

CASE STUDY

**PRIMARY SCHOOL OF
AGIA MARINA NEAS MAKRIS**



CLIMATOPIA



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Case Study: “Climatopia Project Pilot Testing at the Primary School of Agia Marina Nea Makris”

Background

The Climatopia project, focused on integrating sustainable development values into the learning environment, underwent a pilot testing phase at the Primary School of Agia Marina Nea Makris, Greece. The project aimed to address the implications of climate change on children and future generations while fostering a community of self-directed learners.

Participants

Two pilot teachers engaged two classes, totaling 40 pupils, in the testing phase. The project involved primary pupils, school leaders, teachers, and parents as part of the broader school community.

Pilot Testing Report

Pre-Test and Post-Test Implementation

The school conducted pre-tests before initiating any project activities.

Post-tests were administered after completing all project activities.

Impact on Teachers

Teachers reported an enhancement in their pedagogical strategies through the incorporation of the Climatopia methodologies. The use of William Glasser’s “Choice Theory” and Marshall Rosenberg’s nonviolent communication provided them with innovative tools to engage students effectively.

The teachers expressed a sense of empowerment in guiding students towards self-directed learning. The incorporation of the homonomous (connected) Self concept contributed to fostering a more holistic approach to education.

The collaborative nature of the project, including peer reviews and discussions, created a supportive professional environment. Teachers



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found value in exchanging ideas and methodologies, contributing to professional development.

Impact on Pupils

Pupils demonstrated an elevated level of awareness regarding climate change and its implications. The learning activities, comics, and games provided a platform for students to empathize with the challenges posed by climate change.

The Climatopia project contributed to the development of various skills, including critical thinking, decision-making, and creative expression. Students engaged in activities that stimulated their capacity for empathy, group-based decision-making, and crisis management.

The project aimed to strike a balance between educating about climate change and avoiding undue alarmism. Pupils reported a positive psychological impact, expressing a sense of hope and empowerment in their ability to contribute to a sustainable future.

Impact on the School

The school community witnessed the integration of sustainable development values into the learning environment. This permeated not only the content of lessons but also the overall ethos of the school.

Some examples include the following initiatives:

- The Climatopia learning materials were curated with a focus on sustainability.
- Classrooms were transformed into green spaces, incorporating plants and eco-friendly decorations. Students participated in activities such as maintaining a classroom garden, composting, and learning about the benefits of sustainable practices in their immediate environment.
- Teachers integrated lessons on energy and resource conservation into various subjects. For instance, mathematics lessons included calculations related to energy usage, and science classes explored renewable energy sources. This approach aimed to instill an understanding of the interconnectedness between human activities and the environment.

- The school implemented waste reduction initiatives, encouraging students to minimize single-use plastics and adopt sustainable alternatives. Class projects involved creating awareness campaigns on the impact of plastic waste on the environment, fostering a sense of responsibility among students.
- Students engaged in community garden projects where they learned about sustainable agriculture, local food production, and the importance of biodiversity. These projects not only contributed to the students' understanding of sustainable practices but also connected them with the broader community.
- Teachers incorporated Education for Sustainable Development (ESD) principles across various subjects. For example, literature classes explored environmental themes in literature, history classes delved into the historical context of environmental movements, and art classes focused on creating eco-friendly art projects.
- The Climatopia project itself, with its comics and games, served as a central component of sustainable development education. Students engaged with the content that emphasized the importance of sustainable choices, creating a seamless integration of sustainable development values into their learning experiences.
- The school encouraged parents to participate in sustainable practices at home, aligning with the Climatopia project's aim to extend its impact beyond the classroom. Parents received information and resources on how to integrate sustainable habits into family life, creating a holistic approach to sustainability education.

These examples illustrate the diverse ways in which sustainable development values were integrated into the learning environment, fostering a comprehensive understanding of environmental responsibility among student

Parental Engagement

The Climatopia project encouraged parental engagement through activities that involved students at home. Parents reported positive discussions with their children about climate change, fostering a sense of shared responsibility.

Innovation in Education

The project showcased innovative methodologies, combining theoretical frameworks with practical learning activities. This innovation contributed to the school's reputation as a hub for progressive educational practices.

Overall Community Impact

The project extended its impact beyond the school walls, raising awareness within the broader community. Parents, in particular, reported an increased understanding of climate change issues and a commitment to sustainable practices.

There was a significant increase in the number of students travelling on school buses but we are not sure if this was an impact of the project and/or the punctuality affecting households in Greece.

The positive outcomes of the Climatopia project generated a favorable public perception of the school. The community recognized the school's commitment to providing holistic education that addresses real-world challenges. The same happened with the Directorate of Primary Education of Eastern Attica, which approved the pilot implementation.

The success of the pilot test phase laid the foundation for our participation in the Erasmus+ MIRACLE project as Associate Partner Pilot School. The school community expressed interest in continuing similar projects and integrating sustainable development issues into the curriculum.

Conclusion

The Climatopia pilot testing at the Primary School of Agia Marina Nea Makris demonstrated a positive impact on teachers, pupils, the school, and the wider community. The project succeeded in fostering a sense of awareness, empowerment, and collaboration, aligning with its goals of providing quality education and promoting sustainable human development. The positive outcomes indicate the potential for the broader implementation of the Climatopia project in educational settings.



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