

## The COBIS Eco Film Awards 2023

### 1. Introduction

Once again, it has been both a pleasure to be involved in watching and commenting on the films that were submitted for the 2023 COBIS Eco Film Awards. The standard was again high, and final decisions were challenging. Schools are becoming more adept at production processes and increasing their awareness of the sustainability issues that they and their communities face. We note that the all-round standard of film production continues to increase.

This year there were 39 entries (23 KS 1-2, 16 KS 3-5) compared to 56 entries last year. These were from 23 countries (as last year) from across the world. The winners and runners up represented schools from South America, Asia, the Middle East and Europe. Once again, successful entries were characterised by a clear account told in an imaginative, engaging way by students, with a focus on projects that made a difference. In the most successful films, music and images were carefully chosen to add to the story, and data were used with precision to illustrate issues and outcomes.

A consistent aspect of this awards scheme is the valuable insights presented into how schools from across the world are dealing in positive ways with environmental issues; another is being able to see well-informed young people telling their stories. Encouragingly, most films had informative credits noting those involved. We appreciated the creativity and innovation shown by many of the projects, along with the range of approaches taken to film-making. Increasingly sophisticated video-graphic techniques are being used. Although still quite rare, understated humour was always effective at getting across a message. Reducing waste and recycling remained popular themes and dealing with plastic waste again was a prominent focus. The value of trees was again a strong feature.

As with previous years, there was evidence of cross-curricular focuses, multi-age working, whole-school involvement, and links between the school and the community in what was being attempted. A persistent negative feature continues to be that some films play insufficient attention to outcomes (as opposed to the process of carrying out the project), and we recommend that this element continues to be stressed in future competitions. In terms of production quality, poor sound and rather rushed voice overs still continue to be a problem in entries.

### 2. Results

Our brief was to select a winner and two runners-up in each category.

The overall results are:

Key Stages 1 & 2	Key Stages 3 to 5
Winners	
<i>Riverside School Prague</i> River Protection Project	<i>Colegio Colombo Britanico, Colombia</i> Corazón Verde Lessons: Puntos Verdes at CCB

Key Stages 1 & 2	Key Stages 3 to 5
Runners-up	
<p><b><i>Nadeen School, Bahrain</i></b> Planet Protectors - Composting</p> <p><b><i>Royal School in Transylvania, Romania</i></b> Recycling Program Animation</p>	<p><b><i>Haileybury Almaty, Kazakhstan</i></b> (no title)</p> <p><b><i>Hastings School, Spain</i></b> Hastings Forest Project</p>

### 3. Commentary

#### 3.1 The Key Stages 1 & 2 Projects

##### **WINNER**      ***Riverside School, Prague***   ***River Protection***

This film was about a river protection project carried out by the school's Eco Council. It was a practical, hands-on project that was well-researched, planned and carried out. There was a good rationale for what was done and there were clear curriculum links to maths and to art. The outcomes led to further plans that would engage the whole school. The video was engaging and the children's contributions were clear and well made.

##### **RUNNER UP**      ***Nadeen School, Bahrain***   ***Planet Protectors - Composting***

This informative film told the story of the school's composting of food waste. The project addressed a real issue by a practical strategy resulting in useful outcomes (compost for plants). It was straightforward and effective. The involvement of school hens as part of the strategy was good to see, as was the incorporation of shredded office paper.

##### **RUNNER UP**      ***Royal School in Transylvania, Romania***   ***RS Recycling Program Animation***

This stop motion animation used Lego constructions to tell the story of the school's recycling programme and its contribution to sustainability. It was an imaginative production with student roles shown amongst classroom and school models.

#### 3.2 The Key Stages 3 to 5 Projects

##### **WINNER**      ***Colegio Colombo Britanico, Colombia***   ***Corazón Verde Lessons: Puntos Verdes at CCB***

This brilliant film, which was presented as a silent movie, really stood out. Watching it was like being in the cinema; you could even hear projector noise and see dark lines on the screen moving about. And the music was perfect. It told the engaging story of young people's involvement in the school's work on environmental projects.

##### **RUNNER UP**      ***Haileybury Almaty, Kazakhstan***

This was a film about raising awareness of the global problem of textile waste associated with fast fashion. Working with a local second-hand shop, students organised a fashion show to highlight the attractiveness of pre-owned clothes. Students modelled the fashions on the catwalk and obviously were having a very good time. The project culminated in a school initiative whereby clothes are collected for a second life.

**RUNNER UP     *Hastings School, Spain, Hastings Forest Project***

This film told the story of a tree-planting initiative as part of the school's sustainability strategy. This was a practical student project with teachers providing a school overview. The film was well-made and the music added to the effect.

**4. Final Thoughts**

On behalf of the UK National Association for Environmental Education we should like to commend all the schools that took part and congratulate your students on producing such high-quality films. We hope that you all benefited from participating, and that this competition has reinforced your determination to address, through both your teaching and the ways in which your schools operate, the environmental and sustainability issues we all face.

With good wishes,

***Henricus Peters, William Scott***

The National Association for Environmental Education

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