



SYNERGY AND ENVIRONMENT TO
EMPOWER DECENTRALISED SCHOOLS

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WORKING PLAN FOR THE IMPLEMENTATION OF INTELLECTUAL OUTPUT N. 2 "S.E.E.D.S. FOR ENVIRONMENT"

Final version_updated March 2021¹

Despite the GREEN S.E.E.D.S. application plans that 18 classes will participate to the implementation of the IO n.2, to produce a total amount of 12 final units (SeedQuests) at least, we had to re-plan our scheme as more classes than expected participate in the Project: **we are now 20 classes**.

Consequently, if we first decided to pair the classes 2 by 2, for a total amount of 9 groups of classes and 18 SeedQuests (see version n.1), we had to re-match them, creating groups of 2 or 3 classes, for a total amount of **7 groups and 20 SeedsQuests (1 for each class)**.

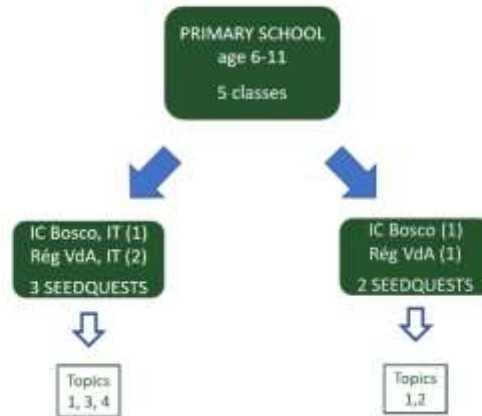
Each group of classes will work on 2/3 of the four topics established. To be sure that all the topics will be represented, their combination is given in advance. The topics have been re-assigned according to the new matches and participating schools. The fact that TOPIC 1 participates in all combinations relies on its extreme versatility, as it allows a great variety of issues to be chosen.

- TOPIC 1. Nature and biodiversity: the protection of the natural ecosystem
- TOPIC 2. Forest heritage as an economic, social and environmental value
- TOPIC 3. Coastal heritage and its socio-economic and cultural resource
- TOPIC 4. A sea without plastic

¹ DISCLAIMER: "The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein".

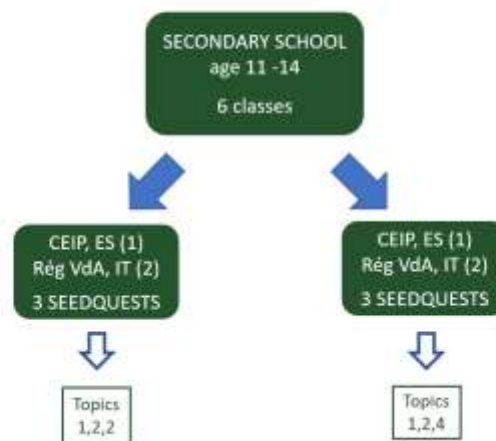
WORKING GROUPS

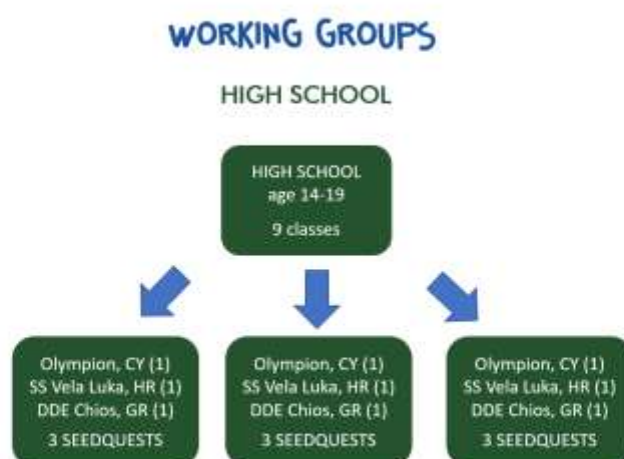
PRIMARY SCHOOL



WORKING GROUPS

SECONDARY SCHOOL





PLANNING N. 1 (option A)

The classes of each group **will produce the SeedQuests on their own**. The teachers and their pupils will meet from remote to plan the Tasks and to share Feedbacks. The collaboration is between the classes of each group.

The work will proceed distinctly and simultaneously for the different school levels.

ACTIVITIES FOR EACH GROUP OF CLASSES

IO2A.1 - ORGANIZATION OF THE WORKING GROUPS AND ACTIVITY PLANNING

IO2A.1.1. List of the participant classes and teachers

The template sent to the PPs coordinators must be filled in and returned to the Project Coordinator

IO2A.1.2. Paring of the classes

The classes will be grouped by level and Country by the Project coordinator and the Responsible for the Output n. 2, according to the teachers → **7 groups**

IO2A.1.3. Presentation of GREEN S.E.E.D.S. in the classrooms

The teachers present the project in their classes, explaining objectives, methodology and introducing the topics to collect the first inputs by their pupils

IO2A.1.4. Sharing of the topics

The teachers of every group of 2/3 classes meet online to report the brainstorming held in their classes and to decide how to share the topics to be developed with the pupils (7 meetings, one every group of classes). Doing so, each class will produce 1 SeedsQuest.

IO2A.2 – DEFINITION OF THE SEEDSQUESTS (TASK)

IO2A.2.1. Definition of the Title and Tasks by each class

Every class will decide the Title of its own SeedsQuest and the Task

IO2A.2.2 Translation of the SeedsQuests Title and Task into English by the teachers

IO2A.2.3. KOM of the 11 groups of classes

Every group of classes meet online to present themselves, the SeedsQuests they are going to produce and to officially start working → n.7 KOM

IO2A.3 – SEEDSQUEST PRODUCTION (RESOURCES AND PROCESS)

IO2A.3.1. Writing of the Process

IO2A.3.2. Gathering Links, Videos and/or Documents (RESOURCES)

Pupils will be given digital materials (sitography) by their teachers (included inspiration from <https://www.eea.europa.eu/it> and other EU sources). They will also be asked to highlight the connections between the theory and their daily reality, thanks – where possible - to the involvement of the community, which will be hopefully invited to support the pupils' work. In this phase there might be the high school students' support. Teachers are asked to search for resources also in English (even with automated translation) to ease the process for their paired classes.

IO2A.3.3. Writing of the Introduction

By the pupils coordinated by their teachers

IO2A.3.4. Evaluation

By the teachers on their own

IO2A.3.5. Conclusion

By the pupils coordinated by their teachers

IO2A.3.6. Translation of the SeedsQuests by the teachers

The teachers will translate the SeedsQuests in English

IO2A.4 – COLLECTING FEEDBACKS

IO2A.4.1 – Testing of the SeedsQuests

The 2 classes of each group share the SeedsQuests: during an online meeting the pupils tell their remote mates about their work (contents, how they worked, how they collected resources, etc.)

IO2A.4.2 – Collecting Feedbacks (SUGGESTION)

Each class tests the SeedsQuests of the other class in its group and collects feedbacks (cross checking)

IO2A.4.3 – Sharing the Feedbacks

The teachers and (some) pupils of each class meet online to report on the feedbacks

IO2A.4.4. – Possible adjustments

Adjustments of the SeedQuests may be possible according to the feedbacks received

IO2A.5 – FINAL CHECK ON THE EXPERIENCE

IO2A.5.1. Teachers' reports

LANGUAGE AND TRANSLATIONS: each class will work in its own language (even for the resources, which allow to find different resources not only in English but also from the national sources). Translations will concern the Title and Task (IO2A.2.2) and the SeedsQuests at the end (IO2A.3.6) to make it possible to meet between classes speaking different languages.

PLANNING N. 2 (option B)

Compared to plan A, plan B is surely more appropriate for high level students, as it is more complex and engaging. In this case, in fact, the SeedsQuests will be realized through a higher level of interaction between the classes and, therefore, they will be result of a more shared and collaborative work, involving also the exchange of resources (Resources phase). As in Plan A, the collaboration is between the classes of each group. The work will proceed distinctly and simultaneously for the different school levels.

ACTIVITIES FOR EACH GROUP OF CLASSES

IO2B.1 - ORGANIZATION OF THE WORKING GROUPS AND ACTIVITY PLANNING

IO2B.1.1. List of the participant classes and teachers

The template sent to the PPs coordinators must be filled in and returned to the Project Coordinator

IO2B.1.2. Paring of the classes

The classes will be grouped by level and Country by the Project coordinator and the Responsible for the Output n. 2, according to the teachers → **7 groups**

IO2B.1.3. Presentation of GREEN S.E.E.D.S. in the classrooms

The teachers present the project in their classes, explaining objectives, methodology and introducing the topics to collect the first inputs by their pupils

IO2B.1.4. Sharing of the topics

The teachers of every group of classes meet online to report the brainstorming held in their classes and to decide how to share the topics to be developed with the pupils (7 meetings, one for every group of classes). Every class/teacher will be coordinator and responsible for 1 SeedsQuest.

IO2B.2 – DEFINITION OF THE SEEDSQUESTS (TASK)

IO2B.2.1. Definition of the Title and Tasks by each class

Every class will decide the Title of its own SeedsQuest and the Task

IO2B.2.2 Translation of the SeedsQuests Title and Task into English by the teachers

IO2B.2.3. KOM of the 11 groups of classes

Every group of classes meet online to present themselves, the SeedsQuests they are going to produce and to officially start working → n.7 KOM

IO2B.3 – SEEDSQUEST PRODUCTION (RESOURCES AND PROCESS)

IO2B.3.1. Writing of the Process

IO2B.3.2. Gather Links, Videos and/or Documents (RESOURCES)

Pupils will be given digital materials (sitography) by their teachers (included inspiration from <https://www.eea.europa.eu/it> and other EU sources). They will also be asked to highlight the connections between the theory and their daily reality, thanks – where possible - to the involvement of the community, which will be hopefully invited to support the pupils' work.

As it might be too complex for them to meet online to discuss Resources, they could use a collaborative online space where they share useful resources about their theme: Padlet for example <https://padlet.com/> The only issue of course is that they will need to find resources in

