



# GREEN CITIZENSHIP IN/FOR EUROPE

## Learning and Teaching Package 6

**UNIT 1: WHOLE SCHOOL APPROACH FOR GREEN CITIZENSHIP:  
INTRODUCTION AND IDEAS FOR TAKING ACTION**

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## Overview

The Learning and Teaching Package 6 Green Citizenship in/for Europe links learning to the development of healthy responsible communities in and beyond the classroom, and therefore invites to consider the Whole School Approach to engage with sustainability. What it implies is that Green Citizenship education should include partners going beyond educators and extending to headteachers, senior management teams, governors, anyone who has a key role in contributing to the common core of civic education, and of course students as partners in the creation and development of green citizenship education. Therefore, the LTP materials would be relevant for educators, teachers, senior management teams, but also contain materials for students as key partners in the process. [The participants](#) will multiply the experience and knowledge not only theoretically but also practically through concrete project activities or interventions. In the area of emotions, participants become sensitive to the principles of sustainable development, they identify with them. In the area of action, the participants reflect on the active approach to the implementation of sustainable development both in school life and outside school life in the sense of green citizenship.

The present unit is understood as an introduction to the topic of Whole School Approach to sustainability and [Green Citizenship](#). Through [the Living Spiral Framework](#), it invites to start with thinking about present institutional practices for sustainability (roots), explore various small actions and do-able changes through transformative learning (shoots), that can lead to new processes (stems) and continue over time (leaves), and give seeds to new initiatives. Mainly, this unit presents practical ideas for green citizenship, and empowerment of young children to become agents for change, in particular through whole school approach. The participants familiarise themselves with the individual project phases and apply these in daily practice in order to set the process of ‘sustainability’ and ‘education for sustainable development’ in motion at their school / institution. The Unit finishes with [a Follow-Up Activity](#) for teachers to reflect on their practice in view of integrating the Whole School Approach (WSA) for Green Citizenship, and includes [TAP-TS Roadmap](#) that can be seen as a visualisation of materials design.

**Unit 2 Mosaic Game** aims to engage with the idea that it takes the whole school community to work together towards improvements. Mosaic Game serves as an innovative teaching and learning tool to support WSA for sustainability by fostering collaboration and critical thinking among students and staff. Through the game, participants are challenged to explore and solve sustainability-related problems, where collective decision-making is essential. This approach integrates across subjects, engaging students in hands-on learning while encouraging reflection on sustainability of their local environment. By involving the entire school community in the game—teachers, students, non-teaching staff, and even parents—the Mosaic Game amplifies awareness of sustainability issues and empowers participants to develop actionable solutions that benefit not just the school but the wider community. This aligns perfectly with the WSA, which seeks to embed sustainability as a core value across every aspect of school life, creating a more environmentally conscious and engaged community.

**Unit 3 ‘Places Of Learning And Resources’ (POLAR)** for sustainability’ engages participants with the pedagogical possibilities of POLAR, outside of schools, for sustainability education. The unit is aimed at secondary level teachers and student teachers from across subjects, and works particularly well in interdisciplinary groups. The unit begins with an exploration and/or recap of sustainability education, as the basis for participants identifying connections between their instructional subjects and sustainability education. Next, participants explore a POLAR, and take from this inspiration to develop their own pre, while and post POLAR activities. After this, participants identify a POLAR of choice develop activities and guide peers. Finally, participants share learning from the unit as the basis for their future use of POLAR for sustainability education.



## Pedagogical Approach

A whole school approach to sustainability seeks to embed learning for environmental sustainability across the institution. It adopts a systemic view of education creating opportunities for living and learning sustainability across the educational environments ([Working Group Input Paper](#)). There are a number of contributing factors to the success of a whole school approach, such as a whole-school plan, future-oriented perspective, students getting hands on experiences and development of critical enquiry and systems thinking, and distributed leadership where dialogic communication is paramount. Thus, the LTP units engage in reflecting on institutional practices with the prospect to transform them, and gives ideas for projects to engage all actors actively in examining how the local environment (school) could be improved; in reflecting on forms of communication about sustainable ideas for the future.

## Green Citizenship in/for Europe: Background information

Taking steps to engage students in change, to empower students and develop their competences by providing an opportunity to engage in real life decision-making processes is important to nurture responsible green citizens. In the Whole School Approach, students learn through the curriculum with what is practiced by the school through its management, operations and procurement as well as outreach. It is an approach that seeks to take learning outside of the classroom walls by engaging students in school decisions, involving them in community projects and global initiatives. It also encourages partnership engagement from community groups involving students in real-life experiences and actions for sustainability. The aim is to establish a culture of sustainability across the school thus extending the contribution of individual champion teachers who are seen to be engaging in islands of good practice ([Working Group Input Paper](#)). What is also important is to direct attention to connections made between action taking, the building of learner competences and the focus of providing a lived experience of sustainability across the school. Leadership plays an important role in directing the development of shared vision for a sustainable school and community, and fostering a sense of ownership and commitment.

## Piloting of the materials within TAP-TS

The materials of Unit 1 were first presented during Summer School 2023 in Larnaca, Cyprus as one hour and a half workshop for practicing teachers, student teachers and teacher educators.






## UNIT Overview

Main Topic	Target Group	Duration	Knowledge Area/ Subjects in School	Activities	Possible assessment
Introduction in the topic of Whole School Approach in the context of sustainability and Green Citizenship	School management, school development teams (teachers, pupils, parents), multipliers, pre- and in-servis teachers	210 min. <i>(not including project work)</i>	Sustainability, Education for sustainable development	<a href="#">Start-up</a> Activity 1. Learning Environment Development <a href="#">Activity 2.</a> Green Citizenship Model <a href="#">Activity 3.</a> A Whole School Approach as a Pedagogical Approach for Green Citizenship Consolidation <a href="#">Activity 4.</a> Taking Action in a school or wider Community Follow-up <a href="#">Activity 5.</a> Join a bigger community of Green Citizens <a href="#">Activity 6.</a> Reflect on the application of WSA approach.	Project work
<b>Intended Learning Outcomes</b>	Having worked through the activities and materials, students will be able to: <ul style="list-style-type: none"> <li>GreenCompFramework(GCF) 1.1: Participants reflect on their personal values and how they align with sustainability values</li> <li>GCF 2.1: The participants look at the concept of sustainability from all sides and understand the sustainable functioning of the school as a complex system.</li> <li>GCF 2.2: Participants acquire knowledge about the concept of sustainability and the Whole School Approach and position themselves in relation to it.</li> <li>GCF 2.3: Participants will recognize the complexity of the challenge of implementing Whole School Approaches</li> <li>GCF 3.1: Participants visualize the sustainable school of the future</li> </ul>				
<b>Prior Competencies</b>	optional/ideal: Sustainability, Education for sustainable development				
<b>Required materials</b>	<ul style="list-style-type: none"> <li>on site: flipchart, presentation kit, laptop, projector, pens, writing pads</li> <li>Digital: online room, collaborative tool</li> <li>GreenCompFramework (pdf)</li> </ul>				
<b>Cooperation/ Networking</b>	Networking with the wider communities				
<b>Addressing GreenComp</b>	<b>Embodying sustainability values</b>				
	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.			
	1.2 Supporting fairness	To support equity and justice for current and future generations and learn from previous generations for sustainability.			



		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.
	X	<b>Embracing complexity in sustainability</b>	
	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.
	X	<b>Envisioning sustainable futures</b>	
	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.
	X	<b>Acting for sustainability</b>	
	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		Estimated Duration
<p><i>The aim of the activities is to introduce the Whole School Approach to Sustainability through reflecting on institutional practices.</i></p>		30 min
<p><b>Activity 1: MY Learning Environment</b></p> <p>The aim is to reflect on one's school organisation in the context of sustainability.</p>	<p><b>Preparation for Activities:</b> Preparation of the room for plenary work</p> <p><b>Description</b></p> <ol style="list-style-type: none"> <li> Explore the picture of A Whole School Approach, Figure 1 (Also in Handouts). What areas do it refer to (environment; pedagogy etc.)</li> <li> Would you agree to the statements? Would you add any other important points?</li> <li> Answer the following questions in relation to your educational environment (Henderson K, and Tilbury D. (2004)):</li> </ol> <ul style="list-style-type: none"> <li>• What is taught (curriculum; hidden curriculum)? Do you use the 'curriculum of the land', 'region'?</li> <li>• Where does learning take place (classroom- school buildings -campus- community)?</li> <li>• Who do we learn from (teachers - school staff parents - partnerships)?</li> <li>• How is learning taking place (action learning; participatory learning; critical reflective learning; values clarification)?</li> <li>• Is there a culture of sustainability? Can staff, students and wider community see the</li> </ul>	





alignment between the what; where; who and how?

- How do you connect to local environments, communities, places, objects?
- How do you use ICT and data to support learners in investigating sustainability issues?

4.  Continue the sentence: “We are a sustainable school because....”. “We could do better in the following areas....”

**Sustainability is not just something to learn, it's something to live!**

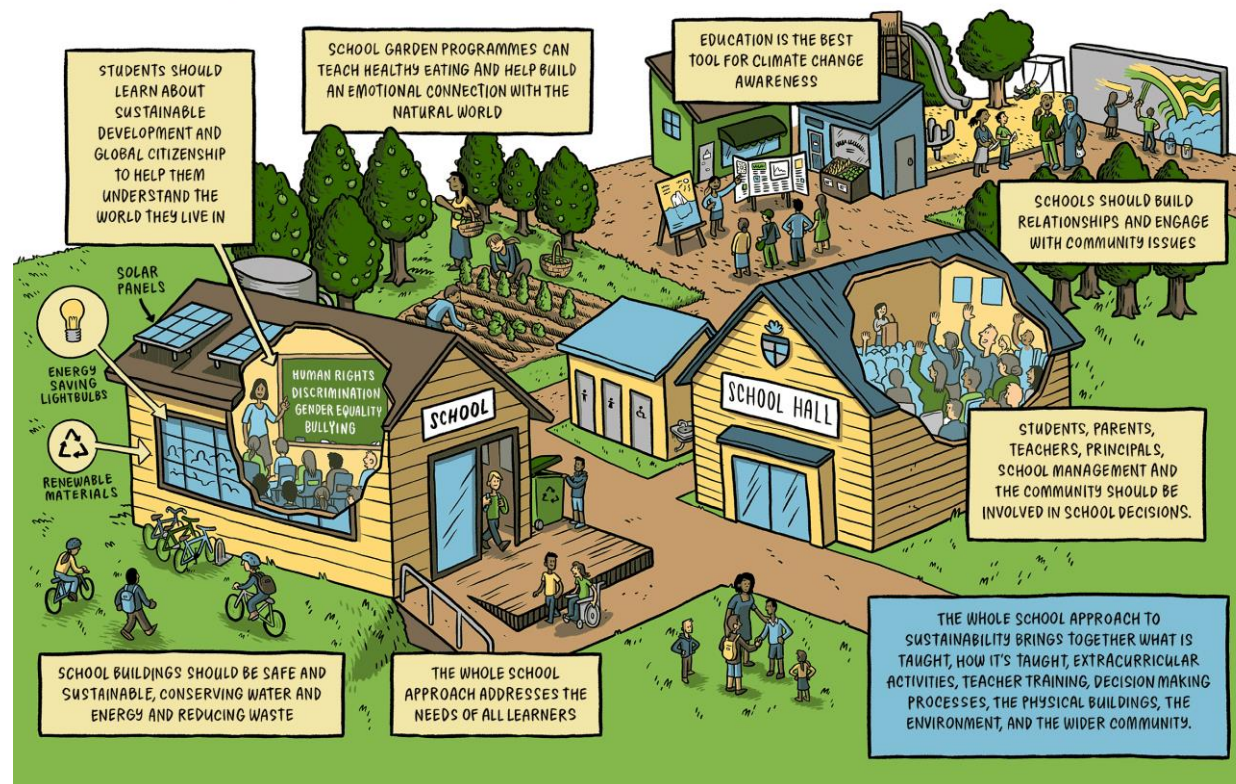





Figure 1. A whole school approach to sustainability. UNESCO (2016)





Development		Estimated Duration
<i>The aim of these activities is to introduce Education for Green Citizenship through theory and practice.</i>		90 min
<b>Activity 2: Green Citizenship Model</b> This activity aims to consider pedagogy and curriculum to empower students to become active, participatory and responsible green citizens	<p><b>Preparation for Activities:</b> a Book by European Network for Environmental Citizenship – ENEC (2018), in Handouts</p> <p><b>A NOTE:</b> the terminology in the document refers to Environmental Citizenship, however both green and environmental citizenship can be used interchangeable, as well as ecological, sustainability, climate.</p> <p>.</p> <p><b>Description</b></p> <ol style="list-style-type: none"> <li>1.  First discuss what a European Green Citizenship Education could look like? What could be the main concepts and components?</li> <li>2.  Look at Figure 1. Education for Environmental Citizenship Model (you can explore the key concepts and the description in more detail in the Book, handouts).</li> <li>3.  How much of this have you been doing already within your learning environment?</li> </ol>	30 min



Source: Hadjichambis, A. Ch. & Paraskeva-Hadjichambi D. (2020). Education for Environment Citizenship: the pedagogical approach. In: A. Ch. Hadjichambis, P. Reis, D. Paraskeva-Hadjichambi (Eds) *Conceptualizing environmental citizenship for 21<sup>st</sup> century education* (pp 237-2) Switzerland: Springer.

Figure 1. ECC Model





5.  Explore the possible pedagogical approaches suggested in Figure 2. You can explore these in further detail in the Book.

It should be noted that it is not mandatory to follow all of the stages and steps, or to be applied in a particular linear order. Depending on the environmental problem under study, the level of education (e.g., primary or secondary) and the educational settings (e.g. formal or non-formal), the necessary differentiations and adaptations can be made.

6.  Can you think of any examples of how these approaches are represented in your learning environments?

### Education for Environmental Citizenship Pedagogical Approach

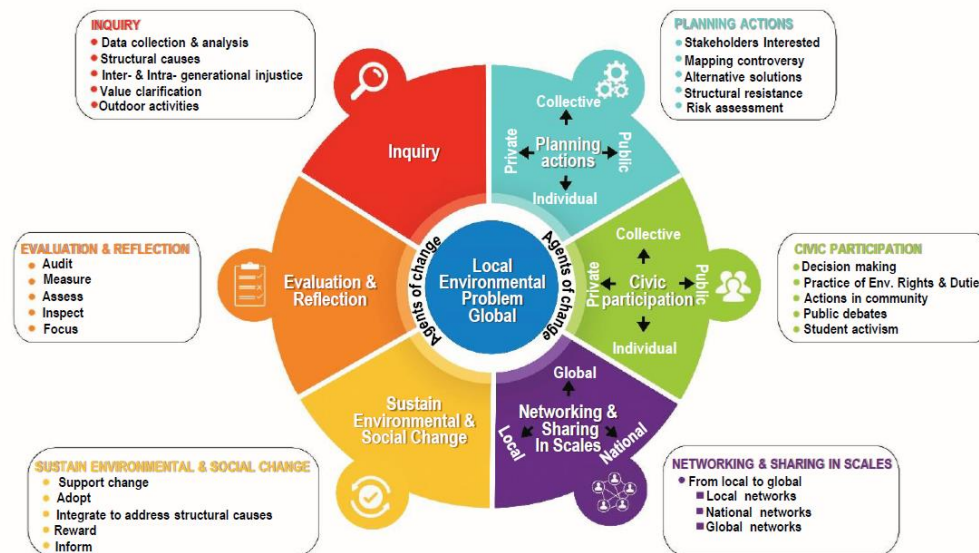


Figure 2. Education for Environmental Citizenship Pedagogical Approach



### Activity 3: A Whole School Approach as a Pedagogical Approach for Green Citizenship

This activity engages teachers to work with their students on a small inquiry project to make an improvement in their learning environment. It invites to go through the analysis of current situations, searching for opportunities for improvement, and working out a plan for action.

#### **GreenComp Reference:**

- 1.1 Valuing sustainability
- 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

**Preparation:** you will need Handouts LTP 6 Unit 1 Case Study Canteen

**A note:** The materials were developed by our Partner, CorEdu. The Case Study aims to develop entrepreneurial competences. For more information, you can explore [LTP 7](#).

### Description





The Whole School Approach is a pedagogical approach that unites all aspects of school life:

- the management,
- the pedagogical concept,
- the curriculum,
- the learning media,
- the activities of the school and all its premises.


Sustainability is therefore not only addressed in lessons or promoted selectively with activities, but the school is rethought. Furthermore, a good, structured analysis of the challenges and/or problems of your school or organization can deliver different ideas for your project-based work on SEE on the one side. On the other side, a need-oriented project work with your students' ideas contributes to the sustainable development of your school/organization too. The focus is on observing and analyzing the school management, life and activities of the school in a systematic way and identify possible problems and challenges for the school project.

Here is an example of a whole school approach to make a change and empower students to inquire about an environmental problem, act, participate in a change, and reflect on the process and results.

1.  Have a look at the description of the Case Study Inedible Canteen Food. Study the background information.
2.  Follow the tasks in the Worksheet Case Study Canteen to identify problems and brainstorm opportunities.








50 min  
Depending on how far you go with the project work





	<p>3.  You can also continue to explore your learning environment to start a mini-project to improve it in a holistic way, applying whole school approach, and by looking how you can engage with various aspects of school life described above.</p>	
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Consolidation		Estimated Duration
<i>Based on the knowledge of the previous activities, the consolidation phase invites to plan and act within the whole school approach framework.</i>		
<p><b>Activity 4. Taking Action in a school or wider Community</b></p> <p>The activity gives a foundation to create a sustainability action plan for a collective action.</p> <p><b>GreenComp reference</b></p> <p>1.2 Valuing sustainability 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><b>Preparation:</b> <a href="#">a video</a> to be played; and the Handout Plan for Action</p> <p><b>Description</b></p> <ol style="list-style-type: none"> <li> Watch the video to explore different ideas for taking action at different levels (engaging classmates, school community, principle, wider community, family...), and exploring different issues (e.g biodiversity, decision making, repair cafés ... ).</li> <li> Identify the topic for improvement, think which curriculum area can support it.</li> <li> Learn how to take most of the skill sets of your class. Divide into Groups (Research, Art, Presentation, Surveys and Petitions)</li> <li> Do the Groundwork following the key points: <ul style="list-style-type: none"> <li>- Sailing Away Action Planning Activity;</li> <li>- Identify Stakeholder (subject teachers, management, local organisations etc.) and think how you connect to them (ways of communication);</li> <li>- How are you going to bring awareness (poster, video, talks etc.)</li> <li>- What are the possible obstacles or barriers;</li> <li>- Generate ideas;</li> <li>- Groundwork for the formation of teams and roles (think of a class agreement);</li> <li>- Develop a set of tasks, targets to make the project a success.</li> </ul> </li> <li> Start taking action and plan a project: In handouts you will find a Plan for Action.</li> <li> Record your project.</li> <li> Reflect on what you achieved. For this you can also explore LTP 1 Unit 1. Activity 3. Smart Plan.</li> </ol>	Depends on the nature of the Project work



Follow-Up		Estimated Duration
<p><i>The follow-up activities invite to join a bigger community of Green Citizens with a lot of ideas for action; and to reflect on the activities in relation to green citizenship.</i></p>		40 min
<p><b>Activity 5: Join a bigger community of Green Citizens</b></p> <p><i>GreenComp reference</i> 4.1 political agency 4.2 collective action 4.3 individual initiative</p>	<p><b>Preparation for Activities:</b> have time to explore the resource - <a href="https://www.unesco.org/en/green-citizens">https://www.unesco.org/en/green-citizens</a></p> <p><b>Description</b></p> <p> UNESCO has identified over 150 local initiatives across 65 countries which are citizen driven, innovative, impactful, and replicable solutions across five key themes for the fight against global warming and to preserve the environment: Biodiversity, Ocean, Education for Sustainable Development, Indigenous and Local Knowledge, Hydrology, and Sustainable Tourism.</p> <p> Discover the changes UNESCO Green Citizens are operating on the ground, get inspired and join them.</p>	10 min



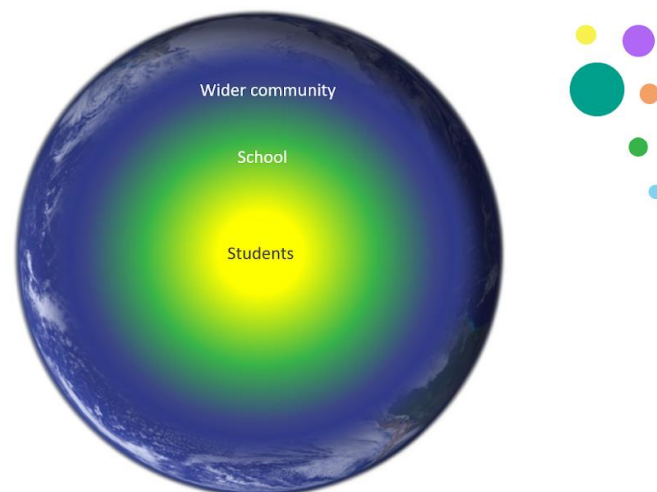
### Activity 6: Reflect on the application of WSA approach.

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 as green citizens.




### Description



Please reflect on the applicability of the whole school approach and the activities of Unit 1 that invite for action at three levels of engagement (students - teacher; school; and wider community and beyond):



#### Dimension 1. Learning objectives:

-  In what ways could the WSA contribute to the global educational goals for your students?
-  Within the school or learning context, how could WSA help the learners in terms of embodying sustainability values, acting for a sustainable future and/or envisioning a more sustainable future?
-  How could the WSA add 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?

30 min



### Dimension 2. Integration with different subjects:



In what ways the project work 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 could the WSA project work contribute to collaboration with others at school or institutional level to approach a sustainability issue from different perspectives, knowledge areas and contexts?



How could the WSA project work encourage 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:



Could the WSA contribute to all students' participation and learning?



How could the WSA activities contribute to engage with different perspectives to consider sustainability challenges and opportunities?



How could the WSA 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 could the WSA project work promote awareness and responsibility among your students?
- ☐ Could the WSA increase the opportunity to increase students' environmental awareness?
- ☐ How could the WSA project work encouraged the students to be aware of their individual and collective impact on nature, and provided opportunities to restore it at school level?
- ☐ How could the WSA contribute to grasp connections and interactions between natural events and human actions?



#### Dimension 5. Digital resources and equipment:

- ☐ Could the WSA project work encourage students to use digital resources in a creative way?
- ☐ 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?





- ☐ Could the WSA encourage 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:**

- ☐ Which methods have you chosen to evaluate the success of the WSA project work, and students' learning through the participation and taking action?
- ☐ To what extent could 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 Icons



- Video



- Quiz



- Worksheets



- Editable Worksheets; task to make notes



- Various Media, e.g. Learning Apps



- Text to Read, or present and actively listen to others



- 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



## Glossary of Notions

**Green Citizenship** is defined as the responsible pro-environmental behaviour of citizens who act and participate in society as agents of change.

**Green Citizen** is the citizen who has a coherent and adequate body of knowledge as well as the necessary skills, values, attitudes and competences in order to be able to act and participate in society as an agent of change on a local, national and global scale, through individual and collective actions, in the direction of solving contemporary environmental problems, preventing the creation of new environmental problems, in achieving sustainability as well as developing a healthy relationship with nature (based on European Network for Environmental Citizenship – ENEC (2018)).

**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.



## Worksheets and Links

### Start-Up

#### Activity 1. My Learning Environment

- [Input Paper Whole School Approach](#) 

### Development

#### Activity 2. Green Citizenship Model

- Education for Environmental Citizenship in Focus (Handouts) 

#### Activity 3: A Whole School Approach as a Pedagogical Approach for Green Citizenship

- Case Study Canteen 

### Consolidation

#### Activity 4. Taking Action in a school or wider Community

- [Video Creating a Sustainability Action Plan](#) 
- Handout Plan for Action 

#### Activity 5: Join a bigger community of Green Citizens

- Website with ideas <https://www.unesco.org/en/green-citizens> 

# 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.





## 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

<b>1: Clarify the Goal</b>	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: 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.
<b>2: Competency Areas</b>	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
<b>3: Networking &amp; Bundle Expertise</b>	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.
<b>4: Working through the design process</b>	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.
<b>5: ASSESSMENT DESIGN</b>	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.
<b>6: PUBLISH TO TAP-TS PLATFORM</b>	Can you and where can you publish your materials under a Creative Commons license as free as possible. Because that is sustainable!



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## 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

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## 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'.

# ROADMAP Developing TAP-TS Materials

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## SHARE

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

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## 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!

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REFLECTION  
FOR ACTION

LEARNER  
CENTERED &  
INCLUSIVE

TRANSFORMATIVE

TEACHING SUSTAINABILITY

ACTION-ORIENTED  
ENTREPRENEURIAL  
HANDS-ON

REINFORCING COLLABORATION

INTERDISCIPLINARY

EXPLORATIVE LE

VISIONS-ORIENTATED

PARTICIPATIVE

## Project partners

