

**School level**

- Recommended for 10<sup>th</sup>/11<sup>th</sup> grade

**Reference to subjects**

- Geography and economics, law, economics, history and social studies/political education, religious education/ethics, biology and environmental education, communication/project work/social learning, ecology, English

**Lesson phase**

- Securing results

**Level of complexity**

- Complex

**Objectives**

- Sharing acquired and researched knowledge with students from other classes and age groups
- Promoting ideas about environmental fairness
- Designing engaging and creative formats for exhibitions and presentations

**Knowledge and skills**

- The students can select key aspects from the extensive research material.
- The students can create creative and age-appropriate exhibition materials and independently carry out the presentations using them.

**Duration**

- Starting from the 180<sup>th</sup> minute

**Resources**

- Research results from the method *Microplastics* [1-2]
- 5 posters, poster pens, adhesive dots



- Presentation materials required for the exhibition (PC, projector, paper, picture frames, pens, craft materials, plastic etc.)

**Preparation**

- The teacher sets the time frame for the preparatory work and provides the necessary lessons.
- Clarify organizational details such as:
  - ⇒ Which classes can visit the exhibition (e.g., school grades, age etc.)?
  - ⇒ How much time is available for each visit?
  - ⇒ When will the exhibition open?
  - ⇒ How will the launch and opening take place? Will there be an official welcome by the school administration or similar?
  - ⇒ Are there other subjects that can be used to plan or carry out this exhibition (e.g., English for writing texts, creative subjects for materials etc.)?

**Procedure**

- The teacher informs the students about the time frame and organizational structure.
- The posters are labelled with the topics from the method Microplastics.
- For an agreed period, the students move from poster to poster and write down ideas on how to present each topic clearly, creatively, and interestingly.
- Afterwards, the teacher reads the ideas aloud and briefly explains them if necessary.
- The students then mark their favourite idea – the one they like best – with a sticky dot.
- The three ideas with the most dots are shortlisted.
- The teacher and the students together reconsider which idea should be implemented, taking different aspects into account, such as:
  - ⇒ Ensuring variety among the ideas.

