

FN-DS01-IN03

FOSTERING POSITIVE ATTITUDES WITHIN THE TEACHERS AND WHOLE SCHOOL PERSONNEL TOWARDS SUSTAINABILITY EDUCATION

Primary and lower secondary school = comprehensive school

Engaging and promoting positive attitudes among the whole school community for promoting sustainability were brought up as one of the key issues in SCTs and SCCs. Different acts, 4 campaigns were organised to make sustainability visible and to activate students in acts for sustainability. The 1st campaign "sustainability Christmass calendar" included info slides motivating people for sustainability actions in 2023. This intervention failed in visibility due to technical issues. This was further developed to a 5 week campaign competition in spring 2024 to boost small, but meaningful acts for sustainability like raising awareness about fast fashion, promoting biking, favoring vegetarian food and activities in nature. The campaign was co-created and designed together with lower secondary school students and researchers. The students were familiarised with different motivation profiles and they designed communication slides during a whole day meeting. The students were responsible of sharing the information, creating an Instagram-account for the competition and evaluation the results of the competition. The campaign designed by lower secondary school students was launched also in primary school, where classes were competing with each other. This 5 week campaign failed in lower secondary school due to poor communication and technical problems in Instagram. However, in primary school it went better in those classes where teachers were actively involved and encouraged their students to participate. The problem of this campaign was timing: campaign was realised during the most hectic



weeks in the end of the school year, when all the extra activities take place. Perhaps if the teachers had been more engaged in planning this problematic timing would have been better considered. New campaigns were planned for the autumn term 2024 and realised during the school term 2024-2025, crical consumerism, recycled toys market for primary school and immaterial gifts campaign for lower secondary before Christmass and big Earth Hour 2025 campaign for the whole school and this campaign challenge spread to other 2 schools. In these last campaigns teachers were more involved and designed the campaigns with the students.

Relevant difficulties

Hectic school life, lack of time for extra activities, planning interesting meetings for students, not too much talk, but concrete action, and integrating activities that improve social relations within the students' teams. Communication issues, how to inform about the campaigns.

Resources

Human	
Time	
Costs	

Analytical Framework

Individual Competences

Understanding of the relevance of sustainability (systems thinking), motivation and knowledge about how to act for sustainability. Critical awareness of current practices and lifestyles' unsustainability. Communication, positive approach, considering students' interests and life-worlds (awareness of motivation profiles). Practical organising skills, making initiatives, collaboration and creative thinking.

Collective Competences

Scheduling skills, integrating campaign days in the school's calendar, organisation of events that make sustainability visible in school life. Finding time for planning meetings. Participatory culture in the planning and organisation of events and campaigns. Positive attitudes and enough people are interested.

Technical-material Competences

Technical communication tools (which made the first campaigns fail). How to use technical (screens and apps) for communication

Sustainability competences in place in the intervention



Engagement

Engagement was the main focus of the interventions. The Students of the team created info sheets for communication, learned to consider different motivation profiles/interests of students, and they were also encouraged to use humour in advertising. Interesting activities, skipping boring lessons when participating in these activities, helped to engage students. For the last years' campaigns, social aspects, students' interests were very well considered, and the Earth Hour also addressed the social challenge of creating alternative social activities rather than just using your mobiles during the breaks. **CHALLENGES:** Students do not want to skip their lessons. Students have many interests. They are not interested, youth culture, by e.g. TikTok or YouTube do not encourage or motivate students to sustainability. Continuous reflection was the way to overcome the challenges.



Connections

It would have been important to focus better on communication within the whole school, with teachers, those persons who are responsible for the screen communication. If teachers had been more involved, maybe the timing would have been considered better. Connecting campaigns better in the school yearly rhythm - a yearly calendar was created in the last spring of ECF4CLIM.



Change

The aim was to make sustainability visible and interesting for students to engage them in sustainability actions. The ECF4CLIM team and teachers facilitated reflections on students' life-worlds and motivation profiles to help the student team invent appealing campaigns and events. The last Earth Hour campaign was really a success, with a great atmosphere of joy and creativity and planned well with students. The social aspect was well considered.



Action

Trying out, not giving up, organising various campaigns several times during 1,5 years. Challenges: timing, other competing events and issues at school, changing teachers/personnel. Enabler: scheduling events better. Yearly calendar for planning campaigns.