

## BINGOGREEN TOOLKIT

VAREIA PRIMARY SCHOOL (Greece) IKC Alexia (The Netherlands)

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### Welcome to the BINGOGREEN TOOLKIT

### Dear reader,

We're very happy to see that you want to increase the awareness among your pupils of a healthy lifestyle, the Sustainable Development Goals and sustainable skills. In this document, you can find 10 + 1 good practices in this field. First, we describe 10 good practices (5 from Greece and 5 from the Netherlands) which you can implement in your classroom. For each good practice it is described what the objectives are of that good practice, the duration, the type of participants, expenses and age group. Then, we explain step-by-step the good practice, including pictures, to give you practical support on how to implement the good practice in your classroom. And then you will find the last one, our own good practice: our BINGOCARDS! We have developed the BINGOGREEN methodology, which uses bingo cards to raise awareness on a healthy lifestyle and sustainability among pupils, but also aims to increase parent involvement and self-awareness of the pupils of their role in sustainability and their own lifestyle.



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### **Overview of the good practices**

### 1. Creating a vegetable garden

This good practice was selected because it cultivates the pupil's empowerment action, the development of their environmental identity and other aspects of their personal development.

### 2. Utilization of the fruits of the school

We chose for this one because it also cultivates their environmental identity, the adoption of healthy habits, taking initiatives, collaboration and joint decision-making between pupils and teachers as well as experiential learning.

### 3. Construction of a beehive

It was selected because it favours the transformation of the relationship between pupils and the environment, respect and conservation of biodiversity, promotes active participation and experiential learning, cultivates environmental awareness and familiarization of pupils with pollinators.

### 4. Collection of microplastics

This practices helps to inform about microplastics and correct wrong knowledge, to involve pupils in research processes, to change attitudes towards the use of plastics, to adopt friendly attitudes for sustainability and to inform about the 17 SDGs.

### **5. Making Christmas ornaments with seeds to feed birds**

This good practice also enhances experiential learning, but also taking initiative and actions for the care of birds.



### **Overview of the good practices**

#### 6. Education about different flavours

We believe it is necessary that children experiment with different flavours. Quality education is not only required for subjects like grammar, mathematics and science, but also for flavours and healthy food in general.

#### 7. School kitchen

This good practice is quite unique, and it can be an inspiration for other schools. Children learn about healthy food and their own role in their own healthy lifestyle. They learn that they can make their own choices.

#### 8. Water tap

The water tap can be used to teach children not only about the importance of drinking water, but also about (lack of) clean water.

#### 9. School yard

The school yard is the perfect place to promote sports and physical activities during the break. During the day children mostly sit on their chair and so their breaks are the ideal time to get some exercise.

#### **10. Gymnastics**

This last, but definitely not least, good practice is chosen because it directly gets pupils active. They get introduced to different types of sports, for example under guidance of external experts. It involves learning by doing, trying new things, overcoming fears etc.

#### 11. BINGOGREEN Methodology

The bingo cards methodology that has been developed during the project. Bingo cards with challenges related to a healthy lifestyle and sustainability to be used during for example holidays for children between 4 and 12 years old.



### 1. Creating a vegetable garden

- Objectives:
  - ✓ Cultivating the pupils' empowerment for action
  - Development of environmental identity and other aspects of their personal development
- Duration: Throughout the school year
- Participants: pupils, teachers and parents
- Expenses: 3,000 euros
- Age Group: 6-12







### Steps

- 1. Construction of a vegetable garden (box)
- 2. Planting vegetables according to season e.g. cherry tomatoes, arugula, fresh onions, strawberries
- 3. Harvest
- 4. Making breakfast with products from the garden
- 5. Creating a salad from fresh vegetables
- 6. Discussion of the benefits of a healthy diet





### 1. Construction of a vegetable garden (box)





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2. Planting vegetables according to season e.g. cherry tomatoes, arugula, fresh onions, strawberries





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### 3. Harvest





















# 4. Making breakfast with products from the garden







## 2. Utilisation of the fruits of the school

- Objective:
  - ✓ Cultivation of environmental identity
  - $\checkmark$  Adoption of healthy habits

- ✓ Taking initiatives from the pupils
- Cooperation between pupils and teachers and making decisions
- ✓ Experiential learning
- Duration: throughout the school year
- Participants: pupils- teachers EKPA University Department of Pharmacy of Athens
- Expenses: 500 euros (transport)
- Age Group: 6-12

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### Steps

- 1. Picking the berries and distributing them to the pupils
- 2. Picking mandarins and making jam
- 3. Gathering of lavender, drying and creating extract
- 4. Utilisation of the extract for production of green soap, which was given as a gift on Mother's Day







### 1. Picking the berries and distributing them to the students





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### 3. Gathering of lavender, drying and creating extract









## 4. Utilisation of the extract for production of green soap, which was given as a gift on Mother's Dav









## 3. Construction of a beehive

- Objectives:
  - $\checkmark$  Transformation of the relationship between pupils and the environment
  - ✓ Respect and conservation of biodiversity
  - $\checkmark$  It promotes active participation and experiential learning
  - ✓ Cultivating environmental awareness of pollinating insects
  - $\checkmark$  Pupils' familiarisation with pollinating insects
- Duration: Throughout the year
- Participants: Pupils teachers University of the Aegean Department of Environment
- Expenses: 100 euros
- 18
  - Age group: 6-12







## GREEN

## Steps

- 1. Collection of materials necessary for the construction of the beehive (pine cones, stones, clay materials, corks, wood, reeds)
- 2. Construction of the apiary
- 3. Placement in special area of the school
- 4. Planting plants that favour pollination
- 5. Information from the University regarding Pollination
- 6. Observation of the placement and protection of insect pollinators
- 7. Recording of the occupied positions in the apiary







### 3. Placement in special area of the school





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### 4. Planting plants that favour pollination









## 5. Information from the University regarding Pollination







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## 4. Collection of microplastics

- Objective:
  - ✓ Information regarding microplastics and correction of their knowledge
  - $\checkmark$  Pupils' participation in the research process
  - $\checkmark$  Changing attitudes towards the use of plastics
  - ✓ Adopting friendly behaviours for sustainability
  - ✓ Information about the 17 strategic goals of sustainable development
- Participants: pupils- teachers University of the Aegean Department of Oceanography
- Duration: Throughout the school year
- Cost: From 0-500 euros (depending on the actions)
- Age group: 6-12





### Steps

- 1. Information from the University of the Aegean about the pollution of the invironment due to microplastics
- 2. Organising a trip to the beach
- 3. Collection of microplastics dimensions from 2.5 cm to 3.0 mm
- 4. Separation of materials
- 5. Itemisation
- 6. Discussion of the results and the environmental impacts





## 2. Organising a trip to the beach





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### 3. Collection of microplastics dimensions from 2.5 cm to 3.0 mm







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## 4. Separation of materials



















# **5. Making Christmas ornaments with seeds to feed the birds**

- Objectives:
  - ✓ Experiential learning
  - $\checkmark$  Taking initiatives and actions for the care of birds
- Participants: pupils teachers Environmentalists
- Duration: December
- Expenses: 30 euros
- Age Group: 6-12

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- 1. Informing pupils about the journeys of wild birds
- 2. Watch relevant audio-visual material
- 3. Making ornaments by the pupils

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4. Placing the Christmas ornaments on the trees



## GREEN

### 3. Making ornaments by the pupils





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## 4. Placing the Christmas ornaments on the trees





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### 6. Education about different flavours

- Objectives:
  - $\checkmark$  Taste new and different flavours.
- Participants: pupils teachers chef
- Duration: August until July
- Age Group: 4-12

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## GREEN

### Steps

- 1. Informing pupils about the food (vegetables and fruits).
- 2. Watch relevant audio-visual material.
- 3. Experiment with four different vegetables and fruits.
- 4. Make assignments on a worksheet.
- 5. At the end of the lesson you have an evaluation.







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## GREEN

## 7. School kitchen

- Objectives:
  - $\checkmark$  Taste new and different flavours.
  - $\checkmark$  Prepare your own food.
  - $\checkmark$  Know where the products are made.
- Participants: pupils teachers chef
- Duration: August until July
- Age Group: 4-12







- 1. Informing pupils about the dishes of the day.
- 2. Prepare the dishes.
- 3. Eat the dishes with each other.
- 4. Clean the kitchen.
- 5. At the end of the lesson you have an evaluation.











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### 8. Water tap

- Objectives:
  - $\checkmark$  Drink more water during the day.
- Participants: pupils teachers
- **Duration: August until July** •
- Age Group: 4-12







- 1. The children can use the watertap during the break.
- 2. The children take their own bottle from home.











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### 9. School yard

- Objectives:
  - $\checkmark$  Have fun during the break.
  - ✓ Motivate children doing new sports.
  - ✓ Stimulate working together.
- Participants: pupils teachers
- Duration: August until July
- Age Group: 4-12







- 1. Buy some sport articles and have a check of everything is safe.
- 2. Children play every day 2x 15 minutes.
- 3. At the end of every break the children clean up the schoolyard.









### **10. Gymnastics**

- Objectives:
  - $\checkmark$  Motivating children to explore new sports.
  - $\checkmark$  Stimulate working together.
- Participants: pupils teachers
- Duration: 2x 45 minutes a week
- Age Group: 4-12

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- 1. Informing pupils about the objectives of the lesson.
- 2. Prepare the gymnastics.
- 3. Be in the gym 2x 45 min. a week.
- 4. At the end of the lesson you have an evaluation.





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### **11. BINGOGREEN Methodology**

### • Objectives:

- ✓ Create more awareness on sustainable skills and healthy lifestyle among children between 4-12 years old
- ✓ Create more awareness on sustainable skills and healthy lifestyle among teachers in school education
- ✓ Create a sense of ownership of their own healthy lifestyle and sustainable skills at an early age
- ✓ Have an innovative approach
  - ...where children are involved in both the creation as well as the execution of the learning content
  - ...that involves the direct environment of the children (parents, siblings, neighbors etc.)
  - ...that starts within school and continues outside of school
  - ... that fits the experiences of the children
  - ... that motivates through gamification
  - ... provide practical tools and steps that promote the development of sustainable skills and a healthier lifestyle
- Participants: pupils teachers
- Duration: many options, varying from once 15 minutes, to for example 8 times of 15 minutes or once 2 hours
- Age Group: 4-12
- Full methodology can be found on <u>https://begreen-bingo.eu/</u>



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### Steps

- 1. Teacher prepares him/herself by 'studying' the Sustainable Development Goals
- 2. Teacher prepares parents: let them know that you're planning to use the bingo cards.
- 3. Playing the bingo cards:
  - 1. Use the available bingo cards of BINGOGREEN
  - 2. Co-create your own, new bingo card together with your pupils
- 4. Evaluation of the bingo card activity





### Examples of the BINGO cards

Children 4-6 years old



Complete all challenges and hand in the complete card with your teacher! Pictures and videos are more than welcome. Please send to your teachers. Among the completed cards, 1 winner will be drawn!

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Play a game

outside

Shower within 5

minutes

Go for a walk



Children 7-12 years old









### Some final notes

- The good practices in this toolkit are primarily quite 'big' projects which take quite some preparation by the teacher.
- Of course, you can also do much smaller/easier activities in the classroom to address healthy lifestyle and sustainability/Sustainable Development Goals in class. This can be done very easy with energizers. On the next page, we also name some very simple activities that can be done, with minimal or no preparation at all!



### Energizers/cool down related to exercise

- 4 up: all children are sitting on a chair or on the ground. Everyone can get up at random moments, but no one can stand longer than 5 seconds. Every player can stand up as much as he likes. The challenges is to have 4 people standing ALL THE TIME.
- Stand up if...: Make some sentences that start with 'stand up if ...'. The children are getting up when the sentence is applying to them. After that, they are going to sit down again. For example 'Stand up if you had yoghurt for breakfast this morning'.
- Cool Down!: All children are standing next to their chair. It is quiet. The teacher moves his head with a rolling movement from chin on the chest to the neck clockwise, and repeats this some times. After that, he moves his right arm over his head and with the body leans more to the left and vice versa. Repeat a couple of times.
- Balloon walk: Children couple up in two and each couple gets a balloon. The players need to keep the balloon between them, without using their hands. Let them first try different methods, for example between foreheads, arms, backs or legs. What works best? Can you kneel down, sit, walk, jump etc.?



### Final takeaways

- **Start Early**: Primary schools are the foundation of a child's educational journey. Inculcating good practices early on paves the way for a lifetime of conscious choices.

- **Holistic Development**: Promoting a healthy lifestyle goes beyond just physical health. It encompasses emotional, mental, and social well-being.

- Sustainable Development Goals (SDGs): Aligning school practices with SDGs ensures that we're raising a generation aware of global challenges and eager to address them.

- **Practical Skills**: Sustainability is not just a concept; it's a way of life. Teaching sustainable skills empowers students to make real-world eco-friendly choices.

- Role of Educators: Teachers play a pivotal role in shaping young minds. Continuous professional development in the realm of sustainability is essential.

- **Community Engagement**: Schools, parents, and the community should collaborate. It takes a village to raise a child aware of their role in a sustainable future.

- **Curriculum Integration:** Sustainability and healthy lifestyles should not be standalone topics but integrated into the core curriculum, making them a regular part of learning.

- Hands-on Learning: Field trips, gardening projects, and practical workshops can make these concepts tangible for young students.

- **Peer Influence:** Encourage students to be ambassadors of change. Peer influence can be a powerful tool in spreading awareness.

- **Continuous Effort:** Promoting these ideals is not a one-time event. It requires consistent effort, regular updates, and periodic evaluations to ensure long-term impact.



# You've reached the end of this toolkit!

We hope you and the children will enjoy the activities very much! ©

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