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Teacher's Handbook

Erasmus+ project “Think globally, act locally”

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Content

Introduction 3

About the “Think globally, act locally” Erasmus+ project 4

 Aims for students 4

 Teacher’s role 4

 Goals 4

 Achievements 5

Digital tools integrated into the classroom during the project 7

Lesson plans used in the classroom during the project 20

Conclusion 46

Introduction

This handbook aims to assist teachers in implementing the Erasmus+ Project “Think globally, act locally” alongside partner schools in Austria, Croatia and Poland. It offers a detailed guide to incorporating the project into classroom activities, fostering international cooperation, and helping students investigate global issues through local initiatives.

This handbook is designed to support teachers in integrating various digital tools into their classroom activities providing a step-by-step guide how to use them to enhance learning and engagement. Digital tools can make learning more interactive, engaging, and effective. They help students develop critical thinking, creativity and collaboration skills.

This initiative addresses major global issues such as climate change, inequality and sustainability by motivating and encouraging students to adopt a global perspective while taking action within their local communities. The goal is to foster critical thinking, teamwork, and a sense of responsibility among young learners.

About the “Think globally, act locally” Erasmus + project

Aims for students

- to understand global challenges and their local implications
- to take concrete steps in addressing local issues as part of the global solution
- to develop cross-cultural communication skills through collaboration with partner schools

Teacher's role

Introduction to global challenges

Teachers introduce global issues using videos, articles, and group discussions. Use the following topics:

- climate change
- poverty and social inequality
- pollution and waste management

Goals

1 Educational awareness

- increase students' understanding of climate change and its global and local impacts
- develop critical thinking, collaboration, and problem-solving skills among students
- enhance students' knowledge of sustainable development goals and environmental protection.

2 Skill development

- improve students' English language proficiency and ICT skills.
- foster creativity, responsibility, and a sense of gratitude towards the planet.
- encourage teamwork and intercultural communication through collaborative projects.

3 Community engagement

- promote active participation in environmental activities within local communities.

- raise awareness about climate change among students, parents, and the local community.
- involve economically and socially disadvantaged students in project activities

4 **Teacher empowerment**

- share best teaching practices and innovative methods among teachers from different countries
- develop new teaching materials and methods for climate change education
- strengthen teachers' competencies in using digital tools and non-formal teaching methods

Achievements

1 **Student involvement**

- direct involvement of 48 students in physical mobilities and at least 200 students in project tasks and events
- creation of various student-led projects such as eco-design competitions, school gardening, and environmental debates

2 **Educational materials**

- development of digital and paper-based educational materials on climate change
- creation of an eBook on eco-shopping and other environmental topics
- use of Web 2.0 tools and ICT for project activities and presentations

3 **Community impact**

- organization of events like Earth Hour, eco-design day, and environmental awareness campaigns
- engagement of local communities through presentations, exhibitions, and media coverage
- collaboration with local authorities and media to promote environmental actions

4 **Teacher collaboration**

- exchange of teaching practices and experiences among teachers from Croatia, Poland and Austria
- implementation of new teaching methods and interdisciplinary approaches in classrooms
- development of a digital handbook for teachers with project results and teaching materials

5 Sustainability and future plans

- continuation of project activities and use of developed materials in future teaching
- plans for further collaboration through eTwinning projects and potential new Erasmus+ projects
- long-term impact on students' behavior and attitudes towards environmental protection and sustainability

Digital tools integrated into the classroom during the project



Footprint Network's **Ecological Footprint calculator** is a useful tool to get an insight into the effects we leave on the environment. Its main purpose is to estimate the environmental impact specific activities have on the environment.

Some of the factors this calculator considers are food, housing (in terms of surface and energy), consumption of goods and services, modes of transport, etc.

The results represent the amount of land (area) needed to provide the resources a person needs and absorb their carbon dioxide emissions.

An environmental footprint is an international sustainability indicator that, as defined by its authors, measures „, the area of biologically productive land needed to produce the resources consumed and assimilate the waste generated.”



Water Footprint Calculator is an easy-to-use tool that measures the volume of fresh water needed to produce the goods and services demanded by society. It enables us to determine the magnitude of the impact generated by human activity and obtain objective data and to promote the transition toward sustainable, fair and efficient use of freshwater resources worldwide.

It can be measured for a single process or an individual or for an entire multi-national company.

An individual water footprint depends on the country of residence and your own consumption pattern. Consumers can reduce their direct water footprint (home water use) by installing water-saving toilets, applying a water-saving showerhead, closing the tap during teeth brushing, using less water in the garden, etc. But it is the indirect water footprint which is generally much larger than the direct one, but it can also be modified.

Here's a **step-by-step** instruction to use both, Ecological and Water Footprint Calculator.

1 Gather facts to your consumption

Collect data in your everyday activities and intake habits. This includes information on power utilization, water intake, waste production, transportation techniques, and nutritional picks. Accurate records collection is important for a precise footprint calculation.

2 Enter Your statistics into the Calculator

Enter your amassed statistics into the selected ecological footprint calculator. Be thorough and precise along with your inputs, protecting all components of your lifestyle, inclusive of strength intake, travel conduct, food intake, and waste era. The extra accurate your statistics, the extra dependable your footprint calculation will be.

4 Analyse the results

After inputting your records, the calculator will generate an in-depth report of your ecological footprint. This record normally includes metrics together with your carbon footprint, land use, and resource consumption. Overview these effects to recognize the impact of your lifestyle at the surroundings.

5 Identify Key areas for improvement

Look at the regions wherein your ecological footprint is highest and identify possibilities for improvement. This will contain decreasing strength consumption, minimizing waste, choosing sustainable transportation, or adopting a more plant-based totally diet.

6 Put into effect adjustments and reveal development

Take actionable steps to reduce your ecological footprint based at the insights gained from the calculation. Enforce sustainable practices and monitor your development over time. Frequently reconsider your footprint to make certain that your efforts are powerful and to identify new regions for improvement.



Wordwall is a useful tool that enables one to create his or her own teaching resources and make custom activities quickly.

There is a basic version which is free and has enough resources to get one started. The best place to start is with community where you can find previously created content by the other users which can be suitable and ready to use in your class without editing.

Once you create an activity you can choose among many different game templates such as anagrams, quizzes, match ups, word games, etc. You can also edit it and reuse it time after time.

Here are **instructions** on how to use Wordwall.

Before starting, make an account. You can use your Google account or you can make an account with your own personal email address.

How to create a Wordwall activity

To create an activity go in the blue box and decide what kind of activity you want to create. When you choose a game template it doesn't mean you're not going to be able to play the others. Many games you create can be converted to play with all the other templates.

How to edit a Wordwall activity

When we see something we really like, select it. If I want to make some changes, click edit content and then make changes to the activity such as the spelling of the words or the images. Click done and this would then be saved to *my activities* at the top of the page. In the community library with a basic version you can only do this five times. Most of the time, however, you can find an activity that you like without having to edit it.

The logo for IQES, consisting of the letters 'IQES' in a bold, green, sans-serif font.

IQES

Using **IQES** (Innovative Quality in Education and School Development) can be highly beneficial for several reasons. IQES is a platform that supports quality development in schools through tools for self-evaluation, reflection, and collaborative learning. Here's why incorporating IQES in this project could enhance its impact:

Here's a simple, **step-by-step** introduction to using IQES (Innovative Quality in Education and School Development) within the context of the Erasmus project "Think globally, act locally." This guide will help teachers get started with IQES in a straightforward manner.

Quick Start Guide to IQES

Step 1: Sign Up

- go to the IQES website and create an account by entering your details. Check your email to verify.

Step 2: Explore the Platform

- log in and familiarize yourself with the dashboard. Key areas to check:
- evaluation Tools: For self-assessment.
- quality Indicators: Measures for teaching and project quality.

Step 3: Self-Assessment

- select a self-assessment tool to evaluate your teaching practices and how they align with the project's goals.

Step 4: Set Goals

- based on your self-assessment, set clear goals for the project, like improving student participation or implementing local actions.

Step 5: Monitor Progress

- regularly use IQES to check how you're meeting your goals, adjusting your approach as needed.

Step 6: Get Feedback

- collect student feedback using IQES tools to understand how well they are engaging with the project.

Step 7: Collaborate

- share your findings with other teachers from partner schools through IQES for peer feedback.

Step 8: Final Reflection

- do a final self-assessment at the end of the project to measure progress and document results.

This step-by-step guide provides a clear and straightforward approach to introducing IQES in the context of the Erasmus project. By following these steps, teachers can effectively integrate IQES into their practice, enhance their project outcomes, and promote continuous improvement in education.

CamCut (also known as **Camtasia**) is a powerful video editing tool that's great for both beginners and professionals. Here are some key reasons why you should use **CamCut**:



1. Easy to Use

User-Friendly Interface: CamCut has a simple drag-and-drop interface that makes it easy to edit videos without much technical knowledge.

Quick Learning Curve: Even if you're new to video editing, CamCut's tools are intuitive, so you can start creating right away.

2. Professional Features

High-Quality Edits: CamCut offers features like **transitions, animations, and visual effects** to give your videos a professional finish.

Screen Recording: You can easily record your screen and webcam, which is perfect for tutorials, presentations, or educational content.

3. Versatility All-in-One Tool: It allows you to **edit, cut, trim, add audio,** and insert text or effects—all within one program.

Multiple Formats: You can export your videos in various formats (like MP4, AVI, or GIF), making it versatile for different platforms like YouTube, websites, or presentations.

4. Perfect for Educators and Creators

Interactive Features: Add quizzes, annotations, and interactive elements to your videos—great for online learning or engaging your audience.

Audio and Music Editing: Add background music or narration to videos easily, enhancing your project's quality.

5. Regular Updates and Support

Continual Improvement: CamCut regularly releases updates to improve the software, and they offer **customer support** to help with any issues.

In short, **CamCut** is a great choice for video editing because it's **easy to use, has professional tools, and is versatile** for many types of projects!

How to Use CamCut (Camtasia) in 5 Easy Steps

Step 1: Download and Install

Go to the **Camtasia website** and download the software.

Install it on your computer by following the on-screen instructions.

Step 2: Import Your Media

Open CamCut.

Click **“Import Media”** to add the video clips, images, or audio files you want to edit.

Step 3: Drag Media to the Timeline

Drag and drop your imported media files into the timeline at the bottom of the screen.

Arrange them in the order you want for your video.

Step 4: Edit Your Video

Cut or trim your clips: Select a clip in the timeline, then use the **scissors tool** to cut out parts you don't need.

Add transitions: Click the **Transitions tab**, then drag a transition between two clips.

Add text: Click the **Annotations tab**, select a text style, and drag it onto the video in the timeline.

Step 5: Export Your Video

When you're done editing, click **“Export”** or **“Share”**.

Choose your **video format** (e.g., MP4) and save it to your computer.

This guide will help you start editing videos in CamCut (Camtasia) in just a few easy steps!

Using **QR codes** on a worksheet can make learning more interactive and engaging by providing quick access to online resources, videos, or additional information. Here's a simple guide on how to use them effectively:



Using **QR codes** in a project can be highly beneficial, as they offer a quick, efficient way to access information and add interactivity. Here are several key reasons why you should use **QR codes** in your project:

- 1. Easy Access to Resources**
- 2. Interactive Learning**
- 3. Save Space**
- 4. Flexibility**
- 5. Enhance Collaboration**
- 6. Track Engagement**
- 7. Cost-Effective and Eco-Friendly**

In Summary:

Using **QR codes** in a project enhances accessibility, boosts engagement, and adds flexibility while providing a modern, efficient way to share information. They are perfect for adding interactive elements, guiding users to external resources, and streamlining collaboration.

How to Use QR Codes on a Worksheet

Step 1: Choose What to Link

Decide what content you want the QR code to lead to. This could be:

- a website
- an instructional video
- an interactive quiz
- a document or PDF for extra information

Step 2: Generate the QR Code

- use a **free QR code generator**, like:
- **QR Code Generator** (www.qr-code-generator.com)
- **QRStuff** (www.qrstuff.com)
- **paste the link** to your content into the generator.
- **download the QR code** image once it's created.

Step 3: Insert QR Codes into Your Worksheet

- **open your worksheet** in a document editor like Word or Google Docs.
- **insert the QR code image** where you want students to scan it:
- go to **Insert > Image**, then select the QR code you downloaded.
- you can add a **description** next to the QR code to explain what students will see when they scan it.

Step 4: Guide Students on How to Scan

- **tell students** they can scan the QR codes with their phones or tablets.
- if needed, explain how to:
- open their **camera app** and point it at the QR code.
- tap the link that appears to access the resource.

Step 5: Use QR Codes for Different Purposes

- **extend Learning:** Link to additional readings or videos related to the lesson.
- **interactive Tasks:** Use them for quick access to quizzes or surveys.
- **multimedia:** Add video instructions or demonstrations, especially useful for hands-on subjects.
- **self-paced Learning:** Allow students to explore resources at their own pace using the codes.

By adding **QR codes to your worksheet**, you create an interactive bridge between offline and online learning, making resources more accessible and engaging for your students!



Storybird - Read, write, discover, and share the books you'll always remember.

- **Purpose:** Create visual stories and art.
 - **How to Use:**
1. Sign up for a free account.

2. Choose artwork and start writing a story.
3. Share stories with students for collaborative writing projects.

Canva - Wypróbuj za darmo usługę Canva dla szkół

- **Purpose:** Design graphics, presentations, and documents.
- **How to Use:**
 1. Create an account and explore templates.
 2. Use drag-and-drop features to design posters, infographics, and presentations.
 3. Encourage students to create visual projects.



Blooket

•**Purpose:** Create and play educational games.

•**How to Use:**

1. Sign up and create a game set.
2. Host live games or assign homework.
3. Use game results to assess student understanding.

Kahoot

•**Purpose:** Conduct quizzes and interactive lessons.

•**How to Use:**

1. Create a free account and design quizzes.
2. Host live quiz sessions in class.
3. Use Kahoot reports to analyze student performance.



Quizizz

<https://quizizz.com/>

•**Purpose:** Create quizzes and interactive lessons.

•**How to Use:**

1. Sign up and create quizzes.
2. Assign quizzes as homework or conduct live sessions.
3. Track student progress with detailed reports.

AI Tools

•**Purpose:** Enhance learning with artificial intelligence.

•**How to Use:**

1. Explore AI tools like chatbots, language models, and personalized learning platforms.
2. Integrate AI tools into lessons for personalized feedback and support.
3. Use AI to analyze student data and improve teaching strategies.

2. Write and Improve

•**Purpose:** Improve writing skills with AI feedback.

•**How to Use:**

1. Students submit writing assignments.
2. Receive instant feedback on grammar, vocabulary, and structure.
3. Use feedback to revise and improve writing.

Prezi

•**Purpose:** Create dynamic presentations.

•**How to Use:**

1. Sign up and choose a template.
2. Design presentations with zooming features.
3. Present in class or share online.



Movie Maker

- **Purpose:** Create and edit videos.
- **How to Use:**
 - 1.Import video clips and images.
 - 2.Edit and add effects, transitions, and music.
 - 3.Export and share videos for class projects.

Lesson plans used in the classroom during the project

Lesson plan: If Earth was an apple



Grade Level: Secondary (10–14 years old)

Subject: Environmental Education

Duration: 45 minutes

Lesson Aims

By the end of the lesson, students will:

- get to know that only a small portion of Earth's surface is suitable to grow food

Materials

- one apple per group
- knife

Lesson Outline

- Explain that the apple represents Earth. Cut the apple into four equal parts. Explain three of the parts represent Earth's 70 percent water (or approximately $\frac{3}{4}$). Set the three parts aside. The last $\frac{1}{4}$ piece represents Earth's land
- Remind students that this relatively small amount of land must be put to many different uses. Not all the land can be used for farming. Ask students for examples that cannot be farmed. Examples: desert, arctic, swamps, mountains, urban areas

- Use the knife to cut the $\frac{1}{4}$ piece of apple in half. Now you have two $\frac{1}{8}$ pieces. One $\frac{1}{8}$ piece represents the land that is mountains, Arctic, Antarctic and desert
- With the remaining piece cut it in half two more times. Set one $\frac{1}{32}$ piece aside. The other 2 pieces represent cities, land that is too wet, land that is too dry and land that is too rocky
- The last $\frac{1}{32}$ piece (or 2%) represents the land that is suitable to produce the world's food. Point out that the skin on this small piece of apple represents the tiny layer of topsoil that we depend on to grow food

Lesson plan: Sustainable choice (apples)

Grade Level: Secondary (10–14 years old)

Subject: Environmental Education, Home Economics

Duration: 90 minutes

Lesson Aims

By the end of the lesson, students will:

- understand the importance of buying local and seasonal produce
- develop skills in budgeting and planning

Materials:

- the task proceeding the activity template
- different varieties of apples
- organoleptic properties of apples template
- travel costs template

Lesson Outline

- before the classroom activities students should buy three different apple sorts/varieties in the nearest store, one of them should be organically grown
- they should also take pictures of declaration of each variety, paying attention on the country of origin and price
- by using the **travel cost template** students have to calculate the travel expenses of each selected variety (from the country of origin to our table)

- by using **organoleptic properties of apples template** students have to describe the looks and taste of each sort
- based on their results they have to comment their organoleptic findings
- they discuss how our consumption choices affect the environment and economy



Lesson plan: Environmental ART(ists)

Grade Level: Secondary (10–14 years old)

Subject: Environmental Education, Visual Art

Duration: 90 minutes

Lesson Aims

By the end of the lesson, students will:

- *question the relationship between humanity and the environment*
- increase commitment to fight global warming and its impact
- creatively imagine and transform existing product in a way to add value
- reduce waste



Lesson Outline

- in the first part of the lesson students explore given artist that use rubbish and waste materials to create thought-provoking installations or sculptures that are

designed to prompt viewers to reconsider their relationship with nature and to raise awareness about environmental issues

- they make short presentation on explored artist and his/her work to the rest of the class
- the second part of the lesson starts with sorting out waste materials found in the classroom or school ground before this activity
- students create jewellery out of found materials



Lesson plan: Paper Mache Earth

Grade Level: Primary (6–10 years old)

Subject: Geography, Art

Duration: 60 minutes/day a part

Materials:

- round balloons.
- newspaper
- glue, flour/water mix
- acrylic paint
- paintbrushes, containers and a newspaper covered work area

Lesson Aims

By the end of the lesson, students will:

- be able to identify the *globe* as a model of the *Earth*
- know the technique of papier mâché

Lesson Outline

- put glue or any other type of adhesive into a container and tear newspaper in it. Then, stick the pieces of newspaper onto balloons until you cover them all over
- when everything dries well paint the balloons with green and blue acrylic paint



Lesson plan: Carton Bird Feeder

Grade Level: Primary (6–10 years old)

Subject: Environmental Education, Art

Duration: 60 minutes

Materials:

- empty milk cartons
- scissors
- different types of paint (markers, acrylic...)
- string or yarn
- small twig
- birdseeds

Lesson Aims

By the end of the lesson, students will:

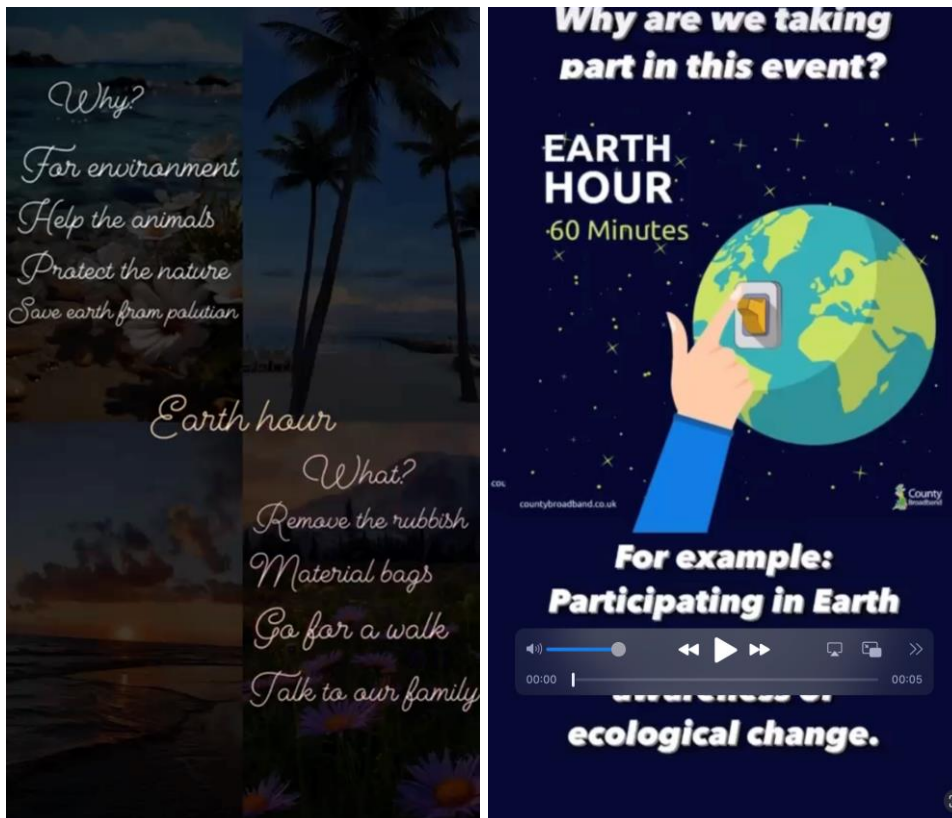
- increase commitment to fight global warming and its impact
- creatively imagine and transform existing product in a way to add value
- reduce waste

Lesson Outline

- paint an empty milk carton with a solid (acrylic) paint
- when it dries, cut out a rectangle opening near the top of the carton
- decorate it with markers
- poke holes through the top sides and insert a string for hanging
- fill the inside of the carton with birdseed
- poke a pencil in the base to make a hole and insert a twig for a perch



Lesson Plan: Earth Hour



Grade Level: Secondary (12–16 years old)

Subject: Environmental Education, Social Studies, Digital Media

Duration: 2 class periods (90 minutes total)

Pupils: Austria, Croatia and Poland

Lesson Objective:

By the end of the lesson, students will:

- Understand the concept and purpose of **Earth Hour**.
- Discuss the importance of global action on climate change.
- Create a **short video** (30-60 seconds) to promote Earth Hour, tailored for social media platforms like **WhatsApp** or **Instagram**.

Materials:

- Projector and computer for presentation
- Smartphones or tablets for recording videos
- Access to video editing apps (such as **InShot**, **CapCut**, or **Camtasia**)
- Internet access for research
- QR codes (optional) for quick access to video resources or apps

Lesson Outline:

1. Introduction to Earth Hour (15 minutes)

- **Discussion:**
 - Begin by asking students what they know about **Earth Hour**. Explain that Earth Hour is a global event where people turn off lights for one hour to raise awareness about climate change and energy consumption.
 - Show a **short video** explaining the history and importance of Earth Hour (use a video from the official Earth Hour website or YouTube).
- **Key Points** to cover:
 - Earth Hour started in 2007 in Sydney, Australia, and is now a global movement.
 - It symbolizes taking action on climate change.
 - The power of collective action to bring about global change.

2. Think Globally: The Impact of Earth Hour (20 minutes)

- **Group Discussion:**
 - Break students into small groups. Ask them to discuss:
 1. Why is Earth Hour important on a global scale?
 2. How does it raise awareness for environmental issues?
 3. What can individuals do beyond Earth Hour to help the planet?
 - Have each group share their thoughts with the class.
- **Global Perspective:** Explain how Earth Hour connects with the **Erasmus project's goals**, emphasizing **global awareness** and **local action**. Mention how simple actions like turning off lights can make a significant difference.

3. Act Locally: Creating a Video for Social Media

- **Task Introduction:**
 - Tell students that they will create a **short video (30–60 seconds)** to raise awareness about Earth Hour. The goal is to encourage others to participate in Earth Hour and take small steps to protect the planet.
- **Video Structure:**
 - **Start:** Brief introduction of what Earth Hour is.
 - **Middle:** Why it’s important, emphasizing local actions they can take (e.g., saving energy, planting trees, reducing waste).
 - **End:** A call to action (e.g., “Join us for Earth Hour this Saturday at 8:30 PM” or “Together we can make a difference – switch off for Earth Hour!”).
- **Instructions:**
 1. **Brainstorm:** Have students brainstorm ideas for their videos, focusing on key messages about Earth Hour and local actions.
 2. **Record:** Use their smartphones to film the video clips. Encourage creativity—students can use text overlays, voice narration, or music (with permission).
 3. **Edit:** Use simple editing apps like **CapCut** or **InShot** to put the clips together. Add effects, background music, and final call-to-action text.
- **Note:** Ensure that the video is **appropriate for WhatsApp or Instagram** (vertical format for Instagram stories, max 60 seconds).

4. Wrap-Up and Sharing

- **Class Presentation:**
 - If time allows, have students present their videos to the class. Discuss what they liked about the videos and what could be improved.
- **Sharing:**
 - Encourage students to share their videos on **WhatsApp** or **Instagram** using hashtags like #EarthHour and #ThinkGloballyActLocally. Optionally, create a class hashtag to track their posts (e.g., #ErasmusEarthHour).

By the end of this lesson, students will have a better understanding of how small, local actions like Earth Hour tie into global efforts to address climate change, and they will have created a digital product to spread awareness.

Lesson Plan: Upcycling Easter Decorations



Grade Level: Secondary (12–16 years old)

Subject: Environmental Education, Art, Craft, Social Studies

Duration: 2 class periods (90 minutes total)

Pupils: Austria, Croatia and Poland

Lesson Objective:

By the end of the lesson, students will:

- Understand the concept of **upcycling** and its environmental benefits.
- Learn how to create **Easter decorations** using recycled paper cartons.
- Create a **short video** (30-60 seconds) demonstrating their upcycled Easter decorations,

Materials:

- **Recycled paper cartons** (egg cartons, cereal boxes, etc.)
- Scissors, glue, paints, markers, decorative items (e.g., ribbons, beads)

Lesson Outline:

1. Introduction to Upcycling (15 minutes)

- **Discussion:**
 - Ask students what they know about **upcycling**. Explain that upcycling means creatively reusing materials that would otherwise be thrown away, turning them into something new and valuable.
 - Introduce the idea of **sustainable crafting** and how we can make Easter decorations from old paper cartons, reducing waste and promoting environmentally-friendly practices.
- **Key Points** to cover:
 - **Environmental Benefits:** Reducing waste, conserving resources, and decreasing pollution.
 - **Think Globally, Act Locally:** How small actions like upcycling at home can have a positive impact on the planet.

2. Crafting Upcycled Easter Decorations (45 minutes)

- **Task Introduction:**
 - Tell students that they will be creating **Easter decorations** from recycled paper cartons. Their project will raise awareness about sustainability by demonstrating how to upcycle simple materials.
- **Crafting Instructions:**
 1. **Egg Carton Bunnies or Chicks:**
 - **Cut out** individual sections from an egg carton to make small bunny or chick bodies.

- **Decorate** using paints, markers, and other craft materials. Add ears, eyes, and other details.

2. **Paper Carton Easter Eggs:**

- **Cut egg shapes** from old cereal boxes or other sturdy paper cartons.
- **Paint and decorate** them with markers, patterns, or ribbons.

3. Wrap-Up and Sharing

- **Class Presentation:**

Assessment:

Craft: Assess the creativity and execution of the upcycled Easter decorations.

Extension:

Ask students to reflect on how they can incorporate upcycling into their daily lives and submit a short paragraph about an object they plan to upcycle in the future.

By the end of this lesson, students will have learned about upcycling as a sustainable practice, created beautiful Easter decorations from recycled materials, and shared their work through a creative video designed to inspire others!

Lesson Plan: Shopping at a Farmers' Market & Creating a Regional Cookbook

Project report: "Less is more!" - Sustainable consumption

The "Less is more!" project was launched to raise awareness of sustainable consumption and encourage consumers to make environmentally friendly choices in terms of packaging waste, product quality and shopping habits. The following summary provides an overview of the activities carried out and their impact.

Education and awareness-raising

Workshops were held at school to raise pupils' awareness of the impact of their consumer behaviour on the environment. The pupils created information materials such as flyers and PowerPoints that highlighted the benefits of sustainable consumption and the negative effects of packaging waste. These materials were displayed in the school to promote awareness on a wider scale.



Packaging-free shopping



A highlight of the project was the joint trip to a supermarket, where the focus was on packaging-free shopping. The pupils identified products that are available without plastic packaging and drew up a list of alternatives. A packaging-free meal was then prepared in the school kitchen, consisting of meat loafs made from local meat, mashed potatoes (milk from a returnable bottle, potatoes from a net) and a fruit salad for dessert.



Grade Level: Secondary (12–16 years old)

Subject: Home Economics

Duration: 3 class periods (90 minutes each)

Pupils: Austria, Croatia and Poland

Lesson Objectives:

By the end of this lesson, students will:

- Understand the importance of **buying local and seasonal produce**.
- Develop skills in **budgeting and planning** meals using fresh, regional products.
- Learn basic **cooking techniques** while working with seasonal ingredients.
- Collaboratively design a **class cookbook** with recipes inspired by the ingredients bought at the market.

Materials:

- **Shopping list templates** (for students to plan what they'll buy)
- **Recipe templates** (for designing the cookbook)
- **Budgeting worksheets** for planning expenses
- **Cooking supplies** (pots, pans, knives, etc.)
- **Notebooks or tablets** for recipe documentation
- **Cameras or smartphones** (optional for documenting the trip and the dishes)
- Access to **computers** for cookbook design (with simple software like Microsoft Word or Canva)

Lesson Outline:

1. Introduction to Regional and Seasonal Products (20 minutes)

- **Discussion:** Begin with a class discussion on why it is important to support local farmers and buy seasonal products. Key points include:
 - Reducing carbon footprint
 - Supporting local economies
 - Getting fresher, more nutritious food
 - Understanding the seasonal nature of produce

2. Shopping Plan and Budgeting (20 minutes)

- **Group Work:** Divide students into small groups. Each group will be responsible for creating a simple meal plan based on seasonal and regional ingredients.
- Assign a **budget** for each group and provide them with a shopping list template to plan what they'll buy.
- Encourage students to think about how they can make a meal using only **regional products**.

3. Farmers' Market Visit (50 minutes)

- Take the students to a local **farmers' market** where they can shop for the ingredients on their list.
- **Guided Shopping:** Help them navigate the market, ask questions of the vendors, and choose products within their budget.
- **Focus on Learning:** Encourage students to engage with farmers and ask about the source of the produce, farming methods, and seasonality.

1. Cooking with Regional Ingredients (60 minutes)

- **Cooking Activity:** Back in the classroom or kitchen, each group will prepare their planned meals using the ingredients they purchased at the farmers' market.
- Encourage students to practice **basic cooking techniques** (chopping, sautéing, boiling, baking, etc.).
- Remind them to be mindful of **food waste** and to use all parts of the produce where possible (e.g., using vegetable peels for stock).

2. Documenting Recipes for the Cookbook

- After cooking, students will document their recipes by:
- Listing the **ingredients** and quantities.
- Writing down **step-by-step instructions** for preparing the meal.
- Taking **pictures** of their finished dishes to include in the cookbook (optional).
- Each group should think of a **creative name** for their dish and include a brief description of how using local products benefits both health and the environment.

1. Designing the Cookbook (60 minutes)

- **Group Work:** In this final session, students will collaborate to design the class cookbook using either **simple design software** (e.g., Microsoft Word, Canva) or on **paper** for a more hands-on approach.

- Each group is responsible for creating one or two pages of the cookbook, featuring their recipe, photos, and any additional tips or facts about the ingredients they used.

- They should include a section about the **importance of regional and seasonal products**, highlighting what they learned during the market visit.

- **Tips:**

- Keep the design simple and engaging.

- Use clear fonts and ensure the layout is easy to follow.

- If possible, include some **facts** or **fun trivia** about the regional ingredients used.

2. Final Touches and Sharing (30 minutes)

- **Peer Review:** Groups will present their cookbook pages to the class and receive feedback on clarity, design, and content.

- **Final Assembly:** Combine all the recipes into a single **digital or printed cookbook**.

- **Sharing:** Encourage students to share the cookbook with their families or even create a small class event where they showcase their recipes.

Assessment:

- **Participation:** Active participation in the farmers' market visit, cooking activity, and cookbook creation.

- **Recipe Quality:** Evaluate the clarity and completeness of the recipe (ingredients, instructions, and creativity in using regional ingredients).

- **Group Collaboration:** Assess how well students worked together in planning, cooking, and designing.

- **Presentation:** Evaluate the final cookbook for creativity, layout, and how well it highlights the use of regional products.

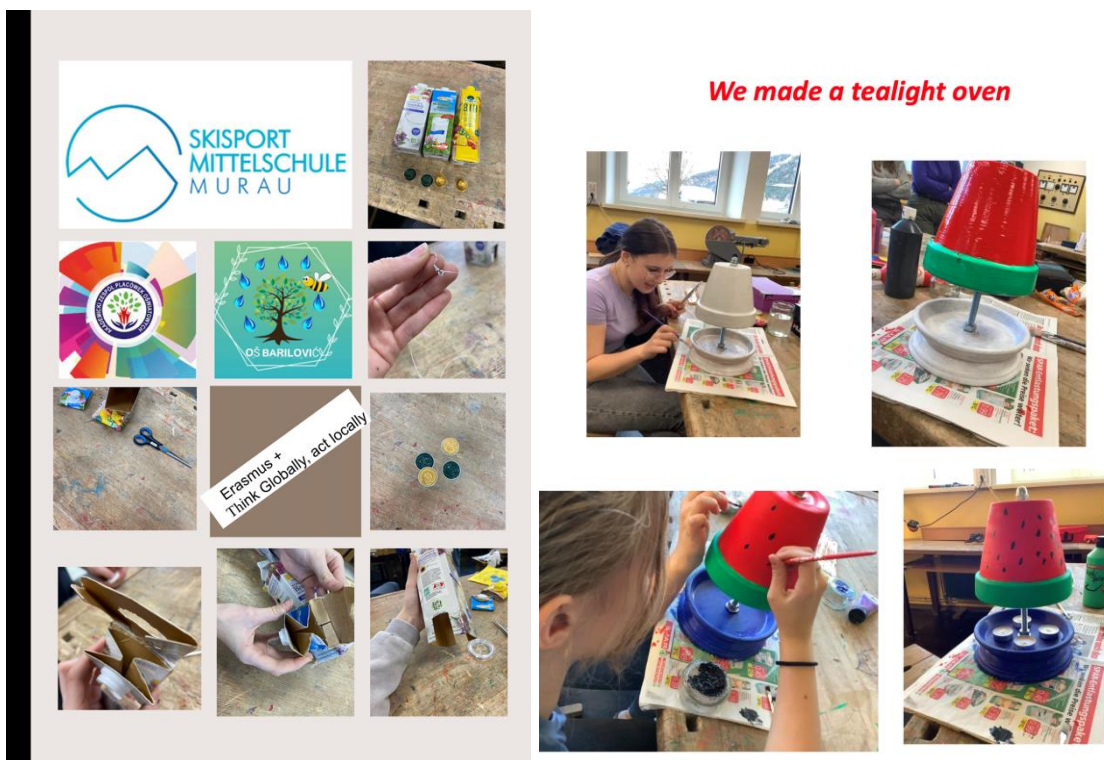
Reflection Questions:

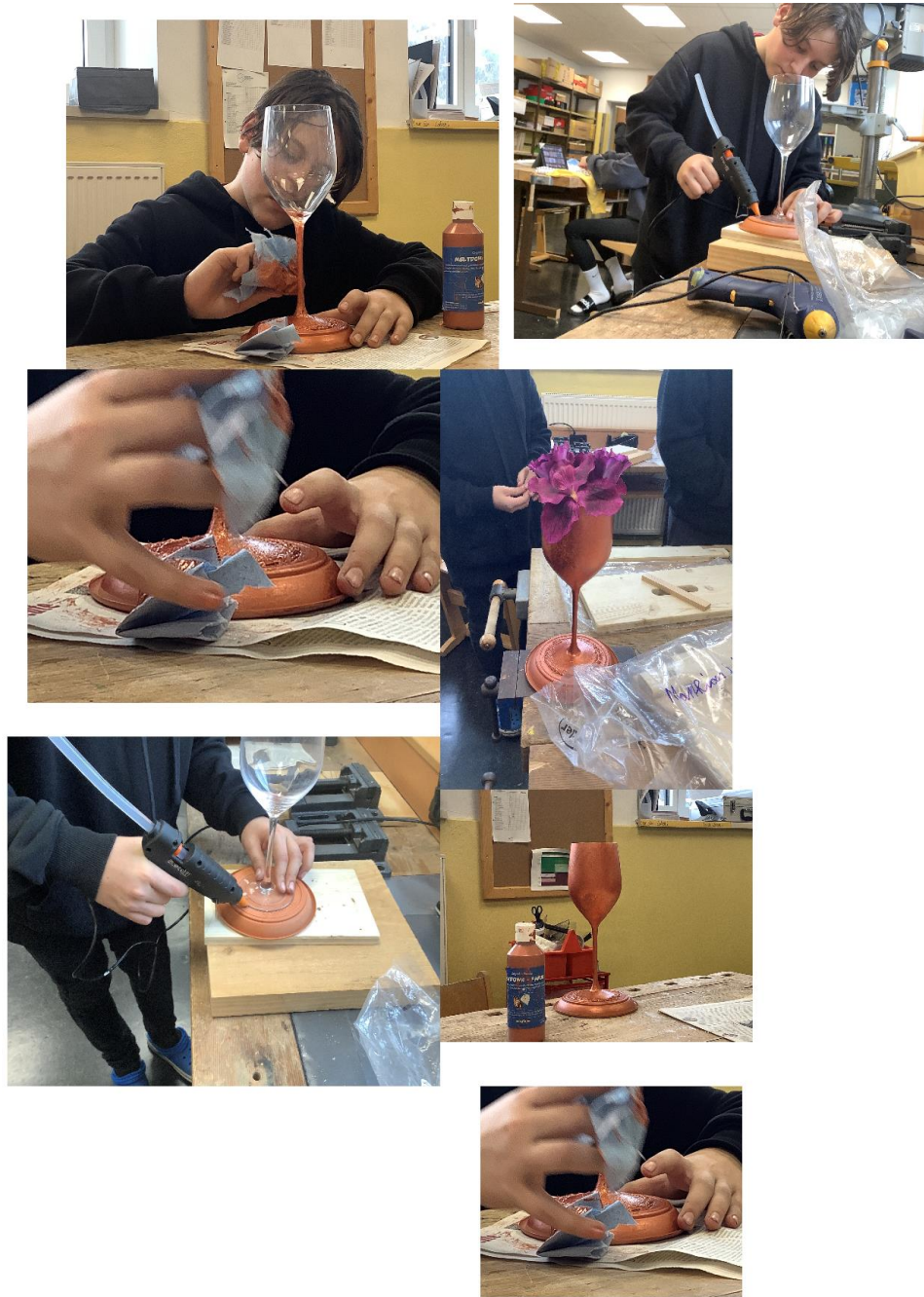
- What was your experience like shopping at the farmers' market compared to a grocery store?

- How did using local ingredients change your approach to cooking?
- How can you incorporate more regional and seasonal products into your daily meals?

This lesson encourages students to connect with their local food system, develop important life skills, and creatively contribute to a collaborative cookbook, while reinforcing the importance of sustainable and regional consumption.

Lesson Plan: Upcycling Project – Create and Design Your Own Product





Grade Level: Secondary (12–16 years old)

Subject: Home Economics, Art & Design, Environmental Education

Duration: 2-3 class periods (90 minutes each)

Pupils: Austria, Croatia and Poland

Lesson Objectives:

By the end of this lesson, students will:

- Understand the concept of **upcycling** and its benefits for the environment.
- Choose and design a personal **upcycled product**.
- Build the product using repurposed materials.
- Reflect on how upcycling promotes sustainability and creative problem-solving.

Materials:

- **Recycled materials:** Cardboard, plastic bottles, jars, fabric scraps, old clothes, wood pieces, tin cans, etc.
- **Basic tools:** Scissors, glue guns, nails, hammer, sewing kits, tape, paint, brushes, rulers
- **Sketch paper** for design planning
- **Access to computers or tablets** (optional for researching ideas)
- **Cameras or smartphones** (optional for documenting the process)

Lesson Outline:

1. Introduction to Upcycling (20 minutes)

- **Class Discussion:**
 - Begin with a discussion on **what upcycling is** and how it differs from recycling. Emphasize the creative aspect of turning waste materials into something of greater value or practical use.
 - Show examples of common upcycled items (e.g., furniture from pallets, lamps from bottles, fabric bags from old T-shirts).
 - Discuss the **environmental benefits** of upcycling, such as reducing waste, conserving resources, and decreasing the demand for new materials.

2. Brainstorming and Research (20 minutes)

- **Group or Individual Activity:**
- Have students brainstorm and choose a **product** they want to create by upcycling materials. Encourage creativity—students can make anything from home decor items to functional products like organizers or fashion accessories.
- Students can browse the internet or look around their homes for **inspiration**.

Examples of upcycled projects:

- Bottle planters or lamps
- T-shirt tote bags
- Cardboard organizers or shelves
- Can or jar pen holders
- Pallet furniture (for more advanced projects)

3. Design Planning (50 minutes)

- **Sketching and Planning:**
- Students should now design their product. Provide them with sketch paper and ask them to **sketch their idea**, including dimensions and key materials they will need.
- They should create a list of **recycled materials** required for their project. These can be gathered from home or brought in during the next class.
- Encourage students to consider how their product will be **useful** and **aesthetically pleasing** while also reducing waste.
- For more advanced students, discuss possible **challenges** they may encounter when working with certain materials and how they can troubleshoot those issues.

1. Gathering Materials and Building (80 minutes)

- **Hands-On Activity:**
- Begin the lesson by giving students time to gather their materials (from home, classroom, or other places).

- Once materials are ready, students will start **building** their upcycled product based on their design from Day 1.

Instructions:

- Make sure students follow their sketches, but also encourage them to make **modifications** as needed during the building process.
- Offer **support** with tools, materials, or any difficulties they face.
- Safety guidelines: If students are using sharp objects or tools like glue guns, make sure they understand how to use them safely.

2. Documentation and Reflection (10 minutes)

- **Reflection:**
- Throughout the process, encourage students to **take notes** or pictures of their work to document the progress of their upcycling project.
- Ask students to think about:
- What challenges did they face in working with the recycled materials?
- How did they solve those challenges?
- What new ideas or changes did they make during the process?

Finalizing and Presenting (90 minutes)

1. Finishing Touches (40 minutes)

- **Completing the Product:**
- Students will use this time to finish building and decorating their upcycled products.
- Provide **paints, markers, or other decorative elements** for students to customize their projects.

2. Presentation (30 minutes)

- **Showcase:**
- Have each student or group present their upcycled product to the class.
- In their presentation, they should explain:
- What materials they used and how they transformed them.

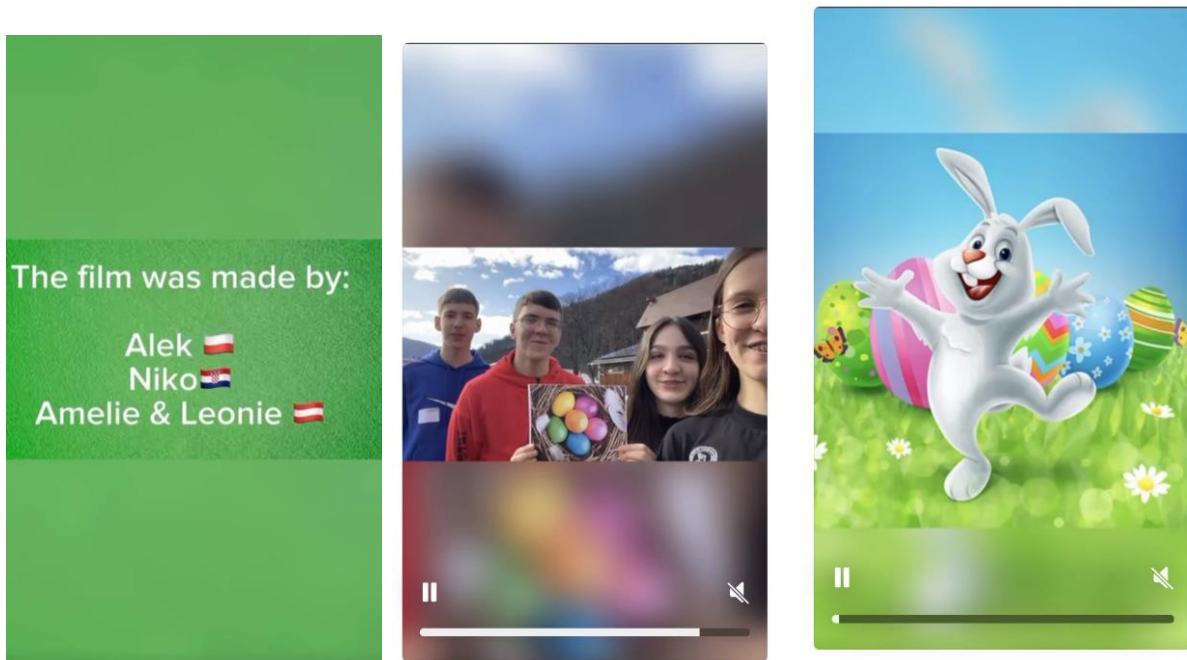
- The purpose and functionality of their product.
- Any challenges they encountered and how they overcame them.

3. Reflection and Discussion (20 minutes)

- **Class Reflection:**
 - After the presentations, hold a class discussion about the **importance of upcycling** and what students learned from the process.
 - Ask:
 - How did this project change their views on waste and materials?
 - How can they apply upcycling in their daily lives?
 - What other everyday items could they upcycle?
- **Assessment:**
 - **Creativity:** Evaluate how students creatively repurposed materials.
 - **Practicality:** Assess the functionality of the upcycled product.
 - **Presentation:** Evaluate students' ability to explain their design process and reflect on the challenges and benefits of upcycling.
 - **Participation:** Consider how actively students engaged in planning, building, and presenting their project.
- **Reflection Questions:**
 - What did you enjoy most about creating your upcycled product?
 - How did working with recycled materials challenge your usual way of thinking about products?
 - How can upcycling become part of your everyday life?

This lesson plan fosters **creativity**, **problem-solving**, and a strong awareness of **sustainability** by encouraging students to take ownership of their designs and build something useful from discarded materials.

Lesson Plan: Exploring Easter Traditions – Austria, Poland, Croatia



Grade Level: Secondary (12–16 years old)

Subject: Social Studies, Cultural Studies, Language, Media Studies

Duration: 2 class periods (90 minutes each)

Lesson Objectives:

By the end of the lesson, students will:

- Gain an understanding of **Easter traditions** from Austria, Poland, and Croatia.
- Develop **communication** and **presentation skills** by discussing their cultural traditions.
- Collaborate to create a **short video clip** showcasing these traditions.
- Foster **cultural awareness** and appreciate the diversity of Easter customs.

Materials:

- **Presentation tools:** Computers, tablets, or paper for notes
- **Smartphones or cameras** for recording video
- **Video editing software:** CapCut, InShot, iMovie, or any easy-to-use platform
- **Costumes or props** (optional, for filming traditional Easter customs)
- **Internet access** for researching additional Easter traditions

Lesson Outline:

Introduction and Cultural Exchange (90 minutes)

1. Introduction to Easter Traditions (10 minutes)

- **Teacher Presentation:**
 - Briefly introduce the significance of **Easter** in various cultures. Discuss how different countries celebrate Easter with unique traditions, foods, and rituals.
 - Mention that today the class will focus on **Austria, Poland, and Croatia**, and students will have the opportunity to learn from their peers about these Easter customs.

2. Student Presentations on Easter Traditions (40 minutes)

- **Student Presenters:**
 - Each student from Austria, Poland, and Croatia will present the **Easter traditions** from their country. This can include:
 - Special **Easter foods** (e.g., Osterpinze from Austria, Mazurek cake from Poland, Pinca bread from Croatia)
 - **Religious customs** (e.g., Easter Vigil, blessings of food baskets)
 - **Traditional activities** (e.g., egg painting, Easter egg hunts, water fights like **Śmigus-Dyngus** in Poland, or egg-cracking contests in Croatia)
 - **Presentation Guidelines:**
 - Each student should prepare a **3-5 minute presentation** explaining their country's most important Easter traditions. Encourage them to:

- Share personal experiences or family traditions.
- Show photos, videos, or bring small **props** (e.g., decorated Easter eggs or traditional foods).
- Describe the meaning or symbolism behind the traditions.

3. Class Discussion and Q&A (20 minutes)

- After the presentations, hold a **Q&A session** where other students can ask questions about the traditions they learned about. This encourages interaction and deepens understanding.

- Example Questions:
- What is your favorite Easter tradition, and why?
- How do these customs reflect the culture and history of your country?
- How do your families celebrate Easter? Is it different from other families in your country?

4. Planning the Video Clip (20 minutes)

- **Group Planning:**
- The students from Austria, Poland, and Croatia will work together to create a **short video clip (60–90 seconds)** showcasing each country’s Easter traditions.
- **Brainstorm** ideas for the video:
- Should it be a simple interview-style video where each student talks about their tradition?
- Or should it be more dynamic, featuring action shots, demonstrations of customs (like egg painting or a family meal), or festive music?
- Each student should decide what part of their presentation will be **included** in the video.
- **Assign roles** for the next day: Who will film? Who will edit? What props or costumes might they need?

Filming and Editing the Easter Traditions Video (90 minutes)

1. Filming the Short Clip (50 minutes)

- **Hands-On Activity:**
- Students will film their short video clip. Each student from Austria, Poland, and Croatia will have a chance to **speak** about their traditions on camera. They can:

- Show or demonstrate a traditional activity (e.g., decorating eggs, showing a food dish, or even acting out a water fight tradition like **Śmigus-Dyngus**).
- Incorporate **props** or **costumes** to make the video more engaging (e.g., traditional clothing, Easter baskets, or food).
- Film outdoors or in relevant locations (e.g., the schoolyard or kitchen if demonstrating a recipe).

Tips for Filming:

- Encourage students to keep the video short and focused (60–90 seconds).
- Use **close-up shots** for any traditions that involve food or decorations.
- Include **cultural music** from Austria, Poland, or Croatia in the background for an authentic feel.

Editing the Video (30 minutes)

- **Video Editing:**
- After filming, students will use an easy editing software (e.g., **CapCut**, **InShot**, or **iMovie**) to create a final version of their video clip.
- Help students **edit** their footage, ensuring that each tradition is featured.
- Add **text overlays** to introduce each country and tradition.
- Include **subtitles**, if necessary, especially if some of the video is in different languages.

Optional: If time allows, the students can add a **fun fact** at the end about how Easter traditions have changed or stayed the same over time in their country.

3. Class Screening and Feedback (10 minutes)

- Once the editing is complete, the class will **watch the final video** together. Afterward, hold a brief discussion:
 - What did they learn from the project?
 - How did creating the video help them better understand each other's traditions?

Assessment:

- **Presentation Skills:** Evaluate how clearly and effectively each student explained their country's Easter traditions.
- **Creativity:** Assess the creativity of the video, including how the traditions were showcased, the use of props, and overall storytelling.

- **Collaboration:** Assess how well students worked together to plan, film, and edit the video.
- **Cultural Awareness:** Evaluate students' ability to reflect on the similarities and differences between Easter traditions in different countries.

Extension Activities:

- **Share the Video:** Encourage students to share the final video clip with their families or on school social media platforms.

This lesson fosters **cultural exchange** and enhances students' understanding of different Easter traditions while developing their skills in **presentation, teamwork, and video production**. It also encourages students to appreciate the **diversity** of customs and rituals across different European communities.

Conclusion

This Teacher's Handbook is designed to support teachers in delivering the Erasmus+ project "Think globally, act locally" aims into the classroom. With numerous digital tools and step-by-step guides on how to use it and tens of lesson plan examples connected to the theme of sustainability, we hope it to be a source of useful information that could easily be implemented into your classrooms.

*"This project has been funded with support from the European Commission.
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