Implementation of STEM in our project.

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- **Purpose**: This project introduces to the United Nations' Sustainable Development Goal # 13: Climate Action, which encourages all, to take urgent action to combat climate change and impacts, to demonstrat the effects of climate change on every continent and its peoples around the world. Students will use experimental data or research techniques, information on how the climate affects human health, and how human beings based on inventions and technological development, growth affect climate change.
- Exposing the problem and discussing different ways to improve this situation created by the humans himself.

- **Methodology**: Students use the scientific method to analyze the data and compare the results with their peers to find a solution. Eskills, digital literacy and digital jobs are focused on introducing career opportunities in STEM and ICT, meeting with scientists and engineers, developing 21st century skills and eskills in order to make students more employable in the future.
- Concretely the methods used are: observation method, historical and research. The collected data were analyzed and discovered significant relationships between the integration of this project into the curriculum and the engagement of students in the learning process and in real life.
- Interviews and case studies are the methodological tools that are used to obtain a better understanding of the behaviors, processes and practices observed on the ground.

Driving Question

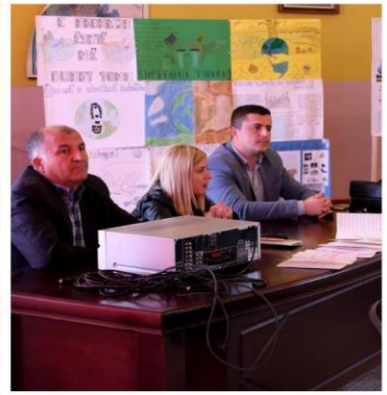
1. What are the causes of climate change and how the temperatures have changed over the years?
2. How has technology and industry developed as a factor of climate change?
3. What is the impact of technological development and climate change in our health
4. How can my students and I take action to protect the environment?

We have a single mission: to protect and hand on the planet to the next generation”
– Francois Hollande, President of France

- During the STEM Discovery Week we have performed some activities in order to encourage our community members to adopt lasting lifestyles – and lead by example.
- We created the dialogue with the community, with area deputy, representatives of central and local government, environmental specialist, business meetings, about climate action and technology use, because the industry has an impact on the environment, security to employees’ health community surveys.

Sometimes *it may be difficult to communicate the urgency of climate change through science and the media, but we and our students can explore the power of art to mobilize the public and the great potential for art-focused , using STEM to influence climate policies, we can create a change in climate awareness and participate in the engagement of our communities.*







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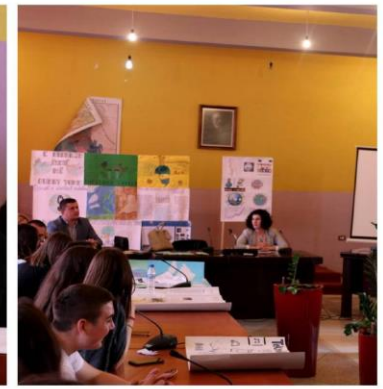

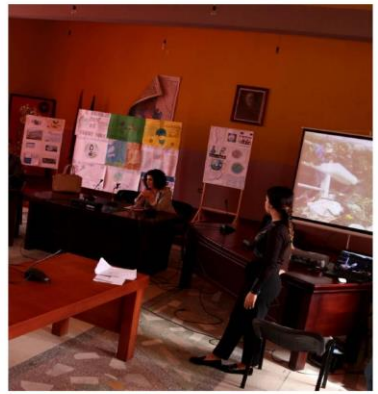



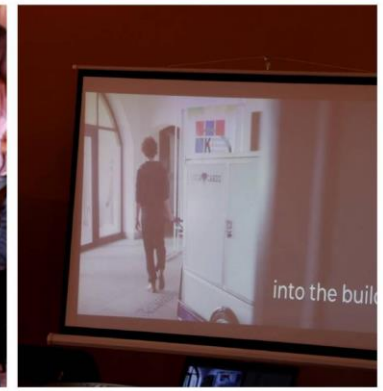
into the

- Students used photos, videos to create posters. Promoting changes is taking place in sectors including transportation, energy use and food production - all of these have an impact. The students have been part of this STEM project for change, helping us move towards a sustainable society. It is also important to modify our customs and take action in our community to support sustainable choices – from bicycles to farmers' markets – that make a ow carbon style available.
- ***Every little one can make a difference, we know that we can do more and more***
- Our project help to create an ethical guardianship in our community in how lifestyle can change by participating in local green initiatives such as planting trees, recycling or use the bicycles.
- The more families, schools and businesses participating, more greener we will be and the brighter future for our planet. #EduArctic #


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Thinking science





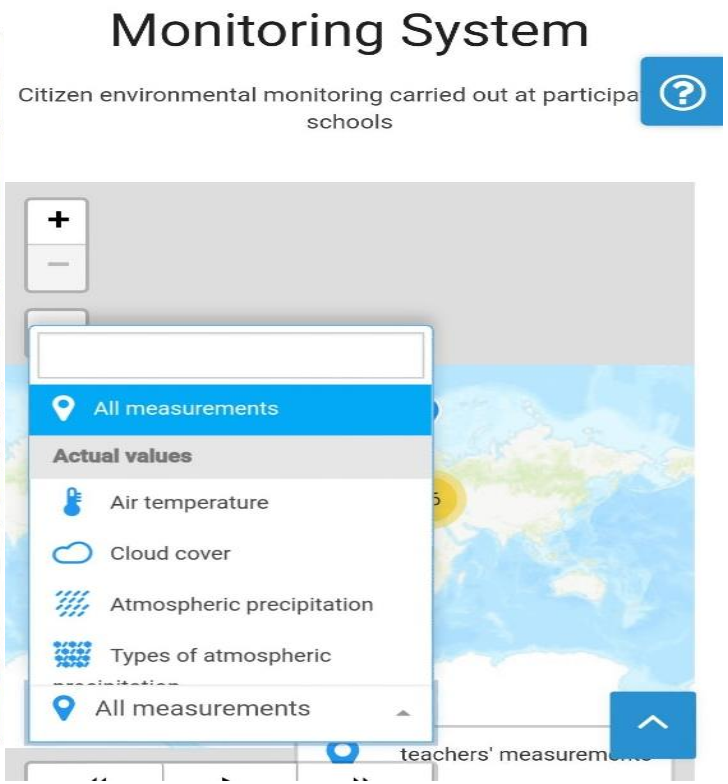






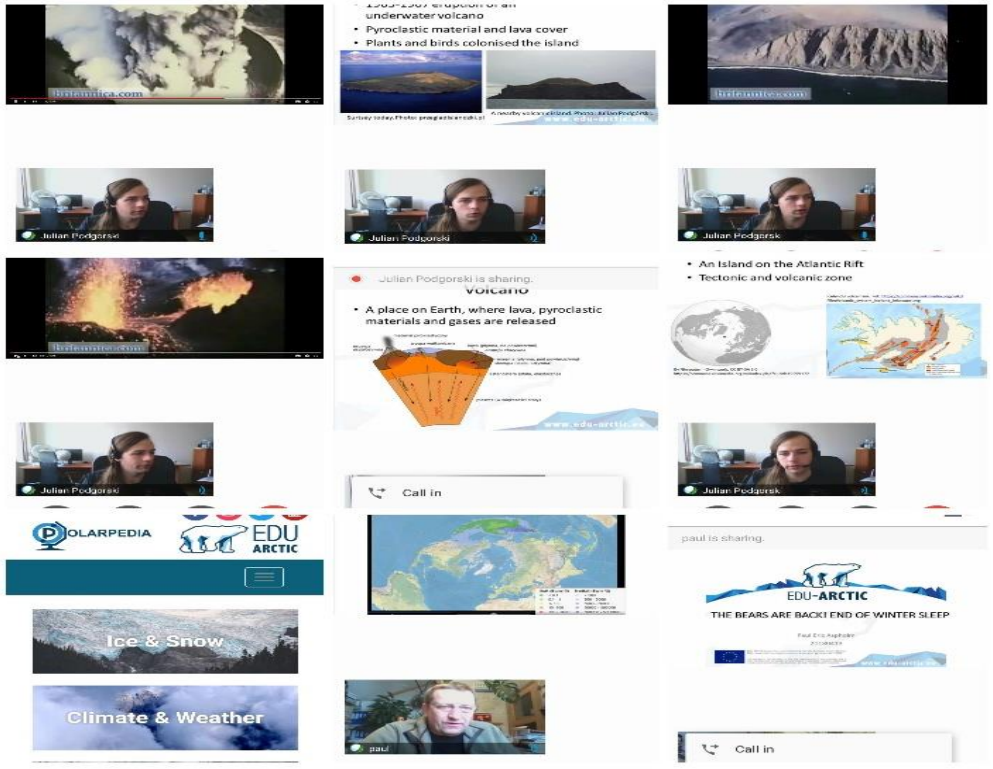


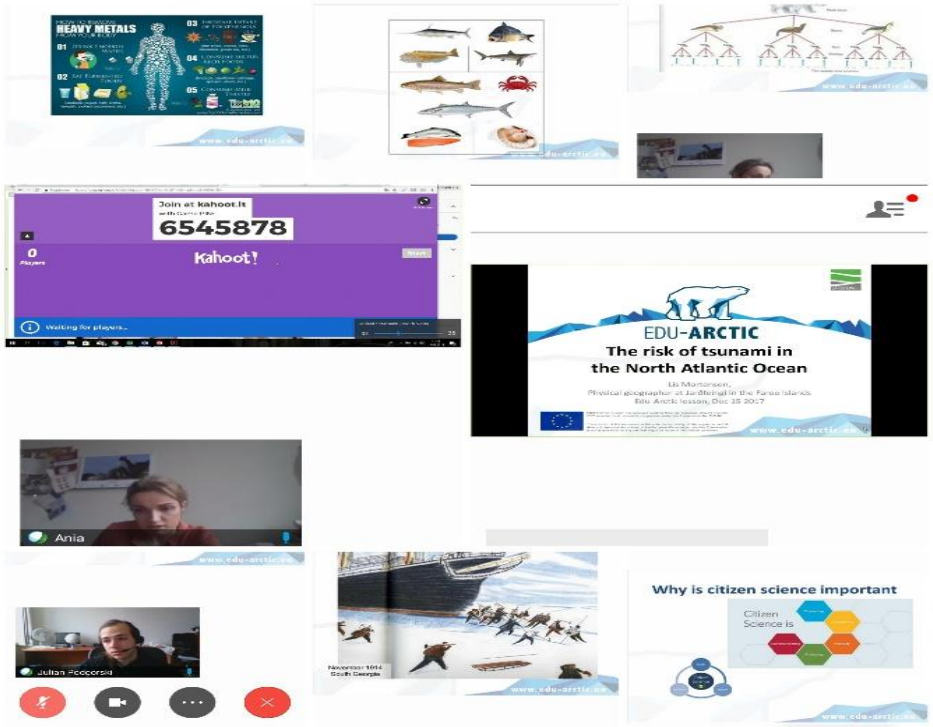
- Create and distribute in our community a climate action pledge encouraging our community to turn off lights, use public transportation or other actions to help combat climate change. Measure our carbon footprint and calculate how much energy or money our school could save by switching to eco-friendly products and practices. Share our results and discuss how our school and community can reduce our carbon footprint.
- Using Monitoring Sistem to measure the temperatures @Edu-Arctic



We created a constructive debate through a conference highlighting the inclusion of the research priorities of our school pupils, climate change, and follow-up of awareness-raising messages for environmental conservation because "***What's happening in the Arctic does not remain in the Arctic".***

Incorporating e-learning by Edu Edu-Arctic lessons will increase motivation and will also develop key competencies to emphasize the importance of global environmental issues and improve knowledge in the areas of sustainable development and renewable energy, develop cooperative partnerships between schools and the wider community, in forr





- **The final** stage was processing and analyzing data and drawing conclusions. In this study, data research has to do with critical thinking skills and the ability of students to build a product based on originality and interactivity skills. Problems given are made up of open questions. As such, they were given the freedom to decide how to solve real-life problems by suggesting their ideas and meeting with a specialist and a politician. Observation results were collected and analyzed to determine critical thinking skills and student engagement based on five indicators to be able to formulate key issues;

- □ be able to discover the facts necessary to solve a problem;
- □ be able to choose logical, relevant and accurate arguments;
- □ be able to discover prejudices based on different views;
- □ be able to determine the effect and impact of joint work, motivation and decision-making.

Get to the final conclusion: "If you do not care about the earth, then she will not care for you"