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| Activity plan | | | | |
| ACTIVITY PLAN | | | | |
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| **Theme** | **Subtopic** | **Activity Title** |
| 1. Collaboration and communication in Eco-STEAM projects | 4.1. Teamwork and leadership in environmental initiatives | Creation of a motivational flyer for raising an initiative for a cleaner environment |

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| Introduction part (or activity overview) |
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| **Introduction part (or activity overview)** | This session is designed to deepen students' understanding to create visually impactful flyers that raise awareness about cleaner environment.  By following this activity plan, you can empower your students to use their creativity and design skills to advocate for a cleaner environment and inspire positive change in their communities. |
| **SETTING** | Classroom complemented by digital research. |

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| Materials Needed |
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| **Materials Needed** | - Drawing paper or computer/laptop with design software  - Markers, colored pencils, or digital drawing tools  - Reference materials or examples of motivational flyers  - Information about environmental initiatives or campaigns  - Printer or access to printing services (if printing physical flyers)  - Projector or screen (if presenting digital flyers) |

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| **Learning Outcomes** | * Developing deep understanding about the impact of individual action on the environment; * Improving proficiency in expressing an opinion about a certain phenomenon through a drawing; * Enhancing skills in digital research and data analysis; * Improving ability to critically analyze and discuss about the advantages of cleaner environment and its impact on the quality of life; |  |
| **Activity Contents** | Duration:1-2 hours, depending on the complexity of designs and available class time.  **Activity1:** **Creation of a motivational flyer**  **Theoretical part: (30 minutes)**  The teacher discuss about the importance of environmental awareness and the impact of individual actions on the cleanliness of the environment, and examples of motivational flyers or environmental campaigns.  The students can see examples on the link below:  <https://www.canva.com/posters/templates/environment/>  The teacher brainstorms ideas for their motivational flyers, considering key messages, imagery, and design elements, as well as how to convey their messages effectively.  **Task 2: (60-90 minutes)**  The teacher gives the students a task to develop flyer designs .  Students start developing their flyer designs, either by hand or using design software, expressing creativity in the use of colors, typography, and imagery to grab attention and ensuring clarity and impact.  Students write compelling and persuasive text for their flyers, including key messages, calls to action, and information about environmental initiatives or campaigns (encourage them to use clear and concise language.)  **Task 3: (45 minutes)**  The teacher guides students to prepare presentations.  Students prepare their final presentations, practice their presentation skills and how to articulate the messages and intentions behind their designs.  Students present their motivational flyers to the class, explaining their design choices, messaging, and intended impact, after which they provide constructive criticism and suggestions for improvement on each other's flyers.  **Task** **4: (30 minutes)**  The teacher guides students trough discussion.  Students discuss their experiences with creating motivational flyers in a reflection activity – they reflect on the power of visual communication in inspiring action and raising awareness about important environmental issues.  Students clean up their workspaces and organize their materials.  **Additional Tips:**  Students should use eye-catching visuals and impactful imagery that resonates with the audience and conveys the urgency of environmental action.  They should show simplicity and clarity in design, ensuring that the message of the flyer is easily understood and remembered, additionally consider incorporating real-world examples of successful environmental campaigns or initiatives.  The teacher should encourage students to share their motivational flyers with their community, whether by distributing physical copies or sharing digitally on social media platforms. |  |
| **Assessments** | * Assessment of Web Quest reports for depth of research and understanding. * Evaluation of the thoroughness and accuracy of field observation records. * Individual presentations with a focus on cleaner environment. |  |
| **Key Competences** | * Cognitive competence * Cultural competence * Creativity competence |  |
| **Connections with Eco STEAM** | **Eco**- using their artistic skills to convey a message about the seriousness of individual impact on nature and environment  **S**cience - ecological science (study of the impact of individuals for cleaner environment)  **T**echnology- use of digital tools for research and design  **E**ngineering –thinking in the future to use alternative sources of energy and recyclable materials in order to reduce the impact of man on nature  **A**rts –designing flyer by their own  **M**ath- data analysis about the impact of man and his non-domestic behavior towards nature |  |
| **References** | •Academic and scientific literature on the impact of climate change, ecosystems, prevention, recycling  •Online databases and resources for the impact of climate change on animals, plants, human health and methods to reduce pollution of nature |  |
| **Notes** | •In different areas or countries in the world, the impact of climate change and the level of pollution is different, students should use examples from their immediate environment  •Encourage students to reflect on their role in reducing the human impact on climate change and pollution by using renewable energy sources and taking care of the immediate environment |  |

**Assessment Table for Web Quest Reports:**

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| Assessment Criteria | Points | Comments |
| Depth of Research | \_\_/5 |  |
| Understanding of climate change impact and local pollution | \_\_/5 |  |
| Accuracy of Information | \_\_/5 |  |
| Quality of Presentation | \_\_/5 |  |
| Use of Visuals | \_\_/5 |  |

**Assessment Table for Individual Presentation:**

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| Assessment Criteria | Points | Comments |
| Comprehensiveness of Findings | \_\_/5 |  |
| Clarity in Presentation of Data | \_\_/5 |  |
| Understanding of human impact on nature | \_\_/5 |  |
| Ecological Interpretations and Insights | \_\_/5 |  |
| Clarity of design in expressing the problems caused by human negligence | \_\_/5 |  |
| Use of Visual Aids in Presentation | \_\_/5 |  |