

# **The speech of the Headmaster “Loredana Bucci” of the I.C. Renato Moro at the final meeting of the Erasmus + G.R.E.E.N. in Europe**

At the end of our Erasmus + project “G.R.E.E.N. in Europe”, years 2016-2018, we report the speech of the Headmaster “Loredana Bucci” of the Comprehensive Renato Moro Institute at the final meeting held in Taranto on May 17, 2018.

*This evening’s conference and the challenge of this morning conclude the innovative and exciting training course that lasted almost three years, from the design phase to the approval, application, realization and presentation of the final products, of our Erasmus plus Project entitled “ GREEN IN EUROPE “.*

*The “challenge” that the students of some second and third classes launched this morning to the Bulgarian students hosted on a problematic situation in Taranto, conceived and presented by the same boys and linked to the seventeen goals of the Agenda 2030, through the application of the business model CANVAS, as a resolute strategy of the same problematic, was the tangible proof of the didactic commitment, of the study and research carried out by the teachers and pupils of the countries involved.*

*This evening’s conference, in addition to summing up the design experience of the two years, will also see the presentation of the various outputs, edited by the Project Coordinator prof. Luca Battista and of the Primary School Coordinator Dr. Michela Leandro, ie the main and important products made by young people: from the packaging of eco-*

sustainable products to the commercials made, to the presentation of business models and related start-ups. Following the award ceremony.

The project, as we all now know, was born with the aim of exchanging and disseminating among teachers and students of our countries (Italy, Basque Country (Bermeo and Bilbao), Wales (Gilwern) and Bulgaria (Sofia) belonging to the European Community, "best practices" in the field of Green lifestyle, green economy and sustainable economic development.

Dear guests, in these two years we have tried to know, to spread, disseminate initiatives, paths and teaching practices aimed at making our young generations and therefore future citizens of the world acquire the fundamental knowledge and skills to mature a style of life respectful of the environment, an entrepreneurial style starting from the reading, more than critical, proposing of our territories. And we believe that the results achieved are more than positive !

This is the occasion to thank with gratitude all the teachers, the professors involved and all the youngsters who, besides being guided by their teachers, have proved to be receptive, proactive and super active !

Now it's up to you guys to mobilize families and territory !

Another important objective of our project was the training and self-training of teachers and students on the concepts of sustainability through the exchange of resources or useful documents and resources via the web.

Hence the need to acquire and develop certified technological skills through a targeted training path realized in the kick off meeting held in Taranto in November 2016 and also yesterday at our Institute with the issue of suitable

certification, the ONLINE COLLABORATION. This training opportunity has allowed to overcome the physical distances between the various schools and the actors involved, encouraging online collaboration.

The training of the students, by the teachers through curricular and additional paths on the concept of sustainability, has allowed to identify and develop the relationships between environment-productive activities and companies in a mainly positive sense, but at the same time also allowed to mature sustainable behavior in line with the Green Lifestyle and to train above all 1st grade secondary school pupils on fundamental principles and concepts such as Economics-Finance and Labor Market.

The onsite and online exchange and the dissemination of "good practices" that generate habits, ideas, solutions and entrepreneurial products linked to the principles of healthy living and sustainable economic and social green development, starting from local problems, has been the continuation of the training itinerary of the project.

Undoubtedly at the base of these good practices it was essential to develop and implement, in the course of curricular activities, skills such as technology, language (English), advertising, initiative and entrepreneurship through the drafting of simple business plans and the next study of the Business Model Canvas

But let's go over the various mobility together.

The first mobility took place in March 2017. Ten students of the secondary classes of the SSIG lived with the undersigned manager of this Institute and the accompanying teachers, an extraordinary experience in the Basque Country, host partner country, and in particular in Bermeo / Bilbao where they experienced a significant moment of cultural exchange that allowed them to know and deal with a socio-economic context, that of Bilbao, which thirty years ago presented the same environmental problems of the city of Taranto. The comparison between what was Bilbao and the discovery of eco-sustainable

urban renewal allowed the students to discover a “best practice” to be “replicated” in their territory.

We have also learned from the friends BASCHI ... THEIR SENSE OF STRONG MEMBERSHIP, OF CORPORATIVISM, WHICH SUPPORTED THEM IN MANY YEARS IN THE SEARCH OF SOLUTIONS TO THE VARIOUS PROBLEMS.

“IL SENSO DI APPARTENENZA,” feeling compact ... united ... team ... it is certainly the right spring to reach important goals and overcome difficulties.

In this school year, for the second year of the project, the mobility of primary school pupils took place. In October 2017, 11 students, always accompanied by the Scholastic Director and some teachers took part in the second mobility, this time in Wales to find out what it means to live according to an eco-sustainable lifestyle and get to know an ECOSCHOOL. The host school in Gilwern is Gilwern Primary School, a school where the watchwords are three: “RECYCLE, REUSE, REDUCE”. RECYCLE, RE-USE, REDUCE “.

Of GALLESE we have appreciated their wonderful “LIVE SLOW”, centered on the enhancement of natural beauties: a dimension of life that helps to mature a style oriented more towards “own wellbeing” and therefore ... “feel good about yourself ... it is equivalent to ... feel good also with others “! In the green of your nature we have been really good ... even our little ones!

Finally, in February 2018, the third mobility took place in Sofia, at the school “137 Angel Kancev”, during which the teachers attended an important training course at the “SofiaTech” center organized by the experts of the Junior Achievement. . The training day allowed the mobility participants to know what is at the base of the development of each “business plan”, that is the model of development of an entrepreneurial idea also called “Business Model Canvas” and the “social” version of the same. The “model” is the basis for the development of start-ups and is widely used by

the teachers of the "Angel Kancev" secondary school in the entrepreneurial education path. Thanks to this training experience, the teachers of the I. C. Moro have been able to gain awareness that educating entrepreneurship is possible, but above all that, as underlined by the same experts of the Junior Achievement, the "Model Canvas" can constitute a "canvas" from which to carry out any planning activity. Of the BULGARIANS we have especially APPRECIATED THE ATTENTION TO THE FUTURE GENERATIONS, a dimension of life projected towards the professional working realization.

All these "our" qualities have allowed us to "appreciate" each other ..., to understand and live our DIVERSITY as a real added value ... that has allowed us to "compensate" us and at the same time to aim at acquire the qualities of each one of us.

We would be very happy to know, at the end of this summary, what the Erasmus friends think of us and our qualities. Finally, it should be recalled that the quality element of the project was the Europass Mobility, ie the certification of all the mobility of cultural exchanges achieved, using the certification system for training credits provided for by the Europass European mobility plan.

We believe that the structure of the project is certainly easy to convert, that is an exportable school curricular process that can be an example for other schools, but above all replicable in our educational institutions in line with the most recent changes made by MIUR to the National Guidelines with the document "National Indications and New Scenarios" in relation to the thematic scope of Citizenship and Sustainability.















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# Let's talk about: "SUSTAINABILITY!"

Through games, drawings and lapbooks students of the Low Secondary School have started the new scholastic year by talking and discussing with 10 years old children about **"SUSTAINABILITY"** !



They have introduced the pupils of the primary school to the importance of doing actions that “sustain” the world and they have explained the meaning of the “17 GOALS” to be reached within 2030!



By playing both memory games and “virtual on line games” the “**GOALS**” have become something more real !

At the end of the meeting one question has been done by the young children: “How can we sustain the world?”

The answer of the older students has been: ” **Let’s start to respect NATURE!**”



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# Taranto: in the sea our future!

*Best practices related to the theme of sustainability that are related to business ideas, productive activities that could create a value that is not only economic.*

## **Describe the BEST PRACTICE**

*Best practices related to the theme of environment and economic development that by experiencing the “dolphin watching” on board of special “catamarans” make aware the citizens of the existence of cetaceans not so far from the coast of their own town. The lesson given by marine biologists during the trip educate children to preserve the sea and the aquatic life from the bad habit to throw in the sea plastic*

and other polluting materials.

Proposer Country : Italy



To which subject of the Sustainability does it refer?

14- life below water

Who does it practise ?

Jonian Dolphin Conservation association for tourists coming in Taranto, but also families and students of Primary and Secondary school.

Where? (If it belongs to B type, please indicate the geographic place)

In the Apulia Region, in Southern Italy, in the Gulf of Taranto

When?

Since 2009.

From Spring to Summer. In Spring time 3 tours per day from 09.00 am to 05.00 pm for scholastic trips. During Summer months are proposed several touristic tours.

### **Why do you think that this best practice can be exported?**

Because in our opinion this practice is very attractive for students who explore the “treasures” of the sea and learn how to defend it ! It’s also a very important tourist attraction that can increase the economic development of towns where live cetaceans!

### **Describe the activity**

Jonian Dolphin Conservation is an association of scientific research aimed at studying cetaceans in the Gulf of Taranto in the Northern Ionian Sea. Since the know of the marine environment in its many different aspects, the members of the working group put their experiences and skills available for research in the most profound sense of the word. The objective of protecting cetaceans in the Gulf of Taranto can be achieved only by creating awareness in the population that cetaceans still exist in Taranto sea. Such awareness can only be achieved by creating knowledge.

JDC is specialized in the management of marine projects with particular focus on the environmental impact study; specialized in the design and conduct of Marine Mammals Surveys with visual and acoustic equipment and skilled personnel. Its main activity is the “dolphin watching” that involves tourists and citizens on board of its BOATS; all in cooperation with other organizations and by using nautical means equipped with echo sounder, multiparameter probes, photo-video recording systems in HD, hydrophones for bioacustica studies; It leads sighting campaigns and scientific research on cetaceans for students of lower and upper secondary schools. The association has participated since 2010 to OBIS-SEAMAP, the interactive portal of Duke

University that collects worldwide data on sightings of cetaceans.

MEDIA

WEBSITE

<http://www.joniandolphin.it/>

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# Sustainable company Eggplant

*Best practices related to the theme of sustainability that are related to business ideas, productive activities that could create a value that is not only economic.*

**Describe the BEST PRACTICE**

**Proposer Country : Italy**





**To which subject of the Sustainability does it refer?**

7 – affordable and clean energy and, to a lesser extent  
12 – responsible consumption and production.

**Who does it practise ?**

Eggplant S.r.l. – Domenico Centrone, Vito Emanuele Carofiglio  
and Paolo Stufano.

**Where? (If it belongs to B type, please indicate the  
geographic place)**

In the Apulia Region, in Southern Italy, Bari.

**When?**

Since 2013.

**Why do you think that this best practice can be exported?**

Because I think to reuse the scraps of the urban's activities  
is really helpful to fight the wastage.

**Describe the activity**

This company provides advanced bioplastic-based solutions. It reuses organic leftovers and waste waters coming from towns to make new materials -such as fertilizer- and sell them on the market. One of the most important goals of the company is to obtain final products without contributing to pollution.

WEBSITE

<http://www.eggplant.it/>

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## **C.L.I.L. activities 2016-2017 – “OUR CARBON FOOTPRINT”**

During the last school year, Classes 1<sup>B</sup> and 1<sup>C</sup> of junior High school of IC “R. Moro”, Taranto – Italy, developed a C.l.I.L. activity about: “Our carbon foot print”.

Following their previous knowledge about the water cycle and some ecological issues, they were guided by their teachers to carry out a general brainstorming concerning the environment and other related topics; they learned about ecosystems: atmosphere, soil, water and living beings, they studied the carbon cycle and found out that carbon is present in the natural environment.

Step by step, they built up their vocabulary, they worked in pairs and in small groups and had great time too. Learning by doing they created posters and slogans and it was really amusing for them;

They tested and graded their carbon footprint and understood how fast we consume resources and generate waste.

They debated about Global warming, pollution, recycling, the

ozone layer and deforestation; they focused on What to do to reduce our carbon footprint and Why, filled in charts with missing information and learnt how they can make a difference in the world to preserve our wonderful natural beauties.

They children used Google Classroom app to keep in touch with their teachers and their classmates and share their activities with them.

Now they are aware that the environmental implications are in our everyday activities It would be a big mistake not doing anything to help our planet, they promised they won't give up and they hope they can change our world, but above all they are very proud of learning all the above improving their English knowledge.

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## **Environment and Sustainable Development using SCRATCH**

SAGRADO CORAZÓN IKASTETXEA students talk about Environment and Sustainable Development using SCRATCH.

Scratch helps young people learn to think creatively, reason systematically, and work collaboratively – essential skills for life in the 21st century.

Scratch is a programming language and an online community where children can program and share interactive media such as stories, games, and animation with people from all over the world. Scratch is designed and maintained by the Lifelong Kindergarten group at the MIT Media Lab.

Here are their jobs:

Maria A.

<https://scratch.mit.edu/projects/145812195/#player>

Martin B.

<https://scratch.mit.edu/projects/146320629/>

Andreea D.

<https://scratch.mit.edu/projects/144579324/#player>

Ibai E.

<https://scratch.mit.edu/projects/143314433/>

Oier E.

<https://scratch.mit.edu/projects/143315016/>

Jone E.

<https://scratch.mit.edu/projects/145912859/#player>

Leire G.

<https://scratch.mit.edu/projects/146016579/#player>

Ander H.

<https://scratch.mit.edu/projects/136844015/>

Izaro I.

<https://scratch.mit.edu/projects/143315498/>

Eñaut L.

<https://scratch.mit.edu/projects/143314769/#player>

Maddi M.

<https://scratch.mit.edu/projects/143314822/>

Ariane M.

<https://scratch.mit.edu/projects/146320393/>

Arkaitz O.

<https://scratch.mit.edu/projects/145166572/>

Lezo R.

<https://scratch.mit.edu/projects/142141453/>

Alaine R.

<https://scratch.mit.edu/projects/145815292/>

Andoni R.

<https://scratch.mit.edu/projects/145954046/#player>

Ari U.

<https://scratch.mit.edu/projects/145815580/>

Unai A.

<https://scratch.mit.edu/projects/145379094/>

Kiara B.

<https://scratch.mit.edu/projects/144485728/>

Iñigo B.

<https://scratch.mit.edu/projects/142887039/#player>

Eneko B.

<https://scratch.mit.edu/projects/144144080/>

Hiart C.

<https://scratch.mit.edu/projects/145683870/#player>

Oier C.

<https://scratch.mit.edu/projects/142885264/#player>

Endika E.

<https://scratch.mit.edu/projects/154323248/>

Ekhiotz G.

<https://scratch.mit.edu/projects/145670330/#player>

Andoni G.

<https://scratch.mit.edu/projects/144136739/#player>

Olaia H.

<https://scratch.mit.edu/projects/136622738/#player>

Almike I.

<https://scratch.mit.edu/projects/145379982/#player>

Eider M.

<https://scratch.mit.edu/projects/145381463/#player>

Asier O.

<https://scratch.mit.edu/projects/142886443/#player>

Xabier P.

<https://scratch.mit.edu/projects/144137148/#player>

Ayelen R.

<https://scratch.mit.edu/projects/144138271/#player>

Irune R.

<https://scratch.mit.edu/projects/145383262/#editor>

Itxaso S.

<https://scratch.mit.edu/projects/144617849/>

Jon T.

<https://scratch.mit.edu/projects/145378724/>

Kepa U.

<https://scratch.mit.edu/projects/145729996/#editor>

Enara Z.

<https://scratch.mit.edu/projects/144617258/#player>

*DBH1-EKO INFORMATIKAKO JOLASAK*