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World Languages

“The Key to creating a more sustainable and peaceable world is learning. It is the change of mind on which change toward sustainability depends.”

Stephen Sterling, Author of Sustainable Education: Re-visioning Learning and Change

Keeping this in mind, I have created learning tools which will incorporate sustainability and green living in my EAP courses, specifically EAP 0220 and 0300.

Course: EAP 0300 Speech Level 3

Project: Discipline—specific lesson plan that incorporates the key components of sustainable education. The course textbook is **Academic Encounters: The Natural World 1**, Specifically, Chapter 3, “The Earth’s Water Supply,” and Chapter 5, “The Air Around Us, Earth’s Atmosphere.”

Rationale: In the lesson on Earth’s Water Supply, the students become aware of our limited resources of clean drinking water and maintaining our water resources clean, while learning new terminology in earth ethics, sustainability, environmental preservation, protecting our ecology, and hopefully becoming life-long learners of the target language along with Living Systems Learning.

In Phase One, the students learn that all the Earth’s water is the same age as the planet itself—4.6 billion years old. Earth’s water supply is constantly being renewed through a process called the hydrologic cycle. In chapter 3, they read and listen to explanations of how less than 3% of earth’s water is drinkable water. They are told that there should be enough fresh water to meet the needs of Earth’s people, however, one in six people does not get enough clean water to meet their daily needs. The United Nations has set a goal to cut this number in half. To achieve this goal, people everywhere must learn to conserve water at an individual, local, national, and global level.

In Phase Two, the students listen to recorded lectures on where our drinking water comes from and to testimonials and the experiences of people from countries like Bangladesh; where in some villages they must walk three miles to get potable water. In addition, the social worker who worked in Bangladesh returned home after a year and describes in her talk how conscientious she was when opening her kitchen or bathroom tap for water. I interject the other factors of sustainable living (composting, gardening, recycling, conservation of other natural resources) at this point in the classroom.

In Phase Three, The students must choose one question from the following set. They must write all of the answers they can think of, and get more information, talk to people outside of the class and do research on the internet.

Questions:

1. Individual action: What can an individual do to conserve water?
2. National action: What can a country do to conserve water?
3. Global action: What can an international group do to encourage people all over the world to conserve water?

These questions are discussed in class as groups and later presented as speech presentations for a grade. I believe this exercise encourages awareness in our students about sustainable living and preserving our resources. In Chapter 5 we tackle the issue of Clean Air and our Earth's Atmosphere. We discuss Global Warming and the rising sea levels in the same format as in chapter 3. I, as an MDC professor, can apply the knowledge from this workshop to have my students engage in behavior that fosters ecological sustainability. We outline the history of Earth and the evolution of life, and explain the principles and ethical implications of the Earth Charter.

MDC Learning Outcomes: In the classroom lessons detailed above, the following MDC Learning Outcomes are addressed and assessed:

#1 Communicate effectively using listening, speaking, reading and writing skills

#3 Solve problems using critical and creative thinking and scientific reasoning

#5 Demonstrate knowledge of diverse cultures, including global and historical perspectives

#10 Describe how natural systems function and recognize the impact of humans on the environment