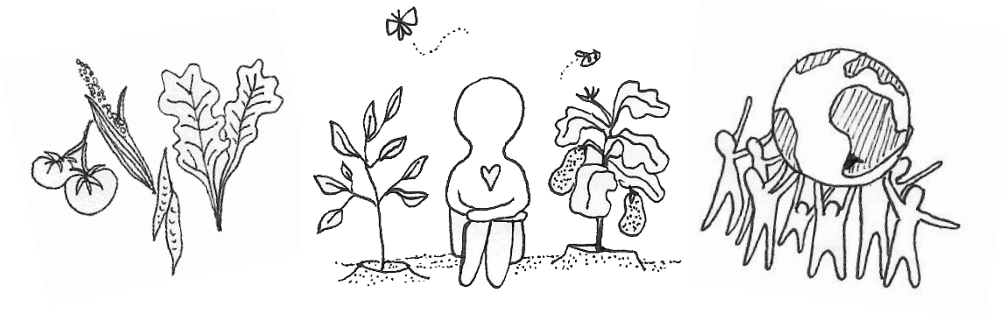


TEACH for ESD



PROMOTE LEARNER WELL-BEING

OVERVIEW

Promoting learner well-being is an important part of ESD – the healthier and happier learners are, the better they are able to learn and engage with ESD activities. Well-being entails good mental and physical health, as well as good nutrition. Good interpersonal skills also contribute to well-being, if our learners become kind, caring and active members of our communities.

We can equip our learners with strategies, skills and knowledge to be able to **learn for tomorrow** and be ready to adapt and overcome 21st century challenges. Through being mindful and proactive about our mental and physical well-being we can work towards **staying healthy**. By establishing **food gardens**, we can provide nutritious food to our school community and can enhance local food security.

1. LEARNING FOR TOMORROW

SDG4 - Quality Education calls upon us as educators to prepare our learners to be active citizens that contribute to sustainable development. We therefore have the challenge to teach our learners the skills and knowledge, as well as provide them with the support they need to succeed. As we have learned in **Toolkit 1.2 – The Environmental Crisis**, we are faced with ‘wicked’ environmental challenges that require us to think in new ways, work together and be prepared to act. Our learners are the innovators and leaders of tomorrow - let us practice ESD with this in mind!



21ST CENTURY SKILLS

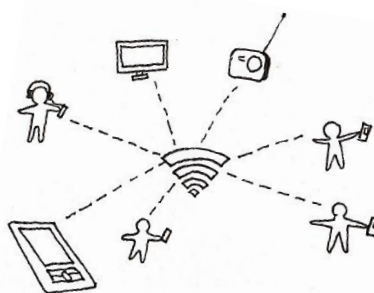
The term 21st century skills refers to the core **competencies** that educators believe young people need to be able to do well in our world today and in the future. Many of these skills are also the ESD competencies outlined in **Toolkit 2.2 – ESD Concepts**.



Ways of Thinking



Ways of Working



Tools for Working



Living in the World

"Alone we can do so little; together we can do so much."

HELEN KELLER



Review **Teaching and Learning 21st Century Skills** for a good overview and practical advice on implementing these skills.

A large majority of the activities throughout **Toolkit 3 – Let's Get Practical** require us to apply 21st century skills in our teaching. We should therefore be aware and conscious of these complementary objectives and skills knowledge when implementing our ESD activities.



Use the six-part comic **Free Rangers** to explore (with senior primary school students and older) which 21st century skills the rangers need to use to solve the problem.



See the **Connecting the Dots: Key Learning Strategies for Environmental Education, Citizenship and Sustainability** for ideas on teaching skills that will contribute towards sustainability.

GLOBAL CITIZENSHIP

By working *together*, we can make the world a more equitable and sustainable place. Using the school and classroom environment as a training ground, our learners can gain skills in collaborative work, good communication and conflict resolution.

A Global Citizen is someone who:

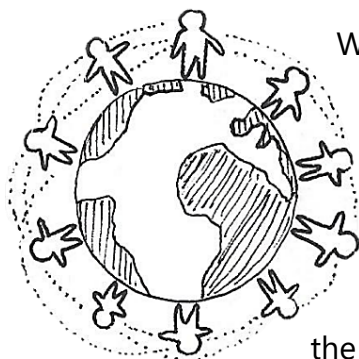
- **Thinks global** (awareness) and **acts local** (application of world citizen knowledge)
- Respects and values **diversity**
- Commits to **social justice**
- Participates and contributes to **community** (local to global)
- **Works with others** towards a more equitable and sustainable world
- Takes **responsibility** for their actions



For guidance on teaching global citizenship and integrating the concept into the classroom, see **Education for Global Citizenship** and **Global Citizenship in the Classroom** from Oxfam.

GLOBAL CITIZENSHIP

Taking an active role in your community and working with others to make our planet more peaceful, sustainable and fairer.



We can teach learners the skill of remaining open-minded, inquisitive, critical thinkers who engage with the world around them. This is not only essential to the growth and development of our learners, but also to the sustainable development of the world they have the potential to influence.



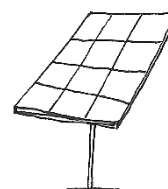
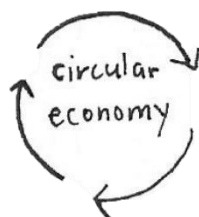
Are you setting a good example of valuing diversity?
How are you encouraging learners to **work in harmony** together?

CAREER GUIDANCE

Career guidance is often not given enough attention in our schools. With the environmental and socio-economic challenges of the 21st century, come new, exciting and ever-evolving career opportunities. As ESD practitioners, we can assist our learners to make informed career decisions in the upcoming green economy.



Use NaDEET's **It's Time to Work** as a career guide with secondary school learners and explore possible green jobs.



2. STAYING HEALTHY

As teachers, we would like to have healthy and well-balanced learners. It is very difficult for us to think, or learn, or act for sustainable development if we are hungry or have unresolved problems in our life. As teachers we need to support our learners in becoming and staying healthy, both mentally and physically.



Stay updated about the Namibian School Health Programme in the **Training of Trainers Manual on School Health** and for a brief overview see the **National Policy for School Health Summary**.

MENTAL HEALTH

We must be aware of how we teach about environmental issues to avoid creating 'eco-anxiety'.

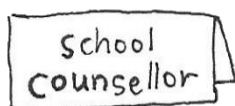
Even at the youngest ages, learners can be affected by issues such as stress, peer pressure, bullying and low self-confidence. The first step to growing our capacity to address these issues is being able to recognise appropriate mental and physical health, and strategies to better engage with these matters at school. This has become even more relevant since the COVID-19 pandemic and with the growing climate crisis causing pressure and uncertainty around the future.



Read the comic **Mental Health Matters** with your learners and use it to prompt discussions and questions around mental health and well-being.



Create a sense of community



Identify sources of help & care



Take a break



Normalise mental health issues



Recognize the individual



See the **African School Mental Health Curriculum** to build your capacity to include mental health in teaching. The **Children's Mental Health Promotion and Support: Strategies for Educators** gives great guidance on creating a supportive, considered learning environment.

The learning space we provide can drastically affect a learner's mood, behaviour, and their ability to learn and be creative. Exposure to time outdoors, green spaces (natural light and fresh air) have been linked to increased productivity, creativity and positive changes in mental health. We can ensure our classrooms are welcoming spaces and include natural elements. See **Toolkit 3.4 – Bring Biodiversity into the Schoolyard**.

TOOLKIT 3.2 PROMOTE LEARNER WELL-BEING

We can approach the support of positive mental health by understanding that everyone learns differently. Although it is challenging to cater for every learner's needs and individual personality when teaching, we can use various teaching methods to work towards quality education.



For a valuable resource that speaks to supporting learners differing needs, see NIED's **Learning Support Teachers' Manual**.



PHYSICAL HEALTH

The promotion of a healthy lifestyle that includes a balance of physical activity and rest is essential to the ultimate functioning and capability of our learners and ourselves. Getting out and moving not only has physical benefits, but also increases our mental capacity to absorb new information, reduces stress-levels, boosts mood levels and overall has major brain health benefits. **Classroom-based physical activity** has been recognised as an effective method of resetting and refreshing our capacity to learn during long days of class time.



See the **Classroom-based Physical Activity** presentation for more on the inclusion of physical activity in the classroom and how to do this in a non-disruptive, purposeful way.



See Namibia's teacher's guide **Physical Education 4 Life** – a resource that explains the importance of this aspect of learning and guides educators on how best to teach it in the senior secondary phase.

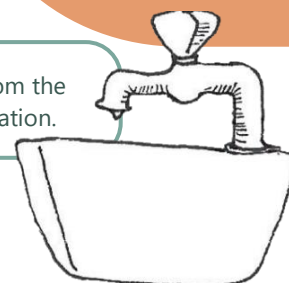


Another important aspect of physical health is **personal hygiene and care**. We can help establish these practices from an early age and on a regular basis at our schools. Remember, that we must also ensure that our schools provide the adequate facilities to achieve good personal health. See **Toolkit 3.3 – Reduce Resource Use**.

Good personal hygiene and physical fitness can reduce the chance of diseases and health problems.



See the presentation, **Global Goals Agenda through the WASH Programme**, from the 2019 NEEN conference to see how schools are practicing good hygiene and sanitation.



NUTRITION

Our learners are faced with different challenges to attaining good nutrition. Some learners do not have enough food while others may have enough, but do not necessarily have access to healthy nutritious food. As part of our school health programme, we can educate our learners about eating a balanced, healthy diet, rich in macronutrients i.e. proteins, carbohydrates and healthy fats; and micronutrients i.e. vitamins and minerals. Let's empower our learners by teaching them how to grow their own food.



We can teach our learners how to read food labels and what to consider when making environmentally-conscious food choices. See **Toolkit 3.7 – Greening School Activities and Events** for more resources on sustainable purchasing.



See the **SDG3 UNESCO Resources for Educators** website: a portal of materials to teach about good health and well-being.



Use **Eating Well for Good Health** for lessons on healthy eating and why it is important for learners.



Read the **Climate Change and Food Security Challenge Badge, pgs. 84 – 141** on the environmental impacts of our food choices and the **Nutrition Challenge Badge** on **pgs. 118 - 158** on "Eating Green."

"No one can learn on an empty stomach. When hunger gets inside you, nothing else can..."

YORUBA PROVERB

3. FOOD GARDENING

"Gardening in schools is an element that addresses the national objectives of reducing poverty, ensure food security, and teaching our learners to appreciate food production for the improvement of the health..."

MIN OF ED., ARTS & CULTURES, 2015

Promoting healthy lifestyles can be done through establishing our own backyard and school gardens. These can provide us with nutritious food, and they give us the opportunity to be physically active and take a mental rest. By growing our own food, we can also improve the sustainability of our school by supporting the school feeding programme with food and the classroom teaching with practical outdoor lessons; and providing our own local food for school events. See **Toolkit 3.7** and **Toolkit 3.8 – Teaching in the Great Outdoors**.



GETTING STARTED

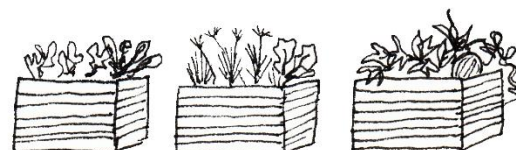
When creating a food garden, we must consider the local environment and the conditions we are planting in. We can begin by identifying where on the schoolyard our food plants will be well-protected and have access to water. Before we plant anything, we need to make sure that the soil is healthy and fertile – this is a very important step if we want our food gardens to be successful and sustainable. So, planning and preparing for our food garden is important. We may need to source materials for our gardens and can reach out to the local community for assistance or apply for funding (see **Toolkit 3.9 – Sustaining our Actions**).



Let's create sustainable and biodiversity-friendly gardens!



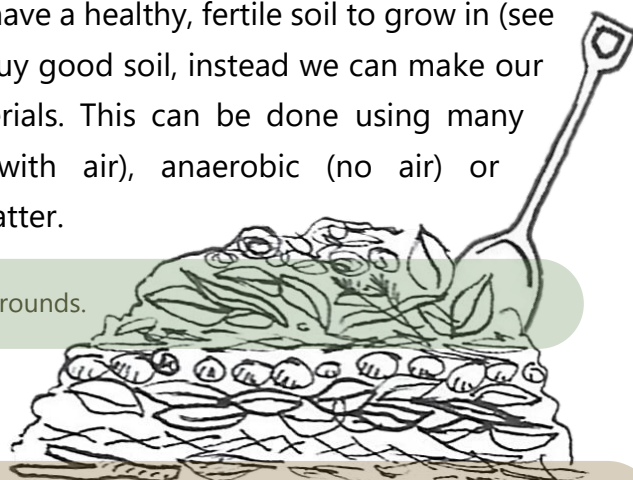
Use **Gardening for Health – Home Gardening in Namibia** and **School Gardens Manual** to get started.



COMPOST

The key to growing healthy plants is to ensure that they have a healthy, fertile soil to grow in (see **Toolkit 3.4** for soil health). Luckily, we do not need to buy good soil, instead we can make our own. Composting means to break down organic materials. This can be done using many different methods, but are either using aerobic (with air), anaerobic (no air) or vermicomposting (worms) to break-down the organic matter.

Green (nitrogen): Veggie scraps, egg shells, tea/coffee grounds.



Brown (carbon): dried leaves, twigs, grasses, shredded paper, cardboard, toilet paper rolls, animal manure, nut shells.

Key tips in **composting**:

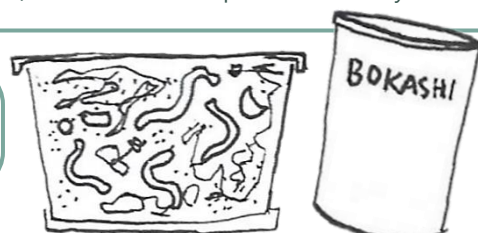
- 1) Get a balance of organic matter – the browns and greens
- 2) Make sure the material is not too large
- 3) Turn the compost more often - help nature do its job!
- 4) Maintain the moisture and temperature levels



Check out the video **Beginner's Guide to Bokashi Composting** on the Bokashi composting method which shows how "wasted" food material (including cooked food) can be used to improve soil fertility.



Go to **School Garden Lesson Plans** for a collection of garden orientated lessons including composting.



SUSTAINABLE GARDENING METHODS

PERMACULTURE

The development of agricultural ecosystems intended to be sustainable and self-sufficient



Regardless of the size of our school garden, we can design our garden according to **permaculture principles**. Permaculture is often referred to as a philosophy and lifestyle, which uses a whole system approach. For example, there are no waste products as everything can be re-used for another process. Permaculture also does not make use of artificial fertilizers - remember, the over-use of these have resulted in too much nitrogen and phosphorous in our natural systems, often leading to eutrophication and ocean dead zones. Instead, we can use organic fertilizers. Permaculture also does not make use of harmful pesticides and poisons: by planting a diversity of plants and not a monoculture, pests are less likely to establish themselves.

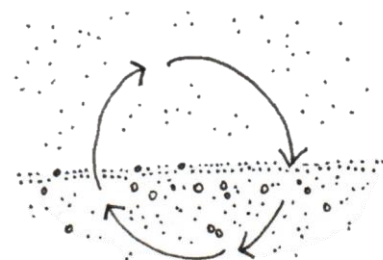
RESOURCE CHECK

Check out the **Living Permaculture Handbook**, pgs. 4 – 10, for information and guidance on gardening to permaculture in Namibia.

Another similar sustainable gardening method is **Regenerative Agriculture** which incorporates farming methods that protect and restore soil ecosystems, so that these can also help sequester carbon!

RESOURCE CHECK

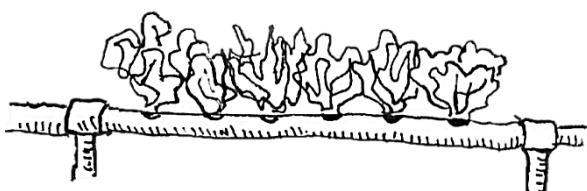
Look at the videos **What is Regenerative Agriculture?** and **Farming in the Desert – How to Turn the Desert Green.**



As we are gaining experience with our gardens we can add on and try out different methods, approaches as well as technologies. We can maintain our cultural heritage and plant indigenous food plants (see **Toolkit 3.4**). We can try different rainwater harvesting techniques (see **Toolkit 1.3 – Environmental Issues of Namibia**). We can also try out new approaches such as aquaponics.

RESOURCE CHECK

For a different method of farming, check out **Think Namibia's** poster, **Aquaponic System Manual**, which explains the benefits and setup of aquaponic farming.



Use the garden as a space to encourage learners to build **patience**, careful **observation** skills, **responsibility**, and a **positive relationship with the earth!**



RESOURCES

SOURCE KEY

Hardcopy



Softcopy



Online



1. LEARNING FOR TOMORROW

Teaching and Learning 21st Century Skills



MANUAL: This booklet brings understanding to 21st century skills, their role and how to teach them.

AUTHOR: A. R. Saavedra, V. D. Opfer (2012)

Link: <https://www.aare.edu.au/data/publications/2012/Saavedra12.pdf>

Free Rangers



COMIC: Through the stories of fictional characters ("free rangers") set in the future, this comic book series explores issues of environmental challenges that the youth, as custodians of the world, must overcome.

AUTHOR: N. Namises, N. Vyklicky (2018)

Link: <https://www.namibian.com.na/public/uploads/documents/5ba117b9737c0/Free%20Rangers%2001.pdf>

Connecting the Dots



REPORT: This executive summary examines learning strategies that will contribute most effectively to learners actively engaging with sustainability. Each strategy includes an explanation, its uses and application ideas.

AUTHOR: S. Kozak, S. Elliott (2011)

Link: http://www.lsf-ist.ca/media/LSF_Connecting_the_DOTS_ExecutiveSummary.pdf

Global Citizenship- OXFAM Resources



MANUAL: These resources on global citizenship are designed for teachers and implementation in schools.

AUTHOR: Oxfam Education and Youth (2015)

Link: <https://oxfamlibrary.openrepository.com/bitstream/handle/10546/620105/edu-global-citizenship-teacher-guide-091115-en.pdf?sequence=9&isAllowed=y>

Link: <https://oxfamlibrary.openrepository.com/bitstream/handle/10546/620105/edu-global-citizenship-schools-guide-091115-en.pdf?sequence=11&isAllowed=y>

It's Time to Work



BOOKLET: This guide on decision-making and career guidance, explores careers for a green economy by informing on various options through TVET. It includes practical guidance on career decisions.

AUTHOR: NaDEET (2013)

Link: https://nadeet.org/sites/default/files/pdf/educational_material/Its%20Time%20to%20Work.pdf

2. STAYING HEALTHY

Training of Trainers Manual on School Health



MANUAL: Produced as a toolkit to support those implementing the Integrated School Health Programme in Namibian schools, this manual guides on aspects of school health using a holistic approach to achieve it.

AUTHOR: Ministry of Education, Arts and Culture (2015)

Link: http://www.moe.gov.na/files/files/School%20Health%20TM_Definite_Low%20Resolution.pdf

RESOURCES

SOURCE KEY

Hardcopy



Softcopy



Online



Tell us about the National Policy for School Health



POSTER: An overview of the National Policy for School Health, this poster outlines the core principles and practices of the School Health Programme and policy, including guidance on school accountability steps.

AUTHOR: Legal Assistance Centre (2014)

Link: <http://www.lac.org.na/projects/grap/Pdf/postersrhealth.pdf>

Mental Health Matters



COMIC: Through different examples in a Namibian context, this comic highlights the significance of mental health, how to recognise issues, and respond accordingly. It includes supporting guidance and information.

AUTHOR: Legal Assistance Centre (2016)

Link: <http://www.lac.org.na/projects/grap/Pdf/comicmentalhealth.pdf>

African School Mental Health Curriculum



MANUAL: A curriculum based on promoting mental health and resiliency of youth in Africa, this guide gives background knowledge, implementation materials and teacher's capacity building on mental health issues.

AUTHOR: Guidance, Counselling and Youth Development Centre for Africa (2013)

Link: <https://www.mhinnovation.net/sites/default/files/downloads/innovation/tools/African%20School%20Mental%20Health%20Curriculum.pdf>

Children's Mental Health Promotion and Support Strategies



ARTICLE: This article explores practical means of ensuring learner's mental health is promoted and prioritised. It guides teachers on mental health warning signs in establishing supportive practices at school.

AUTHOR: B. B. Williams, K. Boyle, J. M. White, A. Sinko (2010)

Link: [https://www.nasponline.org/Documents/Resources%20and%20Publications/Handouts/Families%20and%20Educators/Childrens Mental Health Problems Strategies for Educators.pdf](https://www.nasponline.org/Documents/Resources%20and%20Publications/Handouts/Families%20and%20Educators/Childrens%20Mental%20Health%20Problems%20Strategies%20for%20Educators.pdf)

Learning Support Teacher's Manual



MANUAL: This manual from NIED, guides teachers on providing learning support through identifying needs, reasons for difficulties and organisation of support.

AUTHOR: The National Institute for Educational Development (2014)

Link: [http://www.nied.edu.na/assets/documents/02Syllabuses/06InclusiveEducation/Learningsupport/IE TeachersManual Apr2015.pdf](http://www.nied.edu.na/assets/documents/02Syllabuses/06InclusiveEducation/Learningsupport/IE%20TeachersManual%20Apr2015.pdf)

Classroom-based Physical Activity



PRESENTATION: Including activity suggestions for classroom-based physical activity, this presentation informs on the practice, it's benefits and gives teacher guidance on how to use it.

AUTHOR: University of Nebraska, CHI Health (n.d)

Link: <https://www.unomaha.edu/college-of-education-health-and-human-sciences/health-kinesiology/files/docs/classroom-PA-training.pdf>

RESOURCES

SOURCE KEY

Hardcopy



Softcopy



Online



Physical Education 4 Life



MANUAL: This Namibian guide for physical education teachers, includes information and guidance for teacher capacity building of the “for life” approach, examples of PE sessions and how to carry out lessons.

AUTHOR: Ministry of Education, Arts and Culture; Ministry of Sport, Youth and National Service (2019)

Link: <https://www.moe.gov.na/files/AGuideforPhysicalEducationTeachersinNamibiaGrades10-11.pdf>

Participating in Global Goals Agenda 2030 through Safe Water, Sanitation and Hygiene (WASH) Programme



PRESENTATION: Explaining the WASH programme and its significance in Namibia, this presentation looks at aspects of the programme, and how three schools are practicing its implementation.

AUTHOR: H. Hamunyela, M. Namutenya (2019)

Link: <https://neen.org.na/media/attachments/2020/04/18/neen-conference-rundu-presentation.ppt>

SDG3 UNESCO Resources for Educators



PORTAL: This is a portal of educational resources for teachers on SDG3, Good Health and Well-being.

AUTHOR: United Nations Educational, Scientific and Cultural Organisation (n.d)

Link: <https://en.unesco.org/themes/education/sdgs/material/03>

Eating Well for Good Health



MANUAL: This compilation of easy-to-understand lesson plans exploring health and nutrition, includes the corresponding materials, learning objectives, key points, activities and engagement questions.

AUTHOR: V. Menza, C. Probart (2013)

Link: <http://www.fao.org/3/i3261e/i3261e00.pdf>

Challenge Badge Resources



LESSON PLAN & BOOKLET: These educational materials from the YUNGA series are *Climate Change and Food Security* (for teachers) and *Nutrition Challenge Badge* (for learners).

AUTHOR: Food and Agricultural Organisation of the United Nations, YUNGA (2015)

Climate Change and Food Security Resource and Activity Materials: <http://www.fao.org/3/ax743e/ax743e.pdf>

Nutrition Challenge Badge: <http://www.fao.org/3/i6590e/i6590e.pdf>

3. FOOD GARDENING

Gardening for Health – Home Gardening in Namibia



MANUAL: This Namibian resource explores gardening and health, informing on the link between these. It is designed as an educational guide on establishing a home food garden specifically in the Namibian context.

AUTHOR: B. van der Merwe, S. Fitchat (2009)

Link: <http://the-eis.com/elibrary/sites/default/files/downloads/literature/Gardening-Booklet-Eng-LQ.pdf>

RESOURCES

SOURCE KEY

Hardcopy



Softcopy



Online



School Gardens Manual



MANUAL: This booklet guides on the planning, establishing and maintaining of school gardens, containing educational information on aspects of the process and gardening, and on environmentally friendly practices.

AUTHOR: World Food Programme (2013)

Link: <http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Dakar/pdf/SchoolGardenManual.pdf>

Beginner's Guide to Bokashi Composting – What to Expect Start to Finish



VIDEO: Explaining the importance and functionality of composting, this demonstration video gives a step-by-step how a Bokashi compost system works.

AUTHOR: Zero Waste Family (2020)

Link: <https://www.youtube.com/watch?v=HJHg5CFePMY>

School Garden Lesson Plans



MANUAL: This compilation of lesson plans, including recommended grade levels, materials and extensions, is centred around a food garden and education relating to gardening, nutrition, consumerism and agriculture.

AUTHOR: Whole Kids Foundation, American Heart Association (n.d)

Link: http://www.heart.org/idc/groups/heart-public/@wcm/@fc/documents/downloadable/ucm_478049.pdf

Regenerative Agriculture Videos



VIDEO: Both of these videos explore the practice of regenerative agriculture, explaining what it is, its role in sustainability, benefits, and its application methods. *Farming the Desert* reports on case studies and examples of regenerative agriculture in Africa.

AUTHOR: Jimi Sol (2020), Taj Agro (2020)

What is Regenerative Agriculture: <https://www.youtube.com/watch?v=fSEtiixgRJl>

Farming the Desert – How to Turn the Desert Green: <https://www.youtube.com/watch?v=mfbILpKKM1Q>

Living Permaculture Handbook



MANUAL: This handbook explores the concept of permaculture and introduces the “Living Permaculture” project. Through this, it guides on establishing and practicing permaculture and sustainable food production.

AUTHOR: SAIS Living Permaculture Project (2020)

Link: <https://livingpermacultureproject.files.wordpress.com/2020/08/living-permaculture-handbooklowres.pdf>

Aquaponic System Manual



HOW-TO: Following outlining the benefits to an aquaponics system, this poster explains how to set up a system including materials needed, a step-by-step guide to construction and “post construction” guidance.

AUTHOR: N. Merianos, S. Strazdus, S. Antoniou, M. Rego (2020)

Link: <https://www.thinknamibia.org.na/images/projects/aquaponics/Aquaponics-Poster-01.pdf>