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| **Project ID: 2021-1-CZ01-KA220-SCH-000034484****COURSE FOR ENVIRONMENTAL EDUCATION***e-Modules: Teaching Learning activities and their technology enhanced material set* ***DISCLAIMER****Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.***COURSE AUTHORS**

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| **MODULE 6** | **SUSTAINABLE DEVELOPMENT AND SOLUTIONS TO ENVIRONMENTAL PROBLEMS AND CLIMATE CHANGE** |
| **PART 6** | **Policy and Governance** |
| **Lesson 1-2** | **Community-led sustainability projects and sustainable practices** |

**SUMMARY**

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# 1. COURSE TIME, TARGET AND TOPIC

* **Age of target students: 15+**
* **Teaching time: 2 hours**
* **Disciplines: Geography, Human Sciences, Maths, Science, Technology**
* **Title: Community-led sustainability projects and sustainable practices**

# 2. COURSE OBJECTIVES

## Competences promoted in this lesson:

* **1.Communication in foreign languages competency    - CLIL -**
* **2.Mathematical competency and basic competencies in science/technology – STEAM -**
* **3.Social and citizenship-related competencies**

## Objectives:

**Developing students’ Systems–thinking competence; anticipatory ( future thinking)competence;  interpersonal competence - collaboration competence- ; critical thinking competence; integrated problem solving competence**

## Lesson objectives:

* Students examine the role of national and international policies in promoting sustainable development.
* Students analyze the role of local governments and communities in implementing sustainable practices.
* Students study advocacy and civic engagement for environmental policy change and analyze case studies of successful community-led sustainability projects.

# 3. LEARNING – TEACHING PROCESSES

There is an ice-breaker and 4 activities in this lesson:

**Ice Breaker: Sustainability Bingo .**

**Instructions: Create a bingo card - draw a a 5x5 grid with different sustainability-related activities or facts in each square .Find classmates who match the descriptions in the bingo squares.**

1. **ENGAGE: Watch the video and make connections within the words given ( the words are; policy, governance, community projects, sustainable practices )**
2. **EXPLORE: Answer the questions about the key components of the policy.**
3. **EXPLAIN: Study the text and check** **the key components of the policies (goals and objectives, Successes and challenges in implementation,the role of local governments and communities in these policies )**
4. **EXTEND: Assign each group a case study of a successful community-led sustainability project Work in groups and develop your own proposal for a community-led sustainability project in your local area**

# 4. EVALUATION

**Considering** specific environmental issue or need; proposed sustainable practices to address the issue; engagement of local stakeholders and the community ; outline- the steps for implementation and policy support needed - **Review each other's proposals and provide constructive feedback.**

# 5. DOCUMENTS

### ENGAGE

**ICE BREAKER: Sustainability Bingo**

**ACTIVITY:** Students are asked to create a bigo cards. They are told to find out the classmate matching the description in each grid.

**Instructions: Create a bingo card - draw a a 5x5 grid with different sustainability-related activities or facts in each square ( eg.** -**Recycled something recently - Knows what composting is - Has planted a tree- Uses a reusable water bottle- Walks or bikes to school-** **Knows a famous environmentalist -Participated in a clean-up event -Has visited a national park -Uses LED bulbs at home- Knows about the Paris Agreement -Can name an endangered species -Grew vegetables or herbs at home-Knows what "carbon footprint" means-Has used public transportation -Volunteers for an environmental organization- Knows a local environmental issue-Has written a letter to a politician about an environmental issue -Knows what renewable energy is-Can list three types of renewable energy -Has read a book or article on sustainability-Knows what zero waste means-Uses cloth bags instead of plastic-Knows about a community garden-Has done an energy-saving activity at home-Knows about the concept of "reduce, reuse, recycle" ).**

**Find classmates who match the descriptions in the bingo squares. When you find someone, that person should sign the square. Each person can sign a maximum of two squares on another person’s card.** **The first to get a line (horizontal, vertical, or diagonal)- shout "Bingo!"**

**ACTIVITY:** Students are shown a video. They are asked about the theme of the video and encouraged to speak out about community projects and policies.

**DIRECTIONS:  Watch the video and make connections within the words given ( the words are; policy, governance, community projects, sustainable practices )**

[YOUNG PEOPLE SAVING THE WORLD 🌎 Here are 3 projects designed by high... | TikTok](https://www.tiktok.com/%40goinggreenmedia/video/7383384858564758816)

### EXPLORE

**ACTIVITY:** Students are given some questions about the key components of the policy and asked to answer them.

**INSTRUCTIONS: Answer the questions and try to define the key components of the policies** .

**SUGGESTED QUESTIONS:**

What do you think are the key components of a policy?

Can you define goals and objectives ?

What may be the challenges in implementation of policies?

How can you measure the successes of a policy?

What are the role of local governments , communities and other stakeholders in policies ?

Can you tell about any policy within its key components?

### EXPLAIN

**ACTIVITY : Students are given a link and a text. They are told to revise the resources and check their descriptions of the key components of a policy.**

**INSTRUCTION : Visit the link and read the text. Compare and contrast your ideas/ definitions of the key components of a policy with the ones given in the text/ link.**

[Prudencecov (maytree.com)](https://maytree.com/wp-content/uploads/544ENG.pdf)

**Key Components of a Policy (A text by Chat gpt)**

A policy is a deliberate system of principles to guide decisions and achieve rational outcomes. It is a statement of intent and is implemented as a procedure or protocol. The key components of a policy typically include:

1. **Title:** The title clearly and concisely describes the policy's subject matter. It should be specific enough to indicate the focus of the policy but general enough to encompass its full scope.
2. **Purpose:** This section explains the reason for the policy and what it aims to achieve. It provides context and justification, helping stakeholders understand the importance and objectives of the policy.
3. **Scope:** The scope defines the boundaries of the policy, detailing who and what is covered. It specifies the entities, departments, or individuals to whom the policy applies and any exceptions or limitations.
4. **Definitions:** This component includes definitions of key terms and concepts used within the policy. Clear definitions help avoid misunderstandings.
5. **Policy Statement:** The policy statement outlines the specific principles, rules, or guidelines that constitute the policy. It is the core part of the document, describing what is required and prohibited
6. **Responsibilities:** This section delineates the roles and responsibilities of various stakeholders in relation to the policy. It specifies who is responsible for implementing, monitoring, enforcing and reporting it.
7. **Procedures:** Procedures are the detailed steps or processes needed to comply with the policy. They provide practical instructions on how to implement the policy, including any forms, tools, or resources needed.
8. **Compliance:** This component addresses how compliance with the policy will be monitored and enforced. It may include methods for tracking adherence, consequences for non-compliance, and procedures for addressing violations.
9. **References:** The references section lists any related documents, laws, regulations, or guidelines that support or are relevant to the policy. This helps provide a broader context and ensures alignment with external requirements.
10. **Review and Revision:** Policies need to be reviewed and updated regularly to remain relevant and effective. This section outlines the process for reviewing and revising the policy, including the frequency of reviews and who is responsible for conducting them.
11. **Approval and Date:** The policy document should include the approval authority, indicating who has formally endorsed the policy. It also notes the date of approval and the next scheduled review.

By incorporating these key components, a policy can provide clear guidance and structure, ensuring that it effectively addresses its intended purpose and is implemented consistently across the relevant scope.

###  EXTEND

**ACTIVITY : Students are assigned a case study of a successful community-led sustainability project (e.g., Curitiba's public transportation system in Brazil, Freiburg’s eco-neighborhood in Germany, the Transition Town movement). They are told to study them and develop their own proposal for a community-led sustainability project relevant to their own local area. Students are asked to create a poster or a presentation to illustrate/ explain their sustainability project proposal and present it to the class.**

**INSTRUCTION: Study and analyse a case / a successful community-led sustainability project (e.g., Curitiba's public transportation system in Brazil, Freiburg’s eco-neighborhood in Germany, the Transition Town movement). Develop your own proposal for a community-led sustainability project relevant to your own local area. Create a poster or a presentation to illustrate/ explain your sustainability project proposal and present it to the class.**

**SUGGESTION : Students should consider:**

* **Identifying a specific environmental issue or need**
* **Proposing sustainable practices to address the issue**
* **Engaging local stakeholders and the community**
* **Outlining the steps for implementation and policy support needed**

### EVALUATE

**ACTIVITY : The lesson is concluded with peer revision and feedback. Students are encouraged to consider specific environmental issue or need; proposed sustainable practices to address the issue; engagement of local stakeholders and the community ; outline- the steps for implementation and policy support needed – while reviewing each other's proposals and providing constructive feedback.**

**INSTRUCTIONS: Considering the specific environmental issue or need; proposed sustainable practices to address the issue; engagement of local stakeholders and the community ; outline- the steps for implementation and policy support needed -**

**Review each other's proposals and provide constructive feedback**