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Round KA220-SCH - Cooperation partnerships in school

CASE STUDY
LATVIA

CLIMATOPIA

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1.Innovative Teaching and Learning Methods Utilized during the Pilot

The pilot employed variety of innovative methods to engage students with climate change topics. Activities included discussions on environmental actions, collective comic reading, and group tasks that encouraged students to apply their understanding creatively. The use of digital platforms for collaborative work, represented a modern approach to learning. The varied lesson structure, from questionnaires to group discussions and online collaboration, showcased a dynamic and interactive learning environment that aimed to deepen students' engagement with climate change issues.

Teachers sought to create a supportive and inclusive environment, emphasizing kindness and the well-being of all students. Innovative methods included group work and presentations, allowing students to express themselves. The pilot leveraged the flexibility of choosing activities where possible, incorporating humor and laughter to create a positive learning atmosphere.

2. Interdisciplinary Approaches in Curriculum Design (if applicable)

The Climatopia materials were integrated into existing lesson plans, using the comic's chapters to foster discussions and group activities. This approach allowed for an interdisciplinary connection between climate education and other subjects, encouraging students to explore climate change from multiple perspectives. The varied activities, including drawing future scenarios and analyzing the comic's content, highlighted

the project's ability to blend scientific knowledge with creative expression, providing a holistic educational experience.

4. Success Stories and Impact Achieved through the Pilot Phase

Despite some challenges, the pilot was succesfull in engaging students with the materials, particularly through group activities and the creative tasks associated with the comic. The structured lesson plans and the opportunity for students to collaborate and discuss climate change topics contributed to a positive learning experience. The anticipation of experiments and the interactive nature of the comic and simulation game were highlights, offering new approaches to climate education that resonated with students.

5. Challenges Encountered Specifically in the Pilot Implementation

The pilot faced several challenges, including the significant time investment required. The need for materials to be more engaging beyond reading and worksheets was evident, as was the challenge of adapting content to suit the age group and existing knowledge levels of students. The UNESCO Associated School Network's prior involvement in climate education meant that students were already familiar with many concepts, which posed a challenge in measuring the project's impact on their knowledge and attitudes.

6. Key Lessons Learned from the Pilots

The pilot highlighted the importance of ensuring materials are engaging, interactive, and adaptable to different educational settings and student backgrounds. The experience underscored the need for thorough teacher preparation with the materials and the potential for incorporating climate education in non-formal activities/ education settings or or as part of a more extensive curriculum. The pilot also revealed the effectiveness of combining theoretical knowledge with practical, creative tasks to enhance students' understanding and engagement with climate change topics.

School Impact:

The implementation of the Climatopia project in Latvian schools, particularly those part of the UNESCO Associated School Network, highlighted the importance of integrating climate education into the existing curriculum. Despite the existing familiarity with climate change topics among students due to the schools' prior involvement with UNESCO initiatives, the project introduced novel approaches to climate education, especially through the simulation game. However, the need for substantial time investment and the challenges in accommodating the project within a month underscore the necessity for educational materials that are flexible and can be seamlessly integrated into the school curriculum without imposing significant additional time requirements.

Teacher feedback indicates that the Climatopia materials can be seamlessly integrated into various subjects, particularly science classes. This adaptability enhances the ease with which educators can incorporate climate education into their curriculum, serving as a multi- dimensional resource across different learning environments. This flexibility not only enriches the educational content but also empowers teachers to become

facilitators and examples in climate change education, stressing its importance through diverse teaching methods.

Teacher Impact:

Teachers played a central role in the pilot, adapting the Climatopia materials to their instructional needs and classroom settings. The feedback emphasized the need for teachers to thoroughly acquaint themselves with the materials to effectively execute the learning activities. The Handbook was particularly appreciated for its comprehensive coverage of climate change topics, serving both as a valuable resource for enhancing teachers' expertise and as suitable theoretical groundwork for high school students' academic projects. The reflections suggest that while the materials serve as an excellent scientific resource, their practical application requires careful planning, engagement with the methodological content, and consideration of the students' age and existing knowledge levels.

Community Impact:

The Climatopia project's influence extended beyond the classroom, potentially impacting the broader school community by fostering a culture of sustainability and environmental awareness in different communities: at home, with friends or parents. Activities like crafting comics and conducting chemistry experiments not only engaged students but also offered opportunities for collaboration with other teachers. The use of multimedia resources, such as YouTube videos and songs related to climate change, illustrates the potential for educational materials to resonate with the wider community and spark conversations about climate action and sustainability and also states that Climate change issues are widely discussed in different communities like media.

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