



Course Description

The main goals of climate change education include building a sustainable future, inspiring action, and making an impact on a collective and personal level.

The main goal of this course is to gain an in-depth understanding of climate change, but also to change our own behaviour and actions to impact our school and students.

But where does climate change even fit into the curriculum? Comprehensive learning is not only based on theory and concepts, but is closely related to seeing the future, understanding complex relationships between events, and implementing the knowledge gained.

Competences

By completing this course, you will be able to:

- Develop of participants' knowledge, skills and competencies related to sustainability.
- Increased knowledge of methodology and a framework for teaching Climate Change.
- Deeper understanding on Sustainability and Climate Change and how to approach it in the classroom.
- Improved sense of international cooperation.
- Creating own exercises, lessons plans and other materials.
- Knowing ways in which learners' achievements can be tested and assessed in the topic.
- Broader understanding of practices, policies and systems on environment and sustainability education in Europe.
- Increased awareness of the link between environmental and social phenomena.
- Knowing practical tools suitable for teaching the subject, including visual tools, Internet and multi-media.

Methodology

We will use a mixture between theoretical and workshops training based on real-life examples. Different strategies (such as Flipped Classroom and Project Based Learning) enable the participants to develop and to create their solutions for their own professional needs and the needs of their students. During the course, students will have the opportunity to reflect and to debate about climate change and also to think and to design different futures.

The course includes both individual and team work. Throughout the classroom sessions, maximum advantage is taken of tools such as the interactive screen for projecting videos and digital material, and the tables and chairs for setting up the furniture (in the form of an auditorium, forum, coworking, etc.), generating different interchange situations. We will be learning by doing both on laptops with specific software as well as with analogical materials such as markers, post-its, whiteboards, and poster boards.

Results

- Verifying and developing your pedagogical and communication skills.
- Improving the perspectives and development opportunities of each student.
- Giving possibility to attract students more by presenting topic in a more interesting and appealing way.
- Increasing motivation for professional development.
- Reaching even the most demanding students in an easier way.
- Managing feelings and conflicts by focusing on solutions.
- Cooperating with teachers as well as with students and parents.

- Promoting group work and long-term projects to provoke changes which will allow to take off unnecessary burden off the shoulders of the educational staff and exert greater impact on the learning process and more satisfying and stimulating climate of coexistence in the school context.

Day by day Planning

DAY 1. Our planet today.

9.00-9.30 Welcome Session.

9.30-10.00 Getting to know each other. Presentation activity. Ice-breaker.

10.00-10.30 Introduction of the course content, notebook and learning outcomes to be acquired.

10.30-11.00 The current state of climate in our planet.

11.00-11.15 Coffee Break.

11.15-12.00 Introduction to the topic: What is sustainability? What are the challenges ahead of us?

12.00-12.30 Planned obsolescence. Why it costs more to repair it than buying a new one?

12.30-13.00 Where is all our waste going?

13.00-13.30 The 17 sustainable Development Goals.

13.30-14.00 Escape Room: The 17 sustainable Development Goals.

DAY 2. More real food, less waste.

9.00-10.00 How much sugar can we find in our fridge? Myths and Facts.

10.00-11.00 Children eating their body weight in sugar. How does it affect them? Possible diseases and disorders.

11.00-11.15 Coffee Break.

11.15-11.45 What is the Food wastage footprint? What about 0 km foods?

11.45-12.15 Activities for the classroom to familiarize with the Food wastage Footprint.

12.15-12.45 Emissions from our foods.

12.45-13.15 Learning to read the real label.

13.15-13.45 We are what we eat. Alternatives to a traditional life-style and diet.

13.45-14.00 Day conclusions.

DAY 3. Why plastic?

9.00-10.00 Ocean of plastic.

10.00-11.00 Types of plastic in our day to day life-style.

11.00-11.15 Coffee Break.

11.15-12.00 Climate change in our oceans, what did it happened? What can we all do to help?

12.00-12.45 Reduce, reduce and reduce.

12.45-13.15 Zero waste in the playground.

13.15-14.00 Fridays are for future- from Greta Thunberg to mass mobilization.

DAY 4. From the ground up.

9.00-10.00 The day of the Environment. My manual to save our planet. Activity.

10.00-11.00 A week for the climate. Ideas and activities.

11.00-11.15 Coffee Break.

11.15-12.00 I learn and grow with my flower.

12.00-13.00 How can we make compost?

13.00-14.00 Reduce, reuse and compost.

DAY 5. What about our future?

9.00-10.00 Possible near future solutions that we can do now.

10.00- Fears and hopes: where do we stand now, where do we want to get, how to get
11.00 there?

11.00-11.15 Coffee Break.

11.15-12.30 Preparing a calendar of eco friendly solutions and list of tools to use in classroom
together.

12.30- Field trip to a local and environmental friendly school.
13.30

13.30-13.45 Conclusions + Celebration and farewell.

13.45- Goodbye Session.
14.00