**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 behaviour; 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/*

WORKSHEET

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 sump 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**

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