

Erasmus+ Project

**ECOSTAND - Simulation Training and Gaming to Raise
Awareness about Climate Change and to behave appropriately in
case of Natural Disasters for Secondary Schools
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COURSE CURRICULUM

Natural Disasters Response and Climate Action



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1 Introduction

This Curriculum is provided within the Erasmus+ project ECOSTAND - Simulation Training and Gaming to Raise Awareness about Climate Change and to behave appropriately in case of Natural Disasters for Secondary Schools, implemented by Colegiul National "Vasile Alecsandri" and Asociația DEMETRIUS from Iasi (Romania), INDEPCIE SCA from Cordoba (Spain), POWOW SAS from Camarsac (France), Istituto Comprensivo Maneri - Ingrassia – Don Milani from Palermo (Italy), ATERMON B.V. from Rotterdam (Netherlands), Ozel Adalya Anadolu Lisesi from Antalya (Türkiye).

The idea of the ECOSTAND project emerged from the pressing issues of climate change induced by global warming.

Global warming is characterized by a sustained rise in the Earth's average temperatures, bringing lasting alterations to weather patterns and ecosystems. It is directly linked to the increase of greenhouse gases in our atmosphere, exacerbating the natural greenhouse effect. While the greenhouse effect is a natural phenomenon, the escalation of greenhouse gases is attributed to human activities (anthropic). Global warming is intricately linked to the escalation of natural disasters around the world. Natural disasters have consequences on both individuals and communities and concern us all as human beings.

The ECOSTAND project is an immediate response to the devastating impact earthquake that took place in Turkey, as well as to the floods, storms, heatwaves, prolonged draughts and surprising snows that took by surprise our continent during the last year seemingly because of the world climate change.

At the individual level, exposure to natural disasters can lead to ecological distress, known as eco-anxiety.

At a community or societal level, exposure to natural disasters have multifaceted consequences. The immediate impact involves the physical destruction of infrastructure, homes, and businesses, leading to significant economic losses involving job losses, income reduction and exacerbating inequalities.

Aligning with the principles outlined in the United Nation's Sendai Framework for Disaster Risk Reduction (DRR) 2015-2030, the ECOSTAND project advocates to empower both students from all age groups and teachers with the knowledge and skills to comprehend, respond and foster positive attitudes towards natural disasters. Indeed, we think that school education should include environmental and disaster-related content material focusing on knowledge and preparedness of institutions and organizations to meet basic reactions to a disaster. It should also address the fostering of active engagement in environmental protection and disaster prevention through the teaching-learning process at school, involving at the same time families and communities.



2 Target groups

The target for this module comprises a diverse range of direct and indirect individuals and professionals, including:

Direct group

- Secondary school teachers of Geography, Biology, Physics, Chemistry, Maths, Civic Education, Literature, Arts, Sports, Foreign languages.
- Secondary school pupils who will be the direct beneficiaries of the results based on the developed curriculum: a Minecraft game about natural disasters appropriate response, the pilot game-based workshops and a social media awareness campaign.
- Teacher trainers, trainers, educators interested in the topic.

Indirect target group

Parents, Educational online games players, Media, General public who will be informed about the project results through the project dissemination channels.

3 Relevance for the target group

The curriculum is highly relevant to the target group for several reasons:

Comprehensive Understanding: It offers a comprehensive understanding of natural disasters regarding global warming, enabling students and teachers to comprehend their causes and consequences and be able to take actions in complex scenarios.

Interdisciplinary Approach: It bridges the gap between global warming and climate change science, natural disaster management, climate change adaptation and emergency response emphasizing the interconnected nature of these issues.

Practical Application: Through hands-on activities, case studies, and practical assessments, it equips learners with the skills and tools necessary for practical application in their respective fields.

Community Resilience: It empowers community leaders and organizations to build local resilience, emphasizing the importance of community engagement and sustainable practices.



4 Objectives

We target the following objectives through the curriculum:

- Improve the knowledge, skills and competences of secondary school teachers for teaching in an interdisciplinary and game-based manner about natural disasters appropriate response and efficient climate change preventing actions.
- Raise awareness among teachers, parents, and other stakeholders of the importance of teaching about natural disasters, appropriate response and climate change actions in schools.
- Enhance secondary school teachers' understanding of natural disasters and climate change: their causes, impacts, and consequences.
- Support teachers' capacity to implement the curriculum in class and train students to respond to natural disasters: train on emergency preparedness, disaster risk reduction, and post-disaster response and recovery.
- Empower teachers to integrate climate change topics into the curriculum with training on how to teach climate science, the impacts of climate change, and mitigation and adaptation strategies.
- Foster collaboration among teachers and local communities and encourage teachers to be role models for sustainable living by promoting practices such as energy conservation, waste reduction, and low-carbon transportation. They will be able to inspire their pupils to act on climate change and natural disasters.

5 Learning Outcomes

Students gain knowledge about:

- The driving and triggering factors of natural disasters and how they interplay,
- The process development and propagation of hazardous events,
- How climate change can affect the frequency and magnitude of natural hazards,
- The potential impact of natural disasters on infrastructure and society.

6 Teaching methods used

These methodological suggestions are meant for adults working with students in any educational capacity.



The curriculum employs a diverse range of teaching methods to facilitate an engaging and effective learning experience. Some of the teaching methods include:

Type of method	Description
Lectures	Traditional lectures for knowledge dissemination
Case Studies	Real-world examples to draw lessons from
Group Discussions	Collaborative learning and critical thinking
Simulations and Scenarios	Practical experience in responding to mock earthquake situations
Guest Speakers	Insights from experts in the field
Field Visits and Excursions	Real-world exposure
Online Resources	Utilization of online platforms and educational websites
Projects and Assignments	Application of knowledge through research and practical projects
Assessment and Quizzes	Regular assessment of learning outcomes
Collaborative Learning	Team-based projects and activities
Problem-Based Learning	Real-world scenario analysis
Debates and Presentations	Encouraging critical thinking and effective communication
Peer Review and Feedback	Fostering peer learning and constructive critique
Assessment of Learning Outcomes	Evaluating students' understanding and practical skills

Through these teaching methods, the curriculum seeks to empower the target group to become informed, proactive, and effective contributors in natural disaster's response and climate action efforts.

7 General competences

Students will be able to:

- Communicate with their community, teachers, decision-makers and the general public about natural disasters,
- Identify and specify potential natural disasters zones in a given area.

Specific competences

1. Capacity to integrate knowledge and to analyse, evaluate and manage the different aspects of natural disaster at a local and global levels.
2. Capacity to describe, analyse and evaluate the environmental, social, cultural, economic, legal aspects influencing vulnerabilities and capacities to face disasters.
3. Capacity to obtain, analyse, and communicate information on risks, relief needs and lessons learned from earlier disasters in order to formulate strategies in future scenarios with the ability to clearly present and discuss their conclusions and the knowledge and arguments behind them.
4. Capacity to design and perform research on the different aspects of the emergencies and disaster events.



8 Contents & course outline

Title of the module	Preparing partner organization	Number of hours
INTRODUCTION Climate change and natural disasters	Powow SAS, France	3
MODULE 1. Response and climate action in case of snows	Colegiul National "Vasile Alecsandri" Iasi, Romania	3
MODULE 2. Response and climate action in case of heat waves	INDEPCIE SCA, Spain	3
MODULE 3. Response and climate action in case of storms	Asociatia Demetrius, Romania	3
MODULE 4. Response and climate action in case of earthquakes	Ozel Adalya Anadolu Lisesi, Turkey	3
MODULE 5. Response and climate action in case of floods	Atermon B.V., Netherlands	3
MODULE 6. Response and climate action in case of droughts	Powow SAS, France	3
MODULE 7. Response and climate action in case of vegetation fires	Istituto Comprensivo Maneri - Ingrassia – don Milani, Italy	3
CONCLUSION Managing ecoanxiety and taking action	Powow SAS France	3
TOTAL		27 hours



INTRODUCTION Climate change and natural disasters

Learning outcomes	Description of content	Teaching methods	Assessment methods	Materials and equipment	Duration
Lesson 1 - Understand climate change					
Knowledge Understand the basic science of climate change. Skill Be able to understand basic elements of climate change such as greenhouse gases. Why do we speak about climate change and what is the difference between climate change and the weather? Competence Provide examples of evidence of climate change.	Definition and Overview of climate change Explanation of the greenhouse effect and key greenhouse gases and sources of greenhouse gases (natural and anthropogenic). Evidence of Climate Change (rising global temperatures, melting polar ice and glaciers, rising sea levels, increased frequency of extreme weather events etc)	Interactive discussion Greenhouse effect demonstration Maps	Interactive quiz and discussion	-Whiteboard / Flipchart -Spreadsheets -Computers and internet connection Pens	45 min



Lesson 2 - Human activities and climate change

Knowledge Recognize the primary human activities contributing to climate change. Skill Be able to understand that industrial, agricultural transportation, energy production activities and textile/retail/fashion have an effect on climate change. Competence Give students the capacity to think of their consumption of goods and services and reflect on what to change.	Overview of human activities affecting climate change Ex : Fossil fuel VS renewable energy Ex: deforestation Good alternatives	-Case study -Simulation game	-Brainstorming -Mentimeter	-Whiteboard / - Flipchart -Pens -Spreadsheets	45 min
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Lesson 3 - Impacts of climate change

Knowledge Identify main impacts Skill Accompany students in understanding how those impacts can affect them as well. Competence Discover mitigation / adaptation strategies (innovation)	Go through main impacts : environmental, socio economic, geographic etc. Go through regional situations	Pictures and videos Simulation games	Group discussion	-Whiteboard / Flipchart -Pens -Spreadsheets	45 min
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Lesson 4 - Climate change and natural disasters

Knowledge

Understand how climate change influences the frequency and intensity of natural disasters

Skill

Identify specific examples of climate-influenced natural disasters.

Competence

Adapt behavior to prevent or cope with natural disasters.

Brief introduction on disasters, how they become worse with climate change.

Link disasters together:
Ex: heat waves and forest fires
Ex: droughts and floods

- Educational film
- Group discussion
- Creativity exercise (poster / social media post creation)

Group project

- Whiteboard / Flipchart
- Pens
- Spreadsheets

45 min.



MODULE 1. Response and climate action in case of snows

Learning outcomes	Description of content	Teaching methods	Assessment methods	Materials and equipment	Duration
Lesson 1 - Understand snow related natural disasters					
Knowledge Define <i>snowstorm, freezing rain and avalanche</i> and their effects in the context of climate change. Skill Explain why <i>snowstorms, freezing rain and avalanches</i> occur, how they are affected by climate change and their effects. Competence Provide examples of <i>severe snowstorm, freezing rain and avalanche</i> and their destructive effects on human lives and material goods.	Snowstorm, freezing rain and avalanche. What are they? What is their impact? Where can they happen?	- Presentation -Short documentaries -Puzzle -Case study	-Kahoot -Cube method -Quiz on card game	-Whiteboard / Flipchart -Spreadsheets -Computers and internet connection - Pens	50 min
Lesson 2 - Respond to extreme snow phenomena					
Knowledge Explain to students how they should respond in case of extreme snow phenomena and discuss particular circumstances. Skill Teach students how to respond in case of severe snow phenomena.	How to respond in case of a severe snow phenomena: -Must & must not in extreme snow situations -Communication plan in case of severe snowstorm	-Case study -Simulation game	-Brainstorming -Mentimeter	-Whiteboard / - Flipchart -Pens -Spreadsheets	50 min



Competence Organize students for an effective response in case of severe snowstorms, freezing rain or avalanche					
Knowledge Identify main emotional risks and symptoms related to climate change and extreme snow phenomena regarding what they have learned. Skill Accompany students in having a calmer response to consequences of snowstorms, freezing rains or avalanche. Competence Discover approaches and techniques to prevent eco-anxiety.	What are the emotional impacts behind severe snow phenomena anxiety, sadness, fear and how to face it	-Case study -Presentation (Padlet)	Group discussion	-Whiteboard / Flipchart -Pens -Spreadsheets	40 min
Knowledge Empower students to take action to prevent and act on severe snow phenomena Skill Debate how to mitigate climate change's impact over severe snow phenomena occurrence. Competence Synthesize what has been learned to act.	Mobilize class learnings for final presentation. Prepare actionable plan for case study	- Educational film - Group discussion - Creativity exercise (poster / social media post creation)	Group project	- Whiteboard / Flipchart - Pens - Spreadsheets	40 min.



MODULE 2. Response and climate action in case of heat waves

Learning outcomes	Description of content	Teaching methods	Assessment methods	Materials and equipment	Duration
Lesson 1 - Understand heat waves related natural disasters					
Knowledge Define heat waves and their effects in the context of climate change. Skill Explain why heat waves occur, how they are affected by climate change and their effects. Competence Provide examples of severe heat waves and their destructive effects on human lives and material goods.	Severe heat waves. What are they? What is their impact on the environment and society? How are they linked with climate change? Where can they happen?	- Group work - Presentation - Puzzle/Card game - Case study	Test (in paper, Kahoot)	- Whiteboard / Flipchart - Spreadsheets / - Computers and internet connection - Pens	45 min.
Knowledge Explain to students how they should respond in case of severe heat waves and health consequences. Skill Teach students how to respond in case of heat waves. Competence Organize students for an effective response in case of a severe heat wave.	How to respond in case of severe heat waves: -Must & must not in heat waves situations	- Simulation game - Case study - Creation of a leaflet	- Score sheet - Group work	- Whiteboard / Flipchart - Pens/paper - Spreadsheets	30 min



Knowledge Identify the main emotional risks and symptoms related to climate change and heat waves regarding what they have learned. Skill Accompany students to have a calmer response to the consequences of heat waves. Competence Discover approaches and techniques to prevent eco-anxiety.	Appropriate emotional response during a severe heat wave: how does it affect mentally and emotionally?	- Breathing and relaxing exercises. - Creative exercises (drawing, making music, handicrafts etc.)	Group discussion Implementation of the exercises	- Whiteboard / Flipchart - Pens - Spreadsheets	45 min
Knowledge To empower students to take action to prevent and act on heat waves. Skill Debate how to mitigate climate change's impact over severe heat wave occurrence. Competence Synthesize what has been learned to act.	Measures to reduce heat waves and/or their consequences on society and the environment.	- Educational film - Group discussion - Creativity exercise (poster/leaflet/social media post creation)	Group project	- Whiteboard / Flipchart - Pens - Spreadsheets	60 min.



MODULE 3. Response and climate action in case of storms

Learning outcomes	Description of content	Teaching methods	Assessment methods	Materials and equipment	Duration
Knowledge Define severe storms Skill Explain how and why severe storms occur Competence Provide examples of severe storms and their destructive effects on human lives and material goods	Tornadoes and severe storms. What are they? What is their impact? Where can they happen?	Web quest Group work (Padlet presentation) Case study Group discussion	Brainstorming	Whiteboard / Flipchart Pens Spreadsheets	35 min.
Knowledge Explain students how they should respond in case of severe storms and discuss particular circumstances Skill Teach students how to respond in case of severe storms Competence Organize students for an effective response in case of severe storm	How to respond in case of a severe storm: -Must & must not in storm situations -Communication plan in case of severe storm - Survival kit	Creative exercise -poster elaboration Simulation game Debate	Score sheet	Whiteboard / Flipchart Pens Spreadsheets	45min
Knowledge Be able to draw an effective evacuation plan in case of severe storm with students	-Evacuation plan in case of severe storm	Simulation application use Work group	Group evaluation	Whiteboard / Flipchart Pens Spreadsheets	45 min



Skill Teach students effective evacuation strategies in different circumstances Competence Plan safe evacuation at school /in town/at home		Simulation game at school, at home, at the mall, in nature			
Knowledge Identify main emotional risks and symptoms during and after a severe storm Skill Explain students how to avoid emotional distress and keep calm during and after a severe storm Competence Discover approaches and techniques to prevent anxiety and overreaction	Appropriate emotional response during and after a severe storm	Web quest Educational film Discussion Breathing exercises	Self-evaluation Group discussion	Whiteboard / Flipchart Pens Spreadsheets	45 min
Knowledge Discuss about impact of climate change on the occurrence of severe storms and how can they contribute to mitigate it Skill Debate how to mitigate climate change impact over severe storm occurrence Competence Be able to teach mitigation of climate change impact over severe storm occurrence	What is the impact of climate change on the occurrence of severe storms and how can we mitigate it	Web quest Group discussion Mind mapping	Individual work Group project	Whiteboard / Flipchart Pens Spreadsheets	40 min



MODULE 4. Response and climate action in case of earthquakes

Learning outcomes	Description of content	Teaching methods	Assessment methods	Materials and equipment	Duration
Knowledge Description of the Earthquakes Skill Emergency Response Skills- Planning and Preparedness Skills- Crisis Management Skills Competence Risk Assessment Competence- Leadership Competence- Advocacy Competence	1. What are Earthquakes? 2. What are the Causes of Earthquakes? 3. What are the Types of Earthquakes? 4. What are the Impact of Earthquakes?	Interactive Workshops Discussions and Presentations Case studies Group Discussions Simulations and Scenarios Guest speakers	Feedback Surveys Problem-Based Assessments Case Study Analysis Reviews and Feedback	Multimedia Resources First Aid Training Supplies Simulation and Role-Playing Materials Educational Software Safety Protocols and Manuals	35 min
Knowledge Explain the students Earthquakes are natural disasters that occur as a result of the sudden release of energy in the earth's crust and how they can respond during the case of an Earthquake	How to respond in case of a severe Eartquake? Participants will prepare a poster with suggestive "DOes" and "DONTs" images containing important	Lessons (Formal) Interactive Workshops (non-formal)	Case Study Analysis Group Evaluation Presentations	Projection and Presentation Equipment Computers and Internet Access	45 min



Skill Teach the students how to respond to earthquakes that requires a variety of skills, including emergency management, search and rescue, first aid and disaster preparedness. Competence Students will gain Competences to respond to earthquakes includes understanding disaster management principles, knowing how to coordinate resources and personnel in emergencies, and ensuring the safety and well-being of affected communities.	recommendations in case of severe earthquake. Communication plan in case of severe earthquake Evacuation plans, emergency kits, and communication strategies	Case studies Group Discussions and presentations Problem-based learning Simulations and Scenarios Role-playing exercises	Peer Reviews and Feedback Self-Assessment and Reflection Interviews and Oral Examinations Written Reports Online assessment	Mobile applications Training Videos and Online Resources Geological Maps and Models Emergency Response Kits Safety Equipment	
Knowledge Educate participants about the critical components of an effective evacuation plan in the event of an earthquake. It aims to ensure that all participants can evacuate high-risk areas safely and efficiently, understand safe routes and know the location of designated safe zones. Skill	An effective evacuation plan in the event of an earthquake. It aims to ensure that all participants can evacuate high-risk areas safely and efficiently, understand safe routes and know the location of designated safe zones.	Simulations and Scenarios Mapping Exercise Role Playing Exercise Drills based on real-life scenarios	Group Evaluation Presentations Peer Reviews and Feedback Self-Assessment and Reflection	Markers, Pens and Stickers Instructional Guides Digital Apps Megaphones and Walkie Talkies	45 min



Participants will be encouraged to take this information into their homes, workplaces and communities to increase preparedness Competence All participants will be able to evacuate high-risk areas safely and efficiently, understand safe routes and know the location of designated safe zones.			Interviews and Oral Examinations		
Knowledge Identify how experiencing a severe earthquake can be emotionally distressing and traumatic for people Skill Explain students understand how to avoid emotional distress and stay calm during and after a severe earthquake which is essential for their safety and well-being. Competence Discover approaches preventing anxiety and overreaction during and after a severe earthquake and manage their emotions and respond calmly in such situations	During and after a severe earthquake, appropriate emotional responses that can vary depending on individual factors, the specific circumstances, and the level of impact the earthquake has on a person's life	Case studies Group Discussions and presentations Problem-based learning Simulations and Scenarios Role-playing exercises	Group Assessments Peer Assessment Observations Self-Assessment Quizzes, pop quizzes Interviews and Structured Questionnaires	Textbooks and Manuals Presentation Slides Handouts and Worksheets Online Resources Visual Aids Educational Games and Gamification	45 min



				Maps and Geographic Information Systems	
Knowledge Defining earthquake mitigation and adaptation and will highlight the importance of these strategies in reducing risk and increasing resilience, creating a foundational understanding to guide the development and implementation of practical measures Skill Develop techniques that can prevent or reduce physical damage caused by earthquakes. Competence Gain mitigation techniques and adaptation measures for a hypothetical community.	How do you develop mitigation techniques that can prevent or reduce physical damage caused by earthquakes	Case studies Role-playing Activities Interactive Workshops Simulation Exercises		Educational Brochures Guidelines and Checklists Maps and Blueprints Educational Videos Simulation Software	45 min



MODULE 5. Response and climate action in case of floods

Learning outcomes	Description of content	Teaching methods	Assessment methods	Materials and equipment	Duration
Knowledge Define floods Skill Explain how and why floods occur Competence Provide examples on floods, their origin and impact	What is a Flood? Start by explaining that a flood is an overflow of water onto normally dry land. What is their impact on human life and on the environment? How can we prepare for floods?	Group work Case study	Brainstorming	Whiteboard / Flipchart Pens Spreadsheets Minecraft	35 min.
Knowledge Floods impact Skill Explain floods impact on the environment and infrastructures. Competence Provide examples on places and structures damaged by floods	Emphasize the dangers associated with floods, such as the destruction of homes, loss of possessions, and potential harm to people and animals. Talk about how floods can damage infrastructure like roads and bridges.	Group work Case study Simulations	Brainstorming	Whiteboard / Flipchart Pens Spreadsheets Lego Minecraft	45 min.
Knowledge Floods mitigation and prevention Skill Explain how to mitigate the effect of floods	Explain that there are ways to reduce their impact. Discuss practices like responsible land	Group work Case study Simulations	Brainstorming	Whiteboard / Flipchart Pens Spreadsheets	35 min.



Competence Be aware of what is best for the environment to avoid floods	development, proper waste disposal, and flood control measures, such as levees and dams.			Lego Minecraft	
Knowledge How to react to floods Skill Explain how to react from floods when indoor or outdoor Competence Know how to react in case of flooding	Teach kids how to stay safe if a flood occurs. This includes moving to higher ground, avoiding floodwaters, and not driving or walking through flooded areas. Stress the importance of having an emergency kit with food, water, and other supplies.	Group work Case study Simulations	Brainstorming	Whiteboard / Flipchart Pens Spreadsheets Lego Minecraft	35 min.



MODULE 6. Response and climate action in case of droughts

Learning outcomes	Description of content	Teaching methods	Assessment methods	Materials and equipment	Duration
Knowledge Define droughts and its effects specifically in the context of climate change. Skill Explain why droughts occur, how climate change exacerbates drought risks and its effects. Competence Provide real examples of droughts and their destructive effects on human lives, flora, fauna and material goods.	What is a drought and how is it linked to climate change? Why is water important and how droughts affect the water we need? How do droughts affect the environment? Connect with how droughts affect other regions (erasmus partners / climate refugees) How can droughts affect my family and I?	Mini card game/role play to understand droughts and its effects. Manipulate Weather Maps and Simulations online tools	Self-test Quiz on card game	Whiteboard / Flipchart Spreadsheets Computers and internet connexion Pens	45 min
Knowledge Demonstrate water conservation practices and their role in preventing and mitigating the impacts of droughts. Skill Explain significance of water saving and present strategies that communities and people can put in place. Competence Organize students for water saving.	What are the positive outcomes of water saving? What are the practices people all over the world can put in place? What practices can my family and I, put in place?	Field trip at local organization Brainstorming and creation of a draught readiness kit	Brainstorming Asking questions to expert	Whiteboard / Flipchart Pens, pencils, colors	Half day if field trip and if possible to mutualize or the organization comes to school



Knowledge Identify main emotional risks and symptoms related to climate change and droughts regarding what they have learned. Skill Accompany students in having a calmer response to consequences of droughts. Competence Discover approaches and techniques to prevent eco-anxiety.	What are the emotional impacts behind droughts? anxiety, sadness, fear and how to cope? What is the broader context of climate change and emotional impact?	Body involvement exercises (breathing, drawing, dancing etc)	Group discussion		35 min
Knowledge Empower students to take action to prevent and act on droughts. Skill Help children have a complete understanding on droughts and empower them to act on droughts. Competence Synthesize what has been learned to take action.	Mobilize class learnings for final presentation. Prepare actionable plan for case study	Group work to create presentations or posters about how droughts affect different regions (Erasmus partners) and how to act on them.	Group work assessment sheet		30 min



MODULE 7. Response and climate action in case of vegetation fires

Learning outcomes	Description of content	Teaching methods	Assessment methods	Materials and equipment	Duration
Knowledge Define fires and their causes, particularly in vegetation, and their connection to climate change. Skill Explain how and why vegetation fires occur. Competence Acknowledge the different types of vegetation fires (arson/natural causes etc.) and their causes.	Fires and arson. What are they? What is their impact?	Holistic presentation of the phenomenon and its characteristics	Assessment logbook	Digital board Tablets PC Canva Copernicus – Europe's eyes on Earth	30 min



Knowledge Understand the impact of vegetation fires on the community. Skills Explain the impact of vegetation fires on the community. Competence Structuring teaching materials useful for learning about the impact of vegetation fires on the community.	What are the causes of forest fires? How can natural fires be prevented and what are the best practices to implement?	Extrapolation of glocal contents from interactive material	Kahoot!	Digital board Mobile	15
Knowledge Acknowledge the dangers related to vegetation fires in our territory. Skills Know how to identify risks and risky behaviours that can generate vegetation fires. Competence Acknowledge the impact of climate change on the disaster and vice versa.	Why do people set fire to vegetation when it's hot? Where can it happen?	Case study	Assessment logbook	Digital board Tablets PC Genially Copernicus – Europe's eyes on Earth	45 min



Knowledge Explain students how they should respond in case of vegetation fires. Skill Teach students how to respond in case of vegetation fires. Competence Find the right strategies to foster the students to acknowledge the characteristics of fires as well as the right response.	How to avoid a vegetation fire How to respond in case of a vegetation fire Emergency number for vegetation fires How to communicate with the Emergency Department	Group work: creating a brochure on the appropriate behaviours to avoid fires and in the event of vegetation fires (in jigsaw set-up) Participants work in groups to outline a comprehensive prevention plan for their respective schools or communities.	Self-assessment Questionnaire	Digital board Tablets PC Pens Crayons	75 min
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Knowledge Contextualise fire survival techniques in one's own living environment. Skills Teach students how to implement fire survival techniques in their living environment. Competence Find the right strategies to foster the students to implement fire survival techniques in their living environment.	What to do to save yourself in case of fire	Brainstorming: in the event of an external fire, how do you save yourself from this school?	Evacuation test		15 min
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CONCLUSION Managing ecoanxiety and taking action

Learning outcomes	Description of content	Teaching methods	Assessment methods	Materials and equipment	Duration
Lesson 1 - Exploring feelings related to environmental challenges and natural disasters					
Knowledge Recognize and articulate feelings related to environmental changes and ecoanxiety. Skill Be able to understand that the degradation of the environment has an impact on each individual. Competence Adapt feelings towards environmental challenges.	Map the emotions felt about different natural disasters scenarios that happened in own region or heard of. Write about a specific environmental change they've observed and their emotional response to it.	Emotions mapping Reflective journaling	Interactive discussion	-Whiteboard / Flipchart -Spreadsheets -Computers and internet connection Pens, papers, colors etc	45 min
Lesson 2 - The Impact of Environmental Changes on Daily Life					
Knowledge Understand that climate change impacts daily life Skill Be able to imagine a realistic and positive future	Watch videos about how climate change had an effect on populations and their adaptation strategies. Share and discuss how changes in the environment have/could influence	- Brainstorming - Interactive discussions - Videos	Assignment on positive future Participation in discussions	-Whiteboard / Flipchart -Pens -Spreadsheets	45 min



Competence Accept the daily and futures lives related to natural disasters.	personal habits and routines. Imagine a positive future				
Lesson 3 - Developing awareness and mindfulness					
Knowledge Discover mindfulness practices Skill Reuse mindfulness at home in the context of ecoanxiety Competence Be able to calm oneself with mindfulness	Participate in guided mindfulness exercises focusing on grounding and emotional awareness. Track daily emotions and environmental triggers over a week.	Guided mindfulness videos and audio recordings. Emotion tracking templates (digital or printable).	N/A	-Whiteboard / Flipchart -Pens -Spreadsheets	45 min
Lesson 4 - Building Resilience and Positive Actions					
Knowledge Explore ways to turn feelings into positive actions. Skill Learn about collective actions and community projects. Competence Foster resilient practices.	Develop a personal action plan for engaging in positive environmental practices. Examine case studies of successful community environmental projects. In groups, brainstorm and plan a community project to address a local environmental issue.	Interactive workshop on resilience-building techniques such as adaptive thinking and problem-solving.	Group project	- Whiteboard / Flipchart - Pens - Spreadsheets	45 min.