ECO-SCHOOLS PATHWAYS TO SUSTAINABILITY
ALIGNMENT TO THE GLOBE PROGRAM

ATMOSPHERE INVESTIGATION

GLOBE student data within the Atmosphere Investigation aids scientific understanding of spatial gaps in air temperature and precipitation coverage by weather monitoring stations, important data on aerosols and surface ozone. In addition, atmospheric data play a critical role in the calibration of satellite instruments collecting data on, for example, clouds and aerosols.

<table>
<thead>
<tr>
<th>ECO-SCHOOLS USA PATHWAY</th>
<th>GUIDING QUESTIONS TO SUPPORT INTEGRATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BIODIVERSITY</strong></td>
<td>How is biodiversity in our schoolyard and neighboring communities impacted by changes in temperatures in our soil, air and water?</td>
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<tr>
<td>Investigate and increase biodiversity at school and within the community.</td>
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<tr>
<td><strong>CLIMATE CHANGE</strong></td>
<td>What does data collected the following protocols, aerosols, surface ozone, temperature, and precipitation coverage, convey about how the climate is changing in our community?</td>
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<td>Find meaningful lasting ways to reduce the school’s carbon footprint.</td>
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<tr>
<td><strong>CONSUMPTION AND WASTE</strong></td>
<td>What is the connection between our consumption and waste habits and changes in atmospheric conditions?</td>
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<td>Analyze and address the full life cycle of a school’s products including what teachers, staff and students consume.</td>
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</tbody>
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Questions? eco-schoolsusa@nwf.org
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### ECO-SCHOOLS USA PATHWAY

**ENERGY**
Investigate energy habits, the school and states fuel mix and ways to conserve energy.

**HEALTHY LIVING**
Promote sustained, unstructured time outdoors, increase physical activity and other healthy lifestyle choices that benefit the mind, body and soul.

**LEAF**
Identify forest systems and the roles they play in the environment, a community and the economy.

**SCHOOLYARD HABITATS**
Design, develop and maintain sustainable gardens as laboratories for learning, community building and as safe places for reflection and mindfulness.

### GUIDING QUESTIONS TO SUPPORT INTEGRATION

**ENERGY**
What are the relationships between energy use and atmospheric changes over short and long periods of time?

**HEALTHY LIVING**
How do atmospheric conditions impact time spent outdoors? How can students monitor atmospheric conditions to better serve the health of the entire school community?

**LEAF**
How can understanding current and long term atmospheric data inform our forestry decisions?

**SCHOOLYARD HABITATS**
When developing an action plan, how can understanding your local atmospheric weather and climate impact the design and development of the outdoor learning laboratories?

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### ECO-SCHOOLS USA PATHWAY

#### TRANSPORATION
Sustainable solutions to reduce travel footprints by investigating consequences and evaluating solutions.

#### WATER
Investigate the school community's water habits, research water resources and implement and practice conservation strategies.

#### WOW, WATERSHEDS, OCEANS AND WETLANDS
Water connects us all and usable water is finite. Investigate the health of bodies of water small and large, identify the habitat requirements of plant and animal species and instill a stewardship and conservation ethic.

### GUIDING QUESTIONS TO SUPPORT INTEGRATION

Does traffic in and around my school impact air and surface temperature?

Using GLOBE protocols, how can students validate city water quality readings?

How do seasonal precipitation patterns impact our local watershed health? Have the patterns changed overtime?