

[First name(s)] [Last name(s)][TRAINING COURSE / “Environmental Education in Action:
ARTivism, Playful Pedagogy and Eco-Social Awareness”]

[DD/MM/YYYY – DD/MM/YYYY]

STATUS AT THE SENDING ORGANISATION (LEARNING PROGRAMME OR JOB TITLE)

Replace with text

HOST ORGANISATION(S)

EVOLEARN360

HOST COUNTRY AND CITY

Replace with text

HOST EMAIL / PHONE

erasmus@evolearn360.com /
+34 623590498

FIELD

Choose an item.

MODE

Choose an item.

Learning outcomes

[Section applicability: Pre-mobility and post-mobility: obligatory to choose between options A, B, C or a combination of them.

Remove lines that are not needed.]

[OPTION A] EUROPEAN KEY COMPETENCE FRAMEWORK FOR LIFELONG LEARNING

MULTILINGUAL COMPETENCE

Our training course fosters multilingual competence, which entails the use of different languages, primarily French and, secondarily, English. This competence involves recognizing and respecting individual linguistic profiles and leveraging personal experiences to develop strategies for mediation and transfer between languages. It also integrates historical and intercultural dimensions aimed at understanding, valuing, and respecting the linguistic and cultural diversity of society, with the goal of promoting democratic coexistence.

DIGITAL COMPETENCE

Our course develops digital competence, which entails the safe, healthy, sustainable, critical, and responsible use of—and interaction with—digital technologies for learning, work, and societal participation. It encompasses information and data literacy, communication and collaboration, media literacy, digital content creation (primarily using AI), security, digital citizenship issues, privacy, intellectual property, problem-solving, and computational and critical thinking.

PERSONAL, SOCIAL, LEARNING TO LEARN COMPETENCE

This competence entails the ability to reflect on oneself in order to achieve self-awareness, self-acceptance, and continuous personal growth; to manage time and information effectively; to collaborate constructively with others; to maintain resilience; and to manage one's own learning. It also includes the ability to cope with uncertainty and complexity, as well as to adapt to change.

CULTURAL AWARENESS AND EXPRESSION COMPETENCE

Competence in cultural awareness and expression entails understanding and respecting how ideas, opinions, feelings, and emotions are creatively expressed and communicated across different cultures. It also involves a commitment to understanding, developing, and expressing one's own ideas and sense of place or role in society. Furthermore, it requires an understanding of one's evolving identity and cultural heritage in a world characterized by diversity, as well as an awareness that other cultural expressions can represent a way of viewing and shaping the world.

Activities and tasks

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.

Mentoring and monitoring arrangements

[Section applicability: Pre-mobility: obligatory; Post-mobility: optional]

-Activity 1: Guidance and support during the mobility preparation phase, including general information sessions, individual meetings with the participant, and assistance with completing the necessary documentation (Management team and project coordinator)

-Activity 2: Support and guidance during the mobility and the proper implementation of the partnership agreement (Management team, project coordinator, and training course agency: EVOLEARN360)

-Activity 3: Monitoring compliance with the partnership agreement via a final activity certificate (Management team, project coordinator, and training course agency: EVOLEARN360)

-Activity 4: Monitoring the application of mobility outcomes in the short, medium, and long term (Management team, project coordinator, and Erasmus+ team) through a final report and periodic reviews.

Evaluation, recognition, and return to the sending organisation

[Section applicability: Pre-mobility: obligatory; Post-mobility: optional]

EVALUATION OF LEARNING OUTCOMES

EVALUATION FORMAT AND PROCEDURES

Evaluation format:

- Report structured as a final summary document.
- Monitoring of the implementation of results in the classroom, the educational institution, and the educational community at large.

EVALUATION CRITERIA

- 1.The learning outcomes from the mobility activity have been implemented in the classroom, the educational institution, and the educational community.
- 2.The mobility activity has been adequately disseminated within the institution and the broader educational community before, during, and after its completion.
- 3.Evidence has been provided of the implementation—within the classroom, the educational institution, and the educational community—of the learning outcomes gained from the mobility activity.
- 4.Evidence has been provided of the dissemination activities carried out regarding the mobility activity before, during, and after its implementation.
- 5.The applicable quality standards for this Erasmus+ mobility activity have been met.

RECOGNITION OF LEARNING OUTCOMES

The learning outcomes achieved will be recognized as follows:

1.Conditions for recognition:

This mobility activity will be recognized in accordance with the procedure and documentation outlined below, once the beneficiaries have fully completed the activity in compliance with the agreed conditions.

2.Recognition procedures:

Recognition of this mobility activity is based on:

- A final mobility certificate signed and stamped by the host institution.
- A certificate issued by the management of the sending educational institution and accredited by the Department of Education.
- An Europass Mobility document signed by the sending organization, as well as by the relevant validating body (the SEPIE National Agency or the Department of Education).

3.Documentation required for recognition:

A final mobility certificate signed and stamped by the host institution (upon completion of the mobility activity).

RETURN TO THE SENDING ORGANISATION

RETURN DESTINATION

[Replace with text – see user guidelines for explanation.]

RETURN CONDITIONS

[Replace with text – see user guidelines for explanation; remove if not applicable]

Additional provisions

[Section applicability: Pre-mobility: optional; Post-mobility: **not allowed**]

Contact information

[Section applicability: Pre-mobility: obligatory;

Post-mobility: **not allowed**]

PARTICIPANT

FULL NAME

Replace with text

EMAIL

Replace with text

PHONE NUMBER

Replace with
number

PARENTS / LEGAL GUARDIANS

PARENT / LEGAL GUARDIAN 1

Replace with text

EMAIL

Replace with text

PHONE
NUMBER

Replace with
number

PARENT / LEGAL GUARDIAN 2

Replace with text

EMAIL

Replace with text

PHONE
NUMBER

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number

RESPONSIBLE PERSONS AT THE SENDING ORGANISATION

MENTOR

Replace with text

JOB TITLE

Replace with
text

EMAIL

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PHONE
NUMBER

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number

ADMINISTRATIVE CONTACT

Replace with text

JOB TITLE

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EMAIL

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PHONE
NUMBER

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EMERGENCY CONTACT

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JOB TITLE

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NUMBER

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RESPONSIBLE PERSONS AT THE HOST ORGANISATION

MENTOR

NICOLÁS PARRA ROJAS

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ACCOMPANYING PERSONS

ACCOMPANYING PERSON 1

Replace with text

JOB TITLE

Replace with
text

EMAIL

Replace with text

PHONE
NUMBER

Replace with
number

PERIOD OF STAY

[DD/MM/YYYY] – [DD/MM/YYYY]

ACCOMPANYING PERSON 2

Replace with text

JOB TITLE

Replace with
text

EMAIL

Replace with text

PHONE
NUMBER

Replace with
number

PERIOD OF STAY

[DD/MM/YYYY] – [DD/MM/YYYY]

[Signatures applicability:

Pre-mobility: signatures of sending organisation, hosting organisation, and participant (and parent/guardian for minors) are obligatory.

Post-mobility: signature of either sending organisation or hosting organisation is obligatory. Other signatures are optional.]

[This text is applicable only at post-mobility stage] The undersigned organisation(s) certify the validity and accuracy of the information contained in this document.

SENDING ORGANISATION

Replace with text

ADDRESS

Replace with text

SIGNATURE

RESPONSIBLE PERSON

Replace with text

DATE

HOSTING ORGANISATION

ADDRESS

CALLE JESÚS MARÍN LÓPEZ, S/N,
3500, MOLINA DE SEGURA, MURCIA,
ESPAÑA.



SIGNATURE



EVOLARN360

RESPONSIBLE PERSON

NICOLÁS PARRA ROJAS

DATE

PARTICIPANT

Replace with text

DATE

SIGNATURE

PARENT / LEGAL GUARDIAN

Replace with text

DATE

SIGNATURE

