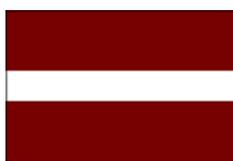


Co-funded by the
Erasmus+ Programme
of the European Union



ERASMUS+ PROJECT
No 2018-1-CZ01-KA229-0480026

SAVE THE FUTURE
NOT ONLY TODAY



ERASMUS+ PROJECT

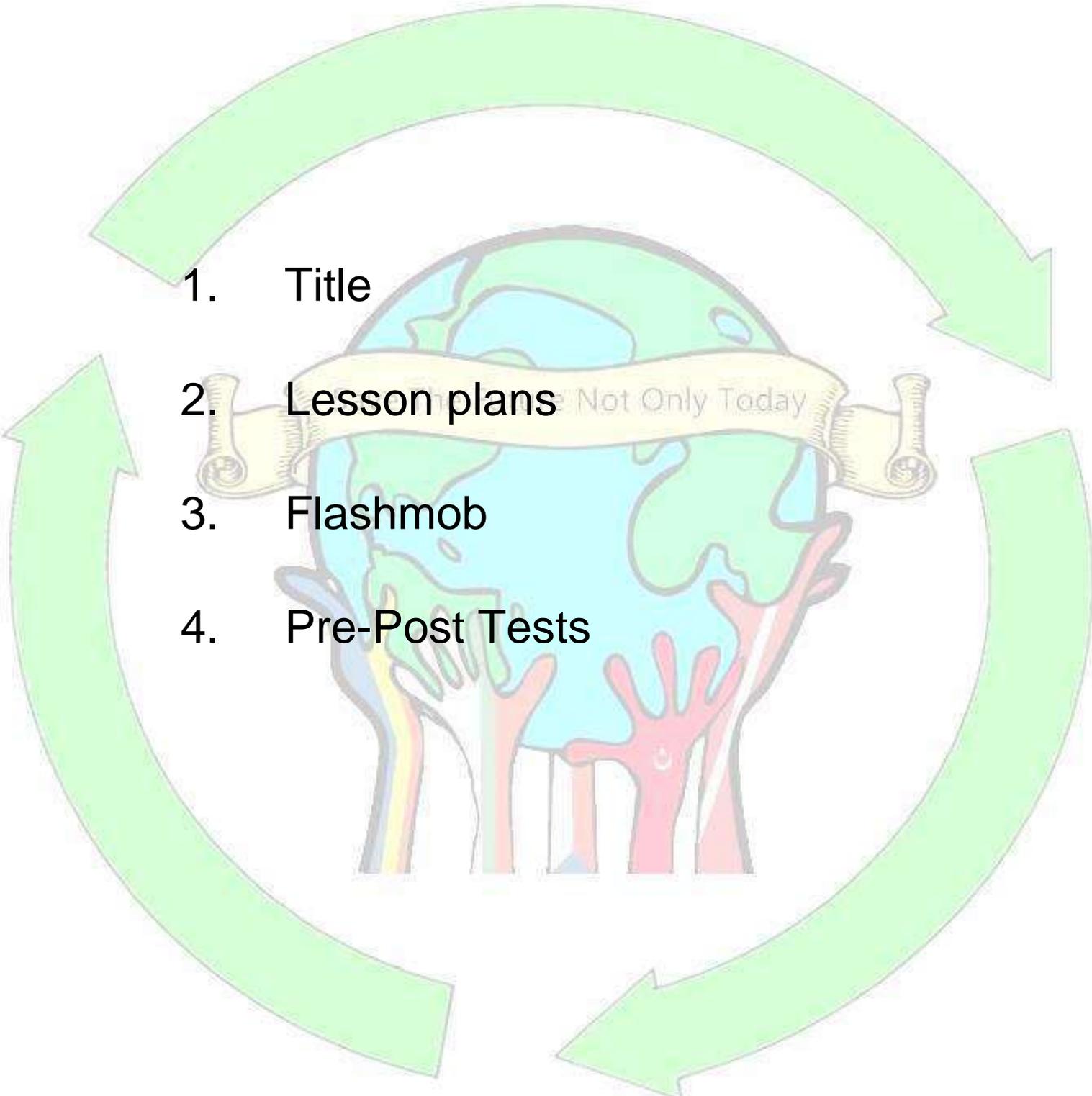
SAVE THE FUTURE NOT ONLY TODAY

1. Title

2. Lesson plans Not Only Today

3. Flashmob

4. Pre-Post Tests



LESSON PLAN

“Upcycling: Making new out of old”

GRADE:	8 - 12
SUBJECT:	Upcycling: Making new out of old
LESSON:	Upcycling, recycling, target market, sustainability.
TIME:	45 minutes
MATERIALS:	Cardboard, colourful markers, pens, newspaper/magazine clippings for presentation.
OBJECTIVE:	To understand and be able to use the process of transforming by-products, waste materials, useless, or unwanted products into new materials or products of better quality and environmental value.
STEPS:	
Warm up (10 minutes)	<p>The teacher begins by asking leading questions:</p> <ul style="list-style-type: none"> - What do you know about recycling? Have you ever heard of downcycling? - What about upcycling? - What do you think is the difference between recycling and upcycling?
Subject introduction (15 minutes)	<p>The teachers introduces the key points of the lesson:</p> <p>Converting waste materials into new products of higher value is known as upcycling. The major benefits of upcycling are sustainable waste management, regeneration and minimization of waste, creating additional value for old products, generating revenue from waste.</p> <p>Downcycling, which is the other face of the recycling process involves converting materials and products into new materials of lesser quality. Most recycling involves converting or extracting useful materials from a product and creating a different product or material.</p> <p>Upcycling is used on a range of products including jewelry, furniture and fashion items, such as making bracelets from old flip flops, lamps from blenders, and turning skateboards into furniture such as chairs and bookcases. (Goldsmith, 2009)</p>
Action (9 minutes)	<p>Presenting the activity: Now that you understand more about upcycling or making new out of old lets divide you into groups so we can start with today’s activity. (The teacher randomly chooses 4 students to draw three names from a bowl). In groups of three using the materials provided for you</p>

	<p>create a plan for upcycling a specific category of product. Team 1: Art Team 2: Food Team 3: Clothes Team 4: Furniture Be prepared to answer:</p> <ul style="list-style-type: none"> - What kind of waste materials are you going to use? - What product do you plan to create? - How do you think is going to be interested in buying your produc? <p>You have 9 minutes to work at the end of the time you would have to present your ideas to the class.</p>
<p>Presentations and discussion (10 minutes)</p>	<p>Every group presents their ideas and teacher and students ask questions.</p>
<p>Homework (1 minutes)</p>	<p>The teacher asks the students to create a real upcycling product at home and to present it next time at class.</p>
<p>For the implementers:</p>	<ul style="list-style-type: none"> - Activities that worked: - Activities that did not work:

LESSON PLAN

SAVE THE BLACK SEA

GRADE	8 - 12
SUBJECTS	English, Art, Ecotourism, Marketing, Management
LESSON	Save the Black Sea
TIME	90 minutes (2 lessons)
MATERIALS	For the posters (paper, markers, pencils, etc.); Copies of the case study; Computer/Laptop + Multimedia/Screen + Students' telephones
OBJECTIVE	1)To celebrate the International Black Sea Day 2) To raise awareness of the pollution problems 3)To discuss what actions must be taken to save the Black Sea
STEP ONE: 15 minutes	<p>Teacher 1: Introduction (the importance of the Black Sea) & Teacher 2: General Knowledge Quiz (a kahoot game)</p> <ol style="list-style-type: none"> 1. How many countries border the Black Sea? <ul style="list-style-type: none"> • 5 • 6 • 3 • 8 2. What mountain near the Black Sea was the alleged landing area for Noah's Ark? <ul style="list-style-type: none"> • Mt. Bristol • Mt. Arafat • Mt. Ararat • Mt. Black Olive 3. If you were travelling by boat, which would be the route from the Mediterranean Sea to the Black Sea? <ul style="list-style-type: none"> • Mediterranean, Straits of Turkey, Black Sea Canal, Black Sea • Mediterranean, Aegean Sea, Sea of Marmara, Bosphorus, Black Sea • Mediterranean, Bosphorus, Black Sea • Mediterranean, Sea of Marmara, Straits of Turkey, Black Sea 4. Bucharest, Romania is a famous Black Sea resort. <ul style="list-style-type: none"> • True • False 5. The Black Sea does not have high and low tides. True or false? <ul style="list-style-type: none"> • True • False 6. Of all the bordering countries, which has the longest Black Sea coastline? <ul style="list-style-type: none"> • Turkey • Romania • Russia • Ukraine 7. There is a significant absence of oxygen in the water. <ul style="list-style-type: none"> • True • False 8. Why is the Black Sea called "Black" sea? <ul style="list-style-type: none"> • Remains unclear • Because of the colour of the water

	<ul style="list-style-type: none"> • Because it is difficult to navigate • Because its shores were inhabited by savage tribes. <p>9. There is a river flowing under the Black sea and it is the first of its kind in the world.</p> <ul style="list-style-type: none"> • True • False <p>10. The Black Sea was a freshwater lake around 7,000 years ago.</p> <ul style="list-style-type: none"> • True • False
STEP TWO: 20 minutes	My Experience at the Beach (a discussion in groups about the types of pollution); Teacher 3 summarizes with the help of https://www.genial.ly/
STEP THREE: 10 minutes	Growing Problem of Plastic Pollution: Windsurfers Hope to Protect the Black Sea Coastline - https://www.youtube.com/watch?v=IsFPXPYyr_c (Watching a video and talking about the campaign organized by a surfing school.)
STEP FOUR: 30 minutes	<p>Teacher 1: A Case Study (in groups of four or five)</p> <p>Every student has the text of the case which is read and discussed. The three teachers help with understanding. The students look up some info on the Internet to find answers to question 1. At the end of the activity, each group presents solutions to the problem.</p> <p style="text-align: center;">Greenpeace Study Shows Serious Pollution of the Black Sea by Microplastics</p> <p>The pollution of the Bulgarian Black Sea by microplastics is similar to that in the Baltic Sea and the Northwest Mediterranean - some of the most polluted water basins in the world. This is one of the main findings of a study of pollution in the area conducted last year as part of Greenpeace - Bulgaria's campaign to reduce plastic pollution called <i>Free from Plastic</i>.</p> <p>Calculations show that in August 2017, in the surveyed area between Burgas and Cape Kaliakra, microplastics averaged 429,000 particles per square kilometer. According to the data collected, the largest proportion of microplastics found in the study has fibers - probably from ropes and nets. Microplastics pollution is worst in the Kaliakra Cape area and at the mouth of the Kamchia River.</p> <p>Disposable plastic never completely disappears. The packs, bags and cups we use for 10 minutes are broken down into small particles by the sea waves. They also become food for marine life. Much of the pollution they saw during the survey came from the coast - plastic bottles, cups and boxes - plastic that is in our daily lives. The plastic packaging discarded in Bulgaria in just one summer could cover the surface of all our beaches. According to the regulations of the European Commission, any EU citizen or organization can propose ways to deal with plastic pollution at sea.</p> <p>Questions:</p> <ol style="list-style-type: none"> 1. Look up some information about any inventions or practices which cope with microplastics. 2. Which do you think is the most effective way? 3. Could you offer any other solutions to the problem? 4. Present your ideas to the other teams.
STEP FIVE: 10 minutes	Teacher 2: Save the Black Sea Poster Exhibition (the posters were created in art classes earlier). Every participant presents their poster and ideas. A committee chooses the best posters and gives prizes.
STEP SIX: 5 minutes	Teacher 3: Conclusion. Homework: Do a survey on people's responsibility for the Black Sea pollution among friends and family members.



How to make new bag from old jeans



We need

- ▶ Jeans
- ▶ Textile lining
- ▶ Zip
- ▶ Scissors
- ▶ Needle
- ▶ Pins
- ▶ Tape measure
- ▶ Glue
- ▶ Pencil
- ▶ Threads
- ▶ Strap
- ▶ Sewing machine



Working procedure



- Cut off jeans and cut them along the length



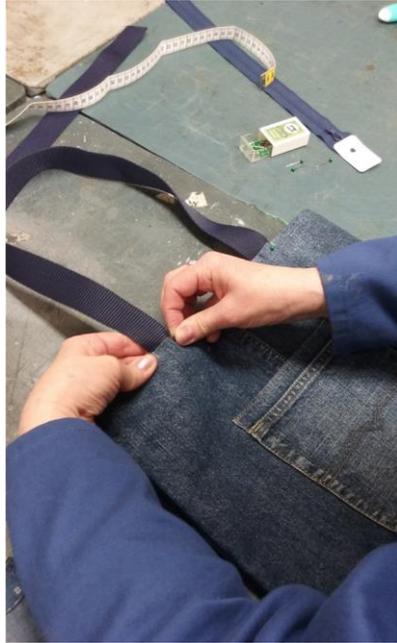
- Cut back pockets and sew them to the front

Working procedure



- Sew both parts at the edges face to face
- Create a spatial shape by unfolding the sides and bottom and stitching in the corners
- Reverse, shape seams and set the top of the handbag

Working procedure



- Measure the length of the strap on the handles and attach it with pins to the front and back of the handbag
- Measure and paste the zip fasteners around the perimeter of the top of the handbag

Working procedure



- Sew a zip with handles on the top edge of the bag

Working procedure



- Cut and sew lining pockets and cut out lining parts
- Sew lining pockets for the front lining
- Sew lining parts in the edges face to face
- Create a spatial shape by unfolding the sides and bottom and sew in the corners

Working procedure



- Create an upper edge of the lining of the bag
- Turn the lining, put it into your purse and stitch at the top of your purse

Bags from the jeans legs



Handbags from the top of jeans



Backpacks from the jeans legs





JEWELLERIES

FROM PET BOTTLES



SAFNOT



We need



PET bottles
of different
colours

We need

- Pliers and wire cutter
- Scissors
- Bradawl
- Hot melt glue gun
- Different beads
- Candle + lighter/matches
- Tweezers
- Jewellery tongs round, half round and shear
- Adhesive studs
- Earring stoppers
- Jewellery wire
- Rivets
- Beads



Working procedure



- ▶ Cut the bottles into smaller pieces
- ▶ Wash the pieces
- ▶ Dry them

Working procedure



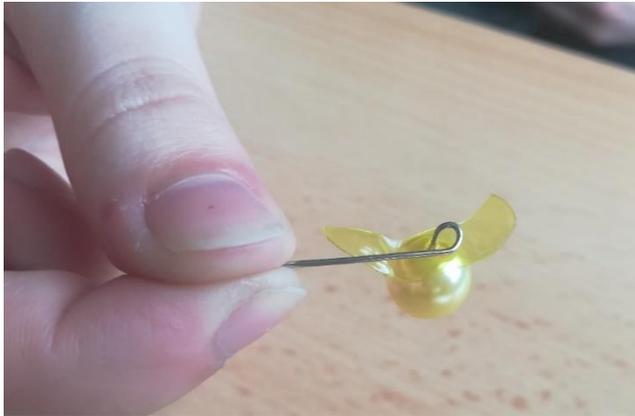
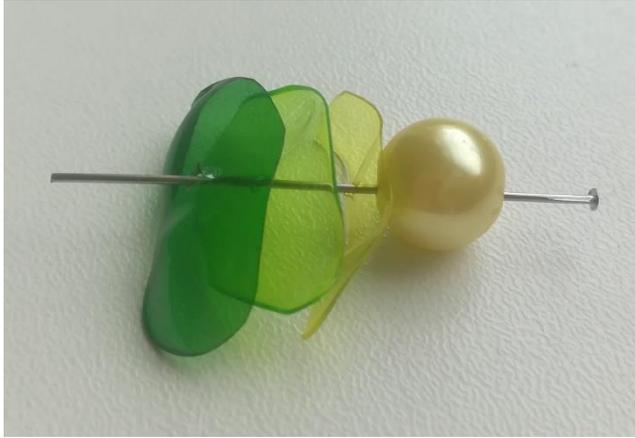
- ▶ Cut the bottles into strips, pieces and shapes (flowers, triangles, wheels, ...)

Working procedure



- ▶ Shape over a candle and perforate

Working procedure



- ▶ Combine with wire components





How to make new notebooks from old ones

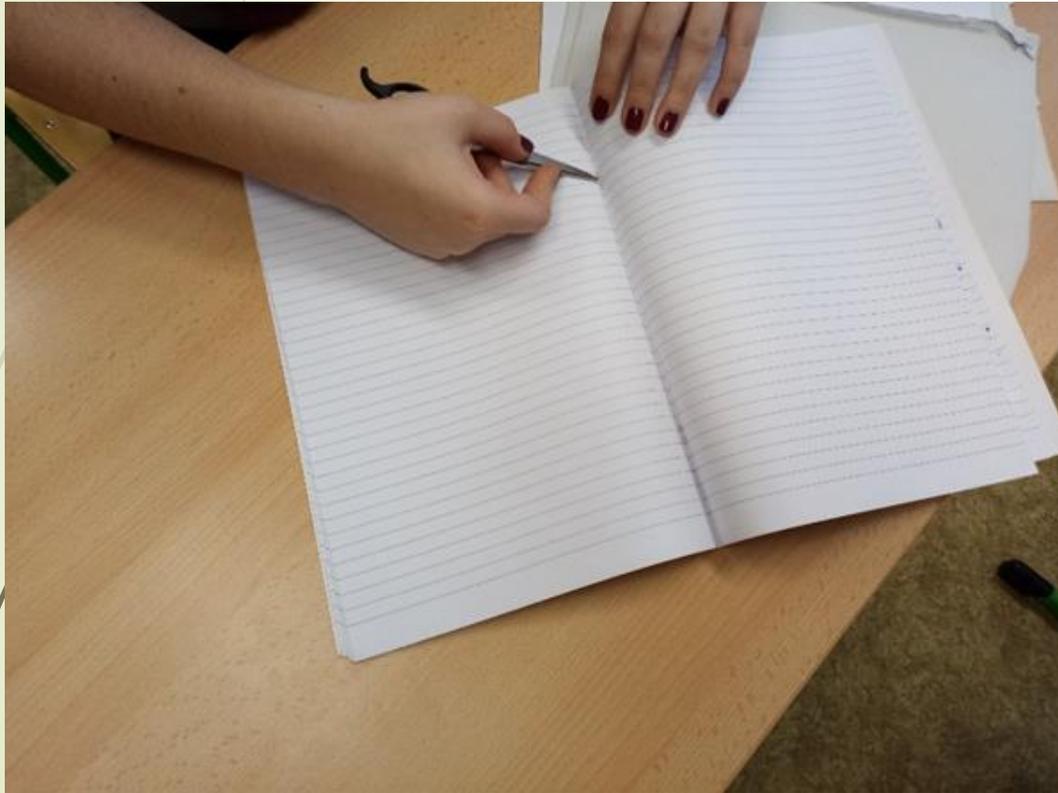


We need:



- Old notebooks (the best format A4)
- Colourful, patterned cardboard
- Pencil, scissors / snap-off knife, ruler
- Large format stapler

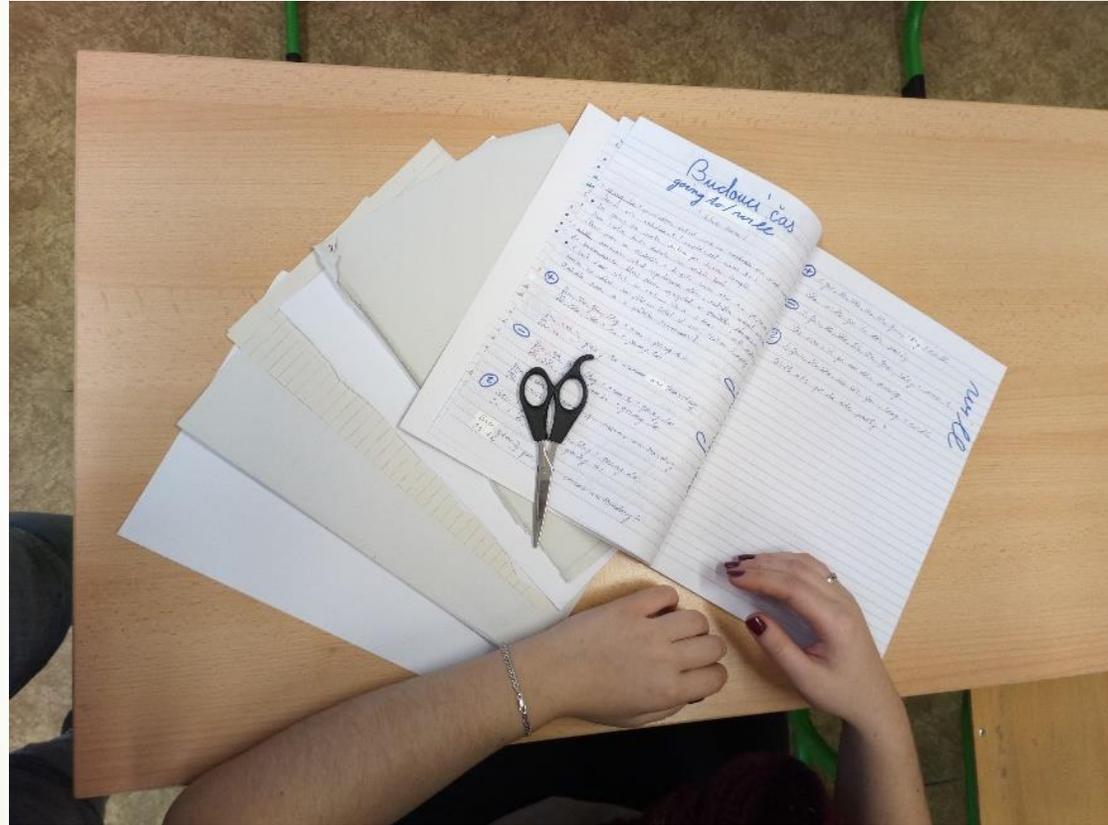
Working procedure



1 Open and
remove metal
staples

Working procedure

2 Remove described sheets



Working procedure



3 Adjust sheet format

4 Fold the sheets in half and insert them into each other

Working procedure



5 Choose cardboard and adjust its format

6 Fold it in half and add to the sheets

Working proced

7 Sew the sheets
with the stapler
in the middle
(2 or 3 times)



Working procedure

8 A new notebook is ready to use





WELL DONE





How to make pen case from old jeans



We need



- Main part template
- Jeans
- Zip
- Scissors
- Tape measure
- Glue
- Pencil
- Thread
- Needle
- Sewing machine

Working procedure



- Cut the jeans legs off and cut them lengthwise



- Trace the prepared master part templates twice
- Cut out both parts

Working procedure



- Stick and stitch the zip fastener to the zip



- Place the top edge of the parts and stick on both sides of the zip fastener

Working procedure



- Sew both parts on the zipper ribbon



- Sew the sides and bottom of the main parts in the edge face to face

Working procedure



- Create a spatial shape by breaking the sides and bottom and stitching at the top and bottom

- Turn over and shape the pen case seams

Working procedure



- Finished pen cases



LESSON PLAN

“Making New of Old Ones”

Christmas Decorations

GRADE: 1 – 4 grade SS

SUBJECT: Making Christmas decorations using recyclable materials

LESSON: Project Implementations, Ecology, English, Design

Business TIME: 90 - 135 min (2 - 3 lessons)

MATERIALS: Old jars, glasses, cups, toilet rolls, acryl paints, glass paints, brushes, water colours, dispersion adhesive, hemp twine, ribbons, candles, beads, coloured papers, cracked Christmas balls, cones, berries, salt, scissors, snap-off knife, ruler, hot melt glue gun

OBJECTIVE:

-To make students to realise possibility of reusing different objects and reducing the waste in general.

- To use their creativity to make new products of old ones.

STEPS:

Warm up (5 min):

a/ A teacher asks questions:

- Do you separate waste at home?
- How do you do that? Do you have special bins for different materials?
- Are there containers near your home? Do you have to carry it to another place further from your home?
- Do you reuse anything?

b/ A quiz (10 +5 min)

You can hear everywhere that recycling is very important. However, can you explain why? Do you know how long different waste materials take to disintegrate?

- students are divided into groups and given pieces of paper with different things and disintegration time and their task is to put them together.

- then they compare their decisions

- check according to the chart given by teacher

- discussion

Conclusion: Recycling is important for the future of our world. We should consume less and recycle what we consume as much as possible.

..

CREATIVE PART (55 – 100 min)

Introduction: Teacher explains the activity: You have been asked to bring different materials like jars.....

Now it's time for your creativity

Possibilities:

- 1/ candleholders
- 2/ snowmen,
- 3/ Christmas trees
- 4/



Presentation (10 min): present your work to the others



Waste	Disintegration time
Apple/pear core	16 days
paper	4 months
Banana peel	5 months
Orange peel	1 year
Cotton sock	1,5 years
carton	7 years
(cigarette) butt	15 years
tin	15 years
Polyethylene bag	25 years (new eco-friendly 1 year))
Chewing gum	50 years
Plastic cup	70 years
PET bottle	100 years
tinfoil	100 years
Disposable nappies	250 years
Glass	Thousands years (maybe never)
Polystyrene	Thousands years (maybe never)

Lesson Plan “Measuring Trees”

Grade: 10 - 12

Subject: Measuring the trees

Lesson: Maths, Biology, Science

Time: 2 x 40 min

Materials: Measuring tape, notebook, pencils

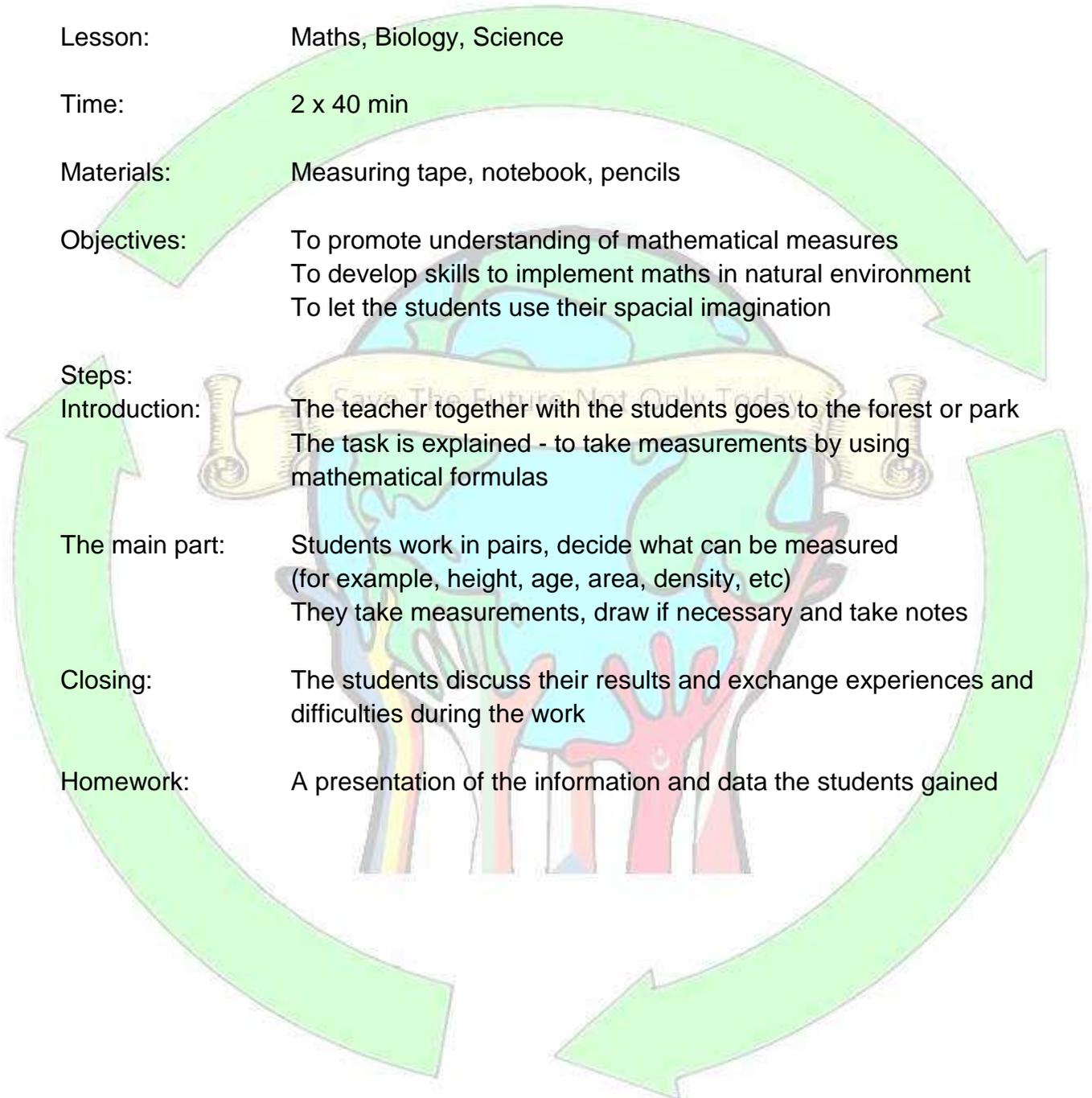
Objectives: To promote understanding of mathematical measures
To develop skills to implement maths in natural environment
To let the students use their spacial imagination

Steps:
Introduction: The teacher together with the students goes to the forest or park
The task is explained - to take measurements by using mathematical formulas

The main part: Students work in pairs, decide what can be measured
(for example, height, age, area, density, etc)
They take measurements, draw if necessary and take notes

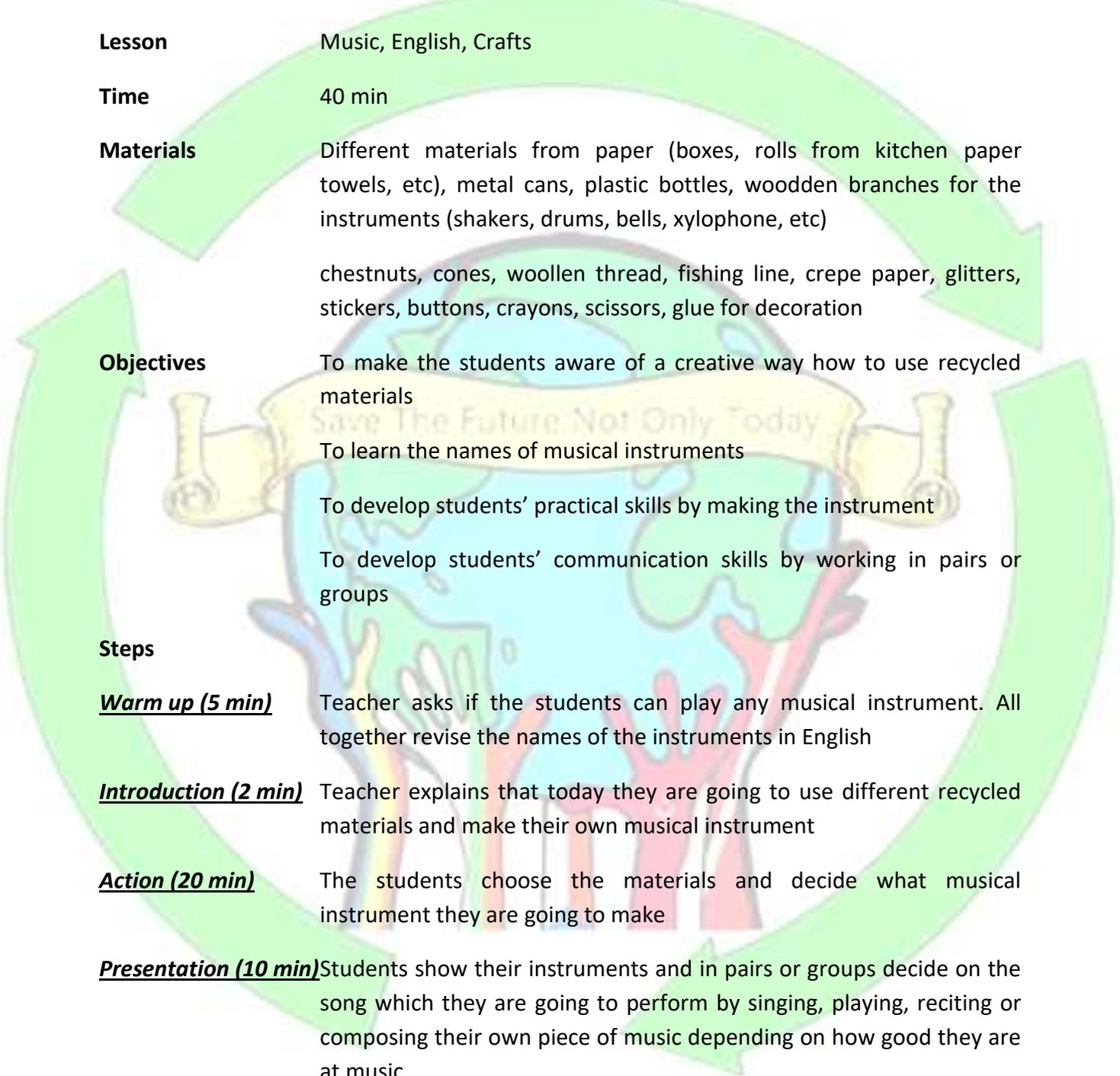
Closing: The students discuss their results and exchange experiences and difficulties during the work

Homework: A presentation of the information and data the students gained



LESSON PLAN

“Creating Music Instruments From Recycled Materials”



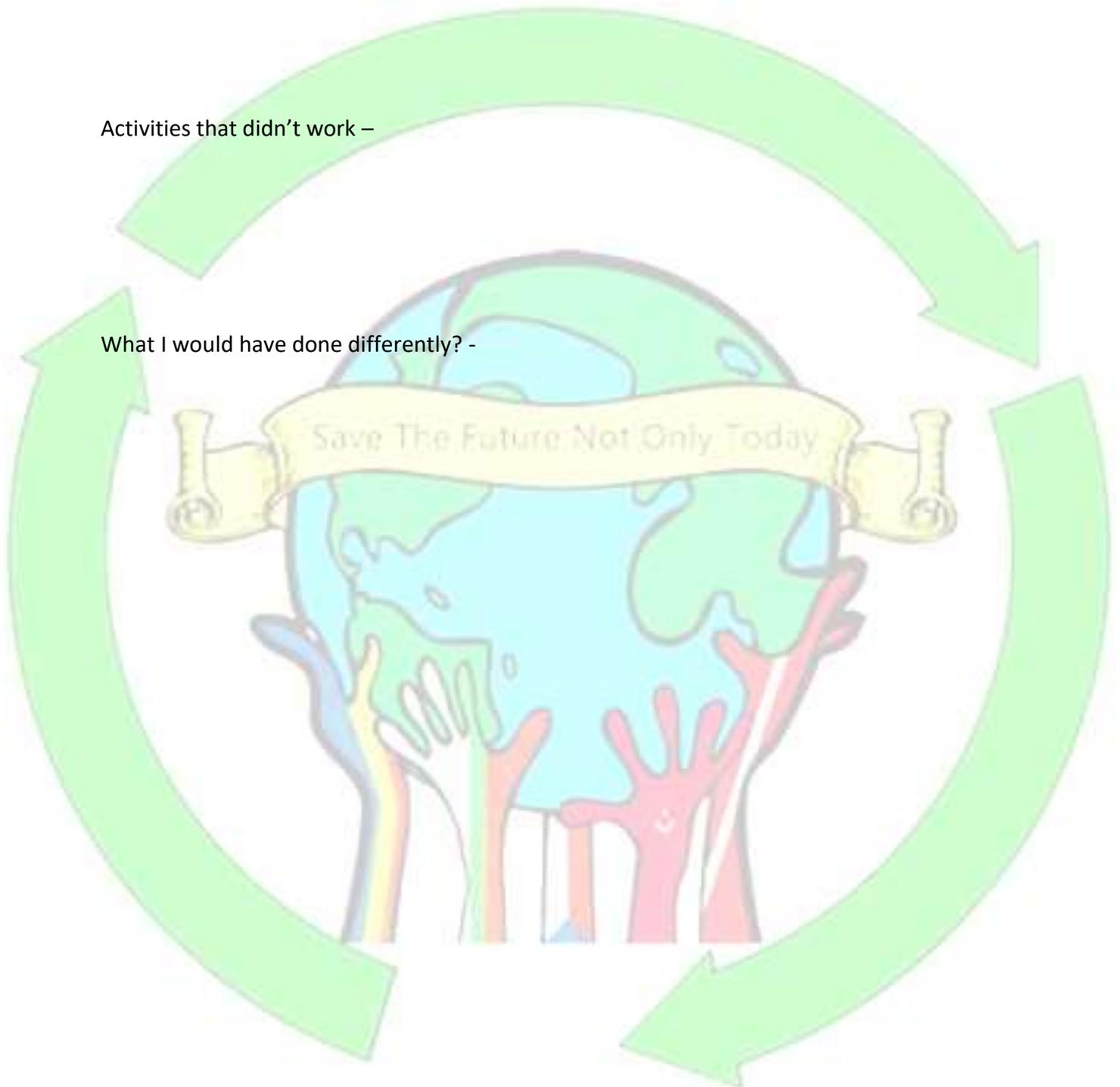
Grade	4 – 7
Subject	Creating music instruments from recycled materials
Lesson	Music, English, Crafts
Time	40 min
Materials	Different materials from paper (boxes, rolls from kitchen paper towels, etc), metal cans, plastic bottles, wooden branches for the instruments (shakers, drums, bells, xylophone, etc) chestnuts, cones, woollen thread, fishing line, crepe paper, glitters, stickers, buttons, crayons, scissors, glue for decoration
Objectives	To make the students aware of a creative way how to use recycled materials To learn the names of musical instruments To develop students’ practical skills by making the instrument To develop students’ communication skills by working in pairs or groups
Steps	
<u>Warm up (5 min)</u>	Teacher asks if the students can play any musical instrument. All together revise the names of the instruments in English
<u>Introduction (2 min)</u>	Teacher explains that today they are going to use different recycled materials and make their own musical instrument
<u>Action (20 min)</u>	The students choose the materials and decide what musical instrument they are going to make
<u>Presentation (10 min)</u>	Students show their instruments and in pairs or groups decide on the song which they are going to perform by singing, playing, reciting or composing their own piece of music depending on how good they are at music
<u>Homework (3 min)</u>	Teacher asks the students to prepare the song for the next lesson

For the implementers:

Activities that worked –

Activities that didn't work –

What I would have done differently? -



LESSON PLAN

“Making new notebooks from old ones”

GRADE : 10-11

SUBJECT : Making new notebooks from old ones

TEACHERS : Marilena Gaucan, Diana Toader, Raluca Catana

LESSON : Project Implementations, Marketing, English, Design,

Business TIME : 80 Min (2 Lessons)

MATERIALS : Old notebooks (the best format A3 & A4), colourful, patterned cardboard Pencil, scissors / snap-off knife, ruler, Large format stapler

OBJECTIVE :-To gain the idea of reusing an object and reducing the consumption in general.
- To experience creating a new product from old one.

STEPS :

Warm up (10 min): Did you know that ...

1. One ton of recycled paper saves 17 mature trees from being cut
2. The paper recycling process generates 70% less pollution than the production of paper from raw materials
3. In different forms, the paper occupies about 41% of the total household waste we produce
4. About 35% of the trees cut across the planet are used for paper production
5. To make up for the loss of trees over the last decade, each person on Earth should plant 2 trees a year and care for them for 10 years
6. The paper takes about 5 years to biodegrade

Introduction (5 min): Teacher explains the activity: Recycle is important for the future of our world. We should consume less and recycle what we consume as much as possible. You will have the task of making new notebooks, using the paper of the old notebooks. These notebooks will be donated to students with limited material possibilities in our school.

Action(35 min) :

1. **Open and remove metal staples;**
2. **Remove described sheets**
3. **Adjust sheet format**
4. **Fold the sheets in half and insert them into each other**
5. **Choose cardboard and adjust its format**
6. **Fold it in half and add to the sheets**
7. **Sew the sheets with the stapler in the middle (2 or 3 times)**

Presentation(15 min): show the notebooks to all students and teachers of our school.

Discussion (10 min): *How can we reduce paper consumption*

1. Pay your bills online to keep electronic evidence, not printed.
2. Don't accept flyers and leaflets. A suggestion may be that you place an "I don't want promotional materials" ad on your mailbox.
3. If you need printed document, use recycled paper and print on both sides of the sheet.
4. Reuse sheets of paper for notes or sketches.
5. Use reusable packaging for textile packaging - jute, linen, metal boxes, etc.
6. Read books in electronic format.
7. Replace paper towels with cotton cloth.

Homework (5min): Teacher asks students to present their products and offer them to other students with limited material possibilities

LESSON PLAN

“Planting trees and save the nature!”

GRADE	: 10-11
SUBJECT	: Planting trees
TEACHERS	: Marilena Gaucan, Diana Toader
LESSON	: Project Implementations, Marketing, English
TIME	: 40 Min (1 Lesson)
MATERIALS	: dig, trees, bucket, water, topsoil, rake
OBJECTIVE	: -To gain the idea of reusing an object and reducing the consumption in general. - To experience creating a new product from old one.

STEPS :



Warm up (10 min):

- Is it easy to plant a tree?
- How can we improve the process of planting trees?
- What are the methods of planting?

Introduction (5 min): Teacher explains the activity: Trees are an important part of every community. Our streets, parks, playgrounds and backyards are lined with trees that create a peaceful, aesthetically pleasing environment. Trees increase our quality of life by bringing natural elements and wildlife habitats into urban settings. We gather under the cool shade they provide during outdoor activities with family and friends.

Action(15 min) :

Step 1: Dig the planting hole.

Step 2: Massage/loosen/trim the roots and remove the nursery stake.

Step 3: Place the tree in the center of the hole.

Step 4: Build a soil berm.

Step 5: Stake the tree.

Step 6: Tie the tree.

Step 7: Water the tree thoroughly!

Step 8: Add Mulch.

Discussion (15min): *How can we save a tree?*

1. Make a space for reusable paper. Dedicate a spot in your home for paper that's blank on one side. Then reuse it before you recycle it. Put the kids in charge!
2. Use scrap paper (preferably recycled, too) for coloring, drawing, sketching etc.
3. Use both sides of paper (this one works great for homework).
4. Use cloth napkins.
5. Choose a reusable lunchbox instead of a paper bag, complete with reusable containers, metal utensils, a cloth napkin and a reusable water bottle.
6. Plant a tree.
7. Donate a book.

Homework (5min): Teacher asks students to show the results on the internet to the other colleagues.

LESSON PLAN

“Designing and Marketing a Recycled Material for Decoration”

GRADE :9-10-11-12

SUBJECT : Designing and Marketing a Recycled Material for Decoration

LESSON : Project Implementations, Marketing, English, Design, Business

TIME : 80 Min (2 Lessons)

MATERIALS : Activity Paper, Pencil, Pen, Eraser, A Colourful Cardboard for Product Chart

OBJECTIVE :-To gain the idea of reusing an object and reducing the consumption in general.
- To experience creating a product and how to sell it.

STEPS :

Warm up (10 min): Teacher asks students some questions like:
“ What is recycle?”
“ What can we produce using recycled materials?”
“How do you sell a product? What are the steps?”

Introduction (5 min): Teacher explains the activity: Recycle is important for the future of our world. We should consume less and recycle what we consume as much as possible. I ask you to form groups of 4-5 and design a product as a decoration using your imagination. You have 35 minutes for designing your product. I will hand out an activity paper which will guide you. At the end of 35 min each group leader will come to the board, fill in the chart and explain what they did.”

Action(35 min) :

- Students forms 4-5 persons groups and choose a leader who will make the presentation.
- Teacher hands out the activity paper and make a small explanations.
- Teacher hangs the Product Chart on the board. (It can be prepared while students are working on their tasks)

Presentation(15 min): - At the end of 35 minutes teacher asks group leaders to come and explain what they did and fill in the chart, show the Picture.

Discussion (10 min): After all presentations are completed, teacher asks all students “ Which one would you like to buy and why?” And a controlled discussion is carried out.

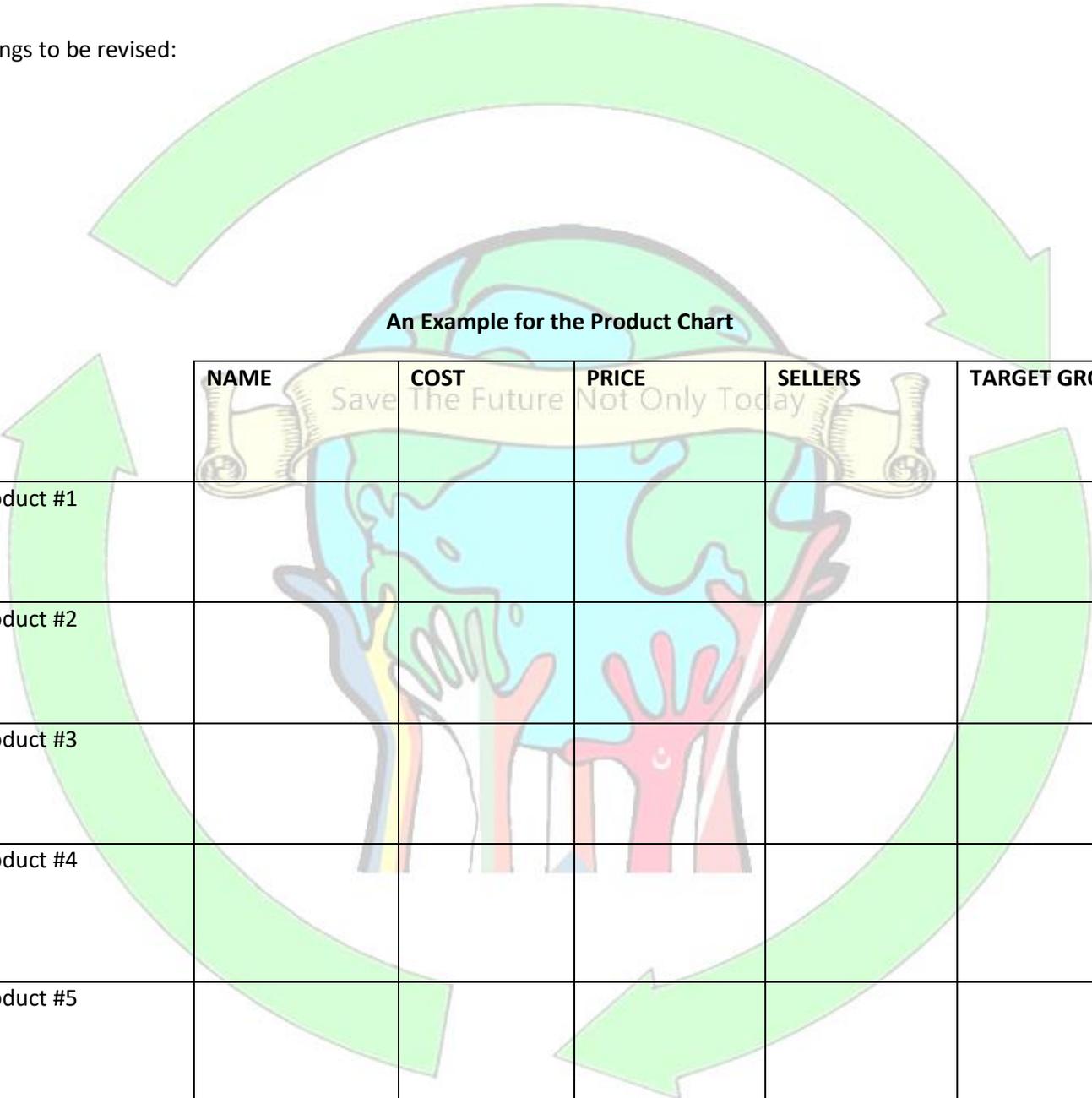
Homework (5min): Teacher asks students to present their product at home and get feedback from their family.

For the Implementers:

Activites that worked:

Things to be revised:

An Example for the Product Chart



	NAME	COST	PRICE	SELLERS	TARGET GROUP
Product #1					
Product #2					
Product #3					
Product #4					
Product #5					
Product #6					

Activity Paper

“Designing and Marketing a Recycled Material for Decoration”

Name of the product:

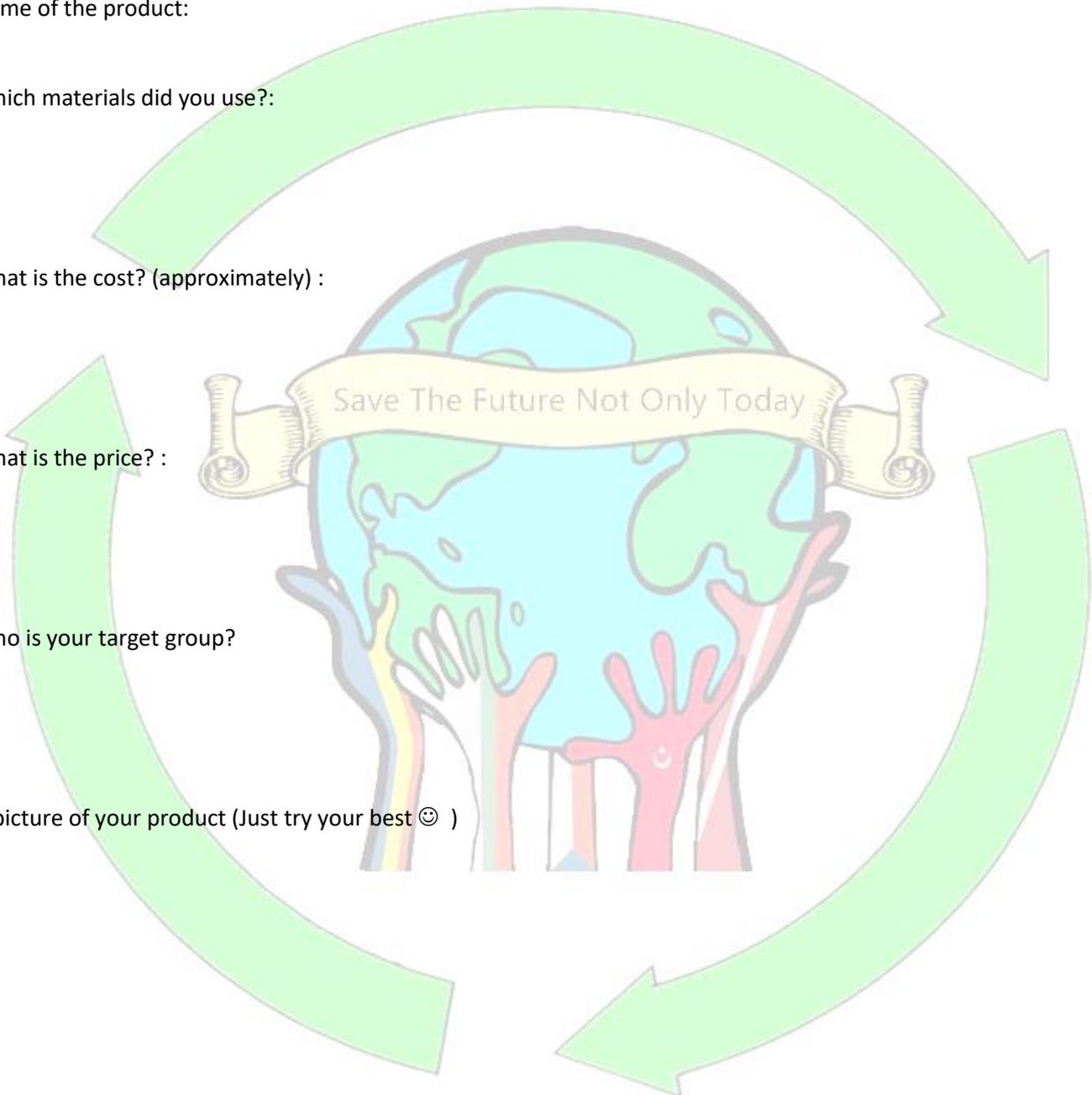
Which materials did you use?:

What is the cost? (approximately) :

What is the price? :

Who is your target group?

A picture of your product (Just try your best 😊)



LESSON PLAN

“Learning about Carbon Footprint and Calculating Our Own Footprint”

GRADE: 9-10-11-12

SUBJECT: Reading and Finding out the details and helpful details about energy sources effectively for lower carbon footprints.

LESSON: English, Science, Project Implementations

TIME: 60 Min (2 Lessons) (According to distance learning)

MATERIALS: worksheet, notebook

OBJECTIVE:

- help them understand what their carbon footprint is.
- what is the importance of carbon footprint?
- How can we reduce our carbon footprint?
- How can we calculate our carbon footprint?
- How should we use energy resources?

STEPS:

**1. WARM UP:
(10 Minutes)**

_ Teacher asks students some questions like:



- What do you think about this picture?
- And what about the parts of the foot?

**2. INTRODUCTION:
(10 MINUTES)**

- What do you think about at :
 - a. Food consumption
 - b. Electricity /household energy
 - c. Water
- How do you use these sources and are you careful about consumption?

**3. ACTION:
(30 MINUTES)**

- *Read the passage and be careful about the solutions about decreasing carbon footprint.*

While some scientists are working day and night to discover alternative renewable energy sources, others are focusing on reserves of fossil fuels such as coal, oil, etc. because they will run out soon. Calculations are very important for energy sources, because we need to find out how much people use, should use and our needs for the future of the planet and environment. Carbon footprint calculations make it easier. Greenhouse gas emissions from people's and organizations' productions and consumptions

are their carbon footprints. You have your carbon footprints, too. With your choices, you add to your carbon footprints or help with a healthier environment. For example, if you choose to walk to work, your carbon footprint will not increase, because you haven't caused emissions from your car. However, if you choose to drive but not walk, you will add to your carbon footprints with emissions from the car. Your choice has damaged humanity in two ways; you have used oil, a kind of fossil fuel, and emitted harmful gases into the atmosphere. If you switch your heater to 19°C instead of 20°C, it will generate less energy, so you will lower your carbon footprint. Knowing the amount of the damage and the causes is a great advantage and we should act wisely. There is a close relationship between using, wasting energy sources and carbon footprint levels. Therefore, we had better seek for ways of lowering carbon footprints, in other words, using energy sources wisely. Here are some helpful tips:



Food consumption

- You should begin trying not to waste food. Only buy or order what you need. It is also important to eat local and seasonal produce for various reasons. If you eat local and seasonal food, you will enjoy it when it is fresh and will also help with energy consumption because the distance from farm to plate requires less fuel.

Electricity/household energy

- Air conditioners are real energy wasters. Therefore, you had better turn down the heat and the cold. If you reduce the temperature by just 1°C, you can cut 5- 10% off your family energy bill and avoid up to 300 kg of CO₂ emissions per person per year.
- You should always remember to keep your fridges away from cookers or boilers as they consume much more energy when they are close to each other. If you keep them apart from each other, you will save significant amount of energy.
- Use energy- saving light bulbs. If you buy energy- saving light bulbs, you will pay more for them. However, they will pay off in time as they last up to 10 times longer, and may save up to 400 kg of CO₂ emissions over their life times.
- There are two very common energy wasters; leaving appliances on standby and keeping mobile phone chargers plugged when you are not using them. They still drain energy. You'd better quit doing so from now on. Remember that the more electricity you use, the more water, the more coal, the more natural gas, the more energy sources you waste. Unfortunately, if we run out of these energy sources, our children may suffer much.

Water

- If you only boil just enough water for your cup of tea, you could help save a lot of energy. If you turn off the tap while brushing your teeth or shaving, you can save several liters of water per person per day. Remember that underground water sources are going deeper, and the world without water is no longer a place to live on. You should also avoid drinking bottled water as it has large environmental and economic costs because of plastic bottle production and transport. When you have to get water in plastic bottles, buy intelligently. If you buy one bottle of 1.5 liters instead of three bottles of 0.5 liters, you will have lower carbon footprint equivalent to two plastic bottles and their transport.

- They will calculate carbon footprint. By using these web sites,
karbonayakizi.com
Footprint.wwf.org.uk/

4. **PRESENTATION:** They will present their own carbon footprints to their friends.
(7 minutes)
5. **HOMEWORK: (3 Minutes) :**
The students will calculate the carbon footprints of their own family members.

Structure of Flashmob
by
Rayko Tsonchev High School, Dobrich, Bulgaria

1. Topic: Decomposing of garbage

2. Aim: To raise awareness about the problem of pollution and the time needed for various types of garbage to decompose.

3. People involved: Students and teachers from Rayko Tsonchev High School and other schools in Dobrich participating in the Annual School Fair as well as citizens visiting the fair.

4. Necessary materials: badges with project logo, carton, adhesive paper, camera

5. Place: Freedom Square, Dobrich city center

6. Time: 21. April, 4 hours

7. Preparatory stage:

- Gathering a team of students
- Conducting a research about the decomposing time of different types of garbage
- Creating the poster
- Assembling the poster and the banner of the project on the Fair stand

8. A brief description of the performance: The team of students responsible for the flashmob invite passing people to take part by explaining the aim and asking them to try and make a suggestion about the decomposing time of the garbage types displayed on a poster.

9. Conclusions:

The participants were very astonished to find out that thousands of years are needed for some of the waste materials to be decomposed. In general all the participants (students, teachers, parents and other passersby) from different ages and occupations at the end come to the conclusion that we should reduce consumption of products that generate waste materials that take long time in landfills to get completely decomposed.

Description of Czech Flashmob

- 1) **Topic:** Take attention to recycle
- 2) **Aim:** To raise awareness of protecting nature
- 3) **People involved:** Students of Erasmus project Team, secondary school students aged 15-17, and teachers.
- 4) **Necessary materials:** Slogans created by students, posters, trash bins for assorted waste, camera,
- 5) **Place:** City park (in the centre of the town Zlin)
- 6) **Time:** 10 minutes

Preparatory stage: Creating slogans

Creating posters

Finding out a rush public place where the suitable bins are

- 7) **A brief description of the performance:** Students replied slogans and drummed the lids of trash bins at the public area at the time of the International Film Festival of Films for Children and Youth.
- 8) **Conclusions:** Thus, our flashmob contributed to the awareness of recycling of nearly one hundred passers-by and about one hundred schoolmates while practising it.

Structure of Flashmob SAVE THE TREES
by
Limbazi Secondary School, Limbazi, Latvia

1. **Topic:** Saving the trees;
2. **Aim:** to draw Limbazi inhabitants' attention to the fact that trees as the main source of oxygen have to be taken care of, that forests cannot be cut down just because of money and to let the people understand how trees grow, what insects, animals and birds choose trees as their habitat and why they are so necessary to us;
3. **People involved:** Teachers and students from Limbazi Secondary School (class 12);
4. **Necessary materials:** Cardboard posters or wooden boards, paints, preferably the ones in spray, suitable music, t-shirts with appropriate slogans on them, foresters and trees costumes;
5. **Place:** the most crowded places in town - Municipality House, marketplace, station, squares, etc;
6. **Time:** Daytime after school or lunchtime;
7. **Preparatory stage:** Students agreed on the plot of the flashmob, divided roles, prepared slogans 'For Greener Latvia', 'Grow and Save', 'More Trees', 'Don't Cut Down Because Of Money', 'Trees are Alive', 'Trees Also Have a Soul' on the posters and similar t-shirts, searched for the most appropriate music and practised the performance;
8. **Description:** First the trees were shown, then the forester came and wanted to cut them because of money but he was stopped by the activists who explained how important it is to save the trees;
9. **Conclusions:** The students themselves are educated in the environmental field and with this flashmob, they wanted to pass their knowledge to the local people to make them realise that taking care of nature is everyone's responsibility. The students also wanted to remind us that we can make Latvia a green country by planting new trees.

A Structure for Describing Flashmobs

1 Topic : Recycling, Reusing and Reducing

2 Aim:

- To hold the people of our city accountable for the importance of environmental issues
- to draw attention to the fact that there are solutions to recycle, reuse, and pollute less

3 People involved: Students of the Economic College and participants in Europe Day

4 Necessary materials: Stand, recyclable and non-recyclable objects, roll-up, labels, pens

5 Place: City Center

6 Time: 9th June 2019, Europe Day

7 Preparatory stage: The students participated in a lesson in which they learned

- the symbolism of the colors on the garbage cans
- which materials are biodegradable

8 A brief description of the performance: On this occasion, the students of the Mihail Kogalniceanu Economic College held a flashmob in the city center. Here students and teachers were present from all schools in our city, where they presented the school offert.

Our students have organized a contest in which students had to recognize biodegradable objects of plastic, glass and paper, which they distributed in the appropriate containers. The students filmed the competition and made a short film which they posted on youtube and facebook

Each contestant received an eco pen with the Erasmus + logo.

9 Conclusions: By organizing this flashmob we followed:

- Conserves natural resources such as timber, water and minerals.
- Increases economic security by tapping a domestic source of materials.
- Prevents pollution by reducing the need to collect new raw materials.
- Saves energy.

A Structure for Describing Flashmobs

by Nearby Secondary School (Şehit İslam Akyüz Ortaokulu), Turkey

1 Topic : Take attention to recycle

2 Aim : To raise awareness of protecting nature

3 People involved: Students of Erasmus project Team, secondary school students aged 11-14, and teachers.

4 Necessary materials : A song composed by students of which lyrics are related to recycling, posters, gifts made of recycled materials, laptop, speakers, mics, camera, tshirt with project logo.

5 Place : Nearby Secondary School (Şehit İslam Akyüz Ortaokulu)

6 Time: 5 minutes

7 Preparatory stage : Composing a rap song of which lyrics are related to recycle and nature protection

Preparing the gifts

Preparing the posters

Arranging technological devices

8 A brief description of the performance: At first the team goes to school and gets prepared for the flashmob. Rap song starts at school break time. Students raise their posters in the air. At the end of the song, a student reads a short text about recycling and explains the purpose of this activity. Again the rap song is sung. The gifts produced by recycling are given to the listeners.

9 Conclusions: Thus, our flashmob contributed to the awareness of recycling of nearly two hundred students and twenty teachers. In addition, an effective study was carried out for the visibility of our project.

Czech



Bulgaria



https://www.youtube.com/watch?v=NNNxiXH_AUY&t=72s

Latvia



<https://www.youtube.com/watch?v=Vr8XEy3QwMY&t=3s>

Romania



<https://www.youtube.com/watch?v=f6GQfvI91Lw&feature=youtu.be&fbclid=IwAR3gMrNHocDIO0hUWK19xgwXuO7Q9-1jq0Pedj1xm4BTWVX9r4Om-A1IHU8>

Turkey

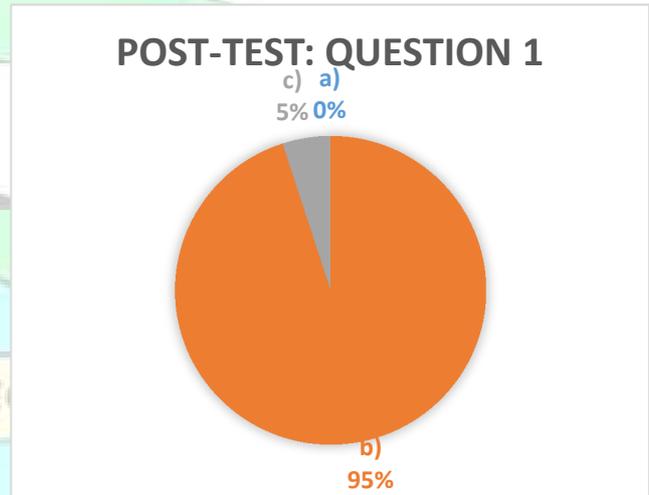
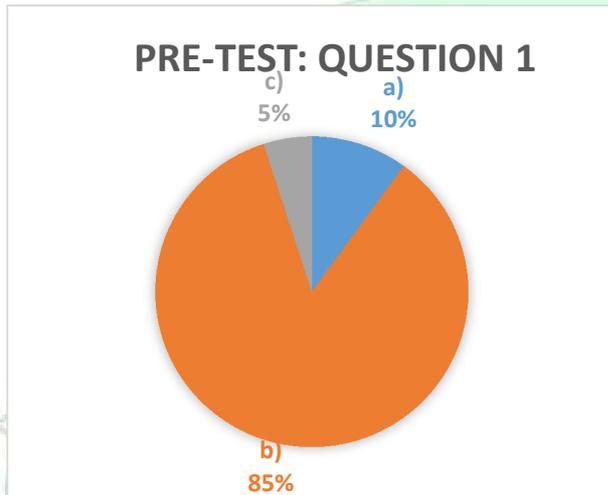


<https://www.youtube.com/watch?v=Vh2HCT12Mws>

PRE-POST TEST PROJECT MEETING IN DOBRICH, BULGARIA (06. -12.06.2019)

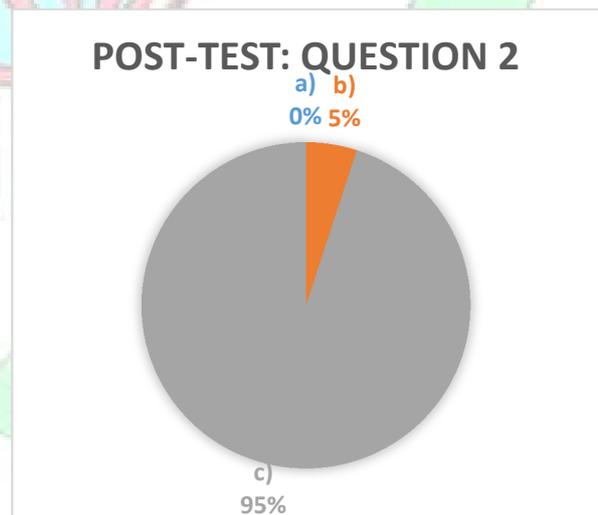
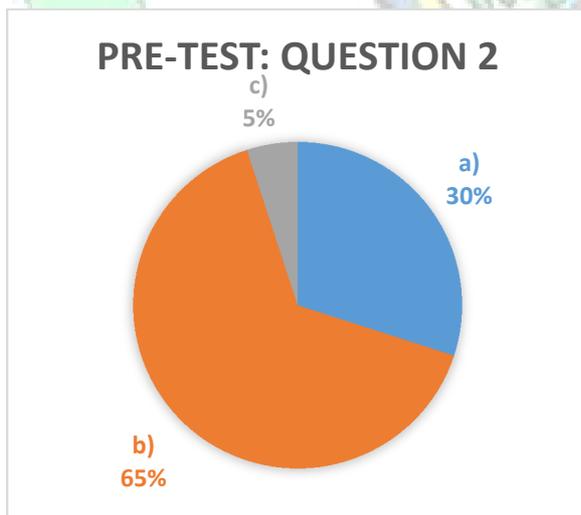
1. What does the abbreviation RRR means in terms of waste materials?

- a) receive, rescue, recycle
- b) reduce, reuse, recycle**
- c) renew, rotate, recycle



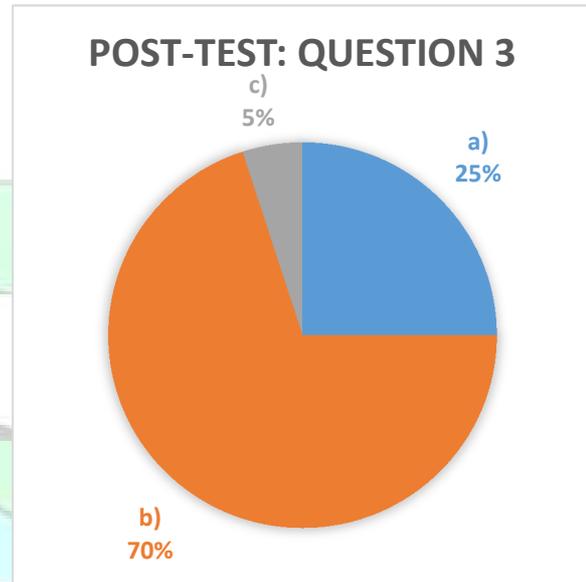
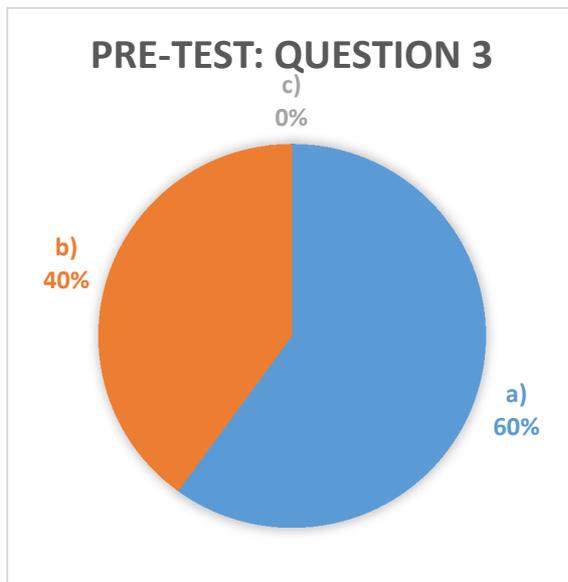
2. What type of paper is appropriate to create a paper pencil?

- a) gloss coated paper
- b) cardboard
- c) origami paper**



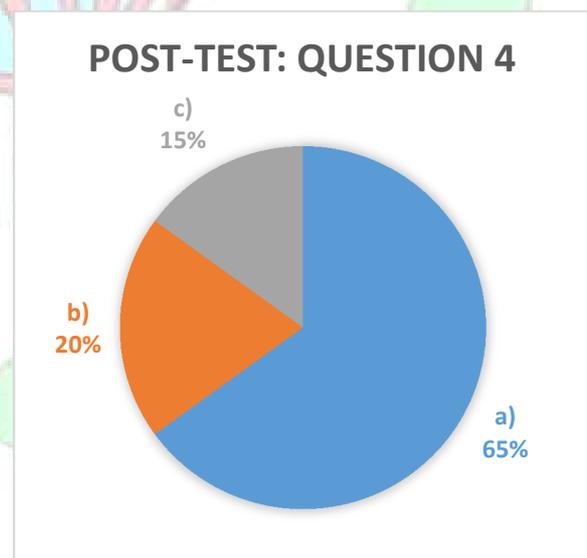
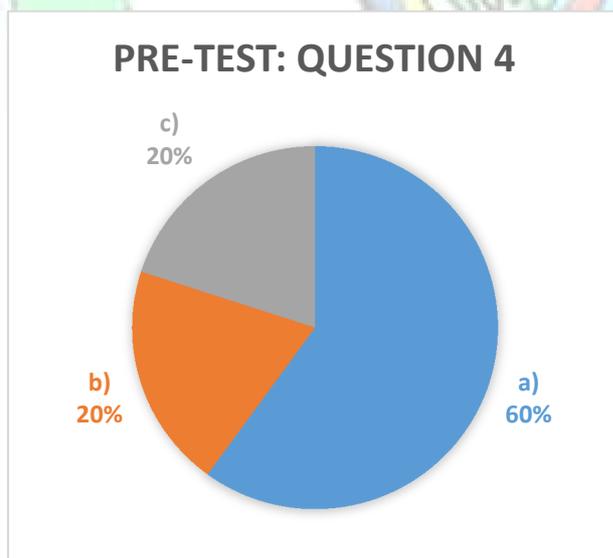
3. What materials are needed to create a pencil?

- a) ink, paper, glue
- b) glue, lead, paper**
- c) rubber, glue, paper



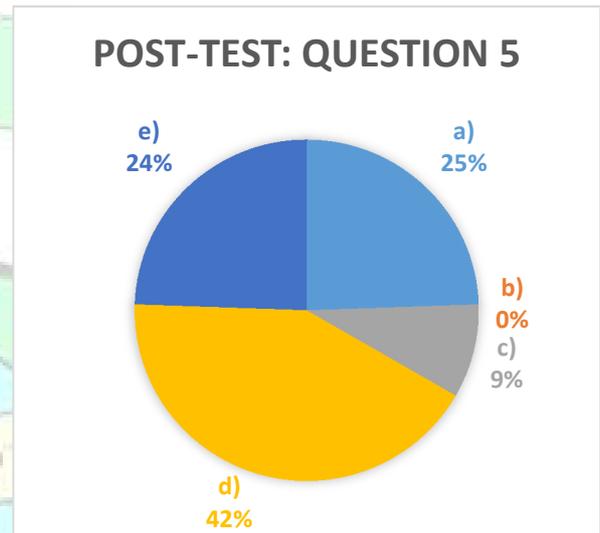
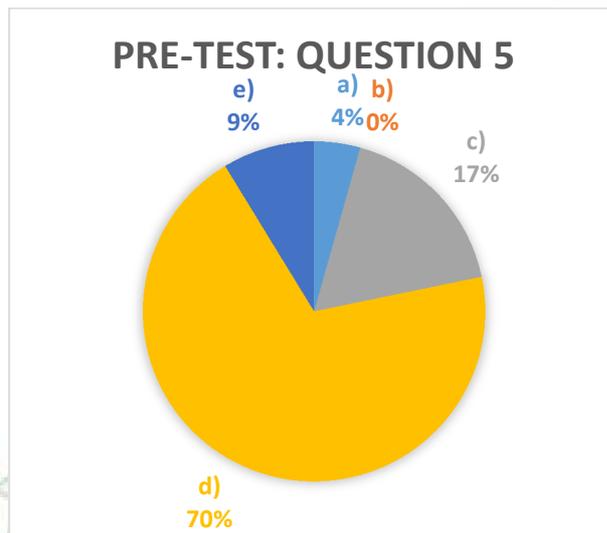
4. What does composting mean?

- a) decomposition of organic waste in the presence of oxygen to produce a uniform brownish-black friable material suitable for fertilizing and recovering organic matter in soils**
- b) decomposition of organic waste in the presence of nitrogen to produce a uniform brownish-black friable material suitable for fertilizing and recovering organic matter in soils
- c) decomposition of organic waste in the presence of oxygen to produce a uniform black friable material suitable for fertilizing and recovering organic matter in soils.



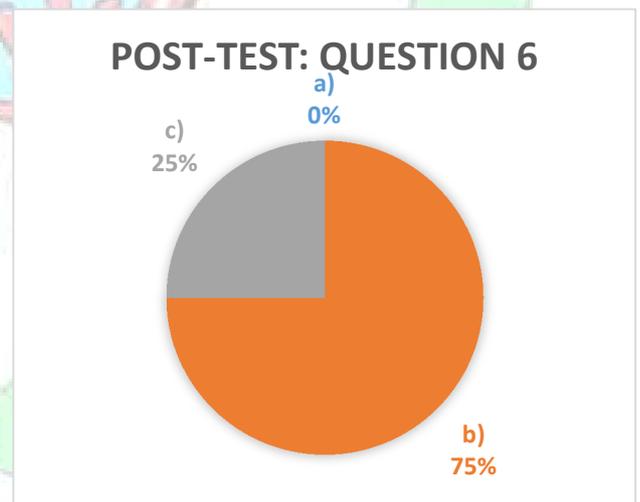
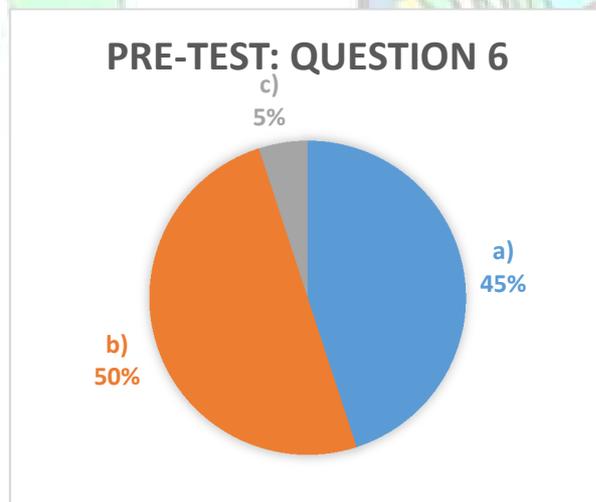
5. Which of the following can be composted?

- a) coffee grounds and coffee filters
- b) plastic bottles
- c) glossy/coated paper
- d) citrus peels
- e) eggshells



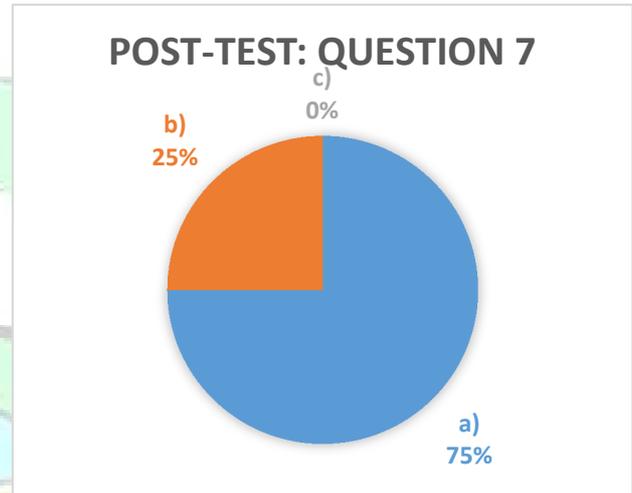
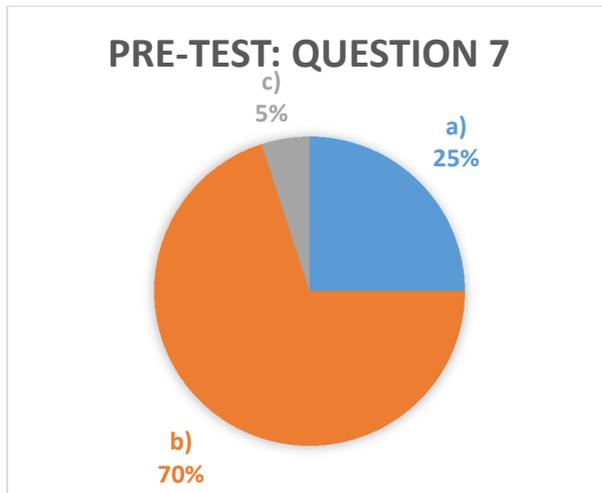
6. How many years are needed for a glass bottle to decompose in the environment?

- a) 50 years
- b) 1 million years
- c) 10-20 years



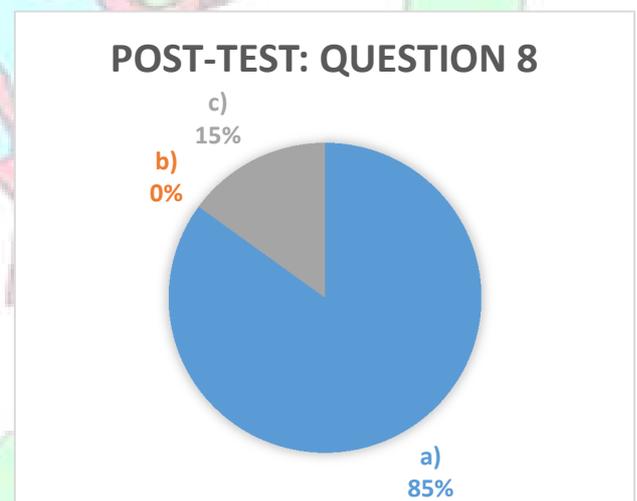
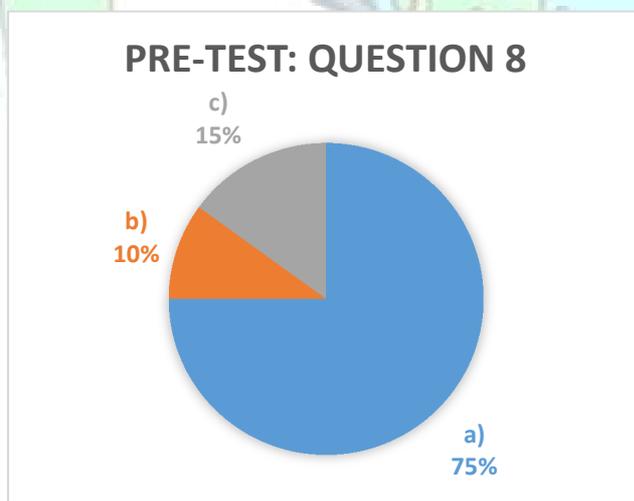
7. What is the most important characteristics of the branches needed to build a fence?

- a) elasticity, flexibility and length
- b) thickness, and size
- c) branches with leaves



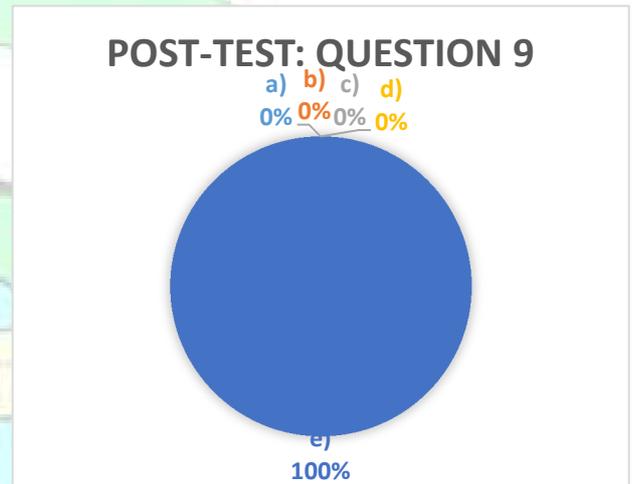
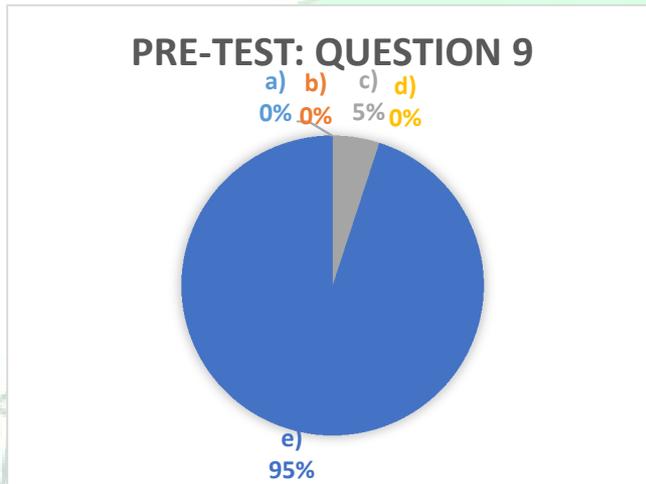
8. What are the materials needed to build an eco-house for waterfowls?

- a) wood, stones, clay, straw
- b) bricks, cement, plaster, metal
- c) concrete, glass, metal, tiles



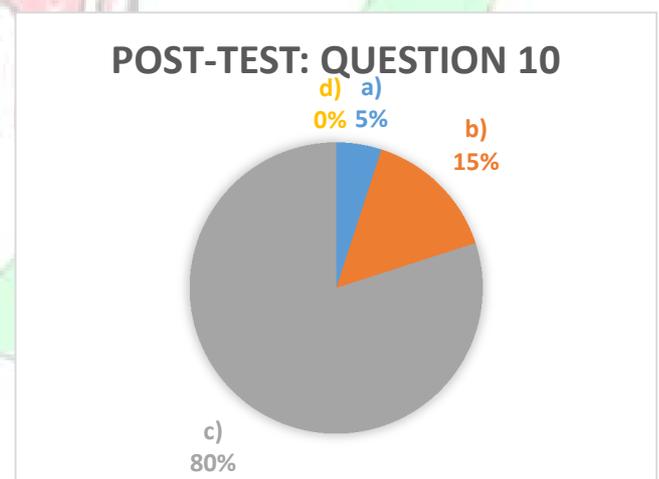
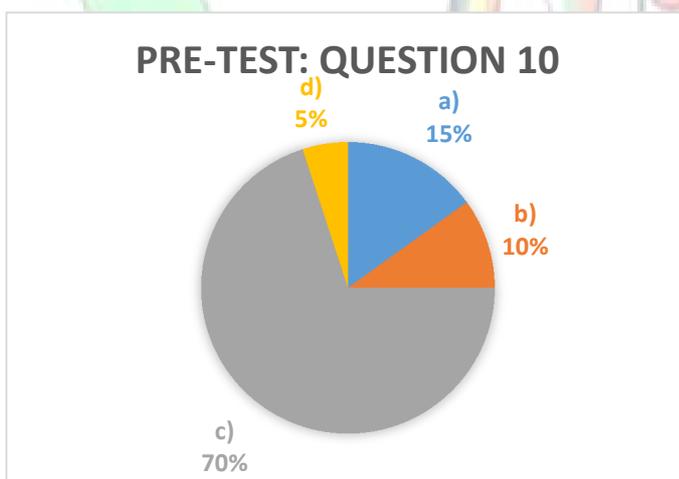
9. How recycling benefits the environment?

- a) saves energy
- b) saves resources
- c) saves forests
- d) reduces pollution
- e) **all of them**



10. Which type of the mentioned recycling businesses you are familiar with?

- a) business that collects recyclable materials
- b) business that makes new products from recycled goods
- c) **both of them**
- d) none of them





Pre/Post Test

Zlin, April 2019

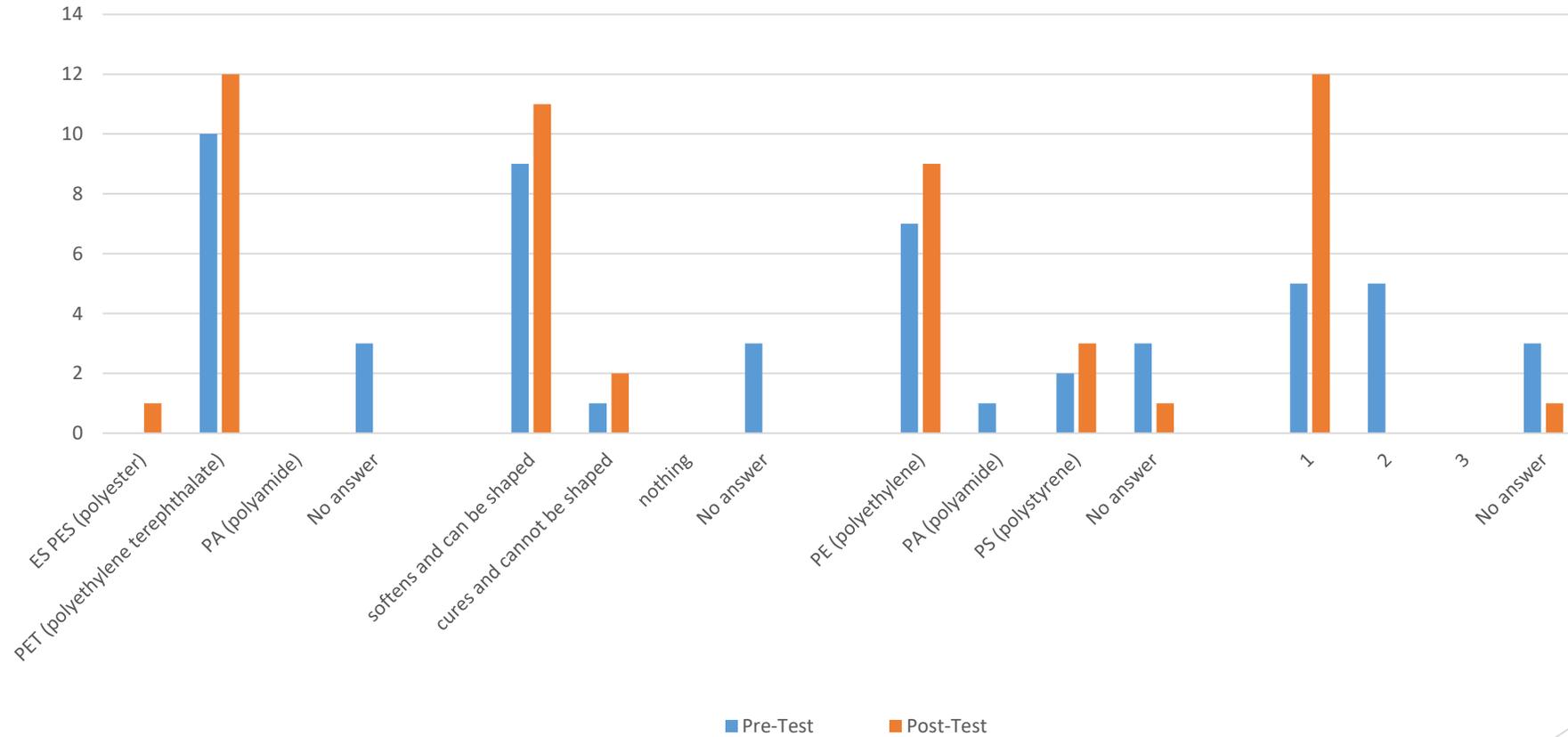


Jewellery from PET bottles

Jewellery from PET bottles					
1	Beverage bottles are made of			Pre-Test	Post-Test
	a)	ES PES (polyester)		0	1
	b)	PET (polyethylene terephthalate)		10	12
	c)	PA (polyamide)		0	0
		No answer		3	0
2	Heated PET				
	a)	softens and can be shaped		9	11
	b)	cures and cannot be shaped		1	2
	c)	nothing		0	0
		No answer		3	0
3	Most widely used plastic is				
	a)	PE (polyethylene)		7	9
	b)	PA (polyamide)		1	0
	c)	PS (polystyrene)		2	3
		No answer		3	1
4	How many 1.5 l bottles for 1 pair of earrings?				
	a)	1		5	12
	b)	2		5	0
	c)	3		0	0
		No answer		3	1

Jewellery from PET bottles

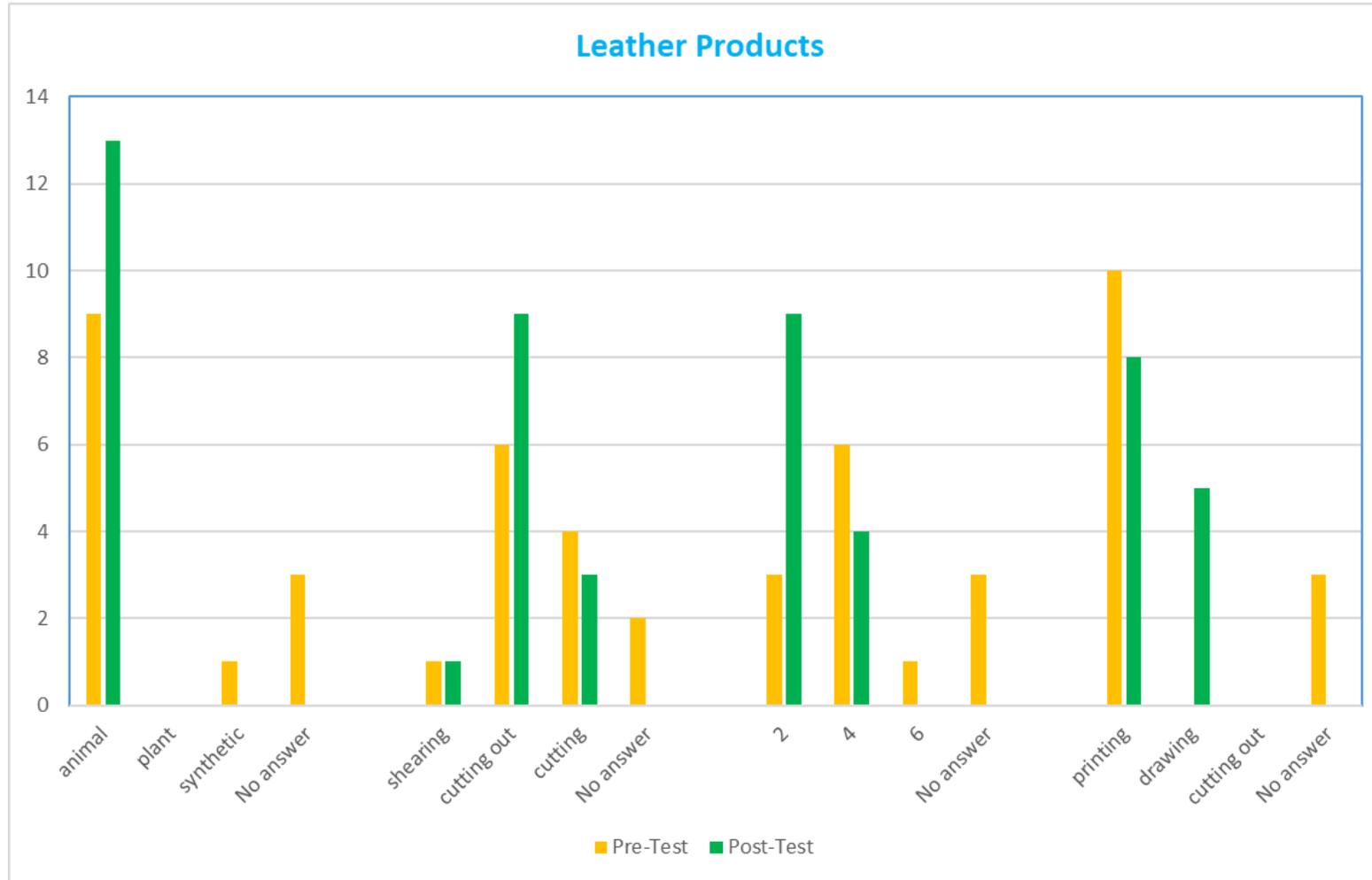
Jewellery from PET bottles



Leather Products

	Origin of materials called leather is	Pre-Test	Post-Test
1	a) animal	9	13
	b) plant	0	0
	c) synthetic	1	0
	No answer	3	0
2	We get the whole perimeter of the piece at once by		
	a) shearing	1	1
	b) cutting out	6	9
	c) cutting	4	3
	No answer	2	0
3	To make a keyring we need ??? two-piece rivets		
	a) 2	3	9
	b) 4	6	4
	c) 6	1	0
	No answer	3	0
4	Creating a school emblem on a product is		
	a) printing	10	8
	b) drawing	0	5
	c) cutting out	0	0
	No answer	3	0

Leather Products

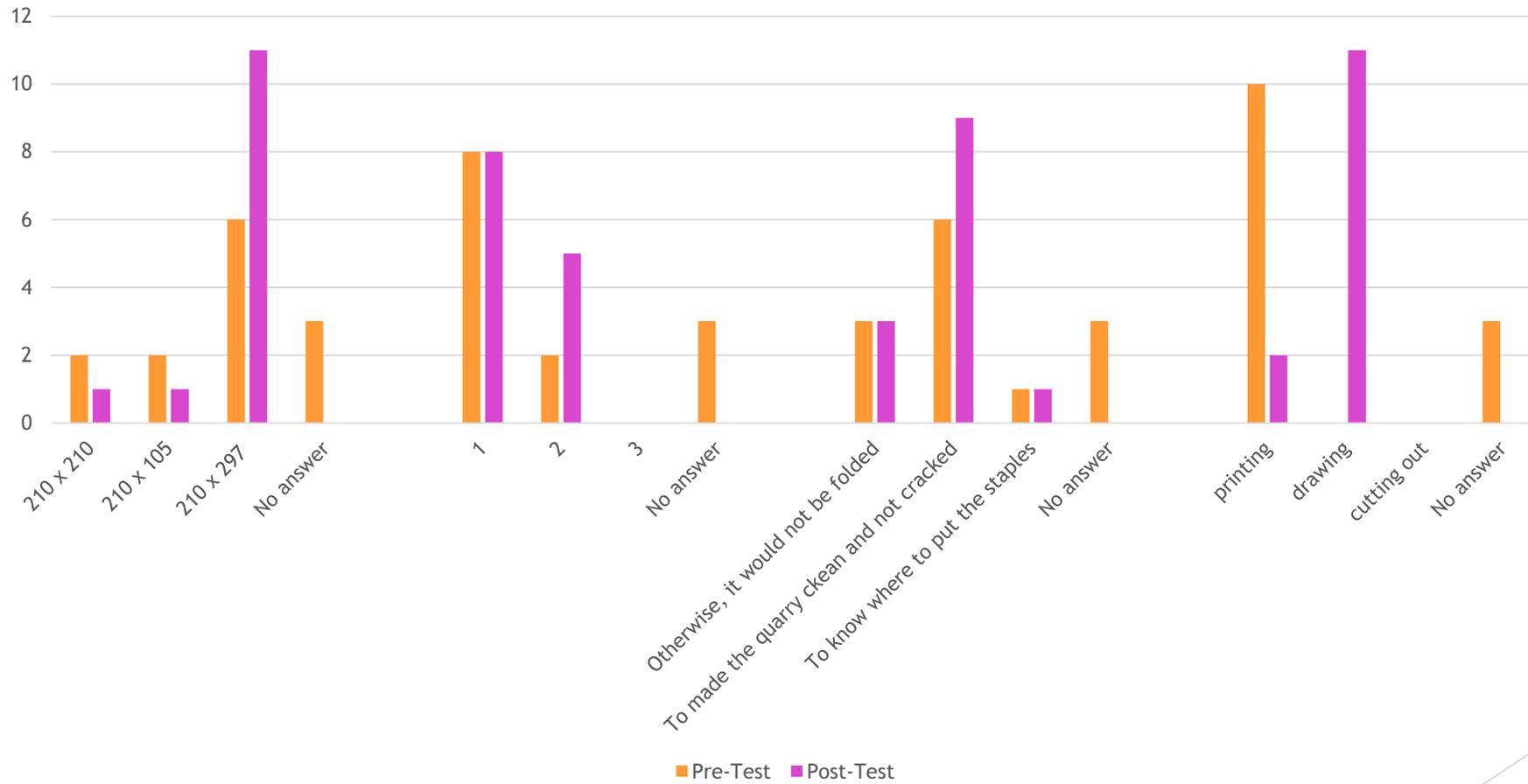


Recycling notebooks

	A4 format is	Pre-Test	Post-Test
1	a) 210 x 210	2	1
	b) 210 x 105	2	1
	c) 210 x 297	6	11
	No answer	3	0
2	To make a new notebook ??? cardboard envelopes are needed		
	a) 1	8	8
	b) 2	2	5
	c) 3	0	0
	No answer	3	0
3	The cardboard envelope in the back has to be folded before folding		
	a) Otherwise, it would not be folded	3	3
	b) To made the quarry ckean and not cracked	6	9
	c) To know where to put the staples	1	1
	No answer	3	0
4	Creating a school emblem on a product is		
	a) printing	10	2
	b) drawing	0	11
	c) cutting out	0	0
	No answer	3	0

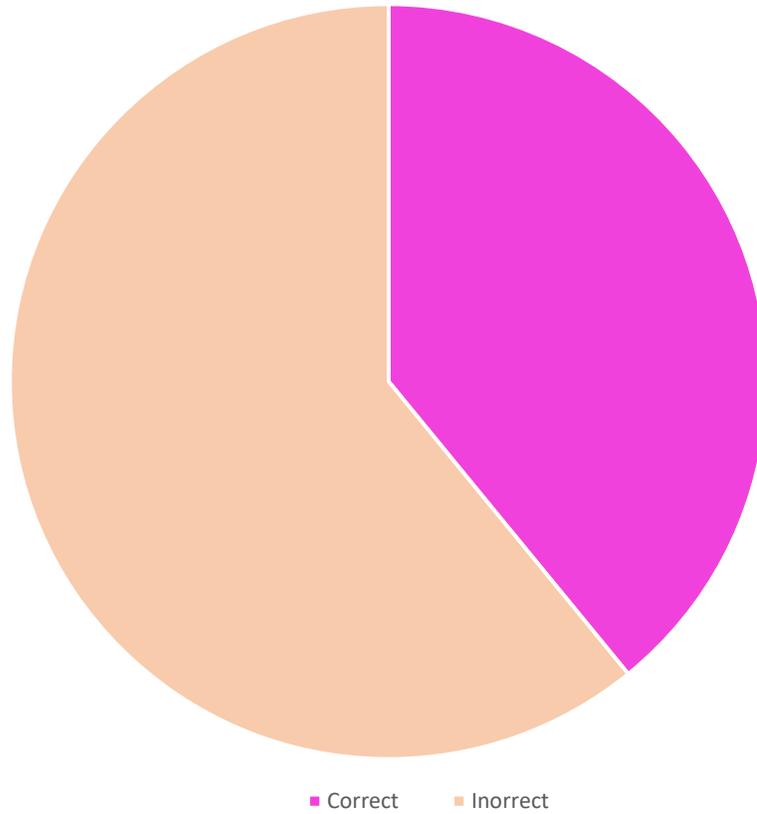
Recycling notebooks

Recycling notebooks



Pre - Test

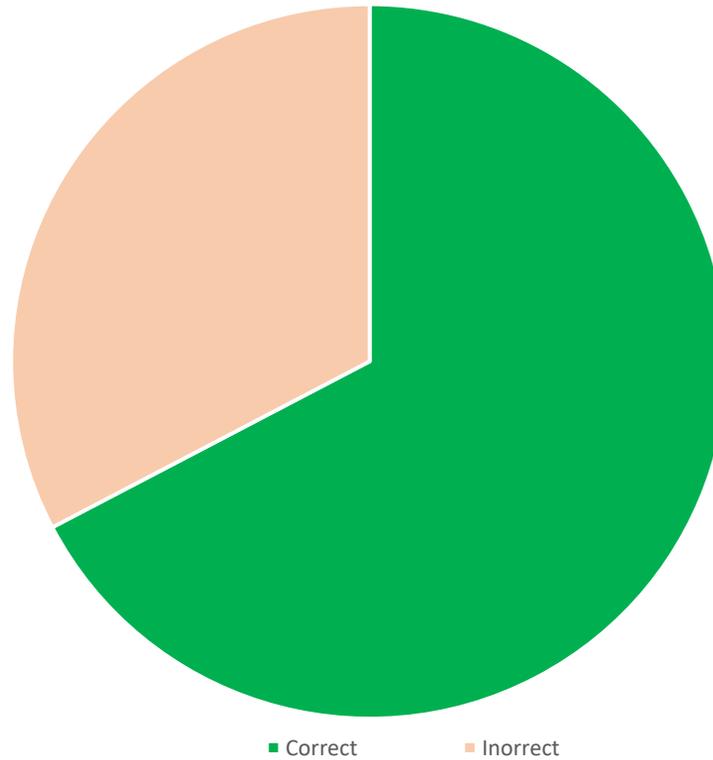
Pre-Test Summary



	Correct	Inorrect
Pre-Test Summary	61	95

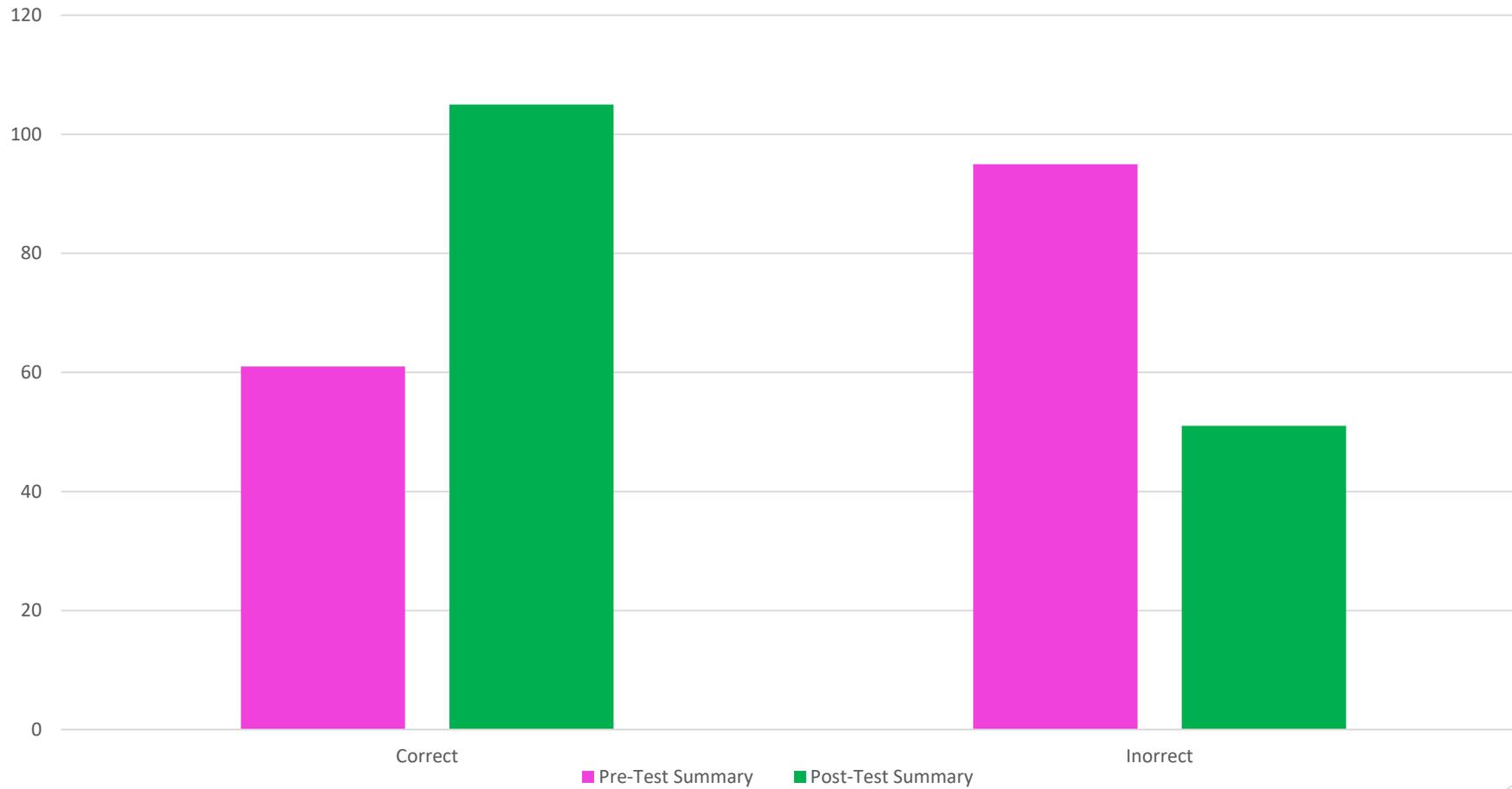
Post - Test

Post-Test Summary



	Correct	Inorrect
Post-Test Summary	105	51

Pre-Test x Post - Test



	Correct	Inorrect
Pre-Test Summary	61	95
Post-Test Summary	105	51

Thanks for your
attention



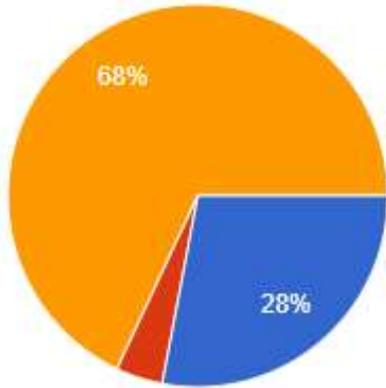
You Can Save a Tree

Pre – Post Test

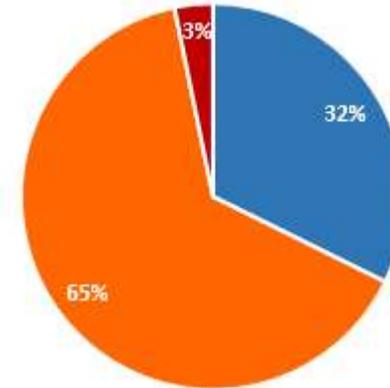
Latvia

01. – 07. 2019

1. During their life approx. _____ trees absorb a ton of CO2.

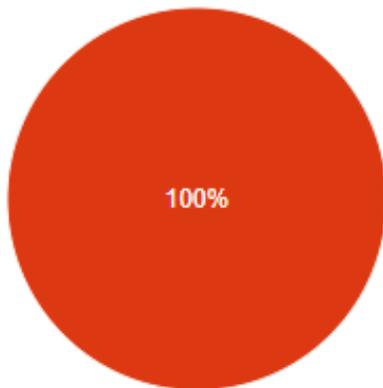


- 50
- 100
- 5

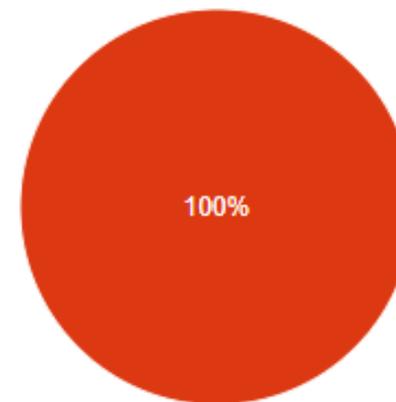
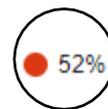


- 50
- 100
- 5

2. Forests cover _____ of the territory of Latvia.

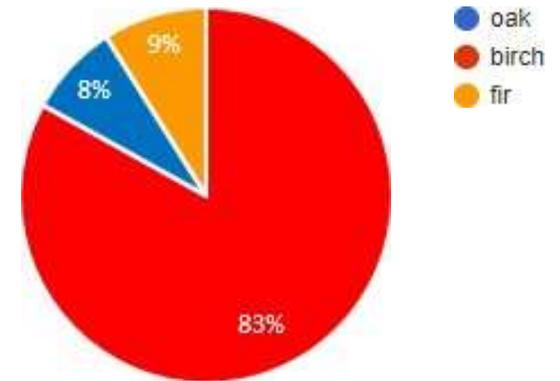
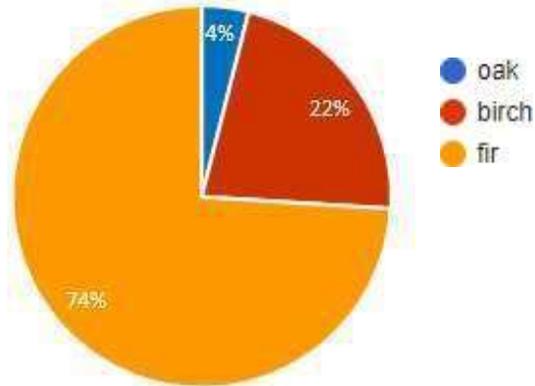


- 73%
- 52%
- 31%

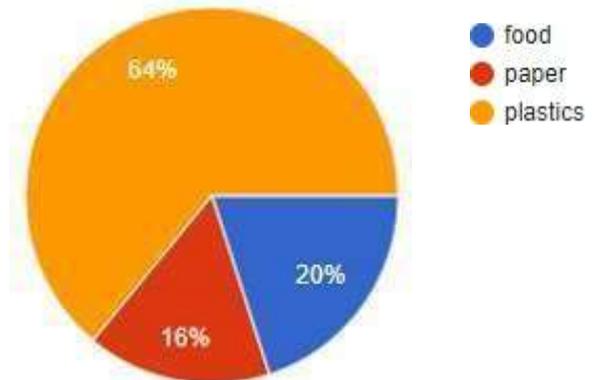
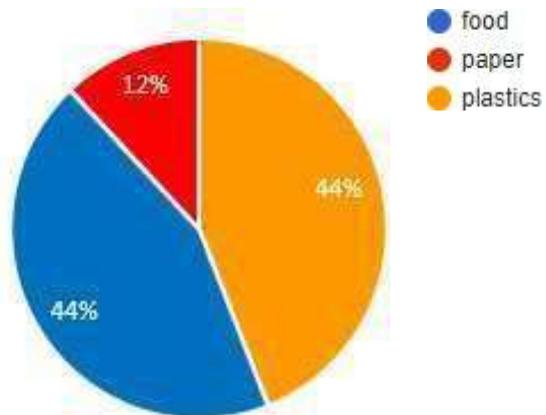


- 73%
- 52%
- 31%

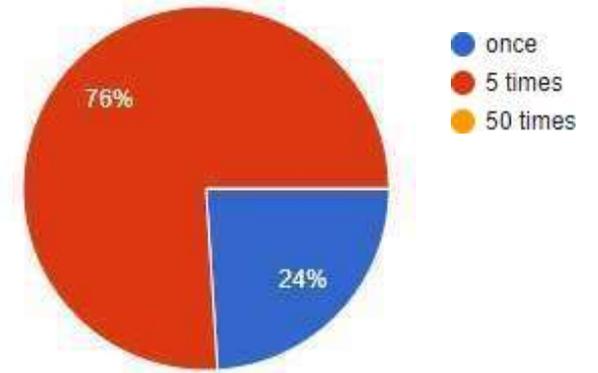
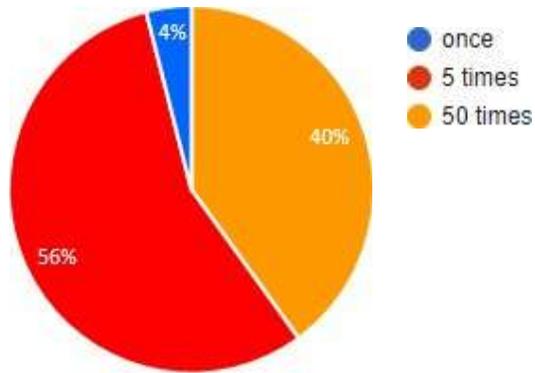
3. The most common tree in Latvia is a_____.



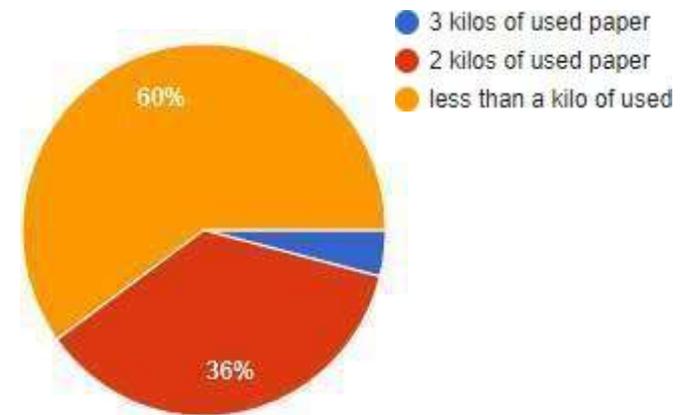
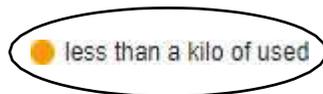
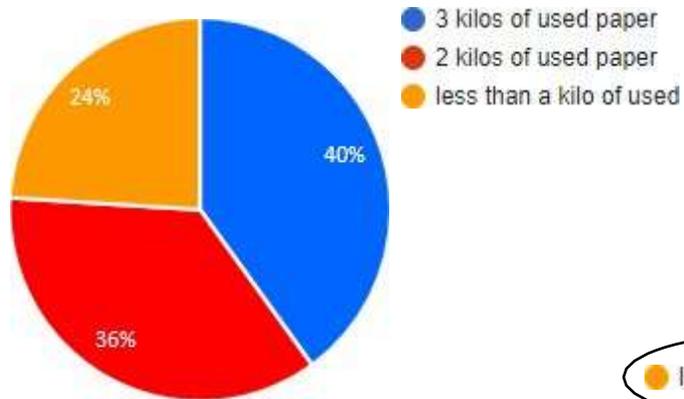
4. What cannot be made from cellulose?



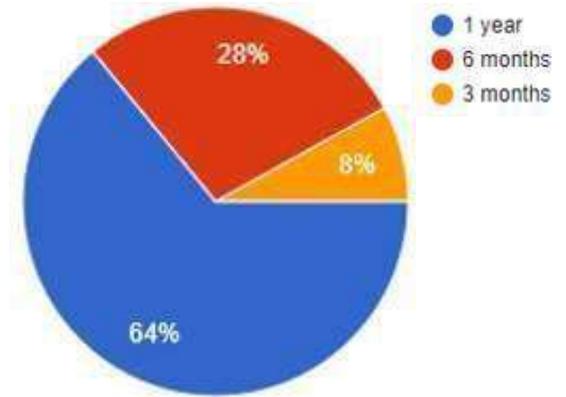
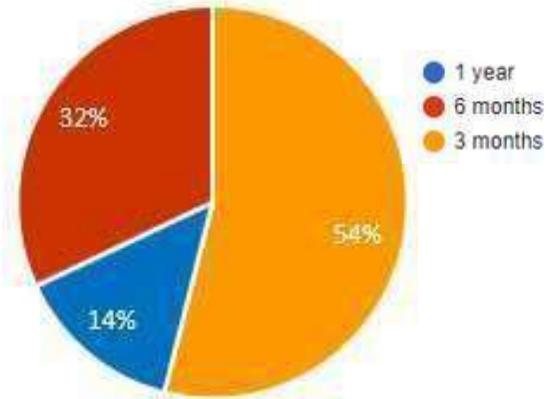
5. You can recycle a sheet of paper_____.



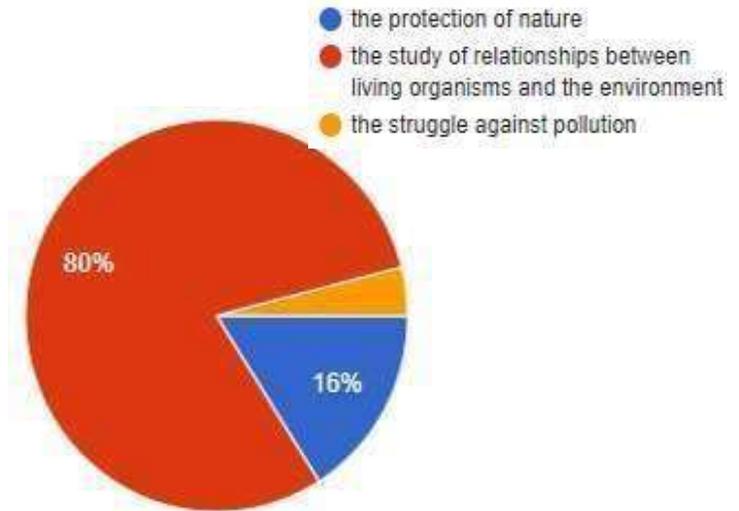
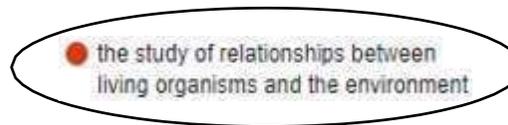
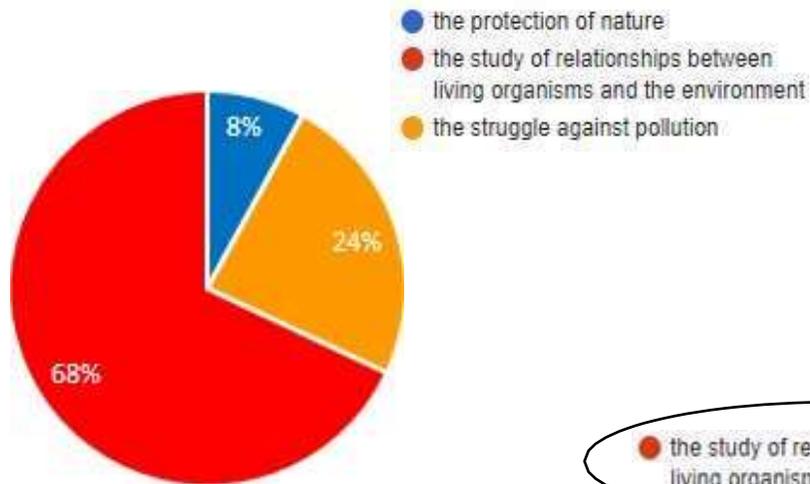
6. To make a kilo of used paper it takes_____.



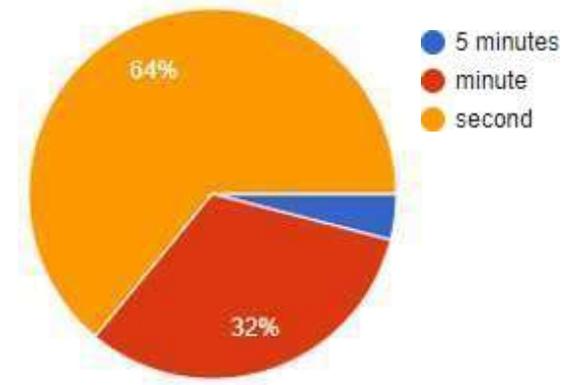
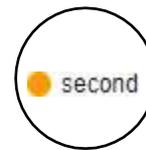
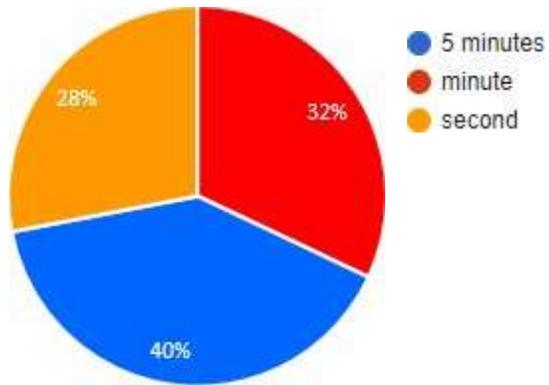
7. It takes _____ for a bus ticket to decompose.



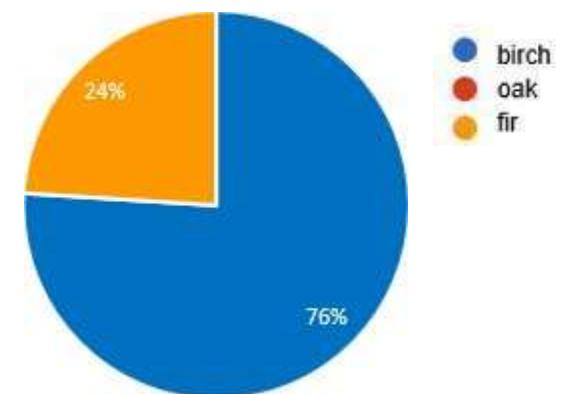
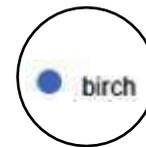
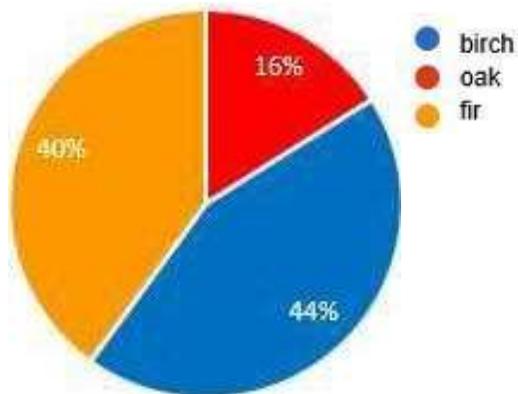
8. Ecology is _____.



9. Every _____ forests, the size of several stadiums, are cut in the world.



10. You need 40 – 70 years to have a ready-to-cut _____



TEST QUESTIONS

1. During their life approx _____ trees absorb a ton of CO₂;
 - a) 50,
 - b) 100,
 - c) **5**.

2. Forests cover _____ of the territory of Latvia;
 - a) 73%,
 - b) **52%**,
 - c) 31%.

3. The most common tree in Latvia is a _____ ;
 - a) **fir**,
 - b) birch,
 - c) oak.

4. What cannot be made from cellulose?
 - a) **food**,
 - b) paper,
 - c) plastics.

5. You can recycle a sheet of paper _____ ;
 - a) once,
 - b) **5 times**,
 - c) 50 times.

6. To make a kilo of used paper it takes _____;

- a) 3 kilos of used paper,
- b) 2 kilos of used paper,
- c) **less than a kilo of used paper.**

7. It takes _____ for a bus ticket to decompose;

- d) **1 year.**
- e) 6 months,
- f) 3 months.

8. Ecology is _____;

- a) the protection of nature,
- b) **the study of relationships between living organisms and the environment.**
- c) the struggle against pollution.

9. Every _____ forests, the size of several stadiums, are cut in the world;

- a) 5 minutes,
- b) minute,
- c) **second.**

10. You need 40 – 70 years to have a ready-to-cut _____;

- d) oak,
- e) **birch,**
- f) fir.

PRE and POST TEST RESULTS OF ROMANIA MOBILITY



7TH-11TH 2021

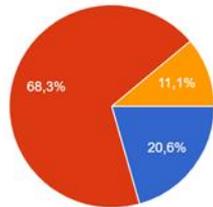


1. What are the three R's of recycling?



1. What are the three R's of recycling?

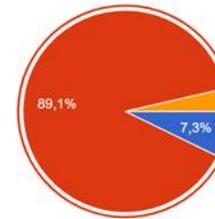
63 de răspunsuri



- renew, reduce, recycle
- reuse, reduce, recycle
- reuse, repurpose, recycle

1. What are the three R's of recycling?

55 de răspunsuri



- renew, reduce, recycle
- reuse, reduce, recycle
- reuse, repurpose, recycle

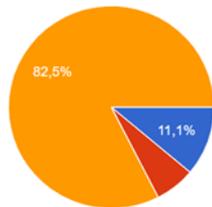
We can notice an improvement in acquiring the meaning of the three Rs, comparing the answers from the pre- tests and post - tests.

2. What is the first step in recycling?



2. What is the first step in recycling?

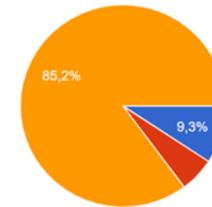
63 de răspunsuri



- wash the materials
- count the materials
- separate the materials from other trash

2. What is the first step in recycling?

54 de răspunsuri



- wash the materials
- count the materials
- separate the materials from other trash

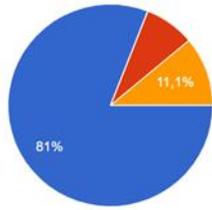
An improvement can be also seen in the answers we received from the post- tests.

3. Which item CANNOT be recycled?



3. Which item CANNOT be recycled?

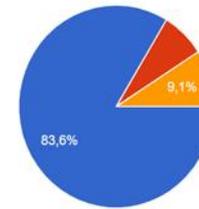
63 de răspunsuri



● paint can
● pizza box
● beer bottle

3. Which item CANNOT be recycled?

55 de răspunsuri



● paint can
● pizza box
● beer bottle

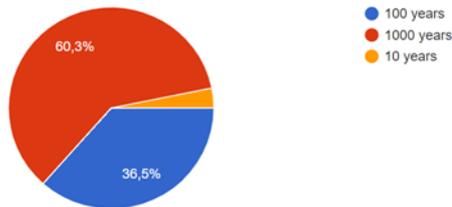
Owing to the workshops about the World Oceans Day, the students took part in, we can notice a growth in the percentage from 81% to 83.6%

4. How long does it take for a plastic bag to decompose?



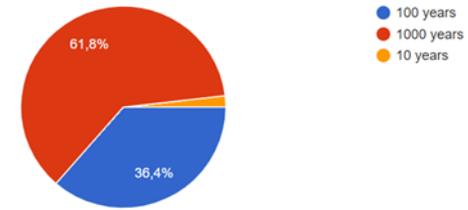
4. How long does it take for a plastic bag to decompose?

63 de răspunsuri



4. How long does it take for a plastic bag to decompose?

55 de răspunsuri



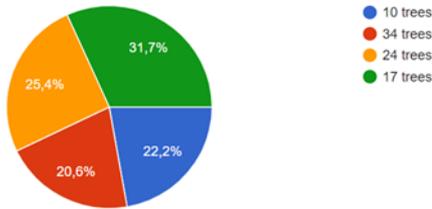
After the students watched the video about World Oceans Day, they were able to improve their answers.

5. How many trees does it take to make 1 newspaper/magazine?



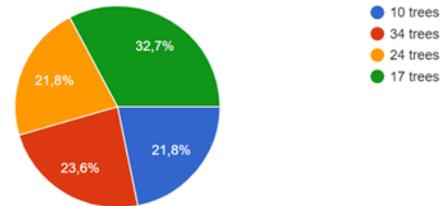
5. How many trees does it take to make 1 newspaper/magazine?

63 de răspunsuri



5. How many trees does it take to make 1 newspaper/magazine?

55 de răspunsuri



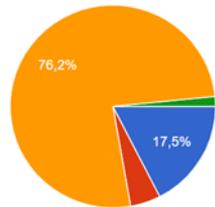
After the workshop in which the students have created pencil holders from paper and they have learned how important it is to use the materials we have acquired a growth in the number of correct answers.

6. Why is it important to Recycle?



6. Why is it important to Recycle?

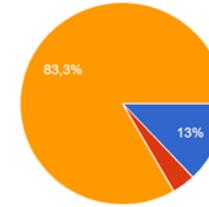
63 de răspunsuri



- So the environment is tidy
- So animals wont be harmed
- So that pollution doesn't effect the environment
- It isn't that important

6. Why is it important to Recycle?

54 de răspunsuri



- So the environment is tidy
- So animals wont be harmed
- So that pollution doesn't effect the environment
- It isn't that important

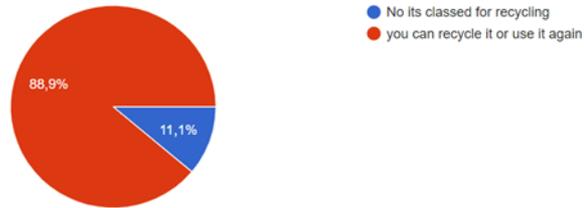
For the 6th question we obtained a remarkable change from 76.2% to 83.3%, thanks to the workshops about acrostics. During all the workshops, the students realized how important it is to live in a sustainable environment.

7. Can glass/plastic bottles be renewable?(used again)



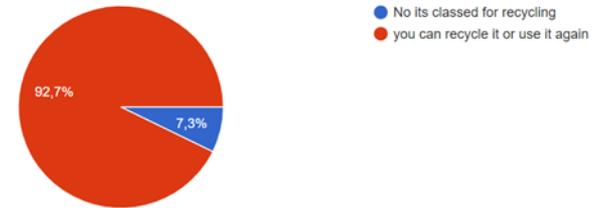
7. Can glass/plastic bottles be renewable?(used again)

63 de răspunsuri



7. Can glass/plastic bottles be renewable?(used again)

55 de răspunsuri



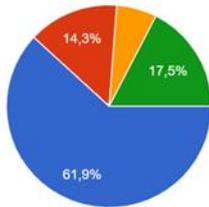
For the 7 th question we have acquired a remarkable change from 88.9% to 92.7%. The students have created pencil holders from glass, plastic another materials and learned that all these materials can be reused in a creative way.

8. If you have food products that you don't use what else could you do with it?



8. If you have food products that you don't use what else could you do with it?

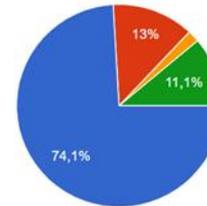
63 de răspunsuri



- Give it to the poor or elderly
- Use it up
- Throw it away
- Give it to the wildlife

8. If you have food products that you don't use what else could you do with it?

54 de răspunsuri



- Give it to the poor or elderly
- Use it up
- Throw it away
- Give it to the wildlife

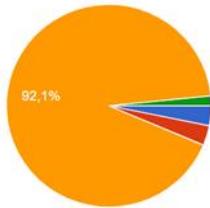
Another remarkable change can be noticed from 61.9% to 74.1%. The students took responsibility for people's needs and problems and understood that it is more important to donate than waste.

9. What is the effect of recycling?



9. What is the effect of recycling?

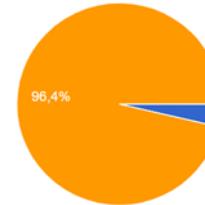
63 de răspunsuri



- It makes more pollution
- Creates more waste
- It saves natural resources
- Its a form of wasting time

9. What is the effect of recycling?

55 de răspunsuri



- It makes more pollution
- Creates more waste
- It saves natural resources
- Its a form of wasting time

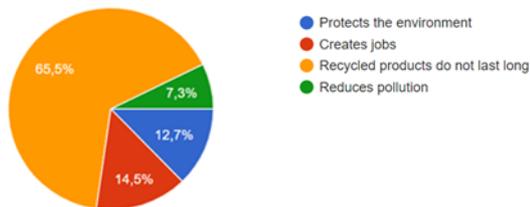
A remarkable change from 92.1% to 96.4% can be observed in the students' answers, after they have watched movies and presentations with the recycling effects, created posters and a virtual exhibition to draw attention on the effects of pollution.

10. Which of the following is not a positive effect of recycling?



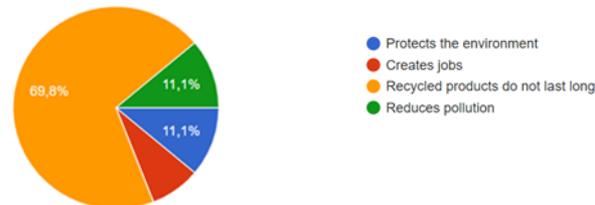
10. Which of the following is not a positive effect of recycling?

63 de răspunsuri



10. Which of the following is not a positive effect of recycling?

55 de răspunsuri



For the 10th question we can all notice a remarkable change, thanks to all materials presented during the virtual mobility, from 65.5% to 69.8%, thanks to all activities in which students were involved.

Results

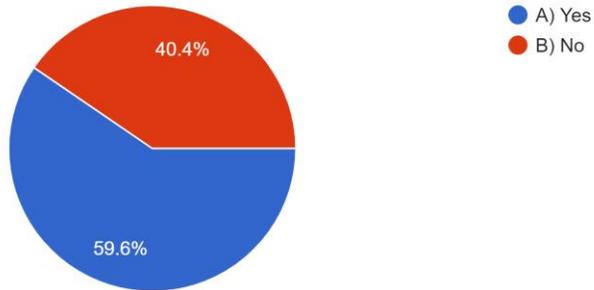


We can notice that the answers in the post-test are much better; this is a proof that the activities organized during the mobility in Romania have achieved their goal. The expected impact of the project refers to raising awareness of the importance of finding solutions to live in a cleaner, less polluted environment, accountability for environmental issues. Our goal is for each of us to become an ambassador for the environment, to inspire and support actions to combat climate change, to be an example for those who join them in actions to protect nature.

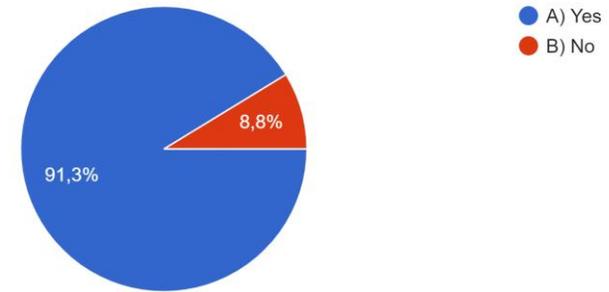
PRE and POST TEST RESULTS OF TURKEY MOBILITY

22nd – 26th MARCH 2021

1)Have you ever made some decorations from solid waste before?
94 responses



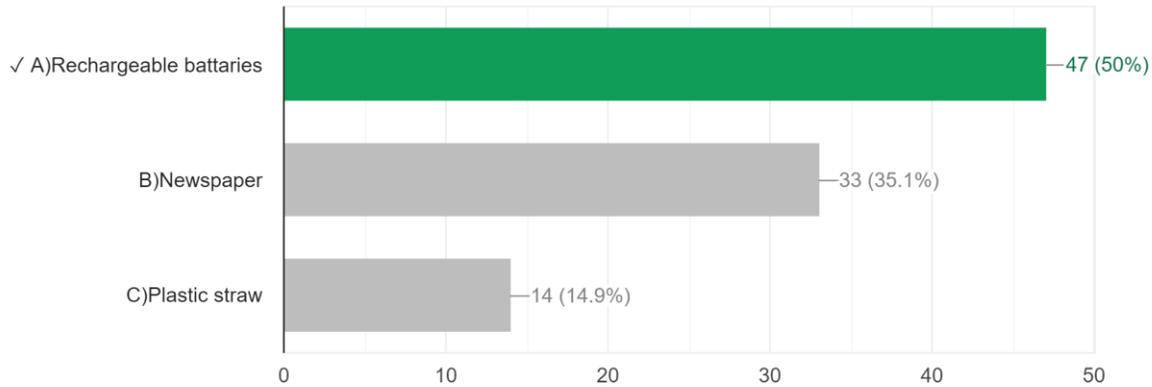
1)Have you ever made some decorations from solid waste?
80 yanıt



In first question thanks to our «Re-frame Workshop»
we made a remarkable change from 40.4% to 91.3 %

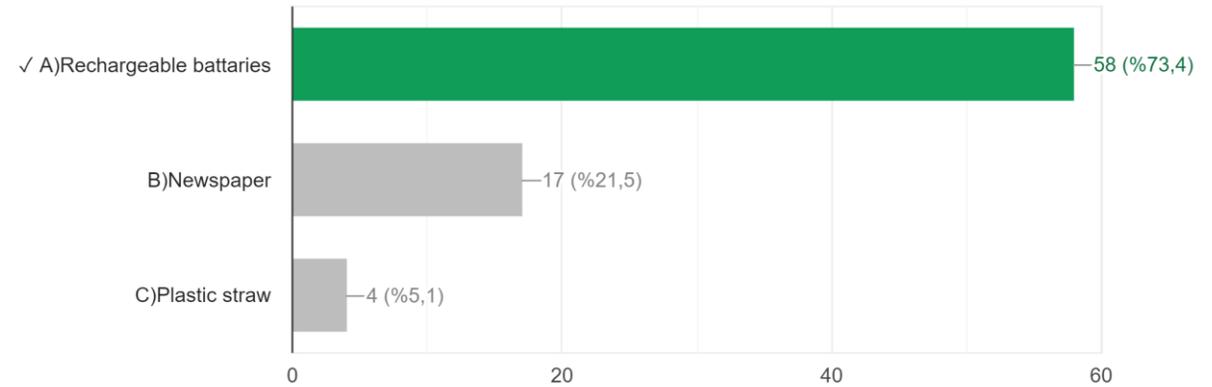
2) Which one is NOT a solid waste?

47 / 94 correct responses



2) Which one is NOT a solid waste?

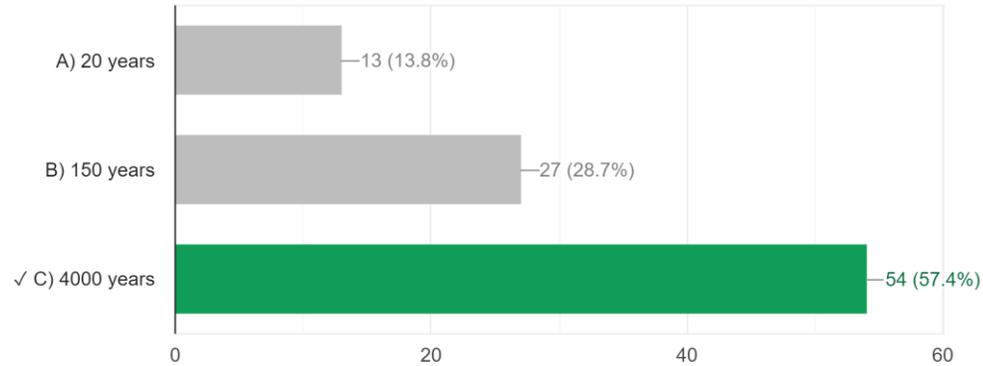
58 / 79 doğru yanıt



For the second question, in pre test just 50% of participants gave the right answer for Solid Waste but in post test it reached 73.4 %

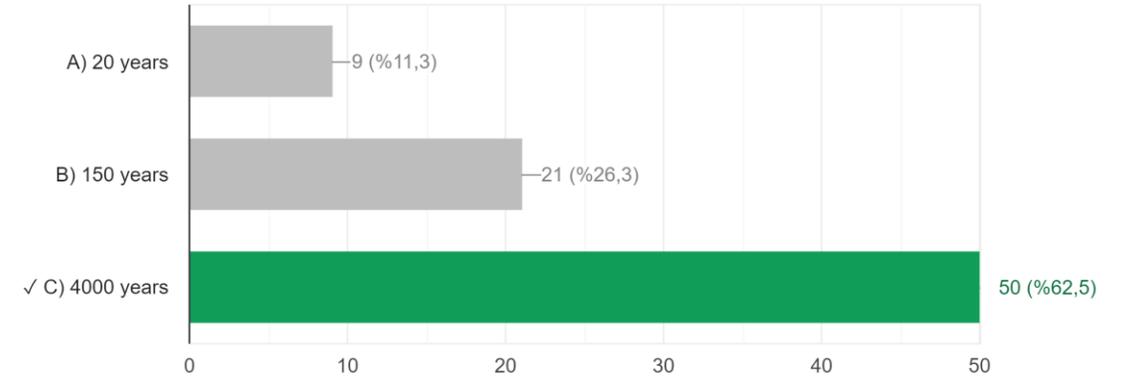
3) Typical glass bottle would take _____ years or more to decompose.

54 / 94 correct responses



3) Typical glass bottle would take _____ years or more to decompose.

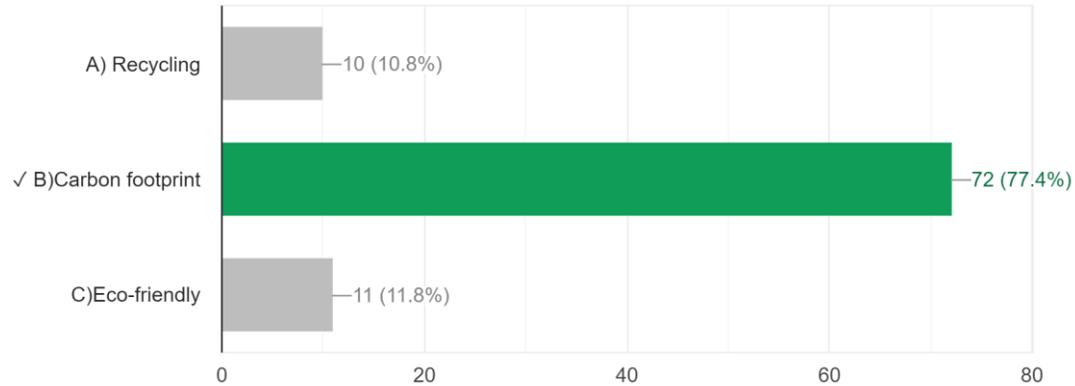
50 / 80 doğru yanıt



For the 3rd question, in pre test 57.4% of participants knew the right answer of decomposition time of plastic bottle, but in post test it is 62.5 %

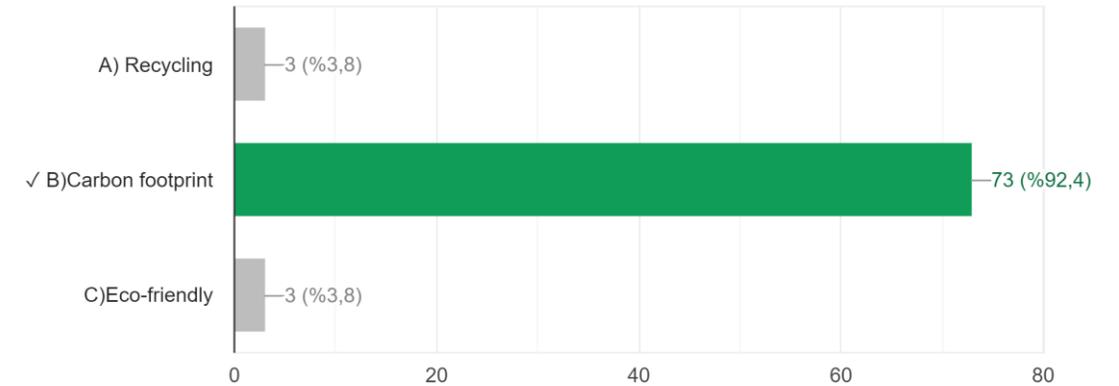
4)A _____ is the amount of greenhouse gases _primarily carbon dioxide CO2_ released in to the atmosphere by human activites.

72 / 93 correct responses



4)A _____ is the amount of greenhouse gases _primarily carbon dioxide CO2_ released in to the atmosphere by human activites.

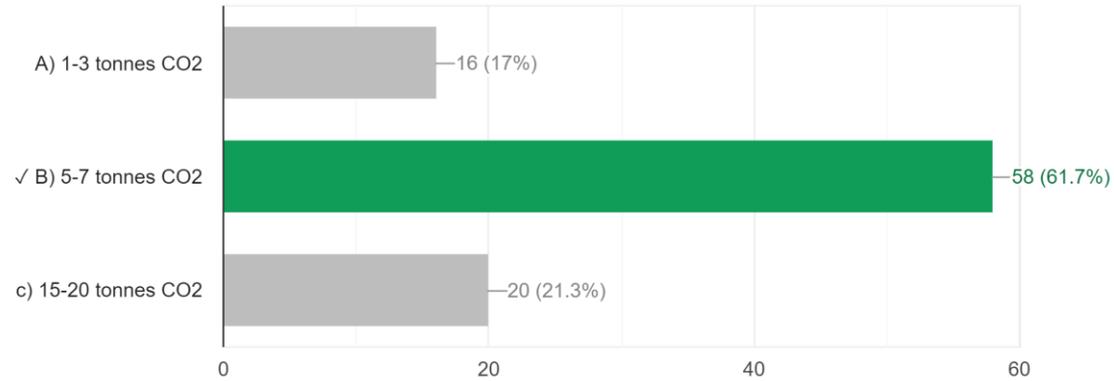
73 / 79 doğru yanıt



Regarding the 4th question's answers
77.4 % of the participants knew the definition of Carbon Footprint but
in the end 92.4 % of them know it.

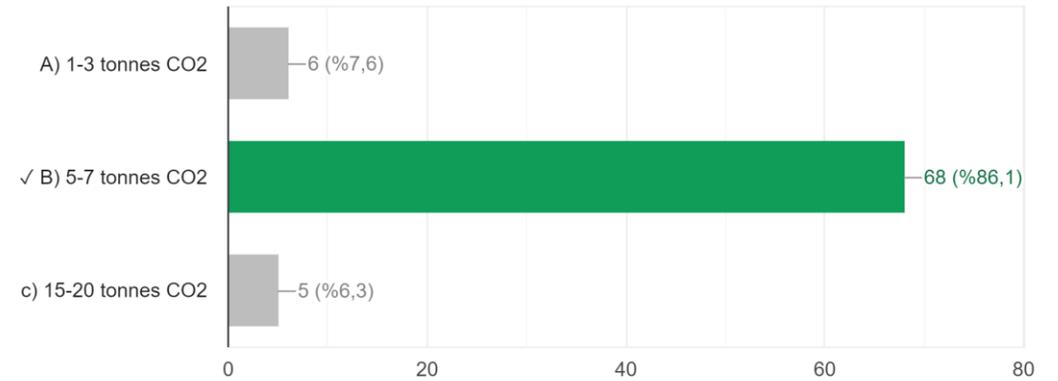
5)What is the average annual carbon production of a person?

58 / 94 correct responses



5)What is the average annual carbon production of a person?

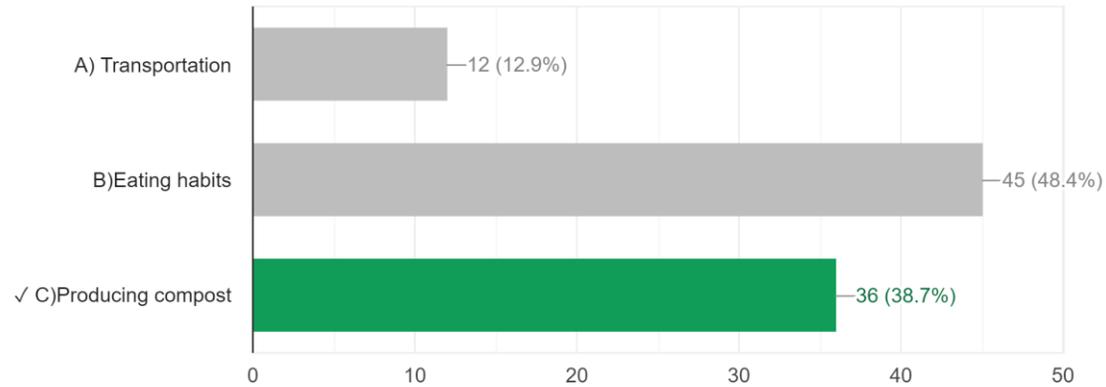
68 / 79 doğru yanıt



In the beginning
61.7% of participants knew the annual average carbon
production of a person but at the end of mobility it is 86.1 %

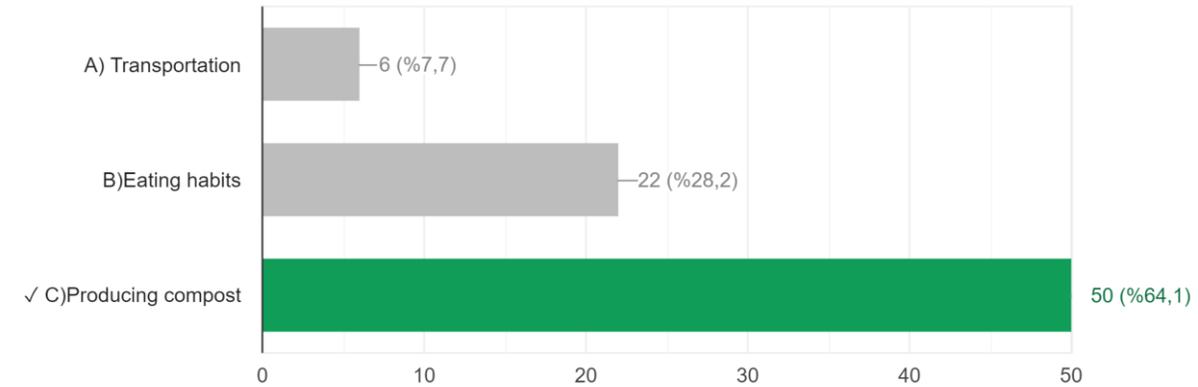
6) Which of the following is NOT an element of carbon footprint?

36 / 93 correct responses



6) Which of the following is NOT an element of carbon footprint?

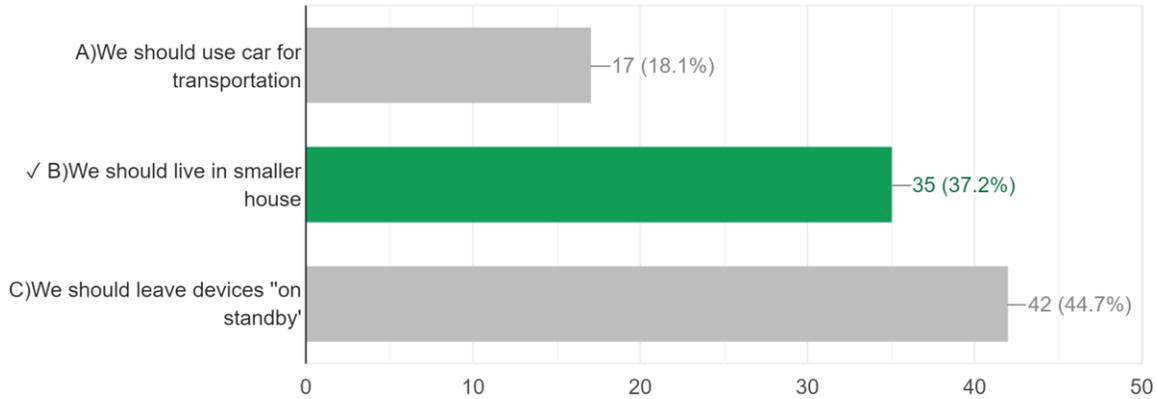
50 / 78 doğru yanıt



Only 38,7 % of the participants had knowledge about the elements of Carbon Footprint in the beginning, but now 64,1 % of them know about it.

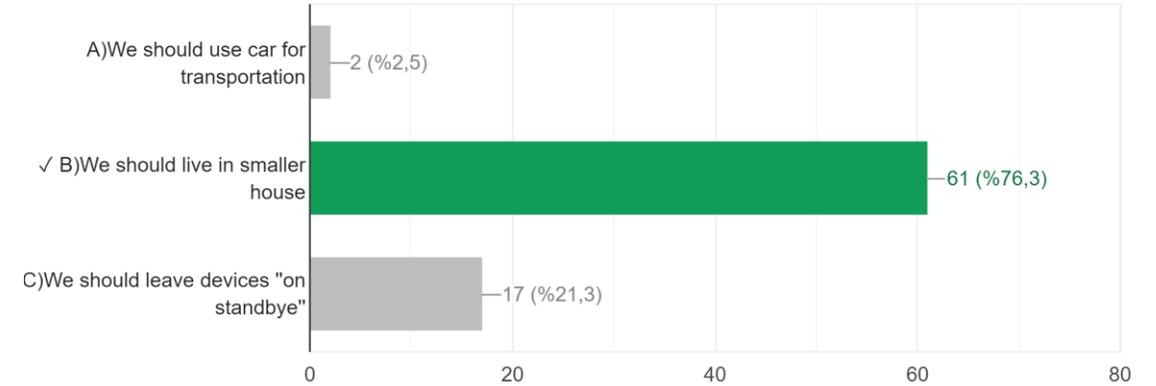
7)What should we do to reduce carbon footprint?

35 / 94 correct responses



7)What should we do to reduce carbon footprint?

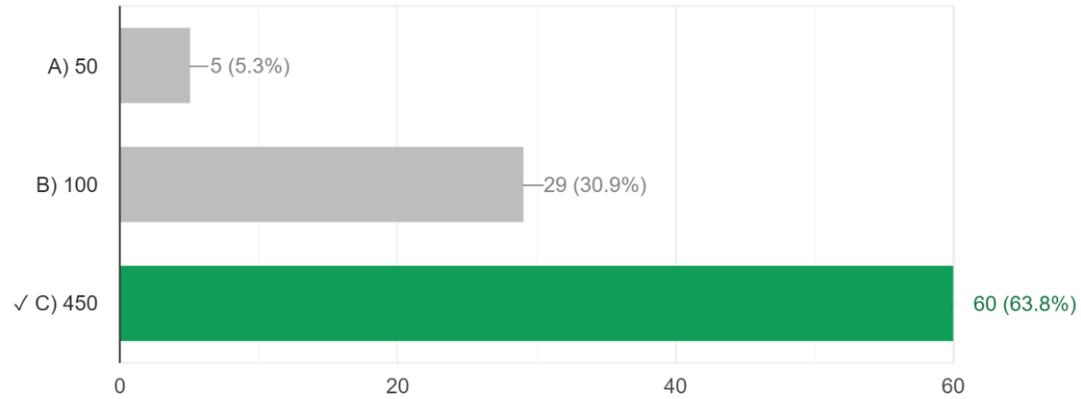
61 / 80 doğru yanıt



37,2 of the prticipants knew the answer of how to reduce carbon footprint but at the end of the mobility it is 76,3 %

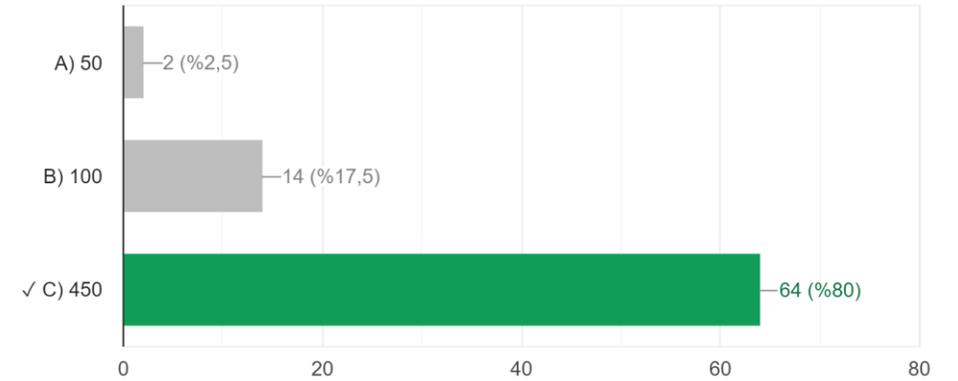
8) It takes years for plastic to decompose.

60 / 94 correct responses



8) It takes years for plastic to decompose.

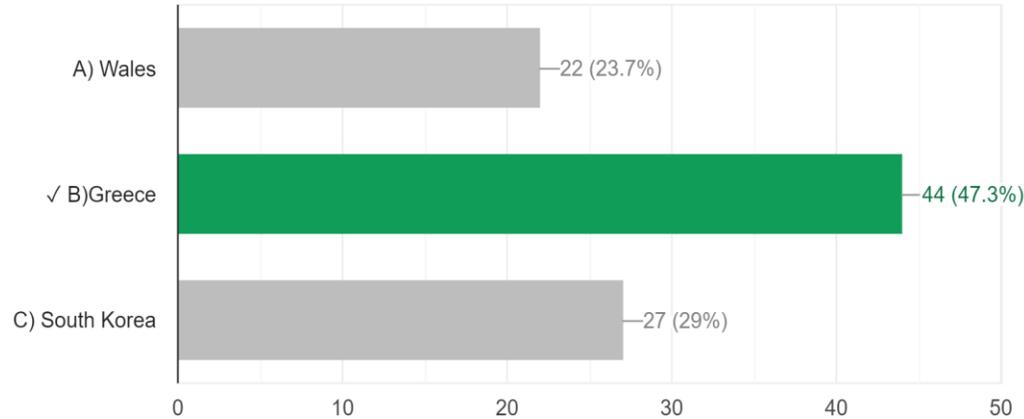
64 / 80 doğru yanıt



Only 63.8 % of the participants knew how much time plastic takes to decompose but now 80 %

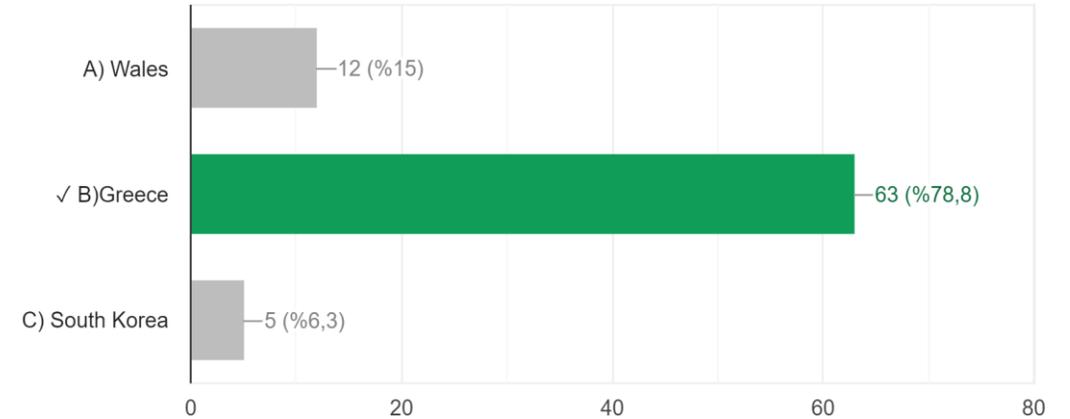
9) Which country isn't in the list of "Top 5 Best Recyling Countries "?

44 / 93 correct responses



9) Which country isn't in the list of "Top 5 Best Recyling Countries "?

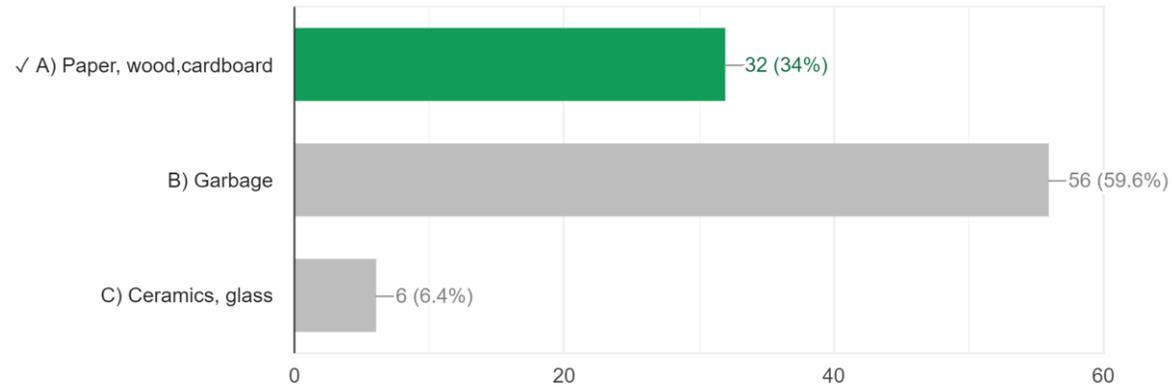
63 / 80 doğru yanıt



47,3 % of the participants gave the right answer for «Top 5 Best Recycling Countries» question, but after the activities carried during the mobility it is 78.8 % now

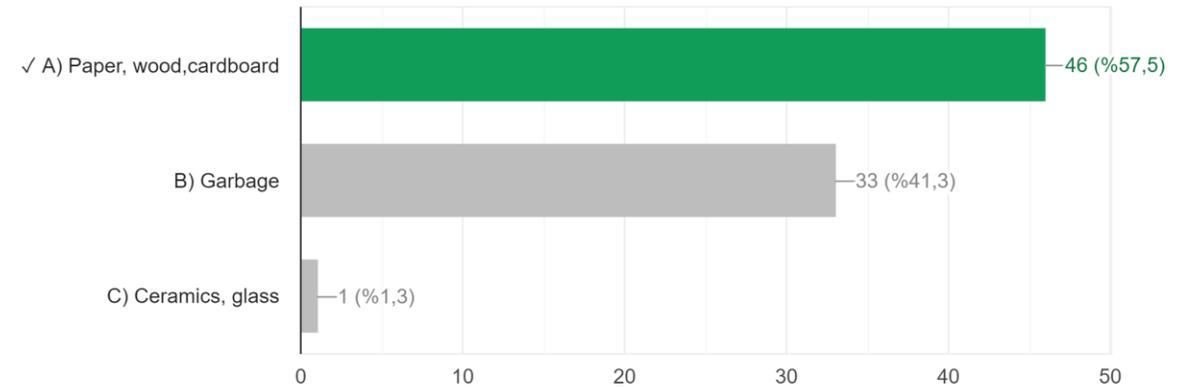
10) Which waste has the highest amount of "City Waste"?

32 / 94 correct responses



10) Which waste has the highest amount of "City Waste"?

46 / 80 doğru yanıt



Regarding the 10th question's answers
34 % of the participants knew about the components of City Waste
but in the end 57.5 % of them know it.



When pre-post test results were compared, it was observed that there was an increase in all of the correct answers given to questions, most of them are remarkably higher. Based on this information it can be stated that Turkey mobility has contributed positively to the participants and the mobility has been successful in achieving its goals.

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.