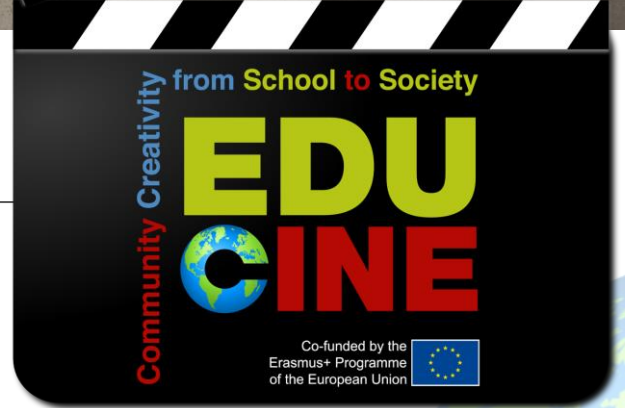


## EDUCINEMA CLIMA TOUR ACTION

“Cinematographic Literacy for Green Tourism in Climate Action (EDUCinema ClimaTurAction)”.

Project Reference:  
2020-1-ES01-KA227-SCH-096314



## Community creativity: from school to society



CONSORTIUM: Universidad de Santiago de Compostela (Coordinador del proyecto, Galicia, España) / IES Villa de Firgas (Canarias, España) / Universidade de Aveiro (Portugal) / IE Giner de los Ríos de Lisboa (Portugal) / XXVI Liceum Ogólnokształcące (Polonia) / Alma Mater Studiorum Uniwersita di Bologna (Italia).



## ABOUT THE PROJECT

EduCinema ClimaTourAction focuses on movies as an educational and social resource for climate action. It aims at climate literacy of students between 15 and 17 years old who will create a musical movie, integrating scenarios in different countries and containing an e-learning didactic unit. In addition, an e-book on film language and an e-book on musical theatre will be produced, as well as designing laboratory practices to be carried out at school stands in scientific locations. During the project, 3 short-term mobility activities will be carried out.

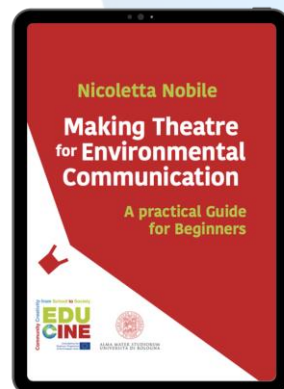
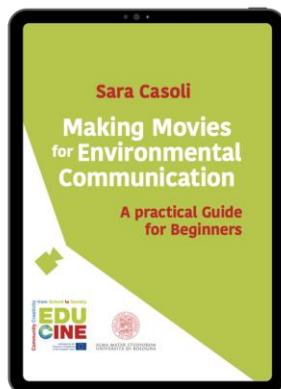
### 1. TRANSNATIONAL MEETINGS

#### Coordination and training in Bologna

The teachers involved in the project arrived in Bologna from three countries (Poland, Spain and Portugal), during what was a particularly warm week for the city.

Hosted at Unibo DAMSLab and preceded by a warm welcome with personalised Italian pastries and delicacies, attendees learned the essential, creative and practical aspects of theatre making, audiovisual production and distribution, as well as marketing and social media through a series of lectures, workshops, Q&As and accompanying texts.

All of the above was supported by the publication of two complementary methodological eBooks that are the product of the EduCinema project: Making Cinema for Environmental Communication and Making Theatre for Environmental Communication. In addition, two videos were screened on know-how to promote messages in defence of the environment through short films, both produced for the occasion by Unibo film students.



DEC. 2022

[www.educinema-cta.org](http://www.educinema-cta.org)

## 2. FILMING OF THE DOCUMENTARY

### Performance of the definitive version of the Musical 'Climantopia' in Aveiro

The closing of the CLMNTK22 - e-InnoEduCO2 campus was the perfect opportunity to achieve the necessary evolution of the beta version of the musical that was worked on at the CLMNTK21 - Eudinema Clima Tour Action campus, held in April 2022, to accommodate the new script for its transfer to film. That is why this final version was called "Climantopía. The musical" in coherence with the title of the Cinema Climantopia film.

Link to beta version: <https://www.educinema-cta.org/video-musical/>

Since the April 2022 performance, the authors Úrsula Martínez Álvarez and Francisco Rodríguez Crujeiras closely followed the work of their collaborator Noemí Castillo in the creation of her script for the transfer of the musical movie to the Cinematic version Climantopía. In this way the engineers Úrsula Martínez and Francisco Rodríguez achieved the final version represented at the gala of the CLMNTK22- e-InnoEduCO2 campus.

Link to final version: <https://www.educinema-cta.org/musical-version-final/>



IMPROVEMENTS INTRODUCED IN THE RECORDING OF THE FINAL VERSION OF THE MUSICAL "CLIMANTOPÍA" IN AVEIRO.



## IMPROVEMENTS INTRODUCED IN THE RECORDING OF THE FINAL VERSION OF THE MUSICAL "CLIMANTOPÍA" IN AVEIRO.

In this adaptation, Ursula and Francisco focused their attention on improving the following aspects in the transition from the April beta version to this final version:

- Special care was taken to adapt the movie soundtrack. The director of the band and author of the musical arrangements, saxophone and clarinet teacher José Rodríguez García, played a special role in this work.
- Incorporate new climate change content by taking advantage of the participation of countries that did not participate in April 2022, as was the case of the risk of an increase in extreme events in Panama and the problem of the high water footprint of textiles in Morocco.
- Generation of a new project to reinforce singing, as the time devoted to singing from the one and a half hour daily workshops in April proved to be insufficient.
- Search for more flexible scenography to be projected in school and academic auditoriums improvised for theatre, as was the case of the Rectorate auditorium in this performance of the final version.
- Generation of more cinematic group arrangement contexts that were more in line with the film script, such as sitting on stage.

- Incorporation of new scenes that are required by the adaptation of the film, such as the beach volleyball scene that allows us to visualise and reflect on the Monte Pindo fires.
- Coordination of the music band, theatre and scenography projects to achieve mutual reinforcement of the three performing arts fields in key scenes such as the fires in Galicia.
- Incorporation of older people who are going to be actors in the film because cinema does not allow the interpretation of roles of older people by schoolchildren, as is the case of the scene of the old Galician women talking to the students about the eucalyptus trees and the fires.
- Training of characterisation needs in the film through the new costume, hair and make-up workshop.
- Integration options for non-Spanish speaking students such as flight attendant roles for female students from Eastern Europe.
- Improvement of performances assessed in April, like reducing gesticulation throughout the performance.
- Coordination of the dance choreography with both the band and the theatre to avoid the connection difficulties encountered in the April beta version.

## Filming of the film will begin in Galicia from 5 to 7 September 2022.

The production company of the project has been filming in Galicia the first chapter of its film Cinema Climantopía. Filming began on 5 September 2022 at the Finisterrae Aquarium in A Coruña with the scene linking to chapter 2, which begins at the Oceanarium in Lisbon. The production of the Galicia chapter ended on Saturday 24 September with an interview with Xilberto Caamaño, president of the Monte Pindo association, who explained to the young people the consequences of the fire in Monte Pinto, the most important fire in Galicia in 2013.

The production company is directed by David Vicente, the first, and so far only, thesis on Cinema and Climate Change in Spain. He is accompanied by María Arufe, a graduate in Audiovisual Communication from Nariño, as assistant director. The sound technician is Carlos Otero from Vigo, the cameraman is Pablo López from Madrid and the lighting technician from Zas is Gabriel Bouzas.

This team of five young graduates in the audiovisual field was formed within the framework of the EU-funded educational innovation project EduCinema Clima Tour Action ([www.educinema-cta.org](http://www.educinema-cta.org)), which came first in Spain in the extraordinary line of educational innovation on creativity to overcome educational barriers derived from COVID -19.

The youth producer was trained with the campus activities of the other project that, for the same biennium 2021-2023 and the same school sector, also came in first place, e-InnoEduCO2, of the innovation in technologies modality. This campus was held at the Fábrica Centro Ciência Viva in Aveiro between 31 August and 4 September. It had 182 participants from three Latin American countries (Mexico from the Northern region, Panama from the Central region and Peru from the Southern region), Africa was represented by Morocco, Eastern Europe by Poland and Romania and finally Southern Europe was represented by Spain and Portugal. 100 participants originating in these countries travelled to Galicia to take part in the filming of the movie with students from the aforementioned countries.



FILMING IN GALICIA.



FILMING THE STARTER SCENE.

The first scene of the film is set in the High School IES Poeta Añón and was filmed during the 6th of September. It features the Director of SEPIE, Alfonso Gentil Álvarez Ossorio, playing in his own role and awarding prizes to the finalists on bilateral works between two countries during the confinement. The third prize went to the Portugal-Spain tandem, the second to the Romania-Peru pair and the first to Poland-Mexico. The first prize winner receives the means to visit a city in each continent and be inspired there to make a collaborative documentary that takes the contents awarded for the work developed during the confinement to a documentary recorded in the post-pandemic stage.



They will travel to Lisbon after pondering about the North's Pole climate change by watching the seals at the aquarium in A Coruña, which was the first scene to be filmed in Galicia. On arrival in Lisbon, they headed to the Oceanarium to see the Penguinarium and reflect on climate change at the South Pole. In Lisbon they meet students from the Canary Islands who are looking for students in European capitals to present school documentaries on climate change for a youth summit to be organized in April in Gran Canaria. During the meeting between the Polish and the Canarian students, the European winners call their colleagues in Mexico by Whatsapp and decide that their documentary will focus on the origin of emissions in Europe from the current use of fossil fuels in Poland, to address the problems of emissions in Mexico City. The film will end in April in the Canary Islands with the summit where the Polish-Mexican documentary will be the winner.

Fires, a central theme in Galicia, are dealt with in the Broña and Ézaro scenes.

Students in Galicia address the problem of fires and their increased risks in the current context and future scenarios of climate change. To do so, they interview two elderly shellfish gatherers next to the eucalyptus trees in Broña and inform them about the problem of fires in Galicia and the risks that eucalyptus trees and climate change pose for them.

They then travelled to Ezaro to take part in the EDUCINEMA Beach Volleyball World Championship, which Spain won in the final against Peru, after eliminating Portugal first and Poland later.



There the students, during the matches, visualise the remains of pine and eucalyptus trees burnt in Monte Pindo in 2013 and they are also struck by the stoniness of the terrain, because of the relationship it may have with the fires. That is why they decide to take advantage of the face-time given to them by the President of the Monte Association, in order to show them the Ézaro Waterfall and its surroundings, to ask him for an interview that will allow them to take the content to the report that will win the UNESCO documentary competition of the Canary Islands.

Teaching materials about the film are being produced and will be distributed to all high schools in Spain and to several countries:

Teaching materials are being developed based on the contents of the film. The film and its teaching materials will be sent to all secondary schools in Spain and to several schools in Latin America, Europe and Spanish schools in Africa.



IGROUP IMAGES, GALICIA.



YOUTH PRODUCER



SEAFOOD COLLECTORS

### 3. SCHOOL EXPERIENCES

#### Trabajo de alumnos de 4 de ESO para la creación de los stands que se expondrán en las calles de Lisboa.

EWork of students from 4th ESO for the creation of the stands that will be exhibited in the streets of Lisbon.

The work proposed to the students of 4th ESO of the Instituto Español Giner de los Ríos

on climate change is articulated around the ● Increased greenhouse effect

- Reduction of albedo
- Ocean acidification
- Eutrophication
- Acid rain
- Erosion and Desertification
- Invasive plants

Each group of pupils chooses a theme and proceeds to search for information to elaborate an Infographic that should succinctly capture the following points: causes, consequences and solutions.

In parallel, each group designs an experiment to demonstrate the environmental impact assessment in question. Each experiment shall be accompanied by a report outlying in a clear manner Materials, Procedure, Outcomes and Results.

Conclusion: The designed experiments should be simple and easily reproducible in the open, as the idea is to be able to reproduce such experiments in a tourist area of Lisbon, and to be able to show them to the public, mainly tourists, to come to our stands. In order to attract the attention of the public, the stands will be decorated with infographics created by the students.

In addition, those visiting the stands will be invited to take part in simple games about climate change, designed by our students to facilitate interaction between themselves and visitors.

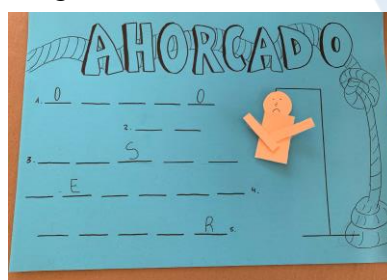
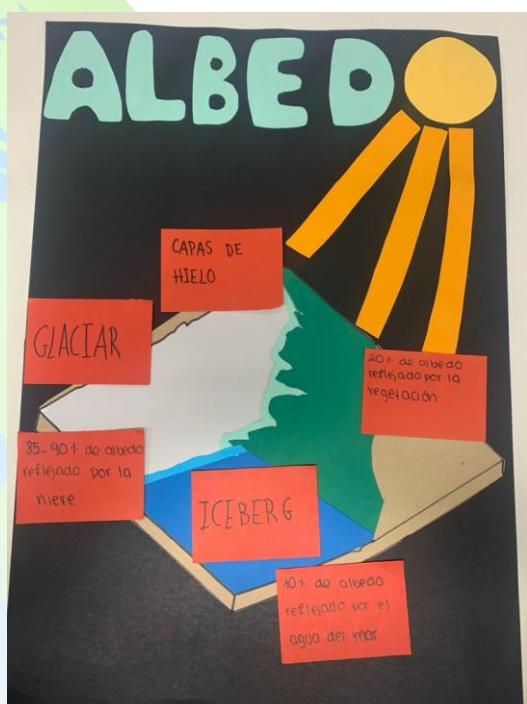
All groups of pupils have shown great interest and enthusiasm in all of the proposed tasks: elaboration of infographics, design of experiments, preparation of practice reports and preparation of didactic games. However, not all results were as expected. What follows is a selection of infographics, experiments, practice reports and didactic games materials classified by subject.



INFOGRAPHIC.

LABORATORY PRACTICES: The practical reports briefly summarise Materials, Procedure, Results and Conclusion, so that we can reproduce them at any time, obtaining the same results. It should be pointed out that in many cases students have difficulties differentiating between the results obtained and the conclusion, sometimes mixing the data from both sections. Each of the experiments was recorded and presented on video, either in the laboratory or on the school premises using their cell phones.

GAMES: In order to attract the public's attention, whether tourists, visitors or students from other classes, and to obtain better results in the popularisation of science, the students have designed simple games such as word search, hangman's game, board games, word search, etc, related to the environmental theme. In the attached photographs we can see a sample of these games.





## Celebration of World Environment Day:

Taking full advantage of World Environment Day, the Biology and Geology department of the Spanish Institute Giner de los Ríos organised a complementary interactive activity in which the students of 4th ESO acted as scientific communicators for the Primary School students. Back to back 1-hour visits were organised for groups of 3rd, 4th and 5th year Primary School students who attended with their teachers throughout the morning.

The objective was twofold: to make the educational community aware of environmental problems and the possible solutions available to us to reduce the environmental impact of our actions and, to test the capacity to attract the interest of visitors who come to the stands, with a view to the implementation of these same experiments and educational games next November at a tourist attraction in Lisbon.

Some photos of the different stands showing the interest raised by the different demonstrations in the Primary School pupils (Fig1-Fig4).



FIG 1: STAND EXPLAINING THE EFFECT OF RISING TEMPERATURES ON THE MELTING OF THE POLES AND THE CONSEQUENT REDUCTION IN ALBEDO.



FIG 2: STAND EXPLAINING THE EFFECT OF LOSS OF VEGETATION COVER ON SOIL EROSION AND LOSS OF SOIL NUTRIENTS.



FIG 3: STAND EXPLAINING THE EFFECT OF INLAND WATER EUTROPHICATION ON SOIL AND WATER OXYGEN DEPLETION AND MASS FISH MORTALITY.



FIG 4: STAND EXPLAINING THE EFFECT OF ACID RAIN ON SOIL, VEGETATION AND CARBONATE ROCKS.

## Selective process for the trip to Lisbon. IES Villa de Firgas.

IES Villa de Firgas is calling for a selection process of students to participate in the next mobility that will take place in November 2022 to Lisbon, Portugal, where some of the scenes of the film ClimaTurAction will be shot. This mobility will be fully funded by the European project Erasmus+.

This selection will consist of a live performance of a fragment of a play pre-selected by the teachers participating in the Project.

The casting process will take place on one or two afternoons either at the high school grounds or at another facility within the town limits. Prior notice will be given of the selected venue.

### Participants:

Students who participated last year in the Short Film Competition can voluntarily participate in this selection process regardless of the result obtained previously. Non-participation in this selection process does not exclude further participation in the Erasmus+ EDUcinema ClimaTurAction project, but it does exclude the student from being selected for the trip to Lisbon.

### Slots:

The number of slots to be filled for the trip to Lisbon, Portugal is 8. However, all participants in this selection process will form part of a reserve pool in case the holder of any given slot is unable to participate.

### Selective process:

In order to participate, interested students must register on a list that will be available in the 4th and 1st Bachillerato classrooms from the 15th to the 19th of September.

Registration may be by group (groups of 5) or by individual. In either case the evaluation will be individual, although the interpretation will have to be grouped. The Erasmus+ teaching team will place students who are not in any group in random groups up to a total of 5.

To guarantee this individual assessment, a recording of the performance will be made, which will then be supervised by the teaching staff participating in the project, who will assess it using a rubric.

On September 20th, the theatre piece selected for the performance will be published, as well as the order of performance, the group configuration for those candidates who have registered individually, and the dates and place of the casting. It will be available to students on the school website and on the Google Classroom platform used last term.

### Selection:

After the casting has been completed, the results will be published in a single list specifying the main cast and understudies. It will be available on the school website and in the Project Classroom on 29 September.

Once the results are published, the project coordinator will hold an informative meeting with the parents/legal guardians of the students. In this meeting, information will be given about the activities to be carried out by the students during the Lisbon field trip. The parents/guardians will also provide a mandatory consent form and a deposit necessary to ensure the participation of the student in the trip. In addition to written consent, students will be asked to pay a deposit of €50 to cover the cost of the flight tickets. The deposit will be refunded at the end of the trip. In the event that the student does not go on the trip, he/she must duly justify the reasons in order for the deposit to be returned to him/her.

The dates for the delivery of the duly completed and signed consent form and the deposit will be the 3rd of October. If both requirements are not submitted by this date, the first substitute will be notified by the Erasmus+ EDUcinema ClimaTurAction coordinator who will inform about the activities to be carried out and the necessary requirements to participate in the field trip.

## Announcement of the place and timetable of the selective process:

The casting for the selection of the students participating in the Erasmus+ EduCinema ClimaTurAction project took place during the 26th of September.

It was held in the Casa de la Cultura de Firgas, was attended by the councillor of the municipality and took place from 16.00h to 18.30h .

Five groups of 4 or 5 people participated in the casting, resulting in excellent performance standards. The different groups had to perform a theatrical representation of a text chosen by the school's teaching staff.



HOUSE OF CULTURE OF THE MUNICIPALITY OF FIRGAS

## Result of the selective process:

The teaching team of the Erasmus+ Educinema ClimaTurAction project would like to congratulate all the participants in the selection process. The decision to choose between different students has been very difficult due to the high bar set.

Only the best 8 will be able to go on the field trip to Lisbon, but the rest will become understudies in case of resignation. An informative meeting will be held with the families.



SELECTION PROCESS IN THE HOUSE OF CULTURE OF THE MUNICIPALITY OF FIRGAS

## Development of Lisbon's field trip. IES Villa de Fargas.

During the week of 14-18 November 2022, students from the school went to Lisbon, Portugal. The students were accompanied by the coordinator Elena Sosa and the teacher Estefanía Peña. This mobility is part of the Erasmus+ Educinema Climatoraction project.

During the stay in Lisbon, the trip participants mingled with students from the other partner schools of the project: University of Santiago de Compostela, Grupo de Investigación Pedagogía Social e Educación Ambiental, the XXVI Liceum Ogólnokształcące Lodz in Poland, and the Instituto Español Giner de los Ríos de Lisboa in Portugal.

Throughout the week, the students were able to enjoy various guided tours of Lisbon as well as the host partner's Institute. Here they were presented with a short talk on the city's heritage which was complemented by a virtual reality session on the 18th century Lisbon's earthquake, tsunami and fire.

Finally, the filming of several scenes from the film production, a fundamental goal of the project, was carried out and will continue on the Canary Islands in April. Among the locations visited for the filming were the Lisbon Oceanographic Park and the Living Science Museum.



MOBILITY TO LISBON IN IMAGES

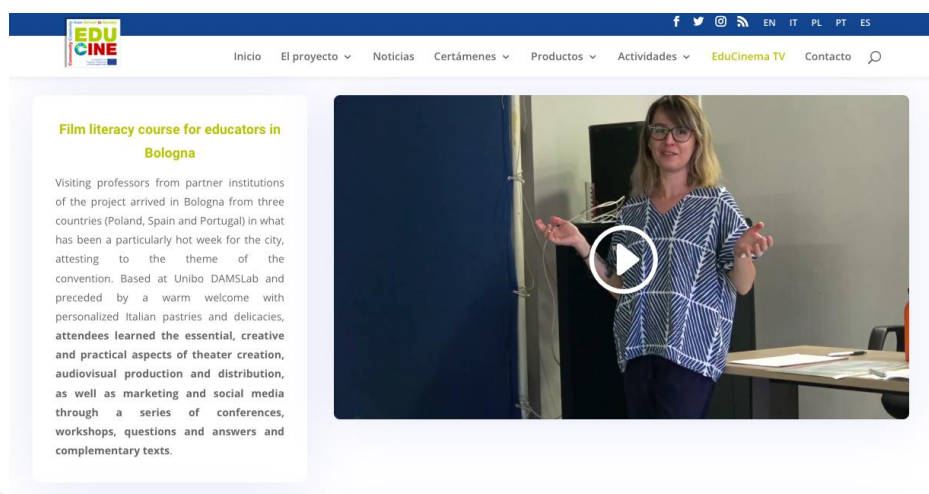
## 4. PRODUCTIONS

### Available the video documentary of the project course at the University of Bologna

The video of the Film Literacy for Educators course that took place in Bologna from 4 to 8 July 2022 is now available in the EduCinemaTV section (LINK: <https://www.educinema-cta.org/educinema-tv/>).



Access to the social networks of EduCinema Clima Tour Action:



Furthermore, as part of our ongoing collaboration with EduCinema's partner institutions, we would like to announce the publication and availability of two specialised e-books from the faculty of Alma Mater Studiorum - Department of Arts (DAR) of the Università di Bologna, *Making Movies for Environmental Communication: A Practical Guide for Beginners* (Casoli, 2022) and *Making Movies for Environmental Communication: A Practical Guide for Beginners* (Nobile, 2022).

In *Making Movies*, Dr. Casoli locates the value of film language in the communicative environment while providing a comprehensive introduction to all aspects of the filmmaking process.

Brainstorming and refining this concept, we explore storytelling and narrative structures to organise a production team that shoots, directs, edits and distributes its film. In *Making Theatre for Environmental Communication*, Dr. Nobile illustrates the process of making theatre, from its pedagogical aspect to its political nature. The e-book provides useful guidelines for forming a school theatrical group and practical advice for writing, staging and performing a play that has both activist and dramatic merit.

Both books function as resources for classroom activities and are aimed at a beginner audience of teachers and students, discovering the potential for creative activity inherent in both film and theatre.

## 5. WITH A HUNDRED WORDS...

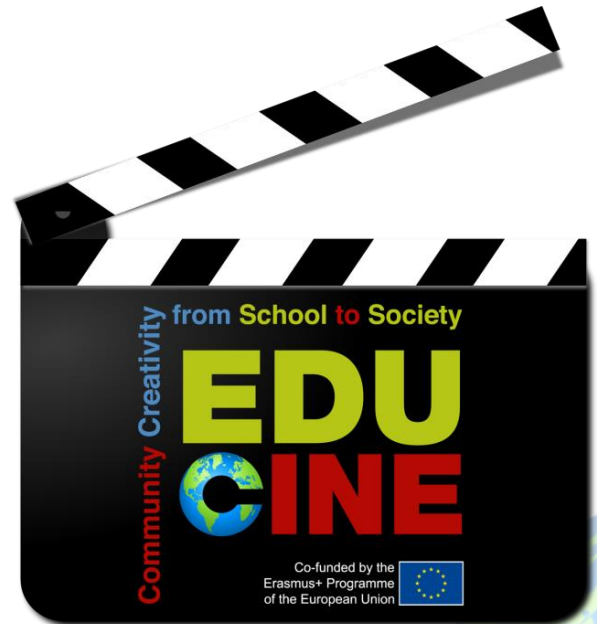
### Shaping awareness and fostering global engagement through audiovisual narratives

Elisa Farinacci

University of Bologna

The proliferation of digital multimedia tools in recent years has favoured the development of new forms of audiovisual storytelling. By combining powerful technologies with intuitive interfaces, audiovisual production can be made by anyone and distributed anywhere. Therefore, implementing teaching methods that include audiovisual narratives in both formal and informal educational settings has both the potential and the responsibility to foster collective creative processes, support the development of relational and intergenerational skills,

promote a sense of engaged citizenship and foster the development of critical thinking. In doing so, audiovisual education can shape new generations of informed and active international audiences.



UNIVERSITY OF BOLOGNA

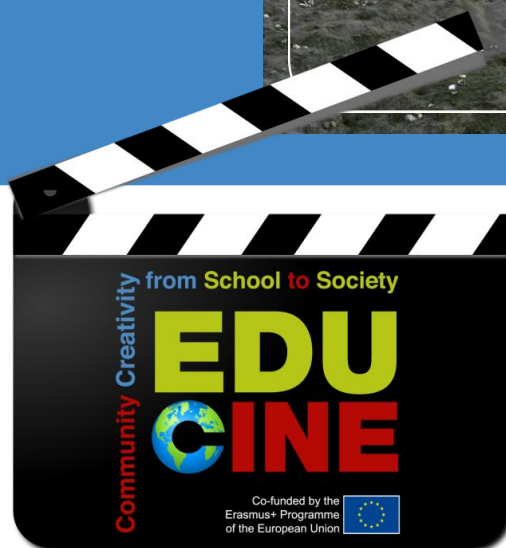


# THE CONSORTIUM: other news

## University of Santiago de Compostela

In line with the theme of EduCinema CTA, the University of Santiago de Compostela is a partner in the Erasmus+ e-InnoEduCO Project<sub>2</sub>. This was the application with the best evaluation by SEPIE in the extraordinary call KA226 in the modality of technologies to address the pedagogical barriers of COVID19, addressing the study of climate change from the point of view of technology and school science. It also involves the Universidade de Aveiro and the XXVI Liceum Ogólnokształcące.

More information at:  
[www.innoeduco2.org](http://www.innoeduco2.org)



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