

GOING GREEN

EDUCATION FOR SUSTAINABILITY

Teachers!

Partner with a German school on a sustainability project!

- Engage your students in hands-on, problem-based learning.
- No prior knowledge of German needed.
- Choose tasks to match your students' learning needs.
- Students gain global competence as they interact with their German partners.
- German students share their own processes and discoveries.

To participate in Going Green, please contact us at top@washington.goethe.org. We will match you with a German partner school and support you along the way.



Explore the thriving biodiversity in Germany's Green Belt, which runs the length of the former border between East and West Germany. (Image: Wood Powell)

Take a closer look at what can be done to protect the environment in your community and beyond. (Image: Jennifer Windell)

What will your students learn from Germany's embrace of solar power? (Image: Michael Robinson)





Description of Going Green Project

Going Green projects enable learner groups on both sides of the Atlantic to exchange ideas for sustainable development. German and American classes enroll on an e-learning platform or simply work with materials from the website.

Explore

Students explore the role of federal, local, and state initiatives on environmental issues. They compare measures taken in Germany with those taken in the U.S. and in their own communities.

Exchange

Students exchange views on what societies and individuals can do to protect the environment while allowing for economic development. Transatlantic discussions occur via Skype or Google Hangout, chats and forums on Moodle, emails, and social media.

Reach Out

Students reach out to local policy makers and businesses to advocate for the environment and share what they believe can be done at the grassroots level. German and American students describe their outreach experiences and learn from each other.

Act & Impress

Students design and implement solutions to real-life problems in their own schools and communities, make presentations about their work, and submit their projects to a competition with awards for excellent sustainable activities.



Photo captions, from top to bottom:

Ever dream of designing an environmentally friendly roofing system like this one in Weimar, Germany? (Image: Matthew Cottone)

Your students can research local renewable energy facilities, such as these Siemens wind turbines near the Kansas/Oklahoma state line. (Image: Kimberly Gilman)

Partner with a German school and discuss actions they are taking to help the environment. (Image: Wood Powell)

Perhaps your German partners will tell you about the wind turbines prevalent in their communities. (Image: Wood Powell)

Frequently Asked Questions

1. Going Green project: What will my students do?

- Students learn about sustainability.
- In groups, students explore the challenges of a particular topic (recycling programs, green transportation in cities, sourcing healthful food, or the toxicity of chemicals used in fashion).
- Students develop their sustainability action plan – a grassroots project that will make a difference, no matter how small.
- Students present action plans to their German partners and exchange ideas.
- Finally, you all take action. Students put sustainability action plans to the test at school or in the community.



2. Going Green teachers: What will I do??

- Contact the Transatlantic Outreach Program to express your interest in the project.
- Be matched with a partner teacher in Germany. Your German partner teacher will be working with his/her own students on Going Green parallel to your work.
- Collaborate with your German colleague in the way that best matches your curriculum, your students' learning needs, and access to classroom technology.
- Plan your Going Green sequence together (pick and choose elements of the Going Green curriculum that work for you). Set target dates for your students to meet, exchange what they learn, describe their action plans, and show off their final products. This can all be done offline, too.
- Have your global learners get to work! Each unit includes a warm up, a research task, a case study and an eco-challenge.

3. What does it cost?

Going Green is completely free.

4. What are the target grade levels?

Grades 9–12 (can be adapted for middle grades)

Looking for resources for younger learners?

Contact us for alternatives.

5. Do we need to know German?

No, the project is 100% in English. Partners will use English to discuss what they are learning. Your students can also engage in dialogue with German students in the Virtual Town Hall, a moderated online forum open only to participants of Going Green.

6. How much time will it take?

It depends on how much time you want to spend on the project. Going Green provides the project framework and necessary resources. You use what best fits into your existing curriculum, from a mini-lesson to a comprehensive unit. Going Green requires minimal prep time yet offers incredible benefits for learners. Watch students' motivation skyrocket as they work with global partners to take action on real-world problems.

7. How do I get started?

Reach us at top@washington.goethe.org to learn more and to set up a free Going Green e-learning classroom for your students! Teacher trainings, web tutorials, and support will be provided throughout the project. Visit <http://www.teachaboutus.org> to preview, click on the "Going Green" tab, choose "Preview Course" and select "Log in as a guest."



Alignment with NGSS Goals and C3 Framework

Going Green lessons and activities are aligned with the Next Generation Science Standards and the College, Career & Civic Life C3 Framework for inclusion in your existing curriculum.

Students who demonstrate understanding can:

Next Generation Science Standards

HS-PS3-3.	Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.
HS-LS2-2.	Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.
HS-ESS3-2.	Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.
HS-ESS3-4.	Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.
HS-ETS1-1.	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
HS-ETS1-2.	Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.
HS-ETS1-3.	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.

College, Career & Civic Life C3 Framework

D2.Eco.15.9-12.	Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.
D2.Geo.11.9-12.	Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.
D4.2.9-12.	Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).
D4.3.9-12.	Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
D4.6.9-12.	Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.
D4.7.9-12.	Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
D4.8.9-12.	Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

Going Green Projects by Previous Participants

GoetheGoesGreen – this is the title of the blog created by students in two different countries. Students from Goethe-Oberschule in Berlin and Fayetteville High School in Fayetteville, Arkansas, came together to design a green plan for both of their schools. The plan states: “Together with the Green Team of our partner school in Fayetteville, Arkansas, USA, we figured out a plan for living completely environmentally friendly for one week in 2015. We will keep you up to date with our challenge ideas on our website.”

– *Goethe-Oberschule Berlin & the Green Team of Fayetteville High School, Fayetteville, Arkansas*

Students launched a massive public campaign and reached out to their community. They debated about sustainability initiatives with local politicians, business representatives, and journalists. Their project even made it into the local newspaper, as well as motivating fellow citizens to donate clothes to charity.

– *Gymnasium der Stadt Alsdorf in Nordrhein-Westfalen (10th grade)*

The students at the Goethe-Gymnasium in Frankfurt wanted to raise awareness about the impact of buying non-seasonal or non-regional products. They worked as a team to create a blog and to inform people at the shopping mall in their city. The centerpiece of their action plan is a mobile app called “Greenate.” This app shows its users where to find the nearest store, restaurant, or market selling regional and organic products.

– *Goethe-Gymnasium Frankfurt, M., bilingual biology course (10th grade)*

The students designed a detailed action plan and demanded the installation of sensor-activated water faucets and more effective heat insulation. However, the best part was their recycling flash mob. During recess on November 20, they hid in the schoolyard and observed their fellow students: “Once a person put their bottle in the recycling bin, we all came out of nowhere, clapped and cheered for a few seconds, and then went back to normal.” Another class of students at the same school started a campaign to raise their classmates’ awareness about trash. The class collected all of the trash thrown away in their school during a single day and turned it into an exhibit. And their plan for a more sustainable school? A to-go kit for students that includes a lunch box, cutlery, a bottle, and a shopping bag – and all items are reusable, of course!

– *Nicolaus-Cusanus-Gymnasium in Bonn, Nordrhein-Westfalen (8th and 9th grades)*

Want to see more examples (including videos!) of previous students’ work? Visit the Going Green website for descriptions of all prize-winning projects from 2014!





Deutschland Land der Ideen



Ausgezeichneter Ort 2015

Nationaler Förderer
Deutsche Bank



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