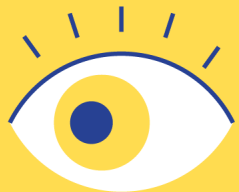
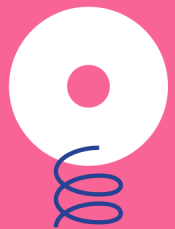
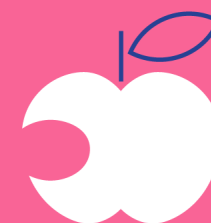


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RE-IMMAGINARE I NOSTRI FUTURI

9 marzo 2023



8-10 MARZO 2023 FORTEZZA DA BASSO, FIRENZE



RE-IMMAGINARE I NOSTRI FUTURI

Partecipazione del Liceo
*N. Machiavelli*_RM al progetto
pilota globale "Litter Less
Campaign" (SDGs 11,12,13,14)

FOCUS: *Insieme oltre l'aula*
che cosa ha generato finora il progetto
al *Machiavelli*



20
23



Elena Zacchilli
Dirigente Scolastico
Liceo Niccolò Machiavelli Roma



Liceo Machiavelli, a U.N.E.S.C.O. School



Liceo delle Scienze Umane
Liceo Linguistico
Liceo Economico-Sociale

Parola chiave:
INTERNAZIONALIZZAZIONE





Young Reporters
for the environment



unesco

Associated Schools
Network



LITTER LESS
CAMPAIGN

21 November 2022

Meeting amongst
participating schools to
exchange experiences and
to inspire each other





PARTICIPATING COUNTRIES





Number of teachers involved in the activities: **4**

Sono coinvolti docenti e studenti di due delle tre sedi del Liceo Machiavelli (le due sedi succursali)

Number of students involved in the activities: **50**

Classi 2N e 2H linguistico + nella fase finale di fotogiornalismo si aggiungono 1H, 3H, 4H

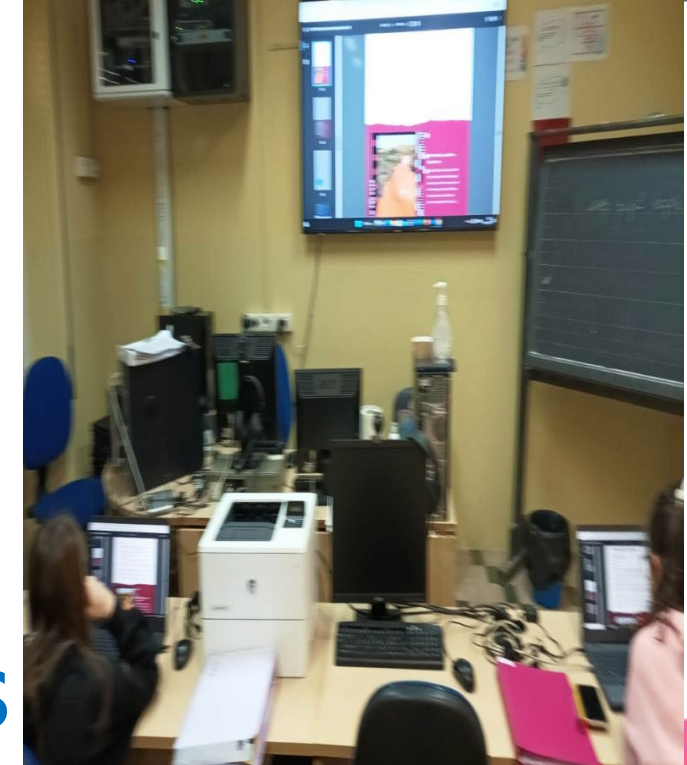
Number of individuals reached through activities so far, excluding participating teachers and students (e.g. through social media, meetings, events, etc.): **200**





Educational approach

- global- oriented issues
- beyond the classroom
- transformative work of teachers



Global- oriented issues

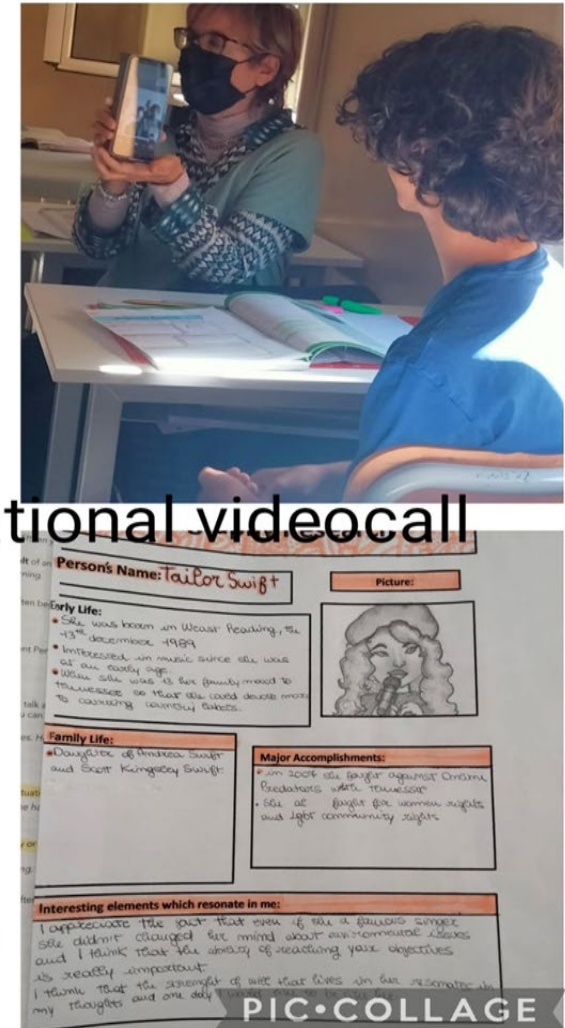
- Agenda 2030 – SDGs
- litter less, waste
- responsible consumption and production



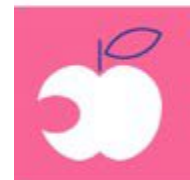
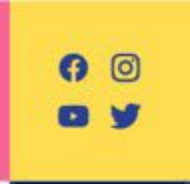
Beyond the classroom

learning environment spreading
across several levels

- 1. local** (home, 2 school sites, community)
- 2. EU** (eTwinning with Marl, Germany)
- 3. Extra EU** (Aspnet school Ibn Khuldoon National School from Manama, Kingdom of Bahrein)
- 4.** In presence/online meetings (at local and international level)



8.11.22 international videocall





Transformative work of teachers

Non *in solo*

Reflection, action, sharing

Reimagining our future: <https://unesdoc.unesco.org/ark:/48223/pf0000379707>

Teaching is not about an individual leading a student through activities or lessons behind a closed classroom door. Instead, we need to think of teaching as work that occurs throughout a school and together with other educators. The transition from a focus on classrooms to schools as learning organizations is not always easy. Indeed, the rigidity of schooling can make collaborative processes difficult within the teaching profession. The idea of collaboration does not reduce the obligations or importance of individuals. Instead, it introduces new responsibilities to act collectively throughout the school space and take on enhanced individual roles in the management and direction of schools. Attempts to force collaboration, however, are futile and counterproductive. Changes must be made in the organization of curriculum and pedagogy so as to

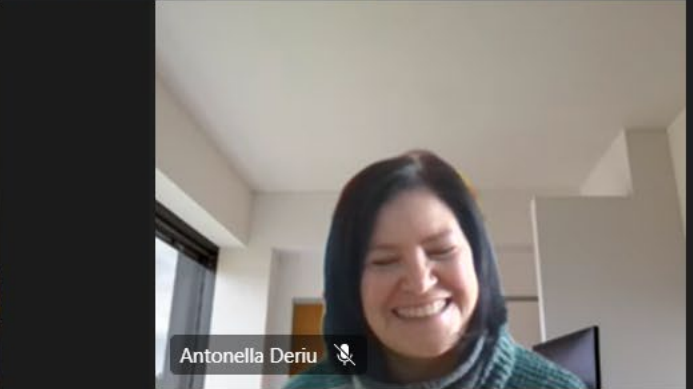
Teaching is not about an individual leading a student through activities or lessons behind a closed classroom door.

naturally foster collaboration. If all education is organized with teachers lecturing in a classroom, then collaboration is useless. But if learning is organized in a diversity of spaces and times, based on problems and projects, collaboration becomes indispensable.



01:28:22

Meeting controls: Chat, People, Raise, React, View, Rooms, Apps, More, Camera, Mic, Share, Leave



Jenan Jaffer Salman Ali Sunbul



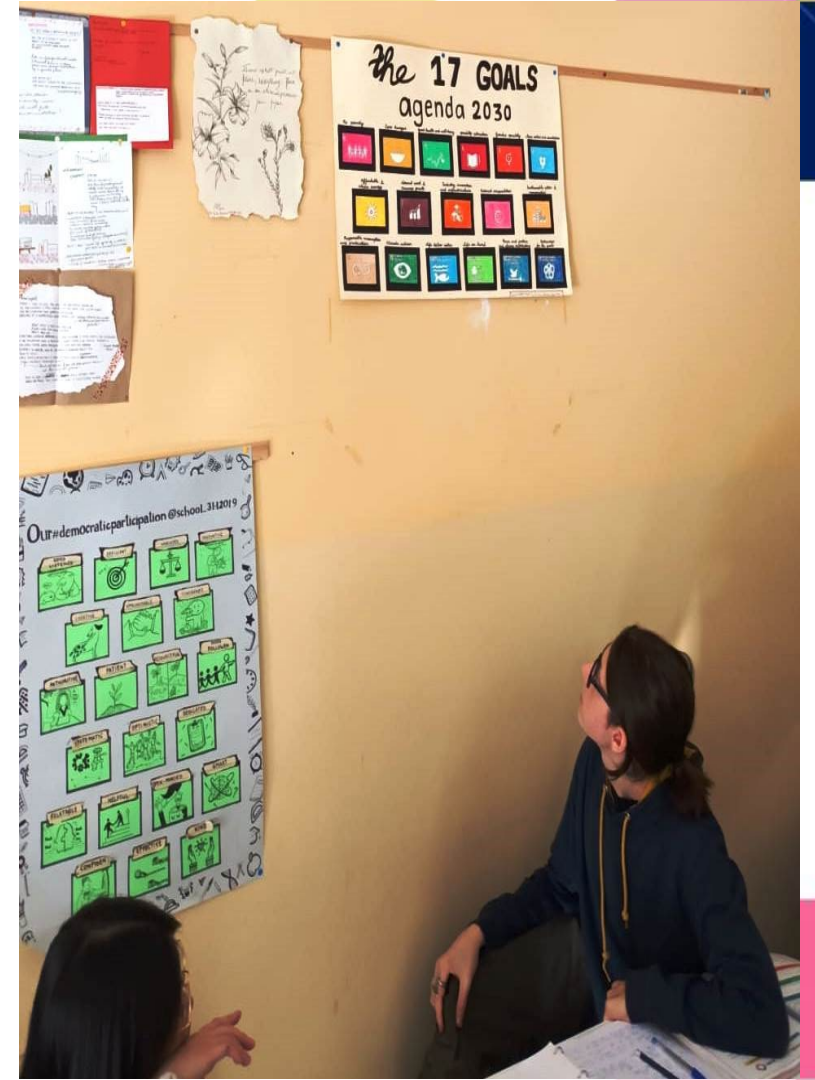
Key insights and learnings so far:

Pattern: explore, reflect, share

Hiccups: 1. timetable, 2. heterogeneous groups

Opportunities: 1. well-defined class objectives, 2. cooperation

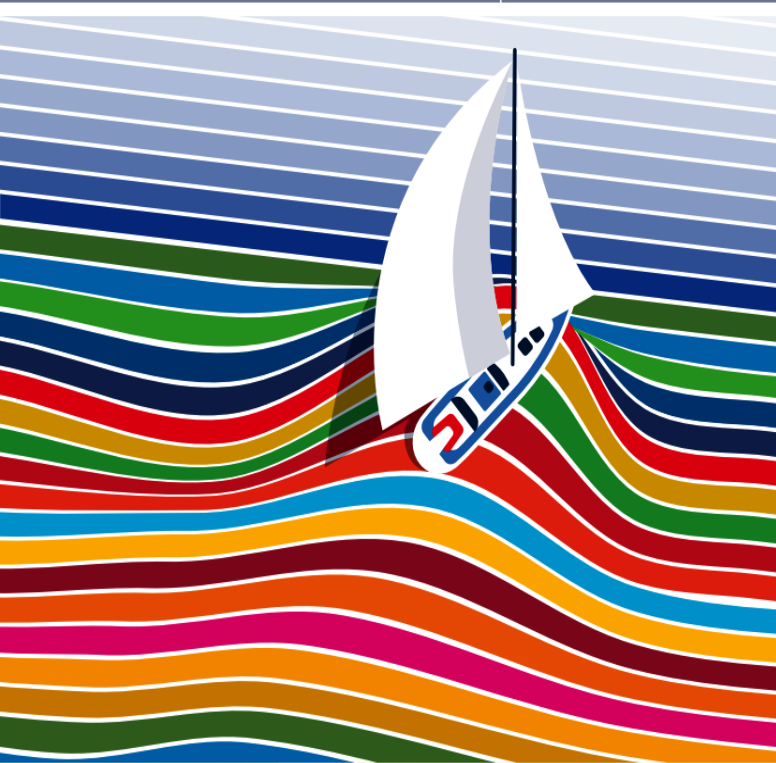
Desires: involve Science teachers, overcome technological and time issues to team up with another school, invite experts, implement a concrete action



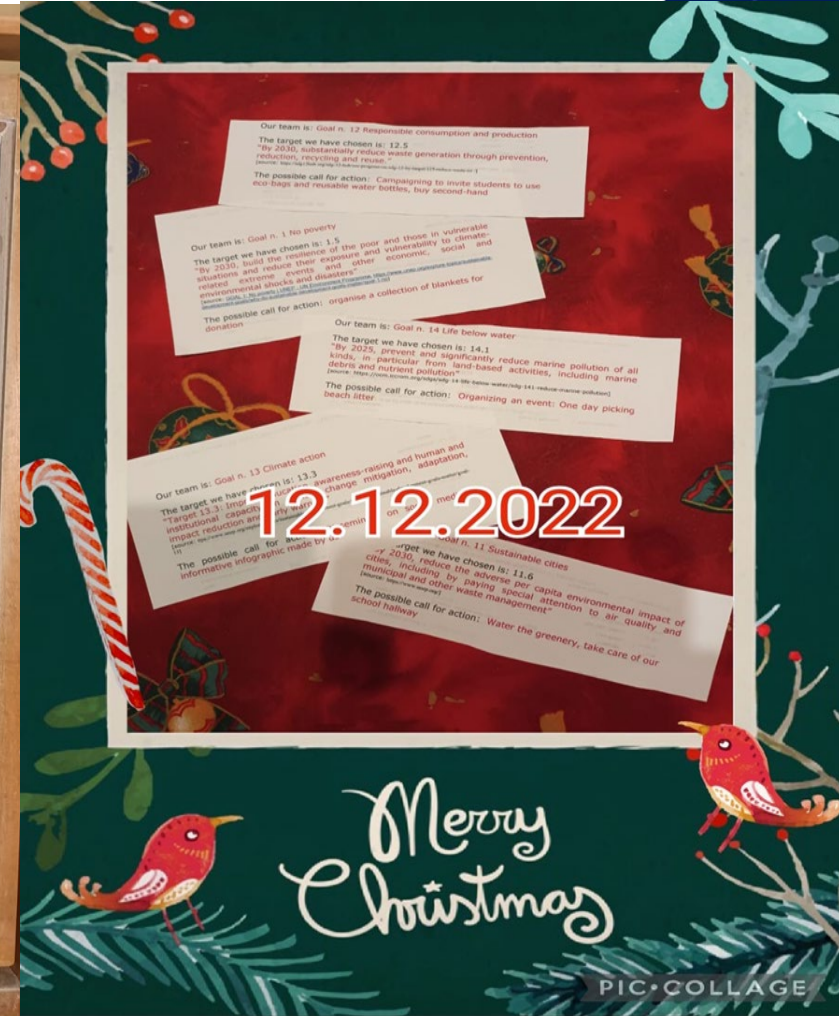
Class level: students consult this text and select 5 SDGs and study some specific targets



Sustainable development
in the European Union
Overview of progress towards
the SDGs in an EU context
2022 edition



Goal	Members	Target	Call for action
Goal 1	Sara and co	1.5	Donate the books you don't need
Goal 11	Ludovico and co	11.6	Water the greenery
Goal 12	Martina and co	12.5	Campaigning to invite us to use eco-bags, reusable bottles, buy second-hand
Goal 13	Vittoria and co	13.3	Spread an infographic on social media
Goal 14	Viola and co	14.1	Organizing an event (beach litter)



Class level: Students prepare a survey on teenagers' habits about the environment

- Prep. work: students prepare two questions on the issue 'teenagers and their habits towards the environment', a class discussion follows. Then the survey questions are selected and put into a questionnaire

Teenagers and environment-friendly habits questionnaire
Liceo Statale Niccolò Machiavelli, Rome

1) Do you sell and/or put into recycling bins clothes you don't use anymore or do you just throw them away?

Always:														
Sometimes:														
Never:														

2) Have you ever bought clothes made of recycled materials?

Always:														
Sometimes:														
Never:														

3) Do you recycle regularly?

Always:														
Sometimes:														
Never:														

4) If you have a tissue and there isn't a waste bin near you, do you keep it in your pocket or do you just throw it away?

Always:														
Sometimes:														
Never:														

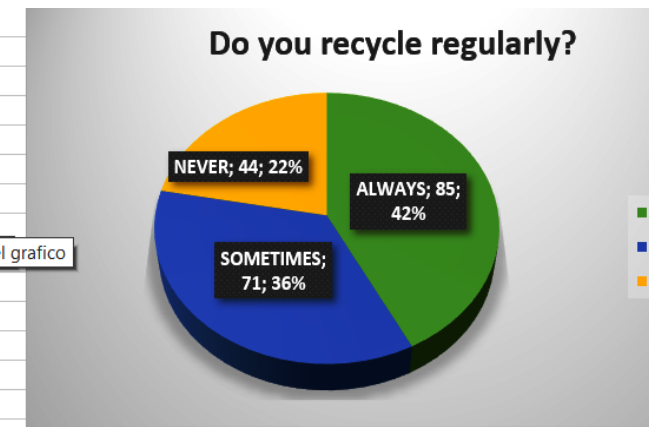
5) Do you turn off the lights before leaving a room?

Always:														
Sometimes:														
Never:														



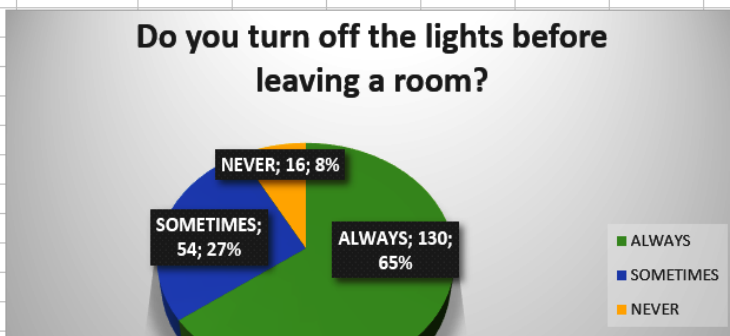


Class level: Students interview 200 schoolmates from other classes and put the results on a graph



ALWAYS	104
SOMETIMES	66
NEVER	30

ALWAYS	130
SOMETIMES	54
NEVER	16





EU international level with Germany (via eTwinning): twinned students share their findings on selected SDGs



SDGs Team work agreements

This padlet is your project work diary. Please document every step of your work, your notes, your decisions, your agreements, deadlines here.

SDG 1 No poverty


Nihal, Christian & Holly

☆ Valuta 0

● Aggiungi commento

Anonimo 24g


Logo for SDG 1: No Poverty



Hello guys,;) here is a logo for our SDG that I designed (you can also see it on

SDG11 Sustainable cities and communities

Joint elevator pitch SDG 11



anchor.fm

SDG 11 Joint elevator pitch by SDG

☆ Valuta 0

● Aggiungi commento

Anonimo 11g

My idea on the topic sustainable cities is that you can get a refill

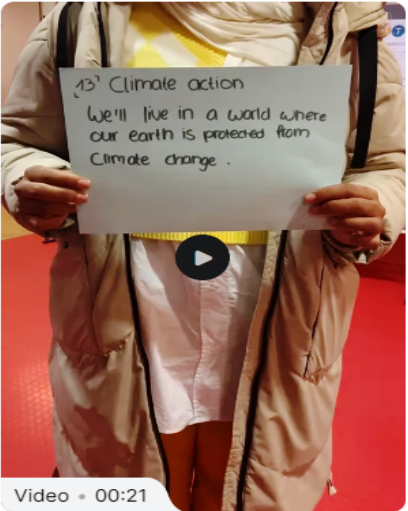
SDG 12 sustainable production and consumption

21.12.22 SDG 12 elevator pitch update

Goal 12, TARGET 12.5:
Did you know that 7000 children die every day because they don't have enough food? There are now 821 million malnourished individuals, 2/3 of whom live in countries experiencing conflict and 51 million who suffer from acute malnutrition, 70% in Asia and 30% in Africa. As a society we need to become aware of the need for a change in our consumption and production model.

SOLUTION
Since in a country like the USA we produce on average 4.9 pounds of waste per person per day, the first

SDG 13 Climate change



Video • 00:21

trim.ED61E0B3-F68D-4365-9C92-66A9FDCD9C7C

☆ Valuta 2

Anonimo 24g

Hello there today we have recorded

SDG 14 Life below water

Local organization SDG 14

The following text is about a local organization about SDG 14

The organization "Deutsche Stiftung Meeresschutz" helps the ocean to be free from plastic and you can donate money to them. The organization was founded 2007 after 10 years of ocean protection. They want to save the ocean and the biodiversity in the water. In cooperations they rescue animals. Millions of animals die because of the plastic in the ocean so we have less fish to eat and the fishermen will die because of poverty, they need the fish to survive.

Daniel H.





Extra-EU international level: Italian students (and teachers) get inspired by their partners from the AspNet partner school Ibn Khuldoon National School (Kingdom of Bahrein) (1 teachers' online meeting on 2.12.22 + 1 students' & teachers' online meeting on 12.12.22)





Class level: students plan actions to bring social change locally

GOAL		TARGET	Call for action
Goal n. 1 No poverty	Serena , Sara, Elena , Damiano (Chris Eins)	Serena Target 1.5	Donate what you don't use (e.g. blankets)
Goal n. 11 Sustainable cities	Ludovico , Aurora P., Melissa , Elisabetta/ Lina, Valeria, Viktoria (Valeria Zwei)	Ludovico Target 11.6	Water the greenery, take care of the school hallway
Goal n. 12 Responsible consumption and production	Martina , Caterina, Lucia, Stefano /Paula, Lisa (Paula Drei)	Martina Target 12.5	Campaigning to invite ss to use eco.bag, reusable water bottles, buy second-hand
Goal n. 13 Climate change	Vittoria , Chiara , Livio, Samuele/Anastasia, Hafsa, Katharyna (Anastasia Vier)	Vittoria Target 13.3	Disseminate an infographic made by us on social media
Goal n. 14 Life below water	Viola , Aurora C., Beatrice , Eugenia/ Daniel H. and Daniel C. (Daniel Fuenf)	Beatrice 14.1	Organizing an event: One day picking beach litter



Liceo Machiavelli, RM
2H 2022-2023

Climate change GOAL 13

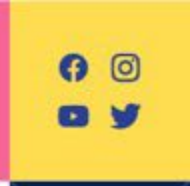
Some data:

From 1880 to 2012, the average global temperature increased by 0.85°C. From 1901 to 2010, the global average sea level rose by 19 cm as oceans expanded.

- Consequences**
Climate change is leading to intense weather changes such as hurricanes, cyclones and earthquakes.
- Reasons**
Man's behaviour is the cause of these climatic problems and the solution we must find ourselves by making small daily gestures like not wasting water.
- Solutions: target 13.3**
 - talking about the problem in class, at school, on social media
 - promoting dissemination through specific channels

I want to have a future
Do you want to have yours?
Help me spread this infographic through social media!





Class level: students explore the connections among their selected SDG and litter

SDG and its relation to the problem of Litter!

'Transforming My World: The 2030 Agenda for Sustainable Development' was adopted at the UN Sustainable Development Summit in 2015. The new framework was developed following the United Nations Conference in June 2012 organized at Brazil. The agenda contains 17 goals with 169 targets covering a broad range of sustainable development issues. The goals and targets demonstrate the scale and ambition of this new universal and global agenda to plan the course of action for the people, the planet and prosperity. It is expected that all countries and stakeholders, acting in collaborative partnership, will implement this plan and contribute in achievements of the targets. The Goals aim to secure a sustainable, peaceful, prosperous and equitable life on Earth for everyone now and in the future. The Goals are linked to each other or interdependent in one or the other ways. The achievement of the agenda needs to realise the links and plan our actions accordingly. Some of the linkages are direct and obvious to see but many are not. A brief is given below to explain the linkages of the problem of littering and litter waste with various SDGs. The brief is not exhaustive but is just indicative. During the transaction of lessons, encourage students to share other plausible linkages.

Sustainable Development Goal



Linkages with the problem of Litter

The littering behaviour and waste as such do not have direct linkages but it has been observed that people who are collecting and handling the litter and waste are generally from poorer communities in developing countries and are vulnerable to



Make cities and human settlement inclusive, safe, resilient and sustainable



Ensure sustainable consumption and production patterns

waste management is vital to any functional urban environment. The safe removal and management of solid waste represents one of the most vital urban environmental services. Uncollected and unsegregated solid waste blocks drains, causes flooding and may lead to the spread of water-borne diseases.



Take urgent action to combat climate change and its impacts

Everyone has a part to play when it comes to climate change as proper waste management can reduce greenhouse gas emissions. Waste is a resource if properly managed and recycled and can reduce the demand of energy and virgin materials.



Conserve and sustainably use the oceans, seas and marine resources for sustainable development.

Littering and improper waste management harms other life on earth and in the seas. Marine pollution is an alarming issue majorly contributed by waste due to its persistence, complexity and steady growth. It has started impacting the aquatic food chain with microplastics entering human food chain. Major cause of impact to marine life, are due to entanglement and starvation (caused after consuming plastics).

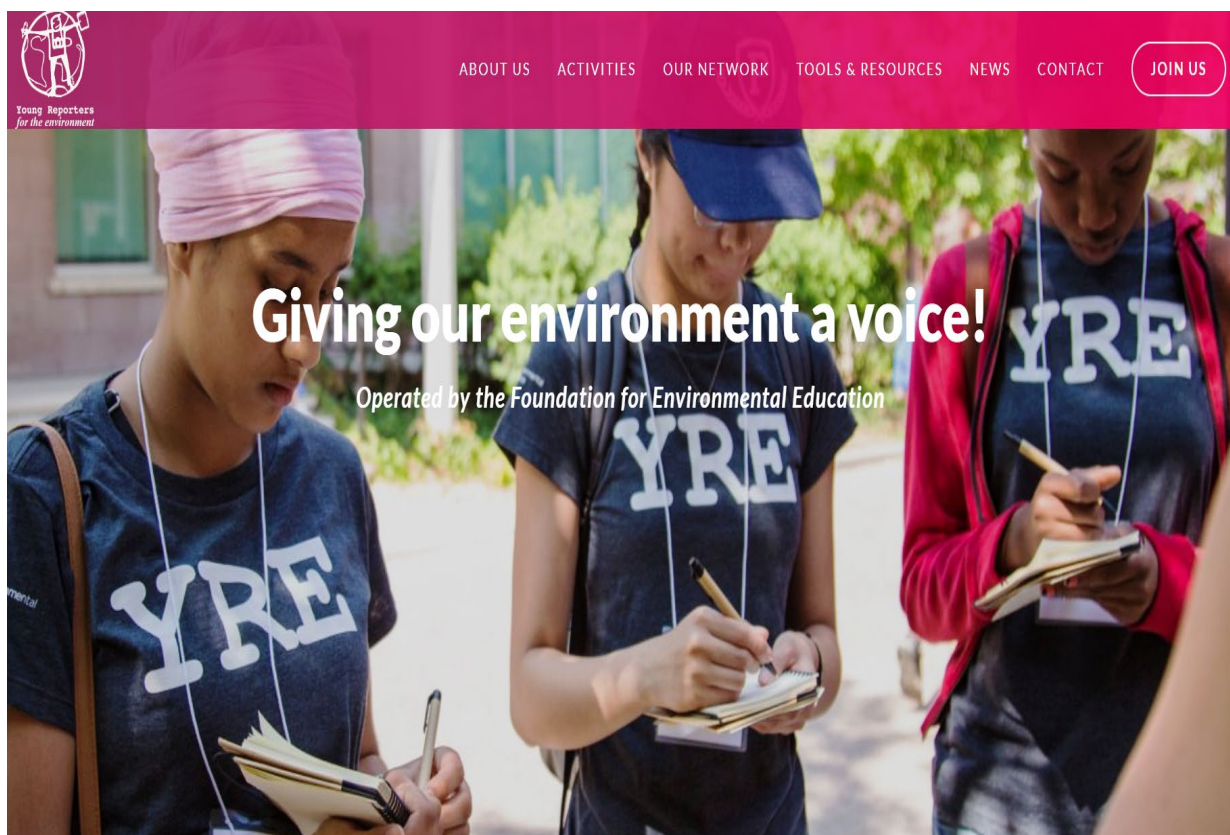
The goal looks at efficient use and management of natural resources, environmental impacts like waste management, education of consumer information and education for sustainable development. One of the specific targets of this goal is to reduce per capita food waste by 50 percent. Environmentally sound management of chemicals and wastes, and waste minimization & waste recovery are important aspects of sustainable development.





Class level: teachers present the YRE competition and invite students to consult <https://www.yre.global/> and some specific resources

YRE: Young Reporters for the Environment



Lesson F

1 NO POVERTY	2 ZERO HUNGER
7 AFFORDABLE AND CLEAN ENERGY	8 DECENT WORK AND ECONOMIC GROWTH
13 CLIMATE ACTION	14 LIFE BELOW WATER
15 LIFE ON LAND	16 PEACE AND JUSTICE: STRONG INSTITUTIONS
17 PARTNERSHIPS FOR THE GOALS	THE GLOBAL GOALS

Photo Story (3-5 Photos)

[TITLE, MAX. 140 CHARACTERS]
Kilometers Eaten

[DESCRIPTION, MAX. 100 WORDS]
There are increasingly more products imported from abroad on supermarket shelves, travelling thousands of miles. In contrast, an elderly couple from Spišská Nová Ves demonstrates how an entire lunch can be prepared locally, and directly from the garden. During the corona crisis we are once again discovering the magic of self-sufficiency.

[CAPTION, MAX. 20 WORDS]
In their backyard, they breed laying hens, thanks to which they do not have to buy eggs from the store.

[CAPTION, MAX. 20 WORDS]
In the greenhouse they grow tomatoes, cucumbers, lettuce and pumpkins, which make up part of their daily meals.

[CAPTION, MAX. 20 WORDS]
Their garden also includes one of the healthiest and most versatile types of garden vegetables, garlic.



Single Reportage Photo



[TITLE, MAX. 140 CHARACTERS]

The "Red Lake" Near Dobro Selo In B&H

[DESCRIPTION, MAX. 100 WORDS]

This is "Red Lake", a problem of Herzegovina and the entire region that is desperate for rehabilitation. A reminder of a failed factory and its forgotten landfill. Red sludge is toxic due to high alkalinity and heavy metal content. There are scientific papers on the topic of sludge and waste lye remediation. **It can be used to produce a gelatinous coagulant which is a means of purifying industrial wastewater.** There are other ways to successfully rehabilitate the sludge, but question remains whether the regional authorities want to deal with it and try to obtain funds, which are obviously a problem.

[CAPTION, MAX. 20 WORDS]

A threatening ecological bomb to the Neretva Valley and the Adriatic.

[TITLE, MAX. 140 CHARACTERS]

DEADLY DEMAND

[DESCRIPTION, MAX. 100 WORDS]

Each of these horns belongs to a critically endangered saiga antelope. Such large stockpiles are a common sight in Singapore's Chinatown area where they are sold for around 130SGD. Singapore is one of the world's largest markets for the horn and around 19% of Chinese Singaporeans actively use antelope horn products. Called 'lin yang', it is more often sold in the form of a cooling drink to cure fevers and sore throats. Funnily enough, the horns are



Single Environmental Campaign Photo

[TITLE, MAX. 140 CHARACTERS]

It's Time To Solve This Puzzle!



[DESCRIPTION (OPTIONAL), MAX. 100 WORDS]

Challenges arise over time to rethink and reflect on society and the planet. The situation we are going through is one of those moments that we should take advantage of to put the missing pieces together. We must put the broken pieces together and rebuild a more sustainable planet, preserving the environment and solving part of the problems of which we are guilty.

[TITLE, MAX. 140 CHARACTERS]

CONGRATULATIONS HUMANITY!

[DESCRIPTION (OPTIONAL), MAX. 100 WORDS]

Having cake is a simple pleasure, but it's not really good for us. Here is my cake that is dedicated to humanity.



Photo Story (3-5 Photos)

[TITLE, MAX. 140 CHARACTERS]

Kilometers Eaten

[DESCRIPTION, MAX. 100 WORDS]

There are increasingly more products imported from abroad on supermarket shelves, travelling thousands of miles. In contrast, an elderly couple from Spišská Nová Ves demonstrates how an entire lunch can be prepared locally, and directly from the garden. During the corona crisis we are once again discovering the magic of self-sufficiency.



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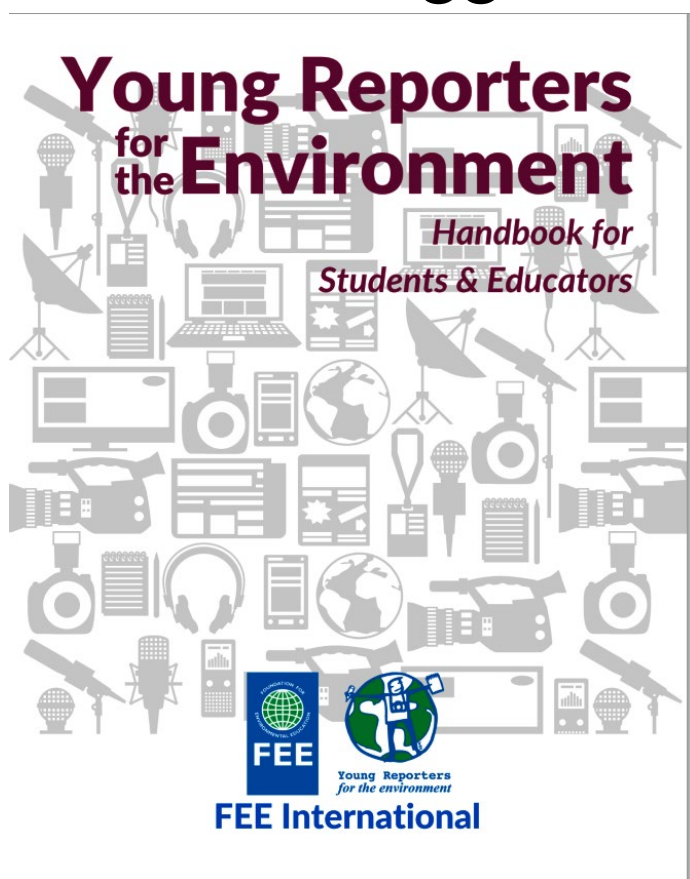
[CAPTION, MAX. 20 WORDS]

Their garden also includes one of the healthiest and most versatile types of garden vegetables, garlic.





Class level: teachers use these materials to scaffold students' work on photo taking; students form pairs and get inputs from the YRE materials suggested by teachers



Photographs tell a Story



Introduction

Photographs capture a moment in time in the form of an image. We take pictures to record important events in our life, make memories and just for fun. With the mobile phones having powerful cameras, it has become easier to take photographs. Digital technology also allows us to take as many photographs we like and delete what we do not want.

As important they are for our memories, photographs can tell a good story of a social issue, happening or capture a moment for historical purposes. But for that to happen, the photographer needs to have an 'eye' for the possible story and capture it in the best way possible. The photographer needs to keep in mind some of the technical aspects of capturing a good picture. For eg. the light, focus on the subject, distance, framing etc.

YRE steps: Investigate, Research Solution, Report, Disseminate
Curriculum Linkage: Science/ Environmental Studies/Social Science



Students can work on their photography skills to take photographs that can tell a story.

The activity is intended to provide the students with a hands-on experience in photo-journalism using 'littering behavior' as a subject.

To see more examples, visit

<https://static1.squarespace.com/static/552e4b07e4b0d43bb9f3f42/t/56c5ea6cd210b8884d3fod53/145581182226/YRE+handbook++part+3.pdf>

What makes a good photograph – Fundamental pointers:

1. Does your photograph tell a story? Is it raising an issue, or suggesting a solution? Would a photograph be the best way to tell the story? Is it talking about a local issue but able to connect to a global context?
2. Plan your photo to show a story visually and not tell.
3. Lighting – plan to take photos when you have the best light available. It is generally good to take photographs with the sun behind you. You may play with other types of lighting, until you find the kind of effect you like. Best pictures can be taken just after sunrise or before sunset when the daylight is softer compared to when the Sun is at its highest in the sky during 11 am to 4 pm.
4. Depth of field – Frame the photograph to adjust at least two objects at different distances. The human eye will automatically process the distance and generate an optical perception of depth. You could also just move close to the closest object. Don't use the Zoom, just use your feet.
5. Perspective – Often a change of perspective can get you a good photo. You may get close to the object and do whatever it takes to get the way you want the photograph to be. You could also take shots from a variety of perspectives such as wide shots, close ups, full frontal shots etc. and then choose which one tells the story better. You can then re-shoot using this perspective.
6. Compose your photo - Check out the Composition rules in the YRE Handbook (Page 14).
7. Enjoy yourself – follow your instinct.
8. Don't forget to Use a Caption - Write a catchy caption, make it impressive, snappy but not descriptive. It should not describe a photo but be able to convey the story.
9. Remember Journalistic Ethics and Editing – It is important to never alter or manufacture the contents or context of a photograph. Ensure that the photo is an ethical, accurate portrayal of reality. Under no circumstances should it ever alter reality.

Grazie per l'attenzione!



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FORTEZZA DA BASSO
FIRENZE

