

Discovering a sustainable Mindset [SysMind]

Design of a Teaching-Training-Setting to improve sustainability

Name: Sigrid Lichtenwallner

*Subject of the lesson: ecological handprint – positive
impact on our planet*



DISCOVERING A SUSTAINABLE MINDSET

Co-funded by the
Erasmus+ Programme
of the European Union



The European Commission support for the production of this publication does not constitute an endorsement of the contents, which reflects the views only of the authors, and the Commission cannot be held responsible for any use, which may be made of the information contained therein.

Guiding questions:

- ♣ Can an interconnectedness of ecology, economy and social equality be worked on this topic?
- ♣ What dilemma situations or different perspectives can be illustrated by the topic?
- ♣ Does the structure of the topic offer interdisciplinary, self-directed processing?
- ♣ How can learner emotions be brought in and considered at the beginning and throughout the learning setting?
- ♣ What opportunities does the topic offer for learner empowerment?

General information about the Teaching-Training-Setting

TOPIC:	
Age of the students:	12-14
Number of students	12
Aim of the lesson	The students get to know the ecological handprint as the pendant to the ecological footprint.
Learning outcomes/competences	The students know their positive actions they do/will do for the environment. They know the difference between the ecological handprint and footprint.
Duration	about 80 minutes

Schedule

Time/ minutes	Phase	Steps in Teaching/Training Setting	Methods	Social form	Media/Materials needed
3'	Introduction	Video-impulse		Plenum	https://www.youtube.com/watch?v=aFjBjrOQAaw
10-15'	Working phase	<ul style="list-style-type: none"> The students carry out an online-test of their own Carbon Footprint. 	Individual work	Individual work	https://www.fussabdruck.de/fussabdrucktest
5-10'	Discussion	<ul style="list-style-type: none"> Share the results of the test with the plenum Reference values: 1,6gH (global hektars) would be available for every human being; in fact: average amount worldwide: 6,41 gH Discussion: Do you agree with the results of your test? Do you think it fits with your attitude towards sustainability/ your lifestyle? Some of the students won't be satisfied with the result of the test, because it only shows the negative impacts. 	Discussion	Plenum	

5'	Theoretical input	<p>Introduction of the ecological handprint</p> <p>The focus of the handprint is to understand how individuals and communities can expand their ability to undertake actions that positively impact our planet.</p>			
20-30'	Working phase	<p>My own ecological handprint</p> <p>The students draw one of their hands and fill it with positive actions they do/will do for the environment. They should use two colours to record their actions: one for actions they are already doing, and a second for actions that they pledge to undertake in the future.</p> <p>The students will use the seven areas of positive action (see pdf-document) if they need ideas for their positive actions.</p>	Individual work/ group work	Individual work/ group work	English version: https://climatechangeconnection.org/wp-content/uploads/2019/03/Ecological-Handprint-Backgrounder.pdf
15'	Result	<p>Poster</p> <p>create a poster with all handprints</p>		Plenum	
Open end					

Examples for phases:

- Introduction
- Working phase
- Knowledge transfer

Examples for Social Form:

- Individual-work
- Pairs
- Group-work



Retrospective lesson analysis

- ♣ Is an evaluation of the Teaching - Training Setting planned?
- ♣ How can the experiences I have made improve my teaching?