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GREEN IDEAS

ONLINE

VET design

1. AT A GLANCE

Activity title	*Green Ideas*
Format	*[Online*
Duration	*75 minutes*
Group size	*6-20 participants*
Challenge	*Challenge 2 – Greening the Curriculum*
Setting	*Online workshop using Zoom or Microsoft Teams and a shared Padlet board*
Method / framework	*Brainwriting*

EXPECTED OUTPUTS

- A shared Padlet board full of green curriculum ideas from all participants
- Ideas that have been extended and improved by others (Brainwriting)
- A voted Top 3 of the most relevant and feasible ideas (worksheet, page 7)
- One personal next step for each participant's own VET context

2. DESCRIPTION

In this online activity, participants generate practical ideas for integrating sustainability, green skills and environmentally responsible practices into VET curricula. Using Brainwriting, everyone first posts ideas independently on a shared Padlet board, then reads, extends and improves the ideas of others. This gives every participant an equal voice and removes the pressure of speaking first.

Ideas can cover learning outcomes, teaching content, practical exercises, assessment and links to green workplace needs. At the end, the group identifies common themes and votes for the most relevant and feasible proposals. The activity suits VET teachers, trainers, curriculum designers and coordinators who want to exchange ideas across locations.

2.1 LEARNING OUTCOMES

- Generate and explain a range of practical ideas for integrating sustainability, green skills, and environmentally responsible practices into existing VET curricula.
- Analyse and build on the contributions of other participants to identify common themes, promising approaches, and realistic opportunities for curriculum improvement.
- Evaluate and prioritise the most relevant, feasible, and impactful green curriculum ideas for possible application in their own VET context.



- Contribute ideas independently before reviewing other participants' posts so that the Brainwriting process captures a wide range of perspectives.
- Build on existing contributions by adding examples, clarifications, or practical improvements rather than repeating the same ideas.
- Focus on realistic curriculum changes that can be adapted to different VET sectors, learner groups, and institutional contexts.

3. PREPARATION

Create and test the Padlet board in advance. Prepare clear Brainwriting prompts and organise the board into three sections: individual ideas, idea development and final prioritisation, each with short posting instructions.

Schedule the Zoom or Teams session and send both the meeting and Padlet links beforehand. Ask participants to bring one VET curriculum, course or module they know well. Check that all links and permissions work, and decide how the strongest ideas will be selected at the end.

3.1 MATERIALS NEEDED

- ☐ Zoom or Microsoft Teams meeting link, shared with all participants.
- ☐ Padlet board with prepared Brainwriting prompts and clear sections.
- ☐ Computer or tablet with a stable internet connection for each participant.
- ☐ One existing VET curriculum, course, or module per participant.
- ☐ Digital voting or reaction tool for prioritising the strongest ideas.

3.2 SUGGESTED PADLET STRUCTURE

① MY IDEAS	② BUILD ON IT	③ PRIORITISE
One post per idea. Write in silence – no comments yet. Prompt: “One green change to my curriculum would be…”	Comment on 2–3 posts: add an example, improvement or question. Prompt: “Yes, and…”	Each participant gets 3 votes (likes/stars) for the most relevant and feasible ideas.

4. STEP-BY-STEP INSTRUCTIONS

Step	Time	What the facilitator does
1	*10 min*	**Welcome and introduction.** *The facilitator explains the aim, expected outcome, Brainwriting method, Padlet structure, and online participation rules.*
2	*10 min*	**Review the challenge.** *Participants briefly examine their selected VET curriculum and identify one area where sustainability or green skills could be strengthened.*
3	*15 min*	**Individual idea generation.** *Participants independently post several green curriculum ideas on the Padlet board without discussing them first.*
4	*15 min*	**Build on others' ideas.** *Participants read other contributions and add examples, improvements, questions, or practical suggestions to develop them further.*
5	*15 min*	**Prioritise the strongest ideas.** *Participants use votes or reactions to select the most relevant, feasible, and impactful curriculum ideas.*
6	*10 min*	**Reflection and next step.** *The facilitator reviews the top ideas, leads a short debrief, and asks each participant to choose one idea to apply in practice.*

SESSION FLOW · 75 MIN

Intro 10'	Review 10'	Write ideas 15'	Build on others 15'	Vote & prioritise 15'	Reflect 10'

ONLINE FACILITATION TIPS

- Keep cameras on during the intro, then let people write in silence with a visible timer.
- Post the Padlet link in the chat at the start of each round.
- Name a co-host to help anyone who has trouble posting or voting.

5. DEBRIEF QUESTIONS



- Which ideas on the Padlet board were most useful or surprising, and why?
- How did reading and building on other participants' contributions influence your own thinking?
- Which green curriculum idea appears most realistic, relevant, and impactful for your VET context?
- What challenges could arise when applying the selected idea, and how could they be addressed?
- What is one specific action you will take after this activity?

5.1 KOLB EXPERIENTIAL LEARNING CYCLE

Concrete experience	*Participants generate, post, develop, and prioritise practical green curriculum ideas on a shared Padlet board*
Reflective observation	*Participants review the contributions, consider what surprised them, and reflect on how others' ideas changed their perspective.*
Abstract conceptualisation	*Participants identify common principles and patterns for integrating sustainability and green skills into VET curricula.*
Active experimentation	*Participants select one realistic idea and define how they will test or apply it in their own VET context.*

VARIATIONS

• No Padlet? Use Miro, a shared Google Doc or the printable worksheet on page 7.
• Shorter version (45 min): one writing round, one build-on round, then vote.
• Asynchronous: keep the board open for a week and meet only for voting and reflection.
• Face-to-face: run it as classic 6-3-5 Brainwriting with paper sheets.

6. WORKSHEET

6.1 BRAINWRITING SHEET

Use this as a backup to Padlet or to plan the board. Each round, write in silence, then pass the sheet (or move one column) and build on what is there.

	IDEA A	IDEA B	IDEA C
ROUND 1 Write your own green idea 5 min			
ROUND 2 Build on it: add an example or improvement 5 min			
ROUND 3 Make it practical: where, who, how? 5 min			

6.2 DOT VOTE – OUR TOP 3

Top idea	Votes	Why it is relevant & feasible
①		
②		
③		

💡 THE IDEA I'M BORROWING

Best idea from someone else (and whose): .....

How I will adapt it for my learners / sector: .....

What I will add to it from my own idea: .....

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AI

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