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GREENER GREEN

PR1/A7 Training Curriculum & Materials

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Introduction

The purpose of this document is to provide the project partners with a specific, unified, and clear set of instructions on how to proceed in organizing and composing the material for the Greener Green's project's e-learning course.

7 partners = 7 modules (or chapters) in the course

Based on the proposal: 7 Modules of e-learning x 4 hours each (28 hours of training)

SUGGESTED TOPICS BASED ON THE NATIONAL REPORTS:

1. Digital skills for the "Greener Green" school and principles of Project Management IDEC

Educational toolkit for the green school

Principles of project management in order to create green projects, form teams, give objectives and measure success.

2. Saving resources and environmental conservation VARESE

Practical, low-cost ways to achieve the above. Prevent waste and transform it into resources. Water Conservation. Renewable energy. How to reduce ecological footprint in our daily activity. Use of eco-friendly materials.

3. My environment, my land VAREIA

How to learn about my living space, how to create local environmental projects, how to engage my community. Shop locally, reduce food miles and reduce ecological footprint. Local organizations, recycling centers or businesses with green goals.

4. My country, my planet U-LIEGE

What is happening to the planet, general information about climate change, resources per partner country on how to learn about climate change.

5. My school leads the change BELL-LLOC

How to do Impact assessment (environmental audit, carbon footprint, environmental diagnostics).
How to motivate and involve students in the change process. Improve student learning with a properly orientation of the curricular actions. Prioritize the use of recyclable materials. Taking care of the green spaces in our school.
Separate and reduce waste.

6. Healthy lifestyle for a greener planet FAPEL

Exercise, dietary information for adults and children. Green ways to get to school.

7. A European green dimension BLUE ROOM

What are the European initiatives and priorities for the climate and the environment?

What does Europe do for a greener lifestyle?

Resources and organisations where schools can find support.

EACH MODULE MUST CONTAIN:

- a) A Word document divided into sub-chapters e.g. 1.1, 1.2, 1.3.

Each Module must be divided into 6-8 sub-chapters (for reasons of uniformity and practicality) of 3-5 pages each (with photographs so that it's not just text). Please make a separate Word document for each sub-chapter.

Please deliver each sub-chapter in a separate Word document

- b) An introduction of 1-2 paragraphs to the module with the learning Outcomes in bullet points i.e. Example: In this module we will learn about.... Once you complete this module you will be able to a) Save energy for your school b) Adopt a healthier lifestyle etc.
- c) A PPT presentation with the major points of the Module i.e. how would you present your module in a classroom with other teachers? – You would create a PPT with 20-25 slides with the major points of the module (4-5 phrases per slide, some photos to make it nicer, too)
- d) One page of resources where teachers can find more reading material on your module. Resources may be Videos, articles, websites. We need 10 resources per module (links). Resources may be in English or in your own national language. English is preferable because we may leave them as they are (not translate them).
- e) 2 Good Practices per module: you must find 2 schools that are doing a good practice that is relevant to your module. Template is provided below (Annex I) , and it will be the same for all modules (the template)
- f) A final quiz with 10 multiple choice questions (please make the right answer Bold).
- g) A completed Form about Duration and Type of sub-chapters' contents (Please see Annex II)

Important points:

Plagiarism is not allowed. You may paraphrase and synthesize but not copy whole pages intact. In the cases where you need to add one or two paragraphs intact, please mention your source.

Sources will be mentioned using this method:

1. Author (if available) 2. year of publication. 3. article or book title (between single quotation marks) 4. newspaper title (in italics) (if applicable 5. date of article (day, month, page number—if given—and any additional information available)

When inserting photos or illustrations in your Word or PPT, please make sure that the photo rights are free. Also, please don't use illustrations that have words in them. Remember, we will need to translate the whole course into national languages and photos with words can't be translated.

Videos: use videos from YouTube or other sources that are free to share and can take subtitles. Again, we will need to make all materials of the course available in national languages so subtitles are important.

Don't forget to enjoy your work. Make it a pleasure for you and others will find it enjoyable, too.

Annex I – Template for Good Practices

Name of school / Country
Which need or problem is addressed?
How is it done?
What is the impact for teachers / students / the community?
Link to Good Practice (if available)

Annex 2 - Example of Form about Duration and Type of sub-chapters' contents

Activities per each sub-chapter and estimated time

Sub-chapter	Type of activity	Estimated TIME
1. Building a multigenerational workforce: The Benefits of diversity in the workplace	Video: https://www.youtube.com/watch?v=-ixEltXXlj0 5 Generations in the workplace- short intro	2 min
	Study text – diversity and inclusion in the workplace and the benefits it brings + overview of individual generations	15 min
	Video: https://www.youtube.com/watch?v=xI904SWbjTM Diversity and Inclusion the X - men example	7 min
	CASE STUDY “The Impact Of Age Diversity In The Organization: A Case Study Of Banking Sector”	20 min
	Video: https://www.youtube.com/watch?v=Bs-eI09pC38 Generational differences in the workplace: Are they real? (funny)	3 min
	Scientific resource: Multigenerational workforce: Four Generation united in Lean	24 min
	Interactive exercise: Drag and drop into text	20 min
		91 min
2. Ageing as a common challenge for inclusive workplaces	Study text – the current situation in the labour market, trends, and forecasts in connection to the global ageing; brief introduction to ageism	12 min
	Video: https://www.youtube.com/watch?v=iW5509YKQI8&t=45s How companies adapt to the ageing workforce	8 min
	Interactive exercise: Short answer	15 min
	Scientific resource: Top 10 practices for becoming an age-friendly employer	12 min
	Video: https://www.youtube.com/watch?v=XbrQd_xqFic We're not done yet!	12 min
	Interactive exercise: Multiple choice	15 min
	Scientific resource: Age management for practice	12 min
		86 min



ULiège & COREN



ULiège : academic warranter with the great help of :



COREN : Belgian non-profit organization in Environmental education, gathering a know-how, competences and professionals of the environment who have for vocation:

- The sensitization of the actors of our society, especially schools;
- The education of future generations, in particular through educational tools;
- The implementation and training of environmental management tools (audits, label "**Eco-School**" ISO 14001, customized effective management system, travel plan);
- Active in the french part of Belgium since 1994

1/6

Outlook of the greener green training & e-learning program

- Provisional Design/Contents organized in 6 modules based on :
 - **Green Education Initiatives**
 - <https://education.ec.europa.eu/focus-topics/green/initiatives>



2/6

Outlook of the greener green training & e-learning program

- **1. Introduction to environmental issues**
 - climate change, Sustainable development Goal (SDG), etc.
- **2. State of knowledge on :**
 - global environmental education approaches
 - Sustainable Development, Transition, etc.
- **3. European sustainability competence framework**
 - **GreenCOMP** will be in annex (reference framework for sustainability competences)
- **4. Greener green concept, implementation, labeling**
- **5. Environmental Education (EE) and Information & Communication Techniques (ICT)**
 - best practices, learning practices, work themes for schools, available resources, etc.
- **6. GGDAT instructions for use**
 - Technical operation,
 - How to conduct an audit, } ⇒ **show the COREN's example**
 - How to label, etc.

3/6

Design of Methodology for identifying competences and digital skills for the "green" teacher and best practices for a green school

- Design inside the survey:
 - Digital skills of (teachers and school)
 - Competence and training environmental education

4/6

Design of Methodology for identifying competences and digital skills for the "green" teacher and best practices for a green school

- The objectives of the online survey are:
 - Identifying available digital and environmental skills
 - Identifying the needs of schools in terms of awareness and education
 - knowing the practices of environmental and climate education
 - Gathering suggestions to develop the greener green concept and the digital platform
 - Gathering information to develop resources and a teacher training program

A literature search and focus groups (parents and students) will complete the online survey.

5/6

Design of Methodology for identifying competences and digital skills for the "green" teacher and best practices for a green school

- Show [the online survey](#)
- A [template](#) will be provided to summarize the conclusions of the survey by country.
- ULiège will be in charge to build a final summarize.

