

Global Citizenship in the Whole School: Ages 7-11

Lesson plan 4: Sustainable living sourcebook

Age group: 7 - 11

Aims:

For pupils to begin to understand the relationship between people and the environment, to be aware of finite resources, to present a reasoned case, and to feel a sense of responsibility for the environment and the use of resources.

What to do:

This activity could continue over several sessions.

You will need:

- The **worksheet: concepts of sustainable development** (below)
- some information on ideas for sustainable living (more can be gathered as part of the work);
- paper and crayons;
- scissors and glue.

As a class, look at some definitions of sustainable development. Discuss the meaning and implications of this for humankind and more specifically for each individual in the class.

Discuss the idea of producing a class 'sustainable living sourcebook' - a resource full of ideas and information about how we can live more sustainability. On completion, it could be exchanged with a school elsewhere to compare local approaches to sustainable living.

Divide the class into three. Give each third responsibility to find out about how we can live more sustainability for one of the following situations:

- at home;
- at school;
- in the local community.

Here are some ideas that could be explored:

At home and at school:

- ways of saving resources such as paper, electricity, water;
- ways of promoting healthy eating;
- ways of reducing waste, such as buying snacks with less packaging on them, composting fruit and vegetable remains;

- ways of reusing and recycling materials, containers, toys, books - for example, washing out and decorating used tins for plant pots, storage containers or sculptures, taking unwanted saleable items to charity shops or jumble sales;
- ways of travelling to school which use few resources.

At home:

- ways of buying less - use the library and video hire shop instead of buying too many books or videos, mend things, and make things.

At school:

- information about the present biodiversity of the school habitat, and how it could be increased;
- information about the sustainable development policy of the school, or if there is not one in place, ideas for what could go into one;
- information about a local scrap project for the provision of art materials.

In the community:

- information about the practices of local businesses on sustainable development issues such as Fair Trade, use of tropical hardwoods or recycling;
- ways of stating opinion about and raising public awareness of local issues such as the local environment, road-building or house-building schemes, provision of green areas, recycling;
- information about local sustainable development initiatives;
- information about sustainable forms of energy such as solar and wind power.

This information can be gathered by pupils in a variety of ways - for example, from books, web sites, newspaper or magazine articles, or by pupils sending emails or faxing questions to relevant organisations, individuals or businesses. Try introducing the topic by inviting a local expert, such as the Local Agenda 21 officer or someone from the local Development Education Centre or an environmental group.

The sourcebook could be electronic, with information and images from web sites, printed or imported into a DTP or word-processing package, graphs or pie charts included, and photographs added using a digital camera. Alternatively, the sourcebook could be in the form of a scrapbook, with information printed out from web sites, articles written on computer or by hand, and drawings being cut and pasted into it.

The finished sourcebook could be exchanged (electronically or by post) with another school or be displayed locally, perhaps at the local library or Local Education Authority or Local Agenda 21 office. Encourage the local paper or radio station to report the venture and to interview representatives of the class about their ideas and concerns.

Planned outcomes:

For pupils to feel committed to sustainable development, to see it as relevant to them, and to learn that they can make act to make a difference.

Curriculum links:

England	Scotland	Wales
<p>PSHE/Citizenship: - Resources can be allocated in different ways which affect individuals, communities and the sustainability of the environment; to feel positive about themselves and their achievements; to make real choices and decisions; to develop relationships through work; to research, discuss and debate topical issues and problems; to consider social and moral dilemmas; to find information.</p> <p>Maths: - Graphs and charts.</p> <p>Geography: - Improving the environment.</p> <p>ICT: - Analysing data and asking questions; graphical modelling; evaluating information.</p> <p>Literacy Hour: - Year 4, term 1; Year 6, term 1.</p> <p>Science: - Habitats.</p>	<p>PSD: - Independence and interdependence.</p> <p>Environmental Studies: - Developing an understanding of the interaction between people and the Earth's natural environment: land use, resources and change, environmental issues and sustainability; developing informed attitudes; social and environmental responsibility.</p>	<p>PSE: - To take increasing responsibility for their actions; to take an active interest in the life of the community and be concerned about the wider environment; to know how the environment can be affected by human activity.</p> <p>Maths: - To collect and represent discrete data using appropriate graphs and diagrams.</p> <p>Geography: - To investigate ways in which people attempt to look after the environment through sustainable development; to understand the individual's responsibility for the environment.</p> <p>English: - Reading - to find information in books and ICT-based sources; to read and use a wide range of sources of information. - Writing -to write in response to more demanding tasks and a wider range of purposes.</p>

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Worksheet: Concepts of sustainable development

Seven key concepts of sustainable development (Panel for Education for Sustainable Development, 1999)

1. Interdependence

Understanding how people, the environment and the economy are inextricably linked at all levels from local to global.

2. Citizenship and stewardship

Recognising the importance of taking individual responsibility and action to ensure the world is a better place.

3. Needs and rights of future generations

Understanding our own basic needs and the implications for the needs of future generations of actions taken today.

4. Diversity

Respecting and valuing both human diversity (cultural, social and economic) and biodiversity.

5. Quality of life

Acknowledging that global equity and justice are essential elements of sustainability and that basic needs must be met universally.

6. Sustainable change

Understanding that resources are finite and that this has implications for people's lifestyles and for commerce and industry.

7. Balance

Understanding of uncertainty and of the need for precautions in action.

Cardiff Council's view of sustainable development:

"Our collective activities and behaviour contribute to international problems such as global warming, climate change and deforestation. Our local actions, for example in what we buy can have positive and negative consequences for communities living elsewhere in the world where these goods are produced."

Cardiff Council, Local Sustainability Strategy for Cardiff, 2000