

Final report

Kofinanziert durch das
Programm Erasmus+
der Europäischen Union



Keep on moving ecofriendly

LKME aimed at improving the students' basic and transversal skills when working on the challenge of acting more eco-friendly. In the following the need to develop basic skills is explained:

Foreign language skills (also when deal with complex topics): enable our students to study or work in Europe, especially as they have national languages which are not widely spoken.

ICT skills: in the quickly progressing field of ICT the students continually need to apply and develop their skills.

Science skills: We aimed at sparking off the students' decreasing interest in science and provide the experience that they cannot only understand up-to-date research but also develop their own ideas to contribute to progress.

Entrepreneurship: To let words follow action, the students acted as entrepreneurs when they encouraged eco-friendly behaviour of other people in- and outside school.

The topic eco-friendliness and climate change was chosen on the one hand to motivate the students to apply and develop their skills and on the other hand to support the Europe 2020 strategy for sustainable growth and the reduction of CO2 emissions by 20%. Also LKME's European cooperation increased its impact on our young people and underlined the fact that the challenge of global warming cannot be solved by individual countries (European added value).

Each of the four schools which cooperated in the project had worked with at least one other school before, so LKME strengthened existing ties. Furthermore each school contributed expertise to the project: The Swedish school shared their experience in promoting reading skills in general and internet research in particular, the Danish school was expert in the field of visible learning and special ICT skills, the German school contributed the experience in Content integrated Language Learning (CLIL) especially in connection with science while the Turkish school added a well-established network with the university as well as the board of education.

Each Learning Teaching Training activity (LTT) took a different view on the challenge of becoming more eco-friendly in order to promote the motivation to take action.

In LTT1 "Me and my carbon footprint" the students determined their carbon footprint and discussed how it can be made smaller. Unluckily we had to give up the plan of using a sustainability app designed by the UN for this purpose. So instead of carrying out a CO2-saving competition among partner schools, each school developed an action plan to make their school more ecofriendly using measures taken at a partner school as a source of inspiration.

So an initiative to reduce food waste was set up and established at the Swedish school, the Danish school focused on separating different types of litter, the Turkish school promoted the idea of eco-friendliness with posters, sticker footprints and bird's nests and took action by establishing the apple day, while the German school started a collection of refund bottles to avoid litter around the school and use the refund money to reduce waste from drinking bottles in the long run.

In LTT2 "Me and my environment" students developed their science skills and environmental awareness by comparing the results from fieldwork on local ecosystems across Europe. This resulted in exhibitions which were put up at each school. Also the students enjoyed natural environments e.g. on the Hike and Bike excursion. As the follow-ups from LTT1 required a lot a perseverance as well as problem solving mutual advice was given which promoted the success. As a common activity the students agreed to promote the project by painting a wall at each school for this purpose.

LTT3 "Me and my physical activity" deepened the understanding of the win-win situation when linking sustainable mobility with physical fitness. Here another attempt was made to find a suitable green app to set up a CO2 saving competition between the schools. Sadly because of technical problems and since tests resolved in unsatisfied results, the focus was changed on how old (bike) and new (me-mover) sustainable means of transportation contribute to fitness, well-being and saving CO2. To promote well-being and eco-friendliness the participants decided to reduce the consumption of meat with a Veggie Day carried out at each school.

In LTT4 "Me and my ideas" students obtained insight into Gotland's municipality's plans to become independent from fossil fuels by 2025 and developed their own ideas of what to do with the help of an entrepreneur game. This resulted in presentations and scientific posters which were put up at each school.

Summing up in can be said that the project has long-term impact on the participants` basic and transversal skills as well as their environmental awareness and on decreasing the carbon footprints of each school.