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

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Health
Education &
"Sustain Ability"

How Learning Changes our Thinking and how Thinking Changes our World

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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?

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What *is* education for?

(In the service of what?)

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The Story of The Fish Game

Once upon a time…

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The Fish Game

The object of each game:

To have as many fish as possible after playing all 10 rounds.

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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.

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

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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?

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Why we ask,
"What were you thinking?"

Thinking Drives Behavior
and
Behavior Causes Results

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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…"

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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

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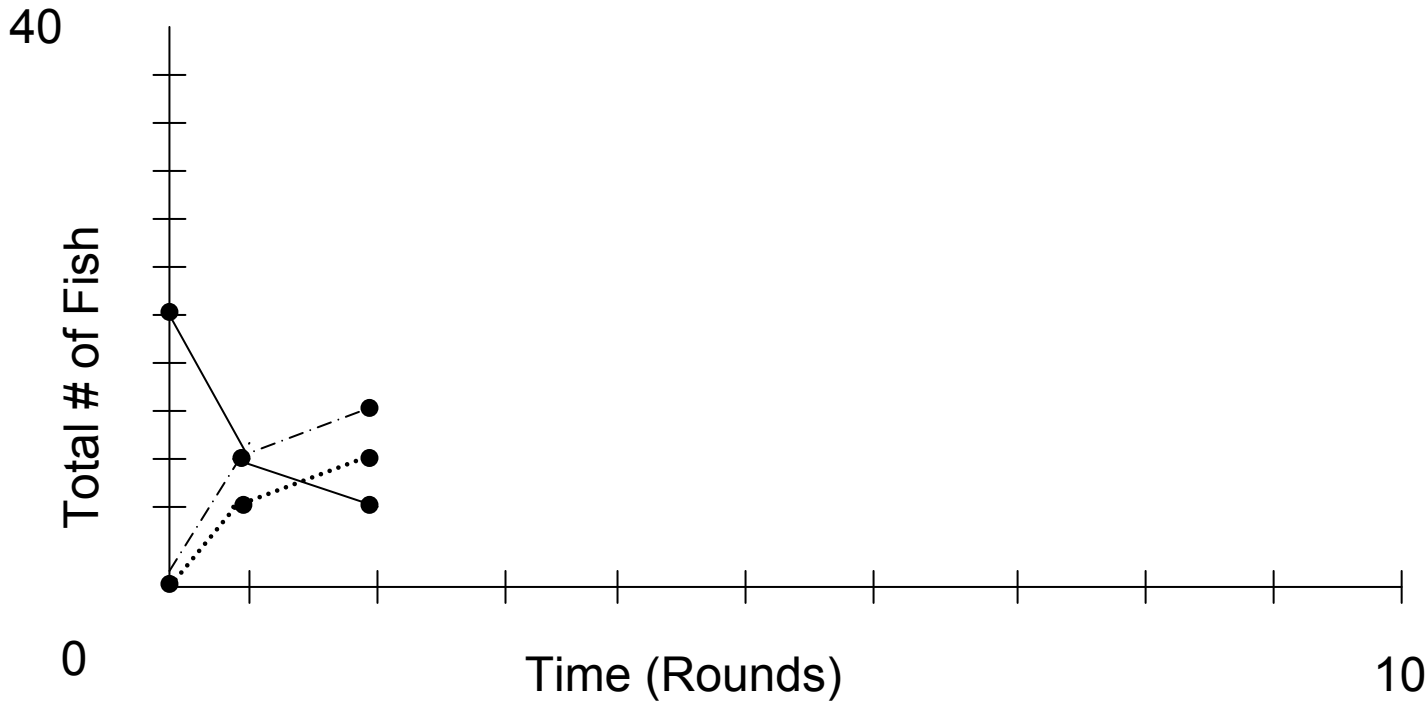
Behavior Over Time



Indiv Accumulation ——— Fish Stock - - - - - - Group Accumulation

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Read the Feedback

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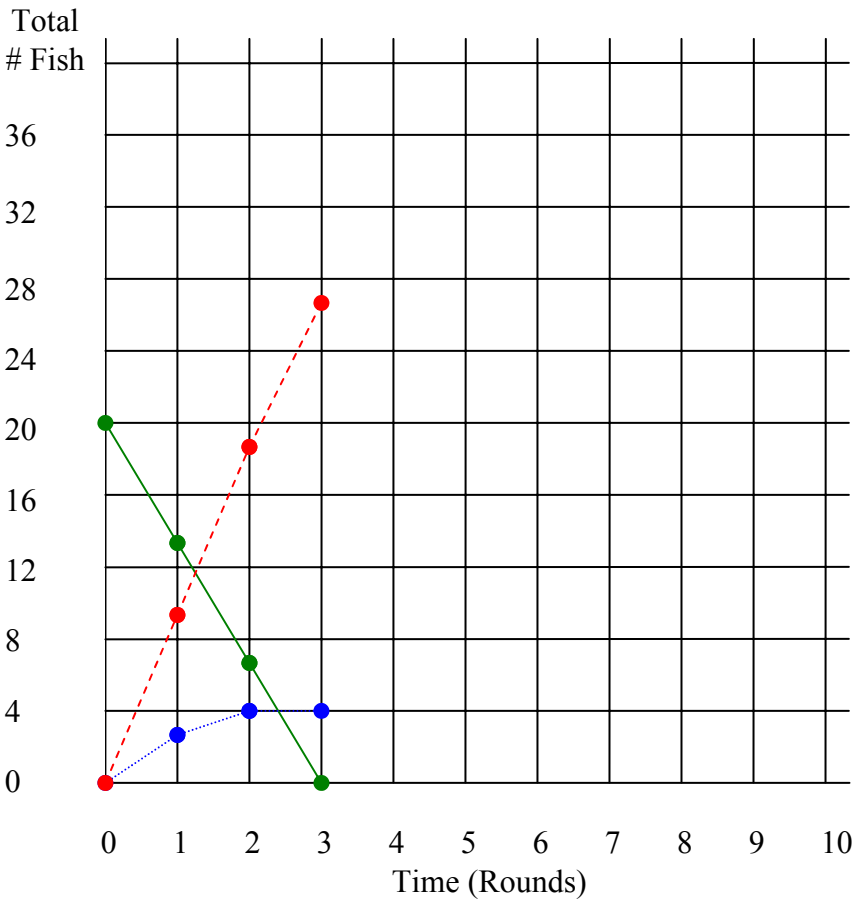
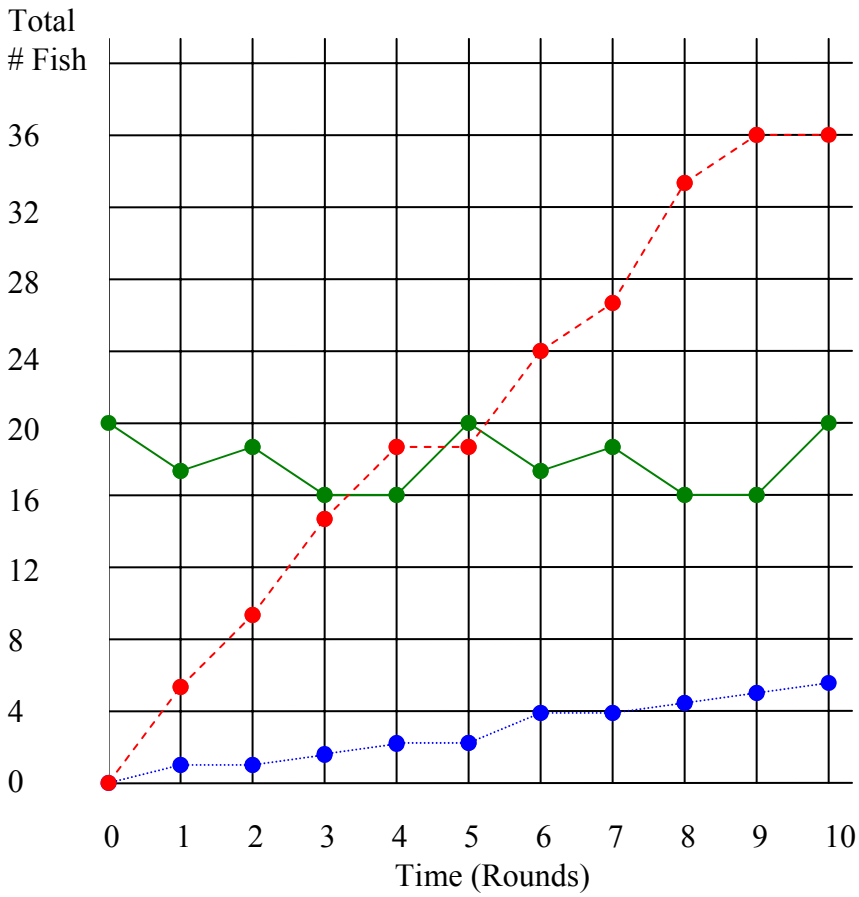
Behavior Over Time

Unsustainable Example



Sustainable Example



Individual Accumulation — Fish Stock - - - - Group Accumulation

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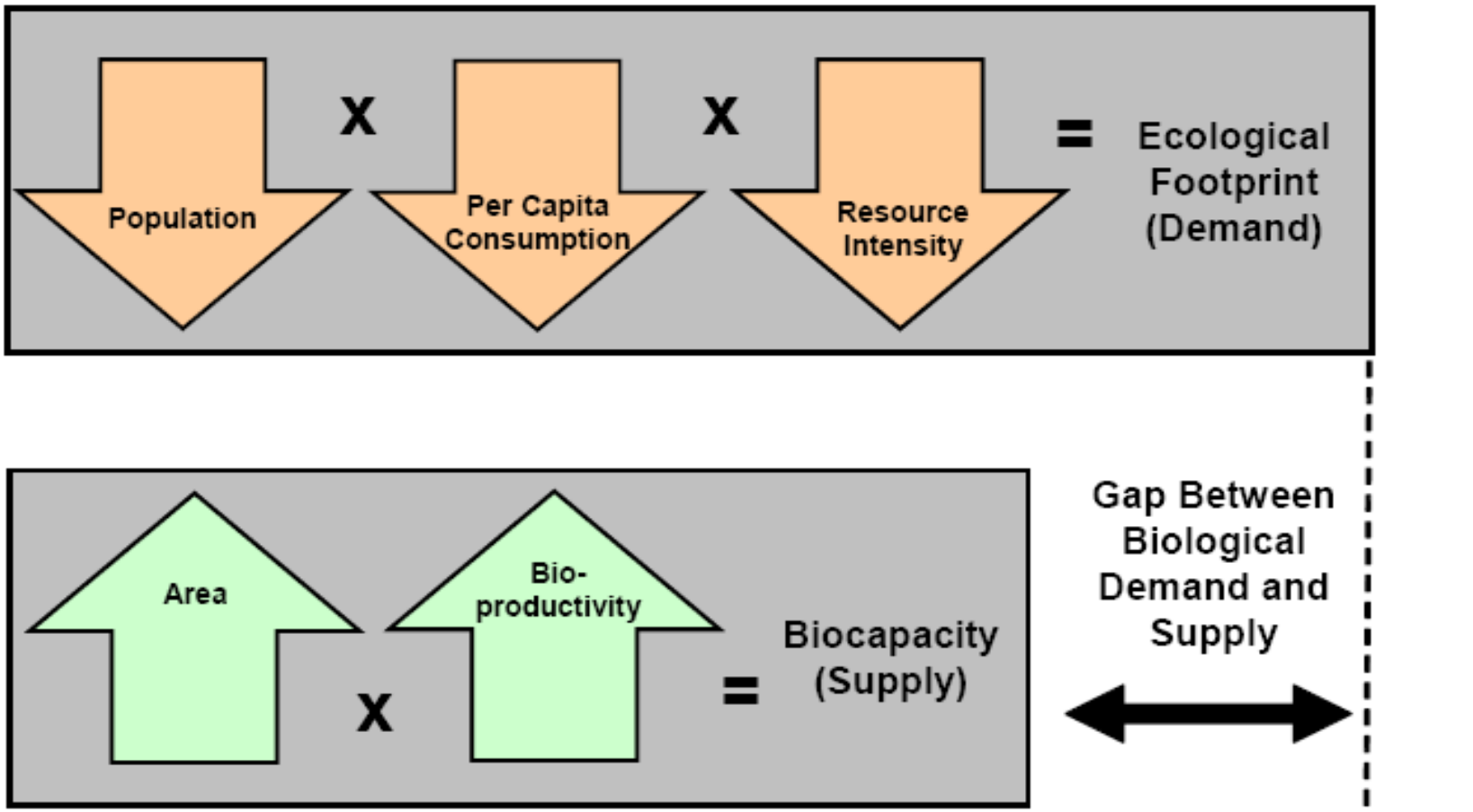

Figure 8.1 Five factors of Biological Supply and Demand. Five factors determine the gap between biological demand and supply. Population, per capita consumption and efficiency determine demand, while area and bioproductivity determine supply of biocapacity.

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

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"All systems are perfectly designed to get the results they get."

(Richmond)

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"It is worth noting that this is not the work of ignorant people.

(Orr; 1994)

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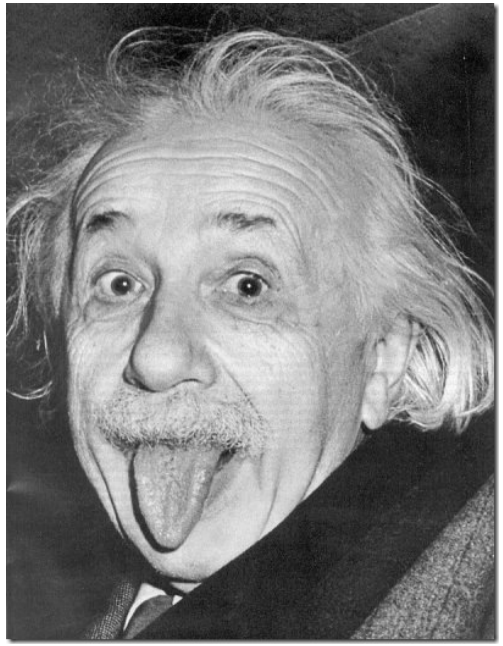

It all begins with a change in thinking

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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.

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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.

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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

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Thinking for a Sustainable Future

Recognize and Protect the Commons

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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.

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Thinking for a Sustainable Future

We are all Responsible

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

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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?

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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

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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.

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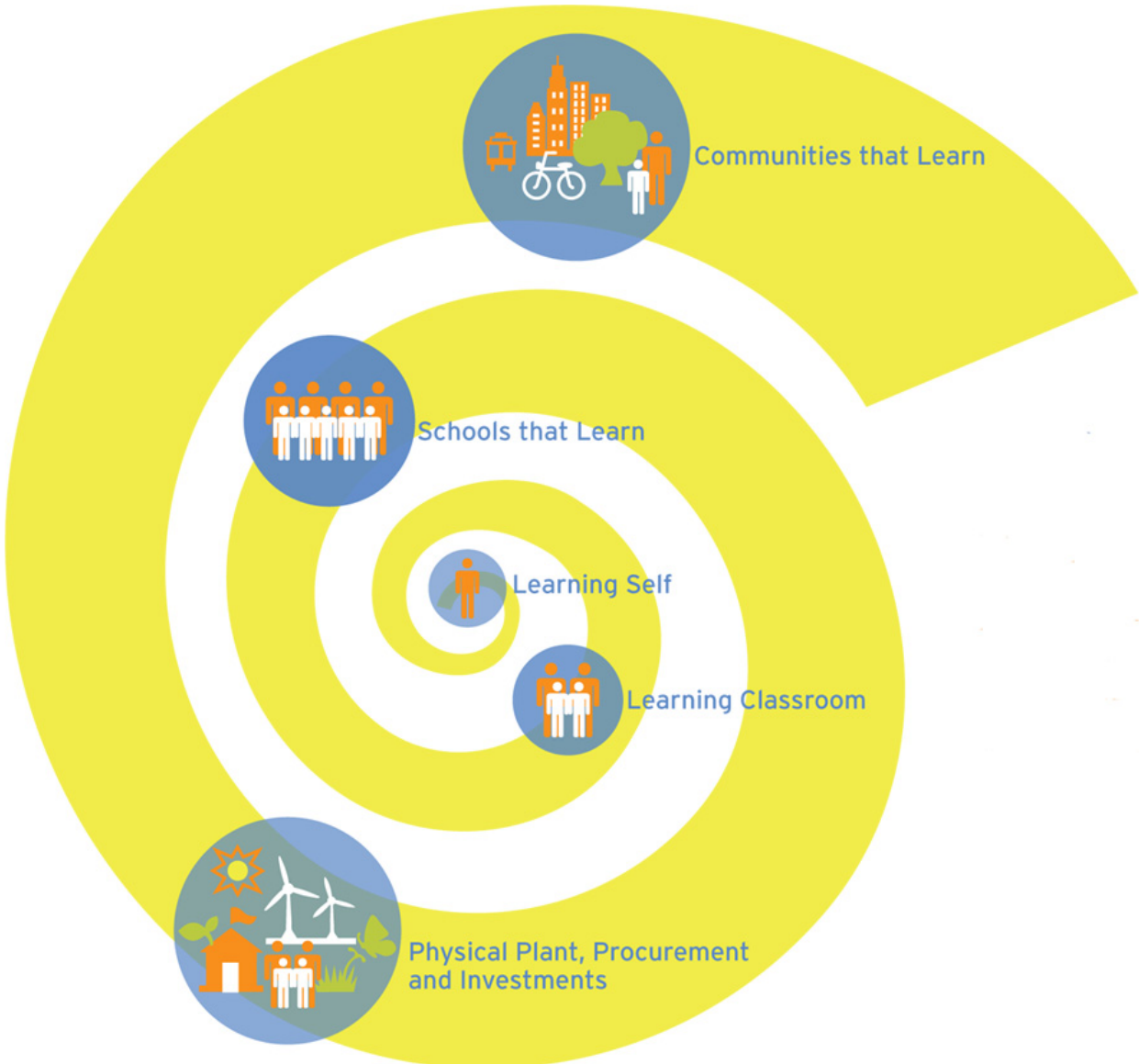
The Cloud Institute Education for Sustainability Framework



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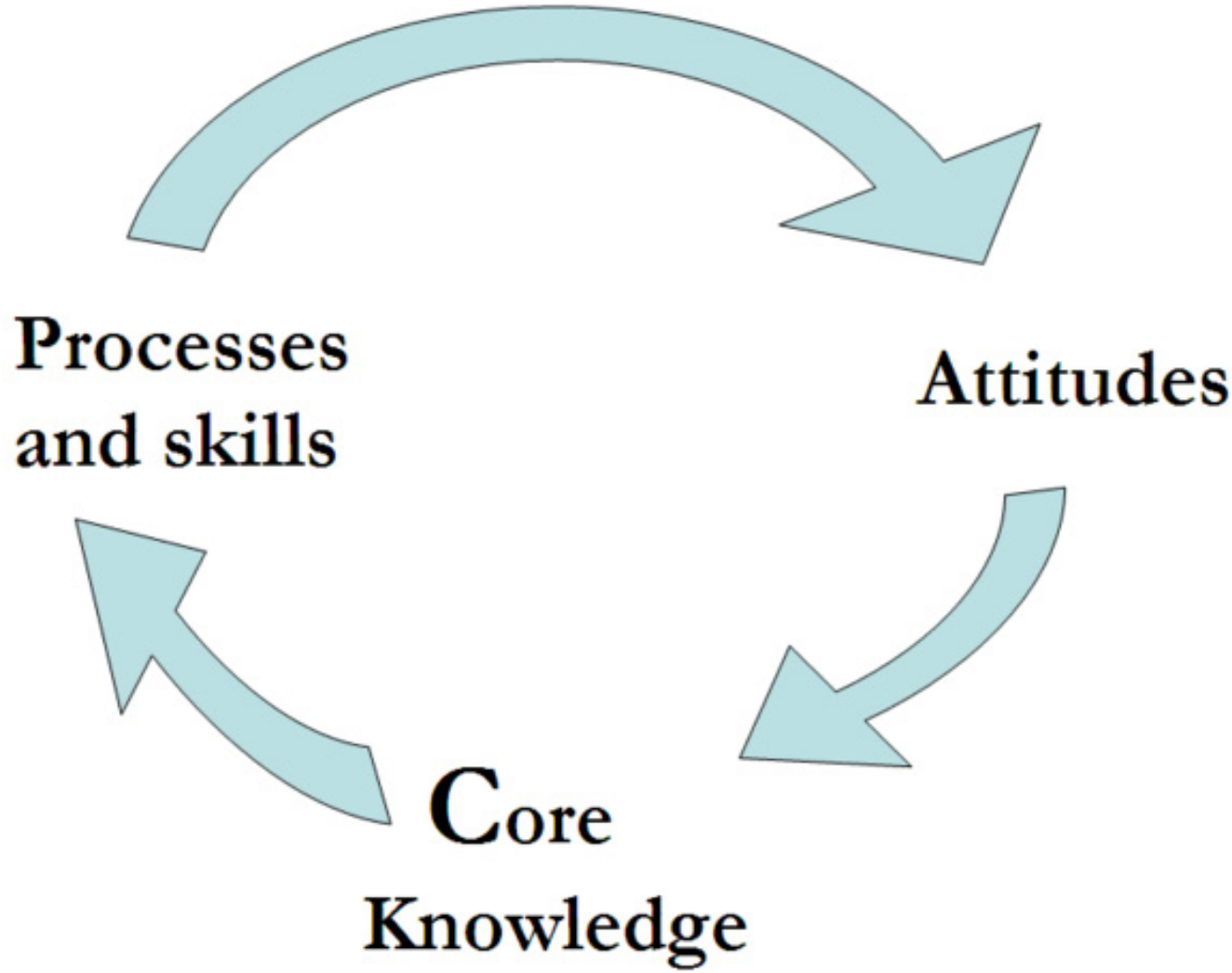
The Learning Self



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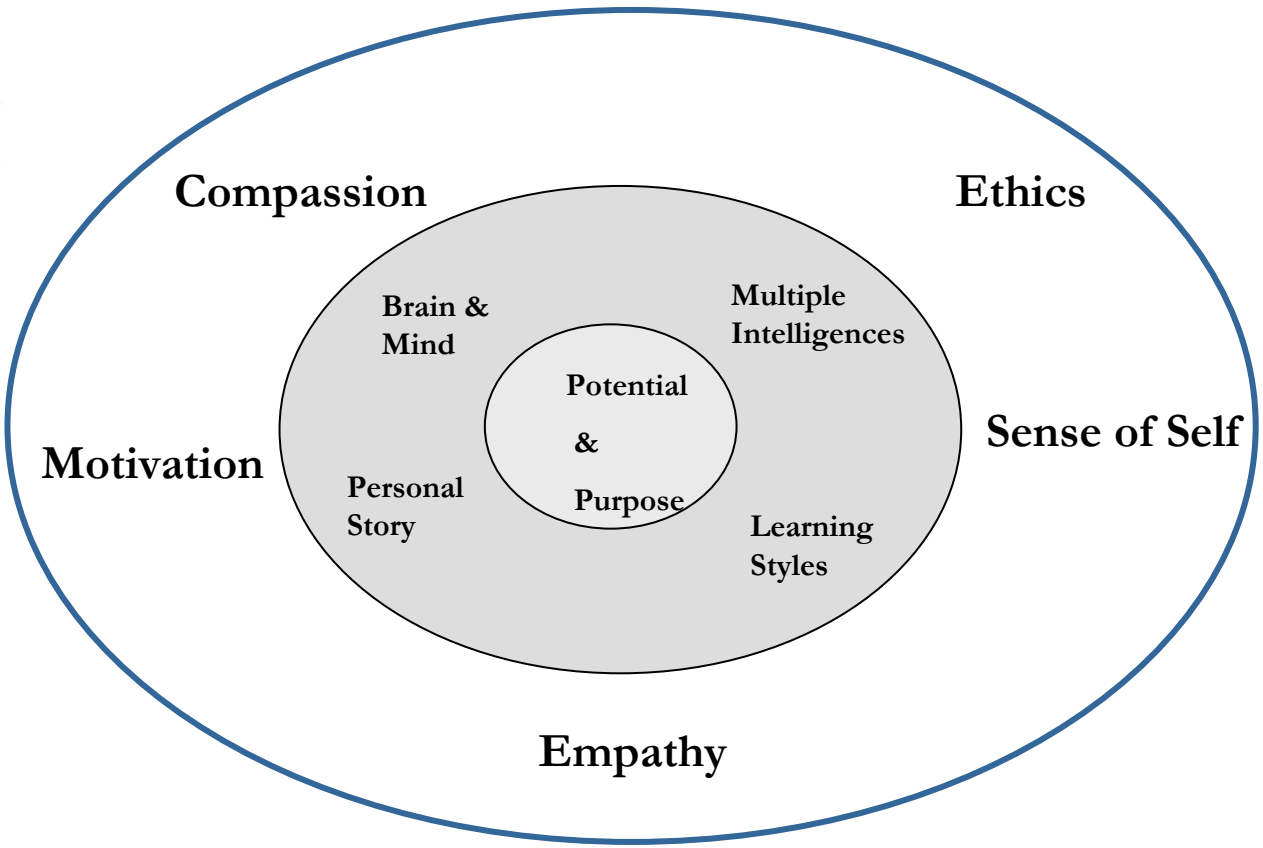
The Learning Self

Core Attitudes



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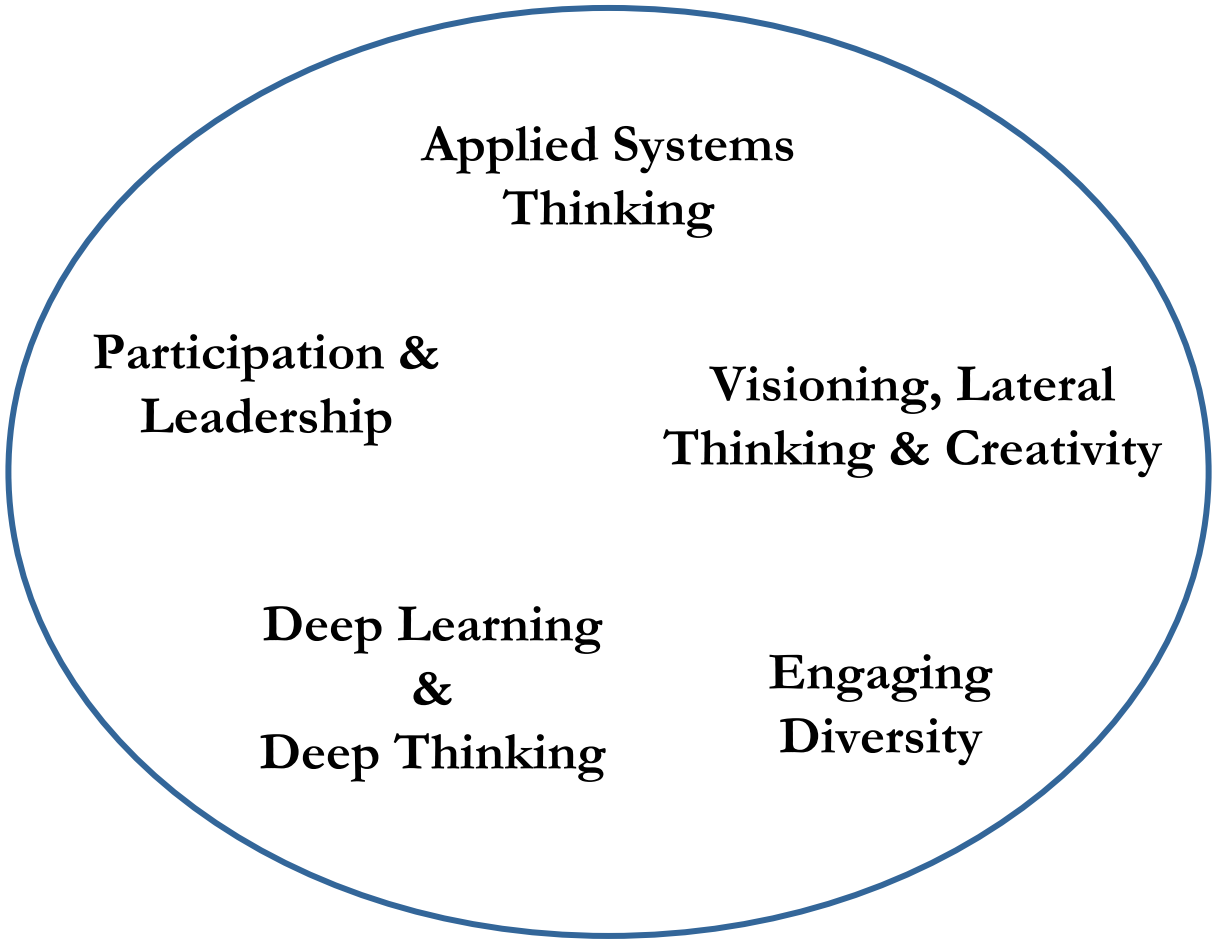
The Learning Self

Core Processes and Skills



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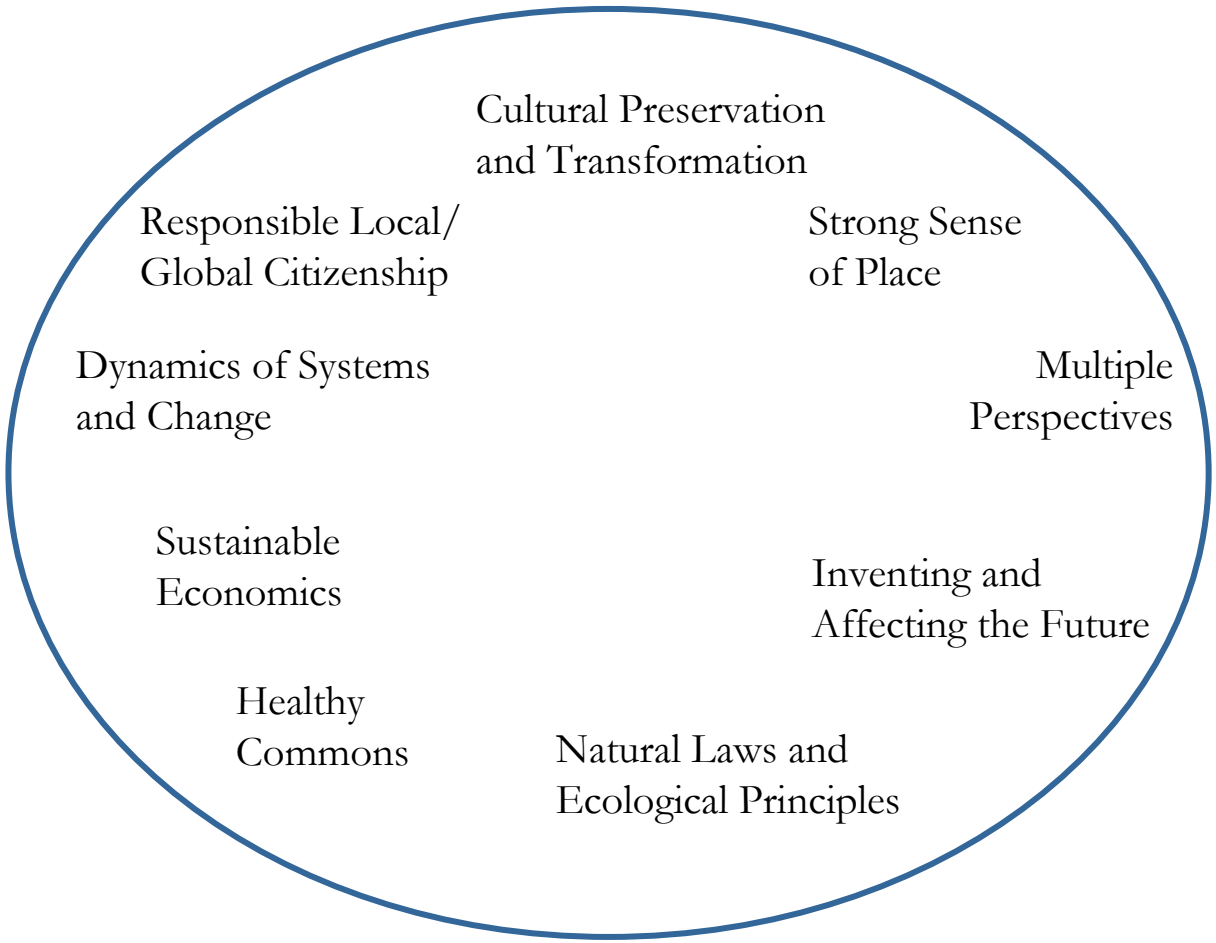
The Learning Self

Core Knowledge



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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

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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…

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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…

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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…

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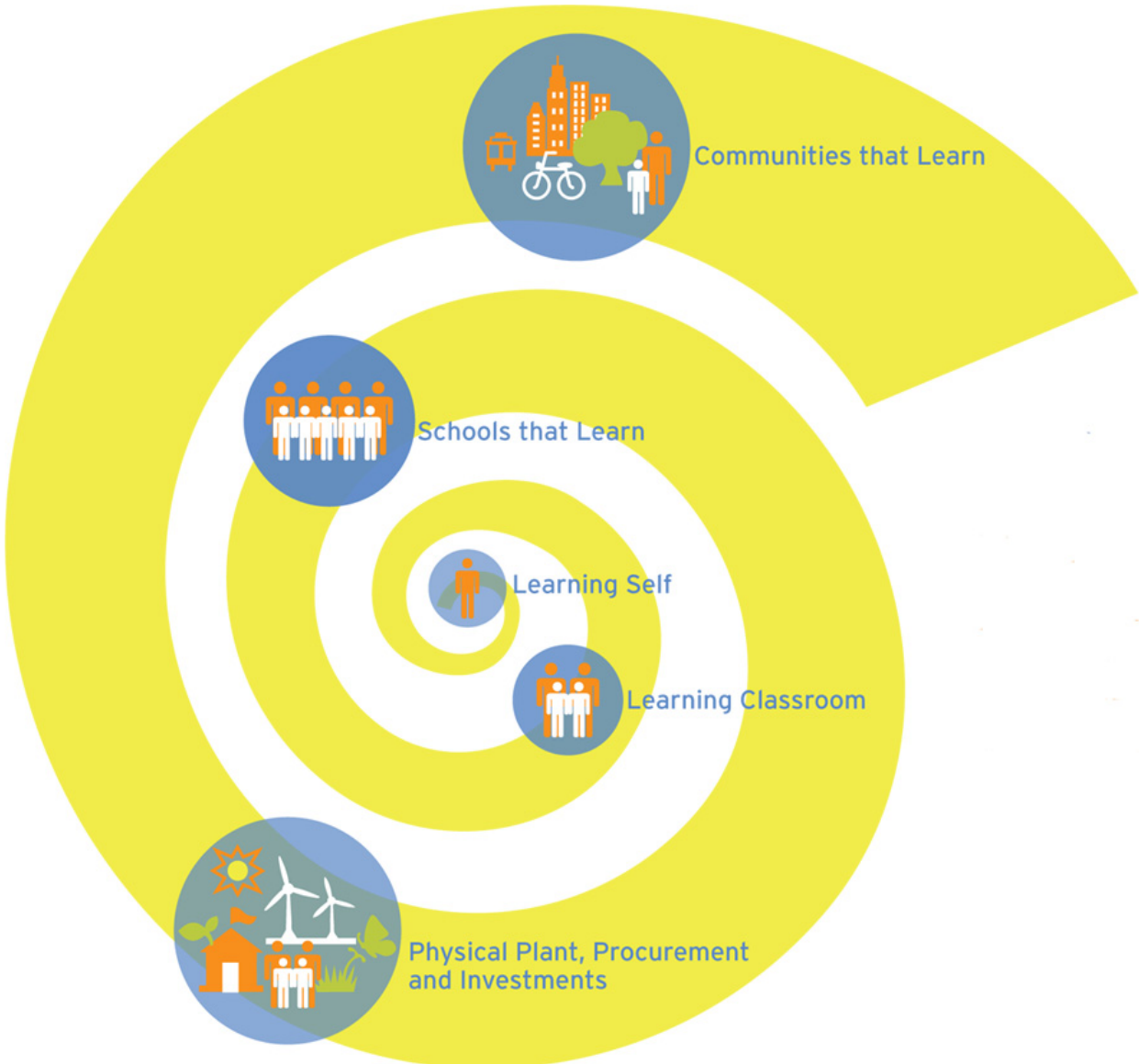
The Cloud Institute Education for Sustainability Framework



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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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