TRAINING MANUAL

For facilitators of teacher training seminars
on Education for Responsible Living

PERL

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For facilitators of teacher training seminars on education for Responsible Living

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Introduction

The Partnership for Education and Research about Responsible Living (PERL) comprises educators, researchers and practitioners from over 120 institutions in more than 50 countries. This partnership stems from an awareness of the urgent need for individuals and society to significantly rethink and reorient the choices they make and the manner in which they live their lives in order to reduce the negative impacts of climate change and financial instability, to ensure more just distribution of resources and to foster sustainable, dignified human development for all. Based on six years of work by the Consumer Citizenship Network (CCN), PERL partners develop projects, methods and materials to encourage people to contribute to constructive change through the way they choose to live.

PERL is contributing to the Marrakech Process on Sustainable Consumption and Production, as well as to the UN Decade of Education for Sustainable Development (2005-2014), which boasts the active participation of UNEP, UNESCO, the Italian Task Force on Education for Sustainable Consumption and the Swedish Ministry of the Environment. PERL is based both in Europe as an Erasmus Academic Network and established in Asia Pacific, Africa and Latin America.

The PERL network is a large multi-disciplinary organisation which has a core of working group members supported by a larger group which constitutes the Consultants network. PERL is coordinated from the Hedmark University College in Norway. The Norwegian Ministry of Children, Equality and Social Inclusion also supports PERL.

One of the PERL working groups is focusing on 'Active Learning Methodologies' and its objectives are to develop resources that build on the criteria and student-centred constructive methods of the original "Images and Objects" Active Methodology Toolkit[1] and the YouthXchange Training Kit[2].

Purpose of the Training Manual

Target audience:
- Individuals, teachers and organisations who would like to run seminars and workshops on themes related to education for Responsible Living.

Objectives:
- Provide the rationale for education about Responsible Living
- Highlight the value and benefit of Active Methodologies in teaching and learning about Responsible Living
- Offer guidance, resources and tools for planning, organising, conducting and evaluating seminars and workshops related to Responsible Living

[1] *The original "Images and Objects" Active Methodology Toolkit was developed by the Consumer Citizenship Network (CCN) and provides step-by-step instructions for planning and implementing education for sustainable development activities, using images and objects.*

[2] *The UNEP/UNESCO YouthXchange training kit is designed to help trainers and individuals to understand and communicate on sustainable lifestyles*

PART 1: Why Do We Need Education for Responsible Living?

The United Nations Millennium Development Goals (MDGs) were established to focus global development objectives on human wellbeing and the eradication of poverty. Human well being is not just about feeling physically healthy – i.e. having access to appropriate nutrition, physical activity, clothing and shelter. It is also about having access to education, work, a living wage, a social network, spiritual fulfilment and being able to live in a natural environment which is pleasant and which is conducive rather than threatening to health.

The MDGs can only be achieved if a philosophy of sustainable development is adopted, so that the differences that exist in the wellbeing of different populations is equalised, and a fairer distribution and use of the world's resources is facilitated. Adopting a sustainable development approach involves identifying, analysing and reflecting on factors related to:

- *Quality of life of all individuals from all regions of the world;*
- *Protection of current and future quality of life.*

There are 3 aspects which need to be considered in sustainable development:

- Society: i.e. social prosperity of all citizens within a world of mutual respect
- Economy: i.e. economic growth in all regions of the world in a fair manner and to ensure sustained livelihoods for all citizens
- Ecology or Environment: i.e. protection and conservation of the natural environment to meet current and future needs of the earth's inhabitants.

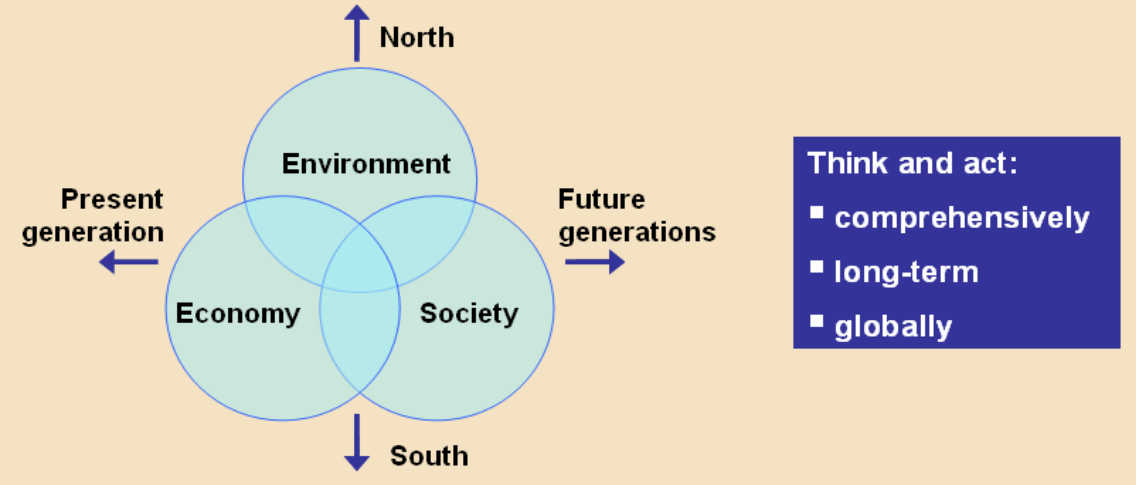

Figure 1. Three aspects which need to be considered in sustainable development *(AUE, 2008 s. 12)*

Some may think that ensuring sustainable development is a task for governments, policy makers and industry alone. In reality, each individual, each global citizen, has a role in promoting sustainable development. This can be done by choosing to embrace ***responsible living***.

What is Responsible Living?

"The challenges that the world faces, such as financial crisis, climate change, resource shortages, poverty and uneven distribution of both the benefits and impacts of modern development will not be solved without harnessing the potential of educated and motivated citizens" (Thoresen et al, 2009). To overcome these challenges and to prevent their recurrence we need to act responsibly in our everyday choices. We no longer have ignorance as an excuse. Our current scientific knowledge of the impact of our lifestyles on us, on others and on Earth itself obliges us morally to safeguard the wellbeing of the global community. We have to shift from being *egocentric* to being *ecocentric*, or "truly sustainable in the ecological sense of the word."(Harding, 2009)

When dealing with schoolchildren and young people, we must help them move away from focusing solely on self gratification - whatever the consequences for others - and move towards appreciating the value and application of an *ecocentric* way of living. We must help them develop a systems approach to responsible living. We must help them see or identify the interaction between economic, social and environmental systems. The end goal is that, in their choices and in their actions, these young citizens will come to recognise early on that they have a responsibility towards oneself, towards society and towards Earth.

Responsible Living versus Sustainable Lifestyles

Lifestyles include all aspects of the way we live our lives. This includes choices related to food, clothing, personal hygiene, home design and care, travelling, leisure time etc. These choices allow us to fulfil our needs and aspirations. These choices also signal our social position and our beliefs to others. Fundamentally, our lifestyle choices are closely linked to resource flows in society. It is our use of these resources, through goods or services, that determines if our life is sustainable or not.

"Sustainable lifestyles are patterns of action and consumption, used by people to affiliate and differentiate themselves from others, which: meet basic needs, provide a better quality of life, minimise the use of natural resources and emissions of waste and pollutants over the lifecycle" (CSD, 2004). 'Sustainable livelihoods' and 'sustainable ways of living' are other commonly used terms, usually with the same meaning as sustainable lifestyles.

Responsible Living is a deeper and broader interpretation of sustainable lifestyles. Here the emphasis is not only on using knowledge and applying knowledge conscientiously for bettering our own quality of life without jeopardising that of others, but actually being proactive in bettering the quality of life of others, directly or indirectly. We need to adopt values and attitudes and obtain skills to seek informed choices and actions. It is crucial that in our choices and actions we do not jeopardise the needs of both current and future generations and both populations of the northern and southern hemispheres. In seeking to be responsible, an awareness of the needs of others, an appreciation of diverse viewpoints and ways of life, and a critical analysis of best use of resources are all fundamental for success.

Education for Responsible Living

Obtaining knowledge and a greater understanding of a topic, nurturing target values and attitudes, as well as developing and improving related skills are the key outcomes of effective learning. Responsible living cannot come about without such learning.
Due to the ongoing information boom, learning is no longer about the *quantity* of the knowledge one possesses, but the *quality* of the knowledge. Selecting relevant and reliable knowledge and processing it holistically are both very important skills for making responsible choices and taking appropriate action. Selby (2007, p. 264) believes that "a more radical tilt away from atomistic/reductionist thinking to holistic ways of mediating and interpreting reality is urgently called for, with keener appreciation given in learning to the complex, multiple ramifications and reverberations of actions." The willingness to source correct information, to appreciate others' perspectives, to reflect about the outcomes and impact of our actions, and to embrace change is required for us to modify our way of living in order to reflect a responsible approach and foster sustainability.

Responsible Living is learned during childhood and adolescence and continues throughout life. Whilst, on the one hand, adults should act as role models and demonstrate responsible behaviours, on the other hand, adults should encourage children's development of values, attitudes and different ways of thinking to find new and perhaps better ways of dealing with decisions regarding everyday life choices and actions. Exposing children and adolescents to a range of viewpoints and opinions will help them develop an awareness of the complexity of Responsible Living and how it relates to sustainable development. The ultimate goal is for the young generation to be open to change, to act cooperatively, and to think, discuss and conclude about different everyday activities in a holistic, critical and creative way for the betterment of all humans.

Education for Responsible Living requires student-centred and constructivist teaching and learning methodologies. The role of the educator is to facilitate learning by guiding on the appropriate sources and resources, as well as motivating students to construct their own learning by identifying and evaluating their understanding, values, beliefs and behaviours and taking action accordingly. In such manner, students are empowered to help adopt more Responsible Living and create a better and more sustainable world. Figure 1 outlines the key skills required for Responsible Living.

SKILLS REQUIRED FOR RESPONSIBLE LIVING
critical thinking
complex thinking
weighing evidence
presenting reasoned arguments
goal setting
seeking alternative solutions
adapting to change
advocating for change

Figure 2. Skills required for responsible living

PART 2: Active Learning and Teaching Methodologies

Due to the trans-disciplinary nature of Responsible Living, it is important when planning and running seminars and workshops on this theme to include opportunities for participants to interact, contribute, produce and reflect. Active learning and teaching methodologies can facilitate this process.

Much has been written about the use and benefits of active learning and teaching in education. This section of the manual provides:

- a brief theoretical justification for including active methodologies in seminars and workshops on responsible living
- details of a varied selection of active methodologies to be used for different purposes and which might be considered by a facilitator when planning seminars and workshops. (Further ideas can be found in the numerous specialist books on the subject and on the internet.)

Why use active methodologies in seminars and workshops

Education psychologists tell us that people remember much more about what they do, as opposed to what they hear or read. The old Chinese Proverb sums this up nicely:

"I hear, and I forget,
I see, and I remember,
I do, and I understand."

Therefore, in order to promote learning among all participants, seminar and workshop facilitators should strive to organise active learning activities involving real-world problems. The main focus should be on transformative methods of teaching, including the kinds of strategies that are frequently contrasted with transmissive methods of teaching.

Transmissive methodologies involve more formal teacher-centered approaches, such as an informative talk where the expert passes on content without actively involving the learners. In contrast, transformative methodologies offer more opportunities for interaction between educators and learners, learners themselves, and learners and the topic.

Sterling (2001) compares the different approaches and benefits of transmissive (transfer of information to learner) and transformative (learner constructing and owning meaning) methodologies that go beyond the teaching method to also reflect the philosophy and purpose of education. An adaptation of Sterlings' comparison between transmissive and transformative approaches is illustrated in Table 1.

Table 1. The differences between Transmissive and Transformative Approaches:

	TRANSMISSIVE TEACHING	TRANSFORMATIVE TEACHING
	From passive …	To active …
Role of Teacher/ Lecturer	• Teaching is the main focus • Teacher asks most of the questions • Teacher transmits knowledge • Teacher sets rules • Subject-specific approach taken	• Learning is the main focus • Teacher encourages student questioning • Teacher facilitates knowledge creation • Teacher provides guidelines • Holistic approach taken
Role of Students	• Students are passive learners • Students are mainly asked to answer questions • Students learn from the teacher alone • Students fear mistakes • Students compete with each other	• Students are active learners • Students are both asking and answering questions • Students learn from each other • Students learn from their mistakes • Students work collaboratively together
Role of Environment	• Set layout classroom • Competitive environment • Teacher-centred classroom • Formal environment	• Informal/flexible layout classroom • Collaborative environment • Learner-centred classroom • High energy active environment

The notion of student-centred active teaching and learning is not new. In the middle of the 20th century Edgar Dale (1957) developed a learning pyramid (Figure 2) to illustrate the relationship between teaching and learning approaches, and the impact that these have on participants' knowledge and skill retention after a period of time. It is evident from the pyramid that active approaches which involve learning by doing can help to maximize learning.

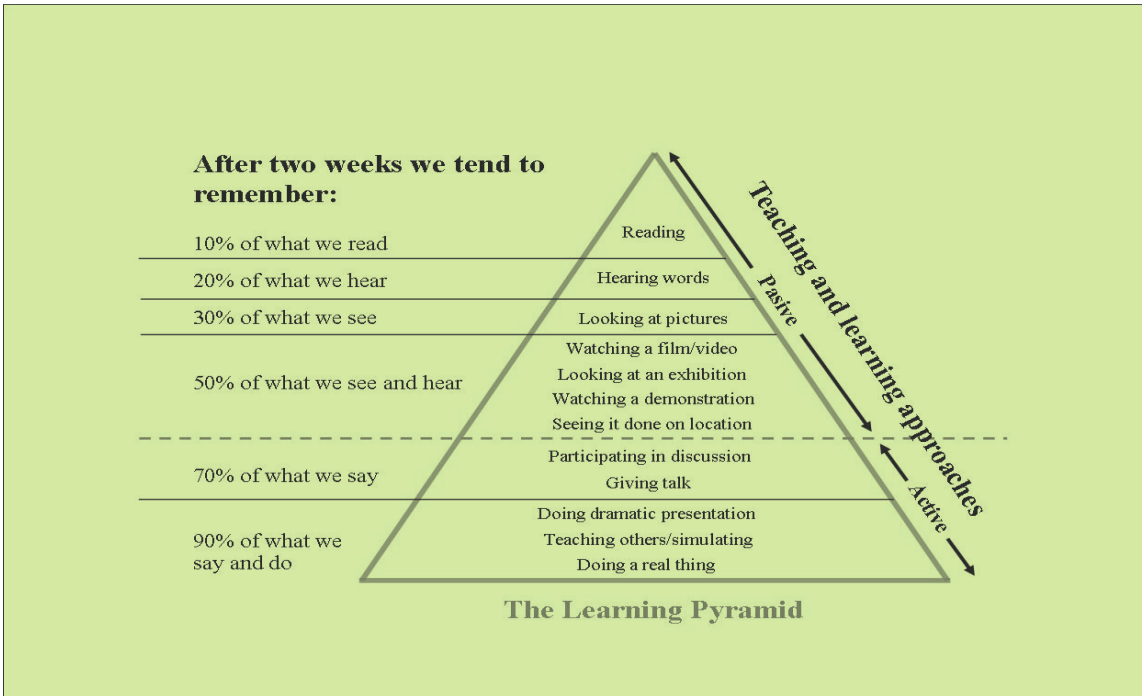

Figure 3. The Learning Pyramid (Dale, 1957)

Participants in seminars and workshops will unavoidably all have a preferred learning style. Some participants prefer to see information (visual learners), some prefer to hear information (auditory learners) and some prefer to learn by doing (kinaesthetic learners). Participants generally learn best when they are given the opportunity to work in their preferred learning style. However, based on Dale's (1957) pyramid, by using active teaching and learning approaches there is an increased likelihood of retention of new learning.

Some questions to consider when choosing an Active Methodology for your target audience

- Is the method age-appropriate?
- Is the method appropriate for the size of the group?
- Is this a suitable method for achieving the learning outcomes?
- Will all learners have the opportunity to participate?
- Do you have adequate facilities and resources to implement the method?
- Are you comfortable with implementing this method with a group of learners?

A Selection of Active Learning and Teaching Methodologies

Getting students active from the start

Icebreakers are activities that are used in seminars or workshops to 'break the ice'. They have the potential, if correctly chosen and organized, to be fun and to encourage participation, interaction, reflection and learning among people in a group. Icebreakers should:

- Have clearly thought out objectives
- Be well planned and implemented
- Actively involve all participants.

Some ideas for icebreakers are:

- ***Team-building exercises:*** Here participants are given simple tasks which help them to get to know each other and feel comfortable interacting with each other. An example task could be getting participants to look for other individuals with an attribute or behaviour similar to theirs.
- ***On-the-spot assessment strategies:*** Here participants work in pairs or in groups to rank, categorise group pictures, or to consider where they stand with respect to a statement.
- ***Learning involvement strategies:*** Here the participants are guided into the idea of them being the protagonists of the upcoming learning. This could involve activities such as discussing briefly in pairs or in a group a particular picture or statement and saying what is positive or negative about it, or what possibly led to this, or what are the possible implications, or whether it requires immediate action. More than one picture or statement could be used.

Helping students acquire knowledge, skills and attitudes actively

To help students acquire new knowledge, foster target attitudes and learn new skills, such as reflection and analysis, critical thinking, problem solving and persuasive communication some useful active learning methodologies include:

- ***Prompting questions:*** The purpose of prompting questions is to get students to analyse a situation, break it down into smaller parts, ponder on the causes and effects, identify alternative processes or outcomes, and/or consider their own current or future role in a situation.

  Pictures, songs, poems, videoclips, short stories or situation cards may be used for generating a discussion guided by the series of prompting questions. Brainstorming, mindmapping, solving case studies are examples of activities which could also involve prompting questions.

- ***Collaborative learning:*** In collaborative learning students work together in pairs or groups trying to analyse a situation more comprehensively, from two or more perspectives and considering different scenarios. The goal is to involve all the students and to take advantage of their different knowledge, beliefs, opinions and life experiences to inform the analysis of the situation and to come up with solutions, recommendations or a product which has considered a multitude of factors. Depending on the task, sometimes advantages and disadvantages are weighed, and possible solutions or recommendations prioritised. The group needs to reach a consensus.

  Sometimes the end-product can be a roleplay where students take on different roles and portray a real life scenario and how it can be resolved in the best way possible. At other times students may be required to work together to carry out a survey, investigating a particular issue. They then share the data gathering, data inputting or tallying and reporting. They also work together on materials for presenting the results to others.

- ***Peer teaching:*** In peer teaching students are assigned tasks where they need to develop messages or materials for passing on new knowledge to their peers. This is sometimes also called group-to-group exchange. The students construct their own learning as they need to select the information necessary to put across the expected knowledge, order it appropriately and present it in an effective way to facilitate learning.

  Peer teaching can include creating a poster, chart, PowerPoint presentation or video clip and using it as a resource to teach peers; or it can involve demonstration of a skill live, or via a photo story or videoclip. Students can also create their own case studies for classmates to solve, or contribute to a bank of questions and answers for a class quiz which is a useful way to reinforce learning.

How to make learning unforgettable

All learning sessions should have clear intended learning outcomes. At the end of the session some form of activity needs to be carried out, not only to measure whether these outcomes have been reached, or whether other new learning has also taken place, but also to facilitate students' retention of knowledge and skills and acceptance of their value, usefulness and application where appropriate. The students are asked to identify, verbalise, or write about new learning. They may also be asked to reconsider their attitudes or opinion regarding an issue, or to practice applying new knowledge to fictitious situations or to their own life.

Some examples of such activities are:

- ***Review (final recapitulation or revision):*** This can take many forms such as solving puzzles, completing sentences (verbally or in writing), participating in team quizzes, or producing charts, posters or leaflets. It can also take the shape of minute papers where students answer the questions "What was the most important thing you learned today?" and "What question do you still have unanswered?" The answers are then shared in class.

  Alternatively, one can utilise the student summary approach where a student volunteers an answer to a question posed by the teacher, and then the teacher asks another student at random to summarise the first student's answer. This is repeated for different questions so that all students get a turn to summarise another students' answer. The teacher intervenes to correct or prompt response reconsideration where necessary.

- ***Final sentiments:*** Here students can be asked to complete statements such as: "I was surprised that…", "I'm glad I learned that…", "I wonder about…" They can then share their statements with the rest of the class.

  Another idea is to ask each student to write one meaningful or memorable piece of information from the learning session on a sheet of paper. These papers are then stuck to a board. Students then go round and draw a dot or tick mark on any statement they agree with. The 3-5 statements with most dots or ticks are read out in class and students can make final comments if they wish.

- ***Self assessment and future goals:*** This activity aims to encourage the students to have ownership of the new learning by assessing its value to them and its use in their lives, as well as making plans for working with the new learning. A typical question could be: "What, if anything, will you use in your everyday life or in the future from this activity?"
  The students can also assess their current behaviours which are related to this new learning and set goals for maintenance or improvement accordingly. They can also be asked to express how they will share new learning with others.

The above suggestions are not intended by any measure to be an exhaustive list of active learning methodologies, but to serve as examples of how such methodologies can be used at different stages of a learning session. The examples given involve different processes, different configuration of students, different group dynamics and different intended learning outcomes.

Evaluation of Activity

It is always beneficial to evaluate a teaching and learning activity. This will help the facilitator to assess whether the activity is suitable for the type of audience and its feasibility with the resources available (physical, time, human, economic), and thus take decisions regarding future use.

Questions that a facilitator might ask participants or groups to consider/ reflect upon after the activity:

- What do you feel was achieved through this activity?
- Was there anything that surprised you?
- Did you feel uncomfortable or left out at any point during the activity?
- Is there anything you would want to be done differently if you had to participate in a similar activity in the future?

Questions that a facilitator might consider/ reflect upon after the activity:

- What worked well?
- What could be improved?
- Do I see myself using this activity or a variation of this activity with another group in the future? In what situation?
- Is there anything I should keep in mind if I conduct this activity again?
- Is there anything else I need to consider?

Part 3: Planning and Running a Seminar: Checklists

The below checklists are meant to facilitate the preparation, organisation and implementation of a seminar. Print the checklists and read carefully through them. Draw a line through the statements / tasks which do not apply to your seminar. Then start working on the remaining tasks. Tick the pertinent box as you accomplish each task.

Checklist for Pedagogical Matters

- Determine the learning outcomes to be achieved by participants attending the seminar ☐
- Clearly state the aim/s and objectives of the seminar ☐
- Give the person or team of persons delivering the seminar a clear brief of the seminar objectives ☐
- Give any facilitators required for workshops a clear brief of their role ☐
- Develop a clear outline of the seminar / workshop programme (steps) ☐
- Choose appropriate active teaching and learning methodologies (refer to section 2)
  - Icebreakers ☐
  - Activity 1: _____ ☐
  - Activity 2: _____ ☐
  - Activity 3: _____ ☐
  - Activity 4: _____ ☐
  - Activity 5: _____ ☐
- Double-check content/methodologies for appropriateness for the audience (e.g. age, number) ☐
- Set realistic timings for the seminar / workshop steps ☐
- Ensure that minimal time is required to give instructions ☐
- Ensure that learner concentration span has been considered in timing of steps ☐
- Ensure that balance between information-giving time and active, experiential learning time is appropriate ☐
- Specify steps which involve learner participation ☐
- Specify steps during which main concepts will be clarified with the audience ☐
- Allow time for summarising key points. ☐
- Include strategies for obtaining feedback from participants in the programme ☐
- Consider strategies for managing participants (e.g. awkward questions, negative attitudes, criticism, etc.) ☐

Checklist for Logistical Matters

This checklist is divided into three sections:
(1) Preparation for the Seminar
(2) On the day of the Seminar
(3) After the Seminar

Preparation for the Seminar

Finances

- Contact possible agencies for funding (e.g. university, government departments, NGOs) ☐
- Apply for financial support ☐
- Determine participation fee ☐
- Offer the participants opportunity for financial support, if appropriate ☐
- Draw up a financial plan ☐

Participant identification

- Decide on potential participants (target audience) ☐
- Decide whether there will be open or restricted participation ☐
- Determine the number of participants required (max – min numbers) ☐

Programme (Refer to sample programme in Appendix.)

- Determine programme schedule (how many days, how many sessions daily, duration of sessions, coffee/lunch breaks [consider concentration span, time for questions and answers]) ☐

Location

- Determine how many rooms are required ☐
- Determine size, layout of rooms ☐
- Determine equipment and facilities available at location (chairs, tables, data projector, overhead projector, laptops, projector screen, props, computer, internet access, flipchart, whiteboard, markers, space for activities, drinking water, cloakroom, restroom) ☐
- Determine what equipment must be brought to the location ☐
- Book venue, equipment, refreshments ☐
- Confirm booking of venue, equipment, refreshments and pay any deposits ☐
- Obtain clear directions to venue ☐

Participant recruitment

- Decide on advertising/promotion (strategies) ☐
- Compile invitation list ☐
- Design and issue invitations (include RSVP) ☐
- Determine a booking system (e.g. online, telephone, fax, post) ☐
- Determine booking fee ☐
- Confirm booking ☐

Seminar

- Determine dates for planning meeting/s ☐
- Clearly identify seminar topic ☐
- Clearly set aims and objectives ☐

Develop PowerPoint presentation, keeping in mind main *dos and don'ts:* ☐

- Do use an Overview slide outlining the content of the session
- Do have one idea per slide
- Do not cram text on your slides

Seminar packs ☐
Handouts (e.g. PowerPoint presentation) ☐
Worksheets ☐
Evaluation forms ☐
Produce other materials/resources required for seminar ↑

- Name badges ☐
- Registration sheets ☐
- Learning materials (e.g. flashcards, photographs, video clips) ☐
- Certificates of attendance ☐

Rehearse presentation ☐
Establish a back-up plan (Plan B) ☐

On the day of the Seminar

- Set up equipment ☐
- Place seminar packs and materials at hand ☐
- Organise for Attendance sheets to be signed ☐
- Greet participants and make introductions ☐
- Manage time efficiently (monitor schedule using a stopwatch or clock) ☐
- Manage presentations efficiently. If you are also the speaker, keep in mind not to read word by word the text on your slides ☐
- Pay attention to the participants' feedback (verbal and non-verbal) – If you are also the speaker, adapt your approac or alert speaker if he/she needs to slow down, speed up, speak more loudly, explain better, etc ☐
- Invite questions and comments or alert speaker to do so ☐
- If you are also the speaker, answer questions concisely and seek clarification if necessary. Also offer to give a fuller response later in a private conversation ☐
- Thank speaker and facilitators ☐
- Thank participants ☐
- Invite participants to give feedback and explain how if necessary, e.g. complete evaluation form ☐

After the Seminar

- Assess appropriateness of financial plan ☐
- Pay and obtain receipts for:
  - Venue ☐
  - Resources (e.g. equipment, printed materials, refreshments) ☐
  - speakers ☐
  - Facilitators ☐
  - Other ☐
- Set up network
  - Email network ☐
  - Website forum ☐
  - Other ☐

- Assign responsibility for maintaining the network ☐
- Record details of the event (who attended, numbers, etc) ☐
- Collate and analyse evaluations from participants ☐
- Reflect on evaluation from participants ☐
- Conduct Self-evaluation ☐
  - Note what went well ☐
  - Note improvements that could be made ☐
- Plan for, or seek options for future delivery of the Seminar ☐

PART 4: Useful websites

Below is a list of useful websites for Seminar organisers and trainers. The list is not a complete one, but has been compiled to get you started in exploring the world wide web as a resource for teaching and learning. It is important to be aware that websites disappear or change rapidly and that new websites are created every day.

Websites for organising seminars

http://www.lc.unsw.edu.au/onlib/tutsem.html
The Learning Centre: Academic Skills Resources website provides a comprehensive list of preparations for an individual seminar presentation.

http://www.learnhigher.ac.uk/Staff.html
Learn Higher: Centre for Excellence in Teaching and Learning website provides a broad range of resources for staff including, resources on group work, oral communication, report writing, critical thinking and reflection.

http://www.pa-lawfirmconsulting.com/pdfs/marketing/A_SEMINAR_CHECKLIST.pdf
Ellen Freedman of Freedman Consulting, Inc 2005 provides a comprehensive checklist for organising a seminar/conference.

Websites for sustainable development

http://www.unesco.org/education/tlsf/
Teaching and Learning for a Sustainable Future: A Multimedia Teacher Education Programme website provides topics, bases for discussion and active teaching and learning methodologies.

http://www.worldwatch.org/files/pdf/Education.pdf
The 'State of the World, 2010, Transforming Cultures: From Consumerism to Sustainability' produced by the Worldwatch Institute is a series of scientific articles from the World Watch Report. Useful for deep understanding of sustainable development.

http://www.responsibletravel.org/home/index.html
The Center for Responsible Travel is a non-profit making organization. This website provides examples of sustainable tourism.

http://www.footprintnetwork.org/
The Global Footprint network website gives information about the footprint of nations, cities, rural areas and individuals. Figures for different countries can be obtained. Interesting quizzes which can help pupils change their lifestyles.

http://sustainability.publicradio.org/
This American Public Media website provides examples on sustainability from the media of news stories that can be used by teachers as case studies/ discussions in lessons.

http://www.youthxchange.net
The Youthxchange website produced for young people provides resources for a variety of topics relating to sustainable lifestyles.

http://www.pewclimate.org/
The PEW Centre for Global Climate Change website provides background information for teachers for a more detailed understanding of climate change.

http://www.sustainable-everyday.net
The Design for Social Innovation and Sustainability (DESIS) Network website provides case studies and stories from around Europe of ways of promoting sustainable ways of living.

http://theplasticpatrol.squarespace.com/about-me/
This website was created by young children fighting plastic pollution. It includes discussion points and examples of craft activities.

http://earth911.com/
Earth911 is an environmental services company that addresses solutions for products' end-of-life for both businesses and consumers. The website provides up-to-date links of examples of green lifestyles and recycling projects around the world.

http://www.eartheasy.com/
Eartheasy provides practical products and information about sustainable living. The website includes a range of links to short articles about sustainable living from food to leisure.

http://www.fight-climate-change.com
This website provides information on a variety of climate change issues presented in a simple way, for teachers or pupils.

http://www.sustainable-everyday.net/lolaprocess
The PERL website provides case studies of innovative responses to everyday living. It also contains a teachers' guide and resources.

http://www.footprintnetwork.org/en/index.php/GFN/page/personal_footprint/
This Global Footprint Network website provides information on how students can calculate their ecological footprint and find out how to minimize their impact on earth.

http://www.perlprojects.org/content/download/26067/299880/file/UNEP%20layout%20FINAL%2027%20April%202010.pdf
The 'Here and Now - a handbook for education for sustainable consumption, recommendations and guidelines' is a publication from the United Nations Environment Programme and the Marrakech Task Force on Education for Sustainable Consumption led by Italy in collaboration with the United Nations Decade on Education for Sustainable Development and the Hedmark University College in Norway.

Websites for active learning methodologies

http://www.nicurriculum.org.uk/docs/key_stages_1_and_2/ALTM-KS12.pdf
This publication for the Northern Ireland Curriculum website provides a useful toolkit for teachers in the use of active learning methodologies with many examples of activities. This publication is aimed at teachers of pupils up to age 11 years.

http://www.nicurriculum.org.uk/docs/key_stage_3/ALTM-KS3.pdf
This publication for the Northern Ireland Curriculum website provides a useful toolkit for teachers in the use of active learning methodologies with many examples of activities. This publication is aimed at teachers of pupils up to age 14 years.

http://www.training-games.com/pdf/40FreeIceBreakers.pdf
Training Games, Inc have compiled a list of icebreakers that teachers may find useful.

http://www.unc.edu/depts/wcweb/handouts/brainstorming.html
The University of North Carolina has provided a useful resource on brainstorming.

http://www.mindtools.com/brainstm.html
This 'Mindtools' website provides information on brainstorming.

http://www.ecu.edu.au/CLT/tips/docs/groupwork.pdf
The Edith Cowen University, Australia provides a resource for conducting group work.

http://www.merlinhelpsstudents.com/resourcecentre/studyguide/groupwork.asp
The 'Merlin helps Students' website provides a study guide for group work.

http://www.mind-mapping.co.uk/
The 'Illumine Training' website provides information and resources on mind-mapping.

http://www.youtube.com/watch?v=MlabrWv25qQ
This youtube link provides a videoclip on Tony Buzan's mind-mapping.

http://jc-schools.net/tutorials/ppt-games/
This website provides a selection of PowerPoint games. The templates can be modified to suit the teacher/curriculum needs.

Other useful websites

http://sites.google.com/site/perlactivemethodologies/file-cabinet
This section of the PERL website provides the 'Images and Objects Toolkit' in English, Norwegian and Portuguese.

http://www.unesco.org/new/en/unesco/ (UN Educ decade)
This website provides definitions and short paragraphs about a range of topics. A good overview to clarify issues.

http://www.dolceta.eu/
This is an online consumer education website for teachers, parents and pupils based on consumer decisions made in everyday life.

http://www.energystar.gov/ (Energy efficiency)
This US environmental protection agency website includes information on energy labelling systems and reduction of energy in use of products and environments.

http://www.unwater.org/
A UN website on water including a range of fact sheets and other resources with up to date sources.

http://www.education.endean.org
This website offers key design ideas for inclusive design and examples that can be used as case studies for products that are purchased.

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Appendix: Samples of Seminar Programmes

EDUCATION FOR SUSTAINABLE DEVELOPMENT

"Images and Objects" Active Methodology Toolkits and "LOLA"
Seminar on June 1st 2011 at Endurmenntun HÍ, Reykjavík

The purpose of this seminar is to support and encourage teachers, tutors and lecturers to integrate some of the concepts of sustainable development into teaching and learning. The Partnership for Education and Research about Responsible Living (PERL) is a partnership of educators, researchers and practitioners from all over the world, working to empower citizens to live responsible and sustainable lifestyles. This seminar with hands on workshops will explore with participants some of the work and resources developed through two of the PERL workgroups; the active methodologies workgroup and the LOLA workgroup. The active methodology workgroup is developing toolkits that focus on using photographs and a range of active teaching and learning approaches and strategies to explore the themes of: sustainable development, personal consumption, climate change, responsible living, resource usage and personal finances. The LOLA workgroup is developing toolkits focused on investigating sustainable lifestyles and social innovation**.** Participants attending the seminar will experience a range of activities and expand their understanding of the concepts of sustainable development.

Programme:

8:30-9:00	**Registration – coffee**	
9:00- 9:45	**Introduction - PERL, Sustainable Development, Responsible Living, Active Learning Methodologies, Images and Objects Toolkits and LOLA**	**Miriam O'Donoghue**
9:45 – 10:30	**Visual carousel – workshop**	**Sjöfn Guðmundsdóttir**
10:30 -1040	**Coffee**	
10:40 – 11:10	**Visual carousel – workshop continues.**	**Sjöfn Guðmundsdóttir**
11:10 -12:30	**Meet in the middle – workshop**	**Miriam O'Donoghue**
12:30 -13:15	**Lunch**	
13:15 – 15:00	**Take a stand - workshop**	**Sjöfn Guðmundsdóttir**
15:00- 15:10	**Coffee**	
15:10 – 16:10	**LOLA – Looking for Likely Alternatives Investigating sustainable lifestyles and social innovation**	**Miriam O'Donoghue**
16:10 – 17:00	**Other resources, summing up and evaluation**	

Miriam O'Donoghue *is a member of the PERL Steering Committee, LOLA ambassador, National Manager for the Further Education Support Service in Ireland and Deputy Director of the CDVEC Curriculum Development Unit in Dublin, Ireland.*

Sjöfn Guðmundsdóttir *is leader of the PERL workgroup »Active Learning Methodologies« and member of F-líf board and Life skills teacher at Menntaskólinn við Sund.*

Teacher Education CSPE Associates Seminar
13-14 September 2007, Ireland
Background to the theme and the facilitating organisation

UN Decade of Education for Sustainable Development

The UN Decade of Education for Sustainable Development (2005-2014) is a complex and far-reaching undertaking. Current environmental, social, and economic issues have enormous implications and touch many aspects of life of the world's population. The overall goal of the DESD is to integrate the principles, values, and practices of sustainable development into all aspects of education and learning.
This educational effort will encourage changes in behaviour that will create a more sustainable future in terms of environmental integrity, economic viability, and a just society for present and future generations.

The primary goal for the DESD is laid out in the United Nations General Assembly resolution 59/237 in which the General Assembly

> *"encourages Governments to consider the inclusion … of measures to implement the Decade in their respective education systems and strategies and, where appropriate, national development plans"*.

Furthermore, the General Assembly

> *"invites Governments to promote public awareness of and wider participation in the Decade, inter alia, through cooperation with and initiatives engaging civil society and other relevant stakeholders, especially at the beginning of the Decade"*.

The key action themes for the decade are:

- Gender Equality
- Health promotion
- Environment
- Rural development
- Cultural Diversity
- Peace and Human Security
- Sustainable Urbanisation
- Sustainable Consumption

The Consumer Citizenship Network (**CCN**)

CCN is an Erasmus 3. thematic network project for 2003-2006 (CCN) and for 2006-2009(CCN2), lead by Hedmark University College, Norway. It is an interdisciplinary network of educators from 123 institutions in 37 countries and includes UNESCO, UNEP and international citizenship and consumer organizations, all of whom recognize the pressing need for constructive action by individuals in order to achieve sustainable consumption and global solidarity.

The CSPE Associates Seminar will be facilitated by Task Group 8 of CCN2.
The goal of this task group is to contribute to the growth of consumer citizenship education as a relevant, interdisciplinary theme in primary and secondary school education by preparing and carrying out teacher training seminars on education for sustainable development.
The task group is currently made up of members from Ireland, Slovenia, Italy, Finland, Bulgaria, Germany, Estonia, Iceland and Norway.

Programme for Seminar

Thursday evening (19.15 - 20.30)

19.15 Welcome & Introductions

19.30 Information on the UN Decade of Education for Sustainable Development and how it links with Civic Social and Political Education (CSPE) and active teaching and learning methodologies

19.45 'Gone Fishin' – icebreaker and group activity

20.00 'La Mer' – DVD and group activity

Friday morning (9.00 – 12.30)

9.00 Green Bingo - icebreaker

9.10 Outline of the work of CCN

9.20 Pick n' Mix ESD Images & Objects' - What's in your bag?

10.00 Our rich diversity…is our collective strength:
Only 101 shopping days to Christmas: Similarities and differences in traditions and cultural practices

10.30 Tea/Coffee

10.50 Our rich diversity…is our collective strength continued…

11.10 Lets Celebrate - with mind maps

11.30 On the Case - ESD Case Studies

12.15 Aer Action - where to from here?

PERL