

Our climate 2nd project week

Country /number of students participating	Activities	Methods	Conclusions
Germany 66	<ul style="list-style-type: none"> - Climate zones (in participating countries) - weather observation - weather reports - weather phenomena (extremes) - Upcycling - climate conference 	<ul style="list-style-type: none"> - SOS - learning with models - IBL - CLIL (climate zones) 	<ul style="list-style-type: none"> - project work with “Klasse Klima” went really well. Students participated seriously in climate conference. Self assessment showed that they prefer this way of learning (practical, active) to traditional teaching and learning.
Latvia, 24 students	<p>Weather observations 1 month (sun, wind, clouds, temperature, precipitation)</p> <p>"Climate change - global warming - myths and truths" - experimentation, explanation and discussion at the University of Latvia, Faculty of Geography</p> <p>Modeling (various climatic zones)</p> <p>Visiting the weather observation station at the University of Latvia - practical workshop "How to make observations and make weather forecasts"</p> <p>Project Week Assessment</p>	<p>Project work</p> <p>IBL, experiments, diskussion, argumentation</p> <p>CLIL</p> <p>Modelling</p> <p>workshop with IBL</p>	<p>Students learned research skills this week: they make observations in nature (weather observations), collect data, analyzed them and compare with official weather forecast site. Students trained in IT, English, communication and cooperation skills, as well as training forecasting skills based on data analysis.</p> <p>As the evaluation questionnaire shows, students learned the names of clouds, knows about how to distinguish seasons and what to do against global warming. Students</p>

		questionnaire, self assessment	were faced with encountered difficulties finding arguments to overthrow myths about global warming.
Poland 12 students	<p>Weather observations (sun, wind, clouds, temperature, precipitation)</p> <p>Visiting Climate Institution in University of Wroclaw (observing and learning about the way of checking and predicting weather forecast which you can see on TV)</p> <p>preparing PPP (about clouds, precipitation, climate zones, dangers of global warming)</p> <p>preparing kahoot test</p> <p>experiments (Cloud, tornado in the jar)</p> <p>evaluation</p>	<p>free work</p> <p>trip Learning outside, discussion</p> <p>CLIL, free work activity, ICT</p> <p>IBL</p> <p>questions checking their knowledge</p>	<p>Students improved a lot of skills: language, ICT, research abilities.</p> <p>Students learnt a lot about clouds, climate, climate zones especially what do to prevent from global working.</p> <p>This week teachers could have observed big engagement of students during the project week. The questionnaire showed that their knowledge was much better than before the week.</p>
Portugal 13 students	<ul style="list-style-type: none"> - direct observation of the weather in Sernancelhe during one week; - recording a video with the weather during the observation week; - global warming experiment 	<ul style="list-style-type: none"> - SOS - Experiments 	<ul style="list-style-type: none"> - the weather observation was done outside the classroom; - carrying out experiments helped students to understand the effects of global warming, climate change and melting of icebergs in a practical way; -Compreender o efeito do aquecimento global, alteração do clima, sobre o degelo de uma forma prática. - Use of ICT skills

<p>Slovenia 170 students</p>	<p>-Watching videos on global warming, debating about what each individual could do to improve it. Pupils made weekly timetables for taking notes about their daily efforts to lessen the greenhouse gas emissions.</p> <p>-Interviewing grandparents about climate and the seasons in their youth.</p> <p>-Visiting The Forestry Institute of Slovenia and observing the weather house and the instruments in it. - -Debating about climate changes, pollution and pupils' contributions to improve the situation, making Powerpoint presentations(in English).</p> <p>-Pupils had to make an English presentation of the weather house and the function of its components.</p>	<p>SOS</p> <p>IBL</p> <p>ICT</p> <p>CLIL</p> <p>Project work</p> <p>Free activity</p> <p>Foto gallery and making documentary</p> <p>Powerpoint presentation</p>	<p>Pupils were involved in all the phases of the learning process (planning, activities, evaluation). They did some field work which gave them the opportunity to explore, research,do models, gain scientific data, do analysis and synthesis, draw conclusions and deepen their knowledge on the topic of the project week (climate: global warming, prevention, pollution, seasonal changes through years, greenhouse gas emissions, weather house, its instruments and functions). They improved their ICT skills and communication, cooperation as well as presentation skills. They improved their English skills as they had to do an English presentation of the weather house and its instruments and how the weatherhouse functions. They also had to do a debate in English on the suggestions for improving our environment as well as the Powerpoint</p>
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			<p>presentations of the activities. They practiced debating on a certain topic, expressing their opinion, making suggestions and searching for solutions.</p> <p>One planned activity was not carried out as the mentor teacher went on the maternity leave (building a weather house in the school garden).</p> <p>In their evaluations they emphasised their risen motivation and sense of well-being, they expressed the satisfaction with used methods as they felt more active and they stated that they felt their knowledge to be more sustainable as a result of these methods.</p>
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