

Destination 2017: Education for Sustainability Lesson Plan

Name: Andrew (A.J.) Lash

Campus: West Campus

Discipline: Sociology

Week 1

1. Course Prefix and Name (select a course you wish to incorporate sustainability, ex: *ENC 1101*): SYG 2000
2. Needs Assessment
 - a. What is the CIM [course outcome](#) that you plan on teaching during your sustainability-focused lesson? **Each student will be able to comprehend the characteristics and consequences of social change.**
 - b. What is a particular lesson, activity, or unit you already use that you wish to incorporate sustainability? Or, if you will be creating a new lesson, which concepts might align with sustainability? Urbanization. Specifically, sustainability initiatives that are being implemented in Central Florida to combat any social problems
 - c. What [sustainability topic](#) might it cover?
Community based initiatives

For more resources see,

- Sample Valencia lesson plans ([English](#), [New Student Experience](#), [Mathematics](#)),
- [Tips on integrating sustainability into existing courses](#)
- [Arizona State University's archive of sustainability lesson plans](#)

Week 2

3. Student Learning Outcomes

What is your end learning goal with the lesson? What should the [students be able to do/understand/care about](#)?

- a. Student will apply understanding of local urbanization to identify the three most unsustainable practices in Central Florida
- b. Student will chose one of these unsustainable practices, create a plan to improve the sustainability of this issue, and, using research backed and quantifiable sources, explain how economic, social, and/or environmental conditions will improve based on this plan.

Week 3

4. Lesson Title: Sustainability in Central Florida (or “The Block by Block Initiative”)
5. Lesson Summary: Student will identify most unsustainable practice in Central Florida. Using quality data and research, student will propose a solution to this practice to improve social, economic, environmental conditions. Students will explain how this change will either quantifiably improve conditions in Central Florida or how an affected group will experience a positive qualitative change.
6. Lesson Overview/Background:
 - a. How will your lesson connect to the [3 pillars of sustainability](#): environmental, social, and economic issues? As Central Florida continues to grow, I would like students to consider how that growth can be directed. This essentially involves all three pillars. How can we maintain our industries (e.g. high tech, tourism/hospitality) while providing living wage jobs, and contributing back to our ample natural resources. There is a built-in connection to all three based on the sociological approach. Environmental factors could contain elements of reducing consumption in Orange County (e.g. water consumption) or cleaning up an area. Social elements could relate to reducing inequality and improving the qualitative aspects of various groups. Hopefully, the focus on the later two will improve profitability and marketing of local businesses. Also, sustainability initiative will attract new global business.
 - b. How will your lesson address at least one of the [5 key concepts](#)? As with much of sociological endeavour, my main focus will be on transdisciplinarity. My goal is to allow student to identify social issues in their local communities and be encouraged to collaborate resources to provide action based solutions.
7. Assessment
 - a. Identify the [type\(s\) of assessment](#) (*experiential, inquiry-based, project-based, place-based*) strategies you will use to assess content mastery ([summative](#)) and write out the instructions that will be given to students. The assessment strategies will be both experiential and place-based. I will observe course discussions to determine content mastery and application. Here are the instructions: :

After active engagement with other students in the course, students choose a group of 4 to 5 to work with. This group will choose a small cluster of blocks within the Orlando metropolitan area that resonates with them or perhaps that they live near. Using research based on local policy, economic factors, crime rates, demographic factors, or other related sociological components, students will identify three negative factors in that small radius that have a potential qualitative impact on residents' / local business owners' lives. From this point, the group will consider the one factor out of the three that they believe they can have the most impact upon. Next, the group will outline what steps need to be taken to create a realistic, attainable, and sustainable solution to improve the negative factor in that area. The improvement does not have to be large-scale, but the group should be able to identify what positive impacts their actions have. Each member of the group will assign themselves roles

based on what they feel they can most positively contribute to the solution. The group has the option to either implement the solution themselves or to co-opt local organizations to assist them in doing so. At the end of the project, the group will make recommendations on how to either improve the solution further or propose a new direction on how these factors can be addressed in the future. If they feel that the project could be more formalized in the future, they can also seek ways to fund the project through city initiatives (e.g. Orlando Green Works Initiatives) or other monetary means (e.g. crowdsourcing, grants).

- b. Identify the strategy or strategies you will use to assess student learning and provide ongoing feedback ([formative](#)) and write out the instructions that will be given to students.

There will be no points or extra credit offered for this assignment. Motivation will be based on autonomy and community involvement. Students will be given a half an hour each class session to lead and engage other students in conversation about local issues that they are passionate about. This project will provide students with the opportunity to engage in autonomous, entrepreneurial initiatives that will allow them to build their resumes and develop personalized connections with other students in the class. In addition, it is my hope that students will be able to explore their interests, which may lead to the dedication of purposeful career or further community involvement.

8. Lesson Activities

- a. What will students need to know or do prior to the lesson activity or activities (readings, items to be prepared, prior knowledge)? Generally, students will have to understand and apply the sociological perspective. Also, an application of sociological paradigms is also important to provide a “lens” through which community issues can be viewed. This is typically covered in the readings and activities in the first two weeks of my Introductory Sociology course.
- b. Describe the activity or activities students will be doing.
 - i. Write out the instructions that will be given to students.

After active engagement with other students in the course, students:

1. Choose a group of 4 to 5 to work with. This group will choose a small cluster of blocks within the Orlando metropolitan area that resonates with them or perhaps that they live near.
2. Using research based on local policy, economic factors, crime rates, demographic factors, or other related sociological components, students will identify three negative factors in that small radius that have a potential qualitative impact on residents' / local business owners' lives.
3. From this point, the group will consider the one factor out of the three that they believe they can have the most impact upon.
4. Next, the group will outline what steps need to be taken to create a realistic, attainable, and sustainable solution to improve the negative factor in that area.

The improvement does not have to be large-scale, but the group should be able to identify what positive impacts their actions have.

5. Each member of the group will assign themselves roles based on what they feel they can most positively contribute to the solution.
6. The group has the option to either implement the solution themselves or to co-opt local organizations to assist them in doing so.
7. At the end of the project, the group will make recommendations on how to either improve the solution further or propose a new direction on how these factors can be addressed in the future. If they feel that the project could be more formalized in the future, they can also seek ways to fund the project through city initiatives (e.g. Orlando Green Works Initiatives) or other monetary means (e.g. crowdsourcing, grants).

ii. How will you keep students engaged throughout this activity.

In the discussion component of the course, I will model effective discussion techniques, moderate, encourage equal engagement, and highlight tie-ins to weekly topics. I feel that students will be motivated by self-directed topics and ownership of content.

9. Materials and Resources

For the questions below, include links to resources you plan to use with a summary of how you plan to use the resource.

a. What content do you already have?

Current course content and interactive discussions during Week 1 and Week 2. Also, various research articles related to the sociological perspective and major theoretical paradigms.

b. What new materials will you need to create?

A shared cloud-based “corkboard” that allow students to post and categorize community resources based on their unique project. Here are some links I will provide to start them off:

<http://www.cityoforlando.net/mayor/get-involved/>

<https://www.handsonorlando.com>

<https://metroplanorlando.org/community-outreach/get-involved/>

Week 4

10. Reflection

- a. Explain how your outcome(s), learning activities, and assessments are aligned and connected. Essentially, students will be responsible for creating local topics and relevant subject matter in connection to course topics. They will make real world connections to local sustainability and

social issues.

- b. How will you [evaluate the effectiveness of your lesson](#)?

The level of autonomy established in directing conversation, communication in the ½ hours segments, and overall experience in created viable community ties.