

SPAIN

## **ESTONIA**

### **PROJECT - BIOGAS GENERATOR WITH AGRICULTURAL WASTE**

#### **1) INTRODUCTIVE PART WHICH CAN BE USED BY ALL THE VET SCHOOLS**

General sustainable agriculture - the terms of sustainable agriculture. 3 classes, 40 students.

1. One link to the online CROSSWORD.

Material for students: CROSSWORD with link to the definition of the answer.

<https://crosswordlabs.com/>

<https://puzzle.org/>

2. The context

Vocabulary: there is a task of matching sentence halves. If the sentence starts like that, how is the logical end of the sentence. These are not the same sentences of the text.

Based on the IO1.

3. A group work where they can share their ideas about 6 different points. The 6 groups about:

Waste

Resources

Benefits

Problems

Solutions

Marketing farm products

Partially they can overlap because marketing farm products is also included in some problems, but we will let them be.

4. Individual work

We will guide about 15/16 phrases and words which are connected with this topic. Partially they have already done it in the groupwork, but usually students need to strengthen their preparation on this topic.

Six groups of different ways of sustainable agriculture and they should see if the sentence is connected with waste, resources and where it should be put. Individually.

These exercises will be uploaded on a GOOGLE SITES and shared with the other partners.

<https://sites.google.com/new>

#### **2) SPECIFIC PART BASED ON IO2 & IO3**

## **SPANISH**

Watch a movie and debate about sustainable agriculture

After watching the film, we're going to explain the project and the goals that we want to achieve.

With this discussion, we will put in common shared ideas about is it renewable energy useful or not, to think if the actual policies in the EU around the renewable energy are justified or not.

Is climate change cycling or human activities are the main problem? Discussion.

We're going to discuss about if it's possible to get benefits from this kind of things. We can implement renewable energy for the sun or biogas. It's not only an effort because it costs less and you have in a few years benefit and it's a profit. And how do you imagine Earth after 50 years.

We're going to work in typical topics we worked on the IO1, pollution values, sources of renewable energy, best practices.

For this there's the video with exercises with explanations after the video.

<https://edpuzzle.com/>

Other content is about safe and respect for natural resources, promotion of sustainable practices, cultivation etc.

They will start using tools to find information about EU policies and targets in order to have a clear vision of the renewable energy and climate framework and European Green Deal.

We're using the gamification webpage to try to motivate the knowledge.

Students will develop powerpoints, creative walls etc.

Another thing is that the visit studies that we're going to do to the companies, we're going to have an expert for each company and we will have explanations from experts, and the students will explain to teachers what they sw to get sure that they got profit from the visits.

The introduction part about IO1 will be shared through the GoogleSites from Estonia.

Best practices will be the connection with IO2, visits to the companies will be the connection with IO3.