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 Sustainbility (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 occuring further away.

__X__ 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.

__X__ 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 infrastucture 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:

_X___ 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.

_X___ We Are All In This Together
We are interdependent on each other and on the natural systems.

_X___ 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.

_X___ 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.

_X___ 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.

_X___ 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.

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

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

_X___ **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.

_X___**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.

Student work shows the lesons students have learned related to the endduring understandings. They demonstarted that they can take responsibilty and understand that they can help the world and keep themselves safe from harmful things like UV Rays. They are begining to see that we have contributed to this problem and that their are things even student can do to help protect the earth and repair it.

5 Was any part of the lesson delivered remotely? _X__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?)

   My class is completely remote this school year. Lessons were delivered during zoom and follow-up lessons were also given to students for homework, via the Seesaw app. The Seesaw work included a video we watched during class, that the students could view at home.

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 were enabled during the zoom lesson, children drew pictures on Seesaw during synchronous learning, and shared ideas about how to improve their pictures. They also discussed what they wear to the beach, pool, and when outside. Students shared their screens to show each other their drawings while in the process of working.

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

Students were assessed based on observation through chat features, participation in collaborative activities and the work they completed. They were able to submit their work through google classroom and the SeeSaw app to share thier progress and projects with classmates and the teacher. Teacher was able to plan supplimental lessons from this based on their demonstarted understandings.

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.