

Green Back



For green skills



Cofinanciado por
la Unión Europea



Erasmus+

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Together in Green Europe



Our project numbered 2023-2-ES01-KA210-SCH-000181145, which was accepted by the Spanish National Agency within the scope of the European Union Erasmus+ programs, started its work with special education schools from Spain, Poland and Latvia and an association from Turkey that works in the field of special education. With our project, we will design and share with each other the methods and techniques that can be used to increase environmental awareness in students with special education needs. We aimed to share with our colleagues by creating trainings, campaigns and competitions, lesson plans and courses to be given to students in schools. The main purpose of the school is to prepare students for independent living, socialization and inclusion in society. All learning processes are linked to the acquisition of practical skills for life. The school creates opportunities and conditions for students to receive education according to their abilities, mental and physical development levels. The school's policy is to develop the abilities of each child, to raise a responsible personality, and to teach tolerance and understanding. Our students should learn to live a green lifestyle, protect nature, accept the meaning of nature and the importance of a clean environment, be environmentally conscious not only as citizens of the country but also as all EU citizens, develop practical and communication skills, and prepare students for independent living in society.

Teachers have an important responsibility to include them in the diversity and inclusiveness of our country. It is difficult for students with special educational needs to understand abstract concepts. Teachers do not see themselves as competent to teach abstract topics such as environmental pollution and climate change. Most students with special educational needs have low self-esteem; have communication problems and are antisocial; are in a sense technology addicted; have low reading, English speaking and IT proficiency. These students do not know the concept of recycling, what consumable resources such as water are, the harms of fossil fuels, green energy and travel concepts, and therefore do not exhibit environmentally conscious behaviors. Therefore, more creative, fun, student-centered applications and materials are needed. Through the collaboration in our project, we also want to obtain the best ways to teach children practical skills by exchanging experiences between the partner schools. As an entity that allows us to learn from each other and brings us together, it is necessary to have basic knowledge of the traditions of other countries and the European Union. Our project will primarily address the problems of social inclusion and each partner will address the same problem, where it is difficult for students to be fully recognized as a normal part of society. With our project, we aim to ensure that our work has an international experience, to communicate and exchange knowledge with other countries and, as a result, to ensure that special education students living in Europe have environmental awareness and environmentally green skills. In addition, the project will increase students' motivation to learn and their interest in the areas of knowledge related to the project.



Erasmus+



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At CEE Albanta we define ourselves as a school with a desire to learn, to teach, and to share.

CEE Albanta includes students from 3 different regions. Currently, there are 92 students from ages 3 to 24. All of them have mental disabilities and severe and permanent special needs.

We organize ourselves in 5 educational levels taking into account the chronological age of the students: Each educational level is organized into different groups according to the characteristics of the students. All of them are supported by 35 professionals who cover the areas of education, health and social services.

Our goals as a centre are to promote and improve the autonomy of our students so they are as independent as possible, work on oral communication skills or incorporate alternative systems, and enhance social skills however possible in normalized contexts.

Website



SpanishTeam



My name is Xavi. I am the physical education teacher at the albanta special education school. I am a very lucky person to share every day with these wonderful students and colleagues. Every day is an opportunity to continue learning and improve as a person and as a teacher.

Hi! My name is Raquel, i am a speech therapist. I like my job and acquiring new learnings. I love laughing, spending time with friends, observing the trees, going to the sea in winter, traveling and singing and dancing at concerts!



My name is José Manuel, and I really enjoy my job. I am a special education teacher. I also love conducting interviews and i have a podcast. I am very curious and love to learn. I also love singing and have a music group. And... i want to keep developing as a human being, simply, right?

Marisa Sanchis. I am a special education teacher and I have been working at a special center for fourteen years. I really like my job and living every day at school. For me it is important getting to know new methodologies and learning with my colleagues. I love to travel, practice sports and be in contact with nature.



SpanishTeam



My name is Eva, I'm special education teacher and i love working with children with special needs, helping them build confidence and improve their social skills. As a mother of two, i enjoy spending time with my family. In my free time, i like to read books, the cinema and traveling.



Hello!! My name is Guadalupe (Guada for my friends and family). I'm special education educator and i love my work. In my free time i like reading, playing and listening music and travelling. I enjoy doing sport like basket and hiking and going to the beach.



Hello, i am Amparo and i am a special education teacher, my students study an adapted vocational training program and are between 16 and 24 years old. I really like to travel and learn about different cultures and cuisines, i enjoy spending free time with my family and friends and i love dancing, movies and history books.



Hello, my name is Maria Del Mar. I'm the head chef of the albanta special education center, I love my job. I'm very outgoing person and i like challenges, my hobbies are sports, reading, going to the cinema and of course my family.

Zespół is a special education needs school located in Radzionków, Poland. Radzionków is a small town in southern Poland which is open for the local community and its participation in annual festivities organised by our teachers and students. The events focus mainly on healthy lifestyle, sports and social integration. We also continue the Silesian traditions and organise events which emphasise our origins.

Our 41 well-qualified teachers provide education, didactic help and rehabilitation at school and our students' houses. Our school is attended by 97 mentally disabled (mild -moderate – severe and profound mental disability) students aged 7-23.

All our measures are intended to prepare our students for discovering and developing their passions, getting proper education, functioning in society, being independent and finding a job.

Website



Polish Team



Izabela Mnich is headmistress, physical education teacher, swimming instructor and football referee. She likes sailing and cabarets.



Sylvia Kulesza is English and music teacher, oligophrenopedagogue specializing in working with children with autism spectrum for 18 years. I love travelling, spending time with my family, meeting friends and taking up interesting challenges.



Agata Korbel is teacher of preschool and early school education, oligophrenopedagogue. An educator who loves his job and working with students. Creative and full of energy.



Sabina Krawczyk is physical education teacher, oligophrenopedagogue, physiotherapy technician, SI therapy and hand therapy specialist. She likes to exercise, broadly understood physical recreation and board games.



Beata Brzytwa is vice headmistress. M.A. in physical education, oligophrenopedagogue, preschool and early school education teacher, additional qualifications: hand therapy, Tomatis method therapist, judo and fitness instructor.





Joanna Kucharewicz is psychologist, teacher. A lover of nature, travel and good humor.

Justyna Dziedzina is religion teacher. I love my job and my students. We like to sing and dance together.



Milena Wojtas is physical education teacher. An educator who adores her students. Full of passion and energy. Privately, mother of two children who likes to spend her time actively.

Rafal Rotuski -is pedagogue and teacher. Privately, a great foodie and culinary traveler. A gadget enthusiast and an optimist with a pinch of salt.



Marzena Jasionek has been working with children and young people with intellectual disabilities for 20 years, currently running early school education classes. I am cheerful, kind and always willing to help others

Krystyna Kańtoch is a teacher at ZSS in Radzionków. She really likes learning new decorative techniques, which I then teach to my students. In her free time she like sewing, traveling and taking photos, especially of nature. She is a creative person.



Berzupe Special Boarding primary school-Latvia

Berzupe Special Boarding primary school is located in Annenieki village, Dobeles region, 75 km from the capital-Riga. There are 77 students in our school. All students are with special needs-mental disabilities.

**Students acquire basic education-grades 1 to 9.
Children with more severe mental disorders can
learn different job skills.**

**Pupils have the opportunity to attend a variety of
classes after lessons-ceramics, handicrafts,
ensemble, sports, modern dances, association of
good works. There is also a support team consisting
of a nurse, a social pedagogue, a psychologist and
speech therapists. Correction of physical disorders
is carried out during the sports (gymnastics) classes.
An individual learning plan is made for every child.**

Website



Latvian Team



Inta Finka is a school principal. She is also close to art, design and technology. She spends a lot of free time in nature alone, with my family or with friends. She gets energy for a new day from nature walks in the forest, new challenges, or an extreme quad bike ride. She likes to plan travel routes around Latvia or beyond. And of course go on trips.



Zinta Patrīcija Reinfelds is the deputy principal of the school. She teaches English. She likes to work in the garden. She loves nature and everything related to water - spa treatments, saunas, swimming, also old, historical things.



Juta Vasjatkina is the deputy director. She has been working in pedagogy for 16 years. She is an active person, because She believes that if you do a lot, you can do a lot! Like to work on the computer and various creative works. Dancing folk dances feeds my soul. When She puts on a national costume and go on stage, She feel like a patriot. She loves summer, sea and challenges.



Vaira Krievaite is a teacher of visual arts and history. Likes to work with non-standard materials, giving breath to new possibilities and ideas. Her passion is working in nature and the flower beds of my house, where She waits for the flowers and sprouts of Midsummer.



Dace Eihvalde works in a school as a teacher. She teaches older children with severe mental disorders. She also teaches Latvian. Her hobbies are mushroom picking, which is an integral part of summer and autumn, and traveling.

Kitija Uzāre is a vocational education teacher. My calling in my youth has been to try and introduce new and healthy food recipes to the menu. She still do. Her passion is collecting and matching earrings. Apart from her family, her big love is her cats.



Jānis Morozovs teaches woodworking design and technologies at school. Hobbies - various self-discovery seminars, traveling to powerful and beautiful places of nature, working with students.

Sandra Ridus is a design and technology teacher. She likes different challenges. In her free time She like to sew and go hiking.





Erasmus+ Program is the general name of the program that started to be implemented as of January 1, 2021 and includes support for different age groups and different target groups in the fields of education, youth and sports.



Programme structure

Key Action 1 - Learning Mobility of Individuals

Key Action 2 - Cooperation among organisations and institutions

Key Action 3 - Support for policy reform

Key Action 1 and Key Action 2, which directly concern schools, support the development of staff and students in schools.

Erasmus+, the EU's education, youth and sports programme, supports education, training, internships, professional development, non-formal learning-based youth activities and cooperation between institutions across Europe and beyond. The programme aims to modernise education, training and youth work across Europe, while also contributing to the development of human and social capital with the skills required for labour markets and a competitive economy.

Horizontal priorities of the program to be considered in all projects in the 2021-2027 period:

Inclusivity and Diversity

Sustainability, Environment and Climate

Digital Transformation

Participation in Democratic Life

International Dimension



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With this program, participants can make significant contributions to their personal, academic and professional development.

Cultural Enrichment: It provides the opportunity to live in a different country and get to know the culture of that country closely. In this way, cultural awareness increases and a global perspective is gained.

Development of Language Skills: Foreign language skills are used and developed in practice. In particular, it is a great opportunity to learn the native language of the country you are going to.

Independence and Responsibility: Living abroad teaches students to make independent decisions and assume responsibility.

Academic Development: The opportunity to take courses at different universities broadens the academic perspective and offers the opportunity to experience different teaching methods.

Career Opportunities: It provides an important contribution to the CV and provides an advantage over other candidates in business life. Having international experience is a sought-after feature in many sectors.

Meeting New People: It offers the opportunity to meet students from different countries and make lifelong friendships.

Personal Development: It offers the opportunity to know yourself, gain self-confidence and develop problem-solving skills.

Academic Cooperation: It provides the opportunity to develop joint projects and exchange information by collaborating with academicians at other universities.

Development of Teaching Methods: It provides the opportunity to develop one's own teaching methods by observing teaching methods in different countries.

Cultural Exchange: It provides the opportunity to teach students with a broader perspective by getting to know different cultures.

Institutional Development: It increases the university's international recognition and contributes to institutional collaborations.



In the field of higher education; university students, academics and higher education employees,

In the field of vocational education; vocational school students, apprentices, professionals, educators, employees in the field of vocational education,

In the field of school education; primary and secondary school students, school leaders, teachers and school employees,

In the field of adult education; learners, educators, members and employees of institutions providing adult education,

In the field of youth; young people between the ages of 13-30, youth workers, members and employees of youth organizations,

In the field of sports; public institutions related to sports, unions or organizations representing athletes, Olympic Committee, national sports league, federations, clubs, sports NGOs...

In short; individuals of all ages and segments and institutions and organizations of all levels can benefit from the program.

For more information about the Erasmus+ program, you can watch the video shared with the QR code.



You can also get information by visiting the National Agency websites of our countries that we have shared below.



Spain



Türkiye



Poland



Latvia

Climate Change and Special Education

Unfortunately, climate change is seen as the biggest problem of the future. The EU is taking various measures on this issue and even signing various agreements with countries outside the union.

Countries are working to educate the society. It is seen that teachers play a key role in these trainings. Therefore, our partnership aims to support teachers' initial training on the environment, to establish their basic competencies in teaching green skills to students, and then to develop new and innovative methods that can be used in special education with their colleagues in Europe.

Education is a process, it should be an ongoing phenomenon for teachers. Teachers should increase their knowledge and experience according to the conditions of the period and ensure the continuity of education. Teachers should increase their basic competencies in environmental education as they increased their digital competencies during the pandemic period.

The concepts of environmental pollution and climate change are abstract concepts. The ability of students with special education needs to understand these concepts is considered a problem in the field of special education. However, it is a must to educate all individuals about this common problem of the future. It is unthinkable to separate students with special education needs from this population.

In order to create the concept of "we" instead of "me" in society, we need to include students with special education needs in this society. With various methods and techniques, activities and materials to be used in their teaching, our students with special education needs will be supported to become conscious and environmentally sensitive individuals, to be aware of unnecessary consumption and to gain positive behavioral skills to protect our environment. Education should support this development.

In line with this purpose, the EU supports

- Increasing the basic competencies of teachers on climate change and environmental pollution
- Ensuring that teachers receive basic training on green skills to be given to students and supporting the continuity of education
- Exchanging ideas with colleagues in Europe in the field of special education and making the climate change problem concrete with the help of different studies
- Developing the social, technological, communication, teamwork and language skills of teachers
- Increasing the awareness of students with special education needs on environmental pollution and climate change, increasing environmental awareness through education and activities and teaching them what they can do to protect the environment

- Producing new and innovative methods that will provide green skills to students with special education needs using different branches of art. The Erasmus+ program offers important opportunities for teachers, students and institutions in this respect.

We also aim to develop the capacities of the participating institutions, increase their international cooperation experience and create a richer socio-cultural culture of work and cooperation within the framework of the common European identity.

People of all age groups are affected by climate change, but children will face the effects of climate change throughout their lives. "Individuals, companies and communities should provide education on environmental issues to both young people and adults in order to protect the environment by caring for disadvantaged people and to lay the foundation for responsible behavior," the United Nations statement says. In article 6 of the 1994 UN Framework Convention on Climate Change; Under the heading "Education, Exercise and Awareness", they called on governments to organize training programs to educate, empower and engage stakeholders on climate change. Individuals growing up in the environment created by global climate change need to be conscious in many areas, from environmental education to ecological living, from environmental behavior to protecting nature.

Winning the fight against environmental pollution, global warming and climate change is directly proportional to the increase in the awareness level of individuals and then of societies.

Environmental Policies have an important place among the common policies implemented by EU member countries. As can be understood from the research conducted and the policies implemented, member countries see environmental problems as a common problem of the world and take forward-looking measures with the determined targets.

Humanity is working to combat climate change caused by environmental pollution and global warming and to raise public awareness. Various events, films, videos, programs and actions are being carried out to raise awareness about this important issue. Countries, institutions and organizations are working to raise individuals' awareness on many issues such as efficient use of water, reduction of harmful gases released into nature, careful use of exhaustible resources, not using fossil fuels, green transportation and choosing energy sources. It is quite difficult for students with special education needs to make sense of all these studies. In order to raise their awareness on this issue, more concrete concepts and creative activities should be provided along with more simplified materials. The continuity of desired behaviors is also important. We aim to support development in this area with our studies.

What is a carbon footprint?

A carbon footprint is the total amount of greenhouse gases (including carbon dioxide and methane) that are generated by our actions.



Globally, the average carbon footprint is closer to 4 tons. To have the best chance of avoiding a 2°C rise in global temperatures, the average global carbon footprint per year needs to drop to under 2 tons by 2050.



Lowering individual carbon footprints from 16 tons to 2 tons doesn't happen overnight! By making small changes to our actions, like eating less meat, taking fewer connecting flights and line drying our clothes, we can start making a big difference.

We Can't Save Nature Without You



Take a step and remember "Every step you take shapes the future of our world." Measure your carbon footprint and take action with the links we share below

For kids



For adults



What's Part of Your Carbon Footprint?



Carbon footprint is a concept used to measure the damage caused by emissions to the environment. The total of greenhouse gases released as a result of human activities constitutes the carbon footprint. It is measured in units of carbon dioxide (CO₂).



In order to combat the climate crisis, it is necessary to reduce the carbon footprint. Knowing what events increase the carbon footprint will guide us in which areas measures should be taken. Our project aims to ensure that students with special education needs also have this awareness and to have knowledge and experience in reducing carbon emissions.





In individual carbon footprint calculations; variables such as personal energy consumption, transportation and consumed products are taken into account. Students being aware of the amount of carbon that will occur after this consumption will be effective in reducing carbon emissions.

Of course, teaching these abstract concepts causes difficulties for teachers working in the field of special education.

In learning environments where students are at the center of education, learning by doing and experiencing increases the learning levels of these disadvantaged students. We will realize these with our studies and share these studies with you, our valuable colleagues.



In this context, the "Green Lifestyle Education Program" project team has prepared a program to support the education processes of our students.

The work in this program will be included in school strategies and will ensure that our new teachers and students who join us every year also benefit from these studies.

You can download our program from the links below.





In the next sections, we'll share with you the work we've done throughout our project.

We hope our work will be helpful in helping your students develop green skills, too.

Together in Green Europe



Lectures and presentations

- Importance plants for humans
- Zero waste and waste prevention
- Fossil fuels, their effects to the environment
- Green energy and green transportation
- Substances that don't disappear in nature and harm the environment
- Water and its importance, causes of water pollution
- What is recycling? Recyclable materials and their grouping



GO GREEN

Green Lifestyle

EDUCATION

Programme



Contests:

- Painting and photography competition "Green World"
- Painting competition "My clean environment"
- Painting or photography contest "If the world runs out of water"
- Painting competition named "How can I save the Earth"



Disemination

- Erasmudays Event
- For a green school yard - Gardening works
- Our works for Nature - Conference and eco school festival
- Green e-book
- E-Twinning project
- Exhibition "Learn There is No Other World" in a kindergarten or primary school
- International conference
- European Green Lifestyle Certificate

Social activities and lessons

- Online meeting with students in partners schools, students get to know each other
- The concept of recycling and distinguishing recyclable materials (games, puzzles, painting competitions)
- "Our lesson is social studies" Online lesson
- Time to share our design - Online meeting with partner school to mutually promote recycling activities
- Environmental cleaning work and Eco-tourism activities
- Creative outdoor activities and old games - Online Lessons
- World Day of Persons with Disabilities events





Together in Green Europe



Erasmus+

- Applying survey and carbon footprint tests to the target group and sending the results
- Sharing the aims of the project, partners and project duration on the website and social media accounts

- Preparation of boards introducing partners
- Painting and photography competition "Green World"
- Gardening works

- Training "Zero waste and waste prevention"
- To select the environmentalist of the month (every month)

- Training "What is recycling and recycling materials?"
- Activities for grouping recyclable materials
- Christmas wishes

- Recycling collection campaign "Who is the most sensitive environmentalist?"
- Training on the concept of recycling and distinguishing recyclable materials (games, puzzles, painting competitions)

- Training "Substances that do not disappear in nature and harm the environment"
- "My clean environment" painting competition
- "Our lesson is social studies" Online lesson

Green Lifestyle Education Programme

EDUCATE REUSE RECYCLE

- Parent and student information seminar on "Why is water important"
- Painting or photography contest named "If the world runs out of water"

- Recycling workshops in schools
- Online meeting to share design
- "My environmental friend from another country" correspondence with students from partner schools
- Exhibition of recycling activities

- Environmental cleaning work and Eco-tourism activities
- World Environment Day events

- Our works for Nature - Conference and eco school festival Creative outdoor activities and old games - Online Lessons
- Training "Fossil fuels, their effects to the environment"
- Providing trainings to students and parents about "exhaustible natural resources"
- Training for student and parent "Green energy and transportation"

- Exhibition "Learn There is No Other World" in a kindergarten or primary school
- Performing arts activities with recycling materials
- Training on renewable energy sources, recyclable materials, zero waste

- Providing trainings to students and parents about "exhaustible natural resources"
- Painting competition "How can I save the Earth"
- Training "Green energy and green transportation"

- Training "Chemical substances and their damage to the soil"
- Second carbon footprint test and survey

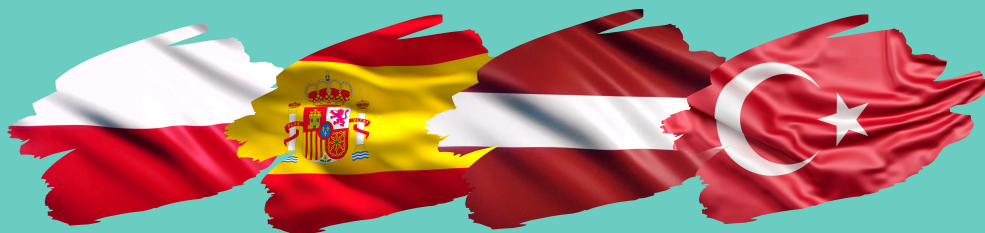


LESSONS





Mobilities and activities



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To determine the logo for our project, students created logos. These logos were then voted on via Google Form to select the project logo.



An online meeting was held to help students get to know each other, make new friends, and support their social and communication skills.



Students conducted research on their partner countries and schools, their cultures and traditions, and their clothing and clothing styles. Project boards were created using the digital materials obtained.



Training was provided and discussions were held to support the environmental awareness of students with special educational needs. Students who participated in the competition received awards.



***Together in
Green
Europe***

Mobility in Latvia



In this mobility, different activities were implemented to develop the professional skills of teachers. Web tools training was provided for teachers to gain competence in creating the outputs to be created throughout the project.

Teachers got to know different web tools. In addition, the concept of recycling from waste materials was used in gardening activities. Teachers exchanged ideas in these activities and new ideas emerged. In order to finalize the roadmap of the project and ensure the sustainability of the work done, a "Green Lifestyle Education Program" was prepared.



The ETwinning project, which will be carried out in parallel with the project, was created. Teachers were informed about the Latvian education system, and lesson observations were made.

Various visits were made in order to increase the recognition of the project and to observe Latvia's environmental activities on site. Meetings were held with authorities in the Dobeles Municipality building.



**Mobility
programme**



**Mobility
video**



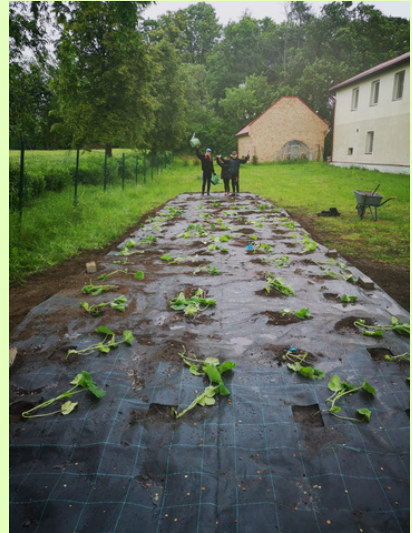
Gardening works

We implemented gardening activities in our schools to ensure our students understand the importance of plants in the world. Unfortunately, scarcity is seen as one of the most significant problems of the future. Students will have the opportunity to both meet their needs and pursue this profession in their post-school lives.



We also wanted them to understand the importance of growing plants and respecting and protecting nature. Therefore, our partner from Latvia showed teachers what special education students can do in gardening. We utilized recycled materials in the gardening activities.

Using the knowledge and experience we gained, we cultivated plants in our schools using vertical planting. It was a unique experience for our students.



Watching



Mobility in Türkiye



During this activity, various activities were implemented to develop teachers' professional skills. Studies were conducted on activities that could be carried out outdoors.

Teachers visited a state-protected natural park. Teachers observed the work firsthand. Teachers had the opportunity to participate in eco-tourism and trekking activities.

Additionally, members of the association (visual arts teachers) designed decorative materials. Recycled materials were used in the designs. Teachers exchanged ideas and generated new ideas during these activities



A special education school (serving students with moderate and severe intellectual disabilities) with which the association is in contact was visited. Information about the Turkish special education system was shared.

Finally, teachers received training on methods to be applied in environmental education. The coordinator's meeting was briefed on the project's progress.



**Mobility
programme**



Mobility video

Give new purpose to a recyclable



Activity video



Mobility in Poland

Outdoor activities related to sports that students had not previously been interested in were carried out under the leadership of Poland. Students and teachers gained information about the Polish special education system and culture. During lesson observations, students participated in environmental classes and performed rhythmic exercises using materials made from recycled items.



Through applications launched on the school's Xbox, students carried out exercise activities by following the movements displayed on the screen. Teams were formed among students from different partner countries. Students socialized and improved their teamwork skills. In addition, students participated in warm-up exercises and Nordic walking activities as a group. Under the supervision of Polish physical education teachers, they played enjoyable games and attended judo classes.



**Mobility
programme**



Mobility video

MOVE



Mobility in Spain

During the mobility in Spain, performing arts, dance, and music activities that we had integrated into the coordinating school's curriculum were shared with the partners.

Student-centered approaches were presented, and with the participation of teachers, it was demonstrated how activities could be prepared in a more engaging way. The objectives and targeted behaviors to be taught through shadow theatre were also shared with our partners.

Teachers actively participated in hands-on activities. Dance and music sessions were carried out by our expert teachers in their respective fields, and training was provided to the participants. Costume and stage design activities were created using recycled materials.



Teachers gained knowledge about the Spanish special education system and had the opportunity to observe it by attending classes. Participants took part in sports activities with students who have severe intellectual disabilities.

A meeting was organized in cooperation with the municipality, where information was provided about the projects carried out as part of the European Green Capital initiative, and ideas were exchanged. Participants from partner countries were given the opportunity to observe European Green Capital practices on site.

European Green Capital



Web Tools

For special education



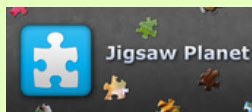


Bitmoji is a personalized cartoon avatar that you can create to represent yourself. It allows you to create a character that resembles your physical appearance and choose different clothes and accessories. It allows students to focus on the subject more easily with interesting characters in educational videos to be prepared in the field of special education.

Kahoot is a game and entertainment based learning portal that can be accessed via any smart device with an internet connection. In other words, Kahoot is a platform that makes learning easier by gamifying it. With Kahoot, you can reach people from anywhere in the world, regardless of time and place, through the competitions you create, and make their learning easier.



Jigsawplanet is a tool that allows you to create and play puzzles. There are already pre-added puzzles on the site that are suitable for many levels. It can be used to transform the concepts that are intended to be taught in the field of special education into permanent learning for students.



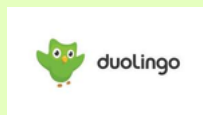
Word Art, as its name suggests, is a very useful web tool that allows us to quickly create word clouds online. It can be used in teaching concepts in the field of special education and allows students to learn while having fun.

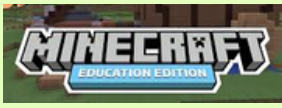


Audible is an online audiobook and podcast service that allows users to purchase and stream audiobooks and other forms of spoken content. It can be used to help visually impaired students study reading books aloud.



Duolingo is a fun and free app to learn over 40 languages with quick lessons in short periods of time. Improve your vocabulary and grammar skills by doing speaking, reading, listening and writing exercises. It can be used effectively in language teaching for students with language problems. It provides feedback by responding to voice responses.





It allows students to build and explore their own worlds. It can also be used in teaching special education students the tasks they need to do in their daily lives (tidying up their rooms, personal care, etc.) in a simulation environment.

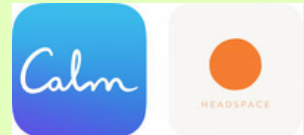
Boardmaker is a unique educational platform that supports the educational, communication, access and social/emotional needs of over six million learners in 51 countries. Boardmaker supports your student's success at home, at school or in the clinic. It is a platform where various activities and teaching practices are shared and different studies can be carried out according to the students' levels.



It provides pictograms for creating daily routines, social stories and communication cards. It is especially useful for students who have difficulty in verbal communication. Environmental behaviors can be acquired by students with special education needs through daily stories. Green skills are transformed into permanent behaviors with stories.



Calm or Headspace offers guided meditations and stories for focus, relaxation and stress management. It can be especially useful for students with attention deficit or anxiety. In environmental education, it also supports cognitive learning of students with special educational needs by focusing on stories.



LearningApps offers templates for creating various interactive learning activities (matching, fill in the blank, quiz, etc.). It is a tool that can be used to make the desired behaviors in environmental education permanent (with the help of fun puzzles, entertaining tests, matching questions).



Of course, with changing technology and new applications, the quality of education and the desired behaviors can be provided permanently. At this point, the key personnel are teachers. Considering that the professional competence of teachers should be supported and learning is a lifelong process, it is important for us educators to develop ourselves according to the innovations of the age.

Why we should teach children the concept of recycling

Unfortunately, our world is getting polluted and the amount of waste around us is increasing day by day. However, most of the things we see as waste in our environment can be recycled or reused for other purposes. The increase in the amount of waste thrown into the environment has made it necessary for the concept of recycling to become a behavior as citizens of the world. It is undoubtedly important for individuals with special education needs to gain this awareness. We wanted to share the sample studies that we can benefit from in this education with this book we prepared at the end of our project.



First of all, it is important for students to learn what recycling is and how to group it. For this purpose, training can be given to students. In order to support this training, various competitions and campaigns can be organized and students can be rewarded. At the end of the trainings we apply in our schools, we share with you the presentations prepared by our teachers in their own languages. We hope that these presentations will be a resource for you.



Organize campaigns and competitions in schools to reinforce recycling, waste collection, and green skills. For example, you could organize campaigns to design new objects from waste, design clothing, organize fashion shows, collect plastic bottles or batteries, and hold art and photography competitions (on topics such as environmental pollution, climate change, the importance of water, and materials that don't degrade). This way, the desired behaviors will be reinforced as a result of the training provided.



The campaigns and competitions we've organized as part of our project can serve as examples for you. You can access these competitions and campaigns using QR codes.

Trainings



Competitions



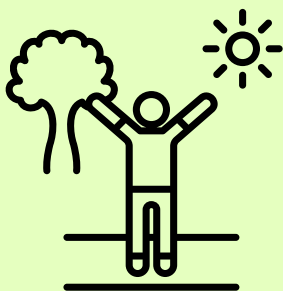


Use educational and engaging animations. Use educational and instructional videos that will attract the attention of students with special education needs and prevent them from getting bored. In addition, learning can be achieved by attracting students' attention through puzzles, digital competitions, and matching questions using web tools. In addition, brochures and booklets that encourage environmental behavior can also be used for this purpose.

Include your students in gardening activities. Students with special needs have an easier time making sense of concrete events. Help them understand that humans are not the only living things on Earth; there are also plant populations. By participating in gardening activities, students will understand the importance of plants to our planet and the time it takes for plants to grow. Remember that these activities also help students calm down and relax. These activities with their friends will develop their social and teamwork skills and foster a sense of accomplishment.



Remember that vertical planting allows you to grow more plants in less space. By incorporating recycled materials into your gardening activities, you can support the teaching of recycling.



Organize outdoor activities. Organizing various outdoor activities to help students learn about nature and understand its populations also supports environmental awareness. Nature walks, sports activities, waste collection, games, and competitions will help students engage in nature, fostering both an active lifestyle and environmentally protective behaviors.



Organize various trips. You can organize trips with your students to recycling facilities, botanical gardens, nature parks, etc. These visits will help students understand the amount of waste being thrown into the environment, observe the public efforts to protect natural areas, and experience the peace of mind found in a clean, green space, all of which will help reinforce green skills.

You can organize an exhibition at the end of the year featuring designs generated from recycling competitions or workshops held at schools. This exhibition will not only boost students' sense of accomplishment but also reinforce their green skills. The designs can also raise awareness among school stakeholders and individuals.



Organize environmental days and festivals. Organizing celebrations in your schools for World Environment Day, including activities involving parents and students, will support student-centered learning. These activities will allow students to have fun and reinforce their green skills.

Integrate green skills into your lessons. Incorporating green skills into individual or group instruction with students will enhance learning and break up monotony. For example:

- Incorporating stories and texts that support green skills into native language lessons.**
- Designing new and usable objects or creating artwork using recycled materials in visual arts lessons.**
- Designing equipment for physical education with students using recycled materials and using them in lessons.**
- Conducting experiments on the causes of environmental pollution in science lessons.**
- Using videos and presentations on types of environmental pollution in social studies lessons.**



The Green Face of Education

INTEGRATING RECYCLING INTO THE CURRICULUM

Why Recycle in Schools?

- **Environmental Awareness:** Instills lifelong habits.
- **Resource Conservation:** Reduces landfill waste.
- **Community Engagement:** Connects school with local initiatives.
- **Cost Savings:** Potentially lowers waste disposal fees.

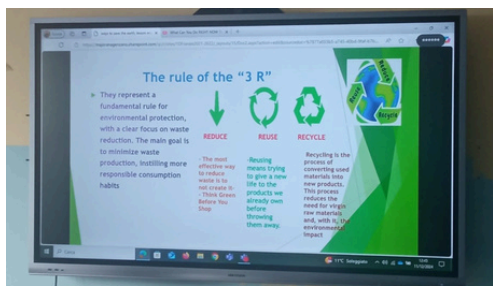


Integrating recycling into the school curriculum offers numerous benefits, extending beyond just environmental conservation. It's about shaping a generation that is aware, responsible, and proactive in preserving our planet. By embedding recycling practices within the educational framework, schools can create a culture of sustainability that resonates throughout the community. The hands-on approach of recycling programs also provides valuable learning opportunities, teaching students about waste management, resource efficiency, and the importance of reducing our ecological footprint. Furthermore, these initiatives encourage students to take ownership of their environmental impact, empowering them to make informed decisions and advocate for change. Schools become hubs for environmental stewardship, inspiring students to adopt sustainable practices at home and within their communities.

Curriculum Integration Ideas

- **Science:** Waste decomposition experiments.
- **Art:** Upcycled art projects using recycled materials.
- **Math:** Calculating waste reduction percentages.
- **Social Studies:** Examining recycling policies.

Successfully integrating recycling into the curriculum requires a multi-faceted approach, engaging students across various subjects. Science classes can explore the decomposition process of different materials, highlighting the impact of waste on the environment. Art classes can spark creativity by challenging students to create innovative art pieces from recycled materials, showcasing the potential for upcycling. Math lessons can incorporate waste reduction calculations, teaching students how to quantify the impact of recycling efforts. Social Studies classes can delve into the complexities of recycling policies, examining the economic and social implications of waste management practices. By weaving recycling into different subjects, schools can provide a holistic



Making it Happen: Practical Steps

1. **Assess Current Recycling Practices:** Conduct a waste audit to understand current recycling rates and identify areas for improvement.
2. **Establish Recycling Stations:** Set up clearly labeled recycling stations throughout the school.
3. **Educate Students and Staff:** Conduct workshops and presentations to raise awareness and provide clear instructions.
4. **Partner with Local Organizations:** Collaborate with local recycling centers and environmental groups for support and resources.
5. **Monitor and Evaluate:** Track recycling rates and evaluate the effectiveness of the program. Adjust as needed.

Conclusion

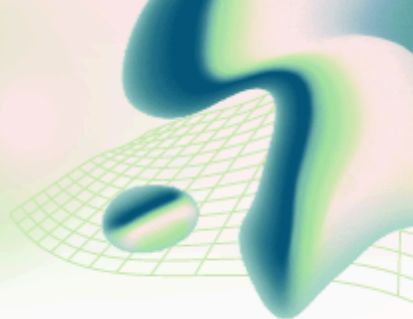
Integrating recycling into the school curriculum is not just an environmental initiative; it's an investment in the future. By educating and empowering students to become environmentally responsible citizens, schools can create a ripple effect that extends far beyond the classroom, fostering a more sustainable and equitable world for all.

LESSON



ENVIRONMENTAL STEWARDSHIP AND EDUCATIONAL EQUITY

Addressing the inclusion gap in environmental education



The Dual Imperative: Environmental Stewardship and Educational Equity

In an era defined by ecological crises, environmental education has emerged as a critical component of comprehensive learning. However, the pursuit of environmental stewardship must be intrinsically linked with educational equity. This means ensuring that *all* students, including those with special educational needs (SEN), have access to meaningful and engaging environmental education experiences.

The Unignorable Call for Environmental Literacy

Environmental literacy equips individuals with the knowledge and skills to understand and address complex environmental challenges. A lack of access to this literacy disproportionately affects marginalized communities and individuals, exacerbating existing inequalities. For students with SEN, barriers to participation in environmental education can range from inaccessible learning environments to curricula that fail to accommodate diverse learning styles.

- **Equity:** Fair access to environmental education.
- **Inclusion:** Creating learning environments that accommodate diverse needs.
- **Stewardship:** Empowering all students to become environmental advocates.

Consider the practical implications. Outdoor learning, a cornerstone of environmental education, often presents physical barriers for students with mobility impairments. Traditional classroom settings may not cater to the sensory sensitivities of students with autism. Curricula laden with abstract concepts can be challenging for students with cognitive disabilities. Addressing these challenges requires a multifaceted approach, focusing on inclusive design, adaptable teaching strategies, and a commitment to removing barriers to participation.



The Inclusion Gap in Environmental Education

Despite growing awareness of the importance of inclusive education, a significant inclusion gap persists in environmental education. Students with SEN are often excluded from outdoor activities, field trips, and hands-on learning experiences that are vital for developing a deep understanding of environmental concepts. This exclusion not only limits their access to valuable learning opportunities but also reinforces societal biases and marginalization.

Rights: Every student has the right to quality environmental education.

Community: Environmental education fosters a sense of belonging and shared responsibility.

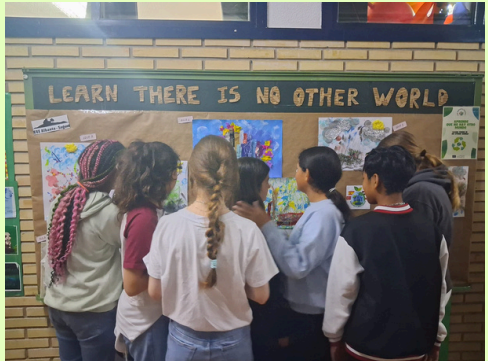
Perspectives: Students with SEN bring unique insights and experiences to environmental discussions.

Dissemination

Exhibition

"Learn htere is no other World"

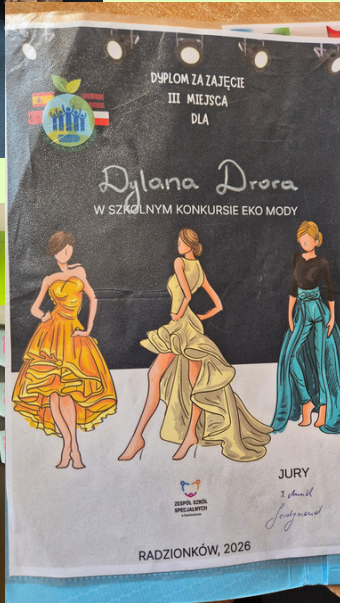
By organizing exhibitions in schools in our region, we aimed to both raise environmental awareness among other students and increase the project's recognition.





Erasmus+ conferrance and festival







Eco-festival and conference

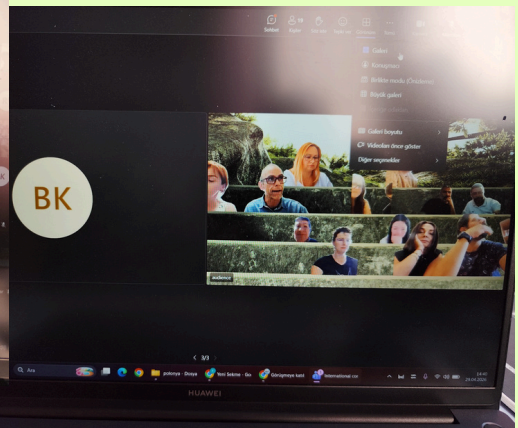
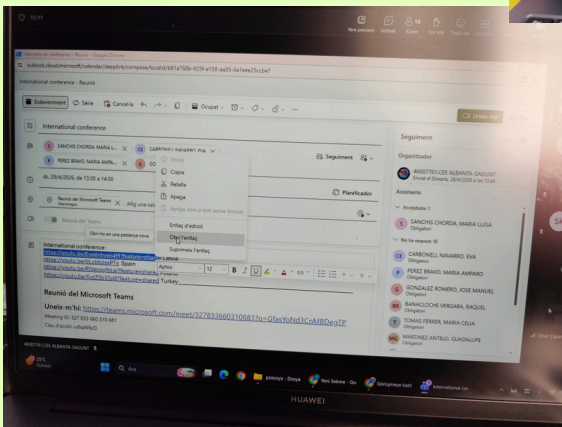
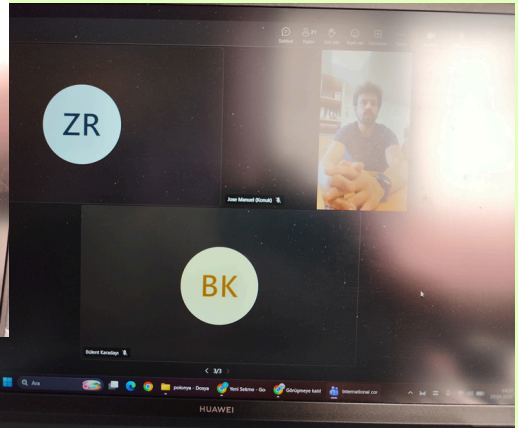






INTERNATIONAL CONFERENCE





**Evaluate us and
please fill in the
survey**

