

LEAF - LEARN BIODIVERSITY THROUGH ENVIRONMENTAL ACTION FOR THE COMMUNITY

prof.Cristina Serban



WP 1 Project Management	Project implementation	<ul style="list-style-type: none">- signing the contract with the NA- signing contracts with partners- informing stakeholders and the local/national community about the project- designing implementation and dissemination plans- managing the project budget- communicating with partners- risk management- disseminating the project- disseminating the project results
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WP 2

Competence Framework LEAF

The specific objectives of the package are: - creating an educational resource to support secondary school teachers to integrate education for sustainable development and biodiversity into the curriculum through approaches related to learning for active citizenship and for the benefit of the community - training teachers in the field of multidisciplinary and practical/applied approaches to plant biodiversity topics through practical extra-curricular activities that extend the themes of formal curriculum - developing teachers' competences on sustainable development and for the environment through continuous training courses.

LEAF Teacher's Handbook and Competence Framework, containing - the methodology of implementing education for sustainable development and biodiversity through approaches related to learning for active citizenship and for the benefit of the community (Service learning (SL) - description of the set of competences that secondary / high school teachers must possess for a correct implementation of a project on the theme of biodiversity - as an appendix to the created methodology, a modular kit purchased for basic scientific analysis, created specifically for WE-LAB educational purposes (<https://www.we-lab.it/en> 1 session of Training of Trainers.

<p>WP 3 LEAF Online Academy as a Social Learning Environment</p>	<p>-creating an educational platform that will host the digital version of the modules that make up the Methodological Guide and a collection of tools and instructional materials complementary to the Guide- TOOLBOX -supporting teachers and human resources involved in the management of secondary and high schools in implementing the methodological approaches of the Guide with the aim of improving learning experiences -providing an interactive educational tool for teachers to support them in develop students' interest in environmental topics and their skills to think critically and solve problems -create a common hub for users across the EU, leading to the formation of a community of users interested in the topic of biodiversity.</p>	<p>THE LEAF ACADEMY AS A SOCIAL LEARNING ENVIRONMENT - methodological guide, games, experiments and filmed activities.</p> <p>TOOLBOX</p>
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WP 4

Dissemination

The specific objectives of this work package: - raising awareness of school communities regarding the monitoring of plant biodiversity and its role in combating climate change - raising awareness of school communities on the importance of promoting education for environmental sustainability through approaches related to learning for active citizenship and for the benefit of the community - involvement of community stakeholders in carrying out activities and capitalizing on expertise • extending the impact of the project through collaboration networks with other European institutions • creating and distributing a contract for the multiplication of good practices - Memorandum of Understanding for the uptake of the LEAF methodology policy in other European schools disseminating information about the project's approaches and results in Europe - informing the target groups about the project's activities and results; - guaranteeing the visibility of European Union co-financing;

1. Plan for the dissemination of project activities and Plan for the multiplication of project results
2. Visual identity elements of the project 1) Project Logo, . 2) Project Templates and Graphics, to illustrate the basic concepts of the project 3) project brochure, 4) Project Poster 3. PROJECT WEBSITE: the main communication channel, with sections related to objectives, activities, products, news. Available in English and in the languages of the project partners 4. SOCIAL MEDIA: Facebook and Instagram accounts) - partners, objectives, activities, products, news.
5. NEWSLETTERS: 4 newsletters promoted on all partners' communication channels 6. ARTICLES AND POSTS ON EXTERNAL PLATFORMS, Twinning, School Education Gateway and the Education for Climate Coalition. 7. VIDEOS and INFOGRAPHICS: 4 infographics and 2 videos illustrating the progress of the project 8. PROJECT CONFERENCES: 1 conference organized by each partner, minimum 30 participants.

COMPETENCE FRAMEWORK

- ▶ The guide is a product of the joint efforts of six partner countries .
 - ▶ It stands for a virtual voyage through the vibrant world of plants, meant to reveal the complex ties offering insights into the threats that loom over plant biodiversity and the compelling reasons to safeguard it.
 - ▶ A journey of discovery, appreciation, and advocacy for the wondrous world of plants.
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- ▶ “Together, let us weave a narrative that celebrates the beauty of plant life and underscores the imperative to preserve the rich tapestry of plant biodiversity for generations to come !”
 - ▶ Overall aim of the Handbook: Improve the teaching experience by providing a set of tools and resources that can make lessons engaging and offer more in-depth, STEAM based, systemic knowledge on local biodiversity, based on constant outdoor investigation and practical experiences in the local community.

The guidebook is based on a **conceptual framework**, based on more comprehensive frameworks of the European Commission:

► GreenComp. The European sustainability competence framework.
LifeComp. A European competence framework for better lives in our uncertain world
European Framework for the Digital Competence of Educators: DigCompEdu
DigComp: The Digital Competence Framework for citizens

► It is non-prescriptive, and it can be used as a basis for the development of Nature-oriented curricula and learning activities. The aim is to educate students and the community in the spirit of environmental values so as to live a responsible, sustainable life, while thriving as individuals, responsible citizens and reflective lifelong learners.

From an integrated, general competence perspective, our handbook contributes to developing:

- ▶ **Scientific Literacy** Understanding fundamental concepts of botany, ecology, etc.
 - ▶ **Critical Thinking** Analysing the impact of human activities on plant biodiversity.
- ▶ **Laboratory Skills** Developing practical skills through hands-on lab work.
 - ▶ **Environmental Awareness** Appreciating the role of plants in environmental sustainability.
- ▶ **Research Skills** Accessing and synthesising information on plant diversity.
- ▶ **Problem-Solving** Applying knowledge to address real-world environmental issues.
- ▶ **Teamwork and Collaboration:** Engaging in collaborative lab activities and group projects.
- ▶ **Ethical Awareness:** Understanding the ethical considerations in biodiversity conservation.
- ▶ **Lifelong Learning** - Developing the skills to stay informed about advancements in plant science.

From a filtered, synthetic Green Competence perspective, the following apply, according to the detailed description by modules:

I Defining values

- ▶ Valuing sustainability
- ▶ Promoting nature

- ▶ *Module 1: “Climate change and urban biodiversity”*

- ▶ Presentation of the mechanisms of climate change, the human activities at the origin but also the international political response and the commitments made by the states and local governments.

II. Complex approach

- ▶ Critical thinking, system thinking and problem framing

- ▶ **Module 6** - Assessment of actions aimed at increasing the green areas allocated to the citizens of each country in the current context of climate and geopolitical changes.

III. Planning the future

- ▶ Future Literacy
- ▶ Exploratory thinking

- ▶ Module 5
- ▶ Ideas promoting ‘green’ attitudes in the use of digital technologies
- ▶ Ideas to organize and manage digital workspaces in the school

IV. Sustainable actions

- ▶ Collective action
 - ▶ Individual Initiative
- ▶ Practical implementation cases – students ‘activities in Suceava’s Parks, forests and gardens - Romania
 - ▶ Practical implementation cases and students’ activities on local protected natural areas to deliver in class – Greece
 - ▶ Practical activities related to water plant biodiversity for teachers to use in the class - Serbia