

How Green Is Your Campus?

AIM

To raise students' consciousness of their individual and collective role in creating a green campus by heightening their awareness of what is already happening on their own campus and other campuses to encourage and create sustainability.

OBJECTIVES

At the end of this session, students will be able to:

- Explain "green" in terms of sustainability and global warming.
- Use the word "green" as both an adjective and a verb and "greening" as a noun.
- Apply the term "green" to their everyday lives.
- Read and understand the article "How Green Is Your Campus?"
- Complete a chart illustrating policies for greening the campus in each of five categories pertaining to campus sustainability.
- Identify steps students are taking to create a green campus.
- Access Internet tools that link them with other college activists.
- Conduct a survey to find out what others on their campus know about the college's green policies and to find out about individual environment-friendly behavior.
- Analyze and share information about the results of their survey.

TARGET GROUP

Advanced ESL students
(For the purpose of this lesson, the target group levels range from 1 through 8, with the following guidelines: 1 = beginning, 5 = intermediate, 8 = advanced.)
The lesson can also be adapted for lower levels and for credit students.

LENGTH

Five 50-minute sessions

OVERVIEW

In this unit, students read the article "How Green Is Your Campus" and consider the nine categories presented in the article, with a special emphasis on student involvement. They will then conduct a survey to find out what other students know about green policies and practices on their campus and the role of students themselves as catalysts for greening the campus.

DAY ONE

Activity: Warm-up

1. Explain to students that they are going to read the article "How Green Is Your College?" (<http://www.pbs.org/now/shows/515/green-colleges.html>). Show them the accompanying picture (students working in a campus garden) and briefly discuss the picture: What are the students doing? Where? Why?
2. Ask students to fill in a chart with green terms and state how green connects to global warming and sustainability. (Each group can be given a blank chart on an overhead transparency so that it can be shared, then kept or reused.)

MATERIALS

- Multiple copies of a chart, preferably on reusable overhead transparencies, to determine what students KNOW, WANT to know and FIND OUT about green terms.
- The article “**How Green Is Your Campus?**” from *NOW* (PBS); available at <http://www.pbs.org/now/shows/515/green-colleges.html>
- Multiple copies of a student survey, edited before the survey is conducted on campus.
- A tabulation form for the students to calculate the answers they get.
- A sample scavenger hunt form that can be used instead of, or in addition to, the survey.

What I KNOW	What I WANT to Know	What I FIND OUT
green (adjective) to green (verb) greening (noun)		
green jobs		
green buildings		
Green Corps		
green courses		
Other terms with the word “green”		
Sustainability and how sustainability is related to green		
Global warming and how global warming is related to green		

3. Invite students to share their group responses with the whole class. Ask them to take notes so that they can continue to work at home on their individual charts, adding what they FIND OUT.
4. Prepare them for their homework, which is to find additional information on the terms to create their own chart section on what they FIND OUT.

Activity: Working with the Vocabulary in Context

5. **Endowment:** Ask students to look up the word “endowment” online or in their dictionary. Can they find a definition that fits the way the word is used in the article? Ask a volunteer to contact a college administrator and ask for a definition of college endowment as it is used in the article and to report back to the class what he or she finds out.
6. **Sustainability:** The World Commission on Environment and Development has defined sustainability as “forms of progress that meet the needs of the present without compromising the ability of future generations to meet their needs.” In order to reach an appropriate level of sustainability, we need to reduce the amount of resources we buy and use, the waste we create, and the emissions we produce.

In discussing sustainability, elicit such words and terms as the following: waste, energy, water, building design, transportation, landscaping, paper

DAY TWO

Activity: Review

1. Invite students to share in groups and / or with the whole class what they found out.
2. Ask students to read the article “**How Green Is Your Campus?**” online. Alternatively, give this as a lecture, citing the source. Have the students take notes and write a summary of what you told them or have them summarize it orally.
3. Guide students as they consider the meaning of terms used to categorize ways in which a campus can be green. Give them the partially filled-out chart with the nine categories presented in “**How Green Is Your Campus?**” Ask them to give examples of policies and actions for the remaining five categories. Alternatively, give each of five groups an overhead transparency with just one category and have them share their responses with other groups.

Note: The terms are difficult, and the chart listing them may be considered an additional reading exercise!

CATEGORIES AND POLICIES

According to the article “How Green Is Your Campus?” a campus is judged by its policies in nine categories. Give examples of policies in each of the five categories that have not been filled in.

Category	Policies
Administration (President and Trustees)	The administration and trustees have made commitments and created policies for sustainability. They have a mission statement.
Climate Change and Energy	
Endowment Transparency	The college makes it easy to get information on how money is invested, which enables people to see whether investments support sustainability.
Food and Recycling	
Green Building	
Investment Priorities	The school invests in clean energy and renewable energy funds and in the community.
Shareholder Engagement	The school has an advisory committee on green ways to invest money, which enables investors to be involved in a green way.
Student Involvement	
Transportation	

Activity: Sharing Results

- Give each of five groups an overhead transparency on which they can write their answer, then ask each group to review their answer with the whole class to see what other groups can add. Alternatively, use the blackboard or butcher paper. (The advantage of an overhead transparency is that it can be kept and / or used again.)

Possible responses to CATEGORIES AND POLICES chart:

Category	Policies
Administration (President and Trustees)	The administration and trustees have made commitments and created policies for sustainability. They have a mission statement.
Climate Change and Energy	The campus uses renewable energy, is energy efficient, conserves energy and is committed to reducing emissions.
Endowment Transparency	The college makes it easy to get information on how money is invested, which enables people to see whether investments support sustainability.
Food and Recycling	The campus has recycling and composting programs and serves food in ways that create little waste.
Green Building	There is at least one green roof on campus. The school has a LEED*-certified green building or is building one. There are campus wide green building policies.
Investment Priorities	The school invests in clean energy and renewable energy funds and in the community.
Shareholder Engagement	The school has an advisory committee on green ways to invest money, which enables investors to be involved in a green way.
Student Involvement	There are active green student organizations and competitions that the college encourages and oversees. There are paid green positions for students.
Transportation	The school has a bike-sharing and / or car-sharing program. Students receive reduced-fare passes for public transit. School fleets use hybrid or other alternative-energy vehicles.

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- Discuss what students can do in these five categories to create a greener campus.
- To prepare students for their homework assignment, have them suggest search terms to use to find out online what students are doing at other schools to create a green campus. (Examples: *“green campus students,” “green campus activists,” “sustainability on campus”*)

Homework

Ask students to search online for websites that have information on what students are doing at other schools to make their campuses green. Have them bring in the URLs for the websites they found and a one- to three-sentence summary of what each website offers.

EXAMPLES:

- <http://www.greencorps.org/about-us/history-and-mission>. This website explains why Green Corps was founded in 1992 and how it hopes to green the world by teaching college graduates to run environmental campaigns.
- <http://www.globecampus.ca/in-the-news/globecampusreport/examples-of-student-driven-projects/>. This Web page provides a list of six Canadian universities and how they are working to green their campuses and communities.

DAY THREE

Activity: Survey

1. Have students break into groups of five and ask them to share the information they found online about student activism on campus. Each group can then report to the whole class on these findings.
2. Ask students to work in pairs to test a survey form, which they can edit according to their own interests (see Appendix 1 at the end of this lesson). Encourage them to add one or two open-ended questions. If they are going to report the results of their survey in groups, they will need to get a group consensus on all changes to the survey.

Homework

Students will need time to conduct the survey and tabulate the results before this unit continues. Explain to students that after they have practiced giving this survey by asking the questions of a classmate, they will need to have five clean copies to survey students, faculty or staff in other places *on campus*. They will also need to remember to get the signature of each person they survey.

After conducting five surveys, they should tabulate the results.

PART 1

Question	Number of "yes" replies	Examples	Number of "no" replies	Number of "I don't know" replies
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				

PART 2

Question	Number of “yes” replies	Number of “no” replies	Choices/Examples
1.			
2.			
3.			
4.			
5.			
6.			
7.			

DAY FOUR

Activity: Survey Tabulation and Presentation Preparation

Ask students to work within their groups to tabulate group results and to start planning the presentation of their findings. They will need to share results within their group and tabulate group member totals for each question, including listing the examples given with the “yes” answers. Each group should decide who will report on which section of the survey for the group presentation. Advise them that the time should be divided equally.

DAY FIVE

Activity: Oral Reports or Shared Written Reports

Invite students to give oral group reports or exchange written reports on what they found out from conducting their surveys.

They should follow these guidelines:

- Give a written or oral report on what you found out by conducting the survey.
- Explain in what ways your campus is green and in what ways it needs to become greener.
- What did you find out that you can use to help green your campus?

Alternative Activity: Scavenger Hunt

If time is too limited for the students to conduct and report on a survey, they can do a scavenger hunt, which is less complex. Appendix 2 provides instructions and the list for the hunt.

Ensure that students report back to the class on their findings from their hunt. It may also be useful for students to determine who else should be informed of their findings and to draw up a list of recommendations for greening the campus to accompany their report.

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APPENDIX 1

SURVEY QUESTIONS

Read the questions and the choices and circle the answers your classmate gives you.

Part I: Your Campus

1. Does your campus have a student club or organization that focuses on the environment?
YES NO I DON'T KNOW
If yes, what is it?
2. Have you discussed the green movement in any of your classes?
YES NO
If yes, in which class(es)?
3. Do class handouts show wise use of paper? For example, are they usually double-sided?
YES NO
4. Does your campus have green courses (courses on the environment)?
YES NO
If yes, can you give an example?
5. Can students get green jobs on your campus? (For example, is there a part-time position as eco-rep?)
YES NO
6. Does your campus have a bin for garbage and a separate bin for paper that can be recycled?
YES NO I DON'T KNOW
7. Does your campus have a bin for garbage and a separate bin for compost?
YES NO I DON'T KNOW
8. Does your campus have a place to take e-waste, (electronic waste, such as cell phones and tape cassettes) and u-waste (universal waste, such as light bulbs).
YES NO I DON'T KNOW
9. Does your campus have a safe place to keep your bike?
YES NO I DON'T KNOW
10. Does your campus celebrate Earth Day?
YES NO I DON'T KNOW
11. Does your campus have green buildings?
YES NO I DON'T KNOW
12. Does your campus have a recycling department?
YES NO I DON'T KNOW
13. Does your campus offer internship in green programs for college credit?
YES NO I DON'T KNOW
14. Does your campus have someone, such as a dean of Sustainability, in charge of sustainability projects and practices?
YES NO I DON'T KNOW

15. Does your college have a website for green jobs on campus?
YES NO I DON'T KNOW
16. Does your college have a website for sustainability?
YES NO I DON'T KNOW
17. Does your college have a sustainability management plan?
YES NO I DON'T KNOW
18. Does your college have a mission statement about sustainability on campus?
YES NO I DON'T KNOW

Part II: Your Activities

1. How do you usually come to school?
I walk. I ride my bike. I take public transportation. I drive.
Someone drives me. Other_____
2. Do you buy bottled water on campus? Yes No
3. Do you bring bottled water to campus? Yes No
4. Do you use the recycling bin on campus? Yes No
5. Do you use the compost bin on campus? Yes No
6. Do you belong to any green clubs or organization on campus? Yes No
7. Have you taken any green courses (i.e., courses on the environment)? Yes No
8. Create your own open-ended question. Examples:
 - What is the most important thing your campus is doing to create a green campus?
 - What is the most important thing you are doing to go green?

APPENDIX 2

SCAVENGER HUNT: Find Signs of a Green Campus

Look for the items listed. Fill in the form indicating where you found each item or check the box indicating that you couldn't find it. The first one has been done for you. You don't have to list more than one place for each item, but if you do, it will make your chart more interesting.

Item	Where I found one	I couldn't find one
a bin for garbage	by the Lunch Box / at the steps of Cloud Hall / in the student union	
a bin for compost		
a bin for recycling paper		
a bin for recycling cans and bottles		
a bin for e-waste (waste from electronics)		
a sign encouraging students to recycle		
a sign saying to keep fluorescent lamps / bulbs out of the trash		
a sign asking people to keep the door closed to conserve energy		
a place to bring additional recycling		
a picture showing what should go into the garbage bin		
a picture showing what should go into the recycling bin		
a picture showing what should go into the compost bin		
a garbage bin labeled "Landfill"		
a sign relating to Earth Day		
a student putting waste in the right place		
an Office of Sustainability		
a classroom with a green course in session		
a place to dispose of your dead batteries		
a place on campus to access the Internet		
someone with a stainless steel water bottle		
a handout that makes good use of paper		
Option: Create a separate Web Quest scavenger hunt assignment to find out about the green-ness of other campuses. Instead of a physical location, give the URLs plus a one-sentence summary of the website.		