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**LESSON PLAN**

Climate and Environmental Awareness

## Subunit 1: Face-to-Face setting

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| ***Description of the Learning Activities*** | ***Timing (minutes)*** | ***Materials/ Equipment Required*** | ***Assessment/ Evaluation*** |
| Workshop Opening:   * Welcome, introduction, presentation of agenda * Theory input: Climate and Environmental awareness   Activity 1: Where do you stand?   * The trainer asks everyone to stand up in the middle of the room. * The trainer will have a list of statements to read to the group related to climate change. * On a scale of 1 to 10, (totally disagree to absolutely agree) participants pick a number and stand in a certain part of the room depending on their decision. * This activity aims to set the tone with the group on what their understanding is on climate change. * This activity will unpack the topic of climate change and gauge participants’ knowledge values and perceptions of climate change. The trainer will ensure sufficient time is allocated for participants to give their opinions and a variety of views are discussed * The 10 questions are in the PPT under activity 1. | 10 minutes  20 minutes | Training venue;  Sign-in sheet;  IT equipment, projector;  Flipchart and markers  Pens and note-taking materials for participants;  **PPT** | Listening  Taking notes  Participation in group activity  Contribution to discussions |
| Activity 2: Helps and Harms of climate change   * The aim of this activity is to explore how our behavioural changes can make a positive or negative impact on the climate. * The choices that we make are connected to climate change and the actions we take can either protect or harm the environment. * The first stage is to get participants to create a graph similar to the one provided in PPT. The headings will be action, helps, harms. An example has been provided. Actions can be provided by the facilitator, or the participants may also think of their own actions which they would like to explore. | 20 minutes | Training venue;  IT equipment, projector;  Flipchart and markers  Pens and note-taking materials for participants;  **PPP** | Listening  Taking notes  Contribution to discussions |
| Activity 3: LearningApps Activity – Household Recycling   * This activity is to brainstorm where household items at hand go for recycling. * Participants are asked to go to the LearningApps website and take part in the Household recycling quiz. * Participants will be shown images of 4 different types of recycling bins. Each image corresponds to a particular recycling bin. * The activity is complete once all items are correct in their respective bins. | 30 minutes | Training venue;  IT equipment, projector;  Flipchart and markers  Pens and note-taking materials for participants;  **PPP** | Listening  Taking notes  Contribution to discussions |
| Workshop Closing   * The trainer takes 5 minutes to debrief the previous exercise. How did the participants feel? Did they find the exercise helpful? * In the remaining time, the trainer should answer any open questions. * The trainer gives an outlook and instructions on the self-directed learning phase | 10 minutes | Training venue;  IT equipment, projector;  Flipchart and markers  Pens and note-taking materials for participants;  **PPP** | Listening  Taking notes  Contribution to discussions |
| **Total duration of the sub-module** | **1,5 hours** |

## Subunit 2: Self-directed online learning

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| Self-directed learning exercise   * LearningApps: Who wants to be a millionaire climate quiz: <https://learningapps.org/24033187> * Quiz created, questions and answers here:  1. Most people do some household recycling and green energy suppliers are becoming more popular, but which does more to reduce your carbon emissions? Renewable energy 2. Which of these activities will reduce your personal greenhouse gas emissions the most over the course of a year? Avoiding one roundtrip transatlantic flight 3. Giving up meat, even for a few days a week, is an increasingly popular choice. But which option is better for the environment? Give up car 4. Who installed the most concrete? China in the 21st century 5. If cattle were a country, where would they rank on global emissions? 3rd 6. Which sector of the global economy produces as many greenhouse gas emissions as Germany? Shipping goods | 60 minutes | A device with internet access (PC, notebook, tablet, smartphone)  QR code to download the digital version  Milestone template | Notebook, pens |
| **Total duration of the sub-module** | **1 hour** |