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| Activity plan | | | | |
| ACTIVITY PLAN | | | | |
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| **Theme** | **Subtopic** | **Activity Title** |
| 5. Global and local perspectives in environmental education | 5.2. Local environmental challenges and solutions | Designing an eco-logo for your school and town |

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| Introduction part (or activity overview) |
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| **Introduction part (or activity overview)** | Designing an eco-logo for your school and town is a fantastic way to engage students in creativity while promoting environmental awareness.  This session is designed to deepen student’s knowledge to create a visually appealing and meaningful eco-logo that represents sustainability and environmental consciousness for the school and town.  By following this activity plan, you can empower your students to use their creativity and design skills to advocate for environmental awareness and sustainability in their school and community through meaningful eco-logo designs. |
| **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 logos; information about the school and town's environmental initiatives or characteristics; printer or access to printing services (if printing physical logos); projector or screen (if presenting digital logos) |

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| **Learning Outcomes** | * Developing deep understanding about local environmental challenges and solutions * Improving creativity to design eco logos where the school and the city will be presented in order to promote the awakening of environmental awareness * Enhancing skills in digital research and in using drawing tools * Improving ability to critically analyze and discuss local environmental problems |  |
| **Activity Contents** | Duration: 1-2 hours per session, depending on the complexity of designs and available class time.  **Activity 1. Introduction to eco-logo design, research, planning (45 minutes):**  - Discuss eco-logos and their role in promoting environmental awareness, some suggestions of free websites and tutorials that can be used to create logos:  [www.canva.com](http://www.canva.com) or [www.design.com](http://www.design.com)  <https://www.youtube.com/watch?v=H3S0dEbR8rU>  - Students research information about the school and town's environmental initiatives, characteristics, or landmarks, they gather inspiration for their eco-logo designs considering elements such as local flora/fauna, landscapes, sustainability efforts, etc.  - Students brainstorm ideas for their eco-logo designs, considering key themes, symbols, and messages they want to convey, they sketch out rough drafts and make notes about their design concepts and inspirations.  **Activity 2. Design development, content creation (60-90 minutes):**  - Students start developing their eco-logo designs, either by hand or using design software. Creativity in the use of colors, shapes, and symbols to represent sustainability and environmental consciousness should be encouraged.  - Students work on refining their designs and ensuring clarity and impact – they can write a brief description, explaining the symbolism and message behind their designs.  - Students use clear and concise language that conveys the importance of environmental awareness and sustainability.  **Activity 3. Presentation preparation and display, feedback, reflection, cleanup (70 minutes):**  - Students practice their presentation skills and how to articulate the meanings and intentions behind their eco-logo designs. They present their eco-logo designs to the class, explaining their design choices, symbolism, and intended message.  - Students give constructive criticism and suggestions for improvement on each other's designs, they have a reflection activity where students discuss their experience.  - Students reflect on the importance of visual communication in promoting environmental awareness and the role of design in inspiring positive change.  - Students clean up their workspaces and organize their materials.  **Additional Tips:**  - Encourage students to incorporate local elements and landmarks into their eco-logo designs to create a sense of connection and identity with the school and town.  - Emphasize the importance of simplicity and versatility in logo design, ensuring that the eco-logos are easily recognizable and memorable.  - Consider organizing a voting or selection process to choose the final eco-logo designs for the school and town, involving students, teachers, and community members in the decision-making process.  - Encourage students to share their eco-logo designs with school administrators, local government officials, or environmental organizations to promote awareness and adoption of sustainable practices. |  |
| **Assessments** | * + - * Assessments of the level of environmental awareness among students * evaluation of the uniqueness of design ideas * ecological interpretations of design ideas * individual presentation with reference to the eco-message of the logo itself |  |
| **Key Competences** | * Cognitive competence * Cultural competence * Creativity competence |  |
| **Connections with Eco STEAM** | **Eco** - Developing eco-awareness  **S**cience - ecological science (studies on raising environmental awareness )  **T**echnology - use of digital tools for design  **E**ngineering – designing their own logos  **A**rts - developing creativity and ability to design  **M**ath - data analysis about local eco challenges |  |
| **References** | • Academic and scientific literature on local environmental challenges  • Online databases and resources for local environmental problems and solutions |  |
| **Notes** | • The activity should be adaptable to different local ecosystems, environmental problems and solutions.  • Encourage students to reflect on their role in local and global environmental awareness. |  |
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**Assessment Table for Web Quest Reports:**

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| Assessment Criteria | Points | Comments |
| Depth of Research | \_\_/5 |  |
| Understanding of environmental problems | \_\_/5 |  |
| Accuracy of Information | \_\_/5 |  |
| Quality of Presentation | \_\_/5 |  |
| Use of Visuals | \_\_/5 |  |

**Assessment Table for individual Presentations:**

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| Assessment Criteria | Points | Comments |
| Comprehensiveness of Findings | \_\_/5 |  |
| Clarity in Presentation of Data | \_\_/5 |  |
| Understanding of environmental awareness concept | \_\_/5 |  |
| Ecological Interpretations and Insights | \_\_/5 |  |
| Usage of digital design tools | \_\_/5 |  |
| Use of Visual Aids in Presentation | \_\_/5 |  |