

CEL F 2015 NYC Schools Sustainability Fair

A first-hand look at CEL F's impact in action

in partnership with

CUNY: Center for Urban Environmental Reform

Promoting Environmental Democracy and Citizen Participation

Thursday, June 11th



The schools participating in today's fair are showcasing sustainability initiatives they have undertaken as participants in CEL F's Leadership Training in Sustainability Curriculum project. The event is the culmination of the 2014-2015 academic year and the third year of CEL F's partnership with the NYC DoE.

Partner School	Project(s) Exhibited at Sustainability Fair
<p>Bronx Mathematics Preparatory School</p> <p><i>Big Ideas of Sustainability: Interdependence, Community</i></p>	<p>School Garden To Table Program</p> <p>The BMPS team purchased supplies and built Aeroponic gardening systems in which 6th graders planted herbs and vegetables. The herbs and vegetables were harvested and used in two ways: first, to promote healthy eating habits by preparing and serving the produce in the school cafeteria and second, to strengthen community connections by donating some of the harvest to parents participating in parent meetings and other school functions.</p>
<p>MS 51 William Alexander Brooklyn</p> <p><i>Big Ideas of Sustainability: Place, Limits, Long-term Effects, Ability to Make a Difference, Cycles, Fairness</i></p>	<p>Water, Water Everywhere, But not a Drop to Drink</p> <p>As part of a local STEAM initiative concerning the Gowanus Canal watershed, students learned about the NYC water supply system—its issues and infrastructure—by studying a local Superfund site and testing water quality. They also toured the Newton Creek Water Treatment Plant in Greenpoint. Students made connections to long-term effects of water usage by studying the current drought in California. They conducted personal water audits, comparing local water usage to that in developed and developing countries. The unit concluded with students brainstorming ways to reduce their water use.</p> <p>Growing a Salsa Garden</p> <p>Using a hydroponic growing system, students grew "salsa garden" ingredients for Spanish recipes, incorporating math and science while enhancing understanding of culture and vocabulary. Growing food on-site for a growing population in a limited amount of space exemplified the understanding of the principles of Education for Sustainability.</p>
<p>PS 75 Mayda Cortiella Brooklyn</p> <p><i>Big Ideas of Sustainability: Ability to Make a Difference, Community, Systems</i></p>	<p>Climate and Earth's Energy Balance</p> <p>The students became the stewards of four ROW Bioswales located within the immediate area surrounding the school. These planted areas in the sidewalk help manage the storm-water system by collecting rainwater runoff, inhibiting the long term effects of storm-water in the sewer system, and protecting local waterways. Students first learned about Bioswales, then shared their knowledge on how they work with other students in the school. They made community connections by collaborating with the Senior Center and the neighborhood garden to help maintain the Bioswales.</p>
<p>PS 307 The Magnet School for STEM Studies Brooklyn</p> <p><i>Big Ideas of Sustainability: Community, Interdependence, Limits</i></p>	<p>Water and Me</p> <p>The 'Water and Me' Unit was a yearlong study examining how water use affects others in both local and global communities. At the end of this unit, students were able to:</p> <ul style="list-style-type: none"> ● understand and articulate the importance of water conservation ● describe ways to use water and other resources more responsibly ● infer the cause and effect relationship between people and their environments ● predict the effects of irresponsible use of natural resources <p>Students shared their understanding of this study through several communication channels, affording students opportunities to teach others.</p> <p>School-Wide Recycling</p> <p>This interdisciplinary project encouraged students to look closely at waste flows in their school. As a result of this project students designed new sorting bins for each classroom, created a video to raise awareness, and Green Team members became Recycling Agents, serving as classroom ambassadors.</p>

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<p>PS 57 Hubert H Humphrey Staten Island</p> <p><i>Big Ideas of Sustainability: Community, Cycles</i></p>	<p>How Does Your Garden Grow? Garden Partnership PS 57, PS 30, IS 227</p> <p>In an effort to support new project teams, the PS 57 Mentor school team worked with their two partner schools (IS 227 and PS 30) to develop, enhance, and/or expand their school gardens. The mentorship took place throughout the school year:</p> <p><u>Early Fall:</u> Mentor and partner teachers visited each other's school gardens in order to discuss future plans and review grant resources.</p> <p><u>Late Fall/Winter:</u> Partner school students visited PS 57's school garden to work on garden winterization. This experience acted as a springboard for students to brainstorm additional garden ideas for their schools. The partner school students then worked with their teachers on a garden development plan and grant writing during the winter.</p> <p><u>Spring:</u> The PS 57 students and teachers joined forces with IS 227 to assist with their garden enhancement and other sustainability projects.</p>
<p>MS 447 Math and Science Exploratory School Brooklyn</p> <p><i>Big Ideas of Sustainability: Limits, Ability to Make a Difference, Cycles</i></p>	<p>Sustainable Solar Cook-off Celebration, Aquaponic Garden Billion Oyster Project, Greenhouse, Student Government, School Carnival</p> <p>The school EFS initiative is largely student driven with teachers providing guidance, support and acting as facilitators on the following projects:</p> <ul style="list-style-type: none"> • The green team and garden club created and maintained recycling receptacles and developed an incentive program to promote sustainability. • Students in the garden club created a sustainable greenhouse and Aeroponic garden. They collected 1,500 2-liter bottles and repurposed them as a median for heat conservation. • Seventh graders designed and tested solar cookers, using their own materials while manipulating variables such as the size of cooker or insulating material. • Other students have taken responsibility for maintaining an oyster garden in Brooklyn Bridge Park in collaboration with the Billion Oyster Project. • The 6-8th graders of Student Government were responsible for promoting and collecting paper recycling for the majority of the year. • Members of Student Government also created and ran the first school carnival. This service-learning project raised more than \$400 that was donated to the NYC AIDS walk that students took part in on May 17th.
<p>PS/MS 161 Don Pedro Manhattan</p> <p><i>Big Ideas of Sustainability: Community, Cycles, and Ability to Make A Difference</i></p>	<p>Kindergarten: Recyclables for a Sustainable Environment</p> <p>Two kindergarten classes learned about recycling for a more sustainable environment. The goal was for students to 1) attain knowledge on the life cycle of materials like cardboard and plastics and 2) see how they can make an impact by bringing awareness to others and participating in recycling at school, in their communities and at home.</p> <p>The kindergarten classes engaged in a neighborhood study that connected individual students and families to the natural and built landscapes in the school neighborhood. They explored local flora and wildlife, the Hudson Riverside, neighborhood business and food markets. They then connected these community dynamics to themselves and their responsibility to care for their community, each other and our shared environment.</p> <p>Grade 6,7, & 8: Crisis of Minerals in the Congo & Recycling of Cell Phones</p> <p>Students in the upper grades researched, investigated, and learned about the current conflict of minerals from the Congo that are used in cell phones. Students</p>

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<p>PS/MS 161 Don Pedro <i>cont'd</i></p>	<p>investigated this crisis and shared their awareness of the current issues surrounding minerals with the school community through a sustainability newsletter, posters and flyers. In addition, students took action by staging a cell-phone recycling drive and they discussed and wrote about the theme of Community through a Social Justice Lens.</p>
<p>PS 375 Mosaic Preparatory Academy Manhattan</p> <p><i>Big Ideas of Sustainability: Systems, Change over Time, Cycles</i></p>	<p>LIBRARY: Systems in My World</p> <p>During their weekly library times, students in grades K through 5 studied systems in their world. Each grade learned about a specific system through read-alouds and individual research. Topics included: City, Garden, Composting, Water and Waste & Plastic Bags. After researching, students built models, created posters, or engaged in experiments like sprouting seeds and vermicompost care. Older students also shared what they learned by hosting and leading “teach-ins” for younger students in the library.</p> <p>Kindergarten: The Living Environment</p> <p>Students studied <i>change over time</i> in their environment. During this interdisciplinary study, students observed, measured, wrote about and discussed the life cycle of a variety of plants in the classroom and in the schoolyard as well as the dramatic changes that a caterpillar undergoes during its life cycle.</p>
<p>PS 54 The Magnet School for Environmental Science, Technology and Community Wellness Brooklyn</p> <p><i>Big Ideas of Sustainability: Place, Community, Ability to Make a Difference</i></p>	<p>PS 54 School Waste Management Initiative</p> <p>PS 54 continued a place-based focus on changing current practices in order to move toward being a more sustainable school. The team continued their efforts in improving classroom waste management practices and extended these practices school wide. The school team launched a school-wide Cafeteria Waste Management Project that involved all classes in designing the containers to be used in waste disposal. They applied for and prepared their community for organic waste pick-up from the New York City Department of Sanitation.</p> <p>Through this project, students examined trash disposal practices at home, school and in the larger community in order to develop a school wide solid waste management plan. Upper grade students made connections between waste and water quality by investigating sources of New York City water.</p> <p>The team worked to connect the school community with the broader world through sustainable practices that includes all members of the community. This work included a school wide composting project led by students in grade 3.</p>

PROJECT PARTNERS & SUPPORTERS:



THE BAY AND PAUL FOUNDATIONS

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