CASE STUDIES – GOOD PRACTICES

CASE STUDY 1

Title / Titre	Educ'EAU Vézère-Corrèze project Water quality and uses
Abstract Présentation courte du projet - résumé	The Educ'EAU project provides an overview of water quality along the Vézère and Corrèze rivers. The aim of the project is to get pupils and teachers involved in a participatory science initiative to promote knowledge and awareness of aquatic environments. The idea is to offer pupils a two-tiered approach, anchored in the local area and emphasizing solidarity between territories (via the links between them). A 6-session teaching program (see attached document) has been drawn up. It is common to all participating classes (50 classes and 1016 pupils). Description of the 6 sessions : → Introduction to the project: class knowledge of the Vézère-Corrèze watershed → Water users: find out about water uses → Water analyses: understanding the impact of human activities on water quality → The biotic index: become aware of the biodiversity of aquatic environments → Writing an article: learn about the impact of human activities on water quality and aquatic life. → Access to the synthesis and feedback: debrief on the results obtained.
	→ Adour-Garonne Water Agency → Syndicat Mixte à la Carte pour l'Aménagement de la Vézère (SIAV) → Communauté de communes locales des bassins versants des deux rivières (local communities of the two rivers' watersheds) → Maison de l'Eau et de la Pêche de la Corrèze (MEP19)

Partnership Partenaires	→ Service Education à l'environnement Ligue de l'enseignement FAL19
Level (local, national, international) Niveau	Project carried out in France, in the Corrèze department. A local project covering the entire length of the Vézère and Corrèze rivers. From their source to their confluence and the exit of the Vézère from the département... 
Overall objective Principaux objectifs	→ Enable every student along the Vézère and Corrèze rivers to have a global vision of water quality along its entire course. → Understand that actions on the upstream environment have an impact downstream. → To enable each participating school to introduce the others to the specific features of its geographical area and any related problems. → To draw up a qualitative assessment of the two rivers concerned. → Highlight the Vézère and Corrèze rivers, and by extension their watersheds. → Focus on the notions of eco-citizenship and sustainable development.
Specific objectives Objectifs spécifiques	→ Be able to situate your school on the linear scale of the river river concerned. → Be able to understand the project, its usefulness and the commitment required. → be able to objectively assess their knowledge of freshwater pollution. of freshwater pollution. → To be aware of the necessity of water for mankind. To be able to identify the main uses of water. → Be able to understand the possible impacts of these uses of water. → Be able to acquire knowledge of the physical and chemical characteristics of water. chemical characteristics of water.

	→ Be able to use tools to measure water quality. → Be able to follow and understand a protocol. → Be able to understand the notion of downgrading parameters. → To be able to acquire a vocabulary specific to water. → Be able to use a determination key. → To be able to estimate the hydrobiological quality of part of a watercourse. → To be able to understand one's territory. → To be able to use office automation tools. → Be able to work collectively. → To be able to think in a scientific way. → Be able to take a global view of the Vézère-Corrèze watersheds, their quality and problems. → Be able to understand the upstream-downstream impact. → Be aware of the benefits of collaborative work. → Be aware of the benefits of participatory science.
Target group **Groupe cible**	This project is aimed at all CM2, 6ème and 5ème pupils in communes near the Vézère and Corrèze rivers. In the case of multi-level classes (CE2-CM1-CM2 for example), even if some pupils are not in one of the levels concerned, they are nevertheless included. Beyond the schoolchildren, the project is intended to be collaborative, and will benefit associated partners working in similar fields. Indeed, they have at their disposal an animation tool that can subsequently be used with other classes and, if they so wish, it can even be transposed to other watersheds. It also benefits the two rivers concerned, by enabling them to be showcased to young people who, in turn, learn more about them.
Impact	→ Corrèze line 590 pupils enrolled, i.e. 30 schools → Vézère line 426 pupils enrolled, i.e. 20 schools
Link	See attached lesson plan

CASE STUDIES – GOOD PRACTICES

CASE STUDY 1

Title / Titre	Digital sobriety in associations
Abstract / Présentation courte du projet - résumé	With the "My phone, the planet, and me" program, young people question digital pollution and the concept of eco-responsibility: what are the impacts of manufacturing and using a smartphone? How can these impacts be reduced? How can behaviors be modified?
Partnership/ Partenaire	Municipalities or associations hosting the training in their premises
Level (local, national, international) / Niveau	Throughout the department of Corrèze
Pourquoi faire ces bonnes pratiques	Associations have a real awareness of the environmental impact of their actions and act accordingly. However, they are unaware of how to make their digital usage coherent with their environmental convictions.
Overall objective / Principaux objective	Understanding the issues of digital sobriety Identifying opportunities for improvement within your association Developing a concrete action plan to promote digital sobriety

Specific objectives / Objectifs spécifiques	Acquiring a thorough understanding of the environmental, social, and individual challenges related to digital overconsumption. Identifying the various dimensions of digital sobriety, including its impact on energy consumption, electronic waste management, and mental well-being. Evaluating the association's current practices regarding the use of digital tools and identifying areas where improvements can be made. Analyzing the potential benefits of adopting digital sobriety practices for the association, including operational efficiency, cost reduction, and environmental preservation. Developing specific and achievable strategies to integrate digital sobriety principles into the association's daily activities. Identifying necessary resources and key steps to implement the action plan, considering the specific constraints and opportunities of the association.
Target group / Groupe cible	Volunteer members of associations throughout the department of Corrèze
Impact	Volunteer members of associations in Corrèze will be sensitized to this issue.
Link	https://digital-cleanup-day.fr/ https://www.greenit.fr/2019/10/22/12982/ https://klip.green/ https://theshiftproject.org/carbonalyser-extension-navigateur/ https://www.youtube.com/watch?v=JJn6pja_l8s&t=149s

CASE STUDIES – GOOD PRACTICES

CASE STUDY 2

Title / Titre	Escape game design “Biodiversity”
Abstract Présentation courte du projet - résumé	Setting up an escape game that integrates the local environment, this activity is paired with a hike that precedes the escape game. Participants must solve multiple puzzles based on the region's remarkable natural features, using clues or materials hidden in the outdoor environment. This serious game combines both a playful and educational approach, aimed at developing observation and problem-solving skills. We tailor our puzzles and the duration of the game to the target audience. Participants are divided into teams of 2 to 4 people, but the ultimate success will be collective, as each team's results will contribute to opening the final treasure chest.
Partnership Partenaires	→ Tourist offices, associations → leisure centres → Schools
Level	Project carried out in France, in the Corrèze department.
Overall objective Principaux objectifs	The implementation of escape games allows us to reach and engage a target audience that we previously struggled to mobilize on environmental education issues. For us, it is a tool that enables the development of numerous skills, starting with cooperation and collaboration. The structure of the game is designed to encourage task

	distribution, highlight multiple intelligences, foster argumentation, self-regulation, and player engagement, all driven by the collective effort.
Specific objectives Objectifs spécifiques	→ Raise environmental awareness to promote the concept of eco-citizenship → Enable the public to establish a connection with their environment → Foster a better understanding of the surroundings (natural or urban environments) and provide knowledge, whether it be naturalist, ecological, or social → Identify and analyze issues related to environmental protection and management → Develop an awareness of the impact human actions have on the environment
Target group	All audiences: residents, school students
Impact	The implementation of "escape games" allows us to reach and raise awareness among a target audience that we previously struggled to engage on environmental education issues.
Link	  

CASE STUDIES – GOOD PRACTICES

CASE STUDY 1

Title	Educational robotics with Cubetto for early childhood – e-learning for educators
Short presentation of the project	Training course on educational robotics to educators The basic concepts of computer science and robotics will be introduced, the educational and pedagogical approach to this tool will be analysed and then we will move on to practical activities of using the robot and designing workshop activities. • Total duration of the course: 10 hours; • Course structure: 10 hours face-to-face with 2 trainers per group; • Two training courses for each group; • Every group will be of 25 educators.
Partnership	Stripes/school classes
Level (local, national, international)	local
Overall objective	Upskilling and reskilling educators
Specific objectives	Develop the knowledge and skills necessary to be able to independently design and run workshops with Cubetto.
Target group	Educators/adults that work with children
Link	https://www.pedagogia.it/digituslab

CASE STUDIES – GOOD PRACTICES

CASE STUDY 2

Title	It takes a seed to make everything
Short presentation of the project	The activity involves unplugged coding on the carpet using Cody Roby cards in order to introduce children to computational thinking and programming. The activity is designed taking inspiration from the experiment on the evolution of the seed into a plant, offering the possibility of an initial basis for future paths of exploration, guided by teachers. We begin by reading the story entitled The Girl Who Planted Trees by Caryl and Suvorova. Subsequently, the class is divided into two groups: the first experiments in unplugged coding on the carpet, while the other one deals with the customisation of a jar. At theend of the two activities, the groups are reversed. The group experimenting with unplugged coding must in turn split into teams, in which there is a programmer and one or two robots. The objective of the teams is to through programming with Cody Roby cards, to reach the seeds that have been previously placed on the carpet squares. Each team must reach as many seeds as there are participants in the team. Due to time constraints, it is possible to reach a single square where several seeds are present. The group responsible for customising the jar must colour their jar and then answer the question proposed by the educator: "What will come out of the jar?" For answer this question, the children construct a cardboard novelty that is then inserted into the soil of the jar. At this stage the children can let their imagination run wild and dream about what they would like to see come out, not necessarily a plant.

	Competences to be promoted • Developing autonomy; • Creative and imaginative skills; • Social-relational skills; • Attentional skills; • Relational skills; • Knowing how to wait one's turn; • Collaboration; • Lateralisation. • Pre-requisites • Minimal knowledge of right and left • Fine-motor skills; • Collaboration. • Materials • The little girl who planted trees by Caryl and Suvorova; • Gardening materials: pots, soil, garden equipment; • Seeds; • Carpet; • Cody Roby cards. Possible critical points • Difficulties in recognising left and right. In this case, stickers or rubber bands in the colours of the cards (yellow and red) to make it easier to understand the cards. It's important to remember that the association of colours can be useful at an early stage, but there must always be a verbal reference of left and right to facilitate the internalisation of concepts. • In order to carry out the activity effectively, it is necessary to divide the class into two groups. It is important, therefore, to inform the teachers in advance of the activity.
Partnership	Stripes/school classes
Level (local, national, international)	local
Overall objective	The aim of this educational activity is to encourage in early childhood children a sense of exploration of the real world around them.

Specific objectives	Specific objectives of the activity: • Develop problem solving and algorithmic thinking skills; • Collaboration and participation; • Control and body awareness; • Autonomy and responsibility.
Target group	Children 0-6 y.o.
Link	https://www.pedagogia.it/digituslab/

CASE STUDIES – GOOD PRACTICES

CASE STUDY 3

Title	Sailing in calm waters
Short presentation of the project	The online safety of our children and their relationship with digital devices and screens is one of the biggest worries that has challenged parents in recent years. From what age should I buy a smartphone for my child? How can I control what they do online? From what age can they join social networks? I want to post a picture of my kids on Instagram...will it be a problem? Through playful educational robotics activities, let's discuss the fundamental issues of online safety and the use of digital devices. Activity duration approximately 3 hours number of participants: 50 people organisation of the activity: • 30 minutes introduction in plenary • 2 h division into groups and activation educational robotics games • 1 h return to plenary for sharing and reflections from group activities Key points: What it means to be born, grow up and become young adults in a world characterised by rapid transformations? How can we become safe and aware reference points for who are building their identity day by day? Between virtual and real: Knowledge, profiling and conformity. How the digital environment influences the world around us to our habits. Everything we consider "Virtual" actually has a real impact on our lives, we must know how to deal with the digital environment with greater awareness. # Us and others: good practices for "living" online What practices can we put in place to better manage our online behaviour and that of boys and girls? How can we prevent the phenomena of haters, cyberbullying and trolling? Let's find out how we can create "digital educational pacts" to accompany youngsters in the virtual world.

	The workshop will be led by a team composed of pedagogues, social media specialists, trainers and educators specialised in the use of digital technologies in education.
Partnership	Stripes corporate
Level (local, national, international)	local
Overall objective	To support adults in building a conscious relationship between them and digital tools and for them to become a support for children in building their own relationship with digital.
Target group	parents
Link	https://www.pedagogia.it/stripescorporate/

CASE STUDIES – GOOD PRACTICES

CASE STUDY 3

Malle pédagogique pour une conscience numérique durable

Title	Educational toolkit for sustainable digital awareness
Abstract	3 types of production have been created: - **A European booklet** to raising awareness of digital environmental, social and economic issues, challenges and impacts of digital technologies analysed with regards to the United Nations Agenda 2030 for Sustainable Development and its 17 Goals. The informative booklet is full of references to relevant scientific publishings and sources, as well as it encompass a wide range of practices, case studies and practical recommendations tailored to meet the educational needs of teachers, trainers, educators, local technicians, school managers, the general public, etc. The booklet has been validated by a Group of distinguished experts. - **A Pedagogical Guide of the Educational Activities** on digital uses and "eco-uses" addressed to educators, teachers and trainers working with students aged 11-16 and more, secondary schools level and else. - **A Modular Training Pathway** for a flexible duration of a few hours to full days (intended for schools, teachers and adults in general)
Partnership	Ligue de l'Enseignement de la Loire (France), the social cooperative Le Mille e una Notte (Italy), and the Ligue de l'Enseignement de la Belgique are three organizations working in the sectors of formal and informal education and solidarity for all and throughout life. **Support from Erasmus + agency! Best practice!**

Level (local, national, international)	Local, national, european
Overall objective	This is a project whose objective is to collaboratively develop a set of educational tools allowing reflection on the sustainability of the digital world and its impacts. Various books and articles call for this to be called the "hidden face of digital technology". For us, it is a question of building tools to facilitate the discovery of these issues; to show what is hidden behind the ergonomic screen, behind the tool and its functions. In this project we will try to open a backdoor to see the back of the set, the hidden face of digital. We will look both at the promises and the advantages of these technologies to move towards a true ecological transition, as well as its risks, its limits and its negative consequences under the prism of the environment (water, air, soil and subsoil ...) and of globalized society (human costs of manufacturing and recycling our devices, for example).
Specific objectives	To create turnkey tools for educational actors
Target group	Educators, teachers and trainers (for 11-16 or +)
Impact	180 educational kits were published in French, Italian and Belgian territories. No edition has been produced in the English language. However, by going to the "Resource downloads" tab and checking the "English" box, you will see that some content is downloadable and printable in English. But not all. All ligues (103 federations have bought it and are using it in workshops, trainings with several groups youth and adults, associations)
Link	https://eng.conscience-numerique-durable.org/ressources (in italian, french and english)

CASE STUDIES – GOOD PRACTICES

CASE STUDY 4

Title	IGPDE Digital Responsibility Awareness Kit
Abstract	The Institut de la gestion publique et du développement has designed an awareness-raising resource on digital responsibility in the form of a Kit including posters and a card game (creative common license). This kit is designed to help you learn about the pollution caused by our digital tools, and to develop your eco-responsibility for an "ethical digital world". The kit includes : - 6 poster panels (exhibition): "Virtual world, real pollution: the unsuspected itinerary of our digital devices." These posters explain the origins of digital pollution (the greenhouse gas emissions generated, the global pollution rate...), how a smartphone is manufactured (its composition, its carbon impact...), data usage and the end-of-life of devices. - An "Ethical Digital" card game with various possible game rules, proposing 6 themes: Making your equipment last, saving electricity, choosing the right equipment, adopting the right reflexes, limiting your data flows, optimizing your messaging.
Partnership	IGPDE (L'Institut de la gestion publique et du développement) has created this awareness-raising kit under the governance of the Ministry of the Economy, Finance and Industrial and Digital Sovereignty.

Level (local, national, international)	Local, national
Overall objective	As digital is a government priority, the aim is to integrate it into all digital-related training courses. The kit is aimed primarily at raising awareness of eco-responsible digital practices among employees of economic and financial ministries and IGPDE trainees. It is also available to transformation players, HR departments, community leaders, innovators, etc...
Specific objectives	Raise awareness of the importance of responsible digital use and the challenges of the ecological transition. Introduce eco-actions in daily and professional activities (durability of equipment, energy savings, good habits, limiting and optimizing digital use).
Target group	Adults, young adults.
Impact	Civil servants, transformation players, facilitators
Link	https://www.economie.gouv.fr/igpde/kit-de-sensibilisation-au-numerique-responsable

CASE STUDIES – GOOD PRACTICES

CASE STUDY 5

Title	Le numérique écocitoyen" game
Abstract	A fun card game designed by the GREID EDD de l'accadémie de Créteil in 2021-2022 to educate and raise awareness about responsible digital and the importance of the environmental impact of digital. The game promotes eco-responsible attitudes (ecogestures) and digital practices in line with sustainable development objectives. It takes the form of a deck of 56 cards on which you can find questions of varying complexity, with a choice of answers to be argued. On the reverse side of the cards, you'll find elements to help you build your argument for younger audiences. Sample questions: What to do with ink cartridges or toner after use? Why should I delete unnecessary applications from my smartphone? I'm saving my phone's battery. Explain how. A profile is awarded according to the game master's assessment of the quality of the answers and arguments. Blank cards are supplied in addition to the 56 basic cards, so that other questions can be added.

Partnership	Accadémie de Créteil, GREID EDD (Groupe Ecoute Information Dépendance Education au développement durable)
Level (local, national, international)	Local, national
Overall objective	Raise awareness of digital uses among secondary school students, encourage them to think about the impact of digital technology on the environment, and promote eco-responsible digital attitudes and practices. Training in eco-citizenship. Open the door to the functional implementation of digital sobriety in everyday life, and encourage the implementation of digital eco-sustainability actions/behaviors.
Specific objectives	Raise awareness of rights and duties as a user (notions of "individual responsibility" and "collective responsibility"). Argue one's choices in terms of the environment, citizenship and health, using scientific and reliable elements.
Target group	High school students, middle school students, young adults, teachers.
Impact	French schools, teachers, Club Education au développement durable, groupe d'éco-délégués. Secondary schools in the Créteil region.
Link	https://edd.ac-creteil.fr/JEU-LE-NUMERIQUE-ECOCITOYEN