

# Green Generations Teachers' Training Package



# Module 3: Putting Teaching Techniques Into Practice













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This module is about putting teaching techniques into practice. It provides teachers, educators and education stakeholders with effective pedagogical methodologies for the practical implementation of an intergenerational climate change education project.

The learning outcomes will allow educators to:

- define a project rooted in social/environmental and pedagogical needs covering several areas of knowledge
- 2. develop a collaborative framework and active participation, involving a cultural and practical approach
- 3. apply methods and techniques for the practical implementation and management of an intergenerational project
- 4. explore and inspire from intergenerational projects case studies

### 2. Key elements of the module (developed in module presentation)

- 1. Defining the framework of the project: its relation to the teachers and students' pedagogical needs (potentially covering different areas of knowledge) and rooted in local social/environmental stakes.
- 2. Building intergenerational partnerships relevant to the project and creating a collaborative and culturally inclusive framework.
- 3. Familiarising with methods and techniques of a project-based intergenerational project and ways to manage it.
- 4. Observe examples of intergenerational projects and explore how to adapt the ideas to an intergenerational climate change education project.













## 3. Theoretical presentation of the learning concepts

Before presenting the learning concepts of this particular module, it is necessary to be clear about climate change education, as a reminder of module 1.

Climate education is directly related to Education for Sustainable Development (ESD). It covers all cycles and all subjects of a curriculum. In schools, it can involve different parties such as teachers, ESD coordinators, pupils and eco-delegates in structuring educational approaches that contribute to the overall development of the school projects. It allows for the school to open to the wider community (transversal and intergenerational connections) and to the world. As a result, new local partnerships are being forged that are essential to the deployment of ESD.

As a **global**, "**systemic**" **education project**, ESD is developed through concrete, crossdisciplinary and transformative approaches that enable students to develop a wide range of skills that will guide their individual, personal and professional careers and therefore help to build their future. Basically, it provides young people with tools for analysing and understanding the challenges of tomorrow's world (ecological, social, economical and cultural), so that they can **make informed decisions** and commit themselves to a sustainable and desirable future on a viable and liveable planet. In this way, it offers a fantastic opportunity to **stimulate critical thinking, creativity and collective intelligence.** 

Intergenerational learning, as part of lifelong learning, is the perfect framework for ESD projects. It's about the bidirectional **transmission of knowledge**, **know-how**, **soft skills**, **attitudes and habits**.

Intergenerational learning needs to be **rooted in social and pedagogical needs.** It supports healthy and active democracy by encouraging civic education.

Learning benefits on the participants are various<sup>1</sup>:

<sup>&</sup>lt;sup>1</sup> Gadet.C - L'école à tous les âges, Presses du Châtelet, 2014.













- collective wellbeing
- autonomy and initiative
- identity building
- culture of community, togetherness and cooperation
- civic and ethical responsibility, social life skills
- Development of transversal skills: responsibility, generosity, solidarity, tolerance, respect and mutual aid
- allows to materialise the notion of (life)time
   / ability to consider the future
- students discover and take part in their environment
- communication with other generations (ability to explain a personal experience, to develop an idea)
- fighting incivility, school dropouts and violence at school

Intergenerational learning can take multiple forms. Making intergenerational learning a part of the teaching process allows us to work on several areas of knowledge and skills. It can allow for connections with other teachers, other schools and other class levels. Areas of knowledge could be:

- History
- Language
- Culture and artistic education
- Physical education
- Science
- Technologies
- Environmental education
- Civic and social education,
- Etc.

## 4. Module presentation

#### 4.1 Defining a collective framework and active participation

In order to define the framework of an intergenerational project related to the environmental transition<sup>2</sup>, educators must start by reflecting on their related pedagogical needs which may cover several areas of knowledge, and anchor them in the local social/environmental stakes.

To do so, the educator needs to reflect on a series of questions:

- What topic in my current curriculum can be related to environmental transition and could be better addressed through an intergenerational project?
- What areas of knowledge and skills does this topic cover?
- What environmental/social needs does this topic address?
- Does this challenge apply locally?

<sup>2</sup> As we have seen in module 1: climate change education is a vast concept rooted in education for sustainable development.











- Who are the potential local partners who could help me build the project and bring different angles of knowledge and skills ?
- What are the human, financial resources and expertise I already have? What do I need?

The partner(s) can be the school's educative staff, other teachers, students from other schools in the area, college, high schools or universities, nonprofits and NGOs, academies, foundations, elderly homes, citizens, volunteers, families (parents, grand-parents, siblings...), government agencies, local communities, etc.

The choice of the partner(s) is related to the topic pursued.

Creating collaboration and active participation among participants is key to the success of intergenerational learning.

The participants involved must be trained in the notion of intergeneration before the meetings. Indeed, although generations share basic needs, they have different references, lifestyles and behaviours. Additional cultural barriers may exist. Participants need to be prepared to meet, to understand differences, interact and respect one another. The organisation of workshops with exchanges of knowledge, know-how and interpersonal skills is essential for the different generations. It enables participants to understand the different contexts in terms of lifestyles and timeframes.

Participants also need to think together about a joint educational programme.

Intergenerational workshops also require defining a set of rules that all will agree to and abide by in order to set a framework of collaborative respectful interactions where all contributions are equal, each individual is valued and respected for their unique qualities, talents, aptitudes and skills. This will benefit all and allow for emotional connection among the participants building the basis of a fruitful and hopefully sustainable relationship.

This framework of horizontal interactions leads to a shift in the educator's posture. In traditional pedagogy, if the teacher is generally in a position of vertical knowledge (the teacher teaches the student who learns from this transmission), in a project-based intergenerational learning environment, the teacher will need to shift to a position of facilitation of knowledge, know-how and skills since these will be shared transversally. This role of mediation is essential.

#### 4.2 Building intergenerational partnerships relevant to the project

Following the first series of questions in order to define the framework, the educator has probably decided on the topic he/she wishes to address as well as the target audience of the project. The target audience represents the benefactors. The partners will help address the objective in different ways that need to be defined and provide complementary competences and forces.













In this next step, the educator will need to identify the relevant partner(s) for the intergenerational project.

These partners might include one or several of the following:

-other teachers, students and partners from the same school,

-other educators and students from other local schools (different levels) -families and relatives,

-citizens of all ages

-according to the topic, only one or several public and private organisations -official authorities at local, regional level,

-non-profits

-etc.

As mentioned previously, the choice of partners is related to the topic. All participants need to be familiarised with the project and the expectations.

#### 4.3 Methods and techniques of a project-based intergenerational project

Addressing environmental transition through an intergenerational project-based learning program requires to follow a certain number of steps that are listed in our enclosed worksheet.

Stakeholders must be included in the definition of a **clear programme**, including specific **pedagogical objectives**, monitoring of the progress of the activities and post-evaluation of each activity.

Stakeholders need to create and **define the experience** that would be both educational and enjoyable for the different generations participating in the learning experience.

The project requires **planning in space and time**: it is important to set a specific duration of the project and mention the places where learning will occur: field trips, classroom, partner facilities, other venues... It is also important to think of resources and gaps.

A **collaborative framework**, and specifically collective intelligence (cognitive and emotional) require diversity and cultural inclusion. According to your local context, you may refer to our relevant worksheet on the practical implementation of cultural inclusion.

Overall, the **ingredients for successful intergenerational learning environments** include:

- Mixed learning
- Promotion of understanding, acceptance and respect
- Open communication
- Technology is used to create interest and enhance context.

**Gamification** or Edugaming is a pedagogical technique that works well among generations. It implies adding game mechanics into nongame environments to increase











generations

participation. The goal is to provide an engaging and interactive way for participants to learn new concepts, skills, or information.

**Monitoring** throughout and **assessing** the intergenerational learning in environmental transition will be specifically addressed in module 4, although steps can be included in the relevant worksheet enclosed. This assessment part will include the development of reflexivity skills for all participants.

## 5. Methodology used within the module

The methodologies used within this module are connected to knowledge, know-how and particularly skills that participants need, especially when facing an environmental transition challenge.

- Project-based learning and agency (ability to take initiative)
- Cooperation
- Information literacy / Ability to analyse / Systemic approach
- Ability to communicate ideas to different generations
- Edugaming or Game-based learning

## 6. Case study and lessons learnt

**Environmental transition topic: What is sustainable food?** Duration : 1 school year (2019/2020) Locality: Area of Lyon, France.















		_	
Initiator	Thibaut Grenier / Collège Les Iris in Villeurbanne. M. Grenier is formally a geographer. In this secondary school he is the history teacher (who is also in charge of Moral and civic education)		
School partners	Physics and chemistry teacher / Biology teacher Headmaster : helped plan common free time slots for all teachers involved in order for them to work together.		
Benefactors	Secondary school students		
2 Local partners	<b>Réseau Marguerite</b> : supports secondary school and high school teachers in their educational activities towards food awareness.		
	<b>Santé-Goût-Terroir</b> : a non-profit that educates on the relation between food, health and local produce and provides connection with the local community.		
Planning of the activity and resources	Behavioural rules were not necessarily set in stone, but several meetings were organised to prepare the students and the adults for intergenerational connections. Planning was made for the duration of the project (one school year). The project was funded by several regional subsidies. Security rules were decided (use of tools).		
Fields explored in relation to the topic	<ul> <li>Food production</li> <li>Selling and Distribution</li> <li>Nutrition and health</li> <li>Justice and solidarity</li> </ul>		
Intergenerational activity	Teachers and students explored the forgotten know-hows about preparing food and what eating means and its consequences on ourselves and the environment.		
	For this purpose the children watched documentaries, interacted with different people and citizens, visited places and did activities within their community to gather food related information and know-hows.		







The non-profit helped with the local connections and to

conduct workshops in school as well.









Photos of some activities (field trips to explore context, production, etc / preparing and sharing meals allowing for conversations among generations...)





Constraints

Covid period: the initial yearly program was not entirely done. Parents and citizens were not allowed in schools anymore.















		1
Evaluation of the project / Impact	Qualitative (students' survey) and quantitative evaluation planned ahead with the help of the partners who had the relevant additional skills.	
	Because of Covid, it was difficult to finalise the evaluation	
	of students. First, it is difficult to evaluate the impact of	
	food behaviours on a 10 month timespan. Teachers and	
	partners were planning on an impact on students'	
	behaviours in the long run. Additionally, students learned	
	to work collectively, especially the more charismatic ones.	
	The impact on teachers was interesting: they learned about	
	mistakes to avoid; they learned to submit a grant	
	application with the help of partners; they met new local	
	partners; they were identified by the local authorities	
	which can help in future projects. The project also allowed	
	teachers to know their students better, to spot some issues	
	that were previously invisible; they learned to educate	
	without inducing guilt. Overall, the project helped the	
	teachers to develop better teaching competences.	

## 7. Toolbox (Worksheets)

• How to create a list of rules for a collaborative and active framework (including roles and attitudes of teacher, partners, participants)











Alexandria



Worksheet Title	Country Race	Worksheet Code	Worksheet 1	
Type of resource		Type of learning	groupwork	
Duration (in minutes)	50 min	Learning Outcomes	Participants of different ages get to know each other and work collaboratively	
Aims	Participants of different ages will learn to collaborate and work together in a creative way.			
Materials Required				
Step-by-step instructions	Divide participants in on The team members in th The team has to guide specified order. After the activity discuss How was the experi How was the experi How was the experi Was the person in the middle What was the diffice Were you always sti Was everybody equ What lesson can we	<ul> <li>ivide participants in one big group, one person is in the middle with a blindfold.</li> <li>he team members in the circle cannot move their feet for any reason.</li> <li>he team has to guide the person in the middle to collect some objects in a pecified order.</li> <li>fter the activity discuss with participants the following questions:</li> <li>How was the experience for the person in the centre? Did you feel guided?</li> <li>How was the experience for the group on the outside? Was it easy to guide</li> <li>he person in the middle?</li> <li>What was the difficult part of the game?</li> <li>Were you always still or did you move inside the circle?</li> <li>Was everybody equally involved?</li> <li>What lesson can we draw from the exercise about leadership and teamwork?</li> </ul>		















Worksheet Title

Type of resource

Duration

**Build a tower** 

50 min

Worksheet Code	Worksheet 2
Type of learning	groupwork
Learning Outcomes	Participants of different ages get to know each other and work collaboratively

(in minutes)			get to know each other and work collaboratively
Aims	Participants of different ages will learn to collaborate and work together in a creative way.		
Materials Required	15 pieces of paper		
Step-by-step instructions	<ul> <li>Divide your participants in groups. Give them 5 min to plan and 10 min to build tower using only 15 used sheets of paper.</li> <li>The tower has to stand alone (it shall be placed on the floor but can't be supported by any other object). During the building, participants can't talk anymore</li> <li>The highest tower wins!</li> <li>After the activity discuss with participants the following questions: <ul> <li>Have you clearly divided responsibilities and roles?</li> <li>There was somebody during the planning or the implementation to check the time?</li> <li>How much time have you invested during the planning in the team?</li> <li>Have you agreed on how to communicate?</li> <li>Did the leadership rotate?</li> </ul> </li> </ul>		in to plan and 10 min to build a the floor but can't be g, participants can't talk owing questions: oles? he implementation to check planning in the team? u have a plan B?

Setting the framework of diversity and cultural inclusion •













-	1 Got to Know Your Students	1
TEACHERS	<ul> <li>Ensuring that cultural awareness is promoted in the classroom starts with the teacher understanding each individual student. Take the time to learn about each student's cultural background, hobbies, learning styles, and what makes them unique. Demonstrating a genuine interest in learning about each student and their culture will help establish trust and allow you to form a bond with them so they feel valued. If students feel appreciated by and comfortable with the teacher, there's a better chance they'll feel comfortable talking with and respect their peers in the class – and communication is the core to a culturally aware and inclusive classroom.</li> <li><b>2.</b> Maintain Consistent Communication</li> <li>Aside from getting to know your students, teachers should also continue to maintain ongoing communication throughout the school year.</li> </ul>	
TEACHERS	Scheduling meetings with students to "check in" every so often will allow you to consistently improve how accessible the classroom is to everyone.	
STUDENTS	Students can talk about whether they felt included in the classroom	
PARTICIPANTS	<ul> <li>experience.</li> <li><b>3.</b> Acknowledge and Respect Everybody</li> <li>It's also important for students to celebrate and respect their own diverse backgrounds, as well as each other's. When appropriate, teachers should encourage students to research and learn about their own ethnic and cultural backgrounds. This allows them to better understand their own culture as well as the differences and nuances with their peers. Acknowledging these differences and creating a safe space for discussion helps promote understanding in the classroom and beyond.</li> <li><b>4.</b> Practice Cultural Sensitivity</li> <li>While it's important to keep an open dialogue amongst students, it's equally as important to make sure you're being sensitive to everyone's culture, beliefs, and language concerns. Take the time to understand each student's cultural nuances – from learning styles to the language they use – and use these insights to design the activities. These considerations will help ensure that every student feels included, is given the space to learn in their own way and is given a chance to succeed.</li> <li><b>5.</b> Give Students Freedom and Flexibility</li> <li>Teachers often feel like they need to take on a strict, authoritative approach when it comes to managing their classroom. The most valuable lessons are often learned through a student's own experiences. Allow students to read and present their own materials that relate to the fundamental lesson so they can approach the topic from their own perspective. As a teacher, you can act as a facilitator and encourage conversation and healthy debate between diverse opinions. Group assignments are also a great way to expose students to diverse perspectives, allowing them to work together to explore and solve a problem.</li> </ul>	
TEACHERS	As a result of this approach in our climate change and intergenerational learning participants will:	
STUDENTS	<ul> <li>Become more empathetic</li> <li>Gain a better understanding of the importance of protecting</li> </ul>	
PARTNERS	environment     Become more open-minded	
PARTICIPANTS	<ul> <li>Feel more confident and safer</li> <li>Be better prepared for a diverse workplace</li> <li>All the activities should be designed taking into consideration these factors.</li> </ul>	•













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		1
TEACHERS STUDENTS PARTICIPANTS TEACHERS STUDENTS PARTNERS	Ensuring that cultural awareness is promoted in the classroom starts with the teacher understanding each individual student. Take the time to learn about each student's cultural background, hobbies, learning styles, and what makes them unique. Demonstrating a genuine interest in learning about each student and their culture will help establish trust and allow you to form a bond with them so they feel valued. If students feel appreciated by and comfortable with the teacher, there's a better chance they'll feel comfortable talking with and respect their peers in the class – and communication is the core to a culturally aware and inclusive classroom. <b>2. Maintain Consistent Communication</b> throughout the school year. Scheduling meetings with students to "check in" every so often will allow you to consistently improve how accessible the classroom is to everyone. Students can talk about whether they felt included in the classroom culture. This can help identify issues or ways to improve the overall experience. <b>3. Acknowledge and Respect Everybody</b> It's also important for students to celebrate and respect their own diverse backgrounds, as well as each other's. When appropriate, teachers should encourage students to research and learn about their own ethnic and cultural backgrounds. This allows them to better understand their own culture as well as the differences and nuances with their peers. Acknowledging these differences and reating a safe space for discussion helps promote understanding in the classroom and beyond. <b>4. Practice Cultural Sensitivity</b> While it's important to keep an open dialogue amongst students, it's equally as important to make sure you're being sensitive to everyone's culture, beliefs, and language concerns. Take the time to understand each student's cultural nuances – from learning styles to the language they use – and use these insights to design the activities. These considerations will help ensure that every student feels included, is given the space to learn in their own manging their clas	
PARTICIPANTS	<ul> <li>Feel more confident and safer</li> <li>Be better prepared for a diverse workplace</li> <li>All the activities should be designed taking into consideration these factors.</li> </ul>	
Co-funded by he European Union <b>CU</b>		1st Primary School of Alexandria



Checklist of an intergenerational project planning •















Worksheet Title	Intergenerational project planning	Worksheet Code	Worksheet 3
Type of resource		Type of learning	groupwork
Duration (in minutes)	Can be adjusted according to objectives	Learning Outcomes	Becoming aware of individual responsibility in fixing the environmental impact of human activities. Making the relationship relevant to young and senior generations' lives
Aims	The framework is aimed at supporting formal and informal, self-regulated learning settings as well as the embedding in a formal learning context.		
Materials Required	Group leader decides according to the project needs		















## Step-by-step instructions

Below are the phases of the PFH IBL model and the appropriate tools in relation to a waste management example.

#### Phase 1 - Question or hypothesis.

Students discuss the main questions and define more specific questions to be answered in advance in order to define their hypothesis. The field of research in this example has been decided by the teacher who he/she will make the connection with the harmful effects of waste, waste management etc. The teacher can allocate different areas to different students or teams of students and ask them to conduct research. That can be done either before the inquiry starts or in previous learning sessions. Some example specific questions can be the following:

- What is waste management?
- How can waste affect our health?

• How can we protect the environment in relation to waste management? After that, teams prioritise these questions and define their hypothesis or question. These hypotheses are formulated by different teams in each class and further investigated. The students think about the questions either individually or collectively and therefore reflect upon them. The reflection can either be selfreflection or group reflection.

#### Phase 2 - Operationalisation.

Here teams plan their method, discuss what information they need, how they can collect it and what needs to be measured, how it will be measured, decide on specific indicators and make predictions. Some of the activities can be the following:

- To measure the amount of waste per class per day/week
- To decide which measurement they will use
- To calculate what it can be recycled and what not.

The teams with the help of teachers think about every step of the process either individually or collectively and therefore reflect upon them. The reflection can also either be self-reflection or group reflection depending on the type of inquiry.

#### Phase 3 – Data collection.

Each team collects the data it has chosen to measure by using the appropriate method and the appropriate tools. Then they have to document their activities by for example taking pictures or recording the measurements and store their data in a secure and safe way. While doing so they are reflecting on the process and the suitability of the chosen method, tools and so on in order to make the best choices.

#### Phase 4 – Data analysis.

Students or teams analyse the collected data by using the appropriate method and tools. They prepare diagrams and graphics and identify relations between different factors related to energy consumption (human behaviour, climate, conditions in rooms, etc.), and exclude the invalid data to reduce the noise of the data. Reflection at this step is very similar to the reflection described in the phase above.

#### Phase 5 – Interpretation/Discussion.

Teams make conclusions related to their hypothesis or question under investigation and discuss different decisions and results. They decide on the relevance of their results, their significance, and they place them within the appropriate research field if possible. Each team has to defend their conclusions and provide the needed arguments and reflect upon. Each student has to make her/his own decision.













#### Phase 6 – Communication.

Each team prepares its presentation, conclusions and recommendations, and gives arguments (data, tables, diagrams, pictures), and decides on how to disseminate the results. The need to think about their audience is going to be their fellow students' teachers, parents etc. Different audiences may require different types of communication. They decide on the tools they need to use and how to incorporate the feedback they might get from fellow students or peers. Throughout this phase reflection is at the centre scrutinising every single step or decision the students have made. Each team then makes its presentation in front of the audience and receives feedback.

#### Phase 7 – Action.

The students now will have to decide on the course of action, either personal (individual) or structural. They can discuss what is the best way to proceed and how to change or improve the current situation by taking the appropriate actions. Examples of other possible activities:

Assign interviews and have participants write a summary of what they learned, what surprised them, and the advantages of learning information directly from a source.

Give participants a problem or subject to research on their own. Encourage them to use technology as part of their research, and then have them come back together to see what everyone learned and what they discovered by themselves.

Assign data that is related to the topic, and encourage teams to investigate, ask questions, and form their own conclusions. They'll see not only that knowing how to objectively analyze data gives them insight into the topic they are learning, but also how data analysis skills are powerful outside the classroom.

Organize a debate

Ask participants to create their own documentaries about climate change















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Worksheet Title	Intergenerational project planning	Worksheet Code	Worksheet 3
Type of resource		Type of learning	groupwork
Duration (in minutes)	Can be adjusted according to objectives	Learning Outcomes	Becoming aware of individual responsibility in fixing the environmental impact of human activities. Making the relationship relevant to young and senior generations' lives
Aims	The framework is aimed a settings as well as the em	it supporting formal and in bedding in a formal learn	nformal, self-regulated learning ing context.
Materials Required	Group leader decides acc	ording to the project nee	ds
Step-by-step instructions	Below are the phases of t to a waste management e	he PFH IBL model and the example.	appropriate tools in relation
	Students discuss the main answered in advance in o this example has been de connection with the harm teacher can allocate differ and ask them to conduct is starts or in previous learn the following: • What is waste m • How can waste a • How can we prot After that, teams prioritis question. These hypothes further investigated. The collectively and therefore reflection or group reflect	a questions and define mo rder to define their hypot cided by the teacher who aful effects of waste, wast rent areas to different stur research. That can be don ing sessions. Some examp anagement? anagement anage	ere specific questions to be hesis. The field of research in he/she will make the e management etc. The dents or teams of students is e either before the inquiry ole specific questions can be elation to waste management? Fine their hypothesis or erent teams in each class and questions either individually or effection can either be self-
	<ul> <li>Phase 2 - Operationalisat</li> <li>Here teams plan their me collect it and what needs specific indicators and ma following:</li> <li>To measure the amount</li> <li>To decide which measu</li> <li>To calculate what it can The teams with the help of individually or collectively also either be self-reflectively</li> </ul>	ion. thod, discuss what inform to be measured, how it w ike predictions. Some of t t of waste per class per d rement they will use be recycled and what no of teachers think about ev and therefore reflect up on or group reflection de	aation they need, how they can ill be measured, decide on he activities can be the ay/week t. ery step of the process either on them. The reflection can bending on the type of inquiry.
Co-funded by	Phase 3 – Data collection Each team collects the da method and the appropria for example taking picture in a secure and safe way. the suitability of the chose choices.	ta it has chosen to measu ate tools. Then they have es or recording the measu While doing so they are re en method, tools and so c	re by using the appropriate to document their activities by irements and store their data eflecting on the process and on in order to make the best
he European Union	<b>eutopique</b> STIN		



Students or teams analyse the collected data by using the appropriate method



• Information literacy: methodologies to discern between fake and real

Even though it is apparent that the public is much more climate-informed in recent years, we should not take this for granted. The most important is to analyze the information received and to answer some basic questions:

- Do I recognize the organization that posted the news story?
- Does the information in the post seem believable?
- · Is the post written in a style that I expect from a professional news organization?
- Is the post politically motivated?

 $\cdot$  Who is the author/publisher/sponsor of the news? Do they have authority on the subject?

- · Is the information supported by evidence?
- Does the author cite credible sources?
- Is the information verifiable in other places?















Worksheet Title	Fake or Real	Worksheet Code	Worksheet 3
Type of resource	Internet	Type of learning	Group work
Duration (in minutes)	50 min	Learning Outcomes	Tips to identify fake news
Aims	To identify elements of fake news; To compare information and select the most valuable one; To select different information on the same topic based on reality and quality.		valuable one; opic based on reality and quality.
Materials Required	laptops		
Step-by-step instructions	Iaptops         Organize participants in groups of different ages.         Present them at least two articles:         For example:         Article A:         https://www.naturalnews.com/2017-07-26-nasa-confirms-sea-levels-have-been falling-across-the-planet-for-two-years-media-silent.html         Article B:         https://climate.nasa.gov/evidence/         Ask each group to analyze the articles answering the following questions:         1. Do I recognize the news organization that posted the article?         2. Does the information in the post seem believable?         3. Is the post written in a style that I expect from a professional new organization?         4. Is the post politically motivated?         Give the participants time to discuss in group and decide on the final decision;         Each group presents their conclusions;         Compare the results;         Reflect with the group upon way to identify fake information		es. asa-confirms-sea-levels-have-been- -silent.html ring the following questions: that posted the article? n believable? I expect from a professional news and decide on the final decision; the information















Worksheet Title	Is climate change a myth?	Worksheet Code	Worksheet 4
Type of resource	Internet	Type of learning	Group work
Duration (in minutes)	50 min	Learning Outcomes	Tips to identify fake news
Aims	To identify elements of fake news; To compare information and select the most valuable one; To select different information on the same topic based on reality and quality.		
Materials Required	laptops flipchart		
Step-by-step instructions	Organize participants in groups of different ages. Ask participants to search the internet and select 3 articles related to climate change. Ask each group to analyze the articles and classify them based on credibility and to motivate their answer on a flipchart.		

Each group will present the results of their research and the whole group will make a list of tips to identify reliable sources for qualitative research.

Edugaming: from traditional pedagogy to game-based pedagogy: best practices

#### Theory of game-based learning

Behaviourism is a learning theory that emphasises the role of reinforcement in shaping behaviour. In game-based learning, behaviourism can be integrated through reward systems, such as points, badges, or other in-game rewards, that motivate learners to engage with the learning material.

The three basic elements of any game are: A set of participants, or "players." The moves, or "actions," that each player may make. The scores, or "payoffs," that each player earns at the end of the game.

Gamification can be an accessible and affordable method for supporting and motivating students with learning disorders, especially because it provides instant and constant feedback, which is very important for learners with SLD.

However, if the Gamification parameters are too complex, there can be some drawbacks concerning cognitive load, meaning that there is an overload of information in the













working memory exceeding its capacity, especially because learners with SLD often have working memory deficits, and it is important to reduce the memorisation efforts.

For teachers

Integrating game elements into education brings benefits to both students andteachers. Teachers are stimulated by a new way of teaching, and lesson preparation with these new innovative teaching models can be a source of fun not only for students but for the teachers themselves. The interactive nature inherent to Gamification is determinant in capturing students' attention in the learning process. Thanks to Gamification, teachers increase the level of involvement in classrooms, stimulating their participation and learning. Another important aspect is that Gamification allows teachers to prepare for personalized learning. Education has to be personalised and not standardised: all students are different, and it is necessary to adapt the teaching process to them to find their talents and cultivate them according to their time based on their goals. This doesn't mean that every lesson has to be specifically designed around every individual student. Still, it means that students need to be able to see how the learning is relevant and meaningful to their own lives. Also, differentiation doesn't necessarily mean giving every student something different to do and study, but it means that teachers can use different strategies to ensure that every student can access their learning at a level and in a mode that fits their needs.

Personalising learning means adapting it to the individual characteristics, timing, and subjective motivations of students. The curricular program divided into substeps would give every student the best tools to progress from level to level with the goal of stimulating understanding of processes to solve problems concretely.

Teachers can tailor lesson plans to individual students also thank the fact that they have access to real-time data showing how each student is working and whether they are achieving their objectives. This allows the teacher to pinpoint precisely who needs intervention, whether to reinforce the learning or build an additional challenge.

In fact, Gamification gives teachers better tools to guide and reward students, allowing easier monitoring of their performance and progress. Feedback plays an important role in effective learning, and in this way, teachers can provide students with curriculumaligned feedback to drive their learning further, and also their peers can give them feedback with likes and comments.













#### The inclusive learning through Gamification

Students facing learning disorders often tend to have difficulty finding motivation and self-confidence.Gamification can be used to boost intrinsic motivation by replenishing the sense of self-confidence and self actualization just by simply making learners happy to be part of the activity despite the lack of extrinsic motivation. In some cases, both types of motivation are incorporated in the Gamification design in order to regain self-confidence lost by learners with SLD.

#### WORKSHEET CONTENT below

Work sheet

1. Brainstorming



2. How would you explain intergenerational learning and climate change to someone in a few words?

3. After dividing into groups discuss with each other the basic steps to follow to create the educational table and record the following.

4. Share responsibilities and start building!

(print board, build/print pawns, create questions on game cards, categorize)













#### LESSON EDUCATIONAL GAME

Introduction to Edugaming (45 minutes)

Intergenerational learning involves sharing knowledge, skills and experiences between different age groups to address climate change.

We emphasize the importance of engaging students in hands-on activities to promote a deeper understanding of the subject.

#### Concept of Edugaming:

Edugaming is the use of educational games to enhance learning and engagement. It provides a fun and interactive way for students to acquire and apply knowledge.

Using an edugaming platform- Objectives:

- Participating educators learn how to create a basic quiz or interactive activity related to climate change using the chosen platform.
- We emphasize the importance of aligning the activity with learning objectives and making it engaging for students.

We divide the participants into small groups and let them explore the edugaming platform:

We instruct participants to create a simple activity related to climate change using the platform. We encourage teachers to collaborate and share ideas within their group.

Exercise on the educational interactive platform WORDWALL <u>https://wordwall.net/e</u>

#### LESSON CRITICAL THINKING

Learning activities through which teachers will get to know platforms to use in their courses on Intergenerational Learning (45 minutes)

#### Activity 1: Climate Change Trivia Challenge

Participants form teams and compete in a trivia game using the edugaming platform. Questions can cover various aspects of climate change in Greece or the world, such as impacts, mitigation strategies and renewable energy solutions. Learning objective: Improve participants' knowledge of climate change events and encourage teamwork and problem-solving skills. Recommended resources for a Trivia game

https://www.earthday.org/the-climate-change-quiz/

https://www.energy.gov/quiz-how-much-do-you-know-about-climate-change

https://studentsinclimateaction.com/courses/primary-schools/













#### **Activity 2: Climate Change Simulation**

Participants take part in a virtual simulation where they make decisions to mitigate the effects of climate change in different scenarios. The simulation may include scenarios such as coastal erosion, extreme weather events or deforestation.

**Learning Objective:** Develop participants' critical thinking skills and understanding of the complexities surrounding climate change.

#### Activity 3: Climate Change Action Plan

Participants work in pairs to develop a climate change action plan for a specific Greek region. They research local climate change challenges, identify solutions and present their plan to the group.

Learning Objective: Encourage participants to think creatively, analyze real-world issues, and propose practical solutions.

#### **Problem and conclusion**

A. Allow participants to reflect on the learning activities:

1. What did you learn about intergenerational learning and climate change through Edugaming?

2. How can you apply these concepts to your own teaching practices?

B. Summarize the main points from the lesson:

• Highlight the importance of intergenerational learning and engagement activities for climate change education.

• Encourage participants to integrate edugaming and hands-on activities into their lessons.















# Green Generations: tackling climate change through intergenerational learning











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