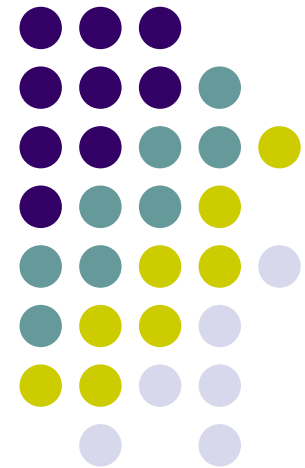


ESD in our school's curriculum by integrating the SUS-EMAS project into the school's daily life

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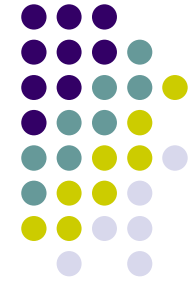


ESD in the school curriculum



- ESD through content
- ESD through teaching and learning processes (curricular and extra-curricular activities) - competencies/ values/ attitudes
- ESD in the National curriculum
- ESD in the school based curriculum
- Knowledge – Acting - Being

ESD through content



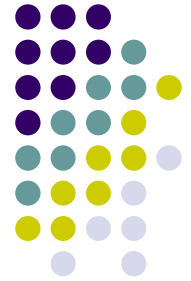
- Questionnaire applied to teachers (28/ 11 subjects)
- Results: within different subjects, different levels of integrating ESD through content
- Topics:
 - environment protection and pollution issues (18),
 - saving natural resources (14),
 - public health and life quality (12),
 - solidarity and inter-, intra- generations equity (11)

ESD through teaching and learning processes (QC for ESD schools)



- Teaching and learning approach (active learning, cooperative learning, experiential learning etc.)
- Perspective for the future (relation past-present-future etc.)
- Culture of complexity – expect the unexpected and deal with it
- Critical thinking
- Value of clarification and development
- Action based perspective
- Participation

SUS-EMAS project



- Supports schools to educate citizens who are committed to a sustainable way of life
- A sustainable way of life in a sustainable society
- Education which promotes sustainable development aim to help in the acquisition of the information, skills, conditions and vision required to adopt a sustainable way of life.
- Experienced new approaches of the teaching and learning processes in order to insert ESD within the partner schools' curricula.
- Integrating the SUS-EMAS project's activities into the partner schools' curricula meant saving energy and time.

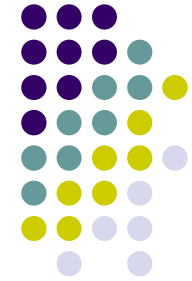
Examples – action research projects (SUS-EMAS activities) in our school



- Environment and Health – 9th graders
- Sustainable traditional breakfast – 10th graders
- Travel and pollution – 10th graders
- Sustainable use of forests – 11th graders
- A view on our environment – 11th graders
- Ecological footprint – 9th graders
- Climate change – global warming – 10th graders



Methodology of action research projects (ENSI)



- Starting point: a real problem in the community/ society that is of interest for students
- Collecting data/ information about the problem from different sources (web, libraries, newspapers, TV, radio, experts, people from the community)
- Centralize and interpret the information
- Presentation of the collected information/ data
- Action plan for solving the problem/ improving the situation
- Implementing the action plan

Climate change – global warming project (SUS-EMAS activity)



1. Learn about climate change

http://en.wikipedia.org/wiki/Climate_change

http://ec.europa.eu/environment/climat/home_en.htm

<http://www.unep.org/themes/climatechange>

http://ec.europa.eu/environment/climat/campaign/index_ro.htm

2. Work on the climate change quizzes from the SUS-EMAS web page

http://www.sus-emas.ro/products/show_product/id/31

3. Try to find material from different sources (web, libraries, newspapers, TV, radio, experts) about the climate change impact in RO/ TR/ DE/... (natural vegetation, fauna, agriculture, forests, weather, awareness of RO/ TR/ DE/ ... people on climate change)

[http://www.ecomagazin.ro/eco/schimbari-climatice ...](http://www.ecomagazin.ro/eco/schimbari-climatice...)

4. Apply the questionnaire to the 10th B graders and to at least 6 adults from your family/ neighborhood

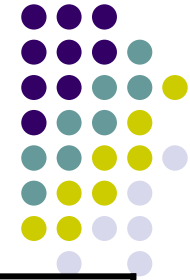
Climate change – global warming project (SUS-EMAS activity)



5. Centralize the answers and use Excel for the presentation of the results.
6. Prepare the PowerPoint presentation (1 – 2 slides for each of the topics)
7. Prepare the action plan
8. Public presentation at the project meeting in DE
9. Implementation of the plan-theater performance on global warming



Climate change – global warming project (SUS-EMAS activity) integrated in the 10th grade RO curriculum



<p>Biology</p> <p>Competences (4) Content (1) Values & Attitudes (4/8)</p>	<p>Chemistry</p> <p>Competences (2) Content (3) Values & Attitudes (12/ 20)</p>	<p>Mathematics</p> <p>Competences (4) Content (3) Values & Attitudes (3/5)</p>
<p>Geography</p> <p>Competence (2) Content (2) Values & Attitudes (3/4)</p>	<p>ICT</p> <p>Competences (2) Content (3) Values & Attitudes (3/ 10)</p>	<p>English Language</p> <p>Competences (4) Content (2) Values & Attitudes (3/4)</p>

Reflection



- Collaboration within SUS-EMAS partnership made things easier
- Teachers' teamwork in our school was essential and difficult
- The project addressed the 3 levels in learning: Knowledge – Acting - Being
- Learning in real contexts motivates students to learn
- Integrating the project activities in the school curriculum – it's worth it