

Workshop 30: Foundations for Sustainability
GA Annual Conference 2009

1. Diamond ranking activity to explore purposes of ESD

2. Implications for:

- Curriculum (and pedagogy)
- Campus (and school systems)
- Community (pupils, parents, teachers, local community groups)

3. In pairs / threes take one of the example activities below (or ones of their own choosing currently done in school) and develop ideas that are informed by thinking done in 1 and 2 above, and by key concepts for Geography and ESD.

- School gardens
- Food and Farming
- Healthy schools
- Forest school / learning in natural environments
- Journey sticks / journey strings
- School grounds: grounds for action
- Energy
- Travelling to school

Develop ideas further using one of the following tools for thinking:

- Belle Wallace's TASC wheel
- Robert Fisher's creative and critical thinking skills
- Bloom's taxonomy
- Edward de Bono's thinking hats.

4. Share ideas and think about trying out for writing up in PG some time.

Diamond ranking statements

<p>To ensure that pupils are well-informed, have the necessary skills and are motivated to understand why and how they can live their lives in more sustainable ways</p>	<p>To ensure that pupils have the knowledge and skills to prevent the escalation of environmental problems</p>	<p>To develop pupils' ability to respond to the environmental, economic and social changes that face the world as they happen</p>
<p>To enable pupils to engage in open-ended ways with complex issues that are affecting the world, by having a curriculum that is outward looking and futures focused</p>	<p>To recognise that when thinking about the future our knowledge is at best uncertain so any decisions need to incorporate a critical and cautious approach</p>	<p>To enable pupils to participate and develop their capacity to make responsible decisions for themselves</p>
<p>To raise pupils awareness of global issues and to help pupils consider alternative solutions and choose paths of action that start with themselves at a local level</p>	<p>To develop in pupils a sense of empowerment and the realisation that they can make a difference</p>	<p>To help pupils make sense of the concerns that have about things they hear on the news (war, climate change) and things they have personal experience of (local issues, bullying)</p>