

**Climate Wise Schools and Students  
(2024-1-ES01-KA220-SCH-000251082)**



**Topic: Eco carriers (Complied by North Macedonia partner)**

**Level: Secondary School / High School**

**Time: 40+40 minutes**

**Objectives - Students will be able to:**

- ✓ Analyze how eco-friendly transport systems (“eco carriers”) operate in different national contexts;
- ✓ Compare environmental, economic, and social trade-offs;
- ✓ Develop evidence-based arguments Use AI as a thinking partner, not an answer machine;

**Disciplines: Science and Technology, Social Science, Ecology**

**Materials:** Tablet, PC or Smart Board/Notebook,  
Internet access for digital tools,  
Digital Labels (Apprentice, Specialist, Visionary, CEO).

**Activities and Practices:**

**Using video to simulate critical thinking and gamification to engage students in analysing and problem-solving**

**Warm Up Activities:**

Students are asked the questions below for critical thinking skills and discussion:

- Who are the main contributors of the pollution?
- Why is important the eco-friendly transportation?

After taking the answers and making the difference clear for the students, the teacher takes students' attention to the importance of eco carriers and make students watch the video

<https://youtu.be/iJqoajZQt8?si=0hSfxHdej5ZGnS5E>

<p>Then students are grouped by means of the wheel in the ink;  <a href="https://wordwall.net/resource/83500370">https://wordwall.net/resource/83500370</a></p>	<p>(There will be 6 teams, each team will have a name of a cartoon character of the partner countries)</p>
<p><b>TASK I</b></p> <p>Students are given to their first digital task according to the advantages and disadvantages and of eco carriers means of the digital tool in the link:</p>	<p><a href="https://cc.nearpod.com/6e1d6325e016dc1512dacd0f5836fdfb-1/2388023263">https://cc.nearpod.com/6e1d6325e016dc1512dacd0f5836fdfb-1/2388023263</a></p> <p>The finishers are given the <b>Hero Label</b>.</p>
<p><b>TASK II – video assignment</b></p> <p>Second task to work in groups:</p> <p>Students should watch the video carefully divided in groups and answer the questions that will pop-up while watching the one of Croatia videos:</p>	<p><a href="https://app.questionwell.org/play/7SPC8K">https://app.questionwell.org/play/7SPC8K</a></p> <p>The finishers are given the <b>Expert Label</b>.</p>
<p><b>TASK III – quizz game</b></p> <p>Students are given to their third digital task. They should read and explore the article <a href="https://www.turkiyetoday.com/business/turkiye-aims-rapid-shift-to-electric-vehicles-until-2035-78610/?utm=&amp;s=1">https://www.turkiyetoday.com/business/turkiye-aims-rapid-shift-to-electric-vehicles-until-2035-78610/?utm=&amp;s=1</a> and have to answer the questions while playing a quizz game of the digital tool in the link:</p>	<p><a href="https://app.questionwell.org/play/JXWMWE">https://app.questionwell.org/play/JXWMWE</a></p> <p>The finishers are given the <b>Master Label</b>.</p>
<p>Students have to discover about eco carriers in Spain and Greece and to discuss about the problems and solutions.</p> <p><b>Wrap Up:</b> Teacher summarizes the lesson. Everyone will post something about the question “What will I do to take care of the planet?” using the link below:</p> <p><a href="https://padlet.com/naimeambari/what-will-i-do-to-take-care-of-the-planet-b4t6um8mwzo7l4c8">https://padlet.com/naimeambari/what-will-i-do-to-take-care-of-the-planet-b4t6um8mwzo7l4c8</a></p>	<p>Spain: <a href="https://cadenaser.com/comunitat-valenciana/2025/06/18/balearia-reduce-un-5-su-huella-de-carbono-en-el-transporte-de-mercancias-radio-valencia/?utm_source=chatgpt.com">https://cadenaser.com/comunitat-valenciana/2025/06/18/balearia-reduce-un-5-su-huella-de-carbono-en-el-transporte-de-mercancias-radio-valencia/?utm_source=chatgpt.com</a></p> <p>Greece: <a href="https://www.iefimerida.gr/english/advancing-eu-goals-marine-protection">https://www.iefimerida.gr/english/advancing-eu-goals-marine-protection</a></p> <p>The finishers are given the <b>Discoverer Label</b>.</p>

**Assessment:** Teacher assesses the comprehension of students' orally. And asks them to assess their performance with a self-assessment form.

**Task V - Assignment:** Students are asked as a homework to investigate

- What are the main environmental problems in their country, selecting one of the fields of Energy, Industry, Transport, Agriculture, etc.?
- What are the existing solutions and technologies?

**Players' Journey**    **Onboarding:** Warm-Up Activities, Group Selection Wheel

**Scaffolding:** Task II -Task III

**Mastery:**– Task IV– Task V (Assignment)

**Gamification Elements:** Group work in teams, Cooperation, Rewards (Labels), Fun Elements (the quiz, collaborative digital activities)

**Intercultural Elements:** The teachers and students from each partner country will discover and talk about the eco carriers in other partner countries of the project.

## LABELS

