***“THE RENEWABLE ENERGY IN EUROPE”***

*Make Europe a better place to live*

**1st teaching period**

This project has been carried out on digital platforms, using e-learning methods because ofCovid-19 outbreak and the worldwide lockdowns, in line with the direction of national healthcare authorities and the World Health Organization.

Once a week the teachers planned videoconference, giving students the proper input in order to work efficiently.

***1st Activity: Introduction***

Time: 30’

Type of activity: Discussion about the aim of the project

Class organisation: Discussion in virtual class

Actions/Tasks: Teachers inform the students about the topic of the project and the methodology needed to accomplish the tasks.

Because of the Covid-19 outbreak, teachers plan to have videoconference once a week and use digital platforms properly in order to give prompts and suggestions to the students.

***2nd Activity:* *Make Europe a better place to live***

Time: 30’

Type of activity: Video-projection and discussion

Class organisation: Discussion in virtual class

Actions/Tasks: The topic of the project is about the renewable energy sources in Europe and how it is widespread all over the Union.

It will be carried on following several steps:

1)Study the different kind of renewable energy sources;

2)Focus on the use of the above-mentioned sources in Europe;

3)Create a powerpoint with the information gathered;

4)Create a model of the renewable energy source chosen.

The first task they have to accomplish is to make researches about the renewable energies.

Teachers show students this video <https://www.youtube.com/watch?v=jS0ZIUtsQHg>

After watching this video, students have to gather ideas and prompts for their researches, considering this statement:

***“Fighting climate change is a real challenge but it is an opportunity for our economy as well.***

***Discover how the new 2030 goals for climate and energy will help make the EU more competitive, secure and sustainable”***

**2nd teaching period**

***1st Activity: Researches about the renewable energies***

Time: 60’

Type of activity: Discussion, video projection

Class organisation: Discussion in virtual class

Actions/Tasks: Students discuss about the video they have watched the previous videoconference.

After that, students talk about the researches they have done.

These researches are about the renewable energy sources (wind, solar, hydro, biomass, ocean and geothermal).

They engage in discussion on how their development is crucial for the years to come.

The websites used by the students are:

<https://www.studentenergy.org/topics/renewable-energy>

<https://www.studentenergy.org/topics/wind-power>

<https://www.studentenergy.org/topics/solar>

<https://www.studentenergy.org/topics/geothermal>

<https://www.studentenergy.org/topics/hydro-power>

During the videoconference, teachers set up a virtual round table, where students are free to discuss about the videos and websites used to make their researches.

**3rd teaching period**

***1st Activity: Games about renewable sources***

Time: 60’

Type of activity: Discussion, video projection

Class organisation: Discussion in virtual class

Actions/Tasks: During the videoconference, teachers decide to give further prompts to the students, using an online game about the renewable sources.

The website can be found at: <https://wonderville.org/asset/save-the-world>

Before starting the game, teachers explain the students the rules and the purpose of it.

This game is about renewable sources and it creates imaginary situations where the player has to choose which renewable energy is more suitable in a specific country.

After completing the steps, the game will show the score and the information (based on real data) concerning the use of a renewable source used in a country.

Therefore, as homework, students have to play this game and collect data in a draft.

Further prompts can be found at:

<https://www.nationalgeographic.org/game/national-geographic-energy/>

**4th teaching period**

***1st Activity: Results from the Game about renewable resources***

Time: 60’

Type of activity: Discussion, video projection

Class organisation: Discussion in virtual class

Actions/Tasks: Students discuss with the teachers about the results of the game they have played.

These results are part of actual data of the use of the renewable sources in Europe.

Students have collected a huge amount of data and as homework they have to create a power point where they explain the kind of renewable energy sources used by the European countries and make comparisons.

Teachers create a Word Doc to fill by the students.

The Word Doc can be found in the folder (see Renewable sources in Europe).

**5th teaching period**

***1stActivity: Creation of power point and models***

Time: 60’

Type of activity: Discussion, video projection

Class organisation: Discussion in virtual class

Actions/Tasks: Students discuss with the teachers about the power point they have created.

They also find global maps pointing different countries and the most used renewable sources.

Link at: <https://www.reddit.com/r/europe/comments/222p7o/share_of_energy_from_renewable_sources_in_the/> and <https://www.reddit.com/r/MapPorn/comments/6oou9d/renewable_energy_consumption_in_europe_3938x2481/>

Afterwards teachers discuss about the model to create that will join the last part of the entire project.

**6th teaching period**

**1st*Activity: Discussion about the models created***

Time: 60’

Type of activity: Discussion, video projection

Class organisation: Discussion in virtual class

Actions/Tasks: Students present the models they have created and discuss about the materials used in order to accomplish this task.

Teachers create a Word Doc to be used by the students to make a list of the materials.

The Word Doc can be found in the folder (see Renewable sources models).

As homework students they have to create videos of them describing the models they have created and learn how to use programs to edit them.

**7th teaching period**

**1st*Activity: Final Dissemination***

Time: 60’

Type of activity: Discussion, video projection

Class organisation: Discussion in virtual class

Actions/Tasks: Students presented their videos showing how they created the models.

They use this program <https://filmora.wondershare.com/it/> to complete the final task of editing of the project.