KA2 European Students for Sustainability
2020-1-SE01-KA229-077790

Activities or Lesson
Suggestions about Sustainability - Slovakia

During the Erasmus+ ESFS project, teachers from each partner school participating in the teachers´ training created together 10 suggestions of activities connected with the environmental issues. It is worth mentioning at the beginning that quite a wide range of activities has been created.

Let us introduce you activities made by the Slovak teachers involved in this great project. Activity number 6 *"Human Eco Bingo"* is an energizer which might take only a few minutes of a lesson. Activities 2 *"Upcycled Fashion Show",* 4 *"How to build a raised garden bed in your school"* or 8 *"Eco-friendly Peer Inspirations"* suggest some project work and activity number 7 *"The Past can inspire our Present and change the Future"* is combined with an excursion to an open-air museum. There are some lesson plans suggested for 1 lesson of 45 minutes (such as number 3 *"Footprint We Shouldn't Leave Behind"* or 5 *"Be English friendly with being eco-friendly*"), for 2 lessons of 90 minutes (e.g. number 1 *"Don´t let your eco-friendly self go on holiday while you are on one.")* or even for 3 lessons *(*e.g. number 9 *Google Doodle Sustainability).*

Some of the activities require more time for adaptation by a teacher willing to use them and some of them are ready to use with handouts attached. The biggest benefit of this material is that it offers activities suitable for use in different school subjects so teachers of various specialisations (language teachers, history teachers, IT teachers, biology teachers, art teachers…) may make use of them. The reason is that the environmental education is one of the cross-cutting topics in the Slovak curriculum and is expected to be present in different school subjects. We hope that this document will be an inspiration to as many teachers as possible and that they will benefit from it.

Content:

1. Don´t let your eco-friendly self go on holiday while you are on one

Thematic Field: *Carbon Footprint and Tourism*

Title: ***Don´t let your eco-friendly self go on holiday while you are on one***

Last edit: *01 May 2022*

Level: L2- Average

Duration: 90 minutes (2 lessons)

Author:
Patrícia Bajcsiová – Slovakia

Goals: This activity has both cognitive and affective objectives. The affective domain includes creating awareness of environmentally friendly tourism and potentially influencing the students´ habits as tourists. The cognitive aspect includes using suitable language connected with ecotourism. This lesson is intended for teenagers at higher secondary level (aged 15-18) at CEFR level B1/B2.

Target skills:
KNOWLEDGE (negative impact of tourism on the environment, an eco-friendly tourist)
LANGUAGE SKILLS (using suitable vocabulary to talk about the impact of tourism on the environment)
ATTITUDES (being aware of how an eco-friendly tourist behaves and behaving in accordance with that)
VALUES (possibility that the students will apply the “eco-friendly” principles while travelling)

Other aims of the activity:
After the end of the activity, students should be able to understand and explain specific examples of the negative impact of tourism on the environment. Moreover, they should be able to define the concept of eco-friendly tourism and to relate their behavior (and actions) to this concept, to understand how an eco-friendly tourist behaves and behave accordingly once they travel somewhere.

Methods:
Pair work
Discussion
Cooperative learning
Presentation
Requirements – Instructions

The realization of the activity requires:
1) Computer and projector
2) Handout 1: printed article "Carbon footprint of Tourism" cut into 4 parts, one part of the article per student. Source: https://sustainabletravel.org/issues/carbon-footprint-tourism/
3) Handout 2: the quiz. Source: https://sustainabletravel.org/issues/carbon-footprint-tourism/quiz/
4) Internet access for the survey (tool: mentimeter) and for self-research
5) A larger piece of paper per group (for posters) and some writing utensils

Scenario

Warm-up:
Students discuss the following questions in pairs: *What is the most memorable holiday destination you have ever visited? How did you travel there? How did you move around that place? What and where did you eat? Did you bring any souvenirs from that place?*
Some students (2-3) share their holiday experience.

Activity 1: Survey and brainstorming
Students answer 2 questions as a survey:
Do you know how to behave to be an eco-friendly tourist? The answers are on the scale: Not at all – Possibly not - Not sure – Possibly - For sure
What can you personally do to behave more environmentally-friendly as a tourist? / Characterise an eco-tourist. Each student can provide a maximum of 3 answers. The results are displayed on the projector as a word cloud.
A short discussion follows to introduce the topic of ecotourism: *Based on your travel experience, can you give concrete examples of the negative impact of tourism on the environment? What can you do to minimize the negative impact on the environment while you are travelling?*

Activity 2: Vocabulary introduction
Some useful vocabulary connected with the negative impact of tourism on the environment is presented. Vocabulary is chosen from the article "Carbon footprint of Tourism."

Activity 3: Cooperative learning
Students are divided into groups (ideally 4 students in a group). Each student reads one part of the article "Carbon footprint of Tourism." Then students retell their parts of the article to the other members of their groups. In the end, each student of the group has all the information. It is necessary for students to remember as much as possible because a quiz will follow.

Activity 4: A quiz contest
Students answer the quiz based on the information from the article. Everyone has their own answer sheet and has to rely on their own knowledge. However, in the end, the results will be presented for a team.

Activity 5: Discussion, self-research and poster preparation in groups
Students return back to their groups (as in activity 2). Based on their knowledge about the negative influence of tourism on the environment, they discuss their ideas about how to be a

more eco-friendly tourist. Students can use other internet sources during this activity. The output of this activity is a simple poster with summarized ideas per each group.

Activity 6: Presentations – how to be an eco-friendly tourist
Students present the posters in front of the class. A short discussion might follow after each presentation if needed.

Conclusion: Assessment and evaluation
This lesson has both cognitive and affective objectives. As for the cognitive objectives, i.e. ability to use suitable language and vocabulary to describe the negative influence of tourism on the environment and theoretically explain how to behave as an eco-friendly tourist, they can be evaluated by written and spoken exams. The main objective of this lesson was to create the awareness of how to behave more eco-friendly while travelling. This objective is more difficult to measure as we talk about long-term behavior. A suggested way of assessment is through a mentimeter poll with the same questions as were used at the beginning of the activity. We can see if the answers of the students alter or not, thus we can predict if students become influenced by the lesson as expected.

Possible follow-up:
A short online discussion can be done as a follow-up activity with a person who owns/runs a hotel in the region where the students come from. It may be a parent of one of the students, an employer of a student who works part-time in an accommodation facility, etc. Thanks to this, students can have an opportunity to understand the problem of sustainable tourism from a different perspective. The discussion may include the topics such as challenges for the managers, what an eco-friendly building is, whether it is expensive for the accommodation facility to be eco-friendly, whether the tourists are interested in eco-friendly tourism, etc.

Appendix to activity 1:

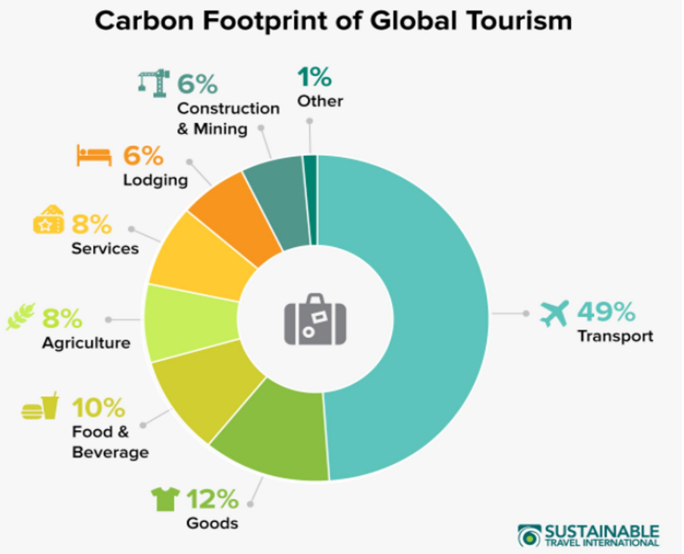
Handout 1 – from article: “Carbon footprint of Tourism” cut into 4 parts, one part of the article per student. Source: https://sustainabletravel.org/issues/carbon-footprint-tourism/

Carbon Footprint of Tourism

How Travel is Contributing to the Climate Emergency

Tourism is responsible for roughly 8% of the world’s carbon emissions. From plane flights and boat rides to souvenirs and lodging, various activities contribute to tourism’s carbon footprint. The majority of this footprint is emitted by visitors from high-income countries, with U.S. travelers at the top of the list. As the number of people who can afford to travel grows, so will tourism’s environmental footprint.

Keep reading to learn about some of the different ways that travel produces CO2.



This graph shows the different activities that contribute to tourism’s total carbon footprint.

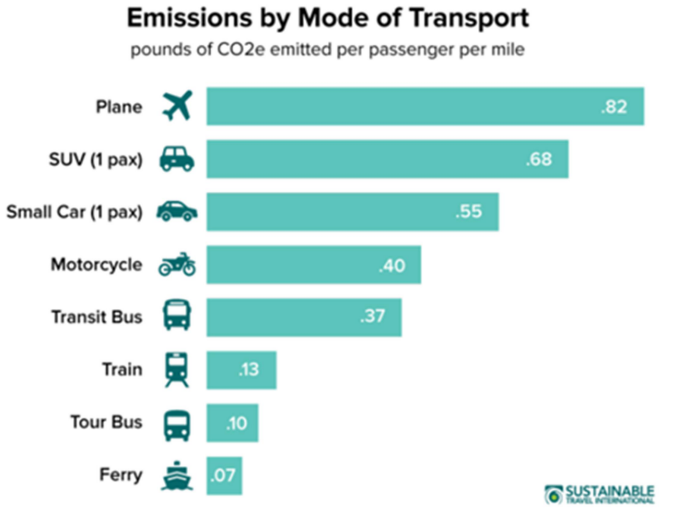
Data Source: Nature Climate Change (2018)

Transport

Getting from here to there is the most basic component of tourism. Planes, cars, trains, boats, and even hot air balloons allow us to explore destinations all around the world. However, all of our jet-setting and road-tripping comes with a hefty carbon footprint.

Today, transportation is tourism’s main source of greenhouse gas emissions. On average, planes and cars generate the most CO2 per passenger mile, with tour buses, ferries, and trains coming well behind. In recent years, the number of people traveling internationally skyrocketed as airfare became more affordable. Similarly, between 2005 and 2016, transport-related tourism emissions increased by more than 60%.

It would take an acre of forest a year to absorb the same amount of CO2 emissions of a one-way flight from London to New York. That’s about the same amount of emissions that the average person in Zimbabwe generates over an entire year.

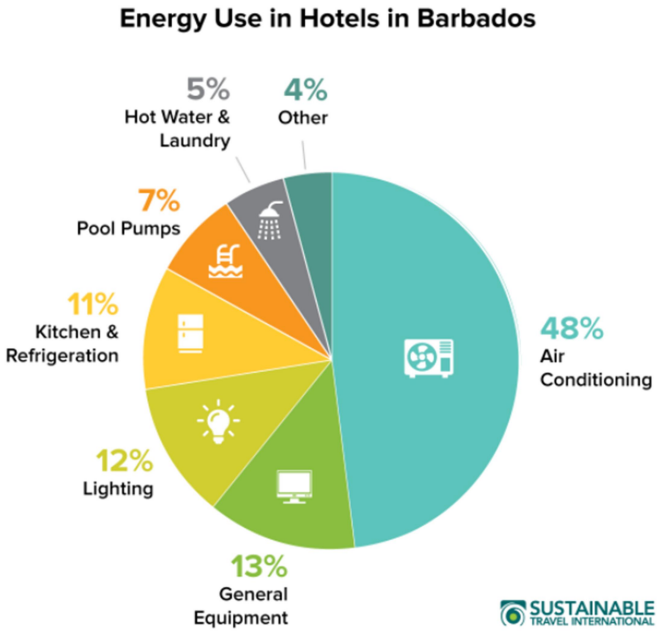


These are averages based on 2020 UK conversion factors. Values will vary based on distance traveled, vehicle model, occupancy rate, flight class, and various other factors.

Lodging

In the same way your house generates emissions from energy use, so do the hotels, homestays, and rental homes that you stay in while on vacation. Many accommodations rely on heating and air conditioning to keep guest rooms at a pleasant temperature in hot or cold climates. These energy-intensive systems create CO_2, as do the water heaters used to warm showers, pools, and spas. Electricity used to power lights, TVs, refrigerators, laundry machines, and other equipment is also a big contributor, especially in areas with dated or inefficient systems.

Emissions from lodging tend to be highest in resorts and hotels that offer modern services, while smaller lodgings such as homestays and guest houses have lower emissions for the most part.



Data Source: Caribbean Hotel Energy Efficiency Action Program (2012)

Food & Drink

Food production is responsible for roughly one-quarter of the world's greenhouse gas emissions. Getting food from farm to table means growing, processing, transporting, packaging, refrigerating, and cooking – all of which require energy and contribute to your meal's carbon footprint. Travel often multiplies this footprint since people tend to indulge more while on vacation.

Imports

To cater to visitor tastes, many hotels and restaurants import the majority of their food products from other countries. Remote island destinations are especially dependent on imports. It is estimated that up to 80% of the food consumed by the tourism industry in Pacific islands is brought in from overseas. The farther food travels, the more emissions are generated – and to get food to these secluded islands, it has to travel a very long way.

Food Waste

Thanks to all-you-can eat hotel buffets and oversized restaurant portions, a substantial amount of the food produced for tourism ends up getting thrown away. When food is wasted, this means that all of those emissions that were generated by its production were unnecessary. Globally, less than half of hotels compost their food waste. When this food decomposes in landfills it creates methane which is 21 times more potent than carbon dioxide.

Data Source: Waste & Resources Action Programme

Shopping

Though every trip must eventually come to an end, tourists are sure to return home with magnets, hats, art pieces, and other trinkets to remind them of their vacation. But traveler purchases aren't limited to kitschy souvenirs. From street markets to high-end boutiques, shopping is now a travel experience in itself.

Whether its jewelry or electronics, the carbon footprint of an item must be calculated with production, manufacturing and shipping in mind. There's something special about purchasing an item that was made locally in the destination, yet oftentimes souvenirs and other products are mass-produced in factories far away. An item may have travelled between a number of countries and continents before reaching its final destination. For example, the cotton used to make a t-shirt sold in New York may have originated from China, been shipped to Vietnam for manufacturing then flown to New York for sale. Travelers' buying habits are often different from locals', thus increasing production emissions.

Handout 2: the quiz. Source: https://sustainabletravel.org/issues/carbon-footprint-tourism/quiz/

Quiz: The Carbon Footprint of Tourism

How much do you know about tourism's contribution to climate change and the different ways that travel generates CO2? Take our quiz to test your knowledge and learn more!

1) Tourism accounts for what percentage of global greenhouse gas emissions?
A) 3% B) 8% C) 12% D) 24%

2) A person flying from London to New York produces about 0.78 metric tons of CO2. That's the same as the amount of emissions generated by…
A) Taking a boat from New York City to Miami B) The average person in Zimbabwe in a year
C) Riding a train from Seattle to San Francisco D) Charging your phone 49,417 times

3) Statistics from the hotels in Barbados show that 48% of their energy use is caused by
A) air conditioning B) kitchen and refrigerator
C) laundry service and hot water D) lightning

4) How much of the world's greenhouse gas emissions are caused by food production?
A) 1/10 B) 1/8 C) 1/4 D) 1/3

5) In the Pacific Islands, what percentage of the food that tourists consume is imported from overseas?
A) 20% B) 40% C) 60% D) 80%

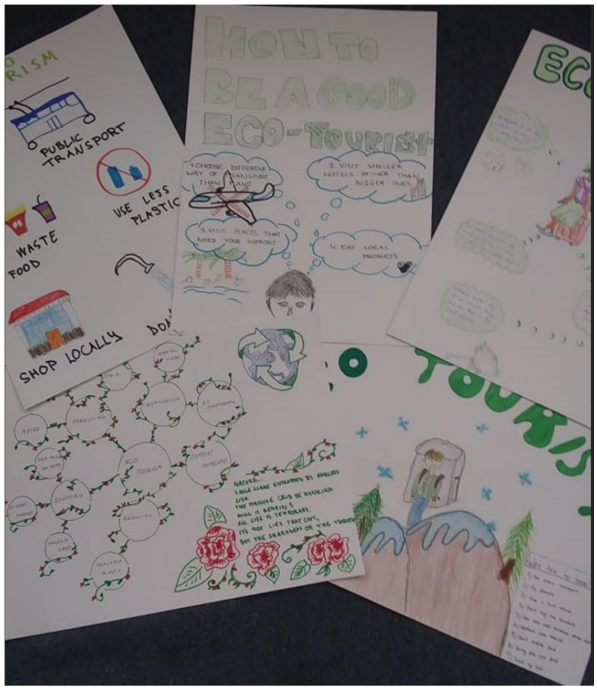
6) Which greenhouse gas is responsible for 76% of global emissions?
A) Carbon Dioxide B) Nitrogen
C) Methane D) Fluorinated Gases

7) Which of the following is the biggest contributor to global tourism's carbon footprint?
A) Accommodations B) Food and drink
C) Transportation D) Construction

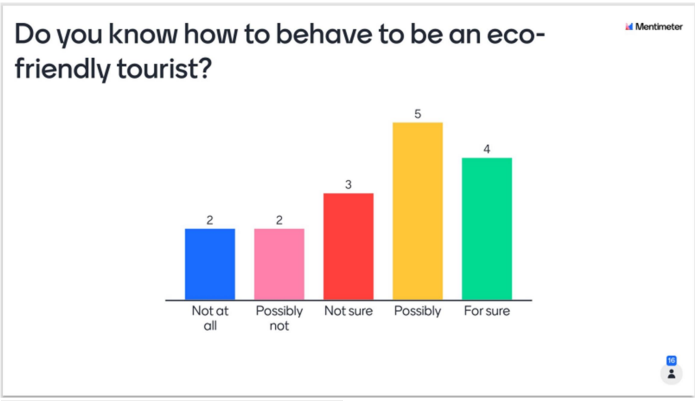
Key:

1) B, 2) B, 3) A, 4) C, 5) D, 6) A, 7) C

Assessment and evaluation:



A short survey before the activity:



A short survey after the activity:

2. Upcycled Fashion Show

Thematic Field: Sustainability / *Fast fashion – slow fashion*

Title: ***Upcycled Fashion Show***

Last edit: *26 April 2022*

Level: L1- Easy

Duration: 40-80 mins (1-2 hours of lesson)

Author:
Monika Gdovcová, Slovakia

Goals:
In this activity students discuss the impact of fashion on the environment

Other aims of the activity:
After the end of the activity, students should be able to define concepts such as upcycling, fast fashion, slow fashion and more. They should be able to think about the clothes they wear, about the origin of them plus the reasons why it is important to upcycle, reuse and not buy the latest model of clothing.

Method: Discussion, pair work, cooperative education, peer work

Requirements – Instructions
The realization of the activity requires:
Printed version of a questionnaire (in attachment)
Computer + projector + internet connection
Blank paper sheets in size A3 or bigger
Markers in various color, scissors (at least on in each team), glue
Different fabrics (will be brought by the author)

Scenario
This lesson will be done indoors in spacious area

1. Warm up – discussion based on the questions from the printed questionnaire and cut
2. Kahoot quiz
3. Video https://www.youtube.com/watch?v=W0fHUGo4f8U starting 2:20
4. Upcycled fashion show. Students will work in teams, each team will be given a sheet of paper, markers and fabrics in various patterns and colors. The aim is to create a model wearing clothes made up of old clothes. The body of a model is drawn on the paper and clothes are cut and glued and styled. When finished, students will present their masterpieces in Upcycled Fashion Show pretending they are in a real fashion

show (with music in the background, cat walk etc.) Posters might be exhibited in the conference room / hall.

Suggestions and conclusions:

This lesson has both cognitive and affective objectives. The cognitive objectives include using suitable language and vocabulary to describe the negative influence and impact of fashion on the environment. After this activity, students will be more aware of the impact of their shopping habits. This activity may be a tool for education and informing young people about the background of every piece of clothing they own.

3. Footprint We Shouldn't Leave Behind

Thematic Field: *Pollution of the environment and its awareness*

Title: ***Footprint We Shouldn't Leave Behind***

Last edit: *03 October 2022*

Level: L1- EASY

Duration: 45-50 minutes (1 lesson)

Author:
Patrícia Bajcsiová – Slovakia

Goals:
This activity has both cognitive and affective objectives. The affective domain includes creating awareness of how and why to be eco-friendly and potentially influence the students´ routines or make them take action. The cognitive aspect includes using suitable language connected with pollution, its sources and effects. This lesson is intended for teenagers at secondary level (aged 12-16) at CEFR level A2/B1.

Target skills:
KNOWLEDGE (pollution, types of pollution, sources of pollution, impact of pollution)
LANGUAGE SKILLS (using suitable vocabulary to talk about the topic)
ATTITUDES (being aware of the negative impact of pollution on the environment)
VALUES (possibility that the students will apply the “eco-friendly” principles in their lives and influence their relatives or friends to act likewise)

Other aims of the activity:
After the end of the activity, students should be able to define and explain what pollution of the environment is, what its types and sources are. Moreover, they should be able to understand the negative impact of polluting the environment and to relate their behavior (and actions) to it. Students might be willing to take action and persuade someone from their surroundings to change the behavior regarding environmental protection, too.

Methods:
Pair work
Group work – mind mapping
Discussion

Requirements – Instructions
The realization of the activity requires:
1) Computers / tablets with the internet access – per a group of students, a projector

2) A larger piece of paper for a mind map (unless it is done using an i-tool)
3) Handout 1: printed quiz for the warm-up activity (it is recommended to hide the scoring and show it after the students answer the questions). Source: https://www.thompsonschools.org/cms/lib/CO01900772/Centricity/Domain/3580/Test%20how%20environmentally%20friendly%20you%20are.pdf
4) Handout 2: "How long does it take to decompose?" Source of information: https://stacker.com/stories/2682/how-long-it-takes-50-common-items-decompose

Scenario

Warm-up: a quiz

The teacher asks students if they consider themselves as eco-friendly people and why. Some students answer. Then, the teacher distributes Handout 1 – a printed quiz "Test how eco-friendly you are!" It is recommended not to print out the scoring but to show it to students after they answer the questions, e.g. through a projector. The aim of this activity is to provide some vocabulary input for students.

Activity 1: raising awareness

Students, working in groups of 3 or 4, discuss and guess how long it takes different garbage to decompose.
The aim of this activity is to become aware of how serious the problem of pollution is and how huge our impact on the environment might be.

Handout 2: How long does it take garbage to decompose? Match.

☐ *Orange or banana peel* ☐ *Train ticket* ☐ *Apple cores* ☐ *Aluminum foil* ☐ *Plastic bag* ☐ *Foamed plastic cups* ☐ *Paper towels* ☐ *Plastic beverage bottles* ☐ *disposable diapers* ☐ *Glass bottles* ☐ *Household alkaline batteries*	☐ *2 weeks* ☐ *2 - 5 weeks* ☐ *2 months* ☐ *10 – 20 years* ☐ *50 years* ☐ *100 years* ☐ *450 years* ☐ *1 million years* ☐ *Non-biodegradable (never)*

Answers:

- ☐ *2 weeks: train ticket*
- ☐ *2 – 5 weeks: orange or banana peel, paper towels*
- ☐ *2 months: apple cores*
- ☐ *10 – 20 years: plastic bag*
- ☐ *50 years: foamed plastic cups*
- ☐ *100 years: household alkaline batteries*
- ☐ *450 years: plastic beverage bottles, disposable diapers*
- ☐ *1 million years: glass bottle*
- ☐ *Non-biodegradable (never): aluminum foil*

Activity 2: a mind map
In the same groups as in the previous activity, students cooperate and use the internet (one computer or tablet for a group is needed) to answer the questions:
- What is the pollution?
- What are the “pollutants”?
- There are 3 types of environmental pollution – water pollution, air pollution and soil pollution. What are the sources of each of them?
- Why is pollution a problem?
- How can we, as ordinary individuals, prevent pollution and become more eco-friendly?
The outcome of this activity is a mind map (students may use a paper one or an interactive one). The aim of this activity is to prepare the ideas for the role-play (the next activity).

Activity 3: a role-play
Students work in pairs to perform the role-play. They use the information from the previous activities. The aim of this activity is to reinforce the awareness of the footprint a person can leave and be able to take action in the future.

Task:
Student A: You are a green freak but you see your classmate / family member does not care about the environment. Persuade him / her to start behaving more eco-friendly. Explain why he/ she should do that.
Student B: You were not brought up to be very eco-friendly so you do not care about the environment. In fact, you have no idea why you should do so. Your classmate / family member wants to talk to you about the issue.

Wrap-up: Class discussion
At the end of the lesson, the class discussion follows answering the questions: What can I do for the environment? How can I become more eco-friendly than I am right now? Is it possible to persuade someone to be more active about environmental protection?
The aim of this activity is to support environmental awareness and try to make students implement the ideas in their real lives.

Conclusion:
This lesson has both cognitive and affective objectives. The cognitive objectives (such as definition of pollution, its types, eco-friendly activities) can be evaluated by written and spoken exams. However, this lesson was focused more on its affective objective - to create the awareness of how to behave more eco-friendly and why to do so. This can be evaluated only after some time. A small survey may be done (in a few days or weeks after the activity) in which students state whether they changed some of their routines to be more eco-friendly or whether they took an action and persuaded someone (a family member) to do some more eco-friendly activities.

4. How to build a raised garden bed in your school

Thematic Field: *Sustainability*

Title: ***How to build a raised garden bed in your school***

Last edit: 30 September 2022

Level: L3 - Advanced

Duration: 120-160 minutes (3-4 hours of lesson)

Author:
Katarína Červencová - Slovakia

Goals:
This activity has cognitive, affective, as well as psychomotor objectives. Cognitive objectives include the knowledge about instructions of raised garden beds, knowledge about herbs themselves, about conditions of their planting and care. The great part of cognitive objectives is also connected with planning of this activity (including arrangement of timetable, financial budget, tools and material for building, human sources for redistribution of manual work).
The affective objectives include the awareness of value of natural sources, especially of herbs and their great usage in everyday life (usage as bioproducts, usage as fertilizers, didactic material)
The psychomotor domain includes manual work needed for building raised garden beds, planting the plants and overall service.

This lesson is intended for teenagers at higher secondary level (aged 15-18) at CEFR level B2.
Teachers must be aware of the fact that this activity is not appropriate during the winter season.

Target skills:
KNOWLEDGE (herbs, usage of herbs in everyday life, natural sources and bioproducts, bioproduct sustainability – usage of herbs as natural fertilizers)
LANGUAGE SKILLS (using suitable vocabulary to talk about the issue – Herbs, bioproducts, bioproduct sustainability, natural fertilizers, usage latin terms of herbs for educational purpose)
ATTITUDES (awareness of advantages of bio product sustainability, awareness of care of herbs during single seasons.

VALUES (possibility that the students will apply the usage of bioproducts and “bioproduct sustainability” principles in their own life. The building of raised garden beds is a way to show our students possibilities of sustainable lifestyle hidden in everyday life.

Other aims of the activity:
After the end of the activity, students should be able to understand and describe what are the most significant advantages of home-grown products, bioproducts and their quality, in comparison to chemical products. Moreover, they should be able to name a wide range of usage of “home-grown” bioproducts, in terms of them as food, medical, cosmetic, even didactic sources.

Method:
Presentation
Discussion
Group work
Cooperative learning

Requirements – Instructions
The realization of the activity requires:

1) Computer and Projector, Internet access, internet sources
2) Financial budget (depending on students´ sources and contributions)
3) Chosen herbs designated for planting (seedlings/young plants of chosen herbs)
4) Material, tools and equipment for building the raised garden bed (pallets, rocks and stones, composite wood, soil mix)
5) Others

Scenario
Activity 1: Survey and brainstorming
Students work together. With help and coordination of a teacher they write the detailed plan of what they want to achieve (“to do” list). At the beginning, they use the method of brainstorming, the second step is finding the most efficient ways how to fulfil the set goals. As a didactic aid, they use computer and internet sources for searching and study of instructions for “How to build your own raised garden bed”.
Source: https://www.almanac.com/content/how-build-raised-garden-bed

Activity 2: Managing the groups
In the second activity, the students are divided into 5 groups of 4-5 persons. Every group is supposed to work on one goal in terms of the plan.
- The first group – searching for young plants and seedlings
- The second group – searching for tools and material for raised garden bed
- The third group – searching for possible financial sources and contributions
- The fourth group – building the raised garden bed itself
- The fifth group – preparation of didactic material/leaflet about plants for didactic purpose

Activity 3: Working in groups, cooperative learning
Particular groups work on set goals. The teacher supervises the fulfilling the goals, as well as keep the time management. In case of time delay, work in grups can be re-arranged.

Activity 4: The process of building the raised garden bed
The students work on building the raised garden bed. In this part, the help of other groups is expected.

<u>Conclusion: Assessment and evaluation</u>
This lesson has both cognitive and affective objectives. At the end of all activities, one lesson is dedicated to feedback to work of students overall. Students are able to name the main advantages of having raised garden beds in terms of more effective sustainability in everyday life. Students try to name the most significant problems which occurred in a process of achieving set goals, as well as the proposals for making improvements in future. For this purpose, the mentimeter poll can be used.

Photographs from the activity:

5. Be English friendly with “being eco-friendly”

Thematic Field: *Sustainability/Recycling/Climate Change/etc.*

Title: ***Be English friendly with “being eco-friendly” – how to learn and use specific terms and expressions from the area of sustainability in our everyday life***

Last edit: 04 December 2022

Level: L2- Average

Duration: **1 lesson (**45 min.)

Group members/Authors:
Katarína Červencová – Slovakia

Goals:
The activity has both cognitive as well as affective objectives. The cognitive domain includes the process of development, enriching your own vocabulary with terms from the specific area of sustainability and environmental issues.
The affective domain includes creating awareness of our responsibility for environmental issues and environmentally friendly behaviour and habits in our everyday actions.

KNOWLEDGE: specific vocabulary and terms connected with area of environment and sustainability
LANGUAGE SKILLS: using of specific vocabulary and terms to talk about topic of sustainability and the most common environmental problems and challenges
ATTITUDES: being aware of impact of our everyday habits on environment
VALUES: possible application of sustainable principles and eco-friendly behaviour in everyday lives of students

Other aims of the activity:
After the activity students should understand the meaning and context of using specific terms and expressions from areas of sustainability (e. g. sustainability, air pollution, extinction of species, carbon footprint, etc.) In addition, students should be able to use these terms in specific cases of discussions focused on the area of environment, sustainability, ecology and eco-friendly behaviour. By using these expressions in role plays they also create their sense of being eco-friendly by taking small eco-friendly steps in their daily actions.

Method:
Presentation
Quiz
Discussion
Group work

Requirements – Instructions
The realisation of the activity requires:

1.Technical devices - computer, projector, mobile phones or tablets
2. Kahoot application for doing quiz
https://create.kahoot.it/details/a24e2f4f-be75-40d4-bfdb-818da6a50ce1
3. Video about sustainability
https://www.youtube.com/watch?v=jfsWI8XgQyo
4. Internet access
5. Didactic material (handouts) for the role-play activity

Scenario
Activity 1 – Watching video
Watching a short video about sustainability - this video provides basic information about the use of the term "sustainability" and areas which this term covers. In addition, some of the information in the video is used in the following quiz.

Activity 2 – Sustainability quiz
Taking SUSTAINABILITY QUIZ - the questions in the quiz relate to environmental problems and challenges to which our world faces. The activity also demands knowledge and skills in using technical devices, Kahoot application as well.

Activity 3 – Discussion
Besides taking the quiz, there is an opportunity to have a discussion on the topic of sustainability and specific problems which the particular questions deal with. A teacher tries to motivate and prompt students to talk about facts and statistics from the quiz in which they are interested.

Activity 4 – Role play
The next activity is based on group work. Every group is supposed to create a short role play about a concrete environmental problem. For this purpose, every group chooses one paper with a description of a particular situation. The situations depict most common daily problems with our "not eco-friendly" behaviour. The task also includes instruction on how to use specific terms and expressions from the environmental area. After rehearsal, students present their role plays.

Suggestions: There is also another option for an extra activity. At the end of the lesson, students also can use famous quotes and ideas about nature, environment (provided by a teacher) and create their own slogan for e. g. celebration of Earth Day in their school. A teacher can arrange this activity as well as a competition, the best slogans can be rewarded by extra points for these students.

Conclusion: Assessment and evaluation

In this lesson plan, we describe how the topic of sustainability and eco-friendly behaviour can be implemented into English lessons. By using a variety of didactic methods and approaches (group work, discussion, individual work, quiz, etc.) we try to fulfil both cognitive and affective objectives. The use of role play activity still proves how wide a range this didactic method can have and how this activity helps students develop all aspects of their education (knowledge, attitude, value, action).

Role plays for Activity 4:

ROLE PLAY 1 - RECYCLING

New students (two girls) from the first grade do not follow the orders about recycling the waste in our school. Even though there are the bins for this purpose, they do not care about it and throw everything into one bin. Why not? It is much easier. Two boys from the third grade are just watching what they are doing. They decided to give these girls a short lecture about the importance of recycling. Still, one of the boys is in a big struggle. He really fancies one of these girls and she knows it.

EXTRA INFORMATION/VOCABULARY: recycling bins for glass/paper/metal/plastic

ROLE PLAY 2 - SUSTAINABLE TRANSPORT

Two young couples are going to the summer open-air concert. This is their first double date. The girls want to use their cars because it is pretty far away. Using cars means much quicker, as well as more comfortable travel. But their boyfriends have another opinion. They suggest using public transport, even the usage of bicycles appeals to them. It would be more eco-friendly, and also healthy for everybody. The girls are losing their patience. How come their boyfriends haven't noticed their new high heels bought for this special occasion?
The big quarrel starts. Both sides try to give arguments in favour of their opinion.

EXTRA INFORMATION/VOCABULARY: carbon footprint, eco-friendly transportation, air pollution (greenhouse gases)

ROLE PLAY 3 - PLASTIC POLLUTION

A mother is waiting for her two daughters to come back from a supermarket. After their return she gets a shock. They bought a lot of stuff in plastic bags (every single fruit/vegetable is packed in a single plastic bag). Though she gave them old paper bags for this purpose, they didn't use it. Overall, they bought a lot of cosmetic products in plastic packages. Didn't she tell them there is a new package free shop in the town? But for girls it is too far away, moreover, they are convinced all these environmental attempts are just a waste of time. A proper lecture about the impact of plastics on our environment from their mother starts.

EXTRA INFORMATION/VOCABULARY: plastic pollution, decomposition of plastics, ingesting plastic by animals, or getting tangled up in it, eco-friendly shopping

ROLE PLAY 4 - SUSTAINABLE DIET/EATING

A mother of a family is looking at her husband and their two sons. They have just come back from outside, busy with hamburgers and other junk food in their hands. How often she tries to persuade them they should reduce their meat consumption… Meanwhile she is preparing a salad for dinner, she talks about the advantages of eating fruit and vegetables. It is not healthy just for them, but also eco-friendly to our environment, e. g. we can compost it after

all. On the contrary, they give her arguments about specific proteins occurring just in meat. After all, they are trying to find compromise on their eating habits.
EXTRA INFORMATION/VOCABULARY: talk also about waste of food.

- Meat production is one of the most environmentally destructive industries on the planet, responsible for massive amounts of water use, pollution, greenhouse gas emissions and habitat destruction.

ROLE PLAY 5 - RENEWABLE ENERGY SOURCES

There is a protest meeting in your town. Some citizens have decided to express their disapproval of running a polluting power station. Two protesters have a conversation with their mutual friend, a policeman, whose job is to disperse the crowd. The policeman is trying to persuade them it is illegal to participate in this protest. Overall, the policeman's wife works at this power station. By closing this, many people lose their jobs. On the contrary, these two guys are trying to give him weighty reasons for joining this meeting. They know this power station has a serious effect on air pollution, emits a huge amount of carbon dioxide, greenhouse gases, and acid gas into the atmosphere. Is there any other option?
EXTRA INFORMATION/VOCABULARY: greenhouse gases, acid gas, renewable sources of energy, coal-fired power stations, emissions, air pollution

6. Human Eco Bingo

Thematic Field: *Sustainable Lifestyle*

Title: ***Human Eco Bingo***

Last edit: *9 December 2022*

Level: L1- Easy

Duration: 15 minutes (if used as a pre-prepared energiser) - 90 minutes (if prepared by students and then played during the lesson)

Authors:
Patrícia Bajcsiová, Zuzana Bebčáková - Slovakia

Goals:
After the end of the activity, students should be able to relate specific behaviour (and actions) to the environmental concepts and to reflect about their own practices in relation to the environment.

Other aims of the activity:
This activity aims to create awareness of the eco-friendly lifestyle. It also provides a great opportunity for peer education (students themselves should be the authors of the bingo cards).

Method:
Peer education
Energizer

Requirements – Instructions
The realisation of the activity requires:

1) *A computer to create a bingo game*
2) *Mobile phone per student / a printed copy of a bingo card*
3) *Internet access: My Free Bingo Cards generator was used in our case: https://myfreebingocards.com/*

Scenario
Creating Bingo Cards
For this activity, we used a bingo card generator called “My free bingo cards”. It can be used to make printable or virtual bingo cards. As we did not want to waste paper, we used the virtual one. It is very simple to create bingo cards with this generator. All you need to do is to enter a title, words/numbers/questions, choose the theme and grid size. The generator will randomise your words to make unique bingo cards. A free version includes up to 30 unique bingo cards.

Bingo Card Generator

Make printable and virtual bingo cards

Make your own bingo cards with this free, simple app. Our bingo card generator randomizes your words or numbers to make unique, great looking bingo cards. Watch a demo.

To make customized 1-75 or 1-90 number bingo cards please use our 1-75 Bingo Generator or our 1-90 Bingo Generator.

Enter a title

Make Your Own Bingo!

Enter words or numbers

MAKE
YOUR
OWN
BINGO CARDS
TO
PLAY
VIRTUAL BINGO
ONLINE
OR
PRINT THEM OUT
IT'S

Options

Theme see all

Stars and Stripes

Next Step »

Bingo Card Generator

Make printable and virtual bingo cards

Make your own bingo cards with this free, simple app. Our bingo card generator randomizes your words or numbers to make unique, great looking bingo cards. Watch a demo.

To make customized 1-75 or 1-90 number bingo cards please use our 1-75 Bingo Generator or our 1-90 Bingo Generator.

Enter a title

Sustainability

Enter words or numbers

Plastic watchers
Green cities
Resilient cities
Eco tourism
Blue flag beaches
Active citizenship
Green air and blue sky
Sustainable development
Forest school

Options

Theme see all

Green

Grid size help?

Automatic

Next Step »

European Students for Sustainability Bingo

Get ready to play! You can play virtual bingo instantly, and you'll get a PDF to print all your bingo cards if you are playing in person. Read all about virtual bingo here.

Your bingo cards will be randomized so they are all different. After paying you get 31 days of access to our virtual bingo system - play as many games as you want in that time.

You can customize the theme, title and content of these bingo cards before you continue.

This image shows what one bingo card will look like. All your bingo cards will be randomized.
You can edit these bingo cards.

How many cards do you need?

30 Cards for Free

100 Cards for $10

250 Cards for $20

500 Cards for $30

Need more than 500 cards? Click here.

Voucher code: Apply

VISA MC AMEX PayPal Pay G Pay

Bingo Game Manager

30 Free Bingo Cards

Invite Players | Print All | Call Game | More Cards | Help

Play virtual bingo free

Share the Virtual Link below with up to 30 friends. They can play virtual bingo on any device or print out their bingo card.

Virtual Link: https://mfbc.us/m/zerwtcv

Everyone who follows this link will get one of 30 random bingo cards. It's possible that two players will get the same bingo card.

If you want to make sure everyone gets a different bingo card you can send out these individual links.

If you have more than 30 players choose a paid option. Each player will get a link to their own unique bingo card that they cannot change, and we provide a tool to quickly send out individual links by email.

For more information check out our Virtual Bingo Guide.

Help | Create | Print

Bingo Card ID 006 Reset

Help | Create | Print

Bingo Card ID 006 Reset

Playing the game
This activity can be done just as a short pre-prepared activity taking 15-20 minutes as we used for the Erasmus+ meeting. One of the Erasmus+ team students prepared the game before the meeting and the Erasmus+ group played it as a morning energizer. As you can see in the attached picture, she used yes/no questions related to eco-friendly habits.

For the energiser itself, students needed their mobile phones with the access to the Internet, they were sent the link for their bingo card (this application creates 30 different bingo cards free of charge). The game was played as “Find somebody who…” Students were asked to move around the room, ask the questions and when they received a positive answer, they could make a cross on their bingo card to the particular question. The one who was the first to have the whole line filled with crosses (diagonally, vertically or horizontally) could say BINGO! and was the winner.

<u>Suggestions</u>:
This activity can last from a few minutes to an hour or two, depending on whether the bingo card is pre-prepared or whether we want our students to prepare new bingo cards as a part of a particular educational activity. This can be a good way to practise creating questions during a foreign language lesson but also as a part of revision because if students are able to create a set of questions about a particular topic, they prove they understand what they learned about.

<u>Conclusions</u>:
An example of a bingo card done by our student for the Erasmus+ meeting energizer: *https://mfbc.us/m/tsjrgk6*

7. The Past can inspire our Present and change the Future

Thematic Field: *Sustainable Lifestyle*

Title: ***The Past can inspire our Present and change the Future***

Last edit: *15 January 2023*

Level: L2- Average

Duration: one or two days

Author:
Patrícia Bajcsiová – based on the activity done during the mobility in Slovakia

Goals:
After the end of this activity, students should understand the environmental aspects of life in the past and be willing to change some aspects of their current lifestyle for the sake of a better future.

Other aims of the activity:
During this activity, students should learn about life in the past during a guided tour of an open-air museum. They should identify some eco-friendly aspects of life in the past which can be "reused" in the modern era. Moreover, they should accept that it is important to change our lifestyle.

Method:
Lecture (a guided tour made by an expert on the life in the past)
Discussion in groups
Presentation
Discussion as a class

Requirements – Instructions
The realisation of the activity requires:

1) *An opportunity to visit an open-air museum - a guided tour with an expert on the traditional way of life*
2) *If possible, an opportunity to invite a witness of the past (someone with whom students can talk about lifestyle 20/30/40 years ago)*
3) *A big piece of paper and a few felt-tip pens*

Scenario

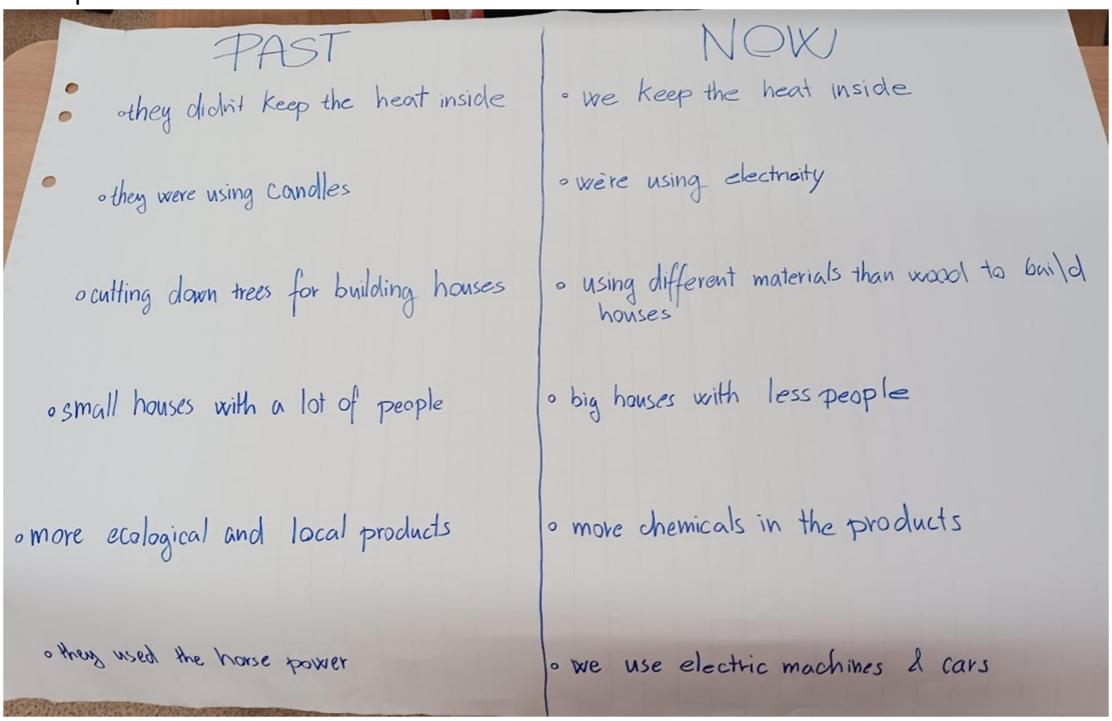
This activity requires a study visit in an open-air museum with a professional guided tour. Students learn about different aspects of life in the past. Subsequently, after the excursion students should have the opportunity to discuss in groups and compare life in the past with their lifestyle while focusing primarily on the environmental aspects. The ideas can be written down in groups of students as in the attached pictures and presented by all the groups. Finally, a class discussion should take place to analyse which aspects of life in the past can be followed / accepted even in the modern era (why not use a bike instead of asking parents to drive them to the city centre?). The class should also discuss why it is important to change our behaviour because the vision of changing the future might influence students to really make the change.

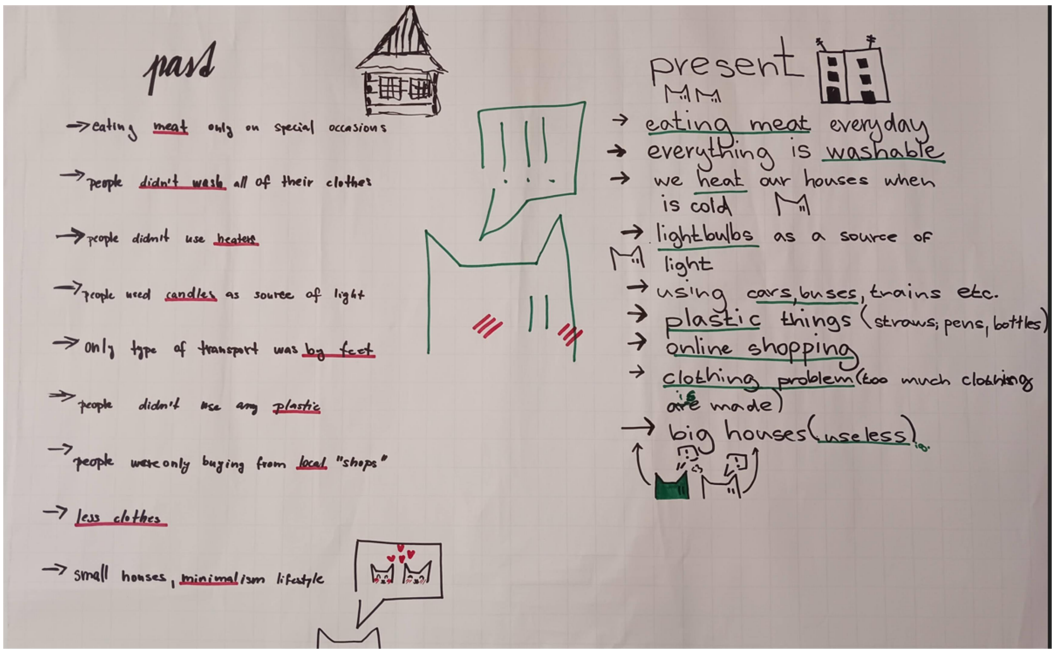
Suggestions:

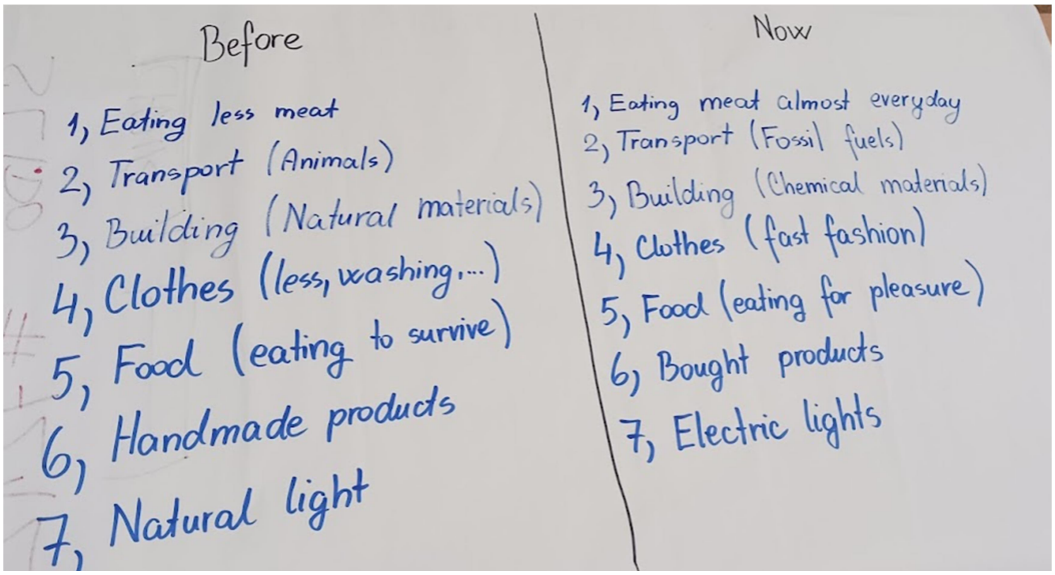
If possible, a witness of a not so distant past can be invited for a class discussion (or for an online discussion). This person might talk with students about life 20/30/40 years ago. The biggest benefit is that such a person does not only talk about the past but can answer the students´ questions. Students should primarily focus on the environmental aspect in this discussion (number of cars in the streets, more local food, …)

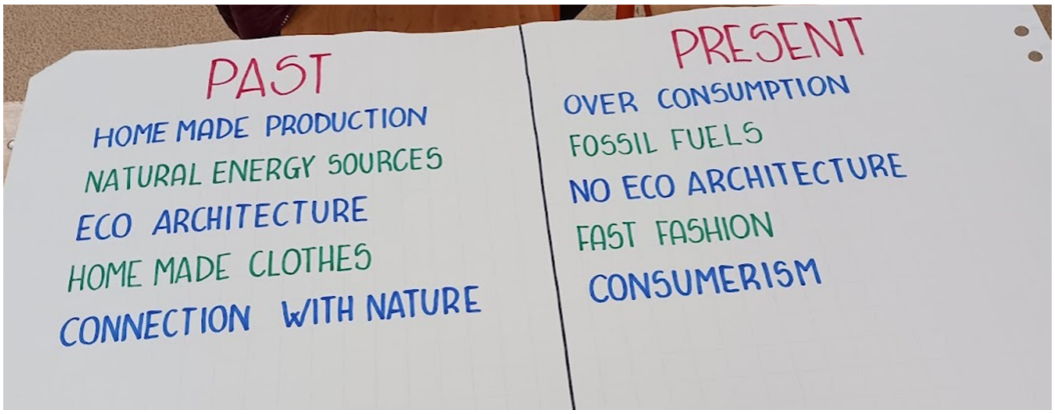
Conclusions:

Examples of students´ reflections on the life back then and now:




past
→ eating meat only on special occasions
→ people didn't wash all of their clothes
→ people didn't use heaters
→ people used candles as source of light
→ only type of transport was by feet
→ people didn't use any plastic
→ people were only buying from local "shops"
→ less clothes
→ small houses, minimalism lifestyle
present
→ eating meat everyday
→ everything is washable
→ we heat our houses when is cold
→ lightbulbs as a source of light
→ using cars, buses, trains etc.
→ plastic things (straws, pens, bottles)
→ online shopping
→ clothing problem (too much clothing are made)
→ big houses (useless)


Before
1, Eating less meat
2, Transport (Animals)
3, Building (Natural materials)
4, Clothes (less, washing, ...)
5, Food (eating to survive)
6, Handmade products
7, Natural light
Now
1, Eating meat almost everyday
2, Transport (Fossil fuels)
3, Building (Chemical materials)
4, Clothes (fast fashion)
5, Food (eating for pleasure)
6, Bought products
7, Electric lights


PAST
HOME MADE PRODUCTION
NATURAL ENERGY SOURCES
ECO ARCHITECTURE
HOME MADE CLOTHES
CONNECTION WITH NATURE
PRESENT
OVER CONSUMPTION
FOSSIL FUELS
NO ECO ARCHITECTURE
FAST FASHION
CONSUMERISM

A photo from the visit of the open-air museum in Zuberec, Slovakia (December 2022):

8. Eco-friendly Peer Inspirations

Thematic Field: Sustainable Lifestyle

Title: ***Eco-friendly Peer Inspirations***

Last edit: *15 April 2023*

Level: L2- Average

Duration: a long term project activity

Author:
Patrícia Bajcsiová - Slovakia

Goals:
This activity has primarily affective objectives and should result in a long term change of lifestyle and consumer behaviour of the students involved.

Other aims of the activity:
After the end of the activity, students involved in the project task should not only be aware of "greener" ideas but also their motivation to live such lifestyle should even increase as they become the model examples of such lifestyle for their peers. Moreover, they also train their cooperative skills and presenting in front of the audience should improve their self-confidence.

Method:
Brainstorming
Discussion
Project task
Presentation

Requirements – Instructions
The realisation of the activity requires:

1) *Internet access*
2) *Mobile phone or a camera to take pictures*
3) *Computer to prepare a presentation / video*
4) *Opportunity for the involved group of students to present the results of their work to their peers*

Scenario
Warm-up
A brainstorming session about being eco-friendly in everyday life. Questions to discuss:
1) Explain what ECO-FRIENDLY behaviour involves.
2) Do you know where to go shopping if you want to be an eco-friendly citizen?

3) Do you always remember to take your own bag when you go shopping?
4) How do you commute to school?
5) Does your city offer any environmentally friendly ways of getting around? (Consider public transport, shared vehicles, …)

Task 1
Students need to be divided into groups (groups of 4 students were used for the model activity). In groups, students should come up with ideas of being more environmentally friendly in their everyday lives. Everyone probably has a good green habit which they learned in their families (e.g. to always bring their own bag when going shopping, to shop in package-free shops, to buy local vegetables at the local market). In this activity, students of the group should summarise these activities and search for some other ideas for an eco-friendly lifestyle. They might use the internet to find more ideas for eco-friendly life in their city / region (e.g. they might find out that a clothes SWAP is being organised in their city or that there are three second-hand shops close to their school).

Task 2
This part of the activity requires students to work outside the school. They personally need to implement/try out the ideas they talked about in groups at school and they should try to behave as green as possible - avoiding fast fashion but rather visiting the local SWAP, buying some fruit or vegetables at the local market and talking to the local farmer, etc. Of course, they need several days to weeks to perform this. It is important to remind the students of the fact that this is a group assignment and they need to cooperate/communicate the whole time. They should collect some material for their presentations (take pictures or make short videos.

Task 3
After a few days or even weeks, the activity continues inside school. Students use the collected material (pictures, photos, etc.) to make presentations in any form (powerpoint, video presentation, posters,...) to prove that it is not as difficult as it might seem to be more eco-friendly.

Task 4
Now, it is time for peer-to-peer education. Students involved in this activity should be given the opportunity to present the results of their work to their peers. The aim is to make their peers aware of the existence of some eco-friendly activities / events / facilities in their region. For example, some students might not be aware of the existence of a shop offering just local products very close to school and after receiving positive feedback from their peers, they might start shopping more locally.

Conclusion
Feedback should be done on 2 levels. Firstly, students involved in this long term activity should ask for feedback from their peers after class presentations. This can be done in a form of a survey using mentimeter or google forms. Secondly, the whole activity should be reflected and analysed in the form of a SWOT analysis.

Suggestions:

This activity is more suitable for a group of environmentally-friendly active students (e.g. students of an environmental project, Green school club…) than for a traditional class assignment. The leader / facilitator of this activity might be the coordinator of the environmental education at school or a leader of the school club connected with environmental topics.

9. Google Doodle Sustainability

Thematic Field: *Sustainability in IT class*

Title: ***Google Doodle Sustainability***

Last edit: 20 February 2023

Level: L2- Average

Duration: **3 lessons (**1 x 90 min., 1 x 45 min.)

Author:
Antónia Bartošová – Slovakia

Goals:
This lesson encourages students to think about the sustainability and subsequently imagine and create a “Google Doodle” — a piece of art that incorporates the letters G-o-o-g-l-e — based on how the prompt inspires them. Cognitive goals include the process of creating a Doodle from a specialized point of view (connection with the IT class). The task rather develops affective goals – value system, mutual connection of values, accepting the opinions of others, expressing an opinion, positive or negative feedback.

Other aims of the activity:
Students may create a Doodle using any media or combination of media they want, preferring computer-generated images. Students will also write a description of their Doodle. (We call it an “artist’s statement”.) This will tell us a bit more about what they have drawn and how they have incorporated the theme in their drawing.

Method:
Presentation
Group work

Requirements – Instructions
Students are divided into 5 groups. Each group draws one of the following assignments and works according to the scenario:
- Create a Google Doodle on the topic of Sustainability in Sweden
- Create a Google Doodle on the topic of Sustainability in Greece
- Create a Google Doodle on the topic of Sustainability in Spain
- Create a Google Doodle on the topic of Sustainability in Italy
- Create a Google Doodle on the topic of Sustainability in Slovakia

Scenario

Lesson 1 (1 x 90min.)

Introduce Google Doodles and Doodle for Google 5 min

1. Explore what a Google Doodle is. (Information and examples here: *g.co/doodleforgoogle/about* and examples here: *google.com/doodles#archive*)
2. Introduce the Doodle for Google contest. (Instructions here: *g.co/doodleforgoogle/how*)

Brainstorm ideas 10 min

1. Discuss the theme "I am grateful for Sustainability in …..".
2. Talk about different media or materials students could use for their Doodle.
3. Prompt students to conceptualize and organize ideas for Doodles that reflect the theme.

Start Doodling 45 min

1. Tell students to create their Doodles with their chosen materials.
2. Remind students that their artistic work should be well-executed, creative, and related to the theme. Also, remind them to pay attention to detail.

Wrap up 5 min

1. Have students refine and complete their artistic Doodles.
2. Remind students to get their entry forms signed by a parent or guardian so they can enter the contest.

Write an Artist's Statement 20 min

1. Have students think about their artistic work and how it conveys meaning.
○ Ask the following questions:
■ What were you thinking while making your Doodle?
■ Why did you choose to include the objects and other elements in your Doodle?
■ How did those things help explain the theme of Sustainability? How does your Doodle show what the theme means to you?
2. Students should write or type an artist's statement.
○ An artist's statement is a short description of a work of art that explains what the art shows or represents.
○ As they write their artist's statement, students are encouraged to use their responses to the questions as a way to analyze and interpret their own artistic work as it relates to the theme.
○ Remind students to limit their artist's statements to 50 words or less.

Lesson 2 (1 x 45min.)

Present and Reflect 35 min.

1. Have students present their work to the class without discussing their own intent behind their Doodle.

Wrap up *10 min.*

1. Have students reflect on how they evaluated the work of their peers.

10. The Journey to the Future

Thematic Field: *Climate Change*

Title: ***The Journey to the Future***

Last edit: *20 April 2023*

Level: L1- Easy

Duration: 40-80 mins (1-2 hours of lesson)

Author:
Mgr. Monika Gdovcová - Slovakia

Goals:
To visualize and predict the future of the planet Earth

Other aims of the activity:
Students should be able to understand the concepts such as climate change, the changes in the climate, the consequences of human activity. They should understand how their behavior might affect the processes happening in the nature.
Method: discussion, predicting

Requirements – Instructions
The realization of the activity requires:

1) *Computer and Projector*
2) *The use of a certain presentation*
3) *Internet access*
4) *Online video*
5) *Worksheet*

Scenario
Students will be inside, in the classroom. They start the lesson by watching the video about the future of the Earth. (https://www.youtube.com/watch?v=ABrjdyavqkI , https://www.youtube.com/watch?v=6_q_LHq85Cs&t=31s).They are already familiar with the terms related to the climate crisis (iceberg melting, heat waves, rising of the sea level, immigration etc.). The teacher remains silent and without any word spreads worksheets to the students. Afterwards, he/ she provides them with the instructions – complete the worksheet with an information about the past, the present and the future of the Earth. He encourages them to think deep, mostly about the current situation with the climate crisis and how that affects the future, the consequences of human´s behavior.
Tip for teachers: Play dramatical music in the background to support the effect. Students fill the worksheets for 15 minutes individually and later discuss their opinions in groups. The

final stage of the activity is discussion. This activity should make students realize how actions in present influence the future.

Suggestions:
We recommend using this activity for English language classes, environmental education, or biology. The discussion might include taking the problem from various perspectives (what can an individual do, what is the legislation and law, what is the role of government etc.)

Conclusions:
The activity is beneficial for students aged 15-19 (secondary school). It might be used widely among countries in various subjects. It draws attention to the problem of climate crisis in a playful way.