LORET

Locally Relevant Teaching: a process-modell

National curricula

LORET → Locally relevant teaching
Phase I: identify key issues

1. List key issues for sustainable development in your local community (Individually)

2. Discuss in the group and choose one to work with
1. List the goals of sustainable development you want to achieve in relation to the sustainable issue you have chosen in phase I (individually)

2. Discuss in the group and make a common list
Desertification in Mongolia

- A reduction in the number of cattle
- A better rotation system for the cattle
- Better marketing
- Improved breeding
- ....
Phase III: Identify the knowledge and values needed

1. Identify the knowledge and values needed for the different goals to be achieved (individual)

   "Better rotation system" (goal from phase II)
   a. The ecosystem
   b. Ethology of the animals
   c. Traditional methods of rotation
   d. ..... 

2. Compare the lists in the group
Phase III: Identify the knowledge needed

3. Make a mind map in the group

- The ecosystem
- Ethology of the animals
- Better rotation system
- xxxx

Goal

Knowledge
Phase III: Identify the knowledge needed

4. Which school subjects needs to be involved?

Better rotation system

The ecosystem

Ethology of the animals

Goal

Knowledge

= biology

= history
LIFE STYLE

- Loss of Childhood (Literature)
- Change of Food Habits (L.Sc.)
- Change of Biological Clock (BIOS)
- Depression (Psychology)
- Loneliness
- Obesity (L.Sc.)
Phase IV: Creating a teaching plan

1. Make a plan for each subject involved:
   A. content
   B. actions outside school
   C. teaching methods used
   D. time needed
   E. connection to national curriculum (local curricula)

2. Decide on how to integrate the subject teaching

3. Test, critically examine and revise

4. Share ...