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Ecopedia

“RESOURCES”

(a teacher’s guide)

Lesson plans from Ecology

for Primary Schools

2016 / 2019



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# TABLE OF CONTENTS

Project partner schools 3

Introduction 4

Lessons 5 - 34



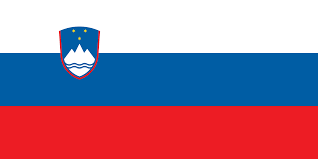
https://www.deweijerwereld.nl

DE WEIJERWERELD, Boxmeer, the Netherlands



www.dd2circolocavour.gov.it

2 Circolo Didattico Cavour Marsala, Marsala, Italy

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www.ostpavcka.si

Osnovna šola Toneta Pavčka, Mirna Peč, Slovenia



www.tervetesnovads.lv/annas-brigaderes-pamatskola/

Annas Brigaderes pamatskola, Zelemeni, Latvia



www.sp2.pulawy.pl

Szkola Podstawowa Nr 2 im. K.K.Baczynskiego w Pulawach, Puławy, Poland

June, 2019

# INTRODUCTION

This publication contains original lesson plans on environmental issues created by teachers from the five European schools participating in the Eco-Active project. They are based on the educational systems of five countries. All lesson plans refer to ecological issues, and their subject matter mainly relates to four thematic areas which our project dealt with: Resources, Water, Energy and Health.

Ecopedia includes lesson plans for younger and older groups of pupils. Some of them were used on international lessons, during visits to partner schools, with the participation of students from the host school. The remaining lesson plans were used in partner schools during the three years of the project on tutoring lessons, other school subjects and extra-curriculum school activities. All lesson plans are in English.

This publication is a form of a guide for teachers who would like to use ready-made and interesting lesson plans to introduce their students to issues related to ecology. Each lesson plan in this document has been developed by the teachers of the school from the country whose flag it bears. Each lesson plan contains information about the age group of students and the name of the teacher (author) who created it. Lesson plans are accompanied by attachments (worksheets, presentations, etc. ). Lesson plans are arranged according to the thematic areas of our project.

Project Coordinator

# RESOURCES

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 **LESSON PLAN** 

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| --- | --- |
| **SCHOOL** | Szkoła Podstawowa nr 2 im. K.K.Baczyńskiego w Puławach |
| **THEMATIC AREA** | RESOURCES |
| **TEACHER** | Agnieszka Jakubczyk |
| **SUBJECT** | Eco-Active – is it worth to be ECO? |
| **AGE GROUP**  (approximately) | 9-10 year olds (younger groups) |
| **TIME REQUIRED** | 45 minutes |
| **PLACE** | classroom |
| **LESSON OBJECTIVES** | **Student:**  - forms statements concerning the actions, which can be undertaken in order to protect nature in their place of living;  - enumerates eco-friendly activities;  - knows the concept of waste, segregation, recycling;  - understands the importance of segregation;  - indicates the possibilities of how we can reduce the production of rubbish;  - cooperates with peers during the activities;  - arranges and writes the words in alphabetical order; - multiplies the numbers in the field of 60. |
| **LESSONS YOU CAN USE** | * Language (English) * Ecology * Biology * Nature knowledge * Maths |
| **CLASS ORGANISATION** | * collective work; * individual work; * group work. |
| **MATERIALS** | -worksheets, materials for group work, stamps for pupils, medals for the Eco-Active. |
| **ICT TOOLS** | Multimedia devices – interactive board, a computer programme ActivInspire, LearningApps, film,, Ecological House "- YouTube, interactive exercise ,,Test your knowledge”. |
| **PROCEDURE** | 1. WELCOME 2. REMINDING OF THE CLASSROOM RULES (PP.5.1, 5.4) 3. PRESENTING THE TOPIC OF THE LESSON Worksheet: • Calculate. PUZZLE - LearningApps,, '' - interactive exercise <http://learningapps.org/1932447>  (PP.7.6) 2 x 6=12  6 x9 =54  7 x 7 = 49  6 x4 = 24  4 x 9 =36  3 x 10 =30  4 x 4 =16  4 x 6 =24  3 x 8 = 24  6 x 5 =30  6 x 6 =36  5 x 6 =30  PASSWORD: **ECO-ACTIVE**  1. GETTING TO KNOW LESSON OBJECTIVES: - During today's class you will learn what it means to be Eco-Active. - We will answer the question, why it is worth to be ECO. - We'll talk about what we can do for the environment.     - After today's lesson you will be able to enumerate at least 5 eco-friendly human behaviour/actions.  What will be taken into consideration during the lesson: During today's class I’m going to draw attention to: - Your activeness, - Statements – using full sentences, - group work, the tasks done correctly, - behavior.  • ACTIVENESS • USING FULL SENTENCES • TASKS DONE CORRECTLY • BEHAVIOUR  I remind you that everyone has the right to make a mistake. Do not laugh at mistakes of children, it's important not to repeat them.  **5.** - What do you associate the word “Eco-Active” with?         - What does it mean to be “Eco-Active”?       - When did you encounter this word? Have you ever heard this word?   • Ecology is the science of how we affect the environment and the environment affects us. • The “Eco-Active” is active in the field of ecology. Be active, i.e.: to act, to do, to work, to give the job to get involved in something.  6. Educational film entitled BEING ECO-FRIENDLY – link to the film in English:  <https://www.youtube.com/watch?v=jGstnZ_hbws>  <https://youtu.be/PYd88-RyaLs> → the film in Polish used during the lesson  - Now we are going to watch the movie, entitled “BEING ECO-FRIENDLY”, which will provide you more information on what it means to be Eco-Active.  DISCUSSION on the basis of the film: - Was there any word unclear to you? - What can you do for the environment to protect it? - Why should we care about the environment? Why should we perform eco-friendly activities?    **7.** GROUP WORK    (RECYCLING SIGN - What does this sign mean?)  • Read the sentences. Select only those that suggest YOU WHAT TO DO TO PROTECT OUR ENVIRONMENT?  • SEGREGATE WASTE IN YOUR HOUSE. • COLLECT WASTEPAPER AND SELL IT. 1 TON OF WASTEPAPER EQUALS 17 TREES. • PICK REUSABLE SHOPPING BAG • TURN OFF THE LIGHTS IF YOU ARE NOT IN THE ROOM • INSTEAD OF A BATH, CHOOSE FAST SHOWER.  • DO NOT SEGREGATE RUBBISH. SEGREGATION MEANS A BIG EFFORT, NO ONE NEEDS IT. • USE DISPOSABLE PLASTIC BAGS • TURN THE LIGHTS ON IN EVERY ROOM IN THE HOUSE • TAKE A BATH EVERYDAY  8. PHYSICAL ACTIVITY  The “Eco-Active” also take care about their health and physical condition. I invite you to gymnastics. ,, Head shoulders knees and toes "  <https://www.youtube.com/watch?v=WX8HmogNyCY>  9. Individual work at the desks. Worksheets. ATTACHMENT 1  • worksheet (Individualization division into 3 groups) Select and highlight words that are associated with eco-activeness. Arrange and write them in alphabetical order. |
| **EVALUATION** | GAME: True, False → PPT Presentation – ATTACHMENT 2   • ECO-ACTIVE - PEOPLE WHO CARE ABOUT THE ENVIRONMENT. (YES) • DISPOSABLE BAGS ARE ECO-FRIENDLY (NO) • BY SEGREGATING GARBAGE YOU REDUCE THEIR AMOUNT ON LANDFILLS. (YES) • A BATH IN A BATHTUB IS MORE ECONOMICAL THAN SHOWER. (NO) • RECYCLING IS RE-USE OF THE WASTE. (YES) • TURNING OFF UNNECESSARY LIGHT SAVES ENERGY. (YES) CONGRATULATIONS!  **ASSESSEMENT – medals for the eco-active**  **Students who were active during the class obtain medals(golden, silver and bronze)**  Which advice, which we discussed during the class will you use in your home? Final question: Is it worth to be ECO? |
| **ATTACHEMENTS** | LearningApps: <http://learningapps.org/1932447>  <https://www.youtube.com/watch?v=jGstnZ_hbws>  <https://www.youtube.com/watch?v=WX8HmogNyCY>  ATTACHMENT 1  ATTACHMENT 2 |

 **LESSON PLAN**  

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| **SCHOOL** | Szkoła Podstawowa nr 2 im. K.K.Baczyńskiego w Puławach |
| **THEMATIC AREA** | RESOURCES |
| **TEACHER** | Hanna Śliwczyńska |
| **SUBJECT** | Eco-friendly PE lesson with the usage of unusual objects. |
| **AGE GROUP**  (approximately) | 10-13 (older groups) |
| **TIME REQUIRED** | 45 minutes |
| **PLACE** | School gym |
| **LESSON OBJECTIVES** | * Developing motor skills through games with the usage of unusual objects; * Cooperation and team work. |
| **LESSONS YOU CAN USE** | * PE * Language for translation in English * Ecology |
| **CLASS ORGANISATION** | * Team work * Group work * Individual work |
| **MATERIALS** | 0.5 liter bottles of water, cans of various sizes, rolls of paper towels, toilet paper rolls, plastic bottle caps. |
| **ICT TOOLS** | - |
| **PROCEDURE** | * Warm-up → Each student holds a bottle of water in his or her hands   **Shaping exercises with bottles:** shoulders exercises: shoulder circling, shoulder swings, transferring bottles from hand to band. Trunk exercises: bends, side bends, squats Seated exercises – transferring the bottle under legs (abdominal muscles exercise) Exercises in lying on back position - hips raised, feet set on the floor, transferring the bottle under the hips and over the belly. Lying face down exercises - exercise the muscles of the back – transferring the bottle from hand to hand with raised trunk. Skip A Skip C Side to side Crossovers  Main part of the class:   1. Relay race with a relay baton   Students divided into 3 rows. They run with the baton, bypass the post and give the relay baton to the next person in a row. Instead of a relay baton they use paper towel rolls. The winning team is the one, which finishes the task first.   1. A throw in a box using various objects: large cans, small cans, rolls of toilet paper, bottle caps, paper towel rolls, empty bottles.   Wins the team with the highest level of accuracy.   1. A shot with a can to a carton box.   Students, using a hockey stick, hit a can which aims at the box.  Wins the team with the highest level of accuracy.   1. Carrying items from one box to another:   There are various items in one box(cans, rolls, jams, bottles). A   running student chooses one item and places it in the second   box, passes the post and joins his team. The fastest team wins. |
| **EVALUATION** | Thanks for the usage of unusual items students take part in the lesson more intensively and with a greater interest. They engage more in performing the exercises.  Final question: Is it possible to conduct PE lesson without the usual tools? |
| **ATTACHEMENTS** | Photos taken during the lesson |

 **LESSON PLAN** 

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| **SCHOOL** | PRIMARY SCHOOL NO2 IN PULAWY, POLAND |
| **THEMATIC AREA** | RESOURCES |
| **TEACHER** | Joanna Ludwicka |
| **SUBJECT** | Why do we recycle? |
| **AGE GROUP**  (approximately) | 9 - 13 |
| **TIME REQUIRED** | 45 min |
| **PLACE** | (CLASSROOM/GYM/PLAYGROUND ETC.) |
| **LESSON OBJECTIVES** | To understand the consequences of not recycling. |
| **LESSONS YOU CAN USE** | * Language, for translation in English of course the English lesson * Biology * Nature knowledge * Science |
| **CLASS ORGANISATION** | * Pupils work individually * Pupils work in pairs   Pupils work in groups |
| **MATERIALS** | Cards with statements / laptops/ artefacts |
| **ICT TOOLS** | * computer apps on [www.learning](http://www.learning) apps * a video on you tube * IWB flipcharts |
| **PROCEDURE** | 1. INTRODUCTION   A warm up activity to make students get to know one another at tables of 6:  Task: Use the laminated cards and match 2 halves of 5 statements about eco actions  Extension activity: Look at the posters and key words on IWB and try to make a new statement about eco activity. Write the statements on mini whiteboards. Work with your partner. Each table is given a different set of pictures and words.   1. MAIN TEACHING   Reveal the Learning Objective of the lesson: To understand the consequences of not recycling?  A ) Show the poster asking to recycle on IWB and ask students: Why do we recycle? Then show the picture of a landfill / selection of rubbish and make sure that students understand the words: *rubbish/landfill*  B) Ask students to use laptops, work in pairs and do the app teaching them the names of different types of rubbish: [http://LearningApps.org/display?v=p4ct9weik17](http://learningapps.org/display?v=p4ct9weik17) ,  Make sure that the students understand the words *decompose/slow/fast* and then ask questions: What will happen to the rubbish in the landfill?  Which will decompose at the fastest/ slowest rate?  C) Show studenst a selection of rubbish items and ask them to put them in order from the fastest to the slowest decomposing ones. Then reveal the right order and ask them to do the next app of matching the types of rubbish with its decomposition times: <https://learningapps.org/display?v=p1hygcqvt17>  Ask children questions: What will happen eventually to landfills?What can we do to prevent it?What will happen if we do not recycle?  D) Remind the students about the objective of this year’s Eco activity – to collect waste paper. Show students some posters with the facts about collecting waste paper and recycling paper. Ask students to do a word problem on collecting waste paper and saving trees. You need to collect 1 ton of waste paper to save 17 trees. If this year our school has collected about 95 tons of waste paper, how many trees has it saved?  3) PLENARY  Remind the students about the last year’s Eco active objective: to collect plastic bottle lids. Ask them to watch the film about a small plastic workshop and ask them the question: What objects were made in the workshop? As the last task ask the studenst to work in groups and brainstorm ideas of what other objects could be made in a small plastic recycling workshop? <https://www.youtube.com/watch?v=76AFNIxYjUE>  Extension interactive apps about eco activity:  WORD GRIDS - ECOLOGY  EASY: <https://learningapps.org/1420418>  HARD: <https://learningapps.org/3444885>  HORSE RACE - WHAT MUST I DO?  <https://learningapps.org/2172959> |
| **EVALUATION** | Ask students to assess their understanding of the lesson and the progress they have made with the thumbs up and down technique. |
| **ATTACHEMENTS** | Smart board slides/flipcharts  Word document with statements about eco actions  Word document with links for students. |

 **LESSON PLAN** 

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| **SCHOOL** | Annas Brigaderes primary school |
| **THEMATIC AREA** | RESOURCES |
| **TEACHER** | Evita Deičmane, Maija Klāsupa |
| **SUBJECT** | Project week |
| **AGE GROUP**  (approximately) | 10 -13 |
| **TIME REQUIRED** | 40 min |
| **PLACE** | CLASSROOM |
| **LESSON OBJECTIVES** | * • With the help of allegoric performance sketch to draw attention to environmental problems and human activities in it. The goal - to play eco sketch about resources and saving the environment. * Learn to save environment, to sort our waste * Learn the basics of green thinking |
| **LESSONS YOU CAN USE** | * Language, for translation in English, of course the English lesson * Science * Nature knowledge   **Integrative learning** connecting skills and knowledge from multiple sources and experiences CLIL Content and Language Integrated Learning |
| **CLASS ORGANISATION** | Pupils work in groups |
| **MATERIALS** | carton boxes (2-3), desk lamp, white silk paper, used carton, glue, scissors, cocktail straws, adhesive tack (masa mocujaca) , scotch tape, worksheets |
| **ICT TOOLS** | <https://www.youtube.com/watch?v=dpcWKg2vqJA> |
| **PROCEDURE** | Greetings, introduction  In the introduction – lesson starts with Shadow Theatre, during the lesson pupils prepare similar performances  Students are divided into groups of three, using coloured buttons.  Each group toss up a ready sketch, which is prepared by Annas Brigaderes primary school, pupils can offer their own original etudes about lesson theme . There are previously prepared folders with the necessary images.  Two groups prepare stage for shadow theatre – cardboard boxes.For this exercise pupils can involve international project teachers.  Preparing time – 10-15minutes.  Pupils show their performances.  At the end of the lesson pupils value their job, they can discuss, what they liked and what they found out. |
| **EVALUATION** | Pupils get 2 colourful post-it note sheets, on the one note sheet they write, what they liked and on the other sheet they write, what they found out. |
| **ATTACHEMENTS** | Eco -performances |

 **LESSON PLAN**  

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| **SCHOOL** | Annas Brigadere’s primary school |
| **THEMATIC AREA** | RESOURCES |
| **TEACHER** | Sigita Kļaviņa |
| **SUBJECT** | EcoActive |
| **AGE GROUP**  (approximately) | 7-9 |
| **TIME REQUIRED** | 40 min |
| **PLACE** | CLASSROOM |
| **LESSON OBJECTIVES** | With handmade decoration pieces from old waste items to pay attention to environmental protection |
| **LESSONS YOU CAN USE** | * Art * Nature knowledge |
| **CLASS ORGANISATION** | Pupils can work in groups, pairs and alone |
| **MATERIALS** | For each a bottle cap, (the best variant is with metal cap) a photo, a peg, candy wrappers, wiggle eyes, craft wires “Pipe cleaners”, button |
| **ICT TOOLS** |  |
| **PROCEDURE** | Introduction:  The teacher tells about spring, about flowers, which start to grow, about animals which wake up after the winter sleep and about butterflies, which are the best friends of flowers,  The teacher asks: what do butterflies look like, what do they do?  The teacher tells children about reuse of waste materials left after drinking cola, after eating candies. The teacher continues that pupils will make butterfly of these materials.  Steps: 1) Fold the fan from a candy wrapper, tie up or pinch in the middle,  2)stick it with the hot glue to the peg,  3)cut the photo in the shape of circle and glue it in the bottle cap,  4)stick to the peg two horns (pipe cleaner wires),  5)under the horns stick the button,  6)on the button stick two wiggle eyes,  7)under the button stick the cap with the photo |
| **EVALUATION** | Make an exhibition |
| **ATTACHEMENTS** | Pictures with kids’ crafts |

 **LESSON PLAN **

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| **SCHOOL** | Primary School “De Weijerwereld” Boxmeer The Netherlands |
| **THEMATIC AREA** | **How to create/produce a board game about “Re-use – Reduce - Recycle”?** |
| **TEACHER** |  |
| **SUBJECT** | **A board game about “Re-use – Reduce - Recycle”?** |
| **AGE GROUP**  (approximately) | 11-12 years (primary school min The Netherlands the oldest pupils) |
| **TIME REQUIRED** | One hour |
| **PLACE** | Classroom |
| **LESSON OBJECTIVES** | * Enlarge Cooperation * Enlarge skills of discussion * Nature knowledge goals * Critical thinking * Language: formulate accurately |
| **REGULAR LESSONS YOU CAN USE** | * Language, for translation in English of course the English lesson * Biology * Nature knowledge * Drawing: you can illustrate the game board if you like, create a nice design, of course the pupils will do this! |
| **CLASS ORGANISATION** | * Pupils work individual * Pupils work in pairs * Pupils work in groups |
| **MATERIALS** | Just paper and pencils. For printing the game board paper A3 |
| **ICT TOOLS** | Just WORD. If you like other software to create a game board |
| **PROCEDURE LESSON PLAN** | 1. **Preparation:** First tell/explain the pupils that they are going to make a board game TOGETHER. Every pupils will have input. 2. Every **individual pupil** has to think **one (or two) minute(s)** about **one positive quote** concerning “Environment” and formulate this quote. Focus should be on “How did I give a contribution to “Reduce-Reuse-Recycle”. Topic can be “Reduce Waste”, “Saving energy” etc. And, the positive behaviour should be rewarded in terms of “Have another throw” or “Go further two (or more) squares”(things like this).   **Examples**: you were shopping and you packed the things you bought in your own bag. You reduced the production of plastic bags. Well done, go on four squares.   1. After the **two minutes** the pupils form **pairs and discuss** the quotes they both formulated. So a pair of pupils can have one quote together or two different quotes. This discussion takes **maximum 3 minutes.** 2. Then two pairs form **a group of four pupils** and do the same. They discuss for **max. 5 minutes** and **formulate all the quotes of the group**. So it can be that such a group has 4 different positive quotes. 3. Then we have **the same session**s, but now pupils have to formulate **negative quotes**. Again it should take 2-3-5 minutes. 4. So, after let’s say 25 minutes (maximum) the pupils did formulate let’s say about 15 positive and 15 negative quotes, all rewarded in a positive or negative way. 5. The teacher, a trainee or someone else (one of the pupils?) collects all the quotes, **the positive ones in green, the negative ones in red.** 6. **Before this lesson** the teacher (or someone else) **prepared the game board** containing green, red and white squares. You can use tables in **WORD** like this:      |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Start | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |  |  |  |  |  |  |  |  | 9 | | 30 | 31 | 32 | 33 | 34 | 35 | 36 |  | 10 | | 29 |  |  |  |  |  | 37 |  | 11 | | 28 |  | 46 | 47  FINISH | |  | 38 |  | 12 | | 27 |  | 45 |  | 39 |  | 13 | | 26 |  | 44 | 43 | 42 | 41 | 40 |  | 14 | | 25 |  |  |  |  |  |  |  | 15 | | 24 | 23 | 22 | 21 | 20 | 19 | 18 | 17 | 16 |  1. Then you write all the quotes here below, positive in green, negative in red. These are the game rules.   2: Quote 1  3: Quote 2  4: Quote 3  etc   1. After this you can print the game and play it. 2. Of course this game can be “used” for different kind of items:  * “Environment in general” * “Environmental behaviour” * “Water” * “Resources” * Etc. |
| **EVALUATION** | Ask the pupils about the quality of the discussion. Discussion about the quality of the quotes.  Can we play the game? Or do we have to re-organise the rules? |
| **ATTACHEMENTS** | -- |

**** **LESSON PLAN**

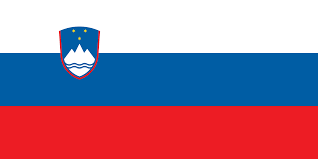
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| **SCHOOL** | Primary school ‘De Weijerwereld’ Boxmeer The Netherlands |
| **THEMATIC AREA** | RESOURCES (crafting with free material) |
| **TEACHER** | Maaike Simons, Imke Kosman |
| **SUBJECT** | Handicraft |
| **AGE GROUP**  (approximately) | 9 - 15 years old pupils. They are mixed from different countries. |
| **TIME REQUIRED** | One hour |
| **PLACE** | classroom |
| **LESSON OBJECTIVES** | * Enlarge cooperation * Enlarge creativity * Enlarge handicraft skills * Show the pupils what they can do with free materials. (They learn that you can make from nothing, something.) |
| **LESSONS YOU CAN USE** | * English * Drawing * Handicraft * Technique |
| **CLASS ORGANISATION** | * Pupils work individual * Pupils work in pairs |
| **MATERIALS** | * Bottles * Scissors * Straws * Knife * Glue * Cardboard * Bottle caps * Magazines * Tyraps |
| **ICT TOOLS** | * We use a Powerpoint to explain our assignment. |
| **PROCEDURE** | 1. **Preparation:** I made a Powerpoint and a lesson plan. I made a list of all the materials we need and send this to the school in Slovenië. 2. I don’t know all the pupils, so before I start the lesson I introduce myself 3. Then I show all the pupils the materials and explain step by step what they have to do. 4. I show the pupils the final product so they can see what they are going to make. 5. Then I divided all the materials over the different groups, so the students can share the materials. They work individual.  * When the pupils start with the activity I walk around in the classroom and give instructions, compliments and help to the pupils. |
| **EVALUATION** | All the pupils clean up their table. When they are finished we ask the pupils what they were thinking of the activity. After that they take look at each other’s work. |
| **ATTACHEMENTS** | - |

 **LESSON PLAN **

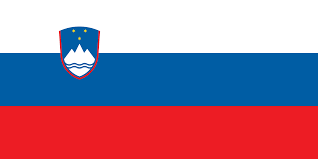
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| **SCHOOL** | Primary school ‘De Weijerwereld’ Boxmeer The Netherlands |
| **THEMATIC AREA** | Recourses |
| **TEACHER** | Maaike Simons, Imke Kosman |
| **SUBJECT** | Recycling waste |
| **AGE GROUP**  (approximately) | 4 – 6 years old pupils |
| **TIME REQUIRED** | 30 minutes |
| **PLACE** | classroom |
| **LESSON OBJECTIVES** | * The pupils learn witch materials can be recycled in their classroom. * Pupils learn that it is important to seperate the waste. * The pupils know how to collect the waste before the recycling. |
| **LESSONS YOU CAN USE** | * Biology * A large vocabulary * Citizenship * Physics |
| **CLASS ORGANISATION** | * The pupils are sitting in a cirkle. |
| **MATERIALS** | * The digital schoolboard * Litterbin (different ones) * Waste * Worksheets * Images of different waste |
| **ICT TOOLS** | * Digital schoolbord |
| **PROCEDURE** | 1. Prepareation: the teacher collect the materials for the lesson.  2. The teacher walk in the classroom dressed as a garbageman.  3. Then he shows the pupils the collected waste. But there is a problem. He doesn’t know where to put the waste in.  4. He askes the pupils for help.  5. The pupils help te garbadgeman to sort the garbadge.  6. The garbadgeman thanks the pupils.  7. Then the garbadgeman asked the pupils of they can do it also on the schoolbord.  8. The pupils play the game.  9. The garbadgeman explain the worksheets to the children.  10. The children make the worksheets. |
| **EVALUATION** | When the worksheets are finished the pupils come back in the circle and the teacher explains the answers on the worksheets. Pupils look at each others work. The teacher give the pupils compliments and ends the lesson. The children watch a short movie about separate waste. |
| **ATTACHEMENTS** | -www.aandeslagmetafval.nl  You can play the game and watch the movie on this site. |

** LESSON PLAN**

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| **SCHOOL** | Primary school ‘2 Circolo Didattico “Cavour” Marsala-Italy |
| **THEMATIC AREA** | RESOURCES |
| **TEACHER** | Valeria M. De Vita |
| **SUBJECT** | ECO-PLACEMAT for BREAKFAST |
| **AGE GROUP**  (approximately) | 8- 10 |
| **TIME REQUIRED** | 90 min. |
| **PLACE** | CLASSROOM |
| **LESSON OBJECTIVES** | * understand the importance of recycling * know how to conduct an experience and how to implement it * enlarge creativity * create an object using recicling materials |
| **LESSONS YOU CAN USE** | * Storytelling * Manual activtivities * Drawing * English * ICT |
| **CLASS ORGANISATION** | * Pupils work individual * Pupils work in pairs * Pupils work in groups |
| **MATERIALS** | Scissors, rulers, staplers  Computer |
| **ICT TOOLS** | Creating a Power Point |
| **PROCEDURE** | 1. Preparation: Children discussing about resources,   Teacher and children create the story of “Giorna-lino”using Power Point   1. The Power Point of “Giorna-lino” is discussed and according to the story, children build ECO-PLACEMATS 2. Procedure to build Ecoplacemats:   -prepare: old newspaper, scissor, glue, ruler, stapler;  **-**show to the pupils the final product, so they can see what they are going to make;  - distribute all the materials over the different groups.  They work individually, in pair, in groups:   * From the old magazines children cut out stripes of paper; * They put 4 stripes together to form a square and staple them. * Put other stripes vertical and staple them. * Add horizontal stripes, interweave them to the previous, and staple them too. * While the pupils are working, give them instructions, compliments and help, if they need. * The eco placemat is ready. |
| **EVALUATION** | All the pupils create eco paper placemat  They know the importance of recycling paper |
| **ATTACHEMENTS** | -Giornalino story (Power point)  -ECO Aktive (Power Point) |

 **LESSON PLAN **

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| **SCHOOL** | Tone Pavček Primary School, Slovenia |
| **THEMATIC AREA** | Waste management  Resource recovery  Eco-conscious consumers |
| **TEACHER** | Slavka Pečjak |
| **SUBJECT** | Home Economics |
| **AGE GROUP** (approximately) | 11–13 (older groups) |
| **TIME REQUIRED** | 90 minutes |
| **PLACE** | Classroom |
| **LESSON OBJECTIVES** | Students:   * learn about proper waste management, * learn how to classify waste to properly dispose it into recycling containers, * recognize hazardous waste and ways of working with it, * understand the importance of waste separation, * understand the concept of waste separation and recycling.   New concepts:   * packaging, hazardous waste, bio-waste, ecological islands, recycling |
| **LESSONS YOU CAN USE** | * Chemistry * Science * Foreign Language (as vocabulary extension) * Ecology |
| **CLASS ORGANISATION** | * Pair work * Group work * Individual work |
| **MATERIALS** | Household waste, poster board paper A2, coloured markers, student Eco-Notebook (made for the Eco-Active project), a Waste Management powerpoint presentation |
| **ICT TOOLS** | Interactive board |
| **PROCEDURE** | The teacher welcomes the class and introduces the topic of waste management and resource recovery.  The teacher invites the class to share their thoughts about creating and managing waste in students’ households. The teacher ask some questions, such as:  What kind of waste did you create at home yesterday?  How much did you make?  Did you separate the waste? How?  The teacher asks the students to open student Eco-Notebooks on page 2 (a chapter about waste).  Students work in pairs. While reading the information in the Eco-Notebook booklet, they talk to each other about waste, the ways they separate it at home, and discuss whether they find the tips written in the booklet useful or not.  Teacher invites individual pairs to share their findings (slide 2 on Waste Management powerpoint presentation; additional teacher resources at www.recycling-guide.org.uk).  The teacher sums up important information about managing waste and outlines the importance of reducing the consumption of waste, separating waste in specially marked containers within the households, and ways of dealing with hazardous waste.  The teacher tells the students about ways of managing waste in students' local environment (slide 3 Waste Management powerpoint presentation; additional teacher resources at www.komunala-nm.si).  The teacher leads a discussion on “Ecological Islands”, resource recovery areas that are placed in most villages around Mirna Peč. (slide 4 Waste Management powerpoint presentation; additional teacher resources at www.komunala-nm.si).  The students are divided into (5 to 7) small groups . Each group takes a poster board paper, some coloured markers, and takes out a slip of paper from a bag. On the slip there is a topic (PAPER, GLASS, PLASTIC, ORGANIC WASTE, METAL; additional groups LINEN, HAZARDOUS WASTE).  Student prepare the waste items, they have brought from their homes, and take each to the group with the appropriate topic.  Each group then draws a big container on the poster, separates the waste and glues only the waste belonging to their topic.    In conclusion, the whole class writes down their findings of Eco-conscious consumers. For example:  - Separate and recycle  - Support groups that fight for a clean and green planet  - Use public transport or cycle  - Reduce pollution  - Use environmentally-friendly cleaning products |
| **EVALUATION** |  |
| **ATTACHEMENTS** | PPT |

**** **LESSON PLAN**

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| **SCHOOL** | Tone Pavček Primary School, Slovenia |
| **THEMATIC AREA** | Waste management  Reusing |
| **TEACHER** | Mojca Starešinič |
| **SUBJECT** | Art |
| **AGE GROUP** (approximately) | 9–12 |
| **TIME REQUIRED** | 90 minutes |
| **PLACE** | Classroom |
| **LESSON OBJECTIVES** | Students:   * make use of discarded objects to create a piece of art, * develop creative and innovative thinking processes, * develop the ability of independent choice-making, * monitor the creative process of making art forms, * develop the sense of responsibility for completing the tasks given, * develop the sense of eco-friendly behaviour and sustainable development, * develop entrepreneurial skills, * acquire skills and knowledge for lifelong learning, * contribute to waste reduction by presenting their finished products to friends or family, * contribute to waste reduction and grow as eco-friendly citizens of Earth, * prepare regular exhibitions of finished products. |
| **LESSONS YOU CAN USE** | * English (CLIL) * Biology * Science |
| **CLASS ORGANISATION** | * Pair work * Individual work |
| **MATERIALS** | Discarded plastic bottles, scraps of wool, a glue gun, adhesive tape, a utility knife, scissors, a hole punch |
| **ICT TOOLS** | A computer and a projector |
| **PROCEDURE** | **Introduction: Brainstorming**  In pairs students discuss how discarded plastic bottles (which represent one of the major environmental problems in the world) can be reused. The teachers writes plastic bottles as the keyword on the board and notes down the ideas that the students come up with.    **Main part:**    Technique 1    Students prepare the necessary materials and tools: discarded plastic bottles, scraps of wool, a glue gun, adhesive tape, a utility knife, scissors, a hole punch.    The teacher explains the steps of making bracelets, while the students create them.   * You make the first cut into the plastic bottle using a utility knife. Be careful not to cut yourself! Cut out a ring 2 cm in width using scissors. * Fix the wool on the inside of the plastic ring with adhesive tape. Then wrap the wool around the ring. The thread has to be tight and accurate. * After completely covering the ring with wool, glue the end of the wool on the inside of the ring using the glue gun. * To make your bracelet more interesting, use wool of different colours or add other ornaments.     Technique 2    Making bracelets from plastic bottles and wool:  · Make holes using a hole punch in the plastic ring cut out from the bottle.  · Thread the wool inside the holes and around the ring in random order and color combination.    Students create any number of bracelets, applying their creative ideas. In doing so, they make sure that their product is as aesthetically pleasing and technically perfect as possible.    **Summary:**  Students present their products and exhibit them. If during the creative process, they have new ideas on other ways of making bracelets from plastic bottles, they present them to their classmates. Afterwards they tidy their working space, and facilities and regulate waste. |
| **EVALUATION** |  |
| **ATTACHEMENTS** | PPT: Bracelets made from plastic bottles and wool |