

# ESD LEARNING EXPERIENCE TEMPLATE

When planning an ESD learning experience or working within the curricular outcomes, it is helpful to incorporate the following information and pedagogy.

<b>Checklist Criteria for an ESD Activity</b>	
<b>Activity meets criteria</b>	<b>Criteria</b>
	The activity
	■ addresses economic factors
	■ addresses human health and well-being (social-cultural factors)
	■ addresses environmental factors
	■ is value driven
	■ provides critical thinking and problem solving opportunities
	■ allows for "multi-methods": words, art, drama, debate, experience
	■ engages in participatory decision making
	■ addresses locally relevant as well as global issues
	■ uses culturally appropriate language

## Template Format

This is a standard format that may be modified to meet individual needs.

<b>Template Format with Descriptions</b>
<b>Grade Level</b> —Identify the grade or grades involved in the activity.
<b>Guiding Questions</b> —Use guiding questions to focus the activity. It is often useful to start with what you want the students to learn, and then work backwards to craft the activities so that they meet the objectives.
<b>Subjects</b> —Design activities so they meet curriculum objectives. While the activities will focus on sustainable development objectives, other learning objectives will also often be met.
<b>Setting</b> —Establish the setting information. This helps in planning the activity (e.g., inside the classroom, outside on the schoolyard, or off of school property).
<b>Duration</b> —Establish how long it will take to complete the activity to give an idea of the approximate amount of time it will require.
<b>Group Size</b> —Exchange ideas in small groups for at least part of the time.
<b>Vocabulary</b> —List curriculum words and additional words that are relevant to the activity. Vocabulary teaching methods include word splashes, word/picture card matching, definition lists, crossword puzzles, and explaining the word’s definition at the required time.
<b>Materials</b> —Provide a list of items required for the activity.
<b>Safety</b> —Review school and divisional policies. If students are travelling beyond the classroom, visit proposed areas beforehand to ensure there are no safety hazards.
<b>Preparation</b> —Review the steps listed in the Preparation section regarding getting ready for the activity.
<b>Activity</b> —Review the step-by-step method for doing the activity in the Activity section.
<b>Debriefing</b> —Ask the student pre-planned affective and cognitive questions in the debriefing session after the activity.
<b>Post Activities</b> —Engage in post activities (sometimes called follow-up activities) after the activity. Sometimes post activities are separate from the main activity, sometimes they are included in the main activity, and sometimes they are part of the extensions.
<b>Extensions</b> —Review the list of activities related to the main activity. They may include follow-up activities.

## Template Format (Blank)

**Grade Level**

**Guiding Questions**

**Subjects**

**Setting**

**Duration**

**Group Size**

**Vocabulary**

**Materials**

**Safety**

**Preparation**

**Activity**

**Debriefing**

**Post Activities**

**Extensions**