



Co-funded by the  
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## ECOART PROJECT

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-  Hungary – Kaan Karoly  
Kornyezetvedelmi  
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-  Turkey – Ozel  
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-  Italy – Lanciano –  
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# BOOKLET



Erasmus+



The environment is in a state with a lot of problems. We teach our students to understand ecological problems in a new way. Global warming, pollution of the seas and oceans, the decline of animal and plant populations, the problems of toxic substances, plastic, etc., we perceive everything as a reason for an immediate solution, even if it is not easy. To draw students' attention to the destructive process, we need to teach them how to create useful objects or art objects using an environmental approach. Teachers cannot stand aside. They need to be in touch with reality and actively cooperate with environmental organizations.

EcoArt teaches students and teachers the importance of rational use of natural resources and the damage caused to the environment.





What develops EcoArt project for students:

- 🌸 an understanding of ecology
- 🌸 creativity
- 🌸 knowledge of subjects like Chemistry, Biology
- 🌸 a positive relationship with nature
- 🌸 critical thinking
- 🌸 psychological aspects
- 🌸 goal awareness
- 🌸 values and norms
- 🌸 creative and environmental habits
- 🌸 patterns of behaviour and experience
- 🌸 creative and environmental knowledge and skills

What the point of EcoArt for teachers:

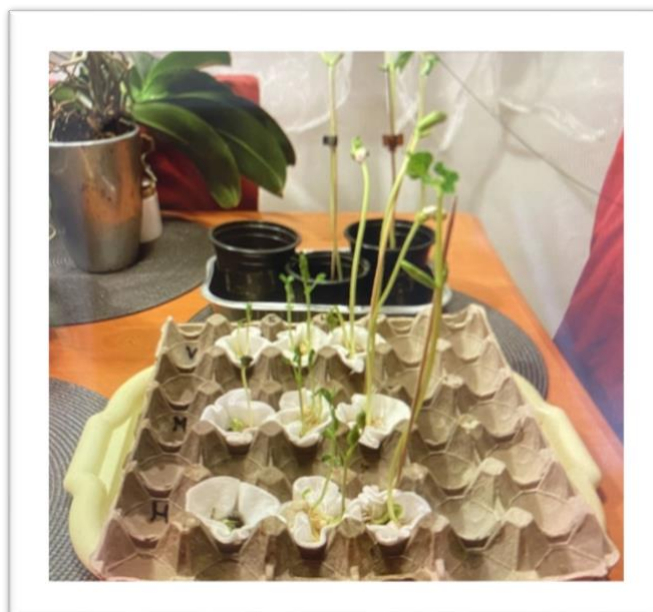
- 🌸 non-standard teaching
- 🌸 new teaching options
- 🌸 a new perspective on work in teaching
- 🌸 assessment of the student according to their creativity and psychological aspects
- 🌸 use of non-standard tools and objects
- 🌸 increasing the student's activity during the lessons
- 🌸 better student's motivation in learning the subject



There are various media for sharing the information and presenting the message to the audience. Earlier information about environmental impacts was supported and strengthened by figures, data and big numbers. But not many people, especially young people liked or understood the numbers well enough to understand or assess the changes.

The message is important, but it is also important that an effective and strong medium is used for conveying it and for inspiring people to feel their responsibilities towards our natural world. Hence, new methods and media need to be explored so that people can be educated or informed about the problems in the environment in effective ways.

**The aim of our project is to raise awareness of environmental protection and contribute to reducing the impact of environmental protection through the creation of „EcoArt.”**





Exploring the art in nature can successfully engage common community members of all age groups and backgrounds to experience and understand their contact with nature. The more they feel the connection and comprehend its beauty or see the changes that it has undergone, especially due to anthropogenic activities, the more they are inspired to make a commitment in preserving nature.







EcoArt project will inspire young people & encourage a long-term flourishing relationship between the social structures & natural environments in which we live. In simple words, it will discuss the state of the environment, & explore creative & innovative ways to communicate & search for answers to our pressing concerns

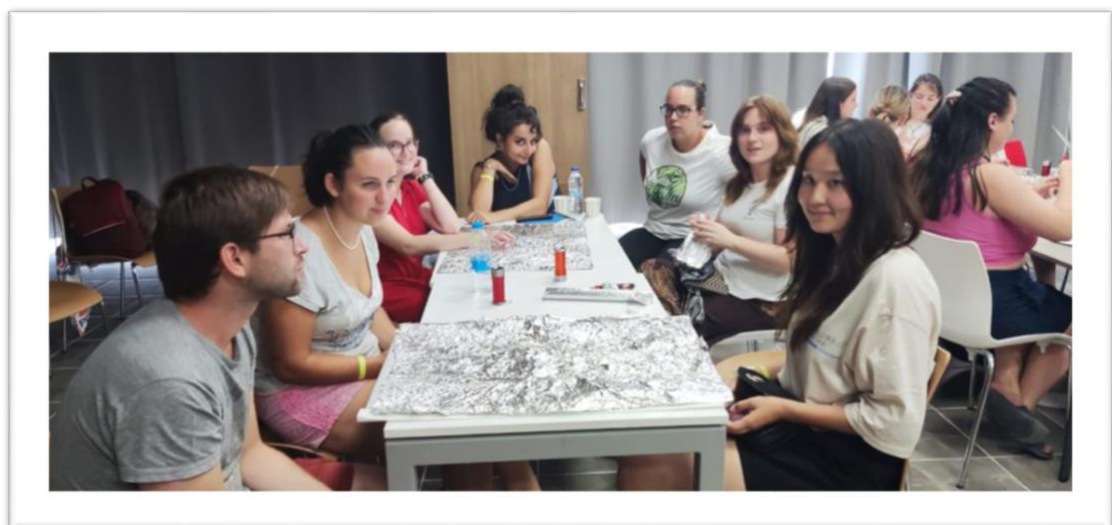
**GENERAL OBJECTIVE :** Using artistic disciplines ( photography & digital storytelling ) to focus on nature & raise public awareness on environmental problems.





## **SPECIFIC OBJECTIVES :**

-  *Raise public awareness about environmental issues*
-  *To develop lifelong learning skills or performance and techniques that will allow pupils to participate fully in the project*
-  *To improve their confidence to take actions and believe they will make a positive difference; – Explore the concept of environmental protection*
-  *To increase Caring for self, for others, for living things, and for our planet.*
-  *To improve ecological life philosophy on our students,*
-  *To expand ICT & language skills which they can use in a meaningful context*



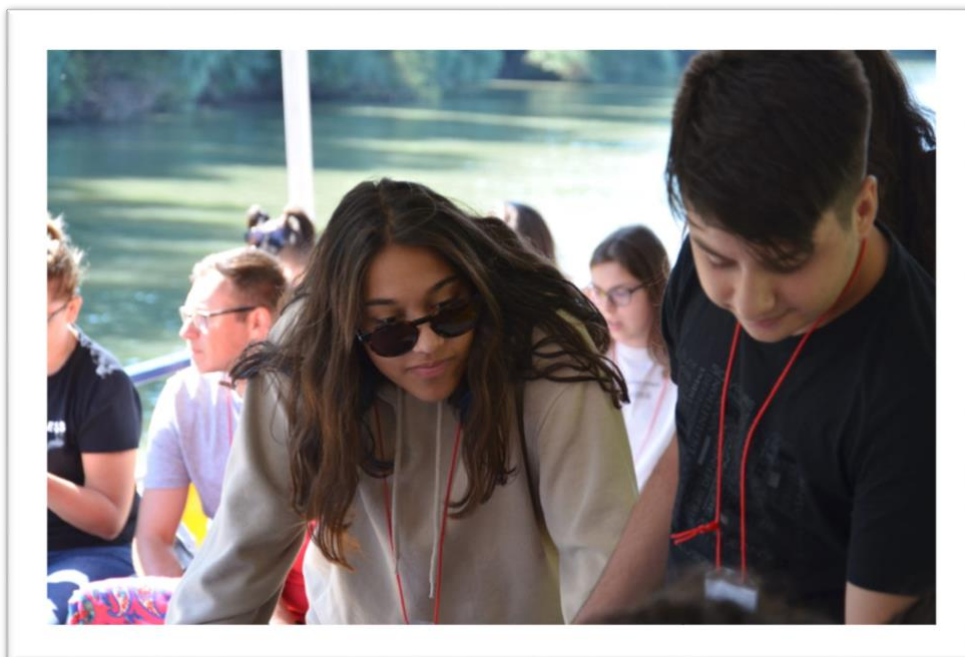


## LTTA C1:

The LTTA happened in Romania and lasted 5 days +2 traveling days. The original venue in Turkey was changed because of the COVID-19 pandemic. The training focused on digital photography. BY DIGITAL PHOTOGRAPHY PARTICIPANTS GAINED SKILLS: Creativity and personality: Participants learned how to shape image composition by following the basic rules of composition, use basic rules of composition to tell their personal photo stories how to shape their creative ideas by using photo collages, how apply different composition rules can affect their stories. The participants acquired communicational skills by presenting the story behind pictures and explaining the rules they applied. The participants acquired researching skills by searching for the stories and exploring possibilities. Technical and computer skills: The participants learned how to use landscape and portrait photo frame orientation on their smartphones, about photo resolutions and megapixels, learn about light and exposure, how to use mobile apps for taking photo, how to use mobile apps for editing photos, how to use online collaboration tools such as Google Disk for sharing photos. Media and information literacy: the participants learned how to perform searches on the Internet for photo examples, creative commons license and basic of copyright. They learned about the importance of ethics in photography to evaluate information critically, to recognize the cultural, social



and other contexts of photography. As the group dynamics is concerned, the participants learned how to work in a group, plan and manage time, share diverse perspectives, challenged assumptions, learned by discussions and explanations, performed peer assessment, found effective peers to emulate, developed their own voice and perspectives in relation to peers. The training on digital photography lasted 2 days. Besides the trainings on photography, the participants participated in workshops related to environment - 4 Rs (recycle, reuse, reduce, recover), in a field trip, meeting with experts took place. Participants shared the results of A2.1 & A2.2 with their peers from partner countries. On the last day of the LTTA, EcoArt photo exhibition was organized. Parents, Directorate of Education, NGOs working on arts and environmental issues were invited to this Multiplier Event.







## LTTA C2:

The second LTTA was performed as planned. It was organized in Hungary hosted by Kaán Károly Környezetvédelmi Egyesület took five working and two travelling days. From each partner organization, there were four students and two youth workers/teachers. The focus of the training was storytelling which is an integral part of our lives that connect us to our past, future as well as to each other and helping us to understand the world around us. Young people gained technical skills like synchronisation of video and sound, the interaction of technical possibilities and creativity, editing pictures online, finding and importing music, using royalty free music, exporting movies and publishing them on the Internet via Facebook and YouTube. Students gained knowledge of pixels and screen resolutions of images, converting videos, knowledge of different file types, of writing techniques, building a storyline, making sound recordings, scanning pictures from a family photo album or archive. Students got knowledge of intonation, tone and the use of voice. They learned how to work, talk and listen in a group. Activities were done to support self-expression and participation, usage of digital applications and pictures for storytelling, searching for pictures to accompany words, following up images, learning about chronology, and making a storyboard. The analytic



skills of students were supported. Young people learned about reading media and their influence, learning to think and perceive from the perspective of a viewer. This helped young people to tell a story from a different perspective. Students learned how to capture audience. Young people learned about rhythm, building tension, usage of time, formulation of goals, choice of music, fitting with the emotion of the story. Young people became aware of the usage of pictures without telling the viewer everything, of our own assumptions, and rules for usage of images. The reflection was an important part of the mobility. Students became aware of their own online identity including the effects of publishing online. They learned to take a position in the public debate. They trained their critical thinking in judging sources. Students learned to take distance from their own story and the story potential such as therapeutical effect, influencing social position. The digital storytelling training lasted for 3 days. Besides the trainings, there were workshops related to environment, field trips, meeting experts and cultural events. The used methodology included exploring techniques such as observing, searching, problem solving. The mobility training included practical activities, guidelines, visits, meeting with teachers, brainstorming, task-sharing, peer learning, self-learning, and practice learning.



### LTTA C3:

The third LTTA took place in Aydın and was hosted by AYDINKENT. From each partner organization 3 young people and 2 teachers or youth workers participated. The LTTA lasted 5 days and 2 traveling days. The training focused on digital photography. Thanks to dealing with digital photography participants learned how to shape image composition by following the basic rules of composition, and use them to tell their personal photo stories. They learned how to shape their creative ideas by using photo collages. They learned about applying different composition rules can affect their stories. Participants acquired communicational skills like presenting the story behind pictures and explaining the rules they applied. Participants expanded their researching skills like searching for the stories and exploring possibilities. As technical and IT skills are concerned, participants learned how to use landscape and portrait photo frame orientation on their smartphones, about photo resolutions and megapixels, learned about light and exposure, about usage of mobile apps for taking photos and editing them. They were taught to use online collaboration tools like Google Disk for sharing photos. Participants learned how to perform searches on the Internet when searching for photos, how to include knowledge about the creative commons license and basics of copyright including the



importance of ethics in photography, to critically evaluate Information, to recognize the cultural, social and other contexts of photography. As the group dynamics is concerned, participants learned how to work in a group, plan and manage time, share diverse perspectives, challenge assumptions, understanding through in discussion and explanation, perform peer assessment, find effective peers to emulate, develop their own voice and perspectives in relation to peers. The training on digital photography lasted for 2 days. Besides the trainings on photography, workshops related to environment took place with focus on the 4Rs (recycle, reuse, reduce, recover). There was a field trip to National park and to Ephesus as a cultural heritage site. Participants met experts. They shared the results of A2.1 & A2.2 with their peers from partner countries. On the last day of the LTTA, an EcoArt photo exhibition was organized. Parents, the directorate of education, NGOs working on arts and environmental issues were invited to this self-funded Multiplier Event. On the last day certificates of participation were handed over and the farewell party as the last socializing event was organized. To some up, participants enjoyed creative art workshops, a music for inclusion activity, the guide Ephesus and Şirince tour. They expended their skills and knowledge on digital photography enormously.