

Destination 2018: Sustainability Lesson Plan

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CAMPUS: WEST

DISCIPLINE: SOCIOLOGY

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)

In my courses, my students struggle to connect the "sociological perspective" to their lives. This idea can be summarized by the sociologist C. Wright Mills as "the intersection of history and biography."

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

(examples)

Sustainability is simply one of the most social concepts that we can conceive. When considering the ideas of a sustainable society, it requires an individual to consider how social factors have shaped their lives and experiences. To be critical of those experiences allows an individual to see how individual behavior can impact those around them. I believe that our student community seeks social justice and equitable opportunities for growth.

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

(examples)

At the beginning of each section covered. I would like to incorporate a point-based series of activities called "Personal Intersections" as the first assignment.

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)

1. *Decent Work and Economic Growth – Central Florida is currently in an economic boom with an explosion of demand, jobs, and development. While have built our economy on tourism, how do we take that industry and others that are emerging, and guide them to create jobs that empower and sustain.*
2. *Reduced Inequalities – Speaking of empowerment, how can we redevelop our local and national institutions reduce income gaps, food deserts, and unaffordable housing. Reductions in equalities reduce strains on resources.*
3. *Partnerships for the Goals – With civil engagement at historical lows, how can we empower our students to petition their government and local leaders when needed. I hope that a focus on sustainability will give my student ideas to potentially create partnerships and local social enterprises.*

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...about giving my students the critical thinking tools to make sustainability a personal value.
- b. I have questions about...How Valencia is committed to turning abstract ideas about sustainability and turning them into a local reality. For example: What opportunities do students have to work with sustainability driven organization? Do we have a special list of sustainability driven local employers? Do we have a special academic track for students to focus coursework on sustainability? I know that we have social entrepreneur organizations, but has Valencia created partnerships with viable with investors and investing organization to make student ideas come to life? How does Valencia purchase land for expansion? Does it improve that land for the betterment of the community? Do all of Valencia's vendors engage in sustainable practices?

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 Measurable Learning Outcomes](#) | 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](#))

The student will be able analyze sustainability data/research about where they live and compare it to their community as a whole.

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](#))

1. *Under energy, I chose the "Sustainable Transportation" lesson plan. With the mammoth development of I-4, it is important to students to start considering their transportation future in Central Florida. How can this massive project be balanced with the need for sustainably developed and effective public transportation?*
2. *Under supply chain, I also chose, "The Business of Sustainable Business (Corporate Responsibility)." Central Florida is already known one of the "tourist capitals" of the world, but many our locally based corporations are evolving in both type and size. Student must consider how sustainability is a large factor in how business will interact with their communities moving forward. Consider how Amazon's "HQ2" will dramatically impact the cost of living, incomes, and environments of the new city they will occupy.*
3. *Lastly, I chose, "Introduction to Quality of Life & Sustainability." In sociology, we often focus on "social inequalities" as main component of the introductory coursework. While these gaps can be discouraging, sustainability can be presented as the counterbalance. This lesson will allow students to consider quality of life as a community, not just as an individual.*

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](#))

1. ***Dialectical Notes (or Dialectical Journal)***

Students read an article and write their reaction (agree, disagree, confusion) on the left side of the notes before class. Then, after a class discussion, students react on the right side to their notes and compared responses in small groups. This is collected for low stakes grade. Nilson's Teaching at Its Best.

Why: This is a great way for student to more actively read. Since many of the ideas presented about sustainability will challenge students' thinking, this will allow them to more effectively organize their conflicts.

2. Simulations

Instructor presents a real-life simulation of a medical, social, or interpersonal experience, and students react to the simulation by applying what they have learned in class. Nilson's Teaching at Its Best.

Why: Using Google Earth, we can walk through "more or less sustainable" communities of Central Florida. Students can take notes on the activities of people encountered, the types of businesses, and infrastructure conditions.

3. Problem-based Learning

Students are given an ill-structured problem, case study, or scenario that needs to be resolved. They are tasked with finding solutions and discovering the implications behind the problems.

Why: Students will use learned sustainability concepts to create solutions to some of Central Florida's most pressing dysfunctions.

3 Pillars Activity Idea

Review the 3 Pillars Worksheet.

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

Using a problem-based learning activity, students will take a look at a local government project that is proposed or currently in motion. Using the basic elements of this project including cost, time to complete, impact to the environment, and disruption to local neighborhoods, student will propose a completely alternate solution. This solution attempt to be a bigger "win/win." In other words, how will their parallel project cost less, minimize impact on quality of life, and more effectively weave into the natural environment.

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...getting to the practical elements of present this material in my courses.
- b. I have questions about...
 - i. How can sustainability infused courses be identified by students?
 - ii. How can professors work more closely with likeminded courses?
 - iii. Could there be one sustainability based Special Topics course in each discipline?
 - iv. When will there be a "Sustainability" faculty certification?

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](#))

I would say that the most important SDG that aligns best with my Needs Assessment would be the following:

Partnerships for the Goals – With civil engagement at historical lows, how can we empower our students to petition their government and local leaders when needed. I hope that a focus on sustainability will give my student ideas to potentially create partnerships and local social enterprises.

In addition to my previous explanation, I believe that students should be aware of the data that explains their home and, more importantly, what organizations and people work directly with those related needs. A cornerstone of sustainability, from a sociological perspective, is the coordination of groups and institutions to solve problems which impact sustainability.

CAT Selection

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

The CAT that aligns best with my Needs Assessment outcome is likely the following:

Problem-based Learning

Students are given an ill-structured problem, case study, or scenario that needs to be resolved. They are tasked with finding solutions and discovering the implications behind the problems.

Why: Students will use learned sustainability concepts to create solutions to some of Central Florida's most pressing dysfunctions.

In addition to my previous explanation, each week students will be presented with data that depicts some element of their local community. Student will be tasked with identifying how their area compares with other local areas. They will also identify the highest and lowest dimensions of that data. Using course concepts and research, they will explain how this social dimension can impact sustainability in their community. Lastly, they will create solutions to improve sustainability based on their experiences living in their local communities.

3 Pillars Activity

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

Social: It is naturally built into my subject matter. Each week cover some aspects of a variety of social institutions

Economic: For many sociologists, economic inequality is a core concern. Sustainability decreases the scarcity of resources and eases social tension

Environmental: Society and the environment are tied closely together. Not only is environmental sociology covered in a week, the impacts of inequality are demonstrated by the disproportionate health problems experienced by lower SES segments.

Activity Draft

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

[\(examples\)](#)

Each week will cover a different sociological topic in Introductory Sociology. The weekly Critical Thinking Question assignments will connect students' community to sustainability as follows:

1. **A Question is Posed Related to the Sociological Topic at Hand.** For example: How do the eviction rates in Orlando compare to the average for the state? Please reference at least one data source to justify your answer.
2. **A Follow Up Question is Asked In Relation to Sustainability.** For example: Using the chapter topic as a reference, how do you believe eviction rates are connected to sustainability?
3. **Connect the students' lived experiences to the variable, data, and sustainability.** Using an original example or one from another city, what would you suggest be done to lower eviction rates in your city?
4. **Putting it All Together.** At the end of the semester, students will summarize their "connections" and identify the most pressing local threats to sustainability along with their best solutions. These will be sent to their local representatives.

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

[\(examples\)](#)

This activity aligns because sustainability is the solution to reducing social inequality. Allowing students to not only grasp the sociological perspective and be more solution oriented through sustainability is a win/win.

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...

Allowing students to be more solution orientated when considering sustainability in their local social environments.

b. I have questions about...

What current academic programs exist that focus sustainability?

What are the major paradigms in the studies of sustainability?

What institutions are the most prominent in the sustainability forward programs?

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 have a general understanding of the sociological perspective and its application.

What needs to be setup prior to delivering the lesson?

An overview of quality online research skills. Also, students must understand sustainability as concept and a counterbalance to social inequality. Lastly, an overview of critical thinking skills.

What resources and materials will you need?

A Canvas online discussion board and instructions for discussion board use.

How do you plan to introduce the topic?

During the second chapter where major theoretic paradigms are introduced. A major historical shift in the human experience has been the uneven accumulation of surplus. Sustainability is a way of thinking that is attempting to create social solutions through a more even distribution of surplus.

How will you keep students engaged?

By creating weekly critical thinking questions that are locally minded, sustainability incorporated, and solution oriented.

Step-by-step run of the activity

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

This activity is designed for online courses, but can be applied in a discussion format for a physical classroom. The designed to be a weekly discussion board assignment. The 3 Pillars are incorporated throughout the course naturally as there is an entire week for each of the following: social stratification, environmental sociology, and economic institutions. Each question will require one substantive source to back up the responses.

1. A Question is Posed Related to the Sociological Topic at Hand.

a. The Initial Question will address connecting social factors to the chapter topic at hand.

- b. For example: "In what ways are lower socioeconomic populations more impacted by negative environmental conditions?"
2. **A Follow Up Question is Asked In Relation to Sustainability.**
- a. For this question is connection a made between the initial question and community. If sustainability is the cure for social inequality, this question will require a connection to social inequality in the local community.
- b. For example: "In what ways do negative environmental conditions impact the most vulnerable in Central Florida?"
3. **Connect the students' lived experiences to the variable, data, and sustainability.**
- a. In this third stage of the questions, the question relates to the personal and subjective experiences of the student. As it was operationalized earlier, sustainability is the counterbalance to social inequality.
- b. For Example: "In what ways have you observed Orlandoans most negatively contributing to environmental degradation? What sustainable solution to this issue would you implement if you had the resources to do so?"
4. **Sustainability Solution Summary**
- a. At the end of the semester, student will compile and summarize all of their responses to each "Part 3" response. Once composed in a one to two page report, they will find their local representative and send this in an email.
- b. This step is hopefully the first step to increased civil engagement and critical thinking about sustainability on the local level.

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...
Students becoming realistic about social inequality and sustainability on a local level.
- b. I have questions about...
Where can I find a list of partner organizations with Valencia that students can effectively deliver their solutions to and have a possibility of enacting them?