ECOLitAct

Eco-Literacy and Green Education for Climate Action

ECOLIT VET HANDS-ON

A HANDBOOK FOR EDUCATORS

ECOLITACT PROJECT OVERVIEW

Eco-Literacy and Green Education for Climate Action(ECOLitAct) is an Erasmus Plus Partnerships for Cooperation project co-funded by the European Union. ECOLitAct aims to empower VET practitioners/educators and learners to counter misinformation related to the environment and climate change. It seeks to inspire them to adopt eco-friendly behaviors and attitudes by providing digital green education/training opportunities and materials. These resources will embrace "eco-literacy" principles, focusing on behavioral and attitudinal shifts and ensuring accessibility to all, particularly individuals with fewer opportunities, in digital format.The project supports climate action by promoting critical thinking, developing digital and media literacy (MIL) skills, and encouraging attitude and behavioral shifts. It achieves these goals by creating learning materials compiled in a Toolkit and Handbook. ECOLitAct innovatively offers learning opportunities in a self-paced and individualized manner through an educational structure based on a self-assessment tool. This tool guides each person's learning pathway, ensuring personalized and effective learning experiences.Within the project, "Eco-literacy" refers to media and information literacy (MIL) applied to topics related to ecology and climate change. For example, successful eco-literacy competencies include the identification of fake news denying the existence of climate change.

ECOLIT VET HANDS-ON HANDBOOK

Welcome to the ECOLit VET Hands-On Handbook, a comprehensive guide designed to empower VET practitioners/educators in fostering eco-literacy among learners. This digital resource presents a collection of six lessons, each crafted in the format of a recipe, aimed at enhancing knowledge and prompting reflection on environmental and climate change-related topics. The goal of this handbook is to bridge the knowledge gap and promote sustainable actions by providing accessible and easily digestible learning opportunities. By adopting a simple "cookbook" structure, the EcoLit VET Hands-On Handbook makes eco-education available to all, particularly to those with fewer opportunities.

Handbook Structure:

1. Lesson Format:

- Each lesson follows a "recipe" format, featuring clear objectives, ingredients (key concepts), step-by-step instructions (activities), and tips for successful implementation.
- Lessons are designed to be open and easily adaptable for distance learning, catering to diverse learning needs and preferences.

2. Lesson Topics:

- **Media and Information Literacy (MIL) and Tackling Misinformation:** Explore strategies to critically analyze information sources and combat misinformation regarding environmental issues.
- **Climate Change Basics:** Learn about the fundamental concepts and science behind climate change.
- **Climate Denialism**: Understand the phenomenon of climate denialism and its impact on climate change discourse.
- **Tackling Waste:** Discover effective strategies for reducing waste and promoting recycling practices.
- **Consumer Behavior** - **How to Reduce Your Carbon Footprint:** Explore ways to minimize individual carbon footprints through sustainable consumer choices.
- **Activism**: Explore different forms of environmental activism and ways to engage in advocacy for climate action.

3. Integration with EUROPASS:

- Provides guidelines for VET practitioners/educators on supporting learners in documenting their acquired skills and competencies through EUROPASS.

TABLE OF CONTENTS

1. Lesson

Media and Information Literacy (MIL) and Tackling Misinformation

Developer: Συνεργασία Ενεργών Πολιτών

1.1. Lesson Outline

Subject:
- Achieving Media and Information Literacy

Grade/Level:
- Digital skills: Intermediate
- Green skills: Intermediate
- Language skills: Intermediate

Duration: 5 hours (45 mins for each recipe)
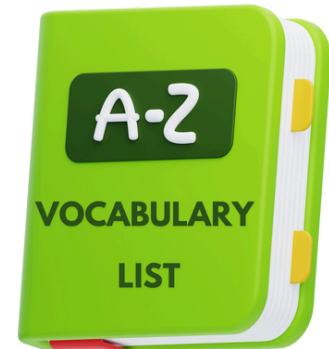
Click the picture to access

- However given the depth of the content and the need for interactive engagement, it's reasonable to estimate that each recipe could exceed the 45 mins. expected time. Therefore, for the entire lesson plan, including all five recipes, it could realistically take around **8-10 hours** to cover thoroughly. This allows time for introductory discussions, activities, demonstrations, group work, reflection, and discussions, ensuring that students have ample opportunity to engage with and internalize the material effectively. However, the exact duration may vary depending on factors such as the pace of the class, the level of prior knowledge, and the extent of discussion and interaction during the lesson.

Materials Needed:
- H5P Quiz
- Problem-based scenario available here
- Classroom
- Internet access
- Projector or interactive whiteboard
- Computers or devices (smartphones, tablets) for each student
- Printed copies of key concepts, guidelines, and tips
- Writing materials

If you conduct the lesson online, you will need the following materials as a teacher:
- Computer or Laptop: You'll need a reliable computer or laptop with internet access to facilitate the online lesson.
- Webcam and Microphone: Ensure your computer or laptop is equipped with a webcam and microphone for video conferencing and communication with students.
- Presentation Software: Use presentation software such as PowerPoint or Google Slides to create engaging visual presentations for the lesson.

- Online Whiteboard or Interactive Software: Utilize online whiteboard platforms or interactive software tools to facilitate discussions, activities, and demonstrations during the lesson. (ex. Miro)
- Screen Sharing Software: Use screen sharing software to share your screen with students, allowing them to view presentations, websites, or documents you're referring to during the lesson.
- Teaching Resources: Prepare digital copies of teaching materials, including lesson plans, slideshows, handouts, and worksheets, to share with students electronically.
- Communication Platform such as Zoom, Google Meet or Microsoft Teams.
- Digital Literacy Resources: Provide students with resources on digital literacy, online safety, and responsible internet usage to promote media and information literacy beyond the lesson.

★ Tip! You can cross off things from your list to make sure you have everything available when needed.

Lesson Objectives:
- Develop students' awareness of the multifaceted nature of environmental issues and the significance of accessing accurate information for informed decision-making.
- Equip students with the essential skills to navigate various media platforms effectively in search of reliable environmental information.
- Foster critical thinking abilities in students to assess the credibility, relevance, and accuracy of environmental information encountered in digital and traditional media.
- Empower students with strategies for identifying and mitigating misinformation and biased narratives related to environmental topics.
- Cultivate responsible digital citizenship among students, promoting ethical engagement with environmental information and respectful online interactions.
- Encourage students to utilize diverse sources of environmental information, including scientific research, reputable news outlets, and community resources, to deepen their understanding of environmental issues.
- Facilitate the development of communication skills in students, enabling them to articulate their perspectives on environmental topics and engage in constructive dialogue with peers and wider communities.
- Instill a sense of environmental stewardship and advocacy in students, motivating them to take action based on their understanding of environmental issues and information literacy skills.

Introduction

If your students are familiar with each other, you can begin directly with the icebreaker. However, if they are not acquainted, it's advisable to start the lesson with introductory questions to help them get to know each other better. Begin by asking questions such as: What's your name? Where are you from? How old are you? This will create a comfortable and welcoming atmosphere for students to engage in the icebreaker activity.

- **Icebreaker:** Begin the lesson by inviting students to share their recent encounters with environmental information or news they've come across on various media platforms. Encourage them to discuss their thoughts, questions, or concerns related to environmental issues. This will help in gauging their prior knowledge and setting the context for the lesson on media and information literacy in the context of environmental topics.

For example:
1. Can you share a recent news article, social media post, or video related to environmental issues that caught your attention?
2. How do you determine if the environmental information you come across is reliable and trustworthy?
3. Have you ever encountered misinformation or misleading information about environmental issues? How did you identify it?
4. Reflect on your media consumption habits regarding environmental news and information. Do you actively seek out environmental content, or does it come across your feed passively?
5. In your opinion, what role can media and information literacy play in raising awareness and mobilizing action on environmental issues?

Introduction to lesson: Following the icebreaker, introduce the overarching theme of the lesson, which revolves around achieving media and information literacy with a focus on environmental topics. Emphasize the importance of understanding climate change and environmental issues, as well as the role of media in shaping public perception and disseminating information. Explain that the lesson will delve into strategies for navigating and critically evaluating digital content to distinguish reliable sources from misinformation, with a specific focus on environmental topics.

Brainstorming Activity: Exploring Environmental Information Sources

- **Objective:** To engage students in discussing and identifying various sources of environmental information, setting the stage for understanding the importance of media and information literacy in navigating this domain.

Instructions:
1. Begin by explaining to the students the importance of understanding environmental issues and accessing reliable information to address them effectively.
2. Divide the class into small groups.
3. Provide each group with a large sheet of paper or a digital whiteboard platform.
4. Prompt the groups to brainstorm and list as many sources of environmental information as they can think of. Encourage them to consider both traditional and digital sources.
5. Give the groups 5-10 minutes to brainstorm and compile their lists.
6. After the brainstorming session, reconvene as a class.
7. Ask each group to share their list of environmental information sources with the class. As each group presents, discuss the credibility and reliability of the sources mentioned.
8. Facilitate a brief discussion on the challenges of finding accurate environmental information amidst misinformation and the importance of media and information literacy skills in addressing these challenges.

- By adapting the brainstorming activity to focus on environmental information sources, students will be actively engaged in identifying various outlets for information related to environmental topics. This activity not only sets the context for the lesson but also emphasizes the relevance of media and information literacy in understanding and addressing environmental issues.

1.2. Recipe 1

Title: Mastering Web Search: Finding and Filtering Information

Topic: Educating users on effective web search techniques and safe browsing practices.

Learner's Level:

- Digital skills: Intermediate
- Green skills: Intermediate
- Language skills: Intermediate

Teacher's Proficiency level: Integrator (B1) based on Digital Skills

Target group: This lesson is designed for learners with intermediate digital skills and language proficiency. It caters to individuals seeking to enhance their web search skills and ensure safe online navigation, particularly those interested in environmental topics.

Description:

This recipe aims to empower users with the knowledge and skills needed to conduct efficient web searches and navigate online content safely. It's suitable for individuals with foundational digital skills and intermediate language proficiency. The lesson structure incorporates interactive activities, discussions, and practical tips for optimizing web search results and filtering explicit content.

Ingredients:

- Classroom with internet access
- Projector or interactive whiteboard
- Computers or devices (smartphones, tablets) for each student
- Printed copies of key search techniques and safety tips
- Writing materials
- OER EcoLitAct_filtering info.pptx

How to do it - step by step

Step 0 – Preparation

- Ensure all necessary materials are available for the lesson, including a classroom with internet access, a projector or interactive whiteboard, computers or devices (smartphones, tablets) for each student, printed copies of key search techniques and safety tips, and writing materials.

- Review and familiarize yourself with the key search techniques and safety tips to be covered in the lesson. Prepare any additional resources or examples to supplement the lesson.

Step 1 – Introduction to Web Search Techniques (15 minutes)

- Start the lesson with a brief discussion on the importance of effective web search skills. Emphasize how these skills are crucial for finding reliable information, especially on environmental topics.
- Introduce students to alternate search engines and explain the concept of using specific keywords to refine searches. Emphasize the importance of choosing appropriate keywords to obtain relevant results.
- Discuss the significance of using quotation marks and discarding unhelpful words in search queries. Provide examples to illustrate how these techniques can improve search accuracy.

Step 2 – Exploring Safe Search Practices (15 minutes)

- Educate students on the importance of safe browsing and filtering explicit content. Explain the potential risks of accessing inappropriate content and the importance of maintaining a safe online environment.
- Introduce students to SafeSearch features available on popular search engines such as Google and Bing. Demonstrate how to enable SafeSearch settings and customize preferences for safer browsing.
- Provide tips for filtering web searches by freshness and relevance using advanced search options available on search engines. Encourage students to explore and utilize these features to refine their search results.

Step 3 – Interactive Demonstration (10 minutes)

- Conduct an interactive demonstration of web searches using popular search engines. Guide students through sample search queries and demonstrate the application of key search techniques discussed earlier.
- Encourage students to follow along on their own devices and practice refining their searches based on specific criteria discussed in class. Offer assistance and feedback as needed during the demonstration.

Step 4: Group Activity - Safe Web Browsing Scenario (15 minutes)

- Divide students into small groups and assign each group a safe web browsing scenario. Examples of scenarios may include searching for reliable information on climate change or finding educational resources on environmental conservation.
- Task groups with brainstorming strategies to address the scenario and ensure safe online navigation. Encourage groups to consider factors such as using reputable sources, verifying information, and avoiding suspicious websites.
- Allow groups time to collaborate and develop their strategies. Then, have each group present their findings and discuss potential challenges and solutions as a class.

Step 5: Reflection and Discussion (5 minutes)

- Conclude the lesson with a reflection activity, allowing students to share insights and lessons learned from the session. Encourage students to reflect on the importance of mastering web search techniques for accessing reliable information.
- Facilitate a class discussion on practical tips for effective web search and safe browsing. Encourage students to ask questions and seek clarification on any topics covered during the lesson.
- Reinforce the key concepts and techniques covered in the lesson and encourage students to apply them in their future online research endeavors.
- Quiz: ECOLitAct_quiz - finding and filtering information

There is more:
- Tips for Safe Web Browsing
- Safe Web Browsing Awareness Video
- Keeping Kids Safe Online

Self-Reflection Activity for Assessment (5 Minutes)

Instructions:
- Spend 1 minute on each of the following questions. Write brief and concise answers.
1. Web Search Techniques (1 minute):
    - List one web search technique you learned today and explain how it can improve your search results.
2. Safe Browsing Practices (1 minute):
    - Describe why using SafeSearch settings is important.
3. Scenario Reflection (1 minute):
    - Briefly describe one strategy your group developed for ensuring safe web browsing during the group activity.
4. Personal Experience (1 minute):
    - Reflect on a recent experience where you encountered unsafe content online. What did you learn from today's lesson that could help you avoid this in the future?
5. Future Application (1 minute):
    - How do you plan to use the web search techniques and safe browsing practices you learned today in your future online activities?

1.3. Recipe 2

Title: Mastering Safe Web Browsing: Understanding Google Safe Browsing

Topic: Educating users about Google Safe Browsing and safeguarding against online threats like phishing, malware, and social engineering.

Learner's Level:

- Digital skills: Intermediate
- Green skills: Intermediate
- Language skills: Intermediate

Teacher's Proficiency level: Integrator (B1) based on Digital Skills

Target group: This lesson is suitable for individuals with intermediate digital skills and language proficiency. It caters to those interested in enhancing their understanding of safe web browsing practices and protecting against online threats, particularly focusing on environmental topics.

Description:

This recipe aims to provide users with comprehensive knowledge about Google Safe Browsing and equip them with strategies to identify and mitigate online threats. Suitable for individuals with intermediate digital skills and language proficiency, the lesson incorporates theoretical concepts, practical examples, and actionable solutions to enhance online safety.

Ingredients:

- Classroom with internet access
- Projector or interactive whiteboard
- Computers or devices (smartphones, tablets) for each student
- Printed copies of key concepts and tips
- Writing materials
- OER EcoLitAct_Safe Web Browsing.pptx

How to do it - step by step

Step 0 – Preparation

- Ensure all necessary materials are available for the lesson.
- Review and familiarize yourself with the key concepts of Google Safe Browsing and online threats.
- Prepare any additional resources or examples to supplement the lesson.

Step 1: Introduction to Google Safe Browsing (15 minutes)

- Start the lesson with an overview of Google Safe Browsing and its purpose in protecting users against online threats.
- Discuss the evolution of Safe Browsing since its introduction in 2005 and its role in defending against phishing, malware, and social engineering attacks.
- Explain the benefits of Enhanced Safe Browsing by Google, including real-time threat detection and tailored defenses.

Step 2: Understanding Online Threats (15 minutes)

- Educate students about common criteria for unwanted software and social engineering attacks.
- Provide examples of deceptive content, phishing attempts, and third-party service vulnerabilities.
- Discuss the implications of these threats on user privacy and security.

Step 3: Solutions and Best Practices (15 minutes)

- Present strategies for mitigating online threats, including simple decision-making during software installation and easy removal of malicious software.
- Highlight the importance of transparent data collection practices and clear value propositions for software products.
- Discuss the role of Google Search Console in monitoring website security and resolving security issues.

Step 4: Interactive Demonstration (10 minutes)

- Conduct an interactive demonstration of Google Safe Browsing features and settings.
- Guide students through the process of enabling Enhanced Safe Browsing and running thorough scans of downloaded files.
- Encourage students to explore Safe Browsing settings on their devices and customize protections based on their preferences.

Step 5: Reflection and Discussion (5 minutes)

- Conclude the lesson with a reflection activity, allowing students to share insights and lessons learned.
- Facilitate a class discussion on practical tips for safe web browsing and protecting against online threats.
- Encourage students to ask questions and seek clarification on any topics covered during the lesson.

There is more:

- Tips for Safe Web Browsing
- Safe Web Browsing Awareness Video
- Keeping Kids Safe Online
- Banking & Payment Protection

Self-Reflection Activity for Assessment (5 Minutes)

Instructions:

- Spend 1 minute on each of the following questions. Write brief and concise answers.
1. Google Safe Browsing Features (1 minute):
   - Describe one feature of Google Safe Browsing that helps protect users from online threats.
2. Identifying Online Threats (1 minute):
   - Provide an example of a phishing attempt you might encounter online.
3. Mitigating Threats (1 minute):
   - Explain one strategy you can use to protect yourself from social engineering attacks.
4. Practical Application (1 minute):
   - Describe the steps you would take to enable Enhanced Safe Browsing on your device.
5. Reflection (1 minute):
   - Reflect on a recent online experience where you could have applied what you learned about safe browsing. How would you handle it differently now?

1.4. Recipe 3

Title: Navigating Social Media: Strategies for Finding and Filtering Information

Topic: Understanding the importance and challenges of finding and filtering information on social media platforms, with a focus on environmental topics.

Learner's Level:

- Digital skills: Intermediate
- Green skills: Intermediate
- Language skills: Intermediate

Teacher's Proficiency level: Integrator (B1) based on Digital Skills

Target group: This lesson is designed for individuals with intermediate digital skills and language proficiency. It caters to those seeking to enhance their ability to find reliable information and combat misinformation on social media platforms, particularly regarding environmental issues.

Description:

This recipe aims to equip learners with effective strategies for finding and filtering information on social media, focusing on environmental topics. Suitable for individuals with intermediate digital skills and language proficiency, the lesson provides practical techniques for identifying reliable sources, using hashtags and keywords, evaluating content credibility, and cross-referencing information. Additionally, learners will explore the role of fact-checking websites and learn how to critically review and respond to misinformation on social media.

Ingredients:

- Classroom with internet access
- Projector or interactive whiteboard
- Computers or devices (smartphones, tablets) for each student
- Printed copies of key concepts and tips
- Writing materials
- OER How to find and filter information on social media.pptx

How to do it - step by step

Step 0: Teacher Preparation

- Ensure all necessary materials are available for the lesson, including a classroom with internet access, a projector or interactive whiteboard, computers or devices (smartphones, tablets) for each student, printed copies of key concepts and tips, and writing materials.
- Review and familiarize yourself with key strategies for finding and filtering information on social media. Prepare any additional resources or examples to supplement the lesson.

Step 1: Introduction (15 minutes)

- Begin by discussing the importance of social media as a source of information, highlighting its role in raising awareness and mobilizing action on environmental issues.
- Address the challenges of finding and filtering information on social media, including the prevalence of misinformation and the abundance of content.

Step 2: Identifying Reliable Sources (5 minutes)

- Introduce the concept of reliable sources and discuss examples such as government agencies, environmental organizations, scientific institutions, and trusted media outlets.
- Emphasize the importance of credibility, evidence-based insights, and rigorous scrutiny in evaluating sources.

Step 3: Using Hashtags and Keywords (5 minutes)

- Explain how hashtags and keywords can be used to narrow down search results and find specific information on social media platforms.
- Provide examples of precise keywords and relevant hashtags for environmental topics.

Step 4: Evaluating the Author/Source (5 minutes)

- Guide learners through the process of evaluating the credibility of authors and sources on social media.
- Discuss factors such as expertise, objectivity, and previous content to assess credibility accurately.

Step 5: Cross-Referencing Information (5 minutes)

- Explain the significance of cross-referencing information from multiple reliable sources to verify accuracy and mitigate the risks of misinformation.
- Encourage learners to compare information across reputable sources and identify consistent patterns.

Step 6: Fact-Checking Websites (5 minutes)

- Introduce learners to reputable fact-checking websites and their role in verifying the accuracy of information on social media.
- Demonstrate how to use fact-checking websites to investigate claims, debunk misinformation, and access reliable information.

Step 7: Being Cautious of Clickbait and Sensationalism (5 minutes)

- Discuss the dangers of clickbait and sensationalism on social media and their impact on user engagement.
- Provide strategies for identifying and avoiding misleading or sensational content, such as evaluating headlines and cross-referencing with reliable sources.

Step 8: Using Advanced Search Options (5 minutes)

- Teach learners how to critically review posts on social media that spread misinformation and respond effectively.
- Encourage learners to craft specific critiques, focus on the content rather than the person, and know their limits in engaging with misinformation.

Step 9: Critical Review and Response (5 minutes)

- Introduce the concept of reliable sources and discuss examples such as government agencies, environmental organizations, scientific institutions, and trusted media outlets.
- Emphasize the importance of credibility, evidence-based insights, and rigorous scrutiny in evaluating sources.

Step 10: Reflection and Discussion (5 minutes)

- Conclude the lesson with a reflection activity, allowing learners to share insights and lessons learned.
- Facilitate a class discussion on practical tips for finding and filtering information on social media, emphasizing critical thinking and responsible information sharing.

There is more:

- Kristina Lerman (2007), Social Browsing & Information Filtering in Social Media
- Spotting Misinformation On Social Media Is Increasingly Challenging
- Reliable Scientific Sources on the Environment and Climate Change
- RAINN - How to Filter, Block, and Report Harmful Content on Social Media
- Voice Magazine - Social Media and Filtered Information

Self-Reflection Activity for Assessment (5 Minutes)

Instructions:
- Spend 1 minute on each of the following questions. Write brief and concise answers.
1. Reliable Sources (1 minute):
    - Name one reliable source for environmental information on social media and explain why it is trustworthy.
2. Using Hashtags and Keywords (1 minute):
    - Provide an example of a keyword or hashtag you would use to find information about climate change on social media.
3. Evaluating Authors/Sources (1 minute):
    - What is one factor you would consider when evaluating the credibility of an author on social media?
4. Cross-Referencing Information (1 minute):
    - Describe a method you would use to cross-reference information found on social media.
5. Fact-Checking Websites (1 minute):
    - Name a fact-checking website and explain how it helps verify the accuracy of information on social media.

QUIZ TIME
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1.5. Recipe 4

Title: Evaluating Information Online: A Recipe for Critical Thinking

Topic: Educating Users on Critical Thinking to Combat Misinformation and Online Threats.

Learner's Level:

- Digital skills: Intermediate
- Green skills: Intermediate
- Language skills: Intermediate

Teacher's Proficiency level: Integrator (B1) based on Digital Skills

Target group: This lesson is suitable for individuals with intermediate digital skills and language proficiency. It caters to those seeking to enhance their ability to evaluate information online, particularly regarding environmental topics.

Description:

This recipe provides a comprehensive guide for evaluating information online, particularly focusing on environmental issues. By following the CRAAP test (Currency, Relevancy, Authority, Accuracy, Purpose), asking critical questions, and utilizing fact-checking tools, learners will develop the skills needed to discern reliable sources from misinformation. The recipe includes detailed steps for applying each evaluation method, along with practical exercises and discussions to reinforce learning.

Ingredients:

- Internet access
- Device (computer, smartphone, tablet)
- Pen and paper
- Sample news articles or social media posts related to environmental topics
- Fact-checking tools and websites:
- Learn to Check
- No Alternative Facts
- International Fact-Checking Network - Poynter
- Fact Checker - The Washington Post
- FactCheck.org
- PolitiFact

- Graphic organizers and worksheets
- Multimedia resources (documentaries, podcasts)
- Subscription or access to online platforms offering interactive simulations and virtual field trips
- OER ECOLitAct_how to evaluate information

How to do it - step by step

Step 0: Teacher Preparation
- Ensure all necessary materials are available, including internet access, devices, printed copies of key concepts and tips, and writing materials.
- Review and familiarize yourself with the CRAAP test and fact-checking tools.
- Prepare sample news articles or social media posts related to environmental topics.

Step 1: Introduction (5 minutes)
- Begin by discussing the importance of critical thinking when accessing information online, emphasizing the prevalence of misinformation and the need for discernment, especially in environmental topics.

Step 2: Understanding the CRAAP Test (10 minutes)
- Explain the components of the CRAAP test: Currency, Relevancy, Authority, Accuracy, and Purpose.
- Provide examples and scenarios to illustrate each component's significance in evaluating online information.
- Discuss the importance of applying each component when assessing the credibility of sources.

Step 3: Applying the CRAAP Test (10 minutes)
- Guide learners through the process of applying the CRAAP test to information encountered online.
- Encourage learners to assess the currentness, relevance, authority, accuracy, and purpose of various sources related to environmental issues.
- Provide sample news articles or social media posts for learners to practice applying the CRAAP test.

Step 4: Asking Critical Questions (10 minutes)
- Introduce a set of critical questions to help evaluate the credibility of media sources.
- Discuss each question's relevance and encourage learners to reflect on how they can apply these questions in their own information-seeking process.
- Facilitate group discussions where learners analyze news articles or social media posts using the critical questions.

Step 5: Fact-Checking Tools (10 minutes)
- Introduce learners to various fact-checking tools and websites, such as Learn to Check, No Alternative Facts, IFCN Code of Principles, Fact Checker, FactCheck.org, and PolitiFact.
- Demonstrate how to use these tools to verify the accuracy of information encountered online, particularly related to environmental issues.
- Provide hands-on practice sessions where learners use fact-checking tools to verify information from sample news articles or social media posts.

Step 6: Practice and Application (10 minutes)
- Provide additional sample news articles or social media posts related to environmental topics.
- In pairs or groups, have learners apply the CRAAP test, critical questions, and fact-checking tools to evaluate the credibility of each source.
- Encourage learners to discuss their findings and insights, sharing any challenges or discoveries made during the evaluation process.

Step 7: Reflection and Discussion (5 minutes)
- Facilitate a reflection session where learners share their experiences and insights gained from evaluating information online.
- Discuss any challenges or discoveries made during the process and reinforce the importance of critical thinking in navigating the digital landscape.
- Encourage learners to identify strategies for applying these evaluation methods in their future information-seeking endeavors.

Self-Reflection Activity for Assessment (5 Minutes)

Instructions:

- Spend 1 minute on each of the following questions. Write brief and concise answers.
1. CRAAP Test (1 minute):
   - Choose a recent news article or social media post related to an environmental topic. Evaluate its currency and explain your reasoning.
2. Critical Questions (1 minute):
   - Identify the author of the same article or post. What makes the author credible or not?
3. Fact-Checking (1 minute):
   - Use one of the fact-checking tools introduced in the lesson to verify a claim from the article or post. What did you find?
4. Cross-Referencing (1 minute):
   - Cross-reference the information in the article or post with another reliable source. What similarities or differences did you find?
5. Purpose (1 minute):
   - Assess the purpose of the article or post. Is it informative, persuasive, or something else? Explain your answer.

QUIZ TIME

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1.6. Recipe 5

Title: Online Netiquette: Navigating the Digital World

Topic: Educating Users on Proper Online Behavior

Learner's Level:

- Digital skills: Intermediate
- Green skills: Intermediate
- Language skills: Intermediate

Teacher's Proficiency level: Integrator (B1) based on Digital Skills

Target group: This lesson is suitable for individuals with intermediate digital skills and language proficiency. It caters to those seeking to enhance their ability to evaluate information online, particularly regarding environmental topics.

Description:

This recipe aims to educate middle and high school students about the importance of ethical online behavior and netiquette. It is designed for intermediate-level students and requires an integrator-level proficiency from the teacher. The goal is to help students understand the principles of online etiquette and apply them in various digital contexts.

Ingredients:

- Classroom with internet access
- Projector or interactive whiteboard
- Printed copies of the Netiquette guidelines
- Computers or devices (smartphone, tablet, etc.) for each student
- Writing materials
- OER ECOLitAct - how to use info in an ethical way.docx

How to do it - step by step

Step 0: Teacher Preparation
- Ensure all necessary materials are available, including internet access, devices, printed copies of key concepts and tips, and writing materials.

Step 1: Introduction to Netiquette (5 minutes)
- **a. Teacher Preparation:** Familiarize yourself with basic online platforms such as email and educational websites.
- **b. Classroom Activity:** Begin the lesson with a simple discussion on what students already know about online behavior. Introduce the term "netiquette" and explain its significance in fostering positive online interactions.

Step 2: Class Discussion (10 minutes)
- **a. Teacher Preparation**: Prepare discussion prompts that are relatable to students' everyday experiences.
- **b. Classroom Activity:** Facilitate a class discussion by asking open-ended questions about students' online experiences. Guide the conversation toward key netiquette principles, such as respectful communication and responsible sharing.

Step 3: Group Activity (15 minutes)
- **a. Teacher Preparation**: Provide clear instructions for group activities in a step-by-step format.
- **b. Classroom Activity:** Divide students into small groups and assign each group a specific aspect of netiquette (e.g., privacy, respectful language). Have each group present their findings through simple skits or short presentations.

Step 4: Real-life Scenarios (15 minutes)
- **a. Teacher Preparation:** Compile a list of relatable and age-appropriate real-life scenarios related to online behavior around environmental/climate topics.
- **b. Classroom Activity:** Present students with real-life scenarios and ask them to discuss how netiquette principles can be applied. Encourage students to share their opinions and thoughts on resolving online conflicts.

Step 5: Social Media Netiquette (10 minutes)

- **a. Teacher Preparation:** Create a simplified list of do's and don'ts for social media interactions.
- **b. Classroom Activity:** Discuss netiquette rules specific to social media and engage students in creating a collaborative list of guidelines for respectful online interactions.

Step 6: Reflection and Application (5 minutes)

- **a. Teacher Preparation**: Prepare reflective questions that prompt students to think about their own online behavior.
- **b. Classroom Activity:** Ask students to reflect on their own online behavior and identify areas for improvement. Discuss strategies for maintaining a positive digital presence and contributing to a healthy online community.

There's More:

- Role-play activities: Allow students to role-play various online scenarios, emphasizing the application of netiquette principles.
- Guest speaker: Invite a guest speaker, such as a digital literacy expert, to share insights and answer students' questions.
- Online research project: Assign a project where students research and present on a specific aspect of digital ethics.

QUIZ TIME

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2. Lesson
Climate change basics

Developer: **Συνεργασία** Ενεργών Πολιτών

2.1. Lesson Outline

Subject:
- Understanding climate change basics

Grade/Level:

- Digital skills: Foundation
- Green skills: Foundation
- Language skills: Foundation/Intermediate

Duration: 3 hours (45 mins for each recipe)
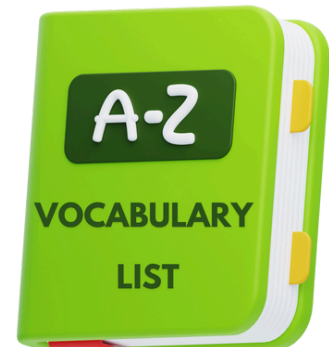
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Materials Needed:
- Classroom with internet access
- Projector or interactive whiteboard
- Printed copies of the timeline of the 'climate change' phenomenon
- Computers or devices (smartphone, tablet etc.) for each student
- Writing materials
- Printed copies of the power points of the OER 7 and OERs assessment questions-correct answers.

Lesson Objectives:
- Understand what climate change is and the issues around climate change in general.
- Reflect on the manifestation of climate change and the results of it to the world.
- Identify climate and environment, the differences between them.
- Identify climate change and environmental change.
- Understand how climate and environmental issues are connected to the health system.
- Understand the effects of misinformation on climate change basics.
- Be able to use the acquired knowledge and understanding of climate change, as well as its causes and consequences to develop ideas and strategies to limit the results of climate change.

Introduction

Icebreaker: Ask students to present themselves by responding the following questions:
- What is your name? (if relevant)
- Where do you come from? (if relevant)
- What was the latest information about climate change that you have seen that you found interesting? Why?

Brainstorming:
- Start the lesson by asking learners what they understand by "climate change"
- Take notes of answers and encourage discussion among the learners.

2.2. Recipe 1

Title: Climate & Environment. Is there a difference between these two?

Topic: Teaching students about the difference between the climate and the environment, two terms we often confuse

Learner's Level:

- Digital skills: Foundation
- Green skills: Foundation
- Language skills: Intermediate

Teacher's Proficiency level: Integrator (B1) based on Digital Skills

Target group: The target group is for intermediate-level students who want to learn about climate and environment. It is aimed at students who do not have much information about the issue and for those who do know but wish to refresh their knowledge regarding the climate change, the environment changes and their causes.

Description:

This recipe aims to educate students on the important difference between climate and environment and also about climate change and environment change. It is designed for intermediate-level students and requires an integrator-level proficiency from the teacher. The goal is to help students understand what climate change and environment change means, their differences and what caused them.

Ingredients

- Classroom with internet access
- Projector or interactive whiteboard
- Printed copies of the ppt of the OER7
- Computers or devices (smartphone, tablet etc.) for each student
- Writing materials

Step 0: Teacher Preparation

- Before the beginning of each lesson the teacher must make sure that the class in which he/she is going to teach, and his/her students have the necessary ingredients listed in the recipe. In case it is not possible to have all the materials available, he/she must find ways to adapt the course to the materials available. Furthermore, as we know that each group of students is different and the teacher only knows the specificities of his students, we suggest that he takes them into account and adapts each part of the lesson accordingly so that the lesson is enjoyable and efficient for everyone.

Step 1:

Commence your lesson with a brainstorming session aimed at evaluating the proficiency level of individual learners and tailoring the lesson content accordingly. Similarly, conclude the session with a recap activity to gauge students' progress, comparing what they knew prior to the lesson with what they've acquired.

- Initiate a dialogue with your students concerning climate and the environment, prompting them to share examples and insights. Foster an environment where every voice is valued, encouraging diverse perspectives and critical thinking.
- Show them the Climate vs. Environment Ask a Teacher, we will answer a question about the difference between "environment" and "climate."
- Encourage students to freely express their ideas, even if they lead to mistakes.
- Implement active learning techniques to promote engagement and retention. Incorporate interactive exercises, group discussions, and real-life examples to deepen understanding and encourage active participation.
- Encourage Reflective Practice: Facilitate reflection at the conclusion of each lesson, prompting students to assess their learning journey and identify areas for improvement. Do not reveal the right answers at the beginning and let the students make mistakes, change their answers maybe and learn as many things as possible.
- The activity for the students- The Orange color answers are the right ones:

1) How would you define climate change?
 a. Changes in the environment are caused solely by human activities.
 b. Short-term variations in weather patterns due to natural causes
 c. Long-term alterations in average weather patterns of a region
 d. Changes in cultural practices driven by technological advancements.

2) Which of the following activities releases greenhouse gasses with a higher heat-trapping potential than CO2?

 a. Burning fossil fuels.

 b. Industrial Processes

 c. Agriculture

 d. Land Use Changes

3) What are the three most significant geological processes that contribute to changing the Earth's surface?

 a. Weathering, erosion, and introduction of new species

 b. Volcanoes, weathering, and erosion

 c. Atmospheric variables, erosion, and weathering

 d. biological factors, erosion, and tectonism

Step 2: Introduction to Climate & Environment 10 minutes

a. Teacher Preparation:

- Familiarize yourself with basic definitions of the climate and environment.
- Ensure access to the classroom's digital resources.

b. Classroom Activity:

- Continue the lesson with discussion on what students already know about the climate and the environment.
- Introduce the term climate and environment and explain with a few words what it is about. (**Climate** describes the conditions at a given location. This is connected to weather but is used to describe general trends over a longer period of time, rather than a short period, as is the case with weather reports. Climate includes things like temperature, amount of precipitation, frequency of extreme weather conditions and more. -- On the other hand, **the Environment** describes a much larger picture, and is a collection of all possible conditions that exist in a given place. This can include climate, topography, biodiversity, how it is to live in a certain place, and anything else that is included in the surroundings. Thus, climate is a part of the environment, and climate contributes to creating the environment.)

Step 3: Group research / Discussion (15 minutes)

a. Teacher Preparation:
- Make sure that there are at least two or three computers or devices (smartphone,tablet etc.), that the students will use to do their research

b. Classroom Activity:
- Divide the class into two groups according to the number of students.
- Assign one group to look for information on climate change and the other group to look for information on environmental change and the causes of these two phenomena.
- Monitor group discussions and offer guidance as needed.
- Provide the students with information about climate and environmental change from the ppt of the OER7 so they can use this also while creating their final work.
- Let each group discuss what they found and organize the information into one page of word or on a paper.

Step 4: Presentation of the new information (5 minutes)

a. Teacher Preparation:
- Make sure that the students have the time to do their presentation properly and make sure that all the students of each group have the opportunity to speak.

b. Classroom Activity:
- Each group will present in front of the other group the assigned topic and they will try to respond to the questions of their classmates, if there are any.

Last Step: 5 minutes
- The students will do again the same activity they did at the beginning of the recipe to see what they learned during the recipe and if they want to change their answers. Then, reveal the right answers and discuss them with the students if questions do arise.

See More:
- See next page for another activity regarding the climate and the weather-

| Climate VS weather | Small groups work, presentation | Distinction between the definition of weather and climate | - 15 mins Group work
- 15 mins group presentations
- 15 mins discussion

Approx. 45 mins | Flipchart papers Markers | The trainer separates the participants in two groups. The first one needs to work on the term "climate" and the other on the "weather".
They need to write in the paper any word – definition – phrase – example etc. related to their topic.
At the end the two groups need to find present their work.
Question to be asked: "What are the differences between the two terms?" | Following this activity, the trainer can give the participants the time to discuss and present the climate and the weather of the place they are coming from. |

2.3. Recipe 2

Title: The phenomenon of climate change! How we got here?

Topic: Teaching students about climate change and how it was caused

Learner's Level:

- Digital skills: Foundation
- Green skills: Foundation
- Language skills: Advanced

Teacher's Proficiency level: Integrator (B1) based on Digital Skills

Target group:

- The target group is generally any student who wants to learn about climate change. It is aimed at students who do not know much information about the issue and for those who do know but wish to remember the basic details of the history of the phenomenon.

Description:

- The recipe aims to educate students on the importance of climate change. It is designed for foundation-level students (concerning the green and the digital skills) and for advanced-level students (concerning the language skills) and requires an integrator-level proficiency from the teacher, regarding his / her digital skills. The goal is to help students understand what we mean by the term 'climate change' and when and how this phenomenon was caused.

Ingredients

- Classroom with internet access
- Projector or interactive whiteboard
- Printed copies of the timeline of the 'climate change' phenomenon
- Computers or devices (smartphone, tablet etc.) for each student
- Writing materials
- OER 2.1, Questions and Feedback

How to do it (step by step)
Step 0: Teacher preparation:

- Before the beginning of each lesson the teacher must make sure that the class in which he/she is going to teach, and his/her students have the necessary ingredients listed in the recipe. In case it is not possible to have all the materials available, he must find ways to adapt the course to the materials available. Furthermore, as we know that each group of students is different and the teacher only knows the specificities of his students, we suggest that he takes them into account and adapts each part of the lesson accordingly so that the lesson is enjoyable and efficient for everyone.

Step 1: (10 minutes)

- Brainstorming at the beginning of every lesson. This step is for the teacher to determine the level of each learner and adjust the content of the lesson.
- Also, a self-reflection activity to do an assessment.
- The students will do the same activity at the beginning and the end of the recipe to see what they knew before the recipe and what after. The teacher should not reveal the right answers at the beginning and let the students make mistakes, change their answers maybe and learn as many things as possible. Also, a self-reflection activity to do an assessment.
- The questions for the students to answer:
-

Questions

- Let students brainstorm and provide as many answers as they can of what they think that Anthropocene means.

Question 1) What does the term *Anthropocene* refer to?

Answer: The Anthropocene is a proposed geological epoch – the current one – which is marked by human actions significantly impacting the planet's ecosystems and climate.

Additional information: While the Anthropocene is not (yet) recognized as an official geological epoch, the term is used as a socio-political concept which highlights human impact on the planet. While the Earth's climate has always been changing, human action, particularly since the Industrial Revolution, has led to global temperatures increasing faster than ever before in a period when the Earth should be cooling.

Question 2) Which sector is one of the sectors contributing most to anthropogenic climate change?

a) Waste;
b) Energy sector;
c) Agriculture, forestry, and land use;
d) Industry

Answer: B

Additional information: In 2016, the energy sector was responsible for a total of 73.2% of global GHG emissions compared to agriculture, forestry and land use causing 18.4% of emissions, industry 5.2%, and waste 3.2%. Within the energy sector, the biggest sources of GHG emissions are energy use in industry (24.2%) – particularly iron and steel (7.2%) – transport (16.2%) – and especially road transport (11.9%) – and energy use in commercial and residential buildings (17.5%).

Question 3) The higher global temperatures rise above pre-industrial temperatures, the greater are the risks and consequences of the impacts of climate change (i.e., extreme weather events). True or False?

Answer: True

Additional information: With rising temperatures, risks such as extreme weather events (heatwaves, floods, wildfires, storms) also increase. The more temperatures increase, the more likely it also becomes that we reach various tipping points. When a tipping point, i.e., the loss of sea ice or the melting of permafrost, is reached, it sets in motion a series of irreversible changes. Therefore, every 0.1°C matters, even if we pass the 1.5 °C mark agreed upon in the Paris Agreement.

Step 2 – Introduction to Climate change (10 minutes)

a. Teacher Preparation:

- Familiarize yourself with basic definitions of the climate and the climate change.
- Ensure access to the classroom's digital resources.

b. Classroom Activity:

- Engage Prior Knowledge: Begin the lesson by initiating a discussion with students about their existing understanding of climate. Encourage them to share their thoughts, experiences, and any relevant examples they may have encountered.
- Introduce the term "climate change" and explain with a few words what it is about. (The term **Climate change** is used to describe the observable shift in weather patterns that has occurred throughout time. When we talk about climate, we're talking about the long-term average of the weather. Conditions including wind speed, humidity, and rainfall are included.
- While shifts in climate have always been present, the term Climate change is typically used to describe the **temperature rises** that have been seen since the middle of the 20th century. Because of this temperature rise, ice sheets and glaciers throughout the planet are melting, and the oceans are warming. This climate change may also be to blame for the recent uptick in the frequency of extreme weather occurrences.)

Step 3 – Class Discussion (15 minutes)

a. Teacher Preparation:

- Prepare discussion prompts that are relatable to students' everyday experiences.
- Encourage the use of simple language and visual aids to explain concepts.

b. Classroom Activity: the consequences of climate change.

- Facilitate a class discussion by asking open-ended questions about students' knowledge around climate change.
- ex. Have you heard about climate change before? What do you think it is? How can we prevent it from getting worse? What do you do regarding this phenomenon? What role do you think respectful actions play in climate change?
- Guide the conversation toward causes and consequences of anthropogenic climate change, such as GHG emissions, deforestation, increasing global temperatures and rising sea levels. (Use the first slides of the OER 8 ppt)

Step 4 – Group Activity 8 minutes

a. Teacher Preparation:

- Provide clear instructions for group activities in a step-by-step format.
- Use the rest of the slides of the OER 8 ppt
- Be prepared to assist groups as they work on their presentations.

b. Classroom Activity:

- Divide students into small groups and assign each group a specific century in the timeline of climate change. The students must really understand what was happening during that period and then prepare a short presentation to do in front of their colleagues.
- Monitor group discussions and offer guidance as needed.
- Have each group present their findings through simple skits or short presentations.

Last Step 2 minutes

- The students will do again the same activity they did at the beginning of the recipe to see what they learned during the recipe and if they want to change their answers.
- Then, reveal the right answers and discuss them with the students if questions do arise.
- Respond to three questions regarding the topic you discussed today!

There is more:

- Bloomberg Originals. (2015, September 1). *A brief history of global warming* [Video]. YouTube. A Brief History of Global Warming
- MSCI. (2021, May 6). *A brief history of climate change science* [Video]. YouTube. A Brief History of Climate Change Science
- European Parliament. (2021, June 24). *Timeline: European climate action* [Video]. YouTube. Timeline: European climate action

See also: ANNEX I and ANNEX II for the Group activity – How to do the activity and the bingo table with the right answers.

2.4. Recipe 3

Title: How are climate and environmental issues connected with the health system

Topic: Introduction to Climate and Environmental Issues: Begin the lesson by reminding the students of the concepts of climate and the environment.

Learner's Level:

- Digital skills: Foundation
- Green skills: Intermediate
- Language skills: Intermediate

Teacher's Proficiency level: Integrator (B1) based on Digital Skills

Target group:

- The target group is generally any student who wants to learn about climate and environmental issues and how they affect the health system. It is aimed at students who do not know much information about the issue and for those who do know but wish to refresh their knowledge regarding the topics of.

Description:

- The recipe aims to educate students on the importance of climate change and its connection with the health system. It is designed for foundation-level students (concerning the digital skills) and for advanced-level students (concerning the language and the green skills) and requires an integrator-level proficiency from the teacher, regarding his or her digital skills. The goal is to help students understand what we mean when we talk about the impact of climate and environmental issues on the health system.

Ingredients

- Classroom with internet access
- Projector or interactive whiteboard
- Printed copies of OER_17 and How are climate & environmental issues connected with the health system - Assessment Questions.docx
- Computers or devices (smartphone, tablet etc.) for each student
- Writing materials

How to do it (step by step)

Step 0: Teacher preparation:

- Before the beginning of each lesson the teacher must make sure that the class in which he/she is going to teach, and his/her students have the necessary ingredients listed in the recipe. In case it is not possible to have all the materials available, he must find ways to adapt the course to the materials available. Furthermore, as we know that each group of students is different and the teacher only knows the specificities of his students, we suggest that he takes them into account and adapts each part of the lesson accordingly so that the lesson is enjoyable and efficient for everyone.

Step 1: (10 minutes)

- Brainstorming at the beginning of every lesson. This step is for the teacher to determine the level of each learner and adjust the content of the lesson.
- Also, a self-reflection activity to do an assessment. 3 questions for the participants to answer [These questions are the same as the questions that they must answer at the end of the lesson/recipe. The goal is to see what they would choose to answer without having the knowledge they will collect during the lesson. Maybe it's even better to not tell/confirm to them the right answers at the beginning of the lesson and then at the end see if they choose some other answer. Then you can discuss why they chose each answer and what made them change their answers.]
- The questions for the students to answer:

Question 1) How can poor air quality impact human health?

a. It causes skin diseases (wrong)
- Feedback: This answer is incorrect. The primary purpose of the "Grow Recycling" app is not specifically focused on identifying waste through barcodes. While some recycling apps might utilise barcode scanning for identification, it is not the primary purpose of the "Grow Recycling" app.

b. It leads to cardiovascular diseases (correct)
- Feedback: This answer is correct. The primary purpose of the "Grow Recycling" app is to educate and engage children in learning about waste reduction, recycling, and environmental conservation. It aims to teach kids about the importance of recycling and reducing waste in a way that's informative and engaging.

c. It improves respiratory health (wrong)
- Feedback: This answer is incorrect. The "Grow Recycling" app doesn't primarily focus on providing real-time sorting instructions for waste. While some apps offer guidance on how to sort or recycle various materials, it's not the main objective of the "Grow Recycling" app.

d. It enhances immune system function (wrong)
- Feedback: This answer is incorrect. The "Grow Recycling" app does not primarily serve the purpose of assisting with waste drop-off time. Some recycling apps might offer information about waste drop-off locations or schedules, but it's not the central aim of the "Grow Recycling" app.

Question 2) How can changes in temperature and precipitation patterns affect vector-borne diseases?

a. They have no effect on disease transmission (wrong)
- Feedback: Changes in temperature and precipitation patterns can significantly impact the transmission of vector-borne diseases. These alterations can influence the habitats of disease vectors and the survival of pathogens, thereby impacting disease transmission.

b. They decrease the lifespan of disease vectors (wrong)
- Feedback: While changes in temperature and precipitation can affect the lifespan of certain disease vectors, the impact is not always a decrease. In some cases, altered environmental conditions might extend the lifespan of certain vectors, which could potentially affect disease transmission.

c. They have no impact on the spread of diseases (wrong)
- Feedback: Changes in temperature and precipitation patterns can indeed impact the spread of vector-borne diseases. These alterations can affect the geographical distribution and prevalence of disease vectors, influencing the spread of diseases they carry.

d. They can affect the distribution and behaviour of disease-carrying vectors (correct)
- Feedback: Changes in temperature and precipitation patterns can significantly impact the distribution, behavior, and abundance of disease-carrying vectors. Warmer temperatures, for instance, might expand the geographical range of certain vectors, allowing them to survive in regions where they previously could not. Likewise, alterations in precipitation patterns can create breeding habitats for disease vectors or influence their seasonal activities.

Question 3) How does climate change impact food security and nutrition?

a. It increases crop yields (wrong)
- Feedback: Climate change often brings about extreme weather events, such as droughts, floods, and unpredictable shifts in temperature patterns. These changes can adversely affect crop yields rather than increase them. Warmer temperatures, for instance, can lead to heat stress in crops, affecting their growth and productivity. This option is incorrect as climate change typically hampers crop yields.

b. It has no effect on agriculture (wrong)
- Feedback: Climate change significantly impacts agriculture due to changes in temperature, precipitation patterns, and the increased frequency of extreme weather events. These changes have visible and adverse effects on agriculture, affecting crop growth, livestock health, and overall food production. Therefore, saying climate change has no effect on agriculture is incorrect.

c. It disrupts agricultural systems and reduces yields (correct)
- Feedback: This option is correct. Climate change disrupts agricultural systems by creating unfavorable conditions for crops. It leads to reduced yields due to factors such as changing weather patterns, increased pests and diseases, water scarcity, and other environmental stressors. These disruptions contribute to food insecurity and pose challenges to global nutrition by limiting the availability and access to nutritious food.

d. It improves food availability (wrong)
- Feedback: Climate change, in most cases, reduces food availability due to its adverse impacts on agriculture. It leads to decreased crop yields and can affect livestock health, subsequently reducing the overall availability of food. This option is incorrect as climate change tends to hinder food availability rather than improve it.

Step 2 – Introduction (15 minutes)

a. Teacher Preparation:
- Familiarize yourself with basic definitions of the climate change and the health system
- Ensure access to the classroom's digital resources.

b. Classroom Activity:
- Begin the lesson with a simple discussion on what students already know about climate change and the health system.
- Introduce the term climate change and economic system and explain with a few words what it is about. [The term **Climate change** is used to describe the observable shift in weather patterns that has occurred throughout time. When we talk about climate, we're talking about the long-term average of the weather. Conditions including wind speed, humidity, and rainfall are included.
- While shifts in climate have always been present, the term Climate change is typically used to describe the **temperature rises** that have been seen since the middle of the 20th century. Because of this temperature rise, ice sheets and glaciers throughout the planet are melting, and the oceans are warming. This climate change may also be to blame for the recent uptick in the frequency of extreme weather occurrences. -- Health system: A health system is the way in which all health services are provided. From how they are financed to the workforce, facilities and supplies available, a strong health system will ensure that everyone is able to access high-quality healthcare without financial difficulty.
- Navigate the discussion between the students regarding the two terms and the link between them.

Step 3 – Class Discussion (15 minutes)

a. Teacher Preparation:
- Print the word of the OER 17
- Print the word file so you can then share it with the students.
- Read it so that you familiarize yourself with the theory behind climate change and health systems and the ways the climate and environment are connected to the health systems.

b. Classroom Activity:
- Divide the class into two groups. The first group will analyze the first 5 key connections between climate/environmental issues and the health system, and the second group will deal with the other key connections between climate/environmental issues and the health system.

- Give the students the printed OER 17 word and let them get acquainted with the content of it.
- Allow the group to engage with the OERtext, discussing and highlighting key points and insights related to their assigned connections.
- After 10 minutes of engagement with the text given to them, students will have 5 minutes to present the content to the rest of the class.

Last Step: (5 minutes)
- The students will again do the same activity they did at the beginning of the recipe to see what they learned during the recipe and if they want to change their answers. Then, reveal the right answers and discuss them with the students if questions do arise.
- Respond to three questions regarding the topic you discussed today!

2.5. Recipe 4

Title: How are climate and environmental issues connected with the economic system

Topic: Teaching students about the economic system and in which ways it is connected to the climate and environmental issues

Learner's Level:

- Digital skills: Foundation
- Green skills: Intermediate
- Language skills: Intermediate

Teacher's Proficiency level: Integrator (B1) based on Digital Skills

Target group:

- The target group is generally any student who wants to learn about how climate and environmental issues are connected to the economic system and how this affects the world. It is aimed at students who do not know much information about the issue and for those who do know but wish to remember the basic details of the history of the phenomenon.

Description:

- The recipe aims to educate students on the importance of climate change and its connection with the economic system. It is designed for foundation-level students (concerning the digital skills) and for advanced-level students (concerning the language and the green skills) and requires an integrator-level proficiency from the teacher, regarding his or her digital skills. The goal is to help students understand what we mean when we talk about the impact of climate and environmental issues on the economic system.

Ingredients

- Classroom with internet access
- Projector or interactive whiteboard
- Printed copies of the OER 16 concerning this recipe
- Computers or devices (smartphone, tablet etc.) for each student
- Writing materials

How to do it (step by step)

Step 0: Teacher preparation:

- Before the beginning of each lesson the teacher must make sure that the class in which he/she is going to teach, and his/her students have the necessary ingredients listed in the recipe. In case it is not possible to have all the materials available, he must find ways to adapt the course to the materials available. Furthermore, as we know that each group of students is different and the teacher only knows the specificities of his students, we suggest that he takes them into account and adapts each part of the lesson accordingly so that the lesson is enjoyable and efficient for everyone.

Step 1: (10 minutes)

- Brainstorming at the beginning of every lesson. This step is for the teacher to determine the level of each learner and adjust the content of the lesson. Also, a self-reflection activity to do an assessment. The students will do the same activity at the beginning and the end of the recipe to see what they knew before the recipe and what after. The teacher should not reveal the right answers at the beginning and let the students make mistakes, change their answers maybe and learn as many things as possible. Also, a self-reflection activity to do an assessment.
- Present this article to students.
- The questions for the students to answer:

Question 1) True or false? All countries' economies are impacted equally by climate change.

- Correct answer: **False.**
- Feedback: Correct! Low-income countries are impacted to a greater extent than high income countries. One of the reasons for this is that high income countries generally have a greater adaptation capacity and can therefore respond more effectively to the effects of climate change. Another factor is that many high-income countries have comparatively cold climates. As temperatures increase (within limits) productivity, i.e., in agriculture, is likely to increase and people's health improves, which benefits the economy. For warm climates, however, the opposite is the case. Thus, while the economies of countries such as the United Kingdom and Germany are likely to benefit from climate change, other countries such as India are likely to experience severe negative impacts.

- Incorrect answer: **True.**
- Feedback: Try again! Low-income countries are impacted to a greater extent than high income countries. One of the reasons for this is that high income countries generally have a greater adaptation capacity and can therefore respond more effectively to the effects of climate change. Another factor is that many high-income countries have comparatively cold climates. As temperatures increase (within limits) productivity, i.e., in agriculture, is likely to increase and people's health improves, which benefits the economy. For warm climates, however, the opposite is the case. Thus, while the economies of countries such as the United Kingdom and Germany are likely to benefit from climate change, other countries such as India are likely to experience severe negative impacts.

Question 2) How are climate change, agriculture and the economy connected?

A) Since global warming makes farming more difficult, less people want to work in agriculture leading to food shortages and higher food prices.
B) Extreme weather events such as droughts may lead to decreased agricultural productivity which results in economic losses and increased food prices.
C) The unpredictability of harvests leads to economic fluctuations and instability.
D) They aren't.

Correct answer: **B**
- Feedback: Exactly! Marginalized groups within society are vulnerable to rising food prices and price shocks due to crop failures. The impact of climate change on the agricultural sector, therefore, not only impacts the economy in general but also impacts individuals and increases socio-economic inequalities.

Incorrect answers: **A; C; D**
- Feedback: Not quite. What tends to happen is that extreme weather events such as droughts lead to worse harvests and crop failures. Farmers lose money and food prices increase. This particularly affects already marginalized groups and thereby further increases socio-economic inequalities.

Question 3) Which factors have contributed to Brazil's energy crisis in 2021 which resulted in an increase in electricity costs? (more than one answer can be correct)

A) A reliance on one main source of electricity.
B) The phasing out of fossil fuels.
C) Storms and wildfires destroyed infrastructure that is essential for power generation.
D) A severe drought depleted water reserves for hydropower plants.

Correct answer: **A & D**
- Feedback: Correct! Brazil relies largely on hydropower to generate electricity. Due to a severe drought, water reserves were depleted making it more difficult to generate energy. As a result, electricity prices increased.

Incorrect answers: **B & C**
- Feedback: That is not what happened. Brazil relies largely on hydropower to generate electricity. Due to a severe drought, water reserves were depleted making it more difficult to generate energy. As a result, electricity prices increased.

Step 2 : Introduction to Climate Change and the Economic System (5 minutes)

a. Teacher Preparation:
- Familiarize yourself with basic definitions of the climate change and the economic system
- Ensure access to the classroom's digital resources.

b. Classroom Activity:
- Begin the lesson with a simple discussion on what students already know about climate change and the economic system.
- Introduce the term climate change and economic system and explain with a few words what it is about. [The term **Climate change** is used to describe the observable shift in weather patterns that has occurred throughout time. When we talk about climate, we're talking about the long-term average of the weather. Conditions including wind speed, humidity, and rainfall are included.
- While shifts in climate have always been present, the term Climate change is typically used to describe **the temperature rises** that have been seen since the middle of the 20th century. Because of this temperature rise, ice sheets and glaciers throughout the planet are melting, and the oceans are warming. This climate change may also be to blame for the recent uptick in the frequency of extreme weather occurrences.

- **Economic system:** An economic system is a means by which societies or governments organize and distribute available resources, services and goods across a geographic region or country. Economic systems regulate the factors of production, including land, capital, labor, and physical resources]. Navigate the discussion between the students regarding the two terms and the link between them.

Step 3: Discussion and presentation (20 minutes)

a. Teacher Preparation:
- Print OER 16 Economic impacts of climate change.docx
- Print the word a lot of times so you can then share them with the students.
- Read it so that you familiarize yourself with the theory behind climate change and economic systems, the impacts of different sectors and the responses to the economic impacts of climate change.

b. Classroom Activity:
- Divide the class into three groups. The first group will deal with and analyze the case concerning:
- Food insecurity,
- The second group will deal with the energy crisis.
- and the third group will deal with the Responses to the Economic Impacts of Climate Change.
- Give the students the printed word and let them get acquainted with the content of it.
- After 10 minutes of engagement with the text given to them, students will have 3 minutes to present the content to the rest of the class.

What is are your country's sources of energy (i.e., fossil fuels, nuclear, solar)? How might these be impacted by climate chage?

Energy

Overall rising costs.

Increased energy prices.

Water scarcity impacting water prices.

Extreme weather

Damage to property. *Do you live in an area that is likely to experience i.e., floods, storms or wildfires?*

Economic impacts

Agriculture

Decreased productivity leading to rising food prices.

Do you have access to public services?

Vulnerability

How can you cope with increasing or unexpected costs (i.e., stable income, savings, insurance, family/ community support)?

Less jobs in some sectors.

Jobs

New job opportunities.

How are the government and public authorities responding to extreme weather events and rising costs?

Last Step: Reflection (10 minutes)

- The students will again do the same activity they did at the beginning of the recipe to see what they learned during the recipe and if they want to change their answers. Then, reveal the right answers and discuss them with the students if questions do arise.

Personal Reflection on Climate Change and My Role:

- **Objective:** To encourage students to reflect on their personal connection to climate change and recognize their responsibility in contributing to solutions.
- **Instructions:**
- Take a few minutes to reflect on the following questions. Write down your thoughts in a personal journal or share them with a partner during a class discussion. The goal is to deepen your understanding of how climate change is relevant to you personally and what role you play in this global issue.
- **What is my role in climate change? -**Consider your daily actions and lifestyle. How do they contribute to environmental issues such as pollution, waste, or carbon emissions? Reflect on how your consumption, transportation, or energy use impacts the climate.

- **Why is this relevant to me? -** Think about how climate change affects your community, family, or future. Are there changes you've noticed in the local environment, like extreme weather, pollution, or biodiversity loss? How do these changes affect your life, health, or the well-being of others?
- **How will climate change impact my future? -** Project forward and imagine how climate change might shape the world you live in. What challenges might you face due to rising temperatures, sea levels, or food shortages? How could it affect your career, family, or daily life?
- **What actions can I take to reduce my impact?-** Identify specific, actionable changes you can make in your daily life to minimize your contribution to climate change. This could include reducing energy consumption, making sustainable choices in transportation, or advocating for environmental awareness in your community.
- **Why does this issue matter to me personally? -** Reflect on why climate change feels important to you. What values or beliefs drive your concern? How do your personal or cultural experiences shape your view of this global challenge?

Discussion:
- After reflecting, consider discussing your insights with a group. Sharing personal reflections can help strengthen collective responsibility and inspire others to take action.

All done?

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Climate Change Basics
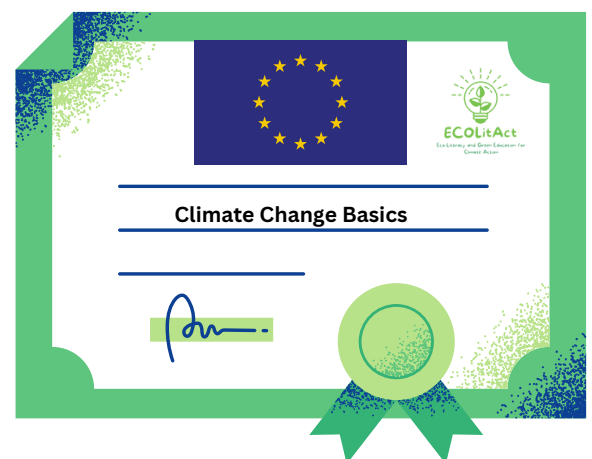
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3. Lesson
Climate Denialism

Developer: Swideys

3.1. Lesson Outline

Subject:
- Understanding Climate Denialism

Grade/Level:
- Digital skills: Foundation
- Green skills: Foundation/Intermediate
- Language skills: Foundation/Intermediate

Duration: 3 hours (45 minutes for each recipe)

Click the picture to access

Materials Needed:
- Handouts (digital or printed format) – Links in each recipe
- Digital or physical Whiteboard (e.g., Miro, Canva, Zoom whiteboard)
- Suitable platform to divide learners into groups (if conducting training online)
- Post-its (digital or paper)
- Flipchart (digital or paper)
- Quiz: https://h5p.org/node/1405812
- Problem-based scenario available here

Lesson Objectives:
- Understand what climate denialism is.
- Reflect on the manifestation of climate denialism and their own attitudes.
- Identify climate denialism in how different people position themselves and explain their viewpoints.
- Identify the behaviours that contribute to climate denialism.
- Understand how climate denialism is translated into daily actions and is related to climate action.
- Understand why climate denialism tends to happen and what the beliefs and assumptions that cause or reinforce it are.
- Identify the different reasons why people tend to deny climate change.
- Understand the effects of misinformation on climate denialism.
- Be able to use the acquired knowledge and understanding of climate denialism, as well as its causes and consequences to develop ideas and strategies to counteract climate denialism.

Introduction

Icebreaker: Ask students to present themselves by responding the following questions:
- What is your name? (if relevant)
- Where do you come from? (if relevant)
- What was the latest information about climate change that you have seen that you found interesting? Why?

Introduction to lesson: This lesson explores the different facets of climate denialism. It starts by investigating what climate denialism is, moving forward to assess the different profiles of climate deniers as well as how climate denialism manifests itself and its roots. The lesson also explores the role that social media and mis- and disinformation play in spreading climate denial arguments and beliefs.

Brainstorming: Start the lesson by asking learners what they understand by "climate denialism" and "climate change". Take notes of answers and encourage discussion among the learners.

3.2. Recipe 1

Title: Defining Climate Denialism

Topic: Understanding Climate Denialism

Learner's Level:

- Digital skills: Foundation
- Green skills: Foundation
- Language skills: Foundation/Intermediate

Teacher's Proficiency level: Newcomer (A1)

Target group: VET learners, adult learners, language learners.

Description:

This Recipe lasts about 1 hours and dives deeper into the definition of climate denialism. Through it, learners will develop a basic understanding of what climate denialism is.

Ingredients:

- Handouts – Annex III
- Questions for discussion
- Quiz

How to do it - step by step

Step 0 – Preparation

The teacher familiarises themselves with climate denialism using the ECOLitAct Open Education Resource 3.1, with the activity flow, and with the content of the annex. If relevant, the teacher will be prepared to provide language support to learners.

Step 1 – What is climate denialism? (20 min)

a. Teacher preparation:

- Prepare methods to share the Quiz. Suggestions to do this include creating a QR code to show to the classroom, sharing the link, or printing the quiz. To print it, please see ECOLitAct Open Education Resource 3.1

b. Classroom activity:

- Explain to participants that we'll start diving into what climate denialism is by looking into some examples of things we may hear in our day-by-day that represent some sort of climate change denial.
- Divide the participants into small groups to discuss specific questions on the climate denialism quiz. Share the quiz as you prefer: <u>Climate denialism | H5P.</u>
- Give them 5 minutes to complete the quiz in the groups and ask them to save their result for later.
- After the 5 minutes, bring participants back to the main group and give another 5 minutes for each group to briefly express their thoughts and engage in debates with the other groups.

Step 2 – Defining Climate Denialism (20 min)

a. Teacher Preparation:

- Prepare the text from OER 3.1 in a sharable format. Suggestions for this include making it available in a Word document to be shared or printing the file. To print it, please see <u>Annex III.</u>

b. Classroom Activity

- Introduce the content of OER 3.1 (What is Climate Denialism?) to the participants. Explain to them that this material will introduce what climate denialism is, as well as some profiles of climate change deniers which we'll explore in the next recipe. The text also dives into the impact of social media and education in this regard.
- Share the text with the participants and give them 10 minutes to read it.
- Ask participants if they have any questions or points that they would like to bring up.

Last Step – Reflection & Evaluation (20 min)

a. Teacher preparation:

- Have in hand the correct answers for the Quiz:

Nr.	Letter
1	F
2	E
3	D
4	B
5	A
6	C

b. Classroom Activity:

1. Guide learners in a self-reflection activity(8 min):

- Share with participants the responses of the quiz and initiate a reflection. Note: participants do not need to respond to each question – the idea is rather to make them reflect on it, even if just silently.
- How do they feel about the arguments they have read and the explanations that came with them in the quiz?
- Have they ever heard similar arguments in their daily lives?
- Do they feel like they themselves agree with these arguments or have used them before? If so, how do they feel about it?

2. (5 min) Finally, prompt a discussion on the relevance of understanding climate denialism and its implications for the future.

- Ask the participants if there is anything that is still unclear.
- Ask the participants how they feel about the activity. Is there anything they can think of to put into practice in relation to what they have learned during the session?

There's more:
Annex III

3.3. Recipe 2

Title: Climate Deniers – Who are they?

Topic: Understanding Climate Denialism

Learner's Level:

- Digital skills: Foundation
- Green skills: Foundation/Option for Intermediate on Step 1
- Language skills: Foundation/Intermediate

Teacher's Proficiency level: Newcomer (A1)

Target group: VET learners, adult learners, language learners.

Description:

This Recipe takes around 1 hour and dives deeper into the different profiles of climate deniers. Learners are able to identify climate denialism in how different people position themselves and explain their viewpoints.

Ingredients:

- Presentation: climate deniers' profiles (here)
- Role-playing: roles descriptions (here)
- Digital or physical Whiteboard/ paper
- Questions for discussion

How to do it - step by step

Step 0 – Preparation

- A quick revision and reflection on the first recipe.
- Prepare the definitions to be shared in Step 1 and familiarize yourself with them.
- Prepare discussion questions and text to be shared in Step 2
- Prepare role-playing in Step 3 and discussion questions.
- Become familiar with basic knowledge regarding climate change: BBC, 2023. What is climate change? A really simple guide.

Step 1 –Brainstorming the consequences of climate denialism (15 min)

a. Teacher preparation:

- Write down or share the definition of climate denialism that was detangled in the previous recipe:

- "the rejection or dismissal of the scientific consensus that the Earth's climate is undergoing significant changes primarily due to human activities."
- Optional: Write down the argument of Mary Robinson, former UN high commissioner for human rights and special envoy for climate change: "Climate change undermines the enjoyment of the full range of human rights – from the right to life, to food, to shelter and to health. It is an injustice that the people who have contributed least to the causes of the problem suffer the worst impacts of climate change" (The Guardian, 2019). This argument can be further explored here. *Note:* this point can be omitted for learners with lower understanding of environmental topics. It is recommended that learners take the lesson about climate change basics before reflecting on this argument.
- Have a whiteboard ready.

b. Clasroom activity:
- Show participants the definition of climate denialism (and Mary Robinson's argument). They have 2 minutes to read them.
- Give participants around 10 minutes to engage in a discussion around the following questions:
  - How does climate denialism manifest in our daily lives?
  - (What do you think of Mary Robinson's argument? Do you agree with it?)
  - Can you think of other ways climate denialism can hinder climate efforts and harm people and the environment in the process?
- Let the participants add their findings on a whiteboard.

Step 2 –Climate Change Deniers Profiles (15 min)

a. Teacher preparation:
- Prepare this presentation to be shared with the participants.

b. Clasriim activity:
- Introduce the profiles that participants have read in the text shared with them during Recipe 1: 1. Sceptics; 2. Agnostics; 3. Deniers (Naive deniers; Conspiracists; Opportunists)
- Ask participants how they would define each of them, asking "What do they understand by these terms?" Give them 2-3 minutes to respond. Take notes on a whiteboard.
- Then, go through the presentation.
- Finally, engage participants in a discussion for 5-8 minutes around what they think

- of these profiles. Some discussion questions can include:
  - Do you believe you fall into any of these categories? Why?
  - How do you feel after getting to know these profiles?
  - Which profile do you find the most interesting or worrying?

Step 3 – Role-Playing (25 min)

a. Teacher preparation:
- Prepare this document to be shared with participants.
- Suggestions for doing this are to write the content on a whiteboard, include it in a presentation, or print it.
- Read through the description of the role-playing activity to prepare.
- To keep track of the time during the activity, have a stopwatch at hand.

b. Classroom activity:
- Divide learners into pairs.
- Introduce the activity:
- Learners will now work in pairs; each being assigned one of the following roles: *1) CEO of XX airlines. Climate conspiracist* OR *2) CEO of YY company in the oil sector, Climate opportunist; 3) Environmental Sciences professor. PhD in environmental science and climate activist.*
- They will receive this document with the descriptions of these roles and common behaviours and actions.
- The task is to try to convince the other person of their point of view. To prepare for the activity, learners will be given 5 minutes. They can use this time to research for articles online and/or draft some arguments they want to bring up during the discussion.
- Then, the couples will have 10 minutes to discuss, organised as follows:
 1. 8 min for them to share their main arguments divided into 2 blocks of 2 min for each one of them (e.g., learner A starts with their argument having 2 min. They are followed by learner B, who will also have 2 min. Repeat.)
 2. 2 min for closing arguments, 1 min for each learner.
- Alternative: If the group of learners is small enough it is possible to structure the debate in the following way:
  - Split the group into two. Group 1 is assigned the role of 1) CEO of XX airlines. Climate conspiracist OR 2) CEO of YY company in the oil sector. Climate opportunist.

- Group 2 is assigned the role of 3) Environmental Sciences professor. PhD in environmental science and climate activist.
- The groups will receive *this document* with the descriptions of these roles and common actions.
- The task is to try to convince the other group of their point of view. To prepare for the activity, the groups have 5 minutes. They can use this time to research articles online and/or discuss and draft arguments that they want to bring up during the discussion.
- Then, both groups will come together, facing each other. They have 10 minutes to debate while the teacher moderates: A participant of group 1 begins by briefly presenting their argument. Learners in group 2 who wish to respond raise their hand, the teacher picks one of them and they briefly present their response. Learners of group 1 who wish to respond raise their hand, the teacher picks one of them, and they briefly present their response/argument.
- This is repeated for 8 minutes after which each group has 1 minute to present their closing argument.

Last Step – how did you feel in this activity? (5 min)

- Bring learners back to the whole group and ask them to share how the role-playing activity went. Some reflection questions may include:
1. How did it feel to create arguments for your role/character? Which character would have personally been easier?
2. Which side had the most convincing arguments?

- Share evaluation activity available here. This is a fill-in-the-blanks activity with the description of each climate sceptics or denier's profiles.
- The correct answers are the following: 1. Agnostics; 2. Sceptics; 3. Deniers; 4. Opportunists; 5. Conspiracists; 6. Naïve

3.4. Recipe 3

Title: Climate Denialism in Everyday Actions

Topic: Understanding Climate Denialism

Learner's Level:

- Digital skills: Foundation
- Green skills: Foundation/Option for Intermediate on Step 1
- Language skills: Foundation/Intermediate

Teacher's Proficiency level: Newcomer (A1)

Target group: VET learners, adult learners, language learners.

Description:

This recipe takes around 1 hour to complete and it detangles the consequences of climate denialism. Learners will go through activities that will help identify the behaviours that contribute to climate denialism. They begin to reflect on the manifestation of climate denialism and their own attitudes. The goal is to understand how climate denialism is translated into daily actions and is related to climate action.

Ingredients:

- Whiteboard
- Handouts: Identifying patterns (here)
- Presentations: Environmental Awareness vs Carbon Emissions (here); Carbon emissions around the world (here)

How to do it - step by step

Step 0 – Preparation

- Have a quick review of the previous recipes and the reflections that were initiated.
- Have in mind the profiles of climate deniers that were discussed in Recipe 2.

Step 1 – Brainstorming (10 min)

a. Teacher preparation:

- Prepare brainstorming questions in an easily shareable format.

b. Classroom Activity:

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- Introduce to learners that we will now discuss some common behaviours that can be connected to climate denialism, so that we can reflect on what is behind them
- Have learners reflect: Is there anything that they do, or see other people doing, that they believe could harm climate efforts?
- Take note of ideas shared by learners.

Step 2 – Identifying patterns (20 min)

a. Teacher preparation:
- Prepare this document to be shared with participants. Suggestions for doing this are to write the content on a whiteboard, include it in a presentation, or print it. Prepare other examples to be shared with participants, such as recycling, excessive purchasing of new items, unrestricted use of natural resources (e.g., for energy use).

b. Classroom Activity:
- Discuss with the participants that some common behaviours or attitudes tend to harm the environment. Explain to learners that climate action is a collective effort that requires agreement on a set of basic facts. Therefore, every falsehood, distortion, and conspiracy theory about climate change, including climate change denial, presents an obstacle to it.
- Put learners in groups of 3-4 people each. Share this document, which includes examples of common behaviours that harm climate action, such as sharing misinformation online, excessive flying, and consuming too much meat products.
- Note to learners that most of us continue to do most of these actions mainly because they are common things to do in the way our societies are currently organised – this does not mean they are climate deniers (remind them of the main characteristics of climate deniers by referring to the profiles reviewed in Recipe 2). However, climate deniers tend to implement these actions uncritically, as they are unwilling to believe that their action could worsen climate adversities deriving from climate change.
- This document also includes examples of arguments on social media that further express climate denialism. Give them 5 minutes to read through the examples.
- Have learners discuss in their groups (8 min):
    1. What are the main issues of these examples for climate action?
    2. How are these examples associated with climate denial?
    3. Can you think of other examples?
- Bring learners to the main group and have them share main reflection points and any other examples they could think of. Take note (2 min).

Step 3 – Climate behaviours across countries (20 min)

a. Teacher preparation:
- Prepare this presentation to be shared. The images should be presented to participants in a clear way. Become familiar with each image/graph and understand what they mean. Prepare also this presentation.

b. Classroom Activity:
- Introduce to learners that we will now talk about how the contribution to climate change, meaning the carbon footprint, differs among countries and among different people. They will see three figures in the presentation that show this difference.
- Go through the presentation, showing first the figures and asking learners what they think about them. Then, go on to the explanation of the figures.
- Explain that, apart from climate denialism, the different social and economic conditions of different countries also have an influence on climate change. That is because different populations contribute differently to greenhouse gas emissions and, therefore, to climate change.
- Share with learners this presentation, which shows that in 2022, in terms of total GHG emissions, China was the biggest emitter, followed by the USA, India, the EU, and Russia. When looking into the emissions per capita (per person), however, this figure changes. Even though China emits the most overall, its citizens in average emit almost half the amount that the average American does. In fact, 23 rich and developed nations are responsible for over 50% of all historical GHG emissions, led by the USA with 24.6%. These rich countries make up for only 12% of the world's population (Popovich & Plumer, 2021). The presentation also highlights that the effects of climate change are felt differently in each country. This depends not only on the geographical location of a given country, but also on their ability to respond to climate adversities such as floods, droughts, biodiversity loss, and extreme weather.
- Open the floor for discussion:
 1. What do you think about this information? Do you think it reflects well the behaviours/attitudes around climate change in your country?
 2. How do you feel about your country's perception of climate change?
 3. Have you noticed differences in the perception of and attitudes on climate change depending on different cultural and national contexts?
 4. How do you believe these graphs relate to climate denialism or obstruction?

Last Step – how did you feel in this activity? (10 min)

- Bring learners back to the main group and ask them to share what they discussed in the previous activity.
- Then, ask them if they had thought of the behaviours they've seen in the recipe as associated with climate denial.
- Ask them as well to reflect on how the different national contexts influence climate action or climate denial.
- Finally, ask them how they feel about these behaviours after the discussion.

There's more:

- Paddison & Choi, 2024. As climate chaos accelerates, which countries are polluting the most? Available: here
- Popovich & Plumer, 2021. Who Has The Most Historical Responsibility for Climate Change? Available : here
- Tadesse, 2023. 10 countries at risk of climate disaster. Available: here
- Concern, 2022. Ten of the countries most affected by climate change. Available: here

3.5. Recipe 4

Title: Pin-pointing the roots: The causes of climate denialism

Topic: Understanding Climate Denialism

Learner's Level:

- Digital skills: Foundation
- Green skills: Foundation/Option for Intermediate on Step 1
- Language skills: Foundation/Intermediate

Teacher's Proficiency level: Newcomer (A1)

Target group: VET learners, adult learners, language learners.

Description:

This recipe takes around 1 hour to complete. Here, learners will understand why climate denialism tends to happen and what the beliefs and assumptions that cause or reinforce it are. They will be introduced to different reasons why people tend to deny climate change. Learners will also discover the effects of misinformation on climate denialism and work on a learning scenario to develop their critical thinking skills.

Ingredients:

- Whiteboard
- Digital presentation: Causes for climate denialism (here); Social Media (here).
- Post-its
- Flipchart
- Handout from Recipe 3 (here)
- Problem-based scenario (here)

How to do it - step by step

Step 0 – Preparation

- Go over the forms in which climate denialism can be seen in everyday actions and arguments spread on social media that were seen in the previous recipe.
- Familiarize yourself with the information contained in the presentations.
- Familiarize yourself with the problem-based scenario available here.
- Prepare the contents of presentations and handouts to be shared with learners either in digital or printed format.

Step 1: Understanding the Causes for Climate Denialism (25 min)

a. Teacher preparation:

- Create a board writing "education", "political", "cultural", and "economic" on the top in one line and drawing vertical lines to separate these categories.

b. Class activity:

- Show _this presentation_ with the different causes of climate denialism.
- Go over the main causes for climate denialism together with the learners. Clarify any questions they might have and give opportunities for them to add to the information.
- Divide learners in groups of 3-4 people. Ask them to divide the behaviours they have discussed in Recipe 3 into the 4 categories in the board using post-its (digital or physical).
- The goal is to connect actions to what is behind them, undercovering the roots for the way people behave the way they do. Note that some actions/behaviours might fit into different categories.
- After they are done, go over the consequences in each category of causes and encourage a discussion around the reasons why they divided them like this. Write down the information they share.
  - Note: encourage learners to think about how each consequence and category are connected to each other.

Step 2 – Problem-based scenario: Countering climate misinformation (25 min)

a. Teacher Preparation:

- Familiarize yourself with the information in _this presentation_ and in the problem-based scenario available here. Get to know the details of the material.

b. Classroom Activity:

- Introduce to learners _this presentation_, which clarifies the importance of discussing the role that social media plays in climate denialism. Go over the information with learners.
- After the importance is clear, introduce that now they will work on a problem-based scenario through which they will better understand how misinformation about climate change topics can be countered. Explain that the activity will be given as a homework assignment.
- Start the discussion by asking participants how much they know about the different types of fake news - disinformation, misinformation, and propaganda.

- If they are not aware of precise definitions, ask them about their opinion. Following a brief discussion, explain the differences among these terms and provide examples. Show the examples online and write down the definitions on a flipchart.
- According to the size of your class, divide the learners into groups of four for better collaboration. In the case of small classes, you may divide them into groups of two. Each group will represent a different TV channel or newspaper/ magazine.
- The members of the groups will work as reporters. Their task is to find out and cross check information online, prepare their findings in a presentation and finally present them to the whole class.
- Share this scenario with learners, where they will find the details of the problem and their task. Give activity as homework to be completed by the learners in groups or individually.

Last Step – how did you feel in this activity? (10 min)

Initiate a discussion with learners:

- Now that we know what causes climate denialism, what do they believe is the best way to counter it?
- In their opinions, what are the most sustainable means to drive consistent behavioural change?
- Assessment details available on the scenario.

There's more:

- **Misinformation:** Misinformation refers to false or incorrect information that is spread, often unintentionally, leading to a misunderstanding or misinterpretation of facts. It can manifest in various forms, such as inaccurate news articles, misleading social media posts, or false statements. Misinformation can contribute to confusion, distrust, and the dissemination of erroneous beliefs within a society. It is important to distinguish misinformation from disinformation, where the latter involves the deliberate spreading of false information with the intent to deceive or manipulate. Efforts to combat misinformation often involve fact-checking, promoting media literacy, and encouraging critical thinking skills.
- **Propaganda:** Propaganda is a form of communication that is used to manipulate or influence the opinions, attitudes, and behaviours of individuals or groups in a systematic and often biased manner. It typically involves the dissemination of information, ideas, or messages with the intent to promote a particular political, ideological, or social agenda. Propaganda may employ various techniques, including selective presentation of facts, emotional appeals, repetition of key messages, and the use of persuasive language, imagery, or symbols.

All done?

Download

EUROPASS Certificate Supplement

Climate Denialism

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ECOLitAct
Eco-Literacy and Green Education for Climate Action

4. Lesson
Tackling Waste

ORGANIC   **PAPER**   **PLASTIC**
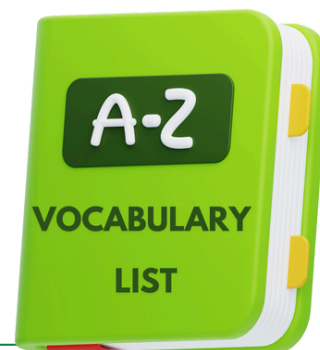
Developer: egina

4.1. Lesson Outline

Subject:

- Tackling waste. Understanding why it is important to tackle waste and what are the main approaches and techniques to do so.

Grade/Level:

- Digital skills: Foundation
- Green skills: Foundation/Intermediate
- Language skills: Foundation/Intermediate

Duration: 3 hours and 45 minutes (45 minutes for each recipe)

Click the picture to access

Materials Needed:

- Internet access
- Projector for presentations
- Digital or physical whiteboard
- Online resources (digital or printed format, links in each recipe)
- Suitable platform to divide learners into groups (if conducting training online)
- Paper and pens/markers
- Examples of recyclable and non-recyclable items

Lesson Objectives:

- Understanding what waste is.
- Understanding why it is important to tackle waste
- Understanding what are the main approaches and techniques to counter waste
- Understanding how to reduce waste and why it is important to recycle
- Identifying practical strategies to reduce waste in different environments
- Understanding how to recycle in different European countries
- Identifying different materials that can be recycled
- Understanding the concept of fashion waste
- Identifying and applying strategies to counteract waste within the fashion industry
- Understanding what food waste is
- Understand strategies and techniques to counter food waste in various settings
- Understanding the causes and effects of plastic waste
- Identifying the best strategies to deal with plastic waste
- Understanding the importance of reducing plastic waste
- Identifying practical plastic waste reduction strategies to be implemented in everyday life

4.2. Recipe 1

Title: How to avoid waste. Why recycle?

Topic: Understanding how to reduce waste and why it is important to recycle.

Learner's Level:

- Digital skills: Foundation
- Green skills: Intermediate
- Language skills: Foundation/Intermediate

Teacher's Proficiency level-based on digital skills: Explorer (A2) - Integrator (B1)

Target group: VET learners and adult learners

Description:

This lesson aims to engage VET learners in an interactive and informative session on waste reduction and recycling, emphasizing the practical importance of these concepts in everyday life and industry. By the end of this lesson, VET learners will understand the importance of waste reduction and recycling, and they will be able to identify practical strategies to reduce waste in their own environments.

Ingredients:

- Internet access
- Projector for presentations
- Digital or physical whiteboard
- Paper and markers
- Questions for discussion
- Examples of recyclable items
- Bins

How to do it - step by step

Step 0 – Preparation

- The teacher becomes familiar with the importance of waste reduction and recycling using the ECOLitAct Open Educational Resource 6.1. If relevant, the teacher will be prepared to provide language support to learners. Encourage a collaborative learning environment and ensure to engage learners actively through discussions, examples, and activities.

Step 1 – Introduction (5 min)

- Introduce the topic of waste reduction and recycling. Start by briefly introducing the concept of waste and why it is a critical environmental issue.
- Ask students to briefly discuss the <u>environmental impact of waste</u> and the significance of recycling after watching the linked video. After showing the video, encourage students to share their thoughts on how waste affects the environment, including pollution, landfills, and depletion of resources. Ask them to reflect on how recycling helps mitigate these issues.
- Explain the learning objectives for the session.

Step 2 – Understanding waste (10 minutes)

- Define what constitutes waste (e.g., materials that are discarded after use). Explain waste as discarded materials that are no longer useful or wanted. You could relate it to everyday objects, such as food scraps, plastic packaging, or broken electronics.
- Discuss the <u>different types of waste</u> (organic, recyclable, non-recyclable, hazardous)
- Show examples of common household items that contribute to waste. Show physical examples or pictures of common household items like plastic bottles, aluminum cans, food packaging, and electronics to give students a tangible sense of what waste looks like in their daily lives.
- Show examples of common household items that can be recycled. Follow up with examples of recyclable items such as glass bottles, paper, and cardboard. This contrast helps students recognize which items can be reused and which end up in landfills.

Step 3 - Why and how to recycle? (10 minutes)

- Discuss the environmental benefits of recycling (e.g. reduction in landfill waste, conservation of energy and natural resources). Explain how recycling helps reduce the strain on landfills, conserves energy, and preserves natural resources like trees, minerals, and water.
- Highlight the <u>economic benefits</u> (cost savings through reuse and recycling). Recycling can lead to cost savings for households, businesses, and governments. Reusing materials can reduce the demand for new products, lowering production costs. Explain the role of recycling industries in creating jobs as well.

- Encourage learners to share their own experiences with waste reduction and recycling. Ask students to share how they or their families reduce waste and recycle at home. Personal experiences make the topic relatable and reinforce the lesson's relevance.
- Present practical strategies for reducing waste (the <u>5 R's of waste management</u>)
- Encourage learners to brainstorm additional waste reduction ideas. After presenting the 5 R's, ask learners to come up with their own ideas. This engages creativity and critical thinking, reinforcing the principles in a practical context.

Step 4 - Waste sorting activity (10 minutes)

Conduct a waste sorting activity:
- Divide learners into groups
- Provide bins labeled "Recyclable," "Non-recyclable," "Compostable," and "Hazardous"
- Show various items and ask learners to categorize them correctly
- Discuss why proper waste sorting is essential for effective recycling

Step 5 - Review and discussion (5 minutes)

- Recap the key points covered in the lesson. Quickly summarize the lesson's main ideas, such as the types of waste, the 5 R's, and the benefits of recycling.
- Summarize the importance of waste reduction and recycling. Reinforce that waste reduction and recycling help protect the environment, save money, and create a sustainable future.
- Ask learners about their thoughts on waste reduction and recycling.

Address any questions or concerns raised by the learners.

Step 6 - Assessment and conclusion (5 minutes)

- Evaluate learners' understanding based on their ability to categorize waste items correctly during the sorting activity.
- Provide learners with resources (websites, community programs) for further information on waste management.

Do the assasment quiz now: click on the picture to open

QUIZ TIME

Additional external resources

Click the picture to access

- Waste and recycling
- Waste Framework Directive
- Recycling: Economic benefits and opportunities
- What are the 5 R's of waste management?
- 5 Ways Waste Can Impact Our Environment
- Benefits of Recycling
- Understanding the different types of waste

4.3. Recipe 2

Title: How to recycle?

Topic: Understanding how to recycle in different countries.

Learner's Level:

- Digital skills: Foundation
- Green skills: Foundation/Intermediate
- Language skills: Foundation/Intermediate

Teacher's Proficiency level-based on digital skills: Newcomer (A1) - Explorer (A2)

Target group: VET learners and adult learners

Description:

By the end of this lesson, VET learners will understand the importance of recycling and will be able to identify different materials that can be recycled.

Ingredients:

- Internet access
- Projector for presentations
- Digital or physical whiteboard
- Paper and pens/markers
- Questions for discussion
- (Optional) Latex gloves and rubbish bags

How to do it - step by step

Step 0 – Preparation

- The teacher becomes familiar with the importance of waste recycling and how it works in various European countries using the ECOLitAct Open Educational Resources 6.2 (Sweden), 6.3 (Italy), 6.4 (Germany), 6.5 (Greece), 6.6 (Slovenia). If relevant, the teacher will be prepared to provide language support to learners. Encourage a collaborative learning environment and ensure to engage learners actively through discussions, examples, and activities.

Step 1 – Introduction (5 min)

- Start the lesson by discussing the impact of recycling in preserving the environment. Start by explaining how recycling plays a critical role in environmental protection. You could mention how recycling helps reduce pollution, conserve natural resources, and save energy.
- Engage learners in a brief discussion about their current understanding of recycling and its benefits. Ask open-ended questions to gauge students' pre-existing knowledge. For example, "What do you know about recycling?" or "Why do you think recycling is important?" Let students share their thoughts, which will help you tailor the rest of the lesson to their level of understanding.

Step 2 – Understanding Recycling Process (15 minutes)

Explain the recycling process step by step by showing the linked video:

- **Collection** - Explain how recyclable materials are collected from homes, businesses, and recycling centers. Discuss how some areas have separate bins for recycling, while others collect recyclables mixed with general waste.
- **Sorting** - Describe how recyclables are separated by type (glass, plastic, paper, metal). Mention the importance of sorting to prevent contamination of materials, which can make them unusable for recycling.
- **Processing** - Clarify how materials are cleaned, shredded, and melted down to prepare them for the next phase. Emphasize that processing ensures materials can be transformed into new products.
- **Manufacturing** - Discuss how recycled materials are turned into new products, such as how plastic bottles can be made into new containers, clothing, or park benches.
- **Distribution** - Explain how products made from recycled materials are then sold and distributed to consumers, completing the cycle.
- Explain and discuss the concept of circular economy on the linked video.

Step 3 - Recycling Activities (15 minutes)

- Present different types of recyclable materials and their characteristics (e.g. paper, plastic, metal, etc.)
- Paper - Newspapers, magazines, cardboard, etc.
- Plastic - Bottles, containers, packaging, etc.
- Glass - Bottles, jars, etc.
- Metal - Aluminum cans, steel cans, etc.
- Discuss the importance of proper disposal and sorting of recyclable materials to facilitate the recycling process.
- Conduct an interactive activity to reinforce learning.
- Recycling Hunt: Organize a scavenger hunt around the learning environment where learners have to identify and collect recyclable materials. Once they collect these items, have them sort the materials into different recycling categories (e.g., paper, plastic, metal).

Step 4 – Review and Discussion (5 minutes)

- Summarize the key points covered in the lesson.
- Emphasize the role of individuals in contributing to recycling efforts. Reinforce that everyone plays a role in recycling. Small actions like sorting waste at home, using reusable products, or purchasing items made from recycled materials can have a significant impact.
- Encourage learners to apply their knowledge of recycling in their daily lives and share what they've learned with others.

Step 5 - Assessment and Conclusions (5 minutes)
- Assess learners' understanding through a short quiz or discussion where they identify different recyclable materials and explain their importance.
- Evaluate participation in activities and engagement in discussions.
- Provide resources for further exploration of recycling practices and environmental sustainability.

Do the assasment quiz now: click on the picture to open

QUIZ TIME

Additional external resources

- The impact of recycling in preserving the environment
- Recycling processes
- Circular economy
- Circular economy: definition, importance and benefits
- Entire recycling process explained

4.4. Recipe 3

Title: How to counter fashion waste.

Topic: Understanding fashion waste and identifying the best strategies to counter it.

Learner's Level:

- Digital skills: Foundation
- Green skills: Intermediate/Advanced
- Language skills: Foundation/Intermediate

Teacher's Proficiency level-based on digital skills: Newcomer (A1) - Explorer (A2)

Target group: VET learners and adult learners

Description:

By the end of this lesson, VET (Vocational Education and Training) learners will understand the concept of fashion waste and be able to identify and apply strategies to counteract it within the fashion industry.

Ingredients:

- Internet access
- Projector for presentations
- Digital or physical whiteboard
- Paper and pens/markers
- Questions for discussion
- Examples of sustainable fashion products
- Case studies or videos related to fashion waste

How to do it - step by step

Step 0 – Preparation

- The teacher becomes familiar with the importance of reducing fashion waste using the ECOLitAct Learning Scenario 1. If relevant, the teacher will be prepared to provide language support to learners. Encourage a collaborative learning environment and ensure to engage learners actively through discussions, examples, and activities.

Step 1 – Introduction (5 min)

- Introduce the topic of fashion waste. Begin by introducing fashion waste as a growing issue within the global fashion industry. Explain how this includes not only discarded clothing but also textile waste from production, unsold inventory, and the overall impact of fast fashion trends. This sets the stage for learners to understand that fashion waste is more than just old clothes ending up in landfills.
- Discuss the environmental impact of fast fashion and textile waste after watching the linked video. After the video, facilitate a quick discussion. Ask learners questions like, "What surprised you about the environmental impact of fast fashion?" or "What do you think is the biggest contributor to fashion waste?"
- Explain the importance of sustainable practices in the fashion industry. Emphasize the role that consumers, brands, and governments play in pushing for more responsible practices. This prepares learners for the deeper exploration of these ideas in the next steps.

Step 2 – Understanding fashion waste (15 minutes)

- Define what constitutes fashion waste (e.g., discarded clothing, textile scraps, unsold inventory). This helps learners understand the various forms of waste generated throughout the fashion lifecycle.
- Discuss the lifecycle of clothing from production to disposal. Explain how fast fashion has accelerated this cycle, leading to more waste at a faster rate.
- Highlight the scale of the problem globally. Use impactful statistics to show learners how serious fashion waste has become.
- Discuss the impact of this problem on the environment. Detail the environmental effects of fashion waste (eg. Landfill overflow, Microfiber pollution, Carbon emissions).

Step 3 - Case studies and discussion (15 minutes)

- Present a few case studies of fashion companies made available by the Ellen McArthur Foundation that have successfully implemented waste-reducing strategies. Select a few case studies to be discussed. Then, facilitate a discussion:
- What challenges do fashion businesses face in implementing sustainable practices?
- How can consumers contribute to reducing fashion waste?

Step 4 – Reflection (5 minutes)

- Summarize key points covered during the lesson.
- Encourage learners to reflect on personal actions they can take to counter fashion waste.

Step 5 - Assessment and Conclusions (5 minutes)

- Assessment will be based on learners' participation in discussions and activities.
- Ask learners to submit a short reflection or action plan outlining steps they will take to address fashion waste in their own lives or future careers.

Do the assasment quiz now: click on the picture to open

Additional external resources

- 3 creative ways to fix fashion's waste problem
- The environmental cost of fast fashion
- 10 concerning fast fashion waste statistics
- Life cycle of clothing
- The life cycle of a t-shirt
- Examples of circular economy in the fashion industry

4.5. Recipe 4

Title: How to counter food waste

Topic: Understanding food waste and identifying the best strategies to counter it.

Learner's Level:

- Digital skills: Foundation
- Green skills: Intermediate/Advanced
- Language skills: Foundation/Intermediate

Teacher's Proficiency level-based on digital skills:Explorer (A2) - Integrator (B1)

Target group: VET learners and adult learners

Description:

By the end of this lesson, VET learners will understand strategies and techniques to counter food waste in various settings.

Ingredients:

- Internet access
- Projector for presentations
- Digital or physical whiteboard
- Paper and pens/markers
- Questions for discussion
- Examples of sustainable fashion products
- Case studies or videos related to fashion waste

How to do it - step by step

Step 0 – Preparation

- The teacher becomes familiar with the importance of reducing food waste using the ECOLitAct Learning Scenario 2. If relevant, the teacher will be prepared to provide language support to learners. Encourage a collaborative learning environment and ensure to engage learners actively through discussions, examples, and activities.

Step 1 – Introduction (5 min)

- Introduce the topic of <u>food waste</u> through the linked video. This visual approach will help learners quickly grasp the magnitude of the problem and set the tone for the lesson.
- Briefly discuss the impact of food waste on the environment, economy, and society. Explain that wasted food contributes to landfills, where it decomposes and releases methane, a potent greenhouse gas. Highlight how food waste costs businesses and households millions of dollars annually. Mention the wasted resources like water, energy, and labor that go into producing, transporting, and preparing food that is never eaten. Stress the paradox of food waste in a world where millions of people face food insecurity. Bring attention to the ethical dimension of wasting food when others are in need.
- Present key <u>statistics on food waste</u> globally and locally by presenting the linked video.

Step 2 –Understanding the causes of food waste (5 minutes)

- Brainstorm with learners the various reasons why food is wasted. Engage students by asking them to think about why food is wasted in different settings (homes, restaurants, supermarkets). Use open-ended questions like "What do you think are the most common reasons people throw away food?" or "Where do you see food waste happening the most?"
- Highlight factors such as consumer behavior, supply chain inefficiencies, and misconceptions about food safety.

Step 3 - Strategies to reduce food waste and best practices (10 minutes)

Discuss preventive measures. Introduce actionable strategies that learners can use in their own lives to reduce food waste:
- Meal planning and portion control
- Proper storage techniques
- Understanding food labels and expiration dates

Explore redistributive actions. Move from personal prevention to community-based solutions:
- Donations to food banks or charities
- Initiatives to repurpose surplus food

Step 4 –Group activity (15 minutes)

- Divide learners into groups and assign them a scenario related to food waste (e.g., a restaurant, supermarket, or household). You can use the ECOLitAct <u>Learning Scenario 2</u> as an example.
- Each group will brainstorm and present practical solutions to reduce food waste in their assigned setting. Have each group discuss potential solutions to reduce food waste based on their assigned scenario. Encourage them to consider strategies from the previous section, such as meal planning, donations, or better storage.

Step 5 – Reflection and discussion (5 minutes)

- Recap key points and strategies learned during the session.
- Encourage learners to reflect on how they can apply these strategies personally or in their professional roles. Ask learners to think about how the strategies discussed can be applied in their daily lives.
- Provide resources for further reading or community involvement in food waste reduction initiatives. Share resources such as websites, articles, or apps where learners can explore the topic further or get involved in local food waste reduction initiatives.

Step 6 – Assessment and conclusions (5 minutes)

- Informal assessment during group activities and discussions.
- Q&A session to evaluate learners' understanding of food waste reduction strategies.
- (Optional) Encourage learners to track their food waste for a week and identify areas for improvement based on the lesson.

Do the assasment quiz now: click on the picture to open

QUIZ TIME

Additional external resources

- Food waste
- Food waste explained
- Top food waste statistics
- How does food waste affect the environment?
- Preventing wasted food at home
- Wasted! The story of food waste (Film)

4.6. Recipe 5

Title: How to reduce plastic waste

Topic: Understand the causes and effects of plastic waste and identify the best strategies to deal with it.

Learner's Level:

- Digital skills: Foundation
- Green skills: Foundation/Intermediate
- Language skills: Foundation/Intermediate

Teacher's Proficiency level-based on digital skills:Explorer (A2) - Integrator (B1)

Target group: VET learners and adult learners

Description:

By the end of this lesson, VET learners will understand the importance of reducing plastic waste and will be equipped with practical strategies to implement in their daily lives.

Ingredients:

- Internet access
- Projector for presentations
- Digital or physical whiteboard
- Paper and pens/markers
- Questions for discussion
- Video clips or images related to plastic waste and its impact

How to do it - step by step

Step 0 – Preparation

- The teacher becomes familiar with the importance of reducing fashion waste using the ECOLitAct Learning Scenario 4. If relevant, the teacher will be prepared to provide language support to learners. Encourage a collaborative learning environment and ensure to engage learners actively through discussions, examples, and activities.

Step 1 – Introduction (5 min)

- Introduce the topic of reducing plastic waste through this presentation. Begin by providing an overview of what plastic waste is and why it's a significant issue globally.
- Explain the significance of this issue globally and its impact on the environment by presenting the linked video. After the video, ask learners for their reactions. Questions like, "What did you find most surprising or concerning in the video?" can start the conversation. This gets them thinking about the scale of the problem and helps you gauge their baseline understanding of plastic waste.

Step 2 –Strategies to reduce plastic waste and success stories (15 minutes)

Present practical ways to reduce plastic waste:
- Use of reusable bags and containers
- Avoidance of single-use plastics (e.g., straws, cutlery, water bottles)
- Choosing products with minimal or eco-friendly packaging
- Recycling and proper disposal of plastics

Show examples and demonstrate how these strategies can be implemented in daily life.
- Share examples (select option "Plastic") of businesses or communities successfully reducing plastic waste.

Step 3 - Group activity (15 minutes)

- Divide learners into small groups.
- Assign each group a scenario related to reducing plastic waste (e.g., organizing a plastic-free event, designing a campaign for local businesses).
- Give each group time to discuss the scenario and come up with actionable solutions. Encourage creativity and collaboration. Once they've developed their ideas, have each group present their solution to the class.

Step 4 –Reflection and discussion (5 minutes)

- Summarize key points discussed during the lesson.
- Encourage learners to ask questions and share their thoughts on the topic.
- Address any misconceptions or concerns about reducing plastic waste.

Step 5 – Assessment and conclusions (5 minutes)

- Informal assessment through participation in discussions and group activities.
- Encourage learners to reflect on how they can apply the strategies learned in their personal and professional lives.
- Emphasize the role of each individual in making a difference.

Do the assasment quiz now: click on the picture to open

Additional external resources

- [The Story of Plastic](#)
- [What really happens to the plastic you throw away](#)
- [Plastic waste in Europe - Statistics & Facts](#)
- [EU policy on plastics](#)
- [How to reduce plastic waste - 20 tips to save the planet](#)
- [How to reduce plastic use in daily life](#)
- [Innovations in plastic recycling](#)
- [Success stories in reducing waste](#)

All done?

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EUROPASS Certificate Supplement

Tackling Waste

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5. Lesson

Consumer behavior – how to reduce your carbon footprint

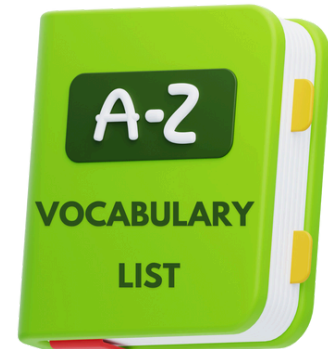Developer: iberika
education group gGmbH

5.1. Lesson Outline

Subject:
- Consumer Behavior - Reducing Your Carbon Footprint

Grade/Level:
- Digital skills: Foundation/Intermediate
- Green skills: Intermediate
- Language skills: Intermediate

Duration: 3 hours (45 minutes for each recipe)

A-Z
VOCABULARY
LIST

Click the picture to access

Materials Needed:
- Handouts (digital or printed format) – Links in each recipe
- Digital or physical Whiteboard (e.g., Miro, Canva, Zoom whiteboard)
- Suitable platform to divide learners into groups (if conducting training online)
- Post-its (digital or paper)
- Flipchart (digital or paper)
- Quiz: https://h5p.org/node/1405812
- Problem-based scenario available here

Lesson Objectives:
- Students will understand the importance of consumer behavior in reducing their carbon footprint.
- Learn practical eco-friendly habits and strategies to incorporate into daily lives.
- Understand the Environmental Impact of Consumer Choices
- Identify Strategies to Reduce Fashion Waste
- Learn Techniques to Reduce Food Waste
- Adopt Practices to Decrease Plastic Waste
- Develop Eco-Friendly Daily Habits
- Analyze Economic Benefits of Sustainable Living
- Promote Health and Well-Being through Eco-Friendly Choices
- Foster Critical Thinking and Innovation
- Recognize the Importance of Community and Global Impact
- Empower Students to Take Action

Introduction

- **Icebreaker:** Let's break the ice and dive into the topic of carbon footprints. Start by introducing yourself and answering the following questions:
  1. What's your name?
  2. Where are you from?
- Share a small daily habit you've embraced to lessen your environmental impact.
- **Introduction to the Lesson**: Welcome to a journey towards understanding carbon footprints and their environmental significance. In this lesson, we'll explore the concept of carbon footprints, their implications for the environment, and practical strategies to minimize them through conscious consumer behavior. By delving into real-life examples and engaging discussions, we'll uncover how our daily actions contribute to carbon emissions and how we can make eco-friendly choices to mitigate our environmental impact.
- **Brainstorming**: Let's kickstart our exploration by brainstorming together. Reflect on the following questions and share your thoughts:
  1. What comes to mind when you hear the term "carbon footprint"?
  2. How do you think individual actions can collectively impact carbon emissions?
- Encourage open discussion and note down the ideas shared by participants to foster engagement and exchange of insights.

5.2. Recipe 1

Title: What is Carbon Footprint?

Topic: Understanding and Reducing Your Carbon Footprint

Learner's Level:

- Digital skills: Foundation/ Intermediate
- Green skills: Intermediate/Foundation
- Language skills: Intermediate/Foundation

Teacher's Proficiency level-based on digital skills: Explorer (A2) - Integrator (B1)

Target group: Vocational Education and Training (VET) students and migrants

Description:

By the end of this lesson, VET learners will understand the importance of reducing plastic waste and will be equipped with practical strategies to implement in their daily lives.

Ingredients:

- Internet access
- Projector for presentations
- Digital or physical whiteboard
- Paper and pens/markers
- Questions for discussion
- Video clips or images related to plastic waste and its impact
- A section about Media and Information Literacy (MIL)
- OER Carbon footprint and Scenario 5

How to do it - step by step

Step 0 – Preparation

- Familiarize yourself with the concept of carbon footprint and available resources.
- Prepare digital presentations and quizzes for interactive learning.
- Use this Open Educational Resource (OER) and Scenario as resource

Step 1: Brainstorming and Vocabulary Introduction (10 minutes)

- Welcome students to the class: Today, we will explore consumer behavior and how it plays a crucial role in reducing our carbon footprint.
- Use an icebreaker to create a positive and engaging atmosphere. Ask students about their Eco-Friendly habits:

- Engage students in a quick brainstorming session: ask them to list activities in their daily lives that they believe contribute to their carbon footprint. Examples might include driving cars, using electricity, eating meat, etc.

- Encourage students to reflect on both direct sources of emissions, such as those generated from burning fossil fuels for transportation or energy production, and indirect sources, encompassing the carbon footprints associated with the entire lifecycle of goods and services they consume. This includes considering the emissions produced during manufacturing, transportation, use, and disposal of products, as well as the environmental impact of various services they utilize. By examining both direct and indirect sources of emissions, students gain a comprehensive understanding of their individual and collective environmental footprint.

- Discussion: Guide a brief discussion on the concept of environmental impact and elucidate how individuals and organizations can diminish their environmental footprint. Explain that mitigating environmental impact involves actions aimed at either removing carbon dioxide from the atmosphere or preventing emissions altogether. These efforts, known as "mitigation efforts," encompass a range of strategies, including investing in renewable energy, adopting energy-efficient technologies, promoting sustainable practices in industries, and supporting initiatives like reforestation and carbon capture and storage. By engaging in mitigation efforts, individuals and organizations can play a vital role in combating climate change and promoting environmental sustainability.

- Encourage students to think about practical steps they can take to reduce their own carbon footprint.

Step 2: Presentation (~15 minutes)

a. Teacher preparation:

- Prepare digital presentation slides on the concept of "carbon footprint".
- Gather OER documents for reference during the discussion.
- Compile visuals and real-life examples related to carbon footprint for presentation.

b. Classroom Activity:

- Introduction to Carbon Footprint: Begin the presentation by defining what a carbon footprint is – the total amount of greenhouse gasses emitted directly or indirectly by human activities, typically expressed in equivalent tons of carbon dioxide (CO_2). During the presentation:

- Real-life Examples: Share real-life examples of individuals or communities who have successfully reduced their carbon footprint through sustainable practices. This could include stories of eco-friendly businesses, cities implementing renewable energy initiatives, or individuals adopting zero-waste lifestyles.Examples:

- **Eco-Friendly Businesses:** Patagonia is a well-known example of a company that has integrated sustainability into its business model. They have implemented various initiatives such as using recycled materials in their products, reducing water consumption in their manufacturing processes, and advocating for environmental causes. (Source)

- **Cities Implementing Renewable Energy Initiatives**: Copenhagen, Denmark, stands out as a city that has made significant strides in renewable energy. With a goal to be carbon neutral by 2025, Copenhagen has invested in wind power, district heating, and energy-efficient buildings. The city's commitment to sustainability has led to a noticeable decrease in carbon emissions. (Source)

- **Individuals Adopting Zero-Waste Lifestyles:** Lauren Singer, known for her blog "Trash is for Tossers," gained attention for fitting four years' worth of her trash into a single mason jar. She achieved this by adopting a zero-waste lifestyle, which involves reducing consumption, recycling, composting, and opting for reusable alternatives to single-use items. (Source)

- Interactive Discussion: Engage students in a discussion by asking questions and encouraging them to share their thoughts and experiences related to carbon footprint. (What are some daily habits that contribute to carbon emissions?; How do our food choices impact our carbon footprint? ; What role does transportation play in carbon emissions? ; Can you think of any misconceptions about carbon footprint or sustainability?)

- Highlight Solutions: Conclude the presentation by highlighting potential solutions and actions that can be taken to reduce carbon footprint, such as energy conservation, recycling, using public transportation, and supporting renewable energy sources.

Step 3: Guided Practice (15 minutes)

a. Teacher preparation:

- Engage students in a guided practice session using online collaborative tools.
- Divide students into groups and assign tasks related to carbon footprint reduction strategies.
- Share the Scenario: in the scenario there is *fictional private household,* ask students to choose one of them and collect the ideas of students.

b. Classroom Activity:

- Each group will thoroughly analyze the assigned household, considering the following aspects:
- Members and Occupations: Assess the impact of each member's occupation on the household's lifestyle and sustainability practices.

- Dietary Choices: Evaluate the sustainability of the household's dietary preferences and grocery habits.
- Travel Habits: Analyze the frequency and modes of transportation used by the household for various purposes such as work, holidays, and personal activities.
- Financial Status: Discuss how the household's financial situation influences its sustainability practices.
- Household Characteristics: Examine the type of house, construction materials, energy consumption, and any renewable energy sources utilize
- And then each group takes the following test about Carbon Footprint. The answers to the quiz should be given depending on the habits and characteristics of the fictional family they choose.
- Consider each member of the family singularly and discuss every question of the quiz in the group before answering.
- Each group will prepare a short presentation (or essay for Moodle) summarizing their analysis and findings.

Last step: Quiz: Self-reflection (~5 minutes)
- Reinforce learning with a mini-quiz based on the presented material.
- Provide immediate feedback to reinforce learning outcomes.

Do the Assasment Quiz now: click on the picture to open

QUIZ TIME

See Also:

Links to external resources on carbon footprint reduction strategies.

- Carbon Trust: Website: The Carbon Trust
- The Carbon Trust provides a range of resources and guides for businesses and individuals on reducing carbon footprints, including practical advice, case studies, and tools for measuring and managing carbon emissions.
- World Resources Institute (WRI): Website: WRI - Climate
- WRI offers research, insights, and tools for understanding and addressing climate change, including strategies for reducing carbon footprints in various sectors such as energy, transportation, and agriculture.
- Intergovernmental Panel on Climate Change (IPCC): Website: IPCC
- The IPCC provides comprehensive assessments of climate change science, impacts, and mitigation strategies. Their reports include information on carbon footprint reduction at both global and local levels.
- Environmental Protection Agency (EPA): Website: EPA - Climate Change
- The EPA offers resources and tools for understanding and addressing climate change, including information on carbon footprint calculation and reduction strategies for individuals, businesses, and communities.
- Carbon Disclosure Project (CDP): Website: CDP
- CDP works with companies, cities, and investors to disclose and manage their environmental impacts, including carbon emissions. Their website offers insights into carbon footprint reduction strategies and best practices.
- Reading: "Drawdown: The Most Comprehensive Plan Ever Proposed to Reverse Global Warming" by Paul Hawken: This book explores 100 substantive solutions to reverse global warming, including many strategies for reducing carbon footprints.
- "Carbon Management Journal": Focuses specifically on research and practices related to managing carbon emissions and reducing carbon footprints.

5.3. Recipe 2

Title: Fashion Waste Trash to Trends: Interactive Fashion Waste

Topic: Understanding Fashion Waste and Reducing Your Carbon Footprint

Learner's Level:

- Digital skills: Foundation/ Intermediate
- Green skills: Foundation/Intermediate
- Language skills: Foundation/Intermediate/

Teacher's Proficiency level-based on digital skills: Integrator (B1), Expert (B2)

Target group: Vocational Education and Training (VET) students and individuals interested in sustainable fashion.

Description:

- This lesson aims to educate students about the concept of carbon footprint and its significance in reducing environmental impact through consumer behavior. Students will learn practical eco-friendly habits and strategies to incorporate into their daily lives.

Ingredients:

- Internet access
- Laptops or tablets/phone for each student
- Projector for presentations
- Digital resources on consumer behavior and carbon footprint reduction
- Online collaborative tools (e.g., Google Docs, powerpoint)
- Quiz creation platform (e.g., Google Forms, quizlet)
- Video conferencing tool (e.g., Zoom, Microsoft Teams)
- Learning Scenario: Fashion Waste

How to do it - step by step

Step 0 – Preparation

- Familiarize yourself with the concept of fashion waste and available resources on sustainable fashion.
- Prepare digital presentations, interactive scenarios, and quizzes for engaging learning experiences.
- Use the provided scenario as references.

Step 1: Brainstorming and Vocabulary Introduction (10 minutes)

- Start the lesson by discussing the concept of fashion waste and its impact on the environment. First, share the video with students about the lifecycle of just a T-shirt (1 min). After the video, ask students what they understood and what they already knew about.
- Before delving into the lesson, introduce the concept of Media and Information Literacy (MIL) to the students. Explain that MIL involves the ability to access, analyze, evaluate, and create media and information in various forms. Emphasize that MIL empowers individuals to critically navigate the vast amount of information available in today's digital world, enabling them to make informed decisions and participate effectively in society.

Activities:

- **Media Analysis:** Engage students in a brief discussion about the sources of information they encounter daily, including social media, news websites, and online platforms. Highlight the importance of critically evaluating the credibility and reliability of these sources, especially when seeking information about complex issues like fashion waste.
- **Information Evaluation:** Introduce students to strategies for evaluating information online, such as assessing the author's credentials, examining biases, and cross-referencing information with reputable sources. Provide examples of misinformation or misleading content related to fashion waste and discuss how to identify and counteract such misinformation. During the Information Evaluation segment, students learn to assess online information by checking the author's credentials, identifying biases, and cross-referencing with reliable sources. They explore examples of fashion waste misinformation to understand how to detect and counteract it effectively.
- **Digital Literacy Skills:** Demonstrate how to effectively search for digital resources on fashion waste using search engines, databases, and reputable websites. Teach students how to discern between reliable and unreliable sources by examining domain names, publication dates, and authorship.
- **Media Literacy Discussion:** Facilitate a discussion on the role of media in shaping perceptions of fashion waste and sustainable fashion practices. Encourage students to critically analyze media representations of fashion consumption, including advertising, social media influencers, and fashion industry messaging. Example:

- **Greenwashing" by Fast Fashion Brands:** Some fast fashion brands may claim to be environmentally friendly or sustainable without providing concrete evidence or transparency about their practices. For example, a fast fashion company might promote a "green" clothing line without disclosing the environmental impact of their overall production process, which still heavily contributes to fashion waste.
- **Misleading Recycling Claims:** Some clothing labels may advertise items as "recyclable" or "eco-friendly" without specifying how or where they can be recycled. This lack of clarity can mislead consumers into believing that the item is more sustainable than it actually is. Additionally, certain materials used in clothing, such as blended fabrics or synthetic fibers, may be challenging to recycle effectively, making these claims misleading.
- By examining these examples, students can identify common tactics used to manipulate information and develop the critical thinking skills needed to discern reliable information from misinformation in the context of fashion waste.

💡These activites can be given as additional info for homework, if the Recipe duration exceeds your class time.

Step 2: Interactive Scenario and Presentation (15 minutes)
a. Teacher Preparation:
- Do research about fashion waste, refer to scenario about fashion waste.
- Prepare a presentation and find a video highlighting the journey of fashion waste and the importance of sustainable fashion.

b. Classroom Activity:
- Discuss students' answers after using the fashion waste calculator to understand the environmental impact of their fashion choices.
- Share an informative presentation that presents all about fashion waste, discussing the lifecycle of fashion products, from production to disposal, emphasizing the need for sustainable practices.
- After the presentation ask students:
1. How does fashion waste have an impact on the environment?
2. What do you understand from the topic?
3. What is the connection between fast fashion and waste?
4. What are some sustainable fashion solutions?
5. What are some innovations in recycling and upcycling?
6. Why is consumer awareness important in making responsible fashion choices?
7. How does fashion waste affect the global context?
8. What can be the main message of taking action?

Step 3: Guided Practice and Group Analysis (15 minutes)

a. Teacher Preparation:

- Divide students into groups and assign them different aspects of fashion waste to analyze.
- Provide guidance on how to assess the impact of fashion waste on various stages of the product life cycle.
- Prepare the materials for the game

b. Classroom Activity: Fashion Waste Sorting Game

- *Materials Needed:*
- Various types of fashion waste items (e.g., old clothing, fabric scraps, plastic hangers, shoe boxes, magazines)
- Large bins or boxes labeled with different stages of the fashion lifecycle: "Production," "Consumption," "Disposal".
- Timer
- ***Procedure:***
- Setup: Place the bins labeled with "Production," "Consumption," and "Disposal" in different areas of the classroom. Spread out the various types of fashion waste items on tables or the floor.
- Instructions: Divide the class into small groups and assign each group a bin to start with. Explain that they will have 5 minutes to sort as many fashion waste items as they can into the corresponding bins.
- Sorting Activity: Start the timer and allow the groups to begin sorting the fashion waste items. Encourage them to work quickly and collaborate to make decisions about where each item belongs.
- Discussion: Stop the activity when the timer goes off. Gather the students together and review the items in each bin. Discuss why certain items were placed in specific categories and the environmental impact associated with each stage of the fashion lifecycle.
- Reflection: Conclude the activity by asking students to reflect on what they've learned. Prompt them to consider how their own consumption habits contribute to fashion waste and what actions they can take to reduce it.
- Follow-Up: Assign a short reflection in written format where students describe one thing they learned from the activity and one action they plan to take to reduce fashion waste in their own lives.

Last step: Quiz: Self-reflection (10 minutes)
- Reinforce learning with a quiz on fashion waste and sustainable fashion practices.
- Share a video quiz creation on Edpuzzle to assess students' understanding.
- Provide immediate feedback and discuss the correct answers to reinforce learning outcomes. Correct answers automatically appear on the question.
- Self-reflection: do the Fashion waste calculator with students.

Do the Assasment Quiz now: click on the picture to open

See Also:

Links to external resources on sustainable fashion practices and innovative solutions to fashion waste:
- Ellen MacArthur Foundation - Circular Fashion: The Ellen MacArthur Foundation offers resources and insights into the concept of circular fashion, which aims to eliminate waste and pollution, keep products and materials in use, and regenerate natural systems.
- Fashion Revolution: Fashion Revolution is a global movement calling for greater transparency, sustainability, and ethics in the fashion industry. Their website offers reports, guides, and toolkits on topics such as sustainable materials, supply chain transparency, and ethical labor practices.
- Sustainable Apparel Coalition: The Sustainable Apparel Coalition is an industry-wide group working to reduce the environmental and social impacts of apparel and footwear products. Their website provides tools and resources for companies to measure and improve their sustainability performance.
- Common Objective: Common Objective is a platform connecting fashion professionals with sustainable business solutions. Their website offers articles, case studies, and resources on sustainable fashion practices, including materials, manufacturing, and supply chain management.
- The Fashion for Good Initiative: Fashion for Good is a global platform for innovation in sustainable fashion. Their website features news, events, and resources on sustainable fashion technologies, circular business models, and initiatives driving positive change in the industry.

5.4. Recipe 3

Title: Food Waste: From Plate to Planet

Topic: Understanding Food Waste and Reducing Carbon Footprint

Learner's Level:

- Digital skills: Foundation/ Intermediate
- Green skills: Intermediate /Foundation
- Language skills: Intermediate

Teacher's Proficiency level-based on digital skills: Integrator (B1), Expert (B2)

Target group: Vocational Education and Training (VET) students and individuals

interested in sustainable consumption practices.

Description:

This lesson aims to raise awareness about the environmental impact of food waste and empower students with knowledge on sustainable consumption practices. Through interactive activities, videos, and discussions, students will explore the causes of food waste and discover ways to minimize it, emphasizing the importance of reducing their carbon footprint.

Ingredients:

- Internet access
- Laptops, tablets, or phones for each student
- Projector for presentations
- Digital resources on food waste and sustainable consumption
- Online collaborative tools (e.g., Google Docs, PowerPoint, Miro)
- Quiz creation platform (e.g., Kahoot, Edpuzzle)
- Video conferencing tool (e.g., Zoom, Microsoft Teams)
- Scenario 2 and OER feedback and questions

How to do it - step by step

Step 0 – Preparation

- Familiarize yourself with the concept of food waste and available resources on sustainable consumption.
- Prepare digital presentations, interactive scenarios, and quizzes for engaging learning experiences.
- Use the provided scenario as references.

Step 1: Brainstorming and Vocabulary Introduction (10 minutes)

- Introduction: Briefly explain the importance of addressing food waste and the goals of the activity.
- Use Miro app for this:

- **Problem Identification:**
  - Write down the main causes of food waste on the notes _(e.g., overbuying, improper storage, etc.).
  - Quickly discuss these causes with participants to ensure understanding.
- **Solution Generation:**
  - Set the timer for 5 minutes.
  - Ask participants to brainstorm and write on post-its or shout out as many solutions as possible to address one of the causes listed on the whiteboard.
  - Write down all suggested solutions on the whiteboard.
- **Evaluation and Discussion:**
  - After the timer goes off, briefly discuss each suggested solution.
  - Encourage participants to evaluate the feasibility and effectiveness of each idea.
  - Identify the most promising solutions based on group consensus.
- **Conclusion:**
  - Summarize the key solutions generated during the activity.
  - Encourage participants to consider implementing these solutions in their daily lives to reduce food waste.

- After Brainstorming, students will do this activity about Media and Information Literacy, they will analyze various media representations of food waste to understand how it is portrayed in different contexts:
- Divide students into small groups.
- Provide each group with a selection of media sources such as news articles, social media posts, and advertisements related to food waste. Example
- Instruct students to critically analyze the content of each media source, considering factors such as:
- Tone and language used in the portrayal of food waste.
- Biases or perspectives presented in the media.
- Target audience and intended message.
- Visual elements and emotional appeal.
- Encourage students to take notes and discuss their observations within their groups.
- After analyzing the media sources, facilitate a discussion where each group presents their findings and insights.
- Guide the discussion to explore how different media platforms shape perceptions and attitudes toward food waste.

Step 2: Interactive Scenario and Presentation (15 minutes)
a. Teacher Preparation:
- Conduct research about food waste by referring to the scenario about food waste.
- Prepare a presentation and find a video highlighting the impact of food waste on the environment and the importance of sustainable consumption.

b. Classroom Activity:
- Discuss students' answers to assess their understanding of food waste and its consequences.
- Share the video about Food Waste (5 min): After the video, engage students in discussions by asking questions such as:
1. How does food waste contribute to environmental degradation?
2. What are the main causes of food waste in households and industries?
3. What are some strategies to minimize food waste at different stages of the food supply chain?
4. Why is it important to adopt sustainable consumption habits?
5. How can individuals make a difference in reducing food waste?

Then, share an informative presentation (OER) that covers various aspects of food waste, including How to buy products with lower carbon footprint & less biodiversity.

Step 3: Guided Practice and Group Analysis (15 minutes):

a. Teacher Preparation:

- Prepare a game for students, in order to put into practise what they learned during the first part.
- Divide students into groups and assign them different aspects of food waste to analyze.
- Provide guidance on how to assess the impact of food waste on various stages of the food supply chain.

b . Classroom Activity: Eco friendly Grocery Shopping

- Instructions: Begin by introducing the topic of food waste and its multifaceted environmental impacts, including greenhouse gas emissions from decomposition, water and land resource depletion, and loss of biodiversity. Emphasize the critical importance of making sustainable choices when grocery shopping to mitigate these impacts and foster a healthier planet for current and future generations.
- Explain that the activity will involve a challenge where participants have to select groceries with the least environmental impact.
- Grocery Shopping Challenge: Provide a list of common grocery items (e.g., fruits, vegetables, meat, dairy, grains, packaged goods) either on a virtual whiteboard or verbally.
- Set a timer for 10 minutes. Instruct participants to select items from the list while considering their carbon footprint and biodiversity impact. Encourage them to think about factors such as packaging, transportation, production methods, and seasonality.
- Participants can either write down their selections on paper or type them in the chat (if online).
- Remind them to aim for choices that minimize waste and environmental harm.
- Discussion (3 minutes): Once the time is up, facilitate a discussion about the choices made by participants. Ask questions such as:
- What factors did you consider when selecting your groceries?
- Did you prioritize certain items over others to reduce environmental impact?
- Were there any surprising discoveries or challenges during the activity?
- How can these principles be applied in real-life grocery shopping situations?
- Wrap-Up: Today, we delved into the significant impact our food choices have on the environment. By being mindful of what we put in our shopping carts, we can make a positive difference in reducing our ecological footprint. Here's a recap of the key points we discussed regarding the environmental impact of food choices:

- **Plant-Based Options:** Choosing plant-based foods over animal products can greatly reduce greenhouse gas emissions, land and water use, and deforestation associated with livestock farming.
- **Local and Seasonal Produce**: Opting for locally sourced and seasonal fruits and vegetables reduces the carbon footprint associated with transportation and supports local farmers.
- **Organic and Sustainable:** Selecting organic and sustainably produced foods helps minimize the use of synthetic pesticides and fertilizers, protects biodiversity, and promotes soil health.
- **Avoiding Overpackaged Items:** Opt for products with minimal or recyclable packaging to reduce waste, especially single-use plastics that contribute to pollution.
- **Mindful Seafood Choices:** Choose sustainably sourced seafood to support healthy ocean ecosystems and prevent overfishing of vulnerable species.
- **Reducing Food Waste:** Buying only what you need, properly storing perishable items, and repurposing leftovers can significantly reduce food waste, which contributes to methane emissions in landfills.
- **Supporting Food Redistribution:** Participate in food donation programs or share surplus food with neighbors to prevent edible food from ending up in landfills and to support those facing food insecurity.
- **Eco-Friendly Eating Habits:** Consider reducing meat consumption, practicing portion control, and embracing a more plant-centered diet to lessen the environmental impact of our food choices.

💡These activity can be given as daily task for learners, if the Recipe duration exceeds your class time.

Last step: Quiz: Self-reflection (10 minutes)

- Reinforce learning with a quiz on food waste and sustainable consumption practices.
- Provide immediate feedback and discuss the correct answers to reinforce learning outcomes.
- Share a video quiz creation on Edpuzzle to assess students' understanding.

Do the Assasment Quiz now: click on the picture to open

See Also:

Links to external resources on sustainable fashion practices and innovative solutions to food waste

- Food and Agriculture Organization (FAO) of the United Nations - Save Food Initiative: The FAO's Save Food Initiative aims to reduce food loss and waste globally. Their website offers reports, guidelines, and case studies on food waste reduction strategies and innovative solutions.
- "Turning Food Waste Into Resources: 5 Innovative Solutions" - This article explores five creative ways that companies and organizations are addressing food waste, including upcycling food scraps into new products, using technology to track and reduce waste, and implementing community-based solutions
- 6 Creative Solutions for Reducing Food Waste" - In this article, six innovative strategies for reducing food waste are highlighted, including turning surplus food into meals for those in need, using food waste to generate renewable energy, and implementing smart packaging technologies to extend food shelf life.

5.5. Recipe 4

Title: Plastic Waste: From Consumption to Conservation

Topic: Understanding Plastic Waste and Promoting Sustainable Consumption

Learner's Level:

- Digital skills: Foundation/ Intermediate
- Green skills: Intermediate /Advanced
- Language skills: Intermediate

Teacher's Proficiency level-based on digital skills: Integrator (B1), Expert (B2)

Target group: Vocational Education and Training (VET) students and individuals

interested in sustainable consumption practices.

Description:

This lesson aims to raise awareness about the environmental impact of plastic waste and empower students with knowledge on sustainable consumption practices related to plastic usage. Through interactive activities, videos, and discussions, students will explore the causes of plastic waste and discover ways to minimize it, emphasizing the importance of reducing their plastic footprint.

Ingredients:

- Internet access
- Laptops, tablets, or phones for each student
- Projector for presentations
- Digital resources on plastic waste and sustainable consumption
- Online collaborative tools (e.g., Google Docs, PowerPoint)
- Quiz creation platform (e.g., quizizz)
- Video conferencing tool (e.g., Zoom, Microsoft Teams)

How to do it - step by step

Step 0 – Preparation

- Familiarize yourself with the concept of plastic waste and available resources on sustainable consumption related to plastic usage.
- Prepare digital presentations, interactive scenarios, and quizzes for engaging learning experiences.
- Use the provided scenario as references.

Step 1: Brainstorming and Vocabulary Introduction (10 minutes)

- Start the session by introducing the topic.
- Explain that the challenge is to brainstorm creative ways to design products that minimize or eliminate the use of plastic.
- Brainstorming (5 minutes): Divide the class into groups or breakout rooms
- Provide a digital whiteboard or shared document for each group to record their ideas: example: Miro
- Set a timer for 5 minutes and encourage groups to brainstorm ideas for plastic-free designs. Ideas could include eco-friendly packaging alternatives, sustainable product materials, or innovative reusable products.
- Design Showcase: After the brainstorming session, reconvene the class in the main virtual space. Invite each group to present one or two of their best design ideas to the class.
- Then, before starting the main lesson, introduce the **Media and information (MIL)** related to plastic waste:
- Introduce MIL: Explain to students the concept of Media and Information Literacy (MIL) and its relevance in evaluating and critically analyzing information from various sources: Media and Information Literacy (MIL) is a set of skills that empowers individuals to access, evaluate, analyze, and create information effectively and responsibly. Imagine you're browsing the internet for information about plastic waste and sustainable consumption. You come across multiple articles, videos, and social media posts discussing the topic. Now, how do you determine which sources are reliable and which ones might be spreading misinformation?
- Introduce students the MIL key components:
- **Access**: MIL enables you to locate and access information from a wide range of sources. It teaches you how to navigate through different platforms and databases to find relevant and credible information on topics of interest.
- **Evaluate**: MIL teaches you how to critically evaluate the information you encounter. This involves assessing the credibility of the sources, considering the author's expertise and biases, and determining whether the information is accurate and trustworthy.
- **Analyze**: MIL helps you analyze the content of the information by identifying key arguments, evidence, and perspectives presented. It encourages you to look beyond surface-level information and delve deeper into the underlying issues and implications.

- **Create:** MIL empowers you to create and share your own information responsibly. It teaches you how to communicate effectively, cite sources properly, and contribute to meaningful discussions in various media formats.
- Then, distribute the selected article, infographic, or video to the students or display it on the screen if using a virtual platform. Example article.
- Guided Analysis: Guide students through a structured analysis of the material, focusing on:
- Source Evaluation: Encourage students to identify the source of the information and assess its credibility, authority, and bias.
- Content Analysis: Prompt students to critically examine the content of the material, identifying key arguments, evidence, and perspectives presented.
- Fact-Checking: Encourage students to fact-check the information presented in the material using reliable sources or additional research.
- Group Discussion: Facilitate a group discussion where students share their observations, insights, and any discrepancies or conflicting information they identified.
- Reflection: Conclude the activity by prompting students to reflect on the importance of critically evaluating information, especially regarding complex issues like plastic waste and sustainable consumption.
- Emphasize the role of media literacy in making informed decisions and advocating for positive change.

Step 2: Interactive Scenario and Presentation (15 minutes)

a. Teacher preparation:

- Share a video highlighting the impact of plastic waste on the environment and the importance of sustainable consumption related to plastic usage.
- Engage students in discussions based on the video and a prepared presentation covering various aspects of plastic waste, including alternatives and recycling methods.

b. Classroom Activity:

- Discuss students' understanding of plastic waste and its consequences based on their prior knowledge and after Brainstorming.
- Share presentation about Plastic Waste: After the presentation, engage students in discussions by asking questions such as:

- How does plastic waste contribute to environmental pollution and harm marine life?
- How has your understanding of the environmental impact of plastic waste evolved as a result of participating in this lesson?
- What are the main sources of plastic waste in our daily lives and industries?
- What are some effective strategies to reduce plastic waste, both individually and collectively?
- Why is it important to adopt alternatives to single-use plastics?
- How can individuals and communities promote a plastic-free lifestyle?
- Can you identify specific causes and sources of plastic waste in your community that you were unaware of before engaging in this lesson?
- Then, share an informative video (2,5 min) that covers various aspects of plastic waste, including sustainable alternatives to single-use plastics and the importance of recycling and proper waste management practices. Additionally, discuss how to support initiatives aimed at reducing plastic pollution and advocating for policy changes.

Step 3: Guided Practice and Group Analysis (15 minutes)

a. Teacher preparation:

- Plastic Waste Bingo Cards: Create Bingo cards with different squares filled with facts, tips, or scenarios related to plastic waste. Each square should contain a statement or scenario related to plastic waste. Make sure to have enough copies for each student in the class. For example: (See also Annex IV to print)

- Compile Plastic Waste Facts and Tips: Gather a list of plastic waste facts, tips, and scenarios to call out during the game. These can be sourced from reliable resources or tailored to suit the age and understanding level of your students.
- Prepare Prizes (Optional): If you decide to offer prizes for Bingo winners, prepare them in advance. Consider prizes that are related to sustainability or reducing plastic usage.
- Plan Discussion Points: Think of discussion points or questions to facilitate conversation during the activity. This will help keep the discussion focused on plastic waste reduction strategies and the importance of minimizing plastic usage.

b. Class Activity

- Bingo Instructions: Distribute Bingo cards to each student and briefly go over how to mark off squares as statements are called out.
- Play the Game: Call out plastic waste facts, tips, or scenarios from your prepared list, one by one. Encourage students to mark off the corresponding squares on their Bingo cards if they match what is called out. Keep the game lively and engaging.
- Facilitate Discussion: As students mark off squares on their Bingo cards, encourage them to share their experiences or thoughts related to each statement or scenario. Guide the discussion towards understanding the impact of plastic waste and brainstorming strategies to reduce it.
- Award Prizes (Optional): If you've prepared prizes, announce the winners who have successfully completed a Bingo. Reward them with the prizes that you've set aside.
- Reflection and Conclusion: Conclude the activity by reflecting on what was learned during the game. Summarize key insights about plastic waste and encourage students to think about how they can apply what they've learned to reduce plastic waste in their daily lives.
- Last Step: Quiz: Self-reflection (10 minutes)
- Reinforce learning with a quiz on plastic waste and sustainable consumption practices using Edpuzzle or a similar platform.
- Provide immediate feedback and discuss the correct answers to reinforce learning outcomes. Correct answers appear automatically on each question.

Do the Assasment Quiz now: click on the picture to open

QUIZ TIME

See Also:

Links to external resources on sustainable fashion practices and innovative solutions to food waste

- The Ocean Cleanup: The Ocean Cleanup is a nonprofit organization that develops advanced technologies to rid the world's oceans of plastic pollution. Their website provides updates on cleanup projects, research findings, and educational resources related to ocean plastic pollution.

- National Geographic - Plastic Pollution: National Geographic features extensive coverage of plastic pollution issues worldwide. Their website includes articles, videos, interactive maps, and educational materials exploring the impacts of plastic waste on ecosystems and communities, as well as solutions to address the problem.

- World Wildlife Fund (WWF) - Plastic Pollution: WWF's plastic pollution webpage offers insights into the environmental impacts of plastic waste and the organization's efforts to combat the problem. Visitors can find reports, articles, and initiatives aimed at reducing plastic pollution and promoting sustainable waste management practices

- Turning the Tide on Plastic Pollution: 10 Innovative Technologies" - In this article, ten innovative technologies for combating plastic pollution are discussed, including ocean cleanup systems, bioplastics made from algae, and 3D printing using recycled plastic materials

Final Quiz

- Click on the picture to start the final quiz.

Final Quiz

All done?
Download
EUROPASS Certificate Supplement

Consumer Behaviour

Click the picture to access

6. Lesson
Activism

https://www.pexels.com/photo/people-protesting-with-protest-signs-and-a-megaphone-8553167/

Developer: ANDRAGOŠKI ZAVOD LJUDSKA UNIVERZA VELENJE
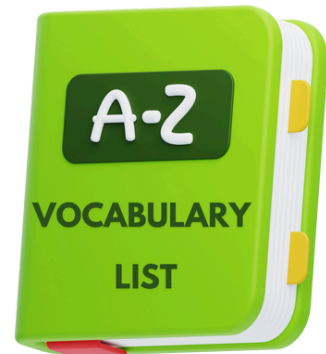
6.1. Lesson Outline

Subject:

- Activism within Environmental Issues

Grade/Level:

- Digital skills: Foundation/Intermediate
- Green skills: Foundation/Intermediate
- Language skills: Intermediate

Duration: 4 hours (45 minutes for each recipe)

Click the picture to access

Materials Needed:

- Internet-connected classroom
- Projector or interactive whiteboard
- Access to online platforms for digital activism examples
- Printed copies of case studies on environmental activism
- Writing materials for notes and brainstorming sessions

Lesson Objectives:

- Equip students with the skills and confidence to act as environmental educators, enabling them to lead and inspire their peers through informed advocacy and education.
- Enhance students' ability to critically assess environmental information, focusing on identifying misinformation and greenwashing in media and advertising to promote informed consumer behaviours and advocacy.
- Encourage students to recognize the impact of their personal choices on the environment through activities that highlight the importance of individual actions and citizen science contributions to broader environmental conservation efforts.
- Analyse various forms of environmental activism, including radical approaches, to understand their effectiveness, ethical implications, and historical and contemporary impacts. This includes fostering debate and reflective thinking on these topics.
- Develop students' abilities to effectively communicate and advocate for environmental issues using digital tools and creative methods, thereby enhancing their impact as educators and activists within their communities.
- Foster a sense of stewardship and responsibility towards maintaining and improving environmental quality through sustainable practices, encouraging students to integrate these actions into their daily lives and future endeavours.

Introduction

Icebreaker:

- Have students share an environmental issue they feel passionate about, and any activism related to that issue they have participated in or observed.
- Encourage them to find a post or page on social media on topic related to activism.
- Encourage discussion about the line between activism and awareness.

Brainstorming:

- What is activism?
- Discuss different forms of activism and how they relate to environmental issues. Discuss the role of (social) media in relation to activism.

Photo by Vincent M.A. Janssen: https://www.pexels.com/photo/people-holding-banner-2561628/

6.2. Recipe 1

Title: From Learners to Leaders: Peer-Led Environmental Advocacy

Topic: Empowering Students as Environmental Educators

Learner's Level:

- Digital skills: Foundation/ Intermediate
- Green skills: Foundation/ Intermediate
- Language skills: Intermediate

Teacher's Proficiency level: Integrator (B1) based on Digital Skills.

Target group:

- This activity is ideal for students keen on taking an active role in environmental education, aimed at inspiring and engaging their peers in meaningful discussions and actions concerning environmental sustainability.

Description:

- This recipe is designed to empower students to step into the role of environmental educators, crafting and delivering educational content that raises awareness, fosters understanding, and encourages action among their peers. Utilizing the OER 18 - How can climate/environmental issues be included in education? as a foundation, students will develop proposals for teaching environmental topics in a fresh, youthful, and digitally supported way and devise strategies to effectively communicate these messages to their peers.

Ingredients:

- OER 18 - How can climate/environmental issues be included in education? document for content and inspiration.
- Technology including digital tools for creating and sharing educational content (e.g., Canva).
- Access to platforms for peer interaction and content dissemination (e.g., school's social media channels, classroom blogs, online forums).
- Materials for creating interactive and engaging learning experiences (e.g., posters, brochures, interactive quizzes).

How to do it - step by step

Step 0 – Preparation

- Before starting the activity, the teacher should familiarize her/himself with the open education resource developed within EcoLitACT project: How can climate/environmental issues be included in education? The resource provides examples and strategies for integrating environmental issues into education and should serve as inspiration for this recipe.
- Teacher should prepare a brief workshop on effective communication and teaching strategies for environmental topics.

Step 1:

- Introduce students to the activity and the topic in general. Explain to them that they will act as teachers today. Explain that their task will be to come up with engaging and motivating ways to introduce the present topic in the classroom and inspire peers to become environmentally conscious and engage in green actions.
- Introduce the OER 18 *How can climate/environmental issues be included in education? a*nd discuss it with students (link).
- Discuss the importance of peer-led education in amplifying environmental awareness and action.

Step 2:

a. Teacher Preparation:

- A workshop on making eco-friendly household cleaners.
- A social media campaign to challenge peers to a week of meat-free meals.
- An interactive exhibit displaying the local impacts of global warming.
- A school-wide initiative to reduce paper use and promote digital assignments.
- Examples of real live young environment advocators:
  - https://caneecca.org/eng/role-of-youth-in-climate-action-advocacy/
  - https://www.unicef.org/rosa/stories/community-and-youth-led-action-climate-change-and-conservation
  - https://www.greenkidcrafts.com/5-youth-environmental-activists-to-inspire-your-child/
  - https://givingcompass.org/article/five-youth-climate-activists-you-should-know

b. Classroom Activity: Fashion Waste Sorting Game

- Begin the brainstorming session with a brief introduction to the importance of environmental advocacy and education. Present the researched examples, discussing each project's goals, implementation, and outcomes.
- Divide the class into small groups, assigning each a specific environmental topic or allowing them to choose one that interests them. Encourage groups to brainstorm project ideas inspired by the examples presented. Emphasise creativity, feasibility, and potential impact on their peers and community.
- Conclude the brainstorming session by having each group share their project idea with the class. Encourage constructive feedback and collaborative refinement of ideas, fostering a supportive environment where all students feel valued and motivated to participate in environmental advocacy.

Step 3: Development of Activities

a. Teacher Preparation

- Prepare guidelines/instructions for the students (as listed below)

b. Classroom Activity:

- Each group has a task to create a proposal that outlines their plan for an environmental education activity. The proposal should be clear, detailed, and actionable.
- Instructions for the students:

1. Begin with a catchy title that encapsulates the essence of the activity. Follow with an introduction that briefly describes the activity's focus and its importance.
2. Clearly state the objectives. What does the activity aim to achieve?
3. Outline the key messages you want to convey. What are the critical points your peer students should understand about the environmental topic you're addressing?
4. Detail the methods and activities you plan to use to engage your peers. This could include workshops, interactive exhibits, digital campaigns, or any innovative approach that suits your objectives and audience. Mention how these activities will be organised and facilitated to ensure active participation and learning.
5. Optional - incorporate media literacy elements to combat misinformation related to your environmental topic. This educational content teaches how to critically evaluate information sources, recognize credible data, and dispel myths. (link to educational resource How to Evaluate information)
6. Discuss how you'll use media (videos, social media posts, infographics) to spread accurate information and engage the audience.

★ TIP! Use examples, case studies, or strategies from the OER 18 How can climate/environmental issues be included in education?

Photo by PolinaKovaleva: Link

Step 4: Presentation and Feedback

- **Students:** Each group presents their proposals to the peers in class, explaining how they plan to implement their activity and the impact they hope to achieve. Based on the feedback received, each group refines their proposal and outlines a plan for implementation, identifying the necessary resources and steps to successfully implement the activity.
- **Teacher:** Provides feedback and facilitates a class discussion on the feasibility, potential challenges, and impact of each proposal.

Last Step - reflection

- How has developing and teaching an environmental topic to your peers changed your own understanding and commitment to environmental issues?
- Reflecting on your peers' reactions and engagement during your presentation/activity, what do you think was the most effective part of your approach in raising awareness or changing attitudes towards the environment?
- Reflecting on your peers' reactions and engagement during your presentation/activity, what do you think was the most effective part of your approach in raising awareness or changing attitudes towards the environment?

There is more:

- Encourage students to pay attention to news and media in the upcoming weeks if they can spot an example of activism in news or on social media.
- Encourage students to critically assess activists and their actions and discuss their opinions in class.
- Page: Catalysts of change: Exploring youth leadership and activism worldwide
- *Video:* *Want to be a youth activist? Here are some tips│CBC Kids News*
- Video: Who is Greta Thunberg?│Newsround
- Video: On National Child Day, meet clean water activist Autumn Peltier│CBC Kids News

6.3. Recipe 2

Image: Last Generation/ABACA/picture alliance

Title: Debating the Impact: Radical Environmental Activism

Topic: Exploring the Effectiveness and Ethics of Radical Environmental Actions

Learner's Level:

- Digital skills: Intermediate
- Green skills: Intermediate to Advanced
- Language skills: Intermediate to Advanced

Teacher's Proficiency level: Integrator (B1) to Expert (B2) based on Digital Skills.

Target group:

- This activity is tailored for students who are interested in deepening their understanding of environmental issues, activism strategies, and the ethical implications of various approaches to environmental protection.

Description:

- This recipe involves students critically analysing radical environmental activism. They will evaluate the effectiveness and ethical considerations of such actions, using structured debate and reflective writing to explore different perspectives and develop their critical thinking skills.

Ingredients:

- Video introducing examples of radical environmental action
- Background materials on radical environmental actions, including historical examples and their outcomes. (example)
- If available - local articles or excerpts discussing the ethics of environmental activism.
- Tools for creating presentations or digital debates (e.g., PowerPoint, Google Slides, online debate platforms).

How to do it - step by step

Step 0 – Preparation

- Watch the video discussing radical environmental actions
- Gather resources and readings that provide multiple perspectives on radical environmental actions, including their effectiveness and ethical considerations. Some examples are listed at the end of this recipe.
- Prepare guidelines for a structured debate, including roles, rules, and criteria for evaluation.

Step 1: Introduction to Radical Environmental Activism (10 minutes)

- Introduce the concept of radical environmental activism (see Vocabulary), explaining what makes an action "radical" and differentiating it from other forms of activism.
- Briefly overview historical instances of radical activism and their impacts on public policy, public perception, and environmental outcomes.

Step 2: Scenario Analysis (20 minutes)

- Show the video to students.
- Ask students to identify key issues, stakeholders, and the potential impacts (both positive and negative) described in the video.
- Divide students into small groups, assigning each a specific aspect of the scenario to analyse in depth (e.g., ethical implications, effectiveness, societal response).

Step 3: Structured Debate (10 minutes)

- Organise a structured debate where students argue for or against the effectiveness and ethicalness of the actions presented in the video.
- Encourage students to use evidence from the video and their supplementary readings to support their arguments.

Step 4: Reflective Writing (5 minutes)

- Following the debate, ask students to individually write a brief reflection on what they learned about the complexities of radical environmental activism.
- Prompt them to express their personal stance on the use of such tactics in environmental activism and how their views might have changed after the discussion.

There is more:

- Extend the lesson by having students research and present on real-life outcomes of radical environmental activism cases.
- Encourage students to volunteer with local environmental organisations to gain firsthand experience in environmental advocacy.
- Provide a list of documentaries, books, and websites that explore environmental activism in depth and suggest articles or blogs that critique or analyse radical activism from various ethical and effectiveness standpoints. Examples:
- Example 1
- Example 2
- Example 3
- Example 4
- This recipe not only educates students about the spectrum of environmental activism but also challenges them to critically evaluate the implications of radical approaches, fostering a nuanced understanding of activism in the environmental context.

6.4. Recipe 3

Image: https://spunout.ie/life/climate/greenwashing/

Title: Becoming a Greenwashing Detective

Topic: Identifying and Exposing Greenwashing in Media and Advertising

Learner's Level:

- Digital skills: Foundation to Intermediate
- Green skills: Foundation to Intermediate
- Language skills: Intermediate

Teacher's Proficiency level: Integrator (B1) based on Digital Skills.

Target group:

- This activity is suited for students interested in environmental advocacy, critical thinking, and media literacy, aimed at empowering them to critically analyse and question the environmental claims made by organisations and corporations.

Description:

- In this recipe, students will learn about greenwashing– the practice of gaining an unjustified claim to environmental virtue by companies–its impact on consumer perception, and how to critically evaluate environmental claims in media and advertising. By understanding greenwashing, students will be equipped to act as informed consumers and environmental advocates.

Ingredients:

- Digital resources on greenwashing, its techniques, and real-world examples.
- https://www.youtube.com/watch?v=8sLs7aWkKRM&ab_channel=BBCNewsround
- https://www.pbs.org/newshour/classroom/lesson-plans/2023/01/lesson-plan-how-to-detect-corporate-greenwashin
- Examples of advertisements or, corporate websites – Annex V
- Tools for creating digital content (e.g., video editing software, graphic design tools) for students to create their awareness campaigns.
- Checklist or guide for identifying greenwashing tactics. – Annex VI

How to do it - step by step

Step 0 – Preparation

- Print some examples of greenwashing in various media (see Annex V).
- Explain and discuss what greenwashing is, include some notable examples and the criteria for spotting it or use videos provided under Ingredients
- Prepare a checklist or guidelines that students can use to identify greenwashing practices – see Annex VI

Step 1: Introduction to Greenwashing (10 minutes)

- Introduce the concept of greenwashing, discussing its definition and why it is a problem for consumers and the environment.
- Show examples of advertisements or campaigns that have been criticised for greenwashing.

Step 2: Analysing Greenwashing (20 minutes)

- **Classroom Activity:** Divide students into small groups and assign them different advertisements to analyse using the provided checklist.
- Each group assesses their assigned content to determine if it contains elements of greenwashing, discussing the specific tactics used and the potential impact on consumer behaviour and environmental perceptions.

Step 3: Creating Awareness Campaigns (10 minutes)

- Instruct each group to develop a brief awareness campaign that educates their peers about greenwashing. This can be a digital poster, a short video, or a social media post.
- Encourage creativity and accuracy, ensuring that campaigns are informative and engaging.

Last Step: Sharing and Reflection (5 minutes)
- Allow each group to present their awareness campaign.
- Facilitate a class discussion on the importance of being vigilant consumers and how students can use their knowledge to influence their families and social circles.

- **There is more:**
- Create a competition to detect greenwashing practices. Encourage students to detect products and advertisements that include elements of greenwashing and encourage them to do research.
- This lesson plan not only educates students about greenwashing but also empowers them to become proactive environmental advocates, capable of influencing both peer and public understanding and behaviours towards sustainability and corporate responsibility.
- https://www.pbs.org/newshour/classroom/lesson-plans/2023/01/lesson-plan-how-to-detect-corporate-greenwashin

6.5. Recipe 4

Title: Power of Individual Action: Small Steps, Big Impact

Topic: Understanding the Cumulative Impact of Individual Actions

Learner's Level:

- Digital skills: Foundation to Intermediate
- Green skills: Foundation to Intermediate
- Language skills: Intermediate

Teacher's Proficiency level: Integrator (B1) based on Digital Skills.

Target group:

- This activity is ideal for students who are interested in understanding how their personal choices can significantly impact the environment and for those keen on participating in larger environmental initiatives through **citizen science.**

Description:

- This recipe helps students understand the significant impact of seemingly small individual actions on the environment. It also introduces them to citizen science, a way for ordinary people to contribute to scientific research, enhancing their engagement and understanding of environmental issues.

Ingredients:

- Presentation OER 5.1. Climate behaviour for foundational knowledge and activities.
- Digital devices with internet access for research and data entry.
- Introductory video about EU-Citizen.Science.
- Access to local or global citizen science platforms.
- Materials for creating personal action plans (paper, pens, digital tools).

How to do it - step by step

Step 0 – Preparation

- Review the "OER 5.1. Climate behaviour" document to extract key points and activities related to individual actions and their impact on climate.
- Identify relevant citizen science projects that students can participate in, focusing on those related to environmental monitoring.

Step 1: Introduction to Individual Impact (10 minutes)

- Begin by discussing the concept of individual action and its importance in tackling climate change. Highlight how small daily changes can add up to significant environmental impacts.
- Introduce the self-assessment activity from the "OER 5.1. Climate behaviour" to help students evaluate their current environmental behaviours.

Step 2: Self-Assessment and Discussion (15 minutes)

- Distribute copies of the behaviour checklist from the OER or display it on a projector.
- Allow students time to complete the checklist individually, then discuss the results as a class. Highlight areas where small changes can make a big difference (e.g., reducing energy consumption, using reusable bags).

Step 3: Introduction to Citizen Science (10 minutes)

- Explain the concept of citizen science and its role in contributing to scientific research, specifically in environmental conservation.
- Showcase examples of simple citizen science projects that students can participate in, such as local biodiversity monitoring or global projects on platforms like iNaturalist.

Step 4: Planning for Action and Citizen Science Engagement (10 minutes)

- Guide students in creating a personal action plan based on their self-assessment results. Include specific goals, such as using public transport more frequently or participating in a monthly local clean-up.
- Help students register on a citizen science platform and choose a project to contribute to. Discuss how they can regularly collect and submit data.

Last Step: Reflection and Commitment (5 minutes)

- Invite students to share their action plans and what citizen science project they chose.
- Discuss as a class how these individual commitments can lead to broader environmental benefits.
- Encourage students to keep a journal or blog of their actions and observations, reflecting on their progress and any changes they notice in their local environment.

There's More:

- Schedule follow-up sessions to discuss progress on action plans and experiences with citizen science projects.
- Consider a class project that involves a larger-scale citizen science initiative, allowing students to collaborate on environmental data collection and analysis.
- Links to additional resources on reducing carbon footprints, such as the UN Environment Programme (UNEP) and local environmental NGOs.
- Educational materials on understanding and implementing sustainability in daily life.
- https://www.ecsa.ngo/
- https://education.nationalgeographic.org/resource/citizen-science-article/
- https://scistarter.org/citizen-science
- This recipe not only educates students about the environmental impact of their choices but also actively involves them in ongoing scientific efforts, reinforcing the importance of their contributions to a larger movement.

6.6. Recipe 5

Photo by Markus Winkler:
https://www.pexels.com/photo/a-typewriter-with-the-word-circular-economy-written-on-it-184855 09/

Title: Circular Economy: Designing a Sustainable Future

Topic: Understanding and Implementing Circular Economy Principles in Activism

Learner's Level:

- Digital skills: Intermediate
- Green skills: Intermediate to Advanced
- Language skills: Intermediate

Teacher's Proficiency level: Integrator (B1) to Expert (B2) based on Digital Skills.

Target group:

- This activity is tailored for students who are interested in understanding how the principles of the circular economy can be integrated into environmental activism to promote sustainability and reduce environmental impacts.

Description:

- This recipe explores the concept of the circular economy and its importance in addressing environmental challenges such as climate change and resource depletion. Students will learn about the circular economy's principles, their applications, and how these can be advocated for through activism to drive systemic change in society.

Ingredients:

- Internet-connected classroom for presentation and research.
- Access to the European Parliament video on Circular Economy or related article:
  - Circular Economy
  - Repair, re-use and recycle!
  - How Society Can Re-think Progress
- The provided Circular Economy presentation.
- Visual aids illustrating the 9 Rs of the Circular Economy:

J. Kirchherr et al.

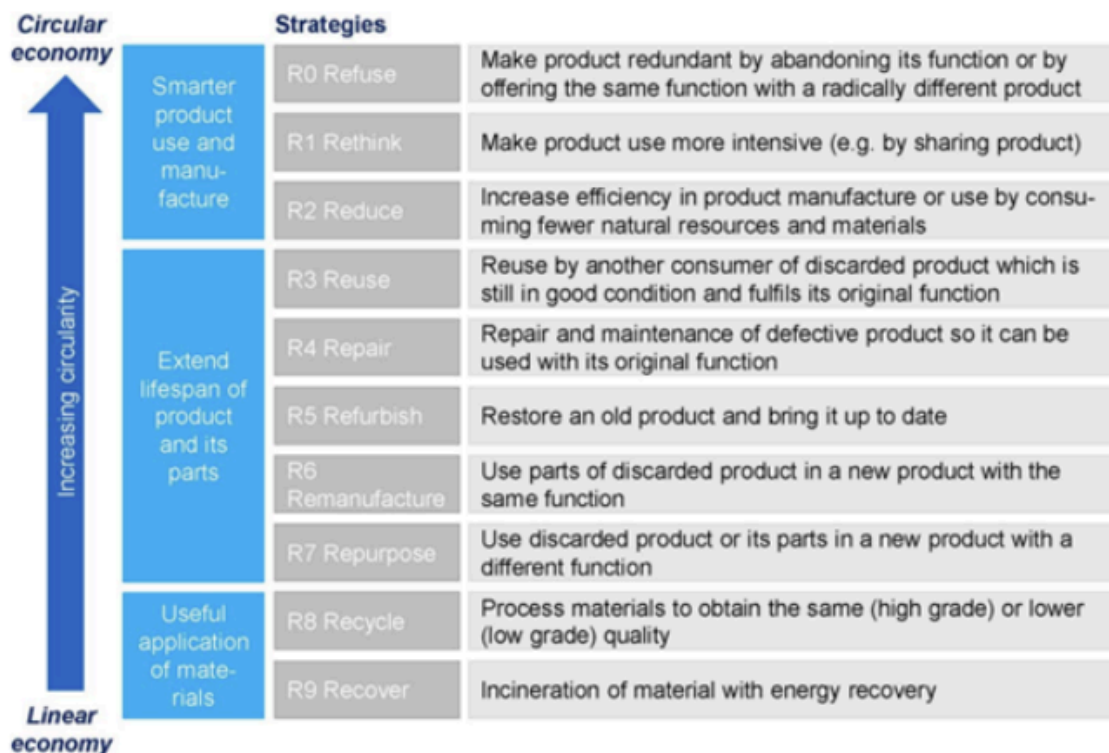| Circular economy	Strategies	
Smarter product use and manufacture	R0 Refuse	Make product redundant by abandoning its function or by offering the same function with a radically different product
	R1 Rethink	Make product use more intensive (e.g. by sharing product)
	R2 Reduce	Increase efficiency in product manufacture or use by consuming fewer natural resources and materials
Extend lifespan of product and its parts	R3 Reuse	Reuse by another consumer of discarded product which is still in good condition and fulfils its original function
	R4 Repair	Repair and maintenance of defective product so it can be used with its original function
	R5 Refurbish	Restore an old product and bring it up to date
	R6 Remanufacture	Use parts of discarded product in a new product with the same function
	R7 Repurpose	Use discarded product or its parts in a new product with a different function
Useful application of materials	R8 Recycle	Process materials to obtain the same (high grade) or lower (low grade) quality
	R9 Recover	Incineration of material with energy recovery

Figure 1 - Source: Julian Kirchherr, Denise Reike, Marko Hekkert, Conceptualizing the circular economy: An analysis of 114 definitions, Resources, Conservation and Recycling, Volume 127, 2017, Pages 221-232, ISSN 0921-3449, https://doi.org/10.1016/j.resconrec.2017.09.005. (https://www.sciencedirect.com/science/article/pii/S0921344917302835)

How to do it - step by step

Step 0 – Preparation

- Familiarise yourself with the Circular Economy concept, including the 9 Rs from the provided document and video sources.
- Prepare a presentation (use reference at the end) or show a video from the European Parliament to introduce the circular economy.
- Set up a digital whiteboard or platform for collaborative activity.

Step 1: Introduction to Circular Economy (10 minutes)

- Start with a brief discussion on what students already know about the circular economy.
- Present the video/page from the European Parliament to provide a foundational understanding of the circular economy's goals and processes.

Step 2: Deep Dive into the 9 Rs (15 minutes)

- Introduce the 9 Rs of the Circular Economy, using the provided document and additional visual aids.
- Discuss each 'R' in detail, emphasising how they contribute to sustainability and resource efficiency.

Step 3: Group Activity - Circular Economy Solutions (15 minutes)

- Divide students into groups and assign each group one of the 9 Rs to explore more deeply.
- Each group develops a project or campaign proposal that promotes their assigned R as a method of environmental activism.
- Encourage the use of digital tools for creating presentations or campaign materials.

Step 4: Presentation and Peer Review (10 minutes)

- Allow each group to present their proposal in class.
- Conduct a peer review session where students provide feedback on each other's proposals, focusing on creativity, feasibility, and potential impact.

Last Step: Reflection and Discussion (5 minutes)

- Conclude with a class discussion on how circular economy principles can be integrated into daily life and activism.
- Discuss the potential challenges and societal impacts of shifting to a circular economy model.

There is more:
- Suggest students follow up by participating in a local or online campaign focused on promoting circular economy practices.
- Share resources for further learning and involvement in circular economy initiatives.
- Links to articles and resources from institutions like the Ellen MacArthur Foundation that provide deeper insights into the circular economy:
- Link 1
- Link 2
- Link 3
- Link 4
- Link 5
- Link 6

Closure of the lesson:
- The lesson is centred on "Activism within Environmental Issues," aimed at equipping students with the skills and knowledge to engage effectively in environmental activism. It caters to students with foundation to intermediate levels in digital, green, and language skills.
- The lesson aims to empower students as environmental educators, enhance their skills in critically assessing environmental information, promote awareness of personal impacts on the environment, and foster a deeper understanding of various forms of activism.
- Scheduled to last 4-5 hours, the lesson requires an internet-connected classroom, a projector or interactive whiteboard, online platforms for digital activism, case studies on environmental activism, and general writing materials for notes and brainstorming.

Activities Overview: The lesson is divided into four main activities or "recipes":
- **From Learners to Leaders:** Peer-Led Environmental Advocacy - Focuses on enabling students to teach and inspire their peers through environmentally-focused educational content.
- **Becoming Greenwashing Detective** - Aims to educate students on identifying greenwashing practices in media and advertising.
- **Power of Individual Action** - Highlights the importance of individual actions in environmental conservation through citizen science projects.
- **Analysing Radical Environmental Activism** - Engages students in discussions about the effectiveness and ethical considerations of radical environmental activism.

Final Quiz

- Click on the picture to start the final quiz. The correct answers are at the end of the questions

Final Quiz

All done?

Download

EUROPASS Certificate Supplement

Activism

Click the picture to access

7. Integration with EUROPASS

In addition to fostering eco-literacy, this handbook also aims to equip VET practitioners/educators with the tools necessary to help their learners document and showcase their acquired skills and competencies effectively. One such tool is EUROPASS, a comprehensive set of online tools and information designed to help individuals manage their learning and career. The following section provides guidelines on how to support learners in creating or updating their EUROPASS profiles to include the competencies and skills gained through the ECOLitAct Project.

What is EUROPASS?

- EUROPASS is a European Union initiative that helps individuals communicate their skills, qualifications, and experiences clearly and effectively. It consists of several documents, including the EUROPASS CV, which is recognized across Europe and beyond, making it easier for learners to present their qualifications to potential employers or educational institutions. Here is the website: europass.europa.eu

Why use EUROPASS?
- **Standardization:** EUROPASS provides a standardized format for documenting skills and qualifications, which is widely recognized and respected.
- **Visibility:** It increases the visibility of learners' competencies and skills, making it easier for them to be acknowledged by employers and educational institutions.
- **Accessibility:** The platform is user-friendly and accessible to all, ensuring that every learner can effectively document their achievements.

Steps to Support Learners in Creating/Updating Their EUROPASS Profiles

1.Introduction to EUROPASS:
- Explain the purpose and benefits of EUROPASS to your learners. Share the videos: What is EUROPASS? and Why EUROPASS? for better understanding.
- Show Examples of EUROPASS CVs and Other Documents:
  1. EUROPASS CV: A widely recognized format for presenting one's qualifications and experiences. It includes sections for personal details, work experience, education, skills, and more. Example: Sample EUROPASS CV.

2.EUROPASS Language Passport: The EUROPASS Language Passport was established as one of the EUROPASS document templates in 2004 as a self-assessment tool for language skills and qualifications. The current EUROPASS integrates the language passport within the EUROPASS profile as a section called language skills. You are still able to self-assess your language competences based on the Common European Framework of Reference for Languages (CEFR) and can share your results with employers or education institutions as necessary.

3. EUROPASS Mobility: A record of skills and competencies acquired during a mobility experience (e.g., internships or exchange programs). Example: Sample EUROPASS Mobility.

2. Creating an EUROPASS Account:
- Guide learners to the EUROPASS website.
- Assist them in creating an account if they do not already have one.
- Share this video tutorial as an help to create an account.

3. Filling Out the EUROPASS CV:
- Help learners gather all necessary information, including personal details, educational background, work experience, and skills.
- Provide a step-by-step walkthrough of filling out each section of the EUROPASS CV.
- Share the EUROPASS CV video tutorial to create a good CV.
- Encourage learners to regularly update their EUROPASS profiles as they gain new skills and experiences.
- Remind them to keep their profiles current, especially after completing new lessons or projects.

4. Documenting the skills and competences acquired in the ECOLitAct Lessons:

- Identify the specific skills and competencies gained from each lesson in the ECOLitAct VET Hands-On Handbook.
- Show learners how to effectively describe these skills in their EUROPASS CV, using clear and concise language.
- Encourage learners to include any projects, activities, or assignments completed as part of the ECOLitAct VET lessons using EUROPASS Certificate Supplement.
- At the end of the each lesson, the Europass Certificate Supplement is provided.

What is the EUROPASS Certificate Supplement?:

- The EUROPASS Certificate Supplement is a document describing the knowledge and skills acquired by holders of vocational training certificates. It provides additional information to that already included in the official certificate and/or transcript, making it more easily understood, especially by employers or institutions abroad.

Why Use the EUROPASS Certificate Supplement?

- **Clarity:** It makes your vocational qualifications more easily understood by employers and educational institutions, especially abroad.
- **Detail:** Provides detailed information about the purpose, level, and learning outcomes of your qualification, as well as information on the relevant education system.

Who is it for?

- Any person who holds a vocational education and training certificate.

How to create and use a EUROPASS Certificate Supple a EUROPASS Certificate Supplement?ment?

1. Search Your Country Database:
    - Look for the EUROPASS Certificate Supplement related to your vocational qualification in your country's database.
    - Watch this video tutorial for detailed information.
    - Here is the example for EUROPASS Certificate Supplement
2. Including the Supplement in Your EUROPASS Profile:
    - Once you have obtained the EUROPASS Certificate Supplement, add it to your EUROPASS profile to enhance your CV.
    - This combination of vocational qualification and the EUROPASS Certificate Supplement will provide a comprehensive and understandable presentation of the skills and knowledge, significantly improving the chances when applying for jobs or courses in other European countries.

Conclusion

Encouraging learners to use EUROPASS, including the CV and Certificate Supplement, bridges the gap between education and employment, giving them a competitive edge in the job market. By regularly updating their profiles, learners become skilled at showcasing their qualifications to employers and educational institutions. Integrating eco-literacy with EUROPASS documentation practices fosters a generation of learners who are environmentally conscious and well-prepared for the future.

Annex 1: Lesson 2. Climate Change Basics

Group activity – How to do the activity and the bingo table with the right answers.

Climate Bingo	Group activity – individual results	- Learn about climate and climate zones	- 20 mins, or until the first person says bingo - 20 mins for the correct answers and discussion	Printed papers with climate bingo table (the bingo table can be found in further reading section) Pens	Each participant receives an empty bingo table. They need to find and right in the box the answers to the questions by asking the others, as well as to write their names (the person's name that gave the correct answer). The game finishes when the first person fills in all the boxes and says BINGO! The trainer needs to check the answers. If they are correct the person wins. If not, the game continues until the next person says BINGO!	Following this activity, you can discuss with the participants relevant information about the questions.

Righ Answers for the Bingo

1. Climate
2. (Humid) continental
3. Latitude
4. Cooler
5. Equator
6. Tree rings
7. satellites
8. temperate
9. 0 degrees
10. Tropical
11. It gets drier
12. tropical, temperate, polar
13. is a climate pattern that describes the unusual warming of surface waters in the eastern equatorial Pacific Ocean.
14. Tropical (Wet and Dry)
15. Partially: France, Portugal, Italy, Spain, Croatia (Completely: Greece, Malta, Cyprus)
16. False
17. Weather
18. Polar
19. "Klima"
20. Climate proxies

Annex II: Lesson 2. Climate Change Basics

CLIMATE BINGO

1. The average weather conditions over a long period of time.	2. Warm, rainy summers and cool, snowy winters.	3. The biggest factor in determining the type of climate is …	4. What is the temperature of the top of a mountain like as compared to the bottom of the mountain?	5. Line that separates North and South on a globe.
6. Through which part of trees can we determine past climate?	7. NASA is using these to measure Earth's changing weather and climate.	8. Most regions with a …. Climate present four seasons	9. What is the latitude of the equator?	10. A climate zone hot all year-round.
As you move inland in continents what happens to the climate?	12. What are the 3 major climate zones in order from equator to the poles?	13. What is El Niño?	14. What climate zone is hot all year with rainy and dry seasons?	15. Name three European countries that are partially or completely affected by the Mediterranean climate:
16. The imaginary lines of times zones are the same to the imaginary lines of climate zones. (True/False)	17. The condition of the atmosphere at a particular place and time is called …	18. Which climate zone is found 66-90 degrees latitude North and South?	19. The word climate `comes from the word …	20. The indirect methods of measuring past climates are known as …

Annex III: Lesson 3. Climate Denialism

Unfortunately, social media platforms make room for the view of those who deny climate change to be maximised and quicky disseminated among the population. Nevertheless, it's essential to critically assess these notions. The majority of them lack a scientific foundation and might be motivated by economic interests, such as lobbying by corporations engaged in the fossil fuel industries.

Certain experts propose that instead of exclusively concentrating on countering the viewpoints of climate change deniers, efforts should be directed toward combating climate change itself, as denialism often leads to inaction. Education emerges as a potent strategy to counter all forms of negationism. However, in the domain of ecology, environmental education should embrace more than myths. It should involve a critique of the prevailing beliefs of modernity, including individualism, boundless progress, consumerism, unregulated markets, while also emphasizing diverse ecological equilibriums: internal harmony, solidarity with others, and synchronization with the natural world.

This educational approach should nurture a sense of critical thinking, motivating individuals to question unquestioned assumptions and evaluate information impartially. It's imperative to be vigilant against misinformation, which deliberately disseminates inaccurate information to manipulate public opinion and undermine prevailing attitudes. To counter this, it's vital to cross-reference information from various sources, consider alternative perspectives, and be cognizant of potential biases. Misinformation often carries an adverse and detrimental emotional impact, engineered to discredit specific targets.

In conclusion, it's crucial to make the meanings of denialism and deniers clear within the context of climate change dialogues. Addressing climate change necessitates an emphasis on action rather than exclusively engaging with negationist perspectives. Education plays a pivotal role in countering all forms of negationism, and cultivating critical thinking skills is indispensable for navigating the complex terrain of information and disinformation.

But how much do we know about climate denialism?

Are there climate denialism arguments that we come across daily?

Annex III: Lesson 3. Climate Denialism

What is Climate Denialism?

In today's era, when we search for 'climate change' on search engines, two phrases that surface immediately are "climate change denialism" and "climate change deniers." Yet, what precisely do these phrases signify, and why are they frequently sought after?

Over the past few decades, the subject of climate change and how to mitigate its repercussions has assumed ca prominent role in public discourse. Concurrently, another viewpoint emerges, one that challenges the existence of climate change despite compelling evidence – this perspective is referred to as denial.

Even though we encounter noticeable effects of climate change in our everyday experiences (such as perceiving escalating temperatures over the years in urban environments), some parts of society continue to deny the basic facts of climate change. Some individuals even contend that climate change has perpetually been an inherent part of the natural order, downplaying the role of human influence. This type of reasoning is frequently embraced by those who choose to deny the fact that man-made climate change is actually happening, holding on to what's known as "magical thinking." This concept summarizes the belief that one's thoughts or actions can exert direct influence on the physical realm, making it possible for them to escape a reality that is uncomfortable to them.

In essence, there exist three principal classifications of scepticism toward climate science:
1. Sceptics
2. Agnostics
3. Deniers
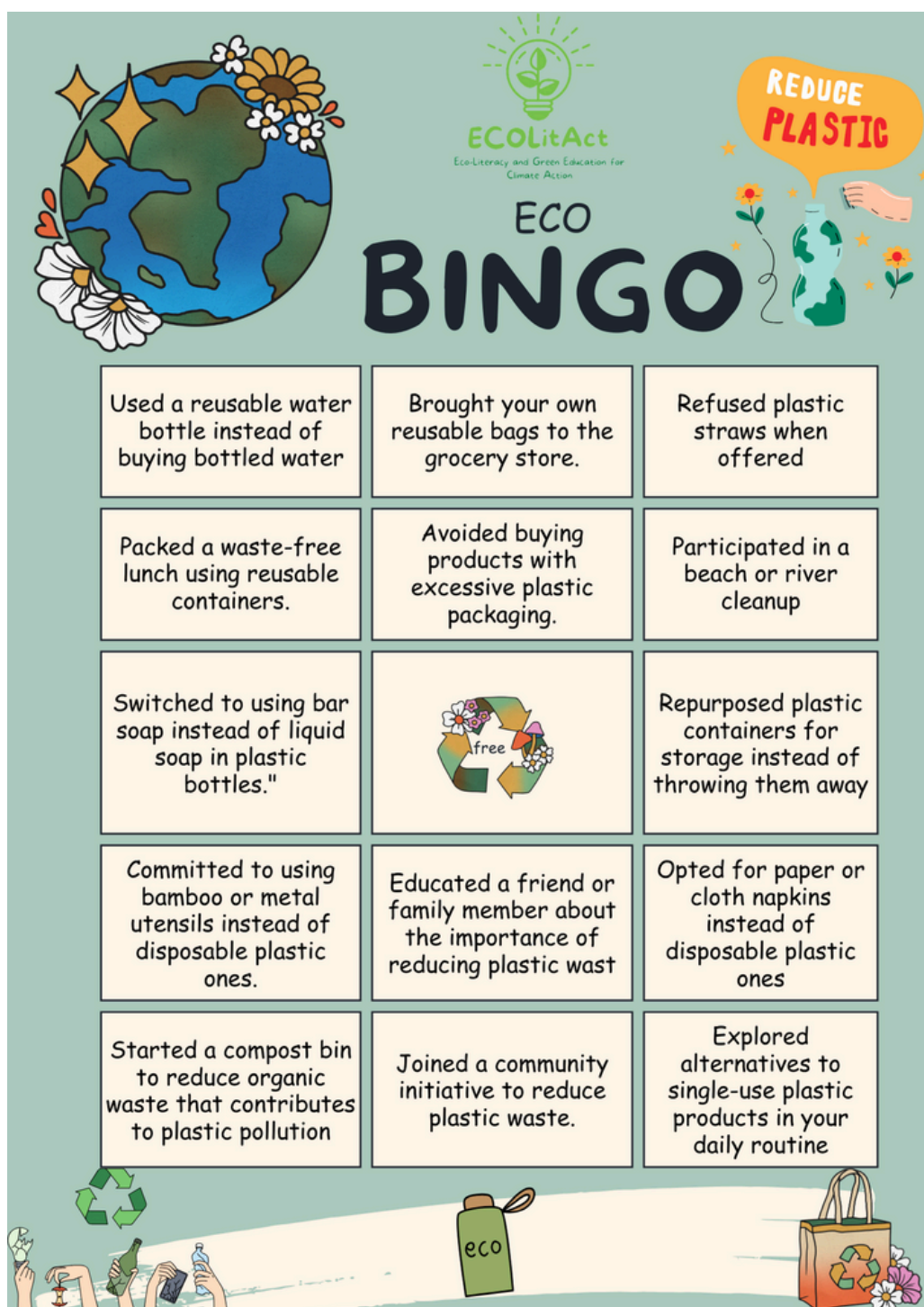
Deniers can be further divided into three groups:
1. Naive deniers
2. Conspiracists
3. Opportunists

Annex IV : Lesson 5. Consumer Behaviour: Bingo Card

ECOLitAct
Eco-Literacy and Green Education for
Climate Action

ECO
BINGO

REDUCE
PLASTIC

Used a reusable water bottle instead of buying bottled water	Brought your own reusable bags to the grocery store.	Refused plastic straws when offered
Packed a waste-free lunch using reusable containers.	Avoided buying products with excessive plastic packaging.	Participated in a beach or river cleanup
Switched to using bar soap instead of liquid soap in plastic bottles."	free	Repurposed plastic containers for storage instead of throwing them away
Committed to using bamboo or metal utensils instead of disposable plastic ones.	Educated a friend or family member about the importance of reducing plastic wast	Opted for paper or cloth napkins instead of disposable plastic ones
Started a compost bin to reduce organic waste that contributes to plastic pollution	Joined a community initiative to reduce plastic waste.	Explored alternatives to single-use plastic products in your daily routine

eco

Annex V Lesson 6. Activism

Some examples of greenwashing in various media

Annex VI: Lesson 6. Activism

Greenwashing checklist

1. Is it clear why the product is green? Look beyond slogans, green colours, eco looking packaging and vague claims.
2. Is it easy to find out more about the green claims e.g. a website link.
3. Does the green claim cover everything about the product? You want to make sure the company is not just showing you the good bits.
4. Would the green claims apply to all products like it anyway? It'd be irrelevant to tell you an apple is plant based!
5. Can you dispose of the product in a sustainable way such as recycling.

Link to additional worksheet on Greenwashing. (source: MediaWise)

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ECOLitAct

Eco-Literacy and Green Education for Climate Action