

Culminating Lesson / Group Project Design- Sustainability to our land and environment by adapting or creating appropriate uses for a more economic or mostly sustainable regional community

Grade- High School / Graduation requirement / Independent Group Study with a team of instructors

Purpose- The students will obtain general knowledge about a sustainable living environment and compare/contrast that to an existing economic structure to determine ways to promote OR create a more economically minded community.

Objective- Through critical analysis of today's economy and studying the future of our existing economy, the students will create (simulate) a regional plan where a given community can cooperate to preserve its economic and environmental structure within the existing structure OR plan and create a new community using the same regional economic environmental design through which we are mostly sustainable to the land/environment.

Behaviors-

- Students will examine the basic economic and environmental structure of a *local* community.
- Students will learn the basic economic and environmental structure of a *sustainable* community.
- Students will briefly *compare* and *contrast* this information for a more concrete understanding of the two structures.
- Students will research a regional community to determine the economic/environmental use of its existing resources.
- Students will determine how the economic/environmental structure of their regional community could be changed or adapted for more sustainable living conditions.
- Students will listen to lectures, view videos, visit local environmental museums or communities, attend local or state chamber ecological/environmental discussions, discuss with local developers, transportation authorities, farmers, businesses, schools, etc... to gain insight to the needs of the total community.
- Students will debate among themselves the most important economical/environmental features of their assigned regional community.
- Students will critically apply that information to create a plan to preserve the existing regional community OR design and create a new community using the same regional economic and environmental design through which it is mostly sustainable to the land/environment.

Group Project Design Procedure / Direct Instruction / Team Coaching

Teachers should create a model ahead of time for the class to visualize a completed project.

Teachers should create a template to visually outline the project design and a rubric for final evaluation.

Teachers should work closely with students and provide as much quality information as possible.

- Review any learned information that pertains to this project assignment.
- Generate a list of things a regional community needs to survive. Use maps and community services to better understand the economic and environmental structure of the community.
- Construct a list of persons/places/committees/resources that would assist in understanding how to preserve or design a community so that it maximizes its economical and environmental resources.
- Discuss how you can change or design a community differently for the purpose of preserving the resources within the confines of that community. (*Collaboration among students is important for students to benefit from the total learning environment*).
- Select the various forms by which you and your group will use to research you regional community.
- Designate responsibilities among students in the group.
- Investigate and gather as much information as reasonable to begin to preserve OR redesign your regional community.

- Interview local, regional persons, attend borough and township meetings. Contact local or state environmentalists. Attend various local chamber of commerce events/workshops. Ask neighbors, parents, relatives for advice.
- Create a written plan that addresses either change/adaptation OR redesign of your regional community so that your community is better suited to preserve/sustain itself more effectively.
- Construct a map to show the changes you have made to the environment that would aid the economy for a more sustainable living environment.
- Predict the outcome of your plan for 5-10 years from now.
- Determine who will be in support of your plan.
- Specify gained knowledge from this project and make recommendations for future changes.
- Summarize your total project design and submit it in a written form that best suits your design.
- Prepare to share your project with the class. Other charts/graphs, data, maps, etc... may be added to your presentation.
- Enjoy!

Closure / Homework- Students will reread through the project design by themselves and with another person to clarify information and write any questions pertaining to understanding the project design. Students will continually work with group members and team instructors to plan, compile, write, summarize, and present project.

Extensions-

1. Share project design with local, state personnel.
2. Create a panel discussion with several of the resource persons.
3. Write an editorial for the local newspaper.

Materials- will vary depending on group of students, selected community regions, and team teachers

State Standards-

Environment/Ecology 4.8.A, B, and C, 4.9.A; Economic 6.3, 6.4; Geography 7.3, 7.4;
Writing/Reading/Speaking/Listening 1.4, 1.5, 1.6, 1.8