Making sustainability an integral part of planning, operations, facility design, purchasing, investments, community partnerships and curricula.
More Organizations and resources to assist you:

- Second Nature – www.secondnature.org
- Grey Pinstripes for business schools through the World Resources Institute and Aspen Institute - http://www.beyongreypinstripes.org/
- Green Schools Listserv – almost instantaneous answers to your specific questions - send mail to LISTSERV@LISTSERV.BROWN.EDU with the command: SUBSCRIBE GRNSCH-L
Skills:

1) Teach/learn sustainable development literacy and engagement in solutions
2) Teach/learn optimism skills (Seligman)
3) Teach/learn efficacy; tell stories of “normal” people making a difference
4) Teach/learn interpersonal and intrapersonal intelligences – e.g. civil discourse, conflict resolution, emotional intelligence
5) Teach/learn systems thinking, futurist skills and change agent skills
1. Each student will be able to define sustainability.
2. Each student will be able to explain how sustainability relates to their lives and their values, and how their actions impact issues of sustainability.
3. Each student will be able to utilize their knowledge of sustainability to change their daily habits and consumer mentality.
4. Each student will be able to explain how systems are interrelated.
5. Each student will learn change agent skills.

6. Each student will learn how to apply concepts of sustainability to their campus and community by engaging in the challenges and solutions of sustainability on their campus.

7. Each student will learn how to apply concepts of sustainability globally by engaging in the challenges and the solutions of sustainability in a world context.
The higher education community as a living lab for sustainability oriented practices and skill building.

Providing opportunities to practice behavior changes

Building values, behaviors, and identities

A community of learners.
A community of real life problem solvers.
Political Activities are An Important Piece

Local Level

*Take it to your community – do a community sustainability plan/ energy audit.*

Governmental Level

*Take it to your elected representatives.*

*Engage in energy and sustainability policy.*
What is needed? Solutions:

Civic engagement – people asking for it

Political will – legislators doing it

Civic engagement – making sure it happens
Possibilities for Next Steps
Commit to:

Utilize the media to publicize the positive steps all can take to both teach and model sustainable development.

American Marketing Association partnership – understanding the role of social change, effective messages
If you feel overwhelmed or unsure, you are normal. Keep moving forward!!

Doing nothing is a destructive decision.

There are people you can talk to/email about how to create success.
Possibilities for Next Steps

What is in your imagination?
How can you institutionalize it and make it part of the culture?
Additional resources

the links in this presentation at
www.heasc.net/sustainablefuture

Societal sector resources at the U.S. Partnership for Education for Sustainable Development - www.uspartnership.org
Careers in Energy and Sustainability – put in your Careers Office!!

- Association of Energy Engineers – [www.aeecenter.org](http://www.aeecenter.org)
- [http://www.sustainablebusiness.com](http://www.sustainablebusiness.com) and click on "Green Dream Jobs“
- [http://www.homepower.com/resources/jobs.cfm](http://www.homepower.com/resources/jobs.cfm)
- [http://www.greenbiz.com](http://www.greenbiz.com) and click on "Job Link“
- [http://www.idealistically.org](http://www.idealistically.org)
- [www.ecojobs.com](http://www.ecojobs.com)
- [www.eco.org](http://www.eco.org)
- [www.greenjobs.com](http://www.greenjobs.com)
- AASHE – [www.aashe.org](http://www.aashe.org)
Challenges

- Already busy
- Don’t know this stuff
- Putting out fires, don’t have time to do the right thing
- Issues complex and systemic
- Societal & environmental impacts invisible and ignored

Answers

- Don’t have to know the answers. Just keep asking the sustainability questions. Don’t try to get it perfect first.
- Use resources and learn from others to help you learn, grow and implement
- Sustainability is everyone’s job
- You have an important role to play
Conclusions

1. The public is not educated enough about the sustainability issues before us.
2. We need sustainability literacy and engagement in solutions for ALL.
3. You are creating the future with your daily decisions.
4. Successful precedents/materials can assist you.
5. Climate change is the highest priority with the shortest time line.
6. The K-12/teacher education sector has a vital role in helping to create a positive (sustainable) future.
The Power of What You Do

- We can choose a sustainable future
Congratulations for all you have done.

Congratulations for all you will do in the future.

Let your enthusiasm show!

For more information, contact Debra Rowe at dgrowe@oaklandcc.edu
What do we mean by “Sustainability”? 
Write a sentence or short paragraph that briefly describes what you believe life will be like in 25 years (2033) for a child entering Kindergarten this fall. (3 minutes)
Write a sentence or short paragraph that briefly describes what you believe life will be like for a child entering Kindergarten in 75 years (2083). (3 minutes)
In your visions of the future, circle the positives and underline the negatives.
Write a brief paragraph describing your vision of a positive future.

(4 minutes)
Share your visions of a positive future with your neighbor.

Make sure you each present your vision.

(4 minutes)
What will it take to create your positive future?

(15 minutes)
What are we already doing to help create that future?
What might we want to change?
What do we need to stop doing?
What do we need to start doing?
Sustainability
Sustainability means…
Making sure the current generation can meet its needs while at the same time making sure future generations can meet their needs
Intergenerational Responsibility
Equity

Environment

Economy
Why Educate for Sustainability?

We have to **learn** how to live well in our places without undermining their ability to sustain us over time. The foundations of our knowledge, skills, and habits of mind are cultivated in our schools.
How can my organization help Educate for Sustainability?
Education for Sustainability
Panel
Models of Successful Implementation
I'm sure glad the hole isn't in our end...
THINK ABOUT IT

*Every sector*
food, buildings, business, government, higher education, urban and rural planning…
*is making the shift toward sustainability and even regeneration.*

Where do they think they are going without all the children, young people and their teachers?

[www.cloudinstitute.org](http://www.cloudinstitute.org)
The Cloud Institute Framework for Education for Sustainability

- Learning Self
- Learning Classroom and Instruction
- Schools that Learn
- Physical Plant, Procurement, and Investments
- Communities that Learn

Knowledge
Skills
Attitudes
A framework for Education for Sustainability

- Understanding the Interconnectedness of the World
- Knowledge of Place – human and natural communities
- Awareness of one’s own ability to make a difference

Students engaged in creating sustainable communities
Programs and Resources on Sustainability

- Annual Institute for Leadership in Sustainability
- NAIS Annual Conference - sustainability major theme since 2003
- Challenge 20/20 program
- Partner with Green Schools Alliance www.greenschoolsalliance.org
- Resources for Independent School
EfS Around the Country

Individual Teachers
Schoolwide
Districtwide
Statewide
EfS Around the Country

Pre-service Programs
Across Grade Levels
Across Subject Areas
WA Standard V.3.d

- All \( pK-12 \) students [will be] prepared to be responsible citizens for an environmentally sustainable, globally interconnected, and diverse society.

- Description of Practice:
  - Teacher \[ candidates \] seek information from multiple communities; consider student learning in the context of social, political, environmental, and economic systems; and create opportunities for students to participate in responsible civic engagement, including developmentally appropriate self-governance.
New Specialty Area Endorsement

- Currently under construction.
- Focus on environmental and sustainability education (tipping toward sustainability).
- Must be added to a primary endorsement.
- Intended for teachers at any grade, any content.
- Will be offered through teacher ed. programs but is being built by broad coalition.
- Plan is for approval in 2009, on-line by 2010.
Small Group Discussion
<table>
<thead>
<tr>
<th>Questions for Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What does this mean for me?</td>
</tr>
<tr>
<td>2. What is my organization already doing that connects to EfS?</td>
</tr>
<tr>
<td>3. How might I include EfS in my present programming and activities, professional</td>
</tr>
<tr>
<td>development, operations, informational resource sharing and policy efforts?</td>
</tr>
<tr>
<td>4. What information resources/assistance do I need?</td>
</tr>
<tr>
<td>5. What initiatives might my organization individually or our organizations collaboratively begin?</td>
</tr>
</tbody>
</table>
Items for report outs

1. Possible organizational actions (with assistance)
2. Possible national network actions (with assistance)

Types of Assistance- expert, staff &/or funding
Create your take back list of preferred next steps. For each item:

- **What**
- **Who** – (e.g., interested members, board, staff, fellows, external assistance)

Sustainability is the lens through which .....