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.

_____ 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.

__x__ 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 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 <mark>enduring understandings</mark> 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.

__x__ **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.

___x_ 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___ 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 were able to learn about the processes involved in making products and the energy used on a daily basis in homes, schools, stores, etc. Students compared renewable and nonrenewable energy sources (and learned about the pros and cons of these sources). Students then research the negative impact the use of fossil fuels have on the environment now and for the future. They took a deeper look at their own daily usage of energy (fossil fuels) and discussed the impact it has on the environment and the people around them. Students were given the opportunity to discuss changes in their daily lives to make a difference for future generations. We have checked in each day to ensure that we are keeping our pledge to be more energy efficient and aware of the effects of our own actions.

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?)

All material/ resources used for and during the lesson were posted in google classroom prior to (and after) the lesson. Students have access to all material.

   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?)

Lesson introduction - present in Nearpod/ the chat feature was enabled, students were able to unmute themselves, and worked on a collaborative board in nearpod. Students were placed in breakout rooms to research renewable energy sources of energy and created a slide presentation in google.

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

Students were assessed using a rubric - each activity was scored on a 4 point scale. Teh rubric was presented to students prior to the lesson along with the unit essential questions.

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.