

'ACT BEFORE THE GAME IS OVER'

2024-2-BE02-KA210-SCH-000289812



TEACHING PACK

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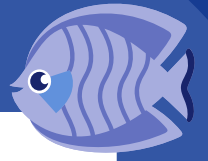
PART 1

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Lesson Plan 1

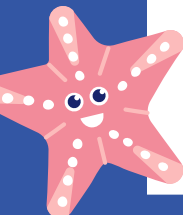


Grade: Grades 9–10

Subject: English

Date:

Topic: Environmental Heroes



Lesson Focus and Goals:

Creative writing, storytelling, persuasive dialogue, and peer review through comic strip creation.

Materials Needed:

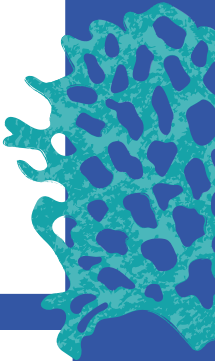
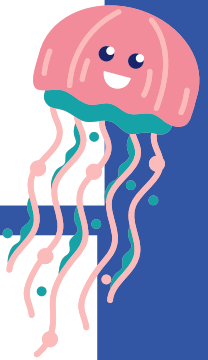
- A4 paper or comic strip templates
- Colored pencils/markers
- Projector or board
- Sticky notes (optional)



Learning Objectives:

By the end of the lesson, students will be able to:

- create a short environmental hero story,
- use persuasive dialogue in English,
- develop a comic strip about deforestation,
- give constructive peer feedback,
- improve creativity and communication skills.

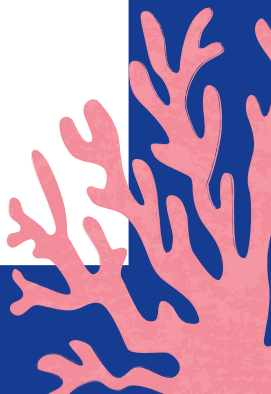


Structure / Activity:



1. Warm-up Discussion (5 min)

Ask students:

- "What environmental problems do we face today?"
 - "Who can be called an environmental hero?"
 - "How can one person protect forests?"
- 
- 

Write key vocabulary on the board:

- deforestation
- pollution
- protect
- wildlife
- recycle
- climate change
- save the planet

2. Introduction to the Task (5 min)

Explain:

"Today you will create a comic strip about an environmental hero fighting deforestation. Your comic should include persuasive dialogue to convince people to protect nature."

Show a very short example dialogue:

"If we continue cutting trees, animals will lose their homes!"

"We must protect our forests before it is too late!"

Remind students to:

- use at least 4–6 comic panels,
- include a problem and a solution,
- make the hero persuasive and creative.

3. Comic Strip Creation (15 min)

Students work individually or in pairs.

They create:

- a hero character,
- a deforestation problem,
- persuasive conversations,
- a solution/action.

Teacher walks around and supports vocabulary and grammar.

Peer Review Session (10 min)

Students exchange comic strips.

Peer review questions:

- Is the message clear?
- Is the dialogue persuasive?
- Is the environmental problem explained well?
- What is the strongest part of the comic?

Students give short oral or written feedback.

5. Reflection & Closing (5 min)

Ask a few students to present their heroes briefly.

Closing question:

"What can we personally do to stop deforestation?"

Summarize the importance of environmental responsibility and creative communication.

Assessment

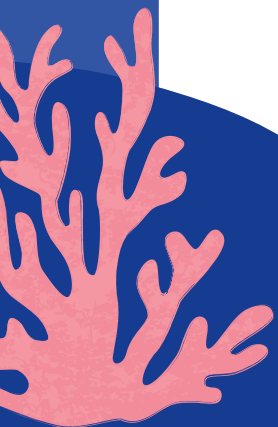
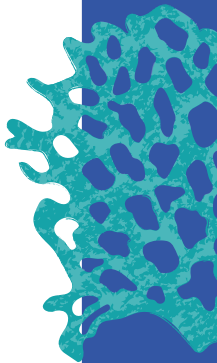
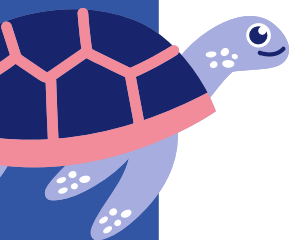
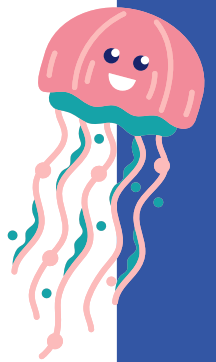
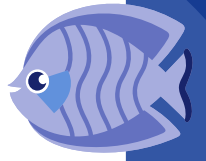
Students are assessed based on:

- creativity,
- use of persuasive language,
- clarity of story,
- participation in peer review,
- teamwork and communication.

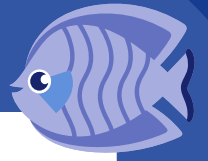
Optional Homework

Write a short paragraph titled:

"How I Can Become an Environmental Hero"



Lesson Plan 2



Grade: Grades 9–10

Subject: English

Date:

Topic: Sustainability Debate Challenge

Lesson Focus and Goals:

Developing debating, critical thinking, speaking, and reflection skills through sustainability discussions.

Materials Needed:

- Debate question cards
- Timer
- Board/projector
- Sticky notes or score cards

Learning Objectives:

By the end of the lesson, students will be able to:

- express opinions clearly in English,
- use persuasive arguments in a debate,
- discuss sustainability and environmental issues,
- listen respectfully to opposing ideas,
- reflect on their learning through a gamified activity.

Structure / Activity:

1. Warm-up Activity (5 min)

Ask students:

- "Can technology save the planet?"
- "What environmental problems worry you most?"
- "Do humans depend too much on technology?"

Write useful debate expressions on the board:

- I believe that...
- In my opinion...
- I disagree because...
- On the other hand...
- We should consider...

2. Introduction to the Debate Topic (5 min)

Present the debate statement:

"Technology alone can solve environmental issues."

Divide students into two groups:

- For the statement
- Against the statement

Explain debate rules:

- speak respectfully,
- support ideas with examples,
- listen carefully,
- every student should contribute.

3. Group Preparation (8 min)

Groups prepare arguments together.

Possible ideas:

- renewable energy,
- AI and smart cities,
- recycling technologies,
- human responsibility,
- overconsumption,
- environmental awareness.

Teacher supports vocabulary and idea development.

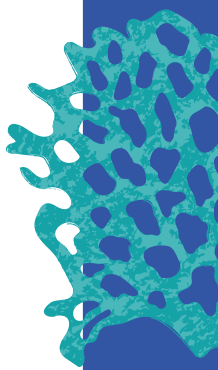
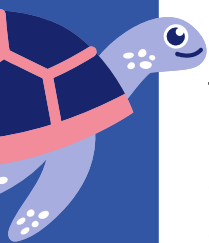
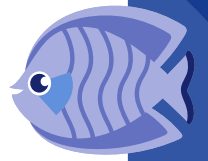
4. Debate Session (12 min)

Students present arguments and respond to the opposite team.

Suggested structure:

- Opening statements
- Supporting arguments
- Rebuttals
- Final comments

Teacher acts as moderator.



5. Gamified Reflection (7 min)

Students participate in a quick reflection game:

"Green Points Challenge"

Students earn points for:

- strong arguments,
- respectful communication,
- creative ideas,
- teamwork,
- persuasive speaking.

Optional:

Students vote for:

- Best Speaker
- Most Creative Idea
- Strongest Argument

6. Closing (3 min)

Discuss:

"What combination of actions can truly help the environment?"

Emphasize that sustainability needs both technology and responsible human behavior.

Assessment

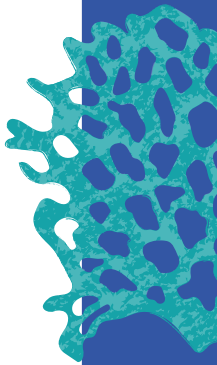
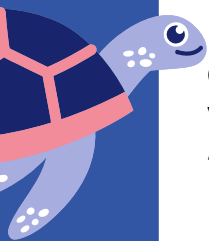
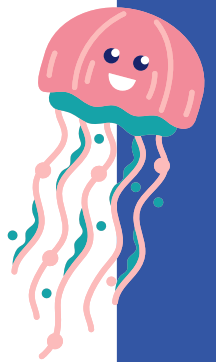
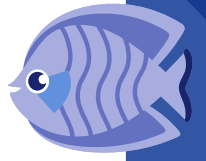
Students are assessed based on:

- speaking participation,
- quality of arguments,
- teamwork,
- respectful interaction,
- reflection activity involvement.

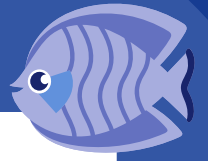
Optional Homework

Write a short opinion paragraph:

"Can Technology Save the Environment?"



Lesson Plan 3



Grade: Grades 9–10

Subject: Math

Date:

Topic: Sustainability Statistics

Lesson Focus and Goals:

Analyzing and interpreting environmental data using pie charts and statistical thinking.

Materials Needed:

- Worksheets with environmental data
- Graph paper or digital chart tools
- Colored pencils
- Calculator (optional) & Projector/board

Learning Objectives:

By the end of the lesson, students will be able to:

- interpret data related to environmental issues,
- create and analyze pie charts,
- calculate percentages accurately,
- compare eco-friendly practices using statistics,
- participate in a gamified data review activity.

Structure / Activity:

1. Warm-up Discussion (5 min)

Ask students:

- "Which eco-friendly habits are common in daily life?"
- "Why is data important for environmental awareness?"
- "What types of charts do we use in mathematics?"

Introduce key vocabulary:

- percentage
- statistics
- pie chart
- analyze
- compare
- survey data

2. Introduction to Pie Charts (5 min)

Briefly explain how pie charts represent parts of a whole.

Example:

A class survey about eco-friendly habits:

- Recycling — 40%
- Saving water — 25%
- Using public transport — 20%
- Reusing materials — 15%

Show how percentages form a complete circle.

3. Data Analysis & Pie Chart Creation (15 min)

Students work individually or in pairs.

Task:

Create a pie chart using environmental survey data.

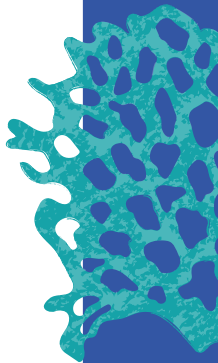
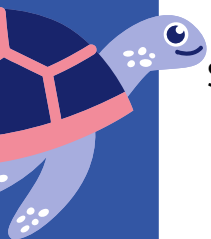
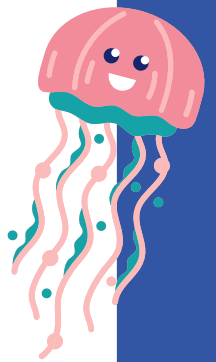
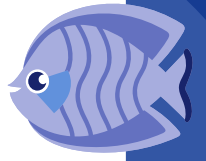
Possible categories:

- recycling habits,
- energy saving,
- transportation choices,
- plastic reduction.

Students:

- calculate percentages,
- draw pie charts,
- label categories clearly,
- interpret the results.

Teacher monitors and supports calculations.



4. Gamified Review Activity (10 min)

"Guess the Data!"

Display different pie charts.

Students or teams guess:

- which category has the highest percentage,
- approximate values,
- what the chart represents.

Example questions:

- "Which eco-friendly action is most common?"
- "Which category represents 25%?"
- "What conclusions can we make from this chart?"

Award points for correct answers.

5. Reflection & Closing (5 min)

Discuss:

"How can statistics help us understand environmental problems?"

Encourage students to connect mathematics with real-world sustainability issues.

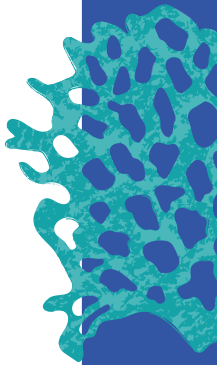
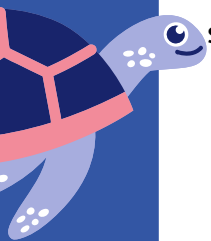
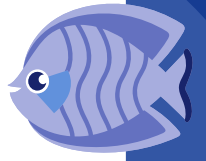
Assessment

Students are assessed based on:

- accuracy of calculations,
- correct pie chart creation,
- interpretation skills,
- participation in the review game,
- teamwork and engagement.

Optional Homework

Conduct a small survey at home or school about eco-friendly habits and create a simple pie chart using the collected data.



Lesson Plan 4



Grade: Grades 9–10

Subject: Math

Date:

Topic: Calculating Resource Use

Lesson Focus and Goals:

Measuring, calculating, and analyzing waste production and resource consumption through problem-solving activities.

Materials Needed:

- Waste data worksheets
- Calculators
- Board/projector
- Problem cards & Paper and pencils

Learning Objectives:

By the end of the lesson, students will be able to:

- measure and compare resource consumption data,
- calculate waste production amounts,
- interpret mathematical information related to sustainability,
- develop problem-solving skills,
- participate in a gamified waste management challenge.

Structure / Activity:

1. Warm-up Discussion (5 min)

Ask students:

- "What kinds of waste do we produce every day?"
- "Why is reducing waste important?"
- "How can mathematics help manage resources?"

Introduce key vocabulary:

- consumption
- waste production
- recycle
- reduce
- resource management
- data analysis

2. Introduction to Resource Calculations (5 min)

Present a simple example:

A school cafeteria produces 12 kg of plastic waste per day.

How much waste is produced in 5 days?

$$12 \times 5 = 60 \quad 12 \times 5 = 60 \quad 12 \times 5 = 60$$

Briefly discuss how calculations help understand environmental impact.

3. Measuring and Analyzing Waste Production (15 min)

Students work individually or in small groups.

Tasks may include:

- calculating daily or weekly waste amounts,
- comparing recycling and non-recycling data,
- finding averages,
- interpreting simple tables or charts.

Example problem:

A classroom collects 18 kg of paper waste and 12 kg of plastic waste in one week.

What is the total amount of waste?

$$18 + 12 = 30 \quad 18 + 12 = 30 \quad 18 + 12 = 30$$

Teacher supports calculations and discussions.

4. Gamified Waste Management Challenge (10 min)

"Eco Math Mission"

Groups solve waste management problems to earn points.

Example challenges:

- calculate how much waste can be reduced,
- identify the best recycling solution,
- solve timed eco-math questions,
- estimate resource savings.

Sample challenge:

If recycling reduces waste by 25% from 40 kg, how much waste remains?

$$40 - (0.25 \times 40) = 30$$

Award points for speed, accuracy, and teamwork.

5. Reflection & Closing (5 min)

Discuss:

"How can small changes reduce resource consumption?"

Highlight the importance of mathematics in solving environmental problems.

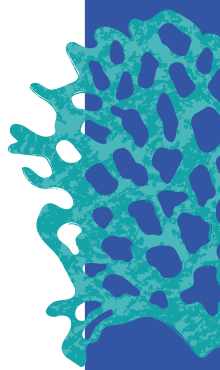
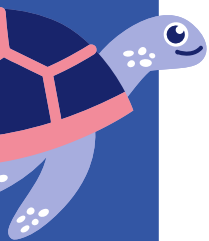
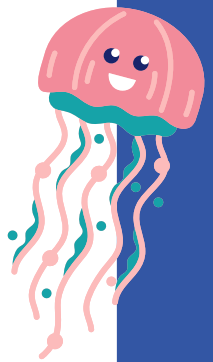
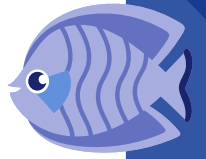
Assessment

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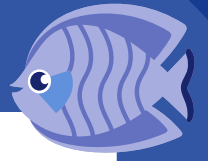
- accuracy of calculations,
- participation in activities,
- problem-solving skills,
- teamwork,
- engagement during the gamified session.

Optional Homework

Track one type of household waste for one day and calculate the estimated weekly amount.



Lesson Plan 5



Grade: Grades 9–10

Subject: Social Studies

Date:

Topic: Creating a Sustainable Community

Lesson Focus and Goals:

Understanding sustainability through simulation, stakeholder perspectives, and negotiation-based role-play.

Materials Needed:

- Role cards (stakeholders)
- Scenario sheet (community problem)
- Board/projector
- Sticky notes or voting cards

Learning Objectives:

By the end of the lesson, students will be able to:

- explain key elements of a sustainable community,
- understand different stakeholder perspectives,
- collaborate and negotiate in English,
- propose balanced sustainability strategies,
- evaluate decisions based on environmental and social impact.

Structure / Activity:

1. Warm-up Discussion (5 min)

Ask students:

- "What makes a community sustainable?"
- "Who is responsible for protecting the environment in a city?"
- "What challenges do cities face today?"

Write key ideas on the board:

- energy use
- transport
- waste management
- green spaces
- economy
- social well-being

2. Scenario Introduction (5 min)

Present the situation:

"A new community is being developed. The city must decide how to use land, energy, and resources while balancing environment, economy, and people's needs."

Explain that students will take roles and make decisions together.

3. Role Assignment (5 min)

Assign students stakeholder roles such as:

- City Mayor
- Environmental Activist
- Business Owner
- Teacher/School Representative
- Urban Planner
- Local Resident

Each group receives a role card with priorities and goals.

4. Role-Play Negotiation Game (15 min)

"Sustainable City Council Meeting"

Students discuss and negotiate:

Key decisions:

- Should the city build a new shopping mall or a green park?
- Should public transport or roads be prioritized?
- How should waste be managed?
- How can energy be produced sustainably?

Rules:

- every role must speak,
- arguments must be justified,
- compromise is encouraged,
- respectful communication is required.

Teacher acts as facilitator and keeps time.

5. Final Decision Voting (5 min)

Students vote on final community plan using sticky notes or show of hands.

Discuss:

- Which decision was most popular?
- Which ideas were compromised?
- What was difficult in negotiation?

6. Reflection (5 min)

Ask:

"Was it easy to balance environment, economy, and people's needs?"

Highlight that sustainability requires cooperation and compromise.

Assessment

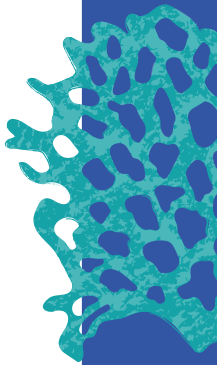
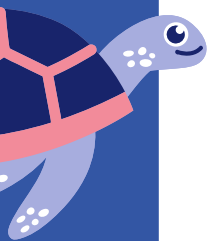
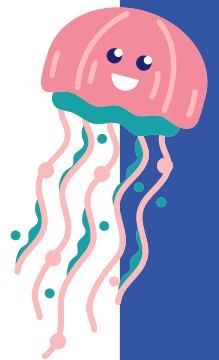
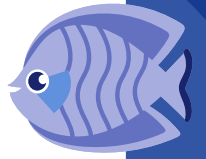
Students are assessed based on:

- participation in role-play,
- quality of arguments,
- negotiation and communication skills,
- teamwork and collaboration,
- ability to consider multiple perspectives.

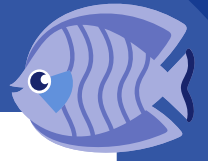
Optional Homework

Write a short paragraph:

"If I were a city planner, I would create a sustainable community by..."



Lesson Plan 6



Grade: Grades 9–10

Subject: Social Studies

Date:

Topic: Cultural Approaches to Sustainability

Lesson Focus and Goals:

Exploring sustainability through cultural traditions, with a focus on traditional Turkish water conservation methods and interactive historical understanding.

Materials Needed:

- Internet or printed resources (short texts/images)
- Timeline template (paper or digital)
- Sticky notes / cards & Board/projector

Learning Objectives:

By the end of the lesson, students will be able to:

- understand how culture influences sustainability practices,
- describe traditional Turkish water conservation methods,
- compare historical and modern sustainability approaches,
- work collaboratively to organize information visually,
- present ideas through an interactive timeline.

Structure / Activity:

1. Warm-up Discussion (5 min)

Ask students:

- "How did people protect water resources in the past?"
- "Do you think traditional methods are still useful today?"
- "What cultural habits help protect nature?"

Introduce key vocabulary:

- conservation
- tradition
- sustainability
- irrigation
- heritage
- resource management

2. Cultural Input: Turkish Water Conservation (8 min)

Brief teacher explanation with examples:

- traditional cistern systems (su sarnıçları)
- "sebil" and public water sharing culture
- ancient irrigation channels
- village water-sharing practices
- hammam water reuse systems (historical efficiency ideas)

Highlight how these systems reflect:

- community responsibility
- limited resource use
- long-term thinking

3. Group Task: Research & Organize (10 min)

Students work in groups.

Each group receives or selects one topic:

- Ottoman-era water systems
- Rural water conservation traditions
- Historical irrigation methods
- Cultural habits of saving water

Task:

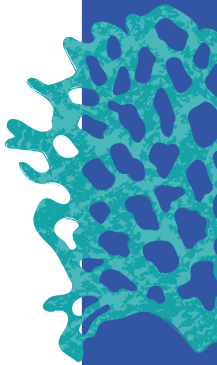
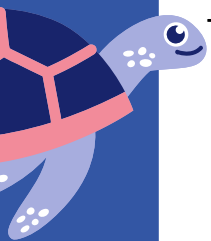
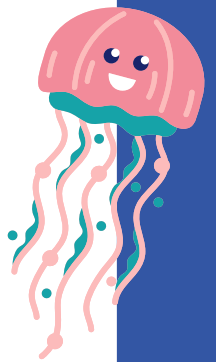
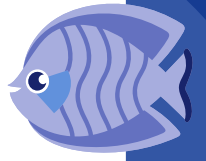
- summarize key points,
- identify how it supports sustainability,
- prepare 3–4 timeline entries.

4. Interactive Timeline Creation (12 min)

Students create a class timeline:

Include:

- historical method/practice,
- short explanation,
- sustainability benefit,
- visual symbol or drawing.



Example timeline entry:

- "Ottoman cistern systems → stored rainwater → ensured water access during dry periods"

Teacher helps connect ideas chronologically and conceptually.

5. Sharing & Reflection (5 min)

Groups present their timeline sections.

Discuss:

- "What is similar between past and modern sustainability?"
- "What can we learn from traditional methods today?"

Assessment

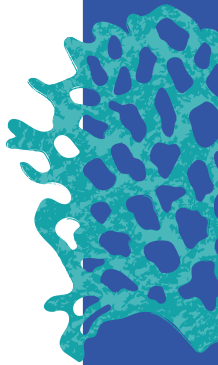
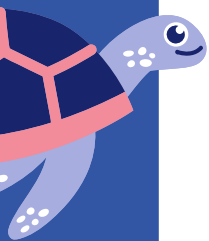
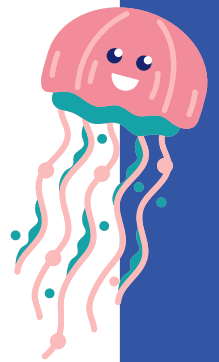
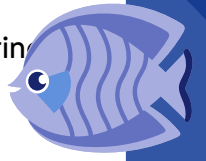
Students are assessed based on:

- understanding of cultural sustainability,
- contribution to group work,
- clarity of timeline entries,
- ability to connect past and present ideas,
- participation in discussion.

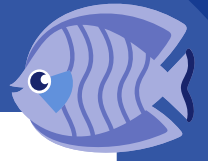
Optional Homework

Create a short reflection:

"One traditional sustainability practice I find useful today is..."



Lesson Plan /



Grade: Grades 9–10

Subject: Art

Date:

Topic: Recycled Art Challenge

Lesson Focus and Goals:

Encouraging creativity and environmental awareness through recycled fashion design and sustainable art practices.

Materials Needed:

- Recycled materials (paper, plastic, fabric scraps, cardboard, newspapers, bottle caps, etc.)
- Tape, glue, scissors, markers and coloring tools
- Quiz cards or digital quiz tool, simple runway/open classroom space

Learning Objectives:

By the end of the lesson, students will be able to:

- create artistic products using recycled materials,
- understand the concept of upcycling,
- express creativity through fashion design,
- explain sustainable fashion practices,
- participate in a collaborative fashion show activity.

Structure / Activity:

1. Warm-up Discussion (5 min)

Ask students:

- "What is fast fashion?"
- "Why is textile waste a problem?"
- "How can old materials become new products?"

Introduce vocabulary:

- recycle
- upcycle
- sustainable fashion
- textile waste
- eco-friendly
- creative reuse

2. Introduction to the Challenge (5 min)

Explain the task:

"You will design a fashion item using recycled or upcycled materials and present it in a mini fashion show."

Possible creations:

- hats
- bags
- accessories
- vests
- jewelry
- costume pieces

Encourage originality and sustainability messages.

3. Design & Creation Phase (15 min)

Students work individually or in groups.

Tasks:

- select recycled materials,
- create wearable fashion items,
- prepare a short presentation sentence.

Example:

"Our design uses recycled newspapers to reduce paper waste."

Teacher supports creativity and safe material use.

4. Fashion Show Presentation (8 min)

"Eco Fashion Runway"

Students present their designs one by one.

They briefly explain:

- materials used,
- environmental message,
- how the item supports sustainability.

Class applauds and gives positive feedback.

5. Sustainable Fashion Quiz (5 min)

Conduct a short quiz game.

Sample questions:

- "What does upcycling mean?"
- "Which industry creates large amounts of waste?"
- "Why is reusing clothing important?"
- "Which material is easiest to recycle?"

Students earn points individually or in teams.

6. Reflection & Closing (2 min)

Ask:

"How can fashion become more environmentally friendly?"

Emphasize creativity, responsibility, and conscious consumption.

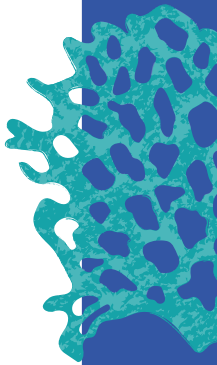
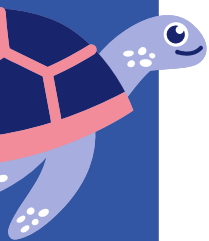
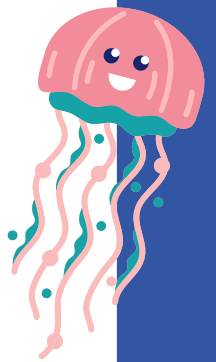
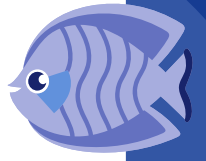
Assessment

Students are assessed based on:

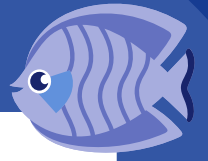
- creativity and originality,
- effective use of recycled materials,
- participation in the fashion show,
- understanding of sustainable fashion,
- teamwork and presentation skills.

Optional Homework

Design a sketch of another eco-friendly fashion product and describe the recycled materials used.



Lesson Plan 8



Grade: Grades 9–10

Subject: Art

Date:

Topic: Visual Campaign for Climate Action

Lesson Focus and Goals:

Designing visual awareness campaigns through infographics about climate change and environmental responsibility.

Materials Needed:

- Paper or digital infographic tools
- Markers, colored pencils
- Printed climate change facts/statistics
- Projector or board, Matching game cards

Learning Objectives:

By the end of the lesson, students will be able to:

- explain important climate change facts,
- create effective visual campaigns,
- design informative infographics,
- communicate environmental messages creatively,
- analyze and match visual information with key facts.

Structure / Activity:

1. Warm-up Discussion (5 min)

Ask students:

- "What environmental problems affect the world today?"
- "Why are visual campaigns important?"
- "What makes an infographic effective?"

Introduce key vocabulary:

- climate change
- global warming
- carbon footprint
- awareness
- infographic
- renewable energy

2. Introduction to Infographics (5 min)

Explain that infographics:

- combine visuals and information,
- simplify complex ideas,
- attract attention quickly.

Show or describe simple infographic elements:

- icons,
- charts,
- short statistics,
- slogans,
- colors and symbols.

3. Infographic Design Activity (15 min)

Students work individually or in pairs.

Task:

Create an infographic about a climate-related topic.

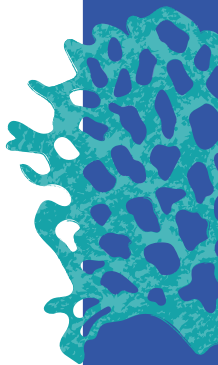
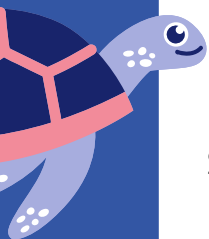
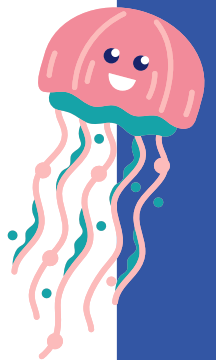
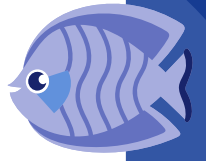
Possible topics:

- reducing plastic waste,
- saving energy,
- recycling,
- protecting forests,
- renewable energy,
- water conservation.

Students should include:

- a title/slogan,
- at least 2–3 facts or statistics,
- visuals or symbols,
- a call to action.

Teacher supports design and language use.



4. Gamified Review Activity (10 min)

"Match the Fact!"

Display or exchange infographics.

Students match:

- facts with the correct infographic,
- slogans with environmental issues,
- statistics with visuals.

Example:

- "Which infographic mentions renewable energy?"
- "Which design explains deforestation?"
- "Match the statistic to the correct campaign."

Award points for correct matches.

5. Reflection & Closing (5 min)

Ask:

"How can visual campaigns influence people's behavior?"

Discuss the power of art and media in environmental awareness.

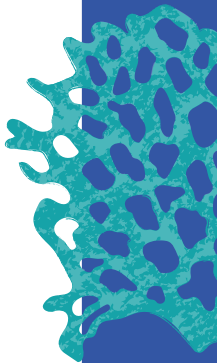
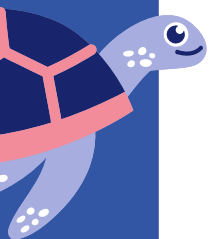
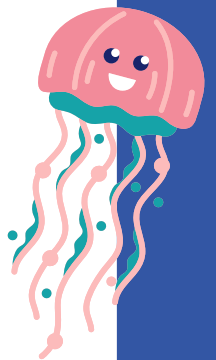
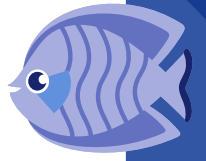
Assessment

Students are assessed based on:

- creativity and visual communication,
- accuracy of climate information,
- infographic organization,
- participation in the matching game,
- teamwork and engagement.

Optional Homework

Create a digital version of the infographic or design a climate awareness poster for school.





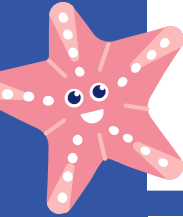
Lesson Plan 9



Grade: Grades 9–10

Subject: IT (Information Technology)

Topic: Digital Eco-Journal



Lesson Focus and Goals:

Using digital tools to track sustainable habits and promote environmental awareness through personalized eco-journals.

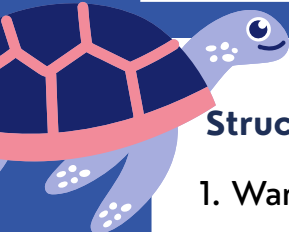
Materials Needed:

- Computers/tablets
- Internet access (optional)
- Digital tools (Canva, Google Docs, PowerPoint, Excel, or similar)
- Sample eco-journal pages

Learning Objectives:

By the end of the lesson, students will be able to:

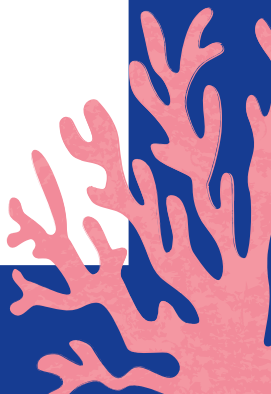
- create a digital eco-journal template,
- organize environmental data digitally,
- track sustainable habits and resource use,
- customize templates based on personal goals,
- improve digital design and organization skills.



Structure / Activity:

1. Warm-up Discussion (5 min)

Ask students:

- "What sustainable habits do you practice daily?"
 - "Why is tracking habits important?"
 - "How can technology help the environment?"
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Introduce key vocabulary:

- digital journal
- sustainability
- tracking
- resource use
- goals
- template

2. Introduction to Digital Eco-Journals (5 min)

Explain:

"A digital eco-journal helps people monitor environmentally friendly habits and improve sustainability awareness."

Possible tracking categories:

- water consumption,
- electricity use,
- recycling habits,
- transportation choices,
- plastic reduction.

Show or describe basic template sections:

- date,
- daily habits,
- goals,
- reflections,
- weekly progress.

3. Template Design Activity (15 min)

Students work individually.

Task:

Create a digital eco-journal template using a digital tool.

The template should include:

- title/header,
- sustainability goals,
- habit tracking table or checklist,
- reflection section,
- visual elements/icons.

Teacher supports formatting and digital organization.

4. Customization Challenge (10 min)

"Personal Sustainability Goals Challenge"

Students customize their journals based on personal goals.

Examples:

- reduce plastic use,
- save water,
- use public transportation,
- recycle regularly.

Students add:

- colors/themes,
- motivational quotes,
- progress trackers,
- personalized categories.

Optional mini-sharing session:

Students briefly present one feature of their journal.

5. Reflection & Closing (5 min)

Ask:

"How can digital tools encourage sustainable behavior?"

Discuss how technology can support responsible habits and long-term awareness.

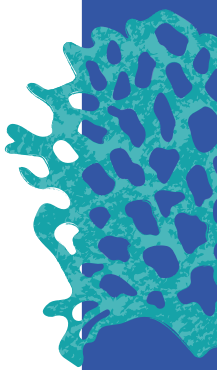
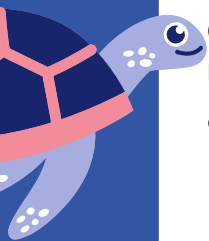
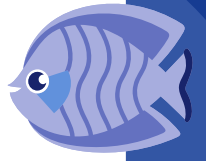
Assessment

Students are assessed based on:

- creativity and organization,
- functionality of the template,
- digital skills,
- personalization and goal setting,
- participation and engagement.

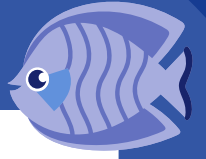
Optional Homework

Use the eco-journal for three days and record personal sustainable habits digitally.





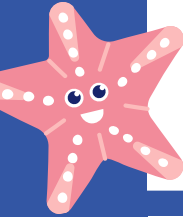
Lesson Plan 10



Grade: Grades 9–10

Subject: IT (Information Technology)

Topic: Data Analysis for Environmental Impact



Lesson Focus and Goals:

Analyzing environmental data and creating a simple website to visualize renewable energy statistics with interactive comparison features.

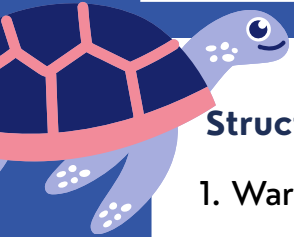
Materials Needed:

- Computers/tablets
- Internet access (optional)
- Website creation tools (Google Sites, Canva, Wix, or HTML editor)
- Renewable energy data sheets/charts

Learning Objectives:

By the end of the lesson, students will be able to:

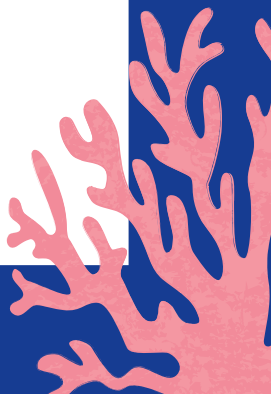
- interpret environmental data using digital tools,
- organize renewable energy statistics visually,
- design a simple data-focused website,
- compare data using interactive features,
- improve digital literacy and analytical thinking skills.



Structure / Activity:

1. Warm-up Discussion (5 min)

Ask students:

- "What types of renewable energy do you know?"
 - "Why is environmental data important?"
 - "How can websites help spread awareness?"
- 
- 

Introduce vocabulary:

- renewable energy
- statistics
- data visualization
- comparison
- interactive feature
- sustainability

2. Introduction to Environmental Data Visualization (5 min)

Briefly explain:

- charts and graphs help simplify data,
- websites can make information interactive,
- visual comparisons improve understanding.

Show example data categories:

- solar energy usage,
- wind power,
- hydroelectric energy,
- fossil fuel comparison.

3. Website Design Activity (15 min)

Students work individually or in pairs.

Task:

Create a simple website layout that includes:

- a homepage title,
- renewable energy statistics,
- charts or tables,
- short explanations,
- visuals/icons.

Students may use:

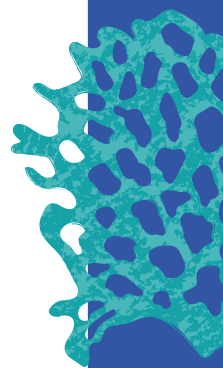
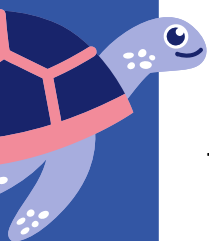
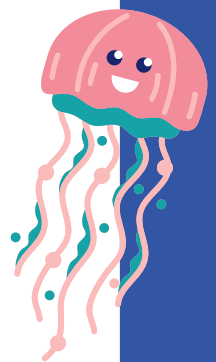
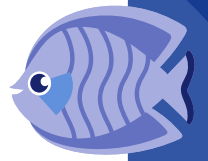
- pie charts,
- bar graphs,
- percentage comparisons.

Teacher supports website structure and data organization.

4. Interactive Data Comparison Challenge (10 min)

Students add or plan an interactive feature such as:

- comparing two energy sources,
- selecting countries for comparison,
- before-and-after energy usage visuals,
- clickable charts or buttons.



Example tasks:

- "Which renewable energy source is used the most?"
- "Compare solar and wind energy statistics."

Groups briefly test each other's websites.

5. Reflection & Closing (5 min)

Ask:

"How can digital technologies help people understand environmental issues better?"

Discuss the role of IT in sustainability awareness and informed decision-making.

Assessment

Students are assessed based on:

- accuracy of data use,
- website organization,
- effectiveness of visual presentation,
- creativity and interactivity,
- teamwork and participation.

Optional Homework

Improve the website by adding one additional page about another environmental issue or renewable energy source.

