Digital Destiny Training Module 1 – Fundamentals

Lesson Plan

OUTCOMES	Question & comments
- Is aware of the pedagogical principles underpinning the didactical tools offered - Acknowledges that societal issues are a rich learning context for students. - Recognizes environmental, economic and social consequences of societal issues - Is able to connect a specific societal issue to different subjects - Acknowledges the power and/or power of (sustainability) stories as a context learning	

BRIEF DESCRIPTION OF CONTENT (*name*)	Question & comments
Teachers learn about the fundamental concepts regarding ESD: the meaning of sustainable development and education for sustainable development. They learn about the importance and relevance/value of societal issues for ESD and their teaching practice. They are introduced to the pedagogical principles that will help them to build and create a powerful ESD learning environment: The Five Principles Are: 1. **Stimulating learning through societal issues** by helping learners connect to relevant issues in their close environment, community, country or globally. 2. **Stimulating learning through thinking** by offering learners experiences with the design of effective thinking strategies. 3. **Stimulating learning through interaction** by encouraging learners to engage in interactions and experience the richness of diversity.	

4. **Stimulating learning through reflection and evaluation** by developing a thoughtful process of reflection on both process and outcomes
5. **Stimulating learning through meaningful learning approaches** by engaging learners in their own process of making meaning/sense of their worlds

DURATION	BRIEF SCRIPT (*name*)	Question & comments	Tools
20' (at home)	Assignment for the participants: - Watch Flipped Classroom Video for Module 1 - Pre-reading of the pedagogical framework and visual - Review Lesson Planning Template and explanatory document		
5'	PLENARY **Welcome participants to the training** **Introduce Digital Destiny and 5 pedagogical principles** **Introduce method of the training (experiential, digital, reflective) and objectives** Objectives: • To build a learning community by getting to know each other • For you to be able to recognize when the digital destiny pedagogical principles are at play		Suggested introductions: Participant name, country of birth, in which grade you currently teach and your favorite ice cream flavor. Suggested Ice Breaker: Using randomspinwheele.com Spin the wheel, participants raise hand for yes 1. Do you like piña coladas? 2. Do you ever talk to yourself? 3. Do you think you would be a good ninja?

15'	• To plant seeds on how to integrate societal issues into your classrooms as a tool for relevant and engaged learning • Begin to consider how the Digital destiny pedagogical principles can enhance your learners' experience in the classroom **Introductions** Create opportunity for participants to meet each other **Ice Breaker** Facilitate and icebreaker to build a more comfortable learning community.		4. Do you ever narrate your life inside your head as if you were in a movie? 5. Do you sing in the shower? 6. Have you ever had a crush on a cartoon character? 7. Have you ever told a crazy lie to a child? 8. Do you have kids? 9. Have you ever met a celebrity? 10. Have you ever been in a band? 11. Have you known any of your friends since childhood?
20'	**Activity 1.0** *Venn Diagram* PLENARY The objectives of this activity are to introduce participants to a range of societal issues and how they are relevant to their and their students' lives. 1. Each participant chooses a societal issue (from classroom) and places it on the venn diagram 2. Ask volunteers to move an issue and explain why they moved it. 3. Invite all participants to move their issues 4. Discuss Personal reflection: 1.1		12. Have you ever gotten a speeding ticket? 13. Are you a twin or triplet? 14. Have you ever written a song for someone? 15. Do you bake? 16. Have you ever lived in another country? 17. Do you speak more than 2 languages? 18. Do you have any siblings? 19. Have you ever played on a sports team? 20. Have you ever caught a fish? TOOL: Create venn-diagram of social/economic/environmental on interactive platform like miro.com **facilitator takes down all the societal issues for a later vote

	Consider how listening to others talk about societal issues helped you identify or recognize additional societal issues in your classrooms. Answer individually I used to think_____ now I think _____ Ask volunteers to share Points for facilitator reflection: - Societal issues are relevant to our lives and impact us all - Using societal issues in classrooms make learning relevant for students - Can look at these issues from one angle, but in fact all three dimensions are always present - And the fact that societal issues fall on these three dimensions, is why they are seen as complex and interest		
5'	PLENARY **Activity 2.0** **SDG Introduction & Societal Issue Integration** **The Objective of our next activity is that:** - Introduction to UN SDG's - Discover new opportunities for learning when using societal issues as a learning context - Integrate a societal issue into a school subject UN SDG's image slide - Read through the SDGS - Discuss relevance		TOOL:

20'	**Activity:** In pairs, practice thinking about integrating a societal issue within a school subject. Every pair will: • choose one societal issue from the list and one subject. • Think together creatively, about how to integrate the two. • Develop an idea and be ready to share it with the group. • Place your ideas on the digital platform board		Use voting tool lie mentimeter or kahoot to allow participants to prioritize the SDG's by relevance in their classrooms TOOL: Create digital shared space (padlet, miro, mural) for participants to see and be able to manipulate a list: • of school subjects • of societal issues • blank space to put in integration ideas

10'	PAIRS
	  Participants are put into pairs (of different countries):
	  Each pair chooses a societal issue and a school subject/topic.
	  Develop an idea on how you would use your chosen societal issue with your topic.
			Option of lists:
			societal issues:
			• School lunch (access or quality)
			• Gender in sports
			• Homelessness
			• LGBTQ
			• Drinking water
			• Endangered animals
			• Climate change

5'	PLENARY Return to whole group plenary and Pairs present ideas and discuss PLENARY **Reflection on 2.0**		Subjects/topics • Multiplication/division • Addition/subtraction • music • Scientific process/method • Letter identification • Counting • Categorizing/surveying

5'	Objective is to gather feedback on how this activity felt for the participants.		- Mapping - Research/public speaking - Investigating values - Fact or opinion
20'	**VOTE** Use the societal issues participants placed on the venn diagram into digital voting. The winning issue will be used in our next activity.		Suggested method: Use a voting platform like mentimeter and offer emojis for the participants to choose Invite participants to offer support/encouragement to those who are feeling challenged. Ex. Would anyone who chose an emoji that communicated dislike, frustration, or confusion, be willing to share their thoughts with us? Would someone who chose a positive, excited, full of ideas emoji, like to respond or provide support?
	BREAK		
	ACTIVITY 3.0 **Using personal stories** Share winning societal issue Objectives of this activity are for you to: - Connect this societal issue to your own life - Deepen your learning by listening to others - experience the difference between a big issue and a more concrete sub-issue In this exercise you will be thinking about and telling a short story in small groups of 4.		Ex. use mentimeter to create the vote
5'	Instructions: -Take a moment to think about an encounter/experience you had with SOCIETAL ISSUE – -in your small **break-out** groups of four, you will:		

5'	• Take 2 minutes to think about your story • each take a turn describing the encounter/experience so that everyone listening can visualize it. • Each person gets 2 minutes to tell their story. • Please choose a timekeeper to keep time. • Together list the sub-issues/topics that came out of the stories PLENARY Share sub issues on digital platform Discuss together Facilitator reflects on: • connecting a societal issue to personal lives, • sharing stories and listening to other's stories making a large issue concrete. • Pulling out different aspects of the societal issue, called sub-issues • Uncovering the complexity of the issue by listening to one another • Experiencing a method by which to concretize a large societal issue		TOOL: Create digital space with (miro, mural, padlet) where participants can list the sub-issues of the topics that arose in their small groups
25'	Review of Lesson Planning Template • Introduce lesson plan template – explain each section Assignment for module 2		

Funded by
the European Union

	A) watch the video B) In preparation of the second module about dialogue and interaction, look around your classroom, and formulate an answer to the following two questions: • (1) How do you select and bring a topic into the classroom? • (2) How do you let dialogue and interaction happen in your classroom? • Use a platform to collect their answers In Lesson Planning Template fill in • Choose the module/lesson • Choose the societal issue/s		TOOL: Use platform like padlet, miro, mural to collect answers
5'	EXIT TICKET: *Ask a question to gauge understanding, feeling, insight*		Create a google form with the question. Suggested question: *How do you feel leaving this training today?*