



**Education for Sustainable Development**

# **“Images and Objects”**

## **Active Methodology Toolkit**



First published 2008 by

THE CONSUMER CITIZENSHIP NETWORK  
HEDMARK UNIVERSITY COLLEGE  
2306 HAMAR, NORWAY



© 2008 with the Authors

ISBN: 978-82-7671-673-3



The CCN project has been carried out with the support of the European Community in the framework of the Socrates programme. The content of this publication does not necessarily reflect the position of the European Community, nor does it involve any responsibility on the part of the European Community.



This resource is part funded by the Department of Education and Science, Ireland, as part of its contribution to the UN Decade of Education for Sustainable Development 2005-2014.

#### Edited by:

MIRIAM O'DONOOGHUE, Curriculum Development Unit (CDVEC), Dublin, Ireland  
MELLA CUSACK, Curriculum Development Unit (CDVEC) / Trócaire, Ireland



#### Design and Layout by:

GREGOR TORKAR, Notranjska Regional Park, Slovenia



#### Acknowledgements

This resource is the result of contributions, reflections and development work carried out by CCN Task Group 8. Members of the task group (in alphabetical order) are as follows:

- NADIA BOYADJIEVA, Foundation Europartners 2000, Bulgaria
- MELLA CUSACK, Curriculum Development Unit (CDVEC) / Trócaire, Ireland
- ANA CHRISTINA FIGUEIRA, University of Algarve, Portugal
- PETER GNIELZYK, Federation of German Consumers Organisation, Germany
- LEENA GRAEFFE, University of Helsinki, Finland
- STEINUNN ANNA GUNNL AUGSDÓTTIR, Society for Life-skill Teachers in Upper Secondary Schools, Iceland
- SJÖFN GUÐMUNDSDÓTTIR, Society for Life-skill Teachers in Upper Secondary Schools, Iceland
- LEENA LAHTI, Joensuu University, Finland
- HINDREK LOOTUS, Tallinn University, Estonia
- MARINO MELISSANO, Centro Tecnico Regionale di Ricerca sul Consumo Europeo – CTRRCE, Italy
- NUNO MELOESEL, ESELx, Portugal
- MIRIAM O'DONOOGHUE, Curriculum Development Unit (CDVEC), Dublin, Ireland
- KAREN MUGLIETT, The University of Malta, Malta
- LONE SINGSTAD PÅLSHAUGEN, The Sophie Foundation / The Ideas Bank, Norway
- MARI SAGER, The Ideas Bank, Norway
- FERNANDA SANTOS, Portugese Association for Consumer Protection, Portugal
- GREGOR TORKAR, Notranjska Regional Park, Slovenia
- BISSEKKA VELEVVA, Sofia University, Bulgaria

The task group would like to thank Victoria W. Thoresen, CCN Project Leader, and Associate Professor, Hedmark University College, Norway, for her advice and support in the development of this resource.

# Contents

Page

<b>Introduction .....</b>	<b>4</b>
Images and Objects Toolkit	
The Consumer Citizenship Network (CCN)	
Task Group 8	
The United Nations Decade of Education for Sustainable Development	
<b>The Importance of Active Teaching and Learning Approaches in Education for Sustainable Development.....</b>	<b>6</b>
<b>Using Images and Objects to Support Education for Sustainable Development.....</b>	<b>8</b>
Target Audience for the Images and Objects Toolkit	
Selecting Good Education for Sustainable Development Images and Objects	
<b>The Basic ‘Images and Objects’ Activity.....</b>	<b>10</b>
<b>Evaluation.....</b>	<b>12</b>
<b>Alternative Ways to Use Images and Objects to Support Education for Sustainable Development.....</b>	<b>13</b>
<b>References.....</b>	<b>14</b>
<b>Background Information for the Images in the Toolkit.....</b>	<b>15</b>



# Introduction

## Images and Objects Toolkit

The *Images and Objects Toolkit* is for facilitators and teachers interested in Education for Sustainable Development.

It provides the context for the development of the toolkit which includes:

- the background to the UN Decade of Education for Sustainable Development
- an overview of suitable Education for Sustainable Development methodologies.

Step by step instructions for planning and implementing Education for Sustainable Development activities, using images and objects, are included together with a starter kit of sample images.

Further resources to compliment this toolkit can be found on the Consumer Citizenship Network website <http://www.hihm.no/concit/>.

## The Consumer Citizenship Network (CCN)



The Consumer Citizenship Network is an Erasmus 3 thematic network project (CCN 2003-2006 and CCN2 2006-2009), lead by Hedmark University College, Norway.

It is an interdisciplinary network of educators from 131 institutions of higher education in 37 countries and includes The United Nations Environment, Scientific and Cultural Organisation (UNESCO), United Nations Environment Programme (UNEP) and international citizenship and consumer organizations who all recognize the pressing need for constructive action by individuals in order to achieve sustainable consumption and global solidarity.

### The Consumer Citizenship Network deals with:

- stimulating and coordinating research about consumer citizenship
- identifying common competences for consumer citizenship
- surveying curriculum provision of consumer citizenship education
- developing good practice for teaching and accessing consumer citizenship education.

## Task Group 8

This resource is an outcome of the programme of work undertaken by a CCN2 task group (Task Group 8).

### The goals of Task Group 8 are to:

- contribute to the growth of consumer citizenship education as a relevant, ‘interdisciplinary theme in primary and secondary school education’
- prepare and carry out teacher training seminars on Education for Sustainable Development (ESD).



Members of CCN Task Group 8 meeting the Lord Mayor of Dublin, Ireland, to discuss Education for Sustainable Development.

The ESD seminars delivered by Task Group 8 members focus on the use of experiential methodologies that encourage Education for Sustainable Development rather than Education *about* Sustainable Development. In other words, active teaching and learning approaches (transformative methodologies) are used and promoted, rather than formal or traditional teaching and learning approaches (transmissive methodologies).

The *Images and Objects Toolkit* has proven to be an effective and enjoyable teaching and learning resource at ESD seminars and has:

- stimulated exploration of the concepts related to the UN Decade of Education for Sustainable Development
- facilitated good discussions about the types of methodologies needed to raise awareness, and engender critical and informed thinking and decision making amongst learners.

This resource builds on the already well documented

use of images and photographs in education. It is a compilation of ideas generated through piloting with both formal and non formal educators participating in CCN Task Group 8 ESD seminars. The *Toolkit* might provide a ‘quick start’ for teachers/facilitators who would like to use a visual approach to exploring aspects of Sustainable Development in their teaching and learning environment.

In order to use the *Images and Objects Toolkit* effectively it is important to understand the purpose of the United Nations Decade of Education for Sustainable Development and why the methodologies used to explore ESD concepts with learners are important.

## The United Nations Decade of Education for Sustainable Development (2005-2014)



The United Nations has proclaimed the years 2005 to 2014 as a global “Decade of Education for Sustainable Development”. The global vision of the UN Decade is a world where everyone has the opportunity to benefit from education and learn the values, behaviour and lifestyles required for a sustainable future and positive societal transformation.

There is an undeniable need to develop, strengthen and spread sustainable approaches and actions world-wide. UNESCO, the lead agency for the Decade, has made clear that Sustainable Development is relevant to everybody.

## What is Sustainable Development?

Sustainable Development is an ongoing comprehensive social process of change that makes it possible both to protect the current generations quality of life and to safeguard future generations life options. Today, Sustainable Development is universally recognised as the way to improve individuals opportunities and achieve social prosperity, economic growth and environmental compatibility. Sustainable Development is thus a comprehensive concept for modernising living and working patterns in the 21st century.

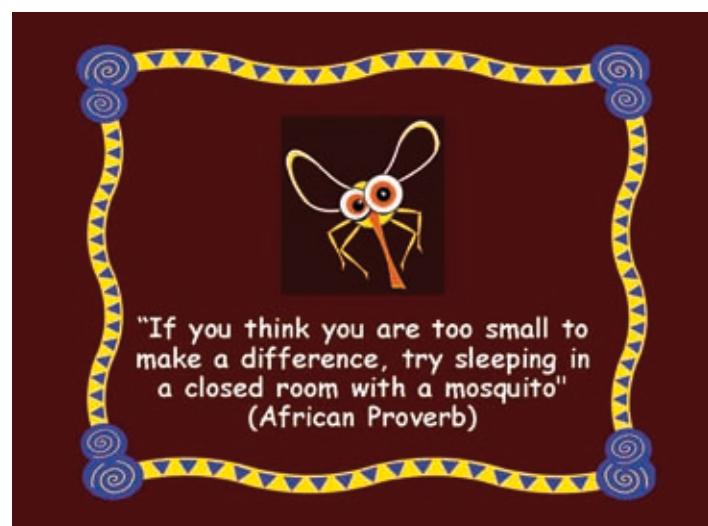
## What does Education for Sustainable Development (ESD) mean?

It is generally agreed that there is no time to lose in implementing sustainable approaches and actions. Sustainability cannot be centrally mandated through a top-down strategy. It must involve a process of social change that affects all people and in which all individuals must participate. Educational settings have an important role to play in facilitating these necessary changes.

The aim of ESD is to empower individuals to actively participate in shaping an ecologically sustainable, economically efficient and socially just environment, while remaining mindful of the interconnectedness between the local and global dimensions.

Education for Sustainable Development has relevance for everyone and aims to:

- improve the contexts in which people live
- create new opportunities for individuals, society and economic life
- provide an ongoing, continuous process which promotes acceptance of processes of societal change
- promote global responsibility



# *The Importance of Active Teaching and Learning Approaches in Education for Sustainable Development*

Sustainable Development is a trans-disciplinary area requiring interactive, participative and reflective approaches. Learners need to be able to construct their own understanding, meaning and values, as a step in the collective search for a sustainable future. Active teaching and learning methodologies can facilitate this process. Much has been written about the use of active teaching and learning in education and this section provides a brief theoretical justification for the adoption of these approaches in ESD.

Educational psychologists tell us that people remember much more of what they do as opposed to what they hear or read. Therefore, in order to improve students learning, educators should, where practicable, try to emphasize active experiential learning and the use of real-world problems.

Remember the old Chinese Proverb:

"I hear, and I forget,  
I see, and I remember,  
I do, and I understand."

The main focus in the *Images and Objects Toolkit* is on the kinds of strategies that are frequently contrasted with transmissive methods of teaching. Transmissive methodologies involve more formal, teacher-centred approaches, for example, an informative talk with the expert passing on content without actively involving the learners. In contrast, the *Images and Objects Toolkit* encourages active teaching and learning approaches because these offer more opportunities for interaction between educators and learners, learners themselves, and learners and the topic.

Sterling (2001) compares the different approaches and values of transmissive (transfer of information to learner) and transformative (learner constructing and owning meaning) methodologies "that go beyond teaching method to also reflect philosophy and purpose of education." An adaptation of Sterlings comparison is illustrated in Table 1.

Table 1: The differences between Transmissive and Transformative Approaches (adapted Sterling, 2001)

Traditional Approach Transmissive	Active Approach Transformative
<ul style="list-style-type: none"><li>• Teaching focus</li><li>• Passive learner</li><li>• Teacher directed</li><li>• Learning from teacher alone</li><li>• Learning from expert</li><li>• Learning from feedback from one key person</li><li>• Competitive environment</li><li>• Relying on rules</li><li>• Consistency / sameness</li><li>• Secrecy</li><li>• Copying from others discouraged</li><li>• Mistakes feared</li><li>• Learning by notes</li><li>• Formal layout of classroom</li><li>• Class time short</li><li>• Isolated decisions</li><li>• Results thinking</li></ul>	<ul style="list-style-type: none"><li>• Learning focus</li><li>• Active learner</li><li>• Teacher guided</li><li>• Learning from each other</li><li>• Discovery under guidance</li><li>• Learning from the reactions of many people</li><li>• Collaborative environment</li><li>• Relying on guidelines</li><li>• Diversity / flexibility</li><li>• Openness / sharing</li><li>• Learning by borrowing encouraged</li><li>• Mistakes learned from</li><li>• Learning by problem solving</li><li>• Informal / flexible arrangement</li><li>• Longer class time</li><li>• Involvement of others</li><li>• Process thinking</li></ul>

*Fig. 1: The Learning Pyramid (Dale, 1957)*

After two weeks we tend to remember



## The Learning Pyramid

Edgar Dale (1957) developed a learning pyramid (Figure 1) to illustrate the relationship between teaching and learning approaches, and the impact that these have on learner retention after a period of two weeks. It is evident from the pyramid that active approaches which involve learning by doing can help to maximise learning.

Most learners have a preferred learning style, for some this is a very strong preference. Some learners prefer to see information (visual learners), some prefer to hear information (auditory learners) and some prefer to learn by doing (kinaesthetic learners). Learners generally learn best when they are given the opportunity to work in their preferred learning style. By using transformative (active) teaching and learning approaches there are increased opportunities to learn in ones preferred style.

In our search for a sustainable future we need to redefine our position in relation to the environment. We cannot afford to continue to replicate our mistakes. We must search for better solutions based on ESD values and transformative learning approaches can help this process.



*CCN Task Group 8 running an ESD seminar with Civic Social & Political Education (CSPE) facilitators, in Athlone, Ireland, 2007.*

# *Using Images and Objects to Support Education for Sustainable Development*

## **Target Audience for the Images and Objects Toolkit**

The *Images and Objects Toolkit* is aimed at teachers, tutors and facilitators working in both formal and non formal education settings and the activities can be adapted for use with different groups of participants.

The *Images and Objects Toolkit* can be used in most subject areas. It can be of particular benefit when exploring the wide ranging concepts related to ESD at local, national and global levels.

The *Images and Objects Toolkit* provides a ‘quick start’ for teachers, tutors and facilitators. It is hoped that over time they will add their own images and objects to the ‘toolkit’ and invite learners to contribute as well.

### **Objectives of the Images and Objects Toolkit:**

- to enhance the learning process and bring alternative methods into the learning environment to meet the diverse needs and styles of learners
- to encourage a democratic and collaborative approach through groupwork
- to promote reflective and critical thinking and the opportunity to: question assumptions and stereotypes; discuss cause and effect relationships; problem solve
- to develop consciousness of the environment and the importance of Sustainable Development
- to aid comprehension by providing concrete examples related to Sustainable Development
- to explore the positive and / or negative effects of what is portrayed by the image or object from an economic, sociological, environmental and / or cultural perspective
- to create consumer awareness of rights and responsibilities in relation to food, transport, housing, energy, etc.
- to deal with the ethical challenges of consumption

**A picture paints  
a thousand words**

## **Selecting Good Education for Sustainable Development Images and Objects**

### **When selecting an image or object the facilitator or teacher should consider the following:**

Is the image or object of good quality? Is it clear and readable?

Will the image or object encourage, promote or evoke a discussion around attitudes, values, beliefs, assumptions, perceptions, stereotypes etc. related to ESD themes?

It might be useful to ask:

- What is happening in the image?
- Where was it taken?
- When was it taken?
- Where is it from?
- What is it saying or not saying about Sustainable Development?
- Is the image or object positive, neutral or negative or a combination of these?
- What makes the image or object interesting?
- What is happening in the background?
- What might be happening outside the frame of the image?
- What emotions are contained within the image from two perspectives: that of subjects featured and that of observers looking at the image?
- What questions are left unanswered by the image or object?

### **When compiling a general collection of images and objects the facilitator or teacher should consider the following:**

Compile a balanced representation of images and objects that range from the local to the global rather than over emphasising images or objects from, for example, the developing world. Sustainable Development issues are relevant to all communities.

Ordinary everyday images of routine activities, settings or objects are often the most effective. Images and objects do not need to shock or provide the ‘wow’

factor. Even in the ‘ordinary’ different learners will see different things, have different opinions and perspectives.

Unless intended, take care not to over emphasise certain areas / issues related to Sustainable Development. This might inadvertently happen by including too many images / objects related to one theme in what is intended to be a general ESD activity e.g. too many images of waste: recycling bins; landfill; recycling depots; rubbish on street etc.

Consciously build up a collection of images and objects that represent a good range of the eight key action themes of the UN Decade of Education for Sustainable Development.

### The Key Action Themes of the UN Decade of Education for Sustainable Development are:

- Gender Equity
- Cultural Diversity
- Health Promotion
- Peace and Human Security
- Environment
- Sustainable Urbanisation
- Rural Development
- Sustainable Consumption

(For further information see: [www.unesco.org/education/desd/](http://www.unesco.org/education/desd/))

### Images and Objects: Background information

When collecting images and objects gather background information about each image or object. This information can be useful to share with participants.

In the case of a photograph, for example, the following information would be useful:

- Name of person submitting photograph
- Name of person who took the photograph
- Place where the photograph was taken
- Date the photograph was taken

- What is happening in the photograph?
- If individuals are portrayed in the photograph, has permission been sought to use the photograph in an educational activity or resource?
- What motivated the photographer to take the photograph - was it something about the setting, scene or context that captured the photographers interest?
- What is the link between the photograph and ESD.

### Ethical considerations when taking photographs or selecting objects

If using images that portray individuals, it is important to respect the dignity of the individuals by seeking their permission (or parent / guardian permission) to use the image for educational purposes.

The values underpinning ESD need to inform the choice and type of images and objects that are used.

These values include:

- respecting the dignity of the people portrayed in images or those who may have been involved in the production of an object
- belief in the equality of all people
- acceptance of the need to promote fairness, solidarity and justice (*adapted from Dochas, 2006*).

Once there was a great forest fire, and all the birds and animals rushed to escape. Hummingbird went to the river and collected a drop of water. The other birds laughed. 'What are you doing?' they asked. She replied, 'I'm doing what I can'.

Native American story

*‘The use of images in a world where images dominate and people are comfortable with analyzing images makes the exercise less threatening than a purely verbal activity’.*

*‘Using images is a very important way of educating students to read their symbols and signs, so that they become more conscious of the impact of visual messages. The world that young people live in is very visual (TV, computers etc.). Young people are receiving visual messages all the time, often without being aware of the influence that the visual message has had on them’*

*‘The diversity of images is essential, particularly images from the third world, so that the focus is not only on issues well known to participants’*

*‘An image activates a person’s imagination and creativity. There are so many different things to read from one image and there are so many ways to interpret what is seen’*

# The Basic 'Images and Objects' Activity

In order to work effectively, this activity requires eight or more participants. It is particularly effective with larger groups, as it ensures the engagement of all participants in the learning process.

## What do you need?

A collection of images and objects that represent both positive and negative aspects of Sustainable Development. The images in this toolkit might help to get your collection started. Remove the images from the booklet and cut as directed. *More images and resources are available on the CCN2 website (<http://www.hihm.no/concits/>).*

The types of images and objects suitable for this activity might include:

- pictures, photographs, posters
- advertisements
- drawings, paintings
- objects, artefacts
- cards with key words or statements
- newspaper cuttings
- blank card and markers.

## How the activity works

**Step 1** A selection of images and objects are spread out in an area of a room where participants have the space to walk around and examine them. An open floor space is ideal if tables are not available.



**Step 2** Each participant is invited to select one image or object that has personal resonance, e.g. represents something important or makes an important statement about Sustainable Development. Participants can, if they wish, choose one of the blank cards and write their own words or statements on it.

**Step 3** Participants are invited to form pairs and share the image or object that they have chosen with each other. They should explain to each other their reasons for choosing it.

**Step 4** Two pairs should join together to make a group of four. Each image or object is discussed and the group must work together to prioritise just one image or object that will represent the group and that will be shared with everyone in the room under the following headings:

- an explanation of why the image or object was selected to represent the group.
- the process that took place in order to agree on one image or object.
- the value of the activity in facilitating discussion related to Sustainable Development.
- key discussion points or issues that arose in the group relating to Sustainable Development.



During Step 4 the facilitator / teacher should circulate amongst the groups, checking that everyone is on task and listening for any interesting discussion points that can be highlighted during Step 6 (general discussion phase).

**Step 5** Each group selects a person who will speak on behalf of the four group members.

**Step 6** The reporter from each group shares their image or object with the other groups and there is a general discussion led by the facilitator / teacher.

It can be useful for the facilitator / teacher to share any background information about the image / object during the general discussion phase. This may highlight how images / objects are open to different interpretations and how care must be taken to avoid generalizations, prejudiced and / or stereotypical comments.

Providing an immediate and wider context to the discussion evoked by the image or object can facilitate a better and broader understanding of the realities, complexities and challenges of Sustainable Development. Background information for the images included in this toolkit can be found on the inside back cover.

Some of the benefits of using this activity are presented in Table 2.

*Table 2: Benefits of using "images and objects" active methodology*

<b>Step of activity</b>	<b>Benefit</b>
<b>Step 1:</b> A collection of different images and objects are presented	The different images and objects appeal to different senses and styles of learning etc.
<b>Step 2:</b> Each participant is invited to select an image or object	There is no right or wrong answer/selection as all images and objects are linked in some way to Sustainable Development
<b>Step 3:</b> Participants are invited to form pairs and share the image or object that each of them selected	This is less intimidating initially than sharing with a larger group and provides an opportunity to discuss and listen to another person's perspective
<b>Step 4:</b> The group of four choose one image or object	This encourages a democratic process and decision making in a less intimidating small group setting
<b>Step 5:</b> One person is nominated from each group, to speak on behalf of the group	This provides the opportunity to take on the role of reporter and process the information shared during group discussions
<b>Step 6:</b> General discussion	This broadens viewpoints and perspectives

*'I think it is a great way of combining visualisation, words and feelings on a subject and connecting them to Sustainable Development. When you have a picture in your hands that you have picked out, and you have to put your feelings into words and describe them to others, then you realise how this is important to you.'*

*'It is a good way to find out what Sustainable Development means to you and others and to see the variety of opinions and perspectives people have on this'*

*'The use of images with participants who have different languages abilities (either because they have different mother tongues or are on different levels) simplifies communication'*

*'It is fun! Learners love to look at and discuss images and objects'*

*'The activity is very much in line with the theory of "multiple intelligences". Learners can choose between images, objects and text (newspaper and magazine articles). This means that each student should be able to find an item that matches their own learning strength or preference'*

# *Evaluation*

## **Images and Objects Activity Group Reflection**

***When one image or object has been selected to represent your group, reflect on the questions below and make notes before reporting back to the bigger group:***

Why was this image or object selected to represent your group?

What process took place in order for you all to agree on this image or object?

How valuable was the images and objects activity in facilitating discussion related to Sustainable Development?

What key discussion points or issues arose in your group relating to Sustainable Development?

Other comments?

# *Alternative ways to use Images and Objects to support Education for Sustainable Development*

## **Show and Tell**

Ask participants to bring a photograph to the workshop that they have taken themselves or an object that they have made or purchased that links with some aspect of Sustainable Development.

Invite each participant to share their image or object with other participants and explain the background and significance of the image or object.

## **Positive and Negative**

Invite participants to select two images / objects instead of one; one that says something positive about an aspect of Sustainable Development, and one that says something negative. The participants can then form pairs followed by groups of four as in the basic images and objects activity.

## **I'm Here Because...**

At the beginning of an ESD workshop invite each participant to select an image or object that reminds them of why they are at the workshop or why they are involved in this type of work. They should then find someone in the room that they do not know and share their image or object with that person.

## **Switch**

Each participant selects an image or object. Two participants then come together and switch images/objects. Each participant then tries to guess why the other person selected that specific image or object. After a few minutes of thinking, the two participants get together and present a hypothesis to each other before they tell each other the right answer.

## **Group Think Tank**

Give each group (of approximately four) an image glued to the centre of a large sheet of paper or card. Provide them with a 'post-it' pad and markers. Invite the group to respond to the image by writing words or statements on the 'post-its' and placing them around the image. Invite each group to place their image and statements on the wall for others to see.

## **Carousel Group Think Tank**

Start the activity in the same way as the group think tank activity above. Make sure however that each group

receives a set of 'post-its' that are a different colour. Give each group one minute to respond to their image and attach 'post-its' with words or statements around the image.

Invite each group to then pass their sheet on to the next group who can add words, statements or responses to the previous groups 'post-its'. Continue to do this in carousel style around the room. At the end of the activity place the posters on the wall with the images and comments. It will be clear from the colours of the 'post-its' how the ideas and comments have built up and developed as the activity moved around the groups in the room.

## **Compare and Contrast**

Provide each group with an image and invite them to compare and contrast their lives with what they 'see' in the image.

## **Virtual Interview**

Give each group an image which portrays at least one individual. Invite the group to write a list of questions that they would ask that person if they had the opportunity to interview them.

## **Sorting**

Write each of the eight key action themes of the UN Decade of ESD on a separate sheets of paper. Place the sheets on the wall in different parts of the room where they are clearly visible.

Spread out a large selection of images and objects related to ESD on the floor.

Invite participants to sort the images and objects and take each one and place it under a UN Decade key action theme. Participants can disagree with where an image or object has been placed if they wish by moving it to another key action theme.

This placing and moving of images and objects continues until the group is happy with the placement of all of the items. Discuss the experience with the group.

## **Lights, Camera, Action...**

Participants at a creative seminar on a specific ESD topic can make their own images and objects resource pack. They are asked beforehand to bring a digital camera with them to the seminar. They are then invited

to go out and take photos of things that say something about the ESD topic (problem, good example, bad example, etc.) They must come back at a specific time and show and speak about their images. The photos can be transferred onto a memory stick and shown on a laptop/data projector to the larger group. Participants can also bring back any relevant objects that they have gathered.

### Jigsaw Time

This activity is a good icebreaker or method of forming groups. For example in a group of 24 participants, where you would like to form 6 groups with 4 participants in each group, you would do the following:

- select 6 images and cut each image into four pieces (similar to a jigsaw)
- scatter the pieces in the middle of the floor and ask each participant to select one piece
- invite participants to move around the room trying to find participants with matching pieces of the image
- when all four pieces of each image have been found and the group of four have come together, invite them to discuss their image.

### Journalist

Imagine you are a journalist writing an article on Sustainable Development for a national newspaper or magazine. Write a caption and short article to go with an image or object that you have selected.

### Inspiring ideas

Place a display of images and objects in a room. Invite participants to write a short piece about a theme related to ESD. They can use the display as a source of inspiration to help them with their writing.

## References

Armstrong, T. (1993) 7 Kinds of Smart: Identifying and developing your own intelligences. New York: Plume Books (Penguin).

Dale, E. (1957) Audio-Visual Methods in Teaching. New York, The Dryden Press, Inc.

Dochas (2006) Code of Conduct on Images and Messages - available at [http://www.dochas.ie/documents/Images\\_and\\_Messages.pdf](http://www.dochas.ie/documents/Images_and_Messages.pdf)

Gardner, H. (1993). Multiple Intelligences: The theory in practice. New York: Basic Books, Inc.

Sterling, S. (2001) Sustainable Education: Re-visioning learning and change, Schumacher Briefing No.6: Schumacher Society, Green Books, Dartington

Warburton, K. (2003) Deep Learning and Education for Sustainability, International Journal of Sustainability in Higher Education, Vol. 4, No. 1, pp 44-56, Emerald, Bradford UK.

Consumer Citizenship Network  
<http://www.hihm.no/concit/>

UN Decade of Education for Sustainable Development  
[www.unesco.org/education/desd/](http://www.unesco.org/education/desd/)

# *Background Information for the Images in the Toolkit*

## **IMAGE NO 1: TREE INDUSTRY**

This photograph shows a Larch Tree growing industry based in Egilsstaðir, Iceland. The planting of trees is an important process but there is an ongoing debate about the suitability of the trees being planted and the long term impact of planting ‘non-indigenous’ trees. Until recent years Iceland had very few trees but they can act as a solution to the problem of soil erosion caused by wind and excessive pasturing of sheep.

## **IMAGE NO 2: RWANDAN CLOUDS**

This photograph was taken on board an Air Rwanda flight as it took off from Kigali International Airport. Rwanda is located in Central Africa and is often referred to as the country of ‘mille colline’ (a thousand hills). It is a place of great beauty. Rwanda is a very small country with 8 million inhabitants, 7 million of whom make a living from the land. The interplay between environment and population played a role in the genocide that occurred in 1994.

## **IMAGE NO 3: GEOTHERMAL POWER STATION**

This photograph shows a geothermal power station in Hellisheiði, Iceland. Geothermal power uses underground heat to create steam and is a sustainable energy source causing minimal pollution. However, there is an impact on the environment in terms of the building of the power station itself.

## **IMAGE NO 4: FRUIT MARKET**

This photograph shows a number of fruit stalls at a market place in the middle of Rome, Italy. The photograph shows the range of fruit available and raises questions about whether or not they are grown locally or organically and the impacts on the environment and human health.

## **IMAGE NO 5: PAPER BOWL**

This brightly coloured fair trade bowl was made in Vietnam from 100% recycled paper. To make the bowl magazine paper has been coiled and glued by hand. It stands solidly on a small coiled base. The bowl was bought in Dublin, Ireland, in a fair trade shop run by Oxfam.

## **IMAGE NO 6: NON-SUSTAINABLE WASTE COLLECTION**

This photograph was taken in Old Town, Jerusalem, Israel. The photograph symbolises the fragility and inadequacy of waste collection and recycling systems. Waste can be collected and thrown into the right “hole” but from the “backside” it can reach back to the environment without any treatment or management.

## **IMAGE NO 7: PARISIAN LIGHTS**

This photograph was taken on New Year’s Day in Paris, France. The lights evoke a feeling of romance. However, there is an impact on the environment in terms of the energy used to light the city. Because Paris is such a popular tourist destination the photograph could be used to discuss some of the issues around ethical tourism.

## **IMAGE NO 8: BICYCLES**

This photograph was taken at a train station in the Netherlands. Cycling is a sustainable and healthy form of transportation and is a means of reducing the impact of our carbon footprint. Despite obvious positive impacts on the environment and personal health the use of bicycles is something that we don’t see in many countries in Europe.

## **IMAGE NO 9: ATHENS**

This photograph was taken from The Acropolis in Athens, Greece. The Acropolis is listed on the European Cultural Heritage list of monuments. The amazing view shows Athens stretching out endlessly below, a mixture of ancient ruins and more modern buildings and infrastructure. The population of greater Athens is approximately 4 million. As one of the world’s oldest cities Athens has been continuously inhabited for over 3,000 years.

## **IMAGE NO 10: FEET**

This photograph was taken in a street in Sofia, Bulgaria in May 2007. The feet in the image belong to members of the Consumer Citizenship Network (Task Group 8) from Ireland, Slovenia and Iceland. The photograph was taken during a discussion on Ecological Footprints as a measurement of the impact of lifestyle on the environment. The image could also be used to facilitate discussion about the production and origin of articles of clothing.

## **IMAGE NO 11: MOSQUITO**

This image with the mosquito and the African proverb may act as a stimulus for discussion about the importance of individual action and participation. Learners might consider where the responsibility for Sustainable Development lies and/or the importance of the interconnectedness between the local and the global. Participants could discuss famous activists (e.g. Mohandas Gandhi) or share examples of activism in their own local areas. They could also share any other relevant proverbs they know or devise one of their own.

## **IMAGE NO 12: ELECTRICITY WIRES**

This photograph of electricity wires was taken in Co. Wicklow, Ireland. It might evoke discussion on issues such as: where does this energy come from; do we really need all of this electricity; harmful emissions; fuel imports; rising fuel costs; renewable energy etc.



*This ‘Images and Objects Toolkit’ is a compilation of ideas and resources put together by a task group working with the Consumer Citizenship Network. The toolkit will hopefully provide a ‘quick start’ for teachers and facilitators who would like to use an active and visual approach to exploring aspects of Sustainable Development in their teaching and learning environments.*





1



2



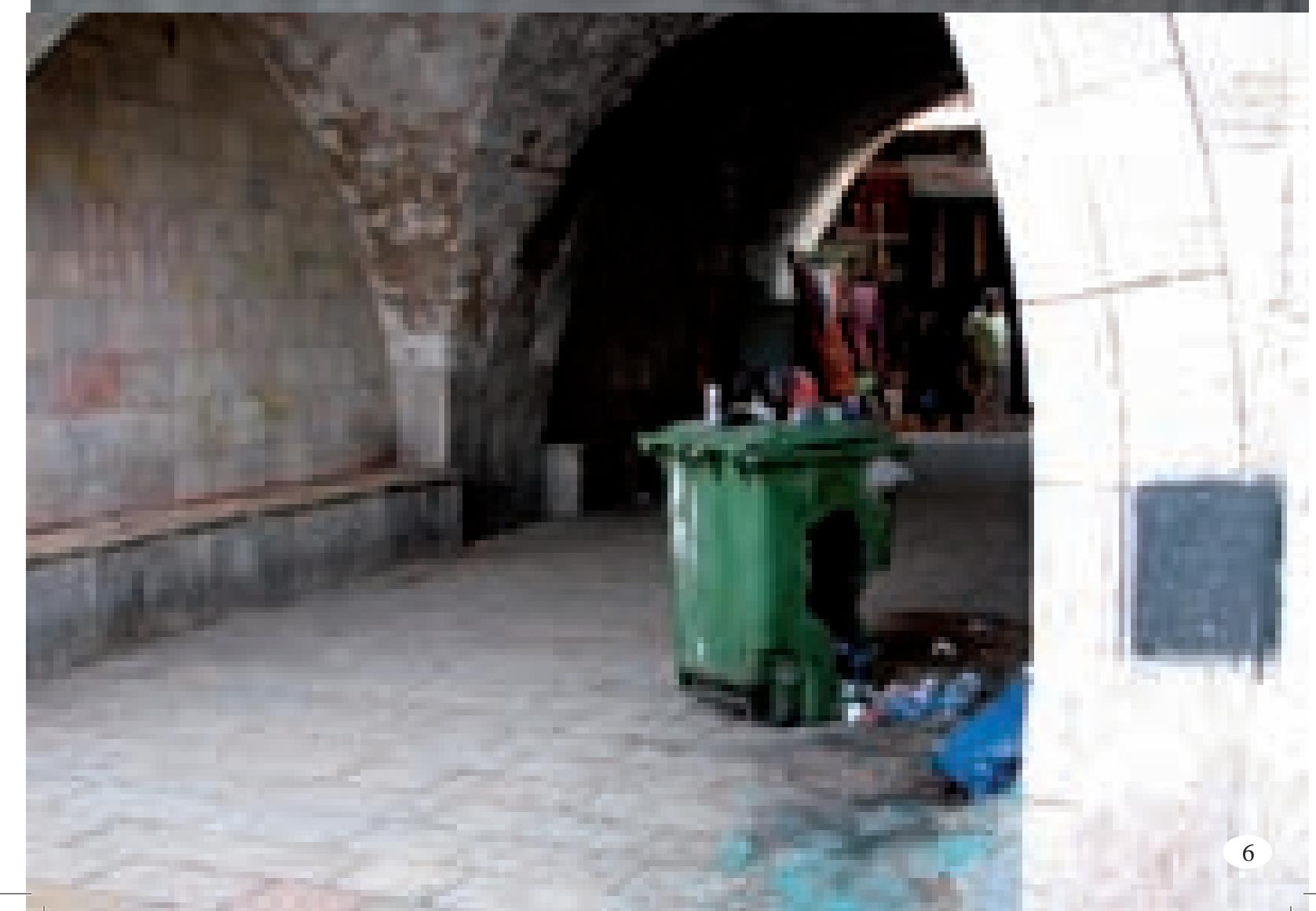
3



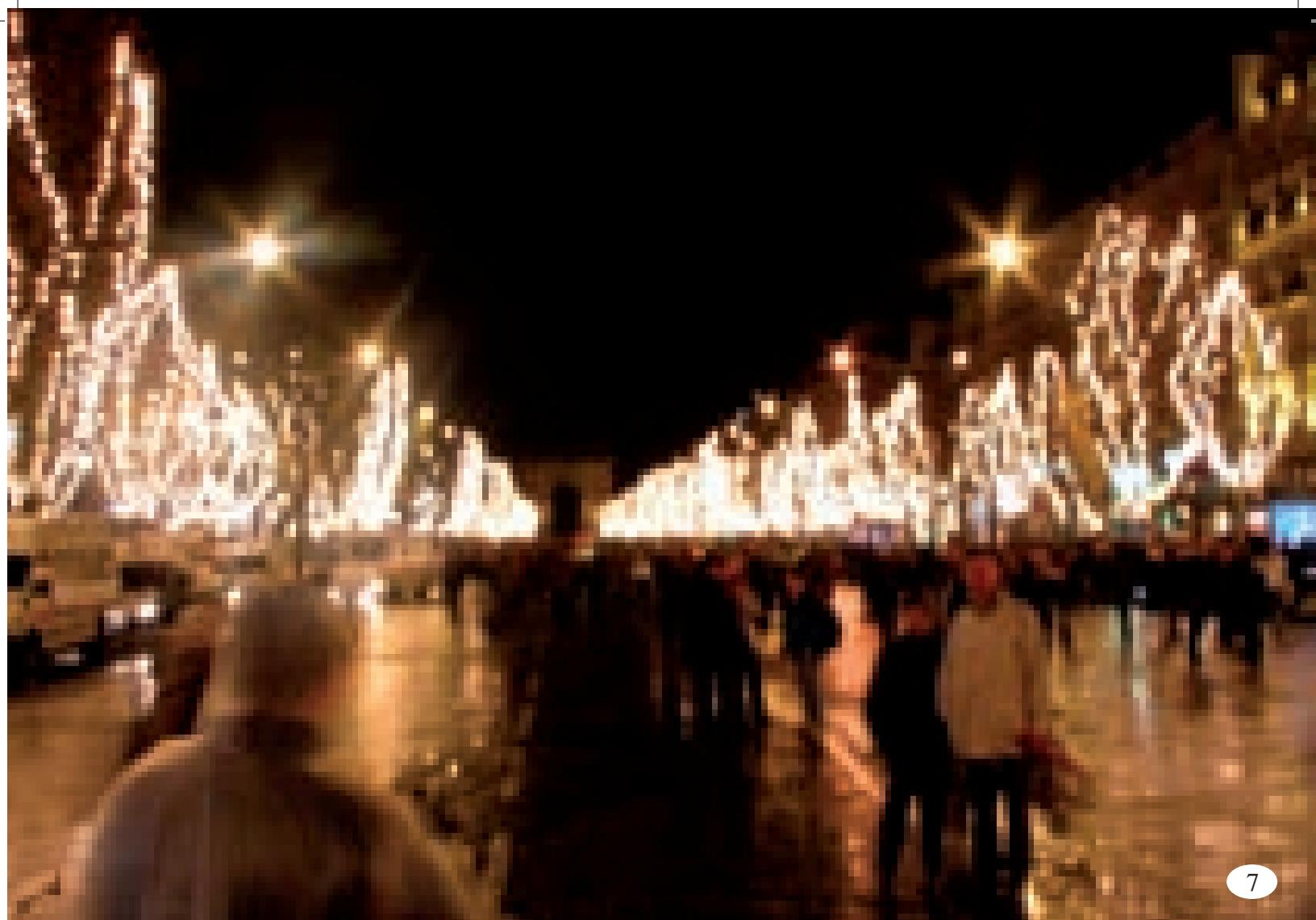
4



5



6



7



8



9



10



"If you think you are too small to make a difference, try sleeping in a closed room with a mosquito"  
(African Proverb)

11



12