



## WORKSHEET

**Topic:** EcoArt

**Target group:** secondary school students

**Goal of the lesson:** learning, practicing, developing the student's creativity and art

**Material:** different materials, computer, mobile phone, scissors, notice board, adhesive tape

# ECOART PROJECT

2020-1-CZ01-KA227-SCH-09429

Because environmental problems have become acute, we need to teach our students in the new way to understand global warming, pollution of the seas and oceans, the depletion of animal and plant populations. To draw student's attention to the destructive process we need to teach them how to create a useful objects or art objects by using environmental approach. The teachers cannot stand aside. They need to be in touch with reality and actively collaborate with environmental organizations.

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

EcoArt lessons can be used at our schools because it is an interesting form for teaching botany, pharmacognosy, chemistry and other subjects.

The main education and training goal of EcoArt



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is to respect nature and the environment.

What develops this EcoArt brochure 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 behavior 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



EcoArt lessons are intended for students, vocational schools, general education schools and in what age category (certainly most 14 - 19 years old).

Subjects in which EcoArt lesson can be used:

- Botany
- Biology
- Chemistry
- Geography
- Natural History
- Pharmacognosy
- Nursing
- Work Activities
- Art etc.

EcoArt lessons are in the scope of work from one to five hour, in English language to make them universally applicable.

Experts from countries and organizations collaborated on EcoArt lessons:

- Romania – Tulcea – Liceul Teoretic GRIGORE MOISIL
- Hungary – Kaan Karoly Kornyezetvedelmi Egyesulet
- Turkey – Ozel Aydinkent Fen Lisesi
- Italy – Lanciano – TuF1rst Onlus
- Czech Republic - Europeans, z.s.



In addition to learning from the subject itself, students learn creativity, sorting waste, understanding the breakdown of substances in nature over time and the effect of synthetic materials on soil, water pollution and their penetration into plants. They learn about toxic substances and heavy metals to plants, mushrooms and food.

Students are able to express their feelings of EcoArt in different forms: photographs, painting, installations, performances, painting, cinema, laboratory works etc.

Sometimes EcoArt includes the restoration of the nature around the school as well as the restoration and improvement of the appearance of the building next to the school.

Plastic bottles, trays for eggs, papers, tree branches, old clothes, written pens, buckets, glasses, beakers and other old and unsuitable containers for teaching in the chemical laboratory, weeds, old shoes and other things are used for the creative work of the student in lessons.

It is a big task of the teacher to explain the issue of toxic substances and their effect on health. When developing critical thinking, it is also appropriate to use EcoArt education.

We would like to thank the EU for the co-financing the possibility of cooperation with partner schools, broadening horizons and improving the quality of teaching, a new perspective on teaching methods, exchange of experience and understanding, and efforts to solve ecological problems.



## WORKSHEET

**Topic:** Photography for  
Ecological Awareness

**Target group:** young people  
with disadvantage

**Number of lessons:** 1

**Goal of the lesson:**

- Understand the basis to create a professional photos and videos to bring awareness to ecological issues.
- Apply the techniques to create professional photos/videos
- Stimulate the creative thinking and transform a creative idea into an artistic project
- Use of smartphones in a professional context
- Provide the key competences to create professional photos/videos

**Material:** computer,  
smartphone, PPT presentation

1. In the introduction part the activity will be introduced as an open discussion with the group:

- “What do you think is a professional photo?”
- “How can you use photos or videos to raise awareness on the environmental issues?”

This phase will serve as a brainstorming collecting the ideas the participants have in general on photo/video making.

2. The participants will be guided towards the creation of professional photos/videos. All participants will take their smartphone. As first the tutor will help the students to set up the grid on the smartphone screen and he/she will explain the importance of the grid. The tutor will then present to the students:

- Importance of orientation and what orientation to use for videos and photos
- Rule of the thirds, to create attractive and balanced photos and videos
- How to use focal points and lines in photos and videos
- Editing apps options that will allow to easily edit for free photos and short videos
- How to ask questions for the participants that want to create an interview

Each sub-topic will be presented through practical demonstration and short try-out activities to make students understand better how to use the techniques explained.

The participants will be divided in small groups and will have to create a short professional



video with their smartphones. Each group can brainstorm together a specific topic on environment they would like to bring awareness to. They will choose the setting, music (if they want to add it) and create the story. The participants can ask for the support of the tutor who will give suggestions on the feasibility of the idea. The participants will be given a set time to design the video and record it. The material provided will include schemes and example that can provide a valuable help for their video. In the video they can use recorded materials and photos.

**Post activity discussion:** After the creation of the videos the groups will share the video with the rest of the groups. They will show what they have produced and briefly explain their idea.

**Evaluation:** Informal evaluation with feedback on the videos/photos produced throughout the session. The tutor will provide feedback and suggestions to improve the contents produced. Also, other participants can provide in a constructive and polite way their feedback on the content created by their peers. In this case it is important for the tutor/mentor to act as a moderator and make sure that the feedback provided is expressed in a polite and respectful way.

# ECOART PROJECT

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## WORKSHEET

**Topic:** Social Media – Tik Tok  
and Instagram Reels for  
Ecological Awareness

**Target group:** young people  
with disadvantage

**Number of lessons:** 1

**Goal of the lesson:**

- Understand the key concepts  
around the use of social media  
(Tik Tok and Instagram Reels)

- Understand how to create  
catching and interesting  
contents

- Understand the process of  
attention and how to keep it

Understand the process of  
attention and how to keep it

**Material:** computer,  
smartphone, PPT presentation

1. In the introduction part the activity will be introduced as an open discussion with the group:

- “What social media do you use?”
- “What kind of content do you use the most?”

This phase will serve as a brainstorming collecting the ideas the participants have in general about social media and social media content.

2. The participants will be guided towards the discovery of the 2 platforms that are currently most popular around young people: Tik Tok and Instagram reels. The objective is making students understand the concepts underlying social media and how social media can be used to raise awareness on environmental topics. creation of professional photos/videos. The tutor will then present to the students:

- General information about the social medias in question
- How to create and interesting hook and the use of hashtags
- How to catch and maintain the attention (AIDA Technique)
- How to create good content: KISS principle

3. The participants will be divided in small groups and will have to create a tik tok video. Each group can brainstorm together a specific topic on environment they would like to bring awareness to.

They will choose the setting, music (if they



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want to add it) and create the story. The participants can ask for the support of the tutor who will give suggestions on the feasibility of the idea. The participants will be given a set time to design the video and record it. The material provided will include schemes and example that can provide a valuable help for their video. In the video they can use recorded materials and photos.

**Post Activity discussion:** After the creation of the tik toks the groups will share the video with the rest of the groups. They will show what they have produced and briefly explain their idea.

**Evaluation:** Informal evaluation with feedback on the short videos produced throughout the session. The tutor will provide feedback and suggestions to improve the contents produced. Also, other participants can provide in a constructive and polite way their feedback on the content created by their peers. In this case it is important for the tutor/mentor to act as a moderator and make sure that the feedback provided is expressed in a polite and respectful way

# ECOART PROJECT

2020-1-CZ01-KA227-SCH-09429





## WORKSHEET

**Topic:** Garbage in our environment

**Target group:** primary and secondary school students

**Number of lessons:** 1

**Goal of the lesson:** Increasing environmental sensitivity; Shaping environmental-conscious thinking and behavior; Raising the awareness of the importance of selective garbage collection; Incorporating the learned knowledge in everyday life; Educational task: Cooperation within the group, listening to one another's opinion,

Subject correlation: Science, Art, Foreign language

**Material:** puzzle (magic square); ppt; text; garbage; garbage bags; bins; rubber gloves; disks of opinions

/Sources: 2016-1-HU01-KA201-022992 Back to nature - Environmental pedagogy for improving primary school teacher's competences in transmitting knowledge in an experience way through environmental education - Handbook [https://www.imro.hu/wp-content/docs/Back\\_to\\_Nature\\_handbook.pdf/](https://www.imro.hu/wp-content/docs/Back_to_Nature_handbook.pdf/)

1. Teachers form groups of 3 or 4 and prepare the necessary devices. Pupils give puzzle, and their task is to solve the puzzle and define the solution individually and discuss the meaning of the solution together.
2. Teacher presents a ppt which helps clear up the difference between the concepts of garbage and junk and other key terms like illegal landfill, selective garbage collection, recycled garbage. It is a brainstorming process: *How can garbage be made out of junk? What can be done with rubbish? What recycling practices have you heard of? What do you do with your rubbish at home? How much rubbish is generated in your household?*
3. Students listen and formulate cooperative opinions in connection with the slides.
4. After above part, Teacher hands out parts of a text about ecological footprint. Within a group everyone gets a different part of the same text about ecological footprint. Students read the text parts and share their acquired knowledge with one another. Finally – with the teacher's control – they sum up the knowledge acquired in the group together.
5. Students take pictures of their garments and use the information about the plants to prepare a quiz about these plants for their class mates.
6. The next part is a modelling reality: sort out the unsorted garbage in the suitable bins.
7. The teacher evaluates the work of groups, and the class sum up the topic of the lesson. Teacher writes three question which are discussed together.

## ECOART PROJECT

2020-1-CZ01-KA227-SCH-094



## WORKSHEET

**Topic:** We consume the earth - green compass for shopping

**Target group:** secondary school students (15-17)

**Number of lessons:** 1\*45 min

**Goal of the lesson:** The aim of the lesson is for students to become informed shoppers, to learn about and master the help and guidelines to become responsible consumers

/Sources:[https://www.fenntarthatosagi.temahet.hu/2022/letoltes/fogyaszta/27/FTH2022\\_elfogyasztjukafoldet\\_oravazlat.pdf/](https://www.fenntarthatosagi.temahet.hu/2022/letoltes/fogyaszta/27/FTH2022_elfogyasztjukafoldet_oravazlat.pdf/)

8. What is Overshoot Day? Find the date of the day of overshooting in your country.
9. Teacher presents a ppt which helps clarify some important concepts such as: sustainability, Ecological Footprint, Biocapacity, Ecological overshoot, Earth Overshoot Day, Global hectares (see more: <https://www.overshootday.org/kids-and-teachers-corner/lesson-what-day-is-earth-overshootday/>)
10. Types of customers. Let's get to know the different types of customers. *“By using the test describe yourself, which type are you?”* (See: annex I.)
11. Types of advertising: Let's get to know the types of advertising: *How do they try to influence us?*
12. QUIZ game about advertising. Everyone gets a True and an False paper. The teacher reads out the statements, *let's vote on the correctness of the statements! Let's talk about it! Let's try to say advertisements that can be good examples of the statements! Make a collage out of the advertisements.*
13. Let's make groups! Everybody pulls one eco-label and read what it means. Present the information they have learned to each other! *Why should you look for products with the label of your choice?*
14. Let's collect together our green shopping compasses to become conscious consumers!

## ECOART PROJECT

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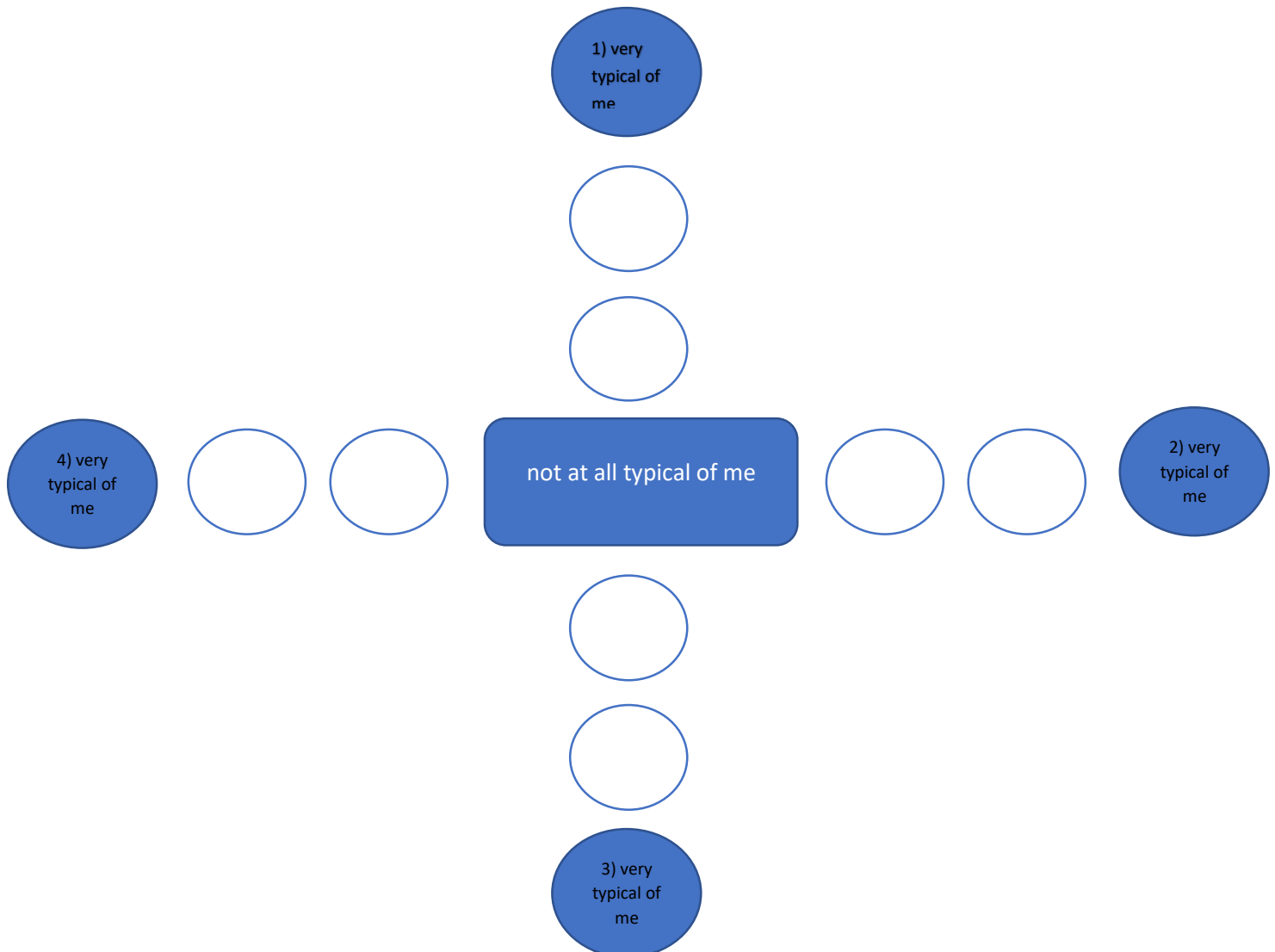


## ANNEX I

### 1.) Types of customers – Test yourself

Read the statements below the figure and mark on each axis how typical you feel they are for you. The scale ranges from not at all typical to very typical!

1. In many cases, when I feel down, I go shopping and console myself with a little something.
2. I see it, and I immediately get the feeling that I need it.
3. I've always bought this brand. I don't know why I should switch now.
4. I usually visit the shop with a specific purchase in mind. I have a shopping list, so I should on paper, in my head or on the phone. I don't deviate from that.





Look at the diagram you got! For which statement does it peak? When you're done, read the characteristics you have collected. Compare your graph with the answers of your friends and classmates.

## RESULTS:

1. **Emotional shopper:** the thing bought or the purchase itself gives pleasure, temporary excitement, and satisfaction. Shadow side: Later you realize that you don't need the product you bought, you spent unnecessarily.
2. **Impulse buyer:** You get into the habit of buying something that looks good, is cheap, or has been discounted, or you've seen someone else buy it. You find the reason in a flash and buy it. Shadow side: then the next day it's not so strong that argument, it's gone. Oh, and you ran out of money... for what?
3. **Brand-loyal customer:** It makes you feel better. You identify with the brand, you buy into new trends immediately. Shadow side: Whether it suits you or not, whether you can afford it or not, you buy it.
4. **Conscious shopper:** you know what you need, and how far you can stretch. You know what you need and what you can afford. You know what you're buying. You know what you want. Shadow side: many people don't understand why you buy so quickly and rationally, and why you don't buy what you've left off the list

## 2.) Types of advertisement

### - In short supply

If you don't buy now, you'll never have this product! Only the exceptional are allowed to have this product. Be exceptional yourself, if you don't buy it now, you'll miss out. Not available in stores

### - Celebek's recommendation:

Want to look like star XYZ? Buy what she buys! Of course, it won't make your life like his/her, but you'll feel like a star the moment you buy it.

### - Sensual seduction:

Lots of pretty, colorful clothes, objects that feel good to the touch, the subtle smell, and pleasantly relaxing music in shops are all temptations to buy too.



### - Reducing the price gap:

Only here, only now, only for you at 50-70% off. Think about if it's worth it to the distributor, how much it cost them, and how much they paid the people who produced it.

### 3.) Quiz game

a) The purpose of advertising is to draw attention to the product.

(True. All advertising tries to make its product more attractive than others.)

b) We get certain (sure) information about the product from advertising.

(Not true. The advertisements contain incomplete information.)

c) Advertising always lies.

(Not true. They show the best side of the products, they cannot make false claims.)

d) Almost anything can contain advertising.

(True. Even search engine rankings can have advertising.)

e) Advertising always gets its aim, against my will.

(Not true. It either works or it doesn't. Everyone reacts differently.)

f) Advertisements mainly feature good-looking people.

(True, most people in advertising are chosen for their above-average looks.)

g) The ads are for everyone.

(Not true. All ads are very carefully designed to reach a certain group of customers.)



## WORKSHEET

**Topic:** pharmacognosy – healing plants

**Target group:** secondary school students

**Number of lessons:** 2

**Goal of the lesson:** learning about medicinal plants, practicing the vocabulary of medicinal plants, creating in the student's mind an understanding of the large number of medicinal plants in nature, developing the student's creativity and art

**Material:** plants, computer, mobile phone, scissors, notice board, adhesive tape

1. The teacher forms groups of students. Their task is to choose five healing plants which can be collected at the time of the year when the lesson takes place.
1. Students took information about these plants.
2. The teacher gives the students the task to collect the plants and bring them to school.
3. Next lesson, students work in groups with plants they brought. Their task is to create a plant garment of them.
4. Students take pictures of their garment and use the information about the plants to prepare a quiz about these plants.
5. Students present their information about these plants by using their plant garment pictures.
6. Students use the quiz to check how carefully other students listened to them.
7. The teacher evaluates the work of groups.
8. Students put their plant garment on the notice board in the classroom.

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