

Destination 2018: Sustainability Lesson Plan

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CAMPUS: WEST CAMPUS

DISCIPLINE: COMMUNICATIONS

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 struggle with understanding the value and importance of communication in their own everyday life. Students hear the term communication and generally assume that is verbal or electronic, but communications is so much more.

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

[\(examples\)](#)

I know that by adding sustainability as an informative research topic for interpersonal communication students critical thinking skills will be engaged, as there are large number of topics that fall under sustainability, and students will have the opportunity to speak up and to speak out on global issues while embracing the importance of the variety of communication roles in each of their own lives.

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

[\(examples\)](#)

I am implementing sustainability in my SPC 1017 course. Students will be given the definition of sustainability and the opportunity to choose a topic that relates to sustainability and then will be required to do research and present an informative speech on their chosen sustainable topic.

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)

Good Health and Well-Being (Chapter 2, Self-Assessment)

Reduced Inequalities (Chapter 4 Culture and Chapter 8 Managing Conflict)

Climate Action (Chapter 3 Mediated Communication)

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...
 - a. I'm excited to learn more about the different facets of sustainability and how my lens will change.

- b. I have questions about...
 - a. I have questions, but I'm not sure at this time how to put frame those questions. I'd like to see what more I learn as we go through the course.

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)

Students will be able to articulate the role of perception as it influences good health and well-being.

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](#))

The Real Game of Life

Introduction to Quality of Life & Sustainability

What's for Dinner? Analyzing Historical Data about the American Diet

I chose these three activities because all three activities are related to quality of life, our social sustainability and these activities and ideas work together in teaching interpersonal communication.

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](#))

Fish Bowl- I like the fish bowl technique because it allows me the opportunity to address student concerns and to answer questions that they might not always feel brave enough to share out loud in class. It also gives me the chance to clear up or answer questions about material that I might not have covered as in depth as the student would have liked in that moment.

Serial Testimony _ I like this technique, because it gives students the opportunity to have a voice, an opportunity for reflection and a chance to share their own ideas

Naming Ourselves – I love this idea, it gives the students and I both an opportunity to hear and learn about each other and gives us all a better understanding of our social sustainability practices, which are often based on our cultural backgrounds, and our socioeconomic status.

3 Pillars Activity Idea

Review the 3 Pillars Worksheet.

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

I think Naming Ourselves would fit all three pillars: environmental, social and economic. The activity wants students

to identify who they are, where they are from and their goals and/or expectations. This covers environmental in they have think of their carbon footprint and how far they have traveled. In the social pillar students can explore how their own cultural values have changed, or even been destroyed as a result of their travel, or move. The economic pillar would be covered when discussing the economic benefits or disparity of where they have traveled from and where they have traveled to in their journey.

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... continuing my journey in this course.
- b. I have questions about...currently nothing at this time.

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](#))

Good Health and Well-Being

CAT Selection

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

Students will play the Game of Life, and will be asked throughout the course of the game to reflect on how their 'Life' choices will affect the three pillars and how they are making an impact on their own social environment.

3 Pillars Activity

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

Students will discuss with their teammates how their choices affected their own good health and well-being.

Activity Draft

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

Students will be placed in groups of four and given the Real Game of Life and reminded that their SDG is Good Health and Well-Being and to keep this in mind as they make their Life choices. Each student will have to make Life choices throughout the course of the game. At the end of the game students will be asked to reflect on their choices based on the three pillars: Environmental, Social and Economic. How did their choices impact each pillar and discuss in their group their sustainability impact. Volunteers from each group will be asked to share with the class as a whole.

The CAT for this assignment is when students reflect on how their choices impacted the three pillars. Students will have been introduced to the three pillars before the assignment. They will reflect in their group with their peers through discussion and will be asked to write down their reflections, this will then be handed in as they leave class. The main implementation here is the reflection with their peers and I will observe and mingle with the groups as their discussing with their peers. Since this is a communications course, I want them to verbally discuss with their peers the impact their choices had environmentally, socially and economically. When we discuss out loud we have an opportunity to truly hear our own thoughts in a different way.

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

SLO: Students will be able to articulate the role of perception as it influences good health and well-being.

Through the game students will make choices and then will be asked to reflect on their choices and how their choices are affecting Environmental, Social and Economic standards in terms of their communications and sustainability practices.

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...implementing this assignment.
- b. I have questions about...nothing at this time.

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 have a lesson prior that will allow them the opportunity to become familiar with the three pillars. The three pillars will be introduced and discussed so that students have a clear understanding of the impact their decisions have on sustainability.

What needs to be setup prior to delivering the lesson?

The Game of Life. Each group will need a Game of Life board and pieces, which will be printed material and passed out to each group. Each group will need a sheet of paper to write their reflection.

What resources and materials will you need?

The Game of Life board and materials.

A piece of paper and writing utensil for reflection.

How do you plan to introduce the topic?

There will be a lesson prior where students will learn the meaning of sustainability and the three pillars and how our life choices impact our communication process as well as those sustainability pillars.

How will you keep students engaged?

Students will be engaged as they have to be active participant in their group while playing the game in order to receive the full participation grade for this assignment.

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

Students will have a prior lesson on communication, sustainability and the three pillars. Students will then come to class with the three pillars worksheet and questions, along with a piece of paper and writing utensil. Students will then be placed in groups, students at said groups will be give the Game of Life and will proceed the game making 'Life' choices and circling back to the pillar questions to reflect on how their choices impacted their life and the lives of those around them. At the end of the game, students will reflect on their choices, having conversation with group peers and discussing the impact of their sustainable choices. After, students will reflect on their choices by writing how their choices impacted their communication and the three pillars, this will be a quick four to five sentence summary.

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...having had the opportunity to grow more in my own sustainability practices.
- b. I have questions about...nothing.