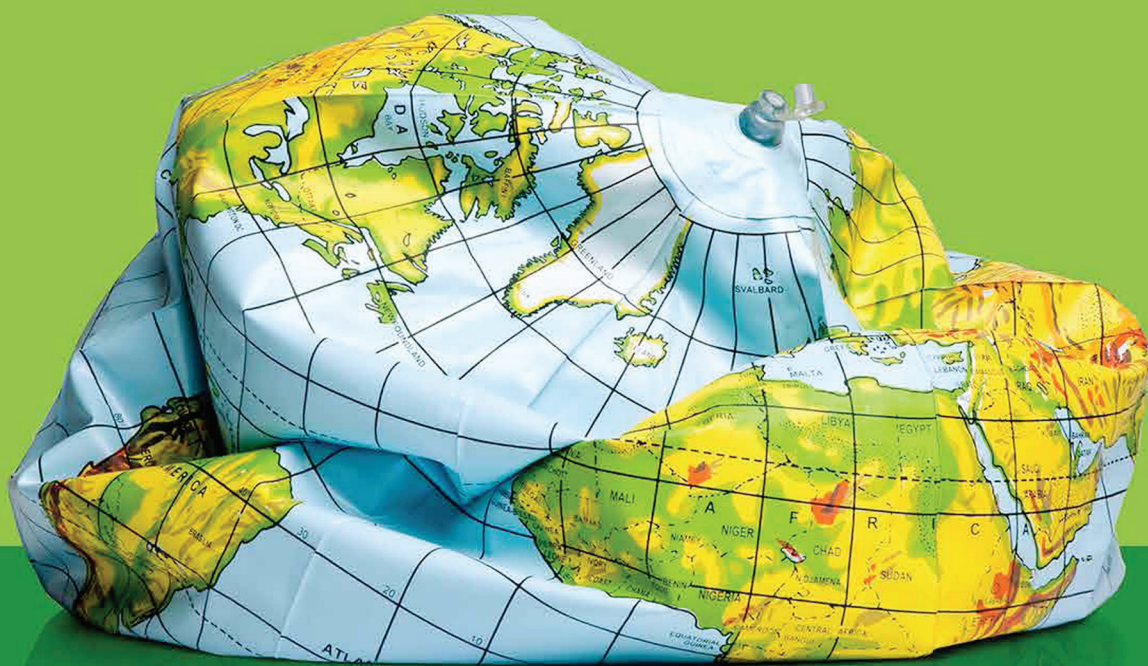


Ez ditzagun ito



Geure aztarna ekologikoak planetako
baliabideak agortzen ditu eta gizateria
garatzeko aukerak ere murrizten ditu.



**UTZI ZURE AZTARNA
POBREZIAREN AURKA**

Zurekin, bat gehiago

Sheet for Teachers

This teaching unit tries to approximate the student / aa reflection around the own model of life and social and environmental impacts it has on the surrounding environment (local community) and the global environment (international community)

To do this it has different activities where students can discover the concept of “ecological footprint”

The methodologies used to work following criteria curricular issues and Development Education because:

1. They start from situations and / or problems closer to students
2. They include cooperative learning activities and collaborative
3. Respect the differences and the diversity of students
4. Promotes accountability of students in the learning process.
5. Promotes critical thinking, constructive questioning
6. Promotes the creation of an atmosphere of coexistence and cooperation in personal relationships.

Specific objectives

1. Understand and value the relationship established with the environment and its impact on local and global scale.
2. Understand the importance of changing habits and life model to make it more friendly to people and the environment.
3. Expressing one's opinion on the status of the current resource management.
4. Respect the opinions of others, turns to speak and identify the assembly as the meeting point of all points of view and fundamental element of democratic participation.

Contents

Concepts

- Actions on the environment and the impact they have.
- Implementation of different strategies and initiatives for the conservation and protection of the environment, land and nature, both the local environment and the distant environment (international)
- Specification of Human Rights (right to a dignified life)
- Mechanisms rights protection
- Justice
- Freedom of expression and media.



Procedures

- Critical reflection in relation to the consumer society and its characteristics.
- Critically assess governance models
- Critical Education in the media

Attitudes

- Responsibility in decision making
- Positioning i critical reflection on the different alternatives have emerged to compensate for mediambiental impact of consumer society.
- Democratic participation
- Respect and protection of human rights in every day.

Contribution to the acquisition of basic skills

Competence in linguistic communication

Through the formation of a critical and ethical jucio, generation of ideas, knowledge structure, coherence and cohesion to the discourse and own actions and tasks.

Through linkages and constructive with each other and with the environment relationships, and approach new cultures, they acquire consideration and respect to the extent known.

Mathematical competence

Through the spontaneous use of mathematical reasoning to intrepretar and produce information, solve problems from everyday situations and make decisions.

Knowledge of and interaction with the physical world.

Through awareness of the importance of the presence of people in space, its settlement activity and the importance that all human beings benefit of development and it seeks the conservation of resources and natural diversity, and global and intergenerational solidarity is maintained;

Through the demonstration of critical thinking in the observation of reality and analysis of information and advertising.

Data processing and digital competence

Through the use of ICT in their dual function of generating and transmitting information and knowledge.

Process and properly manage abundant and complex information, solve real problems, make decisions, work in collaborative environments expanding communication environments to participate in communities of formal and informal learning, and generate responsible and creative productions;

Leveraging the information they provide and analyze critically through autonomous personal work and collaborative work



Social and civic competence

Through the understanding of the social reality in which they live, cooperate, live and exercise democratic citizenship in a pluralistic society and commit to contribute to its improvement;

Through the use of moral judgment to make choices and decisions, and actively and responsibly exercise the rights and duties of citizenship;

Through the multi-causal and systemic analysis to prosecute the facts and social and historical problems and to reflect on them globally and criticism;

Through learning that conflicts of values and interests are part of living together, solve with a constructive attitude;

Through the realization that not all personal position is ethical if it is not based on respect for principles or universal values such as enclosing the Declaration of Human Rights;

Through the practice of dialogue and negotiation to reach agreements as a way of resolving conflicts, both in the personal and social;

Through critical reflection on the concepts of democracy, freedom, equality, solidarity, responsibility, participation and citizenship, with particular attention to the rights and obligations recognized in international declarations, the Spanish Constitution and regional legislation and their implementation by different institutions;

Cultural and artistic competence

Through the provision of cooperative skills to contribute to the achievement of a final result, and be aware of the importance of supporting and appreciate the efforts and contributions of others;

Through valuing freedom of expression, the right to cultural diversity, the importance of intercultural dialogue and the realization of shared artistic experiences;

Learning to learn

Through knowledge of one's strengths and weaknesses, taking advantage of the first and taking motivation and will to overcome the latter from an expectation of success; Curiosity of asking questions, identifying and managing the diversity of possible responses to the same situation or problem by using different strategies and methodologies to face her decision making, rational and critically, with the information available;

Through working on the ability to obtain information -and either individually or in collaboration-and, especially, to transform it into own knowledge, linking and integrating the new information with prior knowledge;

Competition autonomy and personal initiative

Through awareness and implementation of an interrelated set of values and personal attitudes, such as responsibility, perseverance, self-awareness and self-esteem, creativity, self-criticism, emotional control, the ability to choose, to calculate risks and to address the problems, and the ability to delay the need for immediate gratification, to learn from mistakes and take risks;

Through the ability to choose its own discretion, to imagine projects, and carrying adelantelas actions needed to develop personal choices and plans -within the framework of individual or collective projects taking responsibility for them, both on a personal level, as social ;



Through able to transform ideas into action; ie, set goals and plan and carry out projects;

Through a positive attitude towards change and innovation that presupposes flexibility of approach, requires the availability of social skills to interact, cooperate and work in teams: put yourself in the place of others, valuing the ideas of others, dialogue and negotiate, the assertiveness to let others know one's own decisions, and work cooperatively and flexibly;

Through the acquisition of related skills and project leadership attitudes, including self-confidence, empathy, the spirit of excellence, skills for dialogue and cooperation, organization of time and tasks, the ability to assert and defend rights or risk taking.

Timing

3 sessions of 50 minutes

Evaluation criteria

1. Rate the consequences with one's actions on the environment and measure their impact.
2. Pledges proposals and actions for conservation and environmental protection, land and nature.
3. Think critically about the different elements of the consumer society and its characteristics and proposes alternatives related consumption or production of goods and services economic activities.
4. Prepares an article by digital review after everything worked

Attention to diversity

Curricular adaptations

- a. Observe any deficiencies.
- b. Pay attention to those students who can not keep up with the class and adapt the work according to their abilities.
- c. Use motivation as a key element to the beginning of the session, make them protagonists of the task.

Materials

- Texts and links specified in the proposed activities
- Computer with internet connection

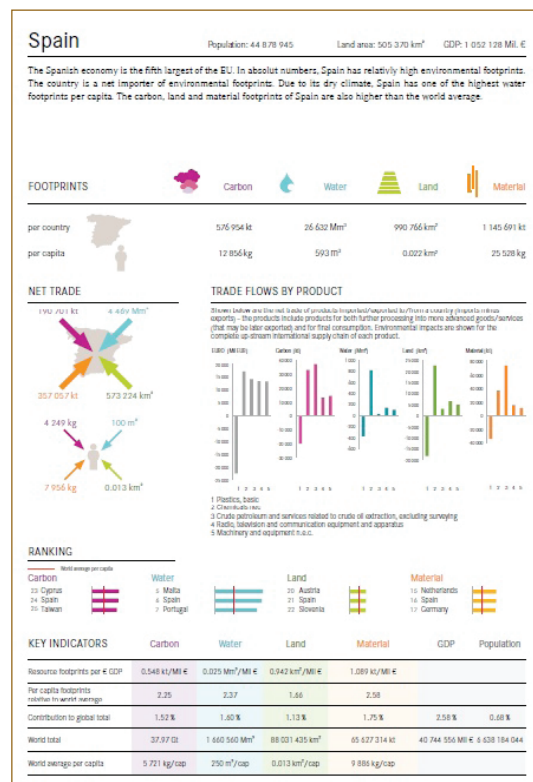
Teaching Tips and proposed activities



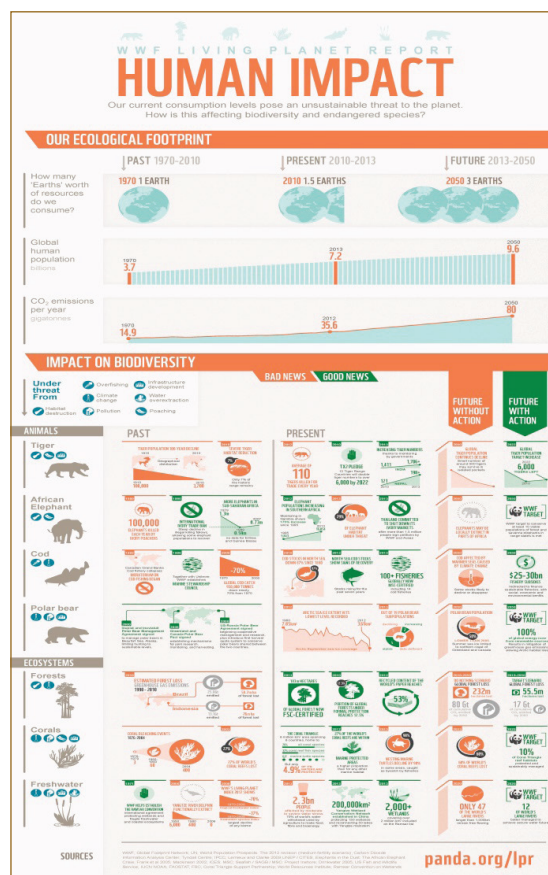
Individual work

- Visit this link from "The Global Resource Footprint of Nations" and search the Spanish Factsheet. What do you think about the footprint in Spain? Share in pairs your opinion.

http://www.truthstudio.com/content/CREEA_Global_Resource_Footprint_of_Nations.pdf



- Observe the graphics under the heading "Our ecological footprint": Due to our consumption level, we need one planet in 1970, 1.5 planets in 2010 and 3 planets in 2050. In the same period, world population was 3.7 billion, 7.2 billion and 9.6 billion, while CO2 emissions passed from 14.9 gigatonnes to 35.6 and an expected 80 gigatonnes. Do they evolve at the same pace? Which one grows faster? Can you give any explanation to this?
- Take your dictionary and find out the meaning of overfishing and of poaching. What impact do you think they may have on their respective ecosystems?



Group work

(Distribuir a los alumnos en 7 grupos. Entregar a cada uno los datos de un animal o ecosistema)

- Now observe the graphics under the heading “Impact on Biodiversity”. What can you say about the evolution of the population of that particular animal or ecosystem?
- What human activities could be harmful for each of them?

Class work

- One person of each group explain to the class the results of their work.
- Debate about:
 - What do you think might happen if action is not taken now?
 - What actions can be taken and what do you think their effect would be?