

2021-1-TR01-KA210-SCH-000034298

A Toolkit to Eco-Friendly Schools and Teacher Competencies for Environmental Education



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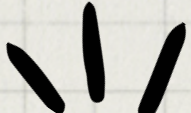

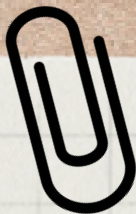
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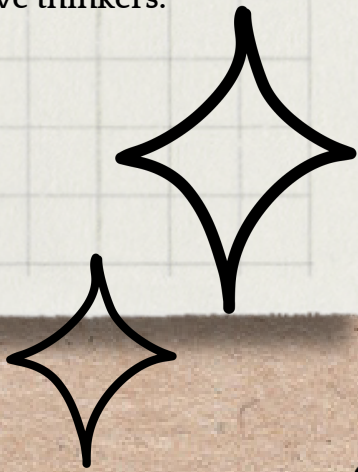

About this publication



AGENTS OF CHANGE: YOUNG VOICES FOR THE ENVIRONMENT!

2021-1-TRO1-KA210-SCH-000034298

This toolkit is intended for use by school directors, lead teachers, educators, student-teachers, and other school management personnel and will support their ability to monitor and evaluate their progress toward the creation of eco-schools and to equip their teachers and educators with the necessary competencies to implement environmental education. The toolkit will provide foundational information and guidance in each unit, as well as activities, case studies, examples, and self-assessment questions. The topics of environmental education; key competencies of teachers; the implementation of Eco-schools; and access to rights are tackled with a human rights approach will be included in the toolkit. The purpose of publication is intended as a reference full of creative and participatory activities for classroom teachers/educators/student-teachers to create inclusive classroom environments where all students can thrive and become critical and creative thinkers.



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PROJECT PARTNERS



İkizce İlçe Milli Eğitim Müdürlüğü

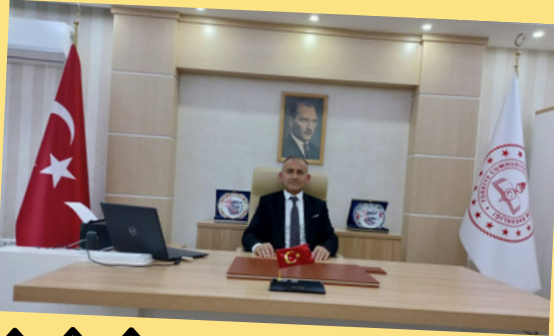
İKİZCE İLÇE MİLLİ EĞİTİM MÜDÜRLÜĞÜ

İKİZCE, ORDU, TÜRKİYE



İkizce İlçe Milli Eğitim
Müdürlüğü is related to
the Ministry of National
Education of Turkey.

İkizce District Directorate of National Education is a public body that is responsible for administrative affairs of formal and non-formal education including primary, secondary, vocational, and technical education, special education, school counseling services, and lifelong learning.



COORDINATOR

ASLI ÇELİK



ECOLOGICAL MOVEMENT OF PATRAS

PATRAS, GREECE



Ecological Movement of Patras (Oikologiki Kinisi Patras - OIKIPA) is one of the most well-known Greek grassroots environmental organizations with a stable and multifarious action, which starts from the town of Patras and spreads to the whole of the Western Greece Region. The ecological Movement of Patras was founded in April 1986, just after the Chornobyl nuclear incident.

The goals of the organization: - The information, awareness, and mobilization of citizens in environmental matters. - The pushing forward of the environmental issues in their social, political, and economic dimensions. - The action to influence positively the local and national environmental affairs as well as matters of quality of life in the town - Support and participation in actions for adult and environmental education.



COORDINATOR

GEORGIA
THANOPOULOU



Ε.Ε.Ε.Γ.-Λ. PATRON

PATRAS, GREECE



United Special Vocational Gymnasium and Lyceum of Patras (ENEEGYL Patras) is a secondary school that provides Vocational Education and Training to students with Special Needs (autism, dyslexia, emotional and behavioral difficulties).

Our school Environmental Education activities are driven by our principal organization values for a responsible attitude for an effective Environmental Protection driven by a well-supported environmental value system (EVS).



COORDINATOR

**THEODOROS
LYRIS**



TÜRKİYE ÇEVRE EĞİTİM VAKFI (TÜRÇEV)

ANKARA, TÜRKİYE



Foundation for Environmental Education in Turkey (TURCEV) was founded in 1993 in order to run Blue Flag Programme and to work together with FEE (Foundation for Environmental Education). Founders of the foundation are from very different professions; such as professors from universities, parliamentarians, NGO's from the tourism sectors like the Association of Turkish Travel Agencies and Turkish Hotel Association, municipalities, governorships, etc. Afterwards, other professions were also accepted as members.

In 1993, TURCEV started its activities as an associate member of FEE. Following Blue Flag Programme, Eco-Schools and Young Reporters for the Environment Programmes were started running in 1995. In 2004 TURCEV started running the Learning About Forests Programme and after accepting to run Green Key Programme in 2011, today, all of the five programs proposed by FEE are being performed in Turkey by TURCEV.



COORDINATOR

ÇELİK TARIMCI

globers

ASSOCIACIO GLOBERS

TARRAGONA, SPAIN



GLOBERS is a peer-run social organization. The institution focuses on institutional capacity-building for individuals and through local training programs, workshops, learning journeys as well as the creation of partnerships with other institutions regionally and internationally providing a platform for the exchange of experiences.

The training Center is delighted to count on expert members with more than a decade of experience in Youth in Action, Erasmus +, Euromed, and other international projects.



COORDINATOR

NAZARETH
PERAL

About Eco-Schools

Eco-Schools are implemented in 73 countries.

59,000 schools

Eco-Schools is one of the largest global sustainable schools programmes - it starts in the classroom and expands to the community by engaging the next generation in action-based learning.

Eco-Schools programs focus on positive actions transforming behavior in schools and communities:

- Litter Less Campaign
- The Great Plant Hunt
- Waste-Water-Watts (W5)



About Eco-Schools

Improves School
Environments

Involves Communities

The Eco-Schools program consists of three structural elements - The Seven Steps Framework, the Eco-Schools Themes, and Assessment for the Green Flag.

To be successful the program requires support from school leaders and the Board. Active involvement of staff is imperative as well as a long-term commitment and the willingness to involve students in decision-making.



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About Eco-Schools

Programs to be involved:

- Eco-Schools
<https://www.ecoschools.global>



- LEAF (Learning about Forests)
<https://www.leaf.global>



- Young Reporters for the Environment
<https://www.yre.global>



Young Reporters
for the environment



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Teacher Competencies for Environmental Education

“**Environmental
Education is a must**”

- improving the school's environment in both a practical and an abstract sense and to
- make changes that will introduce greater democracy so that things will be more
- manageable in the school;
- to act as a catalyst in the development of the children and involve more colleagues

- to develop the environmental education/ESD curriculum, to change the thinking of colleagues and put into practice new teaching methods with those colleagues;

- to shape the attitudes of the teachers and involve them more in the actual work in the field of environmental education;

- to work together with colleagues and make changes through team work;

- to co-ordinate environmental education/ESD programs and to make a good school

- work plan during the year;



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Teacher Competencies for Environmental Education

“ Integration of environmental education into various subjects ”

- organising exhibitions and different activities in order to make environmental education/ESD more attractive for others and thus bring about change;

- to carry out the problem, situation, and activities/ environmental education projects in the environmental education for sustainable development in schools;

- to promote a natural and environmental management in schools by applying activities for outdoor learning by using resource centers in schools and locally instead of strictly classroom;

- Participation and networking of environmental education would provide the opportunities for parents, communities, and other departments or various organizations to participate and support the school management that created the learning resources within the school by focusing on the participation.

- to change the behaviour of the children through different activities such as collecting batteries and involve more colleagues in environmental education curriculum in the school.

- Teachers must know their own communities, and that their learning was about geography, climate, ecological characteristics, geography and ecology of the area, using the benefit of the resources in the community, and the impact of the environment on the community.



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Greening the School Activities and Tips for Educators

SCHOOL PRIZEGIVING

In the school prizegiving you can include awards and recognition for the learners that are involved in ED activities. This will give environmental action-taking a level of importance and be recognised as a valuable contribution to the school community, similar to leadership, sport and art awards. Here are some environmental award ideas:

AWARD IDEAS



- **SUSTAINABILITY
ROLE-MODEL**

AWARD IDEAS



- **GREENEST GARDENER**
- **ECO-INNOVATOR**
- **NATURE LOVER**
- **ENVIRONMENTAL LEADER**



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Greening the School Activities and Tips for Educators

STAFF ROOM AND PROCUREMENT

Here are some ways to have a "greener" office, staff-room and classroom:

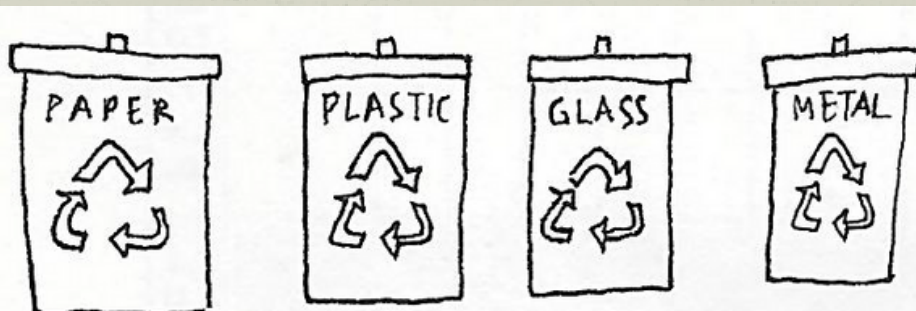
- Make sure to reuse paper, e.g. print/write on both sides
- Use waste paper for making recycled fire balls
- Move desks closer to natural light to reduce the need to switch on lights

ACTIVITIES

We can also leave one or two ED resources in the staffroom for our colleagues to have a look at, and put up a 'sustainable school' noticeboard in both the staffroom and kitchen.

Remember we are role models and therefore should make sure to practice the advice that we are giving!

Our Sustainable School Activities



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Greening the School Activities and Tips for Educators

GREEN TIPS

»»

- Take a trip! Visit your city's recycling center to find out where your school's recyclables go when they leave the school.



EDUCATOR TIPS

»»

- Hire a student for the job! Assign student leaders to help their classmates sort recycling and landfill waste in the cafeteria.

»»

- Grade your teachers! Inspect classroom waste bins to see if classes are sorting their waste correctly. The class gets an "A" if they separate recyclables properly.

»»

- stay hydrated responsibly. Encourage students and teachers to carry reusable water bottles instead of disposable plastic bottles.

- Keep your community clean and green. Organize a litter cleanup in the neighborhood.

- say NO to energy vampires! Post reminders to unplug electronics and appliances that continue to use electricity when plugged in.

»»

- Distribute power strips and timers to classrooms to automatically power "OFF" electronics at the end of the day.

»»

- Harness the power of the sun! Add solar chargers to personal electronic devices for to charge them with free, renewable energy.

»»

- Investigate electricity! Arrange a visit to a local power plant to find out how electricity is generated and distributed in your city.



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YOUR GO TO

SOURCES LIST

[HTTPS://RESOURCES.PEPSICORECYCLING.COM/RESOURCES/THESE-RECYCLING-GAMES-ARE-SO-MUCH-FUN/](https://resources.pepsicorecycling.com/resources/these-recycling-games-are-so-much-fun/)

GAMESTO MAKE RECYCLING FUN

LESSON PLAN: THIS OVERVIEW PROVIDES TEACHERS WITH LINKS TO LESSON PLANS ON HOW TO ENGAGE STUDENTS IN RECYCLING PRACTICES. IT INCLUDES GAMES, VIDEOS AND ONLINE ACTIVITIES TO BUILD STUDENTS CONNECTION TO RECYCLING.

A U T H O R : PEPSICO RECYCLING (2020)



[HTTPS://WWW.GREENHEARTED.ORG](https://www.greenhearted.org)

GREEN HEART EDUCATION

WEBSITE: THE GREENHEART EDUCATION WEBSITE INCLUDES MATERIALS, INFORMATION, AND IDEAS TO DO WITH GREENING EDUCATION AND SCHOOLS. WITH A SUSTAINABILITY FOCUS, THE WEBSITE PROVIDES KNOWLEDGE AND TEACHING RESOURCES.

A U T H O R : GREEN HEART EDUCATION



[HTTPS://NCERT.NIC.IN/DEE/PDF/TOWARDS%20A%20GREEN%20SCHOOL.PD](https://ncert.nic.in/dee/pdf/towards%20a%20green%20school.pdf)

E

TOWARDS A GREEN SCHOOL

MANUAL: THIS BOOKLET EXPLAINS THE CONCEPT OF A GREEN SCHOOL AND SEEKS TO BE A GUIDE ON INITIATING THE PRACTICES AND POLICIES. IT GUIDES ON THE PROFILE OF A GREEN SCHOOL, CURRICULUM, PRACTICES, AND IMPLEMENTATION.

A U T H O R : K. SHARMA, M. PANDYA (2015)



[HTTP://SUSTAINABILITY.CERES.ORG.AU/WP-CONTENT/UPLOADS/SITES/4/2013/04/CERES-GUIDELINES-FOR-GREEN-PURCHASING-POLICY.PDF](http://sustainability.ceres.org.au/wp-content/uploads/sites/4/2013/04/CERES-GUIDELINES-FOR-GREEN-PURCHASING-POLICY.PDF)

GREEN PROCUREMENT GUIDELINES

MANUAL: THIS GUIDE INTRODUCES THE CONCEPT OF GREEN PROCUREMENT, ITS BENEFITS, AND AN EXAMPLE OF SUCH A POLICY. IT INCLUDES OBJECTIVES, A CHECKLIST SAMPLE, AND LINKS TO RESOURCES FOR FURTHER INFORMATION AND GUIDANCE.

A U T H O R : CERES (2013)



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