

Eco-guide

DEVELOPMENT OF ECO-EDUCATION IN SCHOOLS OF GEORGIA





- Visegrad Fund

The project is co-financed by the Governments of Czechia, Hungary, Poland and Slovakia through Visegrad Grants from International Visegrad Fund.

The mission of the fund is to advance ideas for sustainable regional cooperation in Central Europe.

ABOUT OUR PROJECT

Our project “Development of eco-education in schools of Georgia” will introduce the basis of ecological education in primary and secondary schools in Georgia.

Our goal is to expand of educational materials database, which will be accessible for any teacher in Georgia.



We want to raise the awareness among teachers and pointing their attention to the environmental problems and a school role of the ecological education.

Greater popularity and advances of educating societies from the very basis on a school level mean more ecological and environmentally friendly attitudes and at the same time increasing the standard of living and consciousness of the inhabitants of the Visegrad Group countries.

Active participation of experts from organizations dealing with ecological education from Poland, Slovakia and Czech Republic will allow the exchange of experiences and further development of ecological and environmental education in the countries of the Visegrad Group.

ABOUT OUR PARTNERS



ECO EDUCATION IN THE COUNTRIES OF THE VISEGRAD GROUP

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GEORGIA

Ecological situation in Georgia



Climate change in the region

“The latest IPCC report paints a grim picture of the global climate crisis resulting from ongoing anthropogenic warming.

The South Caucasus has experienced a significant increase in extreme high temperatures, heavy precipitation levels, and agricultural and ecological droughts, with the latter even threatening hydroelectric power plants.

Additionally, both the frequency and intensity of extreme weather events have increased, and a report by the World Meteorological Organization describes 51 extreme weather events in the South Caucasus since 1990 (25 in Georgia). The total projected economic losses (without considering the loss of life) for just one-third of these extreme weather events – 17 in total – reach a staggering \$1.11 billion.

High pollution levels in the region are a major contributing factor to these climate disasters. Georgia, for instance, is the world’s 37th worst polluted country, according to the 2020 World Air Quality Report. Despite these alarming statistics, Georgia has made consistent progress in advancing its energy transition.” (“Climate change in Georgia”2021, Andrei Covatariu)

Coping with the consequences of climate change - solutions in Georgia

*** *Within the framework of the democratic revolution, the rated system was launched***

Georgia paves the way towards more environmental and climate change democracy

Environmental democracy principles were discussed on Tuesday 21st September at a national workshop in Georgia organised by the Westminster Foundation for Democracy (WFD) in partnership with the Parliament of Georgia and the Ministry of Environmental Protection and Agriculture.

Aiming to push forward the process of creating more transparent and inclusive environmental and climate change governance in Georgia, the meeting marked an official launch of a new programme – Advancing Environmental Democracy in Georgia – funded by the UK Embassy in Georgia and implemented by WFD in close cooperation with the Parliament of Georgia. This three-year environmental democracy programme is designed to generate the sustained political will necessary to address environmental and climate issues in line with environmental democracy principles. The programme will focus on supporting political actors to create legislation and policies that are evidence-based, inclusive and meet the commitments outlined in Georgia's Nationally Determined Contribution (NDC) and other environmental commitments.

Participants of the workshop discussed the current challenges and opportunities as well as the long-term vision of possible reforms and coalitions needed to accelerate environmental democracy in Georgia while generating sustained political will necessary to address environmental and climate issues and boosting dialogue between key political actors, CSOs, government agencies and the general public.

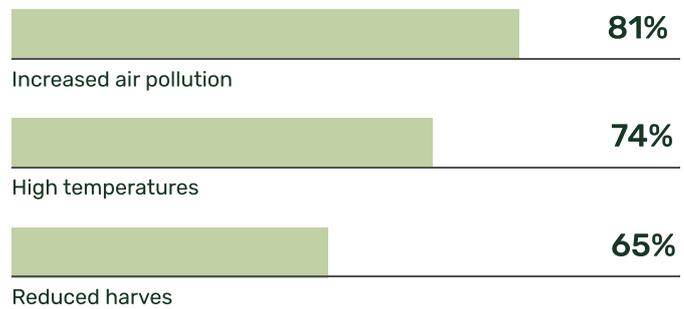
They also discussed findings of a national-wide survey of Georgian citizens' opinions and attitudes toward environmental concerns and climate change on a national and global scale.

The three most frequently listed problems among urban respondents are increased air pollution (81%), high temperatures (74%) and reduced harvest (64%). Meanwhile, for study participants interviewed in rural settlements, the most problematic issues are high temperatures (86%), reduced harvest (74%), and increased droughts (82%).

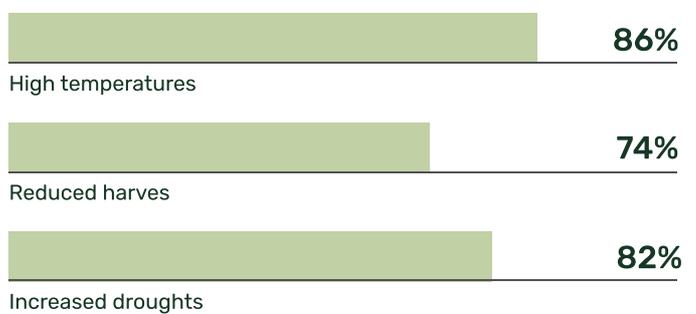
In terms of the three most serious problems the world is facing today, the Georgian population places Climate Change and Environmental Degradation at the first place (57%), followed by Poverty, Hunger and Lack of Drinking Water (50%) and The spread of Infectious Diseases (50%).

According to surveyed population, the most serious environmental problems Georgia is facing today are Air Pollution (57%), Deforestation (56%) and Pollution of Water (31%).

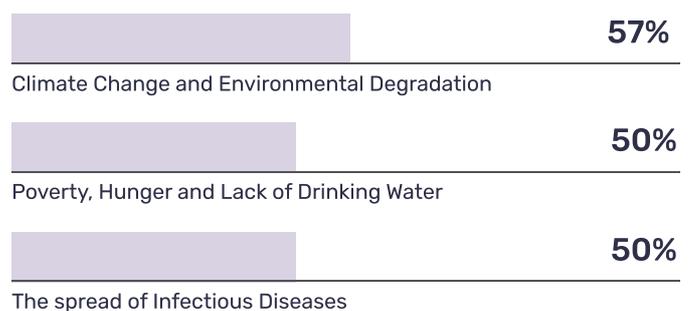
The most frequently listed problems among urban respondents



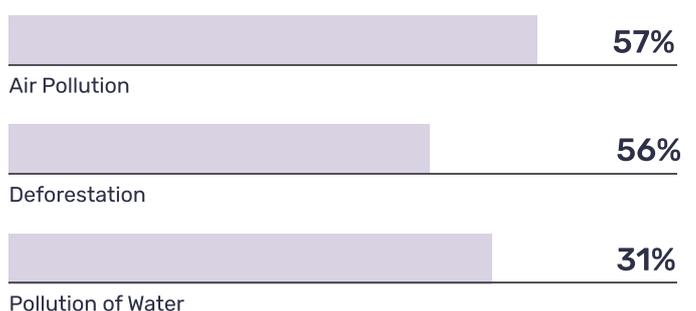
The most frequently listed problems in rural settlements



The three most serious problems



The most serious environmental problems

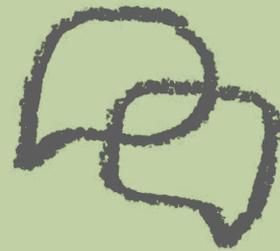


What is climate change?

Imagine a greenhouse during wintertime. Sunlight penetrates through the glass into the greenhouse even though it is very cold outside. The sun quickly warms the interior of the greenhouse, its soil and plants that are inside.

★ Task for students

Ask students to try to explain the biggest problem of ecology themselves. Let them use their own words, associations. You can also organize an Oxford debate to confront the knowledge also with the current of people who deny climate change.



The same can be said about the atmosphere of the Earth. The sun warms the Earth surface and atmosphere and 70% of this warmth is returned to the Cosmos.

Greenhouse gases released during the burning of fossil fuels, such as carbon dioxide, methane, etc. It surrounds the atmosphere and prevents incoming sunlight from returning to space, stores heat, i.e. creates a "greenhouse effect", and as a result, the temperature on Earth increases.

The greenhouse effect was discovered by Joseph Fourier in 1824 and quantitatively studied by Svante Arrhenius in 1896. Without the greenhouse effect, the Earth's surface would be 30° colder than it is today. It is believed that the global warming of the Earth's climate in the 20th century is caused by the increase in the concentration of gases, having greenhouse effect, in the atmosphere.

★ Task for students

Analyze how humans interact with nature and use it for their own purposes. Indicate activities and areas



Human contribution to possible climate change:

- ★ *Urbanization and clearing of naturally occurring spreading sites for city development;*
- ★ *Electricity or other sources of energy produced by burning fuel, coal or natural gas;*
- ★ *Defective and inefficiently used vehicles;*
- ★ *Poor planning of public gathering places and the growth of suburbs, making it difficult or impossible to move around the city by foot or bicycle;*
- ★ *Factories and industrial farming, their polluting wastes kill natural habitats, use of chemical pesticides, herbicides and fungicides;*
- ★ *Our extremely free lifestyles, poorly processed and short-lived goods, unsparing personal and cultural habits;*
- ★ *Unhealthy attitudes towards chemicals used in plastic manufacture, cleaning products and food;*
- ★ *Deforestation for construction, non-profit farming, production of paper goods or other unnecessary "items".*

When we know the root cause of what is causing climate change, it can help us determine how to take care of our Planet and its resources: whether we curb deforestation or the destruction of natural habitats, the inefficient or uneconomical use of fossil fuels in our lifestyle? We can make a change in these practices, not because it causes climate change, and regardless of whether our actions will seriously affect climate change in the future.

We can make environmental protection a way of life, not because we fear that something bad will happen if we don't, but because we believe it is the right choice.

SLOVAKIA

What is the issue
of *environmental
education* in Slovakia
and why do children
learn at all



Entry

Since early age, Slovak children are being taught the rules and pro-ecological behavior, which today are the main determinants of such trends as zero waste. These behaviors include:

Use of secondhand clothes - Slovakia has many shops and exchange spots between local communities;

Waste segregation - very meticulous issue, including such aspects as those related to used oil or giving plastic bottles to special vending machines.

Current Prime Minister of Slovakia is the woman who is the Slovak prototype of the heroine of the film / book *The Pelican Brief*.

Ecological education in Slovakia

MAIN GOALS

The problem of preserving life on Earth is becoming a global challenge.

The purpose of this cross-sectional subject is to contribute to the development of the students' personality so that, in terms of knowledge, skills and abilities, they acquire the ability to understand, analyze and evaluate the relationship between human and their environment, based on knowledge of the laws governing life on Earth; to know and understand relationship between development of human population and attitudes towards the environment in different areas of the world; to understand the relationship between local and global problems and one's own responsibility towards the environment.

ECOLOGICAL EDUCATION

01.

Developing skills necessary for everyday human activities and attitudes towards the environment;

02.

Developing cooperation in the field of environmental protection and shaping it at the local, regional and international levels;

03.

Understanding social and cultural influences that determine human values and behavior, awareness of individual responsibility for the relationship of humans with the environment as of consumers and producers;

04.

To have access to objective and reliable information about the state of environment and to be able to communicate on this topic; to rationally defend position and their opinions and viewpoints;

05.

Developing skills necessary for everyday activities and human attitudes towards the environment;



use information and communication technologies and means in obtaining and processing information and presenting their own work



understand the importance of sustainable development as the positive perspective for further development of human society; strengthen the sense of responsibility to living organisms and their environment;



supporting active approach to creating and protecting the environment through hands-on learning.



strengthening the sense of responsibility for healthy lifestyle and the perception of aesthetic values of the environment;



the ability to perceive and have sensitive approach to nature and natural and cultural heritage; deepening, developing and strengthening the value system for environmental activities;

develop the ability to work in a group, share tasks, take responsibility.

Where do Slovak children *learn about ecology*?

List of places and ideas that everyone can create at home.

Slovak children learn pro-ecological behavior during lessons at school. These hours are not too many, so it is necessary to conduct classes outside.

MOST OFTEN

Forest workers, ecologists, etc. come to children for classes.

Children go to special facilities and have classes there, usually in the forest.

FOREST SCHOOL (LESNÁ ŠKOLA)

Newly built teaching centers, demonstration facilities, educational trails and forest educators will reveal forest to target groups on an area of over 10,000 m².

The School, with its innovative concept, will occupy an area of over 4,100 m²; will be located in the city itself and will add elements of visual observation and learning; the opportunity to develop practical skills.

GEOPARKS

Deal with education and teaching of the public, as well as scientific research and protection of inanimate nature. These areas are important not only from the geological point of view, but also by means of their archaeological, economic and cultural value.

Creation of Geoparks was supported by the UNESCO initiative. Slovakia joined this trend in 2000 when the Government of the Slovak Republic approved the Concept of Geoparks in the Slovak Republic. Currently, there are three Geoparks operating in Slovakia:

Banskoštiavnický, Banskobystrický and Novohrad – Nógrad. More information can be found on the geoparks website <http://www.geopark.sk/>.



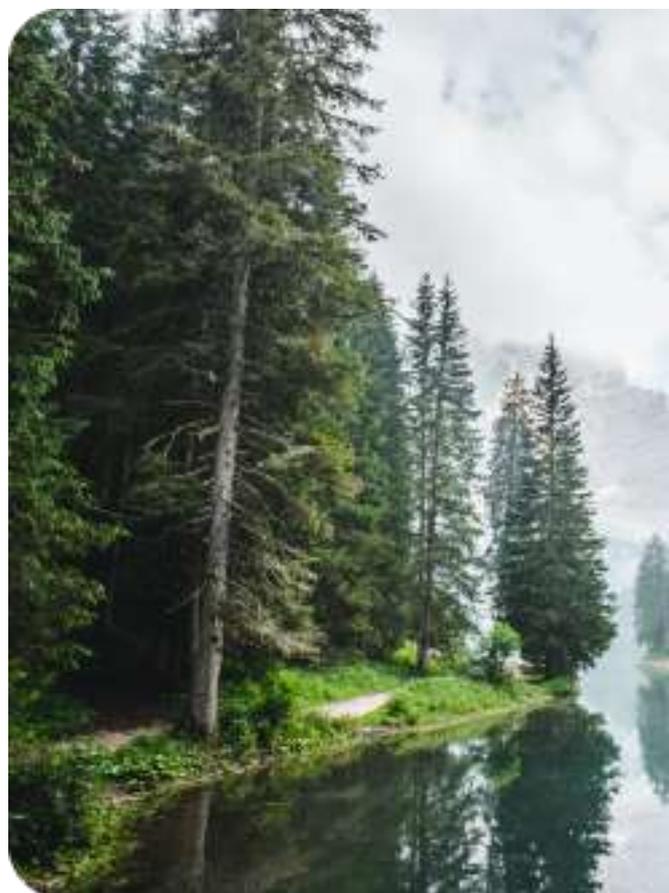
ECOCENTRES

The Ministry of Environment of the Slovak Republic, organizations under its founding body and partners are developing a number of programs, projects and activities in accordance with the Departmental Concept of Environmental Education, Education and Awareness until 2025.

Based on the information obtained, the main activities of organizations focusing on community education and training were mapped.

GREENER SLOVAKIA

Education, training and environmental awareness are included in the Environmental Policy Strategy of the Slovak Republic until 2030 - Green Slovakia; in chapter 13 entitled Environmental education and teaching at all ages. The aim is to improve the system of formal and informal environmental education and enlightenment, as well as education for sustainable development. At the same time, it should lead to responsible production, consumption and protection of natural resources through informal education and to the increase of environmental awareness through cultural and natural heritage and awareness of travelling.



EWOBX

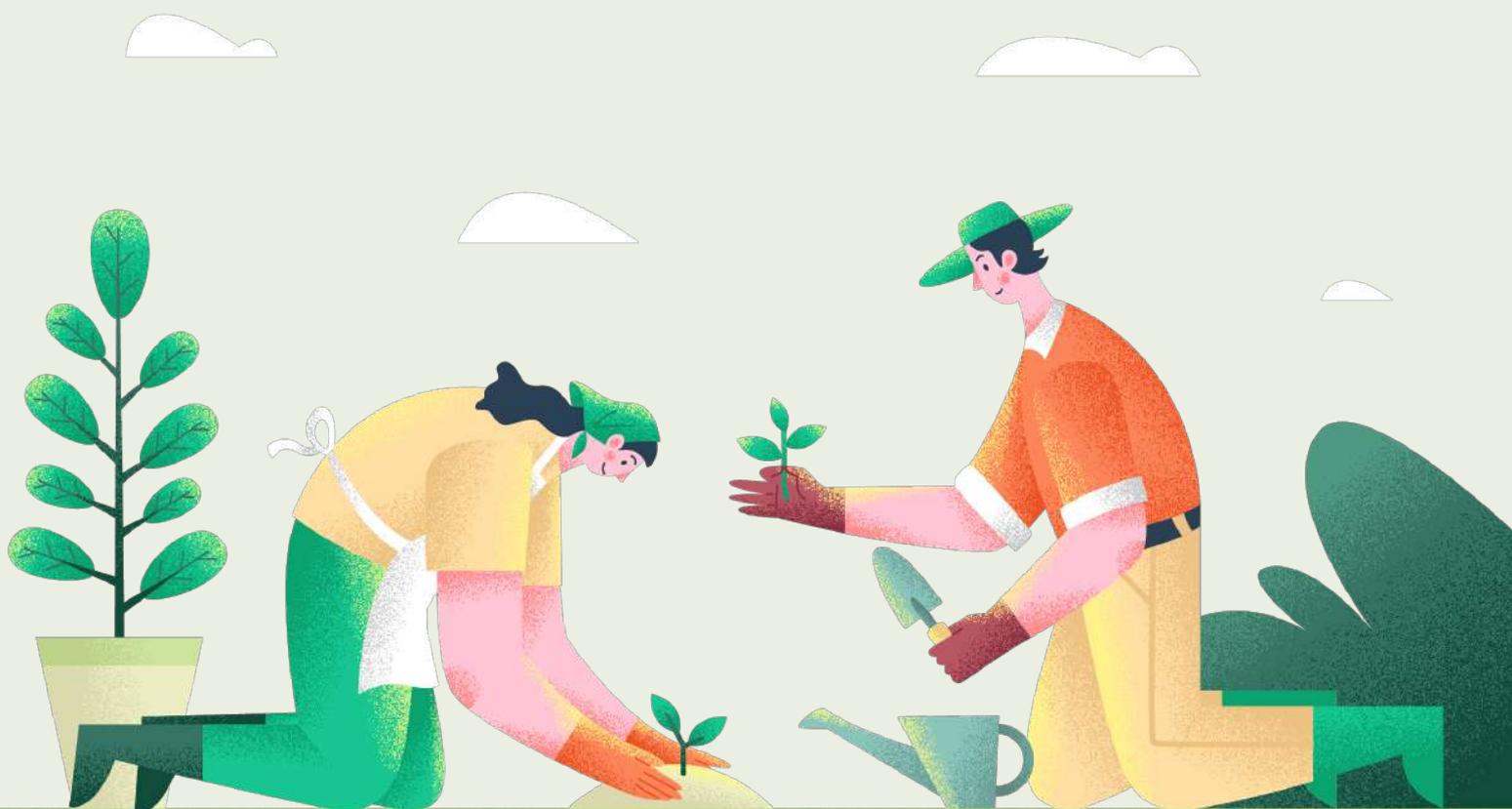
Full information about environmental education and enlightenment is concentrated on the EWOBX website. The Slovak Environmental Protection Agency has created the unique website for everyone who care about the environment.

The website contains not only the up-to-date information, ranging from news from the world of environmental protection; latest information on what is happening in the European Union in the field of ecology, but also local information from regions, cities, municipalities, non-governmental organizations, schools and educational facilities.



POLAND

What does *ecological education* look like in Poland



EKO – SCHOOL

is a nationwide educational project addressed to schools, kindergartens and educational institutions.

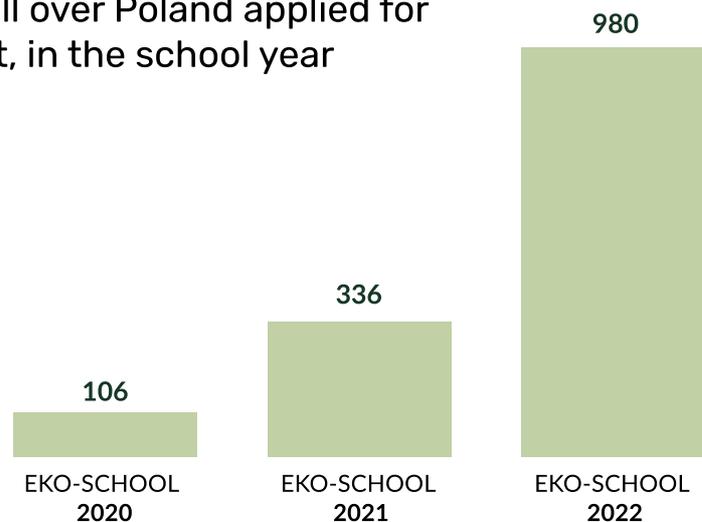
It was created in order to develop a network of institutions that, through cooperation, will share ideas on how to shape the ecological awareness of the young generation.

1. Giving the problem of environmental degradation an appropriate rank in social perception and inspiring discussion on its effects on future generations;
2. Making each person aware that their wise decisions and actions in everyday life have an impact on the condition of the natural environment;
3. Expanding the knowledge of students/preschoolers on topics in the field of ecology and environmental protection, with particular emphasis on the consequences of environmental degradation for the life and health of organisms living in it;
4. Stimulating students to actively act for the environment by participating in actions, events and other pro-ecological activities, which gives them a sense of having a personal impact on changes in the state of the environment;
5. Shaping the attitude in students, so that by changing their own habits, they counteract environmental degradation in their communities, in the country and also in the world;

106 educational institutions from all over Poland applied for the first EKO-SCHOOL 2020 Project, in the school year 2019/2020.

336 institutions from all over Poland applied for the second, EKO-SCHOOL 2021 Project, in the 2020/2021 school year.

Third, EKO-SCHOOL 2022 Project is still ongoing and number of applicant institutions is already 980.



01. Ecological action (e.g. Class Christmas without plastic, Cleaning the World, Ecological Picnic, Planting Trees, Collecting Waste, collecting food for animals from the shelter, collecting electronic waste);

02. School event or an international ecological event (e.g. Forest Day, Earth Day);

03. School competition in the field of ecology/environmental protection (e.g. knowledge competition, ecological poster competition, nature photo competition, literary competition for a poem, essay, comic book about the beauty of nature);

04. Newspapers dedicated to environmental protection in the hall of school/kindergarten or in the classroom (e.g. let's get to know bees, endangered species, the time of decomposition of garbage, the impact of air pollution on human health and life, global threats);

05. Field lesson/ field activities/ nature trip (e.g. to a national park, landscape park, forest, park, natural history museum, forest district);

After a year of cooperation, teachers who completed the project tasks and sent the Eco-Report on the implementation of the tasks and sent the required attachments, receive the title of ECOLOGY PROMOTER for a given year - e.g. Ecology Promoter 2022;

- Each institution where the project tasks were carried out and which were confirmed in the "Eco-Report" is awarded the title: "EKO-SZKOŁA" / "EKO-KUNDERLAND" / "EKO-FACTORY" for a given year, e.g. Eco -School 2022;



ECO-EDUCATION IN THE CZECH REPUBLIC



Introduction

In Czech Republic, most preschoolers (85%) attend kindergarten . The Czech Curriculum, named the Framework Educational Program for Preschool Education , uses the words “nature” or “natural” 20 times in 46 pages. Several of its goals are related to nature, i.e., visiting nature, learning about nature, the joy of nature, nature conservation, etc.

In a traditional Czech kindergarten, teachers go outdoors with the children “if the weather is nice.” This means that they rarely go outside at some times of year, especially in winter. The movement for forest kindergartens was established in the Czech Republic 15 years ago. There are now almost 150 forest kindergartens in the Czech Republic. These care for and educate about 3000 children . Kindergartens in the Czech Republic are further influenced by the movement for the transformation of school gardens into natural gardens and the “Go out!” movement.

Credits: Czech Preschool Children’s Conceptions about Nature, Katerina Jancaríková

A landscape at the crossroads - ministerial program for the whole country

At the end of 2022, the SEVER Environmental Education Center in cooperation with the Ministry of the Environment published an updated and extended version of the proprietary Landscape at the Crossroads tool.

The program consisting of classes for the interior and an outdoor program can be used by teachers of the 2nd grade of primary and secondary schools.

It is a cross-curricular educational program lasting four hours, which, using the example of a thematic landscape, shows how environmental issues can be presented in various subjects, and at the same time presents a sufficiently broad topic that can be used e.g. for example, for a school-wide project, a theme day, or as a program within a multi-day course.

The program consists of 6 supplementary exercises, but each of them can be implemented independently by the teacher. Their goal is to present the issues of human use of the landscape in the Czech Republic from the time of the first settlement to the present day, to show positive and negative examples related to the use of renewable and non-renewable resources, to reveal the sources of current environmental problems and to present the possibilities of solving these problems in connection with the principles of sustainable development.

A series of 'in-class' activities are followed by a four-hour fieldwork program called Sustainable Region, in which students have the opportunity to assess the region on selected sustainability indicators during a walk around the school - in this case indicators related to the treatment of the landscape and the environment (e.g. of forests in the total area of the Czech Republic",

"The permeability of the landscape for the migration of wild organisms is increasing", "The outflow of water from the landscape is significantly slowing down"). As part of their independent work, students propose solutions suitable for maintaining or improving the current state of the region.

All the described activities have been repeatedly verified during stationary and short-term programs for schools, verified in school practice by teachers with whom we have been cooperating for a long time, and also participated in the preparation of the tool in consultation. The benefit for educators is the ability to use a universal, portable tool that can be used throughout the Czech Republic, which at the same time allows connection to field activities in the local environment of a particular school.



Landscape at the Crossroads contains detailed descriptions of activities, including necessary attachments such as visual materials or worksheets, methodology and information for teachers.

We will be glad if as many teachers as possible use the tool and give us their feedback. If you are interested in delving deeper into the topic of landscape and trying out our classes with your students, you can order Landscape at the Crossroads via

www.sever.ekologickavychova.cz/e-shop

The file Landscape at the crossroads was published by the Center for Environmental Education SEVER Horní Maršov, ops with the support of the Ministry of the Environment as part of the project "Landscape at the crossroads (between sustainable and unsustainable) - innovation and extension of the curriculum".

Credits:

<https://www.ekologickavychova.cz/>

Ministry of the Environment www.mzp.cz

Green buildings *a choice for the future*

Ecological construction is based on the selection of healthy materials and energy-saving construction. It uses clean renewable energies, includes rational use of buildings and high durability of building materials and structures.

Education in the spirit of sustainable development is primarily far-sighted planning for the future and shaping pro-ecological attitudes. A lifestyle that will be based on choices that are good for the planet.

Also, in terms of such an important issue of how and where we live.



Why do we need *ecological construction*?

According to the report of the World Green Building Council, by 2050 the demand for energy will increase by 50%, and buildings are responsible for 39% of global carbon dioxide emissions and 50% of global material consumption.

as many as

91%

of people live in places where the level of air pollution exceeds the limits of the World Health Organization.

This means huge challenges for green building in terms of climate, resources and health.

Eco-friendly *materials*

When erecting buildings in the spirit of sustainable construction, natural resources should be used, such as sand, lime, clay or gypsum. It is recommended to use as little energy as possible for the production of construction products and not to release waste that is harmful to the environment. Thanks to such solutions, the buildings are energy-saving, soundproof and fireproof, and they have a good microclimate. It is worth mentioning here that the environmental aspect does not end with the construction of the facility - it also applies to its durability and the possibility of recycling the materials used after demolition.”

Credits: <https://www.planradar.com/pl/>



METHODS



01. Environmental protection activities and school

02. Kolkheti Boxwood cultivation

03. Dissemination in the community

04. Problem Identification

05. Cedar Cultivation

06. Eco-Activist



How to *effectively* *teach about* *education*

The more we realize and the students that ecology is our common cause, the better. It's about making sure everyone sees it

- responsible for his actions
- that every action has a reaction/ consequence
- that each of us has an impact on our lives
- that what happens locally affects the global world

Rule No 1

The "Wow!" effect - find the deepest "why?".

Let students realize how important education is to them; have them understand what really important is to them and how it relates to ecology.

The task can be done in a group during workshop or individually during homework. Answers can be given in many different form - it can be a game where students show each other the answers, draw them or simply complete the entries in a notebook.

TASKS FOR STUDENTS / PUPILS

A good exercise is to insert your goal and your reason into the following sentence:

I want to _____
because _____

★ *Ask yourself why? Why is this goal important to you? Why does it matter?*

Get beneath the surface. Keep asking why. Why does this matter? Why is this important? Why now? The deeper you dig, the more you'll learn about yourself and about what really matters to you.



Rule No 2

Here and now - find a reason for everyone to care

Ask students to embed ecology issues in the context of the local community, local problems.

Research says that the closer we are to a problem, the more we identify with it. Let's name a specific problem.

For example, if we are dealing with an endangered species, find a representative of this species, give it a name, let the students create a story with this animal. Let this one animal be the symbol of the whole species.



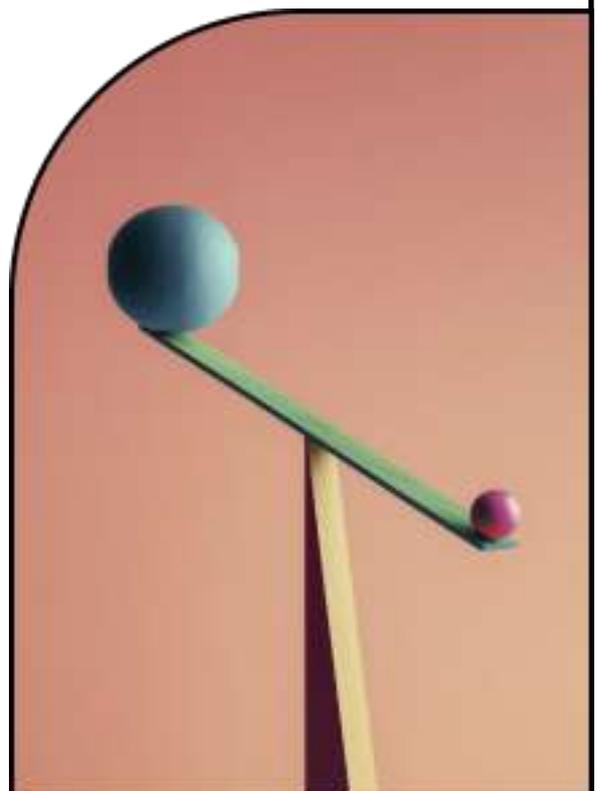
Rule No 3

Human scale - find what is known. Appeal to emotions

Change starts with emotions. If we arouse emotions in students, we will be able to create their positive pro-ecological attitudes.

Therefore, it is important to show the facts in a visual way, to appeal to imagination. For example, you can tell about a garbage patch floating in the ocean, which is the size of the state of Texas and even larger. Thanks to this, everyone will be able to try to imagine how extensive the problem it is; how dangerous it is for the planet.

- ✦ *Ask students to share what moves them and why.*
- ✦ *Ask them to try to talk about ecological problems in the language of emotions.*



Rule No 4

Memory like a hook - find as many hooks as possible.

The more something differs from what we know and expect, the better we remember it. Everything that is above average, that knock us out of the routine, is easier to remember.

Therefore, we will remember better, for example, a picture of a man in a suit when this man is wearing red sneakers than in elegant shoes, because sneakers do not fit the pattern.

- ✦ *Talk about ecology in a way that will knock students out of their routine; give them surprising facts or have them find those themselves.*
- ✦ *Do a storytelling exercise using true information but transferring it, for example, to the world of magic.*



How to teach about environmental education

What to do?

Where to start to make it better?

- ★ *Start by "cleaning up" your yard. In order to stop the existing trend of ever greater and faster environmental degradation, profound changes in the consciousness of every human being are needed.*
- ★ *It is important to educate the society from an early age to make everyone aware that their responsible actions can contribute to reducing the degradation of our environment.*
- ★ *Thinking about future generations, so that they have a chance to live in a clean environment, it is important to develop pro-ecological behavior in every person.*



We should start ecological education from kindergarten;

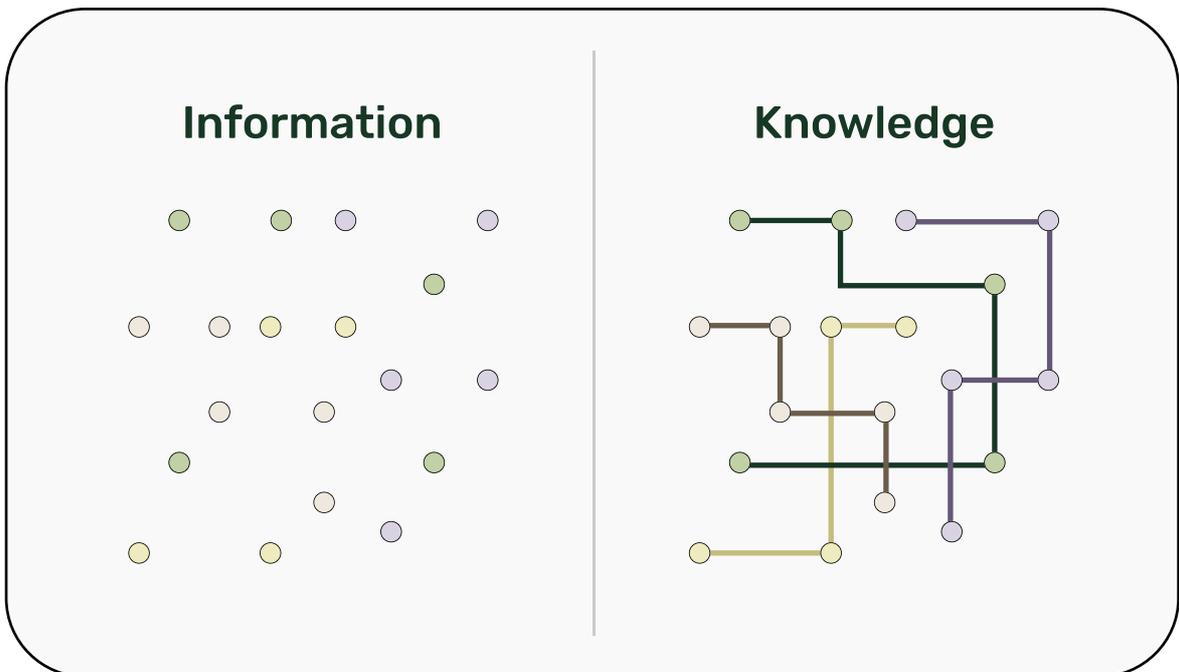
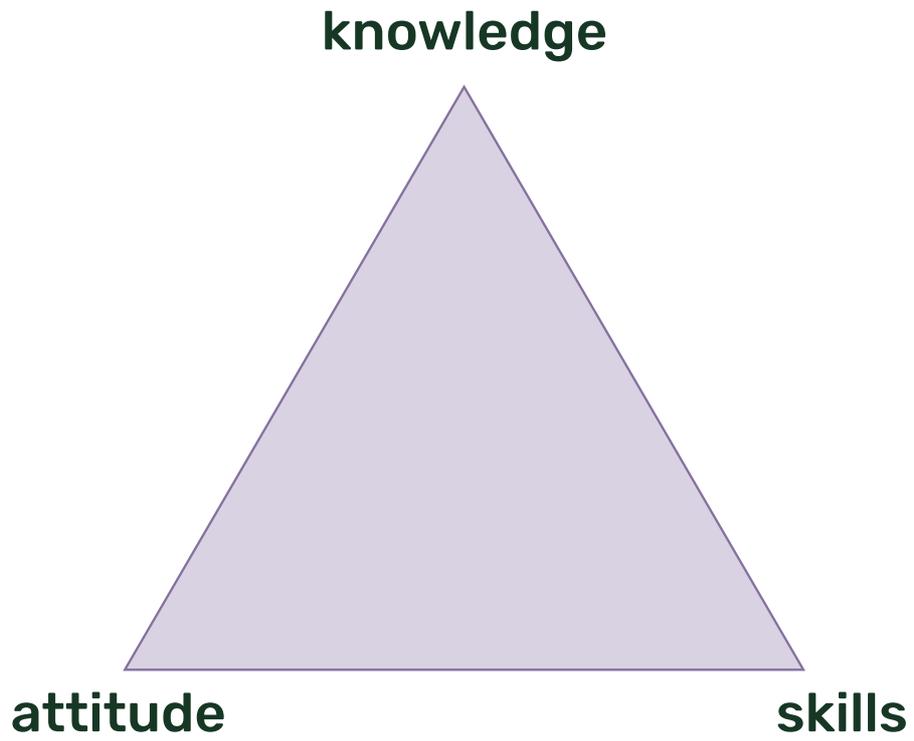
Children learn the most, they want to act and it is from them that we should start environmental education.

Children are also great educators of their parents and older siblings, they often give tips to their family members on what to do, what to change to care for the environment.



As part of environmental education, the student should:

- Receive at school reliable knowledge about the causes and effects of environmental degradation, which is supported by the latest results of observations and research conducted by scientists;
- Acquire the ability to distinguish truth from fake news;
- Distinguish scientific evidence from one's opinion;
- Acquire the ability to analyze scientific data, search for cause and effect relationships, draw conclusions and on this basis should be able to predict the effects of this threat in 5, 20 or 50 years;
- Be able to make changes in your life to minimize your contribution to the destruction of the environment.



10 steps to less waste

1 UPCYCLE

instead of throwing away, maybe you will be able to RETURN THE DATA ITEM INTO SOMETHING COOL, useful for you or for your home

DON'T BUY GARBAGE

for example, give up packaging; why don't you buy vegetables or fruits packed in foil; better to buy at the market right away from the seller?

2 REUSE

if the old is good then use it instead of constantly buying new

BORROW

instead of buying new things that you will only use once, borrow an item from friends

3 REPAIR

see if the item can be repaired instead of buying the same thing

REPURCHASE

does everything you own have to be new? No, it's better for you and the planet to go second-hand

4 TAKE CARE

any purchased product will last longer if you take care of it

EXCHANGE

this is a very good way to supplement the missing items and at the same time get rid of those that you no longer need.

5 DO IT YOURSELF

you can't buy everything, look around what you can do yourself, preferably using what you already have

LIMIT YOUR SHOPPING

before you buy something, ask yourself the key question "Do I need it or just want it?"

Tasks for students - a project for two weeks

Carry out common actions

Suggest. Let the students come up with an action themselves, e.g. cleaning the forest or other task

Workshops

Do creative activities where you show students how to use what everyone already has - use it instead of throwing it away.

You can find inspirational videos on YouTube, for example

Eco-collections

A good idea for involving entire local community is to organize an eco-collection.

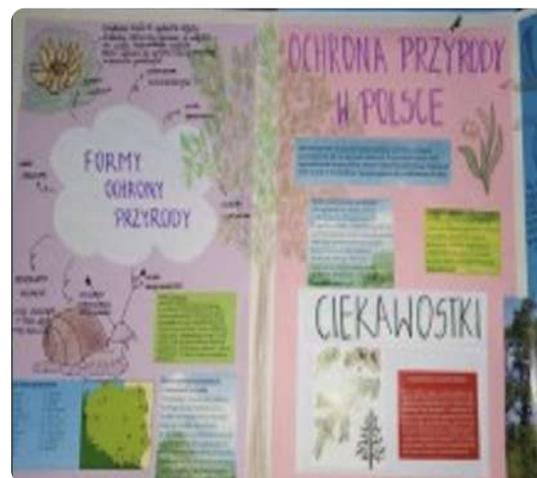
Not only students but also their families can get involved in direct actions that will be an opportunity to become interested in ecology and their own neighborhood. For example, you can collect plastic caps, the sale of which can help a local charity.



Lapbooks

A lapbook resembles an educational portfolio.

It is made of a thicker folder, inside which books, pockets, harmonicas, fans, illustrations, notes are glued, allowing the organization of information according to the author's idea and invention.

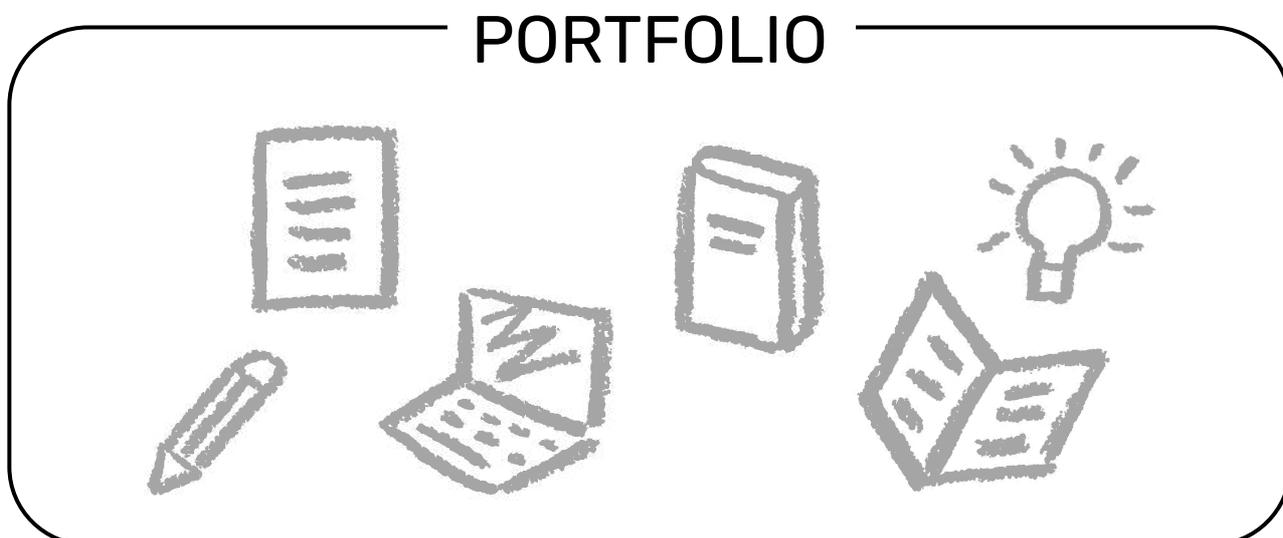


Posters

Posters can be made like lapbooks using cards and markers, but can also develop students' graphic and internet skills and can be designed on a computer



Activating methods



METAPLAN

A PROBLEM TO SOLVE

How is it now?	How it should be?	Why is it not as it should be?
<hr/> <hr/>	<hr/> <hr/>	<hr/>

WHAT TO DO TO SOLVE THE PROBLEM?

DECISION TRIANGLE

Suggestions for solving the problem _____

A PROBLEM TO SOLVE

What helps to solve the problem?	What prevents you from solving the problem?
<hr/>	<hr/>

TITLE:

Design the house you would like to live in.

- ✓ **CREATE** a list of ecological materials from which you would like to build a house.
- ✓ **DESCRIBE** what the individual elements will be made of - floor, walls, roof, furniture, etc.
- ✓ **CHECK** what ecological materials are available in your area - what you have the best access to and describe the role of these materials in your eco-building.
- ✓ **FIND** projects that inspire you online

Ecological construction is education on a broad level.

It teaches you to notice such important issues as:

01. What materials are available locally - teaches analysis and decision-making in the context of the local environment

02. What can we build with these materials?

03. Teaches responsibility for oneself and for others

04. Teaches long-term planning

05. Teaches how our choices affect the fate of our local environment

Eco-Puppet Theatre as a Teaching Method

Many household waste accumulates daily and therefore the ecological threats are growing.. Waste management is the most effective way to solve the problem. In order for the learning process to be of interesting to students, we should offer fun, creative and result-oriented teaching.

Initially, I created the Eco-Puppet Theatre in the direction of informal education to enhance environmental education at the school. Later I introduced it in the classroom as a teaching method that enables us to go to several goals at once: students raise awareness of environmental education, learn how to manage waste and use it effectively, at the same time they connect new ideas to knowledge, they have the opportunity to choose (develop themselves or find already existing scenarios), which increases learning involvement and interest in the process.

***The main idea of the method** is that eco puppets are made from cardboard boxes, secondary cloths, old buttons, beads and various waste, which enhances environmental education and environmental skills in students.*

The method consists of several stages.

I Stage **Preparatory Works:**

Presenting the assignment / presenting evaluation criteria / discussion of the product to be created;

II Stage

Assignment content work process (how to develop a scenario)

After discussing a particular topic (e.g. water pollution), a scenario is created. For the script we choose an environment where the action takes place (e.g. river bank), the characters (e.g. fish, girls, boys, etc.), identify the problem (e.g. the contaminated river and its bank) and set the ways of solving the problem (e.g. cleaning the contaminated river bank, banner placement and etc.)

III Stage

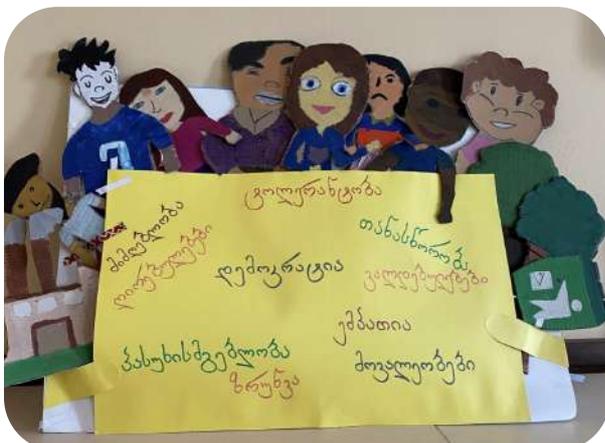
Making Eco-Puppets

Presenting the assignment / pWe collect all the necessary resources (cardboard boxes, secondary cloths, sticks, colored paper, brushes, watercolor paints, cutter knife, scissors, glue, etc.) and make the necessary details and patterns.

IV Stage

Preparation for the performance: role distribution / rehearsals;

Presentation of students' works / exhibition organization;



The use of the Eco Puppet Theater method in learning process promotes not only enhancing environmental education in students but also developing emotional, social and functional skills. They become creative, they can see and evaluate the problem from different perspectives, learn teamwork, cooperation, generating new ideas, clearly and substantially express information, freely think, have common responsibility and are very original.



Photos from our workshops





About the organizations

Sustainable Tomorrow Foundation from Poland



Our goal is to change the reality in which we live, so that everyone can find their place in it, and development does not cause exclusion. That is why we want to build bridges between various social, government and business institutions. At the center of our activities is always people, the surrounding environment, as well as development based on local conditions and specificity and inclusiveness.

HumanDoc South Caucasus Regional from Georgia



The HumanDoc was created in order to equip society with the necessary knowledge and act together with an informed society to solve global problems. Over the decade, we have successfully implemented many interdisciplinary projects, most of which have aimed to improve community well-being and equal opportunities.

Organica Slovakia



We are a group of craftsmen with a passion for natural materials. Our goal is to use local resources to build healthy housing. We revive traditional construction crafts and combine them with modern knowledge of natural construction. We can build a new building as well as renovate an old house.

Baobaby - from the Czech Republic



We design and build straw houses and natural playgrounds.

We are a group of architects, designers, craftsmen and artists which is specialized in straw houses and natural playgrounds building.

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