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SUSTAINABILITY COACHES

Method Handbook on Sustainability



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TABLE OF CONTENTS

01

Introduction 6

What is sustainable development? 9

Activities:

• Getting Started With Postcards 11

• Sustainability Quiz 14

• World Distribution Game 16

• The SDGs And Me 19

02

Methodology and didactic for Education
for Sustainable Development 23

Activities:

• My Own Learning Experiences 25

• ESD World Café 27

• My Own Learning Activity 29

03

Role and possibilities of individual
behaviour for sustainable development 33

Activities:

• How To Lead A Sustainable Life 36

• Sustainable Tourism 38

• Sustainable Meal 40

04

Education for Sustainable Development as civic education

43

Activities:

- NGO Involvement 45
 - "Green" Politician 47
 - Who Can Change Things? 49
 - Tackling Sustainability Issues 52
-

05

The role of (educational) institutions for sustainable development

55

Activities:

- Sustainability Scavenger Hunt 57
 - I Lost The Words! 59
 - Quiz 61
 - Steps Towards Sustainability 63
-

06

Communication for sustainability

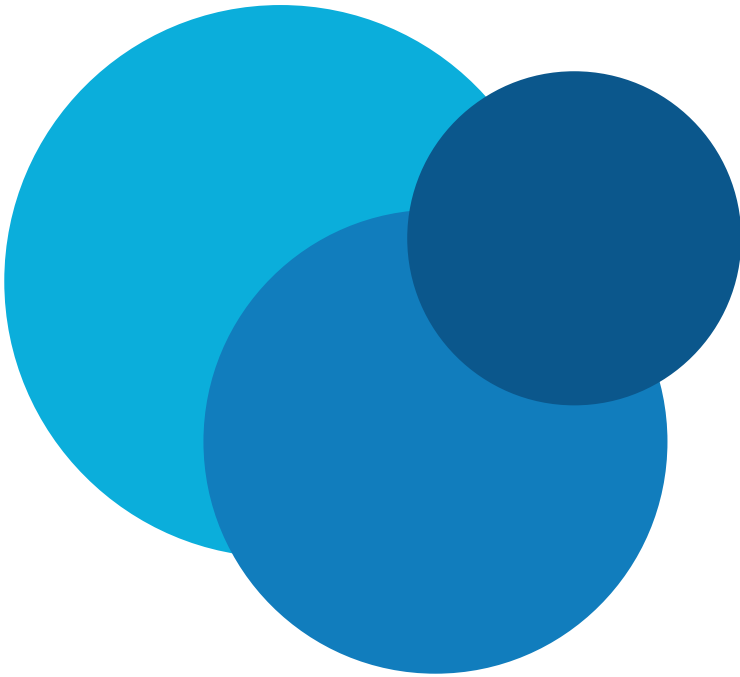
66

Activities:

- Line Ups: Introducing Communication For Sustainability 69
 - Communicating Sustainability Through Case Studies 71
 - Designing My Own Awareness-raising Sustainability Campaign 74
 - If it's not on video, it didn't happen 77
-



INTRODUCTION




Sustainability strives to foster protection of the planet and to ensure prosperous life and development of all beings living in it, today and in the future. Since the emergence of the concept of “sustainability” that covers economic, environmental and social aspects, it has been deeply rooted in the worldwide development policies. It culminated in 2015, when all countries of the world endorsed the United Nations Agenda 2030 for Sustainable Development and its 17 Sustainable Development Goals (SDGs). Looking at problems like climate change, it is obvious that we need to speed up the process of change.

The implementation of sustainability requires an appropriate political framework, but also the participation of all. Education for Sustainable Development (ESD) plays a major role in this. ESD promotes awareness, knowledge and understanding of sustainability and empowers people to engage in an environmental sound and societal just change. Innovative and multi-perspective educational methods and materials support teachers, trainers and multipliers in accompanying learners in corresponding educational processes.

The project **Sustainability Coaches**, funded by the Erasmus+ programme, focuses on this. The four partner organisations comprised by CSCI - Consorzio Scuola Comunità Impresa (Italy), Eco Logic (Republic of North Macedonia), SYNTHESIS Center for Research and Education (Cyprus), and Verein Niedersächsischer Bildungsinitiativen VNB e.V. (Germany), have developed together a set of educational materials to qualify and empower trainers and multipliers (e.g. adult educators, NGO workers, people working in community outreach) with knowledge, skills and competences to become “Sustainability Coaches”. They shall then accompany, motivate and inspire their own target groups for local sustainable action, having global societies in mind (think global – act local).

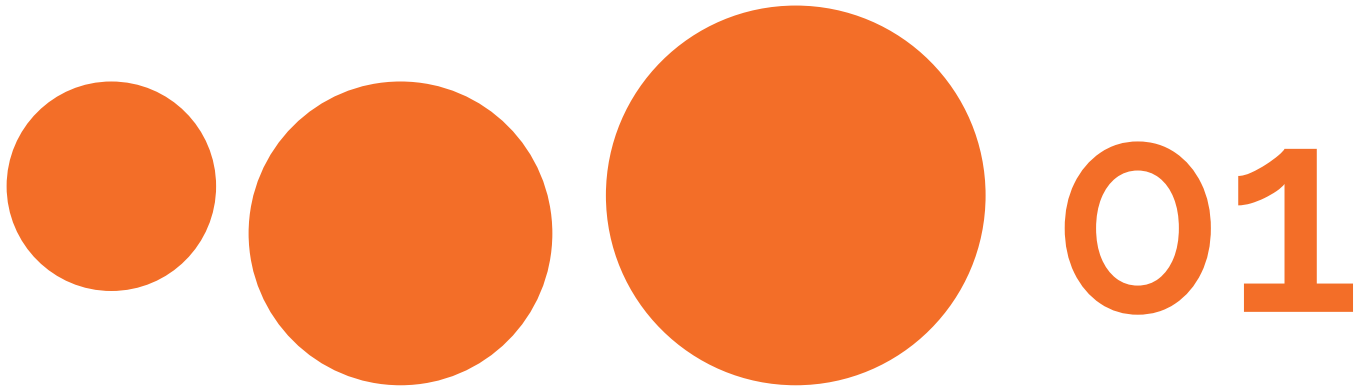
This curriculum is one of the fundamental results of the project. It contains six modules, of which each addresses a specific topic. The topics range from an introduction to the concepts of sustainable development, methodology and didactic of ESD, possibilities of individual behaviour, ESD as civic education, the role of institutions (Whole Institution Approach) up to ways to communicate for sustainability. All modules include interactive, participatory and innovative activities. They are linked to each other, so that they can be used for a longer course. Nevertheless, each single module stands alone, so that it is possible to organise shorter workshops. It is possible to combine activities of the different modules in such a way that a big variety of courses can be put together for different target groups.

All the activities can be used for young adults and adults from the age of 15. The target groups can range from students, to educational multipliers to representatives from companies, societal or political institutions. Module 2 is an exception as the activities specifically address the needs of teachers and educational multipliers as they focus on methodology and didactics of Education for Sustainable Development.

The educational activities included in this curriculum reflect the diversity of the participating organisations and countries. In addition to the curriculum, all partners will develop a sustainability game and an interactive online platform. All results of the **Sustainability Coaches** project can be found on the project website: <https://sustco.csciformazione.eu> and on our Facebook page: www.facebook.com/sustainability-coaches. 

We hope you enjoy trying out, combining and further developing the activities of this curriculum.





What is sustainable development?

WHAT IS SUSTAINABLE DEVELOPMENT?

Nowadays, we encounter the term sustainability nearly everywhere. In connection with hair shampoos, cookies, furniture, T-shirts or even cruises or telecommunications providers - everywhere we read or hear the term sustainability. But what exactly does the term actually mean? How is sustainability defined and what are the underlying ideas? What concepts and global agreements have been and are in place to achieve sustainability? What are the Sustainable Development Goals of the United Nations and how can we ourselves become active on the path towards a sustainable global society? This module addresses these questions.

The roots of the term sustainability go back to the German forestry industry of the 18th century. Here, the Oberbergbaumann Hans Carl von Carlowitz formulated the principle of cutting down only as many trees in a forest as can grow back in the near future, so that the forest is preserved in the long term. This principle was transferred to other areas: natural resources should be used in such a way that they can regenerate. This is because the natural resources of planet Earth are finite and therefore we cannot use them indefinitely. In order to preserve our natural basis of life and make it available to both current and future generations, we cannot permanently exceed the earth's ecological limits. However, this is currently exactly the case, as shown for example by Earth Overshoot Day, which the Global Footprint Network calculates every year by. On this day of the year, humankind has used up the natural resources that are actually available to it for the entire year. This is because it takes the Earth one year to regenerate this amount of natural resources. Earth Overshoot Day 2023 is June 5 (there are big differences between individual countries, e.g. Germany: May 4, Cyprus: May 31, Italy May 15, Qatar: February 10, Mexico: August 31, Indonesia: December 3, Jamaica: December 20).

Sustainable development takes into account the planetary boundaries and meets the needs of present generations without risking that future generations will not be able to meet their own needs. This definition comes from the so-called Brundtland Report (Our Common Future) of the United Nations Commission on Environment and Development in 1987.

At the "United Nations Conference on Environment and Development" in Rio de Janeiro in 1992, the definition was taken up and the concept of sustainable development was recognized as an international political guiding principle. Here, amongst others, the Agenda 21 was adopted, a comprehensive development and environmental policy action program for the 21st century. Fundamental to this was the recognition that economic development, social justice and environmental sustainability cannot be considered separately. This principle has been taken up in various models of sustainability. For example, there is the three-pillar model or sustainability triangle (ecology, economy, and social issues are equally important as the basis for sustainability). In the intersection model, ecology, economy and social issues overlap, and the intersection forms sustainability and emphasises connections

and interdependencies among the three aspects. In the priority model, ecology has priority because social community and economy are not possible without a functioning ecosystem. In addition to these theoretical models, however, there are also very practical concepts and philosophies of life that incorporate the idea of sustainability. For example, the concept of the Good Life (Buen Vivir), which originated with indigenous peoples of Latin America. It takes into account the needs of individuals as well as the community and nature. Good Life was incorporated into the constitutions of Ecuador and Bolivia in 2009. Another approach, whose roots also go back a long way, is the theory of Earth Democracy as a political movement and alternative to the neoliberal economic system. In addition, an alternative to the current economic system is the idea of the post-growth society (degrowth).

Other international conferences followed the conference in Rio in 1992. The United Nations adopted the Millennium Development Goals (MDGs, 2000-2015) and finally, in September 2015, the Agenda 2030 with the 17 Sustainable Development Goals (SDGs). Unlike the MDGs, which addressed mainly countries in the South, the SDGs apply equally to all countries. Countries in the Global North therefore also have a responsibility to act accordingly. The SDGs aim for a human life in dignity and the preservation of the natural basis of life. Aspects such as gender equality, access to medical care and education are addressed, as are peace, the protection of biodiversity and the fight against hunger and poverty.

The global community still has a long way to go to achieve the goals by 2030. This will require major international efforts. Civil society is also a very important contributor towards that direction. All over the world, people are already working for a globally just and sustainable world society. There are numerous opportunities to become active and each individual can do something. In addition to imparting basic knowledge, the following four methods therefore also offer the opportunity for reflection and the development of one's own ideas for action.


References/further reading:

International Institute for Sustainable Development: Sustainable Development:
<https://www.iisd.org/mission-and-goals/sustainable-development>

Keiner, Marco; ETH Zürich (2005): History, definition(s) and models of sustainable development. Available at:
<https://www.research-collection.ethz.ch/bitstream/handle/20.500.11850/53025/eth-27943-01.pdf>

Earth Overshoot Day: <https://www.overshootday.org/>

United Nations (1987): Report of the World Commission on Environment and Development: Our Common Future. Available for download in different languages at: <https://digitalibrary.un.org/record/139811#record-files-collapse-header>

United Nations, Department of Economic and Social Affairs Sustainable, Development: Sustainable Development Goals: <https://sdgs.un.org/goals> 

Project Everyone: The Global Goals: <https://www.globalgoals.org/>

» Getting started with postcards «

Objectives



- Introduction to the topic of sustainability.
- Clarification of terms: What is sustainability?

Activity Details



- Material: 10-50 postcards with different designs/pictures (there should be more postcards than participants)
- Duration: 15-30 minutes depending on the size of the group (+optional 40-60 minutes)
- Group size: 5-25 persons

Instruction



- The learners sit in a circle of chairs. There are postcards in the middle.
- The facilitator asks the learners to choose one postcard each on the question "What do you understand by sustainability?"
- The learners now show their postcards one after the other. They explain why they have chosen this card and answer the question.
- The facilitator writes down key points on moderation cards and puts them on a pin board.
- Afterwards, everyone looks at the pin board and exchanges ideas about the result.
- Finally, the facilitator can explain the term sustainability and give a generally valid definition.

Continuing steps (optional):

- Afterwards, the learners form small groups (3-6 persons). The facilitator explains that there are different concepts and models in which sustainability plays a role. For example: Buen Vivir, Earth Democracy, Planetary Boundaries, Degrowth, Doughnut Model etc.
- Each working group chooses a concept/model and researches information about it on the internet.

- Afterwards, the learners come together in the large group and present their results. Depending on the time available, this can be done in different forms (lecture, PowerPoint presentation, poster, quiz, etc.).

Tips for the facilitator



- It is important that the learners have some postcards to choose from. The postcards can be very different. They can show concrete things, contain sayings or slogans, have an obvious reference to the topic or be abstract and stimulate the imagination.
- Instead of postcards, there can also be objects in the middle.
- When putting up the cards with the keywords of the learners, the facilitator can already sort them, e.g. according to the three dimensions of sustainability: ecology, economy and social issues.
- The facilitator should make sure that at the end of the activity all learners know what is meant by the term 'sustainability'.
- If there is not much time available, it can be helpful in the research task to name one or two websites per small group where they can find information on the respective concept/model.

Reflection



- Did you learn anything new about sustainability? If yes, what?
- Optional: Was it easy to find information regarding the model/concept on the internet?

SUPPORTING MATERIAL AND FURTHER INFORMATION

Definition of „Sustainability“

UCLA Sustainability: What is sustainability? (Video)
<https://www.youtube.com/watch?v=zx04Kl8y4dE>

International Institute for Sustainable Development: Sustainable Development
<https://www.iisd.org/mission-and-goals/sustainable-development>


Keiner, Marco; ETH Zürich (2005): History, definition(s) and models of sustainable development; Available at: <https://www.research-collection.ethz.ch/bitstream/handle/20.500.11850/53025/eth-27943-01.pdf>

Concepts/Models:

Fatheuer, Thomas; Heinrich-Böll-Stiftung (2011): Buen Vivir. A brief introduction to Latin America's new concepts for the good life and the rights of nature; Available at:
https://www.boell.de/sites/default/files/Buen_Vivir_engl.pdf

Shiva, Vandana; Bloomsburycollections.com (2005): Principles of Earth Democracy; Available at:
<https://www.bloomsburycollections.com/book/earth-democracy-justice-sustainability-and-peace/principles-of-earth-democracy>

Asher, Claire; mongabay.com (2021): The nine boundaries humanity must respect to keep the planet habitable; Available at:
<https://news.mongabay.com/2021/03/the-nine-boundaries-humanity-must-respect-to-keep-the-planet-habitable/>

degrowth.info: What is degrowth?
<https://degrowth.info/degrowth> 

Cheung, Jordan; earth.org (2021): What is doughnut economics?; Available at:
<https://earth.org/what-is-doughnut-economics/>

» Sustainability Quiz «

Objectives



- Deeper exploration of the topic of sustainability.
- Get to know different aspects and contents of the topic of sustainability.

Activity Details



- Material: Questions for the quiz, three sheets of paper with one number on each (1, 2, 3)
- Duration: approx. 20-30 minutes depending on the size of the group
- Group size: 5-25 persons

Instruction



- On one wall (or in three corners of the room) hang the three papers with the numbers 1, 2 and 3 at a sufficient distance.
- The facilitator now asks the first quiz question with the three possible answers. The learners think about which answer is correct and stand by the respective number.
- The facilitator gives the correct answer, explains it briefly and asks the next quiz question.
- The learners can receive one point per correct answer. The person with the most points wins.

Variation:

- The learners form teams (3-5 people). Each team sits at a table and receives three small cards with a number on each (1, 2, 3).
- The facilitator asks the first quiz question with the three possible answers. The learners consult in their teams. Each team decides on an answer and holds up the corresponding card.
- The facilitator gives the correct answer, explains it briefly and asks the next quiz question.
- The teams receive one point per correct answer. The team with the most points wins.

Tips for the facilitator



It is important that the facilitator briefly explains the correct answers. If necessary, the facilitator can also show photos, graphics or videos.

Reflection



- Did you learn anything new about sustainability? If yes, what?
- Was there anything that surprised you?
- Why do you think it has not yet been possible to achieve global sustainability?
- Do you have a wish? Do you have a demand for politicians, companies etc.?

SUPPORTING MATERIAL AND FURTHER INFORMATION

The questions for the quiz can be found in the material section at the end of the curriculum.

» World distribution game «

Objectives



- Recognise global connections and unfair distribution of goods/use of resources.
- Make abstract data and facts tangible.

Activity Details



- Material: A large empty space, large world map, objects for symbolising the key figures, table with numbers
- Duration: 45 minutes
- Group size: 10-25 persons

Instruction



- There is a large world map on the floor. Alternatively, there can be signs with the names of the continents on the floor.
- In the following game, the learners can visualise various parameters (population, world income/gross domestic product, CO₂ emissions) and make them comprehensible by positioning themselves or by distributing objects on a world map. They work together and not against each other.

World population:

- The facilitator explains that the learners represent 100% of the world's population and asks them to distribute themselves among the continents according to what they think is the percentage distribution of the world's population.
- After the learners have positioned themselves, the facilitator indicates the correct distribution using the table (see annex).
- The learners correct their distribution accordingly.

Gross domestic product (GDP):

- Each learner now receives a candy (or chair, play money coin, etc.). The facilitator asks the learners to distribute the candies (or chairs, coins) to the continents according to how they estimate the percentage distribution of the world's income.
- The facilitator announces the correct distribution and the learners correct their allocation accordingly.

CO₂-Emission:

- Each learner receives a balloon or something else. The facilitator asks them to distribute the balloons to the continents according to the percentage distribution of global CO₂ emissions.
- Again, the facilitator announces the correct distribution and the learners correct their allocation accordingly.

Tips for the facilitator



- In the course of the game, the facilitator should repeatedly point out the per capita distribution of the parameters (relation to the population, symbolised by the participants on the continents).
- The closing reflection is important and needs sufficient time.

Reflection



In the evaluation, spontaneous statements can be expressed about the identified inequalities in the distribution of the different parameters. Now the facilitator can ask about causes and consequences, as well as possible reasons for the misjudgements.

Possible questions could be:

- What do you think about this distribution?
- For which parameters would you have expected different numbers? Why? What role do reports in the media, prejudices, and your own "images in your head" play in this?
- What surprised you the most?

- What are the reasons for this unequal distribution?
- How did this distribution of wealth in the world come about? What processes in history have contributed to this?
- What connections do you see between the different parameters?
- How are wealth and resource consumption in the different regions of the world related to each other?
- Why has it not yet been possible to distribute global wealth more fairly and what would be needed to achieve this?

SUPPORTING MATERIAL AND FURTHER INFORMATION

This method has been modified and taken from:

Fairbindung/Konzeptwerk neue Ökonomie: Endlich Wachstum

<https://www.endlich-wachstum.de/kapitel/die-globale-dimension/methode/wir-spielen-welt/>

There is also a calculation table (Excel) available here with which the number of people can be calculated for each parameter according to the percentage distribution.

Detailed instructions in English are available here:

<https://peerleader.org/workshops/weltspiel/>



» The SDGs and me «

Objectives



- Deal with the SDGs and with one's own possibilities for engagement.

Activity Details



- Material: Per small group 17 SDG building bricks (alternatively: printed SDG icons), slips of paper with questions, moderation cards, pens, optional a large sheet of white paper
- Duration: 40 minutes
- Group size: 10-25 persons

Instruction



- Depending on the existing knowledge of the learners, the facilitator can show a short video as an introduction to the topic "Sustainable Development Goals", e.g. "We The People for The Global Goals" (<https://www.youtube.com/watch?v=RpqVmvMCmp0>).
- Now the learners form small groups. Each group receives 17 SDG building bricks (alternatively: printed SDG icons), a piece of paper with the questions below (and in the case of printed SDG icons optional a large sheet of white paper).
- In the first step, the facilitator asks the participants to discuss the questions on the paper. They can place the building bricks or printed icons in such a way that they represent their discussion and reflections (rows, pyramids, networks, etc. can be created). If the printed icons are used, the participant can arrange them on a large sheet of paper and draw connecting lines between them on the paper.

Questions could be, for example:

- Is there a goal (or goals) that you consider most important? Why?
- To what other goals are they linked?
- Which goals do you think are contradictory?
- What is the relevance of your most important goal for you/for your community/for your country?

- Afterwards, the small groups present their results in plenary.
- In the second step, the learners meet again in their small groups. The facilitator asks them to look at the SDGs again and discuss the following questions. They write key points on moderation cards.
 - How can you contribute to achieving the SDGs?
 - What role does civil society engagement play?
 - Do you know how you can get involved yourselves? Which ones?
 - Are you active yourself or do you know someone who is?
- Afterwards, the small groups present their results again in plenary. One group starts and hangs up the cards with the key points they have collected. The following groups add to this.
- The facilitator summarises the overall result again and points out different ways of getting involved, e.g. demonstrating, signing petitions, voting in elections, getting involved in a civil society organisation, getting involved in politics, getting active in one's own neighbourhood, etc.

Tips for the facilitator



- The facilitator should make sure that in step 2 not only individual (consumer) behaviour is mentioned. It is about possibilities of political and civil society engagement!
- The facilitator should make sure that the participants do not get pressured or overwhelmed. It should be clear that nobody has to be "perfect", and that everyone has the potential to make a difference, and every action, no matter how small, matters.

Reflection




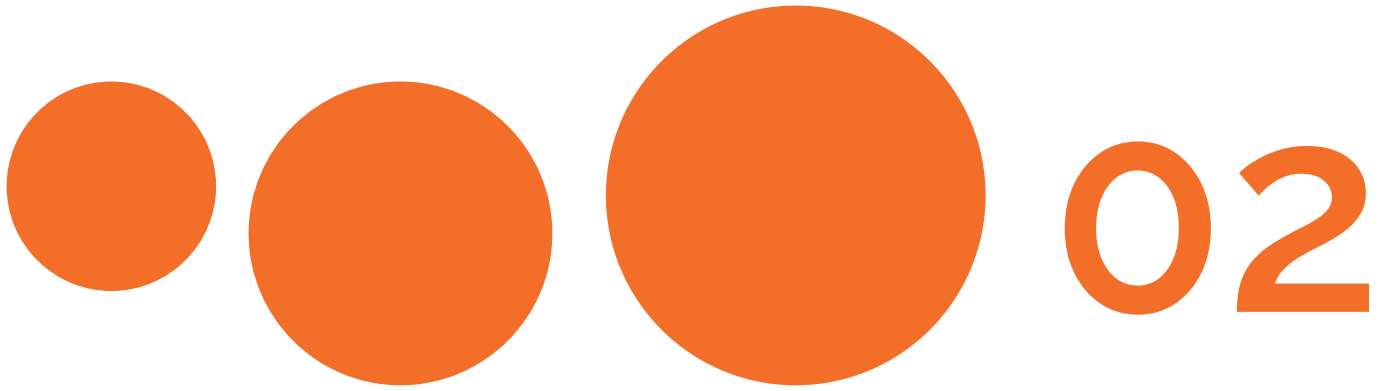
- What do you notice about your "constructions"?
- Was it easy to agree in the small group? What did you discuss?
- What ideas did you collect for ways to get involved? Do you know of any other examples?
- How do you rate the effectiveness of civil society engagement in achieving the SDGs? Why?

SUPPORTING MATERIAL AND FURTHER INFORMATION

This method is inspired by the workshop “Sustainable Development Goals” in:

Verein Niedersächsischer Bildungsinitiativen e.V.: #weltenwechslerontour – Mit dem Bildungsrucksack durch die Welt. Handout für ehemalige Freiwillige zur Planung und Ausgestaltung von Workshops (Author: Christina Castellón)

<https://welten-wechsler.de/wp-content/uploads/Broschuere-Rucksack.pdf> 



Methodology and didactic for Education for Sustainable Development

METHODOLOGY AND DIDACTIC FOR EDUCATION FOR SUSTAINABLE DEVELOPMENT

To enable a good life in an intact environment, in peace and with equal opportunities for all people worldwide - this is what the global community has committed to with the Sustainable Development Goals (SDGs). But how can this change towards a globally just and sustainable world society succeed? Technical innovations or individual consumer behaviour alone will not bring it about. Societal structures, patterns of thought and behaviour must change. People must be able to think of alternatives and develop new approaches to solutions. They have to become active, e.g. to remind politicians and entrepreneurs of their responsibility and to demand rights.

Education for sustainable development (ESD) is of particular importance in this context. The aim of such education is to motivate and enable people to actively participate in shaping the world society in terms of sustainable development and to acquire the corresponding competences, which can be divided into three areas: Recognising (e.g. acquiring knowledge) - Evaluating (e.g. critical reflection, change of perspective) - Acting (e.g. participation and co-creation).

Political and structural change, i.e. transformative action, is the prerequisite for change to succeed - and education must promote this transformative action. This is the conclusion of the authors of the UNESCO programme "Education for Sustainable Development: Towards achieving the SDGs" (ESD for 2030), which was adopted by the United Nations at the end of 2019. It outlines the most urgent global challenges of our time and explains how we should respond to them through education. The starting point is the realisation that education has not yet led to the urgently needed social change towards a sustainable and just world. The central question is therefore how learners can be encouraged and enabled to take transformative action. The UNESCO ESD for 2030 programme identifies a number of starting points and recommendations for action. It is recommended that formal, non-formal, informal and life-long learning are taken into account. Critical thinking should be stimulated as well as empathy and compassion and the reflection of values. In this context, the reference to one's own life context is just as important as the inclusion of the learning environment and the creation of spaces for experimentation as well as moments of irritation that make it possible to leave one's own comfort zones or old patterns of thinking and behaviour. Self-efficacy should be experienced and people should be empowered to take action and help shape the society in which they live.

The following demands on the methodological and didactic design of ESD can be derived from this, for example:

Role of the teachers/facilitators: They take on an accompanying and moderating role. Using innovative methods, they support learners in being able to participate in shaping the change towards sustainable development (cf. ESD 2023, p. 30).

Role of learners: Learners are independent and competent persons who already have knowledge and who build on their own experiences. It is important to support them in building competences and to create opportunities for networking and learning from each other.

Learning atmosphere/learning space: ESD also includes creating a pleasant learning atmosphere and using learning spaces in such a way that, for example, different senses are stimulated and experiences are gained. Learning spaces should also reflect sustainability so that "learners learn how they live and live what they learn" (ESD 2030, p.28).

Learning with head, hand and heart: ESD addresses different senses. Learning is cognitive as well as practical and emotional.

Diversity of methods: Innovative and diverse methods are used in ESD in a target group-oriented way. They support learners in understanding complex contexts, forming opinions, being creative, developing visions of the future, exchanging ideas with each other, reflecting on themselves, etc.

Learning spaces and collaborations: Learning is not limited to a classroom. Other places, people and institutions are also involved. For example, experiential learning is possible on a farm or cooperations between a school and a civil society organisation.

Interdisciplinary learning: Interdisciplinary and cross-thematic learning makes it possible to recognise connections and deal with complexity.

Change of perspective: ESD includes different perspectives. In this way, learners experience that their view of the world is not the only truth.

Asking questions: ESD encourages people to critically question facts and circumstances.

The activities described in this module address the questions of how and what people have to learn or unlearn in order to be motivated and empowered to take transformative action. The methods are intended to help people to engage with their own educational work, e.g. in the sense of UNESCO's recommendations for action, to reflect on it, to include new perspectives in it and, if necessary, to redesign it - so that it contributes to change towards a globally just and sustainable world society.

References/further reading:

UNESCO (2021): Education for Sustainable Development: Towards achieving the SDGs (ESD for 2030): <https://unesdoc.unesco.org/ark:/48223/pf0000374802.locale=en>

UNESCO (2021): Education for sustainable development for 2030 toolbox:
<https://en.unesco.org/themes/education-sustainable-development/toolbox>



» My own learning experiences «

Objectives



- Introduction to the topic of transformative learning for sustainable development
- Reflection of one's own learning experiences and recognising conditions for success in transformative learning

Activity Details



- Material: Paper with questions (see material section), if necessary pens and paper for drawing (see variation)
- Duration: 90 minutes
- Group size: 5-20 persons

Instruction



- The facilitator asks the learners to get together in pairs and take a walk to discuss the following question:
Think about the history of your life - what makes you special? Which personal (learning) experiences, stations in life, people have triggered a lasting change in your patterns of values, thinking and behaviour?
- After 20 minutes, the learners come together again and form small groups (3-4 persons, if possible those who have walked together before should not be in a small group). In the small groups, the learners present their thoughts to each other. On the question "What and how would we have to learn / what would education have to look like to be transformative?", they collect generalisable factors that favour transformative learning. They write their keywords on cards.
- After about 20 minutes, the learners come together again and present their results in plenary. The facilitator hangs up the cards with the key points and sorts them, for example, according to methodology/didactics, formats, contents, learning spaces, the role of the facilitator, etc.
- Finally, the facilitator summarises the result once again and explains various conditions for success for transformative learning.

Variation (optional): Storytelling

- Instead of going for a walk in pairs, the learners can think about their history on their own in the first step and visualise it by drawing a river (task description in the material section).
- They can then either come together in small groups as described above or share their story in plenary. Each person then has 5 minutes to speak. The others listen, there are no questions or comments. The facilitator keeps track of the time and thanks the storyteller after each story.
- This will be followed by an exchange on the following questions:
How did you experience this particular storytelling? What was your mood? What touched you? How are our stories interwoven?
- After a short break, the learners continue to work in small groups as described above and then the conditions for success for transformative learning are compiled in plenary.

Tips for the facilitator



- It is important to create an atmosphere of trust, especially for option 2. The learners themselves decide what they want to share from their personal life story and what they do not want to share.
- The facilitator should summarise the conditions for success for transformative learning at the end, including the different areas such as content, methodology, formats, learning spaces, role of the facilitator, etc.

Reflection



- How did you like the exercise?
- Did you learn anything new about transformative learning?
- What surprised you?
- Do you know any examples of transformative learning in practice?

SUPPORTING MATERIAL AND FURTHER INFORMATION

The questions/task sheet can be found in the material section at the end of the curriculum.

» ESD World Café «

Objectives



- Gain a deeper understanding of ESD principles and concepts by engaging in discussions related to the topic.
- Improve communication and collaboration skills through active listening, clear articulation of own ideas and working together on common questions.

Activity Details



- Material: 3-4 tables, blank posters + markers
- Duration: 45-60 minutes
- Group size: 9-30 persons

Instruction



- Three tables are distributed around the room, and the facilitator divides the team into three small groups. Each group sits randomly around a table. Then the facilitator assigns a question to each table, for example:
"Which topics can ESD address?" "What methods and formats must education take that promotes knowledge, judgement and action skills for sustainable development?" "What is the role of the facilitator in order to promote ESD?" "How can we design learning spaces in order to promote ESD?", etc.
- At each table, the facilitator places markers and a white flipchart paper/ blank poster, like a "tablecloth", with one of the questions written on it. Later, the small groups write their thoughts on this paper using keywords. Snacks and drinks can be provided at the table to create a "coffee-house atmosphere".
- The learners divide into three small groups of equal size. Each group takes a seat at one of the tables.
- The facilitator explains to the learners that there will be three (or four) rounds of discussion. The small groups shall discuss the respective question at the tables (15-20 minutes) and record central thoughts in keywords on the poster.
- When the time is up, the facilitator makes a sound or signal to indicate that it is time to switch tables.

- The paper remains on the table and the groups switch tables. The only person who stays at the table for the entire course of the discussion is the host. The host is chosen at the beginning of the first round in the respective small groups.
- In the next round, the host welcomes the new participants, gives a brief summary of what was discussed in the previous round and summarises where there was agreement and disagreement between the previous group(s) at the table. Then, the participants continue working on what the previous group has already worked on.
- After three (or four) rounds, each group has dealt with each topic once.
- Finally, the hosts present the results on their poster to the entire group in a plenary session.

Tips for the facilitator



- Manage the time: Keep track of the time and remind the learners when it is time to move to the next table. Make sure that each group has enough time to discuss the question and write their thoughts on the poster.

Reflection



- How did the activity help you to explore and reflect on the topic of ESD?
- What did you learn from the discussions with the other persons at your table?
- Did you discover any new perspectives or insights about ESD that you had not considered before?

» My own learning activity «

Objectives



- Enhance participants' knowledge of ESD
- Apply what has been learned and engage with the ESD in own projects

Activity Details



- Material: Printed excerpts from the roadmap "ESD for 2030"
- Duration: 15 minutes for reading, 10 minutes for individual reflection, 30-40 minutes for creating the activity and 10-15 minutes for reflection
- Group size: 6-25 persons

Instruction



- The facilitator distributes printed excerpts from the roadmap "ESD for 2030" to the learners to read. Alternatively, the introduction text of this module can be distributed.
- After reading the excerpts, the facilitator asks the learners to imagine: "It is the year 2030. Your organisation has just won an award for an innovative educational project that contributes highly to sustainable change. A journalist wants to write an article about it and you have to present the most important aspects creatively on a poster".
- For that, the facilitator asks the learners to work in a first step individually and in silence on the following questions:
In what ways did your education project stand out from your previous offerings? What exactly is different from today (content, learning forms, methods, involvement of target groups, etc.)? What makes you particularly proud or happy? What did you do for these changes? What was easy? What was difficult? Who was involved - in what way - in the development and implementation of the educational project?
The learners may take notes of their reflections in keywords. It is important to communicate that there are no right or wrong responses, and that they shall let their fantasy flow.
- In a next step, the learners form small groups and develop in each group a creative poster about an innovative ESD project. For this, the facilitator asks them to share their individual reflections with the other participants of the group.

- As a guide for the discussion, the facilitator can hand out a matrix/canvas containing different aspects of the learning process such as:
 - content and motivation for the project
 - learning objectives
 - target groups
 - role of the teacher
 - learning environment
 - resources
 - supportive aspects
 - challenges and strategies to overcome them
 - concrete activities
 - first steps
 - cooperation partners
- The facilitator encourages the learners to develop a creative poster that explains their ideas for an innovative ESD project not only in words. After completing the posters, the small groups present their results in a plenary session. The other participants give appreciative and constructive feedback.

Tips for the facilitator



You can promote constructive feedback: As a facilitator, it is important to create a safe and respectful environment for feedback, where learners feel comfortable sharing their opinions and receiving constructive criticism.

Reflection

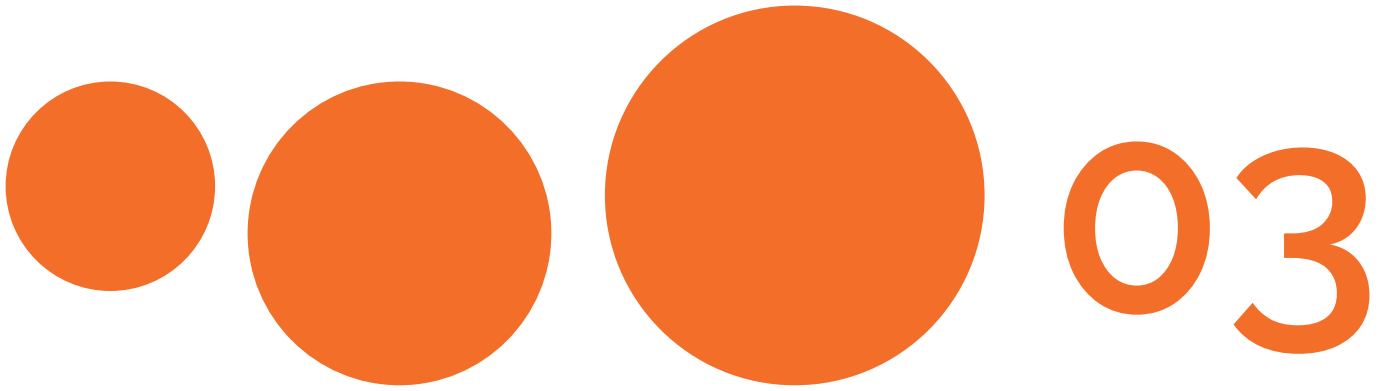


- How did reading the excerpts from the roadmap "ESD for 2030" help you understand the goals and objectives of the learning activity?
- What challenges did you face when creating your own learning activity, and how did you overcome them?
- How can you apply the lessons learned during this activity to your own professional development and ongoing learning journey?

SUPPORTING MATERIAL AND FURTHER INFORMATION

This is the link to the roadmap: <https://unesdoc.unesco.org/ark:/48223/pf0000374802>

A summary of the roadmap can be found on page 3, a call for action on pages 5-10, a definition on what is ESD for 2030, its goals and key features on pages 11-18. The texts are short and easy to read. The facilitator can choose what is suitable for the learners group.



Role and possibilities of individual behaviour for sustainable development

ROLE AND POSSIBILITIES OF INDIVIDUAL BEHAVIOUR FOR SUSTAINABLE DEVELOPMENT

Important changes in society, or any changes in that manner, cannot be imagined without individual change. Having in mind that people do not always align their values with their demonstrated behaviours related to sustainability, individual sustainability remains a controversial topic. Actually, this is the first step to making a solid foundation for taking action. In order for one society to thrive in its environmental, economic and societal aspect, the individuals who compose it should strive to be more sustainable in all aspects of their daily life. Many aspects promote individual behaviour towards sustainability. Individual behaviour creates the foundation for action but also guides our ability to work with one another to make life-affirming decisions. But what are "sustainable individuals"?

Sustainable individuals are characterized by creating harmony, interconnection, and relatively high levels of self-awareness in their values, thoughts, behaviors, and actions as well as cultivating continued individual growth in their physical, emotional, social, philosophical, and intellectual abilities. Individual sustainability includes possessing a well-developed and demonstrated value system that acknowledges the importance and interconnectedness of all global biological and social systems, and our appropriate place within them.

(Jesse B. Pappas & Eric C. Pappas, 2015)

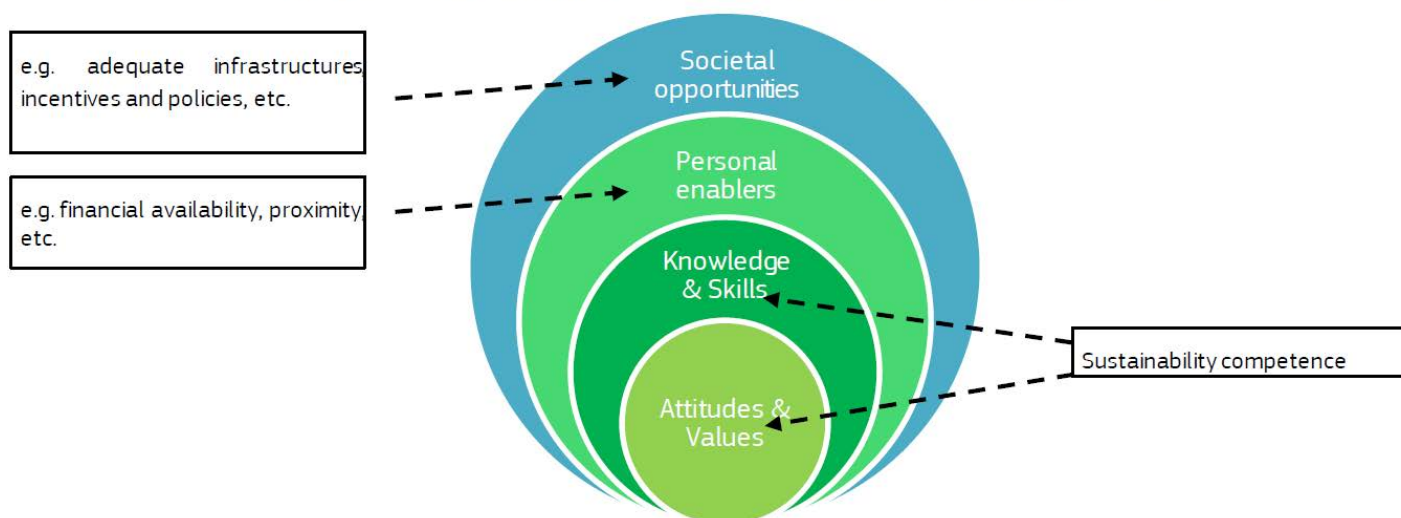
Some of the attitudes that may be recognized among individuals with sustainability competences, are that they are committed to decreasing material consumption or are curious and inquisitive about the links between the environment, human action and sustainability. Another example may be that the person advocates for individual and collective care for those in need and for the planet.

These days everyone speaks about sustainable behaviour, but very few people practise it. What is the reason behind all this? Often it is not a question of knowledge. Of course, people have different levels of acquired knowledge regarding sustainable development throughout their lifetime. However, in the last decade, as the sustainability subject grows to be more popular, they can easily get informally informed, through art, science or any content published on the internet that covers this subject and it is discussed a lot in the media as well. It seems that people are wired or maybe just have learned through their lifetime to act on immediate threats, but not to those, which have accumulated effects on their lives and humanity in general. Some other reason may be that it feels just easier for people to stay in their comfort zones and continue with their daily habits as they are gained earlier in their lifetime. It takes courage, real curiosity and probably feelings of general care for humanity, the environment and future generations, as well as open-mindedness, to take part in sustainable action.

There is one term which often appears in the terminology of sustainability and that is the Sustainability Competencies. It is a broad term, but generally, it could be explained as “the interlinked set of knowledge, skills, attitudes, and values that enable effective, embodied action in the world with respect to real-world sustainability problems, challenges, and opportunities, according to the context” (Wiek et al., 2011; Redman & Wiek, under review; UN-ESCO, 2007). This is something that can be worked on in educational settings.

The figure below shows which factors are necessary for sustainable behaviour. It needs sustainability competencies like attitudes, values, knowledge and skills. But it is also important to see that personal enablers play a pivotal role as well, like financial availability. Sometimes sustainable behaviour is more expensive in the short term. And finally, adopting a sustainable behaviour necessitates a number of societal opportunities that allow people to act in a sustainable way. To stay with the example of consumption; it is only possible to buy sustainable products if there is a shop that sells them and if the people have the chance to reach it and not drive 40 kilometres to get there. Or, it is only possible to use sustainable transport if there is an infrastructure for that.

Figure 1. Sustainability competences and context for sustainable behaviour performance.



Source: elaborated from Rieckmann, 2012; Wilhelm et al., 2019.

As consumption is one crucial aspect of individual behaviour that can have a big impact on sustainability, the activities in this module invite the learners to reflect on that. Billions of acts of daily consumption play a big role in sustainable development. Module 3 focuses on the individual behaviour and the possibilities to make a change with that. As individual behaviour is only one part of living a sustainable lifestyle, it is important to highlight that sustainability is also embedded in systemic structures, as shown in the figure above. Module 4 is heading towards that direction as it discusses the political factors and the importance for structural change.

References/further reading:

Bianchi, G., Pisiotis, U. and Cabrera Giraldez, M., GreenComp (2022): The European sustainability competence framework, Punie, Y. and Bacigalupo, M. editor(s), EUR 30955 EN, Publications Office of the European Union, Luxembourg


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Pappas, J. B. and Pappas, E.C. (2014): The Sustainable Personality: Values and Behaviors in Individual Sustainability, Virginia, U.S.A.

Rieckmann, M. (2012). Future-oriented higher education: which key competencies should be fostered through university teaching and learning? *Futures* 44(2):127–135

The Nine Most Impactful Sustainable Behaviors: <https://www.kaosalondivision.com/content/dam/sites/kaousa/www-kaosalondivision-com/redesign-pdf/sustainability-for-salon/BFG%20Nine%20Most%20Impactful%20Sustainable%20Behaviors.pdf>

Kapilavai, V. S. (2020): Sustainable Behaviour: Everyone speaks about it, nobody practices it, why?. Available at: <https://climateconnection.org.in/updates/sustainable-behaviour-everyone-speaks-about-it-nobody-practices-it-why><https://climateconnection.org.in/updates/sustainable-behaviour-everyone-speaks-about-it-nobody-practices-it-why>

Wiek A., Withycombe L., Redman C.L. (2011): Key competencies in sustainability: a reference framework for academic program development. *Sustainability Science* 6(2): 203–218. 

» How to lead a sustainable life «

Objectives



Discover how to lead a sustainable life.

Activity Details



- Material: Printed tables (see material section), laptops for research
- Duration: 75 minutes
- Group size: 5 – 25 persons

Instruction



- Start with an energizer - The facilitator asks the learners to start dancing around the room. When the music stops they should start walking in a circle with a moderation card and a marker in their hands and reflect on the sustainable habits they have. When they think of a habit they should write it on the card and step out of the circle to pin it on the board. After that they step in the circle again and repeat their task. They all continue until the facilitator stops the activity.
- Then, the facilitator reads the habits from the board and comments on those, initiating a discussion, which can start with the topics that are mentioned multiple times.
- The facilitator hands out the table provided in the material section and asks the learners to answer the questions for themselves and to reflect on how their lives look regarding sustainability. This is individual work.

Tips for the facilitator



If there are more than 10 learners you can divide them in 3 groups and they can discuss between themselves the table. Afterwards they can present the main points extracted from their discussion in the plenary.

Reflection



- How was it to answer the questions of the table?
- Have you been aware that some of your routines are (maybe) not sustainable?
- What surprised you?
- Which point from the table is your weakest point?
- Can you imagine changing something in your routines?
- Do you know anyone who is close to living a fully sustainable life? Do you know any good examples or inspiring role models?
- Do you know or do other activities that support the concept of sustainable development that have not been named?

SUPPORTING MATERIAL AND FURTHER INFORMATION

The table for the activity can be found in the material section.

» Sustainable tourism «

Objectives



- Develop a new mindset regarding sustainable travel.
- Take informed decisions about the most sustainable options regarding travel and accommodation.

Activity Details



- Material: Case stories (see material section), paper and pens
- Duration: 90 minutes
- Group size: 6 – 20 persons

Instruction



- The facilitator reads out loud the introduction and the case stories about travel and accommodation practices. The stories can also be given in a written form to the learners, so that they can understand better.
- The facilitator leads a debate about the stories, posing the following questions:
 - Which aspects of the cases are sustainable and which are counter-sustainable or neutral?
 - Would you choose the destination if you knew the information behind the offers?
 - What should each traveller consider before booking the trip?
 - How can we become more sustainable travellers?
- The learners rewrite the offers to represent fully positive examples. Afterwards some ideas will be collected in the plenary.
- To prepare a debate, the facilitator divides the learners into two groups. The first group represents the companies that offer and design touristic offers. They prepare some of-

fers following the main points of tourism (accommodation and travel means). The second group represents travellers that want to choose the most sustainable offer. They study again the guidelines for sustainable tourism that have been collected before (and inform themselves more about sustainable tourism) and prepare themselves to ask critical questions to find out which offer is more sustainable.

- After the preparation stage, the learners take over their roles; do the role play and discuss the different offers.

Tips for the facilitator



The facilitator can read the stories provided in the material section or can prepare his/her own. It is important that the stories contain many elements that can be analysed regarding sustainable tourism.


SUPPORTING MATERIAL AND FURTHER INFORMATION

The case stories can be found in the material section.

Further links:

UNWTO: Sustainable Development: <https://www.unwto.org/sustainable-development>

Wardle, Rhiannon (2021): What is sustainable tourism and why is it important?. Available at: <https://www.futurelearn.com/info/blog/what-is-sustainable-tourism>

Green Ideas For Tourism: What is sustainable tourism?: <http://www.greentourism.eu/en/Post/Name/SustainableTourism> 

» Sustainable meal «

Objectives



Learn how to handle leftovers

Activity Details



- Material: A list of leftover food, chocolates/cookies as an award for well-chosen solution for dealing with leftover food, handout with statistical information on food waste (see material section)
- Duration: 45 minutes
- Group size: 5 – 25 persons

Instruction



- The facilitator gives a list of leftover or near expiration food and instructs learners to consider how to use each item/what to do not to go to waste.

The list of leftover food may be the following:

- stale bread
 - coffee grounds
 - tea bags
 - home-made burger
 - steamed, roasted or grilled vegetables
 - meat
- The learners present their ideas to the group.
 - All members of the group choose the best ideas. The facilitator gives an „award“ to every presented idea (e.g. a cookie, chocolate produced in a sustainable and fair way).

Examples of good practices that can be awarded are:

- Composting the organic food for using it in the garden; spilling the coffee where the cats should not meddle in the garden; or using the tea bags for cleaning the leaves of the flowers.
- Freezing the vegetables to be consumed later.
- Properly separating any remaining vegetables and throwing them in bins for organic trash/compost.
- Directly donating food to the poor, or indirectly through welfare organisations, etc.
- Cooking stale bread with olive oil and seasoning and baking until warm or dipping the bread in mixed eggs, which will make them soft, and then frying them.
- The facilitator provides to the learners a handout with statistical and general information (see material section) about food waste and asks them to further discuss what can be done on a national level in order to actively involve individuals in zero waste practices.

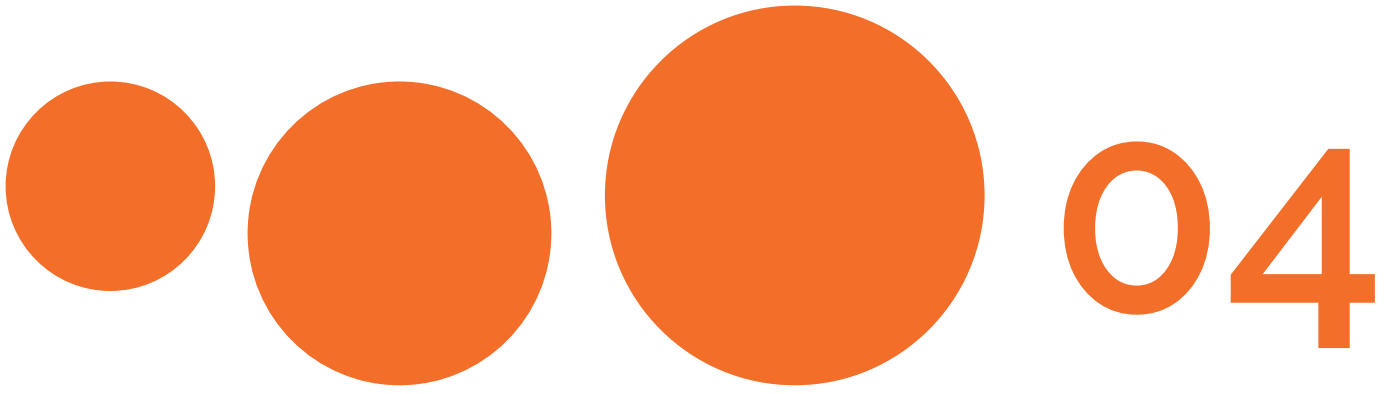
Reflection



The facilitator asks the learners to research new ways of dealing with food waste and to discover international differences and varieties.

SUPPORTING MATERIAL AND FURTHER INFORMATION

The handout with statistical information on food waste can be found in the material section.



Education for Sustainable Development as civic education

EDUCATION FOR SUSTAINABLE DEVELOPMENT AS CIVIC EDUCATION

A good life for everyone on this planet - today and in the future - means a life in dignity and peace. It means a self-determined life with freedom of opinion, freedom of expression, religion and movement for all, where no one has to suffer from hunger or poverty and all people have access to healthcare and education. And it means a life in which biodiversity and our natural resources are not further threatened and diminished, but where all living things on land and in the water are protected. In order to shape a path to such a future world, there are already various international agreements – like the Agenda 2030 with its 17 Sustainable Development Goals (SDGs).

The implementation of sustainable development in the sense of the 2030 Agenda requires the participation of everyone. It needs informed and engaged individuals who lead by example and show that change is possible. Beside this, it also needs appropriate political, legal and economic frameworks that open the paths to the world's social and ecological transformation at the international, national and local level. Moreover, it needs an active civil society that reminds politicians and businesses of their responsibility and that acts itself as an agent for change regarding the implementation of the SDGs.

Therefore, education for sustainable development (ESD) should address all the systems and stakeholders that are necessary for change. As the UNESCO-Roadmap ESD for 2030 states, fundamental changes required for a sustainable future start with individuals. Module 3 of this curriculum highlights the role of individual behaviour for change. This module is about ESD as civic education. According to the UNESCO-Roadmap, individuals can act not only through their behaviour and through attitudes for sustainability. ESD has to place emphasis on how each learner undertakes transformative actions for sustainability and how they influence societal transformation towards a sustainable future. It is of importance to empower learners of all ages for transformative actions that aim to change the deep structural causes of unsustainable development. ESD as civic education should provide information on international relations and interdependencies. It should raise civic awareness about the global and local challenges surrounding us. In addition to that, it should contribute to the development of values and action skills. In sustainability processes, education also has the task of describing the systemic interplay of various social actors in the status quo and during changes. Systemic thinking as well as the teaching of action competencies enable learners to decide which role they want to take in the socio-ecological transformation. In this sense, ESD in action is citizenship in action.

In order to become an active citizen for sustainability, learners can ask the following important questions: "Where can I start from?", "How can I learn to effectively fill a transformative role?" or "At what point can I support the transformation or its sub-processes best?" ESD as civic education offers guidance to explore these questions. It opens up learning spaces for and within sustainability processes, which create the access for action for change, including also opportunities to expose learners to reality. It shows ways for civic action that ranges from classic forms of participation, such as elections and signing petitions, to registered demonstrations, to more radical actions that generate attention. It explores the tasks and possibilities to engage in politics as a politician in a political party. And it shows the role and importance of volunteering and keeping in track with the work of civil society organ-

isations, like associations, initiatives, foundations, and social movements. Civil society organisations play a relevant role in achieving a sustainable world. They help to provide care for the disadvantaged and demand that their rights be respected and implemented. They promote community cohesion. They critically accompany politics, campaign for political participation, draw attention to grievances and hold governments accountable.

What is certain is that sustainable development needs open societies where levels of civic engagement are high and the quality of life is substantially higher. Twenty-first century democracies would not be able to thrive without civic and community engagement. ESD as civic education supports that. If people's opinions are incorporated into decision-making processes, public decision makers are better informed and better able to meet community needs. Therefore, we need to follow this two-way process to accomplish the Sustainable Development Goals!

The activities described in this module address the questions of how learners can become active citizens and what competencies they need to employ in order to act as active citizens or politicians or civil society actors for the sustainable transformation of the world.

References/further reading:

GovPilot: What is Civic Engagement: 5 Examples of Civic Engagement in Local Government: <https://www.govpilot.com/blog/what-is-civic-engagement-4-examples-of-how-local-governments-can-improve-civic-engagement>

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Vanderbilt University (2023): <https://cft.vanderbilt.edu/guides-sub-pages/teaching-sustainability/>

Linkhart, Doug (2018): Civic Engagement for Environmental Sustainability, vol. 107, no. 3: <https://www.nationalcivicleague.org/ncr-article/civic-engagement-for-environmental-sustainability/>

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UNESCO (2020): Education for Sustainable Development. A roadmap. Available in different languages at: <https://unesdoc.unesco.org/ark:/48223/pf0000374802>



» NGO involvement «

Objectives



Develop new attitudes and become fit to join an NGO.

Activity Details



- Material: Printed SDGs cards (one card per SDG)
- Duration: 60 minutes
- Group size: 5-20 persons

Instruction



- The facilitator starts a brainstorming session with the learners on the following questions:
 - Do you know any NGOs working in the field of sustainability and the implementation of the SDGs?
 - What skills should an NGO worker or a volunteer have?
- After a first discussion, the facilitator puts printed versions of all 17 SDG cards on the table and asks the learners to pick one they relate to.
- Depending on the group size, the learners can work alone, in pairs or in small groups and pick together one card.
- The learners reflect on how an NGO/civil society organisation could contribute to implement the SDG selected and afterwards share their ideas. They can do research on the internet or consult the facilitator and/or the group, which NGOs are working in the field of the selected SDG.
- After the research, the groups present their results to the other learners.

Tips for the facilitator



The learners should be aware of the topics of the SDGs.

Reflection



- Could you imagine getting active?
- In which field?
- Why?
- What could be the first step?

SUPPORTING MATERIAL AND FURTHER INFORMATION

The list of the SDGs can be found here:

<https://www.un.org/sustainabledevelopment/sustainable-development-goals/> 

» “Green” politician «

Objectives



Discover what kind of competencies a politician needs to act for sustainable development.

Activity Details



- Material: blank paper sheets, markers
- Duration: 30-40 minutes
- Group size: 8-28 persons

Instruction



- The facilitator divides the learners into groups. The groups should be formed by 4-7 learners.
- The facilitator begins with a short explanation of the activity that is a role-play. The learners identify one/some “green” politician(s) dedicated to sustainable development in their country and what the politician stands for.
- The members of each group should then choose someone that will act as a “green” politician. The other group members will act as journalists and simulate an interview.
- Once all “politicians” have been chosen, the facilitator asks them to separate from the rest of the members, so that they will not know what questions will be asked.
- When all the “politicians” have been separated from their groups, the facilitator gives each group some minutes to think about the questions for the interview and write them on the sheet of paper.
- When the groups have developed their questions (after 7-8 minutes), they conduct the interview(s). They can do it one group after the other and all participants can listen to the questions and answers. If there is not enough time, the groups can conduct the interviews parallel in different rooms.
- When the time is up, the facilitator asks the “politicians” and “journalists” how they felt. Afterwards the facilitator and the other groups can give feedback on the work.

Tips for the facilitator



- The feedback on the work should not refer to the ability of the person to speak in front of people but it should refer to the terminology that was used, the relevance of the questions done by the journalists, and the ability to understand if they know what they are talking about.
- The role-play can be modified in order to increase the interaction among the people; for example, the group of journalists can be divided into sub-groups of "in favour of the politician", "against the politician", "indifferent".
- To make the role play more interesting it can be provided to the "politicians" a paper of characteristics that should be performed, such as
 - personal: aggressive, assertive, polite, liar, etc.
 - professional: well informed, little informed, big user of data, big user of storytelling, etc.

Reflection



- What competencies does a politician dedicated to sustainable development need?
- What are the main challenges "green" politicians might face?

» Who can change things? «

Objectives



Find out opportunities for action and influence on different levels.

Activity Details



- Material: Markers, coloured moderation cards, paper for arrows, if desired the video "The Story of Change" (see supporting material)
- Duration: 60 minutes
- Group size: 8-25 persons

Instruction



- Preparation: The facilitator marks out four circles on the floor with adhesive tape representing the social levels "Individual" (large circle in the middle), "Politics", "Companies" and "Civil Society" (smaller circles surrounding it). An example of what it could look like can be found in the material section. Moderation cards and prepared paper arrows are laid out.
- The learners sit in a circle of chairs around the diagram while the method is explained.
- If permitted by the room size, all learners stand in the large circle labelled "Individual".
- Then the learners are invited to choose one of the four levels of action to explore its potential for effecting change. To this end, they either move to the corresponding outer circle or remain in the inner circle if they prefer to explore the individual approach. It is helpful for the groups to be of similar size.
- The learners discuss in the small groups the first question displayed on the wall: "What options are available to you/people in this field of action if you want to change something?" The question can encompass the following aspects: What approach is taken by the actors in question? What do they do as politicians/business people/etc. to change something on a small or a large scale in their field? Depending on the group's capacity for abstraction, the question can be divided into a) basic forms of action and b) concrete examples. Participants receive moderation cards on which to write their answers in summarised form. (time limit: approx. 10 min.)

- Then the learners discuss the second question, which is also displayed on the wall: "From your field of action, how can you influence the other actors?". For this question, the facilitator distributes the prepared paper arrows. The learners consider how their field of action can exert influence on others to promote social change. They write the answers on the paper arrows as keywords (time limit: approx. 15 min.).
- The learners return to the circle of chairs. The diagram on the floor is now filled in two phases. First, the group which worked at the individual level presents the possibilities for action written on its moderation cards and places them in the circle, followed by the other groups. Comprehension questions can be answered after each group has presented its findings. Once all the cards have been placed in the circles, everyone has an opportunity to add further possibilities for action. In the second phase, the groups present their influence arrows and position them in the diagram.

Variation:

As an introduction or follow-up to the method the facilitator can show the short video "The Story of Change". More information can be found in the sections "Tips for the facilitator" and "Supporting material".

Tips for the facilitator



- The short video "The Story of Change" is good for preparing your group for the activity. It shows why change will not only happen through "good" consumption but that it is necessary to change the system or the rules and become active. The video can also be watched with the learners as an introduction or follow-up to the method.
- It is important to emphasise that in the group stage, learners should think from the perspective of the respective actors. It is possible that the learners will experience some difficulty in abstracting themselves from their own situation.

Reflection




- Are any actors missing? What about churches, science, media, unions, etc.? Can these be included in any of the four levels?
- How great do you consider the potential for change of each of the various actors to be? What are the crucial requirements for change?
- How easy or difficult is it to become a part of the different areas, i.e. to be active in civil society as a politician, businessperson, etc.? How could this be made easier?
- How easy or difficult do you think it is to change something within the different areas?

Who holds the power to make decisions in different areas? Where do you see obstacles or interests that hinder change?

- What would have to be different to make it easier to implement change in the various fields? Which forms of influence should in your opinion be reinforced, and which should be removed?
- Where do you see opportunities to form effective alliances between actors? What such alliances are you currently aware of?

SUPPORTING MATERIAL AND FURTHER INFORMATION

The video "The Story of Change" is available at <http://storyofstuff.org/movies/story-of-change/>. It was created and released by The Story of Stuff Project and produced by Free Range Studios in 2012. 

An example of how the picture on the floor should look can be found in the material section.

» Tackling sustainability issues «

Objectives



Develop skills on how to tackle a sustainability issue on a local level.

Activity Details



- Material: Printed papers with all the SDGs in separate
- Duration: 50 minutes
- Group size: 6-30 persons

Instruction



- The facilitator divides the learners in groups and asks them to open a discussion on the following questions:
 - What are the main sustainability issues and challenges in your country/region?
 - To which SDG are the issues connected?
 - In which areas are they prevailing?
- The facilitator asks the learners to draw a map of their country/region and locate the identified issues and challenges there.
- The groups present their results to the other participants in the plenary.
- In the next step, the learners discuss again in their groups, which solutions could be found for tackling the issues and challenges, on individual and on the level of society. Each group firstly discusses this issue and then presents it to the plenary.
- Afterwards, the groups mix. One participant of each group shall remain in order to guide the new group members to the results developed so far.
- The new groups shall develop a strategy for finding solutions to overcome the issues and challenges discovered.

- For the strategy, following aspects should be discussed:
 - Which SDG(s) would be addressed by taking action?
 - Who will be involved in taking action?
 - Which networks, coalitions or NGOs should be part of the action?
 - Which authorities should be involved?
 - Which public documents can serve as background?
 - What are the first steps to be taken?

Tips for the facilitator



- The discussion should be guided systematically, at first let the learners think of an issue, then about the solution and its steps of discovery.
- The facilitator should guide the discussion by giving examples, e.g. if it's an issue on pollution, then the learners can discuss whether it would be best to contact the respective public bodies in the beginning in order to find a mutual solution for tackling this issue. They can also suggest publishing a petition for better measurements to be taken in order to inform the public. Then a campaign could be started on a local level and maybe some experts could be engaged. A policy could also be demanded to be implemented.

Reflection

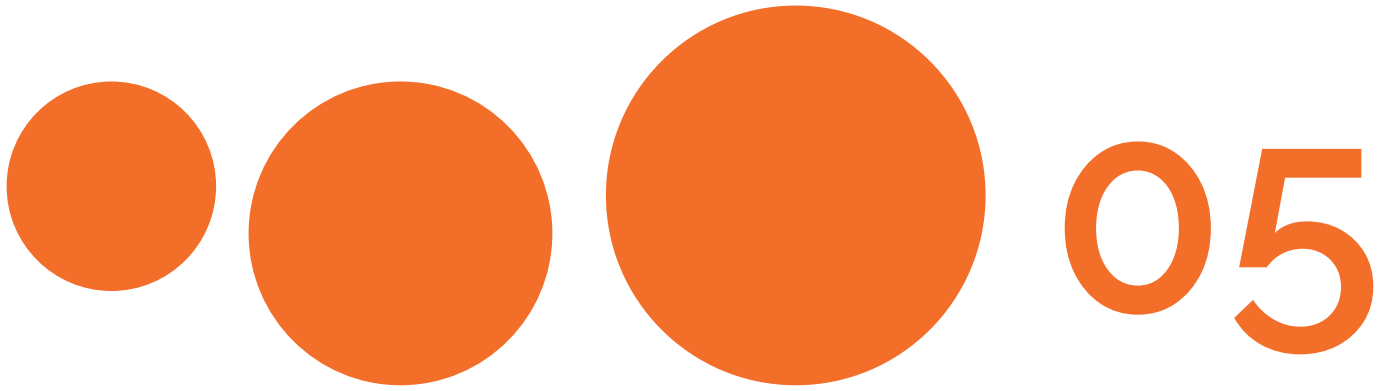


Do you know if a sustainability issue has been tackled successfully in your region or country?

SUPPORTING MATERIAL AND FURTHER INFORMATION

The SDG icons can be downloaded here:

<https://www.un.org/sustainabledevelopment/news/communications-material/> 



The role of (educational) institutions for sustainable development

THE ROLE OF (EDUCATIONAL) INSTITUTIONS FOR SUSTAINABLE DEVELOPMENT

For real change it is necessary that not only individuals change their behaviour and their consumption but that institutions integrate sustainability and sustainable practices in their organisational structure. To encourage learners to become change agents who have the knowledge, means, willingness and courage to take transformative action for sustainable development, learning institutions need, themselves, to be transformed. The entire learning institution needs to be aligned with sustainable development principles, so that learning content and its pedagogies are reinforced by the way facilities are managed and how decisions are made within the institution.

By implementing sustainability in all organisational aspects, (educational) institutions become role models by living what they teach. With this Whole Institution Approach, they create learning environments in which learners concretely can experience sustainability. Furthermore, the implementation of sustainable practices can help (educational) organisations to improve their image and perhaps even reduce costs. There are many areas where (educational) institutions can make a difference toward sustainability. They can have a big impact because for example through their procurements they buy and consume more products than an individual consumes. Other sustainable actions can include building construction and management, on-site transportation, waste disposal, energy, and water procurement, food system and vendor selection, and acquisition of materials. Considering where and how the organisation spends money is also relevant. Sustainable organisations focus on how they can integrate environmentally, economically, and socially beneficial practices into their everyday tasks.

Some approaches to reduce greenhouse gas emissions include creating metres on all types of buildings to track their efficiency in terms of electricity and water or to use renewable energy sources. Emissions from vehicles could be reduced by implementing bike-share or carpooling programs. Donation programs can be held at the end of the year, and people can donate unwanted items to nonprofit organisations or to future incoming students. Other strategies include banning the usage of plastic bags and plastic water bottles, building learner's awareness of recycling and composting through demonstrations, and placing more recycling bins in buildings and classrooms. Food systems are also an important way to recognize an educational organisation's commitment to sustainability. Strategies that are commonly used include locally sourcing food, reducing chemical pesticide use, purchasing goods from fair trade organisations, creating organic kitchens, composting food waste, and encouraging diners to avoid using trays.

Sustainable aspects should also be implemented in decision making structures. For example, leaders of educational institutions should make sure their governance and culture are aligned with sustainable development principles. One possible measure is to ensure democratic bottom-up decision-making processes in which all members of the institution and other stakeholders can have a voice on specific sustainability challenges that need to be addressed in the institution. Efforts should be made to move the culture of institutions towards collaboration, solidarity and inclusion for people of all genders and backgrounds.

All this shows that the Whole Institution Approach is a well-established notion in learning for sustainability with proven and positive outcomes for individuals, the institutions involved, and their wider communities. The philosophy behind this approach is to go further than simply including sustainability as an 'add-on' or a 'nice to have' within an educational institution. The idea is to mentor and support the entire community surrounding the organisation, to embed sustainability into the very heart of its operation. The benefits of a whole institution approach have been researched and show that because everyone is involved, the work is more likely to be sustained even after changes in personnel. The evidence shows that this approach to learning for sustainability delivers increased student engagement, better learning outcomes across all subjects, more motivated students, support for the school or the institution from the wider community, and a sustained program even with staff turnover.

Module 5 deals with these topics and issues, namely bringing institutional and educational organisations closer to sustainability and making them develop greater attention to their actions. The main question that educational organisations should ask themselves is: "How can my institution live what it teaches?". To ask this question is crucial because it allows one to make a self-analysis of the structure and actions and be aware of the situation. In this way, institutions can notice if what they teach people regarding sustainability is consistent with their way of operating or if there are ways to improve from this point of view.

References/further reading:


United Nations (2015): Transforming our world: THE 2030 AGENDA FOR SUSTAINABLE DEVELOPMENT

Munguia Vega, N.E. (2019). Sustainable Organizations. In: Leal Filho, W. (eds) Encyclopedia of Sustainability in Higher Education. Springer, Cham. https://doi.org/10.1007/978-3-030-11352-0_535

SUST 501 students (Fall 2017, Fall 2018, Fall 2019) Guided by: Professor Vanessa Levesque, Sustainability Dual Major, UNH: Sustainability Methods & Perspectives. Available at: <https://pressbooks.pub/sustainabilitymethods/>

Green Schools: Case studies. Sligo Grammar School; Available at: <https://greenschoolsireland.org/case-studies/sligo-grammar-school/>

SEEd – Sustainability and Environmental Education; Clee, I. (2021): Getting To Grips With The Whole Institution Approach To Sustainability; Available at: <https://se-ed.org.uk/getting-to-grips-with-the-whole-institution-approach-to-sustainability/>

UNESCO (2020): Education for Sustainable Development. A roadmap; Available at: <https://unesdoc.unesco.org/ark:/48223/pf0000374802> 

» Sustainability Scavenger Hunt «

Objectives



- Increase learners' knowledge and awareness of eco-friendly and sustainable practices and products.
- Encourage learners to consider the environmental and social impact of the products and materials they use and to promote critical thinking and problem-solving skills by having learners search for specific items.

Activity Details



- Material: List of sustainable and unsustainable items
- Duration: 40-60 minutes
- Group size: 6-30 persons

Instruction



- The facilitator divides learners into small teams or pairs.
- Each team or pair is provided with a list of sustainable and unsustainable items to find in the room or workshop place.
- Learners have to search for the items on the list around the room or workshop space.
- Once all items have been found, the facilitator reviews the items with the learners and discusses why they are considered sustainable or unsustainable.
- At the end of the activity the facilitator asks the learners to reflect on the work they have done and let them explain how it relates to their own lives and practices.

Tips for the facilitator



- Before the activity, the facilitator should create a list of eco-friendly and sustainable items that can be found around the room. The items should be easily identifiable and learners should be able to find them without difficulty.
- The facilitator should set clear expectations for the activity, including rules and guidelines for the scavenger hunt.
- Learners should be encouraged to work in teams or pairs, as this can promote teamwork and collaboration.

Reflection



- What was the most surprising item you found during the scavenger hunt?
- Which impact does using sustainable products and practices have?
- What could you change in your organisation?
- How can you encourage others to be more eco-friendly and sustainable in their daily lives?

SUPPORTING MATERIAL AND FURTHER INFORMATION

Here are some ideas for eco-friendly and sustainable items that could be included in the Sustainability Scavenger Hunt:

- Reusable water bottle
- Recycled paper products (e.g. notebook, pencil, paperclips)
- Energy-efficient light bulbs
- Compost bin or compostable materials
- Recycling bin
- Organic or locally sourced food items
- Cloth napkins or towels
- Plant-based cleaning products
- Non-toxic paint or furniture
- Solar-powered phone charger

Items can be removed or added based on the context of the workshop and the availability of these items in the room.

» I lost the words! «

Objectives



- Understand what a sustainable organisation is.
- Define what sustainable behaviours are to be implemented into sustainable organisations.

Activity Details



- Material: Blank paper sheets, markers, a deck of 10 cards, a stopwatch
- Duration: 30-40 minutes
- Group size: 10-30 persons

Instruction



- The facilitator divides the learners into groups with a maximum of 5 learners each.
- Once the groups are created, the facilitator gives each group a blank paper sheet and a marker.
- The deck of 10 cards is shown to all the learners. The facilitator explains what it will be used for and what the activity is about.
- Each card of the deck has a sentence written on it that has to be completed with the right words.
- The phrases should all refer to what sustainable behaviours are that can be brought into sustainable organisations. In the annex there are some examples of sentences to write on the cards. The facilitator can change them and develop more sentences.
- The facilitator draws one card from the deck and reads it aloud.
- The card is put on the table in front of the facilitator. It should always be visible to the learners.
- The facilitator starts the time on the stopwatch. Each group has 1-2 minutes to write a response on the paper sheet.

- When the time is up the facilitator asks each group to read their answer aloud.
- After each response, the facilitator comments on the answers, answers questions or asks groups for explanations on their answers and thoughts.
- Once each group has read their answer, the facilitator proceeds to draw another card from the deck and a new round begins.
- Finally, after all the rounds have been completed, learners explain their thoughts on sustainable organisations. The facilitator collects ideas from them and adds his*her explanation.

Tips for the facilitator



- After the deck is shown to learners, all cards in the deck should be put face down so that nobody can see the sentence written on them.
- The facilitator should make sure that the chosen card is always available to the learners and that they can all read the sentence written on the blackboard.
- Simple and effective words should be used to explain what sustainable organisations are.

Reflection



- What is a sustainable organisation and which aspects belong to it?
- Why is it important for organisations to be sustainable?

SUPPORTING MATERIAL AND FURTHER INFORMATION

Examples for sentences can be found in the material section at the end of the curriculum.

» Quiz «

Objectives



Verify the general knowledge of sustainability and sustainable organisations.

Activity Details



- Material: smartphones/tablets or any device with internet access
- Duration: 35-40 minutes
- Group size: 6–50 persons

Instruction



- Before the start of the activity, a quiz has to be created on the web app “Quizziz”. To do so the instructions to follow can be found on the website. The questions should be 15-20 and all refer to sustainable organisations. Some examples can be found in the annex.
- The response timer should be 10-15 seconds for each question.
- When the activity starts, learners search on their device (smartphone, tablet, or personal computer) the web app “Quizziz”.
- Once they are on the site, the facilitator shows the code to access the quiz.
- As the quiz starts, learners have to be quick to answer the question, as they only have 10-15 seconds to choose the response.
- The learner that wins the round is the first one to choose the correct answers before anyone else. The learner that gained more points overall wins.
- Once the game ends, the facilitator reviews each question (1-2 minutes to explain the right answer and analyze the participants' responses).

Tips for the facilitator



- It is important to make sure that the internet connection is stable and that the quiz is visible on the site.
- The facilitator should verify that all groups/learners have logged in to the quiz and start the quiz only when everyone is ready.
- If the learners do not ask questions about the quiz the facilitator should review it to identify which questions were wrong by most of the groups and give a short explanation on the topic.

Reflection



- How much do you know about sustainable organisations?
- Are you able to give fast answers to sustainability-related questions?

SUPPORTING MATERIAL AND FURTHER INFORMATION

Link to Quizziz: <https://quizizz.com> 

Possible questions for the quiz can be found in the material section at the end of the curriculum.

» Steps towards sustainability «

Objectives



- Identify sustainable behaviours.
- Apply them in the daily routine to become a sustainable educational organisation.

Activity Details



- Material: A blackboard, a piece of chalk, blank paper sheets, markers, a stopwatch
- Duration: 40–60 minutes
- Group size: 10-35 persons

Instruction



- The facilitator divides the learners into groups of 5-7 persons.
- Once the groups are created, the facilitator gives each group a blank paper sheet and a marker.
- The facilitator writes on a blackboard 3-4 words related to sustainability issues in organisations. Some examples are:
 - Renewable Energy, Waste Reduction, Carbon Footprint
 - Circular Economy, Sustainable Procurement, Sustainable Mobility, Energy Efficiency, Sustainable Event Management
 - Eco-friendly and fair products, Water Conservation, Social Responsibility
 - Sustainable decision making structure, Education for Sustainable Development, Sustainable Curriculum, Eco-friendly and fair practices
- Starting from the words on the blackboard (all the words should be used in the work), each group has to develop an “Action Plan” that shows which steps can be taken on the way to a sustainable organisation (e.g. build a small team, talk with XY, check different things, do research on XY...).
- Each group has 15-20 minutes to brainstorm and create a conceptual map and the “Action Plan” on the paper sheet using the markers the trainer gave them.

- Each group presents their action plan. The facilitator may ask the owner group to explain some of the steps they presented. After hearing their answers there should be some time where learners debate on the work.

Tips for the facilitator

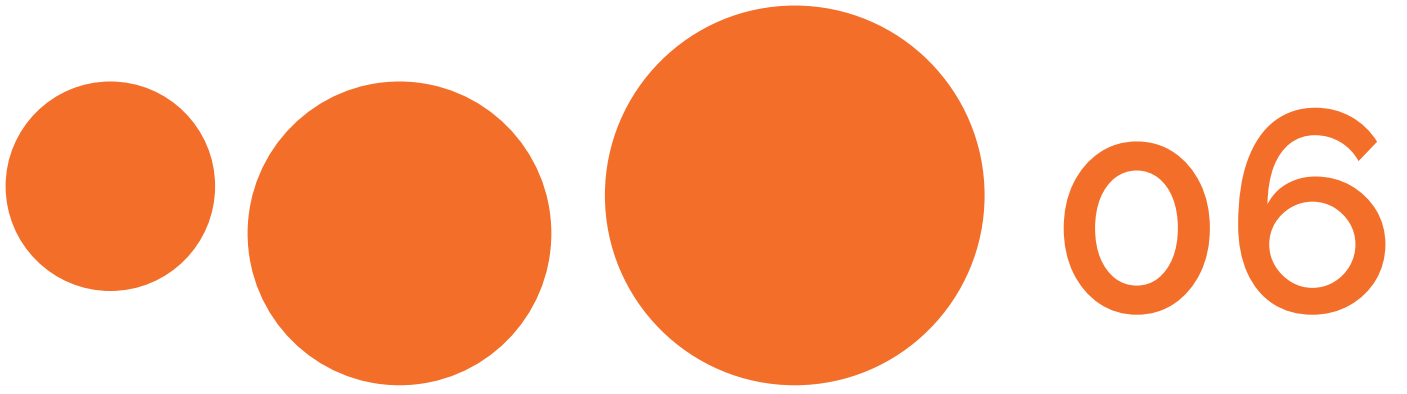


- The words written on the blackboard should be always visible to the learners.
- The words should be clear to the learners, otherwise they should be explained.
- The facilitator should mention that a sustainable organisation does not mean that all employees have to act the same in their private life.

Reflection



- Is the "Action Plan" you created achievable in reality?
- Which first steps could you imagine to be implemented easily (without big financial and human resources) in your/in an educational organisation?
- Was it easy to create links starting from the words provided?



Communication for sustainability

COMMUNICATION FOR SUSTAINABILITY

Sustainability has become an increasingly important topic in recent years, as people and organisations around the world recognize the urgent need to protect our planet and its resources for future generations. However, promoting sustainability requires more than just a commitment to environmental responsibility - it also requires effective communication strategies that can engage and motivate individuals and communities to take action.

Institutions and organisations are speaking about the real effects of the human-made climate crisis; irresponsible consumption and production; or unsustainable lifestyles. But are they doing so in a way that is making people listen and act? It is important to understand that communication for sustainability is of utmost importance for achieving change. Sustainability is complicated but the ideas it represents should have been easy for everyone to support. In that sense, a new emphasis on creative communications will help to drive this change.

Communication for sustainability, according to Renn (2006), is a two-way social interaction process enabling the people (and learners) concerned to understand key sustainability factors and their interdependencies. It aims not so much at information dissemination as at a shared vision of a sustainable future and at capacity building in social groups to solve or prevent e.g. environmental problems. Why then is communication for sustainability so important? There are no simple answers, but the following principles encapsulate the essence of why communication for sustainability is important, according to a relevant FAO-Dimitra Project publication (2011):

Communication for Sustainability – Core principles identified:

- a desire for change;
- a social process based on dialogue;
- consideration of the perceptions, needs and interests of populations and the environment;
- a climate of listening, trust and respect;
- participatory planning of initiatives;
- strengthening of information and communication capacities;
- interaction based on discussions and the sharing of knowledge and experience;
- systematic use of a wide range of information tools, both traditional and modern, and of communication methods ranging from interpersonal interaction to group dynamics, as well as tools such as mass media, radio, audio-visual materials and information and communication technologies.

Communication for sustainability is considered an elemental tool conduit to initiating, accompanying, and promoting sustainability processes. Contrary to conventional communication, it fosters a different vision of the world. Campaign- and media-planning shall be based on a process of dialogue and participation with local communities and local sustainability issues that are extrapolated to global challenges. Moreover, it is horizontal as it puts the intervention team (coming from inside the institutions) on an equal footing with the audience that is affected by the lack of sustainability and education for sustainable development (from outside the institutions) by raising important questions and offering sustainable solutions. Awareness-raising lies at the heart of communication for sustainability as it offers a deeper understanding of the nexus of socio-economic, political and environmental realities in order to move towards empowerment and sustainability.

In order to promote sustainability a number of strategies should be adopted from institutions and organisations, and the following three are among the most prominent ones according to United Nations Environment Programme (UNEP, 2005):

Storytelling:

- Use storytelling to make sustainability issues more relatable and emotionally engaging. Use real-life examples and personal experiences to illustrate the impacts of sustainability issues on people and the planet.
- Highlight the positive impacts of sustainability efforts to inspire and motivate action.

Framing Messages:

- Use positive framing and language to inspire action and motivate behaviour change.
- Focus on the benefits of sustainability efforts, such as improved health, cost savings, and a better quality of life.
- Use clear and simple language to ensure that your message is easily understood by a broad audience.

Engaging with Stakeholders:


- Identify key stakeholders and tailor your message to their specific interests and needs.
- Use multiple channels of communication to reach a diverse audience, including social media, email, and in-person events.
- Encourage feedback and dialogue with stakeholders to build trust and credibility, and to gather valuable insights that can inform sustainability initiatives.
- By using these strategies for communicating sustainability, you can effectively engage with stakeholders, inspire action, and drive positive change towards a more sustainable future.

The activities described in this module provide learners with practical tools and strategies on how to communicate sustainability effectively and creatively. The activities are intended to support learners to engage with their own strategies which promote sustainability and reflect on whether they are efficient (or not) or whether new insights might be considered useful for improving sustainability communications. All in all, the activities suggested in this module aim at making people understand that change is possible; we only have to approach it imaginatively.

References/further reading

FAO-Dimitra Project. (2009). Communicating Gender for Rural Development. Available at: <https://www.fao.org/docrep/014/am319e/am319e00.pdf>

Renn O. (2006). Participatory processes for designing environmental policies. *Land Use Policy*, 23: 34-43.

United Nations Environment Programme. (2005). Communicating Sustainability: How to produce effective public campaigns. Available at: [https://wedocs.unep.org/bitstream/handle/20.500.11](https://wedocs.unep.org/bitstream/handle/20.500.11822/8317/-Communicating%20sustainability_%20how%20to%20produce%20effective%20public%20campaigns-2005Communicatingsustainability.pdf?sequence=4&%3BisAllowed=y%2C%20Spanish%7C%7Chttps%3A//wedocs.unep.org/bitstream/handle/20.500.11) 

» Line Ups: introducing communication for sustainability «

Objectives



- Energise the group
- Develop non-verbal communication and collaboration
- Promote teamwork
- Reflect on the importance of communication for sustainability

Activity Details



- Material: N/A
- Duration: 10-20 minutes
- Group size: 5-20 persons

Instruction



- The facilitator asks participants to stand all together in the middle of the room.
- The facilitator asks the group to create a single file line from one side of the room to the other according to several objectives (e.g., according to shoe size or birth month) and in a given amount of time (e.g., in 15 or 10 seconds).
- The facilitator highlights that the participants are not allowed to talk while putting themselves in a line so they should communicate the task non-verbally.
- The game will be played in rounds, which means after the end of every round the participants all go back into the middle of the room.
- After 3-4 rounds, the group goes back to their seats and the facilitator proceeds with the reflection.

Tips for the facilitator



- The following ideas can be used for the rounds.

Names from A – Z
Month of birth (and even date and month)
Shoe size
Number of siblings
Length of hair
Color of the eyes
The time they need in the morning to prepare for work
The time they need to commute to work

- The difficulty of each round can be increased by decreasing time given to execute.
- Some music can be played when the participants go back into the middle of the room.
- In case there is not enough space in the room and the weather allows, an outside space may be used.

Reflection



- Did you like the activity?
- What strategies did you use to put yourself into the correct spot in the line?
- Was it difficult for you to communicate non-verbally?
- Do you think communication in general is difficult?
- What does communication for sustainability stand for you?
- Is it possible to communicate and promote sustainability in verbal and non-verbal ways? Which is more effective? Why?
- Let's find out more on how to effectively communicate sustainability!

» Communicating sustainability through case studies «

Objectives



- Assess whether some sustainability campaigns/actions are successful communicatively.
- Reflect on criteria that make communication for sustainability successful.
- Develop critical thinking and discussion skills.

Activity Details



- Material: Handout with case studies (see material section), flipchart paper, markers, facilitator's note (see material section)
- Duration: 60-90 minutes
- Group size: 5-20 persons

Instruction



- The facilitator divides the participants into groups of 4 to 5 persons.
- The facilitator assigns a case study to each group without the accompanying text. The facilitator asks the learners to glue their case study in the middle of a flipchart and then discuss and write down:
 - a) What is the case study about?
 - b) What is the main message communicated?
 - c) Which are the symbols/elements used to communicate the message?
 - d) And how do you feel about the way it is communicated?

The facilitator gives 30 minutes for this.

- After 30 minutes, the learners come back in plenary and present their case studies to the rest.
- After each presentation, the facilitator reads the accompanying text and discusses with all learners which are the elements that made their initial guesses and reflections valid or not.

- The facilitator should emphasise the way the case study text is relevant to the images, symbols, words, etc. presented.
- Following the presentation from each group and the collective discussion, the facilitator asks the learners to go back into their groups and create a success criteria column, namely a column in which they present the criteria that make a sustainability action/campaign successful.
- The facilitator gives them 10 minutes for this.
- After 10 minutes, all groups write their criteria on a flipchart paper that the facilitator puts in the middle of the room.
- The facilitator wraps up the activity by highlighting the criteria identified and stressing out the importance of how messages and symbols are used to communicate for sustainability. The facilitator can use the facilitator's note (see material section) to better facilitate the discussion.

Tips for the facilitator



- The facilitator can use case studies from the publication *Communicating Sustainability*, as they are suggested in the annex. The case studies come from diverse geographical, social, and economic contexts which make the discussion more interesting as to how we successfully communicate for sustainability. Of course, the facilitator may find other cases of sustainability campaigns/actions that suit better to the local context of the learners.
- The facilitator shall walk around and support each group when discussing the initial set of questions.
- The facilitator's note may be used to better facilitate the discussion throughout the activity.

Reflection



- How did you like the activity?
- When you were working in groups, did you agree on all different elements you identified? If not, how did you resolve your disagreements?
- Do you believe it's easy to communicate sustainability? Why? Why not?
- Do you believe that sustainability is promoted/communicated in an effective way today? Why? Why not? What would you change?

SUPPORTING MATERIAL AND FURTHER INFORMATION

Case studies can be used taken from the publication Communicating Sustainability developed by United Nations Environment Programme, available here:

https://wedocs.unep.org/bitstream/handle/20.500.11822/8317/-Communicating%20sustainability_%20how%20to%20produce%20effective%20public%20campaigns-2005Communicatingsustainability.pdf?sequence=4&isAllowed=y%2C%20Spanish%7C%7Chttps%3A//wedocs.unep.org/bitstream/handle/20.500.11



The facilitator's note can be used to actively engage the learners in meaningful discussion. It can be found in the material section at the end of the curriculum.

» Designing my own awareness-raising sustainability campaign «

Objectives



- Improve communication skills and competences by following a step-by-step approach on how to develop an all-encompassing awareness-raising campaign.
- Enhance collaboration and creativity through joint efforts in developing an awareness-raising campaign.
- Sensitise participants to the importance of their role in organising and actively participating in awareness-raising promotion about sustainability.

Activity Details



- Material: Flipchart paper, markers, handout (see material section), facilitator's note (see material from activity 2)
- Duration: 90-125 minutes
- Group size: 10-25 persons

Instruction



- The facilitator divides the participants into groups of 4 to 5 persons and gives them a flipchart paper and markers.
- The facilitator says that each group will design an awareness-raising campaign (it can be a series of events or a single action) for the promotion of sustainability.
- Each group will select their own main topic, but the facilitator can already suggest a few topics, such as zero waste, my ecological footprint, water and waste management inside our institution, upcycling, responsible consumption/local products, etc.
- The facilitator gives each group 5 minutes to co-decide on their main topic.
- As long as each group has selected their main topic, the facilitator informs them that they will have 50 minutes to design their sustainability campaign/event.

- The facilitator hands them over a guide to assist them during the designing process. The facilitator mentions that participants can use inspiration from the internet during the design, but they should follow each step of the guide carefully.
- The facilitator encourages the learners to draw images that will accompany their campaign and come up with imaginative slogans.
- After 50 minutes, the facilitator calls the groups back to the plenary. Each group has 7 minutes to present their campaign following the guide and any visual elements they created.
- After all presentations have finished, the facilitator initiates a discussion with all participants about the elements that made the campaigns successful, while asking participants their thoughts on the campaigns presented today.
- The facilitator can enrich the discussion with the support of the facilitator's note that is available in the annex of activity 2.

Tips for the facilitator



- The facilitator should mention that all participants should respect each other when working in groups and the ideas presented should be a result of collaboration. It is important to be mindful of participants taking more space than others.
- Careful time management is important so that all groups have time to present and discuss their ideas. The time depends on the number of participants, so it is better to have registrations to the workshop beforehand.

Reflection




- How did you like the activity?
- What were the main obstacles you came across when designing your campaign?
- Do you think that sustainability campaigns today need to be improved? Do you see your voices reflected on today's sustainability campaigns?

SUPPORTING MATERIAL AND FURTHER INFORMATION

The handout for the learners can be found in the material section at the end of the curriculum.

Inspiration from the following sustainability campaigns can be taken:

The Top 10 Sustainability Campaigns of All Time:

<https://onetribeglobal.com/blog/the-top-10-sustainability-campaigns/> 

Sustainable marketing strategies to spark inspiration:

<https://www.sookio.com/blog/sustainable-marketing-campaigns-to-spark-inspiration>

The 5 best modern sustainability marketing campaigns:

<https://www.thedrum.com/news/2023/02/21/the-5-best-modern-sustainability-marketing-campaigns>

» If it's not on video, it didn't happen «

Objectives



- Enhancing awareness of the importance of coming up with creative content, especially slogans.
- Improving skills on preparing a short video that promotes sustainability.
- Improving collaboration between participants who feel sustainability should be prioritised inside and outside their institutions.

Activity Details



- Material: Room with the possibility to sit in a circle, move and work in small groups, laptop and projector, a couple of smartphones and access to the internet, handout for learners (see material section), flipchart paper, markers
- Duration: 60-90 minutes
- Group size: 5-20 persons

Instruction



- The facilitator asks the learners about the last short video/clip they watched on the internet (e.g., via Instagram, TikTok, other media platforms) and really liked. Alternatively the facilitator can show them some sustainability videos (see further links).
- The facilitator discusses with the learners what makes videos go viral and what not. The facilitator writes down the comments.
- The facilitator divides the learners into smaller groups of 4-5 persons and gives them the task to film a 30-seconds video about what someone can do in order to become a more responsible and sustainable consumer. The facilitator mentions that this topic is optional and that each group is free to choose a different topic relevant to sustainability.
- The facilitator explains that before shooting their video, it is important to write down on the flipchart paper the process of their action planning and building. It should be highlighted that their video should be around a central message they wish to communicate and promote.

- The facilitator gives each group 30 minutes to plan their video and come up with their slogan. The facilitator gives each group a handout (see material section) which includes tips on how to write successful messages that promote sustainability.
- After 30 minutes, the facilitator asks the groups to start filming and editing (if needed) their short videos. The learners can use their phone camera, or TikTok, or Snapseed, or whichever platform and editing tool they prefer.
- The facilitator gives the learners 20 minutes to create their videos. The learners should act fast and creatively.
- At the end, the facilitator screens the videos on a laptop/projector and discusses with the learners what they learned. If the participants like the videos and agree, the facilitator can disseminate the videos on social media as a trailer/invitation for taking action.

Tips for the facilitator



- The time should be used wisely and the learners should be urged to take advantage of their surroundings so they come up with a creative video and slogan.
- The facilitator should tell the learners to focus on what's important for them to communicate and select a topic that is close to their institution's mission and goals.

Reflection



- How did you like the activity?
- Was it difficult or not to come up with a creative slogan? Why? Why not?
- Do you feel that videos are an effective communication tool for sustainability? Why?

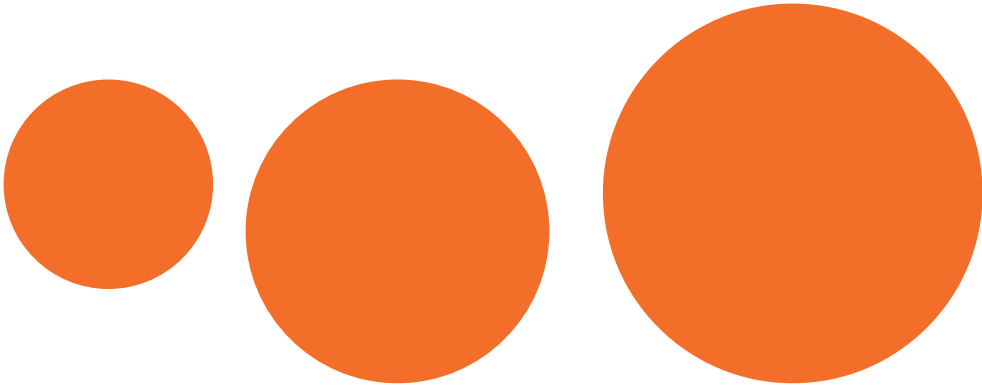
SUPPORTING MATERIAL AND FURTHER INFORMATION

The handout for the learners can be found in the material section.

Inspiration for sustainability videos

Angel, Chang: The life cycle of a t-shirt. Available at:
https://www.youtube.com/watch?v=BiSYoeqb_VY&t=79s

Greenpeace International: The Story of a Spoon. Available at:
<https://www.youtube.com/watch?v=eg-E1FtjaxY>



Material Section

Module 1, Activity 2: Sustainability Quiz

1. What are the roots of the term sustainability?

- 1) In fisheries
- 2) In forestry
- 3) In pedagogy/education

Information: The term originally comes from forestry and meant that only as many trees are cut down as can grow back - so that the forest is permanently preserved.

2. When did the United Nations Conference on Environment and Development take place, which is considered a milestone on the way to global sustainable development?

- 1) 1985
- 2) 1992
- 3) 2002

Information: Agenda 21 was formulated as the final document of the conference in Rio de Janeiro, in which 178 states participated - a comprehensive action programme for sustainable development in the 21st century.

3. What is the aim of sustainable development?

- 1) To enable a dignified life for all people worldwide while permanently preserving the natural foundations of life.
- 2) Restricting global industrial production in order to reduce global CO₂ emissions and secure our ecological livelihood.
- 3) Strengthen global economic, trade and financial policies through global trade inter-connections and trade agreements.

Information: This means that all people in the world can live a life in peace, without hunger and poverty, with access to medical care and education, while at the same time protecting water, soil, air, climate and biodiversity.

4. Development is sustainable when ...

- 1) ...exclusively the needs of the current generation are met.
- 2) ...exclusively the needs of future generations are secured.
- 3) ...both the needs of the present generation are met and those of future generations are secured.

Information: This definition of sustainable development was already published in 1987 by the United Nations Commission on Environment and Development in the so-called Brundtland Report (named after the then Norwegian Prime Minister and Commission Chair Gro Harlem Brundtland).

5. Sustainable development refers to...

- 1) ...ecological aspects.
- 2) ...ecological and social aspects.
- 3) ...ecological, social and economic aspects.

Information: There are various models in which the three aspects intertwine in different ways, e.g. the 3-pillar model, the sustainability triangle, the intersection model, the priority model or the "strong sustainability" model. Sometimes culture is included as a fourth aspect in addition to "ecology, economy and social affairs".

6. How many Sustainable Development Goals were defined in the Agenda 2030?

- 1) 17
- 2) 8
- 3) 169

Information: The Sustainable Development Goals were adopted by the United Nations in 2015 with the 2030 Agenda. They are consisting of 17 overarching goals with 169 sub-goals.

7. Which countries are targeted by the Sustainable Development Goals (SDGs)?

- 1) Countries of the European Union and North America
- 2) Countries of Africa, Latin America and Asia
- 3) All countries of the world community

Information: Unlike earlier sustainable development programmes, the 17 Sustainable Development Goals apply equally to all countries. Countries of the Global North are also required to implement the goals.

8. To measure the state of development and progress, ...

- 1) ... only people's income is taken as a basis worldwide.
- 2) ... there are various benchmarks worldwide, such as income, people's happiness or the well-being of nature.
- 3) ... the number of technological goods produced in a country is recorded.

Information: Examples: Gross Domestic Product (GDP) measures the economic performance of an economy. The Human Development Index is also known as the prosperity indicator and takes into account GDP, life expectancy and the length of education of the people in a country. The World Happiness Index measures the life satisfaction of a country's people based on factors such as GDP, life expectancy, trust in the economy and government, etc. The Happy Planet Index indicates how happy and resource-conserving people live in a country.

9. The Happy Planet Index indicates how happy and sustainable people live in a country. Which country performed best in 2022?

- 1) Canada
- 2) Thailand
- 3) Costa Rica

Information: The Happy Planet Index is calculated using subjective well-being (based on data from the World Happiness Report), average life expectancy (based on data from the Human Development Report) and sustainability (based on data from the Global Footprint Network).

10. What are planetary boundaries?

- 1) They describe the atmospheric layers through which no oxygen can escape into space.
- 2) They describe the ecological limits that must be respected in order to preserve the foundations of human life.
- 3) They describe the amount of fossil resources still available in the ground.

Information: Ecological limits of the earth are e.g. climate, freshwater resources, oceans and biodiversity. Scientists speak of nine processes that define the Earth's boundaries: Climate change, loss of biodiversity, ocean acidification, ozone depletion, atmospheric aerosol pollution, biogeochemical cycles, freshwater consumption, land use change, introduction of new substances.

11. The planetary boundaries today are...

- 1) ...completely exceeded.
- 2) ...not yet crossed.
- 3) ...partly crossed.

Information: Six of the nine limits of our planet's capacity have already been exceeded. Particularly evident is the loss of biodiversity (species extinction has multiplied in recent years, one in eight species is threatened with extinction), the increased introduction of new substances (e.g. chemicals and plastics into nature) and the alteration of biogeochemical cycles (industry and agriculture have severely unbalanced the vital nitrogen and phosphorus cycles).

12. What does the ecological footprint measure?

- 1) The area of land required by a person or a country to meet its resource needs.
- 2) The area lost as habitat each year (e.g. through land sealing).

- 3) The area of soil that is polluted by heavy metals.

Information: The ecological footprint is expressed in "global hectares" (gha). The basis for the calculation is the average productivity of the area of land on our planet. The personal footprint can also be calculated. Four areas are included: food, housing, mobility and consumption. You can calculate your personal footprint here: <http://www.footprintcalculator.org/home/en>

13. How many earths would humanity need if it continued to live as it does today, and thus consume as many resources as it does today?

- 1) 1
- 2) 1,5
- 3) 1,75

Information: This score refers to the world average. There are big differences between countries. If all people lived as they do in the USA, for example, we would need 5.1 Earths (Australia: 4.5 Earths, Germany: 3 Earths).

14. What is Earth Overshoot Day?

- 1) The day when lights are turned off for one hour around the world to remind people that saving energy is important.
- 2) The day of the year after which humans consume more natural resources than the earth produces.
- 3) The day when the earth can no longer produce natural resources.

Information: Earth Overshoot Day is calculated by the Global Footprint Network. On this day, humanity has consumed the natural resources that are actually available to it for the whole year. This is because the Earth needs one year to regenerate this amount of natural resource.

15. When was Earth Overshoot Day 2022 (worldwide)?

- 1) 28. May
- 2) 28. July
- 3) 28. October

Information: In 2022, Earth Overshoot Day was reached on 28 July, in 2021 on 29 July. There are major differences between single countries (for 2022 e.g. Qatar: 10 February, Germany 4 May, Mexico 31 August, Indonesia 3 December, Jamaica 20 December).

Module 2, Activity 1: My Own Learning Experience

Task for the learners, that can be printed:

- (1) Take a walk together and discuss the following question.
You have 20 minutes. Make sure that you both get a chance to speak.

Think about the history of your life - what makes you special? Which personal (learning) experiences, stations in life, people have triggered a lasting change in your patterns of values, thinking and behaviour?

- (2) Afterwards, get together in small groups of 3 (not with those you have been walking with). Share your experiences and thoughts. Collect generalisable aspects on cards:

What factors favour transformative learning? What and how would we have to learn / What would education have to look like to be transformative?

You have 20 minutes. Make sure that everyone has a chance to speak. Afterwards, present the cards in plenary.

Variation:

Think about the history of your life - what makes you special? Which personal (learning) experiences, stations in life, people have triggered a lasting change in your patterns of values, thinking and behaviour?

Visualise your story by drawing a river. Imagine your life story as a river, from your birth until today - what does it look like? What curves, rapids, waterfalls, stones are there?

Module 3, Activity 1: How To Lead a Sustainable Life

Do you:	Leave the lights on when you go to sleep or leave your home?
	Use LED lights or ordinary?
	Use proper window isolation?
	Often turn on the washing machine on high temperature degrees?
	Use a washing machine for the dishes?
	Have a long bath or a short shower?
	Leave the tap on while doing other activities (washing the teeth for example)?
	Buy water in plastic bottles?
	Print all the needed materials during working hours?
	Shop for products from local manufacturers or international companies (food, clothing, etc.)?
	Recycle plastic/glass/paper?
	Place recycling bags and encourage recycling when organizing events/parties?
	Live in a big house or small apartment/house?
	Use the bicycle, car, foot, train or bus to go to work?
	Manifest care for other living creatures and the planet?
	Often discuss topics regarding sustainability?
	Compost your leftovers of food, giveaway or store them for further consummation?
	Visit bars and restaurants that are eco-friendly?
	Reuse your clothes or repair them?
	Buy clothes from second hand shops?
Often go shopping for different items, buy a lot of things on a daily basis?	
Do activities that support marginalized groups or fight for someone's rights (protest/petition)?	
Volunteer in an organization that somehow contributes to accomplishing any of the SDGs?	

Module 3, Activity 2: Sustainable Tourism

Introduction of the stories:

You are given few exotic choices to select from for your next vacation. Assuming that you have the money and time to travel totally carefree. Or so you think. Each destination comes with a brief summary of a once in a lifetime travel, long beautiful beaches, some with nice hotel architecture, crystal clear water, affordable and tasty food, party 24/7 (or mountains, forests), kids-friendly, some pets-friendly.

Case no.1:

A luxury 5-star hotel welcomes you, with a wonderful natural surrounding and a magnificent landscape. Our rooms are skillfully divided to have enough space for everyone, so everybody can feel comfortable. It is built by a famous architect and even the view of the hotel itself is stunning. The climatization system is of high quality and you can feel warm enough in the winter and cool during the summer. Feel playful around our hotel with pools and playgrounds for your children - we can assure you, you will never feel bored!

- You check your offer at the agency, but one week before departure you meet reliable friends that narrate the story behind your stay at the same hotel which they visited....

...The hotel where you'll be staying is built on a biodiversity hot-spot, among few other hotels which are overcrowded during the season and it overloads the waste management system. The building is made from a strong sustainable material and energy efficiency is on the highest level. The windows use excellent isolation material. They use mostly LED lightning. The heating system mainly uses solar energy.

There are a lot of activities organized in and around the hotel, like playground for children, pool etc.

At the bar they mostly use bottles made from glass, and the menu at the restaurant is approachable with a QR code. The food at the restaurant follows internationally cooked recipes. The staff employed at the restaurant lives in the nearby village and their income fully depends on the hotel maintenance. The hotel is 300 km away from your city and the travel agency offers that you travel by train....



References of the pictures:

Picture no1: Manuela Jaeger <https://pixabay.com/photos/hotel-hotel-rooms-home-decoration-1749602>

Picture no.2: Sebastian Ganso <https://pixabay.com/photos/water-glass-bottles-bottles-2001912/>

Case no.2:

The most prestigious airlines are offered on these tours. It is all well worth your time and money. Fairytale-like bungalows are waiting for you and don't you worry - the heating system is of great quality. You can visit numerous places around your accommodation and wonderful sites. And above all there is a party going on every night with great music and famous DJ's.

You open the online forum that you often visit where opinions are given from world-known travellers. Suddenly, a week before departure, you read the following story, which is liked and mostly confirmed...

...You arrive with a plane in a touristic city 300 km away from home. The bungalows where you'll be staying are mostly made of wood. The nights are very cool and the heating system is mostly from heaters and radiators. There is a tourist guy that meets you on your arrival and gives you guidelines on the important natural and cultural heritage of the place including some sites you can visit and offers to inform you on its further preservation. You can easily approach some local restaurants where traditional food and drinks are offered. At the entrance of the event that you go to visit at night there are plastic bottles served on every corner (water, juices, beer etc.)



References of the pictures:

Picture no.1 Hans Aldenhoven: <https://pixabay.com/photos/house-bungalow-architecture-old-3162005/>

Picture no.2 Willfried Wende <https://pixabay.com/photos/bottles-plastic-recycling-4276208/>

Case no.3:

Finally, you find your accommodation through an app, and start reading the comments left by former visitors. They arrived at the hotel after a long ride. The hotel has its own parking lot. It has a garden with many trees, and benches made from recycled pallets. The hotel recycles waste, and has every room equipped with containers for separate collection. Its heating system is with radiators, heated with a pellet wood stove. The windows are old, and leak a lot of cold air. The hotel has only efficient electrical appliances. Its interior is decorated with old items from local culture, and paintings from local artists. All of the hotels vegetables and fruits come from the local village, and the juices they serve come with a bamboo straw! It is located at an area near many bus lines and a metro station.



References of the picture:

Aiselin82: https://www.istockphoto.com/de/foto/bambusstrohhalme-auf-wei%C3%9F-gm1183082834-332488858?utm_campaign=srp_photos_noresults&utm_content=https%3A%2F%2Fwww.pexels.com%2Fsearch%2Fbamboo%2520straw%2F&utm_medium=affiliate&utm_source=pexels&utm_term=bamboo+straw

References/Further reading:

UNWTO: Sustainable Development; Available at: <https://www.unwto.org/sustainable-development>

Wardle, R. (2021): What is sustainable tourism and why is it important?; Available at: <https://www.futurelearn.com/info/blog/what-is-sustainable-tourism>

Green Ideas For Tourism: Sustainable tourism: What is sustainable tourism?; Available at: <http://www.greentourism.eu/en/Post/Name/SustainableTourism>

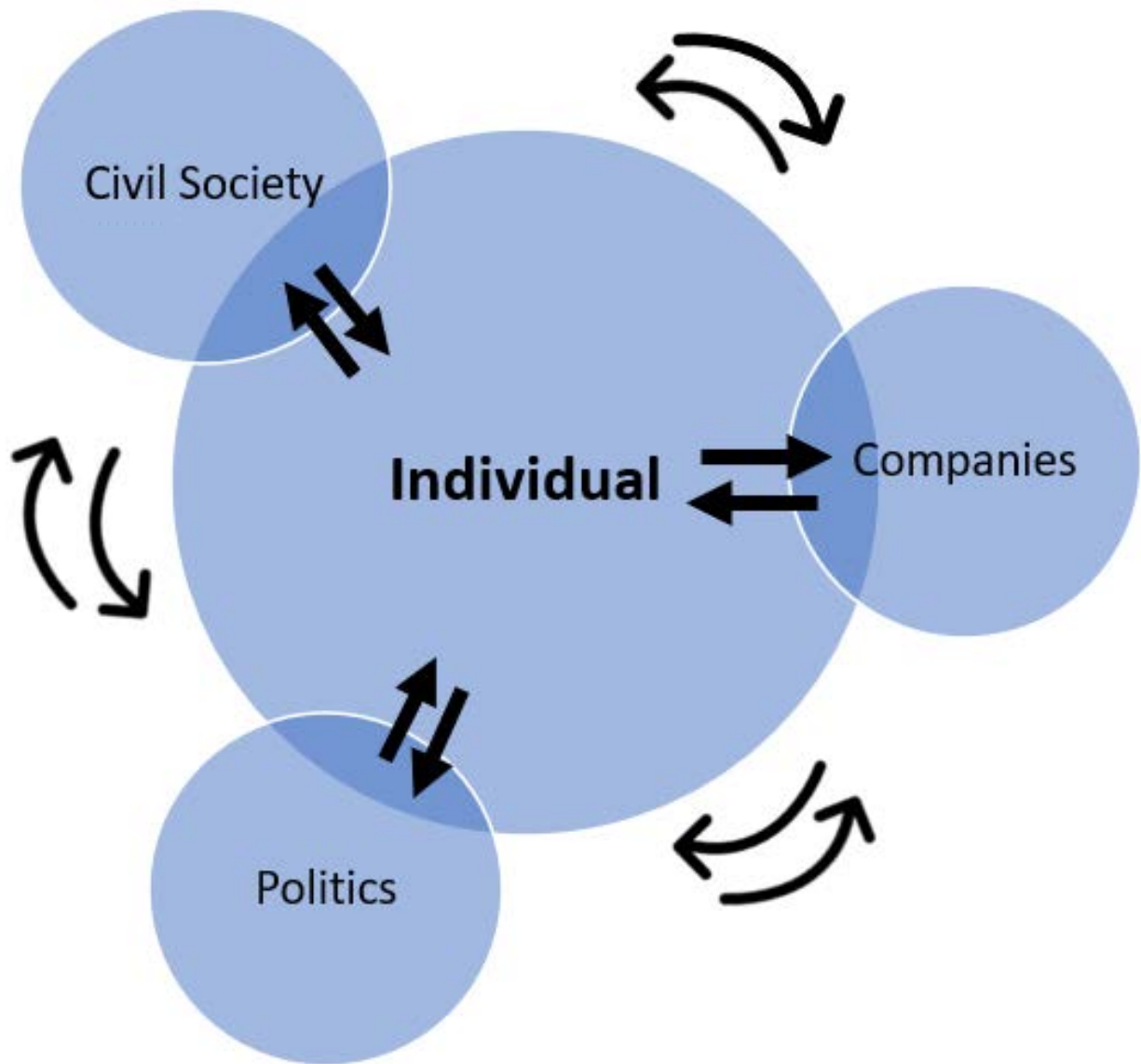
Statistical information about food waste

In the EU-28, households, processing, and food service are the three main drivers of food wastage along the food supply chain. Looking at the disposal of all food resources (i.e., edible and inedible or avoidable and unavoidable food wastage), the largest amount of food wastage occurs in households, followed by processing and the food service industry. For Germany, Schmidt et al. estimate that around 6.14 million tons (52%) of food are wasted in households, 2.17 million tons (18%) are lost in processing, and 1.69 million tons (14%) are lost or wasted in the food service industry. However, if, in contrast, only the disposal of edible food resources or avoidable food wastage is considered, the order of the main drivers of food wastages changes. While households remain the main contributor to avoidable food waste, the second-largest contributor to avoidable food waste is then the food service industry, including canteens and restaurants. This pattern is also evident in other studies and illustrates that both households and the food service industry represent an important stage with a high potential for reducing avoidable food waste".

Reference:

Diekmann, L.; Germelmann, C. C. (2021): Leftover Consumption as a Means of Food Waste Reduction in Public Space? Qualitative Insights from Online Discussions; Available at: <https://www.mdpi.com/2071-1050/13/24/13564>

Module 4, Activity 3: Who can change things?



Module 5, Activity 2: I lost the words

Examples for sentences:

1. It is important to _____ the use of printers and use them only when really _____. Documents, presentations, emails can also be read on _____.

(Missing words: limit/reduce - necessary/needed- computers/monitors)

2. When the PC will not be used for a few hours, it would be appropriate to turn it _____. For shorter periods, such as the lunch break, you can get into the habit of putting it on standby, or at least turn off the_____, to avoid unnecessary _____ consumption.

(Missing words: off - monitor - energy)

3. Most people prefer to move around with their own _____. There are many _____ solutions that can be adopted such as: using the _____, public transports or sharing the journey by car with other people.

(Missing words: car - alternative/sustainable/low consumption - bike/bicycle)

4. To reduce the use of _____ containers, you can use reusable water bottles to be filled from time to time, instead of buying them at vending machines or in the stores. The use of reusable water bottles reduces plastic _____ and costs, both for the company and for the employee.

(Missing words: plastic- consumption/usage/waste)

Possible questions for the quiz:

1. Which of the following is a common obstacle faced by sustainable educational organizations?

- 1) Lack of funding
- 2) Resistance to change
- 3) Difficulty in measuring impact
- 4) All of the above

Explanation:

1. Lack of funding.

This is due to two factors: Lack of Awareness and Perception of High Costs. Many are not aware of the positive impact sustainability can have. Moreover, there is a common perception that sustainable practices are expensive.

2. Resistance to change:

Sustainable practices often require significant changes in behaviour and mindset, which can be difficult for individuals and organizations to embrace.

3. Difficulty in measuring impact: limited metrics for measuring impact exist. Measuring the impact of sustainable practices can be difficult, especially in the short term. Traditional metrics such as financial returns may not fully capture the social and environmental benefits of sustainability.

2. What is a sustainable organization?

- 1) An organization that focuses on ways to better pollute the environment.
- 2) An organization that balances social, environmental, and economic considerations.
- 3) An organization that only focuses on environmental considerations.
- 4) An organization that does not consider sustainability in its operations.

Explanation:

Definition: A sustainable organization is a business or non-profit entity that operates in a way that balances social, environmental, and economic considerations. Such organizations aim to minimize their negative impacts on the environment and society, while maximizing their positive contributions.

Sustainable organizations typically focus on implementing environmentally friendly practices and prioritize social responsibility. Ultimately, they strive to create value for all stakeholders in a responsible and sustainable way.

3. What are some examples of sustainable practices that organizations can adopt?

Choose the wrong one.

- 1) Using renewable energy sources
- 2) Reducing waste and increasing recycling
- 3) Implementing sustainable supply chain practices
- 4) Encourage the use of cars

Explanation:

Cars are a major source of greenhouse gas emissions, which contribute to climate change and other environmental problems. Encouraging the use of cars for organizations can lead to increased traffic congestion and air pollution, as well as greater reliance on fossil fuels.

Encouraging the use of cars can also discourage the use of alternative modes of transportation, such as public transit, biking, and walking. These modes of transportation are often more environmentally friendly, cost-effective, and can contribute to public health.

4. What is the role of technology in green practices in sustainable organizations?

- 1) Technology is not important for green practices
- 2) Technology is too expensive to be used in sustainable organizations
- 3) Technology can only be used for short-term sustainability solutions
- 4) Technology can help organizations reduce their environmental impact

Explanation:

The role of technology in sustainable organizations is important because it helps reduce their environmental impact. For example, technology can help organizations reduce energy consumption, greenhouse gas emissions and increase efficiency. It can also help organizations track their resource use, waste generation, and emissions, which can enable them to identify areas where they can reduce their environmental impact. In addition, technology can facilitate the use of renewable energy sources and the development of sustainable products and services. While technology may require an initial investment, it can ultimately lead to cost savings and increased profitability for organizations that adopt green practices.

5. What is the institutional approach in sustainability?

- 1) A focus on improving individual behaviour to promote sustainability
- 2) A focus on improving the sustainability of organizations
- 3) A focus on creating laws and regulations to promote sustainability
- 4) A focus on market-based solutions to promote sustainability

Explanation:

The focus is to improve the sustainability of organizations. This means that instead of solely focusing on individual behavior, the institutional approach looks at how organizations, such as businesses or governments, can be made more sustainable. This can involve changes to the way organizations operate, such as their supply chains or resource use, as well as the policies and regulations that govern their activities. By focusing on improving the sustainability of organizations, the institutional approach seeks to make a larger, more systemic impact on sustainability issues.

6. What is an example of a green practice in sustainable organizations?

- 1) Reducing waste and recycling materials
- 2) Increasing energy consumption
- 3) Promoting the use of single-use plastic products
- 4) Encouraging unsustainable resource extraction

Explanation:

This is a practice that prioritizes environmental impact over financial gain, as it may require an initial investment to implement but can result in long-term cost savings. By reducing waste, organizations can minimize their environmental impact by conserving resources, reducing greenhouse gas emissions, and minimizing the amount of waste that ends up in landfills or other disposal sites. Recycling materials can also help to conserve resources and reduce waste, as it can extend the life of materials and prevent the need to extract new resources. In addition to the environmental benefits, reducing waste and recycling can also have social benefits by creating jobs in the recycling industry and reducing the health and environmental risks associated with waste disposal.

7. What is the role of sustainable organizations in recycling?

- 1) To avoid recycling as it is costly and inefficient
- 2) To encourage the use of disposable products
- 3) To promote the wrong following of local recycling guidelines
- 4) To implement recycling programs and promote waste reduction

Explanation:

Sustainable organizations play an important role in promoting recycling and waste reduction because they understand the importance of reducing their environmental impact.

Implementing recycling programs and promoting waste reduction can help organizations reduce their waste disposal costs and demonstrate their commitment to sustainability to customers and stakeholders.

By reducing their waste and promoting recycling, sustainable organizations can help conserve natural resources, reduce greenhouse gas emissions, and protect the environment.

Additionally, recycling and waste reduction programs can help organizations achieve regulatory compliance, improve their brand reputation, and attract environmentally conscious customers.

Overall, promoting recycling and waste reduction is an important aspect of sustainability that can benefit both organizations and the environment.

8. Why is it not enough to rely solely on changing individual behaviour to promote sustainability?

- 1) Individual behaviour is not sufficient to create large-scale change
- 2) Individual behaviour is not important for sustainability
- 3) Individual behaviour is too expensive to change
- 4) Individual behaviour is too difficult to change

Explanation:

While individuals can make sustainable choices in their daily lives, such as using public transportation or reducing their energy consumption, these actions alone are not enough to create large-scale change. To create real change, organizations must also adopt sustainable practices that reduce their environmental impact. This could include implementing green technologies, reducing waste, and using renewable energy sources. By making sustainable practices a priority, organizations can help to shift the entire industry towards more sustainable practices. However, individuals can still play a role in promoting sustainability by advocating for change and supporting organizations that prioritize sustainability.

9. What is the role of organizations in promoting sustainability?

- 1) Organizations have no role in promoting sustainability
- 2) Organizations can only promote sustainability through government action
- 3) Organizations can create large-scale change by implementing sustainable practices
- 4) Organizations can only promote short-term sustainability solutions

Explanation:

This means that organizations have a responsibility to not only reduce their own environmental impact, but also to help shift the entire industry towards more sustainable practices. This could include implementing green technologies, reducing waste, using renewable energy sources, and developing sustainable products and services. By prioritizing sustainability in their operations, organizations can help to reduce their environmental impact, save costs, and improve their reputation with customers and investors who value sustainability. Additionally, organizations can also play a role in promoting sustainability through partnerships and collaborations with other organizations and stakeholders. By working together, organizations can create a more sustainable future for everyone.

10. How can sustainable organizations influence policy and regulation?

- 1) By lobbying governments to promote sustainable practices
- 2) By partnering with NGOs to advocate for sustainability issues
- 3) By participating in international sustainability agreements
- 4) All of them

Explanation:

The question asks about the role of sustainable organizations in influencing policy and regulation. This is an important aspect of sustainability, as policy and regulation can play a critical role in driving sustainable practices across industries and society as a whole.

Sustainable organizations can influence policy and regulation in a number of ways:

1. Engagement in advocacy efforts: sustainable organizations can engage in advocacy efforts to promote sustainability issues. Advocacy efforts can include public education campaigns to raise awareness about the importance of sustainability and encourage public support for sustainable policies.
2. Lobbying: this can be particularly effective when done in collaboration with other organizations and stakeholders, as it can amplify the voice and influence of sustainability advocates. Lobbying can involve meeting with lawmakers, writing letters and petitions, and engaging in other forms of political advocacy to push for change.
3. Partnerships with NGOs: Sustainable organizations can also partner with NGOs and other stakeholders to amplify their voices and provide additional resources and expertise to drive change.
4. Participation in international agreements and initiatives: Sustainable organizations can participate in international agreements and initiatives that promote sustainability. By participating in these agreements, organizations can signal their commitment to sustainability and help to drive change at a global level.

By working together with other organizations, governments, and stakeholders, sustainable organizations can help to drive change and promote a more sustainable future.

Module 6, Activity 2: Communicating sustainability through case studies

Facilitator's note

Preserving nature, avoiding the worst impacts of climate change, working for a better, more equal world – these are things that benefit people alive today as well as people in the future. And there's no shortage of sustainable products, services and ways of living. But most people still aren't choosing them. Pretty much anyone you ask, or survey will say they care about sustainability issues and are trying to do their bit. People want a sustainable world. But these words aren't matched with action. It's better than it used to be. But there still aren't enough people or organisations buying into sustainability.

The current visual language of sustainability relies on clichés, used by organisations and brands regardless of their normal visual identity. All the experts we spoke to condemn this aesthetic. It's 'Stock Sustainability'. 'Stock Sustainability' is green and earthy and homespun and full of holding hands, hessian, and windmills. It's 'eco-friendly' and 'organic'. Or it's dry, dated, and corporate. Either way, it uses the same tired clichés. 'Stock Sustainability' isn't just off-brand for a lot of organisations, it's not engaging for most audiences. People don't want tired and clichéd – they want sexy, charming, funny, beautiful, new. Sustainability isn't receiving the same creativity other communication challenges do. This leads to unimaginative approaches that aren't attractive to many people. All of that means people are less likely to buy into sustainable products, services, and lifestyles.

Let's find out how we can make sustainability communications more creative! The tips below will help.

#1 KEEP IT SIMPLE: People are in information overload, especially when it comes to sustainability. So, don't try to do too much. Avoid jargon and deal with one thing at a time. Don't make things bigger than they need to be. And use images and visuals that are consistent with your topic.

#2 BRING IT CLOSER TO HOME: Sustainability issues are psychologically distant. They often feel too big for people to make a meaningful difference, too far in the future to worry about now, and too far away in the world to be relevant. This leads to disengagement. Reduce that sense of overwhelming scale and distance by using visuals that show people and places your audience can relate to – people like them in scenarios they could imagine being in. Use examples that make the topic tangible.

#3 BE HONEST: Being more sustainable is what counts. If people become sceptical, any benefits from talking about sustainability are lost. The visual cues that imply sustainability to most people – and build positive engagement and opinion – lose any power the moment your audience doubts you. Don't try to dress anything up or make it sound better than it is. And avoid inauthentic authenticity.

#4 IT DOESN'T HAVE TO LOOK ECO-FRIENDLY: The aesthetic and visual language that has grown around sustainability is not one that most people find engaging or relevant to them. Some of the visual metaphors for sustainability – like a plant sprouting from upturned hands – have become so overused that they've lost any real meaning or credibility. If you want to engage people, you need to find another way to show your thinking – one that's more relevant to your institution's goals and audience.

#5 NO PHOTOGRAPHY IS BETTER THAN BAD PHOTOGRAPHY: The biggest issue brands, organisations, or institutions should consider is the passivity of their images. They don't work to engage the audience. The images that work are the ones that tell stories and are rooted in specific places and people. We need a very creative and honest response to the sustainability communications conundrum. We need original and creative images that tap into brand personality and root strengths. Stock images won't inspire change – or much of anything at all. If you don't have a photo of the specific project/location you're talking about, find a solution that doesn't require photography. Photographs are powerful tools in sustainability communications, but make sure they're relevant. Stock images of trees and leaves that have nothing to do with what you're talking about are never a good look and people are quickly becoming wise to them.

References:

Wicinski, M. and Griffith, J. (2013): 5 ways to communicate sustainability beyond words; Available at: <https://www.greenbiz.com/article/5-ways-communicate-sustainability-beyond-words>

Sidlova, V. (2022): 5 tips to get sustainable messaging right; Available at: <https://www.kantar.com/inspiration/advertising-media/5-tips-to-get-sustainable-messaging-right-in-advertising>

Module 6, Activity 3: Designing my own awareness-raising sustainability campaign

Steps involved in a raising-awareness action		
Step	Description	Questions
Analysing the context and subject	<p>Framework in which the action takes place</p> <p>Issue addressed by the action</p>	<p>What?</p> <p>In what setting is the action taking place?</p> <p>What is being discussed?</p>
Formulating the objective	What the action seeks to achieve	<p>Why?</p> <p>What change is sought?</p>
Identifying target audiences	The stakeholders: individuals and groups affected by the action	<p>Who?</p> <p>Who to communicate to/with in order to meet the objective?</p>
Choosing channels of communication	Ways of communicating between and with stakeholders	<p>How?</p> <p>What channels are accessible to (different) people, and are compatible with their lifestyles?</p>
Designing the message	Content which encourages action to meet the objective	<p>What to communicate?</p> <p>What message to convey to achieve the desired change?</p>
Provisional planning and budgeting	Organisation of activities in time and space and mobilisation of resources	<p>When? Where? How much?</p> <p>Timetable?</p> <p>Places where the action is to take place?</p> <p>Human and financial resources?</p>
Developing the monitoring and evaluation system	Mechanisms and procedures for collecting and analysing qualitative and quantitative data	<p>How to verify and measure:</p> <p>progress towards achieving the result?</p> <p>the result achieved?</p> <p>the outcomes and impact of the action?</p>

Source: adapted from Communicating Gender for Rural Development (FAO, 2009).

Module 6, Activity 4: If it's not on video, it didn't happen

Tips on how to effectively communicate your sustainability message

#1 PUT YOUR AUDIENCE FIRST: Write too technically and you risk killing your audience's interest. But write too simply, and your audience may doubt your credibility. To achieve the right balance, you need to understand where your audience's understanding falls. Tailor your communications so the audience least familiar with sustainability jargon will understand.

#2 BRING IN DIVERSE VOICES AND OPINIONS: Sustainability communications will sound the same if they're only written by people with the same backgrounds. Bring in diverse voices and opinions to take sustainability out of its ivory tower. Involving a range of content creators lets you speak to the mainstream and push boundaries on your own communications.

#3 GET SPECIFIC: Research shows that the general public does not necessarily understand how everything in sustainability is linked together. But they do understand a great amount about sustainability topics when they are narrowed down to a specific category. So, ditch the broad, lofty statements and get down to the specifics. For instance, don't just say "this t-shirt is sustainable". Specify if it's made from 100% organic cotton, recycled polyester, or hemp. Then clarify why these attributes make it sustainable.

#4 EXPLAIN THE WHY: We don't mean the overall 'why' (we can all agree that climate change isn't great). We are talking about the specific motives behind every action. For example, did an initiative come to life because of an employee, because your participants were demanding it, or because of a new regulation? Opening the curtain to your sustainability decisions adds a human element that will make your communications more trustworthy. This isn't necessary for every single sustainability claim, but it will make your communications far more engaging than the normal laundry list of initiatives.

#5 MAKE IT PERSONAL: The use of generic language creates distance between your brand, sustainability, and your audience. Telling the human stories behind your sustainability efforts bridges that gap, making your communications more authentic. Combining this with our earlier principle of bringing in diverse voices, you also need a variety of stories to help you appeal to different people. Reflect the diversity of your organisation and audiences by publishing stories from a range of perspectives.

#6 MAKE THE FUTURE TANGIBLE: Ideally you would always talk about the now. People get the now, while the future often seems far away. But with so much of sustainability being about the future, this will not always be a choice. The only real images we have of our future are laden with resource-scarcity, natural disasters, and despair for humanity, yet negative frames are for the most part detrimental. Painting a clearer picture of what future your organisation or institution is working towards can motivate your audiences to take part in your journey.

#7 SAY IT YOUR WAY: Don't fall into the trap of using 'stock sustainability' in your writing – you probably already have a unique tone of voice that has been honed over years, maybe decades. Sustainability can be serious and technical so you may need to adjust your tone-of-voice, but it should still be your own tone-of-voice.

References:

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