Introduction to TEAL teaching methodology

1.1 How the TEAL methodology works

1.2 How digital tools support the TEAL methodology

Topic	Knowledge	Skills	Attitudes
Introduction to TEAL teaching methodology	• TEAL Principles and Comparison • Active Teaching Strategies • Teacher and Student Role • Digital Tools for TEAL • TEAL Activity Planning	• Analyzing and applying TEAL • Selecting teaching strategies • Using digital tools • Designing teaching activities • Critically evaluating TEAL	• Openness to educational innovation • Appreciation for active learning • Willingness to experiment • Awareness of the role of technology • Reflective and collaborative mindset

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MODULE 1: Introduction to TEAL teaching methodology

ACTIVITY 1.1: Exploring TEAL

Duration of activity	110 minutes
Setting	☒F2F ☐ Self-directed learning / online
Type of activity	☐ Lecture ☒ Discussion ☒ Group activity ☐ Individual activity ☐ other:
Resources	☒ PowerPoint Presentation: DSD_TEAL Pedagogy – Module 1 Introduction & Practical Application.pptx ☐ PDF/handout: ☒ online resource: Video on "What is Active Learning?" (https://www.youtube.com/watch?v=D8Wc3eSRaLE) "Integration of Technology in the Classroom" (https://www.youtube.com/watch?v=4jLKL2VCZrA) Collaborative Learning (Explained in 2 Minutes) (https://www.youtube.com/watch?v=jXwBzbb0Huc&t=15s) ☐ Flipchart: ☒ other: Coloured Cards (for the formation of groups)
Requirements	• PC/Laptop • Mobile Devices

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	● Internet ● Projector
Description of activity (step-by-step)	**1. Introduction to the Module (5 minutes)** The facilitator begins by introducing the module's objectives and providing a brief overview of the session. The facilitator explains that the goal is to explore the TEAL (Technology-Enhanced Active Learning) approach and its key components: active learning, technology integration, and collaboration. **2. Icebreaker (20 minutes)** The facilitator starts with the "Two Truths and a Lie" icebreaker activity. Each participant shares three statements about themselves: two are true, and one is false. The rest of the group guesses which statement is the lie. Activity Objective: ● Create a relaxed and interactive atmosphere. ● Encourage communication and interaction among participants. ● Stimulate reflection on the theme of active learning and technology integration. Discussion Guide (Facilitator): ● Ask participants to include at least one educational reflection or teaching experience among their statements (e.g., a situation where they used technology or an active learning approach in an interesting or challenging way). ● Example statements: ○ "I used an online platform for collaborative learning in the classroom, but it didn't work as I expected." ○ "I once incorporated technology to make my teaching more engaging, but the students were confused about how to use it." ● After the activity, invite participants to reflect on how the shared experiences may relate to the concepts of active learning and technology that will be explored in the module. ● Stimulate a discussion on how using technology in teaching activities can improve student interaction and make learning more engaging. **3. Interactive Presentation (40 minutes)**

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	The facilitator begins by introducing the definition of TEAL, exploring its roots in higher education, and emphasizing its adaptability to a range of teaching contexts. The presentation then delves into TEAL's core components – active learning, technology integration, and collaboration – with the support of videos on "What is Active Learning?", "Integration of Technology in the Classroom," and "Collaborative Learning." To illustrate TEAL's application, the facilitator provides practical examples of TEAL in teaching. Furthermore, the facilitator offers concrete examples of how technology and active learning can be effectively integrated into instructional practices. Participants are actively invited to ask questions and contribute their insights throughout the presentation. **4. Think-Pair-Share Activity (20 minutes)** To deepen the engagement with the content, the facilitator organizes a Think-Pair-Share activity. The facilitator poses the question: "How do teaching and learning dynamics change when using TEAL compared to traditional methods?" Participants first reflect individually on this question for a few minutes. Then, they pair up with a partner to discuss their thoughts. Finally, the pairs share their insights with the whole group. **5. Brainstorming and Group Discussion (20 minutes)** The facilitator divides participants into small groups using coloured cards. Each participant receives a coloured card and those with the same colour form a group. • Each group explores a specific aspect of TEAL (active learning, technology integration, or collaboration). • The groups discuss and write down their ideas on paper or a whiteboard. At the end, each group shares their reflections with the whole group, and the facilitator leads the final discussion. **6. Conclusion (5 minutes)** To conclude the session, the facilitator summarizes the key points covered during the session and invites participants to share their main takeaways. The facilitator encourages participants to reflect on how they can apply TEAL principles in their own teaching practice. The session ends with a brief Q&A and any final thoughts from participants.
Assessment	Participants' understanding of TEAL principles will be assessed through a combination of observation and a digital quiz.

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	The facilitator observes participants' engagement during Think-Pair-Share and group discussion activities. This provides qualitative insights into their ability to apply TEAL concepts and engage in collaborative discussions. A digital quiz will also be administered via Google Forms to assess participants' understanding of TEAL terminology (https://docs.google.com/forms/d/1AMmGgxAbrsx14-H-0XKeu6I5X7BwjGi6-Y7LquThc6c/preview), principles, and comparisons to traditional teaching methods. The quiz will include both multiple choice and short answer questions to test both recall and comprehension of the material.
Sources / Further reading	Sources: Video on "What is Active Learning?" (https://www.youtube.com/watch?v=D8Wc3eSRaLE) "Integration of Technology in the Classroom" (https://www.youtube.com/watch?v=4jLKL2VCZrA) Collaborative Learning (Explained in 2 Minutes) (https://www.youtube.com/watch?v=jXwBzbb0Huc&t=15s) Traditional Learning vs TEAL_CANVA https://www.canva.com/design/DAGi7OXb-v0/dwdRyWbH8KSBXthFFbIlmg/edit For further exploration of TEAL, you can refer to these resources: • https://www.edutopia.org/topic/active-learning • https://www.wgu.edu/blog/what-is-technology-enhanced-learning2006.html • https://www.teachthought.com/pedagogy/examples-of-collaborative-learning/"

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MODULE 1: Introduction to TEAL teaching methodology

ACTIVITY 1.2 – TEAL in Action: Applying TEAL Strategies in Real Scenarios

Duration of activity	90 minutes
Setting	☒F2F ☐ Self-directed learning / online
Type of activity	☐ Lecture ☒ Discussion ☒ Group activity ☐ Individual activity ☐ other: Case Study Analysis, Role-Playing
Resources	☒ PowerPoint Presentation: DSD TEAL Pedagogy – Module 1: Introduction & Practical Application.pptx ☐ PDF/handout: ☐ online resource: ☐ Flipchart: ☒ other: case study analysis, Role-play props (optional)
Requirements	☒ PC/Laptop ☒ Mobile Devices ☒ Internet (if digital case studies are used) ☒ Projector
Description of activity (step-by-step)	**Introduction (10 minutes):**

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	The facilitator introduces the activity, explaining that participants will explore practical applications of TEAL through case study analysis and role-playing. The facilitator presents the objectives of the activity: to analyze how TEAL principles can be applied in different contexts and to experience TEAL strategies through role-playing. **Case Study Analysis (40 minutes):** The facilitator divides participants into small groups. Each group receives a different case study scenario illustrating a teaching situation. The scenarios include: • Case Study_TEAL for Upskilling_: A scenario focused on training experienced employees to use new technology (https://drive.google.com/drive/u/3/folders/1-9iPyqeDw3WRsfZjJJEemGV-1bCmXINi) • Case Study_Unmotivated Class_: A scenario exploring strategies to increase student engagement in a disengaged group of learners (https://drive.google.com/drive/u/3/folders/1-9iPyqeDw3WRsfZjJJEemGV-1bCmXINi). Groups analyze their assigned case study, identifying opportunities to apply TEAL principles and strategies. Groups discuss how they would modify the situation using TEAL. **Presentation of Solutions and Guided Discussion (40 minutes):** After analyzing the case study, each group prepares a brief presentation of their TEAL-based solution. Groups present their proposals to the class, explaining how they applied TEAL principles to address the challenges in the case study. The facilitator facilitates a structured discussion, asking questions to deepen the reasoning behind the proposed solutions and compare different strategies. Participants share insights, discuss challenges encountered, and reflect on key takeaways.
Assessment	The trainer will assess participants' ability to apply TEAL principles through their analysis of the case studies and their participation in the role-playing activity. Assessment will focus on the depth of their analysis, the creativity and effectiveness of their proposed TEAL strategies, and their ability to collaborate and communicate effectively within their groups.
Sources / Further reading	Sources: • Case Study_TEAL for Upskilling

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	• Case Study_Unmotivated Class "For further exploration of TEAL, you can refer to these resources: • https://www.queensu.ca/ctl/resources/instructors/instructional-strategies/active-learning

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MODULE 1: Introduction to TEAL teaching methodology

ACTIVITY 1.3: Deepening TEAL Application

Duration of activity	210 minutes
Setting	☒ F2F ☐ Self-directed learning / online
Type of activity	☐ Lecture ☒ Discussion ☒ Group activity ☐ Individual activity ☐ other:
Resources	☐ PowerPoint Presentation: DSD_TEAL Pedagogy – Module 1 Introduction & Practical Application.pptx ☒ PDF/handout: "Exploring student perceptions and use of face-to-face classes, technology-enhanced active learning, and online resources" ☒ online resource: video "A Technology Enhanced Active Learning Space" ☐ Flipchart: ☐ other:
Requirements	• PC/Laptop • Mobile Devices • Internet • Projector
Description of activity (step-by-step)	**Introduction (10 minutes):**

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	The facilitator introduces the activity, explaining that participants will explore the practical application of TEAL principles through the analysis of an article and a video that highlight real-world TEAL implementation examples. The facilitator presents the objectives of the activity: • To analyze how TEAL principles can be applied in different educational contexts. • To experience and practice TEAL strategies by engaging with the article and video, followed by group discussions. **Reading and Video (60 minutes):** The facilitator provides participants with the article titled "Exploring student perceptions and use of face-to-face classes, technology-enhanced active learning, and online resources." • Participants read the article individually (approximately 30 minutes). • After reading, participants will watch the video titled "A Technology Enhanced Active Learning Space." **Group Discussion (60 minutes):** After reading the article and watching the video, participants are divided into small groups to discuss their insights. Each group will focus on: • How the article and video reflect key TEAL principles (active learning, collaboration, technology integration). • Identifying the advantages and challenges of implementing TEAL in different educational settings. • Discussing how they could apply these insights to their own teaching or learning environments. Each group will prepare a brief summary of their discussion to share with the larger group. **Whole-Group Sharing and Debrief (30 minutes):** • Each group presents their findings to the whole group. The facilitator encourages the participants to reflect on common themes, challenges, and creative solutions for integrating TEAL principles into teaching.

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	• The facilitator wraps up the session by highlighting key takeaways, emphasizing the value of blended learning, active learning strategies, and the role of technology in modern education.
Assessment	The facilitator will assess participants' ability to understand and apply TEAL principles based on: • Their participation in the reading and video session. • The depth of their discussion in small groups and the creativity of their ideas for applying TEAL strategies. • Their ability to engage in the whole-group discussion and share insights effectively.
Sources / Further reading	Source: • article "Exploring student perceptions and use of face-to-face classes, technology-enhanced active learning, and online resources" • video "A Technology Enhanced Active Learning Space" For further exploration of TEAL, participants can refer to the following resources: • Active Learning Strategies (Queen's University) • *Enhancing Learning: The Power of Blended Approaches and Technology-Enhanced Active Learning* article (https://link.springer.com/article/10.1186/s41239-023-00416-3)

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MODULE 1: Introduction to TEAL teaching methodology

ACTIVITY 1.4: Digital Tools for TEAL

Duration of activity	150 minutes
Setting	☒ F2F ☐ Self-directed learning / online
Type of activity	☐ Lecture ☒ Discussion ☒ Group activity ☒ Individual activity ☐ other:
Resources	☒ PowerPoint Presentation DSD_TEAL Pedagogy – Module 1 Introduction & Practical Application.pptx ☐ PDF/handout: ☐ online resource: Links to tool platforms ☐ Flipchart: ☒ other: Sample lesson plan using digital tools.docx
Requirements	• PC/Laptop • Mobile Devices • Internet • Projector • Access to specific digital tools (e.g., Slack, Google Docs, Miro, Padlet, Mentimeter, Screencast-O-Matic, Google Forms, Kahoot!, Moodle Quiz, Peergrade
Description of activity	**Introduction (10 minutes):**

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(step-by-step)	The facilitator starts the session with an introduction, defining the activity's purpose: to investigate the role of digital tools in TEAL (Teaching, Education, and Active Learning). The facilitator then outlines the session's objectives, which include: analyzing categories of digital tools relevant to TEAL, and engaging participants in TEAL strategies through the examination of an article and a video, followed by group discussions. **Interactive Presentation of Digital Tools (30 minutes)** The facilitator presents an overview of digital tools categorized by function. For each category, the trainer provides 2-3 specific examples of tools. The facilitator asks participants about their prior experience with digital tools and facilitates a brief brainstorming activity where participants suggest other digital tools they know. **2. Video Demonstrations of Tool Usage (30 minutes)** The facilitator shows 3 short video demonstrations of how selected digital tools can be used in TEAL activities: ● Google Docs: Google Docs Tutorial to demonstrate how participants can collaborate on a document. ● Kahoot!: Kahoot! Tutorial - How to Create a Kahoot Quiz to demonstrate how to create an interactive quiz. ● Mentimeter: How to Use Mentimeter for Interactive Presentations to demonstrate how to create interactive presentations and surveys. After each video, the facilitator facilitates a brief discussion: The facilitator asks participants to identify the TEAL principles demonstrated in the video and suggest how they could apply the tool in their own teaching contexts. **3. Hands-on Exploration of Tools (45 minutes)** The facilitator provides clear, step-by-step instructions to participants on how to access and use 2-3 selected digital tools. The facilitator selects tools that represent different categories (e.g., a collaboration tool and an assessment tool). The facilitator divides participants into small groups or pairs and allows participants 40 minutes to explore the tools and experiment with their features. Participants use a collaborative document (e.g., Google Docs) to create a shared lesson plan outline. Participants use a quiz tool (e.g., Kahoot) to create a short formative assessment.

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	4. Group Discussion on Integration Strategies (15 minutes) The facilitator facilitates a whole-group discussion to share experiences and insights from the hands-on exploration. The facilitator poses questions to guide the discussion: • What were the benefits of using these digital tools for active learning? • What challenges were encountered? • What strategies can be used to effectively integrate these tools into TEAL activities? • How can we ensure equitable access to these tools for all learners? The facilitator summarizes the key points of the discussion and provides recommendations for effective digital tool integration in TEAL.
Assessment	Observation of Participation: The trainer observes participant engagement and involvement in activities. Evaluation of Products: If participants create products during the hands-on exploration (e.g., a short quiz, presentation, collaborative document), these can be evaluated for accuracy, completeness, and creativity. Self-assessment Questionnaire: Participants complete a questionnaire to reflect on their learning and assess their understanding of key concepts.
Sources / Further reading	**Source:** • Google Docs: Google Docs Tutorial to demonstrate how participants can collaborate on a document. • Kahoot!: Kahoot! Tutorial - How to Create a Kahoot Quiz to demonstrate how to create an interactive quiz. • Mentimeter: How to Use Mentimeter for Interactive Presentations to demonstrate how to create interactive presentations and surveys. **Digital Tools for Active Learning in the Classroom** • Description: A comprehensive guide on how digital tools can enhance active learning in teaching contexts.

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	• Link: Edutopia - Using Technology for Active Learning **Google Docs for Collaboration in Education** • Description: An article detailing how Google Docs is used for collaborative learning and project-based work. • Link: Edutopia - Collaborative Digital Presentations **Using Kahoot! for Engaging Quizzes and Assessments** • Description: A guide on how to effectively use Kahoot! in the classroom to engage students and assess learning. • Link: YouTube - Kahoot! Tutorial **Miro: A Guide for Collaborative Brainstorming** • Description: Learn how to use Miro for interactive brainstorming, idea mapping, and group projects. • Link: Miro **Mentimeter for Interactive Presentations** • Description: How to use Mentimeter to create real-time interactive presentations, polls, and surveys to engage students. • Link: Mentimeter

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MODULE 1: Introduction to TEAL teaching methodology	
ACTIVITY 1.5: Designing TEAL Activities with Digital Integration	
Duration of activity	180 minutes
Type of activity	☐ Video ☐ Quizz ☐ Blog ☐ Case Study ☒ other: Collaborative design, Peer review, Presentations, Reflection
Resources	☒ PowerPoint Presentation: DSD_TEAL Pedagogy – Module 1 Introduction & Practical Application.pptx ☒ PDF/handout: TEAL Activity Design for Sustainability Template file ☒ online resource: Links to digital tools (es. Google Docs, Miro) ☐ Flipchart: ☐ other:
Requirements	• PC/Laptop • Mobile Devices • Internet • Projector
Description of activity (step-by-step)	**1. Introduction to TEAL for Sustainability Education (10 minutes)** The facilitator presents an overview of the TEAL approach and its relevance to sustainability education. The facilitator explains that the objective of the activity is for participants to design a TEAL activity that integrates digital tools to address a specific environmental sustainability challenge (examples of sustainability themes/challenges are provided).

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	2. Design a TEAL Activity (80 minutes). The facilitator distributes the TEAL Activity Design for Sustainability Template file, providing an overview of the activity, highlighting key steps and considerations. **3. Peer Review and Feedback (80 minutes)** Each group will present its lesson plan to the larger group, explaining the sustainability challenge addressed, the approach taken, and how digital tools were integrated into the activity. Participants will provide feedback to each group based on the following criteria: • Clarity and Effectiveness of Strategies: Is the lesson plan clear, and do the proposed strategies effectively address the sustainability challenge? • Alignment with TEAL Principles: Does the activity integrate active learning, student engagement, and collaboration effectively? • Potential Impact on Student Engagement with Sustainability: How well does the activity inspire students to take action on sustainability issues?Wrap-up/Final Reflections: 10 minutes **Wrap-up/Final Reflections: 10 minutes** The facilitator guides participants through a structured reflection activity to consolidate learning and promote application of TEAL principles.
Assessment	**Observation of Participation:** The facilitator will observe the engagement and collaboration within groups during the design process, ensuring that TEAL principles are applied and that digital tools are used effectively. **Evaluation of Products:** • The final TEAL lesson plans will be evaluated based on their creativity, alignment with TEAL principles, clarity of objectives, and integration of digital tools. • The facilitator will assess whether the activities can effectively engage students with sustainability challenges and promote active learning. **Peer Review Feedback:** Participants' feedback during peer reviews will also be considered for the assessment, focusing on how effectively they evaluate the work of others and offer constructive suggestions.
Sources / Further reading	1. **Design Thinking for Educators**

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	○ **Description:** A guide on how educators can use the Design Thinking approach to create innovative and user-centered learning experiences. ○ **Link:** Design Thinking for Educators 2. **Education for Sustainable Development Goals: Learning Objectives** ○ **Description:** A UNESCO guide that outlines how to incorporate the United Nations' Sustainable Development Goals into education, providing actionable learning objectives for sustainability. ○ **Link:** Education for Sustainable Development Goals: Learning Objectives

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MODULE 1: Introduction to TEAL teaching methodology

ACTIVITY 1.1: Exploring TEAL

ACTIVITY 1.2 – TEAL in Action: Applying TEAL Strategies in Real Scenarios

ACTIVITY 1.3: Deepening TEAL Application

ACTIVITY 1.4: Digital Tools for TEAL

ACTIVITY 1.5: Designing TEAL Activities with Digital Integration



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MODULE 1: Introduction to TEAL teaching methodology

1.1 How the TEAL methodology works

1.2 How digital tools support the TEAL methodology

ACTIVITY 1.1: Exploring TEAL

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Activity Learning Objectives

- Define TEAL (Technology-Enhanced Active Learning) and explain its core principles.
- Describe the key components of TEAL: active learning, technology integration, and collaboration.
- Discuss the origins and evolution of the TEAL approach.
- Compare and contrast TEAL with traditional teaching methods, identifying the benefits and challenges of each.

Agenda



1. Introduction (5 minutes): Module objectives and activity overview.



2. Icebreaker: Two Truths and a Lie (20 minutes): Icebreaker and interaction activity.



3. Interactive Presentation: What is TEAL? (40 minutes): Definition, principles, and origins of TEAL.



4. Think-Pair-Share Activity: TEAL vs. Traditional Methods (20 minutes): Discussion and discussion.



5. Brainstorming and Group Discussion: Exploring the Components of TEAL (20 minutes): In-depth look at active learning, technology, and collaboration





6. Conclusion and Next Steps (5 minutes): Summary, reflections, and Q&A.

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Icebreaker: Two Truths and a Lie

How it Works:

Each person will share three statements about themselves.
“Two of the statements must be true.
One statement must be a lie.”
The group's task is to guess which statement is the lie.

"Example: True: 'I've taught online for 5 years.' True: 'I use digital tools daily.' Lie: 'I've never had a technical issue in class.'



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Icebreaker: Two Truths and a Lie

1. How can thinking about your past experiences with teaching help you understand TEAL?

2. What are some ways technology can make teaching more interesting and help students learn better?



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What is TEAL?

ACTIVITY 1.1: Exploring TEAL



What is **TEAL**? (Technology-Enhanced Active Learning)

TEAL (Technology-Enhanced Active Learning) is a pedagogical approach that integrates technology, active learning, and student collaboration to enhance the educational experience.
It is based on an interactive, student-centered model, where learners actively engage through discussions, collaborative projects, and digital tools.
Technology is not used passively but as a strategic element to foster engagement, critical thinking, and personalized learning.

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Origins of TEAL

Origins in Higher Education:

TEAL was initially developed at the Massachusetts Institute of Technology (MIT) to enhance physics education. The goal was to replace traditional lectures with interactive, technology-supported learning environments that improve student engagement and comprehension.

Adaptability to Various Teaching Environments:

Although TEAL originated in higher education, its principles can be applied across different educational settings, including K-12 schools, vocational training, and corporate learning. By integrating active learning strategies and technology, TEAL can be adapted to diverse subjects, class sizes, and learning styles, making education more engaging and effective.



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Milestones in the evolution of TEAL:

2000s: Birth at MIT

Late 2000s - 2010s: Diffusion in other educational settings



Mid-2000s: Implementation in other scientific disciplines

2010s - Present: Further evolution and integration of new technologies

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TEAL and its three components

- active learning
- technology integration
- collaboration







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What is Active Learning?



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Integration of Technology in the Classroom



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Collaborative Learning



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Practical Examples of TEAL in Teaching

Flipped Classroom

Students watch videos or read materials at home.
During class: Time is dedicated to discussions, problem-solving, and collaborative exercises.

Collaborative Digital Tools

Use of digital tools for real-time brainstorming and group projects.
Encourages teamwork and critical thinking.

Augmented and Virtual Reality (AR/VR)

Interactive exploration of virtual environments.
Creation of engaging and hands-on learning experiences.

Gamification and Interactive Quizzes

Use of quizzes and challenges to encourage learning.
Rewards active student engagement.

Online Teaching Platforms

Creation of personalized learning environments.
Access to interactive content and assessment tools.

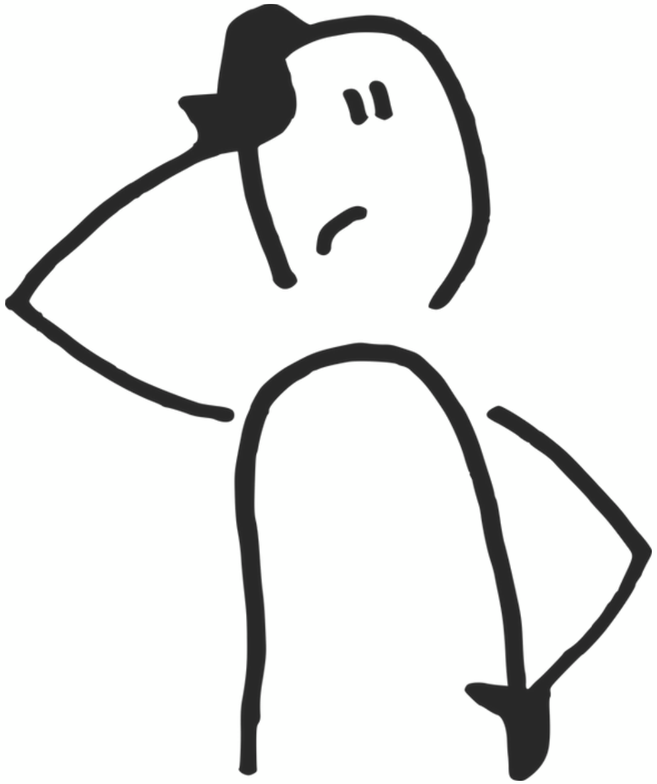
Think-Pair-Share Activity

How do teaching and learning dynamics change when using TEAL compared to traditional methods?

Take a few minutes to reflect individually on this question.

Discuss your thoughts with a partner and exchange insights.

Each pair presents key takeaways to the whole group.



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Group Discussion: Exploring TEAL

Group Formation

Participants are grouped by coloured cards.

Discussion

Discuss one specific aspect of TEAL: Use markers to write down ideas and reflections.

Shares

Share ideas with the entire group.



Group Discussion – Key Reflections

Active Learning

- What are 2 easy ways to make a class more active?
- What problems might teachers have with active learning, and how can they fix them?

Technology Integration

- What are 2-3 specific digital tools that effectively support student collaboration?
- What are the essential factors that educators should consider to ensure equitable and effective technology use for all students in a TEAL environment?"

Group 3: Collaboration

- What are 2-3 practical strategies for fostering a positive and productive collaborative learning environment among students?"
- "How can teachers know if students are learning and contributing effectively when they work together?

Summary of Key Takeaways

TEAL integrates active learning, technology, and collaboration.

It fosters an interactive and student-centered learning environment.

It’s adaptable and can be applied in various educational contexts.

Consider how you can apply these principles in your own teaching practice.



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Key Takeaways: Traditional vs. TEAL Learning

Traditional Learning

Student Role
Passive Recipient





Teacher Role
Lecturer, Knowledge Dispenser

Learning Environment
Teacher-Centered, Lecture-Based





Technology Use
Limited or No Integration

Assessment
Tests and Exams



TEAL (Technology-Enhanced Active Learning)

Student Role
Active Participant, Collaborator





Teacher Role
Facilitator, Guide, Collaborator

Learning Environment
Student-Centered, Interactive





Technology Use
Strategic Technology Integration

Assessment
Formative, Projects, Peer Feedback



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MODULE 1: Introduction to TEAL teaching methodology

1.1 How the TEAL methodology works

1.2 How digital tools support the TEAL methodology

ACTIVITY 1.2 – TEAL in Action: Applying TEAL Strategies in Real Scenarios

Activity Learning Objectives

- Introduce practical TEAL applications through case study analysis and role-playing.
- Analyze how TEAL principles apply in diverse contexts.
- Experience TEAL strategies through role-playing.
- Apply TEAL principles to address real-world teaching scenarios.
- Develop TEAL-based solutions for specific educational challenges.
- Present and discuss TEAL solutions with peers.
- Compare and contrast different TEAL strategies.
- Reflect on key takeaways from TEAL application.

Agenda



1. Introduction (10 minutes): Module objectives and activity overview.



Case Study Analysis (40 minutes)

- Participants divided into small groups, each receiving a different case study scenario.
- Groups analyze and discuss TEAL applications in their assigned scenario



Presentation of Solutions and Guided Discussion (40 minutes)
Groups present TEAL-based solutions to the class

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What is TEAL in Action?

TEAL in Action focuses on applying TEAL principles in real-world teaching scenarios.

The activity includes Case Study Analysis and Role-Playing.

The goal is to practice active learning, collaboration, and technology integration.



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Case Study

Analyze the given teaching scenario.

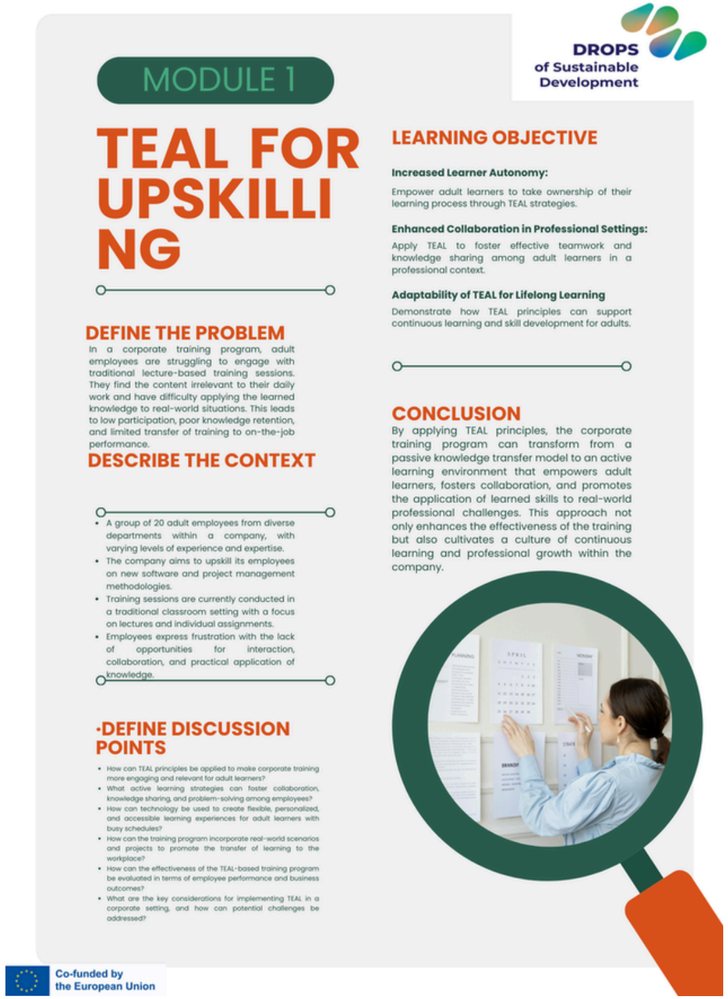
Identify key challenges in the case study.

Propose TEAL-based solutions to improve the situation.

Discuss your ideas within your group.



Case Study 2: Unmotivated Class – Using technology to boost student engagement.

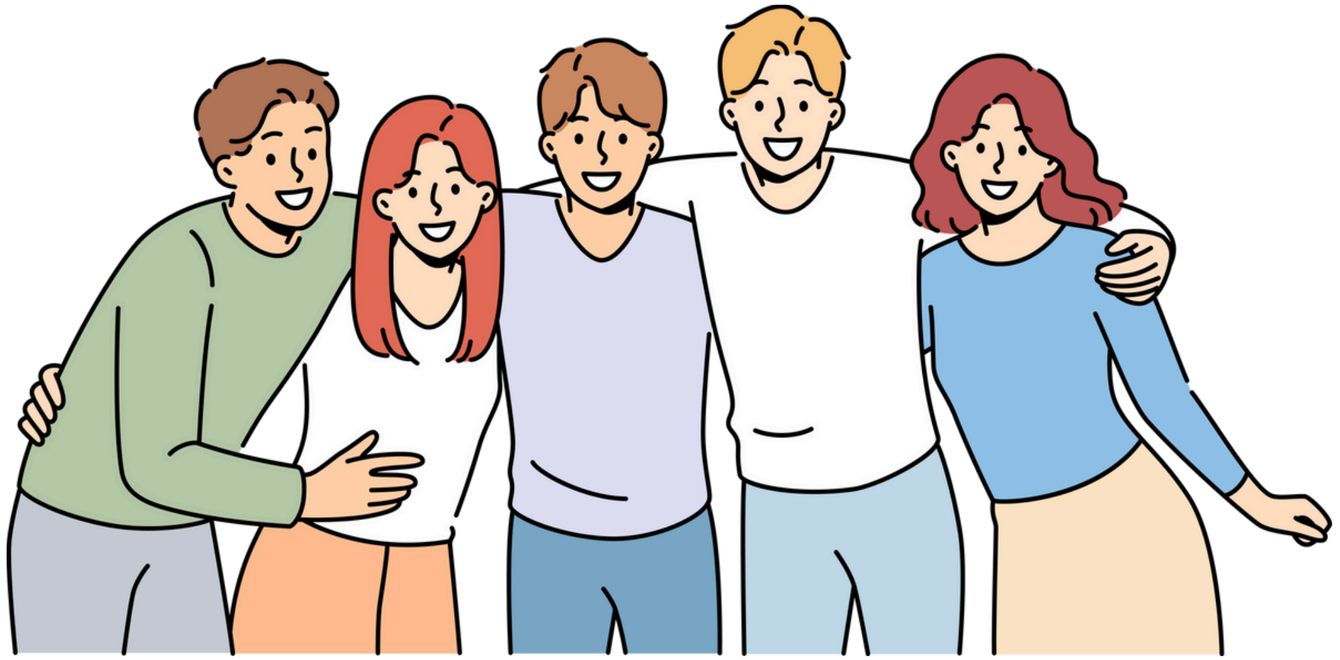


Case Study 1: Upskilling with TEAL – Enhancing adult learning through interactive methods.

What are the main issues in this scenario?

Which TEAL principles can help address these challenges?

How would you modify the teaching approach to enhance engagement and learning?



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Presentation of Solutions and Guided Discussion

Which TEAL strategies did you use and why did you choose them?

What specific challenges did you face when applying TEAL to this case study?

How do the different solutions compare in terms of their potential impact on engagement and learning?



Summary & Takeaways

TEAL promotes active learning, leading to increased student engagement and deeper understanding.
TEAL fosters collaboration, enhancing teamwork and communication skills.
TEAL integrates technology, providing access to diverse resources and personalized learning experiences.
Applying TEAL in real scenarios helps bridge theory and practice, making learning relevant and applicable.
Continue exploring how TEAL can enhance your teaching strategies to create more effective and learner-centered environments.



MODULE 1: Introduction to TEAL teaching methodology

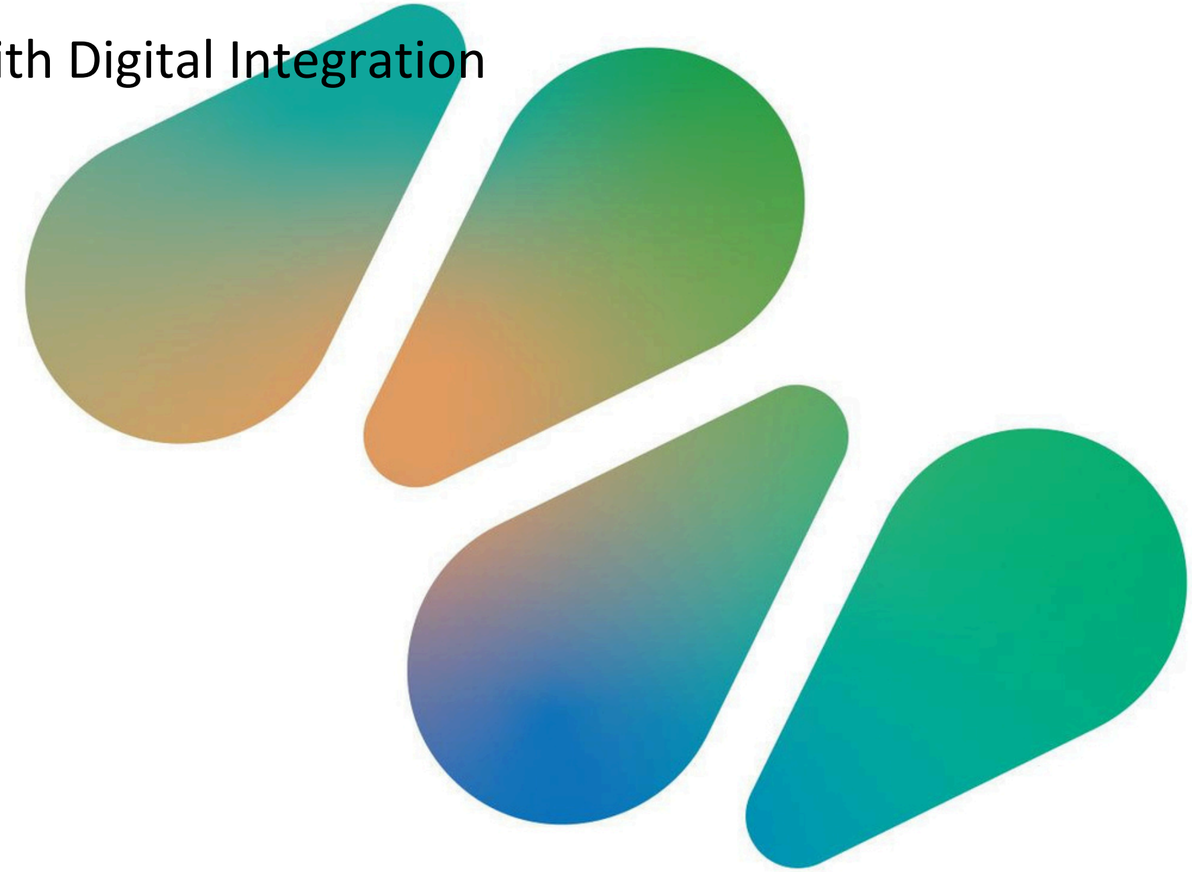
ACTIVITY 1.1: Exploring TEAL

ACTIVITY 1.2 – TEAL in Action: Applying TEAL Strategies in Real Scenarios

ACTIVITY 1.3: Deepening TEAL Application

ACTIVITY 1.4: Digital Tools for TEAL

ACTIVITY 1.5: Designing TEAL Activities with Digital Integration





MODULE 1: Introduction to TEAL teaching methodology

1.1 How the TEAL methodology works

1.2 How digital tools support the TEAL methodology

ACTIVITY 1.3: Deepening TEAL Application

Activity Learning Objectives

- Analyze the application of TEAL principles in diverse educational contexts
- Experience and practice TEAL strategies through article and video
- Reflect on real-world examples of TEAL implementation
- Foster collaboration and discussion through group activities
- Apply insights to improve personal teaching/learning environments
- Emphasize the value of blended learning and technology integration

Agenda

Introduction (10 minutes): Module objectives and activity overview.

Reading and Video (60 minutes): Reading and video activity.

Group Discussion (60 minutes): Group discussion and analysis.

Whole-Group Sharing (30 minutes): Sharing and debrief.

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Exploring Student Perceptions and Use of Face-to-Face Classes, Technology-Enhanced Active Learning, and Online Resources

1

Read the Article
Duration: 30 minutes (individual reading).

2

Objective
Understand key concepts of blended learning. Explore how technology enhances active learning environments.



Lewohl *Int J Educ Technol High Educ* (2023) 20:48
https://doi.org/10.1186/s41239-023-00416-3

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RESEARCH ARTICLE Open Access

Exploring student perceptions and use of face-to-face classes, technology-enhanced active learning, and online resources

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Abstract

The current cohort of undergraduate students is often said to value technology and is assumed to prefer immersive, interactive, and personalized learning experiences. In contrast, many educators recognise the value of face-to-face classes and believe that attending class positively impacts student performance. A novel teaching strategy, including traditional lectures and interactive workshops using an educational technology platform were implemented in an undergraduate neurobiology course. Attendance in class and use of lecture capture recording were associated with improved student performance. Further, student attitudes toward the teaching strategy were evaluated via a survey. The survey respondents included those that regularly attended class and those that did not. Overall, irrespective of attendance, students thought that face-to-face classes were beneficial to their learning and the use of active learning activities helped them to understand the course content. The most common reasons for non-attendance in class were attributed to factors such as the class schedule, work and family commitments and were not related to the availability of class recordings and other online resources. In contrast, the most common reasons for attendance in class included the perceived benefit, the standard of teaching and the level of interest in the course. The novel teaching strategy had a positive impact on student learning, and can be used for in-person, online and asynchronous learning, providing a mechanism for educators to cater for students who wish to attend in-person classes as well as providing options for flexible delivery.

Keywords: Asynchronous learning, Synchronous learning, Attitudinal survey, Lecture capture, Echo360ALP

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Examples of TEAL Implementation



Source: [A Technology Enhanced Active Learning Space]

Group Discussion

- How the article and video reflect key TEAL principles (active learning, collaboration, technology integration).
- Identifying the advantages and challenges of implementing TEAL in different educational settings.
- Discussing how they could apply these insights to their own teaching or learning environments.



Sharing & Debrief

Key Reflection Questions:

What similarities did you notice between group findings?
What challenges were most common, and how can they be addressed?
What creative solutions emerged from the discussion?



Summary of Key Takeaways

TEAL fosters higher engagement and better learning outcomes by promoting active participation and collaboration.

Flexibility is key: adapting TEAL strategies to different classroom contexts maximizes their effectiveness.

Continuous reflection on TEAL implementation helps educators improve their teaching strategies and student success.





MODULE 1: Introduction to TEAL teaching methodology

ACTIVITY 1.4: Digital Tools for TEAL

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MODULE 1: Introduction to TEAL teaching methodology

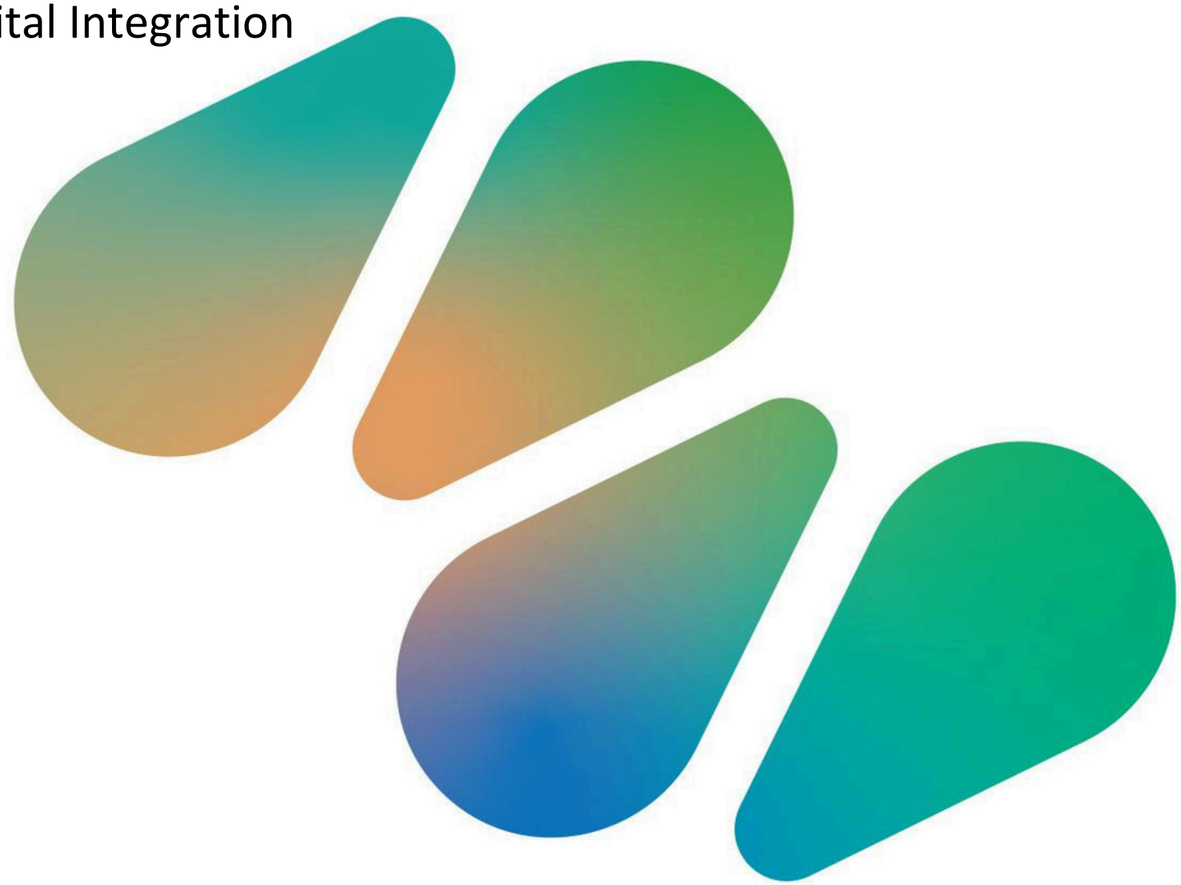
ACTIVITY 1.1: Exploring TEAL

ACTIVITY 1.2 – TEAL in Action: Applying TEAL Strategies in Real Scenarios

ACTIVITY 1.3: Deepening TEAL Application

ACTIVITY 1.4: Digital Tools for TEAL

ACTIVITY 1.5: Designing TEAL Activities with Digital Integration



Activity Learning Objectives

- Introduce the role of digital tools in TEAL.
- Analyze categories of digital tools for TEAL.
- Demonstrate practical applications of digital tools in TEAL.
- Provide hands-on experience using digital tools for TEAL activities.
- Facilitate discussions on integrating digital tools into teaching.
- Explore benefits and challenges of digital tools in TEAL.
- Develop strategies for effective digital tool integration.
- Address equitable access to digital tools.

Agenda



1. Introduction (10 minutes): Module objectives and activity overview.



2. Interactive Presentation of Digital Tools (30 minutes): the trainer introduces the importance of digital tools in TEAL.



3. Video Demonstrations of Tool Usage (30 minutes):
   - The trainer presents short video demonstrations



4. Hands-on Exploration of Tools (45 minutes):
   - The trainer provides clear instructions for accessing and using 2-3 selected digital tools



5. Group Discussion on Integration Strategies (15 minutes):
   - A whole-group discussion is facilitated to share experiences and insights from the hands-on exploration.



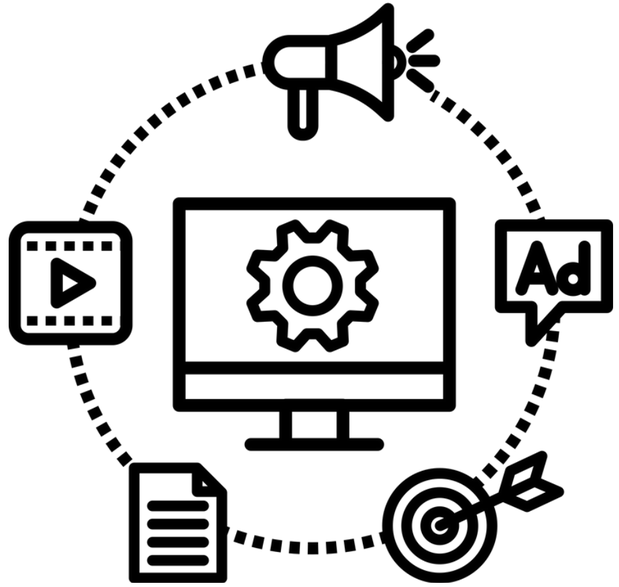


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Enhancing Active Learning with Digital Tools

Digital tools support interaction, collaboration, and engagement in TEAL.
They allow for real-time communication, content creation, and assessment.
The right tools can make learning more engaging and effective.

Think about it: What digital tools have you used before in your teaching or learning?



Categories of Digital Tools

Digital tools can be grouped into different categories based on their function in TEAL:

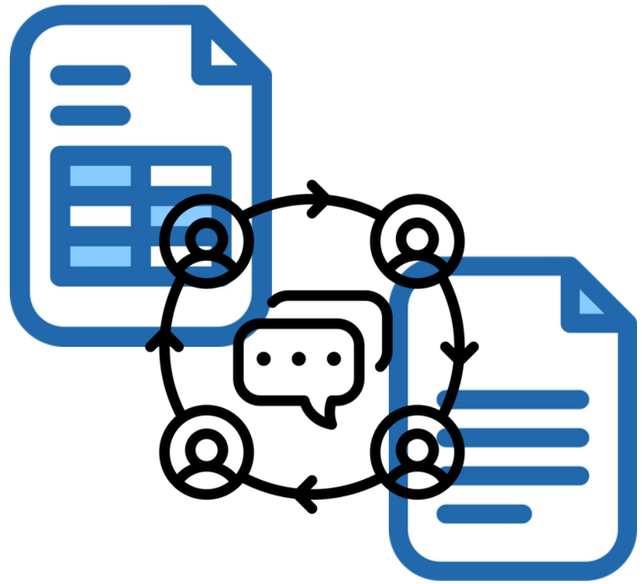
Communication tools:

- Slack, Microsoft Teams

Collaboration tools: Google Docs, Miro

Content creation tools: Mentimeter, Nearpod

Assessment tools: Google Forms, Kahoot!



Have you used any of these tools before? Which ones?

Google Docs: How to collaborate in real time.



Kahoot!: How to create and use an interactive quiz.



Create an Interactive Mentimeter Quiz



What TEAL principles did you observe in the video?

How could you apply this tool in your teaching?

What questions do you have about the tool?



Hands-on Exploration of Tools



Hands-on TEAL: Digital Tool Exploration

Objective: Gain practical experience with digital tools in TEAL activities.

Group Activities:

- **Group 1: Google Docs - Collaborative Document Creation**
- **Group 2: Kahoot! - Interactive Quiz Creation**
- **Group 3: Mentimeter - Interactive Poll Creation**

Key Action: Explore, collaborate, and share insights within your group!



Group Discussion

What were the benefits of using these digital tools for active learning?

What challenges were encountered?

What strategies can be used to effectively integrate these tools into TEAL activities?

How can we ensure equitable access to these tools for all learners?

Key Takeaways & Recommendations

TEAL & Digital Tools:

Boost engagement and collaboration.

Challenges: Accessibility, tech issues, user familiarity.

Essential: Align tools with learning goals & active pedagogy.

Recommendations:

Select relevant tools.

Provide clear instructions.

Foster collaboration.

Ensure equitable access.

Gather ongoing feedback.





MODULE 1: Introduction to TEAL teaching methodology

ACTIVITY 1.5: Designing TEAL Activities with Digital Integration

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MODULE 1: Introduction to TEAL teaching methodology

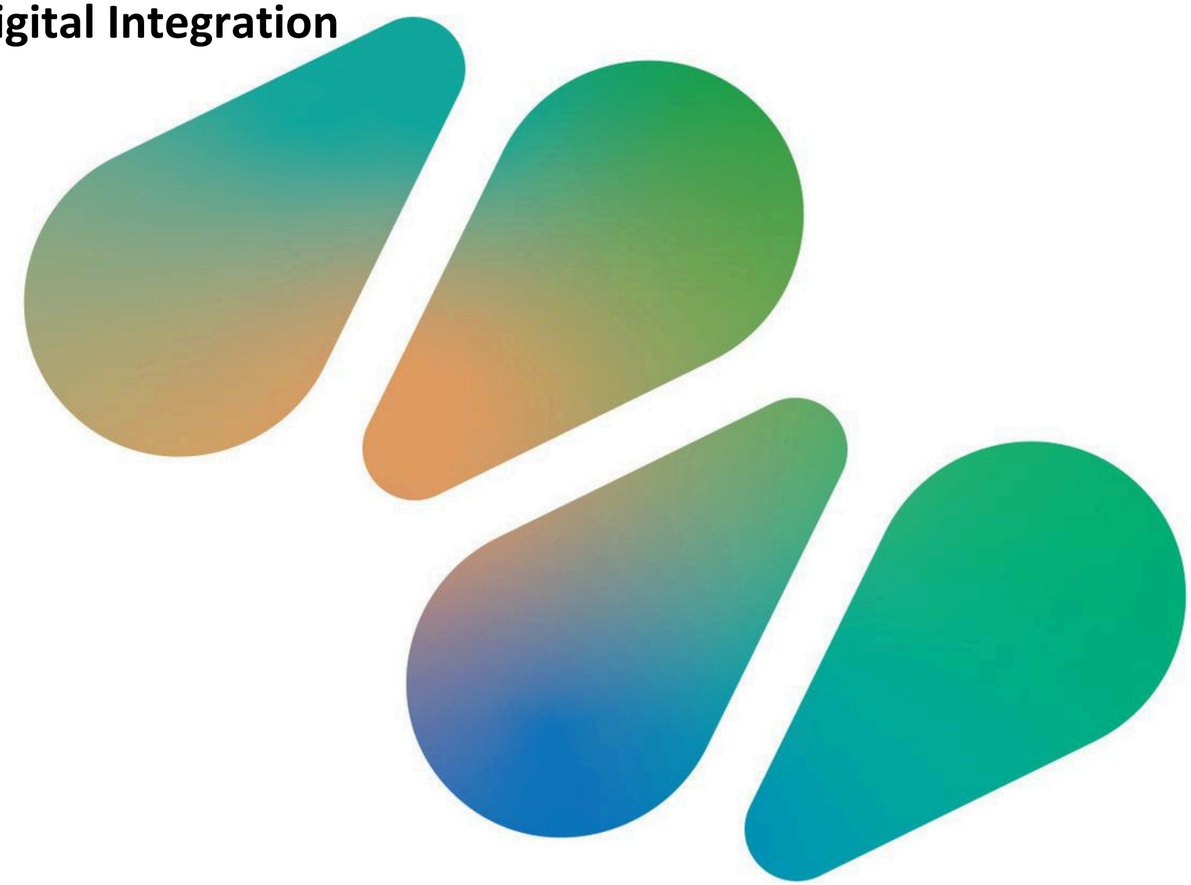
ACTIVITY 1.1: Exploring TEAL

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ACTIVITY 1.4: Digital Tools for TEAL

ACTIVITY 1.5: Designing TEAL Activities with Digital Integration



Activity Learning Objectives

- Introduce TEAL for sustainability education.
- Outline TEAL activity design goals.
- Present sustainability theme examples.
- Provide TEAL lesson plan template.
- Facilitate peer lesson plan reviews.
- Assess lesson plan TEAL alignment.
- Evaluate lesson plan impact on students.

Agenda

1. Introduction (15 minutes): Module objectives and activity overview.

2. TEAL Lesson Design (45 min): Group work on digital TEAL lesson plans. Choice of sustainability challenges and digital tools. Development of lesson plans.

3. Peer Review & Feedback (45 min):* Group presentations of lesson plans. Feedback on clarity, TEAL alignment, and impact.

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TEAL and Sustainability Education

What is TEAL?

TEAL (Technology-Enhanced Active Learning) is a pedagogical approach that integrates technology, active learning, and student collaboration to enhance the educational experience.



Relevance of TEAL to Sustainability

Engages students in active problem-solving
Promotes collaboration on real-world issues
Uses technology to explore and develop solutions

Design a TEAL Activity

Objective: Design a TEAL activity that integrates digital tools to address a specific environmental sustainability challenge.
Choose one of the following sustainability themes:

Climate Change Awareness

Biodiversity Conservation

Sustainable Agriculture

Waste Reduction

Energy Consumption & Efficiency

Biodiversity Conservation

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Your TEAL Activity Challenge!

Design a TEAL activity focusing on a selected sustainability theme

Instructions:

1. Choose a Theme: Select a relevant sustainability theme (e.g., waste reduction, energy efficiency).
2. Integrate Digital Tools: Strategically use digital tools to enhance engagement and learning (collaboration tools, presentation tools, data visualization, etc.).
3. Use the Template: Structure your activity using the "TEAL Activity Design for Sustainability Template.pdf" template provided.
4. Clearly Outline: Define the learning objectives, activities, digital tool integration, and assessment methods in your plan.

   Outcome: Develop a detailed TEAL activity plan that effectively integrates digital tools for impactful sustainability education.

Your TEAL Activity Challenge!

Design a TEAL activity focusing on a selected sustainability theme

TEAL Activity Design for Sustainability

Activity Title:

Selected Sustainability Theme:

Learning Objectives: What students should be able to do/understand
[Objective 1:]
[Objective 2]
[Objective 3]

TEAL Activity Description:

- How will the activity unfold?
- What are the main steps?
- How will students interact? [Describe the activity]

Digital Tools Used:

- Which digital tools will be integrated?
- How will they be used?

[Tool 1: description and use]
[Tool 2: description and use]

Assessment Methods:

How will student learning be assessed? [Describe the assessment]

Accessibility Considerations:

[How to ensure accessibility for all students? [Describe]

Notes/Reflections Space:
Space for additional notes. [Space for notes]

Instructions:

- Use this template to structure your lesson plan.
- Be clear and concise in your responses.
- Focus on effectively integrating digital tools and TEAL approaches.

Tips:

Consider how digital tools can enhance student interaction and engagement.
Ensure that learning objectives are clear and measurable.

Present Your TEAL Lesson Plan

Present the lesson plan to the larger group, the sustainability challenge you addressed, your approach, and how digital tools were used in the activity



Reflecting on the Experience

Share your reflections on how the TEAL approach and digital tools helped you design effective sustainability-focused activities.

Discuss the insights gained from the peer review process and how it influenced your design.

Summary of Key Takeaways

TEAL empowers educators to create engaging, student-centered learning experiences.

Strategic use of technology enhances active learning and collaboration.

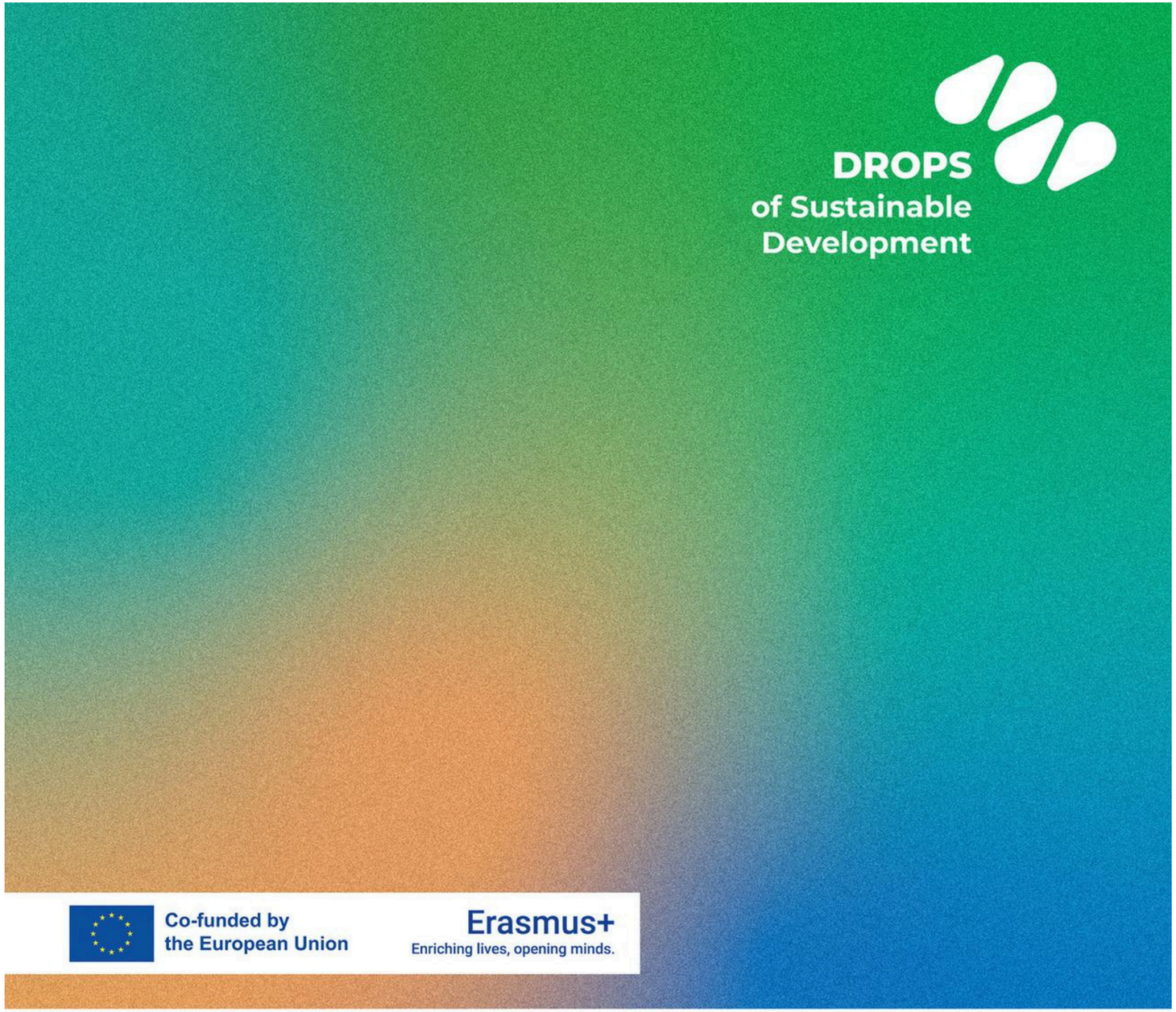
Applying TEAL principles leads to deeper learning and improved outcomes.

Continued reflection and adaptation are essential for successful TEAL implementation.



Module 1: Introduction to TEAL - Evaluation





Thank you

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ACTIVITY 1.1: Exploring TEAL Quiz!

Welcome to the ACTIVITY 1.1: Exploring TEALL Quiz!

This short quiz assesses your understanding of the TEAL approach. Please answer the following questions based on what you have learned in ACTIVITY 1.1: Exploring TEAL of MODULE 1: Introduction to TEAL teaching methodology. The quiz will examine your knowledge of the definition of TEAL, its core components (active learning, technology integration, and collaboration), its origins, and how it compares to traditional teaching methods.

"The best teachers are those who show you where to look, but don't tell you what to see." - Alexandra K. Trenfor. We hope this quiz helps you see how TEAL can enhance your teaching!

* Indica una domanda obbligatoria

1. What does TEAL stand for? * 1 punto

Contrassegna solo un ovale.

- ◯ Technology-Enhanced Active Learning
- ◯ Technology-Enabled Advanced Learning
- ◯ Teaching Engaged and Applied Learning
- ◯ Technological Education for Advanced Learning

2. Which of the following is NOT a key element of the TEAL approach? * 1 punto

Contrassegna solo un ovale.

- ◯ Collaborative activities
- ◯ Passive learning
- ◯ Technology integration
- ◯ Active engagement

3. Why is technology important in TEAL? * 1 punto

Contrassegna solo un ovale.

- ◯ It replaces the role of the teacher.
- ◯ It makes lessons longer and more difficult.
- ◯ It is used only for administrative tasks.
- ◯ It enhances student engagement and interaction

4. Which of these classroom activities aligns best with TEAL methodology? * 1 punto

Contrassegna solo un ovale.

- ◯ Group discussions with digital tools
- ◯ Silent reading for 30 minutes
- ◯ Teacher giving a lecture for the entire lesson
- ◯ Memorization exercises

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Google Moduli

ACTIVITY 1.2 – TEAL in Action: Applying TEAL Strategies in Real Scenarios

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MODULE 1. A 1.2 TEAL IN ACTION CASE STUDY

TEAL FOR UPSKILLING

DEFINE THE PROBLEM

In a corporate training program, adult employees are struggling to engage with traditional lecture-based training sessions. They find the content irrelevant to their daily work and have difficulty applying the learned knowledge to real-world situations. This leads to low participation, poor knowledge retention, and limited transfer of training to on-the-job performance.

DESCRIBE THE CONTEXT

- A group of 20 adult employees from diverse departments within a company, with varying levels of experience and expertise.
- The company aims to upskill its employees on new software and project management methodologies.
- Training sessions are currently conducted in a traditional classroom setting with a focus on lectures and individual assignments.
- Employees express frustration with the lack of opportunities for interaction, collaboration, and practical application of knowledge.

·DEFINE DISCUSSION POINTS

- How can TEAL principles be applied to make corporate training more engaging and relevant for adult learners?
- What active learning strategies can foster collaboration, knowledge sharing, and problem-solving among employees?
- How can technology be used to create flexible, personalized, and accessible learning experiences for adult learners with busy schedules?
- How can the training program incorporate real-world scenarios and projects to promote the transfer of learning to the workplace?
- How can the effectiveness of the TEAL-based training program be evaluated in terms of employee performance and business outcomes?
- What are the key considerations for implementing TEAL in a corporate setting, and how can potential challenges be addressed?

LEARNING OBJECTIVE

Increased Learner Autonomy:

Empower adult learners to take ownership of their learning process through TEAL strategies.

Enhanced Collaboration in Professional Settings:

Apply TEAL to foster effective teamwork and knowledge sharing among adult learners in a professional context.

Adaptability of TEAL for Lifelong Learning

Demonstrate how TEAL principles can support continuous learning and skill development for adults.

CONCLUSION

By applying TEAL principles, the corporate training program can transform from a passive knowledge transfer model to an active learning environment that empowers adult learners, fosters collaboration, and promotes the application of learned skills to real-world professional challenges. This approach not only enhances the effectiveness of the training but also cultivates a culture of continuous learning and professional growth within the company.



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MODULE 1. A 1.2 TEAL IN ACTION CASE STUDY

UNMOTIVATED CLASS

DEFINE THE PROBLEM

In a high school history class, students are disengaged and unmotivated, showing low participation and poor performance despite the teacher's efforts with traditional lecture-based methods.

DESCRIBE THE CONTEXT

- A mixed group of 25 high school students with varying interests and academic abilities.
- The school has access to digital resources (laptops, interactive whiteboards) but they are underutilized.
- The teacher is experienced but relies heavily on lecture-based teaching.
- The classroom environment is traditional, with rows of desks facing the teacher

·DEFINE DISCUSSION POINTS

- How can TEAL principles be applied to increase student engagement and participation?
- What specific active learning strategies and digital tools are most appropriate for this context?
- How can the teacher foster a student-centered learning environment and address diverse learning needs?
- How can the effectiveness of the TEAL implementation be evaluated and sustained?
- What are the potential challenges and how can they be addressed?

LEARNING OBJECTIVE

Enhanced Student Engagement:

Streamlined lesson planning to incorporate active learning and improve student participation.

Improved Classroom Dynamics:

Increased student interaction and collaboration, leading to a more positive learning environment.

Effective Use of Technology in Teaching:

The teacher strategically integrates digital tools to support and enhance learning outcomes.

CONCLUSION

By applying TEAL principles, the teacher can transform the learning environment from passive to active, fostering student engagement, collaboration, and a deeper understanding of the subject matter. This approach not only addresses the immediate problem of unmotivated students but also equips them with essential skills for lifelong learning.



ACTIVITY 1.3: Deepening TEAL Application_Article

Article Title:	Exploring student perceptions and use of face-to-face classes, technology-enhanced active learning, and online resources
Image for the Article: *Please include an image from Unsplash.com or Pexels.com that is relevant to the topic of the article and copyright free.*	 **Resource:** Photo by Kampus Production on Pexels
Body of the Article: *Please include text of between 800 and 900 words in the body of this article related to the topic you have been allocated.*	In today's rapidly evolving educational landscape, the integration of technology into teaching practices has become a key focus. Students, often referred to as "digital natives," are accustomed to using technology in all aspects of their lives. This has led to a shift in educational practices, with an increasing demand for interactive, engaging, and personalized learning experiences. However, while technology can enhance learning, it is important to combine it with active learning strategies to achieve the best results. A study recently conducted on undergraduate neurobiology students revealed the positive impact of blending traditional teaching with technology-enhanced active learning. The study compared two methods of teaching: traditional lectures and a flipped classroom model that incorporated technology platforms for in-class activities and online learning. The results showed that students who attended the face-to-face classes, combined with online resources like lecture recordings, performed better. Importantly, students reported that face-to-face interactions helped them engage with the material more deeply, while the online resources provided flexibility for learning at their own pace. While many students appreciated the benefits of online learning, they overwhelmingly valued in-person interactions, reinforcing the idea that traditional learning environments still hold significant value. The key takeaway from this study is the potential of blended learning models. By combining traditional and digital learning, educators can create a more flexible and engaging learning experience. Technology-enhanced active learning not only makes content more accessible but

also encourages student participation and collaboration. The following elements are central to this approach:

- **Active Learning Platforms**: Tools such as Echo360ALP can facilitate student participation through interactive activities like in-class polling, quizzes, and multimedia content.
- **Flexible Learning Resources**: Lecture recordings, digital textbooks, and online resources offer students flexibility in how they access material and learn at their own pace.
- **Emphasis on Engagement**: Active learning strategies like group discussions, debates, and problem-solving activities help create more engaging classroom experiences, allowing students to apply their knowledge actively.

Despite the availability of online resources, the study found that students tended to value face-to-face learning, suggesting that flexible learning methods should not replace traditional teaching but complement it. This hybrid approach encourages engagement and supports diverse learning styles.

In conclusion, the findings underline the significance of blending traditional and digital methods in education. Technology-enhanced active learning offers a powerful way to meet the diverse needs of students while making learning more engaging, interactive, and accessible. Educators should aim to create an environment that supports both independent learning and collaborative experiences, where students take an active role in their education.

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Reflection: *Please include 100-150 words here with a short reflection and some de-briefing questions that will support young employees to apply the content of this article to their daily lives and routines.*	This article highlights the importance of creating dynamic learning environments that cater to diverse student needs. It emphasizes that while technology offers valuable tools and flexibility, the human element of teaching and the benefits of in-person interaction remain crucial. As a young professional, consider how you can apply these principles to your own learning and development. How can you take advantage of both online resources and opportunities for direct interaction with mentors or colleagues? Reflect on how different learning strategies impact your own understanding and engagement. What combination of digital resources and face-to-face collaboration can help you achieve your goals and improve your learning outcomes?

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ACTIVITY 1.3: Deepening TEAL Application_ VIDEO SCRIPT

Introduction **(50 to 75 words)**	This video explores the use of Technology-Enhanced Active Learning (TEAL) spaces in higher education. TEAL spaces are designed to foster active learning and collaboration among students. The video shows a TEAL space in action and highlights how it can transform the learning experience. It demonstrates how the environment encourages student engagement, interaction, and a deeper understanding of the material.
Key Learning Content 1 **(150 to 200 words)**	The video showcases a TEAL space designed to promote student interaction and engagement. The room layout facilitates small group discussions, allowing students to easily talk to each other and share their work using screens. In this TEAL environment, students are actively involved in discussing readings, exploring different issues, and engaging in debates, which contrasts with traditional lectures where students often passively listen to an instructor. The instructor describes how they "flipped" their course to suit the TEAL space. Lectures were recorded for students to watch before class, freeing up class time for interaction, exercises, and activities.
Key Learning Content 2 **(150 to 200 words)**	The video highlights several benefits of the TEAL space: • It allows instructors to engage with students and discuss different interpretations and perspectives. • It provides opportunities for group work and collaborative learning. • Worksheets and activities encourage students to analyze, debate, and apply their understanding. • The environment is conducive to students working together, with good lighting and a suitable layout. • Students are more engaged and can use technology as a visual aid to explain their arguments. The video also addresses concerns about students not watching pre-recorded lectures, noting that students have participated well in the course.
Reflection and Transfer(50 to 75 word	Consider how the design of learning spaces impacts student engagement in your context. How can technology be used to create more interactive and collaborative learning environments? Reflect on the differences between active and passive learning. How can educators create environments that encourage students to take ownership of their learning and actively participate in the learning process?

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Closing Remarks **(50 words)**	TEAL spaces offer a powerful approach to transforming learning environments. By prioritizing active learning, collaboration, and the use of technology, these spaces can enhance student engagement, motivation, and learning outcomes. They provide a model for creating more dynamic and effective educational experiences.

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ACTIVITY 1.5: Designing TEAL Activities with Digital Integration

MODULE 1. A 1.5_TEAL Activity Design for Sustainability

Activity Title:

Selected Sustainability Theme:

Learning Objectives: What students should be able to do/understand

[Objective 1:]
[Objective 2]
[Objective 3]

TEAL Activity Description:

- How will the activity unfold?
- What are the main steps?
- How will students interact? [Describe the activity]

Digital Tools Used:

- Which digital tools will be integrated?
- How will they be used?

[Tool 1: description and use]
[Tool 2: description and use]

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Assessment Methods:

How will student learning be assessed? [Describe the assessment]

Accessibility Considerations:

[How to ensure accessibility for all students? [Describe]

Notes/Reflections Space:

Space for additional notes. [Space for notes]

Instructions:

- Use this template to structure your lesson plan.
- Be clear and concise in your responses.
- Focus on effectively integrating digital tools and TEAL approaches.

Tips:

Consider how digital tools can enhance student interaction and engagement.
Ensure that learning objectives are clear and measurable.

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The foundations of environmental education and sustainable development.

2.1 Sustainability, Agenda 2030, EU Green Deal, Fit for 55

Topic	Knowledge	Skills	Attitudes
The foundations of environmental education and sustainable development Sustainability, Agenda 2030, EU Green Deal, Fit for 55	• Identify the context of the agenda 2030 and to know the objectives of the SDG. • Know the 17SDGs and their specific target and understand the importance of each goal and how they are connected. • Understanding the overarching aim of the European Green Deal to make the EU climate-neutral by 2050, its objectives, goals and commitments. • Awareness of how the Green Deal aims to decouple economic growth from resource use and ensure no person or	• To be able to use tools and methodologies to measure and report progress towards the SDGs • Facilitate cooperation and networking to address common challenges. • Be able to effectively communicate the importance of the SDGs to different audiences and the Green Deal. • Be able to use tools and methodologies to measure and report on	• Show a personal and professional commitment to sustainability and sustainable development. • Promote sustainable practices in the work and personal environment. • To feel a shared responsibility to contribute to global well-being. • Be open to new ideas and innovative

	place is left behind in the transition. • Knowledge of the various policies and initiatives under the Green Deal, including Fit for 55 packages, which outlines legislative measures to achieve the 2030 targets. • Fit for 55 packages, highlighting its key components, objectives, and implementation strategies.	environmental performance. • Designing and implementing advocacy campaigns to promote Green Deal policies and practices.	approaches to address sustainable development challenges. • Encourage creativity in the search for sustainable solutions.

MODULE 2: The foundations of environmental education and sustainable development	
ACTIVITY 2.1:	**Exploring AGENDA 2030**
Duration of activity	100 minutes
Type of activity	☒ Video ☒ Quizz ☐ Blog ☐ Case Study ☒ other:
Resources	☒ PowerPoint Presentation: ☐ PDF/handout: ☒ online resource: ☒ Flipchart: ☐ other:
Requirements	• PC/Laptop • Mobile Devices • Internet • Projector
Description of activity (step-by-step)	1. Introduction of the module by the facilitator. (5 minutes) Proposing to listen a song; How can we make the world a better place? Listen to this song and learn how people plan to improve the world. Sustainable development goals | LearnEnglish Teens. **2.** Icebreaking activity: **How's the Weather related to the topic? (10 minutes).** This is a funny yet unique way to ask the participants how they feel related to the topic. This helps people to get to know each other in a team. Ask someone to stand within a circle to see each other. Then, ask that person to describe his/her current mood by comparing the same with the weather. 3. **The facilitator will present an Interactive Presentation related to the agenda 2030 and to know the objectives of the SDG**. (30 minutes). Get to know the 17SDGs and their specific target and understand the importance of each goal and how they are connected. First of all, we explain the definition and the context of the agenda 2030 and 17 SDG. And the facilitator shows a video related to the 17 SDGs.

	After in pairs, the learners will work in the following activity. did you know…..17 SDGs? (20 minutes). Discussion and make the quiz. 4. **Activity to become a changemaker** to transform our world into the world we all deserve. This is a great opportunity to learn from each other and get inspired to make a difference. Probably, your mind is full of creative ideas in order to help to meet the 2030 Agenda. If so, it means you are ready to become a changemaker. **2.2 Work Individually**, mention all the things you have in your house that your rarely use and probably they were a waste of money. If you had the chance to give them back, what would you get instead? (10 minutes). Make a list and share with the group. **2.3 Activity in two groups Needs or wants?** (30 minutes) In teams, start a debate following the example below and complete the chart. The facilitator will explain the difference between ***needs and wants.*** Example of the topic, the facilitator could choose another SDGs topic. What does healthcare mean? What happens when someone is sick? Do people check their temperature and take medicines if they need them? Do they go to the doctor to get some medicine or go to hospital if they are feeling bad enough? Is healthcare something that is really important to stay alive? The facilitator will finish with reflection and conclusion.
Assessment	An assessment quizz. Match the goal with the goal number and write a–h next to the numbers 1–8.
Total Duration	1 hours and 30 minutes

MODULE 2: The foundations of environmental education and sustainable development	
ACTIVITY 2.4: **To promote Green Deal policies**	
Duration of activity	90 minutes
Type of activity	☒ Video ☐ Quizz ☐ Blog ☒ Case Study ☒ other:
Resources	☒ PowerPoint Presentation: ☐ PDF/handout: ☒ online resource: ☒ Flipchart: ☐ other:
Requirements	• PC/Laptop • Mobile Devices • Internet • Projector
Description of activity (step-by-step)	**Introduction by the Facilitator (5 minutes)** Briefly introduce the European Green Deal and its relevance to education and sustainability. **Interactive Presentation (10 minutes)** **Video Watch**: What is the European Green Deal and why is it important? Brief discussion. (true and false sentences) Use slides from the DSD MODULE 2-1.pptx to explain: • What is the Green Deal? • Key objectives and Benefits The facilitator will introduce the activity the Case **Study Analysis (40 minutes).**

	Divide participants into small groups, and he/she will assign each group one of the following case studies: • Greener Schools: Reducing Carbon Footprints • Sustainable Mobility Campaign Each group will: • Read the case. • Identify the Green Deal challenges addressed. • Discuss how the case could be adapted to their own teaching context. • Presentation of solutions, **(15 minutes)** each group presents their findings and suggestions to the class. **Finally, the facilitator will provide a Reflection and Conclusion (5 minutes)** Facilitator summarizes key takeaways and encourages participants to think of one action they can implement in their own teaching.
Assessment	Reflection assessment. Short answers; • Name one-way schools can contribute to the Green Deal goals. • What is one challenge in implementing Green Deal policies in education? • How can teachers promote sustainability in their classrooms? • What role do students play in achieving Green Deal objectives? • Mention one Green Deal initiative that directly affects your community or country
Total Duration	90 minutes

MODULE 2: The foundations of environmental education and sustainable development	
ACTIVITY 2.5: **Fit for 55 packages**	
Duration of activity	90 minutes
Type of activity	☒ Video ☐ Quizz ☐ Blog ☐ Case Study ☒ other:
Resources	☒ PowerPoint Presentation: ☐ PDF/handout: ☒ online resource: ☒ Flipchart: ☒ other:
Requirements	• PC/Laptop • Mobile Devices • Internet • Projector
Description of activity (step-by-step)	**Introduction by the Facilitator (5minutes)** Brief overview on how the **Fit for 55** package fits into the EU's climate strategy. **Interactive Presentation 15minutes)** Use slides from the DSD MODULE 2-1 1.pptx to explain: • What is the Fit for 55 package? **Video (10 minutes)** Watch a short video explaining Fit for 55 packages (e.g., from the European Commission or Euronews). **Individual activity Reading and Reflection (15 minutes)** The facilitator will provide an article or infographic summarizing the Fit for 55 measures. Learners highlight key points and write down one question or

concern they have. (**What could be the impact of the Fit for 55 package on businesses and organisations?**

Group Activity Invent the Future – Fit for 55 Innovation Challenge (30 minutes).

Encourage participants to creatively design practical, sustainable solutions that support the goals of the Fit for 55 package, such as reducing emissions, improving energy efficiency, or promoting clean transport. Divide participants into small groups. Each group discusses:

a) Divide the class into small groups (3–5 participants each). Assign each group one of the following Fit for 55 focus areas:

- Sustainable transport
- Renewable energy
- Energy-efficient buildings
- Carbon pricing and emissions reduction
- Social fairness and inclusion

b) Challenge Brief (5 minutes)

Each group receives a challenge card (you can prepare these in advance or present them on slides). Example:

"Your city wants to reduce car emissions by 50% in 5 years. Propose a creative, low-cost solution that involves schools and local communities."

c) Brainstorm & Design (20 minutes)

Groups brainstorm and sketch out their solution.

Encourage them to:

- Name their project
- Define the problem
- Describe the solution (tools, actions, stakeholders)
- Explain how it supports Fit for 55 goals
- Include a visual (poster, diagram, or concept map)

d) Pitch & Share (10 minutes)

Each group presents their idea in a 2-minute pitch to the class. Optionally, the class can vote on the most innovative or impactful idea.

Conclusion and Reflection (20 minutes)

Facilitator summarizes the session and invites participants to reflect on:

	• How the Fit for 55 package could impact their country or region. • What challenges might arise in implementing these measures? • How can educators raise awareness about these policies? • One action they can take to support the goals of Fit for 55 in their teaching or daily life.
Assessment	
Total Duration	90 minutes

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MODULE 2: The foundations of environmental education and sustainable development.

ACTIVITY 2.1: Exploring AGENDA 2023. Did you know. About 17 SDGs?

ACTIVITY 2.2 – TO BECOME A CHANGEMAKER

ACTIVITY 2.3: Activity Needs or wants? How to communicate the importance of the SDGs to different audiences.

ACTIVITY 2.4: How to designing and implementing campaigns to promote Green Deal policies

ACTIVITY 2.5: Exploring Fit for 55 packages, highlighting its key components, objectives, and implementation strategies





MODULE 2.: The foundations of environmental education and sustainable development

2.1. Sustainability, Agenda 2030, EU Green Deal, Fit for 55

2.2 . Ecological transition: scenario, political and regulatory framework

ACTIVITY 1.1: Exploring AGENDA 2030

Activity Learning Objectives

- Identify the context of the agenda 2030 and to know the objectives of the SDG.
- Know the 17SDGs and their specific target and understand the importance of each goal and how they are connected.
- Discuss the evolution of the AGENDA 2030 approach.

Agenda



1. Introduction (5 minutes): Module objectives and activity overview. Listen a song.



2. Icebreaker activity: How's the Weather related to the topic? (10 minutes).



3. Interactive Presentation: What is AGENDA 2030? (40 minutes): objectives of the SDG. Know the 17SDGs and their specific target and understand the importance of each goal and how they are connected .



4. Activity to be a changemaker: use tools (40 minutes): Discussion and brainstorming.



5. Conclusion and Next Steps (5 minutes): Summary, reflections, and Q&A.





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INTRODUCTION



How can we make the world a better place?

Listen to this song and learn how people plan to improve the world.
Sustainable development goals

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Icebreaker activity: How's the Weather?



How it Works

This is a funny yet unique way to ask the participants how they feel related to the topic. This helps people to know each other in a team. Ask someone to stand within a circle to see each other. Then, ask that person to describe his/her current mood by comparing the same with the weather.

You may expect answers like this-

Today, I'm feeling sunny because of the positive energies inside me.

My situation is like an overcast sky; I feel a bit stressed.

The context of the agenda 2030

What is the AGENDA 2030?



On 25 September 2015, the **193 member states of the UN approved the 2030 Agenda for Sustainable Development**, an ambitious plan that sets out to achieve prosperity that is respectful of the planet and its inhabitants. This Agenda is **made up of 17 Sustainable Development Goals (SDGs),** further broken down into 169 targets, **to be met by 2030** with the intention of **"leaving no-one behind"**. The threat of climate change is now more real than ever, and the SDGs are crucial if we want to avoid compromising our children's future.

The context of the agenda 2030

What is the AGENDA 2030?



The 2030 Agenda is a continuation of the UN Millennium Development Goals (2000-2015) which were in their day the first international consensus on facing global problems such as the eradication of extreme poverty and hunger, and to promote improvements in access to education.

The Conference of the Parties to the United Nations Framework Convention on Climate Change (COP21) held in 2015 in Paris marked a historic milestone with the adoption of **the Paris Agreement**. For the first time, both developed and developing countries committed to reducing greenhouse gas emissions to combat climate change.

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The context of the agenda 2030 and the objectives of the SDG



Watch a video related to the SDGs: SUSTAINABLE DEVELOPMENT GOALS 📑 🌎 What are SDGs? 👧 🧒

There is a lot of relevant information about de SDG that it would be very interesting for you to know, and you can share with friends, family, etc.



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The context of the agenda 2030 and the objectives of the SDG

ACTIVITY 1.2 Did you know. About 17 SDGs?



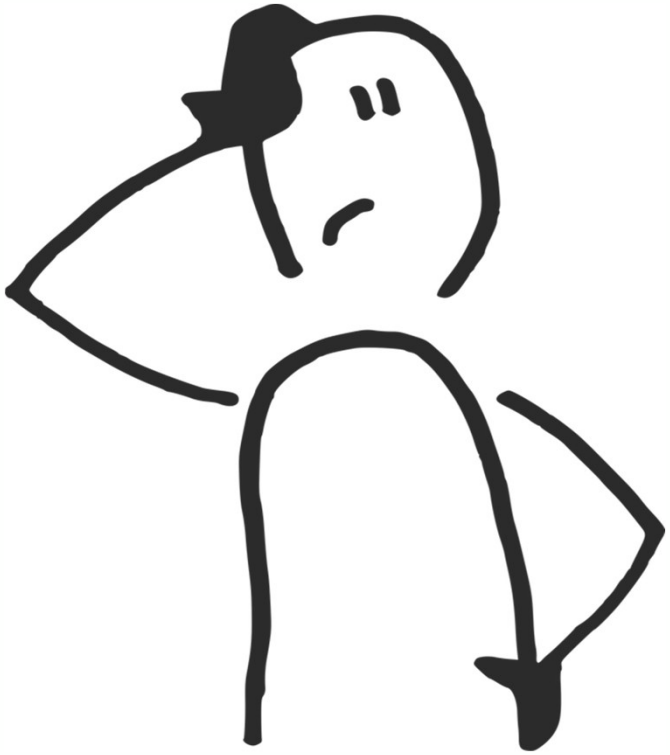
In pairs, choose the right goal number of each statement. Go to the quizz.



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ACTIVITY 2.2 TO BECOME A CHANGEMAKER.

Work Individually, mention all the things you have in your house that your rarely use and probably they were a waste of money. If you had the chance to give them back, what would you get instead?



Take a few minutes to reflect individually on this question.

Discuss your thoughts with a partner and exchange insights.

Each presents key takeaways to the whole group.

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ACTIVITY 2.3 TO BECOME A CHANGEMAKER.

Activity in two groups Needs or wants? Do you know the different?

Needs: is something that you must have to live or survive, for example, energy

.'want' is something we may like to have, but we can live without it, for example, a computer.

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ACTIVITY 2.3 TO BECOME A CHANGEMAKER.

Choose a topic, **name your Group with your SDG**. In teams, start a debate following the example below and complete the chart.

Example:
What does healthcare mean? What happens when someone is sick? Do people check their temperature and take medicines if they need them? Do they go to the doctor to get some medicines or go to hospital if they are feeling bad enough? Is healthcare something that is really important to stay alive?



Take a few minutes to reflect on this question.

Discuss your thoughts with your group and exchange insights.

Each group presents key takeaways to the whole group.



Key Reflections-Group discussion

- Which goal is important for your country?
- What can you do to help people and make the world a better place?

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Lessons learned

Areas requiring additional effort include:

- Achieving real policy coherence and implementing “whole-of-government” approaches;
- Addressing low capacity of many national statistical institutions to meet new challenges;
- Improving the institutional capacity of local governments;
- Promoting greater coordination between the different spheres of public administration;
- Accelerating the integration of the SDGs into the policies and programmes of all relevant line ministries;
- Inculcating a “whole-of-society” approach so that the SDGs become a truly national endeavour



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CONCLUSION

The Goals are meant to stimulate action over the next 15 14 13 12 years in 5 areas of critical importance:



- People
- Planet
- Prosperity
- Peace (and Justice)
- Partnership

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CONCLUSION



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Activity Learning Objectives

- Understanding the overarching aim of the European Green Deal to make the EU climate-neutral by 2050, its objectives, and commitments.
- To promote Green Deal policies and practices.
- Analyze real-world applications of Green Deal policies in education
- Design classroom activities or school initiatives aligned with sustainability goals.

Agenda



Interactive Presentation related to the concept and objectives regarding the Green Deal (20 minutes)



Case Study Analysis (40 minutes)

- Participants divided into small groups, each receiving a different case study scenario.
- Groups analyze and discuss GREEN DEAL scenario



Presentation of Solutions and Guided Discussion (20 minutes)

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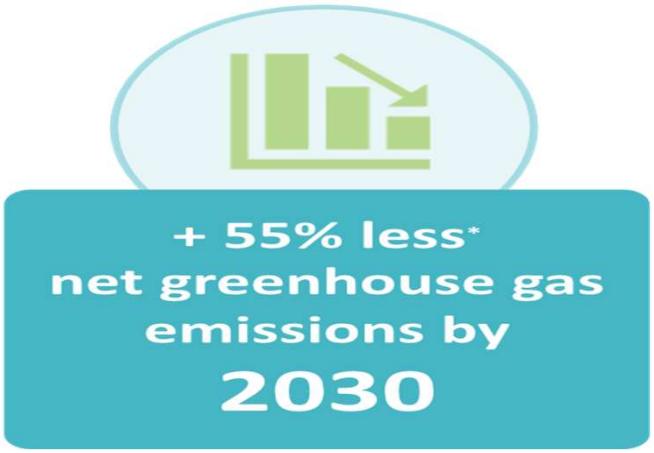
What is the European Green Deal and why is it important?

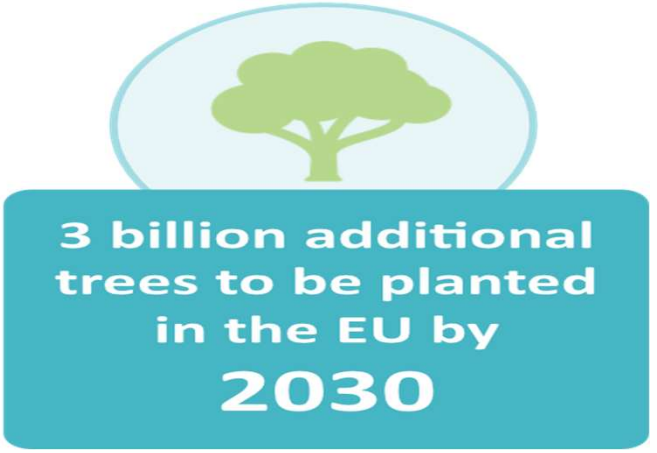
What is the European Green Deal and why is it important?



The Green Deal is the EU's answer to the ongoing climate crisis.







Parliament adopted the EU Climate Law on 24 June 2021, which makes legally binding a target of reducing emissions 55% by 2030 and climate neutrality by 2050.
This moves the EU closer to its post-2050 objective of negative emissions and confirms its leadership in the global fight against climate change.

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OBJECTIVES

cleaner air

renovated homes

better public transport

reduced energy bill

healthier food

better health

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What is GREEN DEAL ?

The activity focuses on applying GREEN DEAL challenges in real-world teaching scenarios.

The activity includes Case Study Analysis and Role-Playing.

The goal is to practice active learning, and how to promote the green deal goals.



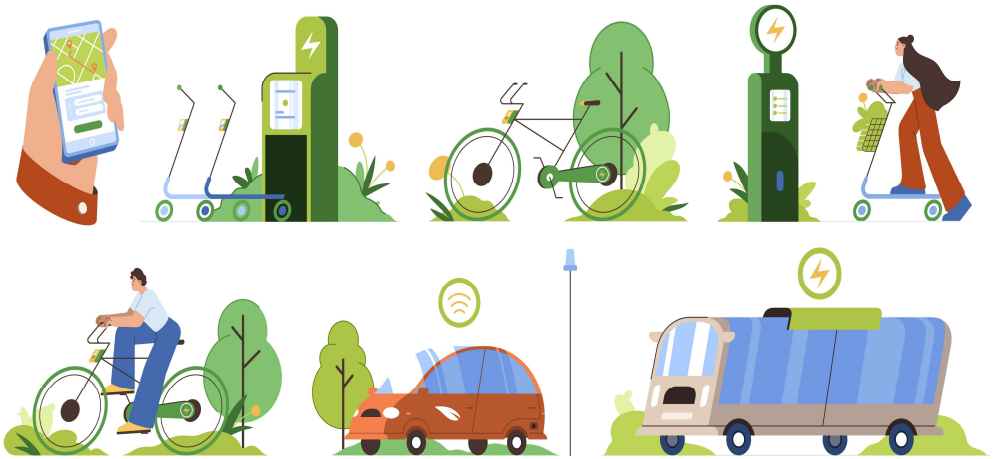
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Case Study

1. Greener Schools: Reducing Carbon Footprints in Education



2. Sustainable Mobility Campaign



Presentation of Solutions and Guided Discussion

Let's shape a sustainable future together!
With this activity we Learn about innovative solutions for transforming our world and protecting our planet.
Be part of the change.



CONCLUSION

The European Green Deal Striving to be the first climate-neutral continent

Climate change and environmental degradation are an existential threat to Europe and the world. To overcome these challenges, the European Green Deal will transform the EU into a modern, resource-efficient and competitive economy, ensuring:



- no net emissions of greenhouse gases by 2050
- economic growth decoupled from resource use
- no person and no place left behind

Activity Learning Objectives

- Understand the purpose and structure of the Fit for 55 package.
- Identify its key components and their relevance to climate action.
- Encourage creativity in the search for sustainable solutions.
- Reflect on the role of education in supporting climate policy awareness and implementation

Agenda



Reading and Video (30 minutes): Reading and video activity.



Group Activity (40 minutes): Group discussion and analysis.



Whole-Group Sharing (30 minutes): Sharing and debrief.

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What is the Fit for 55 packages ?

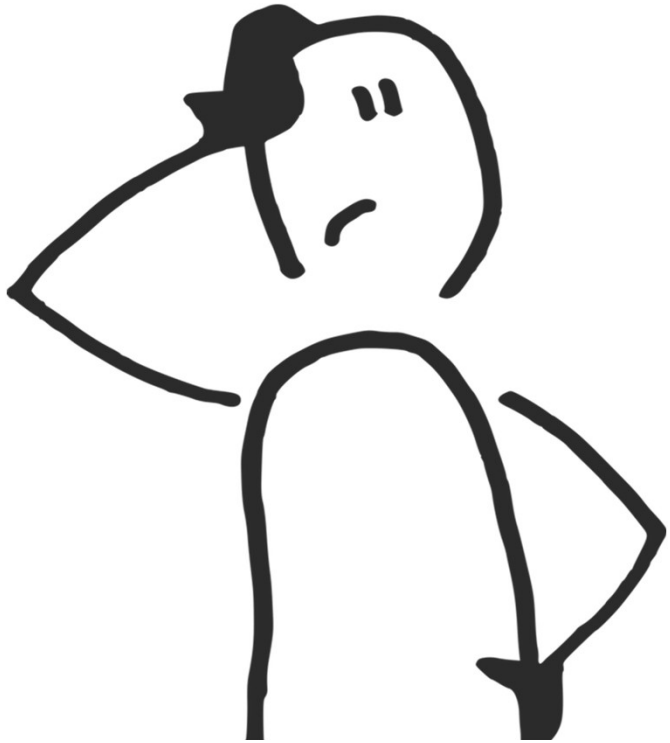
https://www.youtube.com/watch?v=LBxlsEiL7ic&t=11s



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Activity Individual

What could be The impact of the Fit for 55 package on businesses and organisations?



Group Activity: Invent the Future – Fit for 55 Innovation Challenge”



CHALLENGES CARDS EXAMPLES

A community center aims to ensure that all residents benefit from the Green Deal initiatives. How can they promote social fairness?

Task: Design programs that support low-income families, provide education on sustainability, and ensure equal access to green technologies..

An old school building needs to be renovated to improve energy efficiency What steps should be taken?

Task: Outline a renovation plan that includes insulation, LED lighting, and smart heating systems. Include cost estimates and potential savings.

A local school aims to transition to 100% renewable energy within 3 years. How can they achieve this goal?

Task:. Consider funding and community involvement.

Presentation of Solutions

- Name their project
- Define the problem
- Describe the solution (tools, actions, stakeholders)
- Explain how it supports Fit for 55 goals
- Include a visual (poster, diagram, or concept map)



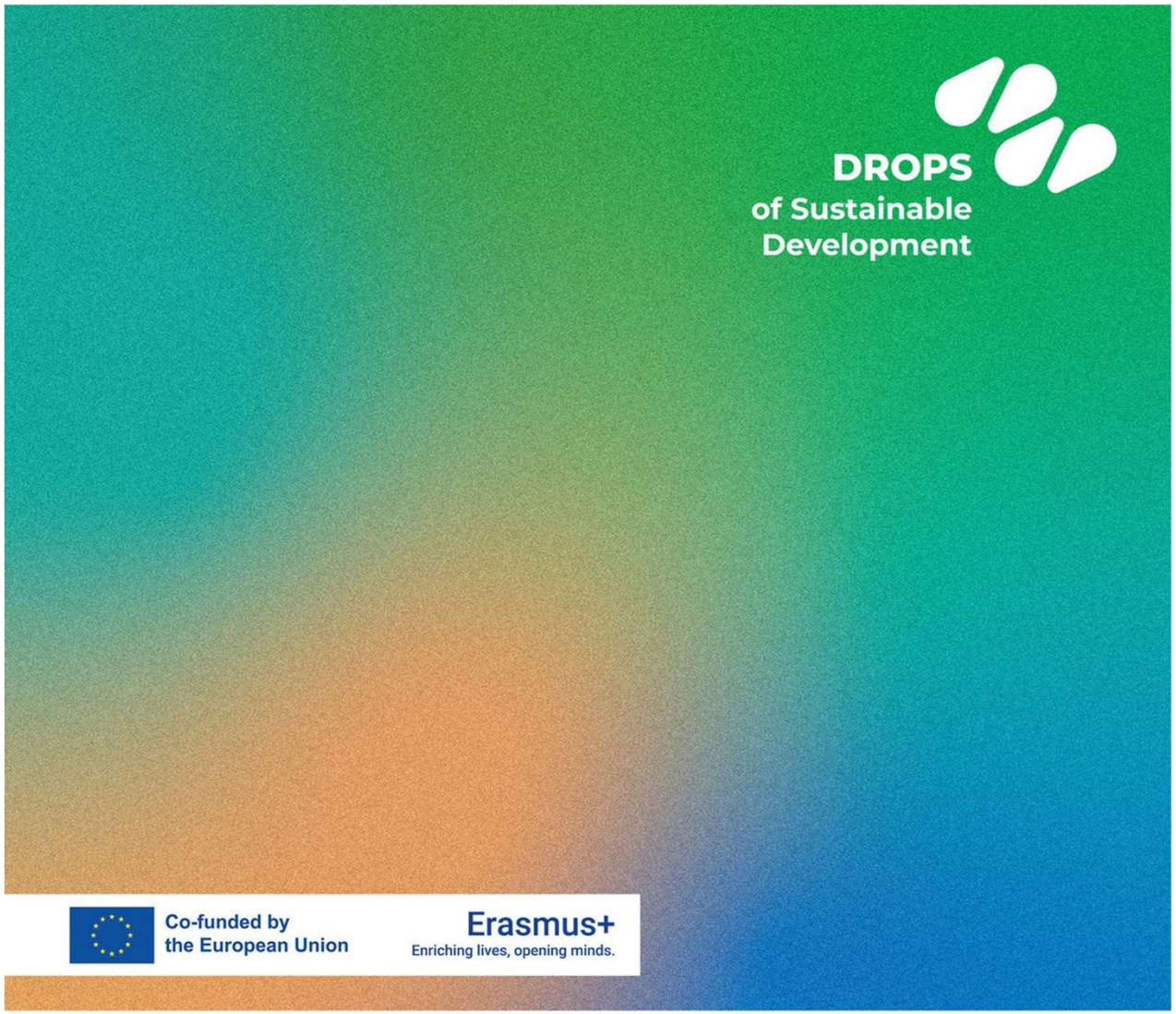
CONCLUSION. Moving Forward with Fit for 55



The Fit for 55 package is more than a set of climate policies—it's a roadmap for transforming Europe into a greener, fairer, and more resilient society.

As educators and community leaders, we play a vital role in this transition. Whether through promoting sustainable transport, energy efficiency, or inclusive green initiatives, our actions can inspire change from the classroom to the community.

Let’s continue to encourage creativity, foster awareness, and empower learners to be part of the solution. The path to climate neutrality begins with informed, engaged, and proactive citizens—starting with us.



Thank you

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ACTIVITY 2.2 TO BECOME A CHANGEMAKER

Work Individually. Mention all the things you have in your house that you rarely use and probably they were a waste of money.

If you had the chance to give them back, what would you get instead?

Thinking about the last 12 months how much change did you experience?

- What if you could lead to change in your work and life, rather than having to succumb to it?
- What if you were responsible for your own transformation?
- What if you could be adaptable enough to surf the waves of change rather than be overwhelmed by them?

Make a stair each month!!!




THE UNIVERSITY OF NORTHAMPTON
GIVE MORE + GET MORE + BE MORE
CHANGEMAKER +PLUS
Unifying principles
Everyone a changemaker
1. Believe they have a responsibility to make positive changes in society
2. Believe they have the power and resources (tangible and intangible) to make a difference
3. Take initiative to bring about innovative change, local and systemic
4. Work with others to maximise impact, working in groups and networks
5. Know and live authentically according to their values
6. Practice empathy; by entering, by a willed use of the imagination, another person's world without judgement.

ACTIVITY 2.3. NEEDS AND WANTS



In today's world, the line between what we need and what we want is often blurred. This confusion can have profound implications, influencing not only our decision-making but also our ability to manage resources effectively, particularly when it comes to finances

Choose a topic, name your Group with your SDG, and explain what the needs and the wants are.

In teams, start a debate following the example below and complete the chart.

The worksheet is designed to take students on a journey of self-reflection and critical thinking.

One of the most impactful elements of the worksheet is the emphasis on prioritization. Life is full of competing demands, and the ability to prioritize what truly matters is essential for living a balanced and fulfilling life.

Where do they come from? How do they impact other areas of their lives? Are these wants helping them grow, or are they distractions from more meaningful pursuits?

NEEDS	WANTS

MODULE 2. A.4 GREEN DEAL CASE STUDY

DROPS of Sustainable Development

GREENER SCHOOLS: REDUCING CARBON FOOTPRINTS IN EDUCATION

DEFINE THE PROBLEM

HOW CAN EDUCATIONAL INSTITUTIONS REDUCE THEIR ENVIRONMENTAL IMPACT WHILE INTEGRATING SUSTAINABILITY INTO THEIR TEACHING PRACTICES?

DESCRIBE THE CONTEXT

A SECONDARY SCHOOL IN A MID-SIZED EUROPEAN CITY HAS BEEN FACING INCREASING PRESSURE FROM THE LOCAL COMMUNITY AND GOVERNMENT TO ALIGN WITH THE EUROPEAN GREEN DEAL OBJECTIVES.

THE SCHOOL HAS OUTDATED INFRASTRUCTURE, HIGH ENERGY CONSUMPTION, AND LIMITED ENVIRONMENTAL EDUCATION IN ITS CURRICULUM.

TEACHERS ARE NOW TASKED WITH INCORPORATING SUSTAINABILITY INTO THEIR LESSONS AND ENCOURAGING STUDENTS TO TAKE PART IN ECO-FRIENDLY INITIATIVES.

DEFINE DISCUSSION POINTS

- WHAT WERE THE MAIN CHALLENGES THE SCHOOL FACED IN IMPLEMENTING GREEN DEAL PRINCIPLES?
- HOW DID THE TEACHERS ADAPT THEIR TEACHING METHODS TO INCLUDE SUSTAINABILITY?
- WHAT ROLE DID STUDENTS PLAY IN THE SUCCESS OF THE INITIATIVE?
- WHAT OTHER ACTIONS COULD THE SCHOOL TAKE TO FURTHER REDUCE ITS ENVIRONMENTAL IMPACT?
- HOW CAN THIS CASE STUDY BE ADAPTED TO YOUR OWN TEACHING CONTEXT?

LEARNING OBJECTIVE

- IDENTIFY KEY CHALLENGES AND OPPORTUNITIES IN APPLYING GREEN DEAL PRINCIPLES IN EDUCATION.
- DESIGN A LESSON OR SCHOOL INITIATIVE THAT PROMOTES SUSTAINABILITY.
- REFLECT ON THEIR OWN TEACHING PRACTICES AND PROPOSE IMPROVEMENTS ALIGNED WITH ENVIRONMENTAL GOALS

CONCLUSION

THE SCHOOL LAUNCHED A "GREEN WEEK" INITIATIVE, INTEGRATED CLIMATE EDUCATION INTO SCIENCE AND GEOGRAPHY CLASSES, AND INSTALLED SOLAR PANELS WITH THE HELP OF A LOCAL GRANT.

STUDENTS PARTICIPATED IN A RECYCLING COMPETITION AND CREATED AWARENESS CAMPAIGNS.

AS A RESULT, THE SCHOOL REDUCED ITS ENERGY USE BY 15% AND FOSTERED A CULTURE OF SUSTAINABILITY.



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MODULE 2. A.4 GREEN DEAL CASE STUDY

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SUSTAINABLE MOBILITY CAMPAIGN

DEFINE THE PROBLEM

HOW CAN SCHOOLS ENCOURAGE SUSTAINABLE TRANSPORTATION AMONG STUDENTS AND STAFF?

DESCRIBE THE CONTEXT

A HIGH SCHOOL LOCATED IN A SUBURBAN AREA NOTICED THAT MOST STUDENTS COMMUTED BY CAR.

THE SCHOOL LAUNCHED A CAMPAIGN TO PROMOTE CYCLING, WALKING, AND PUBLIC TRANSPORT.

DEFINE DISCUSSION POINTS

- **WHAT STRATEGIES WERE MOST EFFECTIVE IN CHANGING COMMUTING HABITS?**
- **HOW CAN SCHOOLS COLLABORATE WITH LOCAL AUTHORITIES ON MOBILITY ISSUES?**
- **WHAT ARE THE ENVIRONMENTAL AND HEALTH BENEFITS OF SUSTAINABLE TRANSPORT?**

LEARNING OBJECTIVE

TO ANALYZE HOW BEHAVIOR CHANGE CAMPAIGNS CAN SUPPORT GREEN DEAL GOALS IN EDUCATION

CONCLUSION

THE CAMPAIGN INCLUDED BIKE SAFETY WORKSHOPS, A "WALK TO SCHOOL WEEK," AND INCENTIVES FOR USING PUBLIC TRANSPORT. CAR USE DROPPED BY 30% DURING THE CAMPAIGN.



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The foundations of environmental education and sustainable development.

2.2 Ecological transition: scenario, political and regulatory framework

Topic	Knowledge	Skills	Attitudes
The foundations of environmental education and sustainable development Ecological transition: scenario, political and regulatory framework	• Understand the concept of ecological transition in the context of EU climate goals and sustainable development. • Understand what ecological transition means and how it is shaped by EU strategies like the Green Deal and Fit for 55. Recognize how climate, energy, transport, agriculture and housing policies are connected. • Recognize how EU instruments like the Emissions Trading System (ETS), Carbon Border Adjustment Mechanism (CBAM), and Social Climate Fund work in practice.	• Be able to interpret political and legal texts related to EU climate and environmental policy and explain them in accessible language to adult learners. • Guide learners through participatory methods (e.g. scenario building, simulations) to explore the impacts of ecological transition at the local and personal level. • Identify and explain core EU climate policies in a simple, accessible way.	• Curiosity and willingness to understand change beyond personal perspective. Motivation to be part of a collective shift toward sustainability. • Show interest in understanding political processes and decision-making related to ecological sustainability. • Openness to long-term thinking and collaborative imagining. Hope and belief that change is possible.

	• Be aware of the different transition scenarios and their social, economic, and environmental implications Know what future scenarios the EU envisions through strategies like the Long-Term Climate Strategy, REPowerEU or national climate plans.	Guide adults in connecting policy goals to everyday practices. • Use real-life examples to link policies with everyday challenges and opportunities. • Facilitate discussion on the importance of justice, inclusion and community support in the transition process.	• Promote civic engagement, awareness, and participation in the ecological transition. • Foster a sense of fairness and solidarity, especially with those most affected by climate policies. • Support dialogue and critical thinking about systemic change, rather than only individual responsibility. • Encourage belief in shared action and positive transformation through cooperation at local and European level.

MODULE 2.2.: The foundations of environmental education and sustainable development

ACTIVITY 2.2.1: Walking the Green Path – What is Ecological Transition?

Duration of activity	90 min
Setting	☒ F2F ☐ Self-directed learning / online
Type of activity	☒ Lecture ☒ Discussion ☒ Group activity ☐ Individual activity ☐ other:
Resources	☐ PowerPoint Presentation: ☐ PDF/handout: ☐ online resource: https://commission.europa.eu/strategy-and-policy/priorities-2019-2024/european-green-deal_en https://ec.europa.eu/stories/european-green-deal/ ☒ Flipchart: ☒ other: Scenario Cards: Short texts inspired by real-life experiences (e.g. small organic farmer, young unemployed person in a rurall region, local policymaker) that illustrate practical effects of ecological transition. These are used as input for dramatization/sketch creation in small groups
Requirements	• PC/Laptop • Mobile Devices • Internet

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	• Projector
Description of activity (step-by-step)	1. **Intro (10 min)**: The facilitator introduces the concept of ecological transition in the EU context, explaining its links with climate change, resource management, social justice and the economy. The key frameworks introduced include the Green Deal, using online resourses. Participants are encouraged to share their own associations or experiences with sustainability and change (e.g., switching heating systems, new farming regulations, rising fuel costs) 2. **Scenario Cards and dramatization (30 min)**: Participants are divided into small groups (3–5 people). Each group randomly draws a "scenario card" – a short, relatable story inspired by real situations affected by ecological transition. Examples include: • An elderly farmer struggling with digital CAP forms. • A young eco-farmer trying to get a sustainability grant. • A family that needs to renovate their home for energy efficiency but lacks funds. • A local policymaker organizing climate adaptation workshops. Groups work together to turn their scenario into a short sketch, either in role-play form or using dramatic narration. If available, a drama pedagogue supports the groups by guiding them through expressive methods, use of space, body language and voice. The aim is not performance perfection but expressive engagement with the topic and empathic understanding. 3. **Sketch presentation (30 min):** Groups perform or narrate their dramatized scenario. After each, the facilitator guides a brief reflection: • What problem was presented? • Which EU policy or support measure might apply (e.g. Just Transition Fund, ETS revenues, Social Climate Fund)? • Who benefits and who may be excluded? • What actions are possible at local or personal level?

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	These reflections are writen visually on a flipchart to draw connections between personal experiences and abstract policy frameworks. 4. **Reflection (15 min):** Participants individually or in pairs write down one idea they learned and one idea they can apply in their own work, community, or teaching. A few volunteers share insights with the whole group. 5. **Conclusion (5 min):** The facilitator summarizes key EU instruments discussed (Green Deal, Fit for 55, CBAM, ETS, Social Climate Fund), and introduces the next steps in ecological transition which will focus on deeper exploration of these goals.
Assessment	• **Observation of group work and dramatization:** The facilitator monitors group cooperation, role distribution, and engagement with the scenario. Key indicators include how creatively the group interprets the scenario and whether the role-play connects to real-world policy challenges. • **Content accuracy and relevance:** During sketch presentations, the facilitator notes whether participants make meaningful links to EU policies and show awareness of key transition concepts (e.g., justice, accessibility, funding mechanisms). • **Debrief participation:** The depth of participants' reflections in the group discussion is assessed—especially their ability to relate individual or group actions to systemic frameworks. • **Written reflection quality:** The facilitator collects or observes reflection notes, evaluating their thoughtfulness, clarity, and potential for application in learners' own contexts. • **Optional peer feedback:** Groups may be invited to briefly comment on each other's performances—what they found insightful, surprising or well-expressed—which encourages mutual learning and peer recognition.
Sources / Further reading	• EU Green Deal documents; • The European Green Deal - European Commission • Legal documents on Delivering the European Green Deal • EU Climate Action

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MODULE 2.2: The foundations of environmental education and sustainable development

ACTIVITY 2.2.2.: Reality Check – Mapping the Transition in Our Own Backyard

Duration of activity	240 minutes
Setting	☒ F2F ☐ Self-directed learning / online
Type of activity	☐ Lecture ☒ Discussion ☒ Group activity ☐ Individual activity ☒ other: Interactive mapping, scenario analysis, reflection
Resources	☒ PowerPoint Presentation ☐ PDF/handout: ☐ online resource: ☒Flipchart, paper B2, stickynotes ☐ other: Video
Requirements	• PC/Laptop • Mobile Devices or Digital Photo • Internet • Projector
Description of activity (step-by-step)	**Introduction of the module by the facilitator. (15 minutes)** Facilitator explaining what ecological transition means and how it is shaped by EU strategies like the Green Deal and Fit for 55. The facilitator sets the scene by introducing a locally relevant ecological transition challenge to recognize how climate, energy, transport, agriculture and housing policies are connected. **Group Mapping (40 min):** Participants form groups and are given a "Transition Mapping Template" – a visual chart divided into 3 areas:

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	WHO is affected? (e.g. local businesses, youth, farmers, elderly) **WHAT is the challenge?** **WHAT support exists?** (space to connect to ETS, Social Climate Fund, CAP, local policies) Each group connects the dilemma to their own local experience by making maps. Each group make one map. They are encouraged to bring in lived examples and add contextual information to the maps using colours, quotes, or mini-drawings. The mapping process helps translate abstract policies into locally grounded stories. **Gallery Walk (30 min):** After they finish, maps are put one by other to be showend to other groups. Participants circulate, examine each group's map, and leave feedback via sticky notes. Comments can include shared problems, alternative solutions, or questions. **Facilitated Reflection (20 min):** The group gathers and reflects together: Were there common concerns or unique local issues? What creative or collaborative solutions appeared? Were any policies new or surprising to participants? What's the educator's role in helping navigate such changes? **Making video scripts (40 min)**: from conclusions **Making video (60 min):** Interview and conclusions Each participant tape one takeaway action or insight to apply in their setting in the for of the interwiew. Working in pairs, they use mobile phones to tape each other. **Editing and presenting (35min):**
Assessment	• Quality of visual maps and creative participation • Understanding of policy tools as demonstrated in mapping • Engagement in discussion and gallery walk • Relevance of chosen real-life examples • Making videos on the mobile phone
Sources / Further reading	• European Commission (2020). *A European Green Deal*. Retrieved from: https://commission.europa.eu/strategy-and-policy/priorities-2019-2024/european-green-deal_en • European Environment Agency (2021). *Europe's changing climate hazards*. Retrieved from:

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	https://www.eea.europa.eu/publications/europes-changing-climate-hazards-1/europe2019s-changing-climate-hazards-2014 • European Training Foundation (2022). *Greening Skills in Europe*. Retrieved from: https://www.etf.europa.eu/en/publications-and-resources/publications/greening-skills-europe • CONCORD Europe (2021). *Towards an inclusive ecological transition*. Retrieved from: https://concordeurope.org/resource/towards-an-inclusive-ecological-transition/

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MODULE 2.2.: The foundations of environmental education and sustainable development

ACTIVITY 2.2.3.: Green Life Scenarios – Who Gets What in the Transition?

Duration of activity	110 minutes
Setting	☐ F2F ☒ Self-directed learning / online
Type of activity	☒ Lecture ☐ Discussion ☐ Group activity ☒ Individual activity ☒ other: Interactive quiz - reflection
Resources	☐ PowerPoint Presentation: ☐ PDF/handout: ☐ online resource: ☐ Flipchart: ☐ other:
Requirements	• Personal devices (PC, tablet, mobile phone) • Internet access • Zoom (or other platform)
Description of activity (step-by-step)	1. **Welcome and Icebreaker (15 min): – "Weather Check"** Participants are asked to describe their current mood using a weather metaphor (e.g. "I'm feeling like a sunny spring day"). This promotes a light and engaging start to the session. After that start with **"Real People in the Green Shift"** Participants are invited to think about common life situations that relate to green transition. Each participant chooses or is assigned a quick character sketch that might reflect someone from their own community: e.g., "a young person living in a small town," "a family running a rural B&B," "a self-employed electrician," or "a

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	2. pensioner in a poorly insulated flat." They briefly introduce themselves 3. **Presentation – Understanding Ecological Transition** **What the Green Deal Means for Everyday Life (30 min):** Facilitator presents: • What is the ecological transition and how is it already happening around us? • Key sectors that are being transformed (agriculture, housing, transport, energy, jobs) • Overview of how EU policies aim to support this shift with tools like clean energy funding, renovation grants, training for green jobs, and support for vulnerable regions • Focus on practical effects and opportunities 4. **Interactive Quiz (Google Forms) – Test Your Understanding (20 min):** Participants complete an online quiz with: ○ Multiple choice and short-answer questions. ○ Situational applications ○ True or false on key facts about the instruments. 5. **Reflection and Group Debrief (30 min):** Participants reflect on two questions: ○ What is one thing you didn't know before this session? ○ How might these EU policies impact your local community or learners? Reflections can be shared in breakout rooms or posted on a collaborative bord or just discssed one by one 6. **Facilitator Closing (15 min):** Summary of key points, sharing a few powerful quotes or insights from participants, and invitation to follow up through future modules or group discussions.
Assessment	• Online quiz to measure comprehension of real-world policy applications • Open-ended responses measuring reflection, personal insight, and ability to relate concepts to everyday settings • Optional journal prompt: "If you had one minute with your mayor, what would you ask for in support of your green transition?"

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Sources / Further reading	• European Commission (2023). *Just and Inclusive Transition Mechanisms*. https://commission.europa.eu/... • Climate Reality Project Europe. *Teaching Climate Justice*. https://www.climaterealityeurope.org/... • Eurostat. *Statistics Explained: EU Green Deal indicators*. https://ec.europa.eu/eurostat/... • European Environmental Bureau (2022). *Fairness in the Green Transition*. https://eeb.org/...

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MODULE 2.2.: The foundations of environmental education and sustainable development

ACTIVITY 2.2.4: From Policy to Practice – Case Study Reflection

Duration of activity	120 min
Setting	☒ F2F ☐ Self-directed learning / online
Type of activity	☐ Lecture ☒ Discussion ☒ Group activity ☐ Individual activity ☐ other:
Resources	☐ PowerPoint Presentation: ☒ PDF/handout:*Case Study: Adapting to Transition in a Rural Municipality* ☒ online resource: *European Green Deal – Key Facts and Strategy Summaries (REPowerEU, Long-Term Climate Strategy)* ☒ Flipchart: ☐ other: Case Study
Requirements	• PC/Laptop • Internet • Projector • Whiteboard or pinboard for final sharing • Flipchart or A3 paper + markers • Sticky notes
Description of activity (step-by-step)	1. **Introduction (10 min):** The facilitator introduces the concept of transition scenarios, using relatable local or national examples (e.g. shift to renewables in a rural municipality, energy-efficiency in households, sustainable mobility in smaller towns). The participants are reminded how the EU plans for the future via strategies like REPowerEU or national climate plans.

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	2. **Case Study Review (15 min):** The facilitator briefly presents the case study "Adapting to Transition in a Rural Municipality". Participants are introduced to the situation: a rural community facing ecological transition challenges and opportunities across agriculture, energy, and infrastructure. They learn about challenges like depopulation, outdated heating systems, and local skepticism, as well as opportunities like EU funding or sustainable farming models 3. **Group Work (35 min):** Participants are divided into groups. Each group is assigned one aspect of the scenario to analyze (e.g. energy transition, mobility, agriculture, agrosolar systems or local governance). Using the handout and guiding questions, they discuss: • What are the social, economic and environmental implications in this case? • What obstacles exist, and what supports could help (e.g. policy tools, funding, education)? • How can a just transition be ensured for all groups? They prepare a summary on A2 papers 4. **Gallery Walk (20 min):** Groups place their outputs on the posters. Everyone walks through the outputs, reading and leaving sticky-note comments, reflections or connections to their own region. 5. **Role-based Dialogue (20 min):** Each participant takes on a role (e.g. farmer, municipal officer, unemployed youth, green entrepreneur). They are asked to react to a transition scenario from their character's point of view. This encourages empathy, creative thinking, and identifying gaps in communication or support. 6. **Closing Circle (20 min):** The facilitator leads a group reflection: • Which ideas surprised you most? • Did any roles spark unexpected perspectives? • What needs to be done to prepare educators and citizens to navigate these transitions? Participants write one key insight or action they will take in their community or work.
Assessment	• **Group Output:** Each group's work (maps, sketches, or posters) demonstrates understanding of transition dimensions. • **Participation:** Facilitator observes engagement, role-play participation, and contributions during discussion.

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	• **Reflection:** Individual written insight at the end is reviewed for depth of understanding and personal connection to content.
Sources / Further reading	• EU Green Deal – Summary: https://commission.europa.eu/strategy-and-policy/priorities-2019-2024/european-green-deal_en • REPowerEU: https://commission.europa.eu/strategy-and-policy/eu-budget/recovery-plan-europe/recovery-and-resilience-facility/repowereu_en • Long-Term Climate Strategy: https://climate.ec.europa.eu/eu-action/long-term-strategy_en • Just Transition Mechanism: https://commission.europa.eu/strategy-and-policy/priorities-2019-2024/european-green-deal/finance-and-green-deal/just-transition-mechanism_en • Handbook: Rural Communities in Transition (forthcoming, project resource)

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MODULE 2: The Foundations of Environmental Education and Sustainable Development

2.2 Ecological transition: scenario, political and regulatory framework

2.2.1 Walking the Green Path – What is Ecological Transition?

2.2.2 Reality Check – Mapping the Transition in Our Own Backyard

2.2.3 Green Life Scenarios – Who Gets What in the Transition?

2.2.4 From Policy to Practice – Case Study Reflection



MODULE 2.: The foundations of environmental education and sustainable development



2.1. Sustainability, Agenda 2030, EU Green Deal, Fit for 55

2.2 . Ecological transition: scenario, political and regulatory framework

ACTIVITY 2.2.1 Walking the Green Path – What is Ecological Transition?

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Activity Learning Objectives

- Understand what ecological transition means in the context of EU climate and social policies.
- Connect real-life stories with European frameworks like the Green Deal and Social Climate Fund.
- Express social and environmental challenges through participatory drama methods.
- Reflect on how ecological change affects different people and local communities..

Agenda



1. Intro (10 min):Introduction to the concept of ecological transition in the EU context, linking it to climate change and economy



2. Scenario Cards and Dramatization (30 min):Group work on short role-play sketches based on real-life transition scenarios.



3. Sketch Presentation (30 min):Group performances followed by reflections on EU policy relevance and local impact.



4. Reflection (15 min): Individual or pair-based insights and application to personal/community contexts..



5. Conclusion (5 min):Summary of EU instruments and preview of next steps in the ecological transition module.





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INTRODUCTION

How do you experience ecological transition in your everyday life?

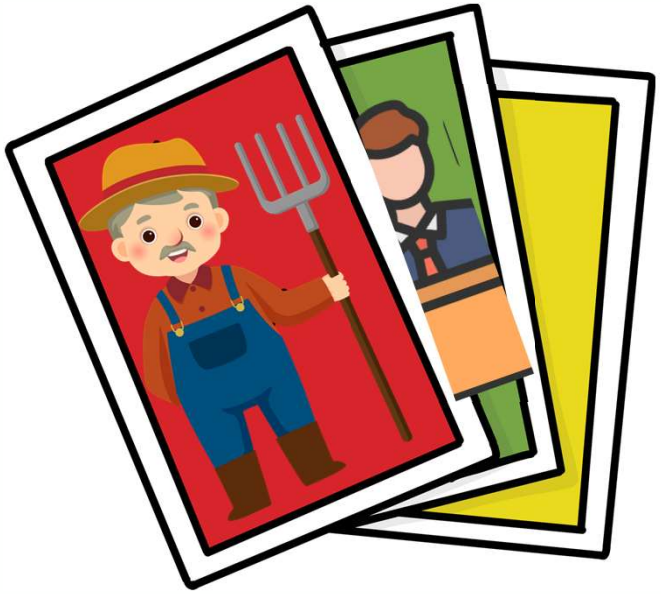
Let’s reflect on what’s already changing around us.
Think about:
Did your energy bills go up?
Did your farming or heating habits change?
Have you seen a new law or form that was hard to follow?

Ecological transition is not just a policy – it’s something we live.



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What does ecological transition look like in real life?



Scenario card inspired by real situations from everyday life:
An elderly farmer struggling with digital CAP forms
A young eco-farmer applying for a green grant
A family unable to finance home energy renovation
A local policymaker launching climate workshops

Create a short sketch to bring the story to life – through role-play or narrated scene. A drama pedagogue (if available) helps guide the expression and bodywork

Sketch Presentations



Now it’s time to share your stories!
Present sketch or narrate the situation from their scenario card.

As watching others, think about:

What was the main challenge?
Which EU policy or tool could help? (e.g. Green Deal, Social Climate Fund)
Who benefits and who might be left out?
What local or personal actions are possible?

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What is Ecological Transition?

Ecological transition means transforming how we live, work, produce, and consume to ensure a sustainable future for all.



It connects:

Climate change – reducing greenhouse gas emissions

Sustainable resource use – saving energy, water, soil, and biodiversity

Social justice – ensuring no one is left behind

Economic transformation – shifting towards green, circular, and fair economiesIn the EU, this transition is guided by key strategies such as the European Green Deal, Fit for 55, and REPowerEU.

This is not only about policy – it's about how real people and communities adapt and respond to change.

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What did you learn ?

Reflection & Application



Take a few moments to reflect on today’s session.
Think individually or with a partner and write down:
One idea or insight you learned today.
One way you could apply this idea in your daily life, your work, or your local community.

Share your thoughts with the group.

This activity helps connect today’s discussion with practical, real-world actions.

MODULE 2: The Foundations of Environmental Education and Sustainable Development

2.2 Ecological transition: scenario, political and regulatory framework

2.2.1 Walking the Green Path – What is Ecological Transition?

2.2.2 Reality Check – Mapping the Transition in Our Own Backyard

2.2.3 Green Life Scenarios – Who Gets What in the Transition?

2.2.4 From Policy to Practice – Case Study Reflection



MODULE 2.: The foundations of environmental education and sustainable development



2.1. Sustainability, Agenda 2030, EU Green Deal, Fit for 55

2.2 . Ecological transition: scenario, political and regulatory framework

ACTIVITY 2.2.2 Reality Check – Mapping the Transition in Our Own Backyard

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Activity Learning Objectives

- Understand how ecological transition policies affect diverse communities on the local level.
- Identify and map challenges and opportunities in one's own environment using EU policy frameworks.
- Enhance critical thinking through scenario creation and collaborative storytelling.
- Strengthen communication skills by translating local examples into video storytelling formats.

Agenda



Intro (15 min): Facilitator presents the concept of ecological transition and introduces a local challenge, linking it to EU strategies



Group Mapping (40 min): Participants map who is affected, what the challenge is, and what support exists (e.g. ETS, Social Climate Fund, local policies).



Gallery Walk (30 min): Groups present their maps and give feedback to others using sticky notes.

Facilitated Reflection (20 min): Group discussion about common issues, surprising policies, and the educator's role.



Script Writing (40 min): Participants draft short video scripts based on their map findings.



Video Recording (60 min): In pairs, participants record takeaway messages or insights via mobile interviews.

Editing & Presentation (35 min): Basic video editing and presentation of videos to the group.





ACTIVITY 2.2.2

Mapping the Transition in Our Own Backyard

In this activity, we'll explore how ecological transition affects real people in your community.
You will:
Work in groups to identify a local environmental or social issue related to the transition (e.g., energy poverty, transport challenges, green jobs, farming, etc.).

Map the key stakeholders involved, the barriers they face, and the support available from EU and national instruments (e.g., Green Deal, Social Climate Fund).

Create a "storyline" or sketch based on your map – something that can be turned into a short video message or role-play.

Present your scenario and reflect with others on how different people are experiencing the transition.

This activity helps you connect big EU strategies to real-life challenges – and prepares you to explain these issues in a clear, creative, and critical way.



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Introduction to the Video: Ecological Transition – A Story That Affects Us All





The ecological transition is not just about climate targets or policy documents; it's about real people navigating real change. From rising energy costs to new farming rules, from job transformations to housing renovations, this shift is happening in our streets, homes, and workplaces.

Video: your local context

What does ecological transition look like on the local level

Who is affected, and in what ways, positively or negative .

What support exists or is still missing from EU and national policies?

How individuals, communities, or professionals respond - with action, confusion, creativity, or resistance.

Frameworks like the Green Deal, Social Climate Fund, or REPowerEU translate into everyday challenges and possibilities.

Ecological transition is not abstract. It's here. It's now. And it affects all of us – differently.

ACTIVITY 2.2.3

Introduction – Present your character and setting.
E.g. "Ana, a farmer from rural Croatia, struggles with rising fuel prices."
Challenge – Describe how ecological transition affects them.
E.g. "She hears about the Green Deal but doesn't know how to access support."
Action – Show a step toward change or a barrier faced.
E.g. "Ana attends a local info session and learns how to apply for solar grants."
Reflection – End with a message or insight.
E.g. "With the right help, everyone can be part of the transition."
Keep it simple, relatable, and grounded in real life.



Key Reflections-Group discussion

Let’s reflect together on what we’ve seen and heard in your videos:

- What challenges and emotions were most visible in the stories?
- Did any solutions or support mechanisms stand out?
- How did these stories connect to your own experiences or communities?
- What does this tell us about how to communicate ecological transition to different audiences?
- How can educators support people through these changes?

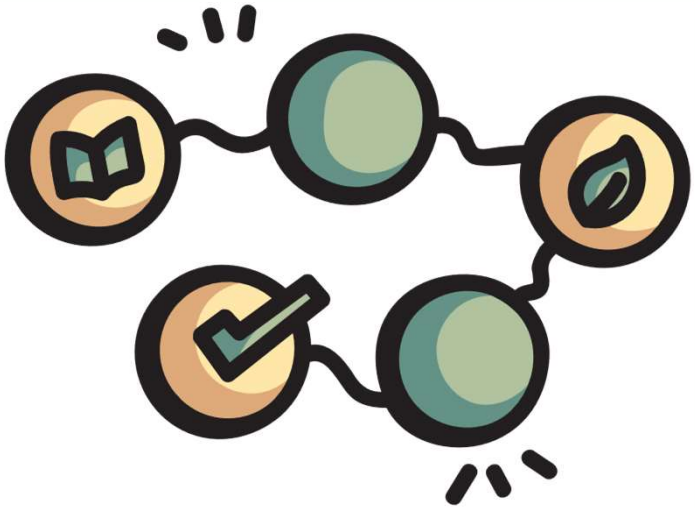
You’re invited to share insights, ask questions, or offer feedback.



Lessons learned

Ecological transition is not just a policy – it’s a lived experience that affects people in different ways.

Mapping local challenges helps make abstract strategies (like the Green Deal or Social Climate Fund) more understandable and relevant.



MODULE 2: The Foundations of Environmental Education and Sustainable Development

2.2 Ecological transition: scenario, political and regulatory framework

2.2.1 Walking the Green Path – What is Ecological Transition?

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2.2.3 Green Life Scenarios – Who Gets What in the Transition?

2.2.4 From Policy to Practice – Case Study Reflection



MODULE 2.: The foundations of environmental education and sustainable development



2.1. Sustainability, Agenda 2030, EU Green Deal, Fit for 55

2.2 . Ecological transition: scenario, political and regulatory framework

ACTIVITY 2.2.3 Green Life Scenarios – Who Gets What in the Transition?

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Activity Learning Objectives

- Understand how EU policies like the Green Deal shape everyday life and work.
- Recognize the main sectors impacted by ecological transition (e.g. housing, jobs, transport).
- Reflect on how transition policies affect different social groups and local communities.
- Apply knowledge through an interactive quiz and connect it to personal and local realities.

Agenda



1.Welcome & Warm-up (5 min)

Short interactive check-in question: *“What does green transition mean to you personally?”*



1.Mini-Presentation (10 min)



Brief explanation of key concepts: Green Deal, sectors impacted, and social dimensions of transition.

1.Interactive Quiz (20 min)



Google Forms quiz with questions exploring everyday implications of transition policies.

1.Reflection on Results (15 min)



Facilitated discussion: What surprised you? What feels relevant to your life/community?

1.Takeaway Insights (5 min)



Participants share one key idea or action they’re taking with them.



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Topic Overview



Green Life Scenarios – Who Gets What in the Transition?
This session explores how the ecological transition affects different social groups unequally. While some individuals and communities may benefit from new green jobs and funding opportunities, others may face higher costs or limited access to resources.

Key themes include:

- Fairness and social justice in green policies
- Who benefits and who may be excluded
- The role of EU instruments such as the Social Climate Fund
- Real-life situations shaped by green transition dynamics

Through analysis and reflection, participants will connect political frameworks with everyday life to better understand what a just and inclusive transition means.

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The Foundations of Environmental Education and Sustainable Development

Environmental education equips individuals with the knowledge, skills, and values to make informed decisions for a sustainable future. It fosters awareness of the interdependence between people, society, economy, and the environment, promoting responsibility and active citizenship. Sustainable development integrates environmental protection, social equity, and economic growth to ensure the well-being of current and future generations.



Ecological Transition: Scenario, Political and Regulatory Framework

Ecological transition refers to the societal shift toward a low-carbon, resource-efficient, and resilient future. It involves changes across energy, industry, agriculture, and daily life.Key EU strategies such as the European Green Deal, Fit for 55, and REPowerEU guide this transition by setting legislative, economic, and social frameworks. These policies aim to reduce emissions, ensure energy security, and promote a just and inclusive transition across Member States.



Quiz

Purpose
Test your understanding of key EU green policies and their real-world impacts (e.g. ETS, CBAM, Social Climate Fund).
Structure
The quiz contains 5–7 questions, mostly multiple-choice or true/false. Each one connects theory to practical everyday or community scenarios.
How to Complete
Answer each question by selecting the best option. Reflect on real-life connections—how these policies affect you or people you know.
Submit when finished and note your results.



Link:

https://docs.google.com/forms/d/1_sXK1N7Pj1nedNtPXrLBL21S1cu6rsfEVEruc40M7io/edit

CONCLUSION

Understanding Green Policies:
You've explored key instruments of the EU's ecological transition, like the European Green Deal, ETS, CBAM, and the Social Climate Fund and their impact on individuals, businesses, and communities.

Relevance
These policies aren't abstract- they shape real lives: from farmers and small business owners to households and young changemakers.

Your Role Matters
Whether as a citizen, educator, or professional, you have a role in promoting a fair, inclusive, and sustainable transition.

Next Steps
Reflect on what you've learned. How can you inform, support, or take action in your local context?

"Small acts, when multiplied by millions of people, can transform the world." – Howard Zinn



MODULE 2: The Foundations of Environmental Education and Sustainable Development

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MODULE 2.: The foundations of environmental education and sustainable development



2.1. Sustainability, Agenda 2030, EU Green Deal, Fit for 55

2.2 . Ecological transition: scenario, political and regulatory framework

ACTIVITY 2.2.4 From Policy to Practice – Case Study Reflection

DROPS of Sustainable Development

Activity Learning Objectives

- Understand how transition scenarios impact local communities across energy, mobility, and agriculture.
- Analyze social, economic, and environmental implications of ecological transition at local level.
- Explore tools and strategies for inclusive and just transition planning.
- Reflect on personal and professional roles in supporting sustainable change.

Agenda



Introduction: Brief overview of EU long-term climate strategies and national plans.



Case Study Reading :Each participant/group reads the short case "Adapting to transition in a rural municipality.“



Group Work: Discussion based on guiding questions: What is the main challenge? Who are the affected stakeholders? What national/EU policy might be relevant? What solutions or actions are possible?



Gallery Walk: Groups place their key findings on flipcharts. Participants walk around the room to read and reflect on each group’s work.



Facilitated Discussion: Highlighting cross-cutting issues, multiple viewpoints, and linking to ecological transition frameworks.

Conclusion :Key reflections and wrap-up.





What are we learning:

This session explores how ecological transition unfolds in small rural areas and what it takes to make the transition fair and inclusive.

Participants will:

- Understand how key EU strategies like REPowerEU, the Long-Term Climate Strategy, and Social Climate Fund apply to rural development.
- Learn how tools like agrosolar systems, community energy cooperatives, and CAP (Common Agricultural Policy) grants support sustainable farming and green infrastructure.
- Reflect on local barriers—lack of green education, weak stakeholder engagement, outdated heating and transport systems—and identify practical ways to overcome them.
- Discuss how local governments, youth, educators, and civil society can co-create sustainable and socially just solutions.



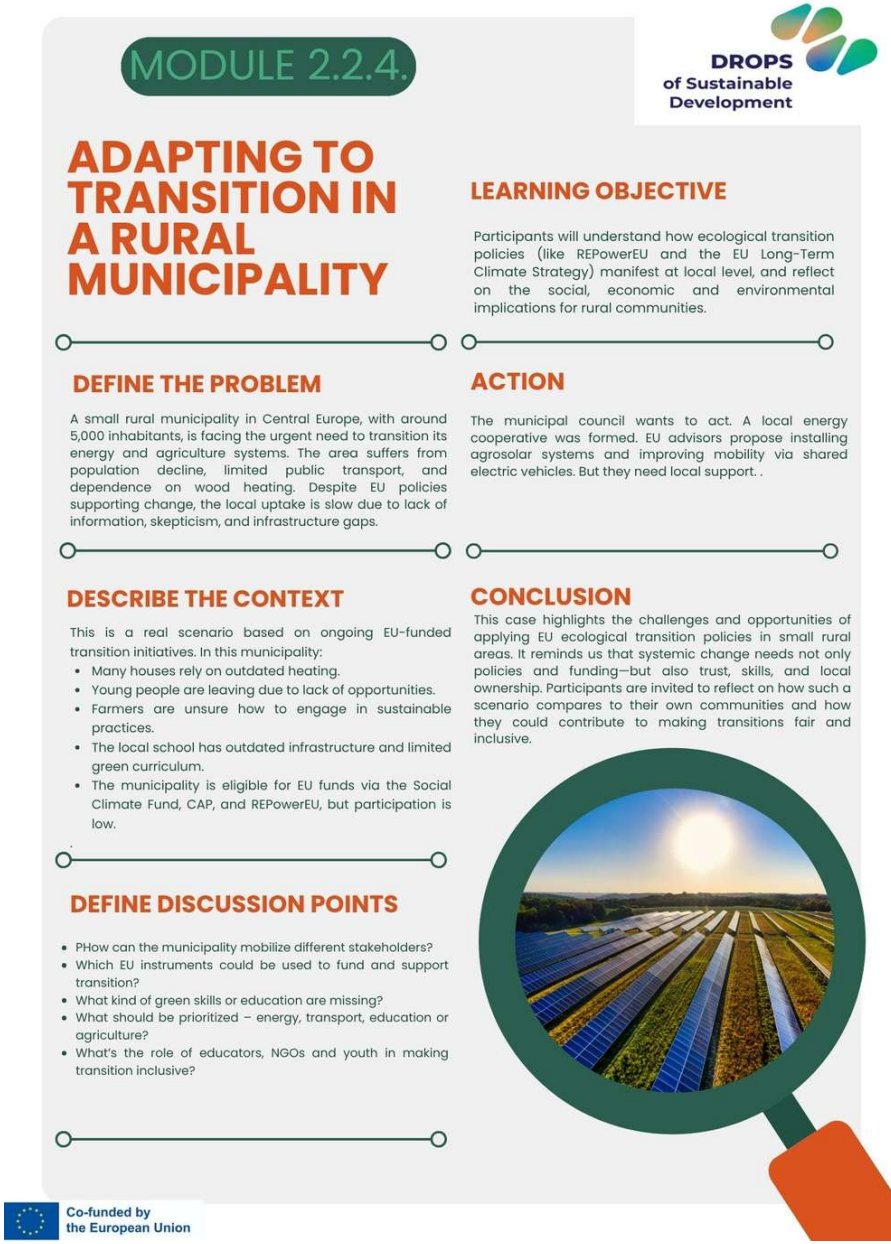
Case Study

ADAPTING TO TRANSITION IN A RURAL MUNICIPALITY

Agrosolar systems combine solar energy production with agricultural activities on the same land. This dual-use approach allows farmers to grow crops or graze animals while simultaneously generating renewable energy through photovoltaic panels.

For rural communities, agrosolar installations offer several benefits:
Reduced energy costs and increased energy independence,
Additional income through the sale of surplus electricity,
Green job opportunities in system maintenance and management,
Sustainable rural development without compromising agricultural productivity.

The European Union supports such initiatives through funding instruments like the Common Agricultural Policy (CAP) and the Just Transition Mechanism, promoting ecological transition in rural areas.



Group Work – Discussion

Reflect on the case study and discuss the following questions in your group:

- What is the main challenge in the case?
- Who are the affected stakeholders (e.g. local community, farmers, municipal leaders, energy providers)?
- Which national or EU policy (e.g. CAP, Green Deal, Rural Development Programme, REPowerEU) could be relevant?
- What solutions or actions can be proposed (technical, educational, community-based)?

Each group should prepare a short summary of their answers for plenary sharing.

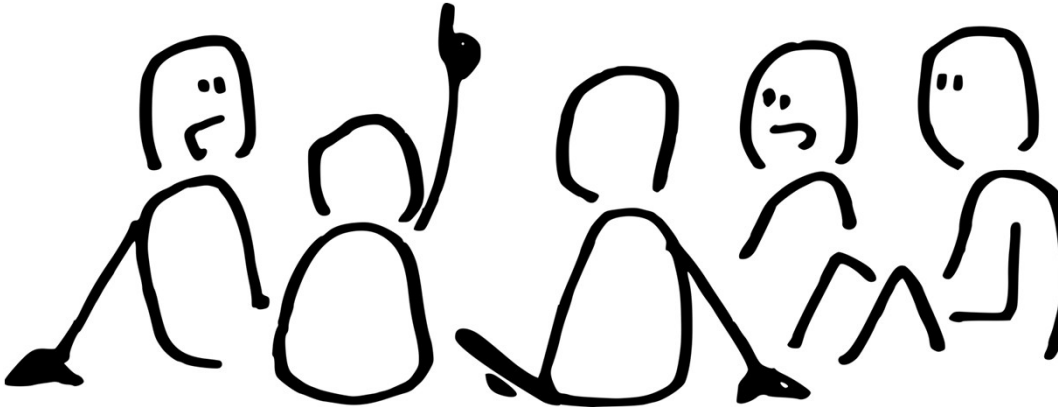


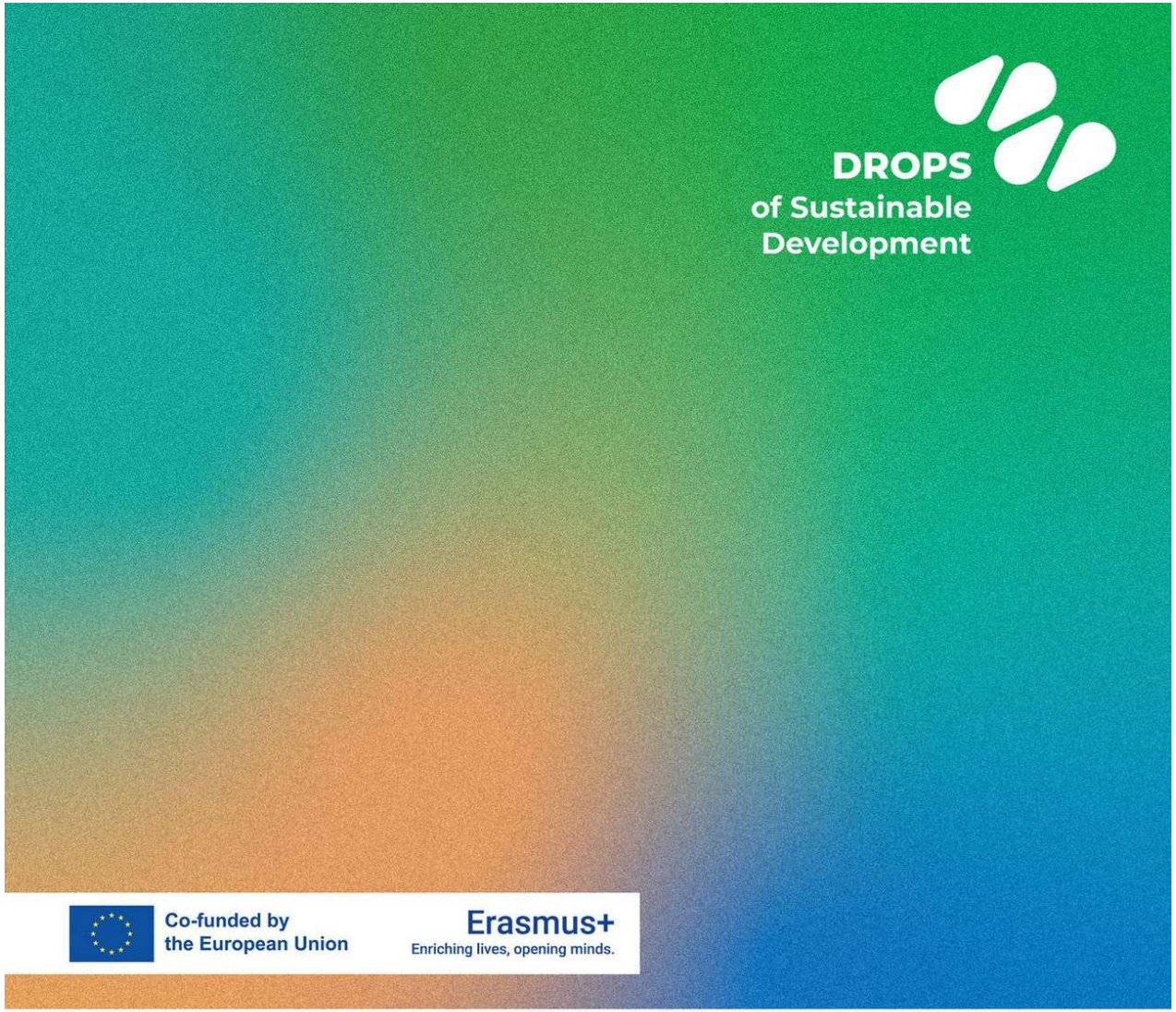
CONCLUSION

Ecological transition is not only about global strategies—it's about real people adapting to real changes. Whether it's a farmer exploring agrosolar solutions or a village community facing infrastructure upgrades, this transformation starts locally.

As educators and facilitators, we can help bridge the gap between EU policy and everyday life. By grounding abstract strategies in local realities, we build understanding, engagement, and trust.

Let's keep empowering our learners—with knowledge, creativity, and shared responsibility—to shape just and inclusive green futures from the ground up.





Thank you

4 ELEMENTA

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VIDEO SCRIPT

Introduction **(50 to 75 words)**	This video introduces the concept of ecological transition by focusing on the real-life experiences of people from diverse backgrounds, including farmers, small business owners, young people from rural areas, and local officials. It provides a practical, human-centered approach to understanding complex EU strategies. Viewers are invited to reflect on how climate and sustainability policies shape their local environments, livelihoods, and decisions.
Key Learning Content 1 **(150 to 200 words)**	We begin with the core idea of *ecological transition* – a shift toward sustainable ways of living, producing, and consuming. This shift is not abstract: it impacts individuals and communities every day. While writing their own scripts participants are encouraged to think about their own context: • Who in your community is directly affected by ecological policies? • What support exists—or is still lacking—for a just and inclusive transition? They need to think and write scenarios like: short interview clips or scripted voiceovers, we hear from for example: • A small organic farmer adjusting to new sustainable practices and climate conditions. • A young entrepreneur from a rural town adopting green innovation in tourism. • A local official explaining how national climate plans (NECPs) influence community infrastructure projects. Each story is connected to a broader EU strategy, such as the European Green Deal, the Long-Term Climate Strategy, or REPowerEU. The facilitator should point out how these policies translate into real opportunities and challenges for people. While writing their own scripts participants are encouraged to think about their own context: • Who in your community is directly affected by ecological policies? • What support exists—or is still lacking—for a just and inclusive transition?

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Key Learning Content 2 **(150 to 200 words)**	The video now shifts focus to key mechanisms shaping the ecological transition at the EU level. Participants need to include: • The purpose of the **Social Climate Fund**: supporting vulnerable households and businesses in the green transition. • The role of the **Just Transition Mechanism**: ensuring no region or person is left behind, especially in carbon-intensive areas. • The concept of **multi-level governance**: how EU, national, and local actions must align to make policies effective. To make this engaging, use real examples for example: • Show a municipality installing solar panels in schools, co-financed through EU funds. • Highlight how CAP reforms affect agricultural practices. • Include brief visuals of REPowerEU goals, such as reducing fossil fuel dependency and investing in clean energy. As the facilitator, emphasize how these tools are not distant—they are designed for use at the community level. Encourage viewers to reflect: • What kind of funding or mechanisms exist in my area? • How can I or my learners connect policy knowledge to action?
Reflection and Transfer(50 to 75 word	After making scripts, participants make short videos, and present them to the group. After watching, viewers are invited to reflect: • What example resonated with you the most? • Can you identify similar challenges or initiatives in your context? • What role do you (or adult learners) play in shaping your community's ecological transition? Facilitators can pause here for brief sharing or use prompts during live discussion.
Closing Remarks **(50 words)**	Ecological transition is more than a policy—it's a lived experience that requires collaboration, understanding, and action at every level. By recognizing the human side of these changes, educators can support adult learners in navigating complexity and becoming active agents of sustainability in their own communities.

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Green Life Scenarios – Quiz: Understanding the Ecological Transition

This quiz checks your understanding of key mechanisms and support instruments within the ecological transition, with a special focus on how tools like the ETS, CBAM, and the Social Climate Fund relate to the everyday experiences of citizens, especially those in rural or vulnerable contexts.

The aim is to assess how well you can connect EU climate policies to real-life challenges and opportunities. You'll be asked about basic definitions, objectives of key programs, and how they affect different groups in society.

"You don't have to be an expert to make a difference – just informed enough to take action."

Take this quiz to see how far you've come in understanding the green transition – your voice matters!

* Označava obavezno pitanje

1. What is the main goal of the European Green Deal? * 3 boda

Označite samo jedan oval.

- Achieve climate neutrality by 2050
- Stop industrial production
- Support car manufacturers

2. Which of the following best describes "ecological transition"? * 3 boda

Označite samo jedan oval.

- Reducing energy consumption only
- A holistic shift involving energy, agriculture, housing, and jobs
- Banning all cars in cities

3. True or false : The Social Climate Fund is designed to support vulnerable citizens during the ecological transition. * 2 boda

Odaberite sve točne odgovore.

- [ ] True
- [ ] False

4. Which initiative supports rural communities adapting to green change? * 3 boda

Označite samo jedan oval.

- ◯ Smart Cities Initiative
- ◯ Social Climate Fund
- ◯ EU Space Program
- ◯ Erasmus+

5. Match each EU strategy with its main focus: * 3 boda

Označite samo jedan oval po retku.

	Planning Europe's long-term net-zero path	Helping citizens with energy poverty and costs	Supporting clean energy independence
REPowerEU	◯	◯	◯
Long-Term Climate Strategy	◯	◯	◯
Social Climate Fund	◯	◯	◯

6. According to the presentation, which of the following are common barriers rural citizens face when trying to participate in EU climate and environmental programs? Choose one answer * 3 boda

Označite samo jedan oval.

- They often lack reliable information about available support schemes.
- They may struggle with digital tools required for applying to EU funds.
- They usually reject any form of sustainable agriculture.

Well done!

You've completed the Green Life Scenarios Quiz! Your understanding of key EU climate tools and how they affect different groups is vital to navigating – and leading – the transition in your own community. Keep asking questions, keep learning, and keep growing greener!

Google nije izradio niti podržava ovaj sadržaj.

Google Obrasci

MODULE 2.2.4.

DROPS of Sustainable Development

ADAPTING TO TRANSITION IN A RURAL MUNICIPALITY

LEARNING OBJECTIVE

Participants will understand how ecological transition policies (like REPowerEU and the EU Long-Term Climate Strategy) manifest at local level, and reflect on the social, economic and environmental implications for rural communities.

DEFINE THE PROBLEM

A small rural municipality in Central Europe, with around 5,000 inhabitants, is facing the urgent need to transition its energy and agriculture systems. The area suffers from population decline, limited public transport, and dependence on wood heating. Despite EU policies supporting change, the local uptake is slow due to lack of information, skepticism, and infrastructure gaps.

ACTION

The municipal council wants to act. A local energy cooperative was formed. EU advisors propose installing agrosolar systems and improving mobility via shared electric vehicles. But they need local support. .

DESCRIBE THE CONTEXT

This is a real scenario based on ongoing EU-funded transition initiatives. In this municipality:

- Many houses rely on outdated heating.
- Young people are leaving due to lack of opportunities.
- Farmers are unsure how to engage in sustainable practices.
- The local school has outdated infrastructure and limited green curriculum.
- The municipality is eligible for EU funds via the Social Climate Fund, CAP, and REPowerEU, but participation is low.

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CONCLUSION

This case highlights the challenges and opportunities of applying EU ecological transition policies in small rural areas. It reminds us that systemic change needs not only policies and funding—but also trust, skills, and local ownership. Participants are invited to reflect on how such a scenario compares to their own communities and how they could contribute to making transitions fair and inclusive.



DEFINE DISCUSSION POINTS

- PHow can the municipality mobilize different stakeholders?
- Which EU instruments could be used to fund and support transition?
- What kind of green skills or education are missing?
- What should be prioritized – energy, transport, education or agriculture?
- What's the role of educators, NGOs and youth in making transition inclusive?

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"Drops of Sustainable Development. Sustainable Development Competencies through Innovative Methodologies"

Module 3. From knowledge to skills for a transformative education

3.1 Expertise in environmental education

LEARNING OUTCOMES

Topic	Knowledge	Skills	Attitudes
From knowledge to skills for a transformative education	Environmental education Sustainability Active Teaching Strategies Teacher and Student Role Digital Tools for TEAL TEAL Activity Planning	Analyzing the impact of your own decisions on the environment using digital tools Selecting teaching strategies Using digital tools Designing teaching activities	Critical thinking towards sources of information about the environment. Demonstrates openness to change and individual and collective responsibility. Active involvement in the community to support environmental education initiatives.

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LESSON PLAN

MODULE 3: From knowledge to skills for a transformative education 3.1 Expertise in environmental education.	
ACTIVITY 1: **"Digital Eco Quest" – Exploring sustainability in virtual space**	
Duration of activity	115 minutes
Type of activity	☒ Video ☒ Discussion ☒ Group activity ☒ Individual activity ☐ other:
Resources	☐ PowerPoint Presentation: ☐ PDF/handout: ☒ online resource: www.padlet.com https://www.youtube.com/watch?v=UL1n5QTJaL8) ☐ Flipchart: ☐ other:
Requirements	• PC/Laptop • Mobile Devices • Internet • Projector
Description of activity (step-by-step)	**1. Introduction to the Module (5 minutes)** The facilitator begins by introducing the module's objectives and providing a brief overview of the session. **2. Icebreaker (10 minutes)**

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	The facilitator starts with an icebreaking exercise "What green idea defines you?" Each student must describe a sustainable idea that they apply in their daily lives. A digital document will be used to record the answers (Padlet). **3. Video presentation (15 minutes)** The facilitator will present the video The Environmental Impact of Big Tech (https://www.youtube.com/watch?v=UL1n5QTJaL8). Objectives of the interactive activity: • Awareness of the impact of e-waste on the environment • Critical analysis of video content • Exploring technological solutions for sustainability • Developing communication and collaboration skills • Applying knowledge in real contexts Participants will discuss in groups the main ideas presented in the video and formulate conclusions related to individual and collective responsibility. **4. Creating a virtual poster about sustainability (30 minutes).** Using Padlet, each student creates a virtual poster explaining an aspect of sustainability in the digital space. These could include ideas such as renewable energy for data centers or optimizing digital consumption. (https://padlet.com/claudiadoroftei2017/virtual-poster-nzplbltk82z6woyp). **5. The "data minimization" challenge (10 minutes).** Students experiment with reducing data consumption by optimizing digital content. Example: reducing file size, resizing images etc. They will record the impact using Padlet. **6. Quick research: sustainable applications (20 minutes).** In small teams, it is proposed to search for digital applications that promote sustainability (e.g. Ecosia, Treedom, Greenspector, Website Carbon Calculator, JOULE (from Microsoft Sustainability Manager), GitHub + Green Software Foundation, etc.). Teams must present the applications and their features. **7. Digital Impact Mapping (Padlet) (10 minutes).** Students indicate on a digital map locations where technology has an impact (positive or negative) on the environment (https://padlet.com/claudiadoroftei2017/maparea-impactului-digital-4k5kraxhhu4j2j5f). After each student indicates a location on the world map, the environmental impact will be comparatively analyzed (the negative

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	impact will probably predominate). Conclusions will be drawn regarding the sustainability of the global digital ecosystem.
Assessment	**Padlet: Discussion board. (10 minutes).** To obtain feedback on the activity carried out, the facilitator will ask students to complete comments, concerns and solutions on the Padlet platform, in a discussion board, to the three questions related to digital sustainability, thus facilitating a brainstorming session on Padlet (https://padlet.com/claudiadoroftei2017/questions-comments-and-concerns-2b297nwqfukfrymk). **Conclusion (5 minutes)** The facilitator will formulate some conclusions regarding the topic addressed in this activity: sustainability is not limited to our actions in the physical world, but also includes the way we use technology. Every online search, every saved file or minute of streaming contributes to energy consumption and, implicitly, to the impact on the environment. By adopting more responsible digital habits and using applications that promote sustainability, we can reduce our virtual footprint and actively contribute to protecting the planet.
Total Duration	115 minutes

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LESSON PLAN

MODULE 3: From knowledge to skills for a transformative education 3.1 Expertise in environmental education.	
ACTIVITY 2: **Eco Footprint Challenge**	
Duration of activity	90 min
Type of activity	☐ Video ☐ Quizz ☐ Blog ☐ Case Study ☒ other: Interactive group activity + self-assessment
Resources	☐ PowerPoint Presentation: ☒ PDF/handout: Eco Footprint Calculator Sheet ☒ online resource: https://www.footprintcalculator.org ☐ Flipchart: for group results and discussion ☐ other:
Requirements	• PC/Laptop • Mobile Devices • Internet • Projector
Description of activity (step-by-step)	1. **Introduction (10 min)** Facilitator introduces the concept of the ecological footprint and its relevance to environmental sustainability and individual impact. 2. **Individual assessment (20 min)** Each participant uses the online calculator (www.footprintcalculator.org) to determine their personal ecological footprint. They record the results on the printed sheet. 3. **Group discussion (20 min)** Participants are divided into small groups to compare their results and

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	identify common high-impact behaviors (e.g., transportation, food waste, energy consumption). 4. **Solutions brainstorm (20 min)** Each group develops 2–3 actionable strategies to reduce individual or group ecological footprints and writes them on the flipchart. 5. **Presentation & reflection (20 min)** Groups present their solutions. The facilitator guides a discussion about feasibility, barriers, and personal commitment.
Assessment	• Completion of individual footprint calculation • Active participation in group discussions • Quality and feasibility of proposed reduction strategies • Reflection journal (optional follow-up)
Total Duration	90 minutes

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LESSON PLAN

MODULE 3: From knowledge to skills for a transformative education 3.1 Expertise in environmental education.	
ACTIVITY 3.: **Sustainable cities, educated citizens: how the community becomes an ecological learning space**	
Duration of activity	110 minutes
Type of activity	☐ Video ☒ Discussion ☒ Group activity ☒ Case Study ☐ other:
Resources	☐ PowerPoint Presentation: ☐ PDF/handout: ☐ online resource: ☐ Flipchart: ☒ other: case study analysis
Requirements	• PC/Laptop • Mobile Devices • Internet • Projector
Description of activity (step-by-step)	**1. Introduction to the Module (5 minutes)** The facilitator begins by introducing the module's objectives and providing a brief overview of the session. **2. Exchange of ideas about sustainability (15 minutes)** Students present an example of a sustainable or unsustainable practice observed in their community and describe its impact on the community. Ideas will be noted on a flipchart sheet, with 2 columns (sustainable/unsustainable). They will then be asked to reflect and analyze the diversity of perspectives.

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3. Case Study Analysis (40 minutes)

Students will be divided into small groups. Each group will receive one of the 2 case studies.

Case study 1_"La Réserve des Arts" – Creative Recycling Center, Paris, France

Case study 2_"Prinzessinnengarten" – Urban Community Garden in Berlin, Germany

The groups analyze the assigned case study, starting from the questions:

Case study no. 1:

- How can we implement a similar system in schools or cultural centers in other cities?
- What materials do we commonly waste that could be creatively reused?
- What is the educational impact of learning through creative recycling?
- What public policies would encourage the circular economy?

Case study no. 2:

- How can this model be replicated in other cities?
- What role do citizens have in initiating change?
- Can an educational space be both ecological and functional in a crowded city?
- How do we convince the authorities to support such initiatives?

Students will present the strategies used, the advantages and challenges. They can work on flipchat or digital presentations (e.g. Canva, Gamma, Google Slides, Padlet, etc.) to visually represent the key aspects.

5. Pitching simulation for a sustainable project (40 minutes)

Based on the two models, students develop their own ecological project for the sustainable development of their city (a prototype of an urban garden, recycling center, urban education center, etc.).

They present it as in a funding competition (pitch session type), in front of colleagues who play the role of investors/mayors/NGOs. They will also need to have a poster made in a Design Thinking session.

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	Tools: PowerPoint, Canva, Gamma, Google Slides, Kahoot for judging, etc.
Assessment	The trainer will assess the participants' ability to apply TEAL principles through the analysis of case studies and their participation in the role-playing activity. The assessment will focus on creativity, through the depth of their analysis and the effectiveness of the TEAL strategies used, as well as their ability to collaborate and communicate effectively within their groups.
Total Duration	110 minutes

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LESSON PLAN

MODULE 3: From knowledge to skills for a transformative education 3.1 Expertise in environmental education.	
ACTIVITY 4.: **Environmental education as awareness-raising on climate change**	
Duration of activity	110 minutes
Type of activity	☐ Video ☒ Discussion ☒ Group activity ☐ Case Study ☐ other:
Resources	☒ PowerPoint Presentation: ☐ PDF/handout: ☒ online resource: www.canva.com, www.gamma.app , www.invideo.io ☐ Flipchart: ☐ other: case study analysis
Requirements	• PC/Laptop • Mobile Devices • Internet • Projector
Description of activity (step-by-step)	**1. Introduction (5 minutes)** The facilitator begins by introducing the module's objectives and providing a brief overview of the session. **2. Interactive presentation: Climate change (10 minutes)** The facilitator will give a presentation on climate change and its causes. Students will debate environmental information to distinguish myths from facts (e.g. "global warming is just a natural phenomenon," "it's not humans' fault," "climate change doesn't affect us.") They will research various statements about climate change and identify myths and misinformation. They will use media channels (news, podcasts, social media, etc.).

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	3. Interactive group activity (role play) (30 minutes) Students will be presented with the following role-play exercise: "Climate change is no longer a hypothetical risk, but a reality. From extreme heat waves to floods or forced migrations, the effects are increasingly visible. What seems abstract – CO_2 emissions, climate neutrality, decarbonization – has a direct impact on everyone's quality of life. In this exercise, you will step into the shoes of a social actor (mayor, citizen, NGO, company, architect) and you will be faced with a real challenge: reducing the city's emissions by 40% in 10 years. You will have a set of options available – some popular, others controversial – and you will have to choose 3 measures. You will have to support your decisions with arguments and compare the impact of these choices at a global level." They can make presentations using digital tools (e.g. Canva, Gamma, Google Slides, Padlet, etc.). This activity will challenge students to make decisions under pressure, analyze long-term effects, and understand the trade-offs behind environmental policies. (For example: if they support banning gasoline cars, will this affect low-income populations? If they choose solar panels, will they face a lack of urban space, etc.) Every decision comes with costs, resistance, but also opportunities. The activity does not provide "right answers," but creates a space for reflection and collaboration. **4. Group Discussion (20 minutes)** There will be an analysis of the proposed solutions and the results: how much did you manage to reduce emissions? What did you ignore? What side effects occurred? This exercise not only transmits information, but also builds awareness. They will learn that sustainable solutions are not just technical – they are social, ethical and political. And each of us is part of the change. **5. Design Thinking (30 minutes)** Make a 2-3 minute educational video using Invideo AI about one of the climate change aspects presented. (www.invideo.io) **6. Whole-Group Sharing and Debrief (15 minutes)** Each group presents its findings to the whole group. The facilitator encourages participants to reflect on common themes, challenges and creative solutions for integrating TEAL principles into teaching. The facilitator concludes the session by

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	highlighting key conclusions, emphasizing the value of blended learning, active learning strategies, and the role of technology in modern education.
Assessment	The trainer will assess the participants' ability to apply TEAL principles through the analysis of case studies and their participation in the role-playing activity. The assessment will focus on creativity, through the depth of their analysis and the effectiveness of the TEAL strategies used, as well as their ability to collaborate and communicate effectively within their groups.
Total Duration	110 minutes

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MODULE 3. From knowledge to skills for a transformative education.

3.1 Expertise in environmental education

ACTIVITY 1: "Digital Eco Quest" – Exploring sustainability in virtual space

ACTIVITY 2: Eco Footprint Challenge

ACTIVITY 3.: Sustainable cities, educated citizens: how the community becomes an ecological learning spac

ACTIVITY 4.: Environmental education as awareness-raising on climate change



ACTIVITY 1: "Digital Eco Quest" – Exploring sustainability in virtual space

Sustainability in virtual worlds offers a paradigm shift by leveraging digital environments to foster innovation, education, and collaboration on a global scale.

“The future is already here – it’s just not evenly distributed.” – William Gibson, author

https://sustainability-directory.com/term/sustainability-in-virtual-worlds/

Activity Learning Objectives

- Awareness of the impact of e-waste on the environment
- Critical analysis of video content
- Exploring technological solutions for sustainability
- Developing communication and collaboration skills
- Applying knowledge in real contexts

Agenda



1. Introduction (5 minutes)

2. Icebreaker activity: (10 minutes): *“What green idea defines you?”*



3. Video presentation (15 minutes): The Environmental Impact of Big Tech (https://www.youtube.com/watch?v=UL1n5QTJaL8)



4. Creating a virtual poster about sustainability (30 minutes)

5. The “data minimization” challenge (10 minutes)



6. Quick research: sustainable applications (20 minutes)

7. Digital Impact Mapping (Padlet) (10 minutes)



8. Assessment: Padlet: Discussion board. (10 minutes)





9. Conclusion (5 minutes)

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Introduction

We live in a digital age, where electronic devices are part of everyday life.

But did you know that millions of tons of electronic waste are thrown away every year, seriously polluting the environment?

Electronic waste, also known as e-waste, includes used or broken phones, laptops, batteries, printers, home appliances and other devices. They contain heavy metals such as lead, mercury, cadmium, as well as toxic plastics.

While technology is part of the problem, it can also be the key to the solution. There are currently numerous digital applications and initiatives that actively contribute to reducing the impact of e-waste and promoting a sustainable lifestyle.

https://www.oroeco.org/

Icebreaker activity:

“What green idea defines you?”



- Each student must describe a sustainable idea that they apply in their daily lives
- A digital document will be used to record the answers (Padlet).

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Video presentation

https://www.youtube.com/watch?v=UL1n5QTJaL8



- groups discussion on the main ideas presented in the video
- conclusions related to individual and collective responsibility

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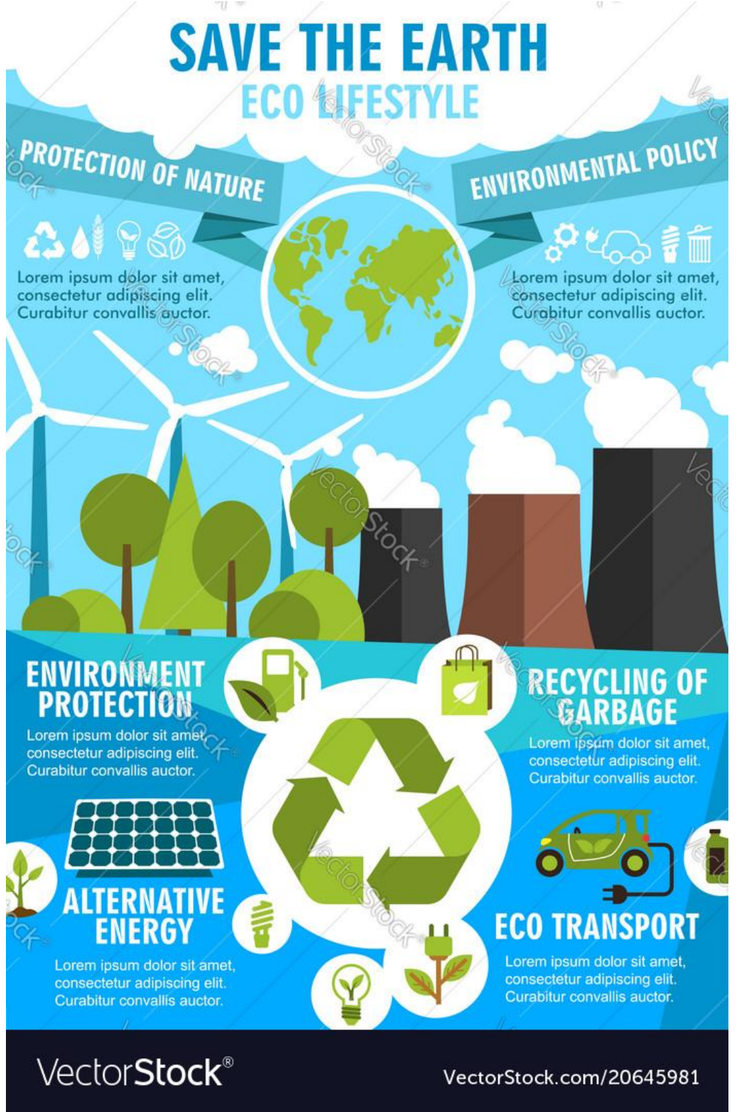
Creating a virtual poster about sustainability

https://padlet.com/claudiadoroftei2017/virtual-poster-nzplbltk82z6woyp

Using **Padlet**, each student creates a virtual poster explaining an aspect of sustainability in the digital space.

These could include ideas such as:

- renewable energy for data centers
  or
- optimizing digital consumption.



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The “data minimization” challenge

Students experiment with reducing data consumption by optimizing digital content.

Example:

- reducing file size
- resizing images etc.

They will record the impact using **Padlet**.







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Quick research: sustainable applications

https://www.ecosia.org/

https://www.websitecarbon.com/

In small teams, it is proposed to search for digital applications that promote sustainability.

Teams must present the applications and their features.

https://www.treedom.net/

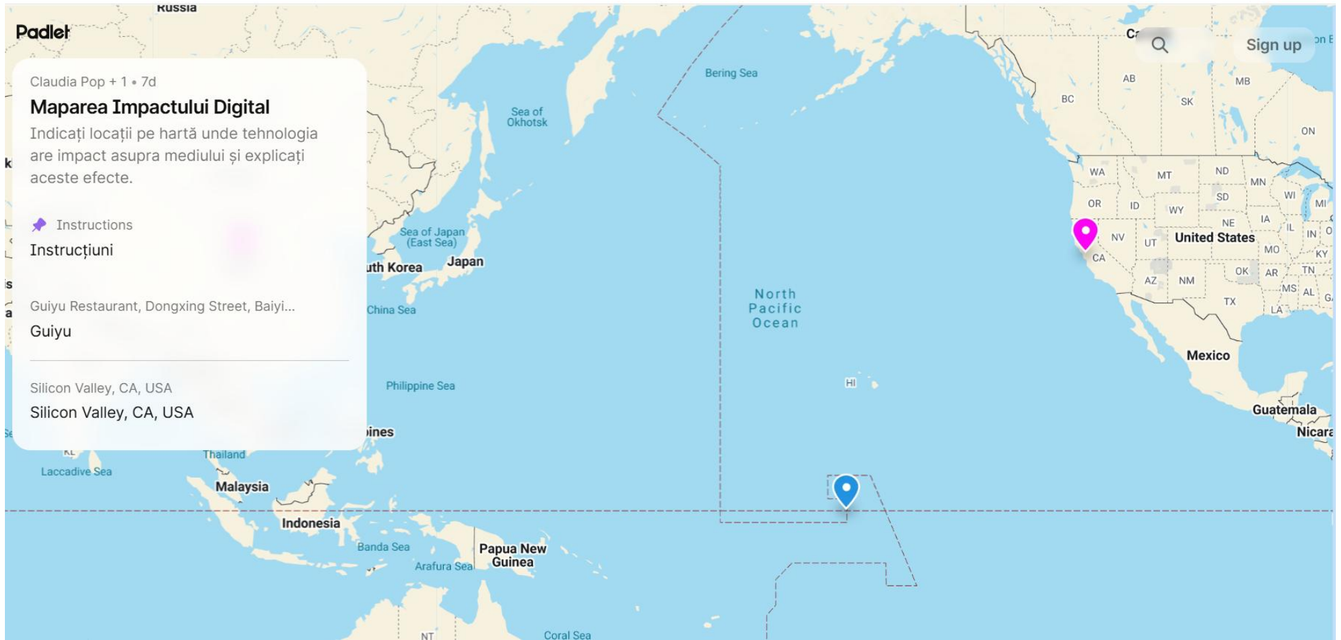
https://greensoftware.foundation/

https://greenspector.com/

Digital Impact Mapping

https://padlet.com/claudiadoroftei2017/maparea-impactului-digital-4k5kraxhhu4j2j5f

- Students indicate on a digital map locations where technology has an impact (positive or negative) on the environment
- After each student indicates a location on the world map, the environmental impact will be comparatively analyzed (the negative impact will probably predominate)
- Conclusions will be drawn regarding the sustainability of the global digital ecosystem.

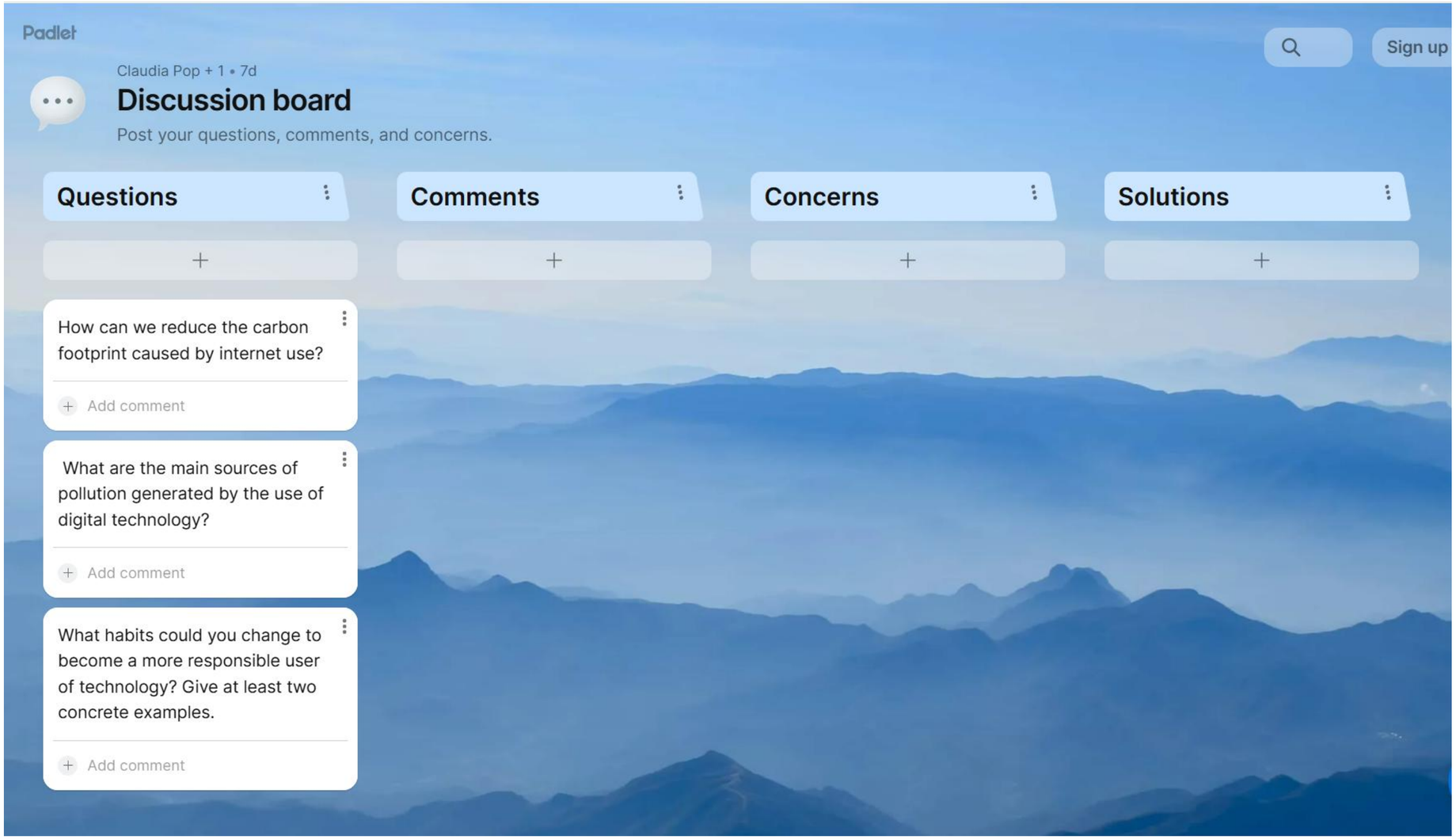


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Assessment

Padlet: Discussion board

Students have to complete ***comments, concerns and solutions*** on the Padlet platform, in a discussion board, to the three questions related to digital sustainability, thus facilitating a brainstorming session on Padlet



https://padlet.com/claudiadoroftei2017/questions-comments-and-concerns-2b297nwqfukfrymk

Conclusion

Sustainability is not limited to our actions in the physical world, but also includes the way we use technology.

Every online search, every saved file or minute of streaming contributes to energy consumption and, implicitly, to the impact on the environment.



By adopting more responsible digital habits and using applications that promote sustainability, we can reduce our virtual footprint and actively contribute to protecting the planet.



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ACTIVITY 2: Eco Footprint Challenge

Global Footprint Network®
Advancing the Science of Sustainability

https://www.footprintnetwork.org/

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Activity Learning Objectives

- Stimulating active learning and emotional engagement
- Learning from each other and building solutions together
- Application immediately in personal or professional life
- Translating scientific information into daily habits
- Formation of responsible attitudes and the development of sustainable skills essential for the future

Agenda



1. Introduction (10 minutes)



2. Individual assessment (20 min)



3. Group discussion (20 min)



4. Solutions brainstorm (20 min)



5. Presentation & reflection (20 min)

6. Quick research: sustainable applications (20 minutes)





7. Assessment

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Introduction

The ecological footprint measures the land area needed to support our lifestyle – from the food we eat to the energy we use to the way we travel. This metric shows us how much we consume compared to what the planet can renew.

Ecological Footprint

The Ecological Footprint is the only metric that measures how much nature we have and how much nature we use. The Footprint helps:

COUNTRIES
improve sustainability and well-being

LOCAL LEADERS
optimize public project investments

INDIVIDUALS
understand their impact on the planet

https://www.footprintnetwork.org/our-work/ecological-footprint/

Individual assessment

- Each participant uses the online calculator (www.footprintcalculator.org)
- They determine their personal ecological footprint.
- They record the results on the printed sheet.



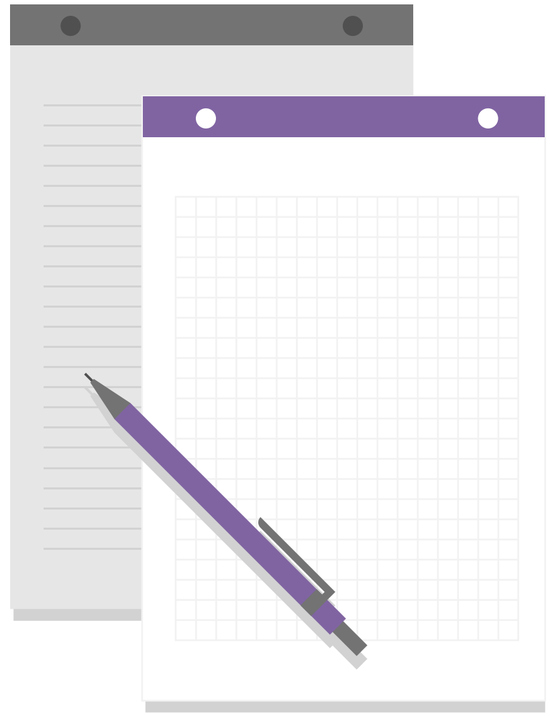
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Group Discussion & Solutions brainstorm

Participants are divided into small groups to compare their results and identify common high-impact behaviors (e.g., transportation, food waste, energy consumption).



Each group develops 2–3 actionable strategies to reduce individual or group ecological footprints and writes them on the flipchart.



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Presentation & reflection



- ✓ Groups present their solutions.
- ✓ The facilitator guides a discussion about feasibility, barriers, and personal commitment.



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Assessment

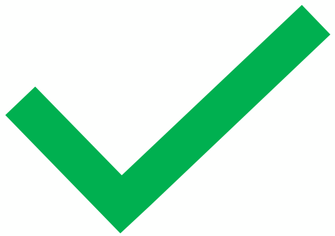
✓ Completion of individual footprint calculation

✓ Active participation in group discussions

✓ Quality and feasibility of proposed reduction strategies

✓ Reflection journal (optional follow-up)





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ACTIVITY 3: Sustainable cities, educated citizens: how the community becomes an ecological learning space



THE GLOBAL GOALS

https://www.globalgoals.org/goals/11-sustainable-cities-and-communities/

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Activity Learning Objectives

- Creating a community space for learning and engagement
- Promoting the circular economy (composting, recycling)
- Reducing the amount of waste
- Educating the public about responsible consumption
- Raising awareness of sustainable production
- Promoting biodiversity in urban space
- Supporting young and non-formal education

Agenda



1. Introduction (5 minutes)



2. Exchange of ideas about sustainability: (15 minutes)



3. Case Study Analysis (40 minutes)



4. Solutions brainstorm (20 min)

5. Pitching simulation for a sustainable project (40 minutes)



6. Assessment





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Introduction

The world's population is constantly increasing. To accommodate everyone, we need to build modern, sustainable cities. For all of us to survive and prosper, we need new, intelligent urban planning that creates safe, affordable and resilient cities with green and culturally inspiring living conditions.



https://sdgs.un.org/goals/goal11

SDGs of Sustainable Development

Exchange of ideas about sustainability



- Students present an example of a sustainable or unsustainable practice observed in their community and describe its impact on the community.
- Ideas will be noted on a flipchart sheet, with 2 columns (sustainable/unsustainable).
- They will then be asked to reflect and analyze the diversity of perspectives.



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Case Study Analysis

- Students will be divided into small groups. Each group will receive one of the 2 case studies.
- The groups analyze the assigned case study, starting from some questions.
- Students will present the strategies used, the advantages and challenges. They can work on flipchart or digital presentations (e.g. Canva, Gamma, Google Slides, Padlet, etc.) to visually represent the key aspects.

Case study 1: “La Réserve des Arts” – Creative Recycling Center, Paris, France

- How can we implement a similar system in schools or cultural centers in other cities?
- What materials do we commonly waste that could be creatively reused?
- What is the educational impact of learning through creative recycling?
- What public policies would encourage the circular economy?

Case study 2_“Prinzessinnengarten” – Urban Community Garden in Berlin, Germany

- How can this model be replicated in other cities?
- What role do citizens have in initiating change?
- Can an educational space be both ecological and functional in a crowded city?
- How do we convince the authorities to support such initiatives?

Pitching simulation for a sustainable project

- Based on the two models, students develop their own ecological project for the sustainable development of their city (a prototype of an urban garden, recycling center, urban education center, etc.).

- They present it as in a funding competition (pitch session type), in front of colleagues who play the role of investors/mayors/NGOs. They will also need to have a poster made in a Design Thinking session.

- Tools: PowerPoint, Canva, Gamma, Google Slides, Kahoot for judging, etc.







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Assessment

- ✓ The trainer will assess the participants' ability to apply TEAL principles through the analysis of case studies and their participation in the role-playing activity.

- ✓ The assessment will focus on creativity, through the depth of their analysis and the effectiveness of the TEAL strategies used, as well as their ability to collaborate and communicate effectively within their groups.



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ACTIVITY 4: Environmental education as awareness-raising on climate change





https://www.un.org/en/climatechange/what-is-climate-change

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Activity Learning Objectives

- Understanding the science of climate change, its impacts, and the role of human activities.

- Developing critical thinking and problem-solving skills to address the challenges.

Agenda



1. Introduction (5 minutes)



2. Interactive presentation: Climate change (10 minutes)



3. Interactive group activity (role play) (30 minutes)



4. Group Discussion (20 minutes)

5. Design Thinking (30 minutes)



6. Whole-Group Sharing and Debrief (15 minutes)





7. Assessment

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Introduction

Environmental education plays a crucial role in raising public awareness about climate change by providing knowledge, skills, and attitudes to understand and address the impacts of climate change. It helps individuals grasp the science behind climate change, the consequences of inaction, and the potential for sustainable solutions. By promoting climate literacy and encouraging behavioral changes, environmental education empowers individuals to become agents of change, advocating for policies and actions that mitigate climate change.



https://climate.ec.europa.eu/climate-change/consequences-climate-change_ro

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Interactive presentation: Climate change



- The facilitator will give a presentation on climate change and its causes.
- Students will debate environmental information to distinguish myths from facts (e.g. “global warming is just a natural phenomenon,” “it’s not humans’ fault,” “climate change doesn’t affect us.”)
- They will research various statements about climate change and identify myths and misinformation.
- They will use media channels (news, podcasts, social media, etc.).

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Interactive group activity (role play)

- Students will be presented with the following role-play exercise:



"Climate change is no longer a hypothetical risk, but a reality. From extreme heat waves to floods or forced migrations, the effects are increasingly visible. What seems abstract – CO_2 emissions, climate neutrality, decarbonization – has a direct impact on everyone's quality of life. In this exercise, you will step into the shoes of a social actor (mayor, citizen, NGO, company, architect) and you will be faced with a real challenge: reducing the city's emissions by 40% in 10 years. You will have a set of options available – some popular, others controversial – and you will have to choose 3 measures. You will have to support your decisions with arguments and compare the impact of these choices at a global level."

- They can make presentations using digital tools (e.g. Canva, Gamma, Google Slides, Padlet, etc.).
- This activity will challenge students to make decisions under pressure, analyze long-term effects, and understand the trade-offs behind environmental policies. (For example: if they support banning gasoline cars, will this affect low-income populations? If they choose solar panels, will they face a lack of urban space, etc.) Every decision comes with costs, resistance, but also opportunities. The activity does not provide “right answers,” but creates a space for reflection and collaboration.

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Group Discussion

- There will be an analysis of the proposed solutions and the results:



How much did you manage to reduce emissions?

What did you ignore?

What side effects occurred?

- This exercise not only transmits information, but also builds awareness. They will learn that sustainable solutions are not just technical – they are social, ethical and political. And each of us is part of the change.

Design Thinking

- Make a 2-3 minutes educational video using Invideo AI about one of the climate change aspects presented. (www.invideo.io)

Climate Change: Learn, Act, Inspire!



https://ai.invideo.io/workspace/5915c7bc-8f2c-453e-ad36-5be83f0cbe77/v30-copilot/caf88c54-8b4c-480b-8c51-5fa94bf93c8b

Whole-Group Sharing and Debrief

- Each group presents its findings to the whole group.

- The facilitator encourages participants to reflect on common themes, challenges and creative solutions for integrating TEAL principles into teaching.

- The facilitator concludes the session by highlighting key conclusions, emphasizing the value of blended learning, active learning strategies, and the role of technology in modern education.

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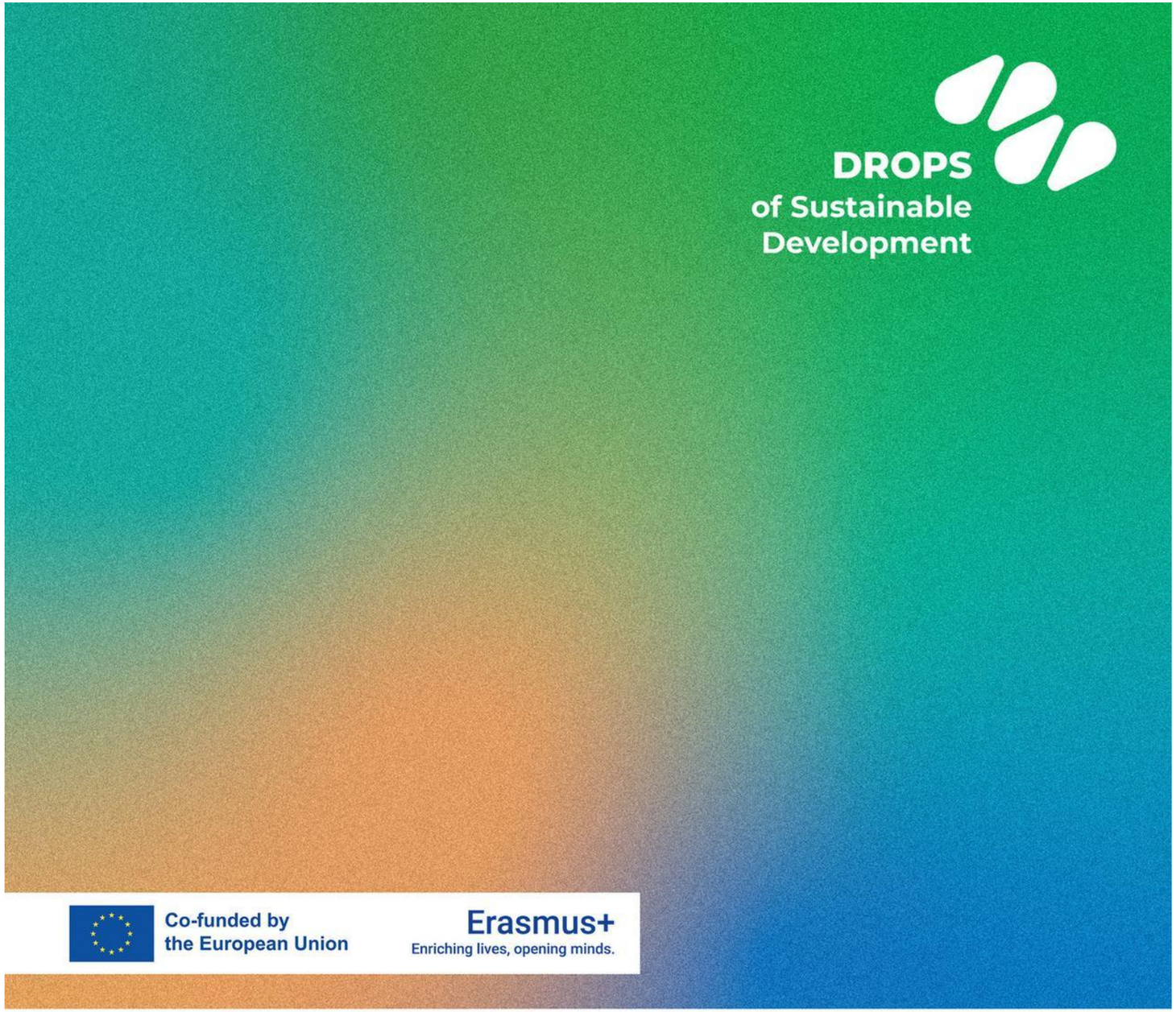
Assessment

- ✓ The trainer will assess the participants' ability to apply TEAL principles through the analysis of case studies and their participation in the role-playing activity.

- ✓ The assessment will focus on creativity, through the depth of their analysis and the effectiveness of the TEAL strategies used, as well as their ability to collaborate and communicate effectively within their groups.



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Thank you!

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ACTIVITY 1: "Digital Eco Quest" – Exploring sustainability in virtual space

VIDEO SCRIPT

Introduction **(50 to 75 words)**	This video explores the dangers of e-waste and discover how technology itself can become an important ally in building a more sustainable future. We live in a digital age, where electronic devices are part of everyday life. But did you know that millions of tons of electronic waste are thrown away every year, seriously polluting the environment?
Key Learning Content 1 **(150 to 200 words)**	Electronic waste, also known as e-waste, includes used or broken phones, laptops, batteries, printers, home appliances and other devices. They contain heavy metals such as lead, mercury, cadmium, as well as toxic plastics. When improperly disposed of, these substances can leach into the soil, air and water, affecting ecosystems and human health. Illegal dumping or incineration sites for e-waste, especially in developing countries, have become hotbeds of extreme pollution. Children and workers who manually dismantle components are exposed to serious health risks. In addition, the waste of valuable resources such as gold, copper or lithium is enormous. The e-waste issue is not only an environmental one, but also one of ethics and global responsibility. Without an efficient system of collection, recycling and environmental education, the effects can become irreversible.
Key Learning Content 2 **(150 to 200 words)**	While technology is part of the problem, it can also be the key to the solution. There are currently numerous digital applications and initiatives that actively contribute to reducing the impact of e-waste and promoting a sustainable lifestyle. Apps like Recycle Coach provide clear information on how to properly recycle electronic devices. Ecosia, an eco-friendly search engine, invests ad revenue in planting trees. Other

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	platforms, like Oroeco or Digital Carbon Footprint Tracker, help users measure and reduce their digital footprint. In addition, technology companies are increasingly developing environmentally friendly devices: easy to repair, recyclable and made with sustainable materials. Artificial intelligence and the Internet of Things (IoT) are being used in agriculture, energy and industry to reduce waste and increase efficiency. Thus, through responsible innovation and digital education, technology becomes an essential tool in the fight for a green future.
Reflection and Transfer(50 to 75 word	Each of us has an important role to play in protecting the environment, even in the digital world. It's time to ask ourselves: what do we do with our old phones, tablets or batteries? Do we choose to throw them away or recycle them responsibly? We can start with small but conscious choices, and technology can guide us in this direction.
Closing Remarks **(50 words)**	The danger of e-waste is real, but the solutions are within our reach. It's important to use technology not just for convenience, but also for positive change.

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ACTIVITY 2: Eco Footprint Challenge

VIDEO SCRIPT/ Application description

Introduction **(50 to 75 words)**	The Footprint Challenge app (free) explores the effective integration of TEAL principles into the educational process, promoting active learning, collaboration, and environmental awareness among students. By combining interactive technology with real-world sustainability challenges, the app supports the development of critical environmental awareness and collaborative skills among students.
Key Learning Content 1 **(150 to 200 words)**	The Footprint Challenge app provides a stimulating, collaborative and action-oriented educational framework. In this TEAL environment, students will be tasked with: calculating their own ecological footprint; setting sustainable goals; monitoring personal and team progress; and accessing multimedia resources (videos, articles, interactive quizzes). The ecological footprint measures the land area needed to support our lifestyle – from the food we eat to the energy we use to the way we travel. This metric shows us how much we consume compared to what the planet can renew. As part of the activity, each participant will calculate their own ecological footprint using an online tool. This step is essential to become aware of where the greatest individual impact is concentrated – transportation, energy consumption, diet or waste. It is a revealing moment that brings to the forefront the direct connection between our daily behaviors and sustainability. The goal is not to judge, but to understand and identify where we can make realistic and effective changes for the environment.
Key Learning Content 2 **(150 to 200 words)**	After the individual assessment, participants will work in teams to analyze the results. In this collaborative phase, they will identify common patterns and discuss the habits with the greatest impact on the environment. Then, each group will propose concrete solutions to reduce their ecological footprint.

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	This method stimulates active learning and emotional engagement. It is not just about numbers, but about learning from each other and building solutions together that can be applied immediately in personal or professional life. It is an opportunity to translate scientific information into daily habits: choosing public transport, reducing meat consumption, saving energy or recycling efficiently. Through this approach, we support the formation of responsible attitudes and the development of sustainable skills essential for the future.
Reflection and Transfer(50 to 75 word	After the activity, students will need to reflect and answer the following questions: What habit could you change starting tomorrow to reduce your ecological footprint? How can you influence other people around you to do the same? Each group will note on the flipchart the steps of the action taken in this regard (providing concrete solutions).
Closing Remarks **(50 words)**	By using the app in courses or workshops, students are encouraged to reflect critically on the impact of their own actions on the environment, while developing skills in multiple fields (science, ethics, circular economy, technology). The Footprint Challenge app provides personalized feedback based on the user's responses and behaviors, encouraging self-regulated learning.

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MODULE 3.1–SUSTAINABLE CITIES, EDUCATED CITIZENS: HOW THE COMMUNITY BECOMES AN ECOLOGICAL LEARNING SPACE

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CASE STUDY 1: "LA RÉSERVE DES ARTS" CREATIVE RECYCLING CENTER, PARIS, FRANCE

THE PROBLEM

How can we reduce the waste of materials in the creative industries (arts, theater, events) and transform them into resources for education and creation?

THE CONTEXT

Location: Paris
Project type: Creative recycling center for the cultural and educational sector
Description:

- La Réserve des Arts is a non-profit organization that collects unused materials from creative industries (theaters, museums, fashion, events) and redistributes them to artists, students and NGOs. The situation: Many cultural institutions were throwing away tons of materials (scenography, sets, textiles). Young artists and educators did not have access to affordable and sustainable materials. The goal is to reduce waste and promote reuse in artistic fields.

DISCUSSION POINTS

- How can we implement a similar system in schools or cultural centers in other cities?
- What materials do we commonly waste that could be creatively reused?
- What is the educational impact of learning through creative recycling?
- What public policies would encourage the circular economy?

LEARNING OBJECTIVE

- *Reducing the amount of waste from the arts sector*
- *Educating the public about responsible consumption*
- *Creating a circular economy in the creative sector*
- *Supporting young artists and non-formal education*

CONCLUSION

Through similar activities, such as:

- Creative recycling workshops for schools, universities and the general public
- Selling recycled materials at affordable prices
- Exhibitions and awareness events
- Trainings for designers and creatives on sustainability

the amount of waste can be significantly reduced by transforming it into resources for educational and creative activities.



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MODULE 3.1 - SUSTAINABLE CITIES, EDUCATED CITIZENS: HOW THE COMMUNITY BECOMES AN ECOLOGICAL LEARNING SPACE

DROPS of Sustainable Development

CASE STUDY 2: "PRINZESSINNENGARTEN" URBAN COMMUNITY GARDEN IN BERLIN, GERMANY

THE PROBLEM

How can we transform a degraded urban space into an educational and ecological place that supports citizen participation and sustainable development?

THE CONTEXT

Location: Kreuzberg district, Berlin

The situation: It is a derelict wasteland, part of a former abandoned industrial site. The lack of green spaces and local community initiatives worsens the quality of life.

Description: Prinzessinnengarten is a mobile urban garden, developed on this abandoned wasteland, transformed with the help of volunteers into a functional green space. All crops are planted in mobile containers (boxes, bags, pallets), which allows the garden to be moved if necessary.

DISCUSSION POINTS

- How can this model be replicated in other cities?
- What role do citizens have in initiating change?
- Can an educational space be both ecological and functional in a crowded city?
- How do we convince the authorities to support such initiatives?

LEARNING OBJECTIVE

- *Raising awareness of sustainable food production*
- *Promoting biodiversity in urban space*
- *Creating a community space for learning and engagement*
- *Promoting the circular economy (composting, recycling)*

CONCLUSION

Through similar activities, such as:

- Workshops for children and adults (organic gardening, composting, healthy cooking)
- Cultural events and local fairs
- Educational projects with schools and universities
- Collaborations with local restaurants for vegetable supply

Any degraded space can be transformed into an ecological and sustainable one, becoming an example and an incentive for everyone else to get involved.



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LESSON PLAN

Learning matrix

Topic	Knowledge	Skills	Attitudes	Partner Responsible
From knowledge to skills for a transformative education	Understand the concept of the **green transformation** **Define green skills and distinguish their categories** **Recognize examples of green skills in practice** **Identify how digital tools like Augmented Reality (AR) can enhance environmental education by increasing student engagement and learning outcomes**	Ability to **integrate green skills** into one's teaching or training practice **Analytical skills** to examine case studies/projects on sustainability and derive lessons for best practices. **Communication skills** to create educational content	Commitment to sustainability Openness to innovation **Empowerment and inclusivity**, fostering a mindset of leaving no one behind in the transition to a green economy. **Reflective attitude** towards one's teaching practice, continually seeking to improve and promote sustainable values.	**CCIF CYPRUS**

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MODULE 3.2: Green Skills Training	
ACTIVITY 1: Green Skills	
Duration of activity	90 minutes
Setting	☐ F2F x Self-directed learning / online
Type of activity	☐ Lecture x Discussion x Group activity ☐ Individual activity ☐ other:
Resources	x PowerPoint Presentation: BE WELL_WP3_Module 3.1.pptx ☐ PDF/handout: x online resource: What is sustainable development https://www.youtube.com/watch?v=7V8oFI4GYMY UN Sustainable development goal https://www.youtube.com/watch?v=OolK0ISD3eA Sustainable Earth Videos https://sustainable-earth.org/videos/ ☐ Flipchart: ☐ other: Coloured Cards (for the formation of groups)
Requirements	• PC/Laptop • Mobile Devices • Internet • Projector
Description of activity (step-by-step)	1. **Recap Mini-Lecture (15 min):** The facilitator begins with a brief recap of foundational content from Topic 1. Key points about sustainable development and global environmental issues are highlighted to refresh participants' memory. This serves as a lead-

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	in to the quiz, ensuring everyone is prepared. 2. **Quiz Instructions (5 min):** The facilitator explains the purpose of the quiz – to gauge understanding and reinforce learning of sustainability basics in an engaging way. Instructions for accessing the quiz platform are given (e.g. sharing a game PIN for Kahoot). Participants are told that the quiz is not graded in a punitive way, but is a fun knowledge check to identify areas to focus on. 3. **Live Quiz (20 min):** Participants complete an interactive **multiple-choice quiz** covering core knowledge from the first topic. Questions may include definitions (e.g. *"What does ESD stand for?"*), concept applications (e.g. *"Which of the following is an example of a sustainable practice in energy?"*), and current facts (e.g. *"By approximately how much have global temperatures risen in the past century?"*). The quiz platform shows instant feedback after each question. The facilitator may pause after each question to clarify answers. This immediate feedback helps correct misconceptions on the spot. 4. **Discussion of Answers (20 min):** After the quiz, the facilitator reviews the questions one by one. For each question, they invite participants to share their thought process: *Why did you choose that answer?* This opens a group discussion on any contentious or surprising questions. For example, if many answered a climate change question incorrectly, the facilitator revisits that content, providing real data or examples to solidify understanding. The discussion is kept supportive and informative. 5. **Identification of Knowledge Gaps (10 min):** Based on the quiz results, the facilitator highlights which areas will need further attention. For instance, if the concept of *"just transition"* was frequently missed, it is noted as a topic to emphasize later. Participants are encouraged to ask questions on any item they found confusing. This segment ensures that the quiz activity directly informs subsequent teaching, in line with *formative assessment* principles. 6. **Wrap-up (5 min):** The facilitator concludes by summarizing overall performance (e.g. *"Great job – on average 80% of*

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	questions were correct. We need to clarify sustainable agriculture vs. organic farming – we'll cover that next."). Participants are congratulated for their participation. The facilitator also reiterates how this activity is an example of active learning using technology (a hallmark of TEAL), making learning more engaging than a traditional quiz.
Assessment	*Quiz Performance:* The quiz automatically records responses, providing the facilitator with data on each participant's understanding. This serves as an **initial diagnostic assessment** of knowledge on sustainability basics. While the quiz itself is low-stakes, a high score indicates strong grasp of foundational concepts, whereas certain missed questions point to topics that need reinforcement. *Observation during Discussion:* The facilitator observes who participates actively in the discussion and how well participants articulate their reasoning. This qualitative assessment gives insight into confidence and misconceptions. It also checks **engagement levels** – active discussion suggests the quiz stimulated interest. https://docs.google.com/forms/d/e/1FAIpQLSeLpYXsxhMPVx5J217GPADMg9CXpdbWoD80155-T5oTEbMrzA/viewform?usp=dialog *Follow-up Comparison:* (Planned) The same or a similar quiz may be given at the end of the program to measure knowledge gained. Improvement in scores would demonstrate learning progress. For now, the baseline quiz results are noted for later comparison.
Sources / Further reading	**UNESCO (2020) – ESD Definition:** Provides context on why knowledge, skills, attitudes are all targeted in sustainability education . **S4GT Toolkit – "Green Skills" Introduction:** Pages defining green skills and the need for such skills in the workforce

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MODULE 3.2: Green skills Training

ACTIVITY 2: Teaching Sustainability with Tech

Duration of activity	240 minutes
Setting	☐ F2F x Self-directed learning / online
Type of activity	☐ Lecture x Discussion x Group activity ☐ Individual activity ☐ other:
Resources	☐ PowerPoint Presentation: BE WELL_WP3_Module 3.1.pptx ☐ PDF/handout: x online resource: On Earth Environmental Short Film https://www.youtube.com/watch?v=QQYgCxu988s Creating Short Videos for Environmental Awareness: Tips for Impact https://shortlab.io/en/blog/creating-short-videos-for-environmental-awareness-tips-for-impact/ ☐ Flipchart: ☐ other: Coloured Cards (for the formation of groups)
Requirements	• PC/Laptop

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	• Mobile Devices • Internet • Projector
Description of activity (step-by-step)	**Introduction & Purpose (15 min):** The facilitator introduces the Video Script Project, linking it to the course goals. *"Communication is key to sustainability. In this activity, you will practice conveying a green message through a short video script. We'll also see how technology like AR can enhance environmental education."* The learning objectives are stated: to develop skills in communication and creative use of technology for ESD. **Mini-Lecture on Effective Messaging (20 min):** The facilitator provides guidance on how to craft an effective educational message. This includes a quick review of **storytelling techniques**, identifying your audience, and keeping messages clear and engaging. For example, they highlight how an environmental video might start with a personal story or a surprising fact to hook viewers. They also briefly touch on **visualization tools** – how AR or animations can make abstract concepts concrete (*research shows AR increases student engagement and understanding in environmental education* **Showcase Example (10 min):** An example 2-3 minute sustainability video is played. The facilitator and participants analyse it: What was the core message? What techniques were used to engage the audience (humor, data, visuals)? If an AR demo or video is available, the facilitator shows how AR overlays information on the real world (e.g., pointing a phone camera at a picture of a forest and seeing virtual wildlife appear). This inspires participants to think creatively about using tech in their own scripts. **Group Formation and Topic Selection (15 min):** Participants are split into **small groups (3-4 people)**. Each group chooses or is assigned a specific sustainability topic or scenario. Topics can align with personal interests or areas covered in earlier sessions (for instance: *energy saving tips for offices, sustainable food choices, or an intro to solar panels*). The facilitator ensures that each group has a distinct topic to avoid overlap.

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	Brainstorming (30 min): In breakout rooms, groups discuss what key message they want to deliver and how to make it engaging. They consider: Who is the target audience (children, consumers, coworkers, etc.)? What is the **call to action**? Will they incorporate a technology angle (like referencing an app or AR experience)? During this time, the facilitator rotates through breakout rooms to provide input. For example, suggesting, *"Maybe you can include an AR element – describe what the viewer would see through their phone when learning about recycling."* Groups take notes on their ideas. **Script Writing Workshop (60 min):** Still in groups, participants co-write a **script for a 3-minute video** on their topic. They use a shared online document so they can write collaboratively in real time. The script should include narration/dialogue, visuals or actions described, and optionally where any tech (AR, images, charts) would be used. Facilitator provides a simple template: beginning (introduction of problem), middle (explanation or demonstration), end (conclusion or call-to-action). Participants divide roles (one may focus on intro, others on body or visuals). They are encouraged to be creative but also factual – requiring them to draw on knowledge from the course. For instance, a group writing about climate change for a general public audience might script a scene using AR: *"Scene: The narrator points their phone at a map of the city; an AR overlay shows which districts would be flooded by 2050 if emissions continue..."* – blending scientific facts with visualization. The facilitator remains available for questions or to review drafts as groups work. **Group Presentations of Scripts (30 min):** Groups return to the main room and present their video concept. They don't act it out fully, but *explain their approach* and optionally read a few engaging lines from the script. For example: *"Our video opens with a shot of two trash bins. Using AR, we'd show how much plastic goes into landfills... Our target audience is high school students, so we kept it informal in tone."* Each presentation lasts ~5 minutes. **Feedback and Class Discussion (20 min):** After each presentation, the facilitator and other participants offer constructive feedback. They applaud strong points (creativity, clarity of message) and

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	suggest improvements (*"Perhaps add a statistic for impact,"* or *"Could the AR part also show the positive outcome if behavior changes?"*). This peer review process helps everyone learn about different approaches and reflect on their own work. The facilitator links feedback to key principles of ESD communication (e.g., making content relevant to the audience, ensuring accuracy, and inspiring action rather than doom and gloom). **Wrap-up & Reflection (10 min):** The facilitator concludes by highlighting how this activity-built skills in teamwork, creativity, and technology use. They note that participants effectively translated complex knowledge into an accessible format – a crucial skill for educators and sustainability advocates. If time permits, the facilitator asks: *"How did you find working with AR or imagining tech in your scripts? Do you think it can make learning about sustainability more effective?"* This allows a brief reflection tying back to TEAL (many will agree that the active, creative process helped them learn content more deeply than a passive lesson). The facilitator reinforces that research supports these observations – for example, that using AR in environmental education can improve students' knowledge, engagement, and even eco-friendly behaviours
Assessment	*Group Work and Script Quality:* The facilitator evaluates each group's script based on a rubric that checks **content accuracy** (did they include correct sustainability facts/concepts?), **clarity of message** (is the main point clear and compelling?), **creativity/innovation** (did they use engaging storytelling or tech in an effective way?), and **appropriateness for audience**. This assesses how well participants applied their knowledge and communication skills. All groups' scripts are collected (the Google Doc files) as evidence of learning. *Collaboration and Participation:* During the activity, the facilitator monitors group dynamics – ensuring everyone contributed. Effective collaboration (e.g., sharing tasks, listening to each other's ideas) is noted positively. If a group struggled to organize or had uneven participation, the facilitator can address this in feedback, as teamwork is a key skill targeted by the course.

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	Feedback Integration: An important learning outcome is being able to receive and use feedback. In their final submitted script (after the session, groups can refine it based on feedback), the facilitator looks for incorporation of at least one improvement suggested during discussion. This signals that participants can reflect and iterate on their work, a valuable skill in both education and workplace settings. *Self-Reflection:* Each participant will write a short reflection (prompted in the LMS after the session) on what they learned from creating the video script. This narrative self-assessment (even just 2-3 paragraphs) allows them to articulate new insights or challenges overcome (for example, *"I realized how challenging it is to simplify complex ideas for a young audience, but the exercise helped me understand the material better myself."*). The facilitator reviews these reflections to gauge individual learning and to identify any lingering misconceptions to address in future sessions.
Sources / Further reading	*Augmented Reality in Environmental Education – Systematic Review (2024):* Participants interested in the impact of AR on learning can consult this review, which found that AR interventions improved learners' environmental knowledge and engagement *UNESCO (2022) Green Skills Report:* Excerpts on the importance of **digital skills** alongside technical knowledge in green jobs .

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MODULE 3.2: Green skills Training	
ACTIVITY 3: Greening the Workplace	
Duration of activity	120 minutes
Setting	☐ F2F x Self-directed learning / online
Type of activity	☐ Lecture x Discussion ☐ Group activity ☐ Individual activity x other: case study review
Resources	☐ PowerPoint Presentation: BE WELL_WP3_Module 3.1.pptx x PDF/handout: Greener Skills for a Sustainable Workforce https://www.gan-global.org/videos/greener-skills-for-a-sustainable-workforce/?utm_source=chatgpt.com x online resource: Understanding Green Skills and Their Importance https://www.youtube.com/watch?v=3-SGCyRxLFY ☐ Flipchart: ☐ other: Coloured Cards (for the formation of groups)
Requirements	• PC/Laptop • Mobile Devices • Internet • Projector

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Description of activity (step-by-step)	1. **Case Background Presentation (15 min):** The facilitator sets the stage by briefly presenting the case study to ensure everyone has the key facts fresh in mind. For instance: *"EcoFuture Manufacturing, with 200 employees, set a goal to cut carbon emissions by 50% in 5 years. They invested in energy-efficient machinery and launched a green skills training program for their staff. Let's see how they managed this transition."* The context is related back to course content: participants are reminded of concepts like the **green economy**, **upskilling**, and **stakeholder engagement** that will be relevant in analysis. The facilitator might note that according to the ILO, such efforts are crucial since *"the green transition can generate millions of jobs, but these are conditional on the availability of relevant skills and training"* underlining why employee training is a focal point in the case. 2. **Clarify Task and Form Groups (5 min):** Participants are divided into groups of ~4 (different grouping than Activity 2 to vary collaboration). The facilitator explains that each group will analyze the case, identifying successes, challenges, and lessons learned. Specific guiding **questions** are provided, for example: **Q1)** What were the key *green skills* needed by the company's workforce and how were they developed? **Q2)** What challenges (technical, financial, human) did the company face in implementing changes? **Q3)** How did management and employees' attitudes affect the project? **Q4)** What outcomes were achieved and what could be improved? Each group is tasked to discuss and prepare a brief report or presentation addressing these questions. Optionally, the facilitator might assign each group a particular perspective or stakeholder role to focus on (e.g., Group A = management perspective, Group B = employees, Group C = environmental experts or community). This can enrich the discussion with multiple angles. 3. **Group Analysis in Breakouts (40 min):** Groups go into breakout rooms to delve into the case. They use the worksheet or shared doc to note their analysis. Within groups, members may take roles (moderator, note-taker, spokesperson). They pull evidence from the case text: e.g., *"On page 2, it says 50 workers needed training in energy auditing – so a key skill was learning to conduct energy*

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audits." They will identify which actions succeeded (maybe the training program improved efficiency by X%, reflecting effective skill development) and which problems arose (maybe older workers were resistant to new procedures, indicating an attitudinal barrier). The groups also consider course concepts: Did the company demonstrate a *just transition* (e.g., no layoffs and retraining offered)? Did they use any *technology* like an energy management system that workers had to learn? The discussion is rich: participants apply theory to a tangible scenario, honing their analytical and problem-solving skills. The facilitator moves between groups to answer questions or nudge deeper thinking: *"Have you considered how the workers' existing skills were assessed? What about the role of government policy in this case?"*

4. **Group Presentations (each ~5-7 min, 30 min total):** Back in the plenary session, each group (or each stakeholder perspective) presents their findings. They summarize answers to the guiding questions. For example: *Group A (Management)* might report, *"Management identified a skills gap in operating the new solar-powered equipment. They addressed it by hiring a consultant to run workshops (developing technical green skills). A challenge was the initial cost and skepticism from the board, but once energy savings became evident (20% reduction in 1 year), support grew."*; *Group B (Employees)* might add, *"Employees were concerned about job security initially. However, involving them in training design and showing how green skills improved their job safety and prospects increased buy-in – reflecting the importance of participation for a just transition."* Each group uses evidence from the case to back their points.

5. **Facilitated Discussion (20 min):** After all presentations, the facilitator leads a discussion to synthesize insights. They compare the groups' perspectives, highlighting common threads: for instance, the crucial role of **continuous learning** and **communication**. If any perspective was missing (say, the community or customers), the facilitator prompts consideration: *"How do you think the local community viewed the factory's changes?"* The discussion also connects back to broader lessons: *Curriculum Point:* Greening a workplace requires both technical changes *and* human capital development – training programs,

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	attitude shifts, and leadership commitment. This echoes research that integrating new technical and digital skills in the context of the green transition, combined with effective stakeholder cooperation, paves the way for transformational change. The facilitator might cite how the *GRÆDUCATION project* (a real green apprenticeship initiative) showed that hands-on collaboration between companies and training institutions can drive successful skill-building and innovation. These real examples reinforce the case study's lessons and show participants that such approaches are happening in the world. 6. **Conclusion & Lessons Learned (10 min):** The facilitator asks each group to quickly state *one key lesson* they're taking away from the case. Responses might include: *"Investing in employees' green skills is not a cost but an investment with high returns,"* or *"Transparency and communication across all levels were crucial to success,"* or *"Technical solutions alone won't work without addressing mindsets – we saw initial resistance needed to be overcome by involving employees."* The facilitator writes these on a shared screen for all to see. To conclude, they emphasize how the case study illustrated ESD in action: knowledge (technical solutions) coupled with skills (training, problem-solving) and attitudes (culture change) all had to come together. Participants are encouraged to reflect on how they might apply these insights in their own context (e.g., in their workplace or teaching practice).
Assessment	*Case Study Report (Group Output):* Each group's notes or presentation on the case questions serves as an artifact of their analysis. The facilitator reviews these for **depth of understanding** (did they grasp the case facts correctly and connect them to course concepts like green skills, just transition, stakeholder engagement?). A strong analysis would, for example, accurately identify the skill gaps and link them to training outcomes, or recognize an attitude problem and suggest how it was or wasn't handled.

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	Critical Thinking and Discussion: The quality of the discussion is assessed through observation. Are participants making connections to prior knowledge (e.g., referencing something learned in a lecture about behavior change)? Do they offer solutions or just identify problems? The facilitator notes instances of critical insights (such as a participant drawing a parallel to another case or personal experience). These indicate achievement of higher-order thinking skills. *Participation and Collaboration:* As with the video project, the facilitator observes group collaboration. This time, since it's more discussion-based, assessment is on whether everyone contributed analysis points and whether the group stayed on task. Additionally, in the full-group discussion, the facilitator looks for broad participation – multiple voices from each group contributing. If a few individuals dominate, the facilitator may intervene (during the session or afterward) to ensure more inclusive future discussions. *Reflection on Application:* After the activity, participants answer a short prompt in the course forum: *"What one change would you implement in your own workplace or community based on what you learned from the case study?"* This serves as a reflective assessment to gauge how well they can transfer the case lessons to real-life thinking (a key ESD outcome: *actionable knowledge*). The facilitator provides feedback on these responses, which also helps in mentoring participants towards taking initiative beyond the course.

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Sources / Further reading	**Cedefop & OECD (2022), *Apprenticeships for Greener Economies and Societies*:** https://www.cedefop.europa.eu/en/publications/3091 **Greek-German "GRÆDUCATION" project** https://unevoc.unesco.org/pub/nqc_graeducation_fiap.pdf **ILO Brief on Green Jobs and Skills:**. https://www.ilo.org/sites/default/files/wcmsp5/groups/public/@dgreports/@dcomm/@publ/documents/publication/wcms_159585.pdf **Relevant Article – "Lessons in Change Management for Sustainability":** https://www.prosci.com/blog/change-management-for-sustainability

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MODULE 3.2: Green skills Training	
ACTIVITY 4: ESD in Action Personal Blog	
Duration of activity	210 minutes
Setting	☐ F2F x Self-directed learning / online
Type of activity	☐ Lecture ☐ Discussion ☐ Group activity x Individual activity ☐ other:
Resources	☐ PowerPoint Presentation: BE WELL_WP3_Module 3.1.pptx ☐ PDF/handout: x online resource: IBM SkillsBuild – Sustainability Learning Path https://skillsbuild.org/adult-learners/explore-learning/sustainability ☐ Flipchart: ☐ other: Coloured Cards (for the formation of groups)
Requirements	• PC/Laptop • Mobile Devices • Internet • Projector
Description of activity (step-by-step)	1. **Setting the Stage (10 min):** The facilitator explains that as a capstone activity, each participant will write a short **article or blog post** to articulate their understanding and perspective on *"Green Skills for Sustainable Development."* The goal is to translate learning into a form that could influence or inform others – a key competency in advocacy and communication. This activity also serves as a reflection on their personal learning

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journey.

2. **Brainstorming Topics (15 min):** As a group, participants brainstorm possible angles for their blog. The facilitator might prompt: *"What topic are you passionate about now, after all we've covered? It could be an issue (like plastic pollution), a solution (like solar energy), an educational approach (like using AR in class), or your personal action plan."* Each participant shares one or two ideas aloud, and the facilitator or a volunteer lists them on a shared screen. For example, ideas might include *"How I plan to green my school's curriculum," "Why companies should invest in green skills training," or "My journey toward zero-waste living."* This brainstorming helps those who are unsure to get inspiration and ensures a diversity of topics.

3. **Guidance on Writing (20 min):** The facilitator provides tips for writing an effective blog article. Key points: define your main message clearly, write in an accessible tone (since the audience could be the general public or a specific community of readers), use anecdotes or examples to illustrate points, and support arguments with facts or references (to maintain credibility). Participants are reminded to leverage the knowledge they've gained (quoting a striking statistic or referencing a concept like *just transition* can strengthen their piece). The facilitator also emphasizes authenticity: *"Write in your voice – this is about your take on sustainable development."* Mention that including how one has applied or plans to apply green skills can make it a compelling read. Also, a quick note on structure: having an introduction, body, and conclusion, just like any essay, but the tone can be more informal/personal.

4. **Writing First Draft (Offline, ~1.5 hours):** Participants then exit the live call (or turn off cameras) to work on their individual blog post drafts. They should aim for about **600-800 words** (roughly 1-2 pages). They are encouraged to find a quiet time during the day to write thoughtfully. The facilitator remains available via chat or email for any questions during this period. In their writing, participants might cite 1-2 references (e.g., *"As UNESCO states, ESD empowers us to act for a better future file-1xeqrdazl13ou3zjcfirxj*

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	.” or *“According to a 2022 OECD report, green apprenticeships show that cooperation between companies and educators is key file-jsq9mytxzp6xsb6myzn6nt .”*). The act of referencing course materials reinforces their learning. They also should inject personal reflection: *“Before this course, I didn’t realize how important these ‘transversal’ skills are... Now I’m committed to... ”* – tying in attitudes and intentions formed. 5. **Peer Review Exchange (30 min):** After submitting their first drafts (say, by end of day), participants reconvene (or asynchronously swap) for peer feedback. The facilitator pairs up participants (or small groups of 3) ideally pairing people with different topics to get a fresh eye. Each participant reads their peer’s draft and provides constructive comments. The facilitator provides a simple feedback checklist focusing on: clarity of message, personal voice, structure, and one thing they learned from the piece. During a live session or via comments in the doc, peers share their impressions. For example, *“I loved how you described your experience starting a community garden. It felt very real. One suggestion: maybe add a statistic about food waste to strengthen your point.”* This not only helps improve the blogs but also further reinforces learning among peers (each person reads at least one other’s insights on sustainability). 6. **Revision and Finalization (20 min):** Participants take the peer feedback and spend some time revising their articles. They correct any factual inaccuracies, tighten up the writing, and implement good suggestions. This step can be done offline and submissions made by a set deadline. The facilitator may also skim through final versions to ensure quality and that no major misunderstandings persist. 7. **Sharing and Closing Discussion (30 min):** In a concluding live session, volunteers are invited to either **read a favorite excerpt** from their blog or summarize their key message in 2 minutes. This is a celebratory moment to acknowledge their work. Participants get to hear a range of perspectives (one might share a moving personal pledge, another an insightful observation about industry). The facilitator highlights the diversity of topics and how

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	each relates to the common theme of green skills and sustainability. A few big-picture questions prompt final reflection: *"How has your attitude changed since the start of this course?" "What action are you inspired to take next?"* The atmosphere is one of accomplishment – writing and sharing an article is a tangible output that participants can be proud of. The facilitator notes that these pieces could even be published on a class blog or shared on LinkedIn to amplify their impact (with participants' permission). This reinforces the real-world relevance of their work they are now *advocates* for sustainable development in their own right.
Assessment	*Written Article Quality:* The facilitator assesses each final blog article using criteria such as **understanding of content** (did they accurately incorporate concepts and terminology from the course?), **expression of personal insight** (do they show reflection on what the knowledge means to them or their community?), **persuasiveness/communication** (is the article likely to inform or motivate readers?), and **writing clarity**. Since this is an adult learning context, grammar/spelling is considered but the focus is on substance and coherence. A well-done article might, for example, compellingly argue for greener practices in the author's profession, citing both personal experience and course learnings, and end with a call to action to the readers. *Peer Feedback Participation:* Giving and receiving feedback is part of the learning process. The facilitator notes whether each participant completed the peer review step and the quality of feedback given. Thoughtful feedback (constructive and specific) is an indicator of interpersonal skills and comprehension (you have to understand content well to give good advice). If a participant's feedback was very minimal or generic, the facilitator might follow up to ensure they did engage with their peer's work. *Reflective Depth:* The final sharing discussion and even the tone of the articles themselves serve as a gauge of attitudinal change. The facilitator listens for statements that show **empowerment and commitment**, which are ultimate goals of ESD. For instance, a participant writing *"I used to*

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	feel environmental issues were beyond my influence, but now I've started a recycling program in my apartment building," demonstrates a shift to an action-oriented attitude. Such outcomes are noted as success. Additionally, any direct *feedback from participants about the course* (often they will mention in their article or discussion what the course did for them) is taken as qualitative assessment of the program's impact. *Knowledge Integration:* Because this is a culminating activity, it inherently assesses how well participants can integrate knowledge from across topics. Someone who writes about, say, **"The Importance of Green Skills in Education,"* might touch on global challenges (Topic 1), the concept of green skills (Topic 2), possibly reference the case study or workforce element (Topic 3), and discuss how they as an educator will implement change (Topic 4). The breadth of content each article covers (in a natural way) is reviewed. If any important concept is misinterpreted in writing, the facilitator provides corrective feedback in final comments.
Sources / Further reading	**UNESCO (2024) – *Greening Education Partnership/Green School* report:** Offers numerous ideas and examples of how education systems are integrating sustainability (useful for educators writing about ESD in schools). It also emphasizes whole-institution approaches which can inspire participants to think beyond individual action. **EU *GreenComp* (Sustainability Competences) Framework:** (Reference to a framework with 12 sustainability competences e.g., critical thinking, futures thinking, collaboration, empathy which align with what they practiced). While not provided in earlier sessions in depth, curious participants can consult this to situate their newly acquired competences in a broader context. **Personal Blogging Platforms & Communities:** A list of platforms (Medium, WordPress) and communities (e.g., *#TeachSDGs educators network*, climate action groups) is provided so that participants who enjoyed this activity can continue writing and engaging after the course. This encourages lifelong learning and action the essence of ESD by extending the impact of their work to real-world audiences.

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Module 3.2: Green Skills for Transformative Education



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Introduction

From Knowledge to Skills for a Transformative Education

- Understanding the green transformation
- Building competencies for sustainable development
- Integrating green skills into teaching and training practices
- Fostering commitment to sustainability and innovation

"The green transition can generate millions of jobs, but these are conditional on the availability of relevant skills and training."
- ***ILO***

FACILITATOR NOTES:

- Begin by explaining the importance of green skills in today's economy
- Emphasize that this is not just theoretical but practical knowledge
- Share a brief personal example of sustainable practice if possible
- Ask participants what "green skills" means to them before proceeding

Learning Matrix Overview

Knowledge	Skills	Attitudes
• Understand green transformation concepts	• Integrate green skills into teaching/training	• Commitment to sustainability
• Define green skills and their categories	• Analyze case studies for best practices	• Openness to innovation \
• Recognize examples of green skills in practice	• Communicate educational content effectively	• Empowerment and inclusivity
• Identify how digital tools like AR can enhance environmental education		• Reflective attitude towards teaching practice

Agenda



Module 3.2: Green Skills Training



Activity 1: Green Skills & Quiz (90 min)



Activity 2: Teaching Sustainability with Tech (240 min)



Activity 3: Greening the Workplace (120 min)

Activity 4: ESD in Action Personal Blog (90 min)



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ACTIVITY 3.2.1: Green Skills

Introduction to sustainable development and the Sustainable Development Goals (SDGs)

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Module 3.2: Green Skills Training

FACILITATOR STEP-BY-STEP GUIDE

Activity 3.2.1 Green Skills & Quiz

1. Recap Mini-Lecture (15 min)

- Revisit key sustainable development concepts:
  - Definition of sustainable development (meeting present needs without compromising future generations)
  - Triple bottom line: environment, economy, society
  - Global environmental challenges (climate change, biodiversity loss, pollution)
  - Green economy opportunities

2. Quiz Instructions (5 min)



- Access the quiz: https://docs.google.com/forms/d/e/1FAIpQLSeLpYXsxhMPVx5J217GPADMg9CXpdbWoD80155-T5oTEbMrzA/viewform
- Explain quiz format: multiple-choice questions testing foundational knowledge
- Emphasize this is a learning tool, not an evaluation
- Instruct participants to work individually but be ready to discuss answers



Module 3.2: Green Skills Training

Activity 3.2.1 Green Skills

3. Live Quiz (20 min)

- Monitor completion as participants take the quiz
- Be available for clarification questions (but don't give away answers)
- Observe which questions seem to cause difficulty
- Prepare to address common misconceptions

4. Discussion of Answers (20 min)



- For each question, ask:
  - "Why did you choose your answer?"
  - "What made this question challenging?"
  - "How does this connect to sustainability in practice?"
- Correct misconceptions gently with evidence
- Connect quiz topics to upcoming learning activities

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Module 3.2: Green Skills Training



Activity: 3.2.1 Green Skills

5. Identification of Knowledge Gaps (10 min)

- Address areas where many participants struggled
- List topics for deeper exploration
- Ask participants what they'd like to learn more about
- Connect identified gaps to upcoming session topics



6. Wrap-up (5 min)

- Summarize key points learned
- Preview connection to next activity
- Emphasize how quizzes represent active learning (TEAL approach)
- Thank participants for engagement.



Material Resourses:

https://www.youtube.com/watch?v=7V8oFI4GYMY

https://www.youtube.com/watch?v=OoIK0ISD3eA

https://sustainable-earth.org/videos/

ACTIVITY 3.2.2: Teaching Sustainability with Tech

“Communication” is key to sustainability. In this activity, you will practice conveying a green message.

Module 3.2: Green Skills Training

FACILITATOR STEP-BY-STEP GUIDE

Activity 3.2.2: Teaching Sustainability with Tech (240 min)

1. Introduction & Purpose (15 min)

- Explain the goal: Creating educational video scripts on sustainability that incorporate technology
- Learning objectives:
  - Develop communication skills for sustainability messaging
  - Explore how technology can enhance environmental education
  - Practice creative collaboration

2. Mini-Lecture on Effective Messaging (20 min)

Key points to cover:

- Storytelling techniques for sustainability (hook, problem, solution, action)
- Audience identification and tailoring content
- Visual communication principles
- How AR/technology enhances learning (research shows 40% better retention)
- Share examples of effective sustainability messaging

Module 3.2: Green Skills Training

Activity 3.2.2: Teaching Sustainability with Tech

3. Showcase Example (10 min)

- Play example video: **Lets add a video here**
- Analyze together:
  - What was the core message?
  - How did they engage viewers?
  - What techniques were most effective?
- If available, demonstrate AR application example

4. Group Formation and Topic Selection (15 min)

- Divide into groups of 3-4 using colored cards
- Topic options (assign or let groups choose):
  - Energy conservation
  - Sustainable food systems
  - Waste reduction
  - Water conservation
  - Biodiversity protection
- Each group records their topic and target audience

Module 3.2: Green Skills Training

Activity 3.2.2: Teaching Sustainability with Tech

5. Brainstorming (30 min)

- Groups move to breakout areas
- Provide worksheets with guiding questions:
  - What is your key message?
  - Who is your target audience?
  - What visuals or tech elements will you include?
  - What action do you want viewers to take?
- Visit each group to provide guidance

6. Script Writing Workshop (60 min)

- Direct groups to use shared Google Doc template
- Template includes sections:
  - Opening/hook (30 seconds)
  - Problem introduction (45 seconds)
  - Solution exploration (60 seconds)
  - Technology integration point (AR or other)
  - Call to action (45 seconds)
- Remind groups to be specific about visuals and tech elements
- Check progress at 30-minute mark

Module 3.2: Green Skills Training

Activity 3.2.2: Teaching Sustainability with Tech

7. Group Presentations of Scripts (30 min)

- Each group presents their concept (5 minutes each)
- Ask them to explain:
  - Core message and audience
  - How technology enhances their message
  - What they want viewers to learn/do

8. Feedback and Class Discussion (20 min)

- Structured feedback process:
  - One strength per presentation
  - One suggestion for improvement
  - Question about tech implementation
- Facilitate discussion on effective messaging techniques
- Connect to ESD communication principles

https://shortlab.io/en/blog/creating-short-videos-for-environmental-awareness-tips-for-impact/

Module 3.2: Green Skills Training

Activity 3.2.2: Teaching Sustainability with Tech

9. **Wrap-up & Reflection (10 min)**

- Highlight skills developed:
  - Communication
  - Creative use of technology
  - Teamwork
  - Content knowledge application
- Pose reflection question: "How might AR enhance sustainability learning?"
- Preview connection to next activity

Material Resourses:

https://shortlab.io/en/blog/creating-short-videos-for-environmental-awareness-tips-for-impact/

https://www.youtube.com/watch?v=QQYgCxu988s

Module 3.2: Green Skills Training

Activity 3.2.2: Teaching Sustainability with Tech

ADDITIONAL MATERIAL

ACTIVITY 2: Teaching Sustainability with Tech

VIDEO SCRIPT

Introduction **(50 to 75 words)**	Hi everyone! Welcome to our short video on *"Teaching Sustainability with Tech."* Today, we'll explore how we can reduce plastic waste in our daily lives and how **augmented reality (AR)** can help bring this message to life in classrooms, workplaces, or communities. By combining engaging visuals with real-world action, technology like AR can transform how we learn and teach about sustainability.
Key Learning Content 1 **(150 to 200 words)**	Plastic pollution is one of the most urgent environmental challenges we face today. Every year, over **300 million tons** of plastic are produced, and a significant portion ends up in oceans, landfills, and even our food chain. The problem is not just the plastic we see, but also **microplastics** that enter ecosystems and affect wildlife and human health. Most plastic waste comes from single-use items bags, bottles, packaging that we often throw away without thinking. The key to reducing this problem lies in **awareness and behavioral change**. This is where **Education for Sustainable Development (ESD)** comes in: by teaching people of all ages how their choices impact the environment, and what they can do to make a difference. But how do we make these messages stick? That's where **technology** becomes a powerful ally.
Key Learning Content 2 **(150 to 200 words)**	**Augmented Reality (AR)** allows us to overlay digital information like images, sounds, and animations onto the real world. Imagine pointing your phone at a recycling bin and seeing how your plastic bottle travels through a waste system or how it could pollute a river if not disposed of correctly. Studies show that AR can **increase learner engagement, improve retention**, and even motivate **eco-friendly behavior**. In one classroom example, students used an AR app to visualize how plastic accumulates in ocean gyres. The interactive experience made the issue more tangible and emotional students reported a higher sense of urgency and responsibility. As educators or advocates, we can integrate AR into workshops, lessons, or awareness campaigns. Even simple AR posters or QR codes that activate a[illegible]s can **spark curiosity** and help learners see the **real-world impact** of sustainable choices. It turns passive learning into **active exploration, a core** goal of both ESD and the TEAL m[illegible]ogy.

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ACTIVITY 3.2.3: Greening the Workplace

The green economy, upskilling, and stakeholder engagement are relevant in analysis.

Module 3.2: Green Skills Training

FACILITATOR STEP-BY-STEP GUIDE:

Activity 3.2.3: Greening the Workplace (120 min)

1. **Case Background Presentation (15 min)**

- **Present the EcoFuture Manufacturing case study:**
  - Company profile: 200 employees, manufacturing sector
  - Goal: 50% carbon emissions reduction in 5 years
  - Initiatives: Energy-efficient machinery, green skills training
  - Results: 20% energy reduction in first year
- **Connect to relevant concepts:**
  - Green economy transition
  - Upskilling workforce
  - Stakeholder engagement

Module 3.2: Green Skills Training

Activity 3.2.3: Greening the Workplace (120 min)

2. Clarify Task and Form Groups (5 min)

- Divide into new groups of 4 (different from previous activity)
- Distribute case study analysis worksheet with questions:
  - Q1: What green skills were needed by the workforce?
  - Q2: What challenges arose during implementation?
  - Q3: How did attitudes affect the project?
  - Q4: What outcomes were achieved and what could improve?

Module 3.2: Green Skills Training

Activity 3.2.3: Greening the Workplace (120 min)

3. **Group Analysis in Breakouts (40 min)**

- Direct groups to separate areas
- Provide supporting materials:
  - Full case study document
  - Green skills framework reference
  - Note-taking template
- Circulate between groups:
  - Ask probing questions
  - Check for evidence-based analysis
  - Ensure all questions are being addressed

Module 3.2: Green Skills Training

Activity 3.2.3: Greening the Workplace (120 min)

4. Group Presentations (30 min)

- Each group presents findings (5-7 minutes each)
- Require specific evidence from the case
- Ask each group to highlight:
  - Key skills identified
  - Major challenges and solutions
  - Lessons for other organizations

Module 3.2: Green Skills Training

Activity 3.2.3: Greening the Workplace

5. Facilitated Discussion (20 min)

- Guide synthesis discussion:
  - Compare different stakeholder perspectives
  - Identify common threads across presentations
  - Connect to broader concepts:
    - Just transition
    - Digital and technical skills integration
    - Change management

Module 3.2: Green Skills Training

Activity 3.2.3: Greening the Workplace

6. Conclusion & Lessons Learned (10 min)

- Ask each group for one key takeaway
- Record insights on shared screen
- Emphasize:
  - Integration of technical and human elements
  - Importance of training and skill development
  - Culture change requirements
- Preview connection to next activity

Material Resourses:

https://www.gan-global.org/videos/greener-skills-for-a-sustainable-workforce/?utm_source=chatgpt.com

https://www.youtube.com/watch?v=3-SGCyRxLFY

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Case Study

MODULE 3.2.3

DROPS of Sustainable Development

ECOFUTURE

DEFINE THE PROBLEM

ECOFuture Manufacturing co. aims to reduce its carbon emissions by 50% in 5 years to align With national sustainability targets and improve operational efficiency. However, it faces multiple challenges: Aging equipment and high energy use workforce lacking green technical and digital skills

• Resistance to change from both management and employees Financial concerns about investing in sustainable technology

DESCRIBE THE CONTEXT

EcoFuture, a 200 employee manufacturer in a high-emission sector, improved efficiency and cut energy costs by investing in green tech and training. Despite gains in morale and customer satisfaction it faced challenges like communication gaps and skills shortages, reflecting both technical and human aspects of sustainable change.

DEFINE DISCUSSION POINTS

Participants will work in groups to explore and discuss:

- Green skills required: What competencies were essential (e.g., energy auditing, system optimisation, digital literacy)?
- Barriers to change: What challenges arose (e.g., financial constraints, fear of job loss, lack of expertise)?
- Learning strategies: How were employees up-skilled Or re-skilled? Were methods effective?
- Stakeholder engagement: How did different roles (management, workers, external partners) support or hinder the transition?
- Outcomes and impact: What were the measurable results (economic, social, environmental)?
- Just transition' Did the company ensure fairness, inclusion, and long-term employee growth?

LEARNING OBJECTIVES

Understand and Analyze Green Skills in Action
Learners will explore how green skills—both technical and soft—drive sustainable workplace transformation, identifying key competencies required in real scenarios.

Evaluate Real-World Sustainability Challenges and Solutions
Through case-based analysis, learners Will assess the barriers (e.g., financial, cultural) and enablers (e.g., leadership, training) that influence successful green transitions.

Apply ESD and TEAL Approaches to Drive Change
Learners will use active, collaborative methods to reflect an how sustainable practices and inclusive strategies can be implemented in their omrn professional or educational environments.

CONCLUSION

The EcoFuture cose study demonstrates that successful workplace greening is achievable through strategic planning, employee empowerment, effective training, strong leadership, and a commitment to just transition inspiration to apply these lessons in their own professionalor educational settings.



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ACTIVITY 3.2.4: ESD in Action Personal Blog

“Green Skills for Sustainable Development.”
Translate learning into a form that could influence or inform others – a key competency in advocacy and communication.

Module 3.2: Green Skills Training

FACILITATOR STEP-BY-STEP GUIDE

Activity 3.2.4: ESD in Action Personal Blog (210 min)

1. Setting the Stage (10 min)

- Introduce the capstone blog activity:
  - Purpose: Articulate personal understanding of green skills
  - Format: 600-800 word blog post/article
  - Value: Translating learning into communication
- Show example of a well-written sustainability blog

Module 3.2: Green Skills Training

Activity 3.2.4: ESD in Action Personal Blog

2. Brainstorming Topics (15 min)

- Facilitate whole-group brainstorming:
  - Ask: "What aspect of green skills are you passionate about?"
  - Record ideas on shared screen
  - Suggest categories if needed:
    - Personal sustainability journey
    - Professional application of green skills
    - Educational approaches
    - Specific environmental issues
- Ensure each participant has identified a topic

Module 3.2: Green Skills Training

Activity 3.2.4: ESD in Action Personal Blog

3. Guidance on Writing (20 min)

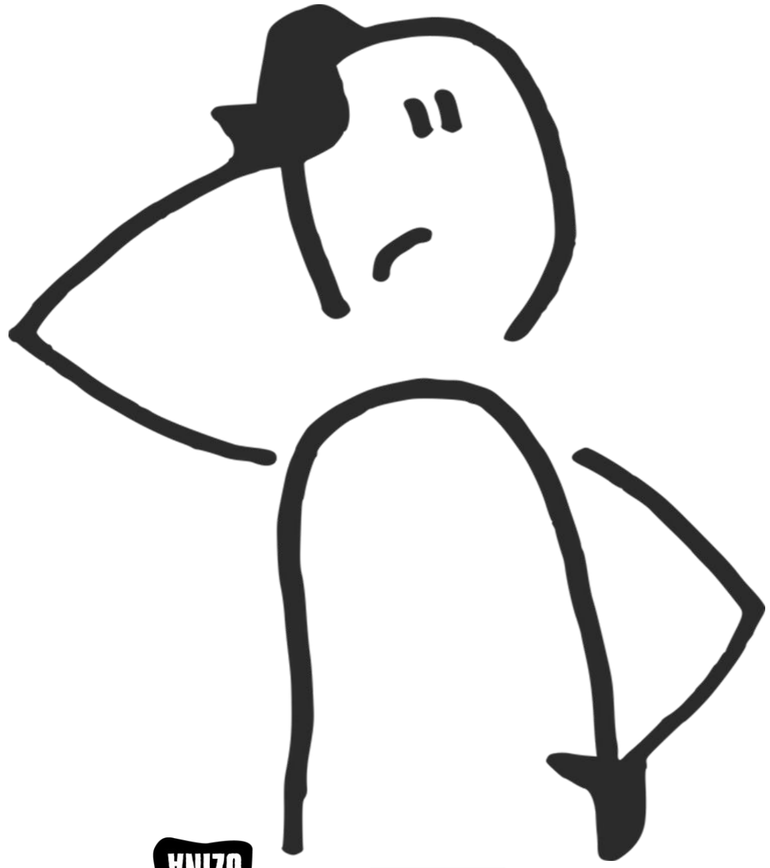
- Provide writing tips:
  - Clear main message (thesis statement)
  - Accessible language for target audience
  - Personal voice and authentic examples
  - Supporting evidence (1-2 references)
  - Structure: introduction, body paragraphs, conclusion
  - Optional: visual element suggestion
- Share blog template with sections marked

Module 3.2: Green Skills Training

Activity 3.2.4: ESD in Action Personal Blog

4. Writing First Draft (90 min)

- Set clear expectations:
  - Length: 600-800 words
  - Time allocation: 90 minutes
  - Required elements: personal reflection, course content application
- Participants work independently
- Remain available for questions
- Send reminder at halfway point



Module 3.2: Green Skills Training

Activity 3.2.4: ESD in Action Personal Blog

5. Peer Review Exchange (30 min)

- Organize peer review pairs
- Provide feedback guide:
  - Clarity of message
  - Personal voice/authenticity
  - Structure and flow
  - Connection to course concepts
  - One strength, one suggestion
- Allow 15 minutes per review

Module 3.2: Green Skills Training

Activity 3.2.4: ESD in Action Personal Blog

6. Revision and Finalization (20 min)

- Guide revision process:
  - Address peer feedback
  - Check for clarity and coherence
  - Verify references if used
  - Proofread for errors
- Set submission procedure

Module 3.2: Green Skills Training

Activity 3.2.4: ESD in Action Personal Blog

7. **Sharing and Closing Discussion (30 min)**

- Invite volunteers to share highlights (2 minutes each)
- Facilitate reflection discussion:
  - "How has your understanding of green skills evolved?"
  - "What action will you take based on what you've learned?"
  - "How might you use this blog content professionally?"
- Discuss potential for publication or sharing
- Final thoughts on course journey

Material Resourses:

https://skillsbuild.org/adult-learners/explore-learning/sustainability

Module 3.2: Green Skills Training

Activity 3.2.4: ESD in Action Personal Blog

ADDITIONAL MATERIAL

ACTIVITY 4: ESD in Action Personal Blog

ARTICLE

Text for the Article **(1,000 Words Maximum)**	
Article Title:	GREENER THINKING, GREENER DOING: Why green skills matter more than ever
Image for the Article: *Please include an image from Unsplash.com or Pexels.com that is relevant to the topic of the article and copyright free.*	

Key Competencies for Sustainability

Green Skills Categories:

Technical Skills:

- Energy auditing
- Renewable technology operation
- Sustainable resource management

Transversal Skills:

- Systems thinking
- Future-oriented thinking
- Collaboration and empathy
- Critical thinking

Communication Skills:

- Sustainability advocacy
- Stakeholder engagement
- Knowledge transfer



SKILLS

- Ability to **integrate green skills** into one’s teaching or training practice
- **Analytical skills** to examine case studies/projects on sustainability and derive lessons for best practices.
- **Communication skills** to create educational content

ATTITUDES

- Commitment to sustainability
- Openness to innovation
- **Empowerment and inclusivity**
- **Reflective attitude** towards one’s teaching practice

Knowledge

- Understand the concept of the **green transformation**
- **Define green skills and distinguish their categories**
- **Recognize examples of green skills in practice**
- **Identify how digital tools like Augmented Reality (AR) can enhance environmental education by increasing student engagement and learning outcomes**

Digital Tools for Environmental Education

Augmented Reality (AR) for ESD:

- Overlay digital information onto real-world environments
- Visualize abstract environmental concepts
- Increase student engagement and learning outcomes
- Transform passive to active learning experiences

Benefits of Technology Integration:

- Enhanced visualization of complex systems
- Improved retention and application of concepts
- Increased motivation through interactive experiences



Implementation & Assessment

Assessment Methods:

- Knowledge Assessment: Quizzes, discussions, case analysis
- Skills Assessment: Project creation, peer review, application of concepts
- Attitude Assessment: Reflective writing, participation quality, demonstrated commitment

Implementation Strategies:

- Integrate green skills across curriculum areas
- Use whole-institution approaches
- Connect learning to real-world applications
- Foster collaborative learning environments



Resources & Further Reading

- UNESCO (2020) – ESD Definition and Framework
- S4GT Toolkit – "Green Skills" Introduction
- Augmented Reality in Environmental Education – Systematic Review (2024)
- EU GreenComp Framework (Sustainability Competences)
- ILO Brief on Green Jobs and Skills
- **Cedefop & OECD (2022), Apprenticeships for Greener Economies and Societies**
- **Greek-German "GRÆDUCATION" project**

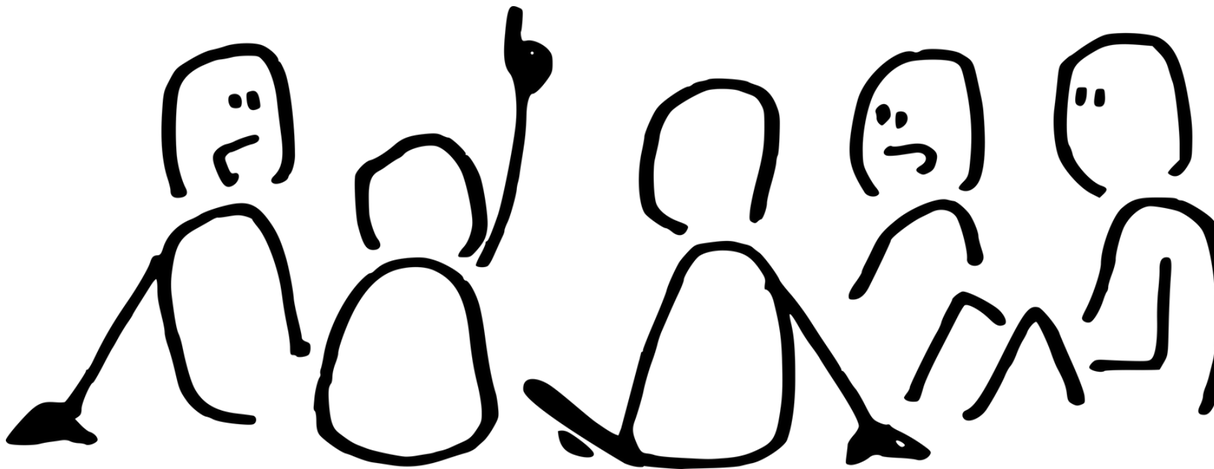


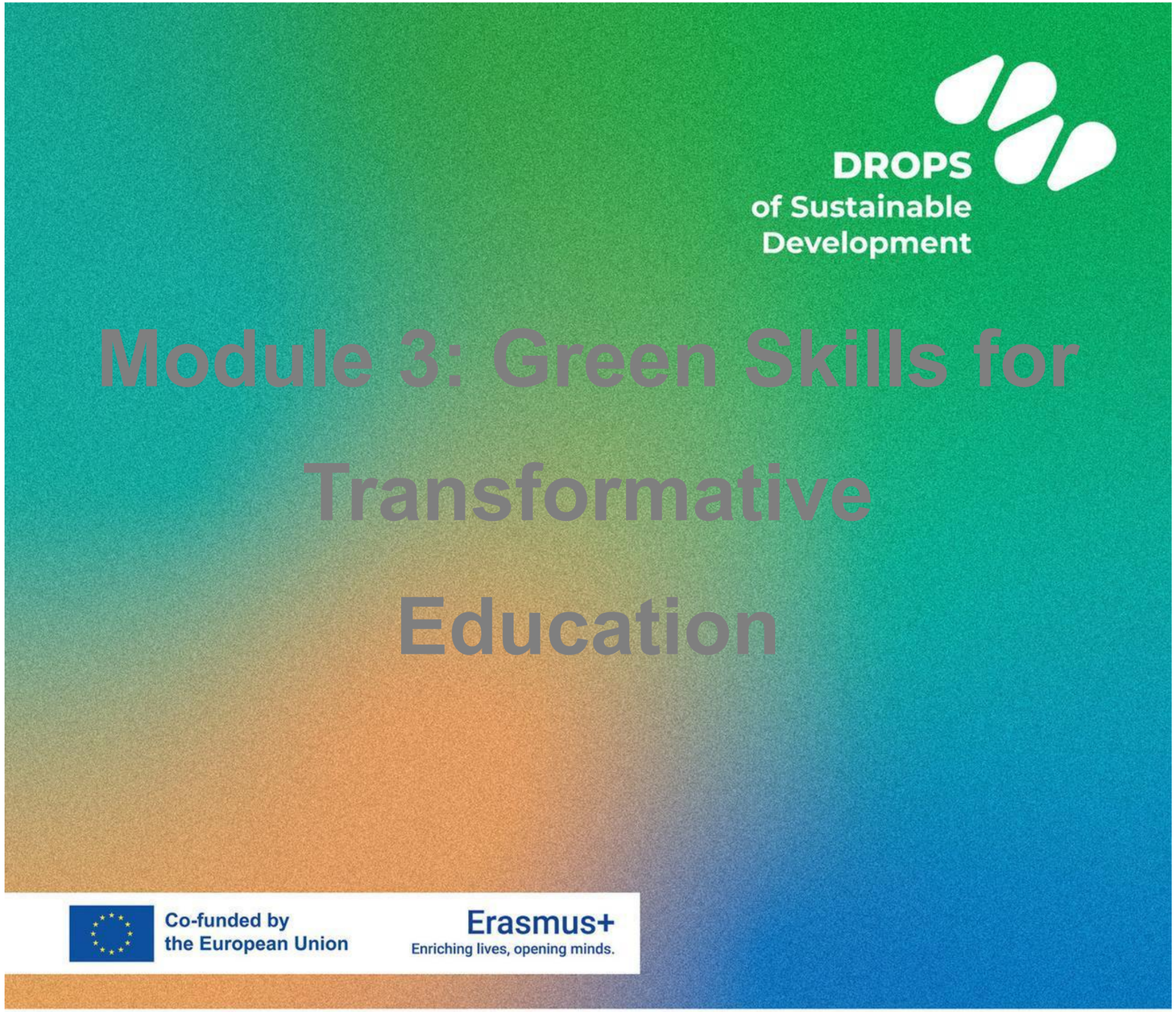
FINAL THOUGHTS

"Green skills are not limited to environmental jobs. They're about knowledge, attitudes, values, and abilities that support sustainability in any field.”

Key Takeaway: Sustainable development education requires integration of knowledge, skills and attitudes, supported by innovative teaching methods and technologies.

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Thank you

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ADDITIONAL MATERIAL

ACTIVITY 2: Teaching Sustainability with Tech

VIDEO SCRIPT

Introduction **(50 to 75 words)**	Hi everyone! Welcome to our short video on *"Teaching Sustainability with Tech."* Today, we'll explore how we can reduce plastic waste in our daily lives and how **augmented reality (AR)** can help bring this message to life in classrooms, workplaces, or communities. By combining engaging visuals with real-world action, technology like AR can transform how we learn and teach about sustainability.
Key Learning Content 1 **(150 to 200 words)**	Plastic pollution is one of the most urgent environmental challenges we face today. Every year, over **300 million tons** of plastic are produced, and a significant portion ends up in oceans, landfills, and even our food chain. The problem is not just the plastic we see, but also **microplastics** that enter ecosystems and affect wildlife and human health. Most plastic waste comes from single-use items bags, bottles, packaging that we often throw away without thinking. The key to reducing this problem lies in **awareness and behavioral change**. This is where **Education for Sustainable Development (ESD)** comes in: by teaching people of all ages how their choices impact the environment, and what they can do to make a difference. But how do we make these messages stick? That's where **technology** becomes a powerful ally.
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	students used an AR app to visualize how plastic accumulates in ocean gyres. The interactive experience made the issue more tangible and emotional students reported a higher sense of urgency and responsibility. As educators or advocates, we can integrate AR into workshops, lessons, or awareness campaigns. Even simple AR posters or QR codes that activate animations can **spark curiosity** and help learners see the **real-world impact** of sustainable choices. It turns passive learning into **active exploration, a core** goal of both ESD and the TEAL methodology.

ACTIVITY 3: Greening the Workplace

STUDY CASE

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MODULE 3.2.3

DROPS of Sustainable Development

ECOFUTURE

DEFINE THE PROBLEM

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• Resistance to change from both management and employees Financial concerns about investing in sustainable technology

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EcoFuture, a 200 employee manufacturer in a high-emission sector, improved efficiency and cut energy costs by investing in green tech and training. Despite gains in morale and customer satisfaction it faced challenges like communication gaps and skills shortages, reflecting both technical and human aspects of sustainable change.

DEFINE DISCUSSION POINTS

Participants will work in groups to explore and discuss:

- Green skills required: What competencies were essential (e.g., energy auditing, system optimisation, digital literacy)?
- Barriers to change: What challenges arose (e.g,, financial constraints, fear of job loss, lack of expertise)?
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- Stakeholder engagement: How did different roles (management, workers, external partners) support or hinder the transition?
- Outcomes and impact: What were the measurable results (economic, social, environmental)?
- Just transition' Did the company ensure fairness, inclusion, and long-term employee growth?

LEARNING OBJECTIVES

Understand and Analyze Green Skills in Action
Learners will explore how green skills—both technical and soft —drive sustainable workplace transformation, identifying key competencies required in real scenarios.

Evaluate Real-World Sustainability Challenges and Solutions
Through case-based analysis, learners Will assess the barriers (e.g., financial, cultural) and enablers (e.g,, leadership, training) that influence successful green transitions.

Apply ESD and TEAL Approaches to Drive Change
Learners will use active, collaborative methods to reflect an how sustainable practices and inclusive strategies can be implemented in their omrn professional or educational environments.

CONCLUSION

The EcoFuture cose study demonstrates that successful workplace greening is achievable through strategic planning, employee empowerment, effective training, strong leadership, and a commitment to just transition inspiration to apply these lessons in their own professionalor educational settings.



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4 ELEMENTA

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ACTIVITY 4: ESD in Action Personal Blog

ARTICLE

Text for the Article **(1,000 Words Maximum)**	
Article Title:	GREENER THINKING, GREENER DOING: Why green skills matter more than ever
Image for the Article: *Please include an image from Unsplash.com or Pexels.com that is relevant to the topic of the article and copyright free.*	

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Body of the Article: *Please include text of between 800 and 900 words in the body of this article related to the topic you have been allocated.*	When I first heard the phrase *"green skills,"* I imagined someone climbing a wind turbine or managing solar panel systems technical, specialized, and honestly, not something I thought applied to me. But after completing the *Drops of Sustainable Development* course, that view has completely changed. I've come to realize that **green skills are not limited to environmental jobs**. They're about knowledge, attitudes, values, and abilities that support sustainability in any field. From education to retail, construction to communication, green skills enable us to operate with the planet and people in mind. They're also not just about tech and tools. Some of the most vital green skills are **transversal**, meaning they apply across sectors and roles: skills like **systems thinking**, **empathy**, **collaboration**, and **adaptability**. These empower us to navigate complexity, find creative solutions, and lead with purpose. The **EU GreenComp Framework**, introduced in our course, was a powerful tool to understand this. It outlines 12 sustainability competences, things like critical thinking, futures thinking, and acting for equity. These aren't just theoretical concepts. They help build the mindset we need to thrive in a rapidly changing, sustainability-driven world. What struck me most is how **green skills are actually life skills**. They align closely with the kind u of person I want to be aware of my impact, curious about better alternatives, and committed to action, even if it's small. It's not about being perfect; it's about being intentional. One of the most memorable case studies we explored was **EcoFuture Manufacturing**, a mid-sized company that dramatically reduced its emissions not just through investing in technology, but by actively engaging its employees. They ran training sessions, fostered internal champions, and created space for feedback and innovation. The result? A cultural shift not just a technical one. This made me reflect on my own environment. We talk about innovation in my workplace all the time, but sustainability rarely makes it onto the agenda. And that's where I saw my opportunity.

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Instead of waiting for leadership to bring it up, I decided to take the first steps:

- Sharing green tips during team coffee chats
- Including questions about sustainability in client planning meetings
- Proposing a “green hour” for our next internal training schedule

They’re small actions, but small doesn’t mean insignificant. As I learned during the course, **sustainable change is built on everyday choices**. You don’t need a job title that says “sustainability” to start acting sustainably. It starts with asking better questions and offering better ideas right where you are.

What also empowered me was seeing how others in my cohort applied their learning. One participant working in retail created a campaign to reduce plastic packaging. Another initiated a zero-waste lunch challenge in her coworking space. These stories reminded me that when we combine learning with creativity and initiative, we become catalysts for change.

And one of the most important lessons I learned? **Communication is a green skill.** Writing this blog post is my way of practicing that skill, sharing what I’ve learned in a way that’s personal, accessible, and hopefully inspiring. Facts matter, but so do stories. If we want people to care, we need to connect on a human level.

The journey from awareness to action is not a straight line, it’s a process of trial, reflection, and growth. But after this course, I feel more equipped, more confident, and more committed to taking that journey every day.

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Reflection: *Please include 100-150 words here with a short reflection and some de-briefing questions that will support young employees to apply the content of this article to their daily lives and routines.*	Green skills aren't just for “green jobs” they’re for *real life*. No matter your role, industry, or level of experience, you can start applying sustainability thinking today. Here are three questions to help you reflect and take action: 1. **What’s one small shift you can make this week to reduce your environmental impact at work or home?** 2. **Is there a routine in your job that could be done more sustainably with a little creativity or collaboration?** 3. **How can you use your communication online or in person to encourage others to think green, too?** Remember, you don’t need to be perfect to make a difference. You just need to begin. And that begins with a mindset one that sees every choice as an opportunity for impact. Let your **green skills grow**, and share what you learn along the way.

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DROPS
of Sustainable Development

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Enriching lives, opening minds.

MODULE 4: Adult Education for Environmental Sustainability

Activity 4.1: Empowering Personal Commitment – Footprint Literacy & Habit Change

Activity 4.2: Walking the Talk – Personal Footprint & Habit Challenge

Activity 4.3: Community Action for Sustainability – Active Citizenship in Practice

Activity 4.4: Local Voices – The Sustainability Forum Simulation



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MODULE 4: Adult Education for Environmental Sustainability



4.1: Empowering Personal Commitment – Footprint Literacy & Habit Change

4.2: Walking the Talk – Personal Footprint & Habit Challenge

4.3: Community Action for Sustainability – Active Citizenship in Practice

4.4: Local Voices – The Sustainability Forum Simulation

4.1: Empowering Personal Commitment – Footprint Literacy & Habit Change

DROPS
of Sustainable Development

Activity Learning Objectives

- Identify the personal impact areas that matter most in daily life: energy, food, mobility, and waste.
- Set one concrete 30-day reduction target using a realistic and measurable goal.
- Apply a cue–routine–reward lens to redesign one unsustainable habit.
- Use a pledge log, quizzes, and peer accountability to track behaviour change.
- Connect personal commitment with broader sustainability action.

Agenda



1. Introduction and aims – 10 minutes



2. Personal footprint mini-audit – 10 minutes



3. Habit loop redesign – 15–20 minutes



4. 30-day pledge and accountability – 10 minutes



5. Wrap-up discussion and follow-up plan – 10 minutes



DROPS
of Sustainable Development

Personal footprint audit and SMART goals

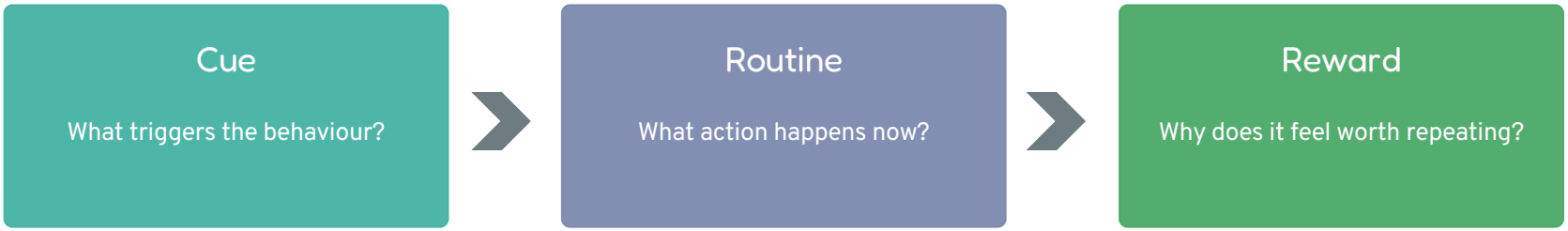
- Open with a fast poll on one everyday habit that affects the environment, positively or negatively.
- Explain the TEAL approach: the session is interactive, collaborative, and supported by a digital footprint tool.
- Learners use a simple calculator on their phones to identify their highest-impact areas in energy, food, and mobility.
- In pairs, they compare results and translate one impact area into a specific 30-day reduction target.



DROPS
of Sustainable Development

Habit loop redesign

Participants take one unsustainable routine and map it as a habit loop. The goal is not abstract awareness, but a replacement routine that fits real life.



Pair work then tests whether the greener routine is realistic and what cue or reward will help it stick.

Pledge, assessment, and evidence

ACTIVITY 4.1: Assessment focus



- Review whether learners identified high-impact areas and translated them into realistic targets.
- Check the quality of each habit planner: clear cue, current routine, replacement routine, and reward.
- Use pledge forms, logs, and a simple before/after quiz to capture confidence, awareness, and behaviour change.
- Accountability buddies add a peer layer to the assessment and make follow-up visible after 30 days.

MODULE 4: Adult Education for Environmental Sustainability



4.1: Empowering Personal Commitment – Footprint Literacy & Habit Change

4.2: Walking the Talk – Personal Footprint & Habit Challenge

4.3: Community Action for Sustainability – Active Citizenship in Practice

4.4: Local Voices – The Sustainability Forum Simulation

4.2: Walking the Talk – Personal Footprint & Habit Challenge

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Activity Learning Objectives

- Observe daily sustainability-related habits without moralising or blame.
- Use an Eco-Journal to connect actions with time, context, emotion, and environmental category.
- Recognize where convenience, stress, or pleasure reinforce unsustainable routines.
- Define one redesigned action and test it through a one-week behaviour experiment.
- Reflect on what changed, what remained difficult, and what support made change easier.

Agenda



1. Framing the experiment – 10 minutes



2.Setting up the EcoJournal – 15 minutes



3. Emotional mapping – 15 minutes



4. Reflection and redesign action – 20 minutes



5. One-week experiment and follow-up – 10 minutes



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The EcoJournal

Environmental literacy starts with noticing. Participants record a few real actions, not idealised ones, and use the journal to make hidden patterns visible.

Time	Action	Context	Emotion	Environment note	Alternative
7:45 a.m.	Drove 1 km to buy bread	In a rush	Stress	Mobility	Walk if planned earlier

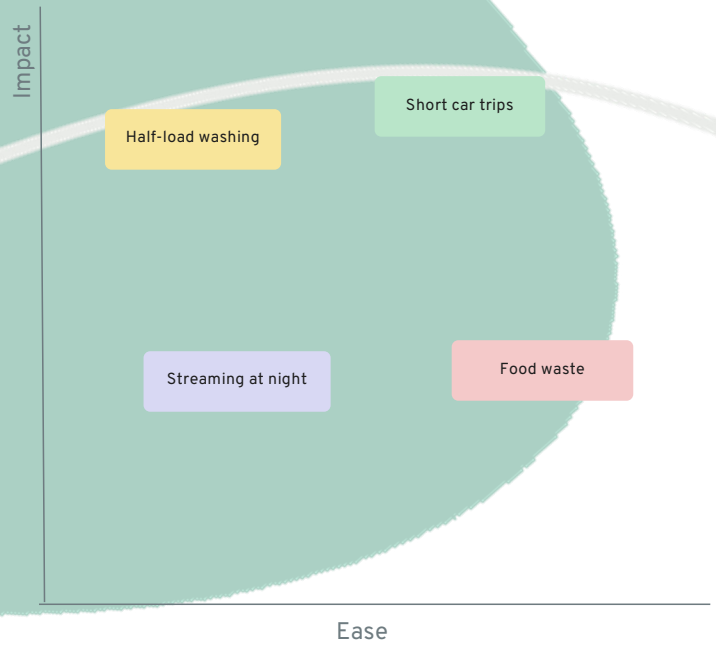


Emotional mapping and one-week experiment

Review Eco-Journal entries and label the emotion behind each action: convenience, stress, pleasure, obligation, habit.

Place actions on an Ease vs. Impact matrix to identify quick wins and emotionally difficult changes.

Choose one redesigned action, add a cue or phone reminder, and test it for seven days.



Follow-up, evidence, and civic reflection

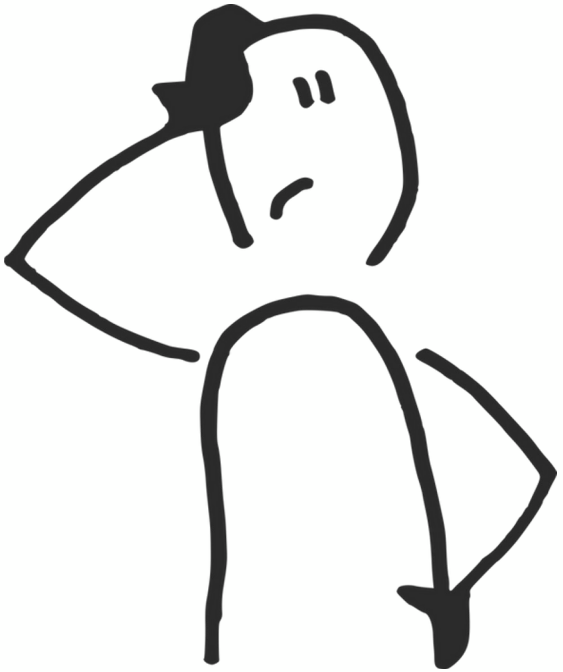
Assessment focus

The process matters: observation, honesty, and quality of self-analysis are as important as the final behaviour choice.

Evidence comes from completed journal entries, the redesigned action, and the participant's reflection after one week.

Success looks like sharper awareness: learners can explain what they do, what triggers it, and what support helped them change it.

The follow-up debrief turns even failed attempts into learning about barriers, cues, and realistic next steps.



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Takeaway



Active, reflective, and trackable sustainability learning turns intention into action.

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Activity Learning Objectives

- Map local sustainability stakeholders and identify entry points for participation.
- Build basic policy literacy around the Green Deal, SDGs, and local sustainability measures.
- Design one SMART micro-campaign with a realistic goal, timeline, and evidence of success.
- Move from individual behaviour change to collective action and civic agency.
- Reflect on barriers, alliances, and what makes community action sustainable.

Agenda



1. Introduction and context — 10 minutes



2. Community systems mapping — 10 minutes



3. Policy literacy crash course — 15 minutes



4. Micro-campaign design — 20–25 minutes



5. Reflection and follow-up — 10 minutes



From personal responsibility to collective action

Beyond our own habits, how does change happen in the community?

Let’s connect sustainability with active citizenship: influencing decisions, building partnerships, and organizing local responses.

Behaviour change gains power when it is linked to institutions, public debate, and shared projects.



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Community systems mapping

Let’s ketch the local sustainability ecosystem and identify entry points for action.



Examples of entry points: attend a meeting, volunteer with a group, submit input, or co-host a local event.

Policy literacy and the micro-campaign

Policy literacy crash course

- • SDGs and Paris Agreement
- • EU Green Deal priorities
- • National or municipal measures
- • Quick myths / quiz questions



SMART micro-campaign options

Petition

More recycling bins

Repair café

Fix rather than discard

Clean-up day

Visible local action

Public hearing

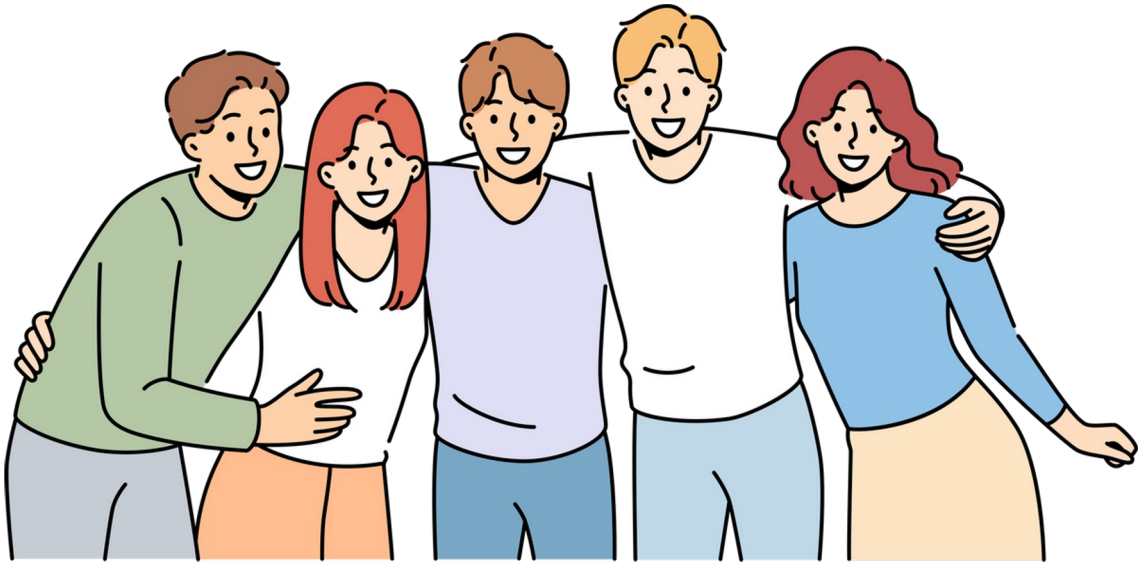
Support bike lanes

Follow-up, evidence, and civic reflection

- **Groups pitch a realistic action, not a perfect one: a first step, a measurable goal, and a short timeframe.**
- **Assessment includes the stakeholder map, policy quiz responses, and the quality of the campaign design.**
- **Evidence after the session can be simple: a petition draft, a photo, a meeting note, or a screenshot of a community initiative.**
- **Reflection focuses on barriers, allies, and what collective action changed in the learner's sense of agency.**

Takeaway

Active, reflective, and trackable sustainability learning turns intention into actions.



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Activity Learning Objectives

- Experience how local sustainability decisions are shaped by competing interests and public deliberation.
- Understand the priorities and constraints of citizens, NGOs, businesses, local government, and media.
- Practice evidence-based argument, negotiation, and compromise.
- Evaluate trade-offs between ecological, social, and economic outcomes.
- Translate the simulation into one concrete civic step after the session.

Agenda



1. Introduction Introduction to the scenario – 10 minutes



2. Stakeholder briefing and preparation – 15 minutes



3. Forum debate – 30 minutes



4. Decision reflection – 20 minutes



5. From simulation to action – 15 minutes

Scenario: The Riverbank Renewal Dilemma

Valea Verde receives a €50,000 community sustainability grant.
The forum must debate four proposals and reach at least 70% agreement on how to invest it.

Riverbank regeneration

Restore polluted riverbank, plant native trees, create walking paths.

Green mobility pilot

Shared bicycles and racks to reduce local car use.

Community composting hub

Food-waste stations plus workshops on composting and gardening.

Eco-fair & awareness week

A public event showcasing local sustainable products and practices.



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Stakeholder roles in the forum

Community member

Wants visible benefits, low disruption, and fair consultation.

Business owner

Looks at costs, customers, and quick public value.

NGO advocate

Pushes for ecological impact, learning, and long-term resilience.

Council representative

Balances feasibility, fairness, and public legitimacy.

Journalist

Asks clarifying questions and summarizes the debate for others.

Debate flow and decision rules

1 Opening statements

Each stakeholder presents one clear argument and a preferred option.

2 Open debate

Participants question assumptions, test evidence, and compare impacts.

3 Negotiation

Coalitions and compromise options are explored.

4 Final vote

A collective decision passes only with 70% agreement.

Facilitator emphasis: respectful advocacy, evidence-based claims, quieter voices invited in, and ecological-social-economic trade-offs made visible.



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Action pledge and assessment

- **Observe whether participants articulate their role clearly, use evidence, and listen across differences.**
- **During the debrief, assess how well they identify trade-offs and explain why one option was more convincing.**
- **The final "Local Voices Action Pledge" shows transfer: one civic step to take within the next month.**
- **A strong result is not perfect consensus, but reasoned negotiation, clearer civic confidence, and a concrete next move.**

Module 4 at a glance

4.1 Footprint literacy and habit change

Learners move from personal awareness to shared action, with tracking and reflection built into every activity.

4.2 Eco-journaling and reflective redesign

Learners move from personal awareness to shared action, with tracking and reflection built into every activity.

4.3 Community mapping and micro-campaigns

Learners move from personal awareness to shared action, with tracking and reflection built into every activity.

4.4 Deliberation, negotiation, and civic action

Learners move from personal awareness to shared action, with tracking and reflection built into every activity.





Thank you

Module 4 completed

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