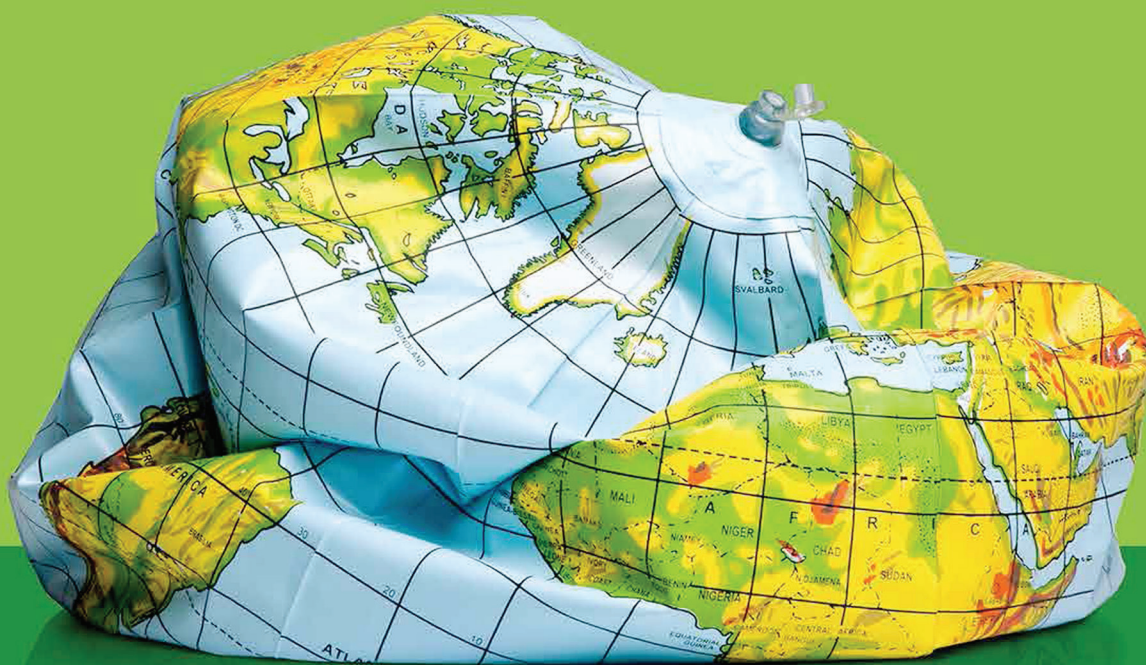


# Ez ditzagun ito



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



**UTZI ZURE AZTARNA  
POBREZIAREN AURKA**

Zurekin, bat gehiago



MAKING OUR MARK.  
THE ECOLOGICAL FOOTPRINT.



# Teacher Index Card

## Subject:

- English.

## Level:

- "Bachillerato"

## Aims:

1. Acquire a general overview about what the "ecological footprint" means.
2. Analyze texts related with our impact on the environment.
3. Study the consequences of our daily routines and habits.
4. Learn some new words by matching them with their correct meaning.

## Contents:

Concepts	Proceedings / Procedure	Attitudes
1. Vocabulary related with the ecological footprint, global warming, climate change, etc.	<ol style="list-style-type: none"> <li>1. Assimilation of english written texts.</li> <li>2. Reading and comprehension.</li> <li>3. Listening to audios.</li> <li>4. Writing a composition.</li> <li>5. Speaking: expressing opinions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Be conscious of our ecological footprint.</li> <li>2. Become more aware of those who suffer severely the consequences of the ecological footprint.</li> </ol>

## Abilities programming:

Ability	Details	Activities
Language knowledge	Learning vocabulary	2, 3, 4
Mathematical ability		
Connections with the environment	Thinking about the impact of our actions in the environment.	1, 2, 3, 4, 5
Communication technology		
Social and civic ability	Dialogue between the students.	1
Cultural and artistic ability		
Learning ability	Reading texts and looking up new words.	2,3
Personal autonomy	Making a composition and using what has been learnt	5

### Materials:

- Pictures from the web. Different sources.
- Text: "Making our Mark", by the Australian Academy of Science. <http://www.sciencearchive.org.au/nova/107/107key.html>
- Fragments of the text "Time to slash Europe's land footprint", by Ian Fitzpatrick. <http://newint.org/blog/2013/04/04/land-grabs-europe-land-footprint/>
- Video: UAE Ecological Footprint Animation- English.
- <https://www.youtube.com/watch?v=nP1nzCqoT9g>
- Video: Global warming. By National Geographic.
- <https://www.youtube.com/watch?v=oJAbATJCugs>

### Timing:

Session 1	Session 2
<ul style="list-style-type: none"> <li>• Activity 1</li> <li>• Activity 2</li> </ul>	<ul style="list-style-type: none"> <li>• Activity 3</li> <li>• Activity 4</li> <li>• Activity 5</li> </ul>





## Student activities.

### Activity 1.

In groups of five students, talk about the following pictures and answer the questions at the end.



Source: <http://www.nationofchange.org>





Source: <http://justhappeneduponthis.wordpress.com>



Source: <http://www.mirror.co.uk>



Source: <http://www.caglecartoons.com>

- Can you make any connections between the pictures ?
- Why do you think a human footprint has been drawn behind the car ?
- Do you know how we contribute to these landscapes ?
- Have you ever heard of the ecological footprint ?



## Activity 2.

Read the following text and complete the exercises.

### Making our mark.

We humans have been changing the face of our planet for thousands of years, clearing forests, damming rivers, draining swamps, ploughing the paddocks, building cities and freeways, creating the world we know. Our numbers have multiplied many times over; the living standards of many have increased beyond recognition. To make all that happen, we have drawn upon the Earth's natural resources such as air, fresh water and fertile soil.

We now know we are pushing our planet's resource base too hard if it is to support us long term. In many regions of our planet, the strain is showing; water is getting scarce, forests are disappearing, deserts are spreading and fish stocks collapsing. Our pattern of life, particularly in developed countries like Australia, has become unsustainable.

One way to measure our impact on Earth is to calculate how much of its limited surface area we need to provide our resources and to absorb the wastes we produce. The result of that calculation is our ecological footprint, which can be for an individual, a household, a city, a nation or for the whole human race.

We can then compare what we need with what the Earth can provide, its biocapacity. If we consume more than nature can supply for a long enough period of time, then a day of reckoning must come, as it did for some earlier civilizations. After all, if you consistently spend more than you earn, sooner or later you will go broke.

### Glossary:

- Biocapacity (biological capacity). The capacity of an area or ecosystem to generate an ongoing supply of resources and to absorb its wastes. Unsustainability occurs if the ecological footprint (demand on the system) exceeds biocapacity.
- Ecological footprint. The amount of biologically productive land and water that is needed to supply resources and absorb wastes. Ecological footprints are usually expressed in units of global hectares.
- Unsustainable. Use of resources at a rate that will eventually deplete the resources and/or cause major ecological damage. An activity that uses natural resources at a rate above the natural rate of their replacement.
- Swamp: an area of ground that is very wet or covered with water and in which plants, trees, etc. are growing .
- Soil: the top layer of the earth in which plants, trees, etc. grow.
- Household: connected with a house or flat and the people living in it.
- Plough: a large piece of farming equipment with one or several curved blades, pulled by a tractor or by animals. It is used for digging and turning over soil, especially before seeds are planted
- Look up in the dictionary some more words if you don't know their meaning and write them down.





**a. Brainstorm about the main theme.**

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**b. Summarize the main idea of the text in a sentence.**

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**c. Complete these sentences with the following words: source, renew, damage, waste, ecological footprint, consciousness, land, biofuel, insatiable, consume,**

Before Adam Smith penned *The Wealth of Nations* in 1776, a group of economists known as the Physiocrats laid the foundations for classical economic theory by describing land as the only \_\_\_\_\_ of wealth.

Smith's famous work, with its focus on the division of labour and the rise of the industrial economy, swept Physiocracy aside. Yet Physiocracy's underlying principles – that life is ultimately dependent on the land's ability to provide materials, absorb waste and \_\_\_\_\_ itself.

Many of us are broadly aware of the \_\_\_\_\_ our economic system is having on the planet and society. We know we are consuming too much and face an obesity epidemic, that we \_\_\_\_\_ a huge proportion of our food, that our \_\_\_\_\_ is well over the Earth's biocapacity (it's ability to provide all we need and absorb our waste), that global biodiversity has declined by 30 per cent since 1970, and, for what it's worth, that we rank 41st in the Happy Planet Index. But such shocking figures slip in and out of our \_\_\_\_\_ like an oil spill.

In Indonesia, the world's most 'land grabbed' country, over 7.5 million hectares has been bought up, an astonishing 4 per cent of the country's total \_\_\_\_\_ mass. Most of these land grabs are for export-oriented food and \_\_\_\_\_ production, a large proportion of which are directly tied to the country of origin of the investors.

In other words, land grabbing by British businesses (equivalent to almost 3 million hectares) is intimately connected to resource overconsumption in Britain. Our \_\_\_\_\_ need for food, energy and textiles, only a fraction of which can be satisfied within Britain, is encouraging businesses to buy land in developing countries.

Hidden Impacts, a new report, published by Friends of the Earth Europe, shows how Britain's 'land footprint' – the amount of land needed to produce all the products and service we \_\_\_\_\_ in a year – is almost twice as large its total land mass. Britain is effectively importing the equivalent of almost 27 million hectares of land (roughly the size of New Zealand's total land area) to meet its resource consumption needs.



## Activity 3.

Watch the following video on the internet and fill in the gaps at the end.

*UAE Ecological Footprint Animation.*

### Advice:

**Firstly:** read the sentences before watching the video.

**Secondly:** watch the video and write the most important words that are mentioned.

**Thirdly:** watch the video again and try to fill in the gaps correctly.



### Fill in the gaps:

The footprint is a \_\_\_\_\_ to everything we consume and use including the energy to power our homes.

In fact, it is our total \_\_\_\_\_ on planet Earth.

Our daily actions, our choices, all make a \_\_\_\_\_ and because most of what we consume is \_\_\_\_\_ often from the other side of the world, it is hard to see the consequences in \_\_\_\_\_ lands.

For our sake, and the sake of the next \_\_\_\_\_ we need to stop and think.

Consume fewer imported products, \_\_\_\_\_ them with more sustainable ones, where possible \_\_\_\_\_ public transport, and try to reduce your \_\_\_\_\_.



## Activity 4.

Watch the following video on the internet and answer the questions at the end.

*Global Warming. By National Geographic.*

### Advice:

**Firstly:** read the questions before watching the video.

**Secondly:** watch the video and write the most important ideas that are said.

**Thirdly:** watch the video again and answer the questions.



### Questions:

- According to the scientists, what is increasing the temperatures?
- Why is the greenhouse effect being intensified according to scientists?
- Did you hear any evidence of global warming? Which one?
- How can consumers help to reduce the impact of global warming?

## Activity 5.

"Some human beings habits not only damage the environment but also population in vast areas around the World."

Make a composition (approx 150 words) in which you explain how our daily actions influence the lives of thousands of people around the Third World.