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Green Camp

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WP 3.1

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Training workshops for teachers

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Introduction

The central objective is to transform them from transmitters of notions to **facilitators of experiences**, providing them with the skills to apply the **"Head-Hands-Heart"** model .

The activities designed for the workshops are outlined below, integrated with the contents of the 6 modules and the practical activities planned for the students.

Planned activities

1. Activity: "The Cube of Three Dimensions" (HHH model acquisition)

This activity serves to make teachers internalize how every lesson on sustainability must touch all three dimensions of learning.

- **Action:** Teachers are divided into small groups and receive an activity taken from the students' materials (e.g. the celery experiment or the sowing on cotton).
- **Task:** They must map the activity on a billboard divided into three areas:
    - **Head:** What scientific knowledge are we transmitting? (e.g. the water cycle or photosynthesis).
    - **Hands:** What practical skill are the kids developing? (e.g. measuring with a ruler or curing a sprout).
    - **Heart:** What value or emotion are we activating? (e.g. patience in waiting for growth or responsibility towards a living being).
- **Purpose:** Learn to evaluate whether a lesson is balanced or if it is too theoretical.

2. Activity: "Role-play of the Facilitator" (Explanation of Modules 2 and 3)

This session focuses on the modules managed by Capofarfa related to the vegetable garden and nutrition.

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- **Action:** A teacher simulates explaining the activity **"From seed to diary"** or **the "Sustainable snack diary"** to colleagues, who pretend to be 8-13 year old students.
- **Technical focus:** The teacher must explain how to manage only one **variable at a time** (e.g. light vs shadow) and how to correctly fill in the summary table and line graphs.
- **Discussion:** Colleagues provide feedback on how to simplify language or how to handle possible incidents (e.g. a plant dying or an unsustainable snack).

3. Activity: "The Challenge of UDL Inclusion" (SEN Adaptation)

Based on Chapter 13 of the Handbook, this activity teaches how to make activities accessible to everyone.

- **Action:** Teachers receive the **"Energy and Natural Resources"** module (CONIL) and must adapt the "Zero Impact Classroom" activity for a student with special educational needs (SEN).
- **Task:** Apply the principles of **Universal Design for Learning (UDL)** by providing visual aids (e.g., flashcards with "light on/off" icons), instructions in small steps, or tactile materials.
- **Purpose:** To understand that diversity is a force and that sustainability must be participatory for everyone.

4. Activity: "Digital Hub Discovery" (Use of the platform)

Technical workshop focused on the use of WP3 digital tools.

- **Action:** Each teacher navigates the **SCORM packages** uploaded to the platform to test the final 6-question quizzes.
- **Task:** Simulate the monitoring of the progress of a "virtual" classroom, learning to interpret the data of the quizzes to understand which concepts (e.g. short supply chain or biodiversity) are more difficult for students.
- **Purpose:** To master the educational hub in order to support the children during the experimentation.

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5. Activity: "Team Project Work" (Synthesis and Scalability)

Teachers are working on the creation of a **long-term** "School Sustainability Plan".

- **Action:** Using the **final Project Work** template, teachers must design how to permanently integrate one of the modules into the ordinary curriculum (e.g. link Module 4 on waste to the hours of Science and Art).
- **Task:** Define deadlines, roles among colleagues and ways of involving families and the territory.
- **Purpose:** To move from a pilot project to a daily and lasting school practice.

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