



My Eco Track

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Guidelines for Curricula Implementation and Training



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Introduction

This document is created within the framework of the My Eco Track (MET) Project, which aims to increase the levels of engagement and interest in climate education among young Europeans. Climate protection remains overwhelmingly broad for most people, and often burdened with overly scientific or academic language that results in many young people's dissociation and disengagement from the topic. While multiple school subjects touch upon the surface and basic concepts relating to the environment, climate change and environmental protection remain outside of mandatory school curricula, leaving young people, particularly those from disadvantaged backgrounds, without any formal climate education. Concurrently, youth workers and educators are struggling with vast materials and little time, finding it hard to assess which sources make the most suitable learning materials for the purposes of cultivating real engagement with the topic of climate change.

My Eco Track aims to address the needs of youth workers for simple but quality learning content they can rely on, as well as innovative and engaging methodologies regarding climate education. Further, it aims to cater directly to young people, who need to be able to connect to the learning content on a personal level and be able to reflect on their own situation, needs and practices. In line with that, the MET project will raise both the youth educators' and young people's awareness on climate change and enable youth workers to engage groups of youngsters who might not have been interested or involved in these topics before. In turn, young people will be motivated and equipped to develop competences on sustainability, environmental challenges, climate change and climate protection, and to assess and revise their own attitudes and behaviour towards more sustainable, green practices.

Changing attitudes and driving active participation in climate protection requires a broader change in people's experiences and their daily lives. Such change can be ushered through by approaching climate education in innovative ways. By introducing a hybrid learning methodology that combines traditional learning with a smartphone app, the MET project is changing the way young people are able to learn and get involved. MET does not only focus on *how* young people learn, but it also considers *when* and *where*. With the MET App, learners are able to study wherever they are, whenever they want.

In short, the MET project reaches out to two separate target groups with the idea that change does not stem from one source but from multiple ones working together. Its specific objectives include raising awareness about climate protection and environmental challenges, enabling youth workers to engage young people - particularly those previously not interested in climate-related topics - improving the competencies and practices of youth workers, strengthening the skills and competences of young people and motivating them to engage in more environmentally friendly behaviour and practices, fostering a greener lifestyle and offering young people a flexible learning methodology adaptable to their own schedule and needs.

Structure of the My Eco Track Training

The Factbook

The My Eco Track Climate Factbook was created with an idea to offer an all-encompassing and thorough introduction to different aspects of climate change, but to offer such content in an engaging and easy-to-use way. The Climate Factbook (of hereinafter Factbook) can be thought of as your digital content provider of all things climate change. It is a collection of seven chapters whereby each chapter aims to deliver easily understandable and relevant information on specific aspects of climate change. The topics of the chapters were defined in such a way that the user gets gradually introduced to the complex reality of climate change and its importance, while engaging with all chapters provides a comprehensive overview and basic understanding of the challenges we collectively face in terms of climate change, considering this reality from multiple aspects and suggesting practical things to consider and do.

The content of the Factbook relies heavily on interactive engaging elements rather than traditional fact-listing and text-loaded learning content. Each chapter of the Factbook offers insights into key climate change information, but does so through the use of multimedia, with videos and other animated content, while also providing users with many additional resources to look up and further explore their topics of interest. In that way, the Factbook not only introduces the users to the topics related to climate change, but further motivates and stimulates them to dig deeper, learn more and look up additional information, resources and tools. Not only is each chapter filled with a variety of modern learning resources, each chapter also offers additional resources as suggestions for the users to further pursue.

Unlike traditional learning offers or training courses that still depend on textbooks or printed lecture materials, My Eco Track offers adult educators a fully developed climate education package available in one place - the Factbook, alleviating youth education burdens of planning, arranging and gathering engaging learning materials. The Factbook is divided in

TITLE	CONTENT
What is climate?	An introduction to climate, climate zones and how climate is measured
	Key facts and figures that demonstrate climate change and
The Effects of Climate Change	How is climate change affecting our planet and our lives
	How is climate change portrayed and how do young people
What can you do about it?	Ideas on how to contribute to reducing climate change
Misinformation, disinformation and fake news	How is false information on climate change spread, why, and what to do about it?

The Mobile App

The My Eco Track Mobile App consists of two central tools - the Factbook and the Carbon Footprint Calculator. First, the Factbook is fully available in its entirety on the mobile application, extending climate education beyond the classroom. By having the Factbook and all its content in the palm of their hands, learners have the opportunity to choose when, where and how to learn by themselves. As the Factbook does not follow traditional learning structures, having it available anywhere and anytime is compatible with its content structure, as learners can engage with the App's learning content anywhere they see fit. The learning content of the Factbook was designed in a way that learners can start and stop whenever, and can take up bite-sized lessons on the go. In that way, the My Eco Track is suited to young generations and young learners that relate more to digital rather than textual or printed content.

The app's second tool - the Carbon Footprint Calculator, takes the learning experience a step further as it personally engages the learner and inherently leads them to reassess their own behaviour, actions and impact on the environment. Using a Carbon Footprint Calculator is one of the concrete steps learners can make when transforming learning into action. The main benefit of the mobile app is that it can be used in engaging ways both inside and outside the classroom. Within the classroom itself, it can be used as a powerful tool to design engaging lessons in which learners fully rely on their mobile phones for learning content, while participating in various group activities, exchanging ideas or even following structured lectures. Outside of the classroom, both the learners and the educators are free to use the Mobile App in whichever way they see fit. The Mobile App thus provides the kind of flexibility that is necessary to engage as many (young) people as possible in climate change related topics and issues.

The MyEcoTrack app attempts to educate younger generations on the issues and importance of climate change, relying on technology and modern learning tools is essential. The MET App makes learning accessible, simple and interesting, and the learners can learn at their own convenience, personalise their learning, and visit the learning materials whenever and wherever they please. Furthermore, the App is designed in a way that supports personal empowerment and behavioural changes, as users will discover their own role in climate change mitigation, learn about their own carbon footprint, better understand the environmental impact of their own actions and choices; and get inspired to discover ways of reducing their contribution to climate change. Finally, presenting such a modern tool to young learners can also serve to inspire them and future generations to keep developing such resources, improve on existing ones and create completely new ones. Thus, the MET App not only educates, but also inspires young generations, providing them with the necessary knowledge and tools to become environmental advocates. By instilling a sense of responsibility and urgency, the App helps in fostering a sustainable and green mindset among

young people and encourages them to take action and become leaders in addressing climate change.

Hybrid Learning Approach

Important differences to usual training courses

The My Eco Track learning approach does not follow traditional or usual training course designs, but can rather be described as a hybrid or blended learning approach that combines mobile app-based learning with face-to-face sessions, providing a comprehensive and effective learning experience for young learners. The most important differences to usual training courses in the classroom setting lie in the methodology and resources utilised for the learning offer. The My Eco Track learning offer relies on the Factbook and the Mobile App as primary learning materials and key resources. Unlike traditional courses, in order to attend the MET one, no designated literature, learning materials or online credentials (accounts/profiles/passwords) are necessary, and anyone with a smartphone can partake in the course.

What is more, learners can opt to follow and complete the course completely independently through self-learning, partake in face-to-face learning activities, or do both. Therefore, one of the main differences to traditional learning courses is the MET's course inherent accessibility, surpassing barriers to learning and offering great levels of flexibility. The learning materials central to My Eco Track comprise engaging, interactive content and multimedia elements such as videos, animations, quizzes, and gamification techniques to make the learning process more effective, interesting and enjoyable. Aside from sparking and maintaining interest, these features can also enhance retention and encourage active and continuous participation among youth learners. The flexibility inherent to the MET learning offer allows the possibility for personalised learning and a variety of choices for the individual learner to make. The learning content in the Factbook and Mobile App is developed in a way to not overwhelm the learner, but rather keep them engaged, as each chapter offers multimedia and/or engaging animations instead of traditional textual content. The learner can also opt to approach the course through microlearning or to do bite-sized lessons, which is particularly suitable for younger learners whose attention spans are receding. Conversely, some learners might want to study longer, at a different pace or in another manner - it is always the learner's choice.

In a classroom setting, the face-to-face activities developed for the purposes of My Eco Track also do not follow traditional classroom course structures. The role of the teacher or trainer is not so much to "teach" in the conventional sense, but rather to introduce the learning activities, moderate the debates, engage as many learners as possible, ensure a smooth, respectful and productive atmosphere in the classroom and provide clarifications or further explanations or resources when needed. In that way, the educator or teacher is significantly less burdened by obligations such as planning or designing each course or researching and acquiring relevant or necessary learning resources. My Eco Track offers a set of specific face-to-face learning activities for each Chapter of the Factbook, as well as suggesting and presenting additional resources for each respective chapter topic. Unburdened by myriad tasks for the preparation of a class, the teacher or educator can fully focus on constructively

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participating in the classroom activities, further contributing to the light, enjoyable and lively atmosphere in which the My Eco Track class should be taking place.

How to combine climate education with digital tools

Combining climate education with digital tools such as the Factbook or the My Eco Track app, can be an effective way to engage younger generations, empower and inspire them to learn about and get involved with the topic of climate change and environmental protection. The main idea of such hybrid learning approaches is to bring the topic of climate change and the practice of environmental consciousness closer to young people and speak to them through the use of tools they are most familiar with, that are usually digital. Recognizing that digital literacy is a crucial skill for today's youth education. By combining climate education with various digital tools, we can leverage young people's familiarity with technology and create opportunities for interactive and engaging learning experiences.

Our concrete digital tools - the Factbook and the App - offer platforms for accessing information, engaging with multimedia content, and generating greater interest in the topics of climate change and environmental protection. It is precisely the digital tools we rely on that make it possible to disseminate accessible and engaging content on climate change. This includes videos, infographics and other multimedia content that can effectively convey complex concepts and make climate education more interactive, interesting and visually appealing. Moreover, by including various multimedia content in climate education, we cater to different learning styles and capture the attention of young learners faster, easier and for longer periods of time. Also, by combining climate education with digital tools, we can provide young people with the knowledge, skills and inspiration they need to become active participants in addressing climate change. However, it is crucial to keep relying on traditional - and most importantly - verifiable and factual learning sources and adapt, complement or transform them with digital elements. In that way, we can communicate and pass on complex information filled with scientific terms and elaborates in much simpler ways that also serve to learn quicker, understand better and memorise the content longer.

Thus, combining traditional education with digital tools is currently almost inevitable in order to truly engage young learners. With topics as important as climate change and environmental protection, it is of utmost importance to continue finding ways of transposing and disseminating relevant knowledge and practice related to the issues we all collectively face. In that way, we also hope to keep inspiring young learners and activists to continue building upon existing tools and create their own.

Usage of the training materials

How to use the mobile app

The My Eco Track mobile app is created with the idea that it can be used both inside and outside the classroom. In the former scenario, the mobile app replaces books, textbooks and other traditional and printed learning material in order to serve several purposes. First, in the classroom, the My Eco Track learning offer heavily relies on interactive group exercises that encourage broad participation and “hands on” activities that presuppose collective efforts and contributions. For these purposes, the mobile app serves as the main supportive tool making it practically easier to actively participate in the learning activities. In the classroom, before face-to-face training, the trainer should allocate some time to first introduce the mobile app to the young learners, so they can get familiar with its contents and understand its structure. What should be particularly emphasised are the mobile app’s interactive and multimedia features that make the learning experience inviting. Through the app’s introduction, the trainer should also guide their learners through the download process if necessary. The mobile app is available on both Google Play and the iOS App Store, so it is broadly available and free of charge. The trainer should assist their learners with downloading and installing the app on their smartphones/tablets/laptops, and make sure there is a stable internet connection in the educational venue. This introductory session should be concluded with a brief orientation to familiarise learners with the application’s interface, navigation and content. This step is important for introductory purposes, but one look at the mobile application makes its easy-to-use nature evident.

The learning content in the mobile app is divided into seven chapters, each covering a distinct topic related to climate change and environmental protection. Annex 1 of this document elaborates on the content of each chapter, while Annex 2 offers detailed lesson plans in which the learners primarily rely on the mobile app for their collective participation. Learners are continuously encouraged to engage in group activities, self-reflection, various debates or role-playing scenarios. Through these activities, the mobile app serves as the main reference point to gather information and formulate arguments. The role of the trainer is to monitor, guide and moderate these discussions and activities to ensure productive, informed and reflexive conversations. Finally, the activities and curriculum put into place in the classroom should also be assessed and evaluated throughout their duration and upon their conclusion. The trainer should make sure to continuously probe the learners receptiveness and understanding of the learning content and evaluate their ability to apply the knowledge gained through the mobile app.

Finally, the trainer should also encourage the learners to use the mobile app outside of the classroom for their independent learning. This can be done by allocating specific chapters or tasks to students and assigning research projects or other exercises. This particularly applies to the Carbon Footprint Calculator embedded in the mobile app. The learners can independently use it to assess their own consumption patterns, behaviour and environmental consciousness. Encouraging the learners to evaluate their personal lives and habits is perhaps the most valuable outcome of the My Eco Track learning offer, surpassed only by true and active involvement in climate and environmental protection by the learners.

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While learning with the mobile application outside of the classroom rests completely on the learners themselves, the trainer should still encourage such engagement and may even recommend further activities the learners can get involved with, for instance various research projects, field trips, awareness campaigns and other collaborative projects.

Remember, the mobile app should ideally be used as a supplement to classroom instruction and as a tool for independent exploration and learning. Make sure to provide guidance, assistance and encouragement to learners as they engage with the mobile app's content, assuring they develop a thorough understanding of climate change and all its implications.

Planning of the Training

Identification of participants

My Eco Track foresees young people aged 18-30 as the main target group and primary users of the learning offer. Ideally, the participants of the face-to-face activities would be youngsters who do not have a strong background in climate education, and have not displayed great levels of interest in climate related topics before. Climate education programs and activities tend to attract learners who have an inherent interest in climate related topics and are already somehow engaged in environmentally friendly and green practices and activities. By modernising and digitising climate education through the My Eco Track project, the overall aim is to raise levels of interest and engagement amongst youngsters previously not involved or interested in issues related to climate and the environment.

Preparation prior to the training

Prior to the training, the trainer who will be conducting the face-to-face education should get familiar with the Factbook, its chapters and their content. This can be done by accessing the Factbook online, or by downloading the mobile app in order to get acquainted with all the content in the Factbook, as well as the Carbon Footprint Calculator and how it operates. The educational materials are designed in a way that conveys complex and scientific information in simple and understandable ways, so the trainer should not have major difficulties with preparation prior to the training. Annex 2 of this document has a detailed description of all workshops designed for face-to-face education, all of which directly correspond to the Factbook's chapters. A crucial part of the preparation prior to the training also includes an overview of these workshops, as many of them require certain materials or have specific instructions that should be consulted. Of course, the workshops described, although carefully designed, piloted and adapted, are still suggestions. Each trainer can adapt, modify or build upon the suggested activities and program as they see fit and in accordance with the specific requirements of the group they are working with.

Content & Timeframe

As the My Eco Track Factbook is organised in seven chapters, the face-to-face learning activities also follow this scheme. In line with that and in relation to the seven Factbook chapters, there are also seven modules with clearly defined activities to be conducted within these modules. Each activity is defined in terms of its duration as well, but the duration of the entire workshop remains flexible and subject to specific needs of each trainer and group.

The piloting of the learning offer has shown that the entire workshop comprising all seven chapters can be conducted in three working days, which constitutes the fastest option. However, it is strongly recommended to expand the timeframe of the workshop to a minimum of seven working days, each day covering one module or one Factbook chapter. Further specifics on the timeframe for each face-to-face activity and each element of the curriculum are available in Annex 2 of this document.

Delivery mode

As elaborated above, the My Eco Track learning offer significantly modifies the entire teaching and learning process. In line with that, the role of the trainer themselves does not follow tradition and presupposes a different approach should be used within the My Eco Track climate education. Unlike the classic classroom setting in which the teacher teaches while the students listen, the My Eco Track trainer has a role much more similar to an organiser and moderator. The most important for this type of training is the working atmosphere, so the trainer needs to conceptualise ways to make the classroom a safe space where everyone feels comfortable and empowered enough to actively participate. Most exercises and learning activities envisioned for face-to-face learning are group activities, mini-projects, debates, games, role-playing scenarios and self-reflection exercises. As a result, the trainer's role adapts to these conditions and the trainer is primarily tasked with steering debates and discussions, assisting learners with clear instructions and sustaining a friendly and casual atmosphere in which all participants can feel comfortable and willing to cooperate. Thus, the trainer should opt for a less formalised delivery mode, emphasise the nature of the educational offer so as to benefit to the general atmosphere and refer to personal and real-life experiences related to the topic as often as possible in order to also stimulate learner engagement and self-assessment of personal opinions, knowledge, practice and environmentally-conscious mindset.

Adaptations to be implemented with the target group

In order to effectively engage young people from diverse backgrounds it is crucial to consider their unique needs and preferences. Certainly, each trainer will have to make these considerations during the face-to-face activities and revisit them continuously to keep the levels of productivity and engagement high. Each group is different and it is expected that each group will see minor adaptations and adjustments based on the considerations and decisions made by the trainer in charge. Nonetheless, some general considerations to be kept in mind when conducting the My Eco Track training remain worth mentioning.

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As one of the main issues causing apathy and indifference towards climate education lies in the overly-complex scientific information and sophisticated vocabulary and concepts, one of the main adaptations to make while conducting the My Eco Track face-to-face training is to use simple and inclusive language and visuals. Breaking down composite processes and complex phenomena into simple lessons everyone can understand is one of the primary goals of the project itself, so the trainers should not only put in the effort to understand the educational content of My Eco Track, but also to further transpose it in easy to understand and clear ways. A big part of this adaptation is also to have patience and be ready to repeat or explain what is unclear several times if needed.

Another important adaptation concerns the way in which learners are stimulated to get more aware, involved and active in climate related issues. The digital tools My Eco Track relies on are the biggest part of this, but the learning itself should also relate as much as possible to culturally and socially relevant content. The module plans already include empirical evidence and examples, but the trainer should continue connecting the learning activities and materials to real life examples that are well known and that the learners are familiar with. Make sure to continuously circle back to climate change examples, case studies and solutions from different cultures, ecosystems and livelihoods, ensuring that the content resonates with the target group, reflects their lived experiences and motivates them to take new things into consideration.

Moreover, whenever possible, include personal experiences, concerns or fears and ideas or initiatives you are familiar with in order to further personalise the learning and bring the topic of climate change closer to the learners. Encourage them to do so themselves and stimulate social and peer interaction inside and outside of the classroom. In that way, the learners can feel accepted and valuable amongst their peers and might become empowered to take collective action in the real world.

Emphasise the practical implications of climate change and the actions individuals can take in their daily lives. Provide practical tips, resources and examples on how to reduce carbon footprints, promote sustainability, and advocate for climate action. Finally, these adaptations are made in order to also facilitate community engagement and connecting young people with real local communities and organisations working on climate change issues.

Challenges and Recommendations

No educational program is without its challenges, so it is only natural that they might also arise during the implementation of the My Eco Track face-to-face learning offer. Some common and predictable challenges that might arise are listed here, along with recommendations on how to surpass them efficiently.

Whenever working with digital and informatic tools, technological barriers are common. It may occur that not all students have access to smartphones, other equipment or a stable internet connection. In order to address this challenge in case it arises, seek out alternative options and simple solutions. Explore the possibility of providing shared devices or internet

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connections and encourage learners to form groups and share divides if individual access is limited. This is not only a good solution to this challenge, but also rather compatible with the nature of the learning activities that often require group work and collaboration.

In terms of varying language and literacy levels that might prove to be challenging, make sure to consistently provide clear instructions and explanations, use simple and concise language and elaborate further for complex concepts or terms. Moreover, also encourage learners to collaborate, support and assist each other when engaged in pair or group work.

The My Eco Track learning offer's success depends on high and consistent levels of learner engagement during the face-to-face program. Yet, relying blindly on student engagement and motivation is simply unrealistic. In order to mediate a lack of learner engagement and motivation, try approaching the topics from a relevance point of view. Emphasise the real-world impact of climate change and its relevance to their personal lives and futures. Rely on the gamification elements embedded in the My Eco Track curriculum and feel free to introduce some types of non-material awards or progress tracking in order to make the learning experience more motivational, enjoyable and rewarding. Also, if you notice diminishing attention or not enough participation in the classroom, make a small break even if it is not planned for at the given time. It is generally better to take a small break and continue more productively after it than to force continuation when there is an evident drop in concentration and engagement. Furthermore, encourage autonomy during face-to-face learning activities. Consistently provide opportunities for learners to explore specific topics of personal interest within the Factbook or mobile app, fostering a sense of ownership and self-directed learning.

Another set of challenges that might arise concerns technical issues. In order to avoid this, make sure to pre-test and troubleshoot. Prior to the face-to-face sessions, thoroughly test the Factbook, the mobile app and all remaining technology and devices you will be using.

By foreseeing these potential challenges and implementing appropriate strategies, you can ensure a smooth integration of the My Eco Track tools into the face-to-face learning setting. Make sure to regularly communicate with your learners, collect feedback as often as possible and (re)-adjust your approach and strategies as you see necessary in order to create a positive and effective learning experience and motivate youngsters to get involved in climate change related issues.

Annex 1: Training curriculum for Self-Learning

Chapter 1: What is Climate?

Chapter contents	Input	Learning outcomes	Activities and learning material
The word "Climate"	The origin of the word	The learners understand the root of the word "climate" and understand its meaning	<ul style="list-style-type: none"> ● Dictionary Page explaining the roots and history of the word „climate“ and it provides some entries linking to climate
Climate Definition	The definition of climate	The learners understand what the word "climate" describes and the studies around it	<ul style="list-style-type: none"> ● Article of WMO defining the climate ● Video from MET Office about the basic information to define climate between sections of definition and difference between weather and climate. ● Article of NASA on the differences between weather and climate in the section 3
Weather vs Climate	Differences between the two terms	The learners understand how to distinguish weather and climate	<ul style="list-style-type: none"> ● Video (0:33 min) from MET Office about the basic information to define climate between section of definition and difference between weather and climate ● Website of NASA for more information ● Article of NASA on the differences between weather and climate ● Video with explanation and examples of differences between weather and climate

<p>Climate zones</p>	<p>Climate zones that exist</p> <p>Different scientists' descriptions of climate zones</p> <p>Characteristics of the different climate zones</p>	<p>The learners understand how climate is being categorised in different zones according to the characteristics and the scientists' perspectives</p>	<ul style="list-style-type: none"> ● Video (0:47 min) from MET Office about the basic information to define climate between section of definition and difference between weather and climate ● Video with characteristics of Tropical, Dry, Temperate, Continental, and Polar climate ● Video on Tropical Humid Climates ● Interactive Map - create your own map with the layers of your choice
<p>Measuring climate</p>	<p>Why to measure climate</p> <p>Who studies climate</p> <p>Satellites for studying climate</p> <p>Climate proxies</p>	<p>The learners understand why it is important to measure climate, who is responsible for it and which means are used</p>	<ul style="list-style-type: none"> ● Article by NASA on the differences between weather and climate in section 3 ● Article on the importance of being able to understand and predict climate ● Websites on the most important organisations, institutions and federal agencies engaged in studying and measuring climate change ● Article on ozone holes ● Article on El Nino's warm waters ● Article on volcanic eruptions ● Article on melting ice sheets and glaciers ● Article on changes in global wind and pressure systems



Chapter Contents	Input	Learning outcomes	Activities and Learning Materials
Rising Temperatures	The evolution of the global average temperature since 1880 until present day	The learners become aware that the rise in temperatures is one of the most noticeable factors of climate change.	<ul style="list-style-type: none"> ● Graph showing the rise in temperatures (source NASA) ● Video showing the rise in temperatures since 1880 – 2021 (YouTube; source NASA)
Changes in sea level	Rising water levels due to melting of the glaciers and the expansion of the volume of water in the oceans.	The learners understand the connection between the rise in temperatures, the changes in sea level and its effects.	<ul style="list-style-type: none"> ● Video Animation showing the causes and the effects of the sea level rise (YouTube; source NASA)
Extreme events	Records of the extreme weather events around the world that resulted in loss of life and in economic losses.	The learners become aware of the disastrous effects the climate related events have had on the populations around the world in the past 50 years.	<ul style="list-style-type: none"> ● Study by World Meteorological Organisation about mortality and economic losses from weather, climate, and water extremes
Decreased snow cover	Greenland’s ice sheet and its loss of mass over the past twenty years Impact on Europe What is a gigaton?	The learners understand the connection between the melting of ice sheets and the rise in sea levels.	<ul style="list-style-type: none"> ● Article about the world’s largest ice sheets (source NASA) ● Article Visualising the quantities of climate change (source NASA)

<p>Threats to biodiversity and species</p>	<p>Living Planet Index Decrease in several global populations. Loss of natural habitat.</p>	<p>The learners become aware of the rapid decrease in the wildlife populations, the link between the loss of natural habitat and the rising number of endangered species.</p>	<ul style="list-style-type: none"> ● Graph showing the changes in wildlife populations ● Report by World Wildlife Fund about the rapid decrease in global wildlife populations ● Graph showing the number of endangered species is rising
<p>Carbon Dioxide</p>	<p>Carbon dioxide and the greenhouse gas emissions Increase in the concentration of CO2 in the atmosphere due to human activity.</p>	<p>The learners understand the connection between the higher concentration of CO2 in the atmosphere and the increased human activity, mainly in the areas of transport and agriculture.</p>	<ul style="list-style-type: none"> ● Graph showing the increase in the concentration of CO2 (source NASA)
<p>Ecological footprint</p>	<p>The ecological footprint explained</p>	<p>The learners get to know the ecological footprint the human population leaves on the planet.</p>	<ul style="list-style-type: none"> ● Video Ecological footprint explained
<p>Focus on Europe</p>	<p>Changing climate in Europe Prognoses about what Europe's climate will look like in 2050</p>	<p>The learners become aware of how climate change is affecting specific regions in Europe</p>	<ul style="list-style-type: none"> ● Interactive map of Europe showing the data of climate trends in individual countries (source Greenmatch) ● Infographic showing how Europe's climate is changing (source European Environment Agency) ● Video presenting what Europe's climate will look like in 2050 (Youtube; source CNRS)

Chapter Contents	Input	Learning Outcomes	Activities and Learning Materials
<p>Extreme weather events</p>	<p>Human influence on extreme weather</p> <p>Intensity of storms and hurricanes</p> <p>Heavy precipitation and flood</p> <p>Heat waves and fires</p>	<p>The learners understand how different extreme weather events and natural disasters are related to climate change. They know that the majority of extreme weather events are linked to human caused climate change.</p>	<ul style="list-style-type: none"> ● Interactive Map on the link between climate change and extreme weather events ● Study on the link between tropical cyclones and climate change ● Article on the catastrophic event of Hurricane Maria in Puerto Rico ● Infographic showing the effect of climate change on rainfall intensity ● Story of the flash floods in Europe in June 2021 ● Video on the cause and effect of the heatwave in 2003 (1:55min) ● EU report on the wildfire season in 2021 ● Photo series on the effect of the European wildfires in 2021 ● Infographic on climate change and wildfire
<p>Melting glaciers and Sea ice</p>	<p>The consequences of disappearing ice</p> <p>The Ice-Albedo Effect</p> <p>Effects on animals and people</p>	<p>The learners understand the far-reaching effects of glacier melting on our ecosystem. They know how the positive feedback loop of sea ice loss works.</p>	<ul style="list-style-type: none"> ● Interactive tool “Global Ice Viewer” to explore the effects on glaciers ● Study on the effects of Arctic sea ice loss on our ecosystem ● Video on the Ice-Albedo Feedback (1:20 min)

<p>Sea level rise</p>	<p>The connection between climate change and sea level rise</p> <p>Consequences of sea level rise for Europe and the rest of the world</p>	<p>The learners understand how climate change is accelerating sea level rise. They know the major consequences and expected trends for coastal cities.</p>	<ul style="list-style-type: none"> ● Video on the connection between climate change and sea level rise (1:31 min) <ul style="list-style-type: none"> ● Quiz on the sea level rise ● Video on the consequences of the Greenland ice melting (1:56 min) ● Interactive map on the impact of sea level rise ● Article on the top 10 cities with the greatest potential flooding impact ● Interactive tool mapping vulnerable areas at risk of coastal flooding ● Infographic on the expected sea level rise by 2050
<p>Effect on Oceans</p>	<p>Effects of climate change on the marine environment</p> <p>The collapse of coral reefs</p>	<p>The learners know how the marine ecosystem is threatened by human caused global warming. They know the causes and effects of coral bleaching and coral mortality.</p>	<ul style="list-style-type: none"> ● Infographic on the effects of climate change on the oceans ● Article pointing out 5 ways how climate change affects our oceans ● Infographic on the mass bleaching events of the coral reefs in the past 25 years
<p>Loss of biodiversity and wildlife</p>	<p>Adaption</p> <p>Effects of climate change on European birds</p> <p>Danger of extinction</p>	<p>The learners understand different reactions of animals to climate change. They know how extinction of species is related to climate change.</p>	<ul style="list-style-type: none"> ● Study on the responses of tropical species to rising temperatures ● Study on the disruption of birds due to climate change ● Video showing different scenarios of climate change and biodiversity risk (1:30min)

Chapter Contents	Input	Learning outcomes	Activities and Learning Materials
Climate Change in Europe	<p>Effects of climate change on people's health</p> <p>European Action on Climate</p> <p>Climate Neutrality, EU Targets & Strategies</p>	<p>The learners understand how climate change is portrayed and how young people feel about the future. The learners get more familiarised with climate change strategies and what young Europeans think.</p>	<ul style="list-style-type: none"> ● Map depicting different effects of climate change across EU regions <ul style="list-style-type: none"> ● Article on the EC's communication campaign ● Link to the Paris Agreement Explained ● Article on 5 facts about the EU's goal of climate neutrality ● Resource base on EC's Climate Action ● Resource base on EU Climate Strategies & Targets
Climate Change and the Media	<p>Climate Change Reporting in the Media</p> <p>Covering Climate Now Initiative</p> <p>East-West Divide</p> <p>EU Media Initiatives</p>	<p>The learners understand the way in which the media tends to report on climate-related issues and how this affects people and their perception and involvement. The learners also get familiarised with EU initiatives concerning media coverage of climate change.</p>	<ul style="list-style-type: none"> ● Website Covering Climate Now, the world's largest media collaborative ● Resource base on global partners of Covering Climate Now <ul style="list-style-type: none"> ● European Science Media Hub ● Video on Climate change impacts in Europe by the European Environment Agency (2:31 min) ● Video on Journalism and climate change: the urgent need to make complex topics accessible (2:18 min)

<p>Climate Change Issues in 2022</p>	<p>Mapping of various treaties, conferences, initiatives & agreements across EU</p> <p>Cross-country comparisons</p> <p>Net-zero Emissions by 2050</p> <p>Carbon offsetting projects</p>	<p>The learners get acquainted with different climate-related actions and initiatives across Europe. The learners understand better the current “trends” in climate action and what the European youth thinks about these topics.</p>	<ul style="list-style-type: none"> ● Website United Nations Framework Convention on Climate Change ● Interactive Map on the Paris Climate Agreement ● Independent Scientific Analysis the Climate Action Tracker ● Survey Ipsos survey of more than 22,300 young people in 23 European countries ● Survey Citizen’s perception of climate change and its impact ● Report on “Future of Europe” Survey ● Report on Eurobarometer survey on Climate Change gravity
<p>Climate Change in Education</p>	<p>Insufficient national and regional curricula on climate change across Europe</p>	<p>The learners are able to better reflect the role of education in climate change related issues and get familiar with European initiatives and communities that promote and enhance climate education.</p>	<ul style="list-style-type: none"> ● Survey on climate education (results) <ul style="list-style-type: none"> ● Website Teach the future ● Resource base European Education Area ● Participatory education community Education for Climate Coalition ● Report Green Comp: the European sustainability competence framework
<p>Case Study: Climate and Social Issues in Portugal</p>	<p>Important climate issues in Portugal (Government, Education, Opinions, Initiatives)</p>	<p>The learners are provided a real-life example of climate and social issues in a case study of Portugal. By engaging with such examples, learners are better able to reflect on their own situation and climate related issues on several levels they engage in.</p>	<ul style="list-style-type: none"> ● Website Zero Waste Europe Movement ● Resources on Portuguese climate-related initiatives, surveys

Chapter Contents	Input	Learning Outcomes	Activities and Learning Materials
<p>What is the Greenhouse Effect?</p>	<p>How does the greenhouse effect work</p> <p>What are greenhouse gases</p> <p>Why are greenhouse gases increasing</p>	<p>The learners are made aware of the process of how the atmosphere is heating up and why human activity contributes to this effect majorly.</p>	<ul style="list-style-type: none"> ● Video explaining in simple terms the greenhouse effect ● Article by the Royal society on what greenhouse gases exist and the human contribution to them ● A graph to demonstrate the distribution of greenhouse gases in the atmosphere ● Database for the IAE's energy review ● Database on the EEA's greenhouse gas measurements
<p>The Role of Deforestation</p>	<p>Why are we clearing these forests?</p> <p>Why the deforestation causes global issues</p>	<p>The learners understand the reasons why deforestation contributes to climate change, but also why it happens</p>	<ul style="list-style-type: none"> ● Graph on the contribution of different important commercial crops to deforestation ● Article in the Guardian highlighting the animal-related greenhouse gases.
<p>Albedo</p>	<p>And why is that important?</p>	<p>The learners are taught about how the decline in polar caps and glaciers has a negatively reinforcing effect on the environment, warming it up further.</p>	<ul style="list-style-type: none"> ● Graph showing the self-reinforcing cycle of melting ice and lowered albedo.

Chapter Contents	Input	Learning Outcomes	Activities and Learning Materials
Introduction: Climate change – global and personal	The size of the problem and its effect on how humans think/feel and act about it.	The learners are introduced to the idea that the enormous, global scope of the problem may have a discouraging effect on their capability and motivation to act, but also that individual actions matter.	<ul style="list-style-type: none"> ● Global map, showing the temperature change in different parts of the Earth in the last 50 years. ● Example of small personal action that if multiplied by many people, matters to reducing greenhouse gas emissions, further reading suggested - “Sustainable Energy - without the hot air”, David JC MacKay (2008)
Use Your Choice – Living Sustainably	Main sources of greenhouse gas emissions and how to build a climate friendly lifestyle. Optimising energy consumption; travel; food; being a responsible consumer, reducing waste and reforestation	The learners find out which are the major contributors to climate change and the 5 main areas that people should think about and act upon in changing their lifestyle towards greater sustainability.	<ul style="list-style-type: none"> ● Data chart about per capita greenhouse gas emissions by sector by country ● Presentation (17 slides) about how to change our lifestyle in order to reduce our carbon footprint ● Video (10:40 min) from DW Planet A about the construction of energy efficient and climate friendly buildings ● Data chart about carbon footprint of travel (per travel means) per kilometre, 2018 ● Video (11:49 min) How to Travel Europe by Train THE ULTIMATE GUIDE ● Video (4:00 min) by Euronews about how to reduce food waste and how important this is ● Video (0:42 min) motivational video by Ethical Consumer ● Examples with links to tree planting initiatives

<p>Use Your Voice - Grow the Impact</p>	<p>How we can use our voice and our vote to exert pressure on the community, the industry and the governments to act urgently for the reduction of greenhouse gas emissions.</p>	<p>The learners are motivated to and understand how they can use collective power to exert pressure on the community, the industry and the governments to act urgently for the reduction of greenhouse gas emissions.</p>	<ul style="list-style-type: none"> ● Presentation (12 slides) showing 5 examples of how using our voice can increase our impact on reducing climate change ● Online Handbook about how to talk about climate change more effectively (“Talking climate handbook – how to have a climate change conversation”) ● Video (13:00) by TEDx Talks: Finnegan Harries talking about how to be creative in campaigning for climate change mitigation actions. ● Video (14:15) by TED: Tristram Stuart talking about food waste reduction. ● Article by BBC on why to consider green politics when choosing for whom to vote.
<p>What is Europe doing?</p>	<p>The European Green Deal The European Climate Pact How the EU plans to achieve the goal of cutting its greenhouse gas emissions by 2030, and become climate neutral by 2050.</p>	<p>The learners understand what the EU goals and actions are in the sphere of climate protection.</p>	<ul style="list-style-type: none"> ● Infographic - Fit for 55: how the EU will turn climate goals into law ● Video (0:51) about the European Climate Pact ● Video (1:53) about the European Green Deal
<p>Conclusion</p>	<p>Climate change is a big challenge, but there are still options.</p>	<p>The chapter ends on a positive note, that climate change can still be overcome</p>	<ul style="list-style-type: none"> ● Video (16:10) The We WILL Fix Climate Change! video offers hope from the channel “Kurzgesagt – In a Nutshell”

Chapter Contents	Input	Learning Outcomes	Activities and Learning Materials
Introducing climate misinformation?	Definitions of key terms – misinformation, disinformation and fake news	The learner understands the key terms and their meaning as well as the process of how misinformation spreads	<ul style="list-style-type: none"> ● Review text – ensure understand the difference between terms ● Understand why this has become an important issue
The role of social media and who spreads fake news	<p>Social media allows news to go viral</p> <p>How it is being used by climate deniers</p> <p>The response of social media</p>	The learner understands the impact of social media and who is posting there	<ul style="list-style-type: none"> ● Read text – link to Toxic Ten research report ● Video from BBC on who is posting ● Text about how social media has responded to reports about fake news and link to recent research ● Reflective question on who to trust online ● Survey results on who thinks climate change is important
What are governments doing?	<p>Explore the interactive map to find out what countries have been doing</p> <p>Visit European initiatives</p>	The learners realise that attempts are being made to counter fake news and that	<ul style="list-style-type: none"> ● Interactive map on what different countries have been doing to combat fake news ● European Facts Matter campaign with initiatives against fake news
Working with students	Examine learning resources	The learners realise that learning resources to help them deal with fake news have been produced	<ul style="list-style-type: none"> ● Resources for teachers from the Council of Europe and Smart-EU project ● Read text and follow links to games and other resources ● Video (2.55) on helping students identify fake news and the 5C's of critical consuming
Want to find out more	Links to more information	More resources	<ul style="list-style-type: none"> ● Web links



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Annex 2: My Eco Track Training: Workshop description and Training activities

Module 1: What is climate?

This is an introductory session. The main purpose is to get familiar with the topic and the definition of climate and prepare the participants for getting more into the next sessions.

Aim

- Introduction to climate
- Basic definition
- Distinction between weather and climate
- Learn about climate zones and their characteristics
- Climate measurement information

After completing this session, you will be able to better understand the root and definition of the word climate, identify what it is related with and distinguish it from the weather and learn about climate zones and climate measurement.



Activity Name	Type	Learning objectives	Timeframe	Materials needed	Activity description	Debriefing
		- An introduction to the topic			The trainer gives the participants two colours of post-it papers.	
Words related to Climate vs Weather	Introductory exercise – Self-reflection, group discussion Small group work, presentations	- Let the participants to get into the topic on their own - Relate the word climate with other words and topics - Better understand the root of the word - Distinction between the definition of weather and climate	- 5 mins instructions - 10 mins participants self-reflection and contributions - 15 mins small group work Approx.30 minute	Flipchart papers Post-it Pens/Markers	In the first one they need to write word/s related to the root of the word “climate” and in the other one any word related to the definition of the word “weather”. The participants stick the papers on the two flipchart papers that are in front of them. After everyone has finished the trainer reads the words and discusses with the participants.	Following this activity, the trainer asks the participants to check the MET- App and read more about the word climate and its definition.

<p><i>Climate Bingo</i></p>	<p><i>Group activity – individual results</i></p>	<p><i>- Learn about climate and climate zones</i></p>	<p><i>Approx. 40 mins</i></p>	<p><i>Printed papers with climate bingo table (the bingo table can be found in further reading section)</i></p> <p><i>Pens</i></p>	<p><i>Each participant receives an empty bingo table. They need to find answers to the questions by looking them up in the Factbook and other digital resources. The game ends when the first person fills in all the boxes and says BINGO! The trainer needs to check the answers. If they are correct the person wins. If not, the game continues until the next person says BINGO!</i></p>	<p><i>Following this activity, you can discuss with the participants relevant information about the questions.</i></p>
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- **Module 1 Tips for the trainer**

- 1) General**

- Have in mind that the participants might need more time than you expect for providing their contributions. In order to avoid time delays, give them less time at first and if needed, extend the working time. (For example, if you have 30 mins available time, let the participants work for 20 mins, after time passes ask them if they need more time and if yes, let them have 10 mins more)
- Choose a room that there will be enough space for the group to work separately
- An ice-breaking activity is always a good idea! It helps the participants to feel comfortable and form a team

- 2) Activity 1 – Words related to Climate vs Weather**

- Option 1: Separate the participants into two groups, assign one with 'climate' and the other with 'weather'. Have a flipchart in front of all participants and have one column on it for each term. The 'climate' group should have one colour post-its and write down as many words, ideas, phrases, descriptions they relate with the term, and paste them in the respective column on the flipchart. The 'weather' group should have post-its of a different colour and do the same for their term. Following this activity, each group should present their associations, and a group discussion on the differences between climate and weather should ensure.
- Option 2: Prepare the different associations (words, phrases, definitions, ideas) related to climate and weather prior to the workshop itself. In this scenario, it is not important for the post-its to be of one colour per term, but can be colourful. Present the post-it notes with the different associations in front of the participants and have the flipchart with the two columns ready as well. Ask the participants to work together and assemble the post-its into their respective columns. Following this activity, verify whether each association is in the right column, and then continue with a discussion on the differences between climate and weather.

- 3) Activity 2 – Climate bingo**

- Option 1: Have all the participants play Bingo with the game ending once a participant has all answers completed and correct
- Option 2: Separate the participants into two groups (Have them count from 1 to 2, separating themselves into groups according to which number they counted) and have them play bingo in two separate groups, with one group answering only odd numbers on the bingo table, and the other group answering only even numbers on the bingo table. Whichever group answers all of their respective questions correctly wins. In this scenario, each group should present their questions and answers following the game.
- Option 3: All participants play the game, but either 5 correctly answered questions in a row/column is a bingo, so there can be multiple bingos during the game. In this scenario, it is faster-paced and dynamic.



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- Choose one of the options listed above or another one of your own, based on the specific group you are working with and the general atmosphere in the classroom. During the bingo game, encourage the use of the Factbook and other resources to find the correct answers.
- When closing the discussion at the end of this activity, ask your participants the following questions:
 - What questions did you have to look up? Which ones were you not able to answer yourselves?
 - Was there a question you found particularly challenging?
 - What did you learn for the first time today?
 - Did anything surprise you or did you find anything particularly interesting?

Bingo Table

CLIMATE BINGO

1. The average weather conditions over a long period of time.	2. Warm, rainy summers and cool, snowy winters.	3. A coordinate that specifies the north-south position of a point on Earth or another celestial body is called...	4. What is the temperature of the top of a mountain like as compared to the bottom of the mountain?	5. Line that separates North and South on a globe.
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<p>6. Through which part of trees can we determine past climate?</p>	<p>7. NASA is using these to measure Earth's changing weather and climate.</p>	<p>8. Most regions with a Climate present four seasons</p>	<p>9. What is the latitude of the equator?</p>	<p>10. A climate zone hot all year-round.</p>
<p>11. As you move inland on continents what happens to the climate?</p>	<p>12. What are the 3 major climate zones in order from equator to the poles?</p>	<p>13. What is El Niño?</p>	<p>14. What climate zone is hot all year with rainy and dry seasons?</p>	<p>15. Name three European countries that are partially or completely affected by the Mediterranean climate:</p>

<p>16. The imaginary lines of time zones are the same as the imaginary lines of climate zones. (True/False)</p>	<p>17. The condition of the atmosphere at a particular place and time is called ...</p>	<p>18. Which climate zone is found 66-90 degrees latitude North and South?</p>	<p>19. The word climate comes from the word ...</p>	<p>20. The indirect methods of measuring past climates are known as ...</p>
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ANSWERS

1. Climate
2. (Humid) continental
3. Latitude
4. Cooler
5. Equator
6. Tree rings
7. Satellites
8. Temperate
9. 0 degrees
10. Tropical
11. It gets drier
12. tropical, temperate, polar
13. Is a climate pattern that describes the unusual warming of surface waters in the eastern equatorial Pacific Ocean
14. Tropical (Wet and Dry)
15. Partially: France, Portugal, Italy, Spain, Croatia; Completely: Greece, Malta, Cyprus



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16. False
17. Weather
18. Polar
19. "Klima"
20. Climate proxies

Module 2: Moving debate & Climate quiz

Fancy playing a quiz? Do you enjoy giving arguments? How about learning more about climate change at the same time?

Aim

- To develop the verbal skills and arguments about climate change based on facts
- To test own knowledge and learn new facts
- To become more aware of the problems caused by climate change

After completing this session, you will be familiar with the scientific facts that demonstrate that climate change is happening and is affecting the human population around the world. You will also understand more about the misconceptions related to climate change and develop the arguments to refute them.



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Activity name	Type	Learning objectives	Timeframe	Materials needed	Activity description	Debriefing

<p><i>Moving debate</i></p> <p><i>Is climate change happening and is it caused by human activities?</i></p>	<p><i>Debate of two opposing camps/ groups; one in favour, the other in opposition.</i></p>	<p><i>To develop the verbal skills and arguments about climate change based on facts.</i></p> <p><i>To reflect on the arguments given by the opposing camp.</i></p> <p><i>To become more aware of the problems caused by climate change.</i></p>	<p><i>30 – 45 minutes</i></p>	<p><i>Smartphone/MET-App/ Factbook</i></p>	<p><i>Before separating participants into two groups, the trainer gives an introduction on human contribution to climate change. Two groups of participants give arguments either in favour of or in opposition to the statements provided. Statements can be found below in the Tips for trainer section, or created anew. Each group gives their argument for/ against. They are only allowed to give one argument at a time, then let the other camp react. If group members are persuaded by the claims of the opposing one, they are allowed to move to that camp/ group.</i></p>	<p><i>It's important that following this activity, there is some time allocated to reflect on the topic of climate change, but also on the power of fact-based argumentation.</i></p>
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					<p><i>Prepare 2-3 open questions per chapter based on the Factbook, or use the suggested questions found in the “Tips for trainer” section.</i></p>	
<p><i>Climate Quiz</i></p>	<p><i>Quiz</i></p>	<p><i>To test our own knowledge about the topic of climate change and to collectively learn new facts.</i></p>	<p><i>Approximately 20 mins</i></p>	<p><i>Smartphone/ MET app/ Factbook/ pens/ paper sheets/ permanent markers / flipchart / ball of some sorts (can be made of paper)</i></p>	<p><i>Ask the participants to form a circle with their chairs and bring a small ball. The ball is used as an interactive element and should encourage broad participation. Start by asking one question and throwing the ball to the person you want to answer it. If the person answers, the same person asks the next question and throws the ball to someone else. If the person with the ball does not know the answer, they can throw the ball to another person.</i></p> <p><i>Use the ball to encourage each person to give an answer, even if it is wrong. Consider introducing a time limit to answer the question in order to make the game more spontaneous and dynamic.</i></p> <p><i>Accept partial answers as well, but move onto the next one when the question at hand is fully answered.</i></p>	<p><i>Following this activity, you can look-up further reading related to specific questions from the quiz.</i></p>



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- **Module 2 Tips for the trainer**

- 1) General:** Start these activities by introducing the topic of the role of human activity in climate change. Present the topic with seriousness and urgency, but remain focused on the facts. Before the beginning of the activity, also speak about the value of having fact-based discussions and how important it is to be able to back your arguments and provide concrete supporting evidence for it. Feel free to use Factbook materials for this part, for instance the video on the Earth's rising temperatures.
- 2) Activity 1 - Moving debate:** Encourage participants to express their real opinions during the moving debate, but to remain grounded in facts as much as possible. When they are unsure of the factuality of their claims, they should disclose this but make the argument nonetheless. Before the debate, the facilitator hands out briefs to both groups, each of which contains arguments corresponding to their positions. These arguments should be used as inspiration or a starting point, but participants should build upon them and introduce arguments of their own. The facilitator should set debate rules and stick to them throughout the debate. These can be, for instance, one argument at a time, time limits for each argument, etc. Another suggestion or additional option is to also have a third group, the neutrals, who do not have a defined opinion yet, but can be persuaded to join either group in the debate, or to ask any one of them for additional clarifications of their arguments.
- 3) Activity 2 - Climate quiz:** Start this activity by first allowing participants to take 10 minutes and go through the content of Chapter 2 of the Factbook, watch and consult resources from there before starting the quiz. Start the quiz when everyone has finished engaging with Chapter 2. Adapt the format to be more dynamic. Form a circle, bring a small ball. This will be used as an interactive element and encourage everyone to speak. Have the questions displayed as a PowerPoint or written on the board/flipchart, and ask the participant with the ball to answer. If he/she doesn't know, throw the ball to another participant and ask the same question. Only move to the next question when the full answer has been given. Accept partial answers, as the answers are often complex, and some questions have longer explanations. Display the answers on a PowerPoint as well. Use the ball to encourage each person to give an answer, even if it is wrong. Give a short explanation after each question as these can be complex. This way everyone learns. Questions should be related to Chapter 2, you can either use the ones listed below, come up with your own, or combine the suggested ones with your additional questions. Optional: Use Kahoot or MentiMeter to create the quiz. Another option for conducting this activity is to offer multiple choice answers and playing in small groups that compete amongst each other, somewhat like a pub quiz. The choice is up to the facilitator/trainer and the group they are working with.



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- **Moving debate Prompts / Arguments:**

Is climate change really happening - EVIDENCE:	Is climate change really happening - DENIAL:
1. Rising temperatures	1. No consensus among scientists
2. Changes in sea levels	2. We just had the coldest winter in years, so how is it getting warmer?
3. Extreme weather events	3. Climate change has always happened - it is a natural cycle
4. Less snow cover	4. Climate change can be good for us
5. Carbon dioxide levels	5. Plants and animals can adapt
6. Threats to biodiversity	6. Nothing can be done - it is too late

- **Climate facts quiz - 6 questions & answers:**

- 1) Why do scientists believe human activities have been increasing the speed of climate change? **There have been more disasters and global warming effects**
- 2) What causes sea levels to change? **Water expands as it warms up, melting glaciers and ice sheets**
- 3) Why is carbon dioxide important to climate change? **It is a greenhouse gas increasingly produced by human activities**
- 4) What is our ecological footprint? **A measure of human demands on nature, resources we use and waste we generate**
- 5) How are Mediterranean areas being affected by climate change? **More heat and less rainfall, more extreme weather events (fires, floods, drought), rising sea levels**
- 6) What does the IPCC (Intergovernmental Panel on Climate Change) do? **Gather information and research results from scientists and share them, provide objective scientific information and reports on impacts and risks**



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Module 3: The Effects of Climate Change

This chapter examines the different manifestations of climate change across the planet and how they affect human lives, as well as the planet itself and everything living in it.

In this session, you will get familiar with the symptoms and indications of climate change in order to understand individual occurrences, but also better grasp the connection inherent to ecosystems and the linkage between these occurrences or phenomena.

Aim

- Introduction to concrete effects of climate change
- To test learners' individual awareness and familiarity with climate
- To introduce factual knowledge through interaction and group work

After completing this session, you will be familiar with the adverse effects of climate change across the planet, understand more about the occurrences that are influenced by climate change and how they connect to other ones.

Activity Name	Type	Learning objectives	Timeframe	Materials needed	Activity description	Debriefing
Group work and presentation	Breakthrough groups Group presentation	Better understanding specific climate change effects through small group work, communicating it to the larger group and connecting the various effects discussed through active listening and participation in other small group's presentations.	Approx. 60 minutes	Factbook/MET App Smartphone, Tablet, Laptop, PC Flipcharts, markers	The learners should be divided into smaller, breakthrough groups of 2-3 learners according to different topics introduced by Chapter 3 of the Factbook. Each small group should consult their designated parts of Chapter 3 of the Factbook on a device at their disposal, discuss their own knowledge about the topics introduced, and work collaboratively to learn and memorise important points about their topic in order to present their topic to the other learners. Each group will have 30 minutes to work in their small group, and 5 minutes to introduce their topic to their peers. Groups are encouraged to draw and visually express their topics on flipcharts.	Following this activity, you can also reflect on your own environment, city, region or else, look up whether and how they are affected by climate change and consider finding out about initiatives close to you and getting involved. The Factbook offers further reading on these topics, but the learners are encouraged to use the MET App and Factbook as bridges to further resources and to strongly consider their own role in the protection of the environment.



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- **Module 3 Tips for the trainer**

- **Activity 1:**

- Encourage participants to engage on a personal level and share their own experiences and thoughts freely. You might do so by sharing some of your own, or openly reflecting on some thoughts you have related to the topic at hand
 - How many groups? If time is a concern, create only two groups. The number of groups can determine how long the whole activity lasts. Allow enough time, at least 20 mins per presentation/ group. Adjust the group size according to your respective needs. A suggested group division is listed below, but feel free to divide the participants into fewer or more groups based on your needs and assessment of your classroom
 - Group 1: Extreme Weather Events
 - Group 2: Melting Glaciers & Sea Ice
 - Group 3: Sea Level Rise
 - Group 4: Effects on Oceans
 - Group 5: Loss of Biodiversity & Wildlife
-
- Following all the small groups' presentations, have a Q&A session and discussion. Make sure this takes place only when all presentations are concluded, and instruct the participants to write down all questions they want to ask during the presentations, but only ask them once the presentations are done. This way, time is allocated in an equal manner to all topics. Once the questions are raised, give the opportunity for the group who worked on the topic to answer first, but do not stay very limited to this and move on quickly to get the answer if needed.



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Module 4: How does climate change affect you?

Through this session, learners will get to consider how the topic of climate change is portrayed in the media and dealt with by policy-makers, get introduced to key actions and initiatives taken in response to climate change and consult the thoughts and opinions of European youth.

In this session, you will get familiar with the ways in which we consume media content related to climate change, understand more about initiatives taken in climate journalism and reporting and reflect on the relevance attached to climate issues across generations.

Aim

- Reflect on personal opinions, thoughts and actions related to climate awareness
- Get familiar with and assess current “trends” in climate related actions, initiatives and agreements
- Assess personal contribution to and knowledge about environment

After completing this session, you will have a better overview and awareness of current actions taken in response to climate change in various fields and you will be able to assess them in a critical manner. You will be able to reflect on your own contribution to the environment and reflect upon the question of responsibility in the response to climate change, understanding the value of both personal practices and contributions and demanding systemic changes.

Activity Name	Type	Learning objectives	Timeframe	Materials needed	Activity description	Debriefing
<p>How does climate change affect you?</p>	<p>Group-discussion Self-reflection, Self-evaluation, group work</p>	<p>Better understanding of the various ways in which climate change affects different people, reflecting on our own opinions and ideas about climate change and knowledge about current initiatives and actions.</p>	<p>Approx. 90 minutes</p>	<p>Factbook/MET App Flipcharts, markers</p>	<p>Prior to starting this activity, have the participants look up and read Chapter 4 of the Factbook in order to get familiar with its content. After this, start the group discussion by introducing key topics you want to touch upon. Feel free to write them down on a flipchart like a checklist for the learners to go through when sharing. Try to include as many participants as possible, encourage them to critically assess their own views, actions and knowledge related to climate change. Keep track of what is said during the discussion by writing down bullet points. At the end of the discussion, separate the participants into small groups of 2-3 people and</p>	<p>Following this activity, you can also reflect on your own practices and knowledge and seek out more information on issues you want to learn more about but did not get a chance during the training, look up additional resources or stories that interest you most or further inquire or read about how climate change is affecting your region/country/city and how you can get involved.</p>



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have them list positive and negative thoughts they have in connection to climate change. They can write as many thoughts as they want, but the only rule is that for each negative thought, they have to have three positive ones. Each small group presents their thoughts at the end of this activity and a short discussion can still ensue.

Case Study	<p>Group work</p> <p>Group presentation</p> <p>Discussion/Self-reflection/Self-assessment</p>	<p>Learning about the adverse consequences of climate change and how they differ across European regions, practising presentation skills and empathy building, reflecting on personal contributions and involvement in climate related issues, brainstorming future actions and exchanging best practices and ideas</p>	<p>Approx. 60 minutes</p>	<p>Factbook/MET App</p> <p>Flipcharts, markers</p> <p>Paper</p>	<p>Divide the learners into smaller groups, ideally pairs. Instruct them to look up the Case Study about Portugal in Chapter 4 of the Factbook and, relying on that example, prepare a presentation of a Case Study about a country of their choice. The learners can choose to assess their native country, or any other country they wish and are interested in.</p>	<p>Following this activity, you will better understand how climate change adversely affects European regions in different ways. You will be able to reflect on the issues concerning not only your region/country/city but other ones as well. By conducting the Case Study, you can get inspired to learn more about climate related issues that worry/concern/interest you most and find new ways of getting involved or learning more.</p>
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- **Module 4 Tips for the trainer**

- **Activity 1:** Have all the participants working together. If it makes it easier and you can practically do it, create or draw a large table with the questions for this activity (which you can find below). Give the group lots of markers, pens and post-it notes and have them collectively fill out the table with first associations and thoughts that arise. Finish the activity when each column of the table has some content, and have a group discussion on what everyone contributed. Try to engage as many participants as possible and keep the activity based on personal opinions, fears, concerns, activities etc.

- **Suggested questions for Activity 1:**

- 1) Where do you get your information on climate change?
- 2) What are the topics mostly covered in relation to climate change in your city/country/region?
- 3) Is there encouragement to get involved and/or sufficient information on how to participate?
- 4) How do you feel when you receive/consume such information?



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- 5) Is there anything related to the topic that scares you, frustrates you? Is there something you do not fully understand?
- 6) Which issues concern you most? Why?
- 7) How familiar are you with current policies, initiatives, agreements etc. related to climate change?
(local/regional/national/European/international levels)
- 8) What makes you feel optimistic/pessimistic about the future of climate? **(ANSWERED IN PAIRS / SMALL GROUPS!)**

With question 7, conclude the group work and divide participants into pairs or groups of three. Ask them the final question, but make sure to instruct them that for each negative thought, they also have to list three positives. For instance, if they list 3 negative things, they would also have to list 9 positive ones and so on.

- **Activity 2:** This activity can be conducted in multiple ways. **Option 1:** Divide the participants into 3-5 groups of at least 3-4 people, depending on your conditions. Each group should read about Portugal in Chapter 4 of the Factbook and conduct a case study for a country of their choice in a way that corresponds to the case study of Portugal in the Factbook. The group should work on their case studies for around 30 minutes, and then present their case study to the other participants. The case study elements that each small group has to cover in their work are listed below.

Option 2: Divide the participants into 3-5 groups of at least 3-4 people, depending on your conditions. Each group should read about Portugal in Chapter 4 of the Factbook and conduct a collective case study for one other country. Each small group will be assigned to work on one aspect of the case study, working on it for around 20 minutes and then presenting to the other participants. Once everyone presents their part, a full case study should be done by the entirety of the participants. The case study elements, each of which will be assigned to a small group are listed below.

Option 3: Same as option 2, but assign the small groups to also find examples of good practices of another / multiple other countries that they will present as well.

- **Case study elements for Activity 2:**
- Important climate issues
- Government climate adaptation & policies
- Education



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- Young people's views
- Education projects & initiatives, good practices

Module 5: Science of climate change

In this session, you will get an introduction to the science behind climate change, detailing which processes in our natural environment are chiefly responsible for warming of our atmosphere and the accompanying changes in weather. The session delves into multiple complex topics, including the greenhouse effect and greenhouse gases, the effects of deforestation on the atmospheric composition, as well as the way Albedo affects the global temperature with the deterioration of glaciers and polar ice.

Aim

- Become aware of why certain gases are harmful to the environment
- Recognise the importance of tropical rainforests for the environments
- Learn about the Albedo effect, greenhouse effects, how melting ice reinforces global warming, the effects of deforestation etc.



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After completing this session, you will be familiar with the key driving mechanics behind global warming and climate change and have a better understanding of the natural processes and how humanity has distorted these. This increased understanding will allow them to contextualise publications and research on the topic, be able to better follow the scientific discourse and be more capable both to raise awareness on the issues as well as advocate for the preservation of the environment.

Activity Name	Type	Learning objectives	Timeframe	Materials needed	Activity description	Debriefing
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Experiencing effects	Group-discussion/presentation	Better understanding of processes involved in climate change	Approx. 60 minutes	Smartphone/MET-App Flipchart, markers	<p>The learners are split into three groups and are supposed to each read up on the effects of one specific dynamic specified in the factbook Chapter 5 (Greenhouse effect, Deforestation and Albedo feedback loop). The groups then research the topic further online and try to find further information on the matter, as well as examples of how the effect may be best described to other learners also using practical examples of how to experience similar effects in the daily environment. Once they collect sufficient information, each small group presents their case to the other participants.</p>	<p>Following the presentations, other groups could name other examples that come to mind for these effects or also further details they are aware of.</p> <p>If more extensive exercise is wished for, the groups can also be tasked with finding information on more obscure scientific effects not named in the factbook.</p>
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- **Module 5 Tips for the trainer**
- **Activity 1:** The learners are split into groups according to the number of participants in your concrete setting. The suggestion is to have three groups, but two groups also work fine. If you have three groups, have each of them investigate and present one of the following topics covered in Chapter 5 of the Factbook - Greenhouse effect, Deforestation or the Albedo feedback loop. The groups then research



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the topic in the Factbook and look further online and try to find more information on the matter, as well as examples of how the effect may be best described to other learners also using practical examples of how to experience similar effects in the daily environment. Make sure that each group uses some type of visual effects - drawings of their researched phenomena will do, or things like examples of how glassed off areas can warm up in the sunlight or how vegetation has a positive effect on local climates. Generally, the presentation's knowledge should expand on the knowledge already shown in the Factbook. The results are in the end presented to the other groups. In case that learners bring up effects that are not what was asked for, but might be similar, don't discourage discussion among them and if merited, add the effect to the list of activities the students present. If the learners do not find practical examples, keep some ideas prepared for this eventuality.

Module 6: What can you do about it?

This is a session that stimulates young people to take responsibility for reversing climate change and provokes action.



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Aim

- Participants understand that the size of the problem of climate change scares and has negative impact on the motivation of people to act upon it
- Participants to learn, which are the main contributors to the greenhouse gas emissions (energy, transport and s.o.)
- Participants learn how they can lead a more climate-friendly lifestyle
- Participants to learn how they can use their voice and vote to exercise pressure on the community, the industry and the governments in favour of climate protection measures
- Participants are motivated that their actions actually matter
- Participants to get inspiration by example
- Participants to learn about the EU agenda, related to climate protection

Activity Name	Type	Learning objectives	Timeframe	Materials needed	Activity description	Debriefing
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<p><i>Learning at stops</i></p>	<p><i>Interactive and active learning method</i></p>	<p><i>Participants to take active part in creating ideas for their climate friendly lifestyles</i></p> <p><i>Improving participants' learning motivation</i></p> <p><i>Implementing creative thinking and communication in order to better learn</i></p>	<p><i>Approx. 40 minutes</i></p>	<p><i>Flipchart papers, markers, tape</i></p>	<p><i>First, the trainer opens with a brief presentation on the main industry sectors contributing to greenhouse emissions. After this, the trainer pastes several flip chart papers around the room walls, each of them with a different title. These will be referred to as stops. The trainer then asks participants to make a round and stop at all stops, read the title, and share their own ideas. After all the trainees have visited each stop the trainer or some of the trainees summarise for the whole group the possible actions for overcoming the identified challenges. After each stop is full of suggestions, a group discussion can ensue. Whomever is the last person/people remaining at one stop, they will be the person/people to present the contents of this stop to the others.</i></p>	<p><i>Following this activity, the trainer asks the participants to check the MET- App and read more about how to develop a climate friendly lifestyle.</i></p> <p><i>Debrief and discussion: did the group already have all the ideas in the stops or they also found some other interesting ideas in the app? What do they want to add to their stops?</i></p>
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<p><i>Raise our voices project</i></p>	<p><i>Group activity, real life simulation</i></p>	<p><i>Learning how to become more active citizens and getting inspired to do so</i></p>	<p><i>Approx. 45 minutes</i></p>	<p><i>Flipchart papers, markers, colours, pens, post-it notes, tape</i></p>	<p><i>The trainer should separate the participants into two larger groups. Based on the previous activity, each group should decide what specific aspect of climate change they are most interested in. Working together, each group has to come up with a green idea, project or initiative. Within their group, they can arrange how many people should be involved, what they should do and how would this contribute to the environment and climate. Groups should be encouraged to draw and produce other visual materials. Once both groups are done with clearly defining their ideas, each of them should present theirs to the other participants.</i></p>	<p><i>Following this activity, you can discuss with the participants what was easy, what was difficult, how they can improve the impact of their project, do they feel motivated to raise their voice</i></p>
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- **Module 6 Tips for the trainer**



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1) **General:** - Have in mind that the duration of the activities depends on the number of participants, respectively the number of groups that will have to present. The more participants, the more time required. The provided time schedule is for a group of 12 to 16 participants. Choose a room so that there is enough space for the group to work and move around freely. If participants don't know each other or even at the beginning of a training day, an icebreaker or warm-up activity is necessary.

2) **Activity 1: Stops to be included:**

→ Optimise your energy consumption

→ Optimise your transport

→ Optimise your food

→ Optimise your consumption and waste

→ Allow nature to grow and regenerate

3) **Activity 2:** The groups work and have the task to produce 1) a plan of the action/project, including the target audience, how they are going to involve/attract more participants and supporters, how they will make their voice heard; 2) Poster of the action. Then the groups present their projects. If you have a larger number of participants, you can also separate them into more (3-4) groups, just keep in mind the time restrictions you have and make sure everyone has the time to present their ideas.



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Module 7: Misinformation, disinformation and fake news

This is a session which seeks to address how to deal with misinformation, disinformation and fake news.

Aim

- Introduction to misinformation
- The role social media plays
- What is being done to address fake news
- Working with students
- Climate measurement information

After completing this session, you will be able to better address the issues of fake news with students and understand how such campaigns are important in dealing with climate change.

Activity name	Type	Learning objectives	Timeframe	Materials needed	Activity description	Debriefing
What is the difference?	Introductory activity - identifying the similarities and differences between misinformation, disinformation and fake news	Introducing basic terms Understanding its importance	Approx. 20 minutes	Presentation / Factbook / App / Internet access / Flipchart papers	The trainer starts a discussion asking the participants if they can identify the differences between misinformation, disinformation and fake news, after which the trainer introduces their definitions and distinctions	Following this activity, the trainer verifies that the differences are clearly understood and why it is important
Social media and fake news remedies	Class discussion	Class discussion about the role and impact of social media How are governments addressing fake news?	Approx. 30 minutes	Factbook / App / Internet access / Flipchart / Colourful post-it notes	The trainer introduces the topic of the role and impact of social media and asks the class about it. Following the discussion, the trainer presents the BBC video from Chapter 7 in the Factbook. The trainer asks the participants to draw papers / post-it notes with various colours written on them in order to determine the countries they will be investigating. Then, the participants will consult the Interactive Map in Chapter 7 of the Factbook and later present their findings with a Flipchart	Following this activity, the trainer can ask the participants to look at the surveys in the Factbook Following this activity, you can discuss with the participants why governments are increasingly concerned about fake news

<p><i>Confronting Fake News</i></p>	<p><i>Group activity</i></p> <p><i>Class discussion</i></p> <p><i>Presentations</i></p>	<p><i>Learn how to identify fake news and its types</i></p> <p><i>Identify useful resources that can be used with youngsters</i></p>	<p><i>Approx. 45 minutes</i></p>	<p><i>Factbook / App / Flipcharts / Internet access</i></p>	<p><i>The trainer starts a group exercise by dividing the participants into three groups and providing each group an example of either disinformation, misinformation or fake news and asking them to assess the example, explain what type it is and how they determined that the news is fake. Instruct the participants to rely on 10 questions to ask when determining the factuality of the example.</i></p>	<p><i>Following this activity, you can instruct the participants to visit the “want to know more” links in the Factbook / App</i></p> <p><i>Explore the list of climate simulations and games from the Teaching the Future project</i></p> <p>https://teachingthefuture.eu/data/</p> <p><i>Identify other interesting educational resources using the Internet</i></p>
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- **Module 7 Tips for the trainer**

- 1) **General:** In order to prepare for this module, the trainer should get familiar with the definitions of disinformation, misinformation and fake news and find specific examples for each. Make sure the participants have internet access to consult the Factbook or have the My Eco Track App downloaded on their smartphone. Bear in mind that the participants might need more time than you expect for viewing the videos, discussion of the points raised and in providing their contributions.

→ **Further useful reading:**

What is climate disinformation: <https://www.globalwitness.org/en/blog/what-climate-disinformation/>

Five climate change science misconceptions debunked: <https://theconversation.com/five-climate-change-science-misconceptions-debunked-122570>

Climate disinformation database: <https://www.desmog.com/climate-disinformation-database/>

Who can you trust?: <https://impact.economist.com/sustainability/social-sustainability/data-point-trust-issues>

WWF 10 Myths about climate change: <https://www.wwf.org.uk/updates/here-are-10-myths-about-climate-change>

The Future of Truth and Misinformation Online: <https://www.pewresearch.org/internet/2017/10/19/the-future-of-truth-and-misinformation-online/>

- 2) **Activity 1:** Start the discussion by asking participants how much they know about the different types of fake news - disinformation, misinformation and fake news. If they do not know precise definitions, ask them about their opinion. Following a brief discussion, explain the differences among these terms and provide examples. The definitions and examples can be found below, but you can use whichever examples you want. Show the examples online and write down the definitions on the flipchart.



→ **Definitions:**

Fake news: Fake news can be defined as false information that looks like news, but which has been produced and published on purpose with the intention of deceiving its readers. **Example:** <https://www.snopes.com/fact-check/facebook-start-charging-summer/>

Misinformation: Misinformation is also incorrect or faulty information produced without the intention of misleading the readers. In short, authors of misinformation do not intend to deceive but they simply make mistakes. As such, misinformation also has some subtypes that include the following:

Misuse of statistics: Occurs when publishers of information rely on statistics (numerical data) but in an incorrect manner, either accidentally or on purpose. **Example:** <https://www.reuters.com/article/uk-britain-colgate-idUKL1654835620070117>

Misinterpretation: Occurs when one wrongly interprets something that has some basis in truth, like a finding in a scientific study. **Example:** <https://time.com/5175704/andrew-wakefield-vaccine-autism/>

Fallacy: Fallacies are flawed, deceptive, or false arguments that can be proven wrong with logical reasoning. There are numerous types of fallacies, but they are essentially just bad arguments, or arguments based on flawed logic, whether intentional or not. **Example:** <https://medium.com/@lilyliao21/7-logical-fallacies-you-and-trump-are-guilty-of-committing-f06ce564b63f>

Cherry picking: Occurs when one ignores (part of) relevant evidence or information because it does not align with the argument being made or point of view expressed. It also takes place when one uses a biased sample to make conclusions about the whole population. **Example:** <https://www.theguardian.com/politics/reality-check/2016/may/23/does-the-eu-really-cost-the-uk-350m-a-week>



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Malinformation: Mal-information is information that is based in reality but is used to cause damage to a person, an organisation, country or any other entity. In other words, when genuine information is shared with the intention of causing harm - often by moving information designed to stay private into the public sphere - we are discussing malinformation.

Example: <https://www.businessinsider.com/trump-alexandria-ocasio-cortez-bartender-2019-4>

Disinformation: Disinformation is intended misinformation. In other words, disinformation is false/misleading information that has been created and shared intentionally. Unlike misinformation that can be a mistake, disinformation is deliberate. **Example:** <https://www.theguardian.com/world/2017/dec/18/syria-white-helmets-conspiracy-theories>

- 3) Activity 2:** Start the class discussion by asking participants about the role of social media in their lives. Questions you can raise are the following: How much do you use social media? For what purposes? Do you trust social media? Where else do you get your information from? Once the short discussion is done, instruct the class to access Chapter 7 of the Factbook and watch the BBC video on Fake News Generators. Follow up with a short discussion about the video, ask the participants if they can relate to the video, know someone that fits the descriptions in it etc. Continue the activity by asking participants to separate into 3-4 groups, depending on your class size. Ask them to draw little papers with different colours written on them. The colours they draw will determine which countries will be analysing. Each group should have minimally two, but ideally 3 colours assigned to them. Once the groups have their colours, instruct them to access the Interactive Map in Chapter 7 of the Factbook (Here's where governments are taking action against online misinformation). Each group should investigate the countries assigned to them based on the colours they got, but not remain limited to the information in the Factbook, and present their findings to the rest of the participants. Once each group is done with presenting their analysis, have a class discussion on the following questions: 1) Whose responsibility is it to tackle fake news - social media platforms, governments, individuals, specialised agencies? 2) Which of the responses we saw do you think is most suitable to tackle fake news, which one is the least suitable and why? 3) Do you see any issues with the responses to fake news? If so, why? 4) How would you deal with fake news if you had to make rules?

The colours to choose from for the Interactive map exercise: Green, Black, Dark Grey, Light Grey, Dark Blue, Light Blue, Purple, Brown, Red, Yellow, Orange



- 4) **Activity 3:** This activity requires prior preparation by the trainer. Namely, the trainer should prepare real examples for 1) disinformation 2) misinformation and 3) fake news. These examples should be printed. Start the activity by separating the participants into three groups. Each group will be assigned one example, without knowing the definition they are working with, simply getting a news article to work with. Each group should analyse their example by using the [Ten questions for Fake News Detection](#) that can be found below. Open this checklist on the white board or write down the questions on a flipchart for everyone to see during the exercise. Once each group has done their research, each group should present their findings and explain how they reached their conclusion.

Evaluation

It is important to evaluate the procedure and ask the participants to give feedback on the training session. This process can provide valuable information for you and will let you know if the participants enjoyed the session and gained knowledge. You can get feedback both during the activities, by the end of each activity and after the whole session.

During each activity as a trainer, you can gather information about the participants' engagement, cooperation with each other, interest on the topic and willingness to communicate and exchange ideas and knowledge. It is a good idea to keep notes during the training session and write down phrases, words being said and interesting things that happened.

By the end of the session, you can ask participants to give feedback in multiple ways. It might happen during discussion or through activities. You can use platforms to measure training effectiveness such as Mentimeter (<https://www.mentimeter.com/>) or ask the participants to write their feedback on post-its/papers and put them together.



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