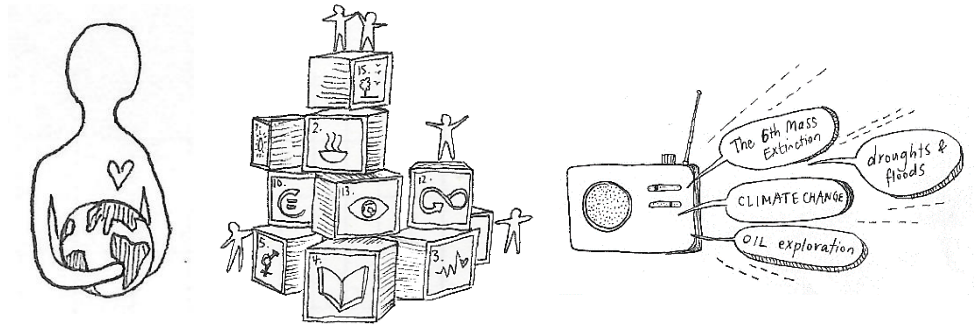


TEACH for ESD



TEACH AN ESD LESSON PLAN

OVERVIEW

Environmental education is part of the Namibian curriculum as a cross-cutting issue.

It can be found in the syllabus for each of the subjects and phases, together with other complementary topics. These topics all fit under Education for Sustainable Development (ESD) and are included in the 17 UN Sustainable Development Goals (SDGs). This means that environmental learning does not belong to any one subject alone and should be taught during the regular school day and within the set curriculum. Remember that ESD is wide-ranging. The mandate is there for us to teach ESD.

Get started by teaching the **UN Sustainable Development Goals (SDGs)**. Understanding sustainable development and **current environmental issues** in our schools, community, Namibia and internationally are important for learners to develop a better understanding for the world today. Let us take the challenge and opportunity to learn and teach about different cultures and perspectives by exploring **environmental ethics**.

1. SUSTAINABLE DEVELOPMENT GOALS (SDGs)

The SDGs can be taught to learners of all ages. Let us ask ourselves, and our learners, what kind of world do we want to live in? Why do we need a common global vision and action plan for sustainable development? Start off with one of the resources that give a background to the SDGs.

RESOURCE CHECK

Use the ***Heroes for Change*** comic, **Kolo Touré Introduces the World's Largest Lesson** video and the **Global Goals for Sustainable Development** poster to teach an overview of the SDGs.

Then choose from one of many resources to teach about specific SDGs and their targets. The targets are important as they give the clear objectives of each of the SDGs. Most of these resources also focus on actions that can be taken.

RESOURCE CHECK

Refer to **pgs.10 - 26** in ***The World We Want*** and ***The Planet and the 17 Goals*** comic for the key targets presented for young people.

Make a customised 'to do' list for the planet and share with fellow teachers and learners.

We can teach all of the individual SDGs or choose the ones most relevant to our subjects. There are many different resources available to teach the SDGs for different age groups. Remember from **Toolkit 2.1 – ESD Context**, that they are also called the **Global Goals**.

Key points to consider in teaching the SDGs are:

- What is sustainable development?
- Who are the United Nations? Why do we have an international agreement?
- What are the specific SDGs and their targets?
- How are they related to the subject that we are teaching?
- How can we act as a class, community or individual?

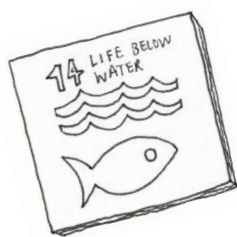
The SDGs are just as significant to us in Namibia as to anyone else in the world. It is important for learners to be aware that they are part of a global community (see **Toolkit 3.2 – Promote Learner Well-being**).



RESOURCE CHECK

Show the video made by the **UN Information Centre** featuring Namibian youth sharing the goals, **Make it Yours Namibia**, or for younger learners read the story, **Frieda Makes a Difference**.

TOOLKIT 3.1 TEACH AN ESD LESSON PLAN



Get a lot more resources and ideas from the many databases and teacher manuals found throughout **Toolkit 3 – Let's Get Practical**. Many of these activities can contribute towards achieving more than one goal!



Use the comprehensive guide **Teaching the Sustainable Development Goals** from ESD ExpertNet.



Refer to the **SDGs Teacher's Guidebook** from the Indian Ocean Commission for lesson plans.



The SDGs have been adapted to help make them more tangible for us, on an individual level, in the form of the **Good Life Goals**. Here, each SDG and its main targets have been made into a personal goal with an emoji and actions that individuals can do – making them attractive for even younger learners!



Investigate the **Good Life Goals Pack of Actions** to see what we can be doing ourselves to help achieve each of the SDGs.

GOODLIFE GOALS

1 HELP END POVERTY



2 EAT BETTER



3 STAY WELL



4 LEARN AND TEACH



5 TREAT EVERYONE EQUALLY



6 SAVE WATER



7 USE CLEAN ENERGY



8 DO GOOD WORK



9 MAKE SMART CHOICES



10 BE FAIR



11 LOVE WHERE YOU LIVE



12 LIVE BETTER



13 ACT ON CLIMATE



14 CLEAN OUR SEAS



15 LOVE NATURE



16 MAKE PEACE



17 COME TOGETHER



2. CURRENT ENVIRONMENTAL AFFAIRS

"There is no energy crisis, food crisis or environmental crisis. There is only a crisis of ignorance."

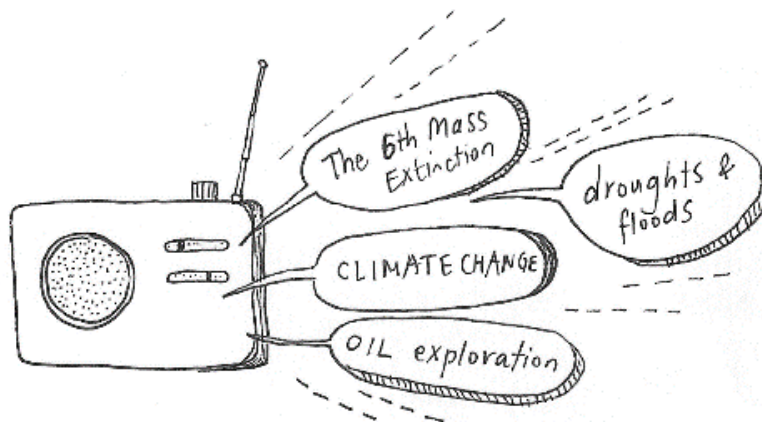
R. BUCKMINSTER FULLER

One of the greatest threats to the environment is lack of awareness and ignorance. The first step towards addressing environmental problems, is to *learn about them*. Exposing learners to current (and local) environmental issues, will enable them to gain a better understanding of the environmental crisis at both a local and a global level.

We often teach from a theoretical viewpoint, overlooking pressing issues that are unfolding around us in our local community, region, nation or globally. By studying current and local environmental affairs, learners can make connections between theory and reality – it makes environmental problems "come alive", more relevant, meaningful and perhaps even makes them personal. This makes our learners more likely to want to participate and engage in solving local environmental problems.

There are some key points to consider when teaching current environmental affairs:

- Getting the **facts**
- Teaching "**both sides**" of the story
- Bringing in both **local** and **global context**



We can use many of the resources from **Toolkit 1 – Know Namibia's Environment** to teach about current affairs. In addition, we can get information from newspapers, radio, TV or word of mouth. It is important, however, to ensure that our sources are well-proven and not fake media!



Check out **How to Spot Fake News** to learn how to identify good vs bad information, presentation and news sources.



See the **Living Planet Report 2020 Youth Edition** as an example of a reliable, valuable source of information. The **PBS Learning Media** portal is also a good example of a reputable site when it comes to learning resources.

TOOLKIT 3.1 TEACH AN ESD LESSON PLAN

There are many different ways that we can teach about current environmental affairs, across various subjects. A good way to get started is to raise awareness and spark an initial interest in a topic.



Watch Namibia's *One Africa Television* **Oniipa Illegal Sand Mining** video as an example of an informative news report that can be used to introduce a current affair.



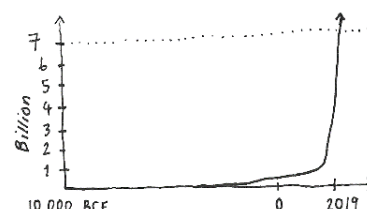
Spark interest in current affairs, such as climate change, through an interactive web app like the **Mission 1.5** learning website and game.

Learners may also be the ones to start an inquiry by asking **us** a question.

Once the topic is introduced, it is important for learners to engage with it further to understand the context, causes, impacts and stakeholders involved in the issue. It is critical to have accurate data and the science behind the issue.



Use the resources in **Toolkit 1 – Know Namibia's Environment** to provide data and the science behind current affair issues.

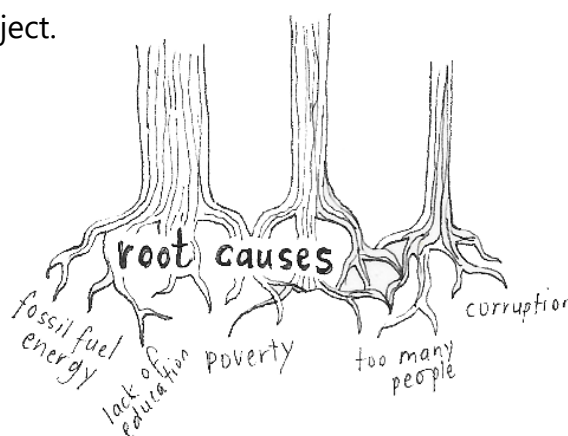


There are many well-suited activities to teaching current environmental affairs. These activities can be done in one class period or over multiple periods as a class project.

Understanding 'wicked' environmental problems can be challenging. Take time to study and learn the issues from valid scientific sources.

We can use activities such as:

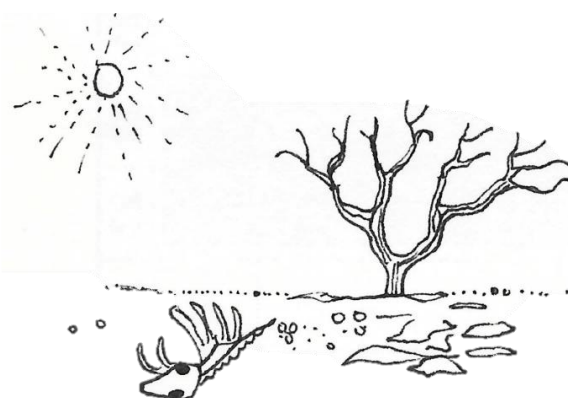
- debates
- mock press conferences
- investigative journalism
- informative posters
- concept mapping
- environmental problem trees



Learners can analyse the topic in depth by digging for root causes, impacts and potential solutions around the current environmental issue, which often include many social, economic and political aspects. Also use news sources, such as daily newspapers, and/or invite guest speakers who have direct knowledge about a current affair.



Teach about climate change over multiple class periods such as in the **Understanding Climate Change** lesson plan.



TOOLKIT 3.1 TEACH AN ESD LESSON PLAN

It is important to engage with the various positions that stakeholders may have on an issue, as everyone may not agree. As teachers, we also have to be aware of our own biases and personal opinions that we might have about certain issues. Use activities that give learners the opportunity to voice different viewpoints.



See "Analyzing an Environmental Issue" on **pg. 140** in *The Forests Challenge Badge Resource and Activity Guide*.



Some topics may have issues that are difficult to confront because they affect us directly. This is true for both learners and adults. In Namibia, one such topic is Human-Wildlife Conflict - and specifically poaching. In these situations, it can be helpful to 'unpack' an issue by using a resource such as a comic or story.

Make sure to provide a supportive environment for everyone to feel included.

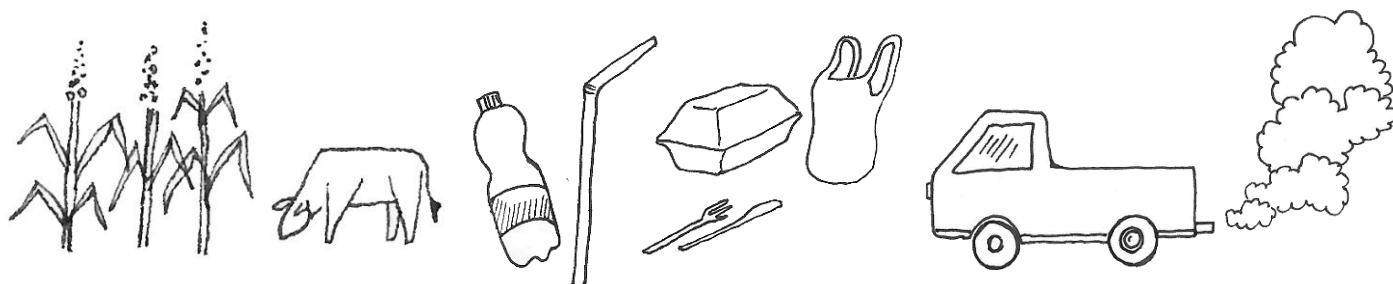


Use the *Speak up Against Wildlife Crime* comic to teach about one of the drivers of biodiversity loss.

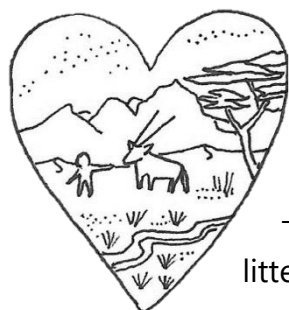


Through our own personal experiences, we become truly engaged in the environment around us. Throughout **Toolkit 3 – Let's Get Practical**, there are many activities and projects that we can do to give our learners meaningful learning experiences, which are hands-on, relevant to their own lives and can make a difference. Teaching about current environmental affairs can open up opportunities for real-life explorations.

For more ideas and resources on *teaching* about the environment, look at **Toolkit 3.5 - Celebrate the Environment** and **Toolkit 3.8 - Teaching in the Great Outdoors**. Celebrating an environmental day or doing fieldwork can also be fun ways to teach a current environmental affair.



3. ENVIRONMENTAL ETHICS



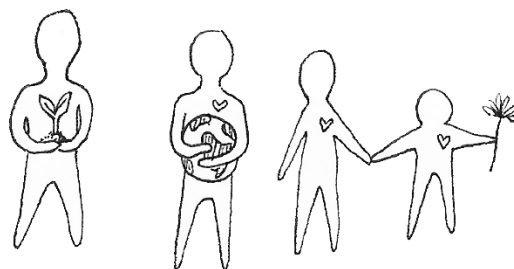
In **Toolkit 2.2 – ESD Concepts** we reflected on our own environmental ethics – now, let us introduce our learners to this topic; explore it with them and then allow them to reflect on their own personal ethics and values toward the environment. Their environmental ethics will help them to realise part of the *why* – why they would want to conserve biodiversity, save water and energy, prevent littering, and combat climate change, among other environmental actions.

"It is important to recognize that the issue of environmental ethics does exist and to realize that people stand at various points along a continuum of ethical decisions and actions as they relate to the environment. ... what a person feels or believes may or may not be reflected in their acts."

WINNESHIEK COUNTY CONSERVATION BOARD, 2019



Read **pgs. 1 - 2** in ***Environmental Ethics: What, Why, How*** and read some of the "Environmental Quotes" on **pgs. 3 - 8** which can be used to spark interesting debates.



One of the challenges of sustainable development is agreeing on what is valuable and at what cost. Values and ethics are deeply rooted in our cultures and belief systems, but these are also evolving. New technologies, social media, globalisation and increased opportunities have altered our lifestyles, and as we become a more urbanized society, we may become less and less connected to the land.

Implement activities that explore the why behind our actions and beliefs - also known as **values clarification exercises**. It is important to also recognise and explore indigenous knowledge systems and how they shape our worldview; especially in relation to the younger vs older generations.



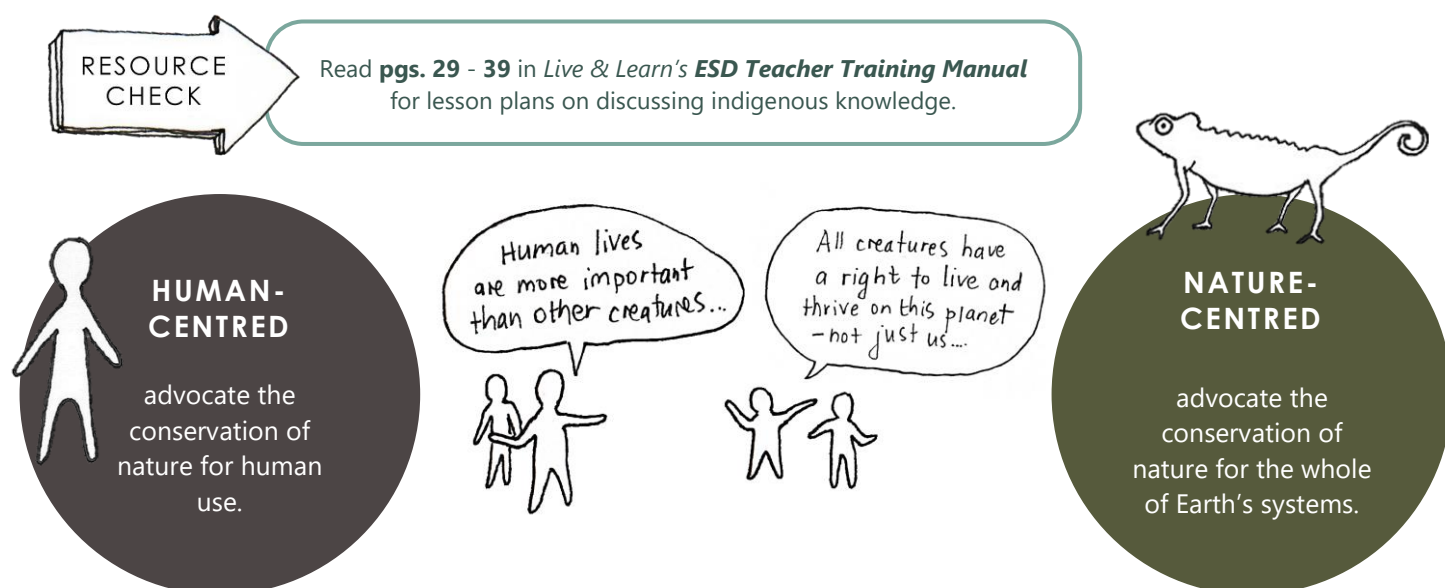
Read **pgs. 35 - 41** in ***Education for Change – A Handbook for Teaching and Learning Sustainable Development*** from the *Baltic University Programme* for numerous ideas on values clarification activities.

*"One of the most important aspects of **values clarification exercises** is not the actual position taken by the students, but the fact that they begin to reflect about the questions for themselves."*

BALTIC UNIVERSITY
PROGRAMME, 2010



TOOLKIT 3.1 TEACH AN ESD LESSON PLAN



The **Earth Charter** is a moral framework, developed from a dialogue with the global community, over the span of a decade. It is centered on the concept that the Earth is “our home” and that “the protection of Earth’s vitality, diversity, and beauty is a sacred trust.” An Earth Charter Guidebook for Teachers provides more information. The Earth Charter has also been adapted for young people.

“Use the Earth Charter as a call to action and an ethical guide to a sustainable way of life ...”

EARTH CHARTER
INTERNATIONAL,
2018



**RESOURCE
CHECK**

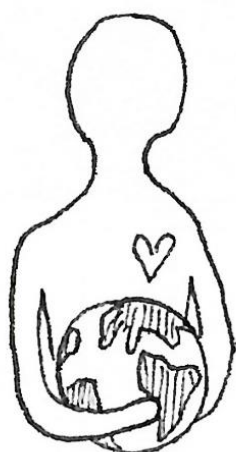
For our own understanding of the charter itself and how to teach it, check out **An Earth Charter Guidebook for Teachers**.



**RESOURCE
CHECK**

Refer to the **Earth Charter Youth Toolkit** for sources and methods of engaging with the charter for young people.

Both the SDGs and the Earth Charter are concerned with addressing the issues of social and environmental justice. The causes of the environmental crisis, as outlined in **Toolkit 1.2 – The Environmental Crisis**, were not contributed to by all equally and the impacts will be felt at varying degrees. This can be intra-generational (within one generation) as well as inter-generational (between generations). These are moral issues regarding how we treat each other, our expectations of a ‘good life’ and the environmental issues that ensue.



**RESOURCE
CHECK**

See **pgs. 16, 18 and 52** in **The Parts and the Whole** for activity ideas and plans relating to environmental ethics.

RESOURCES

SOURCE KEY

Hardcopy



Softcopy



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1. SUSTAINABLE DEVELOPMENT GOALS (SDGS)

Heroes for Change



COMIC: This comic, illustrated as part of the *World's Largest Lesson* programme, shows why and how the Global Goals were developed. It highlights why they matter and what youth around the world can do.

AUTHOR: UNICEF (2015)

Link: <https://developmenteducation.ie/media/documents/Heroes%20For%20Change.pdf>

Kolo Touré Introduces the World's Largest Lesson



VIDEO: Kolo Touré explains the mission of the *World's Largest Lesson* as he challenges individuals to use their unique "superpower" to help contribute to achieving the SDGs. Animations also give context to the initiative.

AUTHOR: World's Largest Lesson, UNICEF (2015)

Link: <https://vimeo.com/139585278>

The Global Goals for Sustainable Development



POSTER: This poster is a summary of the SDGs; each goal's official title and its corresponding icon.

AUTHOR: UNICEF (n.d)

Link: <https://www.globalgoals.org/resources>

The World We Want – A Guide to the Goals for Children and Young People



ACTIVITY BOOK: This booklet is a young person's guide to the Sustainable Development Goals. It gives brief context to the goals before individually outlining and explaining measures being taken to achieve each one.

AUTHOR: D. Bardales, P. Arenas (2015)

Link: [https://sustainabledevelopment.un.org/content/documents/16166_TWLL_Children_s_Goals_Booklet_\(Final_Edit\).pdf](https://sustainabledevelopment.un.org/content/documents/16166_TWLL_Children_s_Goals_Booklet_(Final_Edit).pdf)

The Planet and the 17 Goals



COMIC: Developed as an educational tool for young people to better understand the Global Goals, this comic reel illustrates each goal and the aims set out by the UN on what is needed to achieve them.

AUTHOR: M. De Heer (2015)

Link: <http://margreetdeheer.com/eng/imgs/GlobalGoals.pdf>

Make it Yours Namibia



VIDEO: This awareness video produced by Namibians and directed at Namibian youth, aims to spark action in working collectively towards the SDGs and taking ownership of them.

AUTHOR: United Nations Information Centre (2018)

Link: <https://www.youtube.com/watch?v=r6yC2hAppUo>

RESOURCES

SOURCE KEY

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Frieda Makes a Difference



BOOK: Through the story of Frieda, this book (aimed at young children) teaches about the SDGs by presenting tips on making a difference to both humanity and the environment in accordance with each of the goals.

AUTHOR: UNIC (2019)

Link: https://issuu.com/unpublications/docs/frieda_2018

Teaching the Sustainable Development Goals



MANUAL: Produced to guide teachers in how to “learn about, learn through and learn for the SDGs”, this publication suggests learning goals and student competencies as well as gives ideas for classroom practice.

AUTHOR: ESD Expert Net (2018)

Link: <https://esd-expert.net/files/ESD-Expert/pdf/Teaching the Sustainable Development Goals.pdf>

The Sustainable Development Goals (SDG) Teacher's Guidebook



MANUAL: This toolkit is a step by step guide to teaching the SDGs. Each of the SDG objectives make up a section that includes information, definitions, reflections, explanations and activities to share with students.

AUTHOR: Indian Ocean Commission (2017)

Good Life Goals - Pack of Actions



HOW-TO: A clear, simple “action pack” to achieving the SDGs, this booklet provides practical, globally relevant ideas on how to make a difference and raise awareness; steps also known as the *Good Life Goals*.

AUTHOR: UNEP, UNESCO (2018)

Link: https://wedocs.unep.org/bitstream/handle/20.500.11822/26434/GLG_Action_Pack.pdf?sequence=1&isAllowed=y

2. CURRENT ENVIRONMENTAL AFFAIRS

How to Spot Fake News



PRESENTATION: This presentation outlines the basics of fake news and misinformation, the negative impacts it can have and the various factors to be considered when identifying it.

AUTHOR: Morton Grove Public Library (2020)

Link: <https://www.mgpl.org/sites/default/files/2020-09/How%20To%20Spot%20Fake%20News.pdf>

Living Planet Report 2020 Youth Edition



REPORT: This youth edition of the official LPR presents major environmental events, trends, challenges and movements over the last two years. It gives recommendations based on analysis of biodiversity measures.

AUTHOR: WWF (2020)

Link: https://c402277.ssl.cf1.rackcdn.com/publications/1372/files/original/Living_Planet_Report_2020_Youth_Edition.pdf?1599759587

RESOURCES

SOURCE KEY	Hardcopy 	Softcopy 	Online 
PBS Learning Media 			
<p>PORTAL: This page serves as a link to materials, further links and lesson plans created by PBS. Browse the different subjects and current affair topics to get free resources to add to your specific teaching area.</p> <p>AUTHOR: PBS</p> <p>Link: https://www.pbslearningmedia.org/</p>			
Oniipa Illegal Sand Mining 			
<p>VIDEO: This news report documents the Oniipa community's issue with illegal sand mining by calling on Minister of Environment, Forestry and Tourism to intervene. It reports on both the council and residents' side of the conflict.</p> <p>AUTHOR: One Africa Television (2021)</p> <p>Link: https://www.youtube.com/watch?v=dfJSoZA7GRs</p>			
Mission 1.5 			
<p>WEBSITE: The Mission 1.5 learning website is an interactive, informative source for supplementing teaching on global warming. A fun resource is an interactive game used to educate on climate solutions and policies.</p> <p>AUTHOR: UNDP (2020)</p> <p>Link: https://www.youtube.com/watch?v=dy35k1scFjQ, https://www.mission1point5learn.org/</p>			
Understanding Climate Change & The Role of Nature in Creating Resilience 			
<p>LESSON PLAN: This source provides a full lesson plan and the worksheets and background knowledge needed to teach the lesson on climate change and resilience. It provides alternatives per age group.</p> <p>AUTHOR: Nature Lab (n.d.)</p> <p>Link: https://www.nature.org/content/dam/tnc/nature/en/documents/nature-lab-lesson-plans/Understanding-Climate-Change-NL.pdf</p>			
Forests Challenge Badge Resource and Activity Guide 			
<p>BOOKLET: This guide is part of the Challenge Badge series from YUNGA. It consists of information on forests, activities, materials and useful resource links to be used.</p> <p>AUTHOR: Youth and United Nations Global Alliance, FAO (2013)</p> <p>Link: http://www.fao.org/3/ax741e/ax741e.pdf</p>			
Speak Up Against Wildlife Crime  			
<p>COMIC: This comic illustrates consequences of wildlife crime in Namibia by telling the story of a child who gets tied up in a crime and how the situation is dealt with by the authorities; a story with a strong message.</p> <p>AUTHOR: Legal Assistance Centre (2016)</p> <p>Link: https://www.baxuandthegiants.com/media/baxu/docs/lac-lead-comic--wildlife-crime-2016--web-quality.pdf</p>			

RESOURCES

SOURCE KEY

Hardcopy



Softcopy



Online



3. ENVIRONMENTAL ETHICS

Environmental Ethics: What, Why, How



MANUAL: This article outlines the fundamentals of environmental ethics, answering what, why and how. It also includes a resource list and quotes for further understanding the concept and how it can be taught.

AUTHOR: Winneshiek County Conservation Board (2019)

Link: <https://www.winneshiekwild.com/wp-content/uploads/2019/11/Environmental-Ethics-What-Why-How.pdf>

Education for Change - A Handbook for Teaching and Learning Sustainable Development



MANUAL: This is a handbook developed by educators to be used as a practical guide to teaching sustainable development. It includes foundational knowledge and skills building, tested examples and teaching methods.

AUTHOR: The Baltic University Programme Uppsala University (2010)

Link: <https://www.eukn.eu/fileadmin/Lib/files/EUKN/2010/288-education-for-change-handbook-english.pdf>

Education for Sustainable Development - Teacher Training Manual



MANUAL: This guide provides the tools and skills development to enable teachers to deliver ESD. It includes comprehensive lesson plans for lectures and tutorials, worksheets/case studies and information per section.

AUTHOR: Live&Learn Environmental Education (2009)

Link: https://livelearn.org/assets/media/docs/resources/Education_SustDev_teacher.pdf

An Earth Charter Guidebook for Teachers



MANUAL: This guidebook addresses teaching and learning practices that are cohesive with sustainability and sustainable education. It covers teacher and student skill-development as well as practical teaching guidance.

AUTHOR: Earth Charter Initiative International Secretariat (2005)

Link: <https://earthcharter.org/library/the-earth-charter-guidebook-for-teachers/>

Earth Charter Youth Toolkit



MANUAL: This toolkit is a compilation of tools, resources and activities that have formed and informed the Earth Charter Youth Network. It presents youth-orientated methods of engagement with the Earth Charter.

AUTHOR: Earth Charter International (2018)

Link: <https://earthcharter.org/library/earth-charter-youth-toolkit-2018/>

The Parts and the Whole



MANUAL: This source suggests why and how ESD can and should be taught using the holistic approach. Per subject it explains why and then provides lesson plans, activities and ideas on how to teach this approach.

AUTHOR: Swedish International Centre of Education for Sustainable Development (2012)

Link: <https://uu.diva-portal.org/smash/get/diva2:808778/FULLTEXT01.pdf>