

ENVIRONMENTAL EDUCATION IN ACTION: ARTIVISM, PLAYFUL PEDAGOGY AND ECO-SOCIAL AWARENESS

MODULE 1 - KEY PRINCIPLES FOR EDUCATION IN THE ERA OF THE CLIMATE EMERGENCY

- **WELCOME AND INTRODUCTION TO THE COURSE:**

PRESENTATION OF THE TRAINING PROGRAMME AND INITIAL GROUP DYNAMICS TO IDENTIFY THE GROUP'S EXPECTATIONS AND STARTING POINTS, CREATING A SAFE AND ACCESSIBLE SPACE FOR ALL TEACHERS REGARDLESS OF THEIR SPECIALISM OR PRIOR EXPERIENCE.

- **PLANETARY BOUNDARIES AND ECO-SOCIAL CHALLENGES:**

AN ACCESSIBLE AND SOCIO-CRITICAL OVERVIEW OF CONTEMPORARY ENVIRONMENTAL ISSUES BASED ON CURRENT SCIENTIFIC EVIDENCE, ANALYSING THEIR CAUSES, CONSEQUENCES AND THE PROFOUND INTERRELATIONSHIP BETWEEN ECOSYSTEMS AND MODERN SOCIETIES.

- **THE CLIMATE HAS ALWAYS CHANGED, HASN'T IT?:**

A GUIDED ANALYSIS OF ANTHROPOGENIC CLIMATE CHANGE BACKED BY SCIENTIFIC CONSENSUS, EXPLORING THE SHIFT FROM CLASSIC DENIALISM TOWARDS NEW DISCOURSES OF CLIMATE DELAY, THE ROLE OF MEDIA NARRATIVES, AND THE IMPLICATIONS OF EMERGING TECHNOLOGIES FOR THE ECOLOGICAL CRISIS.

- **DETECTING AND DEBUNKING DENIALIST/DELAYING DISCOURSES:**

A PRACTICAL WORKSHOP BASED ON CRITICAL ANALYSIS EXERCISES, IN WHICH TEACHERS WILL USE VERIFICATION TOOLS TO IDENTIFY FAKE NEWS, MEDIA BIAS AND CORPORATE GREENWASHING STRATEGIES.

- **HOW AND WHEN SHOULD WE EDUCATE AND RAISE AWARENESS ABOUT ENVIRONMENTAL ISSUES?:**

GROUP DISCUSSION AND REFLECTION ON THE ROLE OF ENVIRONMENTAL EDUCATION AS A DRIVER OF SOCIAL CHANGE, CO-DESIGNING METHODOLOGICAL CRITERIA TO ADAPT CLIMATE CHALLENGES TO DIFFERENT STAGES OF DEVELOPMENT, FROM EARLY CHILDHOOD TO ADULT EDUCATION.

MODULE 2 - EMOTIONAL MANAGEMENT, CARE AND NATURE IN ENVIRONMENTAL EDUCATION

- **THE PARADOX OF INFORMATION AND PSYCHOLOGICAL BARRIERS:**

EXPLORATION OF THE FUNDAMENTAL DILEMMA OF ENVIRONMENTAL EDUCATION: WHY TECHNICAL KNOWLEDGE DOES NOT AUTOMATICALLY TRANSLATE INTO PRO-ENVIRONMENTAL ACTION? ANALYSIS OF THE ROLE OF EMOTIONS AND DEFENCE MECHANISMS IN THE FACE OF ECOLOGICAL STRESS.

- **PEDAGOGY OF HOPE AND COLLECTIVE RESILIENCE:**

STRATEGIC COMMUNICATION FRAMEWORKS FOR SUSTAINING COMPLEX CONVERSATIONS ABOUT THE ENVIRONMENT, GROUNDED IN CRITICAL HOPE, OVERCOMING PARALYSIS THROUGH THE 'GLOCAL' APPROACH (THINK GLOBAL, ACT LOCAL) AND MANAGING UNCERTAINTY WITHOUT FALLING INTO CLIMATE DOOMISM.

- **CLIMATE CAFÉS AND EMOTIONAL SUPPORT:**

AN EXPERIENTIAL WORKSHOP FOCUSING ON THE IMPLEMENTATION OF FLEXIBLE DIALOGUE STRUCTURES (INSPIRED BY LEADING MODELS OF CLIMATE PSYCHOLOGY) TO CREATE SAFE ENVIRONMENTS IN GENERAL EDUCATION CLASSROOMS, TRANSFORMING INDIVIDUAL VULNERABILITY INTO COMMUNITY RESILIENCE.

- **FOREST BATHING AND SOUNDSCAPES:**

EXPLORATION OF STRATEGIES FOR SENSORY AND CRITICAL RECONNECTION WITH THE ENVIRONMENT (PLACE-BASED PEDAGOGY) BASED ON IMMERSIVE MINDFULNESS ACTIVITIES (FOREST BATHING OR SHINRIN-YOKU) ADAPTABLE TO URBAN PARKS OR PLAYGROUNDS, COMBINED WITH THE CRITICAL ANALYSIS OF SOUNDSCAPES (ACOUSTIC ECOLOGY).

MODULE 3 - ARTIVISM IN ENVIRONMENTAL EDUCATION

- **ARTISTIC NARRATIVES AND ECO-SOCIAL CRITIQUE:**

ANALYSIS OF ART AS AN EMOTIONAL, CRITICAL AND CROSS-CUTTING MEDIUM FOR EXPLORING STUDENTS' BELIEFS. JUSTIFICATION OF ARTISTIC ACTIVITIES AS IDEAL TOOLS FOR HIGHLIGHTING MARGINALISED CONFLICTS, CHANNELLING DISCONTENT

AND ENVISIONING DESIRABLE SUSTAINABLE ALTERNATIVES.

- **VISUAL TOOLS FOR ARTIVISM:**

PRACTICAL EXPERIMENTATION WITH ARTISTIC TOOLS FOCUSED ON THE VISUAL REALM, SUCH AS DRAWING/PAINTING (VISUAL MAPPING, COMMUNITY MURALS), PARTICIPATORY PHOTOGRAPHY (PHOTOVOICE, PHOTO-ELICITATION) AND AUDIOVISUAL ANALYSIS/CREATION (FILM FORUMS, SHORT FILMS).

- **NARRATIVE TOOLS OF ARTIVISM:**

PRACTICAL EXPERIMENTATION WITH ARTISTIC TOOLS FOCUSED ON THE NARRATIVE SPHERE, SUCH AS LOW-COST SELF-PUBLISHING (FANZINES, BLACKOUT POETRY) AND PROSPECTIVE NARRATIVE (SHORT STORIES, MICRO-STORIES, COMICS).

MODULE 4 - PLAYFUL PEDAGOGY I: GAME-COMMITTED ENVIRONMENTAL AWARENESS

- **PLAY AS A SOCIO-EMOTIONAL LABORATORY:**

CONCEPTUAL AND METHODOLOGICAL CLARIFICATION TO DISTINGUISH BETWEEN GAMIFICATION AND GAME-BASED LEARNING (GBL). REVIEW OF THE COGNITIVE AND MOTIVATIONAL BENEFITS OF GBL BASED ON SCIENTIFIC EVIDENCE AND ITS DIRECT ALIGNMENT WITH THE EUROPEAN FRAMEWORK OF SUSTAINABILITY COMPETENCES (GREENCOMP).

- **VIDEO GAMES AND SIMULATORS:**

INTRODUCTION AND KEY CONCEPTS OF VIDEO GAMES AND SIMULATORS. PRACTICAL EXPLORATION OF DIGITAL TOOLS TO EXPERIMENT WITH AND WORK ON ECO-SOCIAL CONCEPTS SUCH AS FEEDBACK LOOPS, TIPPING POINTS AND PLANETARY BOUNDARIES, ENABLING STUDENTS TO 'PLAY' WITH GLOBAL VARIABLES IN SAFE ENVIRONMENTS.

MODULE 5 - PLAYFUL PEDAGOGY II: ROLE-PLAYING, ESCAPE ROOMS AND BOARD GAMES

- **ROLE-PLAYING:**

INTRODUCTION AND KEY CONCEPTS OF ROLE-PLAYING. PRACTICAL EXPLORATION OF GAMES IN WHICH STUDENTS TAKE ON THE ROLES OF DIFFERENT SOCIAL ACTORS (INTERNATIONAL NEGOTIATORS, VULNERABLE COMMUNITIES, ECONOMIC SECTORS) TO UNDERSTAND THE COMPLEXITY OF ECO-SOCIAL CONFLICTS.

- **EDUCATIONAL ESCAPE ROOMS AND BREAKOUT EDU:**

INTRODUCTION AND KEY CONCEPTS OF PHYSICAL, ONLINE AND PORTABLE (BREAKOUT) EDUCATIONAL ESCAPE ROOMS. PRACTICAL EXPLORATION OF EDUCATIONAL ESCAPE ROOMS TO EXPERIENCE HOW THE DESIGN OF PUZZLES AND COOPERATIVE MISSIONS FOSTERS CRITICAL THINKING, PROBLEM-SOLVING UNDER PRESSURE AND COLLECTIVE RESILIENCE IN THE FACE OF ECO-SOCIAL PROBLEMS.

- **BOARD GAMES AND ENVIRONMENTAL REDESIGN:**

INTRODUCTION AND KEY CONCEPTS OF BOARD GAMES. PRACTICAL EXPLORATION OF EDUCATIONAL BOARD GAMES AND HOW TO ADAPT THE RULES OF COMMERCIAL BOARD GAMES (PANDEMIC, CARCASSONNE, VIRUS) AND/OR CLASSIC GAMES TO TURN THEM INTO TOOLS FOR ENVIRONMENTAL EDUCATION.

MODULE 6 - FROM KNOWLEDGE TO ACTION: IMPLEMENTATION PROPOSAL

- **IMPLEMENTATION PROPOSAL:**

TEACHERS (INDIVIDUALLY OR IN GROUPS) WILL SELECT THE ACTIVITIES THAT BEST SUIT THEIR SITUATION TO DESIGN AN IMPLEMENTATION PROPOSAL TAILORED TO THEIR CONTEXT, INTERESTS AND/OR NEEDS.

- **IDEAS MARKETPLACE (GALLERY WALK):**

A COLLABORATIVE SHOWCASE OF THE PROJECTS DESIGNED, FACILITATING THE EXCHANGE OF TRANSFER STRATEGIES, FORMATIVE PEER ASSESSMENT AND THE CREATION OF TEACHING COLLABORATION NETWORKS.

- **REFLECTIVE CONCLUSION AND EVERYDAY COMMITMENTS:**

A FINAL ACTIVITY AIMED AT DEFINING SUSTAINABLE MICRO-CHANGES AS READY-TO-USE STRATEGIES FOR IMMEDIATE CLASSROOM IMPLEMENTATION, CONSOLIDATING THE EDUCATOR'S ROLE AS AN AGENT OF ECO-SOCIAL TRANSFORMATION THROUGH EMPATHY AND CREATIVITY.



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