



Teacher Leadership Institute for Sustainability:

Alyssa Trujillo

3rd Grade

Bobcats Go Green!

2025-26 Community of Practice

TEACHER LEADER INTRO:

Name: Alyssa Trujillo
 Role: Teacher
 School: Bay View Elementary
 Grade(s) taught: 3rd grade
 Subject Area: Multiple Subjects
 Number of students engaged in the project: 22 students



GREEN CLASSROOM PROJECT OVERVIEW

Project Focus	Our class worked together to create a set of environmental commitments to help take care of our classroom and our school campus. Students talked about ways they could make a positive difference and came up with simple actions they could practice every day. These commitments include turning off the lights and closing the door when we leave the classroom to save energy, checking the recycling bin to make sure items are sorted correctly, and being responsible for cleaning and caring for a specific area on campus. Students also collect dead markers and empty glue sticks so they can be recycled at Staples instead of being thrown away. Through this project, students are learning that small choices can make a big impact. They are exploring ways to reduce waste, take care of shared spaces, and help keep our school and planet healthy.
Implementation Story	Students have taken their commitments seriously and have become proud of the roles they play in helping care for our classroom and school campus. At the beginning of the project, students needed frequent reminders, and we spent time discussing why these environmental commitments are important and how small actions can make a difference. One challenge was helping students remember their responsibilities consistently, but with practice and clear routines, they began to take more ownership. Over time, these actions have become part of our daily habits. Students now independently remember to check the recycling bin, turn off the lights when we leave the classroom, and care for their assigned areas on campus. A key success of the project has been seeing students take pride in their contributions

	and recognize that their everyday choices can help reduce waste and care for our environment.
Type of Project	This project connects to the “Everyday Choices” category by encouraging students to develop habits that reduce their environmental impact and support more sustainable ways of living. Through simple daily actions, students learn how their choices can help protect natural resources and the environment around them. It also relates to the “Community Engagement” category because students are helping build awareness about environmental responsibility within our school community. By practicing and promoting these habits, they are learning how individuals can work together to care for shared spaces and address environmental issues.

IMPACTS

Share any evidence or examples of impacts in the following areas:

Educational Impacts (students building knowledge and skills in connection to your curriculum)

Third grade students are building awareness about environmental responsibility and learning how their everyday actions affect the planet. This project connects to our science learning about caring for Earth’s resources, including recycling, conserving energy, and being good stewards of our environment. Students are also practicing important skills such as responsibility, teamwork, and problem-solving as they work together to follow our classroom commitments and take care of shared spaces on campus.

Ecological Impacts (reduced waste, increased biodiversity, etc.)

Our class is helping reduce waste by carefully checking the recycling bin and collecting classroom materials such as dried-out markers and empty glue sticks so they can be recycled through programs at Staples instead of being thrown away. Students also help conserve energy by turning off the lights when we leave the classroom. Keeping our assigned areas of campus clean helps prevent litter and supports a healthier school environment.

Community & Culture Impacts (students’ sense of connection to nature, stewardship commitment)

Students have developed a strong sense of pride in helping care for their classroom and school. They see themselves as environmental helpers and often remind one another to follow our commitments, such as checking recycling or turning off the lights. This project has helped build a classroom culture where students understand that even small actions can make a difference and that taking care of the Earth is something we can all do together.

NEXT STEPS:

Moving forward, we plan to continue tracking the materials we recycle and look for new ways to reduce waste in our classroom, such as using less paper or reusing materials when possible. We are

also interested in expanding our efforts by adding new environmental commitments, such as planting and caring for plants on campus. Eventually, we hope to share what we have learned with other classes so more students can join in helping care for our school environment.