

## Module 1: Take off your road to a sustainable mindset

**Mode:** 1<sup>st</sup> face-to-face session

**Length:** 5 days

**Date:** Semester 1

### Pre-requisites:

- In-service teacher that has the opportunity to try out pedagogical activities on the required dates in a relevant subject
- Commitment to completing the course
- Before the start of the first module: Participants fulfill online pre-course-activities (on Moodle)

### Pedagogy:

Module 1 based, like the whole course, on the concept of Green Pedagogy combined with the UNECE competences for sustainability.

The learning strategy in Module 1 is built upon “The ProfESus Pathway of Discovering a Sustainable Mindset” which includes: learner-centered methods, active learners, various methods/tools, learning with contradictions, situated learning (cases, scenarios, stories), different learning environments,

The structure of the week based on the steps of the concept of *Green Pedagogy* to start the discovering of the sustainable mindset with

- deliberate provocation,
- personal consternation,
- stimulate confusion (to think outside the box),
- awareness building and
- motivation for ESD,

as well as on the key competences of sustainable development: Collaboration, system thinking, strategic thinking, critical thinking, value thinking and future thinking.

## Main learning outcomes:

The educator understands and is able to ...

... check/screen ways in which natural, social and economic systems function and how they may be inter-related

... analyse the inter-dependent nature of relationships within the present generation and between generations, as well as those between rich and poor and between humans and nature;

... describe the connection between sustainable futures and the way we think, live and work;

... value his/her own thinking and action in relation to sustainable development.

The educator is able to work with others to develop negotiation of alternative futures.

The educator is someone who is motivated to make a positive contribution to other people and their social and natural environment, locally and globally.

## Content:

- “Global challenge - local solutions” – Aspects of sustainable action
- “Create your world” - How will your world look like in 2030?
- “Future teachers and future education” - The impact of teachers and education
- Sustainable development goals – Visitation of the UN
- Case studies and businesses with different aspects of sustainable acting – Visitation best-practice-examples
- “Future Businesses”
- Teaching for a sustainable mindset of learners
- Innovative teaching methods and planning of learning activities
- “Future teaching environment” - Obstacles and solutions for innovative teaching for ESD
- “The role of case studies”
- Innovative online learning
- ESD vision and mission - Motivation to contribute ESD

## Assessment:

- Completion/non-completion criteria met, based on attendance (100%/80%)  
or
- Grading criteria met, based on “The ProfESus Assessment of a Sustainable Mindset”

## Schedule of Module 1 (face-to-face session)

Day	Timetable	Professional approach	Pedagogical approach	Tools and Methodology	Material/ Outcomes (Comments for teachers)
1 <sup>st</sup> day <b>Critical thinking</b>	9.00	Get together,	Welcome	Welcome of all course participants; Welcome of the project team; Short introduction of the project team;	Welcome slide – presentation
	9.15	Get impression of the course	Short introduction of the blended learning course	<b>Plenum:</b>  Based on the graphic “The ProfESus pathway of Discovering a Sustainable Mindset” the participants get to know the sequence of the whole course: Competences, tasks, learning outcomes  Introduction of the online learning diary	ProfESus Pathway Graphic on the wall, combined with the presentation slides from the pathway steps;  Online learning diary
	9.35	Welcome game  Expectations of participants,	To get to know each other; Expectations of participants for the whole course	<b>Plenum,</b> Participants get to know each other: They build groups to answer the following questions: “What does the chosen graphic means to you?” “Where are you from? (Europe)” “What is your current job?” (Student, teacher, ...) “In which professional field of HE are you interested to work during the course?” In this formation they will perform the next <b>group work:</b> Find additional expectations for the course. Presentation in the plenary and add them to the pin wall.	On the floor there are different graphics as the meeting points for the groups.  Pin wall for expectations from participants (should be visible the whole week).
	10.00	<b>Developing different aspects</b>	World café:	<b>Group work in the plenum</b> based on key questions and pictures.	Prepare big desks in the seminar room

1 <sup>st</sup> day		<p><b>for SD and their impacts:</b></p> <p>The educator understands and is able to analyse the inter-dependent nature of relationships within the present generation and between generations, as well as those between rich and poor and between humans and nature;</p>	<p><b>Global challenge - local solutions.</b></p> <p><b>3 key questions:</b></p> <ol style="list-style-type: none"> <li>1. What is challenge regarding every topic?</li> <li>2. Which aim should be reached?</li> <li>3. Which other aspects are relevant to reach this aim?</li> </ol>	<p><b>Topic options for the world café:</b></p> <p>Financial resources in family Human dignity Food security Nature Education Globalization Health Consumption Economic</p> <p>One host for each desk: The groups will change seats after 12 minutes and go to their preferred discussion tables. After each discussion the next question will be presented by the host.</p>	<p>with max. 5 persons per desk:</p> <p>Creative pictures related to the topic, table clothes (paper) for documentation of communication outcomes.</p> <p>Rules for world café</p> <p>Pictures which present different topics are on the desks.</p>	
	10.45		Coffee break	The group host prepare the final poster for the presentation	Poster with the finest selection	
	11.00		Presentation	<b>Global challenge - local solutions</b>	<b>Plenum:</b> Presentation and discussion of the different posters	Desk posters on the wall in the seminar room
	11.30	<p>The educator understands and is able to describe the connection between sustainable futures and the way we think, live and work;</p>	<p><b>“Create your world”</b></p> <p>How will your world look like in 2030?</p>	<p><b>Plenum:</b> Provocation with the video and show the development of population in the next years: What will happen if nothing will change?</p> <p><b>Group work:</b> How will your world look like in 2030? The topics will be chosen from the groups based on the world café and the provocative video message. Design a creative poster by using the available recycling materials. Discuss your poster and define your personal vision which describes your imaginations and feelings about living in the future (max. 3 sentences).</p>	<p>Video message</p> <p>Posters, painters, pencils, recycling materials to create posters.</p>	
	13:00		Lunch			

	<b>14:00</b>		<b>“My world in 2030.”</b>	Gallery walk: Presentation of poster and vision for “My world in 2030.”	Poster gallery in front of the seminar room
	<b>14:30</b>	<p>The educator understands and is able to value his/her own thinking and action in relation to sustainable development.</p> <p>The educator is able to work with others to develop negotiation of alternative futures.</p>	<p><b>“Future teachers and future education”</b></p> <p>The impact of teachers and education</p>	<p><b>Group work:</b> Based on the outcomes of the previous group results discuss in your table group the following question: In which role do you see teachers/education to reach a sustainable world? At first participants discuss possible -contributions, challenges, options, and strategies... They find a common answer on following questions: Which message do you want to give to teachers/educators regarding their teaching/education for sustainable development?</p> <p><b>Plenum:</b> In the next step there will be a discussion on a podium with one person of each group (teachers). The moderator (director of a school/minister...) ask for their role to contribute the aims. With the support of the moderator the discussion group develop the common “Mission for future teaching”</p>	<p>Presentation cards for comments</p> <p>Podium for discussion and one facilitator (question set)</p> <p>Mission for teaching should be written on a poster (and visible the whole week and will be needed in Module 4)</p>
	<b>16:00</b>		Coffee break		
	<b>16:15</b>			<p>Conclusion/reflection of the first day and the outcomes.</p> <p>Information for the next day: Meeting points and sequences of the excursion</p> <p>Prompt online learning diary</p>	<p>Presentation</p> <p>Offering an individual support for online and technical difficulties after the official end.</p>
	<b>16:30</b>	Estimated end of the first day			

<p>2<sup>nd</sup> day <b>Systemic thinking</b></p>	<p><b>9.00</b></p>	<p>The educator understands and is able to check/screen ways in which natural, social and economic systems function and how they may be inter-related</p>	<p>Excursion whole group:</p> <p><b>Sustainable development goals</b></p>	<p><b>Excursion:</b> Meeting point: <b>United Nations</b> : Sustainable development interactive tour Questions: Structure and general guideness/leadership of UN. In which way can the UN support the implementation of SDG's on national and regional level? SDG 12 as an example how they developed the SDG's - challenges, changes, support of UN to reach this goal? Follow ups?</p>	<p>Traveling plan; 3 group leaders,</p>
	<p><b>11:30</b></p>		<p>Excursion in 3 groups:</p> <p><b>Case studies and businesses with different aspects of sustainable acting</b></p>	<p><b>Excursion groups:</b> Visiting companies, which presenting different aspects of sustainability – social, economic and ecological (ideas, challenges, influences, milestones, ...) Questions: Which activities/processes of this different businesses, support the future world, you want to have? Which activities/decisions/fields could be improved to support sustainable development in the world?</p>	<p>Traveling plan/ interactive plan, short descriptions of the businesses, excursion questionnaires;</p>
	<p><b>17:30</b></p>		<p>Common dinner in a sustainable restaurant</p>		

3 <sup>rd</sup> day <b>Future thinking</b>	9:00		View back: Reflection of the excursion day.	<b>Plenum:</b> Presentation of pictures and the interesting aspects from the visits of the previous day.  Reflection of the UN and the businesses based on the excursion questions: How do you evaluate the role of the UN for the SDG's and the role of businesses for the sustainable development?	Presentation of pictures from the excursion.
	9:15	The educator is able to work with others to develop negotiation of alternative futures.	<b>“Future Businesses”</b>	<b>Group work:</b> (4 persons from one professional field of home economics) Participants create “Future Businesses”, based on the excursions. They develop business concepts in detail (connected with visions) including all aspects which they learned and highlight areas which are still challenging for the businesses.	Symbols for the professional field; Posters, painters, pencils to create Future Business posters.
	10:30				Poster presentation and discussion of future businesses (3 min/group)
	11:15	Coffee break		The participants could discuss the drawings with the illustrator.	
	11:30	The educator understands and is able to describe the connection between sustainable futures and the way we think, live and work;		<b>Group work</b> with the “Headstand-Method” (8 persons): How should teaching look like to avoid future-oriented businesses? How should the planning of learning activity look like that the participants don't develop a sustainable mindset? Please demonstrate some examples? 8 Persons group work	
	12:15	The educator is someone who is motivated to make a positive	Lunch		
	13:00		<b>Teaching for a sustainable</b>	<b>Plenum</b> What was the challenge of this group work? What does it mean for sustainable consumption and	

		contribution to other people and their social and natural environment, locally and globally.	<b>mindset in learners</b>	<p>production? How could teaching support the discovering of a sustainable mindset? Cards – Clustering – Themes which should be worked on: Priority – selection for next group work Create a memory for preferred topics.</p> <p><b>Key note - pedagogical input:</b> Discovering a sustainable mindset in learners based on “the ProfEsus pathway of discovering a sustainable mindset” Introduction in the Green Pedagogy, competency-based learning for SD, successful teaching methods/theories / tools /recommendations for planning learning activities. Overview on the most important methods for innovative teaching.</p>	Presentation Learning-Activity-Plan-Template
	15:30			<p><b>Plenum:</b> Evaluation of the teaching experiences of the participants - assessment: How do you rate your competencies in the following pedagogical fields? Which aspects do you prefer to discuss deeper? Target with 8 dimensions Basket for cards with written expectations from participants</p>	Outcomes: Heterogeneity; Teaching competencies/ experiences/ of new expectations should add to the tree

<p>4<sup>th</sup> day Future thinking and value thinking</p>	<p>9:00</p>		<p><b>Innovative teaching methods and the planning of learning activities</b></p>	<p><b>Plenum</b> Presentation of evaluation, discussion of needs from course participants Deepen or repetition of pedagogical theories based on the assessment; Practical insight: How to plan innovative learning activities? Discussion</p>	<p>Interactive presentation of best-practice learning activities regarding learning environments, competencies, learner-centered methods and tools, ...</p>
	<p>10:00</p>	<p>The educator understands and is able to ... ... describe the connection between sustainable futures and the way we think, live and work; ... value his/her own thinking and action in relation to sustainable development.</p>	<p><b>“Future teaching environment”</b>  Obstacles and inhibitions of innovative SUS teaching  Solutions for the challenges</p>	<p><b>Plenum</b>  What might be obstacles/inhibitions now from your perspectives (experiences/teaching conditions) to follow an innovative sustainable teaching approach? Topics will be clustered.  <b>Group work</b> (8-10 Persons based on the clustering) What might be the solutions to overcome the challenges? Solutions for the teaching environmental challenges What steps are needed to solve the issues? Who is responsible? Which persons should be involved? In which way can educators/teachers support it?</p>	<p>Cards/clustering  Table based on the questions.</p>
	<p>11:30</p>	<p>The educator is able to work with others to develop negotiation of alternative futures.</p>	<p><b>“Future teaching environment”</b></p>	<p><b>Plenum</b> Presentation of different ideas for the future teaching environment</p>	<p>Pin wall with topics and different solutions</p>
	<p>13:00</p>		<p><b>Future planning of learning activities</b> (developing first</p>	<p><b>Group work</b> (participants work with colleagues from their professional field): Ideas how to integrate sustainability competencies for learners (adapted from UNECE) into the professional curricula? Planning first scenarios for successful learning</p>	<p>Teacher’s curricula; Learning-Activity-Plan-Template, SUS competences for learners (adapted</p>

			concepts for module 3)	activities. Developing a table where professional and sustainable competences will be combined.	from UNECE); Table template;
	14:00		<b>“The role of case studies”</b>	<b>Key note - pedagogical input</b> The use of case studies and scenarios in learning processes, situated learning: “Why is it necessary to use cases and scenarios in learning activities and how to implement them in a successful learning process?”	Presentation/discuss. Case study examples from best-practice learning activities
	15:00			<b>Group work</b> (participants work with colleagues from their professional field): Developing case studies and scenarios for your professional field based on the table of competences and the pedagogical input.	
5 <sup>th</sup> day  Collaboration	8:30		<b>“Innovative online learning”</b>	Moodle instruction – online tools Interactive lesson for online learning;	Laptop/Tablet for each participant
	10:30			Introduction of the next modules, Administrative issues	Plan for module 2 and 3
	11:00			Assessment of the 1 <sup>st</sup> module, Questionnaires. Asking participants for statements which the project team could use for press releases/articles.	Evaluation questionnaire
	13:00	The educator is someone who is motivated to make a positive contribution to other people and their social and natural environment, locally and globally.	<b>ESD vision and mission</b>  <b>Motivation for contribution to ESD</b>	<b>Plenum</b>  <b>Inspiring key note</b> from a sustainable education expert: <b>Sustainable development needs cooperation and collaboration;</b> <b>Motivation for transforming traditional thinking and teaching processes;</b> Discussion  Video impressions of the first week	