

# SHAPE YOUR LEARNING ENVIRONMENT!

Lesson delivery suggestions for youngsters between 13 and 17 years

Sustainable school culture, participation, well being



# Imagine a school ...

... in which both students and staff share a comfortable surrounding. Where does learning take place and what roles do topics like health, the environment and mutual appreciation and tolerance play in this?

In these lesson plans, the students discuss their perceptions and expectations regarding their learning environment and take an active role in sharing them with the class. The finished posters can be photographed and the pictures e-mailed to [forum@umweltbildung.at](mailto:forum@umweltbildung.at). The photos will be published on the FORUM Umweltbildung Facebook page.



## Competence-based objectives:

The students are in a position to ...

- reflect together on the topics of health, the environment, sustainability and their own values.
- make observations on what the ideal learning environment should look like.
- bring in their own design ideas and reflect upon them.

## Materials/Media required:

- The poster "Shape your learning environment!"
- Pens/pencils
- Paper
- Glue
- Cards

## Method 1: Learning in an ideal world

Preparation: 10 Min.

Difficulty: ★★☆☆

## Method 2: We take action!

Preparation: 10 Min.

Difficulty: ★★☆☆

## Method 3: One word only – A guessing game

Preparation: 5 Min.

Difficulty: ★☆☆☆





## Method 1: Learning in an ideal world

Phase	Min.	Grouping	Material/ Medium	Method
WARM-UP ACTIVITIES	5	CW		The students are grouped according to birth month (groups of 2–4): all students line up according to their birth month (January–December) and groups are formed e.g. all those born between January and March form one group, etc.
	10	GW	Paper and pens/pencils	Each group discusses one of the following questions and notes the answers on a slip of paper: <ul style="list-style-type: none"> <li>• What do you need in order to learn effectively?</li> <li>• In your opinion, what can be done at school to keep the students and staff healthy?</li> <li>• In your opinion, what can be done at school to protect the environment?</li> <li>• How do you want to interact/communicate with each other?</li> </ul>
DEVELOPMENT	20-30	CW	Poster, possibly a notice board or a large wall suitable for hanging posters	After answering the questions every group receives a copy of the poster on A4 paper (the large version of the poster can be hung on the board) to examine together and identify situations which fit with the questions the group worked on earlier (learning, health, the environment, cooperation). In addition, the group discusses the contents of the poster to see if anything is missing and/or could be discussed in greater depth. This could then be added to the poster (e.g. by expanding the speech bubbles or by drawing and colouring in new scenes on pieces of paper and sticking them to the poster).
CONCLUSION	10-20	CW		At the end of the lesson, the students discuss the lessons learned and talk about which aspects they can apply to their learning, as well as which of their ideas from the group works can be realistically implemented.

GW: Group Work, CW: Class work





## Method 2: We take action!

Phase	Min.	Grouping	Material/ Medium	Method
WARM-UP ACTIVITIES	5	CW/ GW	Poster	The students are paired up based on who is wearing at least one item of clothing that is the same colour. Each pair is given a "Shape your learning environment!" poster.
DEVELOPMENT	10	GW		The students look at the poster together and are supposed to answer the following questions: <ul style="list-style-type: none"> <li>• Where on the poster can you see learning taking place?</li> <li>• What can you see on the poster that you would like to see implemented in your own school?</li> <li>• What can you see on the poster that you don't like?</li> <li>• What would you change?</li> </ul>
	25	CW	Paper, Pens/ pencils, Scissors, Glue	They can use the poster to make your their suggestions as to how and where they want to learn. The speech bubbles can be filled out, or alterations/original scenes can either be drawn directly onto the poster, or drawn and coloured in on a separate piece of paper and glued to it.
CONCLUSION	10	CW		At the end of the lesson, the students discuss the lessons learned and talk about which aspects they can apply to their own learning, as well as which of their ideas can actually be implemented. The posters can then be hung up in the classroom.

GW: Group Work, CW: Class work





## Method 3: One world only – A guessing game

Phase	Min.	Grouping	Material/ Medium	Method
WARM-UP ACTIVITIES	5	CW/ GW		At the beginning of the lesson, the students form groups of three. You could group them by giving them numbers (i.e. all 1's together, all 2's together, all 3's together etc).
	15	GW	Poster, Cards, Pens/pencils	Each group receives a poster and three cards. While looking at the poster, the students discuss what they think the most important elements of a good learning environment are and select three situations from the poster which best reflect this. In the next stage, the students describe the situations they have chosen using one word only. It is important that the teacher only explains this exercise and reveals nothing about the game which is to follow.
DEVELOPMENT	5	GW		In this step, the students choose one of their words and consider how they could mime it, draw it or paraphrase it. It is up to the rest of the class to guess the word. The group decides together who is to present the word to the others and how – drawing, mime or paraphrased explanation.
	15	CW	Stopwatch	The individual groups come to the front of the class to present their words. The rest of the class observes and tries to guess the word in question within sixty seconds. Both the group at the front of the class and the group which guesses the quickest receive a point. If nobody guesses the word, the group reveals what it is and no points are awarded.
CONCLUSION	10	CW		To reflect on the lesson, the teacher returns to the group discussion from the beginning and asks: <ul style="list-style-type: none"> <li>• What is important to the students regarding their ideal learning environment?</li> <li>• Which situations on the poster did they choose and why?</li> </ul> <p>The class discusses which of these things can be implemented in their own school.</p>

GW: Group Work, CW: class work





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