

# THE TRUTH BEHIND PALM OIL

AN ETWINNING PROJECT



**ICS "FRA' AMBROGIO DA CALEPIO", CASTELLI CALEPIO  
(ITALY)**

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# THE TRUTH BEHIND PALM OIL

AN ETWINNING PROJECT WITH ITALY, LITHUANIA AND CATALONIA



Sep-Dec 2017

## STEP 1.) GETTING TO KNOW EACH OTHER

- Our profiles
- our teams (video presentations)
- our schools, cities, regions and countries
- our logo
- introductory forum about the topic
- Christmas puzzles

### EVALUATION OF STEP 1



Jan-March 2018

## STEP 2.) A CONVENTION ON UNSUSTAINABLE PALM OIL

- warm-up: an animation about palm oil & wordclouds
- work in transnational groups on 5 topics, with a role planning presentations
- The Convention: design of programs & videos of the speeches

### EVALUATION OF STEP 2



April-June 2018

## STEP 3.) TAKE ACTION

- introductory activity (videos)
- identify daily products that contain palm oil in our households
- Design of action plan in transnational groups:
- as a consumer
  - as a citizen
  - as a volunteer

### EVALUATION OF STEP 3 & WHOLE PROJECT

DISSEMINATION: SCHOOL WEBSITES AND SOCIAL MEDIA (INSTAGRAM & TWITTER)



## TRUTH BEHIND PALM OIL STEP 1: OCTOBER-DECEMBER 2017

- 1.1. WRITING PROFILES
- 1.2. VIDEO PRESENTATIONS (OUR TEAMS)
- 1.3. OUR SCHOOLS, CITIES, REGIONS AND COUNTRIES
- 1.4. LOGO
- 1.5. INTRODUCTORY FORUM ABOUT THE TOPIC
- 1.6. CHRISTMAS PUZZLES

### ***Getting to know each other:***

#### **1.1. WRITING PROFILES**

Students of the three countries edit their profiles in the twinspace: brief descriptions and picture, and leave messages on the walls of their partners

#### **1.2. VIDEO PRESENTATIONS (OUR TEAMS)**

3 video presentations of the three teams involved.

<https://twinspace.etwinning.net/47543/pages/page/275330>

#### **1.3. OUR SCHOOLS, CITIES, REGIONS AND COUNTRIES**

In pairs or groups of 3, students of each country prepare at least 4 presentations in Powerpoint on their schools, cities, regions and countries. Then they save the presentations as movies and upload them in an account created in <https://vizia.co/>, The videos then are embedded in the corresponding sub-page in the Twinspace:

[Catalan/Spanish videos](#)

[Lithuanian videos](#)

[Italian videos](#)

Then they watch your partners' videos, prepare quizzes and answer them:

VIDEO PRESENTATION	QUIZ BY	ANSWERED BY
Lithuania	Italy	Catalonia/Spain
Catalonia/Spain	Lithuania	Italy
Italy	Catalonia/Spain	Lithuania

In this collaborative activity, all students get to see and learn about their partners. The results of the quizzes are also published in a [sub-page](#).

#### **1.4. LOGO**

Students create a logo in national pairs. They can either draw it or design it using one of these webtools: <https://logomakr.com/> or <https://www.designevo.com/apps/logo/> to create a digital version.

They upload their logo in <https://dotstorming.com/b/59ecd1c5ccae6f0706c79ecd> and also in MATERIALS. When everyone has designed one, they vote for the best one in the dotstorming platform too.

This is the [winning logo](#)

### **1.5. INTRODUCTORY FORUM ABOUT THE TOPIC:**

Students go to the forum thread: "[Truth and myths about palm oil](#)" and read the information given. After that, they leave their comments, answering the questions: what did you already know about the topic? What surprised you?

### **1.6. CHRISTMAS' PUZZLES:**

Students use the webtool <https://www.jigsawplanet.com> and create puzzles from pictures representative of how the three countries spend Xmas time. In national padlets

[Lithuanian padlet](#)

[Italian padlet](#)

[Catalan/Spanish padlet](#)

, they upload the link to the puzzle and a brief explanation about what we can see in the picture or some Season greetings. Then they play their partners' puzzles so to discover the picture and write in the corresponding forum with [a snapshot of the solved puzzle](#) and the time it took to solve it.

### **Dissemination:**

A link to the public twinspace has been created in each school's website:

CATALAN/ SPANISH SCHOOL: <http://agora.xtec.cat/iesjaumecallis/projecte-educatiu/etwinning/>

LITHUANIAN SCHOOL: <https://www.armino.marijampole.lm.lt/j2/index.php/apie-mokykla/projektai>

ITALIAN SCHOOL:

Also hashtags in the social media are being used:

- instagram: #palmoiletwinning
- twitter: #palmoiletwinning

## STEP 2: JANUARY-MARCH 2018

- 2.1. WARM-UP. PROTECT PARADISE: AN ANIMATION ABOUT PALM OIL
- 2..2. TRANSNATIONAL GROUPS, TOPICS AND ROLES
- 2.3. PLAN YOUR PRESENTATIONS
- 2.4. AN INTERNATIONAL CONVENTION ON UNSUSTAINABLE PALM OIL
- 2.5. PLAY & LEARN ABOUT PALM OIL

### **STEP 2: LEARNING ABOUT PALM OIL**

#### **2.1. WARM UP: "PROTECT PARADISE": AN ANIMATION ABOUT PALM OIL**

Students watch the Greenpeace video and, each country, makes wordclouds with key words/phrases of the contents.

Spanish/Catalans: <http://www.answer garden.ch/610518>

Lithuanians: <http://www.answer garden.ch/610519>

Italians: <http://www.answer garden.ch/610520>

The wordclouds can be seen in the page 2.1. in the twinspace

#### **2.2. TRANSNATIONAL GROUPS, TOPICS AND ROLES**

Students decide on the topic and role they want to work on, and also on the speaker of the videos. 5 topics are created to find out and learn more about palm oil:

1. Human rights abuse on workers
2. Animals' habitats
3. Environmental problems
4. Benefits for people
5. Risks for people's health

Sub-pages are created for each transnational group where they can find links to videos and webpages in which to find information on the issue.

#### **2.3 PLAN YOUR PRESENTATIONS**

A template for planning a presentation of a formal speech is given to students: they fill it in and then they put all this information in an interactive flowchart, using <https://www.lucidchart.com> . This way, students have the information they need for both the presentations and the speeches sequenced in a logical and ordered way.

The flowcharts can be seen in:

<https://twinspace.etwinning.net/47543/pages/page/342115>

## **2.4. AN INTERNATIONAL CONVENTION ON UNSUSTAINABLE PALM OIL**

Now it is high time they prepare for the International Convention. They need their nice presentations and the recording of the speeches:

Students create interactive presentations based on the information in the flowcharts with <https://panel.genial.ly/> which can be seen in: <https://twinspace.etwinning.net/47543/pages/page/342119>

They record the speeches, regarding their role (worker, doctor...): <https://twinspace.etwinning.net/47543/pages/page/342121>

Moreover, they design the programs for the event: <https://twinspace.etwinning.net/47543/pages/page/342120> using <https://www.canva.com/>

All are collected in PADLETS: <https://padlet.com/>

The best and most creative program is being voted by students these days in the same Padlet.

## **2.5. PLAY AND LEARN ABOUT PALM OIL**

Students create games using <https://www.educaplay.com/> about the contents of the presentations.

This activity was intended for the fast-finishers and it is still being created.

### **EVALUATION:**

Evaluation of step 1 by students and teachers was taken after finishing step 1. You can find the questionnaire and results in <https://twinspace.etwinning.net/47543/pages/page/342113>

The results were satisfactory and many ideas were given to add interest in the project.

These days, students are taking the evaluation regarding step 2.

### **VIDEOCONFERENCES:**

A videoconference with the Lithuanian and the Catalan school was held in late February. Students were put in transnational groups and got to know each other much better with some questions they had prepare beforehand after reading their partners' profiles in the twinspace.

**Dissemination:**

A link to the public twinspace has been created in each school's website:

CATALAN/ SPANISH SCHOOL: <http://agora.xtec.cat/iesjaumecallis/projecte-educatiu/etwinning/>

LITHUANIAN SCHOOL: <https://www.armino.marijampole.lm.lt/j2/index.php/apie-mokykla/projektai>

ITALIAN SCHOOL:

Also hashtags in the social media are being used:

- instagram: #palmoiletwinning
- twitter: #palmoiletwinning

## STEP 3: APRIL-JUNE 2018

- 3.1. INTRODUCTORY ACTIVITIES: AS A CONSUMER
  - 3.2. INTRODUCTORY ACTIVITIES: AS A CITIZEN
  - 3.3. INTRODUCTORY ACTIVITIES: AS A VOLUNTEER
  - 3.4. ACTION PLANS
- EVALUATION STEP 3 & WHOLE PROJECT

### **STEP 3: TAKING ACTION**

#### **3.1. INTRODUCTORY ACTIVITIES: AS A CONSUMER:**

The aim was to introduce students to the fact that many of the daily products we eat/use contain palm oil from unsustainable plantations. So as a warm-up activity 3.1.1. , they were set to watch the trailer “Unseen” by WWF International, which takes the form of a thriller, with a troubled man who discovers about what’s behind palm oil. Then they had to write a short sentence with their opinion on the video in Todaysmeet. The second activity was 3.1.2: PRODUCTS THAT CONTAIN PALM OIL. Through a presentation with GOCONQR [https://www.goconqr.com/en/p/12939121-Everyday-products-that-contain-Palm-Oil-flash\\_card\\_decks](https://www.goconqr.com/en/p/12939121-Everyday-products-that-contain-Palm-Oil-flash_card_decks) , students were introduced to 12 common daily products and how/why palm oil is used to make them. Then, as an assignment they were asked to take pictures of products in their households and upload them in the corresponding thread in the forum: in the laundry, in the fridge, in the pantry and in the bathroom. Another thread challenged them to write about differences and similarities of the products in the three partner countries.

#### **3.2. INTRODUCTORY ACTIVITIES: AS A CITIZEN:**

In this section, students were introduced to what they can do as citizens. The warm-up activity was a video by Greenpeace, called “Have a Break”, which was part of a campaign of this NGO to force Nestlé change their policy regarding the use of unsustainable palm oil in Kit Kat. Students were then given instructions to give feedback of the video using the webtool COMMENTBUBBLE: <https://commentbubble.com/#video/zNfNri93SCyhJHNTK8YeLA>

#### **3.3. INTRODUCTORY ACTIVITIES: AS A VOLUNTEER.**

In this section, students are shown about volunteering for the cause through a film called “The Rise of Eco-Warriors”: a documentary on the quest of a group of young volunteers from all over the world who are set to spend 100 days in Borneo to help locals and wildlife from the dangers of big palm oil companies.

Students’ task was to work in transnational groups and write in collaboration about the film in TODAYSMEET pads ; each one in the corresponding sub-page. See group 1 as an example:

<http://meetingwords.com/ep/pad/view/frgU63aEcZ/latest>

### **3.4. ACTION PLANS**

After learning about what can be done, it was time for students to set up their own action plans to fight against the use of palm oil in their countries. But before that:

3.4.1. What is being done in our countries? In the forum, they had to search for campaigns, laws, workshops... and compare them with the partner countries.

3.4.2. Our action plans: in transnational groups, students had to design action plans using the webtool: TRELLO. See example of group 1:

<https://trello.com/invite/b/kFo6eRH2/1563ddae3f6a3d1d5848dfaae06b9ca2/action-plan-group-1>

And then put them nicely in a BITEABLE presentation as group 1 did:

<https://biteable.com/watch/group-1-1913453/>

### **EVALUATION OF STEP 3 AND WHOLE PROJECT:**

Both teachers and students took surveys to evaluate step 2 and the whole etwinning project. Here are the results:

<https://issuu.com/sharinglanguages/docs/step3-evaluationresults.pptx>

Teachers are fully satisfied with the work done. Students liked the project too, especially as they work on a topic which they did not know much about using ict tools and collaborative activities which young people from other countries. They would have liked more videoconferences and get to know their partners better; that was not possible due to different schedules and calendars.

All in all, this has proved to be an interesting and challenging project, which for sure, has arisen conscience in both teachers and students involved.

### **DISSEMINATION:**

We have continued to disseminate the project though school webpages and social media under the hashtag: #palmoiletwinning

