



## D3.4 OTTER TOOLKIT

Project acronym: OTTER

Project title: Outdoor Science Education for a Sustainable Future

Call: H2020-SwafS-2018-2020



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## Abbreviations

<b>EOC</b>	Education Outside the Classroom
<b>SEOC</b>	Sustainable Education Outside the Classroom
<b>SDGs</b>	Sustainable Development Goals

## OTTER project

**OTTER** is a H2020 funded project that aims to **enhance the understanding of Education Outside the Classroom (EOC) methods and pedagogies** and how they can help **improve the acquisition of scientific knowledge and transferable skills in students, specifically in the field of environmental sustainability and the reduction of plastic waste**. It aims to increase interest in scientific topics among young people, while also contributing to the range of innovative educational projects and the increase of scientific citizenship within the EU.



OTTER aims to strengthen educational outside-the-classroom (EOC) **networks within Europe**, connecting experts from four different regions within the continent (**Finland, Hungary, Ireland and Spain**). The strengthening of these networks will be utilised to carry out a programme of EOC pilot schemes and analysis of the effect they have on the performance of participating students, including their levels of sophisticated consumption and scientific citizenship, to increase understanding of the effects of education outside the classroom on EU citizens. The pilot schemes will share a common theme revolving around issues of plastic waste and recycling in order to build upon recent momentum in tackling related global educational, social, and environmental issues and due to the close relationship between reducing plastic waste and the need for more sophisticated consumers.



## Project Consortium



Geonardo Environmental Technologies  
(**GEO**)



European Science Foundation (**ESF**)



University of Groningen (**RUG**)



University of Limerick (**UL**)



Bridge Budapest (**BB**)



Learning Scoop - oppimisen osuuskunta (**LS**)



The Big Van Theory (**TBVT**)



Center for the Advancement of Research &  
Development in Educational Technology  
(**CARDET**)

# 1. Executive Summary



**LEARNING PLATFORM**



**DESIGNING AN  
OTTER LAB**



**RESOURCES,  
EXAMPLES AND  
MORE**



**ACCREDITATION  
GUIDELINES**



**SUSTAINABILITY  
AND EDUCATION  
OUTSIDE THE  
CLASSROOM**

# OTTER Learning Platform

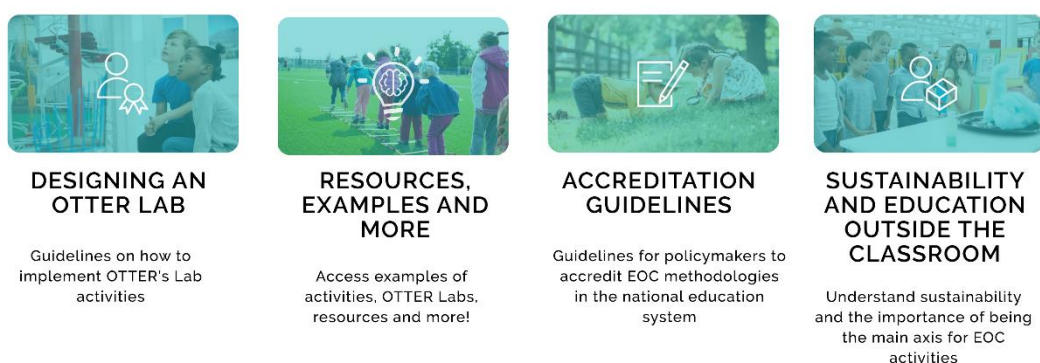
## 1.1 Objectives

The [OTTER Learning Platform](#) will be an interactive space for teachers or Education Outside the Classroom (EOC) practitioner to access a **toolkit consisting of 4 sections**, which can be **independent of each other but also complement one another**.

The overall aim is to replicate and implement an OTTER Lab in the user's local context, that has a focus on sustainability as a leading axis, that uses EOC as an approach, and that pushes for this overall method to be accredited locally.

Individually, the objectives of each part of the toolkit will be (Figure 1):

1. **Designing an OTTER Lab<sup>1</sup>**: The objective will be to facilitate and support teachers to adopt the OTTER Lab approach [that is focussed on sustainable development goals, 21<sup>st</sup> century competencies and inclusion and diversity](#).
2. **Resources, examples and more**: A compendium of examples of EOC activities to carry out, of OTTER Labs implemented, of available resources online and more.
3. **Accreditation guidelines**: The objective will be to develop a series of steps for schools and policymakers to follow in order to apply for the accreditation of Education Outside the Classroom practices.
4. **Sustainability and EOC**: The objective will be to give teachers and students a thorough understanding of what sustainability is, why it is important and how to integrate it in EOC activities.



**Figure 1: OTTER Learning Platform's main menu items**

<sup>1</sup> Before called "Teachers Training". We decided to rephrase it, so it has less of a connotation of lack of knowledge and so it is clear its purpose.

## 2. Designing an OTTER Lab



## How to design and implement an OTTER Lab

The first button of the OTTER Learning Platform’s menu will be the “Designing an OTTER Lab”, which content will be based on “D3.3 Guidelines to develop OTTER Outdoor Labs”. As with the deliverable, the aim of this section of the Learning Platform will be to guide teachers and practitioners to design and implement an OTTER Lab.

This section provides teachers with a novel way of learning about the OTTER Lab cycle and designing their own OTTER Lab simultaneously. Teachers will be able to populate textboxes as they progress through the platform with notes and ideas for their own OTTER Lab, related to their specific context and save, share or download their plans.

*In short, we can define an OTTER Lab as an educational model around an Education Outside the Classroom (EOC) activity in which students and teachers use student-centred methodology with elements of experiential learning, inquiry-based learning, socio-constructivist approach and design thinking to face environmental and sustainability problems, while we raise awareness on climate change and health from a scientific perspective, while generating a youth initiative (in the context of a classroom, school or community) to promote a more sustainable planet.*

### 2.1 Landing page

Once the user clicks on the first button of the main menu (Figure 1), the landing page of the “Designing an OTTER Lab” section of the Learning Platform will introduce the 5 steps to create an OTTER Lab (Figure 2). The idea is that the user goes over submenu buttons 1-5, which are equivalent to the 5 stages of the OTTER Lab: prepare, orientate, discover, make an impact and reflect.

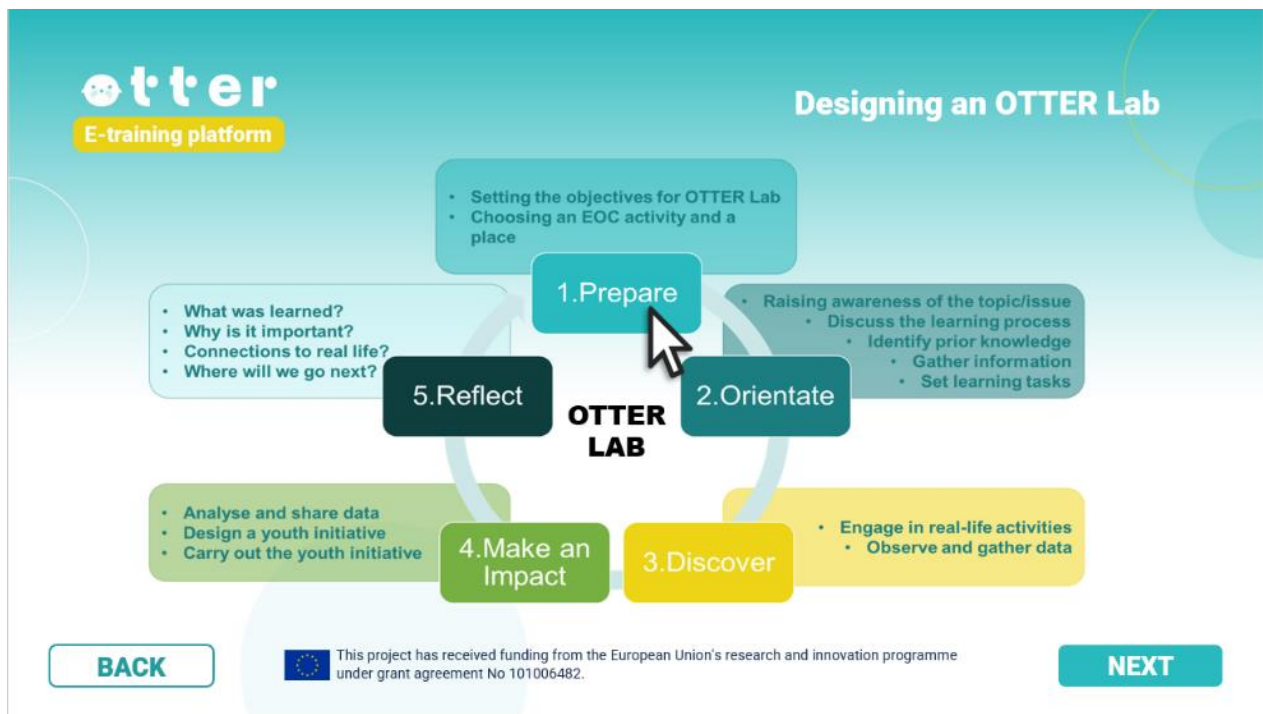


Figure 2: OTTER Lab Teacher Training main menu

When hovering over each button menu, a pop-up window will explain what each section is about. Once the button is clicked, the user will enter to the content prepared for each stage of the OTTER Lab.

## 2.2 Prepare

Preparing for an OTTER Lab means getting ready for the actual activities and preparing resources that will be needed. It includes setting specific learning objectives for an OTTER Lab and choosing an EOC activity and site. Therefore, the OTTER Lab Cycle will first show a short-video introducing what the section will be about. As the user advances in the module, they will receive guidance for setting the learning objectives for their OTTER Lab, including selecting the sustainable practices, identifying the 21<sup>st</sup> century competencies, and inclusion and diversity goals. In this section, we will provide a link to the sustainability knowledge base from the “Sustainability and EOC” section of the Learning Platform (Figure 3). For this, the “Designing an OTTER Lab” section will provide a table for users to fill in (Figure 3) which later on they will be able to download or print.

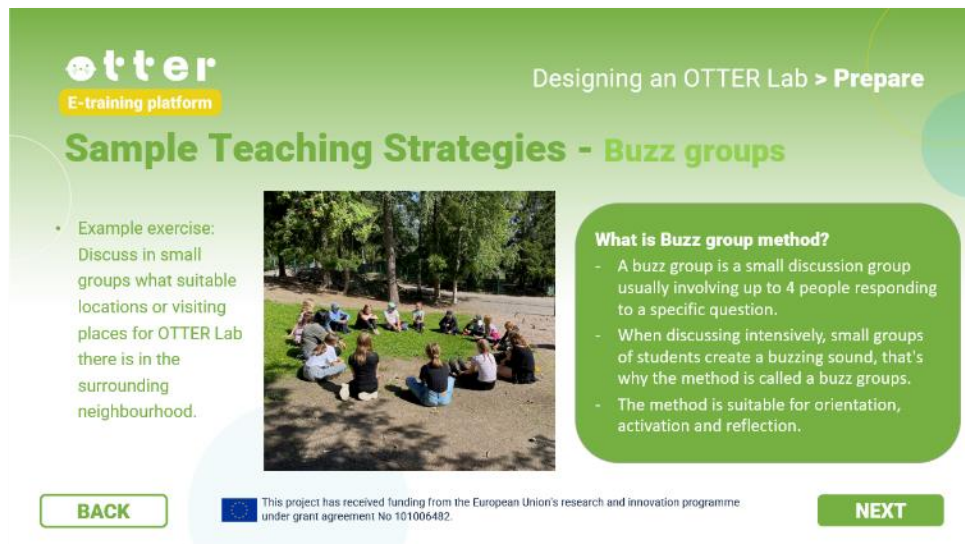
Broad Pilot Aims	OTTER Lab Outcomes		Identifying Suitable Learning Objectives from the Curriculum		
			Knowledge	Skills	Attitudes, Values, Ethics
Sustainable Practices	Sustainable Development Goals (related to OTTER)	SDG <i>Choose more than 1</i>			
		Clean Water and Sanitation			
		Sustainable Cities and Communities			
		Responsible Consumption and Production			
		Climate Action			
		Life Below Water			
		Life on Land			

Need a refreshment on sustainability and the SDGs? Don't miss our [SUSTAINABILITY KNOWLEDGE BASE](#)

[BACK](#) This project has received funding from the European Union's research and innovation programme under grant agreement No 101006482. [NEXT](#)

**Figure 3: Prepare – Mock-up of setting up the learning objectives.**

The “Prepare” section will also help the user choose an EOC activity and a site, it will ask the user questions to consider, show a sample of potential sites to carry out an activity, and provide example exercises (Figure 4).



**Figure 4: Prepare – Mock-up of content under “Prepare”.**

## 2.3 Orientate

During step 2 “Orientate”, students will start working with a defined topic related to the OTTER Lab sustainable development goals, that should link to their national curriculum. This part of the “Designing an OTTER Lab” section will take the user along five main sub steps to embed the defined topic into practice (Figure 5):

1. Help students to feel the importance of the chosen environmental topic/issue.
2. Inform the students about the upcoming EOC activity and the whole learning process.
3. Map students' prior knowledge about the chosen concepts.
4. Help students gather relevant information for the EOC activity.
5. Set learning tasks for the EOC activity.

This section will also provide sample teaching strategies and ideas for assessing students.



Figure 5: Orientate – Mock-up of content under “Orientate”.

## 2.4 Discover

This section will help the user prepare for the actual EOC activity chosen in step 1. This section will help the user engage their students in real-life activities and give them opportunities to observe and gather data (Figure 6). It will also offer a link to the “Sustainability and Education outside the Classroom” section of the Learning Platform as it offers examples of EOC activities to carry out for teaching SDGs. This section will also include some sample teaching strategies, as well as ideas for assessing students.



Figure 6: Discover – Mock-up of content under “Discover”.



## 2.5 Make an Impact

This step will focus on analysing new information that has been learned from the EOC activity, and what initiative could be taken based on this new knowledge. During this step students design a hands-on activity called a "YOUTH INITIATIVE" to address real environmental problems. This step has three main tasks, and the "Design an OTTER Lab" section will help users to plan for them:

1. Analyse and share collected data.
2. Design a youth initiative.
3. Carry out the youth initiative.

This section will also include some sample teaching strategies, as well as ideas for assessing students (Figure 7).



Figure 7: Discover – Mock-up of content under “Discover”.

## 2.6 Reflect

The last section of the OTTER Lab “Design an OTTER Lab” section focuses on reflecting on the OTTER Lab process. The post-learning includes deepening the learning from the new topics, reflecting and analysing what has been learned and what everyone still wants to learn, as well as setting new learning goals for the future.

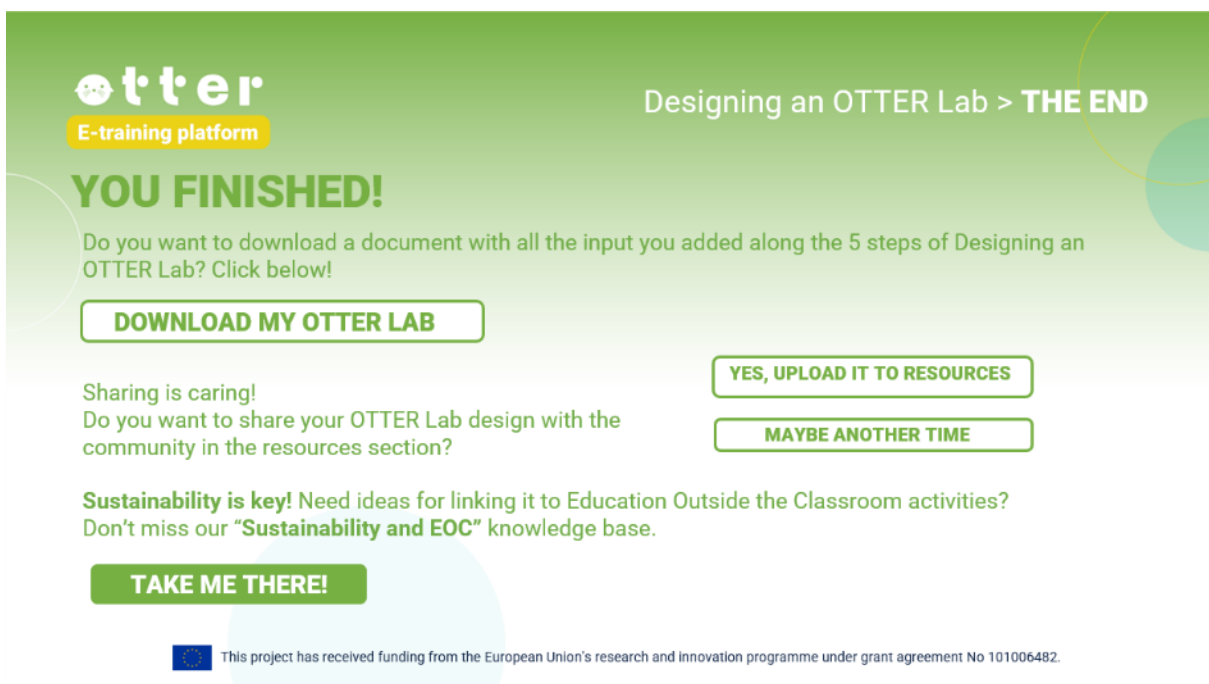
This section will help the user reflect with their students becoming aware of their own thinking processes and being able to make those transparent to others.



**Figure 8: Reflect – Mock-up of content under “Reflect”.**

## 2.7 Closing menu

Once the user finishes going through the 5 steps for creating an OTTER Lab, the tool will give the user the option to download a document with the input they added along these 5-steps, they will further give them the option to add their OTTER Lab design to the database of “Resources and examples”, and it will finally suggest them to access the “Sustainability and Education Outside the Classroom” knowledge base(Figure 9).



**Figure 9: Closing menu of “Designing an OTTER Lab”.**

### 3. Resources, examples and more



### 3.1 Resources, examples and more.

The next button of the “OTTER Learning Platform” will be the “Resources, examples and more” which will include a compilation of helpful resources, exercises, examples of EOC activities to carry out, tools and examples of OTTER Labs implemented, as well as other items that can help teachers and parents implement EOC activities with a sustainable focus at different age levels. The compilation is still ongoing, but Figure 10 shows a mock-up of how these resources could be divided.



**Figure 10: Mock-up of the section “Resources, examples and more” from OTTER’s Learning Platform.**

Figure 11 shows examples of OTTER Labs developed for different age groups that will be available for downloading in the “Resources, examples and more” section of the OTTER Learning Platform.



## 4. Accreditation Guidelines



## 4.1 Guidelines for accrediting EOC

This is a task that will only start in M25 lead by the European Science Foundation and therefore, no content is available yet to include in OTTER's Learning Platform. Some of the key components that these will include to formulate national EOC accreditation systems will include a common part for all European countries and a "modulable" part for national specificities (measurability and transferability):

- Who/what is to be accredited = content knowledge
- Why should organizations apply for accreditation?
- What are the parameters to be assessed?

For developing these, there will be a co-creation process within the consortium, a mapping of sister projects and other EOC initiatives, and a consultation with different EU stakeholders and policymakers. Once the guidelines are developed, by M30 they will be included in the OTTER Learning Platform.

## 5. Sustainability and Education Outside the Classroom



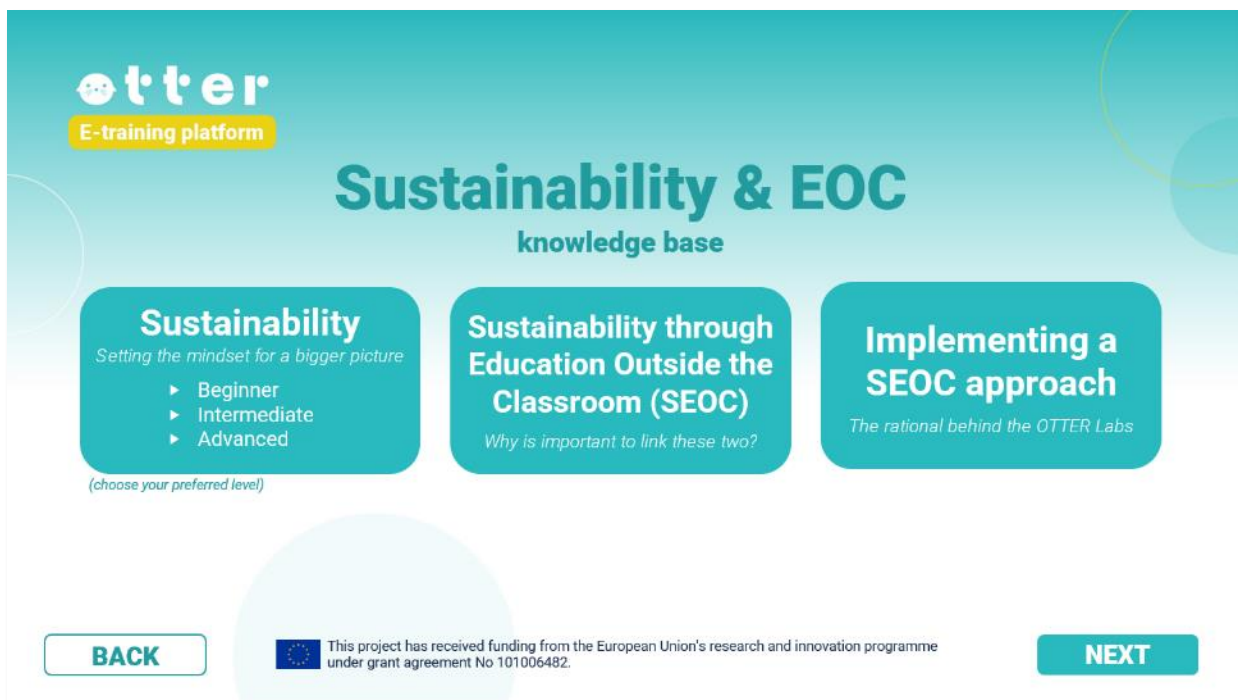


## A guide for including sustainability in any EOC activity.

The last menu button on the OTTER Learning Platform will direct users to the “Sustainability and Education Outside the Classroom” (SEOC) (Figure 12), a knowledge base focusing on reviewing at different levels the concept of sustainability, on linking it to Education Outside the Classroom activities, and on presenting how to implement a SEOC approach. More specifically, on the following objectives:

1. Giving users a more content knowledge around sustainability (beginners, intermediate and advanced level) and introducing them to the Sustainable Development Goals (SDGs).
2. Addressing why sustainability should be core to all EOC activities and identify the related benefits and challenges, as well as giving examples of EOC activities to implement related to each SDG.
3. Giving users resources to embed Sustainable Education Outside the Classroom into practice through the implementation of OTTER Labs.

The user will be able to start the Sustainability knowledge base at the level desired. For example, the first block offers a beginner, an intermediate and an advanced level of “Sustainability”. If the user considers it has an average understanding of what sustainability is, it can go straight to the “advanced level”. If, for instance, the user considers it has a thorough understanding of what sustainability is about, the user can start directly at block 2, “Sustainability through Education Outside the Classroom”.



**Figure 12: Sustainability and Education Outside the Classroom knowledge draft base menu.**

## 5.1 Sustainability block

This section is divided in 3 levels: beginners, intermediate and advanced. The user can freely choose the desired level and access it directly without having to go through the others. This allows to provide the user with relevant knowledge on the topic.

### 5.1.1 Beginners

The beginners' section will address the basics of sustainability: explaining about the world and its finite resources; human, animal and planetary rights; the definition of sustainability; and an introduction to the Sustainable Development Goals (SDGs) (Figure 11).



**Figure 13: Contents of the “Sustainability-Beginners level” of the “Sustainability and Education Outside the Classroom” knowledge base.**

#### 5.1.1.1 World and finite resources

In general terms, this section will talk about environmental degradation being linked to securing our living standards, as well as the human population. It further touches upon economic development being measured by GDP where it does not include natural assets. We present then UNEP’s Inclusive Wealth Index. The content for this submodule is complete and the first version of mock-ups for its presentation in the knowledge base are ready for users. We are now in the process of applying the visual identity to such mock-ups and therefore the final version of how this will appear in the e-training is not yet final. Figure 12 can give us a good idea of how the content will be presented.

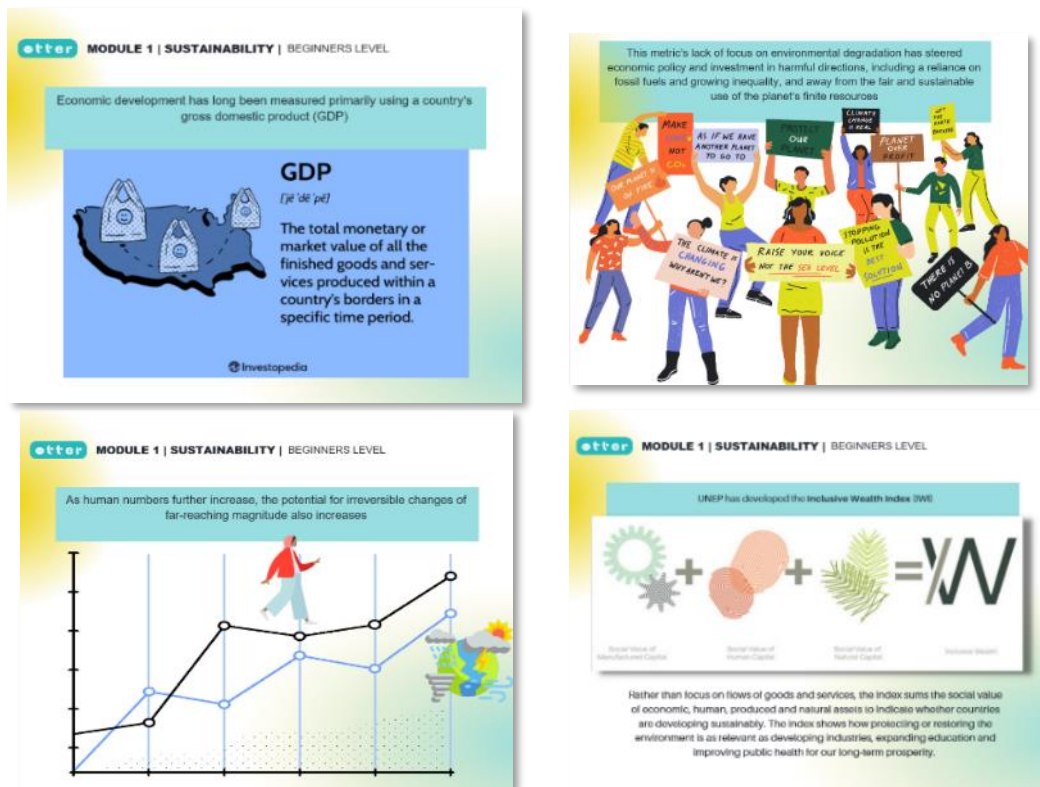


Figure 14: Mock-up of content under “World and finite resources”.

### 5.1.1.2 Human, animal, and planetary rights to a healthy planet

In this submodule we discuss humanity’s worldview of "nature domination", the dependance of all species on a healthy planet and the rights of nature. The content for this section is ready and the first version of mock-ups for its presentation in the knowledge base are ready. Now we are in the process of applying the visual identity to such mock-ups and therefore the final version of how this will appear in the e-training is not ready. But Figure 13 can give us a good idea of how the content will be presented.



Figure 15: Mock-up of content under “Human, animal, and planetary rights to a healthy planet”.

### 5.1.1.3 Definition of sustainability

Being this the beginners' level, this section focuses only on explaining what sustainability is to have a solid basis. In the medium and advanced levels, we then deepen into the topic. The content for this section is going to be rather a short one as for the beginners' level, we just want to introduce the definition of sustainability to be able to deepen in the topic in the intermediate and advanced level. The first version of mock-up for its presentation in the knowledge base are ready. Now we are in the process of applying the visual identity to such mock-ups and therefore the final version of how this will appear in the e-training is not ready. But Figure 14 can give us a good idea of how the content will be presented.



Figure 16: Mock-up of content under “Definition of sustainability”.

### 5.1.1.4 Sustainable Development Goals (SDGs)

Similar to the last submodule on “definition of sustainability”, the content for the SDGs section is going to be focused on explaining the general goals to later on deepen into each of them in the intermediate and advanced levels, and on the other blocks of the knowledge base. The first version of mock-up for its presentation in the knowledge base is ready. Now we are in the process of applying the visual identity to such mock-ups and therefore the final version of how this will appear in the e-training is not ready. But Figure 15 can give us a good idea of how the content will be presented.

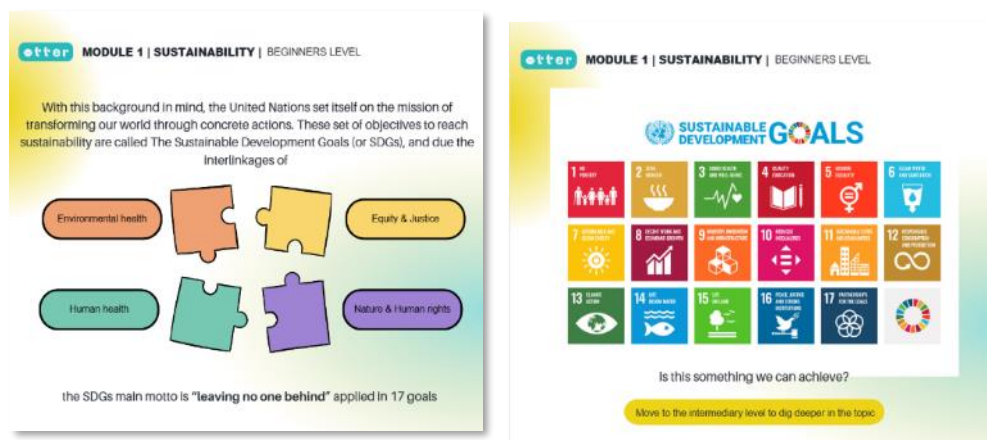


Figure 17: Mock-up of content under “Sustainable Development Goals”.

## 5.1.2 Intermediate

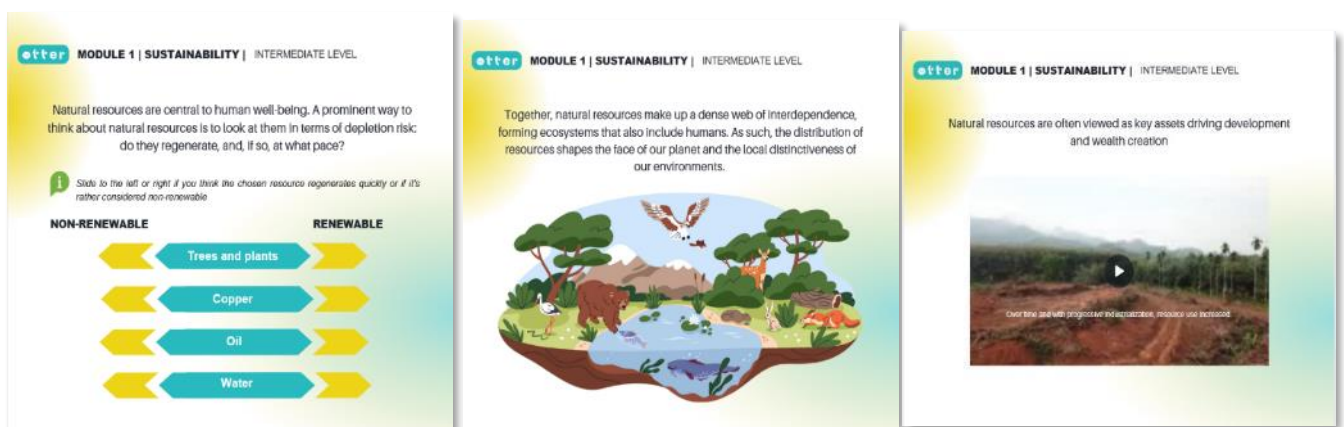
The intermediate section will deepen in the knowledge of sustainability, discussing the topics of Planetary boundaries, Industrial revolution and the plastic journey, Capitalism, World statistics and a more detailed submodule on the SDGs (Figure 16).



**Figure 18: Contents of the “Sustainability-Intermediate level” of the “Sustainability and Education Outside the Classroom” knowledge base.**

### 5.1.2.1 Planetary boundaries

This topic discusses the natural resources, its capacity for regenerating and the depletion as a result of wealth. The content for this section is ready and the first version of mock-ups for its presentation in the knowledge base are ready. Now we are in the process of applying the visual identity to such mock-ups and therefore the final version of how this will appear in the e-training is not ready. But Figure 17 can give us a good idea of how the content will be presented.



**Figure 19: Mock-up of content under “Planetary boundaries”.**

### 5.1.2.2 Industrial revolution and the plastic journey

Here, we talk about the story of plastic and the short lifespan plastic has in the planet, starting at the industrial revolution. We touch on the emissions released by the creation of plastics, and we challenge the dilemma of green plastics being the solution. The content for this section is ready and the first version of mock-ups for its presentation in the knowledge base are ready. Now we are in the process of applying the visual identity to such mock-ups and therefore the final version of how this will appear in the e-training is not ready. But Figure 18 can give us a good idea of how the content will be presented.



Figure 20: Mock-up of content under “Industrial revolution and the plastic journey”.

### 5.1.2.3 Capitalism

Understanding the basis of capitalism will help us understand how consumption (even “green products”) will not lead us to a sustainable future. This submodule is linked to SDG12 on consumption patterns. The content for this section is ready and the first version of mock-ups for its presentation in the knowledge base are ready. Now we are in the process of applying the visual identity to such mock-ups and therefore the final version of how this will appear in the e-training is not ready. But Figure 19 can give us a good idea of how the content will be presented.



Figure 21: Mock-up of content under “Capitalism”.

### 5.1.2.4 World Statistics

In this submodule we present facts on the human population, waste, environmental degradation and we introduce the concept of lifecycle thinking. The content for this section is ready and the first version of mock-ups for its presentation in the knowledge base are ready. Now we are in the process of applying the visual identity to such mock-ups and therefore the final version of how this will appear in the e-training is not ready. But Figure 20 can give us a good idea of how the content will be presented.



Figure 22: Mock-up of content under “World Statistics”.

### 5.1.2.5 SDGs

The landing page of this submenu will be the SDGs where each of them will be clickable to read the specific targets of each goal from an infographic. The content for this section is ready and the first version of mock-ups for its presentation in the knowledge base are ready. Now we are in the process of applying the visual identity to such mock-ups and therefore the final version of how this will appear in the e-training is not ready. But Figure 21 can give us a good idea of how the content will be presented.

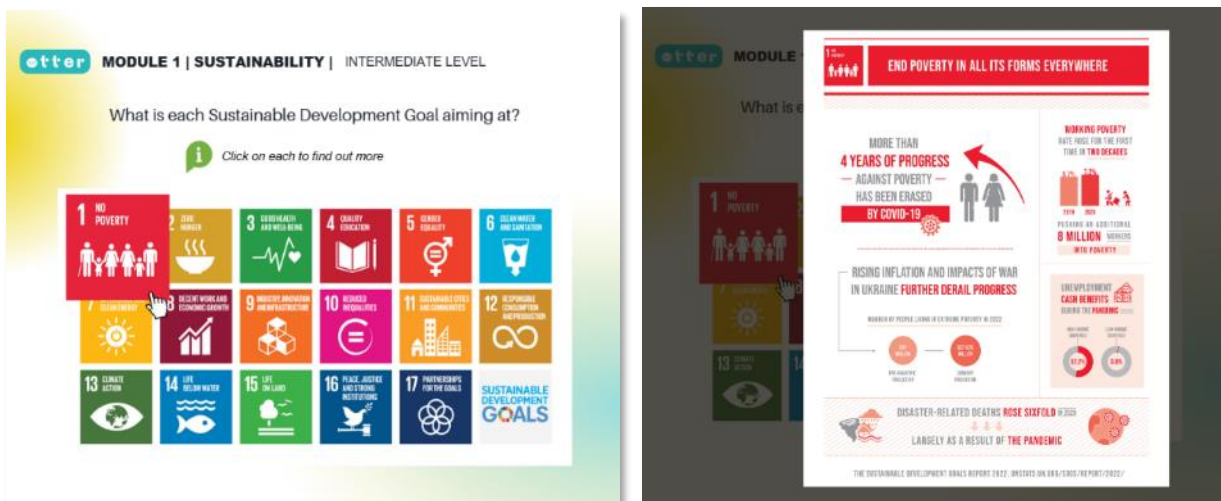


Figure 23: Mock-up of clickable SDGs menu.

### 5.1.3 Advanced

The advanced section will give a thorough understanding of sustainability, discussing the topics of Environmental Justice, Balancing Rights and Interests over Natural Resources, Stockholm Declaration, World Statistics and SDGs (Figure 22).



**Figure 24: Contents of the “Sustainability-Advanced level” of the “Sustainability and Education Outside the Classroom” knowledge base.**

#### 5.1.3.1 Environmental Justice

We introduce the term of environmental justice and the importance of the equitable treatment and meaningful involvement of people of all races and backgrounds. The content for this section is ready and the first version of mock-ups for its presentation in the knowledge base are ready. Now we are in the process of applying the visual identity to such mock-ups and therefore the final version of how this will appear in the e-training is not ready. But Figure 23 can give us a good idea of how the content will be presented.

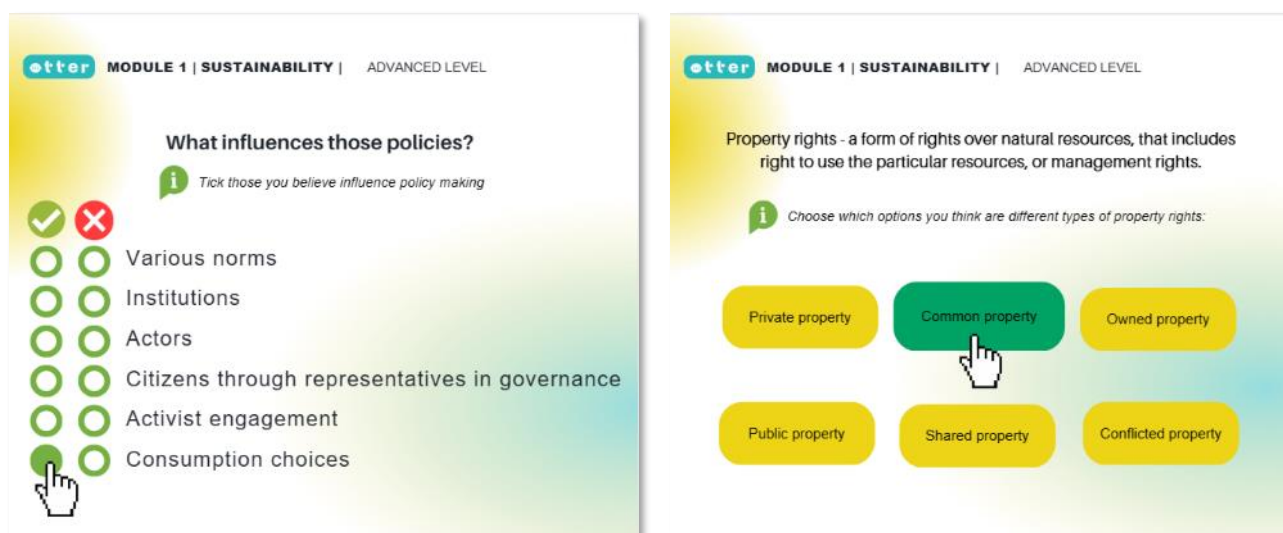


**Figure 25: Mock-up under “Environmental Justice” topic in the “Sustainability Advanced” block.**



### 5.1.3.2 Balancing Rights and Interests over Natural Resources

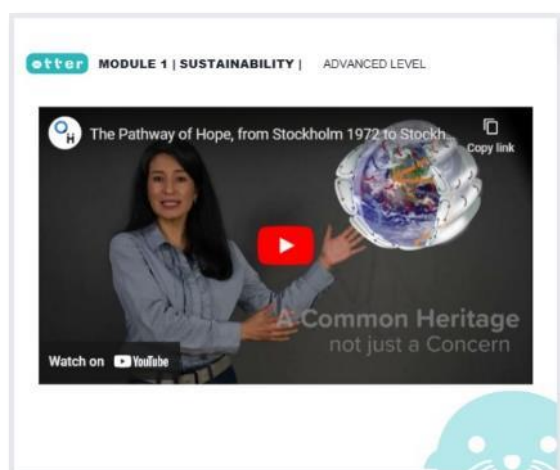
In this submodule we talk about determining how people can—and should— access, benefit from, participate in decision-making, and have responsibility over natural resources. We talk about governance structures and inclusive decision-making. The content for this section is ready and the first version of mock-ups for its presentation in the knowledge base are ready. Now we are in the process of applying the visual identity to such mock-ups and therefore the final version of how this will appear in the e-training is not ready. But Figure 24 can give us a good idea of how the content will be presented.



**Figure 26: Mock-up under “Balancing Rights and Interests over Natural Resources” topic in the “Sustainability Advanced” block.**

### 5.1.3.3 Stockholm Declaration

This section will introduce the Declaration of the United Nations Conference on the Human Environment, which is the first of its kind, introducing 26 principles that laid the foundation for future global environmental governance. We will use a video developed by the UN, where it explains it, it mentions the failure of international environmental law, and brings up the new Declaration Stockholm+50. We will use available resources properly cited (Figure 25).



**Figure 27: Mock-up under “Stockholm Declaration” topic in the “Sustainability Advanced” block.**

### 5.1.3.4 Cradle to Cradle

This submodule introduces the cradle-to-cradle design principles, together with the technical cycle and biological cycle linked to it. The content for this section is ready and the first version of mock-ups for its presentation in the knowledge base are ready. Now we are in the process of applying the visual identity to such mock-ups and therefore the final version of how this will appear in the e-training is not ready. But Figure 26 can give us a good idea of how the content will be presented.



Figure 28: Mock-up under “Cradle to Cradle” topic in the “Sustainability Advanced” block.

### 5.1.3.5 World Statistics

This will be a clickable infographic with information on key facts about global material use and its environmental impacts and solutions. The infographic has not been made yet, and therefore there is no available mockup yet.

## 5.2 Sustainability through Education Outside the Classroom

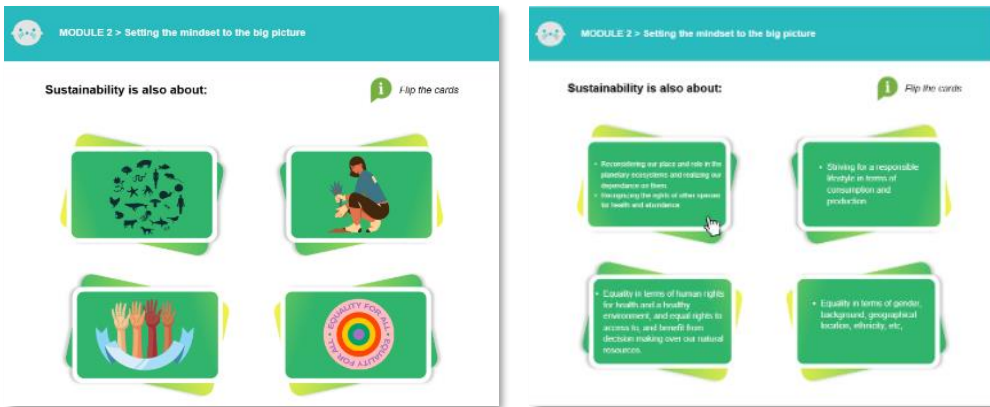
The “Sustainability through Education Outside the Classroom” block will focus on linking knowledge of sustainability to all aspects of Education Outside the Classroom, understanding its importance, addressing its challenges, and setting the mindset for a bigger picture. This block will thus, have the 3 subsections shown in Figure 27.



**Figure 29: Menu of the “Sustainability and Education Outside the Classroom” knowledge base.**

### 5.2.1 Setting the mindset for the bigger picture

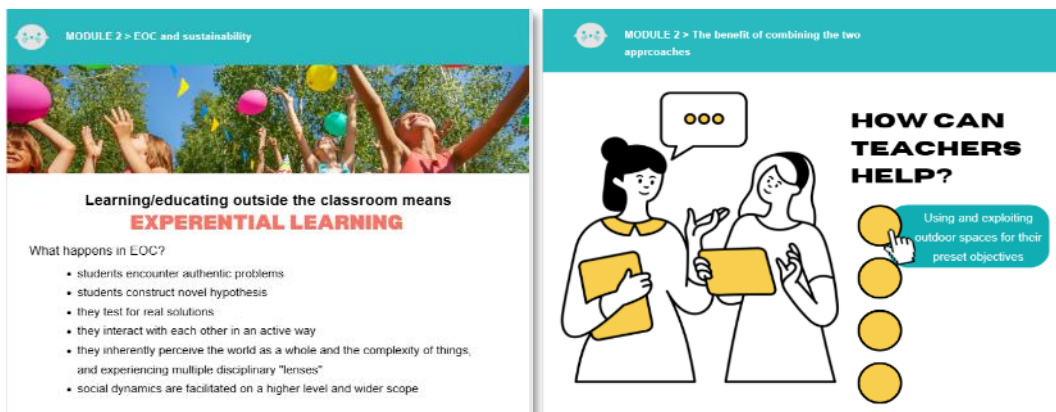
This section will highlight the importance of not only considering the release of CO<sub>2</sub> to the atmosphere and the depletion of resources as the main problem with climate change. But also we talk what entails and how it means ‘leaving no one behind’ . Ending poverty, hunger, having access to good health, etc. which would then lead us towards the SDGs. The content is ready and the first version of mock-ups for its presentation in the knowledge base are ready. Now we are in the process of applying the visual identity to such mock-ups and therefore the final version of how this will appear in the e-training is not ready. But Figure 28 can give us a good idea of how the content will be presented.



**Figure 30:** Mock-up of content under “Setting the mindset for the bigger picture”.

## 5.2.2 EOC and Sustainability

This section will explain the importance of having the sustainability mindset as the core of any Education Outside the Classroom activity. It will also explain the benefits and challenges of doing so. The content for this section is ready and the first version of mock-ups for its presentation in the knowledge base are ready. Now we are in the process of applying the visual identity to such mock-ups and therefore the final version of how this will appear in the e-training is not ready. But Figure 29 can give us a good idea of how the content will be presented.



**Figure 31:** Mock-up of the “EOC and Sustainability” section.

### 5.2.3 SDGs through EOC

The content for this section is ready and the first version of mock-ups for its presentation in the knowledge base are ready. Now we are in the process of applying the visual identity to such mock-ups and therefore the final version of how this will appear in the e-training is not ready. But Figure 30 can give us a good idea of how the content will be presented.



**Figure 32: Mock-up of suggested EOC activities to teach each SDG under the “SDGs through EOC” block of the “Sustainability and Education Outside the Classroom” knowledge base.**

## 5.3 Implementing a SEOC approach – The case of OTTER Labs

This section will be developed in Task 5.3. It will give useful background information for implementing OTTER Labs and the rationale behind them. The contents might include *for example*:

- How to connect curriculum to OTTER Lab
- Learning objectives in OTTER Lab
- Sustainability at core in OTTER Labs
- Pedagogical approach of OTTER Lab
- EOC enhancing sustainability.
- How to create multi-disciplinary OTTER Lab combining different school subjects
- Assessment in OTTER Labs

Once the rationale of the OTTER Labs is explained, we will link the user to the section of the OTTER Learning Platform “Designing an OTTER Lab”.



## Contact



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