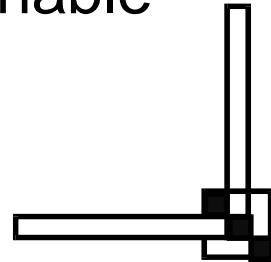


# Education for Sustainable Development



## ***Introduction***

“The purpose of education for sustainable development is to equip people with the skills, knowledge and understanding to help them to take better informed decisions, whether corporately on behalf of others or individually in their own lives, and to act in ways which are consistent with a sustainable future.”

Scotland the Sustainable? The learning process, ESDG published by the Scottish Office, 1999.

### ***Agenda 21***

In June 1992 an Earth Summit took place in Rio de Janeiro to discuss the damaging impact of human action in the planet and to look for solutions. Actions required were agreed as Agenda 21. All councils have a commitment to produce a Local Agenda 21. As part of Argyll and Bute Local Agenda 21 we have a responsibility to take forward the targets and key issues to promote improving the quality of life locally.

The four main sections of Agenda 21 are:

1. Social and Economic Dimension
2. Conservation and management of resources for development
3. Strength the role of major groups
4. Means of implementations

### ***Argyll and Bute Biodiversity Action Plan***

The UK Government has set out a broad strategy conserving and enhancing wildlife to our human existence. In September 2001 Argyll and Bute launched their Local Biodiversity Action Plan understanding of and to raise awareness of the local environment. The plan is available in school and should be used in curricular areas.

The plan is split into three main sections:

1. Argyll and Bute Land Use
2. Argyll and Bute Freshwater Habitats and Species
3. Argyll and Bute Marine and Coastal Habitat and Species

Within the last few years' schools have developed an increased awareness of Environmental Education and issues of Sustainable Development.

Recent documents from SEED have highlighted the need for Education for Sustainable Development to permeate the whole curriculum.

- Curriculum Framework for Children 3-5 shows how Pre 5 staff can begin to foster ideas of caring for the local environment and wider world.
- The revised national guidelines for Environmental Studies 5-14 places a very strong emphasis on stewardship of the environment through the development of informed attitudes.

- The revised Structure and Balance of the Curriculum: National Guidelines 5-14 details those aspects that should be addressed across the curriculum including personal and social development, education for citizenship, education for work, ICT and the culture of Scotland, all of which have relevance for sustainable development.
- The revised Health Education Guidelines offers guidance for emotional and social health issues.
- The revised guidelines for secondary schools, Curriculum Design for the Secondary Stages, cite the importance of pupils having a sense of social responsibility as one of the key curricular goals.
- Various Higher Still courses and units refer to sustainable development, particularly geography and managing environmental resources (MER)

The service endorses this advancement and supports further development towards this initiative throughout our Educational Establishments.

Sustainable development can be placed at the core of school life. It is not a subject in itself nor is it the same as Environmental Studies but it permeates everything we think and everything we do.

However elements of Education for Sustainable Development (ESD) will already be present in the curriculum as integral parts of existing topics within Environmental Studies. There are many examples of good practice established within Argyll and Bute.

Schools within Argyll and Bute are spread over a wide and diverse area and range in size from the very small (less than 10) to the very large (over 1000). Therefore approaches will vary in each establishment.

There will already exist a wide variety of approaches to the inclusion of ESD depending on each establishment's needs, resources and interests. This diversity is to be encouraged when addressing local and global issues of sustainability.

## ***Policy Statement***

### ***Education for Sustainable Development***

#### ***Rationale***

At (Establishments should complete as relevant) Primary we acknowledge that Education should be concerned with developing informed attitudes to the environment and equipping young people with the knowledge and skills they will need to care for our world. Education for Sustainable Development should be part of an all round education for life and permeate throughout the curriculum. It should not be seen as a discrete aspect of Environmental Studies but go beyond this into all aspects of learning. It will be an integral part of the development of citizenship in our schools and communities.

#### ***Aims***

To provide opportunities in a cross curricular approach which encourages pupils to develop:

- A commitment to learning
- Respect and care for self and others
- Social and environmental responsibilities
- An awareness of sustainable lifestyle

### ***Teaching and Learning***

In (Establishments should complete as relevant) Primary Education for Sustainable Development will not be seen as a separate subject but will be incorporated into all areas of the curriculum in a relevant and meaningful way. Education for Sustainable Development should be seen as a teaching and learning approach, not another subject area and consideration given to possibilities for its inclusion when planning programmes of study.

This establishment's approach to Education for Sustainable Development is as follows:

- Planning
- Recording
- Evaluating

1. Planning

2. Recording

3. Evaluating

### ***Equal Opportunities***

Education for Sustainable Development will be integrated into the curriculum for all and will by its nature and manner promote an Equal Opportunities ethos and climate.

### ***Health and Safety***

All relevant information on education Excursions and fieldwork should be adhered to. Use of the school grounds does not require a parental permission form but all fieldwork should be notified by the class teacher to the head teacher.

See Standard Circular 3.25 particularly Section C.

(Each establishment should insert their own procedures)

### ***Implementation***

Any area of the curriculum can be the stimulus for Education for Sustainable Development eg Language, Maths, Art, Music, RE, Drama, Environmental Studies, PSD, Health Education, and ICT. Teachers are encouraged to include Education for Sustainable Development wherever possible. Some examples are give for areas of the curriculum to highlight its development.

<b><i>Environmental Studies</i></b>	<b><i>Education for sustainability</i></b>
People in Place	<ul style="list-style-type: none"><li>• Study places from local to global to explore interdependence of society, economy and the natural environment.</li><li>• Study how people are influenced by and affect environments</li><li>• Develop a sense of responsibility for individual and group actions</li><li>• Develop an appreciation of the need for sustainable use and management of</li></ul>

	resources for present and future generations.
People in Past	<ul style="list-style-type: none"> <li>• Understand how and why change happens and that decisions and actions taken in the past affect our quality of life now.</li> <li>• Appreciate that action taken now can affect the needs and rights of future generations</li> <li>• Understand and value cultural social and economic contributions of different groups through history.</li> </ul>
Science	<ul style="list-style-type: none"> <li>• Understand the interdependence of the natural environment, society and the economy</li> <li>• Understand and value the importance of maintaining Biodiversity at local and global levels</li> <li>• Develop critical thinking about validity of scientific information and exercise caution in applying it.</li> </ul>
Language	<ul style="list-style-type: none"> <li>• Listen and share insights, ideas and opinions; discuss and present views on sustainable development issues</li> <li>• Respond to a range of texts and understand that they are written for different purposes and audiences</li> <li>• Express and communicate personal responses to development and environmental issues in a variety of ways</li> </ul>
Maths/ICT	<ul style="list-style-type: none"> <li>• Assess, collect and represent data about sustainable development issues</li> <li>• Predict, estimate and develop problem solving skills</li> <li>• Use ICT based models or simulations to explore aspects of real and imaginary situations related to sustainable development issues.</li> <li>• Use information technology to analyse, process and communicate information.</li> </ul>

### ***Continuity and Progression***

Care should be taken to avoid repetition both in skills and content. Work should be targeted within the following framework.

At times the whole school may focus on a discrete central theme for Education for Sustainable Development. (Add examples relevant for your establishment). Planning will take account of skills and activities to be addressed at each stage.

Possible progression would be as follows:

Nursery Grounds	Ourselves, Growing Plants, School
Infants P1/2	Schools Grounds, Immediate Environment, homes and local Study
Juniors P3/4/5	School Grounds, Local Study, Scotland, Europe
Seniors	P6/7 School Grounds, Our heritage and World Wide Issues

All Education for Sustainable Development should:

- Promote positive attitudes – to self, others and environment
- Increase Educational Value
- Allow practice of skills
- Encompass fieldwork and investigation
- Improve the environment

- Allow discussion and produce pupils who can think for themselves, listen and sift what others say, express and justify their own values and attitudes and know what action they can take to improve a situation or effect some solution.

***Revised Environmental Studies 5-14 National Guidelines  
December 2000***

The revised guidelines refer to developing informed attitudes. Ideas in the document central to developing informed attitudes include:

- Responsible citizenship
- Sustainable development and interdependence
- Social equity and diversity
- Conflicts of interest in the social, physical and natural environment
- Moral and ethical considerations arising from scientific, social and technological change

The above relate closely to the key objectives that are embedded in the Scottish curriculum for all learners aged 3-18. These are:

- A commitment to learning
- Respect and care for others
- Social and environmental responsibility

The above information from the National Guidelines is endorsed within A Primary School and should form a basis for curricular work not only in Environmental Studies but also across all areas.

Expressive Arts	<ul style="list-style-type: none"> <li>• Express and communicate personal responses to sustainable development issues in a variety of ways</li> <li>• Respond to and evaluate images and artefacts from the locality, the past, the present, and from a variety of cultures</li> <li>• Appreciate the environment as a source of inspiration and creativity</li> </ul>
RME	<ul style="list-style-type: none"> <li>• Develop understanding of, and respect for the diversity of cultural and religious beliefs</li> <li>• Develop a concern for equity and social justice, now and for the future</li> <li>• Develop a sense of responsibility for personal action</li> <li>• Express feelings about the natural world, such as awe, wonder and a sense of mystery</li> </ul>
Health & PSD	<ul style="list-style-type: none"> <li>• The relationship between the physical environment and personal health</li> <li>• Understanding of feelings and emotions to self and relationships to others</li> <li>• The interaction of the individual, the community and the environment in relation to health and safety</li> <li>• Develop the ability to make informed decisions</li> </ul>
People in Society	<ul style="list-style-type: none"> <li>• Develop an understanding of individual and social needs and the relationship to economic factors</li> <li>• Develop an understanding of individual and collective rights and responsibilities in a democratic society</li> </ul>

	<ul style="list-style-type: none"> <li>• Develop an understanding of conflict and decision making processes including the influence of the media</li> </ul>
Technology	<ul style="list-style-type: none"> <li>• Understanding the needs of people and the environment, ways in which technology can influence these</li> <li>• Understanding the issues relating to the management of resources</li> </ul>

### **Resources**

A variety of resources can be used – books, videos, tapes, School Grounds, Enquiry based approaches, Fieldwork, Local Environmental Schemes, Partnership Schemes, Recycling Schemes etc.

*(Each school should list own resources)*

Appendix 1 Suggested resources

Appendix 2 Topic suitable for ESD Development

### **Appendix 1**

• Catching the Light	• Brian Moses	Lang
• Educating for the Future	• David Hicks	PSD
• Stand up for your Rights	• Peace Child International	RE
• Celebrating our Environment	• Elizabeth Ashton	E/S
• Trees in the School Grounds	• Rosemary Clark & Peter Walters	
• Geography in the School Grounds	• Ralph Hare	
	• Christine Attenborough	
	• Trevor Day	
• English in the School Grounds	• Brian Keane – Southgate	
• Art		
• Science		
• Physical Education		
• The Global Dimension in the Curriculum	• DFID	RE
• The Eco Schools Award Scheme	• LTS	
• Primary Technology	•	

• Grounds for Learning	• Kate Kenny	
• After the Ark	• Martin Palmer & Elizabeth Breuille	E/S
• Making it Real (introducing a global dimension in the early years)		
• The Elemental Suitcase		
• Focus on Swallows	• RSPB	
• Making it Happen – Agenda 21 & Schools	• WWF	
• Songs, Games, Stories from Around the World	• Gillian Symons	
• Sun, Moon, Stars	• UNICEF	
• Boats & Barnacles		
• First nature	• Mary Hoffman & Jane Ray	
• The Green umbrella		
• Sharing the Joy of Nature		
• Sharing Nature with Children	• A & C Black	
• A Legacy of Leaf and Learning (CD)	• Joseph Cornell	
• Woodland projects resource for teachers		
• A Millennium Commission Lottery Project		
• Wild, Wet and Wonderful	• SNH	
• A Celebration of Scotland's Boglands		
• Beyond Rainbow Warrior		
• Collection of Stories to Celebrate 25 years of Greenpeace	• Michael McPurgo	
• Local Biodiversity Action Plan	• Argyll & Bute	
• Developing Informed Attitudes	• GFL	
• Out of the Ark	• Anita Ganeri – MacDonald Books	
• Stories from World Religions		
• Twist in the Tail	• Jan Ormerod	
• Animal Stories from around the World		
• Faiths for a Future		
• Environmental Themes in Education	• REEP	
• We the World		
• Survival for Tribal People (Activity pack for 8 to 12 year olds)	• David Wilson	
• Hidden Wildlife	• SNH	
• Scottish Wildlife		
• Developing Informed Citizens (Advice, ideas and Stimuli for whole school development)		
• Trees in the Neighbourhood		
• Wildlife Watch		
• Esso Treewate	• Evants, UNEP	
• Pachamama, Our Earth – Our Future (A collection of case studies, poems and drawings)		

to tell the story of the global environment)		
• Around the Garden in 80 ways (Using plants to raise development issues at Key Stage 2)	• Development Education Centre (Birmingham)	
• Natural Leaders (Environmental Games and Activities)	• SNH, NTS	
• Learning Together	• Susan Fountain WWF	
• Global Education 4-7		
• Share the World (Video)		
• Photo Opportunities Maths	• Oxfam	

## **Appendix 2**

	<b>Topics</b>
People in Place	<ul style="list-style-type: none"> <li>• Our Environment</li> <li>• Europe</li> <li>• Countries outside Europe</li> <li>• Countries outside Europe</li> <li>• Rainforests</li> </ul>
People in Past	<ul style="list-style-type: none"> <li>• Ancient Civilisations</li> <li>• Inventors</li> <li>• Highland Clearances</li> <li>• Local Study</li> <li>• World War 2</li> <li>• Sugar Soap Slavery</li> </ul>
People in Society	<ul style="list-style-type: none"> <li>• People Who Help Us</li> <li>• Our World Our Street</li> <li>• Transport</li> <li>• Farming</li> <li>• New Scotland</li> <li>• Local Government</li> <li>• UNICEF</li> <li>• Planet.Com</li> <li>• Local Study</li> </ul>
Science	<ul style="list-style-type: none"> <li>• First Nature</li> <li>• Boats, Barnacles &amp; Basking Sharks</li> <li>• Argyll &amp; Bute Science Pack</li> <li>• Minibeasts</li> <li>• Weather</li> <li>• Seasons</li> <li>• Eco Systems</li> <li>• Habitats</li> <li>• Plans &amp; Growth</li> <li>• Seashore</li> <li>• School Grounds</li> <li>• Going Native</li> </ul>

Technology	<ul style="list-style-type: none"> <li>• School Grounds</li> <li>• Learning &amp; Teaching Scotland</li> <li>• Dustbin Pack</li> <li>• BP Topic Box</li> <li>• CH 4</li> <li>• Artic Adventure</li> <li>• Packaging Recycling</li> </ul>
Language	<ul style="list-style-type: none"> <li>• <i>Novel Studies:</i></li> <li>• Whistling Thorn</li> <li>• Swallow Journey</li> <li>• Handa's Surprise</li> <li>• Owl Afraid of Dark</li> <li>• Stig of the Dump</li> <li>• Poetry</li> <li>• Planet Blue</li> <li>• Argyll &amp; Bute McARE</li> </ul>
Maths/ICT	<ul style="list-style-type: none"> <li>• Information handling – related to Environmental Studies Fieldwork</li> <li>• Practical Measurement</li> <li>• School Grounds</li> <li>• Volume</li> <li>• Financial Issues and Enterprise</li> </ul>
Expressive Arts	<ul style="list-style-type: none"> <li>• Drama, and Music Materials such as:</li> <li>• WWF Material eg Bumblesnouts, Ocean Commotion</li> <li>• RSPB resources</li> <li>• Argyll &amp; Bute Art Pack</li> <li>• Special Events: Apple Day, Tree Dressing, School Grounds Week</li> </ul>
Religious & Moral Education	<p><i>Assemblies:</i></p> <ul style="list-style-type: none"> <li>• Creation</li> <li>• Celebration of Environment</li> <li>• UNICEF – Rights of Child</li> <li>• Charity Organisations – WWF, Oxfam</li> </ul>
Health/PSD	<ul style="list-style-type: none"> <li>• Food Topic</li> <li>• Our Bodies</li> <li>• Drug Education</li> <li>• Senses</li> <li>• Local Environment</li> <li>• Myself</li> <li>• School Council</li> <li>• Kidscape</li> </ul>

### **Useful Addresses**

<p style="text-align: center;">             Grounds for Learning Partnership              Scottish Environmental Education              Council              University of Stirling              Stirling              FK9 4LA              Tel: 01786 466570         </p>	<p style="text-align: center;">             Scottish Wildlife Trust              Cramond House              Kirk Cramond              Cramond Glebe Road              Edinburgh, EH4 6NS              Tel: 0131 331 7765         </p>
<p style="text-align: center;">             Royal Society for the Protection of              Birds              Education Section              Scottish Headquarters              17 Regent Terrace              Edinburgh, EH7 5BN         </p>	<p style="text-align: center;">             The Bat Conservation Trust              The Conservation Foundation              Lowther Lodge              1 Kensington Gore              London, SW7 2AR         </p>
<p style="text-align: center;">             Scottish Development Education              Centre              Old Playhouse Close              Holyrood Road              Edinburgh, EH8 8 AQ         </p>	<p style="text-align: center;">             WWF (Scotland)              8 The Square              Aberfeldy, PH15 2DD              Tel: 01887 820449         </p>
<p style="text-align: center;">             Scots Language Resources Centre              AK Bell Library              York Place              Perth, PH2 8EP         </p>	<p style="text-align: center;">             Scottish Environmental Education              Council              University of Stirling              Stirling, FK9 4LA              Tel: 01786 467867         </p>
<p style="text-align: center;">             Scottish National Heritage              Advisory Service-Awareness &amp;              Involvement              Scottish Natural Heritage              Battleby              Redgorton              Perth, PN1 3EW         </p>	

### **Useful Organisations**

<p>Going for Green Elizabeth House The Pier Wigan, WN 3 4EX Tel: 01942 612621</p>	<p>Health Education Board of Scotland Woodburn House Canaan Lane Edinburgh, EH10 4SG Tel: 01301 536 5500</p>
<p>Going for Green Elizabeth House The Pier Wigan, WN 3 4EX Tel: 01942 612621</p>	<p>Alba Trees Plc Lower Winton Gladsmuir East Lothian, EH33 2AL Tel: 01620 825058</p>
<p>Department of Environment Transport and the Regions Eland House Bressenden Place London, SW1E 5DU</p>	<p>Common Ground PO Box 25309 London NW5 1ZA Tel: 020 72672144</p>
<p>Wildlife Watch The Wildlife Trust The Kiln Waterside Mather Road Newark, Notts, NG24 1WT Tel: 01636 677711</p>	<p>Learning Through Landscapes Southside Offices The Law Courts Winchester SO23 9DL Tel: 01962 846259</p>
<p>WWF-UK Panda House Weyside Park Cateshall Lane Godalming Surrey, GU7 1XR Tel: 01483 426444</p>	<p>Marine Conservation Society 9 Gloucester Road Ross-on-Wye Herefordshire HR9 5BU Tel: 01989 566017</p>
<p>Friends of the Earth Bonnington Mill 72 Newhaven Road Edinburgh EH10 4SG Tel: 0131 536 5500</p>	<p>Scottish Environment Protection Agency Erskine Court The Castle Business Park Stirling FK9 4TR Tel: 01786 457700</p>
<p>Keep Scotland Beautiful 7 Melville Terrace Stirling FK8 2N D Tel: 01786 471333</p>	<p>Oxfam 274 Banbury Road Oxford OX2 7DZ Tel: 01865 11311</p>

### **Useful Contacts**

<p>Council for Education in World Citizenship 15 St Swithin's Lane London EC4N 8AL Tel: 020 7929 5091</p>	<p>Fair Trade Foundation Suite 204 16 Baldwins Gardens London, EC1N 7RJ Tel: 020 7405 5942</p>
<p>Environmental Investigation Agency 69 Old Street London, EC1V 9HX Tel: 020 7490 7040</p>	<p>For a Catalogue Contact: Action Aid Education Chataway House Leach Road Chard Somerset, TA20 1FR Tel: 01460 238000</p>

### **Useful Publications**

<p>Scotland the Sustainable <b>The Scottish Office</b></p>	<p>Wild Rivers Pack Challenge 2000 Video The World Conservation Strategy <b>WWF</b></p>
<p>Building Energy Efficient in Schools <b>Building Research Establishment Conservation Support unit</b> Practical Activities for Primary Schools <b>SPS Book Sales</b></p>	<p>Learning to Sustain <b>SEEC</b></p> <p>Our Common Future <b>Oxford University Press</b></p>
<p>Changed Days <b>Local Agenda 21</b> What a Waste <b>Shell Education Service</b></p>	<p>Energy Pack for Schools <b>British Nuclear Fuels Ltd.</b></p>
<p>The Dustbin Pack Wise Up To Waste <b>Waste Watch</b></p>	<p>The Wee Green School Pack <b>SEEC</b></p>
<p>Energy (Earth Alert) <b>Wayland</b></p>	<p>Marine Conservation Study Pack <b>Marine Conservation Society</b></p>
<p>Growing Naturally Maintaining &amp; Managing School Grounds Grounds for Learning Fundraising for School Grounds Playtime &amp; Playgrounds Special Places: Special People <b>Learning Through Landscapes</b></p>	<p>Freshwater Investigations <b>Field Studies Council</b></p> <p>Fieldwork <b>RSPB</b></p>
<p>The Recycling Pack for Schools <b>HDR</b></p>	

**This policy will be reviewed in 2008/09**

