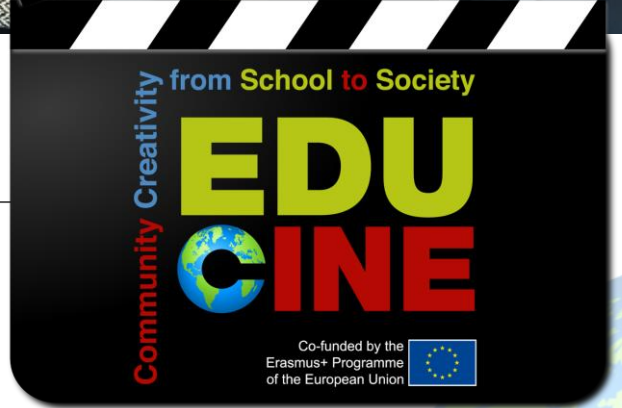




EDUCINEMA CLIMATE TOUR ACTION

"Film literacy for green tourism in climate action (EDUCinema ClimaTurAction)". Project reference: 2020-1-ES01-KA227-SCH-096314



Community creativity: from school to society



CONSORTIUM: University of Santiago de Compostela (Project Coordinator, Galicia, Spain) / IES Villa de Firgas (Canary Islands, Spain) / University of Aveiro (Portugal) / IE Giner de los Rios de Lisboa (Portugal) / XXVI Liceum Ogólnokształcące (Poland) / Alma Mater Studiorum Universita di Bologna (Italy).



ALMA MATER STUDIORUM
UNIVERSITÀ DI BOLOGNA
DEPARTMENT OF THE ARTS

ABOUT THE PROJECT

EduCinema ClimaTourAction focuses on cinema as an educational and social resource for climate action. It aims at the climate literacy of students aged 15-17, who will create a musical cinema film, integrating scenarios in different countries and containing an e-learning didactic unit. In addition, an e-book on cinematographic language, an e-book on musical theatre will be produced and laboratory practices will be designed to be carried out in school stalls at scientific sites. During the project, 3 short-term mobility activities were carried out.

1. RECORDINGS IN GRAN CANARIA

Lisbon's experience of recording

A group of young first-year secondary school students had an unforgettable experience thanks to the Erasmus programme, which gave them the opportunity to take an educational trip to the beautiful Canary Islands to film a short film. During their exciting visit, these intrepid explorers discovered the cultural richness, natural wonders and tourist attractions of this unique archipelago.



Arrival in GRAN CANARIA

One of the first filming locations was the *Elder Museum of Science and Technology*, located in the city of Las Palmas de Gran Canaria, where the first filming took place. This internationally renowned museum captivated the pupils with its fascinating interactive exhibits. From scientific experiments to technological advancements, the youngsters were immersed in a world of discovery and learning. They also had the opportunity to meet many "canaries", who were very welcoming and were participants in the recordings. They also had the opportunity to attend a small concert performed by a small group of students from the Canary Islands.



OUTSIDE THE ELDER MUSEUM OF SCIENCE AND TECHNOLOGY

The next stop on the trip was the spectacular dune area of Maspalomas. With its imposing golden sand dunes and crystal clear turquoise waters, considered a protected area, the young people were treated to a dream landscape, although they did not have time to visit them in depth, they could enjoy a good ice cream, while waiting for the actors to film their scenes. "Without a doubt, there was no better setting" - said our students.



MASPALOMAS'S BEACH

Continuing their trip, the students had the opportunity to visit the impressive eolic park of the Canary Islands, where they learnt how they work, for example, the prices a wind turbine can reach and the energy they produce (from the oldest to the most modern). These parks, known for their production of clean and sustainable energy, allowed them to understand the importance of renewable energies in the fight against climate change and the preservation of the environment. The scenes of the film were shot here.



VISIT TO EOLIC PARK

A visit to the famous beaches of "Maspalomas" and English's Beach were also part of the students' experience. With their extensive areas of fine sand, and crystal clear waters, these emblematic beaches provided moments of relaxation, fun and camaraderie under the warm Canarian sun. All pupils present enjoyed a game of volleyball where they could socialise. The group also explored "Santa Catalina", an emblematic place of Las Palmas de Gran Canaria. With its beautiful marina, and lively atmosphere, the students had the opportunity to "immerse" themselves in local life and enjoy its rich culture. This was our last filming location, where we all partied on the bus in great spirit.



SANTA CATALINA PARK

The trip continued with a visit to Puerto Rico, a charming seaside resort famous for its stunning sea views and laid-back atmosphere.



PORT RICO

On their visit to Las Canteras and Las Alcaravaneras, the magnificent beaches of Las Palmas de Gran Canaria, the students found themselves surrounded by postcard landscapes and crystal clear waters. The youngsters soaked up the lively, cosmopolitan atmosphere of the city, enjoying the varied range of restaurants, shops and cultural activities that surround these beaches. During this walk along this fantastic walkway, our students had the opportunity to make contact with a fisherman who lived in a small hut where, according to him, he lived like a king.



FISHERMAN'S HUT

"I found this man's story fascinating. It opened up new perspectives in my life. A man who, despite his very good financial condition, lived in a small hut with his dog, a solar panel and what he collected. He lived very happily and loved contacting people who visited him, and he didn't shy away from telling us his story, allowing us to explore and photograph anything we wanted. A true example that money does not bring happiness." - Tiago Reis

Finally, the group had the opportunity to explore the charming village of Mogán, known as the "Venice of the Canary Islands". This picturesque place, with its canals and colourful buildings, provided a unique experience! Students strolled through its beautiful streets, marvelled at its lush flowers and enjoyed the tranquillity offered by this special corner of the Canary Islands.



MOGÁN

During the trip, the students not only had the opportunity to admire the natural beauty and landmarks of the Canary Islands, but they were also able to immerse themselves in the local culture, interact with its people and experience first-hand the Canarian hospitality.



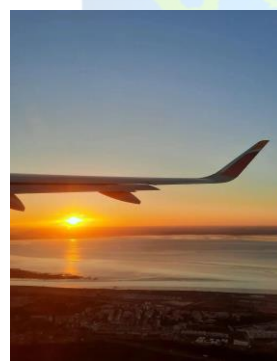
The Erasmus programme has left a deep impression on these young adventurers, not only broadening their horizons and knowledge, but also promoting their personal development and understanding of the cultural diversity of those involved. The trip to the Canary Islands also awakened their passion for discovery, exploration and learning, preparing them to face the challenges of the future with an open and global mindset.

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This trip will undoubtedly be remembered as a life-changing experience for these first-year secondary school students. It provided them not only with unforgettable memories, but also with valuable lessons about the importance of education, environmental conservation and openness to new cultures, perspectives and friends that they will surely carry with them for the rest of their lives.

The young film crew travelled to Galicia to take part in the filming of the movie with students from Poland, Romania, Portugal, Mexico, Peru and the autonomous communities of Andalusia, Galicia and Valencia.

We congratulate these young adventurers for their dedication, enthusiasm and curiosity on this trip to the Canary Islands. We are sure that they will take these valuable learnings with them, helping them to become "world" citizens committed to exploration and continuous learning. May they continue to succeed in their future projects and adventures! And who knows, maybe future actors will come out of this.



DAYS IN GRAN CANARIA AND THE RETURN



2. SCHOOL EXPERIENCES AND MAKING OF

Recording of the video: "A carbon-free future".

Before going to Gran Canaria in April 2023, the group from Poland had to make a short film for the main film of the EduCine project. The weather in Poland is unpredictable, so we had to wait for the Polish winter to end and spring to start. Before we started filming, we had to prepare a script. The video had to show the different causes of air pollution in Poland, but we also wanted to include some scenes talking about the positive changes, which are happening in our city and country.



We decided it would be a good idea to invite all the pupils, who are part of the project, to take part in the video. The two main actresses, Julia Szlomek and Maja Zajączkowska, took us to different places in Łódź and to the Bełchatów power plant (located about 70 km from our city) to present the problems related to air pollution and ways to prevent it. In the video, they talk to Zuzanna Kaniewska, whose parents installed solar panels on the roof of their house, and Maksymilian Trzeciński, who explained to them the dangers related to the Bełchatów power plant.

The actors had to memorise their roles in Spanish and we started filming. We travelled to different locations with our Spanish teacher, Tomasz Siuta.



Our director, Bartosz Wonia, gave instructions to the actors and actresses and we had to repeat the scenes until he was completely satisfied with the result. We then travelled to the Canary Islands to participate in the activities programmed by IES Villa de Firgas. Our group consisted of 8 students and 2 teachers. We had a great time in Gran Canaria and had the opportunity to visit the school responsible for the organisation. Here are some scenes from our video:



"Canary" students experience the power of the wind.

Importantly, the islands have a large number of wind and solar farms which, in addition to contributing to the energy transition, have become a tourist attraction in their own right.

Nowadays, many tourists visiting the Canary Islands are looking for experiences related to sustainability and nature, and visiting wind and solar farms can be an interesting option for those who are motivated to learn about renewable energy and its impact on the environment.

Due to this growing interest, a group of 4th ESO students had the opportunity last February to visit a wind farm and enter one of the wind turbines, with the aim of learning more about the functioning of these impressive structures. The visit was organised by the Department of Biology and Geology with the collaboration of the company "Naturgy de Energias Renováveis", with the support of the company "Naturgy de Energias Renováveis".

to bring young people closer to the world of energy and raise awareness of the importance of the transition to more sustainable and environmentally friendly energy sources.

During the visit, students were able to see up close the huge windmills, up to 75 metres high, that make up the wind farm, as well as learn about the process of producing electricity from the wind. They also had the opportunity to enter the base of the wind turbines and learn about their inner workings, from the huge blades to the complex system of gears and generators that transform the kinetic energy of the wind into electricity.

The students showed great interest and enthusiasm during the visit and many expressed the desire to deepen their knowledge about renewable energies and their practical application in everyday life. Without a doubt, this experience was a unique opportunity to bring young people closer to the world of energy and sensitise them to the importance of sustainability in our society.



VISIT TO WIND FARMS

Invasive Species Project.

The aim of the project is to protect the biodiversity of the islands and fight against the introduction and spread of invasive species, which can jeopardise the ecosystem, as the California king cobra is currently doing in Gran Canaria.

During the activity, secondary school students participated in a lecture on invasive species and their impact on the environment. After the lecture, the students got to work and helped check the traps placed by the workers.



FIELD TRIP TO LOOK FOR INVASIVE SPECIES.

AND FINISHED RECORDING THE FILM. HOW DID THE CANARIES EXPERIENCE THIS?

The nerves started to kick in weeks before filming began, with the selection of actors and actresses to take part, followed by the distribution of scripts and rehearsals.

Finally, the groups from Poland, Galicia and Lisbon arrived. Everything was ready to start the two intense days of filming. The first day was a big challenge, filling an auditorium with our students and getting both the audience and the actors and actresses to coordinate to get a good result.

The project coordinators were very pleased with the enthusiasm and dedication of the students.

"Their contribution is invaluable to maintaining the island's native biodiversity, which is threatened by the spread of this invasive species."

The activity ended with a short Q&A session and a group photo to record the experience. The pupils returned home with the satisfaction of having made a positive contribution to the environment and a promise to collaborate on similar projects again in the future.



COBRA REAL DE CALIDORNIA, GRAN CANARIA.



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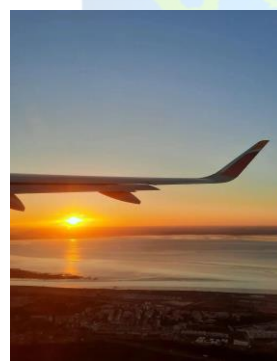
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9. STEAM LEARNING: A VISION FROM THE UNIVERSITY

About learning in ...

130 words

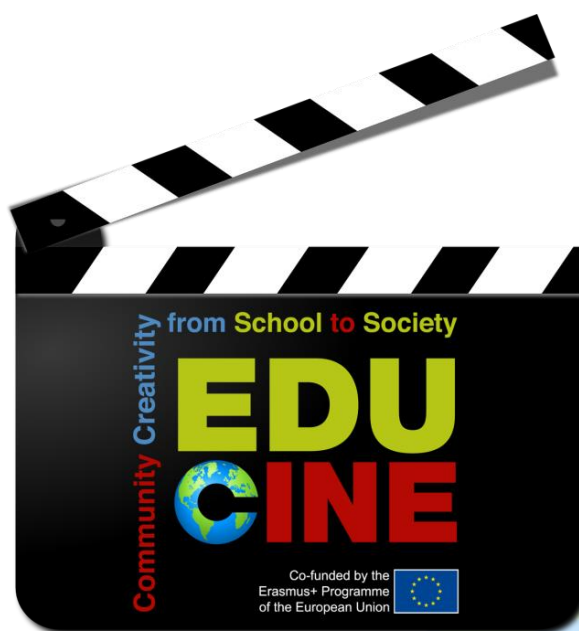
STEAM Education

Pedro Pombo
University of Aveiro
Fábrica Ciência Viva Science Center, Aveiro

STEAM education explores *Science, Technology, Engineering, Arts* and *Mathematics* in a multidisciplinary way, highlighting applications in society and the respective impacts on people's quality of life, through active methodologies centered on the students and capable of generating reflection and discussion between peers and teachers.

To promote STEAM skills, project-based learning contexts are developed, focused on learning by doing (hands-on, minds-on, hearts-on), problem solving and creativity.

The educational strategy is carried out in the context of team work, integrating digital technologies with traditional tools and open project-based learning or problem-based learning, focus on real-life problems, chosen by the students. The STEAM educational process is open, inquiry, collaborative and student-centered as opposed to traditional methodologies that are closed, expository, individual and teacher-centered teaching.



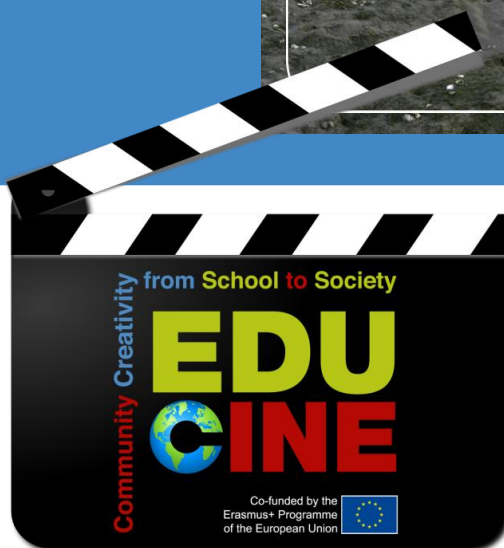
UNIVERSITY OF AVEIRO

THE CONSORTIUM: other news

University of Santiago de Compostela

In line with the EduCinema CTA theme, the University of Santiago de Compostela is a partner of the Erasmus+ e-InnoEduCO2 Project. This was the most valued application by SEPIE in the extraordinary call KA226 in the modality of technologies to address pedagogical barriers of COVID19, addressing the study of climate change from the point of view of technology and school science. It also involves the University of Aveiro and the XXVI Liceu Ogólnokształcące.

More information at:
www.innoeduco2.org



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