




PERSONAL PATHWAYS TO A MORE SUSTAINABLE FUTURE

INCREASE
~~REDUCE~~ YOUR IMPACT



INVEST IN
NATURE + THE
ENVIRONMENT

@brenna-quintan 

SDGs 3, 11 & 15 Melissa

Shall we.....
...plant to encourage butterflies?
.....find out how to compost?
.....leave some of the grass uncut?
.....look for beetles and bees?
.....count the birds that visit the garden?
....plant things you'd like to eat?
..set up a water butt?

Now what else can we do???

Tending the planet
in one garden
- a multigenerational
approach





Motivating others to protect and make changes, regarding what's considered for granted.

Josefina Ramírez

During planet week, families were invited to join the project, sharing on which sdc's they were contributing, and have this conversation with their children, making them aware of the many things they did to take care of our planet.

They could mark with blue or green post its, what they did as a family, covering a planet painted at the school reception, and mark a graph that had pictures of alternative ways of contributing.

Only 20% of families responded after many reminders and motivation through their children

Could imminent danger and view of the situation in our planet as: "bigger as what they can have an effect upon", blind them or make them insensitive?

We used positive images to motivate them (fig.1) but could more graphic effects be more motivating fig 4?

Could a project lead by children and then brought home, have a better number of people involved?



Goal 12: Ensure sustainable consumption & production

Academic and Development Adviser, a role which includes leading workshops on teaching and learning and teacher education

Points of consideration

How to limit data

How to reduce energy in online use

How to switch/ adapt from paper based resources such as flipchart, post its, handouts

How to monitor and promote an environmentally friendly classroom in the context of a staff workshop (with its associated catering: hot drinks, biscuits)

The spiral of human and environmental wellbeing

Jenny Willis



The missing piece



SDG 3: Good Health and Wellbeing - staying well

SDG 15: Life on land - love nature

Pathways to a more sustainable future
2023




2023 Challenge

create a

A Metre of Meadow in your school

Find a patch of ground and go wild, get messy, let it grow.....
watch the native plants take over, track the insects and share
your photos on twitter on

May Day for Sustainability - May 9th

 @Take1_Programme

#maydayforsustainability23 #take1programme

**Take 1
Programme**

Encouraging schools and students to support biodiversity by creating a **'Metre of Meadow'**

Images of progress including plants, insects, bees, butterflies shared on twitter.

Valerie Lewis

15 "Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss"

15 LIFE ON LAND



PATHWAYS TO A MORE SUSTAINABLE FUTURE APRIL – SEPTEMBER 2023

ONLINE MEETING ON THURSDAY MAY 4TH 2023

April - May 2023

June - July 2023

August September 2023

Researched
National Park
Cities

Aim to scale
the idea down
to a back garden

Then evaluate
the outcome
and the process

SDG 3, 5 13,15

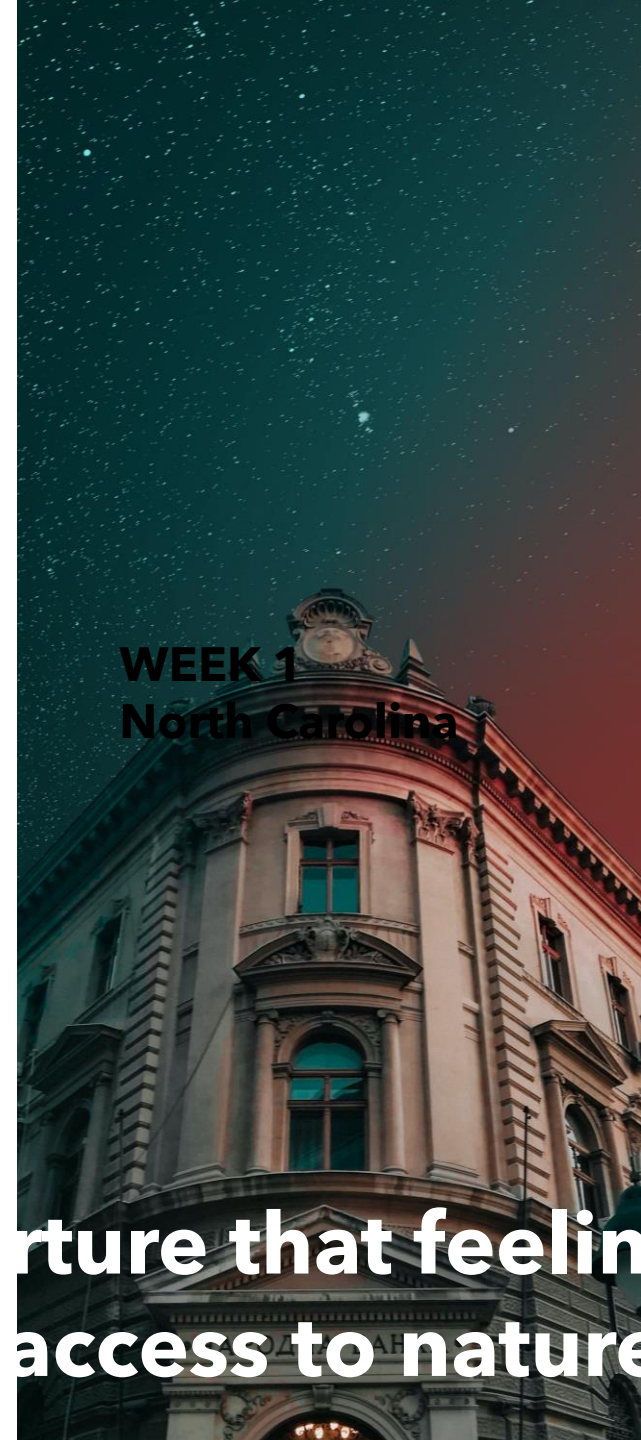


Sutherland Street Helensburgh, Scotland
April 8th 2023

Dory Reeves, Scotland UK



How do we nurture that feeling in cities or for those without access to nature? Linda Miller



**WEEK 1
North Carolina**



Its feeling
CONNECTED
to nature
that creates
Well being



Sustainable Home Gardening

Janet Wolstenholme, University of Guelph, Ontario, Canada

This year I am attempting to try a grow my own herbs and veggies to support a more plant-based diet.

My husband made the raised garden beds for me out of used barnboard and left over cedar planks. I am also using other pots that I have had for many years; some have fruit in already (patio raspberries and blueberries).

This past month (April) I have started planting indoors. The middle picture is of jalapeno peppers (my husband wishes to make his own hot sauce). I am planting in stages for continuous growth and supply. I bought a grow light, for the seedlings as the light in Southwestern Ontario in the winter and this time of the year is too low. The temperature outside is also not conducive to new life either- as you can see in the 3rd picture – after one week of great temperatures (in the 20's C) we had snow!



Changing Mindset – One at a Time

Youth Cleaning up the Environment

**Eleanor Pierre (Canada)
with support from Jeramie
Ramasisir (Trinidad)**

Sustainable Marymount

Catalina Caicedo

Challenge - the management of garbage

SDG #13 Take urgent measures to combat climate change and its effects.

The **InnovaT team** promotes innovation at the School. It convened a group of student Representatives from the Elementary, Middle and High School to define the challenge.

How to motivate the Marymount community to use the bins correctly?

First step - to survey staff and students



SURVEY QUESTIONNAIRE

The teachers:

1. Is it difficult for you to use the garbage cans at school?
2. What do you think could help to identify the bins?
3. What motivates you to use the bins correctly?
4. How do you quickly recognize the use of the bins?

To general service workers:

1. How do you classify garbage?
2. How can we improve garbage classification at school?
3. Why is it important that we correctly classify garbage?
4. What happens to the garbage after it leaves the school?

The students:

1. Is it easy for you to classify garbage? Because?
2. How do you recognize the place where we can put the waste?
3. What strategies do you use to classify your waste at school?
4. How do you recognize the place where we can put the waste?
5. What characteristics could the place where you put the garbage have to make it easier to classify it?

A question of scale Russ Law

Personal: What we buy; what we use; what we do with our immediate environment – think about products of all kinds, including power and how we use it at home

Local: How we use and take care of our immediate environment – our street, our garden, our neighbourhood

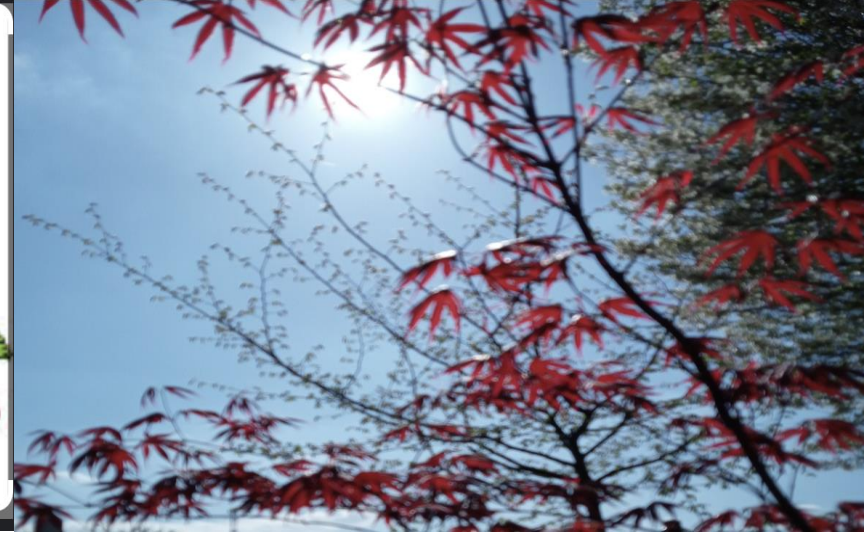
Beyond local 1: Our town, city, county and the decisions of those in charge, eg town planning, skyscrapers in Woking

Beyond local 2: Governmental policies and the impact of our country on the wider world

The world: Policies and politics; international alliances and actions; how these are reported and represented in the media – representation and misrepresentation

Going beyond one's immediate zone, as we are doing.

Last weekend I joined in with the Greenpeace/Extinction Rebellion march over Westminster Bridge. It was a noisy, colourful and musical gathering – all peaceful and good humoured. As I had my best jacket on, I didn't join the people lying in the road where the walk ended near Parliament. There was a placard with the slogan "The planet is getting hotter than Pedro!" – I had to have this explained later. (And the London Marathon the next day was not affected!)



FAST

Or

S-L-O-W

1 or 2 or 3 or 4 or 5
times per day?
Glynn Kirkham



Goal 3: Ensure healthy lives and promote well-being for all at all ages.
Goal 12: Ensure sustainable consumption and production patterns.

How to bring sustainability into our flexible studies?

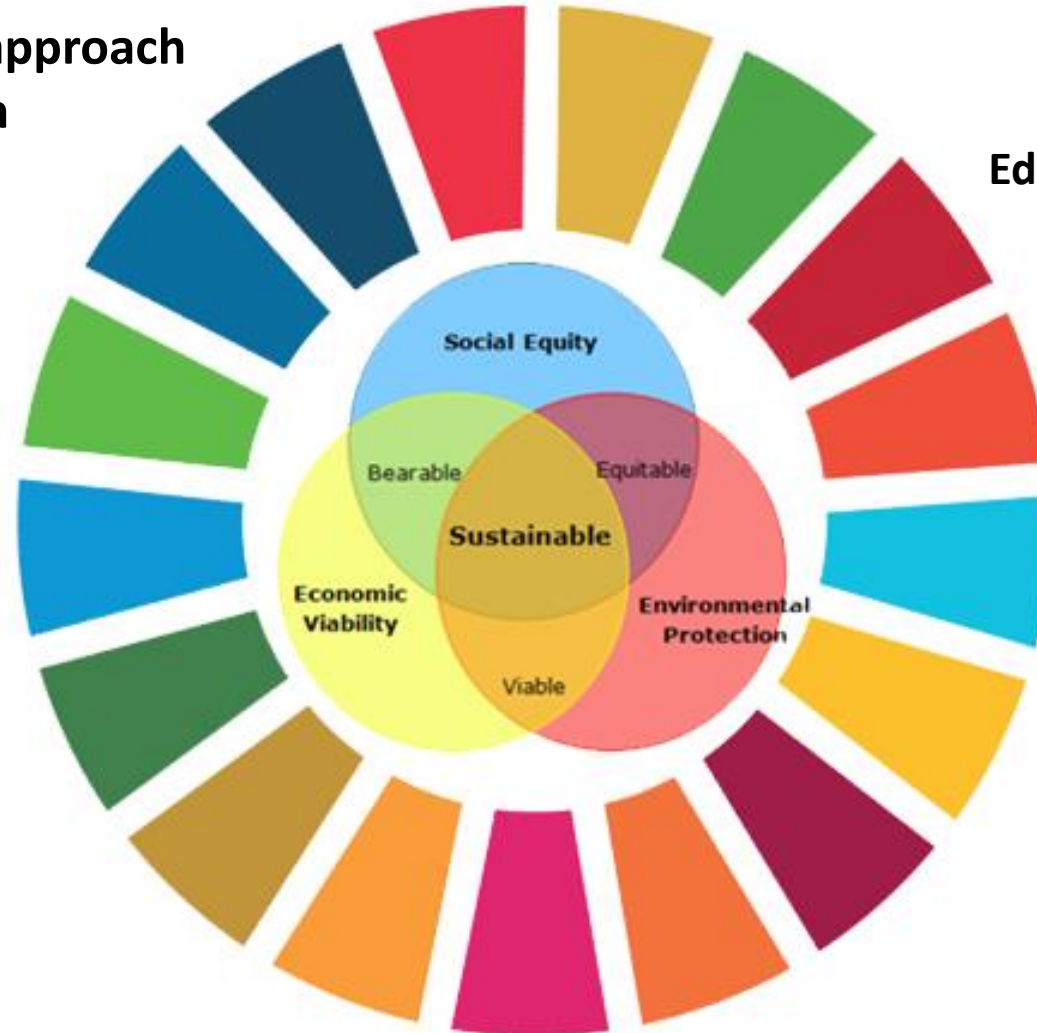
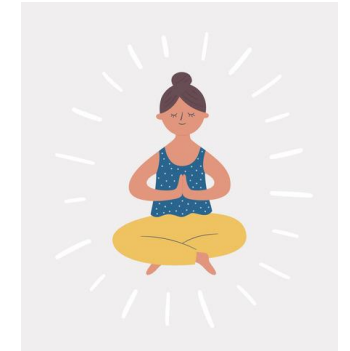
A pilot project exploring an holistic approach to sustainability in flexible education



Education *about* sustainable development



Education *for* sustainable development



Education *as* sustainable development

Irene Thorsplass and Brit Svoen collaborating on a sustainability at work challenge





SDG 15 Life on Land

T15.5 Protect Biodiversity & Natural Habitats

T 2.4 Sustainable Food production

SDG 3 Good Health & Wellbeing

SDG 17 Partnerships for the SDGs

B-Lines (Biodiversity Lines) – are a UK-wide network of 3km wide corridors within which more wildflowers are being cultivated to provide food for insect pollinators and enhance their ability to migrate. <https://www.buglife.org.uk/our-work/b-lines/>

With others, I am involved in a community project to help Betchworth village develop its own B-Line by cultivating lots of wildflower mini meadows. Inspired by the idea I am making my own mini B-Line by:

- 1) Leaving my lawn and an adjacent field unmown to let the wildflowers grow
- 2) Cultivating new wildflower habitats in the field and woodland next to my garden
- 3) Evaluating the effects and learning through the experience of trying to create new wildflower habitats. I will use my Garden Notes Blog to record what happens

<http://www.normanjackson.co.uk/garden-notes/b-lines>

SUMMARY OF PROJECTS TO DATE 04.05.2023

Title / description	Organiser	Partners	Location	SDG
Tending the planet in one garden – a multi-generational approach	Melissa Shaw	Family	Surrey, UK	3 Good health & wellbeing 11 Sustainable cities & communities 15 Life on land
Motivating others to protect and make changes regarding what's considered for granted	Josefina Ramirez	School pupils and their families	Chile	11 Sustainable cities & communities 15 Life on land ???????
How to limit data How to reduce energy in online use How to switch/ adapt from paper based resources such as flipchart, post its, handouts How to monitor and promote an environmentally friendly classroom in the context of a staff workshop (with its associated catering: hot drinks, biscuits)	Victoria Wright	Colleagues – teaching staff	Loughborough, UK	12 Responsible consumption & production
The spiral of human and environmental wellbeing	Jenny Willis	The environment	Surrey, UK	3 Good health & wellbeing 15 Life on land
2023 Challenge Create a metre of meadow in your school	Valerie Lewis	School children and staff	Dublin, Ireland	15 Life on land
Researched National Park Cities, aim to scale to a back garden and evaluate	Dory Reeves	The environment	Scotland	3 Good health & wellbeing 5 Gender equality 13 Climate action 15 Life on land
Sustainable home gardening	Janet Wolstenholme	Garden	Ontario, Canada	15 Life on land????
Changing Mindset – One at a Time Youth Cleaning up the Environment	Eleanor Pierre	Jeramie Ramasir Youth	Canada, Trinidad	15 Life on land????
Sustainable Marymount Challenge - the management of garbage	Catalina Caicedo	School children and staff	Medellin, Colombia	13 Climate action
Norman's mini-B line	Norman Jackson	Betchworth village	Surrey, UK	3 Good health & wellbeing 15 Life on land 17 Partnerships for the goals
A question of scale	Russ Law	Political groups	UK	11 Sustainable cities & communities 12 Responsible consumption & production 15 Life on land 16 Peace, justice, strong institutions ??????
Fast or S-L-O-W	Glynn Kirkham	???	Czech Republic	3 Good health & wellbeing 12 Responsible consumption & production
How to bring sustainability into our flexible studies	Irene Thorsplass and Brit Svoen	HE curriculum	Norway	4 Quality education 10 Reducing inequality

OBSERVATIONS

13 projects

- England, Scotland 6
- Canada 2
- Chile 1
- Colombia 1
- Czech Republic 1
- Ireland 1
- Norway 1
- Trinidad 1

Partners

- Pupils and teachers 4
- Environment 3
- Local community 2
- Family 1
- Colleagues 1
- Unknown 1

Form

- New
- Building on previous ideas
- Nested within or connected to larger projects
- Frameworks for others

Possible themes

- Engaging others
- Scaling down to make it personal

Explicit SDGs:

- 8 address #15, Life on land
- 4 address #3, Good health and wellbeing
- 2 address #11, Sustainable cities and communities
- 3 address #12, Responsible consumption & production
- 1 addresses #4, Quality education
- 1 addresses # 5, Gender equality
- 1 addresses #10, Reducing inequality
- 1 addresses #16, Peace, justice & strong institutions
- 1 addresses #17, Partnerships for the goals