



A sustainable Europe

Learning and Teaching Package 1

Overview of LTP 1 Units

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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?
- How can we support young people to engage with sustainability issues and act for sustainability?
- How can we practice equitable and just education for sustainable futures?

Unit 1 ‘Sustainability and Me’ engages learners to consider what sustainability and sustainability education mean to them personally and in European and international discourses. It is intended for use with secondary-level students, but some activities may be adapted for use with primary level and/or in teacher education (with student teachers and serving teachers). The unit is divided into four main sections: sustainability values, sustainability thinking, envisioning sustainable futures and acting for sustainability. These sections reflect the four dimensions of GreenComp, the European Commission’s framework for sustainability competences (Bianchi et al, 2021). Each section includes start-up, development, consolidation and follow-up activities linked to learning objectives.

Unit 2 ‘Envisioning a Sustainable Europe’ 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. It poses several key ‘why?’ questions: Why is it important to be sustainable? Why should we know the risks? Why and how can certain opportunities for a sustainable Europe be created? Intended for use with secondary level students, the unit aims at exploring how students and teachers can act for change for a sustainable Europe.

Unit 3 ‘Education for Sustainable Futures’ engages educators to critically consider the potential of education to support the transition to more just and sustainable futures. The unit is divided into four sections. It is intended for use in teacher education (with student teachers and serving teachers). In section 1, (Start-Up) ‘Education and Un-sustainability’ participants explore the potential of education to reproduce and/or transform society, articulate what unsustainable and sustainable education looks like, and explore the European Commission’s GreenComp framework as an example of sustainability competences. Section 2, (Development) ‘Decoloniality and education for sustainable futures’ focuses on the perspective of decoloniality for sustainable futures, making links between coloniality/modernity and unsustainability and identifying ways of decolonizing education in classrooms and schools. In section 3, (Consolidation) ‘Identities and discrimination in education’ participants consider how personal and social identities intersect with privilege and discrimination in education. Finally, section 4 (Follow-Up): ‘Future-oriented reflection and action’ includes further questions to stimulate awareness, thinking and action.

Unit 4 ‘Multilingual Education and Sustainability’ explores multilingual education and the connections with sustainability in theory and practice. It is intended for use in teacher education (with student teachers and serving teachers). Premised on the recognition that language is intertwined with almost every aspect of education (including our construction of social contexts and activities, and pedagogical processes, goals and activities) this unit is of relevance for educators of all curriculum subjects. The unit is divided into four

sections: language foundations, exploring multilingualism, enabling multilingual education in our classrooms and schools, and multilingual education and education for sustainable futures.

These activities are intended as suggestions and starting points, and we invite and encourage teachers to select, adapt and supplement these with their own activities.

Pedagogical Approach

This LTP takes an active-reflective approach to learning. Activities in this unit are designed to bridge learners' understandings and priorities with international discourse around sustainability issues and potential solutions. Individual and collaborative activities guide learners to articulate, question and develop their understanding with a focus on real-world challenges. Analytical and critical thinking are fostered through visual mapping techniques, such as mind maps, rich pictures, and theory of change. Participants' diverse experiences, understandings and priorities are recognized as a resource for collaborative learning. Transformative learning is fostered through critical analysis of underlying causes of unsustainability, and the connection with fundamental beliefs and values, and embedded behaviors. There is an emphasis on identifying practical action to promote sustainability.

Sustainability is a complex, emotive and controversial topic. As educators, it is important to present a range of sustainability perspectives, protect learners' wellbeing and respect participant's right to form a personal opinion and position, as articulated in the 'Beutelsbach Consensus'.

These units are particularly well-suited to inter-disciplinary projects, and we suggest collaboration between teachers of different subjects to apply and adapt activities at school. The roles of teachers and learners may be quite different from regular subject teaching, and it is worth spending time at the start of the unit establishing 'ground rules' for working to promote a safe, inclusive and student-centered atmosphere. It is also important to develop ground rules for constructive dialogue. For ideas about what this includes, see the following video: [What is Educational Dialogue?](#)

Piloting of the materials within TAP-TS

Materials from LTP 1 have been piloted with students at a Dresden secondary school, with student teachers at TU Dresden and UCD, and with participants at the TAP-TS Active Learning Event, and Summer School in Cyprus.

ECTS Distribution

UNITS	Hours	ECTS
UNIT 1. SUSTAINABILITY AND ME	18 hours	0,7
UNIT 2. ENVISIONING A SUSTAINABLE EUROPE	7 hours	0,2
UNIT 3. EDUCATION FOR SUSTAINABLE FUTURES	16 hours	0,6
UNIT 4. MULTILINGUAL EDUCATION AND SUSTAINABILITY	15 hours	0,5
		2

*Taught plus personal learning follow-out



UNIT 1 SUSTAINABILITY AND ME

Main Topic	Target Group	Duration	Knowledge Area/ Subjects in School	Activities	Possible assessment
<p>This unit engages learners personally with the concept of sustainability and the sustainable development goals. Through critical exploration and action in relation to a local issue of their choice learners gain a hands-on experience of ESD. The unit aims to foster transformative learning, and individual and collective action towards sustainable futures.</p>	<p>Secondary-level students (11 years-16 years); student teachers and serving teachers.</p>	<p>A project week A series of four, 90 minute – 180 minute workshops</p>	<p>Civic education, political education, ethics, and/or interdisciplinary projects</p>	<p>Start-Up Activity 1. ‘Me map’ Activity 2. ‘Perspectives on sustainability’ Activity 3. ‘Sustainability values’ Development Activity 4. ‘Web of life’ Activity 5. ‘Investigating the SDGs as systemic issues’ Activity 6. ‘What concerns you?’ Activity 7. ‘Thinking systematically’ Consolidation Activity 8. ‘Advice for the future’ Activity 9. ‘Ideal futures’ Follow-Up Activity 10. ‘Impact/feasibility matrix’ Activity 11. ‘River diagram’ Activity 12. ‘SMART action plan’</p>	<p>Self-and peer assessment based on the learning objectives for each activity; Self- and peer-assessment based on <u>‘ground rules’</u> for constructive and collaborative learning.</p>
<p>Intended Learning Outcomes</p>	<p>Having worked through the activities and materials, students will be able to:</p> <ul style="list-style-type: none"> ✓ Articulate personal values and consider how values differ between individuals and communities and vary over time ✓ Define the term 'sustainability', personally and in relation to international discourse ✓ Discuss the UN Sustainable Development Goals, in general and with some specific examples of goals and targets ✓ Describe sustainability values, and what these might look like in practice, and possible tensions between them ✓ Apply systems thinking to explore a sustainability issue 				



	<ul style="list-style-type: none"> ✓ Envision sustainable futures by imagining and developing alternative scenarios ✓ Identify the steps needed to achieve a preferred sustainable future. ✓ Plan, do, record and review actions for sustainability 																																				
Prior Competencies	optional/ideal: Unit 1. 'A sustainable Europe'																																				
Required materials	Flipchart paper/poster paper Marker pens in different colors Tape for sticking posters to walls Space for students to move around and work in groups Laptops and internet for research into topics (optional)																																				
Cooperation/ Networking	This unit can be used to engage students as part of a whole school approach /see LTP6). Teachers are encouraged to work with local ESD NGOs to co-facilitate activities.																																				
Practical Notes for Teachers	This unit may work particularly well as part of a project week at school, or an extra-curricular club.																																				
Addressing GreenComp	<p>Embodying sustainability values</p> <table border="1"> <tr> <td>X</td> <td>1.1 Valuing sustainability</td> <td>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.</td> </tr> <tr> <td></td> <td>1.2 Supporting fairness</td> <td>To support equity and justice for current and future generations and learn from previous generations for sustainability.</td> </tr> <tr> <td></td> <td>1.3 Promoting nature</td> <td>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.</td> </tr> </table> <p>Embracing complexity in sustainability</p> <table border="1"> <tr> <td>X</td> <td>2.1 Systems thinking</td> <td>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.</td> </tr> <tr> <td>X</td> <td>2.2 Critical thinking</td> <td>To assess information and arguments*, identify assumptions, challenge the status quo, and reflect on how personal, social and cultural backgrounds influence thinking and conclusions.</td> </tr> <tr> <td></td> <td>2.3 Problem framing</td> <td>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.</td> </tr> </table> <p>Envisioning sustainable futures</p> <table border="1"> <tr> <td>X</td> <td>3.1 Futures literacy</td> <td>To envision alternative sustainable futures by imagining and developing alternative scenarios and identifying the steps needed to achieve a preferred sustainable future</td> </tr> <tr> <td></td> <td>3.2 Adaptability</td> <td>To manage transitions and challenges in complex sustainability situations and make decisions related to the future in the face of uncertainty, ambiguity and risk.</td> </tr> <tr> <td>X</td> <td>3.3 Exploratory thinking</td> <td>To adopt a relational way of thinking by exploring and linking different disciplines, using creativity and experimentation with novel ideas or methods.</td> </tr> </table> <p>Acting for sustainability</p> <table border="1"> <tr> <td>X</td> <td>4.1 Political agency</td> <td>To navigate the political system, identify political responsibility and accountability for unsustainable behaviour, and demand effective policies for sustainability.</td> </tr> <tr> <td>X</td> <td>4.2 Collective action</td> <td>To act for change in collaboration with others.</td> </tr> <tr> <td>x</td> <td>4.3 Individual initiative</td> <td>To identify own potential for sustainability and to actively contribute to improving prospects for the community and the planet.</td> </tr> </table>	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.		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	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.		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.	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UNIT 2 ENVISIONING A SUSTAINABLE EUROPE

Main Topic	Target Group	Duration	Knowledge Area	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</p> <p>A1. Your vision for a sustainable Europe</p> <p>A2. Sustainability Bingo</p> <p>Development</p> <p>A1. Greenwashing – how to spot climate lies.</p> <p>A2. Drastic about plastic workshop</p> <p>A3. Are we paying big companies to kill us?</p> <p>Consolidation</p>	imagination scenarios



				<p>A1. Role-Play Decision-Making Follow-Up A1.Our Right. Our Planet! A2. Reflection A3. Reflection on Teacher Practice</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				
		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		
		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 3 EDUCATION FOR SUSTAINABLE FUTURES

Main Topic	Target Group	Duration	Knowledge Area/ Subjects in School	Activities	Suggestions for assessment
Realising the potential of education for sustainable futures	Student teachers and teachers of all subjects	6-12 hours to cover all aspects of this unit	Teacher Education, Ethics, political education, civic education	<p>Start-Up</p> <p>Activity 1. Debate and deliberation: ‘education can transform society’</p> <p>Activity 2. Education and un-sustainability</p> <p>Activity 3. Sustainability competences</p> <p>Development</p> <p>Activity 4. Theory of change</p> <p>Activity 5. The house that modernity built</p> <p>Consolidation</p> <p>Activity 6. Personal and social identities</p> <p>Activity 7. Privilege walk education</p> <p>Follow-Up</p> <p>Activity 8. Further reflection and discussion questions</p> <p>Activity 9. Reflection-action questions</p>	Learning journal, charting personal responses to activities, further reading and testing of activities
Intended Learning Outcomes	<p>Having worked through the activities and materials, student teachers will be able to:</p> <ul style="list-style-type: none"> ✓ Critically reflect on the potential of education to transform society ✓ Identify aspects of education which undermine and support sustainability ✓ Consider competences for a sustainable future and critically explore the GreenComp framework of sustainability competences ✓ Identify practices for educators that support the transition to sustainable futures ✓ Critically reflect on personal beliefs about sustainability, and the role of education in the transition to sustainable futures in relation to diverse narratives ✓ Explore the perspective of decoloniality in relation to sustainability ✓ Identify how decoloniality can be practiced in education in support of sustainable futures. 				



	<ul style="list-style-type: none"> ✓ Critically reflect on personal identities, and how these are experienced in particular social contexts ✓ Explore shared and diverse identities, build community and encourage empathy. ✓ Consider how aspects of personal and social identities privilege and disadvantage children and young people in education in Europe ✓ Reflect on the connection between discrimination in education and education for sustainability ✓ Identify actions for teachers and school communities to reduce or prevent discrimination, to change discriminatory systems and to support marginalised people in systems of oppression. 	
Prior Competencies	optional/ideal: Unit 1. 'A sustainable Europe' Unit 2. 'Sustainability and me'	
Required materials	Big sheets of paper, pens of various colours, space for collaborative learning.	
Cooperation/ Networking	This unit is well-suited to interdisciplinary work, because the issues raised are relevant for all subjects and subject teachers. Moreover, it is powerful if colleagues can build shared understanding and commitment for anti-discrimination education. We also recommend you work with local anti-discrimination education organisations or networks to consider how best to use and learn from these materials.	
Practical Notes for Teachers	Sustainability is a complex, emotive and controversial topic and this should be reflected in your learning and teaching activities. It is important to respect participant's right to form a personal opinion and position, as articulated in the ' Beutelsbach Consensus '. Please also consider the well-being of all of your learners. Consult experts in sustainability and anti-discrimination education if you are unsure.	
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.
	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.
	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	
	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 4. MULTILINGUAL EDUCATION AND SUSTAINABILITY

Main Topic	Target Group	Duration	Knowledge Area/ Subjects in School	Activities	Suggestions for assessment
Multilingual education and sustainability	Student teachers and teachers of all subjects	6-12 hours to cover all aspects of this unit	Teacher Education, all subjects	<p>Start-Up</p> <p>Activity 1. Our languages</p> <p>Activity 2. Language ideologies and realities</p> <p>Activity 3. How can we use language so that everyone can participate and learn?</p> <p>Development</p> <p>Activity 4. Metaphors of multilingualism</p> <p>Activity 5. Orientations to multilingualism and educational practice</p> <p>Consolidation</p> <p>Activity 6. Exploring multilingual pedagogies</p> <p>Follow-Up</p> <p>Activity 7. Multilingual education and sustainability</p>	Learning journal, charting personal responses to activities, further reading and testing of activities
Intended Learning Outcomes	<p>Having worked through the activities and materials, student teachers will be able to:</p> <ul style="list-style-type: none"> ✓ reflect on and share the languages they use/have used ✓ critically consider monoglossic ideology in relation to research-based understandings of multilingualism, language and education ✓ identify language strategies to help multilingual learners participate and learn ✓ reflect on personal understandings of multilingualism 				



	<ul style="list-style-type: none"> ✓ consider three orientations to multilingualism and their practical implications in education ✓ reflect on a range of educational strategies and resources for multilingual education ✓ identify connections between multilingual education and sustainability 	
Prior Competencies	<p>optional/ideal:</p> <ul style="list-style-type: none"> • Sustainability and me • A sustainable Europe • Education for sustainable futures 	
Required materials	Big sheets of paper, pens of various colours, space for collaborative learning.	
Cooperation/ Networking	This unit is well-suited to interdisciplinary work, because language issues are relevant for all subjects and the whole school. Moreover, it is powerful if colleagues can build shared understanding and commitment for multilingual education together, and develop pedagogical strategies within and between subjects. We provide links to further resources and networks.	
Practical Notes for Teachers	The activities in this unit can be used flexibly depending on the time available and the previous experience of learners.	
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.
	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.
	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	
	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.

Project partners



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