



Creative Environmental Education / The CEE Network

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SPRING 2019 NEWSLETTER



It is my pleasure to present our first NORDPLUS Creative Environmental Education / CEE Network newsletter. I want to thank all of you who gave all of your valuable time to write and share the work you, your teachers, and most importantly your students and pupils are doing in your institutions in real proactive positive actions to promote awareness about environmental issues and destructive climate change.

We will meet next fall (dates to be confirmed shortly) in Riga, Latvia for our third IRL (in real life) CEE Network gathering.

All my best to you and thank you again for being part of this CEE Network.

David Yoken

March 29, 2019

Index

Ilisimatusarfik/University of Greenland, Ilinniartissuaq/Institute of Learning, Nuuk, Greenland.....	3
Kangillinnuguit Atuarfiat, Nuuk, Greenland	5
Nuuk International Friskole, Nuuk, Greenland.....	7
Garðaskóli, Garðabær, Iceland.....	9
The Danish Association of Managers and Executives (Lederne), Copenhagen, Denmark.....	11
Sabro-Korsvejskolen, Sabro, Denmark	13
Nord University, Bodø, Norway.....	16
Arts Academy, Turku University of Applied Sciences, Turku, Finland	17
Environmental Education Center / ECC, Latvia.....	20
Rezekne Municipality and Dricani Secondary school, Latvia.....	21

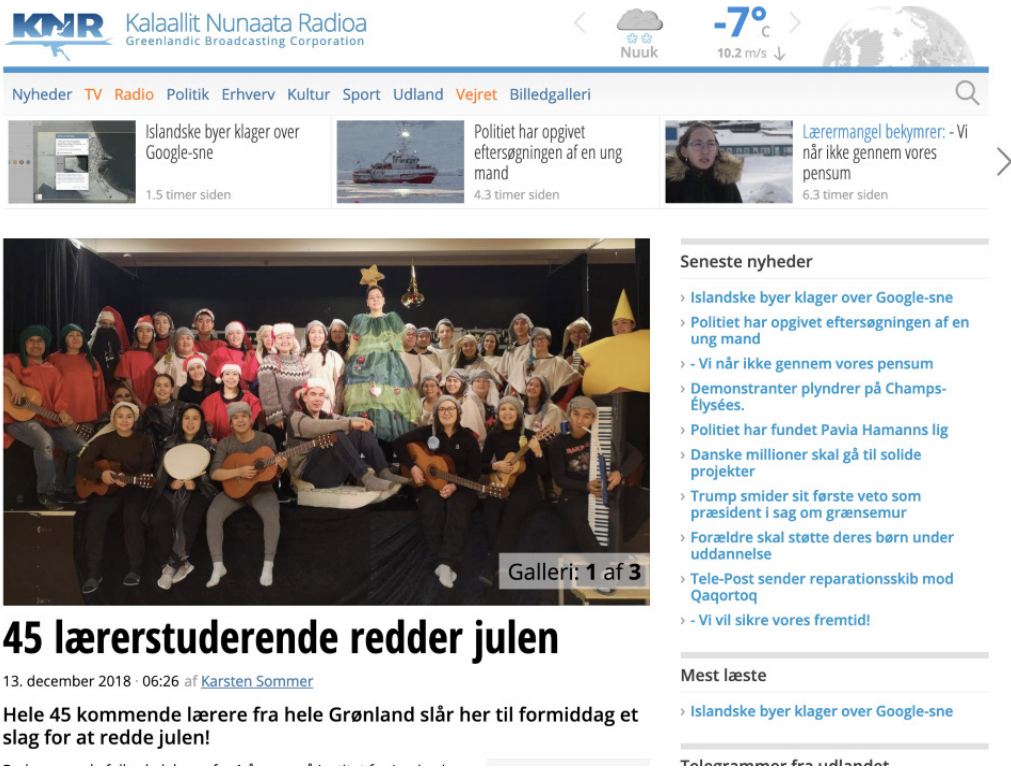
Ilimatusarfik/University of Greenland, Ilinniarfissuaq/Institute

A week in October 2018 in Nuuk, Greenland is used for a network meeting with various teachers from different Nordic countries. A Network CEE that stands for (Creative, Environmental and Education) Which is a network meeting with focus on creativity, environmental awareness and education. For the network meeting with CEE Networks in Nuuk, Greenland is arranged by David Yoken Senior Music Lecturer in Arts Academy Turku University of Applied Sciences Ltd, Finland collaborated with Ivaq Kriegel who lecturer in Art in the Institute of Learning, University of Greenland.

For the network meeting in Nuuk, the time is spent visiting two primary schools (Kangillinguit Atuarfiat and Nuuk Internationale

Friskole), University of Greenland (Institute of learning - uni.gl), The National Theater of Greenland (Nunatta isiginnaartitsisarfia - nuis.gl) and Greenland's Natural Institute (Pinngutitaleriffik - www.natur.gl). It is all with focus on education, creativity and the environment.

After the CEE network meeting, I have worked as art educators in art with how environmental issues can enter different teaching through creativity. As a teacher who wants to strengthen and develop creativity in the world of education, I have some ideas on how to work with environmental issues through creativity. What we have worked with environmental issues in the art field is that we recycle garbage for



The screenshot shows the KNR website interface. At the top, there is a navigation bar with 'KMR Kalaallit Nunaata Radioa Greenlandic Broadcasting Corporation' and weather information for Nuuk: -7°C, 10.2 m/s. Below the navigation bar, there are several news snippets with images and titles. The main article is titled '45 lærerstuderende redder julen' (45 teacher students save Christmas) and features a large group photo of students in winter gear. To the right of the main article is a list of 'Seneste nyheder' (Latest news) with links to various news items. Below the main article, there is a 'Mest læste' (Most read) section and a 'Telegrammer fra udlandet' (Telegram from abroad) section.

45 lærerstuderende redder julen

13. december 2018 · 06:26 af [Karsten Sommer](#)

Hele 45 kommende lærere fra hele Grønland slår her til formiddag et slag for at redde julen!

(KNR: <https://knr.gl/da/nyheder/45-l%C3%A6rerstuderende-redder-julen>)

art work, to prove that we must take care of our environment (<https://www.youtube.com/watch?v=2VGanrjF7ls>). Other things that we also work with environmental issues through creativity is that students made a theater performance for 180 primary school students with a message that we should take care of our environment and nature. *"The Greenlandic theater performance - Amanda's Christmas - Amandap Juullisiornera - has the theme that we must take care of our nature and that we must be good to each other if Christmas is to be saved."* (<https://knr.gl/da/nyheder/45-1%C3%A6rerstuderende-red-der-julen>) It is a theater performance where students themselves write a story and work with the scenes, written songs and made costumes that fit the target group of primary school students.

I think it's good to work with environmental issues this way. Because students themselves work through creativity by creating a story with a message that we must take care of our environment. But the best part is that students give the message to many primary school pupils through theater production. In this way we can achieve that primary school

pupils stay a little more aware of that we must take care of our environment. It is also why we contacted KNR (Kalaallit Nunaata Radioa - Greenlandic Broadcasting Corporation) to give the message to more people through news. A small article was written about how we have worked through creativity also which the message the theater performance had given. And not least, we also came on national radio through live radio to all of Greenland. Where we talked about that students have worked to create a theater performance for many primary school pupils, and where we got Santa Claus from the theater production to tell all listeners on the radio the message that we must take care of our nature. (<https://soundcloud.com/knrgreenland/13-12-2018-puillasog> from 25 min.)

All in all, I think working with environmental problems through creativity succeeded quite well, which I, as educator, would like to develop so we get more people to be conscious of our nature.

Ivaag Kriegel

Kangillinguit Atuarfiat, Nuuk, Greenland

Dear every one – from Nordplus

Nordplus visit Greenland in Nuuk this autumn. One of the quests was to visit our public school Kangillinguit Atuarfiat.

Anja and Laila from Kangillinguit Atuarfiat, and Helle Borg from Nuuk International Free School, and Ivaq Kriegel from Institut for Læring, were together preparing the program for visiting the private school and the public school.

Kangillinguit Atuarfiat expected to have approximately 15 visitors from Nordplus, but fortunately some student from Ilinnarfisuaq came along, ended with approximately 25 people visiting us.

All the guests got the grand tour, where Laila Lyberth the headmaster of the school together with the student leader Tobias Hansen had a Power Point presentation about values, goals and strategic plans for how to

involve students for having better opportunities and ideas for their school life.

Our school wants to support the pupils in a positive, healthy, safe, and respectful school environment. And support the school councils ideas to help fellow students with, for example, an after school homework club where student peers, teachers and even parents can volunteer to help those who need the support/help with the homework assignments.

We have to educate our students:

- Be independent individual in a democratic society.
- To guide the students
- Show the way to their goals
- To be a part the community



- Family class, voice level, shoes off, perfume free.
- Friendships, Schedule revolution, responsibility
- Teachers, students, parents are cooperative
- The students are giving the opportunity of working with social and professional skills

The guests were divided in groups, so the students from 6, 7 and 10 graders were showing and telling how the school works in everyday life. The students were talking English all the time.

The students for 6 grades showed their homemade videos and stop motion, with their own video technical and creative knowledge for the guests about no smoking campaign. The scripts and cinematog-

raphy were edits with their own iPhones and iPads. Anja Holst the teacher had this project “anti-smoking” with the 6 graders how smoking is bad for your health, and how we avoid people not to smoke in our city, and to be healthy to our environment and body. – The idea is that every student and class, national wide in Greenland can win 30.000 kroner for the best video campaign.

Meanwhile the students from Turku had some presentations for the 3a and 3b in the gymnastic hall.

After the school there was a picture taken in the teacher’s room, were every teachers were gathering for at group picture. It was a successfully good day, with good input from everybody.

Sincerely Anja Holst and Laila Lyberth



Nuuk International Friskole, Nuuk, Greenland

Plastic – not so fantastic

Snowy mountains, clear blue sky and polar bears; that is what it is all about.

Through time, Greenland – as the rest of the world – experiences environmental issues, as in plastic in the streets, in the mountains, in the ocean and - in the end - in the animals that we eat.

In Nuuk, a group of people has started a local site of the Facebook group ‘Plastic – not fantastic’. Already 3213 people have joined - approximately 5 % of the population in Greenland.

At Nuuk Internationale Friskole, we also want to do whatever little things we can, because it all comes down to one thing: helping the environment getting better.

The school has different approaches, such as:

- no plastic bags in most of our garbage cans
- no plastic crockery, cups, plates, etc.
- we only use liquids (soap, dishwasher soap, detergent, ...) without parabens
- in order to minimize cleaning, NIF is a ‘free of shoes-school’ – you have to take off your shoes and put on slippers, when you enter

In classes throughout school, the teachers have topics about plastic, the ocean and pollution in general. From the age of six to the age of 16, they not only read and learn about pollution, they act on it.

They participate in ‘Saligaatsoq’, which is Nuuk citizens tidying up Nuuk one week every spring when the snow starts melting, in arts they learn through recycled art that things do have a second life and with the



Two of our 2nd graders collecting garbage during playtime



Front page of ‘10 steps to Saligaatsoq/Cleaning day’



‘The development and the reduction of our use of plastic’ – 10th grade



Pictures from the demonstration for climate changes in Nuuk on Friday March 15 where our 9th and 10th graders participated

help of parents, who work at WWF, our older students learn – hands on – about the pollution in the ocean.

Our students at NIF are also aware of the beauty of Greenland, and what to do to stop pollution.

The 2nd graders collect garbage during their playtime – completely by themselves, and in 10th grade some of the students just

finished their mandatory project with the title: 'The development and the reduction of our use of plastic'. They examined the consequences of our use of plastic and the effect it might have to reduce our use.

All in all a group of reflected students who wants to do the best for their – still – beautiful country.

Garðaskóli, Garðabær, Iceland

The impact of climate change on sea life

Pupils in 9th grade in Gardaskoli, Iceland have been looking into the impact global warming has on life on Earth. In particular they have investigated the correlation between higher Co2 levels in the atmosphere, the sea's natural acidic components, changes in those systems and its impact on living organisms.

Preparation

The groups of students started by going to the shore and collected shells of dead mussels that we used for the experiment. The pupils prepared an artificial sea by adding sea salt to water so the salt to water ratio is the same as of the ocean or about 3,5% salt. The acidic component they used is table vinegar. The artificial sea represents the ocean and the table vinegar represents the ocean if it will get more acidic.

The experiment

The pupils took two shells that were about the same size and drew their outlines and weighed them individually. They measured the acidity of each liquid before putting the shells in.

Each group put one shell in the artificial sea (representing the ocean) and the other in the table vinegar (representing the ocean with more acid) so the liquid flew over the shells.



Shells before they are put in the liquids

They waited two days and took note of any difference.

The students then measured the mass of the shells again and draw new outlines to see if there was any difference from two days prior. They also measured the liquids again to see if there was any difference in the pH.



Shells in the liquids



Shells after being in the liquids for 2 days

After two days, the impact was clear. The shell in the vinegar had lost much of its mass and was no longer hard, but rather like flattened dough. It was also smaller than it was before.

The shell in the premade sea was just as it was when it was put in its liquid, did not lose any mass and was the same size.

The vinegar based liquid was no longer acidic but more pH neutral, while the ocean kept its pH number the same as it was before.



Conclusion

All the groups came to the same conclusion; the shell loses its elements in the acid because it is a base and those two try to make each solution neutral. When that happens the shell becomes limp and limp shells do not provide the fish inside the shell any protection. That means that the fish will be easier prey for its predators and possibility for it to vanish from the food chain is imminent.

Normal seawater is almost pH neutral (pH7) but with more CO₂ in the atmosphere the sea takes some of it in and binds it and in doing so it becomes more acidic which can have this effect on sea life, the food chains and in the end the whole ecosystem. What can we do to eliminate the chances of this happening? What can we do to stop global warming so this will not happen?

The Danish Association of Managers and Executives (Lederne), Copenhagen, Denmark

Several ways to help foster environmental awareness – a teaser with Danish examples
By Chief of Education, Thomas Christensen

In recent years we have seen a growing awareness of the fact that the development of a cleaner and more sustainable world is a critical matter which concerns all of us. And about time too!

We see this awareness across a diverse field of actors – national and international NGO's, political parties, among firms and consumers and within international organizations like the UN, OECD, World Economic Forum and many more.

As participants in the CEE Network we have shared experiences about a wide range of different initiatives from Finland, Alaska, Norway, Sweden, Iceland, Greenland and Latvia, which all taught us something about how to incorporate environmental awareness into different types of learning.

It is crucial not to become hypnotized by one particular solution. Rather we shall ensure that the overall effort contributes to visible and durable results as fast as possible, and the CEE Network has a great potential to ensure such clever development – owing to the mutual exchange of great ideas, driven by a shared goal of pursuing strong and sustainable countries in the Nordic region.

This is an ongoing discussion among the 108.000 leaders from the private sector who are a part of The Danish Association of Managers and Executives (Lederne). It is a topic that really preoccupies the leaders – both personally and because of their roles as key decision makers in big and small Danish companies. As leaders, role models and decision makers, they have a great chance to take part and make a real difference.

A contributory factor to the new mindset is the general trend that environmental protection and sustainability in the production

process have become increasingly crucial terms in global competition.

From an admittedly rather simplistic point of view, this trend emerged both from consumer demand and because production costs can actually be reduced when firms incorporate environmental awareness and sustainability into their processes.

In Denmark we have this saying “mange bække små, gør en stor å”, which basically is identical to the English counterpart “little strokes fell great oaks”. From this fundamental idea as a standpoint, I will point out four very different examples from Denmark, which all contribute with small but important strokes. I hope they can serve as inspiration and be to our mutual benefit in all the countries in the CEE Network.

The UN's 17 goals for sustainable development

The UN Sustainable Development Goals (SDG's) were adopted by all member states in 2015 in order to set a global direction for sustainable development in all countries in the years ahead until 2030.

In Denmark the SDG's are broadly adopted – from primary school teaching to the largest companies' strategic objectives. In January 2019 a [new digital platform](#) was released with funding from the Danish government. The platform lets everyone follow initiatives and monitor the Danish progress in acting up to the 17 development goals.

The big companies

An increasing part of Danish private sector companies have adopted sustainability as a

core strategic factor. Not least the biggest companies are far ahead in incorporating sustainability and environmental awareness in their operations – see examples from [FLSmidth](#), [Danfoss](#) or [Maersk](#).

Legislation on climate and sustainability?

In developing more sustainable societies, can we actually manage with the right mindset and a range of voluntarily motivated initiatives in business and civil society? Or do we need formal legislation in order to really deliver on this topic? That is an ongoing discussion, and in Denmark too. In Denmark the electorate have a formal possibility to force politicians to propose a certain bill in Parliament if more than 50.000 voters signed the draft ('Borgerforslag'). Recently such a public bill on climate and sustainability passed the 50.000-limit, and the public bill, '[Danish climate law now!](#)', will now be brought forward in parliament, with currently 64.551 cosignatories and still counting. Read more about the Danish citizen proposals solution [here](#).

Educations that take a systematic sustainable approach

Since 2016 The Royal Danish Academy of Fine Arts has adopted the UN development goals in a quite ambitious manner with impacts on a wide range of their activities. It plays a fundamental role in both research, teaching and dissertations. DASPA is a good example of how educational institutions can manage to incorporate a sustainable mindset in a holistic manner and ensure it plays a part in everything they do. Other Danish institutions have managed to be successful with this strategy too.

[Here](#) you can have a look on projects, articles, pictures and other material related to the case.

Also take a look on their general guide for sustainable architecture, '[An architecture guide to the UN 17 Sustainable Development Goals](#)'

All the above initiatives are in my opinion equally good. The important part is to ensure that all contribute according to their relative strengths in order to ensure a more sustainable world. We all have to deliver where we can. It is about time to stop talking and really step up on acting.

About The Danish Association of Managers and Executives (Lederne)

'Lederne' means 'the leaders' in Danish. It is a trade union for more than 108.000 members from both the private and public sector. It is the only Danish union that has specialized in leaders and leadership – hence the name Lederne, the leaders.

For more than hundred years we have fought to spread good leadership in society and provided our members with the best preconditions for successful careers in leadership. We stand for quick and professional service that brings our members further regardless of the situation they are in.

Sabro- Korsvejskolen, Sabro, Denmark

Danish teachers working for a green future

N + CEE Network meetings confirm that we need to systematize sustainable education. For years we have been working on implementing Sustainability in our curriculum and every day life at Sabro-Korsvejskolen. Partly as a certified Green Flag Eco- school, partly because of the increasing climate changes, which in the summer 2018 resulted in 5 weeks without a drop of rain in Denmark. Our approach has been to participate in Erasmus projects with Sustainability as the focus, participating in Earth Day with a new theme every year. Last year Trees, this year Waste, and next year Vanishing Species. Another yearly event is International week, last year about Refugees, the year before about Green Entrepreneurship. Apart from that subjects as Geography, Biology and

Science have Sustainability in the lesson plans on all levels.

As an Eco School we have a Green Council with the participation of Janitor, Head Teachers, Teachers and students. The council meets several times a year and discuss the next steps toward our goal: Green Students in a green sustainable environment.

Still we felt that we were not really succeeding in getting the students to understand on a deeper level, that these subjects and themes were to be taken seriously, and not just during the lessons or the week, where the UN Goals were on the agenda, but for the rest of their lives. We discussed it in the Green Council, with our European partners and among each other, and we came up with an idea of how to influence the interpersonal skills of our students, in a series of theme weeks.



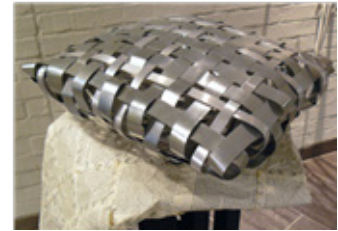
The idea is to start very early teaching awareness of the planet and being a respectful “earthling”. Respecting nature, other species and each other. And throughout the years in primary and secondary school develop on these interpersonal skills.

Below a plan of what we do:

Age group	Headlines:
7 years old	Storyline: This is your home (Home understood as planet Earth)
8 years old	Outdoor learning (A week outdoor, learning about plants and species)
9 years old	Outdoor learning (A week outdoor, learning about human lives in the bronze age)
10 years old	Making reuse-art and creating fairy tales
11 years old	Non-violent communication and conflict handling through role plays and exercises
12 years old	Making a newspaper about the UN Goals
13 years old	“Public achievement” (A week where the students will take actual action on a chosen topic)
14 years old	Sustainably Green Entrepreneurs (Students create a sustainable product and a company)
15 years old	Live(be)ility in a sustainable world (How to live your life respectful of yourself, others and the environment)







Nord University, Bodø, Norway

Potential of materials

In the artistic practice in the teachers education at the Nord University in Bodø Norway, environmental consciousness and sustainable thinking was connected to the choice of material in individual art projects. The potential of materials was in focus.

Projects included awareness of the interplay of various recycled materials. In practice this meant to find visual answers to the question; How to develop an artwork through the potential of materials?

The development of individual experimental ways of working was an important part of the process. In order to meet with this challenge the students visited in the first place a local center for recycling where materials of various kinds could be collected in categories of hard and soft plastic (production waste and everyday plastic emballage), paper (including waste from printing manufacturing, cardboard and old books, wallpaper etc.) as well as metal, glass and textile. Curiosity came up about the former functions of those materials, which revealed

themselves later on as parts in completely new upcycling art contexts.

Back in the art studios materials were tested and transformed into new objects and parts of installations. The student Marit Holstad Ovesen (art work documented below) decided exclusively to work with old newspapers and irregular bands of metalwire that had been used for shipment. An important decision was not to colour the objects but obviously leave those in their origin appearance. Through the technique used for creating a 3-dimensional object, text fragments on thin paper were transformed into a stable texture of surprising patterns. Within the work process inspiration came up via reflections and reactions on the potential of the materials chosen. The ongoing process meant several conceptional changes and new decisions parallel to the experimentation in an exciting dialogue.

Art work: Marit Holstad Ovesen
Artistic practice in the Teachers education
Nord University Bodø
Lecturer: Charlotte Pannicke



Arts Academy, Turku University of Applied Sciences, Turku, Finland

Here are two “student centered”, student initiated and created projects we share with the CEE Network:

“Globeswell” Third Year Arts Academy Dance student Nadja Ekholm

My name is Nadja Ekholm and I am studying to become a dance teacher, In Arts Academy Turku University of Applied Sciences! I’m a third year student and 25 years old.

My third year project was to make a choreography for a group of people that I had selected. My choreography was called “Globeswell” and I wanted to bring to the public, through dance, the dramatic challenges that we have with climate change. It was a really challenging project because I decided to bring together six dancers and eight gym balls. But the gym balls were a really good way to bring to the stage the catastrophic phenomenon of short term weather and long term negative climate issues.

I tried also to show with these clear plastic balls, how around the world people are having very real challenges with basic things like securing enough of food and safe places where they live. In the end of my ” Globeswell” choreography I had released some fake Euros that rained down on the audience.

I wanted the audience to understand my message, how I do not like money and If we used money correctly we could fix the world and have a positive impact on climate change.

“March 15, 2019 Student Climate Change Strike”, Arts Academy Dance students

Watch the video here:

<https://www.youtube.com/watch?v=PbwTgPpF84Y&feature=youtu.be>

<https://youtu.be/PbwTgPpF84Y>

We are truly impacted up north by climate destruction. Our Aura River never completely froze this winter, the number of "snow days" continues to be reduced each year, animal habitats are threatened, etc. Turku Arts Academy, Turku, Finland 2nd year dance artist-teacher students are positively engaged during music classes for Phenomenon-based learning, as this environmental disaster and ways to engage public awareness through active artistic practice and evidence-based STEAM teaching are all very much part of what we are discussing and acting upon in the Green Actions project! So they are saying in Finnish: "What do we require?" "Climate actions!" "When?" "Now!" "I - L - M - A - S - T - O - " spells CLIMATE In Finnish!

Lotta:

Today is an important day for Finland and of course for the whole globe. I'm happy that there are so many people and especially young people and kids out there who are taking this issue seriously. Today we talked about many things with our class, mostly about what we can do to help. We think that art is a very good way to make a differen-

ce on these important things. We also made this little video because we had so many thoughts that we wanted to share.

Sara:

We had our climate change strike at this class. We did a short movie about our thoughts, Lotta sent that to you. We talked a lot about climate change and the different possibilities to stop that. We were discussing that we would want to use these themes in our industry. For example I could use my school dance exercises about environment after I have graduated. This is very important thing and I'm happy that we had this opportunity to really do this and discuss about these important themes!

Laura:

We spent the afternoon discussing about the current state of our planet. We also talked about art making a difference and how we could make a difference as artists. It is often assumed that being an artist doesn't make any difference or help anyone but I truly believe that art portrays the society





as it is and can also help people understand what's going on in our planet. I hate to admit this but in my opinion articles and columns about the climate change are usually long and boring and I think that making art about this subject will raise awareness on this more than articles.

Aino:

Instead of the school today, our class decided to join the strike for climate. We decided to make a little video as an artistic statement to the global warming. We discussed about different ways of how we as artists and dancers can say something about the planet through our work. We also talked about the situation in our own school considering recycling etc. We wanted to do something concrete, so we went outside and picked up some trash from the ground and took it to the trash can. It is sad to see that even with so much information about the global warming and how we as humans could do something about it, so many people still just throw the trash to the ground.

Vera:

We participated in the environment strike that took place on Friday. The strike was students protest for the climate change and it was partly pointed for the Finnish govern-

ment due the parliamentary election that is coming.

We discussed a lot about the climate change and recycling. We wanted to do something and we thought that it would be nice to make a video with an artistic point of view. We took inspiration from the nature and the spring.

I feel that as an artist I am responsible for taking a stand and speak out about important issues for example the climate change. I wish that my art or my teaching could make people think about these issues and that could lead to some real action.

This strike was very important to me and I was so glad that I could take part in it.

Silja:

Our class participated in a protest which was against climate change. Students all over Finland were talking a part on the protest. We discussed together what kind of actions we could do for nature and climate. We talked about reusing, recycling and avoid of unnecessary packaging material. We wanted to do something that could help the nature right away so we went to outside and picked up some trash and took it the trash can. During the day, we made a video about things that were relating to climate change and global warming.



Environmental Education Center / ECC, Latvia

[Environmental Education Center](#) (ECC, Latvia) is a group of colleagues, teachers, students and pupils full of ideas and love to our planet Earth and humanity. Participation in Nordplus project we see as a possibility to widen environmental awareness as well as learn and share the new (very practical) ways in creative education. For ECC is very important that all parties benefits from the project as well as community we interact and work with.

While being in Greenland representatives of EEC part-time teachers and environmental activists Elina Pekseno and Dainuvite Roginska have gained new knowledge not only during meetings and events in attended institutions, but also by being in this extraordinary environment, doing observations, understanding more cultural layers and contexts which are crucial when we talk about the biggest island and climate change. For example Climate Research Center visit led us to a reflection on the various aspects of climate change in Arctic - biological, economic, political and cultural. Institute of Learning visit program provided an insight into the symbiosis of traditional knowledge and new teaching methods. The possibility to interact with local people and learning their ways (arts, discussions, participation in family hunting etc.) has great value when we

think of sharing Arctic message to the continent, in our case- Latvia. The experience we gained in Greenland was helpful in organizing classes when we returned to Latvia. Now we can talk about climate change and Greenland as a special place, based on personal experience. It inspired and captivated our students, motivating them to focus on the environment around us.

We also would like to mention some very concrete outputs: new lesson plans were delivered for Riga Science School (Greenland geography, climate change aspects, extraordinary Arctic animals), storytelling events organized for colleagues at municipal institution Riga Science School, Botanical Garden of the University of Latvia, environmental organization "Animal Freedom", photo exhibition is in developing stage.



Rezekne Municipality and Dricani Secondary school, Latvia

Activities of CEE network in Rezekne Municipality and Dricani Secondary school

Year 2018 was rich in new experiences and activities in the Nordplus Horizontal project “Creative environment education” for Rezekne Municipality and Dricani Secondary school.

First meeting in Turku, Finland, was aspiring as we met each other in real life, introduced our organisations and planned activities. It was valuable to see the Scandinavian experience of integrating the creative and environmental aspects in education. After the first meeting, Rezekne Municipality and Dricani Secondary school launched some of their own activities.

Creative workshop 1: Let’s Build a Dream House

On April 11th, 2018, Dricani Secondary school in cooperation with Malta Children and Youth Centre staff organised creative workshop for 1st to 4th grade students. The topic of the workshop was “Dream house”. Pupils were introduced to different types of houses: where people live around the world; why houses are built in different ways. After short discussion the creative process began. Pupils used the recycled everyday materials in order to create joint house project with their team mates.

Pupils immediately were very enthusiastic about using a variety of recycled materials, so they made variety of different types of houses. The largest ones were spatial, with pools, garages, helicopter landing areas, and balconies. The smaller ones had different features – for example, one could be folded into the plane, others were fully furnished etc. At the end of the workshop every team presented the achievements. Workshops showed that children’s fantasy and creativity are unique.



Creative workshop 2: Greener way of celebrating Easter

In the spring of 2018 2nd grade pupils of Dricani Secondary school had the workshop about wastes in collaboration with the prospective teachers of English from Academy of Technologies of Rezekne. The workshop “Easter sandwiches” contained the integrated approach between English, Crafts and Music with clear division between knowledge, skills and values.

During the workshop the kids discussed about Easter traditions in their families. Teachers of Dricani Secondary school showed the kids how to color Easter eggs using the natural ingredients: blackberries, onion skins, beetroot and others. Pupils learned how to reduce food waste as well as what

to do when some eggs are left after Easter celebration. Kids were making creative egg sandwiches and learning related English vocabulary, developing their skills of English and making food for themselves in a creative way. Afterwards kids collected eggshells for further activity - using eggshells as the compost for plants. During the lesson the prospective teachers participated in the activities, analyzed them and provided feedback.

Competition: Waste detectives / Atkritumiem pa pēdām

In Dricani Secondary school, the theme of the 2018th was “waste”. In order to emphasize the waste issues, promote clean environment and recycling, on the 26th of April the school organized the competition “Waste detectives” in collaboration with 12 teams from different schools of Latvia. The local waste management enterprise “Alaas” Ltd. took part in the event and provided the participants with the presents and the tasks.

Teams had to complete 5 tasks:

1. Crossword puzzle – discover the local surroundings and Dricani parish.
2. Creative task from Ltd “Alaas” – provide the second life for vinyl.
3. In the map of the local surroundings, create a route in form of an animal or a character.
4. Create a story for your animal/character and present it to others.
5. Orienteering - using the phone application “Endomondo” to perform the marked route and capture the photos of the wastes you see on the way.
6. Insert the screenshots of the route, pay attention to the wastes on the road.
7. Evaluate the event.

The tasks were interdisciplinary linking Latvian, Geography, Visual arts, Mathematics, Science, Physics, Information technology, and English. The photos of the event can be seen via link <http://ejuz.lv/eko2604>. All the places with the “registered” wastes were cleaned in the national Clean-up Day (Lielā Talka) on April 28, 2018.





