



Erasmus+

EKOPOLIS Box

Head In The Clouds Consortium

<https://brainsintheclouds.eu>

English



Figure by <https://www.scio.cz>



TU WIEN TECHNISCHE UNIVERSITÄT WIEN

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You will notice that the QR codes used for the hand-in application are not present in these tasks. To use the tasks with the hand-in application the collaboration with the project team is necessary, so please contact us by mail.

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Teacher Handout

BOX 5: EKOPOLIS

The primary objective of the EKOPOLIS box is to support environmental education in a way that is motivating for the students. In the case of this box, the learning process is based on a board game with a whole variety of follow-up activities, exercises and hand-on tasks.

The goal of this educational game is to make the players think about the principles and consequences of spatial relations in urban context. The game features a valley in which players gradually develop their towns. Each player represents a mayor; whose aim is to build a functional town entirely according to the principles of maintaining and protecting our environment. Besides becoming more aware of our environment and ecological-balance the board game further helps to develop a whole range of key competencies, including communication, social and interpersonal skills. Last but not least it will also enhance the English-language skills of the students as it introduces a whole range of new vocabulary.

Importance of keeping the order of the topics:

It is highly recommended to follow the sequence of topics 5a, 5b, 5c, and 5d as they build upon each other. Although you can play the EKOPOLIS Game at any time in between we would suggest to play it at the end of Topic 5b. Also it is possible to do the handicrafts (Topic 5e) at any time – although we recommend to do them at the end of the box.

- Topic 0 (Introduction) + Topic 1 should be done in 1 or 2 sessions (about 180 minutes)
- Topic 2 (5b1 + 5b2) should be done in 1 session (about 90 minutes)

Structure of the EKOPOLIS box:

The EKOPOLIS-box is structured in the following way. The box starts with an introduction to understand the terms pollution and environment (Topic 5a.0.) The term pollution is explained via a hands-on experiment while the term environment is explained via a series of fill-in vocabulary sheets. Topic 5.a “Building tiles and Vocabulary” is intended to make students (a) familiar with the necessary English vocabulary for playing the game and (b) to make the students familiar with the three different building tiles of the game (Red buildings, green buildings, blue buildings). Topic 5.b starts with an exercise focusing on the duties and job of a mayor before starting to build their own city, as kids would envision it, with the help of the EKOPOLIS-GAME building tiles. This activity is also intended to let the kids explore the game themselves. In the following big questions are used to make the kids think about the particular alignment of buildings and whether they have everything in their city to cover their needs. Participants are also encouraged to design their own building tiles. The last activity of Topic 5.b is playing the board game itself. Topic 5.c is intended to reflect on the kids own hometown, their way to school and what they would like their home city to look like. Topic 5.d focuses in more detail on environmental friendly behaviour by taking a look at the concepts of sustainability, recycling and the human footprint. Finally, Topic 5.e provides some examples of how to make handicrafts from recycled material.



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BOX 5: EKOPOLIS

List of Topics:

0. Introduction (Topic 5a.0)

- *Pollution and our environment (Task 5a0.1)*
- *Our natural environment (Task 5a0.2)*
- *Our man-made environment (Task 5a0.3)*
- *Living in a good environment (Task 5a0.4)*

1. Building tiles and Vocabulary (Topic 5a)

- *Getting to know the Building tiles (Task 5a1.1, Task 5a1.2 and Task 5a1.3)*
- *Getting to know the 3 Color Concept (Task 5a2.1 – Task 5a2.11)*
- *Red Poster – Handout (Task 5a3.1)*
- *Blue Poster – Handout (Task 5a3.2)*
- *Green Poster – Handout (Task 5a3.3)*

2. Play the Game (Topic 5b)

- *Who is a Mayor? (Task 5b1.1)*
- *Building a city (Task 5b1.2 and Task 5b1.3)*
- *Building a city – Big Questions & Question Cards Level 1-3 (Task 5b2.1 - Task 5b2.9)*
- *Play the EKOPOLIS Game (Task 5b3.1)*

3. My home town (Topic 5c)

- *Brainstorming – On my way to school (Task 5c1.1, Task 5c1.2 and Task 5c1.3)*
- *Building Tiles in my hometown (Task 5c2.1, Task 5c2.2, and Task 5c2.3)*
- *Map of My Hometown (Task 5c3.1 and Task 5c3.2)*
- *3D-Model of My Hometown (Task 5c4.1 - Task 5c4.11)*

4. Taking care of our Environment (Topic 5d)

- *What is sustainability? (Task 5d1)*
- *What is an ecological footprint? (Task 5d2.1 - Task 5d2.8)*
- *3R – Reducing, Reusing, Recycling (Task 5d3.1 – Task 5d3.7)*

5. Handicrafts (Topic 5e)

- *Recycling – Handicrafts (Task 5e1.1 and Task 5e1.2)*



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Additional notes:

- Recycling Material: when starting with the box – we highly recommend to start saving Tetra Paks, Egg Cartons and Plastic Bottles, as these materials are required for the final handicrafts in this box – so start collecting as much of these as you can!
- NO GAME RULES! Although this box is based on the EKOPOLIS Board Game, we decided to not introduce the different game rules in this box. However, we would like you to encourage your children to come up with their own rules of how to play the game if they would like to do so. Of course, they can also decide to play the game according to the real game rules – explained in the game instructions if they would like to do so.
- HANDBOOK! We also want to guide YOUR attention (not the children's!) to the EKOPOLIS Methodical Handbook which is also provided in the box and which provides further insights into the board game as well as related concepts and offers as well a series of additional exercises, with ready-to use worksheets at the end! Just take a short look at it and read through some of the information provided.
- GUIDENCE! – is probably required throughout this box! Keep in mind that this box is about awareness raising for environmental concepts such as pollution, sustainability, recycling the human footprint etc. Thus, ask questions, which trigger the thinking process of the kids. Also have the kids ask questions and discuss them - it is all about asking and raising the right questions!

Goals, Skills & Competences addressed:

- Help students to become more aware of the concept of protecting our environment and ecological-balance. By having them think about the principles and consequences of spatial relations in the urban context.
- Help and train key competencies, including communication, presentation, social and interpersonal skills.
- Introduce the students to new environment related English-vocabulary.

Connection to other boxes:

The EKOPOLIS box is connected to several other boxes including the English box, which already started to introduce the students to a series of environment-related vocabulary. Furthermore, it is related to the Video Making box, as several topics also offer the possibility to do videos. Moreover, it is connected to the Ozobots box by focusing on some geographical concepts related to environmental friendly urban development and planning. Finally, it is connected to the Real life box by focusing on the necessary balance of ecological, economic and social dimensions within a city.

In the following, each of the topics and its tasks will be explained in further detail.



Teacher Handout

BOX 5: EKOPOLIS

Topic 5a.0: Introduction & Fundamental concepts

Goal: As this box is about environmental education and awareness we want to start by getting to know two fundamental concepts, namely **pollution and environment**. To do so we want the kids to experience first-hand what the concepts mean. The term pollution is explained via a hands-on experiment while the term environment is explained via a series of fill-in vocabulary sheets. Topic 5.a “Building tiles and Vocabulary” is intended to make students (a) familiar with the necessary English vocabulary for playing the game and (b) to make the students familiar with the three different building tiles of the game (Red buildings, green buildings, blue buildings).

This introductory task sheet (5a.0) should be done with all kids together in a big group!

For this task, you will need to prepare:

**PREPARE
!!!**

- Some “dirt” / flower or potting soil
- 2-3 glasses (out of glass not porcelain, so no cups) because they should see what happens to the water!
- Tap water
- Some plastic (e.g. a plastic bag)
- A nylon fibre or wool (some things that produces a little bit of smoke and stinks heavily when burned.
- A lighter or matches

Task 5a0.1 Pollution & Environment

- Print Task 5a0.1 one time and show it to the kids.
- Let the kids read the two terms “Pollution” and “natural and man-made Environment” written on the task sheet and ask them if anyone knows what they mean. In case somebody knows, great if not - no problem let the kids know that we will do an experiment now to learn more about it.
- Ask the kids if they know what they should do when taking a look at the task sheet? Ask them what they see? They should answer, they see a glass of water, some dirt, some wool, a plastic bag and a lighter. Ask the kids to prepare the necessary things.
- Experiment one is putting some dirt into a glass of water and find out what the result is.
- By putting the dirt in the water the kids will see that the water becomes dirty ☹. Now ask them before we had clean water that we can drink and that is healthy for us, now we have dirty water because we didn’t care what we put in our water. How can we get the dirt out of the water??? Some might answer that we could use a filter -> try it. Would you like to drink the dirty but filtered water? -> NO -> So one lesson learned is definitely once we “polluted” water we cannot get it out any more easily. Now help the kids to imagine what that would mean for the world if everybody would do the same -> we would have no clean water anymore and the next generations would have to suffer.
- Experiment two is burning some wool or a nylon fibre – this will create some smoke and will stink a lot. Make sure to burn it on a plate or metal surface and have some water ready in case you need to extinguish the small fire. Tell the kids to be careful! Again ask the kids to imagine how our world would look like if everybody would create so much smoke – our air would be more polluted than it is already and future generations will have to suffer from our actions.
- So this is experiencing pollution first hand. Brainstorm together about other ways of polluting.
- Now let’s try to move from the topic of pollution to environment.
- The key question here is “How does a good living-environment look like?” – ask your students! How to keep the water clean? How to not create too much smoke? By not burning too much waste by not polluting our environment, our water, by taking care of our actions of our waste.
- The goal is to make the kids aware of the fact that living in a good natural and man-made environment demands to think about the consequences of our actions, and how they might

Danger



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BOX 5: EKOPOLIS

Topic 5a.0: Introduction & Fundamental concepts

impact future generations because they impact our planet! If the kids understand that the state of our environment is related to our actions and that we should take care of our planet – we have reached the goal of this introduction☺! We will learn more about our environment later on!

Task 5a0.2 and 5a0.3 Our natural and man-made environment

- First, **start brainstorming altogether** what everyone can think of when talking about a natural and man-made environment. Write some collected words on cards or a flipchart.
- **Print Task 5a0.2 and 5a0.3** for each kid and hand out the sheets.
- This is a task to better understand the concept “environment” which can be separated in man-made and natural environment and in the same time a **vocabulary training** to complete the whole topic. Let your students work on their own writing the correct terms from the bottom of the pages to the lines beneath the pictures. Tell them to cross out the words they already filled in. Afterwards compare altogether if everyone has written the correct terms beneath the pictures. (You can find a solution of this exercise sheet in the appendix of the teacher’s handout).
- Afterwards each student should take a **photo** of task sheets 5a0.2 and 5a0.3 and **upload** it to the hand in app by following the upload-QR code.

Task 5a0.4 Living in a good environment

- **Print Task 5a0.4** for each kid and hand out the sheets.
- Now let’s again think about the key question “How does a good environment to live in look like?” – What do the kids have in mind now after learning some more about the basic concept of “environment”? Tell your students, that each of them should think individually about what is most important to them to have in their environment and to mark the pictures of the five most important things on the working sheet. If they think of something else than portrayed, they can add it by drawing it in the blank field.
- Afterwards, motivate some of the kids to tell the others what the person has chosen and why.
- Finally, each student should take a **photo** of task sheets 5a0.4 and **upload** it to the hand in app by following the upload-QR code.



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BOX 5: EKOPOLIS

Topic: 5a Building tiles and Vocabulary

Goal:

Topic 5a is intended to make students (a) familiar with the building tiles and some necessary English vocabulary for playing the game and (b) to make the students familiar with the 3-colour concept of the building tiles of the game.

- Blue Building: tiles provide accommodation and infrastructure such as homes, shops, schools or hospitals.
- Green Building: tiles are mainly green areas that are used for the purposes of relaxation in the nature and which have ecological aims such as increasing air quality, offering homes to animals, or preserving valuable land to keep an ecological balance in the city.
- Red building tiles: mainly help the economic development of the city. Red buildings include factories, provide jobs, utilities and products.

Task 5a1.1, Task 5a1.2, Task 5a1.3: Getting to know the Building tiles

- Form a circle with all kids – place the EKOPOLIS board game box in the middle of the circle. Let the kids open the EKOPOLIS box.
- All building tiles should be placed **face-down** (so that they can only see the back of the tiles) on a table or floor. You will notice that there are 5 tiles which say “starting tile” on the back – put these 5 tiles aside.
 - Now the kids should form groups of 3-6 people. Help them to choose a “team” which consists of students who have a similar Level of basic understanding and English.
 - Give groups of basic Level (=Level 1) task sheet 5a1.1 and task sheet 5a1.2. Groups which do have a better level (=Level 2 & 3) of basic understanding and English task sheet 5a1.3.

Level 1: Each kid should choose a few building tiles. And describe to the other group members:

- What do you see on the tiles? (They could answer the questions on the task sheet e.g.)
- What do you like on the tiles?
- What do you not like?
- What did you see already in your life? What did you do already? What would you like to do of what you see on the tiles?
- What do the different building tiles have in common?

Level 2 & 3: Each kid should choose a few building tiles. And describe to the other group members:

- What do you see on the tiles?
- What are the positive impacts and negative impacts of the building tile?
- Is it possible to change the building so that there is no negative impact anymore? If yes, how?
- Can you replace the building by another one, which serves the same/a similar purpose?
- What do the different building tiles have in common?

The aim of this task is to allow the kids exploring what the green/blue and red cards have in common.

- The goal is to let the kids explore the difference of the green, red and blue cards and their concepts. That is that Blue Building: tiles provide accommodation and infrastructure such as homes, shops, schools or hospitals. Green Building: tiles are mainly green areas that are used for the purposes of relaxation in the nature and which have ecological aims such as increasing air



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Topic: 5a Building tiles and Vocabulary

quality, offering homes to animals, or preserving valuable land to keep an ecological balance in the city. Red building tiles: mainly help the economic development of the city. Red buildings such as factories, provide jobs, utilities and products.

- If they are not sure what is depicted on the card, or if they don't understand one of the questions encourage them to ask their team members! Or **research words online!**(for example via YouTube)

Note: You can also point them to an online dictionary or translation service e.g. google translate. <https://translate.google.com/> If you do so point them also to the "speaker" symbol and the possibility to listen to the foreign words to learn the pronunciation etc.

- After talking about the tiles, the kids should write down the name of the tile and what they just talked about in the blank boxes.
- Afterwards they should take a picture of their worksheet and upload it to the hand-in app. (task sheet 5a1.1, task sheet 5a1.2, task sheet 5a1.3)
- After the task sheet is uploaded each group should now present their answers to the other groups. To do so each group should decide on a speaker who will present the answers to all participants. The other team members can of course add something in case they feel that not everything has been mentioned by the speaker. The overall goal is once again that the kids are made aware of the difference between the 3 different colours!

Task 5a2.1 – 5a2.11: Getting to know the 3 Colour concept

- Print** task sheets **5a2.1 – 5a2.11** a couple of times and hand them out to the kids.
 - Let the students work through the task sheets and let them check out what the meanings of the building tiles are. You must not give a copy of each task sheet to every kid as this might be too much but make sure that at least 1 kid works on each of the tasks sheets and ask the kids to present and introduce the building tiles afterwards to the other kids – so that in the end everyone has at least seen and heard once about the meaning of each building tile. Also it is suggested to hang the task sheets on a wall and to leave them there so that kids can look at them in case they are not sure about the meaning of the tile.
 - Tell them, that they can as well use the Internet to explore meanings and words online or watch videos on YouTube to see how some factories/buildings work.
 - Help them understand the building tiles for instance by talking about related buildings in their surrounding which they already know.
 - For each worksheet – talk altogether about the overall meaning of the task sheet (always on the right top of the worksheet) e.g. Transportation. Make sure everyone understands what each task sheet is about.
 - The students should fill out the worksheets by (a) finding out which Input/Output/Correlation belongs to the different Building Tiles and connect the pictures with the building tiles as the examples show.
- g. Hints:**
- Task **5a2.1**: Each Building Tile is described by more than one element.
 - Task **5a2.2**: Each Building Tile is described by one or more input and output element.
 - Task **5a2.3**: Each Building Tile belongs to one input and one output-element.



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Topic: 5a Building tiles and Vocabulary

- d. Task **5a2.4**: Each Building Tile belongs to one input and one output-element.
 - e. Task **5a2.5**: Each Building Tile belongs to one input -element. They all have (simplified) the same output: Energy. In addition, on this task sheet some more information is offered to explain why these ways of generating energy are bad for our environment. Help the kids understand the concept of “Energy” and “Energy Generation” and let them watch videos if necessary to understand it better.
 - f. Task **5a2.6**: Each Building Tile belongs to one input -element. They all do have again (simplified) the same output: Energy. On the task sheet there is again some more information offered to explain these alternative ways of generating energy. Help them to understand how energy is generated in the different ways and what is necessary to do so (inputs). Encourage them again to watch videos if they don’t know the input sources and talk about things they might have already know in their surroundings. Again, read together through the additional information and explain them, that these ways of energy production are better for nature, humans and animals.
 - g. Task **5a2.7**: Each Building Tile belongs to one element. Help the kids to link the houses to the right group of people living in it. Also maybe focus on why it is good to have a house that needs less energy. (Passive Houses)
 - h. Task **5a2.8**: Each Building Tile belongs to one element. Make sure that they understand the concept of the “Multifunctional house”.
 - i. Task **5a2.9**: Each Building Tile belongs to one element.
 - j. Task **5a2.10**: Each Building Tile belongs to one element. Help the kids understand “Game Preserve” which means, that hunting is allowed but controlled and help them understand that places and areas that have recreational purposes are very important to have a good time when not working or meeting friends and keep our nature in a good shape.
 - k. Task **5a2.11**: Each Building Tile belongs to one element. When talking about this task sheet, put a special focus on the difference between Organic Farm and Factory Farm of Task sheet 5a2.2. Watching videos again can help to emphasize the difference and why it is important that animals live in a good environment too. If possible try to include a little ethic understanding here.
- h. Once a student has finished a worksheet, they can compare it with the solution. (Maybe you can print one solution and put it on the teacher table when students start to get finished.)
(You can find a solution of all task sheets in the appendix of the teacher handout).

Task 5a3.1 – 5a3.3: Red Poster / Blue Poster / Green Poster

- a. Print copies of the **3 posters (the blue, red, green poster are provided separately to you)** (preferably in colour and A3 and hang them somewhere on the wall in the room.
- b. Hand out the three worksheets (Tasks 5a3.1 / 5a3.2 / 5a3.3). At first, each student should get only one worksheet.

Note: Make sure that you use the three different colours in balance – as otherwise it might get a bit crowded in front of 1 of the posters hanging on the wall. Another solution would be to print out the posters multiple times!

- c. The students should fill out the worksheets by (a) finding out which is the correct English term for each of the buildings and should write this term in the white rectangle-boxes on the sheet. They can use the posters hanging on the wall for help. (b) the students should **WRITE**



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Topic: 5a Building tiles and Vocabulary

the correct NUMBER of the corresponding one sentence descriptions stated at the lower end of the worksheet into the circle on the right side of the building tile depicted on the worksheet. **(you can find a solution of this task in the appendix of the teacher handout).**

- d. Once a student has finished a worksheet they shall make a photo of it and upload it to the hand in app by following the upload-QR code.
- e. If the students want, they could also work on the two other – coloured task sheets. (Tasks 5a3.1 / 5a3.2 / 5a3.3).



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BOX 5: EKOPOLIS

Topic: 5b My Home Town

Goal:

Topic 5.b starts with an exercise focusing on the duties and job of a mayor before starting to build their own city, as kids would envision it, with the help of the EKOPOLIS-GAME building tiles. This activity is also intended to let the kids explore the game themselves. In the following big questions are used to make the kids think about the particular alignment of buildings and whether they have everything in their city to cover their needs. Participants are also encouraged to design their own building tiles. The last activity of Topic 5.b is playing the board game itself.

Task 5b1.1: Who is a Mayor?

Before starting the game, it's important to understand what a mayor is and what her/his responsibilities are. Hand out task sheet 5b1.1.

- Let them build groups of 4-5 students and watch the video on the sheet via their tablets.
- Is it true what the kids in the video are saying?
- Let the kids talk within their groups what they think that is correct and not correct and tell them to fill out their worksheet 5b1.1. (You can find a solution of this exercise sheet in the appendix of the teacher's handout).
- Afterwards each group should take a **photo** of the task sheet and **upload** it to the hand in app by following the upload-QR code.

Task 5b1.2 and Task 5b1.3: Building a city

- Stay in groups of 4-5 students. Help them to choose a "team" which consists of students who have a similar Level of basic understanding and English.
- Give every group an EKOPOLIS Board Game and hand out the task sheets (Task 5b1.2 and Task 5b1.3).
- Before letting the kids start to play, take task sheet 5b1.3 and talk with the kids about what they think this sheets wants to tell you.
 - Tell your students that it is important to remember that not only they (=themselves), but as well other people live in a city and that everyone should be able to have a good life and be happy. As different people (young, old, parents, working people..) have different needs, it's a special challenge to include some building which do not only cover their personal needs but also the needs of other people, e.g. older people, their parents, grandparents, students, other families etc.
 - Talk about the different images and to whom it is important:
 - In the middle: green areas to have a walk, hospital, shopping streets, buildings to pray, fruit markets, place to sleep – these needs does everyone have!
 - On the left top: families/parent with kids: they need to work somewhere
 - On the right top: couples/grown-ups: they need to work somewhere
 - On the left bottom: kids need do go to school to have a good job later and want to have fun somewhere
 - On the right bottom: older people want to relax somewhere and are looking for good recreational areas
- Each group should now build a town - they would like to live in (= task sheet 5b1.2).**
 - To do so the kids should imagine that every team member becomes the mayor of the city they are going to build together.



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Topic: 5b My Home Town

- Remind them that they should not only think about what they would like to have for themselves, but as well, what other people need to have in the city to be happy and to have a good life!
- They can now play the game within their groups without any official rules. Still we recommend to give them a few instructions: e.g. They should put all the building tiles on the table face-up, so that they can see each building tile of each colour. Then one after the other can choose a tile which the person wants to add to the city and tell the others why the person wants this specific “building” in the city and where exactly it should be put on the Board Game and why. The kids should play until there is no space left on the board.

Let them define their own rules: You can also let them define their own rules on how to build the city together, it must not be one after another!

- e. Once the students finish their city tell them to take a photo of the city and to upload it to the hand in app by following the upload-QR code.
- f. When all groups are finished, tell the groups that now each group needs to present their city to the other groups. They should explain which building tiles they have chosen and why they like their city.
- g. Take photos and videos of your students building and presenting their cities.
- h. Make sure that the groups stay the same (the same students should work together again) for the next task, which is 5b2.1.

Task 5b2.1 - 5b2.9: Building a city – Big Questions / Question Cards / Building tiles / Certificate

- Now the students should go together in the same groups as for the previous tasks (groups which consists of students who have a similar Level of basic understanding and English) and should still have their city from 5b1.2 ready.
- Hand out the task sheet 5b2.1 for student groups of Level 1 and task sheet 5b2.2, 5b2.3, 5b2.4 and 5b2.5 for groups of **Level 2** and task sheet 5b2.2, 5b2.6 and 5b2.7 to groups who have an advanced level of English and understanding = **Level 3**.

Note: make sure that you prepare the question cards in advance (5b2.3 - 5b2.7). That is print the task sheets and cut out the question cards.

Note: Some questions are very specific (for instance: “Would you build a coal-plant in the middle of a forest?”) – When distributing such questions, watch out that you give them to a group which has created something at least similar in their city.

Note: Also we added some blank-question cards (see task sheet 5b2.8), as we have certainly not covered all possible questions and some questions might not work in your location – so please feel free to add questions by using the bank cards!

Level 1:

- Hand out the task sheet 5b2.1 to each level 1 group and encourage them to find the right answers to the questions within their group. They can as well use the internet to explore words/animals or other things.
- After finishing all groups should present what they have written down, why and discuss it.



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Topic: 5b My Home Town

Level 2 & 3:

- a. Hand out task sheet 5b2.2 with the instructions and the question cards (tasks 5b2.3 - 5b2.5 for level 2 and tasks 5b2.6 &- 5b2.7 for level 3) so that each student has one question in his hands. In case there are some questions left, distribute them to the groups so that each group has a similar number of questions.
 - Tell the kids now that they need to find answers to the questions their group members got when considering their city. The goal is to check whether their designed city has the right building tiles to answer the question? (e.g. If the question is “Where do you go if you are sick/ill? - > Then their answer should be we go to the hospital which is located here).
 - To do so they can modify and update their city as they would like to. They can change as many building tiles as they want.
 - **Let them design their own building tiles!** -> The kids can also create new building tiles just give them task sheet 5b2.9 “Create your own Building Tiles”. One question might be: “**Where do you get your electricity from?**” There are only very few options for them to answer this question with the building tiles – and those are partly not environmental-friendly ones. Make them aware that they might create a building tile showing solar panels, a hydroelectric power station, wind turbines or a biomass-fired power plant. **Encourage your students to think outside the given opportunities.**
- b. When they have discussed all questions and changed their city so that really have the feeling that their city is perfect and they would like to live in it, remind each group to take a photo of their city and to upload it to the hand in app by following the upload-QR code as depicted on the instruction sheet 5b2.2.
- c. Afterwards each group again should present their perfect city to the other groups. After the last presentation, each student (no more as a group) should decide in which of the different cities the student would like to live in and should go to the chosen Game Board. Of course students can as well choose their own city if they like it the most. After everyone has made a decision, see which city has the most citizens – this is the **winner-city!** Now ask all the students why they chose the city they want to live in and take pictures of the results.



Teacher Handout

BOX 5: EKOPOLIS

Topic: 5c My Home Town

Goal:

This topic is intended to reflect on the student's hometown, their way to school, the overall public infrastructure of the town and the alignment of buildings.

Task 5c1.1 – 5c1.3: Brainstorming – On my way to school

- First, **start brainstorming altogether** what everyone can see when going to school/the centre. Refer to the categories of the three EKOPOLIS-colours & building tiles but as well to easier items such as streets, paths, trees, bushes, houses, park benches, post-boxes... and write some collected words on cards or a flipchart.
- Then hand out the Task sheets 5c1.1 and 5c1.2. This is a **vocabulary training** to complete the whole topic. Let your students work on their own, writing the correct terms from the bottom of the pages to the lines beneath the pictures. Tell them to cross out the words they already filled in. Afterwards compare altogether if everyone has written the correct terms beneath the pictures. (You can find a solution of this exercise sheet in the appendix of the teacher's handout).
- Afterwards ask them to think about which of those things they **see on their way to school**. Hand out the next task sheet. (Task 5c1.3). Ask them to write the English terms into the frame of all the items they see on their way from the previous vocabulary sheets. (Task 5c1.1 and 5c1.2)
- Finally each student should think of **three more items** they see on their way to school which are not listed on the vocabulary sheets. Ask them to write the **English terms** into the frame (help translating if necessary) and let them **draw** those items too.
- Afterwards each student should take a photo of task sheet 5c1.3 and upload it to the hand in app by following the upload-QR code.

5c2.1, 5c2.2, 5c2.3: Building Tiles in my hometown

Now **let's reflect our own hometown** – which **green zones**, **red buildings** and **blue buildings** are in our hometown? Hand out Task sheet 5c2.1.

- Following this the kids should think of the buildings and spaces in their hometown. Which **green zones** are there? Which **red buildings** and which **blue** ones are located **in their hometown**?
- Tell them to check the previous worksheets (Task 5c1.3 and the Building Tile Worksheets to remember the meanings) and then ask them to make crosses in the right columns! **"YES"** if this building is in their hometown, **"NO"** if this building is not in their hometown.

Next hand out Task sheet 5c2.2.

- Tell them to check again on the other task sheet (5c2.1) which buildings are **NOT** in their hometown. Then the kids should think about which ones of these missing buildings they would like to have in their hometown (one of each colour). Remind them to compare the buildings with their dream-city when playing the EKOPOLIS game: Which buildings did they build in the game that their hometown does not have?
- Finally let everyone choose one building, either green, red or blue, which the students would like to add to their city and write it in the correct box on task sheet 5c.2.



Teacher Handout

BOX 5: EKOPOLIS

Topic: 5c My Home Town

Finally hand out task sheet 5c2.3.

- e. Furthermore let them **draw a building tile** and **colour the frame** of the tile in the corresponding colour (blue, green, red) which they would as well like to add to their hometown and which was missing on the building tiles of the game.
- f. The task sheet 5c2.3 has some ideas and hints around the frame of the building tile to help the students to be creative.
- g. Tell them that they can as well use the internet to explore the meaning of words and pictures and to find a building they want to draw.
- h. Tell them, that it can be as well something very specific, that is not a real building but maybe a part of a building – for example a slide.

When they are finished let each student take a photo of the three worksheets and upload it to the hand in app by following the upload-QR codes. (attention 3 uploads!)

Task 5c3.1 & 5c3.2 – Map my hometown: (ALTERNATIVELY 5c4)

Now let's transform our brainstorming ideas into a **real map**.

- a. Ask your students to draw a real map of their way from home to school/the centre. Hand out task sheet 5c3.1. If your students would like to – they can also form groups of 2-3 students who share the same way to school. When building groups, it might be better to draw the maps on a flipchart instead of the task sheet. (But still use the required elements of the sheet).
- b. For inspiration and to give the students an idea of what the maps can look like we added a couple of examples on task sheet 5c3.2 of how these maps can look like.
- c. Let them draw and remind them to include as many elements as possible (Task 5c3.1). Remind them to use as well the last task sheets they just created tasks 5c2.1-5c2.3 in order to not forget any buildings and elements. Help them when necessary.
- d. Also encourage them to use different **colours** for different items: blue for water and rivers, green for green zones, grey for the streets...
- e. When finished each student should take a photo of the created map and upload it to the hand in app by following the upload-QR code.
- f. You might want to ask some students to present their maps to the others in the end.

Task 5c4.1 & 5c4.11: 3D-Model of My Hometown:

If they want the kids can also transform the brainstorming ideas into a **3D-Model of their Hometown**.

- a. As well print task sheet 5c4.1 for each student and explain them the instructions in order to build a 3D-Town.
 - Give them several flipcharts - which serve as map and help them that they make a good or simple map consisting of streets.
 - Then they can brainstorm which buildings they want to put along the streets. Not only buildings can be in their town, as well "green areas" such as parks, trees, flowers or animals, cars, people,... everything they can think of. Remember: Nothing is wrong! Creativity is most welcomed!



Teacher Handout
BOX 5: EKOPOLIS
Topic: 5c My Home Town

- b. Provide your group of kids with enough materials so that they can start with the 3D-Model of their hometown.
 - Print the 3D-Models ([task sheet 5c4.2](#)) a few times, so that there are a few sheets with the examples in the classroom and tell them, that they can use this pictures to think on how they want to create their 3D-models.
 - Print multiple versions of the templates ([task sheet 5c4.3](#) – [task sheet 5c4.11](#)) and offer them as many as they want. But if they don't want to use them, they can as well make buildings totally on their own. E.g. they can use shoe-carton-boxes as building blocks, toilet paper rolls e.g. as benches, or old and cleaned pet-bottles to form trees or something similar. This can be a very creative task and we are sure the kids will come up with much more ideas. Just let them be creative and build their town! Help them if necessary.
 - You can as well use the internet to find more examples of "Paper Towns" or even videos on how people created towns.
- c. Also encourage them to make use many different colours and to colour the buildings (e.g. different colours for different items: blue for water and rivers, green for green zones, grey for the streets...)
- d. When finished each student should take a photo of the created 3D-Model and upload it to the hand in app by following the upload-QR code as mentioned on task sheet with the instructions to get started (task 5c4.1).
- e. You might want to ask some students to present their 3D-Models to the others in the end.



Teacher Handout

BOX 5: EKOPOLIS

Topic: 5d Taking care of our Environment

Note:

This topic might be quite challenging for some students, due to the English vocabulary used! Thus we recommend to check in advance what topics you might want to choose from Topic 5d. Also this topic probably requires the presence of a “teacher” more than any other topic as the kids will need some help with understanding the vocabulary and concepts.

Goal:

Topic 5.d focuses in more detail on environmental friendly behaviour by taking a look at the concepts of sustainability, recycling and the human footprint.

Task 5d1: What is sustainability?

- Remind your kids of the experiment you did in the very beginning of the box to learn about pollution and sustainability (with the glass of water, the dirt, the lighter etc.).
- Hand out task sheet 5d1. The kids should use the google image search and enter each of the 6 terms, one after another, to see and discover what these English terms mean.
- Following this, they should translate these terms to their mother tongue. Of course they can also use google translate for help!
- Afterwards let them take a photo of the finished worksheet and upload it to the hand in app by following the upload-QR code.

Addition

Possible Extension: A follow up activity could be that you ask them to research more about “global warming” or “natural disaster” online e.g. watch a you tube videos in their native language to learn more about the reasons and consequences behind these phenomena. Later they could tell their peers what they saw and learned in the videos. We did the same and summarized some examples and descriptions below.

Example 1: Air pollution extreme example China – City Linfen:

<https://www.youtube.com/watch?v=q4DtOhe2LfQ>



Information: Linfen had been known as the most polluted city in the world in 2007. Problems include the coal industry, produces and consumes a great amount of coal. A lot of the environmental problems in China are linked to their energy consumption and production. 4 Million people live in Linfen. All the trucks which drive through the city are a source of pollution too.

(5:36) There was a huge fire in the neighbourhood of a school – this is what happens there every day. – Coal is the main reason for air pollution in China.

(6:21) Private Clinic: Issues that are common in this area include pesticide exposure (from agriculture), high blood pressure, heart diseases, lung problems, stomach and lung cancer, ... In this city they don't have any protection against the dust. The people don't like wearing masks - people get seriously sick. As well in the city it smells really bad because of the factories, which as well cause air pollution. If they get sick because of the air pollution, it is very painful.

(8:22) Women doesn't want to go out of her house and on the street because the air is poisoned. She can hardly breathe inside. ...



Teacher Handout

BOX 5: EKOPOLIS

Topic: 5d Taking care of our Environment

Example 2: Climate Change

https://www.youtube.com/watch?v=4Nac_nIBD64

i

Information: Climate change is something natural in the long run. But as well, in the last years the climate changed very fast and unexpected causing a lot of problems for humans and our planet in general. Temperatures are rising, glaciers are melting. Factories, power plants and burnt fossil fuels are causes for an increase in temperature on earth. Catastrophes are happening, floods, fires, sea level rises, strong storms, severe droughts affect our food, our health and where and how we live. Climate change is a threat to our security. There are as well forms of energy production that don't affect our planet: wind energy, solar energy...

Example 3: Global warming and effects on wildlife

https://www.youtube.com/watch?v=B_73M4FHbOw

i

Over the last years our climate has changed more rapidly. If we continue like that, a lot more species will extinct, for example the ice bear.

1:22 – consequences are natural disasters: like floods, droughts, heatwaves and wildfires. Species are losing their habitats. Over 120 species of frogs have already become extinct for example. Animals like polar bears and penguins need to move more and more because their habitat is changing (ice melting). Penguins are in risk of extinction. They're struggling to survive. They give birth to their kids in ice-covered regions, but due to the dramatic shift and reduction in sea ice the kids are endangered to be swapped away by the oceans as they are not able to swim when still very young.

3:20 – Polar bears rely on sea ice to survive. A lot of polar bears are now searching fixed land to stay there and die when they try, as much ice has already melted....

Task 5d2.1 – 5d2.8: What is an ecological footprint?

- Hand out task sheet 5d2.1 and let your students read the text about the **Ecological Footprint**. Help them understand the words if necessary and afterwards ask them if they understand the concept of the ecological footprint. Try to give them a simple understanding of what it is about. (Task 5d2.1). If the text is too hard for them to read, try to explain it to them in your own words. Or have some kids read one sentence and try to translate and understand it together.
- Afterwards let them look at the pictures on the second half of the Worksheet 5d2.1. Let them explain what they see and let them think of other things they consume on a daily basis. It might be necessary to explain the term "consumption". Talk about the different issues and which problems occur in each of the fields.
- Next let your students read the text "**What is a sustainable Lifestyle**". Again, make sure that they understand each word and translate and help if necessary. (Task 5d2.2 / 5d2.3)
- Students should now decide what is more sustainable and explain why they think that it is more sustainable in the five categories - food, housing, consumption, and transportation. Students can work alone or in groups. Ask your students to make decisions in a specific category or for all categories and tell them to give five reasons for their choice. Discuss their answers with them.
- Read about the **United Nations** and talk about further ways to act sustainable - talk about the pictures on handout 5d2.4. The goal is to understand what the United Nations are, what the purpose of the organisation is and to understand the Sustainable Development Goals



Teacher Handout

BOX 5: EKOPOLIS

Topic: 5d Taking care of our Environment

(SDGs). As well read the comic on handout 5d2.5, which explains the individual SDGs. Make sure that the kids understand the SDGs and refer to further online sources if necessary. (E.g. here you find posters for your classroom of each individual SDG:

<https://www.yumpu.com/xx/document/view/55730350/1-page-goals-comics-full-set-pdf>

Afterwards ask your kids what they think why it is important to save water and how they think each of them can contribute to save water. Read and discuss handout 5d2.6.

- f. Next look at the ecological footprint. (Task 5d2.7) and discuss the different shares of each area. Afterwards **let your students fill up the good (small) and the bad (huge) footprints** with good and bad examples of using resources in the **four areas food, consumption, transportation and housing**. (Task 5d2.8)
- g. Let them take a photo of their footprints (Task 5d2.8) and upload it to the hand in app by following the upload-QR code.



To help your students understand the concept and find more ideas we want to provide you with some additional information on a sustainable lifestyle in the following:

“What is a Sustainable Lifestyle”

Food

Factory-raised meat and the production methods at factory farms are not sustainable – and so are not the products we receive from such farms.

- *One reason why organic products do have less negative impacts on the environment is because they use less pesticides to faster grow the products and save them from insects (pesticides do harm the soil where we grow our food).*
- *As well it's always more environmental friendly to buy regional products than products from far away, as reducing transport and consequently reducing CO2 emissions is better for our environment.*
- *Furthermore, a vegetarian lifestyle or a lifestyle where you do not eat much meat is more sustainable than when you eat meat every day – as producing meat needs a lot of resources when you consider the whole producing process from growing up the cow (land use, water use, food resources) until you get the product of the cow.*
- *As well, on factory farms animals are treated inhumanely: they do have only a tiny room to live, sometimes they even can't move and they get a lot of medicine. They live under a lot of pressure which results in less healthy animals and meat. That's another reason why it is more ethical and healthy to eat meat not too often and rather from organic farms.*

Housing – Big houses and complex buildings in general need more energy than single family houses – of course – but as there do live more people what makes them more environmental friendly, as less ground is needed and less resources.

Although big apartment housing complexes are larger than single family homes, the fact that many more people and families live in the same building rather than each having their own home make them more environmentally friendly, as less ground and resources for the building is needed (per person), and the flats are usually smaller and therefore less energy and electricity is needed.

Transportation – There are different transportation modes which do have different impacts on our environment. *Bicycles are the most environmental friendly, as they do not harm the environment when using it (no emissions) and additionally sport is good for people's health. Public transport services such as trains and buses do have a negative impact on the environment if they are operated by fuel, as they do emit greenhouse gases in our atmosphere. But still, they do transport more people in one ride, what makes them more efficient and environmental friendly than cars. Going by airplane is the most environmental unfriendly mode of transport as a lot of kerosene is emitted in the atmosphere for only a very limited number of people per flight.*





Teacher Handout

BOX 5: EKOPOLIS

Topic: 5d Taking care of our Environment

Consumption – First, avoid/reduce waste, then reuse waste, then recycle waste! Recycling is better than throwing away trash when it gets dumped into landfills.

- Buy products that don't have a lot of packaging! Prefer no packaging at all, if not possible, take packaging that can be recycled such as glass and paper. Try to avoid plastic packaging.
- Don't take a plastic bag in a store. Bring a backpack or a bag which can be used more often e.g. out of cotton.
- Use water and energy responsible – don't waste it!
- Buy sustainable products! (Prefer Efficient light bulbs, recycled toilet paper...)

Task 5d3.1 – 5d3.3: Reducing, reusing, recycling

- Write the words '**waste**', '**pollution**', '**reduce**', '**reuse**' and '**recycle**' somewhere on a board or flipchart and ask them if they still know or know what the words mean.
- Then go through the task sheets 5d3.1 – 5d3.3 with the kids.
 - Use examples to explain the different actions such as "Did you say, "No, thanks" when offered a plastic bag in a store? That's **reducing** waste. Ever saved a piece of paper to use it again? That's **reuse**. Did you put that empty plastic bottle in the recycling bin? That's **recycling**."
 - As well talk about the order of the three words and why they think, it's important to do one before the other.
 - Use the internet to improve the understanding of the concepts by using pictures, videos
 - Ask them if they can think about more examples of each action: reducing, reusing and recycling. Especially you can watch videos where products got recycled – there are a lot of videos on YouTube!
- Let your students add their own ideas on how to reduce, reuse and recycle on the task sheets. Help them when necessary. They should find some ideas themselves of how and/or what they can reduce, reuse and recycle in their daily live.

Task 5d3.4 – 5d3.7: Reducing, reusing, recycling

- Print and hand out task sheet 5d3.4 to each kid.
- Talk about the right colour of each container and let them colour the containers on the sheet.
- Then let them define which of the shown items belong to which container. (the items can be found on sheets 5d3.5 - 5d3.7)
 - You can either print the items and provide boxes, in which they should put the right items in, or let them write the terms (best would be English / but native language) on the lines beneath the containers
 - They can add more items of course if they want.
- Finally let them take a photo of the finished worksheet (Task 5d3.4) or take a picture of alternative ways you separated the items and upload it to the hand in app by following the upload-QR code.



Teacher Handout
BOX 5: EKOPOLIS
Topic: 5e Handicrafts

Goal:

Topic 5.e provides some examples of how to make handicrafts from recycled material.

Recycle now! Tell your students that you are going to recycle now. There are lots of activities, which the whole class can do together or in groups and a few that can be done by every student on their own. If there are some cool ideas from your students, consider these too.

We provided three hands-on recycling do it yourself ideas which might be fun on task sheet 5e1.1 and 5e1.2.

- Make your own Seedling Pot
- Create your own Tetra Pak purse
- Create your own newsprint art

<p>Have fun with the EKOPOLIS Box and let us know if you need anything!</p>
--



POLLUTION



Fig. 1



Fig. 2



Fig. 3



Fig. 4



Fig. 5

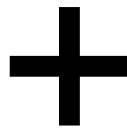


Fig. 6



Fig. 7

BE
CAREFUL

How to prevent pollution?

Living in a good environment



NATURAL + MAN-MADE
ENVIRONMENT



Box: EKOPOLIS

Topic: Introduction

Task 5a0.2

Our natural environment



Vocabulary master! Write the correct English terms, stated below on the lines beneath the pictures! **Hint:** Cross out the words you already used 😊



Fig. 9



Fig. 10



Fig. 11

**LIVING
ENVIRONMENT**



Fig. 12



Fig. 13

WHAT IS OUR NATURAL ENVIRONMENT?

Everything living or non-
living that is natural in our
surrounding



Fig. 14





Fig. 15



Fig. 16



Fig. 17



Fig. 18



Fig. 19

**NON-LIVING
ENVIRONMENT**

animals trees water rivers lakes
soil people flowers vegetables
sun clouds mountains



Fig. 20



Fig. 21



Box: EKOPOLIS

Topic: Introduction

Task 5a0.3

Our man-made environment



Vocabulary master! Write the correct English terms, stated below on the lines beneath the pictures! **Hint:** Cross out the words you already used 😊



Fig. 23



Fig. 24



Fig. 25

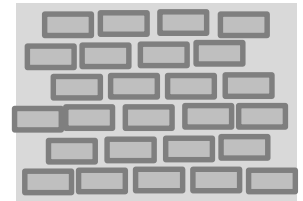




Fig. 26

**WHAT IS OUR
MAN-MADE
ENVIRONMENT?**
Everything in our surrounding
that is created by people
rather than by nature



Fig. 27



Fig. 28



Fig. 29



Fig. 30



Fig. 31



Fig. 32



Fig. 33



Fig. 34



Fig. 35

clothes

vehicles

wall soccer ball

bridge

factory

street

books

boat

mosque

city

slide

electricity

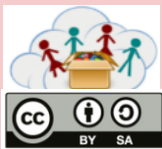
buildings/houses



Fig. 36



Fig. 37



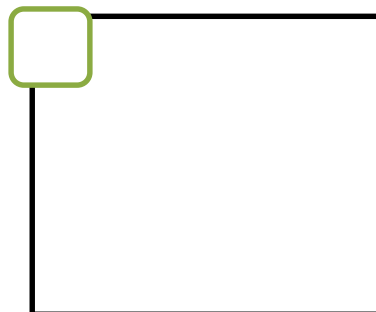
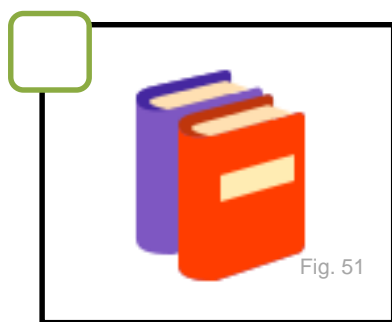
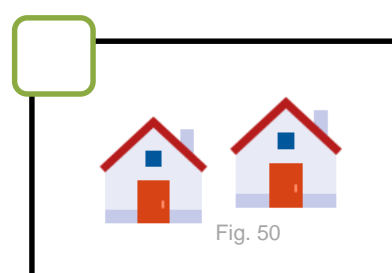
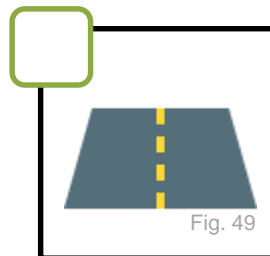
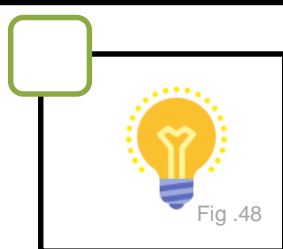
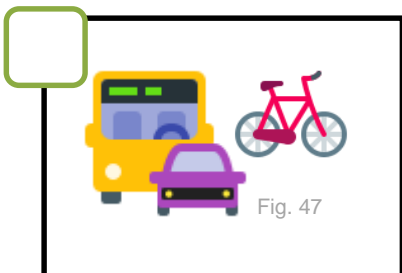
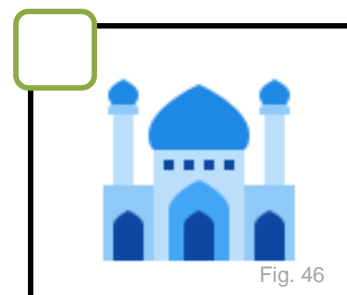
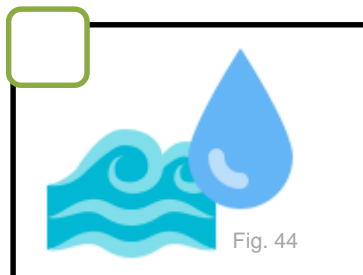
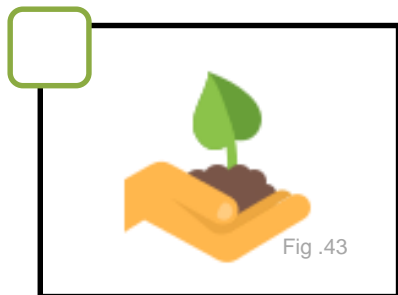
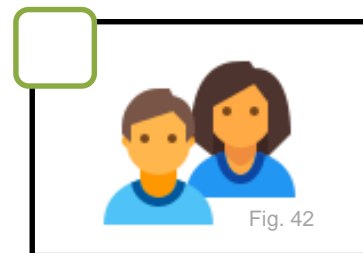
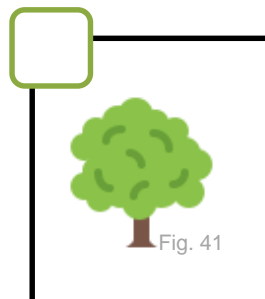
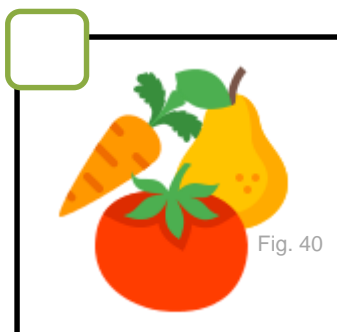
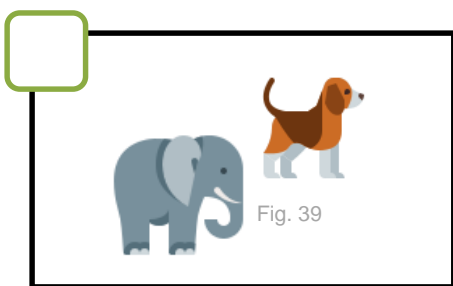
What does living in a good environment mean to you?



Choose the 5 pictures, which are most important for you to have in your surrounding and tell your class why.



Fig. 38



↑ Here you can draw another one, if you want to!



Box: EKOPOLIS

Topic: Building tiles and Vocabulary

Task 5a1.1:

Getting to know the Building tiles

Ekopolis

Fig. 54

THE BUILDING TILES

Level 1

1/2



- Take some building tiles:



- Talk to each other about what you see on your building tiles:
You can as well use the internet to explore words and meanings.



Fig. 58

1) Are there **animals**?



Fig. 60

2) What **colors** do you see?



Fig. 63

7) Do you see **vehicles**?

3) Are there any **people**?



Fig. 61

5) Do you see **trees**?



Fig. 59

4) What are **people** **doing**?



Fig. 62

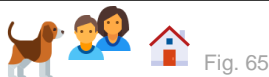
6) Do you see **buildings**?



Fig. 64

8) **What else** do you see?

- Write down what you see on your building tiles below, take a picture and upload the photo to the hand-in app.



What do you see on the tiles?



Name of my Tile:



Fig. 67



Box: EKOPOLIS

Topic: Building tiles and Vocabulary

Task 5a1.2:

Getting to know the Building tiles

2/2

- Talk again to each other about your building tiles:



Fig. 68

9) What do you **like**?



Fig. 69

10) What do you **not like**?

- Write down what you like and don't like about your building tiles, take a picture and upload it to the hand-in app.



Fig. 70

I like...



Fig. 71

I don't like...

- Now, each team chooses 1 speaker and presents their list to the other teams.



Fig. 72



Fig. 73



Fig. 74



Box: EKOPOLIS

Topic: Building tiles and Vocabulary

Task 5a1.3:

Getting to know the Building tiles

Ekopolis

Fig. 75

THE BUILDING TILES



Fig. 76

Level 2 & 3

- Each person should choose 2 building tiles.

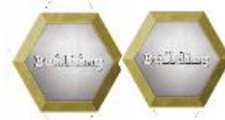


Fig. 77

- Describe to your team members what you see on the building tiles. Talk about the following aspects of your building tiles:

- What are **positive impacts** of this building tile?
- What are **negative impacts** of this building tile?
- Is it possible to **change** the building so that there is no negative impact anymore? If yes, how?
- Can you **replace the building** by another one, which serves the same or a similar purpose?



Fig. 78

- Write down what you like and don't like about your building tiles, take a picture and upload it to the hand-in app.



Fig. 79

Name of my Tile: _____

Positive Impacts:



Fig. 80

Negative Impacts



Fig. 81

Possible to change: Yes ☐ No ☐

How?

Building can be replaced by:



Fig. 82



Fig. 83



Box: EKOPOLIS

Topic: Building tiles and Vocabulary

Task 5a2.1:

Getting to know the 3 Color concept

Fig. 84

Ekopolis Getting to know...

THE RED BUILDING TILES:

Transportation

➤ Connect the pictures with the correct building tiles!

= people go here to travel from one place to another



Fig. 85



Fig. 86



Fig. 87



Fig. 88



Fig. 89

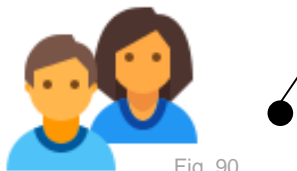


Fig. 90



Fig. 91



Fig. 92



Fig. 93



Fig. 94



Box: EKOPOLIS

Topic: Building tiles and Vocabulary

Task 5a2.2:

Getting to know the 3 Color concept

Fig. 96

Ekopolis Getting to know...

THE RED BUILDING TILES:

Food & Drinking

➤ Connect the pictures with the correct building tiles!

= foods and drinks are produced in these places



Fig. 95

Input



alive



dead

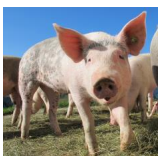


Fig. 97



Fig. 98



Fig. 99

Output





Box: EKOPOLIS

Topic: Building tiles and Vocabulary

Task 5a2.3:

Getting to know the 3 Color concept

Fig. 100

Ekopolis Getting to know...

THE RED BUILDING TILES:

➤ Connect the pictures with the correct building tiles!

= different products are produced in these buildings



Fig. 105

Input



Fig. 101



Fig. 107

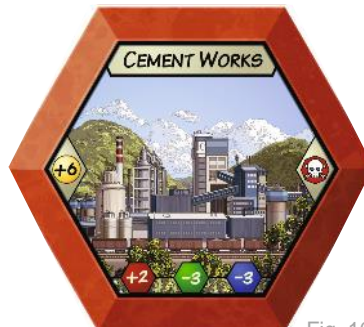


Fig. 102

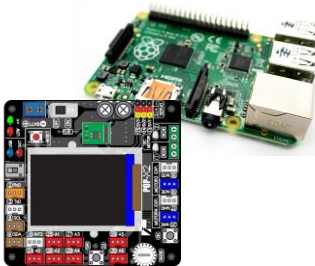


Fig. 103



Fig. 104

Output

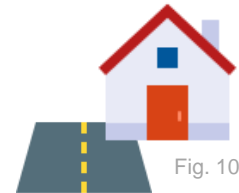


Fig. 106

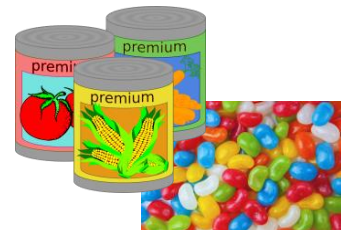




Fig. 108

Ekopolis Getting to know...

THE RED BUILDING TILES:

2/2

Factories

➤ Connect the pictures with the correct building tiles!



Fig. 113

Input



Fig. 109

Output



Fig. 110



Fig. 111



Fig. 112





Fig. 114

Ekopolis Getting to know...

1/2

THE RED BUILDING TILES:**Energy Generation**

- Connect the pictures with the correct building tiles!

= energy, electricity
and heat are
generated in these
buildings



Fig. 118

Input

Fig. 115



Fig. 116



Fig. 117

Output

Fig. 119



These 3 ways to generate energy are
bad for the environment, because:

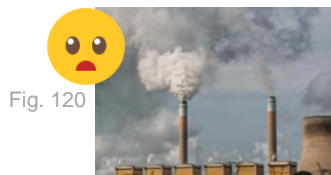


Fig. 120

- they pollute
our air

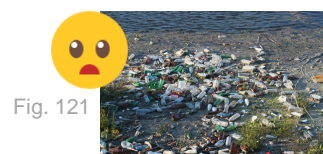


Fig. 121

- they pollute
our water



Fig. 122



- **Animals and
plants die**



Fig. 123



- **people get
sick**



Fig. 124

Ekopolis Getting to know...

THE RED BUILDING TILES:

Energy Generation

2/2



Fig. 125

Good news!

Energy and Electricity can also be generated in ways, that are not so bad for our environment:



Fig. 126

- Connect the left pictures (Input) with pictures in the middle!

Input

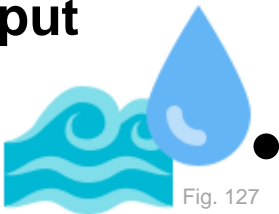


Fig. 127



Fig. 128



Output



Fig. 129

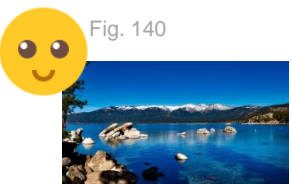


Fig. 130



- **Air is less polluted**

Fig. 140



- **Water is less polluted**

Fig. 141



- **Animals, plants and people are doing better**



Fig. 142

Ekopolis

Getting to know...

THE BLUE BUILDING TILES:

FOR LIVING



Fig. 148

➤ Connect the pictures with the correct building tiles!

= these buildings are peoples homes. People live there.

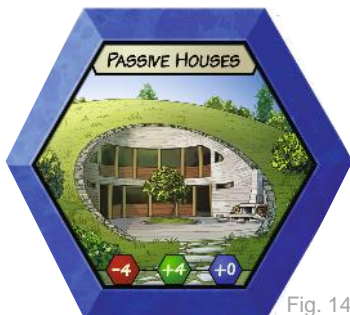


Fig. 143



Fig. 149



Fig. 144



Fig. 150



Fig. 145

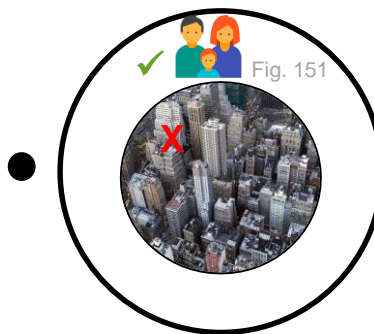


Fig. 151



Fig. 146

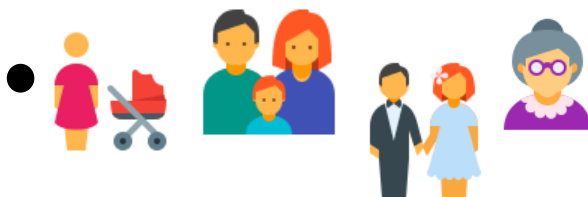


Fig. 152



Fig. 147



Fig. 153



Box: EKOPOLIS

Topic: Building tiles and Vocabulary

Task 5a2.8:

Getting to know the 3 Color concept

Fig. 154

Ekopolis

Getting to know... THE BLUE BUILDING TILES:

➤ Connect the pictures with the correct building tiles!



Fig. 155



Fig. 156



Fig. 157



Fig. 158

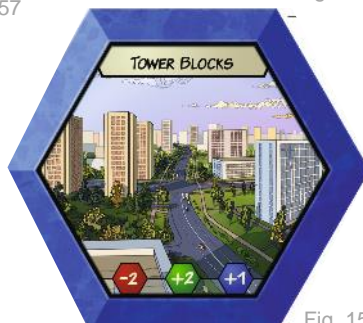


Fig. 159



Fig. 160

SERVICES



Fig. 161

= these buildings all have a special purpose and everybody can go there (e.g. for learning, buying food, working etc.)



Fig. 162



Fig. 163



Fig. 164

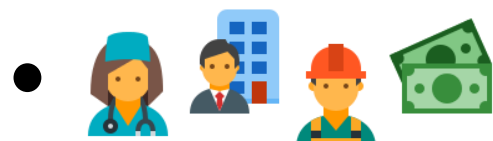


Fig. 165



Box: EKOPOLIS

Topic: Building tiles and Vocabulary

Task 5a2.9:

Getting to know the 3 Color concept

Fig. 166

Ekopolis

Getting to know...

THE BLUE BUILDING TILES:

FREETIME



- Connect the pictures with the correct building tiles!
- = people go there to have fun, go shopping, do sports..
- Freetime** is the time you have left, when you don't need to work, go to school or sleep.

Fig. 171



Fig. 167



Fig. 168



Fig. 169



Fig. 170



Fig. 172

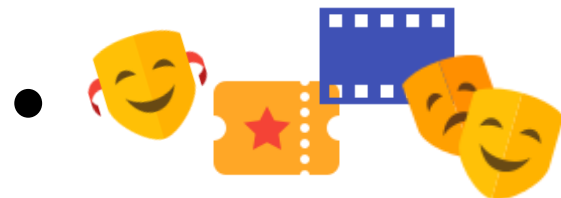


Fig. 173



Fig. 174



Fig. 175



Fig. 176

Getting to know...

THE GREEN BUILDING TILES:

Fig. 183



- Connect the pictures with the correct building tiles! = these building tiles include places in the nature to have a rest, enjoy the nature, go for a walk, spend the freetime



Fig. 177



Fig. 178



Fig. 179



Fig. 180



Fig. 184



Fig. 185



Fig. 181



Fig. 186



Fig. 187



Fig. 182



Fig. 188

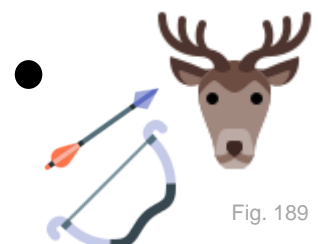


Fig. 189



Box: EKOPOLIS

Topic: Building tiles and Vocabulary

Task 5a2.11:

Getting to know the 3 Color concept

Ekopolis

Fig. 190

Getting to know...

THE GREEN BUILDING TILES:



Fig. 196

- Connect the pictures with the correct building tiles! = these building tiles include places in the nature to have a rest, enjoy the nature, go for a walk, spend the freetime



Fig. 193



Fig. 192



Fig. 191



Fig. 194



Fig. 197



Fig. 198



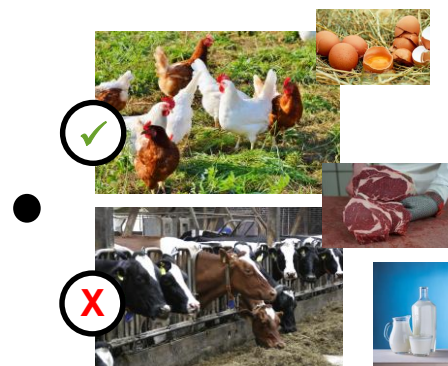
Fig. 199



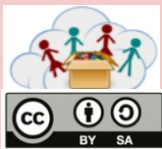
Fig. 195



Fig. 200



For figure sources and references please refer to List of Figures.



Box: EKOPOLIS

Topic: Building tiles and Vocabulary

Task 5a3.1a:

Red Poster – Handout – Romania/Hungary

➤ Insert the correct english translation and number of the 1-sentence description.

Learn about...

industry & economy

Your tasks: a) Find out which is the correct english term for each of the buildings on this sheet
b) At the bottom of the sheet you can find explanations for all of the buildings above. Correlate the different buildings with the right explanation!

Fig. 201

Fig. 202

For figure sources and references please refer to List of Figures.

Fig. 203

- | | | | |
|--|---|---|---|
| 1 A factory where machines are used to cut wood. | 5 A building where animals are killed for meat production. | 9 A large area or warehouse where companies store products. | 13 A place where big machines cut the earth to search for rocks and minerals. |
| 2 A factory where coal is used to make electricity. Coal is a nonrenewable resource. | 6 An industrialized farm in which animals are raised for producing food (eggs, milk, meat ...) | 10 A factory, that makes steel or steel-products. | 14 A place where people go to take the plane to travel. |
| 3 A building used to make beer. | 7 A factory where a nuclear reactor is used to make electricity. | 11 A building used to make cars. | 15 A place where people go to take the bus. |
| 4 A factory where gas is used to make electricity. Gas is a nonrenewable resource. | 8 A factory used to make chemicals and to produce chemical products. (soap, cosmetics, rubber...) | 12 A factory used to make cement. | 16 A factory where electronic products (mobile phones, computers ...) are produced. |



Box: EKOPOLIS

Topic: Building tiles and Vocabulary

Task 5a3.1b:

Red Poster – Handout – Serbia

➤ Insert the correct english translation and number of the 1-sentence description.

Fig. 201

Learn about...

industry & economy

Your tasks: a) Find out which is the correct english term for each of the buildings on this sheet
b) At the bottom of the sheet you can find explanations for all of the buildings above. Correlate the different buildings with the right explanation!

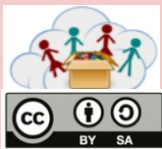


Fig. 202

For figure sources and references please refer to List of Figures.

Fig. 203

- | | | | |
|--|---|---|---|
| 1 A factory where machines are used to cut wood. | 5 A building where animals are killed for meat production. | 9 A large area or warehouse where companies store products. | 13 A place where big machines cut the earth to search for rocks and minerals. |
| 2 A factory where coal is used to make electricity. Coal is a nonrenewable resource. | 6 An industrialized farm in which animals are raised for producing food (eggs, milk, meat ...) | 10 A factory, that makes steel or steel-products. | 14 A place where people go to take the plane to travel. |
| 3 A building used to make beer. | 7 A factory where a nuclear reactor is used to make electricity. | 11 A building used to make cars. | 15 A place where people go to take the bus. |
| 4 A factory where gas is used to make electricity. Gas is a nonrenewable resource. | 8 A factory used to make chemicals and to produce chemical products. (soap, cosmetics, rubber...) | 12 A factory used to make cement. | 16 A factory where electronic products (mobile phones, computers ...) are produced. |



Box: EKOPOLIS

Topic: Building tiles and Vocabulary

Task 5a3.1c:

Red Poster – Handout – Slovakia

➤ Insert the correct english translation and number of the 1-sentence description.

Fig. 201

Learn about...

industry & economy

Your tasks: a) Find out which is the correct english term for each of the buildings on this sheet
b) At the bottom of the sheet you can find explanations for all of the buildings above. Correlate the different buildings with the right explanation!



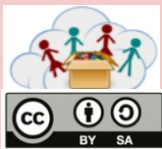
Fig. 202

Card Number	Slovak Title	Image Description	Numbers
1	Pila	Sawmill	+3, +1, +0, -1
2	Logistický park	Warehouse	+5, +1, -2, -3
3	Letisko	Airport	+7, +1, -2, -4
4	Pivovar	Beer factory	+4, +1, -1, -2
5	Automobilka	Car factory	+6, +3, -2, -1
6	Povrchová baňa	Open-pit mine	+7, +2, -3, -4
7	Cementáreň	Cement factory	+6, +2, -3, -4
8	Autobusová stanica	Bus station	+3, +3, -1, +0
9	Chemický závod	Chemical factory	+6, +3, -2, -4
10	(Intenzívne) priemyselné poľnohospodárstvo	Intensive agriculture	+5, +0, -2, -3
11	Bitúnok	Steel mill	+4, +1, -1, -3
12	Elektronický závod	Electronic factory	+4, +2, -1, -1
13	Plynová (paroplynová) elektrárňa	Gas/steam power plant	+5, +3, -1, -2
14	Oceliareň	Steel mill	+5, +2, -1, -3
15	Jadrová elektrárňa	Nuclear power plant	+8, +2, -1, -4
16	Uhoľná elektrárňa	Coal power plant	+6, +3, -1, -4

For figure sources and references please refer to List of Figures.

Fig. 203

- | | | | |
|--|---|---|---|
| 1 A factory where machines are used to cut wood. | 5 A building where animals are killed for meat production. | 9 A large area or warehouse where companies store products. | 13 A place where big machines cut the earth to search for rocks and minerals. |
| 2 A factory where coal is used to make electricity. Coal is a nonrenewable resource. | 6 An industrialized farm in which animals are raised for producing food (eggs, milk, meat ...) | 10 A factory, that makes steel or steel-products. | 14 A place where people go to take the plane to travel. |
| 3 A building used to make beer. | 7 A factory where a nuclear reactor is used to make electricity. | 11 A building used to make cars. | 15 A place where people go to take the bus. |
| 4 A factory where gas is used to make electricity. Gas is a nonrenewable resource. | 8 A factory used to make chemicals and to produce chemical products. (soap, cosmetics, rubber...) | 12 A factory used to make cement. | 16 A factory where electronic products (mobile phones, computers ...) are produced. |



Box: EKOPOLIS

Topic: Building tiles and Vocabulary

Task 5a3.2a:

Blue Poster – Handout – Romania/Hungary

➤ Insert the correct english translation and number of the 1-sentence description.

Fig. 204



Learn about...

residential buildings

Your tasks: a) Find out which is the correct english term for each of the buildings on this sheet.
b) At the bottom of the sheet you can find explanations for all of the buildings above. Correlate the different buildings with the right explanation!

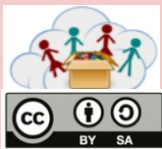
Fig. 205



For figure sources and references please refer to List of Figures.

Fig. 206

- | | | | |
|---|---|---|---|
| 1 A house where one family lives. | 5 A building where you go to see a theater play. | 8 Tall buildings with many offices and apartments. | 12 A street with shops and restaurants where people go to shop and meet with friends. |
| 2 A building with shops, offices, apartments... | 6 A building where people go to take part in religious activities. (baptism, wedding, funerals) | 9 An area with large apartment-buildings. | 13 A smaller city where people live, which is located near to a larger city. |
| 3 Houses that don't need a lot of energy. | 7 An open space where fruits, vegetables, hand craft, clothes, etc. is sold. | 10 A place for educating children from 6 to 18 years old. | 14 A place where you go to do sports. (running, playing football, swimming..) |
| 4 A building where you go to see a doctor. | | 11 A place where old people who need care live. | |



Box: EKOPOLIS

Topic: Building tiles and Vocabulary

Task 5a3.2b:

Blue Poster – Handout –Serbia

➤ Insert the correct english translation and number of the 1-sentence description.

Fig. 204

Learn about...

residential buildings

Your tasks: a) Find out which is the correct english term for each of the buildings on this sheet.
b) At the bottom of the sheet you can find explanations for all of the buildings above. Correlate the different buildings with the right explanation!



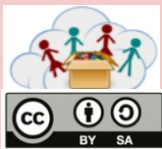
Fig. 205



For figure sources and references please refer to List of Figures.

Fig. 206

- | | | | |
|---|---|---|---|
| 1 A house where one family lives. | 5 A building where you go to see a theater play. | 8 Tall buildings with many offices and apartments. | 12 A street with shops and restaurants where people go to shop and meet with friends. |
| 2 A building with shops, offices, apartments... | 6 A building where people go to take part in religious activities. (baptism, wedding, funerals) | 9 An area with large apartment-buildings. | 13 A smaller city where people live, which is located near to a larger city. |
| 3 Houses that don't need a lot of energy. | 7 An open space where fruits, vegetables, hand craft, clothes, etc. is sold. | 10 A place for educating children from 6 to 18 years old. | 14 A place where you go to do sports. (running, playing football, swimming..) |
| 4 A building where you go to see a doctor. | | 11 A place where old people who need care live. | |



Box: EKOPOLIS

Topic: Building tiles and Vocabulary

Task 5a3.2c:

Blue Poster – Handout –Slovakia

➤ Insert the correct english translation and number of the 1-sentence description.

Learn about...

residential buildings

Your tasks: a) Find out which is the correct english term for each of the buildings on this sheet.
b) At the bottom of the sheet you can find explanations for all of the buildings above. Correlate the different buildings with the right explanation!

Fig. 204



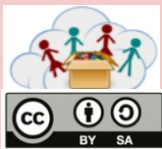
Fig. 205



For figure sources and references please refer to List of Figures.

Fig. 206

- | | | | |
|---|---|---|---|
| 1 A house where one family lives. | 5 A building where you go to see a theater play. | 8 Tall buildings with many offices and apartments. | 12 A street with shops and restaurants where people go to shop and meet with friends. |
| 2 A building with shops, offices, apartments... | 6 A building where people go to take part in religious activities. (baptism, wedding, funerals) | 9 An area with large apartment-buildings. | 13 A smaller city where people live, which is located near to a larger city. |
| 3 Houses that don't need a lot of energy. | 7 An open space where fruits, vegetables, hand craft, clothes, etc. is sold. | 10 A place for educating children from 6 to 18 years old. | 14 A place where you go to do sports. (running, playing football, swimming..) |
| 4 A building where you go to see a doctor. | | 11 A place where old people who need care live. | |



Box: EKOPOLIS

Topic: Building tiles and Vocabulary

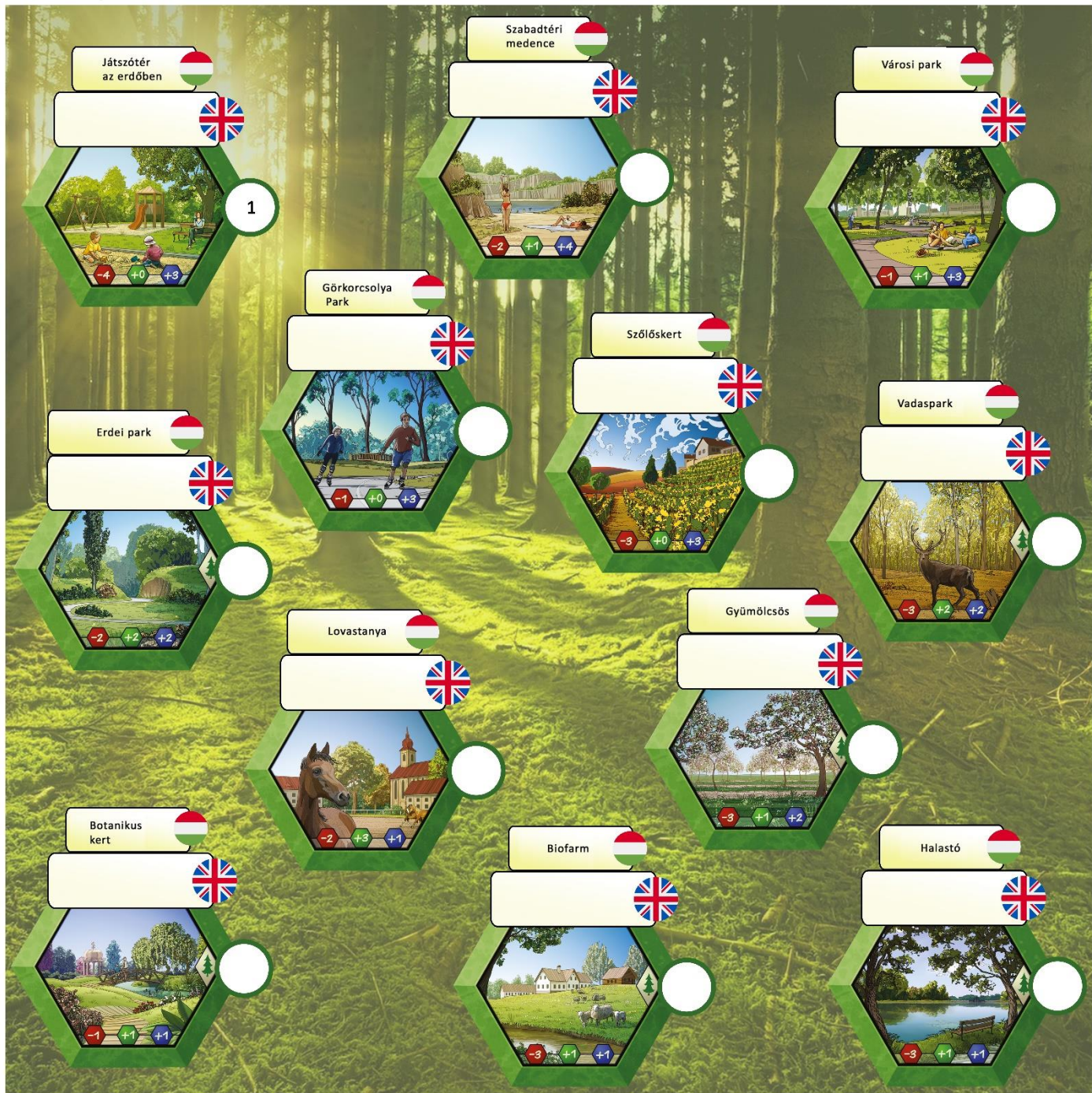
Task 5a3.3a:

Green Poster – Handout – Romania/Hungary

➤ Insert the correct english translation and number of the 1-sentence description.

Learn about... **recreation**
&
natural environment

Your tasks: a) Find out which is the correct english term for each of the areas & buildings on this sheet.
b) At the bottom of the sheet you can find explanations for all of the areas & buildings above. Correlate the different areas & buildings with the right explanation!



- | | | |
|--|--|---|
| 1 An outdoor space where kids can play. | 5 A botanical garden where you can learn about different trees, plants and bushes. | 8 A public green space with trees and flowers in a city. |
| 2 A small lake with fish. | 6 A closed area with wild animals, where hunting and fishing is controlled. | 9 An area of land where grapes are grown for making wine. |
| 3 A farm where many horses are raised. | 7 A place where plants are grown and animals are raised using natural products for making high quality food. | 10 An area of land used to grow fruit or nut trees. |
| 4 A large area of land covered with trees for people to take a walk. | | 11 A park for inline skating. |



Fig. 207

For figure sources and references please refer to List of Figures.

Fig. 209



Box: EKOPOLIS

Topic: Building tiles and Vocabulary

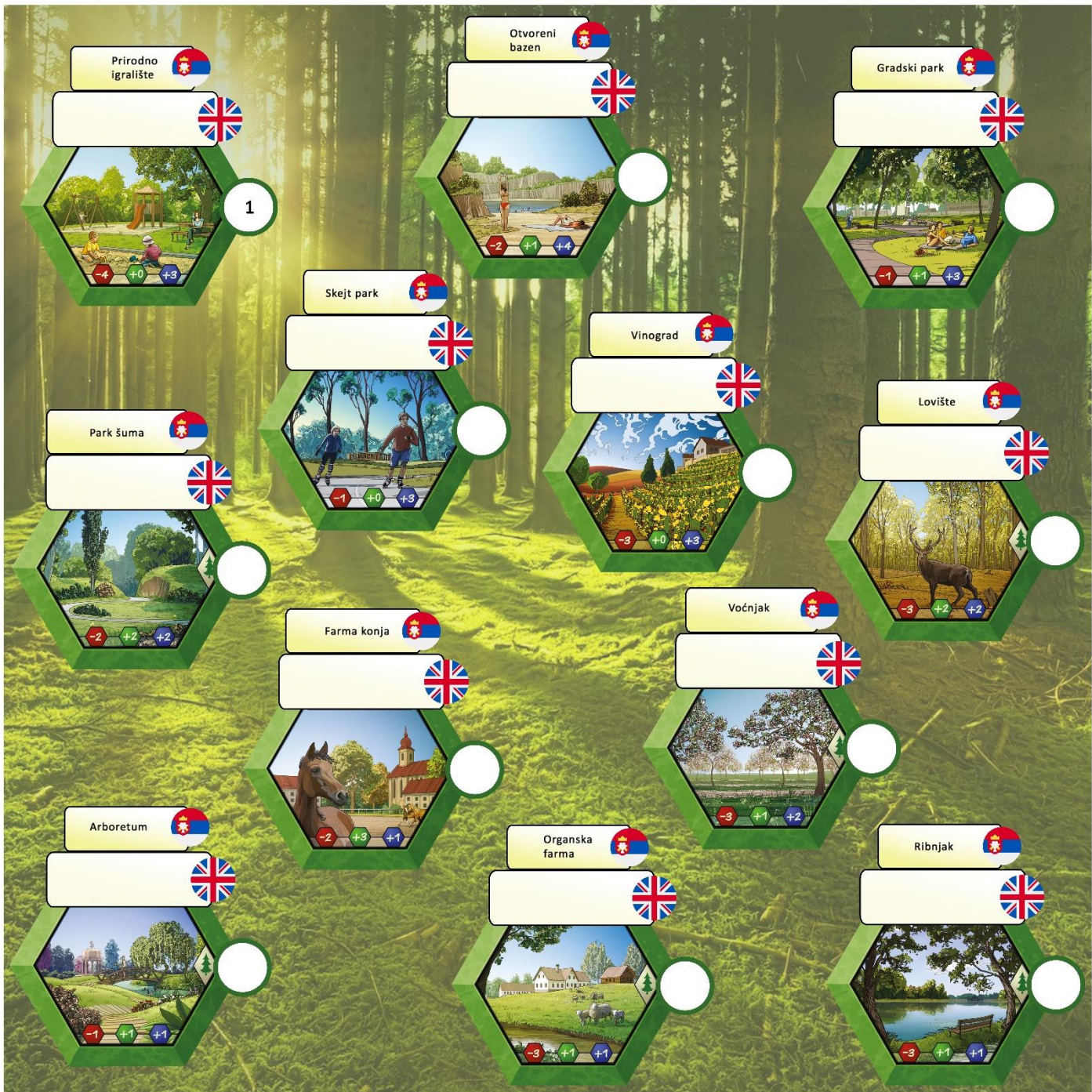
Task 5a3.3b:

Green Poster – Handout – Serbia

➤ Insert the correct english translation and number of the 1-sentence description.

Learn about... **recreation**
&
natural environment

Your tasks: a) Find out which is the correct english term for each of the areas & buildings on this sheet.
b) At the bottom of the sheet you can find explanations for all of the areas & buildings above. Correlate the different areas & buildings with the right explanation!



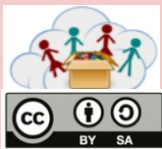
- | | | |
|--|--|---|
| 1 An outdoor space where kids can play. | 5 A botanical garden where you can learn about different trees, plants and bushes. | 8 A public green space with trees and flowers in a city. |
| 2 A small lake with fish. | 6 A closed area with wild animals, where hunting and fishing is controlled. | 9 An area of land where grapes are grown for making wine. |
| 3 A farm where many horses are raised. | 7 A place where plants are grown and animals are raised using natural products for making high quality food. | 10 An area of land used to grow fruit or nut trees. |
| 4 A large area of land covered with trees for people to take a walk. | | 11 A park for inline skating. |

Fig. 207

Fig. 208

For figure sources and references please refer to List of Figures.

Fig. 209



Box: EKOPOLIS

Topic: Building tiles and Vocabulary

Task 5a3.3c:

Green Poster – Handout – Slovakia

➤ Insert the correct english translation and number of the 1-sentence description.

Learn about... **recreation**

Your tasks: a) Find out which is the correct english term for each of the areas & buildings on this sheet.
b) At the bottom of the sheet you can find explanations for all of the areas & buildings above. Correlate the different areas & buildings with the right explanation!

natural environment

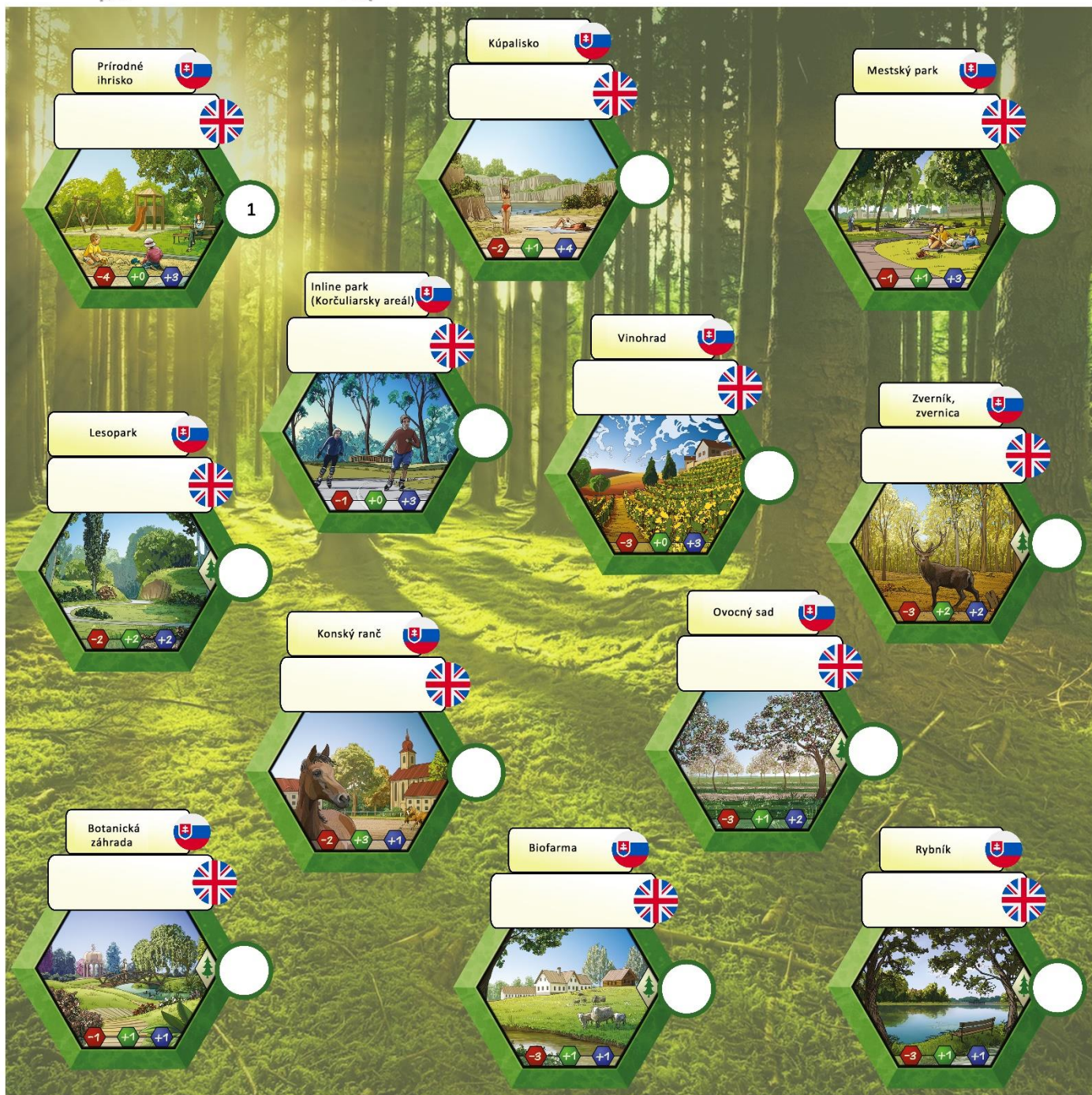


Fig. 207



Fig. 208

For figure sources and references please refer to List of Figures.

- | | | |
|--|--|---|
| 1 An outdoor space where kids can play. | 5 A botanical garden where you can learn about different trees, plants and bushes. | 8 A public green space with trees and flowers in a city. |
| 2 A small lake with fish. | 6 A closed area with wild animals, where hunting and fishing is controlled. | 9 An area of land where grapes are grown for making wine. |
| 3 A farm where many horses are raised. | 7 A place where plants are grown and animals are raised using natural products for making high quality food. | 10 An area of land used to grow fruit or nut trees. |
| 4 A large area of land covered with trees for people to take a walk. | | 11 A park for inline skating. |

Fig. 209



Box: EKOPOLIS

Topic: Play the Game

Task 5b1.1:

Who is a Mayor?



Fig. 210

So, before we play **Ekopolis** we need to find out....

Who is a MAYOR and what exactly is his job?

➤ **Watch this video:** <https://www.youtube.com/watch?v=EcEJNu3NnYk>



Fig. 211

Is it true what the kids are saying?



➤ **Answers the question:**

1. Who is the head of a city?

- ☐ The Mayor
- ☐ My father

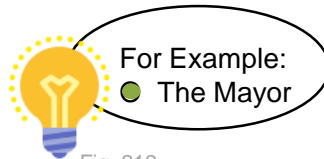


Fig. 212

2. How does a person become a mayor?

- ☐ People living in the city can vote who they want to have as mayor
- ☐ When a person wants to be a mayor he is the mayor

When you have all the answers, take a photo and upload it here.



Fig. 215



Fig. 216

3. Whose job is it?

a) Making laws:



- ☐ Mayor
- ☐ Teacher

b) Finding someone who collects waste from houses:



- ☐ Mayor
- ☐ Waste/Garbage Man

d) Tell people that they drive too slow/fast



- ☐ Mayor
- ☐ Police

c) Checking everyone's waste:



- ☐ Mayor
- ☐ Waste/Garbage Man

c) Giving money to build streets

- ☐ Mayor
- ☐ Worker who builds a street

d) Controlling every stoplight



- ☐ Mayor
- ☐ Traffic Centre

d) Make the city a nice place for everyone living here

- ☐ Mayor
- ☐ Teacher



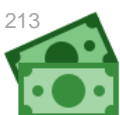
Fig. 214

b) Decide on building a school



- ☐ Mayor
- ☐ Worker who builds a house

Fig. 213





Box: EKOPOLIS

Topic: Play the Game

Task 5b1.2:

Building a city

Now let's play

Ekopolis

Fig. 217

- **Put ALL building tiles on the table!**



Fig. 218

- **Now build the city your group wants to live in!**

- Your team now is the **MAYOR** of your city!
- Don't forget, you have to **listen to everyone** and make the **city a nice place for everyone!** (See next worksheet!)



Fig. 220

- The **youngest group member** starts!
- **Choose a building tile** which you want to add to your city. Tell the others why you want this specific one and put it on the Game Board. Then explain why you choose that position for your building tile.
- Now it's the next students turn, clockwise. One after the other can now take one tile and explain why this must be part of your city. Keep the order and play until the board is filled up with building tiles.



Fig. 219

- When you are finished, take a **picture of your city** and upload it to the **hand-in app**.

- After that, **present your city to the other groups** and tell them why your city is great and what you like most about it.



Fig. 221

Fig. 222



Fig. 223



Ekopolis

Think about the different interests and needs of the people living in your city when building your city!





Box: EKOPOLIS

Topic: Play the Game

Task 5b2.1:

Building a city – Big Questions & Question Cards

Level 1



Fig. 226

Questions of Live



Fig. 227



Fig. 228

- Think about the questions below and put the answer in the blank lines.

What's the name of your hometown?



Fig. 229

How old are you?

12
17 6
9

What are the names of your group members?

How many building tiles did you use in the game?

12
17 6
9
10

Fig. 230

What is your favourite

BLUE Tile? GREEN Tile? RED Tile?



Fig. 231

What is your favourite animal?

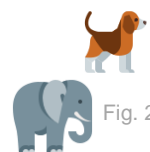


Fig. 232

Fig. 233

When you are finished, take a picture of your city again and upload it to the hand-in app.





Ekopolis

Fig. 235

The Big Questions of Live

- Each member of your group should choose **1-3 question cards**.
- Now discuss within your group, **if your city has the buildings** to answer the questions.
- You can now **change as many building tiles** as you would like to or **create new ones**. The building tiles are very limited, so be creative and think of other buildings you can design yourself to answer the questions.
- **At the end** your city should have **answers to each of the questions** and be the perfect place you want to live in.
- When you are finished, take a **picture of your city again** and upload it to the **hand-in app**.
- **Present** your new city to the other groups and show them especially **what is new** in your city and which building tiles you **designed yourself** and why your city is now the **best place** to live in.
- **Which city is the best one?**
Forget about your city and decide which of all the cities, that were just presented is the perfect one you would like to **live in**. Move to the table of that city!



Fig. 236



Fig. 237



Fig. 238



Fig. 239



Fig. 240



Fig. 241



Box: EKOPOLIS

Topic: Play the Game

Task 5b2.3:

Building a city – Big Questions & Question Cards

Level 2

Ekopolis

Fig. 242

**Where do you
go if you are
sick / ill?**



Fig. 243



Fig. 244

Ekopolis

Fig. 242

**Where do you
live?**



Fig. 245

Ekopolis

Fig. 242

**Where do you
go to school?**



Fig. 246



Ekopolis

Fig. 242

**Where do your
friends live?**



Fig. 247

Ekopolis

Fig. 242

**Where do you
buy bread?**



Fig. 248



Ekopolis

Fig. 242

**Where would
your parents
work?**



Fig. 249



Fig. 250



Ekopolis

Fig. 251

Where can you go for a walk? (forest, park...)



Ekopolis

Fig. 251

Where do you go to play soccer?



Fig. 252

Ekopolis

Fig. 251

How do you get to school? (bus, bike, car)



Fig. 253



Fig. 254

Ekopolis

Fig. 251

Where do you go to pray?



Fig. 255

Ekopolis

Fig. 251

Where does the mayor of your city work?



Ekopolis

Fig. 251

Where is your food produced?



Fig. 256





Box: EKOPOLIS

Topic: Play the Game

Task 5b2.5:

Building a city – Big Questions & Question Cards

Level 2

Ekopolis

Fig. 257

What is the favourite place of your grandparents?



Fig. 258

Ekopolis

Fig. 257

Who decides where buildings are built?



Ekopolis

Fig. 257

Where can you buy fruits?



Ekopolis

Fig. 257

Where can you ride on a horse?



Fig. 259

Ekopolis

Fig. 257

Where can you learn about trees, flowers...?



Fig. 260

Ekopolis

Fig. 257



Fig. 261

In which buildings can people live?



Ekopolis

Fig. 262

**Where is the
nicest part of
your city?**



Fig. 263

Ekopolis

Fig. 262

**Why do you
want to live
there?**

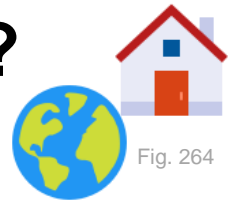


Fig. 264

Ekopolis

Fig. 262

**Would you build
a coal-plant in the
middle of a
forest?**



Fig. 265

Ekopolis

Fig. 262

**What are the
problems in
your city?**



Fig. 266

Ekopolis

Fig. 262

**How long
would it take
your parents to
go to work?**



Fig. 267

Ekopolis

Fig. 262

**Does it make
sense to live
close to one's
work place?**



Fig. 268



Box: EKOPOLIS

Topic: Play the Game

Task 5b2.7:

Building a city – Big Questions & Question Cards

Level 3

Ekopolis

Fig. 269

Where do you
want to work
when you are
grown up?



Fig. 270

Ekopolis

Fig. 269

Do you have
enough space for
animals to live?
(birds,
rabbits...)



Fig. 271

Ekopolis

Fig. 269

Where do you
get your
electricity from?

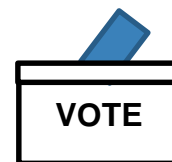


Fig. 272

Ekopolis

Fig. 269

Where do you
go to vote?



Ekopolis

Fig. 269

Where do you
go to have
fun?

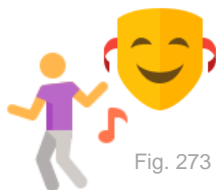
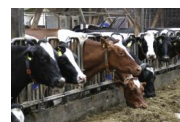


Fig. 273

Ekopolis

Fig. 269

What is a factory
farm and an
organic farm?





Box: EKOPOLIS

Topic: Play the Game

Task 5b2.8:

Building a city – Big Questions & Question Cards

Ekopolis

Fig. 274

Ekopolis

Fig. 274

Ekopolis

Fig. 274

Ekopolis

Fig. 274

Ekopolis

Fig. 274

Ekopolis

Fig. 274



Box: EKOPOLIS

Topic: Play the Game

Task 5b2.9:

Create your own Building tiles!

Create your own Building Tiles

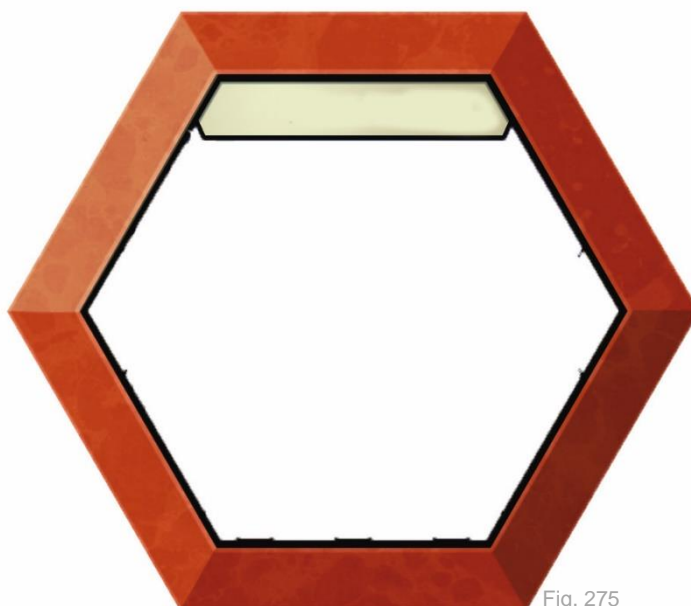


Fig. 275

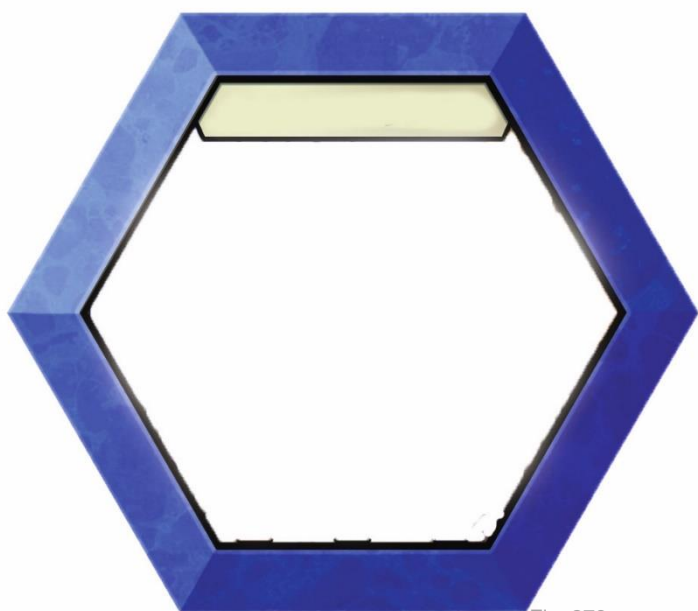


Fig. 276

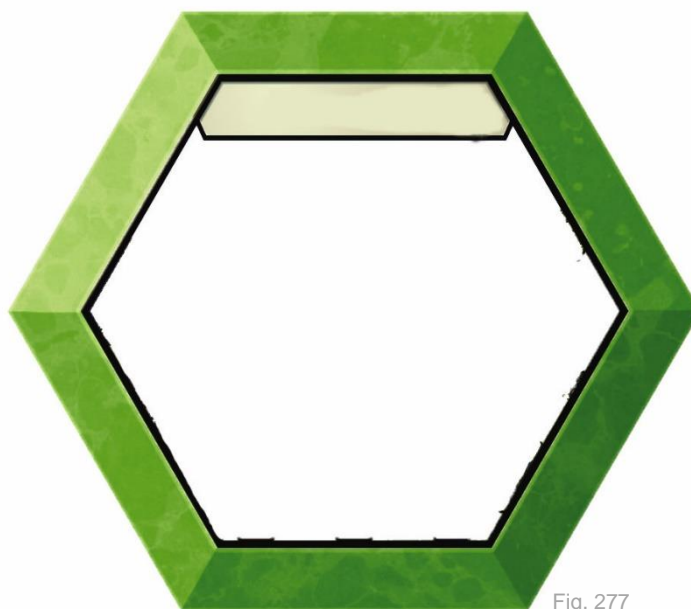
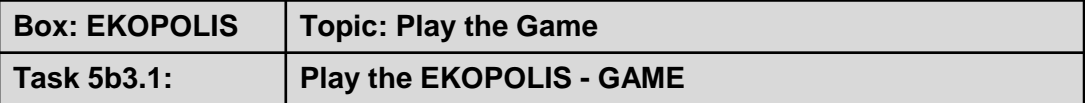


Fig. 277





Box: EKOPOLIS

Topic: My home town

Task 5c1.1:

Brainstorming – On my way to school



Fig. 279

Vocabulary master! Write the correct English terms, stated below on the lines beneath the pictures! **Hint:** Cross out the words you already used 😊

1/2



Fig. 280



Fig. 281





Fig. 282





Fig. 283



Fig. 284



Fig. 285



Fig. 286



Fig. 287





Fig. 288





Fig. 289



Fig. 290



forest

tree

park bench

post box

cat

bus station

post office

gas station

lake

rabbit

school

bird

parc

dog

flower

family house



Fig. 291



Fig. 292

For figure sources and references please refer to List of Figures.



Box: EKOPOLIS

Topic: My home town

Task 5c1.2:

Brainstorming – On my way to school



Fig. 293

Vocabulary master! Write the correct English terms, stated below on the lines beneath the pictures! **Hint:** Cross out the words you already used 😊

2/2



Fig. 294



Fig. 295





Fig. 296



Fig. 297





Fig. 298



Fig. 299



Fig. 300



Fig. 301



Fig. 302



Fig. 303





Fig. 304





Fig. 305

tractor

car

bridge

church

farm

bike

kindergarden

fire brigade

sheep

street

shop

wall

cow

street sign

residential building

traffic lights

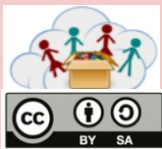


Fig. 306



Fig. 307

For figure sources and references please refer to List of Figures.



Box: EKOPOLIS

Topic: My home town

Task 5c1.3:

Brainstorming – On my way to school

My way to school!



Think about **what you see** when you go to school and **write** down all the **English terms** in the frame. Use the **vocabulary sheets**.

Afterwards, think of **three more items** you see which are **not on the vocabulary list** and add the **English term** and a **picture** of each to the frame. Ask your friends for **help** if necessary.



Fig. 308



Fig. 309



Fig. 310

my home

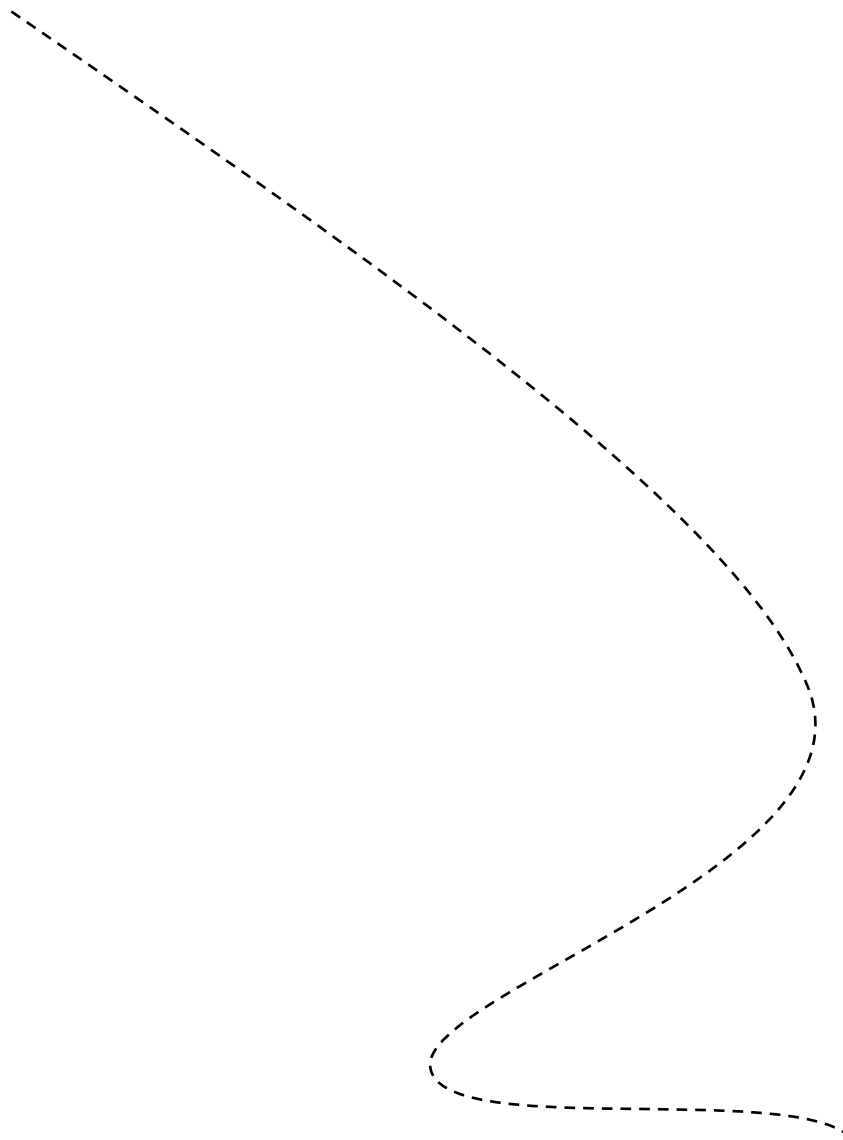


Fig. 311

my school



Box: EKOPOLIS

Topic: My home town

Task 5c2.1:

Building Tiles in my hometown

My home town! Which building tiles do you have in your hometown?
Make a cross in the „YES“ columns if you have this building in your town, or „NO“, if you don't have it.

1/3

YES NO

		Open Air Pool
		Organic Farm
		Horse Ranch
		Natural Playground
		Inline Park
		Arboretum
		Forest Park
		Vineyard
		City Park
		Fish Pond
		Game Preserve
		Orchard



Fig. 312

YES NO

		School
		Theatre
		Church/Mosque
		Multifunctional House
		Shopping Street
		Marketplace
		Family Houses
		Retirement Home
		Apartment Blocks
		Passive Houses
		Sports Facility
		Satellite Town
		Health Center
		Tower Blocks



Fig. 313



YES NO

		Cement Works
		Open-Pit-Mine
		Logistics Park
		Sawmill
		Slaughterhouse
		Factory Farm
		Car Factory
		Chemical Plant
		Steel Mill

YES NO

		Brewery
		Nuclear Power Plant
		Oil Power Plant
		Gas Power Plant
		Coal Power Plant
		Airport
		Bus station
		Electronic Plant



Fig. 314



Fig. 315



Fig. 316



Box: EKOPOLIS

Topic: My home town

Task 5c2.2:

Building Tiles in my hometown

My home town!

2/3

Take a look at your list from the other worksheet. Which Building Tiles do you not have in your hometown?

Write Down the Name of One Building Tile of Each Color in the fields below, which you would like to have in your hometown, and write down, why you would like to have it!



Fig. 317



Fig. 318



Fig. 319



Fig. 320



Fig. 321



Box: EKOPOLIS

Topic: My home town

Task 5c2.3 :

Building Tiles in my hometown

My home town!

Can you think of something else you would like to add to your hometown? Give it a name!
Be creative!

3/3



Fig. 322

slide



Fig. 323

Library

Soccer Field



my favourite building (tile) I would like to add to my hometown



University

Concert Hall

Restaurant



Fig. 325



Fig. 324



Which colour fits this building tile?



Volleyball Field

Basketball Field

Car Garage

Bicycle store

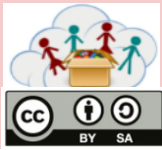
Fig. 328



Fig. 326



Fig. 327



Box: EKOPOLIS

Topic: My home town

Task 5c3.1:

Map my Hometown

Map – My Hometown

Draw a real map of your Hometown! Include all the **buildings** and **items** you have collected on Worksheets „My Hometown“ and „My Way to School“. Include as well streets, trees, bridges, green zones, animals, street signs, meadows, rivers, lakes... and **name** all the items. If you want you can as well **replace „red buildings“ by „green buildings“** – to make your hometown greener.

Colours: streets: grey, water/rivers: blue, meadow/trees: green,...



Fig. 329



Fig. 330



Box: EKOPOLIS

Topic: My home town

Task 5c3.2:

Map examples



Fig. 331



Fig 332

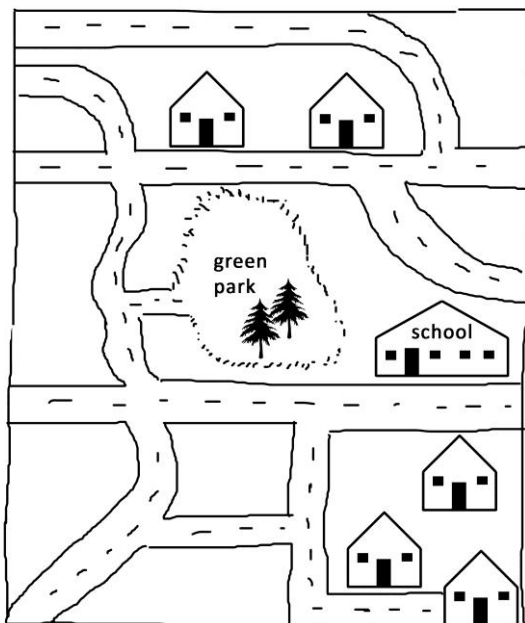


Fig. 333



Fig. 334



Fig. 335



Fig. 335



3D Model of my Hometown

If you like, you can make a cool 3D-Model of your Hometown!
Don't forget all the important building tiles when creating your model.
Of course you can also modify your town, so that it becomes greener!

STEP BY STEP:

- Start by drawing a MAP of all the STREETS in your town.



Fig. 336



Fig. 337

- Then think about your buildings. Which Green, Blue and Red Buildings to you have/want to have?



Fig. 338

- Remember! Different people (young, old, ..) need different things! (Worksheet 5b1.3)



Fig. 339

- Now It's time to create your buildings or/and draw them!
You can use the templates on the next pages!



- Which vehicles drive in your hometown? Build vehicles as well!



Fig. 340

- Don't forget to name your streets and give your houses numbers!



Fig. 341



Box: EKOPOLIS	Topic: My home town
Task 5c4.2:	3D-Model Examples



Watch this videos to get ideas what your 3D Model can look like!

<https://www.youtube.com/watch?v=ZpuUx2SSMa4>



Fig. 342

<https://www.youtube.com/watch?v=175LhvX0TgY>



Fig. 343

<https://www.youtube.com/watch?v=175LhvX0TgY>



Fig. 344



Box: EKOPOLIS

Topic: My home town

Task 5c4.3:

3D Model Templates

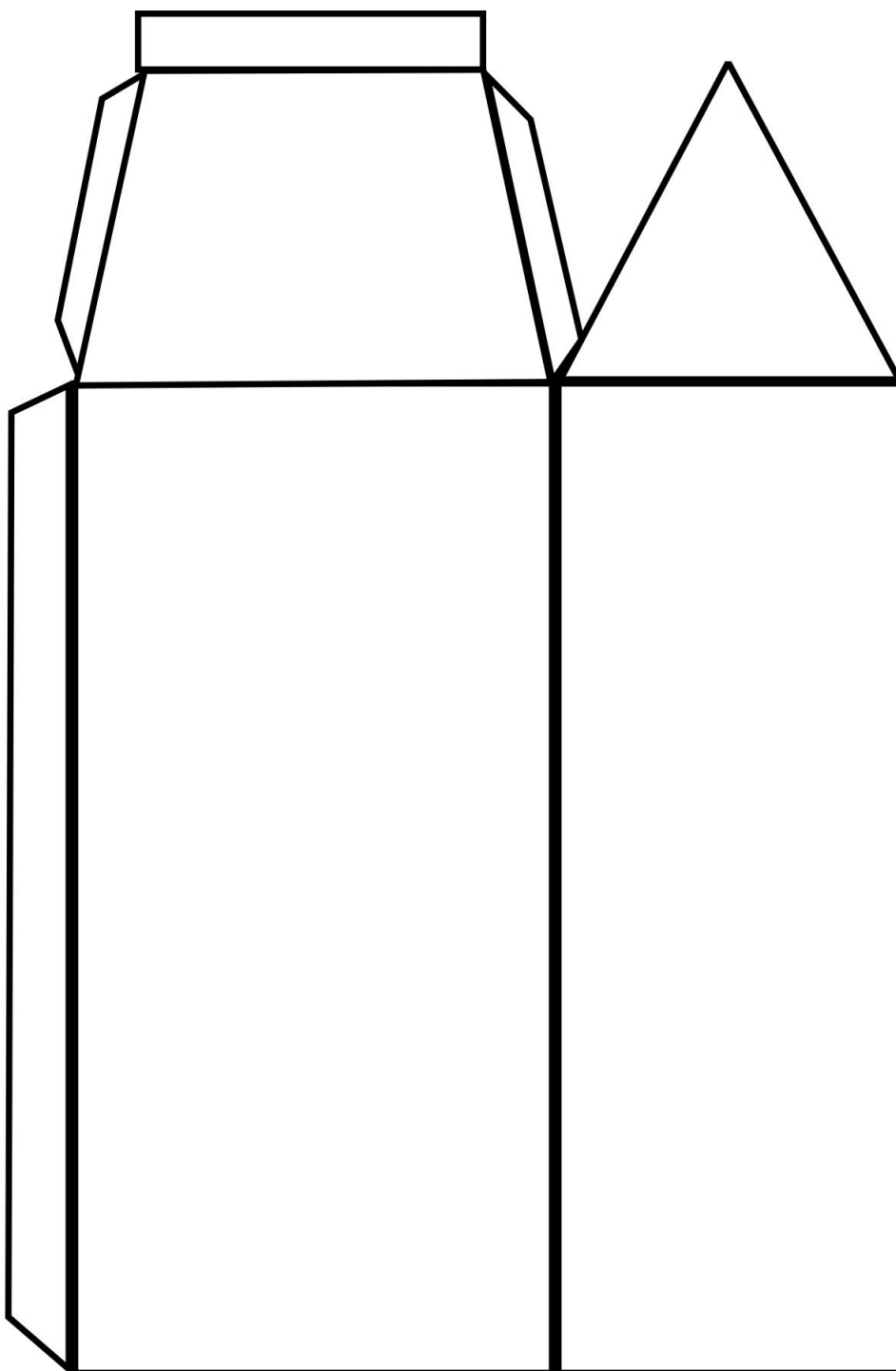


Fig. 345

Apartment Blocks Part 1



Box: EKOPOLIS

Topic: My home town

Task 5c4.4:

3D Model Templates

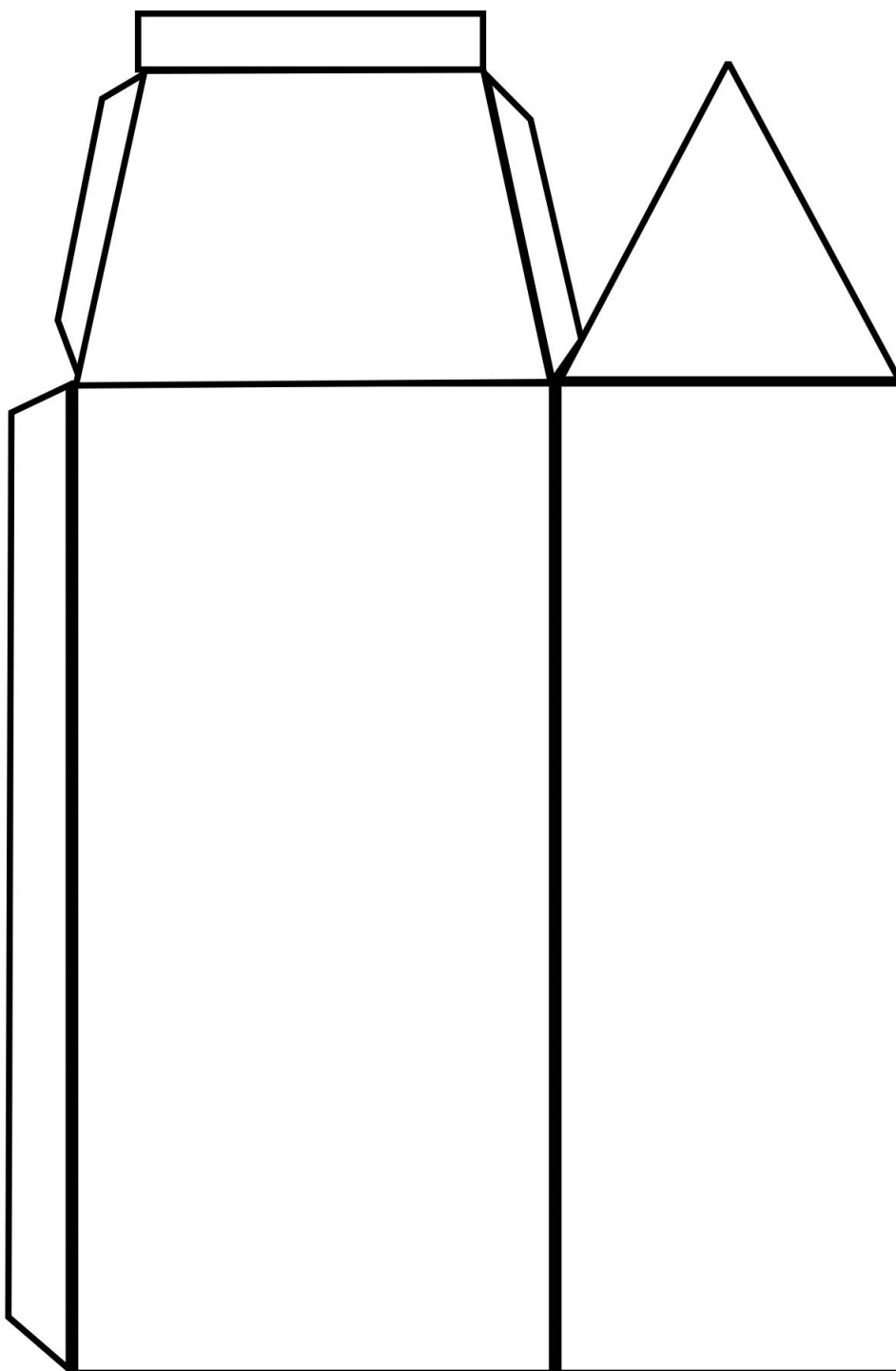


Fig. 346

Apartment Blocks Part 2



Box: EKOPOLIS	Topic: My home town
Task 5c4.5:	3D Model Templates

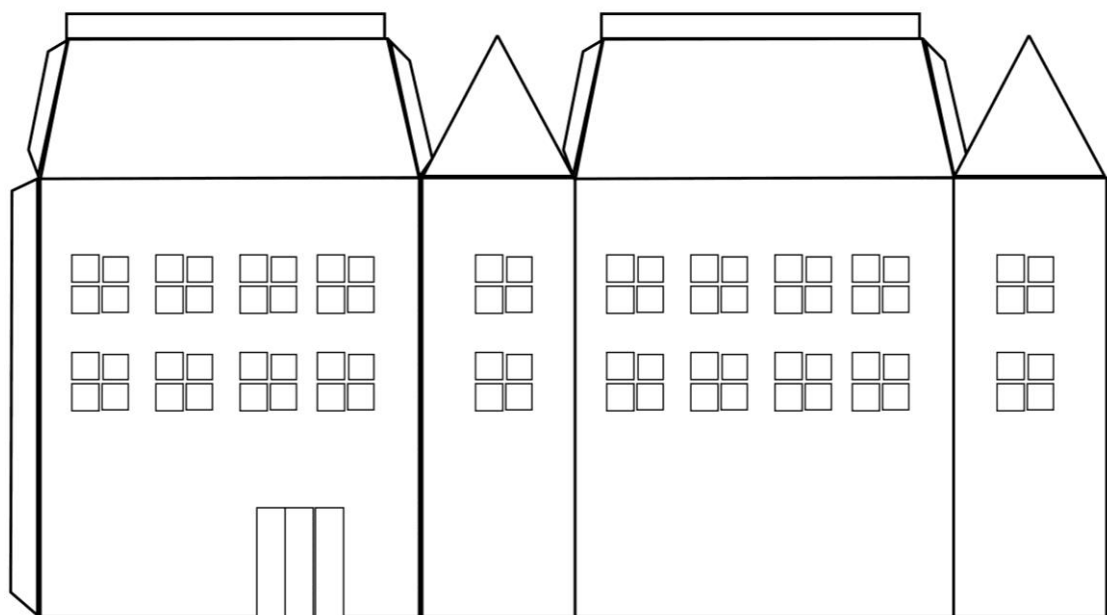
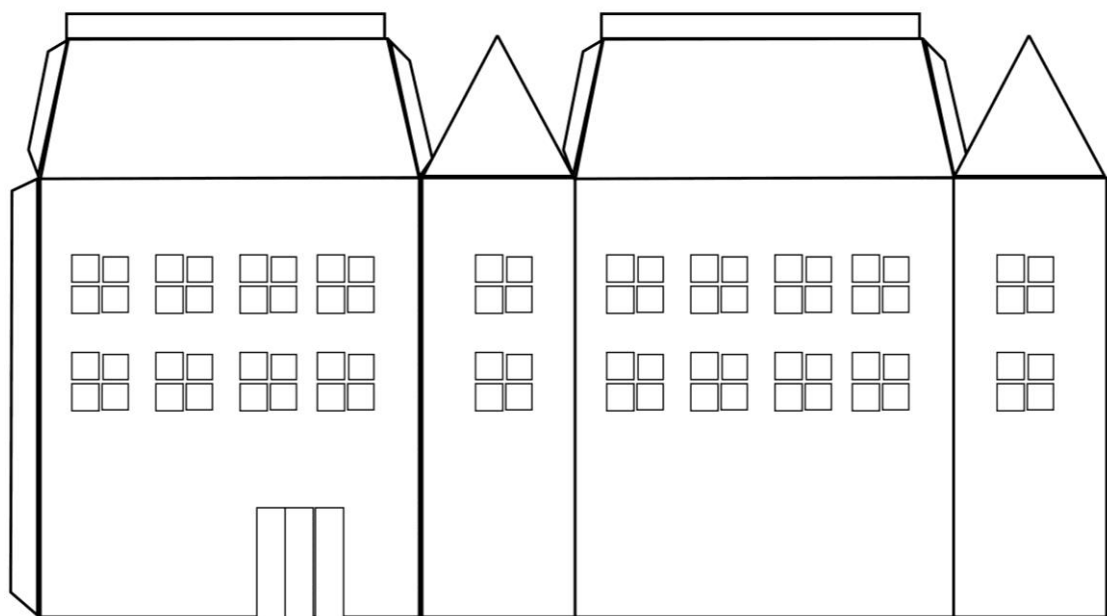


Fig. 347



Box: EKOPOLIS	Topic: My home town
Task 5c4.6:	3D Model Templates

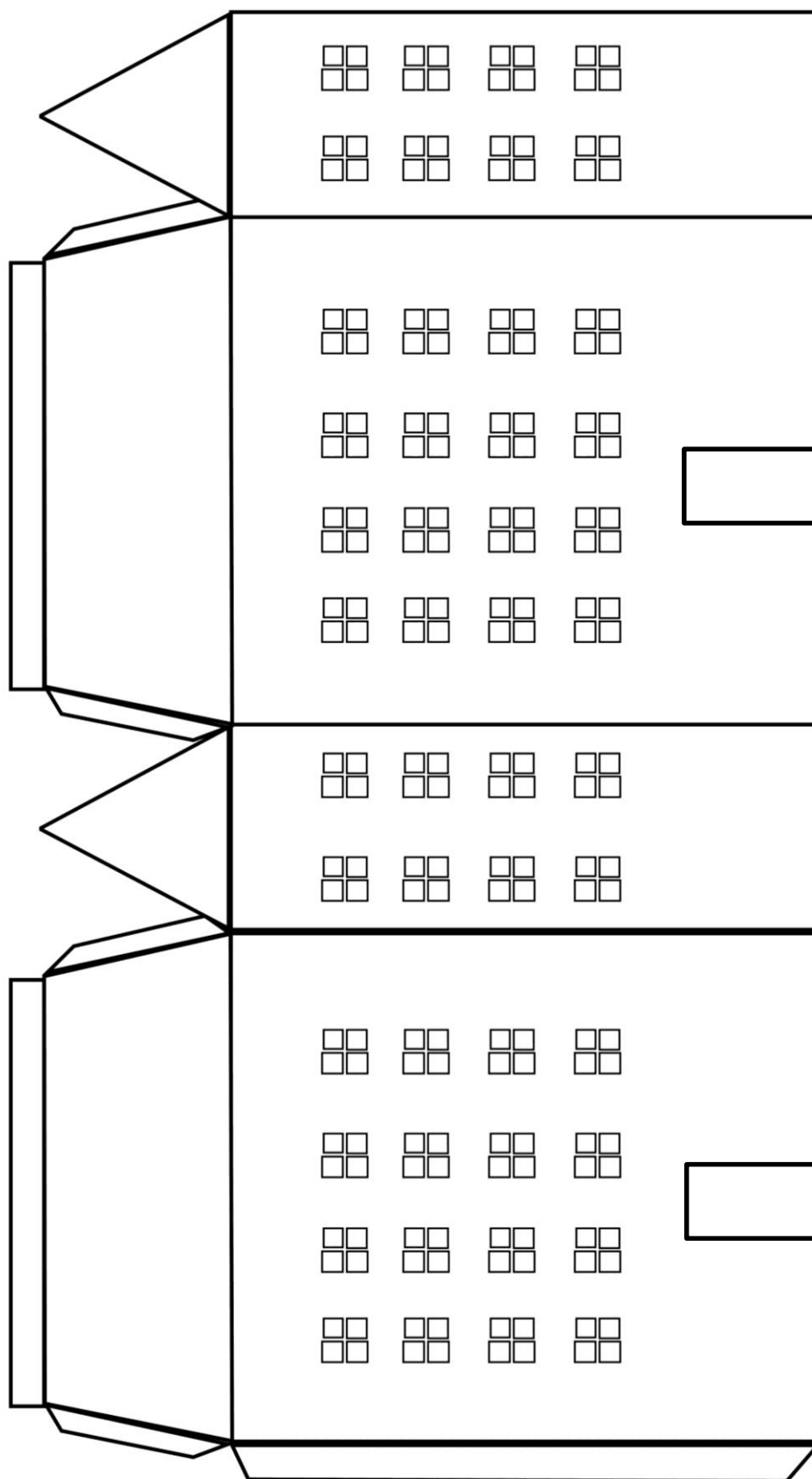


Fig. 348



Box: EKOPOLIS	Topic: My home town
Task 5c4.7:	3D Model Templates

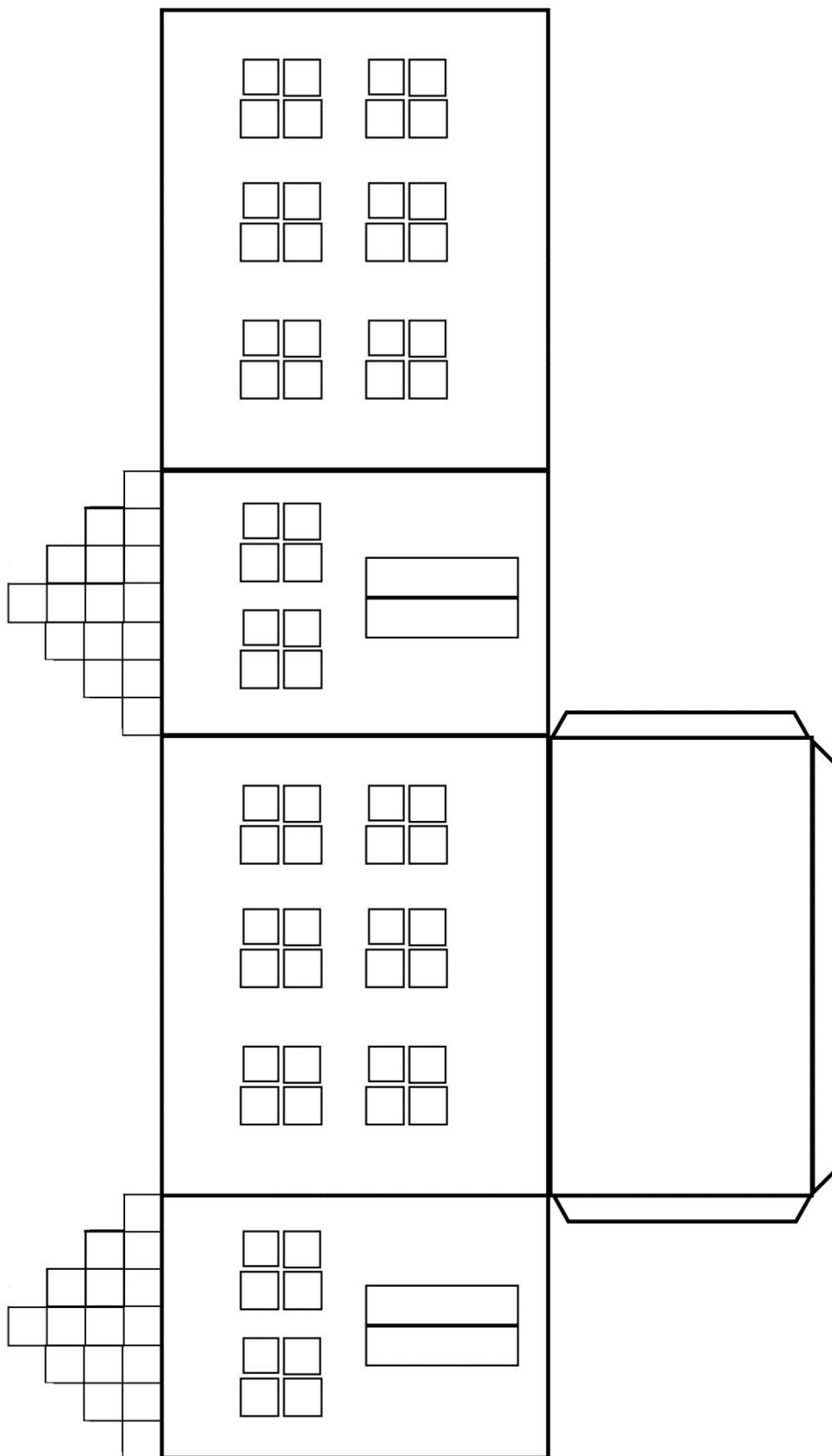


Fig. 349

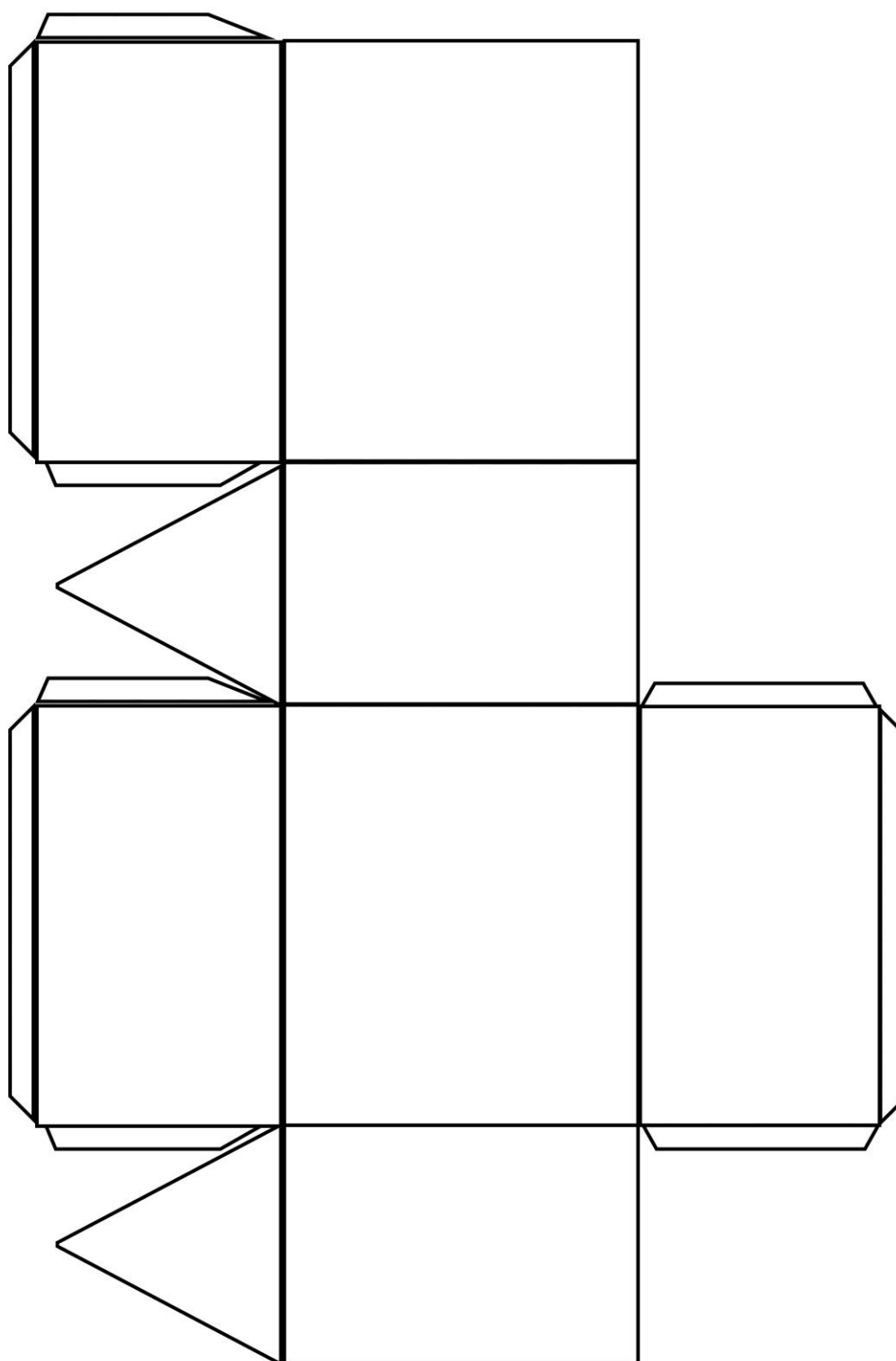


Fig. 350



Box: EKOPOLIS	Topic: My home town
Task 5c4.9:	3D Model Templates

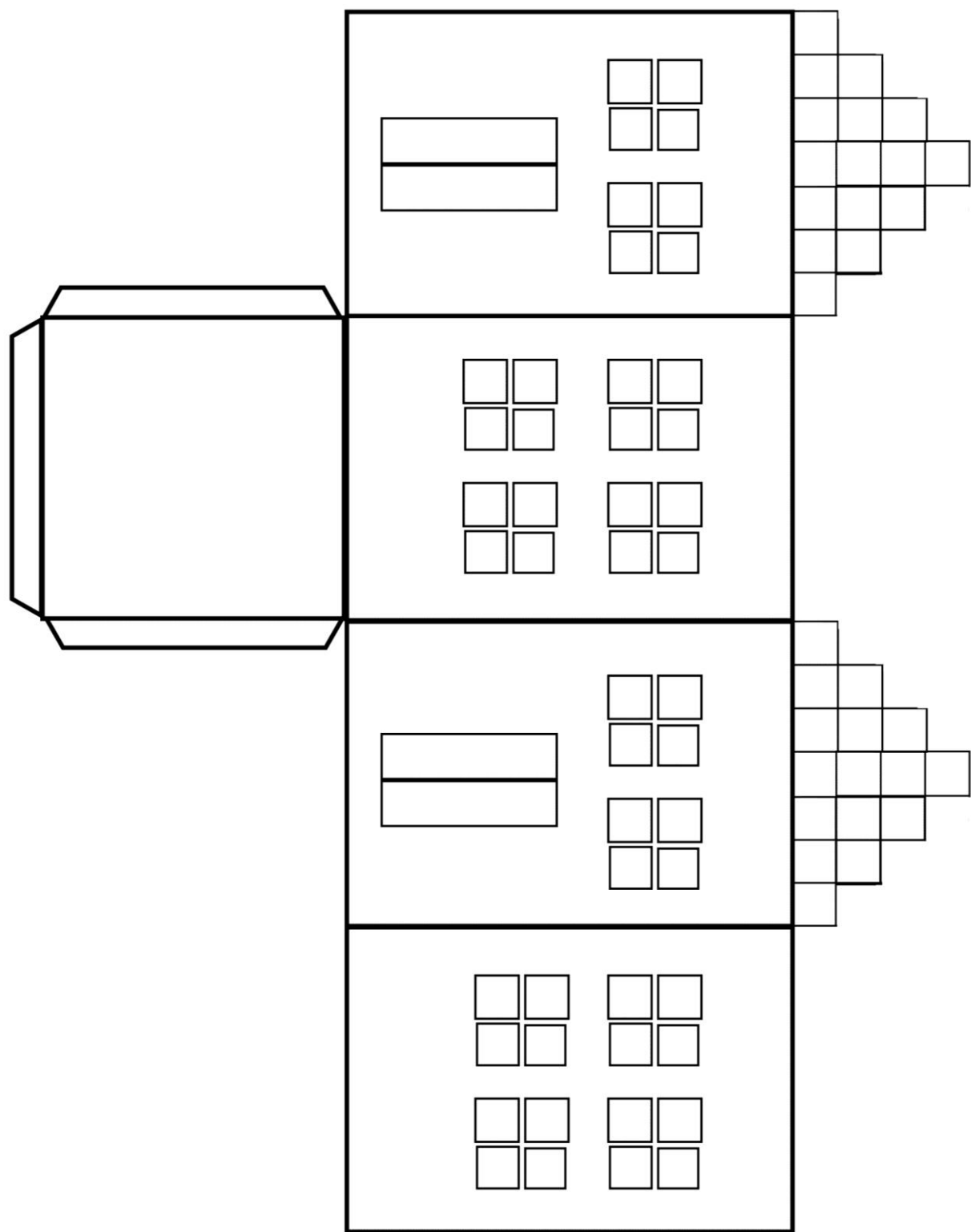
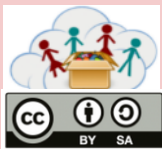


Fig. 351

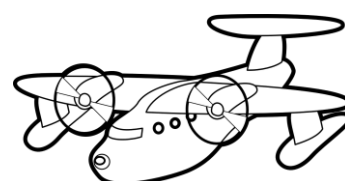
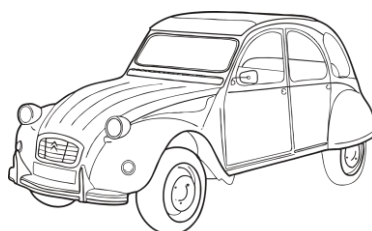
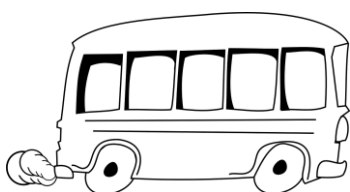
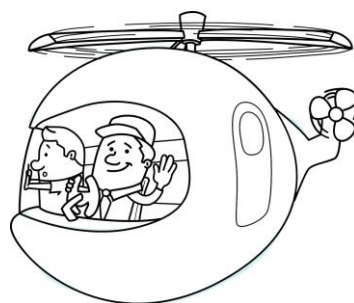
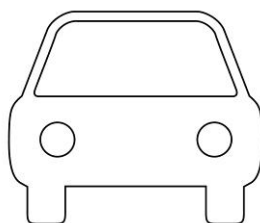
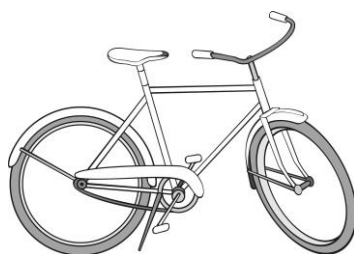
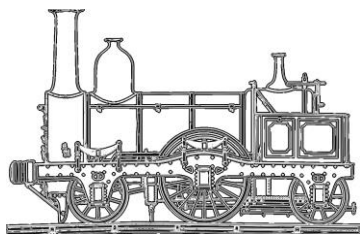
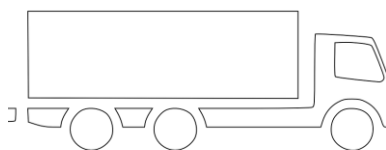
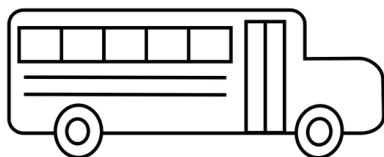


Box: EKOPOLIS

Topic: My home town

Task 5c4.10

3D Model Templates



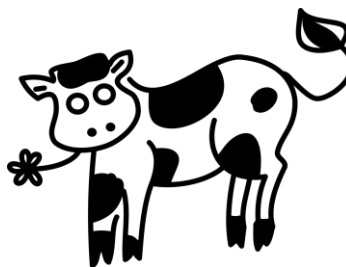
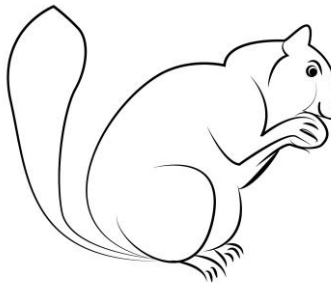
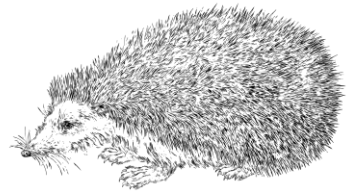
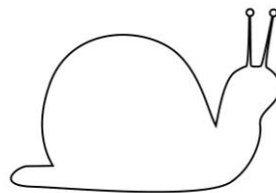
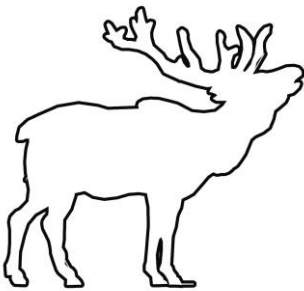
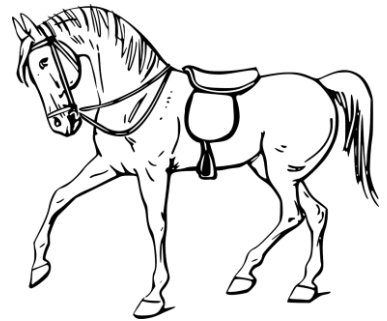
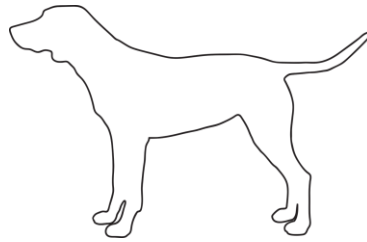
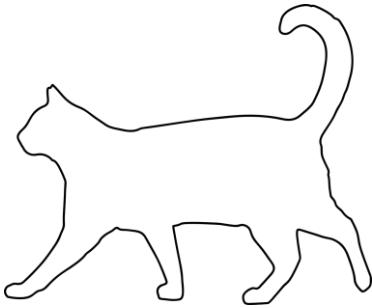


Box: EKOPOLIS

Topic: My home town

Task 5c4.11:

3D Model Templates





Box: EKOPOLIS

Topic: Taking care of our Environment

Task 5d1

What is sustainability?



Fig. 352

How about sustainability!

Do you know what these English terms stand for?



Go to www.google.com/images and type the words below!

See what the **term means** and translate it into your language.

pollution _____

global warming _____

glacier _____

natural disaster _____

ocean _____

nature _____



Fig. 353



Fig. 354



The ecological footprint



Read this text about the ecological footprint!

Do you understand all words? Do you understand what the ecological footprint is about? Ask your teacher if you need help. 😊

The **Ecological Footprint** tells you how much productive land and water you use. Ecological Footprints can be calculated for individuals like you, communities, and even countries. We use natural resources when we consume, pollute, and throw away garbage. If the Ecological Footprint shows that more natural resources are used than the Earth supplies, then this is not a sustainable lifestyle. It is very important for all of us on the Earth to live a sustainable lifestyle in order to leave the planet in good shape for future generations to enjoy and prosper!



Fig. 355

Look at these pictures.

Then **compare** them with what you've written on the last Worksheet. (Task 4a1)



wood and paper



settlement



food & seafood



energy for transport



People consume a lot of this resources and consequently produce a lot of waste





The ecological footprint

2/3



„What is a sustainable Lifestyle?“ – read the text and make sure you understand what a sustainable lifestyle is about. Ask your teacher for help if necessary.



Now, you have the opportunity to make sustainable decisions in your life. For each category – **food, housing, consumption, and transportation** – you can decide which choice is **more sustainable**. Give reasons for your choice and discuss your answers in class.



Fig. 356

Which uses more environmental resources?

Which of the following choices are more sustainable and contribute towards a smaller Ecological Footprint? Give 5 **reasons** for your choice!



Fig. 357

FOOD



eating locally grown vegetables

1



eating seafood from abroad

HOUSING



living in a house

2



living in an apartment building



Box: EKOPOLIS

Topic: Taking care of our Environment

Task 5d2.3

What is an ecological footprint?

3/3

CONSUMPTION

3



Put all your waste into one container



separate and recycle your waste

TRANSPORTATION

4



taking the bus



going by car



going by train



going by bike



Reducing our impact

The **United Nations** is an organization, where a lot of countries all over the world are part of. Right now it's **193** countries. They are working together to **ensure peace, to promote human rights and protect the environment** all over the world.



In 2015 the **United Nations** agreed on **17 goals**, which each country wants to contribute to achieve globally – the goals are called The **Sustainable Development Goals**. With these goals we want to achieve, that there are no people anymore that are hungry, that there is no poverty anymore, that people are healthy and do have good jobs, that our cities and places are sustainable, that everyone has the same rights and no one is discriminated and that our nature is protected so that it's still in a shape like we know it today.



SUSTAINABLE DEVELOPMENT GOALS



What are the goals about?





6 Ways to SAVE Water!



Fig. 359

Don't play with the water!



Fig. 360

Close the tap!



Fig. 361

If it's yellow, let it mellow!



If it's brown, flush it down!



Fig. 362



Share a bath with someone.



Fig. 363

Use only as much water as you need.



The ecological footprint



We need food, shelter and heating (in some locations) to survive. Our planet's ecological resources help fulfill these needs. But how many resources do we consume? This question can be answered using the Ecological Footprint.

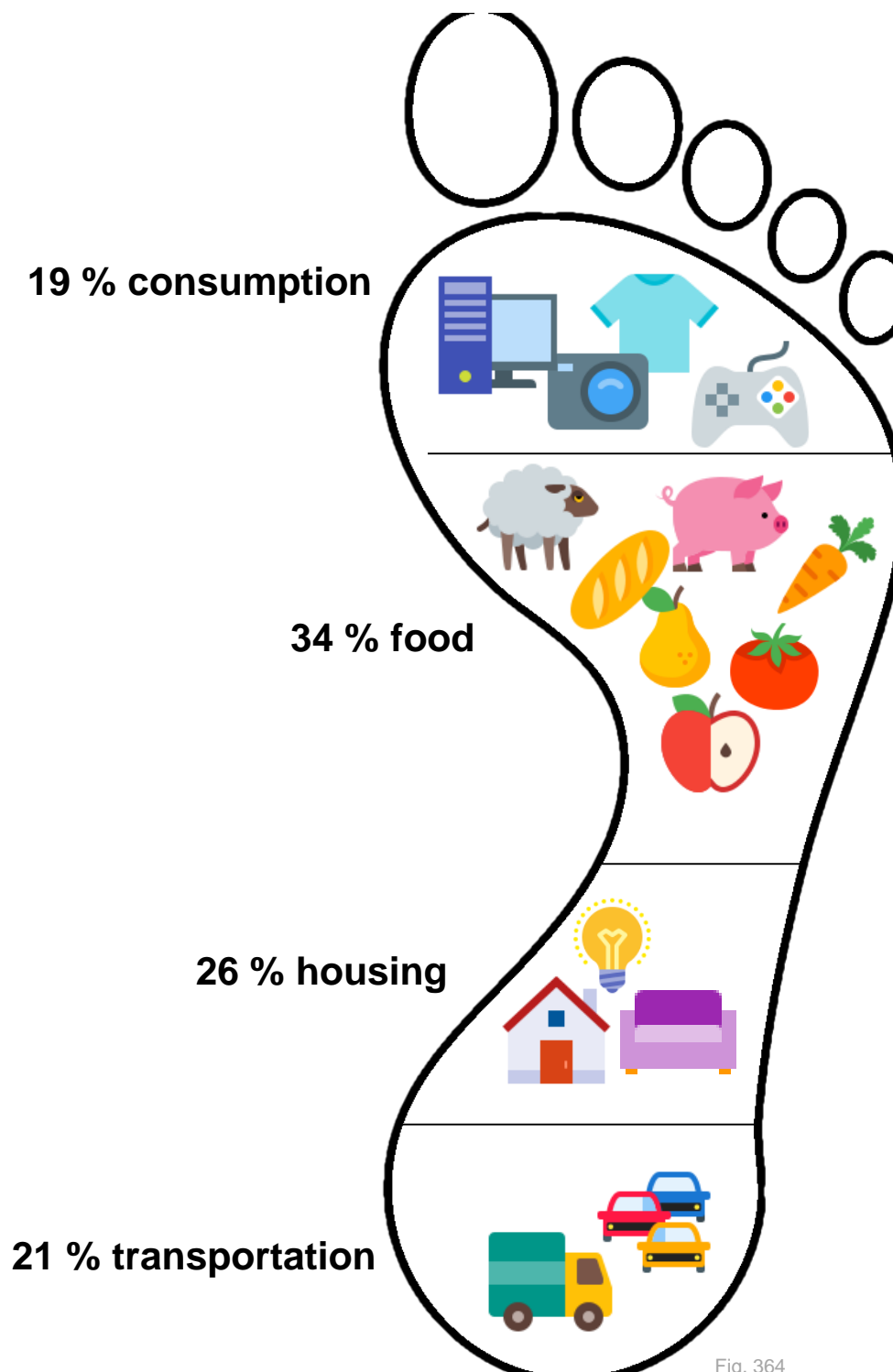


Fig. 364



Fig. 365



Fig. 366

A good vs. bad ecological footprint

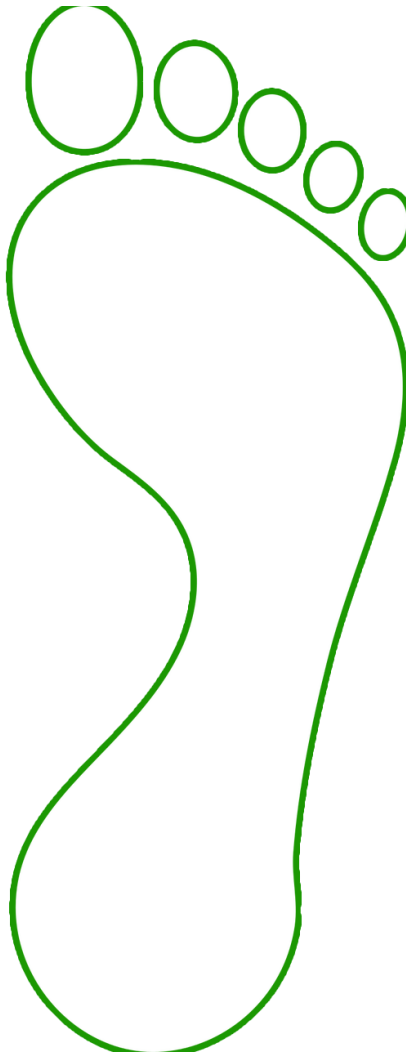


Now you have **learned a lot** about a sustainable lifestyle and what an ecological footprint is. Can you now define, what a **good vs. a bad ecological footprint** looks like? Write examples for good activities and resources and bad ones in the footprints, including all four areas: **food, consumption, transportation and housing.**



Fig. 367

small = good footprint



big = bad footprint



Fig. 368

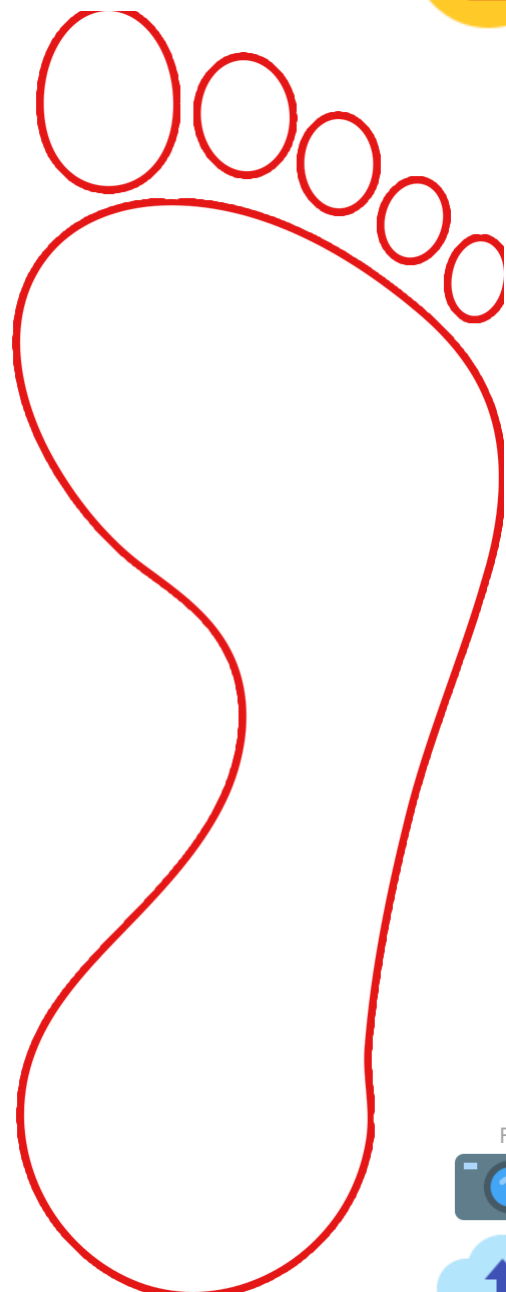


Fig. 369



Fig. 370



Fig. 371

WASTE

1/4

WASTE has a **NEGATIVE IMPACT** on our **ENVIRONMENT**, on **PEOPLE** and on **ANIMALS** !

When there is a lot of waste it is bad for the soil, the air, the water, animals and people – we call this **POLLUTION**.



Fig. 372

To help our environment, people and animals, we need to produce less waste!

There are three ways to do this:

1. Reduce Waste
2. Reuse Waste
3. Recycle Waste

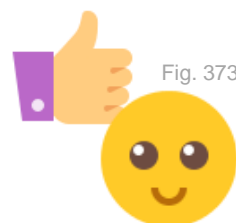


Fig. 373



Fig. 374

WASTE

2/4

1. REDUCE WASTE

= produce less waste – so SAY NO TO WASTE at the very beginning!

Did you say, "No, thanks" when offered a plastic bag in a store?
That's **reducing** waste.



**Bring your own bag
when buying food,
clothes...!**

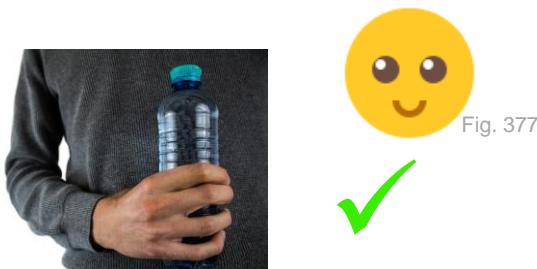


**Don't take a
plastic bag in a
store!**

2. REUSE WASTE

= use your things/waste again!

Ever used a plastic bottle for drinking again? That's **reuse**.



**Use your plastic bottle
more than once! Fill it
up again!**



**Don't throw it away.
You can use it again!**



Fig. 379

WASTE

3/4

3. RECYCLE WASTE

Did you put your empty plastic bottle in the recycling bin? That's **recycling**.



Fig. 380



Fig. 381



When you see a recycling bin (= a bin with the **recycling symbol**) it means that this waste is processed to new products again.



But to recycle waste, you first need to **seperate waste!**

Because...

- only cans can be processed to cans again.
- only glass can be processed to glass again!
- only plastic can be processed to plastic again!





3R - Reduce, Reuse, Recycle



4/4

Which materials can be recycled?

Which items belongs in which container?

Colour the container in the right colour!



Fig. 382



Contents:



Contents:



Contents:



Contents:



Fig. 383



Fig. 384



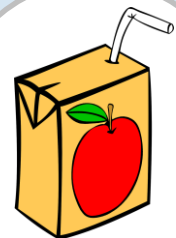
Box: EKOPOLIS

Topic: Taking care of our Environment

Task 5d3.5

3R - Reducing, reusing, recycling

3R - Reduce, Reuse, Recycle





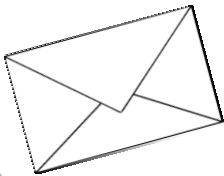
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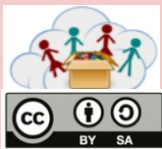
Topic: Taking care of our Environment

Task 5d3.6

3R - Reducing, reusing, recycling

3R - Reduce, Reuse, Recycle





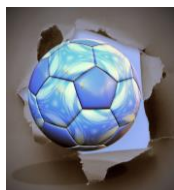
Box: EKOPOLIS

Topic: Taking care of our Environment

Task 5d3.7

3R - Reducing, reusing, recycling

3R - Reduce, Reuse, Recycle





Cause handicrafts are awesome!

1

Build your own Seedling Pot

Grow your own food with a Seedling Pot and recycle waste at the same time! Watch out when the seeds begin to sprout!

Equipment

- Cans/Egg carton/Plastic bottle/Egg shell/Jars
- Potting soil
- Seeds, flower or vegetables (that are not too complicated to grow)

Instructions

- Make small holes in each item you use for your Seedling Pot (for drainage)
- Fill the item up with potting soil, about half full
- Plant a seed in each item.
- Afterwards, water it and put it at an appropriate place where they get enough sun (e. g. window) and water it regularly. Be careful that you don't water it too much – just touch the soil and you will feel if it's still humid – if not, water it. Put a pan or something underneath your seedling pot to catch water that may drain through the seedling pot items.
- When finished **take a photo** of your handicraft and upload it to the hand-in app.
- When the outgrow their pots, you might need to transplant them to a bigger item or a garden.

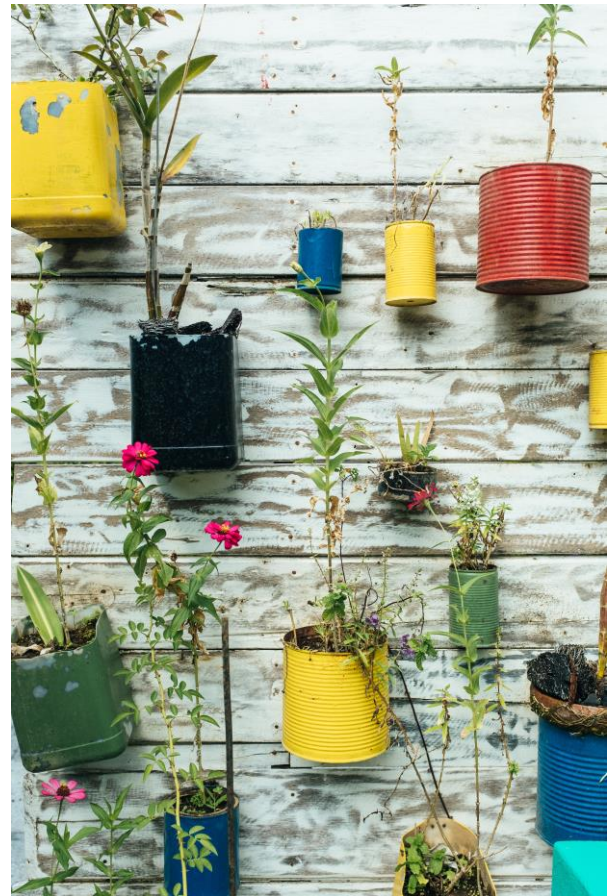


Fig. 387



Fig. 388



Fig. 385



Fig. 386



2

Tetra Pak Purse

Turn a Tetra Pak (Milk, Juice etc.) into a purse!

Supplies

- Tetra ppak (milk, juice tetrapak)
- Doublesided adhesive tape
- Decoration items

Tools:

scissors, pencil, ruler, ...

Idea: If you glue nice paper on the tetra pak e.g. at the very beginning, you get a really nice design!

Watch the Do it yourself (DIY) You-Tube videos to learn how it works and try it yourself!

You Tube <https://www.youtube.com/watch?v=ge3kZ42Saqw>
https://www.youtube.com/watch?v=_GvqcAglXc8



Fig. 389

3

Newsprint Art

Newsprint Art is cool & vintage for kids & adults! Let's be creative without needing a lot of money and doing something good for our environment.

Supplies

- Carton and black paper (black or dark color)
- Normal paper (white)
- Old Newspaper
- Glue

Instructions

- Glue black paper to carton for having a stable foundation.
- Draft your art and idea with on a white paper. The simpler the easier it will be with the newspaper afterwards. Use the picture as template. Cut your draft out of the white paper and put it on the newspaper. Then clue the pieces on the newspaper and cut them out of the newspaper again. This makes your newsprint stronger.
- Then glue your newsprint items onto the black paper.
- And your piece of art is finished!



Fig. 390

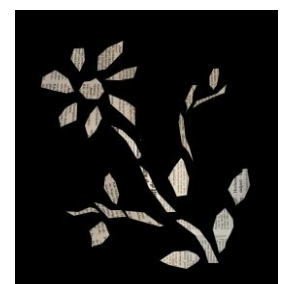


Fig. 391

APPENDIX for teachers



Box: EKOPOLIS

Topic: Introduction

Task 5a0.2

Our natural environment - SOLUTION



Fig. 8

Vocabulary master! Write the correct English terms, stated below on the lines beneath the pictures! Hint: Cross out the words you already used 😊



Fig. 9

vegetables



Fig. 10

trees



Fig. 11

flowers

**LIVING
ENVIRONMENT**



Fig. 12

animals



Fig. 13

people

**WHAT IS OUR
NATURAL
ENVIRONMENT?**

Everything living or non-
living that is natural in our
surrounding



Fig. 14

water



lakes



Fig. 15

sun



Fig. 16

mountains



Fig. 17

clouds



Fig. 18

rivers



Fig. 19

soil

**NON-LIVING
ENVIRONMENT**



Fig. 20



Fig. 101



Box: EKOPOLIS

Topic: Introduction

Task 5a0.3

Our man-made environment - SOLUTION



Vocabulary master! Write the correct English terms, stated below on the lines beneath the pictures! **Hint:** Cross out the words you already used 😊



Fig. 23

bridge



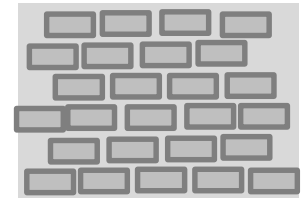
Fig. 24

books



Fig. 25

city



wall



Fig. 26

slide

WHAT IS OUR MAN-MADE ENVIRONMENT?

Everything in our surrounding
that is created by people
rather than by nature



Fig. 27

mosque



Fig. 28

boat



Fig. 29

electricity



Fig. 30

clothes



Fig. 31

buildings/houses



Fig. 32

vehicles



Fig. 33

soccer ball



Fig. 34

street



Fig. 35

factory



Fig. 36



Fig. 37



Box: EKOPOLIS

Topic: Building tiles and Vocabulary

Task 5a2.1:

Getting to know the 3 Color concept - SOLUTION

Fig. 84

Ekopolis Getting to know...

THE RED BUILDING TILES:

Transportation

➤ Connect the pictures with the correct building tiles!

= people go here to travel from one place to another



Fig. 85



Fig. 86



Fig. 87



Fig. 88



Fig. 89



Fig. 90



Fig. 91



Fig. 92



Fig. 93



Fig. 94



Box: EKOPOLIS

Topic: Building tiles and Vocabulary

Task 5a2.2:

Getting to know the 3 Color concept - SOLUTION

Fig. 96

Ekopolis Getting to know...

THE RED BUILDING TILES:

Food & Drinking

➤ Connect the pictures with the correct building tiles!

= foods and drinks are produced in these places



Fig. 95

Input



alive



dead

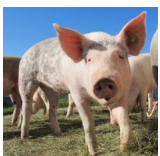


Fig. 97



Fig. 98



Fig. 99

Output





Fig. 100

Ekopolis

Getting to know...

THE RED BUILDING TILES:

1/2

Factories

➤ Connect the pictures with the correct building tiles!

= different products are produced in these buildings



Fig. 105

Input



Fig. 107

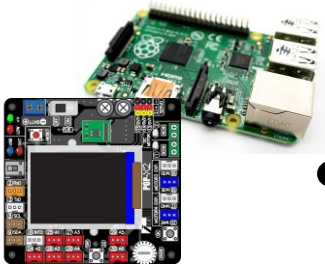


Fig. 101



Fig. 102



Fig. 103



.Fig. 104

Output

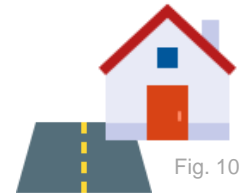


Fig. 106

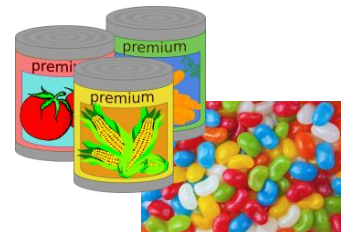




Fig. 108

Ekopolis

Getting to know...

THE RED BUILDING TILES:

2/2

Factories

➤ Connect the pictures with the correct building tiles!



Fig. 113

Input

Output



Fig. 109



Fig. 110



Fig. 111



Fig. 112





Fig. 114

Ekopolis Getting to know...

THE RED BUILDING TILES:

Energy Generation

1/2

➤ Connect the pictures with the correct building tiles!

= energy, electricity and heat are generated in these buildings



Fig. 118

Input



Fig. 115



Fig. 116



Fig. 117

Output



Fig. 119



These 3 ways to generate energy are **bad for the environment, because:**

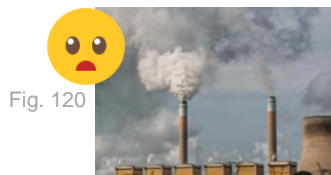


Fig. 120

➤ they pollute our air



Fig. 121

➤ they pollute our water



Fig. 122

➤ Animals and plants die

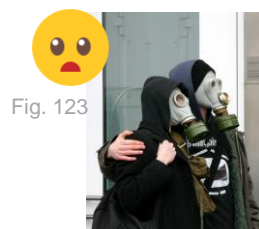


Fig. 123

➤ people get sick



Fig. 124

Ekopolis Getting to know...**THE RED BUILDING TILES:****Energy Generation**

2/2



Fig. 125

Good news!**Energy and Electricity can also be generated in ways, that are not so bad for our environment:**

Fig. 126

- Connect the left pictures (Input) with pictures in the middle!

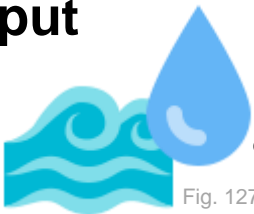
Input

Fig. 127



Fig. 128



Fig. 130



- **Air is less polluted**



Fig. 140



- **Water is less polluted**



Fig. 141

**Output**

Fig. 129



- **Animals, plants and people are doing better**



Fig. 142

Ekopolis

Getting to know...

THE BLUE BUILDING TILES:

FOR LIVING



Fig. 148

➤ Connect the pictures with the correct building tiles!

= these buildings are peoples homes. People live there.



Fig. 143



Fig. 144



Fig. 145



Fig. 146



Fig. 147



Fig. 149



Fig. 150

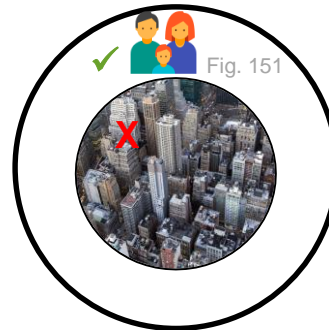


Fig. 151

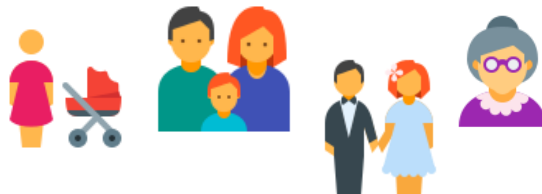


Fig. 152



Fig. 153



Ekopolis

Getting to know...

THE BLUE BUILDING TILES:

SERVICES



➤ Connect the pictures with the correct building tiles!

= these buildings all have a special purpose and everybody can go there (e.g. for learning, buying food, working etc.)

Fig. 161



Fig. 155



Fig. 156



Fig. 157



Fig. 158



Fig. 159



Fig. 160



Fig. 162



Fig. 163

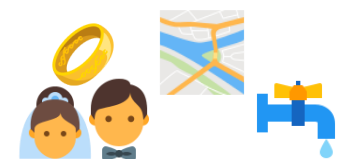
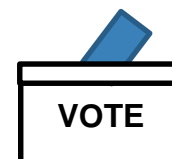


Fig. 164



Fig. 165



Fig. 166

Ekopolis

Getting to know...

THE BLUE BUILDING TILES:

FREETIME



- Connect the pictures with the correct building tiles!
- = people go there to have fun, go shopping, do sports..
- Freetime** is the time you have left, when you don't need to work, go to school or sleep.

Fig. 171



Fig. 167



Fig. 168



Fig. 169



Fig. 170



Fig. 172



Fig. 173



Fig. 174



Fig. 175





Fig. 176

Getting to know...

THE GREEN BUILDING TILES:

Fig. 183



- Connect the pictures with the correct building tiles! = these building tiles include places in the nature to have a rest, enjoy the nature, go for a walk, spend the freetime



Fig. 177



Fig. 178



Fig. 179



Fig. 180



Fig. 181



Fig. 182

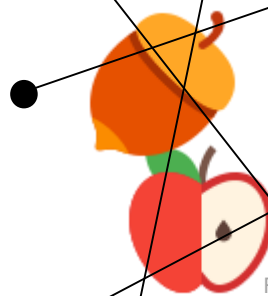


Fig. 184



Fig. 185



Fig. 186



Fig. 187

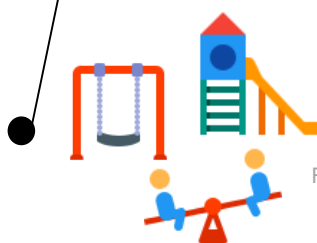


Fig. 188



Fig. 189



Ekopolis

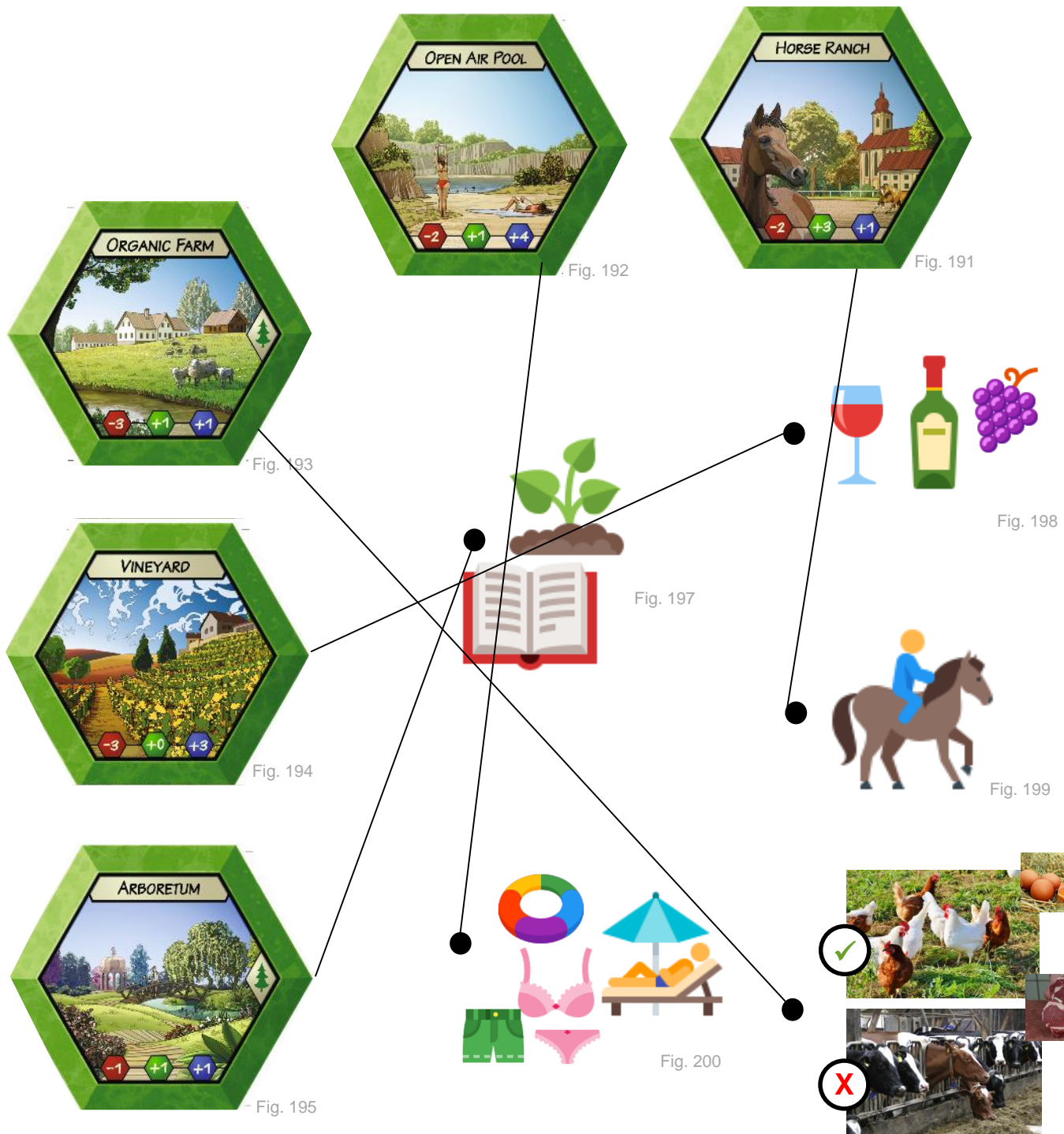
Getting to know...

THE GREEN BUILDING TILES:



Fig. 196

- Connect the pictures with the correct building tiles! = these building tiles include places in the nature to have a rest, enjoy the nature, go for a walk, spend the freetime



For figure sources and references please refer to List of Figures.



Box: EKOPOLIS

Topic: Play the Game

Task 5b1.1:

Who is a Mayor? - SOLUTION

So, before we play **Ekopolis** we need to find out....

Who is a MAYOR and what exactly is his job?

➤ **Watch this video:** <https://www.youtube.com/watch?v=EcEJNu3NnYk>



Fig. 211

Is it true what the kids are saying?



➤ **Answers the question:**

1. Who is the head of a city?

- ☒ The Mayor
- ☐ My father

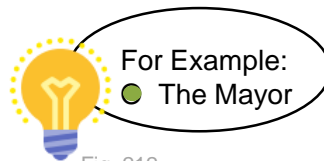


Fig. 212

For Example:
☒ The Mayor

2. How does a person become a mayor?

- ☒ People living in the city can vote who they want to have as mayor
- ☐ When a person wants to be a mayor he is the mayor

When you have all the answers, take a photo and upload it here.



Fig. 215



Fig. 216

3. Whose job is it?

a) Making laws:



- ☒ Mayor
- ☐ Teacher

b) Finding someone who collects waste from houses:



- ☒ Mayor
- ☐ Waste/Garbage Man

d) Tell people that they drive too slow/fast



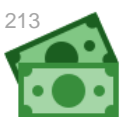
- ☐ Mayor
- ☒ Police

c) Checking everyone's waste:



- ☐ Mayor
- ☒ Waste/Garbage Man

c) Giving money to build streets



- ☒ Mayor
- ☐ Worker who builds a street

d) Controlling every stoplight



- ☐ Mayor
- ☒ Traffic Centre

d) Make the city a nice place for everyone living here



- ☒ Mayor
- ☐ Teacher

b) Decide on building a school



- ☒ Mayor
- ☐ Worker who builds a house

Fig. 214

Fig. 213



Box: EKOPOLIS

Topic: My home town

Task 5c1.1:

Brainstorming – On my way to school - SOLUTION



Fig. 279

Vocabulary master! Write the correct English terms, stated below on the lines beneath the pictures! **Hint:** Cross out the words you already used 😊

1/2



Fig. 280

school



Fig. 281

family house



parc



Fig. 282

dog



post office



Fig. 283

tree



Fig. 284

cat



Fig. 285

post box



Fig. 286

flower



Fig. 287

park bench



forest



Fig. 288

bird



lake



Fig. 289

gas station



Fig. 290

rabbit



bus station



Fig. 291



Fig. 292



Box: EKOPOLIS

Topic: My home town

Task 5c1.2:

Brainstorming – On my way to school - SOLUTION



Fig. 293

Vocabulary master! Write the correct English terms, stated below on the lines beneath the pictures! **Hint:** Cross out the words you already used 😊

2/2



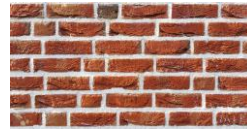
Fig. 294

bridge



Fig. 295

residential building



wall



Fig. 296

fire brigade



Fig. 297

traffic lights



kindergarden



Fig. 298

church



Fig. 299

tractor



Fig. 300

street sign



Fig. 301

bike



Fig. 302

sheep



Fig. 303

shop



cow



Fig. 304

street



farm



Fig. 305

car



Fig. 306



Fig. 307

Figure-Nr.	Copyright holder (if applicable)*	Reference / Source	Last accessed
Fig. 1-7	iOS icons by Icons8	https://icons8.com/ios-icons	2018/04/25
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Fig. 114-117	scio.cz	http://www.ekopolis.cz/	2018/04/25
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Fig. 124	scio.cz	http://www.ekopolis.cz/	2018/04/25
Fig. 125-141	iOS icons by Icons8	https://icons8.com/ios-icons	2018/04/25
Fig. 142-147	scio.cz	http://www.ekopolis.cz/	2018/04/25
Fig. 148-153	iOS icons by Icons8	https://icons8.com/ios-icons	2018/04/25

Figure-Nr.	Copyright holder (if applicable)*	Reference / Source	Last accessed
Fig. 154-160	scio.cz	http://www.ekopolis.cz/	2018/04/25
Fig. 161-165	iOS icons by Icons8	https://icons8.com/ios-icons	2018/04/25
Fig. 166-170	scio.cz	http://www.ekopolis.cz/	2018/04/25
Fig. 171-175	iOS icons by Icons8	https://icons8.com/ios-icons	2018/04/25
Fig. 176-182	scio.cz	http://www.ekopolis.cz/	2018/04/25
Fig. 183-189	iOS icons by Icons8	https://icons8.com/ios-icons	2018/04/25
Fig. 190-195	scio.cz	http://www.ekopolis.cz/	2018/04/25
Fig. 196-200	iOS icons by Icons8	https://icons8.com/ios-icons	2018/04/25
Fig. 201-202	iOS icons by Icons8	https://icons8.com/ios-icons	2018/04/25
Fig. 203	Flag Icons made by Freepik	www.flaticon.com	2018/04/25
Fig. 203	Building Tiles made by scio.cz	http://www.ekopolis.cz/	2018/04/25
Fig. 204-205	iOS icons by Icons8	https://icons8.com/ios-icons	2018/04/25
Fig. 206	Flag Icons made by Freepik	www.flaticon.com	2018/04/25
Fig. 206	Building Tiles made by scio.cz	http://www.ekopolis.cz/	2018/04/25
Fig. 206	Background Photo by ckturistando on unsplash	https://unsplash.com	2018/04/25
Fig. 207-208	iOS icons by Icons8	https://icons8.com/ios-icons	2018/04/25
Fig. 209	Flag Icons made by Freepik	www.flaticon.com	2018/04/25
Fig. 209	Building Tiles made by scio.cz	http://www.ekopolis.cz/	2018/04/25
Fig. 210	scio.cz	http://www.ekopolis.cz/	2018/04/25
Fig. 211	CBC/Radio-Canada	https://www.youtube.com/watch?v=EcEJNu3NnYk	2018/04/25
Fig. 212-216	iOS icons by Icons8	https://icons8.com/ios-icons	2018/04/25
Fig. 217-219	scio.cz	http://www.ekopolis.cz/	2018/04/25
Fig. 220-223	iOS icons by Icons8	https://icons8.com/ios-icons	2018/04/25
Fig. 224	scio.cz	http://www.ekopolis.cz/	2018/04/25

Figure-Nr.	Copyright holder (if applicable)*	Reference / Source	Last accessed
Fig. 225	iOS icons by Icons8	https://icons8.com/ios-icons	2018/04/25
Fig. 226	scio.cz	http://www.ekopolis.cz/	2018/04/25
Fig. 227	Head in the Clouds - Consortium	own illustration	---
Fig. 228-229	iOS icons by Icons8	https://icons8.com/ios-icons	2018/04/25
Fig. 230-231	scio.cz	http://www.ekopolis.cz/	2018/04/25
Fig. 232-234	iOS icons by Icons8	https://icons8.com/ios-icons	2018/04/25
Fig. 235	scio.cz	http://www.ekopolis.cz/	2018/04/25
Fig. 236	Head in the Clouds - Consortium	own illustration	---
Fig. 237	scio.cz	http://www.ekopolis.cz/	2018/04/25
Fig. 238-241	iOS icons by Icons8	https://icons8.com/ios-icons	2018/04/25
Fig. 242	scio.cz	http://www.ekopolis.cz/	2018/04/25
Fig. 243-250	iOS icons by Icons8	https://icons8.com/ios-icons	2018/04/25
Fig. 251	scio.cz	http://www.ekopolis.cz/	2018/04/25
Fig. 252-256	iOS icons by Icons8	https://icons8.com/ios-icons	2018/04/25
Fig. 257	scio.cz	http://www.ekopolis.cz/	2018/04/25
Fig. 258-261	iOS icons by Icons8	https://icons8.com/ios-icons	2018/04/25
Fig. 262	scio.cz	http://www.ekopolis.cz/	2018/04/25
Fig. 263-268	iOS icons by Icons8	https://icons8.com/ios-icons	2018/04/25
Fig. 269	scio.cz	http://www.ekopolis.cz/	2018/04/25
Fig. 270-273	iOS icons by Icons8	https://icons8.com/ios-icons	2018/04/25
Fig. 274-278	scio.cz	http://www.ekopolis.cz/	2018/04/25
Fig. 279-311	iOS icons by Icons8	https://icons8.com/ios-icons	2018/04/25
Fig. 312-314	scio.cz	http://www.ekopolis.cz/	2018/04/25
Fig. 315-316	iOS icons by Icons8	https://icons8.com/ios-icons	2018/04/25

Figure-Nr.	Copyright holder (if applicable)*	Reference / Source	Last accessed
Fig. 317-319	scio.cz	http://www.ekopolis.cz/	2018/04/25
Fig. 320-327	iOS icons by Icons8	https://icons8.com/ios-icons	2018/04/25
Fig. 328	scio.cz	http://www.ekopolis.cz/	2018/04/25
Fig. 329-330	iOS icons by Icons8	https://icons8.com/ios-icons	2018/04/25
Fig. 331	Rajiv Perera on Unsplash	https://unsplash.com	2018/04/25
Fig. 332	David Martin on Unsplash	https://unsplash.com	2018/04/25
Fig. 333	Head in the Clouds - Consortium	own illustration	---
Fig. 334	Nicolas Van Leek Wijck on Unsplash	https://unsplash.com	2018/04/25
Fig. 335	OpenStreetMap-Mitwirkende (ODbL)	www.openstreetmap.org/copyright	2018/04/25
Fig. 336-337	iOS icons by Icons8	https://icons8.com/ios-icons	2018/04/25
Fig. 338	scio.cz	http://www.ekopolis.cz/	2018/04/25
Fig. 339-341	iOS icons by Icons8	https://icons8.com/ios-icons	2018/04/25
Fig. 342	Kidspot	https://www.youtube.com/watch?v=ZpuUx2SSMa4	2018/04/25
Fig. 343	Nayan Mandal Production	https://www.youtube.com/watch?v=175LhvX0TgY	2018/04/25
Fig. 344	Pranali Patil	https://www.youtube.com/watch?v=175LhvX0TgY	2018/04/25
Fig. 345-351	Head in the Clouds - Consortium	own illustration	---
Fig. 352-357	iOS icons by Icons8	https://icons8.com/ios-icons	2018/04/25
Fig. 358	World's Largest Lesson / Margreet De Heer	http://cdn.worldslargestlesson.globalgoals.org/2017/07/globalgoals_food.pdf	2018/04/25
Fig. 359-386	iOS icons by Icons8	https://icons8.com/ios-icons	2018/04/25
Fig. 387	Bernhard Hermant on Unsplash	https://unsplash.com	2018/04/25
Fig. 388	freestocks.org on Unsplash	https://unsplash.com	2018/04/25
Fig. 389	Autofritz	https://www.youtube.com/watch?v=ge3kZ42Saqw	2018/04/25
Fig. 390	Manolo Chretien on Unsplash	https://unsplash.com	2018/04/25
Fig. 391	Head in the Clouds - Consortium	own illustration	---