



Innovative Environmental Education ECO-COMPASS MODULE 2

The importance of ecological values and attitudes in the family

Theoretical background for lecturers and advisors

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Inovatívne budovanie ekologického povedomia a kultúry rozvíjaním environmentálnych zručností a formovaním postojov občanov s mentálnym postihnutím

Innovative building of ecological awareness and culture by developing environmental skills and shaping the attitudes of citizens with mental disabilities



Innovative Environmental Education ECO-COMPASS – Theoretical background for lecturers and advisors

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The main objective of the project is to support social inclusion and lifelong learning of people with mental disabilities by developing their environmental skills and competencies, shaping their environmental attitudes and responsibilities through education based on international experiences. The project specifically focuses on supporting and developing international cooperation of participating organizations, building, and strengthening partnership networks and professionalization of organizations.

Innovative Environmental Education ECO-COMPASS ensures developing the environmental skills and competences of professionals and people with mental disabilities, shaping their environmental attitudes and environmental responsibility through innovative education based on international experience.



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1. Introduction

Environmental education is one of today's most topical issues in the context of man's growing impact on the environment. Its importance is underlined by the fact that environmental education is a comprehensive topic.

Environmental problems, whether local or global, affect all of us, because we influence them to a greater or lesser extent, either consciously or unconsciously.

The environment is one of the most important issues facing mankind today. A key role in developing skills and shaping attitudes is played by aware and systematic lifelong environmental education, which aims to guide people's value orientation, encourage and educate them to think creatively and adopt a rational, environmentally aware attitude.

What are the most successful methods and forms of education that are suitable for mentally disabled adults in the field of environmental education? What are the most important skills that need to be developed in the field environmental education in the case of the immediate target group?

To answer these questions, partners from three European countries – Slovakia, Hungary and Romania – have developed a blended learning curriculum within the framework of the EU-funded ECO- COMPASS project. The content is based on the analysis of good practice examples in the three partner countries and on the summative results of workshops attended by professionals on the needs identified for the development of environmental skills and competences of adults with intellectual disabilities, the shaping of their environmental attitudes and the methods and forms of teaching to be used. More information about the partner organisations involved in the project can be found on the project website: <https://eco-compass-project.eu/>

The curriculum consists of four modules:

Module 1 Ecological skills and competences in individual life

Module 2 The importance of ecological values and attitudes in the family

Module 3 Sustainable development in the workplace and work-life balance

Module 4 Active participation in the creation of a green society

With the help of these themes, our aim is to contribute to the development of ecological awareness and eco-culture, ecological skills and competences, problem-solving, critical thinking and creativity.

The theoretical background material is intended for lecturers and advisors who, in their daily work, need to be able to ensure that adults with intellectual disabilities can develop their environmental skills and competences, shape their environmental attitudes and environmental responsibilities.

2. Introduction and learning objectives of the Module 2

Having an environmentally friendly household is the first step towards the active protection of environment. The home is where we live and work every day, and it's the easiest place to start thinking eco-friendly. The environment is a much-debated topic these days, especially in relation to the need for sustainable development. Global warming, the greenhouse effect, deforestation of rainforests and general human-induced damage and disruption are leading to the gradual destruction, or even total destruction, of the environment. To eliminate humanity's negative impact on the environment, it is important that we all start thinking and acting in an environmentally friendly way and incorporate this into our everyday practices. Only in this way can we ensure the sustainable development of society, giving future generations the opportunity to live in safety and harmony with nature.

In this module, we will cover the following topics:

1. *Ecological household*

Within this chapter, we will present smart shopping. We look at packaging, buying fresh ingredients and why the transport of products is not environmentally friendly.

We will go into detail about the fact that when washing dishes, laundry, cleaning and cleaning, we do not only need to pay attention for the amount of water used, but also for the choice of chemicals. We provide concrete examples of natural cleaning products.

2. *The ecological use of energy sources*

In this chapter, we will have a look at the different renewable energy sources. We show how we can be energy aware at home. We give useful tips on the little things we can do to make a big difference to energy efficiency.

3. *Zero-waste household – Thoughtful shopping, waste separation, composting*

In this chapter, we share some of the tricks that shops and supermarkets use to tempt us to buy. We clarify the meaning of the best before dates of the products. We provide information on waste separation practices.

4. *Mini gardening - microcosmos*

In this section, our aim was to give useful tips on keeping green plants on windowsills, balconies and in pots, which take up little space and are easy to care for and easy to obtain.

Once they have mastered the curriculum, professionals (lecturers and advisors) will be able to

- be enthusiastic environmentalists in their daily lives,
- integrate waste sorting into their thinking and make it a daily routine,

- manage the operation of the entire household from an ecological point of view,
- be aware of natural materials and use environmentally friendly cleaning products,
- be aware of renewable energy sources, their advantages and disadvantages,
- know about solar panels, their usefulness in terms of ecological and long-term financial savings,
- do their best to use energy responsibly,
- make a considered purchase,
- apply waste separation practices well,
- make good use of composting,
- know how to garden on the balcony, including the plants that can be planted on the balcony and how to care for them,
- transfer the acquired knowledge in theory and practice,
- make the learning process an experience for people with disabilities.

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3. The importance of ecological values and attitudes in the family

3.1. Ecological household

Shopping

In Europe's less environmentally conscious countries, around half of the waste is packaging material. We buy too many wrapped products and use too many layers of packaging. But there are also products that do not need to be wrapped at all. For example, it is better to buy fruit and vegetables by the piece rather than by the kilogram. Of course, the price is usually better for a kilo bundle, but the packing material is still there. (It is even better if the apples, carrots and onions are only in a net and not in nylon.) Of course, frozen goods, for example, need to be wrapped, but even for that, one layer is enough. In general, plastic packaging is the worst because it is the least reusable, the slowest to degrade in the environment, and costs the most energy and pollution to produce, yet it is spreading because it is easy to use, can be adapted to all shapes of products, is cheap and protects the product from the outside world. Therefore, when it comes to packaging, it is important to use as few layers as possible, reuse it as many times as possible and avoid plastic.

Washing up, washing, hygiene

By running a green household, we show our utmost respect for nature. The aim is to minimise the impact on the environment during and after consumption. It is therefore important that, in addition to the amount of water used in washing, dishwashing and cleaning, most of the materials used shall be made from purely natural ingredients and their packaging is generally 100% recyclable. Using eco-friendly products therefore means fewer toxic chemicals, less plastic and less waste.

Depending on water use, a shower takes 20-50 litres of water, while having a bath in the bathtub takes on average 100-150 litres of water. It is also worth installing a water-efficient shower head.

By filling a cup with water instead of running water while brushing, you can save about 15 litres of water in 3 minutes. For toilet flushing, use a water-saving toilet tank. Let's fix the dripping tap! A dripping tap wastes 4 litres of water per hour.

It is a good idea to find out about the water use of household appliances that use water (washing machines and dishwashers) before you buy. A water-saving washing machine uses between 35 - 60 litres of water per wash, while an older washing machine can use between 70 - 120 litres. You can also use vinegar instead of softener in the washing machine. Vinegar also descales the washing machine and brightens the colours of the clothes.

The term 'organic drugstore' often comes up in the context of environmental protection. Organic drugstore means organic and natural cosmetics that are also environmentally friendly

and gentle to the skin and hair as well. ORGANIC cosmetics are made from **ORGANIC quality** natural products. The production uses raw materials grown according to the principles of organic farming (without using herbicides, pesticides and artificial fertilisers). As with the composition of natural cosmetics, there are no chemical or synthetic ingredients. The original **100% natural cosmetics** are made exclusively from natural ingredients. With the exception of honey, beeswax and lanolin, raw materials of animal origin are not allowed. Furthermore, the formula contains no petroleum derivatives, silicones, synthetics, preservatives or chemical UV filters. Testing cosmetics on animals is also prohibited. Of course, the ingredients of the preparation must be indicated on the packaging of each natural product.

Why is it so difficult to make the switch to packaging-free living and shopping from one moment to the next?

For companies that manufacture, transport and sell products, plastic is the cheapest possible packaging material. Food stays fresh longer in plastic packaging, so there is a measurable amount of loss if plastic is taken out of the equation, and they are reluctant to face that. The same is true for transport companies, because plastic is a cheap, versatile and durable packaging material that works well for them. There is not really a professional, technological motivation to replace or substitute it, since, in any case only more expensive packaging materials and technologies than plastic, are an option for the time being. Given that the production of truly biodegradable, organic, environmentally friendly packaging materials is still in its infancy. Their widespread use is not widespread, so industry, transport companies and traders are reluctant to give up what gives them extra profit. The only way to pressure them to change is by representing a united position through authority, and this seems to be the direction in which the world is increasingly intending to move. (e.g., the Government has also banned single-use plastics in Hungary from July 2021. In fact, a packaging-free lifestyle and the use of single-use plastics are closely linked. This ban, this guidance and this governmental responsibility is a good example to follow, not only in the areas affected by the ban, but throughout our whole life.

The purchasing power that we represent is a huge power, and we can influence commercial practice through our buying habits. What we leave on the shelves is a clear message to them. If they do not change their practices, they will have less revenue. Fortunately, most wholesalers are now making the change and adding durable packaging materials, fruit and bread trays, biodegradable recyclable paper bags to products. 30th September is World Plastic Free Day.

Cleaning

Questions often raised about the use of environmentally friendly cleaning products relate to their efficacy and their ability to thoroughly clean contaminated areas and surfaces. But experience shows that one can achieve the same results with environmentally friendly cleaners as with chemical cleaners. Furthermore, chemicals can cause severe allergies and other diseases.

It is worth trying some simple recipes for universal household cleaning products:

Recipe of a domestic cleaning product with white vinegar: In a spray bottle, mix water and white vinegar in equal proportions to make a natural cleaner and disinfectant. We can use it to remove dirt, soap residue and scale deposits from baths and sinks, waterproof floors and bathroom tiles.

Recipe of a domestic cleaning product with lemon juice: Combine baking soda and lemon juice together to make a thick paste. It has a stain-removing capacity that can deal with a variety of stains on any surface. However, keep in mind the natural whitening impact of lemon juice and first, let's try the paste on an area that is out of sight.

Recipe of a domestic cleaning product with hydrogen-peroxide: Let's pour 3% hydrogen peroxide into a spray bottle and you've got the perfect all-purpose antibacterial cleaner for cleaning walls, windows, floors and mirrors. We can use it on the toilet as well.

3.2. The ecological use of energy sources

Nowadays, the most commonly used energy source is natural gas. Its heating value is high, therefore its burning releases plenty of energy. Due to its composition, it is much cleaner than other fossil fuels. But like other fossil energy sources, it cannot be renewed on a human scale, so it will eventually run out. The latest analyses suggest that this could happen in as little as 50 years. The solution is provided by renewable energy sources, which are the future.

Non-renewable energy sources are fossil energy sources (coal, oil, natural gas, propane-butane gas).

Renewable or alternative energy sources: solar energy, wind energy, hydro energy, tidal energy, geothermic energy, biomass.

What is the difference between them besides renewal?

The advantages of renewable energy sources

1 hour of sunshine reaching the earth gives more energy than what is used by the mankind within 1 year. Renewable energy sources are therefore available in unlimited quantities and will never run out.

Since anyone can have access to it anytime, the energy source itself does not have a price – unlike oil, for example, which requires work: drilling to find it, bringing it up and then transporting it to the end user via international pipeline networks or tankers

The disadvantages of renewable energy sources

They are much more exposed to natural impacts, as the sun does not shine always, just like the wind does not blow, or the sea does not wave on windless days. And therefore, it is regarded as an unpredictable energy source.

They are much more difficult to store, because while natural gas, for example, can be stored economically and for a relatively long time in dedicated storage facilities, oil and gas deposits, this is more difficult for renewables.

They are clean energy, since – as opposed to fossil fuels – they are widely believed to emit no harmful by-products.

Fossil fuels are a major source of pollution, that's a fact. However, renewable energy sources are not completely emission-free either, as batteries, logging or components of solar panels do actually produce waste and consume energy. Therefore, renewable energy sources are indeed pollutant-free in themselves, but their extraction and collection are already not.

Renewable energy sources do provide energy free of charge, but they require solar panels, turbines or other structures that can collect it and convert it into electricity. This makes them cheaper than fossil fuels in the long term, but higher in the short term, with high installation costs.

Depending on this, what is the share of renewable energy use in the world? For most people, alternative energy is synonymous with solar energy, even though solar panel is only the third most commonly used renewable energy source, after wind power and hydropower. This is certainly because, on the one hand, the use of solar energy is growing at the fastest rate and, on the other hand, solar panels are much more frequently seen in everyday life than wind turbines. But there are already indicators showing that solar power has overtaken wind power. For example, a total of 83 countries in the world use wind power, while more than 100 countries already use solar power.

3.3. Zero-waste household – Thoughtful shopping, waste separation, composting

Thoughtful shopping

In order to achieve a waste-free household, we have several opportunities to reduce the amount of waste. We can be the most successful if we apply these together in our everyday life.

Reduce: The key to zero waste is to prevent and reduce the production of waste itself (Reduce). In the framework of eco-aware product design (eco-design), responsible manufacturers take into account the environmental impacts at different stages of a product's life cycle, so that the given product ultimately has the lowest possible environmental footprint. When buying, it is worth looking at the product to assess its actual environmental impact, its so-called environmental footprint. We should only buy what we really need, and not throw out old, but useful items.

Reuse: Reuse of products can be an effective way to extend their life, as more and more products and packaging are designed and manufactured to be reusable again and again. One

form of packaging reuse is when it is collected back from the consumer; for example, the return of coloured bottles for a deposit. But of course, it is also considered reuse if the jars are reused at home when making marmalade.

Recycling: Recycling is the reuse of the waste in terms of its material. In such processes, waste is processed as a secondary raw material, sorted by material, and they make a product - of either the same or a completely new function - from it. For example, PET bottles collected separately are recycled in this way: the plastic is ground up and the resulting little balls are used for the manufacturing of new PET bottles. Recycling increases the lifespan of the plastic and, since using secondary raw materials, reduces the amount of primary raw materials needed, thus it reduces waste production. High-quality PET bottles can be used again to make bottles, foil or flower planters, or polyester fibre for clothing and carpets. Packaging or products in contact with food should only be made from waste with appropriate quality characteristics. The majority of products made from PET are still used in the textile industry.

Waste separation

Perhaps the most frequently arising excuse against selective waste collection is that the waste is eventually dumped by the waste deliverers, anyway. However, waste transporters do NOT dump the separately collected waste; it is not in their interest, as their income comes from recyclable materials. In most places, waste is delivered by a garbage truck with separate compartments. Where there is no chance for this, they collect the waste consisting of different materials into sacks, and they sort it out subsequently in every case.

It is worth to flush it! With empty metal and plastic containers, bottles (ketchup, soft drinks, yoghurt, etc.), it is enough if they are flushed in dishwater and shaken together when filled with water. Fast flushing is not a waste of water: much more water is used in the production of packaging materials during manufacturing. Flushing is important primarily for hygiene reasons and to increase the efficiency of collection and sorting.

Do I also have to wash out the washing powder and soap jars before throwing them into the dustbin? Yes. Rinse not only food-contaminated packaging and containers before putting them in the waste bin, but also any cans, bottles, etc. that were used to store some kind of substance. This is necessary for hygienic reasons and to avoid contamination of other recyclable materials (e.g., paper).

What about foils with metal interiors (e.g., some chocolate papers)? Why can't they be recycled? These are classified as composite packaging, which means that they are made by gluing several different materials together. Their subsequent separation is not economically and technologically feasible, and therefore, they cannot be recycled as plastics or metals and have to be thrown away among mixed waste. Why do I have to unscrew the caps before I throw the bottles away if they are also plastic? What happens to them? Caps are often made from a different plastic than bottles and flasks, so they are processed elsewhere using different technology (and made into e.g., crates, buckets).

How does packaging help with selective waste collection?



The meaning of Möbius strip is that the product is suitable for recycling. It does NOT at all imply that the product is made from recycled material, or that recycling will take place in any case. If there is a percentage value and a material label in the middle of the label, this indicates how much of the product is made from recycled materials and to which material of the packaging it applies.



The Green Dot mark is the trademark of the European Extended Producer Responsibility dealing with waste collection, separation and recycling solutions, and is displayed on packaging in those cases, where the producer makes a financial contribution to support the recollection and recycling of waste. It is not an environmental label or statement in itself.



The garbage man marking reminds us not to litter, but to collect it in the right place. It can only be used on a packing that cannot be recycled. Not to be used with Möbius strip.

Composting

Composting is a natural way for recycling. Composting helps us to naturally close this cycle, which we start by using plants (human consumption, animal husbandry, ornamentation). Organic materials decompose in a controlled way, producing a new useful product, humus. In addition to macro- and microelements, humus plays a coordinating role in the life of the soil. It binds the tiny grains of soil into crumbs, provides stimulating material for roots of plants, and supplies nutrients to micro-organisms active in the soil. Without this mysterious and yet, in terms of all its impacts, not clarified humus, higher plants cannot feed, grow and breed. Therefore, the best thing we can do with household and garden waste is to compost it.

What are the first steps when composting?

The first step to composting is to choose the right place, it is important to choose a semi-shaded and flat area. If one has a small garden, one or two 1-1.5 m³ composters are needed for a family consisting of four people. In addition, we need a compost bin, which can be wooden, wicker,

plastic or wire mesh. It is also essential that it should be well ventilated, dismantlable and environmentally friendly. Basic tools are a collection container in the kitchen, pruners, small axe for chopping, shovel, pitchfork for turning and transferring, watering can for wetting, strips, foil or cloth for covering.

What do you need to pay attention for while composting?

When composting, you should pay attention for the following: adequate supply of nutrients, water and oxygen. A good composter is well ventilated and sufficiently moist. If the material is too dense, it will rot because it does not get enough air. Then micro-organisms appear that do not need oxygen to live (anaerobic). This is not beneficial, and it is also stinky. In this way, our matter rots and we won't have any valuable humus. Two elements are essential for the microorganisms to work: carbon and nitrogen, and their ratio is important for composting to take place quickly. We need more carbon than nitrogen (25:1). We can say that in general, all so-called brown waste (tree branches, twigs, straw, etc.) contains a lot of carbon. The wet, "soft", protein-rich green waste should be thoroughly mixed with the dry, "brown" waste to get a homogeneous starting material.

The composter sometimes needs maintenance. The brown and green materials mentioned above are layered on top of each other so that the dry part gets enough moisture from the juicy green. The brown part provides the skeleton, ensuring good ventilation. A thin layer of soil can be spread between the layers, which is beneficial not only because it masks unpleasant odours, but also because it always contains decomposing organisms that speed up processing. It is advisable to start with a dry layer. Over time, our compost collapses, so it should be rotated every 2-3 months. This is necessary because the air is forced out of the compacted material, thus loosening and aerating it. The ready-made parts of the humus help to transform the parts that have not yet decomposed. A garden fork is all that is needed to turn over the dry parts, mixing the dry parts with the wet and the brown parts with the green.

Fresh compost is produced in about 3 months. It takes about 12 months to get mature compost. Fresh compost is not yet fully stable and transformed, so it may contain substances harmful to the roots and growth of plants. The mature compost is dark, blackish brown, crumbles easily and has a smell reminding of rain-soaked soil in spring. At the end of the process, the material is sieved and the remaining parts are returned to the composter. Compost can be used, mixed with the soil under plants when planting, placed in flower pots and balcony boxes in flats, and used to foster fertility in vegetable and flower beds, vineyards and orchards. Covering their soil with compost at a rate of 2-5 l/m³ and then turning it into the soil underneath is an excellent way to improve the soil in the garden.

3.4. Mini gardening - microcosmos

If we are setting up a mini-garden on a balcony, or on a window sill, it is not enough to know only the plants and how to care for them. It is important that we choose seeds or seedlings that require little space, are easy to care for and easy to obtain. And we also have to be aware of the opportunities for failure, so that we can prepare for them in advance and not be discouraged if something goes wrong.

1. Too many little pots

In a pot that is too small, the plant cannot develop well enough and grow large enough to be truly neat and tidy. Instead, let's keep our plants in a few larger containers or planters, each of a size that allows us to plant several different groups of plants, selected according to creative criteria.

2. Inappropriate drainage

Choosing the right planting medium is an important part of pot gardening. For plants, good drainage is essential for healthy root growth. There should be drainage holes or slots at the bottom of the boxes, and the planting medium should be loose enough to allow water to penetrate the soil and run through the whole box.

Some plants require good drainage more than others, including, for example, various types of succulents and cacti, but also shoot cuttings. Drainage is one reason why balcony gardeners are encouraged to buy good quality potting soil rather than planting their plants in soil shovelled together from a randomly chosen spot.

3. Inappropriate plants

Before we would buy plants for your balcony, visit your local nursery to see what's available. Make a note of the names of the plants that interest us the most, then search for them online at home. For example, could the plant we have chosen grow too big? Or would it need more sunlight than it would get in our home? Will the plant need extra care? Let's narrow down the list of plants that you can consider to those that we are sure will meet our needs, and once we have a final list, we can go shopping.

4. Excessive watering or underirrigation

The most common mistake made when tending a balcony garden is the over- or under-irrigation the plants. The boxes dry out quickly, especially on hot, sunny and windy days, so we should check the soil daily. Proper irrigation is therefore one of the key factors to successful balcony gardening.

5. Failure to recognise plant pests or pathogens

Unfortunately, pests or diseases can wreak havoc on plants. There may be small green caterpillars that seem to live modestly on the tomato, or we might observe tiny brown spots on the tomato leaves.

Garlic is an antibacterial, fungicidal and antiviral plant. Let's make a spray of it: 2-3 cloves, five cloves of garlic and five decilitre water. Put the cleaned garlic cloves into the water with cloves, and let them rest for at least six hours. We can dilute the prepared syrup with a glass of water then fill it into the flower sprinkler through a sieve. Sprinkle the plants with it maximum twice a week!

Chili mist: It is efficient against the pests. Use rubber gloves and goggles to prepare the tincture! For the spray, grind 5-6 chopped chili peppers, a tablespoon of cayenne pepper and 2-3 cloves of garlic. Then pour 2-3 litres of water and a little liquid soap over it. Leave to stand for 1-2 hours, then pour it into a plant sprayer! Apply twice a week to the plants.

Soap mist: If we don't want to make a fussy spray, just add a little liquid soap to the flower sprayer. This alone is already enough to remove the various parasites from the plants.

4. Reference materials / Suggestions for further reading

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5. Outdoor activities

5.1. Ecological household

Activity No. 5.1.1.

MODULE 2	The importance of ecological values and attitudes in the family
TOPIC 1	Ecological household
Title of activity	Shopping awareness
Pedagogical objective	Gaining personal experience.
Target group	Adults with mild and moderate mental disabilities
Duration (minutes)	60
Settings	Shop
Size of the group	2-3 people
Method	Project based on collaboration of learners and the teacher, with demonstration facilitating articulation and memorizing
Tools	Eco-friendly, bags brought from home, fruit and vegetable textile sacks, bakery sacks, baskets, shopping bags

Description of the activity

Participants are encouraged to shop with awareness, avoiding as much shop packaging as possible. They should be replaced by their own bags.

Text of the instructions for participants

Go shopping together as a group and try to replace all the packaging materials and plastic bags from the shops with something you have brought with you and that is environmentally friendly.

Summary – Self-reflection for education participants

1. What did I learn within the module? / What insights have I gained in the field of environmental protection?
2. What will I take with myself to my own life?
3. How does it affect my current and future ecological lifestyle? What steps can I do tomorrow, based on what I have learnt in the module?

Activity No. 5.1.2.

MODULE 2	The importance of ecological values and attitudes in the family
TOPIC 1	Ecological household
Title of activity	Looking for lavender
Pedagogical objective	Gaining personal experience.
Target group	Adults with mild and moderate mental disabilities
Duration (minutes)	60
Settings	Garden, street, flower shop
Size of the group	5-10 people
Method	A conversation based on working together of learners and the teacher
Tools	--
Description of activity	

The group should look for lavender in the surroundings. Discuss together what it can be used for.

Text of the instructions for participants

Look for lavender in the surroundings. Tell each other what it can be used for.

Summary – Self-reflection for education participants

1. What did I learn within the module? / What insights have I gained in the field of environmental protection?
2. What do I take with me into my own life?
3. How does it affect my current and future ecological lifestyle? What action can I take tomorrow based on what I have learned in this module?

5.2. The ecological use of energy sources

Activity No.5.2.1.

MODULE 2	The importance of ecological values and attitudes in the family
TOPIC 2	The ecological use of energy sources
Title of activity	Electric charging point
Pedagogical objective	Gaining personal experience.
Target group	Adults with mild and moderate mental disabilities
Duration (minutes)	60
Settings	Electric charging station in a parking lot and in another place
Size of the group	2-10 people
Method	Project based on the collaboration of learners and the teacher, with demonstration and observation
Tools	--
Description of activity	

Together, the group should find an electric car charging station nearby. Count how many spaces are available for cars at a time in each car park/charging point! Is someone charging their car right now? If so, where is the charging slot compared to a petrol car?

Text of the instructions for participants

Find an electric car charging station! Where is it? How many spaces are available for cars? Is someone charging their car right now? If so, where is the charging slot compared to a petrol car?

Summary – Self-reflection for education participants

1. What did I learn within the module? / What insights have I gained in the field of environmental protection?
2. What do I take with me into my own life?
3. How does it affect my current and future ecological lifestyle? What action can I take tomorrow based on what I have learned in this module?

Activity No.5.2.2.

MODULE 2	The importance of ecological values and attitudes in the family
TOPIC 2	The ecological use of energy sources
Title of activity	Pinwheel
Pedagogical objective	Gaining personal experience.
Target group	Adults with mild and moderate mental disabilities
Duration (minutes)	60
Settings	Backyard, garden
Size of the group	2-10 people
Method	Project based on the collaboration of learners and the teacher, with demonstration and observation
Tools	Skewer, drawing pin, cartoon paper, glue
Description of activity	

The group should make a pinwheel, everybody should have one! Choose several places outdoors and spot them in clearly visible places! Observe what makes it spin, when it stops, when it runs faster! Discuss the reasons!

Text of the instructions for participants

Make a pinwheel and place it outdoors, to a well-visible place. Observe it! What makes it spin, why does it stop?

Summary – Self-reflection for education participants

1. What did I learn within the module? / What insights have I gained in the field of environmental protection?
2. What do I take with me into my own life?
3. How does it affect my current and future ecological lifestyle? What action can I take tomorrow based on what I have learned in this module?

5.3. Zero-waste household – Thoughtful shopping, waste separation, composting

Activity No.5.3.1.

MODULE 2

The importance of ecological values and attitudes in the family

TOPIC 3

Zero-waste household – Thoughtful shopping, waste separation, composting

Title of activity

Waste separation

Pedagogical objective

Gaining personal experience.

Target group

Adults with mild and moderate mental disabilities

Duration (minutes)

60

Settings

The nearest waste collection island

Size of the group

2-10 people

Method

A practical project based on joint work between students and teacher, with demonstration, facilitating organisation and recording

Tools

1 bag of pre-mixed garbage containing no hazardous material. Rubber gloves, hand sanitiser

Description of activity

The group should go together to the nearest waste collection island. One by one, they should throw the contents of the sacks in the appropriate place. In the meantime, they should also explain why they are throwing what they are throwing there.

Text of the instructions for participants

Let's go together to the nearest waste collection island! Let's throw the contents of the sacks in the appropriate place one by one! Tell the others, what you are throwing where!

Summary – Self-reflection for education participants

1. What did I learn within the module? / What insights have I gained in the field of environmental protection?
2. What do I take with me into my own life?
3. How does it affect my current and future ecological lifestyle? What action can I take tomorrow based on what I have learned in this module?

Activity No. 5.3.2.

MODULE 2

The importance of ecological values and attitudes in the family

TOPIC 3

Waste-free household – Thoughtful shopping, waste separation, composting

Title of activity

Collection of compost material

Pedagogical objective

Gaining personal experience.

Target group

Adults with mild and moderate mental disabilities

Duration (minutes)

1 hour

Settings

Household, yard, garden

Size of the group

2-10 people

Method

A practical project based on joint work between students and teacher, with demonstration, facilitating organisation and recording

Tools

Sacks, gloves, hand sanitizer

Description of activity

Everyone in the group should collect compostable green waste outdoors. Once everyone has found some, set up a mini composting pile. Discuss what will happen to the pile later and what the compost can be used for.

Text of the instructions for participants

Everyone should collect compostable green waste outdoors. Once everyone has found some, set up a mini composting pile. What will happen to the pile in a few months?

Summary – Self-reflection for education participants

1. What did I learn within the module? / What insights have I gained in the field of environmental protection?
2. What do I take with me into my own life?
3. How does it affect my current and future ecological lifestyle? What action can I take tomorrow based on what I have learned in this module?

5.4. Mini gardening - microcosmos

Activity No. 5.4.1.

MODULE 2	The importance of ecological values and attitudes in the family
TOPIC 4	Mini gardening - microcosmos
Title of activity	Planting
Pedagogical objective	Gaining personal experience.
Target group	Adults with mild and moderate mental disabilities
Duration (minutes)	60
Settings	Balcony, gang
Size of the group	2-10 person
Method	A practical project based on joint work between students and teacher, with demonstration, facilitating organisation and recording
Tools	Seed, seedling, pot, little shovel, gloves, earth

Description of activity

Together, the group should plant any plants they like in pots or crates that are suitable for growing on the balcony. They should discuss their proper care with each other. They should take constant care of the plants, each one should have a person in charge!

Text of the instructions for participants

Plant any crop you like in pots or crates. Also find out about its proper care. Water, care for and nurture it regularly. You will be responsible for the plant you have planted.

Summary – Self-reflection for education participants

1. What did I learn within the module? / What insights have I gained in the field of environmental protection?
2. What do I take with me into my own life?
3. How does it affect my current and future ecological lifestyle? What action can I take tomorrow based on what I have learned in this module?

Activity No. 5.4.2.

MODULE 2	The importance of ecological values and attitudes in the family
TOPIC	Mini gardening - microcosmos
Title of activity	Picnic
Pedagogical objective	Gaining personal experience.
Target group	Adults with mild and moderate mental disabilities
Duration (minutes)	120
Settings	Courtyard, garden, green surroundings
Size of the group	2-10 people
Method	A practical project based on joint work between students and teacher, with demonstration, facilitating systemization and memorising
Tools	Crops: lettuce, tomato, fruit, herbs; other ingredients: cheese, oils, etc., salt, sugar, mixing bowl, garnisher set for serving
Description of activity	

The participants should keep a diary of the plant's development. When the plant is fully grown and ready to eat, they can prepare and eat it at an outdoor picnic.

Text of the instructions for participants

Keep a diary of how your plant is growing: draw whether you planted it from seed or transplanted it. Measure, draw or photograph it, on a weekly/fortnightly basis. If you can, use it to make salads, food or drink. Invite your family and friends for a tasting at an outdoor picnic.

Summary – Self-reflection for education participants

1. What did I learn within the module? / What insights have I gained in the field of environmental protection?
2. What do I take with me into my own life?
3. How does it affect my current and future ecological lifestyle? What action can I take tomorrow based on what I have learned in this module?

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