



# GREEN CITIZENSHIP IN/FOR EUROPE

## Learning and Teaching Package 6

### OVERVIEW of LTP 6 Units

KRISTIAN RAUM, FRIEDRICH-SCHILLER-GYMNASIUM PIRNA

JAN KVAPIL, FRIEDRICH-SCHILLER-GYMNASIUM PIRNA

ELENA REVYAKINA, UNIVERSITY COLLEGE OF TEACHER EDUCATION, VIENNA

ESZTER CSEPE-BANNERT, COREDU, GERMANY

RACHEL BOWDEN - ZLSB TU DRESDEN UNIVERSITY OF TECHNOLOGY

KATRIN GÜNTHER - ZLSB TU DRESDEN UNIVERSITY OF TECHNOLOGY



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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.

**Unit 1 Introduction to Whole School Approach and Green Citizenship Education** 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.

**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.

The pedagogy of POLAR is rooted in experiential interdisciplinary collaborative inquiry-driven approaches. These methods emphasize hands-on experiences, real-world problem-solving, and learning in diverse environments beyond the traditional classroom, which enhances students' understanding of sustainability in a more meaningful and immersive way.

## Green Citizenship in/for Europe: Background information

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.

## Piloting of the materials within TAP-TS

The materials of LTP 6 were piloted during Summer School 2023 in Larnaca, Cyprus and Autumn School 2024 in Pirna as one hour and a half workshop for practicing teachers, student teachers and teacher educators; as well as Active Learning Event in Dresden as part of out-of-school activities.

## ECTS Distribution

UNITS	Hours	ECTS
UNIT 1. INTRODUCTION TO WSA and GCE	10	0,5
UNIT 2. MOSAIC GAME	10	0,5
UNIT 3. POLAR FOR SUSTAINABLE EDUCATION	10	0,5
Total ECTS Value		1,5

\*Taught plus personal learning follow-up



## UNIT 1. INTRODUCTION TO WSA AND GSE

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. (not including project work)	Sustainability, Education for sustainable development	<p><a href="#">Start-up</a></p> <p><a href="#">Activity 1.</a> Learning Environment Development</p> <p><a href="#">Activity 2.</a> Green Citizenship Model</p> <p><a href="#">Activity 3.</a> A Whole School Approach as a Pedagogical Approach for Green Citizenship Consolidation</p> <p><a href="#">Activity 4.</a> Taking Action in a school or wider Community Follow-up</p> <p><a href="#">Activity 5.</a> Join a bigger community of Green Citizens</p> <p><a href="#">Activity 6.</a> Reflect on the application of WSA approach.</p>	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.
<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.
<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.
<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 2. WSA FOR GSE: A MOSAIC GAME

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	<b>Start-up</b> Activity 1. Mosaic Principle of Sustainability <b>Development</b> <b>Activity 2.</b> Exploration/Discovery Phase <b>Consolidation</b> <b>Activity 3.</b> Mosaic of the School <b>Follow-Up</b> <b>Activity 4.</b> WSA Action <b>Activity 5.</b> 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> </ul>				





	<ul style="list-style-type: none"> <li>GCF 3.1: Participants visualize the sustainable school of the future</li> <li>GCF 4.2: Participants plan actions for change in collaboration with others.</li> </ul>	
<b>Prior Competencies</b>	optional/ideal: Sustainability, Education for sustainable development	
<b>Required materials</b>	<ul style="list-style-type: none"> <li>Hexagons (paper); blank puzzle pieces</li> <li>Photocamera; photoprinting</li> <li>GreenCompFramework (pdf)</li> </ul>	
<b>Cooperation/ Networking</b>	Local community; eco-friendly businesses; families, other schools	
<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.
	<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.
	<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.
	<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 3. PLACES OF LEARNING AND RESOURCES FOR GSE

Main Topic	Target Group	Duration	Knowledge Area/ Subjects in School	Activities	Possible assessment
Introduce the POLAR approach for sustainability education	teachers, student teachers	About 660 min. with project work Projects can be different in duration	Across the curriculum	<b>Start-up</b> <a href="#">Activity 1.</a> What is Green Citizenship Education <b>Development</b> <b>Activity 2.</b> POLAR Exploration <a href="#">Activity 3.</a> POLAR Visit	My POLAR



				<p><b>Consolidation</b> <b>Activity 4. POLAR</b> Preparation <b>Follow-Up</b> <b>Activity 5. My POLAR</b> <b>Activity 6. Reflect on the application of POLAR approach.</b></p>
<b>Intended Learning Outcomes</b>	<p>Having worked through the activities and materials, participants will be able to:</p> <ol style="list-style-type: none"> <li>1: Participants understand the concept of Green Citizenship Education from different sides: values, skills, attitudes, methods for teaching and learning.</li> <li>2: Participants acquire knowledge about an approach to teach sustainability - POLAR</li> <li>3: Participants recognize the complexity of implementing POLAR</li> <li>4: Participants plan their POLAR</li> <li>5: Participants reflect on the experiences</li> </ol>			
<b>Prior Competencies</b>	optional/ideal: Education for Sustainability (LTP 1 Unit1) and Green Citizenship in/for Europe (LTP 6 Unit 1)			
<b>Required materials</b>	<ul style="list-style-type: none"> <li>• Flipcharts, markers</li> <li>• Photocamera</li> <li>• GreenCompFramework (pdf)</li> </ul>			
<b>Cooperation/ Networking</b>	Local community; local museums; local farms; local theatre etc.			
<b>Addressing GreenComp</b>	<b>Embodying sustainability values</b>			
	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.	
	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.	
	<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.	
		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.	
	<b>Envisioning sustainable futures</b>			
		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.	
	<b>Acting for sustainability</b>			
		4.1 Political agency	To navigate the political system, identify political responsibility and accountability for unsustainable behaviour, and demand effective policies for sustainability.	
	4.2 Collective action	To act for change in collaboration with others.		
	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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