



C6 Dear Mir



VIRTUAL MOBILITY
12th – 16th April, 2021

OSNOVNA ŠOLA PIVKA, SLOVENIA

- The final mobility C4 DEAR MIR, due to take place at the coordinating school in the UK, in the month of March 2020, was cancelled due to the COVID19 pandemic. Plans were made by the coordinators to set a new date for the mobility, but because of all the problems faced by the pandemic (quarantine, schools closing, increasing infections, etc), it became impossible to set a suitable date for all. Because of this, the project was also extended until the end of May 2021.
- Since the pandemic did not cease, the project coordinators unanimously decided that the mobility to the UK be replaced by a virtual mobility (entered in the MT as *C6 Dear Mir*), which included online meetings from 12th – 16th April, 2021. These meetings were carried out to the fullest by the students and teachers of all partner schools.

VIRTUAL MEETING – DAY 1

AGENDA:

Introduction

Welcome to Shotton Hall, (I Kell project coordinator)

Virtual Tour of Shotton Hall (presented by UK Student)

Virtual Choir welcome (Shotton Hall virtual Choir)

Virtual Tour od Durham (Shotton Hall student)

Review

Students will present a kahoot to test you on presentation

Over to You Italian student(s) Will present a presentation on their experience

Of Lockdown

Polish student(s) Will present a presentation on their experience

Of Lockdown

Slovenian student(s) Will present a presentation on their experience

Of Lockdown

Cypriot student(s) Will present a presentation on their experience

Of Lockdown

UK student(s) Will present a presentation on their experience

Of Lockdown

FEEDBACK

Students complete comments on Padlet.

VIRTUAL MEETING – DAY 2

AGENDA:

Welcome Review activities from previous meeting

Partners complete presentations which had not been completed during previous meeting.

Pupils present:

Energy usage in their own region including personal transportation

How do we waste energy and how to save energy.

Presentation on light pollution

Presentation on local traffic problems

Students meet in breakout rooms for unstructured meeting

VIRTUAL MEEITING – DAY 3

AGENDA:

Welcome

Video showing green energy generation and green transport. Created by UK students

Polish presentation of environmentally friendly restaurant

Italian present Padlet

Slovenian Presentation on water (PPT and lesson plan on water)

Cypriot Presentation

Students work in chat rooms

VIRTUAL MEETING – DAY 4

AGENDA:

Pleanary - A presentation of a lesson on ENERGY RESOURCES including everything from the teacher's background knowledge and preparation to the learning objective, actual lesson plan, revision, discussion and evaluation:

https://nearpod.com/t/science/8th/energy-resources-L39603191?branch_match_id=831260627292332544

Students discuss and debate the lesson in chat rooms.

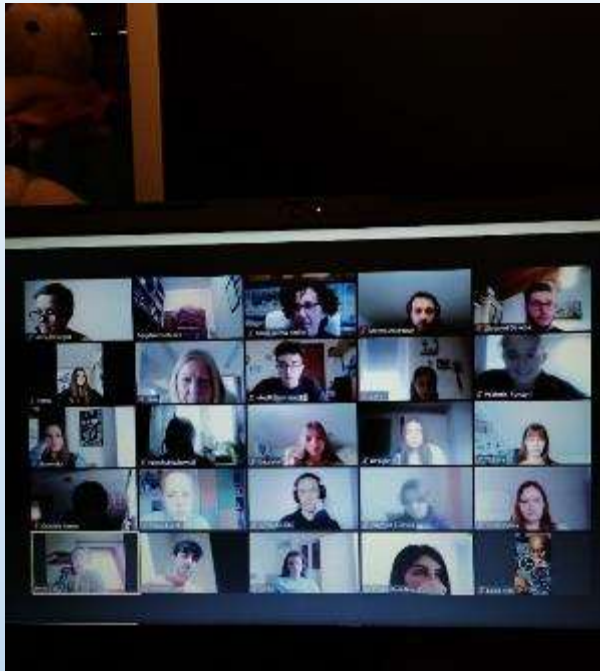
VIRTUAL MEETING – DAY 5

AGENDA:

- A continuation of the lesson plan from the previous day - project coordinator, Ian Kell
- A Kahoot on "Forecasts" presented by Poland - Students and teachers played it answering questions on how our planet will be in the next years, based on scientific researches and forecasts.
- Discussions on these forecasts and many other topics in breakout rooms
- Concluding words by project coordinator, Ian Kell

INTRODUCTIONS

PROJECT COORDINATOR, MR. IAN KELL



TEACHERS AND STUDENTS



SOMETHING POSITIVE ABOUT LOCKDOWN

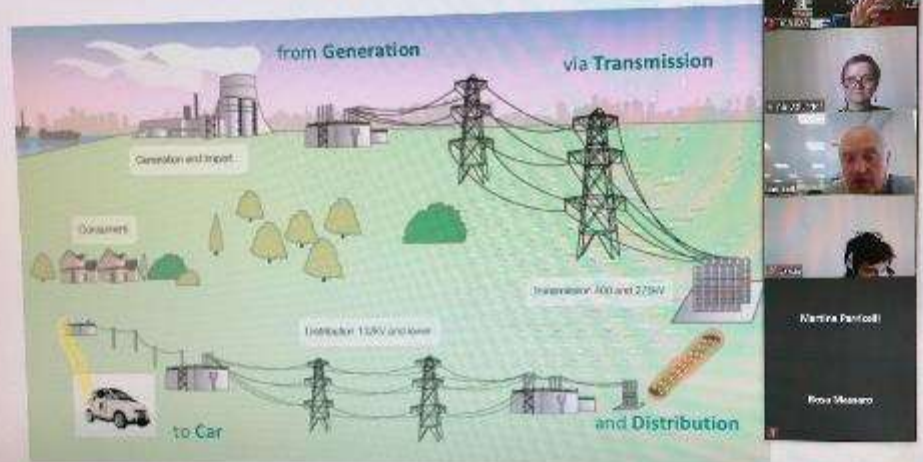
...moving ahead from the middle of
...all border crossings were closed
...rank who start in Italy, Austria and

→ We were buying masks and getting fat - so some
working out more at home



feeling of insecurity about the health of
members of families
spending a lot of time in front of a screen either for e
entertaining

Well to Wheel Approach for Electricity



Martina Pamolik

Pavel Mrazek

Possible New Generation



Wind



Off-shore wind



Wave



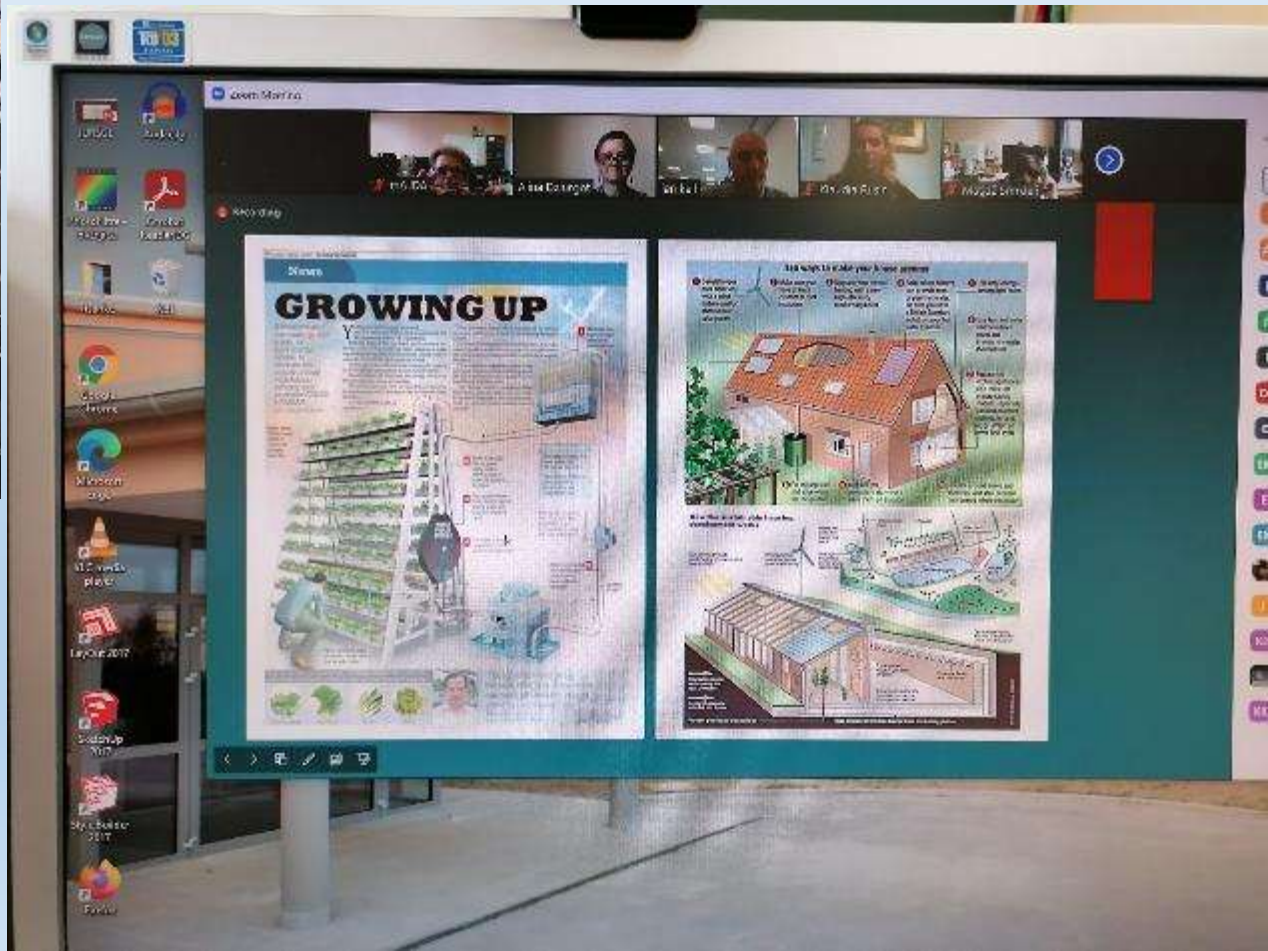
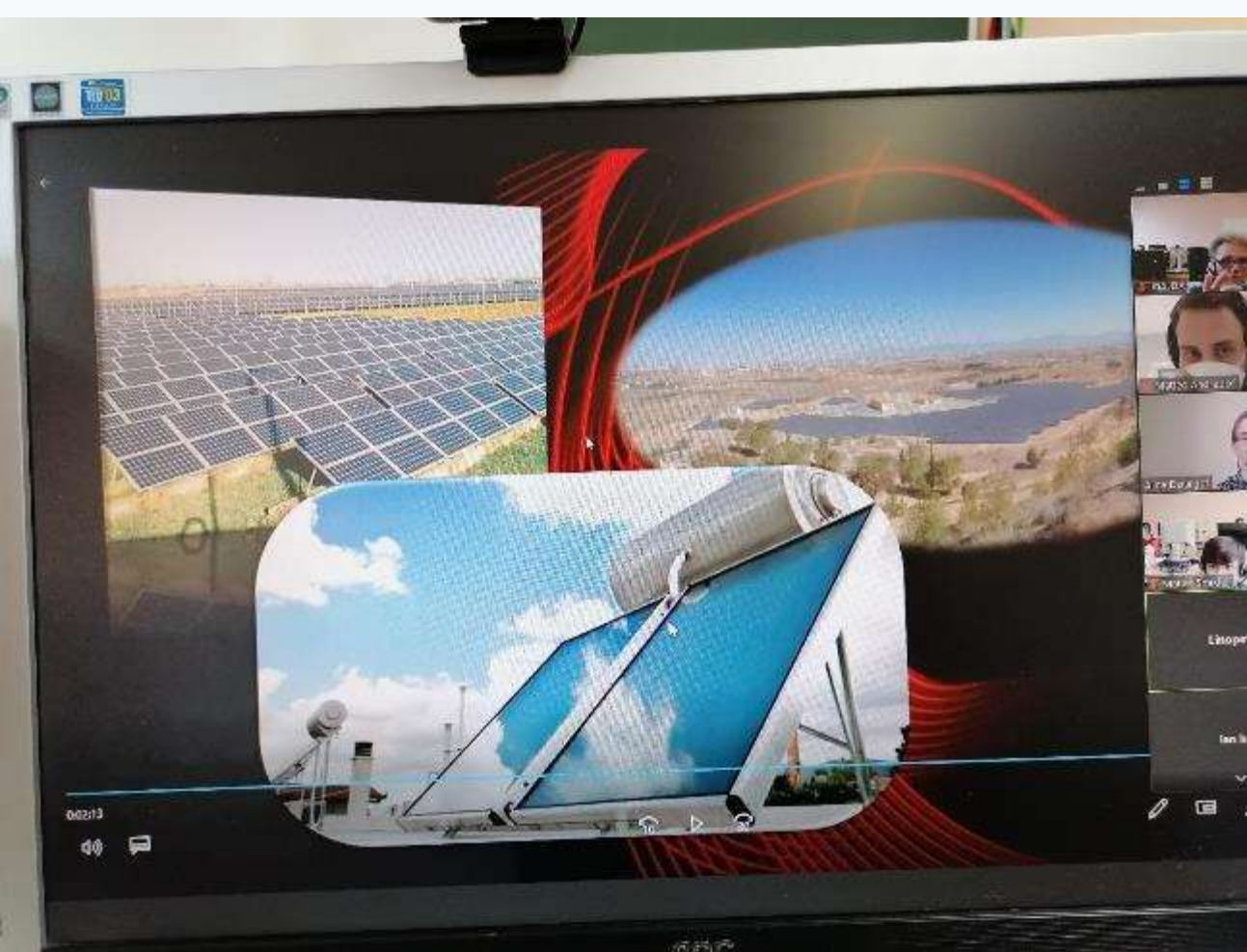
Solar

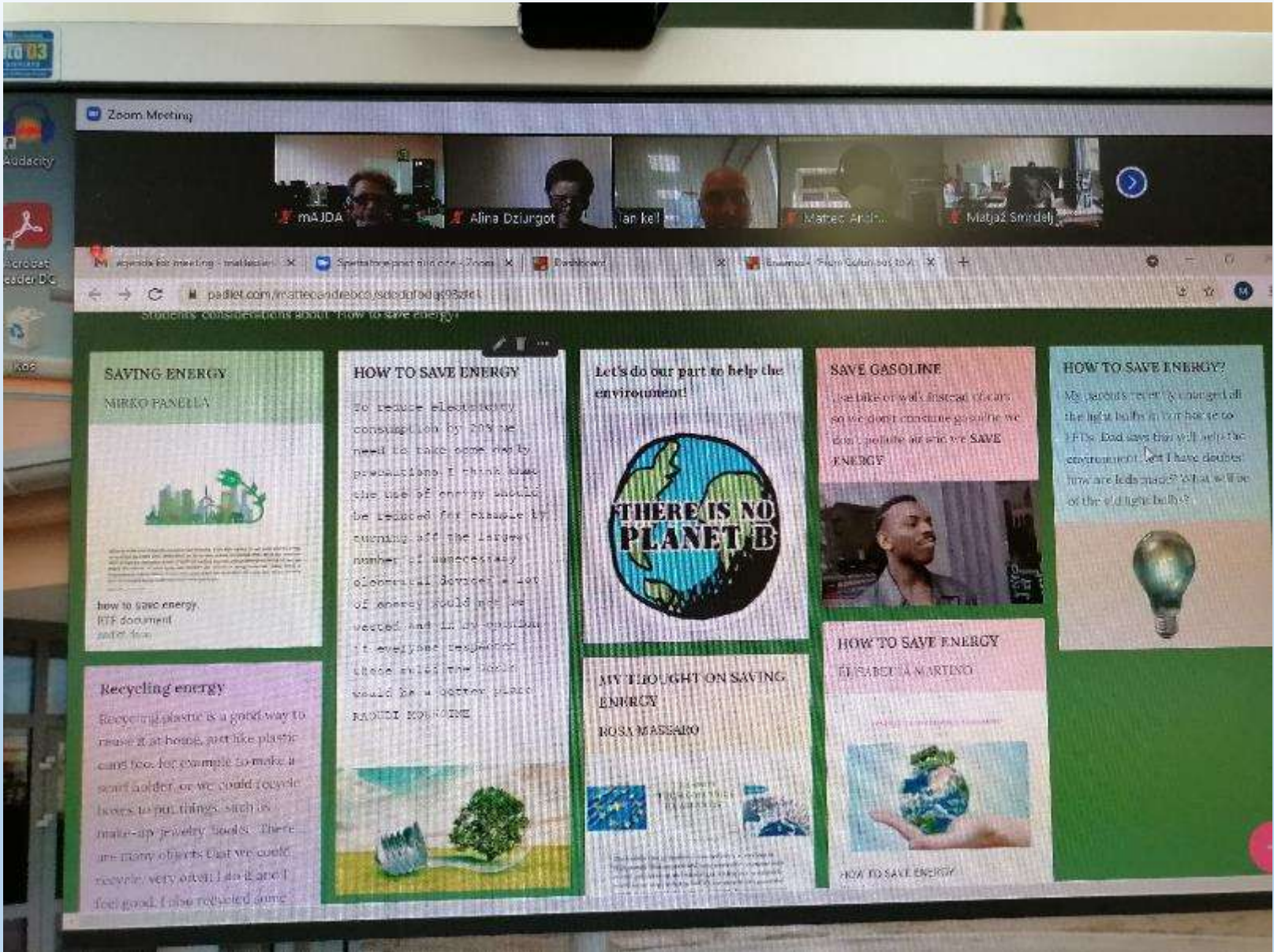


Nuclear

Martina Pamolik

Pavel Mrazek









SLOVENIA

2020/2021

OSNOVNA ŠOLA PIVKA, SLOVENIA

LIFELESS LIFE in SLOVENIA









PROTESTS



RIOTS





I don't understand!



FRUSTRATION



Circuit breaker lockdown to be imposed from 1 April

Brdo pri Kranju, 28 March - The government has endorsed the proposal of the Covid-19 advisory team to impose an 11-day circuit breaker lockdown from 1 April in a bid to help hospitals cope with an expected influx in Covid-19 patients following an increase in Slovenia's coronavirus transmission rates driven by the UK variant.



Basic information

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Category: Health, environment, science / Politics

Keywords: GOVERNMENT, CORONAVIRUS, EPIDEMIC, RESTRICTIONS

Author: ep/sm/sm

Tools



Related news

Mar 28, 2021, 17:08 // Politics

[Border restrictions stiffened from Monday](#)

Mar 28, 2021, 16:17 // Health, environment, science / Politics

[Circuit breaker lockdown to be imposed from 1 April](#)

Mar 28, 2021, 15:58 // Health, environment, science / Politics

[Circuit breaker lockdown to be imposed from 1 April](#)

Mar 28, 2021, 14:48 // Health, environment, science / Politics

[Covid team proposes circuit breaker lockdown](#)

LOCKDOWN - SLOVENIA

- **In 2019 – 2020 – online learning lasted from the middle of March to the end of May – all border crossings were closed except for 7 of them for people who work in Italy, Austria and Hungary.**
- **The municipalities were closed too, except for people with special permission**
- **People were frustrated because they were confined to their houses and there were many protests and riots where people didn't wear any masks AND were arrested.**
- **In this school year online learning was from 16th October – 5th February**
- **We came back to school on the 9th February**
- **BUT because the number of covid victims increased so much, we were in lockdown again from 1st – 11th April. So we're back at school this week.**

- **SOMETHING NEGATIVE ABOUT LOCKDOWN**

- A lot of us became lazy....we went to bed late and found it very hard to get up in the morning to join our online lessons; many students felt isolated; no one could help them when they needed it most.
- Parents were frustrated.....children especially those with special needs were bored and sad
- We were forbidden to go out of the house, so we couldn't visit any of our friends or relatives

- **SOMETHING POSITIVE ABOUT LOCKDOWN**

- We were eating more and getting fat – **so some students started working out more at home**

- Distance learning was a new experience that motivated many students and many of us started getting better marks
- Many students started talking to schoolmates online that they never talked to before and so made new friends
- We spent more time with our loved ones.
- We also noticed that there was less traffic in our region and so fewer accidents

We hope next year will be better than this one, and that we will be able to see our new friends face to face.

Keep safe!!

Students from Slovenia.

- WATER -

LESSON

**Combining GEOGRAPHY, HISTORY &
ENGLISH**



Co-funded by the
Erasmus+ Programme
of the European Union



LESSON PLAN

AGE GROUP: 14 (8th class)

THEME: WATER – the source of life

= THE WATER CIRCLE

**= THE ARRIVAL OF COLONIZATIONS AND
SETTLEMENTS – the importance of water for
Man**

**= THE DEVELOPMENT OF INDUSTRIES and PROGRESS
IN AGRICULTURE**

= WATER IN TODAY'S WORLD – CONSEQUENCES

THE TEACHING OBJECTIVES:

- **A revision of three subjects:**
- **Students review water**
 - = **from the point of view of geography – the water cycle process and geographical terminology**
 - = **from the point of view of history – clean water during and after the migration of nations and the formation of colonies and settlements**
 - = **from the point of view of English as a foreign/second language – oral skills and performance**

LESSON PROCEDURE

Step 1:

- **Using PPT of the water cycle students review the process of the water cycle and the terminology that goes with it: groundwater, forms of above-ground water (rivers, lakes, marshes, iceberg, oceans, streams, creeks...), the changes in water currents of rivers at their source, on their way to the river mouth; intermittent rivers and lakes, underground caves, as well as the importance of clean water as a source of life.**

Step 2:

- **Students review the importance of water for people:**
 - = **first from a historical viewpoint making reference to the time when the migration of nations and formation of colonies and settlements began –**
(Where did they settle and why?) – along rivers and lakes because it was a source of clean drinking water for both people and animals; it provided irrigation for farming as well as for navigation purposes.

Step 3:

- **Students analyse the gradual degeneration of water leading up to the DEVELOPMENT OF INDUSTRIES and AGRICULTURE and especially during the time of the INDUSTRIAL REVOLUTION until today, making particular reference to:**
 - = **wastewater from industries and households**
 - = **water transport of dangerous goods**
 - = **the overuse of pesticides and fertilizers for farming purposes**
 - = **chemical pollution**

The answers have already been given.

Step 4:

- Students do a gap fill exercise in pairs (time limit)
- Correct together using a PPT presentation

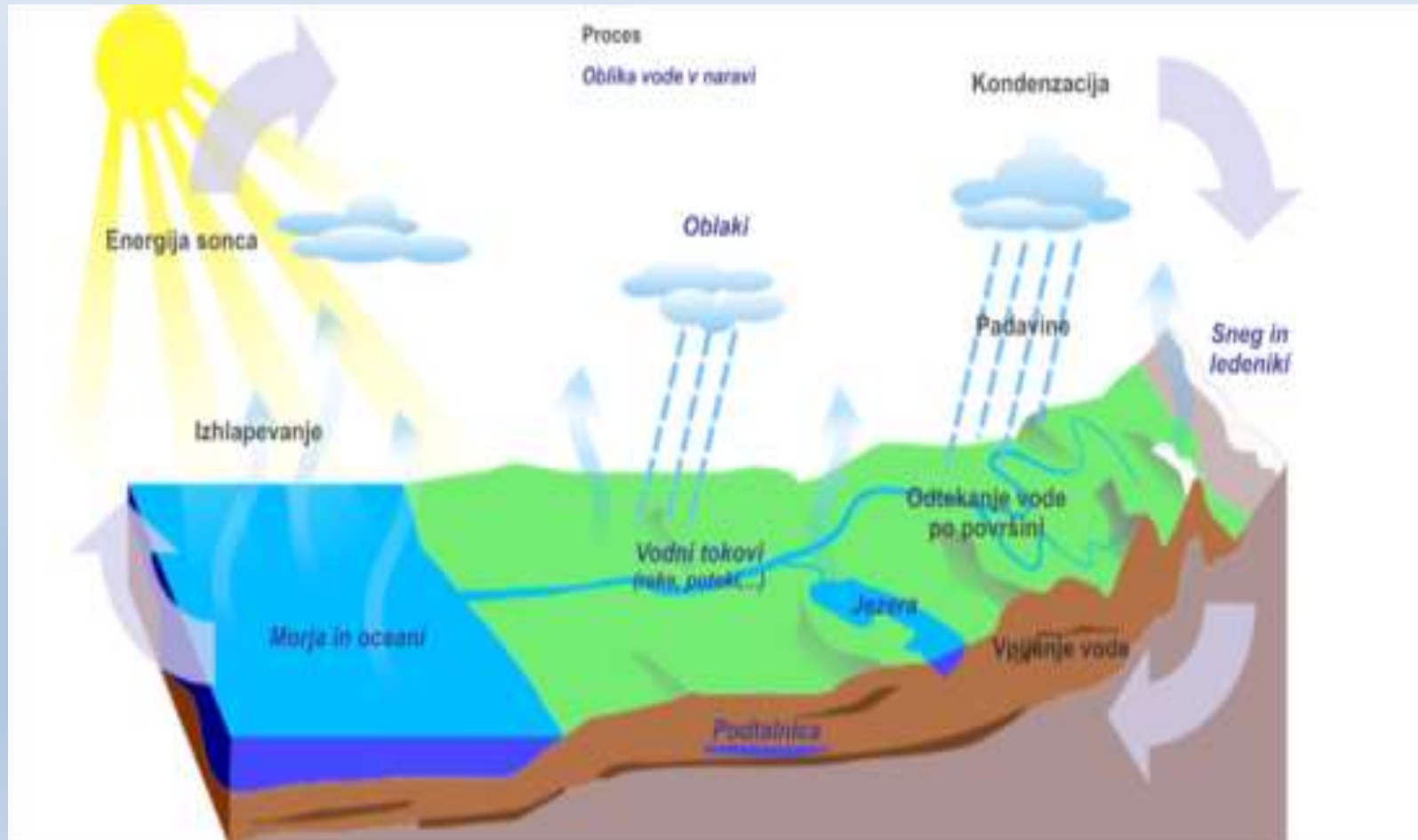
- **Sample of gap fill exercise:**

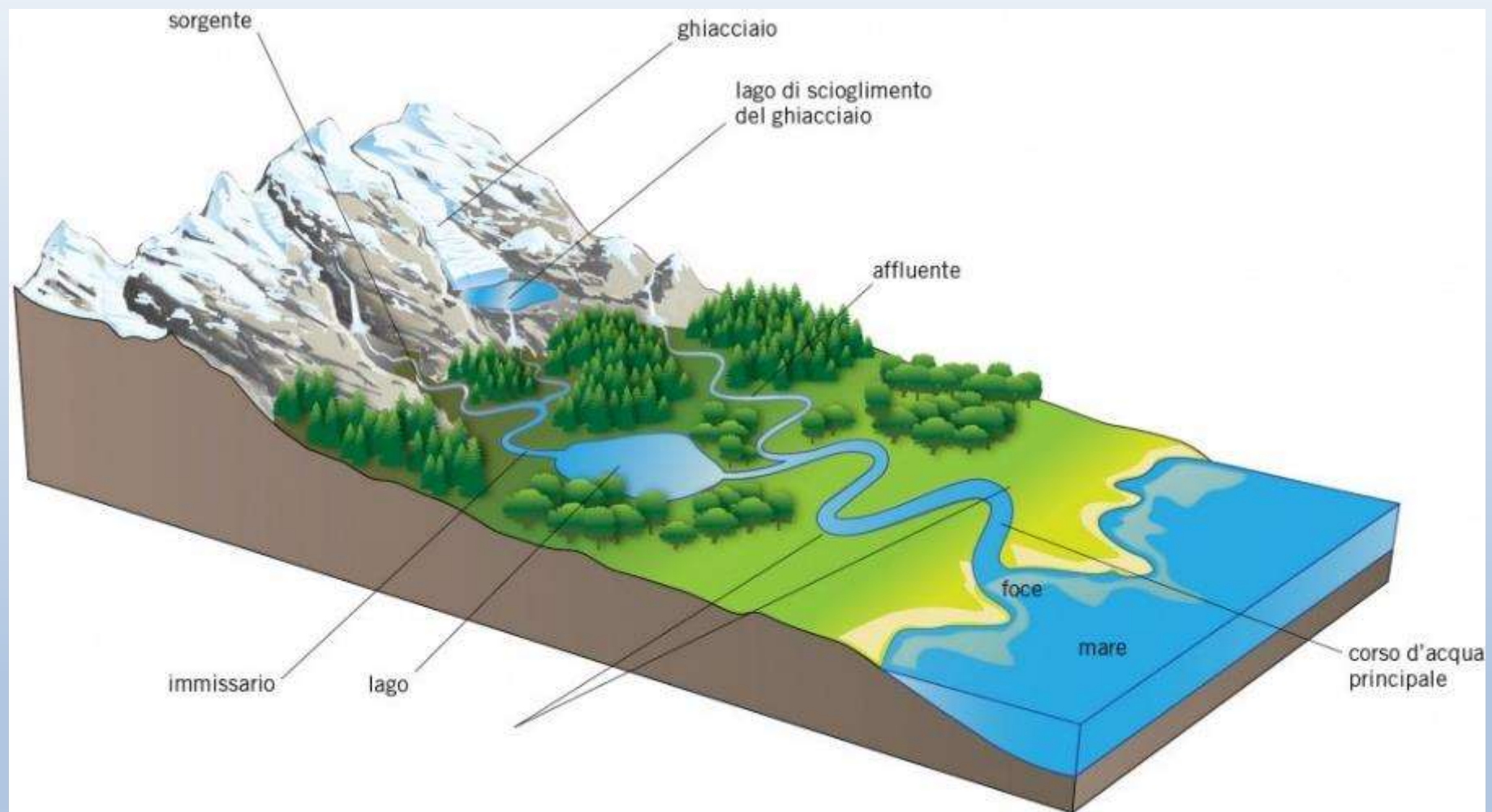
Fill in the blanks with one of the given words.

1. We can distinguish between _____ (lakes), _____ (rivers), _____ (oceans), and _____ (icebergs).
2. The water that flows underground is called _____ (underground water).
3. At its source water flows _____ (fast) and creates _____ (valleys) and _____ (waterfalls).
4. At the river mouth it slows down, creates _____ (meanders) and flows into the _____ (sea).
5. The first civilizations developed along _____ (rivers) .
6. Water made it possible for people to _____ (settle down) permanently along rivers that enabled them to use the water for _____ (drinking), _____ (irrigation) and _____ (water transport).
7. Today _____ (water pollution) has become a big problem.
8. Chemical pollution includes the overuse of _____ and _____ (pesticides / fertilizers) for farming purposes.

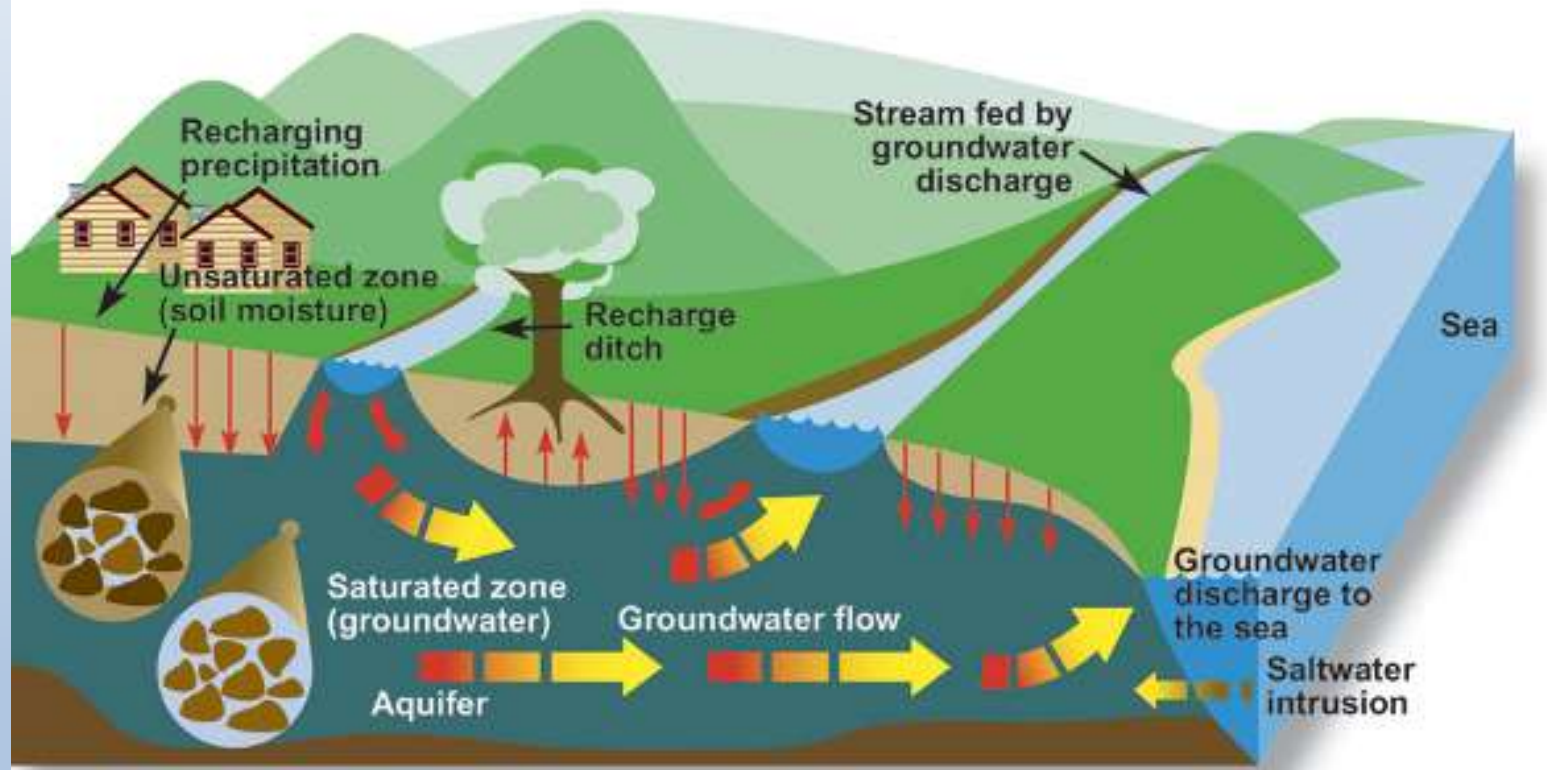
PICTURES ACCOMPANYING THE LESSON PLAN

- 1.WATER CYCLE -

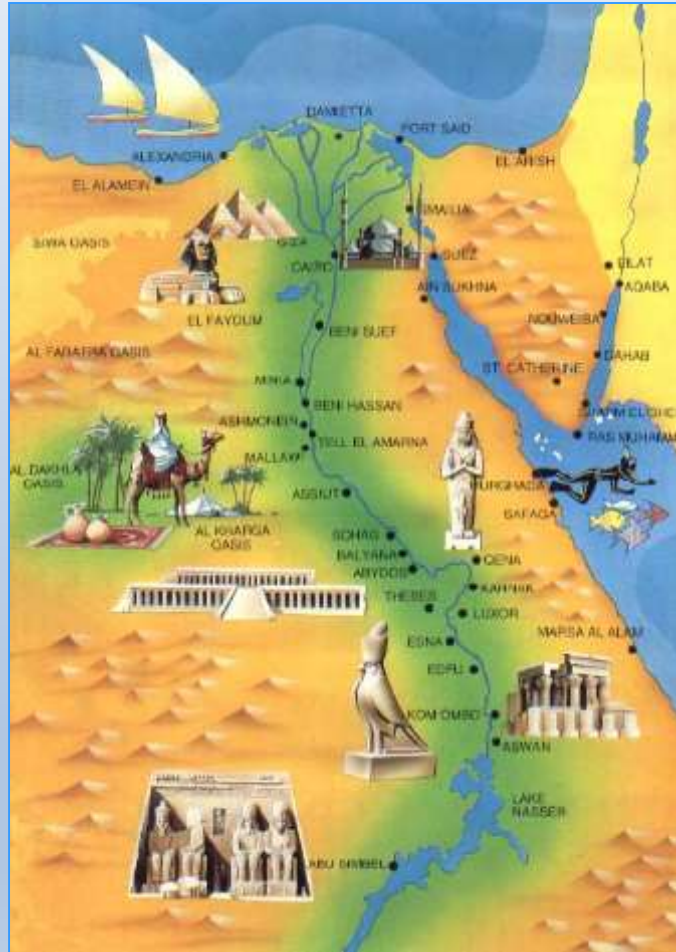




Groundwater flow

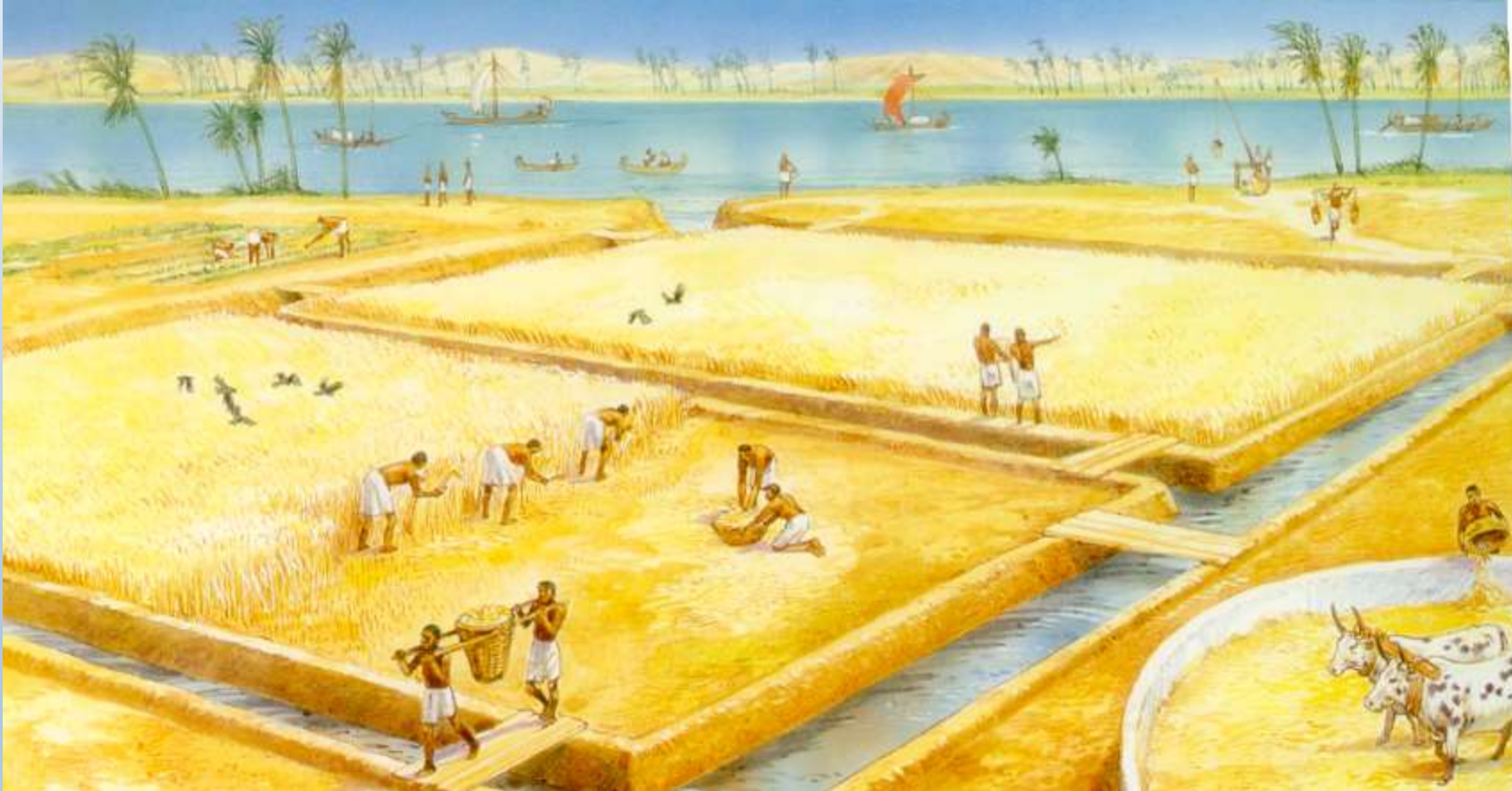


2. SETTLEMENTS

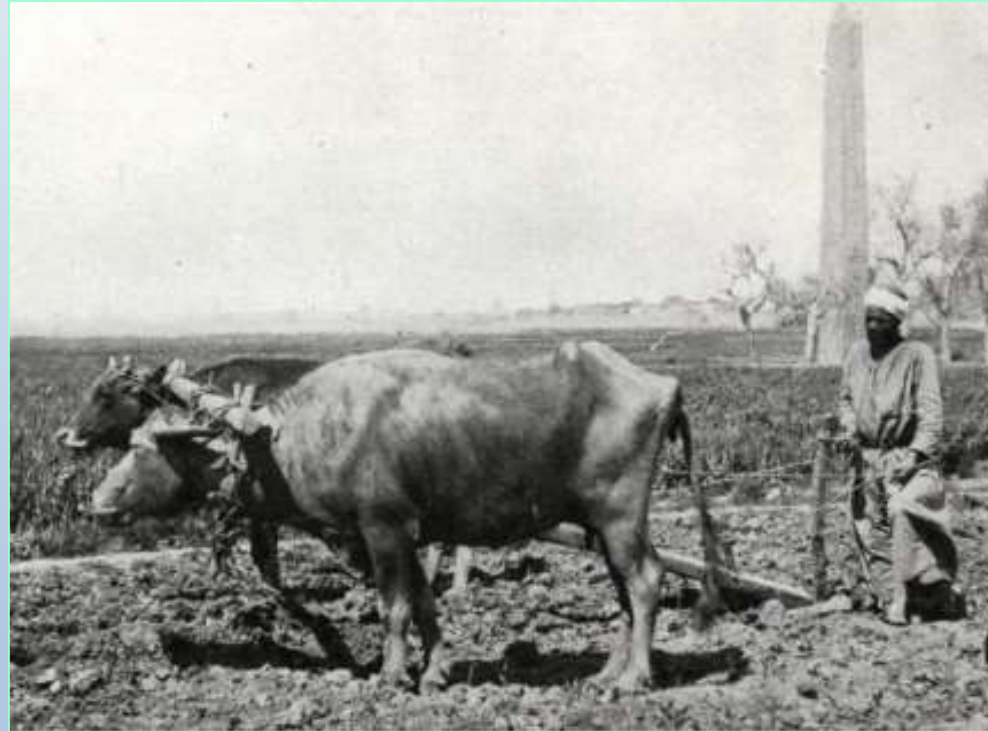




Water for irrigation...



SURVIVAL...



TRANSPORTATION



3. POLLUTION





Water, the source of life - video link:

<https://www.youtube.com/watch?v=IDwDn-VSLeQ>

- <http://www.devetletka.net/gradiva/zgodovina>
- https://sl.wikipedia.org/wiki/Kro%C5%BEenje_vode
- https://sl.wikipedia.org/wiki/Slika:River_flow.JPG
- http://www.webalice.it/luciadongilli/il%20Trentino/i_fiumi.htm
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- <https://uploads.letters2president.org/1477625143301-GP01B4T-ocean-pollution.jpg>
- <https://www.nationalgeographic.com/content/dam/environment/ocean/rights-exempt/photos/000/000/46.ngsversion.1496243094429.adapt.1900.1.jpg>

STATEMENT

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Group work on lockdown and water prepared by students
and mentor teachers at Osnovna šola Pivka, Slovenia.

PPT prepared by mag. Magdalena Bobek.

THE END