

# Embedding the SDGs in the Curriculum

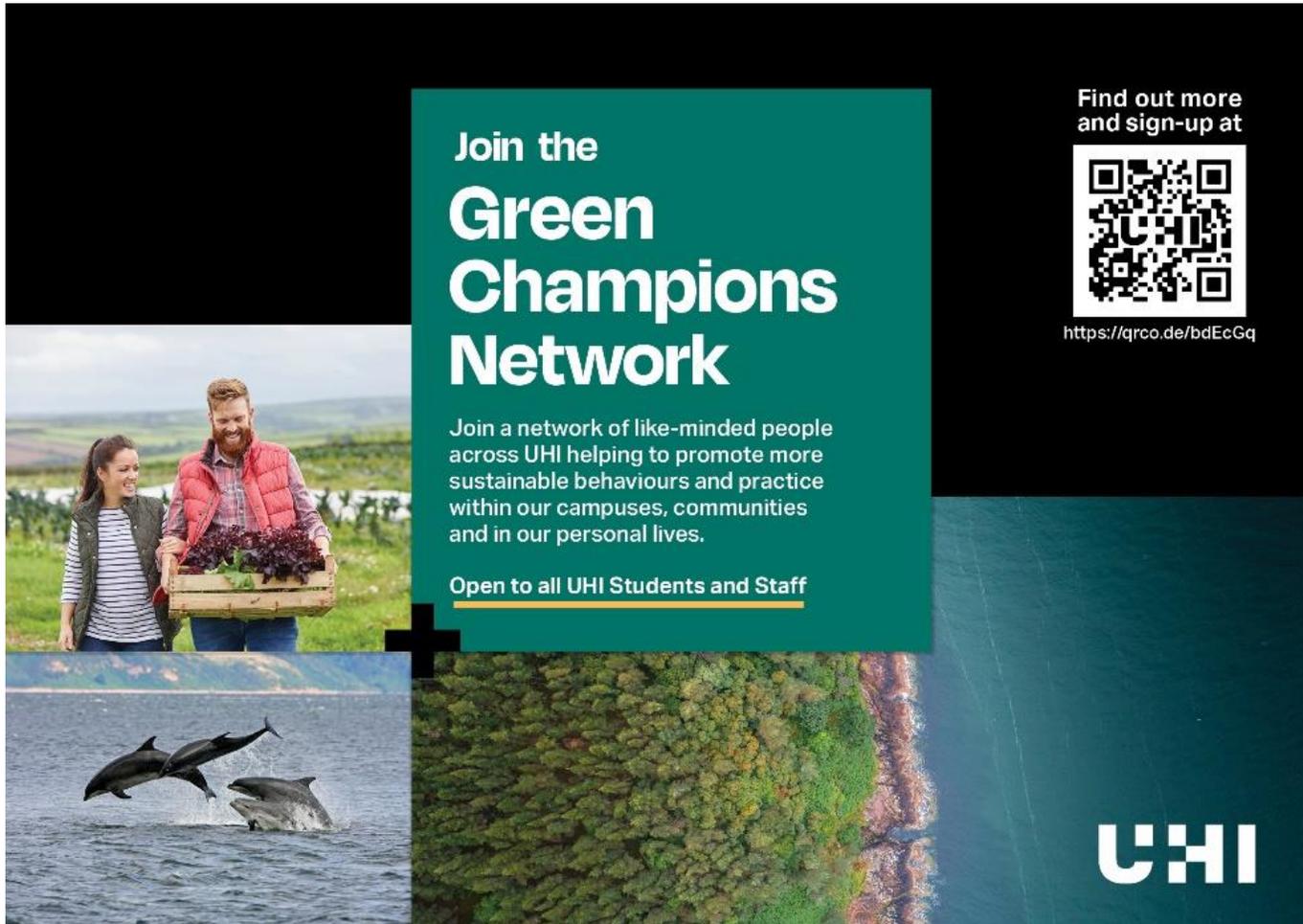
## THE GLOBAL GOALS For Sustainable Development



## Embedding the SDGs in the Curriculum – guidance from the sector

- QAA / Advance HE: Education for Sustainable Development guidance, March 2021
- Professional Standards for Lecturers in Scotland's Colleges: “Embraces and embeds sustainability in learning and teaching.”
- Student feedback: SOS-UK Sustainability Skills Survey 2022

Of 270 students surveyed at UHI **75% strongly agreed or agreed** “that places of study/apprenticeships should be obliged to develop students'/apprentices' social and environmental skills as part of their course”



The graphic features a central teal box with white text. To the left, there are three images: a man and woman holding a basket of produce, two dolphins leaping from the water, and an aerial view of a forest. The UHI logo is in the bottom right corner.

**Join the  
Green  
Champions  
Network**

Join a network of like-minded people across UHI helping to promote more sustainable behaviours and practice within our campuses, communities and in our personal lives.

Open to all UHI Students and Staff

Find out more and sign-up at



<https://qrco.de/bdEcGq>

**UHI**

Building a community of shared interest across our UHI Partnership for all staff and students.

Provides opportunities to:

- Connect
- Collaborate
- Share
- Learn
- Develop

# Questions to think about during the session...

- 1) How might you embed the SDGs into your own teaching?
- 2) Would you be interested in similar sessions and be inspired to share your own practice at future events?

# FA Business Skills Year 2

Sustainable Development Project

# The Curriculum

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**First year of the FA Business Skills comprises of college modules.**



**Second year involves work placement and class time with assessor.**



**Four SVQ Business Administration units at SCQF level 6.**

# Embedding Sustainable Development



Inspired by  
ESD  
workshops



Replace  
existing  
project



Create an  
Introduction  
to SD



Proposed  
new project  
to FAs

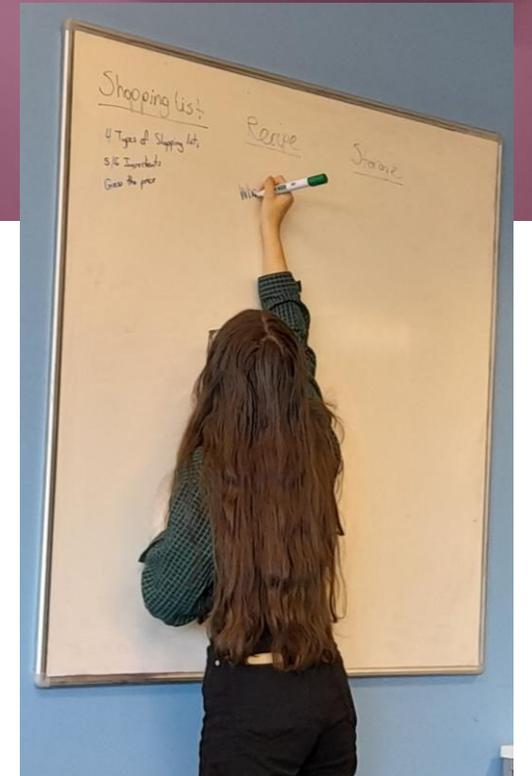
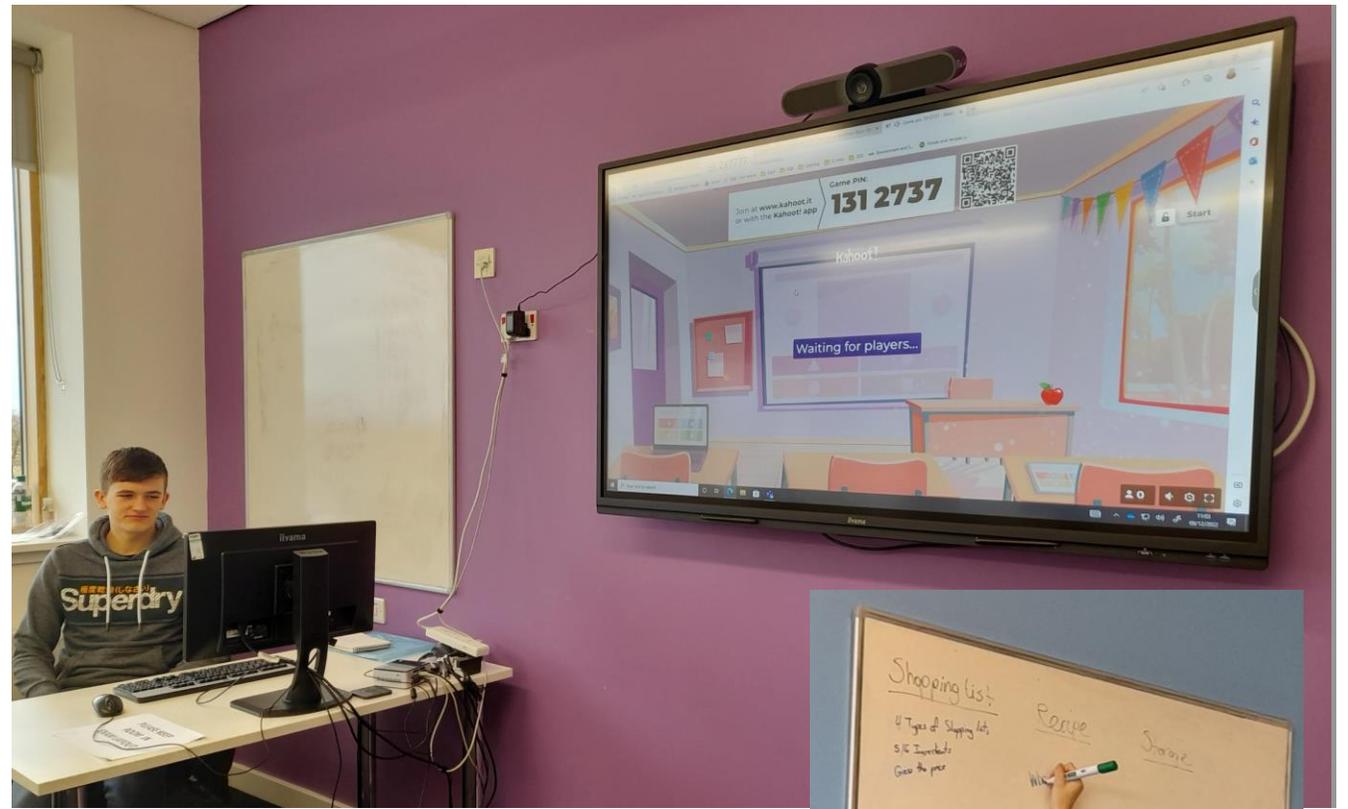


UHI/HISA  
Green Week

# Project Planning & Evidence Gathering

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- FAs plan the events, agree content and designate jobs.
- Teamwork and communication in action.
- Evidenced these skills through observational reports.



# Product Evidence



Event resources



Self reflection and feedback



Other document evidence:

Meeting Minutes

Learning Plan

SMART Goals

Green Week Survey

[Sign in to Google to save your progress. Learn more](#)

\*Required

Do you make meals every day? \*

Yes

No

Other: \_\_\_\_\_

Do you finish every meal you make? \*

HISA GREEN WEEK

January - 3rd February 2023

## Cooking Demonstration and Food Waste Workshop

**"Don't waste it, make it better and reuse it!"**

Are you interested in:

- Saving money on meals?
- Learning how to use leftovers?
- Reducing wastage?

Then join our 'Food for Thought' Food Workshop and Demonstration and you can see how minor changes to how we can reuse foods and avoid wastage can save you money and time. What's to lose?

Food Waste Workshop - Friday 3<sup>rd</sup> February (11am-12pm) - Room 115

Food Demonstration with Saurav Kumar - Friday 3<sup>rd</sup> February (1pm-3pm) - Shelling Restaurant



[Workshop Presentation and Cooking Demonstration - Google Forms](#)

Business Skills Year 2, Class of 2022/23





# Green Week

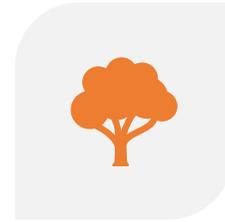
Food Waste Workshop & Cooking Demonstration



# The Story Continues

- Growing interest from academic staff and employers.
- FAs delivered the Food Waste Event two more times.
- I'm asked to talk about the SD project.

# What is Next



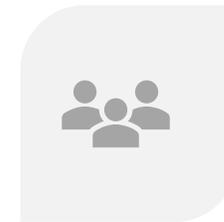
SUSTAINABLE  
DEVELOPMENT  
EMBEDDED



POSITIVE  
EMPLOYER  
ENGAGEMENT



RE-SHAPE FA  
BUSINESS SKILLS



INDUSTRY LED SD  
PROJECT

Thanks  
Moran-taing

Thanks For Listening

We welcome your  
feedback



Presented and Created by FA Business Skills Year 2 – Class of 2022/23

# Creative Writing and the SDGs



- Example 1: Level 5 English and Communication
  - Introduction to the SDG website: <https://sdgs.un.org/goals>
  - Students choose a goal that resonates.
  - Create a character (real or fictional) who is affected by this issue.
  - Discuss in groups what happens to characters.
  - Write a story about their character.
- Example 2: Level 9 Creative Writing BA
  - Students identify an SDG goal relating to their creative non-fiction essay.
  - Discussion in groups.
  - SDGs introduced as a way of making sure creative writing has broader relevance.
- Student feedback is super-positive!

# UHI Net Zero Sustainable Development

Psychology Residential 22-23

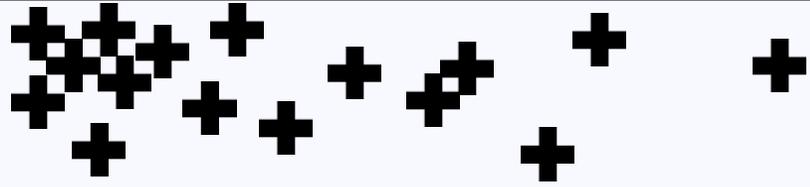
Example Activity

2021

2045



Transition to net-zero

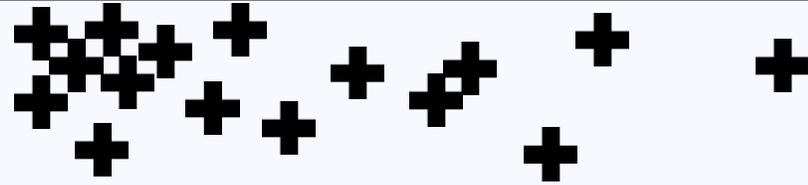


# Context: Political, Local and UHI Policy

*“We will be nationally and internationally recognised for impactful, interdisciplinary research and teaching in biodiversity, ecology, sustainability, culture, equity, and social justice that informs innovative tertiary education.*

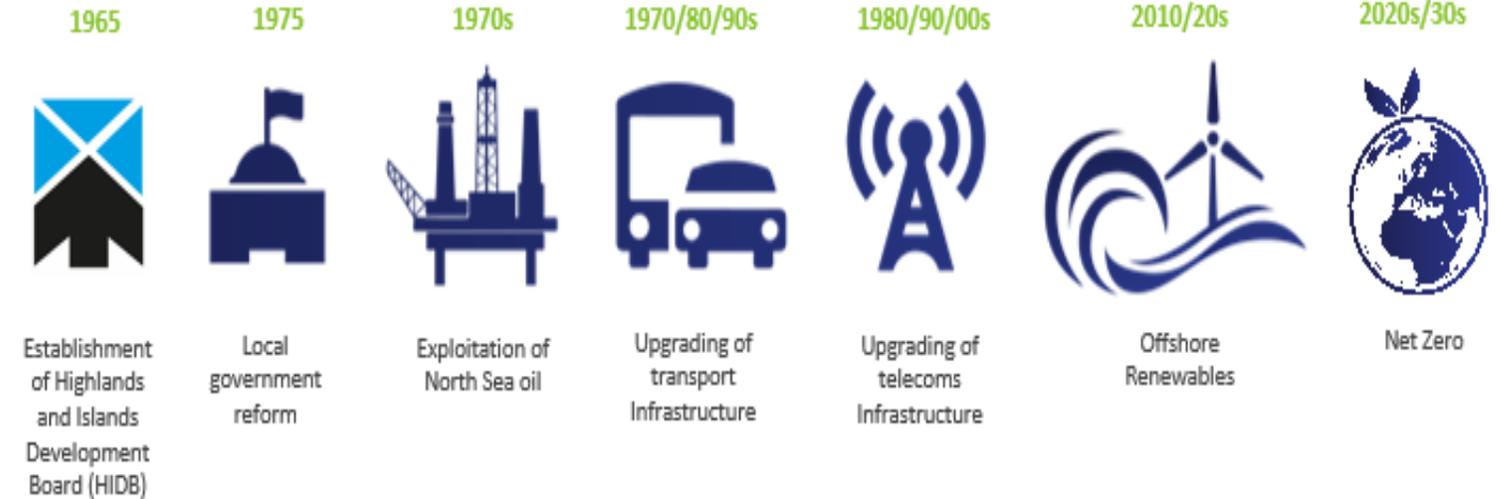
*This will deliver on sustainable development goals which address the biodiversity and climate emergencies and empower communities across our region.”*

- ✓ Scottish Government legally binding target to end national contribution to climate change no later than 2045.
- ✓ SG National Spatial Strategy 2022: compact growth, local living, conserving and recycling, Just Transition.
- ✓ UHI Statutory Duty to contribute to net zero target, to help our communities adapt and to act sustainably.
- ✓ UHI Research and Innovation Strategy 23-26
- ✓ Tracking Climate Change Locally
- ✓ Local Climate Planning Examples: Highland Adapts

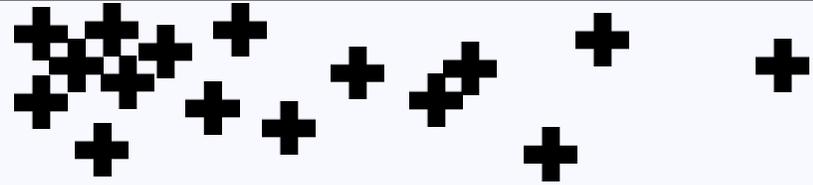


## Past and present: your future careers

### DRIVERS OF CHANGE

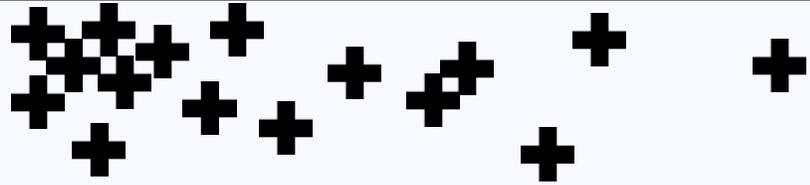


The next major shift in our economy



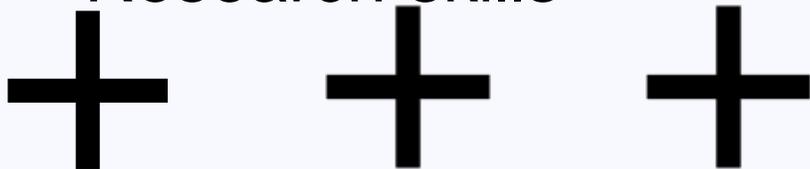
# Choose a SDG which resonates with you

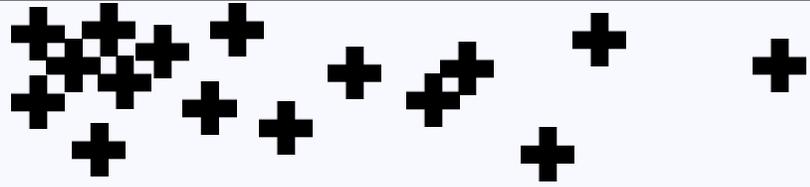




# What can psychology contribute?

- Theories of Behaviour Change e.g.: Self Determination Theory, Theory of Planned Behaviour etc.
- How to communicate: e.g. Psychological Reactance Theory, “We” not “I”: Social identity theory and social identity leadership.
- Developing new theories and models of link between people, nature and health.
- Understanding defence mechanisms and how to avoid triggering them
- Research skills





# Within your groups

Come up with an action plan of how you would address the SDG you have chosen. You should be ready to present:

1. The SDG you have chosen and why
2. What action you would like to take.
3. Who will your project impact on?
4. Will you use psychological theory within this project?
5. How will you use the skills you are developing as part of your degree on this project?
6. Ideas: tell us how you would embed the SDG into your modules.

# UHI | INVERNESS

**Making Learning Mean More**

Art/Science/Research/Wellbeing  
in Supported Education



LTA Connect: Embedding the Sustainable Development Goals in the Curriculum  
Thursday 25 May 1200-1300

Rosie Newman UHI Green Champions Network

Begin with introducing the 17 Goals to explore further – here are 13,14 and 15





# Climate Action & Life on Land

Re-connecting to place and Wellbeing

Exploring and Discovering  
Biodiversity on Inverness  
Campus





# Action & Art- based Research

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- UN Sustainability Goals
- Learning & Teaching Enhancement Values
- Communities of Practice
- Art/Action- based Research
- Wellbeing
- Sustainability

# Exhibition Supported Education

## *Where Hedgehogs Roam*

- **BIODIVERSITY & UNIVERSITY of the HIGHLAND & ISLANDS**
- This exhibition begins on the grassy verges of the Inverness campus where students from three separate cohorts wandered during the winter months.
- A mindful walk, and a winter plant is picked up and studied more closely.
- Each student researched their plant, finding out why it is important to wildlife on the campus, and created a community of practice, sharing their collaborative knowledge. The students made botanical drawings, cyanotype prints, and ink paintings.
- The plant of their choice was then printed using a heat press, onto recycled fabric to create a prayer flag. The display was inspired by the Black Isle Cloutie Well and Tibetan prayer flags, each one represents a wish for healing and hope, towards a more sustainable future by providing habitats for nature on our campus.
- This Art based Action Research project considers the **UN Sustainability Goals**, UHI Learning & Teaching Enhancement Values and coincides with No Mow May and Hedgehog Awareness Week (30<sup>th</sup> April – 6<sup>th</sup> May 2023)





# Sustainability & Art

- Promoting the use of recycled and reused materials, scavenged or salvaged materials, sustainable materials and processes, as well as working with a sustainability mission.
- Art can be the bridge between scientific information about climate change, and the emotions we need to feel (Eco-anxiety) and how to understand the problem and to actually take action.
- Taking an interest in biodiversity, exploring how everything is connected – promoting a deeper understanding of the natural world and so wanting to protect it and live with it in the future.
- Science/Art and Research is empowering allowing individuals feel they that they belong and are part of a bigger world.



## Life Below Water

### Exploring the Lochan for signs of life

- Collaborating with the science department
- Collecting samples from the Lochan to study
- Researching
- Creative responses- etchings and expressive art

# Expressive Response

- Life Below Water



## Life Below Water

Using Hydrophones to explore the sounds of the sea

- Recording brought back to class
- Students used pen and ink to record visually what they could hear
- They made hand-made books containing this sound writing
- Each became profoundly inspired and connected to nature and life under water
- Evaluation was excellent with comments on how the experience had changed their perspective



**Thank you - Mòran taining!**

**Time for questions and discussion**