InterAct

LEARNING PROGRAMME

Teaching Climate Change Across the Curriculum (Interdisciplinary Approaches for Sustainable Education)

10-DAY COURSE

50 learning hours | Course programme

Teaching Climate Change Across the Curriculum (Interdisciplinary Approaches for Sustainable Education) – 10-Day Course

Introduction and Description

This is an in-depth professional development course designed to equip teachers, trainers, and educational staff with the conceptual understanding and pedagogical competence required to address climate change as a cross-cutting educational theme. Recognising climate change as a complex, systemic, and multifaceted phenomenon, the course positions interdisciplinarity as a central educational response to challenges that cannot be meaningfully addressed within the boundaries of individual school subjects.

The course responds to the growing demand for educational approaches that reflect the interconnected nature of scientific knowledge, social realities, cultural narratives, and ethical considerations related to climate change. Participants are guided to critically examine how climate-related issues intersect with different curriculum areas, including sciences, humanities, social sciences, languages, and the arts, and how these intersections can be transformed into coherent and academically rigorous learning experiences. Emphasis is placed on understanding climate change not only as a scientific topic, but also as a societal and educational issue that requires learners to engage with uncertainty, complexity, and multiple perspectives.

Throughout the ten-day programme, participants progressively develop the skills needed to design, implement, and evaluate interdisciplinary climate learning units. The course foregrounds curriculum mapping, inquiry-based and project-based pedagogies, collaborative teaching practices, and reflective dialogue as key strategies for interdisciplinary work. Participants critically explore pedagogical questions related to learner engagement, inclusion, differentiation, and assessment within interdisciplinary contexts, while maintaining a strong focus on curricular coherence and educational quality.

The programme also supports educators in addressing the cognitive and ethical dimensions of climate education in a responsible and age-appropriate manner. Rather than promoting superficial awareness or prescriptive messages, the course encourages the development of structured learning experiences that foster critical thinking, systems thinking, and informed judgement. Participants are supported in translating theoretical insights into practical designs that are realistic, adaptable, and aligned with institutional and curricular frameworks.

By the end of the course, participants will have developed concrete interdisciplinary learning designs and a deeper professional understanding of how climate change

education can be meaningfully embedded across the curriculum. The course is aligned with European priorities for innovation, sustainability, and quality in education within the framework of Erasmus+ and is offered in a format that supports sustained professional reflection, collaboration, and transfer to educational practice.

Methodology and Assessment

The course adopts a participatory and practice-oriented methodology combining focused theoretical inputs with interactive workshops, collaborative curriculum-design tasks, guided reflection, and peer exchange. Learning activities are structured around interdisciplinary inquiry, curriculum mapping, and the co-design of climate-related learning units applicable to participants' professional contexts.

Assessment is formative and reflective, emphasising active participation, collaborative engagement, and the quality of practical outputs developed during the course. Participants receive continuous feedback through peer review and facilitator guidance. The course concludes with the presentation and reflective discussion of participants' interdisciplinary learning designs, supporting the effective transfer of course outcomes to classroom and institutional practice.

Learning Objectives

Climate Change as an Interdisciplinary Educational Theme

Participants will:

- develop a critical understanding of climate change as a complex phenomenon requiring interdisciplinary educational responses;
- analyse the educational relevance of climate change across scientific, social, cultural, and ethical dimensions.

Interdisciplinary Curriculum Design

Participants will:

- identify meaningful entry points for integrating climate change across different curriculum areas;
- apply curriculum mapping strategies to support interdisciplinary coherence and progression;
- design interdisciplinary learning units aligned with curricular goals and learner needs.

Pedagogical Approaches for Interdisciplinary Climate Teaching

Participants will:

- apply inquiry-based and project-based pedagogical approaches to interdisciplinary climate education;
- foster critical thinking, systems thinking, and reflective dialogue through climate-related learning activities;
- support collaborative learning processes across subject boundaries.

Learner Engagement and Inclusion

Participants will:

- design inclusive interdisciplinary learning experiences that address diverse learner profiles;
- apply differentiation strategies to support participation and engagement in climate-related learning;
- create safe and supportive learning environments for addressing complex and sensitive climate topics.

Professional Practice and Transfer

Participants will:

- critically reflect on their own educational contexts and institutional constraints;
- adapt interdisciplinary climate learning designs to their professional practice;
- plan concrete steps for the sustainable integration of climate change education across the curriculum.

Preparation

After registration participants will receive a pre-course questionnaire which will be used by the trainer to learn about participants' teaching backgrounds and to assess their exact needs. Before the beginning of the course a basic reading list will be suggested to participants to prepare for the training. Participants will also be asked to prepare a presentation about themselves, their professional context and their culture. The presentation will be presented on the first day of the course to facilitate networking opportunities. Participants will receive information about the country they are going to visit in order to prepare them for their cultural experience.

Follow up

After the course participants will be asked to share what they have learned with the rest of the staff in their schools. Further books and articles to deepen the topic and contacts with some other practitioners all over Europe and in the world will be suggested by the trainer. The methods shared and explored and the bibliography given will allow the participants to complete and improve their educational path.

Certificate

Certificate complies with the guidelines of the Erasmus+ programme and includes the topic, number of didactic hours, dates and location of the course. We can list the record of learning outcomes on the Europass Mobility Document on request of participants. In case a participant requires a specific format of certificate we can accommodate that if requested at least one week before the start of the course. It is necessary to attend at least 80% of the hours in order to receive the certificate.

Accommodation

We do not directly offer accommodation and subsistence and participants are responsible for organizing it by themselves.

Paperwork

We also provide all the support with paperwork you might need for your Erasmus+ project documentation such as mobility agreement and registration letter.

Fee: 800 €

Cancelation policy

We have a flexible cancellation policy in force at the moment and you can cancel your registration up to 30 days before the course and receive a full refund. In case you don't cancel the registration more than 30 days before you will not receive any refunds, but you will be able to choose to attend any other confirmed course session later (within 6 months) without any additional costs. In case you are not able to travel, your school can

send someone else to take instead of you and you can change the details of the participant any time before the start of the course at no additional cost.

TENTATIVE PROGRAMME (50 didactic hours - 5*45min per day) Monday to Friday	
Day 1	Climate Change as an Educational Challenge
09.00 - 09.45	Introductions & Icebreakers
09.45 - 10.30	Course Overview & Learning Agreement
10.30 - 11.15	Climate change in the 21st century
11.15 - 11.30	Break
11.30 - 12.15	Why climate change belongs across the curriculum
12.15 - 13.00	The role of schools and educators
Day 2	Understanding Interdisciplinarity in Climate Education
09.00 - 09.45	From subject-based to interdisciplinary learning
09.45 - 10.30	Climate change as a 'wicked problem'
10.30 - 11.15	Interdisciplinary thinking skills
11.15 - 11.30	Break
11.30 - 12.15	Examples of interdisciplinary climate learning
12.15 - 13.00	Analysis of existing educational practices
Day 3	Mapping Climate Change Across Subjects
09.00 - 09.45	Curriculum mapping for climate education
09.45 - 10.30	Climate change in sciences and mathematics
10.30 - 11.15	Climate change in humanities and social sciences
11.15 - 11.30	Break
11.30 - 12.15	Climate change in languages and the arts
12.15 - 13.00	Collaborative mapping workshop
Day 4	Designing Interdisciplinary Learning Units
09.00 - 09.45	Principles of interdisciplinary lesson and unit design
09.45 - 10.30	Learning objectives and outcomes in climate education

10.30 - 11.15	Designing inquiry questions
11.15 - 11.30	Break
11.30 - 12.15	Drafting an interdisciplinary climate learning unit
12.15 - 13.00	Peer feedback and reflection
Day 5	Pedagogical Approaches for Interdisciplinary Climate Teaching
09.00 - 09.45	Inquiry-based learning in climate education
09.45 - 10.30	Project-based learning for interdisciplinary work
10.30 - 11.15	Collaborative learning and dialogue
11.15 - 11.30	Break
11.30 - 12.15	Assessing interdisciplinary learning processes
12.15 - 13.00	Mid-course reflection and evaluation
Day 6	Critical Perspectives and Multiple Narratives
09.00 - 09.45	Climate change and multiple perspectives
09.45 - 10.30	Addressing controversy and uncertainty
10.30 - 11.15	Critical analysis of sources and information
11.15 - 11.30	Break
11.30 - 12.15	Classroom discussion strategies (part 1)
12.15 - 13.00	Classroom discussion strategies (part 2)
Day 7	Learner Engagement in Interdisciplinary Climate Learning
09.00 - 09.45	Motivating learners through relevance and meaning
09.45 - 10.30	Connecting climate learning to learners' lives
10.30 - 11.15	Student voice and participation
11.15 - 11.30	Break
11.30 - 12.15	Collaborative classroom practices
12.15 - 13.00	Design workshop (engagement strategies for participants' contexts)
Day 8	Inclusion and Differentiation in Interdisciplinary Climate Education
09.00 - 09.45	Inclusive approaches to climate teaching
09.45 - 10.30	Differentiation within interdisciplinary tasks

10.30 - 11.15	Supporting emotional responses to climate topics
11.15 - 11.30	Break
11.30 - 12.15	Creating safe learning spaces
12.15 - 13.00	Equity and justice in climate education
Day 9	From Curriculum Design to Classroom Practice
09.00 - 09.45	Adapting interdisciplinary climate units (part 1)
09.45 - 10.30	Adapting interdisciplinary climate units (part 2)
10.30 - 11.15	Implementation challenges and solutions
11.15 - 11.30	Break
11.30 - 12.15	Timetabling, collaboration, curriculum constraints
12.15 - 13.00	Feedback and reflection round
Day 10	Individual support, presentations & Closing
09.00 - 09.45	Action Planning for School Implementation
09.45 - 10.30	Preparing the final presentations and individual support
10.30 - 11.15	Final presentations and feedback
11.15 - 11.30	Break
11.30 - 12.15	Evaluation & Reflection
12.15 - 13.00	Validation of learning outcomes and certification

*This is only a tentative timetable. The exact hours or the course might differ and will be announced for each session 2 weeks before the start. However, there will always be a total of 5 didactic hours per day and all will be in line with the Erasmus+ quality standards. The trainer might slightly modify the content in response to the needs of the group.
**Cultural and social programmes will be organized in addition to the academic programme. The exact cultural and social programme depends on the location, season, weather, etc.