

Partnerships Promoting Civic Awareness and Change Environmentally (PCACE)

The core purpose of this project will be to assess waste management systems with a particular focus on single use plastic within rural and urban areas. Our data gathering will inform future strategies to minimise environmental impact. Actions will be student led, working towards a cleaner more conscientious Europe, as demonstrated by a range of modified systems preventing wasteful use of materials whilst mitigating their impact through better management. Key to this will be for students to develop a range of skills: technological, problem-solving, presentational and inter-personal skills alongside integrated social skills essential for employment. These will enhance teaching and learning through collaborative tasks, across a range of subject areas: developing young European citizens who understand the shared environmental challenges facing us. Students will also develop a deeper understanding of the rich and varied socio/cultural and historical context of the partner schools.

Collaborative learning will be established through the exchange of key vocabulary whilst conducting in depth research to broaden their knowledge of the area they are visiting. We will use results from our data gathering to inform all our students at home and transnationally, convincing them of the need to become part of the solution. They will develop as reflective and proactive individuals and will demonstrate an improved understanding of their role and their civic duty in the fight against climate change. Initially some 200 students will be involved directly in the project but approximately 2,200 students will participate in a cross-cultural experience, many of whom rarely get this opportunity. A recent survey conducted by the BBC showed that West Dorset is in the bottom quartile with regard to opportunities and access to amenities for youngsters. In addition, pupils at Beaminster with SEN are much higher than national (33.8% compared to 10.6%). Some of these factors promote low aspirations: a similar scenario for the German school from Hamburg, however this will contrast with the more privileged background of our French partners.

The context of the projects will necessarily draw on a range of subject knowledge and skills as well as providing a tangible reason for learning another language, encouraging participation and second language study at all partner schools with the potential for improved aspirations. Student mobility projects will provide an arena to showcase students' developed skills through the exchange of good practice: collecting and collating data, establishing working relationships, implementing and analysing new practices, responding to feed-back, developing presentation skills. Groups of between 60 and 80 students will be responsible for analysing data and presenting reports on exchange visits. Large numbers of students will take part in data collection, actively litter picking, participating in surveys or collecting waste material, to be sorted and to provide initial findings on which the first activities will be based.

By involving large numbers they will be encouraged to understand the issues first hand, and will better understand their role in the solution. As a result students will then plan, prepare, deliver, assess and negotiate their proposed activities to achieve their objectives. Students will seek expert advice from local businesses and action groups to promote civic engagement and to aid them in meeting their objectives. They will be sub-divided into action

groups looking into: promotion, implementation, finance and research of the project. The development of ICT skills will be intrinsic to the project. Key to its success will be the ability to disseminate the information between groups, primarily via a range of technology-based tools. Information will be student led, with the core group of year 7/8 students being responsible for working with news groups and through assemblies, keeping all abreast of projects and progress, explaining plans, outcomes, successes and the need for continued participation.

With regard to the broader communities this will take place via radio broadcasts, school newspapers, the local media, social networks and the eTwinning platform. Continued reflection and formative assessment will allow students to monitor effectiveness: it is to be expected that not all intended outcomes will be realised. This will build resilience as it is the students' response to the results which will be crucial to the success of the activity. Success will also be informed by consultation with all stakeholders across all communities. It is our intention that the legacy of this project will be in place for years to come through an established network of groups at a transnational and local community level to improve the outlook for the environment within Europe and globally.

The project began as we had hoped with excellent communication between the 3 schools, with shared project work uploaded onto the eTwinning live site. We were able to enthuse and engage students with this project work which was shared in language lessons and elements of which were presented in assemblies to introduce our partner schools and the project.

Nov 2019: Students from year 8 created a range of Powerpoints and video clips to post on the eTwinning site, which talked to our partner schools about our school in general but also highlighted the current state of play with regard to recycling and environmental awareness in the school. So students looked at a recycling area, where we recycle crisp packets, pens, toothpaste tubes etc. Students also highlighted recycling of paper in individual classrooms. We are all reminded to economise on energy.



Information shared by our school about their canteen.



We organised a litter pick to take part within the school grounds and the local community, to raise awareness of the issues for our students. Students involved were from years 7 and 8. The litter was gathered and stored to be sorted, weighed and recorded by students from year 9 in their Science lessons. We used litter pickers, gloves and bin bags. We also wore high vis jackets. Students were out for 2 hours. The activity was followed up with an article in the school newspaper.



Year 9 then had the joy of sorting the rubbish in their science lessons.



The data was then analysed.



Once a week, after school on a Thursday, students taking part in the planned Exchange to France gathered for language lessons to improve their general conversation skills. Topics studied included environment, personal details, mealtimes, routine and hobbies.



Exchange visit where 10 students from the UK were to stay with French families and engage in a range of activities with students from both the French and German schools participating in the project. Students were to present information gathered in their schools relating to use of single use plastic/ waste in their establishments and surrounding areas. They were to visit a local recycling centre and look at the system for managing waste in the French canteen. Sadly, this event was cancelled due to Covid but all the preparation had been put in place for an exciting visit.

We even held the parents' evening:



[ERASMUS+ WEEK FROM 16 MARCH 2020 TO 20 MARCH 2020]

	Monday 16 March	Tuesday 17 March 8.00 – 9.00	Wednesday 18 March 8.00 – 9.00	Thursday 19 March 8.00	Friday 20 March 8.00
M O R N I N G		Welcome Breakfast Meeting with the class 5/4 and the Erasmus pupils Mrs Riffard (deputy Mayor) Mrs Bonneau (compost specialist) 9.15 – 11.30 Visit of the central kitchen for primary schools in Guilherand Granges * Visit of a primary school in Guilherand Granges	Hunt game to discover the school premises 9.00- 12.00 Classroom immersion	Meeting at school 8.30 Walk along the river 'Berges du Stone' and discovery of the biodiversity 9.30 – 11.00 Visit of the Water Treatment Plant of Guilherand Granges	Departure of the German and English delegations
		Back to school at 11.45		Back to school at 12.00	

August 202: Sadly, we learned that our French partners were withdrawing from the project, and so this part of our journey came to an end. We were determined to try and continue but this was also difficult as each country was working under different restrictions.

We decided to continue with our work in the hope of linking up with school.

September 2021: we took part in the Beaminster Big Green Day. this was a successful event, sharing upcycling suggestions with the local community.

In October 2021, we were visited by a member of the Team from the Dorset Waste management group. he spoke to our students about recyclables and how the system works and how we can all play our part.

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Come March 2022 we were out doing our community litter picks again. We were always surprised by just how much rubbish is out in the community and on the school grounds.



We tried on several occasions to link up with our German partners, hoping to make a virtual connection, to discuss the progress we had made.

We set out with the aim of developing a range of skills and key competences whilst promoting intercultural and intergenerational education and lifelong learning. We were hoping to encourage students to be responsible citizens involved at a civic level to improve the local environment in view of the current climate change crisis. Beaminster continues to develop all aspects of the project.

A number of our students continue to be involved at a civic level with regular representation on the Beaminster Eco group. The school has recently been involved in a trip to a local seed producer, where students visited wild flower meadows, collected seeds to be dried and planted around the school site, to improve the biodiversity for wild life. Through discussion via the school council with support from data from our initial surveys and litter picks, the canteen now uses fully bio degradable products. The litter picks continue on a weekly basis, improving our immediate environment whilst also promoting positive relations with the wider community.

With regard to our German partners, they followed a revised curriculum, teaching their students about environmental change and the issues pertinent to their area so their perspectives were definitely challenged. With regard to intercultural development, students were certainly engaged by the prospect of the forthcoming exchanges and enjoyed sharing the cultural aspects which the various locations offered, Sadly, the potential for this aspect of the project was never fully realised. However, we will be remaining in contact with both the schools and we will be exchanging letters with the French school, starting in September and will see where that takes us.

The impact on Beaminster School has been a positive one. Many of the students from the original exchange group continue to make strong progress in language learning but also promote work through the school's new Green group which is called: Sustainable You, all of which illustrates the ongoing legacy of the project.