



**The Stone Soup Leadership Institute
Our Standards for Educators
For the companion curriculum for
*Stone Soup for a Sustainable World: Life-Changing Stories of Young Heroes***

The Stone Soup Leadership Institute is excited to present educators with this engaging companion curriculum for the book, *Stone Soup for a Sustainable World: Life-Changing Stories of Young Heroes*.

Our goal is to inspire young people with real-life stories of young heroes from around the world by connecting values and lessons learned from the stories with the basic academic disciplines of language arts, STEM activities, and social sciences; and to help them build successful careers as they become the leaders of tomorrow. Through the lesson plans for each of the 100 stories in the book, we have created a diverse, inclusive, and extensive STEM and Sustainability Curriculum.

The Institute is committed to a future where sustainability is at the heart of our economies. Unfortunately, too few students today are obtaining even the basic STEM education they'll need to navigate that new reality. Worse, few are even learning how important having an understanding of sustainability is to their future. As the news reveals every day, the rebuilding of our world in a sustainable way—one that provides opportunities to everyone, but not at the cost of future generations, or the planet—is an urgent matter.

Ironically, at the very moment when we need more STEM training to help students prepare for the transition to a sustainable economy, schools are struggling to hire and keep STEM teachers. Some leave teaching for higher paid jobs with companies. Some schools are even cutting their STEM programs to meet budget demands. Now with the COVID pandemic many students must learn online, with limited opportunities to develop their critical thinking skills, explore project-based learning, or even get the basic scientific understanding they need to help them be part of this transition.

About the Lesson Plans

Our primary goal with the design of the lesson plans has been to make sure they are user-friendly for educators. They provide educators with clear and easy-to-follow guidelines to help them organize their own lessons, while complying with their state's Department of Education requirements. Including the standards with the lesson plans makes it easier for teachers to plan their classes and design assessments. We have taken great care to create lesson plans that are aligned with state standards and have clear and well-defined assessment methods, both formative and summative. Every assessment is designed with a specific academic goal in sight.

- **Our Language Arts Section** is designed to help students develop their critical thinking, reading and comprehension, and verbal and written communication skills.

- **Our STEM Activities Section** is interactive, engaging, and project-based. It is designed to motivate students to actively participate in problem solving by using technology, creativity, and innovation.
- **Our Sustainability Innovations Section** is solution-oriented. This section is designed to inform students about organizations that are working on finding possible solutions to the types of problems the young people featured in the book are facing in over 50 countries.
- **The Sustainable Career Pathways** is meant to ground sustainability practices in the real world. We want students to understand that, just as the sustainability problems we are facing are real, so are the solutions to them. In this section we offer students real-world examples of careers in sustainability that they can explore.

Why Standards?

Basing our lesson plans on state-specific standards guarantees that students will learn the skills their state expects them to develop; this not only aids them in their academic success, but sets them up to succeed in their future professional lives. By aligning our lesson plans with state standards, we ensure that all students have the opportunity to develop the same skills, regardless of their ethnic background or socioeconomic status.

We have designed our lesson plans around state-specific standards to ensure that teachers are able to seamlessly include these lessons in their curriculum, and that students are receiving the best possible training in skills that will ensure their academic success.

- **Massachusetts Department of Education State Standards for ELA** (English Learning) and STEM (Science, Technology, Engineering and Math).
- **California Department of Education State Standards for ELA** (English Learning) Standards
- **The Next Generation Science Standards** for STEM in California (and 20 other states nationally). We chose to model our STEM lesson plans after the Next Generation Science Standards, since these newer standards take into account scientific innovation, but are designed with the goal of improving American students' ability to compete internationally in various scientific disciplines.

Our Team: We are proud to have an exceptionally strong team comprised of PhDs and MAs in various disciplines and youth leaders, working collaboratively to develop these lesson plans. The variety of their cultural, professional, and educational backgrounds ensures that the team as a whole is exposed to diverse points of view, and that the lesson plans have a rich, engaging, and global perspective.

Working with the Stone Soup Leadership Institute has been a revelation. I am elated to have the opportunity to work with like-minded colleagues to work on a common goal: educating global citizens for a sustainable future.

Marilyn

Marquez, Educator

Every story is an inspiration, and motivates me to redouble my efforts to help in the quest to save humanity—and the Earth—from ourselves.

Erik Assadourian

Sustainability Research and Writer, Senior Fellow of the Worldwatch Institute

Erik Assadourian is a sustainability researcher, writer, and consultant. He was a researcher and Senior Fellow with the Worldwatch Institute for 17 years. There he directed two editions of *Vital Signs* and five editions of *State of the World*, including the 2017 edition: *EarthEd: Rethinking Education on a Changing Planet*, the 2013 edition: *Is Sustainability Still Possible?* and the 2010 edition: *Transforming Cultures: From Consumerism to Sustainability*. Erik also designed *Catan: Oil Springs*, an eco-educational scenario for the popular board game *The Settlers of Catan*, and developed a reality TV show, *Yardfarmers*, to get young people to move back in with their parents to farm theirs and their neighbors' yards (which, during the COVID era, is still a good idea!). Erik is also an adjunct professor of Environmental Studies at Goucher College.

Marilyn Marquez is an English teacher for 11-12th graders at Travis Technical College Bishop Moore Catholic High School in Kissimmee, Florida. She is on the cross-curriculum design committee to create assignments and activities and professional development sessions in pedagogy, online teaching technology, and curriculum design. She is also an adjunct professor at Valencia College in Orlando. As an adjunct professor in English at Springfield Technical Community College, she was an active member of the Commission for Redesigning English Composition and Review for College Writing. As the Writing Center Assistant Director at Western New England University, she trained tutors on how to work with ESL, multicultural, and multilingual students. Marilyn is a writer and teacher of writing and literature, specializing in Latino subjects. Her work has been published in *Quintessence*, the *Surreal Times*, and *Label Me Latino*, among other publications. Born in Caracas, Venezuela, Marilyn has lived in the United States since 2002.

Trevor Tanaka is a founding member of the Sustainable Hawaii Youth Leadership Initiative. He envisioned the state's Sustainable Education Resolution and championed it through passage. He was also the project coordinator for the Sustainable Hawaii Toolkit, a global model for connecting youth, educators, business, and community to build a sustainable world. In 2016 Trevor graduated from Chapman University. He now serves as an emerging leader and faculty member of the Institute's annual Sustainability Summit, where he helps youth to realize their dreams and develop sustainability-in-action projects to help their communities. Trevor is featured in the book: *Stone Soup for a Sustainable World: Life-Changing Stories of Young Heroes*.

Patricia Dias is a graduate student in Computer Information Science at the University of Massachusetts Dartmouth. A descendant of Cape Verdean parents, she immigrated to the United States from Portugal when she was 7 years old. Patricia serves on the Institute's Tech Team to develop the Sustainable Workforce Development Network with people of diverse backgrounds in developing solutions for the future. She built an inventory and sales-tracking application for her high school, and won first place in the 2014 Congressional App Challenge. She is a remote Software Developer for Augur Enterprises, using Java to build application features. Patricia aspires to work with diverse clients in building problem-solving applications for a digital agency.

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