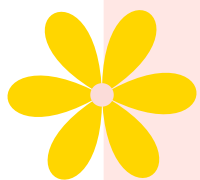


EDUCATION
for valurE+



Educatia de valoarE+, un puzzle 3D: DIGITALIZARE, DEZVOLTARE durabila,
DIVERSITATE pentru INCLUZIUNE
2023-1-R001-KA122-SCH-000134992

Teaching for The Nature, Teaching for The Future

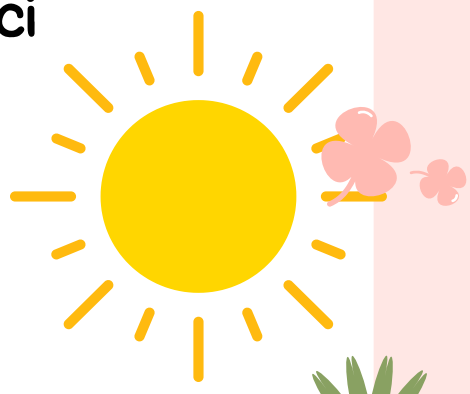
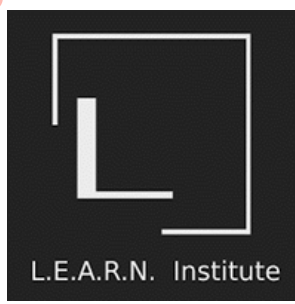


22-26 aprilie 2024
Mellieha- Malta

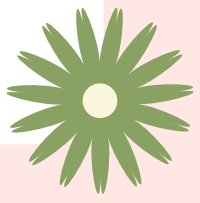


PARTICIPANTS

Ana-Maria Vartanovici
Daniela-Elena Vană
Ovidiu- Iulian Sandu

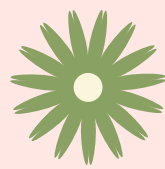


Cofinanțat de
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The purpose of the course

The purpose of the course Strengthening skills to adapt teaching learning methods and provide students with the appropriate support they need in the context of the green transition



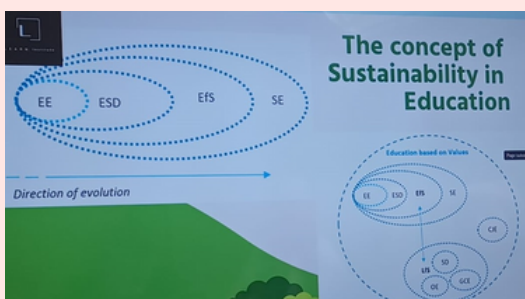
Tracked results

1. Gaining knowledge about the sustainable development issues
2. Developing knowledge on sustainable education
3. Developing competences in building up frameworks, gaining knowledge on European frameworks concerning Sustainable development.
4. Development of assessment strategies.

DAY 1



- *Individual orientation and information about the venue and the city
- *Individual expectations, setting goals for the week
- *Presentation of ESD and its 4 pillars and the 17 Sustainable Development Goals
- *Role of teachers in Education for Sustainable Development



The development of a European sustainability competence framework is one of the policy actions set out in the European Green Deal as a catalyst to promote learning on environmental sustainability in the European Union.

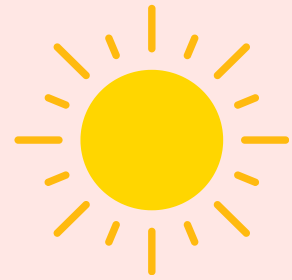
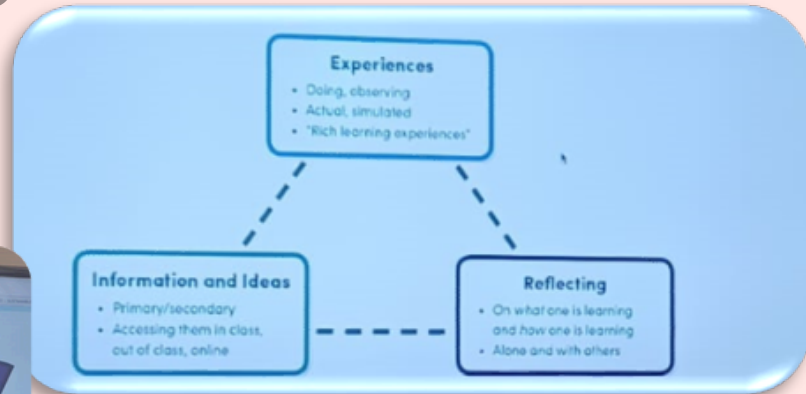
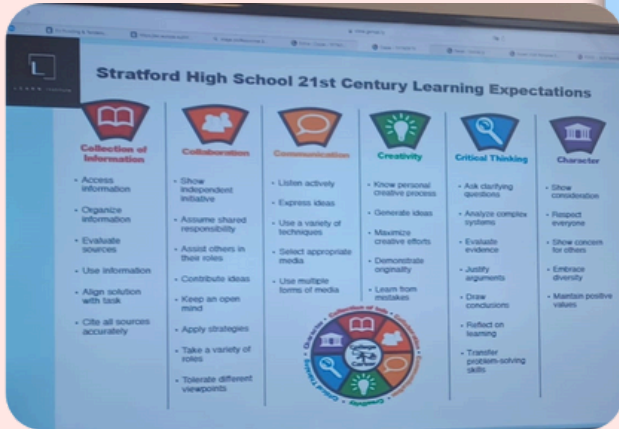
GreenComp identifies a set of sustainability competences to feed into education programmes to help learners develop knowledge, skills and attitudes that promote ways to think, plan and act with empathy, responsibility, and care for our planet and for public health



GreenComp comprises four interrelated competence areas: „**embodying sustainability values**“, „**embracing complexity in sustainability**“, „**envisioning sustainable futures**“ and „**acting for sustainability**“. Each area comprises three competences that are interlinked and equally important. GreenComp is designed to be a non-prescriptive reference for learning schemes fostering sustainability as a competence.

<https://publications.jrc.ec.europa.eu/repository/handle/JRC128040>

DAY 2



**Reflection on how to broaden the experience outside my school, involving my students.*

**Who are the actors working with schools ?*

**The different areas where schools can be located and their possible issues.*

**How to start a project and to include ?*

**Team activities*





THE IMPORTANCE OF *Listening*

Element	Percentage
Spoken words	7%
Voice, tone	38%
Body language	55%

Dr. Albert Mehrabian's 7-38-55% Rule

Elements of Personal Communication

- 7% spoken words
- 38% voice, tone
- 55% body language

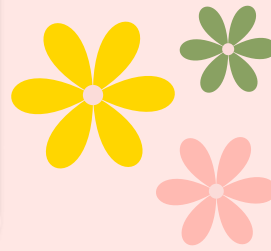
words spoken a minute

formula

7/38/55

levels of listening

words per minute



THE IMPORTANCE OF *Listening*

5

120-150

800-900

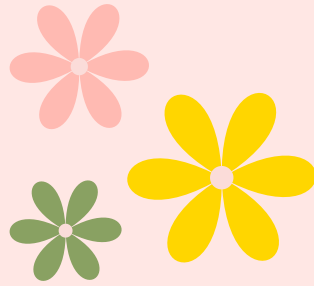
7/38/55

words spoken a minute

formula

levels of listening

words per minute



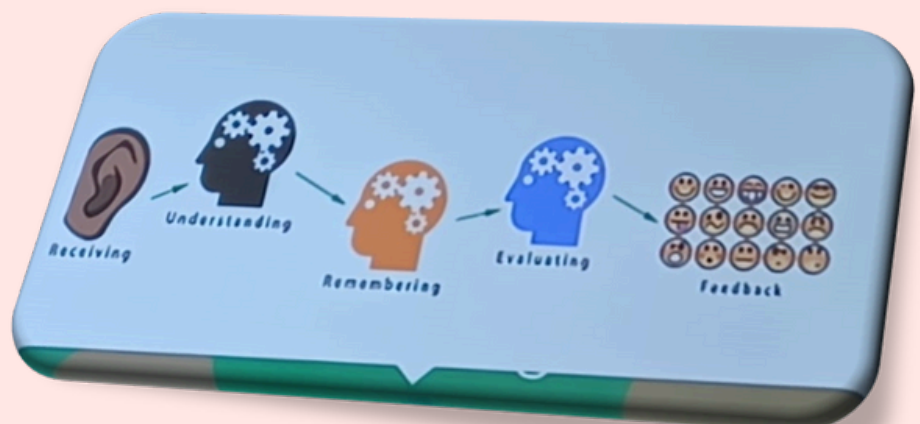
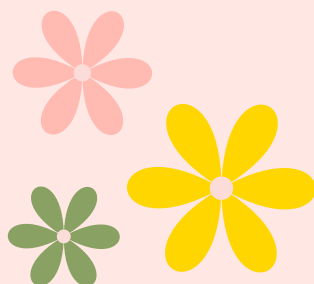
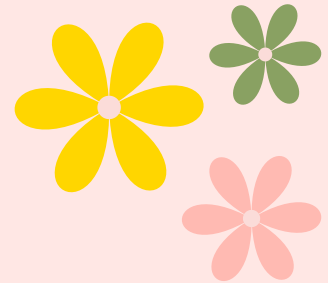
Paper tearing exercise

INSTRUCTIONS:

1. Tell the participants the following:
“ We are going to play a game that will show us some important things about communication. Pick up your sheet of paper and hold it in front of you. Now, close your eyes and follow the directions I will give you—and no peeking! Participants cannot ask questions.”
2. Give the following directions, carrying them out yourself with your own sheet of paper and raising after each instruction to give the group time to comply.
“ The first thing I want you to do is to fold your sheet of paper in half.
Now tear off the upper right-hand corner. Fold it in half again and tear off the upper left hand corner of the sheet.
Fold it in half again. Now tear off the lower right-hand corner of the sheet.”
3. After the tearing is complete, say something like
“ Now open your eyes, and let's see what you have. If I did a good job of communicating and you did a good job of listening, all of our sheets should look the same!”
Hold your sheet up for them to see. It is highly unlikely any sheet will match yours exactly.
4. Observe the differences. There will probably be much laughter.
5. Ask the group why no one's paper matched yours. (You will probably get responses like:

TIME ALLOCATION:
5 minutes

MATERIALS:
Blank 8 1/2-by-11-inch sheets of paper for each



Education for sustainable development (ESD) is UNESCO's education sector response to the urgent and dramatic challenges the planet faces. The collective activities of human beings have altered the earth's ecosystems so that our very survival seems in danger because of changes more difficult to reverse every day. To contain global warming before it reaches catastrophic levels means addressing environmental, social and economic issues in a holistic way. UNESCO's ESD for 2030 education programme aims to bring about the personal and societal transformation that is necessary to change course.

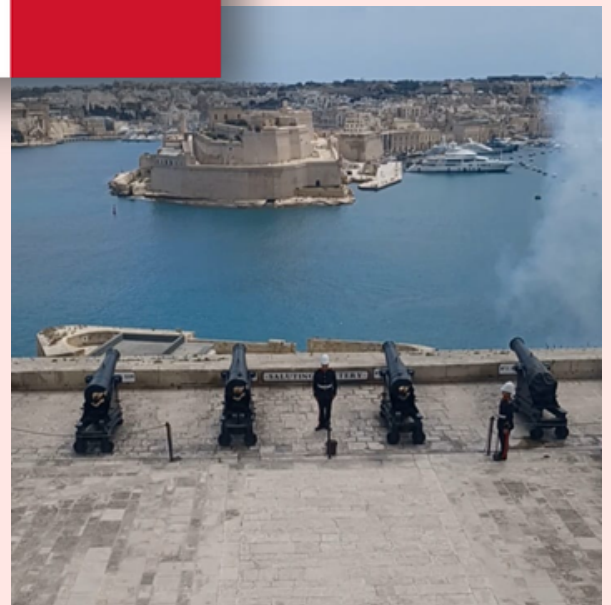
<https://www.unesco.org/en/sustainable-development/education>

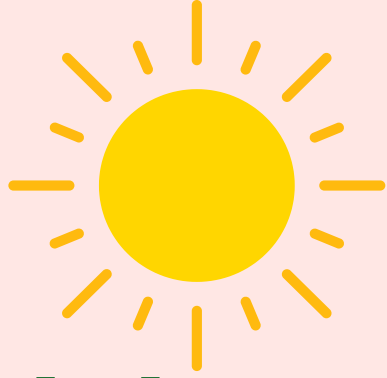
Acting as a global advocate and aiming to strengthen capacities of governments to provide quality Climate Change Education (CCE), UNESCO produces and shares knowledge, provides policy guidance and technical support to its Member States and implements projects on the ground. UNESCO encourages innovative approaches and enhances non-formal education programmes through media, networking and partnerships.



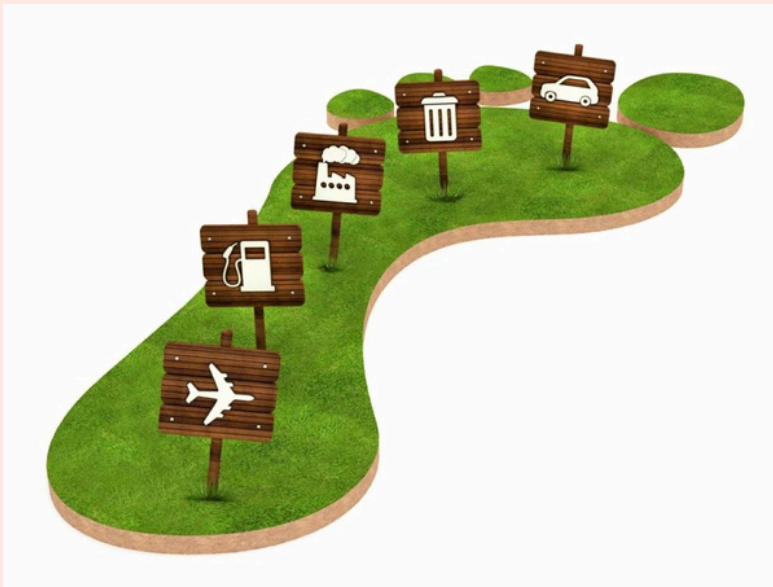
DAY 3

- *Reflection on my own practice
- *How do I implement Sustainable Development in my organisation, my classroom, my lesson plans ?
- *What tools do I have at my disposal to teach ESD ?
- *Team activities-Cultural visit to La Valletta





Calculating the carbon footprint



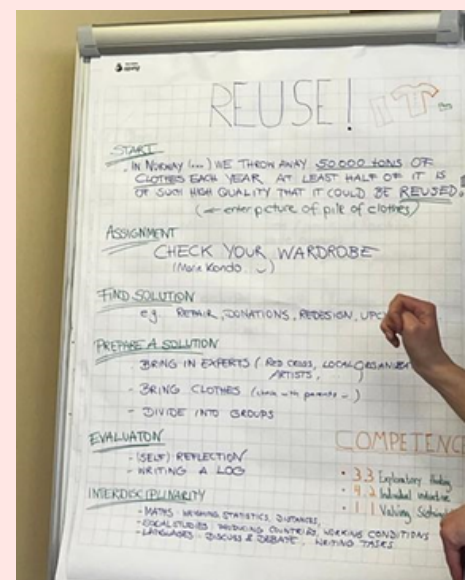
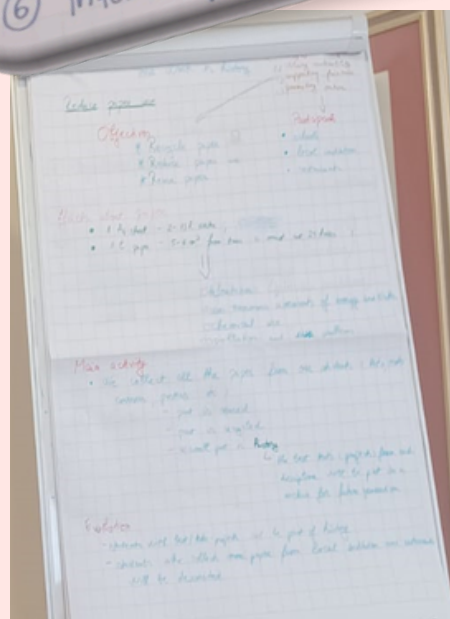
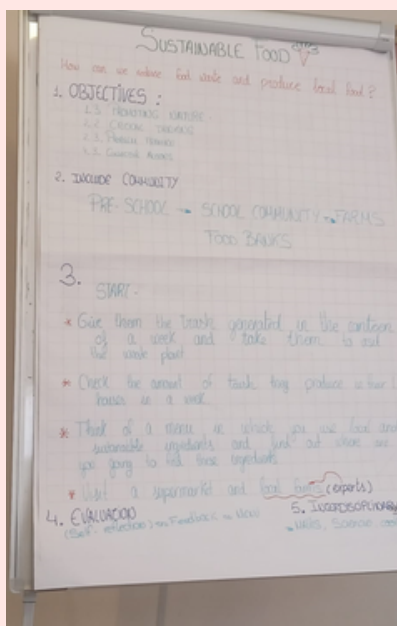
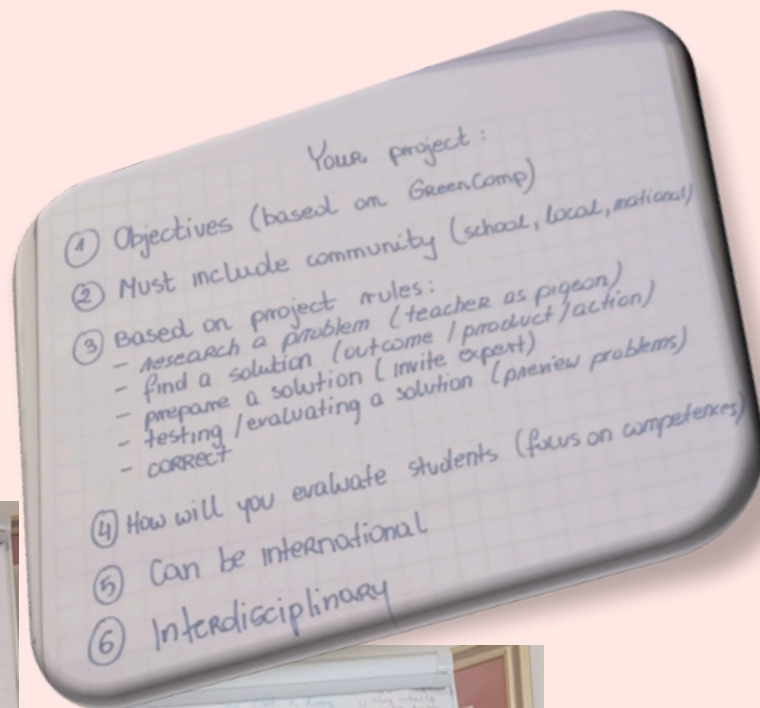
• <https://www.footprintcalculator.org/home/en>



DAY 4

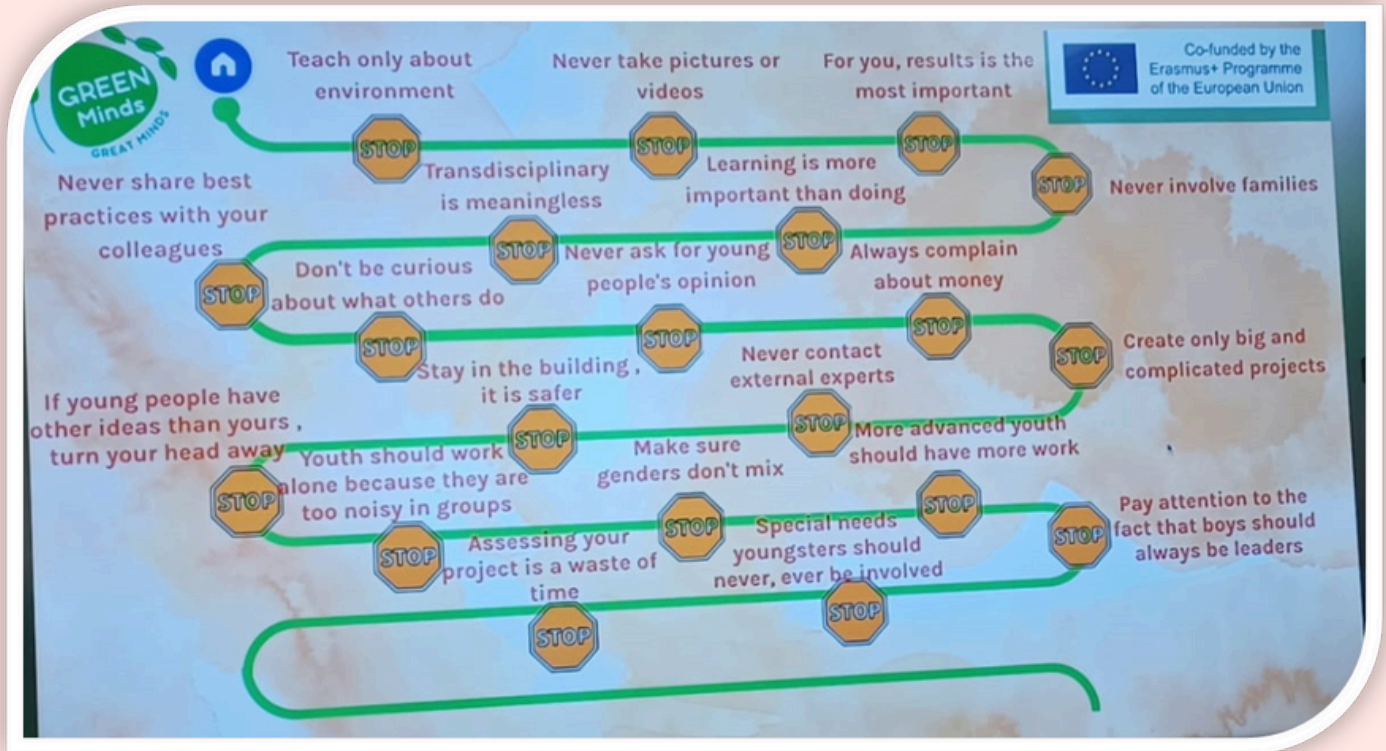


Using the European Competence Framework for sustainability -Green Comp- the projects were realized, in mixed teams, regarding the involvement of all factors decision-makers (local authorities, schools, institutions) in reducing the carbon footprint; interdisciplinary approach.



DAY 5

v Some principles for the development of proactive ecological thinking - "Green minds" - debate



v Evaluation and award of certificates





Malta, officially the Republic of Malta (in Maltese Repubblika ta' Malta, in English Republic of Malta), is an island country in Southern Europe, consisting of an archipelago in the Mediterranean Sea. It is 80 km south of Italy, 284 km east of Tunisia, and 333 km north of Libya. The country covers just over 316 km², and has a population of under 450,000 (despite a large emigration program after World War II), making it one of the smallest countries in the world and one of the more densely populated. The capital of Malta is Valletta, which, at 0.8 km², is the smallest national capital in the European Union. Malta has two official languages: Maltese and English.





EDUCATION
for valuE+





Liceul Teoretic „Ion Neculce” Târgu Frumos

Erasmus



Proiect de mobilitate de scurtă durată - Educație școlară

EDUCAȚIA de valoare+, un puzzle 3D ✓ DIGITALIZARE, ✓ DEZVOLTARE durabilă, ✓ DIVERSITATE pentru INCLUZ!UNE

2023-1-RO01-KA122-SCH-000134992
01.09.2023-31.08.2024

FORMARE CONTINUĂ ÎN SPAȚIUL EUROPEAN AL EDUCAȚIEI



Interactive ICT-Based, Digital and Web Tools for
an Effective Blended, Flipped and Cooperative Learning (Bruxelles, Belgia)

Preventing and Intervening in (Cyber)Bullying (Strasbourg, Franța)

Eco - Friendly Classroom; Environment
& Ecology in the Digital Age (Chantilly, Franța)

EDUCAȚIE EUROPEANĂ PENTRU VIITOR

Education For ValU+
blog cu resurse educaționale deschise

ATITUDINE LA ALTITUDINE
club de dezvoltare personală

EcoFriendly School
parteneriate europene eTwinning



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