



CARING FOR OUR FOREST CARING FOR OUR FUTURE





This magazine was created with the collaboration of the project partners as a means to disseminate the project, so it can be replicated and adapted to other educational contexts.

Organised and edited by Maria Silva
Photo cover by Maria Silva
June 2020
Sátão, Portugal



INTRODUCTION

Presentation of the project

Where it all started...

Ramona from Austria and Maria from Portugal, the founders of the project met in Cannes at the eTwinning Annual Conference “Democratic participation”, held in October 24-26, 2019, in Cannes, France. Both took part in the Partner finding workshop where Maria presented her idea for the project.

We exchanged ideas and complemented the initial plan with the suggestions that brought from our brainstorming.

The project was registered on November 19th, 2019.





eTwinning project registration

This certifies that

MARIA SILVA

Agrupamento de Escolas de Sátão, Portugal

founded the project

**CARING FOR OUR FOREST, CARING FOR
OUR FUTURE**

19.11.2019

Teachers per country involved in the project:

**AUSTRIA (1), ESTONIA (1),
GREECE (1), PORTUGAL (1),
ROMANIA (1)**

Ernst Gesslbauer
National Support Service
Austria

José Vitor Pedroso
National Support Service
Portugal

www.etwinning.net



This collaboration is an outcome of the partner finding fair workshop held at the eTwinning Annual Conference 2019 I attended and where I met Ramona with whom I shared my class's project idea involving forest conservation. Being both concerned about the importance of forests in the preservation of biodiversity and their role in mitigating climate crisis, we registered this transdisciplinary project aimed to make students and the community aware of the importance of the forest in the life of their community by learning from older generations through interviews and storytelling, researching on the major threats to their local forests and acting to preserve them. Participating schools connected with each other and their local communities with a mission to change how the world's forests are valued and to have a positive impact on forest conservation and climate crisis mitigation thus contributing to SDG 13: climate action.

By creating opportunities for students to bond with older generations to share experiences, knowledge, and skills the project has fostered positive and inclusive relationships.

This project was designed to equip young people with the key competences and the 21st century skills (creativity, communication, collaboration, decision making digital literacy, critical thinking and compassion) which will foster lifelong learning, thus preparing them to today's fast changing world.



- To promote the international dimension of education through the curriculum
- To facilitate an interdisciplinary approach of the curriculum
- Enhance an effective intercultural communication based on collaborative transnational team work through computer mediated communication and collaboration
- Enrich teachers and students pedagogical experiences to achieve greater motivation in the teaching and learning process
- To raise confidence and positive self-esteem by attending different learning styles and by valuing other forms of learning and knowledge (non-formal)
- Foster pupils and teachers' motivation to learn other languages and interact in a foreign language
- To enhance responsible attitudes by raising pupils' awareness on Internet safety issues
- To promote intergenerational bonding and understanding between the young and older generations
- To provide opportunities for different generations to come together to share experiences, knowledge, and skills that are mutually beneficial and foster positive long-term relationships
- To foster the discovery of useful electronic tools that can be used to improve the quality of students school work
- To get pupils actively engaged in shaping a more inclusive, peaceful and sustainable world by taking action in forest conservation and global campaigns and service projects (e.g. supporting SDGs, Planting Trees action, Climate Action project, Earth Day, World Environment Day)

Participating schools



- Teacher: Ramona Weiskopf,
- School: Neue Mittelschule 2, Wörgl, Austria



- Teacher: Triin Nooska,
- School: Luunja Keskkool,
- Tartu, Estonia



- Teacher: Triantafyllia Syvaka,
- School: 4th Gymnasio Polichnis
- Thessaloniki, Meteora, Greece



- Maria Silva, Escola Básica Ferreira de Aves, A.E. de Sátão,
- Sátão, Portugal



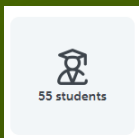
- Teacher: Adina Ionesco,
- School: Rosia-Jiu Technological Highschool,
- Rosia-Jiu, Romania





55 PUPILS

- 7th to 9 th grades
- (11-15 years old)

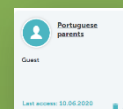


SUBJECTS

- English
- Portuguese
- Natural Sciences
- ICT
- Citizenship Education
- Geography

OTHERS

- Parents
- Security officers responsible for Internet Segura
- Municipality
- Etc...



Supporting UN SD Goals and Paris Agreement to tackle Climate Crisis



Participating schools joined efforts to support the Sustainable Development Goals (SDG) by embedding SDG principles in the project. We included and participated in National and Global campaigns and initiatives within the Paris agreement on climate change like World Environment Day.

Students and teachers connected with each other and their local communities with a mission to change how the world's forests are valued and to have a positive impact on forest conservation and climate crisis mitigation thus contributing to SDG 13: climate action.

13 CLIMATE
ACTION



The challenge

Learn about SDG 13 and the importance of forests in mitigating climate crisis to take action to protect the forest



PROJECT-BASED LEARNING

Active construction of knowledge

Cooperative learning

Interdisciplinarity

Social interaction

Personal involvement

Sharing common objectives

Reflection



The coordinators of this project believe that children have a strong disposition to explore and discover which is most often lost along the way through the years of formal education. In order to ignite their curiosity and lever their level of motivation we take a project-based approach. This approach builds on natural curiosity and creates authentic learning environment that enable pupils to interact, question, connect, collaborate, problem-solve, communicate and reflect.

As passionate educators we want to engage our students in experiential learning (D.Kolb, 1983) by providing them the opportunity to learn about the real-world issues and life that extends beyond the classroom to each student's home, community, nation, and the world.

We implement Active Learning methods that allow students to activate critical thinking; gather information, analyse data, exchange ideas, cooperate and negotiate with each other.

This learning scenario promotes students engagement and livens their self-esteem by giving them a voice to express themselves, tolerating error and promoting risk-taking and change.



PROCESS OVERVIEW

- Drafting an evaluation report based on the information collected
- Applying for the quality label
- Dissemination of the project
- Planning future partnership

Follow-up stage

- Planning
- Inviting teachers and students to the Tiwncpace
- Editing eTwinning profile
- Introducing to one another

Preparation stage

Conclusion stage

Development stage

- Playing kahoot game
- Pledging to save the forest
- Evaluation of the project

- Climate action project
- Collaborative team work: research
- Interacting with partners
- Field trips
- Pressneting results of the research
- Creating products for the project





PREPARATION STAGE

Preparatory activities and outcomes

(November-December 2019)

Project activities and outcomes

Activity	Description	Results (Links)
<p>Interaction on the Twinspace: getting to know each other</p>	<p>Step 1: After teachers are familiar with the new Twinspace, they register their pupils as project members.</p> <p>Step 2: Pupils edit their profiles by uploading a avatar and create a poster to introduce themselves themselves to their partners on a Twinboard.</p> <p>Step 3: Pupils read their partners profile to discover who they are and leave a comment to start interacting with them.</p>	<p>Example of a member's Twinspace profile</p> 
<p>Climate change: What's the weather like today?</p>	<p>Pupils shared weather reports, photos and impressions on the weather in their towns so as to compare and draw conclusions on climate change.</p> <p>https://twinspace.etwinning.net/101510/pages/page/790269</p>	
<p>Climate crisis and the role of the forest</p>	<p>Students worked collaboratively to learn about climate crisis issue and understand the role of the forest in mitigating climate change.</p> <p>Each team was assigned a different topic to cover the theme in different perspectives and get a deeper understanding of the issue:</p> <ul style="list-style-type: none"> - Causes - consequences - SDG 13: climate Action - Role of the forest <p>https://twinspace.etwinning.net/101510/pages/page/803694</p>	<p>A Presentation on story jumper</p>  <p>Learning games created by students' teams</p> 
<p>Brainstorm 1 Preparing the 1st field Trip</p>	<p>Students interacted on tricopter to suggest questions and topics for the planned interviews to collect information about climate change and the forest in people's lives 50 years ago. They worked together to draft the interview to their grandparents or the elderly at the Day care centre visited by the class.</p> <p>https://twinspace.etwinning.net/101510/pages/page/842314</p>	



DEVELOPMENT STAGE:

Activities and outcomes

(January-May 2020)

Project activities and outcomes

Activity	Description	Results (Links)																														
<p>Experiential Learning trip 1: Intergenerational Interviews</p>	<p>- Each team conducted, recorded, translated and shared the results of interviews students carried out either during the visit to the Elderly Day Care Centre or in alternative they interviewed their grandparents.</p> <p>https://twinspace.etwinning.net/101510/pages/page/868413</p>	<p>Visit to the Elderly Nursing Home in Lamas</p> 																														
<p>Sharing results on the Twinspace</p>	<p>Pupils transcribed the interviews, selected information and translated it into English to be shared on a page on the Twinspace. The audio of the forest narratives told by the interviewees were uploaded on Soundgarden, translated and shared on a page on the Twinspace.</p> <p>https://twinspace.etwinning.net/101510/pages/page/884226/edit</p> <p>https://twinspace.etwinning.net/101510/pages/page/861602</p>	<p>Story 1 told by José's grandfather</p> <p>It was on a sunny Christmas day, in the morning I took the sheep to graze, and then a wolf appeared. The sheep came together and when I realized that the wolf had grabbed a sheep by the thigh, I grabbed a stick and I hit him on his right paw on the back and the wolf dropped the sheep and ran away. Then I came home, I put emollient on the sheep's wound and the wound healed. Some days later the wolf came back and attacked the heard of a friend of mine and grabbed a sheep. The wolf ate it right in front of him. Although the shepherd was beating the wolf very hard, the wolf would not stop and leave the sheep to run away. That's why we fear the wolf which is so fierce!</p> <p>You can listen to the recording:</p> 																														
<p>Experiential Learning trip 2: Caring for our forest campaign</p>	<p>Luckily, Portuguese students managed to carry out this activity before the lockdown. We had the chance to have an outdoor lesson to learn more about the forest and we organised all the students of our small school from 5th to 9th grade on a clean-up campaign which ended in a planting tree action.</p> <p>https://twinspace.etwinning.net/101510/pages/page/899907</p>																															
<p>TEAMING UP for collaborative project work</p>	<p>Teachers agree on the topics which can be worked within their curriculum with their classes. Topics and tasks were presented on a google docs for the teams to choose to work in collaboration with their partners.</p> <p>https://twinspace.etwinning.net/101510/pages/page/868438</p>	<p>The google document used to match the teams according to their interests:</p> <table border="1" data-bbox="968 1590 1319 1846"> <thead> <tr> <th>Teams</th> <th>Students name</th> <th>School, town and country</th> <th>2 Teacher supervisors</th> </tr> </thead> <tbody> <tr> <td rowspan="4">Team 1 Forest trees</td> <td>Mariano</td> <td>EBIFA, Saldes, Portugal</td> <td>Maria Silva</td> </tr> <tr> <td>Gretel Lis Raudsepp</td> <td>Lauha, Estonia</td> <td>Trini Nooska</td> </tr> <tr> <td>Jana Victoria</td> <td>Austria</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td rowspan="4">Team 2 Invasive Species</td> <td>Lara Letícia Rafaela</td> <td>EBIFA, Saldes, Portugal</td> <td>Maria Silva</td> </tr> <tr> <td>Launi Kaiki</td> <td>Lauha, Estonia</td> <td>Ramona</td> </tr> <tr> <td>Abdul Burak</td> <td>Austria</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Teams	Students name	School, town and country	2 Teacher supervisors	Team 1 Forest trees	Mariano	EBIFA, Saldes, Portugal	Maria Silva	Gretel Lis Raudsepp	Lauha, Estonia	Trini Nooska	Jana Victoria	Austria					Team 2 Invasive Species	Lara Letícia Rafaela	EBIFA, Saldes, Portugal	Maria Silva	Launi Kaiki	Lauha, Estonia	Ramona	Abdul Burak	Austria				
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Project activities and outcomes

Activity	Description	Results (Links)
<p>International collaboration in lockdown 1</p>	<p>As all participating schools were closed, students and teachers continued the collaborative work from their homes. Students were matched in international teams to work on the presentations about the different topics (Forest narratives, comparative study of the interviews, research on Forest threats ...) and the different tasks (creating a video, a comics, make a presentation etc...)</p> <p>They shared their work on the Twinspace on the pages assigned for each topic.</p> <p>Research works: https://twinspace.etwinning.net/101510/pages/page/868301</p>	
<p>International collaboration in lockdown 2</p>	<p>Using the information shared on the Twinspace and what they have learnt, students contributed to the creation of a Quiz game by sharing questions on a common page of the Twinspace</p> <p>https://twinspace.etwinning.net/101510/pages/page/979487</p>	 <p>Creating a Kahoot_ Questions</p> <p>Caring for our Forest Caring for our Future</p> <p>Add your question(s) related to our project "Caring for the Forest, Caring for the Future" for the Kahoot we will play together on the 9th June.</p> <p>GENERAL QUESTIONS ABOUT THE FOREST</p> <p>1) Which is the best definition for forest?</p> <p>It is a complex ecosystem consisting mainly of trees that support biodiversity.</p> <p>It is a simple ecosystem consisting of trees</p> <p>It is the result of burning and cutting down trees</p>
<p>International collaboration in lockdown 3</p>	<p>The teams created learning games that Portuguese partners played from their homes with their Austrian Partners. Partners who could not attend played remotely:</p> <ul style="list-style-type: none"> - Matching game - Hangman - Quiz <p>https://twinspace.etwinning.net/101510/pages/page/978426</p>	 <p>A matching game interface with a grid of letters and a collection of forest-related images and labels.</p> <p>Labels include: Mimosa (Acacia), Deforestation, Eucalyptus (Eucalyptus globulus), The Conifer Seed Bag, The Glassy Asian Hornet, Brock, moth, and Brown weevil.</p>



CONCLUSION STAGE:

Activities and outcomes

(June 2020)

Project activities and outcomes

Activity	Description	Results (Links)
<p>Taking action on world environment day</p> <p>Our awareness campaign for forest conservation</p>	<ul style="list-style-type: none"> - From their homes students were inspired to pledge to save the forests on World Environment Day. - They took part in an interactive video lesson shared on the Twinspace. Students watched Prince Ea message video “To Future Generations: Sorry” <p>https://twinspace.etwinning.net/101510/pages/page/975019</p> <ul style="list-style-type: none"> - They wrote messages they shared on the discussion task and created pledge posters. <p>https://twinspace.etwinning.net/101510/pages/page/977131</p>	
<p>Presenting the Forest Narratives</p>	<p>Students read the forest narratives of the older generations collected by their partners and ask each other questions for clarification of different aspects of the stories. They created a video or a comics to illustrate the story they studies.</p> <p>https://twinspace.etwinning.net/101510/pages/page/861602</p>	
<p>Wrapping up</p> <p>Playing to test what we have learnt</p>	<p>Portuguese students and Austrian students met on a videoconference to discuss the learning outcomes, to play the final Kahoot game and close the project.</p> <p>While Portuguese students were still in lockdown, half of their Austrian partners were collaborating from school and the other half from home.</p> <p>The meeting started with a brainstorming to revise knowledge acquired by the participating teams and ended in a cheerful mood with the Kahoot game.</p>	



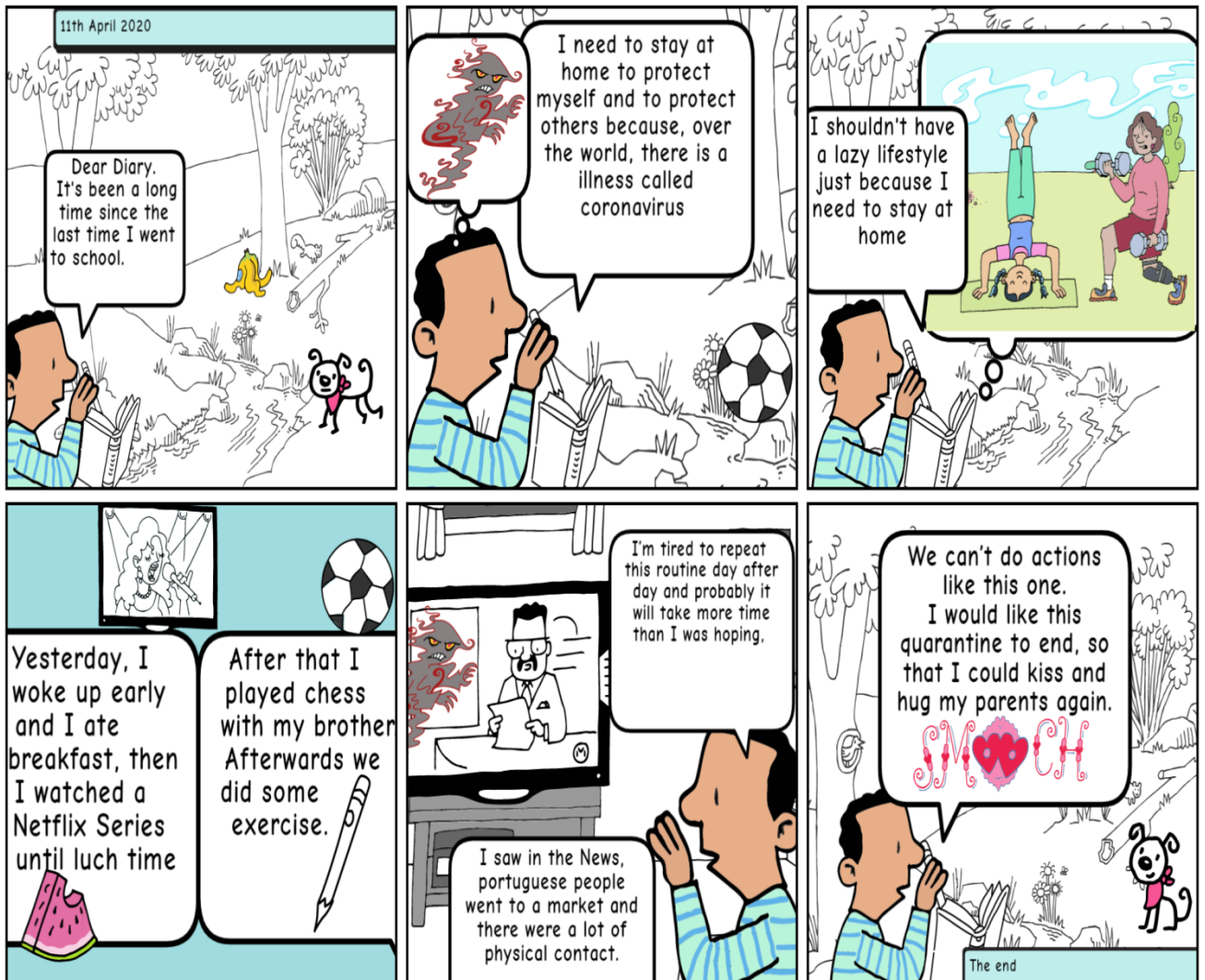
EXTRA OPTIONAL ACTIVITY

A diary of a teen in lockdown

- This activity was created to help students deal with the Covid-19 lockdown.
- Students were invited to be creative during that strange period and share their routines, their feelings, hopes and positive messages through comics.
- Prompts:
 - a) What did/ do you do to help keep active physically
 - and mentally during the Easter holiday quarantine period?
 - b) What did/ do you miss the most?
 - c) What do you wish for?
- Here is an example of a result.
- You can see more on the padlet:



SCAN ME



This comic was created at www.MakeBeliefsComix.com. Go there and make one now!



SCAN ME



COLLABORATION STRATEGIES

Pledge to our forests

Students and teachers will meet to conclude their collaborative activities. During the VC, students will: - take part in a brainstorming - Play learning games they created for each other based on the information of the collaborative teams.

Date 09.06.2020

Start time 08:30

End time 10:00

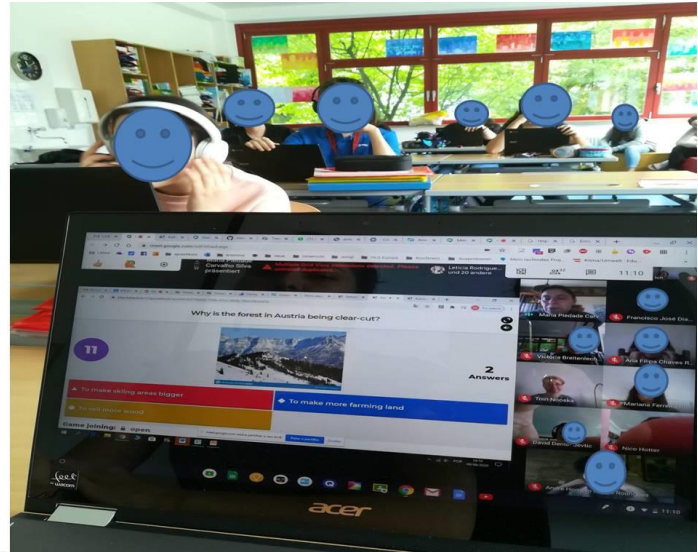
Available seats 74

You created this event on 06.06.2020 @ 12:06

To join this online meeting you should

- click the 'sign up' button to register your participation
- visit this page and click the "enter room" button on the day and time of the meeting

You can only sign up for an online meeting for as long as there are available seats.



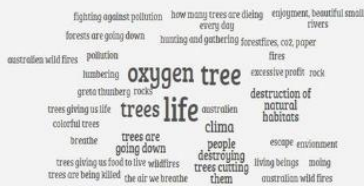
When you think of forests, what comes to your mind?

AnswerGarden

When you think of forests, what comes to your mind?

Type your answer here...

Submit



Teams	Students name	School, town and country	2 Teacher supervisors
Team 1 Forest fires	Mariano	EBIFA, Sátão, Portugal	Maria Silva
	Grettel Liis Raudsepp	<u>Luunja</u> , <u>Estonia</u>	Triin Nooska
	Jana Victoria	<u>Austria</u>	
Team 2 Invasive Species	Lara Letícia Rafaela	EBIFA, Sátão, Portugal	Maria Silva
	Lauri Kask	<u>Luunja</u> , <u>Estonia</u>	Ramona
	Abdul Abdu Burak	<u>Austria</u>	
Team 3 Deforestation	Joosep Pärnalaas	<u>Luunja</u> , <u>Estonia</u>	Ramona
	Nico Ajla Ela	<u>Austria</u>	Adina

tricider

Brainstorm 1

Add a description

Ideas

Pros and cons

Did people use forests for recreational purposes as they do today?
by Luunja

[Add argument](#)

What were the forests of your region like?
by Luunja

[Add argument](#)

How do forest fires influence your region?
by Luunja

[Add argument](#)

What would you collect from the forest in winter, spring, summer and Autumn?
by Maria's class question 3

[Add argument](#)

SDG 13: CLIMATE ACTION

Subscribe

Share with your partners what you have learnt about Sustainable development goal 13: Climate Action (in the form of video, essay, poster or powerpoint)

[Go to page](#)

Edit Delete

Maria Silva - 15.01.2020 @ 22:22





PROJECT ASSESSMENT



SCAN ME



Evaluation questionnaire "Caring for our Forests" eTwinning project (2019-20)

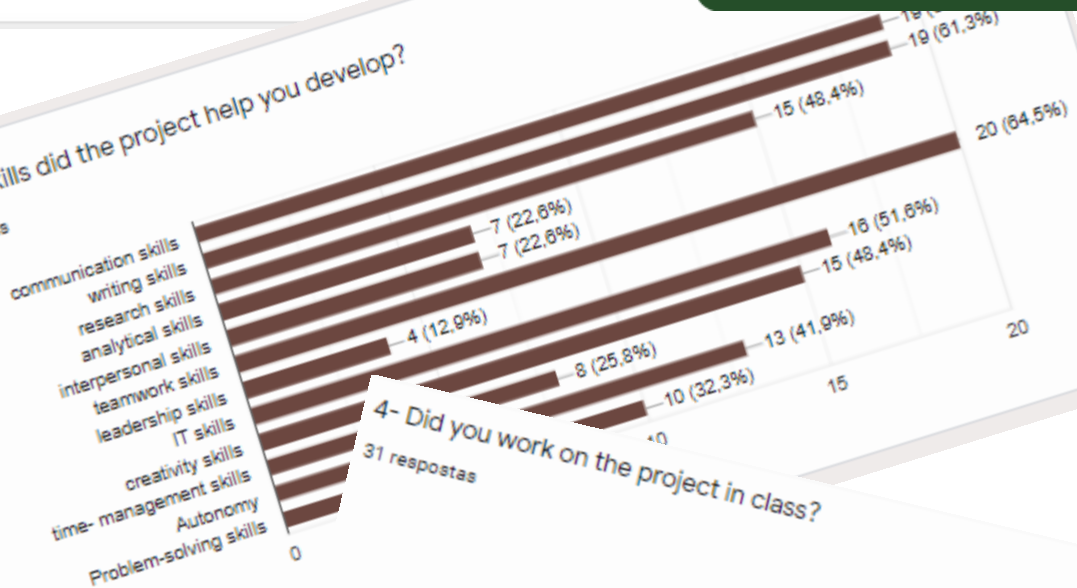
We invite you to participate in the final evaluation of the project. We are interested in learning about the impact the project has had on the participants. Please, fill in the questionnaire and give as much information as you can to help us make it better in the future.

Podes responder em Português nas questões de resposta aberta (de texto).

*Obrigatório

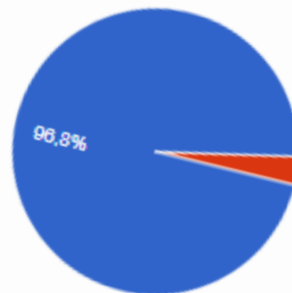
8- What skills did the project help you develop?

31 respostas



4- Did you work on the project in class?

31 respostas



● Yes
● No

Pupils' feedback on the project

The learning outcomes of my participation in the project and make me proud were the improvement of my teamwork skills and also the research skills because I learn more where I can search for true information and how to put in my works and the references.

Before participating in project I didn't have much confidence in interacting in English and with people from other countries, and participate in this problem help me to improve this and now I like to do this and I'm confident about it, so I'm very happy and proud about this. For this reason and others I liked so much to participate in this project and I think it was very worth it.

This project allowed me new discoveries, I improved my communication and my critical spirit. What makes me proud was being able to participate in an experience like this, in which it made me grow mentally and learn more.

With this project I improved my communication skills, I pay attention to the detail and that was difficult to me before this project and I learned more about the world itself, its discoveries and the important moments.

For me, the results of these English works were excellent, since I was able to improve my English skills, such as understanding the words and improve my school results even in other subjects.

The results were good, and I am proud of my abilities. I learn more about the ecological footprint.



IMPACTS

IMPACT ON THE LEARNERS



Overall students showed higher motivation to learn while developing the following skills:

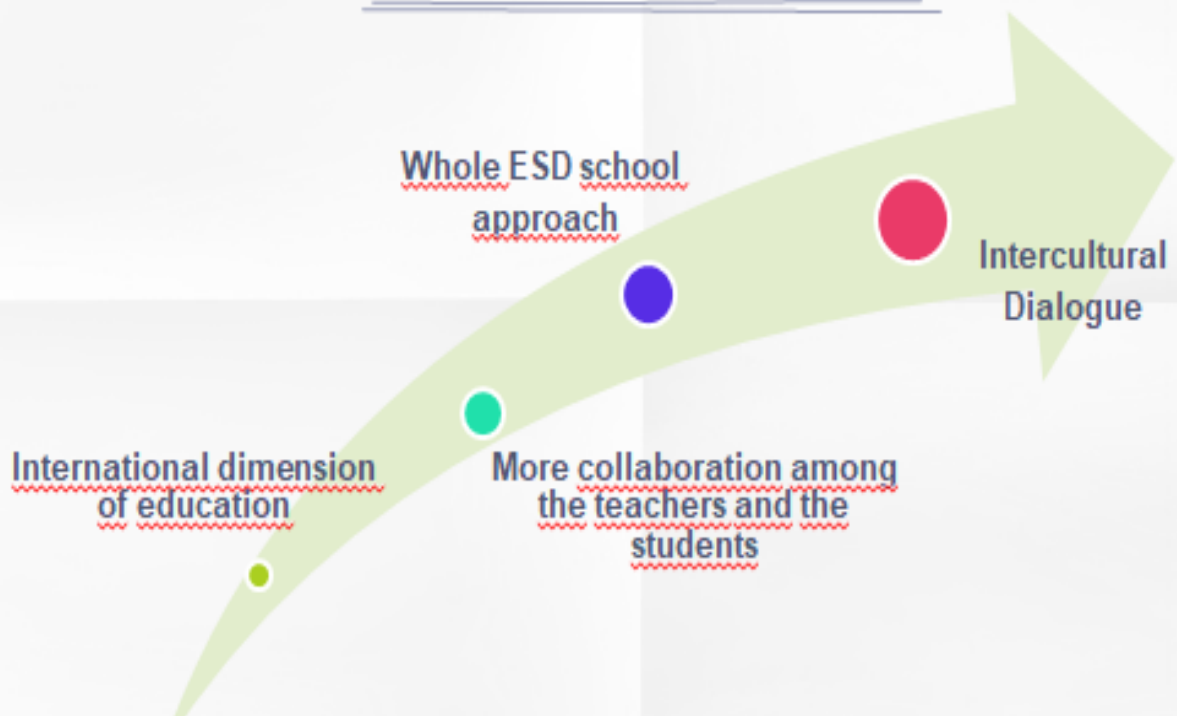
- Communication skills for: Reading, writing, listening, speaking and interacting
- Independence
- Responsibility
- Teamwork management
- Time-management
- Creativity
- Problem-solving skills
- Critical thinking
- Digital skills
- Autonomy
- Awareness towards global issues
- Cultural sensitivity



IMPACT ON TEACHERS' PROFESSIONAL DEVELOPMENT



IMPACT ON THE SCHOOL LEVEL



IMPACT ON THE COMMUNITY LEVEL

- Parents and friends were involved in the project
- Students contributed to sensitise the community toward the issues they studied.
- Stakeholders took part and supported some of the actions and promised to take action
- Some families have committed to change certain environment unfriendly habits





DISSEMINATION

SEC202.

MARÇO 2020

Visita ao Lar da ARCAS: Uma tarde de aprendizagem e de convívio intergeracional (DAC 8ºE)

Na tarde de 16 de janeiro de 2020, fomos visitar o lar de idosos da ARCAS, em Lamas de Ferreira de Aves, acompanhados pela professora de Francês e a nossa diretora de turma. Esta atividade está enquadrada no projeto DAC da turma "Conhecer e Proteger as florestas para proteger o futuro" e do projeto eTwinning "Twinning Generations", que visa estabelecer relações de proximidade entre gerações.



Na tarde de 16 de janeiro de 2020, fomos visitar o lar de idosos da ARCAS, em Lamas de Ferreira de Aves, acompanhados pela professora de Francês e a nossa diretora de turma. Esta atividade está enquadrada no projeto DAC da turma "Conhecer e Proteger as florestas para proteger o futuro" e do projeto eTwinning "Twinning Generations", que visa estabelecer relações de proximidade entre gerações. Entrevistámos vários idosos para sabermos como era o inverno no tempo deles e qual era a importância da floresta na sua economia familiar e recolhemos algumas histórias que envolvem a floresta. Para agradecer a generosa colaboração dos participantes, oferecemos os postais que fazemos com a ajuda dos alunos do 7ºE e do professora de Educação Visual.

"Custou muito de ir ao lar, pois fiquei a conhecer os hábitos das pessoas de outras gerações, quando as suas dificuldades eram maiores. Fiquei surpreendida com o facto de as crianças se contentarem com tão pouco para prendas de Natal. Recebiam, apenas frutos secos ou laranjeiras por exemplo e ficavam felizes com tão pouco."

"Gostei de ir visitar o lar porque fiquei a conhecer os idosos e as suas histórias pois o que eles costumavam

Como passavam o tempo livre no inverno?
Nós, no inverno, quando não vamos trabalhar para o campo, divertimo-nos a jogar ao boliche, ao pólo, a saltar à corda e a jogar à panelinha. Os rapazes iam caçar lebres e coelhos e pescar para o rio. Quando chovia, ficávamos em casa sentados à lareira com os amigos e vizinhos a escutar as "estórias" que os mais velhos nos contavam. Os serões eram muito divertidos e todos nos divertíamos muito cedo."

O que se comia no inverno?
No inverno, comia-se essencialmente tudo o que se cultivava, o que a minha avó fazia sempre com hortaliça, feijão e cabula, cou-

estações do ano.
A floresta era muito importante para o maior parte das pessoas por várias razões: para cortar madeira, recolher esturmo ou recolher lenha e ramos. Na primavera, levávamos o gado a pastar. No verão, ajudávamos a limpar as florestas e vigiávamos as matas para diminuir o risco de incêndios. Aquantávamos pinhas e lenha para o inverno termos com que nos aquecer. No outono apanhávamos peras, maçãs, nozes e avelãs. No inverno colhíamos tartufas, sanchas e linhanos de ir à serra recolher lenha. Para algumas pessoas era um meio de sobrevivência, havia a resina que algumas pessoas usavam dos pinheiros para ganhar algum dinheiro. Se tivérem curiosidade, podem ouvir uma

School Webpage

<http://www.escolasdesatao.pt/index.php/2013-01-29-22-20-50/esfrov/399-21-de-fevereiro-dia-internacional-da-lingua-materna>

School Magazine

https://www.escolasdesatao.pt/files/2019_2020/2_edio_Maro_2020.pdf

School Anual Activity Plan (PAA)

<https://drive.google.com/a/escolasdesatao.pt/file/d/0B4H51w3cOsyQcWVLSIJyZFIRMXc/view>

Unesco website and Ensino Magazine

<http://www.ensino.eu/ensino-magazine/fevereiro-2020/unesco/cuidarda-casacomun.aspx>

Projeto DAC do 8ºE em comemorações do Dia Mundial do Ambiente

Categoria: [Agrupamento de Escolas de Satao](#)
Escrito por Administrador



Projeto DAC do 8ºE em comemorações do Dia Mundial do Ambiente

No âmbito do projeto eTwinning "Caring for our forest. Caring for our Future", inserido no projeto DAC da turma, os alunos do 8ºE da Escola Básica e Integrada de Ferreira de Aves criaram, em colaboração com os seus parceiros eTwinning de Áustria, Grécia, Estónia e Roménia, um jogo interativo (em Inglês), que resultou das pesquisas realizadas ao longo do segundo período.

DESAFIO: Pode jogar aqui até 25 de junho. Haverá uma surpresa para os 3 vencedores: https://kahoot.it/challenge/04763171?challenge-id=cafdaf0e4543a-48c3-b0c0-19a5b7f5e30f_1592213505207

Para comemorar o dia 5 de junho, Dia Mundial do Ambiente, os nossos alunos jogaram o Quiz, a partir de suas casas, com os seus parceiros austríacos, para quem o período de confinamento tinha terminado e por isso jogaram em sala de aula e fizeram perguntas uns aos outros sobre a situação do Covid-19 nos seus países. Em modo de conclusão, trocaram mensagens de compromisso para salvar as florestas e o ambiente, que serviu de mote para a criação de pósteres que poderão ver no [site do projeto](#).



8ºE	"Cuidar da floresta, para um futuro sustentável"	
Português	Participação no projeto "Twinning Generations"	
Geografia	Entrevista a elementos da comunidade de diferentes gerações	
Inglês	Visita ao Lar de Idosos de Lamas	
Cida. e desenvolvimento	Registo e participação no projeto eTwinning "Caring for our forests, caring for our future":	1º período
Ciências	Estudo sobre as mudanças climáticas	2º período
Ed. Visual	Projeto LandArt	
Ed. Tecnológica	Saída de campo para estudo sobre a fauna e flora da floresta local e elaboração de um guia da floresta	
Francês	Estudo sobre a importância da floresta na economia local	3º período
Ed. Física	Estudo sobre a importância da floresta nos descobrimentos	
TIC	Plantação de árvores no dia da árvore	
História	Caça ao tesouro dirigida à comunidade educativa da EBIFA	



PHOTOGRAPHY AND PICTURES USED IN THIS PUBLICATION

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Pixabay and shutterstock pictures



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