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OPEN MIND, SKILLFUL HANDS



Erasmus+ 2020-1-PL01-KA229-081749

**LESSON PLANS FOR PRIMARY AND
SECONDARY SCHOOLS**



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“OPEN MIND, SKILLFUL HANDS”



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„Open mind, skilful hands”

“Otwarty umysł, zręczne ręce”

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Open Mind, Skillful Hands Project was funded by the **European Union** in 2020. It is an **Erasmus+ KA229 - School Exchange Partnerships project** that involve only schools as participating organisations. The coordinating school applies on behalf of all participating school organisations, but each organisation is contracted by the National Agency in their country, via a separate Grant Agreement.

In our project, **the coordinating school is from Poland**. The name of the school is Zespół Szkolno-Przedszkolny. It is in Psary. <https://www.sp.psary.pl/>

Partner schools:

From Türkiye, the name of the school is Kartal Prof. Dr. Şaban Teoman Duralı Bilim ve Sanat Merkezi. It is in Istanbul. <https://kartalbilem.meb.k12.tr/>

From Portugal, the name of the school is EB1/PE de São Roque. It is in Funchal. <http://escolas.madeira-edu.pt>

From Greece, the name of the school is 3rd Elementary School of Eleftheria-Kordelio. It is in Thessaloniki.

From Spain, the name of the school is Colegio Séneca S.C.A. It is in Cordoba. www.colegioseneca.es

From Italy, the name of the school is 2 Circolo Didattico Cavour Marsala. It is Marsala. www.dd2circolocavour.gov.it

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Hello, we are a group of teachers that came together for the Erasmus + Project called ‘Open Mind Skillful Hands’.

During the project activities, we planned a lot of different activities and we prepared lesson plans for them. The lesson plans were prepared by the teachers from Poland, Türkiye, Portugal, Greece, Spain and Italy. They were based on the material worked out in the project. Each lesson plan is prepared in English and the native language of the country.

We would like to share them with you. We hope you will like them and use them in your lessons.

We learned a lot from each other during the project activities and mobilities.

Meltem Baltalar, Project Coordinator of Türkiye.





Szkoła Podstawowa w Psarach



GMINA
PSARY
TU ŻYJE SIĘ WYGODNIEJ



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**ZESPÓŁ SZKOLNO-PRZEDSZKOLNY NR 3 W PSARACH,
POLAND 2023**

LESSON PLAN

SUBJECT: ART

TOPIC: MATHEMATICS IN ART: Fibonacci numbers, the golden ratio and the work of Mondrian

Duration: 2x45min

Lesson Objectives:

- learning about the Fibonacci sequence, examples of its occurrence in nature, translating the sequence into the golden ratio and its role in the history of art; getting to know the work of Piet Mondrian
- using theoretical knowledge for practical activities: creating a work based on the golden ratio inspired by the work of Piet Mondrian
- improving teamwork and communication skills

Methods:

Classes are conducted using active methods - teaching through creative action, group work; method of application - multimedia presentation with oral commentary and instructions for completing the task.

Materials:

- multimedia presentation; reproductions of Piet Mondrian's paintings; puzzle to arrange a picture inspired by the work of Piet Mondrian
- materials and art supplies: black insulating tape, card stock (2 pieces in a group), colored papers, scissors, glue, rulers, set squares, pencils.

Lessons description:

Lesson No.1

1 – Introduction to the topic: presentation

Multimedia presentation with oral commentary containing important information about the Fibonacci sequence, examples of sequences occurring in nature. The golden ratio and examples of its use in works of art.

2 - Work in groups: drawing a graphical model of the golden ratio

The individual elements that make up the model will be cut out and will serve as templates for further work. Duplication of templates in color.

Lesson No. 2

1 – The work of Piet Mondrian

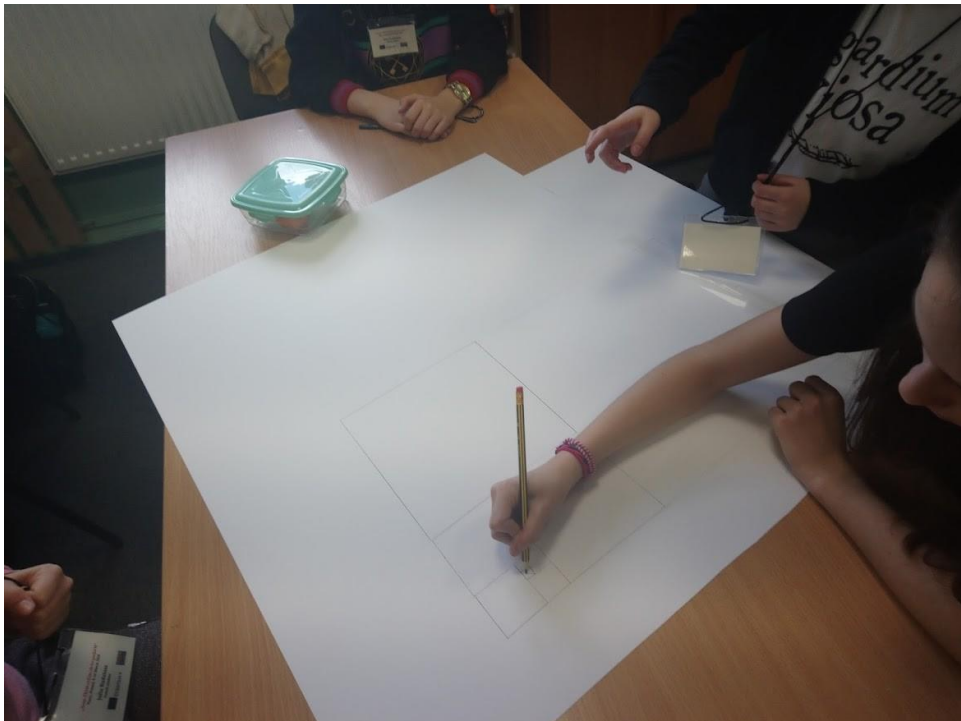
A multimedia presentation presenting the work of Piet Mondrian. Emphasizing the use of the golden ratio in his works.

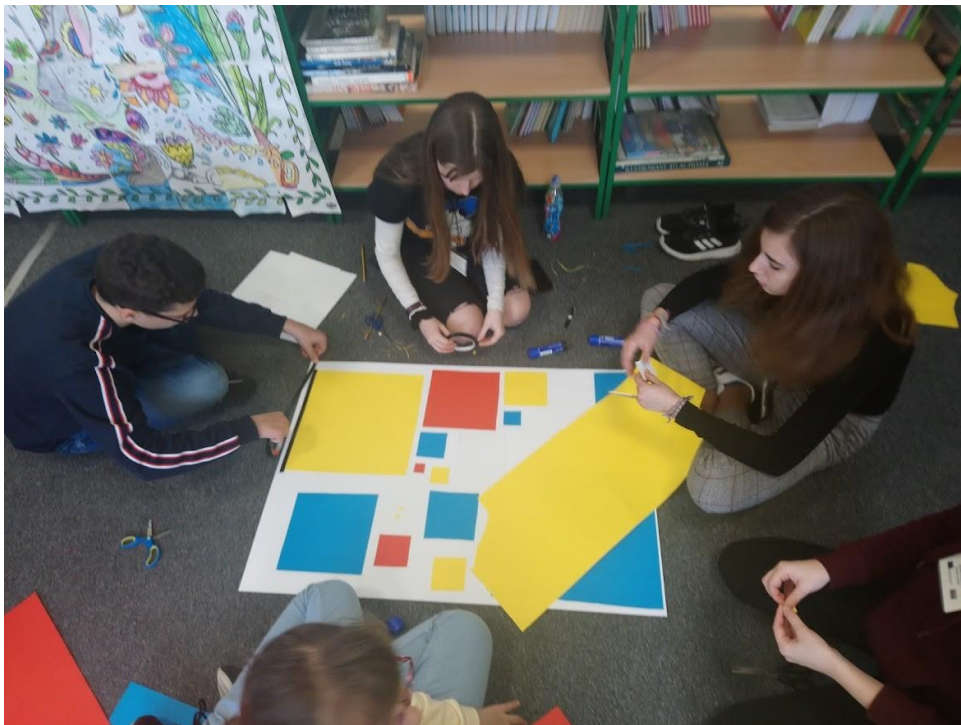
Working in groups - arranging colorful puzzles into compositions inspired by Piet Mondrian's paintings

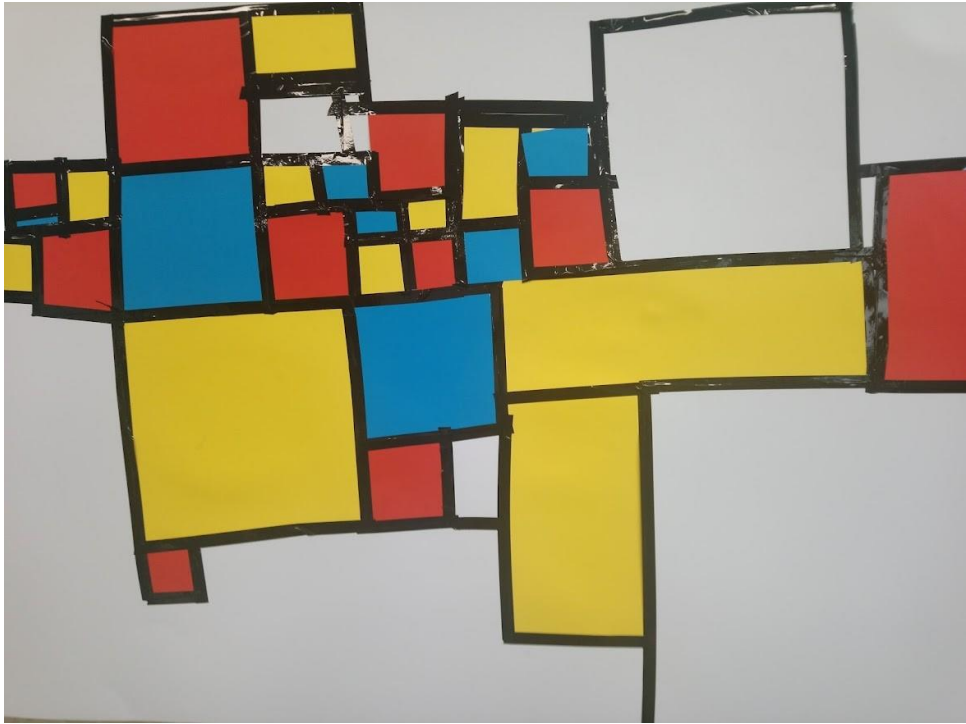
2 - Creative work - work in groups

Create an artistic composition from duplicated color templates that were prepared in the previous lesson.

3 - Presentation of the created works – exhibition











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ZESPÓŁ SZKOLNO-PRZEDSZKOLNY NR 3 W PSARACH, POLAND 2023

SCENARIUSZ ZAJĘĆ ZINTEGROWANYCH:

TEMAT: MATEMATYKA W SZTUCE : Liczby Fibonacciego, złoty podział i twórczość Mondriana

Czas trwania : 2x45min

Cele lekcji:

- poznanie zagadnień takich jak sekwencja Fibonacciego, przykłady jej występowania w naturze , przełożenie sekwencji na złoty podział i jego rola w dziejach historii sztuki; poznanie twórczości Pieta Mondriana
- wykorzystanie wiedzy teoretycznej do działań praktycznych: stworzenie dzieła opartego o złoty podział inspirowany twórczością Pieta Mondriana
- doskonalenie umiejętności współpracy i komunikacji w grupie

Metody:

Zajęcia są prowadzone metodami aktywnymi – nauczanie przez twórcze działanie, praca w grupach; metoda podająca - prezentacja multimedialna z ustnym komentarzem i instrukcją wykonania zadania.

Materiały:

- prezentacja multimedialna ; reprodukcje obrazów Pieta Mondriana ; puzzle do układania obrazu inspirowanego twórczością Pieta Mondriana
- materiały i narzędzia plastyczne : czarna taśma izolacyjna, brystole (po 2 sztuki na grupę), kolorowe papiery , nożyczki ,klej, linijki, ekierki, ołówki.

Opis zajęć:

Lekcja nr1

1 – Wprowadzenie do zagadnienia : prezentacja

Prezentacja multimedialna z ustnym komentarzem zawierająca istotne informacje na temat sekwencji Fibonacciego, przykłady występowania sekwencji w naturze. Złoty podział i przykłady jego zastosowania w dziełach sztuki.

2 - Praca w grupach: rozrysowanie graficznego modelu złotego podziału

Poszczególne elementy składające się na model zostaną wycięte i posłużą jako szablony do dalszej pracy. Powielenie szablonów w wersji kolorowej.

Lekcja nr 2

1 – Twórczość Pieta Mondriana

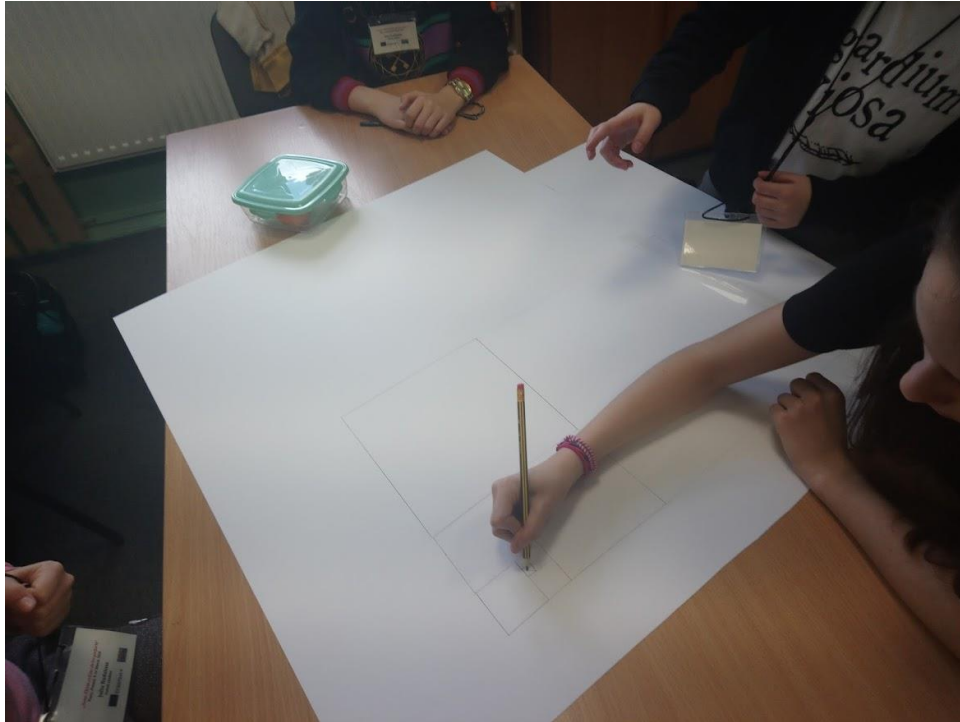
Prezentacja multimedialna przedstawiająca twórczość Pieta Mondriana. Podkreślenie wykorzystania w jego pracach złotego podziału.

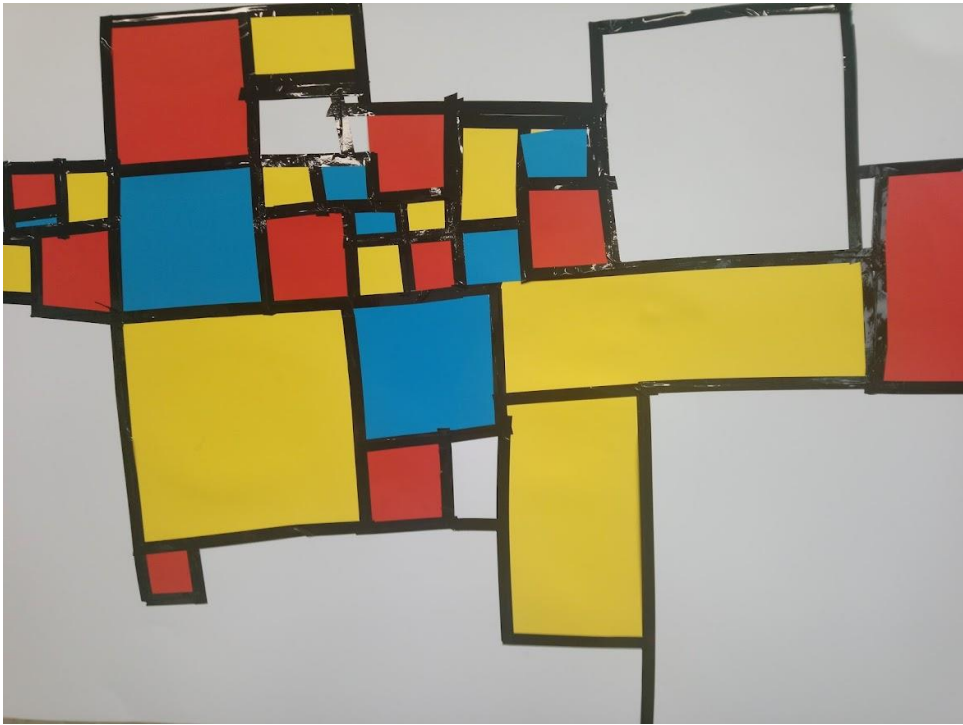
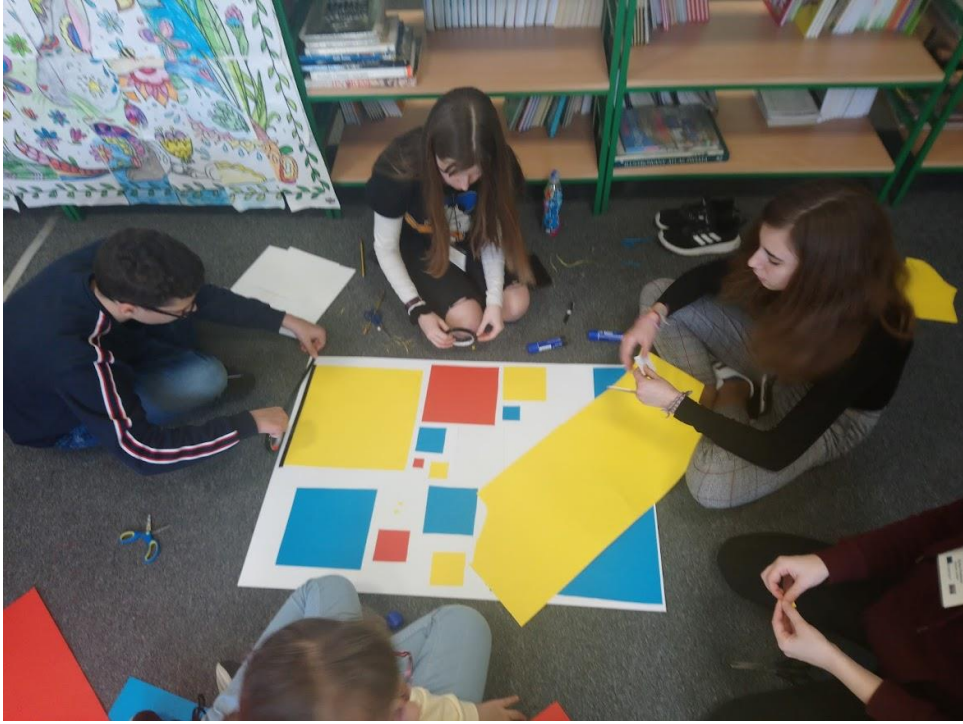
Praca w grupach- układanie kolorowych puzzli w kompozycje inspirowane obrazami Pieta Mondriana

2- Praca twórcza - praca w grupach

Tworzenie kompozycji artystycznej z powielonych kolorowych szablonów , które zostały przygotowane na poprzedniej lekcji .

3. Prezentacja powstałych prac











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ZESPÓŁ SZKOLNO-PRZEDSZKOLNY NR 3 W PSARACH, POLAND 2023

LESSON PLAN FOR INTEGRATED CLASSES - CLASS IIA, ZSP NR 3 W PSARACH, POLAND

Topic: Treasures of our Earth.

Main goals:

- Using different sources of information
- Vocabulary enrichment
- Implementation to longer statements on a given topic
- Developing logical thinking
- Illustrating the content with movement and visual means
- Encouraging cultural and effective teamwork

Specific goals:

A student:

- knows the concept of natural resources and their importance for human
- listens with understanding to the text read by the teacher
- enriches knowledge about nature
- prepares the experiment and conducts the observation
- solves puzzles
- speaks in whole sentences
- arranges words in alphabetical order
- composes a longer, several-sentence statement on a given topic
- appropriately selects vocabulary in oral communication
- indicates the given towns on the map
- correctly performs actions in the range of 20
- makes an art work on a given topic
- works harmoniously with classmates

Working methods:

- verbal methods: traditional and searching (elements of the problem method, activating methods)
- viewing methods
- methods of practical classes

Forms of work:

- collective
- group differentiated

Teaching aids: computer, multimedia board, multimedia presentation, physical map of Poland, coal, salt, chalk, sand, cards with activities, cards with the names of natural resources, a story entitled "St. Kingi", a story entitled "What's made of coal?", colored sand, sheets

Course of classes:

I. Introduction to classes

1. Welcome/warm-up
2. The teacher puts a lump of coal, sand, salt and chalk on the desk. Then he asks the question:
"What do these items have in common?"
3. Creating a password: EARTH'S RICH
 - Pupils receive worksheets with activities in range 20
 - Results sort in ascending order
 - They turn the cards over and read the password written on the back
4. An attempt to explain the meaning of the composed password
5. The difference between natural wealth and man-made

II. The main part

6. Giving examples of natural resources: coal, salt, chalk, sand, clay, petroleum, silver, diamonds, gold,
 - Cards with the names of natural resources are spread out on the carpet
 - Students put the names on the board in alphabetical order
7. Multimedia presentation

• COAL

- How was coal formed?
- The use of coal (on the example of a story read by the teacher).
- Where is it mined? (mines)
- Show on the map the region of Polish Silesia.

• SALT

- Use of salt
- Wieliczka salt mine
- Showing Wieliczka on the map of Poland
- The legend of the salt mine
- What is a legend?
- Why the song "Saint Kinga's Dowry" is a legend?
- Questions to the legend
- What country was Princess Kinga from?
- What did Princess Kinga want to give her new people?
- What dowry did her father give her?
- What did the duchess throw into the mine shaft?
- Did the ring come with Princess Kinga to Poland?
- In which towns are there still salt mines?
- Do people remember from whom they got such riches? Why?

- SAND

- How was the sand formed?
- Use of sand.

- CHALK

- How was chalk formed?
- Use of chalk.

8. Movement fun

Children pair up - (sculptor, sculpture). The sculptor freely models the sculpture, changes the position of the arms and legs. Then the sculptors look at all the sculptures and the roles are switched.

9. What else can be said about coal, chalk, salt, sand?

- colour
- hardness
- solubility in water
- whether it causes dirt
- transparency

10. Art education

Making a composition with colored sand

III. Class summary

1. Summary puzzles

It comes from Wieliczka,
Its fame is known.
It makes the taste good
In every dish (salt)

Hidden in the depths
Extracted by miners
Gives warmth and light
And you can guess the name easily (coal)

I'm alright
white as snow,
on the blackboard
I will write to you (chalk)

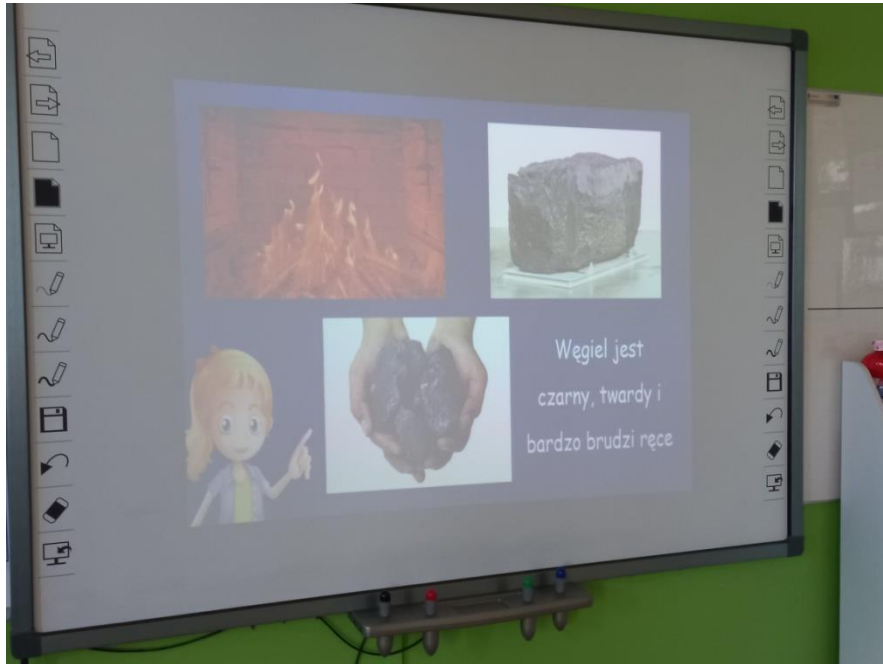
From its seeds nothing will grow,
you can't count them.
It is to run on it joyfully,
making traces of bare feet in it (sand)

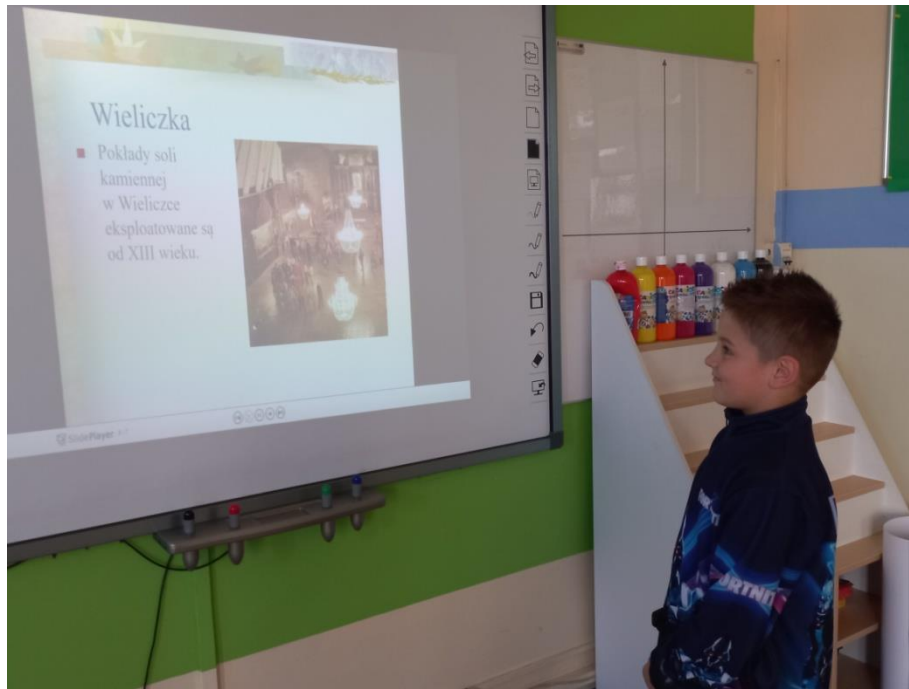
2. What interested you the most in class?

3. How is the selected treasure of the Earth used in everyday life?

Photos from the lesson and Project mobilities:

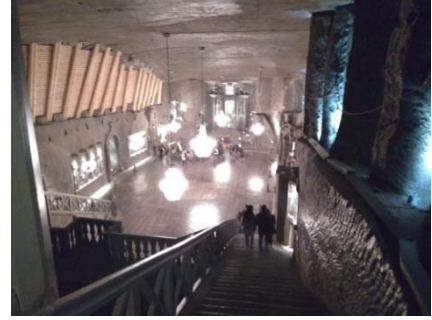






Salt- project educational visit to the salt mine in Wieliczka , Poland 20th October 2021





Salt- project educational visit to the salt pans in Angelochori, Greece , 30th September 2022







Salt- project educational visit to the salt pans in Sicily – Italy, 16th

May 2023



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**KARTAL PROF. DR. ŞABAN TEOMAN DURALI BİLİM VE
SANAT MERKEZİ
İSTANBUL, TÜRKİYE**

LESSON PLAN: 'EBRU', TURKISH ART OF MARBLING

Workshop Plan: Paper Marbling

Target group : Kids aged 10-12 years old

Subject : Art

Topic : Paper Marbling – 'Ebru', Turkish Art of Marbling

Duration : 60 minutes

Objectives :

- 1-To be able to define what is Paper Marbling
- 2-To be able to apply Paper Marbling
- 3- Recognizing the motifs used in Turkish Ornamental Art

Materials needed:

Gum tragacanth – Dye – Paintbrush – Basin – Water – Paper – Gall – Comb
Metal Ebru Marbling Tank
Ebru Water Powder (Tragacanth)
Ox Gall
6 set of Natural Ebru Dyes (Paste & Concentrate Dyes)
6 pieces of Natural Brushes (Rose Wood & Horse Tail)
30pcs. of Ebru Paper.
5 Pieces of Biz Set (Used for drawing on water)
Normal Comb

Lesson Plan :

Introduction (7 minutes)

- Greet the students and introduce yourself.
- Explain the purpose of the workshop.
- Showing the examples of her Works.

Watching the youtube link on <https://www.youtube.com/watch?v=ekrgY6RdYww> (8 minutes)

Demonstration (10 minutes)

Application process (25 minutes)

Exhibition of works (10 minutes)

Outcomes :

Students with this sub-learning area;

1. Explains the characteristics of Turkish decorative arts.
2. Recognizes the motifs used in Turkish decorative arts.
3. Making ornaments, designing their own Works
4. Showing their works in the exhibition 'Ebru, Turkish Art of Marbling'

The General Info About How Marbling is Done

Marbling is a most enjoyable art form, although one requiring great patience. The first thing is to select suitable paper, as not all paper can be used. The paper needs to be hard-wearing and able to absorb the paint thoroughly. Masters of calligraphy in former times preferred to write on what was known as 'dressed' paper, which had had a mixture of cornstarch and egg-white rubbed over its surface. Marbling practitioners, on the other hand, preferred raw, 'undressed' paper since the 'dressed' version did not absorb paint well.

A large, wide, shallow and generally rectangular tray is necessary for the practice of marbling. A kind of white gum obtained from the stem of the tragacanth plant is mixed in a bowl with water in specific proportions. Different substances, such as dried orchid tubers, flax or quince seeds and kerosene may be used instead of the tragacanth gum. The mixture is left to stand for up to 12 hours and stirred occasionally. The gum eventually dissolves, and the mixture comes to take on the consistency of boza, a thick drink made of fermented millet.

Later on, the paint for the marbling is prepared in small cups. The paint to be used needs to be ground very finely, and should not be one of those vegetable or chemical paints that do not dissolve in water. After the paint has been dissolved in water in the little cups, two coffee spoonfuls of fresh cattle gall is added. The aim behind this procedure is to prevent the finely ground paint from sinking to the bottom and ensure that it floats on the surface. The paints of various colours prepared in this manner are then spread over the boza-like mixture described earlier which has been emptied into the tray. The paint clings to the surface in small pools, which are then mixed or spread by means of a wooden stick, giving rise to surprising and

fascinating designs. Specific designs can also be created according to the artist's wishes. The special paper laid over these designs is lifted to one side some 5-10 seconds later, in very much the same manner as turning the pages of a book, by holding it by two edges and being careful not to smear the paint. The paper is left to dry in a suitable place, the painted side facing upwards. In this way, designs with thousands of details and colours emerge. If the artist wishes to place writing or a flower motif between these designs, he employs another method. The writing or motif is drawn or scratched onto paper. A sharp implement is used to cut them out, and these are then fixed onto the marbling paper with a thin adhesive. The paper is then laid onto the paint in the tray as described above. After the marbling design on the paper has dried, the patterns that have been thinly glued onto the paper are removed, leaving an empty space.



**PHOTOS FROM ISTANBUL, TÜRKİYE PROJECT MOBILITY
ON 9TH MARCH 2022**





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“Açık Fikirli Bireyler, Hünerli Eller”

2020-1-PL01-KA229-081749

**KARTAL PROF. DR. ŞABAN TEOMAN DURALI BİLİM VE SANAT MERKEZİ
İSTANBUL, TÜRKİYE**

DERS PLANI: 'EBRU', TÜRK EBRU SANATI

Atölye Planı: Türk Kağıt Süsleme Sanatı- Ebru

Hedef kitle : 10-12 yaş arası çocuklar

Ders : Resim

Konu : Ebru - 'Ebru', Türk Ebru Sanatı

Süre : 60 dakika

Amaçlar :

- 1-Ebru sanatının ne olduğunu tanımlayabilme,
- 2-Ebru sanatını uygulayabilme,
- 3- Türk Süsleme Sanatında kullanılan motifleri tanıma,

Gerekli malzemeler:

Kitre sakızı – Boya – Fırça – Leğen – Su – Kağıt – Safra – Tarak

- Metal Ebru Ebru Tankı
- Ebru Su Tozu (Kitre)
- Öküz safrası
- 6 Set Doğal Ebru Boyaları (Pasta ve Konsantre Boyalar)
- 6 Adet Doğal Fırça (Gül Ağacı & At Kuyruğu)
- 30 adet Ebru Kağıdı.
- 5 Parça Biz Set (Su üzerine çizim yapmak için kullanılır)

- Normal Tarak

Ders Planı :

Giriş (7 dakika)

Öğrencileri selamlama ve kendini tanıtmak
Atölye çalışmasının amacını açıklama
Çalışmalardan örnekler gösterilmesi.

<https://www.youtube.com/watch?v=ekrgY6RdYww> adresindeki youtube linkinin izlenmesi (8 dakika)

Gösterim (10 dakika)

Uygulama (25 dakika)

Eserlerin sergilenmesi (10 dakika)

Kazanımlar :

1. Türk süsleme sanatlarının özelliklerini açıklar.
2. Türk süsleme sanatlarında kullanılan motifleri tanıır.
3. Süs eşyası yapma, kendi eserlerini tasarlama
4. 'Ebru, Türk Ebru Sanatı' sergisinde eserlerini sergilemek

Ebru Nasıl Yapılır Hakkında Genel Bilgi

Ebru, büyük bir sabır gerektirmesine rağmen çok zevkli bir sanat dalıdır. Her kâğıt kullanılmayacağı için ilk yapılması gereken uygun kâğıdı seçmektir. Kağıdın dayanıklı olması ve boyayı iyice emebilmesi gerekir. Eski zamanlarda kaligrafi ustaları, yüzeyine mısır nişastası ve yumurta akı karışımı sürülmüş olan ve 'giydirilmiş' olarak bilinen kağıtlara yazmayı tercih ederlerdi. Ebru uygulayıcıları ise 'giydirilmiş' versiyonu boyayı iyi emmediği için ham, 'giydirilmemiş' kağıdı tercih ederlerdi.

Ebru uygulaması için büyük, geniş, sığ ve genellikle dikdörtgen bir tepsi gereklidir. Kitre bitkisinin sapından elde edilen bir tür beyaz sakız, bir kapta suyla belirli oranlarda karıştırılır. Kitre sakızı yerine kurutulmuş orkide yumruları, keten veya ayva çekirdeği ve gazyağı gibi farklı maddeler de kullanılabilir. Karışım 12 saate kadar bekletilir ve ara sıra karıştırılır. Sakız sonunda çözülür ve karışım fermente darıdan yapılan koyu bir içecek olan boza kıvamına gelir.

Daha sonra ebru için boya küçük kaplarda hazırlanır. Kullanılacak boyanın çok ince öğütülmüş olması ve suda çözülmeyen bitkisel ya da kimyasal boyalardan olmaması gerekiyor. Boya küçük fincanlarda suda çözüldükten sonra iki kahve kaşığı taze sığır safrası eklenir. Bu işlemin amacı, ince öğütülmüş boyanın dibe çökmesini engellemek ve yüzeyde yüzmesini sağlamaktır. Bu şekilde hazırlanan çeşitli renklerdeki boyalar daha sonra tepsiye boşaltılan ve daha önce tarif edilen boza kıvamındaki karışımın üzerine yayılır. Boya küçük havuzlar halinde yüzeye tutunur ve daha sonra karıştırılarak ya da tahta bir çubuk yardımıyla yayılarak şaşırtıcı ve büyüleyici tasarımlar ortaya çıkar. Sanatçının isteğine göre özel tasarımlar da oluşturulabilir. Bu desenlerin üzerine serilen özel kağıt, 5-10 saniye kadar sonra, tıpkı bir kitabın sayfalarını çevirir gibi, iki kenarından tutularak ve boyanın bulaşmamasına dikkat edilerek bir tarafa kaldırılır. Kağıt, boyalı tarafı yukarı bakacak şekilde uygun bir yerde kurumaya bırakılır. Bu şekilde binlerce detay ve renk içeren tasarımlar ortaya çıkar. Sanatçı bu desenlerin arasına yazı ya da çiçek motifi yerleştirmek isterse başka bir yöntem uygular. Yazı ya da motif kâğıt üzerine çizilir ya da kazınır. Keskin bir aletle bunlar kesilir ve ince bir yapıştırıcıyla ebru kağıdına sabitlenir. Kağıt daha sonra yukarıda anlatıldığı gibi tepsideki boyanın üzerine serilir. Kağıt üzerindeki ebru deseni kuruduktan sonra, kağıda ince bir şekilde yapıştırılmış olan desenler çıkarılır ve boş bir alan bırakılır.



ISTANBUL, TÜRKİYE ÖĞRENCİ DEĞİŞİM PROGRAMI
9 MART 2022





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“Otwarty umysł, zręczne ręce”

2020-1-PL01-KA229-081749

**KARTAL PROF. DR. ŞABAN TEOMAN DURALI BİLİM VE SANAT MERKEZİ
İSTANBUL, TÜRKİYE**

LESSON PLAN: ART AND RECYCLING

Workshop Plan: Give a Second Life to Recycled Materials

Target group : Kids aged 10-13 years old

Subject : Technology and Design

Topic : Creative activities involving the processing and use of recyclable materials into everyday items or artistic objects with an ecological way.

Duration : 60 minutes

Objectives :

- Drawing attention to global social problems.
- Contributing to build pro-ecological awareness among students.
- Understanding the importance of recycling to reduce the impact of our waste on our community.
- Designing an original product or work on a subject to be determined by themselves
- Understanding the importance of producing a new design
- Learning pro-ecological attitudes and behaviour that corresponds to the idea of sustainable development.

Materials needed:

Clean materials collected from student's homes, glue, scissors

Lesson Plan :

Introduction (7 minutes)

Explain the purpose of the workshop.

The environmental benefits of recycling: conserving energy and natural resources and reducing air and water pollution.

While recycling breaks down old items in order to create something new, upcycling makes something new from an existing object in its current state.

Challenge your students to create something unique and wonderful from preexisting items like magazines, plastic water bottles, tin cans, egg cartons, and more.

Watching the videos on <https://www.weareteachers.com/earth-day-crafts-classroom-activities/> (8 minutes)

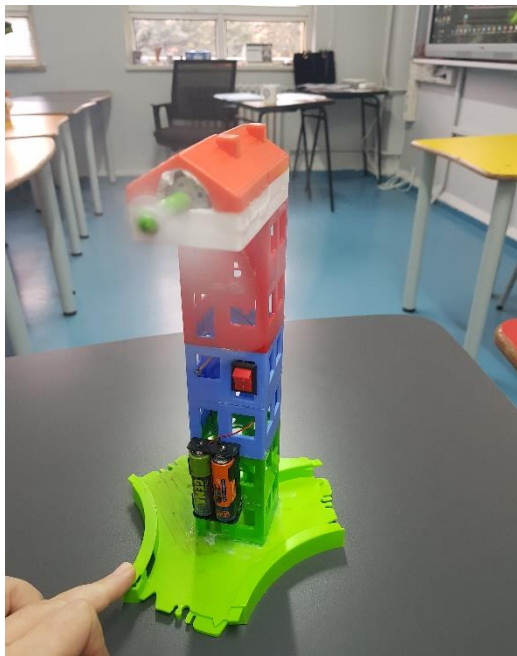
Application process (35 minutes)

Exhibition of works (10 minutes)

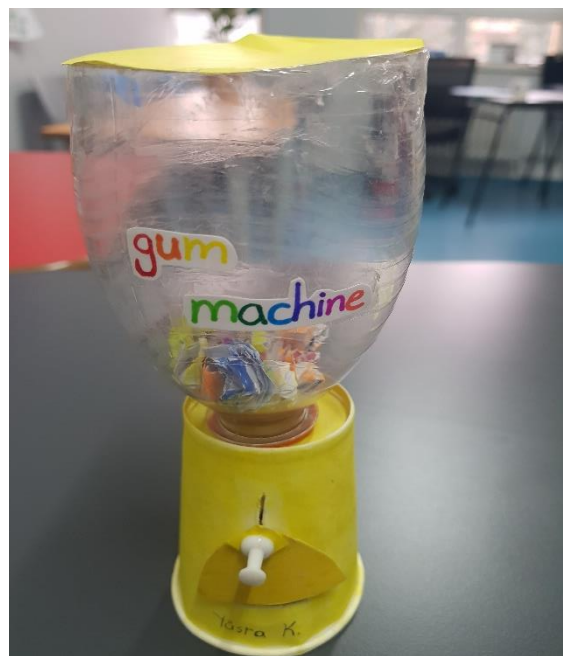
Outcomes :

1. Designing new objects for themselves by reused materials
2. Showing their works on 'Earth Day'

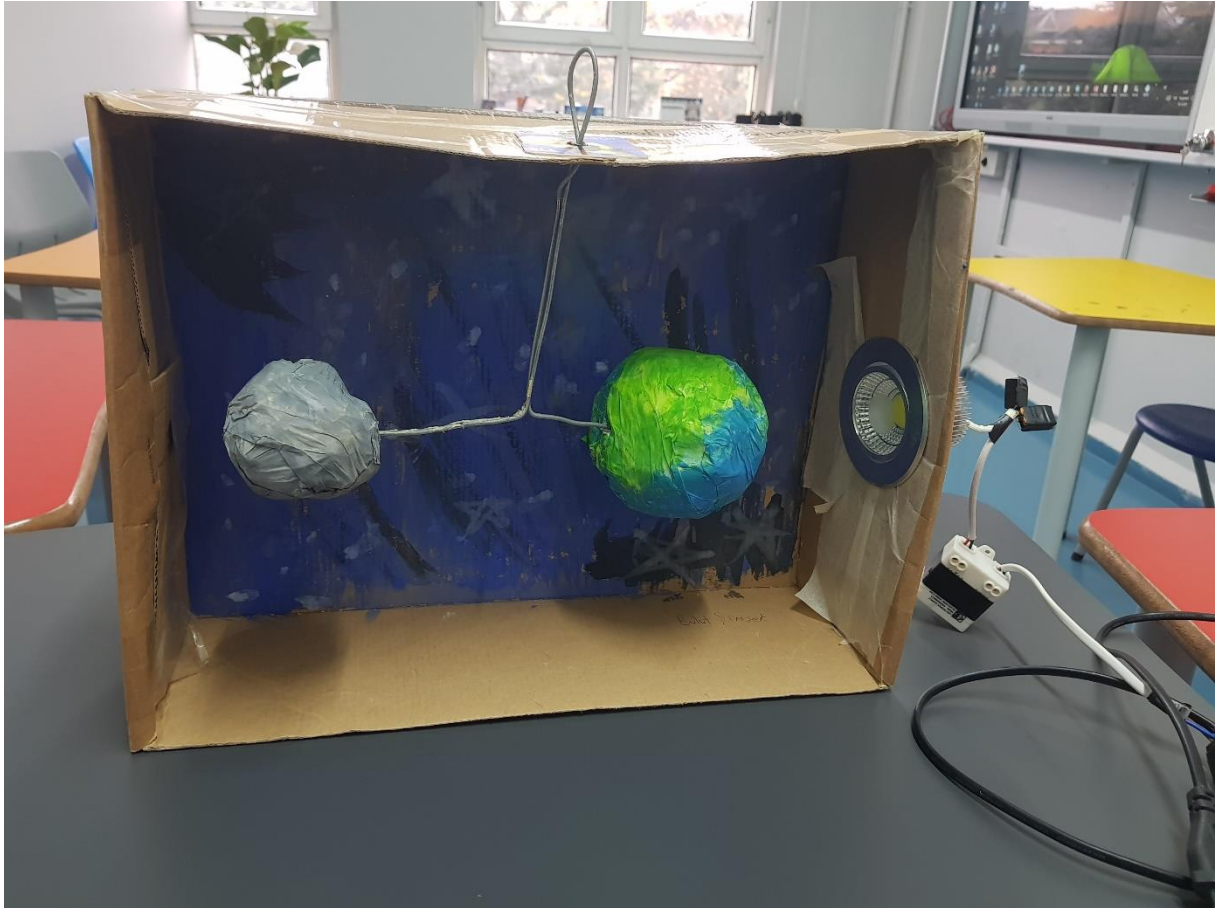
PHOTOS FROM ISTANBUL, TÜRKİYE
ON JUNE 2021



A fan
chewing gums



An automatic machine for giving



An electrical device



A walking toy (with batteries)



A lamp



Notebooks



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„Open mind, skilful hands”

“Açık Fikirli Bireyler, Hünnerli Eller”

2020-1-PL01-KA229-081749

**KARTAL PROF. DR. ŞABAN TEOMAN DURALI BİLİM VE SANAT MERKEZİ
İSTANBUL, TÜRKİYE**

DERS PLANI: SANAT VE GERİ DÖNÜŞÜM

Atölye Çalışma Planı: Geri Dönüştürülmüş Malzemelere İkinci Bir Hayat Verin

Hedef kitle : 10-13 yaş arası çocuklar

Konu : Teknoloji ve Tasarım

Konu : Geri dönüştürülebilir malzemelerin ekolojik bir şekilde günlük eşyalara veya sanatsal objelere dönüştürülmesini ve kullanılmasını içeren yaratıcı aktiviteler.

Süre : 60 dakika

Amaçlar :

- Küresel sosyal sorunlara dikkat çekmek.
- Öğrenciler arasında çevre bilinci oluşturulmasına katkıda bulunmak.
- Atıklarımızın toplumumuz üzerindeki etkisini azaltmak için geri dönüşümün önemini anlamak.
- Kendi belirleyecekleri bir konuda özgün bir ürün veya çalışma tasarlamak.
- Yeni bir tasarım üretmenin önemini anlaşılmasına katkı sağlamak.
- Sürdürülebilir kalkınma fikrine karşılık gelen ekoloji yanlısı tutum ve davranışların öğrenmek.

Gerekli malzemeler:

Öğrencilerin evlerinden toplanan temiz malzemeler, yapıştırıcı, makas

Ders Planı :

Giriş (7 dakika)

Atölye çalışmasının amacını açıklama.

Geri dönüşümün çevresel faydaları: Enerji ve doğal kaynakların korunması ve hava ve su kirliliğinin azaltılması.

Geri dönüşüm yeni bir şey yaratmak için eski eşyaları parçalarken, var olan bir nesneden yeni bir şey yaratma.

Öğrencilerinizden dergiler, plastik su şişeleri, teneke kutular, yumurta kartonları gibi önceden var olan eşyalardan benzersiz ve harika bir şey tasarımlarını isteyin.

Konu ile ilgili videoları <https://www.weareteachers.com/earth-day-crafts-classroom-activities/> adresinden izleyebilirsiniz (8 dakika)

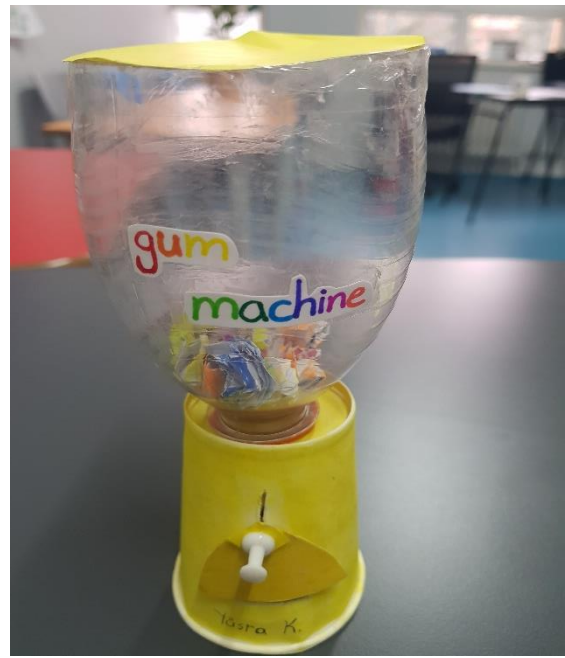
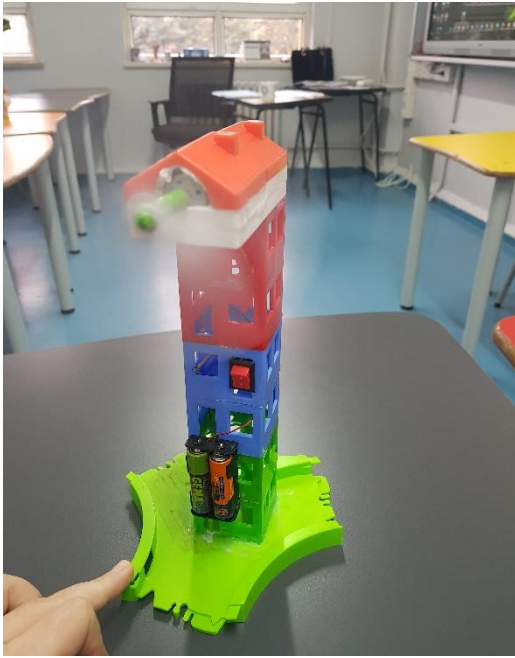
Uygulama süreci (35 dakika)

Eserlerin sergilenmesi (10 dakika)

Sonuçlar :

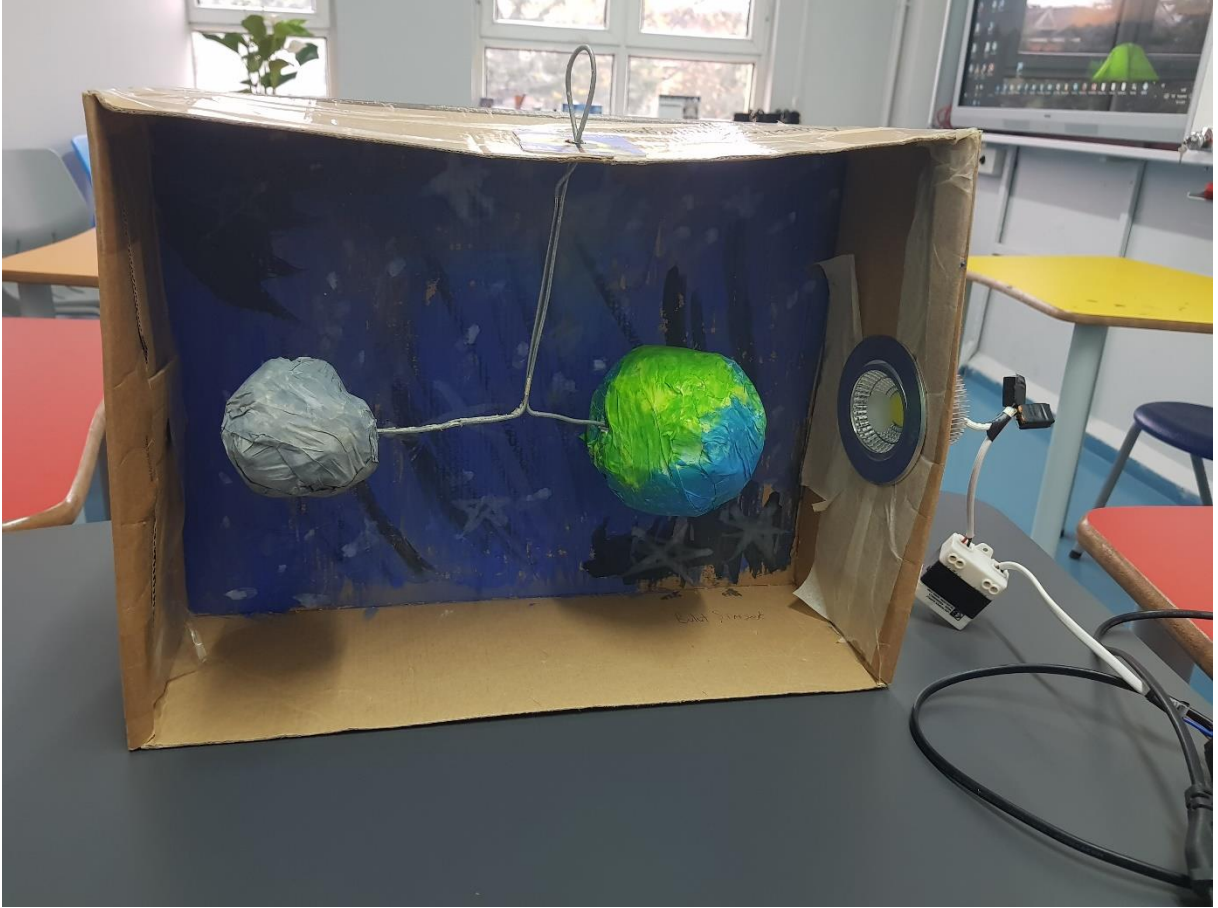
1. Yeniden kullanılan malzemelerle, kendileri için yeni nesnelere tasarlama.
2. Çalışmalarını 'Dünya Günü'nde sergileme.

ÖĞRENCİ ÜRÜNLERİ FOTOĞRAFLARI, İSTANBUL, TÜRKİYE
HAZİRAN 2021



Vantilatör

Sakız verme makinası



Elektrikli tasarım



Yürüyen oyuncak (pili çalışır)



Lamba



Defterler



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„Open mind, skilful hands”

“Otwarty umysł, zręczne ręce”

2020-1-PL01-KA229-081749



3rd PRIMARY SCHOOL OF ELEFThERIO-KORDELIO

LESSON PLAN

TOPIC: EXPANSION AND CONTRACTION OF THE LIQUIDS

SUBJECT: SCIENCE

GRADE: 5th

AGE: 10

TEACHER: Harilaos Koutsospyros

TIME: 1 teaching hour (45 min)

PLACE: School classroom

MATERIALS: water, watercolor, a small bottle, a drinking straw, plasticine, a jar with hot water, a bowl with ice cubes, a marker

MAIN GOALS

- To build the concept of thermal expansion and contraction of liquids
- To learn by experience that liquids expand when heated and contract when cooled

INDIVIDUAL OBJECTIVES

Students are expected to develop the following knowledge, skills and attitudes

- To determine the factors on which the expansion and contraction of liquids depends.
- To describe applications in everyday life situations.
- To practice observing, describing/interpreting and predicting phenomena regarding the thermal expansion - contraction of liquids.
- To familiarize themselves with the "prediction, confirmation, conclusion" process.
- To develop interest in natural sciences by highlighting scientific issues in everyday life situations.
- To recognize the value of simulation in the study of natural phenomena.
- To enhance the spirit of cooperation, exchange of views, critical thinking and socialization through teamwork.

STAGES OF THE LESSON:

- a) Color some water with water color and fill the small bottle to the top with it. Pour hot water, up to the middle, in the jar.



b) Attach a straw to the small bottle with some plasticine.



c) Place the bottle in the jar.



d) After a while, mark with the marker the water level in the straw.



e) Take the small bottle out of the jar with the hot water and put it in the ice cube bowl. What do you notice?



RESULTS:

After discussion in the class, the students come to the conclusion that when liquids are heated they expand because they take energy and when they are cooled they contract, because they give away energy.

TASK-ASSIGNMENT: write a paragraph about your observation and form the rule of science. Also give examples of everyday usage of the phenomenon.



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2020-1-PL01-KA229-081749

3rd PRIMARY SCHOOL OF ELEFThERIO-KORDELIO



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ΦΕ7: ΘΕΡΜΑΙΝΟΝΤΑΣ ΚΑΙ ΨΥΧΟΝΤΑΣ ΤΑ ΥΓΡΑ

Θέμα: Συστολή και διαστολή των υγρών

Χρόνος: 1 διδακτική ώρα (45')

Υλικά: νερό, νερομπογιά, μικρό μπουκαλάκι, καλαμάκι, πλαστελίνη, βάζο με ζεστό νερό, μεγάλο δοχείο με παγάκια, μαρκαδόρος



Μάθημα: Φυσική

Ηλικία μαθητών: 10 (Ε' τάξη)

Τόπος: σχολική αίθουσα

Εκπαιδευτικός: Χαρίλαος Κουτσοσπύρος

Στόχοι :

-Να διαπιστώσουν οι μαθητές πειραματικά ότι τα υγρά διαστέλλονται, όταν θερμαίνονται και συστέλλονται, όταν ψύχονται.

-Να προσδιορίζουν τους παράγοντες από τους οποίους εξαρτάται η διαστολή και συστολή των υγρών.

Επιμέρους στόχοι:

Οι μαθητές αναμένεται να αναπτύξουν τις ακόλουθες γνώσεις, δεξιότητες και συμπεριφορές

- Να προσδιορίσουν τους παράγοντες από τους οποίους εξαρτάται η διαστολή και η συστολή των υγρών.

- Να περιγράψουν εφαρμογές τους σε καταστάσεις της καθημερινότητας.

- Να εξασκηθούν στην παρατήρηση, περιγραφή/ερμηνεία και πρόβλεψη φαινομένων που αφορούν τη θερμική διαστολή - συστολή υγρών.

- Να εξοικειωθούν με τη διαδικασία «πρόβλεψη, επιβεβαίωση, συμπέρασμα».

- Να αναπτύξουν ενδιαφέρον για τις φυσικές επιστήμες αναδεικνύοντας επιστημονικά ζητήματα σε καταστάσεις της καθημερινότητας.

- Να αναγνωρίσουν την αξία της προσομοίωσης στη μελέτη φυσικών φαινομένων.

-Να ενισχυθεί το πνεύμα της συνεργατικότητας, της ανταλλαγής απόψεων, η ανάπτυξη της κριτικής σκέψης και της κοινωνικοποίησης μέσα από την ομαδοσυνεργατική εργασία.

Στάδια του μαθήματος:

Χρωμάτισε με νερομπογιά λίγο νερό και γέμισε με αυτό μέχρι πάνω το μικρό μπουκαλάκι. Στερέωσε στο μπουκαλάκι με πλαστελίνη ένα καλαμάκι. Τοποθέτησε το μπουκαλάκι στο βάζο που έχεις βάλει ήδη ζεστό νερό.



Σημείωσε με το μαρκαδόρο, μετά από λίγο, τη στάθμη του νερού στο καλαμάκι. Βγάλε το μικρό μπουκαλάκι από το βάζο με το ζεστό νερό και βάλε το στο δοχείο με τα παγάκια. Τι παρατηρείς;



Τα αποτελέσματα:

Μετά από συζήτηση στην τάξη, οι μαθητές διατυπώνουν το συμπέρασμα, ότι δηλαδή τα υγρά όταν θερμαίνονται, όταν δηλαδή παίρνουν ενέργεια, διαστέλλονται και όταν ψύχονται, δηλαδή δίνουν ενέργεια, συστέλλονται.

ΕΡΓΑΣΙΑ: γράψτε μια παράγραφο για την παρατήρησή σας και σχηματίστε τον κανόνα της επιστήμης. Δώστε επίσης παραδείγματα καθημερινής χρήσης του φαινομένου.

Παρατήρηση

Συμπέρασμα



Συμπλήρωσε το συμπέρασμα χρησιμοποιώντας: •υγρά •παίρνουν •δίνουν •ενέργεια •θερμαίνονται •ψύχονται •διαστέλλονται •συστέλλονται



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„Open mind, skilful hands”

“Otwarty umysł, zręczne ręce”

2020-1-PL01-KA229-081749

3rd PRIMARY SCHOOL OF ELEFThERIO-KORDELIO

LESSON PLAN

TOPIC: THE STORY OF PLASTIC

SUBJECT: ENGLISH LANGUAGE

GRADE: 6th

AGE: 11-12

TEACHER: LOUIZA VASILEIOU

TIME: 2 teaching hours

PLACE: Computer lab, school yard

MATERIALS: PCs, cardboards, markers, wooden sticks, glue

OBJECTIVES:

- To practice vocabulary
- To practice syntax
- To promote listening skills in the foreign language
- To express themselves in English in written speech
- To retrieve prior knowledge in terms of environment protection
- To become aware of environmental issues
- To build environmental consciousness
- To determine the harm of plastic on the planet
- To get to know the life cycle of plastic
- To use technology
- To learn by playing
- To enhance critical thinking
- To promote team work
- To express themselves artistically

STAGES OF THE LESSON

1. Students check their schoolbags to find out how many objects of plastic they use every day
2. Discussion on the harm of plastic on the planet
3. Check of prior knowledge on the journey of plastic, through questions
4. **Edpuzzle** application. Students, in pairs, use the online application and answer the questions to the video that the teacher had prepared for them.

5. TASK-ASSIGNMENT

Students, as homework, write a summary of the video.

6. FOLLOW-UP ACTIVITY

-Students create posters and placards with environmental messages and “protest” at school the following day

<https://edpuzzle.com/media/6488752d77f97442ceeec686>

embed code

```
<iframe width="470" height="404" src="https://edpuzzle.com/embed/media/6488752d77f97442ceeec686"
frameborder="0" allowfullscreen></iframe>
```




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„Open mind, skilful hands”

“Otwarty umysł, zręczne ręce”

2020-1-PL01-KA229-081749



COLEGIO SÉNECA S.C.A.

LESSON PLAN **“Let’s be writers”**

Workshop Plan: Creative Poetry and Ecology

Target group: Kids aged 10-12 years old

Subject: English

Objective: The objective of this workshop is to engage students in creative poetry writing while raising awareness about ecology and environmental issues. Through cooperative learning activities, students will enhance their language skills, creativity, and understanding of ecological concepts.

Duration: 90 minutes

Materials Needed:

- Whiteboard or flipchart
- Markers or colored chalk
- Handouts with poetry examples and templates
- Art supplies (colored pencils, markers, etc.)
- Post-it notes or index cards
- Sticky tack or tape

Workshop Outline:

- Introduction (10 minutes)

Greet the students and introduce yourself.

Explain the purpose of the workshop: to explore the connection between poetry and ecology.

Discuss the importance of taking care of the environment and how creative expression can inspire change.

- Poetry Exploration (15 minutes)

Display examples of ecologically-themed poetry on the whiteboard or flipchart.

Read aloud one or two poems, emphasizing the imagery, emotions, and messages conveyed.

Discuss the poetic devices used, such as metaphors, similes, and personification, to enhance understanding.

- Brainstorming (10 minutes)

Divide students into small groups of 4-5 students each. Distribute post-it notes or index cards to each group.

Instruct the groups to brainstorm ecological themes, concepts, and emotions related to the environment.

Encourage them to write one idea per note or card and stick them on the wall or board.

- Group Discussion (10 minutes)

Facilitate a whole-class discussion based on the brainstormed ideas.

Ask each group to share their ideas and encourage other groups to add to the list.

Discuss the interconnectedness of the suggested themes and the importance of addressing ecological issues through poetry.

- Cooperative Activity 1: Eco-Haiku (25 minutes)

Explain the concept of a *haiku*: a three-line poem consisting of 17 syllables (5-7-5). Provide handouts with examples of ecological haikus and templates.

In their small groups, ask students to write eco-haikus based on the brainstormed themes.

Encourage them to be creative, using vivid imagery and evoking emotions related to the environment.

After completion, each group should choose one haiku to share with the class.

- Cooperative Activity 2: Collaborative Poem (20 minutes)

In their small groups, instruct students to create a collaborative poem. Provide each group with a large sheet of paper and art supplies.

Each student should contribute one line or phrase to the poem, building on the ideas of their groupmates.

Encourage them to incorporate the ecological themes and emotions discussed earlier.

After completion, groups will share their poems with the class, and a few volunteers can read them aloud.

- Reflection and Conclusion (10 minutes)

Lead a class discussion about the experience of creating poetry related to ecology.

Ask students to share what they learned, what surprised them, and how they felt during the activities.

Summarize the key concepts discussed and the importance of using poetry as a means of raising ecological awareness.

Conclude the workshop by encouraging students to continue exploring poetry and ecology in their own time.

Glossary: Useful and Key Words

- *Ecology*: The study of the relationships between organisms and their environment.
- *Environment*: The surroundings or conditions in which a person, animal, or plant lives or operates.
- *Poetry*: Literary work that uses aesthetic and rhythm.



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“Otwarty umysł, zręczne ręce”

2020-1-PL01-KA229-081749

COLEGIO SÉNECA S.C.A.

Sesión Español: Poesía creativa y ecología

Grupo: Niños de 10 a 12 años de edad

Materia: Inglés

Objetivo: El objetivo de este taller es involucrar a los estudiantes en la escritura de poesía creativa mientras se crea conciencia sobre la ecología y los problemas ambientales. A través de actividades de aprendizaje cooperativo, los estudiantes mejorarán sus habilidades lingüísticas, su creatividad y su comprensión de los conceptos ecológicos.

Duración: 90 minutos

Materiales necesarios:

- Pizarra blanca
- Marcadores o tizas de colores
- Hojas de ejemplos y plantillas de poesía
- Materiales artísticos (lápices de colores, marcadores, etc.)
- Notas adhesivas
- Masilla adhesiva o cinta adhesiva

Esquema del taller:

- Introducción (10 minutos)

Saludar a los estudiantes y presentarse.

Explicar el propósito del taller: explorar la conexión entre la poesía y la ecología.

Discutir la importancia de cuidar el medio ambiente y cómo la expresión creativa puede inspirar el cambio.

- Exploración de poesía (15 minutos)

Mostrar ejemplos de poesía con temáticas ecológicas en la pizarra blanca.

Leer en voz alta uno o dos poemas, haciendo hincapié en las imágenes, emociones y mensajes transmitidos.

Discutir los recursos poéticos utilizados, como metáforas, comparaciones y personificación, para mejorar la comprensión.

Lluvia de ideas (10 minutos)

Dividir a los estudiantes en grupos pequeños de 4-5 estudiantes cada uno. Distribuir notas adhesivas o tarjetas índice a cada grupo.

Instruir a los grupos a generar ideas sobre temas ecológicos, conceptos y emociones relacionadas con el medio ambiente.

Animarlos a escribir una idea por nota o tarjeta y pegarlas en la pared o pizarra.

- Discusión grupal (10 minutos)

Facilitar una discusión en clase basada en las ideas generadas en la lluvia de ideas.

Pedir a cada grupo que comparta sus ideas y animar a los demás grupos a agregar a la lista.

Discutir la interconexión de los temas sugeridos y la importancia de abordar los problemas ecológicos a través de la poesía.

- Actividad cooperativa 1: Eco-Haiku (25 minutos)

Explicar el concepto de haiku: un poema de tres versos que consta de 17 sílabas (5-7-5). Proporcionar hojas con ejemplos de haikus ecológicos y plantillas.

En sus grupos pequeños, pedir a los estudiantes que escriban eco-haikus basados en los temas generados en la lluvia de ideas.

Animarlos a ser creativos, utilizando imágenes vívidas y evocando emociones relacionadas con el medio ambiente.

Después de terminar, cada grupo deberá elegir un haiku para compartir con la clase.

- Actividad cooperativa 2: Poema colaborativo (20 minutos)

En sus grupos pequeños, instruir a los estudiantes a crear un poema colaborativo. Proporcionar a cada grupo una hoja grande de papel y materiales artísticos.

Cada estudiante debe contribuir con un verso o frase al poema, basándose en las ideas de sus compañeros

de grupo.

Animarlos a incorporar los temas ecológicos y las emociones discutidas anteriormente.

Después de terminar, los grupos compartirán sus poemas con la clase y algunos voluntarios podrán leerlos en voz alta.

Reflexión y conclusión (10 minutos)

Liderar una discusión en clase sobre la experiencia de crear poesía relacionada con la ecología.

Pedir a los estudiantes que compartan lo que aprendieron, lo que les sorprendió y cómo se sintieron durante las actividades.

Resumir los conceptos clave discutidos y la importancia de utilizar la poesía como medio para generar conciencia ecológica.

Concluir el taller animando a los estudiantes a seguir explorando la poesía y la ecología en su propio tiempo.

Glosario: Palabras útiles y clave

- Ecología: El estudio de las relaciones entre los organismos y su entorno.
- Medio ambiente: El entorno o las condiciones en las que vive u opera una persona, animal o planta.
- Poesía: Obra literaria que utiliza estética y ritmo.



„Open mind, skilful hands”

“Otwarty umysł, zręczne ręce”

2020-1-PL01-KA229-081749

COLEGIO SÉNECA

LESSON PLAN
“Environmental awareness”

Workshop Plan: Environmental awareness. Local actions.

Target group: Kids aged 10-12 years old

Subject: Social Science

Lesson Objectives:

Understand the concept of environmental commitment and its importance. Identify various ways to contribute to environmental conservation.

Encourage students to take action and make a positive impact on the environment. Develop creative thinking and teamwork skills through group activities.

Create visually appealing and informative posters to raise awareness about environmental commitment.

Materials:

- Whiteboard or blackboard
- Markers and chalk
- Chart paper or large poster boards
- Colored pencils, markers, or crayons
- Scissors and glue sticks
- Art supplies for poster-making (optional)

Lesson Plan:

- Introduction (10 minutes):

- a. Begin the lesson by asking students if they know what environmental commitment means.
- b. Discuss the importance of taking care of the environment and why it is essential for the well-being of all living beings.
- c. Engage the students by asking questions such as:
 - How do our actions impact the environment? What are some examples of environmental problems? What can we do to address these problems?

- Brainstorming Activity (15 minutes):

- a. Divide the class into small groups of 4-5 students each.
- b. Provide each group with chart paper or large poster boards and markers.
- c. Instruct the groups to brainstorm and list down different ways they can contribute to environmental conservation.
- d. Encourage creative thinking and remind them to consider actions at home, school, and in the community.
- e. Give each group 5 minutes to discuss and write down their ideas on the chart paper.

- Group Presentations (10 minutes):

- a. Have each group present their ideas to the class.
- b. As each group presents, ask the rest of the class to provide feedback and additional suggestions.
- c. Emphasize the importance of collaborative problem-solving and the power of collective action.

Activity 1: Recycling Relay Race (20 minutes):

- a. Divide the class into two teams.
- b. Place two separate bins or boxes on one side of the room, labeled "Recyclable" and "Non-Recyclable."
- c. Set up a series of stations across the room, each with different items.
- d. Explain that each team will take turns sending one member to the stations to sort the items into the appropriate bin.
- e. The team that finishes sorting all the items correctly first wins.
- f. After the activity, discuss the importance of recycling and how it contributes to environmental conservation.

Activity 2: Create Environmental Posters (30 minutes):

- a. Provide each student with a large sheet of paper and art supplies.
- b. Instruct them to create posters that raise awareness about environmental commitment.
- c. Encourage them to include visually appealing images and informative messages.
- d. Remind them to focus on specific actions or behaviors that can make a positive impact.
- e. Once the posters are completed, allow time for students to share their creations with the class.
- f. Display the posters in the classroom or around the school to spread awareness.

Conclusion and Reflection (10 minutes):

- a. Recap the main points discussed throughout the lesson.
- b. Ask students to reflect on what they have learned and how they can personally commit to protecting the environment.
- c. Encourage them to share their commitments with the class, fostering a sense of responsibility and accountability.

Final Result:

The final result of the lesson will be a collection of visually appealing and informative posters created by the students. These posters can be displayed in the classroom or school corridors to raise awareness about environmental commitment and inspire others to take action. The posters will serve as a reminder of the students' collective efforts and their commitment to protecting our planet.



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“Otwarty umysł, zręczne ręce”

2020-1-PL01-KA229-081749

COLEGIO SÉNECA

SESIÓN SCIENCE

Conciencia ambiental. Acciones locales.

Grupo objetivo: Niños de 10 a 12 años

Asignatura: Ciencias Sociales

Objetivos de la sesión:

- Comprender el concepto de compromiso ambiental y su importancia.
- Identificar diversas formas de contribuir a la conservación del medio ambiente.
- Animar a los estudiantes a tomar acción y tener un impacto positivo en el medioambiente.
- Desarrollar habilidades de pensamiento creativo y trabajo en equipo a través de actividades grupales.
- Crear carteles visualmente atractivos e informativos para fomentar la conciencia sobre el compromiso ambiental.

Materiales:

- Pizarra blanca o pizarra negra
- Marcadores y tizas
- Papel de cartulina o pósteres grandes
- Lápices de colores, marcadores o crayones
- Tijeras y pegamento en barra
- Materiales artísticos para hacer carteles (opcional)

Plan de lección:

- Introducción (10 minutos):

- a. Comienza la lección preguntando a los estudiantes si saben qué significa compromiso ambiental.
- b. Discute la importancia de cuidar el medio ambiente y por qué es esencial para el bienestar de todos los seres vivos.
- c. Involucra a los estudiantes haciendo preguntas como:
 - ¿Cómo afectan nuestras acciones al medio ambiente?

¿Cuáles son algunos ejemplos de problemas ambientales?

¿Qué podemos hacer para abordar estos problemas?

- Actividad de lluvia de ideas (15 minutos):

- a. Divide la clase en grupos pequeños de 4-5 estudiantes cada uno.
- b. Proporciona a cada grupo papel de cartulina o pósteres grandes y marcadores.
- c. Instruye a los grupos a hacer una lluvia de ideas y listar diferentes formas en las que pueden contribuir a la conservación del medio ambiente.
- d. Fomenta el pensamiento creativo y recuérdales que consideren acciones en el hogar, la escuela y la comunidad.
- e. Dale a cada grupo 5 minutos para discutir y escribir sus ideas en el papel de cartulina.

- Presentaciones de grupo (10 minutos):

- a. Pide a cada grupo que presente sus ideas a la clase.
- b. Mientras cada grupo presenta, pide al resto de la clase que brinde retroalimentación y sugerencias adicionales.
- c. Enfatiza la importancia de la resolución de problemas colaborativa y el poder de la acción colectiva.

- **Actividad 1: Carrera de clasificación de reciclaje (20 minutos):**

- a. Divide la clase en dos equipos.
- b. Coloca dos recipientes o cajas separadas en un lado de la sala, etiquetadas como "Reciclable" y "No reciclable".

- c. Establece una serie de estaciones en toda la sala, cada una con diferentes elementos.
- d. Explica que cada equipo enviará de manera rotativa a un miembro a las estaciones para clasificar los elementos en el recipiente adecuado.
- e. El equipo que termine de clasificar todos los elementos correctamente primero, gana.
- f. Después de la actividad, discute la importancia del reciclaje y cómo contribuye a la conservación del medio ambiente.

- Actividad 2: Crear carteles ambientales (30 minutos):

- a. Proporciona a cada estudiante una hoja grande de papel y materiales artísticos.
- b. Instrúyeles que creen carteles que promuevan la conciencia sobre el compromiso ambiental.
- c. Anímalos a incluir imágenes visualmente atractivas y mensajes informativos.
- d. Recuérdales que se enfoquen en acciones o comportamientos específicos que puedan tener un impacto positivo.
- e. Una vez que los carteles estén terminados, permite tiempo para que los estudiantes compartan sus creaciones con la clase.
- f. Exhibe los carteles en el aula o en los pasillos de la escuela para difundir la conciencia.

- Conclusión y reflexión (10 minutos):

- a. Recapitula los puntos principales discutidos a lo largo de la lección.
- b. Pide a los estudiantes que reflexionen sobre lo que han aprendido y cómo pueden comprometerse personalmente a proteger el medio ambiente.
- c. Anímalos a compartir sus compromisos con la clase, fomentando un sentido de responsabilidad y rendición de cuentas.

Resultado final:

El resultado final de la lección será una colección de carteles visualmente atractivos e informativos creados por los estudiantes. Estos carteles se pueden exhibir en el aula o en los pasillos de la escuela para fomentar la conciencia sobre el compromiso ambiental e inspirar a otros a tomar acción. Los carteles servirán como un recordatorio de los esfuerzos colectivos de los estudiantes y su compromiso de proteger nuestro planeta.



Erasmus+



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“Otwarty umysł, zręczne ręce”

2020-1-PL01-KA229-081749



2 CIRCOLO DIDATTICO CAVOUR MARSALA

LEARNING UNIT

Indispensable and precious water

Construction of billboards to document the work done
Experiments
Watching videos - using the interactive whiteboard
Song "Water for life"

Key competences/cultural competences

Communicate in native speakers

Mastering the expressive tools and essential arguments to manage verbal communicative interaction in various contexts

Understand phrases and frequently used expressions related to his experience, reading texts and watching multimedia content.
Interact orally and in writing in everyday situations by exchanging simple and direct information also through the use of digital tools.

Basic skills in science

Observe, analyze and describe phenomena belonging to natural reality and aspects of daily life, formulate hypotheses and verify them, using simple schematizations

Use your wealth of knowledge to understand the scientific issues of news and to assume responsible behavior in relation to one's lifestyle, health promotion and resource use.

Social and civic skills

Starting from the school environment, responsibly assume attitudes, roles and behaviors of active and community participation

Ability	Knowledge
<p style="text-align: center;"><u>SCIENCE</u></p> <ul style="list-style-type: none"> • Observe the characteristics of the waters. • Observe and interpret the natural environmental transformations of atmospheric agents, water and those caused by man (urbanization, industrialization). • Recognize in other living organisms, in relation to their environments, needs similar to their own. • Argue about knowledge and concepts learned using the specific language of the discipline. <p style="text-align: center;"><u>SOCIAL and CIVIC</u></p> <p>Identify some behaviors useful for the protection of the environment and the prudent use of resources and implement those within its reach.</p>	<ul style="list-style-type: none"> • Drinking, demineralised, raw, waste water • The uses of water • The water cycle • Water as an essential food • Simple communication facilities • Boiling • The water cycle • Changes of state <ul style="list-style-type: none"> • Water as the primary source of life and clean energy • Hydropower, hydroelectric power • Potable and recycled water

Recipients	Fourth grade students
Application stage	October/ December
Times	2 hours a week
Experiences	<ul style="list-style-type: none"> • Watching videos • Experiments
Methodology	<ul style="list-style-type: none"> • Research – action • Work in pairs, groups, individuals • Brainstorming
Human resources	Class teachers
Means	<ul style="list-style-type: none"> • Interactive whiteboard • Videos and movies • Capacity measurement tools • Instruments for measuring volumes • Digital camera • Computers • Printer • Easy to consume material for billboards

Assessment	<p style="text-align: center;">OBSERVABLE EVIDENCE</p> <p>Interacts effectively in different communicative situations, respecting the interlocutors, the rules of the conversation and observing a register appropriate to the context and recipients.</p> <p>Observe and recognize regularities or differences in the natural environment; use and make classifications.</p> <p>Explain, using specific language, the results obtained by the experiments.</p> <p>It creates drawings that take into account the scientific, technological and social factors of the use of a given natural resource (water, energy, waste, pollution, risks...)</p> <p>In a group, he makes proposals that also take into account the opinions and needs of others</p>
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2 CIRCOLO DIDATTICO CAVOUR MARSALA

UNITÀ DI APPRENDIMENTO	
Acqua indispensabile e preziosa	
Costruzione di cartelloni per documentare il lavoro svolto Esperimenti Guardare video - utilizzando la lavagna interattiva Canzone "Acqua per la vita"	
Competenze chiave/competenze culturali	
Comunicare in madrelingua	Padroneggiare gli strumenti espressivi ed argomenti essenziali per gestire interazione comunicativa verbale in varie contesti Capire frasi e di frequente utilizzati espressioni legate alla sua esperienza, lettura testi e guardare contenuti multimediali. Interagire oralmente e per iscritto in situazioni quotidiane scambiandosi informazioni semplici e dirette anche attraverso l'uso di strumenti digitali.

Competenze di base nella scienza	Osservare, analizzare e descrivere i fenomeni appartenenti alla realtà naturale e agli aspetti del quotidiano vita, formulare ipotesi e verificarli, utilizzando semplici schematizzazioni Usa il tuo patrimonio di conoscenze per capire il questioni scientifiche di notizie e di assumere un comportamento responsabile in relazione al proprio stile di vita, promozione della salute e uso delle risorse.
Competenze sociali e civiche	Partendo dall'ambiente scolastico, responsabilmente assumere atteggiamenti, ruoli e comportamenti attivi e la partecipazione della comunità

Abilità

Conoscenza

SCIENZA

- Osservare le caratteristiche delle acque.
- Osserva e interviene in modo naturale

trasformazioni ambientali degli agenti atmosferici, dell'acqua e di quelli causati dall'uomo (urbanizzazione, industrializzazione).

- Riconoscere in altri organismi viventi, in relazione ai loro ambienti, esigenze simili alla propria.

- Discutere di conoscenze e concetti appresi utilizzando il linguaggio specifico della disciplina.

SOCIALE E CIVICO

Identificare alcuni comportamenti utili per la protezione dell'ambiente e l'uso prudente delle risorse e implementare quelli a sua portata.

- Bere, demineralizzato, crudo, acque reflue
- Gli usi dell'acqua
- Il ciclo dell'acqua
- L'acqua come alimento essenziale
- Semplici mezzi di comunicazione
- Bollente
- Il ciclo dell'acqua
- Cambiamenti di stato

- L'acqua come fonte primaria di vita e di energia pulita
- Energia idroelettrica, energia idroelettrica
- Acqua potabile e riciclata

Destinatari	Studenti di quarta elementare
Fase di applicazione	Ottobre/ dicembre
Tempi	2 ore alla settimana
Esperienze	Guardare video Esperimeti
Metodologia	<p>Ricerca - azione</p> <ul style="list-style-type: none"> • Lavoro in coppie, gruppi, individui <p>Brainstorming</p>
Risorse umane	Insegnanti di classe
Mezzi	<p>Lavagna interattiva</p> <p>Video e film</p> <p>Strumenti di misura della capacità</p> <p>Strumenti per la misurazione dei volumi</p> <p>Macchina fotografica digitale</p> <p>Computer</p> <p>Stampante</p> <p>Materiale facile da consumare per i cartelloni pubblicitari</p>

Valutazione	<p>ELEMENTI DI PROVA OSSERVABILI</p> <p>Interagisce efficacemente in diverse situazioni comunicative, rispettando gli interlocutori, le regole della conversazione e osservando un registro adeguato al contesto e ai destinatari.</p> <p>Osservare e riconoscere regolarità o differenze nell'ambiente naturale; utilizzare e fare classificazioni.</p> <p>Spiegare, utilizzando un linguaggio specifico, i risultati ottenuti dagli esperimenti.</p> <p>Crea disegni che tengono conto dei fattori scientifici, tecnologici e sociali dell'uso di una data risorsa naturale (acqua, energia, rifiuti, inquinamento, rischi...)</p> <p>In gruppo formula proposte che tengono conto anche delle opinioni e delle esigenze degli altri</p>
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2 CIRCOLO DIDATTICO CAVOUR MARSALA

LESSON PLAN

ZERO WASTE

Time: March-April 2022

Age: 9 years old

Place: Classroom, Home, Supermarket

Materials: Jeans, shirts, sweaters, sweatshirt, skirts, ribbons, buttons, beads, fabrics.

Aim: - Recognise that recycle means to reuse rather than throw away.

Learn craft.

Group work.

Ability to categorise the items correctly.

Become promoters of sustainable fashion.

Give new life to old clothes.

Stages: Procurement of material

Material selection.

Class discussion and sharing of ideas of implementations.

Making bags.

Embellish and enrich bags.

Results: Making bags.

Setting up an exhibitions stand.

Organization of a bag draw.

Be aware for the environment.

Practing reduce, reuse, recycle



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EB1/PE DE SÃO ROQUE

PLANNING A 3RD YEAR CLASS

Disciplinary Area: Study of the Environment

THEME: Plants	MAIN: - Study of the Environment SUBDOMAIN: - Discovering the Natural Environment: The Plants of our Garden
ESSENTIAL LEARNINGS	- Reporting the essential factors as the plants grow: light, water, soil and temperature in the different stages of the plant. - Identifying the root, stem, leaves, flower and fruit of the plant.
ACTIVITIES	-Soil preparation, -Sowing, -watering, - Weed, -Measurement and registration of plants (photographic and pictorial), -Harvesting of sown products, -Elaboration of a salad with these same products.



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EB1/PE DE SÃO ROQUE

PLANIFICAÇÃO DE UMA AULA DE 3º ANO

Área Disciplinar: Estudo do Meio

TEMA: Plantas	DOMÍNIO: - Estudo do Meio SUBDOMÍNIO: - À Descoberta do Ambiente Natural: As Plantas da nossa Horta
APRENDIZAGENS ESSENCIAIS	- Relacionar os fatores essenciais ao crescimento de uma planta: ar, luz, água, solo e temperatura com as diferentes etapas da vida da planta. - Identificar na planta a raiz, caule, folhas, flor e fruto.
ATIVIDADES	Preparação do solo, Sementeira, Rega, Monda, Medição e registo das plantas (fotográfico e pictórico), Colheita dos produtos semeados, Elaboração de uma salada com esses mesmos produtos.



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EB1/PE DE SÃO ROQUE

PLANNING A 3RD YEAR CLASS

Disciplinary Area: Study of the Environment

THEME: Animals	MAIN: - Study of the Environment SUBDOMAIN: - Discovering the Natural Environment: The Animals - insects of our Garden
ESSENTIAL LEARNINGS	- The importance of insects in plant growth
ACTIVITIES	- Research on the internet which insects are useful in vegetable gardens. - Identify the characteristics of these insects. - Find in the garden if there are any of these insects. - Photographic and pictorial record of these insects.



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EB1/PE DE SÃO ROQUE

PLANIFICAÇÃO DE UMA AULA DE 3º ANO

Área Disciplinar: Estudo do Meio

TEMA: Plantas	DOMÍNIO: - Estudo do Meio SUBDOMÍNIO: - À Descoberta do Ambiente Natural: Insetos da nossa Horta
APRENDIZAGENS ESSENCIAIS	A Importância dos insetos nas plantas.
ATIVIDADES	- Pesquisar na Internet quais os insetos que são úteis para os vegetais da horta da Escola; - Identificar as características desses insetos; - Identificar na horta alguns desses insetos; - Fotografar e desenhar esses mesmos insetos.