



III. PROJECT TASKS

A. LESSON PLANS WITH LITERATURE

a) Lesson Plan for Environmental Education: Air

Duration	Maximum 45 minutes for each sessions of art form activity Total number of sessions n. 5
Art form	Literature
Teaching points <i>(the subject matter of the lesson)</i>	<ul style="list-style-type: none"> • The composition of air • The importance of air for life • Properties of air • Causes and the effects of air pollution
Aims	<ul style="list-style-type: none"> • To help students learn the composition and properties of air • To develop students understanding of the importance of air • To raise students awareness and understanding of the causes and effects of air pollution
Lead-in Questions	<ul style="list-style-type: none"> • Why is air important for life? • Can you feel/notice the air on your surroundings? How? • What do you know about air pollution? • How can we reduce/stop air pollution?
The teaching procedure (activities) <i>What activities will be used?</i> <i>What are the pre, while and post activities?</i> <i>How long will each stage last?</i>	<p>Creative thinking, brainstorming, observation exercises to help students to generate creative story ideas through story telling. This module can be conducted by the class teacher or by the class teachers with the contribution of an expert in creativity writing.</p> <ul style="list-style-type: none"> • In case that the expert is available the class teacher introduces the expert in creativity writing. • The children will sit in a circle and the expert/teacher explains the aim of the lesson. (The teacher can decide to do some warm up exercises, the teacher can get inspired from: http://earlylearning.ophea.net/additional-resources/warm-activities). • Duration 20 minutes • The class teacher / expert shows to the children some videos and animation on the air selected from the resources provided within this lesson plan, they can also select other on- line resources. After the presentation of the online resources 15 minutes will be dedicated to brainstorming using the lead -in questions of this lesson plan. • Duration 25 minutes • The expert in creativity writing /teacher starts the storytelling activity and introduces the main character of the story. She /he can select and use any characters that finds appropriate or she can use the character and the story of Filomena, that is included in the resources of this module and presents a short story. The students divided in group of 4 /5 will create a poem or a story on the selected character.

	<ul style="list-style-type: none"> • Writing and reading aloud voice the stories and the poems created by the children. • Duration 45 minutes • The students will share their poems. • And eventually dramatize the plot • <u>Duration 45 minutes</u> • Pre activities: filling in students' pre- questionnaire and information session with the students about the air and visiting the school library to select books on the subject • Post activities: production of videos and a booklet of texts, poems and drawings produced by students. <u>Duration 45 minutes</u> • All the material produced during the ARTinEd piloting will be uploaded by the teacher in the ARTinED wiki http://artined-eu.wikispaces.com/ • Post activities: evaluation of the results (teachers and creative writing expert). <u>Duration 30 minutes</u> • Post activities: filling in teachers' questionnaire and students post-questionnaire. <u>Duration 15 minutes</u>
<p>Teaching aids (cards, crayons, paper, pictures etc)</p>	<ul style="list-style-type: none"> • Illustrated books, videos, pc with internet connection. • Paper A4 and A3, crayons.
<p>Classroom management</p> <ul style="list-style-type: none"> • <i>What is the role of the teacher?</i> • <i>What is the role of the artist?</i> • <i>What instructions will be given to the students?</i> • <i>Are there any anticipated difficulties? (your suggestions to overcome the difficulties)</i> • <i>What/Are there any preparations do the teachers and the students need to do?</i> 	<ul style="list-style-type: none"> • The teacher's role is to lead the planned activities and to motivate the students and enhance their participation. • The creativity writing expert's role is to oriented the teacher, promote the creation and the narrative flow of the activities with the students and analyse with the teachers the results in order to improve the applied methodology. • During the pre activities the students will be offered basic notions about air using the material provided by the project in the Air Lesson Plan and with the support of videos and illustrations in the national or the second language. Then the teacher/expert will give the creative hints to produce the characters and the plot on the air. The teacher/ expert will stimulate the students with questions to create together the plot/ poems. • The main challenge is to create the right atmosphere and motivation in the students. A good team work will be a good start to motivate the children to learn and promote mutual respect. • The preparation will be done during the pre activities with regards to the basic scientific notions about the air using then material provided by the project and some videos in the national language
<p>Expected outcomes</p>	<p>By the end of the lesson, the learners will have</p> <ul style="list-style-type: none"> • an understanding of the composition of air • developed an understanding of the importance of air for life • developed an understanding of the properties of air • developed awareness and understanding of the causes and effects of air pollution
<p>Evaluation</p>	<p><i>Please comment on the following issues:</i></p> <ul style="list-style-type: none"> • Aims (achieved / partially achieved / not achieved at all) • Teaching Aids (appropriateness / appeal) • Activities (the flow, difficulties, suggestions)
<p>Resources for Teachers</p>	<p>In English Language Composition of air: http://www.youtube.com/watch?v=H_e-sNXAPQs Environment and air pollution</p>

<http://www.youtube.com/watch?v=jFxBQry4ILM>

In Italian Language

<http://www.eniscuola.net/en/air>

<http://www.robertosconocchini.it/discipline-scienze/2557-percorso-didattico-sullaria-per-la-scuola-primaria-classe-seconda.html>

FILOMENA's Birch Tree - En version

Filomena was a white moth, during the night she fluttered in the fields, whilst all the other animals were fast asleep. During the day Filomena rested on the bark of a birch tree, white just like her, and she could rest from her nocturnal escapades peacefully as her white wings on the white tree made her invisible to the blackbirds who wanted to eat her.

Filomena did not know that the factories built close to her fields and the trucks on the motorway produced horrid black fumes that contaminated the air. But Filomena was thinking: why should I care? Whilst they are all working in dirty air I am enjoying my sleep

What Filomena did not realise is that little by little the polluted air was also contaminating the bark of her birch tree dwelling, and that every day it became greyer and darker whilst her pure white wings started to show clearly on the tree during the day, almost as an invitation to her dangerous predators.

And one day just as Filomena fell asleep she felt a strong gush of wind real close and woke up in panic: a blackbird had spotted her and tried to eat her, missing her just slightly in her dive from the skies. She flew away a great distance, even though it was daytime, and she understood that the pollution of the air and the smoke had darkened her birch trees who could no longer hide her. So she flew until she reached the summit of a mountain, where the air was still pure and there she found immaculate white birch trees, like her wings; where she could rest without being disturbed. But she had felt such a fright that day!

Only then did Filomena understand that every animal and every person, whether they live on the bark of a tree or not, risked life and health with these terrible clouds of dark smoke that contaminated the air. This had to stop so that the air could become purer and fresher as it used to be. And then Filomena could return to her beloved fields, sleep peacefully and maybe even dream of an entire forest of birch trees as white as snow.

La betulla di Filomena - It version

Filomena era una falena bianca, che durante il giorno svolazzava sui campi, mentre tutti gli altri animali dormivano. Durante il giorno Filomena riposava, posata sulla corteccia di una betulla bianca come lei, e così poteva riposare tranquilla dalle sue svolazzate notturne perché, ali bianche sull'albero bianco, diventava invisibile ai merli che la volevano mangiare.

Ma quello che Filomena non sapeva è che le fabbriche costruite nelle vicinanze dei suoi campi, e i camion sull'autostrada, liberavano un brutto fumo nero che sporcava l'aria. Ma Filomena pensava: che m'importa? Mentre quelli lavorano nell'aria sporca io faccio il mio bello sonnellino...

Quello che Filomena non sapeva è che, a poco a poco, l'aria inquinata sporcava anche la corteccia della sua betulla-dormitorio, che ogni giorno diventava sempre più grigia e scura, mentre le ali di Filomena, bianchissime, cominciarono ad apparire ben nitide sopra l'albero durante il giorno, quasi come un invito ai suoi temibili predatori.

E un giorno Filomena si era appena addormentata quando un vento forte gli passò ben vicino e lei si svegliò con un grande spavento: un merlo l'aveva vista e aveva cercato di mangiarla, sbagliando per poco il suo volo in picchiata dal cielo. Lei si mise a volare lontano, anche se era giorno, e aveva capito che a causa dell'inquinamento dell'aria e del fumo le sue betulle si erano scurite e non potevano più proteggerla. E così, ha dovuto volare fino alla cima di una montagna, dove l'aria era ancora pura, per trovare le betulle ancora bianche immacolate come le sue ali e poter riposare finalmente senza essere disturbata. Ma che spavento!

Solo allora Filomena capì che ogni animale e anche ogni persona, posata o no sulla corteccia di una betulla, aveva la sua vita e la sua salute messa a rischio da queste brutte nuvolette di fumo scuro che sporcavano l'aria. Bisognava farle smettere perché l'aria tornasse pura e fresca come sempre era stata. E allora Filomena avrebbe potuto ritornare ai suoi dolci campi, dormire tranquilla e magari sognare con un'intera foresta silenziosa di betulle bianche come la neve.

b) Lesson Plan for Environmental Education: Soil

Duration	5 class hours (45 minutes each)
Art form	Literature
Teaching points <i>(the subject matter of the lesson)</i>	<ul style="list-style-type: none"> • What is soil • The importance of soil for life • Contents of soil • Formation of soil • Soil layers • Soil Types • Soil erosion • How to stop soil erosion
Aims	<ul style="list-style-type: none"> • To help students learn what soil consists of, types and layers of soil • To develop students understanding of the formation of soil emphasizing the time required • To raise students awareness and understanding of the importance of soil for life • To raise students' understanding of the causes of erosion and the ways to stop it
Lead-in Questions	<ul style="list-style-type: none"> • What does soil consist of? • Is soil the same everywhere? • How much time do you think is needed for the formation of soil in nature? • What do you know about soil erosion? (Causes, effects and the ways to stop/reduce it)
The teaching procedure (activities) <i>What activities will be used?</i> <i>What are the pre, while and post activities?</i> <i>How long will each stage last?</i>	<p>The teaching activities will use creative thinking, brainstorming, observational exercises to help students to generate creative story ideas through storytelling. This module can be conducted by the class teacher or by the class teachers with the contribution of an expert in creativity writing.</p> <ul style="list-style-type: none"> • In case that the expert is available the class teacher introduces the expert in creativity writing. • The children will introduce themselves and will sit in a circle. The teacher/expert in creativity writing will start the storytelling activity introducing the character of a little worm, leaving in a forest. When a fire breaks out in the forest the little worm finds protection in the soil. Through story- creating techniques the student will create a poem or a play using their imagination. <u>Duration 45 minutes</u> • Writing and reading aloud voice. <u>Duration 20 minutes</u> • Dramatization of the plot. <u>Duration 45 minutes</u> • Pre activities: filling in students' pre questionnaire and information session with the students about the soil and the importance of soil for life through the use of the Lesson Plan on Soil provided by the project and supported by videos and illustrations in national language. <u>Duration 25 minutes</u> • Post activities: production of videos and a booklet of texts, poems and drawings produced by the students. <u>Duration 45 minutes</u> • All the material produced during the ARTinED piloting will be uploaded by the teachers on ARTinED Wiki http://artined-

	<p>eu.wikispaces.com/</p> <ul style="list-style-type: none"> • Post activities: evaluation of the results (teachers and creative writing expert). <u>Duration 30 minutes</u> • Post activities: filling in teachers' questionnaire and students post-questionnaire. <u>Duration 15 minutes</u>
<p>Teaching aids (cards, crayons, paper, pictures etc)</p>	<ul style="list-style-type: none"> • Illustrated books, videos, pc with internet connection. • Paper A4 and A3, crayons, post-it of different colours.
<p>Classroom management</p> <ul style="list-style-type: none"> • <i>What is the role of the teacher?</i> • <i>What is the role of the artist?</i> • <i>What instructions will be given to the students?</i> • <i>Are there any anticipated difficulties? (your suggestions to overcome the difficulties)</i> • <i>What/Are there any preparations do the teachers and the students need to do?</i> 	<ul style="list-style-type: none"> • The teacher's role is to lead the planned activities and to motivate the students and enhance their participation. • The creativity writing expert's role is to orient the teacher, promote the creation and the narrative flow of the activities with the students and analyse with the teachers the results in order to improve the applied methodology. • During the pre activities the students will be offered basic notions of the water cycle through illustrations and videos. Then the expert will give the creative hints to produce the characters and the plot on the soil. The expert/teacher will stimulate the students with questions to create together the plot. • The main challenge is to create the right atmosphere and motivation in the students and a good team work will be support to motivate the students to learn and promote mutual respect. • The preparation will be done during the pre activities with regards to the basic notions about soil and its importance for life using videos and books.
<p>Expected outcomes</p>	<p>By the end of the lesson, the learners will have</p> <ul style="list-style-type: none"> • learnt what soil consists of, its types and layers • developed an understanding of the formation of soil recognising the time required • increased their awareness and understanding of the importance of soil for life • an understanding of the causes of erosion and the ways to stop it causes and effects of air pollution
<p>Evaluation</p>	<p><i>Please comment on the following issues:</i></p> <ul style="list-style-type: none"> • Aims (achieved / partially achieved / not achieved at all) • Teaching Aids (appropriateness / appeal) • Activities (the flow, difficulties, suggestions)
<p>Resources for teachers</p>	<p>Videos and animations in English language</p> <p>http://www.youtube.com/watch?v=hUTz_x-AHU4&feature=related</p> <p>http://www.youtube.com/watch?v=mcSegoMIqww&feature=related</p> <p>http://www.funsci.com/fun3_it/esperi/esperi.htm#risorse</p> <p>Videos and animations in Italian language:</p> <p>http://questionedelladecisione.blogspot.it/2012/07/il-suolo-orizzonti-e-formazione-tre.html</p> <p>http://lnx.fantasylands.net/aiuto-dislessia/nggallery/page-4975/images/</p> <p>http://www.eniscuola.net/it/terra/contenuti/suolo/</p>

c) Lesson Plan for Environmental Education: The Sun

Duration	Maximum 45 minutes for each sessions of art form activity Total number of sessions n. 5
Art form	Literature
Teaching points (the subject matter of the lesson)	<ul style="list-style-type: none"> • The sun as a natural resource for human beings and plants • The harmful effects of the sun
Aims	<ul style="list-style-type: none"> • To help students gain an understanding of the use and importance of solar energy, • To raise students' awareness of the harmful effects of the sun and how to avoid them.
Lead-in Questions	<ul style="list-style-type: none"> • Can we live without the sun? Why is the sun important for life? • Does the sun have any harmful effects for people? • How can we protect from the harmful effects of the sun?
The teaching procedure (activities) <i>What activities will be used?</i> <i>What are the pre, while and post activities?</i> <i>How long will each stage last?</i>	<p>Creative thinking, brainstorming, observation exercises to help students to generate creative story ideas through story telling. This module can be conducted by the class teacher or by the class teachers with the contribution of an expert in creativity writing.</p> <ul style="list-style-type: none"> • In case that the expert is available the class teacher introduces the expert in creativity writing to the children. • The children will sit in a circle and the expert/teacher explains the aim of the lesson. (The teacher can decide to do some warm up exercises, for the warm up activities the teacher can get inspired from: http://earlylearning.ophea.net/additional-resources/warm-activities). • Duration 20 minutes • The class teacher and the expert show the children some videos and animation on the sun selected from the resources provided within this lesson plan, they can also select other on- line resources. After the presentation of the online resources 25 minutes will be dedicated to brainstorming using the lead -in questions of this lesson plan. • The expert in creativity writing /teacher starts the storytelling activity and introduces the main character of the story. She /he can select and use any characters that she finds appropriate or she can use the characters of the Sun and the Moon that are included into the resources of this module) and presents a short story. The students divided in group of 4 /5 will create a poem or a story on the selected character. • Writing and reading aloud voice the stories and the poems created by the children. • Duration 45 minutes • The students will share their poems. • And eventually dramatize the plot • <u>Duration 45 minutes</u> • Pre activities: filling in students' pre- questionnaire and information session with the students about the wind and energy with a visit to the school library to select books on the subject

	<ul style="list-style-type: none"> • Post activities: production of videos and a booklet of texts, poems and drawings produced by students. <u>Duration 45 minutes</u> • All the material produced during the ARTInEd piloting will be uploaded by the teacher in ARTInED Wiki http://artined-eu.wikispaces.com/ • Post activities: evaluation of the results (teachers and creative writing expert). <u>Duration 30 minutes</u> • Post activities: filling in teachers' questionnaire and students post-questionnaire. <u>Duration 15 minutes</u>
Teaching aids <i>(cards, crayons, paper, pictures etc)</i>	<ul style="list-style-type: none"> • Illustrated books, videos, pc with internet connection. • Paper A4 and A3, crayons.
Classroom management <i>What is the role of the teacher?</i> <i>What is the role of the artist?</i> <i>What instructions will be given to the students?</i> <i>Are there any anticipated difficulties? (your suggestions to overcome the difficulties)</i> <i>What/Are there any preparations do the teachers and the students need to do?</i>	<ul style="list-style-type: none"> • The teacher's role is to lead the planned activities and to motivate the students and enhance their participation. • The creativity writing expert's role is to oriented the teacher, promote the creation and the narrative flow of the activities with the students and analyse with the teachers the results in order to improve the applied methodology. • During the pre activities the students will be offered basic notions on the sun using the material provided by the project in the Sun Lesson Plan and with the support of videos and illustrations in national or second language. Then the teacher/expert will give the creative hints to produce the characters and the plot on the Sun. The teacher/expert will stimulate the students with questions to create together a plot of a story or poems • The main challenge is to create the right atmosphere and motivation in the students. A good team work will be a good start to motivate the children and to promote mutual respect. • The preparation will be done during the pre activities with regards to the basic scientific notions about the sun using the material provided by the sun project lesson plans and some videos in the national language
Expected Outcomes	<p>By the end of the lesson, the learners will have learnt about</p> <ul style="list-style-type: none"> • the use and importance of solar energy, • the harmful effects of the sun and how to avoid them
Evaluation	<p><i>Please comment on the following issues:</i></p> <ul style="list-style-type: none"> • Aims (achieved / partially achieved / not achieved at all) • Teaching Aids (appropriateness / appeal) • Activities (the flow, difficulties, suggestions)
Resources for teachers	<p>In English http://www.neok12.com/Sun.htm http://www.natgeoeducationvideo.com/film/971/sun</p> <p>In Italian http://www.youtube.com/watch?v=SOz1bpRko8k&noredirect=1 http://fisica.decapoa.altervista.org/fisica/index.php?w=scienze</p>

The Sun and the Moon play hide-and-peek

En Version

For many, many years the villagers, as well as the animals, plants and insects, all stopped during both the mornings and evenings to watch the large Sun as it rose, made its great path across the sky and finally set on the horizon and disappeared.

During these moments everyone quit whatever they were doing in order to pay respect to the Sun and greet it when it appeared, heating everyone and everything, and then when it disappeared, promising to return just a few hours later, and always doing what it promised - because the Sun, as everyone knew, kept its word!

But one day, the strangest thing in the world happened; something no one had expected. The Sun had started its daily journey, rising over the mountains, becoming bright and exuberant in the blue sky until, suddenly, it turned black! Everything around the Sun and the Earth became as dark as midnight, and yet it was only eleven o'clock in the morning! How was it possible? Was it the end of the world? Was night taking over the world? Or, for the first time, was the Sun not keeping its word? And without the Sun's illumination, as everyone knew, there could be neither light nor heat, the plants would no longer grow and there would be no more energy. Everything was gloomy, withered and dying. What a terrible fright!

Then the dogs, by now frightened, began howling as if they were before the moon and not the sun. The sheep returned to their pens by themselves, as did the cows. Frightened and chilled, the children clung to one another, forming a ball of flushed, whimpering children. The bees gathered in the hive and the birds hid amongst the tree branches. Even the plants were sad and frightened. The sunflower lowered its head and looked down to the earth, as if wanting to hide its tears. Every flower faded and the daisy decided to close its petals until the Sun once more shone.

But it was all only a trick of the Moon! The dogs had good reason to howl! The Moon had played a trick when it passed in front of the Sun, hiding it for a moment. It was an eclipse of the Sun!

A few minutes after the Moon's vain procession, the great Sun resumed shining once more, and it was a beautiful day. Everyone sighed in relief. Whew! The Sun always keeps its word! Deep down, everyone knew that!

At the end of the splendid, sunny day, all looked for places to sit and watch the sight of the Sun, with its many beautiful colors of orange, red, yellow and purple, setting on the horizon. And, as always, saying farewell for the night, the Sun promised to return the next morning in order to start all over once again. This time, everyone went peacefully to bed because they were sure that the Sun would never leave them in the dark and cold.

Il Sole e la Luna giocano a nascondino

It Version

Da molti e molti anni tutta la gente del Villaggio, e anche gli animali, le piante e gli insetti, si fermavano la mattina e la sera per vedere il grande Sole che sorgeva, faceva un bel giro nel cielo e poi scendeva sotto la linea dell'orizzonte e scompariva.

In quei momenti tutti smettevano qualunque cosa stessero facendo per fare un omaggio al Sole e per salutarlo quando appariva, riscaldando tutti, e poi quando scompariva, promettendo di tornare qualche ora più tardi e sempre compiendo ciò che prometteva, perché il Sole, lo sapevano tutti, aveva una sola parola!

Ma un giorno accade la cosa più strana del mondo, una cosa che nessuno poteva aspettare. Il Sole aveva iniziato il suo giro come tutti i giorni, alzandosi tra le montagne e diventando luminoso e esuberante nel cielo azzurro. Fino al momento in cui, improvvisamente... diventò tutto nero! E tutto intorno a lui e anche sulla Terra era diventato buio come a mezzanotte. Ma erano le undici del mattino! Come era possibile? Il mondo stava per finire? La notte avrebbe dominato il mondo? O il Sole per la prima volta aveva mancato la sua parola? E senza la luce del sole, tutti sapevano che non c'è illuminazione, non c'è il calore, le piante non crescono più e non c'è nessuna energia. Tutto si oscura, appassisce e muore. Che paura!

Allora i cani spaventati cominciarono subito ad ululare, come se fossero dinanzi alla luna e non al sole. Le pecore tornarono da sole dentro il recinto, e lo stesso fecero le mucche. I bambini, spaventati e infreddoliti, si abbracciarono tutti insieme e formarono un gomitolino di bambini, colorato e piagnucolante. Le api si raccoglievano all'alveare e gli uccellini si nascondevano tra i rami degli alberi. Persino le piante erano tristi e spaventate. Il girasole abbassò la testa e guardò la terra, come se piangesse di nascosto. Ogni fiori appassì, e la margheritina decise di chiudersi dentro i suoi petali fino a che il Sole non risplendesse nuovamente.

Ma era tutto uno scherzo della Luna! Avevano ragioni i cani quando avevano deciso di ululare! Era la Luna che aveva fatto uno scherzo e passando davanti al Sole lo aveva nascosto per un momento. Era l'eclisse del Sole!

Qualche minuto dopo quella sfilata della vanitosa Luna, ecco che il Grande Sole tornò a brillare nel cielo come prima, in una bellissima giornata. E tutti tirarono un bel sospiro di sollievo. Uffa! Meno male! Infatti, il Sole mantiene sempre la sua parola! E in fondo noi lo sapevamo!

Alla fine della splendida giornata soleggiata, ciascuno cerca un bel posticino per assistere allo spettacolo del Sole che tramonta all'orizzonte con tanti bellissimi colori: arancione, rosso, giallo e viola. E come sempre, per dare l'addio per quella notte, lui prometteva di tornare la mattina per cominciare tutto un'altra volta. E stavolta sono tutti andati a letto tranquilli, perché erano ben sicuri che non li avrebbe lasciati mai al buio e al freddo.

d) Lesson Plan For Environmental Education: Water

Duration	Maximum 45 minutes for each sessions Total number of sessions 6
Art form	Literature
Teaching points <i>(the subject matter of the lesson)</i>	<ul style="list-style-type: none"> • Importance of water for life • Ways to save water • Water cycle in nature • The causes and effects of water pollution • Ways to prevent water pollution • Some interesting facts about water
Aims	<ul style="list-style-type: none"> • To increase students' awareness of the importance of water for life • To inform students about the ways of saving water • To develop an understanding of the process of water cycle in nature • To help students understand the causes and effects of water pollution • To inform students about the ways to prevent water pollution • To teach students some interesting facts about water
Lead-in Questions	<ul style="list-style-type: none"> • Why is water important for life? • Is water always in liquid form? • Does water in nature ever disappear? • What do you know about water pollution? (Causes, effects and the ways to stop/reduce it)
The teaching procedure (activities) <i>What activities will be used?</i> <i>What are the pre, while and post activities?</i> <i>How long will each stage last?</i>	<p>Creative thinking, brainstorming, observation exercises to help students to generate creative story ideas through story telling. This module can be conducted by the class teacher or by the class teachers with the contribution of an expert in creativity writing.</p> <ul style="list-style-type: none"> • The class teacher and the expert show the children some videos and animation on the sun selected from the resources provided within this lesson plan, they can also select other on- line resources. After the presentation of the online resources 25 minutes will be dedicated to brainstorming using the lead -in questions of this lesson plan. • The class teacher introduces the expert to the children and the expert will ask the children to sit in a circle. (The teacher can decide to do some warm up exercises, for the warm up activities the teacher can get inspired from:

	<p>http://earlylearning.ophea.net/additional-resources/warm-activities). Duration 20 minutes</p> <ul style="list-style-type: none"> • The teacher/expert in creativity writing starts the storytelling activity and introduces the character of a drop of water named “Cha Cha” the drop will start her journey and the students will create a poem or a play using their imagination. Duration 25 minutes • Storytelling, construction of characters and of a plot. Duration 45 minutes • Writing and reading aloud voice. Duration 45 minutes • Dramatization of the plot. Duration 45 minutes • Pre activities: filling in students’ pre- questionnaire and information session with the students about the water cycle using the material provided by the project and illustrations, videos and animations in the national language. Duration 30 minutes • Post activities: production of videos and a booklet of texts, poems and drawings produced by students. Duration 30 minutes • All the material produced during the ARTInEd piloting will be uploaded by the teacher along with the partner institution representative in Wiki. • Post activities: evaluation of the results (teachers and creative writing expert). Duration 20 minutes • Post activities: filling in teachers’ questionnaire and students post-questionnaire. Duration 10 minutes
<p>Teaching aids (cards, crayons, paper, pictures etc)</p>	<ul style="list-style-type: none"> • Illustrated books, videos, pc with internet connection. • Paper A4 and A3, crayons.
<p>Classroom management <i>What is the role of the teacher?</i> <i>What is the role of the artist?</i> <i>What instructions will be given to the students?</i> <i>Are there any anticipated difficulties? (your suggestions to overcome the difficulties)</i></p>	<ul style="list-style-type: none"> • The teacher’s role is to lead the planned activities and to motivate the students and enhance their participation. • The creativity writing expert’s role is to oriented the teacher, promote the creation and the narrative flow of the activities with the students and analyse with the teachers the results in order to improve the applied methodology. • During the pre activities the students will be offered basic notions of the water cycle using the material provided by the project in the Water Lesson Plan and with the support of videos and illustrations in the national language. Then the artist will give the creative hints to produce the characters and the plot on the water cycle. The artist will stimulate the students with questions to create together the plot.

<p><i>What/Are there any preparations do the teachers and the students need to do?</i></p>	<ul style="list-style-type: none"> • The main challenge is to create the right atmosphere and motivation in the students. A good team work will be a good start to motivate the children. • The preparation will be done during the pre activities with regards to the basic notion of the water cycle using then material provided by the project and some videos in the national language and/or .
<p>Expected Outcomes</p>	<p>By the end of the lesson, the learners will have learnt</p> <ul style="list-style-type: none"> • the importance of water for life • about the ways of saving water • the process of water cycle in nature • the causes and effects of water pollution • about the ways to prevent water pollution • some interesting facts about water
<p>Evaluation</p>	<p><i>Please comment on the following issues:</i></p> <ul style="list-style-type: none"> • Aims (achieved / partially achieved / not achieved at all) • Teaching Aids (appropriateness / appeal) • Activities (the flow, difficulties, suggestions)
<p>Resources for teachers</p>	<p>Videos and animations in English language: http://www.youtube.com/watch?v=0_c0ZzZfC8c&feature=fvwrel The animation shows one molecule of water completing the hydrologic cycle. Credit: NASA/Goddard Space Flight Center Source: http://svs.gsfc.nasa.gov/goto?10501 Category: Istruzione Licence: Licence YouTube standard http://www.youtube.com/watch?v=YswL4dIDQuk This video could be used by the IT Teachers to combine natural science with second language learning Clouds: http://www.youtube.com/watch?v=j_4iTuMEGt8 Videos and animations in Italian language: http://cicloacqua.altervista.org/ciclo/cycle.html http://www.scuoladecs.ti.ch/et/casa/PDF/acqua.pdf http://www.youtube.com/watch?v=5h0K0J5a9N8 Video with a short introduction in IT Language showing different types of clouds</p>

The fantastic journey of Scia-Scia, the tiny drop of water.

Once upon a time in a spring morning, Scia-scia the water drop, was playing happily with her friends in a puddle in the garden.

Suddenly rain started heavily pouring from the sky. The rain turned into a flood and the happy water-drops ended up being dragged into a big torrent. In this torrent, the drops met other water-drops of their kind and all together they ended up facing a huge waterfall. This waterfall took all the drops in the torrent and pushed them into a river that was flowing in an enchanted valley. In this valley lived strange and scary beings. The drops decided to stand very close one each other as they were flowing and observed the outer world.

Meanwhile, as they were staring, the flow of the river carried all the drops to the sea, where beautiful fishes with coloured scales were swimming.

Suddenly, the sun who was going for a walk in the sky, noticed the water-drops and invited them up to join him for a party.

The water-drops dressed up to look beautiful and helped their friends too, the female water-drops were wearing white dresses made of tulle with pearls whilst the male water-drops were wearing elegant evening suits.

When all the drops were ready, the sun evaporated them: As they were flowing to the sky they shook and shuffled around, creating a cloud which looked like a hot-air balloon.

The wind, which was blowing them around, decided to lift them up towards a mountain.

The drops were staying close to each other in the hot-air balloon cloud. They were so close to each other that some of them started complaining about the lack of space. They were so beautiful even while complaining and arguing that the wind decided to take a picture of them all to remember the moment. As the wind took a picture and the flash went off, thunders roared and stopped the arguments and complaints.

The drops started feeling cold and they started becoming bigger and darker. As they grew they became heavier, so heavy that they felt like falling down from the cloud.

The most audacious drop decided to jump in the emptiness, all of the drops followed after. They were so afraid of falling down into the void. In the middle of the jump before reaching the ground, the drops felt once again warmth around them. It was the friendly Sun, which warmed the Earth with his rays. His rays formed a slide that helped the drops land safely. The slide was beautiful and colourful, a rainbow!

Some of the water drops that landed decided to enter the permeable soil and created underground rivers. Other water drops decided to leave the sources and met up with other water-drops in streams and rivers. Once again as they were playing all together they arrived once again..Where you ask? To the immense sea, of course!

Il fantastico viaggio diella gocciolina Scià Scià

C'era una volta, in un mattino di primavera, Scià-scià, una goccia d' acqua che giocava felice con le sue amiche in una pozzanghera del giardino.

All'improvviso ha cominciato a piovere così tanto che arrivò un' alluvione e le gocce andarono a finire tutte in un grande torrente. Trovarono tante altre gocce e, tutte insieme, a un certo punto incontrarono una cascata enorme che le fece finire in un fiume che scorreva in una valle incantata. La valle era popolata da strani esseri un po' spaventosi. Le gocce si misero vicine l'una all'altra a osservare lo spettacolo. Intanto la corrente le trasportava lontano, finché non arrivarono al mare, e sono state ricevute da pesci con le squame di tutti i colori.

Ad un tratto il sole, che passeggiava nel cielo, vedendole arrivare al mare, le invitò a salire per una festa.

Le gocce si fecero belle e aiutarono anche i loro amici a vestirsi: le femmine indossarono un vestito bianco di tulle rifinito con le perle e i maschi indossarono un elegante smoking.

Appena pronte, il sole le fece evaporare: si sentirono sbalottare mentre salivano, formando una nuvola che assomigliava a una mongolfiera.

Il vento, che le spingeva in giro per il mondo, dette loro un passaggio verso la montagna.

Le goccioline si stringevano sempre di più, nella nuvola mongolfiera. Strette strette, qualcuna cominciò a brontolare. Ma da quanto erano belle mentre litigavano, l'amico vento scattò loro una foto per immortalare quel momento, partì il flash ed ecco arrivare i lampi a far loro smettere di litigare.

Ma sentivano tanto freddo là su e diventarono gocce sempre più grandi e scure. E anche sempre più pesanti, fino a cadere giù rapidamente. Così, la più coraggiosa si buttò nel vuoto e le altre la raggiunsero. Avevano tanta paura della caduta nel vuoto! Ma mentre erano a metà strada, nel cielo immenso sentirono un intenso calore. Era l'amico sole nuovamente! che fece arrivare sulla Terra i suoi raggi, che le attraversarono mentre scendevano, e in questo modo si formò uno scivolo di tanti colori, un arcobaleno!

Alla fine, alcune goccioline entrarono dentro la terra, penetrarono il suolo permeabile, formando i fiumi sotterranei. Altre tornarono fuori dalle sorgenti e andarono a fare compagnia alle loro amiche e ai loro amici nei ruscelli, nei torrenti, poi nei fiumi. E così, giocando tutte insieme, alla fine arrivarono nuovamente... dove? Nell'infinito mare!

e) Lesson Plan for Environmental Education: Wind Energy

Duration	Maximum 45 minutes for each sessions of art form activity Total number of sessions n. 5
Art form	Literature
Teaching points <i>(the subject matter of the lesson)</i>	<ul style="list-style-type: none"> • Wind energy
Aims	<ul style="list-style-type: none"> • To help students learn how electricity is generated from the wind by using a wind turbine, • To raise students' awareness of the benefits of wind energy for nature.
Lead-in Questions	<ul style="list-style-type: none"> • Can we generate electricity from the wind? • What is a wind turbine? Have you ever seen one? • Does the energy from the wind pollute the air? • What are the benefits of wind as an energy source?
The teaching procedure (activities) <i>What activities will be used?</i> <i>What are the pre, while and post activities?</i> <i>How long will each stage last?</i>	<p>Creative thinking, brainstorming, observation exercises to help students to generate creative story ideas through story telling. This module can be conducted by the class teacher or by the class teachers with the contribution of an expert in creativity writing.</p> <ul style="list-style-type: none"> • In case that the expert is available the class teacher introduces the expert in creativity writing. • The children will sit in a circle and the expert/teacher explains the aim of the lesson. (The teacher can decide to do some warm up exercises, for the warm up activities the teacher can get inspired from: http://earlylearning.ophea.net/additional-resources/warm-activities). • <u>Duration 20 minutes</u> • The class teacher and the expert show to the children some videos and animation on wind and energy selected from the resources provided within this lesson plan, they can also select other on- line resources. After the presentation of the online resources 15 minutes will be dedicated to brainstorming using the lead -in questions of this lesson plan. • <u>Duration 25 minutes</u> • The expert in creativity writing /teacher starts the storytelling activity and introduces one or two characters. She /he can select and use any character that she finds appropriate or she can use the characters of the Cloè and Lars that are included among the resource of this module. The students will be divided in group of 4 /5 and will create a poem or a story on the selected characters. • Writing and reading aloud voice the stories and the poems created by the children. • <u>Duration 45 minutes</u> • The students will share their poems. • And eventually dramatize the plot • <u>Duration 45 minutes</u> • Pre activities: filling in students' pre- questionnaire and information session with the students about the wind and energy with a visit to the school library to select books on the subject • Post activities: production of videos and a booklet of texts, poems and

	<p>drawings produced by students. <u>Duration 45 minutes</u></p> <ul style="list-style-type: none"> • All the material produced during the ARTInEd piloting will be uploaded by the teacher along with the partner institution representative in Wiki. • Post activities: evaluation of the results (teachers and creative writing expert). <u>Duration 30 minutes</u> • Post activities: filling in teachers' questionnaire and students post-questionnaire. <u>Duration 15 minutes</u>
<p>Teaching aids (cards, crayons, paper, pictures etc)</p>	<ul style="list-style-type: none"> • Illustrated books, videos, pc with internet connection. • Paper A4 and A3, crayons.
<p>Classroom management <i>What is the role of the teacher?</i></p> <p><i>What is the role of the artist?</i></p> <p><i>What instructions will be given to the students?</i></p> <p><i>Are there any anticipated difficulties? (your suggestions to overcome the difficulties)</i></p> <p><i>What/Are there any preparations do the teachers and the students need to do?</i></p>	<ul style="list-style-type: none"> • The teacher's role is to lead the planned activities and to motivate the students and enhance their participation. • The creativity writing expert's role is to oriented the teacher, promote the creation and the narrative flow of the activities with the students, analyse with the teachers the results in order to improve the applied methodology. • During the pre activities the students will be offered basic notions of the wind and energy using the material provided by the project in the Wind Energy Lesson Plan and with the support of videos and illustrations in the national language or the second language. Then the teacher/expert will give the creative hints to produce the characters and the plot on the wind energy. The teacher/expert will stimulate the students with questions to create together a plot of a story or a poems. • The main challenge is to create the right atmosphere and motivation in the students. A good team work will be a good start to motivate the children and promote mutual respect. • The preparation will be done during the pre activities with regards to the basic notions of the wind energy using the resources provided by the project and some videos in the national language
<p>Expected Outcomes</p>	<p>By the end of the lesson, the learners will have learnt</p> <ul style="list-style-type: none"> • the importance of wind energy • ways of saving energy • the process of producing energy • some interesting facts about wind energy and the use of energy
<p>Evaluation</p>	<p><i>Please comment on the following issues:</i></p> <ul style="list-style-type: none"> • Aims (achieved / partially achieved / not achieved at all) • Teaching Aids (appropriateness / appeal) • Activities (the flow, difficulties, suggestions)
<p>Resources for teachers</p>	<p>In English http://www.ashden.org/wind http://video.nationalgeographic.com/video/environment/energy-environment/wind-power/ In Italian http://www.scuola.eon.it/eon/287.php http://www.eniscuola.net/en/energy/contenuti/wind/#title http://www.youtube.com/watch?v=sw9sTogs2jg</p>

Wind Energy Cloè & Lars

En Version

Cloè is a beautiful oak leaf that lives on a branch of a majestic tree together with her other sister leaves. One day, Wind Lars passes nearby and notices Clò swaying gracefully on the branch as he blows over, and decides to carry off the oak leaf. Thus begins the long journey together of Lars and Cloè, through the air, its currents, smoke, smog, acid rains and precipitations. Everytime they meet up with these phenomena, Cloè reacts with pleasure or with disgust, and asks Lars for an explanation that he willingly offers her, for example, pointing out below the chimney pots of the factories and the traffic jams, or by having to move aside to let a big airplane pass by. But Cloè still doesn't understand where Lars is bringing her: "I want to show you where I work" he says, a little enigmatically. "But does the wind work?" asks the leaf, surprised. "Oh yes, and always more so." Finally they come upon an open field with what seem to be enormous trees with the long leaves. "It's there where I work" says Lars. "In those strange trees?" asks the leaf. And the wind laughs heartily. "Those aren't trees, dear Cloè. Those are wind turbines. As they rotate their "leaves", those enormous blades, they produce energy to light homes and heat water." "What beautiful work you do!" "Yes, but I do it quickly, I fly over, swiftly and make the blades turn and then... let us continue on our journey to make each turbine of the Country (Town) rotate!"

Energia Eolica Cloè & Lars

It Version

Cloè è una bellissima foglia di quercia che vive sul ramo di un albero maestoso con le altre foglie sue sorelle. Un giorno passa di lì Lars il vento e, vedendo Cloè che dondolava graziosamente sul ramo al suo passaggio, decide di portarla via con sé. Iniziano così un lungo viaggio insieme, Lars e Cloè, attraverso l'aria, le sue correnti, il fumo, lo smog, le precipitazioni acide e di pioggia. Ad ogni incontro con questi fenomeni presenti nell'atmosfera, Cloè reagisce con piacere o con disgusto, e chiede a Lars una spiegazione, che lui le dà volentieri, per esempio, mostrando là giù i comignoli delle fabbriche o gli ingorghi del traffico, oppure dovendo mettersi da parte per il passaggio di un grosso aereo. Ma Cloè ancora non ha capito bene dove Lars la sta portando, "voglio mostrarti dove lavoro", dice lui, un po' misterioso. "Ma il vento lavora?", chiede lei sorpresa. Eh, sì. E sempre di più. Alla fine trovano un campo aperto con quello che sembrano immensi alberi con tre lunghi fogli. "È lì che lavoro", dice Lars. "In quelli alberi strani?", chiede lei. E lui ride con gusto. "Non sono alberi, cara Cloè. Sono turbine eoliche, che girando le sue 'foglie', quelle grandi pale, producono energia per illuminare le case e riscaldare l'acqua". "Che bellissimo lavoro che hai!" Sì, ma lo faccio in fretta, passo di qua, veloce, faccio girare queste pale e poi... continuiamo io e te il nostro viaggio, per far girare una ad una tutte le turbine del Paese!

