



ECOLitAct

Eco-Literacy and Green Education for
Climate Action

ECOLit-Kit

A Toolkit for
Educators



Co-funded by the
European Union

The ECOLitAct Project

Eco-Literacy and Green Education for Climate Action (ECOLitAct) is an Erasmus Plus Partnerships for Cooperation project co-funded by the European Union. It seeks to empower VET practitioners/educators and learners to counter misinformation related to environment and climate change, and to inspire them to adopt eco-friendly behaviours/attitudes. It seeks to develop digital Green education/training opportunities and material embracing “eco-literacy” and that focus on behavioural/attitude shifts while being available to all, especially to individuals with fewer opportunities and in a digital format. The project will support climate action by inspiring critical thinking, developing digital and MIL skills, and encouraging attitude/behavioural shifts. It will do so by creating learning material compiled in a Toolkit and Handbook. ECOLitAct will further make this learning opportunity available in a self-paced and individualized manner through an educational structure based on a self-assessment tool which will guide each person’s learning pathway.

Eco-Literacy is the term coined by this project to refer to media and information literacy (MIL) applied to topics related to ecology and climate change. An example of successful eco-literacy competences could be the identification of fake news expressing that climate change does not exist.

Project Number: 2022-1-SE01-KA220-VET-000086868

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily REFLECT THOSE of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



The ECOLit-Kit

In the face of critical environmental challenges, the Eco-Literacy Toolkit for VET (Vocational Education and Training) Educators stands as an indispensable resource. Assembled through the ECOLitAct partnership, this toolkit equips educators with essential eco-literacy materials, focusing on open educational resources and learning scenarios covering crucial thematic areas.

This toolkit offers a flexible collection of eco-literacy modules that can be seamlessly integrated into existing VET programs. It addresses a wide spectrum of eco-literacy themes, ensuring that educators can prepare their students to understand, combat, and adapt to the pressing issues of our time.

The thematic areas covered in the Open Educational Resources and Learning Scenarios include:

1. Tackling misinformation
2. Climate change
3. Climate denialism
4. Climate and environment
5. Climate Behaviour
6. Waste & Recycling
7. Mitigation and Consumption

The selected themes result from a transnational analysis conducted in Berlin, Germany, in April 2023 with the participation of 8 representatives from the partner countries (Sweden, Germany, Italy, Greece, and Slovenia). The data gathered for the analysis originated from debates/roundtables conducted with a total of 28 participants and from survey responses collected from 86 participants (21 in Slovenia, 17 in Greece, 16 in Germany, 16 in Sweden, 15 in Italy, and 1 response was submitted from additional country not in the partnership). Most respondents were women (70%) and young people aged between 18 and 25 years old (37%). Profiles included VET learners/students (56%), VET teachers/educators/trainers (30%), and VET provider representatives (14%). To see the main findings of this analysis, please refer to [Annex I](#).

The toolkit enables educators to customize the materials for their unique classroom requirements, ensuring a comprehensive and relevant approach to environmental education. By harnessing the power of open educational resources and learning scenarios, VET educators can empower the next generation to become informed, responsible, and environmentally conscious professionals. This toolkit represents a significant step toward a sustainable and promising future.

Note: If you are an educator and are interested in these themes and would like to have more resources and tools that you can use in your classroom, have a look at the [additional tools and resources](#) the ECOLitAct Consortium has gathered for you!



[CAN'T ACCESS THE LINKS TO THE MATERIAL? NO PROBLEM! ACCESS THEM ON OUR WEBSITE!](#)

<https://www.swideas.se/achievements/ecolitact>



Table of Contents

The ECOLitAct Project.....	I
The ECOLit-Kit	II
Table of Contents.....	1
How to use the ECOLit-Kit.....	7
The Open Educational Resources	8
1. Tackling Misinformation.....	11
1.1. How to find and filter information on web searches.....	12
1.2. How to find and filter information on social media.....	13
1.3. How to evaluate information online.....	14
1.4. How to use the information you find online in an ethical way.....	15
2. Climate Change.....	16
2.1. Climate Change: A timeline	17
2.2. Climate change: Individual responsibility.....	18
2.3. Carbon Footprint.....	19
3. Climate Denialism	20
3.1. Climate Denialism: Causes, consequences, effects, and how to counter it.....	21
4. Climate & Environment.....	22
4.1. What is the difference between Climate & Environment?.....	23
4.2. How are climate and environmental issues connected to the economic system?.....	24
4.3. How are climate and environmental issues connected to the health system?.....	25
4.4. How can climate and environmental issues be included in education?.....	26
5. Climate Behaviour	27
5.1. How to support climate action?.....	28
6. Waste & Recycling.....	29
6.1. How to avoid waste and why recycling?.....	30
6.2. How to recycle in Sweden?	31
6.3. How to recycle in Italy?	32
6.4. How to recycle in Germany?	33
6.5. How to recycle in Greece?	35
6.6. How to recycle in Slovenia?	36
7. Mitigation and Consumption.....	37
7.1. How to buy products with lower carbon footprint and less biodiversity.....	38





The Learning Scenarios	39
1. How to counter fashion waste.	41
2. How to counter food waste.	42
3. Countering misinformation about climate topics.	43
4. Diminishing plastic waste.	44
5. How to reduce your carbon footprint.	45
Additional Tools and Resources for Environmental Education and Media and Information Literacy .	46
Annex I.....	48



List of Terms

Open Educational Resources

1. **Cross-referencing** involves checking information against multiple sources to validate its accuracy and reliability. This method helps to reduce the risk of relying on potentially biased or misleading information from a single source.
2. **Fact-checking** is the process of verifying and assessing the accuracy of information, claims, or statements to determine their truthfulness. It involves thorough research and analysis to confirm whether the information presented is supported by evidence and corresponds to established facts. Fact-checking is crucial in journalism, research, and public discourse to ensure that accurate and reliable information is disseminated.
3. **Sensationalism** refers to the use of exaggerated, shocking, or provocative elements in news, media, or other forms of communication to attract attention, increase viewership, or generate public interest. It often prioritizes dramatic content over factual accuracy or nuance, aiming to evoke strong emotional reactions from the audience.
4. **Hashtags** are words or phrases preceded by the '#' symbol, used on social media platforms to categorize and organize content. They serve as clickable links, allowing users to discover and engage with posts related to a specific topic or theme. Purpose: Hashtags help increase the discoverability of content and facilitate conversations around specific subjects.
5. **Clickbait headlines** are titles or headings designed to attract attention and encourage users to click on a link, often by using sensationalized language, exaggerated claims, or incomplete information. The primary goal of clickbait is to generate web traffic, increase page views, and maximize ad revenue for the content creator or publisher. Clickbait headlines may promise intriguing or shocking content but may not deliver substantive information once the user clicks through.
6. **Critical Mindset:** This involves analyzing information objectively, considering multiple perspectives, and questioning the validity and reliability of the information. It encourages individuals to evaluate evidence, sources, and arguments before forming conclusions.
7. **Skeptical Mindset:** Skepticism involves a healthy degree of doubt and questioning. A skeptical mindset on social media means not immediately accepting information but instead seeking evidence, verifying facts, and being cautious about the potential for misinformation or bias.
8. **Fact checking:** Fact-checking is the process of verifying and assessing the accuracy of information, claims, or statements to determine their truthfulness. It involves thorough research and analysis to confirm whether the information presented is supported by evidence and corresponds to established facts. Fact-checking is crucial in journalism, research, and public discourse to ensure that accurate and reliable information is disseminated.
9. **GHG or Green House Gases.** GHGs are substances in the Earth's atmosphere that trap heat. They allow sunlight to enter the atmosphere freely but prevent some of the heat that the Earth would normally radiate back into space from escaping. This phenomenon, often referred to as the greenhouse effect, is crucial for maintaining the Earth's temperature within a range suitable for life.
10. **Deforestation** is the process through which humans purposely clear an area full of trees, cutting them off. Deforestation can have terrible consequences such as loss of biodiversity



due to loss of habitat areas for different species, damage of the soil, desertification or increase of GHG emissions (trees tend to absorb CO₂, so when we cut them off, they can't perform this action anymore).

11. **Permafrost** is the constantly frozen soil layer that can be found in polar regions. Given that the climate is extremely cold in those areas, the soil remains permanently frozen. Nevertheless, this can change with the increase of temperatures.
12. **Chlorofluorocarbons (CFCs)** are nonflammable chemicals containing atoms of chlorine, carbon and fluorine. CFCs were used in the manufacture of aerosol sprays, foams and packing materials, both as solvents and refrigerants.
13. **IPCC** stands for Intergovernmental Panel on Climate Change and is the United Nations body for assessing the science related to climate change since 1988.
14. **UNFCCC** stands for United Nations Framework Convention on Climate Change and is an international treaty among countries to combat "dangerous human interference with the climate system", mainly aiming to stabilize greenhouse gas concentrations in the atmosphere. It has been ratified by 50 states in 2023.
15. **COP** stands for Conference of the Parties and is the supreme decision-making body of the UN Convention. All the Convention States are represented at the COP. A COP's key task is to review the national emission inventories and communications submitted by Parties. Based on this, the COP assesses the effects of the measures taken by Parties and the progress made in achieving the ultimate objective of the UN Convention.
16. **Climate denialism**, also known as climate change denialism, refers to the rejection or dismissal of the scientific consensus that the Earth's climate is undergoing significant changes primarily due to human activities.
17. **Spikes**: Sudden increases - "spike" refers to a sudden and temporary increase or surge in a particular factor or condition. For example, a spike in greenhouse gas emissions might indicate a sudden and notable increase in the release of these gases into the atmosphere. Spikes are often characterized by their abrupt and temporary nature.
18. **Lulls**: Temporary decreases - Conversely, a "lull" in the context of climate or environmental changes signifies a temporary period of relative calm or decrease in activity. It is a phase characterized by a reduction or slowing down of a specific factor or condition. For instance, a lull in temperature fluctuations may represent a period of relatively stable or mild weather. Lulls are typically temporary and precede or follow periods of more significant activity or change.
19. **Greenhouse gases (GHGs)** are substances in the Earth's atmosphere that trap heat. They allow sunlight to enter the atmosphere freely but prevent some of the heat that the Earth would normally radiate back into space from escaping. This phenomenon, often referred to as the greenhouse effect, is crucial for maintaining the Earth's temperature within a range suitable for life.
20. **Hydropower**: Renewable energy source that generates electricity by using a dam or diversion structure to alter the natural flow of a river or any other body of water.
21. **Wind and solar power**: Renewable energy sources which can be used to generate electricity. Wind power uses wind to move the turbines that generate energy, while solar power uses the Sun to collect energy through panels.





22. **Fossil fuels:** Fossil fuels are non-renewable sources of energy that come from a hydrocarbon-containing material (i.e., coal, oil, natural gas) formed naturally in the Earth's crust from the remains of dead plants and animals that are extracted and burned as fuel. Fossil fuels can take up to hundreds of millions of years to be generated by the Earth.
23. **Biomass:** Renewable energy source that produces electricity from the chemical energy contained in organic matter. Many different types of biomasses are suitable for power production (e.g., wood waste, agricultural residue, animal waste, energy crops).
24. **Nuclear:** Nuclear power uses nuclear reactions to produce electricity and it can be obtained from nuclear fission, nuclear decay and nuclear fusion reactions. Most of the electricity from nuclear power is produced by nuclear fission of plutonium and uranium in nuclear power plants.
25. **Photovoltaic (PV) systems:** This system converts the Sun's radiation (i.e., light) into electricity. It comprises the balance of system components and the solar array.
26. **Landfill:** A landfill site is a place for the disposal of waste materials which are usually buried.
27. **Zoonotic:** A zoonotic disease is an infectious disease which is transmitted between species from animals to humans or vice versa.
28. **Deforestation** is the process through which humans purposely clear an area full of trees, cutting them off. Deforestation can have terrible consequences such as loss of biodiversity due to loss of habitat areas for different species, damage of the soil, desertification or increase of GHG emissions (trees tend to absorb CO₂, so when we cut them off, they can't perform this action anymore).
29. **DIY:** Do It Yourself
30. **E-waste (Electronic waste):** Waste which refers to items such as plugs, cords and electronic components. Some common sources of e-waste include computers, televisions, mobile phones and any type of home appliance (e.g., air conditioners, children's toys).
31. **Carbon footprint:** Refers to the total amount of greenhouse gas emissions, particularly carbon dioxide (CO₂), released into the atmosphere as a result of human activities. These activities include burning fossil fuels for energy, transportation, manufacturing, and various other processes that contribute to the emission of greenhouse gases.

Scenarios

1. **Fast fashion** – This term describes clothing designs that move quickly from the catwalk to stores, intending to take advantage of fashion trends. The collections are often based on styles worn by celebrities or presented at Fashion Week runway shows. Fast fashion aims to allow mainstream consumers to purchase the newest, trendiest looks at an affordable price.
2. **Sustainable fashion** – Sustainable fashion refers to the way in which brands create clothing that reduces the impact on the environment and is mindful of the people who work on the supply chain.
3. **Ethical fashion** – It refers to clothing design, production, and distribution that focuses on reducing harm and the negative impact on people and the planet. Ideally, it benefits those working along the supply chain and creates a better future for everyone, from producers to consumers and society.
4. **Upcycling** - Also called creative reuse, upcycling is the process of transforming waste, useless, or unwanted products, materials or by-products into new items or materials.





5. **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.
6. **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.





How to use the ECOLit-Kit

1

The ECOLitKit material is composed of digital, open, and adaptable educational resources. So, take some time to learn about Open Educational resources and Learning Scenarios through our Kit!

2

Become familiar with the themes covered by the ECOLitKit

3

Analyse the OERs and Learning Scenarios' learning objectives and available resources.

4

Select the OERs and Learning Scenarios that best suits the topic of your class and learning goals.

5

Directly use the material with your students. You may wish to adjust the material to your students' needs!



The Open Educational Resources



WHAT IS AN OPEN EDUCATIONAL RESOURCE?

The concept of Open Educational Resources (OER) originated from a UNESCO Forum in 2002 and was further refined in online discussions. OER refers to freely accessible, technology-enabled educational materials designed for use by teachers, educational institutions, and students, typically distributed on the internet. These resources encompass a wide range of materials, from lecture content to curricula, and they are intended to support course development and enhance education. OERs include any educational resources openly available for educators and students without the need for royalties or licensing fees. Open education, as defined on the JRC 2016¹ publication, leverages digital technologies to make learning accessible, abundant, and adaptable, providing diverse teaching and learning approaches. The essence of openness in OER entails unrestricted access over the internet with minimal usage restrictions. Technical, financial, and legal barriers should be minimized, allowing end-users to use, adapt, and attribute resources to the original creator. The transformative power of OER lies in its ease of digital sharing, making it a pivotal tool in modern education. In summary, OER is an open and adaptable educational resource with the potential to revolutionize education through digital technology.

HOW TO USE THE ECOLITACT OPEN EDUCATIONAL RESOURCES?

In the following pages, you will find 20 freely accessible OERs presented through a concise description including their learning objectives and suggestions for integrating it into various learning environments. Once you've identified the appropriate OER based on your target audience, subject matter, and learning context, you can readily employ the attached documents in your class. These OERs are available in various formats, such as videos, Presentations, Documents, and quizzes. At the conclusion of each OER, you'll find self-assessment questions. These serve as an opportunity to evaluate the learners' understanding of the topic. Optionally, you can make changes in the OER's structure and content to better fit the learning needs of your students.

¹ Inamorato dos Santos, A., Punie, Y., Castaño-Muñoz, J. (2016) Opening up Education: A Support Framework for Higher Education Institutions. JRC Science for Policy Report, EUR 27938 EN; doi:10.2791/293408.





Here you can find a summary of all that the ECOLitAct Toolkit's Open Educational Resources offer! Read it to discover which OERs are of your interest. They are organised by topic!

Topic	OERs	Learning Outcomes
Topic 1: Tackling Misinformation	1. 1. How to find and filter information on web searches	This is for your learners if you would like them to learn more about how to use web searches to find exactly what you are looking for.
	1. 2. How to find and filter information on social media	This is for your learners if you would like them to learn more about how to use social media (e.g., Instagram, Facebook, etc.) to find exactly what you are looking for.
	1. 3. How to evaluate information online	Teach learners how to fact-check information and evaluate the credibility of media sources with this OER.
	1. 4. How to use the information you find online in an ethical way	Here, learners may learn about netiquette – how to behave in online environments – and copyright!
Topic 2: Climate Change	2. 1. Climate Change: A timeline	This OER will help learners understand the history of Climate Change and how it was discovered.
	2. 2. Climate Change: Individual responsibility	Are you ready to learn how you as an individual can play a role in Climate Change? Check this very crucial OER that will make learners wish to act!
	2. 3. Carbon Footprint	Here, learners may learn what the Carbon Footprint is and its relation to Climate Change. They will also discover how individuals and corporations can reduce their carbon footprint!
Topic 3: Climate Denialism	3. 1. Climate Denialism: Causes, consequences, effects and how to encounter it	What is Climate Denialism? Which are the arguments its followers state? Who are the deniers? How did this false theory spread? What can we do about it? All this and more in this OER!
Topic 4: Climate & Environment	4. 1. What is the difference between Climate and Environment?	Discover not only the difference between Climate and Environment but also the difference between Climate Change and Environmental Change!
	4. 2. How are Climate and Environmental issues connected to the economic system?	Learn about how Climate Change impacts the global economy, different economic sectors and the responses to the economic impacts of Climate Change.
	4. 3. How are Climate and Environmental issues connected to the health system?	How do Climate Change and Environmental Change affect our health and health system? Find out the relation between these concepts in this OER!
	4. 4. How can Climate and Environmental issues be included in education?	This OER is crucial for educators who are willing to integrate Climate and Environmental education in their teaching. Here you may learn strategies for integrating Climate and Environmental issues in education; how to inspire Environmental Consciousness through classroom practices and how to assess the Environmental Progress of the learners. All accompanied with examples!





Topic 5: Climate Behaviour	5.1. How to support climate action?	In this OER learners may assess how much of a role they are playing in Climate Change and find out how they could contribute to fighting it (even more than they already do!) through a fun activity!
Topic 6: Waste & Recycling	6.1. How to avoid waste and why recycling?	Teach learners how to minimize waste in various aspects of their lives, promote sustainability and reduce environmental impact. Furthermore, learners will discover an overview of the environmental, economic, and social impacts of recycling.
	6.2. How to recycle in Sweden?	If you are in Sweden, use this OER to teach learners how to correctly separate waste and recycle in this country! It can also be interesting to consult how other countries handle the recycling process and analyse the differences.
	6.3. How to recycle in Italy?	If you are in Italy, use this OER to teach learners how to correctly separate waste and recycle in this country! It can also be interesting to consult how other countries handle the recycling process and analyse the differences.
	6.4. How to recycle in Germany?	If you are in Germany, use this OER to teach learners how to correctly separate waste and recycle in this country! It can also be interesting to consult how other countries handle the recycling process and analyse the differences.
	6.5. How to recycle in Greece?	If you are in Greece, use this OER to teach learners how to correctly separate waste and recycle in this country! It can also be interesting to consult how other countries handle the recycling process and analyse the differences.
	6.6. How to recycle in Slovenia?	If you are in Slovenia, use this OER to teach learners how to correctly separate waste and recycle in this country! It can also be interesting to consult how other countries handle the recycling process and analyse the differences.
Topic 7: Mitigation and Consumption	7.1. How to buy products with lower carbon footprint and less biodiversity	Support learners in understanding the need for reducing their carbon footprint and minimize their environmental impact through eco-conscious shopping. Learn how choices in products, waste management, and local support can lead to a sustainable future. Get learners ready to make informed decisions!

Enjoy your educational journey!





1. Tackling Misinformation



[This Photo](#) by Unknown Author is licensed under [CC BY](#)





1.1. How to find and filter information on web searches.

DESCRIPTION

This Open Educational Resource helps the learners to spot fake facts and information while searching on the internet and reading different articles and posts. In order to do so, they need to practice and sharpen their critical ability and use some "steps" that will help them detect the fake news. The OER includes a Word document that informs learners how to evaluate information online and a quiz that helps them understand what they have learned on a deeper level and check their knowledge.

LEARNING GOALS

After completing this module, learners will be able to evaluate the information they find while searching on the internet. They will know whether the article/post they read is real or if it includes fake facts.

HOW TO INTEGRATE IN OTHER LEARNING ENVIRONMENTS

The material produced can be used on all sorts of training sessions with young people. You can use it in training for educators who are not adequately trained to address climate related issues.

DETAILS

Target Groups

- VET PRACTITIONERS
- LEARNERS,
- TEACHERS

Key Features

- WORD DOCUMENT,
- TRUE-FALSE QUIZ

Developer



Interesting? Get access to the OER!



[Filtering info](#)

[Safe Web Browsing](#)



[Quiz](#)



1.2. How to find and filter information on social media.

DESCRIPTION

This Open Educational Resource (OER) comprises a PowerPoint presentation that focuses on the process of locating and refining information on social media platforms. It covers a range of topics, including the significance and difficulties associated with seeking information on social media and discerning trustworthy sources. Nonetheless, the primary emphasis lies on the typical process of reviewing posts on social media.

LEARNING GOALS

The learning goal is to help people understand that not all that they read on social media must be taken as true. It encourages readers to be more selective in the information that they gather and that they share. In this way misinformation on social media could be decreased.

HOW TO INTEGRATE IN OTHER LEARNING ENVIRONMENTS

The Social Media Information Evaluation OER, a PowerPoint resource, is adaptable for diverse learning environments. It enhances digital and information literacy in online courses, supports interactive learning in traditional classrooms, and can be part of blended learning. Additionally, it aids professionals seeking to refine social media information discernment skills.

DETAILS

Target Groups

- VET PRACTITIONERS
- LEARNERS,
- TEACHERS

Key Features

- PowerPoint
- Theoretical information
- Knowledge on socials
- How to be critical

Developer



Interesting? Get access to the OER!



[How to find and filter information on social media](#)



[How to find and filter info on social media - assessment questions](#)

1.3. How to evaluate information online.

DESCRIPTION

This resource helps the learners to spot fake facts and information while searching on the internet and while reading different articles and posts. In order to do so, they need to practice and sharpen their critical ability and use some "steps" that will help them detect the fake news. The OER includes a Word document that will inform the learners how to evaluate information online and then a quiz that will help them understand what they have learned in a deeper level and check their knowledge.

LEARNING GOALS

After completing this module, learners will be able to evaluate the information they find while searching on the internet. They will know whether the article/post they read is real or if it includes fake facts.

HOW TO INTEGRATE IN OTHER LEARNING ENVIRONMENTS

The material produced can be used on all sorts of training courses it will organize concerning young people and acting for the good of the environment. We will use it for both internal and external training of educators who may not be adequately prepared to address climate-related issues. Critical assessment of information is another challenge that needs to be addressed.

DETAILS

Target Groups

- VET PRACTITIONERS
- LEARNERS,
- TEACHERS

Key Features

- WORD DOCUMENT,
- TRUE-FALSE QUIZ

Developer



Interesting? Get access to the OER!



[How to evaluate information online](#)



[How to spot fake news](#)



[Quiz](#)

1.4. How to use the information you find online in an ethical way.

DESCRIPTION

This resource will help the learners become familiar with what netiquette is and in what ways they can ethically use the information they find online. The OER includes a Word document that will inform the learners about netiquette and an assessment activity which will help them make sure that they have acquired the necessary knowledge.

LEARNING GOALS

After completing this module, learners will have the necessary knowledge to know how to use information in an ethical way. They will easily learn what netiquette means in general and then how they should properly use the information they find online.

HOW TO INTEGRATE IN OTHER LEARNING ENVIRONMENTS

You can use the material produced for all training it will organize concerning young people and taking actions for the good of the environment.

DETAILS

Target Groups

- VET PRACTITIONERS
- LEARNERS,
- TEACHERS

Key Features

- WORD DOCUMENT,
- TRUE-FALSE QUIZ

Developer



Interesting? Get access to the OER!



[How to use the information you find online in an ethical way](#)



[Quiz.](#)



2. Climate Change





2.1. Climate Change: A timeline

DESCRIPTION

The OER provides a timeline of the climate change phenomenon, including developments within climate science, important events in global political decision making, and an overview of the progression of anthropogenic climate change. It highlights the causes and consequences of climate change and thematizes the concept of the Anthropocene. It concludes with a multiple-choice quiz to test the learner's knowledge after having completed the OER.

LEARNING GOALS

The goal of this resource is to enable learners to identify the causes and consequences of (anthropogenic) climate change and have a comprehensive overview of milestones within climate research and political decision making which targets climate change.

HOW TO INTEGRATE IN OTHER LEARNING ENVIRONMENTS

This OER can be used in digital/distance teaching for learners to engage with independently or be incorporated in online as well as in-person teaching sessions. It can be used by teachers at secondary education institutions as an activity to introduce the phenomenon of climate change.

DETAILS

Target Groups

- VET PRACTITIONERS
- LEARNERS,
- TEACHERS

Key Features

- Theoretical Information;
- Timeline Graphics;
- Further Sources;
- Multiple - choice Quiz

Developer
Swide



Interesting? Get access to the OER!



[Climate change: a timeline](#)



[Questions and Feedback](#)



2.2. Climate change: Individual responsibility

DESCRIPTION

This resource addresses the pressing issue of climate change and emphasizes the crucial role in individual efforts. It explores the science behind climate change, its consequences, and how your actions can contribute to mitigating this global crisis. By understanding your carbon footprint and embracing sustainable choices, you can positively impact our environment. The resource highlights how human activities, such as burning fossil fuels, drive climate change by producing greenhouse gasses. It also features inspiring examples. Overcome the challenges of climate action with creative solutions, fostering discussion and collaboration with your peers. Join the movement for a more sustainable future.

LEARNING GOALS

The learning goals of OER include understanding the science of climate change, recognizing the impact of individual actions, and exploring carbon footprints. It also aims to shed light on the role of human activities, greenhouse gas emissions, and the inspiring stories of climate activists. This resource encourages creative problem-solving and collective action to address climate challenges.

HOW TO INTEGRATE IN OTHER LEARNING ENVIRONMENTS

This Open Educational Resource (OER) is versatile and can be applied in vocational education and training (VET) programs as well as non-formal educational settings and workshops. It is designed for use in digital and distance teaching, enabling independent learner engagement and seamless integration into both online and in-person teaching sessions.

DETAILS

Target Groups

- VET PRACTITIONERS
- LEARNERS,
- TEACHERS

Key Features

- PowerPoint
- ASSESSMENT QUIZ

Developer

 ANDRAGOŠKI ZAVOD
LJUDSKA UNIVERZA VELENJE



Interesting? Get access to the OER!



[Climate change: Individual responsibility](#)



[Questions and Feedback](#)





2.3. Carbon Footprint

DESCRIPTION

This Open Educational Resource (OER) gathers various information about Carbon Footprint, it explains what the term means and why it is important for us to understand and be aware of our own carbon footprint. In addition, you can learn how your country is doing when it comes to CO2 emissions.

LEARNING GOALS

The learning goal is to avoid further doubts in the society concerning CO2 emissions, explaining how each person could improve the world simply by cutting some behaviours that are badly affecting our environment.

HOW TO INTEGRATE IN OTHER LEARNING ENVIRONMENTS

This OER on Carbon Footprint educates in different settings. Online, it's a resource for environmental science courses, facilitating self-assessment and access to national CO2 emissions data. In traditional classrooms, it serves as introductory reading, inspiring practical discussions and projects. Blended learning merges self-paced study with in-class collaboration. Community workshops can spread awareness and foster sustainable action. The OER offers versatile environmental education options.

DETAILS

Target Groups

- VET PRACTITIONERS
- LEARNERS,
- TEACHERS

Key Features

- Google Document;
- Knowledge on Carbon Footprint;
- Specific Information;
- Theory

Developer



Interesting? Get access to the OER!



[Carbon footprint](#)





3. Climate Denialism





3.1. Climate Denialism: Causes, consequences, effects, and how to counter it.

DESCRIPTION

This Open Educational Resource (OER) comprises a document that contains comprehensive information about Climate Denialism. Initially, you will gain a deep understanding of what climate denialism entails, as the topic will be thoroughly elucidated to ensure a clear comprehension of the term. Subsequently, you will have the opportunity to test and enhance your knowledge through an online activity.

LEARNING GOALS

The learning goal is to widen the knowledge of the readers when it comes to the topic of climate denialism. Since denial is a regular part of our society, its goal is to avoid denialism to spread and to promote healthy and true knowledge.

HOW TO INTEGRATE IN OTHER LEARNING ENVIRONMENTS

The Climate Denialism OER provides flexibility for integration in diverse learning environments. It enhances understanding online with comprehensive information and interactive activities, serves as valuable reading material in traditional classrooms, and accommodates blended learning and self-paced study, catering to educators and learners' unique needs across educational settings.

DETAILS

Target Groups

- VET PRACTITIONERS
- LEARNERS,
- TEACHERS

Key Features

- Google document;
- Climate denialism;
- Assessment Quiz;
- Theoretical knowledge

Developer



Interesting? Get access to the OER!



[Climate denialism](#)



[Climate denialism | H5P activity](#)





4. Climate & Environment





4.1. What is the difference between Climate & Environment?

DESCRIPTION

The resource explains the differences between climate and environment. It highlights that climate is a subset of the environment and defines climate as long-term weather conditions. It also distinguishes between climate change, which refers to shifts in average weather patterns, and environmental change, encompassing various alterations in the environment caused by natural or human activities. The resource discusses the causes of climate change, including greenhouse gas emissions, as well as factors contributing to environmental change, such as geological and biological forces. Understanding these differences is crucial for addressing the challenges posed by both climate change and environmental change.

LEARNING GOALS

The learning goal of this OER is to provide a clear and comprehensive understanding of the differences between climate and environment. It aims to elucidate that climate is a component of the broader environment, specifically emphasizing that climate pertains to long-term weather conditions.

HOW TO INTEGRATE IN OTHER LEARNING ENVIRONMENTS

This OER can be applied to online or face-to-face vocational education and training (VET) programmes. It's a tool for educators/teachers in secondary education institutions and can be integrated into online platforms.

DETAILS

Target Groups

- VET PRACTITIONERS
- LEARNERS,
- TEACHERS

Key Features

- PowerPoint presentation,
- Multiple-choice quizzes

Developer



Interesting? Get access to the OER!



[Climate & environment: the difference](#)



[Questions and Feedback](#)





4.2. How are climate and environmental issues connected to the economic system?

DESCRIPTION

In this OER the linkages between climate change and the economic system are discussed. Learners gain knowledge on how climate change affects economies as well as economic inequalities. Two concrete cases are used as examples of possible consequences of climate change on different economic sectors. The OER further includes possible responses and solutions to these impacts which are already applied in different national contexts. Learners are encouraged to reflect on the issue and test their knowledge through a practical activity and a multiple-choice quiz.

LEARNING GOALS

Through this resource, learners will be able to discuss the impacts of climate change on the economy. They will be able to apply their knowledge to cases beyond the scope of the module and will be able to compare these with the given examples as well as to reflect on possible solutions.

HOW TO INTEGRATE IN OTHER LEARNING ENVIRONMENTS

This OER can be used in digital/distance teaching for learners to engage independently or be incorporated in online as well as in-person teaching sessions. Learners can use the material individually, but it can also be adapted to group work. It can be used by teachers at secondary education institutions and language classes as an activity.

DETAILS

Target Groups

- VET PRACTITIONERS
- LEARNERS,
- TEACHERS

Key Features

- PowerPoint presentation,
- Multiple-choice quizzes

Developer

Swide



Interesting? Get access to the OER!



[Economic impacts of climate change](#)



4.3. How are climate and environmental issues connected to the health system?

DESCRIPTION

This resource investigated the effects of climate and environmental issues on the health system. The effects can be observed in various ways, including through poor air quality and respiratory diseases, extreme weather events causing injuries and diseases, changes in vector-borne diseases, water quality issues leading to waterborne diseases, disruptions in food security and nutrition, mental health impacts, heat-related illnesses, damage to healthcare infrastructure, challenges in healthcare for displaced populations, and the increased risk of zoonotic diseases due to biodiversity loss. Addressing these connections requires collaboration among scientists, healthcare professionals, policymakers, and communities to mitigate health impacts and enhance healthcare system resilience.

LEARNING GOALS

The learning goal of this OER is to understand the intricate relationship between climate and environmental issues and their profound impact on the health system. It aims to equip individuals with the knowledge and tools needed to address these challenges and work together to mitigate health impacts while enhancing the resilience of the healthcare system.

HOW TO INTEGRATE IN OTHER LEARNING ENVIRONMENTS

This OER can be applied to online or face-to-face vocational education and training (VET) programmes. It's a tool for educators/teachers in secondary education institutions and can be integrated into online platforms.

DETAILS

Target Groups

- VET PRACTITIONERS
- LEARNERS,
- TEACHERS

Key Features

- WORD DOCUMENT,
- MULTIPLE-CHOICE QUIZ

Developer



Interesting? Get access to the OER!



[Climate & environment: impact on health system](#)



[Questions and Feedback](#)





4.4. How can climate and environmental issues be included in education?

DESCRIPTION

What the OER is trying to explain here is that this is a complete educational guide that is focused on integrating climate and environmental issues into education. In a world facing climate change and environmental concerns, it's crucial to empower students with the knowledge and values to be responsible environmental stewards. This OER offers practical strategies and real-life examples for educators to foster environmental awareness and inspire positive action. Educators play a vital role in shaping environmentally conscious citizens and driving sustainable change.

LEARNING GOALS

The working goals of this resource are to enable educators to effectively incorporate climate and environmental topics into education. By providing practical strategies and real-life examples, it aims to cultivate environmental awareness and inspire positive action among students, nurturing environmentally conscious citizens who can drive change and address global environmental challenges, contributing to a healthier and more sustainable world.

HOW TO INTEGRATE IN OTHER LEARNING ENVIRONMENTS

This Open Educational Resource (OER) is versatile and can be applied in vocational education and training (VET) programs as well as non-formal educational settings and workshops. It is designed for use in digital and distance teaching, enabling independent learner engagement and seamless integration into both online and in-person teaching sessions.

DETAILS

Target Groups

- VET PRACTITIONERS
- LEARNERS,
- TEACHERS

Key Features

- WORD DOCUMENT,
- ASSESSMENT QUIZ

Developer

 ANDRAGOŠKI ZAVOD
LJUDSKA UNIVERZA VELENJE



Interesting? Get access to the OER!



[How can climate and environmental issues be included in education](#)



[Questions and Feedback](#)





5. Climate Behaviour





5.1. How to support climate action?

DESCRIPTION

Learners have the opportunity to reflect on their own climate behaviour in this OER through a self-assessment of their everyday life choices and behaviours. The OER includes suggestions for more sustainable alternatives to common behaviours that contribute to climate change ranging from consumption patterns to awareness raising. Learners are encouraged to draft their own action plan for more climate-friendly behaviours considering their personal contexts and get to test their knowledge through a multiple-choice quiz.

LEARNING GOALS

Through this resource, learners will be able to identify the impact of individual choices in the context of climate change. They will be able to measure their own impact and assess their potential to adopt more sustainable behaviours.

HOW TO INTEGRATE IN OTHER LEARNING ENVIRONMENTS

This OER can be used in digital/distance teaching for learners to engage with independently or be incorporated in online as well as in-person teaching sessions. Learners can use the material individually, but it can also be adapted to group work. It can be used by teachers at secondary education institutions.

DETAILS

Target Groups

- VET PRACTITIONERS
- LEARNERS,
- TEACHERS

Key Features

- Activity: Self-assessment tool
- Activity: Action plan for climate action
- Practical and theoretical information
- Multiple-choice quiz

Developer

Swide



Interesting? Get access to the OER!



[Climate behaviour](#)



[Questions and Feedback](#)





6. Waste & Recycling





6.1. How to avoid waste and why recycling?

DESCRIPTION

The resource offers tips and strategies for individuals to minimize waste in various aspects of their lives, promoting sustainability and reducing environmental impact. In addition, the resource provides an overview of the environmental, economic, and social impacts of recycling, highlighting its role in resource conservation, energy savings, pollution reduction, economic benefits, and climate change mitigation, among other factors.

LEARNING GOALS

The learning goal of this OER is to empower individuals with the knowledge and skills necessary to minimize waste and promote sustainability in their daily lives while understanding the multifaceted benefits of recycling in terms of environmental, economic, and social impacts.

HOW TO INTEGRATE IN OTHER LEARNING ENVIRONMENTS

This OER can be applied to online or face-to-face vocational education and training (VET) programmes. It's a tool for educators/teachers in secondary education institutions and can be integrated into online platforms.

DETAILS

Target Groups

- VET PRACTITIONERS
- LEARNERS,
- TEACHERS

Key Features

- WORD DOCUMENT,
- MULTIPLE-CHOICE QUIZ

Developer



Interesting? Get access to the OER!



[How to avoid waste](#)



[Questions and Feedback](#)





6.2. How to recycle in Sweden?

DESCRIPTION

In this OER, learners get to familiarize themselves with the waste management and recycling system in Sweden through a video. Focusing on the region of Scania (Skåne) in particular, the video guides the viewer through the different categories of waste that need to be separated in Swedish households and gives concrete examples for each category. It also indicates where learners can find more information on waste management and recycling and tests their knowledge with a multiple-choice quiz.

LEARNING GOALS

The goal of this resource is to enable learners to understand and explain how recycling and waste management are organized in Sweden. They will furthermore be able to apply this knowledge to their daily lives.

HOW TO INTEGRATE IN OTHER LEARNING ENVIRONMENTS

This OER can be used in digital/distance teaching for learners to engage independently or be incorporated in online as well as in-person teaching sessions. It can be used by teachers at secondary education institutions as an activity to introduce how to recycle in Sweden, and it can be integrated into governmental and municipal platforms to inform the population about how to recycle.

DETAILS

Target Groups

- VET PRACTITIONERS
- LEARNERS,
- TEACHERS

Key Features

- VIDEO
- PRACTICAL INFORMATION
- MULTIPLE-CHOICE QUIZ

Developer

Swide



Interesting? Get access to the OER!



[Waste management and recycling in Sweden](#)



[Questions and references](#)



6.3. How to recycle in Italy?

DESCRIPTION

This resource provides an overview of recycling practices in Italy. It explains how waste is typically separated into different categories, such as plastic and metal, glass, paper and cardboard, organic waste, batteries and e-waste, and non-recyclable waste. It describes the use of recycling bins, collection schedules, composting, eco-centres, public recycling bins, educational campaigns, community participation, and waste collection regulations. The resource also lists several popular recycling apps available in Italy.

LEARNING GOALS

The learning goal of this OER is to provide a comprehensive overview of recycling practices in Italy, with the aim of promoting a deeper understanding of the country's waste management and recycling system.

HOW TO INTEGRATE IN OTHER LEARNING ENVIRONMENTS

This OER can be applied to online or face-to-face vocational education and training (VET) programmes. It's a tool for educators/teachers in secondary education institutions and can be integrated into online platforms.

DETAILS

Target Groups

- VET PRACTITIONERS
- LEARNERS,
- TEACHERS

Key Features

- PowerPoint
- Multiple-choice quiz

Developer



Interesting? Get access to the OER!



[How to recycle in Italy](#)



[Questions and Feedback](#)





6.4. How to recycle in Germany?

DESCRIPTION

This Open Educational Resource (OER) consists of an animated video about How to recycle correctly in Germany. The rules of the recycling system are set and the colours to follow are explained.

LEARNING GOALS

The learning goal is to raise awareness about the recycling system in Germany, aiming to prevent or reduce unnecessary pollution.

HOW TO INTEGRATE IN OTHER LEARNING ENVIRONMENTS

This OER is versatile for use in both remote and digital teaching environments, enabling learners to explore its content independently or as part of online and in-person instructional sessions. It serves as a valuable tool for educators in secondary education institutions, offering engaging activities to introduce the topic of climate change.

DETAILS

Target Groups

- VET PRACTITIONERS
- LEARNERS,
- TEACHERS

Key Features

- Video
- Visual information
- Practical information

Developer



Interesting? Get access to the OER!



[How to recycle in Germany](#)



[Assessment questions](#)





6.5. How to recycle in Greece?

DESCRIPTION

This resource informs the learners about the different ways of recycling in Greece. It includes a presentation that describes in detail the rules around recycling, the different bins that are used, etc. The Word document adds information about the initiatives/good practices that take place in different regions of Greece. In this OER there is also an assessment activity so that the learners can check in what level they understood the information about recycling in Greece and about the initiatives that are taking place here.

LEARNING GOALS

After completing this module, learners will have a clear picture on how recycling works in Greece. They will know what can be recycled and what not, what kind of bins we are using and also they will be informed about initiatives/good practices that take place in different regions of Greece.

HOW TO INTEGRATE IN OTHER LEARNING ENVIRONMENTS

VET educators can use the material produced on all trainings, concerning young people and taking actions for the good of the environment.

DETAILS

Target Groups

- VET PRACTITIONERS
- LEARNERS,
- TEACHERS

Key Features

- WORD DOCUMENT,
- PowerPoint
- QUIZ

Developer



Interesting? Get access to the OER!



[Quiz](#)



[Recycling in Greece](#)



[Good practices in Greece](#)

6.6. How to recycle in Slovenia?

DESCRIPTION

This OER provides insight of different recycling methods. It highlights the importance of reducing the consumption of usable materials and how to be responsible by separating waste. In Slovenia we have a variety of solutions to reduce waste. The resource explains the meaning of each material and the benefits gained through its recovery process. After all, by recycling we reduce pollution and turning used materials into new products, thus using less energy and costs.

LEARNING GOALS

The goal of this resource is to make aware of benefits by separating waste and what we gain with that. To show the good sides of recycling, which would decrease the amount of waste and highlights the importance for learners to know which container to use for different items.

HOW TO INTEGRATE IN OTHER LEARNING ENVIRONMENTS

This Open Educational Resource (OER) is versatile and can be applied in vocational education and training (VET) programs as well as non-formal educational settings and workshops. It is designed for use in digital and distance teaching, enabling independent learner engagement and seamless integration into both online and in-person teaching sessions.

DETAILS

Target Groups

- VET PRACTITIONERS
- LEARNERS,
- TEACHERS

Key Features

- WORD DOCUMENT,
- PowerPoint

Developer



Interesting? Get access to the OER!



[How to recycle in Slovenia](#)



[Questions and Feedback](#)





7. Mitigation and Consumption



7.1. How to buy products with lower carbon footprint and less biodiversity.

DESCRIPTION

This OER explains the need for reducing carbon footprint to compromise our climate crisis. This resource delves into the significance of eco-conscious shopping to minimize environmental impact. Learn how choices in products, waste management, and local support can lead to a sustainable future. Make informed decisions, reduce emissions, and embrace a greener lifestyle. Make sustainable choices when shopping by selecting local, seasonal, and sustainably packaged products. It shows us to be more economical and to have the ability to protect biodiversity. To know how Eco-friendly an individual is, a test with True/false is available.

LEARNING GOALS

The primary goal of this OER is to help individuals recognize how choices they make affect one's carbon footprint and the environment. To gain the knowledge and skills needed to make informed, sustainable shopping decisions by learning how to reduce carbon emissions through eco-friendly product choices, local sourcing, energy-efficient electronics, and waste reduction.

HOW TO INTEGRATE IN OTHER LEARNING ENVIRONMENTS

This Open Educational Resource (OER) is versatile and can be applied in vocational education and training (VET) programs as well as non-formal educational settings and workshops. It is designed for use in digital and distance teaching, enabling independent learner engagement and seamless integration into both online and in-person teaching sessions.

DETAILS

Target Groups

- VET PRACTITIONERS
- LEARNERS,
- TEACHERS

Key Features

- WORD DOCUMENT,
- PowerPoint

Developer

ANDRAGOŠKI ZAVOD
LJUDSKA UNIVERZA VELENJE



Interesting? Get access to the OER!



[How to buy products with lower carbon footprint and less biodiversity Presentation](#)



[How to buy products with lower carbon footprint and less biodiversity](#)



The Learning Scenarios



WHAT IS A LEARNING SCENARIO?

A learning scenario is a structured plan for teaching and learning a particular topic or subject, which includes learning objectives; instructional strategies; assessment methods; and materials.

It serves as a roadmap for educators and learners to achieve specific learning outcomes. Each type of learning scenario offers a different approach to teaching and learning and can be used to achieve specific learning outcomes. The ECOLitAct package is composed of five Problem-Based Learning Scenarios, which present real-world problems or scenarios for students to solve, encouraging active engagement and critical thinking as students work collaboratively to identify solutions.

HOW TO USE THE LEARNING SCENARIOS?

The five scenarios vary from topic to topic. Each page provides a concise description of the Learning Scenario, its learning objectives and suggestions for integrating it into various learning environments.

When selecting a Learning Scenario, it's crucial to consider its topic and whether it aligns with your classroom teaching objectives. Once you've identified the appropriate Scenario based on your target audience, subject matter, and learning context, you can readily employ the attached versions in your class. These Learning Scenarios are available as PowerPoint Presentations and/or Word Documents.

Following your exploration of the subject matter linked to the Learning Scenario, you will be guided systematically through the Learning Scenario's activities, gaining insights into their classroom application. Subsequently, a self-assessment test will be available for both you and your students.

Optionally, you can make changes in the scenario's structure and content to better fit the learning needs of your students.





How can I know which of the Scenarios can be useful for me?

Here you can find a summary of all that the ECOLitAct Toolkit's Scenarios offer! Read it to discover which are of your interest.

Scenarios	Learning Outcomes
1. How to counter fashion waste?	Through this scenario, learners will learn about the environmental impact of fashion waste and will be encouraged to apply sustainable practices in fashion. The scenario offers real-life examples and enhances problem-solving.
2. How to counter food waste?	Get learners to learn about food waste and its impact! Besides, this scenario includes a hypothetical case with which they are encouraged to engage in a creative and collaborative way to reflect on food waste caused by households.
3. Countering misinformation about climate topics	In this scenario, learners are given different cases of misinformation based on real examples that have occurred in different parts of the world. While examining these cases, learners will learn how they can develop their critical thinking and change their attitudes and behaviors regarding information they come across related environmental issues.
4. Diminishing plastic waste	Get learners to learn about plastic waste and its impact! Furthermore, this scenario empowers them to make a positive difference by addressing attitudes towards plastic waste and gaining valuable skills in environmental conservation and community engagement through problem-solving.
5. How to reduce your carbon footprint	This real-life scenario is strictly connected to our OER on Carbon footprint. It presents the issue of CO2 emissions. It gives a real-life scenario through which users can understand better what causes CO2 emissions and how to decrease them!

Make the most of your educational experience!



1. How to counter fashion waste.

DESCRIPTION

This learning scenario aims to raise awareness among students in vocational education about the environmental impact of fashion waste and encourage sustainable practices in the fashion industry. Students will explore real-life situations through videos, engage in problem-solving activities, and propose solutions to address fashion waste.

LEARNING GOALS

This educational resource in vocational education aims to increase students' awareness of the environmental impact of fashion waste and promote sustainability in the fashion industry. Students will engage with real-life scenarios, videos, and problem-solving activities, and work on proposing solutions to address the issues related to fashion waste. It highlights the significant role of the fashion industry in greenhouse gas emissions, microplastic pollution, and wastewater generation, underlining the urgency of adopting more sustainable practices.

HOW TO INTEGRATE IN OTHER LEARNING ENVIRONMENTS

This versatile learning scenario is an exciting journey that's perfect for vocational education and training (VET) programs, as well as non-formal educational settings and workshops. It's specifically crafted for the dynamic world of digital and distance learning, designed to ignite your curiosity, and empower you to take the reins of your education. Whether you're learning online or in person, this scenario promises an immersive and captivating experience that will keep you eagerly participating every step of the way.

DETAILS

Target Groups

- VET PRACTITIONERS
- LEARNERS,
- TEACHERS

Key Features

- WORD DOCUMENT,
- THEORETICAL VIDEOS
- QUIZ

Developer



Interesting? Get access to the Learning Scenario!



[Fashion Waste](#)



2. How to counter food waste.

DESCRIPTION

In this scenario, learners are given a hypothetical case with which they are encouraged to engage in a creative and collaborative way to reflect on food waste caused by households taking into account concrete obstacles and coming up with practical solutions. The scenario includes information on food waste, its environmental impact and links to climate change, and the benefits of reducing food waste. The goal is to help learners reflect on and discuss in groups the causes and impacts of food waste as well as possible solutions, and to come up with individual action plans to implement in their daily lives.

LEARNING GOALS

The goal of this resource is to drive behavioral, and attitude shifts while enabling learners to understand and explain the impact food waste has on the planet. They will be able to identify the causes of food waste and possible solutions. Learners can assess their contributions to food waste and create an action plan for minimizing it through behavioral changes.

HOW TO INTEGRATE IN OTHER LEARNING ENVIRONMENTS

The scenario is designed for learners to work in groups. It can be used both online as well as in in-person teaching. It can be used by teachers at secondary education institutions as well as in language classes as a debate activity.

DETAILS

Target Groups

- VET PRACTITIONERS
- LEARNERS,
- TEACHERS

Key Features

- Group activities and discussions
- Action plan (individual)
- Theoretical and practical information
- Fact Sheets
- Assessment

Developer

Swide 



Interesting? Get access to the Learning Scenario!



[Food Waste](#)



[Food Waste Presentation](#)

3. Countering misinformation about climate topics.

DESCRIPTION

In this scenario, learners are given different cases of misinformation based on real examples that have occurred in different parts of the world and have become known worldwide. While examining these cases, learners will learn how they can develop their critical thinking and change their attitudes and behaviors regarding information they come across related environmental issues, be aware of ways to fact check the news and finally recognise if the excerpts they read are real or include propaganda/misinformation. The scenario includes information about misinformation around climate topics, analysis on different excerpts, an action plan and at the end formative assessment methods.

LEARNING GOALS

After completing this module, learners will know how to counter misinformation about climate topics. They will develop their critical thinking in environmental issues, they will be aware of ways to fact check the news and they will also be able to recognise if the excerpts they read are real or not.

HOW TO INTEGRATE IN OTHER LEARNING ENVIRONMENTS

The scenario is very timely and important as we have wars going on in Ukraine and the middle east. It gives young people the opportunity to reflect on what is happening in the world, to try to get real information and not fake news and finally be able to process the news they read every day. Critically assessing the stories that we come across is very important and crucial and a significant challenge.

DETAILS

Target Groups

- VET PRACTITIONERS
- LEARNERS,
- TEACHERS

Key Features

- Group activities and discussions;
- Theoretical and practical information;
- Action plan;
- Final assessment questions

Developer



Interesting? Get access to the Learning Scenario!



[Countering misinformation about climate topics](#)





4. Diminishing plastic waste.

DESCRIPTION

In this problem-based learning scenario, a group of concerned citizens and environmental enthusiasts tackle the growing problem of plastic waste in their community. They aim to understand the environmental impact of this issue, investigate its causes, develop sustainable solutions, create an actionable plan, and evaluate the effectiveness of their efforts. This scenario empowers participants to make a positive difference by addressing attitudes towards plastic waste and gaining valuable skills in environmental conservation and community engagement.

LEARNING GOALS

The learning goal is to empower citizens to effectively address the pressing issue of plastic waste in their community. This scenario is designed to equip participants with the knowledge, skills, and motivation to make behavioral and attitudes changes to make a positive difference in their community while fostering a deeper understanding of environmental conservation and community engagement.

HOW TO INTEGRATE IN OTHER LEARNING ENVIRONMENTS

This learning scenario can be used in both online and face-to-face teaching and involves group work. It gives learners the opportunity to make a real impact on their community.

DETAILS

Target Groups

- VET PRACTITIONERS
- LEARNERS,
- TEACHERS

Key Features

- PowerPoint;
- Group activity;
- Action plan;
- Assessment questions

Developer



Interesting? Get access to the Learning Scenario!



[How to diminish plastic waste](#)





5. How to reduce your carbon footprint.

DESCRIPTION

This real life scenario is strictly connected to our OER on Carbon footprint. It presents the issue of CO2 emissions. It gives a real life scenario through which users can understand better what causes CO2 emissions and how to decrease them.

LEARNING GOALS

The learning goal is to teach people what is causing CO2 emissions to increase or to decrease and therefore to help readers to realize what are the habits that they could change in order to improve the outcomes of their actions.

HOW TO INTEGRATE IN OTHER LEARNING ENVIRONMENTS

This real-life CO2 emissions scenario offers a practical learning opportunity in multiple environments. In online courses, it serves as a case study for discussion and analysis. In traditional classrooms, it inspires group discussions. Blended learning combines self-paced study with in-person activities. Field trips and workshops allow real-world application of knowledge.

DETAILS

Target Groups

- VET PRACTITIONERS
- LEARNERS,
- TEACHERS

Key Features

- Word document;
- Carbon footprint knowledge;
- Theoretical information;
- Real life context

Developer



Interesting? Get access to the Learning Scenario!



[Carbon footprint](#)





Additional Tools and Resources for Environmental Education and Media and Information Literacy

Name	Publisher/ Author	Theme covered	Description	Link	Cost	Language
Climate change food calculator: What's your diet's carbon footprint?	BBC	Climate change	Concise resource that allows people to enter their dietary choices and find out their climate impact.	Link	Free	English
A Lesson Plan About Climate Change and the People Already Harmed by It	New York Times	Climate change	This article provides inspiration for educators about how to plan a lesson around climate change and its consequences.	Link	Free	English
Your Questions About Food and Climate Change, Answered	New York Times	Climate change	An interactive resource showing the impact of your dietary choices on the environment and climate.	Link	Free	English
Carbon Causalities	New York Times	Climate change	A New York Times series exploring how climate change is displacing people around the world	Link	Free	English
Climate footprint quiz	New York Times	Climate change	Veronica Penney's four-question quiz assesses your understanding of the efficacy of different climate choices. The quiz takes less than five minutes.	Link	Free	English
How much do you know about climate change?	Washingt on Post	Climate change	Article about climate change.	Link	Free	English
Teaching with graphs	New York Times	Climate change	The article goes through graphs from the New York Times, indicating how they can be used to teach about climate change.	Link	Free	English
Do you think you make good climate choices?	New York Times	Climate change	Article, containing recommendations for activity using a quiz and questions for follow-up with learners	Link	Free	English
How to recycle / why to recycle	Sysav.se	Waste	Explanation about why it is important to recycle.	Link	Free	Swedish





Fojo Fact-Check	Fojo Media Institute	Media and Information Literacy	Get inspired by fact-checkers' work around the world, learn their basic principles and read interviews with experts to increase your understanding of, for example, why it is important to stop misinformation.	Link	Free	English
Measure your ecological footprint	Global Footprint Network	Climate change	The questionnaire aims to help you calculate in a very specific way your ecological footprint, giving you solutions and tips to improve your daily choices	Link	Free	English, German, Spanish, Portuguese, French, Italian, Chinese, Thai





Annex I

This Annex presents the collection of findings from the analysis conducted in the partner countries. The images below are the summary of main topics identified in the survey and quotes provided by participants of the debates/roundtables.

Stickers

Green skills/ climate change / climate denialism

- Students thinking it's the fault of the previous generations is one of the reasons why there's no action to fight against climate change
- addresses the belief that individuals don't play a big role, bad examples from leaders
- start with people, behaviors and mindset, if the system is there without it, people won't use it correctly
- Green: environmental denialism emerging from people's need to oppose governmental rules (corruption)
- the causes of climate denialism
- General lack of structure demotivates people and leads to denialism. This is not the case for instance in Germany and Sweden
- how climate denialism affects people
- what is governmental information, where to get it
- How to integrate the topic of sustainability and climate change in different topics/ environments
- misinformation about energy (green energy, gas use)
- usually quite limited or no basic knowledge regarding the topic, or showing no interest toward it
- help learners know how to find original articles

MIL / critical thinking

- how to learn about it? most would prefer either online, self-paced, or document with information.
- SM has a bigger impact on youngsters they tend to be more influenced by content there and don't check sources
- Misinformation through SM (traditional media in Germany tends to talk a lot about climate change)
- Knowledge about which quality resources & where to find them, accessibility to (certain) knowledge
- help learners know which sources are trustable
- SM features (e.g., memes) also play a big role especially in young people and their opinions
- how to find relevant scientific articles, how to search for them
- focus on how to filter information found through web searches
- participants know how to recognize legitimacy of sources and resources
- how to select appropriate keywords on Google
- what is internet trolling
- filtering information from web searches (go beyond the 2 first results)

How to get the info

- tools for self-reflection, how to become more self-aware
- make information easily accessible (easy to find, translated, simple vocabulary)
- use visual and audio resources, not only text (e.g. documentaries, videos, etc.)

miro

results depend on demographics (educational level, age, cultural background and context)

there's a big polarization

Green skills/ climate change / climate denialism

- how to support climate action
- filling & addressing the gaps in systemic failure
- background of climate change (causes)
- imagine more easily, possible than one. Forms of formal education, what not to people that would otherwise not get in touch with the topic
- issues of overconsumption, how to purchase the correct items
- how to avoid waste
- the topic should be integrated into the school system (both how to deal with the issues and how to prevent the issues)
- emphasize that climate action is for everyone (not a specific group or political party)
- Often no or just "basic" knowledge: missing understanding of interconnectedness of topics & impacts
- highlighting interconnectedness and complexity of environmental issues
- think about practical ability and human rights - it's possible to change the way we think about things
- bring in the topic of climate change activities to get familiar with the subject and create awareness on the topic generally, changing the critical thinking attitude of the students
- how to recycle in each country

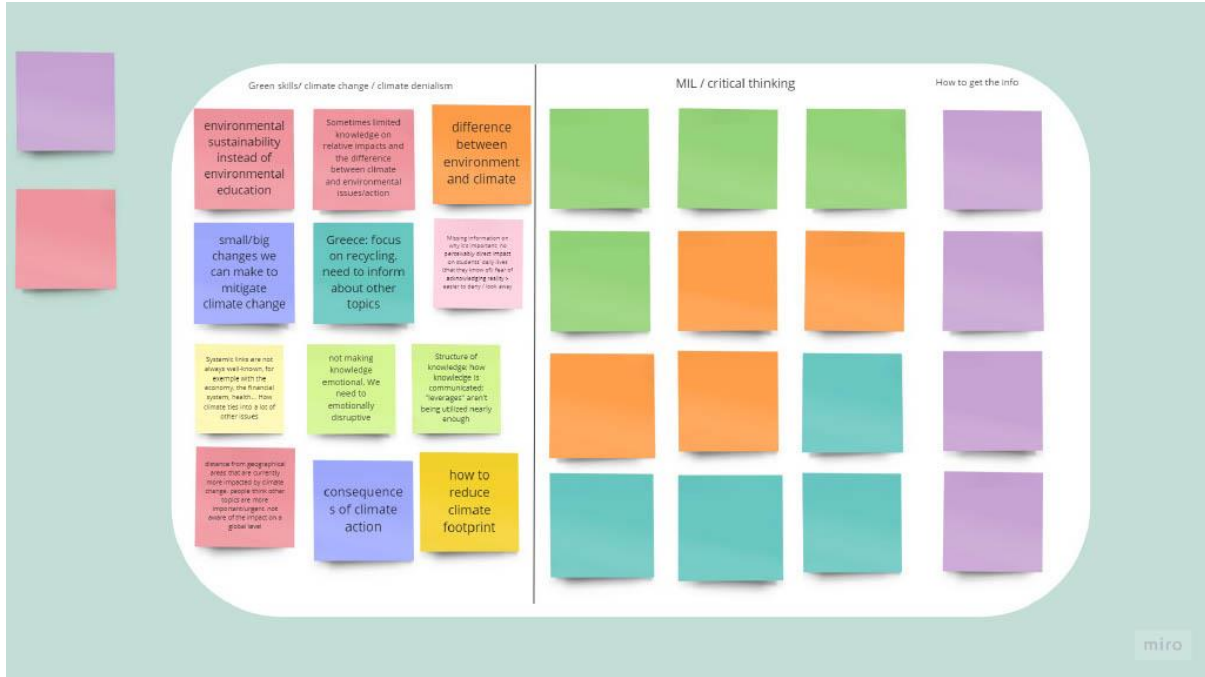
MIL / critical thinking

- main problem in Germany is the social media. The society is highly oriented so it's hard not to know of it. The problem is the info they get on SM
- How to be critical about posts you go through on social media
- give people some trustworthy sources
- analyze, observation, communication - most important. We should focus on analysis, communication, and problem solving
- evaluating sources
- how to evaluate, analyze, and compare sources of data, and data

How to get the info

- make student projects / competition / award points / financial incentives

miro





ECOLitAct

Eco-Literacy and Green Education for
Climate Action



Swide s



Co-funded by the
European Union

