

## 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 uploaded examples of students created and made videos represent how students, teachers, and the community come together to bring about a change. Students present video segments in the form of a news video to share many areas of interest and the world to our school and community. In the videos, there is always some type of SEL or Environmental Education piece connected to our students and city. Through these videos the community is connected to the classrooms at GLC. We are sending information out to the community on ways we can impact and make changes for the future. We also use the platform to recognize school and student accomplishments. While students are learning about media platforms, they are reporting and learning and teaching others about climate change, environmental education and current events. They are helping others to bring about a message and a call for change.

**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?)

These lessons are delivered synchronously with activities and videos that reach beyond the four walls of a classroom. Most of the research and preparation is completed asynchronously when students have time to complete assignments and study videos to help them prepare for news segments. The group of students is open to all fifth graders and they meet virtually after school to learn about and create news cast videos. Students connect through zoom, google classroom, google meets they complete videos through recorded

sessions as well as flipgrids and other video applications. Students learn imovie to put thier videos together with the help of great leaders for their club. They view material as a group and research video segments on their own time to gather needs fo rtheir next news segment.

- 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?)

Students work in small groups during meet session via breakout rooms and small google meet sessions to complete their assignments and plan for newscasts. They select topic of interst and use the chat to communicate effectivly with each other and teacher. This is a collaborative project in being able to merge video segments into one cohesive story to present to the school body and the community.

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

Rubrics are used to assess creativity, participation and performance. The rubric is a project based sample used to help the students grow and progrss on their skills, communication, and critical thinking.

**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.