



# Let's save the life on our planet



This project is funded by  
the European Union

Created for Erasmus+ project – Let's  
save the life on our planet

## Authors

We are 5 countries - 5 schools working on the Erasmus+ project Let's save the life on our planet :

Slovakia, Greece, Italy, Spain and Turkey.

Zakladna skola Viliama Zaborskeho Levicka 737 Vrable (Slovakia)

14th Junior High school of Patras (Greece)

Istituto Comprensivo di Santa Teresa di Riva-Santa Teresa di Riva  
(Italy)

Institut Ramon Berenguer IV (Spain)

Fatih secondary school (Turkey)

This e- book is the view of our students on the topics of this project:

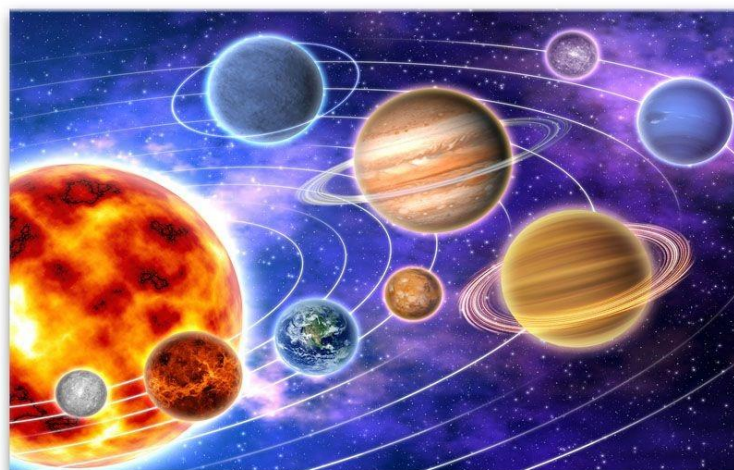
**The Universe**

**Global problems**

**Protection of our planet, environment, nature, life**

**Relationship to the environment, nature, animals, interpersonal relationship**

**Living in the past, our relationship to the older people**



# 1st topic: The Universe

The first topic of our Erasmusplus project was The Universe. Here are some details what we learnt in this topic.

## Spanish students

### Earth and life on Earth.

The first topic in the project **Let's Save the Life on our Planet** is the Universe, the planets, the Earth and life on Earth.

The first activity we did was to get some information about the Solar System, the planets, the Sun... after gathering some general data and see what the dimensions of the different elements in the Solar System were, we tried to represent the planets and the Sun on scale in order to be able to make such huge dimensions rational. When we tried to represent the distances, we realized it was impossible to do so because even after reducing the dimensions, it was impossible to maintain the proportional distances; the farthest planet from the Sun would have to be placed in the village nearby.

These activities made us reach the following conclusions :

- There are eight planets in the Solar System and they all go in an elliptical movement around the Sun, the star in the system. Four of these planets, the nearest to the Sun, are rocky planets (Mercury, Mars, the Earth and Venus), while the furthest planets from the Sun are gas planets (Uranus, Neptune, Saturn and Jupiter).
- When observing the Sun, some spots can be noticed. They are the sunspots. They are variable and that's why the Sun does not always have the same appearance.
- The Sun is made of gases. The fusion of the gases in the Sun produces reactions and explosions. These explosions release energy as light and heat, two important conditions for life on Earth.
- The Earth is the only known planet where life is possible, but the universe is so huge that there might be life somewhere out there but we haven't been able to find it yet.

- Life on our planet can be very fragile, that's why we must take care of it and maintain the suitable conditions to make it possible.
- The Earth is enormous if we measure it with the human dimensions, but on the other hand it is really tiny if observed in the immensity of the universe. Humans are not aware of the universe immensity.
- There are many different elements in the universe and humans only know a very little part of it, because the universe is infinite.
- Although humans can reach 90 years of age and they can be over two metres high, they are incredibly small in front of the universe infinity.



## Slovak students

### The Universe created by Slovak students

#### What is the Universe ? How did this everything start?

**Cosmology** is the science, which studies the formation of the Universe.

There are several theories about the creation of the Universe.

The opinion on the creation of the Universe has changed over the centuries, changed the view on the Universe and its evolution.

#### The theory of Big Bang is the most famous theory about the creation of the Universe

There was nothing just a small grain of super dense very hot material that exploded in a huge flash of energy. This way

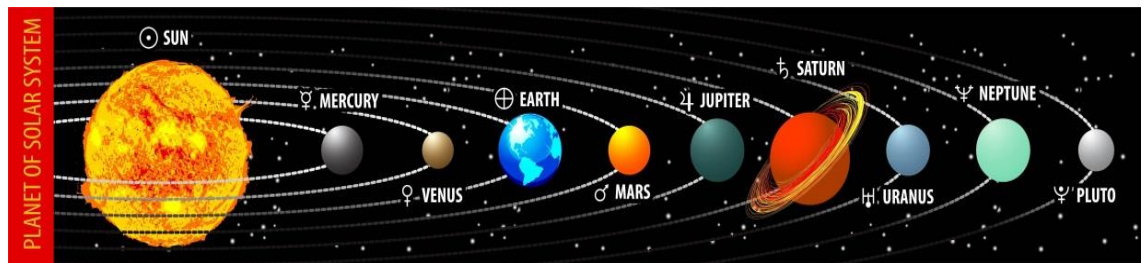


even the space as the place appeared. The expansion continues until today. Gradual cooling of energy caused the foundation of the first particles. Then a lot of stars, planets, galaxies started to create .... The Universe as we know it is created.

## The Solar System

Solar system consists of **the central star - the Sun** and objects that orbit around it in elliptical orbits.

There are **8 planets** and their 61 Moons known up to now, then asteroids, comets and meteoroids. The solar system also contains an interstellar gas and powder.



### The Earth is our planet. What we know about her?

The Earth belongs to the Solar System, which is the part of galaxy named **Milky Way**. **The Earth is in order the third planet from the Sun.**

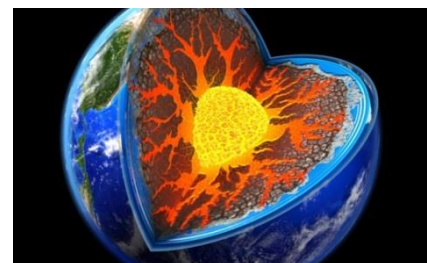
We called it also Blue planet. It is the only planet of the Solar system about which we know that the life was evolved here.

### The structure of the Earth

**The Earth core** with diameter of 6 800 km is melted metal substance with temperature of 6 000°C.

**The Earth mantle** has got a thickness of 3 000 kilometers.

**The Earth crust** has got thickness about 70 kilometres, under the oceans 10-12 kilometres.



## Moves of the Earth

The move around own axis, which we called Earth rotation – it causes the change of day and night.

The move around the Sun, which we named circulation of the Earth .

It has the shape of ellipse. One circulation of the Earth around the Sun takes 365 days – 1 year.

## The atmosphere

The atmosphere of the Earth gives it the protection against essential part of Sun radiation to our planet.

The surface of the Earth is surrounded by the atmosphere of about 200 kilometers . It consists especially of:

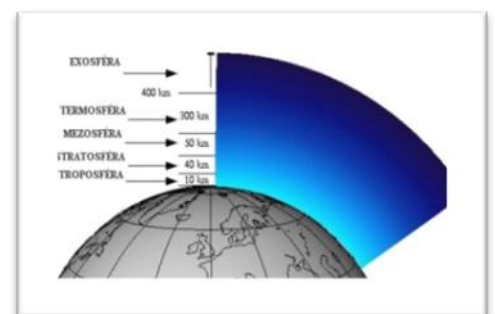
Nitrogen - 78 percent,

Oxygen - 21 percent.

The other one percent is created by argon, water steam and carbon dioxide.

### Basic parts of atmosphere

- ⦿ Troposphere is to 10 km. The nearest to the surface.
- ⦿ Stratosphere (10-50 km)
- ⦿ Mesosphere (50-90 km)
- ⦿ Ionosphere (90-230 km).
- ⦿ The height of 200 kilometres is the border of outer Space.



## The moves of the Moon

The Moon moves around The Earth for one month.

The Phases of the Moon :

- ⦿ Full Moon
- ⦿ New Moon
- ⦿ Half Moon – twice



## Sources

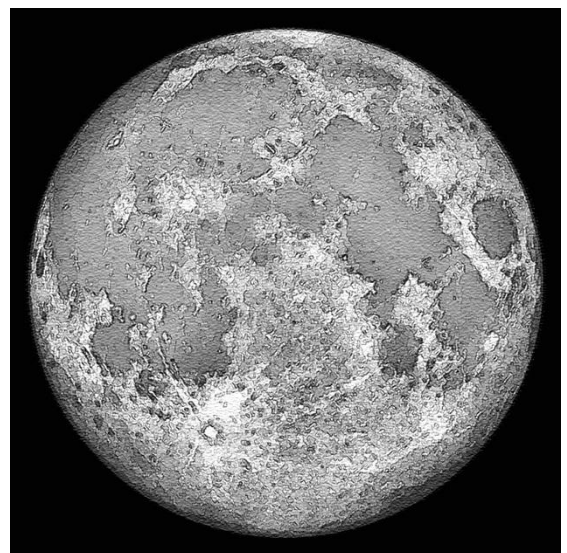
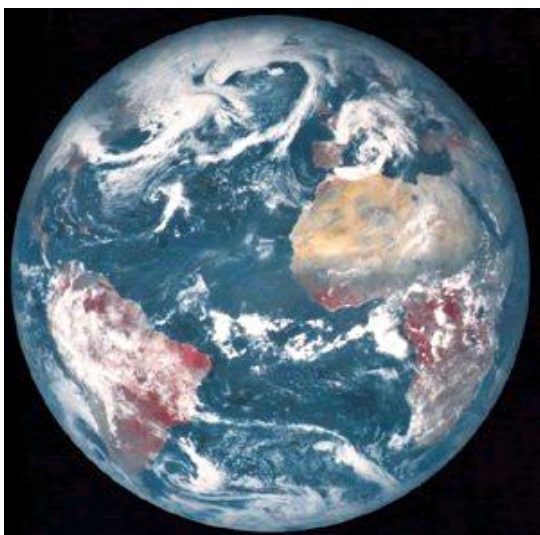
[https://sk.wikipedia.org/wiki/Chronol%C3%B3gia\\_vesm%C3%ADru](https://sk.wikipedia.org/wiki/Chronol%C3%B3gia_vesm%C3%ADru)  
<http://geografiapreziakov.webnode.sk/a5-rocnik/poznamky/cesta-do-hlbin-zeme/>  
[http://www.svet-puzzle.sk/show\\_goods.php?goodsID=246535](http://www.svet-puzzle.sk/show_goods.php?goodsID=246535)  
<http://atllas.mypage.cz/>  
<http://vtm.e15.cz/aktuality/cesta-do-nitra-planety-zeme>  
<http://thisismyuniverse.blog.cz/1401/we-are-not-alone>  
<http://www.fany.wbl.sk/Slnecna-sustava.html>  
<http://pixersize.com/wallmurals/inner-planets-solar-system-illustration-28704327>  
<http://www.martinus.sk/?ultem=134994>  
<http://www.ta3.sk/~zkanuch/apvv/wwwheslar/heslo.php?id=45&cms=1>  
<http://slideplayer.cz/slide/3063991/>  
<http://www.ta3.sk/~zkanuch/apvv/wwwheslar/heslo.php?id=48&cms=1>  
[http://www.adrian.hudec.szm.com/Zem-Slnecna\\_sustava.html](http://www.adrian.hudec.szm.com/Zem-Slnecna_sustava.html)  
<http://zivot.cas.sk/clanok/21041/lunarny-kalendar-ak-ste-sa-rozhodli-pre-radikalnejziu-zmenu-skuste-to-pocas-tychto-dni>  
[http://www.lidovky.cz/foto.aspx?r=ln-zpravy-retezove&foto1=APE426ad0\\_shutterstock\\_55193803.jpg](http://www.lidovky.cz/foto.aspx?r=ln-zpravy-retezove&foto1=APE426ad0_shutterstock_55193803.jpg)  
[https://www.google.sk/search?q=galaxie&rlz=1C1KMZB\\_enSK644SK644&espv=2&biw=1600&bih=809&source=lnms&tbm=isch&sa=X&ved=0ahUKewiH5-zE1rrJAhXJ1ywKHf3ICPEQ\\_AUIBigB#imgrc=l4nVFUDgJFEnLM%3A](https://www.google.sk/search?q=galaxie&rlz=1C1KMZB_enSK644SK644&espv=2&biw=1600&bih=809&source=lnms&tbm=isch&sa=X&ved=0ahUKewiH5-zE1rrJAhXJ1ywKHf3ICPEQ_AUIBigB#imgrc=l4nVFUDgJFEnLM%3A)  
<http://www.lakesidepress.com/pulmonary/MtEverest/bloodgases.htm>  
<http://ecowatch.com/2014/04/09/celebrating-small-blue-planet/>  
<http://sciencelearn.org.nz/Contexts/H2O-On-the-Go/Sci-Media/Images/Earth>  
<http://www.space.com/19915-milky-way-galaxy.html>

## Italian students

## THE MOON

The Sun is a star around which the planets revolve with their satellites, just as the Earth with the Moon.

The moon is a satellite, that is a small rocky body which revolves around our planet, the Earth.



At the beginning there was the chaos!

Stars and planets were wandering,

at the same time new stars were forming.

Planets collided and.....



After the Bang, fragments assembled and formed a rocky sphere:

the Moon, the satellite of the Earth.

The Moon looks bright because it reflects the light from the Sun such as the Earth and the other Planets.

When we look at the Moon from the Earth we can only observe light areas and dark areas: the light ones are the mountains and the craters, the dark ones are the plains.

The plains are also called

« lunar seas » but there is no evidence of water at liquid state





It might be that in the deep part of the craters could be found some iced water.

The falling of meteorites provoked the formation of a great amount of craters.

Meteorites are rocky bodies of different size wandering in the space among the planets

The Moon influences the Earth environment in many ways but the most important is the phenomenon of the tides.

The attraction of the Moon and the Sun creates the Low Tide and the High Tide in our Oceans.



## **THE SUN ECLIPSES**

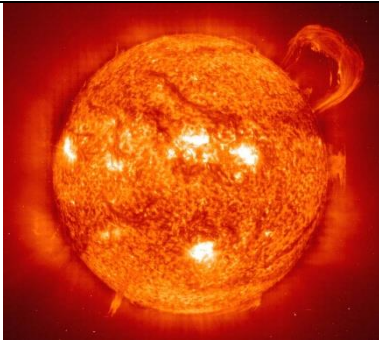
During the Sun eclipses, the Sun is temporarily obscured by the Moon.



# The Universe

Created by Turkish students

0



## The Sun (Our Star)

- . The **STAR** of our Solar System
- . Could hold more than **1 million Earths**
- . Made of **boiling hot gases**
- . **Supports** our Life on Earth - energy source
- . **Temperature** = 5538 degrees Celsius

1



## Planet Mercury

- . **Closest** to the Sun
- . **Smallest planet** in our Solar System
- . **Terrestrial Planet** (solid surface)
- . Lots of **craters** like the moon
- . **Hot** during day /**cold** at night (no atmosphere)
- . **1 Year** = 88 earth days - (travels very fast)
- . **1 Day** = 1407 earth hours (58 earth days)
- . **Temperature** = -173 to 427 degrees Celsius
- . **No moons**

2



## Planet Venus (Earth's Sister)



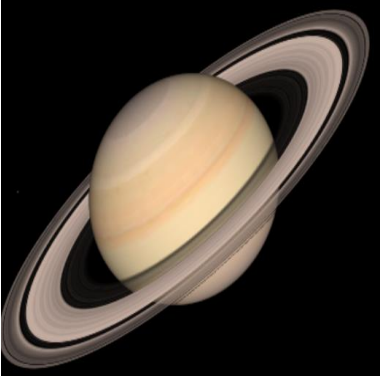

- . **Second planet** from the Sun
- . **Similar size** to Earth
- . **Terrestrial Planet** (solid surface)
- . **Rotates** in opposite direction (spins backwards)
- . **Hot and deadly** - lots of volcanoes
- . **1 Year** = 225 earth days
- . **1 Day** = 5832 earth hours (because spins backwards)
- . **Temperature** = 462 degrees Celsius (very hot)
- . **No moons**

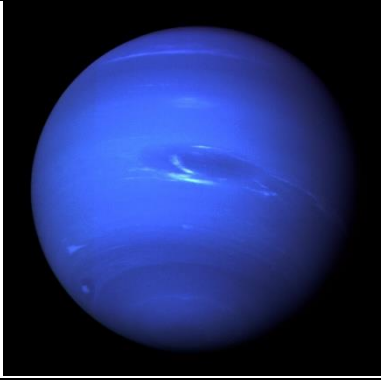
3



## Planet Earth (Our Home)

- . **Third Planet** from the Sun
- . **5th Largest Planet**
- . **Terrestrial Planet** (solid surface)
- . Supports **life** with **air, water, land**
- . Consists of **oceans, continents, atmosphere**
- . **1 Year** = 365 earth days
- . **1 Day** = 24 earth hours
- . **Temperature** = -87 to 57 degrees Celsius
- . **One moon**

4		<h3 style="color: red;">Planet Mars (The Red Planet)</h3> <ul style="list-style-type: none"> <li>. Fourth planet from the Sun</li> <li>. Smaller than Earth</li> <li>. Terrestrial Planet (solid surface)</li> <li>. Mars is <b>rocky, dusty and dry</b> - red iron in soil</li> <li>. Mars has <b>polar ice-caps</b> like Earth</li> <li>. 1 Year = 687 earth days</li> <li>. 1 Day = 24 earth hours , 37 mins</li> <li>. Temperature = -214 to -5 degrees Celsius</li> <li>. 2 moons - Phobos and Deimos</li> </ul>
5		<h3 style="color: orange;">Planet Jupiter (The Giant)</h3> <ul style="list-style-type: none"> <li>. Fifth planet from the Sun</li> <li>. Largest planet in our Solar System (hold 1300 Earths)</li> <li>. Gas Planet -windy clouds of ammonia and water</li> <li>. Has a <b>RED SPOT</b> - giant spinning storm</li> <li>. 1 Year = 4331 earth days (12 earth years)</li> <li>. 1 Day = 9 earth hours - 56 mins</li> <li>. Temperature = -148 degrees Celsius (very cold)</li> <li>. 49 moons - 4 Large ones and many small ones</li> </ul>
6		<h3 style="color: grey;">Planet Saturn (The Ringed Planet)</h3> <ul style="list-style-type: none"> <li>. Sixth planet from the Sun</li> <li>. 2nd Largest Planet but very light</li> <li>. Gas Planet similar to Jupiter</li> <li>. 7 flat rings made of ice, rocks and dust</li> <li>. 1 Year = 10759 earth days (29 earth years)</li> <li>. 1 Day = 10 earth hours , 39 mins</li> <li>. Temperature = -178 degrees Celsius (very cold)</li> <li>. 52 moons - Largest is Titan</li> </ul>
7		<h3 style="color: purple;">Planet Uranus</h3> <ul style="list-style-type: none"> <li>. Seventh planet from the Sun</li> <li>. 3rd Largest Planet</li> <li>. Gas Planet - ice similar to Neptune</li> <li>. Poles turn to the sun (spins on different axis)</li> <li>. Very cold and windy (coldest planet)</li> <li>. 1 Year = 30687 earth days (84 earth years)</li> <li>. 1 Day = 17 earth hours , 15 mins</li> <li>. Temperature = -216 degrees Celsius (very cold)</li> <li>. 27 moons - Largest are Oberon and Titania</li> </ul>



## Planet Neptune

- . Eighth planet from the Sun
- . 4th Largest Planet (can fit about 60 Earths inside)
- . Gas Planet - Icy
- . Windiest Planet in the Solar System
- . 1 Year = 60190 earth days (165 earth years)
- . 1 Day = 16 earth hours , 7 mins
- . Temperature = -214 degrees Celsius (very cold)
- . 13 moons - Largest is Triton

## 2nd Topic : Global problems

**We were talking about global problems during the meeting in Patras Greece. Each team created presentation and quiz to two global problems by the key.**

### Slovak student – Deforestation

The forests are on our Earth for 350 million years. Forests have an important place between ecosystems . Forests provide the variety of life forms . Forests are big producent of oxygen, the most important factor in climate regulation.

Forests help to protect the environment and air purity, affect the composition of the atmosphere producing the oxygen. They positively influence the biological, physical and chemical qualities of the air.

The forests influence the weather. They keep moisture, regulate the temperature. Forests manage the evaporation and rainfall.

They keep regulation of water regime: They direct the outflow – and so they prevent against floods. They also slow down wind speed.

They are home for animals such as bear, wolf, deer, rabbit, doe, squirrel, ....

They are a permanent source of different berries, mushrooms, herbal plants.



## The causes of forests demise

- Uncontrolled logging
- Building infrastructure (cities, highways, dams)
- The change into the agricultural land
- Using the wood as a fuel for households in developing countries
- Environmental pollution (air, water, acid rain)
- Fires

## **What everything can cause the pollution which then can damage the forests?**

- The biggest pollution of the environment is from toxic gases from industrial factories and power stations, exhaust from cars and airplanes,
- Wind transports pollutants over long distances.
- Acid rains are often created then.
- Also some diseases of trees caused with environmental pollution can appear.
- The animals lose their home, then the death of the animal species follow. They are extinct.

Every year, it is destroyed 105,000 km<sup>2</sup> of forests, especially tropical forests. This way it can happen that in year 2,057 there weren't no forests.

In Slovakia, the campaign against deforestation are organized , the protected areas are created in order to keep a home for plants and animals.

## Protected areas and National Parks in Slovakia

- Kysuce
- Záhorie
- TANAP in High Tatras
- PIENAP in Pieniny



- NAPANT in Low Tatras
- NP Veľká Fatra
- NP Slovak Paradise – Slovenský raj

### How could we - students, teachers, parents help ?

- We should prefer recycled paper.
- We could buy products from another material, not wood.
- We could help with planting trees and forests.

## Greek students

### WATER POLLUTION

When microorganisms end up as rubbish in rivers, lakes or inside the sea they infect the water.

## ΡΥΠΑΝΣΗ ΝΕΡΟΥ

- Ρύπανση μπορεί να θεωρηθεί η αλλαγή ενός συγκεκριμένου περιβάλλοντος που έχει ως αποτέλεσμα την καταστροφή ενός οικοσυστήματος.
- Η ρύπανση από τις ανθρώπινες δραστηριότητες φέρνει αρνητικές αλλαγές στους φυσικούς πόρους.  
Χαρακτηριστικό παράδειγμα είναι η μόλυνση της θάλασσας από πετρελαιοφόρα πλοία που δεν τηρούν τους διεθνείς κανόνες ασφαλείας.



## **PROTECTION MEASURES**

1. Use of chlorium that kills microbes.
2. Use of metal caps and safe lips in the water supply pipelines.
3. Technical protection of tanks.
4. Checking regularly water pipes for any breakage.

## **CONCLUSION**

The water is not unlimited. It needs saving. Providing healthy water plays a crucial role in the health, economy and the cultural level of mankind.

**REMEMBER : WATER IS LIFE.**

## **AIR POLLUTION**

The Polluted Air does not hurt only humans and animals, but also the trees and other plants. In few places it even harms agricultural production. We can altogether help to make the air clean and harmless by planting a tree, preferring the bike from the car and even writing a letter in a journal.

Air Pollution causes respiratory problems and lung cancer. Air pollution kills life.

Let's stop the planet crying, it depends on us.



**How can we fight Air Pollution?**

Take under consideration :

- a) Serious natural processes like volcanic eruptions and decomposition of organic matter.
- b) Serious anthropogenic processes like industries, central heating and transportation.

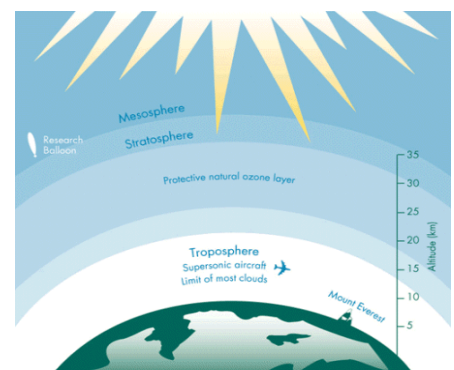
And do something about them.



## Turkish students

### OZONE LAYER

Ozone ( $O_3$ ) is a transparent gas composed of three oxygen atoms. The ozone layer composed of ozone gas is a layer in the upper level of atmosphere i.e.(in other words) with high 10-50 km from the ground surface. The main role of this layer is to protect us against the harmful rays called ultraviolet (UV) radiation of the sun. The ozone layer acts as a filter to protect against these harmful rays reaching the earth. Ozone layer prevent a large portion of the harmful rays coming from the space for the organism in our world. The ozone layer, there are general effects on world climate. Absorption of ultraviolet rays reduces the temperature and it help store regulate the heat balance.



### What is the ozone hole?



Ozone hole is not really a hole. It is a thinning of the ozone layer. This means that the ozone layer is tapered. The reason is that we are chemicals released into the air. These chemicals are used in our daily lives and can damage the ozone layer.

Some chemicals released into the air damage the ozone layer thinning.

### **Ozone layer damaging Chemicals;**

- 1) Chloro fluoro carbons, any of a class of compounds of carbon, hydrogen, chlorine, and fluorine, typically gases used in refrigerants and aerosol propellants. They are harmful to the ozone layer in the earth's atmosphere owing to their release of chlorine atoms upon exposure to ultraviolet radiation
- 2) Halons, any of a number of unreactive gaseous compounds of carbon with bromine and other halogens, used in fire extinguishers, but now known to damage the ozone layer
- 3) Methyl Bromide, used as pesticides in agriculture The results of thinning of the ozone layer;

The main result of the thinning of the ozone layer is reaching more UV rays into earth. UV radiation can cause sunburn, skin cancer, damage to the eyes (cataracts). It could weaken the immune system in humans. It is a system providing our immune system to resist disease. Also make a negative impact on the environment. It can reduce agricultural production. It affects fish populations by disrupting the marine foodchain.

The ozone layer is not distributed evenly around Earth. The amount of ozone at any location on the Earth surface; with editing current naturally varies with the season and day by day.

The Vienna Convention has encouraged research, systematic observation of the ozone layer, monitoring of CFC production, and inter governmental cooperation in the provision of information-sharing issues. In September 1987 Montreal Protocol on Substances that Deplete the Ozone Layer was adopted.

## Spanish students

### GLOBAL WARMING, CLIMATE CHANGE AND GREENHOUSE EFFECT

Our presentation is about Global Warming ,Climate change and greenhouse effect. These are problems that our planet is facing today.

We have all heard about these words, but do we know what they mean? **Why is our planet changing? And the most important thing: Can we do anything about it?**

#### **What is global warming ? What is climate change? Are they the same thing?**

Global climate is the average climate over the entire planet.

The planet's temperature is rising very fast and even faster in the last years. This is clearly humans' fault.

To talk about climate change we must make a difference between weather and climate.

The difference is only a question of the measure of time.

Weather is the atmosphere conditions over a short period of time.

Climate is the atmosphere conditions over a relatively long period of time.

For example to the question: "What's the weather like today in Amposta or in Patra? Today it's rainy" ( we are talking about weather) but "We have a Mediterranean climate which is quite warm in winter and dry in summer."

#### **So, what do we talk about when we talk about climate change?**

The climate of a region is its average weather.

The Earth's climate is the average of all the world's regional climates.

When we talk about climate change it is the change of the average weather of a region but also of the Earth's overall climate (mainly temperature or precipitation patterns).

#### **How are global warming and greenhouse effect related?**

The solar radiation powers the climate system.

Some solar radiation is reflected by the Earth and the atmosphere.

About half the solar radiation is absorbed by the Earth's surface and warms it.

Infrared radiation is emitted from the Earth's surface.

Some of the infrared radiation passes through the atmosphere but most is absorbed and re-emitted in all directions by greenhouse gas molecules and clouds.

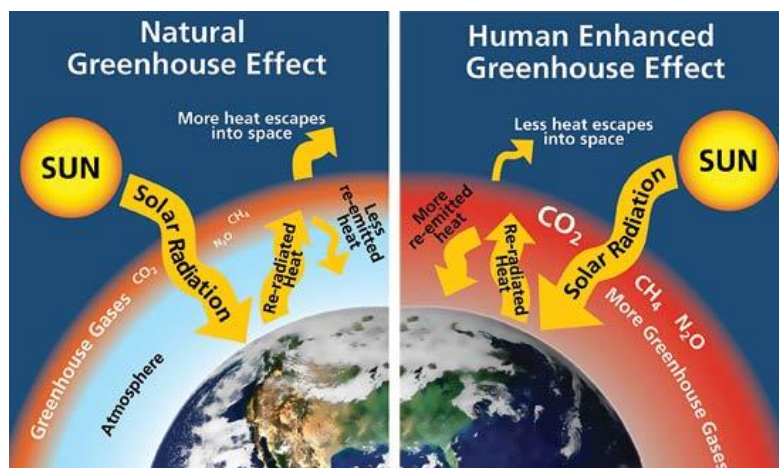
The effect of this is to warm the Earth's surface and part of the atmosphere.

The greenhouse effect is caused by greenhouse gases: the most important ones are: water vapour, carbon dioxide, methane and ozone.

The green house effect may have natural causes and effects; the problem comes when in recent years the heating of the air has largely increased due to the human action.

The greenhouse effect makes the global temperature increase.

Living conditions are modified and ecosystems and species are at risk.



<https://www.nps.gov/goga/learn/nature/images/Greenhouse-effect.jpg>

There is some clear evidence of this global warming and climate change. For example:

- the sea level rises at an incredible speed.
- global temperature also rises.
- the water in the oceans is getting warmer and warmer.
- the ice caps are melting rapidly.
- the sea ice in the Arctic is melting
- all the mountain glaciers are retreating dramatically
- Our planet is suffering extreme weather phenomena: floods, extreme winds, drought...
- And ocean acidification is also a result of humans emitting more carbon dioxide into the atmosphere.

We live in a sensible area by the sea. We are worried about global warming because if the sea level rises so fast, our homes and our landscape will disappear.

This map shows how the Ebre Delta will be if the sea level increases....

In this image we can see how snow and ice covering in the North Pole are melting a very high speed.



[https://encrypted-tbn1.gstatic.com/images?q=tbn:ANd9GcQ5hQXL4Qj0NI\\_kGeqg3ock0Z2dSyox6iNOQqfBw-wwVAhc2vNzLA](https://encrypted-tbn1.gstatic.com/images?q=tbn:ANd9GcQ5hQXL4Qj0NI_kGeqg3ock0Z2dSyox6iNOQqfBw-wwVAhc2vNzLA)

The diagram shows an increase in the sea level. Over the past 100 years it has risen an average of 1.7 millimetres per year. The extra amount of water comes from ice melting.

Humans are directly responsible for the temperature rising. Since the beginning of the Industrial Revolution in the 1750s the temperature of the Earth has been increasing up to a 148%.

## Italian students

### About energy

Energy is the capacity of a physical system to perform work .

Energy exists in several forms such as heat , or mechanical energy, light, electrical, or other forms

There are Non-renewable and Renewable energies sources

The Non-renewable ones are:

- Coal

- Oil
- Natural gas
- Nuclear

Coal is one the major energy source in the world, it comes from mines and mountains.

Oil is the main source of energy about the world and it comes from far underground.

Natural gas is found in most of the world where “natural” means a gas formed by natural processes in the earth

Nuclear energy uses the power of the atom to create steam power which is used to generate electricity. Nuclear power plants produce waste dangerous to human health and environment.

### **Energy world problem**

- The world’s population is growing very quickly, most of the energy used today is still based on burning fossil fuels; the traditional energy sources are going to extinguish and unfortunately people are wasteful with their energy use.
- It's hard to imagine life without electricity. In our homes, we rely on it to power our lights, appliances, and electronics. Many of us also use electricity to provide our homes with hot water, heat, and air conditioning.

### **Solution – here are some tips:**

Close doors and Windows

Turn off the lights when you aren’t in the room

Remember to un-plug all electric devices

Don’t leave the water tabs open

Use ledbulbs instead the traditional

Instal solar panels on the roof of the house

### **3rd topic : Protection**

**Each school organized different activities to protect nature, to learn students how they can dropped to the protection of our nature and our planet.**

**Each school recycled various material : paper, baterries, plastic.**

**We all separated rubbish: Paper, glass, plastic, biological material.**

**We all organized charity activity with the clothes for poorer people.**

**All schools were taking care of school parks, areas and city greeneries, planted trees and bushes.**

**We all take care of school and city area, parks, greenary..**

**All schools realized talks with environmental experts.**

**Spanish , Greek and Turkish schools cleaned beaches near their sea and ocean.**

#### **International activities:**

**Slovak school visited protected resorts and planted trees in the forest. They learnt much about foests in this excursion.**

**In Greek school we learnt how we can can process organic waste and produce compost.**

**In Greek and Slovak schools we planted trees, bushes and plants.**

Slovakia:



**Italy:**

**Cleaning  
greenery**



**Planting**





## Greece:



## Spain:

### Beach cleaning

As we live in an area which has recently been declared Natural Reserve of the Biosphere, institutions and the Natural Park of the Ebre Delta are constantly organizing cleaning campaigns to raise awareness among the population on taking care about the natural environment. In our school we wanted to collaborate too and joined the beaches cleaning campaign.





**Turkey:**



**4th topic :**



# Relationship

**To the environment, our planet, nature, animals, interhuman relationship, to our health – healthy lifestyle, to positive and negative aspects of life in society.**

## Slovak students:

We like nature and we want to protect it .

We realise , that forests , clear water and air are vital for everything alive .

We contributed to the protection of nature with different activities : collection of paper , batteries , clothes , care of greenery near school, in the town , ...

We organized the talk with expert , we talked about protection of nature , about our relationship to animals , our pets .

He taught us how to cut trees after winter .

We explored plants in our region and also medicinal herbs .

We created herbarium in electronic and paper form .

## Our relationship to mass media.

- In this time it is very important to have right and healthy view on mass media especially for young people .
- At our school we have subject called Medial education .
- We talk about all mass medial means , newspapers , magazines , films , television and internet.
- We try to get critical look at adverts , we learn to recognise positive and negative aspekts of mass media .

## Our healthy lifestyle:

- In this project we dedicated to healthy lifestyle and healthy eating .
- We were talking about healthy way of life , about care of our health with our teachers of Biology .
- Spend the time in front of computer or television is harmful .
- We should do sports and spend a lot of time doing something useful in different clubs .

## Healthy diet

- Not only during lessons , but also in Erasmus club we talked about healthy eating .
- We created the questionnaire : Are you a healthy eater?
- What did we talk about:
- Actual trend of diet in Slovakia isn't very good .
- We created project with this topic.
- Our opinion: :
- A lot of people, mostly young people, in Slovakia do not eat healthy!
- They often go to the fast-food, because they have not time for healthy food, nowadays.
- So they consume junk food for example chips, crisps, pizza, hamburger
- Slovak people drink drinks for example cola, juice, ice-tea, coffee, limonade.
- These drinks contain sugar and fat that means calories.
- Teraz sa snažíme stravovať zdravšie, jeme viac ovocia a zeleniny, menej nezdravé a tučné jedlá.

## Cooking

- In Club: Healthy cuisine we were cooking healthy food how example spinach dumplings.
- We cooked our national food- Douplings with sheep chesse.
- We cooked pies typical for Christmas and Easter-Gingerbread.
- We decorated them with various ways.
- We created international cookery book of healthy food.

## Sport Days

- At our school we have dance and sport clubs .
- We organized Sport Days, we play football and another ball games .
- We danced modern dances .
- We competed in the running .

## **Greek students**

### **RELATIONSHIPS TO ANIMALS AND PETS**

On this specific area the Greek students spoke about how important the presence of a pet is for everybody and especially for lonely people and the disabled. They found out a lot of information not only for the present but also of how animals were treated by people in Ancient Greece. They also created riddles that have connection with animals and their relationship to people. Finally, a vet was invited to visit our school and speak to the students about the importance of a good relationship among people and animals.



### **RELATIONSHIP TO NATURE**

We also spoke about how important is our relationship not only to animals but also to Nature. In order to protect Nature so Nature can protect our lives as well we must make a rational consumption of the goods it offers us. One of them is wood and fuel. For this reason we visited a Biomass Center in our city, Patras, where an expert talked to our students on this topic.



## RELATIONSHIPS AMONG PEOPLE

After talking with the Greek students on the positive and negative aspects of human communication and relationships and the bad role mass media plays on it as people have become isolated a number of activities followed :

- 1) They created some drawings.
- 2) They planted seeds from a flower called CROCUS which is a reminder of the Jewish Massacre and has become since then a symbol of solidarity, friendship and peace against racism and xenophobia.
- 3) A psychologist and a social functionary were invited to our school to speak to the Greek students about human relationships and communication.



## HEALTHY LIVING - SPORTS DAYS AT OUR SCHOOL

1) In Patras we have at the moment two basketball teams in A' National League : Apollon Patras and Promitheus Patras. On the first day in the context of healthy living we invited to our school the second team Promitheus. The basketball players that visited our school spoke to our students about the secrets of basketball and played for a little while basketball with them.

2) On the second day our students played a volleyball game.





## **RELATIONSHIPS TO MASS MEDIA**

In this area the Greek students created and answered questionnaires to find out the main attitude they had towards mass media. The results were amazing. It came out that they daily spend most of their time (more than 5 hours) using their mobile phone and watching TV rather than using the Internet (1-2 hours). They do it for entertainment. We also found out that : a) what they dislike in Mass Media is the politicians debates and the nasty comments made on famous people and b) what they most like in Mass Media is sports and positive comments on our society.

## **VISITING A GIRLS' ORPHANAGE FOR CHRISTMAS**

During Christmas in every school in Greece teachers and students who can afford it buy different food products and we collect used but in good condition clothes and take them as a present to an institution in need. This year in connection to our programme, which gave emphasis to human relationships as well, we decided to offer these products to a girls' orphanage in Patras.



## Spanish students

### OUR RELATIONSHIP WITH ANIMALS BULLS IN OUR TOWN

Bullfighting is very popular in Spain, but in Catalonia it has been banned for some years now.

In the South of Catalonia, the Ebre area, where we live there is bullfighting but with no animal death. Festivities with bulls are different.

People get together and set up carriages or a scaffoldings in a circle to create a bullring. They enjoy some food together while watching the brave ones in the ring running in front of the bulls.





There is music going on and lots of enjoyment.

This kind of celebration has arisen a lot of controversy as there are supporters and detractors on the way bulls are treated.

These are the arguments coming from both sides.

ARGUMENTS FOR	ARGUMENTS AGAINST
<ol style="list-style-type: none"><li>1. In our way of celebrating, bulls do not suffer and aren't killed.</li><li>2. It's better to experience with a real animal. The adrenaline high is real.</li><li>3. It's an ancient tradition in our villages and it should continue for generations.</li><li>4. Bullfighting is the only way to preserve the species and the economy of some families.</li></ol>	<ol style="list-style-type: none"><li>1. It's not necessary to use real animals to have fun.</li><li>2. The bull is not physically tortured but the stress is relevant and they even might seriously injure themselves.</li><li>3. There are traditions that are not ethic, and so they should not be continued</li><li>4. Animals have feelings, too.</li></ol>



## HEALTHY LIFESTYLE. OUR DIET AND OUR RELATIONSHIP WITH OUR OWN BODY.

On behalf of our Erasmus+ project, Let's Save the Life on Our Planet, our school invited a nutritionist to hold a workshop with our students.

These are the points of the workshop: **“What is hidden in the food we eat?”** by Roser Subirats, expert nutritionist.

**1. Which nutrients can't be left out in a healthy teenage diet?**

Good quality proteins, carbohydrates and healthy unsaturated fat, iron, calcium + vitamine D (to improve the growth of bone mass) and zinc (to develop bone and muscular mass).

**2. A balanced diet** is the one which keeps the balance between the energy and the nutrients that we need with the energy and the nutrients that we take.

Those must include 12-15% meat, fish or eggs, vegetables, 50-55% cereals and legumes, water (which must be drunk all day long), 5 spoonfuls of olive oil (30-35%) and you must take dairy or fruit as a dessert every day.

**3. The healthy eating pyramid.**



**4. Take**

**sparingly** : sugar, honey, jam, sweets, sugary drinks, pastry and bakery, butter, margarine, ice-cream and dairy products, alcoholic drinks.

**5. How to organize the food intakings.**

Breakfast/midmorning/tea-time	Lunch and dinner
Cereals Dairy Fresh fruit nuts	Cereals, tubers or legumes Vegetables Proteins Olive oil Fruit and/or dairy Bread and water

**6. Analysis of highly consumed products among teenagers.** What nutrients do they provide? You must read the nutrition facts label. What healthy

products/food can substitute these highly consumed products which do not provide healthy balanced nutrients?

## 7. Healthy options and alternatives

### Highly consumed products among teenagers



Una ración de 96g (1/4 de la pizza) contiene:

CALORÍAS	AZÚCARES	GRASA	GRASA SATURADA	SAL
266	1,4g	12,4g	5,3g	1,758g
13%	2%	18%	27%	29%

de la Cantidad Diaria Orientativa (CDO) para un adulto\*

What nutrients do they provide?

**You must read the nutrients facts label**

JAZZTEL\_2016  
Accés a Internet

### HEALTHY OPTIONS

- BANANA, MILK AND COCOA SMOOTHIE
  - Banana
  - Milk
  - Cocoa
- Healthy nutella
  - 50g wasted almonds
  - 1 spoonful pur
  - Sucre
  - Vainilla
  - Oli girasol
  - Liet ametlla
- NUTS AND YOGHURT

HUMUS



Wraps or burritos with turkey...



JAZZTEL\_2016  
Accés a Internet

## 8. Conclusion.

In the first part of the workshop students compared their own diets with an ideal healthy diet...

- When they were asked about their breakfast habits, more than a half of them do have breakfast before leaving home for school, but 20% of them never have breakfast before leaving for school. Daily products are the most commonly taken for breakfast; a few of the students combine them with cereals and a very low percentage of them do ever eat fresh fruit.
- The majority of the student group have a second breakfast while they are at school (classes begin at 8:30 a.m. and finish at 15:00 p.m.) They usually have a sandwich or a piece of fruit or some fruit juice. A very low percentage has some bakery with a soft drink from time to time.
- The majority of the group take fatty/sugary foods (the ones at the top of the pyramid) once or twice a week. That kind of food is usually already-bottled juice which some of the students drink daily.
- Comparing the servings of the different food groups, the least popular one is the vegetable group. Over a 50% of the group never or rarely eat salad or rare vegetables, although a serving a day is recommended so as to take advantage of the vitamins and minerals they provide.

During the second part of the workshop, students were really surprised to see the high number of additives in the ingredients list labels. Those additives can be dangerous for our health if we abuse of them.

Finally to finish the workshop the students enjoyed preparing and tasting healthy recipes hummus, home-made nutella, yoghurt with nuts, and almond milkshake with banana.



## Relationships with our own bodies

Some young students in our school worked with healthy diets. They draw a chart with the different meals they take during a whole week.

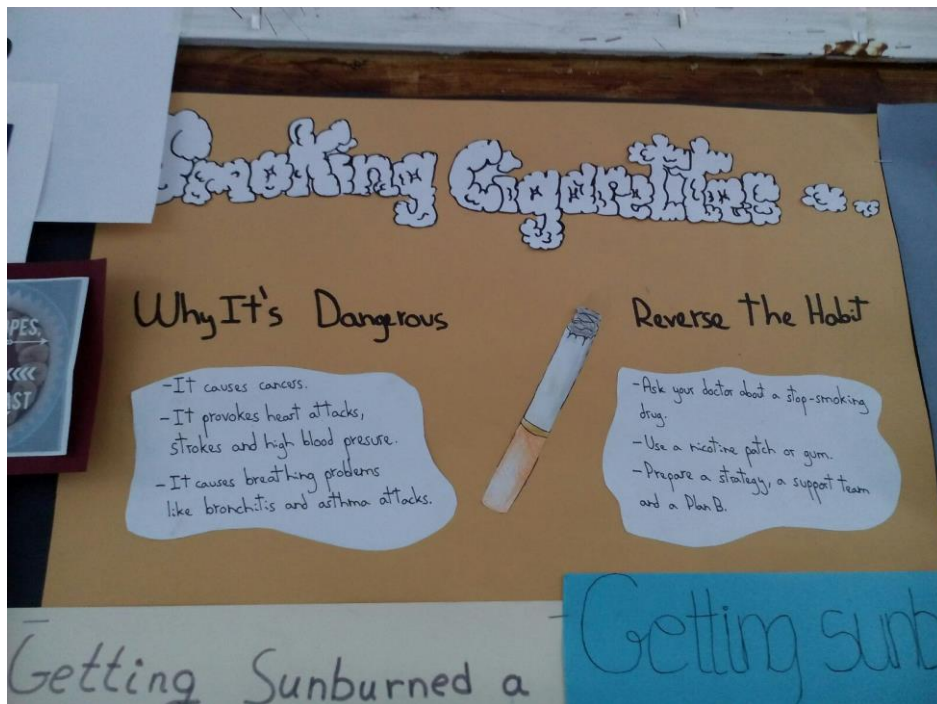
First they wrote down what they had eaten during the previous week and what they usually eat during a week.

After that, they learnt about following a healthy diet. A complete balanced diet they should stick on as healthy teenagers.

Elder students worked on bad habits. They created murals to show how dangerous bad habits are for our bodies. So they presented their views on smoking, drinking alcohol, overmedications, and others.

MY WEEKLY DIET by Nissa Tanna (14/13)

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Breakfast	apple, juice, cookies	oats, milk, cookies	peach, juice, cookies	orange, juice, cookies	apple, juice, cookies	oats, milk, cookies	oats, milk, cookies
Snack	sandwich	sandwich	sandwich, apple, juice	sandwich	sandwich	sandwich	sandwich
Lunch	cornedbeef, fish, grapes	chicken, ham, grapes, grapes	meat, cornedbeef, fish, apple	sausage, steak, apple	salad, fish, soup	spaghetti, sausage, pan	salad
Tea Time	cake	cookies	cream, cake	cake		cream	
Dinner	Egg, sausage	Fries	egg, sausage	Egg, sausage	Fries	salad	hamburger
Dessert	ice cream		cheese			ice cream	cheese



# UNHEALTHY HABITS

## EATING TOO MUCH FOOD




**why dangerous?** **Reverse habit**

- 1 It causes over weight
- 2 It worsen your blood flow and can block your veins
- 3 It can damage you hearth
- 4 You can lose mobility due to over weight

- 1 To reduce food fats
- 2 To increase the Price of fatty foods or remove them from the market
- 3 To invent pills to lower intestinal fat
- 4 To practise more sport

king to much

# DRINKING TOO MUCH ALCOHOL



**Why Is Dangerous** **Reverse the Habit**

- If you ever drink on a regular basis, alcohol can be a problem
- If you regular consuming food, there is more drink a day, it will higher fat get out your change!
- Drinking alcohol caused various diseases including liver and heart, high blood pressure and depression
- Drinking too much alcohol can damage your memory and skills

- Two or less drinks day for men, one for women
- Talk with your doctor and contact a support group like AA
- Doing something between parents to make aware young people of the health consequences of alcohol
- Talk at high schools to tell students about this of drinking too much alcohol

Aida Navarro  
Nina Jara  
Jon Jon  
Gina Puel

A collage of various health-related posters and charts on a bulletin board.

- UNHEALTHY HABITS**: A poster with a list of 10 habits and their consequences, such as "1. Lack of exercise" leading to "2. Weight gain (obesity)".
- DRINKING TOO MUCH ALCOHOL**: A poster with a list of 5 reasons why it's dangerous, including "1. It causes liver disease" and "2. It can lead to heart disease".
- Depending too much on your smartphone**: A poster with a list of 5 reasons why it's dangerous, including "1. It causes eye strain" and "2. It can lead to social isolation".
- BAD HABIT EATING TOO MUCH FAST FOOD**: A poster with a list of 5 reasons why it's dangerous, including "1. It causes obesity" and "2. It can lead to heart disease".
- REVERSE THE HABIT**: A poster with a list of 5 ways to reverse bad habits, including "1. Set small goals" and "2. Stay motivated".
- Overusing Pain Killers and sedatives**: A poster with a list of 5 reasons why it's dangerous, including "1. It can lead to addiction" and "2. It can cause liver damage".
- SMOKING CIGARETTES**: A poster with a list of 5 reasons why it's dangerous, including "1. It causes lung cancer" and "2. It can lead to heart disease".
- OPCIONES SALUDABLES**: A poster with a list of 5 healthy food options, including "1. Apples", "2. Bananas", "3. Carrots", "4. Grapes", and "5. Oranges".
- PRODUCTES D'ELIJA FORNACIO**: A poster with a list of 5 products to avoid, including "1. Processed meats", "2. High-fat dairy", "3. Refined grains", "4. Added sugars", and "5. Trans fats".

# Turkish students

## In Our School's Projects and Activities

1. We are admitted to the project initiated by our Ministry. Our school represents the ministry in our district.

Our Project name;

**FATİH SECONDARY SCHOOL IS ENCOURAGING PHYSICAL ACTIVITIES**

By our Ministry, children and young people are given physical activity habits to protect their health, The project was initiated in order to encourage the use of bicycles in society to reduce the potential burden on our health system in the future, Fatih middle school was accepted as the application we made, 20 of our bicycles were delivered to our school.

2. We organized jogging in the forest with our school's students.





### 3. Seminar with our dietitian

After this seminar, I think we should pay little more attention to being fed with our all students..!



### 4. We organized healthy food day with our parents

Our aim is to prepare pure and healthy foods. I believe that our families are very enthusiastic about it. It is evident from the delicious food prepared.







## NATIONAL SPORTS OF TURKEY

**Equestrianism** more often known as riding, horseback riding or horse riding refers to the skill of riding, driving, steeplechasing or vaulting with horses. This broad description includes the use of horses for practical working purposes, transportation, recreational activities, artistic or cultural exercises, and competitive sport.

Horses are trained and ridden for practical working purposes such as in police work or for controlling herd animals on a ranch. They are also used in competitive sports including, but not limited to, dressage, endurance riding, eventing, reining, show jumping, tent pegging, vaulting, polo, horse racing, driving, and rodeo. There is public access to horse trails in almost every part of the world; many parks, ranches, and public stables offer both guided and independent riding. Horses are also used for therapeutic purposes, both in specialized paraequestrian competition as well as non-competitive riding to improve human health and emotional development.

**Jereed** is a traditional Turkish equestrian team sport played outdoors on horseback in which the objective is to score points by throwing a blunt wooden javelin at opposing team's horsemen. Played by Turkic peoples in Central Asia as the essential sporting and ceremonial game, it was brought to Anatolia during the westward migration in the beginning of the 11th century.

Horses have been essential and even sacred animals for Turks living as nomadic tribes in the Central Asian steppes. Turks were born, grew up, lived, fought and died on horseback. So became jereed the most important sporting and ceremonial game of Turkish people.[1]

In the 19th century, it gained its highest popularity as a show sport and game at the court and in all Ottoman ruled territories. However, the game was not without danger, and injuries and even death from fall-offs in the attempt to catch the flying jereed sticks prompted Mahmud II (1808–1839) in 1826 to ban the sport after he dissolved the Janissary Corps. Although playing jereed resumed before long, particularly in the provinces, it never recovered the importance of former times.[4]

Today, jereed is not as widespread as it once was, but is still enjoyed as a spectator sport, primarily in Erzurum and Bayburt, but also in the eastern provinces of Artvin, Erzincan, Kars, in the western provinces of Uşak, Balıkesir, Söğüt, in the southeastern provinces of Diyarbakır, Siirt and in the Central Anatolian province of Konya. Cultural folkloric societies are also attempting to keep this traditional sport alive by organizing local tournaments. Around 50 clubs in nine provinces in Turkey organize jereed tournaments

**Wrestling** is considered as an "ancestral sport" in Turkey, represented foremost by the annual Kırkpınar tournament in oil wrestling.

Along with various highly esteemed styles of folk wrestling (known colloquially as çayır güreşi ("meadow wrestling") because bouts are held on grass fields), olympic wrestling (known colloquially as minder güreşi ("mat wrestling")) is widely practiced, while Greco-Roman wrestling is less popular due to freestyle wrestling's technical affinity with folk wrestling.

Turkey currently has only one professional wrestling promotion, Turkish Power Wrestling founded in 2010.

**Oil wrestling** (Turkish: Yağlı güreş), also called grease wrestling, is the Turkish national sport. It is so called because the wrestlers douse themselves with olive oil. The term "Güreş" is shared with other forms of wrestling practiced by Turkic-speakers across Europe and Central Asia, such as the Uzbek kurash, Tuvan khuresh and Tatar köräş. The wrestlers, known as pehlivan meaning "hero" or "champion" wear a type of hand-stitched leather trousers called a kisbet (sometimes kispet), which is traditionally made of water buffalo hide, and most recently has been made of calfskin.

Unlike Olympic wrestling, oil wrestling matches may be won by achieving an effective hold of the kisbet. Thus, the pehlivan aims to control his opponent by putting his arm through the latter's kisbet. To win by this move is called paça kazık. Originally, matches had no set duration and could go on for one or two days until one man was able to establish his superiority, but in 1975 the duration was capped at 40 minutes for the baspehlivan<sup>[clarification needed]</sup> and 30 minutes for the pehlivan category. If there is no winner, play continues for another 15 minutes—10 minutes for the pehlivan category, wherein scores are kept to determine the victor.

The annual Kırkpınar tournament, held in Edirne in Turkish Thrace since 1362, is the oldest continuously running, sanctioned sporting competition in the world.<sup>[citation needed]</sup> Oil wrestling festivals also take place in northern Greece in the Eastern Macedonia (Serres region) and West Thrace (Rhodope Mountains). In recent years, this style of wrestling has also become popular in other countries, particularly the Netherlands and Japan.

**Turkish archery** is a tradition of archery which became highly developed in the Ottoman Empire, although its origins date back to the Eurasian Steppe in the second millennium BC.



From the decline of military archery after the battle of Lepanto, mainly flight archery was practiced, and Turkish bowyers specialized in weapons which were particularly good for imparting high velocity to very light arrows. The sport of archery declined gradually until the reign of Mahmud II who made great efforts to revive it. He also ordered his archery student, Mustafa Kani,

to write a book about the history, construction, and use of these bows, from which comes most of what is now known of Turkish bowyery. After the death of Mahmud II in 1839, archery resumed its decline. The living art of Turkish bowyery was lost in the 1930s with the death of the last bowyer and famous calligrapher,