



A Sustainable Europe

Learning and Teaching Package 1

UNIT 2: ENVISIONING A SUSTAINABLE EUROPE

KATELYN STAINFORTH, UCD

CONOR GALVIN, UCD



Co-funded by
the European Union





Contents

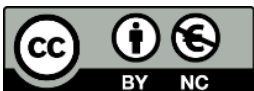
Overview	2
Pedagogical Approach	2
A Sustainable Europe: Importance of the theme	3
UNIT 2 Overview	4
UNIT DESCRIPTION	6
Start-Up.....	6
Development	9
Consolidation.....	14
Follow-Up	17
Glossary of Notions	24
Glossary of Icons.....	25
Worksheets and Links.....	26
TAP-TS Roadmap	28
Teaching Sustainability: Learning activity Template.....	30
GreenComp Framework: the European Sustainability Competence Framework.....	31



DISCLAIMER: Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or EACEA. Neither the European Union nor the granting authority can be held responsible for them.

CREDIT: Cover Photo by Jacob_09 on [Why people should be at the heart of sustainability goals | GreenBiz](#)
The icons were created by Taimoor D on Flaticon.

LICENSING:



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License: Reusers may distribute, remix, adapt, and build upon the material in any medium or format for noncommercial purposes only, and only so long as attribution is given to the TAP-TS Project as the creator.

<http://creativecommons.org/licenses/by-nc-sa/4.0/>

Overview

Learning and Teaching Package 1 'A Sustainable Europe' provides introductory activities for addressing sustainability within secondary education and teacher education. The LTP is guided by three main questions:

- What does sustainability and sustainability education mean to me, in Europe and around the world?
- Why is sustainability important and how can a sustainable Europe be created?
- How can educators support young people to engage with sustainability issues and act for sustainability?
- How educators practice equitable and just education for sustainable futures?

Unit 2 invites participants to *imagine* the European Union (EU) as a sustainable society while diving deep into the current risks towards a sustainable EU and opportunities that are being taken to contribute to one. This unit engages with inclusive activities that allow students to actively approach teaching and learning. The activities rely on active-based learning to enhance understanding around decision-making at the European Union level and provide knowledge-basis around sustainability from a historical perspective, considering past-present-future, reflecting on the risks and opportunities for a sustainable Europe. This unit asks the question of why? Why is it important to be sustainable? Why should we know the risks? Why and how can certain opportunities be created? This unit aims at exploring the role of teachers and students in how they can act for change in collaboration with other, also identifying their own potential for a sustainable Europe.

It finishes with an activity to reflect on your practice (individually and/or with colleagues), on how the previous activities contribute to developing sustainability competences and acting in a more sustainable way. We also propose [a Template to develop your own learning activities](#), and [TAP-TS Roadmap](#) to lead you through the process.

Pedagogical Approach

The activities within Unit 2 engage with active learning pedagogy and support knowledge-based understanding on the historical aspects of sustainability at the EU level, the risks that occur within a society around sustainability, the opportunities that the EU is taking that has and will aid in the issue and finally the incorporation of students understating of EU-decision making. The main pedagogical approaches include reflective, collaborative, constructivist, technology assisted problem solving; and the attempt to envision alternative sustainable futures, by imagining and developing alternative scenarios to achieve a preferred sustainable future for Europe. Finally, the pedagogical approach is focused on active learning not just for the pre-and in-service teachers but also for the secondary school students that will be learning from these activities.

The topics and tasks have been chosen to contribute to the understanding of the developments in Europe that made the notion of sustainability paramount today, addressing the challenges that the EU have faced; and opportunities and possibilities have created. The activities in this unit aim to enhance the participants' exploratory thinking, futures literacy, problem-framing and solving, and invite to act for sustainability.



A Sustainable Europe: Importance of the theme

Education for sustainability seeks to empower students to become thoughtful about and responsible for their actions and impact on the environment, economy and society. This involves considering not only the present consequences, but also those for future generations. Thus, the aim of LTP 1 is to help students become systemic and critical thinkers, as well as develop agency, and form a knowledge basis to approach the topic of sustainability within time of change and uncertainty. This unit aims to focus on the student's ability to understand and partake in EU decision-making.



UNIT 2 Overview

Main Topic	Target Group	Duration	Knowledge Area/ Subjects in School	Activities	Possible assessment
Envisioning a Sustainable Europe taking different dimensions of sustainability.	Secondary school teachers and student teachers with activities for secondary level students	240 – 300 minutes. Not counting reading time.	1: Sustainability 2: Threats & Opportunities 3: Measures of promotion 4: Decision-making	<p>Start-Up A1. Your vision for a sustainable Europe A2. Sustainability Bingo</p> <p>Development A1. Greenwashing – how to spot climate lies. A2. Drastic about plastic workshop A3. Are we paying big companies to kill us?</p> <p>Consolidation A1. Role-Play Decision-Making</p> <p>Follow-Up A1. Our Right. Our Planet! A2. Reflection A3. Reflection on Teacher Practice</p> <p>Two main activities with smaller activities that are for secondary school students.</p>	<ul style="list-style-type: none"> imagination scenarios <p>Possible quizzes at the end of Lesson.</p>
Intended Learning Outcomes	<p>Having worked through the activities and materials, students will be able to:</p> <ul style="list-style-type: none"> ✓ Describe some historical opportunities and threats in relation to Europe and global sustainability. ✓ Describe their vision of ,a sustainable Europe in relation to environment, society and economy. ✓ Describe a range of European measures which promote sustainability, in Europe and globally. ✓ Describe how they and their students can be part of European decision-making. 				
Prior Competencies	<p>obligatory:</p> <ul style="list-style-type: none"> No basic competencies needed, Basic level of understanding proffered. <p>optional/ideal:</p> <ul style="list-style-type: none"> Ability to collaborate and be cooperated to support group activities and have autonomy to participate. <p>Digitally literate to a level that allows to engage meaningfully with the materials provided in this unit</p>				
Required materials	<ul style="list-style-type: none"> Laptop and access to internet Paper and writing materials 				
Cooperation/ Networking	Exploring and connecting to local eco-shops and community organizations related to sustainability				
Practical Notes for Teachers	Educators should be aware that different groups of people may cause activities to be longer or shorter. Materials can vary depending on if the event is online or in person.				
Addressing GreenComp	Embodying sustainability values				
	X	1.1 Valuing sustainability	To reflect on personal values; identify and explain how values vary among people and over time, while critically evaluating how they align with sustainability values.		
	X	1.2 Supporting fairness	To support equity and justice for current and future generations and learn from previous generations for sustainability.		



X	1.3 Promoting nature	To acknowledge that humans are part of nature; and to respect the needs and rights of other species and of nature itself in order to restore and regenerate healthy and resilient ecosystems.
Embracing complexity in sustainability		
X	2.1 Systems thinking	To approach a sustainability problem from all sides; to consider time, space and context in order to understand how elements interact within and between systems.
X	2.2 Critical thinking	To assess information and arguments*, identify assumptions, challenge the status quo, and reflect on how personal, social and cultural backgrounds influence thinking and conclusions.
X	2.3 Problem framing	To formulate current or potential challenges as a sustainability problem in terms of difficulty, people involved, time and geographical scope, in order to identify suitable approaches to anticipating and preventing problems, and to mitigating and adapting to already existing problems.
Envisioning sustainable futures		
X	3.1 Futures literacy	To envision alternative sustainable futures by imagining and developing alternative scenarios and identifying the steps needed to achieve a preferred sustainable future
X	3.2 Adaptability	To manage transitions and challenges in complex sustainability situations and make decisions related to the future in the face of uncertainty, ambiguity and risk.
X	3.3 Exploratory thinking	To adopt a relational way of thinking by exploring and linking different disciplines, using creativity and experimentation with novel ideas or methods.
Acting for sustainability		
X	4.1 Political agency	To navigate the political system, identify political responsibility and accountability for unsustainable behaviour, and demand effective policies for sustainability.
X	4.2 Collective action	To act for change in collaboration with others.
X	4.3 Individual initiative	To identify own potential for sustainability and to actively contribute to improving prospects for the community and the planet.



UNIT DESCRIPTION

Start-Up

The key to this activity is to promote a sustainable Europe vision in a positive way.

**Estimated
Duration**

Activity 1. Your vision for a sustainable Europe

This activity is dedicated to creating an ideal vision for what a sustainable Europe is.


GreenComp: 1.1 Valuing sustainability; 1.2 Supporting fairness; 2.1 Systems thinking; 2.2 Critical thinking; 2.3 problem-framing; 3.1 Futures literacy

Preparation for Activities: Educators should either predetermine groups ahead of lesson, and group the students into four groups. Educators should give clear instructions for the activity. Those working as a group, produce quality work and include a discussion of diverse ideas.


A Note for a Teacher: The activity can be run as online and in presence. Important, is to provide enough time to study the resources; space for collaborative notes. The suggested outline is run online.

Description

 *Step 1. Self-study time*

Participants study the paper about the imagination scenarios – **The ‘Scenarios for sustainable Europe in 2050’ project** (see in handouts)  . Give enough time to study the document before or during the session.

Step 2. Educator facilitated discussion

 Open a full-group discussion on *what an imagination scenario is*. Online students can use a Padlet/ Jamboard or any other harvesting method to gather individual or group responses. Break out group

90 mins

discussions with one documenting works, too. In an active learning session learners will be broken into small groups, discuss and write down ideas as a group.

1. Separate learners into four groups, a group for every scenario
2. If in person; give the learners an A3 sheet of paper for brainstorming and allow for any writing materials, they wish to use.
3. If online; instruct the learners to find something to write on while working on this group project.
4. Once materials are collected give instructions on how to partake in the activity. That being the learners need to map an understanding of the current sustainability situation in Europe.
5. Learners must then hold a group discussion on how they can make it better. Basically, their vision for a sustainable Europe.
6. Learners must then present their work.






Read the resource and have a discussion on the current actions for sustainability. This discussion should lead to what their vision for a sustainable Europe should include.



Focusing activity

To reflect and critically analyze the positives and negatives of what a sustainable Europe is.



<p>Activity 2. Sustainability bingo for Secondary students, and beyond</p> <p>This activity is game based. Its aim is to grasp an understanding of the level of knowledge-basis among students in a joyful way. For educators to promote a fun way of learning about sustainability.</p> <p>GreenComp: 1.1 Valuing sustainability; 4.3 individual initiative.</p>	<p>Preparation for Activities: The preparation for this resource is either online access to the pages or printed pages for Bingo.</p> <p>A Note for a Teacher: This activity would work well in groups or individuals. If run in groups, students will work as a team to identify if they have Bingo. This activity can be run e.g. monthly to see if changes happen</p>	<p>20 - 30 mins</p>
	<p>Description</p> <ol style="list-style-type: none">  Print out the templates for Bingo Game with the Call List (see in Handouts). More games can be found here (https://thoughtfullysustainable.com/sustainability-bingo/). You can add any filters to the bingo cards to make them look nice as in the example.  Prepare the Call List (last page of the Worksheet) for you. Use this randomly generated list as your call list when playing the game. Place some kind of mark (like an X, etc) on each cell as you announce it, to keep track. You can also cut out each item, place them in a bag and pull words from the bag. <p> Hand out the Cards to your students and have fun.</p>	



Development

The three activities are centred around the threats and opportunities for a sustainable Europe. By looking at very concrete examples that could be grasped and critically reflected by secondary school students, the focus is to build capacities to act for a fair and more sustainable Europe, and to understand the forces that play in today’s society, and deal with those critically. The activities have been developed by [IRISH SCHOOLS SUSTAINABILITY NETWORK](https://www.issn.ie/). Which is a public domain with available materials at <https://www.issn.ie/>

Estimated
Duration

Activity 1. Greenwashing – How to spot climate lies.




An activity is aimed to enhance critical thinking when it comes to (dis)information around sustainability. The activity is meant for secondary school students but can be adapted and used in this module with some tweaking.

GreenComp: 1.2
Supporting fairness; 2.1

Preparation for Activities: The suggested video and worksheet can be seen as an example of introducing the topic. You can explore and choose an ad more suitable to your context.

A Note for a Teacher: the suggested video guides the students through the key concepts, questions, and examples. You can suggest watching this at home, and reflect and do the focusing activity in class.




Description

1.  Watch the video (28 mins 59s). This video has a worksheet (see in Handouts for Activities, Session 3)  . [Click on this link to access the video](#). “Greenwashing! How to spot climate lies!”
2.  Asks students to work in pairs or small groups to answer the questions on the Worksheet; or be guided through the video.

Here are the starting questions. You will find more in the Worksheet:

- Q1 How does this advert want to make you feel?
Q2 What images and language does it use to influence your feelings?
Q3 Is there anything about it that seems ‘off’ to you?

60 mins








<p>Systems thinking; 2.2 Critical thinking; 4.1 political agency</p>	<p>3.  Focusing activity</p> <p>Discuss what <i>Greenwashing</i> is. Why do companies greenwash rather than actually making changes so they help the planet? What can we do when we notice greenwashing?</p> <p>4.  Engage the students in the Walking Debate. Read the statements to the class, and ask students to move in the classroom to the right wall (if they agree), middle (neutral), and left (if they strongly disagree), and ask to share their opinion:</p> <p>“GREENWASHING - HOW TO SPOT CLIMATE LIES” “COMPANIES SHOULD HAVE TO PAY A PENALTY IF THEY ARE CAUGHT OUT FOR GREENWASHING” “IF I WAS A BUSINESS OWNER I WOULD GREENWASH TOO. IT’S HARD TO KEEP A BUSINESS GOING” “WHEN GIVEN THE CHANCE TO PAY EXTRA FOR CARBON OFFSETTING, FOR EXAMPLE WHEN TAKING A FLIGHT, WE SHOULD DO IT. IT GIVES US THE IDEA THAT IT’S OKAY TO TAKE A FLIGHT” “SCHOOLS SHOULD DEVOTE MORE TIME TO TEACH THEIR STUDENTS HOW TO SPOT GREENWASHING”.</p>	
<p>Activity 2. Drastic about plastic workshop</p> <p>The aim is to direct focus towards environmental sustainability, which is also linked to economic and societal sustainability. The activity invites to think and act more sustainably based on knowledge about plastic</p>	<p>Preparation for Activities: prepare the video and worksheets before starting.</p> <p>A Note for a Teacher: The activity provides knowledge basis, and asks to think and live more sustainably. The video provides examples relating to the Irish context. Explore with your students which local networks, organisations, systems could help act more sustainably.</p> <p>Link to other LTPs: we advise to look for more ideas in LTP 3</p> <p>Description</p> <p>1.  In this workshop we take a deep dive into the world of modern plastics, from its link to fossil fuels, to the impact which plastic production and pollution has on the environment, wildlife and humans. We also</p>	<p>90 min</p>



production and pollution and its effect on the environment, wildlife, and humans. We also discuss positive actions we can each take to reduce our plastic dependency at both an individual level, community level, and on a larger scale.






GreenComp: 1.1 Valuing sustainability; 1.3 Promoting nature; 2.1 Systems thinking; 2.2 Critical thinking; 2.3 Problem framing; 3.3 Exploratory thinking; 4.1 Political agency; 4.2 Collective action; 4.3 Individual initiative.

discuss positive actions we can each take to reduce our plastic dependency at both an individual level, community level, and on a larger scale

2.  Watch the video [Drastic about Plastics Workshop - YouTube](#). 45 minutes if you watch through, 85-90 minutes if you wish to do the included activities.
3.  Task “Recycle Labels” (min 18 in the video):
4.  Task “List 5 good and 5 bad things about plastic” (min 21): give 5 mins to discuss in pairs, and then collect ideas in class.
5.  Task “List ways single-use plastic can harm humans, animals or the environment” (min 29): 5 mins to discuss
6.  **Focusing activity** “Can you think of anything we can do to help?” (min 36)
7.  Explore with your students of the actions, and ways of being more active, they could do locally, explore which local stores or organizations are more eco-friendly.
8.  Engage the students in the Walking Debate. Read the statements to the class, and ask students to move in the classroom to the right wall (if they agree), middle (neutral), and left (if they strongly disagree), and ask to share their opinion:

I FEEL THAT PLASTIC HAS BOTH BENEFITS AND DISADVANTAGES.
 I FEEL THERE COULD BE MORE PLASTIC-FREE OPTIONS AVAILABLE TO ME IN SHOPS AND SUPERMARKETS.
 I FEEL CONFIDENT KNOWING HOW TO DISPOSE OF DIFFERENT TYPES OF PLASTICS.
 I FEEL THAT WE CAN EACH MAKE A HUGE DIFFERENCE IN REDUCING OUR PLASTIC THROUGH INDIVIDUAL ACTION.
 I FEEL CONFIDENT IN WRITING TO BRANDS AND POLICY MAKERS TO REDUCE THEIR PLASTIC PRODUCTION AND CONSUMPTION IN SOCIETY.






<p>Activity 3. Are we paying big companies to kill us?</p> <p>The aim is to introduce the concept of Global Warming, think critically about energy production and use; and be critical about (dis)information around climate change. We also discuss positive actions we can each take.</p> <p>GreenComp: 1.1 Valuing sustainability; 1.3 Promoting nature; 2.1 Systems thinking; 2.2 Critical thinking; 2.3 Problem framing; 3.3 Exploratory thinking; 4.1 Political agency; 4.2 Collective action; 4.3 Individual initiative</p>	<p>Preparation for Activities: prepare the video and worksheets before starting.</p> <p>A Note for a Teacher: How we produce and use energy is having a devastating impact on our planet, energy professionals across the world are now in a race to change our entire energy system. And we need everyone to be a part of it. This session has two parts. Part I (19 mins 20 secs) gives the students an opportunity to reflect on what they already know about the links between fossil fuels, carbon dioxide, and climate impacts. We then explore how the fossil fuel industry has actively tried to undermine and slow down climate action. In Part II (11 mins 21 secs) Ali Sheridan helps students to understand what fossil fuel subsidies are. This is a little more challenging. If your students are needing a learning break you could jump to the walking debate (found at 9mins 42secs) and then come back the beginning of Part II to learn about how we are heavily subsidising fossil fuel companies. You will find questions and answers in Worksheets  (see Handout for Activities: Session 5)</p> <p>Link to other LTPs: we advise to look for more ideas in LTP 3: 4 My Actions for Saving Energy</p>	<p>90 mins</p>
	<p>Description</p> <ol style="list-style-type: none">  Watch Video part I (19 mins 20s). 4 Are we paying big companies to kill us? Part I - YouTube  As you watch complete Worksheet (Handouts, p 23).  Watch Video Part II  Focusing activity Engage the students in the Walking Debate. Read the statements to the class, and ask students to move in the classroom to the right wall (if they agree), middle (neutral), and left (if they strongly disagree), and ask to share their opinion: <p>THE FOSSIL FUEL INDUSTRY ARE ONLY A SMALL PART OF THE GLOBAL WARMING PROBLEM.</p>	









	<p>WE MUST STOP BURNING FOSSIL FUELS. CEOS OF FOSSIL FUEL COMPANIES SHOULD GO TO PRISON FOR PURPOSELY LYING TO THE PUBLIC. YOUR OPINION IS NOT YOUR OWN IT'S THE MEDIA'S OPINION. WE ARE PAYING BIG COMPANIES TO KILL US.</p>	
--	---	--



Consolidation

<p><i>The key to this activity is to promote Students' engagement in decision-making while having an understanding around sustainability, critically reflecting on the threats and opportunities.</i></p>		<p>Estimated Duration</p>
<p>Activity 1. Role – play EU decision – making. The aim is to develop understanding of decision-making at the EU level in an engaging and fun way, also by showing how different national and local interests play a part. The idea is also to gather all previous knowledge to make a decision for a better future.</p> <p>GreenComp: 1.2 Supporting fairness; 2.1 Systems thinking; 2.3 Problem framing; 4.1 Political agency</p>	<p>Preparation for Activities: Arrange the chairs as for a meeting beforehand (i.e. a square). Ensure that there are enough seats for all participants. Optimal number is 15-25 participants. You will need <u>Teachers guide</u> , different languages are available; and <u>presentation around EU decision-making</u> , also available in different languages.</p> <p>A Note for a Teacher: The European Commission has developed an <u>engaging and free role-playing game</u> on what can be called chocolate in the EU. The game is aimed at school classes, student associations, groups of employees and anyone else who wants to better understand the EU's democratic decision-making process. The role-playing game is a perfect introduction to a larger EU project or as a stand alone activity. You will find all the material ready to download to simulate the democratic process within the EU works!</p>	<p>30 – 60 mins</p>
	<p>Description</p> <ol style="list-style-type: none">  Intro: As in reality, EU ministers, the European Commission and the European Parliament meet in the Council of Ministers to discuss, negotiate and vote. These roles are assumed by the participants who will democratically find a solution to unite the countries on the issue of chocolate while protecting their country's citizens and interests. There will be lively debate, negotiation between the countries in the corridors and, finally, voting on the Commission's new legislative proposal. And the outcome of the role-playing game is rarely as expected. It is the participants who control and influence the process. 	



2.  Set the challenge by giving a background information and showing the video [The EU Chocolate Directive](#) – a short video introduction to what it is and why Member States find it so hard to come to an agreement? [Role-play EU decision-making \(europa.eu\)](#)
3.  Provide a short description of the European Union. Use [the PowerPoint presentation](#) to help, if desired.
4.  Write out the steps for the role-play on the board: Round 1- Preliminary vote; Position of the European Parliament; Recess; Round 2- Final vote; Position of the European Parliament. Explain that during the recess, national ministers must try to bring other member states and the European Parliament around to their point of view. It is also possible during the recess to ask whether the European Commission is prepared to amend the proposal.
5. Divide the class into fourteen groups.
 - Group 1 European Parliament (1–2 students)
 - Group 2 President of the Council of the European Union (1–2 students)
 - Group 3 European Commission (1–2 students)
 - Groups 4- 14 Ministers of the EU member states (1–2 students per member state)
 - NB: If there are not enough students, Portugal, Ireland and/or Czechia can be left out. However, it is important that these countries' votes **still be counted!**
6.  Hand out the role descriptions (Handout Teachers' Guide, pp. 5-19).
7.  For 5-10 mins Students decide how they will act, using the role descriptions. Will they vote for or against the European Commission's proposal? And why?
8.  Role-play– meeting of the Council of the European Union (45 minutes): follow the guidelines.




Focusing activity

Afterwards, discuss the process and the arguments raised. Reflect on the result. Was it reasonable to assume that the European Parliament and the Council of the European Union would reach agreement on the



	<p>Chocolate directive? This is necessary in order to reach definitive decisions. Consider how national interests stand in the way of European decision-making, how ideological differences can prevent that agreement is reached.</p>	
--	--	--

Follow-Up

<i>The key to this activity is to engage students as agents of change, giving them voice and inviting to take action.</i>		Estimated Duration
<p>Activity 1. Our rights, Our planet!</p> <p>This activity is a call for action using student voice. Its aim is to bring awareness about our right to make life on planet Earth more sustainable, and asks to think what we can do collectively and individually.</p> <p>GreenComp: 1.1 Valuing sustainability; 4.1 Political agency; 4.2 Collective action</p>	<p>Preparation for Activities: prepare the video to present student voice and reflection tools.</p> <p>A Note for a Teacher: The video is based on examples taken from Irish Schools Sustainability Network and invites to look at the initiative students are engaged. You can explore your local networks or think of starting to create one with your colleagues. The idea is simple to change the mind-set and start with small actions which are shared through the network.</p> <p>Description</p> <ol style="list-style-type: none"> 1.  Intro: Hear from children all around the world about how they are affected by climate change and biodiversity loss. For the first time, the United Nations is creating important guidance, called General Comment No.26, for governments worldwide which will state what they must do to protect children’s rights in connection to the climate and environmental crises. Learn how you can get involved in shaping international guidance about your rights, the environment and climate change. Irish Schools Sustainability Network students also share a pilot project they have been working on called '5 Minutes of Sustainability'. Check out the page on the ISSN website. 2.  Watch the video (18mins 30s). 3.  Task “Walking Debate”: Engage the students in the Walking Debate. Read the statements to the class, and ask students to move in the classroom to the right wall (if they agree), middle (neutral), and left (if they strongly disagree), and ask to share their opinion: 	90+ mins






“WHEN WE ARE IN OUR 40S OR 50S, WE SHOULD HAVE THE SAME QUALITY OF LIFE AS OUR PARENTS HAVE NOW.”



“THE ADULTS IN OUR WORLD ARE NOT UPHOLDING RIGHTS AND ENSURING THAT WE HAVE A LIVELABE FUTURE.”

“WHEN ADULTS SAY THIS IS A PROBLEM FOR YOUNG PEOPLE TO SOLVE THEY ARE BEING SELFISH. WHY SHOULD WE HOLD THAT BURDEN WHEN WE HAVE NO POWER TO CHANGE IT?”

“YOUNG PEOPLE NEED TO SPEAK UP ABOUT THEIR RIGHTS. WE CAN’T DEPEND ON OTHERS TO SAFEGUARD OUR FUTURE.”

4.  Task: A discussion What rights are you passionate about? Here is a list of possible rights. Set the groups to discuss this, and add to the list.
 - Right to clean air
 - Right to clean drinking water
 - Right to have a phone
 - Right to have no uniform
 - Right to an education
 - Right to understand how the world works
 - Right to understand how I can make change
 - Right to free speech
 - Right to play sports
 - Right to look the way I want
 - Right to love who I want
 - Right to eat McDonalds food
5.  Task: Discuss which of these rights are more important to you. A discussion in pairs
6.  Discuss how you can get involved. A number of examples are given in the video.




	<p>Focusing activity </p> <p>At the end of the session take some time to write down how you are feeling about the climate and biodiversity crisis. Share how you can connect with your local political representatives, and what actions you can take. You can play bingo game again from the Start-Up activity.</p>	
<p>Activity 2. Reflection for students In this activity students go back to where they started, and try to reimagine a preferred future for a Sustainable Europe applying the knowledge they acquired. <i>GreenComp: 1.1 Valuing sustainability; 3.1 Futures Literacy</i></p>	<p>Description</p> <p>Linking back to the initial activity, Learners should reflect on what they have learned in these activities and re-visualise what “a Sustainable Europe” looks like.</p> <p>In this Reflection, learners should go back over their work in Activity 1 and change and develop their idea. By using what they have learned in the previous activities and materials to develop their visual representation in a more realistic way.</p> <p> Focusing activity</p> <p>To reflect and critically analyze the positives and negatives of what a sustainable Europe is. Critically evaluating your previous knowledge to the knowledge obtained through the Unit.</p>	30min

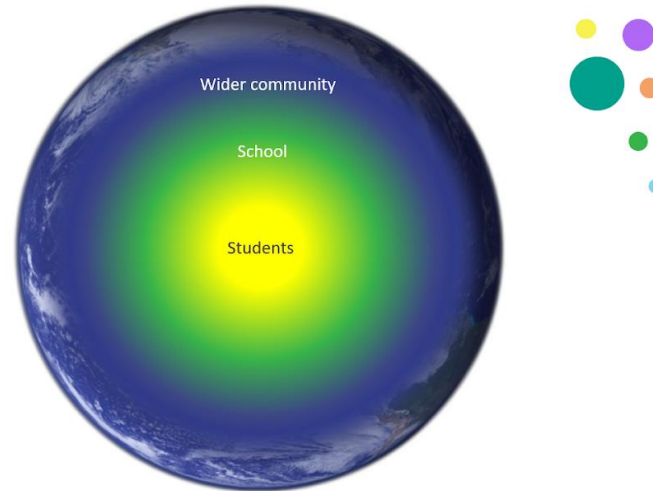


Activity 3. Reflection on teacher practice

This is an activity aimed at helping reflection (individually and/or with colleagues) on how the previous activities contribute to developing sustainability competences and acting in a more sustainable way.

How can I mobilize the activities in my teacher practice?


 Please reflect on two or three of the following dimensions at three levels of engagement (students - teacher; school; and wider community and beyond):



Dimension 1. Learning objectives:


- In what ways do these activities contribute to the global educational goals for your students? You might consider in particular LTP methods, materials, tools and activities you would or have implemented/transferred from the TAP-TS LTP into your regular teaching curricula.
- Within the school or learning context, how have the activities helped the learners in terms of embodying sustainability values, acting for a sustainable future and/or envisioning a more sustainable future?





 How have the activities added to the knowledge and understanding of the learners in terms of working with others in the broader community to create inclusive visions for a more sustainable future?



Dimension 2. Integration with different subjects:


 In what ways the activities could engage your students with different knowledge areas and subjects of the curriculum? In what ways these activities could be connected with different subjects of the curriculum?


 How have the activities contributed to collaboration with others at school or institutional level to approach a sustainability issue from different perspectives, knowledge areas and contexts?
In your opinion, do the LTP materials, tools and methods you have implemented also offer potential for use in other subjects? If so, in which subjects?

 How have the activities encouraged students to draw on different perspectives, and subject knowledge to identify interconnections, and reflect on one's own environmental, cultural and economic impact?



Dimension 3. Inclusion:

 Can the previous activities contribute to all students' participation and learning? What actions can you take to ensure the learning of all students?

 How have the activities contributed to engage with different perspectives to consider sustainability challenges and opportunities?

How do the activities help reflect on, identify, envision or even shape the trajectory towards a collective preferred future that includes various perspectives, cultures, traditions, and are grounded in values for sustainability?



Dimension 4. Environmental / Sustainability awareness:

To what extent do the activities promote awareness and responsibility among your students?

Did the implemented LTP materials, methods or tools increased or rather limited the opportunity to increase students' environmental awareness?

How have the activities encouraged the students to be aware of their individual and collective impact on nature, and provided opportunities to restore it at school level?

How have the activities contributed to grasp connections and interactions between natural events and human actions?



Dimension 5. Digital resources and equipment:

Do the current resources and equipment available in your institution adequately support the activities you have selected and implemented from LTP materials, or are there enhancements needed?

How did you try to enable students to use resources for learning at school in a sustainable way?

Did the activities encourage students to assess and question their needs to carefully manage resources in the pursuit of longer-term goals and common interests? How did the activities help them to think critically about information sources and communication channels on sustainability to assess the quality of the information they provide?



Dimension 6. Community involvement:

- To what extent can you involve the local community or connect with community issues related to the sustainability theme approached?
- Have the selected and implemented LTP methods, tools and materials encouraged you to initiate cooperation with external partners (associations, companies, NGOs, etc.) to enrich learning experiences? If so, in which areas are you aiming for cooperation?
- To what extent do the activities engage in democratic decision making and civic activities for sustainable development?
- How does your teacher practice encourage students' intentions and willingness to give back to the community and nature?



Dimension 7. Assessment and feedback:

- Have you adapted the original assessment methods or the requirements for students after integrating the LTP materials, methods, or tools into your existing teaching concept? If yes, in which way/how?
- To what extent does your teaching practice encourage students to use evidence, combine knowledge and resources to analyse and evaluate futures and their opportunities, limitations and risks, and contribute to decision-making at school level.
- To what extent does your teaching practice encourage students to use evidence, combine knowledge and resources to analyse and evaluate futures and their opportunities, limitations and risks, and contribute to decision-making, and become agents of change.



Glossary of Notions

Participants are the pre- and in-service teachers, teacher educators who are readers of the current documents.

Sustainability is understood in the context of GreenComp as prioritizing the needs of all life form and of the planet by ensuring that human activity does not exceed planetary boundaries.

Glossary of Icons



- Video



- Quiz



- Worksheets



- Editable Worksheets



- Various Media, e.g. Learning Apps



- Text to Read



- A question to Respond or a Question for Reflection



- A Discussion



- A task for an inquiry or search



- Focusing Activity



- A Reflection Activity



- An Activity for Action



- Suggested answers



- a short note for a teacher



- a group exchange



Worksheets and Links

Start-Up

Activity 1. A vision for a Sustainable Europe



Link for reading on why this activity is purposeful: Handout LTP 1_2 Start-Up [Imagining sustainable futures for Europe in 2050.pdf](#)

Activity 2. Sustainability Bingo

Game for students ... website for resources and templates : [How to Play Sustainability Bingo + 30 Free Bingo Cards – Thoughtfully Sustainable](#)



Bingo Game Templates and Example in Handouts

Development

Activity 1. Greenwashing – how to spot climate lies



Link for resources – Handouts LPT1_2 Handouts for Activities (Session 3)



Video [“Greenwashing! How to spot climate lies!”](#)

Activity 2. Drastic about plastic workshop



Link for resources – Handouts LPT1_2 Handouts for Activities (Session 4)



Video [Drastic about Plastics Workshop - YouTube.](#)

Activity 3. Are we paying big companies to kill us?



Link for resources – Handouts LPT1_2 Handouts for Activities (Session 5)



Video [Are we paying big companies to kill us? Part I - YouTube](#)



[Video Part II](#)



Consolidation

Activity 1. Role – play EU decision-making.



[Teachers guide](#) in different languages are available



[presentation around EU decision-making](#), in different languages



[The website EU Role Play Decision-Making](#)



[Video The EU Chocolate Directive – a short video introduction to what it is and why Member States find it so hard to come to an agreement? Role-play EU decision-making \(europa.eu\)](#)

Follow-Up

Activity 1. Our rights, Our planet!



[Link for resources – Handouts LPT1_2 Handouts for Activities \(Session 8\)](#)



[Video Our Rights! Our Planet!](#)

TAP-TS Roadmap

TAP-TS Roadmap has three main goals: (1) for the TAP-TS partners as a roadmap to design LTPs; (2) for teachers and student teachers to design materials for teaching sustainability; (3) evaluation of LTPs. Explore the visualisation on the next page.

TAP-TS Roadmap: the Steps / stages in the TAP-TS LTPs Design Journey

1: Clarify the Goal	<p>Our overarching goal is to enable learners and teachers to think and act sustainably. To actively participate in the discourse on sustainability, the topics must also be addressed - sustainably - in schools and universities. The goal of TAP-TS is to create learning and teaching packages for this purpose in the following areas:</p> <ul style="list-style-type: none"> 2.1 A Sustainable Europe. 2.2 Sustainability and Digitality. 2.3. Sustainability and Environmental Education. 2.4 Climate Crisis Resilience. 2.5 Dealing with Climate Disinformation. 2.6 Green Citizenship in/for Europe. 2.7 Sustainable Entrepreneurship Education.
2: Competency Areas	<p>The LTPS should be aligned with the interconnected four competences defined in the Green Comp Framework: • Embodying sustainability values • Embracing complexity in sustainability • Envisioning sustainable futures • Acting for sustainability</p>
3: Networking & Bundle Expertise	<p>There are many exciting topics. 1. Find a focus: what driving question is at the centre of your LTP. 2. See what resources are available (competencies, teaching-learning materials, etc.). 3. Network with colleagues and partner institutions regionally and nationally.</p>
4: Working through the design process	<p>Teaching Sustainability should be: action-oriented learning; hands-on; focussing on real life challenges; stimulate creative collaboration between teachers and learners; visions-oriented; participatory and action oriented . Approaches to teaching sustainability may be inquiry-based learning; explorative learning; networked learning; participation learning aimed at problem framing. Teaching Sustainability may incorporate the following activities: collaborative projects, future framing workshops, research and analysis, discussion.</p>
5: ASSESSMENT DESIGN	<p>In Education for Sustainability assessment can be multifaceted and primarily encourage reflection and be evidence based. There is not always ONE right answer. The goal should be to RAISE QUESTIONS. TS is not about teaching the „right“ behaviour, but about practising a critical perspective. Give TS an important place in curricula and implement credits, badges, or awards for it.</p>
6: PUBLISH TO TAP-TS PLATFORM	<p>Can you and where can you publish your materials under a Creative Commons license as free as possible. Because that is sustainable!</p>



1 CLARIFY THE GOAL

A goal of TAP-TS is to create learning and teaching packages that would enable teachers and learners think and act sustainably. Find a focus based on SDGs, GreenComp Framework or a sustainability problem; and define learning objectives within the seven TAP-TS themes.

1. A Sustainable Europe.
2. Sustainability and Digitality.
3. Sustainability and Environmental Education
4. Climate Crisis Resilience. 5. Dealing with Climate Disinformation. 6. Green Citizenship in/for Europe. 7. Sustainable Entrepreneurship Education.

2 PLAN

Consult the TAP-TS LTPs Architecture. The LTPs Units should address the interconnected competences as defined e.g. in the Green Comp Framework:

1. Embodying sustainability values
 - 1.1 Valuing sustainability | 1.2 Supporting fairness | 1.3 Promoting nature
2. Embracing complexity in sustainability
 - 2.1 Systems thinking | 2.2 Critical thinking | 2.3 Problem framing
3. Envisioning sustainable futures
 - 3.1 Futures literacy | 3.2 Adaptability | 3.3 Exploratory thinking
4. Acting for sustainability
 - 4.1 Political agency | 4.2 Collective action | 4.3 Individual initiative

See GreenComp for details

3 BUILD NETWORK AND GROW EXPERTISE

See what resources are available and could support your LTP (teaching-learning materials, etc.). Network with colleagues and partner institutions regionally and nationally. Describe possible collaborations with the 'world of work'.

7 SHARE

Publish and share your materials under a Creative Commons license as open access. Because that is sustainable!

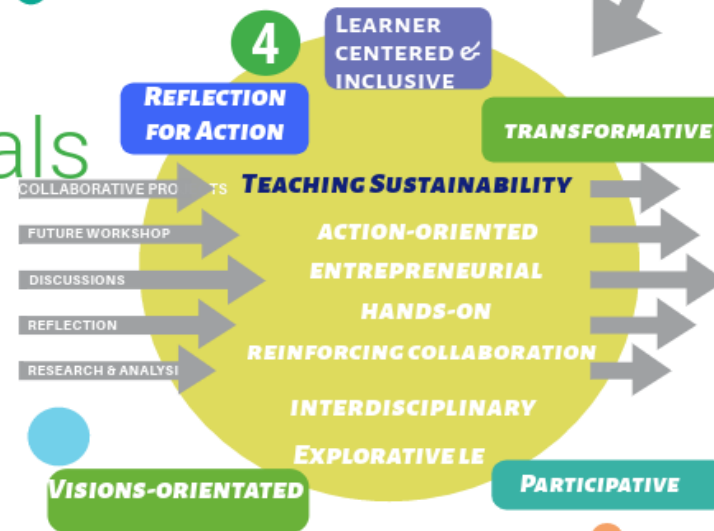
6 REFLECT

In Education for sustainability assessment is multifaceted, and primarily encourages reflection (for action and future-oriented) aimed to raise questions and practise a critical perspective.

There is no ONE right answer! Give TS an important place in curricula and implement credits, badges or awards for it.

5 DO IT! HAVE FUN! DISCUSS! BE CREATIVE!

ROADMAP Developing TAP-TS Materials





Teaching Sustainability: Learning activity Template

1. Introduce yourself!

My name:
My country:
My role:
My school:
My class:

2. OVERVIEW

Provide a brief description of the learning activity, including information about the targeted age group and duration. Clearly state the motivation behind your learning activity and explain which elements of the curriculum your learning activity is related to.

Age Group:

Duration:

Related Themes of Sustainability:

Description:

3. LEARNING OUTCOMES

What are the learning outcomes of this learning activity, and which key GreenComp competences does it promote?

4. LEARNING APPROACH

Having in mind the learning outcomes, what active learning approaches will be applied?

Specify the engagement strategies and sequence of learning tasks that students will develop in the context of the activity. Explain how GreenComp competences will be promoted.

What will be the role of the teacher, and what will be the students' role? How will the students work—individually or in groups?

5. DIGITAL RESOURCES

Which digital technologies, including tools, services, and resources, will be utilized in the activity? Additionally, how will these digital technologies be effectively integrated to enhance lesson outcomes and student understanding?

6. ASSESSMENT

What assessment strategies and instruments will be employed to evaluate student learning?

GreenComp Framework: the European Sustainability Competence Framework

Within the TAP-TS Project, *GreenComp* (Bianchi et al., 2022) serves the following purposes: design of learning and teaching packages; development of TAP-TS professional development activities, (self)-reflection, and evaluation. The aim of GreenComp is to foster a sustainability mindset by helping teachers and students develop the knowledge, skills and attitudes to think, plan and act with empathy, responsibility, and care for our planet.

Visual representation of *GreenComp*:



GreenComp consists of 12 competences (in bold) organised into the four areas (in italics) below:

- *Embodying sustainability values, including the competences*
 - **valuing sustainability**
 - **supporting fairness**
 - **promoting nature**
- *Embracing complexity in sustainability, including the competences*
 - **systems thinking**
 - **critical thinking**
 - **problem framing**
- *Envisioning sustainable futures, including the competences*
 - **futures literacy**
 - **adaptability**
 - **exploratory thinking**
- *Acting for sustainability, including the competences*
 - **political agency**
 - **collective action**
 - **individual initiative**

Reference: Bianchi, G., Pisiotis, U., Cabrera Giraldez, M. [GreenComp – The European sustainability competence framework](#). Bacigalupo, M., Punie, Y. (editors), EUR 30955 EN, Publications Office of the European Union, Luxembourg, 2022; ISBN 978-92-76-46485-3, doi:10.2760/13286, JRC128040.

Project partners



TECHNISCHE
UNIVERSITÄT
DARMSTADT

