



Unpacking Education for Sustainability

**WELCOME &
Facilitators**

Agenda



What Does Yes Look Like? by Favianna Rodriguez

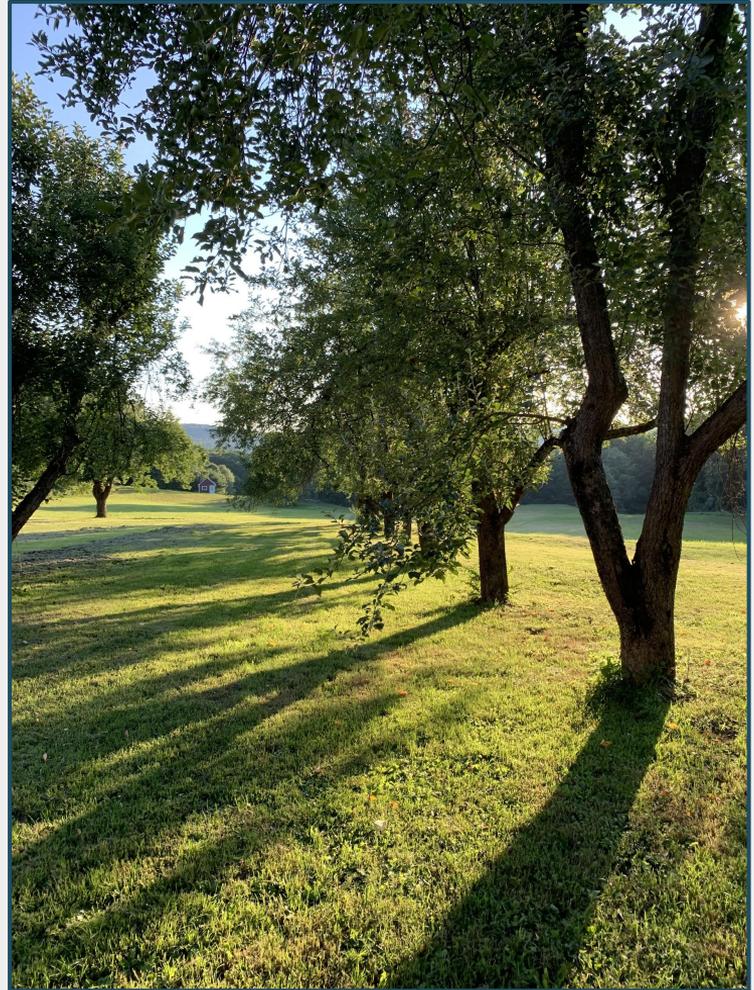
- Welcome and Introduction
- What is Sustainability?
- What is Education for Sustainability (EFS)?
 - Place
 - Interconnectedness
 - Ability to Make a Difference--Youth Voice
- Examples of EFS in Action
 - Ibadan, Nigeria
 - Cornwall, Vermont, USA
 - New York City, NY, USA
- Invitations to Join Us!
- Q & A

Let's settle in...

Welcome & Body Check

- Get comfortable in your seat
- Take a breath in & out
- Look at a spot just ahead of you (away from the screen) & take a breath
- Take a breath to look UP slowly & back to center
- Take a breath to look DOWN slowly & back to center
- Take a breath & twist from the hips to the right and include your neck and head.
- Come back to center and repeat on the left.
- Come back to center and take one more breath.

*Grounding technique from Resmaa Menakem MSW



“The plain fact is that the planet does not need more successful people.

But it does desperately need more **peacemakers, healers, restorers, storytellers, and lovers** of every kind.

It needs people who live well in their places.

It needs people of moral courage willing to join the fight to make the world habitable and humane.

And these qualities have little to do with success as we have defined it.”

David W. Orr, Ecological Literacy: Educating Our Children for a Sustainable World



A vibrant, multi-colored mural depicting a group of women in various styles of dresses and headpieces. The women are rendered in a folk-art style with bold outlines and flat colors. The background features green foliage and a blue sky. In the foreground, a wooden table is covered with numerous small, round paint palettes in various colors, suggesting an art workshop or community project. A small white sign with text is visible in the upper right corner of the mural.

What is Sustainability?

YOUR Perspectives on Sustainability

Please consider some of the **key words, synonyms or definitions**, you use to describe sustainability in your context.



Some Perspectives on Sustainability

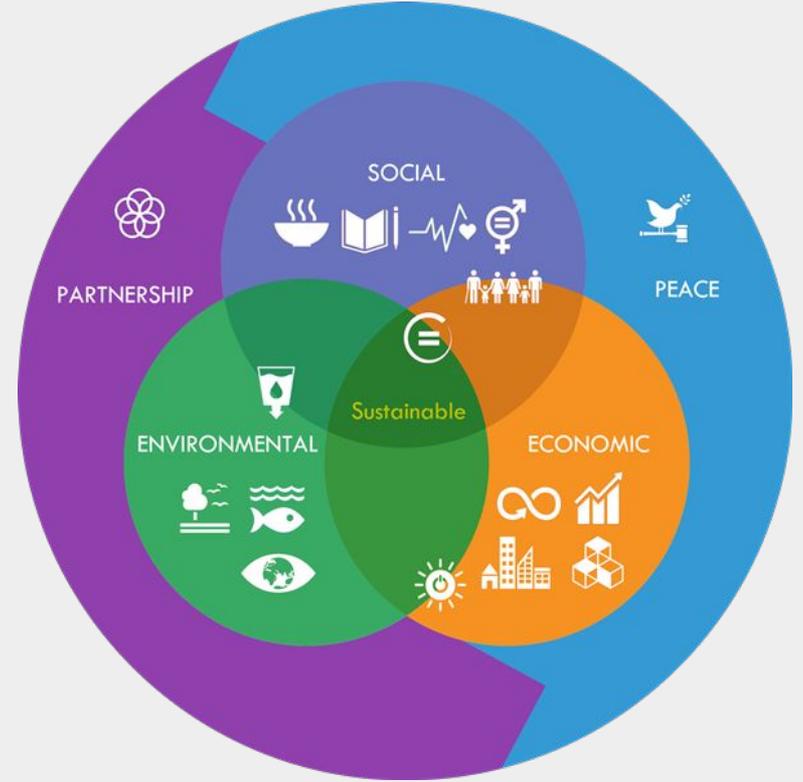
“Meeting the needs of the present without compromising the ability of future generations to meet their own needs.” - **Brundtland Commission**

“Sustainability is another word for justice, for what is just is sustainable and what is unjust is not.” - **Matthew Fox**

“The human community consists of 3 elements: those who came before us, those who are with us and now, and those who are yet to come.” - **Traditional African concept referred to by Archbishop Desmond Tutu**



environmental integrity,
economic vitality,
social equity,
education.





SUSTAINABLE DEVELOPMENT GOALS

17 GOALS TO TRANSFORM OUR WORLD

1 NO POVERTY

2 ZERO HUNGER

3 GOOD HEALTH AND WELL-BEING

4 QUALITY EDUCATION

5 GENDER EQUALITY

6 CLEAN WATER AND SANITATION

7 AFFORDABLE AND CLEAN ENERGY

8 DECENT WORK AND ECONOMIC GROWTH

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE

10 REDUCED INEQUALITIES

11 SUSTAINABLE CITIES AND COMMUNITIES

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

13 CLIMATE ACTION

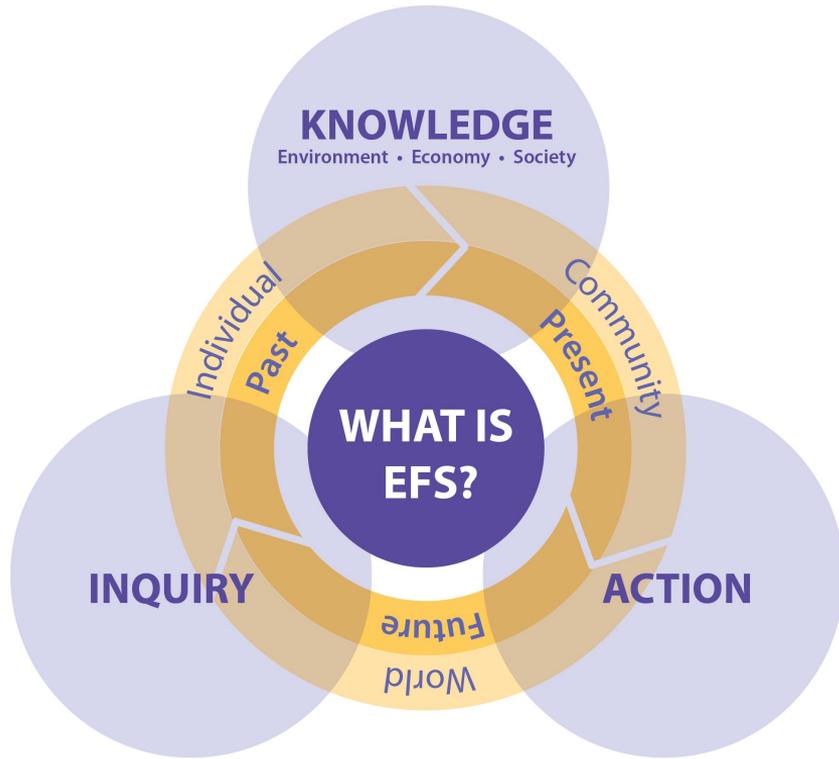
14 LIFE BELOW WATER

15 LIFE ON LAND

16 PEACE, JUSTICE AND STRONG INSTITUTIONS

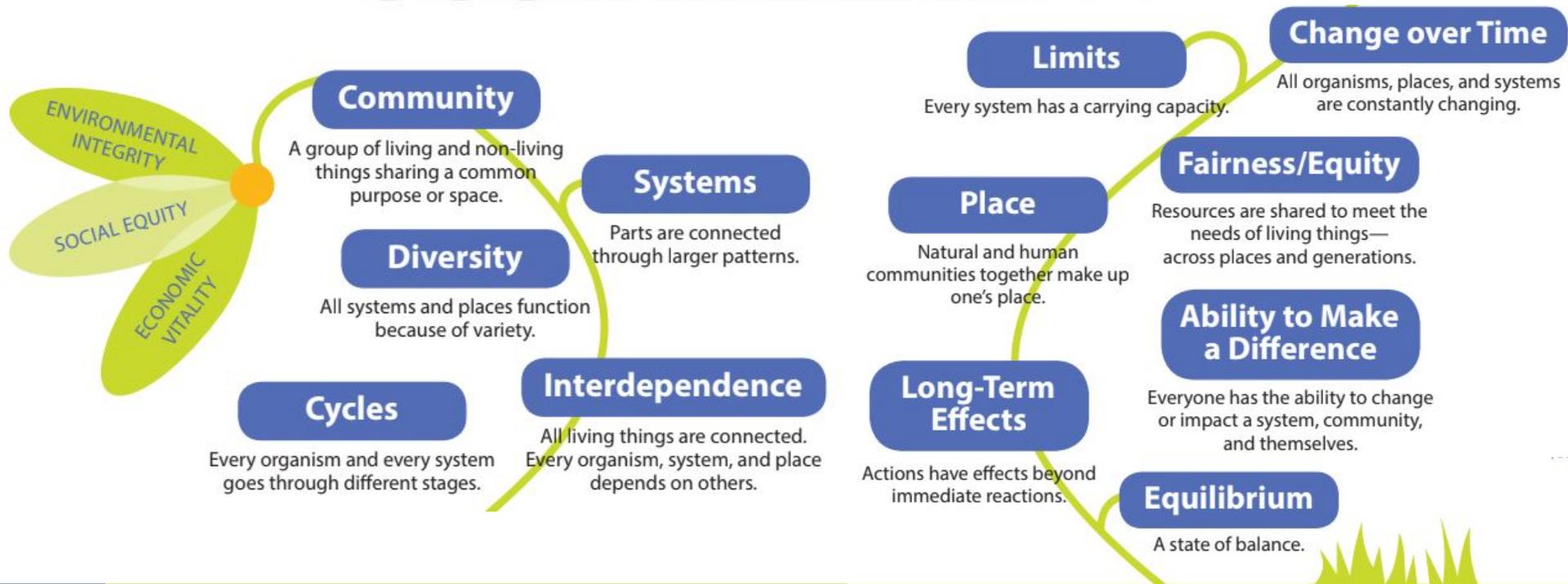
17 PARTNERSHIPS FOR THE GOALS

SUSTAINABLE DEVELOPMENT GOALS



Educating for Sustainability is “learning that links knowledge, inquiry, and action to help students build a healthy future for their communities and the planet.”

THE BIG IDEAS^{of} SUSTAINABILITY



A Formula for EFS

Knowledge of Place

+

**Understanding
Interdependence**

+

Sense of Self Efficacy

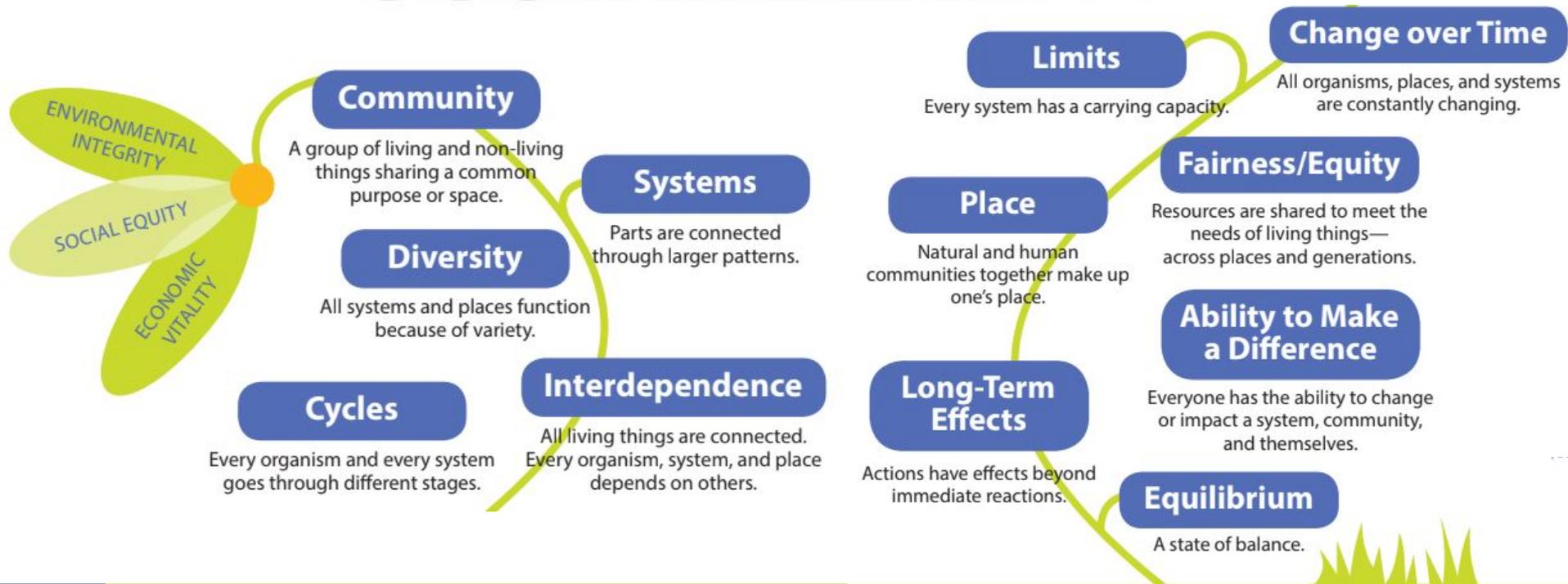
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**Engaged residents creating
sustainable communities**



Figure 1. Education for Sustainability Framework
(Sustainable Schools Project)

THE BIG IDEAS^{of} SUSTAINABILITY



PLACE

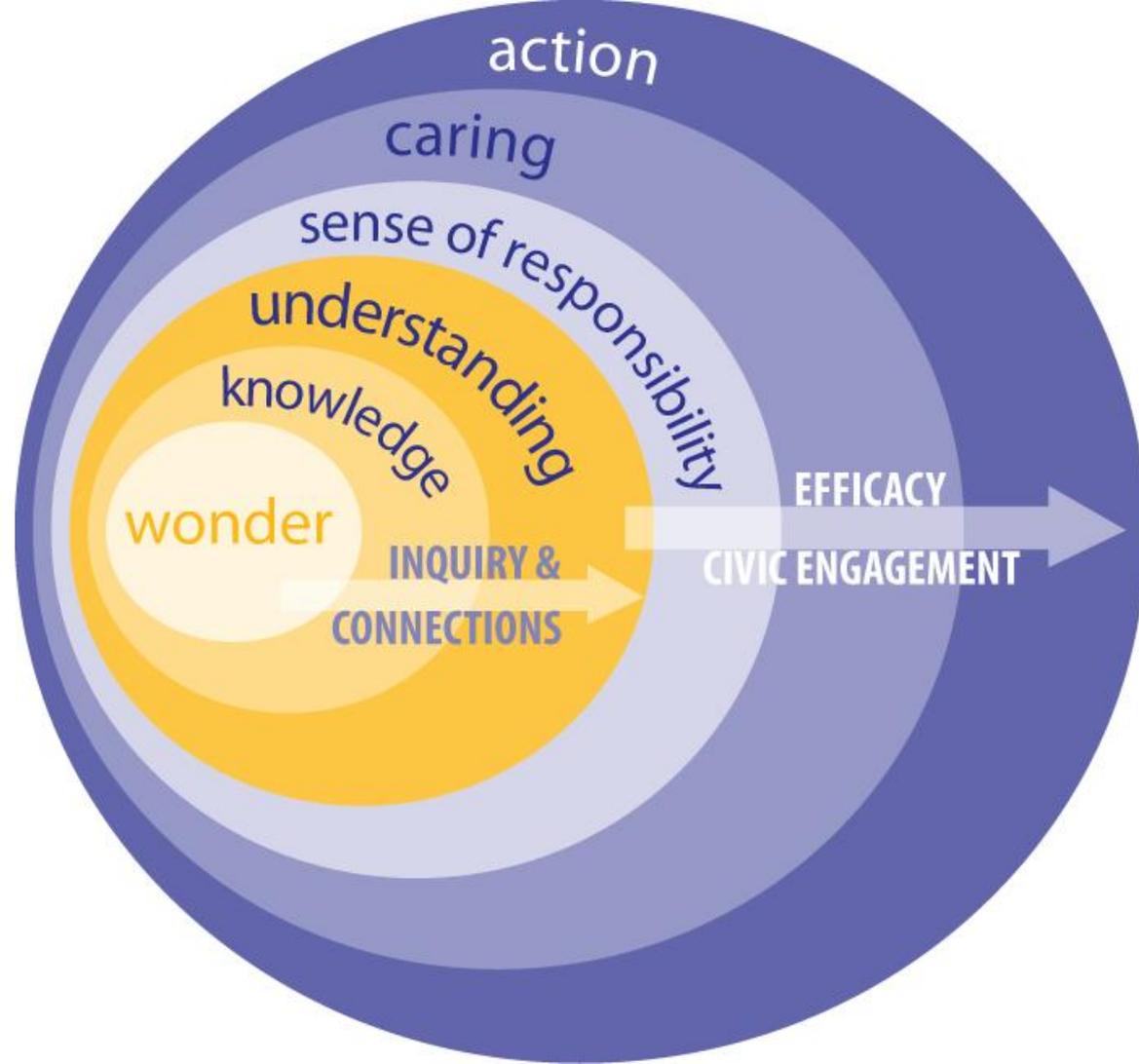


Place as the context for
learning and application
or transfer

INTERDEPENDENCE



ABILITY TO MAKE A DIFFERENCE



What the Research is Telling Us

This type of teaching and learning leads to:

- ★ An increase in student achievement and engagement (Lieberman & Hoody, 1998; PEEC, 2010; AED, 2007),
- ★ Positive student social, health, and well-being outcomes from increased consumption of fruit and vegetables and increased civic engagement (PEEC, 2010; Ratcliffe, Merrigan, Rogers, & Goldberg, 2009).
- ★ Enhanced teacher practice or change in practice (PEEC, 2010)
- ★ Re-Energized educators and improved school culture (PEEC, 2010).
- ★ Impacts on sustainability indicators such as air and water quality and energy and waste reduction (Johnson, Duffin & Murphy 2012).

Student Voice on EFS



International School of IITA -Ibadan, Nigeria



Vermont, USA: Playground project

- UN SDGs + EFS
- 12 year olds
- Student Voice
- Uncertainty
- Flexibility
- Community Connections



How can we use the 16 9' logs to build a frame(s) for the loose Parts area?

ASK:

NEED to KNOW:

- What are the strongest structures?
- What are the steps to take (design process)?
- What are the best structures to build off of?
- What if we made them into Lincoln Logs?
- What are the safest structures?
- What are the best structures for multi-age plan?
- Where should we put it? How should we attach it?

Constraints

- 4 available
- 16 9' logs (+ hardware)
- safety - multi-age
- need to be buildable
- we have to

popside stick = 4.5"
1/2" = 1 foot





Student Reflection:

- Let us lead
- Hands-on project
- Real world setting
- Connection outside the classroom
- Real world audience
- Most importantly, we can make a difference

Content Area	Project Components Addressing Standards in this Area
Writing	<ul style="list-style-type: none"> ● Project Proposal - argumentative writing; initial draft and counter proposal ● Friendly Letter/Thank You Note ● Position Statement: PVC on the Playground
Reading	<ul style="list-style-type: none"> ● Evaluating the Safety of PVC - using a variety of sources, evaluating bias, taking notes ● Researching benefits of fort-building, play, loose parts play theory
Speaking & Listening	<ul style="list-style-type: none"> ● Presentations to Playground Committee, School Board, student body ● Phone calls to local businesses for donation ● Interviewing student body for input ● Public radio interview
Math	<ul style="list-style-type: none"> ● Area measurement for landscape fabric ● Calculations of materials needed ● Engineering Design
Science & Engineering	<ul style="list-style-type: none"> ● Engineering Design of play structures ● Chemistry: PVC evaluation
Social Studies	<ul style="list-style-type: none"> ● Decision-making ● Development of rules ● Creation of governance structure ● Peer conflict mediation training
Technology & 21st Century Skills	<ul style="list-style-type: none"> ● Collaboration ● Critical thinking ● Synchronous use of Google Suite (Google Docs, Slides, etc) ● Website creation ● Documentary Production

High School for Environmental Studies

New York City, NY

MISSION: The mission of HSES is to promote environmental integrity, social equity and economic prosperity for all learners through challenging hands-on collaborative learning experiences that promote citizenship, scholarship and leadership within our community and the world at large.



Program: Summer Youth Brigade
Project: Addressing Food Insecurity & Food Apartheid

- ★ Curricular Connection: Food Systems Studies
- ★ Collaboration: Youth as experts in their neighborhoods, organizing for mutual aid
- ★ Community Partner: [1Freedom](#)
- ★ Campus & Culture: NYC

Join us for Online Summer Programs 2021!

Education for Sustainability Immersion: For those who already have a strong foundation in Education for Sustainability, this month-long program will provide you with the opportunity to reflect, learn, and collaborate with a group of colleagues from across the country. *Offered with University of Vermont.*

Foundations in Education for Sustainability: Together we'll deepen our understanding of social-ecological systems, consider strategies for youth voice and agency, and practice change-making skills to transform the systems in which we work. *Offered with University of Vermont.*

Local Action, Global Impact: the Sustainable Development Goals in My Neighborhood: A deep dive into the UN's Sustainable Development Goals (SDGs). Investigate this framework and apply the Global Goals to local, regional, and global contexts.



SHELBURNE FARMS

Learning for a Sustainable Future





THANK YOU!



Jen, Emily & Aimee



Continue the conversation!

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