

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.

The students were able to take a look at their own family habits pertaining to food - how often they wasted food. The kids saw the direct impact it made on their environment around them. After taking a look at their personal impact, they were able to identify solutions (actions) that can reduce the environmental impact of an individual or community. Students were made aware that many factors play a role in sustainability (such as economic, social and environmental), but our focus was on the environmental aspect of sustainability.

Students researched the food production process, discussed all the steps involved (production, processing, distribution, and preparation). The students chose their favorite meal and researched the ingredients used to make it. The students chose one simple ingredient and researched how it was made (production), process (packaging), distribution (transportation), and preparation (cooking) to add to their favorite meal.

Extension: Some students took this a step further and researched careers in this field.

Students then wrote a paragraph to show what they have learned, identify additional activities with a negative or positive effect on the environment that are not included in the Your Plan, Your Planet tool, and continued the conversations after the lesson.

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?)

The material for the lesson was posted in google classroom - all videos, sites, class assignments were reviewed virtually. This lesson was taught over a 3 day period (some components of the lesson were asynchronous, while most of it was taught synchronous). Two days of instruction - there were students in person and students at home virtually. One day of lessons, all the students were virtual. This day allowed for students to review videos on their own, look over the material, and go at their own pace. All videos, slide presentations were shared through zoom (and the overhead projector for the students in person). All students were given the opportunity to discuss, ask questions, and share some of their work and discoveries.

- 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?)

The lesson was started as a whole group (Objective reviewed, videos watched and discussed, directions for assignments given). Students were able to unmute themselves to ask questions and share ideas. The chat feature was also enabled for students that did not want to speak out. The second part of the lesson, students were placed in breakout rooms to explore the MY PLAN, MY PLANET component and work on their slides

together (defining sustainability, making connections to how they positively and negatively contribute to our planet, make a plan to help make a difference, and review food production processes.

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

Students took a quiz (choice online or a printed copy (for in - person students).

Slide presentations - what is sustainability, your impact, changes, and a paragraph on what you learned.

My favorite food - students wrote out a recipe of their favorite food and then researched the process of making one of the ingredients.

All work was scored using the 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.