

SEED Agenda

Sustainability Education stands for much more than a sum of social, economic and environmental learning: it has a mission to prepare a **Great Turning in the overall human worldview and doings on the planet.**

Sustainability Education, hence, must be **transformative, radical** and **innovative.**

Welcoming the Great Turning, the Agenda of the SEED training program draws upon three study fields simultaneously: **sustainable development; drama and theatre pedagogy; and contemporary sciences.**

To provide a full picture, the Agenda layout features the **SUSTAINABILITY – Drama – Science** topics:

1. AWARENESS OF THE SELF, SOCIETY AND ENVIRONMENT – Creative Participation – *Prefiguration*

Education for Sustainable Development (ESD) promotes equality, inclusiveness and shared responsibility. Therefore, the group decides on the training rules (*prefiguration*) through techniques which introduce the basic principles of drama pedagogy – participation, creativity, embodiment, etc.

2. RESPECT FOR EQUALITY AND JUSTICE – *Storytelling and Culture of Speech – Critical Discourse Analysis*

Equality and justice, locally and globally, are core goals of the UN's Sustainable Development Strategy. On the example of a well-known fairy-tale, applying critical discourse analysis, we show how social, economic and environmental dominance is reproduced through cultural narratives. With storytelling in a group, we also cultivate the culture of speech.

3. BELONGING TO A COMMUNITY – *Movement and Dance – Embodied Cognition*

Together with critical thinking, sustainable living requires affective involvement and a sense of belonging. Through movement and dance exercises, we develop a unity of sensing, feeling and thought (*embodied cognition*) as an embedded way of being in the social ecosystem.

4. UNDERSTANDING SYSTEMIC PROBLEMS – *Imageries – Holism*

The ability to grasp complex situations, or System Thinking, is the key competency in sustainability education. We explore anthropocentricity and how humans appropriate eco-resources from the living world, by combining methods of critical and embodied thinking in the creation and interpretation of complex images through a holistic lance.

5. DIVERSITY AND EMPATHY – *Characters in Conflict – Sustainability Ethics*

Respect for all forms of life is at the core of sustainability ethics. To overcome anthropocentricism, we introduce a key category of drama – *Agon* (battle, conflict), where all parties involved have subjectively valid viewpoints. Through monologues and dialogues we practice empathy, respect, appreciation of different opinions, and negotiation skills.

6. MORE-THAN-HUMAN WORLD – Object Animation – Intercultural Learning

An important ethical aspect is the respect for inanimate nature, and relating to this, the problem of waste/garbage proliferation, devastating nature and impacting climate. To develop responsible attitude towards objects, we use puppetry techniques related to real problems in communities.

7. PHILOSOPHY OF HOPE – Humour – Radical Imagination

Eco-anxiety is spreading among young people, causing depression about irreversible processes of species extinction and climate change. To boost optimism and imagination, we address problems with humour that helps us broaden our problem vision and invent original solutions.

8. PLANNING THE FUTURE – Space and Time – Futurology

Sustainable perspectives require entrepreneurship and capabilities of young generations to shape the future. A key instrument in this is *scenarios*, which help us develop and evaluate ideas for the future. Based on those visions, we create spatial-temporal installations, employing the abilities of system thinking, imagination, practical wisdom and affective embeddedness.

9. AGENCY – Performance Art – Enactivism

Agency is the crowning theme in the Education for Sustainable Development. It brings together embodiment, immersion, the art of critical, systemic and strategic thinking, ethics, imagination and optimism. To complete the program, we will develop performances inspiring change in relation to the recognised real problems in our communities.

10. Reflection on the programme and evaluation of its applicability

At the end, we will discuss together the possibilities and plans for applying the program in schools. Teachers will be encouraged to develop school projects, with support of the trainers and expert consultants. Most successful teaching scenarios and projects will be promoted internationally in festivals and conferences of THE BIG GREEN project, and presented in project publications.

The program also includes excursions and visits in the cities and areas surrounding the training location, cultural programs, intercultural evenings and sessions for sharing experiences among teachers.

To continue to the Questionnaire and the APPLICATION PROCESS, please click [HERE](#).

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