



eco-civic
awareness
project

Civic and Environmental Education

Training course

PRIMARY SCHOOL

Project code No. 2023-1-BG01-KA220-SCH-000160813

Student's Book



Funded by
the European Union



CIVIC Awareness topics

CIVIC Awareness topics / C.A1 Right to learn

1

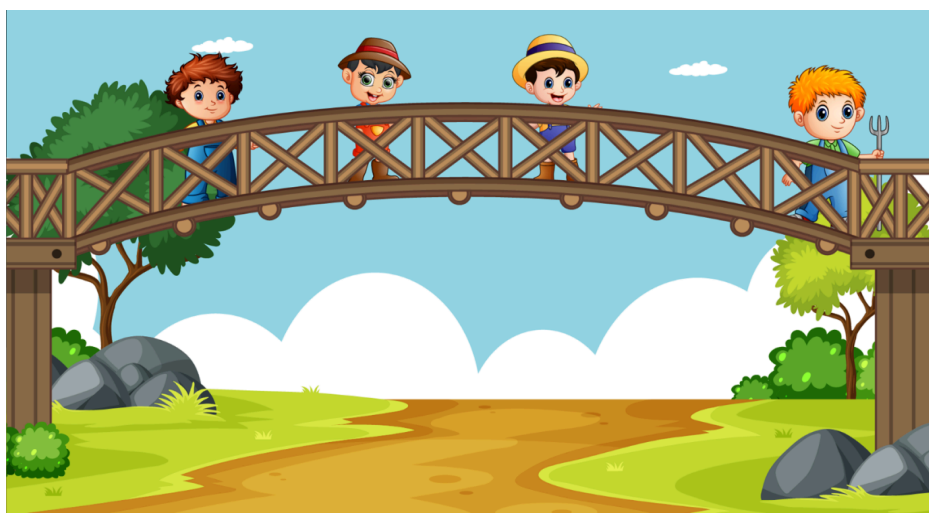


A1 My right to learn

1. Think about the following questions and share your answers within the group:

- Can you tell why education is important for everyone?
- How do you think education can help us in our future?
- How does learning new things make you feel?
- What is one way education can help our community?

2. Listen to the story and discuss



- What was Arjun's dream, and why was he initially unable to pursue it?
- How did Arjun's education change his life and the lives of others in the village?
- How did Maya and her friends feel about going to school after hearing Mr. Smith's story?
- Like Maya, have you ever wondered why school is important? Why or why not?
- Arjun's story makes you think about your own dreams. How do you think education can help you achieve them?

5

CIVIC Awareness topics / C.A2 My Right to play

2



A2 My right to play

1: Read each statement about the right to play and decide if it is true or false. Circle the correct answer.

- Every child in the world has the right to play.
 - True False
- Playing helps children learn new skills and make friends.
 - True False
- Only children who go to school have the right to play.
 - True False
- Playing can make you feel sad and lonely.
 - True False
- Playing outside is a good way to get exercise and stay healthy.
 - True False

2: Think about how you play with others. Write down three rules that everyone should follow to make sure playtime is fair and fun for everyone.

1. _____
2. _____
3. _____

3: Think about your favourite games or activities. Draw a picture of yourself playing your favourite game. Underneath your drawing, write a few sentences about why you love this game and how it makes you feel.

3



CIVIC Awareness topics / C.A3: The right to freedom of expression

1. Think about the following questions and share your answers within the group:

- Have you seen people on strike?
- What is your reaction when you see people protesting with placards or blocking traffic in the city?
- Does every person have the right to protest?
- Do protests bother others or are they useful?

2. Watch the [animation](#) and discuss:



- Have you had a similar experience of being hesitant to say something?
- How can you express it if you disagree with something?
- Do you think you have to express your opinion when you agree or like something?
- About what do you express your opinion most often - at home, at school?
- How would you feel if you wanted to say something and people wouldn't listen to you?

3. You will be assigned to a group and have to complete the corresponding task as a team.

Group 1: Express the feelings using only body language: joy, then disappointment.

Group 2: Use elements from a "Lego" constructor to present your ecological idea - a call to "Save the Earth".

Group 3: Imagine that you were given the opportunity to run the school for one day and speak in front of all the students. What would you say?

4



CIVIC Awareness topics / C.A4: The right to privacy and protection from unlawful attacks on your honour and reputation

1. Think about the following questions and share your opinion within the group:

- Have you ever overheard other students' conversation or heard something bad being said about a classmate?
- How did you feel?
- Do we have the right to interfere in the lives of others?

2. Watch the [video](#) showing different situations from school life.



- the cases from the video.
- the questions:
 - How can we help without hurting and intruding into the privacy and experiences of others?
 - What will you do if you witness rude behaviour and disrespect for the rights of others?
- 3. Watch the [video](#). Share your opinion and thoughts about the following questions:
 - What is happening in the video?
 - What right is violated in the presented case?
 - Which student behaves in the proper way? What do you like about this act?
 - How is the girl feeling?
 - What could you do if you found yourself in a similar situation?
 - Should the girl report what happened to her teacher or parents?
 - Who can she turn to for help?
 - Have you been in a similar situation?



CIVIC Awareness topics / C.A5 My right to education

5



Use this template to write down some rights, needs and wishes.

RIGHTS	NEEDS	WISHES

Instructions for the short film. Remember you only have 20 minutes for this task.



1. Discuss and decide the way they are going to pass the message to the expert (speak, speak and act, show a drawing, show objects, do an interview to the members of the group, etc.).

2. Share tasks between the members of the group and decide who does/says what in the film.

3. Rehearse for the shooting.

4. Shoot the film (20 minutes)

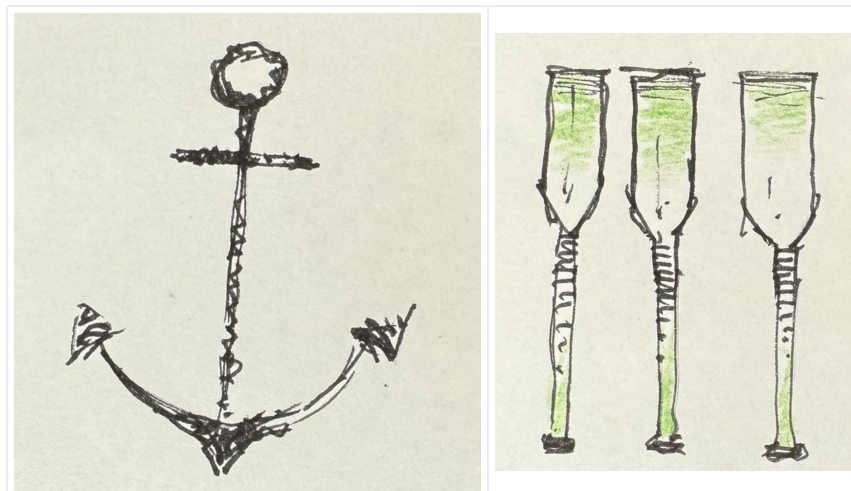
CIVIC Awareness topics / C.A6 The Right to privacy

6



Write in the blank cases what you think is personal data

For the evaluation, use these papers to write down one positive aspect of the activity (anchor) and one less positive aspect that could be improved (oars).



7



CIVIC Awareness topics / C.B1 Rights and obligations. Limitations to our rights.

1. Match each right with the corresponding obligation as shown in the example.

Every child has the right to get help from a doctor when he/ she needs it.

Every child should take care of their health and maintain good hygiene.

Every child has the right to get help if someone is bullying them online.

Every child should respect adults and their parents and teachers.

Every child has the right to express his/her own opinion.

Everyone should protect themselves from dangers and not open unverified Internet sites.

Every child has the right to share with parents, relatives and teachers what excites him.

Every child should respect the opinions of others and listen to

2. Write what rights and what obligations you have at home in the empty spaces in the table.

Rights	Obligations

8



CIVIC Awareness topics / C.B2 The Rights of disabled children

Use this template to write down what colours you could make with food waste and natural materials

Food waste and
natural materials

What is this?

What paint color
can I make?



9



CIVIC Awareness topics / C.C1 Kindness Rocks

1. Think about the following questions and share your answers within the group:

- What does kindness mean to you?
- Why is it important to be kind to others?
- Have you ever done something kind for someone else? What did you do? How did you feel?
- How does it feel when someone is kind to you?

2. Listen to the story and discuss



- Why was Billy feeling sad when Tommy saw him in the park?
- What did Tommy do when he saw Billy looking sad?
- How did Tommy's actions change the way Billy felt?
- What would you do if you were Tommy and saw someone who was sad and lonely?
- Can you remember a time when someone made you feel better like Tommy did for Billy? How did that make you feel?

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CIVIC Awareness topics / C.C2 Projects implemented by students

Task 1

Briefly describe any problems or challenges you encountered while playing your own board game!

Task 2

Walk around the class and try out other group-created games. Try to write down any suggestions or improvements for your classmates!

Task 3

Read the improvements and suggestions, what your classmates left for you! Highlight (using coloured markers) the suggestions from other groups that you want to consider implementing to improve your game.

Task 4

Brainstorm and write down ideas for how you can promote and use your board game in a meaningful way within the school or community:

.....

.....

.....

11



CIVIC Awareness topics / C.C3
Family/school/environment as a whole

Eco-Friendly Cards and Seed Planting: how an eco-friendly gift can benefit family and school

Task 1

We all know what recycling is! Let's figure out in which container you are going to put each of the pieces of waste! Tag the names of the bins in the picture to the left! Look at the picture on the right. Circle and match the items that can be recycled with the correct bin!



Task 2

We'll see some pictures of gifts on the board. Use your thumbs to vote! Thumbs-up for an eco-friendly gift, thumbs-down for an eco-unfriendly gift! You can add your examples.



Task 3

Today, we'll make special cards from recycled paper. We'll even add seeds to make them plantable gifts!

Here you can see the video: https://www.youtube.com/watch?v=woz5_EbeTdY

Task 4

Join the quiz!

Task 5

Think about the benefits of your plantable card. Write them down in these categories:

Benefits for family



Benefits for school



Benefits for environment



12


**CIVIC Awareness topics / C.C4 I can be a part of
change for the better.**

Task 1

In pairs, randomly draw one picture from the cards provided. Write a short description of what you see in the picture. Be ready to read it out loud!

.....

.....

.....

Task 2

You have to choose one of the problems on the board! Finish the given sentences with your answers!

Our chosen problem is
.....

We chose this problem
because.....

.....

We have seen it (where)
.....

.....

Task 3

Together with your group members discuss possible ways to solve the situation! Come up with at least one idea for each! Write the solutions in the table, under each!

How could I behave to solve this problem?	How could technologies help me solve this problem?	How could other people from school or the city help me?

Task 4

Imagine if all of the solutions were becoming true. How would the school and the surroundings change? You will have to create a collage that shows your chosen place before the change and after! Before you start creating a collage, draw a plan of your collage with visual details.

- Before: How will you show the problem as it is now?
- After: How will you portray the positive impact of your solutions?

Task 5

When you have finished your collage, prepare for the presentation. Each group have to come up with a short story. To prepare for the presentation, use the table with questions!

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CIVIC Awareness topics / C.C5 How to build cooperation outside of school.

Task 1

Read the following description of the play! Discuss the questions given by the teacher during the reading!

Play "Forest fighters"

Characters

Main Characters

- Anna: A curious and nature-loving girl.
- Peter: Anna's friend, initially sceptical, but becomes an environmental advocate.

Supporting Characters

- Forester: A kind and knowledgeable guardian of the forest.
- Evil Lumberjack: A greedy character motivated by profit.
- (Optional) Animals: Forest creatures threatened by deforestation (played by students in animal costumes).
- (Optional) Students: Anna and Peter's classmates who join the cause.
- (Optional) Parents: Supportive figures encouraging their children's environmental efforts.

Scenario Ideas

Act 1: A Walk in the Woods

1. Introduction: Introduce Anna and Peter through a casual conversation while they walk in the forest.
2. Trouble in Paradise: They discover the sound of trees being chopped down. Anna expresses concern, while Peter is initially indifferent.
3. Meeting the Forester: Anna and Peter encounter the Forester, who explains the importance of the forest ecosystem and the devastating effects of deforestation.

Act 2: Taking Action

1. Rallying the Troops: Anna and Peter decide to fight deforestation. They approach their classmates and parents to spread awareness.
2. Planning the Protest: Students discuss strategies and plan a peaceful protest to raise awareness about the threat.
3. The Evil Lumberjack: The Evil Lumberjack appears, trying to discredit Anna and Peter's message and downplay the importance of the forest ecosystem.

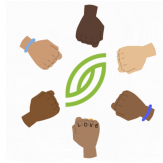
Act 3: United We Stand

1. The Protest: The community gathers for a peaceful demonstration against deforestation. Anna and Peter deliver speeches urging the audience to protect the forest.
2. Defiance and Determination: The Evil Lumberjack attempts to disrupt the protest, but the community stands strong.
3. Victory for the Forest: The community's commitment sways public opinion and halts the deforestation project.

Conclusion

- Anna and Peter are proud of their accomplishment. They inspire others to take action and care for the environment.
- The play ends with a hopeful message about the power of taking a stand for environmental protection.

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CIVIC Awareness topics / C.C6 Why change is important for me?

Task 1

Check out all the pictures of the outdoor classroom! Choose one of the outdoor classrooms shown in the picture, which would be the most suitable for our school environment!

Why did you choose it?

Write the reason under the chosen picture!

1.



2.



3.



4.



Task 2

Look carefully at the selected picture and write 3 suggestions that could be changed or improved in the outdoor classroom shown in the picture.

1. _____

2. _____

3. _____

Task 3

Based on your suggestions, draw a sketch of your ideal outdoor classroom. Indicate in the sketch:

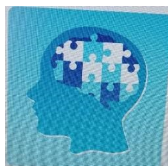
What elements and furniture will be used for furnishing?

What materials could the elements be made of?

What can we draw/count/describe/observe there?

How to protect yourself from adverse weather conditions (sun, wind, rain, etc.)?

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CIVIC Awareness topics / C.D1 My unique me: Celebrating what makes me special

D1 My Unique Me

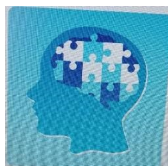
1. Think about the following questions and share your answers within the group:

- What makes you special or unique compared to others?
- Share one thing you are really good at or enjoy doing.
- How do you feel when you think about the things that make you different from your friends?
- Think of a situation when someone noticed something unique about you. How did it make you feel?

2. Draw or write about your superpowers and everything that makes you special.



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CIVIC Awareness topics / C.D2 My Identity

1. Think about the items below. Write a few things that make you different from your classmates in the first box. In the second box, write something important that expresses your essence as a person - for example, what you believe in, what you value most, what you would fight for, what you would not agree to at any cost.

There are things that set me apart from others, and there are things that make me who I am.



What sets me apart from the others?

1.
2.



What makes me who I am?

1.
2.

2. Surely you all know the stories of Winnie the Pooh and his friends. Read an excerpt of a conversation between Winnie the Pooh and Piglet and think, does Piglet do well in this situation? If you were Piglet, would you demand to know why Pooh had a rough day? Do our best friends have the right not to tell us everything and to react in their own way?

"Today was a Difficult Day," said Pooh. There was a pause.

"Do you want to talk about it?" asked Piglet.

"No," said Pooh after a bit. "No, I don't think I do."

"That's okay," said Piglet, and he came and sat beside his friend.

"What are you doing?" asked Pooh.

"Nothing, really," said Piglet. "Only, I know what Difficult Days are like. I quite often don't feel like talking about it on my Difficult Days either.

"But goodness," continued Piglet, "Difficult Days are so much easier when you know you've got someone there for you. And I'll always be here for you, Pooh."

And as Pooh sat there, working through in his head his Difficult Day, while the solid, reliable Piglet sat next to him quietly, swinging his little legs...he thought that his best friend had never been more right."

A.A. Milne

17



CIVIC Awareness topics / C.E1 Our colorful classroom: Embracing diversity in friendship

E1 Our colourful classroom

1. Think about the following questions and share your answers within the group:

- What does friendship mean to you?
- What do you enjoy doing with your friends?
- How do you feel when you make a new friend?
- Why do you think it's important to include everyone in our classroom?

2. Make a list of the qualities that you think are important in a friend. For example, being kind, honest, funny, etc.



1. _____

2. _____

3. _____

4. _____

5. _____



- Every morning all children will come to school with great desire. In the evening when we leave, we will be sad to part. There will also be peace and understanding in our classroom.

2. Write a short essay about the class of your dreams. Describe how you imagine your favorite classroom, what you want it to be like, what the relationship between students and teachers should be like.

[illegible]

19



CIVIC Awareness topics / C.E3 Body diversity

Use this template to comment the images you found in the magazines you've consulted



Do you find some
body shapes
more often than
others?

Are there more
images of one
particular
gender?

Do you think the
pictures are
manipulated to
make the bodies
look more
attractive?

Other comments

20



CIVIC Awareness topics / C.E4 Religious diversity

Use this calendar to choose a celebration for making your comics

World festivals and celebrations calendar

Religion	Autumn term	Spring term	Summer term	Any term
 Buddhism	Kathina	Losar Parinirvana	Esala Perahera Vesak Dharma Day	
 Christianity	Harvest Christmas	Lent Holy Week Easter	Pentecost	Sunday
 Hinduism	Janmashtami Ganesh Chaturthi Diwali Navratri	Holi		Kumbh Mela
 Islam*	Milad un Nabi	Ramadan Eid al-Fitr Lailat al Miraj	Eid ul-Adha Ramadan Eid al-Fitr Hajj	Jumu'ah
 Judaism	Hanukkah Rosh Hashanah Yom Kippur	Purim Passover	Shavuot	Shabbat
 Sikhism	Guru Nanak Gurburab Bandi Chhor Divas	Vaisakhi	Guru Arjan Gurburab	Naam Karam Anand Karaj

* The dates for many Islamic festivals change each year.



Love to Celebrate
Generic/World festivals and celebrations calendar

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ECO Awareness topics

1



ECO Awareness topics / E.A1 Exploring biodiversity in nature: biocube

- Identify a suitable natural area to install the biocube.

1. Select

Location:

Date of observation:

Duration of
observation:

From ____ : ____ to ____ : ____

- Indicate the characteristics of the natural environment:

2.
Characterize

Type of environment:

Terrestrial

Aquatic

Temperature:

Weather:

Explore

- Photograph the biocube in its natural location.
- Look carefully at the elements inside the cube.
- Shovel some material from inside the biocube into a tray. Look at the material in detail.

- Classify the main elements observable inside the biocube. Photograph all the elements identified (living and non-living beings)

Living beings:



Animals



Plants



Mushrooms

Classify

Parts of living beings (branches, feathers, fur, shells, etc.)

Non-living beings (rocks, water, etc.)

Protect

- Return the organisms and materials collected to their natural environment.
- Minimize your impact on the natural environment.



Name: _____ Date: __ / __ / __



My actions to protect biodiversity



Name: _____ Date: __ / __ / __



My actions to protect biodiversity



Name: _____ Date: __ / __ / __



My actions to protect biodiversity



Name: _____ Date: __ / __ / __



My actions to protect biodiversity



2

**ECO Awareness topics / E.A2 Threats to biodiversity:
Protect the bees!**

Worksheet 1 | What do you know about bees?

1. Write everything you know about bees on the balloons surrounding the bee.



Worksheet 2 | Bees' facts

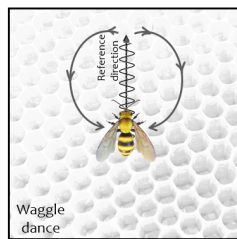
1. Read carefully the information "10 facts about honey bees!" presented on the National Geographic Kids online page: <https://www.natgeokids.com/au/discover/animals/insects/honey-bees/>

Classify each sentence as true (T) or false(F).

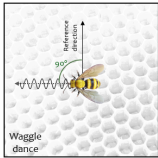
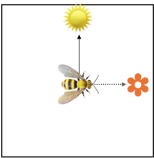
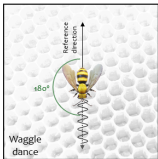
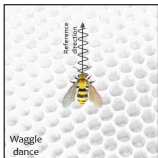
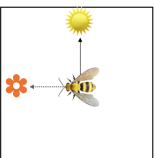
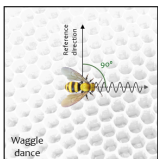
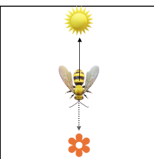
- A. Honey bees are pollinators.
- B. The members of a hive are only the queen and workers.
- C. Drones are male bees.
- D. Honey is produced as food stores for the jive during winter.
- E. If the queen dies, the hive is going to disappear.
- F. Royal jelly is a special food that helps to create a new queen.
- G. Honey bees can fly at 25 km per hour.
- H. Bees cannot smell.
- I. A worker bee lives for 5 to 6 weeks and a queen bee up to five years.
- J. The queen can only lay up to 100 eggs a day.
- K. The waggle dance helps bees to indicate the direction of the food source.
- L. Colonies of bees have been disappearing, in the last years

Worksheet 3 | Waggle dance

1. Observe the video [Waggle dancing honey bee! \(Credits: Flow Hive!\)](#) and the bee waggle dance scheme inside the hive, that indicates the location of a food source.



2. In nature, the reference direction is from the hive to the sun. Made the correspondence between the waggle dance inside the hive and the correct flight path to the food source outside the hive.

Inside the hive		Outside the hive
	(A) (i)	
	(B) (ii)	
	(C) (iii)	
	(D) (iv)	

3

ECO Awareness topics / E.A3 Snails and human impact

Worksheet 1 | All about snails!

Let's learn more fun facts about snails!

Please, research information about snails and fill the worksheet.

Introduction



Habitat



Where do snails prefer to live?

Body



What are the characteristics of a snails' body?

Movement



How do snails move?

Food



What type of food do snails prefer to eat?

Reproduction



How do snails reproduce to create more snails?

Additional information



Please add any information about snails that you have discovered.

Worksheet 2 | Investigate snails!

This is group work!

You are going to do an investigation using real snails!

Be aware that snails are delicate creatures and should be handled with care.

After completing the experiments, return the snails to their natural environment.

Introduction



PART I | The amazing snails' body!

Materials

- Transparent plastic plate
- Handheld magnifier
- Smartphone
- Snails
- Sprayer with water

1. Each group should place one of the snails on a transparent plate. The plate must be moistened with the sprayer (Figure 1).

Procedure



Figure 1. Snail on a transparent plate.

1. Carefully observe the snail with the handheld magnifier or using the magnifier of the smartphone camera. Then, draw its body and label its anatomy.

Drawing space

Observations



2. Identify the body part used by the snail to breathe, with a red circle in the drawing.

3. Identify the body part used by the snail to breathe, with a blue circle in the drawing.

4. Describe the characteristics of the snail's foot.

PART II | What is the snail's reaction to different substances?

Materials

- Transparent plastic plate
 - Cotton buds
 - Vinegar
 - Water
 - Snail
 - Sprayer with water
-

1. Complete the procedure with the following words.

snail | cotton bud | observe | reaction | tentacles | vinegar

Procedure

- A. Moisten a _____ in water.
- B. Bring the cotton bud close to the snail's _____.
- C. Observe the snail's _____.
- D. Moisten a cotton bud in _____.
- E. Bring the cotton bud close to the _____ tentacles.
- F. _____ the snail's reaction.

1. Execute the procedure and observe the snail's behaviour.

Observations



Figure 2. Bringing the cotton swab moisten with vinegar or water close to the snail's tentacles.

Indicate what you can concluded about the snail' reaction to different substances (water and vinegar).

Conclusions

1. Complete the following statements about the experiment with the next words.

snail | cotton buds | substance | reaction | tentacles

Sum-up

- A. In this experiment, it was changed the _____ that was brought close to the snail's tentacle.
- B. What was observed was the _____ of the snail.
- C. During the experiment, some conditions remained the same. The same _____ was used. The objects that were brought close to the snail were the _____. These objects were brought close, in both instances, to the snail's _____.

4

ECO Awareness topics / E.A4 My first evolution concepts

Worksheet 1 | The shells of the snails *Cepaea*

Introduction Observe the shells of each *Cepaea* snail and characterize their color and bands.

Snail	Colour	Bands
<i>Cepaea</i>	(Yellow, pink or brown)	(present (X) or absent (X))
	Yellow	Present
	Pink	Absent
	Brown	
	Yellow	Present
	Pink	Absent
	Brown	
	Yellow	Present
	Pink	Absent
	Brown	
	Yellow	Present
	Pink	Absent
	Brown	
	Yellow	Present
	Pink	Absent
	Brown	
	Yellow	Present
	Pink	Absent
	Brown	

Worksheet 2 | Natural selection acting on the snails *Cepaea nemoralis*.



One of the major predators of the snail *Cepaea nemoralis* are the crows.

Introduction Observe the situations proposed and indicate which snail colour will prevail after the action of Justify your answer.

Situation	Color of the snail that will prevail after the action of the predator
-----------	---

Sand soil



Yellow

Pink

Justification:

Brown soil



Yellow

Brown

Justification:

5

ECO Awareness topics / E.A5 Wildlife Protection (outside)

A5 Wildlife Protection



I Can Help Wildlife

-Think of 2 ways that you can help protect wildlife and write or draw in the boxes below

I can help wildlife by ...

I can help wildlife by ...

Animals have structural adaptations to help them survive by defending themselves, getting food, and controlling their body temperature.

Examples:

-  An owl's talons help it catch prey to eat and also help it defend itself against predators.
-  A beaver's fur keeps it warm and dry when it swims.



An octopus' skin can change colors to camouflage it so it can surprise prey and to keep it safe from predators.

Make check marks (✓) in the chart to Show how body parts might be used by an animal.

Trait	Defense	Get Food	Stay Warm / Cool
beaks			
claws			
fur			
scales			
horns			
legs			

wings			
-------	--	--	--

6



ECO Awareness topics / E.A6 Natural habitats and ecosystems

Task 1

Look at all of the 4 pictures! Do you know whats common to all of them?

Write down your ideas in few sentences!



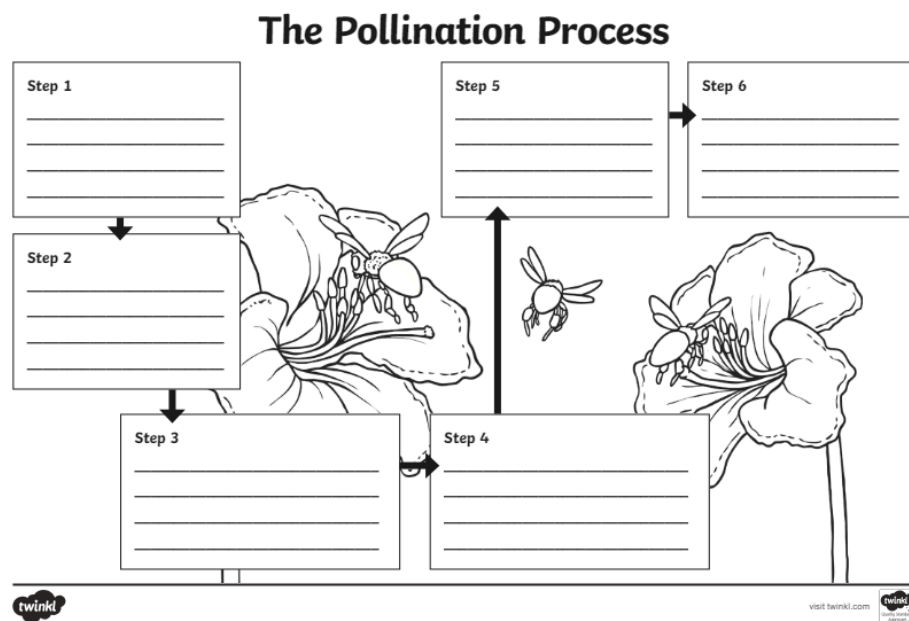
Task 2

Watch the video about pollinators! Think of what you saw and fill in the mind maps!



Task 3

Describe the process of how bees help flowers to pollinate! Do you know all of the steps? If you need any help, use the information given by teacher!



Task 4

At the end of this lesson you will create an insect hotel!! Can you imagine how would it look? See the example given by teacher and think of your own design. Create a sketch!



7



ECO Awareness topics / E.A7 What is biodiversity and how it affects our life?

Try out the board game about bird life with your classmates!

During the game think of the things you can learn while having fun!

Task 1

Now it is time to create your own board game!

Collect the materials and mark them. Think of any extra you need and add to the list!

A playing field with 36 numbered and stacked squares

10 blank, white pages

Image of the protected animal

Information sheet about a protected animal

Scissors

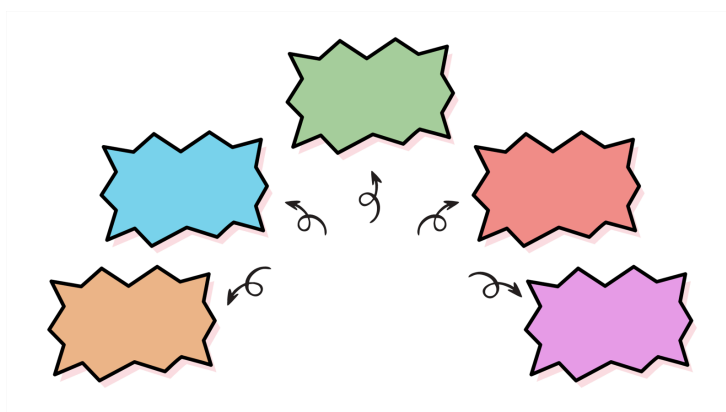
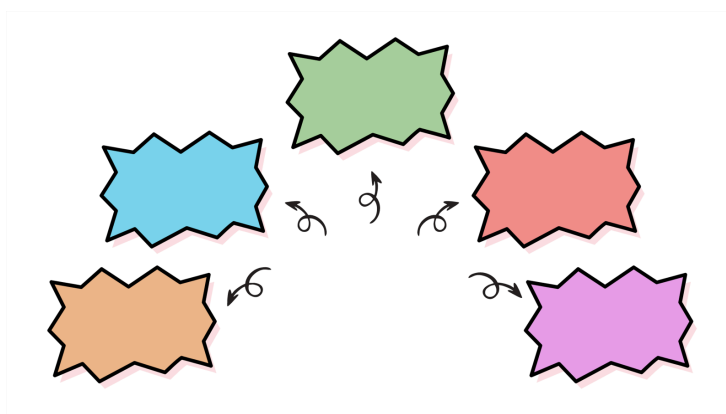
Color pencils

Black text marker

Glue

Do you need anything else?

Task 2: Look at the infographics about animals. Make a mind map of ideas. Write 5 good things and 5 bad things that happen to animals because of where they live.



Task 3 Use the step by step guide and mark activities that you have finished! This will help you to guide you through the process of creating the game!

Task 4 Read the questions! Write short to be prepared for the discussion after the lesson!

1. What did you learn about endangered animals? (What you didn't know but now you do?)

2. What surprised you the most?

3. What would you do, to save species?

.....
.....
.....

ECO Awareness topics / E.B1 Air and climate

8

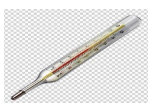


B1 Air and climate (global warming)

Experiment "Comparing Temperature in Open Air and a Closed Space": follow the steps and answer the questions.

Materials Needed:

- A lamp with a regular bulb
- A thermometer
- A timer (set for 30 minutes)
- A notebook and pencil
- A clear glass or plastic container big enough to cover the lamp



Procedure:

Step 1: Measuring the temperature in Open Air

- Place the lamp on a table in an open space.
- Turn on the lamp.
- Start the timer and leave the lamp on for 30 minutes.
- After 30 minutes, measure the temperature around the lamp using the thermometer.
- Record the temperature in your notebook.

Step 2: Measuring the Temperature in a Closed Space

- Place the lamp inside the clear glass or plastic container and cover it.
- Turn on the lamp.
- Start the timer and leave the lamp on for 30 minutes.
- After 30 minutes, measure the temperature inside the container using the thermometer.
- Record the temperature in your notebook.

Step 3: Answer the Questions

1. The temperatures measured in the open space and in the closed container are different. In your opinion, what is the reason?
2. In your opinion, what would happen if you left the lamp on in the closed container for a longer time?
3. How does the closed container in the experiment act like a greenhouse?
4. What might happen to plants inside a real greenhouse if the sun shines all day?
5. Can you think of other things that could trap heat like the closed container in this experiment?

9



ECO Awareness topics / E.B2 Renewable Energy Sources

B2 Renewable or Non – renewable Energy?

Exercise 1: Match each renewable energy source with the correct description.

1. Solar Energy
2. Wind Energy
3. Hydropower
4. Geothermal Energy
5. Biomass Energy

Descriptions:

- A. Energy created by the movement of water, usually from rivers or dams.
- B. Energy that comes from the heat inside the Earth.
- C. Energy from the sun that can be used to generate electricity.
- D. Energy created by burning organic materials like plants and waste.
- E. Energy generated by the wind turning large turbines.



Exercise 2: Use the words below to fill in the blanks.

-renewable -sun -wind -water -earth

1. Solar energy comes from the _____.
2. Wind energy is created by the movement of _____.
3. Hydropower uses the flow of _____ to generate electricity.
4. Geothermal energy is heat that comes from inside the _____.
5. Renewable energy is a type of energy that can be used over and over again because it comes from _____ sources.

Exercise 3: Answer the following questions in one or two sentences.

1. Why is renewable energy important for the environment?
2. Which renewable energy source do you think is most interesting to you, and why?

10



**ECO Awareness topics / E.B3 Energy efficiency
and climate change**

1. Your group has to explore a specific type of energy. Learn more about the type of energy assigned to your group by watching the video or reading from the printouts.

Finally, fill in the information below!

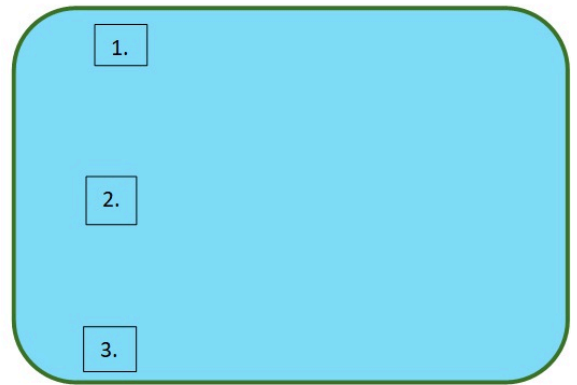
My energy source:



Renewable

Non-renewable

3 facts I learned:

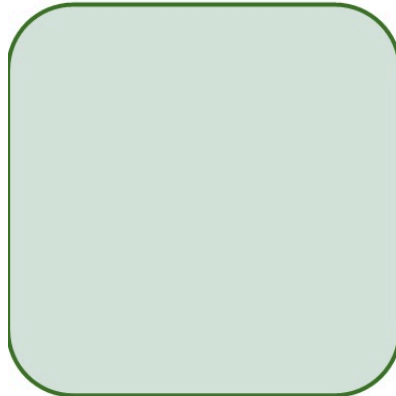


1.

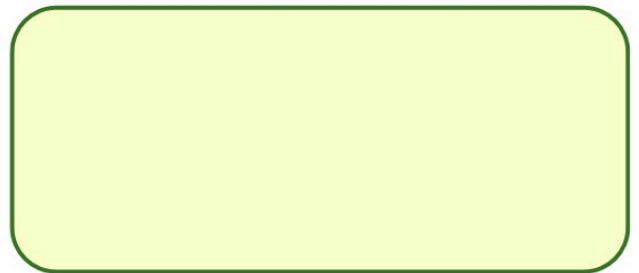
2.

3.

2 ways we use this energy:



Our town should invest in this energy because

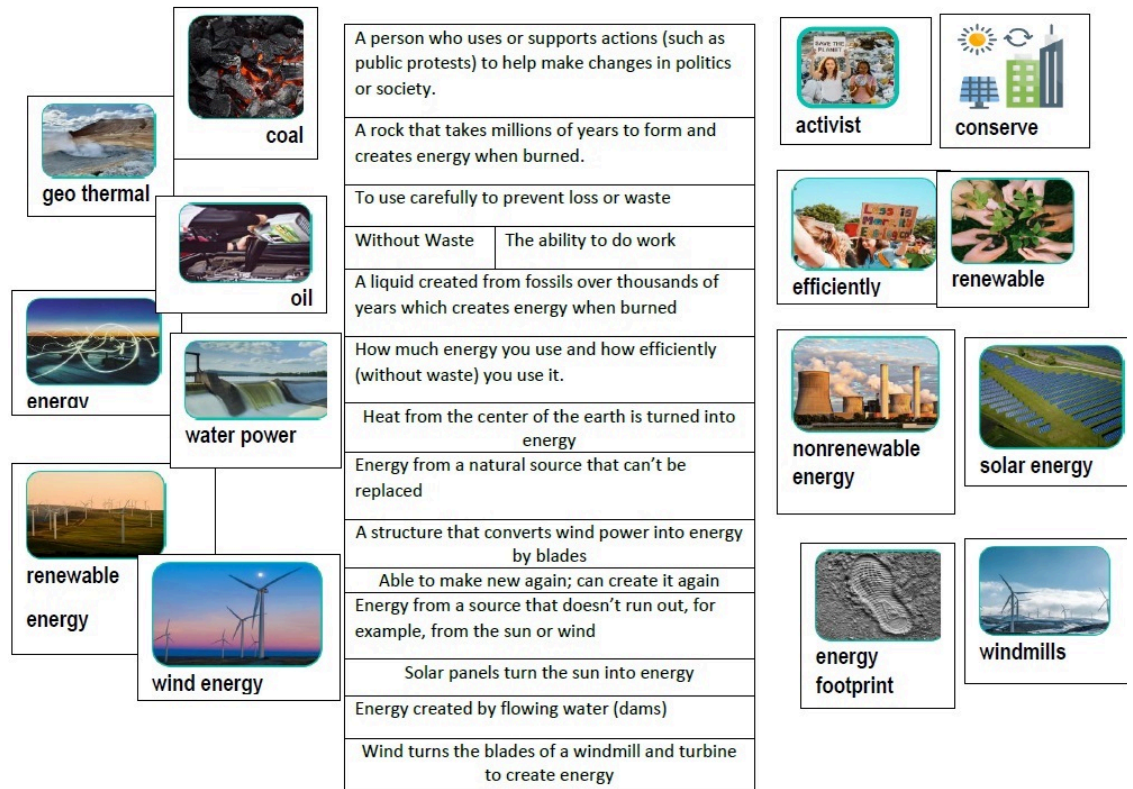


This energy source could improve our town by

_____ and _____

Although one negative thing about this energy is

2. Match the pictures with their explanation.



11



ECO Awareness topics / E.B4 Environmental footprint and environmental handprint

1. Write a definition of the term Environmental Footprint

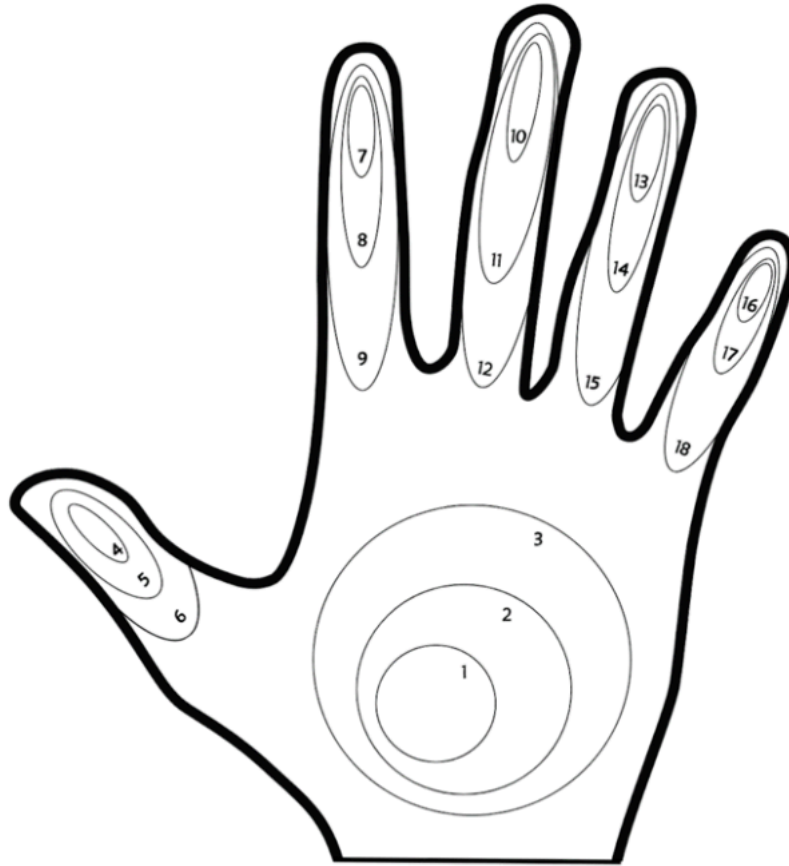
2. Draw what things make up your footprint. You can also cut out pictures from magazines or newspapers.



3. Look at the outline of your hand. Design a graphic presentation of your ecological handprint. Choose a colour and use it to fill in the whole area of the numbered ovals for all

actions you are already doing or have done so far.

For the actions you would like to do, or plan to do in the future, shade the ovals with a different colour.



Waste

1. I collect waste separately.
2. I don't use plastic cups.
3. I compost.

Food



4. I eat vegetarian meals.
5. I garden.
6. I eat mostly home cooked meals.

Energy

7. I turn off the lights.
8. We use energy efficient bulbs at home.
9. I unplug my electronics when I'm not using them.

Consumption

10. Before I buy something new, I consider - Do I need it? Can I borrow it?
11. We repair things rather than throw them out.
12. I bring my own bag when shopping.

Water

13. I save water.
14. I drink tap water.
15. We collect rain water.

Transportation

16. I walk.

17. I cycle.



18. I take a bus.

19. I like being outside and protecting nature. (Colour all white spaces between the circles)

ECO Awareness topics / E.B5 Three areas of our life

12



Task 1

After watching the video, write down the changes you saw on Earth!



I observed that

I observed that

I observed that

Task 2

Carefully read the descriptions of nature processes. Color the ones that could cause changes you saw on the video!

Task 3

Look around the classroom for cards with pictures of human activities.

Analyze one of the cards:

Task 4

Draw a question sheet. Ask 5 classmates your questions and record their answers.

After that find your group based on the question topic and group number on your sheet. (3 groups per topic)

Discuss answers and color existing solutions (green) and ideas for improvement (red).

Task 5

Based on your discussion, answer these questions on sticky notes:

1. What human activities cause climate change?
2. What do people do to reduce their impact?
3. What should people do more to reduce climate change?

Share your sticky notes with the class and stick them on the board/wall.

Task 6

Go and look at all of the posters!

In the table below, write down any actions from other groups you might want to implement in your own life.

13



ECO Awareness topics / E.B6 A research of electricity usage habits and gathering of results

Task 1

To understand how the electricity works you need to sort out examples of activities which generate and uses electricity! Use arrows to match picture with description!



Task 2

Create a description of your daily activities! Make a list of the things you do!

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.

Highlight the activities where you use electricity! Think how many times do you use electricity during the day!

Task 3

To find out how much electricity do we use and how much does it cost, we need to know the power of the device, the time how long we turn the device on and the price of electricity at the moment. Use collected numbers at home and do the calculations!

Task 4

Brainstorm the ideas of how to reduce the consumption of electricity!

I can reduce the use of electricity

(My actions)

14



ECO Awareness topics / E.C1 The Three Rs: Reduce, Reuse, Recycle

C1 Environmental Stewardship The Three Rs

1. Draw a line connecting the 3RS to their correct definitions.



REUSE: To change an object into a completely new item at a factory

REDUCE: To make use of the same object over and over

RECYCLE: To use less of an item so not to waste it

2. After each scenario, write *REDUCE*, *REUSE* or *RECYCLE* where they apply.

a. After reading the newspaper, Pablo uses it in his dog house for his dog to sleep on.
.....

b. Vivica's watch is broken, but instead of buying a new one, she got it fixed.
.....

c. Jenny takes her own cloth bag to the store and does not use plastic.
.....

d. Dan turns in tin cans back to the factory to get 5 cents for each one.
.....

e. At the fair, the clown told Martha she could take 5 toys, but Martha only took one.
.....

f. Tess saves the paper that has bad printing on it for her baby sister to draw on the back.
.....

g. Everyone in Flynn's family wants a TV in their room, but Dad said only one in the living room.
.....

h. Tyler always sorts the paper, glass and plastic into different containers on trash day.
.....

i. Biscuit likes his cat house made from old tires and old shirts.
.....

j. It was exciting for Gerry to see them crush the old glass then make new glass bottles from it.
.....

15



ECO Awareness topics / E.C2 Pollution Awareness

C2 Pollution awareness

1. Read the paragraph and answer the questions

POLLUTION

There are lots of environmental problems nowadays, mainly because of pollution. It is the contamination of air, water and soil by different materials that interfere with human health and quality of life.

The emissions from industries and engines, including cars, are big causes of air pollution and simple things that we do at home, like using aerosols, have bad effects on the ozone layer, which protects life on Earth from ultraviolet radiation.

Water is also suffering from pollution by domestic, municipal and also industrial waste.

It is up to us to stop damaging the environment. We all should be environment friendly!

Answer the questions.

1. What is the biggest enemy of the environment?
2. What are the causes of air pollution?
3. What's wrong with aerosols?
4. What is the function of the Ozone Layer?
5. Why is water suffering from pollution?
6. Why do you think we should all be environmentally friendly?



2. We all want to save the Earth! Complete the sentences with *should* or *shouldn't*.

1. We ----- burn trees.
2. We ----- walk or ride a bike to school.
3. We ----- leave the tap running when we're brushing the teeth.
4. We ----- turn off the lights and the computer when we leave the room.
5. We ----- recycle waste paper, bottles and cans.

16



ECO Awareness topics / E.C3 Circular Economy

1. Work in your group. Make a list of the clothes you are wearing and write how long (the time) you have been wearing them.

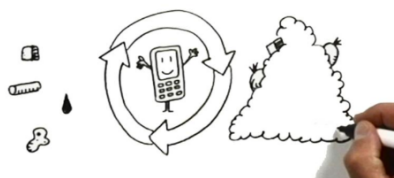
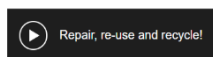
Clothes	Time of wearing

2. Find out on the internet how many liters of water are needed to produce one T-shirt.



Answer:

3. Watch the [video](#) and try to formulate definitions of linear and circular economy:



.....

.....

.....

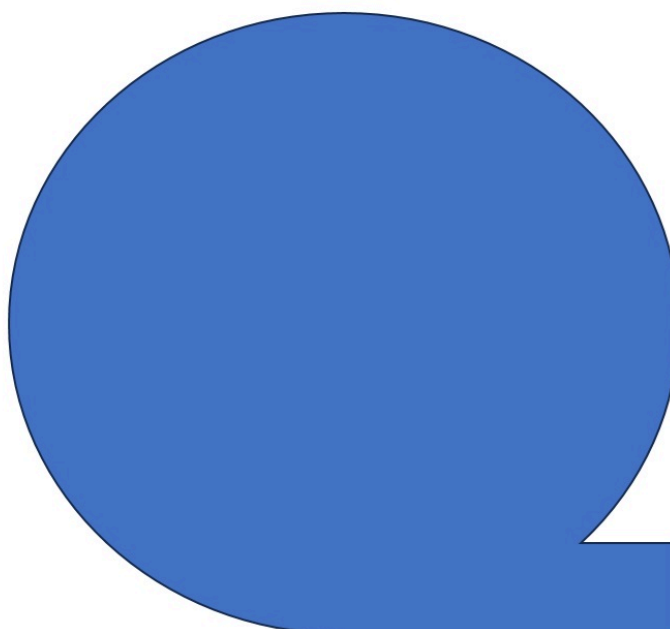
.....

.....

.....

4. In your group, cut out and use the words to form 2 diagrams explaining (1) the linear and (2) the circular economy.

TAKE	REUSE	USE
TAKE	RETHINK	USE
MAKE	REPAIR	DISPOSE
MAKE	RECYCLE	REFUSE

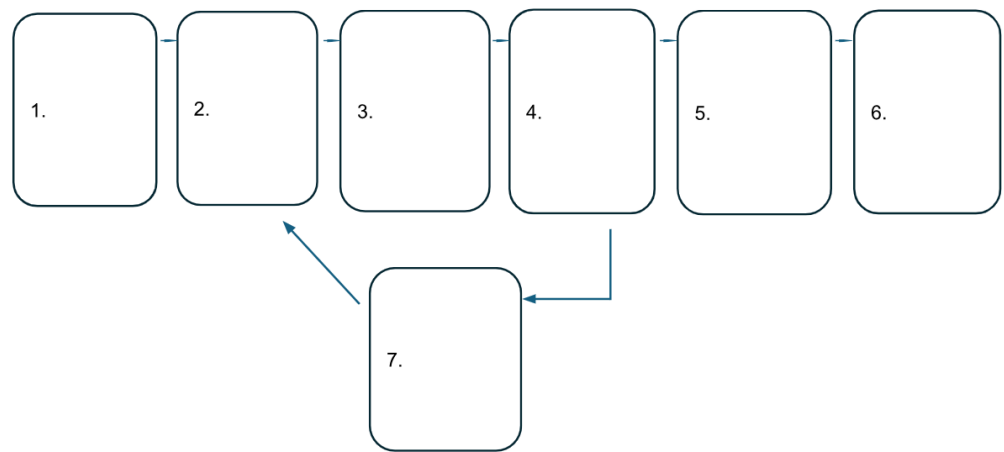


5. Fill in the Blanks Game: Guess the correct order of steps to show the difference between the linear economy and the circular economy. Cut out the game pieces with the pictures and place in the scheme them where you think they fit best.



T-shirt product sold in shops 	Raw material (cotton) 	Product used and placed for recycling 	Cotton fabrics product 	T-shirt made in factory 	Product used and thrown in garbage 	Landfill 
Circular economy			Linear economy			

T-shirt Cycle



6. Log in using the QR code. Read the text and fill in the blanks with the provided words.



17



ECO Awareness topics / E.C4 Purification of water (experimental approach)

1. Water pollutants (Experiment 1)

- Stage 1: Put the different types of waste in the jar with water: paper, food, packaging, etc. Fill in the required information in the table in the first row (*Beginning of experiment*). Close tightly the jar with a cap and leave it for several days.
- Stage 2: Open the jar, check the results of the experiment and put them down in the table in the second row (*End of experiment*).
- Make your conclusions and write them down.

Time	Colour of water	Smell of water
Beginning of experiment Date: _____	_____	_____
End of experiment Date: _____	_____	_____
Conclusion:	_____ _____ _____	

2. Water pollution and purification (Experiment 2)

Step 1: Pour some water in a tray. Add 1 tea spoon of black pepper. (In this way, the pollution of the water is visualized.) What can you observe?

Step 2: Dip your finger in the water. What can you observe? Do you like the dirt left on your finger?

Step 3: Now dip a finger in a bowl with liquid soap, and then, put it in the tray from Step 1. What can you observe?

3. Water filtration (Experiment 3)

Materials needed: two glasses (glass A and glass B), paper towel (or napkins) and soil (to prepare the muddy water).

Pour some muddy water in one of the glasses (glass A). Glass B is empty. Place glass A in a higher position than glass B (see picture).

Take 3-4 pieces of paper towel or napkins, fold them tight together and twist them to make a paper rope. Put one end in glass A and the other end of the paper rope - in the empty glass B.

Observation 1:

.....

Observation 2:

.....

.....

.....



4. How can we contribute to reducing water pollution?
Match the two parts of the sentences.

USE ENVIRONMENTALLY FRIENDLY

CLEAN UP CAMPAIGNS

DON'T USE

WHILE BRUSHING YOUR TEETH

PARTICIPATE IN

HOUSEHOLD PRODUCTS

DON'T LET WATER RUN

LITTER INTO RIVERS, LAKES, OCEANS

DON'T THROW

FERTILIZERS AND CHEMICALS IN YOUR
GARDEN

18



ECO Awareness topics / E.C5 Responsible consumption

A collection of green icons representing various eco-friendly practices: recycling, planting, water conservation, energy efficiency, and waste management.

2. It is early morning. You are still in bed. It is a week day, so you will go to school, and, in the afternoon, you will join your parents to shop some groceries.

[illegible]

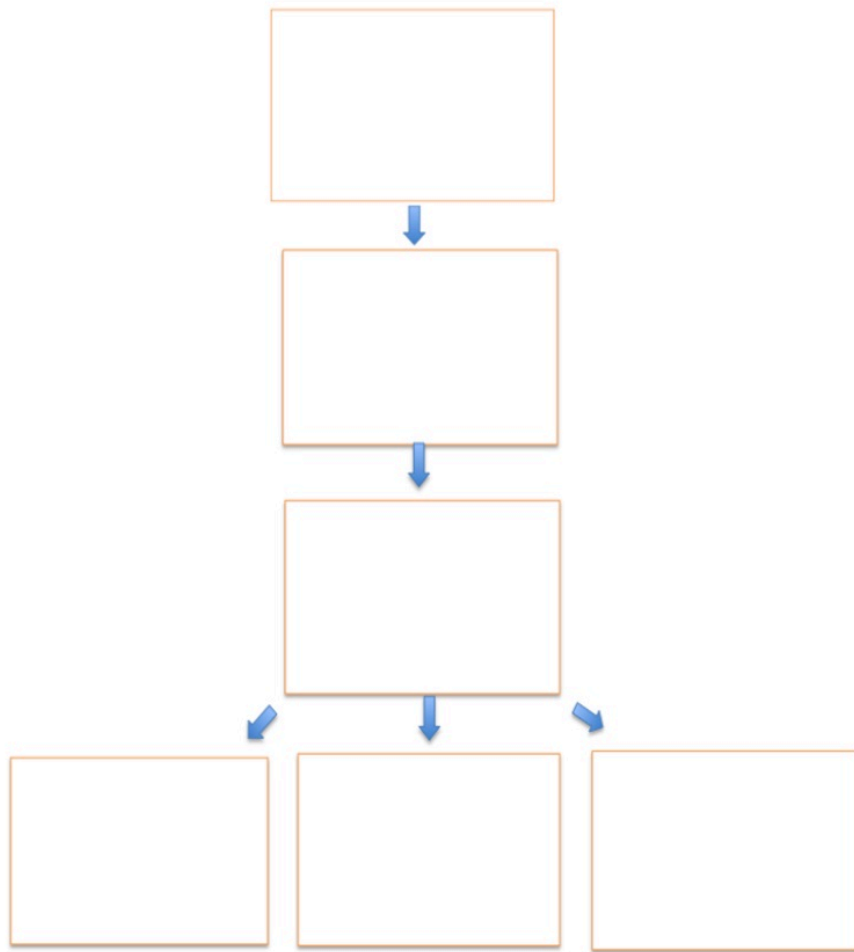
<https://www.youtube.com/watch?v=0o6WHN4NDTk&t=60s>



4. Cause-consequence game

Cut out the cards and line them up in a sequence that corresponds to the "cause-consequence" principle.

Searching for cheap raw materials for food production 	Loss of biodiversity 
Mass commercial production of palm oil 	Increasing greenhouse gases and global warming 
Forests are being destroyed and burned, land is cleared for huge palm plantations 	The lives of 100 million Indonesians depend on the production of palm oil 



19



ECO Awareness topics / E.C6 Invisible and unfriendly

What causes a mess in your classroom/school? Write them down or tell to your classmates!

Is that pollution?

After class discussion you will be divided into groups!

Task 1

Description of group work:

There are 3 stations in classroom - each one is dedicated to some of "invisible" pollutants - noise, light or heat and energy.

Use the given information and research the questions in worksheet. Collect all 3 worksheets and finish all of the tasks!

Task 2

After completing all stations, gather with the classmates for a discussion. Briefly review most important from each video and share findings from the worksheets.

Task 3

It is time to get creative! Use the template to create a personal "Peace and quiet mini Book" with 7 recommendations on how to promote a peaceful, quiet and healthy learning environment at school. Create the minibook to describe things that help you enjoy school day more. Create a designated space in the corner of each page (e.g., a square, star, smiley face) where you can mark your progress!

20



**ECO Awareness topics / E.C7 Air alert: pollution and
air quality**

Many factors affect the air quality in a region.

In the simulator "[Air pollution](#)", you can explore the connections between air quality and factors or geography.

You can also explore the human impact on air quality by changing the number of cars and pollution control devices.

Simulator

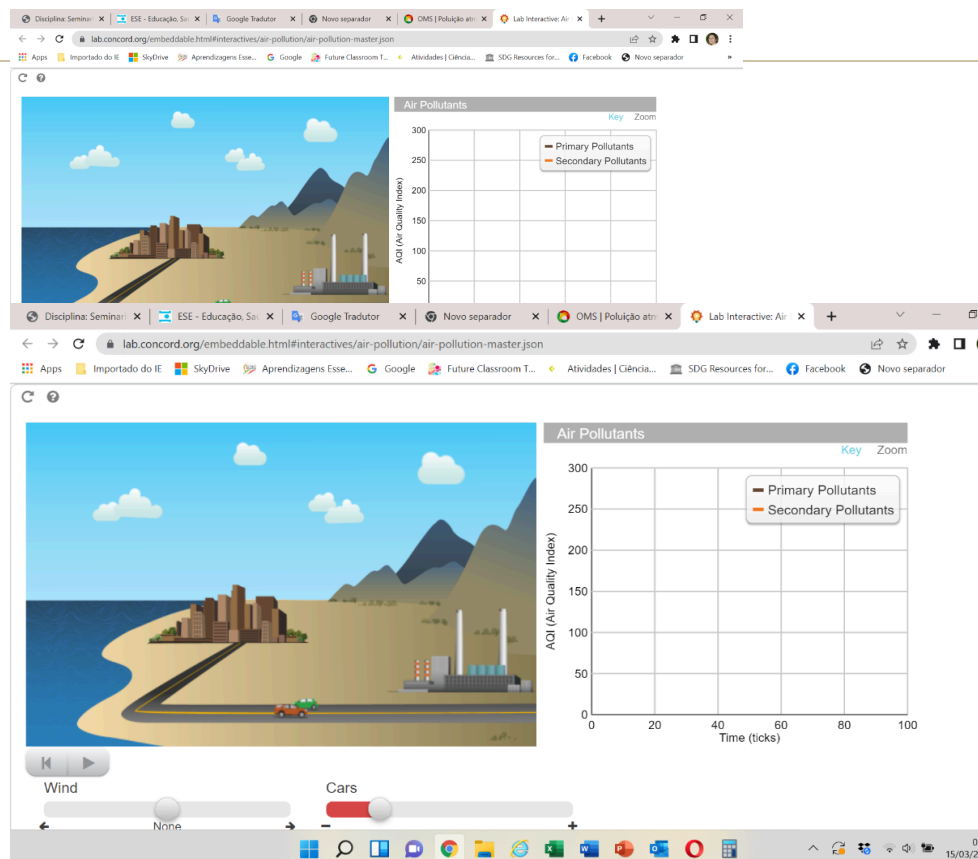


Figure 1 - Simulator [Air Pollution](#).

Procedure:

Start the simulation and look carefully at the graph that is being created. After interpreting the data, each group should reproduce the situation on the whiteboard and present their conclusions to the class.

	1. What happens to the air quality when the initial number of cars doubles and the weather high rainfall?
	2. What happens to the air quality when the initial number of cars doubles and the weather cc strong wind (eastbound)?
	3. What happens to air quality when the initial percentage of electric cars is increased and the include a strong wind (eastbound)?
Questions	4. What happens to air quality when the number of power stations increases, and the weather high levels of sunlight?
	5. What happens to air quality when you increase the number of power stations combined with number of cars and the weather conditions include high rainfall?

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