



SUSTAINABLE TEACHING CURRICULUM
LESSON PLAN

Goods Production

Primary Subject- Science, geography

Objectives:

- Students will learn where most goods are produced.
- Students will learn why locally made goods are better for the environment.

Materials:

- Map
- Pushpins

Introduction:

1. Anticipatory Set

- “So everyone has stuff, right.”
 - “But where does it all come from?”

Major Instructional Sequence:

- Have everyone choose an item that they want to track
 - Example: a crayola marker, lunch box
- Once each student has chosen an item have them locate where it is manufactured
- Hang a map of the world on the wall
- Give each student a push pin and have them put it on the map where it came from
- Ask students where most of the items are manufactured
 - Are they made in the U.S. or in other countries

Concluding Sequence:

- “What do you need in order to send goods from China to the U.S.”
 - boats airplanes etc. but they need fuel (as in fossil fuels)
- “So what is better for the environment buying items that are manufactured closer to Santa Fe (or the city that you are instructing the lesson in) or farther away.”
 - Closer because less fuel is involved in shipping
- “So from now on what should we remember when we shop.”
 - To buy stuff made in the U.S. whenever possible

Background:

Consumption is a huge problem in the United States, and it is this addiction to material things that causes us to severely endanger our environment. Not only do the materials used to make goods (such as plastic that requires much petroleum to produce) harm the environment, but the vehicles used to transport the items produce many pollutants. The farther away from the United States the item was produced, the more pollution that is generated. This lesson is meant to impress upon students the importance of being “conscious consumers.”

Vocabulary:

Good- a product or something that a person buys

Produce- to make a good