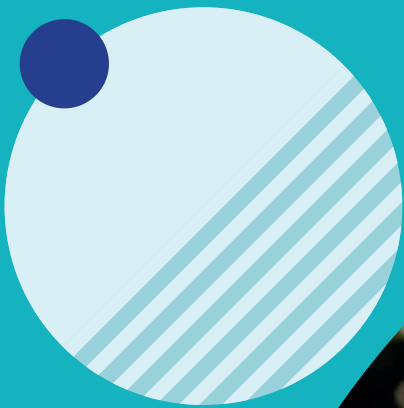


# Green Horizons Nurturing Global Citizens for a Sustainable Future



## What is eTwinning?

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eTwinning is an online platform that supports teachers and educators to work on collaborative projects together in any curricular area.

## Why take part in eTwinning?

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- We have a dedicated website where teachers can create a profile, search for partners, develop and deliver their own eTwinning projects.
- Teachers also have access to 'TwinSpace'. This is a private and secure online workspace where you and your partner(s) administer the project and where students can be invited to contribute to the TwinSpace as members.
- eTwinning facilitates online and face-to-face learning opportunities for teachers to enhance their skills, competencies and pedagogical approaches
- The collaborative nature of eTwinning enhances students' confidence and communication skills
- eTwinning gives students an international perspective to their learning and education

## What is the Green Horizons eTwinning? Project?

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The Green Horizons eTwinning project aims to foster global citizenship, environmental consciousness, and active participation in climate action activities. It also aims to connect schools from different countries, enabling them to work collaboratively towards a sustainable future. The project will encompass various activities, resources and discussions, centred around climate action and eco-friendly practices, following the principles of the Green Schools program.

**Green Schools website available at:**

**<https://greenschoolsireland.org/>**





## Key Information:

<b>Difficulty level:</b>	<ul style="list-style-type: none"> <li>• Beginner</li> </ul>
<b>Key Competencies:</b>	<ul style="list-style-type: none"> <li>• Digital Skills</li> <li>• Language Skills</li> <li>• Creative skills</li> <li>• Presentation Skills</li> <li>• Teamwork</li> </ul>
<b>Subjects:</b>	<ul style="list-style-type: none"> <li>• Geography</li> <li>• Science</li> <li>• SPHE</li> <li>• English</li> <li>• CSPE</li> <li>• Politics and Society</li> </ul>
<b>Level</b>	<ul style="list-style-type: none"> <li>• Primary (2nd Class to 6th Class) &amp; Post-Primary</li> </ul>
<b>Suggested Time Frame</b>	<ul style="list-style-type: none"> <li>• 1+ month</li> </ul>



## How can my school take part in this project?

Follow these steps to start connecting and collaborating with schools in other countries:

**Step 1: Connect** - Find a partner/s school through the **Partner Search** function on the eTwinning platform.

**Step 2: Create** - Students investigate climate change and sustainability. Then they create content to show what they learned.

**Step 3: Collaborate** - Collaborate with your partner school/s to share what you have learned.

### Step 1: Connect

- Find your partner school/s through the **Partner Search** function on the eTwinning platform here.
- Use the **Online Meetings** function of the **TwinSpace** to introduce your school in our virtual space.
- Introduce your school with a school video, or slideshow presentation (e.g. PowerPoint, Keynote, SlideShare).
  - You could include some of the following: a map of the school, its location, specialised rooms, yard areas, PE hall, canteen, classrooms and common areas.
- Conduct an icebreaker activity to get to know your partner school/s better, for example, students could share one interesting eco-friendly habit they already practice.
- Agree and share a work plan and time schedule with your partner/s and develop topic ideas. Publish the work plan in your TwinSpace and modify as necessary.

*Note: Language - it is recommended to consider the languages of all partners and to try teach and learn some basic phrases, sayings, or words in the partner's language or dialect. Students can use a vocabulary journal, or project scrapbook.*

## Step 2: Create

### 1. GLOBAL CITIZENSHIP AND CLIMATE CHANGE

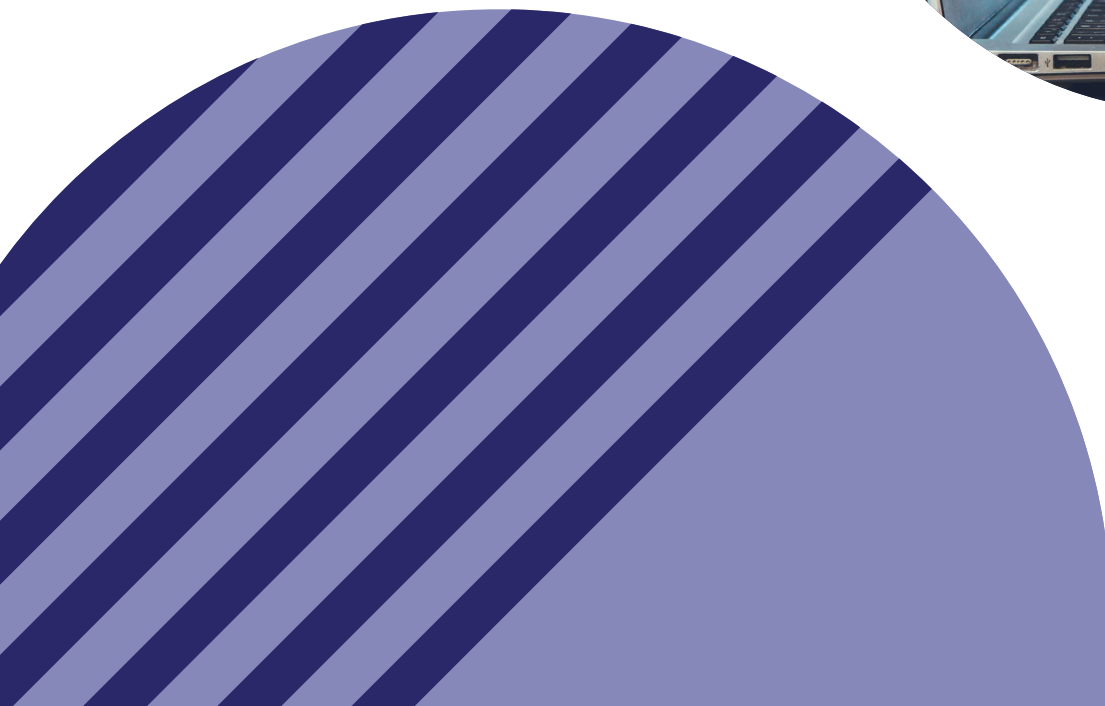
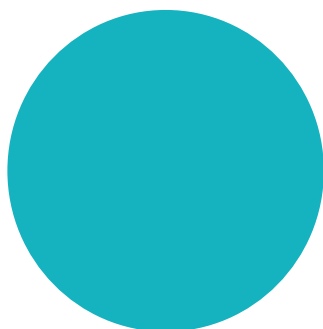
- Introduce students to the concepts of Global Citizenship and Climate Change by holding collaborative online sessions. Encourage students to explore the impact of climate change on different regions through the creation of and sharing of resources and materials.

### 2. GREEN SCHOOLS PROGRAMME

- Explore how elements of the Green Schools program can be implemented in each participating school. Use the Guide to help.
- In a designated virtual space (Miro / Padlet / Mentimeter) introduce the Green School's project's goals and objectives.
- Ask students to create a Green Vision Board which represents their collective vision for the project.

## Step 3: Collaborate

- Encourage participants to discuss and collaborate on the content of their vision board (highlighted above), ensuring that everyone's input is considered.
- Students share what they have learned to date.
- Partner schools continue to explore Global Citizenship, Climate Change and Green Schools Programme by engaging in collaborative activities. Opposite, find a suggested list of activities:



## Project Activity Suggestions:

### 1. CLIMATE ACTION CHALLENGES

- Provide weekly challenges for students to undertake in their local communities, promoting sustainable actions such as waste reduction, energy conservation, or green space development.
  - Share your results and experiences through the eTwinning platform.
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### 2. INTERACTIVE WORKSHOPS

- Hold virtual workshops with experts in environmental science, sustainability and global citizenship, for example, ECO UNESCO / Irish Aid / WorldWise Global Schools.
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### 3. ONLINE COLLABORATIVE PROJECTS, GAMES AND ACTIVITIES

- Work on collaborative projects with students from partner countries, focusing on climate-related topics.
  - Create multimedia presentations, develop educational materials, or propose eco-friendly solutions for a common challenge (Upload these to the **Pages** facility in the **Twinspace**.)
  - Create Blooket Quizzes, or Kahoot Games
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### 4. VIRTUAL GREEN TOURS

- Conduct virtual tours of green initiatives and sustainable projects in each participating country.
- Hold 'Reflection Sessions', focusing on the similarities and differences in sustainable practices worldwide (Padlet/Explain Everything/ Forums).

(Embed in the **Twinspace**.)

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### 5. DIGITAL STORYTELLING

- Encourage students to create digital stories or documentaries about the impact of climate change on their communities and the actions taken to address it (Book Maker / Story Jumper / Madmagz)

(Embed in the **Twinspace**.)

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### 6. GLOBAL CITIZENSHIP PLEDGES

- Students can collectively develop a set of global citizenship pledges or commitments to sustainable living, which can be shared with their local communities.
- Create posters.

(Upload these to the **Files and Images Folders** in the **Twinspace**.)

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### 7. GREEN SCHOOLS TOPIC: WASTE & RECYCLING

- Host an upcycling workshop (online), asking students to bring in old items to transform them into something new and useful. (Example: repurposing glass jars into candle holders.)
- Products, ideas and processes can be documented and shared with partners if they are not completed online together.

(Use the **Online Meetings** facility in the **Twinspace**.)

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### 8. GREEN SCHOOLS TOPIC: ENERGY CONSERVATION

- Do an Energy-Efficient Appliance Comparison - Students can research and compare the energy efficiency of various appliances.
- Create a poster or slide presentation showcasing the most energy-efficient choices.

(Upload these to the **Files and Images Folders** in the **Twinspace**.)

### 9. GREEN SCHOOLS TOPIC: WATER

- Water Usage Tracking – Ask students to track their daily water usage at home and at school for a week. Discuss findings and explore ways to reduce water consumption (Use the **Forums** facility in the **Twinspace**.)
- Drip Irrigation Activity - Show students how to create a simple drip irrigation system using recycled materials.
- You can then use your system to water a school garden. (Record and embed in **Twinspace** through YouTube.)

### 10. GREEN SCHOOLS TOPIC: BIODIVERSITY AND GREEN SPACES – NATURE JOURNALING

- Students can go on nature walks recording and creating virtual tours.
- Invite students to document the nature walks, for example, through photography, observations, sketches and writing their thoughts about the natural world around them.
- These journals can be shared with partner countries.

(Upload these to the **Pages** facility in the **Twinspace**.)





## Learning Outcomes

### Students will be enabled to:

- Engage in an online cultural exchange with students from different countries, to foster mutual understanding and appreciation of diverse environmental issues
- Develop their awareness and understanding of global environmental challenges, as well as their role as responsible global citizens in addressing these challenges
- Enhance their knowledge and understanding of environmental issues, including climate change, biodiversity loss and resource depletion, to build a foundation for informed decision-making
- Engage in collaborative learning by working together on projects and activities which promote shared responsibility and teamwork, fostering a sense of community and connectedness between partners
- Cultivate their critical thinking skills by engaging and analysing environmental issues and developing solutions within the context of the Green Schools program
- Develop their digital literacy skills by utilising various online platforms and digital tools for communication, research and collaboration, in the context of an eTwinning project
- Be motivated to actively participate in the Green Schools program by understanding its principles, implementing eco-friendly practices in their schools and advocating for sustainability
- Enhance their communication skills, including written and verbal communication, through the exchange of ideas, sharing of information and presentation of collaborative projects related to environmental issues
- Develop their researching and project management skills by planning, organising, and executing various activities within the framework of this eTwinning project
- Be encouraged to reflect on their own environmental attitudes and behaviours, promoting self-awareness and self-assessment towards a more sustainable lifestyle
- Facilitate some connections within their local communities, to extend the impact of the project beyond the classroom, encouraging students to become agents of change in their own communities
- Foster a sense of responsibility towards the environment, motivating students to continue their engagement in sustainability beyond the duration of the project

## Curricular Links

There are a range of subject areas into which this project can be integrated:

### Primary School: 2nd to 6th Class

SUBJECT	STRAND
<b>Geography</b>	<ul style="list-style-type: none"> <li>• Human Environments</li> <li>• Environmental Awareness and Care</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• Environmental Awareness and Care</li> </ul>
<b>SPHE</b>	<ul style="list-style-type: none"> <li>• Myself and the Wider World</li> </ul>
<b>English</b>	<ul style="list-style-type: none"> <li>• Receptiveness to language</li> <li>• Competence and confidence in using language</li> <li>• Developing cognitive abilities through language</li> <li>• Emotional and imaginative development through language</li> </ul>

**Cross-curricular Opportunities:** Digital Skills, Art

### Post-Primary School: Junior Cycle

SUBJECT	STRAND
<b>Geography</b>	<ul style="list-style-type: none"> <li>• Exploring how we interact with the physical world</li> </ul>
<b>CSPE</b>	<ul style="list-style-type: none"> <li>• Global Citizenship</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• Earth and Space: Element - Sustainability</li> <li>• Chemical World: Element - Sustainability</li> <li>• Physical World: Element - Sustainability</li> </ul>
<b>English</b>	<ul style="list-style-type: none"> <li>• Oral Language; Reading; Writing: <i>Elements</i> <ul style="list-style-type: none"> <li>• Communicating as a listener, speaker, reader, writer</li> <li>• Exploring and using language</li> <li>• Understanding the content and structure of language</li> </ul> </li> </ul>

**Cross-curricular Opportunities:** Digital Skills, Art

## Post-Primary School: Senior Cycle

SUBJECT	STRAND
English	<ul style="list-style-type: none"> <li>Comprehending</li> <li>Composing</li> </ul>
Geography	<ul style="list-style-type: none"> <li>Patterns and Processes in the Physical Environment</li> <li>Regional Geography</li> </ul>
Politics and Society	<ul style="list-style-type: none"> <li>Sustainable Development</li> </ul>

Cross-curricular Opportunities: Digital Skills, Art

## Evaluation and Assessment

- Evaluations can be carried out throughout the project after each activity by gathering students' reflections in a project journal, either physically or virtually.
- Students can also compile a portfolio (digitally) showcasing their contributions to the project including written reflections, multimedia presentations and evidence of collaborative work. Portfolios can be assessed using a rubric based on the depth of content, creativity, and the integration of sustainable practices.
- Evaluate students' participation in online discussions, forums and collaborative platforms. Consider the quality of contributions, engagement with peers and the ability to communicate ideas effectively.
- Evaluate students' digital literacy skills by assessing their ability to navigate and use online platforms, collaborate effectively using digital tools and to present information in a visually appealing and coherent manner.
- Assessment of the collaborative projects developed by student teams can be carried out by considering factors such as creativity, relevance to the Green Schools program, effectiveness in addressing environmental issues and the level of collaboration among team members.
- Encourage students to assess and report on the actual environmental impact of the sustainable practices implemented in their school. This could include measuring energy savings, waste reduction, or any other relevant metrics.
- A blog or journal can be used throughout the project, allowing students to document their experiences, challenges and learning. Self-assessment components can be incorporated, encouraging students to reflect on their personal growth, understanding of global citizenship, as well as changes in their environmental attitudes and behaviours.

## Dissemination/follow-up

- An **online international green fair** can be hosted at the culmination of the project, where students showcase their projects, achievements and experiences.
- A dedicated **website or blog** can be created to showcase the project's objectives, activities and outcomes. It can be regularly updated with articles, photos and reflections from participating schools.
- Social media platforms** can be used to share project updates, achievements and key learnings.
- An **online newsletter** (Madmagz) can be developed and distributed, highlighting project milestones, student achievements and insights gained throughout the project.
- The implementation of **sustainability action plans** developed during the project can be monitored and supported.
- Reflection sessions** can be conducted with participants, to discuss the long-term impact of the project on their schools, communities and personallives. Challenges and successes for future improvement can be identified.
- Additional **events or workshops** can be organised within the school/wider community involving project participants, to raise awareness about environmental issues and to encourage students to continue their advocacy efforts.







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