







2017 Summer Institute: Education for Sustainability SESSION DESCRIPTIONS & PRESENTER BIOS



	Whole Group Activities
	Keynote Addresses
	Strand Sessions
	Elective Sessions
	Post Institute Activities


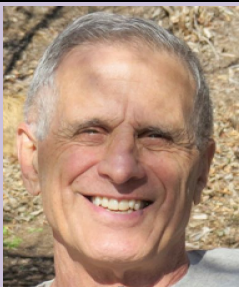

Day 1







 <p>CELf Facilitator Team: Alan Cass Lisa Mechaley Aimee Arandia Østensen</p>	<p>Institute Welcome and Opening Notes</p> <p>EfS Principles/Practices: What is Education for Sustainability? What future do we envision for our students? How does a community educate for sustainability? These sessions create a foundation by constructing the answers to the <i>what, how</i> and <i>why</i> of Education for Sustainability. EfS Principles/Practices sessions will also act as a springboard for participants' individualized and school-team efforts during the Instructional Practice and Leading School Change strands.</p>
 <p>Jacqueline Mooney O'Brien</p>	<p>Resource Activity</p> <p>This opening activity focuses on resources and how they are used to meet “basic needs” of a society. Participants reflect on the logistical, practical and emotional challenges faced during the activity. They discuss what helped some groups achieve more success than others.</p> <p>Jacqueline Mooney O'Brien is a former CELf Project Manager and Eco-footprint Coordinator. She currently teaches preschool and is committed to protecting our children's health and environment, and providing our next generation with a meaningful education rooted in nature connections.</p>
 <p>Dr. Janice Turner</p>	<p>Social Equity & Environmental Justice in the Native American Community</p> <p>Dr. Turner will share her insight on the history of local native Americans through the lens of social equity and environmental justice.</p> <p>Dr. Janice Turner is a member of the Lenape Indian Tribe of Delaware. She works with the Ramapough Lenape Nations to address the adverse health impacts of toxic waste dumped by the Ford Motor Company beginning in the late 1960s and serves on the Advisory Board for the American Indian Center for Cancer Research, Education and Training at the University of California, Davis.</p> <p>Dr. Turner earned a Master of Public Health degree in environmental health sciences from Columbia University after practicing medicine for 20 years. She has served as an adjunct professor and researcher at the CUNY, a researcher at NYU, and an instructor at the Harlem Children's Zone in New York City.</p>




DAY 1 LUNCH	
 <p>CELf Team</p>	EfS Principles/Practices
 <p>CELf Team</p>	<p>Photovoice Quest Activity: Quests, treasure hunts, and orienteering are just a few ways to connect people to Place: the community, the nature and the cultural landscape. Photovoice and Questing focus the hunt through a specific lens or guiding question. We will use this structure as a vehicle for exploring the environmental, equity and economic aspects of a place and historical moment. A Photovoice Quest is a great tool for exploring a system, a starting point for deeper inquiry, and communication through visual storytelling.</p>
 <p>Optional Activity</p>	<p>Cranberry Lake Hike, 4:30-6pm</p> <p>Ready to get outside? Jeff Main, the Program Administrator for Conservation at Westchester County Parks, will lead a hike exploring this 190-acre preserve located in White Plains.</p>

Day 2




 <p>CELf Team</p>	<p>Community Building: Although teaching can often feel like a solo endeavor, we are not alone. Knowing and deepening our network of practitioners is critical to our success and sustainability as educators. Stand with us as we build this Institute community of learners through engaging activities.</p> <p>EfS Principles/Practices</p>
 <p>CELf Team</p>	<p>Instructional Practice Strand: Educators in this strand will explore concepts of sustainability and how to apply them to teaching and learning. Participants will work within a community of learners while working independently on a self-selected project. Guided sessions will support the implementation of place, problem and project-based learning, as well as The Big Ideas and Essential Questions of Sustainability, EfS concept-based design and CCLS and NGSS alignment. Participants will come out of the Instructional Practice Strand with an EfS project, lesson or unit overview to use with their students in the next school year.</p>
	<p>Leading School Change Strand: This strand is for anyone interested in systemic school-wide change. Participants may be formal or informal leaders in the important work of making all of our learning spaces more sustainable. Leading School Change sessions will range from facilitated group protocols to self-directed project work time. We will explore topics such as stakeholder involvement, community engagement, systems thinking, and the dynamics of learning organizations. Participants will work on action plans, project management, or gap analyses in support of their schools' efforts to model and educate for sustainability.</p>

 <p>James Yap</p>	<p><i>Guest Presenter: James Yap, Assistant Superintendent of Curriculum and Instruction, Warwick Valley Central School District will join us for this session to share about the Warwick Envirocation Project, a district and community-wide effort to become more sustainable.</i></p>
 <p>Steven Kaagan</p>	<p>Climate Interactive: World Climate Simulation</p> <p>Steve Kaagan will facilitate the World Climate Simulation, a role-playing exercise of the UN climate change negotiations designed for groups. Its unique interactive computer model rapidly analyzes the results of the mock-negotiations during the event. World Climate Simulation can be used to build climate change awareness and to experience some of the dynamics that emerge in the UN climate negotiations.</p> <p><i>Steve Kaagan is Professor Emeritus, Michigan State University, Senior Partner in the German-American firm, Homma Consulting, and Senior Associate with Climate Interactive.</i></p>
<p>DAY 2 LUNCH</p>	
<p>CHOOSE FIRST ELECTIVE:</p>	
 <p>Sarah Mount Rebecca Houser</p>	<p>1A - Citizen Science in Action (GR 6-12)</p> <p>In this workshop we will discuss three community science projects that you and your students may be able to participate in: the Hudson River Eel Project, Submerged Aquatic Vegetation in the Classroom, and A Day in the Life of the Hudson and Harbor. We will also go through a hands-on activity of putting together a large puzzle of the Hudson River estuary and discuss ways to cover estuary basics (tides, salinity) in the classroom.</p> <p><i>Sarah Mount and Rebecca Houser are environmental educators with the NYSDEC Hudson River Estuary Program and Hudson River National Estuarine Research Reserve. They lead a variety of education programs that work with schools and community partners to enhance understanding of the Hudson River and its watershed.</i></p>
 <p>Amy Kamarainen</p>	<p>1B - EcoMUVE: Eco-Tech in the Classroom (GR 6-8)</p> <p>EcoMUVE is an inquiry-based science curriculum that helps students learn ecosystem science, systems thinking and scientific practices through immersion in a virtual world. During EcoMUVE, students work in teams to gather evidence and construct arguments about what is causing an environmental problem. The EcoMUVE curriculum was designed at the Harvard Graduate School of Education, is aligned with NGSS, and has been used by hundreds of teachers and thousands of students in the U.S. and worldwide. Teachers will leave this workshop with the EcoMUVE curriculum, access to the EcoMUVE software, and training in how to successfully use EcoMUVE in their own classrooms.</p> <p><i>Amy Kamarainen is a senior research manager at the Harvard Graduate School of Education where she manages research related to both the EcoMOBILE and EcoXPT projects. Amy has worked as an independent evaluator for CELF's NYC DOE Leadership Training in Sustainability Curriculum Program.</i></p>
<p>Presenter TBA</p>	<p>1C - Literacy (GR K-5)</p> <p>How can I incorporate principles of EfS into my existing curriculum? Join this experienced literacy educator in an interactive workshop as she shares her approach to integrating</p>

	principles of sustainability into a standards-aligned ELA program.
 <p>CELf Team</p>	<p>1D - Independent Work</p> <p>This elective time is set aside for those participants who wish to continue working on a self-directed project. CELf facilitators and resources will be available at this time for those who would like additional guidance.</p>
CHOOSE SECOND ELECTIVE:	
 <p>Paul Clarke</p>  <p>Amy Goods</p>	<p>2A - School Gardens Case Studies (K-8)</p> <p>This session will explore two different approaches to garden-based learning with two experienced Efs educators within the New York City public school system.</p> <p><i>Paul Clarke wears many hats at PS 50 in NYC. He currently connects children to nature as the Garden Coordinator, Sustainability Coordinator and Grant Writer for this East Harlem school.</i></p> <p><i>Amy Goods has taught special education and science in Brooklyn for the past five years at MS 447 in Brooklyn. Amy's teaching practice is guided by her belief that all people are agentic beings capable of positively transforming attitudes, practice, and policies that affect them.</i></p>
 <p>Amy Kamarainen</p>	<p>2B - EcoMUVE: Eco-Tech in the Classroom (Gr 6-8)</p> <p>Repeat of 1B, see above.</p>
 <p>Chris DeMattia</p>	<p>2C - Project-based Learning Case Study (Gr 7-12)</p> <p>Chris DeMattia will guide participants through his dynamic process of sustainability curriculum design. He will explicitly link the Next Generation Science Standards educating for sustainability.</p> <p><i>Chris DeMattia is a high school science teacher and department coordinator at Fox Lane Middle and High School located in Bedford, NY. He has been working with CELf since 2010. He holds degrees in biochemistry, science education, and educational leadership and draws on a broad range of experiences to encourage and model Efs.</i></p>
 <p>CELf Team</p>	<p>2D - Independent Work</p> <p>This elective time is set aside for those participants who wish to continue working on a self-directed project. CELf facilitators and resources will be available at this time for those who would like additional guidance.</p>

 <p>CELFLive Team</p>	<p>Instructional Practice Strand Teaching and learning work will continue in this session.</p>
 <p>CELFLive Team</p>	<p>Leading School Change Strand Investigations of school-wide change will continue in this session.</p>
 <p>Ibrahim Abdul-Matin</p>	<p>Cocktails & Evening Keynote: Environmental Justice and Advocacy 6-8pm</p> <p><i>Ibrahim Abdul-Matin has been a passionate voice for the planet and its people for more than a decade. His career has spanned the public, private and civic sectors and been at the intersection of innovation, sustainability, and civic engagement. Ibrahim is the author of <i>Green Deen: What Islam Teaches About Protecting the Planet</i> and contributor to <i>All-American: 45 American Men On Being Muslim</i>. He is a former sustainability policy advisor to New York Mayor Michael Bloomberg and founder of the Brooklyn Academy for Science and the Environment. In 2013 Ibrahim was honored by NBC's TheGrio.com as one of 100 African Americans Making history today.</i></p>


Day 3

 <p>Robin Sanchez</p>  <p>Beth Sauerhaft</p>  <p>Sarah Womer</p>	<p>Water Panel Who are the stakeholders within our water systems? What do educators and students need to know about this critical resource? How can we all insure that accessible, clean water remains a renewable resource for future generations? This panel brings together a diverse range of experts to speak about the interests, influences, and rights connected to and through our water systems. This will be a moderated conversation followed by an open Q & A session.</p> <p><i>Robin Sanchez, Deputy Director of Education, New York City Department of Environmental Protection (NYC DEP) facilitates environmental education programs and conducts workshops citywide and in NYC Watersheds for Pre-K-12th grade, college and professional students and educators.</i></p> <p><i>Beth Sauerhaft serves on CELF's advisory board. She is a sustainability expert who has engaged cross-functional teams and diverse stakeholders to implement social and environmental sustainability initiatives at PepsiCo and the US EPA.</i></p> <p><i>Sarah Womer is the Director of Community Engagement for Riverkeeper. Sarah has a long history of bringing communities together around environmental protection and conservation. She has managed numerous zero-waste events and established a thriving community composting program in her town, Beacon, NY.</i></p>
--	--

 <p>CELf Team</p>	<p>Community Building</p> <p>EfS Principles/Practices</p>
 <p>LA Teachers</p>	<p>Instructional Practice: LAUSD Case Studies</p> <p>During this strand session the CELf Sustainability Coordinators from three Los Angeles middle schools will share their year-long process of infusing education for sustainability concepts and practices into their classrooms and schools.</p>
 <p>Meredith McDermott</p>	<p>Leading School Change: NYC DoE Case Study</p> <p>Meredith McDermott of the NYC Department of Education will join us for this strand session to share her perspective of creating sustainable change within a large scale urban system.</p> <p><i>Meredith McDermott is the Director of Sustainability for the NYC DOE. Previously she served as the District Sustainability Manager for Chicago Public Schools where she implemented a district-wide recycling program, began an organics program to address the issue of food waste, and worked to bring all Chicago Public Schools to greater levels of sustainability and awareness.</i></p>
<p>DAY 3 LUNCH</p>	
 <p>Stephen Danna</p>	<p>Science of Climate Change</p> <p>Climate change is having an increasingly adverse impact on our planet as evidenced by severe weather, extreme flooding, elevated global temperatures, ocean acidification, expanding droughts, melting ice, and rising sea levels. The good news is the global community has committed to fighting climate change. Learn about Climate Change's causes, problems, impacts, and solutions. There will be time for Q & A following the presentation.</p> <p><i>Stephen Danna is a Climate Reality Leader and Campus Dean at SUNY Plattsburgh at Queensbury Branch Campus.</i></p>
<p>CHOOSE THIRD ELECTIVE:</p>	
 <p>Nassim Zerriffi</p>	<p>3A - Social Justice Campaigns with Adolescents (Gr 5 - 12)</p> <p>This workshop will look at how to engage adolescents in a social justice campaign using examples from Manhattan Country School's activism work. This will explore moving from service learning to activism, analyzing systems of power, researching and connecting with local organizations and leaders, creating policy, advocacy and organizing, lobbying and engaging with elected leaders as well as creative forms of protest.</p> <p><i>Nassim Zerriffi is a teacher of history and current events and the Activism Coordinator at Manhattan Country School. Previously, he worked with Global Kids in high poverty public schools designing and facilitating programs, including activism, theater, and global citizenship. Nassim has more than ten years of experience leading students in designing and implementing activism campaigns that involve policy change, advocacy, and media creation.</i></p>

 <p>Patricia Lockhart</p>	<p>3B - Water Advocacy Case Study (Gr K-5)</p> <p>MS 447 students made comparative water studies (macro-invertebrate and pond water tests) locally, upstate and in Vermont. Their findings were presented to a local parks commissioner and they secured funding for their local pond. In this session, we will conduct a few simulated water-testing activities you can share with your students whether or not you have access to water sources.</p> <p><i>Patricia Lockhart is a Science Teacher and K-5 Science Coordinator at PS 57 in Staten Island. She serves as Volunteer Staten Island and NYC Soap Box Derby Director and as Volunteer President of Eibs Pond Education Restoration Program.</i></p>
 <p>Idoia Tapia Rubio</p>	<p>3C - World Language & EfS Case Study (Gr Pre-K - 5)</p> <p>This session will provide teachers with a comprehensive lesson plan focusing on both content and language, accompanied by a useful word list highlighting language used in core function areas of other subjects areas.</p> <p><i>Idoia Tapia Rubio has been a K-4 Spanish teacher at UNIS, United Nations International School since 2004. Her interests in nature, textures, crocheting and upcycling materials, have lead her to innovate a concept-based approach to curriculum and language learning at UNIS.</i></p>
 <p>CELf Team</p>	<p>3D - Independent Work</p> <p>This elective time is set aside for those participants who wish to continue working on a self-directed project. CELF facilitators and resources will be available at this time for those who would like additional guidance.</p>
 <p>CELf Team</p>	<p>Instructional Practice Strand</p> <p>Teaching and learning work will continue in this session.</p>
 <p>CELf Team</p>	<p>Leading School Change Strand</p> <p>Investigations of school-wide change will continue in this session.</p>

Day 4

 <p>Andy Revkin</p>	<p>Media Literacy in the Age of Fake News</p> <p>In this fast-paced hour, a master practitioner of online communication will explain a set of tools and tactics that can help anyone cut against online and social media noise and overload and become an effective communicator, community builder and information sleuth.</p> <p><i>Andrew Revkin is the senior reporter for climate and related issues at ProPublica. He joined the newsroom in 2016, after 21 years of writing for the New York Times, most recently through his Dot Earth blog for the Opinion section, and six years teaching at Pace University.</i></p>
---	---

 <p>CELf Team</p>	<p>Project Sharing Protocols</p> <p>How will we integrate the inspiration gathered from this Institute into our current practices and school campuses? This is a time for participants to work in small groups and school teams with CELF facilitators. We will lead you through a structured experience in order to shape your EfS aspirations into an action plan. This session will prepare you to share your project or initiative with the other participants during the afternoon Institute Fair.</p>
 <p>Jen Kretser</p>  <p>Katie O'Reilly Morgan</p>	<p>Thrive! Empowering our Youth</p> <p>The Wild Center is committed to a future where people and the natural world thrive together. At their homebase in Tupper Lake, NY, they invite the community to discover the story of the Adirondacks, and to explore new ways that people and nature can thrive in the same place. During this session, they will be sharing their model of how they empower youth to advocate for climate action through the localized Youth Climate Summits, organized and run by the students themselves.</p> <p><i>Jen Kretser is the Director of Programs at the Wild Center.</i> <i>Katie O'Reilly Morgan is the Youth Climate Program Coordinator at the Wild Center.</i></p>
 <p>CELf Team</p>	<p>Instructional Practice Strand</p> <p>Teaching and learning work will continue in this session.</p>
 <p>CELf Team</p>	<p>Leading School Change Strand</p> <p>Investigations of school-wide change will continue in this session.</p>
<p>DAY 4 LUNCH</p>	
 <p>CELf Team</p>	<p>A Page from the Climate Change Playbook</p> <p>What are the dynamics and relationships that power climate change? During this session, we will engage in interactive games that present climate change from a systems perspective--demonstrating its complex, interconnected web of causes, effects, and unintended impacts. These games focus on learning by doing and are suitable for a variety of ages and audiences.</p>
 <p>Institute Participants with the CELF Team</p>	<p>Institute Fair / Looking Ahead</p> <p>Let's celebrate our successes together! This is an organized opportunity to share ideas, ask questions and to give and receive feedback on the multitudinous ways in which EfS can take shape in our schools and communities.</p> <p>We will also reflect upon the institute experience, summarize our take-home messages and look forward to our hopes, ambitions and needs going into the next school year.</p>

