CliMates - Together for the better

**Meeting in Pärnu May 27 - June 2, 2018**

**Working session on Thursday, May 31**

Attendees: NOTICE: NAMES WERE DELETED IN THE PUBLIC VERSION!

**Green colour means: Things that should be done**

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| Reports on what has been going on in the partner schools | Spain:  - Students are shown videos about the excessive use of plastic and its terrible effects on wildlife. These videos are dealt with in the tutorial lessons and also projected on the screen we have at the hall of the school during break time.  - Climate ambassadors have been telling the causes and consequences of Climate Change to students from different stages.  - We have started collaborating with a vocational studies school in Gran Canaria which has a project called Tree Project and that wants to give a second life to all the school items that are used to write and that are made of plastic and/or metal such as pens, markers, etc. They will be recycled and used to make chairs, benches, pencilcases, etc. All this material is sent to Gran Canaria every four months.  - When there is a celebration of a Festival in our school, decorations are made using recyclable materials. For example Christmas, Carnivals, the Canary Islands Day, etc.  - At the end of the school year it will be held a contest on the most sustainable classroom in which several parameters will be taken into account, such as the use of the recycling bins; the paper trays we have in every classroom to put the paper that can be used twice; if they switch off the lights when they leave the room, etc.  - We have recently started a campaign to try to convince teachers and students to change their plastic bottles for glass or reusable bottles.  - It is also being fostered the use of school items for specific subjects, such as art or maths, that are not made of plastic, for example rulers made of metal, that also last longer.  - During this school year Climate change has been dealt with from different subjects such as English, by means of reading and listening about the topic. In Geography and History of the Canary Islands they have prepared a questionnaire that was later given to students from other grades. In Physics and Chemistry they have also made videos on the topic.  Hungary: The Ambassadors held a training course for members of the Climate Group on the puzzle hunt  Occupations were held for 8th grade - they played four different tasks with them. One of the tasks was Alexa’s idea. The names of gases were hidden in the garden written on cards, students had to find them and group the harmful and non-hazardous gases.  The ambassadors made a video about the lection together with the team traveling to Estonia  The biology and geography teacher compiled a presentation that shows how the topic of climate change in different years or gredes in Hungarian curricula is presented  We have prepared and developed our website (now only in Hungarian, but soon in English) (<http://climate14.webnode.hu>)  Germany:  - **Eco-certificate** “Grüner Aal”: University students from Aalen have come to our school several times. They will write a report on the status quo of the ecological concept – pedagogigally and technically (paper, heating, light, recycling) – of our school. They will also help us to improve our concepts. Suggestions:   * introduction of recycled paper * two students per class are responsible for environmental matters (e.g. airing the rooms without wasting energy, motivating students to separate waste correctly). They / the “best” class are rewarded at the end of each school year   - The members of the project club will make the film. They have formed four groups  - At the end of the school year, we always have three **“project days”,** in which groups of students work on different projects, which are offered by teachers or students. This year the motto will be **“The world of tomorrow”.**  - In the **project club**, students have done presentations on insect die-off, electric cars, palm oil, the rise of the sea level, pollution caused by planes. We are going to see an outdoor nursery and an ecological farm in Heidenheim. They are also going to test the bike trip with stations on ecology from Aalen to Heidenheim.  - We think it is a good idea to let the students who take in a mobility do a presentation about it in front of other classes, as the Estonian students have done. We will let our students do the same.  Estonia:  In addition to the work that has already been presented, Liis will soon start work on the leaflets on environment-friendly behaviour. They will concentrate on the topic “ecological food”. |
| Minutes of the meeting in Martinique | The minutes are distributed, mistakes are corrected.  The word list has still to be filled in. |
| climate ambassadors | The list of climate ambassadors should be completed. The missing names and email addresses should be sent to Regine. |
| Skype | We agree that Skype is the best channel to use for chats or video conferences. If students do not have a Skype account they can use school accounts that can be established for the purpose. |
| exhibition of photos in Budapest | Photo competitions have been started. Tip by Liis: Let the winner take part in a mobility.  **Deadline for handing in the pictures: September 20th, 2018**. The pictures should have at least 5 megapixels. |
| communication between climate ambassadors (and others) | An e-mail distribution list of the climate ambassadors has been created. However, there has not been any exchange between the climate ambassadors of different nations so far. It is the same problem as with the distribution lists of the subject English and Biology/ Geography. There is also no exchange between  the students and teachers who develop the app.  →We should encourage students (and teachers) to share what they are doing, their problems and their ideas (e.g. Alexa’s new “Greenhouse gases” station in the puzzlehunt).  → Perhaps it would help if the students could also use a messenger service like WhatsApp. However, the German students are not allowed to use WhatsApp officially, and most of the Estonian students do not use WhatsApp (but Facebook, Instagram, Snapchat …).  Regine offers to start a Threema group for climate ambassadors it they are interested. They only have to send their Threema ID to Regine. |
| dates | The mobility in Tenerife will be from February 24th (arrival) to March 2nd (departure). This is the week before carnival. |
| Threema | Alexandra does not want to join WhatsApp because data are not safe there. The German team suggests that the teachers use the Swiss messaging service Threema instead of WhatsApp. Data are much safer there. It costs 3 euros to register. Liis objects against using Threema because she does not want to install yet another app on her mobile. |
| Curriculum: year 7/8 | Mariann and Kilian’s year 8 and 7 students have written e-mails to each other (during the lessons). They will go on cooperating. Encarni and Reene have not cooperated yet. **Our aim is to fix what should be put into the curriculum** (example: that there should be at least 2 lessons in which the students exchange information), and to provide the teachers with an exact plan that helps them to prepare the lessons. |
| Mobility in Germany | We will either stay some nights in Freiburg or in Strasbourg. We agree that we should let the prices decide. The Hungarians are not sure if they can afford to stay several nights because they will not have got all their money by then. The partners offer to lend them some money. |
| webpage | Since the webpage has been put up nobody has ever written anything there. We agree that the following should be on there:   * a presentation of every school and country (including climate, environment, flora / fauna …) * a summary / conclusion of every mobility with links |

Written by Regine