

# Education for Sustainable Development

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The purpose of this **Education for Sustainable Development** (ESD) project is to provide you with an overview of what ESD is, examine how you might use the concept to create your own Literacy Alive! Project, and walk you through the general steps you might take in project development.

As the project goals and focus will vary—depending on your interests as a project coordinator and how large of a project (e.g., classroom, school, organization, community) you wish to develop—we've created this general framework as your springboard.

You might be asking, “What the heck is ESD?” Here’s a brief definition that may help:

**“Sustainable development is a type of development in which societies grow to meet the needs of the present population without compromising the ability of future generations to meet their own needs”** (<http://www.facingthefuture.org>).

As you can see, the concept is quite broad, but the goal is clear: to *teach others why and how to meet the needs of today without compromising those who follow us*. This is what holds it all together: whatever we do now impacts the future. Thus, what we do now and how we do it is critical and significant for the future. This compelling message can be integrated into a literacy project that will positively influence your target audience, motivate peers, colleagues, or students, and most importantly, elicit powerful, sustainable change.

*Stipend for this project: \$100*



## Stage 1-Desired Results

<p><b>Subject:</b> <i>Education for Sustainable Development</i></p> <p><b>Big Idea:</b> Human Connection and Global Stewardship</p> <p><b>Established Goals</b></p> <p><b>CCSS goals</b> will vary depending on the project, but of particular interest are standards that reflect critical thinking.</p> <p><b>Habits of Mind</b> (ASCD, 2000):</p> <ol style="list-style-type: none"> <li>1. Listening/understanding with Empathy</li> <li>2. Questioning and Problem Posing</li> <li>3. Thinking with Clarity/Precision</li> <li>4. Creating, Imagining, Innovating,</li> <li>5. Taking Responsible Risks</li> <li>6. Thinking Interdependently</li> <li>7. Thinking Flexibly</li> <li>8. Applying Past Knowledge</li> <li>9. Responding with Wonderment and Awe</li> <li>10. Remaining Open to Continuous Learning</li> </ol> <p><b>21<sup>st</sup> Century Skills</b> (P21, n.d.):</p> <ol style="list-style-type: none"> <li>1. Learning and Innovation (critical thinking, communication, collaboration, creativity)</li> <li>2. Information, Media, and Technology Skills</li> <li>3. Applicable to all core subjects</li> <li>4. 21<sup>st</sup> Century Themes (global awareness, economic literacy, civic literacy, health literacy, environmental literacy)</li> </ol>	<b>Transfer</b>		
	<p><b>Outcome:</b> <i>Project coordinators will be able to use knowledge of education for sustainable development (ESD) to follow through on an ESD-awareness project of their choice for educators as professional development, students, schools, the community, or organization.</i></p> <p><b>What kinds of long-term independent accomplishments are desired?</b></p> <ul style="list-style-type: none"> <li>• <i>Project coordinators and participants will create awareness of one of their community’s sustainable development needs (Environmental Issues, Social Issues, Economic Issues, or Sustainable Solutions).</i></li> <li>• <i>Project coordinators and participants will make a positive impact on one of their community’s sustainable development needs (Environmental Issues, Social Issues, Economic Issues, or Sustainable Solutions).</i></li> </ul>		
	<b>Meaning</b>		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p><b>UNDERSTANDINGS</b></p> <p><b><i>Participants will understand that:</i></b></p> <ol style="list-style-type: none"> <li>1. the choices they make today impact the world of tomorrow.</li> <li>2. as humans, we are interconnected with the world.</li> <li>3. through collaboration, we can resolve issues without compromising the needs of future generations.</li> <li>4. critical literacy, environmental literacy, economic literacy, health literacy, and global awareness are vital to the sustainability of ourselves and our planet.</li> </ol> </td> <td style="width: 50%; padding: 5px;"> <p><b>ESSENTIAL QUESTIONS</b></p> <ol style="list-style-type: none"> <li>1. Why should anybody care about ESD?</li> <li>2. How does understanding ESD help people, in general?</li> <li>3. How will being aware of it help my group or organization?</li> <li>4. How does ESD connect to literacy?</li> </ol> </td> </tr> </table>	<p><b>UNDERSTANDINGS</b></p> <p><b><i>Participants will understand that:</i></b></p> <ol style="list-style-type: none"> <li>1. the choices they make today impact the world of tomorrow.</li> <li>2. as humans, we are interconnected with the world.</li> <li>3. through collaboration, we can resolve issues without compromising the needs of future generations.</li> <li>4. critical literacy, environmental literacy, economic literacy, health literacy, and global awareness are vital to the sustainability of ourselves and our planet.</li> </ol>	<p><b>ESSENTIAL QUESTIONS</b></p> <ol style="list-style-type: none"> <li>1. Why should anybody care about ESD?</li> <li>2. How does understanding ESD help people, in general?</li> <li>3. How will being aware of it help my group or organization?</li> <li>4. How does ESD connect to literacy?</li> </ol>
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		<b>Acquisition</b>	
		<p><b>Participants will know:</b></p> <p>--what ESD is  --ESD categories  --what ESD issue seems to be most pressing in their community  --at least one thing they can do to help resolve that issue</p>	<p><b>Participants will be skilled at...</b></p> <ol style="list-style-type: none"> <li>1. Matching their groups' vision to an ESD project.</li> <li>2. Collaborating with their group in determining a focus for the project.</li> <li>3. Completing a feasible, valuable literacy project.</li> </ol>

**Stage 2-Evidence**

<b>Code</b>	<b>Evaluative Criteria</b>	<b>PERFORMANCE TASKS</b>	
		<b>Project coordinators and participants will show that they really understand by evidence of their ability to:</b>	
EQ 1-2 Habits of Mind: 2,3, 5,7,10 21st C. Skills: 1,2,4 Understandings: 1-3	Level of awareness  Clarify of definition	<p><b>1. Define the ESD Issue:</b></p> <ul style="list-style-type: none"> <li>• Review <a href="#">Facing the Future</a> website.</li> <li>• Define the concept of ESD.</li> <li>• Define their selected category of ESD.</li> </ul>	
EQ 2 Habits of Mind: 1,2, 3,8 21st C. Skills: 1, 2, 4 Understandings: 1-4 Skills: 1	Depth of relevance of issue to the community and the group or organization	<p><b>2. Analyze the ESD Issue:</b></p> <ul style="list-style-type: none"> <li>• Describe and analyze an ESD issue that is prevalent in their school or community.</li> <li>• Align the issue with the group or organization's focus/vision.</li> </ul>	
Habits of Mind: 1,2,4,5,6,7 21st C. Skills: 1 Understandings: 3 Skills: 2,3	Productivity of meetings  Depth of collaboration  Meaningfulness and relevance of collaboration	<p><b>3. Collaborate within the group or organization:</b></p> <ul style="list-style-type: none"> <li>• Conduct meetings with participants.</li> <li>• Match volunteers in group with relevant tasks.</li> <li>• Create a project that reflects input from all participants.</li> <li>• Work with other relevant community organizations that will increase the impact for participants and target audience.</li> </ul>	

<p>EQ 1-3  Habits of Mind:  1,3,4,6,7,8,  21st C. Skills: 1-4  Understandings: 4  Skills: 2, 3</p>	<p>Clarity of connection between specified focus and specified literacy</p> <p>Appropriateness and clarity of communication</p>	<p><b>4. Communicate ideas and concepts:</b></p> <ul style="list-style-type: none"> <li>• Make a connection between the specified issue and the kind of literacy that will be addressed.</li> <li>• Develop materials for the group that are concise and clear.</li> <li>• Create project materials for the target audience that are relevant, appropriate, and designated for that audience.</li> </ul>
<p>EQ 1-3  Habits of Mind:  3,4,5,7,9  21st C. Skills: 1-4  Understandings: 1-4  Skills: 3</p>	<p>Successful completion of proposal.</p> <p>Successful completion of project.</p>	<p><b>5. Design and execute a project:</b></p> <ul style="list-style-type: none"> <li>• Present a proposal of a Literacy Alive! Project that reflects an ESD focus.</li> <li>• Complete the project as proposed.</li> </ul>
<p>EQ 1-4  Habits of Mind: 4, 9, 10  21st C. Skills: 1-4  Understandings: 1-4  Skills: 3</p>	<p>Inclusion of relevant reflection component</p> <p>Depth of reflection</p>	<p><b>6. Reflect:</b></p> <ul style="list-style-type: none"> <li>• Provide participant reflection opportunities as a component of the project.</li> <li>• Provide audio/visual component in the project that can be uploaded to a common ESD wiki or site to help promote ESD awareness to other teachers, groups, and organizations.</li> </ul>

## Stage 3-Learning Plan

### WHERE TO

**W** *here are we going?* We're determining the best ESD focus for our particular group.

**Why?** Because understanding that we are the stewards of our planet, our cultures, our futures, and each other is the only way we can make sure that future generations have the resources they need.

**What is expected?** Coordinators and groups are expected to design an ESD literacy project that will work best for their particular community and their community's needs.

**H** *ow will you hook and hold participant interest?* By helping participants fully understand what ESD is and how a project on the topic will provide not only a focus on literacy but also a tangible service and impact on the community, you will increase the likelihood that participants will feel compelled to join in the development of this project. Further, the greater the exigency, relevance, and significance of the ESD issue and focus, the more likely you will be able to hold participant interest.

**E:** *How will I equip the participants for the project?* By reviewing the primary resource website, [Facing the Future.org](http://FacingtheFuture.org), you will find everything you need to begin the project, including: definitions, videos, issues, solutions, and curriculum. Depending on the project you select, other equipping needs will vary.

**R:** *How will we help participants rethink and revise their understanding of important ideas?* The nature of this topic for a project inherently lends itself to new and revised understanding of the world because it explicitly calls for identifying an issue and addressing it through a new perspective: connectivity and sustainability. When people are asked to determine a course of action with future generations in mind, they will step outside of themselves, which encourages rethinking.

**E:** *How will we help participants self-evaluate and reflect on their learning?* The required reflection component of the Literacy Alive! Project, which will extend beyond any of the curricula provided at [facingthefuture.org](http://facingthefuture.org), is one way that groups can ensure that their project provides other KDP members (and the teaching community) with a starting point for their own learning. Further, the reflections from the target audience will provide valuable insight into the depth of impact the project has.

**T:** *How will we tailor learning to varied needs, interests, styles?* Because groups and organizations will tailor the projects to their own needs, it is anticipated that this criteria will be met.

**O:** *How will we organize and sequence the learning?* For the purposes of this template, we will offer an overview of how to approach the project from start to finish. It is anticipated that individual groups/organizations will be able to use the offered curriculum at [facingthefuture.org](http://facingthefuture.org), which is already organized and sequenced or use this template as a model for developing a unique project.

<p><b>Code</b></p>	<p align="center"><b>Pre-Assessment</b></p> <p>Possibilities for pre-assesment:</p> <p align="center">Ask participants to fill-in-the-blank (written or verbal):</p> <p align="center">When I think of education for sustainable development, I think of ____.</p>	
<p>All Acquisition, Meaning, and Transfer Goals</p>	<p align="center"><b>Learning Events</b></p> <p><b><i>Participant success at transfer, meaning, and acquisition depends upon successful discussion, collaboration, creation, and implementation of the project.</i></b></p> <p><b>Meeting I</b></p> <p><b>1. Hook:</b></p> <ul style="list-style-type: none"> <li>▪ Have participants compare their answers to the actual <a href="#">definition</a>.</li> <li>▪ Consider playing Michael Jackson’s <a href="#">Earth Song</a> when proposing the project idea.</li> </ul> <p><b>2. Discussion:</b></p> <ul style="list-style-type: none"> <li>▪ Address the main points of ESD as a concept and how it relates to ESD.</li> <li>▪ Ask participants what they think about this quotation: <p align="center"><b>“In every deliberation, we must consider the impact on the seventh generation... even if it requires having skin as thick as the bark of a pine.” ~ Great Law of the Iroquois</b></p> </li></ul> <p><b>3. Search Possibilities:</b></p> <ul style="list-style-type: none"> <li>▪ Discuss the <a href="#">Global Issues and Sustainable Solutions</a> categories on the website.</li> <li>▪ Discuss your community or school’s most pressing needs.</li> <li>▪ Provide information from the resources.</li> </ul> <p><b>4. Homework:</b></p> <ul style="list-style-type: none"> <li>▪ Participants should be encouraged to review the website and bring the following to the next meeting: <ul style="list-style-type: none"> <li>○ an identified ESD need at the school or community, justification/rationale for their selection</li> <li>○ a corresponding curriculum from the website (or original idea) that might bring awareness/resolution to the identified issue.</li> </ul> </li> </ul>	<p align="center"><b>Progress Monitoring</b></p> <p>Facilitators should encourage interactive and open discussion on the topic in order to ascertain participants’ understanding of the concept.</p> <p>Feedback and clarification should be offered as needed.</p> <p>←This aspect of the project plan should be strongly encouraged on an individual basis because it will offer participants an opportunity to look through the website and reflect on the topics with greater focus.</p>

	<p><b>Meeting II</b></p> <p><b>1. Issues and Resolutions:</b></p> <p>Participants individually share their ideas concerning the most pressing ESD issue, their rationale, and their proposed curriculum/literacy connection.</p> <p><b>2. Discussion:</b></p> <p>Participants evaluate the proposals and <b>select one</b>.</p> <p><b>3. Homework:</b></p> <p>Participants further research the topic to ensure that they have deep understanding. Participants research the proposed curriculum to find areas where they might strengthen or tweak it for the purposes of their project/group needs.</p>	<p>The group will self-monitor as it pertains to project feasibility, viability, appropriateness, and connection to mission.</p> <p>Coordinators should serve as a buffer for any potential areas of discord, which may surface. They should emphasize the reasoning and rationales as the basis for project selection.</p> <p>This is a <b>potential rough spot</b> because it would be all too easy to pick the easiest project or the one that just sounds good. Coordinators should stress that the most pressing need is most likely the most difficult and messy to work on and or with.</p> <p>This is also the point where the coordinator will need to start thinking about Meeting IV's goal of motivation.</p>
	<p><b>Meeting III</b></p> <p><b>1. Project Goals</b></p> <p>Participants determine specific goals for the project that correspond to the proposed curriculum or original idea.</p> <p><b>2. Project Design</b></p> <p>Participants begin designing the project for Literacy Alive! They include an element of reflection that will help serve the KDP community and other teachers who desire to create a similar project, such as a wiki or a shared document.</p> <p><b>3. Division of Duties</b></p> <p>Participants determine how to divide the project into manageable chunks that they can share, based on individual strengths.</p> <p><b>4. Establishment of Criteria for Event/Project</b></p> <p>Participants discuss how they know their project/event will be a success or effective, based on their selection and the goals they've established.</p>	<p>Coordinators should make sure that the project continues to align with the established goals of ESD.</p> <p>Coordinators may be able to designate duties more objectively or if participants seem reluctant to decide.</p> <p>The group/organization should decide on the evaluative criteria for their event/project. The curriculum may provide a springboard, but if a purchased curriculum is used, then the criteria for the group should be group-specific.</p> <p>Completion of the individual tasks is crucial to the project and should be</p>

	<p><b>5. Homework</b> Participants complete individual designated tasks by a given deadline.</p>	<p>emphasized.</p>
	<p><b>Meeting IV</b></p> <p><b>1. Motivation</b></p> <p>If possible, find a way to incorporate a motivational aspect to the meetings, such as a guest speaker on the topic that participants might want to hear from or maybe a "field trip" somewhere outside the normal meeting area. The goal is ensure that participants maintain their enthusiasm, and to do that, they need to see something tangible.</p> <p>Some ideas may include: if you're working on poverty, consider finding out where the local tent community is and taking a visit there to talk to those living there. If you're working on governance, consider asking a member of the city, county, or state to visit.</p> <p><b>2. Individual Assignments</b></p> <p>Participants should share where they are with their assignments and whether they need additional time/assistance.</p>	<p>Coordinators will need to communicate the meeting time/place (if it's at a different location).</p> <p>Coordinators should come prepared with questions for speakers.</p> <p>Coordinators may need to revamp assignments to help those struggling.</p>
	<p><b>Meeting V *</b></p> <p><b>1. Update</b></p> <p>Participants update everyone on their individual tasks.</p> <p><b>2. Next Steps</b></p> <p>The group determines next steps, including an event date (if not already addressed).</p> <p><i>* This meeting cycle (Update/Next Steps) may entail a series of additional meetings, depending on the size of the project and the group.</i></p>	<p>Participants should monitored based on their completion of individual tasks and continued enthusiasm.</p>

	<p><b>Meeting VI</b></p> <p><b>1. Final Touches</b></p> <p>Participants determine what else needs to be done before the event date.</p> <p>Coordinators (or designated participants) confirm any venues, sponsors, etc.</p>	<p>Coordinators should be cognizant of the group climate and enthusiasm, ensuring that any potential issues among the participants is resolved prior to the event.</p> <p>Coordinators should also do one last alignment check to ensure the project meets the goals initially established for the target audience.</p>
	<p><b>The Event</b></p> <p>Participants present the project or the event to the targeted audience.</p>	<p>Coordinators should ensure that participants as well as targeted audience participate in the reflection component.</p>
	<p><b>Reflection</b></p> <p>Participants gather feedback from targeted audience and determine how successful they were.</p> <p>Some suggestions for reflection include: uploading a video of images (with <a href="#">public domain music track</a>), editing a video of participants at the event/presenting the project, analysis of survey data, or narrative reflections of participants on video.</p> <p>It is recommended that coordinators take responsibility for ensuring this final step is completed for the KDP community.</p>	<p>Success of the project/event will be evaluated on the criteria established.</p> <p>Reflections will offer other educators with valuable insights into ESD for their schools or classrooms.</p>

### References and Resources:

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