



Lesson Plan for Positive Actions

Please send your Queries/Submit the lesson plan to Dr Pramod Kumar Sharma at pramod@fee.global

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g. Submission date of the lesson plan	2019 - 2020

2. Has the lesson plan tried in a classroom (Please write a brief)

Citizenship Education
(Inter Multi and Transdisciplinary Project)

ACTIVITY NAME – THEME

Art and Environment

Environmental Education for Sustainability

Choose one or more of the themes: (Ethics and Citizenship; Sustainable Production and Consumption; Territory and Landscape; Climate Change; **Biodiversity**; Energy; Water; Soils).

Explanation:

The activity is related to Environmental Education for Sustainability, a cross-sectional discipline to the intended education cycle, as an integral part of citizenship education. It promotes attitudes and values, as well as developing skills to respond to the challenges of 21st century society.

3. The lesson plan

- A. **Introduction:** Background information describing the key concepts in the lesson plan and which SDG they are linked to.

Activity description

To define the concept of sustainability

Evaluation

Learning Objectives:

Sustainability, Ethics and Citizenship

(Pillars of sustainability):

- Understand the pillars of sustainability.

Curriculum Integration:

All subject areas that are part of the Class Curriculum Project.

Identify which SDGs (1-17) this activity relates to

4 – 6 – 7 – 11 – 12 – 13 – 14 – 15- 16 – 17

Key Concepts / Glossary:

Definitions of:

- Art and Environment - Sustainable development - Sustainable Development Domains and Subdomains - Environmental education - Citizenship Education

HEAECS Project - Heritage, Education, Art and Environment, Culture, Spirituality

PEACE (In Portuguese) – Património, Educação, Arte e Ambiente, Cultura, Espiritualidade.

- B. **Age Group** – Classes that it is suitable for (Age 6 to 9, Age 10 to 11, Age 12 to 14, Age 15 to 16 and Age 17)

Target Audience: 12- 14

- c. **Objectives or Learning Outcome/s** Select from the learning outcomes listed in the publication.

SDG	Learning Outcome
4-6-7-11-12-13-14-15-16-17 https://www.unric.org/pt/17-objetivos-de-desenvolvimento-sustentavel	Skills: Change in behavior and attitude towards the environment with an influence on families and communities in which students operate. Acquisition of competences as full citizens, with effective exercise of active, responsible and enlightened citizenship in the face of civil society issues.

D. Time required to deliver the lesson plan.

10x 50 minute classes

E. Resources Required to deliver the lesson plan (Material, equipment and reading resources)

Resources:

- Painting
- Teacher's Book
- (Manual)
- Activity book
- Multimedia Products
- Projector
- Computer
- Others...

F. Activity – Steps or description of how the lesson plan will be conducted/facilitated by the teacher.

Environmental Education for Sustainability

Questions: What is sustainability?

0- Concept of sustainability.

What is the sustainability relationship with:

- I- Ethics and Citizenship?
- II- Sustainable production and consumption?
- III- Territory and Landscape?
- IV- Climate change?
- V- Biodiversity?
- VI- Energy?
- VII- Water?
- VIII- VIII- Soils?

To define the concept of sustainability:

-1st moment

Invite students to role play the following situation: Put a chair in the center of the room. Ask a student to sit in the chair. Then suggest that another colleague sits on the lap of the previous and so on up to the five students.

- Ask if they are feeling comfortable.

The answer will be... probably YES.

- Ask the class if you continue the procedure of sitting more colleagues, what might happen.... Contextualize the answers with sustainability.
- Write the word SUSTAINABILITY on the board to serve as a reference for learning about the theme.
- Imagine the chair as if it were Planet Earth...
- Listen to students' opinions and suggest that it will be very important to do only what contributes to the sustainability of life on earth.
- Ask to explain in your own words what sustainability is.

- Propose the Sustainability movie: <http://www.youtube.com/>

Evaluation:

- Propose to students:

Let's think about sustainable actions that can be implemented at school.

Then we will choose one (or more) of these actions that you cite to put them into practice.
Which one will we choose and why?

Results:

O- Sustainability concept

Students understand the concept of sustainability.

Choose one or more of the themes: (Ethics and Citizenship; Sustainable Production and Consumption; Territory and Landscape; Climate Change; **Biodiversity**; Energy; Water; Soils).

According to the group's choice, agree how the proposal will be carried out. Observe student involvement and creativity.

Diálogos de gerações



Arte e Natureza



4 elementos 5 sentidos



(Natural Art).

Learning Objectives:

Sustainability, Ethics and Citizenship

(Pillars of sustainability):

- Understand the pillars of sustainability.

(Ethics and Citizenship):

- Understand the importance of citizenship ethics and environmental issues and sustainability.
- Assume citizenship practices.

(Intergenerational Responsibility):

- Understand the impact of human activities and attitudes in a context of natural resources.
- Understand the consequences of depletion of natural resources for future generations.

(Poverty Reduction):

- Know the risks leading to situations of poverty (economic, social and environmental).
- Participate in local or other scale initiatives aimed at poverty reduction.

Sustainable production and consumption

(Waste):

- Know the life cycle of different consumer goods.
- Incorporate responsible consumption practices. (Green Economy):
- Understand the concept of green economy.

(Labeling- goods and services):

- Understand the importance of information on the labels of goods and services for the decision of responsible consumption.

(Sustainable Production Modes):

- Understand the need to adopt environmentally sustainable agricultural production processes.

(Quality of life):

- Understand the concept of quality of life.

Territory and Landscape

(Coast):

- Relate the phenomenon of littoral with threats to ecosystems.
- Participate in monitoring campaigns of coastal sections, in a participatory science exercise (citizen science) aimed at identifying problems and proposing sustainability solutions.

(Landscape):

- Associate landscape elements with local identity (natural heritage and built heritage).
- Characterize landscapes in space and time taking into account heritage.

(Territorial Dynamics):

- Understand the interconnection between the natural, economic and socio-cultural factors in the construction of territory and landscapes.
- Inventory elements of the landscape that allow characterizing the multifunctionality of the territory and its territorial dynamics (rural spaces and urban spaces / natural spaces and humanized spaces).

(Landscape Quality Objectives):

- Know concrete examples of strategies for involving the population and local agents in the definition of objectives aimed at the protection, management and planning of the landscape.
- Set landscape quality objectives at local scale, valuing field work.

Climate change

(Cause of climate change):

- Know the causes of climate change at different scales.

(Impacts of climate change):

- Analyze the different impacts of climate change.
- Participate in awareness actions on the impacts of human activities on climate change.

(Adaptation to climate change):

- Understand the need for adaptation measures to address the risks and impacts of climate change.
- Implement climate change adaptation practices in the family and community contexts.

(Climate change mitigation):

- Understand the importance of adopting attitudes, behaviors, practices and techniques leading to the reduction of greenhouse gas emissions.
- Participate in an integrated manner with different social actors, at school and in the family, in actions that minimize the local impact of human activities on climate change.

Energy

(Energy Resources):

- Know the different sources of energy and advantages / disadvantages of their use.

(Energy problems of the present world):

- Assess the social and environmental implications of the current energy model based essentially on the use of fossil fuels.

(Energy Sustainability):

- Recognize the use of renewable energies and the promotion of energy efficiency as two fundamental pillars for energy sustainability.
- Participate in actions to promote energy efficiency.

(Sustainable Mobility):

- Link sustainable mobility with the preservation of natural resources and the quality of life.
- Intervene with the competent authorities, in particular the municipalities, with proposals leading to the promotion of sustainable mobility.

Water

(Importance of water for life on earth):

- Understand the importance of water on the planet as a resource and support of life.
- Take environmentally responsible behaviors that respect and value water.

(Environmental issues associated with water):

- Know the main environmental, social and economic problems and challenges associated with water (waste, contamination, scarcity, conflict, drought).
- Act in a manner that minimizes the social and environmental problems associated with water.

(Ocean Literacy):

- Understand the importance of oceans for the sustainability of the planet.
- Participate in actions aimed at preserving the oceans.

(Sustainable Management of Water Resources):

- Understand the need to adopt appropriate behaviors and practices for the responsible management of water resources.
- Contribute, through public participation actions, to the definition of local strategies for sustainable management of water resources.

Soils

(Solo as a resource):

- Relate soil types with their different skills.
- Participate in actions that promote good practices of sustainable agriculture.
(Use and abuse).
- Recognize behaviors that lead to soil degradation or regeneration.
- Inventory examples of soil degradation and best practices for use at different scales.

(Mitigation and adaptation):

- Understand the importance of adopting appropriate behaviors, practices and techniques for soil conservation.
- Understand the impact of climate change on land degradation and desertification.

Biodiversity (Selectin ad Theme Example)

(The importance of biodiversity):

- Understand the concept of Biodiversity.
- Know the main ecosystems of the planet.

(Biodiversity as a resource):

- Know the most emblematic animal and plant species in the national territory.
- Know the role of ecosystem services, preferably within the framework of the Millennium Ecosystem Assessment (MEA) grid.

(Major threats to biodiversity):

- Analyze key threats to biodiversity at different scales.
- Report situations of threats to biodiversity.

(Biodiversity Conservation Strategy):

- Know the natural parks and protected areas of Portugal as part of the strategy for the conservation of biodiversity.

Curriculum Integration:

All subject areas that are part of the Class Curriculum Project.

Skills:

Change in behavior and attitude towards the environment with an influence on families and communities in which students operate.

Acquisition of competences as full citizens, with effective exercise of active, responsible and enlightened citizenship in the face of civil society issues.

Sustainable Development Goals:

(Identify which SDGs (1-17) this activity relates to)

17 SDGs



The Sustainable Development Goals set global priorities and aspirations for 2030 and require worldwide action by governments, businesses and civil society to eradicate poverty and create a life with dignity and opportunity for all within the planet.

The Sustainable Development Goals (SDGs) and the 2030 Agenda, adopted by almost all countries of the world in the UN context, set the priorities and aspirations of global sustainable development for 2030 and seek to mobilize global efforts around a set of common objectives and goals. There are 17 SDGs in areas that affect the quality of life of all the world's citizens and those yet to come.

The SDGs require global action by governments, businesses and civil society to eradicate poverty and create a life with dignity and opportunity for all within the confines of the planet. For companies, in particular, the SDGs provide an opportunity to create and implement solutions and technologies that address the greatest global challenges, helping to link business strategies and global priorities.

Key Concepts / Glossary:

Definitions of:

- Art and Environment - Sustainable development - Sustainable Development Domains and Subdomains - Environmental education - Citizenship Education

G. **Evaluation and Assessment** – How achievements of Outcomes both in short term and long term will be evaluated after the lesson is delivered?

Learning Experiences:

- Horizontal / vertical dialogue between student and teacher.
- Exploration and resolution of proposed lines through identified problematic situations.
- Exploration of multimedia resources.
- Field trip.
- (...)
- Design and execution of artistic collections on the endogenous fauna and flora of the site (photos and 3D replicas, with reused material), as a deepening of knowledge and stimulating the preservation of species (Biodiversity).
- Photographic reportage (photorealism) with exposure.
- Creation of other forms of artistic expression (creative writing, happenings, installations, performances,...)
- Experimental labs...

H. Suggestions of variation or further reading of the lesson plan

Achieve the remaining SDGs

Develop the PEACE Project with the creation of an EcoPark



When you finish reading this book, you will be able to cast it to the ground, for it contains Seeds of Change.

I. References – Acknowledging the resources that were used while developing the Lesson Plans.

Do / Learn More:

List of links:

What is sustainability?

<http://www.youtube.com/>

Os 17 SDGs

<https://www.unric.org/pt/17-objetivos-de-desenvolvimento-sustentavel>

Agência Portuguesa do Ambiente

<https://www.apambiente.pt/>

ABAE

<https://abae.pt/>

APEA

<http://www.apea.pt/>

ASPEA

<https://aspea.org/>

APECV

www.pecv.pt

ICNF

<https://www.icnf.pt/>

IIFA

<https://www.iifa.es/>

ONU

<https://www.unric.org/pt/informacao-sobre-a-onu>

WORLD LIFE

<https://www.worldlifeexperience.com/>

AES Cultural Week dedicated to “Sustainability and Good Sense”
Semana Cultural do AES dedicada à “Sustentabilidade e Bom Senso”

BioDivSummit

