

# Destination 2018: Sustainability Lesson Plan

NAME: KINYL RAGLAND

CAMPUS: OSC.

DISCIPLINE: POLITICAL SCIENCE AND INTRO TO PEACE STUDIES

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

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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 need to exemplify empathy and understanding, in the context of civil struggles and issues of poverty that are aligned with Human Rights. These issues include poverty, hunger, nutrition and income inequality.

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

*(examples)*

Sustainability is about quality of life which is connected, not simply to conditions of climate change and global warming, but socio-economics, nutritional food, and accessibility within a community.

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

*(examples)*

*Introduction to Peace Studies (The Module of Income Inequality and Understanding Poverty)*

### 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- No Poverty
- 2- Zero Hunger
- 3- Good Health and Well Being

## 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... Continuing this track in order to gain a full understanding of Sustainability.
- b. I have questions about... Solutions!!! How do we pursue answers and solutions in a political society that does not embrace facts and truth.

## Week 2: Learning Outcomes/Research

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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*)

- Students will define and understand what a Human Right is.
- Students will understand the conditions of poverty in the U.S. and dispel preconceived notions of what is.
- Students will develop a plan of sustainability as solutions to local poverty, hunger and nutrition.

### 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*)

**Unit 2: Community Based Participatory Solutions** This lesson aligns with the Needs Assessment and Why Sustainability is Important. This lesson will first direct students to investigate the types of food that are within a low-income community. Students will then research potential options for better food choices and how community members will access those choices.

[https://serc.carleton.edu/integrate/teaching\\_materials/food\\_energy\\_water/unit2.html](https://serc.carleton.edu/integrate/teaching_materials/food_energy_water/unit2.html)

**Wants vs. Needs** This lesson is necessary for my students because it explores absolute results of over consumption and the effects it has on our personal lives and communities. This lesson will examine the lack of amenities and job prospects in low-income communities and the probability of companies to create opportunities in these communities. Probable financial stability will also be examined which will allow for students to discuss materialism and over-consumption, which is ultimately detrimental for households and communities. <https://serc.carleton.edu/bioregion/examples/59088.html>

**Race and Space** This lesson is essential to discussions on poverty and racial inequality. The lack of goods, services and accessibility is not only essential to the discussion on poverty but also to all social dynamics pertaining to poverty, hunger and the lack of nutrition. Leading back to Student Learning Outcomes, students can define what and understand what a human right is and attach that understanding to poverty and hunger. It is also necessary to include the factor of race within poverty where notions are dispelled about what poverty looks like and where it can be found (For example, poverty can be found in suburban areas as well as urban and rural areas. Also, poverty is not largely associated with a particular race, it can be found in any race. <https://serc.carleton.edu/bioregion/examples/59040.html>

## 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*)

11. **Content, Form, and Function Outlines:** This will allow students to draft a plan of action as guidance through this particular lesson.
12. **Analytic Memos:** I would choose this so students may focus on specific issues of sustainability in low-income communities (Poverty, Hunger, Lack of amenities, healthy food choices) and possibly send this memo to the appropriate point person at a local organization within a low-income community or a political institution.
21. **Documented Problem Solutions:** This will allow students to approach an issue, using critical analyzing skills, to solve that issue step-by-step.

## 3 Pillars Activity Idea

Review the 3 Pillars Worksheet.

9. Describe an activity that incorporates the 3 pillars:

*(examples)*

Students will identify healthy choices in food (meat, produce) and determine which may be suitable for low-income communities. This would include the following: Chicken, Beef, Turkey, Apples, Oranges, Bananas, and various vegetables. Students will then question and analyze the following considerations: Environment, Social and the Economy.

## 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... Building my understanding of Sustainability
- b. I have questions about... Next semester's mentoring PD for this lesson.

## Week 3: Putting it All Together

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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)*

**1-No Poverty** would best align with my Needs Assessment/SLO. I chose poverty because it is a societal condition that counters the fundamental ideals of the richest nation in the world. Inequality, both economic and institutional inequality not only stifles potential growth but causes hinders productivity in individuals who could better serve their communities. I believe in human capital and poverty is a barrier to human capital.

## CAT Selection

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

21. **Documented Problem Solutions:** This will allow students to approach an issue, using critical analyzing skills, to solve that issue step-by-step. I will use this as a key assignment which aligns with my teaching philosophy of Social Reconstructivism. This philosophy is about teaching students a specific topic or content in hope of students to create change in their communities.

## 3 Pillars Activity

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

Using the three pillars will allow students to analyze the best options in food and nutrition for low-income communities as this is vital to alleviating hunger and eradicating poverty. They will examine a specific meat (beef), for example. A local supermarket will be chosen where community members get their beef. Students will examine three components (economic, environmental and social) by doing research and visiting a local supermarket, picking a brand of beef and tracking the process of how that beef arrived at that local market.

## Activity Draft

14. Create a draft of the activity using the SDG, CAT, and 3 Pillars:  
([examples](#))

This is definitely a draft as I am still brainstorming an activity and trying to align everything!

and Students will begin their research by first understanding and defining what a human right is and where poverty and hunger fits in. Students will then focus on a specific low-income neighborhood and possibly take a trip to the local market within that neighborhood (This could also be done without going to the market. Students may retrieve sale papers to begin their research).

Students will choose a particular beef product and begin their research. They will need to find out where it came from, which company produced it, what were the conditions of production, and what were cows fed?

Students will also research if any GMO's (Genetically Modified Organisms) were used in the process.

Students will then use the three pillars to assess the following:

Economically, is it more efficient to purchase beef that is more affordable (in the local supermarket)? Or, is it more efficient to go to a local farmers market, where the meat is locally nurtured and supports local farms?

The same question can be applied to the environmental component but what could be added are questions like, what is the total carbon footprint to produce this beef? Or were there chemicals that were used on the beef that could have possibly polluted the environment? Lastly, what was the water footprint?

Socially, students may question where the meat came from? Were there any injections of chemicals in the beef? What were the working conditions (was it a safe working environment)? Is this beef unhealthy?

Lastly, students will use the Documented Problem Solution to draw conclusions of their research, suggest recommendations and create prospective solutions for their research. This analysis will be addressed to local commissioners and congressional representatives in attempts to ending hunger and poverty.

15. Explain how the activity aligns with your Needs Assessment/Student Learning Outcome  
([examples](#))

Through this hands-on activity, students will gain understanding and empathy of the abject conditions of poverty and hunger. This aligns with the Needs Assessment and for the SLO, students will understand poverty to be a human right, they will understand the conditions and dispel preconceived notions, and ultimately develop a plan of sustainability as a solution.

## 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... Continuing Destinations
- b. I have questions about...How we can use Sustainability college wide?

## Week 4: Lesson Plan Draft

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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?

Prior knowledge would be to bring their understanding of poverty to our session, with a willingness to broaden their understanding as poverty and all the conditions that come with poverty counters what a human right is.

What needs to be setup prior to delivering the lesson?

What may need to be setup (uncertain) is a trip to Fleet Farming to get a thorough understanding of what the organization is, what they represent and how the programs within the organization can create a positive change in low-income communities in Osceola County.

What resources and materials will you need?

A computer cart (as they will work in groups, drafting their proposals)

How do you plan to introduce the topic?

This topic will be included in the Income Inequality/Poverty Module of my Introduction to Peace Studies course.

How will you keep students engaged?

I believe in hands-on learning which, in theory, keeps students engaged and focused on their projects.

Step-by-step run of the activity

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

In this cohort of Intro to Peace Studies, students will write a proposal to Fleet Farming (a non-profit organization based in Orlando that plants produce in urban areas) to allow access of communities of poverty to the produce growing on the Osceola campus. Students should take the following steps:

- Break into even-membered groups.
- Identify a specific community that students would like to examine.
- Research data on that community (Some of which may be found on census.gov. The instructor will also provide resources for research.
- Students will identify Congresspersons and local Commissioners of the district in which the neighborhood they are examining.
- After the data and research is compiled, they will present their findings to the class, through a short powerpoint presentation.
- Each group will then work on a proposal focusing on their community with one pillar in mind (One group will take Environmental, one Social, and economic)
- Each group will put their findings and compile it into one proposal and the instructor shall edit and approve it to be given to Fleet Farming.
- There will be a group trip to Fleet Farming.

## 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... Refining this idea and implementing it in the Fall semester of 2018
- b. I have questions about... At this point, I believe that I have no questions.