACTIVITY 2 The teacher shows the slides * introducing the topic, focusing on the most important terms.	20 minutes	Computer, power point presentation
FOLLOW-UP The students create a glossary of the main terms with Padlet, putting the	At home	The app Padlet*, a tablet or a

definition, a picture, a video or their drawing to describe the event.		computer or a smartphone. Be familiar with the tool before using it.
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* The worksheets, slides and an example of a glossary can be found in the annexes, at the end of the toolkit.

1.3 Unit 3: the causes of climate change

ACTIVITY	TIME	MATERIAL
<p>ACTIVITY 1 (homework)</p> <p>At home students search pictures about the places in their area (rivers, fields, factories, and so on) and take pictures related to the same places. They create a power point with the pictures and some captions to summarize the changes.</p>	One afternoon	Camera or mobile phone, computers
<p>ACTIVITY 2</p> <p>In class, students compare the pictures to understand how their area has changed in the last 100 years.</p>	30 minutes	Whiteboard, pendrives, computers
<p>ACTIVITY 3</p> <p>The teacher shows the slides * related to the causes of climate change.</p>	20 minutes	Computer, power point presentation
<p>FOLLOW-UP</p> <p>In pairs, students choose one site near the place where they live and collect witnesses and historical evidences from older people, and old books and City Reports and possibly interviewing experts. At the end, they report their finds to the rest of the class.</p>	3 weeks	Computer, whiteboard, pendrives

* The slides are the same mentioned in the previous unit and can be found in the annexes, at the end of the toolkit.

1.4 Unit 4: the impacts of climate change

Lesson 1

ACTIVITY	TIME	MATERIAL
<p>WARM-UP</p> <p>The teacher divides the class in two groups. Their aim is to win. Each group is divided in two and each subgroup is given a series of situations*. A half of each group has to act it out and the other half of the opposite team has to guess it. When they guess, the group has to decide if the scene represents a cause of climate change, a consequence or if it is false information. When they have decided, a member has to run towards a table with the right box ("Causes", "Consequences" or "False information"), making fuss, with the aim of annoying and misleading the opposing team. The group that finishes first and gives more correct answers wins. Notice that none is false.</p>	20 minutes	Worksheets with the situations*
<p>ACTIVITY 1</p> <p>Students reflect on the consequences of climate change and start focusing on them. The teacher asks them to brainstorm all the possible consequences they can think of and writes the question in the website <i>AnswerGarden</i> and the students answer using their mobiles. Each student can just see what he/she writes, but then all the answers are shown anonymously on the whiteboard. They comment on the results and share ideas.</p>	15 minutes	Students' mobile phones, a computer, a whiteboard, an overhead projector, the website AnswerGarden. Be familiar with the tool before using it.
<p>ACTIVITY 2</p> <p>The teacher shows the slides about the consequences of climate change.</p>	15 minutes	A computer, a whiteboard, an overhead projector.
<p>FOLLOW-UP</p> <p>At home, students search geographical areas with clear evidence of the effects of climate change, and put the pictures and the captions in a file to be shown in the following lesson.</p>		

* The worksheets and a tutorial on how to use AnswerGarden can be found in the annexes, at the end of the toolkit.

Lesson 2 and 3

ACTIVITY	TIME	MATERIAL
<p>LESSON 2: WARM-UP</p> <p>Students compare the pictures they have found at home and discuss about them, trying to understand which effects affect the planet, mankind or both.</p>	20 minutes	A computer, a whiteboard, an overhead projector.
<p>LESSON 2</p> <p>This activity wants to underline the interconnection between man and the planet. The teacher gives students a card about a natural element they represent. Students create a circle, that represents the balance of an ecosystem, and four volunteers, that represent a consequence of climate change, are put in the middle. Students mime their element and the four in the circle have to guess what each of the participants has become. All the students memorize the elements related to their classmates. Then the circle is broken, and students move close to the next element they need in order to survive. For example, if someone is a plant, they should be next to the sun and the water. They will soon understand that they all form a great united group, or a chain. Next, the teacher tells the students that a catastrophic event caused by climate change, like a drought, has happened. The volunteer in the circle that represents that event breaks the chain and the natural elements affected by it leave the circle. Students understand how the whole circle, so the ecosystem, is affected. For example, if bees become extinct, there is no pollination and consequently no plants and no food. Each time the students try to recreate a new balance, if they can.</p>	40 minutes	Flashcards with natural elements or catastrophe*.

<p>LESSON 3</p> <p>The second lesson wants to focus on one major effect of climate change which is less obvious, migration. The class is split in two groups: one is a group of migrants that escape desertification, so hunger and poverty; the second is a group of hosting people who don't want them in their country. First, each group has to find the reasons of their behaviour and be ready to give arguments. Then, they meet in a general assembly, where some representatives of each group express their opinion and rebut the points of other group (class debate). At the end, the whole class must vote for the most convincing arguments, regardless of their belonging to one group or another.</p>	50 /60 minutes	Pen and paper
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* The flashcards can be found in the annexes, at the end of the toolkit

1.5 Unit 5: future scenarios

(Lesson 1, 2, 3, 4)

ACTIVITY	TIME	MATERIAL
<p>LESSON 4 AND 5</p> <p>In the first two lessons, students watch the film <i>Escape from New York</i>, by J. Carpenter, then the teacher asks to comment on the main scenes and the message of the film.</p>	2 hours	DVD
<p>LESSON 6</p> <p>In the third lesson, the teacher splits the class in 4 groups. Each group has to represent people escaping from their country because of lack of water and other resources. They also choose the right music to be their soundtrack. Then they dramatize the scene in front of the other students. Finally, the sit in a circle and comment on the way they felt.</p>	50/60 minutes	Mobile phones or tablets
<p>LESSON 7</p> <p>In the fourth lesson, the students are given role cards*. They can do different job (one can be a farmer, another a scientist, another the manager of a big company, the Prime Minister, but you can add others or change them). They have to focus on their lifestyle, priorities, values and the like. Then they pretend they are old and they live in a world destroyed by climate change. They talk about their life to their</p>	60 minutes	Flashcards with the role to be told*

<p>grandchildren, which are the other students, the way it used to be before the destruction. This activity wants students to reflect upon lifestyles and our personal impact on the life of the planet, whether positive or negative.</p>		
<p>FOLLOW-UP At home, students research on the net about how we can mitigate the effects of climate change</p>	<p>1 afternoon</p>	

* The flashcards can be found in the annexes, at the end of the toolkit

1.6 Methodology

- Dramatization (miming, acting)
- Pair work
- Group work
- Role-plays
- Flipped classroom
- Using digital tools
- Watching videos
- Problem-solving
- Case-studies
- Individual research
- Presentations

1.7 Expected results

After this module, we expect our students to become aware of the causes and consequences of climate change on our planet and our life. The students will learn the scientific explanation of this phenomenon through a more creative approach, because their awareness will be hooked through their feelings and emotional reactions to the data, videos, pictures shown and also thanks to their acting out different roles that will make them understand the topic according to different points of view.

INTELLECTUAL OUTPUT 4

*Toolkit for transferring technical knowledge
to high school students*

Manual for secondary school teachers.

MODULE 2.

MITIGATION STRATEGIES FOR CLIMATE CHANGE




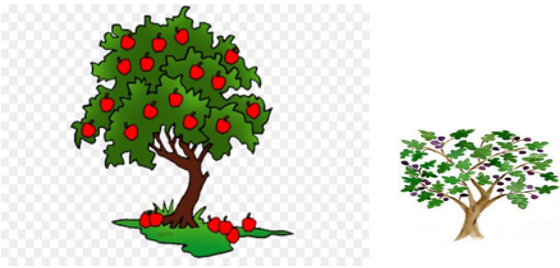
2. Objectives

To help students acquire knowledge and competences, in particular:

- Learning to learn, through the awareness of their behaviours and lifestyle
- Planning presentations, videos and all the material required
- Communicating opinions and ideas during pair and group work, also in English
- Cooperating in pair and group work
- Acting responsibly and independently during pair/group work
- Solving problems during the activities
- Understanding relations that link previous to new knowledge
- Acquire new knowledge about mitigation strategies for climate change
- Improving digital skills

2.1 Unit 1: Learning the difference between mitigation and adaptation strategies

ACTIVITY	TIME	MATERIAL
<p>WARM-UP</p> <p>Students watch a short video about adaptation and mitigation* and afterwards they should try to give definitions for the terms. At the end, the teacher summarizes that climate change mitigation is defined as a human intervention to reduce the sources or enhance the sinks of greenhouse gases (GHGs), while climate change adaptation is defined as the process of adjustment to actual or expected climate and its effects. Students are asked if they understand the difference.</p>	10 minutes	A computer, and overhead projector, video*
<p>ACTIVITY 1</p> <p>Students should give some examples for adaptation and mitigations. They are written on the whiteboard divided into two parts. Examples for mitigation can be reforestation or use of renewable energy. Examples for adaptation can be growing crops in accordance with the new climate conditions.</p>	5 minutes	Paper, pen, flip pen, whiteboard
<p>ACTIVITY 2</p> <p>Students are divided into two groups. Group 1: Students draw pairs of sketches at the same paper that represent mitigation actions (thermal power plants-windmills...) or they can find images on the internet, print them and put together.</p> <div data-bbox="225 1518 625 1695" data-label="Image">  </div> <p>Group 2: Students draw pairs of sketches at the same paper that represents adaptation actions (growing figs instead of apples)</p>	20 minutes	Computer, colour pencils, drawing paper, mobile phone, printer

		
<p>FOLLOW-UP</p> <p>Students chose the best pairs and create a classroom poster about mitigation and adaptation (or two different ones) by merging the images into a big one.</p>	10 minutes	Hammer, paper, glue, colours, pencils

* The video can be found in the annexes, at the end of the toolkit

2.2 Unit 2: Mitigation strategies

Lesson 1- Global mitigation strategies

ACTIVITY	TIME	MATERIAL
<p>WARM-UP</p> <p>The teacher explains to students that the goal of mitigation is to avoid significant human interference with the climate system. What also should be taken into account is that food production should not be threatened by that action as well as future economic development.</p>	5 minutes	
<p>ACTIVITY 1</p> <p>The students are divided into 5 groups. Groups are given the task to develop mitigation strategies in agriculture, transport, industry, energy consumption, use of land and forests. After the strategies are developed, each group, in the form of pantomime, represents the key points of its strategy and the other groups need to guess which activities the scenes refer to.</p>	30 minutes	Paper, pencils

ACTIVITY 2 The teacher asks students who should be involved in the mitigation action in order for it to be successful. Students list ways in which they could involve as many people as possible in the action. Teacher writes the answers on the whiteboard. If not mentioned, the teacher should explain the importance of international agreements for mitigation of climate change.	10 minutes	Whiteboard
FOLLOW-UP Students are encouraged to think of ways for involving their family and friends in the mitigation action.		

Lesson 2- Local mitigation strategies

ACTIVITY	TIME	MATERIAL
WARM-UP The students take pictures of a local area affected by climate change. They prepare a short presentation about the problem.	One afternoon	A computer
ACTIVITY 1 Students present their work in front of the whole class, and then all students vote for 3 problems that they will continue to work on.	30 minutes	A computer, a whiteboard, an overhead projector.
ACTIVITY 2 Students divide in 3 groups and start to work on a project to mitigate the effects of climate change on the three areas they have chosen.	30 minutes and at home (one week)	Pencils and paper
FOLLOW-UP	One class	Computers

<p>Students make PP presentations at home based upon the developed strategies. The presentations can be shown at the school parliament or in the next class.</p>		
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Lesson 3 - Mitigation on personal level

ACTIVITY	TIME	MATERIAL
<p>WARM-UP</p> <p>Students are asked if they think that they can personally contribute to the mitigation process.</p>	5 minutes	
<p>ACTIVITY 1</p> <p>The teacher divides the class in groups that create a circle. Every circle is around an empty bowl that represents the planet. Each participant has a bag with 10 paper balls. The teacher reads a list of actions* that affect climate change (they are small everyday actions), yet he/she only reads the first part of the sentence. The group members should react as fast as they can. If they do what the sentence says, they should run to throw a ball into the bowl and come back as quickly as possible. If they don't, they stay where they are. When the circle is complete, the teacher reads the second part of the sentence. When the sentences are finished we check the balls that the students have placed in the bowl and that now belong to everyone. The aim of the activity is to make students aware of their individual responsibility and how even simple actions affect the climate.</p>	20 minutes	9 balls of paper, one bag for each participant, a bowl and the text for the teacher*.
<p>ACTIVITY 2</p> <p>Students are told that whoever devises an everyday activity that would improve mitigation (i.e, the reduction of greenhouse gases) can take one ball from the bowl. After 10 minutes of the activity the student with the greatest number of balls in the sack wins.</p>	15 minutes	Paper balls, bowl



FOLLOW-UP	5 minutes	
Students are asked whether they will use their knowledge of climate change in the future and whether they think they will change something in their behaviour.		

*The text can be found in the annexes, at the end of the toolkit.

2.3 Methodology

- Dramatization (miming, acting)
- Group work
- Game- playing
- Flipped classroom
- Using digital tools
- Watching videos
- Problem-solving
- Case-studies
- Individual research
- Presentations

2.4 Expected results

After this module, we expect our students to become aware of the possible strategies for mitigation of climate change. These include: alternative energy, carbon capture, replanting trees and international agreements. Students will be able to identify the benefits and challenges of developing renewable energy resources and new technologies and also to effectively facilitate public discussions focused on climate mitigation topics. We also aim to inspire in students responsible behaviour towards the environment.

Intellectual Output 4

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MODULE 3. ADAPTATION OPTIONS



3. Objectives

To help students acquire key competences, in particular:

- Learning to learn, through the awareness of their behaviours and lifestyle
- Planning presentations, videos and all the material required
- Communicating opinions and ideas during pair and group work, also in English
- Cooperating in pair and group work
- Acting responsibly and independently in pair/group work
- Solving problems during the activities
- Understanding relations that link previous to new knowledge
- Acquire new knowledge about climate action, in particular about individual responsibility in making a difference

3.1 Unit 1 – An improvisation about adaptation strategies

ACTIVITY	TIME	MATERIAL
<p>WARM-UP</p> <p>The teacher explains some aspects about water use strategies measures (increasing the efficiency of water supply systems, flood protection or water quality). Then students are asked to list some measures about water use.</p>	20 minutes	Paper and pens.
<p>ACTIVITY 1</p> <p>The teacher divides the class into groups of three / four people, then gives flashcards to guide them prepare an improvisation about adaptation strategies The students must follow these guidelines: What happens in the scene? What characters appear and what relationship do they have? What is the conflict? Where have you placed the scene? Can something surprising happen? Improvisation must have a beginning, a middle and an end.</p> <p>The improvisation can be based on real or symbolic characters.</p>	40 minutes	Paper, space to move freely, props, worksheets*.
<p>ACTIVITY 2</p> <p>The students represent their improvisations. The teacher should observe students in a respectful, attentive and silent way.</p> <p>As a closing of this work, each character can be asked to tell the story represented according to their point of view.</p> <p>Finally, in a circle, the teacher allows five minutes to reflect on the experience and share it. Reflection can revolve around the questions: What goals have you worked on? What difficulties have I encountered? Which has it been the discovery? What has helped me to stick to my role?</p>	1 lesson or more according to the number of students in the class	Space to move freely, props.

*The worksheets with some ideas for improvisation can be found in the annexes, at the end of the toolkit.

3.2 Unit 2 – Diction and adaptation (mass migration)

ACTIVITY	TIME	MATERIAL
WARM-UP The teacher explains the concept of adaptation. The consequence of not implementing adaptation measures, especially in the poorest countries, can result in mass migratory movements, as a last resort.	15 minutes	
ACTIVITY 1 The students form a circle, and each person has a sheet with several written texts as models. Each person reads a phrase or word between hyphens from model 1 and the person on their left continues reading the next word or phrase between hyphens and so on. The reading continues until the text is finished. It is about reading only the vowels but trying to give expressiveness.	10 minutes	Sheets* with the texts written for each participant.
ACTIVITY 2 Same dynamic as in the previous game but making only the sounds of the consonants. After this, same dynamic as in the previous game but reading model 2 and then 3 with its vowels and consonants.	10 minutes	Sheets* with the texts.
ACTIVITY 3 The students must break the circle and spread apart from each other by at least two meters, but they must continue to read so that the expression of the text are not lost and all the words are heard perfectly. Then they read model 4. After this, each person must remember the student on their right, because the circle has to be undone, but the students continue to read. Each person walks through the classroom, runs or crawls, depending on the indications from the teacher. When the group is dispersed, the reading of model 4 begins and students should not lose fluency or expressiveness.	15 minutes	Sheets* with texts.
FOLLOW-UP Students write a page of work journal, developing this idea: "If climate	1 hour	Papers

<p>change made this area uninhabitable, by a flood from the sea, or by a prolonged drought, for example, where would you go, with whom and, knowing that you can only take a backpack with you, what would you carry?"</p> <p>The following lesson, in circle students put in common the answers and reflect on the questions: • Why do you think poverty makes people more vulnerable to climate change? • Why do you think that an earthquake of the same intensity causes more devastation in India than in Japan?</p>		
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* The worksheets can be found in the annexes, at the end of the toolkit.

3.3 Unit 3 - A play about adaptation

ACTIVITY	TIME	MATERIAL
<p>WARM-UP</p> <p>The teacher will ask students to search at home, on the Internet, images of a desolate landscape, of frightened, thirsty or hungry animals.</p> <p>In class, the teacher will go through the images and the class will comment aloud what they feel, think, may do about them. The teacher will ask students possible adaptation measures.</p>	20 minutes	A computer, an overhead projector, a video
<p>ACTIVITY 1</p> <p>Students will have to choose one of the images above and represent it to their classmates, who should guess the image.</p>	20 minutes	A space where they can move freely.
<p>ACTIVITY 2</p> <p>After the representation of each student, they must offer constructive criticism, that is to say, explaining how it can be improved, enhancing that feeling through another type of body movement, gesturing or</p>	20 minutes	

shouting.		
<p>FOLLOW-UP</p> <p>Now it's time to propose improvements. Students should think of a small play in which they propose a problem created by climate change and a possible solution. The play can be represented in a public space.</p>	3 lessons	Props, fabrics, music.

3.4 Methodology

- Dramatization
- Pair work
- Group work
- Peer-to-peer teaching
- Using digital tools
- Watching videos
- Problem-solving
- Case-studies
- Individual research
- Presentations

3.5 Expected results

After this module, we expect our students to become aware of the possible strategies for adaptation of climate change. The goal is to reduce our vulnerability to the harmful effects of climate change. These include: social, ecological asset and infrastructure development, or integrated natural resources management. Students will be able to identify the benefits and challenges of developing renewable energy resources and new technologies and also to effectively facilitate public discussions focused on climate adaptation topics. We also aim to inspire in student’s responsible behavior towards the environment.



Intellectual Output 4

*Toolkit for transferring technical knowledge
to high school students*

Manual for secondary school teachers.

MODULE 4. CLIMATE ACTION



4. Objectives

To help students acquire key competences, in particular:

- Learning to learn, through the awareness of their behaviours and lifestyle
- Planning presentations, videos and all the material required
- Communicating opinions and ideas during pair and group work, also in English
- Cooperating in pair and group work
- Acting responsibly and independently in pair/group work
- Solving problems during the activities
- Understanding relations that link previous to new knowledge
- Acquire new knowledge about climate action, in particular about individual responsibility in making a difference

4.1 Unit 1 – From awareness....

ACTIVITY	TIME	MATERIAL
<p>WARM-UP</p> <p>The teacher shows a video* that explains the greenhouse effect, then he/she elicit from students the gases that lead to the amplification of the natural greenhouse effect that causes global warming. Then students are asked to list some sources of greenhouse gas emission that are known to them, such as transport, energy production, factory emissions, house heating.</p>	<p>20 minutes</p>	<p>A computer, an overhead projector, a video*</p>
<p>ACTIVITY 1</p> <p>The teacher gives students a worksheet * so that they can reflect on their own behaviour, in order to understand if and in what way they influence the phenomenon of global warming. Depending on their answer, they are grouped into two circles (group Yes and group No). Then the students in group NO are asked other questions by the students in group YES, and if the answer is positive, they change the group. The activity continue until everyone leaves group NO</p>	<p>30 minutes</p>	<p>Worksheets *</p>

*The worksheets and link to the video can be found in the annexes, at the end of the toolkit

4.2 Unit 2 –to action

Lesson 1

ACTIVITY	TIME	MATERIAL
WARM-UP The teacher shows the students a video* about circular economy and elicit from them the difference between recycling and reusing.	15 minutes	A computer, an overhead projector, a video*
ACTIVITY 1 In groups, students prepare a chart about the actions they can do to improve recycling and reusing at home and at school. Groups compare their suggestions.	20 minutes	Pen and paper
ACTIVITY 2 They write a list of rules to follow at school to encourage recycling, to be shown to the headmaster, in order to be accepted as a set of school rules.	25 minutes	A computer, an overhead projector.
FOLLOW - UP Moreover, they create a brochure with a list of simple actions to follow at home, to be given to the other students. They choose the best brochure(s) to give to the rest of the students in their school. The brochure is printed by the school and given to all the students.	3 weeks	A computer, an overhead projector, a pendrive

*The link to the video can be found in the annexes, at the end of the toolkit

Lesson 2

ACTIVITY	TIME	MATERIAL
WARM-UP At home, students make a video to show a polluted area in their town or village. It can be any kind of pollution (air, water, light). In class, they show their videos to the rest of their classmates. They compare the videos, then decide what area	30 minutes	A computer, an overhead projector, a video

they want to save.		
ACTIVITY 1 In groups, they write a letter to the local authority, asking real actions to save the area.	20 minutes	Pen and paper
FOLLOW-UP They start a project to save the area with the help of the local authorities.	Ongoing project – it can last one school year	

Lesson 3 – Spreading awareness

ACTIVITY	TIME	MATERIAL
ON-GOING PROJECT: STEP 1 The teacher explains the students will become teachers themselves, to teach their peer what they have learnt. The students are divided in 6 groups. They choose what topic they want to teach (causes of climate change, consequences, future scenarios, adaptation, mitigation, climate action). At school and at home, they have to prepare a lesson on their topic to younger students in their school, following a lesson plan*. The lesson must include presentations with data, videos and activity the younger students must do. They can use some of the activities they have done themselves.	3 or 4 lessons	Computers, videos, worksheets for the lesson plans*
ON-GOING PROJECT: STEP 2 The students present their material and do their lesson.	6 lessons	Computers, videos, overhead projectors
FOLLOW-UP The students fill in a questionnaire about the project and the modules to have a feedback of the whole process.	10 minutes	Computer, questionnaires *

*The worksheets and questionnaires can be found in the annexes, at the end of the toolkit.

4.3 Unit 3: Spreading awareness in a performance

ACTIVITY	TIME	MATERIAL
<p>WARM-UP</p> <p>Five types of movement are explained: locomotion, gestures, elevation, rotation and position.</p>	30 minutes	A space in which students can move freely.
<p>ACTIVITY 1</p> <p>At the pace set by the teacher, students move through the space at different rhythms, and in different ways (jumping, rolling, crawling ...). Then students try different ways to get up from the ground. Later, students look for ways to turn to other students. In groups of 4 or 5, each member proposes a type of turn and they are all linked to create a choreography. They must choose the music.</p>	30 minutes	
<p>ACTIVITY 2</p> <p>In groups, students choose a movement of each of the basic forms and order them in different ways. The choreography must have as its thread the representation of natural elements (wind, rain, drought, hurricane, storm, earthquake ...). They will also look for suitable music for the choreography. Through the choreography, a claim against climate change is raised.</p>	3 or 4 lessons	Fabrics, makeup, props.
<p>FOLLOW- UP</p> <p>Each group shows their choreography and it is represented in a public space of the town.</p>	1 lesson	A public space

4.4 Methodology

- Dramatization
- Pair work
- Group work
- Peer-to-peer teaching
- Using digital tools
- Watching videos
- Problem-solving
- Case-studies
- Individual research
- Presentations

4.5 Expected results

After this module, we expect our students to become aware of their individual responsibility in creating the problem, but also possible solutions. The prior knowledge acquired in the first modules, together with real actions taken to change the situation, even if in a very limited way, can develop long-lasting citizenship competences that hopefully will make the difference, as underlined in the following quotations:

“Whatever you do will be insignificant, but it is very important that you do it.”

Mahatma Gandhi

“Start by doing what is necessary, then do what is possible, and suddenly you are doing the impossible.”

St. Francis of Assisi

Intellectual Output 4

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ANNEXES



Module 1 – Unit 2

Worksheets

The teacher must give the following worksheet with the caricature:

Worksheet module 1, unit 1

Analyse the following caricature. You can ask yourself with questions to describe it. Possible keywords: hypocrisy / economic power/ flooding/ oil industry/ power of the few.



The teacher can also give students the following worksheets on how to interpret a caricature:

Worksheet module 1, unit 1.

This worksheet will help to interpret a caricature. There are three important steps:

1. Describe what is shown as precisely as possible! (The scenery, the people, the plot and the style of the drawing).
2. Now interpret the caricature by explaining what the caricature said! (Which current problem is the draftsman referring to, what exactly is he criticizing? For which position does he take sides?)
3. Assess: Do you share the caricaturist's point of view or do you disagree?

Now, evaluate the caricature using the procedure above.

Slides introducing to the topic

This is the link for the slides: <http://www.climartproject.eu/index.php/it/eventi/94-learning-training-teaching-activities-1>

Padlet

This is a short tutorial on how to use padlet:

<https://www.youtube.com/watch?v=OPkq5q8nRbM>

This is an example of glossary done by students of Liceo Classico “Vittorio Emanuele II” (the Italian partner school), which focuses on teaching and learning:

<https://padlet.com/becomingjane/gloajxcv7y6b>

Module 1 – Unit 3

Slides introducing to the topic

This is the link for the slides: <http://www.climartproject.eu/index.php/it/eventi/94-learning-training-teaching-activities-1>

Module 1 – Unit 4 – Lesson 1

Worksheets

The teacher has to cut down the following sheets and give them to the subgroup.

Worksheet module 1, unit 3, lesson 1

Read the following situation, then act it out to your opposite team. Try to be as clear as possible and help them guess it: A gorilla is losing its living space because its habitat, the jungle is being destroyed.



Worksheet module 1, unit 3, lesson 1

Read the following situation, then act it out to your opposite team. Try to be as clear as possible and help them guess it: A city is polluted by excessive car traffic.



Worksheet module 1, unit 3, lesson 1

Read the following situation, then act it out to your opposite team. Try to be as clear as possible and help them guess it: An iceberg is melting because of global warming.



Worksheet module 1, unit 3, lesson 1

Read the following situation, then act it out to your opposite team. Try to be as clear as possible and help them guess it: The Amazon rainforest is being cut down.



Worksheet module 1, unit 3, lesson 1

Read the following situation, then act it out to your opposite team. Try to be as clear as possible and help them guess it: A cyclone devastates a town.





Worksheet module 1, unit 3, lesson 1

Read the following situation, then act it out to your opposite team. Try to be as clear as possible and help them guess it: People in an area of the planet devastated by drought do not have what to eat and have to migrate to another area to avoid starvation.



Worksheet module 1, unit 3, lesson 1

Read the following situation, then act it out to your opposite team. Try to be as clear as possible and help them guess it: Massive cattle exploitation of cows causes emissions of methane gas that promote the greenhouse effect in the atmosphere through their defecations.



AnswerGarden

This is a tutorial on how to get familiar with AnswerGarden:

<https://www.youtube.com/watch?v=12XKqbMngKc>

You can find the app at this link:

<https://answergarden.ch>

Module 1 – Unit 4 – Lesson 2

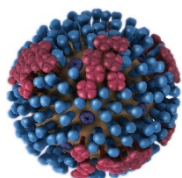
Flashcards

The teacher must cut the following flashcards and give one each volunteer in the inner circle

Flashcard module 1, unit 3, lesson 2

Read the text carefully, then mime the catastrophic event given:

I am the pandemic! I love mass extinction! 60% of the vertebrates of the planet are in danger of extinction and biodiversity is the best antivirus. But people don't know that, and if they do, they do not care. In a healthy ecosystem the pathogens are diluted, but if there are no healthy ecosystems pandemics occur.



Flashcard module 1, unit 3, lesson 2

Read the text carefully, then mime the catastrophic event given:

I am a tornado! I love unsustainable agriculture, because it poisons and pollutes the air and water with its pesticides, it depletes the earth, devastates natural spaces that are the lungs for the planet and the natural habitat of thousands of plants and animal species. Intensive agriculture fosters climate change and brings pandemics, floods and droughts and tornadoes.





Flashcard module 1, unit 3, lesson 2

Read the text carefully, then mime the catastrophic event given:

I am the flood! The temperature has risen 1° C since the industrial age began, and I love that, because most ecosystems will have problems with an increase of 2° C. The increase in temperature is a symptom of climate change. The melting of the ice caps will cause floods. Towns and cities on the coast will disappear completely under my waters!



Flashcard module 1, unit 3, lesson 2

Read the text carefully, then mime the catastrophic event given:

I am the drought! I love intensive livestock, it does not respect animal welfare, spreads disease and releases methane into the atmosphere, one of the causes of the greenhouse effect. It causes climate change and global warming.



Module 1 – Unit 5 – Lesson 4

Flashcards

The teacher must cut the following flashcards and give one

Flashcard module 1, unit 4, lesson 7

You are a farmer. Focus on your lifestyle, priorities, values and the like. Pretend you are old and now you live in a world destroyed by climate change. Talk to your grandchildren (the other students) about your life, the way it used to be before the destruction.



Flashcard module 1, unit 4, lesson 7

You are a scientist. Focus on your lifestyle, priorities, values and the like. Pretend you are old and now you live in a world destroyed by climate change. Talk to your grandchildren (the other students) about your life, the way it used to be before the destruction.



Flashcard module 1, unit 4, lesson 7

You are the manager of a big company. Focus on your lifestyle, priorities, values and the like. Pretend you are old and now you live in a world destroyed by climate change. Talk to your grandchildren (the other students) about your life, the way it used to be before the destruction.



Flashcard module 1, unit 4, lesson 7

You are the Prime Minister. Focus on your lifestyle, priorities, values and the like. Pretend you are old and now you live in a world destroyed by climate change. Talk to your grandchildren (the other students) about your life, the way it used to be before the destruction.



Module 2 – Unit 1

The teacher shows this video about mitigation and adaptation strategies:

<https://www.youtube.com/watch?v=fmBDZKOdbkY>

<https://www.youtube.com/watch?v=0DSJpTqMrNA>

<https://www.youtube.com/watch?v=AaFtQ21h1-E>

Module 2 – Unit 2 - Lesson 3

Text

The teacher reads only the first half of the following sentences; the second is the consequence of our daily action:

Module 2, unit 2, lesson 3. Text for the teacher.	
Read the first half of the sentences to your students. They should understand the consequence of their action.	
ACTIONS	CONSEQUENCES
Sometimes I brush my teeth with the tap running.	You waste resources, specifically water.
I buy things wrapped in plastic.	Plastic is often disposed instead of being recycled and frequently ends up in rivers and oceans.
I ask for a car ride whenever I can.	Cars pollute the air.
When buying my clothes, I don't pay attention to whether the material comes from sustainable crops.	Extensive plantations are one of the causes of deforestation.
When buying food, I don't look at the ingredients.	If the ingredients come from far, the means of transport used pollute the air. Extensive agriculture is one of the causes of deforestation.
Sometimes I leave lights on or appliances running when I don't use them.	You waste resources, specifically energy.
I like to have the latest mobile phone.	Old mobiles aren't often reused, they are simply thrown away and pollute the environment.
I have never planted a tree.	You don't stop air pollution.
I use the motorbike as much as I can.	You pollute the air.

I buy what I want, even if I don't need it.	You increase the amount of disposable goods that may pollute and increase the number of landfills.

Module 3 – unit 1

Flashcards

The teacher must give each group a flashcard

Flashcard module 3 – unit 1

Read the following situation and try to improvise a scene, answering the following questions: What happens in the scene? What characters appear and what relationship do they have? What is the conflict? Where have you placed the scene? Can something surprising happen? Your improvisation must have a beginning, a middle and an end.

One character is a television presenter and he interviews a member of an environmental association and a construction businessman who intends to build in a protected natural area.



Flashcard module 3 – unit 1

Read the following situation and try to improvise a scene, answering the following questions: What happens in the scene? What characters appear and what relationship do they have? What is the conflict? Where have you placed the scene? Can something surprising happen? Your improvisation must have a beginning, a middle and an end.

A politician gives a speech. In his electoral program he proposes measures against climate change, but the public does not believe him and reproaches him for doing the opposite in practice.



Flashcard module 3 – unit 1

Read the following situation and try to improvise a scene, answering the following questions: What happens in the scene? What characters appear and what relationship do they have? What is the conflict? Where have you placed the scene? Can something surprising happen? Your improvisation must have a beginning, a middle and an end.

A young man is taking a shower, wasting water. His sister reproaches him for wasting water



Flashcard module 3 – unit 1

Read the following situation and try to improvise a scene, answering the following questions: What happens in the scene? What characters appear and what relationship do they have? What is the conflict? Where have you placed the scene? Can something surprising happen? Your improvisation must have a beginning, a middle and an end.

Two people only have a glass of water at their disposal. They are both very thirsty. Only with arguments should they try to get the glass of water. They can invent any kind of argument.



Module 3 – Unit 2

Worksheet

The following texts must be read by the students, so the teacher gives one photocopy each:

Worksheet module 3, unit 2.

Read only one word or expression, after your classmate on the right has read the previous one.

Model 1 – Read the vowels only

Due - to - their - location - on the globe, - their lower - degree - of development, - or their - greater - exposure - to - meteorological - phenomena, - the poorest - communities - are those that – are suffering the most - and will suffer – the most - from climate change. - It is - shocking, - because they are - the people - who - have contributed - least - to the climate - crisis. - In fact, - it is estimated - that the - poorest - half of the planet, - three thousand - million - people - is responsible - for only - ten - percent - of carbon - emissions. - On the contrary, - the richest 10% - including Spain - generates - half - of the world - emissions. - I repeat - the richest 10% - including Spain - generates - half - of the emissions - worldwide.

Model 2 – Read the consonants only

Due - to - their - location - on the globe, - their lower - degree - of development, - or their - greater - exposure - to - meteorological - phenomena, - the poorest - communities - are those that – are suffering the most - and will suffer – the most - from climate change- Result shocking, - as they are the people who have contributed the least - to the crisis climatic. - In fact, - it is estimated that the poorest half of the planet, - 3,500 million people, - is responsible for only - 10% of the carbon

emissions. - On the contrary, - the richest 10% - including Spain - generates half of the global emissions. - I repeat - the richest 10% - including Spain- generates half of the world's emissions.

Model 3

Due to - its location on the globe - its least degree - of development - or - its greatest exposure - to weather - phenomena, - communities - poorer - they are the ones that are suffering the most - and will suffer - from climate change. - Result shocking, - because it is the people - who - have contributed least - to the crisis climatic. - In fact, - it is estimated - that the poorest - half of the planet, - 3,500 - million people, - is responsible - for only 10% - of the emissions of carbon. - On the contrary, - the 10% - richest - among them - Spain - generates - the half - of global emissions. - I repeat - the 10% - richest - among - them - Spain - generates - half - of the global - emissions.

Model 4:

Climate change - is hitting especially - the most vulnerable people on the planet. Climate change - with its droughts - or - floods - reduces the production of staple foods - in many of the poorest regions - and - thus increases - levels of malnutrition. - What would you do - if you didn't have what to eat? - Millions of people - only find one way to escape - from one certain death, - migrate. - Massive - migratory movements - are one of the main global challenges - we are facing - as a society, - together with climate change. - Can you imagine - having to leave your country - because you don't have - neither water - nor food? - Where would you go?

Module 4 – Unit 1

Videos

The teacher can show the following video about global warming and greenhouse gases:

https://www.youtube.com/watch?v=d7Ci_EooW-k

<https://www.youtube.com/watch?v=L3zvKxMkRlg>

<https://www.youtube.com/watch?v=SN5-DnOHQmE>

<https://www.youtube.com/watch?v=H2QxFM9y0tY>

Worksheet

The teacher gives students the following worksheet and students answer accordingly:



Worksheet module 4 – unit 1



Answer the following questions honestly writing YES or NO under the column me, then compare your answers with your classmates to see how green your class is.

Questions	Yes	No
Do you use every opportunity to take a ride to school (by bus, by car) instead of walking or riding a bicycle?		
Do you leave the lights on in the house without thinking about energy consumption?		
Do you buy organic fruit or vegetables?		
Do you recycle paper?		
Do you buy water in plastic bottles?		
Do you buy food from local farmers?		
Do you have a shower for more than 5 minutes?		
Do you turn the monitor of your computer or TV off when you stop using it?		

Module 4 – Unit 2 – Lesson 1

The teacher can show the following video about circular economy:

<https://www.youtube.com/watch?v=zCRKvDyyHml>

<https://www.youtube.com/watch?v=9mHi93n2AI>

<https://www.youtube.com/watch?v=X6HDcubgxRk>



Module 4 – Unit 3

Worksheet

The teacher must give one photocopy of the lesson plan to each group:

LESSON PLAN			
Your group works on one aspect of climate change. Work together and think of activities about climate change you can teach younger students. Try to be creative and reuse the knowledge you have acquired			
AIM	TIME	ACTIVITY	MATERIAL

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Module 4 – Unit 3

Questionnaire

The teacher can give these questionnaires to the students to evaluate the project:

QUESTIONNAIRE	
1. Was the project interesting?	<input type="checkbox"/> No <input type="checkbox"/> Quite <input type="checkbox"/> Very
2. Did you actively participate?	<input type="checkbox"/> Never <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Always
3. Was the project too long?	<input type="checkbox"/> Yes <input type="checkbox"/> No
4. Did you find the project useful?	<input type="checkbox"/> No <input type="checkbox"/> Quite <input type="checkbox"/> Yes, very Why or why not? Justify your answer.

5. Do you think you can reuse the knowledge and competences acquired? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, how?
6. Did the project help you improve the relationship with your classmates? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, how?



7. The project was

Easy

Difficult

In what way?

8. Do you think the project can be done again by other students next year?

Yes

No