

Sustainability and Climate Integration In Subject Area Classrooms

| | Habits of Mind | Knowledge/Information | Social/emotional charater/affect |
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| <p>Where are you going?</p> <p><i>Learning outcome targets to impact citizen behaviors for climate and sustainability</i></p> | <ul style="list-style-type: none"> • Critical thinking/reasoning • Metacognition • Creative problem solving • Holistic perception • Understanding interdependence • Systems thinking orientation • Mental models of the world and reality • Creativity/innovative thinking | <ul style="list-style-type: none"> • Self knowledge-identity/values • State of natural systems: forests, oceans, climate, atmosphere, energy, water, species • Solutions: ecological footprint-- consumption behavior, energy and conservation technologies • Governmental policy, regualtion, statutes • Future studies • Biomimicry | <ul style="list-style-type: none"> • Confidence and empowerment to affect change • Biophilia/love of nature • Empathy/ethics • Sensitivity to human concerns and diverse cultures • Intergenerational responsibility • Ability to express feelings and emotions |

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| <p>How will you get there?</p> <p><i>Contexts and Pedagogy</i></p> | Traditional teaching practices: Lecture, readings, DBQ, worksheets | Through line essential questions overlay to frame all instruction | Socratic discussion on text or film to generate extended project options and precipitate values and reflection | Interest based contexts for instruction: Class survey and discussion, list and brainstorm, lead to sustainability | "Real world" application for subject area content to enhance understanding, relevance and meaning--a routine component of "best practice" | Community outreach applications: letters, phone calls, presentations to other classes, community | "Extra credit" projects that connect class content to student interests and sustainability and climate | Nature field trips, gardens, mediation, Journaling |
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Academic subject area content

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| CURRICULUM EXAMPLES | Silent Squares "A Journey to Systems Thinking" | Student dramatic role play scripts "A Long Bus Ride to Bigfoot" "What's Up With Climate?" | Who depends on who? What depends on what (through line) "A Shift to Systems Thinking" | Math: Ecological Footprint, The End of Oil, "Mathematics Bundle" | ELA: Thesis development through sustainability story | DoRight Leadership Corps "Student" curriculum-- solution action projects" | DoRight PR projects--films and letters "Student" curriculum-- solution action projects" |
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Your process:

Take stock! make lists using the template, on the three categories:

1. Where are you now?

Consider your context-- the level of readiness of students and school, both regarding innovation in pedagogy as well as climate receptivity

2. Where are you going?

Considering both your context and your orientation and comfort level, identify the learning targets you might consider--remember, its all flexible and will self modify as your development proceeds

3. How get there:

what strategies do you have comfort level with, your students? Your school culture?

What aspects of your existing content coverage requirements can be approached using some of the pedagogical strategies and connect with some of the learning targets?

Academic content review:

Review your academic content scope and sequence and identify "nodes" for possible integration, entry points where overlap with the sustainability learning targets and teaching practices may overlap.

Browse through some of the curriculum examples to stimulate your thinking on possibilities or even specific applications you may want to use or incorporate.