

COURSE TITLE: EDUCATING For LOCAL SUSTAINABILITY

NO OF CREDITS: 3 QUARTER CREDITS
[semester equivalent = 2.00 credits]

WA CLOCK HRS: 30
OREGON PDUs: 30
CEUs: 3.0**

INSTRUCTOR: BRIAN GOODWIN, M.S.
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COMPLETION DATE: 6 months from your registration date

LEARNING ENVIRONMENT: This course requires assignment responses to be posted in a password-secured ONLINE website hosted by The Heritage Institute.

COURSE DESCRIPTION:

In the United States life expectancy is declining from that of the previous generation, oil has reached its peak, and the economy is in trouble. Our current lifestyle and patterns of consumption cannot continue with the resources at hand. This course will help you learn about the role that promoting sustainability can play in your curriculum, stressing a local approach. After taking this course, teachers will more fully understand the issues surrounding sustainability as well as how to effectively implement it as a unifying concept which allows students to become agents of change within their community.

The components of this independent study are appropriate for elementary as well as secondary teachers and will involve readings and research, movie analysis, and contacting and working with local partner(s) in order to create and implement sustainability projects with their students. Teachers will research the topic using the Internet, text, video and/or selected article readings and will also use their local community as a resource and laboratory in which to apply their learning.

This course is for elementary and secondary teachers in all subject areas. Required textbook will cost from \$7.00 (used) to \$12.00 (new), depending upon your choice of bookseller.

LEARNING OUTCOMES:

Upon completion of this course, participants will:

1. Have developed an understanding of the components of sustainability.
2. Have developed an understanding of how the components of sustainability interact with one another.
3. Have explored and developed a sustainability inventory of their local community.
4. Have developed an understanding of how to design and implement sustainability supporting projects for their students utilizing local partnerships.
5. Have aligned their curriculum with content area State standards by: acquiring knowledge of sustainable systems, learning to apply specific and general concepts to the world around them, increasing inquiry skills, and understanding the relationship between resources and culture.

COURSE REQUIREMENTS:

Participants will complete assignments and post responses online to specific questions outlined for each assignment. Completion of all specified assignments is required for issuance of hours or credit. The Heritage Institute does not award partial credit.

HOURS EARNED:**

Completing the basic assignments (*Section A. Information Acquisition*) for this course automatically earns participant's their choice of 30 Washington State Clock Hours, 30 Oregon PDUs or 3 CEUs (Continuing Education Units), which translates to 30 hours. The Heritage Institute is an approved provider of Washington State Clock Hours, Oregon PDUs, and CEUs by IACET (International Association of Continuing Education and Training, an official national and international certifier of CEUs).

UNIVERSITY QUARTER CREDIT INFORMATION

• UNIVERSITY QUARTER CREDIT OPTION 400 & 500 LEVEL

Teachers may opt to register for three (3) Antioch University, Seattle, 400 or 500 level quarter credits, instead of hours, and will be required to:

1. Complete all assignments for clock hours/CEUs (*Section A: Information Acquisition*)
2. Complete the extra reading/viewing, writing and classroom application assignments specified in the syllabus for the 400 or 500 level credit option (*Section B: Learning Application*)
3. Complete an Integration Paper by answering 5 questions (*Section C: Integration Paper*)

• REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT

Antioch University Seattle requires 75% or better for credit at the 400 level (Upper Division) and 85% or better to issue credit at the 500 level (Post-Baccalaureate). These criteria refer both to the amount of work submitted as well as the quality of work as determined by each instructor

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|--|-----|
| 1. Completion of Information Acquisition assignments | 30% |
| 2. Completion of Learning Application assignments | 40% |
| 3. Completion of Integration assignment | 30% |

• CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalents on Transcripts)

Antioch University Seattle Continuing Education Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor numeric equivalents will show on a transcript. At the 400 level credit granted is equal to a "C" or better, and at the 500 level credit granted is equal to a "B" or better. This information is stated on the back of the transcript.

ADDITIONAL COURSE INFORMATION

COURSE MATERIAL and/or TECHNICAL REQUIREMENTS:

You will need high-speed (DSL) Internet access in order to easily view online resources. Some of the reading materials may be provided in the online course environment as PDF documents, a format readable by computers with Adobe Acrobat Reader. You may download a free copy of Acrobat Reader from our website, if it is not already on your computer.

REQUIRED TEXTBOOK:

Text required for 400/500 Credit Option: Choose and read **one (1)** of the following

- Orr, D. (2005) *Ecological Literacy: Educating Our Children for a Sustainable World (The Bioneers Series)* ISBN-1-57805-153-3. Approximately \$11.53 from Amazon.com.

OR

- Another book from the bibliography or of your own choosing, with prior approval of the instructor.

GETTING STARTED:

- Once you have registered for the course, you will be sent an email that contains the website address, password and course key that you need to access your online course, along with instructions on how to log into the online system.
- The assignments listed in this syllabus are also listed at the bottom of each online course document. Access each assignment and enter your responses online. We suggest that you write your responses in a WORD document and then do a copy/paste function into the Responses box.
- When you have completed all assignments for the course, CLICK the 'ALL ASSIGNMENTS COMPLETED' option. The instructor will be notified that you have completed all assignments.
- The instructor will review your work and enter responses online. You will be notified by email when the instructor has marked the course "completed," and you will be instructed to log in and view the instructor comments. You can also SAVE a complete copy of the course assignments and responses.

NOTES TO ALL PARTICIPANTS:

- Unlike a live workshop, you are not required to be present (i.e. online) at specific days or times, participants will work at their own pace.
- All responses will be posted online. Large documents or files may be attached as part of your response by using the “Share A File” option.
- You may work collaboratively and submit similar responses on all assignments except the Integration Paper, which must be individually authored.
- To maintain privacy, please do not refer to students in your papers by their actual names, but rather use an alias or designation such as “Student A.”

ASSIGNMENTS for CLOCK HRS/PDUs, CEUs, 400 or 500 LEVEL UNIVERSITY QUARTER CREDIT

A. INFORMATION ACQUISITION

Assignment # 1:

There are many facets or components of a sustainable society, such as food, water, energy, environmental health, democratic and just governance, human rights, responsible business, a free media and living wages, just to mention a few. In the online response box, describe in 1-2 pages your professional situation, reasons for taking this course and what global/local sustainability issues you are most concerned about and why.

Assignment # 2:

Students working on local sustainability issues benefit from knowing about the larger global picture. Review some of the major global sustainability issues at the three organization links provided below.

Go to the following websites and take notes:

- Facing the Future: Start at Introduction & go through the last (Conflict)
<http://www.facingthefuture.org/FTFDataDNN/60SecondTours/InDepthTours/tabid/132/Default.aspx>
- Taking it Global: Select from the menu on the left and read the description and several links for each issue.
<http://www.tigweb.org/understand/issues/>
- WiserEarth: Review from this large list and then select 5 issues to explore in greater depth.
<http://www.wiserearth.org/issues>

Then, from your reading/research, summarize in 4-5 pages two (2) main issues that interest and concern you most, describing: (a) What is the main problem? (b) What populations are being affected and how? (c) Who stands to benefit from the situation as it is (i.e., not changing)? (d) What are the main causes behind this problem? (e) What unexamined assumptions (i.e., ways of thinking) make this condition possible, or acceptable or so far not completely remedied?

Assignment # 3:

Examine any one issue and you'll find it is related to a host of other issues, so critical student thinking must understand that there is a level of complexity to all issues, and rarely simple solutions.

- a) Read this article http://www.thinking.net/Systems_Thinking/OverviewSTarticle.pdf
- b) Explore this systems model http://www.conservationeconomy.net/pattern_map/flash/index.html and take note of the construction of the model.

Based on the above, select one global issue of interest to you and construct a diagram similar to the Conservation Economy model. (NOTE: this must be a different issue than either of the 2 you selected in Assignment #2.) Put the issue in the center connected by lines to the other factors it's related to. You may use a graphics program or draw your model by hand, and then scan it as a PDF that you will upload using the “Share A File” option. Accompany your model with a description of the influences and inter-relationships involved. See Assignment #2, points (a) through (e) for ideas.

Assignment # 4:

It's important to ground students in local sustainability issues, while also making them aware of their global counterparts. Prepare 1-2 page Fact Sheets on what you consider to be the four (4) main issues your community faces. Be sure to include at least one issue each that relates to the environment, economy, and society, which can include issues of equity, human health etc. Your Fact sheets should list: (a) Problem and how it got that way (b) A description of what populations are affected (c) How is this being addressed? (d) What stands in the way of an effective solution? (e) What resources (i.e. agencies, people, legislation and funding) are in place to deal with the situation? Upload your Fact Sheets.

Assignment # 5:

You will need a list of resources to adequately introduce students to the local issues you have profiled in Assignment #4. In 1-2 pages, make a list of resources needed to explore **ONE** issue in greater depth, including: identify reading material, web sites, organizations and people involved (contact info), photos, videos and field trip possibilities.

This completes the assignments required for Washington Clock Hours, Oregon PDUs, or CEUs.

Continue to the next section for additional assignments required for University Quarter Credit

ADDITIONAL ASSIGNMENTS REQUIRED for 400 or 500 LEVEL UNIVERSITY QUARTER CREDIT

B. LEARNING APPLICATION

Assignment # 6: (400 and 500 Level)

Develop a thematic, integrated unit that addresses one of the local issues of sustainability you identified in Assignments #4. You will teach this unit and use the results as the basis for completing this assignment. You may use The Heritage Institute *Lesson Plan Template* attached, or one used by your school or district. Upload your unit in the online environment for this assignment.

Implement your unit. Write a 2-3 page report in which you identify student outcomes (what new understanding, skills and attitudes were gained), including verbatim comments from several students, along with photos or videos of their project. Mention also what you as a teacher learned from this project—what went well and what could be improved. Post your report in the online environment. NOTE: To maintain privacy, please do not refer to students in your papers by their actual names, but rather use an alias or designation such as “Student A.”

Assignment # 7:

For 400 Level – Complete Part A only

For 500 Level – Complete Part A and Part B

Part A: (400 & 500 Level)

Read *Ecological Literacy: Educating Our Children for a Sustainable World (The Bioneers Series)* or another text of your own choosing. You need not read the entire book, but rather may review the chapters most relevant or interesting to you. In the online response box, write a 2-3 page paper in which you review the chapters of greatest interest to you.

Address in your writing:

- a) From the articles you read, what are some basic assumptions concerning what education should be about, and why?
- b) Where is your teaching in, or out of, alignment with what you read?
- c) What changes in your teaching have, or will, come about as a result of this course?

You may use the “Share A File” option to upload your paper to the online response site.

Part B: (500 Level only)

For those choosing 500 level choose **ONE (1)** of the following options:

- a) Create a PowerPoint presentation for an in-service on what you learned in this course and upload it into the online response system.

OR

- b) Create an annotated bibliography of books, periodicals and web sites which cover the subject of global sustainability.

OR

- c) Read Paul Hawken's commencement address at Portland State University at (<http://awakeningself.wordpress.com/2009/06/19/paul-hawkens-address-at-portland-state-univ-beautiful/>) and then write your own 1-2 page speech or personal statement about why you feel educating for sustainability is important.

C. INTEGRATION PAPER

**Assignment # 8: Integration Paper
(Final requirement for 400 and 500 Level University Credit)**

Complete and submit a 2-3 page Integration Paper, required for 400 or 500 level university credit.

A heading is required; please use the following format.

Your Name:	Date:
Course Name:	Course Number:
# of Credits:	Level: (400 or 500)
Advisor Name:	

Respond to each of the five (5) questions below. (First list the question and then write your answer)

1. What did you learn vs. what you expected to learn from this course?
2. What aspects of the course were most helpful and why?
3. What further knowledge and skills in this general area do you feel you need?
4. How, when and where will you use what you have learned?
5. How and with what other school or community members might you share what you learned?

INSTRUCTOR COMMENTS ON YOUR WORK:

- Be sure to mark the "All Assignments Completed" section in the online course environment, as this will notify the instructor that you have completed the course.
- Upon receiving notification of your completion of all course assignments, your instructor will provide written comments online.

QUALIFICATIONS FOR TEACHING THIS COURSE:

Brian Goodwin, M.S., has been an educator for 15 years: Teacher, Assistant Principal, Principal, alternative education program director, grants and special programs director. He has created curriculum for sustainability education using computer models and systems dynamics. Brian has six years of experience as a school/district administrator creating, financing, and supporting staff and administrators in their pursuit of implementing high quality Place Based Education through professional development and resource development (grants and partnerships). He is also the president of the North Wasco County School District #21 Education Foundation. He holds a B.S. in History and MTE, both from Eastern Oregon University. He is the recipient of the Bronze Star in his role as a staff officer in the Oregon National Guard during deployment to Iraq, 2003-2004.

EDUCATING FOR LOCAL SUSTAINABILITY BIBLIOGRAPHY

BOOKS

Facing the Future. Review the two lesson plan books (Grades 5-12, Grades K-4) and decide if you want to make either one of these your text of choice:

<http://www.facingthefuture.org/Curriculum/BuyFacingtheFutureCurriculum/tabid/59/Default.aspx#Teacher%20Lesson%20Plan%20Book>

Hawken, Paul. 2008. *Blessed Unrest: How the Largest Social Movement in History Is Restoring Grace, Justice, and Beauty to the World.* Penguin Books, NY. 352 pages. Cost: \$7 used on Amazon.com. Hawken explores the current global movement for a better world through his years of contact with activists of all kinds in many parts of the world. President Bill Clinton called Paul Hawken's last book, *Natural Capitalism: Creating the Next Industrial Revolution* (Little, Brown; September 1999) one of the five most important books in the world today. *Blessed Unrest* belongs in the same category.

Orr, D. (2005) *Ecological Literacy: Educating Our Children for a Sustainable World (Bioneers Series)* ISBN-1-57805-153-3. \$11.53 or \$6.38 at Amazon. Sierra Book Club. San Francisco, CA. 296 pages.

Pollan, Michael. 2007. *The Omnivore's Dilemma: A Natural History of Four Meals.* Penguin Press. NY. ISBN-10: 0143038583. 464 pages. Used cost \$6.75 and up.

Roberts, Paul. 2005. *The End of Oil.* Mariner Books; ISBN-10: 0618562117; ISBN-13: 978-0618562114. 416 pages. \$1.29 and up, used from amazon.com.

Roberts, Paul. 2008. *The End of Food.* Mariner Books; ISBN-10: 0547085974; ISBN-13: 978-0547085975. 432 pages. \$14.09 and up, used from amazon.com.

Both of these books by Paul Roberts are excellent resources, filled with wonderful, readable material.

Seymour, Mike (Editor). 2004. *Educating For Humanity: Rethinking the Purposes of Education* (Paperback). Paradigm publishers. Boulder, Colorado. 256 pages. Cost: \$14 used, amazon.com. From Amazon.com: "The promise and necessity of working toward "a world for all" is a viable aspiration for education at a time when the worldwide crises in social justice, peace, democracy, and ecological integrity have become the defining issues of our times."

ORGANIZATION WEB SITES

Awakening the Dreamer, Changing the Dream

<http://awakeningthedreamer.org/>

This bold global initiative from the Pachamama Alliance has trained over 700 facilitators from around the world to deliver a 4-hour to full-day symposium in their communities with a mission to bring forth an environmentally sustainable, spiritually fulfilling and socially just human presence on Planet Earth. Symposiums may be seen in many parts of the US, the UK & Australia. The web site has symposium dates/locations and lots of background information.

Facing the Future

<http://www.facingthefuture.org/>

Invaluable for educators seeking to make a difference by involving students in the work at hand.

"At *Facing the Future* we believe in the transformative power of widespread, systemic education to improve lives and communities, both locally and globally. Our positive, solutions-based programming is designed by and for teachers, and brings critical thinking about global issues to students. We work within the education system to help teachers help students achieve academic success, while preparing them to create and maintain positive, healthy, and sustainable communities." *Facing the Future* quote.

Global Oneness Project

<http://www.globalonenessproject.org/>

The Global Oneness Project is a web-based video initiative exploring how the notion of oneness can be lived in our increasingly complex world. Global Oneness staff members travel the globe interviewing creative and courageous people who base their lives and work on the fundamental understanding that we are all connected and thus bear great responsibility for each other and our shared world. Their living library of films is available for free from their website or on DVD for events and educational use.

Taking It Global

<http://www.tigweb.org/>

Taking It Global is an internet site that connects youth around the globe with issues of sustainability and how youth are tackling these challenges. Its Mission is:

“We enable a collaborative learning community which provides youth with access to global opportunities, cross-cultural connections and meaningful participation in decision-making by:

- Harnessing internet technologies to cultivate youth leadership and engagement in social issues
- Bridging the continuity gap that causes fragmentation between and within generations of youth movements.
- Championing the role of young people as key stakeholders in all aspects of society.”

WiserEarth

<http://www.wiserearth.org/>

WiserEarth is an Internet portal connecting social and environmental activists worldwide. It is a community-editable international directory and networking forum that maps and connects the largest movement in the world – the hundreds of thousands of organizations and concerned individuals within civil society that address social justice, poverty, and the environment. WiserEarth provides the tools and a platform for non-profit organizations, funders, social entrepreneurs, students, organizers, academics, activists, scientists, and citizens to find each other, make connections, build alliances and share resources. WISER stands for **W**orld **I**ndex for **S**ocial and **E**nvironmental **R**esponsibility.

SECONDARY WEB SITES

Food

<http://www.foodsecurity.org/PerspectivesOnCFS.pdf> Community Food Security: Promoting Food Security and Building Healthy Food Systems

http://www.whyhunger.org/docs/fueling_disaster.pdf Fueling Disaster: ***A Community Food Security Perspective on Agrofuels***

Water

<http://water.org/waterpartners.aspx?pgID=916> Water partners international water facts

<http://www.umich.edu/~gs265/society/waterpollution.htm> Water pollution facts

Energy

<http://planetforlife.com/oilcrisis/index.html> Summary of peak oil

http://www.postcarbon.org/post_carbon_cities_6 Paper on post carbon cities

Pollution

<http://www.scorecard.org/> Pollution concerns illustrated on national level, with local data on specific pollutants

<http://www.p2rx.org/> Pollution prevention site including information on specific topics

Social Justice

http://en.wikipedia.org/wiki/Social_justice Overview of social justice and related topics
http://www.freechild.org/youth_activism_2.htm The Freechild project examples of youth led social justice activities

Media

http://www.freepress.net/media_issues/consolidation Issue of media consolidation and its impact upon a free society
<http://www.prwatch.org/> Center for media and democracy

Living Wage jobs – wage inequality

<http://www.universallivingwage.org/> Discussion of living wage and its tie to housing in America
<http://www.livingwage.geog.psu.edu/> Site to determine living wage by town, county, city in America

ONLINE MEDIA

Blessed Unrest: The Film

http://www.paulhussiercompany.com/blessed_unrest/aspen_press.html

The film is a companion piece to Paul Hawken's book *BLESSED UNREST How the Largest Social Movement in History Is Restoring Grace, Justice and Beauty to the World*. Whereas the book documents the movement, the film dramatizes it by capturing in-urgent-action the revolution the book talks about. The film is our eyes and ears inside the movement at the “front lines” of the seismic re-shaping of our world, from businessmen to bushmen to the beat, pulse and potential of Gen-Y, letting us in on the massive changes from the inside out. **The film will be released theatrically in 2009.**

WHAT IS IT?

BLESSED UNREST: THE FILM is an unprecedented event that harbors the potential to launch an entirely new genre of filmmaking and create a revolutionary infrastructure and social technology for global dialogue, collaboration and cooperation in media. The film is set to inaugurate a new era in citizen filmmaking, journalism and storytelling giving everyday citizens access to media tools and venues like never before.

HOW DOES IT WORK?

BLESSED UNREST: THE FILM is made possible by a framework of groundbreaking technologies and software brought together under one infrastructure for the purpose of creating broadcast worthy theatricals, television and programming. Essentially, *BLESSED UNREST: THE FILM* is created entirely on the film's website. The site enables users to partake in collaborative editing in micro-communities devoted to certain themes set up by the directorial and editorial team. With the full resolution source tagging married to this collaborative editing interface, for the first time in history a film can jump from home page to the global stage with the click of a button.

TheRealNews network

<http://therealnews.com/t/>

The Real News Network is a television news and documentary network focused on providing independent and uncompromising journalism.

Link TV

<http://www.linktv.org>

Link TV broadcasts programs that engage, educate and activate viewers to become involved in the world. These programs provide a unique perspective on international news, current events, and diverse cultures, presenting issues not often covered in the U.S. media. The organization connects American viewers with people at the heart of breaking events, organizations in the forefront of social change and the cultures of an increasingly global community.

**THE HERITAGE INSTITUTE
ONLINE COURSE
LESSON PLAN TEMPLATE**

Grade Level:

Subject:

Theme/Topic:

Student Outcomes: *(with Connection to State Standards)*

Required Materials and Equipment:

Agenda: *(The major events of the day posted for public viewing. Schedule warm-up, bathroom breaks, surprises (pop quiz), guest speakers, specials, assemblies, movie clips, outside assignments etc. so students can manage their time with you.)*

Warm Up: *(A one to two sentence task, written or drawn on the board, to be completed alone or in groups prior to the beginning of the lesson. At the elementary level it would be used for classroom transitions, and in grades 7-12 to define one content area from another. The warm-up is designed to access learning from the previous lesson and settle students into the flow for the present lesson on hand.)*

Anticipatory Set: *(Attention Getter to kindle student interest)*

Direct Instruction (10-20 mins): *(Input, Modeling/demo, giving directions, check for understanding)*

Guided Practice (x mins): *(Under teacher's direct supervision, students individually apply or practice what they have just learned and receive immediate feedback)*

Closure (x mins): *(Actions designed to cue in students that they have arrived at an important point in the lesson or at the end of the lesson; often closure consists of review and clarifying key points)*

Independent Practice: *(Student directed, may be incorporated before closure or as outside assignment. The aim is repetition in enough different contexts so that the learning may be applied to any relevant situation, not only the context in which it was originally learned.)*

Assessment and Follow-Up: *(Self-reflection, collaborative rubric, other rubric, anecdotal evidence, teacher created quiz/test etc., peer review, standardized test, exhibition, portfolio piece(s))*