



EIU Best Practices Series **No. 62**

EIU Best Practices 2022

Sustainable Lifestyle Challenge

A Case from Norway



APCEIU

United Nations
Educational, Scientific and
Cultural Organization

Asia-Pacific Centre of
Education for International Understanding
under the auspices of UNESCO

국제연합
교육과학문화기구

유네스코 아시아태평양 국제이해교육원

APCEIU is a UNESCO Category 2 Centre established in 2000 by the Agreement between the Government of the Republic of Korea and UNESCO in order to promote and develop Education for International Understanding (EIU) and Global Citizenship Education (GCED) with UNESCO Member States.

APCEIU plays a pivotal role in promoting GCED reflected in both the UNESCO Education 2030 and UN Sustainable Development Goals (SDGs).

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Foreword

The Education for International Understanding (EIU)/Global Citizenship Education (GCED) Best Practices programme is one of APCEIU's efforts to share diverse experiences, practices, and approaches to bolster EIU and GCED which can inform and inspire education professionals who wish to design and implement policies, activities, and educational programmes on EIU and GCED. A total of 59 EIU Best Practices has been published and disseminated around the Asia-Pacific region and beyond since 2006. This year, Ms. Barbara Anna Zielonka's case has been included with series number 62, focusing on providing opportunity for teachers and students worldwide to learn about environmentally friendly alternatives by changing their lifestyles and engaging with the world through the lens of sustainability.

In the past few years, APCEIU has encouraged the participants of its capacity building programmes to share their experiences and stories of promoting EIU and GCED through these series. At the end of each training workshop organized by APCEIU, participants present their own action plans to implement EIU and GCED after returning home. This publication shows the continued commitment and endeavours of APCEIU's training alumni to carry out EIU and GCED after the completion of the workshops. In fact, Ms. Barbara Anna Zielonka's case is the outcome of the action plans established from her learning in the Global Youth Advocacy Workshop on GCED in Busan, South Korea 2016.

The EIU/GCED Best Practices Series is unique in that it provides insights into how EIU/GCED is interpreted and put into practice in different contexts by those who are at the forefront of education. Although each case is set in different

locations and institutional backgrounds, others can draw practical ideas and observations and learn from the case contributors' experiences, challenges they faced, strategies used, and lessons learned while striving to overcome those challenges. Due to COVID-19 pandemic since 2020, the programme was discontinued but later resumed online and published the series in 2021 caused by the eagerness of the Centre's alumni. I hope that the EIU/GCED Best Practices will continue to serve as a useful reference for educators, policymakers and practitioners, who share a strong commitment for EIU and GCED.

Lastly, I would like to convey my deepest appreciation and congratulations to Ms. Barbara Anna Zielonka for her continuing efforts to promote EIU and GCED, and creating a synergy effect among themselves by encouraging each other and sharing ideas, which I believe contributed to the successful publication of the EIU/GCED Best Practices 2022.

October 2022



LIM Hyun Mook
Director

EIU Best Practices is...

APCEIU has been committed to the promotion of Education for International Understanding (EIU) since its inception, in line with one of the pillars of education “Learning to Live Together.” EIU is a UNESCO initiative to promote a Culture of Peace through education, which is central to UNESCO’s mission. EIU aims to foster global citizens with values, attitudes, knowledge and skill sets necessary for learning to live together and overcoming racial, cultural, and religious conflicts. In recent years, this mission has been reaffirmed by the adoption of the Sustainable Development Goals (SDGs) and Education 2030. The SDG-4 and the accompanying Target 4.7^① highlights the importance of promoting global citizenship education (GCED).

APCEIU launched EIU Best Practices in 2006 to encourage and support educators, scholars and activists who wish to promote EIU and GCED by collecting and sharing success stories and lessons learned in promoting EIU/GCED in different social and cultural contexts. The EIU Best Practices aim to provide practical ideas and insights on how to design and implement EIU and GCED by sharing specific examples and practices carried out by practitioners on the ground.

The programme is conducted through the following steps: 1) Call for applications: APCEIU sends announcement letters along with application forms and guidelines to the alumni of the EIU/GCED capacity-building training programmes organized by APCEIU; 2) Screening and selection: Submitted applications are reviewed by the Screening Committee, who select the three best practices; 3) Online Monitoring: The selected applicant is required to make his or her programme/project available for online monitoring. The selected applicant

EIU Best Practices is obligated to cooperate in terms of making arrangements for APCEIU's online monitoring on his/her respective country. 4) Case presentation and award ceremony: Selected applicants present their cases and receive the Global Citizenship Education Award; 5) Submission of the final reports: Selected applicants submit the final reports to APCEIU based on the guidelines; and 6) Publication and dissemination: Final reports are published and disseminated on and offline.

APCEIU encourages educators, scholars, and activists to apply and share their diverse experiences and perspectives. It is hoped that the EIU Best Practices will continue to inspire and inform practitioners, generate meaningful dialogue, and serve as useful materials for those who are committed to promote EIU and GCED and contribute to building a more just, peaceful, and sustainable world.

① Target 4.7: By 2030, ensure that all learners acquire knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

Contributor



Ms. Barbara Anna Zielonka

High school English teacher at Nannestad High School
Global educator and educational technologist
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Lifelong learner and catalyst for change
Recipient of international rewards & lifelong learner
Norway

Barbara Anna Zielonka is a full-time high school English teacher, global educator, educational technologist, teacher trainer, project manager, a judge in international academic competitions, lifelong learner and catalyst for change.

In 2007, she earned her master's degree in English Philology from the University of Silesia, Poland. During the past fourteen years, she has frequently participated in many post-secondary learning programmes in Norway, such as Professional Digital Competence for Educators, ICT in Education, Educational Technology, Mentoring, and international conferences, seminars and workshops worldwide. In 2012, she was one of the teachers who represented Norway at the Teachers Summer Institute 2012 in Amherst (Massachusetts), sponsored by the United States Department of State under the Fulbright Program. In 2014, she co-authored an English textbook, Skills for vocational students. She participated in the Pestalozzi workshops and Comenius/ Erasmus programmes, Transatlantic Educators Dialogue from 2012 to 2019. In May 2017, she received the 'Gullepleprisen 2017' from the Norwegian Educational Data Society (NPeD).

This prestigious prize is awarded yearly to an educator who has used ICT in teaching in an innovative way. In June 2017, she became the only European winner of the Great Global Project Challenge Grant for her global project, 'The Universe is Made of Tiny Stories'. In March 2018, she was named one of the top 10 finalists of the one-million-dollar Global Teacher Prize. In May 2018, she Barbara became the laureate of the 'Outstanding Pole in Norway' contest in Science and in November 2021, she won the 'Ambassador for the Environment' GESS Award.

She also published *Keys to Educational Success: The Teaching Methods of a Top 10 Finalist of the Global Teacher Prize*. In this book, she gives personal insight into her teaching strategies and approaches that have helped her bring innovation into her curriculum and meet the needs of the learners of today and tomorrow.

Her teaching focuses on the power of international projects, the pedagogical use of ICT tools, education for sustainability, learner empowerment, entrepreneurship, innovation, and connections-based learning. Several of her global and collaborative projects have received international recognition and awards. She also serves as an ambassador in the following organisations: Varkey Foundation, Connections-Based Learning, HundrED, Teach SDGs, European Climate Pact and Education Influence.

Acknowledgement

The completion of this project was made possible with the support of several people. I would never have been able to create the Sustainable Lifestyle Challenge without the guidance of Lesley Fearn, active participation from my students and support from my husband.

I would like to express my sincere appreciation to my colleague, collaborator and friend, Lesley Fearn, a secondary-school teacher working in the south of Italy and a doctoral researcher in the field of Education and Education Technology specialising in language learning and teaching with the Open University's CREET (Centre of Research in Education and Education Technology). Lesley was my first international project partner and has always demonstrated a great enthusiasm and engagement for global projects. She has shared brilliant comments and suggestions that have contributed to the overall performance. Her generosity, thoughtfulness and kindness mean a lot to me. I am indebted to her for all that she have done for me.

A huge thanks goes to all the students at Nannestad High School who participated in the first and second edition of Sustainable Lifestyle Challenge. After reviewing the digital portfolios and feedback, my heart was filled with happiness and joy. I know you all have the power, attitudes, and skills to change your life and the lives of others.

And finally, I want to thank my truly amazing husband- Pawel. I am so grateful for his unwavering support, unflagging love and understanding when I spend countless hours designing my projects, preparing teaching materials for my students and other educators, or reviewing my work.

LIST OF ACRONYMS

ESD	Education for Sustainable Development
GCED	Global Citizenship Education
LMS	Learning Management System
OER	Open Educational Resources
PLN	Professional Learning Networks
SDGs	Sustainable Development Goals

Summary

Sustainable Lifestyle Challenge is an online and interdisciplinary project with six main themes such as Food, Footprint, Zero-Waste, Cosmetics, Fashion, and Water. The common threads among these six themes are sustainability. This complex concept is often defined as the integration of environmental health, social justice, and economic vitality to create thriving, healthy, diverse, and resilient communities for this generation and future generations. It also includes global citizenship education which aims to empower learners of all ages to assume active roles, both locally and globally, in building more peaceful, tolerant, inclusive, and secure societies.

Sustainable Lifestyle Challenge is also an opportunity for teachers and students worldwide to learn about environmentally friendly alternatives by changing their lifestyles and engaging with the world through the lens of sustainability. The main goal is to reduce the impact of individual people on the environment and help them to become more conscious consumers who refuse mindless consumption by purchasing ethical, local and environmentally friendly products.

Students need to understand that they are part of a global village, and their actions can affect their closest environment and our whole planet. Once they understand that, they can apply this knowledge, teach their own children about environmental education, and work towards a more circular society.

The Sustainable Lifestyle Challenge and its website were developed in 2020 during the COVID-19 pandemic. At this time, the majority of schools moved to online schooling. Therefore, it was necessary to design the challenge so that educators from all over the world could access all the materials for free and run this challenge both from their home or school offices by engaging students both mentally and emotionally and promoting topics relating to eco-literacy and

global issues.

In June 2021, a blog was added to the website where students and educators could learn about concepts relating to sustainability. So far, 79 different entries have been published there, and every post created provides readers with a short definition of a discussed concept in the form of a poster and access to credible articles and videos.

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Sustainable Lifestyle Challenge

1. Introduction and Background

Since 2016, I have been actively teaching Sustainable Development Goals as part of my curriculum, though at that time, the English curriculum did not even mention the word SDGs. It has been one of my favourite topics of interest since then and the central theme in many of my previous global projects. Discussing alternative lifestyles or pointing out solutions is one thing but implementing them in is another. Therefore, I had to design a project which would encompass elements of such approaches as challenge-based learning, project-based learning, active and deep learning and student-centred teaching. Due to regular talks with my students, I have also noticed that some of them showed concern about the environment. This constant worry about climate change made me understand that eco-anxiety among the students is a real thing that needs to be addressed in my teaching. As an educator who listens to my students, I decided to create a website where any middle and high school student and teacher could find information about sustainable lifestyle by participating in different challenges to grow a sustainable mindset. The mindset not only asks students to analyse challenges but also generate innovative solutions. In the book *Educating for Sustainability: Principles and Practices for Teachers*, Nolet (2015) calls it a sustainable worldview and defines it in the following way:

"A sustainability worldview includes the belief that each of us can develop a sense of agency, efficacy, and hopefulness by becoming personally engaged with the work of creating the conditions that foster well-being for all forever. When we develop a sustainability worldview, we are prompted to go beyond mere criticism

and analysis and to seek out ways to become personally involved with individual and collective actions that promote fairness and equity and that enhance the health and resilience of individuals and the systems upon which all life depends, now and in the future. A sustainability worldview prompts us to consider the impacts of our decisions and behaviors on others now and in the future."

The Sustainable Lifestyle Challenge website was officially launched in February 2020, just one month before the outbreak of a global pandemic. The information about its launch was published on social media networking sites so that any teacher could receive free access to all the resources and gain support if necessary. The hashtag #sustainablelifestylechallenge was created, and all the work was tagged with it, allowing educators to use Twitter to track project progress.

During the first three months, the first 60 challenges were published. In June 2022, the number of challenges amounts to 120 and is still increasing. Both students and educators could send their interdisciplinary challenge suggestions.

It is also worth mentioning that in 2020 Norway renewed its national curricula. Sustainable Development became one of three interdisciplinary topics, thus creating a need for new learning materials concerning Education for Sustainable Development (ESD). This factor was also one of the reasons why I saw a lot of potential in the process of creating the Sustainable Lifestyle Challenge website. Instead of pointing out all the barriers stopping teachers from focusing on the SDGs such as lack of time, knowledge, support and resources, I have taken another position. I decided to deepen my understanding of ESD and work with topics the students perceive as trendy, necessary and authentic. The need to improve how we teach the SDGs and global issues is urgent and evident wherever our schools or universities are located.

Sustainable Lifestyle Challenge aims to help students create new ways of thinking, collaborating and solving problems that we all face in the 21st century.

2. Description of the Programme

2.1. Goals and Objectives

Sustainable Lifestyle Challenge consisted of more than 100 challenges from which students could choose. In 6-8 weeks, students learned about six topics: food, footprint, zero-waste, cosmetics, fashion and water. They were encouraged to select the problems and challenges they wanted to focus on or do research.



Fig. 1 A group of Nannestad High School students holding posters that show the six main topics of the Sustainable Lifestyle Challenge (March 2020). Picture taken by Barbara Anna Zielonka.

All the challenges provided an efficient and effective framework for learning while solving real-world challenges connected to the six topics mentioned above. The framework fuelled collaboration to recognize big ideas, ask thoughtful questions, and identify, investigate and solve challenges. The three action steps students had to keep in mind were:

ENGAGE- questioning to develop a personal and actionable challenge

INVESTIGATE- developing contextualised learning experiences and conducting rigorous, content and concept-based research (focusing on global issues connected to these four areas: fashion, food, water and cosmetics).

ACT- implementing solutions in authentic settings, receiving feedback from other students, teachers or parents, and learning from their successes and failures (e.g., students creating vegan and vegetarian meal plans, planting trees, sewing their own clothing, repairing broken devices, raising awareness through public outreach campaigns, making their own cleaning and cosmetic products).



Fig. 2 One of the students is learning about the advantages of the Mediterranean diet and preparing Greek salad. Picture taken by one of the students.



Fig. 3 A student is designing a reusable shopping bag out of an old t-shirt. Picture taken by one of the students.



Fig. 4 A cucumber plant was planted by one of the students-week 2. Picture taken by one of the students.

Sustainable Lifestyle Challenge raises awareness of the Sustainable Development Goals, to help students create a more sustainable world by 2030, where extreme poverty has been eradicated, and climate change is properly addressed. Injustice and inequality are unacceptable, and every student, teacher and parent on the planet needs to know about the Sustainable Development Goals and what can be done about them to stand the greatest chance of being achieved.

Our consumption choices are consequential decisions that we make in our everyday life; they shape markets and production patterns and have tremendous impacts on our natural resources, ecosystems, and global community. They contribute to issues such as climate change and human rights (UNESCO).

The challenges ranged in size and scope, from promoting the use of reusable water bottles instead of plastic bottles bought in a school canteen to sending a letter to fashion companies and requesting fair treatment of workers in the fashion industry. Below are the main topic overviews connected to the six main themes that students can become acquainted with throughout this project:

TOPIC OVERVIEWS




FOOD 	FOOTPRINT 	ZERO WASTE 
<ul style="list-style-type: none"> • SUSTAINABLE FOOD SYSTEMS • SUSTAINABLE DIETS • ORGANIC GROWING METHODS • COMPOSTING METHODS AND SYSTEMS • BENEFITS OF ORGANIC FOOD • FLOSN • FOOD WASTE • FOOD SECURITY • FOOD DESERTS • FOOD LIFE CYCLE • HYDROPONICS • ENTOMOPHAGY 	<ul style="list-style-type: none"> • DEFINING AND CALCULATING CARBON FOOTPRINT • INTERNET'S CARBON FOOTPRINT • IMPACT OF COVID 19 ON CO2 EMISSIONS • PLOGGING • TRANSPORTATION FOOTPRINT • PRODUCT CARBON FOOTPRINT • CORPORATE CARBON FOOTPRINT 	<ul style="list-style-type: none"> • ZERO WASTE PRINCIPLES • 8RS OF ZERO WASTE • SINGLE USE PLASTICS • REDUCING WASTE AT HOME • UPCYCLING FOOD WASTE • SUSTAINABLE BEAUTY • PACKAGE FREE SHOPS • MINIMALISM

Fig. 5 Topic overviews- part 1

TOPIC OVERVIEWS

COSMETICS 	FASHION 	WATER 
<ul style="list-style-type: none"> • UNDERSTANDING COSMETICS INGREDIENTS LABELS • PALM OIL AND COSMETICS • GREEN COSMETICS • DIY BATH AND BODY PRODUCTS • NO MAKE UP CHALLENGE • LIFE CYCLE OF A COSMETIC PACKAGE 	<ul style="list-style-type: none"> • FAST FASHION AND ENVIRONMENT • CAPSULE WARDROBE • REPURPOSING OLD CLOTHING • CLOTHING SWAP PARTIES • SUSTAINABLE FABRICS • REDUCE YOUR FASHION FOOTPRINT • SUSTAINABLE DENIM BRANDS • FASHION AND WASTE ACCUMULATION • DIGITAL FASHION • FASHION REVOLUTION 	<ul style="list-style-type: none"> • BENEFITS OF DRINKING WATER • DIRECT AND INDIRECT WATER CONSUMPTION • YOUR WATER FOOTPRINT • WATER FILTRATION DEVICES • WATER FOOTPRINT OF COMMON FOOD ITEMS • WATER SCARCITY • WATER-RELATED DISEASES • GPGP

Fig. 6 Topic overviews- part 2

During the project, students participated in workshops run by journalists examining global issues. These experiences showed the students that learning is collaborative and encouraged them to seek more information outside the classroom. Besides, it is one of the most effective teaching strategies as guest speakers are the ones who always bring the real world into the classroom.

2.2. Target Groups

Sustainable Lifestyle Challenge targeted students attending lower and secondary schools from all over the world, both with and without access to mobile devices and at different levels of English.

Most students who joined the challenge were at a lower and upper-intermediate level. 60% of students who entered this challenge were European citizens, 23% were American, and the rest came from Asia, Africa and Australia. The challenge was designed for learners who may have in-depth knowledge or minimal knowledge of the GCED and Education for Sustainability.

2.3. Activities in Detail

The project was conducted twice at Nannestad High School (Norway), as an online activity in March /April/May in 2021 because of the COVID19 pandemic, and then in March/April of 2022 in a traditional classroom setting. The language of instruction was English. The main participants in 2022 were 30 students attending general studies and four vocational classes (restaurant and food processing line of studies and sales and tourism line of studies from Nannestad High School) aged 16 and 17 years old. Their level of English ranged from B2 to C1. The total number of students who joined this project at Nannestad High School was 177 (85 during the first year and 92 during the second year). Besides, the information about this challenge was shared with a broader audience on social media networking sites such as Twitter, Facebook, and LinkedIn. The use

of social media allowed the programme to reach out to middle and high school students from all over the world.

Below are the order of activities that were implemented at school.

A. Word Cloud Mind Maps

During the first introductory lesson, the teacher asked students to brainstorm examples of global issues that students would like to discuss using Mentimeter.

Word Cloud

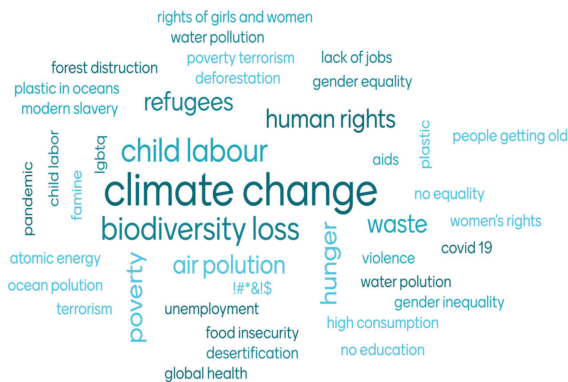


Fig. 7 Word Cloud showing global issues selected by students during first introductory class.

Then the teacher presented the main objectives of the Sustainable Lifestyle Challenge and showed the project's website. Students spent 20 minutes exploring the website on their own. They filled out a form called "How much do you care about sustainable societies and lifestyle?" and submitted it on Teams, the learning management system (LMS).

B. Creation of digital posters summing up selected global issues

Next, the teacher viewed all the forms and commented on some of the most

interesting and captivating responses. The analysis of these responses contributed to the creation of four posters summing up global issues students were interested in discussing.



Fig.8 Global issues relating to food.



Fig.9 Global issues relating to cosmetics.



Fig.10 Global issues relating to fashion.

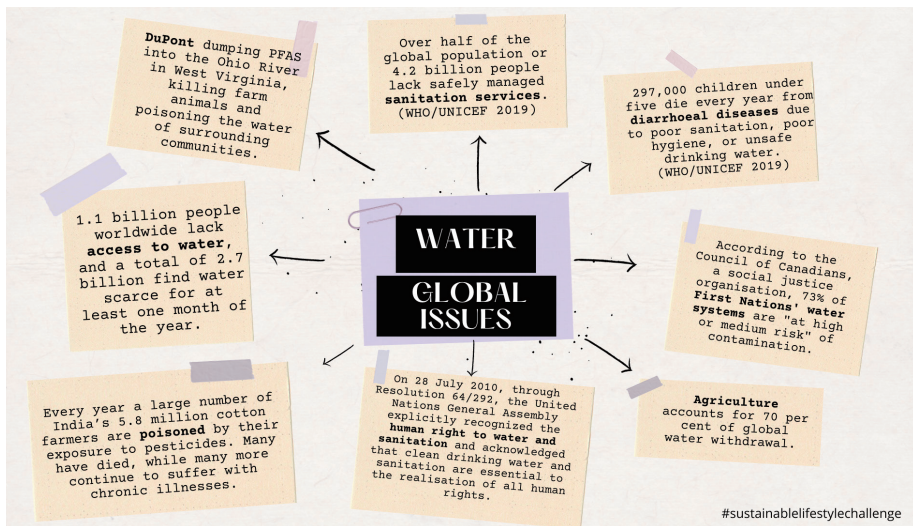


Fig. 11 Global issues relating to water.

The resulting posters and discussions empowered learners to understand the importance of GCED . These activities can help to provide the skills, values, and behaviours that students need to meet the intellectual challenges of the twenty-first century and learn about issues such as climate change, conflict, poverty,

famine, and issues of equality and sustainability (UN. Transforming our World, 2021). In this way, students are encouraged to build a better and more secure world and become responsible global citizens. By showing students examples of global issues that need solving or immediate action and the consequences of our global non-action, students started to develop positive attitudes towards themselves and others they may never see or meet. For example, while talking about illegal mica mines in India, Norwegian students showed a willingness to change their shopping habits and started to look for products that were mica free. We need to show students the various local, regional and global issues around them to create a conscious society. When they notice that these issues are related to people their age, they are much more prone to show empathy and understanding and take collective action for local and global issues that challenge the world.

C. Problem-framing

These four mind maps were also used in the process of problem framing (the process of identifying actual or potential sustainability problems). They were starting points for structuring sustainability problems on their complexity and identifying them as straightforward, formidable, manageable, wicked, current or potential ones.

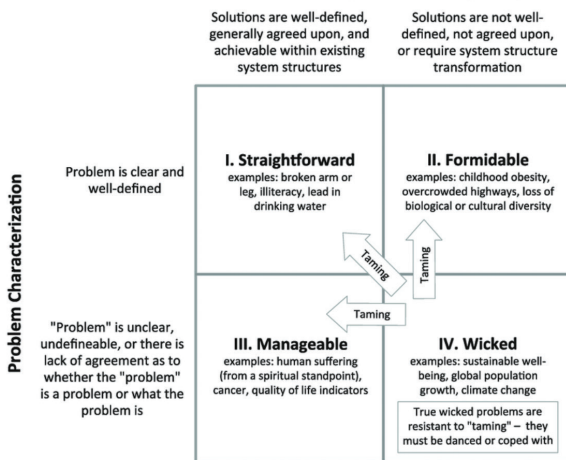


Fig. 12 Problem characterisation and change required. Source: GreenComp: The European sustainability competence framework (January 2022).

D. Digital portfolios

After having curated mind maps that summed up student responses, the teacher brought in the information about digital portfolios. Students could decide if they were going to choose among:

- a. digital performance portfolios- a collection of a student's best work;
- b. digital process portfolios-several versions of a selected work and;
- c. digital progress portfolios-collections of work intended to illustrate students' development over time.

E. Three pictures of the day

During week two, the first topic called "Food" was introduced to all the students. The first activity was called "Three Pictures of the Day" and here students were asked to look at the picture and then complete the following sentences:

- a. I notice...
- b. I wonder...
- c. This makes me think...

PICTURE of the Day

Think about the pictures and text. What do you see? What details do you notice? What questions do you have? When you have an idea, write it on a sticky note with your name and use one of the sentence frames below to start your sentence.

I notice ...

I wonder ...

This makes me think ...

The central photograph shows a variety of items: a green mesh strainer, a blue water bottle, a box of tea, a white bowl of red apples, a bunch of purple grapes, a white cloth bag, a wooden spoon, a metal whisk, a small jar, and a piece of fabric.

Fig.13 Picture of the Day-Food- photo 1/ Picture created by Barbara Anna Zielonka.

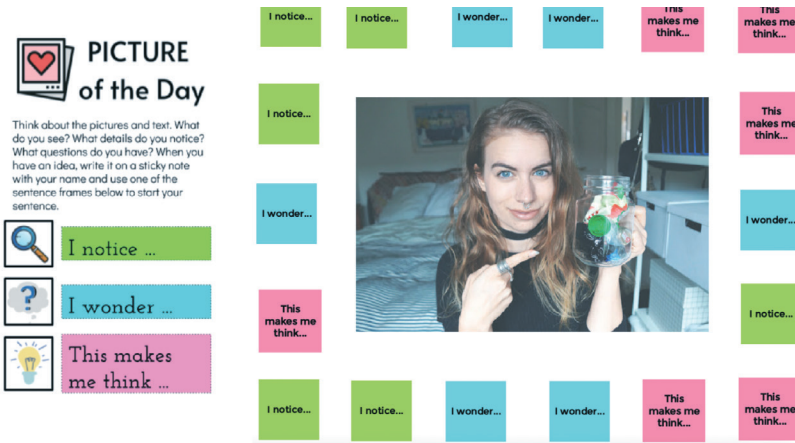


Fig. 14 Picture of the Day-Food- photo 2/ Picture created by Barbara Anna Zielonka.

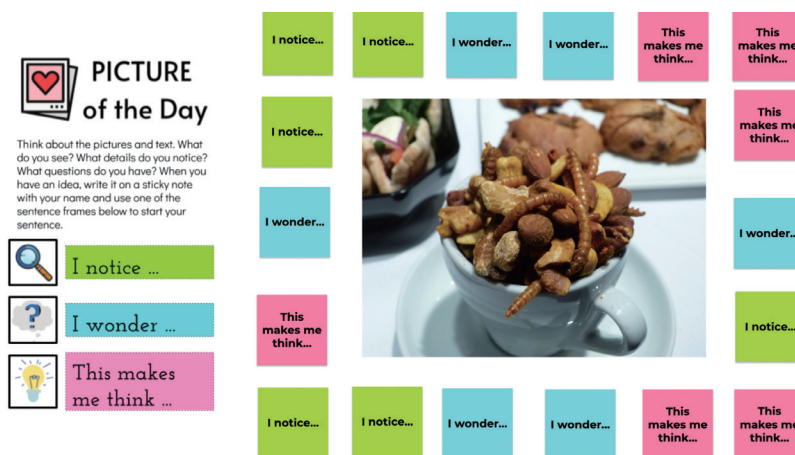


Fig.15 Picture of the Day- photo 3/ Picture created by Barbara Anna Zielonka.

This simple routine encourages students to make careful observations and interpretations and examine prior knowledge they already have. The same procedure was used while introducing the other five topics. Afterwards, the teacher showed two videos and started a discussion so that students could share their opinions and ask questions.

F. Individual selection of challenges

After formal instruction, students checked the project's website and were asked to select at least one challenge. All the food challenges can be found here- <https://sustainablelifestylechallenge.wordpress.com/food/> Students worked individually, in pairs, or groups and were asked to document their work, reflections, and progress using WordPress, Sway, Squarespace or Wix. 95% of students selected Microsoft Sway and the rest chose WordPress as their digital portfolio platform.

Some of the challenges were practical and hands-on so that they could use our school canteen, beauty salon, or any other outdoor space. ESD can also occur in gardens, museums, parks, laboratories, in a field or any other place available. Students usually had 90 minutes to complete at least one of the challenges. Still, they could also design their own challenge if it relates to the topic of "Food" or any other topic mentioned on the project's website. The teacher guided the students and offered them a helping hand. The same process occurred when other issues were discussed in the classroom. The teacher also shared a detailed lesson plan every time a new topic was presented so that students who had to stay at home or missed the class could follow the project.

Students were also encouraged to engage their family members in this project. To check students' understanding, the teacher created six quizzes on food, footprint, zero waste, cosmetics, fashion, and water. The quizzes were published online so that other teachers whose students were participating in this project could also use or edit them.

After six weeks, students received feedback from their peers, parents, and their English teacher. The challenge most important but difficult part was to decide whether one's habits have changed due to the awareness of global issues connected to the SDGs and discussed in the classroom.

G. Self-reflection forms

At the end of the project, students filled out a self-reflection form consisting of 15 questions and shared their work with a broader audience. Their final assignment was published on Teams so that every student could see the work of their peers and leave constructive feedback under two digital portfolios. Examples of digital portfolios submitted this year can be found here: <https://sustainablelifestylechallenge.wordpress.com/digital-portfolios/>

SUSTAINABLE LIFESTYLE CHALLENGE

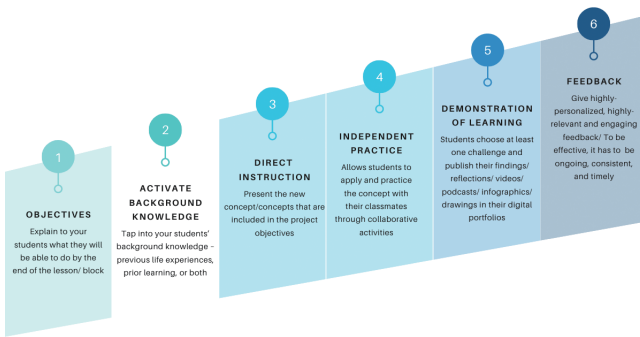


Fig 16. A visual summary of the instruction.

2.3.1. Detailed Timeline of Activities

Below is the detailed timeline of activities of the Sustainable Lifestyle Challenge in its three phases.

PRE-IMPLEMENTATION

- Selection of project name & domain and topic overviews
- Selection of the topics and global issues covered in this project
- Creation of website <https://sustainablelifestylechallenge.wordpress.com/>
- Advertising of the project on social media networking sites
- Selection of guest speakers and sending of invitations
- Launching of the website and project

Creating self-reflection forms

Creating information about different types of digital portfolios

IMPLEMENTATION

Week 1- Introduction (What is “Sustainable Lifestyle Challenge?” + “Why are we going to do it?”)

Week 2- Topic no 1-Food (Workshops by Ayo Awokoya on Modern Day Slavery in Italy)

Week 3- Topic no 2 & 3- Footprint + Zero waste

Week 4- Topic no 4-Cosmetics

Week 5- Topic no 5-Fashion

Week 6- Topic no 6-Water (Workshops by Neha Wadekar on Climate Change and the Rights of Women and Girls in Kenya)

Week 7- Self-reflection + Sway/ WordPress/ Google Sites submission) + Online gallery walk

POST-IMPLEMENTATION

Getting feedback from students and teachers participating in the project

Celebrating students' digital portfolios

The order of the six topics mentioned in the implementation phase could be adapted and does not need to be followed precisely. It may be the teacher or students who may decide together which topics they want to discuss and when.

2.4. Relevance to EIU/GCED

Given the global nature of the economic, social and political challenges we all face in the 21st century, international understanding and cultural awareness have never been more important than they are now. Thus, they need to be practised regardless of grade level and school location. However, it cannot be done in a vacuum, so combining GCED and ESD seems the best solution.

Therefore, the Sustainable Lifestyle Challenge is highly relevant to GCED as it allows young people to understand the connections between global issues affecting every human being in different regions of the world (social global citizenship) but also its relevance to sustainability issues (environmental global citizenship). Oxley and Morris (2013) categorize approaches to global citizenship into two broad types: cosmopolitan-based (political, moral, economic, and cultural) and advocacy-based (social, critical, environmental, and spiritual). The definitions of each area of focus are set out in Table 1

COSMOPOLITAN TYPES	ADVOCACY TYPES
POLITICAL GLOBAL CITIZENSHIP - a focus on the relationships of the individual to the state and other policies, particularly in the form of cosmopolitan democracy	SOCIAL GLOBAL CITIZENSHIP -a focus on the interconnections between individuals and groups and their advocacy of the people's voice often referred to as a global civil society
MORAL GLOBAL CITIZENSHIP -a focus on the ethical positioning of individuals and groups to each other, most often featuring ideas of human rights	CRITICAL GLOBAL CITIZENSHIP - a focus on the challenges arising from inequalities and oppression, using the critique of social norms to advocate action to improve the lives of dispossessed/ subaltern populations, particularly through a post-colonial agenda
ECONOMIC GLOBAL CITIZENSHIP -a focus on the interplay between power, forms of capital, labour, resources and the human condition, often presented as international development	ENVIRONMENTAL GLOBAL CITIZENSHIP -a focus on advocating changes in the actions of humans in relation to the natural environment generally called the sustainable development agenda
CULTURAL GLOBAL CITIZENSHIP -a focus on the symbols that unite and divide members of societies, with particular emphasis on the globalisation of arts, media, language, sciences and technologies	SPIRITUAL GLOBAL CITIZENSHIP - a focus on the non-scientific and immeasurable aspects of human relations, advocating commitment to axioms relating to caring, loving, spiritual and emotional connections

Table 1. Categories of global citizenship identified from the prevailing literature (adapted from Oxley & Morris, 2013, 306).

The combination of GCED and ESD in this project enabled students to focus on alternative ways of thinking and living that led to developing a sustainable mindset and school communities. By exploring the complexity of global issues, engaging with multiple perspectives and issues of social justice globally, applying learning to real-world issues and contexts, nurturing a responsible attitude in learners, and asking questions, students understood what is hidden behind global citizenship education. Students also need to realise that their behaviours influence people

on the other side of the globe, and we are all dependent on different actors and communities across the world. If we want to succeed and make our planet a better place, we need to acknowledge being a part of this global community and acting in such a way that it brings the best regardless of gender, race, belief, nationality and attitude.

The various challenges all have the aim of empowering learners to be thinking about global and local issues. They teach them to be global citizens who can set good examples in their communities or future workplaces and demonstrate empathy and solidarity with humans who may not be as fortunate as they are. Examples of the six pedagogical principles of GCED are as follows:

Dialogue and participation-students participating in the project become active participants in the learning process and learn about different global issues in a student-centered environment;

Holistic and Interdisciplinary- students are made aware of an interconnected world and look at it from many different angles and explore different perspectives by interacting with the wider community;

Multimodal- the teacher tries to engage the mind, the heart, and the body- for example, when talking about the future of entomophagy, students were able to taste crickets, grasshoppers and ants and choose from creative forms of learning;
Values Formation-through participation in this project, students develop empathy, solidarity, and compassion;

Critical Empowerment-students are encouraged to respond to local and global challenges by taking action and becoming agents of change; and

Applicable and Relevant (Locally and Globally)- students are empowered to apply what they have learned to their daily lives and make a positive impact both locally and globally.

These principles were the core of this project and served as a guide while implementing GCED in the Sustainable Lifestyle Challenge (Global Citizenship

Education- A Guide for Trainers, 2018).

There is evidence that young people care about the environment and consider ESD as one of the most important topics that schools should address and teach. Still, quite often, this aspect is omitted or covered relatively sparsely. Learners of 2022 cannot be passive observers, but active and global citizens whose engagement allows them to make fundamental changes in their lives and also the lives of others. This is significant concerning how young people protect the natural environment and spread awareness about issues such as lack of biodiversity, consumerism, climate change, food supply and water insecurity, and overpopulation. Therefore, students wish to act so that they leave this planet in a better state than it is now. Sustainable Lifestyle Challenge asks them to become agents of change at school and at home. Once they embrace the power they have, they will be able to create the conditions for a better and more sustainable planet for themselves and others. Knowing about global issues is only the first step but acting and making a real change or influencing others is what matters most. Research has demonstrated that students with agency, which I often define as a unique capacity for positive change are much more motivated, are less likely to give up and more likely to achieve academic success (Lin-Siegler, Dweck, and Cohen 2016, 297).

It is also worth noticing that the Sustainable Lifestyle Challenge incorporates three core domains of GCED: cognitive, socio-emotional and behavioural as presented in the table below.

Cognitive
To acquire knowledge, understanding and critical thinking about global, regional, national and local issues and the interconnectedness and interdependency of different countries and populations.
Socio-emotional
To have a sense of belonging to a common humanity, sharing values and responsibilities, empathy, solidarity and respect for differences and diversity.
Behavioural
To act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world.

Table 2 Core conceptual dimensions of GCED (Global Citizenship Education: Topics and Learning objectives, 2015, 14)

The sessions run by the teacher at the start of every single topic gave students opportunities to acquire knowledge about local, regional and global issues. On the other hand, materials that are presented online enable students to choose how they want to learn. For example, if they wish to watch a video, play an online game, connect with an expert, read a text in their mother tongue or other spoken languages, design a game or an application, listen to a podcast, or write a text. Meanwhile, learners' encounters with guest speakers made them aware that we are all one community with the same values and responsibilities regardless of our background, upbringing, age and race. Lastly, the wide range of challenges encouraged students to act at local, national and global levels for a more sustainable world.

3. Conclusion

3.1. Evaluation and Critical Reflection

During the planning and delivery of this project, a steep learning curve was experienced. First, I assumed it would be enough to spend between four/ five lessons per topic and complete all the challenges within six weeks. This plan was mission impossible as some of the challenges selected by students involved collaboration with experts or other students and could not be completed at school premises because of the COVID-19 pandemic. Secondly, I aimed to invite at least one expert per topic so that my students could connect with and collaborate with people to create professional learning networks (PLN). Having sent dozens of invitations to different experts within the cosmetics and clothing industry and not receiving any reply meant I could not create online webinars and had to adjust my initial plans to what was available. Two online sessions were arranged. The first one was with Ayo Awokoya, a London-based journalist who has reported on modern slavery in Italy, and the second one with Neha D. Wadekar -a multimedia journalist who writes on climate change and the rights of women and girls in Kenya.



Fig.17 An online session with Ayo Awokoya arranged on 22 April 2022/Picture taken by Barbara Anna Zielonka.



Fig.18 An online session with Neha Wadekar on 5 November 2021/Picture taken by Barbara Anna Zielonka.

As a proponent of creating a global and open classroom, I see enormous potential in bringing together students and other experts into my classroom space. Students exposed to different ideas, mindsets and perspectives develop global competencies and learn how to make a difference in the world because they have the chance to meet real people who have become agents of change or even climate activists through their actions.

It should also be noted that during the first edition of the challenge, students could not see any examples of digital portfolios and had to start from scratch. They were less willing to experiment with multiple digital portfolios and stuck to performance portfolios most of the time. Their work mainly consisted of text, but already during the project's second edition students published videos, drawings and audio files.

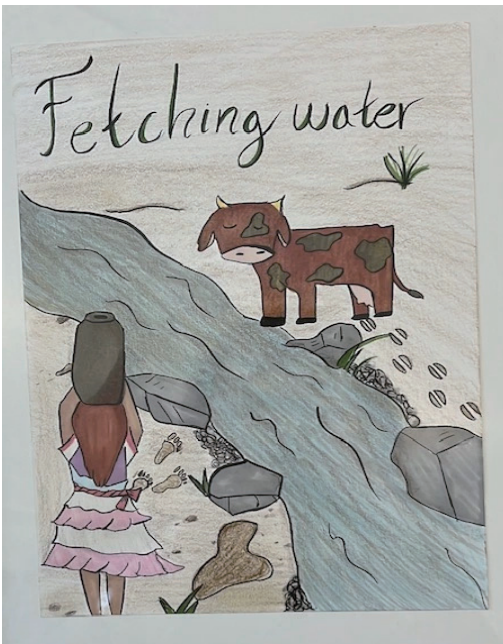


Fig. 19 A cover of a short story "Fetching Water" created by Marte (student attending an academic line of studies).

Sustainable Lifestyle Challenge also showed that digital portfolios could be used as authentic formative and summative assessments and change the learning culture. Digital portfolios submitted by my students showed that learning is more about the journey itself, not the final destination or final grade. Moreover, it allowed students to see their growth over time and regard learning as more than just a grade.

It is critical to regard this project as an ongoing process of evolution. It should be regularly reviewed with new challenges, inputs and practices from a diversity of middle and high schools and their experiences.

To scale up and increase the impact of the Sustainable Lifestyle Challenge, it would be recommended to create an app or a new website that would allow teachers and teenagers to complete challenges in different languages/ their mother tongues. This long-term goal may take several months and require systematic planning and thinking, but it is worth it because our students need and want to learn about sustainability, green solutions and care about their future.

The findings and self-reflection forms submitted by students indicated that implementing GCED is needed and integrating SDGs into the curriculum is a complex task.

3.2. Impact on the Target Groups

According to the survey conducted in 2021 and 2022, students acquired knowledge and understanding of local, national and global issues. Some examples are water consumption in their respective countries, child labour in the fashion and cosmetics industry, The Great Garbage Pacific Patch, Uighur forced labour in cotton industry, mining mica, period poverty). They learned the interconnectedness and interdependency of different countries and populations (global food security and global food systems), developed skills for critical thinking and analysis (students' websites and final products show the depth of their understanding), and attitudes

of empathy, solidarity and respect for differences and diversity, motivation and willingness to take necessary actions (action plans created by students/ workshops run by Ayo Awokoya and Neha Wadekar). Additionally, they have understood that a change starts with them, and if they genuinely want to change the world, they need to start acting now, and they do not need too many resources to make our planet more sustainable. The survey also showed that some students felt empowered through active participation in challenges requiring collaboration and teamwork even though they did not like this type of work in the past.

Another important outcome of this challenge mentioned by students was that they no longer feared writing and sharing their work with peers, teachers or parents. It is comfortable for them now, and they know that what they share makes a difference and empowers them.

Moreover, learners have experienced the power of choice as they can decide how and when they want to learn the content, how they want to demonstrate what they have learned, and the power of voice by designing their own challenges and selecting global issues within their interests, monitoring their own learning and sharing their progress and findings with a broader community.

3.3. Implications and Suggestions

The proponent firmly believes that teaching global citizenship may be a powerful answer to some of the most pressing challenges of our time. Students should be taught it regardless of their age or the type of option they are taking. Suppose we want to develop 21st-century skills (problem solving, problem framing, systems thinking, critical and exploratory thinking, participatory decision making, adaptability) in our students. In that case, we need to concentrate on matters that concern everyone. Teaching about the GCED, integrating it into our English curricula should be our main priority, as we will not be able to tackle world problems if we do not start acting together. We need to start with local and real-world concerns and issues and move towards global ones. Education focusing on global issues helps teachers create responsible citizens and consumers who

understand links and connections between their lifestyle and global environment, and social challenges.

The process of creating the Sustainable Lifestyle Challenge website was an exciting but time-consuming educational journey. Not only has it helped her support the students and other educators, but it also showed that open educational resources (OER) are the future of education and contribute to collaboration between educators.


The proponent highly encourage educators who create educational materials and engage students in real-world learning to make an online space, a website, or an application, where their work goes public and becomes available to other educators for free. Together we can transform education and make changes that might create ripple effects in the lives of our students.

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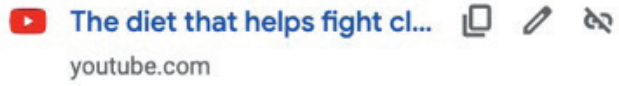
A detailed lesson plan relating to the first theme, “Food”.


<p>Activity 1</p>	<p>Three Pictures of the Day [see page 19] -https://jamboard.google.com/d/1Ttv7yDtyMG8rCL0vwdzE9ariMCFicDSIBQT5Fb_lpwk/viewer?f=2</p>
<p>Activity 2</p>	<p>Eating insects- https://www.youtube.com/watch?v=JzUuPguQ0pA</p> <p></p> <p>A. What are the main advantages of eating insects? B. Give examples of insects you can consume. C. Kahoot Game-edible insects</p>

Activity 3

Watch the following [video](#) and complete our first multiple choice quiz

(TEAMS)



<p style="text-align: center;">Activity 4</p>	<p>Introduction to SDG 2</p>  <p>Useful Words / Phrases/ Collocations-SDG 2</p> <ul style="list-style-type: none"> -food security (low-food security vs very low-food security)/ food insecurity -financial resources -undernourished -to combat hunger -rates of hunger -changing weather patterns -to face chronic hunger/ global hunger -COVID impacting global food problems -sufficient quantity of food -poor diets/ low nutritional diet -being underweight / being overweight/ obesity / heart diseases/ stroke / cancer/ anemia -malnutrition/undernutrition -intake of energy -small-scale farming/industrial farming -women farmers -sustainable food production -to increase productivity and production -soil health, water use - genetic diversity for food supply/ genetic diversity in plants/ crop varieties -intensive farming -seed banks/ livestock gene banks/ World agricultural markets -to limit extreme food price volatility -supply chains
<p style="text-align: center;">Activity 5</p>	<p>Select at least one of the food challenges or create own challenge and document your work using digital portfolio.</p>
<p style="text-align: center;">FURTHER READING AND LEARNING</p>	<ul style="list-style-type: none"> • Goal 2 Overview (2020, United Nations) • Statistics for SDG 2 (2020, United Nations) • Ending Hunger: What Would It Cost? (2016, IISD) • Importance of Smallholder Farms as a Relevant Strategy to Increase Food Security (2020, Hazell) • Importance of Genetic Diversity in Agriculture (2018, Krug)

