



Lesson Plan

4 of 4

Sustainability in Everyday Life

Created: 09/2023 by the National FFA Organization

Sustainability is a HUGE buzzword these days. But what does it actually mean? Through this lesson series, students will consider that question as they discover the core principles of sustainability, engage with global sustainable development goals, examine sustainable practices at work in the field of agriculture and commit to actions they can take to live and work more sustainably in their own lives.

Thank you to our current partners in sustainability:



Student Learning Objectives:

After completing these activities, students will ...

1. Explore individual practices to live more sustainably.
2. Develop a personal plan identifying and implementing a single action they can take to live more sustainably.

Suggested Grade Level:

Grades 9 and 10 (This lesson is written so instructors can scale up or down based on class needs.)

Suggested Time: 65 minutes (*Time requirements may vary based upon student understanding and class schedule.)

Resources/References:

1. Website: Your Plan, Your Planet – Google Sustainability, <https://yourplanyourplanet.sustainability.google/>
2. Website: United Nations Sustainable Development Goals, <https://www.un.org/sustainabledevelopment/>
3. Video: "Sustainability Takes Just One Thing," <https://youtu.be/D1jPdfNHZLA>

Related Resources:

1. AgExplorer Sustainability Systems Focus Area, AgExplorer.FFA.org/focus/sustainability-systems/
2. Darling Ingredients Educational Resources, <https://FFA.box.com/s/3ko8e9w6zygohv1ewfsnc8byobjzeuxa>
3. Valent — Sustainability in Agriculture Lesson Series, <https://FFA.box.com/v/sustainabilityinagriculture>

Equipment and Supplies Needed:

1. Student devices to access the internet
2. A copy of the “Guide to Saving the World” worksheet for each student
3. A copy of the “Just One Thing” worksheet for each student
4. Internet access to play the video in real time or embed it in a PowerPoint ahead of time

Vocabulary:

1. Sustainability
2. Sustainable Development Goal

Cross-Curricular Connections:

English/Language Arts	Technology	Social Studies
Students will create a personal plan for more sustainable living.	Students will use technology to research sustainable actions and research and formulate their personal sustainability plans.	Students will connect their personal actions to the worldwide sustainable development goals.

Virtual Instruction Ideas:

- Upload all content into a learning management system for students to collaborate and complete assignments.
- For Activity 3, use virtual tools such as Canva, PowerPoint or Google Slides to create and display the “My Just One Thing.”

Student Activity Sheets:

Direct access to student activity sheets without lesson plan or answer key for easy upload to a learning management system or printing for classwork.

<https://ffa.box.com/s/w0f4vihdocqgjlz35gba40d1qve362dj> (Word)

<https://ffa.box.com/s/nhs8e9dlxdvcr5fh90nga6q4lcd4svpr> (Non-Designed Word)

<https://ffa.box.com/s/owxowxn2uz9eyzskdkvlmqw3iohmqk7m> (PDF)

https://docs.google.com/document/d/12r_cPc3ArrxlqxlPwjFFhCwewvOMLtsImJc9KPBymqE/copy (Google)

https://docs.google.com/document/d/1gJMDMo5t2VB4iDX37xrL_4Vepo0b1t2K5LwE_FkqzUA/copy (Non-Designed Google)

These Activities Are Aligned to the Following Standards:

AFNR Performance Element

- CS.03. Examine and summarize the importance of health, safety and environmental management systems in AFNR workplaces.
- CS.04. Demonstrate stewardship of natural resources in AFNR activities.

FFA Precept

- FFA.PL-A.Action: Assume responsibility and take the necessary steps to achieve the desired results, no matter what the goal or task at hand.
- FFA.PL-C.Vision: Visualize the future and how to get there.
- FFA.PL-E.Awareness: Understand personal vision, mission and goals.
- FFA.PL-F.Continuous Improvement: Accept responsibility for learning and personal growth.
- FFA.PG-L.Spiritual Growth: Define personal beliefs, values, principles and sense of balance.
- FFA.CS-M.Communication: Effectively interact with others in personal and professional settings.
- FFA.CS-N.Decision Making: Analyze a situation and execute an appropriate course of action.

Common Career Technical Core

- AG3 Examine and summarize the importance of health, safety, and environmental management systems in AFNR businesses.
- AG4 Demonstrate stewardship of natural resources in AFNR activities.

Common Core – Reading: Informational Text

- CCSS.ELA-Literacy.RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Common Core – Writing

- CCSS.ELA-Literacy.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Common Core – Speaking and Listening

- CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Common Core – Science & Technical Subjects

- CCSS.ELA-Literacy.RST.9-10.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

Common Core – Literacy in Science & Technical Subjects: Writing

- CCSS.ELA-Literacy.WHST.9.10.1 Write arguments focused on discipline-specific content.
- CCSS.ELA-Literacy.WHST.9.10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- CCSS.ELA-Literacy.WHST.9.10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Next Generation Science

- HS-ETS1-3 Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.

Green/Sustainability Knowledge and Skill Statements

- AFNR Career Cluster, Statement 2 Analyze community practice or policy development related to sustainability in AFNR.
- AFNR Career Cluster, Statement 3 Communicate the impact of green and sustainability principles on agriculture, food and natural resource systems.
- AFNR Career Cluster, Statement 7 Demonstrate an understanding of green and sustainability trends that are impacting processes and markets in AFNR.

AFNR Career Ready Practices

- CRP.02. Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive.
- CRP.04. Communicate clearly, effectively, and with reason. Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods.
- CRP.05. Consider the environmental, social and economic impact of decisions. Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organizations and the environment.

Partnership for 21st Century Skills

- Communication
- Critical Thinking and Problem Solving
- Environmental Literacy
- Global Awareness
- Implement Innovations
- Information, Communications, and Technology Literacy
- Think Creatively

Lesson Plan:

1. **Bell Ringer:** Have students engage in the “Your Plan, Your Planet” activity from Google Sustainability (<https://yourplanyourplanet.sustainability.google/>). Three potential options for this:
 - a. Have students complete the entire activity individually, and afterward, host a class discussion around what stood out to them.
 - b. Have students complete the activity together in small groups and have each group report to the class some of the concepts that stood out to them.
 - c. Project the activity in the front of the classroom and complete it together as a class. Call on students to answer the prompts or discuss the different pieces of information as you go through the activity together.
2. **Introduction:** Say to students: *The tips and practices we just saw are only a few ways that we can live more sustainable lives. How else can we bring these concepts and actions a little closer to home?*
3. **Activity 1: (25 minutes)** Each student needs a copy of the worksheet “Guide to Saving the World.”
 - a. **Part 1:** Provide students with a copy of “The Lazy Person’s Guide to Saving the World” PDF (<https://www.un.org/sustainabledevelopment/wp-content/uploads/2018/10/LazyPersonGuide.pdf>) or have them visit the digital website (<https://www.un.org/sustainabledevelopment/takeaction/>) and read over the actions. Have them answer the questions on the worksheet.
 - b. **Part 2:** Students will select one of the 17 sustainable development goals (SDGs) for this activity. If you completed “Lesson 2: Sustainable Development Goals” with your students, encourage them to look back at the SDG they identified as important to them previously and consider using that goal for this activity. If you did not complete that lesson with your students, provide a brief overview of what the sustainable development goals are (<https://www.un.org/sustainabledevelopment/>) and give them five to 10 minutes to explore the goals for themselves to find one to select for this activity. (<https://www.un.org/sustainabledevelopment/sustainable-development-goals/>).
 - c. Using the provided worksheet, students will create their own “Guide to Saving the World” targeted at their selected sustainable development goal. They can use any information they have learned thus far in the previous lessons (if applicable) and any new research they conduct as part of this activity. Encourage students to look at the SDG site for any items related to their goals as well as other organizations’ websites that are related to the goal they have chosen. Finally, have them answer the reflection questions.
4. **Transition:** Say: *Often, the idea of “becoming sustainable” can be overwhelming. We are being bombarded from all sides with ways we can “go green” or “save the planet,” and it can be difficult to know what we should do. Should we do all of it? None of it? Can I even make enough of a difference as one person? These are all good questions. Let’s listen to one agriculture producer’s perspective on this.* Play the video “Sustainability Takes Just One Thing” (<https://youtu.be/DIjPdFHzLA>) for students. Say: *Hopefully, you can see that making changes for a more sustainable lifestyle doesn’t have to be so overwhelming. You just need to start somewhere. Now, let’s all explore what we can each do for our “one thing.”*
5. **Activity 2: (30 minutes)** Each student needs a copy of the worksheet “Just One Thing.”
 - a. Students will be developing a plan for their own “one thing” they can do to live more sustainably. They should use an action related to the sustainable development goal that is most important to them (they could even pick an action from their Guide to Saving the World). Students should use the first page to respond to the questions and plan for their “just one thing.” They will then use the second page to create a poster about their “just one thing.”
 - b. These posters should:
 - i. Include a statement of their action.
 - ii. Identify which SDG their action aligns with.
 - iii. Summarize specific action steps they will take.
 - iv. Include an image depicting their action.
 - v. Explain the impacts their action will have.
6. **Follow-up:** Have students complete a gallery walk to look at each other’s posters. At the end of the gallery walk, have a few students share more about their posters with the entire class. Choose a place in your classroom to prominently hang the posters to promote all your students’ commitment to sustainable actions.

7. **Optional – Extended Learning Opportunities (Not factored into time requirement):**
 - a. Students could take their commitment to sustainable living further on their own by downloading the A World in Support of ActNow app on their smartphones (<https://actnow.aworld.org/>). This app will give students more tips on sustainable living and allow them to record the impact of their actions.
8. **Exit Ticket:** How can you share your “just one thing” and encourage your friends and family to find theirs?

Name: _____

Aligned to the following standards:

CS.03; CS.04; FFA.PL-A; FFA.PL-C; FFA.PL-E; FFA.PL-F; FFA.PG-L; FFA.CS-M; FFA.CS-N; AG3; AG4; CCSS.ELA.RI.9-10.2; CCSS.ELA.W.9-10.1; CCSS.ELA.W.9-10.2; CCSS.ELA.SL.9-10.1; CCSS.ELA.RST.9-10.1; CCSS.ELA.WHST.9-10.1; CCSS.ELA.WHST.9-10.2; CCSS.ELA.WHST.9-10.4; HS-ETS1-3; AFNR Career Cluster, Statement 2; AFNR Career Cluster, Statement 3; AFNR Career Cluster, Statement 7; CRP.02; CRP.04; CRP.05

Guide to Saving the World

Part 1

Directions:

Use the copy of "The Lazy Person's Guide to Saving the World" your teacher provided to you or visit the website <https://www.un.org/sustainabledevelopment/takeaction/> to view the digital version to answer the following questions.

1. What is the main message or purpose of "The Lazy Person's Guide to Saving the World"?
2. According to the guide, what are three small actions in each of the areas below that individuals can take to contribute to sustainable development?

Things You Can Do From Your Couch	Things You Can Do at Home
1. 2. 3. 	1. 2. 3. 
Things You Can Do Outside Your House	Things You Can Do at Work
1. 2. 3. 	1. 2. 3. 

3. Choose one action you recorded above and explain how it can help address a specific sustainable development goal.
4. In your opinion, which action mentioned in the guide do you find the most feasible and effective for making a positive impact? Explain your reasoning.

Name: _____

Part 2

Directions:

Select one of the 17 sustainable development goals (SDGs) that has particular importance to you (the goals can be found at <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>). Using that goal, create your own "Guide to Saving the World" targeted at your selected SDG. You may use any information from previous lessons and/or any new research you conduct.

My Guide to Saving the World	
My Featured Sustainable Development Goal:	
Things You Can Do From Your Couch	Things You Can Do at Home
1. 2. 3. 	1. 2. 3. 
Things You Can Do Outside Your House	Things You Can Do at Work
1. 2. 3. 	1. 2. 3. 

1. Why did you select the sustainable development goal that you did for your guide?
2. Describe the role of individual responsibility and behavior change in achieving the sustainable development goals, as highlighted in the guide.
3. Reflect on your own lifestyle. Are there any habits or behaviors you could change or adopt to align with the principles outlined in the guide? Explain.

Name: _____

Just One Thing

Directions:

Use this page to respond to the questions and form a plan for your “just one thing” to live more sustainably. Use the next page to create a poster about your “just one thing.”

Aligned to the following standards:

CS.03; CS.04; FFA.PL-A; FFA.PL-C; FFA.PL-E; FFA.PL-F; FFA.PG-L; FFA.CS-M; FFA.CS-N; AG3; AG4; CCSS.ELA.RI.9-10.2; CCSS.ELA.W.9-10.1; CCSS.ELA.W.9-10.2; CCSS.ELA.SL.9-10.1; CCSS.ELA.RST.9-10.1; CCSS.ELA.WHST.9-10.1; CCSS.ELA.WHST.9-10.2; CCSS.ELA.WHST.9-10.4; HS-ETS1-3; AFNR Career Cluster, Statement 2; AFNR Career Cluster, Statement 3; AFNR Career Cluster, Statement 7; CRP.02; CRP.04; CRP.05

1. Which sustainable development goal have you selected as the one you would like to tackle with your “just one thing”?
2. What is your “just one thing”? (State it simply in one phrase or sentence.)
3. Why have you selected this practice for your life? Why is it meaningful to you?
4. What specific action steps will you need to take to implement this practice?
5. What resources or supports do you need to implement this practice? Who can you go to for this assistance?
6. What impacts will your practice have (on you, your family, the environment, etc.)?
7. How can you advocate to others to join in your efforts to live more sustainably?

Name: _____

My Just One Thing

Name: _____

KEY: Guide to Saving the World

Part 1

Directions:

Use the copy of “The Lazy Person’s Guide to Saving the World” your teacher provided to you or visit the website <https://www.un.org/sustainabledevelopment/takeaction/> to view the digital version to answer the following questions.

1. What is the main message or purpose of “The Lazy Person’s Guide to Saving the World”?
The main message is that every person can make small changes to live more sustainably.
2. According to the guide, what are three small actions in each of the areas below that individuals can take to contribute to sustainable development?

Things You Can Do From Your Couch	Things You Can Do at Home
1. Answers will vary. 2. Answers will vary. 3. Answers will vary. 	1. Answers will vary. 2. Answers will vary. 3. Answers will vary. 
Things You Can Do Outside Your House	Things You Can Do at Work
1. Answers will vary. 2. Answers will vary. 3. Answers will vary. 	1. Answers will vary. 2. Answers will vary. 3. Answers will vary. 

3. Choose one action you recorded above and explain how it can help address a specific sustainable development goal.
Answers will vary.
4. In your opinion, which action mentioned in the guide do you find the most feasible and effective for making a positive impact? Explain your reasoning.
Answers will vary.

Name: _____

Part 2

Directions:

Select one of the 17 sustainable development goals (SDGs) that has particular importance to you (the goals can be found at <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>). Using that goal, create your own "Guide to Saving the World" targeted at your selected SDG. You may use any information from previous lessons and/or any new research you conduct.

My Guide to Saving the World	
My Featured Sustainable Development Goal: <i>Answers will vary.</i>	
Things You Can Do From Your Couch	Things You Can Do at Home
1. <i>Answers will vary.</i> 2. <i>Answers will vary.</i> 3. <i>Answers will vary.</i> 	1. <i>Answers will vary.</i> 2. <i>Answers will vary.</i> 3. <i>Answers will vary.</i> 
Things You Can Do Outside Your House	Things You Can Do at Work
1. <i>Answers will vary.</i> 2. <i>Answers will vary.</i> 3. <i>Answers will vary.</i> 	1. <i>Answers will vary.</i> 2. <i>Answers will vary.</i> 3. <i>Answers will vary.</i> 

1. Why did you select the sustainable development goal that you did for your guide?
Answers will vary.
2. Describe the role of individual responsibility and behavior change in achieving the sustainable development goals, as highlighted in the guide.
Answers will vary.
3. Reflect on your own lifestyle. Are there any habits or behaviors you could change or adopt to align with the principles outlined in the guide? Explain.
Answers will vary.

Name: _____

KEY: Just One Thing

Directions:

Use this page to respond to the questions and form a plan for your “just one thing” to live more sustainably. Use the next page to create a poster about your “just one thing.”

1. Which sustainable development goal have you selected as the one you would like to tackle with your “just one thing”?

Answers will vary.

2. What is your “just one thing”? (State it simply in one phrase or sentence.)

Answers will vary.

3. Why have you selected this practice for your life? Why is it meaningful to you?

Answers will vary.

4. What specific action steps will you need to take to implement this practice?

Answers will vary.

5. What resources or supports do you need to implement this practice? Who can you go to for this assistance?

Answers will vary.

6. What impacts will your practice have (on you, your family, the environment, etc.)?

Answers will vary.

7. How can you advocate to others to join in your efforts to live more sustainably?

Answers will vary.

Name: _____

My Just One Thing

Answers will vary.