

Local Living Textbook

Online Resources for Community Action (ORCA)

Library Links – Teaching Frameworks

1. **The Watershed Report:** Short videos narrated entirely by high school students tracking positive sustainability trends within the 13 school districts and 28 cities of the Greater Lake Washington Watershed. <http://www.cedarriver.org/programs/watershed-report/video-library-1>
2. **Environmental and Sustainability Education Learning Standards - OPSI**
<http://www.k12.wa.us/EnvironmentSustainability/default.aspx>
3. **Sustainable Project Design Manual – OSPI:**
<http://www.k12.wa.us/EnvironmentSustainability/DesignProjects/default.aspx>
4. **Pacific Education Institute (PEI) -** <http://www.pacificeducationinstitute.org/>
5. **PEI – Project Based Learning Model:** http://www.fishwildlife.org/files/ConEd-Project-based-Learning_Model.pdf
6. **PEI – Field Investigations:**
<http://www.pacificeducationinstitute.org/workspace/resources/field-investigation-guide-updated-april-2009.pdf>
7. **PEI – Landscape Investigations:** <http://www.fishwildlife.org/files/ConEd-Landscape-Investigation-Guidelines.pdf>
8. **Systems Thinking – Waters Foundation** <http://www.watersfoundation.org/>
9. **Buck Education Institute - Project-Based Learning:** Here are some really elegant unit planning forms: http://www.bie.org/tools/freebies/cat/planning_forms
10. **Inquiry based Learning:**
<http://www.thirteen.org/edonline/concept2class/inquiry/index.html>
11. **Habits of Mind:** <http://www.instituteforhabitsofmind.com/>

Facing the Future Resources <http://www.facingthefuture.org/>

Here is a handy annotated walk through of Facing the Future’s resources. Thank you Dave Wilton! dave@facingthefuture.org and Laura Skelton! laura@facingthefuture.org

The first four resources (three curriculum units and our global sustainability resources section) are listed here because they are the most accessible online. The latter two Teacher Guides

require teachers to purchase the book to be able to access all of the lesson plans listed. To whet your appetite we have listed specific lesson plans that have an economic perspective.

Facing the Future's [curriculum resources](#) educate students about global issues and engage them in thinking critically about real solutions. To complement its curriculum resources, *Facing the Future* has created a [global sustainability resources section](#) to help educators and students teach and learn about global issues and sustainability.

The three curriculum resources listed below are all available at no cost to Washington State Educators.

1. **Water, Science, and Civics: Engaging Students with Puget Sound** is a one-week unit with five interdisciplinary lessons. The unit's lessons will lead your students through an exploration of the significance of Puget Sound, learning specifically about the economic, social, and environmental services the Sound provides for humans.
2. **Buy, Use, Toss?** is a series of ten fully-planned lessons will lead your students through an exploration of the system of producing and consuming goods that is called the materials economy. Students will learn about the five major steps of the materials economy: Extraction, Production, Distribution, Consumption, and Disposal. They will analyze the sustainability of these steps, determining how consumption can benefit people, economies, and environments. A number of the lessons include optional links to the online movie, **The Story of Stuff**.
3. **Understanding Sustainability** is a two-week unit for Washington State social studies grades 9-12. This activity-based curriculum unit contains eight engaging and inspiring lessons that help students build the connections between economy, history, democracy and sustainability. Each lesson in the unit is aligned with Washington State high school social studies GLEs. For every topic covered, students develop creative tools to contribute to sustainable solutions in their local and global communities.

The two curriculum resources listed below are available for purchase on Facing the Future's website.

Engaging Students through Global Issues includes 10 lesson plans to help students understand the complexity of global economic issues and sustainable solutions, and offers creative tools for them to take action in their local and global community. The book can be used as a core teaching component for a semester or year-long course, as a short unit on global issues, or as an engaging contextual framework within which core subjects are taught. **The following lessons incorporate an economic perspective:**

- **Lesson 6: Is It Sustainable?** Students define and discuss sustainability and its 3 key components: the economy, the environment, and society. Students analyze the sustainability of a variety of actions taken by individuals, businesses, and governments, using a Venn diagram to help organize the process.
- **Lesson 12: Watch Where You Step!** Students identify the components of an Ecological Footprint by creating a web diagram of all the resources they use in their everyday lives and the mark or "footprint" this consumption leaves on the environment. The activity emphasizes the interconnectedness of lifestyle, population, and environmental impacts, and focuses on solutions to reduce Ecological Footprints.
- **Lesson 21: What's Up With the GDP?** In this economics simulation, students graph changes in the personal incomes of different community residents and in the

community's proportion of the Gross Domestic Product (GDP) following an oil spill. The lesson explores the effect of an environmental disaster on the GDP, and the accuracy of GDP as a measurement of a community's overall health.

- **Lesson 27: Three Faces of Governance:** Students create a national energy policy via cooperation and negotiation among the 3 faces of governance: the State (Government), Civic Organizations, and the Private Sector. In groups representing each of these areas, students work to accomplish their individual policy goals while negotiating and forming coalitions with other groups to strengthen their overall energy policy.
- **Lesson 28: Taxes: Choices and Trade-offs:** In this federal tax simulation lesson, students representing "special interest groups" discuss, recommend, and lobby for a budget allocation for federal tax spending. Interest groups include military, education, housing, healthcare, social security, and the environment. The exercise continues over consecutive years in which taxes are lowered and raised.
- **Lesson 30: Shop Till You Drop?** In this simulation, students experience how resources are distributed and used by different people based on access to wealth. Students discuss and work toward personal and structural solutions to help alleviate poverty.
- **Lesson 31: Let Them Eat Cake!** Cutting and distributing pieces of cake, which represent shares of natural resources that students must negotiate and allocate, illustrates the inequitable distribution of resources around the world and the interconnectedness of human economic and social activities and resource scarcity.
- **Lesson 32: Everyone Does Better When Women Do Better:** Students enact the roles of citizens and government representatives from various countries at a "town meeting" forum. Citizens address their local government representative with concerns about the status of women and girls in their country and recommend potential solutions.
- **Lesson 33: What's Debt Got to Do With It?** Students model the impact of debt on the social and economic health of developing countries. Working in "very poor country" groups, students choose how to allocate limited funds to different sectors of their country's economy. The groups take on loans to help their country develop and experience what happens when their funds are diverted to debt repayment and away from investment.
- **Lesson 34: Microcredit for Sustainable Development:** Students research a developing country and then apply for a \$100 microcredit grant to start a small business, as if they were a person living in that country. A business plan and an illustrated poster are presented to a "sustainable development panel of experts" (students) who determine whether or not the business plan is economically, socially, and environmentally sustainable.

Great Books

1. Brown, Lester R., *Plan B 4.0; Mobilizing to Save Civilization*. (2010). New York: W.W. Norton & Company, Inc. The full book, chapter by chapter and other exceptional resources can also be downloaded for free online at: http://www.earth-policy.org/book_bytes/
2. Brown, Lester R., *Eco-Economy; Building and Economy for the Earth*. (2001). New York: W.W. Norton & Company, Inc.

3. Batker, David and de Graaf, John, ***What's the Economy For, Anyway? Why It's Time to Stop Chasing Growth and Start Pursuing Happiness.*** (2011) New York: Bloomsbury Publishers.
4. Daly, Herman E., Farley Joshua, ***Ecological Economics, Principles and Applications.*** (2004). Washington DC., Island Press.
5. Edwards, Andres, ***The Sustainability Revolution; Portrait of a Paradigm Shift.*** (2005). Gabriola Island BC, Canada, New Society Publishers.
6. Gilding, Paul, ***The Great Disruption; Why the Climate Crisis Will Bring On the End of Shopping and the Birth of a New World.*** (2011) New York: Bloomsbury Press.
7. Hawken, Paul, ***The Ecology of Commerce; A Declaration of Sustainability.*** (1993) New York: HarperBusiness, HarperCollinsPublishers
8. Hawken, Paul; Lovins, Amory; Lovins, Hunter, ***Natural Capitalism.*** (1999) Boston, Little Brown and Company.
9. James, Sarah, Lahti Torbjorn, ***The Natural Step for Communities; How Cities and Towns can Change to Sustainable Practices.*** (2004) Gabriola Island BC Canada, New Society Publishers.
10. Jones, Van, ***The Green Collar Economy.*** (2008). New York: HarperCollins Publishers.
11. Korten, David C., ***Agenda for a New Economy; From Phantom Wealth to Real Wealth.*** (2009). San Francisco, Berrett-Koehler Publishers, Inc.
12. Korten, David C., ***The Great Turning; From Empire to Earth Community.*** (2006). San Francisco, Berrett-Koehler Publishers, Inc.
13. McKibben, Bill, ***Deep Economy; The wealth of Communities and the Durable Future.*** (2007) New York, Times Books, Henry Holt and Company LLC.
14. Wackernagel, Mathis, Rees, William, ***Our Ecological Footprint.*** (1996). Gabriola Island BC, Canada: New Society Publishers.

Periodicals

1. ***Sustainable Industries Journal***, Published monthly by Sustainable Media Inc.
<http://www.sustainableindustries.com/>
2. ***Green American***, Published bi-monthly by Green America,
<http://www.greenamerica.org/pubs/greenamerican/>
3. ***YES! Magazine***, Published quarterly by Positive Futures Network:
<http://www.yesmagazine.org/>