

****SUSTAIN** is a Comenius project that funded at **2011** aims to gather and share good practices from partner countries in two year program.

****It** encourages the best results, innovative products to improve the quality of education and training that would enable them to educate the pupils to deal with the challenges and preserve the world.

This Project focuses on;

- ✓ students from the age **5 to 12** to enhance their acquisition on key competences relevant to sustainable development.

Two photographs are shown: one of a child using a rolling pin on a wooden surface, and another of three children working together in a garden.

The activities and products of the project aim to provide solutions for supporting the development of **key competences** for lifelong learning relevant to the **social and environmental aspects** of **sustainable development** at an early school age.

Two photographs are shown: one of children sitting on the ground with various items, and another of children gathered around a table with food items.

So teachers need to be well-equipped in methodological instruments to support their key competences of the learners.

- ✓ Communication competencies,
- ✓ Science and digital competences,
- ✓ Learning to learn,
- ✓ Civic and responsible entrepreneurship abilities in pupil

Two photographs are shown: one of a group of children holding up their work, and another of a teacher interacting with a group of children at a table.

WHAT IS ESD? (EDUCATION FOR SUSTAINABLE DEVELOPMENT)

ESD is based on the principles and values that underline sustainable development; deals with the well-being of all four dimensions of sustainability – **environment, society, culture and economy.**

ESD (Education for Sustainable Development) :

- ❑ Enhances participation in **decision-making - empowering people.**
- ❑ Increases civil capacity by **enhancing and improving society.**
- ❑ Promotes **Critical Thinking** and **reflection** – learning to examine economic, environmental, social and cultural structures in the context of sustainable development.
- ❑ Supports **Systematic Thinking**– acknowledging complexities and looking for links and synergies when trying to find solutions to problems.
- ❑ **Builds partnerships** – promoting dialogue and negotiation, learning to work together between educational institutions and NGOs.

ESD METHODS USED IN SUSTAIN PROJECTS

- ❑ Socratic Inquiry
- ❑ Case Study
- ❑ Concept Mapping
- ❑ Value Clarification
- ❑ Project Based Learning
- ❑ Perceptual Mapping
- ❑ Problem Solving
- ❑ Six Thinking Hats Method
- ❑ Role-playing
- ❑ Reciprocal Maieutic Approach

LESSON PLANS

There are **93** uploaded lesson plans.

50 Good Practices tested and revised by teachers in partner countries.

Romania Uploaded Lesson Plans:	27
Turkey Uploaded Lesson Plan:	30
Italy Uploaded Lesson Plan:	21
Bulgaria Uploaded Lesson Plan:	15

SUSTAIN DATABASE

The screenshot shows the Sustain Database interface with a search bar, navigation tabs (Home, Introduction, Database for Good Practices, Participants, Outputs, Dissemination, Links), and a list of Good Practices including Project Meeting Photos, Local Workshops in Turkey, and Local Workshops in Bulgaria.

Database for Good Practices

Home | Introduction | Database for Good Practices | Participants | Outputs | Dissemination | Links

Topic: We are able together

Teacher's Name: Cristina La Rocca

Institution: CSC

Country: IT

Grade: 4th/5th

Age: 8/10

Level: Primary

Language: EN

Keywords: Disability, skills developing, dumb, deaf blind, team work

Key Competences:

- Communicative Competence in the Mother Tongue
- Communicative Competence in Foreign Languages
- Mathematical Competence and Key Competences in Science and Technology
- Digital Competence
- Learning to Learn
- Social and Civic Competences
- Initiative Taking and Entrepreneurship
- Cultural Awareness and Ability of Expressing

Sustainable Development Themes:

- World Citizenship and Democracy
- Waste materials and recycling
- Biodiversity
- Production and Consumption
- Healthy Life
- Preservation / Management of Natural Resources and Renewable energy
- Local and Global Responsibility
- Human Rights, Peace and Justice
- Cultural Diversity
- Rural and Urban Development

Unit files: Lesson Plan_We are able together

Titolo dell'unità: Diverse abilità in gioco

Nome dell'insegnante, Scuola e Paese: Cristina La Rocca - CSC - Palermo

Gruppo classe di riferimento: Livello: Quarta/quinta classe

Età: 8/10

Obiettivi:

- Riflettere sulla condizione della disabilità.
- Riflettere sul concetto di inclusione ed esclusione.
- Capere come le diverse abilità possono essere integrate all'interno di un gruppo.
- Sviluppare l'empatia del gruppo.

Competenze chiave sviluppate:

- Comunicazione nella lingua madre
- Comunicazione in lingue straniere
- Competenze scientifiche e competenze di base nella scienza e la tecnologia
- Competenze digitali
- Imparare ad apprendere
- Competenze sociali e civiche
- Senso di iniziativa e di impresa
- Conoscenza culturale ed espressione

Motivazione / Giustificazione:

Praticare questa attività permette agli alunni di sensibilizzarsi sul ruolo di una persona con delle difficoltà legate al proprio corpo, che spesso portano a una condizione di esclusione. Collaborare alla realizzazione di un obiettivo comune è un processo che aiuta a riflettere sulla condizione di disagio e sui modi per superarlo.

Durata: 1 h

Lungo:

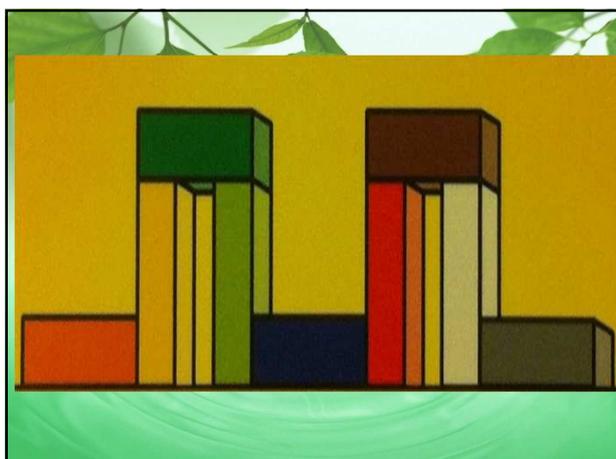
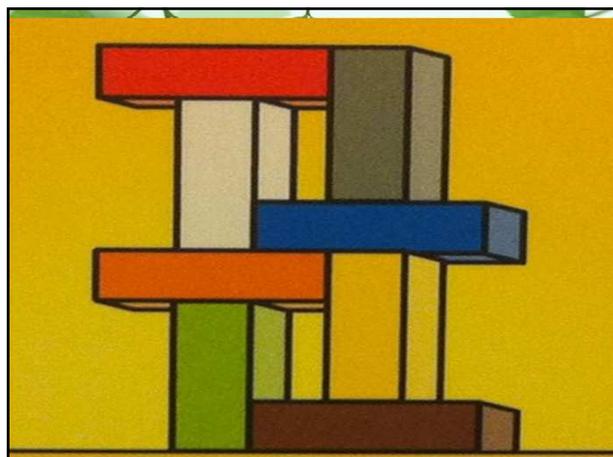
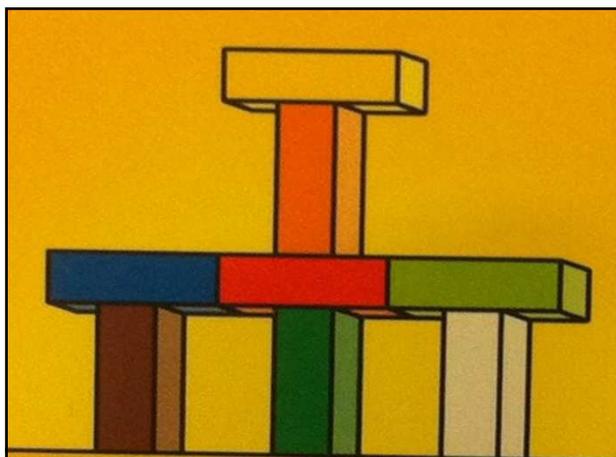
- Alunni in classe e/o fuori dalla classe

Tema delle Sviluppo Sostenibile trattato:

- Cittadinanza mondiale e democrazia
- Raccolta dei rifiuti e riciclaggio
- Biodiversità
- Produzione e consumo
- Preservazione e gestione delle risorse naturali ed energie rinnovabili
- Responsabilità locale e globale

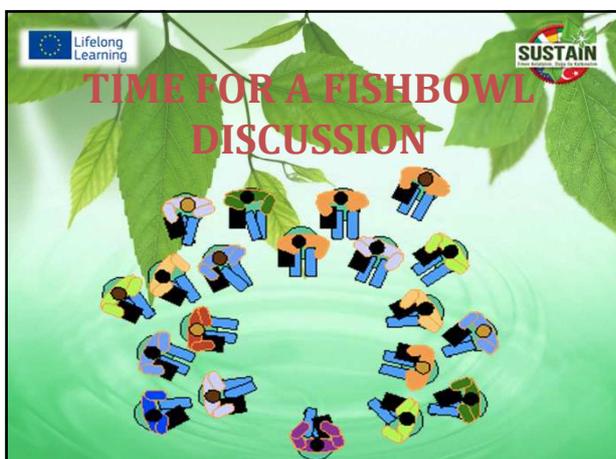
WE NEED FOUR PEOPLE ...

We have 3 different tasks . Choose one!!!



Now build your block following these instructions:

1. *Totally able person will be the moderator (start the timer, put the players in order)*
2. *Each person will make contribution to build a block*
3. *Each person will support others through using their strengths*
4. *Build your block in 3 minutes*
5. *If you finish before, stop the timer*



After fishbowl activity:

- * The teacher plays the video about the obstacles of handicapped people in their life.
- * Then guides the students to find the main purpose of this activity and make students aware of their own personally held values comparing to those of friends, adults, different groups in society.

EVALUATION

- Say the first word that comes into their mind about the implemented activity
- What would they like to take with them from this lesson to put into their life?

WHICH ESD METHODS DID WE USE?

Socratic Inquiry

Value Clarification

Problem Solving

Good Practice Analysis

Receptrocal Maieutic Approach

PROBLEM SOLVING

Taking into account the personal profile of the pupils, the teacher chose the role to be assigned to each child and illustrated the characteristics of each member of the group. Then the teacher asked the students to build blocks according to the given instructions.

SOCRATIC INQUIRY

In circles, you shared your feelings, ideas and strategies about the activity while the others were listening, observing and taking notes. Later, they did the same.

VALUE CLARIFICATION

The teacher explained the main purpose of this activity and made students aware of their own personally held values comparing to those of friends, adults, different groups in society through telling the importance of working together as a team and helping the disabled people in real life.




GOOD PRACTICE ANALYSIS

Now, you analyze the lesson plan and try to find out the ESD methods.




RECIPROCAL MAIUTETIC APPROACH

Teacher used group communication that permits all the elements in the group to give their ideas and opinions, contributing through this to the development of a final idea. RMA is a dialectic method of inquiry, and "popular self-analysis" for empowerment of communities and individuals.

(Dolci, 1996)




ONGOING ACTIVITIES




BLENDED LEARNING ITTC

SUSTAIN Consortium organizes in service training in the frame of Erasmus +, Key Action 1 individual mobility. Your organization can apply for it and receive grant for sending some of your personnel to attend our International Teacher Training in Turkey in April 2015.





SUSTAIN BIENNIAL

SUSTAIN Biennial in 2015 will be organized in Bulgaria, with the subtheme "**Human rights, Peace and Justice**". We wait for the contribution of the pre-primary and primary school teachers with their art works.





EVALUATION

- Make a circle
- Say the first word that comes into your mind about SUSTAIN PROJECT
- What would you like to take with you from this training / lesson plans to put into your class and your life?

