A Roadmap To An

ESD–school

Produced in
Erasmus KA2 program
(2016–2018)

Preface

Dear future generations,
I think I speak for the rest of us when I say,
sorry. Sorry we left you our mess of a planet.
Sorry that we were too caught up in our
own doings to do something.
Sorry we listened to people who made excuses,
to do nothing.
I hope you forgive us,
We just didn't realize how special the Earth was,
Like a marriage going wrong,
We didn't know what we had until it was gone.

(Prince Ea, 2015)

This booklet is produced in Erasmus KA2 program (2016–2018) **"Improving education for sustainable development through development of school culture"** (ECORoad).

ECORoad consisted of four primary schools and each school was supported by an expert organisation for sustainable development. Each school had already worked for many years with ESD, but through this international project took the next steps to become a better ESD-school.

This booklet is available to download on ECORoad website: https://ecoroad.weebly.com/

THIS ROADMAP CONSIDERS:

Why do we need ESD-schools and how to become one?

THE PARTICIPATING SCHOOLS AND PARTNER ORGANISATIONS:

Hönttämäen koulu, Finland/ Oulu
- partner Timosenkoski Nature School

Artunsskoli, Iceland/ Reykjavik
- partner Reykjavik Nature School

St George's School, United Kingdom/ Craven Arms
- partner Shropshire Hills Local Action Group

Gemeentelijke Basisschool De Wereldreiziger, Belgium/Antwerpen
- partner MOS provincie Antwerpen

1. Introduction

The UN and UNESCO define education as a vital tool in developing ESD (Education for Sustainable Development) as a global phenomenon. In Europe this has been taken into account in curriculums but too often ESD is considered as an 'add on.' In order to educate pupils towards a sustainable way of life ESD should be a fundamental and essential part of school culture.

In order to promote ESD in schools, consideration must be given to the values and educational policies of the school, not just individual teachers activities. This may require a change in existing practices and ways of thinking. The culture of the school is central to this; schools will need transformational leadership and the principal/head teacher is the key person for implementing cultural change.

The ECORoad project focused on developing an ESD culture in each participating school. At first we made an initial surveys for students, teachers and parents (appendix 1-3) to find out the current ESD situation at school. At the end of the project, we repeated the questionnaires. During the project each school carried out an audit using a series of focused questionnaires to all stakeholders and strategies for improvement were developed based on the findings. The four key dimensions of Schoen's model (2005) were used to develop the questionnaires (appendix 4–7).

1. Professional orientation
2. Organizational structure (leadership and management)
3. Teaching and learning
4. Student-centered focus

The questionnaires were reissued as part of an evaluation cycle.

In this ECORoad project, the framework of an ESD school was based on Saloranta's (2017) model (appendix 8). Saloranta's premise is that when ESD is embedded in a school culture it promotes and enables students to learn about all the different dimensions of sustainable development. School experiences affect the environmentally responsible and pro-social behaviour of pupils and guide them towards a more sustainable way of living.

We hope that this booklet, 'A Roadmap to an ESD School' inspires others towards becoming ESD schools.

Seppo Saloranta
ECORoad project coordinator

2. Education for Sustainable Development (ESD)

Increasingly teachers, educational workers, lecturers, youth workers, etc. are faced with extremely complex social phenomena. They are characterized by a strong interdependence of various factors. Ecological, economic, cultural, historical, ethical, religious, technological, social and political issues all have an impact on our society and, what's more, they also influence each other. In such a complex and unpredictable world new needs for education arise. The capabilities we need to deal with such phenomena cannot be acquired through a mere knowledge transfer or by compartmentalising reality, or reducing everything to linear cause-effect sequences. ESD can help shape a different perspective on education - one that better equips the target audience to address complex sustainability issues.

*"Education for Sustainable Development is learning to think about and work towards a liveable world, now and in the future, for ourselves and for others, here and elsewhere on the planet" (*Van Poeck & Loones, 2011) Every moment we make choices. Each choice determines the impact we have on the planet. As sustainable schools we believe that we can learn together to make sustainable choices for the planet (exercise bingo – annex 6).

Sustainable Development

Humanity's 21st century challenge is to meet the needs of all within the means of the planet. In other words, to ensure that no one falls short on life's essentials (from food and housing to healthcare and political voice), whilst ensuring that collectively we do not destroy the Earth's life-supporting systems (e.g. a stable climate, fertile soils, a protective ozone layer) - on which we fundamentally depend. The Doughnut of Social and Planetary Boundaries is a playfully serious approach to framing that challenge, and it acts as a compass for human progress this century.

Figure 1. The Doughnut of social and planetary boundaries (Raworth, 2017).

The environmental ceiling consists of nine planetary boundaries beyond which lie unacceptable environmental degradation and potential tipping points in the Earth's systems. The twelve dimensions of the social foundation are derived from internationally agreed minimum social standards, as identified by the world's governments in the Sustainable Development Goals in 2015. Between social and planetary boundaries lies an environmentally safe and socially just space in which humanity can thrive. (Raworth, 2017).

Sustainable Development Goals

On 1 January 2016 the 17 SDGs of the 2030 Agenda for Sustainable Development, adopted at an historic UN Summit, officially came into force. Over the next fifteen years, these new goals, that universally apply to all countries, will mobilise efforts to end all forms of poverty, fight inequalities and tackle climate change (United Nations, 2018).

Figure 2. AGENDA2030 goals (United Nations, 2018).

Our ECORoad project with its four overarching themes-'Outdoor Education,' 'Living to Learn – Learning to Live,' 'Health and Wellbeing' and 'Ecological Daily Life' naturally incorporated the majority of the SDG's.

3.
Model of an ESD-school

There are no common international definitions of an ESD-school. ESD is linked to local school systems and individual school cultures which makes it difficult to make common international criteria. However, there are similarities in the essential criteria for ESD-schools.

Our definition of an ESD School is;
an educational institution whose values and school culture is based on the idea of Sustainable Development.

The most important task for an ESD school is to give pupils the knowledge, skills, values and attitudes to empower them to promote sustainable development. ESD schools should lead by example and minimise their environmental impact.

A. Values

To be an ESD school all school stakeholders must share the school's values and ethos. The key values to promote sustainable development are universalism and benevolence (Karp, 1996; Stern, Kalof, Dietz & Guagnano, 1995). Universalism emphasises the well-being of nature and people and includes values that emphasise global prosperity and social justice. The sub-types of universalism are tolerance, societal concerns and nature conservation. Benevolence, relates to the well-being of the close people. Subtypes of benevolence are dependability and caring. (Schwartz, 1992; Schwartz, Cieciuch, Vecchione, Davidov, Fischer, Beierlein & Demirutku, 2012). English ESD schools interpret this as

1. Care for oneself
2. Care for each other (across cultures, distances and generations)
3. Care for the environment (far and near)

B. School Culture

School culture is determined by the values which guide the way people work and behave at school.

The culture of any organisation dictates the behaviour, the attitude, the performance and the decisions it makes. If ESD is embedded in a school's culture it influences the school's curriculum and its core functions e.g. energy use, building design, purchases etc. Research shows that when the values and principles of sustainable development are embedded into a school culture, the themes of sustainable development are more often realised in the school's everyday practice. (Saloranta, 2017.)

C. Themes of sustainable development in teaching and school practices

ESD-schools have school cultures that support and encourage the staff to promote sustainable development both in education and in the daily life of the school. In this ECOroad project, the 17 Sustainable Development Goals of the 2030 Agenda for Sustainable Development were referenced and categorized into 10 themes.

Ecological daily life

1. Saving energy and water

2. Food and drink

3. Consumption and waste reduction

4. Travel and traffic

Outdoor Education

5. School building and grounds

Health and wellbeing

6. Mental and physical wellbeing

7. Prevention of bullying and discrimination

Living to learn – learning to live

8. Equality

9. Global citizenship

10. Preservation of cultural heritage

4.
Importance of school culture

The United Nations identified that education and training plays a crucial role in achieving the goals of sustainable development. However, 20 years later education for sustainable development (ESD) is still not widely adopted.

The ECORoad project explored how to develop a school's culture, school improvement and the role school leadership has in achieving the organisational vision.

A school's culture can be defined with regard to universal organizational culture theory: it is comprised of **'unwritten rules and traditions, norms, and expectations that permeate everything: the way people act, how they dress, what they talk about, whether they seek out colleagues for help or don't, and how teachers feel about their work and their students' (Deal & Peterson, 1999).** According to Schoen (2005) a school's culture can be divided to four dimensions: 1) Professional Orientation, 2) Organizational Structure, 3) Teaching and Learning and 4) Student-centered focus.

The ECORoad project used Schoen's definition in the context of ESD. Each school identified areas for development from each dimension. Stories of these schools' development projects are in chapter four.

1. Professional Orientation (= learning organization)

Professional orientation focuses on the Continued Professional Development of the staff team. This dimension includes attitudes expressed about personal and collective professional growth and monitors attitudes towards change. ESD schools regard themselves as learning organisations, where learning causes change, motivation to participate and the inspiration to create something better. In ESD-schools all staff (not just teachers) cooperate in implementing sustainable development themes. Regular evaluation is embedded in an ESD-school's culture.

2. Organisational Structure

Organisational structure refers to the management and leadership and it includes things that affect the way the school is run. It includes e.g. leadership style, distributed leadership, definition of vision and mission, how goals and plans are decided, consensus and commitment to the goals, school policies, the importance of external policies and school's internal and external interaction.

3. Teaching and Learning

Teaching sustainable development needs a pedagogy that engages and activates pupils. Research suggests that even when pupils acquire knowledge about sustainable development their behaviour doesn't always change accordingly. Pupils learn about sustainable issues best in a real context e.g. in nature, museums, farms, factories or working with real environmental problems. Sustainable development issues can be complex and that is why pupils also need to be taught critical thinking skills. Collaborative and participatory teaching methods are useful tools to teach complex issues.

4. Student Centered Focus

As educators, our aim is to develop pupils' environmentally responsible behaviour and their personal positive relationships with nature. Through both education and personal experiences, pupils will acquire knowledge and develop skills for responsible personal environmental behaviour. Together in partnership with parents, schools can guide pupils to living their own lives in a sustainable way.

To improve teaching and learning outcomes, organisations initially need to focus on their organizational structure. Leadership and strategic guidance impacts on teachers' professional orientation, which leads to higher quality teaching and better learning outcomes for pupils.

The organizational structure of a school impacts on its staff's attitudes and abilities to develop pupils as individuals and to support their individual qualities. A student-centered whole-school approach directly impacts on styles of teaching and learning. Staff development empowers individuals to influence the school's strategies and operating principles that are reflected in the school's organizational structure.

The ECORoad project focused on developing these four different dimensions of school culture to provide a range of sustainable development learning experiences for their pupils. The next chapter presents examples of some of the projects schools designed to develop different areas of their own school cultures.

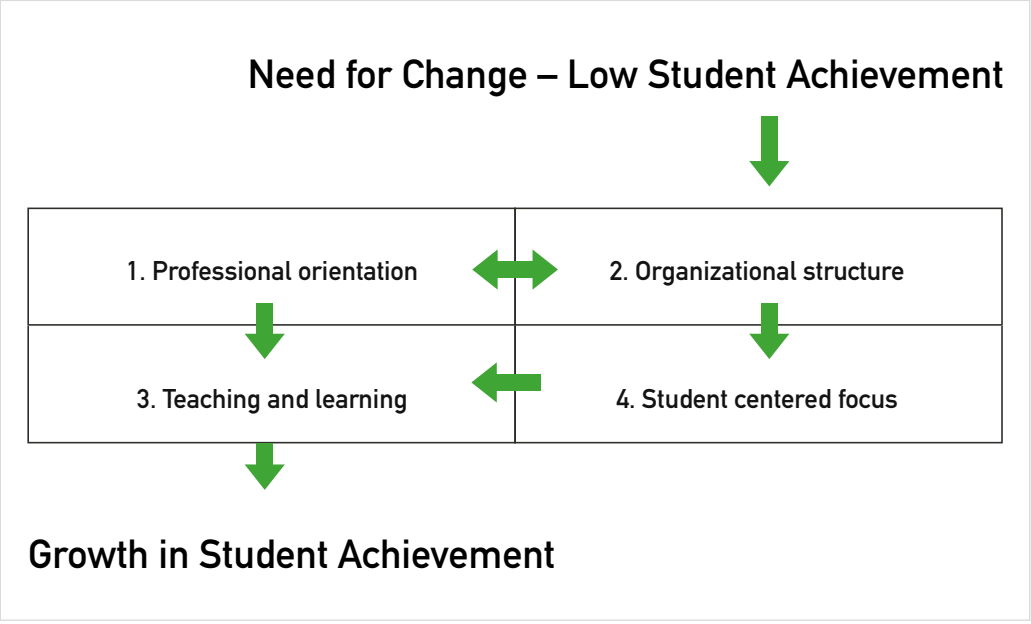


Figure 3. Relationships between the dimensions of school culture. (Schoen, 2005, 282–283).

5.
Practical examples to achieve change in school culture toward ESD

- Examples of school development activities

Developing and increasing learning environments

Aim: To develop an action plan for using alternative learning environments outside the school building.

Action taken: To increase competence in teaching outdoor education, we encouraged our teachers to participate in associated and relevant training. Five of our teachers took part in different kinds of outdoor education courses, for example, Outdoor Learning and Moving School.

One of the topics in our school's year plan was getting pupils out of the classroom. To support this idea we have prepared a kit / educational pack with different kinds of materials suitable for outdoor use. We also have an outdoor school camp plan for each grade, starting with first grade one-day trip through to sixth grade four-day camp in Eastern Finland.

Evaluation: Teachers are now more motivated to take their pupils outside. Those teachers who participated in the outdoor education training have shared their knowledge with other teachers.

QUOTES FROM STAFF, PUPIL AND STAKEHOLDERS:

The training has taught me new methods. For outdoor education for example, how to use mobile phones to motivate and activate pupils outdoors.
– Teacher

Co-operation with parents and external partners

Aim: To encourage teachers and staff to co-operate with parents and external partners.

Action taken: At the beginning of the school year teachers had one to one meetings with pupils to discuss their individual personal learning goals for the school year. Parents could also participate in the discussion. Halfway through the school year parents were invited to school with their children for a progress report regarding progress against the pupil set learning goals.

The first-grade parents were also invited to have a school lunch with their children. The aim was to invite parents in to school so they could see first-hand how the school operates.

On the National Parent's day in September, we organized an open school day. All parents were invited to school. Parents came to see what their children do during a school day. They could also meet and have a discussion with the teachers and school staff. During the school day, the head-master told parents about the ECORoad survey results.

Nature Sundays in Timosenkoski Nature School

In August and September Nature Sundays were good examples of co-operation between teachers, parents and local nongovernmental organizations. Each partner organized one-day nature activities for families in the nature school surroundings. For example, how to use mobile phones to motivate and activate pupils outdoors.

Evaluation: The actions taken increased contacts and co-operation between teachers and parents. Parents had the opportunity to see the school's daily life.

QUOTES FROM STAFF, PUPIL AND STAKEHOLDERS:

"It was interesting to meet my child's teacher and to see the classroom environment."
–Parent

"Face-to-face contacts with parents are always very useful."
– Teacher

Student democracy, distributed responsibility

Professional Orientation | **Organisational Structure** | **Teaching and Learning** | **Student Centered Focus**

Aim: To help the pupils learn to live and work in a democratic society, and understand that everybody has a role in the society and can help in supporting sustainability.

Action taken: The pupils have their own association whose board plans activities for the school. For example pyjamas day and football tournament. In each class the pupils elect to choose its representatives for the board.

The pupils also have an environmental committee with representatives from all classes and from the kindergarten also. The committee helps planning ESD activities at the school and presents them for the pupils.

Each class is responsible for certain activities in ESD. For example christmas tree, compost, school friends and "Christmas at school" festival.

QUOTES FROM STAFF, PUPIL AND STAKEHOLDERS:

"This work is positively influencing the homes, the kids are making role models for the neighbourhood."
– Parent, on a meeting with the environmental committee

Distributed responsibility, varied teaching methods

Professional Orientation | Organisational Structure | Teaching and Learning | Student Centered Focus

Aim: To distribute the responsibility of projects and planning, and increase the methods used in teaching and learning.

Action taken: "Carousel lessons", workshops where classes 2-4 work together and classes 5-7 for 2 lessons per week. The pupils work in mixed-age groups, often small groups, on some subject.

Teacher groups plan the projects done in these workshops, often using new methods and approaches in teaching, and for each project a new person serves as a leader of the group.

Evaluation: This has strengthened the collaboration of both teachers and pupils, served as leadership training for the individuals in both groups and in the same time strengthened the groups themselves. At last, but not least, teachers have tried out new methods and points of view and shared knowledge is preserved in the group even though the group can change from year to year.

QUOTES FROM STAFF, PUPIL AND STAKEHOLDERS:

"We have torn down walls between age groups."
– Assistant Head Teacher

The Green Flag, Eco Schools

Professional Orientation	Organisational Structure	Teaching and Learning	Student Centered Focus

Aim: To make our education for sustainable development more effective and make the daily school life as sustainable as possible.

Action taken: The program of the Green Flag has had much impact on the daily school life and its development. Few examples:

- Environmental education is intertwined in every part of the school´s activities and has impact on the school´s development.
- Every class has special tasks in different areas of sustainability, built on the school´s targets and environmental covenant.
- Connection of health promotion and democracy and environmental education.
- Targeted education for sustainable development.
- Second-hand market for school uniforms.
- Reducing food waste; At lunchtime pupils in classes 3-7 serve themselves from a buffet.
- Waste sorting, compost bins. The compost is used in the local woodland.
- Reduced use of cleaning products and environmentally friendly products chosen.
- With increased awareness of our usage of electricity and hot water, lighting and heating costs have decreased significantly.

Evaluation: Ártúnsskóli has been an Eco-school since 2008 and reached every goal set.

QUOTES FROM STAFF, PUPIL AND STAKEHOLDERS:

"Ártúnsskóli is one of the top Eco-schools, showing an holistic approach to the project. The Eco-school project is woven into the work of every class, the kindergarten and after school program."
– Manager of the Icelandic Eco Schools project

Clarifying school's values

Aim: To develop the culture of the school for all children, staff and parents embedding the values of Sustainable Development. St George's CE Primary School's vision is to provide a caring, stable environment and academic excellence, bound by our strong Christian values and supported by our community, while preparing our pupils for their life-long learning journey. We believe that Education for Sustainable Development is core to this mission.

Action taken: The senior leadership team and representatives from the student and parent body write a Vision Statement for the school. To make this vision a reality by ensuring that everyone is moving towards the same goal, two significant vehicles are used:

- a weekly whole school event at the start of school on a Friday morning where parents and local community are invited to attend ' Sharing Assembly.' Led by the head teacher, representatives from each class briefly share a part of their learning for that week. This could be understanding of a mathematical concept, some beautiful paintings, a list of Tutankhamun's belongings.
- At the end Stars of the Week are awarded and these focus on the development of skills in all aspects of learning(rarely attainment) These assemblies also offer natural opportunities to highlight specific issues that may arise within a school week- many of which we can suggest solutions for as a collective group. The head teacher(as the leader) leads the assembly and affirms the vision of the school throughout.

Evaluation: This weekly event is the single most effective way to establish and maintain the culture of our school: respect for each other, positioning ourselves all as learners and the underpinning of positive messages regarding behaviour and expectations. This message is overt and generates a sense of teamwork between all stakeholders.

QUOTES FROM STAFF, PUPIL AND STAKEHOLDERS:

"We have torn down walls between age groups."
– Assistant Head Teacher

"Sharing assembly is my favourite event of the week. It brings us all together as a school family and underpins the values of the school.'
– Class 2 teacher

"I love to see the school in action like this. Sharing assembly delivers very strong messages to the whole school community and we are at one."
– Chair of Governors

To promote democracy in our school

Professional Orientation | **Organisational Structure** | **Teaching and Learning** | **Student Centered Focus**

Aim: For all to respect the values, opinions, beliefs, perspectives, and cultural backgrounds of individual students and groups of students in our school,

Action taken: Children's assemblies. Children sign up to present a whole school assembly on a theme of their choice. They manage these events in their entirety. We have had children present on their kidney transplant, National Down's Syndrome Day, their after- school Karate club, their favourite author, video game or movie. Other children and staff are an attentive audience. There is always a question and answer session at the end and a vote of thanks by another pupil. This encourages inclusion, respect and tolerance for others, gives an insight into children's lives and bonds us all together as a team.

Evaluation: Those presenting feel empowered and valued. Children learn important language and communication skills.

QUOTES FROM STAFF, PUPIL AND STAKEHOLDERS:

" I have learned so much about individual children; things I would never have known"
– Teacher

"We, staff and children are all the audience, interested, compassionate and sharing children's thoughts, interests and concerns"
– Teacher

"You can choose your own topics and hobbies and I remember lots of really special assemblies by other pupils"
– Holly, age 9

Professional staff development

Aim: To ensure all staff and school governors are educated in issues relating to ESD. To create a knowledge base for staff and Governors that will be ingrained into the school culture both from a delivery and an educational aspect.

Action taken:

- Staff and Governor training. We invited our Local Council's (Municipality authority) Sustainable Commissioning Officer to a staff meeting to talk about issues related to sustainable development affecting our local and global environments. Parents were also invited to the event.
- Topics covered: CO2 levels, Global Warming, recycling, biodiversity, energy, renewable technology, litter, global citizenship, school grounds, transport, waste and water.

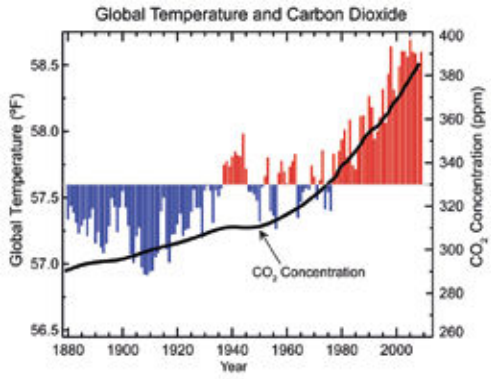
Evaluation:

- It was a very informative, interactive session. It was interesting and alarming to discover how many adults were unaware of the current environmental threats and concerns we all face and the required actions we all need to take relating to sustainability.
- It is important that we do not assume a knowledge base and understand that not all educators, schools, businesses and individuals are aware of the current environmental threats and the behavioral changes required.
- St George's Schools Chair of Governors has become a member of Shropshire Council's Sustainability Forum.

QUOTES FROM STAFF, PUPIL AND STAKEHOLDERS:

"It was useful to explore and discuss the key topic areas facing our local and global environments with teachers, key support staff and parents. The opportunity to discuss our school's environmental impact and how it can be reduced led to some interesting ideas and significant challenges. The knowledge gained from the session will feed in to lessons and key topic areas. By inviting the entire school community, staff, Governors and parents, it became evident to all that the challenge and the responsibility for sustainability is one that we all share",

– School Governor.



Team seminar about ECORoad and ESD supported by MOS

Professional Orientation | Organisational Structure | Teaching and Learning | Student Centered Focus

Aim: To develop a consistent approach and understanding of the school's working groups and that every action, taken in school, has something to do with: home languages, social skills and ESD.

Action taken: During the first year of the project, we organised an educational seminar at our school supported by MOS. We explained to all teachers in an interactive way what the Erasmus project is about. The MOS-coaches introduced the team in ESD and organised interactive workshops to find the strengths and working points for our school. We discovered that a lot of teachers want more interaction between the school working groups. We all agreed that we are currently "working next to each other, instead of together".

The project is in process, we have planned meetings with the school Principal to further develop this idea. We intend to have meetings from time to time with all the work groups.

Evaluation: The seminar gave energy to the team to work about ESD and the Sustainable Development Goals.

Forest School

– Weekly, half day, outdoor, woodland based, sessions for nursery/reception children whatever the weather.

Aim: To conduct all outdoor Forest School lessons using natural resources only. Where this is not practical or possible, **use resources made from recycled materials** with minimal use of mass produced educational resources, if at all.

Action taken: We follow a programme of curriculum linked, weekly Forest School sessions that involves using natural resources and recycled materials only, to create worthwhile, meaningful learning experiences that have informed the teaching and learning throughout each subsequent week in the classroom.

1. Investigating materials - for construction. (The Three Pigs. A house of straw, a house of stones, a house of sticks).
2. Investigating materials - for insulation. (Science challenge to investigate the temperature of boiled water "eggs" insulated in "nests" made from a variety of natural materials).
3. Investigating materials - for drawing. (Charcoal).
4. Problem solving. (A bridge to cross the mud).
5. Emotional development. (Working together developing communication and teamwork skills, empathy and understanding).
6. Exploring our senses. (Working together using our senses).
7. Nature's pallet (Creating natural sculptures and discovering seasonal colours).
8. Renewable resources (Working with wood to make seasonal crafts)

Evaluation: Our aim, to introduce only natural and recycled resources into our teaching, has provided an excellent focus for developing meaningful learning experiences for our children whilst working towards a sustainable low cost (environmental and financial) future.

Through our follow up, classroom based work, the ethos of sustainable resources has been noted and acted upon by parents, families and associated staff. Families are following our lead in the experiences that they are providing for their children (more talk of camping and woodland walks) and even in the quality of the snacks they provide for Forest School sessions. Seldom are processed and over-packaged cakes and biscuits now brought to school.

The natural environment provides a wealth of free, quality educational 'resources' for all aspects of learning.

Sustainability: We see this as a long-term ethos. For our children (and adults) to be free of the restraints of brightly coloured, man-made materials is a refreshing unencumbered way to learn and discover.

QUOTES FROM STAFF, PUPIL AND STAKEHOLDERS:

"I knew there was plenty to do in the woods, but I had no idea there was so much to do"
– Grandparent reflecting on her grandson's time at Forest School while reading his classroom follow up workbook

"I've made the children's breaktime snacks for this week. They are "healthy" buns because I've used wholemeal flour and added dried fruit."
– Parent

"This is so simple and yet such an excellent experience."
– Teaching Assistant talking of the wooden, seasonal decorations that the children were making

"These children are so lucky to be here listening to sounds in nature in a beautiful woodland. – What better way is there to develop descriptive language, communication skills and a feeling of wellbeing?"
– Teacher

"Coming to the woods is my best day. Do you like my necklace? I have made it with leaves."
– Child, age 4

ESD lesson plan

Aim: To develop the culture of the school for all children and staff embedding the values of Sustainable Development.

Action taken: The leadership ESD team wrote a lesson plan for the school. Every grade had its own theme: water, energy, waste, mobility and nature. The lessons are based on the lesson plan that MOS (our Belgian partner) provides.

- First grade - Waste: Pupils learn how to sort waste, how to reduce waste and how to encourage all members of the school community to adopt a waste minimisation approach. We give each child a reusable lunchbox and drinking bottle so they won't bring waste to school.
- Second grade - Nature.
- Third grade – Energy: Pupils learn about alternative energy sources. Throughout the school, they identify equipment with a high energy use and try to find alternative low energy solutions.
- Fourth grade - Mobility: The focus of the week-long school residential trip is mobility. Pupils learn how to ride a bike, how to be safe in traffic, the aim is to encourage pupils to commute to school by bike and to be safe in the city traffic.
- Fifth grade – Water: Pupils learn about water purification, the impact of climate change on the Earths water, they encourage other pupils to make water saving a priority; for example, turn off the tap while washing hands.
- Sixth grade- All round: Pupils organise project days where they focus on one theme each day. For example, they organise thick jumper days to reduce energy usage.

Evaluation: These events establish and maintain a core aspect of the culture of our school: respect for nature by focussing on all the themes.

6.
Practical examples of ESD activities at school

Examples of ESD activities made by pupils

SUOMI 100 – Finland 100

Area of sustainable development:

Aim: To celebrate the 100th anniversary of Finland's independence through a whole school project.

Action taken: Hönttämäki school celebrated Finland´s 100th year of independence under the theme "Tales of the Forest".

Forests have always been very important to Finnish people. Through centuries they have provided economic wealth, nutrition and a place to relax and to enjoy the wilderness. People believed that forests are full of creatures that protect and guard their waters, plants and animals. For example, each tree has a spirit that takes care of it.

During the project, we examined the forest environment, both theoretically from the classroom and by exploring the woodland itself. We also read a lot of fairytales about the animals, dwarfs, fairies, elves, spirits and ancient gods that in the past were believed to live in the forests. The whole project culminated on 2nd of December, when all the pupils performed in front of their parents presenting songs, poems, acts, artworks and dances under the theme "Tales of the Forest".

During this project children gained a lot of knowledge about protecting our unique natural environment. The project had both an academic and a spiritual connection to the landscape and natural environment, as well as artistic goals.

QUOTES FROM STAFF, PUPIL AND STAKEHOLDERS:

"The atmosphere of the performance was very beautiful and impressive. I was delighted to see my child so happy and performing on the stage."
– Parent

Pupil involvement

Area of sustainable development:

Aim: To increase pupil's opportunities of participation

Action taken: Pupils can participate in our school primarily through Pupil's Council, Green Flag Council and School Restaurant Council. Members of these Councils are elected at the beginning of each school year. The aim is to give as many pupils as possible a chance to act in these groups during their primary school years.

The Green Flag Council develops a plan of action and chooses a new theme for a two-year period, the themes for this current school year are water and energy. All grades participate in the implementation of the themes at least six times during a school year.

The activities during this school year are:

- At the beginning and at the end of each theme water and energy consumption surveys are taken and we weigh our school's organic waste. This allows us to make a direct comparison in line with the activity.
- Disposable dishes and plastic bag reduction. All pupils attending school trips bring their own lunch boxes and drinking bottles for packed lunches.
- Toy recycling day.
- An after-school flea market.
- A school and surrounding area cleaning and tidy up.
- Snow measuring / survey.
- Eco-friendly Christmas calendars.
- The Moving School project, Outdoor Learning project.
- Sixth graders organize a nature adventure day for fifth graders in spring.
- Encourage pupils to come to school on foot or by bike
- Pupils to spend break time outdoors in all weathers.
- Pupils participate in organizing activities during school breaks.
- Each grade has a responsibility in the school's daily life, for example; tidying up the corridors, flattening milk cartons, putting headphones and iPads in their proper places in the computer room, cleaning the aquarium and feeding the fish, tidying up the school library, lifting the chairs in the school canteen after lunch.

QUOTES FROM STAFF, PUPIL AND STAKEHOLDERS:

"The participation groups are a good way to teach pupils a sense of responsibility. I have noticed how important the activities are for example; fourth graders being responsible for feeding the fish."
– Teacher

Optional courses in ESD

Area of sustainable development:

Aim: To offer pupils a chance to choose subjects according to their personal interests

Action taken: Grades 5-6 were offered optional courses for two lessons per week.
One of the courses was called Exercise and Environmental Education.

Pupils planned the contents of the course.
Based on their wishes the following activities were organized:

- Hiking: we hiked a few miles in the woods and cooked soup outdoors.
- Fishing: we rode a bike to Oulu River. There we fished, made a campfire and had a meal.
- Skating: we went skating to a skating rink in the city centre.
- Mountain biking: we cycled through the woods along the paths. We finished our ride at Timosenkoski nature school where we cooked on a campfire.
- Frisbee golf: we made a frisbee golf track in the Timosenkoski school woods.
- Tidy up the school library, lifting the chairs in the school canteen after lunch.

QUOTES FROM STAFF, PUPIL AND STAKEHOLDERS:

"This course was super, it was so different from normal school!"
– Pupils

It was not easy to organize this course, but because of the pupils' positive feedback I will do it again next year."
– Teacher

Reducing plastic usage / No plastic bags

Area of Sustainable Development:

Aim: To reduce the use of plastic bags

Action taken: In cooperation with a local shop, the pupils in 6th grade wrote messages about plastic bags on old clothes, and hung them from their shopping carts. They demonstrated how to make reusable bags from old T-shirts. The pupils asked customers about their usage of plastic bags and presented the results at a Friday Assembly at school..

Ártúnsskóli primary school, kindergarten and afterschool care, emphasise using reusable bags whenever possible. Pupils use reusable lunchboxes. Plastic bags in trash bins are emptied and used again and again.

QUOTES FROM STAFF, PUPIL AND STAKEHOLDERS:

"For the project "No plastic bags" the Minister for the Environment and Natural Resources nominated the pupils in 6th grade as "Keepers of Environment"

Christmas tree

Area of Sustainable Development:

Aim: To help pupils learn about sustainable usage of the woodland

Action taken: Every year Ártúnsskóli has the privilege to get a Christmas tree, a pine, from our local woodland. The 1st graders go to the woodland to get the tree and some branches of pine and spruce to decorate the school. They also pick pine cones and use them to make feeding balls to feed the birds.

Next spring the 1st graders go to the woodland again and plant 5 trees instead. After the holidays, the wood of the Christmas tree is used in art and craft classes.

QUOTES FROM STAFF, PUPIL AND STAKEHOLDERS:

"The pupils were very proud of the tree. They talked about how heavy it was to carry and how beautiful it was in the school hall. Also, they said the making of the feeding balls for the birds was a great fun"
– Teacher

Menningarvaka – Culture night

Area of Sustainable Development:

Aim: To encourage pupils as individuals and as a group, develop their collaboration in the group, and the collaboration between school and home. To help the pupils learn to use their voice and body on stage and practice good articulation.

Action taken: Each year the 7th graders make a whole evening program with music, their own short films, poem reading and a play/musical. They make props, paint and decorate the stage, help cleaning the hall, present the evening, sell tickets, welcome the guests, play every role on stage and give the income to charity. The programs have for example been built on material from the curriculum, social or environmental issues and classic musicals, movies and plays.

QUOTES FROM STAFF, PUPIL AND STAKEHOLDERS:

"Participating in Culture Night at Ártúnsskóli in my years there was an enriching experience which helped me realise my own strengths. Preparing for it through the earlier years of attending Ártúnsskóli makes the students prepared for the responsibility of the event. Each student has a task that suits their talents and capabilities so nobody feels forced on stage."
– Former student

The Daily Mile

Area of Sustainable Development:

Aim: To to improve the physical, social, emotional and mental health and wellbeing of our children – regardless of age, ability or personal circumstances.

Action taken: We introduced the Daily Mile at St. George's school for all children and staff. The Daily Mile is a social activity, where the children and adults run or jog – at their own pace – in the fresh air with friends. Children can occasionally walk to catch their breath, if necessary, but should aim to run or jog for the full 15 minutes. The Daily Mile happens anytime during the school day, whenever the teacher thinks appropriate, the children just change their footwear. We have marked out a 1 mile circuit of our school grounds (12 laps of the playground and field).

QUOTES FROM STAFF, PUPIL AND STAKEHOLDERS:

"It gives you a break from working when you've been stuck inside all day and it keeps you fit!"
– Elliot

Connecting generations: Computer teaching for elderly people, "A reading Granny"

Area of Sustainable Development:

Aim: To connect generations on a basis where one can help another.

Action taken:

- For a period of a few weeks each year, pupils from 6th and 7th grade go to a home for eldery people once a week. They help the residents and teach them how to use computers.
- Every week "The reading Granny" comes to the school and listens to pupils reading or reads with them.

QUOTES FROM STAFF, PUPIL AND STAKEHOLDERS:

"The kids really like the 'Reading Granny´s' weekly visit. We´ve had this program for three years now and it is very good, for both kids and teacher, to get this help."
– Teacher

Outdoor Education: Farming

Area of Sustainable Development:

Aim: The children learn to take care of nature.

Action taken: Every grade visits a farm outside the city of Antwerp for one day. Pupils learn about the vegetables that are grown that season and make soup with the seasonal produce. Senior grades help the farmer to take care of the farm animals, clean the stables, milk the cows, brush the horses, feed the pigs, etc.

The aim is to encourage the children to visit the farm during the weekend.

Welcoming weeks

Area of Sustainable Development:

Aim: At the beginning of the school year it's a tradition to have 3 weeks of activities to welcome children to our school.

Action taken: Activities related to the cultural and ethical background of the children are organised. All Primary aged children make a 'mother language passport.' Every year they make one page for the passport, when they graduate at the 6th grade, their passport will be complete. Every class teacher organises a speed dating style session where questions about the child's mother language are asked.

This year we also focused on social skills. Each grade was allocated a topic to focus on; for example the stairway (our school has multiple floors therefore safe movement on the stairs is essential), star of the week, the toilets etc. The children worked on the topics by themselves with minimum intervention from teachers. At the end of the three weeks, the children had to explain their suggested rules and findings of the topic to the whole school. In doing so the entire school community knew what was expected from them and the entire school adopted the new rules.

At the end of the 'welcoming weeks' we organised a 'Wereldreizigers's got talent' event, it was a big success!

Thick Jumper Day

Area of Sustainable Development:

Aim: The children are thinking about the impact of their behaviour on climate change.

Action taken:

- Lower heating degree
- Quiz around awareness
- Activities around mobility. In the beginning of the week the school gets clouds in a grey colour for every child that comes by car. If 70% of the children comes by bike, by foot or with public transport at the end of the week, then the grey clouds turn into white healthy clouds.
- Morning gymnastic to warm up the body
- -Storytelling: a Kamishibai - story 'Terra is ill' + debriefing
- Mr Ky Oto challenges the children to reduce exhaust gases in the world by playing games like invent alternative traffic, make a stop motion movie about a healthy world, singing a song about climate change, ...
- A parade in the neighbourhood of the school to make people aware of the pollution.

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Appendix 1

Questionnaire for Pupils

What do you think of the statements presented below? Select the category that best describes your opinion.						
1 **strongly disagree**	2 somewhat disagree	3 neither agree nor disagree	4 somewhat agree		5 **strongly agree**	
Wellbeing	**1**	**2**	**3**	**4**	**5**	
1. I feel safe at school.	☐	☐	☐	☐	☐	
2. I tell an adult if I see bullying at school.	☐	☐	☐	☐	☐	
3. I think the school council is important.	☐	☐	☐	☐	☐	
4. Everyone is treated equally at my school.	☐	☐	☐	☐	☐	
5. I have time to play at school.	☐	☐	☐	☐	☐	
6. At this school I eat healthily.	☐	☐	☐	☐	☐	
7. There are quiet places I can go to think.	☐	☐	☐	☐	☐	
8. At this school I do lots of different physical activity.	☐	☐	☐	☐	☐	
Culture	**1**	**2**	**3**	**4**	**5**	
9. I am accepted for who I a.m	☐	☐	☐	☐	☐	
10. My school and I take part in activity in my local community.	☐	☐	☐	☐	☐	
11. I understand my nationality.	☐	☐	☐	☐	☐	
12. I know about many different cultures in the world.	☐	☐	☐	☐	☐	
13. I feel part of the world.	☐	☐	☐	☐	☐	
Sustainability	**1**	**2**	**3**	**4**	**5**	
14. I can explain what sustainability means.	☐	☐	☐	☐	☐	
15. My school saves energy.	☐	☐	☐	☐	☐	
16. I have worked on a sustainability project this year.	☐	☐	☐	☐	☐	
17. Water is important to me.	☐	☐	☐	☐	☐	
18. I sort my recyclable waste into the appropriate recycling bins.	☐	☐	☐	☐	☐	
Outdoor education	**1**	**2**	**3**	**4**	**5**	
19. I like being in nature.	☐	☐	☐	☐	☐	
20. At this school we have lessons outside.	☐	☐	☐	☐	☐	
21. I can identify plants and animals in my school grounds.	☐	☐	☐	☐	☐	
22. I have been on a trip this term to learn about nature.	☐	☐	☐	☐	☐	
23. I like being outside.	☐	☐	☐	☐	☐	

Appendix 2

Questionnaire for Teachers

What do you think of the statements presented below? Select the category that best describes your opinion.

1 **strongly disagree** 2 somewhat disagree 3 neither agree nor disagree 4 somewhat agree 5 **strongly agree**

	1	**2**	**3**	**4**	**5**
1. ESD is a core value and is clearly expressed in our school vision.	☐	☐	☐	☐	☐
2. I am familiar with our schools ESD action plan and the responsibilities for its implementation.	☐	☐	☐	☐	☐
3. The school presents itself to the outside world as an ESD school.	☐	☐	☐	☐	☐
4. ESD is important to me in my role.	☐	☐	☐	☐	☐
5. The whole staff work together to support ESD in our school.	☐	☐	☐	☐	☐
6. Planning meetings are an open and honest forum for debate, discussion and decision making. I feel at ease to discuss even the most difficult of topics and areas of concern.	☐	☐	☐	☐	☐
7. I have access to sufficient resources and information to support me in ESD.	☐	☐	☐	☐	☐
8. It is important to me that parents are involved in ESD.	☐	☐	☐	☐	☐
9. It is important to me that pupils are involved in ESD.	☐	☐	☐	☐	☐
10. Our pupils are encouraged to express their ideas and opinions and are confident to debate important issues.	☐	☐	☐	☐	☐
11. During our investigation of nature, environment and sustainability issues, our pupils perform measurements and take inventories under supervision.	☐	☐	☐	☐	☐
12. During our investigations of nature, environment and sustainability issues, our pupils are encouraged to expand and develop their ideas for improvement.	☐	☐	☐	☐	☐
13. ESD is developed and interwoven across the curriculum.	☐	☐	☐	☐	☐
14. ESD is developed and interwoven across all other aspects of school life.	☐	☐	☐	☐	☐
15. It is important that my classroom environment demonstrates a strong commitment for ESD.	☐	☐	☐	☐	☐
16. I have access to a broad range of third parties and organisations to support me as an ESD teacher.	☐	☐	☐	☐	☐

Appendix 3

Questionnaire for Parents

What do you think of the statements presented below? Select the category that best describes your opinion.							
1 **strongly disagree**	2 somewhat disagree	3 neither agree nor disagree	4 somewhat agree		5 **strongly agree**		
Wellbeing				**1**	**2**	**3**	**4**	**5**
1. My child is happy and enjoys school.				☐	☐	☐	☐	☐
2. The school keeps my child safe.				☐	☐	☐	☐	☐
3. My child feels able to discuss a concern with an appropriate adult at school.				☐	☐	☐	☐	☐
4. The schools expectations regarding behavior are high.				☐	☐	☐	☐	☐
5. The school provides additional support for my child if needed.				☐	☐	☐	☐	☐
6. The school encourages my child to live an active, healthy life style.				☐	☐	☐	☐	☐
Quality of the Learning Environment				**1**	**2**	**3**	**4**	**5**
7. The design of the school building offers a positive educational environment.				☐	☐	☐	☐	☐
8. The school makes use of a number of learning environments not just the classroom.								
9. My child has access to suitable outdoor spaces that provide opportunities for exploration, physical activity, interaction with nature and the opportunity to experience the changing seasons.				☐	☐	☐	☐	☐
Cultural Awarenes				**1**	**2**	**3**	**4**	**5**
10. My child is encouraged to make a positive contribution to the wider community.				☐	☐	☐	☐	☐
11. The school celebrates local, national and international festivals and events.				☐	☐	☐	☐	☐
12. The school provides a rich and engaging curriculum that is enhanced by visits to the local community, explores national and international topics and benefits from a variety of visitors to the school.				☐	☐	☐	☐	☐
13. The school makes use of a range of methods to communicate with parents and share the life of the school.				☐	☐	☐	☐	☐
Environmental impact of the school				**1**	**2**	**3**	**4**	**5**
14. The school considers the environment in its day to day activities.				☐	☐	☐	☐	☐
15. My child learns about the importance of the environment and the steps they can take as individuals, as members of a family and as a member of the wider community to live a sustainable life style.				☐	☐	☐	☐	☐
16. The school wherever possible adopts the three r's *(reduce, reuse, recycle) approach to sustainability.				☐	☐	☐	☐	☐
17. Open question for comments:								

Appendix 4

Questionnaire about staffs' professional orientation

What do you think of the statements presented below? Select the category that best describes your opinion.

1 **strongly disagree** 2 disagree 3 neither agree nor disagree 4 agree 5 **strongly agree**

	1	**2**	**3**	**4**	**5**
Staff's attitude towards personal growth					
1. Teachers in our school are proactive in developing their own professional teaching skills..	☐	☐	☐	☐	☐
2. The staff has the opportunity to participate in the trainings of sustainable development/education for sustainable development.	☐	☐	☐	☐	☐
3. I am active to learn more about ESD and I have participated inservice trainings (e.g. environmental education, school's maintenance activities, well-being of pupils and staff)	☐	☐	☐	☐	☐
4. I feel it is everyone's own duty to take care of teaching skills that are needed in school's change.	☐	☐	☐	☐	☐
Staff's attitude toward school's developing					
5. Teachers in our school are enthusiastic about opportunities to learn new ideas for working with ESD	☐	☐	☐	☐	☐
6. Our school's teachers are frustrated, overwhelmed or angry with what they are expected to do with ESD.	☐	☐	☐	☐	☐
7. Teachers rarely feel overwhelmed or confused by new programs or procedures.	☐	☐	☐	☐	☐
Degree of collegiality and staff's cooperation					
8. The members of the working community work together to implement new ideas	☐	☐	☐	☐	☐
9. Our attitude is: "We work together"	☐	☐	☐	☐	☐
10.It is common in our school for a teacher to take an interest in helping a student that they do not teach.	☐	☐	☐	☐	☐
11. Teachers in our school see students' success as a measure of their own success.	☐	☐	☐	☐	☐
12.Teachers here discuss ways to solve on-going problems involving students.	☐	☐	☐	☐	☐
13.In our school we have regular time for cooperation between teachers (=cooperation time)	☐	☐	☐	☐	☐
14.It is common that teachers share their best instructional methods and materials with each other.	☐	☐	☐	☐	☐
15.New teachers are assigned an experienced peer mentor.	☐	☐	☐	☐	☐

Appendix 5

Questionnaire about school's organizational structure

What do you think of the statements presented below? Select the category that best describes your opinion.

1 **strongly disagree** 2 disagree 3 neither agree nor disagree 4 agree 5 **strongly agree**

	1	**2**	**3**	**4**	**5**
1. ESD is a core value and a cross cutting theme of the school that is clearly expressed in our school vision.	☐	☐	☐	☐	☐
2. Sustainable development is one of our school values, teachers know what it means and incorporate it into all aspects of school life.	☐	☐	☐	☐	☐
3. The school curriculum provides guidance and practical examples e.g. school culture, learning environments etc. for how to implement ESD throughout all school activities.	☐	☐	☐	☐	☐
4. The school presents itself to the outside world as an ESD-school.	☐	☐	☐	☐	☐
5. Our school's leadership and management are realized by team organization and distributed leadership.	☐	☐	☐	☐	☐
6. ESD is coordinated at school by an Environmental team or sub-group.	☐	☐	☐	☐	☐
7. It is clear to everyone who is the contact person for ESD in our school.	☐	☐	☐	☐	☐
8. The Principal / Head teacher usually decides the way we plan new tasks or special events.	☐	☐	☐	☐	☐
9. Guidelines to implement ESD at our school are clearly stated so that everyone knows what to do.	☐	☐	☐	☐	☐
10. The School's support staff and the administration of the school supports ESD activities	☐	☐	☐	☐	☐
11. The School finances school trips and study visits.	☐	☐	☐	☐	☐
12. Our Principal / head teacher supports and encourages teachers to develop and instigate new methods and teaching practices regarding ESD.	☐	☐	☐	☐	☐
13. Teachers work together to develop an implementation plan for ESD activities at our school.	☐	☐	☐	☐	☐
14. Planning meetings are an open and honest forum for debate, discussion and decision making. Teachers feel at ease to discuss even the most difficult of topics and areas of concern.	☐	☐	☐	☐	☐
15. Parents have little opportunity to influence how things are done in our school.	☐	☐	☐	☐	☐
16. Our school collaborates with a broad range of third parties relating to sustainable development.	☐	☐	☐	☐	☐
17. Our school cooperates with other ESD schools.	☐	☐	☐	☐	☐
18. Teachers have regular time for cooperation between each other.	☐	☐	☐	☐	☐
19. The school considers on an annual basis the impact that sustainable development has had on teaching methods and the wider school community.	☐	☐	☐	☐	☐
20. Our school has appropriate methods e.g., surveys, an environmental team, a student council etc. that enables staff and pupils to take part in the evaluation of the implementation of ESD at our school.	☐	☐	☐	☐	☐

Appendix 6

Questionnaire about teaching and learning ESD

Estimate on average how often do you use the teaching methods mentioned below in your lessons. 1 **never** 2 seldom 3 occasionally 4 quite often 5 **very often**					
A. Teaching methods	**1**	**2**	**3**	**4**	**5**
1. Role play or drama.	☐	☐	☐	☐	☐
2. Inquiry- or problem-based learning.	☐	☐	☐	☐	☐
3. Project work.	☐	☐	☐	☐	☐
4. Debating.	☐	☐	☐	☐	☐
5. Collaborative learning.	☐	☐	☐	☐	☐

Estimate on average how often you use the learning environments mentioned below in your teaching. 1 **never** 2 seldom 3 occasionally 4 quite often 5 **very often**					
B. Learning environment	**1**	**2**	**3**	**4**	**5**
6. School grounds.	☐	☐	☐	☐	☐
7. Local environment.	☐	☐	☐	☐	☐
8. Visits to parks or forests/woodland.	☐	☐	☐	☐	☐
9. Visits to environmental centres / municipality sites e.g. sewage works, recycling centres, waste management sites.	☐	☐	☐	☐	☐
10. Visits to cultural centres (museums, theatres, science parks).	☐	☐	☐	☐	☐

Estimate on average how often your pupils have had opportunities to take part in activities mentioned below during this school year. 1 none 2 once 3 twice or more			
C. Teaching and learning in real situations with actual problems	**1**	**2**	**3**
11. Exploring and carrying out an audit on the condition of the local environment and working to improve it e.g. litter pick.	☐	☐	☐
12. A visit to a working farm with the opportunity to participate in farming activities.	☐	☐	☐
13. Engaged in activities to nurture and protect wildlife e.g. feeding birds, making birdhouses, tree planting.	☐	☐	☐
14. A visit to an elderly care center or home to help and /or to positively interact with the elderly.	☐	☐	☐
15. Fundraising for good cause's e.g. UNICEF, Red Cross.	☐	☐	☐

Appendix 7

Questionnaire about Student-centered Focus

What do you think of the statements presented below? Select the category that best describes your opinion. 1 **strongly disagree** 2 disagree 3 neither agree nor disagree 4 agree 5 **strongly agree**						
	1	**2**	**3**	**4**	**5**
1. In our school we have practices to identify pupils' individual needs.	☐	☐	☐	☐	☐
2. Our school provides support services (e.g school assistant, extra teacher, teacher with special needs) for pupils with special needs.	☐	☐	☐	☐	☐
3. Teachers differentiate teaching so that talented students have possibilities for more challenging tasks in sustainable development.	☐	☐	☐	☐	☐
4. Our school has access to outside agencies-e.g Educational psychologists, social workers, health professionals, which helps teachers to support pupils' learning and well-being.	☐	☐	☐	☐	☐
5. In our school special attention is paid to the student's motivation for studying sustainable development.	☐	☐	☐	☐	☐
6. Our school has plans/programs/strategies to encourage parents to volunteer at school.	☐	☐	☐	☐	☐
7. Many parents take part in school improvement teams or are involved otherwise in developing our school.	☐	☐	☐	☐	☐
8. Parents are actively involved in their children's class sustainable development activities.	☐	☐	☐	☐	☐
9. Most teachers in our school are proactive in helping parents learn how to encourage and facilitate student learning in the home.	☐	☐	☐	☐	☐
10. Our school informs its parents and stakeholders about education for sustainable development taught at school.	☐	☐	☐	☐	☐

Appendix 8

Values of sustainable development in school

- Care oneself
- Care others
- Care environment

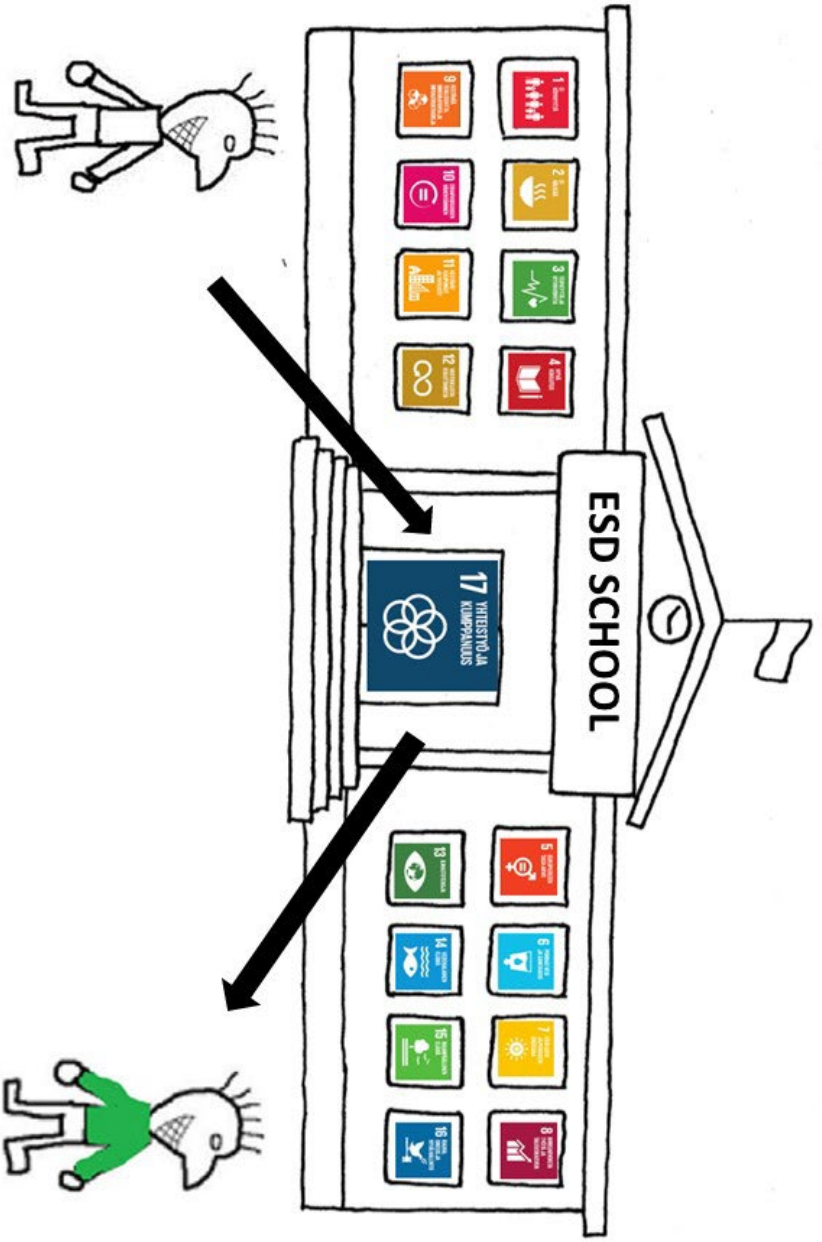
School culture

1. Professional orientation	2. Organizational structure	3. Teaching and learning	4. Student centered learning
* Sustainable Development work at school have goals and plans * The staff educates and acquires knowledge on the ESD. * The staff cooperate to implement sustainable development themes. * New teachers will be guided to school's' culture for implementing sustainability *Teachers regularly evaluate their own work of promoting sustainable development.	* The vision, policies, procedures, rules, etc. of school's ESD work are together agreed. * The work of sustainable development is organized and responsibilities are agreed. * There are resource for promoting ESD at school: lessons, materials, study visits, reimbursement of the teachers extra work. * School's learning environments (indoor and outdoor) are developed to support ESD.	* Collaborative and participative teaching methods are used for teaching students' critical thinking of sustainable development. * Teaching takes place in different learning environments (eg nature, farms, museums, institutions) * Teaching takes place in real-life situations, eg in connection with various environmental protection projects.	* The aim of the teaching is to develop the pupil's environmental consciousness and personal relationship to nature *The information obtained through evaluations and surveys will be used to develop student's knowledge and skills of sustainable development. *Parents are aware of school's work to promote sustainable development sustainable and they can also participate in school's sustainable development events.

Themes of sustainable development used in teaching and school practices

Saving energy and water	Consumption and waste reduction	Food and drink	Travel and traffic	School building and yard
Mental and physical wellbeing	Prevention of bullying and discrimination	Equality	Global citizenship	Preservation of cultural heritage

PUPIL'S SUSTAINABLE WAY OF LIVING


ESD SCHOOL
17 YHTEISTYÖ JA KUMPPANUUS

MOS-bingo for getting to know each other

Look for persons who can positively answer the question.
Write down their name in the box and make as soon as possible BINGO horizontally, vertically or diagonally.

I love to take a bath!	This morning I turned off the light when leaving.	At home there is more than one car in front of the door.	I look in the shop on the label where the vegetables come from?	I don' t have much plastic waste.
I sometimes eat organic or fair trade.	I opt for rechargeable batteries.	I turn my computer off completely when not in use.	Sometimes I use fresh vegetables to make soup with my students.	I like working in the garden.
I once participated in a transfer toads action.	There are plants in my house.	I drink water from the tap.	I often use my bike.	I use an ice scraper instead of a spray for de-icing my car windows.
I print double-sided or use scrap paper as much as possible.	I'm used to take a plane to go on vacation.	I compost at home.	I eat seasonal vegetables.	I live in the city.
I visit once a recycling shop or took part in a repair cafe.	I come by bicycle/public transport to school.	I love to take a walk in the woods.	I use a reusable box for my lunch.	We have a rain barrel at home.

ECORoad project team

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