



GLB 300 Projects

Fall 2025/2026



Paws from Plastic: Recycled Pet Shelters



1 Team formation, brainstorming, and material collection plan



2 Field research and mapping of shelter placement locations



3 Collecting plastic bottles and other recyclable materials.



5 Placement of shelters in selected public areas.



4 Construction of shelters in the university workshop.



6 Awareness campaign and social media promotion.



PAW RECYCLE

Turning
recyclable
waste into
sustainable
feeding
stations for
campus cats.

Caring for Campus



To improve the well-being of campus stray cats while promoting **recycling** and **sustainable** practices through creative reuse of waste materials.



GROUP 9
Nurbanu KILIÇ, Şevval Rana TAN



BRIDGING EDUCATIONAL GAPS THROUGH SCIENCE AND PLAY IN RURAL SCHOOLS

INNOVATION

- Integrated science, play, and technology-based learning approach
- Chess, space science, microscopy, and coding games combined
- Active, student-centered learning environments
- University students as facilitators and role models



STAKEHOLDERS

- 📍 Kiranardı Şehit Ramazan Kırboğa Rural Primary School (project implementation site)
- 🏫 Abdullah Gül University
- 👩🏫 Classroom teachers and school administration
- 🧒 Students of the primary school (mainly 3rd and 4th grades)
- 🎓 University student volunteers (project team)
- 🌐 United Nations: Department of Economic and Social Affairs

PROBLEM ANALYSIS

The educational inequality between rural and urban schools

AIM AND GOALS

Delivering information to students at a rural school that they might find difficult to access through gamification.

ACTIVITIES AND VISUAL DOCUMENTATION

- 🔬 **Microscopy Activities:** Exploring the microscopic world
- ♀️ **Chess Sessions:** Developing strategic thinking and problem-solving skills
- 🚀 **Space and Science Introduction:** Stimulating curiosity and scientific awareness
- 🧠 **Algorithmic Thinking Games:** Teaching basic computational logic through play



LINK TO SDG'S AND SUB-TARGETS



SDG 4: Quality Education

4.1: Supporting inclusive and equitable quality education for all children

4.4: Enhancing cognitive, digital, and problem-solving skills

4.7: Promoting scientific literacy, creativity, and critical thinking



SDG 10: Reduced Inequalities

10.2: Increasing social and educational participation of students in rural areas

10.3: Reducing inequalities in access to educational opportunities

ACTIVITIES

- Weekly visits to the rural school
- Hands-on science and game-based learning sessions
- Group work and interactive learning activities

VISIBILITY AND DISSEMINATION

- The project reached approximately 60-70 primary school students (mainly 3rd and 4th graders) in a rural public school.
- Additional indirect impact included classroom teachers, school administrators, and university volunteers, reaching a total audience of nearly 90 people.
- The project was disseminated through:
 - In-school workshops and classroom activities
 - Poster presentations at the university
 - Photographic and video documentation

EVALUATION ACTIVITIES

- Observation of student engagement and participation
- Feedback from teachers
- Assessment of students' interest in science and learning after the activities

PROJECT OUTPUT

- Hands-on science and play-based learning workshops conducted in a rural primary school
- Development of low-cost, accessible educational activities (microscopy, chess, algorithmic thinking games)
- Creation of visual documentation (photographs, short videos, and poster materials)
- Increased awareness of STEM education and creative problem-solving among students
- Strengthened university-community collaboration



- Aybüke Er
- İrem Yılmaz
- Feyza Yunak
- Semih Karadağ
- Yasin Ramazan Çolak

A SINGLE DROP A THOUSAND HOPES

EMPOWERING THE FUTURE FOR WATER SUSTAINABILITY

Group 6 : Sude Naz Alakaş, Kübra Satış, Hatice Zehra Alakaş, Gülce Özepamuk, Aykut Emre Yüksel



Project Aim

To empower children with the knowledge and daily habits needed to protect clean water resources and promote sustainable water usage through interactive education.

Problem Analysis

Many children lack awareness of their daily water footprint and the importance of sanitation. Our project identifies these gaps through interactive surveys and observation, aiming to transform passive knowledge into active water-saving behaviors.

Weekly Activities



WEEK 1: PRESENTATION



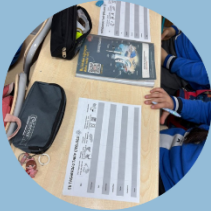
WEEK 2: PAINTING & ART WORKSHOP



WEEK 3: WATER AWARENESS QUIZ



WEEK 4: BOTTLE DESIGN CHALLENGE



WEEK 5: WEEKLY WATER CONSUMPTION TRACKING



WEEK 6: BRAINSTORMING SESSION



WEEK 7: "A DAY WITHOUT WATER" WORKSHOP



WEEK 8: POSTER

INNOVATION & METHODS





- Gamified Awareness: Turning water conservation into a competitive classroom challenge using interactive quizzes.
- Active Tracking: Using "Weekly Water Logs" to help students visualize and manage their own consumption.
- Peer-to-Peer Education: Training students as "Water Ambassadors" to spread the message across different grade levels.



SDG Relation

6 CLEAN WATER AND SANITATION



TARGET	6-1	TARGET	6-2	TARGET	6-3	TARGET	6-4
							
SAFE AND AFFORDABLE DRINKING WATER		END OPEN DEFECATION AND PROVIDE ACCESS TO SANITATION AND HYGIENE		IMPROVE WATER QUALITY, WASTEWATER TREATMENT AND SAFE REUSE		INCREASE WATER-USE EFFICIENCY AND ENSURE FRESHWATER SUPPLIES	



PARTNERS

Refika Küçükçalkal
Middle School
United Nations



ENERGY USAGE AWARENESS PROJECT

Save electricity - Save Your Future

PROJECT OBJECTIVES

- **General Aim:** To boost energy efficiency awareness and reduce unnecessary electricity use in AGU dormitories.
- **Specific Aims:**
 - Help students link daily habits to total energy consumption.
 - Promote simple, sustainable actions (e.g., turning off lights, unplugging devices).
 - Measure the impact of visual reminders on electricity reduction.
- **Targets:**
 - Achieve 10-15% reduction in dormitory electricity use.
 - 80% of participants report increased energy-saving awareness.
 - Create materials for long-term awareness.
- **Innovation & Problem analysis:**
- First behavior-based project in AGU dorms using visual feedback & real-time engagement.
- Energy waste in AGU dorms due to lack of awareness & unsustainable habits.

EVALUATION

- Comparing 2024 & 2025 electricity usage data from AGU dormitories.
- Comparison of electricity consumption data for October and November 2025 in AGU dormitories.

IMPACT

- Measurable decrease in dormitory electricity consumption.
- Increased student awareness of sustainable practices.
- Long-term behavioral change.
- Contribution to AGU's sustainability goals.

STAKEHOLDERS

- AGU Construction & Technical Dept.
- AGU Student Dormitories

SCAN FOR
REPORTS &
PHOTOS

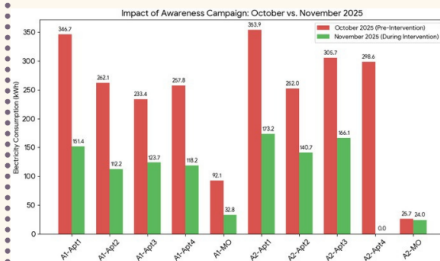


SAVE ELECTRICITY SAVE YOUR FUTURE

Don't leave your future in the dark!



Sample of awareness poster used in dorms



IMPLEMENTATION PROCESS

- Week 1-2: Campaign Launch (Placing posters/labels; direct student engagement).
 - Week 3-4: Observation & Monitoring (Tracking behavior changes and reactions to visuals).
 - Week 5: Mid-term Assessment (Comparing current electricity data with 2024 baseline).
 - Week 6-7: Engagement Activities (Interactive events; social media tips).
 - Week 8: Final Evaluation (Collecting final data, survey analysis, reporting).
- ACTIVITIES:** Posters, student engagement, social media

VISIBILITY AND DISSEMINATION

- Social media campaigns
- Registered with UN SDG Partnerships

OUTCOMES

- Key Findings (Potential):
 - Visual feedback can lead to up to 30% reduction [Petersen et al., 2007].
 - Simple behavior changes can reduce use by 15-20% [IEA, 2023].
- SDG Alignment:
 - SDG 7 (Clean Energy): Supports Target 7.3 by encouraging efficiency.
 - SDG 12 (Responsible Consumption): Promotes awareness for sustainable lifestyles.
- **“SDG 7.3: Double global energy efficiency improvement rate.”**
- **“SDG 12.8: Ensure awareness for sustainable lifestyles.”**



BEYOND THE SCREEN

STORIES THAT INSPIRE REAL IMAGINATION

AIM OF THE PROJECT

Encouraging children to enjoy reading supports language development and curiosity. Drawing activities nurture imagination and creativity, while together they promote active and meaningful learning through exploration and self-expression.



WHAT IS PROBLEM

Excessive screen use leads to reduced reading habits and weakened imagination in children. Prolonged screen time encourages passive consumption, replacing active thinking and creative imagination with ready-made content.



PROJECT IMPACT

The project supported children's creativity by encouraging self-expression through reading and drawing activities. It increased motivation to read by making stories engaging and interactive. Additionally, the project promoted a healthier balance between screen use and learning by offering meaningful, non-digital alternatives.



METHOD

During one class period, short stories were distributed to elementary school students. The stories were read together, both by the students and the instructor. After the reading activity, the students were asked to draw pictures based on the stories, encouraging imagination and active participation.



TARGET AUDIENCE & PROJECT DURATION

This project was implemented over an eight-week period at the primary school where we were assigned. The target audience consisted of 2nd, 3rd, and 4th grade students.





BACKGROUND

Inclusive and quality education is a fundamental right for all learners. However, students with special needs often face barriers in accessing education that matches their abilities and learning pace. SDG 4 (Quality Education) emphasizes equal access to inclusive and effective learning opportunities for everyone, including students with disabilities.



PROJECT OBJECTIVES

- To support inclusive education in line with SDG 4
- To provide developmentally appropriate learning activities
- To improve students' sensory awareness
- To enhance fine motor and hand skills
- To increase students' active participation in learning



TARGET GROUP

The project was implemented in a special education school with:

- Students with Down Syndrome
- Students with Cerebral Palsy
- Students with additional developmental and physical challenges

The activities were adapted to each student's individual abilities and needs.



METHODOLOGY

- Duration: 8 weeks
- Approach: Student-centered and inclusive education
- Teaching method: Sensory-based and hands-on learning
- Focus: Individual skill development and engagement

Activities were designed to ensure accessibility, participation, and learning for all students.



ACTIVITIES

- Sensory activities using colors, textures, and shapes
- Fine motor skill exercises (cutting, grasping, assembling)
- Hand-eye coordination activities
- Simple daily-life skill practices
- Play-based and interactive learning tasks



OUTCOMES

- Improved fine motor and hand skills
- Increased sensory awareness
- Higher student engagement and motivation
- Improved self-confidence during activities
- Positive learning experiences in an inclusive environment

Observational feedback showed that individualized and sensory-focused education significantly supports student development.

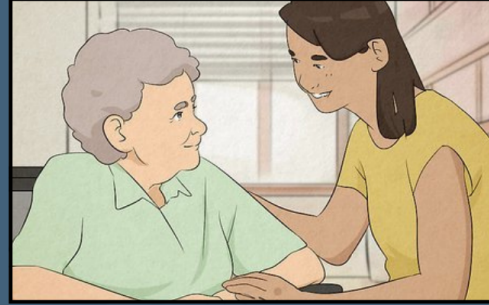


NURSING HOME PROJECT

By
GROUP 1:
Ramazan Çelik
Hakan Solak
Furkan Alim
Gülizar Doğan
Esmâ İkra Karabörklü
Sıla Parlak

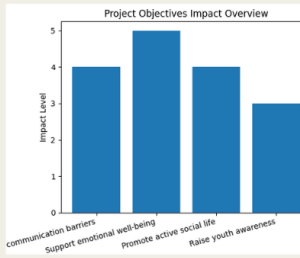
INTRODUCTION

As the population ages, there is a communication gap and a social interaction shortage among the elderly in the nursing homes. This has adverse effects on the emotional well being and quality of life of such older people. The project will help in active aging through improving meaningful communication, emotional attachment and social engagement among nursing home residents.



PROJECT OBJECTIVES

- To minimize the communication barriers between older adults.
- To aid emotional well being by means of socializing.
- To promote the active social life.
- To sensitize the youth on the issue of aging and social responsibility.



"The column chart illustrates the relative impact of each project objective. Supporting emotional well-being and promoting social interaction stand out as the most influential goals, while raising youth awareness remains a complementary but essential component of social responsibility."

RESULTS AND IMPACT

- Increased social interaction and communication among older adults.
- Monitoring positive emotional responses and participation in activities.
- Enhancing empathy and social awareness in student participants.
- Strengthening intergenerational relationships.
- Contributing to the Sustainable Development Goals.

IMPLEMENTATION PROCESS

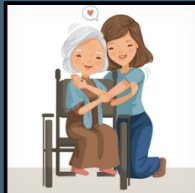
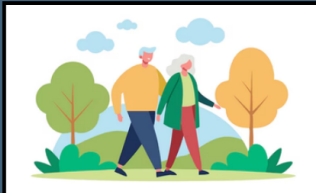
- Identifying and observing the social and emotional needs of nursing home residents.
- Communication-based and interactive planning.
- Establishing direct contact with elderly residents by visiting the nursing home.
- Implementing one-on-one interviews and group-based social activities.
- Project evaluation through observation and feedback.

TARGET SDGS

- SDG 3: Good health and well-being

NEXT STEPS

- Keep on visiting the nursing home regularly.
- Broaden the activities like art, music and story telling.
- Engage more volunteer and student organizations in the project.



To reach our Final Project Report:



RAISING ARTIFICIAL INTELLIGENCE AWARENESS AMONG PRIMARY SCHOOL CHILDREN



AN EDUCATIONAL INITIATIVE FOR EARLY AI LITERACY

PROJECT OBJECTIVES

TO INTRODUCE ARTIFICIAL INTELLIGENCE CONCEPTS TO PRIMARY SCHOOL CHILDREN IN AN AGE-APPROPRIATE WAY

TO REDUCE FEAR AND MISCONCEPTIONS ABOUT AI

TO ENCOURAGE CRITICAL AND ETHICAL THINKING ABOUT TECHNOLOGY FROM AN EARLY AGE

TO SUPPORT SDG 4: QUALITY EDUCATION THROUGH EARLY DIGITAL LITERACY



ACTIVITIES METHODS

SIMPLE AI EXAMPLES (FACE RECOGNITION, VOICE ASSISTANTS, RECOMMENDATION SYSTEMS)

VISUAL STORYTELLING AND POSTERS

QUESTION-BASED INTERACTION INSTEAD OF TECHNICAL EXPLANATIONS

EVERYDAY LIFE EXAMPLES CHILDREN CAN RELATE TO



IMPLEMENTATION PROCESS

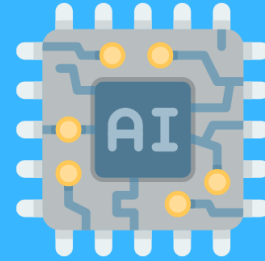
IDENTIFYING KEY AI CONCEPTS SUITABLE FOR PRIMARY SCHOOL LEVEL

DESIGNING SIMPLE EXPLANATIONS, VISUALS, AND REAL-LIFE EXAMPLES

CONDUCTING INTERACTIVE SESSIONS (QUESTIONS, DISCUSSIONS, VISUAL MATERIALS)

OBSERVING STUDENTS' REACTIONS AND ENGAGEMENT LEVELS

COLLECTING FEEDBACK THROUGH INFORMAL OBSERVATION AND DISCUSSION



OUTCOMES AND IMPACT

INCREASED CURIOSITY AND INTEREST IN ARTIFICIAL INTELLIGENCE

IMPROVED BASIC UNDERSTANDING OF WHAT AI IS AND WHAT IT IS NOT

REDUCED FEAR TOWARD TECHNOLOGY

POSITIVE ENGAGEMENT AND ACTIVE PARTICIPATION FROM STUDENTS

EARLY AWARENESS OF ETHICAL AND RESPONSIBLE TECHNOLOGY USE

GROUPS:

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ÖMER FARUK BAL, 2211021024

SUDE NAZ ÇELİK, 2213012004

MAHMUT MUSTAFA SATILMIŞ, 2011051059

ÇAĞATAY YAVLA, 2112011019

BEHİCE SUDE ŞENER, 2112011062



PROJECT TITLE

SUSTAINABLE FUTURE WITH CHILDREN

PROJECT SCHOOL

Avukat Ahmet Ulucan Kindergarten

TARGETED SDGs



PROJECT ACTIVITIES

- The SDGs were introduced to children in a simple and age-appropriate way.
- An educational video about the SDGs was watched.
- A learning-based educational game was played.



PROJECT AIM

To raise awareness among preschool children about sustainability, environmental protection, and responsible behaviors through engaging and educational activities.

GROUP MEMBERS

- Esra Celik
- Ayşe Ece Akkurt
- Yagiz Efe Aydin
- Armin Salman
- Berkay Mete

PAWPOINT: 3D PRINTED ANIMAL FEEDING STATIONS

Yunus Berke Yazıcı (ME), Yusuf Baki Demiryürek (CE),
Kerim Çatalbaş (CE), Enes Haydar Şanlı (ME), Samet Can Şahin (EE)

PROBLEM & GOAL

- Homeless animals lack consistent access to food/water.
- Traditional bowls are flimsy.
- **Our goal:** Create low-cost, weather-resistant 3D-printed (PETG) stations with integrated tracking.
- Implement SDG 11 (Sustainable Cities) and SDG 15 (Life on Land).
- **What is PawPoint?**
A smart system connecting durable, 3D-printed bowls with a mobile app for community-driven tracking of food/water supplies.

INNOVATION & SYSTEM



- **3D Printed Station:**
Durable, UV-resistant PETG design.
- **QR Code System:**
Linked to mobile app for real-time tracking.
- **Volunteer Network:**
Community members scan to update refill status.

9 WEEK PLAN

Weeks 1-3: Research, Design (Solidworks), App Architecture.



Weeks 4-6: Prototype printing, Campus testing, Community awareness.

Weeks 7-9: City Park Expansion (Kayseri), Final Report.



Download our App:

github.com/nickotyn46/pawpoint/tree/master/apk

LET'S HELP ANIMALS STRUGGLING IN WINTER!



Our awareness campaign highlights the difficulties animals face throughout the year.

Stray animals face serious difficulty during the cold season — and they need our care and support all year round.

Let's extend them a helping hand!



Group Members:

Melike Avcı

Fatma Sena Kaldırımçı

Zeynep Sude Şahin

Beyza Yıldırım

Mustafa Sami Akmermer

Ahmet Burak Bilgin





GLB 300

FIRST STEPS TO THE FUTURE

'Empowering children today for a sustainable world tomorrow.'

PROBLEM

Many pre-school children lack equal access to structured early education that supports hygiene, cultural awareness, and self-recognition.

MISSION

This project implements SDG Target 4.2 by ensuring all girls and boys have access to quality pre-primary education, effectively preparing them for successful primary schooling.

<p>Week-1 10 Kasım and Atatürk</p>	<p>Week-2 Privacy Awareness</p>	<p>Week-3 Learning Shapes - Square</p>	<p>Week-4 Learning Numbers - 6 (Six)</p>
<p>Week-5 Learning Shapes - Rectangle</p>	<p>Week-6 Learning Numbers - 7 (Seven)</p>	<p>Week-7 Days of the Week</p>	<p>ACTIVITIES</p>

PROJECT OUTCOME

Numerical Literacy: The students mastered the numbers 6 and 7 through interactive models and multi-sensory activities

Methodological Success: Visual materials and hands-on crafts (such as the ant and snowman models) were highly effective in maintaining engagement and ensuring information persistency.

Team & Target Evaluation: Every session was concluded to be a success, with high interest from children and positive feedback regarding the educational impact on both the students and the team members.

GROUP 6

Ecehan Çökaklı-Hasan Güngör-Melisa Yağmur Yüksel-Nehir Doğan- Nisa Nur Kaya-Onur Sel- Sena Kirazgiller

4 QUALITY EDUCATION



TARGET GROUP



Preschool children (ages 4-6)

CORE VALUES

- Cultural Identity
- Personal Growth
- Social Responsibility

METHODOLOGY



VISIBILITY



- School Displays
- Comprehensive Reporting

Done By:Handenur Can /Qamar Manal Zein Aldin /Hüsna Pasin /Elif Nur Baysar/Beyza Deligöz

CAMPUS FOOD DONATION BOX

LET'S MAKE KINDNESS PART OF CAMPUS LIFE ♥



We are excited to announce our annual Food Drive, where we come together as a community to make a positive impact on the lives .

DROP-OFF LOCATION

- 1 Steel Building
- 1 Factory Building
- 1 Amber Building

THE BOX INCLUDES:

- ▶ Rice •
- ▶ Pasta •
- ▶ Canned Food •
- ▶ Snacks •
- ▶ Biscuits



SUPPORTED BY SDG 2: ZERO HUNGER & SDG 12





We know what you need!

Promoting Menstrual Health on Campus: A Societal Impact Initiative
Supporting SDG 3 - Good Health and Well-Being.
Sponsored by Fihri Foundation.
GLB300.6 - Group 8



Focused on menstrual Development Goal

Aligned with UN SDG 3: Good Health and Well-Being, addressing menstrual health as an essential part of overall well-being.



Problem

Limited access to menstrual hygiene products can affect health, dignity, and academic participation, causing stress and discomfort for students, especially during unexpected menstrual emergencies.



What We Did

For 8 weeks, menstrual pad boxes were placed and refilled weekly in 5 AGU restrooms. A campus activity distributed pouches containing menstrual pads to raise awareness.



Outcomes & Impact

Improved access to hygiene products, reduced menstrual-related stress, and increased awareness of menstrual health on campus. The initiative inspired voluntary student contributions and community support.



Innovation Sustainability

This project was sustained through external sponsorship and collaboration. With the support of the Fihri Foundation, menstrual hygiene products were provided, highlighting the role of partnerships in supporting long-term health initiatives aligned with SDG 3.

We believe pads should be free and available in toilets on campus!!

Project Title: Waste Less, Live More: Recycling and Sustainability Movement

Team Members:
Şefika Berk,
Münevver Merve Bakmaz,
Berra Özküçük,
Hilal Betül Adanur,
Yaşar Enes Karasu,
Berfin Özer

1. Problem Analysis

Observed lack of recycling awareness and poor waste management practices on campus.
Recyclable materials were being disposed of with general trash, leading to resource loss.
Need to address individual consumption habits to reduce the university's environmental footprint.

2. Alignment with SDG 12

Goal: Responsible Consumption and Production.
Impact: Promoting sustainable lifestyles by reducing waste through prevention, reduction, and recycling.
Partnership: Collaborating with local units to ensure documented waste disposal.

3. Methodology & Fieldwork

Baseline Measurement: Assessed initial recycling bin locations and campus behavior.
Benchmarking: Analyzed sustainability practices of 4 major universities in Kayseri (AGU, ERÜ, KAYÜ, NNYÜ).
Awareness Activities: Distributed brochures and placed posters in high-traffic areas to engage students and staff.



4. Project Outcomes (Visual Evidence Required)

Quantitative Growth: Official waste collection records show a clear increasing trend toward the end of the project.
Peak Performance: The highest recorded waste amount reached 110 kg on January 21, 2025.
Successful Separation: Specific streams like cardboard (Architecture Dept.), e-waste, and hazardous toners were managed through documented procedures.

Awareness Impact: Targeted a 30% increase in recycling rates through visibility and education.



Based on interviews with responsible personnel and officially documented records, it was identified that municipal waste is collected daily from the campus; however, the absence of systematic quantitative measurements limits accurate monitoring of routine waste generation.

While toner and cardboard wastes are collected separately, electronic and IT-related wastes are accumulated and transferred to recycling facilities only once or twice per year, and the data used in this study are derived from these documented events.

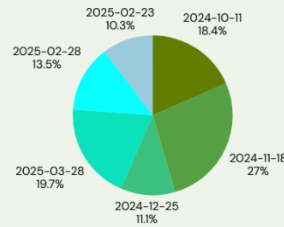
The analysis indicates an overall increasing trend in collected waste over time, with a peak of 110 kg recorded on 21 January 2025, suggesting variations in accumulation periods and collection efficiency. These findings underline the necessity of implementing a systematic waste measurement and recording system to enhance waste management efficiency and support long-term sustainability efforts.

5. Innovation & Future Proposals

Systematic Measurement: Proposed the implementation of daily quantitative waste tracking to improve monitoring.

Municipal Coordination: Strengthening the link between campus separation and municipal collection to prevent mixed pickups.

Digital Transformation: Introducing digital awareness tools and QR codes for bin locations.



This graph illustrates the process by which electronic waste generated at Abdullah Gül University is measured in kilograms on specific dates and transferred to Kocasinan Municipality for recycling purposes. The data indicate that electronic waste is accumulated and delivered at certain intervals,

while the varying proportions across different dates reflect fluctuations in the amount of waste collected over time. This process demonstrates the controlled management of electronic waste within the university and highlights its contribution to environmental sustainability through recycling practices.

LIGHT OF HOPE: LOSEV AWARENESS AND SUPPORT PROJECT

INTRODUCTION

The "Light of Hope" project was initiated to address the critical lack of psychosocial support for pediatric leukemia patients and the prevalence of societal misconceptions regarding the disease. Our aim was to bridge the gap between medical treatment and emotional well-being by providing interactive environments for children.

METHODOLOGY: PROJECT TIMELINE & ACTIVITIES

- To directly support the children, our team participated in several interactive field events. At Alparslan Park and the Parachute Area, we did creative activities with the kids, like face painting, hand printing, and kite flying. These activities were designed to let children express their creativity. By having an individual conversation with each one, we created a fun, friendly atmosphere that motivated them and made them feel good.

SUSTAINABLE DEVELOPMENT GOALS (SDG ALIGNMENT)

3 GOOD HEALTH AND WELL-BEING SDG 3 (Good Health and Well-being): Promoting mental health and psychological support for children.

4 QUALITY EDUCATION SDG 4 (Quality Education): Increasing health awareness and responsibility among university students and the general public.

OUTCOMES & IMPACT

This project had really positive results in terms of social and educational outcomes. We improved the children's emotional state, as shown by their engagement and happiness during the activities. On campus, we established a lasting culture of empathy; students gained a structured understanding of LOSEV's mission and the true nature of leukemia. In conclusion, we demonstrated that student-led initiatives can build strong bridges of empathy and make a big contribution to patients' social rehabilitation.

- Beyond emotional support, we made scientific and social education a priority. We attend medical conferences on stem cell therapies to learn more about the field, and then we share these insights with our colleagues and families through thorough presentations like "What is LOSEV?" and "Leukemia Classification". In addition, on campus we're making people aware of the "Collect Wishes for Me" campaign. We used posters and talked to people in person to get the university community on board with helping children with leukaemia by donating toys.

GLB300 - GROUP3

BENSU TOPKÜL / BÜŞRA TEMİR / DİLARA ÇETİNKAYA / GÜLSÜM BEYZA GÖKKAYA
YUSUF SAIT SAKOĞLU / ZEYNEP DOĞRU

ENGLISH TEACHING

Bridging the Gap for Future Opportunities

Course: GLB 300

Instructor: Rano Torun

Project ID: SDG-04

⚠ The Problem

Many public school students have limited access to effective English language education.

Consequence: This gap restricts their future academic achievements, social interactions, and career opportunities.

🎯 Our Aim

SDG 4
Quality Education

We directly support Sustainable Development Goal 4.

Target: To provide additional support to middle schoolers, building a foundation for fair educational opportunities for all.

💡 Innovation & Action

We moved away from traditional lectures. Our approach was student-centered, fun, and completely free.

Weekly Activities:

- ✓ **Interactive Games:** Using play to memorize vocab.
- ✓ **Practical Speaking:** Role-playing real-life scenarios.
- ✓ **Peer Practice:** Reducing anxiety by talking with peers.
- ✓ **Zero Budget:** 100% sustainable cost structure.

"Mistakes were welcome. Silence was not."

📈 Outcomes

- ✓ **Increased Confidence:** Students overcome the fear of speaking.
- ✓ **Skill Growth:** Verified through before-and-after assessments.
- ✓ **High Engagement:** Consistent attendance and active participation.

100%
Volunteer Driven

👥 The Team

Farhan Uddin Shehabelden Mohamed
Sameel Ashfaq Elif Akcakoca
Goncagül Yüksel

2025-2026
Academic Year

Steps That Touch Nature (STTN)

Rabia GENÇTÜRK // Özge ESKİN // Ruveyda DOĞAN // İrem GENÇ // Bekir ÖNGÖR
Academic Supervisor: Arş. Gör. Dr. Rana TORUN


ABDULLAH GÜL
UNIVERSITY



15
LIFE
ON LAND



PROJECT AIM

- Highlighting the importance of nature
- Developing environmental awareness among students and the society
- Raising awareness about the protection of natural areas

WHY IS THIS PROJECT RELATED TO SDG 15?

- Concrete steps were taken to protect terrestrial ecosystems.
- Wildlife was supported with a birdhouse exhibition.
- Natural life was strengthened with seed and acorn planting and tree planting.
- Environmental awareness was increased with presentations on plants.
- Sustainable awareness was developed by making direct contact with nature.



ACTIVITIES

- Birdhouse exhibition organized with TEMA Foundation
- Acorn planting activity to support forest regeneration
- Tree planting to contribute to green spaces
- Seed planting activities to raise environmental awareness
- Educational presentation on plants for high school students
- Weekly participation in nature-based activities with TEMA

OUTCOMES





BACKGROUND INFORMATION

Gender inequality is a factor that affects girls' opportunities in education, domestic responsibilities, and participation in social life (Bianchi et al., 2000). In fact, gender inequality in the fields of education and employment has been shown to reduce economic growth (Klasen & Lamanna, 2009). Gender inequality in education in Türkiye is strongly influenced by regional differences, family resources, and cultural attitudes. (Aytaç & Rankin, 2004; Rankin & Aytaç, 2006). In disadvantaged places such as rural schools and child care institutions, social inequality increases due to resource constraints and a lack of role models (UNICEF, 2021). Therefore, interventions aimed at reducing this inequality hold a very important place in raising awareness and reducing the disparity (UNESCO, 2019).

The aim of the project is to support disadvantaged groups of girls and to increase awareness of gender inequality within mixed-gender groups through educational and supportive activities in the fields of science, engineering, and psychology.



REAL DATA



The form outputs included answers to the following questions: the perception that women face inequality in areas such as education and work life (question 1), the perception that girls in disadvantaged environments such as children's homes, rehabilitation centers, or village schools experience greater disadvantages in accessing education and opportunities compared to other children (question 2), and whether boys are sufficiently aware of the importance of sharing responsibilities and opportunities equally with girls (question 3).

METHOD

In this study, a structured program was implemented to raise awareness of gender inequality, promote equality awareness among both girls and boys, and encourage girls' interest in science, engineering, and technology through psychological, game-based, and scientific activities, which were conducted in primary schools, youth centers, rehabilitation centers, and social service institutions after obtaining the necessary permissions.

Table with 2 columns: Week and Responsible/Event details for 8 weeks of activities.

This 8-week program challenges gender stereotypes through interactive games and hands-on STEM workshops. By highlighting female scientists alongside experiments like DNA and circuitry, it provides role models that inspire youth to pursue diverse career paths regardless of traditional roles.

CONCLUSION

The main objective of the project is to help children and young women develop early awareness of gender roles, empathy and respect, thus laying the foundation for a compassionate and inclusive mindset in society. Overall, our observations and the feedback we've received indicate that many children are capable of empathy and strive to put it into practice. For this reason, we believe that the education we provide, along with our professional fields, contributes to this situation, and we are convinced that education is one of the most important solutions.

RESULTS

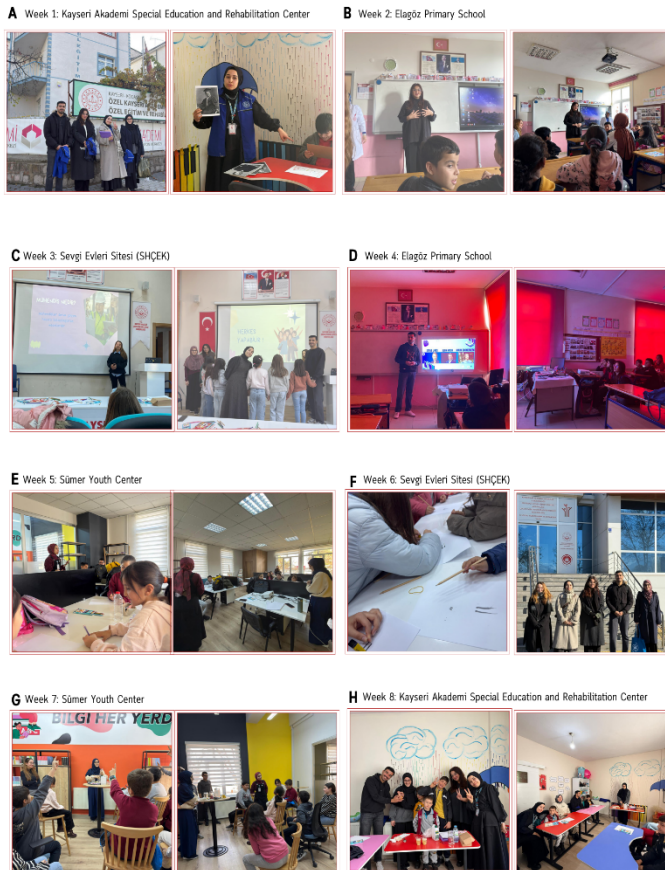


Figure 1: (A) Week 1 activity conducted at Kayseri Akademi Special Education and Rehabilitation Center with a mixed group, featuring the "Who is This Profession?" gender perception game. (B) Week 2 activity held at Elagöz Primary School with a mixed group, implementing the "Take a Step - Equality Circle Game." (C) Week 3 activity organized at Sevgi Evleri Sitesi (SHÇEK) with a girls-only group, including an Engineering Inspiration Workshop. (D) Week 4 computer and engineering workshop conducted at Elagöz Primary School with a mixed group, titled "The Innovation Quest in Engineering." (E) Week 5 psychological awareness activity implemented at Sümer Youth Center with a mixed group, repeating the "Take a Step - Equality Circle Game." (F) Week 6 science activity held at Sevgi Evleri Sitesi (SHÇEK) with a girls-only group, involving a Graphite Circuit Experiment. (G) Week 7 science activity conducted at Sümer Youth Center with a mixed group, featuring a Simple DNA Science Experiment. (H) Week 8 science activity conducted at Kayseri Akademi Special Education and Rehabilitation Center, the same institution as Week 1, featuring a Simple DNA Science Experiment.

REFERENCES

List of references including Bianchi et al. (2000), Klasen & Lamanna (2009), Aytaç & Rankin (2004), Rankin & Aytaç (2006), UNICEF (2021), and UNESCO (2019).



From Waste to Worth

Turning Old Clothes to Reusable Shopping Bags

The Problem

- Massive textile waste from unused clothing
- Single-use plastic bags polluting land and oceans
- Low awareness of recycling habits

Project Description

Textile waste and plastic pollution are growing environmental problems. Instead of throwing away old clothes, we transformed unused fabrics into reusable shopping bags. Our project gives waste a second life and promotes sustainable consumption.

Our Solution

- Collect unused clothes
- Redesign them as reusable shopping bags
- Reduce plastic bag usage
- Raise sustainability awareness



Goals

- Reuse 15–20 old clothing items
- Produce 5-10 reusable bags
- Raise recycling awareness among university students

Impact

- Reduced textile waste
- Lower plastic bag dependency
- Increased sustainability awareness on campus

Sustainable

Development Goals

- SDG 12: Responsible Consumption & Production
- SDG 13: Climate Action



Research



Collection



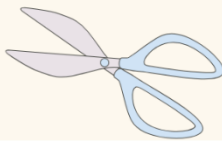
Sewing



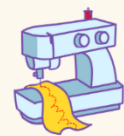
Testing



Exhibition



Ahmet Tunahan Ulu
Kaan Melül
Begül Altıntaş
Nisanur Türkmen
Obada Alhalabi





AI Literacy and Productivity for Youth

Project Overview

Improving AI literacy, ethical awareness, and digital productivity skills of high school students.

Problem Statement

Many students use AI tools without understanding ethical use, digital well-being, or productive applications.

What We Did

- Designed AI literacy workshops
- Delivered sessions to 9th–10th grade students
- Covered AI basics, ethics, and digital productivity
- *Workshops in Private High Schools*



Target Group

High School Students
Ages 14–16



SDG Connection

SDG 4: Quality Education
Ensuring Equal Access
to AI Education



Project Outputs

- Face-to-Face Training Sessions
- Ethical AI Awareness Increased
- Improved Digital Responsibility



Future Steps

- Expanding Workshops to
Additional High Schools



Schools Implemented

- Sinav College Anatolian High School
(9th–10th grades)
- İstem College Anatolian Science High School
(9th–10th grades)
- AS College Middle School (5th–6th grades)
(Special Request)



Mert Altakhan - 2215011065 | Mehmet Akif Akkaş - 2112011040
Zeynep Çağla Koç 2312011052 | Ece Aykan - 2212011037
Göksu Yıldırım - 2212011018 | Tayfun Yılmaz - 2013011049

UNIMIND CAMPUS: A PEER-LED INITIATIVE TO QUANTIFY AND MITIGATE ACADEMIC STRESS

Project Proposal:

Measuring and Reducing University Student Academic Stress

PROJECT AIM

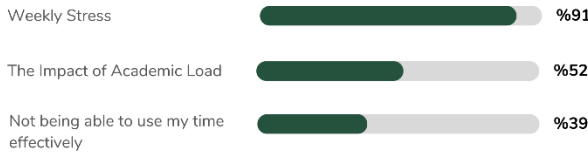
To design and evaluate a peer-led, data-driven program that measures and reduces exam-related academic stress among university students, while promoting mental well-being on campus.



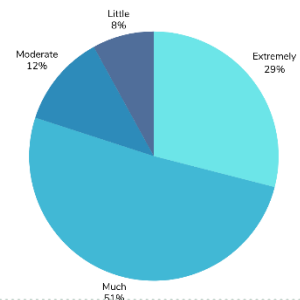
PROBLEM & NEED

University students face high academic stress due to:

- Exam pressure and heavy workload
- Time management difficulties
- Anxiety about academic success and future careers



How much stress does academic workload cause?



PROJECT APPROACH

The project follows a two-phase structure:

Measurement:

Campus-wide surveys and student feedback are used to identify stress levels, peak periods, and main stressors.

Intervention:

Student-suggested, low-cost, peer-led activities (e.g., short breaks, breathing exercises, silent zones) are implemented during high-stress periods.

TARGET & IMPACT

Target Group:

University students, particularly those in high-pressure academic programs.

Expected Impact:

- At least 15% reduction in self-reported exam stress
- Increased peer engagement and stress awareness
- Improved coping strategies among students



1. Book reading event



2. Academic event



3. Game event



4. Meeting and outdoor event



5. Workshop event



6. Football and support event

SUSTAINABILITY & SDG

The project is designed to be repeatable, low-cost, and scalable, allowing future student teams or faculties to continue implementation.

SDG Alignment:

SDG 3 – Good Health and Well-being, supporting mental health promotion and stress prevention in higher education.

SDG 4 – Quality Education: Providing accessible, hands-on learning resources and sustainable project frameworks for future students and faculty members.



Group Members:

Beyza Erdem
Çiğdem Ocak
Emir Çelik
Güner Bilgin
Halit Gök

SMALL HANDS, BIG IMPACT:

SUSTAINABILITY THROUGH CREATIVITY



PROJECT AIM

To promote environmental awareness and social responsibility among children

PROCESS

- Planning and Promotion
- Sustainability Presentation
- Creative Recycling Workshops
- Educational Games
- Feedback and Evaluation



SDG 11 – SUSTAINABLE CITIES AND COMMUNITIES



SDG 12 – RESPONSIBLE CONSUMPTION AND PRODUCTION



SDG 13 – CLIMATE ACTION



SDG 17 – PARTNERSHIPS FOR THE GOALS



KEY IMPACT

- Increased awareness of sustainability concepts
- Active participation and creative expression
- Hands-on learning through recycled materials
- Strengthened sense of environmental responsibility

“WASTE IS NOT THE END, BUT THE BEGINNING OF IMAGINATION.”



“RECYCLING IS NOT JUST A PROCESS, IT IS A MINDSET.”

This project is an eight-week sustainability-focused initiative conducted with children from a Sevgi Evi, aiming to raise awareness about environmental responsibility through creative and participatory activities. By combining education, recycling workshops, games, and social interaction, the project encourages children to rethink waste as a valuable resource and to actively engage with sustainability concepts.

EMIRHAN GARIP-HAKAN OZDEMIR-MELAHAT BAHCELI-NAZENDE YAREN YILMAZ

GLB300 PROJECT CAT HOTEL

Furkan Us Nuri
İnceöz Gani Bülbül
Dilhan Deniz
Zeynep Sude Aslan

PROJECT GOAL

Our main goal is to build a warm shelter for street cats using waste materials. We combine recycling with 3D printing technology to solve two problems at once: reducing waste and helping stray animals.



THE PROCESS

- 1. Gathering Materials:** We collected waste wood, fabric scraps, and other leftover materials from local workshops and ateliers.
- 2. Design & Planning:** We decided on the most suitable shelter design based on the materials we found and planned how to put them together.
- 3. Construction:** We combined the wood pieces with our custom 3D-printed parts and built the main structure of the house.
- 4. Finishing Touches:** We painted the shelter to protect it from the rain and decorated it to make it look nice and welcoming.
- 5. Deployment & Care:** We placed the Cat Hotel in a park, introduced it to the people, and started feeding the cats to get them used to their new home.

WHY IT MATTERS ?

Upcycling: We didn't just recycle; we 'upcycled'. We turned useless trash into a valuable home. This shows that sustainability can be practical.

Animal Welfare: The 'Cat Hotel' creates a safe zone for cats. It protects them from rain and cold, which is vital for their survival in the city.

SOCIAL IMPACT

The Outcome: We placed the Cat Hotel in a local park. It is now actively used by three cats. People in the neighborhood started to leave food there, creating a bond between the community and the animals.

Final Message: "Waste is only waste if you don't use it. We turned it into a home."

DESIGN CHALLENGES

The Challenge: We wanted to create a sturdy structure without damaging the recycled wood panels using too many nails or screws.

Our Solution: We used 3D printer to produce custom plastic joints. These parts held the wood panels together securely and made the assembly process much easier.

RELATED SDGS

- Goal 11: Sustainable Cities & Communities
- Goal 12: Responsible Consumption & Production
- Goal 15: Life on Land



AGU Smart Waste and Resource Management Platform (AGU-SWARP)



THE CHALLENGE

INEFFICIENT CAMPUS WASTE MANAGEMENT

LACK OF DATA TRANSPARENCY

Waste collection applies fixed routes, servicing both full and empty bins, leading to unnecessary fuel and labor costs.

INEFFICIENT COLLECTION LOGISTICS

Waste collection on campus follows fixed routes without real-time information on bin fill levels. This leads to unnecessary collection of empty bins or delayed response to full bins, resulting in wasted time, fuel, and labor.

THE SOLUTION

A SMART INTEGRATED SYSTEM

AGU Swarp uses ITC solutions, sensors, a central data platform, and a mobile app to create a transparent, efficient, and incentivized waste management process.

Aligned with UN Sustainable Development Goals (SDG) The project directly supports SDG 12 (responsible consumption and production) and promoting waste reduction, sustainable practices, and community awareness.

THE PROJECT JOURNEY

WEEKS 1-2 | PROBLEM IDENTIFICATION

- Site observations and waste management analysis
- Identification of inefficiencies in collection routines
- Sensor research and system concept development
- Pilot area and initial UI/UX planning

WEEKS 3-7 | DEVELOPMENT & INTEGRATION

- Hardware prototyping and sensor integration
- Software and database infrastructure development
- Mobile and web interface implementation
- Real-time data transmission and system testing

WEEK 9 | EVALUATION & RESULTS

- System performance evaluation based on pilot results
- User and staff feedback collection
- Final reporting and project presentation

PROJECT OUTCOME

- Reduced environmental pollution
- Faster and more efficient waste collection
- Positive feedback from cleaning staff and users

Inefficient Collection Logistics

Waste collection on campus follows fixed routes without real-time information on bin fill levels. This leads to unnecessary collection of empty bins or delayed response to full bins, resulting in wasted time, fuel, and labor.

Measuring Success & Future Vision

Project success is measured through increased recycling rates, reduced collection time, and active user engagement. Our future vision is to scale this system across the entire campus and adapt it for city-wide implementation.

THE FINAL PRODUCT: A FUNCTIONAL SMART SYSTEM

The Smart Bin

A physical smart bin prototype was developed and equipped with ultrasonic and load-cell sensors, making it ready for deployment in the pilot area.

Real-Time Data Dashboard

A real-time dashboard visualizes bin locations, fill levels, and system status, enabling efficient monitoring and decision-making through the mobile application.

The Backend Engine

A robust backend system was developed, including a database to store bin location and fill-level data, and an API to manage data flow between sensors, the cloud platform, and the mobile application.

Low-Cost & Viable

Estimated Budget: 5,000 TRY. The system uses common, low-cost technologies, making it highly viable, scalable, and suitable for wider urban implementation.

A Model for a Smart Campus

The system is designed as a scalable model that can be adapted and expanded for wider urban applications, supporting data-driven waste management in the campus.

GUIDING HIGH SCHOOL STUDENTS FOR UNIVERSITY LIFE & LANGUAGE EDUCATION

(A GLB 300 – SDG 4 QUALITY EDUCATION PROJECT)

Hatice Berenay Özdemir
Nimet Alıdağı
Berk Kaan
Utku Başsimitçi
Arafat Kibalama

1. PROJECT OVERVIEW

This project aims to support high school students in making informed decisions about university life and language education. It seeks to guide students by providing accurate and accessible information about university departments, campus life, language-intensive study paths, and future career opportunities.



2. PROBLEM STATEMENT

Many high school students lack sufficient guidance about:

- University departments and campus life
- Language-focused education paths
- Erasmus opportunities
- The YKS exam process and post-exam choices.



3. PROJECT OBJECTIVES

To raise awareness about SDG4 Quality Education

To inform high schoolers about engineering, college life and education

To encourage English learning for language classes and importance in engineering for other seniors

To help them choosing right job



4. METHODOLOGY & ACTIVITIES

The project is conducted using interactive presentations and visual materials for high school students. Information is provided about university departments, language education, Erasmus opportunities, and career paths, supporting students in discovering their interests and making informed decisions about their future.

7. SDG CONNECTION & CONCLUSION

This project directly supports SDG 4 – Quality Education by promoting equal access to educational information and helping students make informed decisions about their academic futures.

5. TARGET GROUP

- Senior high school student
- 3rd grade high school student



BUILDING SHELTERS AND FEEDERS



Recycle to Care: Small Actions, Big Hope for Stray Animals



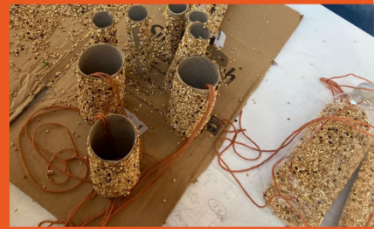
WHY ARE WE HERE?

Global Waste Crisis: Millions of tons of cardboard and plastic waste end up in nature every year.

The Struggle for Survival of Street Animals: Street animals face shelter problems, especially in cold weather due to rain and inadequate insulation.

MAIN IDEA OF THE PROJECT?

The main idea of this project is to create eco-friendly shelters and feeders for stray animals using recycled materials. By doing so, we support the basic needs of stray animals while reducing environmental waste and promoting sustainability in urban areas.



METHOD USED

Recyclable materials were collected and reused to create bird feeders and animal shelters. Toilet paper rolls were coated with honey to make feeders, while cardboard boxes were reinforced with stretch film to reduce water leakage. Fabric scraps were used as bedding to provide comfort for animals.

CURRENT PROJECT STATUS

The project is currently in its implementation phase. Shelters and feeders made from recycled materials have been produced and installed in outdoor areas. Ongoing observations are being conducted to assess their use by stray animals, their durability, and their contribution to environmental sustainability.



SUSTAINABILITY AND RESULTS

Transforming waste materials into cat houses, bird feeders, and bird nests with innovative designs, we are implementing both SDG12 and SDG9.

Design offers high durability and thermal comfort by providing complete protection against weather, water, wind, and cold with recycled materials.

CTRL+ME

TAKE CONTROL OF YOUR DIGITAL FOOTPRINT

Group Members
Akif Mustafa AKTAŞ
Betül ATAR
Seher SESLİ
Serdar DEMİRCİ
Servet ARSLAN
Şüheda Zeynep ÜNALMIŞ

INITIAL TRIGGER

WHAT MADE US QUESTION THIS ISSUE?



As the amount of time we spend in the digital environment increases, we have realized how visible our personal data has become. Daily posts, location tags, and online interactions are now considered ordinary behaviors. However, this ordinariness makes it difficult to notice our digital footprint.

DEFINING THE CORE PROBLEM FROM OBSERVATION TO PROBLEM

These observations revealed that the main problem is not the existence of technology, but rather a lack of digital awareness. The digital footprint is often perceived as an abstract concept, which is why young people do not consider the long-term effects of their online behavior.

WHY THE PROBLEM MATTERS

INDIVIDUAL RISKS

- **Privacy Violation:** Personal data becomes public property.
- **Reputation Damage:** Digital traces affect future careers.
- **Cyber Threats:** Increased risk of identity theft.

SOCIAL IMPACT

- **Erosion of Trust:** Online interactions become suspicious.
- **Unethical Climate:** Lack of responsibility damages digital culture.



WHAT WE NOTICED

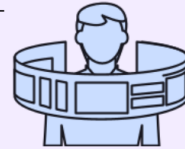
- **Unchecked Privacy:** Most students ignore privacy settings.
- **Over-Sharing:** Personal data is shared publicly without hesitation.
- **The Disconnect:** Users often overlook the link between digital habits and real-life consequences.



WHY NOW?

URGENCY IN THE DIGITAL AGE

Artificial intelligence-powered data collection systems, algorithms, and increasing social media dependency are causing personal data to spread faster and more uncontrollably than ever before. Digital environments are now part of individuals' social, academic, and professional identities. Therefore, digital awareness has become an urgent necessity in today's conditions.



CONCEPTUAL FRAMEWORK CONNECTING THE ISSUE TO SDG 16.10

This process has been addressed within the framework of SDG 16.10 – Protecting fundamental freedoms. Digital privacy and secure online participation are the digital equivalents of fundamental freedoms. Enabling young people to act consciously in digital environments contributes to the creation of a safer and more ethical digital public sphere.

16 PEACE, JUSTICE AND STRONG INSTITUTIONS



MISSION

To create a Supportive campus environment that interrupts stress cycles and enhances student well-being.



AWARENESS

- Open dialogues on academic pressure.



EXPRESSION

- Creative outlets for stress.



COGNITIVE AGILITY

- Break stress rigidity.



COMMUNITY

- Foster belonging.



MINDFULNESS

- Pause and reflect.

visual Demonstration of shared Student Emotions, Through Activities we designed



IMPLEMENTATION

Phase 1: Awareness & Release

Focused on emotional release and gratitude. Students first acknowledged feelings of being overwhelmed, then expressed gratitude through large-scale murals using colors and abstract forms, supporting emotional discharge and relaxation.

- Week 1: Feeling Overwhelmed.
- Week 2: Gratitude Mural.

Phase 2: Cognitive & Social Flexibility

- Week 3-4 : Shift Your Standpoint
- Week 5: Faces of The Community

Phase 3: Deep Reflection

- Week 6 : Minds in Bloom

ALIGNMENT WITH SUSTAINABLE DEVELOPMENT GOALS



- SDG 3 (Good Health and Well-being): Promoting mental health and preventing emotional distress through proactive, non-clinical interventions.



- SDG 4 (Quality Education): Recognizing that cognitive flexibility and mental clarity are prerequisites for academic excellence.

Awareness → Expression → Flexibility → Mindfulness

OUTCOMES & IMPACT



HIGH ENGAGEMENT: ACTIVE PARTICIPATION.

- Despite midterm pressures, participation consistently exceeded expectations across all phases.



MENTAL RESET

- most of participants in cognitive flexibility trials confirmed the activities provided a "mental reset" and a broader perspective on their stressors.
- Structured mindfulness and perspective-shifting tasks successfully interrupted "stress rigidity" loops.



VISUAL COMMUNITY

- Hallways transformed
- The initiative turned academic corridors into supportive environments where students felt safe to externalize internal experiences.



SKILL BUILDING

- Students acquired practical strategies, such as using gratitude to boost feel-good neurotransmitters and Mandala coloring to reduce state anxiety.
- Participants learned accessible, non-clinical grounding techniques to reconnect with themselves amid academic demands.

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BE AWARE OF THE RARE DISEASE



“

- **Project Objectives**

Raising awareness about rare diseases

Increasing empathy and social sensitivity among high school students

Simplify clinical language through a human-centered narrative approach

To contribute to the development of health-literate and inclusive individuals.

”



“

- **Why High School Students?**

Awareness at an early age creates long-term social impact

Young people are key agents of social change

Education helps reduce prejudice and misinformation

”

“

- **What Was Covered in the Presentation?**

What are rare diseases?

The daily challenges faced by individuals living with rare diseases

The importance of empathy, inclusion, and social support

What students can do as individuals

”



Nükhet Apaydın
Nezaket Küpeli M.
Bahattin Kahya
Sebiha Sayan
Sedanur Ünal