



TEMPLATE III: 1-2 HOUR WORKSHOP (SECONDARY)

'ENVIRONMENTAL LEARNING AND EXPERIENCE: FROM THEORY TO PRACTICE'

Time: 90 -120 mins

Purpose:

To raise awareness of the ELE curriculum guide, discover application of the ELE in teaching practices, and stimulate further engagement through professional development opportunities

Objectives:

- Introduce the ELE Curriculum Guide, Videos and Curriculum Maps
- Explore and experience application of ELE in teaching practices
- Provide connections and support around environmental learning for practicing teachers
- Stimulate interest in expanded Pro-D around environmental learning

Materials:

- Computer, Digital Projector, Screen and Internet Access **OR** DVD Player, TV, and DVD of ELE Videos¹
- Chart Paper and Felt Pens
- Index Cards
- Take-Away Promos and Resources²
- Evaluation Forms

Preparation:

- 1) Source and set-up available technology for web browsing on projector **OR** DVD viewing
- 2) Bookmark ELE Videos and websites on web browser **OR** load ELE DVD; cue up ELE Video I
- 3) Prepare chart paper and felts for Carousel activity, index cards for Action Planning activity and take-away resources for distribution; see Appendix B for lists of suggested resources
- 4) Consult Appendix A for descriptions/directions of learning activities and strategies suggested in the template.

Notes:

- ¹ Available technology will determine whether web-based or DVD resources will be utilized. If the DVD option is required, please download and burn selected videos from: www.bced.gov.bc.ca/environment_ed/
- ² Promotional materials, resources or resource lists can be distributed at the discretion of the presenter. Appendix B of this guide is suitable for distribution. Please visit www.bctf.ca/eeepa for other options.
- ³ Time allotments are suggestions only; facilitators will adjust according to available timeframe.
- ⁴ Icebreaker activities are essential to engage participants with the content of the session and with other workshop participants. Making an icebreaker personally relevant to participants is an important consideration.
- ⁵ In a "mingle", participants move about, introduce themselves to each other and discuss the core question(s) posed to guide the activity.
- ⁶ For a workshop that is congruent with ELE theoretical foundations, a Direct Experience component is essential to the learning cycle and, thus, the overall impact of the workshop. While an indoor setting can suffice (re. weather, location, availability of outdoor space, audience factors, etc.), an outdoor setting is preferable. See Appendices A and B for suggested activities and resources.
- ⁷ See Appendix A for full description and instructions for the Carousel Activity.
- ⁸ Closing the presentation with an action commitment from individuals and/or the group is essential.

PRESENTATION PLAN

Element	Activities	Time ³
Opening	<p>Welcome; Introduce purpose and objectives of workshop</p> <p>Icebreaker⁴: Think/Pair/Share activity re. 2 questions: Personally significant childhood nature experiences? Challenges in implementing EE?; Mingle⁵ and share; Capture as a group</p> <p>Introduce the ELE Project; Present ELE Video I</p> <p>Debrief video with reference to key ideas and opportunities</p>	20 mins
Direct Experience⁶	<p>Experiential Activities: Facilitate 2 or more direct experience activities (outdoors if at all possible)</p>	15-20 mins
What is ELE?	<p>Introduce the ELE Guide</p> <p>Present ELE Video II</p> <p>Debrief and discuss main elements of the ELE especially the learning cycle and C.A.R.E.</p> <p>Introduce suite of new resources complementing the ELE Guide (videos, curriculum maps, and Pro-D templates)</p>	10 mins
Applying C.A.R.E. to your Practice	<p>Carousel Activity⁷: Groups circulate through 4 stations (C, A, R, and E) and record connections between that aspect of C.A.R.E. and their teaching practices (by grade/ subject or units/lessons/themes/activities)</p> <p>Groups finish at starting station and report out to group</p> <p>Distribute ELE Curriculum Maps and debrief with a think/pair/share re. explicit curriculum connections to their grade level/subjects taught</p>	20-30 mins
Case Studies in ELE (optional)	<p>Air a selected ELE Case Study Video</p> <p>Debrief and discuss applicable transferable elements to participants' practice</p>	10 mins
Action Planning⁸	<p>Action Element: Individually (or in partners, groups as appropriate) complete Action Commitment Postcard</p>	10 mins
Closing	<p>Share action commitments or workshop highlights</p> <p>Distribute take-away promotional materials and/or resources</p> <p>Present Ministry of Education Green Schools website and EEPsA website, other community connections and resources</p> <p>Inform about half day and full day Pro-D opportunities and templates</p> <p>Q & A, Evaluations</p>	15 mins

