

Today's Challenges; Today's Leaders:

REAL WORLD CONVERSATIONS FOR THE CLASSROOM

Lesson Number: **TCTL.3.1**

Sustainability – Making our Actions Stand the Test of Time

Quick Reference:

Time Required:

45 minutes

Objectives:

After completing this lesson, students should be able to:

1. Define sustainability in the context of influence.
2. Investigate and share examples of influence and determine how sustainable these examples are

Materials:

- ✓ Dumbbells of various weights (5-pound, 10-pound, 20-pound)
- ✓ TCTL.3.1.AS.A (one copy)
- ✓ TCTL.3.1.AS.B (one copy per student)

Purpose:

The purpose of this lesson is to help students define sustainability as it applies to influence. How can influence continue over the long haul rather than focus on a single activity?

Directions:

The bulleted information below is important to know as background information.

- Sustainable agriculture is the practice of farming using principles of ecology, the study of relationships between organisms and their environments. It has been defined as “an integrated system of plant and animal production practices having a site-specific application that will last over the long term.”
- The key point is long term.
- Sustainable influence can be addressed in a similar fashion.
- Influence can range from a single action or event in time to a long-term plan that seeks continuous improvement.
- Individuals can address their levels of influence using the same examples: Are they involved in brief snapshots of service and influence, or are these conscious efforts that are part of a larger, overall philosophy of influence?

After reviewing the information above, begin with the lesson activities below.

1. Begin with an activity of endurance. This activity can be modified to enhance the point of sustainability. Have three students hold one of the three weights straight out in front of them for as long as possible. Try to choose students of similar strength. They will get 10 points for every 10 seconds they can hold the weight out in front of them plus one point for every pound (for example, someone holding



the 20-pound weight would get 10 points for the first 10 seconds plus 20 points for the total number of pounds of the weight for a total of 30 points). Have students help monitor and keep score. When the last hand falls, you may do a second round or move into the lesson connection.

- a. Connect the activity to the idea of sustainability. Ask students for examples of sustainable agriculture. Help them make the connection to the activity they just participated in (usually, the more reasonable weight for a longer period of time is more beneficial in the long run). In life, sometimes we think about the moment and forget to think about the future or long term. Sustainability is thinking about the overall long-term picture. In baseball, scoring five runs in one inning is great, but scoring one run in every inning will win the game (sustainable).
 - b. Show TCTL.3.1.AS.A on the writing surface. Have students capture their own definitions of sustainable influence on TCTL.3.1.AS.B. “Sustainable influence or service refers to those activities that happen over a period of time with a lasting impact. Activities tend to have long-term goals of service or influence.” Ask students to draw a visual example of what sustainable looks like on the back of their activity sheets.
 - c. Continue the discussion with activities an individual does to serve the community or activities that the chapter plans that will benefit others. This will be the transition into the next objective.
2. Using TCTL.3.1.AS.B, have students create a list of at least three activities of service that they “personally” have been involved with (helping a grandparent mow the lawn, volunteering at a pet shelter, etc.) and a second list of activities that the “chapter” has sponsored (coat drive, blood drive, canned food drive, etc.).
- a. After students complete the lists, ask one of them to share the fable, “The Tortoise and the Hare.”
 - b. Like the heavy weight, the hare was quick and made a huge initial impact, leaving the tortoise in the dust. But because the tortoise was thinking of the long-term goal of winning the race, he was successful.
 - c. Ask students to go back to their lists on TCTL.3.1.AS.A. Have them draw a tortoise next to the activities that are more sustainable over the long term (or the impact was lasting), then have them draw a hare (rabbit) next to the ones that were more short term (one big event for a day and then over).
 - d. Have students share their lists with partners and discuss what made the activities sustainable or not.
 - e. Connect the story to how sustainable our actions of influence and service are. While all service is beneficial, how can we make the effort more long-term or sustainable?
 - f. Ask students to work with their partners again to bullet ways to make each event more sustainable. You may wish to share the following example:

The chapter decided to host a blood drive for the American Red Cross. The goal was to get at least 100 units of blood donated. The chapter set goals to publicize the event and to reach the goal of 100 units. Here are some ways the chapter could make this event more sustainable. In addition to the 100 units of blood, the chapter could also host an educational event informing participants of the needs for continual blood donations, which can be made every six weeks. The chapter could create an incentive program rewarding participants who pledged to donate again in six weeks, or who pledged to donate three times per year or for participants who pledged to get one

friend or family member to donate in the next six weeks. The chapter could also inform participants at the event about organ donation opportunities. The larger goal would be to have participants actually change their outlook on donating blood, to commit to donating as a habit rather than just showing up at a single event at school.

- g. After allowing students to brainstorm, ask a few to share how they made a “hare”-type activity more sustainable (“tortoise”-like).
3. As the lesson begins to come to a close, thank students for their willingness to share and investigate sustainable influence. We must continue to investigate different strategies that will create a sustainable impact on those around us.

Connection Questions:

1. What are some activities that I currently participate in that are sustainable (with regard to service and influence)?
2. What activities do I participate in that could be made more sustainable?
3. What types of needs exist in my community that might benefit from sustainable actions?
4. Why should service be approached with a sustainable attitude?

LifeKnowledge Connections

Precept(s) addressed:

Vision

- C1. Contemplate the Future
- C2. Conceptualize Ideas
- C4. Adapt to opportunities and obstacles from multiple perspectives

Awareness

- E1. Address issues important to the community

Decision Making

- N2. Demonstrate problem-solving skills

LK Lesson Suggestion:

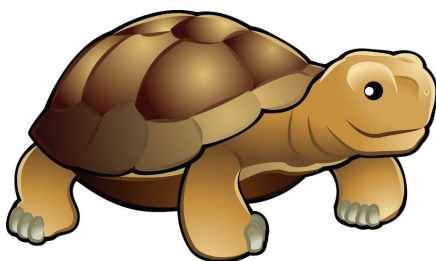


- HS.26 – Defining Personal Growth
- MS.576 – Finding opportunities to make positive change
- MS.586 – Defining Service
- MS.596 – Finding opportunities for service in your family/school

What is a Sustainable Influence?

Sustainable influence or service refers to those activities that happen over a period of time with a lasting impact. Activities tend to have long-term goals of service or influence.

Make it a picture. Using the definition we just discussed, create a visual example on the back of your activity sheet.



Sustainability – Making our Actions Stand the Test of Time

What is sustainability with regard to service and influence? (Add your picture to the back.)

The tortoise and the hare:

Personal Activities	Tortoise or Hare? (Influence or service)	How can it be made more sustainable?
1.		
2.		
3.		

Chapter/Organized Activities	Tortoise or Hare? (Influence or service)	How can it be made more sustainable?
1.		
2.		
3.		