

Episode	Key Questions	Activities	Class Organization	Outcomes/Objectives
1.The Letter	1.What do you think?	<ol style="list-style-type: none"> 1. Letter arrives from (city leaders or local government or relief organization), concerning some natural disaster or reason why children might be displaced. They are asking for help from our children in setting up a more sustainable (conserving resources) school for the incoming families. 2. Write a response to letter 	Whole group Individual	
2. The Stakeholders	<p>1.Who are the stakeholders?</p> <p>2. What will be most important to each stakeholder?</p> <p>3.Who will represent our group?</p>	<ol style="list-style-type: none"> 1. Brainstorm and list -Students, Parents, Teachers, Council Members, School District Administrators, Psychologists, Scientists, Economic Experts, Other Specialist 2. Brainstorm what the needs of each stakeholder might be. 3. Research jobs of your group's stakeholder. 4. In envoy groups (4-5 students) create a life size character to represent their stakeholder. 	Whole group Envoy groups 	

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3.Invitation to Summit On Creating Sustainable School	<p>1.What will our stakeholders need to know to attend the summit?</p> <p>2.What is necessary for our new school?</p> <p>3.What is necessary if the budget permits?</p> <p>4. What would be desired if there were no constraints? (Ideal)</p> <p>5.Where will we get the things we need for the new school?</p>	<p>1. Continue research on what each stakeholders role will be in the new school.</p> <p>1. Brainstorm needs of the school. -chairs, desks, paper, pencils, books ...</p> <p>1. Brainstorm and list</p> 	<p>Whole group Envoy groups</p> <p>Whole group Envoy groups</p>	
4.Preparing for the Summit	<p>1.What do we need to do to get ready for the Summit?</p> <p>A. What do we already have/know?</p> <p>B. What resources or information do we still need?</p>	<p>1. In envoy groups the students will survey their schools current water usage and the cost, electricity usage and cost, heating costs (Does it matter what time of year the crisis happens?)</p> <p>2. Their envoy groups will explore ways to save resources and costs.</p> <p>3. Each group will prepare a statement paper or other presentation, which supports their stakeholders' position for the Summit.</p>	Envoy Groups	

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5. The Summit	<p>1. What do we need to do to plan a successful summit?</p> <p>2. What do we need to make sure all positions are taken into account for such an enterprise?</p>	<p>1. Brainstorm and list</p> <p>2. Research rules for meetings (consensus, Robert's rules of order).</p> <p>3. This would be an opportunity for the students to attend a local council meeting to observe how things work.</p>	Whole group Individual	<p>-Doing something for the environment.</p> <p>-Understanding why to act, how to prioritize the resources</p> <p>--Understanding that there are many stakeholders in making a decision, and they do not all hold the same or similar positions concerning an issue.</p>
6. End of Storyline Review	1. How did the Summit help you to learn about the various stakeholders in making decisions concerning the environment and sustainability?	<p>1. Brainstorm and list</p> <p>2. Write a reflection on what was learned and how it helped you to understand better the bigger issue.</p> <p>3. Make a post-Summit report on next step in opening an emergency school that is sustainable or more efficient?</p>	Whole group Envoy Groups Individual	-Economic issues versus Social issues versus Environmental issues