



My environment is changing, what's happening?

Exploring the consequences of climate change in our environment

Type of pedagogical project, activity, action, accompanying	Activity on exploring the effects of climate change in the surrounding environment
Key words of relevant disciplines/ Pedagogical content	Mediterranean climate / climate change / Major natural risks in my environment
Problematic	Effects of climate change that can be noticed in the surrounding environment
Thematic	Major natural risks, biodiversity, air pollution, water
Disciplines (sciences, geography)	Geography, maths, <i>languages, science, ICT</i>
Pedagogical Objectives/New targeted skills	<p>The students will be able to:</p> <ul style="list-style-type: none"> - compare the characteristics of different climates with the climatic situation of one's own region - explain the role of the atmosphere - explain the role of the troposphere for people's lives - understand what climate change is - give an example of climate change - compare natural numbers - create the scale of values from highest to lowest - graphically display values in a row - create and conduct an interview with proper methodology
Public target(s) (age, requested skills...)	11 to 15 years old students
Description (step by step)	<p>Step 1) Research: survey in the neighbourhood (adults) 1) With the geography teacher, students repeat the basic geographical terms already learned: climate, characteristics of Mediterranean climate,</p>





atmosphere, troposphere, warming of the Earth. Then they discuss the questions that they will ask to their adult neighbours.
 In the end they agree on the following question: "What changes can you notice in your environment that seems to be a consequence of climate change?"
 Students will ask their neighbours and record the answers (each student will interview 5 to 6 people)
 2) The students meet in the class, comparing the results they obtained
 3) They combine and sort the answers of the interviewed participants
 4) They create a table with the combined results.

Changes			
general climate image	plants	animals	humans

Step 2)

Questionnaire for students

Based on the results of the adult survey, a survey will be conducted among students using the following questionnaire: "Which of these changes in your environment do you consider particularly important? Evaluate the importance of each change from 1 to 5. 1 - not important, 5 - the most important.

The survey questionnaire will be used in several classes, among students aged 11 to 15 years.

Step 3)

Analysis and use of the survey results

The students, with the maths teacher, deal with the collected responses. They note the frequency and the full value for each answer in the questionnaire. The results will be presented numerically and graphically (using excel). They determine the highest and lowest value.





	<p>Step 4) The topic and the issue of climate change will be addressed and interpreted in following lessons, using the activity sheet “Reactions of eco-system to climate change”.</p>
Place (meeting room, outside space, ...)	classroom, outside
Individual and / or collective actions	Individual & group work
Material needed	-
Duration of pedagogical project or activity	8-10 hours
Evaluation of the new acquired skills	Active participation in the learning process. Presentation and discussion about the results. Class debate about the possibility of improving living conditions in our own environment.
Eco-citizen adaptation, knowledge enhancement and links to other topics	<p>Link to: Activity sheets: Reactions of eco-system to climate changes / Activity on flood risks in your area / The impacts of climate change in your region / Experiment about the sea-acidification impact on marine life / The impact of climate change on sardine growth / The impact of climate change on the squids migration / Acting as an eco-citizen in local communities</p> <p>Croatian:</p> <ul style="list-style-type: none"> • https://srednja.hr/ekobiz/ekologija/prosvjed-ucenika-siri-se-po-hrvatskoj-petak-klimu-ulicu-izlaze-splicani/ • http://klima.hr/razno/publikacije/klimatske_promjene.pdf http://www.wwfadria.org/naa_zemlja/klimatske_promjene/utjecaj_klimatskih_promjena/ • https://skepticalscience.com/translation.php?lang=29 <p>Greek:</p> <ul style="list-style-type: none"> • http://www.edutv.gr/index.php/perivalon-2/to-roloi-tis-katastrofis • https://youtu.be/PZgtOnuHJWE





	<ul style="list-style-type: none"> • https://youtu.be/al78Pp-vcDs?list=PLEbIKScbmG2wMFRhRpXEpCI7Znzo2ePJD or https://www.youtube.com/watch?v=wa58h4IJ6Hk&list=PLEbIKScbmG2wMFRhRpXEpCI7Znzo2ePJD&feature=share&index=7 • http://www.edutv.gr/index.php/perivalon-2/o-efialtis-tis-ksirasias <p>Italian:</p> <ul style="list-style-type: none"> • https://www.minambiente.it/sites/default/files/archivio/biblioteca/La_vulnerabilitx_alla_desertificazione_in_Italia.pdf • https://www.minambiente.it/sites/default/files/archivio/biblioteca/RISORSE_FORESTALI_E_RISCHIO.pdf • https://www.wwf.it/oasi/?31300/Giornata-Mondiale-desertificazione • http://asvis.it/goal13/articoli/462-3280/cambiamenti-climatici-e-rischio-desertificazione-in-sicilia • https://www.internazionale.it/reportage/marcello-rossi/2017/09/11/cambiamento-climatico-fiume-po • https://www.legambiente.it/wp-content/uploads/ricerca_clima_2018.pdf • https://www.cmcc.it/article/agriculture-at-risk-the-potential-impacts-of-climate-change • https://www.lastampa.it/2016/10/05/italia/alta-langa-le-bollicine-piemontesi-vanno-in-quota-KJ31dHc8PAT0ucf9O5bqEJ/pagina.html
<p>Observations</p>	<p>Inquiring among the neighbours on climate change, students – without special preparations – raised awareness and enhanced the concept of climate change. Even more, because they had to ask some additional questions (what is bothering you the most regarding climate change, what is the most damaging...). The concept has been present in their consciousness for a long time (while conducting the survey, recording answers and comparing them with their colleagues’ records). During that time, the concept deepened and expanded, so students became well-prepared for further work on the subject.</p>

