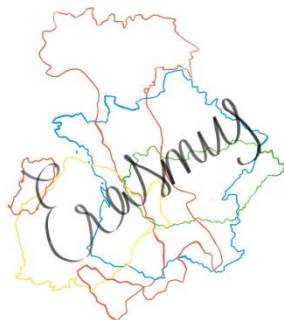


Saint-Nazaire, June the 21st, 2021.



Dear all,

First of all, we genuinely hope that everything is fine for you and you and your families are healthy. Please find the 6th teachers report.

In that quite long report, I added some content in red.

Please feel free to help Italian team by filling in others colours (give your code! **JM for Jean-Michel**); in doing so, we can see the implication of each country in our program. That is a way of working altogether.

Mobility Tool

On Mobility Tool, the report for the French virtual mobility has been created and filled.

Lists of attendance from Romania and Italy have been processed, filed, stamped, signed and sent back.

I just received this evening the Hungarian list of Attendance: With no news from BPG, I thought it was OK, that you didn't need it. You will receive it when it's done (for the moment it is exam time and I am not going to school).

@Italy: are you able to change the dates on MT for C3 event? I am unable to do it.

@Romania: same question for C4

Now it is summer time: questions are for the next mobilities to come.

When do we return to school after these holidays?

Italy: 13th September

Hungary: 1st September

France: 1st September <https://www.legifrance.gouv.fr/download/pdf?id=-2KPBWzS5sRMzi75rq9W9xMDPYFz4Zley5WmXIXIHPY>

= Saint-Nazaire is in time zone B.

Romania: 13th September

COVID situation.

For the incoming mobilities, do you accept students or teachers who are not vaccinated?

→ Next Monday Italy has a meeting with the headmaster.

Suggestions: headmaster should write to others headmasters to inform them directly about the sanitary conditions. We agree on that.

bpg@bpg.hu András Horváth

direction@lycee-notredame.fr Mrs Hareau-Lepeltier

The EU recommends a free choice: we should not cross out or bar a student because he/she is not vaccinated. Of course, it is more complicated (PCR tests...).

Italian mobility:

How many students for the Italian mobility?

Hungary: 7 + ? teachers

France: 10 + 2 teachers (Anne and Jean-Michel)

Romania: 8 + 2 teachers (Réka and Laszlo)

Italy: ?

Plan A: physical mobility

Every student and teacher has been vaccinated in Italy. It is not at all the case in France: vaccination has just begun to youngsters (minors).

Italian suggestion: if some students are not vaccinated, we can maybe split into 2 groups: vaccinated and non-vaccinated one. Problem also for transportation (to Trento and...).

Seems complicated: France does not support the idea. What if one country and just 1 has 2 students not vaccinated? Do they make a group of 2 alone? And doing so, they are clearly rejected.

Program: see previous mail (pdf)

General goals:

- Production: Creating a website (that can be used by other students) about new skills and new jobs in a changing context.
- Personal outcomes: improving English level for students & also scientific literacy about climate change

Day 1: (*Suggestion JM*) Welcome from the local ERAMUS team. Ice-breaking activity: mime it.

<https://www.youtube.com/watch?v=qMmDRw5RxWE> (10 minutes)

I also suggest this very simple one: <https://www.youtube.com/watch?v=YRB75cmqCtk> Le mime à la chaîne (1'38") Doesn't involve any language skills. We could ask for a job: wallpainting, gardening, or a sport: diving and swimming...

Meet each other: each school has to present its group (collective or individual presentation) / Presenting the program / Asking for competences: writing, photo, website designing...? Making international workshops (7?8? groups of 4/5 students / Maybe these groups can be set up the week before we come through the TS).

(*Suggestion JM*): discuss about weather and climate. Are there any differences? Is it taught in our curricula?

France: it is taught in 12th grade.

Italy:

Romania:

Hungary:

Could we have Italian science teacher involved at that moment?

How to cope with climate change in agriculture?

Expert in Trento (26 kilometers).

- Climate change in agriculture: what does it mean? (suggestion JM: local climate statistics for the period 1979-2020 <https://cds.climate.copernicus.eu/cdsapp#!/software/app-era5-explorer?tab=app>)
- (Suggestion JM) Pre-meeting task: lead the inquiry about what crops are grown in your city or nearby? Take pictures. Surfaces cultivated?
- Tasks to do: summary of the meeting, what kind of challenges do we face, what kind of skills are needed to answer?
To be developed → give 1 task per group (JM)

(Suggestion JM): growing the smart ag industry at the precision agriculture.

<http://www.lakesidegrain.com/precisionag/>

<https://www.youtube.com/watch?v=WhAfZhFxHTs> What is Precision Agriculture? What is the meaning of Precision Farming? (5'35'')

<https://sealevel.climatecentral.org/maps/> Maps and tools : surging seas

<https://creamontblanc.org/en/climate-change-and-its-impacts-alps>

https://www.youtube.com/watch?v=btsXx1u4U20&feature=emb_imp_woyt Understanding climate change and its impacts in the Alps (4'44'')

Day 2:

What will it be to come doing some tourism in the Alpine region by 2050?

Expert discussion meeting (1 hour): Edmund Mach Foundation (40 kilometers).

- Tasks to do: summary of the meeting (JM: take pictures and work on them), what kind of challenges do we face (Skiing without snow? (JM) Erosion tourism (glacier, geology)? Heat waves during summer; (JM) water scarcity? Sustainable development, Canyoning without enough water (<https://www.youtube.com/watch?v=fme3SEeyfLY> 1'26'')...

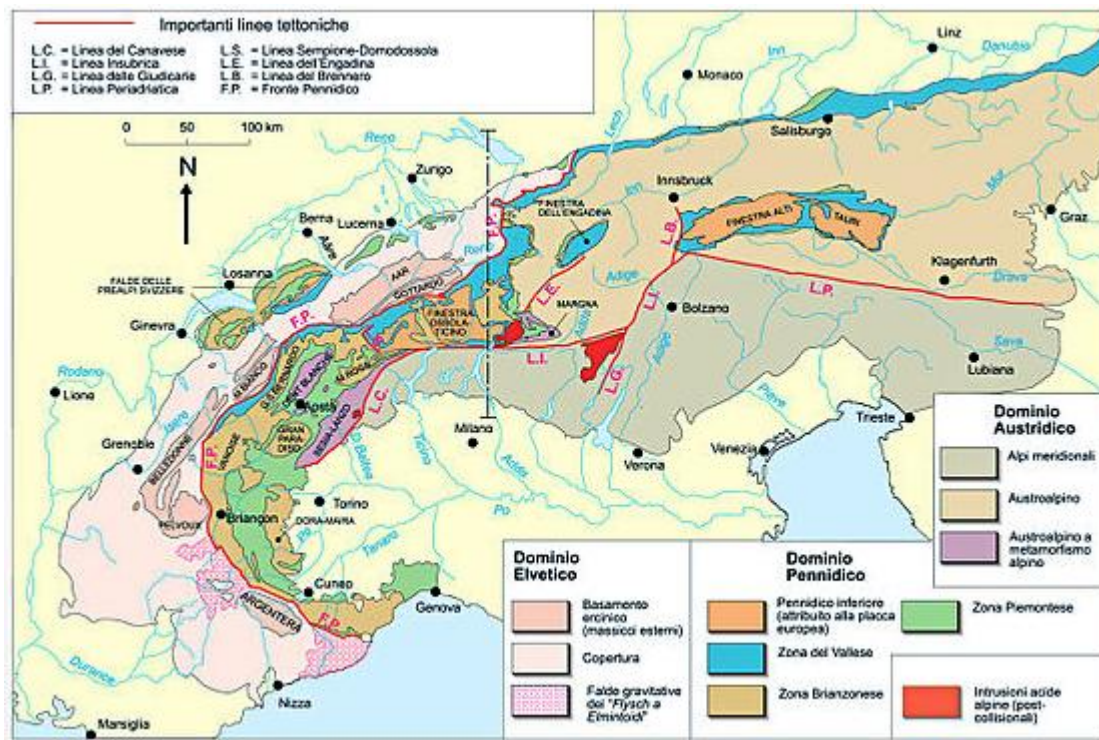
Suggestion JM: is it possible to have the help of a geo teacher? To bring some rocks showing glaciations marks? Do you have erratic blocs nearby? Tell the geological story (in short) of the Alpine region especially focusing on the Quaternary period.

Maybe we can have a tour (geological one) on the way to Trento? Your lake is the larger lake in Italy and was once a glacier!

Students probably need a blank map (simple one) to put cities, names (lake, rivers...).

Maybe on a general map, to make sense to everyone, Italian students can pin their location.

https://boowiki.info/art/geologie-de-l-italie/geologie-italienne.html#Geologia_delle_Alpi (in French but you can find it in your own language, I guess)



<https://boowiki.info/art/les-glaciers-des-alpes-du-sud-rhetiques/glacier-forni.html>
<https://boowiki.info/art/les-glaciers-du-trentin-haut-adige/adamello-glacier.html> the largest glacier in Italy Pictures (free of rights here: [https://commons.wikimedia.org/wiki/Category:Ghiacciaio dell'Adamello?uselang=fr](https://commons.wikimedia.org/wiki/Category:Ghiacciaio_dell'Adamello?uselang=fr))

The Third Pole is slowly getting more public attention. Austria held a memorial ceremony for a glacier that had melted completely in 2020. Same in Iceland.

What kind of tools are needed: drones, sensors for farming e.g. (precise agriculture / see in Canada),

What kind of skills are needed: (JM) 3D orientation skills (drone piloting), technical biology competences to change the cultivated species (JM: GMO, farm research to drought-adapted plants), learning English to be able to understand notice and websites (C1)...

<https://www.youtube.com/watch?v=7dowxccu9To> How climate change is affecting the European Alps (15'06'')

Day 3: data science to know and to plan actions – experts of the Bruno Kessler Foundation

What kind of data can we use? (JM: how to collect them → sensors and satellites, gather them → data center, use them → computing, IA, Communication towers, connected tools)

- Tasks to do:

To be completed

(JM) Useful videos / websites: <https://droneservicescanadainc.com/services/precision-agriculture/>

(JM) 5G towers: is there a health concern? <https://www.cengn.ca/5g-in-canada-is-there-a-health-concern/>

(JM) If 6G uses higher frequencies than 5G, isn't that dangerous? <https://www.cengn.ca/6g-network-your-questions-answered/>

(JM) 5 key benefits of drones in surveying and mapping

<https://www.youtube.com/watch?v=vuh9OX2E6ek&list=RDCMUC2UaNw8A-fQhIBBnaZPKEmA&index=2> (2'42'')

Day 4: working within the groups at Liceo "Maffei"

Presenting and organizing the needed skills and the achieved knowledge in the website.

(JM) needs to be clearer and much more specific (too vague). Give some work to teachers too.

Day 5: presentation of the website and of the findings to their school-mates of the Liceo "Maffei".

(JM) How long? Age of the attendance?

(JM) Presentation should include a presentation of countries (in very short) and some time for Q&A (debug myths and stereotypes for example).

(JM) Do you plan the international groups visit classes? They should be monitored by 1 teacher (we are 7/8 teachers). Or is it a general meeting? Question is about the way you plan it.

(JM) don't forget about the final assessment you need to build up (Google forms is fine): travel, accommodation, food, lectures, visits, friendship, tasks given, overall feedback...

(JM): do you plan some time for visits? Friendship? Sport event?

Plan B: virtual mobility

We strongly ask for keeping the same dates and hours. Otherwise it is really to complicate to change things from one moment to another.

Problem with Hungary (Zsolt is working only by mornings at school).

Organization schedule day by day could be the following one:

- On mornings, 2 hours connected (8:00 to 10:00 e.g.): online activities, lecture by the experts and Q&A; sharing tasks.
- Then, from 10:30 to 12:30, each student works on his own
- At the end of the day (time to be defined 16:00?), we can organize another general meeting to sum up the day's knowledge.

Zsolt agreed on that schedule.

Webtools 2.0 can be used: padlets, lino.it, tricider, nearpod, kahoot, EdPuzzle, learning app¹, google forms...and also of course the Twinspace and its forums and polls. If you are familiar with, we could try Genially² and build an international one.

Some online games can be used too:

- Jeopardy : <https://jeopardylabs.com/>
- Family Feud: <https://www.youtube.com/watch?v=dOSj1hyCiBg> How to Make Powerpoint Games Family Feud (2'23'') In the attached file, you have a template (ppt).

¹ Please see the diversity of apps made by students – without any help - examples in Annex 1.

² Please enjoy the way of creating with Genially – Exemples in Annex 2 (all in French sorry)

<https://www.youtube.com/watch?v=qMmDRw5RxWE> (10 minutes) 4 Ice breakers methods (video in French) that can be used at different moments.

I already put in the shared informations in a previous mail some very useful websites about building cooperation about climate change:

- La fresque du climat (Climate collage)
- EN-Roads
- And Sim'Climat (simulation-based app)

Romanian mobility: 17th October to 22nd

Laszlo arrived late at the very end of the meeting.

We expect him to present the Romanian mobility ASAP. Maybe we need another teacher meeting very soon just for Romanian mobility.

We suggest he sends a detailed project based on that frame in that minute.

Next meeting: early September. We stay in touch.

Writing of the final report.

We have a 6 month extension due to the coordinator work.

That means that our program ends in February 2022 and the final report has to be done at that moment.

That period is quite hard to spare a lot of time fulfilling that file.

Romania suggested we could write it in the evenings while in Romania.

The problem is that it's a very demanding task we need to share (dozens of hours).

It is impossible to do while the Romanian mobility has not ended and, moreover, we are in charge of our students. It is a too demanding task to merge with a mobility.

France suggests we set up a last meeting, a physical one in presence. The place we suggest is Verona (quite accessible to all of us / direct flights). 3 days are enough but when? Probably in November.

Italy agreed but suggested France because they'd want to see the place (even it's gloomy winter time).

Zsolt has problems with that because he needs to take some holidays (days off) so, wherever it is, it is impossible to him (it has consequences on his family which we fully understand). He could send his comments by email.

The decision is still in discussion.

End of meeting: 20:10.

Have a nice summer all of you.

Kindly,
Jean-Michel.

