

The role of teachers in fostering transformational change towards lowemission and climate-resilient development

Dr. Marie-Christine Ghanbari





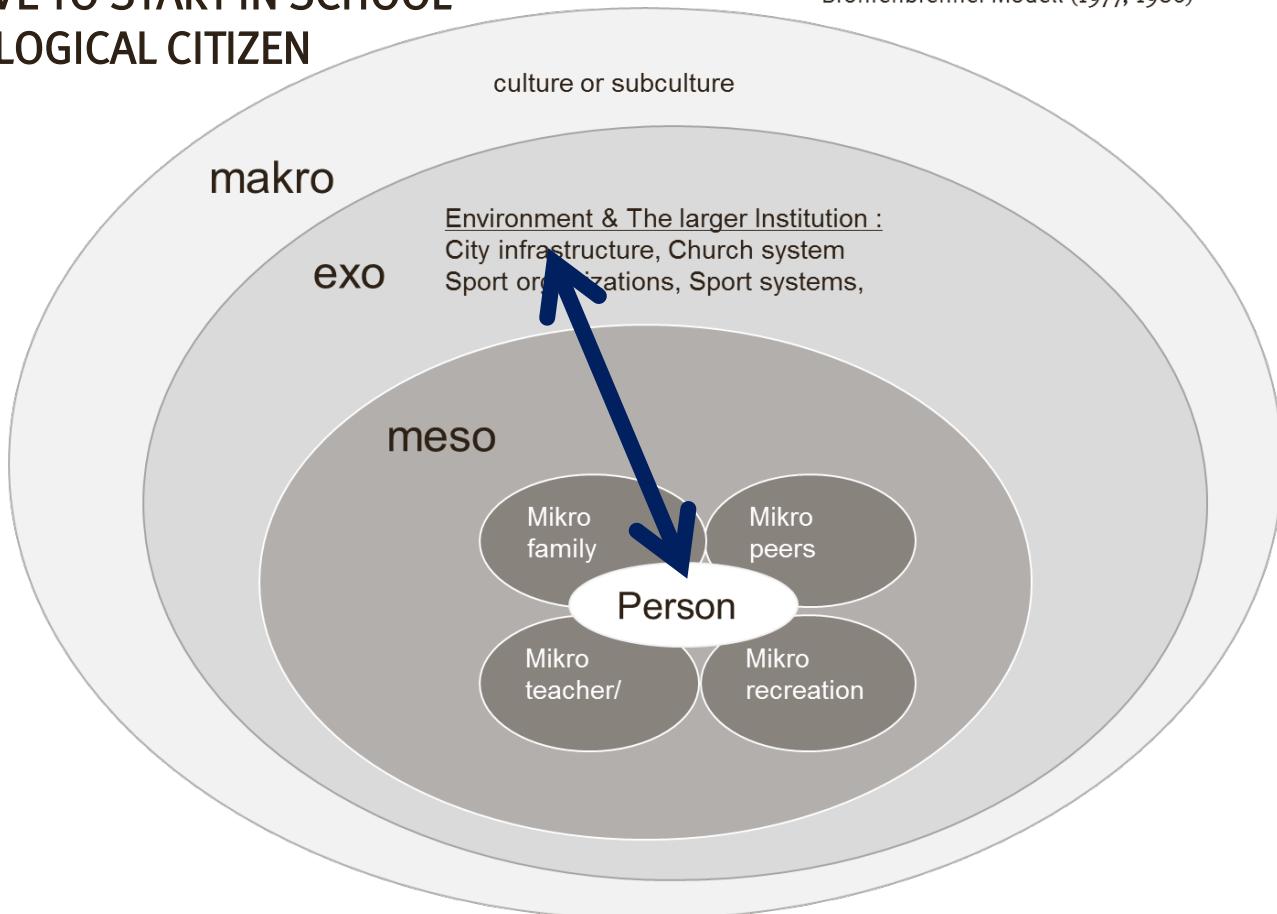
Building bridges to create global and ecological citizen

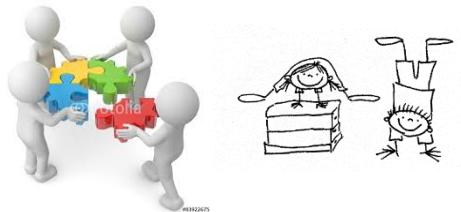
1. CHILDREN AS AGENTS OF CHANGE



2. USING EMPIRICAL RESEARCH TO GET AN UNDERSTANDING WHY WE HAVE TO START IN SCHOOL TO CREATE RESPONSIBLE ECOLOGICAL CITIZEN

Bronfenbrenner Modell (1977, 1986)

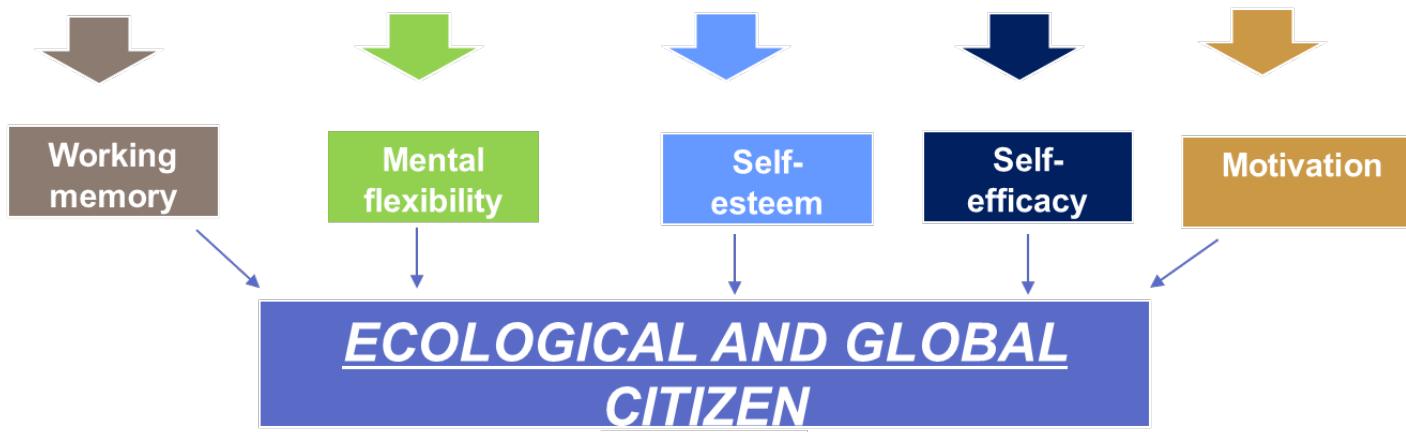




self-determined action in cooperative learning forms

belonging participation recognition responsibility

3. USING ACTION-ORIENTED AND COOPERATIVE LEARNING METHODS



The students positive success and autonomy experiences lead to higher self-efficacy and has a positive impact on the self-concept. Cooperative and self-determined learning enables students to learn democracy, ecological responsible and get confident in its own competence

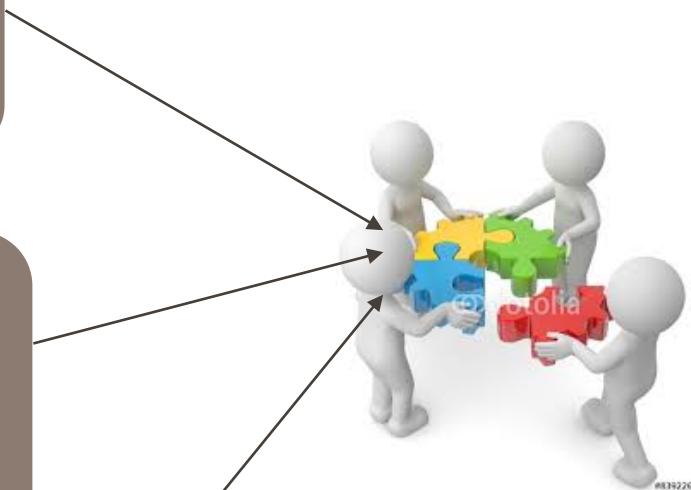
We need action-oriented and
cooperative learning to cover three
board areas



Climate science
why is the climate is
changing?

Mitigation
how can we try to
manage the change
and reverse it?

Adaptation
how will we need to
adapt to its impacts?





TAKING OVER RESPONSIBILITY IN SCHOOL

- CLEANING THE SCHOOLYARD AND CLASS
- RECYCLING PROJECTS
- UPCYCLING – BEING CREATIVE



Upcycling Ideen Nähnen



Interdisciplinary Teaching

- USING UPCYCLING TO MAKE THEIR OWN FITNESS EQUIPMENT IN PHYSICAL EDUCATION CLASS
- PROJECT BASED LEARNING IN THE LOCAL AREA – CLEAN CITY



Ein anderer Ort, ein anderes Klima



4. Hands-on knowledge

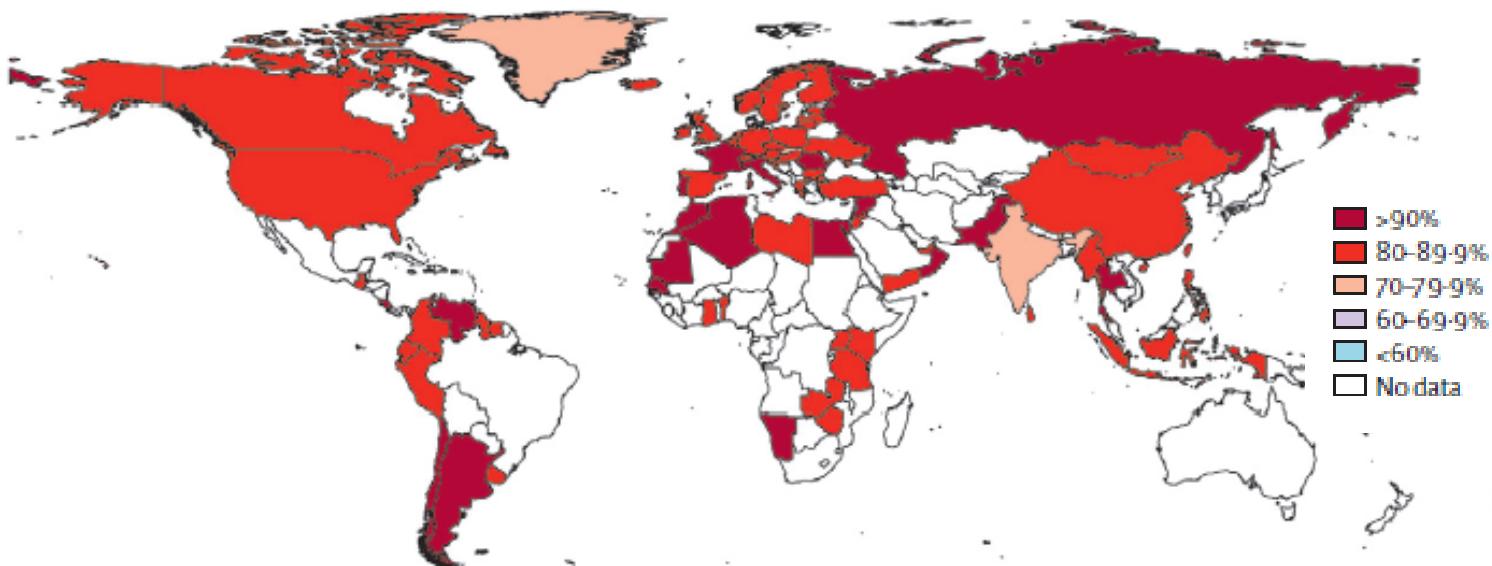
BUILDING ROADMAPS OF ACTION

knowledge
Münster



Ich heiße Kumar, bin 10 Jahre alt und lebe mit meiner Familie in Indien. Es ist jetzt Ende August und es ist heiß und feucht. Der Monat, die Regenzeit. Das dauert bis zum September. Es regnet dann so viel, dass das ganze Land mit Wasser bedeckt ist. Dazu ist es sehr heiß. Gefährlich wird es, wenn die Wirtschaftskrisen kommen. Nach der Regenzeit dauert es dann Monate, bis es wieder regnet. Winter und Kälte gibt es bei uns nicht, ich habe noch nie erlebt, dass es kühlt.

B



5. ENHANCING AN ACTIVE AND PHYSICAL LIFESTYLE CAN REDUCE THE AIR POLLUTION

TO BE PHYSICALLY ACTIVE IN ADULTHOOD WE NEED TO
BE PHYSICALLY ACTIVE IN CHILDHOOD.



1. AGENTS OF CHANGE

2. USING EMPIRICAL RESEARCH

3. ACTION-ORIENTED AND COOPERATIVE LEARNING

4. HANDS-ON KNOWLEDGE BUILDING ROADMAPS OF ACTION

5. ACTIV AND PHYSICAL LIFESTYLE



- EMPATHY
- SELF-CONFIDENCE
- SELF-EFFICACY
- MOTIVATION
- OPEN MINDED
- SELF-ORGANIZED LEARNER

Thank you

Dr. Marie-Christine Ghanbari
Lecturer / University of Muenster
Teacher / Comprehensive School Gescher
Sportmentor-project Muenster
marie.ghanbari@uni-muenster.de





Mental
flexibility

Working
memory

Healthy
physical
fitness

Motivation

Self-
esteem

Self-
efficacy

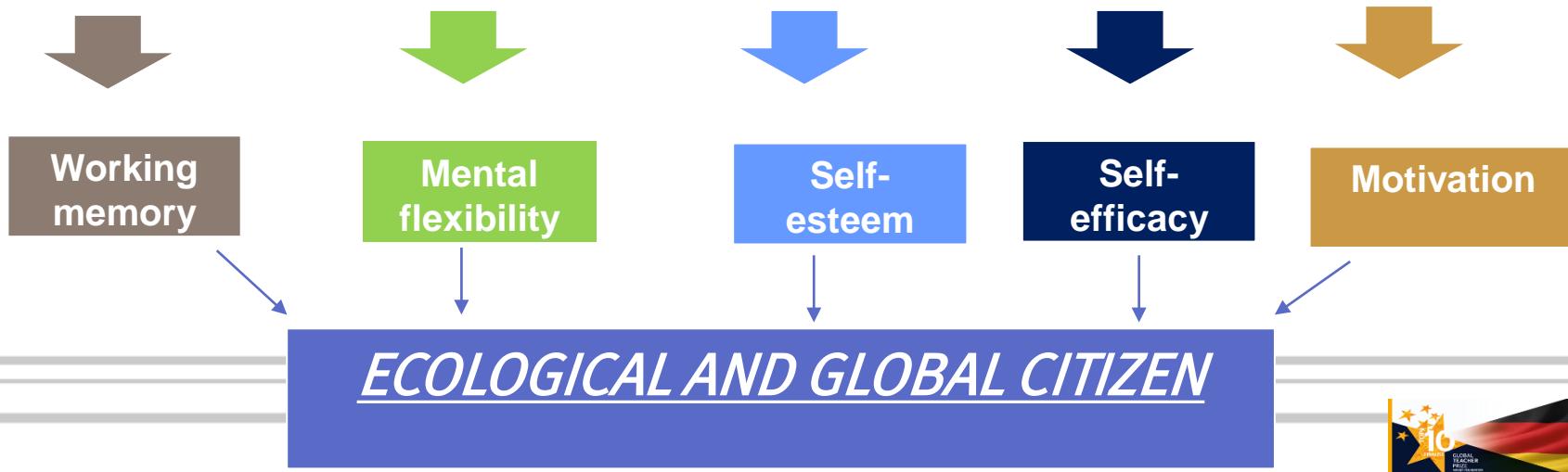




→ The students positive success and autonomy experiences lead to higher self-efficacy and has a positive impact on the self-concept. Cooperative and self-determined learning enables students to learn democracy, ecological responsible and get confident in its own competence.

→ Self-organized activities enable autonomous and self-determined decisions and social integration. This particularly highlighted self-responsibility and self-efficacy. Children and adolescents experience themselves as competent and self-effective in their acting.

3. USING ACTION-ORIENTED AND COOPERATIVE LEARNING METHODS



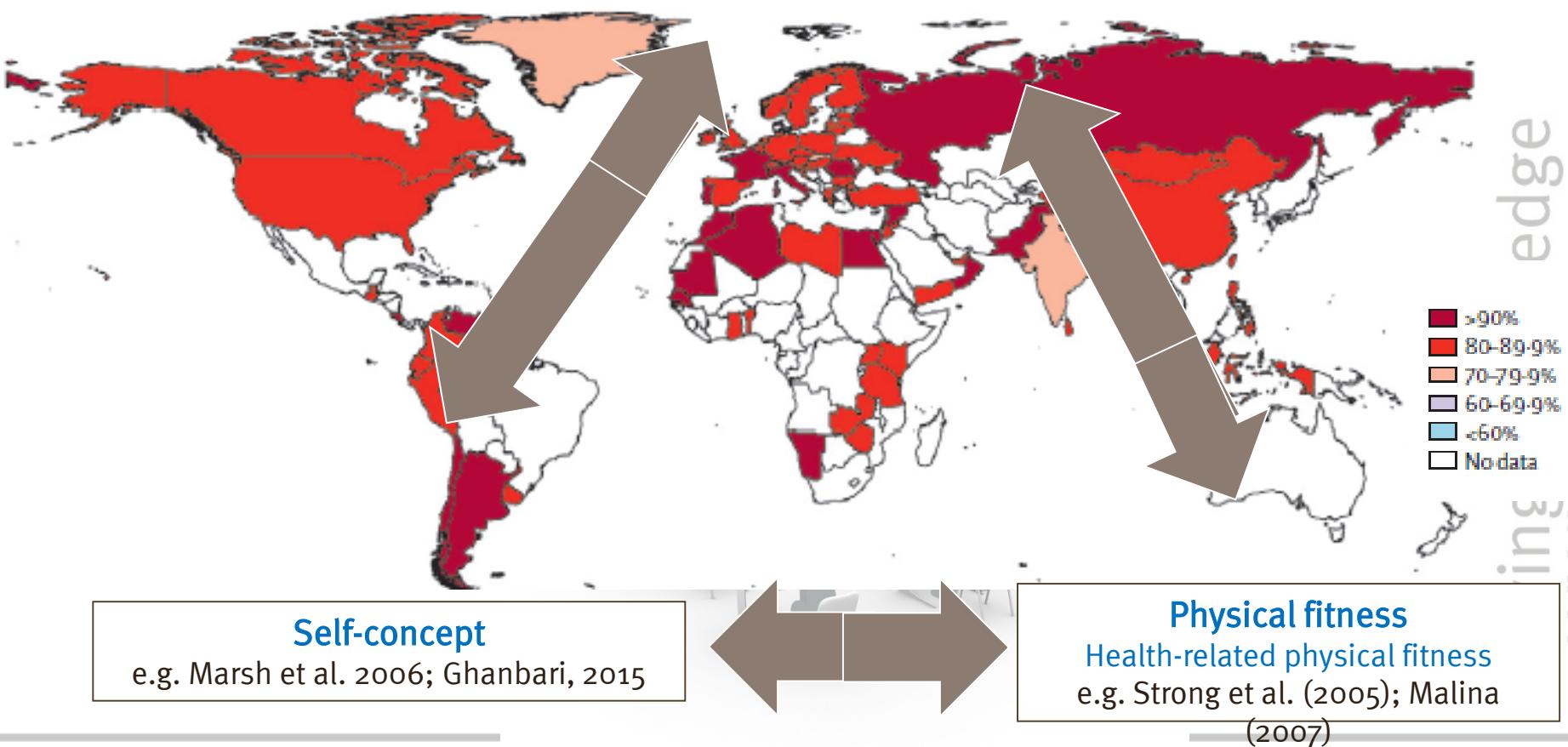


Imagine you are a child...

Physical activity

e.g. Hallal et al. (2012); Das & Horton (2012); Muthuri et al. (2014)

3





Weekly meetings with the sportmentor kids // doing physical activity

- Children with unfavourable development condition (german and refugee children)
- Giving each child an equal opportunity and encourages these children!

- University Students who becoming teachers
- Getting a better understanding of children and a pedagogy competence

Sportmentor Project

Spor**x**en



WWW.MÜNSTER.CIVILS