



C) LESSON PLANS WITH FINE ARTS

a) Lesson Plan for Environmental Education: Air

Duration	5 class hours (45 minutes each)
Art form	Fine arts
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>This lesson can be coordinated by the primary school teacher or by the primary school teacher together with the fine arts artist/expert.</p> <p><i>Pre-activities:</i></p> <ul style="list-style-type: none"> • The teacher presents the objectives of the lesson. • The teacher begins the lesson by asking the students the lead-in questions. • For additional information the teacher uses videos and animation on the air selected from the resources provided within this lesson plan or they other on- line resources. <p>About 45 minutes.</p> <p><i>While activities:</i></p> <ul style="list-style-type: none"> • The teacher/artist will ask the students to create a product which can show the composition of the air, the importance of air for life and properties of air. • Students start working in pairs and creating the final product: some could use paper to draw the Earth, the atmosphere, the ultraviolet solar radiation and then they could draw them using water colours, others could use plasticine to create plants, animals and human beings etc. • Then the students put the pieces together to make the product. <p>About 45 minutes.</p> <ul style="list-style-type: none"> • The teacher/artist will ask the students to create drawings which

	<p>can show causes and the effects of air pollution</p> <ul style="list-style-type: none"> • Students start drawing. <i>About 45 minutes.</i> <p><i>Post-activities:</i></p> <ul style="list-style-type: none"> • Students will expose their final product and their drawings and they will present what each represents. <i>About 45 minutes.</i> • Evaluation of the results (teachers and fine arts artist). <i>Duration 30 minutes.</i> • Filling in teachers' questionnaire and students post-questionnaire. <i>Duration 15 minutes.</i>
<p>Teaching aids (cards, crayons, paper, pictures etc)</p>	<ul style="list-style-type: none"> • Projector, laptop, internet. • Paper, water colours, plasticine, etc.
<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 has to plan the activities together with the artists. • The artist has to help the teacher, promote the students' creativity and lead them towards their productions of paintings, drawings. • During the pre activities the students will be offered basic notions of the air – the composition of the air, the importance of air for life and properties of air, causes and the effects of air pollution. This could be done through illustrations and videos. Then the artist will give the creative hints to produce fine arts productions. • The students will be stimulate to use their creativity through fine arts by giving them freedom. • The teacher and the artist should create the nice atmosphere to motivate the students.
<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)

b) Lesson Plan for Environmental Education: Soil

Duration	5 class hours (45 minutes each)
Art form	Fine arts
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>This lesson can be coordinated by the primary school teacher or by the primary school teacher together with the fine arts artist/expert.</p> <p><i>Pre-activities:</i></p> <ul style="list-style-type: none"> • The teacher presents the objectives of the lesson. • The teacher begins the lesson by asking the students the lead-in questions. • For additional information the teacher uses videos and animation on the soil selected from the resources provided within this lesson plan or they other on- line resources. <p>About 45 minutes.</p> <p><i>While activities:</i></p> <ul style="list-style-type: none"> • The teacher/artist will ask the students to create a product which can show what is soil, the importance of soil for life, contents of soil, formation of soil, soil layers, soil types. • Students start working in pairs and creating the final product: some could use paper to draw the sun and then to colour it using water colours, others could use crepe paper to create the mountains, the fields, the hills, others could use plasticine to create plants and animals, others could use shell eggs painted in water colours and representing the layers of the soil etc. • Then the students put the pieces together to make the product. <p>About 45 minutes.</p> <ul style="list-style-type: none"> • The teacher/artist will ask the students to create drawings which can show the soil erosion and how to stop it.

	<ul style="list-style-type: none"> • Students start drawing. <i>About 45 minutes.</i> <p><i>Post-activities:</i></p> <ul style="list-style-type: none"> • Students will expose their final product and their drawings and they will present what each represents. • Uploading on the project Wiki the students' productions <i>About 45 minutes.</i> • Evaluation of the results (teachers and fine arts artist). <i>Duration 30 minutes.</i> • Filling in teachers' questionnaire and students post-questionnaire. <i>Duration 15 minutes.</i>
<p>Teaching aids <i>(cards, crayons, paper, pictures etc)</i></p>	<ul style="list-style-type: none"> • Projector, laptop, internet, albums. • Papre, crayons, water colour, plasticine etc.
<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 together with the artists and the representative of the project partner institution; to motivate the students and enhance their participation. • The teacher, the artist and the representative of project partner institution will upload the ARTInED videos and students' production on the project Wiki • The artist's role is to orient the teacher, promote the students' creativity and lead them towards their productions of paintings, drawings, etc. She will also help in explaining the chosen subject of environmental education. The artist will also participate in evaluating the experience towards the goals of the ARTInED project. • During the pre activities the students will be offered basic notions of the soil through illustrations and videos. Then the artist will give the creative hints to produce fine arts productions. • The students will be stimulate to use their creativity through fine arts by giving them freedom. • The teacher together with the artist and the representative of the project partner institution will create the right atmosphere to motivate the students. • The artists will also prepare the materials about the soil that she would like to use with the students.
<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 itcauses and effects of air pollution
<p>Evaluation</p>	<p><i>Please comment on the folowing 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)

c) Lesson Plan for Environmental Education: The Sun

Duration	5 class hours (45 minutes each)
Art form	Fine arts
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?
<p>The teaching procedure (activities) <i>What activities will be used?</i></p> <p><i>What are the pre, while and post activities?</i></p> <p><i>How long will each stage last?</i></p>	<p>This lesson can be coordinated by the primary school teacher or by the primary school teacher together with the fine arts artist/expert.</p> <p><i>Pre-activities:</i></p> <ul style="list-style-type: none"> • The teacher presents the objectives of the lesson. • The teacher begins the lesson by asking the students the lead-in questions. • For additional information the teacher uses videos and animation on the sun selected from the resources provided within this lesson plan or they other on- line resources. <p>About 45 minutes.</p> <p><i>While activities:</i></p> <ul style="list-style-type: none"> • The teacher/artist will ask the students to create a product which can show that we use solar energy in many ways (to see, to heat the water and dry clothes, plants use it to grow, it makes rain fall, without it the earth would be cold etc). • Students start working in pairs and creating the final product: some could use paper to draw the sun and then to colour it using water colours, others could use crepe paper to create the water – rivers, seas etc, others could use plasticine to create plants and animals, others could use paper caught with thread to create the rain drops etc. • Then the students put the pieces together to make the product. <p>About 45 minutes.</p> <ul style="list-style-type: none"> • The teacher/artist will ask the students to create drawings which can show the harmful effects of the sun and how to avoid them (UV radiation which can have harmful effects: eye damage, cancer, prematureaging etc.). • Students start drawing. <p>About 45 minutes.</p> <p><i>Post-activities:</i></p> <ul style="list-style-type: none"> • Students will expose their final product and their drawings and they will present what each represents. <p>About 45 minutes.</p>

	<ul style="list-style-type: none"> Evaluation of the results (teachers and fine arts artist). Duration 30 minutes. Filling in teachers' questionnaire and students post-questionnaire. Duration 15 minutes.
Teaching aids <i>(cards, crayons, paper, pictures etc)</i>	<ul style="list-style-type: none"> Projector, laptop, internet. Paper, crepe paper, water colors, thread, crayons, plasticine, etc.
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?</i> <i>(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 has to plan the activities together with the artists. The artist has to help the teacher, promote the students' creativity and lead them towards their productions of paintings, drawings, collages etc. During the pre activities the students will be offered basic notions of the sun – how we can use it and what are its harmful effects and how to avoid them. This could be done through illustrations and videos. Then the artist will give the creative hints to produce fine arts productions. The students will be stimulate to use their creativity through fine arts by giving them freedom. The teacher and the artist should create the nice atmosphere to motivate the students.
Expected Outcomes	By the end of the lesson, the learners will have learnt about <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	<i>Please comment on the following issues:</i> <ul style="list-style-type: none"> Aims (achieved / partially achieved / not achieved at all) Teaching Aids (appropriateness / appeal) Activities (the flow, difficulties, suggestions)

d) Lesson Plan for Environmental Education: Water

Duration	5 class hours (45 minutes each)
Art form	Fine arts
Teaching points (the subject matter of the lesson)	<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>This lesson can be coordinated by the primary school teacher or by the primary school teacher together with the fine arts artist/expert.</p> <p><i>Pre-activities:</i></p> <ul style="list-style-type: none"> • The teacher presents the objectives of the lesson. • The teacher begins the lesson by asking the students the lead-in questions. • For additional information the teacher uses videos and animation on the water cycle selected from the resources provided within this lesson plan or they other on- line resources. <p>About 45 minutes.</p> <p><i>While activities:</i></p> <ul style="list-style-type: none"> • The teacher/artist will ask the students to create a product which can show the water cycle (the rain, the snow, the lake, the frozen lake, the rivers, the seas, the sun, the plants and animals). • Students start working in pairs and creating the final product: some could use paper to draw the sun and then to colour it using water colours, others could use crepe paper to create the water – rivers, seas etc, others could use plasticine to create plants and animals, others could use paper caught with thread to create the rain drops etc. • Then the students put the pieces together to make the product. <p>About 45 minutes.</p> <p>The teacher/artist will ask the students to create drawings which can</p>

	<p>show the harmful effects of the water pollution and how to avoid it</p> <ul style="list-style-type: none"> • Students start drawing. <p>About 45 minutes.</p> <p><i>Post-activities:</i></p> <ul style="list-style-type: none"> • Students will expose their final product and their drawings and they will present what each represents. • Uploading on the project Wiki the students' productions <p>About 45 minutes.</p> <ul style="list-style-type: none"> • Evaluation of the results (teachers and fine arts artist). <p>Duration 30 minutes.</p> <ul style="list-style-type: none"> • Filling in teachers' questionnaire and students post-questionnaire. <p>Duration 15 minutes.</p>
<p>Teaching aids (cards, crayons, paper, pictures etc)</p>	<ul style="list-style-type: none"> • Projector, laptop, internet, albums. • Water colors, crayons, paper, crepe paper, plasticine, thread, cotton wool, bowl, transparent plastic, aluminium foil, sticks etc.
<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 together with the artists and the representative of the project partner institution; to motivate the students and enhance their participation. The teacher, the artist and the representative of project partner institution will upload the ARTinED videos and students' production on the project Wiki • The artist's role is to orient the teacher, promote the students' creativity and lead them towards their productions of paintings, drawings etc. She will also help in explaining the chosen subject of environmental education. The artist will also participate in evaluating the experience towards the goals of the ARTinED project. • During the pre activities the students will be offered basic notions of the water cycle through illustrations and videos. Then the artist will give the creative hints to produce fine arts productions. • The students will be stimulate to use their creativity through fine arts by giving them freedom. • The teacher together with the artist and the representative of the project partner institution will create the right atmosphere to motivate the students. • The artists will also prepare the materials about the water cycle that she would like to use with the students.
<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)



e) Lesson Plan for Environmental Education: Wind Energy

Duration	5 class hours (45 minutes each)
Art form	Fine arts
Teaching points (the subject matter of the lesson)	<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>This lesson can be coordinated by the primary school teacher or by the primary school teacher together with the fine arts artist/expert.</p> <p><i>Pre-activities:</i></p> <ul style="list-style-type: none"> • The teacher presents the objectives of the lesson. • The teacher begins the lesson by asking the students the lead-in questions. • For additional information the teacher uses videos and animation on the wind energy selected from the resources provided within this lesson plan or they other on- line resources. <p><i>About 45 minutes.</i></p> <p><i>While activities:</i></p> <ul style="list-style-type: none"> • The teacher/artist will ask the students to create drawings which can show how electricity is generated from the wind by using a wind turbine. • Students start working in pairs. <p><i>About 45 minutes.</i></p> <ul style="list-style-type: none"> • The teacher/artist will ask the students to create drawings which can show the benefits of wind energy for nature. • Students start drawing. <p><i>About 45 minutes.</i></p> <p><i>Post-activities:</i></p> <ul style="list-style-type: none"> • Students will expose their drawings and they will present what each represents. <p><i>About 45 minutes.</i></p> <ul style="list-style-type: none"> • Evaluation of the results (teachers and fine arts artist). <p><i>Duration 30 minutes.</i></p> <ul style="list-style-type: none"> • Filling in teachers' questionnaire and students post-questionnaire. <p><i>Duration 15 minutes.</i></p>
Teaching aids (cards, crayons, paper, pictures etc)	<ul style="list-style-type: none"> • Projector, laptop, internet, albums. • Water colors, crayons, paper.

<p>Classroom management <i>What is the role of the teacher?</i> <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> <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 has to plan the activities together with the artists. • The artist has to help the teacher, promote the students' creativity and lead them towards their productions of paintings and drawings. • During the pre activities the students will be offered basic notions about how electricity is generated from the wind by using a wind turbine and about the benefits of wind energy for nature. This could be done through illustrations and videos. Then the artist will give the creative hints to produce fine arts productions. • The students will be stimulate to use their creativity through fine arts by giving them freedom. • The teacher and the artist should create the nice atmosphere to motivate the students.
<p>Expected Outcomes</p>	<p>By the end of the lesson, the learners will have learnt</p> <ul style="list-style-type: none"> • how electricity is generated from the wind by using a wind turbine, • about the benefits of wind 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)

