



ЭКОВОЛНА

Рабочая тетрадь для 2 класса МДО

RIPPLE EFFECT ЭКОВОЛНА

Project-Based Language Learning
Intermediate Russian
_____ Designing an activity book

DRIVING QUESTION:

How can we design and create a printer-friendly activity book to teach sustainability to Russian-speaking 2nd graders of interdisciplinary studies?

PUBLIC PRODUCT

An activity book for Russian-speaking 2nd grade students at European Lyceum in Baku. This activity book contains activities that raise environmental awareness and teach sustainability to 2nd graders.

PROJECT RIPPLE EFFECT

- We are making an activity book for 2nd graders at European Lyceum in Baku.
- Each person will be responsible for two activities (one page each).
- A partner and teacher will help you revise your activities.

YOUR RESOURCES

- A printed interview with an environmental expert from Russia
- The lyceum lesson observation
- An interview with an environmental science professor
- Sample activities
- A picture library + other technology
- A 'cheat sheet' + a language consultant
- A glossary

THE SCHOOL AND LEARNER PROFILE

- European Lyceum is for gifted children
- The target audience are Russian-speaking 2nd graders
- Critical thinking is taught through the subject of interdisciplinary studies in 1-9 grades
- They are seven years old but we may design activities for one grade higher

EUROPEAN LYCEUM POST-OBSERVATION:

In the light of the school visit and the interview, think about the following:

- Activity page formats (fill out the blanks, build a graph, crafts, math problems, match, spot the difference, etc.)
- What can be taught about environment (which habits can be promoted) on individual level and at home
- Places/things/activities.
- How to connect to 7 year old children?

THE INTERVIEW WITH ULKER / ИНТЕРВЬЮ С УЛЬКЕР

- Environmental education should start at an early age. Ulker's 8 y.o. daughter follows her example and picks up trash. It's too late to teach teenagers because they often believe it is cool to show disobedience.
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- The garbage problem is one of the most pressing problems in Baku (air, soil, water pollution, heavy traffic, industries)
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- An individual can be a role model for others by doing the right thing (picking up trash, not littering). Many things can be done on individual level.

LESSON OBSERVATION AT EUROLYCEUM

Class size: 30 students

Students are very engaged, autonomous learners

Critical thinking: the teacher asks follow-up questions and reminds students of plagiarism (Do not copy ideas from the cartoon I showed you)

READING THE INTERVIEW WITH SVETLANA KUKLINA

Principles of environmental education to kids:

- Why is it important to the child? How does it harm her, her family and friends?
- Why shouldn't we do it? What will happen? What are the negative consequences?
- Dynamic activities/ games. Kids should feel something; how to involve their senses?
- Visualization and imagination. Kids should imagine things. For instance, “Raise your hands and imagine you’re a tree”.

INTERVIEW WITH PROFESSOR ANAR GOTAYEV

- Environmental education in Azerbaijan is still developing. The state increases the areas of national parks and imposes fines on illegal logging. There are campaigns to collect garbage and plant trees.
- National parks (Shirvan, Absheron) visitors come mostly from Baku, not rural areas.
- We should start explaining environmental protection and sustainability early to kids. For instance, math problems: plastic bags and reusable bottles and mugs, plastic bags and reusable totes.
- Sustainability is about successful planning. Example: family budget. You have 100 manats and spend 150 manats. What happens? Is it comfortable to live like this? Same is true about logging too many trees, wasting water and other resources.

INTERVIEW WITH PROFESSOR ANAR GOJAYEV

- Kids need knowledge and practice.
- The Bio-Chemistry Lyceum (Nefciler metro station) has a botanical garden/greenhouse with rare species. Kids should learn about Azerbaijan's endemic species.
- Czech people feed birds in parks.
- Initiatives like Camping Azerbaijan and Bag Baku are good, but they should educate people about staying on trails, littering and picking flowers.
- Global warming: we need to explain this to kids in a simple way. To reduce CO₂, we need to use public transport, ride a bike, walk, and plant trees. Trees are more effective than bush. We can also have plants at home and in office, and ask kids to help water them.
- Diet is another example of sustainability. There is no need to eat meat every day.
- We should explain to kids that there are environmental refugees in the world.

BY THE END OF LESSON 3

Students are able to compare and contrast three different viewpoints on environmental education, - community member, Russian environmental expert, Azerbaijani environmental science professor.

BY THE END OF LESSON 4

Each person has sketched out two one-page activity designs + titles + instructions, in English first

BY THE END OF LESSON 5-6

Each person has drafted two activities on flip chart paper and received feedback from the teacher and peers.

BY THE END OF LESSON 7

Students have interviewed a language consultant to proofread/get the needed language, come away with written instructions.

Advanced students may have started design work online (reformatting pictures, doing page layout).

ONLINE TOOLS

Free Picture Stencil Maker [here](#)

Pixabay free image stock [here](#) and more [here](#)

Typical user [instructions](#) for various activity types

Infographics tutorial on YouTube [here](#)

Infographics generator (sign in with Google) [here](#)

Maze generator [here](#)

Graph generator [here](#)