



PROGRAMME ERASMUS+ / STUDENTS MOBILITIES

**PROJET N° / PROJECT N° : KA122/121 S.A.V.E.
(SUSTAINABLE
DEVELOPMENT IN SCHOOLS: SAVE OUR PLANET
WITH SMALL GESTURES)**

**Report of the activities and Summary of the teachers meeting during
the Mobility in Ecueillé, France
from March 31st to April 7th 2022**

From March 31st till April 7th, 32 European students (5 North Macedonian, 6 Greek, 8 Italian and 13 Spanish students) were hosted in the families of the French students of Collège Calmette et Guérin where they followed the program of activities planned to develop Part I of the project that is to say “How eco-friendly is your school?”

Report of the activities

Activity 1: Oral presentations: How eco-friendly is my school?

On Friday, April 1st, in the morning, after a funny presentation of the great French historical characters by the 5^{èmes} LCE (13 year-olds), a presentation of Collège Calmette et Guérin by the 3^{èmes} LCE (15 year-olds) and a presentation of “How eco-friendly is Collège Calmette et Guérin?” by the 4^{èmes} LCE (14 year-olds), then it was the turn of the European ambassadors to develop this last topic.

First, the North Macedonian team, secondly the Greek team, thirdly the Italian team and eventually the Spanish team, all the ambassadors spoke in front of all the students and teachers of the French school as well as the representative of the DAREIC d’Orléans-Tours dealing with the Erasmus+ projects, M. MONTLIVET. The ambassadors had made research about the four following aspects :

1. The school building
2. What happens to waste in the school
3. The sources of energy in the school
4. The school yard: are there any plants? trees?

And they presented their results. Even if there was no time to discuss these results on that day, we picked up a few interventions among students showing that they had understood the differences between the different schools, their strong suits and their weak points but also they could see solutions and good initiatives as far as the protection of the environment at school was concerned.

This activity enabled the students to develop their speaking skills as they were speaking in public and it was also a good way for them to develop their knowledge of environmental problems and how to solve them.



Activity 2: Sports tournament + Treasure hunt in Ecueillé

On Friday, April 1st, in the afternoon, the European ambassadors and the French host students were organized in 8 international teams of 8 or 9 students each (See ANNEX 1) and they participated to a sports tournament with different trials : tug of war, basketball, pétanque, football, “chamboule-tout” or “coconut shy” (See ANNEX 2)

The students could develop their collaborative skills, their team spirit and enjoy having fun together.

Then, when the weather could allow it, the treasure hunt took place in Ecueillé. Still organized in international teams, the students were given a list of questions (See ANNEX 3) and they went through the town of Ecueillé to find the answers to the questions by talking to people and visiting places and monuments.

They learnt about the history of the town, French culture and also about the eco-friendly activities in the local area of Ecueillé. They developed their collaborative skills, their cultural skills and their speaking skills.

Saturday, April 2nd was a day spent with families, which nonetheless enabled a lot of the European ambassadors to develop their communication skills, their cultural skills and their knowledge about the protection of the environment. Indeed, many parents had chosen this last topic and took them to visit Zoo de Beauval for example.

Activity 3: Visit of Le Futuroscope

On Sunday, April 3rd, the European ambassadors and the host students went to Le Futuroscope near Poitiers to discover how science can help improve our world and make it more sustainable and eco-friendly. For instance, students were able to experience the life of birds flying in the sky above our country (The Extraordinary Journey) but also the experience of astronauts flying above our planet (Through Thomas Pesquet’s eyes and Destination Mars). Moreover, they could imagine a new eco-friendly city (Futuropolis). In other words, they learnt about sustainable development in the future.

Students were able to develop their scientific and technological skills.

Activity 4: Visit of La Haute-Touche animal reserve

On Monday, April 4th, the whole group of students went to The Haute-Touche animal reserve situated not far from Ecueillé and hosting mostly local or French animals. They attended workshops in international teams (See ANNEX 1). The workshops were organised by M. Patrick Roux, responsible for the pedagogical visits and one of his colleagues.

They learnt about the life and preservation of some local animals (A la découverte du loup, la Cistude, les Cerfs et les Animaux de France) : discovering wolves, the cistude turtle, deer and the animals of France. The students were told that, on Wednesday, they would have to draw posters about the different workshops they attended.

As they were in international teams, they developed their collaborative skills, their speaking skills and also their knowledge about the preservation of biodiversity.



Activity 5: Visit of Le Château de Chambord

On Tuesday, April 5th, the host students and their European guests went to Chambord to visit the famous “château”. First, in the morning, the students visited the castle of Chambord with a digital tablet called “Histopad”. They had the opportunity to go into every room and to see the rooms as they were in the past thanks to the augmented reality device offered by the histopads.

Then, in the afternoon, in three international groups, they attended three different workshops organised to discover the sustainability of this castle over the centuries. Workshop “Reconstruire” or “Rebuilding” / Workshop “Repérages et plans” or “Tracking and planning” / Workshop “Vie quotidienne” or “Everyday life”.

The students learnt about the history of the castle of Chambord.

Then they learnt about the building of the castle and its renovation: how sustainable it was and how sustainable it must be for the preservation of this monument.

They learnt about the plans of the castle: how the architects chose to place the different rooms so that the use of the sun/ of the chimneys...for instance contributed to a sustainable way of living.

They learnt about everyday life in the castle in the past: how people lived closer to nature, saving their resources, having little waste, having little furniture and only using what they needed.

In other words, they learnt about sustainable development in the past.

Activity 6: Creating posters

On Wednesday, April 6th, the European ambassadors together with their host students were organised into international teams again (See ANNEX 1) in four rooms of Collège Calmette et Guérin (2 teams by room, paper and pens were provided) with the objective of creating one poster per team (that is to say 8 in total) about the different topics learnt during the workshops at the animal reserve of La Haute-Touche on Monday.

Team 1 worked on “The types of deer antlers”

Team 2 worked on “Deer”

Team 3 worked on “The animals of France”

Team 4 worked on “Endangered animals in France”

Team 5 worked on “Wolves and their habits”

Team 6 worked on “Wolves and their society”

Team 7 worked on “Why is the cistude turtle in danger?”

Team 8 worked on “The life of the cistude turtles”

(See ANNEX 4)

The students showed us what they had learnt and what they thought of the situation concerning each topic. They developed their speaking skills, writing skills, artistic skills and most of all their collaborative skills by working together. And we were amazed at what they managed to do in less than three hours in international groups with different ages, different language skills and different general knowledge. For us, that was a great success !



Summary of the teachers meeting

On Wednesday, April 6th, in the afternoon, the 10 teachers of the project (Rallou SPANELLI, Permathoula ZAFEIRIOU, Sonja JANKULOVSKA, Biljana DODOVSKA GEORGIEV, Samantha CATAPANO, Maria Grazia CASELLA, David FILGUEIRA ALVAREZ, Maria TELLERIA SEOANE, Elodie SERVAN and Sophie DENIZOU) met while the students were in their host families to decide about the next step, that is to say , Part 2 :”How eco-friendly is your local area?” and also the mobility to Greece that would be going to take place from May 14th to May 22nd in Mytilene, Greece.

But first, Sonja presented an evaluation document that was modified on the spot by Elodie and then was agreed to be used by all the teachers to evaluate the mobility to France (See ANNEX 5). Sophie said she would prepare a document for students to evaluate the mobility too (See ANNEX 6).

As an activity to give to students before the mobility in Greece, it was agreed to use a questionnaire previously built in a former Erasmus+ project done by the French and Spanish schools, that was slightly modified. This “How eco-friendly are you?” questionnaire would lead to statistics that will be studied during the mobility to Greece. (See ANNEX 7)

Sonja also gave a link to a carbon footprint calculator that would be interesting to use with students in class.

Finally, Rallou presented the program of the mobility in Greece (See ANNEX 8) asking how many students each team would bring.(10 French students, 5 North Macedonian, 6 Italian, 7 Spanish ?) Considering that she didn't have enough families to accommodate all the European ambassadors going to Greece, Rallou proposed that some would be accommodated in a hotel (Italian and Spanish teams agreed with this solution) while others would be accommodated in Greek families (North Macedonian and French teams agreed with that solution).

Written by S. D. French coordinator