

**COURSE TITLE: SUSTAINABILITY IN THE CLASSROOM**

**NO. OF CREDITS: 1 QTR CREDIT**

**WA CLOCK HRS: 9**

**OR PDUs: 9**

**INSTRUCTOR: KIMMER MORRIS, M.Ed.**

**625 EDGECLIFF DR  
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**kimmerlyzimmer@yahoo.com**

**COURSE DESCRIPTION:**

This course will serve to keep you and your K-8 students engaged in genuine and meaningful environmental activities such as service learning, waste audits, recycling, energy audits and sustainable gardening. Lessons will integrate science, math, social studies, environmental studies and community service along with varying levels of student leadership. Class time will also be spent outdoors doing activities to help negate Nature Deficit Disorder in your students. \$10 materials fee is due at class.

**LEARNING OUTCOMES:**

As a result of taking this course, participants will learn:

1. How to conduct an energy audit.
2. How to conduct a waste audit.
3. How to reduce greenhouse gas emissions in the classroom.
4. How to reduce resource consumption.
5. How to establish a school wide recycling collection system.
6. How to establish a school/community garden.
7. How to increase student awareness of where their food comes from.
8. How to increase student awareness of the value of nature and of having a healthy environment.

**COURSE REQUIREMENTS:**

Following are general course requirements for the grading of university credit. Antioch University Seattle requires 75% or better to issue credit at the 400 level and 85% at the 500 level.

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| 1. Attendance and active participation in all class sessions | 40% |
| 2. Reading of handouts, books, or texts                      | 30% |
| 3. Satisfactory completion of outside assignments            | 30% |

**400 LEVEL OUTSIDE ASSIGNMENT:**

Review the curriculum materials handed out at class and complete **TWO** of the following:

1. After reading the class handbook, create a classroom lesson plan that illustrates how you plan to implement this newly acquired information to your students. The lesson may focus on any aspect of the class and should be appropriate to your teaching situation. Explain what concepts you will be teaching and how you will assess student learning. You might want to integrate this lesson with established curriculum to meet state standards, school and/or district goals.

**OR**

2. After reading the class handbook, prepare a lesson plan with a climate change theme and a local/bioregional focus, including a unit outline of how the curriculum materials will be taught.

**OR**

3. Another assignment of your design with instructor's PRIOR permission.

**500-LEVEL OUTSIDE ASSIGNMENT:**

This course is not available for 500 level credit.

**ASSIGNMENT FORMAT & DUE DATE:**

- Papers should be typed or word-processed, double spaced, double sided and sent to the instructor's address listed in this syllabus, either by e-mail attachment (pdf) or by snail mail.
- Please include a self addressed, stamped envelope if you would like to receive the instructor's comments on your assignment. I can also respond via e-mail.
- All assignments are due to the instructor within 2 weeks of the class.

**MATERIALS FEE:**

\$10 cash or check for the course handbook payable to the instructor at the class.

**REQUIRED READING:**

The required reading for the course is the course handbook that will be available at class.

**WHAT TO BRING:**

1. Sack lunch with a ZERO waste meal,
2. Re-usable water bottle (with water),
3. Layered clothing for outdoor (all-weather) walking,
4. Sturdy shoes for varied terrain.

**INSTRUCTOR EVALUATION OF WORK:**

Please include a self-addressed, stamped envelope if you would like to receive the instructor's comments on your assignments, or send an email to [kimmerlyzimmer@yahoo.com](mailto:kimmerlyzimmer@yahoo.com).

**QUALIFICATIONS FOR TEACHING:**

**Kimmer Morris, M.Ed.** has been teaching in the South Whidbey School District for 22 years and has spearheaded the K-12 Recycling program. Some of her recent activities include working with Service Learning Projects growing greens for the local Food Bank and organizing a Roots-N-Shoots club. She is also a facilitator for the Pachamama Alliance Awakening the Dreamer Symposium.

## **SUSTAINABILITY IN THE CLASSROOM BIBLIOGRAPHY**

### **BOOKS**

Symes, Jon and Turner, Phil, *Your Planet Needs You*, Chester, Cheshire, United Kingdom, 2006. Great handbook with capturing visuals for all ages about simple ways we can make a difference.

Jones, Ellis, *The Better World Shopping Guide*, New Society Publishers, Gabriola, British Columbia, Canada, 2006. This book rates companies with 15 years of their socially and environmentally track records.

Hawken, Paul, *Blessed Unrest*, Penguin Group, New York, 2007. Paul shows how the civil society movement can give us a sense of direction and reason for hope.

Tennesen, Michael, *The Complete Idiot's Guide to Global Warming*, Alpha Books, New York, 2004. This is a great global warming resource. A great book to use in the classroom.

### **WEB SITES**

[www.ecoliteracy.org/education/schools.html](http://www.ecoliteracy.org/education/schools.html)

### **SUSTAINABILITY and Schools**

[www.ecologicalfootprint.org/](http://www.ecologicalfootprint.org/)

Ecological footprint rating

[www.wiserearth.org](http://www.wiserearth.org)

World-wide network (search education/SUSTAINABILITY)

[www.epa.gov](http://www.epa.gov)

Environmental Protection Agency; this site contains hundreds of links and calculators.

[www.climatecriss.net](http://www.climatecriss.net)

Al Gore's favorite web site (includes a good calculator site).

[www.ipcc.ch/](http://www.ipcc.ch/)

The Intergovernmental Panel on Climate Change (IPCC)

This website is the final word of the science of climate change comes from this panel of international climate scientist. This is the first place any student should go to begin research.

[www.cses.washington.edu/cig/about/about.shtml](http://www.cses.washington.edu/cig/about/about.shtml)

The UW's Climate Impact Group reports on how Global warming will impact the Pacific Northwest.

### **VIDEOS**

An Inconvenient Truth

The End of Suburbia

Escape from Suburbia

Crude Awakening

Peak Oil Imposed by Nature

The Real Dirt of Farmer John

Broken Limbs: Apples, Agriculture and the New American Farmer

The 11th Hour

**SUSTAINABILITY IN THE CLASSROOM  
COURSE SCHEDULE**  
*Course Schedule is subject to change.*

**8:00 a.m.**

Check in and Orientation.

**8:30 a.m.**

Morning work and discussion

- Why teach about sustainability
- Classroom projects
- Building projects
- Dependency on healthy eco-systems

**NOON**

Lunch and walk

**1:00 p.m.**

Afternoon work and discussion

- Discuss connection with nature
- The power of networking
- Funding sources

**5:00 p.m.**

Final Session/Closing

- A culminating discussion of how teachers can better teach sustainability in their classrooms
- Class Evaluations, final questions and discussion.

**6:00 p.m.**

Class complete.

- Time to go home and start reducing your carbon footprint.