

GREEN CITIZENSHIP IN/FOR EUROPE

Learning and Teaching Package 6

**UNIT 2: WHOLE SCHOOL APPROACH FOR GREEN CITIZENSHIP:
MOSAIC GAME**

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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 (further WSA) 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.

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.

Pedagogical Approach

Green Citizenship in Europe is an emerging concept that emphasizes the responsibility of individuals, communities, and institutions to act as stewards of the environment. Rooted in the ideals of sustainability, social justice, and democratic participation, it calls for active engagement in addressing the ecological challenges that Europe faces, such as climate change, biodiversity loss, and resource depletion. Green Citizenship promotes not only the reduction of one's ecological footprint through sustainable living but also advocacy for systemic change at the policy level. In the European context, it aligns with the European Union's Green Deal, which aims to make Europe the first climate-neutral continent by 2050. This theme encourages students to explore their roles as empowered citizens who can influence environmental outcomes through their choices, activism, and collaboration within their communities, contributing to a greener, more resilient Europe.

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 2 were presented during Autumn School 2024 in Pirna 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 of the Mosaic Principle for Whole School Approach	School management, school development teams (teachers, pupils, parents), multipliers, pre- and in-servis teachers	<i>Without the development of projects:</i> About 180 min. Projects can be different in duration	Across the curriculum	<p>Start-up</p> <p>Activity 1. Mosaic Principle of Sustainability Development</p> <p>Activity 2. Exploration/Discovery Phase</p> <p>Consolidation</p> <p>Activity 3. Mosaic of the School</p> <p>Follow-Up</p> <p>Activity 4. WSA Action</p> <p>Activity 5. Reflect on the application of WSA approach.</p>	Project work
Intended Learning Outcomes	<p>Having worked through the activities and materials, students will be able to:</p> <ul style="list-style-type: none"> GreenCompFramework(GCF) 1.1: Participants reflect on their personal values and how they align with sustainability values 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. GCF 2.2: Participants acquire knowledge about the concept of sustainability and the Whole School Approach and position themselves in relation to it. GCF 2.3: Participants will recognize the complexity of the challenge of implementing Whole School Approaches GCF 3.1: Participants visualize the sustainable school of the future GCF 4.2: Participants plan actions for change in collaboration with others. 				
Prior Competencies	optional/ideal: Sustainability, Education for sustainable development				
Required materials	<ul style="list-style-type: none"> Hexagons (paper); blank puzzle pieces Photocamera; photoprinting GreenCompFramework (pdf) 				
A Note	As a follow-up we recommend to look at LTP 7 Unit 5 for ideas of possible projects that engage students in active green citizenship.				
Cooperation/ Networking	Local community; eco-friendly businesses; families, other schools				
Addressing GreenComp	Embodying sustainability values				
	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.			
	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

Estimated
Duration

30 min

The aim of the activities is to spark a discussion around sustainability and the collective and individual agency that it requires

Activity 1: Mosaic Principle of Sustainability


The aim is to introduce the concept of Mosaic through a puzzle game; and to discuss the collaborative aspect of whole-school approach

GreenComp reference:

- 1.1 Valuing sustainability;
- 2.1 Systems thinking;
- 2.2 Critical Thinking;
- 3.3 Exploratory thinking

Preparation for Activities: Pre-made blank puzzle pieces; one piece per student (each will represent a different sustainability aspect/dimension, environmental (biodiversity, energy consumption, waste management etc.); social (education and awareness, equity, wellbeing, cultural heritage etc.); economic (responsible consumption, technology use); political (international collaboration, decision-making etc.); ethical (intergenerational responsibilities etc.))




Description

1.  **Sustainability aspects:** Start with a brief discussion of sustainability and how it encompasses different aspects/dimension. You can discuss the following questions:
 - What does a “whole school approach” mean to you, and how do you think it differs from focusing on individual students or classrooms?
 - How can students, teachers, and staff work together to create a more supportive and inclusive environment for everyone?
 - What role do non-teaching staff (cafeteria workers, cleaners, administrators, etc.) play in making the school a positive environment?







- How can students be more involved in shaping school policies or initiatives that affect their everyday experience?
- What might change in the school if we all focused on promoting wellbeing across the entire school, rather than just through individual interventions?
- How can we ensure that every student feels a sense of belonging and is included in all aspects of school life?
- What are the barriers to creating a more sustainable (environmentally-friendly) school, and how could we address them as a whole community?
- How does the physical space of the school (classrooms, hallways, outdoor areas) affect how students learn and feel?





After the discussion, explain that as just as a mosaic, sustainability requires many parts working together.

2.  **Creating Puzzle Pieces:** Give each student a blank puzzle piece and ask them to illustrate or write one idea or action related to sustainability in their school or local community (e.g., "turning off lights," "recycling," "using less paper").
3.  **Assembling the Puzzle:** As each participant finishes their piece, they add it to a large board, creating a collaborative mosaic.
4.  **Discussion:** After the puzzle is complete, reflect on the idea that every small action contributes to the larger picture of sustainability, just like in the *Mosaic*. Just like our individual actions, one school represents one 'stone' in a bigger Mosaic. This visually demonstrates that individual contributions, when combined, lead to a holistic approach to sustainability, preparing the group for the more structured play of the *Mosaic* game.



Development		Estimated Duration
<i>The aim of these activities is exploring the local community (school, institution) in terms of its sustainability</i>		30 min
<p>Activity 2: Exploration/ Discovery Phase</p> <p>This activity is inquiry-based; students explore their local environment, how the school operates; looking for small and big things for improvement; through picture representation</p> <p>GreenComp reference: 1.2 Valuing sustainability; 2.1 Systems thinking; 2.2 Critical Thinking; 3.3 Exploratory thinking;</p>	<p>Preparation for Activities: working in groups of 4-5 people; each group should have a photo camera (or phone); with instant images or facilities to print out photos</p> <p>Description</p> <p> Provide an overview of what the participants need to do: they will be walking around the school (any other environment) to discover and identify the “mosaic stones” relevant to implementing the Whole School Approach.</p> <ol style="list-style-type: none">  Discuss with the students which areas they want to look into around the school campus (canteen, classrooms, reception, yard etc.). Choose e.g. 16 spots they will go to.  All participants are divided into groups of 4–5 people and are assigned a guide (a role taken by a student in the school who will be leading the group around the ‘spots’). The groups visit each ‘spot’ and take 10 photographs of what strikes them around those ‘spot’ (space, arrangements, associated activities, roles taken by students, teachers, principal etc.).  As a result, each group should have 10 photos. After some 20 mins, the groups reconvene in the classroom. 	30 min



Consolidation		Estimated Duration
Based on the previous activities, the consolidation phase invites to plan and act within the whole school approach framework.		30 min
<p>Activity 3. Mosaic of the School</p> <p>The activity promotes a deeper understanding of what it means for a whole school to work together toward common goals and the importance of involving everyone in the process; and gives a foundation to create a sustainability action plan for a collective action.</p> <p>GreenComp reference</p> <p>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</p>	<p>Preparation: the photos prepared by the groups; Mosaic hexagon ‘stones’ of different colours: one White to represent the most ‘sustainable’ activity, place, arrangement in the school to be placed at the centre; e.g blue for other ‘stones’.</p> <p>Note: Below, you will see an example of Mosaic done during TAT-TS Autumn School in Pirna. The idea is to build the mosaic starting from the white hexagon, and the further away from the white you go, more work is needed to make it sustainable. The further away from the white, the less sustainable it is.</p> <p>Description</p> <ol style="list-style-type: none">  Start with the discussion of the photos each group has taken. Questions to discuss can be: <ul style="list-style-type: none"> • Which dimension of sustainability do they represent? • What examples have they seen about where the school has successfully worked together as a whole community to address a specific issue (like bullying, wellbeing, environmental impact, decision-making etc.)? • Which areas are more reliant on the school community? On individuals? • How does the physical space of the school (classrooms, hallways, outdoor areas) affect how students learn and feel?  Sort out photos according to different dimensions of sustainability (see Activity 1).  Create a Mosaic of the Whole School with the hexagonal “stones” defining potential areas for development.  Reflect on where the school as a community works successfully in terms of sustainability, and which areas need further development/improvement. These could become the focus for project work. 	






4.3 individual initiative

Photo MOSAIC GAME developed during Autumn School in Pirna, 2024: the photos were made by the participants of the School, led by students of Friedrich Schiller Gymnasium.





Follow-Up		Estimated Duration
<p><i>The follow-up activities invite to start and reflect on projects within Whole-School Approach as a follow-up of the Mosaic Game</i></p>		
<p>Activity 4: WSA Action The activity aims to promote a school culture where sustainability is a shared responsibility, and to engage the whole school community in meaningful, actionable projects that have long-term impact.</p> <p>GreenComp reference 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>Preparation for Activities: you can use the Template Plan for Action from Unit 1</p> <p>Description</p> <p> A Whole School Approach (WSA) for sustainability can involve a series of interconnected projects that engage students, staff, and the wider school community. Based on the Mosaics from the previous activity, explore which areas need improvement, and prepare a plan of action (<i>based on the Template of Unit 1; in Handouts Unit 1</i>)</p> <p>Here is a suggestion for a plan with several projects that can be implemented. Brainstorm the objectives, possible actors involved, needed actions, and how the progress can be evaluated:</p> <p>1.  Establish a Sustainability Committee Objective: To guide, coordinate, and oversee sustainability efforts across the school. Who should be involved?!: Students, teachers, school leaders, non-teaching staff, and parents. Actions: Brainstorm possible activities for the Committee, e.g</p> <ul style="list-style-type: none"> • Form a committee with representatives from all parts of the school. • Hold regular meetings to discuss sustainability projects and goals. • Act as the central decision-making body for all sustainability initiatives. <p>2.  Energy and Resource Conservation Project Objective: Reduce the school’s energy and resource consumption. Who should be involved?!: Sustainability Committee, all students and staff.</p>	<p>Depends on the planned actions.</p>



Possible Actions:

- Conduct an energy audit: Track the school's electricity, water, and gas usage.
- Install energy-efficient lighting (LEDs), motion sensors in hallways, and classrooms.
- Implement a "Lights Off" campaign: Encourage students and staff to turn off lights, computers, and other electronics when not in use; prepare an awareness campaign for that.
- Encourage carpooling, cycling, or walking to reduce the school's carbon footprint.



3. **Zero-Waste School Initiative**

Objective: Reduce waste and encourage recycling and composting.

Who should be involved?!: Students, staff, cafeteria workers.

Possible Actions:

- Set up recycling stations throughout the school for paper, plastic, glass, and metal.
- Launch a composting program for food waste from the cafeteria and gardening areas.
- Organize a "Plastic-Free Month" where students avoid single-use plastics.
- Work with cafeteria staff to reduce food waste by introducing smaller portion options or offering leftover food to local charities.
- Hold a "Zero-Waste Challenge" where classes compete to minimize waste.



4. **Green School Grounds Project**

Objective: Create and maintain sustainable outdoor spaces for learning, biodiversity, and wellbeing.

Who should be involved?!: Biology teachers, gardening clubs, and student volunteers.

Possible Actions:

- Create a school garden with fruits, vegetables, and native plants. Students can use it for hands-on learning in biology or environmental science.
- Designate part of the school grounds as a biodiversity zone, planting wildflowers and trees to attract local wildlife (birds, insects).
- Establish outdoor learning areas (e.g., eco-classrooms or green rooftops) where lessons can be held to connect students to nature.
- Introduce a "Tree Planting Day" for students to plant trees annually to offset carbon emissions.



5.  **Eco-Friendly Fundraising and Events**

Objective: Run school events that reflect sustainability principles.

Who should be involved?!: School clubs, student councils, event organizers.

Possible Actions:

- Hold sustainability-themed events (e.g., Earth Day festivals, eco-markets where students sell up-cycled products).
- Organize clothing swaps to encourage reusing clothes and reducing textile waste.
- Use eco-friendly materials for school fairs, prom, and other large gatherings (e.g., biodegradable cups, recycled paper decorations).
- Fundraise for environmental charities or school sustainability projects (e.g., through sponsored litter-picking events).

6.  **School-Wide Behavior Change Campaigns**

Objective: Encourage students and staff to adopt more sustainable habits in their everyday lives.

Possible Actions:

- Launch a "Sustainability Pledge" where students and staff commit to small, manageable goals (e.g., reducing water use, bringing reusable water bottles).
- Run awareness campaigns on key sustainability issues like reducing plastic use, conserving energy, or recycling.
- Create a sustainability notice board in the school with tips, progress reports, and updates on the school's sustainability projects.

7.  **Partner with Local and Global Initiatives**




Objective: Connect the school with external sustainability projects for broader impact.

Who should be involved?!: School leaders, students, and local community partners.

Possible Actions:

- Partner with local environmental organizations for community events.
- Connect with schools worldwide through exchange programs or joint projects.
- Collaborate with local businesses to promote sustainability (e.g., eco-friendly companies could sponsor



	<p>school events or provide sustainable materials).</p> <p>8.  Involve Families and the Wider Community Objective: Extend sustainability beyond the school and into homes and communities. Possible Actions:</p> <ul style="list-style-type: none"> • Organize family sustainability workshops where students and parents learn about composting, recycling, or energy conservation together. • Invite the community to participate in school events like sustainability fairs or community gardening days. 	
<p>Activity 5: 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.</p>	<p>Description</p> <p> 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):</p> <div data-bbox="660 782 1310 1276" data-label="Diagram"> </div> <p> Dimension 1. Learning objectives:</p>	30 min



- 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?



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.

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

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>



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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

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



Project partners



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