

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	<p>Understanding the issues of digital sobriety</p> <p>Identifying opportunities for improvement within your association</p> <p>Developing a concrete action plan to promote digital sobriety</p>


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



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CASE STUDY 1

<p><b>Title / Titre</b></p>	<p><b>Educ'EAU Vézère-Corrèze project</b></p> <p><b>Water quality and uses</b></p>
<p><b>Abstract</b></p> <p><b>Présentation courte du projet - résumé</b></p>	<p>The Educ'EAU project provides an overview of water quality along the Vézère and Corrèze rivers.</p> <p>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).</p> <p>A 6-session teaching program (see attached document) has been drawn up. It is common to all participating classes (50 classes and 1016 pupils).</p> <p>Description of the 6 sessions :</p> <ul style="list-style-type: none"> <li>→ Introduction to the project: class knowledge of the Vézère-Corrèze watershed</li> <li>→ Water users: find out about water uses</li> <li>→ Water analyses: understanding the impact of human activities on water quality</li> <li>→ The biotic index: become aware of the biodiversity of aquatic environments</li> <li>→ Writing an article: learn about the impact of human activities on water quality and aquatic life.</li> <li>→ Access to the synthesis and feedback: debrief on the results obtained.</li> </ul>
	<ul style="list-style-type: none"> <li>→ Adour-Garonne Water Agency</li> <li>→ Syndicat Mixte à la Carte pour l'Aménagement de la Vézère (SIAV)</li> <li>→ Communauté de communes locales des bassins versants des deux rivières (local communities of the two rivers' watersheds)</li> <li>→ Maison de l'Eau et de la Pêche de la Corrèze (MEP19)</li> </ul>

<b>Partnership Partenaires</b>	→ Service Education à l'environnement Ligue de l'enseignement FAL19
<b>Level (local, national, international) Niveau</b>	<p>Project carried out in France, in the Corrèze department.</p> <p>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...</p> 
<b>Overall objective Principaux objectifs</b>	<ul style="list-style-type: none"> <li>→ Enable every student along the Vézère and Corrèze rivers to have a global vision of water quality along its entire course.</li> <li>→ Understand that actions on the upstream environment have an impact downstream.</li> <li>→ To enable each participating school to introduce the others to the specific features of its geographical area and any related problems.</li> <li>→ To draw up a qualitative assessment of the two rivers concerned.</li> <li>→ Highlight the Vézère and Corrèze rivers, and by extension their watersheds.</li> <li>→ Focus on the notions of eco-citizenship and sustainable development.</li> </ul>
<b>Specific objectives Objectifs spécifiques</b>	<ul style="list-style-type: none"> <li>→ Be able to situate your school on the linear scale of the river river concerned.</li> <li>→ Be able to understand the project, its usefulness and the commitment required.</li> <li>→ be able to objectively assess their knowledge of freshwater pollution. of freshwater pollution.</li> <li>→ To be aware of the necessity of water for mankind.</li> <li>To be able to identify the main uses of water.</li> <li>→ Be able to understand the possible impacts of these uses of water.</li> <li>→ Be able to acquire knowledge of the physical and chemical characteristics of water.</li> <li>chemical characteristics of water.</li> </ul>



	<ul style="list-style-type: none"> <li>→ Be able to use tools to measure water quality.</li> <li>→ Be able to follow and understand a protocol.</li> <li>→ Be able to understand the notion of downgrading parameters.</li> <li>→ To be able to acquire a vocabulary specific to water.</li> <li>→ Be able to use a determination key.</li> <li>→ To be able to estimate the hydrobiological quality of part of a watercourse.</li> <li>→ To be able to understand one's territory.</li> <li>→ To be able to use office automation tools.</li> <li>→ Be able to work collectively.</li> <li>→ To be able to think in a scientific way.</li> <li>→ Be able to take a global view of the Vézère-Corrèze watersheds, their quality and problems.</li> <li>→ Be able to understand the upstream-downstream impact.</li> <li>→ Be aware of the benefits of collaborative work.</li> <li>→ Be aware of the benefits of participatory science.</li> </ul>
<p><b>Target group</b> <b>Groupe cible</b></p>	<p>This project is aimed at all CM2, 6ème and 5ème pupils in communes near the Vézère and Corrèze rivers.</p> <p>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.</p> <p>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.</p> <p>It also benefits the two rivers concerned, by enabling them to be showcased to young people who, in turn, learn more about them.</p>
<p><b>Impact</b></p>	<ul style="list-style-type: none"> <li>→ Corrèze line 590 pupils enrolled, i.e. 30 schools</li> <li>→ Vézère line 426 pupils enrolled, i.e. 20 schools</li> </ul>
<p><b>Link</b></p>	<p>See attached lesson plan</p>



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CASE STUDY 2

Title / Titre	Escape game design “Biodiversity”
<b>Abstract</b> <b>Présentation courte du projet - résumé</b>	<p>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.</p> <p>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.</p>
<b>Partnership</b> <b>Partenaires</b>	<p>→ Tourist offices, associations</p> <p>→ leisure centres</p> <p>→ Schools</p>
<b>Level</b>	<p>Project carried out in France, in the Corrèze department.</p>
<b>Overall objective</b> <b>Principaux objectifs</b>	<p>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</p>

	<p>distribution, highlight multiple intelligences, foster argumentation, self-regulation, and player engagement, all driven by the collective effort.</p>
<p><b>Specific objectives</b> <b>Objectifs spécifiques</b></p>	<ul style="list-style-type: none"> <li>→ Raise environmental awareness to promote the concept of eco-citizenship</li> <li>→ Enable the public to establish a connection with their environment</li> <li>→ Foster a better understanding of the surroundings (natural or urban environments) and provide knowledge, whether it be naturalist, ecological, or social</li> <li>→ Identify and analyze issues related to environmental protection and management</li> <li>→ Develop an awareness of the impact human actions have on the environment</li> </ul>
<p><b>Target group</b></p>	<p>All audiences: residents, school students</p>
<p><b>Impact</b></p>	<p>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.</p>
<p><b>Link</b></p>	<div style="display: flex; justify-content: space-around; align-items: center;">    </div>

