PROJECT: HEAL
SYLLABUS
ISTITUTO ISTRUZIONE SUPERIORE "LUCREZIA DELLA VALLE"
COSENZA – ITALY

HOURS	TOPIC	ACTIVITIES	TOOLS	RESULTS	RATING
1-2	▪ Project introduction ▪ Team working ▪ Student recruitment ▪ Setting rules ▪ Drawing up a timetable	• Brainstorming • Debating • Discussion	○ Computers ○ Whiteboard ○ Email contacts ○ WhatsApp group	❖ Two classes: 40 students ❖ 7 teachers ❖ School staff ❖ Two school journalists ❖ Local authorities	
3-6	▪ Getting acquainted ▪ Program presentation ▪ Goals to achieve ▪ Analysis of regional	• Icebreakers • Mind maps • Structured games	○ Laptops ○ Internet ○ Whiteboard	❖ Teacher team ❖ Four team leaders ❖ 4: ten-student teams	

	ecological problems • Selection of two environmental issues • Activities to be carried out • Mobility dates	• Team teaching strategies	o Papers o Pens o Pencils o Electronic agenda	❖ Knowledge of the different types of pollution present in Calabria ❖ Erasmus + article uploaded on eTwinning platform	
6-7	• Input measurement quiz organized by the project coordinator	• Test • Questionnaire	o Hungarian group questionnaire	❖ Overview of students' knowledge	
8-11	• Water and noise pollution in Calabria • Analysis of causes and effects	• Quiz • Group work • Research • Findings debate	o Internet o Video watching	❖ Strengthening of knowledge	
12-15	• Focusing on regional environmental issues with the aid of local experts: ARPACAL • Questionnaire preparation and conducting rules	• Brainstorming • Planning • Quiz: Kahoot • Outdoor activities	o Computers o Newspapers o Technical equipment	❖ Acquisition of monitoring and detection methods related to water and noise pollution ❖ Realization of a quiz with kahoot	

		• Pollution detection		uploaded on the eTwinning platform	
16-19	▪ Interviewing local people ▪ Questionnaire submission ▪ Input from teachers concerning: sources: contact persons, environmental organizations, public institutions	• Task division • Questionnaire analysis • Synthesizing the data with graphs • PowerPoint presentations	o Computers o Graphs o PowerPoint	❖ Attainment of organization and evaluation skills ❖ Enhancement of computer and linguistic abilities	
20-22	▪ Working on the topics ▪ Contacting experts ▪ Field work	• Online research • Thorough reading of reports, articles and reviews • Circle time on the damages of water and noise	o Computers o Laptops	❖ Deepening of knowledge on air and noise pollution ❖ Two detailed reports by each class	
23-25	Encounter with experts at the University of Calabria: Ecology department Seminar on: ✚ "The effort to reduce ecological imbalance"	• Discussion concerning noise and water pollution and consequences for our environment and health	o Prepared questions o camera o equipment	❖ Elaboration of animated PowerPoint presentations regarding environmental problems and the urgent need to arise awareness	

26-36	Seminars with experts and authorities:	Participating to seminars organized by the school	o Prepared questions	❖ Awareness of the scientific methods and results.	
	♣ ARPACAL: "Sounds? No! Noise in the city center	♣ Discussion on noise pollution possible solutions for the city of Cosenza	o Camera	❖ Enriching vocabulary	
	♣ City mayor Mario Occhiuto: "Cosenza… a green city to discover"	♣ Debating on political regulations	o Microphones o Video projector	❖ Development of skills to interact with experts	
	♣ Father Pino : "Pollution as the disruption of the balance between man and nature"	♣ Talking about current research, and the future possibilities to reduce water and sound	o Room preparation for coffee break	❖ Knowing different points of view on problems	
	♣ Bishop Mulè: Saving the planet earth is our moral duty"	pollution		❖ Broadening interview skills	
	♣ ARPACAL: "Possible ways to resolve and combat ecological imbalance"	♣ Figuring out ways to arise awareness among young people ♣ Discovering ecofriendly ways to resolve water pollution		❖ Gathering film material for the following project tasks relating to the mobilities	
	A visit to a Phytodepuration system in Cetraro	Engaging an informal conversation with experts while enjoying a coffee break		❖ Learning how to deliver a public speech	
	♣ Clean water with plants… Why not?	Training for the presentations Inventing games to engage the participation of the European students		❖ Acquiring techniques on how to motivate participation	

37-39	Lab technicians: 🔸 cutting and producing a film 🔸 rendering an audio clear	Familiarizing with special softwares for cutting a film Guidelines related to the use of: • Scratch • Movie maker • Camtasia • Sony Vegas • Audacity	o Hardware o Software	❖ Acquisition of skills related to softwares for the production of films and presentations about the chosen environmental problems ❖ Films and presentations uploaded on eTwinning platform
40-50	▪ Team work on presentations, films; paper posters, digital posters, questionnaires Visits to: 🔸 City National Library 🔸 Gazzetta del Sud 🔸 Quotidiano del Sud	• Independent group work • Surfing the Internet • Study of literature connected with the selected environmental topics • Contrasting and comparing pollution in the past and in the present • Hypothesizing on future ecological problems • Kahoot	o Computers with special software programs o Pens o Pencils o Colors o Notebooks o Cameras	Gaining abilities linked to: ❖ team work ❖ selecting useful data ❖ carrying out researches ❖ deepening knowledge regarding possible solutions and prevention of noise and water pollution ❖ improving linguistic

		• Prezi		structures and functions ❖ enriching vocabulary with scientific lexical items ❖ Students' outputs uploaded on eTwinning platform	
51-54	Summarizing the working process related to the mobilities in: ⬩ Poland ⬩ Hungary ⬩ Slovakia ▪ Satisfaction surveys	• Debating • Photo story • Writing articles • Feedback activities • Completing surveys	o Laptop o Whiteboard o Word Documents o Surveys	❖ Attainment of silks linked to assembling key photos/ images/ captions ❖ Empowerment of writing skills ❖ Responding objectively to surveys based on the different types of pollution taken into consideration by the five Erasmus + partners	
55-57	▪ Exploring the causes and impacts of the two problems chosen	• Reading surveys about health problems due to noise and water	o Internet o Survey	❖ Getting acquainted with scientific literature	

	▪ working with chemistry-biology and science teachers ▪ field work	• Internet research about impacts and costs of water and noise pollution • Quiz	pollution o Laboratories	and working processes ❖ Drawing up a quiz	
58-60	Promoting the project through: ▪ school website ▪ local TV/radio/newspaper ▪ school Facebook profile ▪ a spot ▪ a slogan ▪ Preparation and implementation of poster exhibition for the digital school screens ▪ Formulating questions to assess the environment consciousness of schoolmates ▪ Graph designing	• Using software programs for creating digital posters • Team work on: ideation of an add • Team work: creating an effective jingle • Quiz: kahoot • Analyzing results with the aid of diagrams/pie charts and flow charts • Group work: structuring a game	o Computers with special software programs o The internet o Papers o Videos o Songs o Graphs	❖ Students widen their skills with poster software programs ❖ Acknowledging the process that generates key content ideas that aim at reaching commercial objectives ❖ Becoming familiar with alternative methods of testing knowledge ❖ Increasing knowledge of environmental behavior and awareness linked to different stages of life	

	▪ Inventing a game for the next mobility			❖ Reinforcing the importance of team work and the division of tasks	
Links uploaded on eTwinning platform	**Research Links:** https://www.environmentalpollutioncenters.org/noise-pollution/ https://www.environmentalpollutioncenters.org/water/ https://www.nrdc.org/stories/water-pollution-everything-you-need-know https://www.britannica.com/science/noise-pollution https://www.epa.gov/clean-air-act-overview/clean-air-act-title-iv-noise-pollution https://www.conserve-energy-future.com/causes-and-effects-of-noise-pollution.php https://www.southwesternhearing.com/noise-pollution-causes-hearing-loss/ https://www.healthyhearing.com/report/51542-Noise-pollution-in-your-neighborhood https://solarimpulse.com/water-pollution-solutions http://wwf.panda.org/knowledge_hub/teacher_resources/webfieldtrips/water_pollution/ https://www.explainthatstuff.com/waterpollution.html https://www.niehs.nih.gov/health/topics/agents/water-poll/index.cfm https://medlineplus.gov/waterpollution.html https://www.britannica.com/science/water-pollution **Video Links:** https://int.search.tb.ask.com/search/video.jhtml?n=78490294&p2=%5EBSB%5Exdm905%5ELMITIT%5Eit&ptb=0DD9B29A-FEE9-4724-9B7F-F57C5 https://int.search.tb.ask.com/search/video.jhtml?n=78490294&p2=%5EBSB%5Exdm905%5ELMITIT%5Eit&ptb=0DD9B29A-FEE9-4724-9B7F-F57C52A28 **Promotion Links:**				

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https://www.iislucreziadellavalle.edu.it/sites/default/files/page/2018/ptof_2017_2018.pdf
http://www.arpacal.it/index.php?start=40

Students' Learning Products Links:
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