



Inspiring young people to think about the
world,
their relationship to it,
and their ability to influence it
in an entirely new way.

Jaimie P. Cloud

President

www.cloudinstitute.org



Health Education & “Sustain Ability”

How Learning Changes our Thinking
and how Thinking Changes our World

What Kind of Future do we want?

What do we want to sustain?

For whom?

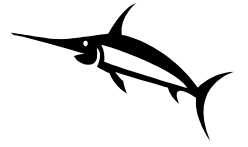
For how long?

and what does education have to do with it?

What *is* education for?
(In the service of what?)

The Story of The Fish Game

Once upon a time...



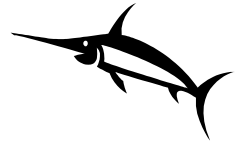
The Fish Game

The object of each game:
To have as many fish as possible
after playing all 10 rounds.

They Fish and they Fish and ...

and then...

...they run out...again and again...

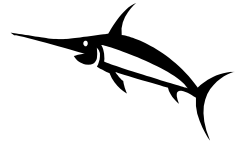


Why?

If their group ran out of fish before they were able to play 10 rounds, then the number of Fisher folk fishing the way they did resulted in more fish taken from the ocean faster than the ocean was able to replenish them.

We call that unsustainable.

We wouldn't need to educate for Sustainability
if there was no such thing as un-sustainable



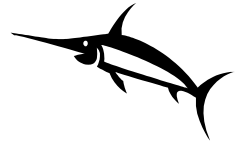
What were you thinking?

Now that you know that
something you did
or didn't do
contributed to “crashing the system.”

Why did you do it?

Why we ask,
“What were you thinking?”

**Thinking Drives Behavior
and
Behavior Causes Results**



What were you thinking?

A Short List of Thinking that Drives Un-sustainable Behavior:

“The Titanic”

“The Bummer”

“Play to Win”

“We’re in Control”

“Resources are unlimited and
everything is substitutable...”



The Result of these Classic “Mental Models”

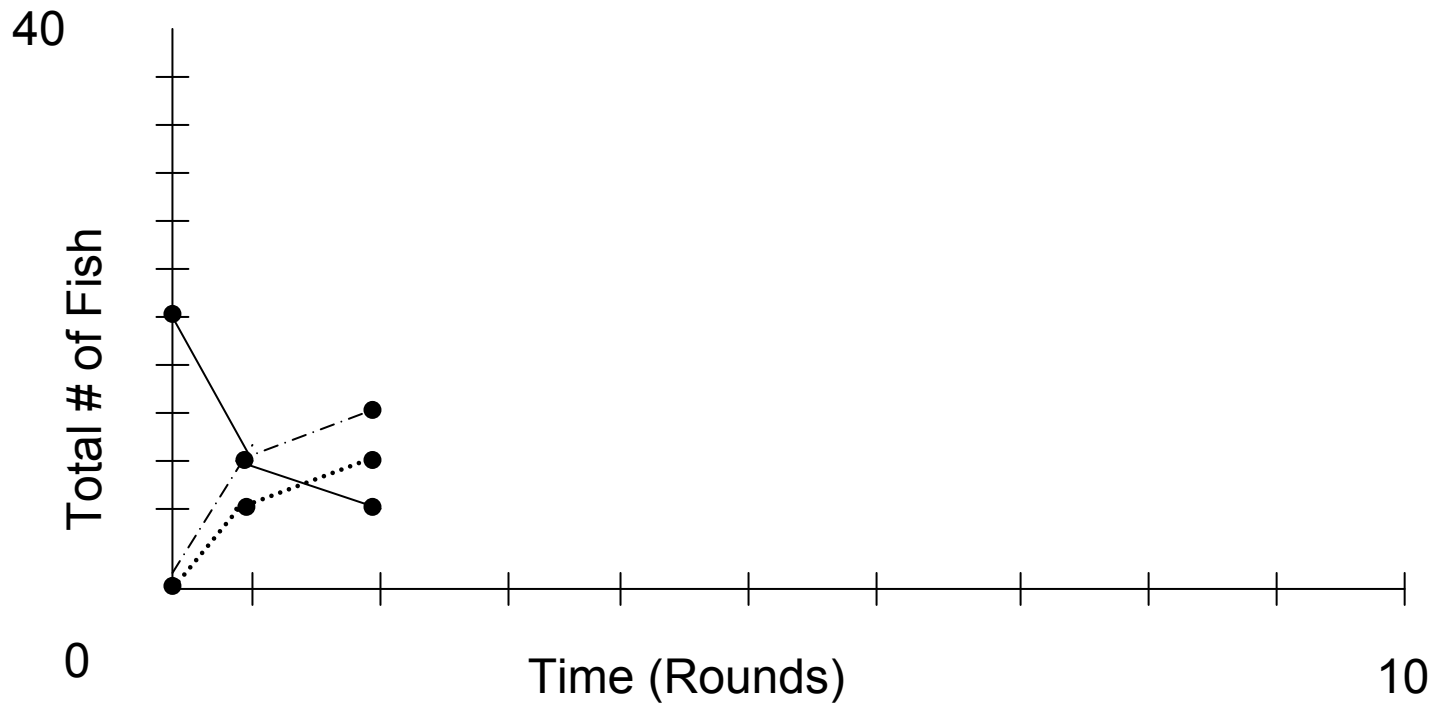
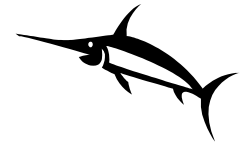


- We often operate without the information we need
- We ignore/can't see the feedback (believing is seeing)

If we cannot hear or see feedback-we cannot perceive relevant data for our brains to filter

- We exhibit characteristics of insanity
- Our “fixes” backfire on us or we shift the burden

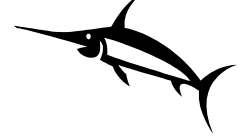
Behavior Over Time



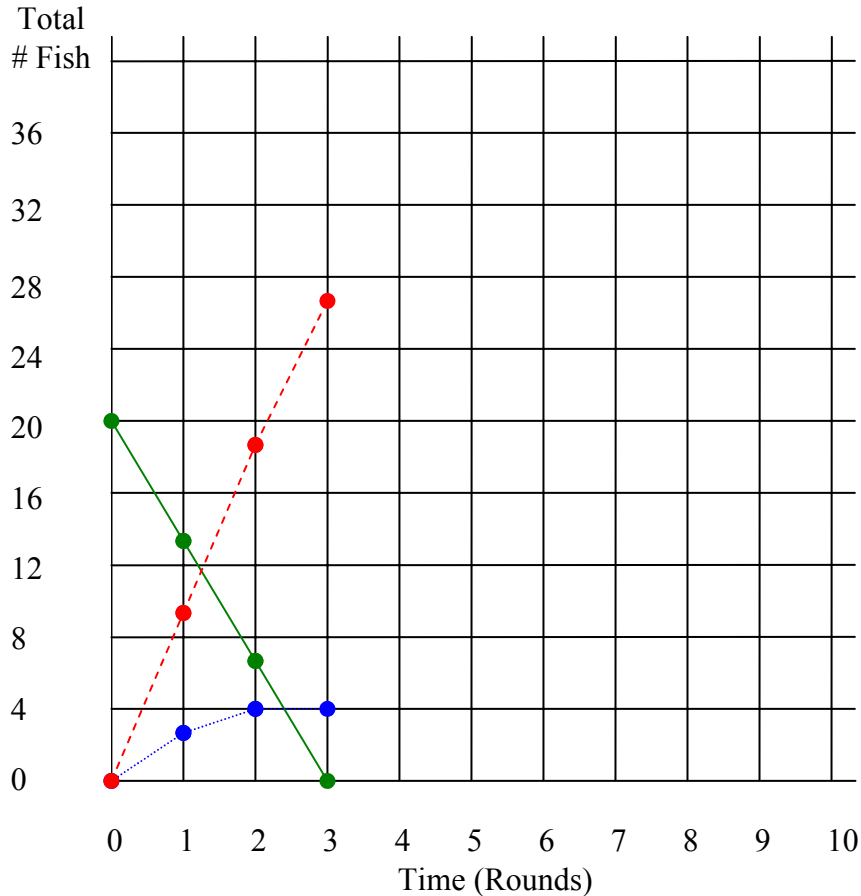
..... Individ Accumulation —— Fish Stock - - - - - Group Accumulation

Read the Feedback

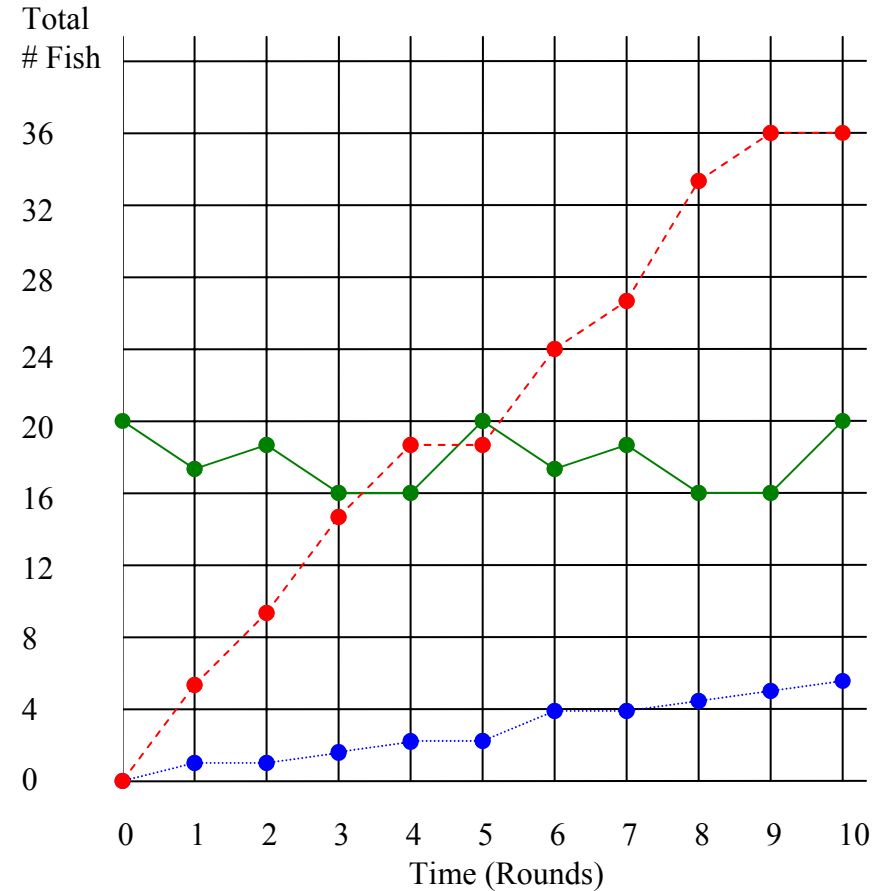
Behavior Over Time



Unsustainable Example



Sustainable Example



..... Individual Accumulation — Fish Stock - - - - - Group Accumulation

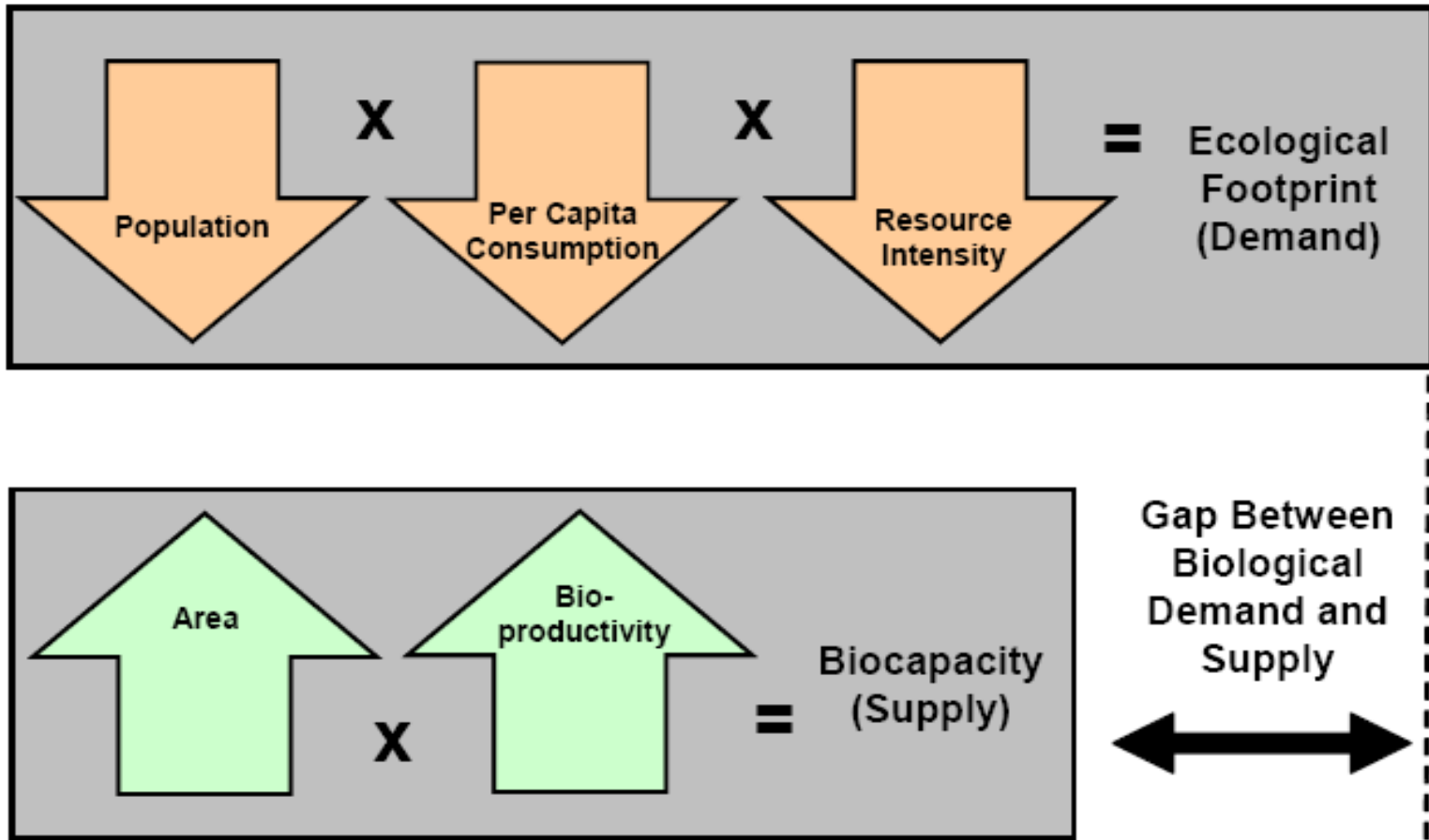


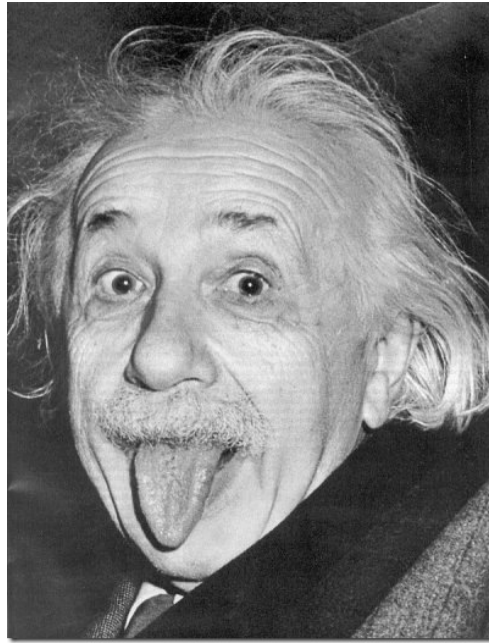
Figure 8.1 Five factors of Biological Supply and Demand. Five factors determine the gap between biological demand and supply. Population, per capita consumption and efficiency determine demand, while area and bioproductivity determine supply of biocapacity.

www.footprintnetwork.org/download.php?id=7654

**“All systems are perfectly
designed to get the results
they get.”**

(Richmond)

**“It is worth noting that this is not the
work of ignorant people.
(Orr; 1994)**



**It all begins
with a change in thinking**

Thinking for a Sustainable Future

Live by the Natural Laws

We must operate within natural “laws”
and principles rather than attempt to
overcome them.



It's non-negotiable.

Thinking for a Sustainable Future

Healthy Systems Have Limits

Tap the power of limits

Note: Please do not confuse the assumption of scarcity with the reality of limits.

Thinking for a Sustainable Future

We Are All In This Together

We are all interdependent on each other and on the natural systems upon which all life depends



Thinking for a Sustainable Future

Recognize and Protect the Commons

Thinking for a Sustainable Future

**Remember Reciprocity
(it's not optional)**

In the context of interdependence
self interests are best served through
mutually beneficial relationships.

Thinking for a Sustainable Future

We are all Responsible

Everything we do
and everything we *don't* do
makes a difference.

THINK ABOUT IT

Every sector

food, buildings, business, government,
higher education, urban and rural planning...

*is making the shift toward sustainability
and even regeneration.*

Where do they think they are going without all
the children, young people and their teachers?

What will it take?

**“Creativity is a key property
of all living systems
and contributes to
nature’s inherent ability
to sustain life.”**

Fritjof Capra 2009

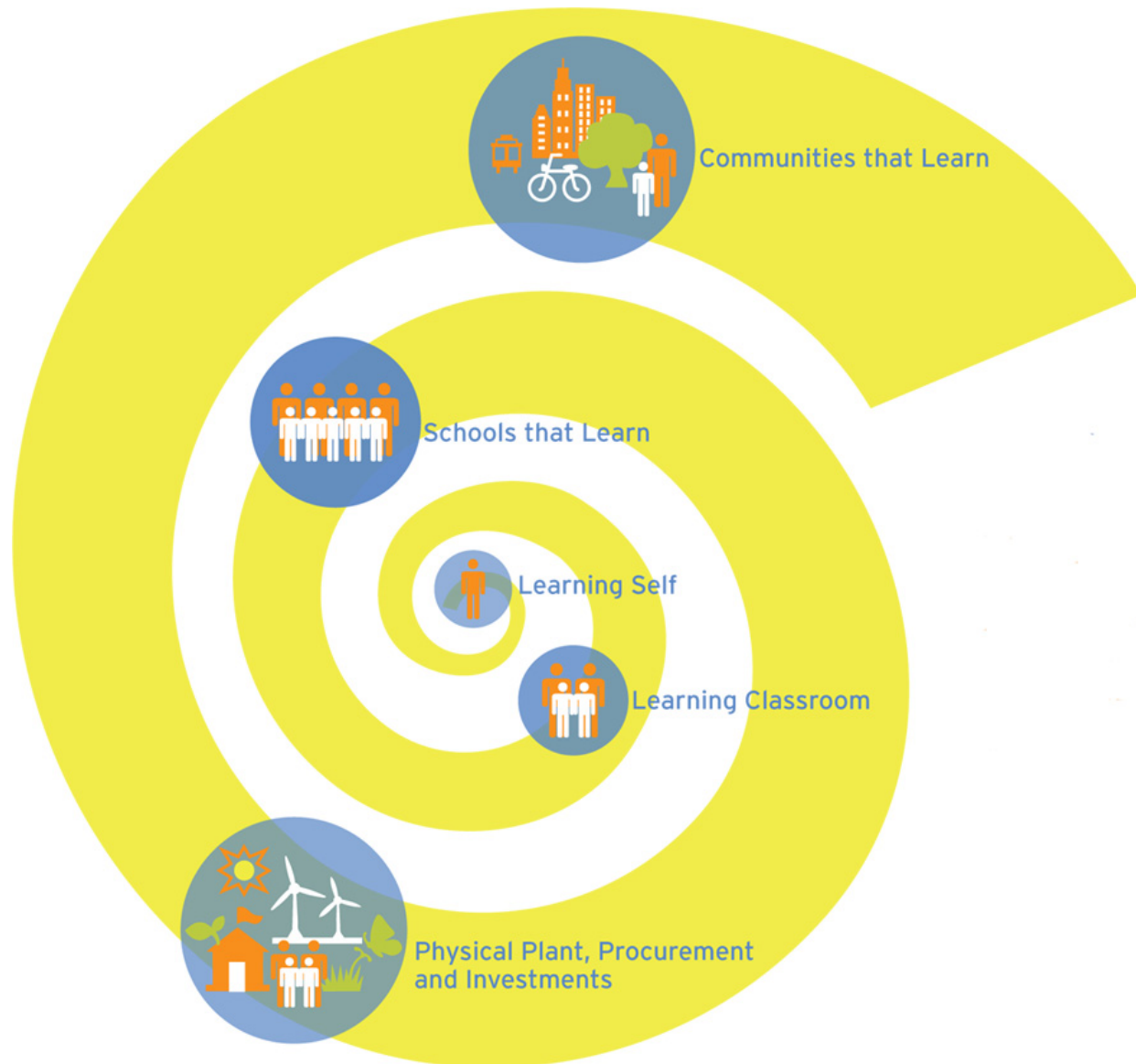


What will it take?

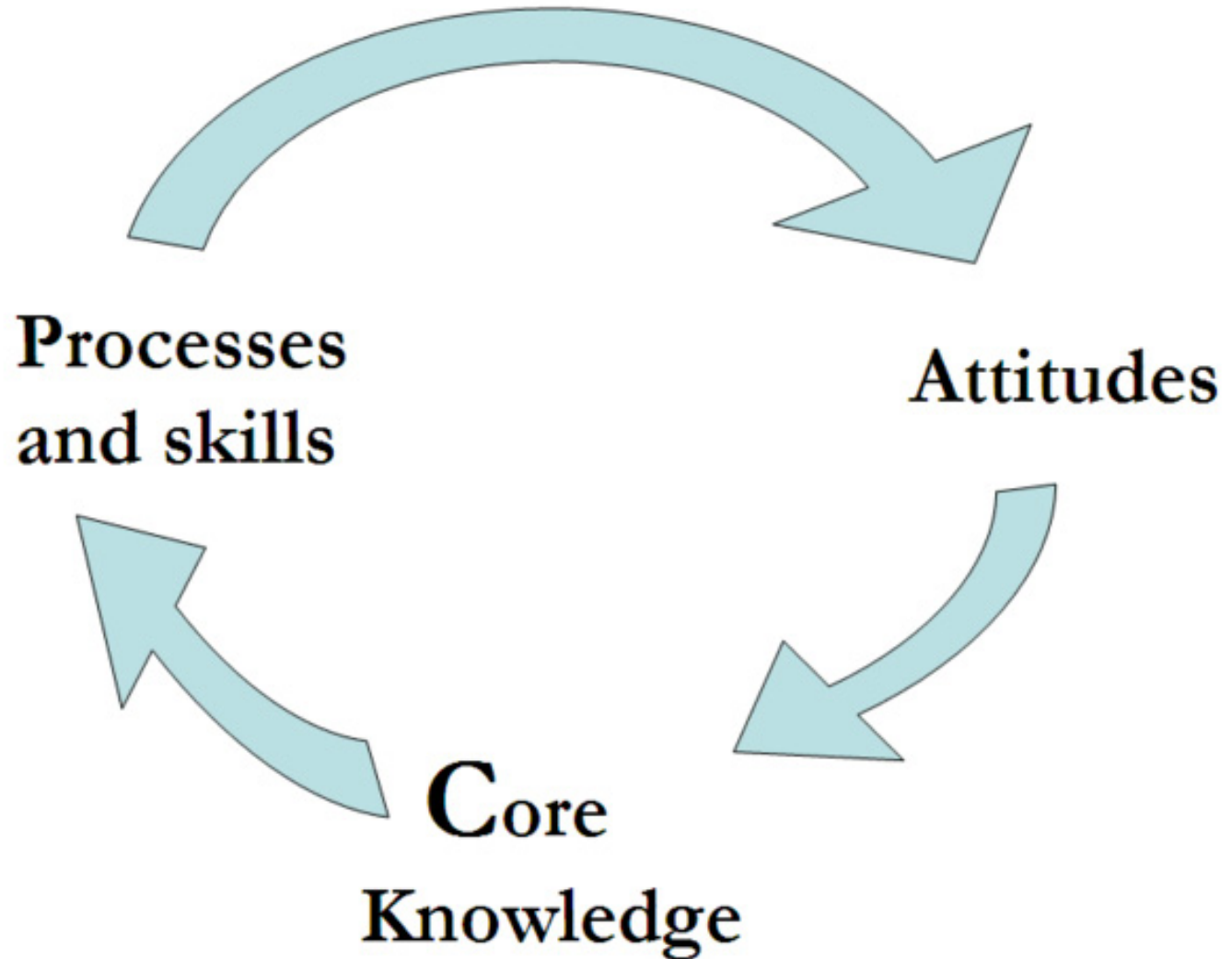
We have to *learn* how to live well in our places without undermining their ability to sustain us over time.

The foundations of our knowledge, skills, and habits of mind are cultivated in our schools.

The Cloud Institute Education for Sustainability Framework

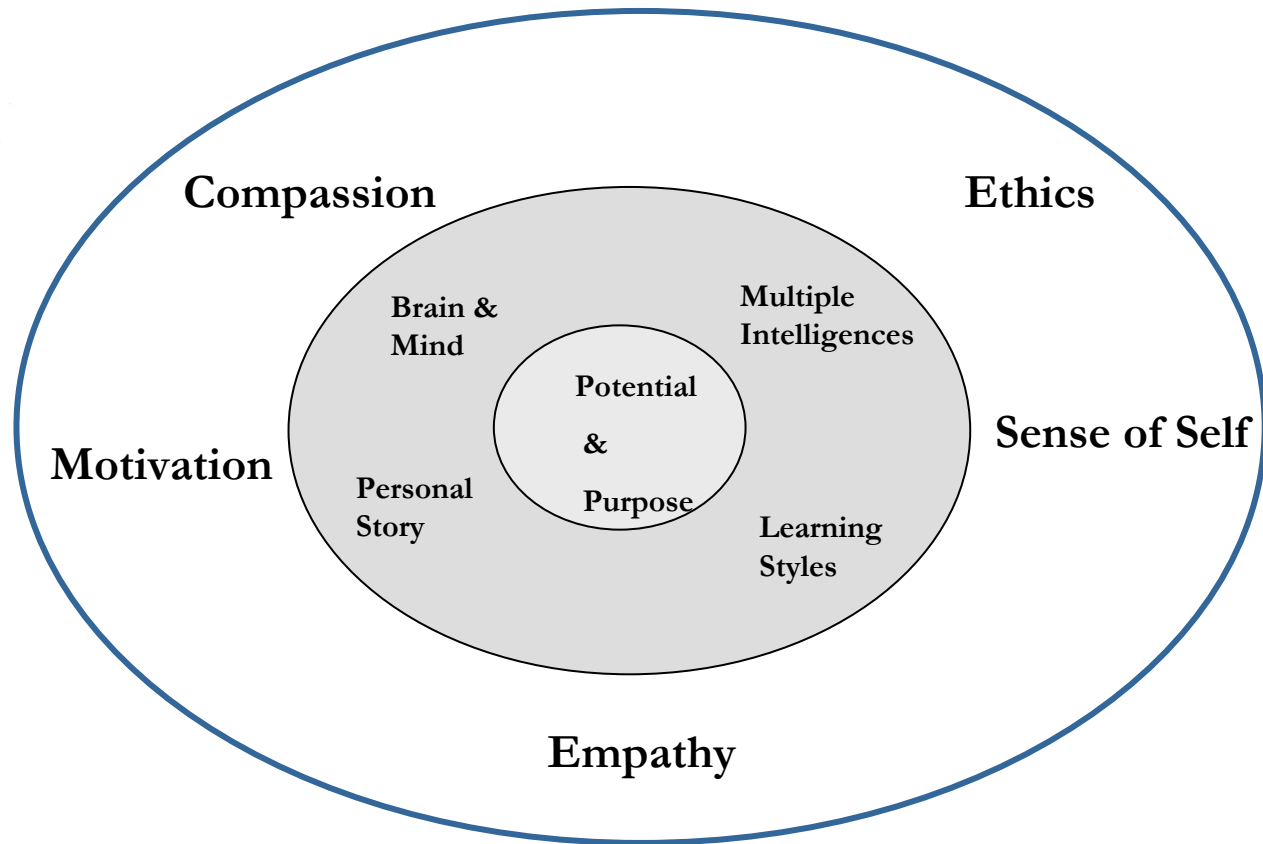


The Learning Self



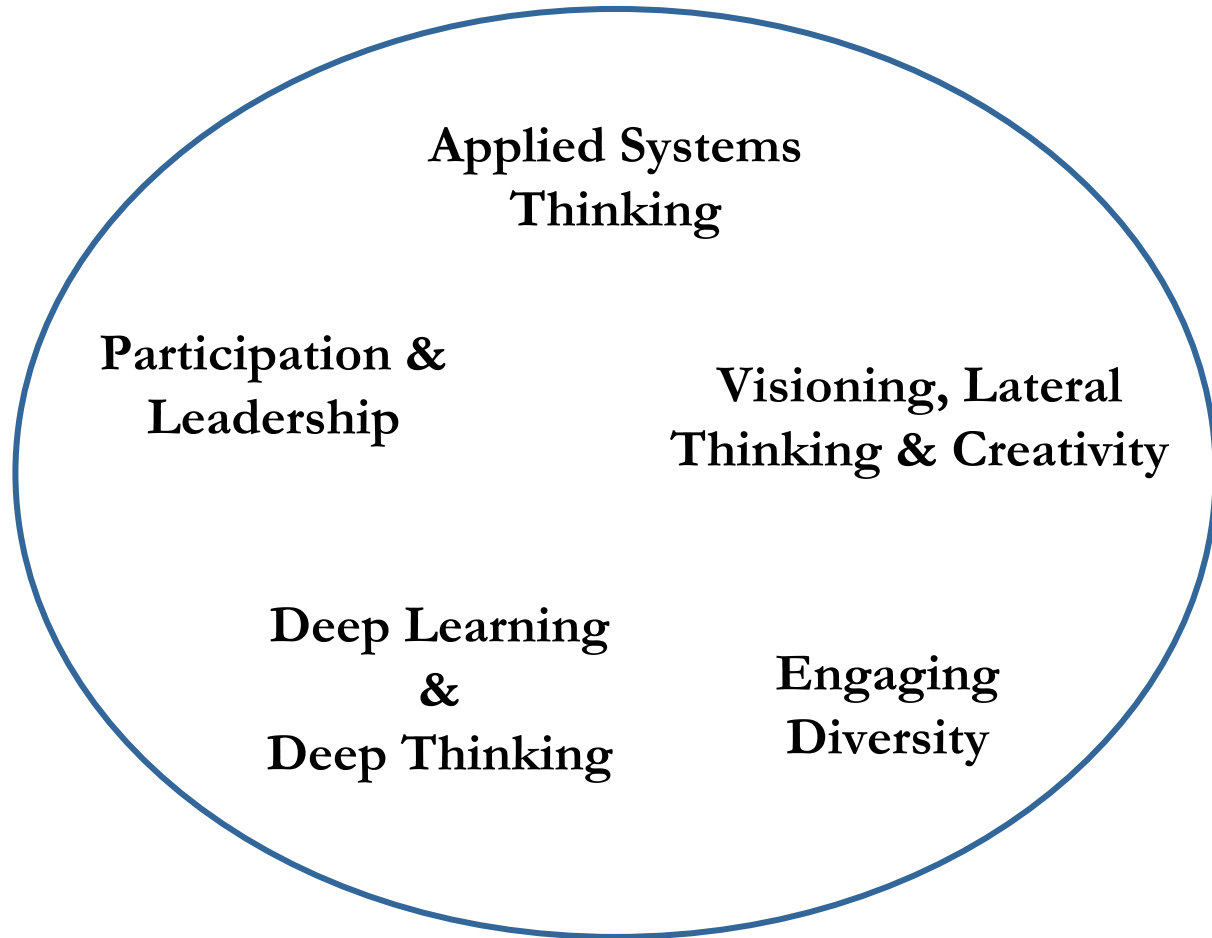
The Learning Self

Core Attitudes



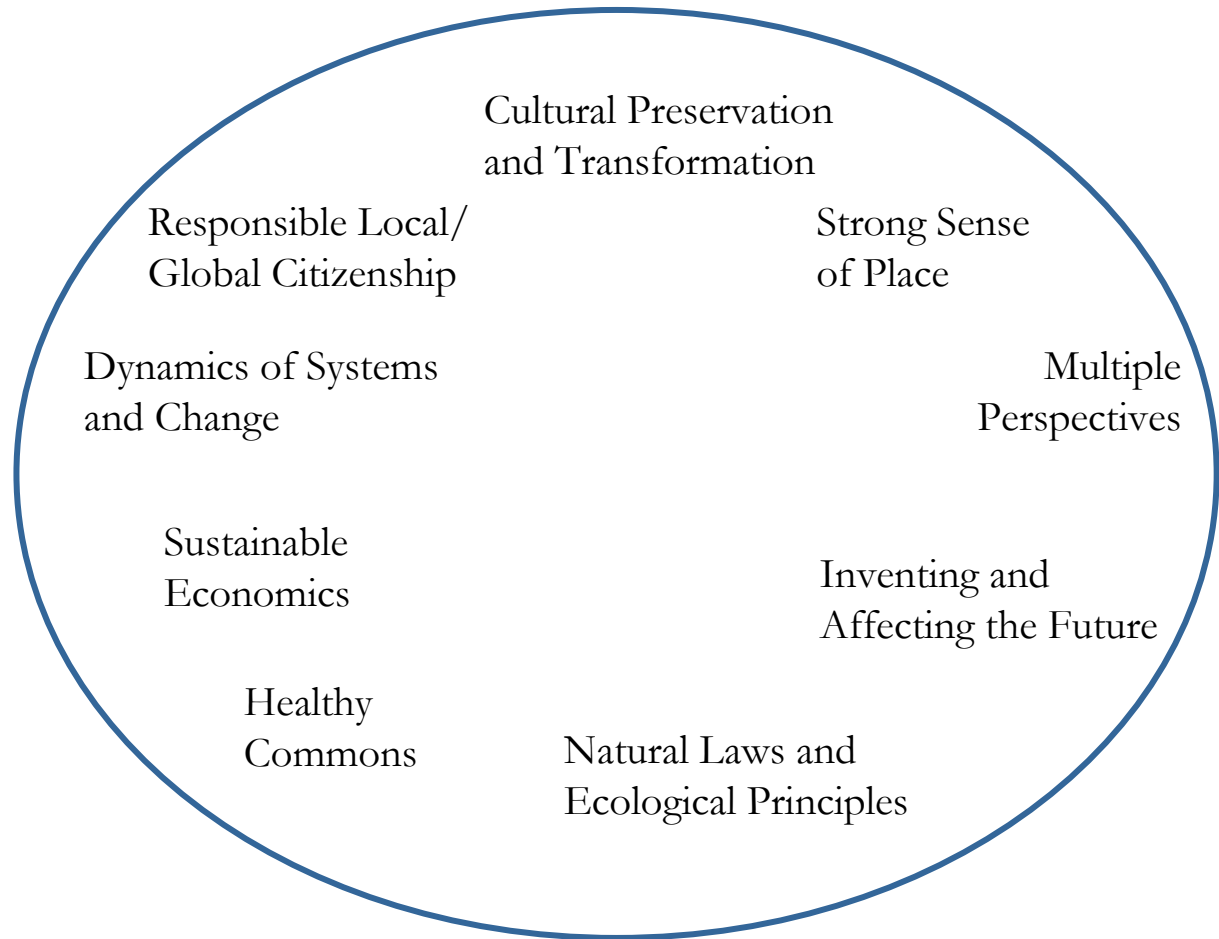
The Learning Self

Core Processes and Skills

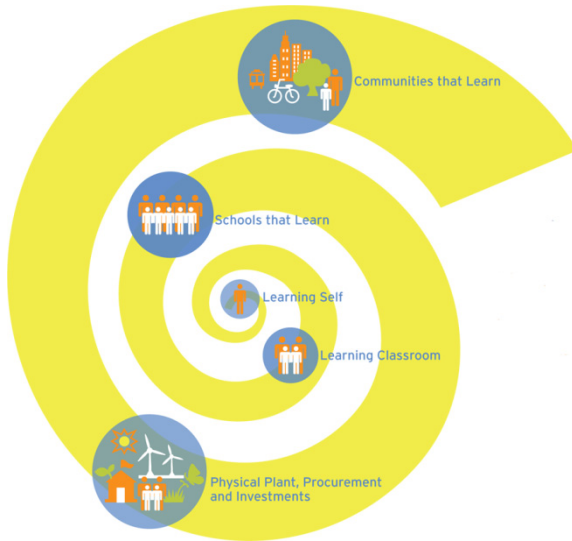


The Learning Self

Core Knowledge



The Learning Classroom



Class as a Learning Community

Constructivist Approach to Teaching
Technology Integration

Authentic Instruction & Assessment

Place-Based

Learner-Centered

Inquiry

Standards Driven

Project-Based

Reflective Practice

Interdisciplinary

Differentiated

Cooperative Learning

Applied Learning

Writing Process

Assessment Driven

Service Learning

Understanding by Design

Schools that Learn for *EfS*



In Schools that Learn everyone is encouraged to keep thinking, innovating, collaborating, talking candidly, improving their capabilities, self-correcting, and making personal commitments to a shared future...

Physical Plant, Procurement, and Investments *for Education for Sustainability*



Green buildings, regenerative designs, green rooftops, no waste, energy efficiency, use of regional materials, healthiness, cost savings, recycled materials, social and environmental responsibility...

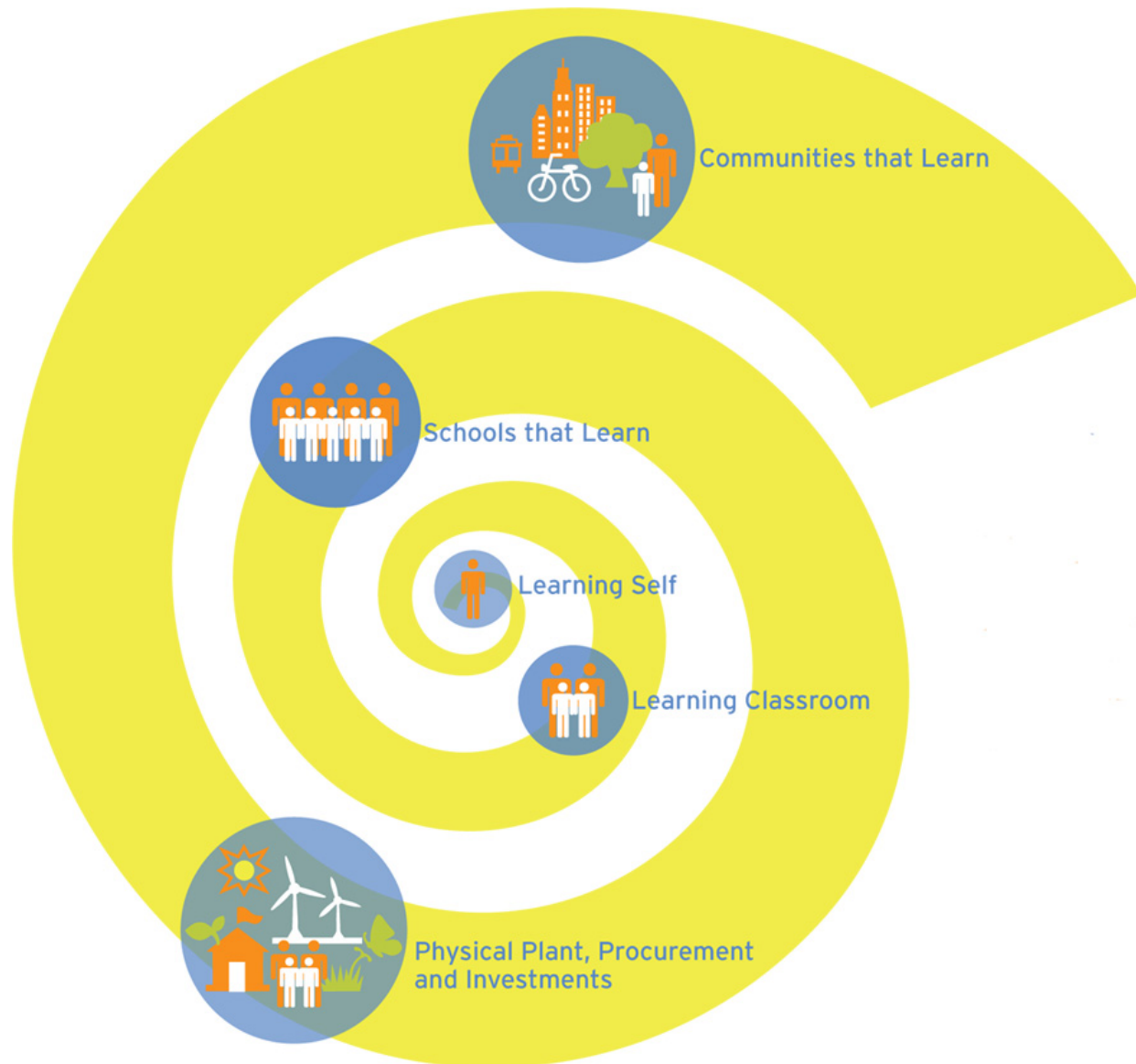
Communities that Learn

for Education for Sustainability



Everyone (businesses, local government, community members, etc.) is encouraged to keep thinking, innovating, collaborating, talking candidly, improving their capabilities, self-correcting, and making personal commitments to a shared future...

The Cloud Institute Education for Sustainability Framework



The Cloud Institute

→ Awareness → Skill Development → Design → Leadership →

- Education for Sustainability Workshops
- Consulting Services
 - Curriculum Design & Mapping
 - Strengths/Gap Assessment & Analysis
 - Organizational Learning & Change
- Curriculum Materials
 - Units of Study
 - Full Courses of Study
 - Assessment Tools
- Research and Development



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