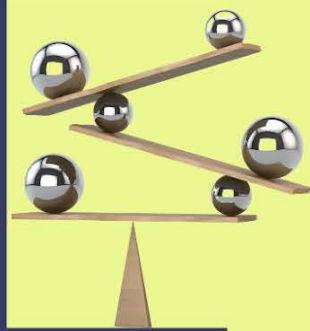


I.O.2

SUSTAINABLE SERVICE IN DS



Sustainable

Service in DS

APPROACHES AND CHALLENGES

AN EDUCATIONAL PATH FOR ALL

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This guide does not aim to be prescriptive in any way, but to provide suggestions that trainers can select and adapt to fit concrete learning contexts. It was designed on the basis of Education for Sustainable Development Goals provided by the United Nations.

[\(PDF\) Education for Sustainable Development Goals. Learning Objectives \(researchgate.net\)](#)

1. HOW TO APPROACH EDUCATION FOR SUSTAINABLE DEVELOPMENT GOALS IN PEOPLE WITH DOWN SYNDROME



The Quality Education, can be seen as a multiplier force in sustainability consciousness that has gradually encompassed economic development, environmental limits and social developmental indicators, including access to education. It acts as a driver and catalyst of all key development parameters: health and well-being, meaningful livelihoods, economic security and the full development of human potential.

Among the 17 sustainable development goals set out by the UN, the 4th one - Quality Education aims to ensure inclusive, equitable and quality education and promote lifelong learning opportunities for all.

Why is education important?

Education is the key to achieving many other Sustainable Development Goals (SDGs). When people can access quality education, they can, among other things, escape the cycle of poverty. Thus, education contributes to reducing inequalities and achieving gender equality. It also empowers people around the world to lead healthier and more sustainable lives. Education is also essential to promote tolerance among people, and contributes to creating more peaceful societies. Education liberates the intellect, unlocks the imagination and is fundamental for self-respect. It is the key to prosperity and opens a world of opportunities, making it possible for each of us to contribute to a progressive, healthy society. Learning benefits every human being and should be available to all.

The now well-established approach of Education for Sustainable Development (ESD) settled in UNESCO's report "Education for Sustainable Development Goals. Learning Objectives" (UNESCO, 2017), empowers learners to take informed decisions and responsible actions for environmental integrity, economic viability and a just society for present and future generations.

As stated in this report, *"embarking on the path of sustainable development will require a profound transformation of how we think and act. To create a more sustainable world and to engage with sustainability-related issues as described in the SDGs, individuals must become sustainability change-makers. They require the knowledge, skills, values and attitudes that empower them to contribute to sustainable development. Education, formal and informal, and lifelong learning, is crucial for the achievement of sustainable development"*.

ESD is about empowering and motivating learners to become active sustainability citizens who are capable of critical thinking and able to participate in shaping a sustainable future. Within the pedagogical approaches that are adequate to this aim we find action-oriented

learning where learners engage in action and reflect on their experiences in terms of the intended learning process and personal development. The experience might come from a project (in-service learning), the facilitation of a workshop, the implementation of a campaign, etc.

UNESCO's report about Education for Sustainable Development Goals states the Action-learning approach referring to Kolb's theory (1984) of the experiential learning cycle with the following stages:

1. Having a concrete experience,
2. Observing and reflecting,
3. Forming abstract concepts for generalization and,
4. Applying them in new situations.

Action-learning based in active and participative methodologies *"increases knowledge acquisition, competency development and values clarification by linking abstract concepts to personal experience and the learner's life. The role of the educator is to create a learning environment that prompts learners' experiences and reflexive thought processes"* (UNESCO, 2017). The pedagogical approaches included in UNESCO's report represent the general character or guiding principles of designing learning processes in ESD; specific methods in line with these principles are needed to facilitate the learning process. In ESD, methods that foster competencies through active learning are favoured. Certain methods can be particularly recommended for ESD, for instance:

- Collaborative real-world projects, such as service-learning projects and campaigns for different SDGs;
- Vision-building exercises such as future workshops, scenario analyses, utopian/dystopian story-telling, science fiction thinking, and forecasting and back casting;
- Analyses of community-based research projects, case studies, stakeholder analysis, actors' analysis, modelling, systems games, etc;
- Critical and reflective thinking through fish-bowl discussions, reflective journals, etc.

These participatory and active teaching and learning methods empower learners to take action for sustainable development.

Following these previous ideas, this Sustainable-Service-in-DS innovative training program tries to bring the SDGs closer to people with Down syndrome and other intellectual disabilities, not as mere beneficiaries but as agents of change who through education and training will get involved and participate in real projects that have positive impacts on society. In this way, we can help achieve target 4.7. Education for sustainable development and global citizenship: *"By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development"*.

Another main issue followed by our training methodology taking into consideration the specificities of the training process due to the learning capacities of people with Down

syndrome and other intellectual disabilities, will be that it will be based on “Service-Learning” and “learning by doing” where these people will be trained together with their supports and other stakeholders regardless their capabilities through the implementation of real “Sustainable Development Goals - Service Projects” in their communities.

Therefore, this SUSTAINABLE-SERVICE-IN-DS project and this educational path are launched with the main objective of increasing the competences of people with Down syndrome and other intellectual disabilities and their Supports regarding the implementation of the SDGs through Service-Learning, while increasing their social inclusion.

The specific objectives to follow are the next:

- To make people with Down syndrome to be active actors in the implementation of SDGs and not merely beneficiaries.
- To increase the engagement of people with Down syndrome with their local communities, social inclusion and visibility as useful and capable members of the civil society.
- To transfer knowledge and tools to Supports of people with Down syndrome in how to be involved in the SDGs and to cooperate with them.
- To strengthen the cooperation between Organizations working for and with people with Down syndrome and other social stakeholders in order to commonly address problems affecting the local communities.

This way the trainers can assure that the educational path will:

- **Be inclusive**, ensuring that all trainees participating in this training program, regardless of any challenges or capabilities they may have, are placed in appropriated educational spaces to receive high-quality instruction, interventions, and supports that enable them to meet success.
- **Be equitable**, ensuring that each trainee participating in this training program, is given what he or she needs to perform at an acceptable level making sure that personal and social circumstances are not obstacles to achieving educational potential.
- **Be of quality**, focusing on the social, emotional, mental, physical, and cognitive development of each trainee regardless of gender, race, ethnicity, socioeconomic status, or geographic location, not only preparing for a job but also developing the overall personality of an individual.
- **Promote lifelong learning opportunities for all**, allowing development after formal education and acquisition of knowledge and skills that people experience throughout their lives.

In summary, the philosophy of Sustainable Service in DS project is to work for the 2030 Agenda for Sustainable Development, applying a holistic approach where the key issue is the inclusion for all in all, by participating together with stakeholders as active agents or actors in the identification, development and delivery of specific service initiatives or projects that bring tangible progress and results in the areas of the Sustainable Development Goals (SDGs) while aiming to education and training for SDGs with outcomes in knowledge, skills, attitudes and values necessary to address sustainable development challenges.

2. WHAT COMPETENCIES TO DEVELOP FOR SUSTAINABLE DEVELOPMENT?



As we have seen in the previous section following UNESCO's report (2017) about Education for Sustainable Development (ESD), its approach is holistic and transformational addressing learning content and outcomes, pedagogy and the learning environment. Thus, ESD does not only integrate contents such as climate change, poverty and sustainable consumption into the curriculum; it also creates interactive teaching and learning settings. What ESD requires is a shift from teaching to learning. It asks for an action-oriented pedagogy, which supports self-directed learning, participation and collaboration, problem-orientation, inter- and trans disciplinary and the linking of

formal and informal learning.

Only such pedagogical approaches make possible the development of the key competencies needed for promoting sustainable development. ESD aims at developing competencies that empower individuals to reflect on their own actions, taking into account their current and future social, cultural, economic and environmental impacts, from a local and a global perspective. Individuals should also be empowered to act in complex situations in a sustainable manner, which may require them to strike out in new directions; and to participate in socio-political processes, moving their societies towards sustainable development.

As stated in this report (UNESCO, 2017), there is general agreement that **sustainability citizens** - those that display pro-sustainability behaviours, in public and in private, driven by a belief of fairness of the distribution of environmental goods, in participation and in the co-creation of sustainability policy (Dobson, 2011) need to have certain key competencies that allow them to engage constructively and responsibly with today's world.

Competencies describe the specific attributes individuals need for action and self-organization in various complex contexts and situations. They include cognitive, affective, volitional and motivational elements; hence they are an interplay of knowledge, capacities and skills, motives and affective dispositions. Competencies cannot be taught, but have to be developed by the learners themselves. They are acquired during action, on the basis of experience and reflection.

In the next points of this chapter, you are going to find to types of competences.

In the first one, the Sustainability Key competencies that represent cross-cutting competencies that are necessary for all learners of all ages and capabilities worldwide

(developed at different age-appropriate levels). Key competencies can be understood as transversal, multifunctional and context-independent. They do not replace specific competencies necessary for successful action in certain situations and contexts or initiatives or projects.

In the second one, the specific competences identified by project experts that address persons with down syndrome and that are necessary for developing service-learning projects.

2.1. THE SUSTAINABILITY KEY COMPETENCIES

These Key competencies represent what sustainability citizens particularly need to deal with today's complex challenges. They are relevant to all SDGs and also enable individuals to relate the different SDGs to each other – to see “the big picture” of the 2030 Agenda for Sustainable Development. They are (UNESCO, 2017):

1. **Systems thinking competency:** the abilities to recognize and understand relationships; to analyse complex systems; to think of how systems are embedded within different domains and different scales; and to deal with uncertainty.
2. **Anticipatory competency:** the abilities to understand and evaluate multiple futures – possible, probable and desirable; to create one's own visions for the future; to apply the precautionary principle; to assess the consequences of actions; and to deal with risks and changes.
3. **Normative competency:** the abilities to understand and reflect on the norms and values that underlie one's actions; and to negotiate sustainability values, principles, goals, and targets, in a context of conflicts of interests and trade-offs, uncertain knowledge and contradictions.
4. **Strategic competency:** the abilities to collectively develop and implement innovative actions that further sustainability at the local level and further afield.
5. **Collaboration competency:** the abilities to learn from others; to understand and respect the needs, perspectives and actions of others (empathy); to understand, relate to and be sensitive to others (empathic leadership); to deal with conflicts in a group; and to facilitate collaborative and participatory problem solving.
6. **Critical thinking competency:** the ability to question norms, practices and opinions; to reflect on one's values, perceptions and actions; and to take a position in the sustainability discourse.
7. **Self-awareness competency:** the ability to reflect on one's own role in the local community and (global) society; to continually evaluate and further motivate one's actions; and to deal with one's feelings and desires.
8. **Integrated problem-solving competency:** the overarching ability to apply different problem-solving frameworks to complex sustainability problems and develop viable, inclusive and equitable solution options that promote sustainable development, integrating the above-mentioned competences.

2.2. KEY COMPETENCES TO DEVELOP IN PEOPLE WITH DOWN SYNDROME



In the framework of the SUSTAINABLE-SERVICE-IN-DS project a **Training Scheme** has been developed with the direct participation of people with Down syndrome and other End Users, and with the main objective of involving all the stakeholders in the final specifications of the Intellectual Outputs to be developed during the project life.

<https://sustainable-service-in-ds.eu/activities/>

Pursuant to this Training Scheme some **specific competences** need to be developed among people with Down syndrome and other intellectual disabilities to make them active actors in Sustainable

Development Goals and Service-Learning projects, such as:

1. **Creativity.** Important to awaken ingenuity, originality, exchange of ideas, and above all create an original and different project that stands out from the rest, increasing interest in participation and future collaboration.
2. **Planification and Organization.** Ability to plan and organize is essential for work, especially in a team. From an organized and well-planned work, better quantitative and qualitative results are obtained, in addition to increasing the skills and competencies of our users.
3. **Cooperation.** Achieving a common goal from the joint decision, through consensus, creates a feeling of unity and group belonging, improving positive relationships and the exchange of help and support.
4. **Innovation.** What we have learned most in the current global situation about the pandemic is to be creative and above all innovative. Faced with adverse situations, other possibilities arise to be innovative and thus be able to learn and improve skills and be more competent.
5. **Decision Making.** It is common for our users to make decisions for them, so it is essential to strengthen self-confidence and be able to solve problems and make decisions, from simple to more complicated and with responsibility.
6. **Critical and reflective Thinking.** To develop the ability to reflect on an issue and to position oneself in favour or against it.
7. **Initiative.** To make important decisions, it is very necessary to have initiative, to be brave and to put your fears aside. All opinions are important and necessary, even if the most viable ones are carried out.
8. **Be aware of external issues / Empathy.** Being able to feel and differentiate between the different types of emotions around us.
9. **Self- advocacy.** Being able to show confidence in your knowledge and expertise. A common mistake people with Down syndrome make is doubting themselves when speaking.
10. **Self-esteem.** Being able to feel confident in one's own worth or abilities and positively evaluate the self.

3. GUIDELINES AND EXAMPLES OF HOW TO ACHIEVE SPECIFIC LEARNING OBJECTIVES FOR SDGs IN PEOPLE WITH DOWN SYNDROME

3.1. HOW TO DEFINE SPECIFIC LEARNING OBJECTIVES FOR SDGs?



According to the UN Education for Sustainable Development Goals (UNESCO, 2017), the educational path for all should be designed on learning objectives for SDGs in three domains:

1. **The cognitive domain** - comprising knowledge and thinking skills necessary to better understand the SDG and the challenges in achieving it.
2. **The socio-emotional domain** - comprising social skills that enable learners to collaborate, negotiate and communicate to promote the SDGs as well as self-reflection skills, values, attitudes and motivation that enable learners to develop themselves.
3. **The behavioral domain** - describing action competencies.

3.2. Examples of how to achieve specific learning objectives for SDGs

As they say, everything's better together. And it is no different when it comes to making an impact in the world.

An individual template for each of the 17 SDGs can be found in the next pages. These templates have been developed based on UNESCO's report (2017) but adapting objectives, contents, teaching approaches and teaching methods to persons with down syndrome and other intellectual disabilities

The aims of these templates are:

- Get to know sustainable development, the different SDGs and related themes and challenges.
- Understand the holistic approach and practice of the SDGs.
- Develop an own integrative picture of sustainable development challenges, principles and values.
- Reflect on the concept of sustainable development and one's role in this process.
- Practice an action-oriented transformative pedagogy such as service-learning.

The templates provide examples of learning objectives, working themes, teaching approach and methods, and challenges for trainees. These templates can be used as a starting point to train people with Down syndrome and other intellectual disabilities and to create service-learning projects impacting any of the SDGs.

LET'S ACHIEVE THE SDGs TOGETHER!

TEMPLATE 1 – Example of learning objectives pedagogical approach for the Goal 1 – NO POVERTY



Cognitive learning objective – trainees with Down syndrome learn and understand how the extremes of poverty and the extremes of wealth affect human rights and needs.

Socio-emotional learning objective – trainees with Down syndrome develop sensitivity to aspects of poverty and empathy to poor people and those in vulnerable situations.

Behavioral learning objective – trainees with Down syndrome train their abilities to plan, implement, evaluate and replicate activities that contribute to poverty reduction.

Examples of working themes

- What is poverty? – definition and examples
- The importance of social welfare protection systems and measures
- Global, national and local distribution of extreme poverty and extreme wealth and their reasons
- Cooperation

Example of teaching approach

The trainer can organize dynamic groups.

Reflection or dialogue techniques or circle discussions can be used as pedagogical tools.

Questions or role play or e-games can be used as learning tools.

Example of teaching method

Challenge: “Does poverty increase or decrease?”

- Develop a question based dynamic group.
 - What is it like to live in poverty?
 - What is it like struggling every day to stay healthy?
 - What is a debt?
 - How can we keep out of debt?
 - What does it mean to be rich?
 - Who can help us grow more food?
 - Have you visited a vegetable greenhouse? What can you tell us about it?
 - What do domestic animals eat?
 - Have you visited a farm? What can you tell us about it?
 - Who wants to visit a farm?
 - Do we have to plan this visit?
 - What would the plan look like?
 - Who wants a ride through social entrepreneurship?
- Create a role-playing story using the ideas expressed in group.
- Perform role-plays about growing vegetables in your own garden and climate change.
- Plan and implement a local service-learning project empowering people with Down syndrome to run an awareness campaign about poverty locally and globally.

Enjoy and have fun!

TEMPLATE 2 – Example of learning objectives pedagogical approach for the Goal 2 - ZERO HUNGER



Cognitive learning objective – trainees with Down syndrome learn about hunger and its main physical and psychological effects on human life.

Socio-emotional learning objective – trainees with Down syndrome are able to communicate on issues combating hunger and promoting healthy nutrition.

Behavioral learning objective – trainees with Down syndrome are able to implement actions to prevent food waste.

Examples of working themes

- What is hunger? – definition and examples
- Physical, emotional and socio-cultural functions of food
- Hunger in relation to food abundance, obesity and food waste
- Biodiversity of seeds, plants and animals

Example of teaching approach

The trainer can organize dynamic groups.

Reflection or dialogue techniques or circle discussions can be used as pedagogical tools.

Questions or role play or e-games can be used as learning tools.

Example of teaching method

Challenge: “Life cycle of food”

- Develop a question based dynamic group.
 - What is it like to live in hunger?
 - What is it like struggling every day to food intolerance?
 - What is a diet?
 - How can we keep out of hunger?
 - What does it mean to be healthy?
 - How can we reduce food waste?
 - What is the local food production?
 - What is the national food production?
 - Do you want to visit a food processing factory?
 - Do we have to plan this visit?
 - What would the plan look like?
 - Who wants a field trip to places where sustainable agriculture is practiced?
 - How do we organize it?
- Create a role-playing story using the ideas expressed in group.
- Perform role-plays with small-scale producers versus big enterprises in a global market that is influenced by taxes.
- Plan and implement a local service-learning project empowering people with Down syndrome to design a poster following food from farm to fork (growing, harvesting and preparing food).

Enjoy and have fun!

TEMPLATE 3 - Example of learning objectives and pedagogical approach for the Goal 3 – GOOD HEALTH AND WELLBEING



Cognitive learning objective – trainees with Down syndrome will learn about the relationship between health and mortality, prevention issues and concepts such as mental health, sexual health, epidemics, addictions, wellbeing, etc.

Socio-emotional learning objective – trainees with Down syndrome will be able to communicate and be responsible about health problems in the world and possible prevent actions.

Behavioral learning objective – trainees with Down syndrome are able to propose real actions to prevent health problems.

Examples of working themes

- What's mean wellbeing? – definition and examples
- Health and difference between countries
- Addictive substances and prevent actions
- Pandemics and vaccination

Example of teaching approach

The trainer can organize dynamic groups.

Reflection or dialogue techniques or circle discussions can be used as pedagogical tools.

Questions or role play or e-games can be used as learning tools.

Example of teaching method

Challenge: “SMOKING AND HEALTH DISORDER ASSOCIATED”

- Develop questions based on a dynamic group.
 - Is it good smoke?
 - Is it allowed?
 - Why do people smoke?
 - What can people do to give up smoking?
 - Tell us your own proposal to give up smoking
 - Compare a smoking lung to a “something unpleasant”
- Create a role-playing story using the ideas expressed in the group.
- Perform role-plays about different subjects based on health issues: mental health, sexual health, vaccinations, etc.
- Plan and implement a local service-learning project taking into account the main health needs to be addressed and work in the immediate environment.

Enjoy and have fun!

TEMPLATE 4 - Example of learning objectives and pedagogical approach for the Goal 4 – QUALITY EDUCATION



Cognitive learning objective – Trainees with Down syndrome will understand the relationships between education and economic growth; education and the possibility of change; gender equality in education.

Socio-emotional learning objective – Trainees with Down syndrome and, through empathy, will highlight the importance of the fact that people with Down's Syndrome having or not having access to basic education. Value the fact that they receive a free public education, mostly adapted to their needs.

Behavioural learning objective – Trainees with Down syndrome will practice the ability to detect improvements in their own education systems: educational needs they do not have access to / educational levels they are not allowed to reach. Plan possible improvement actions in their immediate environment to improve these weaknesses.

Examples of working themes

- Education around the world. Differences
- Gender and education
- Importance of literacy: why and what for?

Example of teaching approach

The trainer can organize dynamic groups.

Reflection or dialogue techniques or circle discussions can be used as pedagogical tools.

Questions or role play or e-games can be used as learning tools.

Example of teaching method

Challenge: “JOSE, 7 YEARS OLD, HAS TO LEAVE SCHOOL TO WORK AND HELP HIS FATHER IN THE FIELDS”

- Develop questions based on a dynamic group.
 - What is your opinion about it?
 - Do you think it is the best option to leave the school?
 - How do you feel about it?
 - Is this SDG important? Why?
- Create a role-playing story using the ideas expressed in the group.
- Perform role-plays about different subjects based on health issues: mental health, sexual health, vaccinations, etc.
- Plan and implement a local service-learning project empowering people with Down syndrome to run an awareness campaign on the importance of education for children regardless of gender and country.

Enjoy and have fun!

TEMPLATE 5 - Example of learning objectives and pedagogical approach for the Goal 5 – GENDER EQUALITY



Cognitive Learning objective – Trainees with DS and ID should learn and understand gender broader concepts, how be active and awareness on these key aspects and to identify all form of discrimination, violence and gender inequality;

Socio-emotional learning objectives - Trainees with DS and ID develop social emotional skills such as empathy, respect for cultural differences, be active and to point out all forms of discrimination, violence and gender inequality and develop critical thinking;

Behavioural learning objectives - Trainees with DS and ID train their abilities to plan, implement, and replicate activities/ strategies that contribute to empower themselves and others towards an all-inclusive society.

Examples of working themes

- What is gender, gender equality and gender discrimination?
- Identify forms of discrimination, violence and gender inequality
- Fundamental rights of women and girls
- How are things going in your own country?
- Important to denounce all forms of gender discrimination
- Gender identity and gender roles

Example of teaching approach

Celebrate the International Day for the Elimination of Violence against Women

Perform role-plays that explore inclusion and identity based on gender roles

Seek partnerships with groups in other parts of the world where gender approach may be different

To spend a day working in a traditionally female or male occupation (role at work)

Example of teaching method

Challenge. Reflection on gender equality and intellectual disability

- The exercise begins with the question, are there differences between women and men?
- To stimulate reflection, the group is asked to divide into pairs, each pair consisting of one man and one woman and they are asked to observe each other for one minute.
- The idea behind this exercise is to explore, through eye contact, the difference between the concepts of sex and gender.
- Next, in order to discuss about disability, rights, gender equality and to demystify stereotypes associated with the social role of women and men in society, some photographs of men and women in areas such as work, family and sport, should be available.

Enjoy and have fun!

TEMPLATE 6 - Example of learning objectives and pedagogical approach for the Goal 6 – CLEAN WATER AND SANITATION



Cognitive Learning objective – Trainees with Down Syndrome learn and understand that access to water and sanitation is not a reality for many people around the world, which means those basic rights that people from developed countries, consider for granted, still affect human rights, and needs.

Socio-emotional learning objectives - Trainees with Down Syndrome develop empathy and sensitivity for those people who still live-in vulnerable situations, poor conditions with lack of basic services that allows them to clean drinking water and sanitation.

Behavioural learning objectives - Trainees with Down Syndrome train their abilities to plan, implement, and replicate activities that contribute to create conditions to access clean water and sanitation and a more sustainable world.

Examples of working themes

- What does it mean to have clean water and sanitation?
- How do you ensure and improve water quality and sanitation for all?
- Why is clean water and sanitation a problem?
- Why is clean water and sanitation important for sustainability and reduction of inequalities? How are things going in your own country?

Example of teaching approach

Invite speakers who had developed local or community projects on the topics of SDG 6. Make critical reflection on water consumption to become aware of the water consumed daily. Develop practices of efficient water use; optimize their Water Footprint by routinely calculating it in an accessible and simple way.

Organize outings for visiting local water supply networks, neighbourhoods with poor sanitation and access to water

Plan and develop an awareness raising campaign on water and its importance to raise awareness and discuss social and responsible behaviour in the community)

Example of teaching method

Challenge. Create a Group Water Diary

Thinking about all of the activities where we use water and for how long, can open trainees' eyes about how much we depend on water and how fortunate they are to have access.

- **Step 1.** For one day, have trainees write down all the water or fluids they and their families consume during the day;
- **Step 2.** Ask them to think about their entries in detail, e.g., do they leave the tap on whilst brushing their teeth? How long do they spend in the shower? etc.
- **Typical activities that require water might include:** Morning activities (brushing teeth etc.); Drinks; Cooking food; Bathroom visits; Laundry; Cleaning; Washing; Watering plants

Enjoy and have fun!

TEMPLATE 7 - Example of learning objectives and pedagogical approach for the Goal 7 – AFFORDABLE AND CLEAN ENERGY



Cognitive learning objective – Trainees with Down syndrome learn about energy and how we can make it sustainable.

Socio-emotional learning objective – Trainees with Down syndrome are able to connect to the world around them and to show empathy for those who still don't have electricity.

Behavioural learning objective – Trainees with Down syndrome train their abilities to plan, implement, evaluate and replicate activities that contribute to the access to modern energy for all.

Examples of working themes

- What is affordable, reliable, sustainable and modern energy?
- What is the importance of sustainable energy?
- Why is important to every person to have access to energy?
- How is the energy used in different domains?
- Are there more types of energy?

Example of teaching approach

The trainer can organize dynamic groups.

Reflection or dialogue techniques or circle discussions can be used as pedagogical tools.

Questions or role play can be used as learning tools.

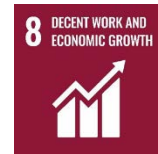
Example of teaching method

Challenge: "HOW CAN WE USE ENERGY IN A DIFFERENT WAY"

- Develop questions based on a dynamic group.
 - Do you know for what do we use energy?
 - Do you know what is it like to live without energy?
 - How can we use different types of energy?
 - How can we save energy?
 - Which types of alternative energy can we find?
 - How can we increase the consumption of energy?
- Create a role-playing story using the ideas expressed in the group.
- Write a story about a person who caught a cold because her father is ill and cannot pick up firewood from the forest.
- Plan and implement a local service-learning project empowering people with Down syndrome to run an awareness campaign about modern and sustainable energy.

Enjoy and have fun!

TEMPLATE 8 - Example of learning objectives and pedagogical approach for the Goal 8 – DECENT WORK AND ECONOMIC GROWTH



Cognitive learning objective – Trainees with Down syndrome learn about what it means to have a decent work.

Socio-emotional learning objective – Trainees with Down syndrome are able to show empathy for those who don't have equal opportunities and security in the workplace.

Behavioural learning objective – Trainees with Down syndrome train their abilities to plan, implement, evaluate and replicate activities that contribute to the access to equality in the workplace for all.

Examples of working themes

- What „decent work“ means?
- What is the importance of equality at the workplace?
- What is the importance of safety and security at the work place?
- Why is important to have equal opportunities for everyone?
- Why is important to develop your own abilities that fit the labour market?

Example of teaching approach

The trainer can organize dynamic groups.

Reflection or dialogue techniques or circle discussions can be used as pedagogical tools.

Questions or role play can be used as learning tools.

Example of teaching method

Challenge: “Mihai is very tired because he has to do his work tasks and also to help his supervisor who always speaks on the phone and leaves the workplace to drink coffee.”

- Develop questions based dynamic groups.
 - Do you know what decent work means?
 - Let's talk about exploitation at work.
 - Do you know what equal opportunities for all at work place are?
 - Do you know what safety in the workplace means?
 - Do you know what does it mean to have an adapted workplace?
 - Do you know what does it mean to have a fair income?
 - Do you know how can we develop abilities that fit the labour market?
 - Do you know how to find a proper job for you?
- Create a role-playing story using the ideas expressed in group.
- Perform role-plays about finding the ideal job.
- Plan and implement a local service-learning project empowering people with Down syndrome to run an awareness campaign about equal and decent work for everyone.

Enjoy and have fun!

TEMPLATE 9 - Example of learning objectives and pedagogical approach for the Goal 9 – INDUSTRY, INNOVATION AND INFRASTRUCTURE



Cognitive learning objective – Trainees with Down syndrome learn about how innovations can change their lives. They understand the unsustainable industrialization on the basis of the impact of COVID-19 had on our lives, and the present challenges in their own communities.

Socio-emotional learning objective – Trainees with Down syndrome are able to communicate about their experiences in using/accessing information and communication technology (ICT) and how it impacted their life.

Behavioural learning objective – Trainees with Down syndrome are able to work on their own tablet together with their peers that do not have this technology.

Examples of working themes

- How does technology (ICT) help us?
- What is the meaning of basic infrastructure in your own environment?
- Why is it important to have high quality medical equipment?
- What is the difference between a regular car and a hybrid one?

Example of teaching approach

The trainer can organize dynamic groups.

Reflection or dialogue techniques or circle discussions can be used as pedagogical tools.

Questions, videos or role play can be used as learning tools.

Example of teaching method

Challenge: “My mother is technically unemployed because the factory where she has a job is temporarily closed because of the virus.”

- Develop questions based dynamic groups.
 - Is any factory in my community?
 - Does this factory affect the environment?
 - How this factory helps us?
 - Is the Covid-19 pandemic affecting this factory?
 - How people get to this factory?
 - Does this factory have any impact on your own life?
- Create a role-playing story using the ideas expressed in group.
- Perform role-plays about a traveler in my town.
- Plan and implement a local service-learning project empowering people with Down syndrome to run an awareness campaign about sustainability in my community in relation the use of ICTs.

Enjoy and have fun!



TEMPLATE 10 - Example of learning objectives and pedagogical approach for the Goal 10 – REDUCED INEQUALITIES

Cognitive learning objective – Trainees with Down syndrome learn about 2 different dimensions of inequality at school.

Socio-emotional learning objective – Trainees with Down syndrome develop empathy for and to show solidarity with people who are discriminated at school.

Behavioural learning objective – Trainees with Down syndrome are able to take actions for the protection of the schooling rights.

Examples of working themes

- What are the roots of schooling inequalities?
- What is the meaning of non-school admission due to disability?
- Why is it important to know my rights?
- Why is important to have same school opportunities?
- How can people with Down syndrome be represented at decision making level?

Example of teaching approach

The trainer can organize dynamic groups.

Reflection or dialogue techniques or circle discussions can be used as pedagogical tools.

Questions, videos or role play can be used as learning tools.

Example of teaching method

Challenge: “Roberta is upset because she has to draw a wheelchair and she does not like people in wheelchairs.”

- Develop questions based dynamic groups.
 - Are all the people the same or different?
 - How would you draw disability?
 - What does equality mean for me?
 - What does equality mean for my family?
 - Would you like to provide 5 examples of equal chances in our group?
 - Would you like to provide an example of inequality in our group?
- Create a role-playing story using the ideas expressed in group.
- Perform a photo voice contest on the topic of equality.
- Plan and implement a local service-learning project empowering people with Down syndrome to run an awareness campaign about differences in schooling in my community.

Enjoy and have fun!

TEMPLATE 11 - Example of learning objectives and pedagogical approach for the Goal 11 – SUSTAINABLE CITIES AND COMMUNITIES



Cognitive learning objective – Trainees with Down syndrome learn and understand the basic community needs and identify how these needs can be addressed in their own settlements.

Socio-emotional learning objective – Trainees with Down syndrome feel responsible for the environmental and social impacts of their own individual lifestyle within their own communities.

Behavioural learning objective – Trainees with Down syndrome show respect for the material goods in their activity environment and keep the surrounding spaces clean.

Examples of working themes

- What are the needs of my own network?
- How can I identify the needs of my own community?
- What is the meaning of waste management?
- What is the meaning of sustainable management of natural resources?
- What is the meaning of selective garbage collection?
- How can people with Down syndrome help food, buildings and cities?

Example of teaching approach

The trainer can organize dynamic groups.

Reflection or dialogue techniques or circle discussions can be used as pedagogical tools.

Questions, videos or role play can be used as learning tools.

Example of teaching method

Challenge: “All the benches in the park in my neighbourhood are broken or damaged.”

- Develop questions based dynamic groups.
 - How can you address the needs of your own community?
 - How would you act responsibly in your community?
 - Do you feel responsible for building protection?
 - Do you feel responsible for the park in your neighbourhood?
 - Is it good to throw your empty spray tube in a paper dumpster that is near the bench you lounge in the park?
- Create a role-playing story using the ideas expressed in group.
- Perform role-plays about benches protection in the parc.
- Plan and implement a local service-learning project empowering people with Down syndrome to run an awareness campaign about the importance of parks for community life.

Enjoy and have fun!

TEMPLATE 12 - Example of learning objectives and pedagogical approach for the Goal 12 – RESPONSIBLE CONSUMPTION AND PRODUCTION



Cognitive learning objective – Trainees with Down syndrome learn about and identify how their individual lifestyle choices influence social, economic, and environmental development.

Socio-emotional learning objective – Trainees with Down syndrome feel responsible for the environmental and social impacts of their own individual lifestyle.

Behavioural learning objective – Trainees with Down syndrome understand how to act for responsible food and water consumption.

Examples of working themes

- What is the meaning of consumption?
- Why is important to take care of clean water consumption?
- What is the importance of industrial production?
- What is the difference between natural food and processed food?
- Why is important to turn-off the lights?
- How can people with Down syndrome can live a healthy life?

Example of teaching approach

The trainer can organize dynamic groups.

Reflection or dialogue techniques or circle discussions can be used as pedagogical tools.

Questions, videos or role play can be used as learning tools.

Example of teaching method

Challenge: “George wants to make his own vegetables garden.”

- Develop questions based dynamic groups.
 - What does George need to make his own vegetables garden?
 - How can George provide water for his garden?
 - What can George do with his vegetables production?
 - What menus can George prepare with his vegetables production?
 - What can George do with the vegetables that he doesn't really need?
 - What can George do with the twigs in the garden?
- Create a role-playing story using the ideas expressed in group.
- Perform role-plays about growing vegetables in a garden.
- Plan and implement a local service-learning project empowering people with Down syndrome to run an awareness campaign about local vegetables.

Enjoy and have fun!

TEMPLATE 13 - Example of learning objectives and pedagogical approach for the Goal 13 – CLIMATE ACTION



Cognitive learning objective – Trainees with Down syndrome understands greenhouse effect as a natural phenomenon caused by an insulating layer of greenhouse gases, including which human activities contribute most to climate change.

Socio-emotional learning objective – Trainees with Down syndrome is able to understand their personal impact on the world’s climate and also is able to collaborate with others and to develop commonly agreed-upon strategies to deal with climate change.

Behavioural learning objective – Trainees with Down syndrome are able to evaluate whether their private and job activities are climate friendly and – where not – to revise them. The learner is able to support climate-friendly economic activities.

Examples of working themes

- Greenhouse gases and their emission
- Climate change-related hazards leading to disasters like drought, weather extremes, etc. and their unequal social and economic impact within households, communities and countries and between countries
- Effects of and impacts on big eco-systems like forests, oceans, glaciers and biodiversity

Example of teaching approach

The trainer can organize dynamic groups.

Reflection or dialogue techniques or circle discussions can be used as pedagogical tools.

Questions, videos or role play can be used as learning tools.

Example of teaching method

Challenge: “MAKE THE PEOPLE CLOSEST TO YOU AWARE OF THE RISKS OF CLIMATE CHANGE AND THE SMALL ACTIONS THEY CAN TAKE TO PREVENT IT”

- Develop questions based dynamic groups.
 - What do you do in your daily life to prevent climate change? And your family and friends?
 - How can we stop climate change?
 - Do you like going to places by bike or by car? Do you share cars with your friends or colleagues?
 - Is there any place or location nearby where you live that is clearly affected by climate change? Where? Why?
- Create a role-playing story using the ideas expressed in the group.
- Plan and implement a local service-learning project empowering people with Down syndrome to run an awareness poster campaign about the need of acting against climate change.

Enjoy and have fun!

TEMPLATE 14 - Example of learning objectives and pedagogical approach for the Goal 14 – LIFE BELOW WATER



Cognitive learning objective – Trainees with Down syndrome understand understands the connection of many people to the sea and the life it holds, including the sea’s role as a provider of food, jobs and exciting opportunities, and recognizes threats to ocean systems such as pollution and overfishing.

Socio-emotional learning objective – Trainees with Down syndrome are is able to show people the impact humanity is having on the oceans (biomass loss, acidification, pollution, etc.) and the value of clean healthy oceans.

Behavioural learning objective – Trainees with Down syndrome are able to research their country’s dependence on the sea.

Examples of working themes

- Ocean pollutants: plastics, microbeads, sewage, nutrients and chemicals.
- Management and use of marine resources (renewables and non-renewables).
- Sea level rise and countries that will experience total or partial loss of land.
- Coral reefs, coasts, mangroves and their ecological importance

Example of teaching approach

The trainer can organize dynamic groups.

Reflection or dialogue techniques or circle discussions can be used as pedagogical tools.

Questions, videos or role play can be used as learning tools.

Example of teaching method

Challenge: “WHAT KIND OF FISH DO WE EAT AND WHERE DOES IT COME FROM?”

- Develop questions based dynamic groups.
 - Do you where the fish that you eat comes from? Find it out by visiting one market close to you.
 - If you live close to the see, are beaches dirty or clean? Where the rubbish come from and who is responsible of it? What type of rubbish can you find?
 - If you don’t live close to the sea, ask other colleagues from other countries what is like in their countries.
- Create a role-playing story using the ideas expressed in the group.
- Plan and implement a local service-learning project empowering people with Down syndrome to run an awareness poster campaign about the need of acting against degradation of the oceans.

Enjoy and have fun!

TEMPLATE 15 - Example of learning objectives and pedagogical approach for the Goal 15 – LIFE ON LAND



Cognitive learning objective – trainees with Down syndrome understand the manifold threats posed to biodiversity, including habitat loss, deforestation, fragmentation, overexploitation and invasive species, and can relate these threats to their local biodiversity.

Socio-emotional learning objective – trainees with Down syndrome are able to connect with their local natural areas and feel empathy with nonhuman life on Earth.

Behavioural learning objective – trainees with Down syndrome are able to connect with local groups working toward biodiversity conservation in their area.

Examples of working themes

- Who threatens biodiversity?
- How do consumption practices influence biodiversity?
- How does deforestation influence our lives?
- How car pollution influences our lives?
- How can we help flora and wildlife?
- Do you think the temperature and seasons have changed?

Example of teaching approach

The trainer can organize dynamic groups.

Reflection or dialogue techniques or circle discussions can be used as pedagogical tools.

Questions, videos or role play can be used as learning tools.

Example of teaching method

Challenge: “HELP TO PROTECT THE BIODIVERSITY OF THE AREA WHERE YOU LIVE”

- Develop questions based dynamic groups.
 - What are the birds, fishes and wild animals along the closest river/sea to your community?
 - How can human beings influence them?
 - How can we stop water pollution?
 - What is the influence of roads upon biodiversity in the forest?
 - What is the best place for wild animals: a zoo or the forest?
 - Is our grill party influencing nature?
- Create a role-playing story using the ideas expressed in the group.
- Perform a greening activity in the forest.
- Plan and implement a local service-learning project empowering people with Down syndrome to run an awareness poster campaign about the need of protecting biodiversity locally and globally.

Enjoy and have fun!

TEMPLATE 16 - Example of learning objectives and pedagogical approach for the Goal 16 – PEACE, JUSTICE AND STRONG INSTITUTIONS



Cognitive learning objective – trainees with Down syndrome understand concepts of leaving a peaceful inclusive life.

Socio-emotional learning objective – trainees with Down syndrome are able to show empathy with and solidarity for those suffering from injustice in their own country as well as in other countries.

Behavioural learning objective – trainees with Down syndrome are able to collaborate with groups that are currently experiencing injustice and/or conflicts.

Examples of working themes

- What is peace and justice?
- What is the relation between peace, justice and inclusion?
- What is climate justice?
- What is exploitation of children?
- What is corruption?
- What does a strong institution mean?

Example of teaching approach

The trainer can organize dynamic groups.

Reflection or dialogue techniques or circle discussions can be used as pedagogical tools.

Questions, videos or role play can be used as learning tools.

Example of teaching method

Challenge: “Andrei is not allowed to vote because he has intellectual disabilities”

- Develop questions based dynamic groups.
 - What do you think about that?
 - Do you have the right to vote?
 - What is justice for you?
 - Is Andrei a victim of injustice?
 - What does a fair community mean to you?
 - What does it mean to live in a peaceful society?
- Create a role-playing story using the ideas expressed in group.
- Perform role-plays about voting.
- Plan and implement a local service-learning project empowering people with Down syndrome to run an awareness campaign about votes for all.

Enjoy and have fun!

TEMPLATE 17 - Example of learning objectives and pedagogical approach for the Goal 17 – PARTNERSHIPS FOR THE GOALS



Cognitive learning objective – trainees with Down syndrome understand the importance of cooperation and access to knowledge sharing for their own lives.

Socio-emotional learning objective – trainees with Down syndrome are able to communicate on issues about the importance of local partnerships for sustainable development.

Behavioural learning objective – trainees with Down syndrome are able to act in favor of local partnerships for sustainable development.

Examples of working themes

- What is citizenship?
- How can citizens become change agents for sustainable development?
- What is cooperation?
- What is a partnership agreement?
- Why is it important to have access to science, technology and innovation, and knowledge sharing?

Example of teaching approach

The trainer can organize dynamic groups.

Reflection or dialogue techniques or circle discussions can be used as pedagogical tools.

Questions, videos or role play can be used as learning tools.

Example of teaching method

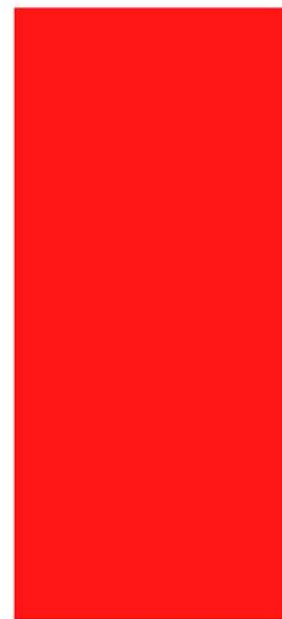
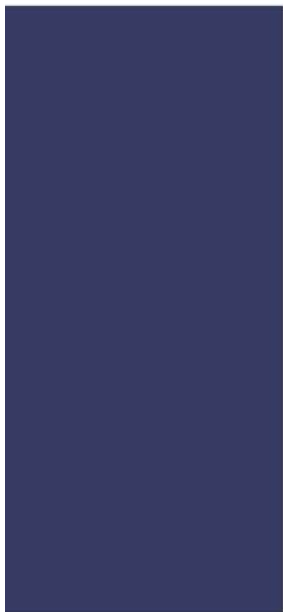
Challenge: “WHERE ARE MY PARTNERS”

- Develop questions based dynamic groups.
 - What do you think about the very important people in your community?
 - Who can help you to address your community needs?
 - What do you think about politicians who rule your community?
 - Do you have access to your town hall?
 - What could be the potential sustainable development institutions in your community?
 - Is a community group stronger than your peers' group?
- Create a role-playing story using the ideas expressed in the group.
- Perform role-plays about finding partners for your charity action.
- Plan and implement a local service-learning project empowering people with Down syndrome to run an awareness campaign about the importance of partnerships for sustainable development in education.

Enjoy and have fun!



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