



## TEMPLATE V: FULL DAY WORKSHOP

### 'ENVIRONMENTAL LEARNING AND EXPERIENCE: FROM THEORY TO PRACTICE AND COMMUNITY'

**Time:** 5 - 6 hours

**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:**

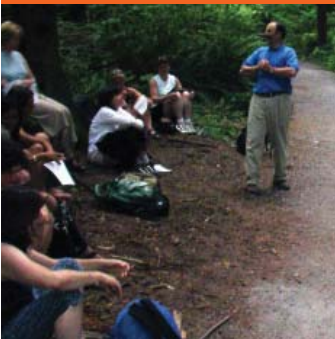
- Introduce the ELE Curriculum Guide, Videos and Curriculum Maps
- Explore and experience application of ELE in teaching practices
- Provide connections and support around environmental learning for practicing teachers
- Build community through a shared Pro-D experience
- Stimulate interest in ongoing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

**Materials:**

- Computer, Digital Projector, Screen and Internet Access **OR** DVD Player, TV, and DVD of ELE Videos<sup>1</sup>
- Small Note Paper
- World Map
- Chart Paper and Felt Pens
- 11x17" Placemat paper
- Index Cards
- Take-Away Promos and Resources<sup>2</sup>
- Evaluation Forms

**Preparation:**

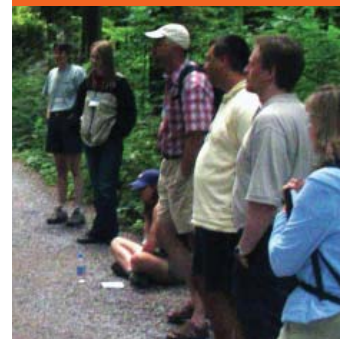
- 1) Source and set-up available technology for web browsing with a digital projector **OR** DVD viewing with a TV/monitor
- 2) Bookmark ELE Videos and websites on web browser **OR** load ELE DVD; cue up ELE Video I
- 3) Prepare small note paper for icebreaker, chart paper and felts for Carousel activity, 11x17 paper for Placemat activity, index cards for Action Planning activity and take-away promos and resources; see Appendix B for lists of suggested resources
- 4) Consult Appendix A for descriptions/directions of learning activities and strategies suggested in the template.



## PRESENTATION PLAN

Element	Activity	Time <sup>3</sup>
<b>Opening</b>	<p>Welcome; Introduce purpose and objectives of workshop</p> <p>Icebreaker<sup>4</sup>: Consider something/somewhere you care about, sketch a symbol or write down a word(s) on a small piece of paper that encapsulates that thing/place; Mingle and Share<sup>5</sup></p> <p>Introduce the ELE Project; Present ELE Video I</p> <p>Debrief video with reference to key ideas and opportunities</p>	20 mins
<b>Why ELE?</b>	<p>Facilitate a Think/Pair/Share activity and discussion re. What is environmental learning and why is it important?</p> <p>Share and capture ideas of the group</p>	15 mins
<b>Environmental Artifact Sharing Part I<sup>6</sup></b>	<p>Participants share an artifact/story they have brought that represents some aspect of the environment that they care about.</p>	15-30 mins
<b>What is ELE?</b>	<p>Introduce the ELE Guide</p> <p>Present ELE Video II</p> <p>Introduce suite of new resources complimenting the ELE Guide (videos, curriculum maps, and Pro-D templates)</p> <p>Debrief and discuss main elements of the ELE especially the learning cycle and C.A.R.E.</p>	15 mins
<b>Applying C.A.R.E. in your Practice</b>	<p>Carousel Activity<sup>7</sup>: 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/course 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>	30 mins
<b>Break</b>		15 mins
<b>Environmental Artifact Sharing Part II</b>	<p>Participants share an artifact/story they have brought that represents some aspect of the environment that they care about.</p>	15-30 mins

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Element	Activity	Time <sup>3</sup>
Case Studies in ELE	Present a selected ELE Case Study Video (re. elementary and/or secondary interest)  Debrief and discuss applicable transferable elements to current practice	15 mins
Direct Experience <sup>8</sup>	Coordinate rotation to 2-4 stations for direct experience activities led by facilitators from local educational organizations <b>OR</b> Facilitate 3 or more direct experience activities (outdoors if at all possible)  Challenge participants to discover and record direct experience opportunities with potential application to their curriculum and practice	60-75 mins
LUNCH <sup>9</sup>	Local, organic, waste-free, together	45 mins
Learning Cycle Connections	Share and record opportunities discovered by participants in Direct Experience activity  Placemat Activity <sup>10</sup> : Groups of 3-5 brainstorm applications (real or potential) of the Learning Cycle in their practice, rotate through all four elements, then discuss consensus best practices and record in the centre circle of the placemat; group presentations	30 mins
Action Planning	Individually (or in partners, groups as appropriate) engage participants in program/unit/lesson or class/school initiative planning using ELE Curriculum Maps as needed <sup>11</sup> ; Share  Complete Action Commitment Postcard <sup>12</sup>	30-45 mins
Closing	Share action commitments or workshop highlights  Distribute Take Away Promos and Resources  Present Ministry of Education Green Schools website and EEPSA website, other community connections and resources  Inform about other ELE Pro-D opportunities and templates  Q & A, Evaluations	15 mins



Notes:

- <sup>1</sup> 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/](http://www.bced.gov.bc.ca/environment_ed/)
- <sup>2</sup> 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/eepsa](http://www.bctf.ca/eepsa) for other options.
- <sup>3</sup> Time allotments are suggestions only; facilitators will adjust according to available timeframe.
- <sup>4</sup> 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.
- <sup>5</sup> In a “mingle”, participants move about, introduce themselves to each other and discuss the core question(s) posed to guide the activity.
- <sup>6</sup> The Environmental Artifact Sharing activity requires pre-communications with workshop participants to ensure they are prepared to bring an object, story or other artifact that represents an aspect of the environment they care about. The activity can be a powerful engager.
- <sup>7</sup> See Appendix A for full description and instructions for the Carousel Activity.
- <sup>8</sup> 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.
- <sup>9</sup> Lunch can be provided (or not). It is strongly recommended that emphasis is placed on zero waste to be congruent with ELE principles.
- <sup>10</sup> See Appendix A for full description and instructions for the Placemat Activity.
- <sup>11</sup> This planning activity is intended to enable participants to synthesize understandings from the preceding activities and to apply these understandings proactively in their planning process. Individual or collaborative planning should be encouraged as appropriate.
- <sup>12</sup> Closing the presentation with an action commitment from individuals and/or the group is essential.

