

# Sustainable Jersey for Schools

## Education for Sustainability LESSON Questionnaire

Answer these 5 questions about the **significant lesson** or **set of lessons** that you are submitting for points under the Education for Sustainability (EfS) action. **Be sure to fully answer Question 5** if the lesson was delivered remotely and is to be considered for Digital Schools Star recognition.

**1** The lesson(s) must have addressed at least **one** of the **sustainability topics** listed below. Check off the sustainability topic(s) addressed by the lessons, and for which there are documented results:

☐ **Ecological Systems**

Investigating natural environmental processes and systems – Students can investigate ecological systems at a local level – e.g. biodiversity in the school grounds – or link to studies occurring further away.

☐ **Climate Change**

Acquiring climate literacy – Learning climate science to understand the causes and consequences of global climate change; studying the impact of human activity on the climate and adaptations of man-made and natural systems in the face of climate change. Students can take action to address climate change by reducing their "carbon footprints."

☒ **Waste**

Reducing, reusing, recycling – Re-thinking consumption and product design to eliminate the very idea of "waste." Any school or community can reduce its environmental impact by analyzing the full life cycle of the products it uses, and acting to reduce packaging and transport distance, and to recycle or re-purpose as many items as possible.

☐ **Energy**

Addressing sustainable energy supply and use – Learning about the multiple factors that play a role in energy demand, supply and use and the impacts on ecosystems and socio-economic systems. In some municipalities, schools are the largest energy consumers, but up to 30 percent of that energy may be used inefficiently.

☐ **Health and Wellness**

Addressing issues that impact human health – Eliminating toxic and hazardous materials, while maximizing elements that promote health (e.g. providing clean air and good ventilation, providing clean water, promoting outdoor time and physical activity) will improve the school, work, and home environment for everyone.

☐ **Food Systems**

Improving nutrition and food sustainability – Many of the systems for producing, processing, and delivering the food we eat rely on practices that have deleterious effects on the environment, on livestock, on food-sector workers, and on consumers. Choosing local and whole foods impact both human health and the environment.

☐ **The Built Environment**

Addressing transportation, housing, and other infrastructure development – Raise awareness of sustainable solutions such as transportation and development plans that reduce fuel consumption, pollution, and car use.

☐ **Water**

Addressing water quality, availability, and use – Learning about the water cycle and how use of water and land development in one place impacts water quality and availability in other places.

☐ **Economic Systems**

Investigating how economic systems play a role in sustainability – History recounts the collapse of civilizations whose economic activity degraded the natural and/or social environments. Sustainable economies support a good quality of life for all and maintain healthy ecosystems.

## ☐ **Social and Cultural Systems**

Investigating the impact of social and cultural systems on sustainability – Social and cultural norms shape the interaction of different groups with each other and with the environment; and these practices are themselves influenced by changes in natural environments .

**2** The lesson(s) must have taught about and assessed for at least **one** of the **enduring understandings** of education for sustainability listed below. Check off the enduring understanding(s) that the lesson(s) addressed, and for which there are documented results:

## ☐ **A Healthy and Sustainable Future Is Possible**

We can learn how to live well within the means of nature. This viewpoint inspires and motivates people to act.

## ☒ **We Are All In This Together**

We are interdependent on each other and on the natural systems.

## ☐ **Healthy Systems Have Limits**

Rather than exceeding or ignoring the limits, tap the power of limits. Constraints drive creativity.

## ☐ **Recognize and Protect The Commons**

The Commons are the creations of nature and society that we inherit jointly and freely, and hold in trust for future generations. We all depend on them and we are all responsible for them.

## ☐ **Reconcile Individual Rights with Collective Responsibilities**

Responsible and ethical participation and leadership are required in order to make the changes we need to make. We must reconcile the conflicts that exist between our individual rights and our responsibilities as citizens.

## ☐ **Diversity Makes Our Lives Possible**

Diversity is required to support rich complex systems (like us), to build strength and to develop resilience in living systems. Biological diversity, cultural, gender, political and intergenerational diversity all serve this purpose.

## ☐ **Create Change at The Source Not the Symptom**

Distinguish problems from symptoms. Identify the most upstream problem within your sphere of influence.

## ☐ **Think Far into the Future (1,000 Years)**

Envision the kind of future we want and start working towards it. We should not sacrifice our children's future to meet our needs.

## ☐ **Read the Feedback**

We need to pay attention to the results of our behavior on the systems upon which we depend. If we keep our eyes on the feedback, we can adjust our thinking and behavior before we cross detrimental thresholds.

## ☒ **It All Begins With a Change In Thinking**

Thinking drives behavior and behavior causes results. As Einstein had observed, the significant problems we face cannot be solved with the same level of thinking we used to create them. Think systems, cycles and out of the box.

## ☐ **Live By The Natural Laws**

We must operate within the natural laws and principles rather than attempt to overcome them. It is nonnegotiable.

## ☒ **We Are All Responsible**

Everything we do and everything we don't do make a difference.

**3** Teachers must have used at least **one** of the following **instructional approaches** in conducting the EfS lesson(s). Check off those that apply.

☐ **Inquiry based**

Students ask questions, plan and carry out investigations, analyze and interpret data, construct explanations and engage in argument based on evidence.

☒ **Experiential**

Students learn through doing – participating in projects, events, challenges, experiments and other learning activities.

☐ **Place-based student learning**

Students participate in investigations and learning activities in school grounds, neighborhoods or natural areas that engage them with real-life scenarios that are tangible, observable and meaningful to them.

☐ **Interdisciplinary**

2 or more teachers covering different academic disciplines design and/or present related lessons that integrate subject matter from 2 or more academic disciplines (e.g. social studies and science).

**4** Explain how the uploaded student work is evidence of the **enduring understanding(s)** of sustainability that was (were) checked off in Question 2.

Students participated in a art lesson and project where recycling was the these. They collected and used materials from magazines, newspapersm, wrappers, and any textures and recycled papers they could find in their homes due to the virtual learning environmentThis activity encouraged them to change the way they view pargbage or trash and finding new perspectives or used for things that were intended as waste. They learned that all people are responsible for the way we leave the world aroud them. The importance of recycling to reduce the amount of waste we send to landfills encouraged students to change their thinking.Students in the classes worked with their families to find and use recycled materials when creating their project.

## 5 Was any part of the lesson delivered remotely? ☒ YES ☐ NO

If you answered “YES” and you want to apply this lesson towards **Digital Schools Star recognition**, then answer the questions below to describe how your in-person lesson was adapted to be most effective for a remote digital or hybrid learning environment.

- a. Describe the timing and sequence of the synchronous and asynchronous elements of the lesson, and how they are coordinated. (For example: Did students have opportunities to review learning materials – such as videos, documents, webpages – on-demand on their own time to enhance live class discussions?)

Lessons were taught through the zoom platform weekly so that all students were able to participate through school or at home. Lesson was presented synchronously for all students in classes. It was then available through google classroom for those students who were unable to log in during the school hours. Students could watch demonstration through a recording of the lesson from home at their own time. Students are always able to continue to work on their projects on their own and submit finished work through photo in seesaw app or through google slides in their google classroom.

- b. Describe the interactive elements to engage students in the lesson and to give them the opportunity to demonstrate their learning. (For example: Did students have break out rooms for peer to peer discussions? Were chats enabled? Were digital whiteboards shared or other collaborative spaces used?)

Chats are enabled throughout the lesson for students to ask questions or work with each other. Nearpod is used when presenting the activity for collaborative opportunities and for students to learn about the specific type of art they are creating in an interactive way. Students are also able to unmute themselves in zoom to speak with each other at appropriate times or to speak with the teacher as needed. Through seesaw students are able to post their work and share it with their classmates for feedback. Both students in the class and the teacher are able to comment on their work.

- c. Describe the methods and tools used to assess student performance.

**Students submit their work throughout the lessons as well as when they complete a project through SeeSaw and Google Classroom. They submit photos of their work using the cameras on their chromebooks. Students are then given feedback through audio in seesaw or through the Mote chrome add on in google classroom. Students projects are graded using an art rubric.**

**Optional:** Please share any comments or lessons learned.

Note: As part of the submission requirement you are asked to submit as separate document uploads (see application portal), copies of graded rubrics and student work samples as assessments of student learning that meet/exceeded expectations, and copies of standards-aligned lesson plans. Additional documentation of the lessons such as photographs and news articles may also be submitted.