

IDEA CARDS



Problem-based & Real-world Issues



COMMUNITY SCAVENGER HUNT

Learners observe their surroundings to identify sustainability issues (e.g., waste management, energy use, or water scarcity) and document their findings with photos or notes.

Problem-based & Real-world Issues



NEWS ANALYSIS ACTIVITY

Assign learners to research local or global news articles on sustainable development issues and present the problem in class.

Problem-based & Real-world Issues



COMMUNITY INTERVIEWS OR SURVEYS

Learners conduct interviews with community members or distribute surveys to understand the community's most pressing sustainability challenges.

Problem-based & Real-world Issues



CASE STUDY EXPLORATION

Provide learners with real-world case studies from the local area or similar contexts to analyze the connection between the issue and the community's needs.

Problem-based & Real-world Issues



FIELD VISITS OR IMMERSION

Organize visits to local sites (e.g., recycling centers, water treatment plants, or farms) to observe issues firsthand and engage with stakeholders.

Problem-based & Real-world Issues



GUEST SPEAKER

Invite local community members or experts to share their experiences and challenges related to sustainability.

Problem-based & Real-world Issues



ROLE-PLAYING SCENARIOS

Learners role-play as community members or stakeholders to understand the issue from different perspectives and practice problem-solving.

Problem-based & Real-world Issues



MEDIA

Provide resources such as videos, articles, or interactive simulations to help learners build foundational knowledge about the problem.

Learner Participation



GOAL-SETTING WORKSHOP

At the beginning of the lesson or project, have learners brainstorm and propose learning objectives based on their interests and understanding of the topic.

Learner Participation



LEARNER LESSON CO-DESIGN

Present the lesson framework, and let learners choose how to explore topics.

Learner Participation



LEARNING JOURNALS

Have learners maintain personal logs to document their progress, challenges, and reflections on their learning journey.

Learner Participation



SELF & PEER ASSESSMENT

Encourage learners to evaluate their own and their peers' contributions to the project. Provide clear rubrics for guidance.

Learner Participation



LEARNER-LED CONFERENCES

Arrange sessions where learners explain their learning outcomes to teachers, peers, or even parents, showcasing their ownership of the process.

Learner Participation



VISION MAPPING

Learners create individual or group vision boards illustrating what they want to achieve in the lesson or project. Combine their visions to outline shared objectives.

Learner Participation



TEACH BACK

Learners research a part of the topic and teach it to their peers, taking full ownership of their learning and presentation.

Learner Participation



LEARNING MARKETPLACE

Learners brainstorm mini-project ideas related to the topic and "pitch" their ideas to peers. The class votes on which ideas to pursue, encouraging buy-in.

Empathy



STORY EXCHANGE

Pair learners and have them share personal stories. Each student then retells their partner's story as if it were their own.

Empathy



DIVERSE GROUP WORK

Create teams with varied perspectives and assign them a shared task that requires understanding and cooperation.

Empathy



BOOKS AND FILMS

Use literature and documentaries that showcase diverse perspectives. Follow up with discussions or reflective journaling to deepen understanding.

Empathy



EMPATHY MAPPING

Learners create empathy maps or visual representations of another person's emotions, needs, and challenges based on interviews or research.

Empathy



LETTER WRITING

Assign learners to write letters from the perspective of someone experiencing hardship or social injustice.

Empathy



SHADOWING

Have learners spend a day with someone in a different profession, socioeconomic class, or cultural background to understand their daily experiences.

Empathy



EMPATHY DIARIES

Learners document daily acts of empathy they observe or practice themselves.

Empathy



REFLECTION PROMPTS

Use reflective prompts such as:

- What surprised you most about their story?
- How would you feel in their situation?
- What actions could you take to help?

Community Engagement



COMMUNITY NEEDS ASSESSMENT

Guide learners to conduct surveys, interviews, or focus groups with community members to identify their most pressing sustainability issues.

Community Engagement



COMMUNITY WALKS

Organize a community walk or field visit where learners observe and document challenges faced by affected populations in real contexts (e.g., waste management in urban areas).

Community Engagement



PHOTO VOICE

Ask learners to take photographs during community interactions to visually capture the lived experiences of affected populations and use them as prompts for discussions and reflections.

Community Engagement



INTERVIEW & OBSERVATION

Conduct interviews and observations. Include exercises where learners ask open-ended, empathetic questions to community members.

Community Engagement



FOCUS GROUPS

Teach learners how to organize and lead focus group discussions with community members to better understand their perspectives.

Community Engagement



FEEDBACK LOOPS

Encourage learners to present their initial ideas or prototypes to the community and gather feedback to refine their solutions.

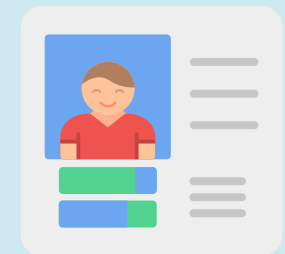
Community Engagement



SOLUTION PITCH WITH COMMUNITY INPUT

After designing their solutions, learners must explain how their understanding of the affected populations influenced their choices. Include a component where community members can validate the solutions.

Community Engagement



USER PERSONA

Ask learners to develop user personas based on their interactions with community. Their solutions must directly address the specific needs and challenges outlined in the persona.

Regional and Cultural Relevance



CULTURAL CONTEXT MAPPING

Have learners research and map the cultural values and traditions of the community involved in their project. Discuss how these values influence local practices and decision-making.

Regional and Cultural Relevance



TRADITIONAL PRACTICES EXPLORATION

Ask learners to explore and document traditional practices related to the topic, such as water conservation, food preservation, or communal resource management.

Regional and Cultural Relevance



INDIGENOUS KNOWLEDGE RESEARCH

Assign learners to investigate and present how indigenous knowledge is used to address sustainability issues, such as herbal medicine, sustainable farming, or natural disaster mitigation.

Regional and Cultural Relevance



CULTURAL FIELD VISITS

Arrange visits to cultural sites or museums to help learners understand local cultural practices and their relationship to sustainability.

Regional and Cultural Relevance



MULTILINGUAL LEARNING MATERIALS

Provide learners materials in the local language or include translations to make them more accessible to the community.

Regional and Cultural Relevance



CULTURAL ART INTEGRATION

Use local art forms, such as music, dance, or crafts, as part of the learning process to contextualize sustainability issues within the community's cultural framework.

Regional and Cultural Relevance



CROSS-CULTURAL GROUP WORK

Pair learners from different cultural backgrounds and have them share how their cultures address similar sustainability challenges.

Regional and Cultural Relevance



LOCAL ARTISANS

Learners create art works with local artisans to understand how cultural values align with sustainable practices.

Interdisciplinarity



THEMATIC PROJECTS

Assign projects that require learners to apply concepts from multiple disciplines (e.g., combining engineering and social science to design sustainable housing).

Interdisciplinarity



STEAM INTEGRATION

Incorporate STEAM (Science, Technology, Engineering, Arts, and Mathematics) activities, such as designing eco-friendly art installations that promote environmental awareness.

Interdisciplinarity



CROWDSOURCING

Combine ideas from multiple groups into a single, unified project, with each group contributing a different component.

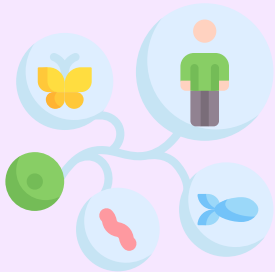
Interdisciplinarity



MENTORSHIP PROGRAM

Pair learners with mentors from different disciplines to guide them in their projects, offering insights from varied perspectives.

Interdisciplinarity



SYSTEMS MAPPING

Have learners create systems maps showing the interconnected elements of a sustainability issue, such as the relationship between climate change, economics, and social justice.

Interdisciplinarity



RIPPLE EFFECTS

Assign learners to analyze the ripple effects of a sustainability challenge (e.g., how deforestation affects biodiversity, local economies, and climate).

Interdisciplinarity



DIGITAL STORYTELLING

Have learners create digital stories that require research and creative input from various disciplines.

Interdisciplinarity



BUSINESS PLANNING

Learners create business plans for sustainable products, integrating economics, environmental science, and marketing.

Collaboration



COMMUNITY CO-DESIGN WORKSHOPS

Facilitate workshops where learners and community members collaborate to identify problems and brainstorm solutions.

Collaboration



GALLERY WALKS

Groups display their work, and peers move around the room to provide constructive feedback using sticky notes.

Collaboration



SHARED WHITEBOARDS

Use collaborative tools like Miro or Jamboard for brainstorming and planning in real-time.

Collaboration



ESCAPE ROOM CHALLENGES

Develop an "escape room"-style activity where learners solve interdisciplinary puzzles collaboratively.

Collaboration



REAL-LIFE PRODUCT DEVELOPMENT

Learners collaborate with industry professionals to develop a tangible product or service addressing a community need.

Collaboration



THINK-PAIR-SHARE

Learners think about a question or problem individually, discuss their thoughts with a partner, and then share their ideas with the larger group.

Collaboration



FEEDBACK IS A GIFT

Pair learners to review each other's work and provide constructive feedback.

Collaboration



ROTATING ROLES

Rotate roles within the group, such as leader, notetaker, or timekeeper, to ensure everyone gains diverse skills and perspectives.

CHECKLIST

Questions

Problem-based and Real-world Issues

Do the learners get to identify a real-world problem/issue related to sustainable development?



Problem-based and Real-world Issues

Do the learners have prior knowledge and skills to understand the issue and identify solutions? If not, what prerequisite lessons are required?



PROBLEM-BASED AND REAL-WORLD ISSUES CHECKLIST

Problem-based and Real-world Issues

Is the problem/issue coming from the real needs of the community members?



Community Engagement

Does the learning activity give special attention to underrepresented groups in the community? Is the programme inclusive?



Community Engagement

Is the learning activity engaging the community members?



COMMUNITY ENGAGEMENT CHECKLIST

Community Engagement

Is the problem/issue coming from the real needs of the community members?



Learner participation

**Do the learners
participate in designing
the learning process?**



Learner participation

**Are there any mechanisms to
ensure the ownership and
responsibilities of learners for
their learning outcomes?**



LEARNER PARTICIPATION CHECKLIST

Learner participation

**Do the learners
participate in setting up
the learning objectives?**



Collaboration

Does the learning activity leverage everyone's strengths to achieve common goals?



Collaboration

Does the learning activity involve collaborative projects where learners work with stakeholders from different academic backgrounds to solve sustainability problems?



COLLABORATION CHECKLIST

Collaboration

Does the learning programme facilitate meaningful interaction and dialogue between learners and external stakeholders, such as community members or industry professionals?



Interdisciplinarity

Does the learning activity involve experts from different disciplines to provide interdisciplinary views on sustainability issues?



Interdisciplinarity

Are the learners provided with opportunities to practice systems thinking to understand the interconnectedness of the sustainability issues?



INTERDISCIPLINARITY CHECKLIST

Interdisciplinarity

Are the learning activities designed to integrate knowledge and methods from multiple disciplines to address sustainability challenges?



Empathy

Does the learning programme include a profiling activity or on-the-ground interaction to understand and share the feelings of the affected populations (or community members who face the sustainability issues or climate change impacts)?



Empathy

Are learners trained to use participatory methods, such as interviews or observations, to authentically understand the lived experiences of community members?



EMPATHY & COMMUNITY ENGAGEMENT CHECKLIST

Empathy

Does learners' understanding of the affected populations reflected in the solutions?



Regional and cultural relevance

Do the entire learning process and activity acknowledge and respect the cultural values of the community?



Regional and cultural relevance

Do the learning activities provide learners with the opportunity to look into the Indigenous knowledge and culture of the community in solving sustainability issues?



REGIONAL AND CULTURAL RELEVANCE CHECKLIST

Regional and cultural relevance

Do the learning activities leverage the cultural and linguistic strengths of the community? (e.g. providing the learning materials in local language)



Problem-based and Real-world Issues



Learner Participation

Empathy

Community Engagement



Regional and Cultural Relevance

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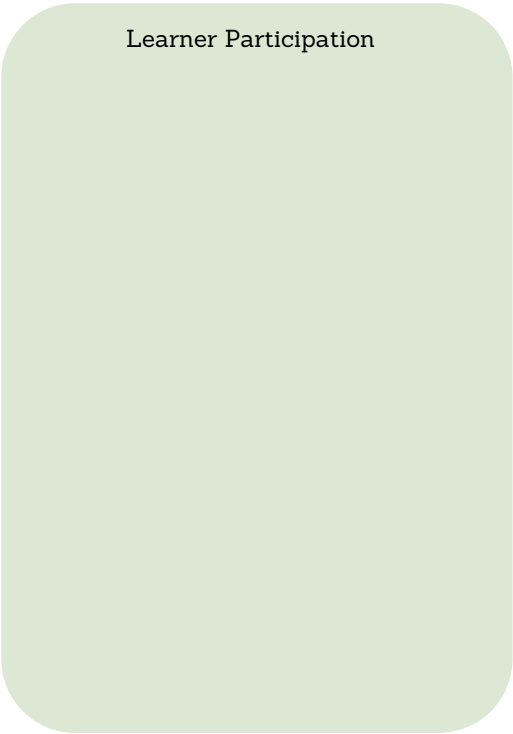
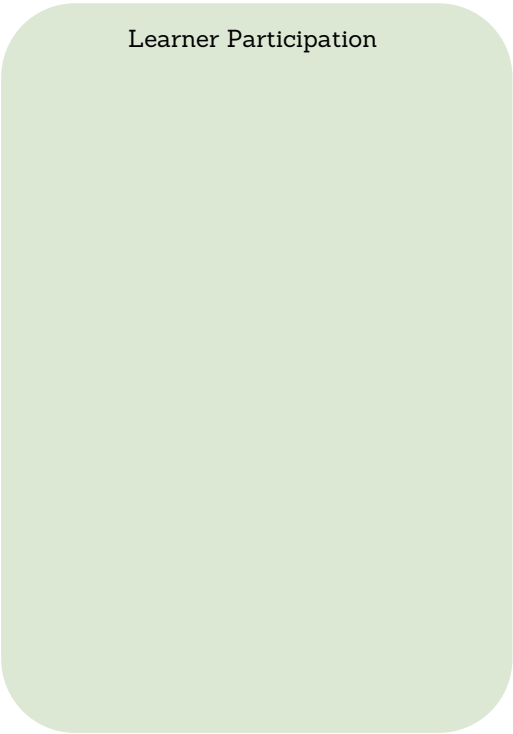
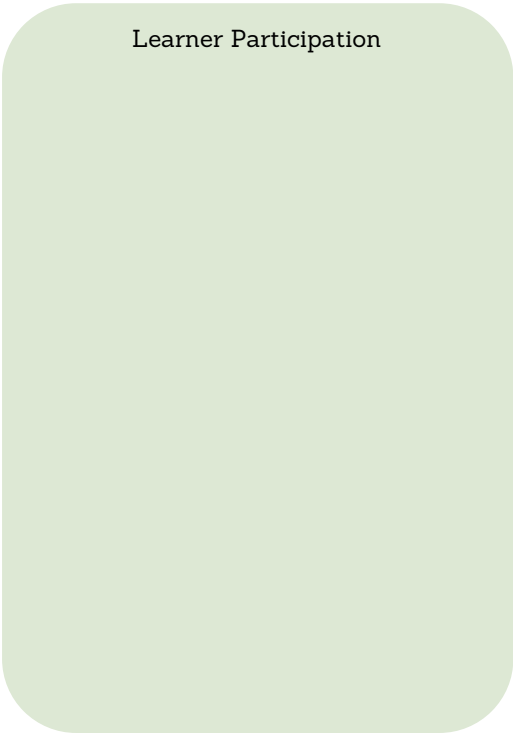
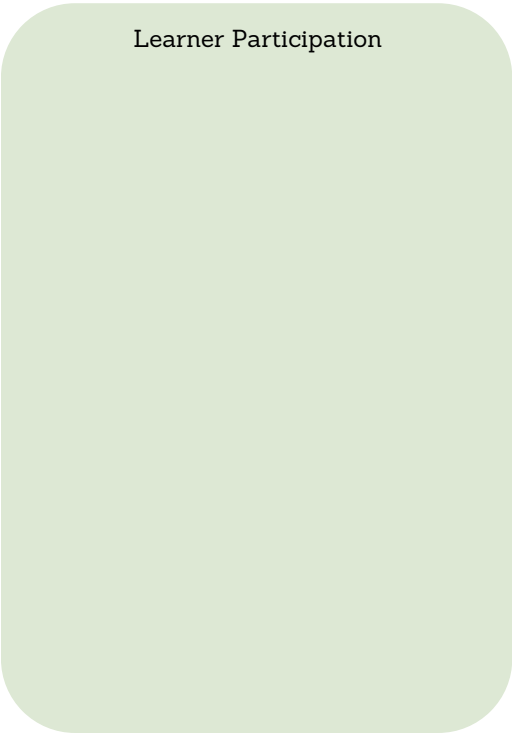
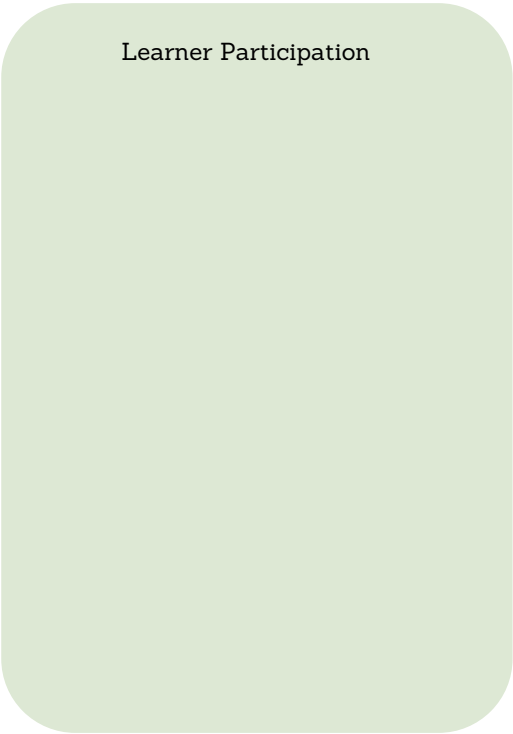
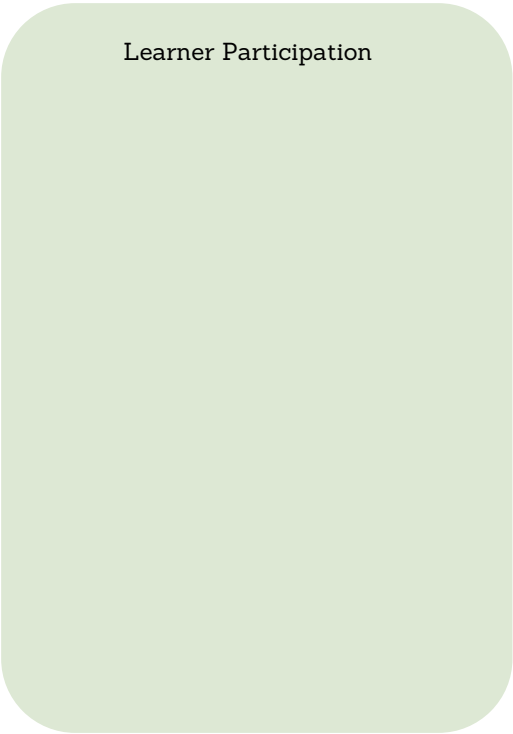
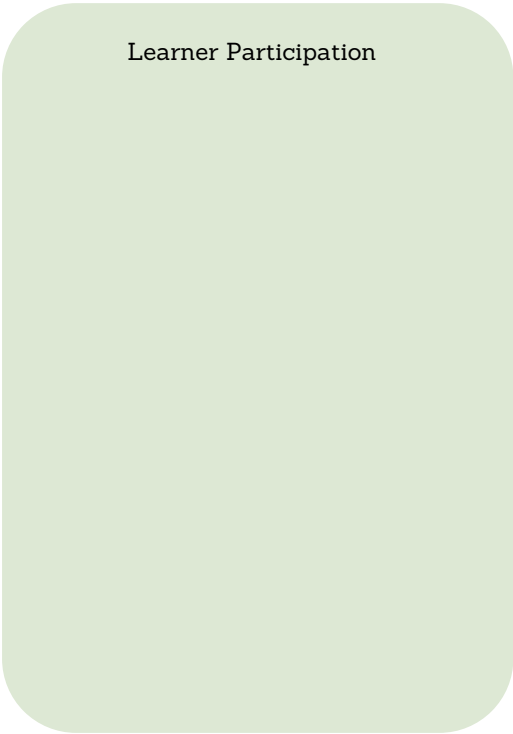
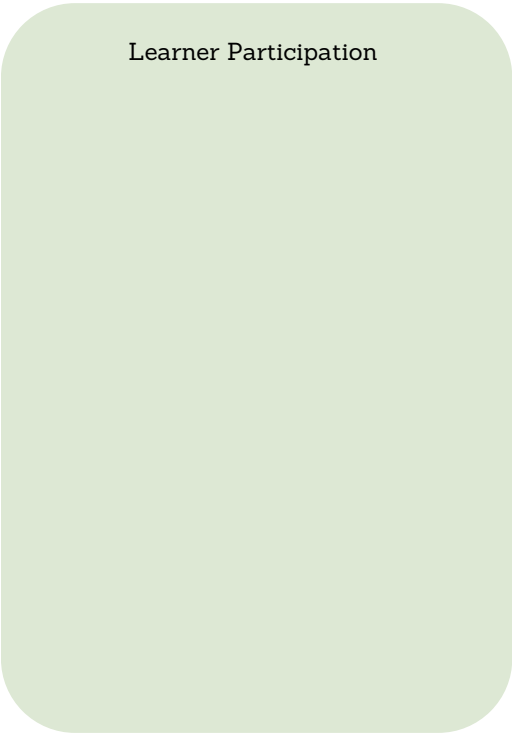
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