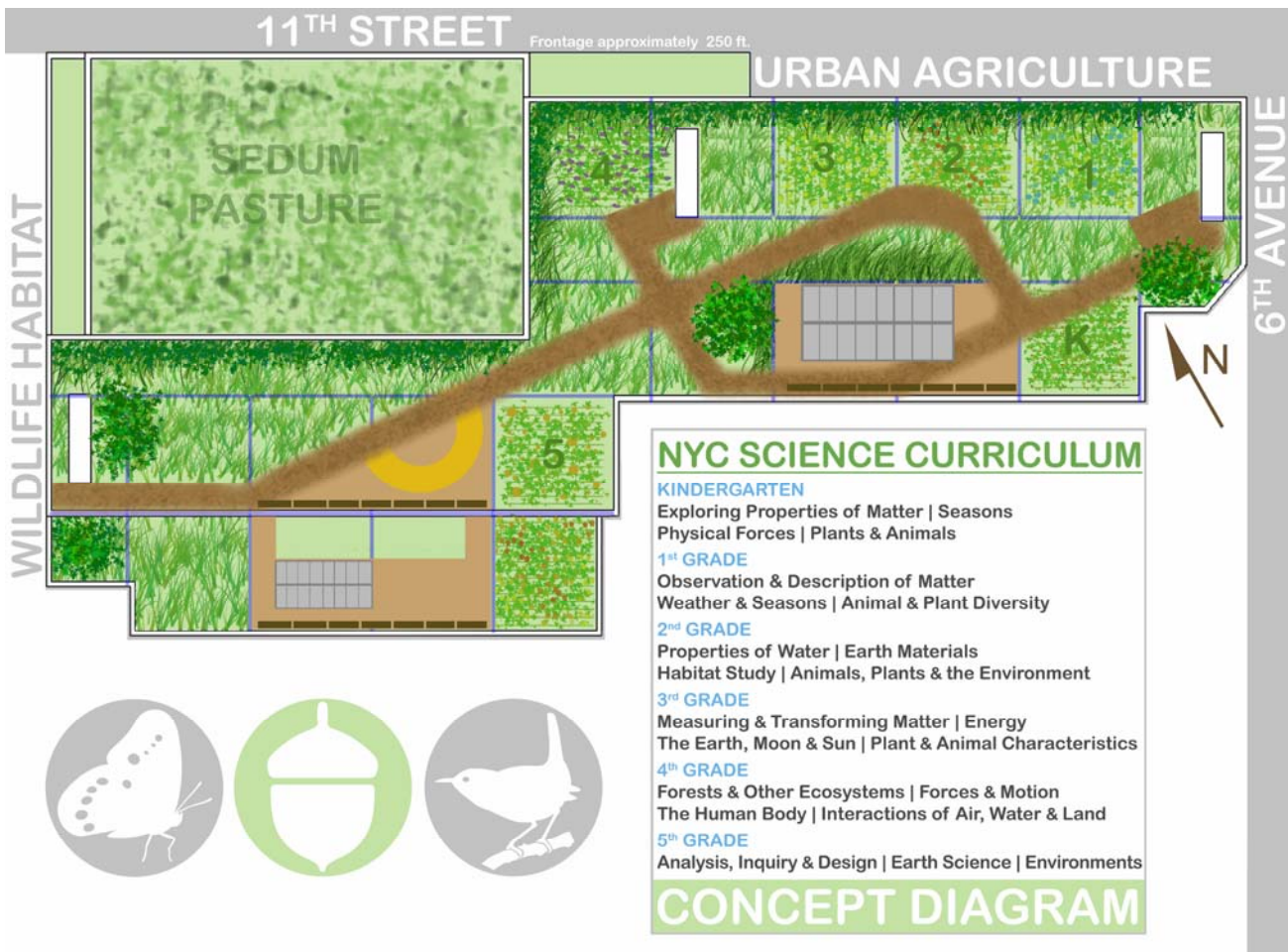




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 Kelly Shannon, Principal www.ps41.org



“As our population grows and our infrastructure ages, our environment – our air, water, and land – will be pushed to new and possibly precarious limits. ...And the really creative solutions to our problems are especially likely to come from the private sector, or from the non-profit organizations, or from community leaders who are determined to make a difference. We want to hear all of those voices. And we need to.”

MAYOR MICHAEL BLOOMBERG, December 12, 2006



A NYC Educational Green Roof Project

A Proposal for a Greenspace-Eco Laboratory Devoted to K-5 Environmental Literacy

To enhance Environmental Literacy at the early stages of learning and development, New York City Public School 41 has begun planning to develop a rooftop greenspace laboratory that will raise Environmental Literacy among inner-city school children, grades K-5.



Working in tandem with the NYC Department of Education and PS41's administration and faculty, GELL will foster Environmental Literacy and enhance Science, Technology, Engineering and Math (STEM) education among our youngest school children. As a pilot program designed to integrate the scientific method into K-5 curriculum, GELL will enhance and extend Environmental Literacy by developing a greenspace-learning environment atop an inner-city school building on Manhattan Island. Through first-hand experience with environmental systems in a greenspace teaching laboratory, GELL will develop a comprehensive K-5 curriculum program, using hands-on empirical lessons that engage and reinforce children's understanding of environmental issues that directly affect them.

From kindergarten through 3rd grade, cognitive development and basic learning skills play a critical role in students' ability to construct knowledge based on concrete thinking and their natural curiosity for the world in which they live. As such, the activities and lessons developed for GELL will be based on direct observation of the rooftop's environmental systems and lab stations. By exploring these systems in tandem with a curriculum that utilizes readily apparent phenomena, K-3 students will develop clearer understanding of, and greater appreciation for, environmental sustainability issues. As these learners mature, 4th and 5th graders will employ abstract and creative thinking skills to identify the relationship between environmental and human social systems, and learn about modern environmental values critical to future civilization. Thus, the upper-grade levels will benefit directly from lessons and activities that incorporate the scientific method of: observation; hypothesis formulation; prediction; and, testing and verification within the curriculum.

Upon graduating and advancing to middle school and high school, these students will then be better prepared to examine and question issues relating not only to the environment, but related fields of study that can impact urban sustainability on the whole.

Our goal is to create a learning center dedicated to understanding and improving the environment city children are most familiar with—the urban landscape—while simultaneously promoting environmental and ecological stewardship that has a genuine impact on the world in which we all live. By integrating the scientific method into the curriculum, and by conducting research, generating data, and witnessing the verifiable effects of empirical experimentation, GELL will engage students in a manner that extends far beyond the rooftop classroom-laboratory. For years to come, as students' minds grow and learn, they will benefit from the rigorous hands-on scientific investigation GELL provides from one generation to the next.

Call today to learn how you can help.

212.675.2756 | gell@ps41.org



"To ensure the health of future generations, and to establish New York as a leader in meeting some of the greatest challenges of our time, we must do more to green our city." **MAYOR MICHAEL BLOOMBERG**