

Module 7: Sustainability

Learning Outcomes

1.	Define sustainability
2.	Give 5 examples of sustainable activities – eg. building/farming/energy use
3.	Become aware of the U.N. ‘Decade for Sustainability. 2005-2015
4.	Outline the link between Millenium Development Goals and sustainability
5.	Give an example of Sustainable Development Aid and Emergency Aid
6.	Research 2 organisations that provide: Sustainable Development Aid Emergency Aid
7.	Understand concepts of ‘Carbon Footprint’ ‘Ecological Footprint’ and ‘Food Miles’
8.	Measure a personal/family/class or school ‘Carbon Footprint’
9.	Initiate at least one activity to reduce or compensate for school’s ‘Carbon Footprint
10.	Produce a music/image resource to promote this module

Key Skills

1.	Information Technology Research
2.	Use various methods to measure Carbon Footprint
3.	Research song words: Hard Rain by Bob Dylan
4.	Express key message through music / image or relevant media
5.	Carry out and analyse energy use or related survey

Resources

1.	Hard Rain – photo exhibition and book
2.	80:20 Chapter 4
3.	Self Help 3 texts – particularly ‘Food, Land & Trees’
4.	Concern – ‘Combating Desertification’
5.	Concern – ‘People on the Move’ (Ch3 on Environmental Refugees)
6.	Green pages telephone directory
7.	‘An Inconvenient Truth’ – Film
8.	My Big Idea – Self Help Africa /RTE documentary
9.	www.globalfootprints.org
10.	Power Point from Maynooth, Geography Department
11.	Venn Diagram
12.	www.ecocho.eu
13.	Mark Edwards “A Hard Rain’s a-Gonna Fall” www.hardrainproject.com

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Suggested Class Activities:

Introduce topic by watching “An Inconvenient Truth”.

- Encourage comment and interpretation from students on the images presented.
- From this discussion focus on particular key words. Most especially introduce the idea of sustainability. See page 64 of 80:20 for more information or research on the net.
- In their journals, students list 5 sustainable activities e.g. what kind of energy production, farming, building, etc. Is sustainable.
- If class have internet access use www.ecocho.eu to research the “*U.N. Decade of Sustainability*”. With regard to any research in this area, it is recommended to use this site. Ask students why this site is suitable for environment research. [with every 1000 searches 2 trees are planted]
- Students read page 72 of 80:20 to learn how the Millennium Development Goals are limited to sustainability. Focus on goals 2 & 3 and follow up with a viewing of “*My Big Idea*” – Self Help DVD.
- Introduce the idea of aid and how emergency aid differs from sustainable aid. Have students list examples of emergency situations worldwide and the kind of aid provided from the world community using Concern – ‘*People on the Move*’. How does this differ from the aid given by Self Help Africa as outlined in textbook two “*Food, Land and Trees*” and/or www.selfhelpafrica.com. Identify one group that specialises in emergency aid and research the origins and activities of this group: Red Cross/ Goal/ Medicin Sans Frontieres.
- To understand the concepts of ecological footprint read pages 68-69 of 80:20. Students in groups devise a strategy to reduce their carbon footprint such as less electricity use; reduce car journeys etc. (Walk on Wednesday initiative). Reduce water consumption.
- Students can promote the use of sustainability within the school by producing a project on whichever related topic caught their attention using songs and images.