



# Workshop on education for sustainable development

## Teacher's guide

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### Preparations

Prior to workshop:

- Send information to the participants:
  - o Link to the Canvas page (preparatory material and programme, contents and presentations for the workshop).
  - o The workshop is structured with the assumption that you will come to it having prepared in advance with the material from the Canvas page. This will take an estimated 2 hours and can be done completely asynchronously.
  - o If you have not managed to prepare in advance, it is better that you attend at a later date.

Bring with you:

- Self-adhesive labels or wide tape so the participants can make name tags.
- Print outs of the Global Goals, except for goals 3 and 4 (see the Canvas page for downloads).
- A computer to be able to display the Canvas page, the schedule with links to the activities, UPL's course *Educating for Sustainable Development*, etc.

Room layout:

- Prepare the room so the participants can sit in groups of 3 to 5 individuals.
- Put the print outs of the Global Goals on their own table so that the goals can be seen.
- Do not include goals 3 and 4 since they will not be worked with during the workshop.

### Introduction

- Welcome the participants.
- Give a short introduction of the workshop leaders and your experience with and/or knowledge of education for sustainable development.
- Explain that we will not spend time introducing everyone. Instead, each table will introduce themselves during the first activity.
- Review the times and content of the workshop (three activity blocks and what they will include).
- Explain the purpose of the workshop.
  - o It's primary purpose is to provide knowledge of and understanding for what education for sustainable development is and how it can be integrated into our courses and programmes.
  - o You will not gain advanced knowledge of the subject, which is something you can do on the UPL course *Educating for sustainable development*.

- After the workshop, you will hopefully know about what sustainable development, education for sustainable development and key competencies for sustainable development are and can work with sustainable development in your courses and programmes.
- Explain that the exercises in the workshop have been developed so that you can also gain experience with specific educational methods that you can use in your own teaching.

### Activity 1: Future Challenges in Professions

- Point the participants to the description of the activity in Canvas.
- Explain the purpose of the activity.
- Remind them of the preparations they have done ahead of the workshop.
- After the group discussion, follow up in the whole group with a question on what challenges they have identified and if they see that changes are needed to their courses and programmes.

### Activity 2: The Global Goals and Professions

- Point the participants to the description of the activity in Canvas.
- Explain the purpose of the activity.
- Explain the purpose of zooming in on individual goals:
  - To enable a more in-depth discussion on a topic that is seen as relevant and important for each group and to be able to gain insight into what a deeper understanding of the different goals can provide.
- Explain that, in reality, it doesn't work to focus on individual goals without considering how the work with that goal impacts the potential for achieving the other goals.
- After the group discussion, follow up in the entire group by asking each group to say a few words on what goal they chose and what it would involve to consider the goal in their courses and programmes.

### Activity 3: Key Competencies for Sustainable Development

- Point the participants to the description of the activity in Canvas.
- Explain the purpose of the activity.
- Explain the purpose of discussing the competencies based on a given persona:
  - To make the abstract descriptions of the competencies more concrete and easier to relate to for the participants, especially if they can choose a persona that is similar to the professional categories that they teach.
- After the group discussion, follow up in the entire group by asking each group to say a few words on what persona they chose and what we might need to do in our courses and programmes to promote developing key competencies for this persona.

### Concluding thoughts

- Discuss what to do next:
  - How can the participants continue working with education for sustainable development in their own contexts?
  - For example, show the last picture in the preparatory video on education for sustainable development. The picture is also linked to in the schedule under the activity *Concluding thoughts*.

- Suggest/show resources on the Canvas site.
- Suggest UPL's course *Educating for sustainable development*.
- Encourage peer discussions for providing and receiving support on/when they begin working to integrate education for sustainable development into their own teaching.

**Good luck!**