

COURSE TITLE: FACING THE FUTURE: Educating & Inspiring a Global Generation

NO OF CREDITS:	1 QUARTER CREDIT	WA CLOCK HRS:	10
	[Semester Cr Equivalent: .66]	OREGON PDUs:	10
		CEUs:	1.0

INSTRUCTOR: DAVE WILTON, M.Ed.
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206-264-1503 (office phone)

COMPLETION DATE: 3 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 this course, you will discover resources, lessons, and strategies for using global issues and sustainability as a context for teaching core subjects. The course begins with an exploration of the elements of education for sustainability. You will then examine trends shaping global issues in the 21st century by reviewing the interconnections between issues like population, poverty, consumption, conflict, and the environment - and explore things you can do to motivate students to participate in creating and implementing their own solutions. You will explore global sustainability focusing on significant global trends including food, water, energy, economics, health, biodiversity, climate change, social justice, and culture and examine the links between the economy, society, and the environment. After developing an understanding of these issues, you will be introduced to ways of developing meaningful lessons that incorporate action projects and service learning.

Facing the Future's standards-based, hands-on lessons, curriculum, and website content will be used to provide concrete examples of how to integrate sustainability into your practice. Additional online tools and resources will also be introduced to enhance your global sustainability toolkit. The challenges of the 21st century require educators and students to think and learn in new ways; this course culminates with you creating your own tools and lessons to enhance the study of global issues and sustainable solutions in your classroom. This course will allow you to build upon your teaching expertise and challenge you to think creatively about global issues, sustainability, and their integration into multiple components of your curricula. Course is appropriate for teachers of Grades 5-12. Textbook available from Facing The Future for approximately \$40 - \$44.

LEARNING OUTCOMES:

Upon completion of this course, participants will:

1. Understand global issues within the context of sustainability
2. Define sustainability and its key components
3. Be familiar with concepts that affect sustainability, such as ecological footprint, carrying capacity, the tragedy of the commons, resource consumption, and resource scarcity
4. Understand systems thinking as a strategy to teach global issues and design sustainable solutions
5. Use the internet to explore global issues and sustainability resources
6. Integrate global sustainability into current classroom teaching
7. Enhance current curricula with lessons on sustainability
8. Create and implement their own sustainability lessons
9. Present global issues as opportunities for students to create a better world

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 10 Washington State Clock Hours, 10 Oregon PDUs or 1 CEU (Continuing Education Units), which translates to 10 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 1 (one) Antioch University, Seattle, 400 or 500 level quarter credit, 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 the 5 prompts (*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 Self-Reflection & Integration assignments | 30% |

• CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalent 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.

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:

Obtain a copy of the book *Engaging Students Through Global Issues: Activity-Based Lessons and Action Projects*, published by Facing the Future, 2006. This book is available at <http://www.facingthefuture.org/Curriculum/BuyFacingtheFutureCurriculum/tabid/59/Default.aspx>. (It is in the "Teacher Lesson Plan Books" section).

You will be asked to examine and teach lessons related to your reading.

Cost is approximately \$40 (non-Washington resident) or \$44 (Washington resident).

While not required texts, you may be interested in one or both of the following books as supplemental texts and examples of student readings. The two books listed below are similar in the issues covered, but different in their reading levels and depth of coverage. Both books are available at <http://www.facingthefuture.org/Curriculum/BuyFacingtheFutureCurriculum/tabid/59/Default.aspx>: (in the “Student Textbook” section)

- **High School teachers:** *It's All Connected: A Comprehensive Guide to Global Issues and Sustainable Solutions*, published by Facing the Future, 2005. Cost: \$25.
- **Middle School teachers:** *Global Issues and Sustainable Solutions: Population, Poverty, Consumption, Conflict, and the Environment*, published by Facing the Future, 2004. Cost: \$15.

GETTING STARTED:

- Once you have registered for the course, you will be sent an email that contains the website address, password and course key(s) 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 his/her 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. At that time, 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 time, 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.

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

A. INFORMATION ACQUISITION

Assignment #1: “Who Am I and why am I here?”

Write: Something attracted you to this course, what was it? Share your thoughts on this question. In addition, please introduce yourself (personally and professionally), describe your interest in sustainability, and one resource (book, website, movie, etc.) that has brought you to this point in your interest in sustainability. (~500 words)

Assignment #2: “Sustaina-what?”

Read: Unit 1 of *It's All Connected*. The document is attached to the assignment as a pdf. Download the pdf and read the entire selection.

Web: Using the two following links, pick two global issues to read about in depth from the first link and then pick two similar issues to read about from the second link:

1. <http://www.facingthefuture.org/GlobalIssuesIntroduction/IssuesInDepth/tabid/132/Default.aspx>

2. <http://www.facingthefuture.org/ServiceLearning/FastFactsQuickActionsforStudents/tabid/96/Default.aspx>

Write: After reading, please respond to the following questions:

1. How are global issues and sustainability interconnected?
2. Pick a global issue of interest to you. Describe what makes it global and how you could view it through the lens of sustainability.
3. Of the three broad components of sustainability (economy, environment, society), which of them do you feel offers the most “leverage” for making structural solutions? Why? (~1,000 words)

Assignment #3: “What is Ecological Footprint?”

Web: Visit Global Footprint Network (<http://www.footprintnetwork.org>) and read the following sections in Ecological Footprint: Overview, World Footprint, National Footprints, Carbon Footprint.

Write: How would you describe Ecological Footprint to your students? What concepts from your existing curriculum are covered by Ecological Footprint? (~500 words)

Assignment #4: “How Big Is My Footprint?”

Web: Determine your Ecological Footprint using the four following calculators:

http://www.footprintnetwork.org/gfn_sub.php?content=calculator

http://www.myfootprint.org/en/visitor_information/

<http://www.zerofootprint.net/youth/neew>

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

Write: Please respond to the following questions:

1. What is your personal reaction to each of these calculators?
2. Which one would you use with your students and why?
3. What is an achievable step you could take in reducing your Ecological Footprint?
4. What is an achievable step your students could take in reducing their footprints and how could you, as a teacher, support them? (~1,000 words)

Assignment #5: “Exploring Sustainability Resources”

Web: Visit Facing the Future’s webpage devoted to teaching resources:

<http://www.facingthefuture.org/GlobalIssuesIntroduction/OtherGlobalIssuesResources/tabid/78/Default.aspx>

Investigate two resources from among the lists (other sustainability and global issues resources not listed here are acceptable too) that you could use to enhance your existing curriculum with elements of sustainability.

Write: Please describe:

1. The resources you chose and why
2. The existing curriculum that you will use them in conjunction with
3. How you would use these resources to help you integrate sustainability into your classroom. (~750 words)

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: “Is Sustainability Controversial?” (2 hours) (Required for 400 and 500 Level)

Web: Watch *The Story of Stuff* (<http://www.storyofstuff.com>)

Write: Please respond to the following questions:

1. What is your personal reaction to this movie?
2. How would your students, the community, and your school administration react to this movie?
3. How would you address questions and concerns from those groups?
4. What role do you believe sustainability should play in education?
5. How should teachers, students, and their schools’ communities approach this issue? (~1,000 words)

Assignment #7:

For 400 Level – Complete Part A only

For 500 Level – Complete Part A and Part B

Part A: “Taking Sustainability for a Test Drive” (400 & 500 Level) (3 hours)

Teach: Select a lesson from *Engaging Students Through Global Issues* that you feel aligns with, and would integrate well with, what you are currently teaching. Teach the lesson.

Write: A reflection on what went well, what challenged or surprised you, and what you would do differently next time. (~500 words)

Part B: “Integrating Sustainability” (500 Level only) (12 hours)

Web: Visit these two websites to download and read the following documents. Use these as references for this assignment.

<http://www.facingthefuture.org/ForEducators/OurPedagogicalBasis/tabid/70/Default.aspx>
Download the *Curriculum and Program Pedagogical Model* located at the bottom of the page.

http://www.uspartnership.org/main/show_passage/48. Download the *National Sustainability Education Standards* located at the bottom of the page.

Write:

1) Create a mini-unit that you can use in one of your classes. Please upload your unit at the Heritage online site.

This mini-unit should include 3-5 lessons that integrate the three pillars of sustainability (environment, economy and society) and the study of a global issue or issues within an existing curriculum, unit of study or theme in your classroom.

- The mini unit should begin with an introduction and rationale. Please include an explanation of the over-arching goals or essential questions and the intended student outcomes or objectives. (~500 words)
- The lessons may be of your own creation and/or you may incorporate lessons from *Engaging Students Through Global Issues*. In either case, each lesson must include an explanation of how it will be modified to integrate with the theme of the mini-unit. At least one lesson must be of your own creation.

- Lessons of your own creation should follow the same format as those in *Engaging Students Through Global Issues* and include an explanation of which of your state's education standards the lesson aligns with.
 - If you choose to use existing lessons from *Engaging Students Through Global Issues*, each lesson selected must be introduced by a rationale statement addressing why the lesson was selected, what modifications will be necessary, how its inclusion will facilitate students learning, and explain which of your state's education standards the lesson aligns with. (~500 words per lesson)
- The mini-unit should end with a culminating project and evaluation rubric. This could be a service or action project or some other final assignment that allows students to integrate their existing knowledge with what they have learned and apply it to an issue in their community or with links to their community. See the following website for more information:
<http://www.facingthefuture.org/ServiceLearning/ServiceLearningHome/tabid/92/Default.aspx>

2) Compose a letter that you would send to your students' families introducing your mini-unit. Post the letter in the online response box or upload it using the "Share A File" option. (~500 words)

C. INTEGRATION PAPER

Assignment #8: Integration Paper (Required for 400 and 500 Level Credit)

Complete the requirements for university quarter credit by submitting a final Integration paper (2-3 pages). 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 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:

Dave Wilton has a BA in Urban and Regional Planning from Huxley College at Western Washington University, and a M.Ed. from Antioch University Seattle. He has also studied conflict resolution at the Justice Institute of British Columbia's Centre for Conflict Resolution. His professional development as a teacher has included courses in the Developing Mathematical Ideas series, the Washington State OSPI Reading LINKS program, and the National Science Foundation-supported FOSS curricula. Dave has also worked as a land use planner for several local counties and cities and has done volunteer work as a small claims court mediator for the King County Dispute Resolution Center. He has traveled extensively in Italy, New Zealand, and South America.

FACING THE FUTURE: Educating & Inspiring a Global Generation BIBLIOGRAPHY

Required Text for Clock Hours and Credit

Facing the Future, (2006). *Engaging Students Through Global Issues: Activity-Based Lessons and Action Projects*. Seattle, WA: Facing the Future.

40 hands-on lesson plans to help students understand complex global issues, possibilities for sustainable solutions, and tools for them to take personal action in their local and global communities .

Suggested Supplementary Texts for Clock Hours and Credit

Facing the Future, (2005). *It's All Connected: A Comprehensive Guide to Global Issues and Sustainable Solutions*. Seattle, WA: Facing the Future.

Written for high school-level courses, this student textbook provides a thorough overview of a full range of global issues from population to peace, resources to human rights.

Facing the Future, (2004). *Global Issues and Sustainable Solutions: Population, Poverty, Consumption, Conflict, and the Environment*. Seattle, WA: Facing the Future.

Written for middle school-level courses, this book is similar in its breadth to *It's All Connected* but does not have the extended, in-depth examinations.

Additional Suggested Reading

Berger Kaye, C. (2004). *The Complete Guide to Service Learning*. Minneapolis, MN: Free Spirit Publishing.

A practical guide to engaging your students' heads and hearts in their learning through service in their communities and beyond.

Booth Sweeney, L. (2001). *When a Butterfly Sneezes: A Guide for Helping Kids Explore Interconnections in Our World Through Favorite Stories*. Waltham, MA: Pegasus Communications.

The author has created a guide to use with 12 classic children's stories that illustrate key systems thinking principles. Each chapter focuses on one story with a guide to the systems principles illustrated by the story, as well as general points for discussion, illustrations of key concepts, and questions for discussions with younger and older students.

Brown, L. (2003). *Plan B: Rescuing a Planet Under Stress and a Civilization in Trouble*. New York, NY: Norton.

Brown calls for a worldwide mobilization to stabilize population and climate before they spiral out of control. He provides a plan for sustaining economic progress worldwide.

Ryan, J. C. & Ryan, J. C. (1997). *Stuff: The Secret Lives of Everyday Things*. Seattle, WA: Northwest Environment Watch.

A fictional yet factual "day in the life" look at the consumption of a middle-class North American.

Timpson, W. M., et al. (2006). *147 Practical Tips for Teaching Sustainability*. Madison, WI: Atwood Publishing.

“Presents ideas and strategies for addressing tough, compelling issues in practical and effective ways.”

The Worldwatch Institute. (2006). *Vital Signs 2006-2007*. New York, NY: Norton.

A fact-packed examination of the trends shaping the future. Provides information on environmental, economic, and social issues around the world with analysis and possible solutions.

Web Resources:

Resources for students and teachers, as well as lesson plans, curriculum, and textbooks about global issues and sustainability.

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

The U.S. Partnership for Education for Sustainable Development is a national partner organization of the United Nations Decade for Education for Sustainable Development. The U.S. Partnership “consists of individuals, organizations and institutions in the United States dedicated to education for sustainable development (ESD). It acts as a convener, catalyst, and communicator working across all sectors of American society.” A useful resource for educators to keep abreast of events at the intersection of the sustainability and education fields.

- <http://www.uspartnership.org>

An online community for thousands of young people and their teachers from around the world to connect with each other, TakingITGlobal exists in eleven languages and is a place to get informed, inspired, and involved on global issues.

- <http://www.takingitglobal.org>

An online community directory and networking forum to bring non-governmental organizations (NGOs) and individuals together to work at addressing global issues.

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

Ecological Footprint Calculators by Redefining Progress and the Global Footprint Network provide youth and adults with several ways of assessing and learning about the ecological footprints as well as actions they can take to reduce them.

- http://www.footprintnetwork.org/gfn_sub.php?content=calculator
- http://www.myfootprint.org/en/visitor_information/
- <http://www.zerofootprint.net/youth/neew>
- <http://www.kidsfootprint.org/>

Information and statistics about population, health, and the environment. The Population Reference Bureau informs and empowers people to use this information to advance the well-being of current and future generations.

- <http://www.prb.org>

Compare countries around the world by mapping anything from ecological footprint to toy exports using these two mapping tools. You decide what to display on the map.

- <http://globalis.gvu.unu.edu/>
- <http://www.sasi.group.shef.ac.uk/worldmapper/index.html>

The web video *The Miniature Earth*. This is what the world would look like if it were a village of 100 people. This video captures the diversity of humanity and makes it easier to understand our differences and what we have in common.

- <http://www.miniature-earth.com>

The web video *The Story of Stuff* demonstrates the connections between environmental and social issues. This 20-minute movie examines the impacts of our production and consumption choices.

- <http://www.storyofstuff.com>