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RECORDING YOUR Learning Journey



INTRODUCTION

RECORDING YOUR LEARNING JOURNEY

WWF's Education for a Sustainable Planet learning path comprises of five courses. You can go through these courses in a linear way, or dip in and out depending on their relevance. Questions and short tasks are included to help you reflect on your own teaching practice - or as a basis for professional development with colleagues. These reflective tasks can be completed offline and you can use this digital journal to record your reflections.

Upon completing your learning path (i.e. all five courses), you can submit your reflective journal to receive a WWF completion certificate.

To upload your journal and claim your certificate, visit **wwf.org.uk/reflection**

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Course 1 EDUCATION FOR A SUSTAINABLE WORLD

MODULE 1: OUR PLANET, THEIR FUTURE

What key sustainability issues do your students raise in the classroom? What are their main concerns?

MODULE 2: WHY DOES EDUCATION FOR SUSTAINABLE DEVELOPMENT MATTER?

How do you see your role in helping your students prepare for a rapidly changing world?

MODULE 3: REPORTING ON OUR LIVING PLANET

How can you encourage students to explore the outcomes of the **Living Planet Report** in an engaging and meaningful way?

MODULE 4: WHAT IS SUSTAINABLE DEVELOPMENT?

What does sustainable development mean to you?

Thinking about the three aspects of sustainable development (social progress, economic development and environment), what are the key issues for your own community?

MODULE 5: WHAT IS EDUCATION FOR SUSTAINABLE DEVELOPMENT?

What words would you use to define Education for Sustainable Development in your own school?

MODULE 6: EDUCATION FOR CHANGE

How does it relate to your own experience and practice? What does Education for Sustainable Development mean to you?



Course 2 MAKING CONNECTIONS

MODULE 1: OUR PLANET, THE ONE PLACE WE CALL HOME

The reflective tasks in Module 1 can be used with colleagues and students to explore their own reactions to the picture and to introduce the idea of our planet as one interconnected system.

What thoughts or feelings does the photo inspire in you? Write a list of words.

What makes this photograph so significant in the way we view our home?

Looking at the photograph, can you think of ways in which different parts of the planet are connected to each other?

Why do you think this image has been described as the most influential environmental photograph ever taken?

MODULE 2: EVERYTHING IS CONNECTED

Can you think of ways of encouraging your students to explore and map out the connections between the Earth's biomes and how they work together? Or between local and global ecosystems or biomes?

You can also access the WWF Our Planet PowerPoint presentations for primary and secondary schools to explore these ideas with your students.

MODULE 3: THE CONCEPT OF BIODIVERSITY

Why do you think it is important for your students to get a better understanding of the concept of biodiversity?

Can you think of ways of exploring what biodiversity means, locally or globally?

MODULE 4: THINKING IN SYSTEMS

Identify a system that is of interest to your class, whether it is their local woodland or where their food comes from. Can you think of ways of helping your students to imagine the connections between different parts of this system?

MODULE 5: LEARNING TO THINK ABOUT SYSTEMS

Can you think of ways of using the connections circle to explore local or global sustainability issues that are relevant to your own students?

Can you think of ways of encouraging them to apply systems thinking to their own choices in terms of actions or products they buy?



MODULE 1: SKILLS FOR A MORE SUSTAINABLE WORLD

What skills and attributes do you feel are most relevant in your own context and why?

Can you think of teaching/learning opportunities that would help your students to develop these skills and attributes?

MODULE 2: WHAT DOES TRUE PARTICIPATION MEAN?

Can you remember situations where you have felt empowered? Can you identify factors that led to your empowerment? How could you use this experience in your teaching for the benefit of your students?

In your context, how could you create opportunities for your students to experience true participation?

Think about your teaching and role in the classroom. Do you feel comfortable in 'stepping back' and giving more space for students to take a lead of the learning environment? If not, what keeps you from doing so?

Could you see the roles of teacher and students changing for some activities? What could you learn from your students that could help you in your teaching?

MODULE 3: AN APPROACH TO TEACHING AND LEARNING

To what extent do you use these teaching and learning strategies in your current practice and school?

What hinders your ability to introduce participatory teaching and learning methods in your own practice?

MODULE 5: A MODEL FOR CLIMATE CHANGE EDUCATION

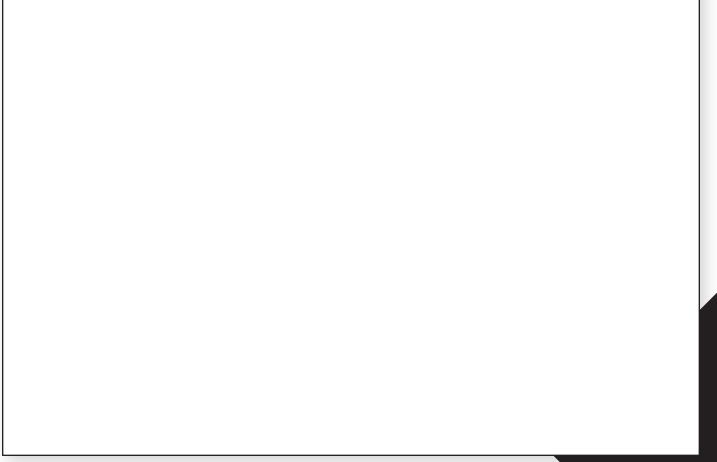
Can you think of any 'missing pieces' in the way you currently teach – or plan to teach – climate change? What resource or technique could help you fill this gap?



Course 4 **DRIVING CHANGE** TOWARDS SUSTAINABLE SCHOOLS

MODULE 1: DEVELOPING A WHOLE SCHOOL APPROACH

Can you think of key aspects of your school life that contribute to Education for Sustainable Development in terms of its culture, curriculum, campus or community?



MODULE 2: KEY ASPECTS OF A WHOLE SCHOOL APPROACH

You can use this diagram as a starting point to reflect with colleagues on what is already happening in your school and to identify the key aspects you want to focus on and develop.

What are the most important aspects for you?

How far has your school already embedded Education for Sustainable Development in its teaching and activities?

What can you do even better?

MODULE 3: PUTTING SUSTAINABILITY AT THE HEART OF SCHOOL LIFE

Are there any new approaches and ideas that you could introduce in your school?

MODULE 5: WHERE DO I START?

What are the main challenges for you?

Can you think of ways of overcoming these barriers?

Course 5 EMPOWERING YOUNG PEOPLE TO TAKE ACTION

MODULE 1: HOW TO SAVE OUR PLANET

Based on the film, can you think of ways of encouraging your students to take positive action for sustainability in key areas such as energy, food and biodiversity, at home, at school, and in the community?

MODULE 2: THE SUSTAINABLE DEVELOPMENT GOALS

Can you think of ways of using the Sustainable Development Goals as a framework for action?

Can you think of ways to engage your students with these goals?

MODULE 3: TURNING LEARNING INTO ACTION

Could you give your students a challenge that links to a specific goal or group of goals?

MODULE 4: HOW CAN EDUCATION CONTRIBUTE TO ACTION ON CLIMATE CHANGE AND OTHER ISSUES?

Is there a specific issue, local or global, that your students might particularly care about?

Can you think of ways of encouraging your students to become interested and active in creating change in the world around them?

MODULE 6: BECOMING CITIZEN SCIENTISTS

How could you involve your students in recording the variety of life in your local area?

How could you encourage nature around your school and help rewild the world?



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