

THE FELLOWSHIP

The **Molloy University Partnership for Global Justice Fellowship** is committed to the *United Nations 2030 Sustainable Development Goals* and requires the fellow to become familiar with each of the UN goals, especially as they pertain to Long Island. The Fellowship also necessitates the fellow to select a goal and undertake a project to address that goal locally.

This semester's fellowship recipient, Elizabeth Gregory, recognized the relationship between two goals and chose *Goal 4: Quality Education*, and *Goal 12: Responsible Consumption and Production*. She set out to research these goals in order to determine whether sustainability education in Long Island public schools could be improved to motivate young people on the importance of sustainability and to spark individual lifestyle changes and combined actions to have a larger societal impact. Elizabeth chose to have her fellowship project culminate in the development of sustainable education lesson plans that could be implemented by educational staff throughout Long Island's school district system.



SUSTAINABLE DEVELOPMENT GOALS



FELLOW PROFILE



ELIZABETH GREGORY **Senior** **BS/MS Child Education:** **English/Special Ed/Child 1-6/** **5 Year**

- Omicron Alpha Zeta Inductee
- Dean's List of Distinguished Students
- Member of Coordinated Community Response Team
- Men Engagement Sub Committee of CCRT
- MVP Ambassador, Leaders for Racial Justice
- NSO Ambassador, Common Reading Book Committee
- FST Peer Mentor
- MLK Day of Service Committee
- Student representative of the English department
- Student Representative, Molloy University Laudato Si' Action Plan
- Education Club Treasurer
- Kappa Delta Pi Inductee
- National Scholastic Honor Society Inductee
- Sigma Tau Delta Inductee
- American Beauty Rose Fourragère Recipient
- Lifeguard, Nassau County Department of Parks and Recreation

IN ELIZABETH'S OWN WORDS

INTRODUCTION & PROJECT OBJECTIVES:

I am honored to be the Fall 2022 recipient of the Molloy University Partnership for Global Justice Fellowship and to have the opportunity to undertake a project related to United Nations Sustainable Development Goal 4 - Quality Education. This project was designed to link United Nations Goal 4 with a focus on promoting sustainable and United Nations Goal 12 - Responsible Consumption and Production at all school levels and subject areas.

My motivation for this project comes from my firsthand experiences as a student in the East Meadow School District system. During my time as a student at the high school I noticed an extreme lack of education in the lens of sustainability. To combat

this, I implemented data collected from alumni, identified the need for education, and worked with the district and other education staff to implement different lesson plans on different dimensions of sustainability and the United Nations Sustainable Development Goals.

I genuinely believe that introducing students to identifying responsibilities to transform their lives can inspire change within themselves and that they want to help ignite the spark to make the world a better place. The project led students to identify various aspects of sustainability and how they can help across multiple dimensions as students, children, and other identifications to which they are connected.

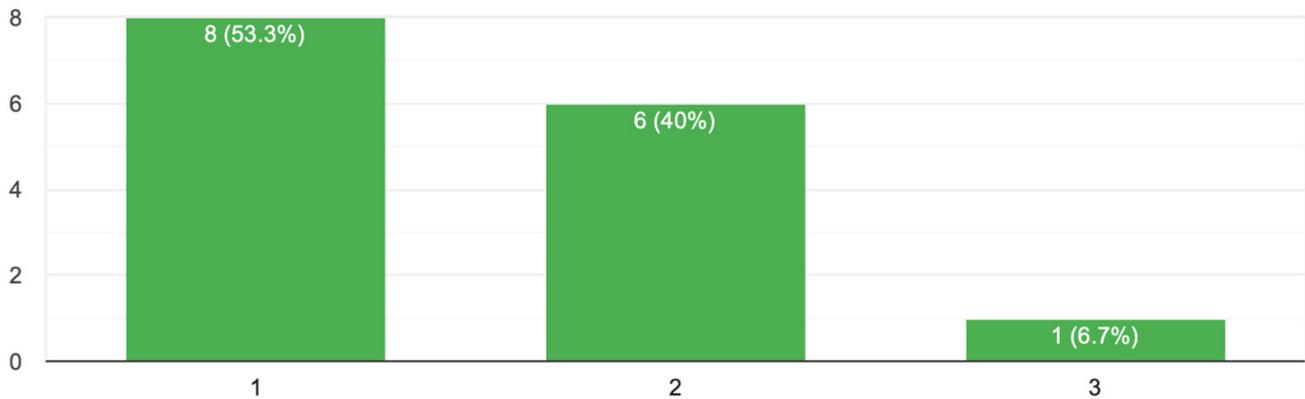
METHODS AND EXECUTIONS:

I conducted my research with graduates of W.T. Clarke High School, who graduated within the past five years, and found that there was an extreme need for sustainability education in the 'school. I interviewed 15 participants and asked them to complete a questionnaire submitted via Google Forms to collect data on many topics related to the relationship between sustainability education in the East Meadow School

District. I approached my analysis through my first-hand anecdotal evidence, having noticed the lack of sustainability education as a high school student. I wanted to know what my immediate classmates thought on the matter. The 15 participants provided various information pointing to a pattern of lack of sustainability education over the past five years.

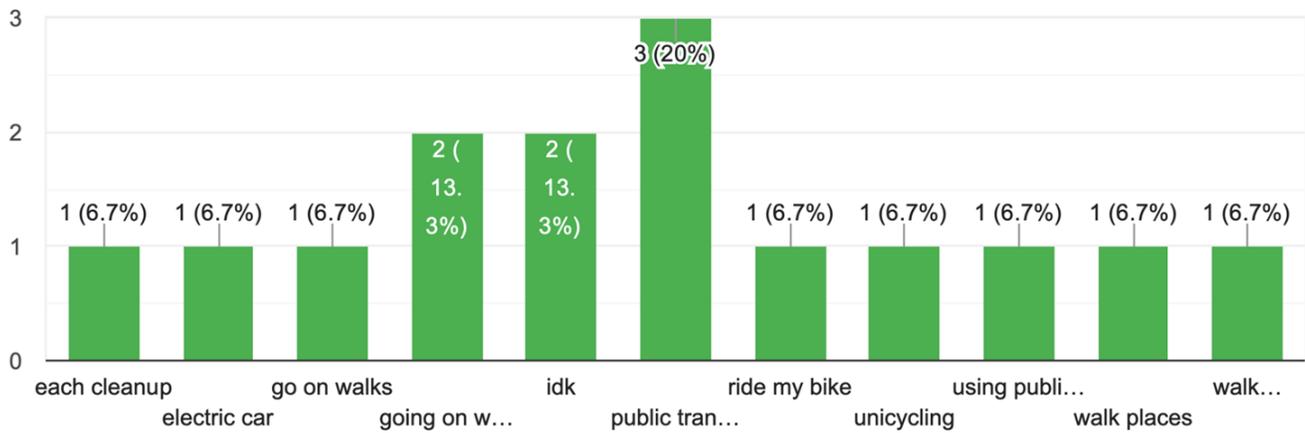
How much do you know about sustainability on a scale of 1 - 5, 1 being nothing at all, 5 being a lot?

15 responses



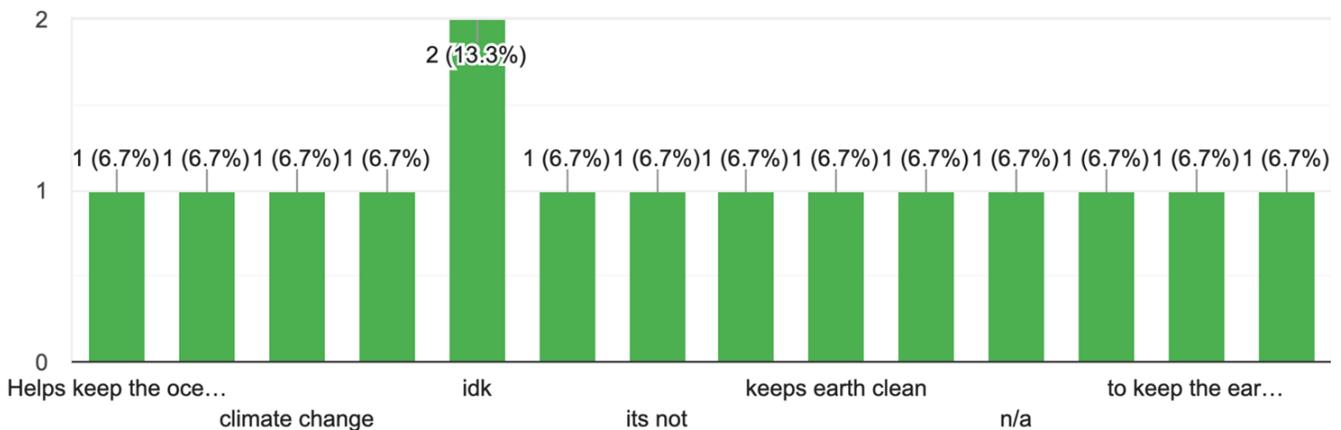
How can you practice sustainable living?

15 responses



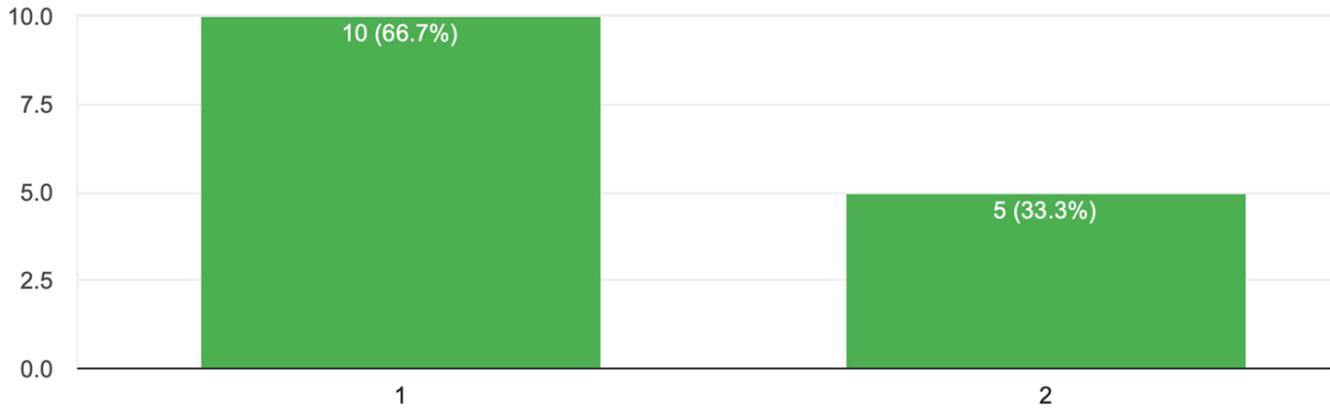
Why is sustainability important?

15 responses



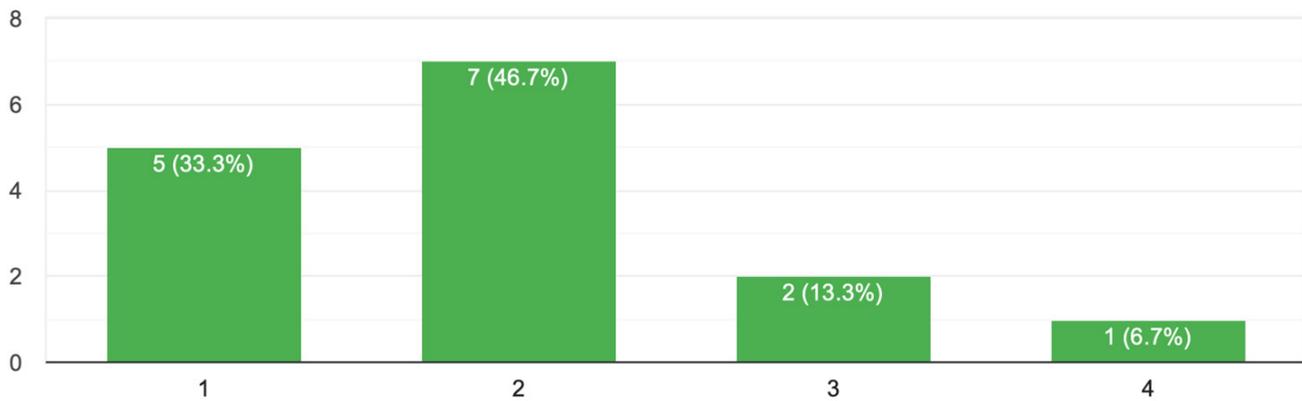
How is sustainability relevant to what is being taught in your classes on a scale of 1 - 5, 1 being nothing at all, 5 being a lot?

15 responses



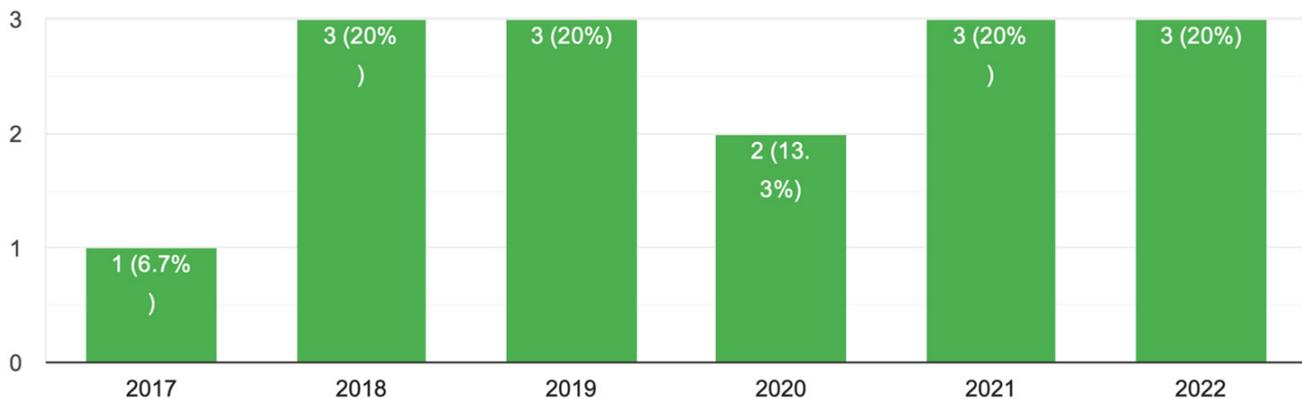
What is your knowledge of sustainable consumerism on a scale of 1 to 5, 1 being nothing, 5 being a lot?

15 responses



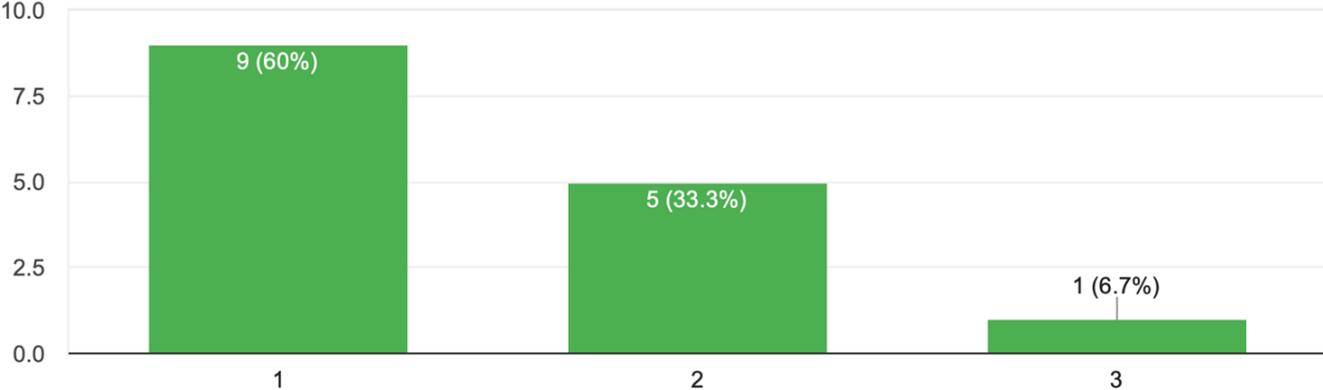
When did you graduate from W.T. Clarke HS?

15 responses



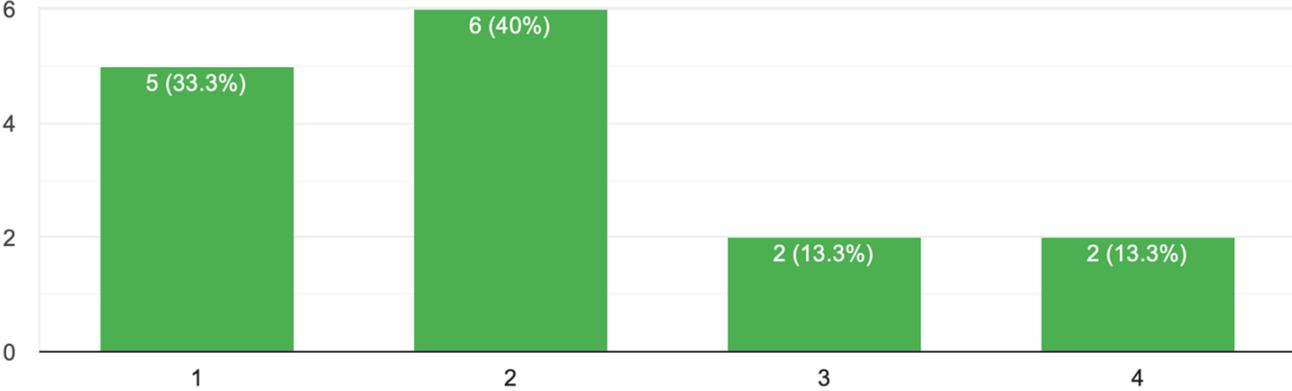
Do you believe your education at W.T. Clarke HS taught you about being an environmentally conscious person on a scale of 1 - 5, 1 being nothing at all, 5 being a lot?

15 responses



On a scale of 1-5, 1 meaning nothing at all, 5 meaning a lot, how often do you use sustainability in your daily life?

15 responses



PROJECT OUTCOMES:

The culmination of my project was to develop a series of lesson plans with the express purpose of improving sustainability curriculum, and inspiring students to be the change they wish to see in the world. While my project outcomes won't be measurable or observable until my lesson plans have been implemented in Long Island classrooms over a period of time, I do believe that I have identified a need and a means by which to meet it in the future.

As I've previously stated, my motivation for this project stems from my own student experience where I observed a deficiency in instruction through the lens of sustainability. Through my research I was able to determine that my experience was not unique, and that a number of my student peers of varying graduating classes uniformly felt that their educational experience in the East Meadow school district was in need of a better framework of sustainability education.

Through my conversations with school board members and educators at the East Meadow school district I found understanding and openness to the idea of improving sustainability curriculum. The educators felt that the development of sustainable development curricula, innovative learning and teaching practices are necessary components in the discovery of solutions to global challenges and are necessary for preparing students as members of a global community. This was particularly satisfying, as educators are the crucial point from which sustainability education can thrive and become a catalyst for student responsibility and change.

It is my hope that once implemented, exposure to sustainability education from an early age will encourage students to

recognize their responsibility to the world around them. Sustainability education, as I see it, is a vision of education that gives students the knowledge, skills, attitudes and values to become socially responsible global citizens and shape a sustainable future.

Maintaining a healthy climate is crucial for the future of humanity. Tomorrow's leaders will be tasked with creatively addressing social, economic and environmental sustainability. Science, technology, engineering, and math (STEM) education is essential to transforming today's students into tomorrow's solution-oriented problem solvers.

The number of "green" jobs, or jobs in sustainability-oriented sectors, is expected to grow significantly in the coming years. STEM education (K-16) will play a vital role in developing this growing workforce. Sustainability education, or education for sustainable development, is an exciting new field that combines a range of educational techniques to promote understanding of the relationships between environment, economy and society. Sustainability education is an evolving field and has the primary goal of harnessing the power of education to promote environmental literacy and civic engagement that prepares students for jobs that contribute to a more equitable and sustainable future.

As a future educator, I believe that I have a huge obligation to address climate change by reducing our negative environmental impact and investing in positive social change. I will actively encourage colleagues, students and parents to understand the three pillars of sustainability – economic viability, environmental protection and social equity, and to do their part by making sustainable choices every day.

Molloy University

School of Education and Human Services

Students: Elizabeth Gregory

Date: December 10th, 2022

Grade: 7: Topic: Earth and Human Activity

Content Area: Science

STANDARDS AND INDICATORS

Next Generation Science Standards NYSED Adaptation 6-8: Earth and Human Activity

MS-ESS3-3. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.

Indicator: This will be evident when students are able to identify how consumer responsibility will minimize the human impact on the environment.

Next Generation Literacy Standards: Literacy and Informational Texts Key Ideas and Details

7R3: In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)

Indicator: This will be evident when students draw connections to how people and the idea of sustainability and consumer responsibility are related to each other.

INSTRUCTIONAL OBJECTIVE(S)

After performing a consumer responsibility activity, students will be able to accurately answer at least 3 out of the 5 questions on their exit ticket.

PRIOR ACADEMIC KNOWLEDGE, CONCEPTIONS/MISCONCEPTIONS

Prior Academic Knowledge

- Students understand how to conserve resources.
- Students understand the importance of reduce, reuse, recycle
- Students understand why we have to keep the Earth clean

Misconceptions

- Students might have trouble identifying what sustainability is.
- Students might not be aware of how to practice sustainability.
- Students might not know what a responsible consumer is.

DEVELOPMENTAL PROCEDURES (Engaging the learner)

1. **MOTIVATION-** At the beginning of the lesson, the teacher will greet the class and introduce the topic for the day. (*Good afternoon scientists, today we will discuss How to practice sustainability through being a responsible consumer*) The teacher will play a short clip from the Disney movie, [“Wall-E”](#) to help facilitate a conversation about ways we can keep the Earth clean. (*When watching this clip, what do we notice about Earth? Why do we think this happened on their Earth?*) [5 minutes]
2. The teacher will provide students with a guided note sheet guide on Sustainability and Responsible Consumerism and guide them through a [powerpoint presentation](#). (*Can anyone tell me what sustainability is? Have we ever heard that word before? From context clues, what do we think it means?*) [10 minutes]
3. Once students have completed their note guide the teacher will break students off into groups of four and will participate in the Consumer Responsibility Activity. Students will be tasked to create clothing out of recycled materials, identifying the aspect of preservation of resources and ways to promote consumer responsibility through being aware of what clothes you buy. (*Do we think we can make clothes out of recycled materials? Why would this be useful or beneficial to us?*) [15 minutes]

4. As students are completing this activity, they will be writing down their ideas and reflections in their science journals. (*What do we hypothesize we will learn in our activity?*)

5. Students will then be placed in their regular seats and will be asked to complete the Consumer Responsibility Exit Ticket on their own. [5 minutes]

6. **CLOSURE**- After the activity, the teacher will regroup the class using a ball-toss discussion, identifying what they learned throughout the lesson and how they can use it outside of the classroom. (*What have we learned today in class? How can we use this knowledge outside of the classroom?*) [5 minutes]

ASSESSMENT (*formal & informal*)

Informal Assessment

Informal assessment will be carried out through questioning students throughout the lesson and during the Consumer Responsibility activity. The teacher will also observe what the students are doing in their groups while working on the experiments.

Formal Assessment

Students will complete an Exit Ticket and will have to accurately answer at least 3 out of the 5 questions as graded by the teacher.

INSTRUCTIONAL STRATEGIES

- **Constructivism**
 - **Indicator:** Students will identify the different methods of sustainability and being a Responsible Consumer through creating ideas and answers through experience.

- **Station Learning**
 - **Indicator:** Students will participate in their groups as they complete the Responsible Consumer Activity

- **Questioning**
 - **Indicator:** The teacher will ask the students questions as they move through the station activity.

ADAPTATIONS

- ELL students will receive a vocabulary worksheet.
- Students who are visually impaired will be seated in the front of the classroom.
- Students with ADHD will be provided with a checklist of what is expected of them.

DIFFERENTIATION OF INSTRUCTION

Learning Style

- Auditory learners will be engaged during class discussions, listening to their peers during the station activity, and listening to the teacher's instructions.
- Visual learners will be engaged while watching the video at the beginning of the class and watching what occurs during the station activity.
- Kinesthetic learners will be engaged through hands-on learning during the group activity.
- Verbal learners will be engaged when listening to their teacher explain the lesson, communicating with their peers in the group activity, and sharing their ideas during the lesson.

Learning Ability

For struggling students, the teacher will model the activity for students, showing one way the activity can be completed.

Advanced students will be challenged to brainstorm further ways to be responsible consumers, and will be tasked to identify ways specifically on Long Island.

INDEPENDENT PRACTICE

Students will identify ways a person can be a responsible consumer through listing at least five ways in their science notebooks.

FOLLOW-UP ACTIVITIES:

DIRECT TEACHER INTERVENTION AND ACADEMIC ENRICHMENT

Direct Teacher Intervention

Students will

Academic Enrichment

Students will have academic enrichment by having the opportunity to play [sustainability games](#) that have been uploaded via Google Classroom on their chrome books

INSTRUCTIONAL RESOURCES AND MATERIALS

- Sustainability & Consumer Responsibility Powerpoint
- Guided Notes
- Consumer Responsibility Activity
- Exit Ticket
- Science Notebooks

- Pen or Pencil
- ChromeBooks
- Checklist
- Vocabulary Sheet
- Recycled Materials

On – Task Checklist

- have my pencil and notebook
- I'm taking notes and following along
- I am listening to my peers
- I am participating in class
- I am raising my hand
- I am sitting in my seat
- I am using my inside voice
- I am completing my worksheets
- I am completing the activity
- I finished my exit ticket

Guided Vocabulary Sheet

- Sustainability: The ability to maintain or support a process continuously over time

- Examples:

- Recycle
- Minimize single use plastic
- Reduce food waste



- Sostenibilidad: La capacidad de mantener o apoyar un proceso de forma continua a lo largo del tiempo.



- Ejemplos

- Reciclar
- Minimizar el plástico de un solo uso
- Reducir el desperdicio de alimentos

Guided Vocabulary Sheet



- **Consumer Responsibility:** means that buyers, whether involved in the economy as a private or public entity, or as citizen consumers must make their choice taking into account environmental impacts at all stages of the product life cycle for both goods and services
 - **Responsabilidad del consumidor:** significa que los compradores, ya sea que participen en la economía como una entidad pública o privada, o como consumidores ciudadanos, deben hacer su elección teniendo en cuenta los impactos ambientales en todas las etapas del ciclo de vida del producto, tanto para los bienes como para los servicios.
- 



Exit Ticket



Name: _____

Date: _____

Directions: Answer the following questions to the best of your ability

1. What is sustainability?

2. What is an example of sustainability?

3. What is responsible consumerism?

4. What is an example of responsible consumerism?

5. How can you practice responsible consumerism?

Consumer & Responsibility Guided Notes

Sustainability Is:

- The ability to maintain or support _____

- Meeting the needs of the present with out _____

- Sustainability improves the quality of _____

- **Examples of Sustainability**
 - Recycle _____
 - Use _____
 - Minimize _____
 - Reduce _____
 - Reduce _____
 - Grow your own _____

Responsible Consumerism Means

- Buyers, whether involved in the economy as a private or public entity, or as citizen consumers must make their choice taking into account _____
- _____
- _____

- **Four Stages of Product Life Cycle**
 - Introduction
 - Growth
 - _____
 - _____

- **Examples of Consumer Responsibility Include:**
 - Stop using _____
 - Be aware of _____
 - Shop at _____

REFERENCES

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- NYS next generation ELA standards - new york state education department. (n.d.). NYS next generation ELA standards - new york state education department. Retrieved December 23, 2022, from <http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nys-next-generation-ela-standards.pdf>
- Walton, C. (2022, February 4). *7 ways to be a responsible consumer*. Idealist. Retrieved December 23, 2022, from <https://www.idealists.org/en/days/7-ways-to-be-a-responsible-consumer>

FUTURE PLANS AND FOLLOW UP:

The plans I have for this project and my continued interest in equitable education are not just to teach sustainability as a teacher, but to expand my research and findings to other school districts in Nassau County and beyond. My multifaceted approach to creating numerous lesson plans that identify sustainability allows for the integration of such practices as early as elementary school and can continue to grow with them into their high school careers.

The importance of early exposure to sustainability leads to change and inspiration in younger generations and in turn can bring about changes in our current education systems. Next semester, I will be instructing a pre-student at an elementary school in the East Meadow Union Free School District so I can implement my lesson plans for a wider range of students and collaborate with other teachers in the district. I look forward

to seeing my findings translated into the potential for action.

Today's teachers have a crucial responsibility in the field of sustainable education. It is essential to educate the next generation of environmentally aware and self-reliant global citizens who understand the urgency of environmental responsibility. According to the World Wildlife Fund (WWF), sustainability education should aim to "create a better world for this generation and for future generations of all living things on planet Earth".

In my view, sustainability education encompasses all school subjects and extends well beyond the classroom. It equips students with real-world skills they can use to improve the planet. It gives today's children the self-reliance they need for tomorrow. It gives them a deep understanding of why the environment matters.

PERSONAL IMPACT:

The project and research were extremely enlightening on the importance of education in various sectors, not just in the state-mandated curriculum based on regents and Advanced Placement exams. The need to explore diverse content areas exists in the East Meadow School District and throughout Nassau County. This opportunity gave me the opportunity to raise my voice on a critically prominent

issue, cite my research through practical examples, and effect change in my local community. I am deeply grateful for this experience because it brought me a lot. I cannot thank my mentor enough for urging me to start a conversation with school board members and other community leaders because it gave me a first-hand opportunity that can effect change if you work hard enough and cite evidence.

ACKNOWLEDGEMENT:

The *Sustainability Institute at Molloy University* acknowledges the generous endowment to establish the **Partnership for Global Justice Fellowship at Molloy University** and is very proud to be administering this unique opportunity for Molloy students. In its first year, this competitive fellowship generated quite a bit of interest from many worthy applicants, and in keeping with Molloy's mission, has provided a meaningful student experience while contributing directly to the identification of approaches to ending, or at least mitigating, environmentally or socially damaging decision-making on Long Island.

