

Destination 2017: Education for Sustainability Lesson Plan

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Campus: [East](#)
Discipline: [Student Life Skills \(NSE\)](#)

Week 1

1. Course Prefix and Name: *SLS 1122: New Student Experience*
2. Needs Assessment
 - i. What is the CIM [course outcome](#) that you plan on teaching during your sustainability-focused lesson?
 - i. *The course outcomes that will be focused on in this lesson are the following P's Purpose and Planning.*
 - 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. *I will be creating a new lesson for my upcoming courses.*
 - c. What [sustainability topic](#) might it cover?
 - i. *The sustainability topics that will be covered in the lesson is the overall Quality of Life (QOL) which includes aspects of each topics of sustainability but particularly ecosystems and biodiversity; climate, energy, air pollution; land use and food production, consumption and waste; poverty alleviation and urbanization trends; and safe alternative transportation.*

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. *Define Quality of Life*
- b. *Identify the elements that influence Quality of Life (physical health, psychological health, independence, social relations, environment, spiritual well-being).*
- c. *Explain how Quality of Life may vary between people or over time.*

Week 3

4. Lesson Title: [Student Learning Outcomes](#)

5. Lesson Summary: [Lesson Summary](#)

6. Lesson Overview/Background:

- a. How will your lesson connect to the [3 pillars of sustainability](#): environmental, social, and economic issues?

- i. *The pillars that will be connected to this lesson are environmental, social, and economic.*

- b. How will your lesson address at least one of the [5 key concepts](#)?

- i. *The lesson will address the trade-offs key concept.*

- ii. *The key vocabulary covered in this lesson are*

1. *Quality of Life: an individual's perception of their position in life in the context of the culture and value systems in which they live and in relation to their goals, expectations, standards, concerns.*

2. *Culture: values or traditions shared by a group.*

3. *Value Systems: principles of right and wrong accepted by an individual or social group.*

4. *Goals: something you hope to accomplish (make the honor roll, go to a University).*

5. *Expectations: something you anticipate , and Standards.*

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.

- i. *The lesson will use evidence based thinking and problem solving*

- ii. *Directions to students:*

1. Close your eyes and imagine you are living the “Good Life.”

a. What does that look like?

b. What do you need?

2. My definition of “Good Life” is:

3. The list of 5 things I would need for a high quality of life (good life) are:

i.

ii.

iii.

iv.

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. The teaching strategy is a 2 stage formative by asking the students what their idea of a “good life” is in 5 things they believe are necessary for achieving their definition of a good life prior to the lesson.

ii. The 2nd stage of the formative post the lesson is to have the students share in pairs and then out to the class. When sharing their answers, draw attention to their reasons for adding or changing their items.

1. Probe as to WHY it was important to do so. The goal here is to have them begin to explore why each of these 6 aspects is important to the Quality of Life.

2. Have the students look back at their original definition of QOL and rewrite it to include the information they learned in the lesson.

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)?

i. There is no prior readings or knowledge needed before this lesson.

b. Describe the activity or activities students will be doing.

i. Write out the instructions that will be given to students.

a. Close your eyes and imagine you are living the good life.

i. What does that look like?

ii. What do you need?

b. My definition of “Good Life” is:

c. *The list of 5 things I would need for a high quality of life (good life) are:*

- i.
- ii.
- iii.
- iv.
- v.

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

Place students in groups of three or four and allow them to share similarities and differences. Students have the opportunity to select an item from someone in the group and replace something on their list. During the class discussion students have to explain why they decided to replace the item of choice.

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 be utilizing Arizona State University's Sustainability Science for Sustainable Schools Curriculum particularly the Introduction to Quality of Life Lesson.

b. What new materials will you need to create? *N/A*

Week 4

10. Reflection

a. Explain how your outcome(s), learning activities, and assessments are aligned and connected.

Students will incorporate Quality of Life (QOL) into the Personal Purpose section of their Final Project Story. Students will make a clear connection between their Quality of Life elements, values, interests, strengths and goals (from the assessments taken in the course).

b. How will you evaluate the effectiveness of your lesson?

I will evaluate the Quality of Life elements students first discussed and what they implemented throughout the course. The key is how students will continue to support sustainability over the next eight to ten years.