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Environmental lessons, their structure and rationale behind: SDG13 - Climate Action

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Climate Change



Clean Water and its management



Clean Energy



Lessons orchestration

- 6 Lessons are divided into two groups:

Is climate change real?

Greenhouse gases

- Each lesson is a standalone activity, but they can also be used progressively in 3-lesson bundles

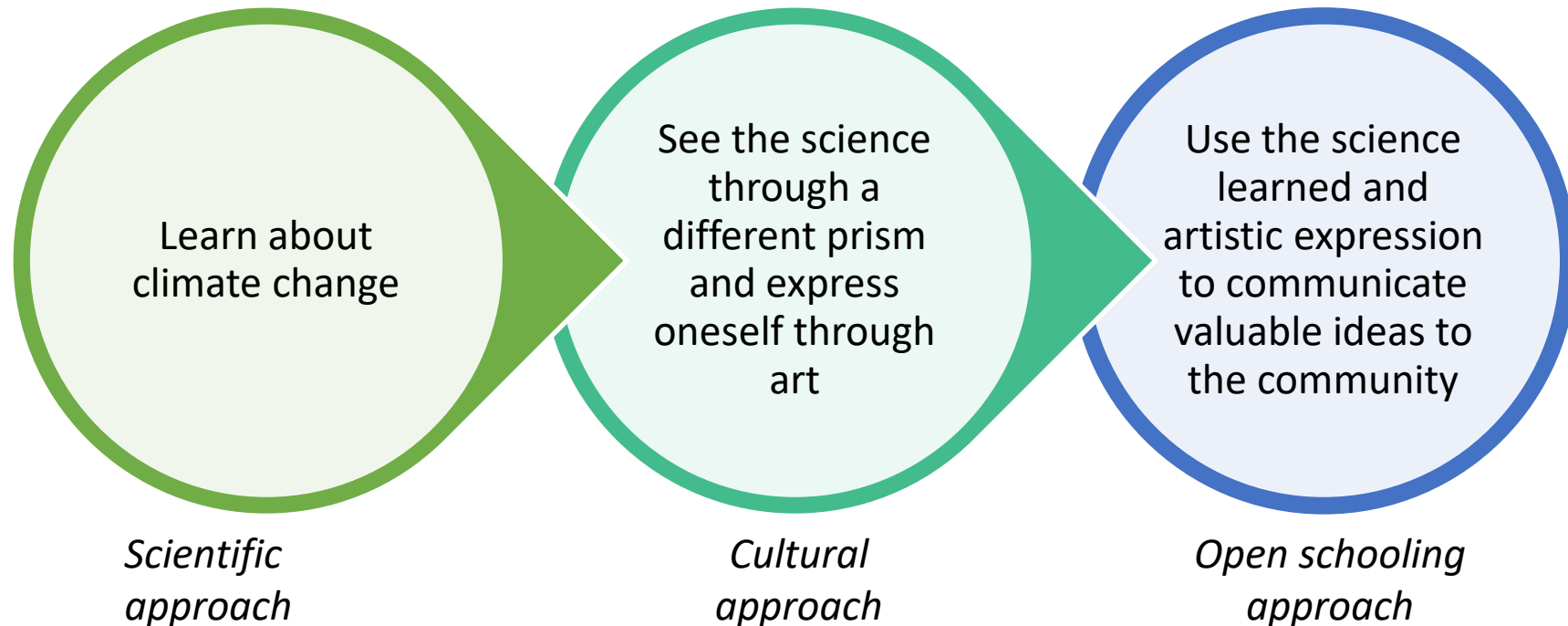


Group 1: Is climate change real?

- Looking At The Science Behind The Debate
(Scientific approach)
- An artistic point of view
(Cultural approach)
- Spreading the word to your local community
(Open schooling approach)



Group 1: Is climate change real?



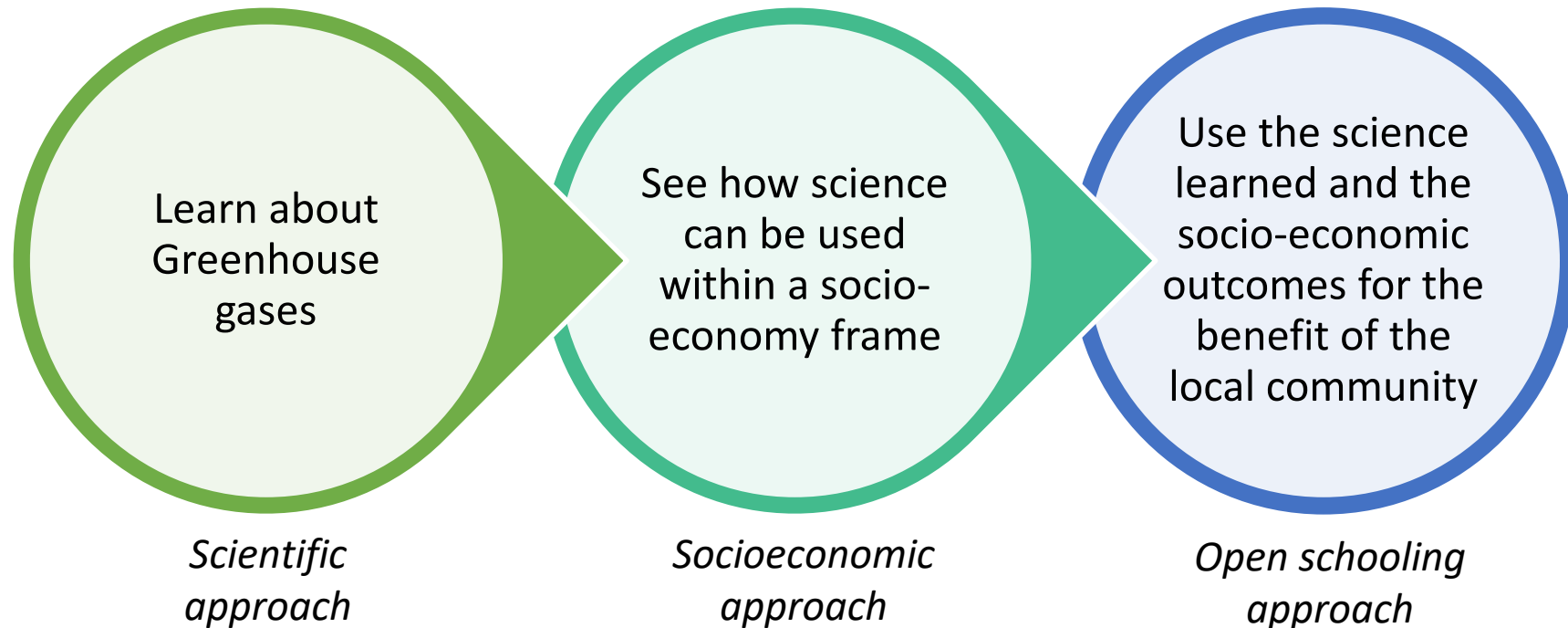


Group 2: Greenhouse gases

- Friends or foes?
(Scientific approach)
- What's your diet's footprint?
(Socioeconomic approach)
- Reducing Human Emissions
(Open schooling approach)



Group 2: Greenhouse gases





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Group 1: Is climate change real?



Is climate change real? - Looking At The Science Behind The Debate

Using the approach of the Structured Controversy students engage in a **debate** about climate change.

Students:

- Look at arguments from both sides and are invited to **think critically** on the matter
- Are asked to develop their own arguments to **support their views and communicate** them
- Learn how to engage in **structured conversations** following basic rules



Is climate change real? - An artistic point of view

Students are invited to learn about **climate change through art** and express their views and feelings creatively using artistic means.

Students:

- learn about climate change while also learning about the **art made on the subject**
- are invited to develop their **creativity and imagination** by engaging in artistic activities
- are invited to **express themselves** in an artistic way
- learn to offer **constructive criticism** and accept others' points of view



Is climate change real? -Spreading the word to your local community

Students are invited to learn about climate change and make a difference in their **local community**.

Students:

- learn about climate change while also **looking around in their community** to see how it deals with the matter
- are invited to **design solutions** tailored to their community to tackle climate change
- have the opportunity to **make their voice heard** in their community and communicate their ideas



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Group 2: Greenhouse gases



Greenhouse gases: Friends or foes?

Greenhouse gases are often looked at as a problem and people sometimes forget their **importance** in maintaining a stable climate.
Students:

- learn the **difference** between naturally emitted greenhouse gases and greenhouses gases produced by human actions
- develop an understanding of the actual **impact** of human-produced greenhouse gases
- understand **how** the Greenhouse effect works



Greenhouse gases: What's your diet's footprint?

The term **carbon dioxide footprint** is a term we hear more and more these days. This lesson explains what it is and how to measure our diet's footprint.

Students:

- learn what the carbon dioxide **footprint**
- learn to use the **SWOT** analysis
- understand how our **food choices** affect the environment



Greenhouse gases: Reducing Human Emissions

Students act as **Climate Change activists** and are invited to help their community reduce its Carbon Dioxide emissions and their ecological footprint.

Students:

- focus on **human-produced** greenhouse gases
- **Raise awareness** around human-produced greenhouse gases
- offer solution to citizens to reduce their **own emissions**



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Thank you!

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