O2.4 Teaching Sustainability (M1)

Overall: Broadening the understanding of sustainability; it's far more than something mere technical and includes acting holistically, democratically, for the common good, in search of beauty ... Most importantly, a training that facilitates change effectively has to correspond with the very definition of sustainability.

Curriculum Day 1 (- 2)

Define sustainability (using *values O1.1. and manifesto O1.5.*): present the values, discuss, share personal views, summarize → **This is where we want to go, this is the world we want to live in.**

Learning experience: Getting in touch with the feeling of a sustainably designed world („experience" meaning: playful, active, emotional, sensual ...)

What **personal changes** would be necessary to reach this goal? How can I make them? What helps me / helped me on the way? (presentation of personal ressources like books, articles, experiences, eg as pecha kucha)

Responsible use of resources and awareness of sustainable Initiatives

Resources to measure sustainability (*O2.1. List of tools and labels*)
Inspiration: Presentation of **motivating examples** (people, actions, buildings, efforts ... illustrating exceptionally well how to implement/live the values and concepts that were developed/shared / agreed upon earlier)

Curriculum Days 2/3 to 5

Methods: Presentation and trying out of innovative training methods following XXI Trainer Unit 3, *O1.3. Inventory of existing units, learning outcomes and assessment tools for trainers in general*, and *O2.2. Inventory of existing „training for change" methods and exercises*:

- main concepts, theories, training methods that support **development of creativity**
- current theories of **using art for learning**
- current theories of applying **storytelling in learning**
- tools such as **technology tools**, **learning platforms**, **collaborative learning**, and **social media** that can make learning **effective and entertaining**