

Teaching notes: Going Green

Site: Teach About U.S.

Course: _Virtual Town Hall 2022/23

Book: Teaching notes: Going Green

Printed by: Taieb Oussaifi

Date: Tuesday, 25 July 2023, 10:50 AM

Description

To navigate this resource, click on the arrows at the page bottom to go forward or backward, or go directly to the desired section by using the table of contents in the side block in the right margin (or at the page bottom when using mobile devices).

Table of contents

1. Introduction

- 1.1. Teaching principles
- 1.2. Curricular implementation (Ger)
- 1.3. Curricular implementation (U.S.)

2. Your Moodle classroom

- 2.1. Enrollment (students)
- 2.2. Course administration basics
- 2.3. Course sections (summary)
- 2.4. Activity types
- 2.5. Side blocks
- 2.6. Groups

3. The Going Green curriculum

- 3.1. Section 1: What is sustainability?
- 3.2. Section 2: Exploring the challenges
- 3.3. Section 3: Your sustainability action plan
- 3.4. Section 4: Language focus
- 3.5. Section 5: Tips, Resources, and Tools

4. School competition

5. Telecollaboration GER-USA

6. Promoting STEM-based education

1. Introduction

Welcome to the Going Green Project! 'Going Green' is an intercultural blended-learning project and the product of a partnership between the U.S. Embassy in Berlin, the University of Lüneburg, and LIFE e.V. In a pilot project in 2014, German and U.S. students explored approaches to sustainable development collaboratively through an e-learning platform (Moodle). In September 2015, "Going Green" became part of a larger teaching platform, Teach about U.S., with updated content. In Going Green, schools throughout the country navigate through web 2.0 applications and social media, and exchange their findings. They will publish their local initiatives online and contribute them to concluding regional student conferences in the spring of every school year.

This book is only visible to teachers. Use these teaching tips for planning the implementation of Going Green in your course.



To navigate this resource, click on the arrows at the page bottom to go forward or backward, or use the table of contents in the side block in the right margin (or at the page bottom when using mobile devices) to access the desired section directly.

1.1. Teaching principles

In this school project, we offer a selection of up-to-date authentic teaching materials on U.S.-American culture and the issue of sustainable development in the 21st century. The project has an open design allowing for different degrees of implementation in your classroom in accordance with local state and school curricula, time budgets, teaching and learning practices, and technological infrastructures. Yet, we do emphasize several core principles of teaching and learning in this project. Tasks-cycles and materials in the Going Green project were designed following a task-based, integrated-skills approach to foreign language instruction, they provide a guided introduction of computer-assisted language learning to teachers with little e-learning experience. They also open an exciting avenue to fostering intercultural communicative competence.

Task-based language learning & teaching

All Going Green materials are organized in thematic task-cycles that logically build upon one another, but can also be used individually. These task-cycles typically involve a chain of activities that (a) conclude with a clearly defined product, (b) focus on the meaning of communication instead of isolated linguistic and grammatical structures, and (c) reflect patterns of real-world communication. Yet, there is also a place for explicit study of language: Throughout the curriculum you or your students can select language exercises according to your specific goals and needs.

Computer-assisted language learning

Whether you complete the Going Green project in a blended learning format with your students enrolled on the *Teach about US* learning platform and include activities such as peer editing, forum discussions, or blog writing, or whether you teach Going Green in a more traditional setting with this paper-and-pencil handbook, the Going Green curriculum introduces the following competencies: reading in the web, evaluating information resources critically, participating in digital discourses in forums and social media, and presenting oneself in the digital arena through user videos to your classroom. We understand that even the most fascinating technological advances can be of little use in the classroom if not supported by a critical and robust pedagogy to support its implementation. Going Green materials have been developed in line with current research on school-based blended learning research and in close exchange with practitioner teachers.

Intercultural communicative competence

The thematic focus of this teaching unit is on U.S.-American culture and approaches to sustainable development in a transatlantic perspective. Through the critical review of authentic texts and local case studies, students are encouraged to perform a change of (cultural) perspectives. While students might hold—and openly exhibit—unreflected stereotypical images of their transatlantic partners (and even their own native culture), authentic texts and local case studies can stimulate learners to develop what has been termed an ‘insider’s perspective’ into the target culture in foreign language research. When German learners, for example, explore that in the U.S. many political and civic initiatives to protect the

environment and combat climate change originate on the local level of individual communities and NGOs – and not necessary on the federal government level -, this insight can change the way they perceive this target culture – and, in turn, their own. In addition, Going Green can serve as an avenue to strengthen or initiate transatlantic partnerships between schools or courses. Does your school participate in a German-American exchange program? Then why don't you participate with your exchange partner as a team.

1.2. Curricular implementation (Ger)

Going Green is designed for a target group of intermediate-advanced English learners in grades 10 and above of the German Gymnasium. Yet, the pilot project conducted in 2014 proved that the curriculum also works with younger learners or vocational and other secondary schools. A quick look at the 16 state curricula will show that the topics of sustainability/environmentalism and the cultural framework of the U.S. are represented in all of these curricula. The overview below lists different points of departure for integrating Going Green teaching contents in regular classes.

It follows that the suggested classroom work should cover curriculum contents and can, if necessary, be easily extended or adjusted. Think of it as an invitation to incorporate new teaching and learning resources into your classes as well as a strong connection to learning with digital media and authentic resources.

Two more aspects are of interest here:

Although aiming at older high school students, many Going Green contents are also suitable for younger learners. Teachers can make adjustments to tasks and materials as well as adapt the level of task support on the *Teach about US* platform or in their classrooms. The proposed classroom work is designed in a way that also allows for selective classroom use if available time budgets are restricted. For example political cartoons that do not necessarily require high proficiency in English, can be easily adjusted according to specific learner needs and ability.

We also (and especially) invite teachers and students of English and CLIL (content and language integrated learning, or *bilinguales Sachfachlernen*) courses in Germany as well as interested courses in the U.S. to participate in the project and the student competition for sustainable action plans. The thematic framework of environmentalism is highly relevant to other school subjects, such as Geography, Biology, or Social Science, and Going Green allows for an interdisciplinary approach.

Contact the *Teach about US* team for further suggestions regarding these aspects.

Bundesland	T = Themenbereich/-schwerpunkt; Q = Thema in der Qualifikationsphase; Zahl = Angabe des Halbjahres (sofern vorgegeben)
Baden-Württemberg	T : Chancen & Probleme soz. Wandels & der Globalisierung; T : zeitgenössisches öffentliches Leben & politische Kultur d. USA; u.a.m.
Bayern	T : Umwelt, Natur, Wissenschaft und Technik
Berlin	Q3 : Eine Welt—Globale Fragen; Q4 : Herausforderung der Gegenwart
Brandenburg	Q3 : Eine Welt—Globale Fragen; Q4 : Herausforderung der Gegenwart
Bremen	T1 : Universelle Themen der Menschen; T2 : Aktuelle Lebenswirklichkeit i. d. anglophon. Welt
Hamburg	T2 : Politische & soziale Themen der Gegenwart; T2 : Universelle Themen der Menschheit

Hessen	Q1: The Challenge of Individualism (USA, Science & Technology); Q4: The Global Challenge
Meckl.-Vorp.	Q3: Eine Welt—Globale Fragen; Q4: Herausforderung der Gegenwart
Niedersachsen	T1: Beliefs, values & norms in Western societies; T5: Globalisation; T6: Science & technology
NRW	T1: Erschließung von Alltagswirklichkeiten; T4: Themen & Inhalte von globaler Bedeutung
Rheinl.-Pfalz	T4: Naturwissenschaften—Technologie—Ökologie,
Saarland	Q1: Aspects of society; Q2: Science, technology, ecology
Sachsen	T: „sich positionieren zu Contemporary Issues in Politics and Society: science and technology, environment“; u.a.m.
Sachsen-Anh.	T: The American Way of Life; T: Challenges of Our Time;
Schlesw.-Hol.	T4: Erhalt der natürlichen Lebensgrundlage; T5: Strukturwandel
Thüringen	T2: People in Society; T3: Politics & Economy; T4: Environment, Science, Technology

1.3. Curricular implementation (U.S.)

Going Green lessons and activities are aligned with the Next Generation Science Standards and the College, Career & Civic Life C3 Framework for inclusion in your existing curriculum. Students who demonstrate understanding can:

NEXT GENERATION SCIENCE STANDARDS

HS-PS3-3.	Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.
HS-LS2-2.	Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.
HS-ESS3-2.	Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.
HS-ESS3-4.	Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.
HS-ETS1-1.	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
HS-ETS1-2.	Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.
HS-ETS1-3.	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.

COLLEGE, CAREER & CIVIC LIFE C3 FRAMEWORK

- D2.Eco.15.9-12.** Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.
-
- D2.Geo.11.9-12.** Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.
-
- D4.2.9-12.** Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).
-
- D4.3.9-12.** Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
-
- D4.6.9-12.** Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.
-
- D4.7.9-12.** Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
-
- D4.8.9-12.** Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

2. Your Moodle classroom

Get to know your course's personal e-classroom. It is password protected and everything uploaded or posted in this course is only visible to enrolled participants (except for some blog posts, see below). The following subchapters specifically introduce you to your course's

- Enrollment options
- Basic administrative features
- Sections
- Activity types
- Side blocks
- Grouping options

LearnMoodle Basics: Finding your way around Moodle 3.11

Finding your way around



2.1. Enrollment (students)

How will your students enroll in your Moodle course?

There are two ways to enroll your students in the course:

1. self-enrollment with an enrollment key, or
2. manual enrollment by the teacher

1. Self-enrollment with an enrollment key

1. Ask your students to create a user account following the instructions in our registration tutorial.
2. Tell them the enrollment key for your course (you will receive it from our web administrator, Katja Krüger, via email).
3. Once logged in, students can insert your school's name in the course search field on the title page. Alternatively, they can click on **Courses** in the **Sustainability tab** or the **U.S. Election tab**, respectively. Your course will be named according to your school name, for example "BE | GG 19/20 | Heinrich-Schliemann-Gymnasium, 12" (i.e. the 12th-grade course at Heinrich-Schliemann-Gymnasium in Berlin participating in the Going Green 2019/20 project cycle).
4. Upon clicking on the course link, students will be prompted to type in the **enrollment key** (see above).
5. Your students can now access the course page. The enrollment key is only necessary once for the first registration.

2. Manual Enrollment by the teacher

1. Ask your students to create an account following the instructions in our registration tutorial. In your course, go to the side block **Administration**, select **Users** → **Enrolled Users**.
2. You will see a table with two users: yourself and "Going Green" (a pre-defined virtual teacher, used for trouble shooting by administrators etc.).
3. Click on **Enroll Users**. In the list of authenticated users, look up your students individually and click on **Enroll** beside their name (this only works if students registered their accounts using their actual names).
4. Click on **Finish enrolling users**. Your students are now enrolled in the course and can access the tasks and materials.

SEE ALSO:

- ➔ Registration tutorial (slide show)
- ➔ [Moodle documentation: self-enrollment](#)
- ➔ [Moodle documentation: manual enrollment](#)

2.2. Course administration basics

While you don't have to create a new Moodle course from scratch in this project, there are some basic course administration settings that may come in handy when planning to use Moodle in your class.

Course overview and entering the editing mode

Your course consists of two main areas, the side blocks to the right or left (depending on the course layout) with blocks for navigation, administration, online users, and more, and the larger main content area in the center, which includes activity and resource links and the different course sections.

What is a course in Moodle?



You can edit and customize all of these contents in your Moodle course:

- To do so, click on the **blue cog wheel button** in the top right corner of the course page and select **Turn editing on**. Alternatively, you can go to the **Administration side block**, select **Course administration**, and then **Turn editing on**.

Editing icons and settings

As the page reloads, you will now see **editing icons** and an edit dropdown menu next to each activity.

- Clicking on the **arrow icon** ↕ lets you move an activity or resource or even a whole section to wherever you wish in your course. This can be used to change the order of contents.
- Clicking on the **pencil icon** ✎ lets you change the title of an activity, resource, course section. Confirm changes by pressing enter.

Edit icons



Edit dropdown menu

The **edit dropdown menu** allows you to perform further changes:

- **⚙ Edit settings** Enter the editing page for an activity or resource (see below)
- **➔ Move right** Indent an activity or resource link. This is typically done in our Moodle courses for supplementary resources belonging to the same activity to indicate a hierarchy (e.g. a forum that supplements a task).
- **👁 Hide / 🔍 Show** Quickly make an activity, resource, or a whole section invisible to your students. This does not delete the content; it will be displayed in grey to you, but your students won't be able to see it. Use this, for example, to make course sections or activities successively visible to your students instead of all at once.
- **📄 Duplicate** Copy an activity or resource, e.g. if you want to create similar activities or resources that adopt the same template or format.
- **👤 Assign roles** Use this setting to assign user roles for an activity, resource, or section. This means that, for example, an activity or section is made available only to a predefined group within your course but remains invisible to other learners. This may be useful to distribute specialized materials or tasks to different groups or for forming international work groups. See the chapter on groups for further information.
- **✖ Delete** Deletes the activity or section. Use this with care.

Editing texts and assignments:

The standard activity you will find in your Moodle course is based on the assignment module. It will typically feature some text-based task instructions and additional text-based or multimedia content and ask learners to perform some activity and produce an outcome (e.g. an essay, a poster, a forum contribution etc.). You can customize this most basic structure to suit your needs, for example:

- set a time during which an activity will be available or set a deadline
- collect learner products - an online text or a file - directly in the assignment and potentially provide grades and/or feedback
- change the task instructions, e.g. by simplifying the task, adding annotations, or further explanations
- ...

Editing text

To edit the text in an activity or resource, press **Turn editing on** (see above) and select **edit settings** next to the activity or resource (see above), or enter the activity directly and select **Edit settings** in the **Administration side block** or the blue **cog wheel button** inside the activity.

You are now seeing the editing page of the activity or resource with a text field and further administrative settings. The same text editor is used for different applications across Moodle, including editing assignment texts. It has many of the same features that you can also find in your word processing software:

Add and Edit text in Moodle



Further assignment settings

As a standard mode, further administrative settings like task deadlines or file submissions have been disabled in your Moodle course. However, you can enable these settings to make more comprehensive use of Moodle's learning management affordances. The settings below the activity's text field can be modified by you. The question mark icons next to each setting provide brief explanations of each of these settings.

2.3. Course sections (summary)

These are the individual sections of your e-classroom:

Title section



In the title section, you will find general resources and forums that could be useful for the entire duration of the project:



➔ Course Forum

The **Course Forum** is a regular discussion forum that can be edited by all participants. It can be used for any questions arising out of the project that are not related to a particular task, resource, or tool, or for discussions focusing on one of the tasks.



➔ Sustainability Lingo

The glossary **Sustainability Lingo** serves as your course's central glossary for vocabulary definitions. Students can add entries to this glossary consisting of text, but also web-links, images, and videos. Students should also provide sources of the cited information and example sentences and they can comment on each other's entries, thereby adding or correcting information. Several activities throughout the project refer to this glossary, so that it can easily become a record of classroom work and a resource for exam preparation.



➔ Learner texts

The database **Learner Texts** serves as a repository for learner texts and files worth sharing that arise out of the different tasks in this course. To upload a file or insert a text, learner need to open the database, click on 'Add entry' and fill out the form. Uploaded learner texts can be browsed and accessed by all course participants. They can also add comments and provide peer feedback.



📖 Project journal

The **Project Journal** is a notebook that can be used to document the project work in a systematic or rather informal way. All students can edit this journal and add contents. For example, you could nominate students to document the findings from the several tasks in this course and thus document their way to their sustainability action plan.

You can either use this module in Moodle or take advantage of the conveniences of Google Docs (at least one person has to have a Google account for this). Here are short tutorials for both options:

- SWAY: Using the Project Journal
- SWAY: Setting up your Project Journal with Google Docs

General Contents



In this introductory section, you will find general resources and forums that could be useful for the entire duration of the project:

- The **FORUM: News & announcements** should be used by teachers for general announcements and important notifications. Entries to this forum can only be made by teachers and they are automatically forwarded to all enrolled course participants via e-mail.

- The **TASK: Contribute to the Contact Database** is an optional activity. It is important for all those course who wish to work on Going Green in collaboration with another course or learner group. For this purpose, we provide a database in the Virtual Town Hall where participant groups can introduce themselves, create a group profile, and search for other groups willing to connect beyond classroom borders.

1. What is sustainability



Section 1 serves as a general introduction to the Going Green project and to the topic of sustainability.

This is the general structure of this section:


- WARM-UP: ATTITUDES & STEREOTYPES
- RESEARCH: THE ECOLOGICAL FOOTPRINT
- LOCAL, STATE, AND FEDERAL PERSPECTIVES ON SUSTAINABILITY

2. Group work // Exploring the challenges



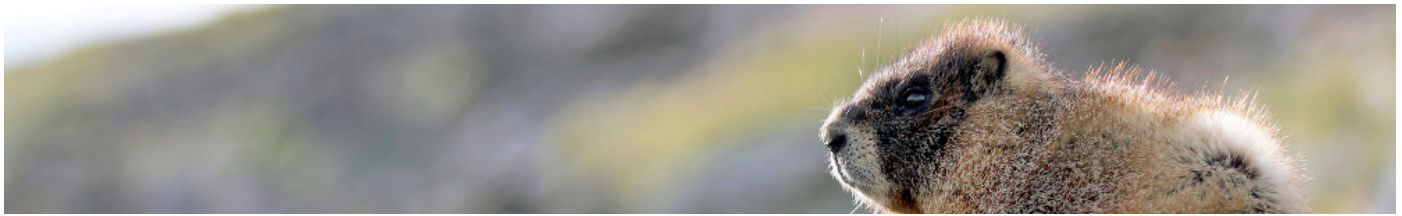
Section 2 introduces students to four interesting subtopics of sustainability:

- 2.1 Plastic // Recycle
- 2.2 City // Transport
- 2.3 Food // Local
- 2.4 Fashion // Toxic
- 2.5 Youth // Participation
- 2.6 Environmental // Justice
- 2.7 Green // Energy

Students can choose on which one of these modules they would like to work. The modules all follow the same structure including a warm-up phase, a research task, a case study, and a so-called eco-challenge. For students / classes who are interested in a STEM-based approach to these topics, there are specific science-oriented research tasks and eco-challenges available, which are labelled with the laboratory flask symbol .

In addition, there is a selection of language tasks and exercises for each of these modules to be found in section 4.

3. Your sustainability action plan



Section 3 contains the task description for your course's sustainability action plan. Your students should agree on one topic for the final project – their sustainability action plan. The instructions in the TASK: Sustainability project provide a general structure for your students' work. It leaves enough room for topic choice, use of media, context of the sustainability action plan, and other aspects.

4. Language focus



Going Green will be implemented in various contexts, i.e. different goals, state and school curricula, time budgets, EFL vs. CLIL classes, etc. Thus, tasks and materials for further exploration as well as language-focus tasks/exercises are listed as additional resources for each module. Participants can select these as needed—or you make this decision for your learners, thereby selecting a clear language focus for Going Green. The language activities in this study module include a task on language and culture mediation, one on vocabulary acquisition, one on written composition, and a task on cartoon analysis.

5. Tips, resources, and tools



Going Green will be implemented in various contexts, i.e. different goals, state and school curricula, time budgets, EFL vs. CLIL classes, etc. Thus, tasks and materials for further exploration as well as language-focus tasks/exercises are listed as additional resources for each module. Participants can select these as needed—or you make this decision for your learners, thereby selecting a clear language focus for Going Green. The language activities in this study module include a task on language and culture mediation, one on vocabulary acquisition, one on written composition, and a task on cartoon analysis.

SEE ALSO:

➔ [Moodle documentation: Collapsed topics course format](#)

2.4. Activity types

These are the activity types of this course (in alphabetical order):

Assignment/Task



All links starting with "TASK:..." belong to this category. An assignment or task usually provides task instructions for students. In this course, we have also added most relevant materials and resources as links below the task instructions. In the settings to this activity type, a submission type (online text, a file etc.) can be selected and, then, individually graded by the teacher. However, in this course we have mostly disabled this feature as in most cases students are asked to

contribute to a forum or database, or produce an offline outcome (e.g. a classroom presentation) in order to complete the assignment. [Click here for more documentation on this activity type.](#)

Assignment



Choice



A choice activity is very simple – the teacher asks a question and specifies a choice of multiple responses. It can be useful as a quick poll to stimulate thinking about a topic; to allow the class to vote on a direction for the course; or to gather research consent. [Click here for more documentation on this activity type.](#)

Choice



Database



The database activity module allows the teacher and/or students to build, display and search a bank of record entries about any conceivable topic. The format and structure of these entries can be almost unlimited, including images, files, URLs, numbers and text amongst other things. [Click here for more documentation on this activity type.](#)

Database: Share content



Forum

The forum module is an activity where students and teachers can exchange ideas by posting comments. These comments can include text, images, videos, links, and files. Forums can be used for course



administration, social exchange, topic discussion, brainstorming, etc. Click here for more documentation on this activity type.

Forum



Glossary



The glossary activity module allows participants to create and maintain a list of definitions, like a dictionary, or to collect and organize resources or information collaboratively. The entries can be searched or browsed. The auto-linking feature will highlight any word in the course which is annotated in the glossary. Click here for more documentation on this activity type.

Glossary



Questionnaire



The questionnaire module allows you to construct and administer surveys using a variety of open and closed question types, for the purpose of gathering data from learners. Answers can be collected anonymously or, as in the example of section 1, visible for all participants. [Click here for more documentation on this activity type.](#)

Questionnaire tool in Moodle



Quiz



The Quiz activity module allows the design of quizzes consisting of a large variety of Question types, including multiple choice, true-false, and short answer questions. Short quizzes with three multiple choice questions are used in the beginning of section 2.1, 2.2, 2.3, and 2.4. [Click here for more documentation on this activity type.](#)

Quiz



Resource/page



Web-page resources are simple pages with text and other media for the display of information. The teaching notes are examples of this feature. [Click here for more documentation on this resource type.](#)

Page



URL/Link

These are simple links on the internet to a website or online file. Usually, they lead to additional information for further research or to additional web-tools that are useful or necessary for an activity.



Click here for more documentation on this resource type.

URL weblink



SEE ALSO:

- [Moodle documentation: activities](#)
- [Moodle documentation: resources](#)

2.5. Side blocks

At the right or left side of your course overview, you can access a selection of boxes. If you or your students find them distracting, you can collapse them or have a minimized version of them docked to the left edge of your screen. Simply click the respective button in the top right corner of the orange box.

What are blocks?



Navigation

Use this block to navigate through the different site pages (`Site pages`), your user profile (`My profile`), different course sections and activities (`Current courses`), and other courses in which you are enrolled as a user (`My courses`).

[Click here for more documentation on this side block.](#)

Administration

Use this block to administer your course. In fact, all the basic settings for your course have already been prepared and set – so only use this block if you need to make any further changes to your course page (for advanced users). Two useful settings in this block are:

- `Course administration` → `Turn editing on` : Lets you access the editing mode, e.g. to make certain assignments, resources, and links invisible.
- `Switch role to...` → `Student` : Lets you switch your user role to that of a student, i.e. you only see links and settings that your students can see. Thus, in this mode you do not see e.g. any invisible links such as the teaching notes.

[Click here for more documentation on this side block.](#)

Activities

In this block, all available activity types for your course are displayed. Clicking on these activity types leads you to an overview list with all activities of this type in your course. This list also includes a basic summary of participation in these activities.

[↗](#) Click here for more documentation on this side block.

Online users

A list of users currently online. Clicking on a user's name leads you to their profile page.

[↗](#) Click here for more documentation on this side block.

SEE ALSO:

[→ ↗](#) Moodle documentation: Blocks

2.6. Groups

Groups are a quick method in Moodle to grant access to certain resources only to a subset of your students, e.g. if you have assigned long-term work groups or if you collaborate with a transatlantic partner teacher (in the U.S./Germany) in the same Moodle course.

Example: Create specific group forums to allow work groups to discuss, plan, and organize their group activity in private, without other learners accessing their discussion. To do this, you first have to create separate groups.

Create and use groups [Valid from Moodle version 3.11]

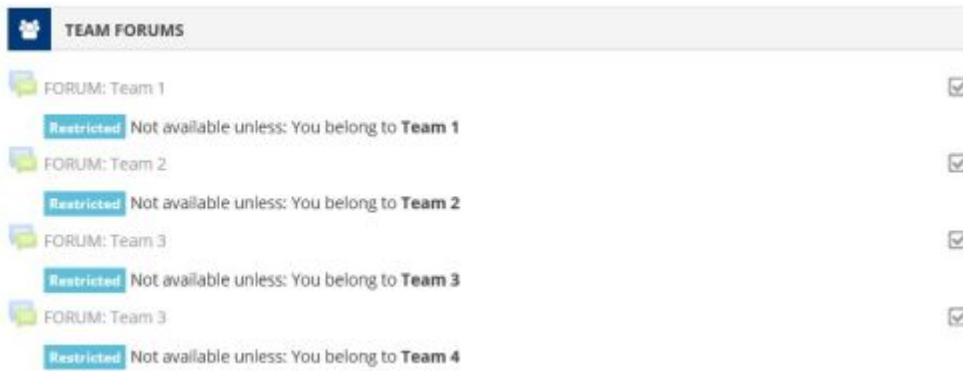


Creating a group

1. Select **Administration > Course administration > Users > Groups**.
2. Add a **group name** and **optional description** (displayed above the list of group members on the participants page), enrolment key and picture (displayed on the participants page and next to forum posts)
3. Tick the box **Enable group messaging** if you wish to engage in group conversations. You will then be able to send group messages from the messaging drawer.
4. Click the **Save changes** button
5. Select the group to which you want to add participants, then click the **Add/remove users button**
6. In the "**Potential members**" list, select the users you want to add to the group. Multiple users may be selected using the Ctrl key.
7. Click the **Add** button to add the users to the group

Restricting an activity, resource, or course topic to a particular group

To be able to restrict an activity, resource or course topic to a group, **Restrict access** must be **enabled** in the activity settings (Access the activity and click on the blue cogwheel button in the top right corner). This will result in a 'Restrict access' section in the activity, resource or topic settings and a group restriction can then be added.



The screenshot shows a Moodle interface for 'TEAM FORUMS'. It lists four forum entries, each with a 'Restricted' status and a specific access rule:

- FORUM: Team 1: Restricted. Not available unless: You belong to **Team 1**
- FORUM: Team 2: Restricted. Not available unless: You belong to **Team 2**
- FORUM: Team 3: Restricted. Not available unless: You belong to **Team 3**
- FORUM: Team 3: Restricted. Not available unless: You belong to **Team 4**

Team forums in a Moodle

classroom

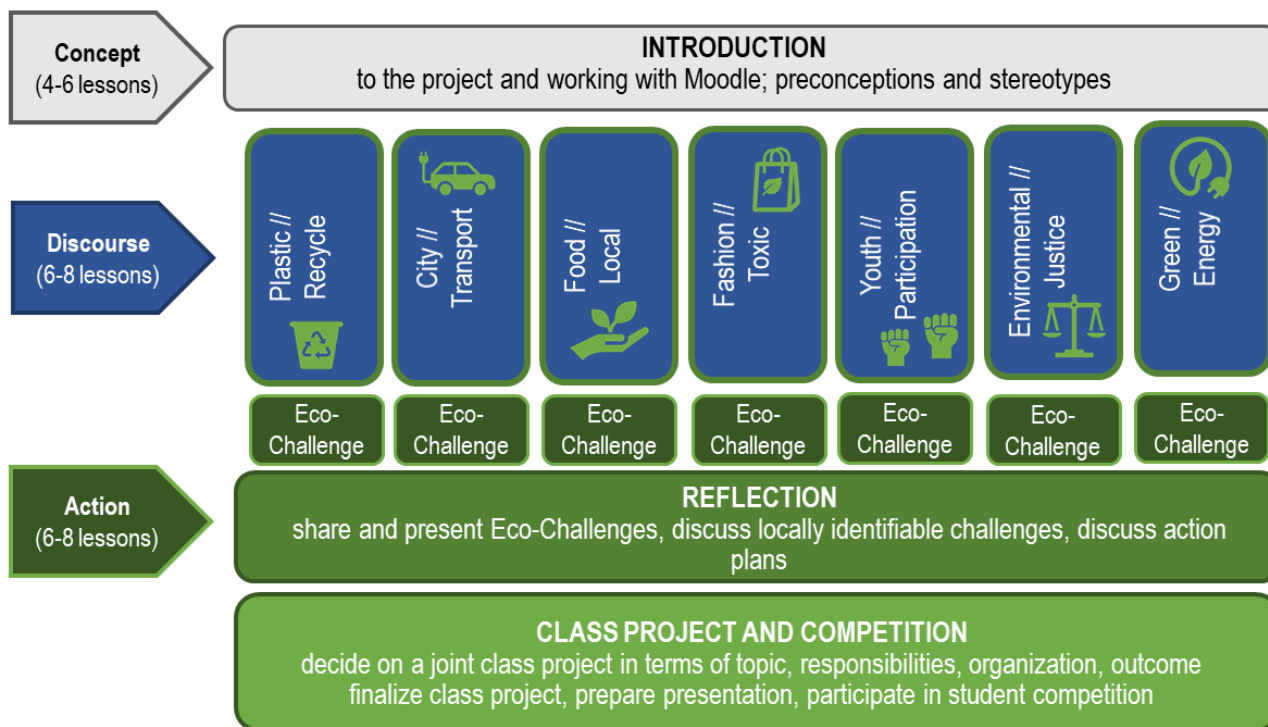
SEE ALSO:

→ [Moodle documentation on groups](#)

3. The Going Green curriculum

The suggested classroom work for Going Green can be divided into three steps: an introduction to the topic of sustainability, an exploration of four exemplary challenges, and the collaborative production of a joint product (the sustainability action plan), which may include participation in the Going Green student competition for sustainable projects. The overview below shows the project structure of Going Green:

These three sections are, in short:



The following subsections describe each phase in greater detail along with key tasks and materials.

3.1. Section 1: What is sustainability?

Section 1 serves as a general introduction to the Going Green project and to the topic of sustainability. This is the general structure of the Section 1:

WARM-UP: Attitudes & Stereotypes

Everybody has stereotypes and underlying assumptions concerning the topic of sustainability, but also towards the question how our countries – the U.S. and Germany – go about addressing environmental challenges.

The **QUESTIONNAIRE: What are your attitudes towards sustainability?** should elicit and make students aware of these stereotypes and activate prior knowledge and assumptions. We suggest that your students fill it out and then discuss the outcomes in class together. If you have the time, why don't you ask your students to summarize their results on a poster? They could review these at the end of the project and reflect upon their changed views and insights.

In addition, and only if necessary, you could also have your students openly discuss their answers, interesting findings, and open questions from the questionnaire in the **FORUM: Attitudes towards sustainability**. This could facilitate a discussion with partner groups in Germany and the U.S.

RESEARCH: The Ecological Footprint


At this stage, students will learn what the topic of sustainable development entails. An important part of this is to define the core terminology and concepts necessary to develop a basic understanding of the issue.

The **TASK: The ecological footprint...**

- introduces students to the concept of the ecological footprint and the most important related terms and concepts (step 1),
- asks students to calculate their own ecological footprint and discuss their results critically in a forum (step 2),
- and critically approaches the aspect of CO₂ production of countries and the reasons for the differences we can observe between them (step 3).

The materials used here involve audiovisual texts, which can be viewed individually or in class. The ecological footprint questionnaire (step 2) and the web-search (step 3) are solved ideally using a computer with web-access. Additional resources can be accessed by students at their own will.

The **TASK: What is 'sustainability'?** focuses on the underlying concept of sustainability. Students, again, will be working with audiovisual texts and deduce definitions and short explanations of central terms. They should discuss their individual definitions – either in a class discussion or in the FORUM: What is 'sustainability'?

 **TIP:** The definitions arising from both tasks should be carefully written and edited by the students, and then inserted into the **GLOSSARY: Sustainability Lingo**. Individual students can be given the role of glossary editors who pay attention to accuracy of content and language. The Glossary is also connected to other tasks in this course and will easily become a record of classroom work.

CULTURE: Local, state, and federal perspectives on sustainability







In this section, the focus is on the political dimension of sustainable development. Students learn about the roles grassroots, local, state, and federal initiatives in the U.S. framework. The study texts are authentic teaching materials from U.S. textbooks.

TIPS & RESOURCES

Use these additional tips and resources according to your students' needs and, of course, your time budget. In this sub-section you will find the video statements from three of our Going Green experts.

USE OF TECHNOLOGY

If you want your students to work on this section in class using Moodle, keep these aspects in mind:

-  **TIP:** There are many videos featured in this section. Ask your students to **bring**  **headphones** to class, so they can listen to them without disturbing others – or simply watch the videos together in class.
-  **TIP:** It might slow down your web-connection if all students want to watch the videos at once. Most videos are taken from YouTube and their quality can be lowered with one click.
-  **TIP:** If you do not want your students to work with the forums in the sub-section "RESEARCH: The Ecological Footprint" make them **invisible** to your students. (Select  Turn editing on at the top right of the course page → klick on the grey "hide"  symbol next to the forums)

3.2. Section 2: Exploring the challenges

Section 2 introduces students to four interesting subtopics of sustainability:

1. Plastic // Recycle,
2. City // Transport,
3. Food // Local,
4. Fashion // Toxic,
5. Youth // Participation,
6. Environmental // Justice
7. Green // Energy

Students can choose on which one of these modules they would like to work. The modules all follow the same structure (s. below).

For students / classes who are interested in a STEM-based approach to these topics, there are specific science-oriented research tasks and eco-challenges available, which are labelled with the laboratory flask symbol .

2. GROUP WORK // EXPLORING THE CHALLENGES (introduction)

Begin by informing your learners about their choice and briefly introduce the topics through the **GLOSSARY: Political cartoons**. Here, students are presented with several political cartoons: two for each of the first four study modules and two more focusing on sustainability and global warming in general. The task description in the glossary asks students to identify the topics addressed in the cartoons and find appropriate (and creative) captions or titles. The introductory discussion about the students' results should facilitate the students' choice of topic/study module. (The **TASK: Cartoon analysis** in the language focus asks students to work more closely with these cartoons.)

As a conclusion, ask students to fill out the **CHOICE: Select a sustainability topic**. Students should form small work groups in which they will work on their study module cooperatively.

The **DATABASE: Learner texts** serves as a repository for the learner products from the research tasks (see below).

This is the general structure of the five study modules:

WARM-UP

Students are presented with a first glimpse at the module topic so as to activate prior knowledge and language resources, emphasize personal relevance, generate interest, and relate the topic to personal experience. In the introductory task (see

TASK: What is this?, TASK: How do you imagine a green city?,

TASK: Map your food,

TASK: Map your clothes,

TASK: Youth Participation Matters!,

TASK: "A resolution for the whole planet",

TASK: What is Energy? Assignment) learners are to respond to provocative materials creatively and cooperatively brainstorm ideas that are taken up in the following stages again.

This warm-up phase concludes with a quiz or forum (see **QUIZ: Plastic // Recycle, QUIZ: City // Transport, QUIZ: Food // Local, QUIZ: Fashion // Toxic, FORUM: Youth Participation Matters!, FORUM: Discussing Environmental (In)Justice, FORUM: Which energy source is most efficient?**) consisting of three questions each in the first 4 modules. This is not necessarily meant to test your students' knowledge, but rather to bring different aspects of the selected study module to their attention, such as curious facts, statistics, and different topic areas.

RESEARCH TASK

Students explore an exemplary issue or challenge connected to the selected module topic in a research task (see **TASK: The Great Pacific Garbage Patch,**

TASK: What makes a city 'green'?,

TASK: Exploring genetically modified food,

TASK: Exploring toxic fashion,

TASK: Shell Youth Study: "A generation speaks up!",

TASK: Affected Minority Groups? Let's Listen to Indigenous Activists Assignment, and

TASK: Innovations for a Greener World). The information is presented mainly in the form of videos, infographics, texts, and further online media. A research task description directs students through the variety of materials.

In the end, students document their findings (for themselves as well as for their classmates) in the form of a collage or poster, which they should upload into the **DATABASE: Learner texts**. In this database, students can also comment on each other's products.

CASE STUDY

The case study task (see

TASK: The plastic bag ban in California,

TASK: Portland, Oregon – A sustainable city?,

TASK: Chipotle Mexican Grill – A blueprint for sustainable fast food?,

TASK: Toxic fashion – and its alternatives,

TASK: Youth Lead the Change: From Boston to Germany!,

TASK: Redlining Policies & Environmental Injustice Assignment, and

TASK: Building Sustainable Cities) lets students learn about one local manifestation of the environmental issue of the module. The case studies combine a critical look at the environmental challenge, its impact on local U.S. communities, and thereby focus on American culture, as well as possible ways of addressing it politically in the civil society.

In the end, students should discuss their findings in their group using the forum for this task (see:

Plastic // Recycle - FORUM: Case study discussion,

City // Transport - FORUM: Case study discussion,

Food // Local - FORUM: Case study discussion,

Fashion // Toxic - FORUM: Case study discussion,

Youth Participation // Sustainability - FORUM: YLC Boston Winning Projects!,

Environmental // Justice - FORUM: Redlining Policies & Environmental Injustice,

Green // Energy - #ReadyFor100: Successful Communities Going Green).

In the Module **Youth Participation // Sustainability** this discussion is followed by the **TASK: Take Action!** to prepare for the Eco Challenge.

ECO-CHALLENGE




Students now progress from the general module topic and its representation in the U.S. to their own local environment. The eco-challenge (see **ECO-CHALLENGE: Plastic // Recycle**, **ECO-CHALLENGE: City // Transport**, **ECO-CHALLENGE: Food // Local**, **ECO-CHALLENGE: Fashion // Toxic**, **ECO-CHALLENGE: Youth // Participation**, **ECO-CHALLENGE: Environmental // Justice**, and **ECO-CHALLENGE: Green // Energy**) bridges both cultures in a research- and process-oriented manner. Students are asked to analyze how the module topic affects their local community (town/city, neighborhood, family, friends, school, etc.). This can be done, e.g., by doing an experiment, conducting interviews, administering a questionnaire survey, taking photos or recording a video, etc.

They should develop an action plan, discuss ideas for a solution and collaboratively plan their project.

Students should document their eco-challenges and upload the products in the Virtual Town Hall (see section "Eco-challenges" in the Virtual Town Hall).

After a brief presentation they should also review and comment on the eco-challenges of other groups.

In the end they should vote on ONE Eco-Challenge to submit to the competition.

-
-  **TIP:** A significant part of the eco-challenge will most likely be carried out outside the classroom. Have your students prepare their eco-challenge in class and assign the data-collection and analysis as homework.
 -  **TIP:** Depending on your language focus, you might want to tell your students to write a report about their eco-challenge, prepare a short presentation etc.
 -  **TIP:** Every group should upload their eco-challenge result in the Virtual Town Hall and also compare it to other groups' results. Comparing German and American eco-challenges can become an easy and effective way to support authentic intercultural learning.

LANGUAGE FOCUS

Going Green will be implemented in various contexts, i.e. different goals, state and school curricula, time budgets, EFL vs. CLIL classes, etc. Thus, tasks and materials for further exploration as well as language-focus tasks/exercises are listed as additional resources for each module. Participants can select these as needed – or you make this decision for your learners, thereby selecting a clear language focus for Going Green. The language activities in each study module include:

- **TASK: Language and culture mediation**

Two German newspaper articles are suggested for a mediation activity. You can decide, whether you want your students to do a traditional mediation task where they have to mediate one of the given resources in written form (submit a text to teacher) or orally (record yourself). However, if you are doing the project with a partner group in the U.S./Germany, you can have your students look for local news stories online and report about them in the **Course Forum**. This could also be done via Skype, Google Hangouts etc.

- **TASK: Vocabulary**

Ask your students to collect key words for their module topics in their small groups and provide definitions and explanations in the **GLOSSARY: Sustainability Lingo**. As explained above, these entries should be carefully edited by your students, so that they can be used as record of classroom work and for exam preparation.


- **TASK: Write a blog post or newspaper article**



Learners can choose to write a news report or a (multimedia) blog post about their eco-challenge that can be used as a documentation of the small group work. The learner texts can be written on paper, saved to the students' personal blogs as private drafts, submitted to the teacher, or published to the Going Green community.

- **TASK: Cartoon analysis**

The political cartoons (see above) should be revisited by your students. They should select one of the cartoons related to their module topic, follow the step-by-step task instructions for cartoon analysis, and eventually compose a written analysis. In addition, three optional follow-up task suggestions are provided.




TIPS

Should your students need any support, like additional instruction, phrases and vocabulary, or a self-assessment grid, they can find such support materials in the course section "5. Tips, resources, and tools." These materials are also usually linked to the respective language activities below the task instructions along with this symbol .

-  **TIP:** Tell your students which language activities they should do. Instruct them to use the TIP documents as they go, or go over them quickly before doing the language tasks.
 -  **TIP:** Your students can easily evaluate themselves using the TIP documents. Together with the language tasks, they make an effective resource for independent class test preparation.
-

USE OF TECHNOLOGY

If you want your students to work on this section in class using Moodle, keep these aspects in mind:

-  **TIP:** The modules are designed for independent group work. Make sure your students have access to computers. Reserve your school's computer-lab early or ask your students to bring their own devices. Inquire about wireless web-access.
-  **TIP:** There are many videos featured in this section. Ask your students to bring headphones to class, so they can listen to them without disturbing others.
-  **TIP:** It might slow down your web-connection if all students want to watch the videos at once. Most videos are taken from YouTube and their quality can be lowered with one click.

3.3. Section 3: Your sustainability action plan

Section 3 contains the task description for your course's sustainability action plan.

Your sustainability action plan

At this stage (provided you have covered the Going Green curriculum) your students should be familiar with general concepts and terminology related to sustainability as well as the political processes behind sustainable development (section 1). They should have also experienced at least one of the featured sustainability challenges through online-research and research-based learning in the eco-challenges (section 2).

Now, your students should have agreed on one Eco Challenge for the final project—their sustainability action plan. The instructions in the **TASK: Sustainability project** provide a general structure for your students' work. It leaves enough room for topic choice, use of media, context of the sustainability action plan, and other aspects.

The final step will be to project or pilot the action plan's implementation in their environment (course, school, town etc.).

Presentation

Again, it is you and your students who decide on the form of presentation and/or documentation of your class project. There is no limitation as to which media should be used. This aspect, of course, will also be acknowledged in the competition (s. below). A procedure with awards in different media categories will be implemented, so that e.g. a poster will not have to compete against a video contribution.

Competition

In order to take part in the Going Green competition, your students (one representative) will have to submit your course's contribution by the submission deadline. This is done by uploading or linking the product in the DATABASE: Your sustainability action plan in the Virtual Town Hall.

The contributions will go through a evaluation process: The jury of experts in sustainability will evaluate the submissions online before the concluding **Going Green student conferences, usually taking place in the spring or early summer of each school year**. We will announce more information on this procedure in due time. (Check the chapter "School competition.")

3.4. Section 4: Language focus

4. LANGUAGE FOCUS

Going Green will be implemented in various contexts, i.e. different goals, state and school curricula, time budgets, EFL vs. CLIL classes, etc. Thus, tasks and materials for further exploration as well as language-focus tasks/exercises are listed as additional resources for each module. Participants can select these as needed—or you make this decision for your learners, thereby selecting a clear language focus for Going Green. The language activities in this study module include a task on language and culture mediation, one on vocabulary acquisition, one on written composition, and a task on cartoon analysis.

- **TASK: Language and culture mediation**

Two German newspaper articles are suggested for a mediation activity. You can decide, whether you want your students to do a traditional mediation task where they have to mediate one of the given resources in written form (submit a text to teacher) or orally (record yourself using the PoodLL function). However, if you are doing the project with a partner group in the U.S./Germany, you can have your students look for local news stories online and report about them in the Course Forum. This could also be done via Skype, Google Hangouts etc.

- **TASK: Vocabulary**

Ask your students to collect key words for their module topics in their small groups and provide definitions and explanations in the **GLOSSARY: Sustainability Lingo**. As explained above, these entries should be carefully edited by your students, so that they can be used as record of classroom work and for exam preparation.

- **TASK: Write a blog post or newspaper article**

Learners can choose to write a news report or a (multimedia) blog post about their eco-challenge that can be used as a documentation of the small group work. The learner texts can be written on paper, saved to the students' personal blogs as private drafts, submitted to the teacher, or published to the Going Green community.

- **TASK: Cartoon analysis**

The political cartoons (see above) should be revisited by your students. They should select one of the cartoons related to their module topic, follow the step-by-step task instructions for cartoon analysis, and eventually compose a written analysis. In addition, three optional follow-up task suggestions are provided.

3.5. Section 5: Tips, Resources, and Tools

This section does not contain any tasks or activities, but is used as a repository for interesting online tools or additional materials, e.g. the learning tips referred to throughout the study modules.

TIPS

In the sub-section "TIPS" you and your students can find the learning tips referred to in many of the above tasks, e.g. the TIP: Analyzing cartoons or TIP: Conducting research. These documents provide a general introduction to the respective task types with many valuable explanations for your students. They conclude with a self-assessment grid in which learners can assess their knowledge or performance.

RESOURCES

In the sub-section "RESOURCES" you will find an additional small selection of useful resources connected to specific tasks in this course or the sustainability action plan. We have also included a teaching tip on researching and using political cartoons in the EFL classroom.

TOOLS

Finally, the section "TOOLS" provides links to web-tools that were referred to in the course assignments.

4. School competition

Teach About US invites all project participants to submit their action plans to the annual Going Green student competition with awards for outstanding classroom projects. The competition ends in the spring or early summer of each school year.

We believe that this is an excellent opportunity to boost student motivation and to strengthen the understanding that their approaches for sustainable development are relevant to their communities and beyond. From our teacher and student feedback we have learned that in most cases, student engagement to produce an action plan exceeded their teachers' expectations (and ours included) by far! Many participants saw their action plans and project outcomes featured in local newspaper articles and radio reports, at school festivities and even town hall meetings.

We would like to emphasize that participants are encouraged to submit their contributions, regardless of class grade or school level or even the type of action plan. The competition categories are formed after receiving the submission, reflecting the open character of the contribution. As educators ourselves, we understand that a poster should not have to compete with a complete website and social media campaign, that some participants naturally will have more time to prepare their action plans than others, and that young learners (in 2014, a grade-six course from Aalen won one of the awards!) will produce different outcomes than, for example, a year twelve AP English course.

In order to take part in the Going Green student competition, your students (one representative) or you will have to submit your course's contribution by the submission deadline . This will be done by uploading the product (or a link to the product) onto the *Teach About US* platform. To do this, a registered and logged-in user must

- visit the platform's Sustainability tab,
- enter the Virtual Town Hall,
- go to the section 'Your sustainability action plans'
- and enter your action plan into the **DATABASE: Your sustainability action plan.**

If—for whatever reason—your upload fails, you may also submit your group's contribution via e-mail to Katja Krüger (krueger@life-online.de). The contributions will be reviewed by an expert jury and members of the Teach About US team. We will announce more information on this procedure in due time.

5. Telecollaboration GER-USA

The standard Moodle courses for the Going Green project are primarily targeted at German high school students and the tasks in it will reflect this. However, these activities are mostly content-based and will also allow U.S. students to work on the project theme in a meaningful way. Probably the best way to launch your cooperation is to discuss the project together with your colleague and seek out options for online exchanges. These exchanges can be facilitated via the course forum in your Moodle course or private messages between your students. You can also set up Skype meetings. For teachers, we have included a teacher-to-teacher forum at the top of the course page. It is invisible to students.

Telecollaboration manual

The following manual for facilitating telecollaboration in Going Green has been adapted from several published and tested telecollaboration manuals. It includes a selection of telecollaboration tasks as well as further documents like checklists, questionnaires, and instructions that will allow you and your transatlantic colleague to plan and implement your online exchange using this Moodle platform.

Going Green - Education for Sustainability
Baden-Württemberg | March 2020 | Joannis Kaliampos, Leuphana University Lüneburg

How to facilitate your online exchange...

Contents

Contents	1
Best practices	2
Key resources to get you started:	2
I. Launching your telecollaborative exchange.....	3
Getting to know your partner teacher	3
Getting to know your partner teacher's institutional culture.....	4
A telecollaborative memorandum of understanding.....	5
Checklist for the weekly check-in:.....	6
II. Sample tasks and task sequences.....	7
Progressive Exchange Model for telecollaborative tasks.....	7
1. Information exchange.....	8
Getting to know your partners.....	8
More icebreakers.....	8
Sustainability at your school, at home, and on the go.....	9
Developing team spirit: A joint Skype session.....	10
What bothers me most	10
Determining rules for online conduct	11
2. Comparing and analyzing cultural practices	12
Exchanging videos and questionnaires	12
Eco-challenge	13
Exchanging local news stories about sustainability	14
3. Collaboration on a joint product.....	14
Sustainability project.....	14
III. Assessment and reflection	15
Online exchange portfolio.....	15
Integrating the intercultural online exchange in your classes	16
Telecollaboration checklist.....	16
IV. Further links and resources:.....	18
Introductory research literature	18
Teaching Guides, manuals, best practices (all are open access):.....	18
Websites (selection):.....	18

SEE ALSO:

- ➔ [FAQ: German-American collaboration](#)
- ➔ [Telecollaboration manual \[editable Word document, 4.8 MB\]](#)

6. Promoting STEM-based education

We are adding new STEM-based extensions to the Going Green curriculum to facilitate a greater integration of science and foreign language instruction and attract wider circles of participants. (STEM stands for Science, Technology, Engineering, and Mathematics. It is similar to the German MINT - Mathematik, Informatik, Naturwissenschaft, Technik.) Current research on CLIL, short for "content and language integrated learning," shows that the combined teaching of content and a foreign language creates benefits for learners, teachers, and schools. We know today that CLIL learners...

- are motivated,
- develop cognitively and their brains work harder,
- develop communication skills,
- make new personal meanings in another language,
- progress more in terms of learner language,
- receive a lot more foreign language input and work effectively with that input,
- interact meaningfully,
- learn to speak and write,
- develop intercultural awareness,
- learn about the 'culture' of a subject,
- are prepared for studying in another language,
- and they learn in different ways.

(Dale & Tanner 2012: 11-13)

Introducing CLIL can help schools and teachers think about school subjects in new ways and facilitate curricular renewal and innovation. Science teachers learn about the language aspects of their own subjects, while language teachers explore new relevant application fields of foreign languages. More importantly, maybe, CLIL supports teaching faculty to cooperate closer with each other:

” Subject and language teachers start to collaborate more, for example on how to work on language in lessons or on cross-curricular projects. And with learners and teachers who have high level communication skills in English, schools are better equipped to participate in and benefit from international educational projects. CLIL also encourages greater collaboration among subject teachers as well as between subject and language teachers.
(Dale & Tanner 2012: 14)

So why combine science and foreign language instruction? Science subjects use language to communicate contents - scientific phenomena are described, explained, and analyzed. In science, different types of multimodal inputs like reports, charts, graphs, and video are common. This content becomes multimodal foreign language input for learners. They learn to express complex scientific findings in academically appropriate ways - they learn to think, talk, and write like scientists (cf. Dale & Tanner 2012: 80).

(For more information, see: Dale, Liz & Tanner, Rosie (2012). CLIL Activities. A Resource for Subject and Language Teachers. Cambridge: Cambridge University Press.)

New STEM-based contents: Research tasks and eco-challenges

The new STEM-based curriculum extensions can be found in the content modules on plastic, green cities, food, and fashion in the Going Green e-classroom, where we have added additional research tasks and eco-challenges. This give learners the choice to follow a more language-oriented or a science-oriented path.

The new research tasks prompts students to explore the science behind the topic they are investigating. For example, in the course module Plastic // Recycle learners can now investigate the question what is more sustainable – paper or plastic bags. Learners are asked to think in life-cycles, that is, to research how different types of bags are actually produced, what resources are necessary during this production process, and how these bags can be disposed. Finally, learners should return to the initial question and assess how environmentally friendly both option are, based on the research findings.

The new STEM-based eco-challenges ask students to slip into the role of scientists, that is, to conduct their own research experiments and report about the implications of their findings. This also means that learners must adhere to the basic principles of the scientific method. For the plastics module, for example, learners can experiment with creating biodegradable plastic from everyday ingredients or they can investigate how people used to go about their daily businesses before the advent of plastics – and thereby re-discover alternatives to this material.

Visit the Going Green demo course to view this additional content.

Using Going Green materials for a project week approach

Finally, a number of colleagues have reported that they used the Going Green curriculum in their classes to carry out project days or project weeks. The curriculum is well-suited to facilitate learning in alternative contexts, including workshops or extracurricular settings. To give you an idea of how this can be done, we propose the following procedure (but feel free to experiment with the content and adjust it to you local environment):

Eco-Challenges Project Week Going Green

6 – 8 lessons

Introduction:

- What is sustainability?
- Our ecological footprint
- The project in general / How to use Moodle
- Overall plan of the project for the class

4 – 6 lessons

- Warm-up in groups with GG-tasks
- Research Tasks → infographic, poster, etc.

1 week, ca. 6 hours per day + optional activities

Project Week – Working on Eco-Challenges

Day 1	Brainstorm – collect material and instruments – first explorations and hypotheses – discussion in class
Day 2	groups define the scope of their projects – develop methods – first tests – plan investigations – reflection in class
Day 3	Out into the field! - Data collection – interviews – experiments - ...
Day 4	Evaluate data – repeat experiments – sum up findings – formulate further questions
Day 5	Presentation of group work in class – discussion – critical reflection – Discuss and decide on a long-term sustainability project for the class / the school / the community

Long term action / taking part in the competition