

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

**Topic: Green Transformation (Complied by North Macedonia)**



**Level: Secondary School / High School Freshman**

**Time: 40+40 minutes**

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

To understand what is green transformation

To explore the advantages and disadvantages of green transformation

To develop innovative ideas and solutions for green transformation

To understand how to modify daily lifestyle for eco-friendly purposes

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

**Materials: Tablet, PC or Smart Board/Notebook**

**Activities and Practices:**

**Warm Up Activities:**

The teacher asks these questions and make students discuss the difference:

- 1) What is the difference of weather and climate?
- 2) Do you know what it means to take care of the planet?

After taking the answers and making the difference clear for the students. The teacher asks about climate change issue and students are supposed to tell reasons and results.

Then, teacher takes students' attention to green transformation and make the students define green transformation with their own words and writing them in the app by using the QR Code below and the teacher will use the link for the student's inputs.



. <https://www.menti.com/alckmjnawvj6>

**Main Activities:**

Students are asked the questions below for critical thinking skills.

- Why is important the Green Transformation?

**Make students watch the video.**

[https://youtu.be/dw\\_orLDiifA?si=BWu-DsnO3bwXIde9](https://youtu.be/dw_orLDiifA?si=BWu-DsnO3bwXIde9)

**Then students are grouped by means of the wheel in the ink;**

<https://wordwall.net/resource/83500370>

(There will be 6 teams, each team will have a name of one of the partner countries)

**TASK I**

Students are given their first task:

Students should find the right answer about Green Transformation by means of the digital tool in the link:

<https://wordwall.net/resource/85493241>

The finishers are given the **Expert Label**

**TASK II**

Students are given to their second digital task. Match the advantages and of green transformation by means of the digital tool in the link:

<https://wordwall.net/resource/85493863>

The finishers are given the **Hero Label**



### TASK III

Students are given to their third digital task. Match the disadvantages and of green transformation by means of the digital tool in the link:

<https://wordwall.net/resource/85544504>

The finishers are given the **Master Label**



### TASK IV

Students are supposed to search for what kind of practices about Green Transformation are being carried out and also 2030 target regarding the name of their team. To illustrate, Spain team will search for Spain, Türkiye team will search for Türkiye and so on. However, all groups should identify the country best in Green Transformation. The finishers are given Discoverer Label.

<https://padlet.com/naimeambari/what-kind-of-practices-about-green-transformation-are-being-->



[low613rricz18t8a](https://padlet.com/naimeambari/what-kind-of-practices-about-green-transformation-are-being--low613rricz18t8a)

**Wrap Up:** 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:

<https://padlet.com/naimeambari/what-will-i-do-to-take-care-of-the-planet-b4t6um8mwzo7l4c8>



**Assessment:** Teacher assesses the comprehension of students’ orally. And ask 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 (word cloud, the quiz, digital matching activities)**

**Intercultural Elements: The teachers from each partner will talk about the green transformation in other partners of the project.**

Portugal: <https://folhaverde.pt/about/learning-approach/>

North Macedonia: <https://www.etf.europa.eu/en/skills-green-jobs-north-macedonia>  
<https://www.euronews.com/my-europe/2024/08/05/north-macedonia-is-getting-ahead-on-the-path-to-energy-transition-out-of-coal>

Greece: [https://en.sev.org.gr/business\\_priorities/green-growth-sustainability/](https://en.sev.org.gr/business_priorities/green-growth-sustainability/)  
<https://en.sev.org.gr/news/the-green-economy-and-sustainable-occupations-of-the-future/>

Türkiye: <https://www.youtube.com/watch?v=HZkFdcef5kw>  
<https://www.youtube.com/watch?v=EVE0wvAw2LQ>

Spain: <https://www.bbva.com/es/es/sostenibilidad/diez-claves-para-entender-la-ley-de-cambio-climatico-en-espana/>

Croatia: <https://www.facebook.com/WhatsupMrBug/>

### **Extension for Differentiation (Especially for High School Students):**

Students can be asked more and to give ideas about several practices:

- Investments in renewable energy, especially wind and solar power.
- Promotion of sustainable mobility, including extensive use of electric vehicles and public transportation.
- Implementation of waste management and recycling programs.
- Encouraging sustainable tourism and eco-friendly accommodations.
- Educational programs focused on sustainability in schools.
- Urban initiatives, such as green roofs, community gardens, and energy-efficient buildings.
- Biodiversity conservation and reforestation programs.

## LABELS



**Expert Label**  
(5 points)



**Hero Label**  
(5 points)



**Master Label**  
(5 points)



**Discoverer Label**  
(5 points)

## REFERENCES

- Advantages and Disadvantages of Green Technology; Goals, Challenges and Strengths - International Journal of Science and Engineering Applications Volume 6 Issue 09, 2017, ISSN-2319-7560 (Online)
- [https://reform-support.ec.europa.eu/what-we-do/green-transition\\_en](https://reform-support.ec.europa.eu/what-we-do/green-transition_en)
- <https://2030.builders/green-transformation-the-new-age-of-sustainability/>
- [https://social-innovation.hitachi/en/article/green\\_transformation/](https://social-innovation.hitachi/en/article/green_transformation/)
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