“Climate Change and Sustainable Development Goals: Small Acts Create Huge Impact - Take Action: Go Green”

Raise the environmental awareness of teachers, school managers and other school staff to encourage them to engage in environmentally responsible practices and operations; Develop an audit tool for assessing specific teaching gaps and to identify and analyse the teaching needs of the target group related to the design and implementation of innovative environmental-friendly process at school.

Description

MONDAY Ice – breaking meetingWelcome and registration; Warm up activitiesModule 1: Introduction:

- HOW ESTABLISH A SCHOOL CULTURE OF SUSTAINABILITY;
- SUSTAINABLE EDUCATIONAL GOALS (SDG’s): Overview;
- Climate Change Education in Schools;
- 2021-2027 - EU Budget for Climate Change;
- UNESCO moving forward the 2030 Agenda for Sustainable Development

TUESDAY Module 2: Workshop:

- TEACHING SUSTAINABLE DEVELOPMENT AND CLIMATE CHANGE IN ALL SUBJECT AREAS: TEACHING, LEARNING, ASSESSMENTS;
- Template of School’s Climate Action Plan

WEDNESDAY Module 3: Outdoor activity: “Treasure Hunt”:

- Climate change: Six everyday things you can do to help stop global warming;
- Things schools can do to tackle the climate crisis

THURSDAY Module 4: TEACHING SUSTAINABLE DEVELOPMENT AND CLIMATE CHANGE IN ALL SUBJECT AREAS: TEACHING, LEARNING, ASSESSMENTS:

- Subject and Examples;
- Creating concept maps and portfolios;
- Conducting one-on-one or group interviews;
- Writing journals;
- Making projects;
- Recording observations.

FRIDAY Module 5: Workshop:

- BECOMING A GREEN, CLIMATE-FRIENDLY, ECO-FRIENDLY SCHOOL; Learning relevant to life;

- TAKING ACTION ON REAL-LIFE SUSTAINABLE DEVELOPMENT AND CLIMATE CHANGE: Solutions to Reverse the Climate Change; Unleashing the creativity of teachers and students to combat climate change

Learning objectives

Outcome 1: Awareness of Cultural Sustainability Developing values that support a sustainability ethos, working toward sustainability in partnership with their local communities and school authorities and ensuring students share ownership of sustainability initiatives and decision making; Urging everyone in school community to take part in making the school sustainable; Reinforcing expectations for sustainable, climate-friendly behavior by celebrating appropriate actions and treating others with respect. Outcome 2: Sustainability Assessment Carrying out assessments (such as waste and energy audits) to measure school's progress in becoming more sustainable; Identifying local sustainable development issues that the school could tackle. Outcome 3: Cultivation of Environmental Awareness Enhance creativity and social environmental responsibility; Providing practical tools to deal with difficult environmental problems at school Outcome 4: Climate Crisis Awareness Mentoring younger students who are just learning how to take part in climate action; Sharing technical expertise about sustainable development and climate change; Integrating students' critical thinking and creative behavior about the climate crisis into classroom activities; Discover and use effective tools that can help to address the climate crisis in the classroom.

Methodology & assessment

Training modules, each of which covered a different aspect of studying about the concept of coping with the climate change and "going green" in teaching and learning process, about becoming aware of the impact of all the little decisions that we make and explore approaches to globalization and citizenship, and the opportunities and challenges that a global community creates. Each module attempted to incorporate the existing knowledge and experience of the trainees in an effort to create a helpful learning environment while at the same time demonstrating the importance of collaboration and shared creation in the teaching – learning process. Coursework contained a mix of theoretical and practical knowledge. Participants practiced the necessary skills in order to be able to effectively use different teaching approaches with their own students. Other activities: Team – Building Sessions; Group Discussions; Activities of research about EU policy for recognition and validation of competences; Assessment of the "entry" competences and creation of individual learning pathway for the learners; Problem – Solving Activities; Debates; Questioning; Goal – Setting sessions; Decision – Making Sessions; Action – Based Strategies; Brainstorming; Star bursting; Planning an Structuring; Negotiation and Persuasion; Ice – Breaker Sessions; Self – Motivation Sessions.

Certification details

At the end of the course, each participant will be awarded a **Certificate of Attendance** along with **Europass Mobility Certificate**.Our certificates are in line with the **Erasmus Quality Standards** and so include the course's title, short description of its learning outcomes (if requested), dates, venue, the name of the course provider and the course director, number of training hours.We support participants in every step of certification and validation of learning outcomes with specific focus on European instruments and Erasmus plus requirements such as staff mobility/learning agreement, quality commitment and Europass mobility certificate.