

Panel participants:

- Nicci Cagan, From the Ground Up**
- Noah Sheetz, Chef's Consortium**
- Mary Ellen Mallia, SUNY Albany**
- Bhawin Suchak, Free School**
- Phil Holloway, Empire Zero**
- Matt Sharp, County Waste**
- Daniel McCoy, Albany County Executive**

Welcome
SWANA 2015
The Sagamore
Resort



Creating
Educated
Consumers
....from the
ground up

Intents and purposes

- **Living what we learn as a standard of education**
- **Educating youth for a more sustainable future by promoting integrative learning**
- **Offering differentiated learning styles for more complete audience capture**



What IS Common Core?

(In its true form)

Thinking deeply: requires students to analyze more

Integrating learning: learning across disciplines, combining subjects into one task or problem

Showing how they know: emphasizes proof and evidence of learning, explaining how they know





Vision

- **Using Common Core as the vehicle:**
 - to connect with our planet
 - create deeper educational comprehension
- **Enabling this opportunity:**
 - by developing understanding of life-cycles
 - shared environmental responsibility
- **Expanding shared knowledge base:**
 - by providing deeper shared educational experiences

Mission

Developing more educated consumers by:

- **Encouraging and promoting systemic change**
- **Sharing responsibility via mutual development and ownership**
- **Leveraging the collective wisdom of previously unconnected stakeholders**
- **Implementation and continued engagement in education for future generations**



Goals

- **Providing expert knowledge from industry leaders:**
 - Developing mechanism for intergenerational information-sharing
 - Creating synergy
- **Educating youth without industry advertising or self-promotion**
- **Developing connections with partners invested in working with more environmentally and socially responsible adults and consumers**

Developing an action plan

- **Develop relationships with primary school educators**
- **Create partnerships with secondary educational institutions**
- **Advocating for legislation to require a level of adoption in schools**
- **Build synergistic affiliations with industry specialists to provide content and potential funding**





Pathways

- **Is multi-sector partnering a viable path for education in the future?**
- **Is this educational opportunity feasible without advertising or promoting individual products or political agendas?**



Win-Win-Win

- **How do we best establish “wins” for primary and secondary education, industry and government?**
- **How does this arrangement address multiple learning styles?**
- **Does integrative learning allow students to absorb more information?**

Rules of Engagement



- **Will this create more engaged, healthy consumers?**
- **Will it ultimately generate more educated consumers?**
- **Will students who learn in this manner have a greater sense of environmental responsibility?**

Pilot to Rollout

- What type of school should beta-test a program like this?
- Should there be one pilot program or multiple trials?
- Specific demographics?
- Target in an elementary/middle/high-school simultaneously?
- What age-range is prime target?



Howdy Partner!

- **How do we best outreach to potential partners?**
- **Are there limitations to who should be a partner?**
- **How do we communicate to faculty the advantages of information from industry experts being shared in the classroom?**



Feasibility Study

- **If this is a viable direction for education, how do we move forward with (and gain momentum for) this initiative?**
- **Which stakeholder sectors are not yet engaged and how do we engage them?**
- **Who is ultimately responsible for implementation?**



How does it look: *(simple illustrations)*

- **Sustainability majors gather information from local partner-company**
- **Information is shared with education majors to code lessons**
- **Coded lessons shared with primary teacher to proctor class**
- **Education majors facilitate an in-classroom or Skype discussion between company and students or do a virtual tour**

Getting to the core of it all...

•By utilizing “live what you learn” curricula, there is greater ability to address multiple learning styles in any core class.

•Learning styles include:

- Interpersonal
- Intrapersonal
- Naturalist
- Musical/Rhythmic
- Kinesthetic
- Logical/mathematical
- Verbal/linguistic
- Visual/spatial



Implementation

- **Classes can be taught as a one-time lesson or ongoing studies of a specific topic**
- **Teaching cross-curricular lessons (covering more than one core area) students have an opportunity to broaden comprehension in multiple manners**
- **Examples for using organic or inorganic topics:**



Organic Life-Cycle lessons:

*Nature keeps it simple ...
(following the path of sustainable food)*

- Plan it
- Plant it
- Grow it
- Harvest it
- Prepare it
- Eat it
- Compost it
- Start again



Inorganic Life-Cycle lessons:

- 1) Plan it
- 2) Design for de-construction/
re-construction
- 3) Manufacturer
responsibility
- 4) Policies to support
disposal avoidance
- 5) Incentives to create cradle-
to-cradle design





Questions?



Contact info:

- **Nicci Cagan: niccifromthegroundup@yahoo.com**
- **Noah Sheetz: noah@chefsconsortium.com**
- **Mary Ellen Mallia: mmallia@albany.edu**
- **Bhawin Suchak: bhawin74@gmail.com**
- **Phil Holloway: empirezzerowaste@gmail.com**
- **Matt Sharp: matts@wcnx.org**
- **Daniel McCoy: mary.rozak@albanycounty.com**

- **Renee Panetta (facilitator): panettar@guilderlandschools.net**

Thank You
From the Ground Up
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