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Choose to Learn Adopting Sustainability Standard

GUIDELINES FOR SUSTAINABILITY IN THE SCHOOL PRACTICE

IO3 – GUIDELINES 3



Project: CLASS – Choose to Learn Adopting Sustainability Standard, AGREEMENT N. 2019-1-IT02-KA201-062690 – IO3

INTRODUCTION

The practices here listed have been collected by the partners. They have all been tested and can help teachers to find some useful tools for introducing sustainability into a learning activity.

The general age group we have in mind for these activities is that of students in secondary school (age 14-18). Some of the activities can seem structured for a younger or older age group, but as they want to be a guideline in a flexible frame, we have chosen to leave space for adaptation, instead of building a strict frame.

We invite all the teachers interested in using the practices to look at the ideas more than the details, and to take from our guidelines all that is interesting for their classrooms, leaving what they may consider not perfectly suited to their students.

We have divided them into the 4 main Areas defined in our **Guidelines 1**:

- INSTITUTIONS
- ENVIRONMENT
- DIGITAL
- SOCIAL

The activities usually overlap more Areas, the teachers can choose how to use them in their classroom.





AREA 1 - INSTITUTIONS

Activity title:	Guerrilla Gardening	
Idea:	THINK OF THE UGLIEST PLACES OF YOUR SCHOOL AND YOUR CITY: WHY DON'T WE MAKE THEM LOOK GOOD AGAIN?	
Subject:	Earth Science Sports Sciences Art Law	andra 🔌 ar
Key Competence	Mathematical competence and competence in science, technology and engineering Personal, social and learning to learn competence Cultural awareness and expression competence Citizenship competence	
Skills for sustainability	Competence of self-awareness: - to reflect on one's role in the local community and in (global) society; - to continuously assess and further motivate its actions Collaborative competence shall: - to learn from others; - to understand and respect the needs, perspectives and actions of others (empathy); - to facilitate a collaborative approach and participate in problem solving Legislative competence: - to understand and reflect on the norms and values that lie behind the actions of each;	
Suggested age group	16-18	
SGDs 2030	11;16	
Methodology	Service learning	
Description	Step 1: Let's explore the territory The sports sciences teacher takes the students around the city to photograph the degraded places and get to know the territory better. Step 2: The importance of protecting cultural, social and environmental heritage The law teacher explains the importance of the protection of property and presents the laws against the offences of defacing or defacing of movable or immovable property of others Step 3: floriculture to restore beauty to the territories Guerrilla gardening actions are planned with the Professor of Earth Sciences and Art. For this step local agricultural associations can be involved. The route proposes the use of the experience of Guerrilla Gardening as an educational street. The boys and the girls are involved in improvised actions of recovery of a flowerbed, of embellishment of an untreated place, through the resources of narrative mural painting and writing to leave and launch a message in the face of a green and nonviolent action. Where acts of vandalism or destruction have been carried out, the site becomes a resource to rebuild and flourish, to bombard with flower seeds. Step 4: self-assessment tool	Choose to Learn Acopting Sustainability Stand

Activity title:	CIVIL PROTECTION CLUB - CIVIL PROTECTION ARE US!	
Idea:	Foster a culture of individual responsibility and proactivity in the face of risk situations and develop a safety culture	
Subject:	Understand the importance of adopting and promoting a safety culture. - Know the concept of risk. - Become aware of their duties in situations of 3:3, accidents and catastrophes. - Reveal appropriate behaviours and attitudes in emergency situations. - Understand the importance of Civil Protection in relation to risks. - Know the structure of Civil Protection action. - Identify and recognize the different agents and cooperating entities intervenient in Civil Protection.	
Key Competence	Personal, social and learning to learn competence Cultural awareness and expression competence Literacy competence Mathematical competence and competence in science, technology and engineering (STEM) Digital competence	
Skills for sustainability	Competence of self-awareness: - ability to reflect on one's role in the local community and in (global) society; - ability to manage your feelings and desires Collaborative competence shall: - ability to learn from others; - ability to understand and respect the needs, perspectives and actions of others (empathy); - ability to facilitate a collaborative approach and participate in problem solving Competence of critical thinking: - ability to question rules, practices and opinions; - ability to reflect on one's own values and perceptions and actions; - ability to take a position on sustainability Competences on Environmental Awereness: - Being able to recognise a biodiversity issue in the daily life - Being able to explain a biodiversity issue among other young people - Being able to explain the greenhouse effect and its impact on climate change - Being able to explain the usefulness of green/alternative energies for struggling against climate change - Being able to explain the usefulness of green/alternative energies for struggling against climate change - Being able to explain the usefulness of green/alternative energies for struggling against climate change - Being able to explain the usefulness of green/alternative energies for struggling against climate change	
Suggested age group	12 to 18	1
SGDs 2030	4,13,15	
Methodology	Learning by doing; Outdoor learning	
Description	 Training citizens to be supportive and aware of protection and assistance involves working closely with schools on the various aspects of the national civil protection system: Technical and scientific component - risks considered in advance, identified, studied, disseminated, trained; Public information actions that motivate citizens to join projects that increase their preparation for an emergency situation; Emergency planning processes, including the training and exercise component; Accident, emergency and catastrophe response operations, empowering and stimulating the citizen to react pro-actively in the processes. The approach to these contents in a referential applicable either in teaching activities or in transversal projects, proposes a more informal and playful perspective of approach to these subjects, associated to social and autonomy skills. 	Choose



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AREA 2 - ENVIRONMENT



Activity title:	Make an organic fertilizer
Idea:	WHAT CAN I DO WITH ORANGE PEELS?
Subject:	Chemistry
Key Competence	Mathematical competence and competence in science, technology and engineering
Skills for sustainability	Integrated problem-solving expertise: - to apply different problem-solving frameworks to complex sustainability problems - to develop sound, inclusive and equitable solutions that promote sustainable development
Suggested age group	14-16
SGDs 2030	15
Methodology	Learning by doing
Description	Step 1: The miracle of orange peels The chemistry teacher shows an orange peel to the students and asks: What's an orange peel for? The students try to answer this question. Then he proposes the vision of a video: "II miracolo delle arance: dalle bucce rinasce una foresta. Ecco come è successo" Step 2: in the laboratory In the laboratory try to use the orange peels in order to make a fertilizer Step 3: follow up At the end the students are invited to find other organic elements in order to make different types of bio-fertilizer. Then students can use the fertilizer created in the school's garden, use it in their homes, or invite farmers and share the experience and the product with them in order to spread good practice. Step 4: self-assessment tool



Activity title:	Fighting waste and sorting food-waste at the canteen	
Idea:	- Volunteering as a Sustainable Practice - Digital Volunteering during COVID-19 emergency	
Subject:	Economics	
Key Competence	Entrepreneurship competence	
Skills for sustainability	 Powers of foresight: Being able to explain the reason for the economic crisis of the 1970s and its impact on the awareness of a sustainability approach Being able to explain to other students the green strategy of a firm and the explanation for its strategy Being able to explain to other students the green strategy of a state and its impact on sustainability 	
Suggested age group	15-18	
SGDs 2030		
Methodology	The issue is tackled when explaining the economic crisis and oil crisis of the 1970s worldwide - world economic crisis: - this is explained in a long term approach of unemployment - this is also presented as a main issue in geopolitics - in a microeconomic perspective, there is also the approach suggested by firms including in their communication a "green approach"	
Description	This activity is usually a daily process (as for recycling) but it may also be in the framework of a weekly or monthly workshop for instance with a step by step approach assigning a goal to each of the workshops in order to raise awareness among the students; a one shot action is useless.	

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Activity title:	Volunteering on Recycling	
Idea:	- Volunteering as a Sustainable Practice - Digital Volunteering during COVID-19 emergency	
Subject:	History and Geography	
Key Competence	Citizenship competence	
Skills for sustainability	 Human rights: Being able to explain the main sustainable issues on a national and international level Being able to explain the usefulness of associations in the defence of environment Being able to talk about main associations defending environment or sustainable issues (WWF, Oxfam) 	
Suggested age group	15-18	
SGDs 2030		
	- Theoretical approach with the explanation of the so-called "greenhouse effect" and the climate changes to be expected.	
Methodology	- As a complement, explanation of the alternative energy or green energy such as the solar energy or wind energy (eolienne)	
	- A practical approach with visits at the Cité des Sciences et de l'Industrie or any museum focussing on sciences and the main critical issues	
Description	This activity may be conducted in the school on a daily basis, included in the school activities (this is long term learning process) or this may take the form of a specific activity prepared in advance with an action conducted on the ground for instance cleaning the banks of a river, a forest or a beach or a public gardens, depending on the location of the school.	LASS

Activity title:	LIVING SEAS
ldea:	 Raise awareness in the educational community Identify the risks Acquire safety habits Promote appropriate attitudes and behavior in emergency situations Promote security plans Promote personal safety
Subject:	 Historical, legal and civic framework of the lifeguard Morphology and Beach Material Classification, Risks and Safety Devices in Swimming Pools General approach to basic first aid notions First Aid specific to rescue in the aquatic environment Rescue techniques applicable to rescue in the aquatic environment Physical condition training
Key Competence	 Personal, social and learning to learn competence Cultural awareness and expression competence Literacy competence Mathematical competence and competence in science, technology and engineering (STEM) Digital competence
Skills for sustainability	Competence of self-awareness: - ability to reflect on one's role in the local community and in (global) society; - ability to manage your feelings and desires Collaborative competence shall: - ability to learn from others; - ability to understand and respect the needs, perspectives and actions of others (empathy); - ability to facilitate a collaborative approach and participate in problem solving Competence of critical thinking: - ability to question rules, practices and opinions; - ability to reflect on one's own values and perceptions and actions; - ability to take a position on sustainability Competences on Environmental Awereness: - Being able to recognise a biodiversity issue in the daily life - Being able to explain a biodiversity issue among other young people - Being able to explain the greenhouse effect and its impact on climate change - Being able to explain the usefulness of green/alternative energies for struggling against climate change - Being able to collectively develop and implement innovative actions that promote sustainability at local level and beyond
Suggested age group	16 to18
SGDs 2030	13, 14
Methodology	Learning by doing
Description	 Identify the main environmental problems Promote the application of good practices for the environment Characterise sea, river and lake beaches Identify the factors that influence waves, tides and currents Identify risky behaviours Describe how to activate the medical emergency system using the European emergency number "112" Identify the concept of chain of survival and its links Explain the importance of the chain of survival and what is the principle behind each link Identify the safety rules Characterize the phases of rescue Identify the types of shipwrecked Apply techniques for the triage of shipwrecked Perform swimming techniques



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AREA 3 - DIGITAL

Activity title:	Video- and Podcast Manufacture	21
Idea:	Creating online videos or podcasts to support people in difficult situations;	24-
Subject:	Social learning Math & Economies Technology and IT lessons Geography German (language)	
Key Competence	Social competence, intercultural competence Mathematical, econometric and ecological competences Digital & social skills and group projects Ecological competences Linguistic competences (Mother tongue)	
Skills for sustainability	Digital skills: - ability to use a computer at several levels and use an email system - ability to access Social media and use applications on a smartphone Social skills: - ability to use Social media in a conscious way	
Suggested age group	15-18	1
SGDs 2030	4, 5, 9]
Methodology	In projects, students- accompanied by teachers- learn to explore topics of interest to them independently or in group work and to make lasting learning experiences. Many of the projects are linked to sustainability-related topics and promote content- related learning, social learning and independence of the students in the course of group work.	
Description	Creating online videos or podcasts to support people in difficult situations: The pandemic situation brings many challenges. Homeschooling and social distance make familiar activities partially impossible and lead to great overwhelm for some people. Volunteer work could record videos or record podcasts for various groups in which the creators of the videos talk about their own experiences and recipes for success and, if necessary, provide instructions for interventions that provide relief.	ASS g Sustainability Sta

Activity title:	Portfolio Factory	
Idea:	Shopping for people in quarantine Distribute food Reading or playing music for other people on the phone or online	3,2
Subject:	Social learning Math & Economies Technology and IT lessons Geography German (language)	
Key Competence	Social competence, intercultural competence Mathematical, econometric and ecological competences Digital & social skills and group projects Ecological competences Linguistic competences (Mother tongue)	
Skills for sustainability	Competence of self-awareness: - ability to reflect on one's role in the local community and in (global) society Collaborative competence shall: - ability to learn from others; - ability to understand and respect the needs, perspectives and actions of others (empathy); - ability to facilitate a collaborative approach and participate in problem solving Integrated problem-solving expertise: - to apply different problem-solving frameworks to complex sustainability problems Human rights: - ability to understand the issues of human rights in different parts of the world - ability to understand the flow of migrations from various countries and the inevitability of refuge seeking	
Suggested age group	15-18	
SGDs 2030	4, 5, 9	
Methodology	Individual support plans and portfolio work provide students with a regular overview of their academic development. Regular discussions take place with the students in which old goals are reviewed and new goals are formulated. Teachers and students' parents are also in contact to discuss performance assessments and individual support options.	
Description	 Shopping for people in quarantine: People infected with the Corona virus are forced to maintain a home quarantine of two to three weeks. During this time, not everyone has the opportunity to ensure the supply (for example, with food) for themselves by friends, neighbors or family. A shopping service linked to an organization by volunteers manages to support the supply of these groups of people. Distribute food: Many needy people in Germany buy their food cheaply from charitable organizations such as "the Tafel". Volunteers could supply people who are not able to make the trip to the respective organization by themselves due to illness, corona infection or age. Reading or playing music for other people on the phone or online: Especially in times of social distancing, in the wake of the Corona Pandemic, but also outside this time of crisis, many people suffer from social isolation and loneliness. Volunteers could read to these people or even play music for them. This can be done online by phone or also under sufficient spatial conditions. 	CLASS oose to Learn Adopting Sustainability Stand



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Activity title:	Group work (online/ offline)	-
Idea:	Working outside institutions	.
	Social learning	
	Math & Economics	
Subject:	Technology and IT lessons	
	German (language)	
	Social competence, intercultural competence	
	Mathematical, econometric and ecological competences	
Key Competence	Digital & social skills and group projects	
	Ecological competences	
	Linguistic competences (Mother tongue)	
	Collaborative competence	
	Integrated problem-solving expertise	
	Digital skills:	
	- ability to use a computer at several levels and use an email system	
	- ability to access Social media and use applications on a smartphone	
Skills for sustainability	Social skills:	
	- ability to use Social media in a conscious way.	
	Competence of critical thinking:	
	- ability to question rules, practices and opinions	
	- ability to reflect on one's own values and perceptions and actions	
	- ability to take a position on sustainability	
Suggested age group	14-18	
SGDs 2030	4, 5, 9	
	During group work, students are taught to cooperate with partners and to organize themselves. Topics relevant to sustainability,	
Methodology	such as mutual understanding, discussion and compromise development, are linked to the content aspects. The implementation takes place online as well as offline. Promoting media literacy is one aspect of these interventions.	
	Working outside institutions (for example: gardening)	
Description	Working outside institutions (for example: gardening) Many third sector organizations, as well as private individuals in need, are always in need of help with garden and outdoor	ULAS
	maintenance. Such assistance can be part of volunteer work	Adopting Sustainabilit



AREA 4 - SOCIAL

Activity title:	Sustainable Knowledge Workshops (online/ offline)	1. 1
Idea:	Tutoring other students (online) Giving technical support to others in using digital media	4
Subject:	Social learning Math & Economies Technology and IT lessons Geography German (language)	
Key Competence	Social competence, intercultural competence Mathematical, econometric and ecological competences Digital & social skills and group projects Ecological competences Linguistic competences (Mother tongue)	
Skills for sustainability	 Competence of self-awareness: ability to reflect on one's role in the local community and in (global) society Collaborative competence: ability to learn from others; ability to understand and respect the needs, perspectives and actions of others (empathy); ability to facilitate a collaborative approach and participate in problem solving. 	
Suggested age group	14-18	
SGDs 2030	9	
Methodology	Frontal teaching and lectures inform students about sustainability-related topics. In addition to the discussion, they receive in- depth teaching materials. Online implementation, as has become necessary in the past 12 months, promotes aspects of media competence.	
	Tutoring other students (online) Even in pandemic situations, students sometimes need tutoring and support for schoolwork. Volunteers could organize and conduct tutoring online.	
Description	Giving technical support to others in using digital media: Many people are overwhelmed when using technical devices. However, the use of computers, cell phones and apps are necessary in many areas. For example, making an appointment for a vaccination or a Corona quick test is often only possible via apps. Volunteers could support and teach people who feel overwhelmed in this regard. Choose to Learn Ac	CLASS lopting Sustainability Star

Activity title:	Looking for a sustainable enterprise at my city	
Idea:	HOW MANY SUSTAINABLE COMPANIES DO YOU KNOW IN YOUR TERRITORY?	4.2
Subject:	Business Administration Mother tongue Information Technology	
Key Competence	Entrepreneurship competence Literacy competence Digital competence	
Skills for sustainability	Powers of foresight: - to understand and evaluate multiple futures - possible, probable and desirable; - to create their own visions for the future; - to apply the precautionary principle; - to determine the consequences of actions and to manage risks and changes.	
Suggested age group	15-18	
SGDs 2030	9]
Methodology	Jigsaw; Research participatory action	
Description	Step 1: A story of sustainability The mother tongue teacher tells a story of Orange fiber. It's the story of two young Sicilian women who used orange peel to make fabrics. Step 2: The words of Sustainability The teacher proposes a jigsaw, asks to reformulate in groups of three each a definition of sustainable enterprise. Then invites a guy to group assemble all the definitions in one on an interactive whiteboard (for example Stormboard; Jamboard) The teacher expands and systematizes the definition by providing theoretical references and examples. The student finds all the definitions in the web of Sustainable Enterprise and inserts in the spider diagram on Mind Map adjectives, verbs, names and images, building a lexical and visual repertoire on sustainability. The students reformulate in groups of three each a definition of sustainable enterprise. Then together they assemble all the definitions in to use of Sustainable companies in our territory The students reformulate in groups of three each a definition of sustainable enterprise. Then together they assemble all the definitions into one on Stormboard. Step 3: in search of sustainable companies in our territory The Business Administration teacher proposes to students a search on the web in order to explore the companies of the territory. They must identify sustainable businesses and then they will have to identify sustainable companies, find their history and then make a game to make them known to peers. Then they search the web for the company and discover that it is sustainable. Students helped by the teacher build a company checklist. Step 4: the gamificati	CLASS c Learn Adopting Sustainability Standard

Activity title:	PARK(ing) Day	
Idea:	It is a global, public, participatory art project launched by Rebar in 2005. It is a day where people across the world temporarily repurpose street parking spaces and convert them to tiny parks and places for art, play, and activism. This event promote the importance of creating and preserving public green space in urban areas by temporarily reclaiming on-street parking spaces and transforming them into exciting and imaginative park spaces or "parklets."	4.3
Subject:	Consumer education Environmental education for sustainability Health education Media education Road safety education	
Key Competence	Personal, social and learning to learn competence Cultural awareness and expression competence Literacy competence Mathematical competence and competence in science, technology and engineering (STEM) Digital competence	
Skills for sustainability	Competence of self-awareness: - ability to reflect on one's role in the local community and in (global) society; - ability to manage your feelings and desires Collaborative competence : - ability to learn from others; - ability to understand and respect the needs, perspectives and actions of others (empathy); - ability to facilitate a collaborative approach and participate in problem solving Competence of critical thinking: - ability to question rules, practices and opinions; - ability to reflect on one's own values and perceptions and actions; - ability to take a position on sustainability Competences on Environmental Awereness: - Being able to recognise a biodiversity issue in the daily life - Being able to explain a biodiversity issue among other young people - Being able to explain the greenhouse effect and its impact on climate change - Being able to explain the usefulness of green/alternative energies for struggling against climate change	
Suggested age group	16 -18	
SGDs 2030	11, 12, 13	
Methodology	Learning by Doing; Outdoor learning	
Description	 Search at a local level for concrete examples of the adoption of behaviors and practices that promote sustainable mobility. Identify behaviors that promote sustainable mobility. Understand the importance of adopting attitudes, behaviors, practices and techniques leading to the reduction of greenhouse gas emissions Intervene with the competent authorities, namely the municipalities, with proposals leading to the promotion of sustainable mobility Participate in awareness campaigns to promote sustainable mobility. Promote sustainable mobility habits Relate sustainable mobility with the preservation of natural resources and quality of life Participate in a mareness campaigns to promote sustainable mobility. Participate in a mareness campaigns to promote sustainable mobility. Participate in awareness campaigns to promote sustainable mobility. Participate in awareness campaigns to promote sustainable mobility. Participate in a mareness campaigns to promote sustainable mobility. Participate in a mareness campaigns to promote sustainable mobility. Participate in an integrated way with different social actors, at school and in the family, in actions that minimize the impact, at the local level, of human activities on climate change Present proposals for actions in order to minimize the impact of climate change at a local scale. Implement personal, school and community projects and initiatives with an impact on reducing greenhouse gas emissions, involving different social actors. Encourage pedestrian mobility as a contribution to combating climate change and as a way to promote individual health and a healthier environment. 	CLASS Choose to Learn Adopting Sustainability Standard

Activity title:	PEDALING FOR EQUALITY - Municipal Equality Day	
Idea:	The use of the bicycle as a means of transport in the city or just for rides is increasing more and more. And the incentive to cycle appears for several reasons. One of them may be the promotion of a cause	4,0
Subject:	 Identity 2. Belonging 3. Communication 4. Emotions 5. Autonomy 6. Interaction 7. Risk Protection 9. Violence 10. Choices, challenges and losses 11. Values 12. Resilience Sedentary behaviour 14. physical and sporting activity 	-
Key Competence	Cognitive and social skills that determine individuals' motivation and ability to gain access to, understand and use information to promote and maintain good health" Cultural awareness and expression competence Literacy competence Digital competence	
Skills for sustainability	Competence of self-awareness: - ability to reflect on one's role in the local community and in (global) society; - ability to manage your feelings and desires Collaborative competence shall: - ability to learn from others; - ability to understand and respect the needs, perspectives and actions of others (empathy); - ability to facilitate a collaborative approach and participate in problem solving Competence of critical thinking: - ability to question rules, practices and opinions; - ability to reflect on one's own values and perceptions and actions; - ability to take a position on sustainability Competences on Environmental Awereness: - Being able to explain a biodiversity issue in the daily life - Being able to explain a biodiversity issue among other young people - Being able to explain the greenhouse effect and its impact on climate change - Being able to explain the usefulness of green/alternative energies for struggling against climate change - Being able to explain the usefulness of green/alternative energies for struggling against climate change - Being able to explain the usefulness of green/alternative energies for struggling against climate change - ability to collectively develop and implement innovative actions that promote sustainability at local level and beyond	
Suggested age group	16 to 18	
SGDs 2030	SDG1, targets 4.3,4.4, 4.5 and 4.7, SDG5 SDG 8.6 target 8.b	
Methodology	Learning by doing; Outdoor learning	(ASS
Description	Each year students and teachers organize the celebration of the Day for Equality choosing a cause to promote during a bike tour.Students invite family members to join this awareness-raising campaign through a sustainable means of transportation. ^{to Learn}	Adopting Sustainability Stand

OUR PARTNERSHIP



For full description of the partners, please read our IO3 «Vademecum of Integrated Didactic Paths»hoose to Learn Adopting Sustainability Standard

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