Big idea: Complex global problems require international cooperation to make difficult choices for the future.

Curricular competency: Use Social Studies inquiry processes and skills to ~ ask questions; gather, interpret, and analyze ideas; and communicate findings.

Driving Questions: Do you ever stop and think if what you do is sustainable? What is sustainable practice? What isn't?

Learning targets: I can ask open-ended questions and gather information. I can identify how my actions and the actions of others affect my community and the natural environment and can work to make positive change.
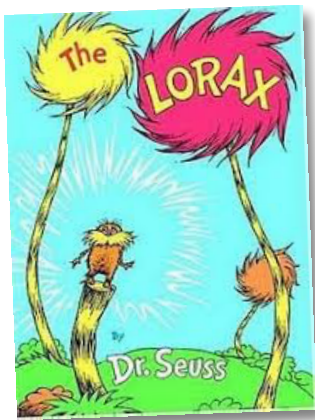


Materials needed: The Lorax, the student response mat (enough copies for 3 students per mat), computer, projector and speakers.

Shared read: share the story The Lorax by Dr. Seuss.
Digging deeper: invite students, in teams of three, to infer meaning from the story. Inferring is looking back and reflecting about what has been read; when you stop and ask, "I wonder what the author meant?"

Evidence + My thinking = Inference.

Evidence ~ the words from the story
My thinking ~ personal connections / background knowledge
Inference ~ I think that...because...
Maybe it means...because...

Share the following quote from The Lorax and model how to respond to it using the above framework.*"UNLESS someone like you care a whole awful lot, nothing is going to get better, it's not."*

Students are invited to examine the evidence (the quotes from the story) and graffiti their thinking (personal connections / background knowledge) around their favorite 3 quotes. Share ideas back to the whole group.

*"I am the Lorax. I speak for the trees. I speak for the trees, for the trees have no tongues."*

*"Look Lorax." I said. "There's no cause for alarm. I chopped just one tree. I am doing no harm."*

*He snapped, "I'm the Lorax who speaks for the trees which you seem to be chopping as fast as you please."*

*"I meant no harm. I most truly did not. But I had to grow bigger. So bigger I got."*

*"You're glumping the pond where the Humming-Fish hummed! No more can they hum, for their gills are all gummed."*

*"Now all that was left 'neath the bad smelling sky was my big empty factory... the Lorax... and I."*

*"And all that the Lorax left here in this mess was a small pile of rocks, with the one word... UNLESS. Whatever that meant, well, I just couldn't guess".*

*"Plant a new Truffula. Treat it with care. Give it clean water. And feed it fresh air.*

*Lesson 5. Refuse. What is sustainable practice? What isn't?*

*In September 2015, 193 world leaders agreed to 17 Global Goals for Sustainable Development. If these Goals are completed, it would mean an end to extreme poverty, inequality and climate change by 2030.*

Find out more here:
http://www.globalgoals.org

# Here are some glimpses of Goal #12:

**12 RESPONSIBLE CONSUMPTION AND PRODUCTION**

**TARGET 12·3**
50%
HALVE GLOBAL PER CAPITA FOOD WASTE

**TARGET 12·5**
SUBSTANTIALLY REDUCE WASTE GENERATION

**TARGET 12·6**
ENCOURAGE COMPANIES TO ADOPT SUSTAINABLE PRACTICES AND SUSTAINABILITY REPORTING

**TARGET 12·8**
PROMOTE UNIVERSAL UNDERSTANDING OF SUSTAINABLE LIFESTYLES

https://www.globalgoals.org/12-responsible-consumption-and-production

*Lesson 5. Refuse. What is sustainable practice? What isn't?*

Performance of Understanding: Invite students to design a postcard with a slogan or powerful statement in response to the questions, "What is sustainable practice? What can we do differently?"

Here are some examples of slogans / powerful statements:

*Choose reusable products. Use an eco-bag for shopping, a reusable water bottle or a cup to reduce your plastic waste.*

*Do some research and buy from companies you know have sustainable practices and don't harm the environment.*



*Buy second hand when you can.*

*Be conscious of packaging ~ the less the better!*

*Shop, eat and drink locally. Supporting neighbourhood businesses keeps people employed and circulates money back into your community.*

*Lesson 5. Refuse. What is sustainable practice? What isn't?*

Set a purpose for viewing ~ students are invited to notice, think and wonder.
After viewing the short clip jot down your ideas in pictures and words on post-it notes:

- What did you notice? ~ Paying close attention to the evidence in the clip and communicating exactly what you saw.
- What do you think? ~ Inferring and connecting. Sharing connections, background knowledge, and ideas based on the evidence in the video clip (evidence + my thinking = inference).
- What do you wonder? ~ Asking questions. After closely examining the evidence in the video clip, what are you wondering? What questions do you have?

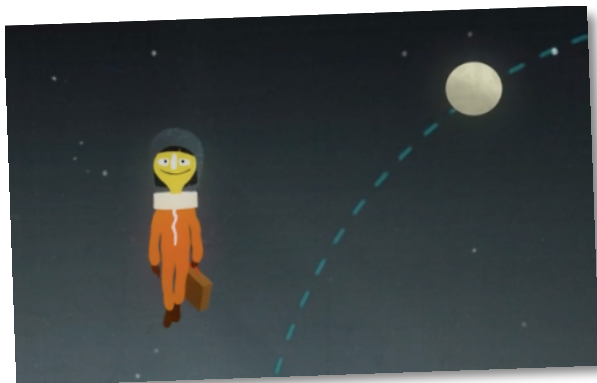*What is Sustainable Development?*
(3:40)

https://vimeo.com/144354623

*The World's Largest Lesson* (6:19)

https://vimeo.com/138852758

*The World's Largest Lesson 2016*
(5:16)

https://vimeo.com/178464378

Here's a link to a lesson:
http://cdn.worldslargestlesson.globalgoals.org/2016/06/Understanding-Sustainable-Living.pdf