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**LESSON PLAN**

Module 7: Environmental Challenges

## 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: Environmental challenges   Activity 1: Your climate challenges   * This is a participant engagement tool with a group forming exercise. The trainer shows the PPT slide and asks, ‘What are the specific environmental challenges in your country?’ * The main aim of this exercise is to make participants aware of the climate issues and how they can link together. | 15 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: Personal impact on climate change   * Theory input by the trainer: thoughts to consider how our own habits affect the environment. * This section functions as food for thought and general information. * Highlight the negative impact we alone can have on the environment. | 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: Time for optimism   * Have a discussion about how we can all have a positive impact on climate change:   - On a national level  - On a European level   * Discuss | 20 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 | 15 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  Exercise: Setting personal climate goals   * Based on the PPT input and discussion, participants are invited to create a list of things they would like to do in the face of these climate challenges. * Participants are welcome to choose lifestyle choices like reducing their meat intake/ plane travel or advocacy initiatives such as joining a community clean up group. * Participants will be encouraged to bring their list back to the class again and share it with the group. | 60 minutes | Device with internet access (PC, notebook, tablet, smart phone)  QR code to download digital version  Milestone template | Notebook, pens |
| **Total duration of the sub-module** | **1 hour** |

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