

Go Green Challenge Checklist for Middle School Teachers 2019

RESOURCES CAN BE FOUND ON DISTRICT SUSTAINABILITY WEBSITE

<http://fip.smmusd.org/sustainability.html>

Please attach documentation for the actions that your class took

1. Introduction to Sustainability

- Invite the Sustainability Coordinator to present on sustainability and sustainability within SMMUSD
 - Can be reached at ccoster@smmusd.org
- Watch at least 5 of the 1-minute videos from Watch at least five of the 1 minute videos from Nature is Speaking. <https://www.conservation.org/nature-is-speaking>
- Review the Districtwide Plan for Sustainability Goals with students
 - Plan can be found on website: <http://fip.smmusd.org/sustainability.html>

2. Energy

- Conduct energy audit using the districts energy audit packet
 - <http://fip.smmusd.org/sustainability-teacher-resources.html>
- Use Energy Shut Down checklist at end of each day
 - Found on website.
- Solar education:
 - At least one educational lesson, video, presentation on solar and how it is used as a renewable energy source.
- HVAC thermostat in classroom is set between: 68-75 degrees F.
- All equipment is shut off at end of each day [not in sleep mode]
- Create and post energy saving signage to remind everyone to shut off and shut down
 - Activity/homework/art project where students create energy saving signage and post it either in classroom or other parts of campus.
- Utilize natural light when possible and use less artificial lights.
 - Idea: shut off part of the overhead lights/lift blinds and allow more natural light to enter the window.
- Educate on LED lighting
 - All indoor/outdoor lighting has been updated to LED lighting for energy saving.
- Participate in the districtwide Energy Challenge
 - Competition to begin October 1st, 2019.

- Review the districtwide Energy dashboard and record progress of site: [SMMUSD Energy Dashboard](#)
 - Track the district energy usage in either a lesson or activity.

3. Water

- Calculate how much water each student uses per day.
 - Think about the food you eat, the showers you take, and the water you drink to quench your thirst. How much direct water consumption? And indirect consumption? Write down guesses.
 - Calculate actual water consumption using GRACE's Water Footprint Calculator <https://www.watercalculator.org/> and find out how much water used directly and virtually each day. What is virtual water use? Define.
 - Compare and report actual water footprint with guesses.
- Create and post water saving signage in bathrooms/drinking fountains
- Participate in Streets to Seas Challenge Starts September 1st, 2019. <http://dpw.lacounty.gov/prg/generationearth/pdf/Streets%20to%20the%20Sea%20Application%20Packet.pdf>
- Identify types of landscape around campus:
 - Is it low water use or high water use?
 - Identify what kind of irrigation is used on campus or site. Drip irrigation, sprinklers, reused water?

4. Waste

- Conduct waste audit in your classroom. Identify what is being thrown away and how to reduce. Toolkit available on website.
- Tracking Waste Activity:
 - Assign each student to track all of their waste throughout a day, series of days and/or a week. Have them carry all of their waste in a bag with them to provide visual and physical awareness of how much waste is being used and need for reduction.
 - At the end of the time period, the students track and record their waste
 - They list which items they use most of and list all the ways they can reduce their waste and what alternatives they could use instead.
- Teacher sign up for the Next Generation Science Standard Aligned Curriculum for Plastic Pollution here: <https://www.5gyres.org/educators>
 - Utilize at least one lesson plan from the plastic pollution curriculum.

- Landfill lesson: What is a landfill? What are alternative solutions? What is wrong with landfills?
 - Example lessons are available on website.
- Do you have a classroom waste station? Must have:
 - Grey/black bin for Landfill waste [clearly labeled]
 - Blue bin for recycling waste [clearly labeled]
 - OPTIONAL: if desired or have food in classroom, can have green bin for compost [clearly labeled]

If you need to order these bins, email Lisa in M&O at lallen@smmusd.org

- Enforce using scratch paper instead of new paper
 - Have a scratch paper collection area and utilize all of that for educational material before using new paper.
- Proper E-waste disposal in classroom.
 - The district diverts 100% of e-waste from landfill. All E-waste must be picked up separately, E-waste can NOT go in any campus trash/recycling bins. Contact Caroline for a pick-up ccoster@smmusd.org
- Proper battery disposal
 - The district diverts 100% of batteries for landfill. Make sure you dispose of your classroom batteries in the battery collection stations located in front office.
- Encourage zero waste efforts:
 - This can be lesson, presentation, flyers, activities or demonstration. [Ex. bring own bottle, bring reusable supplies]
- ALL paper is properly recycled in classroom
- Double-sided printing is utilized and a default setting on all printers
- Waste reduction actions:

Ex: Encouraging digital reading, note-taking and activities, printing multiple pages per sheet, minimizing paper correspondence with parents
- Practice creative reuse:
 - Ex. Recycled art projects, up-cycle events, donation bins, reuse bin liners
- Reusable water bottles: Encourage bringing own reusable water bottle and not using plastic

Report: What percentage of the classroom/office uses a reusable water bottle?
- Food Waste Education:
 - At least one lesson, presentation or video about HOW to reduce food waste and why it is important.
- Compost lesson:
 - At least one lesson or activity on compost, why it is important and how to compost.

5. Engagement

- Students conduct at home water and energy audits to share their knowledge at home

- Provide an at-home waste or/and energy audit for the students to conduct audits at home and share their knowledge
- Student lead sustainability themed focused lesson for the class
 - At least one lesson conducted by students about a certain sustainability topic.
- Teacher encouraged participation in community opportunities/events- photo documentation for credit
 - Check website for opportunities for workshops, trainings, films, etc.
- Teacher to watch an educational film on an environmental topic.
 - Film list is on website

6. Wellness

- Products and cosmetics-learn how to avoid chemicals with everyday products. Watch “Story of Cosmetics” <https://storyofstuff.org/movies/story-of-cosmetics/>
 - Chemicals are found in everyday products ranging from sunscreens, lotion and toothpaste. Examine the ingredients in three products that you use every day.
 - Research any ingredient that isn’t familiar and write down its function.
 - Use these data bases to help identify: Chemicals for Concern: <http://www.safecosmetics.org/get-the-facts/chem-of-concern/>
EWG’s Skin Deep database <https://www.ewg.org/skindeep/>
Made Safe’s resources: <https://www.madesafe.org/category/blog/>
 - Research alternatives to use and what healthier products you can use instead. Make a list.
- Nutrition education:
 - At least one lesson, activity, presentation or video on nutrition.
- Attend campus Beautification project or participation with campus beautification event
 - Pictures for proof.

7. Transportation

- Encouragement around alternative transportation:
 - Lesson, flyer, presentation or, bulletin about reasons to take alternative form of transportation.
 - Map of walking, biking and bus lines.
- How transportation effects the environment and climate:
 - At least one lesson on transportation and impacts to climate.