Sustainability in your curriculum: identify, improve inspire!

Workshop Checklist

This guide provides some basic advice to help you plan and run an effective workshop with students.

Activity	Who is responsible?	Complete?
Which students will I invite? (e.g. student representatives, postgraduate students, final-year students, non-finalist students?)		❏
Find suitable time/s in students' timetables for workshop		❏
Find time/s that are also suitable for facilitator/s (if possible have 2 facilitators, taking it in turns to ask questions and take notes)		❏
Arrange time slot for workshop (1 hour)		❏
Book suitable room		❏
Invite students		❏
Book refreshments if required		❏
Send reminder email to students the day before the workshop		❏

If only one facilitator is available it may be useful to voice record the session to aid notetaking (if so, you must ask students permission). Free voice recording apps are available to download onto your device.

Refer to your institution's research ethics policies and, if required, ensure you have appropriate approval in advance to collect and use data from the workshop.

Facilitation Tips

Welcome individuals to the

room Explain the purpose

and process

Seek agreement from participants for recording (if required), ensuring you explain how any data collected will be used; ensure your recording device is on

Use open-ended questions and avoid questions that require a 'Yes/No' answer

- *'What do you think about...'*
- *'What benefits do you see associated with this...'*

Encourage all individuals to participate

- *'Does anyone have any other thoughts on this...'*
- *'Has anyone had a different experience with this...'*

Clarify meaning and understanding

- *'That's really interesting, could you explain a little more about what you just said...'*
- *'Is this a recurring issue or was it just a single occurrence?'*

Provide an opportunity at the end for participants to raise questions or issues

- *'Is there anything we haven't covered that you would like to mention?'*
- *'Before we finish, is there anything you would like to add?'*

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Workshop Process

This process sheet offers guidance for running the workshop with students (*italic = script,* normal = action)

Slide	Activity
	Introduction
1 (1mins)	*Thank you for coming, we value your time and participation in this workshop.* *This workshop will give everyone an overview of the theme of Sustainability and Citizenship and offer an opportunity for you to voice your opinions/ideas for ways in which to better incorporate the theme into the curriculum and across the wider university.*
	Interactive activity
2 (5 mins)	*What is the first word/phrase that comes to mind when you hear the term 'Sustainability'?* Can using poll software e.g.Poll Everywhere (link is embedded in the PowerPoint). Poll everywhere which generates a word cloud of responses from students using their mobile devices. The most popular answers appear the largest on screen. (Predicting around 70% of responses to be environment related). Save the word cloud for future reference.
	3 Pillars of Sustainability
3 (1-2mins)	*(Large amount of you have selected words/phrases relating to the environment) Sustainability is so much more than that. Sustainability in a broader sense covers three main areas, known as pillars. These are Social, Environment and Economic. This system is recognised by the United Nations as the definition of sustainability. The concept of the pillars is that if any one pillar is weak or out of balance then the system as a whole is unsustainable!*
	Social
4 (1-2mins)	*It comes down to treating everyone fairly and being a good neighbour and community member, both locally and globally, linking into the concept of Global Citizenship. This is the idea of people have rights and civic responsibilities that come with being a member of the world, with whole-world philosophy and sensibilities, rather than a citizen of a particular nation or place.* *Social sustainability is the ability of society, or any social system, to persistently achieve a good social well-being. Achieving social sustainability ensures that the social well-being of a country, an organisation, an individual or a community can be maintained in the long term.* *Some examples: Smoking, alcohol, poverty, work-life balance, respecting different cultures, volunteering, human rights.*
	Environment
5 (1-2 mins)	*Environmental sustainability means that we are living within the means of our natural resources. To live in true environmental sustainability we need to ensure that we are consuming our natural resources, such as materials, energy fuels, land, and water at rate which will allow future generations to have the same access to these resources. Some resources are more abundant than others and therefore we need to consider material scarcity, the damage to environment from extraction of these materials.* *Some examples: Climate change, prey vs predator, habitat destruction, renewable energy, sea levels, deforestation.*
	Economic

6 (1-2mins)	*Economic sustainability requires that a business or country uses its resources efficiently and responsibly so that it can operate in a sustainable manner to consistently produce an operational profit. Without an operational profit a business cannot sustain its activities. Without acting responsibly and using its resources efficiently a company will not be able to sustain its activities in the long term.*
	Some examples: Impact of Brexit? Trading, profit and loss, tax.

	UN Sustainable Development Goals
7 (1-2mins)	Before changing slide – *These 3 pillars form the basis of the UN Sustainable Development Goals. These goals were created in 2015 with the aim of achieving each of them by 2030. Sustainability relating to curriculum transformation at the university is based on these 17 goals, with each of them*
	mapping to at least one of the 3 pillars of sustainability. Highlight a few of the goals that interest
	you. Direct attendees to the SDGs in Action App. The app describes each of the goals in more detail, provides news related to the different goals and offers the opportunity for you to join/create local, national and International events to help achieve the goals.

	Images
8 (1min intro)	Place **Workshop Collage Resource** sheet on tables around the room. Images range from a personal level to a world-wide issue. Students move around to each of the tables and answers the questions on the next slide.

	Questions to ask about the images
9 (5-8mins)	*Read questions off the slide, ask students to move tables every 1-2 mins or so*

	#Not Sustainable
10 (2-4mins)	Go through all the images, asking the students to answer the questions from the previous slide.

	#Sustainable
11 (2-4 mins)	Go through all the images, asking the students to answer the questions from the previous slide.

	Main activity
12 (10mins)	Hand out the **Workshop Support Resource** document to students in groups.
	Introduce the main activity of the workshop – With this definition of sustainability, and the examples given in mind, in groups think of ways in which sustainability is already incorporated into your course curriculum (if any) and ways you could embed sustainability into your course.
	(For workshop deliverer only) – These responses are a form of student engagement activity that will help them to identify areas of strength and weakness in their dept, as well as generate student co- created ideas of how to make sustainability even more embedded into the curriculum.

	'Am I Sustainable?' activity
13 (5mins)	*Use the QR code or follow the link to the WWF footprint calculator website in order to determine your individual carbon footprint.*
	QR code linked to the WWF carbon footprint calculator. Gives an overall % at the end for your Carbon usage – Compare with rest of your group. Try to get the lowest and largest % from the group. *How could you make small changes that would make your life more environmentally sustainable?*

	Conclusion/ending
	Thank you for attending this session.
	[Repeat information from start regarding how any data collected in the workshop will
	be used] If you have any questions or further comments to add, please contact

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[provide details].

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