Let's Act! Best Practice Report

OUTLINING THE BEST PRACTICE FROM PARTNER SCHOOLS

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Let's Act! - Best Practice Report

The Let's Act! project has delivered an interactive Learning Platform exploring one of five P's of the Agenda 2030 (People, Planet, Prosperity, Peace and Partnership). This first module focuses on "Preserving the Planet" and targets students aged 12-16 and their teachers. The content of the module is based on scientific data and evidence provided by experts in the various fields (five research papers have been drafted specifically for the purpose), and the presentation of the online material has been designed by online learning pedagogues and communication experts.

The Let's Act! Learning Platform content has been designed to support curriculum-focused learning by mapping the lessons and topics of the course to the national curriculum of the four countries involved in the project, namely Bulgaria, Denmark, Italy and Romania. The module "Preserving the Planet" is available in five languages: Bulgarian, Danish, English, Italian and Romanian.

As a supplement to the Learning Platform, the Let's Act! Project has also produced a series of teacher training tools that have been designed and delivered by leading teacher training experts and have been tailor made to the needs of new cohorts of teachers having to incorporate the Let's Act! Learning Platform on "Preserving the Planet" into their teaching. The teacher training tools are delivered in three formats: 1. A teacher manual, 2. A series of video tutorials, and 3. A best practice section.

The best practice support tools consist of a **best practice report** and **complementary videos**. For ease of use for new teacher cohorts we have merged the videos with a short and concise description of its content and relevance and uploaded in directly on the Let's Act! Platform. Together, the report and the videos, are referred to as the "best practice section".

Best Practice Overview

A number of specific themes are covered in the best practice section. The themes have been identified as a collaborative exercise between the teachers at the partner schools and the content and pedagogical experts. These themes are believed to be the most relevant for new cohorts of teachers to be aware of, and therefore why these collectively provides the best practice examples. The themes are:

1. Introduction to the Let's Act Learning Platform
2. Introduction to the Teacher Manual 1/2
3. Introduction to the Teacher Manual 2/2
4. Mapping – the experience in Romania
5. Mapping – the experience in Bulgaria
6. How to integrate the Let's Act! Platform content into a lesson?
7. How to engage students in relevant questions and dialogues before interacting with the Let's Act! Platform?
8. How to engage students in quizzes using the Let's Act! content?
9. Putting the student in the "driving seat" using the Let's Act! content.
10. Applying global knowledge to local situations.
11. Understanding complex global issues.
12. How to use the Let's Act! Platform without having access to the internet.
13. Using relevant ICT tools to check knowledge acquisition
14. How to integrate "gamification" when using the Let's Act Platform
15. Having fun learning with WALKAMOL and jamboard
16. Using the Let's Act Platform to teach foreign languages
17. Using collaborative ICT tools when implementing Let's Act! Platform
18. How to motivate students to take actions by engaging them in tasks set on the Let's Act Platform
19. Message from the Bulgarian School Principal on engaging in Erasmus+ projects and sustainability
20. Let's Act! Platform provides a one-stop-shop for holistic learning on Agenda 2030
21. Increasing the digital competences of teachers is key to the future says Romania School Principal
22. Students, take action!

1. Introduction to the Let's Act Learning Platform

The introduction to the Let's Act! Learning Platform explains the objectives of the project and how it has delivered an interactive Learning Platform module which focuses on "Preserving the Planet" which targets students aged 12-16 and their teachers. It explains how the content of the module is based on scientific data and evidence provided by experts in the various fields, and how the presentation of the material has been designed by online learning pedagogues and communication experts. Finally, it explains how the Platform has been designed to support curriculum-focused learning by mapping the lessons and topics of the course to the national curriculum of the countries involved. It also highlights that the module "Preserving the Planet" is available in five languages: Bulgarian, Danish, English, Italian and Romanian and can be used to teach in first or secondary language.

2. Introduction to the Teacher Manual 1/2

The introduction to the teacher manual (part 1 of 2) explains how the teacher manual has been designed as a practical guide for teachers on how to implement the content of the Let's Act! Learning Platform in the classroom. It explores how the teacher manual scaffolds the content of the Learning Platform and as it follows the same structure of the platform, it guides the teachers step-by-step on how to introduce different activities throughout the platform use. It explains that the objective of both the Learning Platform and the teacher manual is to help the students develop key 21st century skills such as critical thinking, reflection and argumentation skills in a fun and engaging manner. It outlines that the teacher manual includes both digital and analog activities, and the teachers can pick and mix as they find most appropriate.

3. Introduction to the Teacher Manual 2/2

The second part of the introduction to the teacher manual (part 2 of 2) explains how the use of the teacher manual is designed to be flexible and can either be followed step-by-step or can simply be used ad hoc for inspiration where needed for an independent lesson or topic. It highlights that the teacher manual contains activities that will be suitable for a traditional teaching (in school) as well as for a flipped classroom setting and remote learning. It explains that the teachers using the Learning Platform, as well as the teacher manual, can either follow the given structure and engage in the topics in a chronological way, or they can select the topics that are most relevant to them and directly engage in these.

4. Mapping – the experience in Romania

It is important to understand how the content of the various Let's Act! Lessons fits into the mandatory topics to be covered as part of the national curriculum. Therefore, the Let's Act! Project has mapped the Preserving the Planet module content against the national curriculum of all the participating countries (Bulgaria, Denmark, Italy and Romania).

In the associated video, Ramona shares with us how the school in Romania mapped the Lessons' content against the national curriculum and how teachers can use the mapping outline which can be found HERE.

It explains that, as can be observed in the mapping outline, the content of the Let's Act! Platform is cross-disciplinary by nature and covers topics from a series of different mandatory topics from geography, sciences and history and can also be integrated into lessons such as arts, mother tongue language and first foreign language acquisition.

5. Mapping – the experience in Bulgaria

Following-up on the description of the mapping done I Romania, we explore the same topic but from the Bulgarian perspective, to understand how they did the mapping of the Let's Act! Platform content against their national curriculum.

In the associated video, Asya shares with us how the school in Bulgaria mapped the Lessons' content against the national curriculum and how teachers can use the mapping outline which can be found HERE.

Again, as was observed in Romania, the mapping demonstrates that the content of the Let's Act! Platform is cross-disciplinary by nature and covers topics from a series of different mandatory topics from geography, sciences and history and can also be integrated into lessons such as arts, mother tongue language and first foreign language acquisition.

6. How to integrate the Let's Act! Platform content into a lesson?

How to integrate the Let's Act! Platform content into a lesson? explains how, once the teachers have identified a topic within the Let's Act! Platform that is part of the national curriculum, they can engage the students in this topic in a fun and interactive way by using the content and prompts on the Let's Act! platform.

In the associated video, Asya from Bulgaria explains how she has used the content in Lesson one "Road to Agenda 2030" on human rights in various classes depending on the age of the students. She explained that some students explored the content as part of their geography lesson while others as part of their English, civic education or history lessons. Likewise, she explains, the topic on the global economy has been covered by various topics such as geography, history, civic education and information technology depending on the age of the students. The content and prompts on the Let's Act! is flexible and easy to use and incorporate as part of the regular lessons she explains.

7. How to engage students in relevant questions and dialogues before interacting with the Let's Act! Platform?

The underlying didactic methodology behind the design of the Let's Act! platform and its content, is to make the learning as student centred as possible from the outset. Throughout each lesson, questions and prompts are raised which should encourage the students to think about how and why the topic is relevant to them personally and as such make them feel more engaged in the given topic.

In the associated video, Asya from Bulgaria, explains how she uses the Platform questions before the students engage in the content in order to establish what the students already

know about a certain subject. In such a manner she can make sure to steer the overall learning of the class in the right direction and make sure they all acquire the knowledge and understanding needed. She explains that it is only if the students genuinely feel engaged and personally concerned about a topic, that action on their behalf can be expected. This is why it is important to revert, as much as possible, to questions and dialogues that are centred around the students interests and concerns and that the Let's Act! content and integrated prompts and puzzles provides a useful instrument to get the students engaged personally in the various topics.

8. How to engage students using quizzes?

As explained in the above section and associated video, the underlying didactic methodology behind the design of the Let's Act! platform and its content, is to make the learning as student centred as possible. However, it is also important for the teachers to monitor the learning through fun and engaging tools and in this section and associated video we use "Quizzes" as one example of how it is possible to ensure student centred learning while also monitoring progress.

Using quizzes in teaching offers several educational benefits for both students and instructors. Quizzes engage students actively in the learning process instead of passively listening to lectures or reading materials, especially if the students are asked to write the quizzes themselves which can train their research techniques, retrieval practice, problem-solving, teamwork and encourage peer learning.

Quizzes are also an excellent tool for formative assessments to gauge students' understanding of course material which allows the teachers as well as students to identify areas where students may be struggling and adjust their teaching and studying accordingly. Furthermore, the level of difficulty of the quizzes can be adjusted which allows for personalized learning experience and to keep tract on progress. Finally, quizzes can motivate friendly competition among the students, and as such they can encourage students to keep up with readings and assignments, leading to better preparation for classes.

In the associated video, Ramona from Romania shares with us how she uses quizzes as a monitoring instrument when she uses the Let's Act! content and explains how she finds it useful to develop some follow-up questions based on the feedback she gets from the students replies in the quizzes. She explains that while incorporating quizzes effectively into teaching requires careful planning and consideration of the course objectives and student needs, they are fun and engaging for the students and as such a valuable tool for enhancing the learning experience and promoting student success.

9. Putting the student in the "driving seat".

As the design of the Let's Act! Platform is very intuitive, when engaging in the platform content it is easy to "flip" the classroom and asking the students to go through the content at their own place at home as part of their homework and when meeting in the classroom

asking one or several students to take the "driving seat" by guiding the class through the content and activities. In this way, the students take the role of the teacher which allows them to feel empowered and to gain confidence.

The flipped classroom is a pedagogical approach that reverses the traditional order of teaching. In a traditional classroom, students receive instruction from the teacher during class time and then work on assignments and homework outside of class. In a flipped classroom, this sequence is flipped, i.e., the students are assigned to engage in certain parts of a lesson including watch videos, read relevant materials, and reflect on the questions and activities linked to a give topic before coming to class. They can do this at their own pace and watch the relevant videos and read material several times, if need be, and they can already engage in a discussion with their family about the subjects so they can start exploring various opinions on the subjects. As such, the time spent together in the classroom can instead be used for interactive and engaging activities including relevant discussions, work on group projects, or receive personalized help from the teacher. This active learning approach allows students to apply the knowledge they gained from the pre-class work, clarify any doubts, and receive immediate feedback.

This style of teaching usually allows teachers to focus on higher order thinking skills such as critical thinking, problem-solving, and application of knowledge, which are valuable for deeper learning. Again, the flipped classroom model is a student-centred approach that aims to make the most of classroom time by focusing on active learning and interaction while using technology to deliver content outside of class.

In the associated video, Alla from Romania shares with us how she uses the content on the Let's Act! platform Lesson one on Human Rights in a flipped classroom manner and as such gives the students the opportunity to improve or acquire new skills by acting as the teacher and presenting the content and activities to their peers or by asking them to work on special tasks in groups and as such improve their inter-personal skills. Alla thinks the Let's Act! Platform is not only suitable for students to acquire new knowledge, but also for them to acquire or improve key skills such as presentation and management skills as well as increase collaboration and the application of knowledge.

10. Applying global knowledge to local situations.

All the topics that are explored on the Let's Act Platform are global in nature. However, applying global knowledge to local situations is important for various educational, societal, and personal benefits which the students can take advantage of.

Global knowledge and challenges often include insights, concepts, and information about the broader world, such as international issues, trends, and perspectives. Applying this knowledge locally helps students see its relevance to their immediate surroundings and daily lives and as such bridges the gap between abstract global concepts and their practical applications.

Furthermore, when students apply global knowledge to local situations, they gain a deeper understanding of cultural diversity and the interconnectedness of the world. This can lead to

increased cultural awareness, empathy, and tolerance, which are essential qualities in our increasingly globalized society. Many contemporary challenges and problems are in fact global in nature and the students who engage in global knowledge and the application to local issues and contexts will improve their overall critical thinking and problem-solving skills which are useful for future studies and jobs.

Finally, engaging with global knowledge and applying it locally can be intellectually stimulating and personally fulfilling and can help students develop a sense of agency and the belief that they can make a positive impact in their communities. Being able to apply global knowledge to local situations provides a multidimensional learning experience that is a key component of a well-rounded education in today's interconnected and complex world.

In the associated video, Alla from Romania shares with us how she uses the content on the Let's Act! Platform on Human Rights to raise interest among her students about the history of human rights in Romania and motivates them to identify Romanian human rights personalities that have played a significant role locally. She asks the students to pick a presentation style they like and present their human rights personalities and achievements to the rest of the class using relevant ICT tools. As such the students get to work on many different skills as they apply global knowledge to a local context and then present their findings using innovative ICT tools.

11. Understanding complex global issues.

It is not because issues are very complex that students are not able to engage in them. In fact, the Let's Act! Platform Lessons are full of complex global issues because we believe it is important for young people to start understanding the multidimensional elements early on so that they can be better equipped for complex challenges in the future.

In today's interconnected world, it's crucial for young people to be aware of global issues such as climate change, poverty, human rights violations, as it helps students become informed global citizens that are well-versed in complex global issues. As such they will be better prepared for the challenges faced in a rapidly changing world which will certainly support them in their higher education and careers paths.

Furthermore, complex global issues often require the development of analytical and problem-solving skills which can help sharpen students' ability to think critically, evaluate evidence, and make well-informed decisions. Learning about global issues may also foster increased empathy and compassion for people in different parts of the world as well as instil healthier life-styles needed to become responsible and informed global citizens who are ready to address the challenges and opportunities of the 21st century.

In the associated video, Michaela from Romania shares with us how she uses the Let's Act! platform content to address the complex issue of energy consumption to allow the students to engage in this topic and to start thinking of how each country, city, household, and individual can reduce the GHGs we are emitting. This activity motivates the students to think critically about their own energy consumption and use their problem-solving skills to try and find alternative solutions to burning fossil fuels.

12. How to use the Let's Act! Platform without having access to the internet.

While the Let's Act! Platform is an online platform which requires access to the internet to navigate, it is also possible to adapt the content and use it in a more classical teaching style. Sometimes the need to do this may come from the fact that there is no internet access at the school on the day you planned to focus on a specific topic, or it may be that the class could benefit from a more hands-on lesson. In fact, mixing teaching styles between digital and analog can be highly beneficial for student skills development and learning.

Combining digital and analog methods of learning allows teachers to cater to diverse learning styles and individual needs. Some students may thrive with hands-on activities and face-to-face interaction, while others may benefit from the personalized, self-paced nature of online resources or educational apps.

While technology can make learning more engaging and interactive as it usually incorporates multimedia elements like videos, animations, and simulations, which can help students grasp complex concepts more effectively, combining these digital resources with hands-on activities can create a dynamic and immersive learning experience.

Classical methods on the other hand, such as group discussions, experiments, and practical exercises, can help students apply theoretical knowledge to real-world situations. This bridges the gap between theory and practice, making learning more relevant and meaningful.

A balanced mix of teaching styles creates a well-rounded and adaptable educational experience that can help students develop a wide range of skills, including critical thinking, problem-solving, digital literacy, communication, collaboration, presentation, and adaptability, all of which are essential 21st century skills.

In the associated video, Ramona from Romania shares with us several strategies she has implemented when having, or choosing, to teach a lesson from the Let's Act! Platform in the classical style. She suggests printing the material or worksheets and ask the students to work on these in small groups and present their ideas and suggestions in plenary at the end of the class. This allows the students to work on their interpersonal skills as well as their presentation and communication skills

13. Using relevant ICT tools such as Kahoot to check knowledge acquisition

The objective of the Let's Act! project is to ensure better knowledge of the threats and opportunities regarding how to protect the planet, as well as acquire familiarity with a range of ICT tools that students and teachers can use which will not only make learning and teaching more fun but will also give them additional ICT skills which will be very useful in the future. Kahoot is one of many ICT tools that are very popular with students and teachers alike.

Kahoot is designed to be a highly engaging and interactive tool. It uses gamification elements such as quizzes, challenges, and competition to make learning more enjoyable.

This engagement can motivate students to actively participate and pay attention to the content being taught. Furthermore, Kahoot provides instant feedback which allows learners to identify areas where they may need improvement and reinforces correct information and can help teachers tailor instruction to meet the specific needs of the class.

Kahoot is accessible on various devices, including smartphones, tablets, and computers. This accessibility makes it easy for students to participate in quizzes and activities from anywhere, whether in the classroom or at home, promoting flexibility in learning. Furthermore, teachers and students can create custom quizzes tailored to their specific curriculum and learning objectives and they can share their quizzes with other teachers and students for inspiration.

Kahoot offers collaborative features that allow students to work together to answer questions. This fosters teamwork, discussion, and peer learning, which can enhance knowledge acquisition through interaction and discussion. Kahoot quizzes and activities are typically short and time-efficient, making them suitable for quick knowledge checks, reviews, or warm-up activities at the beginning of a class.

In the associated video, Ramona from Romania shares with us how she likes to use a range of quizzes, such a Kahoot and others, to encourage and motivate the students to engage in ICT tools in a fun and relevant manner. The students learn just as mush from responding to quizzes as they do from making quizzes - so allowing them to explore and design quizzes based on certain topics covered on the Let's Act! Platform is an excellent way to test knowledge acquisition while developing new sills in a fun and engaging way.

14. How to integrate "gamification" when using the Let's Act Platform

Gamification has a positive impact on the process of learning and acting and why the Let's Act! Platform and teacher manual welcome and encourage teachers to increasingly gamily their lessons. A vast range of gamification options are presented in the teacher manual which can be accessed HERE

Wordwall is one of many online educational ICT tools that can provide a fun, creative and customizable resources for teachers. Wordwall allows teachers to create interactive activities and games such as quizzes, flashcards, word searches, crosswords, matching games, and more. Wordwall also incorporates gamification elements, such as points, timers, and leader boards, which can motivate students to actively participate and compete in a fun and educational context. These interactive elements make learning more engaging and enjoyable for students.

Wordwall allows for collaborative activities and group-based learning as students can work together on activities, fostering teamwork, discussion, and peer learning. This collaborative approach can enhance comprehension and retention of knowledge.

In the associated video, Alex from Romania shares with us how he gamifies his Let's Act! lesson because he has found that it increases the engagement of the students and

motivates them to perform better. He explains how he has used Wordwall as a tool to allows the students to acquire new vocabulary in a fun way through the "hangman" game.

15. Having fun learning with WALKAMOL and jamboard

One of the objectives of the Let's Act! project is to get teachers familiarised with a selection of ICT tools that makes teaching and learning more fun and allows both teacher and student to acquire 21st century skills. Often students will be much less apprehensive using new ICT tools than the teachers, as they have never known the world without digital devices and games and are therefore happy to explore new tools.

Jamboard is a digital interactive whiteboard tool, designed to facilitate real-time collaboration and brainstorming among teams, whether they are in the same room or working remotely. Jamboard provides a digital canvas where users can draw, write, or add text and images using a stylus, finger, or keyboard. Users can create virtual sticky notes, which can be moved around the board, facilitating organization and idea sharing or they can insert images and conduct web searches directly within Jamboard to gather information or visual assets. Finished Jamboard sessions can be saved and shared allowing for easy documentation and dissemination of ideas.

In the associated video, Alex from Romania share his enthusiasm for integrating ICT tools like WALKAMOL and jamboard into the Let's Act! Platform learning. Using relevant ICT tools is a fun way for the students to acquire new knowledge and language by engaging in competitions across the class. Using such ICT tools allows the students to develop various key skills in parallel, including interpersonal and language skills as well as creative ICT skills.

16. Using the Let's Act Platform to teach foreign languages

The Let's Act! Platform was designed to give students increased knowledge about how to protect the planet and give both students and teachers the opportunity to get familiarised with and use ICT tool in their day-to-day teaching. We have found that engaging in the Let's Act! Platform can achieve both objectives simultaneously, but we have discovered that it can also be used effectively for a third objective, namely teaching foreign language. English is the language being taught as the first foreign language in most EU countries today, and we are thrilled to hear from English language teachers that they use the Let's Act! Platform content and ICT tools in their English language classes.

Studying global issues in a foreign language enhances language proficiency as it provides real-world context for vocabulary and grammar, making language learning more engaging and practical. Furthermore, engaging in simple discussions on complex global topics in a foreign language improves students' communication skills, including listening, speaking, reading, and writing. Another relevant point is that global issues transcend national borders and learning about these in a foreign language exposes students to different cultural perspectives and worldviews and encourages students to think globally, fostering a sense of international awareness and responsibility. This can help them develop a more nuanced understanding of complex problems, as cultures often approach issues differently which can

be valuable assets in various careers, such as international relations, diplomacy, business, and NGOs.

In the associated video, Asya shares with us how she uses the Let's Act! platform in the 9th grade as their students' study geography in English in that year. In this year they study global problems facing the world with particular emphasis on the economy of the world, the population of the world, and the regions and countries of the world. Using the Let's Act Platform with its emphasis on global issues such as the Sustainable Development Goals (SDG) allows them to acquire key language vocabulary in both Romanian and English.

17. Using collaborative ICT tools when implementing Let's Act! Platform

Constructively engaging in teamwork is one of the 21st skills that many future employees would like to see in their future employees. Using and engaging in collaborative ICT tools such as mentimeter and jamboard can be an excellent way for students and teachers to train and develop collaborative skills.

Mentimeter is an interactive presentation and polling tool that enables teachers to engage their audience in real-time. It allows users to create interactive and engaging presentations by incorporating various question types, polls, quizzes, and word clouds into their slides and participants can choose to respond anonymously, which can encourage more honest and open feedback in sensitive situations.

In the associated video, Ramona shares with us how she used jamboard to encourage her students to share their sustainable meal plans. This allowed the students to collect and share many different meals which served to inspire them all. At the end they used mentimeter to vote on the best meals suggestions. As a follow-up, the students were asked to implement some of the meals at home with their family and give feedback on what they believed was the impact of their revised mean plan on the GHG emissions. Using a variety of collaborative ICT tool allowed to the student to improve their interpersonal skills as well as their ICT skills all which acquiring new knowledge about a healthy lifestyle.

18. How to motivate students to take actions by engaging them in tasks set on the Let's Act Platform

Understanding the complexities of global problems is an important prerequisite to acting and changing our habits. Throughout the Let's Act! platform students are given tasks to execute which not only encourages their acquisition of new knowledge about global issues, but also motivates them to act on these issues within their local environment or join global campaigns to do so collaboratively with other young people. The extend of the action taken depends on the ambition of the teacher and the students engaging in the Let's Act! platform and often depends on the allocated time and resources.

Acting upon new global knowledge is essential for solving complex challenges, fostering innovation, and building a more interconnected and sustainable world for current and future generations. It requires a proactive and collaborative approach at the individual,

community, national, and international levels. These dimensions are emphasized throughout the Let's Act! platform content.

In the associated video, Ramona shares with us how she motivates her students to take action in real life regarding the various topics proposed on the Let's Act Platform.

19. Message from the Bulgarian School Principal on engaging in Erasmus+ projects and sustainability

The Let's Act! project is sponsored by the Erasmus+ programme which has been established by the European Union to allow teachers and students from EU member state countries to engage in multi-cultural learning and sharing.

In this video, Ivan from Bulgaria, shares with us why he, as the school principal, prioritises Erasmus+ projects. He explains that Erasmus+ projects not only allows him and his teachers to broaden their horizons but also allows and supports them in the acquisitions of much needed ICT skills, both of which have been crucial especially since the COVID-19 pandemic. He also explains that the Let's Act! project specifically has provided an ideal opportunity for teachers and students to address the topic of sustainability in more depth, as this is a topic that is not yet sufficiently covered by the national curriculum.

20. Let's Act! Platform provides a one-stop-shop for holistic learning on Agenda 2030

The acquisition of 21st century skills and knowledge is essential for preparing students to take better care of humanity and the planet as a whole.

Agenda 2030, adopted by the United Nations in 2015, is a comprehensive and integrated framework for addressing the world's most pressing challenges. Agenda 2030 recognizes that global issues are interconnected and interdependent, and solutions must address multiple dimensions of development simultaneously while they strive to balance economic growth, social inclusion, and environmental sustainability.

The holistic approach of Agenda 2030 recognizes that sustainable development cannot be achieved through isolated actions. Instead, it calls for a coordinated and multifaceted effort to address complex global challenges, including poverty, inequality, climate change, and environmental degradation. By integrating economic, social, and environmental considerations, this approach aims to create a more equitable, resilient, and sustainable future for people and the planet.

In the associated video, Ivan shares with us why and how the content on the Let's Act! Learning Platform provides a unique one-stop-shop for teachers and students in getting more familiarised with Agenda 2030 and the many interlinked topics that we must all address to build a better and more equal future for all.

21. Increasing the digital competences of teachers is key to the future says Romania School Principal

Facing the challenges associated with online learning became strikingly evident during the COVID-19 pandemic. It has motivated most schools and teachers to set new ICT goals and standards to be better equipped for an increasingly technological future.

With the pandemic forcing schools to shut down or switch to remote learning, teachers had to adapt quickly to deliver lessons online. Acquiring ICT skills became essential to maintain educational continuity. The pandemic highlighted the role of technology in education, prompting teachers to acquire ICT skills to prepare for potential future disruptions but also emphasised how technology could enhance student engagement by incorporating interactive digital resources, making learning more dynamic and appealing and as such enhance the student 21st century skills

In the associated video, Michaela from Romania shares with us why she, as the school principal, has put great emphasis on the teachers' acquisition of ICT skills over the past couple of years. She explains that it is important for the teachers to keep up with the students, who are digital natives, and how the Let's Act! Learning Platform and teacher manual has helped teacher acquire new ICT skills.

22. Students, take action!

Basic actions	• Stay informed • Invent something • Improve something • Donate what you are not using. Secondhand shops can give new life to your used clothes, books, and furniture. • Share ideas with your network
Planet actions	• Plant a tree • Repair something • Recycle as much as possible • Be aware of your ecological footprint and move it (measure it regularly)
Consumption actions	• Reduce your consume • Buy things without packaging • Support companies and shops that work with sustainability • Do not use plastic bags. Bring your own bag and container when you shop • Buy locally produced goods and avoid transportation • Buy smart, plan meals, and use shopping lists. You avoid the power of publicity and are not seduced to buy more than you need

	• Buy only sustainable fish and shellfish
	• Do not waste water. Be aware of how you use water
	• Take shorter showers and avoid bathing in a tub because it needs much more water
	• If you have a dishwasher do not rinse the plates and utensils first
	• Save electricity by using electricity-saving sockets/power strips
	• Turn out the light when you are not using it
	• Save the heat
	• Save the a/c
	• Replace old machines with new more energy-efficient ones
	• Air dry hair and clothes instead of using a machine
	• Fill up the washing machine completely
	• Do not preheat the oven when you are baking
	• Unplug your charger when you are not using it otherwise it continues to use power
	• Buy new products from companies that recycle and who treat their employees well
	• Use matches and not lighters that use fuel and plastic
	• Use fewer napkins when you eat street food
	• Buy second-hand clothes
	• Do not buy products that are the result of trade with wild and endangered animals
	• Ask for sustainable food options in restaurants and shops
	• Bring your own bag when you shop
Transport actions	• Use a bicycle, walk, or take the bus. Drive less car
SDG actions	• Learn more about the SDGs. The more you know the more you can inspire others the bigger the chance that we will achieve the goals
	• Use technology to talk about the SDGs. Make a hackathon, a movie, a new company or something else. New Technology and inventions are important to achieve the goals
	• Share your knowledge about the SDGs with others, so that you can make up changes together
	• Find partners who are equally interested in achieving sustainable development, reducing inequality and climate changes like you
Friendly actions	• Do acts of random kindness to people
	• Make others participate in your actions and great ideas
	• Help others with doing their homework
	• Promote a peaceful and non-violent culture

	• Be there for everybody and have understanding for everybody. Some of your neighbors are probably refugees or immigrants with a difficult past • Report online trolls if you see someone bullying others • Hug a tree and kiss a frog. Enjoy creating relations with non-human species
Organizational actions	• Spend time in an organization that works with one or more of the SDGs • Donate money to an organization that works with one or more of the SDGs • Volunteer for collecting garbage and waste from beaches.
Food actions	• Avoid food waste! Take your leftovers home. Prepare only the food that you are going to eat • Eat less meat, poultry, and fish - especially red meat. Support better agricultural production forms • Begin to compost at home – it is the recycling of nutrients • Freeze fresh food and leftovers if you cannot eat it all. It saves food and money • Buy "funny" fruit and vegetables – lots of fruits and vegetables are thrown out because their size, shape, or color is not "right" • Support that surplus food from local shops can be donated to places that can use it e.g. drop-in centres for people who are having a hard time
Health actions	• Live healthy and have a good life. Eat with balance and get enough exercise • Do not smoke or drink too much • Get your vaccines • Learn how to avoid diseases such as HIV/aids, malaria, and tuberculosis • Use a shovel and not a machine for removing the snow
Political actions	• Speak up and demand that the national government engage in SDGs • Demand that politicians write laws that give equal access to health insurance for all • Talk about how women are paid 10-30 % less wages than men • Speak up about injustice in the workplace when you hear about it • Talk about climate change, so more children and youth know about it • Talk about the need to keep the ocean free of garbage

	• Demand that your local authorities make sure you can dispose of your electronic devices well. Electronic waste is traded illegally and is polluting the environment • Participate in the democracy in your school or local community • Know your rights and speak up about them, so that more know about them • Check how your food, smartphone, clothes, shoes, and plastic are made • Use your political rights
Equality actions	• Be aware of language and behavior which discriminates against gender, ethnicity, body size, race, age, class, caste • Share positive stories about equality • Discuss the acceptance of girls and women. They are more closely watched regarding behavior, opinions, sexuality, and their life in general • Talk about people who do not have access to toilets, so that the taboo can be broken. Much too many have to do the needy outdoors and this endangers the health • Learn more about workplaces nationally and internationally. Learn how the companies work. Discuss it with friends
Home actions	• Limit your garbage. Make an effort to reduce how much waste you produce • Use a water bottle and a recyclable coffee cup • Do not use plastic straws • Print less. Write down digitally or in a notebook • Avoid receiving bank statements. Pay bills online or via mobile