

In conjunction with the process wheel, the sustainability questions form a process tool which can be used to adapt existing, or design new, activities with a sustainability focus. You can use it to plan your lessons, preferably in collaboration with others. Because when we act together, we achieve better results.

# THE SUSTAINABILITY QUESTIONS – MAKING ACTIVITIES MORE SUSTAINABLE

On the following pages, we have compiled a series of practical questions, based on the sustainability dimensions, intended for educational and learning activities.

Reflect on the sustainability questions and use them to adjust your activities, so they become more sustainable.

Together with the process wheel, the sustainability questions show how the UN Sustainable Development Goals are connected, and how the individual SDGs have social, economic as well

as climate and environmental dimensions. Something that can easily be overlooked.

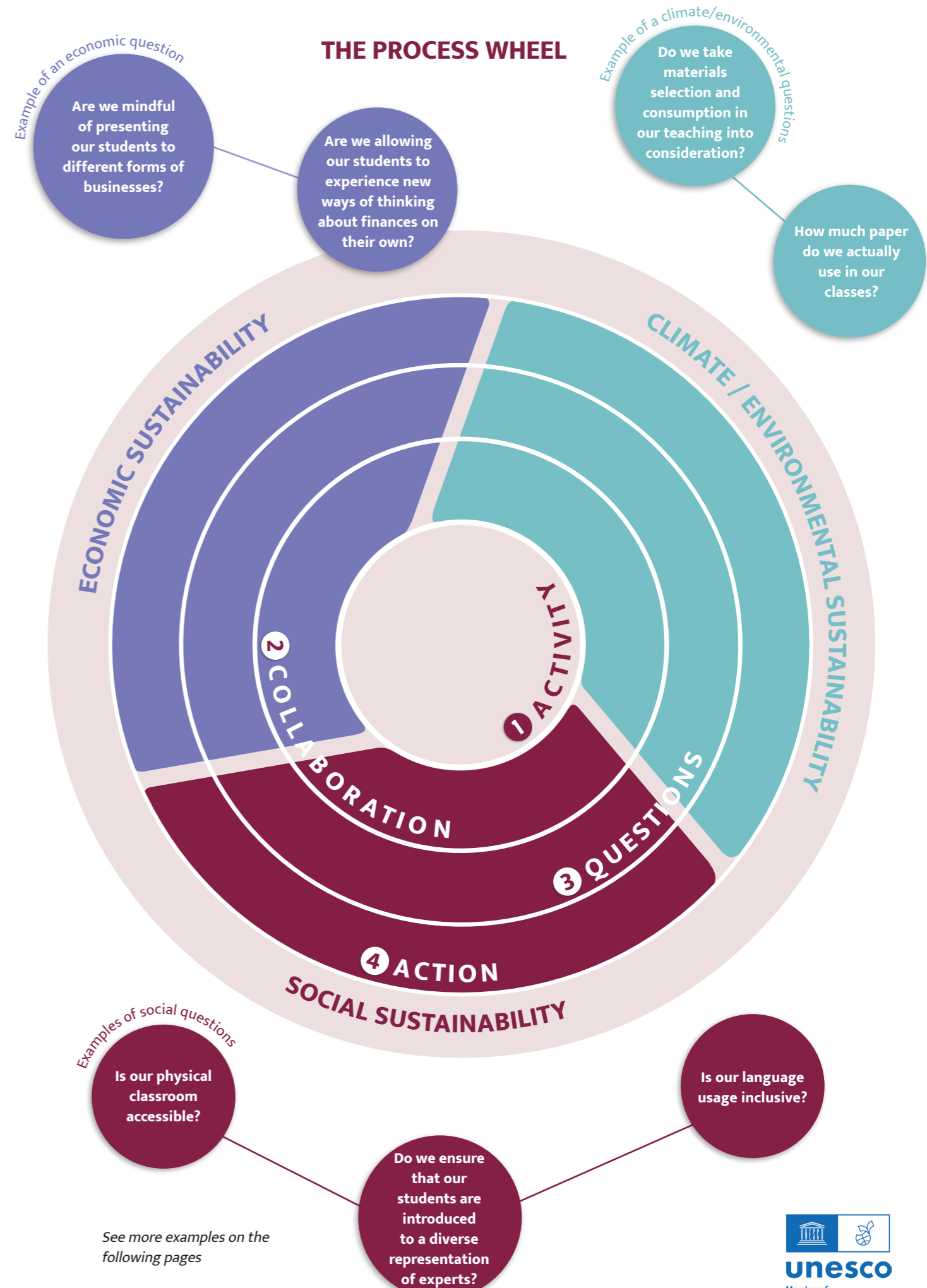
Engage your sustainability mindset: Follow the process, use the guiding questions, and make your educational and teaching activities more sustainable.

## THE PROCESS

- 1 Select an educational or teaching activity
- 2 Find someone to collaborate with
- 3 Adjust the activity, using the sustainability guiding questions (see the following pages)
- 4 Try it out in real life

## EXAMPLE OF PROCESS:

1. I would like to develop an introduction module about the school codex for an IVET course
2. I will collaborate with the school's main subject teachers
3. We will try to work with the sustainability question "Do we ensure broad representation in our visual materials?"
4. Our team will review PowerPoints and presentations to locate stereotypical images, such as males representing bricklayers and females portraying healthcare assistants. We replace these with more diverse and inclusive representations



# SUSTAINABILITY GUIDING QUESTIONS






Here we present you with a selection of questions that can be used to adjust the way you teach and plan events. You can use them in conjunction with the process wheel.





The questions will help you find out if your activities include economic, social, and environmental/climate perspectives. The nature of your answers will be indicative to whether your activities positively contribute to the Sustainable Development Goals. If they do not, then you need to change direction.

In most cases, you will need to prioritise between the dimensions, depending on the current settings. This may bring rise to reflections, new attitudes, and knowledge about what should be changed to reach the 2030 goals. Perhaps you have some questions of your own?









If we want to achieve a more sustainable future, the UN's 17 Sustainable Development Goals require of us to take action.












## ECONOMIC SUSTAINABILITY

QUESTION	ELABORATION/EXAMPLES	GLOBAL GOAL TARGET
Can our lessons (or parts of them) be based on a circular economy mindset?	For example, can we create a local supply chain at our school and in the local community that contributes with resources and removes waste? Can we involve colleagues and/or other stakeholders to achieve this?	17.17. 
Do we expect our students to diversify their economic reflections in, for example, a business case?	For example, if the students are working on a task to start a new company, would we expect the newly acquired equipment and machines to be new or used?	12.6. 
Do we use other examples when considering the use of resources, other than financial gain? (such as well-being, consumption of energy, environmental impact)	Do we, for example, include ecology or fair trade, durability, recyclability, and local production as competitiveness and measurement parameters?	8.4 











Are we introducing alternative economic forms, such as the sharing economy, recycling, re-useability or the environmental bottom line?	Are we for example introducing our students to shared economies and do we measure levels of well-being or circularity in production lines?	12.5 12.8 
Do we show examples of how company work culture can be influenced by changed consumer behaviour?	This could, for example, be companies in the textile, food, or retail industries.	12.8 11.3 
Do we show examples of modern and visionary models, companies, and success parameters, or do we mostly rely on presenting the more conventional ones?	Some examples could be socio-economic companies, cooperatives or companies that use their influence for the greater good.	12.8 
Do we provide an environment in which our students get to experience new ways of thinking about finances?	Do we give our students opportunities to have other elements in mind when we talk about finances? Do we visit companies with a circular economy?	4.4 12.8 
Are we mindful of presenting students with different forms of businesses?	Do we present them to company types such as cooperatives, trading, association-driven?	
Are we mindful of including teaching activities that benefit the local area?	Do we provide examples of job functions/companies that can benefit a local community through, for example, their CSR policy?	
Are we considering how best to use the resources that we already have?	Have we investigated whether our students could contribute with anything which can benefit our teaching, and the rest of us? Do the students have any specific skills in areas that can be beneficial to our shared learning space?	
Does our teaching contribute to students feeling that they can help strengthen the school's finances?	For example, by taking care of the materials and being mindful of the physical environment such as toilets, turning off lights, reducing water consumption, cleaning, etc.	

# SOCIAL SUSTAINABILITY

QUESTION	ELABORATION/EXAMPLES	GLOBAL GOAL TARGET
Is our language usage inclusive?	Does our use of language reinforce stereotypes, or does it give room for expression in different ways? Are we using expressions which reinforce gender stereotypes such as “throw like a girl”, “man up”, “to suffer from man flu” “I need some strong men to help me move this” “there’s a gaggle of women in the corridor”, or “are you real men”?	4.5. 
Do we use language that alienates minorities, certain cultures, or sexualities?	How do we use jokes in teaching/with our students? Is there anyone who might be exposed or be made to feel uncomfortable with our jokes? Is there a group that would feel stigmatised at the expense of a joke that we use? Do we talk about the norms that exist and discuss them with our students? Do we recognise that different privileges exist?	4.5. 5.1.  
Do we ensure a broad representation in our visual materials?	Do our presentations and materials include imagery which represents diversity? For example, do we only include images portraying people who are slim and white, or do we also include minority groups in work clothes? Does our imagery represent an open view of gender, colour, family forms, and body types.	10.4. 
Do we ensure that our students get to meet a broad representation of experts?	Is there diversity in our representation of personal references, presenters, authors of teaching resources? Are most of our external presenters in the technical field males? Are most of our external presenters in the health and care sector mostly women?	4.7 4.5  
Is our physical learning space accessible to all students?	Are our classrooms accessible to people with disabilities such as impaired vision or hearing, as well as people who need to use a wheelchair? Can everyone access and use materials and resources?	4.4 5.c  

Are we actively mindful of how the learning space affects all our students?	Do our students feel welcome in the class? Are we met with derogatory and/or sexualising images, graffiti, drawings?	4.3 4.5  
Do you actively include health and well-being aspects in your teaching?	For example, do you include time for physical activities? Do you help your students to cooperate and form groups?	8.8 8.6  
Are we mindful of including a global outlook?	Do we, for example, include cases from Sweden, Tanzania, or other places in current lessons? What techniques do they use there? Are our students cognisant of differences in norms and work cultures in Denmark and other international workplaces?	3.4 16.7  
Do we contribute to the active citizenship of our students?	How often do we actually remember to connect our teaching to current issues and events? When we build a playhouse, could it be for the local kindergarten? When we practise nail techniques, could it be done at the local retirement home?	4.7 
Are we contributing to the strengthening of our students’ “democratic muscles”?	Do our students get opportunities to involve themselves in our teaching? For example, if we have a technology theme, could any of our students have some competences or special skills in this field? Have we considered how it can come into play in our learning experience?	12.8 
Are we promoting well-being and student independence when we are setting homework and project tasks for our students?	For example, do we consider that some students work in the evening or during the weekend and therefore may not always have time to reschedule such activities for tasks with short deadlines?	16.7 4.7  
Are we contributing to many types of students being given opportunities to participate?	For example, are we mindful that our students learn through a variety of senses? Do we consider this when we differentiate both in levels of difficulty and in task types?	10.3 

# CLIMATE / ENVIRONMENTAL SUSTAINABILITY

QUESTION	ELABORATION/EXAMPLES	GLOBAL GOAL TARGET
Do we take an ongoing and recurring position on green transition or green opportunities? Both in our teaching and in other areas of school operations?	Can we utilise the materials we work with on a daily basis more wisely, for example by minimising waste? Is there ongoing cooperation between management and employees on greener operations?	13.3. 
Is student investigation of the climate footprint of materials an integral part of our courses?	For example, do we use a program that students can use to calculate the climate footprint?	12.8 11.7  
Do we provide our students with the tools to find answers to their sustainability-related questions themselves?	Are they familiar with the most common labelling and environmental assessments, such as the Nordic Eco label, Fairtrade or FSC? Are they, for example, familiar with DGNB or Cradle to Cradle?	12.8 4.7  
What is our position on material selection and consumption in our teaching?	Are we making use of the residual material's application potential? Do we teach the students how to use the materials in the most sustainable way via, for example, work planning and attitude processing? Do we set criteria for this during the course do we grade our students on it?	12.7 11.6  
Do we have the option of sorting waste in the learning room?	Does the school provide students with opportunities to sort waste/resources into enough fractions, and does the school take the lead in showing the way to more recycling? Do we present the students with the waste hierarchy (also known as the waste pyramid) and do we use it ourselves at our school?	12.5 
Do we turn off lights, electronics, and heating when we leave the room?	Do we have standards for how much heat is used or when the electronics must be switched off?	12.5 12.2  

Do we provide our students with opportunities to reuse and/or upcycle the materials they use in class?	For example, can we design a module where the students are only allowed to use recycled or upcycled materials? Do students also learn about downcycling when we teach them about upcycling?	12.5 
How much paper do we actually use in our teaching?	Do we use recycled paper, and should we have a limit to how much we can print? Can we replace paper with other tools that can perform the same function? Should we be able to see how much paper we use in class?	12.2 
Would it be possible to make an agreement with local suppliers regarding materials?	In which areas could it make sense to make agreements with local suppliers? For example, do we have an agreement with the local sawmill, businesses, or the local recycling plant?	12.2 
When we face challenges regarding resource usage and storage, do we challenge the structural measures that make it difficult?	Do we ourselves have ideas on how we can improve our operations, and do we have a dialogue with the operating staff? Do we talk to management when we discover structural barriers such as insufficient or incorrect sorting of waste/resources, or when our suppliers do not live up to the ambition of a green agenda?	17.17 
Do we introduce our students to alternative energy sources, methods, and solutions in our teaching?	Do we introduce our students to different methods of construction, for example comparing a conventional method with an environmentally friendly one? Do we keep ourselves up to date on new trends in our subjects, and do we pass this knowledge on to our students?	12.7 16.6  
Do we involve our students in the choice of materials? Maybe they know something that we don't?	Are we open to our students' suggestions, and do we remember to ask them? Do we give them the opportunity to investigate alternative solutions in class?	16.7 
How do we work with data usage?	Have we investigated the impact of data usage on our carbon footprint? See for example <a href="http://www.klimaklogt.dk/guides/dataforbrug/">www.klimaklogt.dk/guides/dataforbrug/</a>	4.7 