Jump into Sustainable LIFESTYLES

Education for Sustainable Living

Active Methodology Toolkit

PERL

Jump into Sustainable LIFESTYLES

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INTRODUCTION....3
Jump into sustainable lifestyles....3
PERL and Learning for Responsible Living....4
Importance of Education for Sustainable Development (ESD)....4
Active Learning – Approaches and Methods....5
Developing competencies....6
The focus of this toolkit....7
Learning Themes....7
Structure of this toolkit....8
Theme 1: GLOBAL CITIZENSHIP....9
1a Activity "Social change in school"....10
1b Activity "Personal being and identity"....12
1c Activity "The first thing you think of when I say..."....16
Theme 2: VALUES....17
2a Activity "The future we want"....18
2b Activity "Indicators of skills and values"....19
2c Activity "Spatial Survey"....20
Theme 3: HABITS....22
3a Activity "Meet in the middle"....23
3b Activity "Time and technology"....25
3c Activity "Picture timeline"....27
3d Activity "Make a choice"....28
Theme 4: FINANCES....29
4a Activity "What we buy?"....29
4b Activity "Splash: a financial literacy game"....31
Theme 5: MEDIA LITERACY....35
5a Activity "Whose Story is This?"....36
5b Activity "The secret story of an everyday object"....37
5c Activity "Front Page News Story"....40
5d Activity "Key words"....41

INTRODUCTION
JUMP INTO SUSTAINABLE LIFESTYLES

There is a growing understanding of the need to balance human activities with the natural environment in order to achieve sustainable development and reduce negative human impacts on natural systems. Greater focus is now placed on the role individuals play in this process, and this explores how individual lifestyle choices may have global consequences that influence the pursuit of sustainability. Increasingly, efforts are being taken to increase education and learning for sustainable development.

The increasing complexity of current and future environmental and sustainability challenges continue to put pressure on our societies. Rapidly changing climates is only one of many signs of a global system under stress, while the continuation of unsustainable patterns of production and consumption signify how deep these challenges run in the fabric of global society.

Finding pathways to address these pressing challenges will require fundamental changes in what we learn and how education systems as a whole deliver this learning. Currently, education systems are struggling to find appropriate means to help tackle these global challenges, and this requires restructuring of the curriculum and re-thinking of the pedagogy.

Schools must address the need to equip young people with the skills and competencies to understand, anticipate and develop solutions for the future, as well as teaching to cope with complexity and uncertainty of the world, as key goals for modern society. In the Baltic states (Lithuania, Latvia and Estonia), sustainable development is still not a central topic of educational system, and long-standing traditions of "transmissive education" practices remains highly influential. This means that lessons are organized systematically and materials taught in an additive nature with each lesson building on the previous one, and this requires extensive preparation by the teacher to adequately convey the material to the learner in such a way that is organized and not overwhelming (Pratt, 2002). "Transmissive education" is usually centered around one source (or expert) that provides knowledge to the student, in other words - "teacher" centered.

Education systems in the Baltic countries to address the calls for education to respond to the challenges of sustainable development, require more “transformative” models of teaching, where pupils can learn to integrate new knowledge and compare new information to what they already know about the world. This should give students opportunities to make meaning from their previous knowledge and experiences.

This toolkit contains several active learning methods and lessons that can help teachers empower students to be engaged participants in the learning process. The toolkit is developed for Baltic countries by adapting PERL methodology for the needs of this region: active cross-curriculum material that supports experiential learning in relation to responsible and sustainable living that is more engaging, interesting, and meaningful.

PERL AND LEARNING FOR RESPONSIBLE LIVING

The Partnership for Education and Research about Responsible Living (PERL) is a network of educators and researchers developing methods and materials to encourage people to contribute to constructive change through the way they choose to live. PERL partners research social innovation and responsibility; give visibility to creative communities that collaboratively invent new ways of living; promote education for sustainable development, in particular education for sustainable lifestyles; develop teaching methods and materials; provide guidance and advice; develop values-based indicators; and produce policy recommendations for mainstreaming sustainable lifestyle practices. PERL consists of partners from 140 institutions in 50 countries.

PERL is part of the UNESCO Chair for Education about Sustainable Lifestyles and its UNITWIN project, both of which are coordinated by the Centre for Collaborative Learning for Sustainable Development at Inland Norway University of Applied Sciences.

The production of this toolkit is supported by the Erasmus+ programme, and developed by four collaborating partners:

- The Centre for Collaborative Learning for Sustainable Development at Inland Norway University of Applied Sciences, Hamar, Norway.
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Importance of Education for Sustainable Development (ESD)

Education is an essential tool for achieving sustainability. People around the world recognize that current economic development trends are not sustainable and that public awareness, education, and training are key to moving society toward sustainability. The international agreement of the 2030 Agenda for Sustainable Development and the Sustainable Development Goals (SDGs) by the 193 Member States of the UN General Assembly in 2015 provides a strong international call for advancing education as an important means for achieving sustainable development.

Education is central to improving quality of life and human development. Education raises the economic status of families; it improves life conditions, lowers infant mortality, and improves the educational attainment of the next generation. Advancing educational attainment raises the next generation's chances for economic and social well-being, and provides beneficial implications for both the individual and the country.

Education for sustainable development consists of acquisition of knowledge, attitudes and skills necessary for functioning in today's society. Moreover, it can contribute to individuals' ability to manage not only their own lives but also effectively manage natural resources.

This toolkit provides materials for teachers and educators to support active learning methods that can facilitate deeper understanding of the importance of sustainable development and inspire students to choose more responsible lifestyles. Youth are the future, and education can stimulate their awareness of the role they play in society and empower them with the skills and values to achieve transformation change towards sustainable development.

Active Learning – Approaches and Methods

"Active learning methodologies encourage students to question the way they think, the values they hold and the decisions they make in the context of sustainable development." (O'Donoghue & Cusack, 2008). This toolkit applies active learning approaches to engage students in direct exploration of sustainability topics and reflection on how these issues relate to their personal lives. The pedagogical approaches employed in this toolkit have been tried and tested through the use of PERL's active methodology and values-based learning toolkits, but they also draw on the traditions of many educational philosophers including Edward De Bono, Howard Gardner, and Edgar Dale. The types of activities in this toolkit are diverse in nature, but they all aim to engage learners in experiential education that inspires both reflection and action (i.e. critical praxis).

Baltic countries schools do not yet provide education for sustainable development or responsible living which is value-based, holistic, systematic, active and related to student's everyday life. There is need of active learning methodology, which stimulates the willingness to source correct information, appreciate the perspectives of others, reflect on the outcomes and impact of our actions, and embrace change which is required for us to modify our way of living and reflect a responsible approach to everyday life decisions that foster sustainability. The ultimate goal is for students to be open to change, to act co-operatively, to think, discuss and draw conclusions about different every day activities in a holistic, critical and creative way for the betterment of all humans.

Within the activities presented in the toolkit there is a strong emphasis on "strategic questioning" to support critical thinking and taking action. Critical thinking is an attempt to see and understand from multiple perspectives. Through the different activities in the toolkit, students can discover that others see the world differently and that there may be many issues that are interlinked.

Learning Outcomes supported by active learning methods include:

- **Problem solving:** Students learn not only to identify problems but also to seek innovative solutions.
- **Critical thinking and action:** Students learn how to explore their world through critical analysis of taken-for-granted assumptions and perceptions. Students also learn how to move beyond the thought processes to planning and action—individually and collectively.
- **Collaborative learning:** Through close interaction with the educators and other learners, students develop the ability to search, reflect and find answers in unison.
- **Increased awareness of the importance of environmental stewardship and social justice:** By practicing the art of investigating the causes and consequences of actions, students learn to recognize the interrelatedness of systems and processes, particularly as they relate to sustainable development.
- **Increased self-evaluation and reflection:** The toolkits motivate students to construct their own learning by identifying and evaluating their understanding, values, beliefs and behaviors and taking action accordingly. This deepening of knowledge helps students reflect on their thinking and re-examine their choices in a variety of areas.

Developing competencies

There is general agreement that sustainability requires that citizens have certain key competencies that allow them to engage constructively and with responsibly towards the world around them and its current challenges. Competencies describe the specific attributes individuals need for action and self-organization in various complex contexts and situations. They include cognitive, affective, volitional and motivational elements: hence they are an interplay of knowledge, capacities and skills, motives and affective dispositions. Competencies cannot be taught, but have to be developed by the learners themselves. They are acquired during action, on the basis of experience and reflection (UNESCO, 2015; Weinert, 2001).

The toolkit can help to develop sustainable development competencies. You can use activities by competence taking into account what kind of learning experience, behavior you need, how much time you have available. Each activity includes a list of the competencies that the activity engages with, and teachers may target these specific competencies for students talk about and reflect on during discussion.

The following key competencies are generally seen as crucial to advancing sustainable development (see de Haan, 2001; Riechmann, 2012; and Wiesk at al., 2001).

- **System thinking competency** – the abilities to recognize and understand relationship; to analyze complex systems; to think of how systems are embedded within different domains and different scales; and to deal with uncertainty.
- **Anticipatory competency** – the abilities to understand and evaluate multiple futures – possible, probable and desirable; to create one's own vision for the future; to apply the precautionary principle; to assess the consequences of actions; and to deal with risks and changes.
- **Normative competency** – the abilities to understand and reflect on the norms and values that underlie one's actions; and to negotiate sustainability values, principles, goals, and targets, in a context of conflicts of interests and trade- offs, uncertain knowledge and contradictions.
- **Strategic competency** – the abilities to collectively develop and implement innovative actions that further sustainability ant the local lever and further afield.
- **Collaboration competency** – the abilities to learn from others; to understand and respect the needs, perspectives and actions of others (empathy); to understand, relate to and be sensitive to others (empathic leadership); to deal with conflicts in a group; and to facilitate collaborative and participatory problem solving.
- **Critical thinking competency** – the ability to question norms, practices and opinions, to reflect on own one's values, perceptions and actions; and to take a position in the sustainability discourse.
- **Self-awareness competency** – the ability to reflect on one's own role in the local community and (global) society; to continually evaluate and further motivate one's actions; and to deal with one's feelings and desires.
- **Integrated problem-solving competency** – the overarching, ability at apply different problem – solving frameworks to complex sustainability problems and develop viable, inclusive and equitable solution options that promote sustainable development, integrating the abovementioned competences.

The focus of this toolkit

This toolkit aims to address important themes related to sustainable lifestyles, and through the use of strategic questioning students are encouraged to examine and consider the impacts of their own lifestyle choices. Activities and topics most relevant to a specific subject can be integrated into subject lesson plans. It is also possible to approach this toolkit as topics for unique interdisciplinary module on sustainable lifestyles. Alternatively, the toolkit could be used to structure cross-disciplinary team teaching on these themes, and to carry out related learning activities across different subjects.

Learning Themes

In the Baltic countries consistent effort is put to increase the quality of education and meet the needs of future job market. In the schools increasing attention is paid to personal grow, self-awareness, behavior and values. At the same time the schools aim to respond to global challenges and provide a background on education for responsible and sustainable living.

To match different curricula, this toolkit combines various topics which address personal behavior and choices on personal, local and global levels. Therefore, these teacher's guidelines respond to the needs of the schools across Baltic countries in three ways:

1. The themes are cross-curricula. Global challenges need to be discussed not only in nature science lessons but also in language, literature, math and art classes. This toolkit was developed to offer five different perspectives on the broad topic of sustainability with hope that teachers from all curricula will find suitable activities in it.

2. Various learning approaches are provided. Innovative and interesting ways are needed to help students gain a deeper understanding of the topic. The methods selected will increase students' motivation to change their behavior toward a more sustainable lifestyle.

3. Abstract issues are addressed through everyday life situations. Formal education includes information about food, water, climate change, human population, consumption patterns and economic inequality. This toolkit suggests learning this information through personal approach.

As mentioned above, five perspectives (themes) on sustainability are offered:

- **Citizenship:** empowering students to create their own future and realize how much they can do;
- **Values:** encouraging students to listen to themselves and others and to consider their lifestyle.
- **Habits:** inviting students to understand the motivation behind their behavior and make it more sustainable.
- **Finances:** developing students' responsibility in their consumption.
- **Media literacy:** deepening students' understanding of and respect for others.

There is no need to do all the activities or to use everything consistently from the beginning. Every teacher is welcome to choose the most suitable parts.

Structure of this toolkit

This toolkit contains 16 learning activities divided over five themes described earlier (Citizenship, Values, Habits, Finances, Media literacy). Each of the themes is composed of an overview and a few related methods of active learning (activities). The activities are numbered in a way which enables user to quickly recognize the theme.

Description of each activity is structured as follows:

1) a table that provides information about sustainable development competencies developed, relevant curriculum subjects, tips for the teacher and materials needed;

2) instructions for the activity;

3) questions for reflecting upon the activity undertaken.

At the end of the toolkit there is a table that provides an overview of all learning activities (identifying their original source, the pedagogical approach and learning methods). If you want to go deeper into the topic you can use the previously published PERL Active Methodology toolkits or the PERL Values-Based Learning toolkits.

1 Theme 1: GLOBAL CITIZENSHIP

We can act and we can make a difference. But first, we must understand the truth that whatever we do – or don't do – impacts on the ways of life that we all share. We are always involved, even if we are sitting on the sideline. We are consuming resources, having relationships, working towards goals. There is no way we are not involved in what is happening. The question is, How best can we be involved?

Let's be active citizens! Let's make the change! The best way to do this is to empower students by asking the right questions that lead to action and change.

Fran Peavey, a social worker from North America, developed an approach for strategic questioning. Strategic questions are designed to create movement and foster creativity. They are open-ended questions that promote new thinking and lead to strategies for action. Strategic questioning can be an empowering process that guides students through a logical sequence which supports examination and turning concerns into action.

The strategic questions family includes:

- observation questions;
- feeling questions;
- visioning questions;
- change questions;
- consider the alternatives;
- personal inventory and support questions;
- personal action questions.

Strategic questioning is not manipulative. It is not the teacher's role to figure out what a student should do and then somehow get him or her to do it, rather the teacher should allow the questioning to drive a student-centered learning approach.

Strategic questioning can be used in any conversation or in any situation. Just remember to stay open to new alternatives and avoid yes/no questions. Always look for more than two options. Even if you are not naturally a very open person, adopting these strategies may help you develop habits of openness and freedom.

1a Activity “Social change in school”

In groups, following a set of given questions, students discuss and share their future vision about social problem at school. They take inventory of situation and make a personal action plan to provoke necessary changes.

Sustainable development skills	Anticipatory competency; Normative competency; Strategic competency; Self-awareness competency.
Curriculum	Languages; Psychology; Ethics; History; Social studies / civics.
Tips and recommendation	If you want to understand the power of question and learn how to be good questioner start from this activity. It can be helpful when you need to empower students to make changes and use their motivation. This activity also needs to be good listening person, don't forget it.
Materials needed	List of questions; Pens and paper.

INSTRUCTION: Organize the classroom for group work. Depending on situation choose by yourselves (or ask to do this your students) the social problem (bullying, violence, drugs and alcohol, unplanned pregnancy) for your school, create trustful atmosphere, prepare to listen and questioner. For example: School board want to know students' opinion about emotional atmosphere in school and how to make it be better to feel one's more accepted, self-expressed.

Ask student to work in groups (4-6 persons). Give each group one set of questions and ask them to discuss with each other. Start from first group - 1. Observation questions. After discussion in small group ask one of student from each group to share their opinions with all.

Next, give to each group the second set of questions - 2. Feeling questions to work on. Work this way with all the questions groups until you will get list of each student personal action.
Depending on topic you can reduce or add questions. Just follow the same sequence of Strategic questioning group.

List of questions groups:

1 Observation questions	*What do you know about the issue?* *What do you see, hear?* *How did you learn about it?* *What do you know for sure and what are you not certain about?* *What other people are concerned about it?* *How does it affect your local area?* *What are the main cultural structures that affect this situation?*
2 Feeling questions	*How do you feel about this issue?* *Has this issue affected your own physical or emotional well-being?* *How has this situation affected your feelings in your family?* *How has this situation affected your feelings in your country, school?*
3 Visioning questions	*What is the meaning of this issue in your own life?* *How could the situation be changed so it would be as you wished it to be?* *If we wanted to build a revolutionary change what would we do?*
4 Change questions	*What will it take to bring the current situation towards your vision?* *What exactly needs to be changed?* *How might these changes come about? Name as many ways as possible.*
5 Consider the alternatives	*How would your first alternative affect the others in the context?* *What would be the effect on the environment?* *How could you reach that goal? What are other ways?* *How could you reach that goal? What are other ways?* ***Consider the consequences for each alternative:*** *How would your first alternative affect others in our group (city, etc.)?* *What would be the effect on the environment?* ***Consider the Obstacles:*** *What would need to change in order for alternative "A" to be done?* *What forces in our society/school would push against this goal.*
6 Personal inventory and support questions	*What would it take for you to participate in the change?* *What would you like to do that might be useful in bringing about these changes?* *What support would you need to work for this change?*
7 Personal action questions	*Who do you need to talk to about your vision?* *What are your first steps?* *How can you get others together to work on this?*

Activity created using "family" questions from Fran Peavey (1994) "By Life's Grace: Musings on the Essence of Social Change".

For reflection you can ask some more question.
Questions:

- *What do you think of the Strategic Questioning process? Was it difficult?*
- *Did you feel that it was an authentic way of communicating? Why?*
- *Does the process help you feel more confident about the future?*
- *Do you feel a little better prepared to engage in action after participating in the Strategic Questioning process?*

1b Activity “Personal being and identity”

Students analyze provided pictures and share their personal opinion about life situations depicted. They consider their lifestyle and that of others, and the influence it has on local and global environment.

Sustainable development skills	System thinking competency; Collaboration competency; Critical thinking competency.
Curriculum	History; Math; Literacy; Geography; Social studies / civics.
Tips and recommendation	If you don't have much time you can choose only some parts of activity or take only one part, that is most suitable for you. You can add your personal photos depending on your topic/discussion needs.
Materials needed	Photos from Annex 9, #1–6.

What makes us human?

INSTRUCTION: Show image #1 and present the information below. Then ask the students the questions.

Lao Tse, Confucius, Buddha, Moses, Christ and Mohammed all turned attention to the essential importance of people's intangible, spiritual needs and to the relationships between the individual and community. Today's global community also focuses on the fulfilment of non-material needs, as well as material needs. Agenda 2030 and the Sustainable Development Goals (SDGs) emphasize the role of justice, fairness, tolerance, respect, dignity, empathy, caring, commitment and solidarity.

Questions:

- *Does image #1 bring to mind any needs?*
- *How do you feel when someone does not respect you?*
- *Are the students in your class tolerant to each other?*
- *Can you give the example of empathy behavior in your class?*
- *Can you find other images that indicate diverse ways of expressing justice, tolerance and social responsibility?*

Image #1 Source: Lina Strauke

Back to basics

INSTRUCTION: Show image #2 and present the information below. Then ask the students the questions.

Sufficiency is often described as "having enough but not too much" or "functioning within limits". But definitions of what is considered sufficient and moderate or excessive and luxurious change from time to time. Some understand sufficiency as being a question of "doing without" or sacrificing. Others feel that sufficiency implies functioning within certain limits.

Questions:

- *What limits does image #2 suggest?*
- *If you only had the means of doing one thing aside from your daily work, what would you choose to do?*
- *What do you consider when you decide what is of most importance to you?*

Image #2 Source: Leonid Smulskiy

A long life

INSTRUCTION: Show image #3 and present the information below. Then ask the students the questions.

According to the 2014 World Health Organization statistics, if you are born in Niger or Chad you will have one of the shortest life expectancies compared to people in other countries. If you are born in Japan or Iceland, you will have one of the longest life expectancies.

Questions:

- *Consider image #3. Discuss the positive/plus factors about this idea: "Everyone should be allowed to live where they can have a long life."*
- *Next discuss the negative things and potential problems about this idea.*
- *Finally, think about what would be interesting to know, or to figure out, or to try out in relation to this idea.*
- *How would it feel to be 100 years old? What would your day look like if you were this old?*

Image #3 Source: Colourbox.com

Me – a global citizen?

INSTRUCTION: Show image #4 and present the information below. Then ask the questions.

There are those who maintain that young people of today have multiple identities. Others contend that young people actually lack a basic identity and construct their identity as circumstances allow.

Questions:

- *Look at image #4. What do you think about the following statement: "People should nurture a global identity as well as an individual one"*
- *What might be the positive/plus factors about this idea?*
- *Are there negative or problematic aspects to the idea?*
- *What would be interesting to know about, or figure out, or try out in relation to this idea?*

Image #4 Source: Lewis Akenji

Different ways of living

INSTRUCTION: Show image #5 and present the information below. Then ask the questions.

People choose different ways to live. Their life can be inspiring us because of different thing they did. Consider the lifestyles of persons in image #5. Mother Teresa - was admired by many for her charitable work. The Apollo 11 crew portrait. Left to right are Neil Armstrong, Michael Collins, and Buzz Aldrin The first manned Moon landing mission in July 1969. Baltic countries presidents (2018): Dalia Grybauskaite (Lithuania); Kersti Kaljulaid (Estonia); Raimonds Vejonis (Latvia).

Questions:

- *What kind of lifestyles do they have? How do they compare?*
- *What kind of consumption do you think characterizes their everyday lives?*
- *What characterizes your life?*

Image #5 Source: Wikimedia Commons

Students can also be divided into smaller groups. Each group finds or takes a picture of a person that explicitly shows his/her profession or interests. At first each group attempts to make a brief story about the depicted individual. After each group has shared their individual's story with the rest of the class, all students discuss the topic of how the consumption of these three individuals signifies/characterizes their identity and how they differ.

If I were King

INSTRUCTION: Show image #6 and present the information below. Then ask the questions.

The Egyptians, Mesopotamians, Chinese, Indians and Romans all developed economic systems that extended beyond basic sustainability and mutuality. Society though was often split in two. There were rich and there were poor, and there were very few in between. To the upper classes, it was an accepted fact that they had a "birthright", maybe even a "god given" right to consume the resources of society to cover their luxury needs.

Questions:

- *Can you find images of people who still live this way?*
- *What does it mean to be equal to everyone? Is it possible?*
- *How could the situation be changed so it was just as you would like it?*
- *If we wanted to build a revolutionary change what would we do?*

Image #6 Source: Colourbox.com

1c Activity "The first thing you think of when I say..."

Students write down the immediate responses to keywords given. They share their associations and consider differences from other responses.

Sustainable development skills	Self-awareness competency.
Curriculum	History; Math; Literacy.
Tips and recommendation	Useful if you want to set the participants on the path of thinking about themselves and the learning environment of their school. The participants create their own individual understanding of their immediate environment and explore together what it means.
Materials needed	Pens and paper.

INSTRUCTION: Each category is read out. The participants write the first thing that comes into their heads on a post-it note or small piece of paper. Their answers can be placed on a table or stuck on a large piece of paper (one per category).

Encourage the participants to write whatever comes to mind. It can be a thought, a feeling, a question or "I don't know", good or bad.

Categories:

1) *Name of your School*
2) *Student life*
3) *Sustainability*
4) *Participation*
5) *Hopes for the future*
6) *Peace*
7) *Responsibility*
8) *Free time fun*
9) *Education*
10) *Citizenship*

Questions:

- *How did you feel when trying to write a reaction to each category?*
- *What skills did you use doing this activity by yourself?*
- *What skills did you use doing activity with others?*
- *What did you learn from this experience?*
- *What does it tell you about the meaning of these things in your school?*

Theme 2: VALUES

An important challenge for education in supporting sustainability is overcoming the prevailing knowledge/action gap related to sustainable consumption and behavior change. Even though people know that their actions have negative impacts, and threatens their future, this often does not lead to specific change in behavior. Education thus has to work at the level of emotions and values to build motivation for change. With the help of inspirational teachers and their own inner values, students can choose to contribute to the 'Great Transition'. Little by little, one day at a time, they can learn to build communities that are fairer, more caring, more peaceful, more respectful of the Earth and its limits, more creative, more values-led... and more sustainable.

The generation we are teaching today will eventually be challenged with getting humanity through these crises. They need to be trained for jobs that don't even exist yet. They need to be equipped with skills that are currently not taught – like the ability to understand complex systems, see situations from different view-points, resolve conflicts without violence, or relate mindfully and joyfully to the natural world.

Some of the goals of values-based learning are to:

- Raise the self-esteem of each student and promote resilience and sustainability of self, concentrating on whole life skills.
- Give each student the time to think about and listen to oneself, and to reflect on what matters most in their lives.
- Use this greater self-knowledge to look at and question their lives now and in the future, as well as their surroundings, to see how their newly awakened values can be better incorporated into their daily lives.
- Allow students to collaborate with each other to prioritize their values and find ways to translate them into action, enabling them to live their values.
- Empower the students so they feel they can continue to build on these skills to enrich their futures.

These values include, among others, trust, compassion, creativity, empowerment, and care and respect for the community of life. A school that sees the importance of values-based learning must look beyond the content of the curriculum itself, and ask to what extent the whole educational environment of the school facilitates such values-based learning.

Values and indicators in education

Education is already strongly values-driven. Many schools and universities, and most civil society organizations that provide educational activities, already have a formal Mission Statement that refers explicitly to a list of specific values that they want to promote. Most faith-based educational institutions also have very clear values, although they might express them in different ways - perhaps in relation to a holy book. If your school already has a strong values focus, you might like to use the indicators to compare the values of the school as a whole with the personal values of staff and/or students, to see how much they overlap. The indicators might also help you to evaluate the extent to which your school's values are really translated into action.

Schools in secular educational systems may never have thought much about values before. This does not mean that values are not there, only that they are invisible and people may not be conscious of them. The indicators can help to make these values visible, and in the process, to clarify your vision, mission, goals and priorities. If your school does not yet have a clear values focus, you might like to start discussions or even formal workshops with other teachers with the aim of trying to reach a consensus about the school's values, before working with the indicators.

Alternatively, you could start with the indicators and let the 'values statement' emerge naturally as a result of that process.

There are three components to this topic:

1) Indicators of values-based skills that can help the teaching staff, and indeed the whole school community, to understand their own values better.
2) Indicators of the educational environment in the school, and the ways it can facilitate values-based learning.
3) Group activities that can help to bring out values and stimulate reflection on the school learning environment.

Each component can be used separately, if that is what the school is interested in. In combination, they offer a systematic way of assessing your school's educational environment. You will adapt the process to your own needs and opportunities, but the basic workflow suggested is:

- Select and adapt the most relevant indicators for your school;
- Decide how to measure;
- Plan and carry out the first activities and measurements;
- Link indicators with values;
- Crystallize outcomes.

2a Activity "The future we want"

Students think of and verbalize their hopes for the future. All opinions are shared in a circle by adding "yes, and".

Sustainable development skills	Anticipatory competency; Strategic competency; Collaboration competency; Self-awareness competency.
Curriculum	Languages; Psychology; Ethics; History; Social studies / civics.
Tips and recommendation	This activity can be done at an organizational level (e.g. hopes for the future of your school / group / project etc) or at the level of wider society, or both. Each student needs to be asked to listen to the other students before saying their own sentence. The point is to support each other and acknowledge different kinds of hopes. Make sure the rule is to accept others' contribution even if they don't agree. If they disagree with the hope mentioned before them, ask them to think about whether they can add another element to the story to make it more acceptable to them.
Materials needed	Paper and pencil.

INSTRUCTION: Arrange the room so that everyone can sit in one large circle. Choose one person to write down all the hopes on the large paper, and another to write each hope on a separate strip of paper.

We each think of our hopes for the future. Someone starts by saying: "In the future I hope to see..." and add their own hope to the sentence. Each person takes a turn to say "yes" to accept the sentence said by the preceding person, then "and" before adding their own hope. Go around the group twice.

This activity will help to think about future we want and then verbalize our vision for others. By agreeing to accept the previous hope, we create a space where we know our own hopes will be accepted. You can group hopes into common categories if this is useful for further discussions.

Questions:

- *What happened?*
- *Were you working together?*
- *What skills did you use during this activity by yourself?*
- *What skills did you use doing activity with others?*
- *Are these realistic hopes?*
- *What skills do you need to make these a reality?*

2b Activity "Indicators of skills and values"

Students evaluate their school or class environment buy considering various skills and values listed in the table.

Sustainable development skills	System thinking competency; Normative competency; Critical thinking competency; Integrated problem-solving competency.
Curriculum	Languages; Literacy; Psychology; Ethics; History; Social studies / civics.
Tips and recommendation	There are more indicators in the lists in Annex 2 than you can work with in any practical way. You will need to select a limited number of indicators that are most relevant to your particular situation and the content of your educational activities. After you've chosen the most relevant indicators, you can adapt them to suit your specific context, and choose which assessment methods work best for you.
Materials needed	List of indicators (Annex 1, 2, 3)

INSTRUCTION: Copy the indicator list for everyone and one large size list.

This activity can be done in different ways:

1) Individually
The indicator list (see Annex 1) is introduced as ideas that are important for some people. Ask everyone to read and think about how they feel about the indicators, marking the five most important ones with a ? and the five least important ones with a X. There are no right or wrong answers.

2) Collectively
We gather around a large size list of indicators on a table (from Annex 2). We place sweets/tokens on our own choices of most important ones (one for each indicator). We discuss together and decide collectively five most important ones. We can move the sweets/tokens if we change our minds and can add new indicators by writing in the blank spaces.

3) Clustering
Cut the indicators (large font versions from Annex 3) into separate strips and group them. This allows us to make sense of our own connections instead of seeing the indicators as an isolated list of sentences. We can make our own rules about how to group them, and whether to bring in some or all of our own values-based indicators ('hopes for the future') from previous activity as well.

Questions:

- *Which were your most important values?*
- *Have they changed? Why?*
- *How was it to work with others?*
- *Did you use any of the skills while doing the exercise?*
- *Did you know you have this many skills already?*
- *How does that make you feel?*
- *In what kind of situations can you practice these skills?*

2c Activity "Spatial Survey"

Students prioritizing and measuring the skills and values that they either have or would like to develop in order to empower changes.

Sustainable development skills	System thinking competency; Normative competency.
Curriculum	Psychology; Ethics; History; Social studies / civics.
Tips and recommendation	Ask the students to go with what they really feel and ignore where the others stand. They can stand in between the markers if they want to.

Materials needed

Be prepared pieces of paper saying „Not at all“, „a little“, „adequate“, „good“, „excellent“;
List of indicators (Annex 1);
Pens and paper.

INSTRUCTION: This activity have 2 steps: prioritizing and measuring.

1) Prioritizing

We choose our 3 most important indicators (these can be from activity “The future we want“, and/or the printed indicators from Annex1). Write each of the chosen indicators on a piece of paper.

2) Measuring

The 3 pieces of paper representing the most important indicators are stuck on the wall at one end of the classroom. Students all start from the opposite wall, marking the “not at all” point, and move to the mark where they feel their school is at. Repeat this for each indicator.

Measure by eye the halfway point of the classroom or hall, and place the “adequate”, then place the markers for “a little” and “good” half way to each end. Opposite ends of the room form the “not at all” and excellent” (see room plan below).

Plan of the classroom or hall for Spatial Survey.

Stick the marker for **‘not at all’** on the wall at this end of the room. Students start here.
If they feel the indicator is not being lived out at all, they stand still and don’t move forward.

Place the marker for **‘a little’** on the floor here.
Students move to this point if they feel the indicator is only being lived out a little in the school.

Stick the marker for **‘adequate’** on the floor here.
Students move to this point if they feel the indicator is being lived out adequately.

Stick the marker for **‘good’** on the floor here.
Students move to this point if they feel the indicator is being lived out well.

Stick the marker for **‘excellent’**, and the indicator, on the wall here.
Students stand next to the indicator if they feel it is being lived out as well as it could be.

Questions:

- *What happened here?*
- *How did you choose the three most important indicators?*
- *Were you able to think for yourself?*
- *To what degree did you hide your real belief once you saw where others had chosen to stand?*
- *What does this tell you?*

Theme 3: HABITS

Everyone has a responsibility to deliver a better human society and a better planet to the next generations. Present time is a consequence of the choices that were made throughout the past/history. Likewise, the future can be perceived as an area of responsibility for those living in the current world.

Peace and prosperity are dependent upon people everywhere acquiring new knowledge and skills that help them change their consumption habits and become more creative, compassionate and active citizens. Education for sustainable living involves rethinking human needs and to make changes in their daily life.

It is important to understand how much influence a small choice of today might have on the big changes of tomorrow. Such realization should help learners see how they can work towards shaping the future without gigantic effort but though minute daily choices. Those are often influenced by our habits.

Analyzing habits can help students and teachers reflect on certain aspects of sustainability. Teachers can encourage students to consider their habits related to the use of resources and consequently affecting the future. This can help learners to:

- analyze and critically evaluate the prospects of the future;
- dream, i.e. identify their vision;
- explore resources available to build alternative vision for the future;
- plan the actions needed to make the changes;
- evaluate the impact of the changes of behavior.

Habits might be understood as a pattern of acting which doesn't require much thinking about it. One just does it. Although the single habitual behaviors might not seem so important at first sight, their long-term results might differ incredibly.

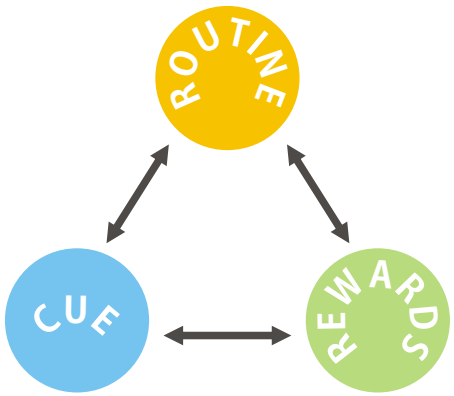
A Story about habits:

Two friends, Thomas and Simon, both 15 years old, each evening before sleep do different things.
Thomas reads 50 pages of book, Simon watches 1 episode of a TV series.
What will happen after a school year (272 days)?

Thomas will have red about 40 books and Simon will have watched many TV series: The Walking dead, Grey's anatomy and others.

According to Ivan Pavlov classical conditioning theory, habits can be explained with 3 steps: cue, routine, rewards.

Picture: Habit loop



Cue – trigger that signal us to routine.
Routine – the habit itself, good or bad.
Rewards – the positive feedback of habit.

Changing the habit depends on our motivation. If one is motivated, the habit loop can be broken by changing the routine or by stop doing it. Our brain can't see the difference between bad and good habits, it works the same way for both. If you want to stop doing something you need to know: in the beginning the brain repeats the loop perpetually, but after some time it will start thinking less and less until it stops. But habits never really disappear, they only sleep and wait for cues and rewards. It is very good to have a strong reward for breaking a bad habit or for forming a new one.

"Life is habit. Or rather life is a succession of habits." Samuel Beckett

3a Activity "Meet in the middle"

Students think about their personal habits and their influence in daily life. They consider alternative behavior and identify possible personal changes leading to a more responsible lifestyle.

Sustainable development skills	System thinking competency; Normative competency; Collaboration competency; Critical thinking competency; Integrated problem-solving competency.
Curriculum	Geography; Literacy; History.
Tips and recommendation	Useful if you want to set the participants on the path of thinking about themselves and the habits they use to. The participants create their own individual understanding of their habits and its impact in their life.
Materials needed	Photographs: each group can receive the same image or different images from Annex 9 (Images #7, 8, 9, 10); Worksheet with sections (Annex 4); Pens and paper.

INSTRUCTION: Organize the classroom for group work. Provide an image for each group (#7, 8, 9, and 10). Each group must have a photo, pencil and worksheet (Annex 4) for work.

Group work steps:

1) Each group member identifies which one of the four boxes on the worksheet they will use to record their ideas. (The middle box is left empty for the moment).
2) Each member of the group examines and reflects on the image and any other information provided by the teacher on the topic.
3) Each member records in their box their ideas and thoughts based on the image and the topic being investigated.
4) Next, group members take turns in sharing and explaining their ideas and thoughts to other members of their group. A discussion takes place.
5) The group then agrees and selects up to four of the ideas they have discussed and records them in the middle box on the worksheet.

After the group work is completed, ask each group to present ideas to the other groups.

Image #7 Source: Leonid Smulskiy

Image #8 Source: Leonid Smulskiy

Image #9 Source: Leonid Smulskiy

Image #10 Source: Leonid Smulskiy

Questions:

- *What did you learn about the topic/ theme?*
- *Was there anything that surprised you?*
- *How did the responses of the different groups compare?*
- *Is there anything that you would like to find out more about?*
- *What personal lifestyle changes will you consider related to the topic/ theme?*

3b Activity "Time and technology"

Student participate in a short experiment which reveals their subjective perception of time. They identify key aspects of different time management practices and consider the influence of technologies.

Sustainable development skills	System thinking competency; Anticipatory competency; Critical thinking competency; Self-awareness competency.
Curriculum	Arts; Math; Psychology; Philosophy.
Tips and recommendation	Useful fort discussion about addiction of technics, technologies and for changing roles in class.
Materials needed	Sticky notes; Pens and paper or computer for: ·an article to be read out; ·a recording of a song; ·a video, DVD or computer clip.

INSTRUCTION: Inform the students that they are taking part in an experiment and ask them to have pen and paper ready. The teacher reads the article, plays the song and shows the video clip one after the other. Each must be exactly the same length e.g. 2 minutes.

Ask everyone to write down how long they think each presentation took and to list them from shortest to longest and record the results on the board or on a chart for the class to see. Then inform the class of the actual time that each presentation took.

Material for teacher (2 min. text):

The Patient Cat

by Laura E. Richards

When the spotted cat first found the nest, there was nothing in it, for it was only just finished. So she said, "I will wait!" for she was a patient cat, and the summer was before her. She waited a week, and then she climbed up again to the top of the tree, and peeped into the nest. There lay two lovely blue eggs, smooth and shining.

The spotted cat said, "Eggs may be good, but young birds are better. I will wait." So she waited; and while she was waiting, she caught mice and rats, and washed herself and slept, and did all that a spotted cat should do to pass the time away.

When another week had passed, she climbed the tree again and peeped into the nest. This time there were five eggs. But the spotted cat said again, "Eggs may be good, but young birds are better. I will wait a little longer!"

So she waited a little longer and then went up again to look. Ah! There were five tiny birds, with big eyes and long necks, and yellow beaks wide open. Then the spotted cat sat down on the branch, and licked her nose and purred, for she was very happy. "It is worthwhile to be patient!" she said.

But when she looked again at the young birds, to see which one she should take first, she saw that they were very thin, —oh, very, very thin they were! The spotted cat had never seen anything so thin in her life.

"Now," she said to herself, "if I were to wait only a few days longer, they would grow fat. Thin birds may be good, but fat birds are much better. I will wait!"

So she waited; and she watched the father-bird bringing worms all day long to the nest, and said, "Aha! They must be fattening fast! They will soon be as fat as I wish them to be. Aha! What a good thing it is to be patient."

At last, one day she thought, "Surely, now they must be fat enough! I will not wait another day. Aha! How good they will be!"

So she climbed up the tree, licking her chops all the way and thinking of the fat young birds. And when she reached the top and looked into the nest, it was empty!!

Then he spotted cat sat down on the branch and spoke thus, "Well, of all the horrid, mean, ungrateful creatures I ever saw, those birds are the horridest, and the meanest, and the most ungrateful! Mi-a-u-ow!!!!"

2 min video:
https://www.youtube.com/watch?v=auSo1MyWf8g&feature=youtu.be

2 min audio:
https://www.youtube.com/watch?v=i7-4WTzV-U4

Questions:

- *What influences our perception of time?*
- *Could you give up the use of your mobile/laptop/TV for one day/one week?*
- *Is there anything that you would want to change in your purchase/use of technology?*
- *What are the possible advantages and disadvantages of doing this?*

3c Activity "Picture timeline"

Students investigate the development of suggested pieces of equipment (mobile phone, computer) and evaluate their effect on consumption patterns.

Sustainable development skills	Anticipatory competency; Self-awareness competency; Integrated problem- solving competency.
Curriculum	Math; Psychology; Arts; History.
Tips and recommendation	Activity can be used to introduce class with history of different technics.
Materials needed	Different piece of equipment that is used in everyday life: e.g mobile phone, television, computer and the like ones; Pens and paper.

INSTRUCTION: This activity is suitable as an investigation project. It is divided in 3 parts.

Part 1

The teacher divides the learners into 3 groups, each group to focus on a different piece of equipment that is used in everyday life: e.g. mobile phone, television, computer and assigns the following tasks:

- find 4-8 pictures from the past to the present to make a picture timeline;
- find available statistics for their purchase/usage in their home country;
- find available statistics for purchase usage in another/developing country.

Part 2

Each group prepares and gives a presentation which:

- identifies differences in design over the years;
- considers materials, and resources used to produce the equipment;
- Evaluates the effect of usage on: consumption, the environment, convenience, time usage.

Part 3

After all the presentations have been made the teacher facilitates a discussion on:

- how people used their time before the equipment item was available/invented;
- how people managed/survived without the item;
- disposal issues/challenges for the items.

Questions:

- *Is there anything that you would want to change in your purchase/use of technology?*
- *What are the possible advantages and disadvantages of doing this?*

3d Activity "Make a choice"

Students choose a piece of equipment and that they would consider giving up for a certain period of time. They observe what happens next.

Sustainable development skills	Critical thinking competency; Self-awareness competency.
Curriculum	Literacy; History.
Tips and recommendation	Useful to start discussion about addiction of technics, technologies and time planning.
Materials needed	–

INSTRUCTION: Invite students to see how difficult is to change habits. Invite each student to identify an item of equipment that they would consider giving up for a period of time. They should sign up to this by standing in a named area of the classroom.

Learners implement the change for the agreed time (one day/week). After the period invite students to evaluate the effects of the challenge.

Questions:

- *How did you feel?*
- *What is the effect on your work?*
- *What is the effect on your free time?*
- *What is the effect on your social life/networking?*
- *Do you want to sustain any of the changes? Why? Why not?*

Theme 4: FINANCES

In many countries around the world, governments are recognizing that there is an urgent need for financial education in order to ensure the financial security of their citizens at different stages of their life. Particular attention is being given to young people as a result of specific issues pertaining to this population group, such as a lack of money management skills, increasing unemployment and uncontrolled credit and debt. The role of educators working with young people is of paramount importance: they need to discuss these issues with the learners and guide them towards responsible, creative and sustainable choices and solutions.

Financial matters are linked to every individual's life and financial management is an important life skill. Technological developments in society in the past couple of decades have resulted in an exponential increase in the general and even financial products and services available to consumers, making financial decision-making all the more difficult. Today's consumers must be able to differentiate among this wide range of products and services in order to identify those which best meet their needs and goals and thus manage their personal finances successfully. Financial difficulties can have a major impact on individual and family wellbeing and on current and future financial security.

Children and teenagers are considered by many as important consumer groups. They are frequent targets for marketing of all kinds of products and services. Spender (1998) argues that young children are increasingly targeted by marketers and advertisers because of the amount of money they spend themselves, the influence they have on their parents 'spending, and because of the money they will spend when they are adults. Until recently, child-targeted marketing used to concentrate on sweets and toys. It now includes clothes, shoes, a range of fast foods, sports equipment, computer products and toiletries, as well as adult products such as cars and credit cards. All of this promotion could easily result in over-consumption and over-spending, leading to various financial problems and particularly debt for the youngsters, for their families and for the whole community.

4a Activity "What we buy?"

Students consider their consumption choices and rethink their ways of spending money.

Sustainable development skills	System thinking competency; Anticipatory competency; Critical thinking competency; Self-awareness competency.
Curriculum	Languages; Math; Literacy; Human studies; Social studies, civics.
Tips and recommendation	This activity can be used to show students that it is important to understand the ways we spend money.

Materials needed

Photos form Annex 9, #11-13.

Sweeter kisses

INSTRUCTION: Show image #11 and present the information below. Then ask your students the listed questions.

Is a toothbrush just something to clean your teeth with? According to commercials, the "XX toothbrush" is what you need to get 'sweeter kisses' and a more attractive smile.

Questions:

- *Will the girl in image #11 get more boyfriends or have greater popularity and success if she uses that specific "XX toothbrush"?*
- *What is positive about the toothbrush ad?*
- *What negative aspects are there?*
- *What might be interesting to know more about or do in relation to ads of this sort?*

Image #11 Source: Colourbox.com

Be fashion

INSTRUCTION: Show image #12 and present the information below. Then ask the listed questions.

Anna is crazy with buying expensive, fashionable clothes on internet shops. She is waiting for sales and spend all her money for new clothes. Her closet contains plenty of clothes she doesn't wear any more, a few she has never worn and some horrible clothes she struggles to believe she ever bought.

Questions:

- *How do different people handle with sales and real needs?*
- *How much clothes do you have? How much do you need?*
- *Should there be limits/rules on how to use money?*
- *What facts do you know about sales? what would you like to know?*

Image #12 Source: Lina Strauke

Persuasion

INSTRUCTION: Test several persuasion techniques by inviting students to work in pairs. One student sits on a chair, the other stands up. The standing partner has two minutes to convince the other, through verbal means only, as to why she/he should give up the chair. If successful, or after two minutes, students change roles. This exercise can give rise to a range of persuasion techniques such as flattery, bribery, trickery and verbal abuse; it may also result in an entrenchment of original positions.

Image #13 shows one way that people use to try to persuade others to do what they want.

Questions:

- *Is it hard to persuade others?*
- *What other methods does advertising use? Why?*

Image #13 Source: Leonid Smulskiy

4b Activity "Splash: a financial literacy game"

Students play a card game in order to better understand financial terms.

Sustainable development skills	Strategic competency; Collaboration competency; Critical thinking competency; Integrated problem- solving competency.
Curriculum	Languages; Math; Literacy.
Tips and recommendation	Suitable for introducing a series of lessons about financial literacy or for revision purposes. For introduction to this topic you can use THE STORY OF PETITE (Annex 6) and TERMS ON THE CARDS WITH DEFINITION (Annex 7).

Materials needed

Pens and paper;
Cards (Annex 5);
Annex 6 and Annex 7 for extending game.

INSTRUCTION: Shuffle the cards and place in the middle face down (Annex 5)

Determine which team will start guessing (e.g. by flipping a coin or rolling a die to get the highest score).

- A member from Team A is designated as the 'Guide'. The Guide picks a card and looks at the term. He or she has a limited period of time (e.g. 45 seconds) in which to guide his or her team to guess the term. (See Strategies Table below for ideas on how to do this.) Team B keeps time.
- If Team A says the correct term within the time limit they get 3 points. If the term is not guessed within the time limit, Team B is given the opportunity to try to guess the term. If Team B guesses correctly, they get the 3 points.
- In the second round a member from Team B is designated as the 'Guide'. He or she picks a card and the same procedure is then followed.
- The game continues until all the cards are used, or until time available runs out. The team with the most points wins.

POSSIBLE STRATEGIES TO AID GUESSING*

- Picture tells the story: Covering the term and just showing the image.
- Verbal description: Defining the term without using the actual word. Using the opposite word is allowed.
- 5 Questions: Allowing the guessing team members 5 questions to guess what is on the card. Only YES and NO answers are allowed.
- Before and After: Explaining what happens before and after the situation shown on the card.
- Drawing: Creating a picture to show the meaning of the term.
- Modelling: Using modelling clay to show the meaning of the term.
- Pantomime: Acting out the term without words.

For added fun the opposite team can select which type of strategy should be used by the Guide.

_____

*Note: The Guide may not point out at any objects present in the room which could help his or her team to guess the term.

VARIATION ON THE GAME

Connections 1:

Place all cards face up. A member from Team A has to choose 2 cards to show a dilemma and the rest of his or her team members have 1 minute to identify and explain the dilemma (e.g. Gambling and Happiness; Unemployment and Money). The team needs to say 4 statements in relation to the dilemma. The teacher/facilitator judges whether these 4 statements are correct. Team B is given the opportunity to add statements if Team A does not provide the 4 statements. A team gets awarded points according to the number of correct statements it provides.

The cards which have been used to show dilemmas are put aside and not returned to the table. The game continues until all the cards are used or until time available runs out. The team with the most points wins.

Connections 2:
This is exactly like Connections 1 except that the cards are placed face down at the beginning of the game. This makes it more challenging to identify and explain a possible dilemma between the 2 cards picked, as well as to provide 4 correct statements.

Connections 3:
Place all cards face up. A member from Team A has to choose 3 cards to show a dilemma and a solution, and the rest of his or her team members have 2 minutes to identify and explain the dilemma and the related solution (e.g. Gambling and Happiness and Choice; Unemployment and Money and Saving). The team needs to say 4 statements in relation to the dilemma and 2 statements in relation to the solution. The teacher/facilitator judges whether these 6 statements are correct. Team B is given the opportunity to add statements if Team A does not provide the required amount. A team gets awarded points according to the number of correct statements it provides.
The cards which have been used are put back on the table. The game continues until the time available runs out and the team with the most points wins. Alternatively, the game is over when one team reaches a preset number of points (e. g. 30 points).

Map it out:
Place all cards face up. Divide the class into 3 teams. Give 2 different teams a role (e.g. Employed youth vs. Unemployed youth). These two teams have to use as many of the cards as possible to show causes and effects of their role within a time limit of 3 minutes. At the end of the 3 minutes, the third team will act as Judges. The team with most cards who can best explain the causes and effects of their role is the winner.

Tell me a story:
Divide the group into teams and give each team a set of cards. The teams need to use at least 5 cards to create a story-board explaining a finance related situation, problem or dilemma. The team who has the longest (with most cards) logical story is the winner. Used cards are put aside and the process is repeated.

Be creative!:
Place the pack of cards face down. Draw 7 cards at random and stick them on the board. Divide the group into teams. Each team has to write 1 sentence using as many of the shown finance-related terms as possible within a time limit of 2 minutes. The team with the sentence which has most terms and is logically written is the winner. Drawn cards are put aside and the process is repeated.

Questions for extending the game

For a richer learning experience, the card game can be extended into a class-based discussion (you can use Annex 6/The story of Petite). The teacher or facilitator can prompt the learners to reflect on their own current actions, think critically, express their opinion and/or be creative in recommending changes for improvement. The following are examples of questions which can be posed to generate a class discussion on some of the terms.

CHOICE:

How do you make your choices?
What/who influences you?

EDUCATION:

What do you understand by the term "education"?
Does education only happen at school?
What is the purpose of education?
Can education affect your standard of living? Why?

CONSUMPTION:

What do you spend most of your money on?
Do you ever think about how what you buy affects others? Why?

EXPEDITURE:

What do families spend money on?
How do expenses change throughout the lifecycle?
Give different examples.

LIFESTYLE:

What makes up a person's lifestyle?
What influences your lifestyle choices?
Is it easy to change your lifestyle? Why?

INCOME:

Give examples of sources of income for the family.
How do sources of income change throughout the lifecycle?
What sources of income does a community have?

JOB:

What does the word "job" mean to you?
Why do people get jobs?
Can a job ever be unpaid? Why?

PAYMENT CARDS:

What type of payment cards exist?
What are the pros and cons of different payment cards?

Theme 5: MEDIA LITERACY

The mass media today plays a significant role in forging stereotypes and prejudices in the society by conditioning perceptions and shaping people's attitudes and behaviors. According to Media literacy expert group, which was created in 2017 by European Commission, “Media literacy is an umbrella expression that includes all the technical, cognitive, social, civic and creative capacities that allow a citizen to access, have a critical understanding of the media and interact with it. It refers to all kind of media, through all kind of channels (traditional, internet, social media) and to all ages. Media literacy means different things for different countries and stakeholders. It is also a dynamic concept that evolves at the same that technology and society. However, a key stone in all possible definitions of media literacy is the development of critical thinking by the user.” (Source: (E02541), CNECT- DG Communications Networks, Content and Technology).

This part of toolkit invite young people to develop media literacy skills to become better interpreters of media messages. By participating in activities learners will elevate perception of reality and the way we see the world. They will learn about construction and deconstruction of media messages and particularly by developing storytelling skills.

Stories are effective educational tools and because of that this project has focus on one of the key questions that influence intercultural and international relations: the construction of social representations - how different groups of people perceive and are perceived by others. New forms of media are creating new ways to record, express and consume stories and by this better understand sustainable development related issues.

The activities in this section will stimulate to develop and adopt critical thinking and analytical competences when touch the coverage of the situations in different countries and on different continents. Below you will find structure of story making cycle. It can be useful to analyze it if you decide to adapt activities for your needs.

The cycle of story making using images

STEP 4

How well does the story reflect the image?
Discus: the importance of photo; the link of sustainable living;
Reflect on the process that you have gone through in step s 1, 2 and 3.
Evaluate the impact that this process has had on you. Has is changed your thinking in any way? Do you think it will influence your future behavior / choices?

STEP 1

Identify what is important about the image
Who took this photo and why did they shoot it way they did? Who is portrayed in the photo?
What is show in the photo? What is the emotional impact of the photo? What effect does it have on your attitude to the subject?
Where was the photo taken?

REFLECT AND EVALUATE

EXAMINE THE IMAGE

SHARE A STORY

SHARE A STORY

STEP 3

Use a formal or informal way to share the story

Share the story with another person.
Tell the story to a class group.
Print the story as an article in a newspaper or newsletter.
Record the story to share in video or audio format.

STEP 2

Express the content as a story

Create a story that links to responsible and sustainable living by using the information from Step 1.
Structure the story e.g. stories have specific clear beginning (once upon a time...) and endings (...happily ever after, or not!).

5a Activity "Whose Story is This?"

Each student writes a description of a photograph in relation to signs of responsible living they find. Afterwards all class members are invited to match photographs and descriptions.

Sustainable development skills	System thinking competency; Anticipatory competency; Critical thinking competency; Self-awareness competency.
Curriculum	Languages; Literacy.
Tips and recommendation	Students can use the Responsible and Sustainable Living Prompt Cards. This activity can also be carried out with groups of two / three students.

Materials needed	A set of photos – enough to give each student an image (Annex 9); Pens and paper; Sticky tack; Responsible and Sustainable Living Prompt Cards (Annex 8).

INSTRUCTION: Organize this activity in two stages:

Stage ONE:

- Show the students one example of a photo and invite them to describe what they see in the photograph in relation to responsible and sustainable living. This step provides a practice run for the next step.
- Distribute a photo (face-down) to each student. Instruct them not to show it to their peers.
- Distribute paper and a pen to each student. Invite the students to write down as many sentences as is possible, in five minutes, to describe "the story" of their image in relation to responsible and sustainable living.
- Collect all of the images and descriptions from the students.

Stage TWO:

- Attach the students images to a whiteboard with sticky tack. Number each image.
- Explain to the class that each of the descriptions written by students will be read out randomly. As descriptions are being read out students are asked to guess which of the numbered images is being described and to record their choice on a sheet of paper.
- When all descriptions have been read out and matched to a photograph review the students answers.
- Discuss the photographs, descriptions and the number of correct answers. What images were challenging to describe / guess?

Questions:

- *What have they learnt from this experience?*
- *Has the activity heightened their awareness of responsible and sustainable living? How?*
- *After a couple of weeks invite students to discuss and reflect on:*
- *Has the activity prompted them to take any kind of action or make a change? If yes, what?*

5b Activity "The secret story of an everyday object"

In groups, students gather information about various everyday products. Then they share their findings about the sustainability and origin of the product.

Sustainable development skills	System thinking competency; Critical thinking competency; Integrated problem- solving competency.
Curriculum	Languages; Literacy; Geography.

Tips and recommendation	Questions can be selected / written and graded according to the ability and interests of students. Objects / products can be made more challenging for older or more able student e.g. objects / products made from a range of different materials and sources (e.g. a mobile phone, a toaster).
Materials needed	Objects (products) that students are familiar with (e.g. chocolate, a mobile phone, shoes); A set of questions for each object; Pens; World map or a globe (optional).

INTRODUCTION: The classroom should be organized for group work, with access to the internet. The teacher selects objects for groups and prepares the questions and all other materials needed. Divide students into groups of four or five.

Provide each group with an object / product and a set of questions. Invite each group to look at their object / product and research answers to their set of questions. Students can brainstorm possible answers or look for answers on the internet and should record each answer on the worksheet template.

Students are invited to display their worksheets and share the story of their findings with each other. Each group identifies the origin of their object / product on a world map or globe.

Question Bank of Ideas

- Where was the object / product produced / manufactured?
- What material is the object / product made from?
- Does the production of the object / product pollute the environment?
- What is the origin of the materials used to manufacture the object / product?
- Were materials processed in any way? How?
- How was the object / product transported to its present location?
- Has the object / product got more than one use? Can it be used more than once?
- What will happen to the object / product after it is no longer used?
- Does it have potential for Reusing? Recycling? Repurposing? Re-gifting? Repairing? Remaking? Redesigning?
- Is the object / product an everyday item or a luxury item?
- Who has use for the object / product?
- When the product is disposed of is there a risk to the environment?
- Are the people who manufacture the object / product treated fairly? Are they exposed to any risk factors?

Questions:

- *What have they learnt from this experience?*
- *Has the activity heightened their awareness of responsible and sustainable living? How?*
- *After a couple of weeks invite students to discuss and reflect on:*
- *Has the activity prompted them to take any kind of action or make a change? If yes what?*

WORLD MAP

5c Activity "Front Page News Story"

Using chosen photos, students write newspaper articles designed to raise awareness about an aspect of responsible and sustainable living. They choose the best story for a newspaper front page.

Sustainable development skills	Normative competency; Strategic competency; Collaboration competency; Integrated problem-solving competency.
Curriculum	Languages; Literacy.
Tips and recommendation	Responsible and Sustainable Living Prompt Cards (Annex 8) can be used to support writing by providing prompts and words that can be used in the article.
Materials needed	A set of photos (have a minimum one per student); Pens and paper or IT equipment to support writing of newspaper article / short story; Responsible and Sustainable Living Prompt Cards (Annex 8).

INTRODUCTION: The classroom should be organized for group work. Lay the photos out on a large table or on the floor so that the students can walk around them to view them before making a selection. Inform the students that the class is being invited to become journalists to produce a special edition newspaper on responsible and sustainable living.

Invite each student to look at the photos that have been laid out and select a photograph that they feel links to the theme which could be used on one of the newspaper pages as part of an article / story designed to create awareness about an aspect of responsible and sustainable living. Divide the students into groups of approximately four and invite each member of the group to share their photos with each other and explain what motivated them to select the photo for the newspaper article / story. Explain to the students that as a group they will now need to:

- select just one photo for the group;
- write a caption for the photo;
- write a short article / story to accompany the photo.

The short article / story can be fact or fictional but must be linked to themes of responsible and sustainable living and help to create awareness about some aspect of the theme. The article / story might for example: tell a good news story, highlight a need for change, provide a warning, or report on a catastrophe.

When each group has finished writing their article / story, invite the groups to present their articles / stories to each other. While students are listening to each other's articles / stories they should consider which article / story should be selected to go on the front page of the special edition newspaper. When each group has finished their presentation, the class can vote to decide this.

Invite the groups to complete the activity by assembling the newspaper containing all of their articles as either a hard copy newspaper or an electronic newspaper.

Questions:

- *What have they learnt from this experience?*
- *Has the activity heightened their awareness of responsible and sustainable living? How?*
- *After a couple of weeks invite students to discuss and reflect on: Has the activity prompted them to take any kind of action or make a change? If yes what?*

5d Activity "Key words"

Following suggested keywords, students brainstorm and make up a list of related films. They discuss what can be learned from the film about sustainable living.

Sustainable development skills	Normative competency; Self-awareness competency.
Curriculum	Languages; Literacy; Arts.
Tips and recommendation	This activity can also be used with other media, e.g. songs, newspaper or magazine articles, books, TV programs, YouTube clips. This activity could also be done as homework and students could complete their list by conducting research on the internet.
Materials needed	Paper (A4) for keywords; Pens and paper.

INTRODUCTION: The teacher writes specific keywords on A4 paper. Each keyword should take up the whole A4 page.

Examples of keywords: • **Nature** • **Pollution** • **Poverty** • **Transport**
• **Crime** • **Media** • **Consumption** • **Disease**

The teacher cuts up each A4 keyword into approximately four pieces to create a simple puzzle. Overall there should be enough pieces so that each student receives one.

The pieces of paper are distributed randomly to students. Students are asked to team up by finding other students that can help to make up a whole keyword.

Each group that forms is invited to brainstorm as many films as possible where their keyword features in the film. They are also invited to give a short description / explanation of how their keyword is linked to / addressed in each particular film, e. g.

- Is it the main theme of the film?
- Is it in the background of the film story?
- Which perspectives are addressed?
- Is the current view on the theme different /changed from the one presented in the film?
- What can we learn from the film(s) on the theme of:
    - *responsible and sustainable living?*
    - *the role of the media in responsible and sustainable living?*

Each group is then invited to present their work and ideas.

Examples for the keyword **"MEDIA"**

All the President's Men – investigative reporters work on the Watergate scandal; media play a positive role;
Wag the dog – shortly before an election, a Hollywood producer joins efforts to fabricate a war in order to cover up a presidential sex scandal; example how easy it is to manipulate public opinion;
The Social Network – media is the main topic of the film; a story on how the most successful social network of today was founded;
Sex and the city – series and a film about a woman writing articles for a New York newspaper; newspaper job seems to be very easy and not a stressful job;
Good morning, Vietnam – a story about American radio DJ in the Vietnam War; in his radio show consists of comedy and news updates that were vetted by the station censors.

Questions:

- *What have you learned from this activity / experience that you didn't know before?*
- *What would you like to find out more about?*
- *Was there anything that surprised you during the activity?*

Table: Overview of Learning Activities and original sources

Theme	Activity	Source	Pedagogical Approach	Learning Methods
Global Citizenship	1a) Social change in school	Fran Peavey (1994) "By Life's Grace: Musings on the Essence of Social Change".	Strategic questioning by Fran Peavey, Inquiry Learning	Asking and answering questions, Investigation, Vision, Choices, Reflection, Action.
	1b) Personal being and identity	PERL Active Methodology Toolkit 7 (pp. 8-11)	Cognitive Research Trust (CoRT) tools by Edward De Bono, Inquiry Learning	Deliberate thinking and communication, historical reflection, self-analysis, and comparative evaluation
	1c) The first thing you think of when I say….	PERL Values-Based Learning: Growing a Shared Vision (pp. 20)	Inquiry Learning	Investigation, Vision, Reflection.
Values	2a) The future we want	PERL Values-Based Learning: Discovering What Matters (pp. 10)	Co-operative learning, Inquiry Learning	Problem solving, asking and answering questions, Choices, Emotional awareness.
	2b) Indicators of skills and values	PERL Values-Based Learning: Discovering What Matters (pp. 11-12)	Co-operative Learning, Inquiry Learning	Problem solving, asking and answering questions, Choices, Emotional awareness.
	2c) Spatial survey	PERL Values-Based Learning: Discovering What Matters (pp. 13-14)	Co-operative Learning, Inquiry Learning	Asking and answering questions Choices, Emotional awareness.
Habits	3a) Meet in the middle	PERL Active Methodology Toolkit 2 (pp. 10-12)	Critical Thinking and Action	Collaborative exploration; problem solving; asking and answering questions
	3b) Time and technology	PERL Active Methodology Toolkit 4 (pp. 34-36)	Model for Action and Change	Investigation, Vision, Choices, Reflection, Action, Change and Review
	3c) Picture timeline	PERL Active Methodology Toolkit 4 (pp. 34-36)	Model for Action and Change	Investigation, Vision, Choices, Reflection, Action, Change and Review
	3d) Make a choice	PERL Active Methodology Toolkit 4 (pp. 34-36)	Model for Action and Change	Investigation, Vision, Choices, Reflection, Action, Change and Review
Personal Finances	4a) What we buy?	PERL Active Methodology Toolkit 7 (pp. 18-19)	Cognitive Research Trust (CoRT) tools by Edward De Bono	Deliberate thinking, communication, historical reflection, self-analysis, and comparative evaluation
	4b) Splash: a financial literacy game	PERL Active Methodology Toolkit 3	Active learning through games and play	Facing a dilemma; Creative thinking and acting; Giving and obtaining feedback and reflecting on this
Media Literacy	5a) Whose Story is This?	PERL Active Methodology Toolkit 5 (pp. 17)	Storytelling and cooperative learning	Personal engagement, emotional awareness, and social learning
	5b) The secret story of an everyday object	PERL Active Methodology Toolkit 5 (pp. 14-15)	Storytelling and cooperative learning	Personal engagement, emotional awareness, and social learning
	5c) Front Page News Story	PERL Active Methodology Toolkit 5 (pp. 23)	Storytelling and cooperative learning	Personal engagement, emotional awareness, and social learning
	5d) Keywords	PERL Active Methodology Toolkit 6 (pp. 12)	Multiple Intelligence Theory by Howard Gardner	Verbal-Linguistic, Logical-Mathematical, Visual-Spatial, Bodily-Kinesthetic, Musical, Interpersonal, Intrapersonal, and Naturalistic

List of Resources

Fran Peavey (1994) “By Life's Grace: Musings on the Essence of Social Change“.

Reference to PERL Resources: Learning to Do.

PERL Active Methodology Toolkit 1: Images and Objects - Education for Sustainable Development.

PERL Active Methodology Toolkit 2: Personal Consumption and Climate Change.

PERL Active Methodology Toolkit 3: Financial Literacy, personal finance management.

PERL Active Methodology Toolkit 4: Resource Usage: Time as a resource.

PERL Active Methodology Toolkit 5: Whats the Story? Responsible and Sustainable Living.

PERL Active Methodology Toolkit 6: The Power of Media: Responsible and Sustainable Living.

PERL Active Methodology Toolkit 7: Why buy? The symbolic value of consumption.

PERL Values-Based Learning Toolkit: Discovering What Matters - A toolkit designed with students for students.

PERL Values-Based Learning Toolkit: Growing a Shared Vision - A resource toolkit for schools.

PERL Values-Based Learning Toolkit: Measuring What Matters - A values-based toolkit for teachers.

PERL materials are available for download from Centre for Collaborative Learning for Sustainable Development at Inland Norway University of Applied Sciences:
https://eng.inn.no/project-sites/living-responsibly/publications

Jump into Sustainable LIFESTYLES

Annex 1 – for activities: „Indicators of skills and values“, „Spatial Survey“

The list of INDICATORS for skills and values

Taking responsibility for our learning and using our own initiative	
Having an insight into possible consequences of what we say and do	
Using our mistakes as starting points for learning and growth	
Connecting knowledge from different subjects, as a way of thinking about solutions to difficult problems.	
Thinking critically about the ideas and information that are given to us	
Having the courage to take a step beyond our ‘comfort zone’	
Helping people to solve conflicts, by listening to both sides and trying to find acceptable solutions	
Listening to other people and trying to understand what they really mean	
Acknowledging and incorporating different points of view (e.g. in our thinking, writing, research)	
Finding the courage to be ourselves	
Feeling that we have the power to create change and solve problems in our local communities	
Remembering to use non-violent communication in tense situations (e.g. using ‘I feel’ statements rather than blaming others)	
Finding or creating safe spaces to express our emotions (e.g. nature, art, music, friendship groups, sports)	
Applying our subject knowledge and skills to understanding problems in our local communities (schools / families / neighbourhoods etc.)	
Thinking about what we buy and what we throw away, remembering that future generations will depend on the same natural resources as we do now	
Resisting the pressure (e.g. from advertisers) to buy things we don’t really need	
Caring for our environment - especially endangered species and ecosystems, injured or unwanted wildlife, and damaged habitats	
Learning to be comfortable with who we are	
Having a strong sense of belonging in nature	
Developing our own personal style by getting to know interests, attitudes and sensitivities	
Thinking of ways to reduce waste, carbon emissions and pollution	
Evaluating what’s important to us and what isn’t	
Looking after ourselves and our families	
Communicating face to face, spending quality time with people	
Accepting others instead of judging them	
Choosing jobs that we love, not just thinking about how much we can earn	

Annex 2 – for activity „Indicators of skills and values“

Checklist of Indicators

INDICATORS FOR STUDENTS

General Indicators	Score
We respect, appreciate, and find ways to understand the differences between people	
We have self-respect	
We acknowledge and incorporate different points of view (e.g. in our thinking, writing, research, etc)	
We resolve conflicts through dialogue	
We listen to other people and try to understand what they really mean	
We walk our talk	
We take responsibility for our learning and use our own initiative	
We think critically about the ideas and information that are given to us	
We find the courage to be ourselves	
We are able to act as ‘critical friends’, giving honest and helpful feedback to each other	

Specific Indicators A: Knowledge and Understanding	Score
We apply our subject knowledge and skills to understanding problems in our local communities (school/family/neighbourhood)	
We understand how we relate to other-than-human creatures, and with the natural environment of our local area	
We have an insight into possible consequences of what we say and do	
We understand how to be in relationship to, and care for, particular species of plants and animals	
We think about what we buy and what we throw away, remembering that future generations will depend on the same natural resources as we do now	

Specific Indicators B: Self-Knowledge	Score
We learn to be comfortable with who we are	
We develop our own personal style by getting to know our interests, attitudes and sensitivities	
We recognize ourselves as co-creators of our social world	
We use mindfulness as a way of coping with problems	
We discover meaning and purpose for ourselves	
We see new meanings that change or deepen our understanding of what we’re doing now, what we hope to do, and why	

Specific Indicators C: A Culture of Change	Score
We feel that we have the power to create change and solve problems in our local communities	
We ask ‘big questions’ and look for answers in the wider community	

We use mistakes as starting points for learning and growth	
We have the courage to take a step beyond our 'comfort zone'	

Specific Indicators D: Emotional Connection	**Score**
We find or create safe spaces to express our emotions (e.g. nature, art, music, friendship groups)	
We feel connected to other people and the world around us	
We show empathy and care towards humans and other-than-human creatures	
We celebrate, and show gratitude for, the generosity of nature	
We have a deep-rooted sense of belonging in nature	
We find a space of peace and healing in nature	
We are absorbed in the wild world with joyful mindfulness, offering our attention fully and reverently	
We experience nature as a source of personal fulfilment	

Specific Indicators E: Skills	**Score**
We feel we are acquiring practical skills for real life, not just theoretical knowledge	
We can proactively care for endangered species and ecosystems, abandoned pets and damaged habitats	
We help people to solve conflicts, by listening to both sides and trying to find acceptable solutions	
We remember to use non-violent communication in tense situations (e.g. using 'I feel' statements rather than blaming others)	
We make discoveries through feeling, imagination and sensing, not only through thinking	
We learn decision-making that takes into account the social, economic and environmental needs of future generations	
We resist the pressure (e.g. from advertisers) to buy things we don't really Need	
We learn curiosity, conjecture, prediction and exploration	
We are able to synthesize information, not only to analyze it	
We connect knowledge from different subjects, as a way of thinking about solutions to difficult problems	
We develop the skill of recognizing systems and patterns	

Specific Indicators F: Cultural Competence	**Score**
We enjoy and employ our deep imagination (dreams, intuition and visions)	
We immerse ourselves deeply in the arts, using art to reflect impulses and feelings that arise within us	

INDICATORS FOR SCHOOLS

Policies	Score
The school makes every effort to understand and plan for students' diverse needs, and to provide a suitable education for each individual student	
The school acts in a manner that is impartial and non-discriminatory (not discriminating on any basis, including nationality, ethnic origin, colour, gender, sexual orientation, creed or religion)	
The school does not tolerate back-biting or bullying	
The school implements a policy of: purchasing environmentally sustainable products, e.g. recycled paper, even if cheaper alternatives exist; procuring some or all of its energy from renewable sources; reducing carbon emissions; sustainable waste management, e.g. recycling or reducing waste; ethical investment	
The school offers appropriate, multi-tiered support and guidance to students with problems	
The school is integrated with the local community	
The school makes every effort to understand and plan for students' diverse needs, and to provide a suitable education for each individual student	

Teaching and Learning Strategies	**Score**
Teachers develop lessons that are based on the memorable rather than memorization	
Teachers open [(a) each other's, (b) students'] hearts and minds to new ideas	
A wide variety of teaching and learning styles are used	
Teachers find creative ways to increase engagement with students	
Knowledge is increased through hands-on activities	
Teachers discuss with students what they think education is all about	
Teachers give students time to interact and process their learning	

Cross-Cutting Theme 1: **Compassion, Caring, Respect, Student-Centredness**	**Score**
Teachers listen with sensitivity and empathy to students	
[(a) Teachers, (b) students and (c) parents] feel that the school has a caring ethos	
The school has an embedded culture of respect for students' abilities	
Teachers see every student as a unique spirit to be cherished	

Cross-Cutting Theme 2: **Engagement, Initiative, Responsibility**	**Score**
Students [(a) feel that they are encouraged, (b) are taking the opportunity] to develop their own visions and goals for projects, and/or for the whole school	
Students [(a) feel that they are encouraged, (b) are taking the opportunity] to identify problems and develop solutions, on their own or as groups	
Teachers take conscious action [(a) to give every student an equal opportunity, (b) to encourage students] to express their opinions	

Cross-Cutting Theme 3:	**Score**

Learning Environment, Positivity, Happiness	
Staff morale and commitment levels are high	
[(a) Teachers, (b) students, and (c) parents] generally feel upbeat, positive and happy about the school	
The school is a vibrant community where teachers and students are stimulated with new ideas, thoughts, directions and possibilities	

Cross-Cutting Theme 4: **Reflection, Criticality, Openness, Creativity, Risk-Taking**	**Score**
Teachers and students help each other to reach out and take risks in their teaching and learning	
Teachers build [(a) their own, (b) each other's, (c) students'] capacity for deep reflection out of moments where things go wrong	
Teachers see themselves as 'learners' rather than 'knowers'	
Students, teachers and parents see themselves as part of a learning community with shared reference points	
Teachers and students challenge each other to rethink what they do	
Teachers are open to learning from students	

Cross-Cutting Theme 5: **Transformation**	**Score**
[(a) Teachers, (b) students, (c) parents] feel the school provides a space in which students can flourish	
[(a) Teachers, (b) students] feel that they are provided with opportunities for personal growth	

Annex 3 – for activity „Indicators of skills and values“
Indicators in large font. These can be cut up into separate Strips.

Taking responsibility for our learning and using our own initiative
Having an insight into possible consequences of what we say and do
Using our mistakes as starting points for learning and growth
Connecting knowledge from different subjects, as a way of thinking about solutions to difficult problems.
Thinking critically about the ideas and information that are given to us
Having the courage to take a step beyond our ‘comfort zone’

Helping people to solve conflicts, by listening to both sides and trying to find acceptable solutions
Listening to other people and trying to understand what they really mean
Acknowledging and incorporating different points of view (e.g. in our thinking, writing, research)
Finding the courage to be ourselves
Feeling that we have the power to create change and solve problems in our local communities

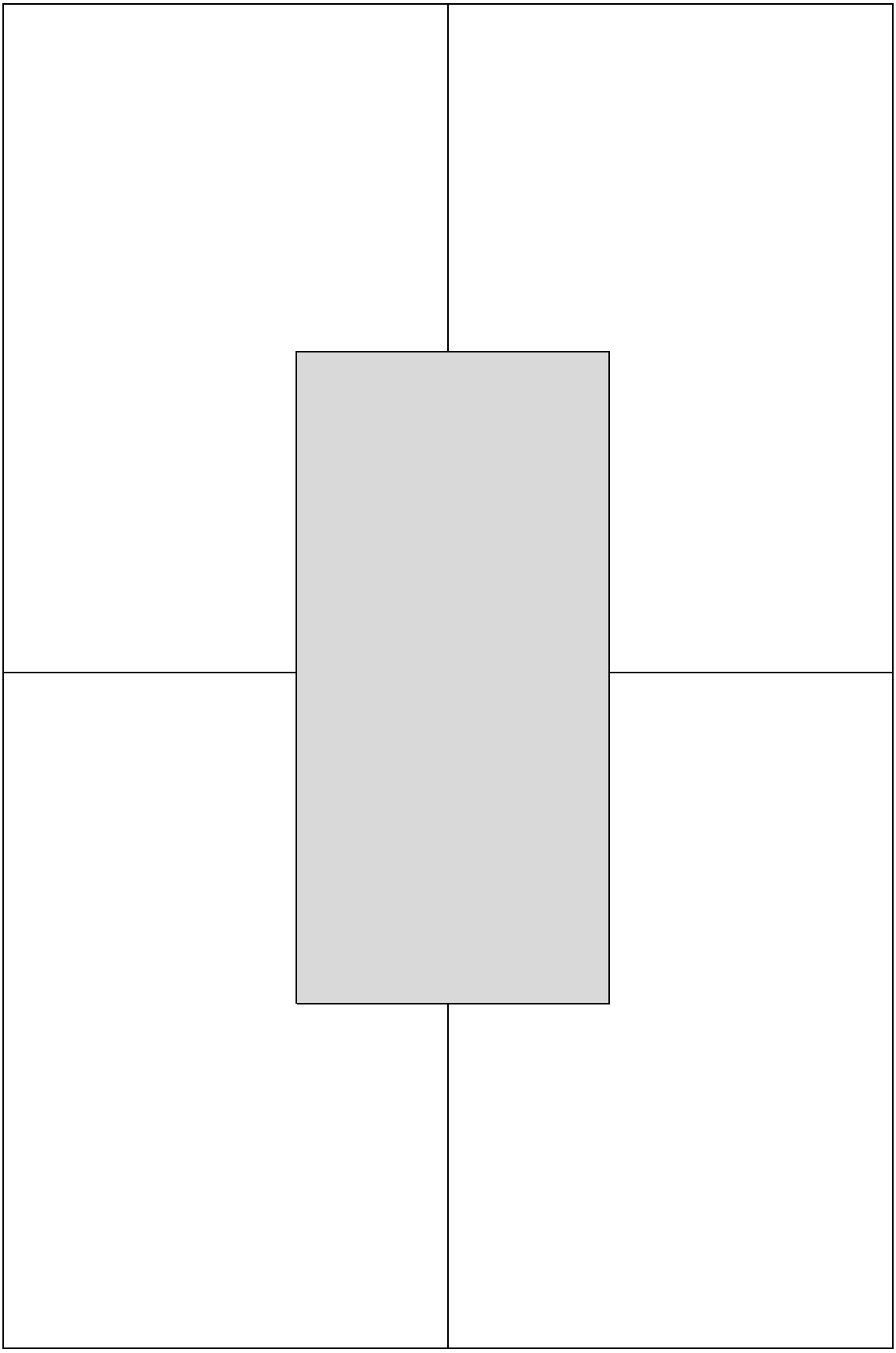
Remembering to use non-violent communication in tense situations (e.g. using ‘I feel’ statements rather than blaming others)
Finding or creating safe spaces to express our emotions (e.g. nature, art, music, friendship groups, sports)
Applying our subject knowledge and skills to understanding problems in our local communities (schools / families / neighbourhoods etc.)
Thinking about what we buy and what we throw away, remembering that future generations will depend on the same natural resources as we do now

Resisting the pressure (e.g. from advertisers) to buy things we don't really need
Caring for our environment - especially endangered species and ecosystems, injured or unwanted wildlife, and damaged habitats
Learning to be comfortable with who we are
Having a strong sense of belonging in nature
Developing our own personal style by getting to know interests, attitudes and sensitivities
Thinking of ways to reduce waste, carbon emissions and pollution

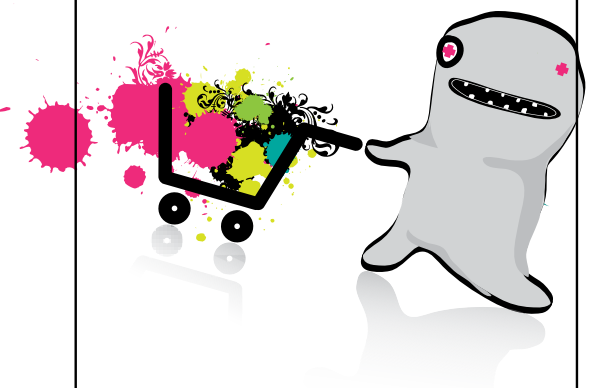
Evaluating what's important to us and what isn't
Looking after ourselves and our families
Communicating face to face, spending quality time with people
Accepting others instead of judging them
Choosing jobs that we love, not just thinking about how much we can earn

Annex 4 – for activity „Meet in the middle“

Worksheet

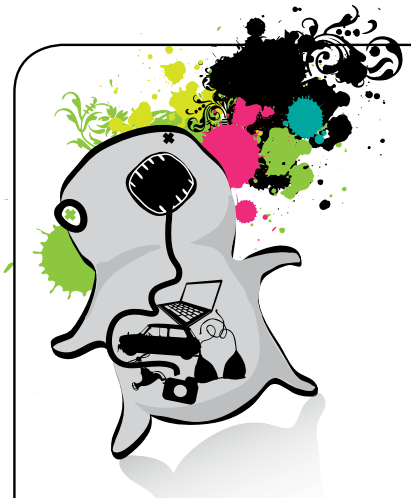


Annex 5 – for activity „Splash: a financial literacy game“



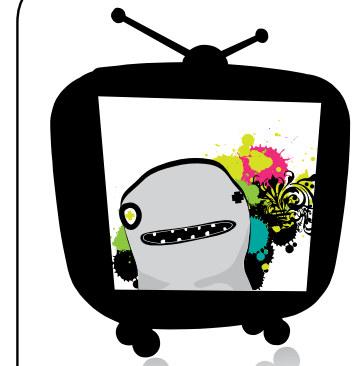
SHOP

A place where people can purchase products and services.



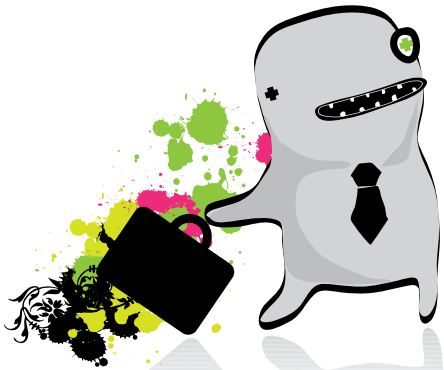
CONSUMPTION

Using or purchasing products and services.



ADVERTISMENT

A paid form of communication used to promote products, services, ideas or events.

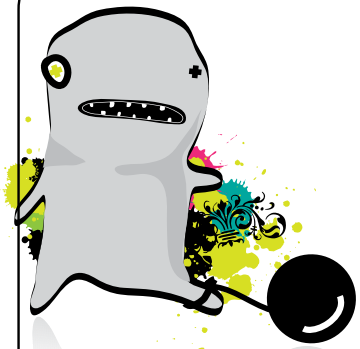


JOB

A task to be performed.

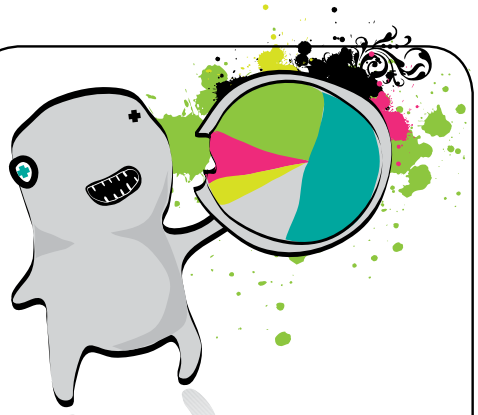
BANK

An institution that offers financial services: e.g. accepts deposits, provides saving and investment services and loans.



DEBT

An amount of money owed to somebody.

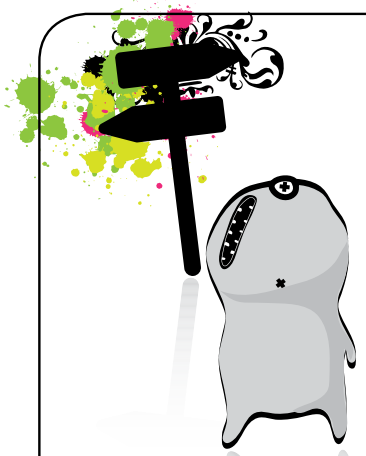


BUDGET

A plan for spending and saving available money over a certain period of time, based on specific goals.

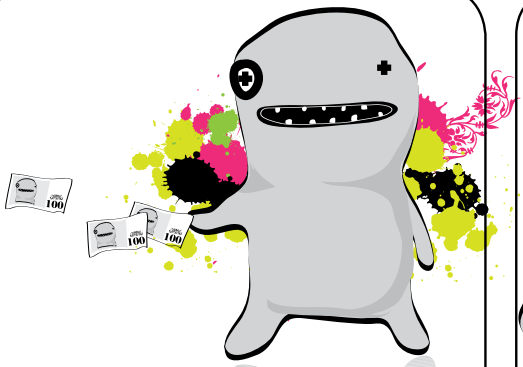
CASH MACHINE

A machine in a public place where individuals can access their bank account using their payment card.



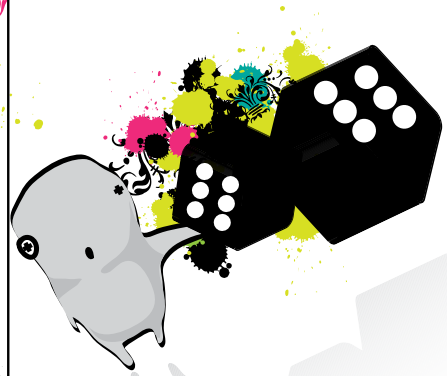
CHOICE

Different options or the option selected.



EXPENDITURE

The money spent or used.

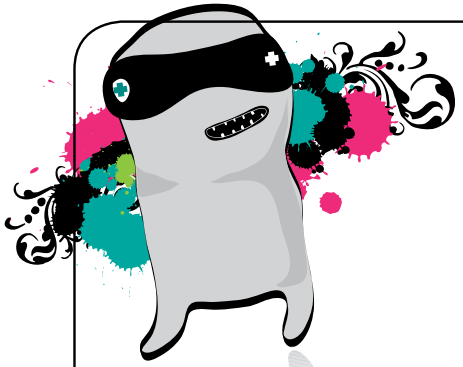


GAMBLING

To risk losing money or other resources in a game-like situation.

EDUCATION

Gaining knowledge and skills, and the development of mind and character.

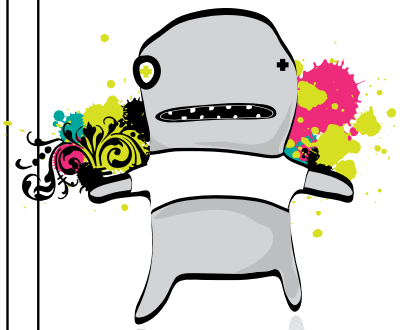


FRAUD

Intentional stealing of someone else's money through deception (e.g. scams).

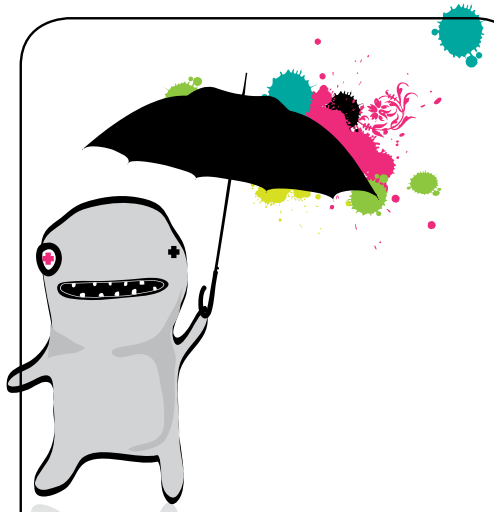
HAPPINESS

Positive emotions; a sense of joy or well-being.



INFLATION

The process whereby over time most products and services increase in price; salaries normally also increase.

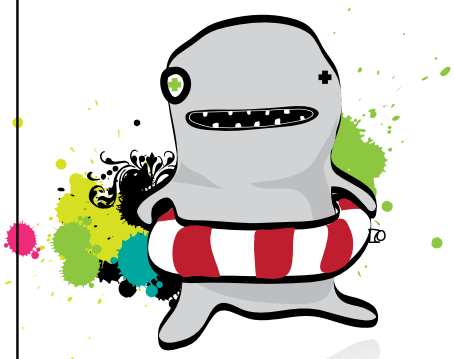


INSURANCE

A system where people pay money in advance into a fund so that if something negative happens they will get some money back to make up for their loses.

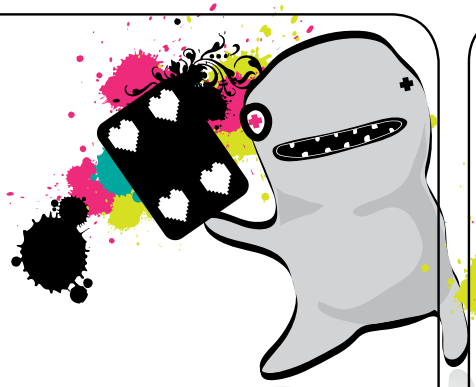
INCOME

Sum of all earnings received.



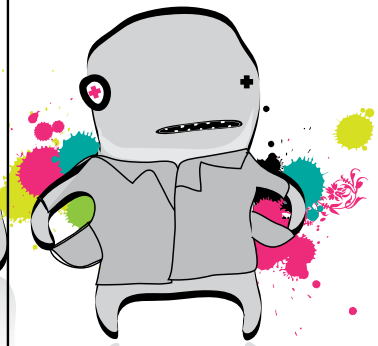
NEED

Something which is essential for a person.



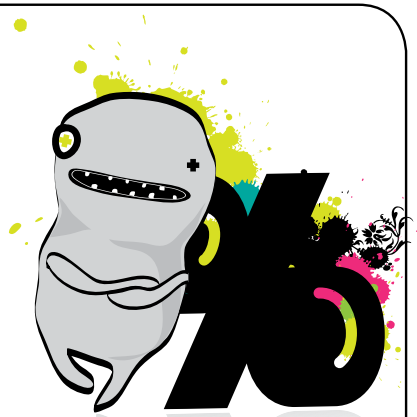
PAYMENT CARD

A plastic card issued by a bank or other company that is used for money withdrawals or transactions without cash.



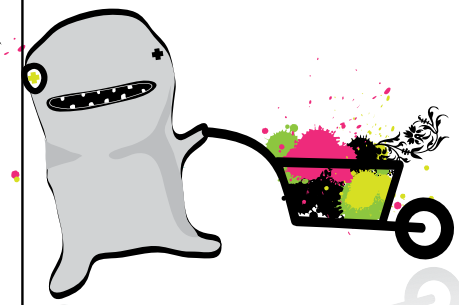
POVERTY

In the economic sense, a state of being where a person lacks money or other resources for a dignified living.



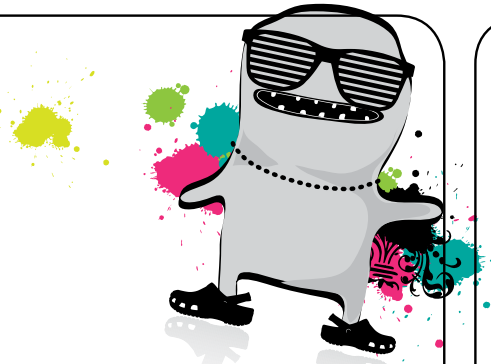
INTEREST

The cost of borrowing money and the gain from lending money; extra money paid on a loan or gained from savings / investments.



INVESTING

A way of using or depositing savings often with a higher risk.



LIFESTYLE

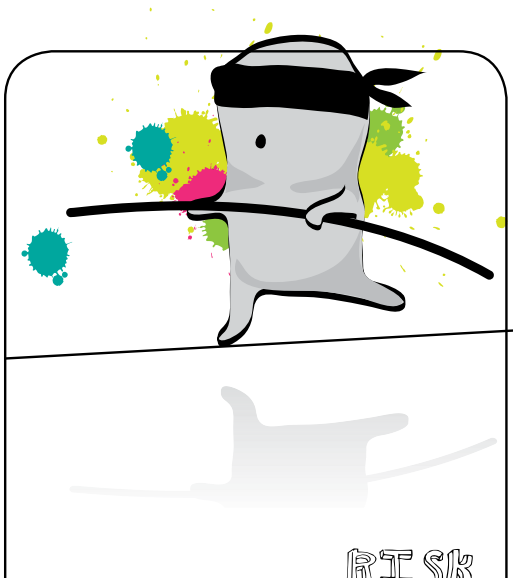
The way a person chooses to live.

MONEY

A medium (object or record) that is generally accepted as payment for products and services.

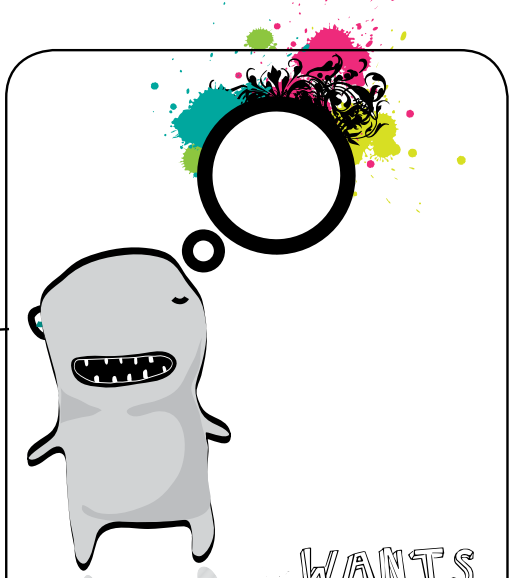
WEALTH

Possession or control of lots of money or valuable resources.



RISK

The danger that something with negative consequences happens.

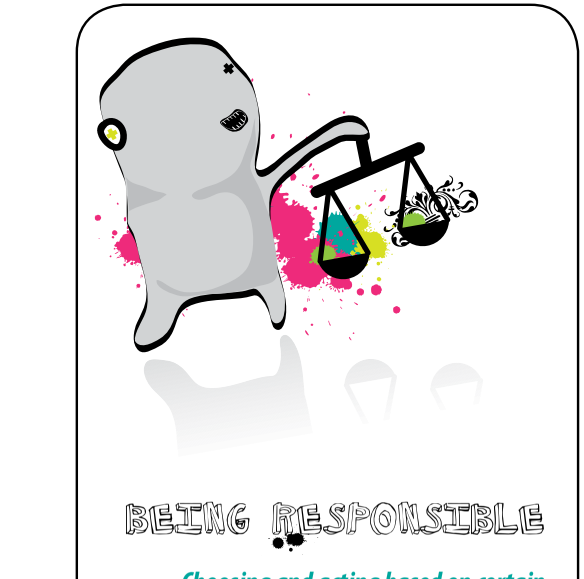


WANTS

Something a person would like to have, but which is not essential.

REUSING

The process of taking something which has already been used and giving it an alternative function.

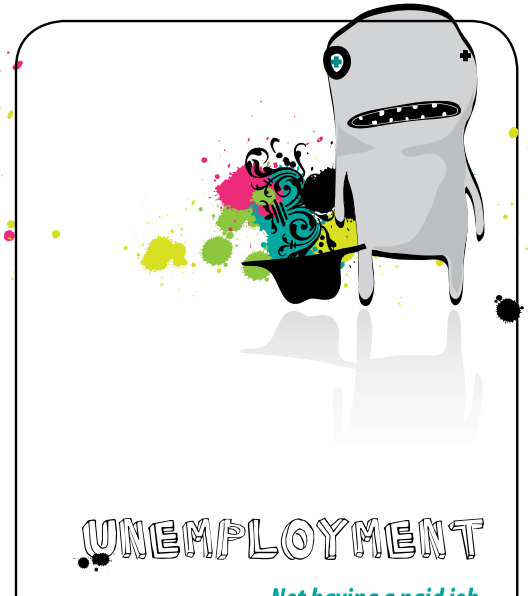


BEING RESPONSIBLE

Choosing and acting based on certain criteria and with an understanding of the consequences for personal and community wellbeing.

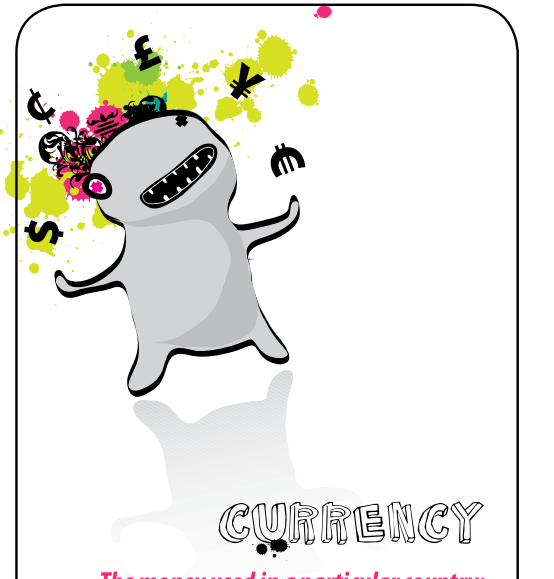
SAVING

Putting aside money for later use; can be done when a person does not spend all his/her income.



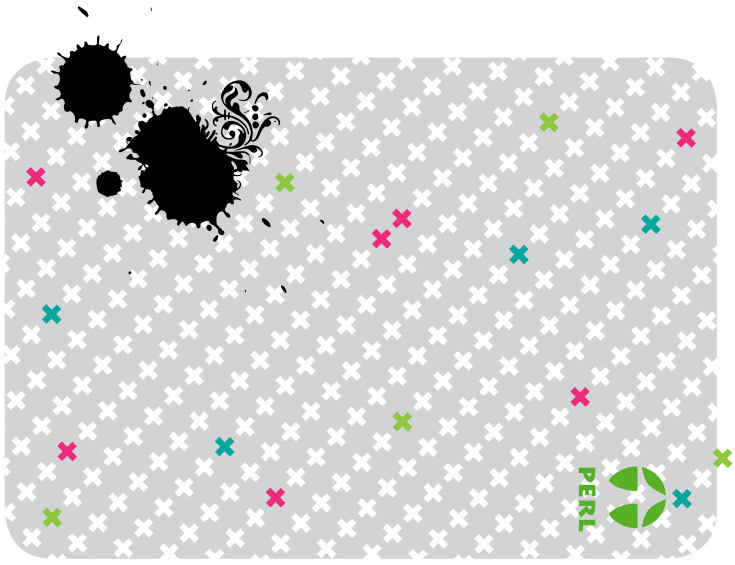
UNEMPLOYMENT

Not having a paid job.



CURRENCY

The money used in a particular country; a unit of exchange.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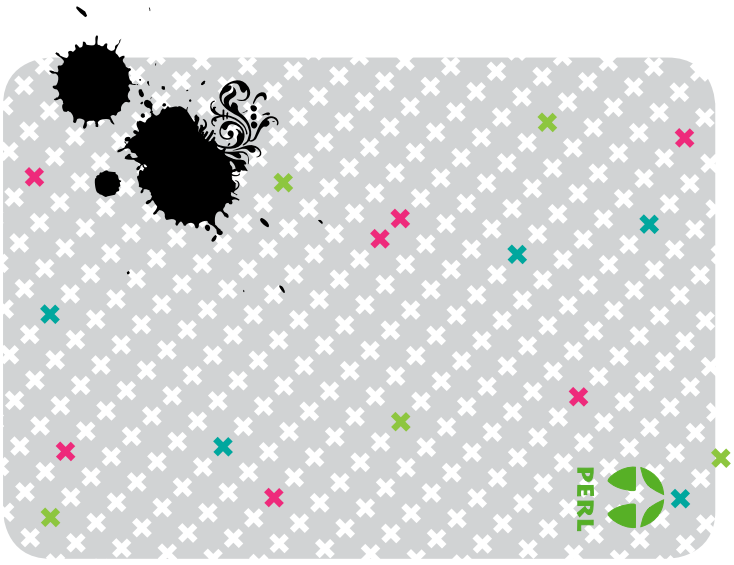
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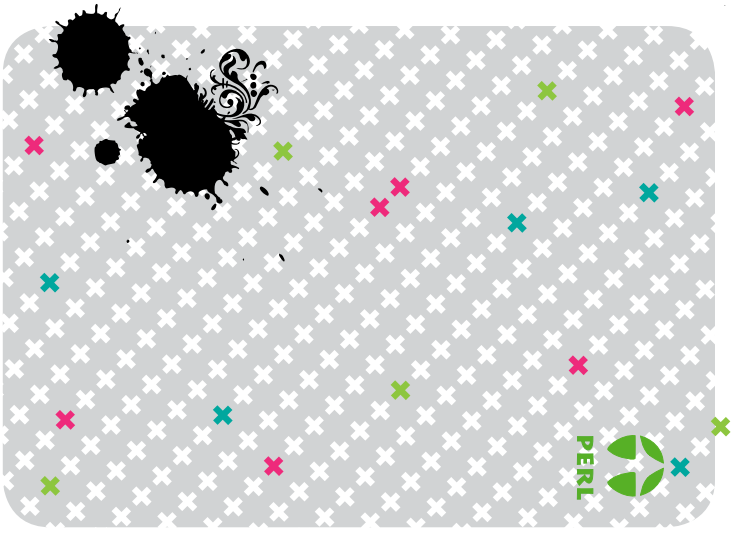
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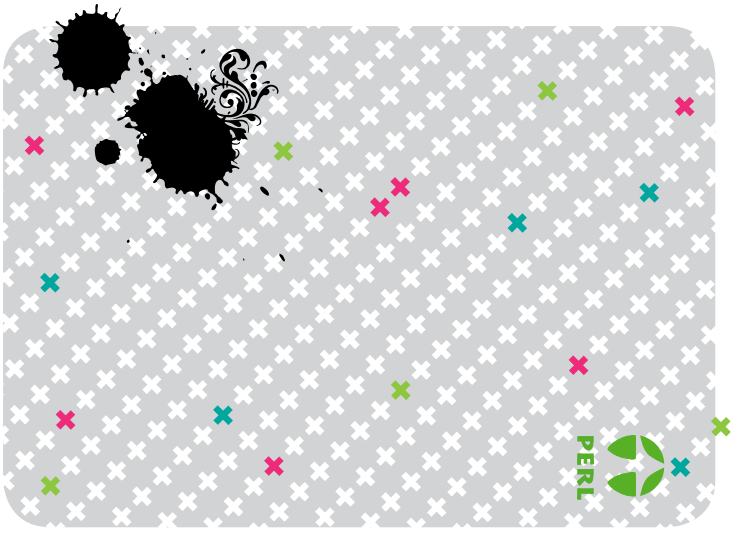
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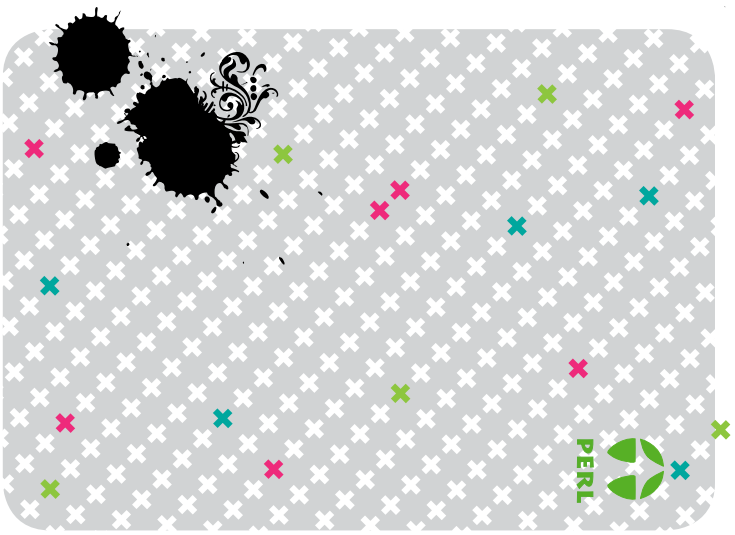
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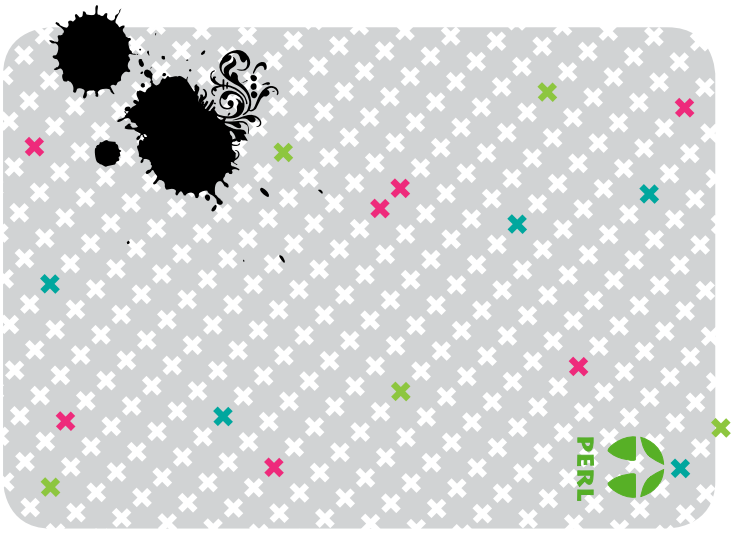
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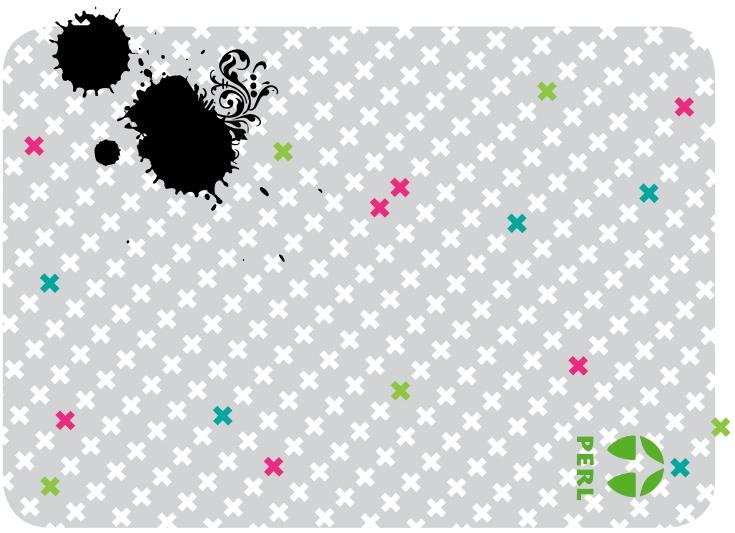
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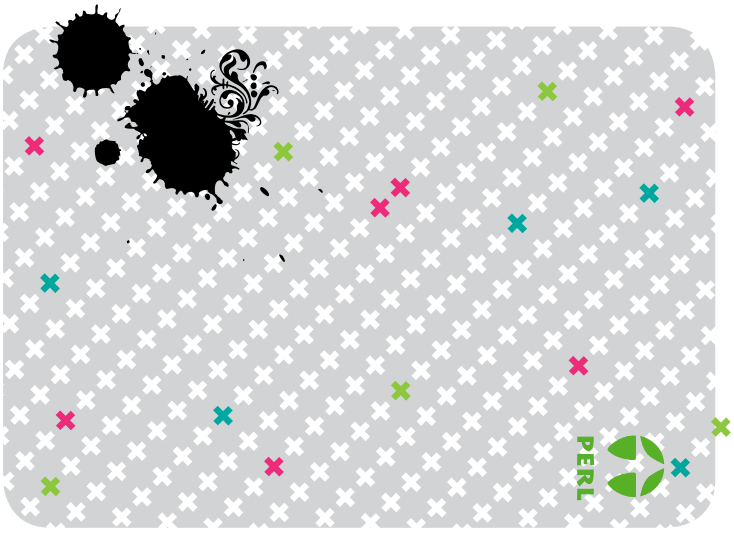
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Annex 6 – for activity „Splash: a financial literacy game“

THE STORY OF PETITE

The following story can be used as a complementary activity to the Card Game. The idea is to provoke a discussion on the various financial matters which arise in the story. The teacher or facilitator can encourage the learners to identify learnt terms which are mentioned in the story and to use these terms in their discussion to show their understanding.

Petite, a crisp 5 Euro banknote, woke up in the morning in a cosy cash machine and wondered what the day was going to be like.Peter woke up in the morning in a cosy bed in his parents' house. He knew what the day was going to be like – again without money.Peter's grandmother Patricia woke up in the morning looking around her almost empty flat. She wondered what her day was going to be like.

Wait a minute…Surprise! Peter's mother went to the neighbourhood cash machine this morning. She gives Peter some money to buy groceries for grandmother on his way to school. That was the first time Petite saw Peter.

Peter goes to their local shop and takes advantage of different discounts that he has seen being advertised. What an even nicer surprise!! He has money left over and more than he expected. Petite is among the money he puts back in his pocket. Peter delivers the food to his grandma. As he walks into the lounge he realises that her TV is missing.

But he doesn't have time to ask her what happened to the TV as he is late for school.Grandma makes some soup with the groceries Peter has brought her and then goes to meet her friends at the usual meeting place.

At school that day Peter has a Home Economics lesson on Budgeting. They discuss basic things like income, expenditure, saving and investing. They also speak about how needs and wants change according to ones lifestyle and to ones stage in the lifecycle. The lesson gets Peter thinking: What should he do with the money in his pocket?

The school bell rings and he sets off for home. On the way, he stops near a shop selling accessories and thinks of buying a pretty scarf for his girlfriend. But instead he decides to buy his grandma her favourite sweets to cheer her up – she looked so gloomy this morning…Peter turns away from the shop window and walks down the street. As he goes by the gambling shop he glances inside. “Oh No!! Is that grandma on the slot machine?”

Meanwhile, Petite is still wondering how her day will end.

Annex 7 – for activity „Splash: a financial literacy game“

TERMS ON THE CARDS WITH DEFINITION

Advertisement A paid form of communication used to promote products, services, ideas or events.

Bank An institution that offers financial services: e. g. accepts deposits, provides saving and investment services and loans.

Debt An amount of money owed to somebody.

Being responsible Choosing and acting based on certain criteria and with an understanding of the consequences for personal and community wellbeing.

Budget A plan for spending and saving available money over a certain period of time, based on specific goals.

Cash machine A machine in a public place where individuals can access their bank account using their payment card.

Choice Different options or the option selected.

Consumption Using or purchasing products and services.

Currency The money used in a particular country; a unit of exchange.

Job A task to be performed.

Education Gaining knowledge and skills, and the development of mind and character.

Expenditure The money spent or used.

Fraud Intentional stealing of someone else‘s money through deception (e. g. scams).

Gambling To risk losing money or other resources in a game-like situation.

Happiness Positive emotions; a sense of joy or well-being.

Income Sum of all earnings received.

Inflation The process whereby over time most products and services increase in price; salaries normally also increase.

Insurance A system where people pay money in advance into a fund so that if something negative happens they will get some money back to make up for their losses.

Interest The cost of borrowing and the gain from lending money; extra money paid on a loan or gained from savings / investments.

Investing A way of using or depositing savings often with a higher risk.

Lifestyle The way a person chooses to live.

Money A medium (object or record) that is generally accepted as payment for products and services.

Need Something which is essential for a person.

Payment card A plastic card issued by a bank or other company that is used for money withdrawals or transactions without cash.

Poverty In the economic sense, a state of being where a person lacks money or other resources for a dignified living.

Reusing The process of taking something which has already been used and giving it an alternative function.

Risk The danger that something with negative consequences happens.

Saving Putting aside money for later use; can be done when a person does not spend all his/her income.

Shop A place where people can purchase products and services.

Unemployment Not having a paid job.

Wealth Possession or control of lots of money or valuable resources.

Want Something a person would like to have, but which is not essential.

Annex 8 – for activity „Whose Story is This?“ ir „Front Page News Story“

RESPONSIBLE AND SUSTAINABLE LIVING PROMPT CARDS

CONSUMPTION		**LOCAL AND GLOBAL COMMUNITIES**	
Key words promts		***Key words promts***	
Needs	Wants	Social unit	History
Sustainable	Unsustainable	Interaction	Education
Food	Services	Protection	Equality
Resource efficiency	Responsible	Housing	Support
Consumer behaviour	Health	Settlement	Building
Minimisation	Illness / Disease	Town	Trade
Waste	Undernourished	City	Family
Hunger	Obesity	Village	School
Production	Disposal	Slum	Economy
Carbon footprint	Repair	Sanitation	Health
Recycle	Reuse	Identity	Mortality
Reduce	Greed	Culture	Network
Textiles	Goods	Debt	Aid
Fashion	Design	Organisation	Socialisation
Energy	Debt	Indigenous	Poverty
Water	Travel	Rural	Urban
Fair trade	Gifts	Culture	Race
Local production	Employment	Gender	Working conditions
		Child labour	Responsibility
BIODIVERSITY		**CLIMAT ECHANGE**	
Key words promts		***Key words promts***	
Environment	Ecosystem	Energy	Carbon dioxide
Sustainable	Degradation	Fossil fuels	Greenhouse gases
Pollution	Decomposition	Pollutants	Global warming
Lifecycle	Competition	Toxic	Transport
Predation	Vegetation	Natural	Heating
Species	Native	Resource	Extreme
Reserve	Recreation	Weather patterns	Atmosphere
Protection	Habitat	Water	Global
Mutualism	Exploitation	Ocean	Temperature
Regulation	Balance	Ice	Emissions
Animals	Extinct	Rain	Sea level
Plants	Population	Snow	Migrations
Genes	Landscape	Wind	Flooding
Reproduce	Invasive species	Droughts	Fires
Destruction	Human impact	Health	Responsibility
Evolution	Flagship species	Sustainability	Extinction
Renaturation	Climate change	Destruction	Poverty
Temperature	Hunting	Hunger	Adaptation
Responsibility	Ecosystem services	Conflict	Future
Food web	Farming	Farming	Deforestation

Annex 9 – for activities: „What makes us human?“, „Meet in the middle“, „What we buy?“

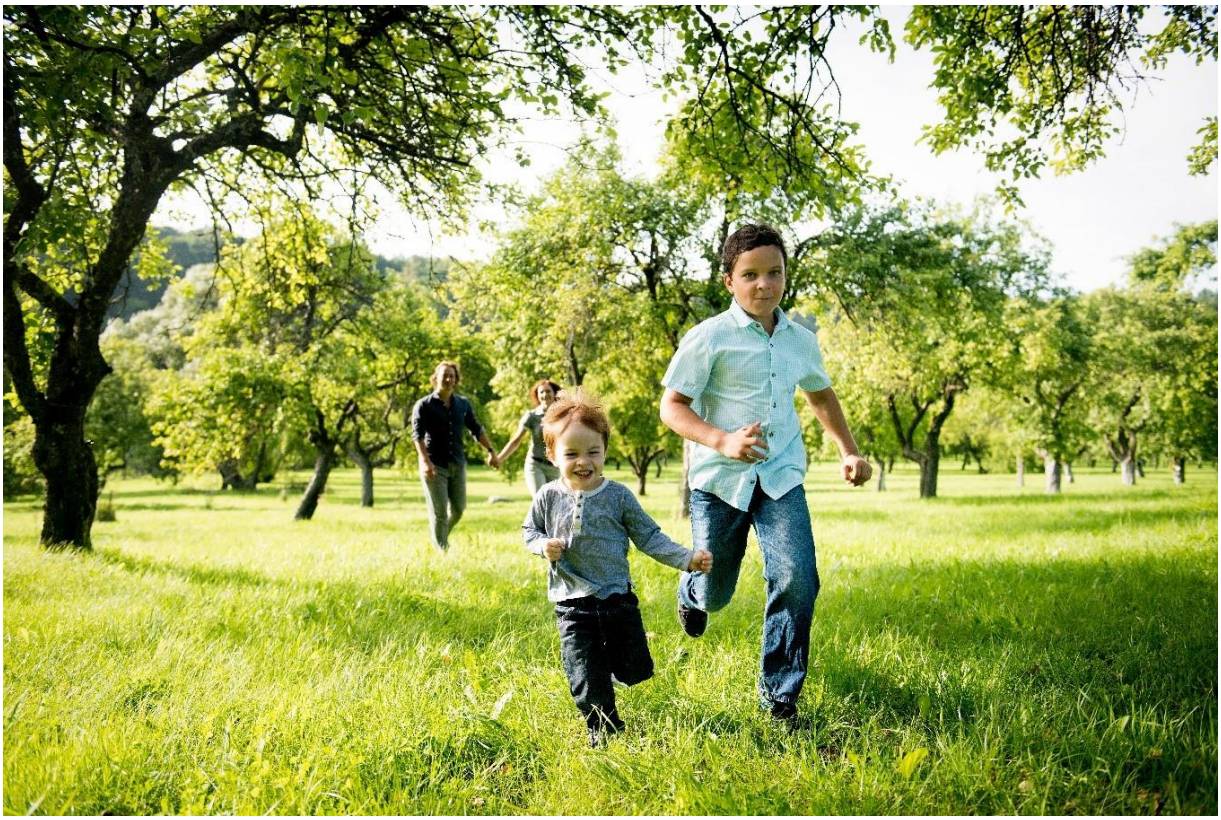

Image #1 Source: Lina Strauke

Image #2 Source: Leonid Smulskiy

Image #3 Source: Colourbox.com

Image #4 Source: Lewis Akenji

Image #5 Source: Wikimedia Commons

Image #6 Source: Colourbox.com

Image #7 Source: Leonid Smulskiy

Image #8 Source: Leonid Smulskiy

Image #9 Source: Leonid Smulskiy

Image #10 Source: Leonid Smulskiy

Image #11 Source: Colourbox.com

Image #12 Source: Lina Strauke

Image #13 Source: Leonid Smulskiy