

Slide 1 – Introduction/Lesson plan

Introduce myself, state that I'm here to promote sustainable education and deliver an activity based on sustainability for young people. There will be 3 parts to this presentation:

Part 1: Focus on my rationale and lesson plan

Part 2: An example of an activity I would do with young people with a resource I would hand out at the end to take away - word search (Word Mint, 2024).

Part 3: Evaluation on a different activity that I was involved in recently.

Firstly, present the lesson plan, created using the NAOMIE needs tool (Ingram and Harris, 2001)

Need – A more sustainable planet

Aim – To promote sustainable education

Outcome/Objective – Gain knowledge on the commitment to sustainable development. For example, how we can choose better choices that are sustainable.

Method – Presentation providing information on why sustainability is important, what changes you could make to live more sustainably and the links to youth work. Followed by an activity - well-being jars used from sustainable materials.

Implementation – All materials will be collected in advance and provided on the day of the activity, it's an affordable activity with a maximum spend will be £10 being that most of the materials are reusable such as the jars. Depending on the number of participants there may be more than one staff member present when delivering the activity. For example, every 10 participants, an extra staff member.

Evaluation -

- 1) Verbal or written feedback.
- 2) Gingerbread person reflection (stating what they learnt, loved, take away, throw away)
- 3) Reflection in action (Schon, 1991; Robinson, 2022). For example, if it is going well and if the participants are engaging.
- 4) After the session. Following a reflective model as a guide such as Kolb or Gibbs reflective models (Sapin, 2013) to maximise my learning from the experience.

Slide 2 – Sustainability

Following from the last slide, I would firstly talk to the young people about what sustainability is.

What is it?

Sustainability is about how societies can exist and develop without affecting the natural resources that are needed to live in the future (Huckle and Sterling, 1996; Davis 2015).

This is a holistic approach, which considers the 3 pillars of sustainability – environmental, social, and economic. These three pillars are all interconnected, in other words, each action taken within one of these spheres has an effect on the others (Enel, 2023)

Why is it important?

Sustainability improves the quality of our lives, protects our ecosystem and preserves natural resources for future generations - sustainable actions help make a difference in society long term. Also, the commitment towards sustainability will reduce your carbon footprint and the amount of

toxins released into the environment, making it safe. Therefore, a focus on sustainability is important as everyone will benefit from living in a world that is clean and with healthier living conditions (Blu Glacier, 2024)

Slide 3 – Examples of ways to live sustainably

Next, I would share some examples of ways that young people could live sustainably.

1. Drive less – Walk or cycle instead of driving your car.
2. Purchase from second hand shops - Shopping in charity shops decreases the need for new production.
3. Sell or donate unwanted items – Prevents landfills filling up.
4. Recycle – Again, prevents landfills filling up and gives these items a new purpose.
5. Save water – cutting down on water usage. For example, turning the tap off when brushing your teeth rather than leave the water run.

(Berry, 2021)

Slide 4 - ESDGC

The reasons why behind the activity/rationale – Education for Sustainable Development and Global Citizenship (ESDGC)

Purpose:

ESDGC aims to raise awareness and to take action by addressing the consequences of our lifestyle choices and prepares us for sustainable living as global citizens (Hutt, 2009).

Importance:

Provide knowledge and skills to deal with challenges that affect the world and its people such as:

- Climate change
- Fuel and food shortages
- Biodiversity and species extinction
- Poverty

(Welsh Government, 2012)

Slide 5 – ESDGC themes

All together there are 7 themes. For the purpose of today I'm going to focus on 3 of them.

Theme 1: Health – the relationship between your health and your quality of life both physically and mentally.

Theme 2: Choices and Decisions – Appreciating that your actions have consequences and participating in your learning to help make those decisions.

Theme 3: Consumption and Waste – Use resources carefully and dispose used resources responsibly.

(t2 group, 2024)

Slide 6 – How do these themes link to the activity

Some examples of how these themes link to the activity include:

Health – Well-being jars. This is a mindfulness exercise, I want it to bring young people some form of positivity by expressing themselves to improve their well-being.

Choices and Decisions – These jars will be personal to the young people. It is their choice on how they want to decorate them and what they want to use it for.

Consumption and Waste - Recycled materials. For example, the glass jars are going to be reused therefore making it sustainable.

Slide 7 – Sustainable Development Goals

These themes also link to some of the sustainable development goals (United Nations, 2023)

There are 17 all together but here are examples of 3 of them:

Health

Goal 3 – "Good health and wellbeing". Ensure healthy lives and well-being for all ages.

Choices and Decisions

Goal 10 - "Reduced inequalities". Reduce inequality among countries and communities

Consumption and Waste

Goal 12 - "Responsible consumption and production". Ensuring sustainable consumption and production patterns

(United Nations, 2023; UNICEF, 2024)

Slide 8 – Well-being of Future Generations (Wales) Act 2015

These themes also link to the Well Being of Future Generations (Wales) Act 2015. This Act is based on improving the social, economic, environmental and cultural well-being.

The link between this Act and sustainable development is that for Wales to be sustainable it is important that we improve all aspects of our well-being.

In total there are 7 well-being goals shown above, linked to the ESDGC themes I have chosen are:

- A healthier Wales: A society where people's physical and mental well-being is maximised and where future health is understood (linked the ESDGC theme Health)
- A more equal Wales: A society that enables people to fulfil their potential no matter what their background or circumstances (linked to the ESDGC theme Choices and Decisions)
- A globally responsible Wales: When doing anything that improves the economic, social, environmental and cultural well-being of Wales, that may make a positive contribution to global well-being (linked to the ESDGC theme Consumption and Waste)

(Welsh Government, 2024)

Slide 9 – How do these themes link to Youth Work

These themes link to the 5 pillars of Youth Work (Youth Work in Wales Review Group, 2022)

Expressive (Linked to theme 1: Health – Young people decorating these well-being jars in a way that best suits them, where they can express themselves emotionally and creatively to improve their mental health.

Educative/empowerment (linked to theme 2: Choices and Decisions) - I am here to promote sustainable education to empower young people to make positive choices and decisions. As non-formal educators, we as youth workers can enable young people to gain information that will get them to think more openly and critically about the world.

Participative/inclusive (linked to theme 3: Consumption and Waste)– Young people being included in active participation such as the activity coming up is an example of the start of creating a more sustainable world.

(Welsh Government, 2008; Youth Work in Wales Review Group, 2022)

Slide 10 – Youth Work continued

Similarly in relation to the last slide. The ESDGC themes I have chosen uphold the Youth Work National Occupational Standards values (CLD Standards Council Scotland, 2019). For example, one of these values is based on 'Personal, social and political development' which involves how young people feel, not just what they know. Also, it is a way of empowering them to use their voice to encourage and enable them to influence the environment that they live in.

I mentioned using their voice - Un Convention on the Rights of the Child outlines 54 articles which are the rights that cover all aspects of a child's life. We as youth workers can inform young people about their rights. Focusing on Article 12: "Every Child has a Voice" (UNICEF, 2024, np) we can give them opportunities to express their views, feelings and wishes which will always be considered and taken seriously

Slide 11 – Activity (Part 2)

- Give them the option to take part
- Provide the materials

(roughly a 10-minute activity)

Slide 12 – Summary for part 1 and 2

To summarise the first and second part.

Thank you for taking the time to listen and taking part in the activity.

The main points that I would want young people to take away from this is:

- The importance of sustainability.
- How to live more sustainably.

- The purpose of the Education of Sustainable Development and Global Citizenship.
- An example of an activity we would use within Youth Work that promotes sustainable education.

I would like to give the young people a resource to take away after the activity. For example, word search based on sustainability (Word Mint, 2024).

Slide 13 – Strengths and Weaknesses: The rationale

Strengths:

- Rationale was clear:
- Clear aims and objectives were neatly presented in a table. This was beneficial as the whole purpose of a rationale is that it is a “justification” (Brown, 1994, p1) for doing something, in other words, it is the reason for why you are doing something. The clear aims and objectives made the purpose of the activity clearer to understand.

Weaknesses:

- Could have benefitted from seeing the activity in action beforehand. Mosunic (2023, np) explains the benefit of “Observational learning” - the process of learning by watching others and the way it can enhance our learning. Mosunic (2023) further explains how observational learning is a form of mindfulness which can improve our retention of observed actions and therefore we can better understand the context of what we need to do and replicate them effectively.

Slide 14 - Strengths and Weaknesses: The Activity

Strengths:

Upholding the 5 pillars of Youth Work (Youth Work in Wales Review Group, 2022):

- Educative: learning about carbon footprint, its importance, and learning about the ways they can reduce their use of carbon.
- Expressive: making a pledge, expressing their commitment to their goal of reducing their carbon footprint
- Participative: Engaging in the activity as a form of their “experiential learning” (Jeffs and Smith, 2010, p.90). Jeffs and Smith (2010) explain how activities are tools within youth work which provide a key setting for the educational processes to take place. It was also beneficial for me to have that experiential learning when leading the activity for the last group as this was a way for me to reflect on my practice.
- Inclusive: A section in the lesson plan stated suggested adaptations for those with additional learning needs.
- Empowerment: Empower them to use their voice. For example, what they think carbon footprint is and what changes they would like to make to reduce the amount of carbon that they use. This is also an example of how this activity promoted Article 12 of the UNCRC “Every child has a voice” (UNICEF, 2024, np).

Slide 15 – Strengths and Weaknesses: The Activity

Weaknesses:

- Better time management., some activities were longer than others. Cottrell, 2015, p.101) explains how time management is one of the most “valuable resources”. Having good

time management will not only prevent stress but you can also achieve better results from not rushing. For example, Cottrell (2015) suggests timing tasks in advance, by doing this you are able to plan all stages and find out how much time you need to allocate for each stage.

Strengths:

- However, it is not always essential to complete everything in your lesson plan, as long as your learners have learned what they were able to achieve, the rest can be left for another day. For example, Jeffs and Smith (2010) explain that it is not always the activity itself which enables learning as participating in an activity offers the opportunity and time to talk and discuss. Therefore, it is the learning that is important, not completing all tasks on the lesson plan. For example, the young people provided great examples showing that the aim was being met. The rationale stated the aim was to understand what carbon footprint means and why it is important. The young people provided examples such as using reusable water bottles and turning lights off to use less carbon.

Slide 16 – Strengths and Weaknesses: The Activity

Weakness:

- The option to have their own sheets for calculating carbon. This will give them the option to work in a group or work individually. However, if they choose to work individually, they will miss out on improving their teamwork skills as they would not have gone through the stages of group development within Tuckman's group theory (1965 cited in Sapin, 2013). These stages are forming, storming, norming and performing and without

going through these stages they won't be able to build stronger relationships or progress as a team to overcome challenges.

Slide 17 – Conclusion: Doing it again

- The activity itself was suitable for young people and their age group as they understood what the activity entails.

If I was to do it again:

- Ensure more use is made of the extension activities, particularly for those learners who were not engaging with the activities as well as hoped or for those who were eager and completed the tasks quicker than others.
- Offer opportunities to those who want to take the lead on this activity a chance to observe me in advance. This will ensure that they fully understand the activity in advance and for them to make slight changes if they feel it is necessary.

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