

Spread the Word

How to involve students, parents and coworkers in the project to make a good foundation which will be a part of our everyday life.

Involvement of school management
Þingeyjarskóli, September 2022



Smarter Europe



Greener, carbon free Europe



Connected Europe

The main objectives of the project:

SUSTAINABILITY - The Fight against climate change. Focusing on Iceland's special circumstances as an island in the Northern Atlantic ocean with great access to sustainable green energy. We want to inspire our students and parents in a very concrete and easily accessible way to act sustainably, i.e. by finding ways to use green energy and other natural resources for self-sufficient food production and recognizing sustainable choices and solutions in their everyday life.

TECHNOLOGY UNDERSTANDING - Use of digital solutions in teaching, learning and play. We want to develop Cross-border teaching and learning on programming and innovation. Emphasis on raising awareness of digital and technological methods in working with social well-being, inclusion and youth democracy.

CHILDREN'S RIGHTS - to teach the individual child that they can each help to make a difference. We want to develop a more secure and sustainable community, where everyone, regardless of learning problems, race, gender, orientation or identity, can take part in the democratic process.

Þingeyjarskóli's focus this school year:

August-December:

- **Sustainability:**

- *Increase students' conscious awareness about their near environment and how we can be self-sufficient in producing food that is possible to grow in our environment.*

How: Student visit to a food farm that uses geothermal energy and heat to grow vegetables in greenhouses throughout the year. Creation of a planting bed where potatoes are planted and harvested before being used in the making of food for the students.

- *The economical aspect and the origin of the energy that we use.*
How: Teachers will educate students on the economical side of energy, such as the cost of using a clothing dryer instead of hanging clothes up to dry, the differences in the cost of owning an electric vs biofuel vehicle in Iceland which mass produces eco friendly electricity, as well as comparing the origin of the electricity and biofuels that gets used in our homes and on our cars.
- **Children's rights:**
 - *To study the UNICEF school in Iceland and see what we can adopt and benefit from their work, especially in relation to the UNCRC (United Nations Convention on the Rights of the Child).*
How: School administration and teachers gather information on the UNICEF school and get a closer introduction to the UNCRC
 - *Empower students and involve the children in decision making.*
How: Hold a school conference between students, teachers, parents and politicians to gather views and ideas. Make the students leaders in the project.
- **Intercultural competence and Technology understanding:**
 - *The use of technology with students with special needs.*
How: Training students in the use of speech recognition software and text-to-speech software. Using technology for diverse and creative ways for students to work on and finish school projects and coursework based on their different needs and interests. I.e. using multimedia to hand in work via video, art, recorded speech etc.
 - *Intercultural communication*
How: The students in 4th-6th grade exchange descriptions of themselves between countries and create portraits based on descriptions received from fellow students.

January-May:

- **Technology understanding:**
 - *3D-printing 8th-10th grade.*
How: The students will be given a specific assignment which is printing amplifying woofers for their own smartphones.
 - *Programming in Scratch.*
How: By introducing the Scratch program to older students and staff members, it's functionality and usage.
- **Children's rights:**
 - *The tools of technology in student empowerment and democracy education.*
How: By using the tools of technology to strengthen social skills and educate children and young people about their rights and opportunities in order to encourage sustainable participation in a democratic society.

- *First steps in the implementation of the UNICEF school program.*
How: Using the information already gathered we will take steps to follow UNICEF guidelines on becoming a UNICEF school.
- **Sustainability:**
 - *The chain of recycling.*
How: Teachers educate students on the chain of recycling. I.e. by examining the natural degrading processes of plastic bags VS Paper bags and other biodegradable materials in a controlled and accessible outdoors environment.
 - *What is that carbon footprint?*
How: Teachers will educate students on the concept of carbon footprints. Project around calculating our carbon footprint around a specific subject, i.e. the carbon footprint between 1-3 different school meals.

