



## MaiActing, Portugal Changing! A Climate Action Project in an 8<sup>th</sup> grade CLIL Class

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CLIMATE ACTION PROJECT

WEEK 2

Students from the 8<sup>th</sup> grade, class D, from the School Cluster of Maia participated in the Climate Change Project 2021. This project aimed to use project-based learning to increase understanding and engagement with these key real-world issues, while improving problem-solving critical and thinking skills, building empathy, and fostering creativity and collaboration.

## Methodology

Every week students had some questions for the week to reflect on and, after exploring possibilities, they had to present collective action related to those а questions. Each week the work done as well as a video with the actions taken, done using the APP Powtoon, were shared in the Climate Action website.

## Week 1

### Our definition of climate change

We think that climate change has to do with the amount of problems that the world is dealing with. There is a constant change of weather, temperature and nature. For example, the seasons pattern is changing because of pollution and the use of too many electronic devices. Factories, cars and other human activities pollute the air and destroy the ozone layer. The human pollution around the world forms a layer and the gases can't leave the atmosphere. That's why the Earth's temperatures are changing year after year and the sea level is rising.

Figure 1. Week 1: Our definition of climate change



Figure 2. Week 2: Birds in our school. Photograph from Carolina Lopes, 8<sup>th</sup> grade.

TEACHERS: Isabel Allen, Isaura Magalhães, Luísa Santo

My class is taking part in an international project called "Climate Action Project". We are reflecting on the causes and effects of climate change in Maia and around it. We

That is why I have some questions to ask you. I know that there are effects of climate

1. When you were 13 years old did you hear about climate change or greenhouse

The only plant that cannot see anywhere these days is the agave. I used to see so

Figure 3. Week 2: Interview protocol done

by Cláudia Santos, student of the 8<sup>th</sup>

grade, to her grandmother (aged 75).

want to understand what is different now comparing it with some years ago.

change on plants, animals, weather patterns and human activity/lifestyle.

2. Is there any animal or plant you don't see as frequently as before?

3. Do you think we still have 4 seasons? Why/why not?

8<sup>TH</sup> FORM - level 4 CLASS: D

**ACTIVITY: Interview protocol** 

Student's name: Cláudia Santos Age: 13

Relative/name: Elena López Age: 75

gases in the media?

Yes, I did.

many of them.

ESCOLA SECONA MAL



Figure 4. Week 2: Effects of climate change on Portugal and around Maia. Work done by Luz Marinho, 8<sup>th</sup> grade student.





Figure 5. Week 3: Virtual exchange with a Turkish school.

grade student.

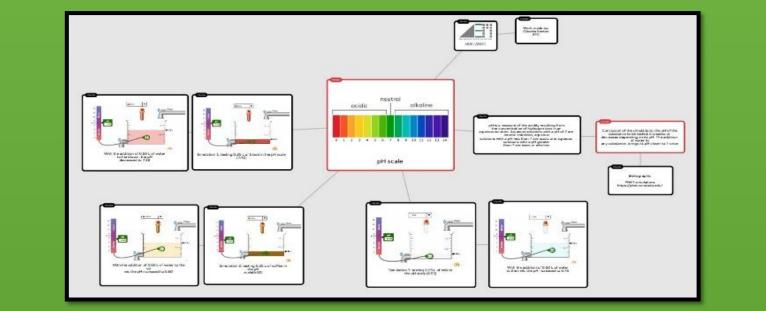
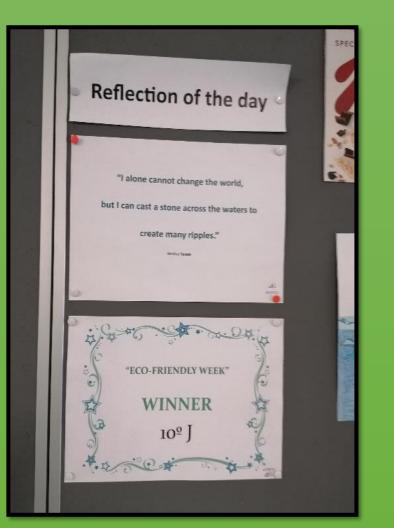


Figure 7. Mind Map Popplet: pH Scale. Work done by Cláudia Santos, 8<sup>th</sup> grade student.

Figure 8. Week 4: Climate Change	Figure 9. Week 4: Video made by
Solution.	8 <sup>th</sup> grade students Maria João
https://www.youtube.com/watch?y=w	Ramos and Matilde Laranjeira

# Week 6





## Conclusions

The project promoted an expansion of students' scientific knowledge, developed critical, deductive and creative their thinking and fostered a taste for science. Moreover, students had the opportunity to form positive habits and values that they can carry outside of school and beyond their school life.



### References

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https://www.climate-action.info/

Figure 10. Week 5: Climate Change solutions. Work done by Carolina Lopes, 8th grade student.

Figure 11. Week 6: Call for action: Letters done with recycled materials by students from the 8<sup>th</sup> grade, class D.

Figure 13. Week 6: Eco-Friendly Week

winner.

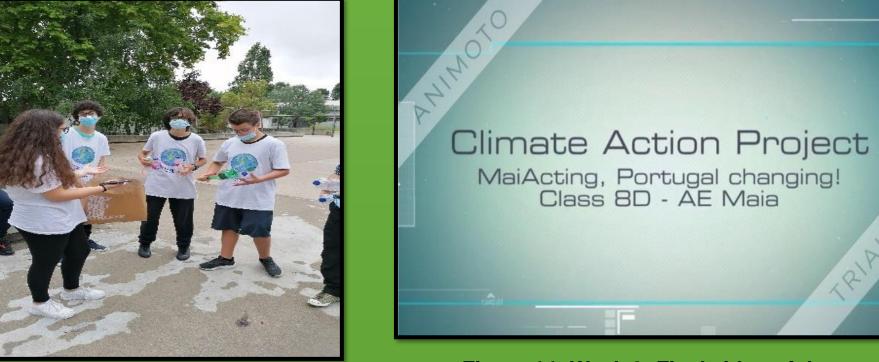


Figure 12. Week 6: Eco-Friendly Week: Plastic Hunt.

Figure 14: Week 6: Final video of the project Climate Change. https://www.youtube.com/watch?v= Kp6aKG7bado