

Destination 2018: Sustainability Lesson Plan

NAME: RACHAEL ROOT

CAMPUS: EAST & WEST

DISCIPLINE: ANTHROPOLOGY - ANT 2000

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:

[\(examples\)](#)

Topics can be enhanced

Students taking this course for GED credit don't know what anthropology is, and more importantly, don't understand how anthropological approaches can be used in daily life regardless of major

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

[\(examples\)](#)

Help students relate issues of sustainability to course concepts of globalization, development, preserving diversity, enabling spaces for traditional lifeways, and culture change

To bring home and give practical, daily examples of the impact of anthropological thinking and how problem solving and incorporating diversity can be used to solve current & future challenges; demonstrate the uses of anthropological approaches despite not majoring in anthropology or other social science disciplines.

It links in perfectly to the major course concepts already in use and provides a pathway to incorporate practical engagement and hands-on activities and local considerations.

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

[\(examples\)](#)

ANT 2000 - Introductory Anthropology, usually taken as a GED course

In either our economics & world capitalist systems section, in our political & social violence section, in our gender & sexuality section, in our human growth & development section, in our art & media section...basically throughout semester but I know I will need to narrow this down. So let's stick with our economics section, which seems to be the section no one likes to work on, so I need to make it more personally relevant for students. Also my current activity is weak.

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. #1 - No Poverty: we discuss the ways that traditional lifeways are undermined by globalization and culture change, and the ways that development and modernization negatively impact peoples, especially when it comes to unequal distribution of resources, access, and inability to marshal resources to counter Western/Global North hard & soft power and to structurally shift the current socioeconomic processes that constrict and bind non-conformists. This includes the bottom billion as well as the poverty-stricken in developed / first world countries. Bringing them out of poverty increases diversity and improves community strength, security, and resiliency

2. #5 - Gender Equality & #10 - Reduced Inequalities (these are the same thing) - not just of genders of but of all types of diverse groups: sexual, gender, ethnic, class, historic, religious; all these things contribute to different approaches to living, and we need these diverse perspectives to solve massive social, economic, and environmental problems

3. #12 - Responsible consumption and production - ties into above; the exploitation of the "other," industrial, modernizing/developing societies, minority ethnic groups, and so on, reduces the diversity and cultural complexity of our world and limits our collective resources for future problem solving

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...*learning ways to implement hands-on activities by incorporating sustainability into issues of culture change, globalization, and development*
- b. I have questions about...*how to get students (and myself!) involved beyond & outside the classroom in local & global issues*

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)

Analyze the social, economic, and environmental impacts of the Neolithic Revolution and relate these to current climate debates (although this is not what I wanted to do in my Needs Assessment #3 section - but this is too good an opportunity to pass up)

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)

Lesson Plan #1: [Unit 7.2 - Agriculture Impacts](#) I selected this because it dovetails nicely with the Neolithic Revolution topic that I wanted to focus on for my SLO, so I can transition from early human hunter-gatherers to early agriculture to modern agriculture and climate impacts using this activity

Lesson Plan #2: [Culture and Climate Change](#) I selected this one for several reasons: a) it can be done in class or adapted for use in online discussion board groups; b) it can be tied to Ethnic Case Studies for more in-depth looks at the featured culture groups; c) it is a way to underscore processes and systems of globalization, tying in theories such as structural violence; d) it personalizes persons from diverse ethnic, cultural, historical, and geographic backgrounds, making the "strange" seem "familiar" and deconstructing preconceived notions of "the other"

Lesson Plan #3: [Delocalized Diets: Globalization, Food, and Culture](#) I selected this one because it is similar to an activity I already do in class (Where does a candy bar come from?) but goes into more depth and ties in sections on subsistence strategies, which is a crucial/foundational concept. It also incorporates a research project & presentation, which I have been wanting to include for a while now. It can also be adapted for an online class fairly easily

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)

101 Strategies: #53 Project-Based Learning: I selected this because I think it would tie in to Lesson Plan #1 (above). Since Lesson Plan #1 includes activities for in- and out-of-class, with different persons assigned different pieces, I think having students write a reflection is a good way to draw all the separate threads together and consolidate the lesson.

50 CATs # 9: Defining Features Matrix: I selected this for Lesson Plan #2 (above) because students will already be in groups where each student has a different ethnic group; having them complete a matrix that combines all the groups will both a) review information and foster critical thinking by determining where to place groups and b) provide a handy study guide for the activity.

101 Strategies #30 Class Experts or #54: Field Research: I selected this for Lesson Plan #3 (above) since it involves tracing the shifts in food production, distribution, and consumption. Both of these would work well together as a multi-part project, where students research their own food heritage and conduct an interview with family members

about a traditional meal. They can trace the historical origins and see how the dish is prepared by family today, illustrating the shift in production/distribution/consumption of a personally meaningful dish.

3 Pillars Activity Idea

Review the 3 Pillars Worksheet.

9. Describe an activity that incorporates the 3 pillars:

(examples)

During lecture, I can incorporate a quick discussion activity where students brainstorm social, environmental, and economic considerations of the topic under discussion. I would write these on as a concept map on the board and we can discuss them throughout the rest of the class.

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...*incorporating one of these lesson plans.*
- b. I have questions about... *which one of these I should focus on first and how to create/adapt a lesson plan for the economics chapter*

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 have managed to figure out how to incorporate an activity for my economic section, so I'll be discussing that this week instead of week 2's.

It's so hard to choose just one because this class incorporates all of them, but I suppose that if you're going to make me pick, I'm going with #16: Peace, Justice, and Strong Institutions. Everything else can be subsumed under this banner.

CAT Selection

12. Choose the CAT that aligns best with your Needs Assessment/Student Learning out come and explain why:

(examples)

I've decided to make this a multi-piece project towards the end of the term, after all the main concepts have been discussed. For this reason, I have selected 3 CATs to incorporate:
#30: Class Experts; #40 Jigsaw; #13 Letters Home

3 Pillars Activity

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

The three pillars will be incorporated very carefully (i.e. see below)

Activity Draft

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

This activity will be an end-of-semester project with portions completed both in & out of class, in groups and individually. The topic will be the current state of the Tuareg peoples, a large ethnic minority in Mande-majority Mali. The problem? How to prevent another civil war a.k.a. How to NOT have Mali turn into Sudan.

PROJECT GOAL: To create a committee proposal to present to UN Council to protect the stability of Mali.

1. Homework: Assigned roles (CAT #30: Class Expert)
 - a. Students will be assigned a role: Tuareg, Mande, United Nations, IMF
 - b. Students will be assigned an SDG: #1 (which includes #2, #3, and #15); #8 (which includes #4 and #9); and #16 (which includes #10, #11, and #17)
 - c. Students do homework to understand their assigned role using their assigned SDG perspective
 - d. Students submit worksheet before coming to class (To Be Created: includes creating a persona (based on role & includes name, age, previous occupation before being selected as council representative); one non-negotiable goal & three important but negotiable ones (SPECIFIC & based on SDG); define who they have authority to speak for; select best anthropological perspective)
2. In-Class (or group discussion online) (CAT #40: Jigsaw)
 - a. Students meet with their role group to discuss their different SDG perspectives (make "Name" tags?)
 - b. Students create a development proposal to present to UN Committee
 - c. Students jigsaw into UN Committee Meeting (one of each role) (MAYBE DAY 2?!)
 - i. Students present their roles proposal to group
 - ii. Group creates master development plan
 - iii. Informal presentation of plan to class
 - d. Class debrief
3. Homework: Reflection (CAT #13: Letters Home)
 - a. Students assume role of themselves as a NGO/Peace Corp worker currently in northern Mali
 - b. Write a letter to parents/spouse/kids back home (is home required to be in USA?)
 - c. Explain to parents:
 - i. Current situation & major issues (one of each pillar)
 - ii. How these issues impacts their work on the ground in Mali

- iii. *How these issues impact their parents*
- iv. *What actions can individual citizens (such as their parents) do?*
- 4. *In-Class debrief (or (if online) in first jigsaw group discussion) (Day 2)*
 - a. *Review three pillars, SDGs, and major class concepts (if online, report on “UN Committee Meeting”)*
 - b. *Discuss how the Tuareg situation impacts us in the U.S.*

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

This aligns with NA/SLO because:

1. *This requires students to think from multiple perspectives*
2. *This requires students to use anthropological approach to problem (holistic, historical particularism, cultural relativity, etc.)*
3. *Anthropology is about non-Western cultures; using Tuareg as a case study “makes the familiar strange and the strange familiar”*
4. *This clearly demonstrates critical thinking in different contexts (group, individual) and different perspectives (Western, non-Western)*
5. *Makes “the other” directly relevant/relatable to us & therefore deconstructs assumptions about “Africa,” “terrorist,” and “development” (especially when required to create a non-American persona)*

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...finally having an amazing activity to use to tie economics into course*
- b. *I have questions about...execution, I’m worried it’s a little too much with too many moving parts/logistical challenges...would this be better as a debate?*

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?

- *Know what the 3 Pillars of Sustainability are (this will be introduced during lecture w/ Bretton-Woods)*
- *Understand the difference between subsistence and production (previous lecture)*
- *Differentiate between the four basic types of subsistence (previous lecture)*

- *Know how World Systems Theory and SAPs work, including historical context of Bretton-Woods Agreement & the role of IMF & WB (delivered during lecture using videos & comprehension checks)*

What needs to be setup prior to delivering the lesson?

1. *Reading check - did they read the chapter?*
2. *A review of above concepts to refresh memory*
3. *Webcourse assignment instructions & submission*

What resources and materials will you need?

1. *Lectures should be completed, introducing & reviewing course concepts necessary*
2. *An activity to review completed lectures (class or group discussion; index cards?)*
3. *Lecture slides with instructions on locating SDGs & explain what they are*
4. *Name tags "Hello! My Name Is..."*
5. *Scrap paper for brainstorming & planning*
6. *Group worksheet (created & linked below)*
7. *UN Project Proposal Template (created & linked below)*
8. *Online collaborative space (discussion board or Google Doc)*

How do you plan to introduce the topic?

Probably something snarky, like "Hello and congratulations! Today you are a body snatcher! We will transfer your consciousness into another body, so take a minute to archive your personality & memories to an EMP-proof external storage device." Then they all say "what the @#%#?!?!" and I explain.

How will you keep students engaged?

By demonstrating through previous lectures & continuing to remind students about real-life impacts to ourselves, our loved ones, and our nation (3 pillars but also war, terrorism, etc.)

By doing lots of different things in different ways at different times and constantly checking their understanding & engagement: deliver content through textbook, lectures, discussions, videos; activity is both in class & online, with group & individual pieces

By replacing the final exam with this project, worth approx. 1/5 of total grade for semester

Step-by-step run of the activity

This activity will occur over the course of 1 week (in a 16-week course), including homework assignments

Class Day #1:

1. *Introduce the Tuareg of Azawad, Mali*
2. *Explain traditional subsistence strategy of Tuareg*
3. *Show 6 minute video of History of Conflict in Mali (Malian Empire -> Colonialism -> Civil War -> Today)*
4. *Debrief thoughts & opinions*
5. *Show selected clips of "Behind the Blue Veil" and debrief between each (1 Tuareg, 1 Mali, 1 Western perspective)*
6. *Show slide with web address of UN SDGs (<https://sustainabledevelopment.un.org/sdgs>) maybe create QR code?*
7. *Instruct students to get their phones out and go to site: students explore the different SDGs (helpful: <https://sustainabledevelopment.un.org/partnerships/>)*

8. *Class discussion of different goals: which you think most important?*
9. *Split into random groups: Tuareg, Mali, French delegation to UN*
 - a. *Students create new names based on assigned group (3 minutes, can use Internet to search)*
 - b. *Students work together to determine their primary SDG & how to attain it*
10. *Create a proposal to present to the United Nations*
 - a. *Jigsaw students into new groups with Tuareg, Mali, and French in each group*
 - b. *Figure out how to combine their group's SDGs into one coherent proposal to present to UN (class)*
 - c. *Homework: submit proposal via Canvas (due at end of week)*

Class Day #2:

11. *Debrief:*
 - a. *Review of previous class & concepts*
 - b. *Questions regarding proposal?*
 - c. *Show class Mali's SD Partnerships <https://sustainabledevelopment.un.org/memberstates/mali>*
 - d. *How does this compare with their proposals?*
 - e. *What other countries have we discussed this semester that could be used for this project?*
12. *Homework:*
 - a. *Write a letter home (in character) and tell a loved one about your work creating the UN Proposal*
 - b. *Tell your loved one why the situation in Mali is hopeful/hopeless: why will/won't the Proposal be successful? Describe at least 2 challenges that will/not be overcome*
 - c. *Explain why you will/won't continue to work towards a successful outcome. What would you like to do next?*
 - d. *Upload letter into Canvas*

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

Development & Sustainability

This activity has multiple parts and will begin in class, to be completed as homework. First you will be randomly split into groups and assigned an ethnic and national identity (Tuareg (Mali), Mande (Mali), French (France)). You will then research your assigned group and determine their unique historical, social, and economic relationships with the state of Mali. As part of your research, you will select a name for yourself that reflects your ethnic identity. With your group, you will tackle the problem of development of Mali using the three pillars of sustainability (social, economic, and environment). You will select three Sustainable Development Goals (SDGs) that best serve your people's interests. After your group has filled out your worksheet, you will be assigned to a new group in order to prepare a development proposal project to the United Nations. As a representative of your people, you are responsible for making sure the project attains your agreed-upon SDGs. You may need to negotiate with the other representatives to ensure your primary objective is achieved. After negotiations, your new group will fill out the proposal template (provided in Canvas) and submit it to the United Nations for consideration. You will then write a letter home (via Canvas) explaining your work and how hopeful you are about improving conditions for your people.

The group handout: <https://drive.google.com/open?id=1rTCI4jkrXS2dGaALYhOL26124qjzSX8Dr0hr4oBX8R8>

The UN Proposal: <https://drive.google.com/open?id=11ivT-S-cl-y903xyYUVb34mCvSKNfPOMWaLDULM-9o>

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...*actually doing it!!*
- b. I have questions about...*how students will receive this project*