



The following description of implementation was included on the submission page for the Action. It provided a short narrative of how the unit impacted the school community.

School Name: Mount Arlington Elementary School (Mount Arlington, NJ)

Description of Implementation: As part of their health class students in Grade 6 & 7 work with their technology and health teachers to create personal digital posters on longevity goals. Students address strategies to promote positive mental and physical health and wellness. Wellness is addressed through many lenses: social, emotional, occupational, multicultural, environmental, spiritual, intellectual, and physical. Students view wellness as a way of life - a lifestyle you design to achieve your highest potential and well-being. They examine both uncontrollable risk factors (age, gender, and heredity) and controllable risk factors (nutrition, weight management, exercise routine, stress management, medical check-ups, smoking, and alcohol and drug abuse).

The following lesson plan provides a detailed outline for instruction. Assessment of student learning is addressed.

Unit: Wellness Lesson Title: Introduction to Wellness & Longevity

Essential Question:

- Can you explain the difference between the terms “health” and “wellness”?
- Can you list several risk factors that negatively affect your health?
- Can you list several behaviors that contribute to good health? Can you list controllable and uncontrollable risk factors that may contribute to disease?

Technology Integration

Prezi, PowerPoint, Internet Research, Use of Microsoft Products to Create Poster

Standards:

Standards

HE.7-8., HE.7-8., HE.7-8., HE.7-8.2.2.8.B.3, HE.7-8., HE.7-8., HE.7-8., HE.7-8.2.1.8.A.1, HE.7-8.2.1.8.A.2, HE.7-8.2.1.8.A.3

Daily Teaching / Learning Strategies

Brainstorming
Cooperative Learning
Drawing/Artwork

Differentiation of Instruction

Personal agendas
Project-based learning

Evaluations

Group Work
Individual Practice
One Minute Essay
Oral Questioning
Oral responses
Performance Assessments
Projects
Quiz
Quiz / test

Self-Assessment
Think-Pair-Share

Resources & Technology
Internet Resources
Printed Media
Television

Goals/Objectives:

- Students will recognize how controllable and uncontrollable risk factors affect their health. Students will be able to define “health and “wellness” and identify examples of behaviors that promote good health.
- Students will be able to define “health and “wellness” and identify examples of behaviors that promote good health.

Lesson Sequence:

Definitions:

- **Health**- a state of well-being
- **Wellness**- Health that is multidimensional (having many components) that encompasses many different aspects of one’s life. (to have total health in all dimensions- social, cultural, physical, spiritual, emotional, intellectual, life planning, environmental).
- **What are risk factors and how might they contribute to poor health?**
- **Prezi Presentation- “Wellness and Risk Factors”** (see separate clips as an Attachment)

(Students will be presented a Prezi presentation and take notes on how risk factors play a role in one’s personal wellness and recognize how choices may affect health both in positive and negative ways).

(Optional) : Healthedco- Lifestyle Diseases Suitcase (Students will become aware of various lifestyle diseases: cancer, heart disease, stroke, etc. through controllable and uncontrollable riskfactors in a 3-D model).

- **Intelliboard- Powerpoint Presentation- “What is Wellness?”** (review the various aspects of wellness)
- **Wellness Profile (survey)-“Assessing Your Wellness”**

All of us want optimal health. But many of us do not know how to achieve it. Taking this quiz, adapted from one created by the U.S. Public Health Service, is a good place to start. The behaviors covered in the test are recommended for most Americans. After you take the quiz, add up your score for each section.

Students will be given a health and wellness survey in which they must complete to determine their current level of wellness. Students will rate their wellness and discover target areas in which improvement may be needed.

Assessment Project: “Wellness Goals”

Students will design a poster or collage that includes and describes one or more areas of wellness that they would personally like to improve in their own life. Students can use magazine clippings, drawings or google images, and words or phrases to describe which area of their own health needs improvement and the ways in which they would go about improving it.

Unit:Health Risk Factors/ Longevity

Lesson Title: Health Risk Factors/ Leading Cause of Death in U.S

Essential Question:

- What is the leading cause of death in the U.S?
- What can we do to slow the process of aging and add years to our lives?

Technology Integration (linked):

NJCCCS (linked):

Goals/Objectives:

- By examining the data sheet, students will be able to identify the leading cause of death in the United States and name some preventative measures.
- Students will be able to determine the 10 key factors to living a long life and delaying the onset of degenerative disease by processing data on longevity and death.
- Students will examine the fountain of youth assessment and discuss with the class how these habits help longevity and how not doing these things can hurt. Students will determine the 10 key factors and the number of deaths that they cause yearly . Then examine the data sheet answers and come up with some conclusions.
- Using what students have learned identify the 10 key factors to health and well being and list them on the fountain of youth sheet. Students can draw their own fountain of youth and white paper and list their own personal health goals to make it more specific to their age.

Lesson Sequence:

Longevity and Death

- ***Handout- “Leading Causes of Death Statistics Worksheet”/Question Worksheet***

Distribute the handout to students and have them review the worksheet. It shows the average life expectancy for males and females, as well as the statistics regarding the various leading causes of death of Americans each year.

Students will use the Statistics worksheet as a guide to answer the questions in the “Leading Causes of Death” handout.

Students will be able to determine the 10 key factors to living a long life and delaying the onset of degenerative disease by processing data on longevity and death.

- [*You Tube videoclip- Dr. Oz on Living Longer*](#)
- [*Introduction to the fountain of youth:*](#)

People have talked for a long time about the fountain of youth that Ponce De Leon search for in America. He was looking for the water that would keep people young for a very long time. This was known as the fountain of youth. He never found the well, but you can find a fountain of youth by observing a particular lifestyle. We are going to study the key factors that determine health and longevity. Then to find the fountain of youth, you will pick out the 10 factors that are more important than others. Students will watch a short videoclip of Ponce De Leon’s life.

- [*Handout- “Fountain of Youth-Life Past 100”*](#)

Students will answer questions about life expectancy and longevity.

- [*“Fountain of Youth-Total Assessment”*](#)

Students will examine the fountain of youth assessment and discuss with the class how these habits help longevity and how avoiding these things can hurt it.

- [*Fountain of Youth Poster Project:*](#)

Using what students have learned, they will create a poster using a photo of themselves and designing a poster which illustrates the 10 key factors in finding the fountain of youth. Students can use these factors but

personalize it to meet their own needs. These factors can help you look and feel great even into your older years. Is it worth the time and effort to develop habits conducive to living longer? That is a question you will have to ponder. Remember that having good habits will also improve your quality of life. You make the choice!

RUBRIC

Grade 6 Health Triangle Grading Rubric

Name: _____

Class _____



	Need Improvements	Approaching	Meeting	Exceeding
Physical Health	<ul style="list-style-type: none"> Student does not show understanding of physical health. Pictures and sentences words were missing or did not make sense. 	<ul style="list-style-type: none"> Student included less than 3 written "I will..." statements about ways he/she will stay physically healthy this year. Student included less than 3 images relating to their physical health goals 	<ul style="list-style-type: none"> Student included 3 written "I will..." statements about ways he/she will stay physically healthy this year. Student included 3 images relating to their physical health goals Student showed an understanding of the meaning of physical health. 	<ul style="list-style-type: none"> Student included 3 clearly written "I will..." statements about ways he/she will stay physically healthy this year. Student included 3 outstanding images relating to their physical health goals (i.e. photos, magazines, internet clips and drawings) Student showed a clear understanding of the meaning of physical health.
Mental/Emotional Health	<ul style="list-style-type: none"> Student does not show understanding of mental/emotional health. Pictures and sentences were missing or did not make sense. 	<ul style="list-style-type: none"> Student included less than 3 written "I will..." statements about ways he/she will stay mentally/emotionally healthy this year. Student included less than 3 images relating to their mental/emotional health goals 	<ul style="list-style-type: none"> Student included 3 written "I will..." statements about ways he/she will stay mentally/ emotionally healthy this year. Student included 3 images relating to their mental/emotional health goals Student showed an understanding of the meaning of mental/emotional health. 	<ul style="list-style-type: none"> Student included 3 clearly written "I will..." statements about ways he/she will stay mentally/emotionally healthy this year. Student included 3 outstanding images relating to their mental/emotional health goals (i.e. photos, magazines, internet clips and drawings) Student showed a clear understanding of the meaning of mental/emotional health.
Social Health	<ul style="list-style-type: none"> Student does not show understanding of social health. Pictures and sentences were missing or did not make sense. 	<ul style="list-style-type: none"> Student included less than 3 written "I will..." statements about ways he/she will stay socially healthy this year. Student included less than 3 images relating to their social health goals 	<ul style="list-style-type: none"> Student included 3 written "I will..." statements about ways he/she will stay socially healthy this year. Student included 3 images relating to their social health goals Student showed an understanding of the meaning of social health. 	<ul style="list-style-type: none"> Student included 3 clearly written "I will..." statements about ways he/she will stay socially healthy this year. Student included 3 outstanding images relating to their social health goals (i.e. photos, magazines, internet clips and drawings) Student showed a clear understanding of the meaning of social health.
Presentation and Creativity	<ul style="list-style-type: none"> Poster lacks neatness and/ or creativity. More effort needed in most areas. 	<ul style="list-style-type: none"> Poster is mostly neat and creative, but some improvement could have been made in certain areas. 	<ul style="list-style-type: none"> Poster is neat, colorful and creative. Spelling and grammar are excellent. 	<ul style="list-style-type: none"> Poster is extremely neat, colorful, and creative. Spelling and grammar are outstanding.

NHES 6.2 Develop a goal to adopt, maintain, or improve a personal health practice



MOUNT ARLINGTON SCHOOL SUSTAINABLE JERSEY ACTION PLAN

ACTION CATEGORY: Sustainable Health and Wellness Education

DESCRIPTION OF ACTION/PROJECT:

Students in 6th grade, at the beginning of the year, are introduced with a comprehensive lesson on the topics of “longevity” and “leading causes of death” in the United States. Students begin by determining the difference between “Health” and “Wellness” in the essential questions, followed by identifying what a risk factor is and how positive and negative risk factors can impact their lives. Students will gain awareness that “wellness” is health that is multidimensional and balanced in many areas of a person’s life (mental, emotional, physical, cultural, environmental, life planning, etc.). Students will recognize how choices may affect their lives in positive and negative ways.

Once the essential questions are addressed, students will work cooperatively through a series of pre-assessments in which they test their knowledge of the topic. Through these assessments, students are introduced to the following: the average age of life expectancy for both males and females and how that’s changed through the years; the leading causes of death in middle aged men and women in the U.S (including, teens and children) and how they differ; as well as what are risk factors, and how negative risk factors affect one’s health over the years. Students will make the connection and recognize the importance of how poor choices regarding their health now will impact their health in the future, and decrease their chance for longevity.

Students will be guided through a Prezi Presentation, as well as Powerpoint presentation on “Wellness and Risk Factors”. They will also have the opportunity to observe various videos on the topic.

Students will then discuss a little history (in drawing an analogy) and be introduced to an explorer named Ponce de Leon. People have talked for a long time about the fountain of youth that Ponce De Leon searched for in America. He was looking for the water that would keep people young and free of disease for a very long time. This was known as the fountain of youth. He never found the well, however, people can find a “fountain of youth” by observing a particular lifestyle.

Students will study the key factors that determine health and longevity and will pick out the several factors that will help improve their quality of life and increase their chances for longevity.

- Fountain of Youth Poster Project:

Using what students have learned, through the use of technology, will create a poster using a photo of themselves and design a collage which illustrates the several key factors in finding the fountain of youth. Students should personalize the factors they choose to meet their own needs. These factors in general can be applied to their daily lives and help them look and feel great even into their older years. Having good habits will improve an individual’s quality of life

The following presentation was relevant and helped to enhance the submission.

The 7 Controllable Risk Factors are:

- Improper nutrition
- Obesity
- Lack of Exercise
- Hypertension
- Stress
- Smoking
- Alcohol and Drug Abuse

Uncontrollable Risk Factors:

- age
- gender
- heredity

It's best if some things you can do to control these risk factors.

A Good Diet

Weight Control

Proper Exercise

Stress

Hypertension (High Blood Pressure)

Health Risks

Wellness is a way of life- a lifestyle you design to achieve. Your highest potential for well-being.

Mrs. Danysh Health Education

Mrs. Danysh



Wellness is a way of life- a lifestyle you design to achieve. You have the highest potential for well-being.

Health Risks

8 []
7 A risk factor is anything that can impair health and lead to disease

6
5 There are 2 categories of risk factors

4
3
2
1
0
What is a risk factor?

Uncontrollable risk factors
and
Controllable risk factors

*A Risk factor is anything that can
impair health and lead to disease*

There are

2

categories

of risk

factors

Uncontrollable risk factors and Controllable risk factors



Uncontrollable Risk Factors

- **age**
- **gender**
- **heredity**



The 7 Controllable Risk Factors are:

- **Improper nutrition**
- **Obesity**
- **Lack of Exercise**
- **Hypertension**
- **Stress**
- **Smoking**
- **Alcohol and Drug Abuse**



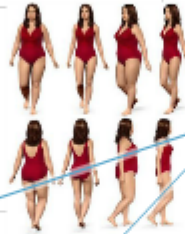
Let's look at some things you can do to control these risk factors

A Good Diet



- Eat plenty of fresh fruits and vegetables.
- Reduce the amount of fat, salt, and sugar in your diet.





Weight Control

To refrain from overeating try some of these tips:

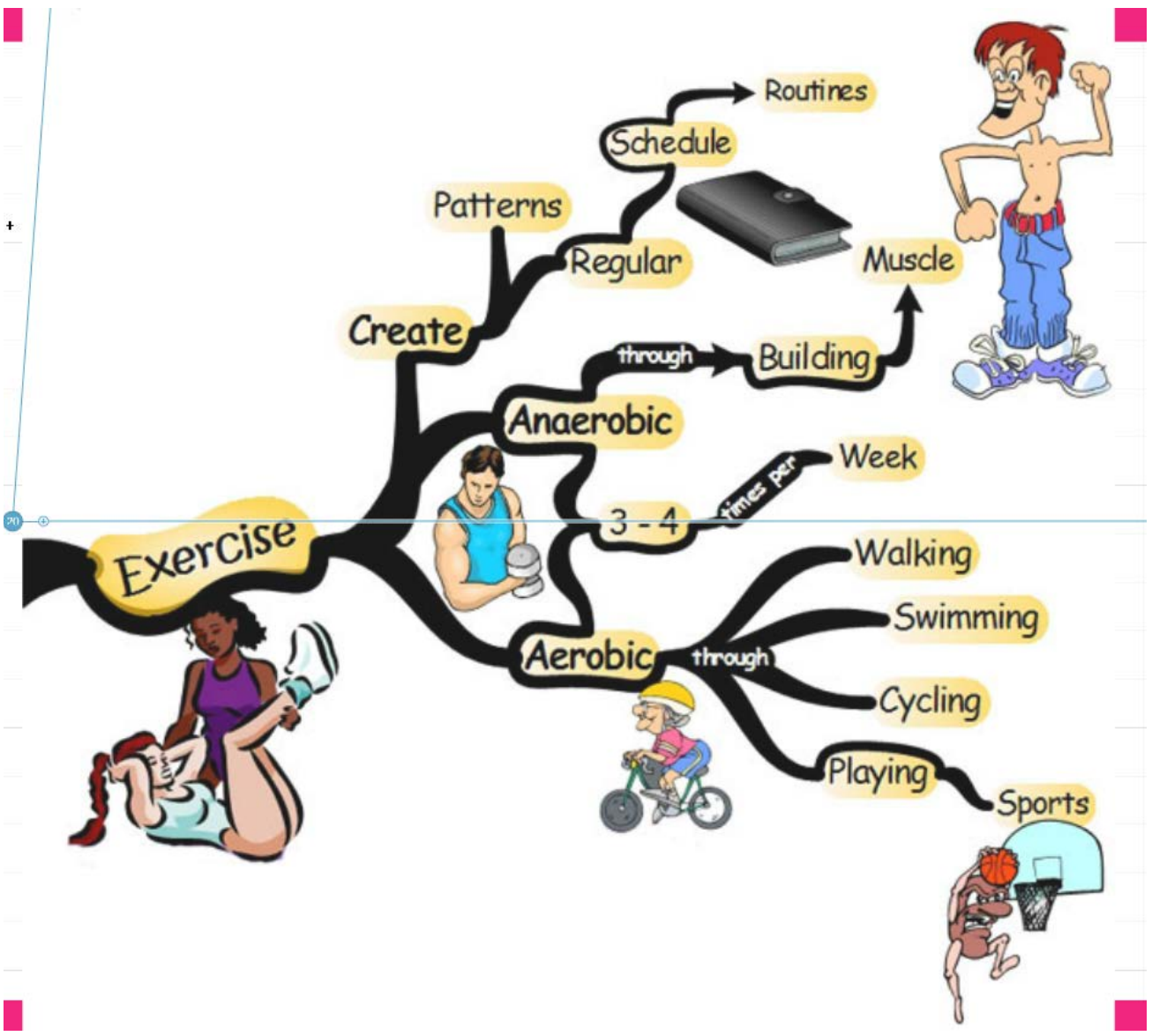
- Reduce portions of food.
- Eat slowly. Plan time for meals, if possible, to eliminate the drive-thru and rush to consume your meal.
- Drink as much water as you can before you eat to reduce food capacity.
- Plan nutritious snacks to carry with you until you can eat a meal.
- Avoid buffets or dinners where "all you can eat" is a temptation.
- Eat at a certain time. Don't just snack continually throughout the day.

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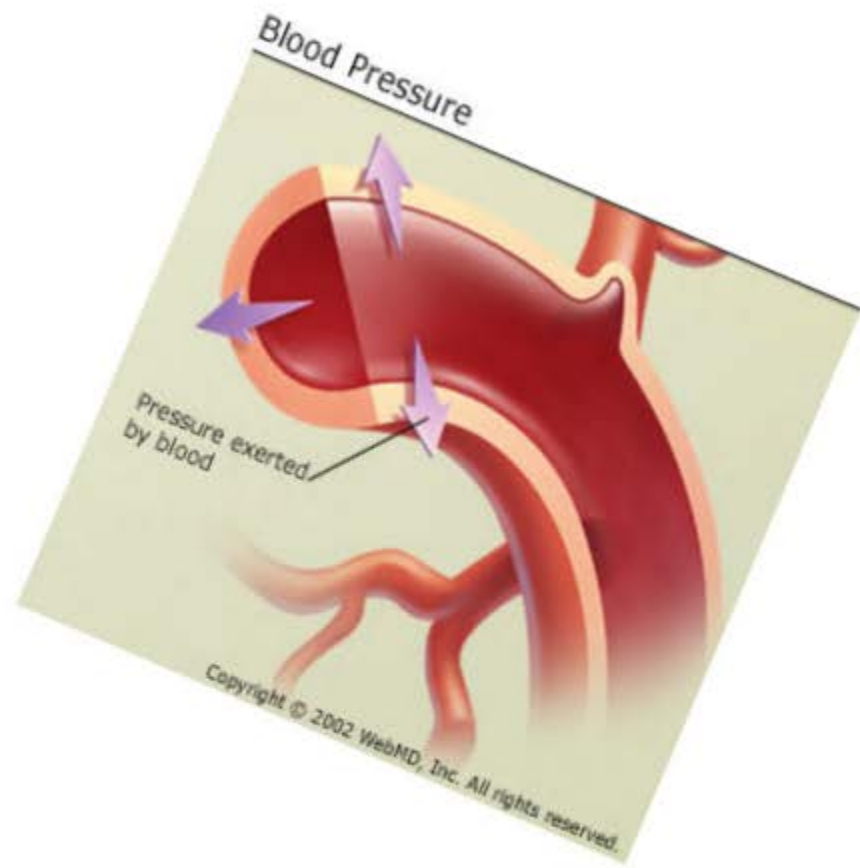
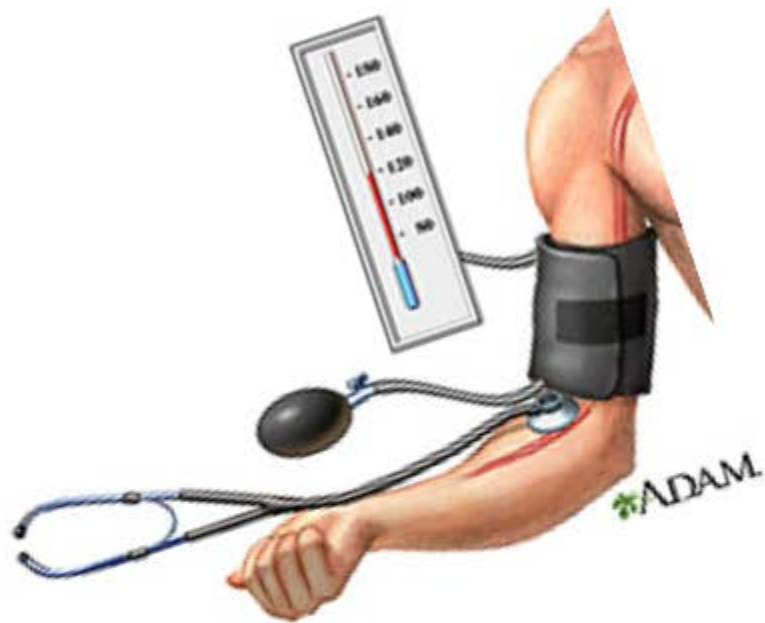
Proper Exercise

Make time on a regular basis for aerobic exercise, such as brisk walks, swimming, jumping rope, bicycling, or calisthenics.





Hypertension (High Blood Pressure)



Hypertension is one of the most important risk factors for heart attacks and strokes. Heart disease is also the leading cause of death in the United States. Excessive salt in the diet and stress are factors that contribute to hypertension.

Ways to cut Sodium in the diet include:

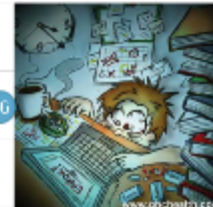
- Avoid processed foods (canned and convenience foods).
- Read food labels (watch for sodium, brine, Na, salt, soda—all mean some type of sodium).
- Use fresh fruits, vegetables, and meat as much as possible.
- Do not salt foods when cooking—add salt only at the table and after tasting the food.
- Use more herbs and spices for flavoring rather than salt.



Stress

Stress is normal and inevitable. People under stress experience measurable changes in the body functions- a rise in blood pressure, the secretion of adrenaline and other hormones into the bloodstream, and a quickening of breathing. When stress or the reaction to stress is excessive, it may lead to a variety of physical and or emotional problems.

Stress cannot be eliminated, but in some instances it can be reduced, and stress-reducing skills can be learned. Proper nutrition, regular exercise, and a variety of relaxation techniques are some ways to cope with stress. You should recognize your stress and practice techniques to reduce it.

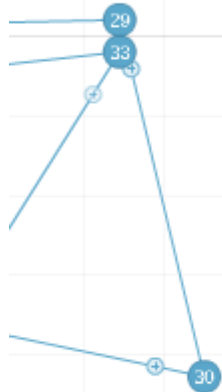


Conclusion

Many of our serious health ailments can be avoided or at least minimized and controlled, if an individual really wants to do something about it.

Stress cannot be eliminated, but in some instances it can be reduced, and stress-coping skills can be improved.

Exercise, proper nutrition, and a variety of relaxation techniques are some ways to cope with stress. Learn what triggers your stress and practice techniques to reduce it.

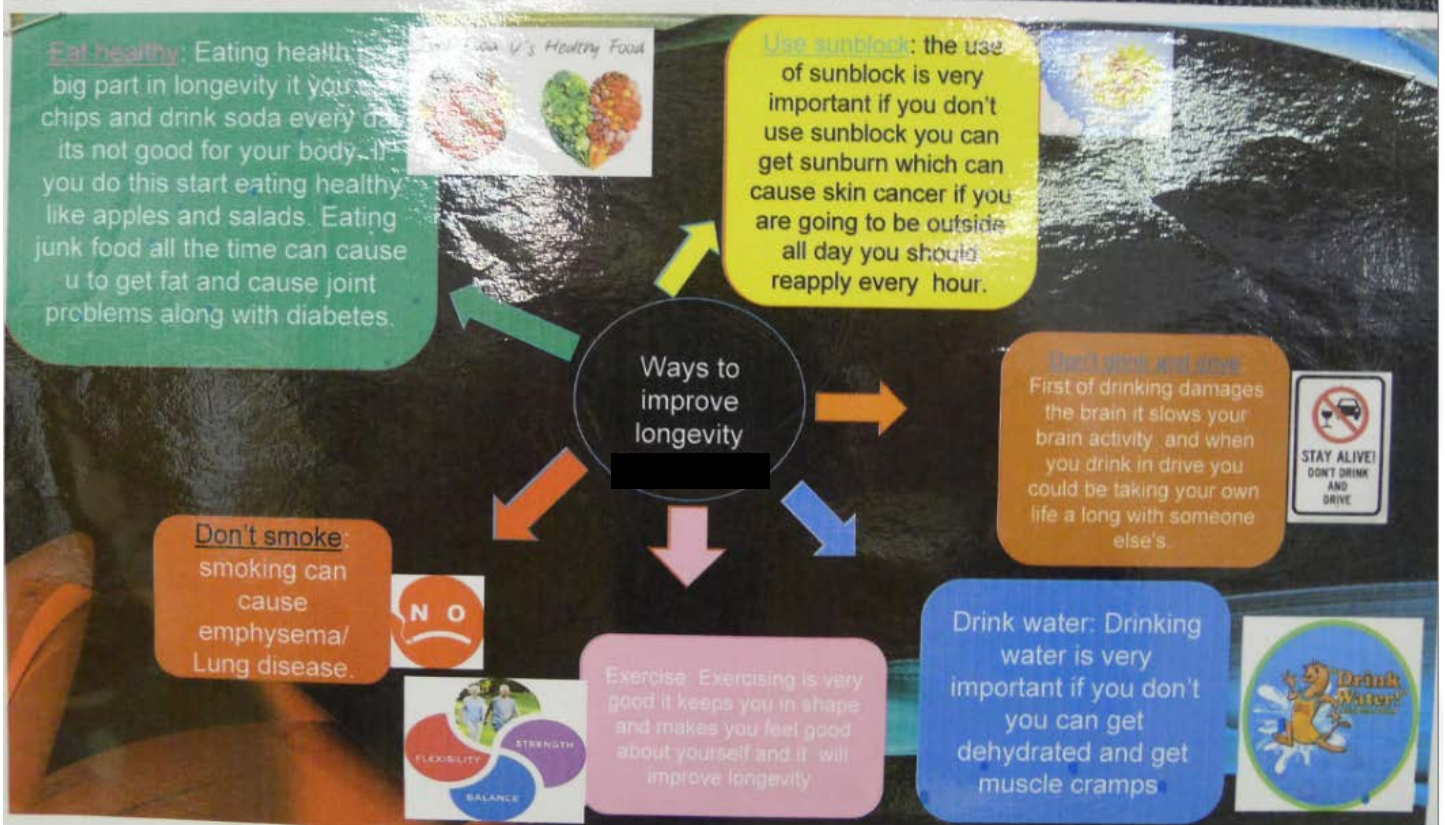


Conclusion

Many of our serious health ailments can be avoided or at least minimized and controlled, if an individual really wants to do something about it.



Samples of students' work that demonstrate the students' learning of the enduring understanding(s) of sustainability are included below.



Health Goals For Longevity

Exercise!
Exercise can keep you healthy inside and out. It can also lower your risk of chronic disease and lower resting heart rate!



Manage Your Stress Control
Controlling your stress can leave you a happier, carefree life. Stress increases the risk of heart disease, and can get you sick.



Being More Careful and Aware of Surroundings
Anything can kill or majorly injure/hurt you if you're not careful. So next time you staple something, don't staple your finger. ☹️



Eating Healthy
Eating healthy can lead to a healthier lifestyle, and can also help fight sickness.



Not Drinking Alcohol
Drinking alcohol can ruin your liver and cause problems. It slows the functions of the nervous system. Drinking can also kill you from alcohol poisoning, car crashes, and many other disasters.




Sleeping at the Right Times
Lack of sleep can get you sick and make you restless. Lack of sleep can also kill you.




HEALTH GOALS FOR LONGEVITY


BY: [REDACTED]




Visit the doctor twice a year to make sure you are growing right etc.




Stay hydrated because if you don't it can effect your throat and can lead to dizziness.




I should not smoke because it can cause lung cancer, emphysema, etc.



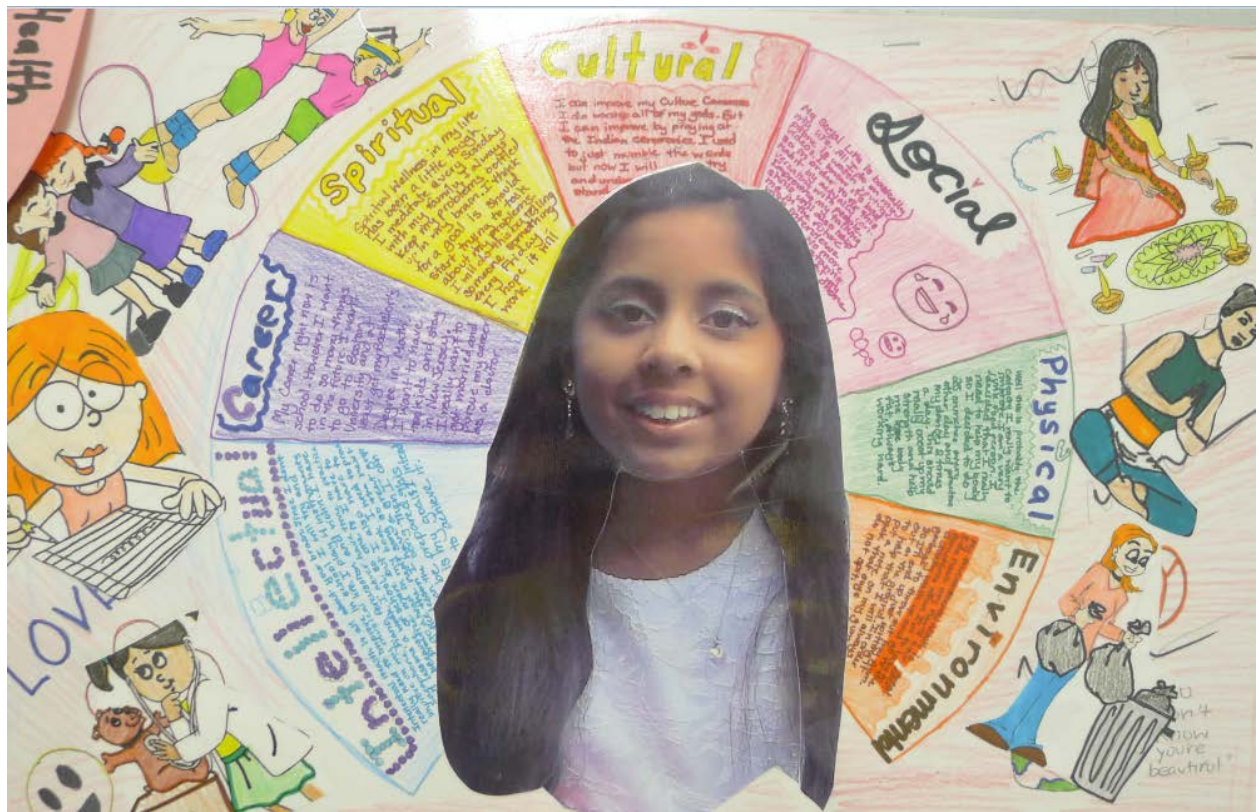
Lower my stress because when I get stressed out I get headaches and I need to relax more to prevent this.



Make sure to eat healthier because in some situations if you eat unhealthy it can a heart attack. Another reason is it can help your bones and so you can grow.



Exercise because if we want to get stronger and more flexible so you will be able to accomplish your goals.



WELLNESS GOALS

Spiritual
 In my spiritual aspect of life I don't have a religion. Instead I believe in the power of knowledge and I'm very interested in mythology.



Cultural
 My cultural wellness goal is to be more aware of the culture of my ethnic background. (European)

I will do this by asking my parents about this.

Intellectual
 My intellectual wellness goal is to study more and ship procastinarily so I can get better grades and go to Cornell.



Environmental
 My Environmental wellness goal is to start taking a trash bag when I go on a walk to pickup any trash I see.



Physical
 My wellness goal for physical wellness is to start exercising. I also need eat healthier meals. I will do this by adding more fruits and vegetables into my diet and stay away from junk food.



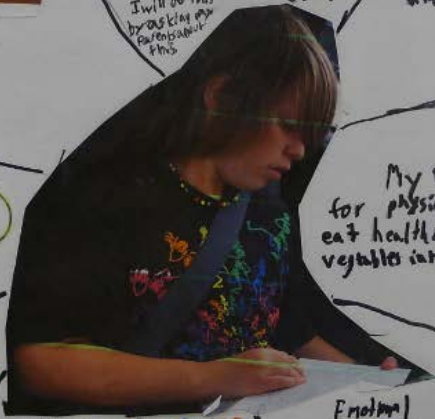
Social
 My social wellness goal is to be more flexible with rules when I'm playing a game with my friends.



Life Planning

My life planning wellness goal is to go to Cornell, get a major in Science and Technology, move to Pennsylvania and invent a self-writing

Emotional
 My emotional wellness goal is to be in more control of my anger levels. I have a short temper, something I have to work on.



WELLNESS GOALS

Social:
 In my life, I would like to be more social. For example, when I see people in the hallway, I will say hello or greet them. I would like to start doing that more.



Cultural:
 In my life, I would like to learn about my culture more. I am really curious about it. For example, I want to learn about the things that people eat in different countries. I also want to learn about the history of the world.



Intellectual:
 In my life, I would like to improve my life intellectually. For example, I want to study harder for tests. I want to look after my health more when I am doing with them.



Environmental:
 In my life, I would like to learn to keep the environment more clean. For example, I would like to pick up trash, see if I see it on the ground or not in the right place. I would also like to start recycling more, too.




Spiritual:
 In my life, I would like to understand my spiritual life more. For example, I want to say a prayer in my religion 2-3 times.



Life Planning:
 Starting now in my life, I would like to start planning out what I will be for 2 things. Right now, I have no idea what I will be when I grow up. That is why I want to start planning my life now.



My Wellness Goals



Sara

To improve my cultural wellness, I will visit Italy more often. I do not know a lot about my culture and I wish to learn more. I have an Italian culture and want to explore it.

Culturally

To improve my spiritual wellness, I will go to church more often and return to CCB.

Spiritually

To improve my physical wellness, I will try to lose weight. I will not eat junk food any more. I will play harder in my sports and run more. Also, over the winter when I play no sports, I will try to join basketball. Basketball will keep me physically active over the winter. During my soccer season, I will not make up any excuses to get out of running.

Physically

To improve my emotional wellness, I will try to write down everything that happened at the end of the day. I will try to write in a diary or journal to express all my feelings. I will help because all my emotions will follow me around causing me to be happier.

Emotionally

To improve my environmental wellness, I will go outside more often. I will not stay on my phone all day long or watch T.V. I will bring my family hiking and go camping more often.

Environmentally

To improve my intellectual skills, I will study more often and ask my parents for help. I will keep old knowledge locked in my brain by helping my sister with her homework. She is a year younger so I will be reviewing skills from her. Also, I will take better notes in class now. Work done on time.

Intellectually

To improve this section, I will try to hang out with more people and try to gain more friends. I will start to be a little more loose and not hold myself back from making fun. I will try new things to see if I like them. I'll try to be more open-minded to what I am more likely to do. I will also expand my bubble size to

Socially

Life Planning:
 In the future, I would like to go to Yale University. There, I will study paleontology (dinosaurs) and earn my master's degree. I will also try out for the soccer team. When I graduate, I would like to become a professional paleontologist and discover a new dinosaur. Another dream of mine is to play on the U.S. Women's Soccer Team.

My Wellness Goals

Physical

To improve my physical health, I want to drink more water. Doctors say to drink about eight glasses of water however I drink about three. I think I should drink water every few minutes to get myself in the habit of drinking it.

Spiritual

To improve my spiritual wellness, I should try to go to my temple more. I only go to my temple every few months when I should probably go once a month. I should also try to pray more.

Emotional

To improve my social wellness, I should try to be less spontaneous. I should try to use that energy to help me improve at soccer. I should also try to focus on the topic at hand because I get distracted very easily.

Intellectual

To improve my intellectual wellness, I should try to study for tests. I always think I'll ace a test, especially in math or science. However usually I get nervous or nervous when could do better if I studied. I should also try to focus more on homework and tests.

Environmental

I can improve my environmental wellness by participating in environment improving activities more. I should get involved with many activities such as picking up litter or planting trees. I should also try not to waste electricity and water by turning off the lights when I leave the room.

Life Planning

For my future I want to be an information technology patient. I want this job because I enjoy working with technology. In the future I want to have a family and live in New York City.

The following EfS Questionnaire was completed thoroughly. The topics and understandings were marked off clearly. The objectives and assessments were evident and descriptive within the unit plan. Please be advised that we would prefer for you to list them in the fourth section of the questionnaire.

Sustainable Jersey for Schools Education for Sustainability Questionnaire

Answer these questions about the **significant lesson** or **set of lessons** that you are submitting for points under the Education for Sustainability (EfS) action.

1. The lesson(s) must have addressed at least **one** of the **sustainability topics** listed below. *Examples provided under the sustainability topics are meant to be illustrative and not a comprehensive list of subtopics.* Check off the sustainability topic(s) addressed by the lessons, and for which there are documented results:

Ecological Systems

Investigating natural environmental processes and systems – Learning about the physical and living systems of our planet brings understanding about the interconnectedness and natural limits of these systems and informs solutions to environmental problems. Students can investigate ecological systems at a local level – e.g. biodiversity in the school grounds – or link to studies occurring further away.

Climate Change

Acquiring climate literacy – Learning climate science to understand the causes and consequences of global climate change; studying the impact of human activity on the climate and adaptations of man-made and natural systems in the face of climate change. Students can take action to address climate change by reducing their "carbon footprints."



Waste

Reducing, reusing, recycling, and cradle-to-cradle design – Re-thinking consumption and product design and use to eliminate the very idea of "waste." Any school or community can reduce its environmental impact by analyzing the full life cycle of the products it uses, and acting to reduce packaging and transport distance, and to recycle or re-purpose as many items as possible.

Energy

Addressing sustainable energy supply and use – Learning about the multiple factors that play a role in energy demand, supply and use and the impacts on ecosystems and socio-economic systems. In some municipalities, schools are the largest energy consumers, but up to 30 percent of that energy may be used inefficiently.



Health and Wellness

Addressing issues that impact human health – Eliminating toxic and hazardous materials, while maximizing elements that promote health (e.g. providing clean air and good ventilation, providing clean water, promoting outdoor time and physical activity) will improve the home, work and school environment for everyone.



Food Systems

Improving nutrition and food sustainability –Many of the systems for producing, processing, and delivering the food we eat rely on practices that have deleterious effects on the environment, on livestock, on farm workers and on consumers. Choosing local and whole foods impact both human health and the environment.



The Built Environment

Addressing transportation, housing, and other infrastructure development – Raise awareness of sustainable solutions such as transportation and development plans that reduce fuel consumption, pollution and car use.



Water

Addressing water quality, availability, and use– Learning about the water cycle and how use of water and land development in one place impacts water quality and availability in other places.



Economic Systems

Investigating how economic systems play a role in sustainability – History has seen the collapse of many civilizations whose economic activity degraded the natural and/or social environments. Sustainable economies support a good quality of life for all and maintain healthy ecosystems.



Social and Cultural Systems

Investigating the impact of social and cultural systems on sustainability – Social and cultural norms influence how different groups interact with each other and with the environment; and these practices are themselves influenced by changes in natural environments .

2. The lesson(s) must have taught about and assessed for at least **one** of the **enduring understandings** of education for sustainability listed below. Check off the enduring understanding(s) that the lesson(s) addressed, and for which there are documented results:



A Healthy and Sustainable Future Is Possible

We can learn how to live well within the means of nature. This viewpoint inspires and motivates people to act.



We Are All In This Together

We are interdependent on each other and on the natural systems.



Healthy Systems Have Limits

Rather than exceeding or ignoring the limits, tap the power of limits. Constraints drive creativity.



Reconcile Individual Rights with Collective Responsibilities

Responsible and ethical participation and leadership are required in order to make the changes we need to make. We must reconcile the conflicts that exist between our individual rights and our responsibilities as citizens.



Diversity Makes Our Lives Possible

Diversity is required to support rich complex systems (like us), to build strength and to develop resilience in living systems. Biological diversity, cultural, gender, political and intergenerational diversity all serve this purpose.



Create Change at The Source Not the Symptom

Distinguish problems from symptoms. Identify the most upstream problem you can address within your sphere of influence.

_____ Think Far into the Future (1,000 Years)

Envision the kind of future we want and start working towards it. We should not sacrifice our children's future to meet our needs.



Read the Feedback

We need to pay attention to the results of our behavior on the systems upon which we depend. If we keep our eyes on the feedback, we can adjust our thinking and behavior before we cross detrimental thresholds.



It All Begins With a Change In Thinking

Thinking drives behavior and behavior causes results. As Einstein had observed, the significant problems we face cannot be solved with the same level of thinking we used to create them. Think systems, cycles and out of the box.



Live By The Natural Laws

We must operate within the natural laws and principles rather than attempt to overcome them. It is nonnegotiable.

v We Are All Responsible

Everything we do and everything we don't do make a difference.

3. Teachers must have used at least **one** of the following **instructional approaches** in conducting the EfS lesson(s). Check off those that apply.



Inquiry based

Students ask questions, plan and carry out investigations, analyze and interpret data, construct explanations and engage in argument based on evidence.



Experiential

Students learn through doing – participating in projects, events, challenges, experiments and other learning activities.

_____ Place-based student learning

Students participate in investigations and learning activities in school grounds, neighborhoods or natural areas that engage them with real-life scenarios that are tangible, observable and meaningful to them.

_____ Interdisciplinary

2 or more teachers covering different academic disciplines design and/or present related lessons that integrate subject matter from 2 or more academic disciplines (e.g. social studies and science). Indicate New Jersey educational standards met for each discipline in the response to Question 4.

4. Describe the **learning objectives** of the sustainability lessons. Also describe how student learning was **assessed**. These descriptions should indicate the **enduring understanding(s)** of sustainability that were imparted by the lessons, as well as the **instructional approaches** that were used (as checked off above). If the approach was **Interdisciplinary**, please indicate the New Jersey curriculum standards for each discipline that were covered by the lessons:

[Learning objectives, standards, and grading rubrics presented in Unit Lesson Plan.](#)