

Reduction of consuming lifestyle



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ENVI-MOBILE: Integration of mobile learning into environmental education fostering local communities' development

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Activity No. 1

Part of the lesson: EVOCATION

The aim of the activity: To find out what are the basic life needs from the students' points of view.

STEP 1.

Brief description of the activity:

During a short brainstorming teacher finds out, which things or services do the students need or use on the daily basis. Students write their ideas down on the paper cards. The point is to describe the life needs and necessary things that are perceived as common. The aim is not to write down how it should be, but to describe the actual, real situation. In summary, write the items to the left part of the blackboard/flipchart.

Instruction (what you need to tell the students):

Write down on the paper cards/piece of paper the things or services that you need and use in your daily life. Afterwards, we together summarize your notes and make the list on the blackboard.

STEP 2.

Brief description of the activity:

Adding a point value of 1 to 5 to each item written, according to the frequency of use (its' importance) in daily life. Number 1 would represent the daily use or need (water, food, clothes etc.). Number 5 should be added to the items or services with lower importance for daily life, such as games and toys, travelling to remote places, swimming - pools in the gardens etc.

Instruction (what you need to tell the students):

Your task now is to individually assign a number from 1 to 5 to the items listed on the blackboard according to their importance in your life. Number 1 should be assigned to the things that have the highest priority and 5 to those that have the lowest priority in your life.

STEP 3.

Brief description of the activity:

The group **together** identifies the basic life needs and additional things and services we use. Number 1 would represent the daily use or need (water, food, clothes etc.). Number 5 should be added to the items or services with lower importance for daily life, such as games and toys, travelling to remote places, swimming - pools in the gardens etc.

Write the numbers with different colour, eg. red.

Instruction (what you need to tell the students):

Each of us has different priorities in life. But now we will together find the needs that all of us consider to be essential and those that are only increasing comfort of our lives but are not necessary.

Tools for the activity (everything you need to take to the classroom): Blackboard or flipchart, papers

Estimated time (max. 40 min.): 10 minutes

Notes: Students of different ages will perceive the life needs differently. The items written should follow the local conventions and the age of students.

It is also possible to work in groups, while each group writes on the paper their own suggestions. Then we choose the suggestions the whole group agrees with and write those on the blackboard.

Activity No. 2

The aim of the activity: To show the impact of our behaviour to the environment and point out the possibilities of an individual reduction of the consuming lifestyle.

STEP 1.

Brief description of the activity:

Students recognize the risks of our behaviour and identify the ways and possibilities of the environmental impact decrease using a simple worksheet (Annex 1).

Instruction (what you need to tell the students):

Each student gets one worksheet. They work independently and, in the beginning, fill in just the first column. They identify the risks related to using concrete things or services. After a short check and review students continue with filling in the second column suggesting the behavioral changes leading to the improvement.

E.g. Plastic bag used for shopping – represents hardly degradable item we use only once for the goods bringing – we can change it and use a textile shopping bag instead which lasts for years and is environmentally friendly.

STEP 2.

Brief description of the activity:

Each pupil will be distributed Worksheet (Annex 1). The students' task is to fill in the first column, which identifies risks arising from the use of specific things or services. After a brief review, students continue completing the second column, while proposing changes in our behaviour / action leading to the improvement.

Instruction (what you need to tell the students):

Each of you received a worksheet. Please, fill in the first column which identifies the risks arising from the use of specific things or services. After a brief review, please continue completing the second column, while proposing changes in our behaviour / action leading to the improvement. For example, plastic bag used for shopping – represents hardly degradable item we use only once for the goods bringing – we can change it and use a textile shopping bag instead which lasts for years and is environmentally friendly.

Tools for the activity (everything you need to take to the classroom): Worksheet (Annex 1) for each student, pens

Estimated time (max. 40 min.): 20 minutes

Notes: We can add other things and services to the worksheet especially if we want to point out to some local problem. We recommend to check the first column especially if we work with young students or environmental education beginners.

Part of the lesson: APPRECIATION

Activity No. 3

Part of the lesson: REFLECTION

The aim of the activity: Analysis of risks and opportunities related to life needs that students identified.

STEP 1.

Brief description of the activity:

Now, after filling in the worksheets, the students should have a better idea what is the impact of concrete behaviour and consumption on the environment. They should also recognize some of the improvement possibilities. We will make the same type of analysis for the items written on the blackboard/flipchart during Activity 1. We try to describe particular risks and suggest possible steps to improve.

Note, that some of the items with the point value 4 or 5, can be excluded or replaced. For the items representing daily use we focus on consumption reduction or changing of our attitude towards using them.

Instruction (what you need to tell the students):

Now look at everyday things or services that you wrote down in the beginning of the lesson. What are the risks of their use on the environment and how can you minimize those risks? E.g. drinking water usage in toilets – using undrinkable water supply in the houses, reduce consumption etc.

Tools for the activity (everything you need to take to the classroom): Blackboard/flipchart

Estimated time (max. 40 min.): 10 minutes

Annex 1

Hi! Do you know how can your behaviour influence the Earth? Let´s think about it!

Goods or services	Environmental risks	How to improve?
Using plastic bags for shopping		
Buying drinks in plastic bottles		
Travelling by car		
Spending your free time by playing PC games		
Buying food in supermarkets		
Buying plastic toys imported from Asia		
The use of 1 Usage nappies		
Frequent buying of new clothes		
High consumption of pills and medicines		

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