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Learn to Protect the Environment

TRANSITION OBJECTIVE

Students will discuss the importance of protecting the environment and the implications of environmental abuse.

RELEVANCE TO SUCCESSFUL TRANSITION

Abuse of the environment is causing pollution of air, water and land in our community. It is important for us to understand how to conserve and recycle our natural resources and to dispose of hazardous materials safely.

INSTRUCTIONAL SEQUENCE

❑ STEP 1: Update Journal

I want to live in a healthy environment. . .

❑ STEP 2: Convene Roundtable

"When I see trash on the school grounds I _____."

❑ STEP 3: Advance Organizer

"Today you will learn about some of the problems created by not taking care of the environment."

❑ STEP 4: Activity - 20 Minutes

If possible, take a walk around campus to identify abuses to the cafeteria, restrooms, hallways, classrooms, offices and outside grounds. Point out trash, worn areas, writing on surfaces and other evidence of carelessness. Have students observe the types of trash they see. Back in the classroom, discuss recycling. List on the board items that can be recycled, such as glass, plastics, aluminum and paper. Also, distinguish between items that are recyclable/biodegradable and those that must be disposed of properly, such as household garbage and hazardous and contaminated materials. Discuss where recycling bins are located on campus and in the community. Go over the handout **Keep It Clean** and discuss the questions with the class.

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CAREER MANAGEMENT: Unit 4

LESSON 8

Keep It Clean

Customs in Singapore
In Singapore, anyone who drops trash on the ground will be fined. That person also will have to wear a uniform for the next three days and clean the neighborhood.

Customs in Japan
In Japan, students are responsible for cleaning the school each day. This includes sweeping and washing the floor and cleaning the locker area, classrooms and bathrooms. Students wash their desks each week and take turns serving lunch to each other. Students also clean the kitchen area after lunch.

Questions

1. Would Americans obey a law like the one in Singapore?
2. How would students in American schools react to these rules?
3. How would American students react to cleaning their classrooms and schools?
4. What would be negative outcomes of these customs?
5. What would be positive outcomes of these laws and customs?

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CAREER MANAGEMENT: Unit 4

LESSON 8

Where Have All the Trees Gone?

1. Do you think the Once-ler thought the place where the Truffula trees grew was beautiful?
2. Was there a need for the first Thneed that was made?
3. What would you have done after the first Thneed was sold, if you were the Once-ler?
4. What happened to the Brown Barba-loots when many of the Truffula trees were cut down?
5. Why did the Once-ler cut down all of the Truffula trees leaving the land bare?
6. What happened to the Swamee-Swans and Humming-Birds? Why?
7. What was the meaning of the Lorax's message to the Once-ler, before he left?
8. What would you have done if you were the Lorax?
9. Why do many of us let what we want become more important than what we know is good for our environment?
10. Have you ever wanted something, but once you got it, you did not like it or need it?
11. What can we do to help conserve resources?
12. Develop a proposal describing what you could do by yourself or with the class to help conserve our natural resources and maintain our environment.

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□ STEP 5: Activity - 25 Minutes

Students will now take turns reading the story *The Lorax*, by Dr. Seuss. Have students work in pairs to complete the discussion sheet, **Where Have All the Trees Gone?**. Discuss the dilemma between business needs (productivity of Thneeds) and environmental destruction (exploitation of the Truffula Tree to the point of distinction). Follow up with ways the real world community is being affected by similar business decisions, such as cutting down trees to make junk mail, clearing land for housing tracts and polluting

rivers and lakes with industrial waste. Discuss the importance of protecting and conserving natural resources such as water, clean air, forestry, etc.

□ STEP 6: Evaluate Outcomes

One way I will save the environment is "___."

□ STEP 7: Connecting Activity

Students can go online to get information about current environmental issues such as natural resources, endangered species, global warming/climate change, biodegradables, etc.

KEY WORDS

recycle**aluminum
extinction****natural resources
deterioration****environment
hazardous materials****exploitation**

MATERIALS AND PREPARATION

- Student Handouts: **Keep It Clean**, page 193; **Where Have All the Trees Gone?**, page 194.
- Prepare for campus walk and discussion for taking care of the environment.
- Get the book, *The Lorax*, by Dr. Seuss at the library to use for this activity.

SCANS FOUNDATION SKILLS

- Basic Academic Skills: Reading, Writing, Listening, Speaking
- Thinking Skills: Problem Solving, Reasoning
- Personal Qualities: Responsibility, Self-Management