Let's be aware!#

Creating a communication campaign made by students for students and the general public

Type of pedagogical project, activity, action, accompanying	PROJECT ABOUT THE REALISATION OF AN AWARENESS CAMPAIGN ON THE THEME OF CLIMATE CHANGE
Key words of relevant disciplines/ Pedagogical content	Communication, Citizenship, Campaign,
Problematic	How to act as an active citizen? How to act locally? What can we do to make the local community aware about Climate Change?
Thematic	Applicable to all themes
Disciplines (sciences, geography)	Sciences, ICT, Mother tongue, Civic education
Pedagogical Objectives/New targeted skills	**Students will be able to:** - create an effective communication campaign - create content for a specific target, to engage people - use new means of communication - commit to a goal which can bring benefits to the community - motivate other people to join them in reaching their goals.
Public target(s) (age, requested skills…)	10 – 14 years old students
Description (step by step)	**Step 1: Motivation of the students.** After having done activities on Climate change with all the students, the school informs students about the possible creation of a team that will be responsible to better inform other students and the local population about the risks linked to Climate Change. Each teacher should motivate students to join the team. Goal: to have a sufficient number of motivated students to create the working group

Step 2: Launching the working group!
The responsible teacher checks how many students are interested in spending extra time working on a communication campaign to make the population aware of the risks of climate change related to our everyday lives. The participants meet for the first time to define how frequently they will meet in the future and brainstorm about the risks they want to address in their campaign.
The facilitator of the brainstorming will make sure students identify meaningful topics as regards to the reality they live in, as well as objectives that are reachable.
Goals:
- to create the working group
- to define how frequently the group will meet
- to define the issues they want to address

Step 3: Definition of the communication plan
The students agree on the media they want to use for their communication campaign (Instagram, Facebook, blog) and the format of the contents (Facebook posts, catchy pictures with short slogans, articles, …). They make sure that at least one piece of content is published per week.
The communication campaign has to last an entire school year and promote change of behaviour among the students' peers and the general public. The working group will act as the first testimony of this behavioural change.

Goals:
- to set the planning of the campaign and the role of each participant
- to define deadlines for the content to be produced so it is published on time
- to involve the entire working group as the first testimony of this behavioural change they want to promote.

Step 4: Organisation of the final event
The final event will be a chance to show in an exhibit the best content created by students during the campaign. Content is chosen by students, taking into account also the popularity reached by each element (i.e. number of likes and sharing for a Facebook post). The selected contents are reproduced on big posters.
The final event is advertised to other students in the school and to the general public, inside the school or out of school, in a public venue if possible.
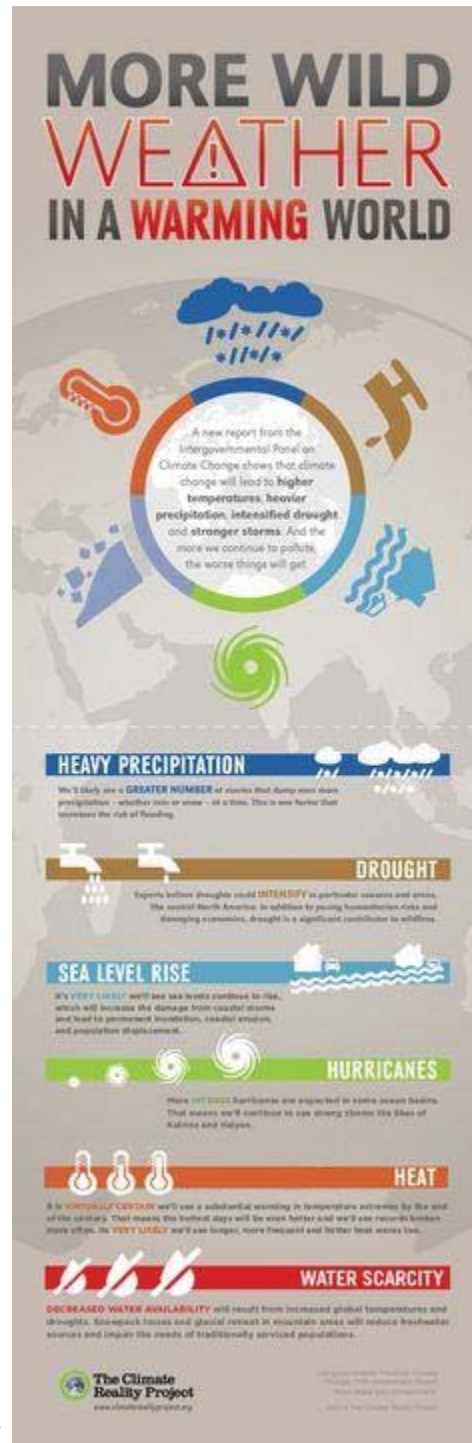
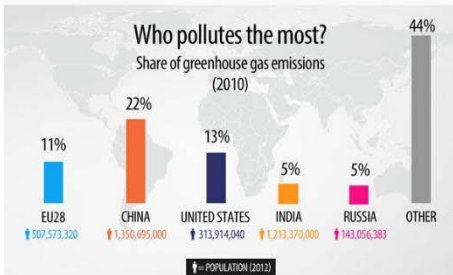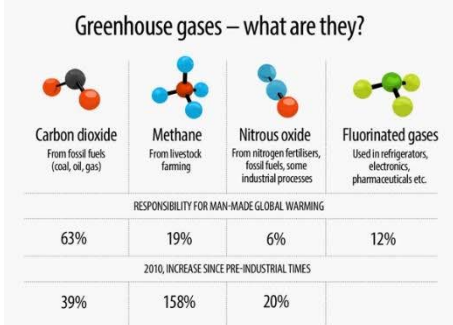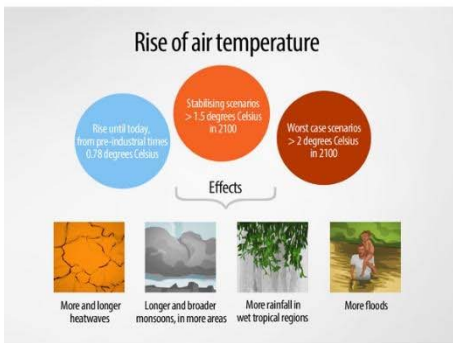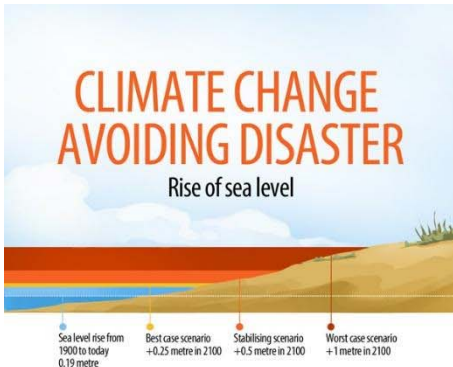|	
	Goals: - to define what content will be part of the final exhibition and produce big posters - to set the date of the final event and promote it - to organize the logistic aspects related to the final event (place, time, …) **Step 5: Evaluation of the effectiveness of the campaign** During the final event, students will ask people to fill an online Google Form to evaluate the effectiveness of their campaign. We suggest the use of Google Form for two main reasons: it is free and it puts results into graphics. The students' campaign will end up by showing its results. Both students from the working group and attendees fill in the questionnaire. Goals: - to produce an adequate survey to evaluate the campaign - to have spots where people can fill the survey while attending the final event - to publish online content with the results and end the campaign
Place (meeting room, outside space, …)	Classroom, IT room, places outside school
Individual and / or collective actions	Group activities, guided planning, interdisciplinary work with facilitators of various subjects
Material needed	Design material, smartphones, computers, graphics processing apps and text production Examples of Application for the creation of Posters · https://piktochart.com/formats/posters/ · https://www.canva.com/create/posters/
Duration of pedagogical project or activity	**The entire school year**
Evaluation of the new acquired skills	Google Form survey filled during the final event Ability to implement the campaign Effectiveness and creativity of the contents produced Accuracy in terms of scientific knowledge of the contents proposed

| Eco-citizen adaptation, knowledge enhancement and links to other topics | To prepare this project, e.g.
Link to:
My environment is changing, what's happening?
Drawing my climate realities

EU
Small spots in all EU languages (as examples)
http://ec.europa.eu/clima/sites/campaign/resources/videos_en.htm

French:
https://actu.fr/hauts-de-france/gamaches_80373/college-louis-jouvet-un-defile-recup-et-des-slogans-pour-les-bouchons_5603029.html
https://actu.fr/hauts-de-france/gamaches_80373/college-louis-jouvet-un-defile-recup-et-des-slogans-pour-les-bouchons_5603029.html
Greek Δείτε το βίντεο του Λουκά Λελόβα, μαθητή του 2ου Γυμνασίου Πρέβεζας που κέρδισε το πρώτο βραβείο στον Πανελλήνιο Διαγωνισμό της ΕΡΤ (2010): «Κάνε άλμα πιο γρήγορο από τη φθορά» http://www.youtube.com/embed/Za3VmufijXY (video: campaign for the climate made by a secondary school)

Italian
Article in ITA about effective communication campaign: https://www.envi.info/blog/2016/01/04/le-8-campagne-di-sensibilizzazione-ambientale-piu-impattanti/ Education and Prevention measures (ITA): http://www.isprambiente.gov.it/files2019/eventi/educazione-ambientale/EasinSnpa201864ppversioneweb.pdf |
| **Observations** | The campaign can combine online contents with flash-mobs or events. Osnovna skola Pucisca, in Croatia, already implemented some steps of the project, the activities remaining inside the school. The school plans to implement this project in the next school year. Small spots in all EU languages (as examples) http://ec.europa.eu/clima/sites/campaign/resources/videos_en.htm |

Examples of infographics

CLIMATE CHANGE AVOIDING DISASTER

Rise of sea level

Sea level rise from 1900 to today 0.19 metre

Best case scenario +0.25 metre in 2100

Stabilising scenario +0.5 metre in 2100

Worst case scenario +1 metre in 2100

Rise of air temperature

Rise until today, from pre-industrial times 0.78 degrees Celsius

Stabilising scenarios > 1.5 degrees Celsius in 2100

Worst case scenarios > 2 degrees Celsius in 2100

Effects

More and longer heatwaves

Longer and broader monsoons, in more areas

More rainfall in wet tropical regions

More floods

Greenhouse gases – what are they?

Carbon dioxide	Methane	Nitrous oxide	Fluorinated gases
From fossil fuels (coal, oil, gas)	From livestock farming	From nitrogen fertilisers, fossil fuels, some industrial processes	Used in refrigerators, electronics, pharmaceuticals etc.

RESPONSIBILITY FOR MAN-MADE GLOBAL WARMING

63%	19%	6%	12%

2010, INCREASE SINCE PRE-INDUSTRIAL TIMES

39%	158%	20%	

Who pollutes the most?
Share of greenhouse gas emissions (2010)

EU28	CHINA	UNITED STATES	INDIA	RUSSIA	OTHER
11%	22%	13%	5%	5%	44%
507,573,320	1,350,695,000	313,914,040	1,213,370,000	143,056,383	

= POPULATION (2012)