
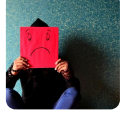



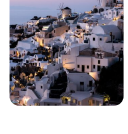
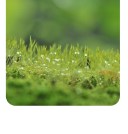



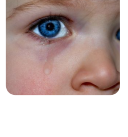
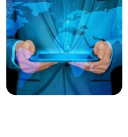
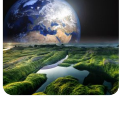




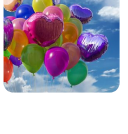
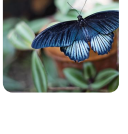
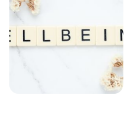
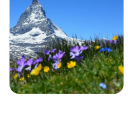
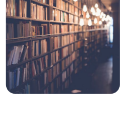


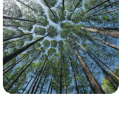
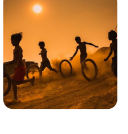


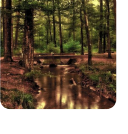




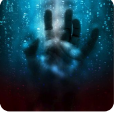




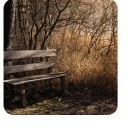

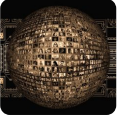




# International School of Lausanne

## Programme of Inquiry 2024 - 25

Grade	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
Reception 3	 <b>UOI - WWA (Wellbeing)</b> 6 Weeks <b>Central Idea:</b> Communities shape who we are and influence our well-being. <b>Key Concepts:</b> Perspective, Form, Responsibility <b>Related Concepts:</b> Responsibility Diversity, well-being, communities Perspective Independence, lifestyle, opinion, relationships. Form Similarities, differences, Families <b>Lines of Inquiry:</b> 1. The different communities we belong to 2. What it means to be part of a classroom community. 3. Our responsibilities within a community 4. Friends helps us feel a sense of belonging.	<p>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</p>	 <b>UOI - HWEO (Expressing ...)</b> 6 Weeks <b>Central Idea:</b> Feelings and Ideas can be expressed in many creative ways. <b>Key Concepts:</b> Connection, Perspective, Form <b>Related Concepts:</b> Perspective Creativity Form Expression <b>Lines of Inquiry:</b> 1. Feelings we have. 2. Different ways we express our feelings and ideas. 3. The many forms of Art	 <b>UOI - HTWW (Earth's ...)</b> 6 Weeks <b>Central Idea:</b> The Earth's natural cycles influence the activity of living things. <b>Key Concepts:</b> Causation, Change, Form <b>Related Concepts:</b> Change Transformation, cycles Causation Impact Form Patterns, sequences <b>Lines of Inquiry:</b> 1. Earth's natural cycles (eg. Night and day, weather patterns, seasons) 2. The actions people take in response to Earth's natural cycles (Forest visit, different Seasons, different weather) 3. Patterns of behavior in living things related to Earth's natural cycles. (plants, insects, animals)	 <b>UOI - STP (The ...)</b> 6 Weeks <b>Central Idea:</b> People develop habits that help take care of and contribute to a healthy environment <b>Key Concepts:</b> Causation, Responsibility, Function <b>Related Concepts:</b> Function Habits Causation Health Responsibility Environment <b>Lines of Inquiry:</b> 1. The conditions for a healthy environment 2. Our personal responsibility towards a healthy environment. 3. The impact of our actions on the environment.	
Reception 4	 <b>UOI - WWA (Wellbeing)</b> 6 Weeks <b>Central Idea:</b> Many Factors influence an individual's well-being. <b>Key Concepts:</b> Connection, Perspective, Responsibility, Function <b>Related Concepts:</b> Connection Identity <b>Lines of Inquiry:</b> 1. How we develop a healthy lifestyle. 2. Factors that influence our well-being. 3. Our responsibilities to ensure community well-being.	 <b>UOI - WWAPT ...</b> 6 Weeks <b>Central Idea:</b> Communities impact the way we live <b>Key Concepts:</b> Connection, Responsibility, Function <b>Related Concepts:</b> Responsibility roles, safety, Connection locations, Diversity Function needs, Community <b>Lines of Inquiry:</b> 1. We belong to different communities. 2. Our responsibilities in our communities. 3. Communities impact our wellbeing	 <b>UOI - HWEO (Creative ...)</b> 6 Weeks <b>Central Idea:</b> Feelings and Ideas can be expressed in many creative ways <b>Key Concepts:</b> Connection, Perspective, Form <b>Related Concepts:</b> Perspective Creativity Form communication , expression Connection imagination <b>Lines of Inquiry:</b> 1. Forms of creativity. 2. Feelings come from different creative experiences. 3. Artists think about the steps they take.	 <b>UOI - HTWW (Exploring o...)</b> 6 Weeks <b>Central Idea:</b> We all discover and explore the world in different ways. <b>Key Concepts:</b> Connection, Form, Function <b>Related Concepts:</b> Science investigation , generalisation, Observation, prediction Connection communication, perception Function safety, survival Form Interpretation <b>Lines of Inquiry:</b> 1. How we use our senses to discover and explore the world. 2. How we learn through observation. 3. How we learn through trial and error.	 <b>UOI - STP (Living ...)</b> 6 Weeks <b>Central Idea:</b> Living things have needs that must be met to ensure their well-being and survival. <b>Key Concepts:</b> Connection, Causation, Responsibility <b>Related Concepts:</b> Science planting bulbs, labeling flowers Arts using loose parts to create a healthy sea, collection of loose parts in forest for land art, painting life under the sea, land art , observation drawings English reading, spoken language, illustrations, Labelling Responsibility Living things, Biodiversity, Survival Connection Interdependence Causation Interactions, Well-being, Behavior, Needs <b>Lines of Inquiry:</b> 1. The needs of living things 2. Human impact on the well-being of living things 3. Our rights and responsibilities in an interdependent community	
Year 1	 <b>UOI-WWA (Traditions)</b> 6 Weeks <b>Central Idea:</b> Traditions reflect who we are and where we are from. <b>Key Concepts:</b> Connection, Perspective, Function <b>Related Concepts:</b> Perspective Community, family Connection tradition, Rights Function Diversity, identity <b>Lines of Inquiry:</b> 1. Personal and family traditions and celebrations 2. The connection between stories and traditions 3. How we are diverse and the same	<p>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</p>	 <b>UOI- HWEO- (Creative ...)</b> 6 Weeks <b>Central Idea:</b> Artists can be creative in many mediums. <b>Key Concepts:</b> Connection, Perspective, Form <b>Related Concepts:</b> Perspective interpretation Connection Creation Form exploration <b>Lines of Inquiry:</b> 1. The arts as an individual and collaborative process 2. How people respond to the arts in different ways 3. How artists use different mediums	 <b>UOI- HTWW- (Simple ...)</b> 6 Weeks <b>Central Idea:</b> Simple machines are engineered to support our daily lives. <b>Key Concepts:</b> Causation, Form, Function <b>Related Concepts:</b> Form energy Causation history, progress Function Invention, Force <b>Lines of Inquiry:</b> 1. The effects of pushes and pulls 2. How simple machines support our work and play 3. How knowledge is used to engineer products	 <b>UOI - STP (Living ...)</b> 6 Weeks <b>Central Idea:</b> Living things have needs that must be met to ensure their well-being and survival. <b>Key Concepts:</b> Connection, Causation, Responsibility <b>Related Concepts:</b> Science planting bulbs, labeling flowers Arts using loose parts to create a healthy sea, collection of loose parts in forest for land art, painting life under the sea, land art , observation drawings English reading, spoken language, illustrations, Labelling Responsibility Living things, Biodiversity, Survival Connection Interdependence Causation Interactions, Well-being, Behavior, Needs <b>Lines of Inquiry:</b> 1. The needs of living things 2. Human impact on the well-being of living things 3. Our rights and responsibilities in an interdependent community	
Year 2	 <b>UOI - WWA (Games)</b> 6 Weeks <b>Central Idea:</b> We can build positive relationships through playing games fairly. <b>Key Concepts:</b> Connection, Form, Responsibility <b>Related Concepts:</b> Responsibility rules, inclusion, fair play Form rules, strategy, tactics Connection similarities, differences <b>Lines of Inquiry:</b> 1. How playing games build relationships 2. Attributes we value when playing games (principled, fair) 3. Similarities and differences of games from around the world 4. Games can be created using upcycled materials	 <b>UOI - WWAPT ...</b> 6 Weeks <b>Central Idea:</b> Many factors determine the design choices that an architect makes. <b>Key Concepts:</b> Connection, Perspective, Form, Function <b>Related Concepts:</b> Function Engineering Connection properties of materials Form shapes <b>Lines of Inquiry:</b> 1. Relationships between environments and architectural designs 2. 3D Shapes that make a structure strong 3. Architectural design process 4. Materials used for building	 <b>UOI - HWEO (Drama)</b> 6 Weeks <b>Central Idea:</b> Drama is an expressive and collaborative art that communicates ideas to an audience. <b>Key Concepts:</b> Perspective, Form, Function <b>Related Concepts:</b> Perspective drama Function imagination, creativity, Form Expression <b>Lines of Inquiry:</b> 1. exploring and making drama. 2. reflecting on drama. 3. cooperating and communicating in making drama. 4. how to be a theatre artist.	 <b>UOI - HTWW (Light &amp; ...)</b> 6 Weeks <b>Central Idea:</b> As scientists, we can use our understanding of sound and light to communicate. <b>Key Concepts:</b> Connection, Causation, Form, Function <b>Related Concepts:</b> Form energy, waves, creativity Causation Properties, cause/effect, pattern, Function properties, Energy <b>Lines of Inquiry:</b> 1. Scientific thinking 2. The properties of energy 3. The properties of sound and light 4. Ways people can communicate using sound and light	 <b>UOI - HWOO (Event ...)</b> 6 Weeks <b>Central Idea:</b> Planning an event requires organisation and collaboration to be successful. <b>Key Concepts:</b> Connection, Form, Function <b>Related Concepts:</b> Form Significance Causation Cooperation, Management Function Organization <b>Lines of Inquiry:</b> 1. Decision making and steps involved in planning an event (Form, Function). 2. What it means to collaborate (Function, Causation) 3. How events help to build relationships (Function, Causation). 4. Significance of key events in our community (Causation)	 <b>UOI - STP (Local Wildlife)</b> 6 Weeks <b>Central Idea:</b> We can effectively help local wildlife by understanding their life cycles. <b>Key Concepts:</b> Connection, Responsibility, Function <b>Related Concepts:</b> Connection features, Cycles, Function Survival, Responsibility classification <b>Lines of Inquiry:</b> 1. How living things grow and develop 2. Parts of living things that help them survive 3. Ways people can help local wildlife 4. Our responsibility to take care of the living world as we interact with it.
Year 3	 <b>UOI - WWA (Wellbeing)</b> 4 Weeks <b>Central Idea:</b> Self-awareness can strengthen our personal growth, well-being, and relationships with others. <b>Key Concepts:</b> Perspective, Change, Responsibility <b>Related Concepts:</b> Responsibility development, self Change growth Perspective relationships <b>Lines of Inquiry:</b> 1. the role self awareness plays in our well-being and personal growth. 2. how self awareness impacts relationships with others. 3. the skills for self-awareness, growth, and well-being.	 <b>UOI - WWAPT (Switzerland)</b> 4 Weeks <b>Central Idea:</b> There are many diverse features that give a place and community its identity. <b>Key Concepts:</b> Connection, Perspective, Form <b>Related Concepts:</b> Connection values Perspective government, citizenship Form culture , history <b>Lines of Inquiry:</b> 1. Diverse features of the environment where we live and different parts of the world. 2. Diverse characteristics of communities and cultures 3. Roles and responsibilities of our local government 4. Our responsibilities as local and global citizens	 <b>UOI - HWEO (Storytelling)</b> 7 Weeks <b>Central Idea:</b> Stories express perspectives and histories of others, and contribute to an understanding of ourselves. <b>Key Concepts:</b> Connection, Perspective, Form <b>Related Concepts:</b> Connection Influence, Significance Perspective Perspective Form Interpretation, Stories <b>Lines of Inquiry:</b> 1. Ways that a story can be told. 2. How perspective impacts the way a story is told and understood. 3. The significance of stories in people's lives.	 <b>UOI - HTWW (Matter)</b> 6 Weeks <b>Central Idea:</b> Scientific skills enable us to better understand matter and its different forms. <b>Key Concepts:</b> Causation, Change, Form <b>Related Concepts:</b> Causation matter Change interaction (energy comes in), discovery Form Properties <b>Lines of Inquiry:</b> 1. The structures and properties of matter. 2. Reactions that cause changes to matter. 3. The scientific skills that help us to understand the world around us.	 <b>UOI - HWOO (Systems)</b> 7 Weeks <b>Central Idea:</b> Systems and Networks are designed to help communities meet their needs. <b>Key Concepts:</b> Connection, Form, Function <b>Related Concepts:</b> Function Equity Form Communities, Interdependence Connection Networks <b>Lines of Inquiry:</b> 1. The wants and needs of community members. 2. How people are supported by, and support, the systems and networks within communities. 3. The interconnections between systems and networks.	 <b>UOI - STP (Habitats)</b> 6 Weeks <b>Central Idea:</b> When interacting with natural habitats, humans make choices that have an impact on other living things. <b>Key Concepts:</b> Connection, Responsibility, Function <b>Related Concepts:</b> Causation Ecosystem Responsibility Habitat Function Interdependence <b>Lines of Inquiry:</b> 1. Different biomes, ecosystems, and habitats that exist within our local environment. ENG and FR 2. The interdependent relationships within biomes, ecosystems, and habitats ENG 3. Our responsibility to make choices that have a positive impact on biomes, ecosystems, and habitats FR Note for DL

<p><b>Year 4</b></p>	 <p><b>UOI - WWA (Body Systems)</b> 6 Weeks</p> <p><b>Central Idea:</b> Different systems within the body work independently and together to form a functioning human body for health and well-being.</p> <p><b>Key Concepts:</b> Connection, Responsibility, Function</p> <p><b>Related Concepts:</b> Function Systems Connection Interdependence Responsibility Health</p> <p><b>Lines of Inquiry:</b> 1. Structure and function of individual body systems 2. Interdependence of body systems 3. Impact of personal choices on body systems</p>	 <p><b>UOI - WWAPT (Indigenous...)</b> 6 Weeks</p> <p><b>Central Idea:</b> Learning about indigenous peoples nurtures multicultural awareness and respect for diversity.</p> <p><b>Key Concepts:</b> Connection, Perspective, Form</p> <p><b>Related Concepts:</b> Connection Significance, Evidence Form Culture, Traditions Perspective Diversity</p> <p><b>Lines of Inquiry:</b> 1. What evidence can tell us about characteristics of indigenous culture 2. The connection between indigenous peoples and their places 3. How indigenous knowledge is passed down 4. How valuing multicultural awareness and diversity influences the actions of a Global Citizen</p>	 <p><b>UOI - HWEO (Design)</b> 6 Weeks</p> <p><b>Central Idea:</b> People can use their interests, skills, and talents to be innovative and design solutions</p> <p><b>Key Concepts:</b> Connection, Change, Function</p> <p><b>Related Concepts:</b> Connection Process, Innovation Function Collaboration, Service Learning Change Design</p> <p><b>Lines of Inquiry:</b> 1. The process people go through to design solutions 2. How our interests, skills, and talents can meet the needs of our community 3. How individuals can work together for a common purpose</p>	 <p><b>UOI - HTWW (Weather ...)</b> 6 Weeks</p> <p><b>Central Idea:</b> Weather has varying impacts on individuals and communities.</p> <p><b>Key Concepts:</b> Causation, Responsibility, Function</p> <p><b>Related Concepts:</b> Causation Systems, Predictions Responsibility Safety Function Force, Patterns</p> <p><b>Lines of Inquiry:</b> 1. Causes of weather phenomena. 2. How to measure and monitor weather. 3. Ways to prepare for extreme weather.</p>	 <p><b>Y4 HWO - Persuasion</b> 6 Weeks</p> <p><b>Central Idea:</b> People can create or manipulate messages to target specific audiences.</p> <p><b>Key Concepts:</b> Perspective, Form, Function</p> <p><b>Related Concepts:</b> Function Media, Advertising, Consumerism Form Media, advertising Perspective Influence, Propaganda</p> <p><b>Lines of Inquiry:</b> 1. Forms of persuasive messaging 2. Techniques used to persuade an audience 3. How children are influenced by persuasive messaging techniques</p>	 <p><b>UOI - STP (Adaptation)</b> 6 Weeks</p> <p><b>Central Idea:</b> Living things adapt and change to survive in their environment.</p> <p><b>Key Concepts:</b> Causation, Change, Responsibility, Function</p> <p><b>Related Concepts:</b> Function System Responsibility Traits, Phenomena Causation Biodiversity, Adaptations Change Survival</p> <p><b>Lines of Inquiry:</b> 1. Factors that determine diversity of living things 2. Types of adaptations 3. Causes of adaptations 4. How our behaviours can impact the sustainability of living things</p>
<p><b>Year 5</b></p>	 <p><b>UOI - WWA (Identity)</b> 6 Weeks</p> <p><b>Central Idea:</b> Our identity influences the choices we make and how we relate to others.</p> <p><b>Key Concepts:</b> Causation, Perspective, Responsibility</p> <p><b>Related Concepts:</b> Responsibility Diversity, Belonging, Bias Causation Values, Heritage Perspective Influence, Identity</p> <p><b>Lines of Inquiry:</b> 1. The factors that shape identity. 2. How values and beliefs influence decisions and actions. 3. The impact that stereotypes and biases can have. 4. What it means to belong.</p>	 <p><b>UOI - WWAPT (Exploration)</b> 6 Weeks</p> <p><b>Central Idea:</b> Exploration leads to discoveries, opportunities, and new understandings that can shape and change the world.</p> <p>Human exploration of lands, resources, or cultures can bring challenges, conflicts, but also diversity and enrichment.</p> <p><b>Key Concepts:</b> Causation, Perspective, Change</p> <p><b>Related Concepts:</b> Change Cooperation/Conflict Perspective exploitation, Influence Causation Consequences</p> <p><b>Lines of Inquiry:</b> 1. Motivations behind human exploration. 2. Differing views and perceptions of exploration. 3. The impacts of exploration.</p>	 <p><b>UOI - HWEO (The Arts)</b> 6 Weeks</p> <p><b>Central Idea:</b> The arts have an evocative nature (it provokes an emotional or powerful response) that can transform people and communities.</p> <p><b>Key Concepts:</b> Connection, Perspective, Form</p> <p><b>Related Concepts:</b> Form Aesthetics Perspective Meaning, Communication Connection Metaphor</p> <p><b>Lines of Inquiry:</b> 1. How art can transform people and communities. 2. How art is used to communicate about the human experience 3. How perspective influences how art is created and interpreted. (perspective guides us to transform by creating a piece of art and inspires us to create an evocative piece of art)</p>	 <p><b>UOI - HTWW (Energy ...)</b> 6 Weeks</p> <p><b>Central Idea:</b> Human consumption of energy impacts the sustainability of resources and affects the environment.</p> <p>Explanation: Making sustainable choices for energy and fuel consumption requires an understanding of where these resources come from, and how their use affects the environment. If we make sustainable choices we are interacting in a healthier way with the natural world. To understand where resources come from is to understand scientific principles (processes). How we use natural resources and the technologies we have created and designed can have a positive or negative impact on the environment and our society</p> <p><b>Key Concepts:</b> Connection, Responsibility, Function</p> <p><b>Related Concepts:</b> Connection Sustainability Function Energy Responsibility Resources</p> <p><b>Lines of Inquiry:</b> 1. Sources of energy and fuel. 2. How energy is converted for use. 3. Sustainable use of energy and fuel.</p>	 <p><b>UOI - HWO ...</b> 6 Weeks</p> <p><b>Central Idea:</b> Innovation, planning, and market knowledge contribute to being a successful entrepreneur.</p> <p><b>Key Concepts:</b> Connection, Responsibility, Function</p> <p><b>Related Concepts:</b> Responsibility supply and demand Function Systems Connection Economy</p> <p><b>Lines of Inquiry:</b> 1. The entrepreneurship process. 2. How a business plan is developed and used 3. The connection between market and supply and demand 4. The responsibilities associated with being a principled entrepreneur.</p>	 <p><b>UOI - STP (Earth's ...)</b> 6 Weeks</p> <p><b>Central Idea:</b> Earth's evolving features push communities to adapt and exercise responsibility when accessing resources.</p> <p><b>Key Concepts:</b> Causation, Change, Responsibility</p> <p><b>Related Concepts:</b> Social Studies resources, choices, hazards, landforms, eberg consumption, justice/injustice, finite/infinite, responsibility, balance, lifestyle, access , geography, structure/infrastructure, Features, routes Science geology, hazards, lanforms, weather patterns , features, erosion, cycles, meteorology, minerals Change interactions Responsibility processes Causation Patterns, resources</p> <p><b>Lines of Inquiry:</b> 1. Understanding 1 - Geology - Earth's features evolve through geological processes. 2. Understanding 2 - Geology - Resources undergo a transformative cycle in the natural world 3. Understanding 3 - Geography - tectonic activity provokes water and land movement resulting in specific geographical features. 4. Understanding 4 - Meteorology - Weather patterns and natural hazards mold human activity and access to resources. 5. Understanding 5 - Social Studies - Communities can consider responsible, just, and sustainable infrastructure choices in view of Earth's evolving features.</p>
<p><b>Year 6</b></p>	 <p><b>UOI - WWA (Puberty)</b> 6 Weeks</p> <p><b>Central Idea:</b> Changes people experience at different stages of their lives affect their evolving sense of self.</p> <p><b>Key Concepts:</b> Perspective, Change, Responsibility</p> <p><b>Related Concepts:</b> Perspective Development, Identity Change Respect, Trust Responsibility Adolescence, Wellbeing</p> <p><b>Lines of Inquiry:</b> 1. The physical, social and emotional changes that happen during adolescence (Change). 2. science component: hormones prepare your body for reproduction; "you are in the puberty life cycle" 3. How development affects our sense of self (Perspective). 4. Skills for health and well-being during times of change (Responsibility).</p>	 <p><b>UOI - WWAPT (Migration)</b> 6 Weeks</p> <p><b>Central Idea:</b> People migrate in response to challenges, risks and opportunities</p> <p><b>Key Concepts:</b> Causation, Perspective, Change</p> <p><b>Related Concepts:</b> Change Movement, Progress Causation Migration, Growth Perspective Opportunity, Survival, Diversity</p> <p><b>Lines of Inquiry:</b> 1. causes of migration. 2. migration throughout history. (your family's history) 3. effects of migration on individuals.</p>	 <p><b>UOI - HWEO (Cooperatio...)</b> 6 Weeks</p> <p><b>Central Idea:</b> Creative Problem-Solving requires that we use many of our Skills, Talents and Strengths in Innovative ways</p> <p><b>Key Concepts:</b> Responsibility, Function</p> <p><b>Related Concepts:</b> Responsibility Presentation, Teamwork, Initiative Function Strategies, Purpose, Innovation</p> <p><b>Lines of Inquiry:</b> 1. The individual's role in a functioning team 2. Approaches to problem-solving 3. Purposeful product making 4. Linked here the CBCI planner developed in parallel by BMA as part of my course</p>	 <p><b>UOI - HTWW (Scientific ...)</b> 6 Weeks</p> <p><b>Central Idea:</b> The application of scientific principles and procedures deepens our understanding of the physical world around us.</p> <p><b>Key Concepts:</b> Causation, Change, Function</p> <p><b>Related Concepts:</b> Change Systems, Measurement Function Proportion, Quantity, Scale Causation Energy, Matter</p> <p><b>Lines of Inquiry:</b> 1. How we apply scientific method 2. The different states of matter 3. Conservation of mass</p>	 <p><b>UOI - HWO (Governmen...)</b> 6 Weeks</p> <p><b>Central Idea:</b> Citizens can influence the systems that govern their lives.</p> <p><b>Key Concepts:</b> Connection, Form, Responsibility</p> <p><b>Related Concepts:</b> Form Governance, Systems, Government Connection Freedom, Equity/Equality Responsibility Rights, Power, Citizenship</p> <p><b>Lines of Inquiry:</b> 1. the role and responsibilities of governing systems. 2. the rights, role, and responsibilities of the community members. 3. how citizens, changemakers and movements can influence the rules of governing systems.</p>	 <p><b>UOI - STP (Exhibition)</b> 6 Weeks</p> <p><b>Central Idea:</b> Understanding global problems helps us find sustainable solutions.</p> <p>Students adapt the central idea to align with their personal research topic. (this presentation guides students to design their own research project)</p> <p><b>Key Concepts:</b> Connection, Causation, Responsibility</p> <p><b>Related Concepts:</b> Responsibility Action Connection Citizenship, Communities Causation Responsibility</p> <p><b>Lines of Inquiry:</b> 1. Students write their own lines of inquiry and document them on their PYP Portfolio website. 2. Students are guided in this process with this presentation. 3. The main causes of unsustainable food production. 4. The possible solutions to unsustainable food production 5. Understanding my strengths and weaknesses makes me a more powerful learner.</p>