

# Destination 2017: Education for Sustainability Lesson Plan

Name: James V. Vrhovac

Campus: West

Discipline: English

## Week 1

---

1. Course Prefix and Name (select a course you wish to incorporate sustainability, ex: *ENC 1101*):  
ENC 1101
2. Needs Assessment
  - a. What is the CIM [course outcome](#) that you plan on teaching during your sustainability-focused lesson?  
Develop critical reading and thinking, draw conclusions consistent with new observations, recognize information that needs documentation and incorporate that information into a documented essay, and distinguish among personal, ethical, and cultural values. Additionally, I think this project can support the essential competencies of inclusion and diversity and learning-centered teaching practice. I think this can be a complex research question that will test student assumptions. Furthermore, it will support the teaching of research basics and documentation style.
  - 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?  
I want to incorporate a group project that will require critical thinking, research, documentation, and incorporating research into an argumentative report. I want students to ponder, answer, then investigate their answer to the question: Is choosing to live sustainably evidence of social privilege?
  - c. What [sustainability topic](#) might it cover?  
I think this project will focus and bring awareness to the following SDGs:  
1 Good Health & Well-Being; 10 Reduced Inequality; 11 Sustainable Cities & Communities.  
While other aspects of sustainability can be incorporated to this project, depending on students' lines of research, these umbrella points provide a solid foundation and entry point.

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. Students should be able to conduct research to support their group answer to the prompt.
- b. Display understanding of how to incorporate that research into a persuasive report and present finding during a poster session.

## Week 3

---

### 4. Lesson Title: *Do We Have a Choice?*

### 5. Lesson Summary: This is a group inquiry-based project in which students examine the socio-economic aspects involved with popular conceptions of living sustainably or “green living.”

### 6. Lesson Overview/Background:

- a. **How will your lesson connect to the [3 pillars of sustainability](#): environmental, social, and economic issues?** This assignment will draw from the backgrounds and general knowledge of each group member (3-5) about the choices people have to live sustainably rooted in their communities (environment), income (economic), and living priorities (social).
- b. **How will your lesson address at least one of the [5 key concepts](#)?** I believe this lesson will engage systems dynamics (socio-economic systems, food deserts, and availability of sustainable services within communities), scale (understanding community level priorities), tradeoffs (priorities based on income), and transdisciplinarity (to fully answer the question will require several avenues of research by students).

### 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.** This will be an inquiry-based assignment grounded in helping students develop a foundation of academic research habits and correct style (MLA) documentation. Students will create a presentation that will be peer-graded and individually provide a short (3 sources) annotated bibliography. Instructions:
  - i. As a group, come up with a short, one-sentence answer to the following question: Does choosing to live a sustainable or green lifestyle show evidence of social privilege? Focus on knowledge of where you live and/or have grown up. Do not worry about your answer

being right or wrong, just come to a group consensus. A good way to think about this answer is that it is your hypothesis. Research will help you test that answer.

- ii. Once you have a collective answer, create a research plan for how you will go about researching information as a group and individually to support your answer. In other words, how will your group go about answering and who will research what. In addition, identify the SDGs that are connected with your investigation (link located in the project folder in Blackboard). By examining and connecting the SDGs, your group can begin to understand the interplay of systems that are at work in the question you are trying to answer. Each group member must find three (3) credible sources to support his or her portion of the research. Students will create an annotated bibliography to include a works cited entry and annotation for each source. The annotated bibliographies will be individual grades.
    1. A note on research: given the nature of this problem, some research will be more difficult to find than others. A good portion of it you may not be able to find in the library databases or book shelves. You will have to think more broadly and practically. For instance, how could you find out about local income statistics based on neighborhoods? Is there a state, county, or city agency you might contact? What about maps identifying food deserts? Research is not simply finding academic journal articles. For this activity you may need statistics, city reports, and even *Google* map printouts where you highlight local grocery stores or lack of. I want your group to provide real-world answers.
  - iii. Once your group has collected the required research, share your findings and begin drafting your presentation. Some of you may find you cannot support your answer and **that is okay!** The purpose of this project is to speculate based on common knowledge then test your collective assumption.
  - iv. Present your supported or unsupported documented answer to the class in an approximately 10-minute presentation of your choice. You may include any media you feel will best help convey your findings to your audience. You may include short videos in your presentations, but please limit them to no more than a third of the presentation. Try to engage with the audience during your presentation and avoid just assaulting them with dry facts and figures.
- 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.**
- i. I will meet with each group to discuss strengths and challenges of research plans before releasing them to find sources. *Research plans should include what specific topic each member is researching and how the group believes this research will support the answer to the prompt. Additionally, the research plan should include a communication section, what to do if someone is absent, and how to mitigate any challenges that may arise.*
  - ii. I expect this project to last roughly two weeks, so I will have each group establish a communication plan and generate a class report that just touches base with each member to see where they are in research, address any difficulties, and identify problems that might require intervention. *You daily report should be completed during the first ten (10) minutes of each class. It should include an outline of where the group is at, what is being worked on, and any issues that may have developed. This does not need to be anything formal; a sheet of paper with the pertinent information will get the job done.*

- iii. Students will submit their first annotated entry as a draft so I may provide timely feedback on format and content.

## 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)? Students will be introduced to systems thinking, research principles, and MLA style. We will also cover the SDGs and have an open discussion about how these may be related or provide examples in our community.
- b. Describe the activity or activities students will be doing. (Wasn't this previously covered?)
  - i. Write out the instructions that will be given to students.
  - ii. How will you keep students engaged throughout this activity.

## 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? I will have students review organizations and websites they may use as either introductory material for understanding issues or contacts for their research. Some links include:

<https://sustainabledevelopment.un.org/sdgs> (SDGs will help them define research topics since this project's question involves the interplay of multiple factors and social aspects.)

<https://www.growingorlando.org/>

<https://ideasforus.org/>

<https://www.youtube.com/watch?v=-sfiReUu3o0> Systems Thinking video

<http://thwink.org/sustain/glossary/SystemsThinking.htm> (Deeper systems thinking)

<https://www.ers.usda.gov/data-products/food-access-research-atlas.aspx> (Food Desert locator)

<http://www.freshfromflorida.com/Divisions-Offices/Food-Nutrition-and-Wellness/Florida-s-Roadmap-To-Living-Healthy/Impact-of-Food-Deserts-on-Diet-Related-Health-Outcomes>

- b. What new materials will you need to create?

I think I will need to provide more relevant examples of similar research projects. Additionally, to supplement the video and web material, I will need to create a systems thinking lesson plan with embedded activities so students may have practical experience thinking systematically before engaging in this project.

## Week 4

---

### 10. Reflection

- a. Explain how your outcome(s), learning activities, and assessments are aligned and connected.
  
- b. How will you [evaluate the effectiveness of your lesson](#)? Whether the students are a hot mess or not?