

# Values-based Climate Change Education

Prof. **Victoria Thoresen**, Hedmark University College, Norway, Director of the Partnership for Education and Research about Responsible Living (PERL) and UNESCO Chair for Education about Sustainable Lifestyles

**Ismael Velasco**, Adora Foundation

Dr. **Arthur Dahl**, President, International Environment Forum, and partner in EU-funded project on Values-based Indicators of Education for Sustainable Development

**Peter Adriance**, Representative for Sustainable Development, U.S. Baha'i Office of Public Affairs



COP21 Climate Generations Area  
11 December 2015

# Implementing Values-based Climate Change Education

Arthur Lyon Dahl Ph.D.

International Environment Forum (IEF)

<http://iefworld.org>

COP21 Climate Generations Area

11 December 2015



# Climate Change Education

- The Paris Agreement will hopefully start us on the transition to a sustainable economy and society
- Only a fundamental change in peoples' aspirations and lifestyles will allow us to meet the Paris commitments
- Education will be the main channel for doing this
- Beyond scientific knowledge and intellectual understanding of climate change and its impacts, values-based education is necessary to change behaviour

# Values-based Indicators for Education for Sustainable Development

**Academic Partners:** University of Brighton (UK) and Charles University (Prague)

**CSO Partners:**

Alliance of Religions and Conservation (ARC, UK)

Earth Charter Initiative (Sweden/Costa Rica)

ebbf - Ethical Business Building the Future

People's Theatre (Germany)

Project Funding



RTD Partners



**University of Brighton**  
Univerzita Karlova v Praze  
**Charles University in Prague**

<http://www.esdinds.eu/>

CSO Partners



# ESD finds initial values

The values for which the project developed indicators:

- Unity in diversity
- Trust/Trustworthiness
- Justice
- Empowerment
- Integrity
- Care and Respect for the community of life (the environment)

# CASE STUDY - Echeri Consultores, Mexico

- A programme working with 9-13 year olds in 15 schools in the Purepecha indigenous communities. It includes arts workshops on environmental conservation and values; guided reflection on local ecosystems; and tree planting workshops, enabling the children to establish tree nurseries in the school grounds and conduct reforestation activities in the wider community.



# PERL Toolkits

Partnership for Education and research about Responsible Living (PERL) <http://www.livingresponsibly.org>

Based on the ESDinds research, we prepared **Values-based learning for secondary schools: teacher, student and school toolkits**, 2015.

Downloadable from IEF at <http://iefworld.org/node/665>

These address the foundations of sustainable lifestyles and responsible consumption, upon which climate change education can be built

Values-Based Learning Toolkits

# Measuring What Matters

## Values-Based Indicators



A Methods Sourcebook



# Checklist of Indicators

## INDICATORS FOR STUDENTS

For a shorter list of indicators developed with students, see the student toolkit *Discovering What Matters*.

General Indicators	Score
We respect, appreciate, and find ways to understand the differences between people	
We have self-respect	
We acknowledge and incorporate different points of view (e.g. in our thinking, writing, research, etc)	
We resolve conflicts through dialogue	
We listen to other people and try to understand what they really mean	
We walk our talk	
We take responsibility for our learning and use our own initiative	
We think critically about the ideas and information that are given to us	
We find the courage to be ourselves	
We are able to act as 'critical friends', giving honest and helpful feedback to each other	

Specific Indicators A: Knowledge and Understanding	Score
We apply our subject knowledge and skills to understanding problems in our local communities (school/family/neighbourhood)	
We understand how we relate to other-than-human creatures, and with the natural environment of our local area	
We have an insight into possible consequences of what we say and do	
We understand how to be in relationship to, and care for, particular species of plants and animals	
We think about what we buy and what we throw away, remembering that future generations will depend on the same natural resources as we do now	

Specific Indicators B: Self-Knowledge	Score
We learn to be comfortable with who we are	
We develop our own personal style by getting to know our interests, attitudes and sensitivities	
We recognize ourselves as co-creators of our social world	
We use mindfulness as a way of coping with problems	
We discover meaning and purpose for ourselves	
We see new meanings that change or deepen our understanding of what we're doing now, what we hope to do, and why	

Specific Indicators C: A Culture of Change	Score
We feel that we have the power to create change and solve problems in our local communities	
We ask 'big questions' and look for answers in the wider community	
We use mistakes as starting points for learning and growth	
We have the courage to take a step beyond our 'comfort zone'	

Specific Indicators D: Emotional Connection	Score
We find or create safe spaces to express our emotions (e.g. nature, art, music, friendship groups)	
We feel connected to other people and the world around us	
We show empathy and care towards humans and other-than-human creatures	
We celebrate, and show gratitude for, the generosity of nature	
We have a deep-rooted sense of belonging in nature	
We find a space of peace and healing in nature	
We are absorbed in the wild world with joyful mindfulness, offering our attention fully and reverently	
We experience nature as a source of personal fulfilment	

Specific Indicators E: Skills	Score
We feel we are acquiring practical skills for real life, not just theoretical knowledge	
We can proactively care for endangered species and ecosystems, abandoned pets and damaged habitats	
We help people to solve conflicts, by listening to both sides and trying to find acceptable solutions	
We remember to use non-violent communication in tense situations (e.g. using 'I feel' statements rather than blaming others)	
We make discoveries through feeling, imagination and sensing, not only through thinking	
We learn decision-making that takes into account the social, economic and environmental needs of future generations	
We resist the pressure (e.g. from advertisers) to buy things we don't really need	
We learn curiosity, conjecture, prediction and exploration	
We are able to synthesize information, not only to analyze it	
We connect knowledge from different subjects, as a way of thinking about solutions to difficult problems	
We develop the skill of recognizing systems and patterns	

## Discovering What Matters

### A Journey of Thinking and Feeling



Taking responsibility for our learning and using our own initiative

Having an insight into possible consequences of what we say and do

Using our mistakes as starting points for learning and growth

Connecting knowledge from different subjects, as a way of thinking about solutions to difficult problems

Thinking critically about the ideas and information that are given to us

Having the courage to take a step beyond our 'comfort zone'

Helping people to solve conflicts, by listening to both sides and trying to find acceptable solutions

Listening to other people and trying to understand what they really mean

## The list of INDICATORS for skills and values

Taking responsibility for our learning and using our own initiative	
Having an insight into possible consequences of what we say and do	
Using our mistakes as starting points for learning and growth	
Connecting knowledge from different subjects, as a way of thinking about solutions to difficult problems	
Thinking critically about the ideas and information that are given to us	
Having the courage to take a step beyond our 'comfort zone'	
Helping people to solve conflicts, by listening to both sides and trying to find acceptable solutions	
Listening to other people and trying to understand what they really mean	
Acknowledging and incorporating different points of view (e.g. in our thinking, writing, research)	
Finding the courage to be ourselves	
Feeling that we have the power to create change and solve problems in our local communities	
Remembering to use non-violent communication in tense situations (e.g. using 'I feel' statements rather than blaming others)	
Finding or creating safe spaces to express our emotions (e.g. nature, art, music, friendship groups, sports)	
Applying our subject knowledge and skills to understanding problems in our local communities (schools / families / neighbourhoods etc.)	
Thinking about what we buy and what we throw away, remembering that future generations will depend on the same natural resources as we do now	
Resisting the pressure (e.g. from advertisers) to buy things we don't really need	
Caring for our environment - especially endangered species and ecosystems, injured or unwanted wildlife, and damaged habitats	
Learning to be comfortable with who we are	
Having a strong sense of belonging in nature	
Developing our own personal style by getting to know interests, attitudes and sensitivities	
Thinking of ways to reduce waste, carbon emissions and pollution	
Evaluating what's important to us and what isn't	
Looking after ourselves and our families	
Communicating face to face, spending quality time with people	
Accepting others instead of judging them	
Choosing jobs that we love, not just thinking about how much we can earn	

<b>Activity 3</b>	<b>The Future We Want (The "Yes, And..."-game)</b>
<b>Goals</b>	To help us think about the future we want and then verbalise our vision for others. By agreeing to accept the previous hope, we create a space where we know our own hopes will be accepted.
<b>Description</b>	We each think of our hopes for the future. Someone starts by saying: "In the future I hope to see..." and add their own hope to the sentence. Each person takes a turn to say "yes" to accept the sentence said by the preceding person, then "and" before adding their own hope. Go round the group twice.
<b>Required materials</b>	One big sheet of paper, and separate strips of paper (two per student), to write down the hopes. Two marker pens.
<b>Preparation</b>	Arrange the room so that everyone can sit in one large circle. Choose one person to write down all the hopes on the large paper, and another to write each hope on a separate strip of paper. (The separate strips
<b>Approximate time needed</b>	15-20 minutes
<b>Facilitation tips</b>	This can be done at an organisational level (e.g. hopes for the future of your school / group / project etc) or at the level of wider society, or both. Each student needs to be asked to listen to the other students before saying their own sentence. The point is to support each other and acknowledge different kinds of hopes. Make sure the rule is to accept others' contribution even if they don't agree. If they disagree with the hope mentioned before them, ask them to think about whether they can add another element to the story to make it more acceptable to them.
<b>Reflection</b>	<p><b>Understanding the experiences</b></p> <ul style="list-style-type: none"> <li>• What happened?</li> <li>• Were you working together?</li> </ul> <p><b>Recognising skills</b></p> <ul style="list-style-type: none"> <li>• What skills did you use during this activity by yourself?</li> <li>• ...and with others?</li> </ul> <p><b>Relating it to real life</b></p> <ul style="list-style-type: none"> <li>• Are these realistic hopes?</li> <li>• What skills do you need to make these a reality?</li> </ul>

Values-Based Learning Toolkits

# Growing a Shared Vision

## A Toolkit for Schools



Activities for Organisational and Staff Development

## 5. Indicators for Schools and Organizations

The following indicators can be used to assess the educational establishment and the environment it creates for students' learning about values. This includes whether the school or organization itself sets an example of sustainable practices.

It may be useful for you to score the indicators on a scale from 0 (not relevant) to 3 (essential) to help you prioritize those that you would like to assess, before finally selecting a limited number (3-10) for actual use.

Policies	Score
The school makes every effort to understand and plan for students' diverse needs, and to provide a suitable education for each individual student	
The school acts in a manner that is impartial and non-discriminatory (not discriminating on any basis, including nationality, ethnic origin, colour, gender, sexual orientation, creed or religion)	
The school does not tolerate back-biting or bullying	
The school implements a policy of: (a) purchasing environmentally sustainable products, e.g. recycled paper, even if cheaper alternatives exist; (b) procuring some or all of its energy from renewable sources; (c) reducing carbon emissions; (d) sustainable waste management, e.g. recycling or reducing waste; (e) ethical investment	
The school offers appropriate, multi-tiered support and guidance to students with problems	
The school is integrated with the local community	
The school makes every effort to understand and plan for students' diverse needs, and to provide a suitable education for each individual student	

Teaching and Learning Strategies	Score
Teachers develop lessons that are based on the memorable rather than memorization	
Teachers open (a) each other's, (b) students' hearts and minds to new ideas	
A wide variety of teaching and learning styles are used	
Teachers find creative ways to increase engagement with students	
Knowledge is increased through hands-on activities	
Teachers discuss with students what they think education is all about	
Teachers give students time to interact and process their learning	

Cross-Cutting Theme 1: Compassion, Caring, Respect, Student-Centredness	Score
Teachers listen with sensitivity and empathy to students	
[(a) Teachers, (b) students and (c) parents] feel the school has a caring ethos	
The school has an embedded culture of respect for students' abilities	
Teachers see every student as a unique spirit to be cherished	

Cross-Cutting Theme 2: Engagement, Initiative, Responsibility	Score
Students [(a) feel that they are encouraged, (b) are taking the opportunity] to develop their own visions and goals for projects, and/or for the whole school	
Students [(a) feel that they are encouraged, (b) are taking the opportunity] to identify problems and develop solutions, on their own or as groups	
Teachers take conscious action [(a) to give every student an equal opportunity, (b) to encourage students] to express their opinions	

Cross-Cutting Theme 3: Learning Environment, Positivity, Happiness	Score
Staff morale and commitment levels are high	
[(a) Teachers, (b) students, and (c) parents] generally feel upbeat, positive and happy about the school	
The school is a vibrant community where teachers and students are stimulated with new ideas, thoughts, directions and possibilities	

Cross-Cutting Theme 4: Reflection, Criticality, Openness, Creativity, Risk-Taking	Score
Teachers and students help each other to reach out and take risks in their teaching and learning	
Teachers build [(a) their own, (b) each other's, (c) students'] capacity for deep reflection out of moments where things go wrong	
Teachers see themselves as 'learners' rather than 'knowers'	
Students, teachers and parents see themselves as part of a learning community with shared reference points	
Teachers and students challenge each other to rethink what they do	
Teachers are open to learning from students	

Cross-Cutting Theme 5: Transformation	Score
[(a) Teachers, (b) students, (c) parents] feel the school provides a space in which students can flourish	
[(a) Teachers, (b) students] feel that they are provided with opportunities for personal growth	

# Climate Change Courses

## International Environment Forum

### **Scientific and Spiritual Dimensions of Climate Change -**

An Interfaith Study Course in 9 classes

<http://iefworld.org/ssdcc0.html>

### **Les dimensions scientifiques et spirituelles du changement climatique**

A French Interfaith Study Course in 5 classes - Un cours  
interreligieux en français en 5 modules

<http://iefworld.org/ccFr0>

# On-line Courses



## **Climate Change (8 weeks)**

- Nature and Humankind
- Science of Climate Change
- Impacts of Climate Change
- Spiritual and Ethical Dimensions of Climate Change
- Mitigating Climate Change
- A Challenge to All of Us



## **Sustainable Development and the Prosperity of Humankind** (8 weeks)

- Introduction to the Concept of Sustainable Development
- Economic Development and Sustainability: Poverty and Wealth
- Social Development: Crises and Solutions
- The Environmental Challenge and Bahá'í Approaches
- Future Perspectives on the Prosperity of Humankind
- Education for Sustainable Development: Individual and Community Action
- Integration and Application of Learning for Sustainable Development



# Other Courses

Full Circle Learning (USA)

**Climate Change Agents** curriculum [http://  
www.fullcirclelearning.org/](http://www.fullcirclelearning.org/)