

AdriaClim

Climate change information, monitoring and management tools for
adaptation strategies in Adriatic coastal areas

Project ID: 10252001

D.5.4.3 Educational plan, targeted to students, about risks connected to climate change

PP17 – City of Venice

Final version

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Introduction

School environment represents the elective sphere where young generations can acquire useful tools to develop learning and acting strategies related to the climate change issue complexity.

The activity run within the plan aimed to introduce and experience students to the figure of the "climate reporter," concerning the environmental journalism channel as a way to approach, describe and critically analyze the climate change issue.

In particular, students acquired not only awareness, but also skills to design, carry out and return a journalistic investigation on environmental issues.

The approach of this activity was «learning by doing» and therefore enabled students to acquire skills, consolidated them through practical activities, developed their critical sense and at the same time the capacity of reality analysis with respect to climate change issues.

Activities

The educational plan has been developed through different activities taking in account all subjects (teachers, students) and their needs.

Activity	Target	Period	Subjects involved
Teachers training meetings	teachers	13-14/11/2021	28 teachers, 5 experts
Students Educational Pathway at school	students	11/03-16/05 2022	377 students
Students Educational Pathway - environment experience	students	06/04-27/05 2022	363 students
Educational kit development	students, teachers	Spring 2022	-----
Final event	students, teachers	30/05/2022	97 students, 6 teachers, 1 expert

Training Meetings for Teachers

Two training meetings were organized involving teachers of mainland and historical city classes. Each meeting included the participation of experts who deepened both climate change and environmental journalism issues in relation to the students educational pathway.

The meeting took place:

Monday, Dec. 13 2021 at the auditorium of the Liceo "Stefanini" - Via del Miglio, 30 - Mestre

Tuesday, Dec 14 2021 at the auditorium of the Istituto "Venier" - Rio Terà S. Isepo, 787 - Venice

A total of 28 teachers were involved.

Students Educational Pathway

The pathway has been structured in three lectures per class, n.2 face to face (2 hours each) and 1 online (1 hour), strongly integrated with the environment experience (field trip).

Depending on students skills or teacher choice, each class was offered to develop the environmental journalism activity by choosing between written inquiry, presentation, video or podcast as communication tool.

Based on the specific choice, the lecture on journalism was declined describing active tools useful for contents development.

Each class was organized into subgroups that deepened different topics using the journalistic inquiry approach with the chosen modality (video, presentation, podcast or writing).

A total of 377 students were involved.

Lectures subjects :

First lecture (face to face):

- introduction to ADRIACLIM project;
- overview of climate change issues;
- description of the main climate vulnerabilities and risks in relation to the Venice context;
- illustration of environmental journalism basic tools (e.g., how to construct and manage a questionnaire, how to design and conduct an interview, how to set up and conduct a source research, how to write an article, etc.);
- illustration of the educational kit

Students involved in the educational project were expected to design and manage independently a questionnaire or interviews to other students, teachers, family members, friends/fellow or citizens in general.

Second lecture (face to face):

- Sharing the questionnaires results.
- assignment of objectives, organization of activities aimed to deepen topics to be carried out independently (e.g., literature searches, site visits, questionnaires/interviews);
- training on communication tools to be used during activities

Third lecture (online):

The on line lecture was held after the field trip to comment the experience with students in relation to their journalistic activity and to agree on its presentation at the final event.

Half day field trip (between the second and third lecture)

The field trips took place in a mainland or lagoon/coastal emblematic location in order to visit specific places and/or meet socio/economic categories affected by climate change impacts, to take photos and videos, to collect images and evidences useful for the environmental inquiry.

Among the filed trips, 12 classes visited Sant'Erasmo island, 3 classes Alberoni in Lido island, 1 class the Lido of Venice (Lunata of the Mose) and 2 classes Favaro Veneto, mainland agricultural context.

Final Event

At the end of the educational pathway, for the capitalization of the activities and their divulgation, a final event was held at the Public Hall of the Metropolitan City of Venice on May 30 2022, from 9 a.m. to 12 a.m.

During the event each class had the opportunity to present the work developed during the pathway in a pitch form. In addition, Valeria Barbi, a science popularizer, presented a lectio magistralis on climate change impacts on biodiversity.

A total of 97 students, 6 teachers and 1 expert were involved.



Student reports

Each class identified a specific topic to investigate following inputs given during the climate change lessons and then carrying out the journalistic investigation by means of written, audio, presentation or video reports.

The activities carried out by each class are detailed below:

ITI "Pacinotti" - Mestre

3AET: The class focused on the relationship between climate change and agriculture in the Favaro Veneto area, where they made the field trip in a dryland agricultural environment. A web page (<https://sites.google.com/view/clima-agricoltura-territorio>) with articles, podcasts and videos were created by the students on this activity.

4AET: The class developed the theme of water scarcity due to climate change presenting some mitigation solutions adopted in the Favaro area. The class produced a journalistic article, a podcast and a video that were disseminated through the school channels.

4A4 4B3: The classes developed an inquiry on the Mo.S.E. barrier and the management of sea level rise. They produced an article, a blog (<https://pretelolli.blogspot.com/2022/05/lavoro-di-adria-clim.html>), a podcast and a video. They visited Sant'Erasmus island.

Liceo Scientifico "Morin" - Mestre

4D : The class created two web pages: one dedicated to the impact of climate change on the city of Venice and another specifically on the topic of erosion. A video was also registered. They visited the Lido of Venice.

Liceo "Stefanini" – Mestre

All classes made the field trip in Sant'Erasmus island.

3BE : The class investigated the topic of the impact of climate change on salt marshes and on fauna living in this peculiar morphological context. They realized an article, a video and a podcast.

4AU: The class developed the theme of drought due to climate change and its impact on the Venetian context. Specifically, the class produced a multimedia inquiry, a video and a podcast.

IIS "Tommaseo" - Venice historic center

4A: The class investigated on erosion of the lagoon bottom as result of climate change. A video, a podcast and a written text were produced. They made the field trip in Sant'Erasmus island.

Istituto Alberghiero "Barbarigo" - Venice historic center

All classes made the field trip in Sant'Erasmus island.

3A: The class explored the topic of water consumption in agriculture due to climate change and its future impacts. They produced an article and a video.

3B: The class explored the topic of climate change impacts on agriculture by producing a digital presentation.

3C: The class worked on the topic of water scarcity with a special focus on agriculture. They developed the investigation producing articles and videos.

3D: The class worked on the topic of the impact of climate change on water availability in agriculture. They developed the investigation producing an article and a video.

3E: The class investigated on sea level rise issue and produced an illustrative video.

3F: The class worked on the impact of climate change on working techniques in agriculture with respect to water use. The class developed the inquiry producing an article and a video.

3T: The class investigated on the topic of water use in agriculture in relation to the effects of climate change. The class developed the investigation producing an article and a video.

3U : The class worked on the issue of sea level rise due to climate change by making a digital presentation.

IT "Algarotti" - Venice historic center

1C : The class explored the topic of sea/lagoon level rise due to climate change. They made the field trip at Alberoni in the south part of the Lido island.

Liceo "Benedetti" - Venice historic center

5A : The class chose the pollution issue in the Venice lagoon investigating its consequences on salt marshes. An article, a video and a podcast were made in this regard. They made the field trip at Alberoni in Lido island.

Liceo Artistico "Marco Polo" - Venice historic center

5D: The class made an inquiry about the history of the management of the Venice lagoon over the centuries also by interviewing an elderly citizen. An article and a video were made. They made the field trip in Sant'Erasmus island.

Professional Technical Pole "Venier" - Venice historic center

4C: The class developed an investigation on the impact of climate change on the Lagoon landscape. An article, a podcast and a video were realized. They made the field trip at Alberoni in Lido island.

Educational kit

An educational kit for students was also produced:

- 1 *vademecum for climate reporter* (in digital format), including educational insights on climate change in Venice and approach/techniques of environmental journalism;
- no. 500 *paper badges* with shoulder strap for "climate reporter";
- no. 500 *notebook/pen set*.

Satisfaction questionnaire

A satisfaction questionnaire was also designed and administered to the recipients of the education plan, addressed to teachers and students (see specific report attached).

Final evaluation

The plan received positive feedbacks from teachers and students. In particular, the fully operative mode in which the activities were developed was appreciated, but also the opportunity for students to analyze the issues of climate change declined in their own life context and in particular in the territory of Venice.

Teachers and students showed the need to integrate their knowledge with respect to climate change in general and specifically with the context of Venice.

Students base - skills have been crucial for the complete success of the edu-plan, students of technical schools had some difficulties compared to the high school students .

Annexes

1. Vademecum
2. Processing of satisfaction questionnaires