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| Part (P) time | Topic/objectives | Activities | Products/results | How/ where they can be used later  |
| Part 1 (P1): September - October 2019 | Organizing the Erasmus Clubs, making the project eTwinning webpage.Getting to know each other with eTwinning and Skype. Promoting English language learning skills and methods: Vocabulary fields: self-presentation and school description.  Innovative digital learning methods: Short videos made with explaintivity app. | The students will make presentation videos of the Erasmus Clubs in the four countries. They will make their profiles at eTwinning and take part in video conferences with the other students. | Presentation videos at the eTwinning project website and at the school internal webpages.Another video will be made by every school presenting the school: the rooms, the facilities, the Erasmus Club room.To each school video there will be listening comprehension tasks. | The videos will be made in the English language. The necessary thematic vocabulary lists will be made in advance. The videos will be used in the English classes for the younger students learning the vocab f. e. to the topic “School and its facilities” and to train listening comprehension. The videos will also be available for other schools all over the world for students learning English. |
| P2: November 2019- February 2020 |  What is sustainability generally and why is it necessary? Outlining of the issue at hand and the reasons for the change of thinking and handling.Specifically, what is sustainable traveling: the three pillars of sustainable traveling: ecological, economical, social- will be outline roughly, with the overall aim to work at them specifically during the mobilities. | Students will research the topic “Sustainability” with the specific objectives to find the best way to explain it in a way that young people of their age can understand it and see why it is important. The numerous aspects connected to the issue at hand will be explained shortly.Innovative digital ways of structuring information will be tried out. | Mindmaps and posters will be produced in the English language: both on paper and digitally: here, the best way to do so will be found together. Additionally, the students will look for the best way to spread this knowledge on the school and outside by using digital means like social media like eTwinning, but also Instagram, snapchat and other modern communication means, which are popular among young people of their age. | Posters/ Mindmaps to the overall topic “Sustainability“ will be placed in the school building, the digital products will be published on eTwinning and school webpages. Students and teachers will decide in which subjects and when (what semester, school year) the produced products will be used in classes thus enriching the school curricula. The will be also shown at the Open Door Days and during teachers’ reunions to other schools.2) The specific aspects of sustainable traveling will be pointed out and planned for each mobility.The results will be shown in the final movie. |
| M1: March 2020 | 1.mobility / Germany: What is sustainability travelling? What are the ways to reduce carbon footprint while travelling short and long way? | The students will get to know each other personally. The results of the research on first big issue of the sustainable travelling (See P2) will be compared, specific activities to this topic will be carried out and the results will be shown in the first part of the project film. Additionally, ways of possibilities of **raising sustainability on long-distance trips** like reducing carbon footprint or making up with different actions for the produced carbon footprint will be looked for as preparation for the second mobility. The second mobility will be discussed and planned in detail. | The German school will organize a welcoming event inviting the students, teachers, parents, the city hall members and the press.The students will get to know each other personally using the speeddating teaching method thus promoting their English skills while speaking to at least 20 students from other countries.The posters will be compared and new information will be added as the result of comparison so that a new enriched poster will be produced.The German school will organize numerous activities connected to the topic “What is sustainability?”. | The common poster, both on paper and digitally, will be available at the school and online.The first part of the movie “Sustainable traveling in the EU- myth or reality: what is sustainability?” will be made.The speeddating teaching method will be shown at the participating schools after the trip and if not used yet, it will be introduced into the teaching practices. |
| P3: March- April 2020 | How sustainable are we already? | Getting to know the **school environmental sustainability level: rubbish handling, plastic usage**, including evaluation of the environmental sustainability awareness of the students, teachers, school personnel and parents. | Special evaluation sheets will be produced and used to the points connected to sustainability on 2 levels:* Acting sustainably at school
* Level of sustainability thinking
 | These evaluation sheets will be available to use every school year so that the results of the present project as well as the future ones can be traced.The current sustainability level will be shown in charts on eTwinning. |
| M2: May 2020  | 2. mobility to Martinique: Sustainable Schools.What to do if carbon footprint in traveling is unavoidable? How to make up for it?   | The results of P3 will be used: the levels of sustainability will be discussed, the ways of improvement will be set for each school according to the results and comparison between the schools, good practices will be shared.Additionally, possible activities will be carried out to make up for the carbon footprint left by the long-distance trip. | AMEP teachers and students will prepare an innovative method of how to break ice between the students while using English language.The sustainability charts will be compared, the possible reasons for the differences will be discussed as well as specific plans of improvements will be produced for each school. | The new teaching method will be shown at the schools after the trip.The list of intended improvements will be produced and published. This list shared with the other schools in the participant schools’ areas and online hence introducing the improvement ways to other schools.The second part of the final project movie will be made. |
| P4 June-July 2020 | Our school is our second home | Introducing the discussed changes to the schools. | The school will be made more sustainable according to the objectives set.Padlets will be made about the changes. | The padlets will be available online on different platforms encouraging other schools to follow the good example. |
| P5: September - October 2020 | The first pillar of sustainable traveling will be worked at: ecological/ environmental, which means sustainable travelling and nature. How to develop tourism and at the same time keep it safe. What does nature offer to a tourist? | Students research the environmental/ecological pillar of sustainable traveling: students research their local area of sustainable travelling and nature: how to respect the nature and environment.  | Students produce flyers with tips for tourists on how their local regions can be visited sustainably regarding the environmental pillar of sustainable traveling. | The flyers will be made available for classes and in the city halls as well as online for tourists and other schools to be used in class. |
| M3: September 2020 | 3. Mobility (Finland): Ecological pillar: minimising your environmental impact on a trip: the focus is on the activities. Silence and clean nature as a tourist attraction. | Welcoming event, greeting each other. Various activities connected to the environmental/ecological pillar of sustainable traveling will be carried out: Results of p5 are presented. New teaching method “learning outside” is introduced. Short hiking trip to nature and various activities concerning environmental friendly travelling and learning outside activities. Local third parties joining this theme are 4H Pyhäselkä, Youth club in Pyhäselkä and local church. | The mobility will provide personal experience for students and teachers of low cost traveling in the wilderness. The project participants will experience how one can reduce the price not by low-cost flights, but through sustainable activities. Their experience will be shown in part 3 of the project final movie: Nature is a constant source for relaxation, well-being and health. If one understands this as a child, it may have an impact on the whole adulthood life. Nature is also our classroom. There you have an endless place to explore, research and observe things you normally read from the books. The impact on learning is unlimited when students make their own conclusions with their own eyes, ears, noses and with their own hands.Travelling will increase in the future, because it is easier and easier to go abroad for a holiday. At the same time, we have to think more environmentally ways to reduce our ecological footprint. In addition, we have to develop our relationship to our local areas. Youth are the ones who makes the decision in the future. | The third part of the movie will be made. |
| P6: November- December 2020 | Taking learning outside- method in to reality.  | Students plan and carry on their own learning outside activity. Activity could be planned to other students or to a third party like kindergartens and elementary schools.  | Learning in nature to a wider use. A short article to a local newspaper editor. | The learning method will be a part of the teaching plans of the schools. |
| P7: January- February 2021 | Sustainability in personal life of each of us. | Students will explore their own personal life considering sustainability of the environmental/ecological pillar and set specific individual goals on how to raise their personal sustainability level. | Students produce blogs/ vlogs on their experience of “sustainabilizing” their lives systematically. They also discuss their progress at the Erasmus clubs and per eTwinning. They make sure to act as influencers in social media and at the schools.They will have an example by the BBC campaign #sustainableme:<https://www.bbcearth.com/sustainable-me>  | The personal sustainability blogs / vlogs will be available online, not only at eTwinning, but also on social media thus disseminating their experience and encouraging other students to take the challenge of raising the sustainability level in their lives. |
| P8: March-April 2021 | How can economic and cultural pillars of traveling be made as sustainable as possible? Theoretical part. | Students research the economic and the social (cultural) pillars of sustainable traveling: respecting culture and people supporting local business. | Students produce flyers with tips for tourists on how their local regions can be visited sustainably regarding the economic pillar of sustainable traveling. | The flyers will be made available for classes and fin the city halls as well as online for tourists and other schools to be used in class. |
| M4: May 2021 | 4. mobility to Spain: How can economic and cultural pillars of traveling be made as sustainable as possible? | The flyers will be compared the possible differences will be discussed so that cultural dialogue can take place. | Different activities connected to social pillar of sustainable traveling will be carried out. | The fourth part of the project movie is made. |
| P9: May-June 2021 | Final evaluation | Final evaluation takes place. | Final evaluation is carried out at the participating schools, levels of dissemination and project results sustainability are determined.The project webpages are made ready.  | All the results are available at:eTwinning project webpage (twinspace)Project Results WebpageSchool webpages.The results of the raised awareness on the different aspects of the sustainable travelling will be used to improve the already existing and the future school trips. |