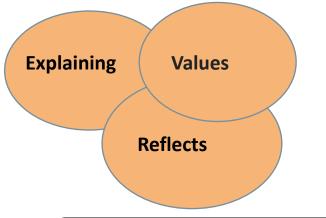
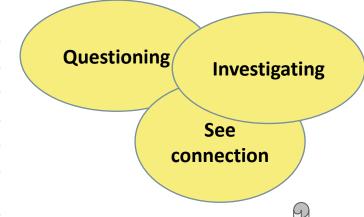


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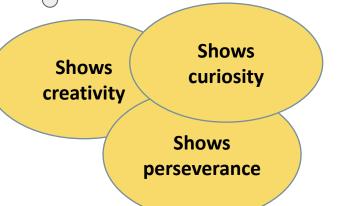
| AREA | COMPETENCE | DESCRIPTOR |
|--|---------------------------------|--|
| Embodying sustainability values | 11 Valuing sustainability | To reflect on personal values; identify and explain how values vary among people and over time, while critically evaluating how they align with sustainability values. |
| | 1.2 Supporting fairness | To support equity and justice for current and future generations and learn from previous generations for sustainability. |
| | 1.3 Promoting nature | To acknowledge that humans are part of nature; and to respect the needs and rights of other species and of nature itself in order to restore and regenerate healthy and resilient ecosystems. |
| | 21 Systems thinking | To approach a sustainability problem from all sides; to consider time, space and context in order to understand how elements interact within and between systems. |
| Embracing complexity in sustainability | 2.2 Critical thinking | To assess information and arguments, identify assumptions, challenge the status quo, and reflect on how personal, social and cultural backgrounds influence thinking and conclusions. |
| Joseph Michiety | 2.3 Problem framing | To formulate current or potential challenges as a sustainability problem in terms of difficulty, people involved, time and geographical scope, in ordinal to identify suitable approaches to anticipating and preventing problems, and to mitigating and adapting to already existing problems. |



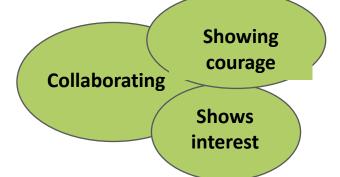
My sustainability skills - Tools for planning and evaluation

Concretization of GreenComp's competencies for a sustainable way of

thinking



| | | eracy | identifying the steps needed to achieve a preferred sustainable future. |
|--|------------------------------------|------------------------------|---|
| | 3. Envisioning sustainable futures | 3.2 Adaptability | To manage transitions and challenges in complex sustainability situations and make decisions related to the future in the face of uncertainty, ambiguity and risk. |
| | | 3.3 Exploratory thinking | To adopt a relational way of thinking by exploring and linking different disciplines, using creativity and experimentation with novel ideas or methods. |
| | | 4.1 Political agency | To navigate the political system, identify political responsibility and accountability for unsustainable behaviour, and demand effective policies for sustainability. |
| | 4. Acting for sustainability | 4.2 Collective action | To act for change in collaboration with others. |
| | | 4,3 Individual initiative | To identify own potential for sustainability and to actively contribute to improving prospects for the community and the planet. |





To reflect on personal values, identify and explain how values vary between people and over time, and at the same time critically evaluate the extent to which these values agree with the

Understands the consequences for taking a stand

Present arguments to justify the

Takes a stand on various sustainability issues

Examines differences and consequences of different ways of acting Ident

ing principles
Identifies
different ways
of acting

Acts

in line with

values of sustainability.

Overall abilities

1:1 Embody

ExplainingHelping sor

Helping someone else understand.

Values

Set things against each other.

ReflectsSeeing a thing from several

Value sustainability

Understands that values vary between people, societies and cultures over time

Identifies values and expresses own

Reflects on how values match the values of sustainability

1:2 **Support justice**To support equality **and**justice for current and
future generations and
learn from previous
generations in order to
promote sustainability.

Overall abilities

Seeing a thing from several

Understands the importance of justice for current and future generations is linked to protecting nature

Respects,
understands and
appreciates
different
cultures

Understands that there are differences between different societies and individuals

to act to change direction

reasons for this

Has knowledge of

Identifies

underlying

how man's impact on nature has increased over time

Support justice

Understands and reflects on personal needs

Explaining
Helping someone else
understand.

Values

Set things against each other.

Reflects

Understands
and reflects on
the needs of
others

Striving for environmental justice

1.3 Promote nature To recognize that humans are part of **nature**, to **respect** the needs and rights of other species and nature in order to restore and recreate healthy and resilient ecosystems

Affects my environment to restore / regenerate Acts to

restore/ recreate **Knows how**

Shows empathy with all living things in nature Realize the

value of all living things I care about

ecosystems can be nature restored/recreated

Promote nature

Sees that nature has value in itself and for us humans

Realize that all basic human needs come from nature

Realize that man cannot survive without a functioning nature

Overall abilities Explaining

Helping someone else understand.

Values

Set things against each other.

Reflects Seeing a thing from several

To see sustainability problems from all sides, to consider time, place and context to understand how different elements interact within and between systems

2.1 Systems thinking

Describes how people's actions affect

I care about how

people affect

Sees that people's actions affect **System**

Knows

cycles

thinking

by different **Identifies** systems system Sees risks and benefits in the different life cycle

Cares about short

and long-term

consequences of

own actions

Sees that I can

influence and

be influenced

Protects

sustainable

systems

Questioning Asking questions. Challenging what is said. **Investigating** Immerse yourself on your own or with guidance. See connection

Pays attention to connections,

between different phenomena.

causes and consequences

Overall abilities

Evaluating information and arguments, identifying assumptions, questioning the status quo and reflecting on how personal, social and cultural background influences people 's thinking and conclusions

2.2 Critical thinking

Dare to have an opinion

Present opinions

Reflecting on why I have an opinion

Critical

thinking

and forms
opinion
accordingly

Examines
Differentiat
e between
fact and

Selects sources

opinion

Reflects on the norms

sources

Overall abilities
Questioning
Asking questions.
Challenging what is said.
Investigating
Immerse yourself on your own

or with guidance.

See connection

Pays attention to connections,
causes and consequences

between different phenomena.

Identifies norms

Questioning and challenging norms

2.3 Problem formulation Articulating actual or potential challenges as sustainability issues, including severity, people affected, time and geographic scope, with the aim of identifying appropriate methods for anticipating and preventing problems and mitigating and adapting to pre-existing problems

questions Dare to ask **Formulates** their questions questions **Problem Overall abilities** Questioning Asking questions.

Dare to ask critical

Overall abilities
Questioning
Asking questions.
Challenging what is said.
Investigating
Immerse yourself on your own or with guidance.
See connection
Pays attention to connections,

causes and consequences

between different phenomena.

formulation
d. pro

Sees that problems can be seen from different perspectives

Gives

suggestions

for solutions

Defines

problems

Sees that the causes and thus the solutions can be seen from

Identifies

what

caused the

different perspectives

Reasons about sustainability from different

perspectives

3.1 Future skills To create alternative sustainable visions of the future by imagining and developing alternative scenarios and identifying the actions required to realize a desired future

Overall abilities Shows creativity Comes up with ideas, implements ideas, improves own and others' ideas and processes them. Shows curiosity Asks questions, seeks information and investigates. Trying, testing different ways. Shows perseverance

Keeps trying despite setbacks.

vision

Visualizes several future scenarios **Fantasizing Fantasize** based on freely about knowledge the future **Future** competence

Visions around needs in a long-term perspective

Reflects on how

sustainable the

measures are

Identifies

measures

Imagine possible

future needs

Values

actions

Sets long-term sustainable goals

3.2 Adaptability Dealing with changes and challenges in complex sustainability situations and making decisions concerning the future in situations characterized by uncertainty, ambiguity and risk

Overall abilities Shows creativity Comes up with ideas, implements ideas, improves own and others' ideas and processes them. **Shows curiosity** Asks questions, seeks information and investigates.

Trying, testing different ways.

Keeps trying despite setbacks.

Shows perseverance

Identifies and expresses own feelings and reasons behind them Sees reasons emotions behind emotions

Customization ability

Identifies

Dealing with

adversity/sacrifice/c

hange

See more

options

Understands that

change is required

Considers and evaluates different alternatives from a sustainability perspective

Changes

my way of

thinking

Make thoughtful sustainable choices

3.3 Exploratory thinking
To establish a relational
way of thinking by
exploring and connecting
different disciplines,
being creative and
experimenting with new
ideas or methods

experimenting with new **Overall abilities Shows creativity**

Comes up with ideas, implements ideas, improves own and others' ideas and processes them.

Shows curiosity
Asks questions, seeks information and investigates.
Trying, testing different ways.

Shows perseverance
Keeps trying despite setbacks.

Processes and compiles the information
Seeks out and collects information

Dare to think outside the box

Dare to think outside the box

challenge the status quo

Dare to

Exploration thinking

Dare to try something new

Dare to fail

Evaluates and improves

Navigating the political system, identifying political responsibility and accountability for unsustainable behavior and demanding appropriate policies for sustainability

4:1 Political ability to

act

Overall abilities Collaborating Listens and contributes with own suggestions and ideas. **Showing courage** Dare to take a stand. Dare to talk in groups. **Shows interest** Asks follow-up questions that deepen and provide more

information. Questioning.

problems Describe yourself and problematize Has factual knowledge **Political capacity for**

Analyzing

Relates to **Knowledge of** democratic democratic processes processes

In front

of ideas

Implement

and follow up

on ideas

Develops and

evaluates ideas

action

Acting for sustainability in accordance with democratic processes

Acting for change in collaboration with others.

4:2 Collective action

actions for the good of the group Identifies roles in a group

Adapts his

See your own role in different groups Collective action

Structures and distributes Plan joint responsibilities action Listening to **Comes with**

Collaborate and

act according to

the group's plan

Collaborating Listens and contributes with

own suggestions and ideas. **Showing courage**

Overall abilities

Dare to take a stand.

Dare to talk in groups.

Shows interest Asks follow-up questions that deepen and provide more information. Questioning.

suggestions suggestions Helps make other people's suggestions better

others

4:3 Individual initiative
To identify one's own
sustainability potential
and actively contribute to
improving the future
prospects for the local
community and the
planet

Overall abilities
Collaborating

Listens and contributes with own suggestions and ideas.

Showing courage

Dare to take a stand.

Dare to talk in groups. **Shows interest**

Asks follow-up questions that deepen and provide more information. Questioning.

Seeing that I can act to make a difference

Sees that my choices (or my inaction) matters
Understands

that choices can be made

Sees that you have both rights and obligations

Make sacrifices for durability

Differentiates between needs and desires

Individual initiative

Identify what you can do

Acting in the best interests of the planet

Affects others

Questions to think about

How have you had the students practice the skills?

How have you seen them learn anything?

Which teaching activities have contributed to training the skills?

Can you benefit from these in your planning of upcoming theme or storyline work?

Put a sticky note next to the skills/bubbles you worked on during the theme
work

Concretization of competences

Green Comp's 12 competencies for a sustainable mindset