

## Case Study 27: Active Learning Teaching children to use energy in Greece

Greece

### Summary

The aim of the project was to reduce energy use in school buildings and homes by teaching children efficient use of energy, RES and efficiency in transport through hands-on and experimental activities. The project advocates that children can be important resources in their own education rather than passive receivers of information. Expected results were increased knowledge and awareness, behaviour change as well as actual energy savings in participating school buildings and in the homes of the involved children and educators.

The main outcome was the development of an educational package on active learning (AL) and energy monitoring (EM) for use in primary schools. The material was replicated from European best practice experience and was adapted to national conditions. The pedagogical quality was secured through active involvement of educators in all phases of the project. Experiences were discussed and success criteria identified. The results were assessed by an evaluation in the pilot schools. Implementation of AL and EM is estimated to have resulted in 10-14% energy savings where applied.



The project mapped relevant energy curricula and identified, tested and evaluated possible strategies for wide integration of AL and EM activities. The aim was to pave the way for integration of AL and EM with the national energy curricula so as to ensure self-supportive and long-term effects. Involvement of school authorities on a high level was ensured through Letters of Intent. Also the establishment of national and international networks among energy and school actors ensured lasting impacts. Close cooperation and coordination with Kids Corner/ManagEnergy and existing networks also ensured widespread dissemination of the educational material and experiences made.

### Lessons learned

1. The small age of the main target group is crucial for the achievement of the main objective that is the change of energy use patterns.
2. It is considered as a very effective process to pass through the information and the general message of efficient use of energy inside the main target group.
3. EM and the promotion of specific energy efficiency actions in schools the actual application of which gave a more real character to the project far from being just a spread of theoretical knowledge.
4. The teachers as intermediaries were proven not to be familiarized with the topic and more training would be needed.
5. The actual integration of the method to the national curriculum is rather difficult due to the complicated procedure and the lack of flexibility provided to the teachers.