



Art & Nature: A Sustainable Approach for All Teachers

Tenerife.

Foto de [Andrea Huls Pareja](#) en [Unsplash](#)



1 NAME

2 NAME MEANING (if not, research!)

3 WHERE DO YOU COME FROM

4 SUBJECT AND LEVEL YOU TEACH

5 WHAT WOULD YOU LIKE TO VISIT
IN TENERIFE?

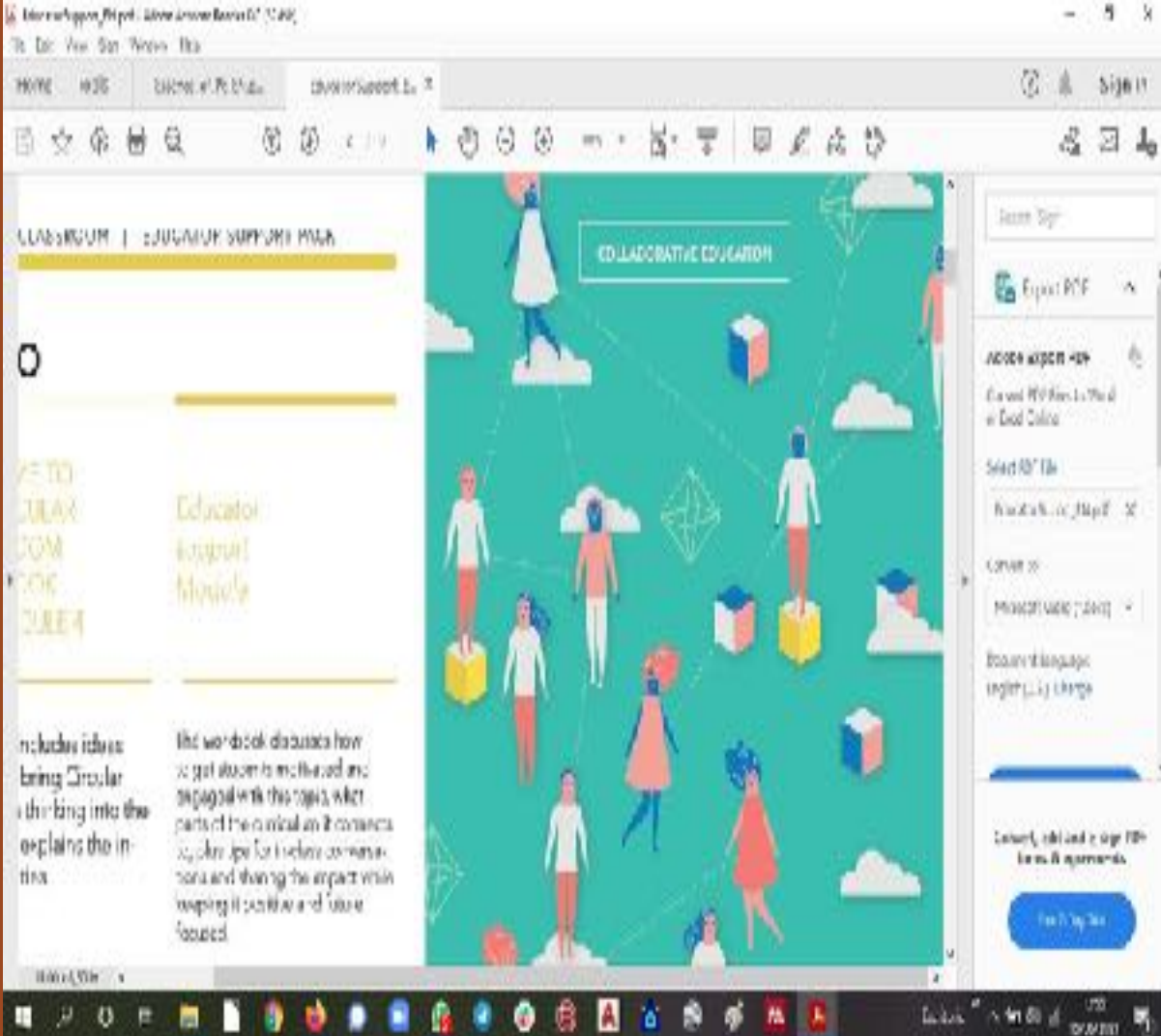
FOTO DE [BEKKY BEKKS](#) EN [UNSPLASH](#)

Art & Nature: A Sustainable Approach for All Teachers



Is about:

- + BRINGING SUSTAINABILITY TO LIFE IN A MEANINGFUL AND INSPIRING WAY.
- + REDISCOVERING OURSELVES AS PART OF NATURE AND VALUING THE WORLD AROUND US.
- + USING ART TO RECONNECT STUDENTS WITH NATURE AND SUSTAINABLE THINKING.
- + EXPLORING RESOURCES THAT SUPPORT THIS TRANSFORMATIVE APPROACH IN OUR TEACHING. SHARING PRACTICAL TIPS, CREATIVE EXERCISES, AND GAMES FOR
- + MEANINGFUL CLASSROOM PRACTICE.



inspired in:

SYSTEMS THINKING

Donella Meadows & Christian Walloth.

DEEP ECOLOGY

Arne Naess, 1973.

DEMOCRATIC EDUCATION.

PAIDEIA

Libertarian School, Spain.

PERFORMANCE BASED LEARNING.

<https://www.schoolcraft.edu>

DESIGNING REGENERATIVE

CULTURES DANIEL C. WAHL, 2006.

TRANSFORMATIONAL FACILITATION

<https://iiface.org/>

<https://www.findhorn.org/>

THEATER OF THE OPPRESSED

Augusto Boal 1960 & Imagination.

NONVIOLENT COMMUNICATION

MARSHALL ROSENBERG, 1984.

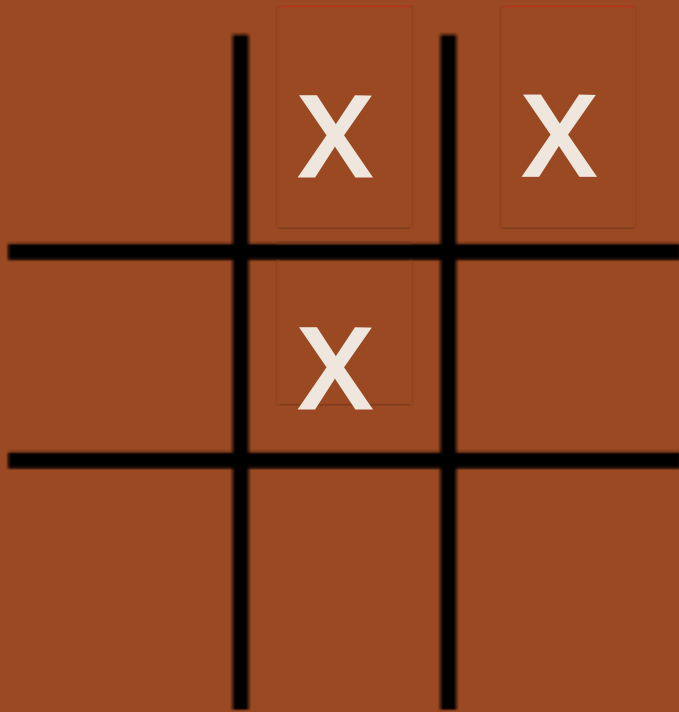


WHERE DO WE COME FROM?

WHERE ARE WE GOING?

WHERE DO WE WANT TO GO?

Foto de [Luís Eusébio](#) en [Unsplash](#)



the model
matters



“We don’t see
things as they
are. We see
them as we are”

Anais

Nin

Foto de [Josephine Vyeda](#) en [Unsplash](#)



Summary:

Exploring our shared ecosystem in class

The 4 pillars & getting to know each

other

Systems thinking & Sustainability

What's behind materials? Everything is connected DIY

bio-watercolors & Ecoprint

Excursion to Finca Encuentro (Puerto de la Cruz) Critical thinking through art and limitations

Outdoor learning & Collective processes

Excursion to: Parque García Sanabria (Santa Cruz) Land art and Regenerative spiral framework Outdoor learning & Collective processes

Inclusive and nonjudgmental communication tools

Art & Nature action plan & celebration

THE 4 PILLARS

ART

SUSTAINABILITY

PEDAGOGY FOR
TRANSFORMATION

OUTDOOR LEARNING



Study of Blue (series To End is To Start), handmade paper, 2018 by Johanna Tagada Hoffbeck.

where are we going?

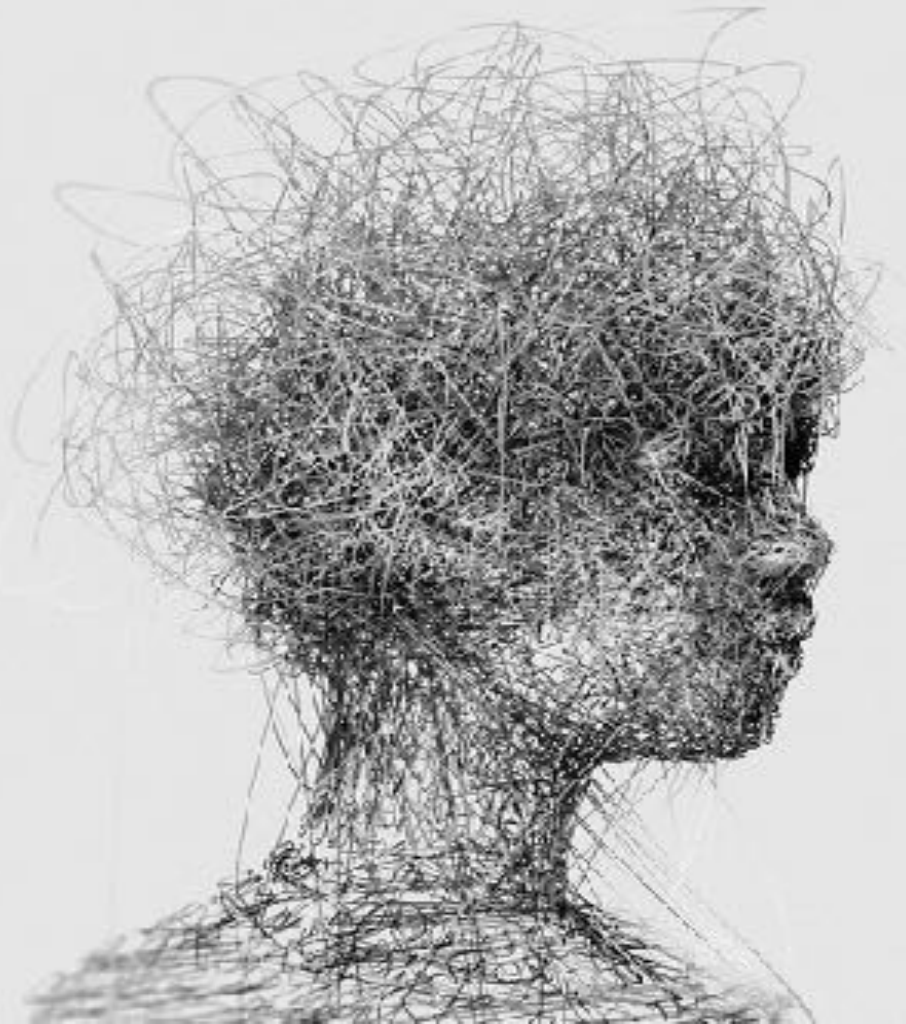
SCHOOL'S PRESENTATION

Tell us something about your school:

1. How present are the four pillars in your school?
2. Which one is your strongest area? Can you share some inspiring things happening in your classes about this?
3. Would you like to share one challenge your school is facing with these four pillars?



ART SUSTAINABILITY TRANSFORMATION OUTDOOR LEARNING



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Foto de [Wiki Sinaloa](#) en [Unsplash](#)

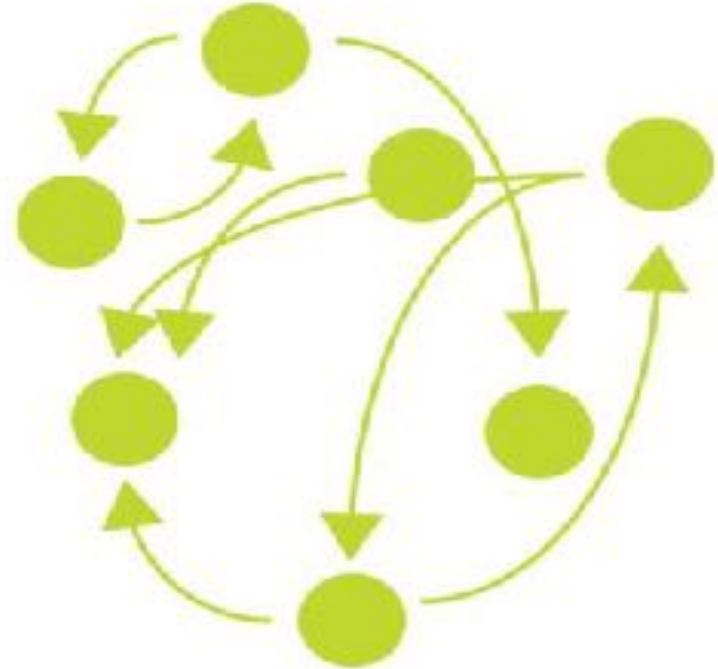


YOUR PERSONAL GOAL

Traditional thinking



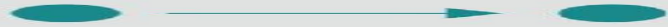
Systems thinking



THE MODEL MATTERS

KINDLING.xyz

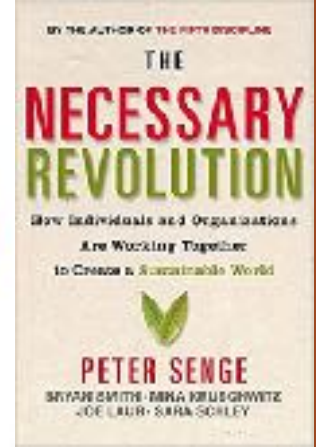
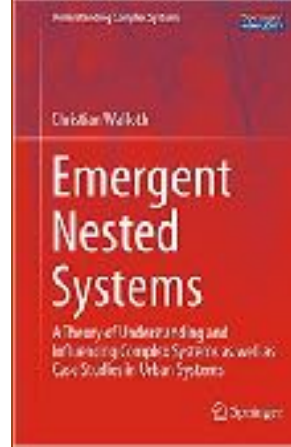
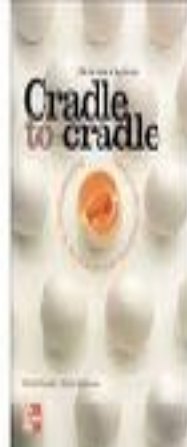
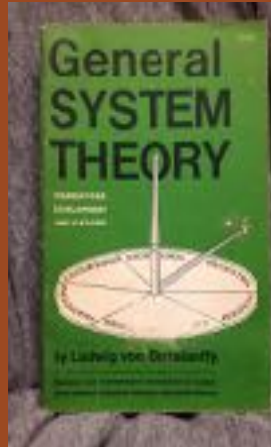
Traditional thinking



Systems thinking



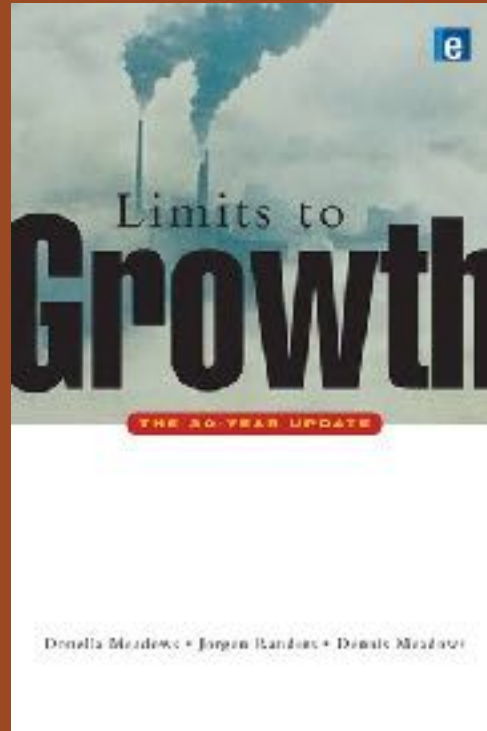
KINDLING.xvz



THE MODEL MATTERS



1968 Club de Roma
Donella Meadows
(1941-2001) química
ambiental. "The Limits
TO GROWTH" Y
"THINKING
IN SYSTEMS"



where are we going?

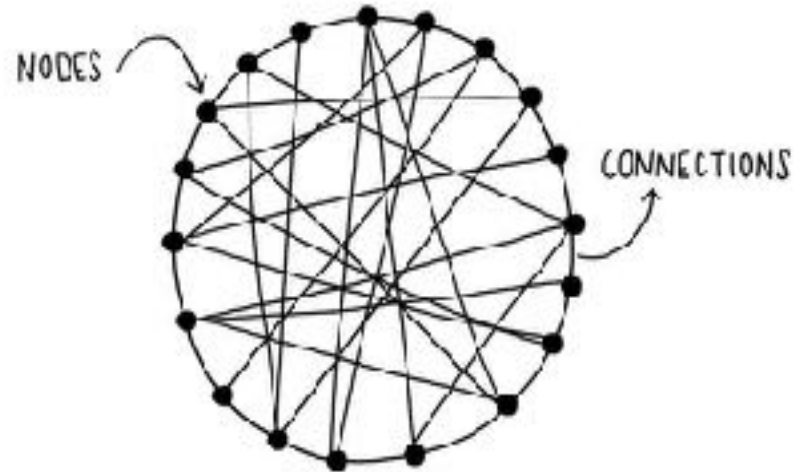


Traditional
behavior



Sustainable
behavior

CONNECTED CIRCLES MAPPING



Systems Thinking

A system is a set of related components that work together in a particular environment to perform whatever functions are required to achieve the system's objective.

It is composed of:

- Elements
- Interconnections
- A collective purpose



D. Meadows

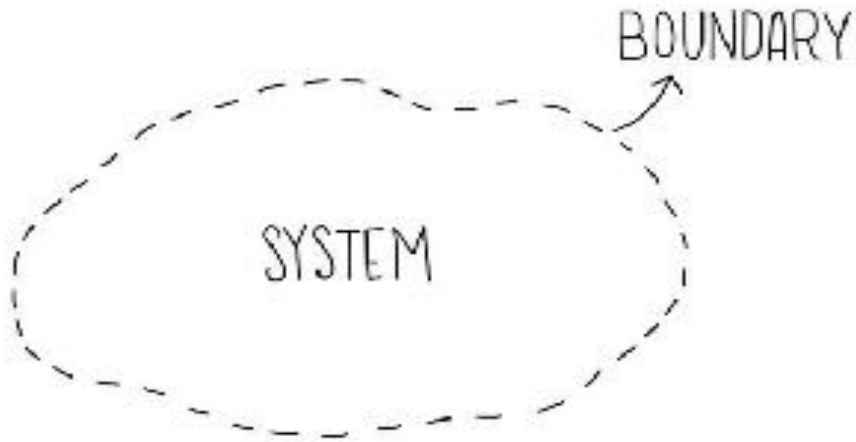
now it is a

FROM A SET TO A SYSTEM



Systems Thinking

from set of element to a
system



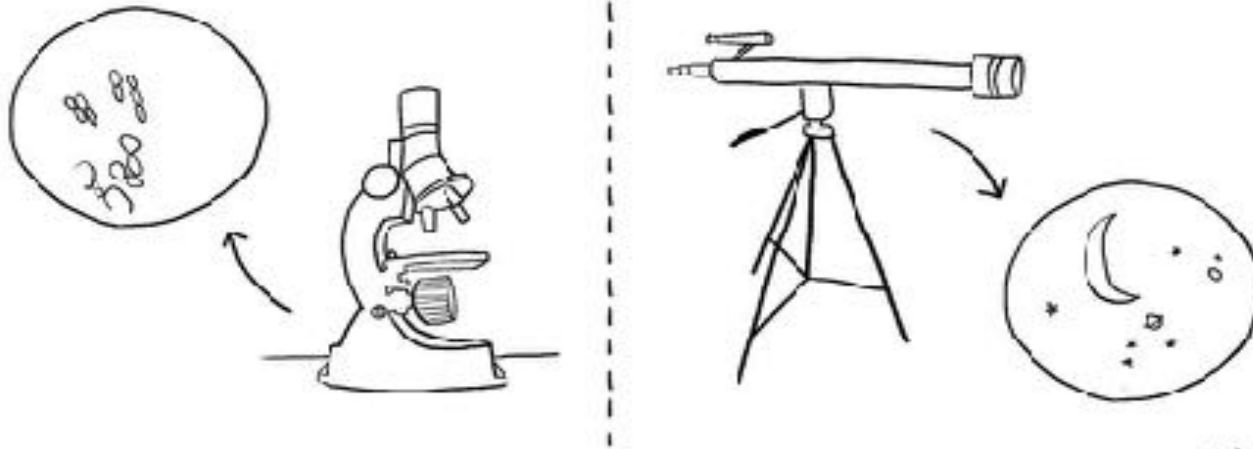
There are no separate systems, the world is a continuum.

Where to draw a boundary around a system depends on the purpose of the discussion.

D. Meadows

Systems Thinking

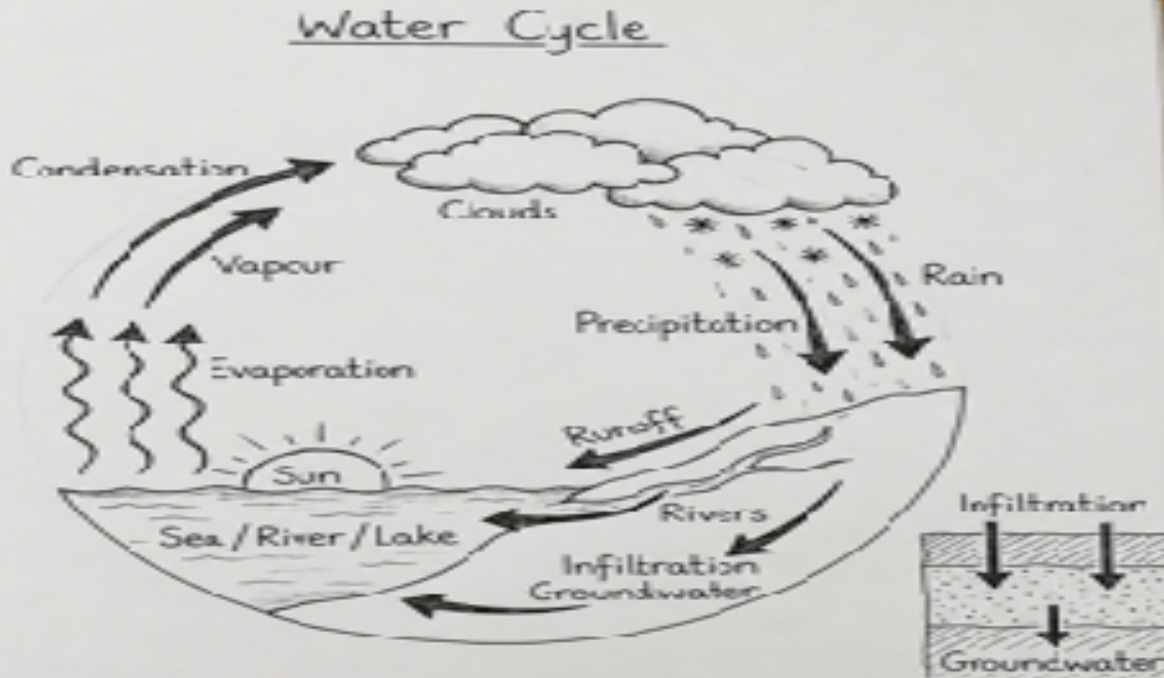
SYSTEMS THINKING SCALES



The process of transformation into a system emerges when interaction among elements changes the properties of the set.

D. Meadows

Systems Thinking



Continuous cycle
Driven by sun
Freshwater renewed
Essential for life

STOCKS:
Something that accumulates over time.

FLOWS: Changes the stocks.
Can be:

- Inflow
- Outflow

Systems Thinking



system's properties

Resilience - diversity -
complexity

Self-organization -
emergence

Hierarchy - order - nested
systems

A SYSTEM IS MORE THAN
THE SUM OF ITS PARTS.



How do we make this change of direction?

WHAT'S OUR
COLLECTIVE
GOAL

HOW DO WE CHANGE DIRECTION?



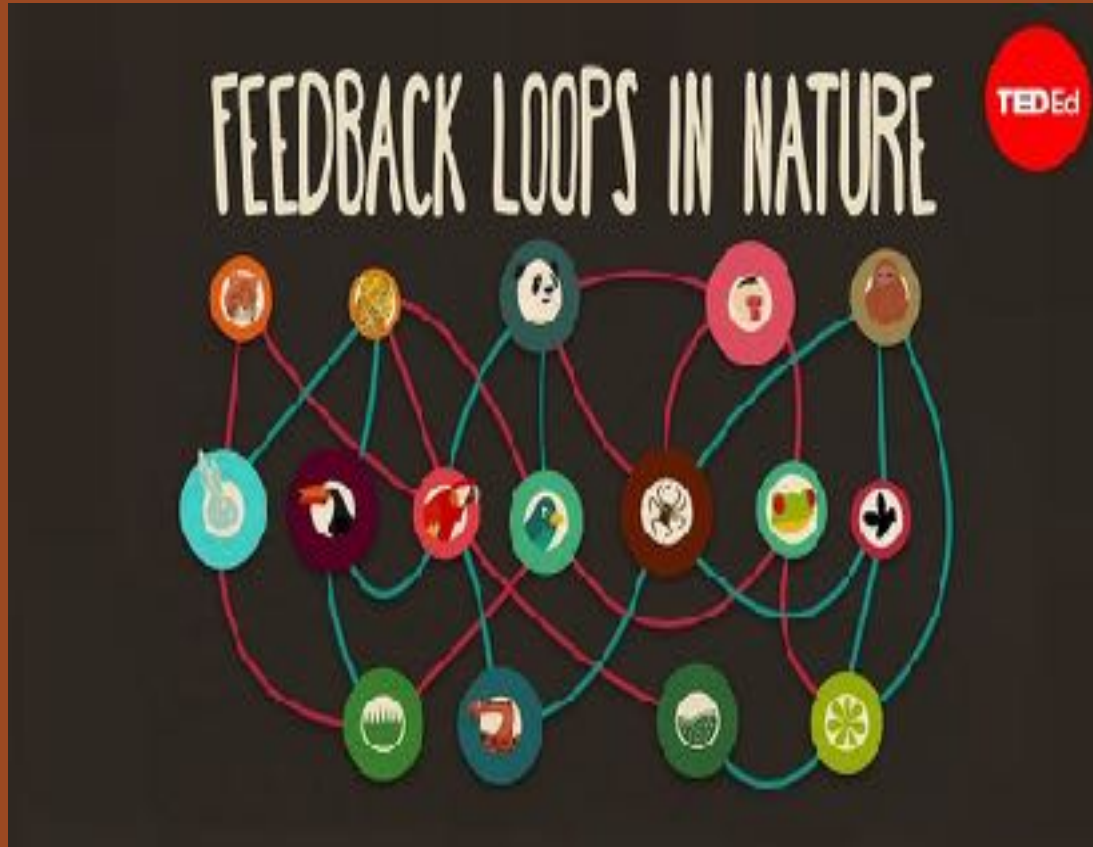
Tools

OF A SYSTEM
THINKER

Nested systems

See the reality as a network
of relationships

HOW DO WE CHANGE DIRECTION?



Tools

OF A SYSTEM
THINKER

Feedback loops

- Reinforcing feedback:
Amplify change.
- Balancing feedback:
Stabilize systems.

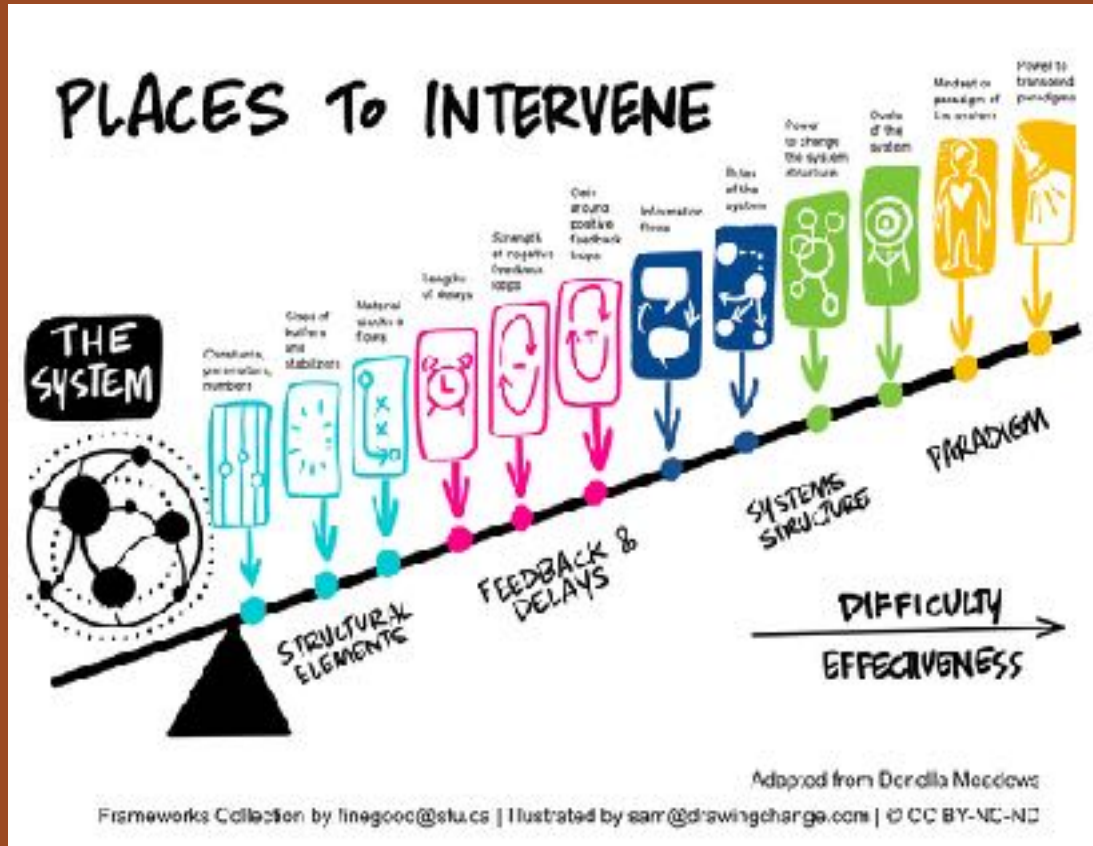
HOW DO WE CHANGE DIRECTION?

Tools

OF A SYSTEM
THINKER

Leverage points

What intervention can we do that transforms the system?



WHAT IS SUSTAINABILITY ABOUT?

Sustainability is about meeting the needs of current generations without negatively affecting the ability of future generations to meet their own needs.



WHAT IS SUSTAINABILITY ABOUT?



Systems within systems

The economy is embedded within society and the environment

UNPACKING OUR ART SUPPLIES A LIFE CICLE ANALYSIS

- What art materials are commonly used in your school?
- Where do they come from? Are they reusable?
- Are they necessary?
- Is there any eco-options to substitute it?



WHAT IS BEHIND OUR MATERIALS?

Synthetic / plastic based pigments, traditional oil & acrylic paints contains heavy metals such as lead, cadmium, chromium, and cobalt.

Does non-toxic means eco-friendly?

- EXTRACTION OF RAW MATERIALS,
- Chemical processing + high non-renewable energy consumption
- Worldwide transportation
- Design for just one use... = fast waste

**What values
are our
materials
teaching?**





What values
are our
materials
teaching?

Sustainability in art education
is about:

- 1. Awareness
- 2. Reduction of consumption
AND
- 3. PROGRESSIVE
INTENTIONAL CHOICE +
CHANGE.



MATERIAS AND CREATION
PROCESSES ARE NOT NEUTRAL,
THEY COMMUNICATE VALUES &

economical+cultural systems

NATURAL PIGMENTS CREATION
ALLOWS: SLOWNESS
CONSCIOUSNESS
INTERCONNECTION HEALTH



FUN ZINE

A fanzine is an independently or self-published booklet: where you collect your thoughts, images, questions, transformations...

IT IS FREE AND PERSONAL

It does not need a publisher or strict rules

It is about process. You can cut, paste, write over things, layer, experiment

There is no right or wrong

ZINE

ZINES HAVE BEEN USED THROUGHOUT HISTORY.

MOST FAMOUSLY KNOWN IN THE 1970'S PUNK SCENE, TO PROMOTE MUSIC AND POLITICAL AGENDAS.

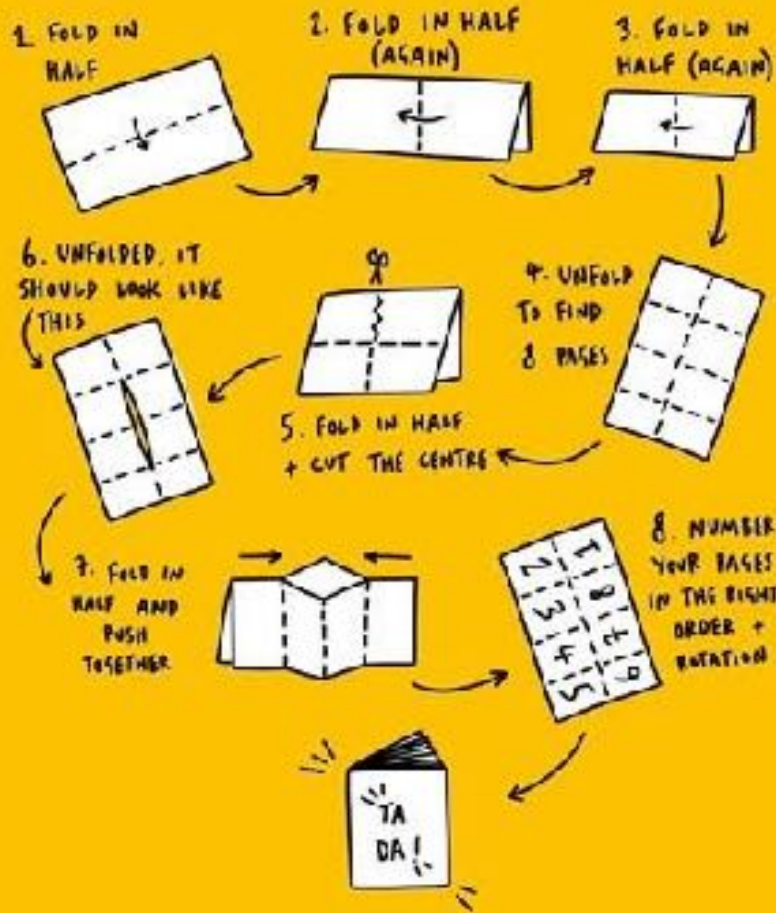
THEY HAVE MADE A REVIVAL IN RECENT YEARS WITH SOCIAL MOVEMENTS SUCH AS: BLACK LIVES MATTER.

ART & NATURE COURSE
FUN-ZINE: 6 PAGES
1 FRONT COVER
1 BACK COVER

<https://www.youtube.com/watch?v=6z0BYlpa7d0>

<https://www.youtube.com/watch?v=6z0BYlpa7d0/support/read/how-to-make-your-own-zine/>

HOW TO MAKE A ZINE



A natural watercolors recipe:

2 TBSP NATURAL PIGMENT

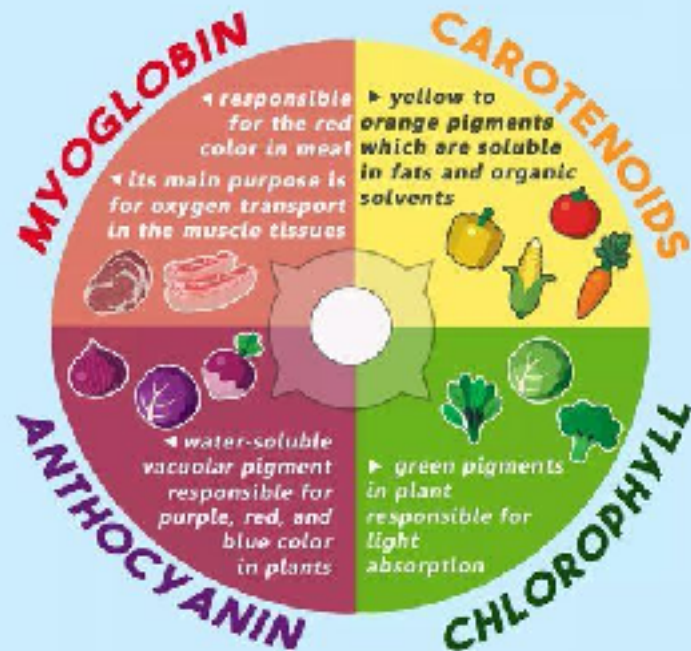
2 TBSP CORNSTARCH

1 TBSP HONEY

1-3 TBSP OF WATER

Colorful and nutritious abundance: potential of natural pigment application in aquatic products <https://www.maxapress.com/article/id/669628dbfa6c580a0f2c6cb7>

MAJOR NATURAL PIGMENTS IN FOOD





ECOPRINT IN PAPER



NOW IS YOUR
TURN!!!

Enjoy creating about::

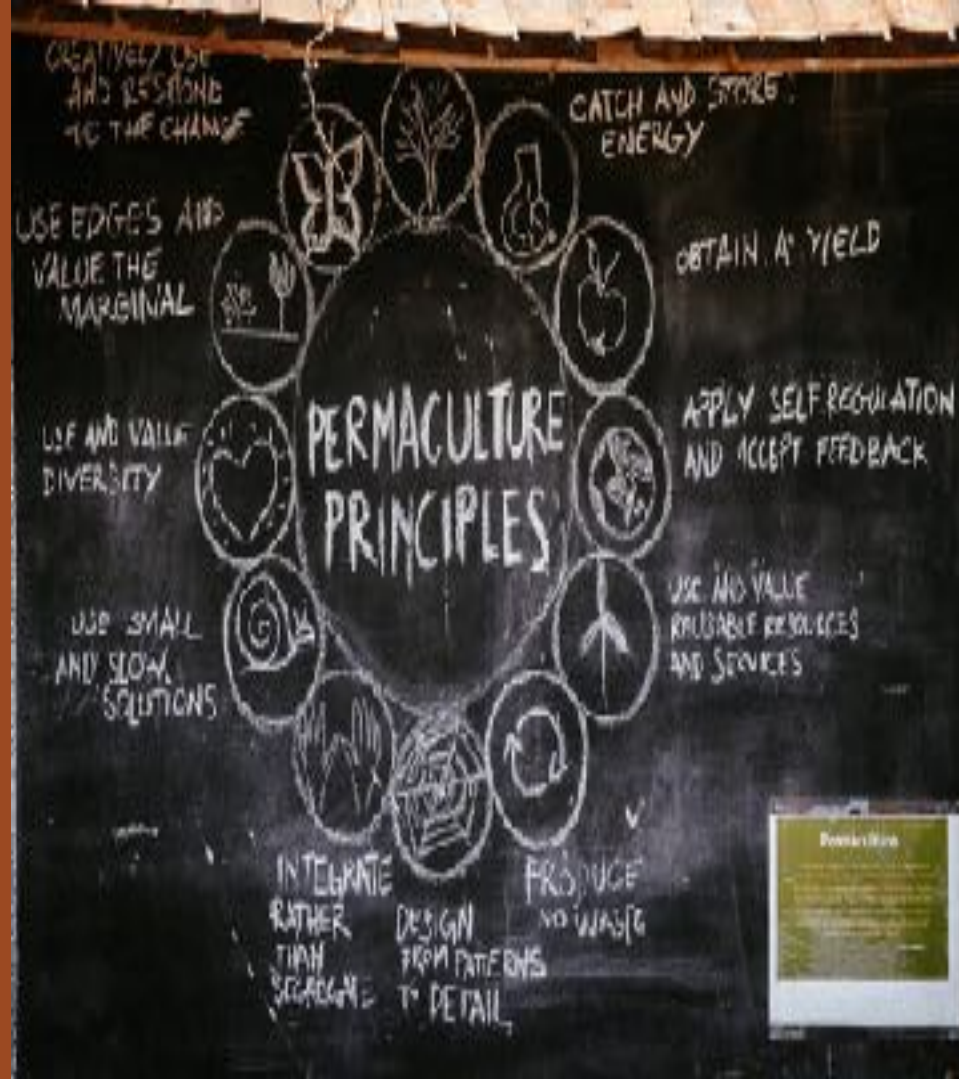
PAGE 1:
MY RELATIONSHIP WITH ART

PAGE 2:
MY RELATIONSHIP WITH NATURE



- 1 What was the best of the
 . experience to you?
- 2 Was it challenging for you?
 .
- 3 Does it give you any new
 . insights for your teachings?
- 4 And for your life..?
 .

ZINE



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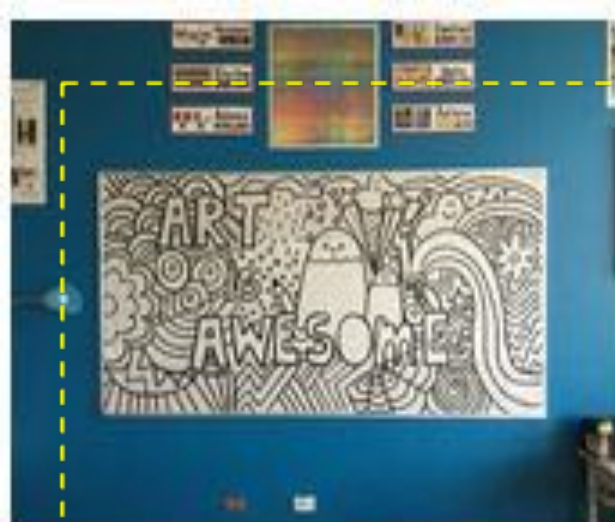


MURALS

Foto de [Paolo Bendandi](#) en [Unsplash](#)



MURALS





MURALS



MURALS



Murals

[HTTPS://INNOVATIONKIDSLAB.COM/watch?v=9g2GW1pw2nE](https://innovationkidslab.com/watch?v=9g2GW1pw2nE)



Around the world, the Mandala has long been considered a symbol for wholeness and a focal point for meditation, introspection, and healing. When people move deeply into the process of physically creating a Mandala they open themselves up to a transformative process of profound healing and connection

MURALS: MOSAIC MANDALA



Why Murals Mosaic ARE A PRACTICE ABOUT SUSTAINABILITY:

- Many fragments forming one image: help to realize different kind of connections - parts of a collective
- Unity through diversity.
- Collective authorship.
- Could be done with natural materials
- We can reuse it for another purpose...



MURALS: MOSAIC



- 
- WHAT'S IN YOUR COLLECTIVE CREATION?
 - IS IT ANY MESSAGE EMERGING?
 - WHAT SURPRISE YOU?
 - NAME YOUR CREATION.

MURALS: MOSAIC



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ART AS A TOOL TO CONNECT WITH NATURE

LAND ART

EPHEMERAL ART

Art is the joy of being oneself, the joy of living, the joy of belonging to a community. Richard Wagner

(1849)

A black and white photograph of a rocky, hilly landscape. In the foreground, a spiral pattern of stones is laid out on the ground, resembling a labyrinth or a stylized sun. The stones are light-colored and contrast with the darker, rocky terrain. The background shows rolling hills and a clear sky.

ART AS A TOOL TO CONNECT WITH NATURE LAND ART

Sculptures out of the
museums. Ephemeral.
Out of the art market. In
the nature

[RICHARD LONG](#)

ART AS A TOOL TO CONNECT
WITH NATURE
LAND ART



[Christo y Jeanne-Claude](#)

Art as a tool to connect with nature LAND ART



WE OFTEN FORGET THAT
WE ARE NATURE. NATURE
IS NOT SOMETHING
SEPARATE FROM US. SO
WHEN WE SAY THAT WE
HAVE LOST OUR
CONNECTION TO NATURE,
WE'VE LOST OUR
CONNECTION TO
OURSELVES"

ANDY GOLDSWORTHY

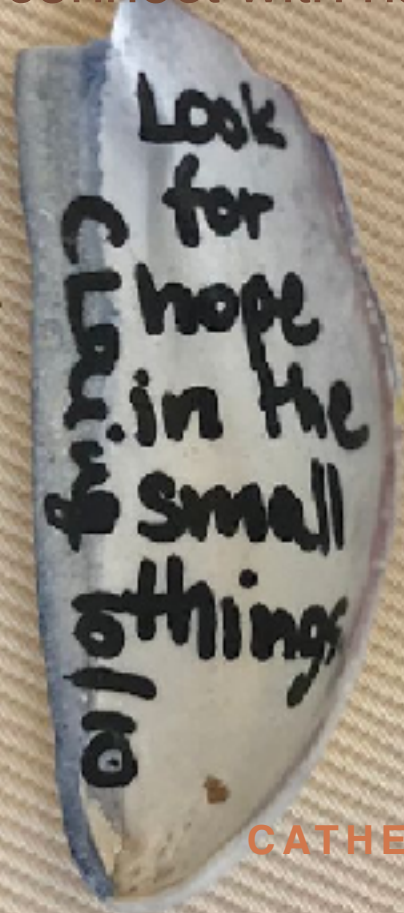
<https://andygoldsworthystudio.com/>

Art as a tool to connect with nature **LAND
ART**



CATHERINE LAING

Art as a tool to connect with nature **LAND
ART**



CATHERINE LAING

Art as a tool to connect with nature LAND

ART



LUCIA LOREN

Art as a tool to connect with nature

LAND

ART



CÉSAR MANRIQUE

ART AS A TOOL TO CONNECT
WITH NATURE
EPHEMERAL ART

[Andy Goldsoworthy](#)

Art as a tool to connect with nature

EPHEMERAL ART

SAND SCULPTURE

[JIM DENEVAN](#)



Art as a tool to connect with nature

EPHEMERAL ART



SAND
SCULPTURE
UNKNOWN

Art as a tool to connect with ...
EPHEMERAL ART

MANDALA SAND

PAINTING
TIBETAN BUDDHIST
MONKS



Art as a tool to connect with ...
EPHEMERAL ART



FLOWER CARPET

IN LA
OROTAVA

Art as a tool to connect with ...



CUEVA PINTADA
GRAN CANARIA



TARA
ISLAS
CANARIAS



A LAND SUSTAINABLE ART CREATION

Use only fallen materials. Do
not break branches.
Do not uproot plants.
Do not dig.
Leave no trace of damage.

ART

SUSTAINABILITY

PEDAGOGY FOR

TRANSFORMATION

OUTDOOR LEARNING

TARA

ISLAS

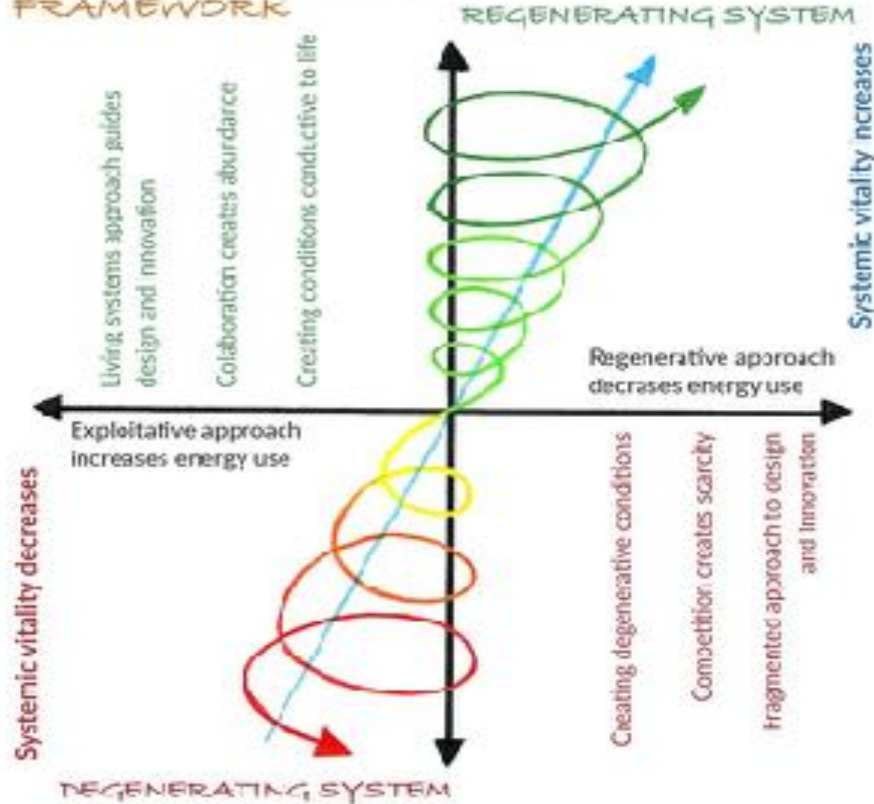
CANARIAS

THE RESILIENCE SPIRAL

THE REGENERATIVE DESIGN

<https://gaia.org/gaia-education>

THE REGENERATIVE DESIGN FRAMEWORK



Regenerative

Appropriate participation and design as nature.

Reconciliatory

Reintegrating humans as integral parts of nature.

Restorative

Humans doing nothing to nature.

Sustainable

Neutral point of not doing any more damage.

Green

Relative improvements

Conventional practice

Compliants to avoid legal actions.

Upward:
Regenerative system Energy increases.
Vitality increases.
Life becomes stronger and more connected.

Downward:
Degenerating system Energy decreases.
Vitality decreases.
Things become fragmented.

WE ARE ALWAYS MOVING:
UP OR DOWN...



CUEVA DE LA VIEJA
ALBACETE, ESPAÑA

thank you!



"THE ONLY THING
THAT IS CONSTANT
IS CHANGE."

-HERACLITUS

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ART & NATURE: A SUSTAINABLE
APPROACH FOR ALL TEACHERS

WHY CHOOSING ART AS
A COLLECTIVE CREATIVE
TOOL FOR
SUSTAINABILITY..?



FUN ACTION PLAN

Design a simple, realistic Art&Nature activity for your school

Conditions:

- Low budget
- Includes a reflection
- Integrates at least 2 of the 4 pillars

Contents:

- 1 Objective
 - Duration
- 2 Materials
 - Process
- 3 Reflection question



ART

SUSTAINABILITY

PEDAGOGY FOR
TRANSFORMATION

OUTDOOR LEARNING

NOVEL PETS
SILKWORMS



INSPIRING RESOURCES

SDG	Goal	Sub-target	Course	What is done in the course	Teacher
1	1- No Poverty	1.4 / 1.5	FE121005	Reading 'Subsistence' - discussion about poverty	80
1	1- No Poverty	1.4 / 1.5	FE122105	Reading 'Saps' - discussion about poverty and living conditions	80
1	1- No Poverty	-	FE122105	Poverty and creativity on road through Fair Hunger Games	80
1	1- No Poverty	1.4	UMH151023	Discussion of poverty and its environmental impacts	84W + 20
1	1- No Poverty	1.4	FE121005	Discussion about poverty and inequality in Ireland	84W + 20
2	2- Zero Hunger	-	FE121005	Statistics and health in readings and hunger games	80
2	2- Zero Hunger	-	FE121005	Food systems and nutrition	80
2	2- Zero Hunger	-	FE121005	Food, well-being and healthy lifestyle topics	80 + 80
3	3- Good Health and Well-being	-	FE121005	Two week project on health and well-being	80
3	3- Good Health and Well-being	-	FE121005	Readings and health psychology paper	80
3	3- Good Health and Well-being	-	FE121005	Well-being and lifestyle topics	80 + 80
4	4- Quality Education	4.1	FE121005	Course is book-free to reduce student costs	80
4	4- Quality Education	4.1	FE121005	Course is book-free to reduce student costs	80
4	4- Quality Education	4.1	FE121005	Course is book-free to reduce student costs	80
4	4- Quality Education	4.1	UMH151023	Learning materials available online	84W + 20
5	5- Gender Equality	5.1 / 5.5	FE121005	Strong female characters in Irish literature	80
5	5- Gender Equality	5.1 / 5.5	FE121005	Discussion of women's roles in Irish mythology	80
5	5- Gender Equality	5.5	FE121005	Visibility of artists of all genders	80
5	5- Gender Equality	-	FE121005	Role models of all genders in teaching materials	80 + 80
8	8- Decent Work and Economic Growth	8.1-8.4	FE121005	Students analyse employment and economic growth in their community	80
9	9- Industry, Innovation and Infrastructure	9.1-9.5	FE121005	Students analyse entrepreneurship and innovation	80
9	9- Industry, Innovation and Infrastructure	-	FE121005	Podcasts about Danish entrepreneurs	80
10	10- Reduced Inequalities	10.1	FE121005	Education across the gap of social inequality	80
10	10- Reduced Inequalities	10.1	FE121005	Education across the gap of social inequality	80
10	10- Reduced Inequalities	10.1	FE121005	Online learning accessible to all students	84W
11	11- Sustainable Cities and Communities	11.1	FE121005	Students in communities involved in international projects	80
11	11- Sustainable Cities and Communities	11.1	FE121005	Sustainable communities in children's literature	80
12	12- Responsible Consumption and Production	12.1	FE121005	Reading and discussion about consumption	80
12	12- Responsible Consumption and Production	12.1	FE121005	Students reflect on consumption and environmental impact	80
12	12- Responsible Consumption and Production	12.1	FE121005	Education about food waste	80
12	12- Responsible Consumption and Production	12.1	FE121005	Education about sustainability and recycling	80 + 80
13	13- Climate Action	13.1 / 13.3	UMH151023	Climate change and environmental education	84W + 20
13	13- Climate Action	13.1	FE121005	Education about climate change and sea-level rise	80 + 80
13	13- Climate Action	13.1	FE121005	Podcasts about environmental issues and climate action	80 + 80 + 80
14	14- Life Below Water	14.1	FE121005	Marine pollution and ocean governance	80 + 80
15	15- Life on Land	-	FE121005	Sustainable forestry and land protection	80 + 80
16	16- Peace, Justice and Strong Institutions	-	FE121005	Study of historical conflicts and peace	80
16	16- Peace, Justice and Strong Institutions	-	FE121005	Two-week project on peace	80
17	17- Partnerships for the Goals	-	UMH151023	Students work with SDGs in international projects	84W + 20

INSPIRING RESOURCES

FROM CLASSROOM TO GLOBAL IMPACT: MAPPING SDGs IN STUDENT ASSIGNMENTS



LEARNING FOR LIFE

Education for **LIFE**

*Preparing Children to
Meet Today's Challenges*



Understanding People

PERSONAL DEVELOPMENT

Self-Expression & Communication

Our Earth - Our Universe

Cooperation

The Art of Working
with Others

j. donald **walters**

EDUCATION FOR LIFE

CONFIDENCE

ENJOYMENT INTEGRITY ENTHUSIASM SELF-ESTEEM COMMITMENT INDEPENDENCE

OPEN-MINDEDNESS

EMPATHY COMPASSION SERVICE CARING INTERNATIONALLY-MINDED TOLERANCE

RESILIENCE

ADAPTABILITY RESOURCEFULNESS POSITIVITY BALANCE GIFT VERSATILITY

INQUIRY

CURIOSITY KNOWLEDGE LIFELONG LEARNING OUTWARD-LOOKING INITIATIVE RESEARCH

COMMUNICATION

COLLABORATION PRESENTATION NEGOTIATION TEAMWORK LEADERSHIP DIGITAL LITERACY

INNOVATION

CREATIVITY RISK-TAKING AMBITION ENTREPRENEURSHIP ACHIEVEMENT ENTERPRISE

21st-century learning/educational system a new balance

TRADITIONAL

Teacher-directed
Direct instruction
Knowledge
Content
Basic skills
Facts & principles
Theory Curriculum

LEARNER CENTRED
INTERACTIVE
EXCHANGE SKILLS
PROCESS
APPLIED SKILLS
QUESTIONS AND
PROBLEMS
PRACTICE
PROJECTS

TRADITIONAL

Time-slotted One-size-
fits-all Competitive
Classroom Text-based
Summative evaluation
Traditional thinking
Learning for school

ON-DEMAND
PERSONALIZED
COLLABORATIVE
GLOBAL COMMUNITY
WEB-BASED
FORMATIVE
ASSESSMENT
CREATIVITY THINKING
LEARNING FOR LIFE

Creative learning

HOW DO WE MAKE THIS CHANGE OF DIRECTION?

This methodology is based on 3 principles:



Head: educational resources
(materials, humans, animals,
places,
etc.)



Heart: significant learning
(learning is an unforgettable
experience)



Hands: learn by doing (letting
go so that learning is
complete).

INSPIRING RESOURCES FOR SUSTAINABLE + REGENERATIVE EDUCATION



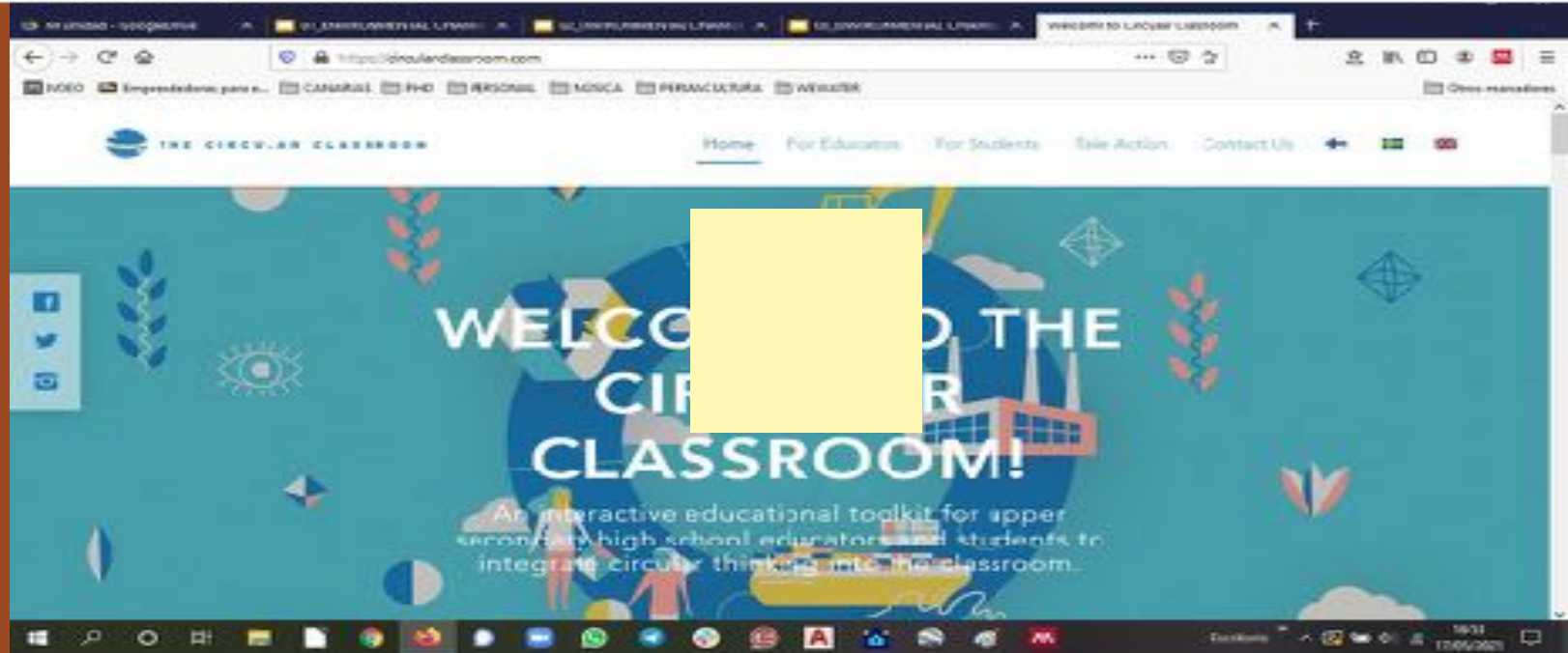
HOW OUR OBSESSION WITH STUFF
IS TRASHING THE PLANET,
OUR COMMUNITIES, AND OUR HEALTH
—AND A VISION FOR CHANGE

Annie Leonard

Host of the Internet film sensation
The Story of Stuff

<https://www.storyofstuff.org/>

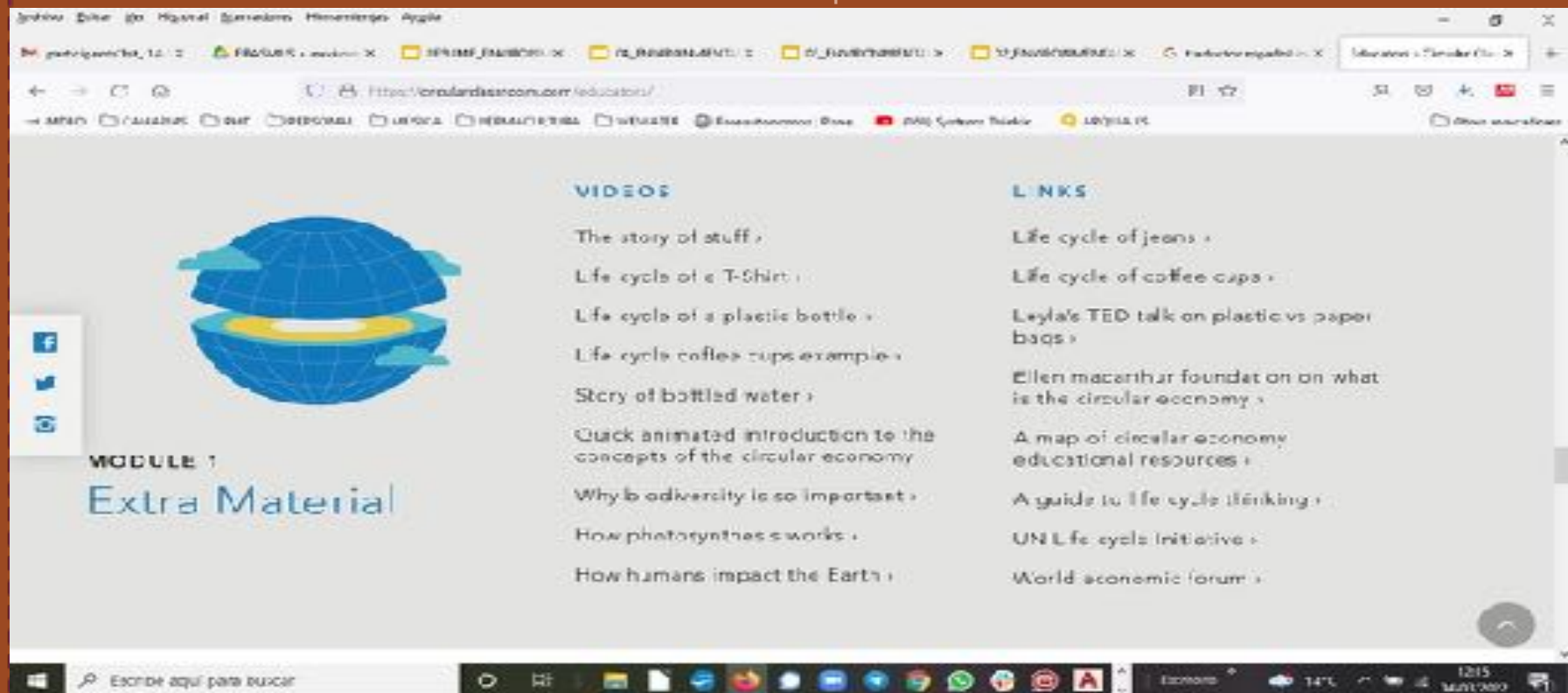
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CREONGOEMNYERATIVE EDUCATION



<https://circularclassroom.com/>

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<https://circularclassroom.com/educators/>



The screenshot displays the 'Educators' page of the Circular Classroom website. On the left, there is a logo featuring a blue globe with a yellow band around its equator, flanked by two blue clouds. Below the logo, the text 'MODULE 1' is followed by 'Extra Material' in a larger, bold font. To the left of the globe logo are three social media icons: Facebook, Twitter, and Instagram. The main content area is divided into two columns: 'VIDEOS' and 'LINKS'. The 'VIDEOS' column lists eight items, each with a right-pointing arrow, including 'The story of stuff', 'Life cycle of a T-Shirt', 'Life cycle of a plastic bottle', 'Life cycle coffee cups example', 'Story of bottled water', 'Quick animated introduction to the concepts of the circular economy', 'Why biodiversity is so important', and 'How photosynthesis works'. The 'LINKS' column also lists eight items with right-pointing arrows, including 'Life cycle of jeans', 'Life cycle of coffee cups', 'Leyla's TED talk on plastic vs paper bags', 'Ellen macarthur foundation on what is the circular economy', 'A map of circular economy educational resources', 'A guide to life cycle thinking', 'UN Life cycle Initiative', and 'World economic forum'.

VIDEOS

- The story of stuff >
- Life cycle of a T-Shirt >
- Life cycle of a plastic bottle >
- Life cycle coffee cups example >
- Story of bottled water >
- Quick animated introduction to the concepts of the circular economy >
- Why biodiversity is so important >
- How photosynthesis works >
- How humans impact the Earth >

LINKS

- Life cycle of jeans >
- Life cycle of coffee cups >
- Leyla's TED talk on plastic vs paper bags >
- Ellen macarthur foundation on what is the circular economy >
- A map of circular economy educational resources >
- A guide to life cycle thinking >
- UN Life cycle Initiative >
- World economic forum >

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<https://www.gaiaeducation.org/>

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<https://www.schumacherinstitute.org.uk/>

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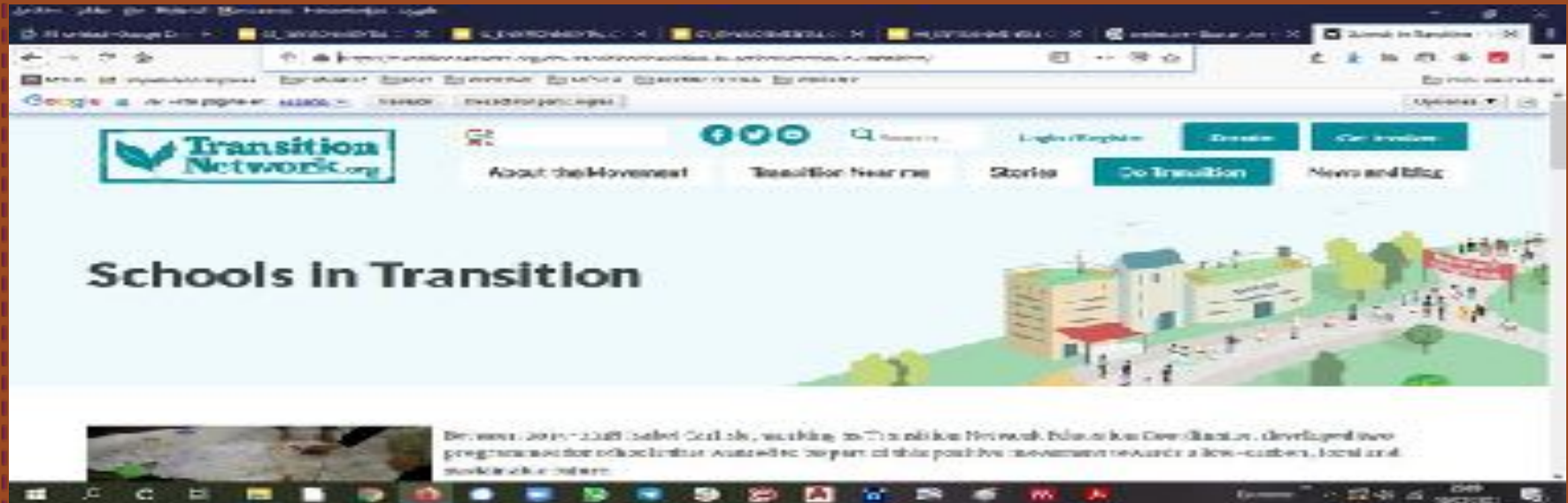
[https://
regenerat.es/](https://regenerat.es/)

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<https://www.edushifts.world/>

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<https://transitionnetwork.org/do-transition/transition-in-action/schools-in-transition/>

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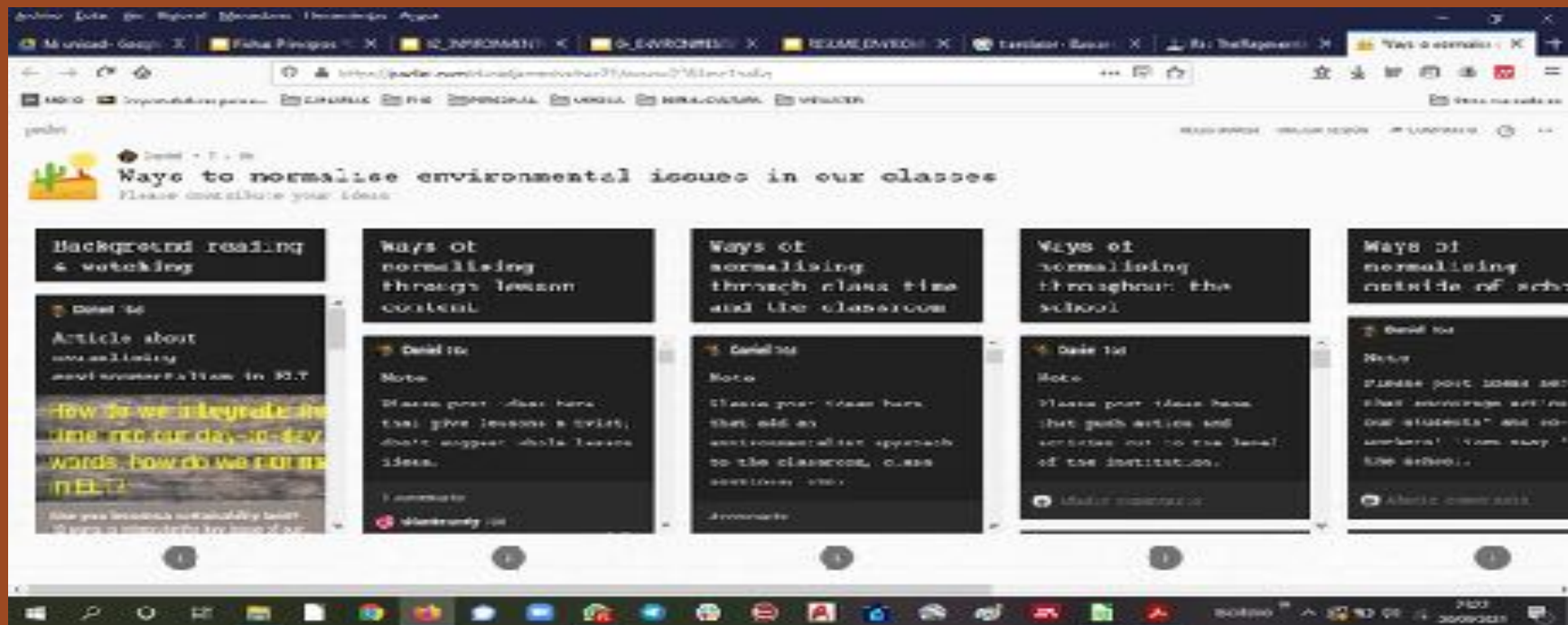
<https://sustainabilityinschools.edu.au/steps>

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<http://assets.wwf.org.uk/downloads/linking3.pdf>

INSPIRING RESOURCES FOR SUSTAINABLE + REGENERATIVE EDUCATION



<https://padlet.com/danieljamesbarber72/vvoow2763mc1ba6q>

inspiring humans



ELLEN MACARTHUR

The circular economy is an attractive alternative that seeks to redefine what growth is, with an emphasis on benefits for all of society. This implies decoupling economic activity from the consumption of finite resources and eliminating waste from the system from design.

[ELLEN MACARTHUR FOUNDATION](#)



The surprising thing I learned sailing solo around the world I
Dame Ellen MacArthur

<https://www.youtube.com/watch?v=oolxHVXgLbc>

inspiring humans



ERNST GOTSCH

Ernst Gotsch is a Swiss farmer and researcher who works mainly in Brazil. It has originated a system of climate and biodiversity friendly sustainable agriculture techniques known as syntropic

AGRICULTURE OR DYNAMIC AGROFORESTRY.

SYNTROPIC AGRICULTURE



<https://www.youtube.com/watch?v=gSPNRu4ZPvE>

INSPIRING RESOURCES FOR SUSTAINABLE + REGENERATIVE EDUCATION



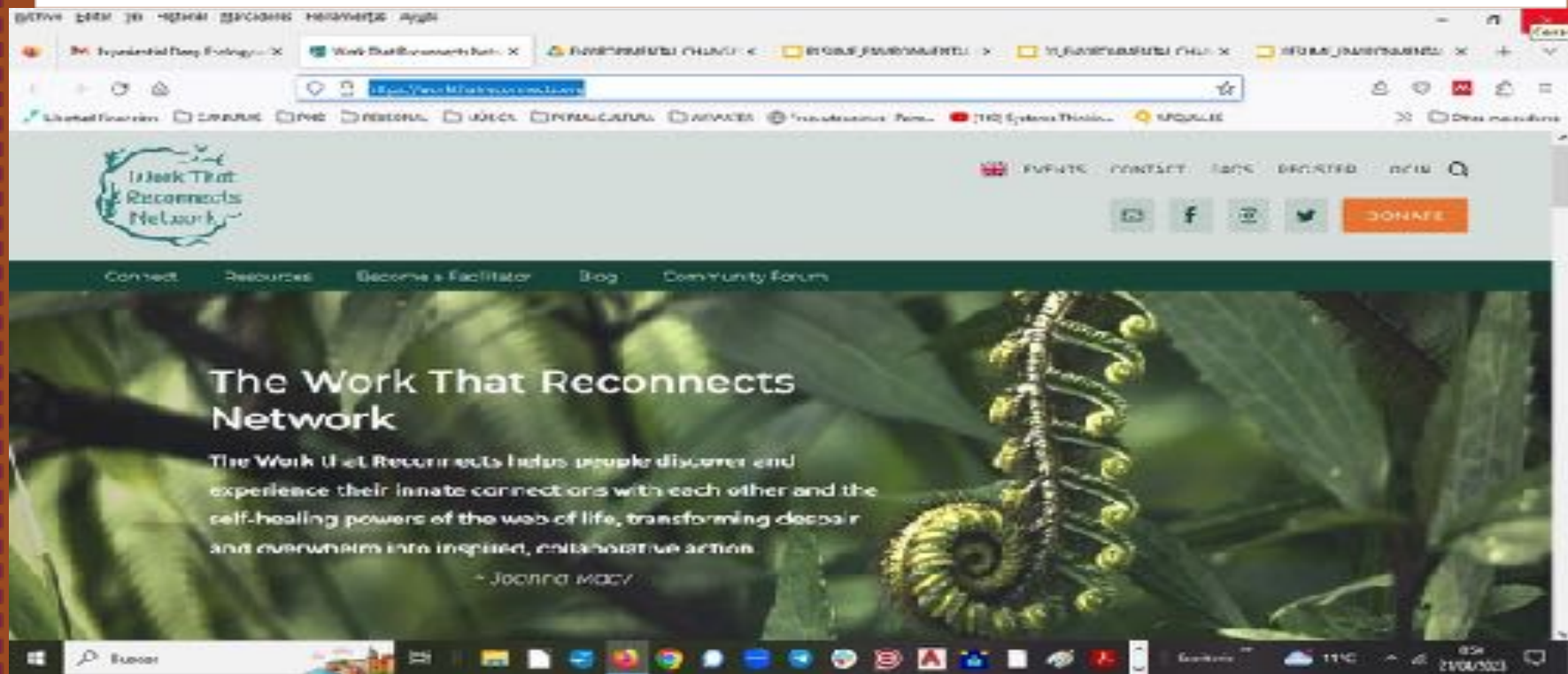
<https://www.youtube.com/watch?v=0gOlAGBNW1k&t=6s>

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<https://www.heatherjoflores.com/>

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<https://workthatreconnects.org/>

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SYSTEMS THINKING & REGENERATION MOVEMENT

The work that reconnect <https://workthatreconnects.org/>

Regenesis movement <https://regenisigroup.com/>

Climate and systems thinking <http://www.lindaboothsweeney.net/>

CIRCULAR ECONOMY

Rethinking progress <https://www.youtube.com/watch?v=zCRKvDyyHml&t=9s>

Circular design guide <https://www.circulardesignguide.com/>

INSPIRING SCHOOLS, TEACHERS, DESIGNERS AND TEACHINGS

Findhorn foundation <https://www.findhorn.org/>

Brockwood Park School <https://brockwood.org.uk/>

The Unschool of disruptive design <https://www.unschools.co/>

Leyla Acaroglu <https://www.leylaacaroglu.com/>

Youth initiative program <https://yip.se/>

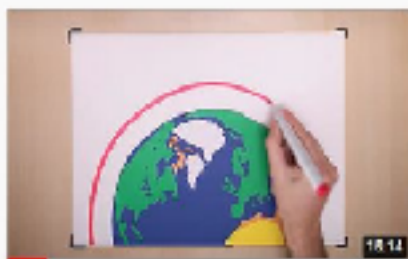
Conferencia Nacional de Alternativas para a nova Educação <https://www.conane.com.br/>

School circles <https://schoolcirclesfilm.com/>

Dra. Alice Mendus <https://independent.academia.edu/DrAlysMendus> // [https://](https://alysmendus.wordpress.com/about/)

alysmendus.wordpress.com/about/

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Economía Circular: descubre lo que es antes de que reviente el Planeta.

#EconomíaCircular

2,6 M de visualizaciones · hace 4 años



nos lo estamos jugando todo. 10 minutos de viaje que no te dejará indiferente. Continúa la conversación en comentarios, si en...

Subtítulos

CIRCULAR ECONOMY

<https://www.youtube.com/watch?v=Lc4-2cVKxp0&t=6s>



#MiEmpleoMiFuturo: un documental sobre robots, economía, clase media... y el fin del mundo

1,2 M de visualizaciones · hace 2 años



Este vídeo dispone de subtítulos en castellano y en inglés. Lo cuenta una evolución industrial no esperada. Robots, algoritmos...

Subtítulos

FUTURE JOBS

Part 1

<https://www.youtube.com/watch?v=htAnVeMtrr8&t=80s>



#MiEmpleoMiFuturo 2: un documental sobre robots, economía, clase media... y el fin del mundo

1,6 M de visualizaciones · hace 2 años



Este vídeo dispone de subtítulos en castellano y en inglés. ¡¡¡os va a dar un visionado de la primera parte de este documental!

Subtítulos

Part 2

<https://www.youtube.com/watch?v=-z5z8aGRSQ0&t=8s>



thank you!

Art & Nature: A Sustainable Approach for All Teachers



Erasmus+

Enriching lives, opening minds.