

Destination 2018: Sustainability Lesson Plan

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DISCIPLINE: POLITICAL SCIENCE

The goal of this lesson plan is to help you decide why and where you will infuse sustainability to improve student learning. Remember that sustainability is not an "add-on" content area; rather, sustainability can be integrated into already existing lessons as in-class examples of concepts and as a context for activities and problem sets that promote critical thinking.

Week 1: Needs Assessment

This week you will write a needs assessment for your lesson, learn about SDG goals, and identify 3 goals that could align with your course and topic.

Needs Assessment

1. Write your Needs Assessment:

(examples)

Students in State and Local Government (POS 2112) often demonstrate very little knowledge of the importance of local government in promoting sustainable practices. Given the vital role our local government plays in shaping how a city/county impacts people, planet, and profits, a deeper understanding of what localities are doing to address sustainability challenges is necessary.

2. Explain why you think infusing sustainability will help this need:

(examples)

Because so many sustainability efforts happen at a local level, infusing sustainability into the course will a good way to get them to engage with local government policy.

3. State where (course or area) you are infusing sustainability and the topic:

(examples)

This module will hopefully be for the whole of social science, but at this point it will be specifically for my State and Local government course (POS 2112H) in the section on local governments.

Research SDGs

Visit the [Sustainable Development Knowledge Platform](#) to research the Sustainable Development Goals.

4. Choose at least 3 of the SDGs of interest that could align with your topic and share why:
([examples](#))

The first is goal #11 – Sustainable cities and communities – for obvious reasons. This aligns precisely with the role of government in our lives

Second - #16 – Peace, Justice, and strong institutions. Again, this provides a premise for students to build upon. Citizens believing in peace and justice initiatives helps to build trust in institutions, and hence creates a greater opportunity to promote other policies.

Third – I would like for students to identify an area of the SDGs that they feel is addressed by the local government. So many could apply, but it would be nice to allow them to personalize their work a bit as well.

Week 1 Reflection

5. Now that you have completed this week’s portion of the template, reflect on the following:

- a. I’m excited about... working with some of the part time faculty that I do not see and completing important work for our division.
- b. I have questions about... Nothing at this point. Everything seems rather clear so far.

Week 2: Learning Outcomes/Research

This week you will write the student learning outcome for your lesson, explore lesson plan examples, look at a variety of classroom assessment techniques, and consider how you could incorporate the 3 Pillars of sustainability with a learning activity.

Student Learning Outcome(s)

The Student Learning Outcome is a statement of what the student will learn or be able to do because of this lesson. For more information on how to write a measurable learning outcome, review the following resources:

[How to write a Student Learning Outcome \(Slides 1 to 5\)](#) | Bloom’s Taxonomy Resources - [Bloom’s Taxonomy Action Verbs](#), [Bloom’s Interactive Graphic](#), [Bloom's Taxonomy of Learning Domains](#)

6. Write your Learning Outcome:
([examples](#))

Put your response here

Sustainability Lesson Plan Samples

Explore the following resources for lesson plan ideas:

- [Sustainability teaching activities across the disciplines](#) (Repository developed by Carleton College)
- Lesson plans organized according to conceptual Sustainability Systems: [Water](#), [Energy](#), [Food](#), [Waste](#), [Landscape & Ecosystem](#), [Supply Chain](#), and [Quality of Life](#) (Developed by ASU faculty)
- [AASHE Curriculum Resources Hub](#) (requires login)

7. Of the lesson plans you've explored, pick 3 and share why you selected those:
([examples](#))

Put your response here

Classroom Assessment Techniques

Explore the following resource for Classroom Assessment Techniques:

- [101 Strategies to Demonstrate the Essential Competencies](#) – a college of classroom assessment techniques aligned to the essential competencies of a Valencia educator prepared by Valencia faculty Donna Colwell and Kevin Colwell
- [50 CATs by Angelo and Cross](#)
- [Classroom Assessment Techniques](#) by Northwest Evaluation Association

8. Of the CATs you've explored, pick 3 and share why you selected those:
([examples](#))

Put your response here

3 Pillars Activity Idea

Review the 3 Pillars Worksheet.

9. Describe an activity that incorporates the 3 pillars:
([examples](#))

Put your response here

Week 2 Reflection

10. Now that you have completed this week's portion of the template, reflect on the following:

- a. I'm excited about...
- b. I have questions about...

Week 3: Putting it All Together

The goal for this week is to create an activity that incorporates the SDG, CAT, and connection to the 3 Pillars of sustainability.

SDG Selection

11. Choose the SDG that aligns best with your Needs Assessment/Student Learning outcome and explain why:
[\(examples\)](#)

Put your response here

CAT Selection

12. Choose the CAT that aligns best with your Needs Assessment/Student Learning out come and explain why:
[\(examples\)](#)

Put your response here

3 Pillars Activity

13. Describe how you will incorporate the 3 Pillars into your activity:
[\(examples\)](#)

Put your response here

Activity Draft

14. Create a draft of the activity using the SDG, CAT, and 3 Pillars:

[\(examples\)](#)

Put your response here

15. Explain how the activity aligns with your Needs Assessment/Student Learning Outcome

[\(examples\)](#)

Put your response here

Week 3 Reflection

16. Now that you have completed this week's portion of the template, reflect on the following:

- a. I'm excited about...
- b. I have questions about...

Week 4: Lesson Plan Draft

This week you will finalize your activity and create directions for students.

17. Prepare a set of instructions on how to facilitate this activity.

[\(examples\)](#)

Answer the following questions:

What prior knowledge will students need to be successful with this activity?

Students will need to understand theory of state political culture. This is explain in the first substantive class module and reinforced through weekly assignments so they should be equipped with this knowledge at this point. Students will also need to be able to write a documented essay.

What needs to be setup prior to delivering the lesson?

As this is for an online course, I will need to create a canvas module to outline the instructions

What resources and materials will you need?

A canvas module

An example of application of the three pillars of sustainability

How do you plan to introduce the topic?

Students will watch the news clip of Fleet Farming and will be asked to apply the three pillars of sustainability. This will be a group discussion so they will be able to see how other students answered the question to broaden their scope of the effects of sustainable initiatives and tradeoffs involved in such efforts.

How will you keep students engaged?

Students will draw on the work they are doing on this essay for weekly modules. For example, the section interest groups would provide an opportunity to share the type of interest group support provided to initiatives in selected cities

Step-by-step run of the activity

1. Introduce three pillars activity using the fleet farming video.
2. Assign discussion on three pillars. Students must apply the three pillars and then respond to three students, addressing a different pillar each time. (week five)
3. Assign paper proposal – students will follow proposal outline (choose three cities and state a hypothesis for each based on knowledge of political culture) and post to a group discussion board for feedback. (week six)
4. Assign essay – see instructions below. (week seven – nine)
5. Turn in draft (week ten)
6. Feedback provided (week eleven)
7. Turn in final draft (week thirteen)

Now that you have addressed the questions above, include directions in the draft of your activity

Sustainability in Local Government

Learning outcomes:

Students will be able to analyze sustainability plans from three different states, one representing each political culture, using the three pillars of sustainability.

Overview: This assignment will prompt you to write an essay that explores different approaches to addressing sustainability goals at the local level. Your essay will combine Daniel Elazar's political culture framework and the three pillars of sustainability by evaluating the social, economic, and environment impact of a similar policy/initiative in three U.S. cities, each representing a different state political culture.

Step one: Identifying the initiative. In this step you will explore ways that Orlando is actively addressing sustainability issues in central Florida

Go to www.cityoforlando.net/greenworks/

Choose one of the eight areas listed in the menu.

Create a two paragraph analysis of the work that the city has done to address the issue. Be sure to address the perceived social (how does this affect people in the community), economic (what are the costs?), and environmental (land, water, green spaces, etc.) impact of this initiative. Why might local government be a major player in terms of pursuing sustainable living?

Step two: Choose two other cities to virtually explore their sustainability initiatives.

As Florida is a traditionalistic state, you will want to choose one city in a moralistic state and one city in an individualistic state. Once you have identified two cities, go to their city websites to analyze any action each city has taken to address the same issue that you identified above. Be sure to address the perceived social (how does this affect people in the community), economic (what are the costs?), and environmental (land, water, green spaces, etc.) impact of this initiative. You should write approximately two paragraphs for each city.

Step three: Analyze through the lens of political culture.

Compare the initiatives in each city. Which initiatives are the most ambitious? Which are the most conservative? Which of the three pillars of sustainability are most affected? Given what you know about political culture, are you findings what you expected? Explain. Two paragraphs.

Step four: Conclusion. What recommendations would you make to Mayor Dyer regarding the information you found from other cities? Be sure to acknowledge the stakeholders involved (broadly speaking) and how your recommendations will impact the city in terms of social, economic, and environmental concerns. (One – two paragraphs)

Week 4 Reflection

18. Now that you have completed this week's portion of the template, reflect on the following:

- a. I'm excited about...getting started
- b. I have questions about...nothing at this point