

Discovering a sustainable Mindset [SysMind]

Design of a Teaching-Training- Setting to improve sustainability

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*Subject of the lesson: The Relationship between
Pedagogy and Ecology*



DISCOVERING A SUSTAINABLE MINDSET

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Guiding questions:

- ♣ Can an interconnectedness of ecology, economy and social equality be worked on this topic?
- ♣ What dilemma situations or different perspectives can be illustrated by the topic?
- ♣ Does the structure of the topic offer interdisciplinary, self-directed processing?
- ♣ How can learner emotions be brought in and considered at the beginning and throughout the learning setting?
- ♣ What opportunities does the topic offer for learner empowerment?

General information about the Teaching-Training-Setting

TOPIC: <i>The Relationship between Pedagogy and Ecology</i>	
Age of the students:	18-20
Number of students	30-40
Aim of the lesson	Students to acquire knowledge about the interrelationship between pedagogy and ecology as sciences
Learning outcomes/competences	Students will develop their own attitudes and reflections on the contribution of environmental education in raising awareness among individuals about the protection of nature
Duration	about 90 minutes

Schedule

Time/ minutes	Phase	Steps in Teaching/Training Setting	Methods	Social form	Media/Materials needed
20 minutes	Introduction and context to the topic	Students are assigned the task to engage on the internet and explore the global environmental issues of planet Earth. After searching the internet, a discussion is held about the greatest environmental problems in the world and whether the sciences are interested in solving these issues...	Method of research Discussion	Individual and group activity	Computer, Internet network
10 minutes	Theoretical input	Lecture on the topic: The Relationship between Pedagogy and Ecology	Presentation	Plenary lectures	Computer, ppt presentation program
10 minutes	Working phase/ Knowledge transfer	Has the human brain evolved to a degree where it poses a threat to the survival of nature and human life? The thoughts are written on paper with a marker and a stimulated discussion is carried out.	Discussion	Group activity	Flip chart, marker

10 minutes	Theoretical input	The relationship between humans and nature	Presentation	Plenary lectures	Computer, ppt presentation program
10 minutes	Working phase/ Knowledge transfer	Students to provide examples of using nature for existential needs and examples of preserving biodiversity in the biological world of planet Earth	Discussion and presentation from the groups	Group activity	A4 paper and a pen.
10 minutes	Working phase/ Knowledge transfer	Reflection: Each student should envision three wishes and activities (the wishes and activities should be realistic and achievable) for solving environmental problems and raising ecological awareness, specifically for their immediate surroundings, their country, and the entire world.	Individual presentation and discussion	Individual activity	A4 paper and a pen.
20 minutes	Working phase/ Knowledge transfer	Result: The students create a model of positive practice for environmental education in schools that could have positive effects on the development of ecological awareness among children and young people for the protection of nature.	Presentation from group work	Individual and group activity	Flip chart, marker

Examples for phases:

- Introduction
- Working phase
- Knowledge transfer

Examples for Social Form:

- Individual-work
- Pairs
- Group-work

Retrospective lesson analysis

- ♣ Is an evaluation of the Teaching - Training Setting planned?
- ♣ How can the experiences I have made improve my teaching?