

LOOKING FOR PLACE-BASED WAYS TO “GET THE EfS CONVERSATION ROLLING”?

Check here ____ if you immerse your students in the *Big Ideas of Sustainability* because your team has been articulating connections between curricular concepts and Common Core Learning Standards and the goals of “Sustainability”.

Check here ____ if you have embraced the idea that “Greening” programs have the greatest learning outcomes (beyond school recognition awards) when students are the change agents who lead those initiatives because they discover opportunities to improve sustainability on their campus.

Check here ____ if you are working on an **EfS Curriculum Map** of your school’s integration of EfS into your CCLS/Standards-based curriculum.

Want to kick it up a notch? Here are 10 ways to support differentiation that are sure to engage students in conversations about sustainability of resources throughout your school’s campus. Many of these conversation starters will reinforce and expand much of what you already do, and lead to student-evolved “driving questions” for place-based and problem-based learning experiences. Let us know if these ideas or others help facilitate curricular EfS connections.

VISUALS FOR ANY SCHOOL HALLWAYS	
	<ul style="list-style-type: none"> ● Product Life Cycles of school’s favorite “things” or frequently used items
	<ul style="list-style-type: none"> ● Articulate the Earth Citizenship links to your school’s Character Development Program that demonstrate how character attributes support energy conservation, caring for the earth, etc.
	<ul style="list-style-type: none"> ● EXPLANATORY labels for recycling bins or other collection bins (go BEYOND “what goes where” and include details about <u>WHY</u> recycling/collections support sustainability).
	<ul style="list-style-type: none"> ● Your ideas?
VISUALS FOR CLASSROOMS	
	<ul style="list-style-type: none"> ● Item of the Month -- What it is, what does it do, how it is made, what do we do with it when we’re done, where does it go? What happens to its parts? Are the materials recyclable? (E.g., Printer cartridges, old phones, etc.)
	<ul style="list-style-type: none"> ● Energy Maps – display visual diagrams/illustrations near the light switches, fans, etc., detailing the route of electrical energy transmission from a power plant to the power switch.

	<ul style="list-style-type: none"> Designate a weekly job as Resource Reporter who can post weekly “Fun Facts” or “Did’ya Know?” statements about resources. For example, above the water fountain, post a weekly fact about water – such as “Take Back the Tap – our FREE water is just as good as bottled water” or “Turning off the water while you brush your teeth can save up to 2.5 gallons of water”
	<ul style="list-style-type: none"> Weekly jobs can include Resource Auditors, who can collect data throughout the week and graph results each Friday.
	<ul style="list-style-type: none"> Your ideas?
VISUALS FOR RESTROOMS	
	<ul style="list-style-type: none"> Post visuals by the sinks that give details about hand towels– how paper toweling is made, how much is used, how much is needed, suggestions to challenge students to conserve: Take the “One-Square Challenge - A little square can go a long, long, way to drying your hands!” Google “TedX Joe Smith: How to use just one paper towel” for a way to teach students to use ONE paper towel to dry hands, and save billions of trees. Perhaps this could be retaught by Green Teams in schools (older mentors to younger grades), and then audit with a pre-training inventory of paper towel dispenser restocking, and post-training.
	<ul style="list-style-type: none"> Water use - a simple question posted on the wall, “What is the least amount of water you need to wash hands?” can remind students that a precious resource is in use.
	<ul style="list-style-type: none"> ID your Trees (and plants) - Raise awareness of your place-based botanicals, their need for healthy soil, a solid root system and their life cycle by providing “Meet the Family” information about their botanical name, what plant family they belong to, and their unique characteristics.
	<ul style="list-style-type: none"> Your ideas?