4-DAY STUDENT TRAINING LESSON PLANS

This four-day lesson plan provides a structured and comprehensive roadmap for delivering the Green Skills Student Ambassador Training Program. Aligned with the core objectives of the EcoAI EduNetwork Initiative (EAIEN), the program is designed to help students develop a solid understanding of sustainability, climate literacy, and environmentally responsible behaviour. It also introduces foundational AI literacy, enabling students to explore how artificial intelligence can support creative problem-solving and the development of high-quality educational resources.

Throughout the four days, students engage in hands-on activities, guided discussions, collaborative design challenges, and AI-supported content creation tasks. Each day includes clearly defined objectives, step-by-step activities, required materials, and expected learning outcomes, offering teachers a ready-to-use framework that can be easily adapted to different school contexts and subject areas.

Developed collaboratively by the EAIEN Teacher Ambassadors and the EAIEN Consortium, this resource reflects the project's mission to empower young learners with future-ready green skills, strengthen their capacity for critical and creative thinking, and promote responsible use of AI tools in education. By implementing this training, teachers contribute to building a school culture that values sustainability, innovation, and student leadership: core pillars of the EAIEN Project.

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DAY 1
CHOOSING YOUR SCHOOL'S GREEN SKILL

Objective

To introduce the core concept of green skills, raise awareness of their importance, and facilitate the selection of a specific green skill area to be the school's focus throughout the project.

Methodology

Day 1 activities follow a structured approach, combining interactive presentations, collaborative group work, and collective decision-making. This method ensures all participants are engaged and directly contribute to the project's direction.

Suggested Activities and Flow

- *Green Future Cards "Imagine a Sustainable Future"*
  - Students, divided into five groups led by a teacher, will brainstorm what is needed for a sustainable future by 2050. This activity is designed to activate their prior knowledge and foster a shared vision.
  - Setup: Prepare a deck of cards with prompts (e.g., energy, water, food, transport, school, technology, lifestyle).
  - Task: Each group randomly picks 3 cards. They must brainstorm "How will this look in 2050 if we live sustainably?"
  - Example: If they draw transport + school + energy: "Students arrive at school on solar-powered buses."
  - Scoring/Sharing: Groups earn points for most creative, most realistic, and funniest ideas, voted by peers.

- *Presentation: What Are Green Skills?*
  - A teacher will deliver a concise presentation defining green skills, providing real-life examples, and briefly referencing relevant EU and national policies. This provides a foundational understanding of the topic.

- *Poster Battle (Group Work): What Should Our School Focus On?*
  - Each group will be assigned one pre-selected green skill area (e.g., waste reduction, energy conservation). They will discuss its importance and feasibility within the school context before creating and presenting a proposal to the entire group with a poster with markers/sticky notes showing: why this green skill matters and how the school can implement it.
  - Add a visual twist: they can only use symbols and images (no full sentences).
  - Posters are presented in a gallery walk → groups move around, place stickers for the most convincing idea.

DAY 1 CONTINUED

- *Voting & Decision: Selecting Our Green Focus*
  - Students will collectively vote on the most relevant and impactful green skill area presented. The winning skill will become the official focus of the school's project activities.

- *Closing & Home Task*
  - The session will conclude with a discussion summarizing the day's learning. Students will receive a task to observe and document existing problems or opportunities related to the selected green skill in their school, preparing them for the next day's activities.

Expected Outcomes

By the end of Day 1, all participants will have a foundational understanding of green skills. More importantly, the students will have collectively decided on a specific, actionable green skill area, ensuring high school buy-in and ownership of the project's goals.

DAY 2
GETTING STARTED FOR A GREENER FUTURE

Objective

To introduce students to the fundamentals of Artificial Intelligence (AI) and prepare them to use AI tools for content creation. The session aims to build foundational AI literacy and demonstrate its direct connection to environmental sustainability and green skills education.

Methodology

Day 2 activities are structured to move from theoretical concepts to practical, hands-on experience. The session begins with an introductory presentation, progresses to an interactive discussion, and culminates in a rotation-based workshop where students experiment with various AI tools.

Suggested Activities and Flow

- *Introduction: "What is AI?"*
  - A teacher will deliver a presentation defining AI with relatable, everyday examples (e.g., navigation apps, image generators) and introduce basic concepts like machine learning. This section includes a short video clip to make the topic more accessible.

- *Interactive Discussion: "Where Do You See AI?"*
  - Students will brainstorm and share examples of AI they encounter daily. The session will include a brief discussion on both the benefits and potential risks of AI, encouraging critical thinking.

- *AI Charades*
  - Students act out an AI tool without words (e.g., asking Siri, using Google Translate, playing Spotify). Their team guesses. After each, teacher briefly asks: “Benefit? Risk?” → short critical reflection.

- *AI & Green Skills: The Connection*
  - This interactive session will explore how AI can be a powerful tool for promoting green skills and creating educational materials. Led by a teacher, participants will discuss practical applications, such as using AI to generate content for awareness campaigns (like visuals and slogans) and to produce educational resources (like posters and quizzes). The goal is to inspire students to think creatively about how to leverage AI for their projects.

DAY 2 CONTINUED

- *Mini Challenge: "Green Campaign in 5 Minutes"*
  Split into groups of 4–5.Each group gets a mini AI task card:
  - Group 1 → Generate a slogan for saving water.
  - Group 2 → Generate an eco-friendly poster.
  - Group 3 → Generate 3 quiz questions about recycling.
  - Group 4 → Generate an Instagram caption about energy saving.

  They use teacher-selected tools or brainstorm how AI could help). Each group presents their creation.

- *Hands-On Task: Trying Basic AI Tools*
  - Students will rotate through five stations, each led by a teacher, to experiment with a different AI tool (e.g., image generation, text generation, summarization). The goal is to provide a brief, practical experience with each tool, resulting in a small creative output. Student can be divided into different groups (stations) and each group can experiment a different category of a generative AI tool.

- *Wrap-Up & Reflection*
  - The day will conclude with a group discussion where students can share what they learned, their favorite tools, and any questions or concerns.

Expected Outcomes

By the end of Day 2, all students will have a basic understanding of AI concepts and its relevance to their daily lives and the project's green skills focus. Most importantly, they will have gained practical experience with various AI tools, preparing them for their content creation tasks in the upcoming sessions.

DAY 3
PROTOTYPING GREEN SKILLS MATERIALS

Objective

To empower students to begin designing and prototyping green skills educational materials (OERs) using the AI tools they explored on Day 2. The focus is on applying their new knowledge to create tangible outputs related to their school's chosen green skill.

Methodology

Day 3 is hands-on and project-based. It begins with a quick recap and inspiration, then moves into a collaborative "ideation station" model where students choose their content format. The majority of the time is dedicated to a structured design phase where students work in small groups with teacher guidance to create their first drafts.

Suggested Activities and Flow

- *Quick Recap Game: "AI + Green Skill Speed Quiz"*
  - Teacher shows 3–4 rapid-fire questions on Day 2 tools and green skill focus.
  - Example: "Which AI tool makes quizzes? Which one creates posters?"
  - Students answer by raising hands or using colored cards.
  - Keeps the recap lively instead of a lecture.

- *Visual Inspiration Wall*
  - Show examples of student-created content (from other projects or quick AI-generated samples).
  - Formats: poster, short video, quiz, slogan, infographic.
  - Students vote with sticky dots or hand-raise on "Which format excites you most?"
  - This leads naturally into the "choose your content format" phase.

- *Quick Brainstorm: "One Idea in 30 Seconds"*
  - Each group writes down one fast idea: "How can we use AI to promote our school's green skill?"
  - Example: "AI poster about saving water in bathrooms" / "Quiz for students on recycling bins".
  - Groups share 1 idea each → creates an "idea cloud" in the room.

- *Energizer Link to Creativity*
  - Small energizer before diving in: "Green Word Chain"
  - One student says a sustainability-related word, next must say another that connects (e.g., "water → clean → plastic → recycle").

- *Ideation Stations: Choose Your Format*
  - Students will choose a specific type of resource to create (e.g., short video, comic, infographic) based on their interests. Teachers will be assigned to each station to provide specialized guidance.

DAY 3 CONTINUED

- *Design Phase: Drafting with AI*
  - Working in pairs or groups, students will begin the content creation process. They will use AI tools to generate text, visuals, and structural components for their chosen OER format. Teachers will provide support, ensuring content accuracy and encouraging peer feedback.

- *Wrap-Up*
  - The session will conclude with a wrap-up. Students will be assigned the task of finishing or refining their drafts as homework, in preparation for the finalization and presentation on Day 4.

Expected Outcomes:
By the end of Day 3, students will have moved from understanding AI concepts to actively using AI tools for content creation. Each student group will have a tangible, AI-supported first draft of an OER, ready for further refinement and development. This outcome is critical as it marks the beginning of the student-led OER creation process, a key objective of the program.

DAY 4
GROUP PLANNING FOR AI-BASED GREEN SKILLS RESOURCES

Objective

To guide students from individual skill-building to collaborative, project-based work. The session's goal is for each group to develop a comprehensive plan for creating multiple AI-based Open Educational Resources (OERs) focused on their school's chosen green skill.

Methodology

Day 4 is a strategic planning workshop. The methodology is focused on collaborative project management, where each group will use a structured planning canvas to define their goals, assign roles, and outline a detailed timeline for creating their OERs over the next several weeks.

Suggested Activities and Flow

- *Opening*
  - *A teacher will lead a session to recap the previous training days and formally introduce the next phase of the project. Students will be motivated to embrace their new role as "Green Skill Ambassadors" with a mission to co-create meaningful content for their school community.*
  - *Make it interactive by asking each group to share three words that describe what they learned on Days 1–3, then write these on the board to build a collective memory.*
  - *Formally announce their new role as Green Skills Ambassadors, give a small symbolic item (badge, sticker, ribbon) to mark the moment, and present a visual mission statement to boost pride and motivation.*

- *"Green Ambassador Oath"*
  - Students repeat the following oath:
    - "I will use my creativity..."
    - "...to promote sustainability."
    - "...to inspire my school and community."

- *Group Formation & Role Distribution*
  - *Students will be organized into their project groups. Within each group, specific roles such as group coordinator, researcher, designer, and AI tool user will be assigned to ensure clear responsibilities for the upcoming tasks.*
  - *Announce the 5 fixed groups and show them on a slide or handout so students can quickly sit with their group and mentor teacher.*
  - *Give each group four roles: Coordinator, Researcher, Designer, and AI Tool User. Hand out simple role cards or badges so each student picks a role, giving them a sense of ownership. The teacher briefly explains each responsibility in one sentence.*
  - *Each group quickly invents a green-skill-themed team name and shout it out to build team spirit.*

DAY 4 CONTINUED

- *OER Planning Workshop*
  - Each group will work through a structured "Group Planning Canvas." Guided by their mentor teacher, they will define the message of their OERs, select three different formats to produce (e.g., video, story, game), identify which AI tools to use, and establish a timeline and responsibilities for the production phase.
    - Step 1 – Framing the Task (5 min): Teacher explains the goal: by the end, each group will have a plan for 3 OERs on their green skill.Show an example planning canvas (blank and filled).
    - Step 2 – Group Planning Canvas (45 min): Groups complete the canvas with mentor guidance.Sections: Green Skill focus, 3 OER formats, AI tools, target audience & impact, roles, and timeline.
    - Step 3 – Sharing & Mini Feedback (10 min): Groups post their canvas on the wall. Gallery Walk: each group leaves 1 sticky note of feedback.

- *Mini Presentations: "Our OER Plan"*
  - To foster accountability and receive peer feedback, each group will present their finalized plan. The presentation will cover the OER types they will create, the AI tools they will use, and how they plan to share the resources within the school.

- *Wrap-Up & Next Steps*
  - The session will conclude with a motivational summary. Each group will receive their completed planning document and set a follow-up date with their mentor, officially launching the content creation phase of the project.

Expected Outcomes

By the end of Day 4, each student group will have a finalized and documented project plan. This plan will serve as a roadmap for the next weeks guiding them as they collaboratively create three different AI-powered OERs.