
YOUR ECOLOGICAL FOOTPRINT

SUSTAINABLE DEVELOPMENT

Type of module	Using the Internet
Target group	14–17-year-old learners
Level	A2
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A kiadvány az Educatio Kht. kompetenciafejlesztő oktatási program kerettanterve alapján készült.

A kiadvány a Nemzeti Fejlesztési Terv Humánerőforrás-fejlesztési Operatív Program 3.1.1. központi program (Pedagógusok és oktatási szakértők felkészítése a kompetencia alapú képzés és oktatás feladataira) keretében készült, a sulinoVA oktatási programcsomag részeként létrejött tanulói információhordozó. A kiadvány sikeres használatához szükséges a teljes oktatási programcsomag ismerete és használata.

A teljes programcsomag elérhető: www.educatio.hu címen.

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1.1 INDIAN SAYING

■ Fill in the Gap



“Only when the lasthas died,
and the last been poisoned,
and the lastbeen caught,
will we realise we cannot eat”

(Cree Indian saying)

Missing Words: fish, tree, money, river



- b) Which numbered term applies to the picture?
c) Can it be a single apple?

TASK 3 ALLEGORICAL APPLE

- a) Watch the video animation twice and complete the text. Compare your solutions in pairs.

“This is an Allegorical Apple. This apple represents the Earth. Saltwater oceans occupy (1)..... of the Earth. This part is not suitable for living, for example it is desert or ice. So now we have (2)..... of the Earth. But I cut it into 4, because (3)..... of the remaining part are too rocky, too steep or too cold to produce food. We have (4)..... now. The Earth’s topsoil is only (5)..... metres deep. This is where people can produce food. Over-farming and erosion take away (6)..... billion tons of topsoil per year. (7)..... centimetres of top soil requires (8)..... years to form.”

(Based on “What is Sustainability”, www.kidsfootprint.org)

- b) Write down 2 of the fractions and the 2 decimals in letters.

	Fractions		Decimals	
	Num	In letters	Num	In letters
1				
2				

TASK 4 THE ECOLOGICAL FOOTPRINT OF YOUR GROUP

- a) Fill in the table about yourself. Circle the right answers.
■ b) Distribute the questions among group members.

Your question: _____

	1	2	3
1. How did you clean yourself in the morning?	wash	shower	bath
2. How did you come to school today?	Walk/bike	Public transport	car
3. What did you have for breakfast?	Cereals, milk, yoghurt	Meat, egg, bacon	Hot dog, hamburger
4. Which snack have you eaten today?	Fruit	Homemade sandwich	Hamburger or chocolate
5. Did you buy something yesterday?	No	Hungarian product	Foreign product

- c) Ask everyone the questions and take notes. Use everyone's initials and the numbers (1, 2, 3) for the answers. Fill in one row.
- d) Summarize the group answers (fill in the whole chart).

Question	1 XY	2	3	4	5
1.					
2.					
3.					
4.					
5.					
Footprint size	S / M / L	S / M / L	S / M / L	S / M / L	S / M / L

- e) What size is your ecological footernt?

Key for personal statistics: Small: max two of 2, all the others are 1s.
 Medium: more 1s than 2s, max one 3.
 Large: All other cases.

- f) Calculate and circle the ecological footprint of your group.

Key for group statistics: Small: max two medium footprints, all the others have small.
 Medium: more small than medium footprints, max 1 big.
 Large: All other cases.





Only when the last tree has died, and the last river been poisoned, and the last fish been caught, will we realise we cannot eat money.
(Cree Indian saying)

Name:
Date:

TASK 1 – OUR ECOLOGICAL FOOTPRINT

- a) Read the information below and underline the word that fits the text better.

In the world there are *limited* / *unlimited* resources including clean water, oil, food and land to produce food etc. People *can* / *cannot* contribute to saving these resources for themselves and for future generations.

Each person, community, country and continent has their own footprint depending on how much they *produce* / *consume* by eating, heating, travelling, making goods, producing waste etc. This footprint is expressed in *centimetres* / *hectares*, saying how much *money* / *land* are needed to maintain that lifestyle, to produce the goods that the person consumes and to deal with the waste he or she produces. There are ways to *calculate* / *guess* personal and country ecological footprints.

- b) Say if the following sentence is true or false.

‘The bigger ecological footprint we have the better people we are.’ Circle your answer.

It is TRUE.

It is FALSE.

TASK 2 BOBBIE BIGFOOT ECOLOGICAL FOOTPRINT QUIZ

<http://www.kidsfootprint.org/>

- a) After doing the Quiz write a sentence about Bobbie’s ecological footprint.

- b) What do you think about your own ecological footprint compared to Bobbie’s? Give reasons.

TASK 3 THE ECOLOGICAL FOOTPRINT OF YOUR GROUP

- a) Ask everyone your question and take notes. Use everyone’s initials. Fill in the charts with the codes.

Your question: _____

	1	2	3
1. How did you clean yourself in the morning?	wash	shower	bath
2. How did you come to school today?	Walk/bike	Public transport	car
3. What did you have for breakfast?	Cereals, milk, yoghurt	Meat, egg, bacon	Hot dog, hamburger
4. Which snack have you eaten today?	Fruit	Homemade sandwich	Hamburger or chocolate
5. What have you drunk today?	Water / mineral water in reusable bottle	Mineral water in can or in plastic bottle?	Canned fizzy and sweet drinks

- b) Summarize the group answers (fill in the whole chart).

Question	1 XY	2	3	4	5
1.					
2.					
3.					
4.					
5.					
Footprint size	S / M / L	S / M / L	S / M / L	S / M / L	S / M / L

Key for personal statistics: Small: max two of 2, all the others are 1s.
 Medium: more 1s than 2s, max one 3.
 Large: All other cases.

Key for group statistics: Small: max two medium footprints, all the others have small.
 Medium: more small than medium footprints, max 1 big.
 Large: All other cases.

- c) Circle the ecological footprint of your group.









1.5 ALLEGORICAL APPLE VIDEO ANIMATION (FOR THE TEACHER)

“This is an Allegorical Apple. This apple represents the Earth. Saltwater oceans occupy 75% of the Earth. This part is not suitable for living, for example it is desert or ice. So now we have 1/8 of the Earth. But I cut it into 4, because 3/4 of the remaining part are too rocky, too steep or too cold to produce food. We have 1/32 now. The Earth’s topsoil is only 1.5 metres deep. This is where people can produce food. Over-farming and erosion take away 24 billion tons of topsoil per year. 2.5 cm of top soil requires 100 years to form.”

(Text based on “What is Sustainability”, www.kidsfootprint.org)

Name:

Date:

TASK 1 ODD WORD OUT

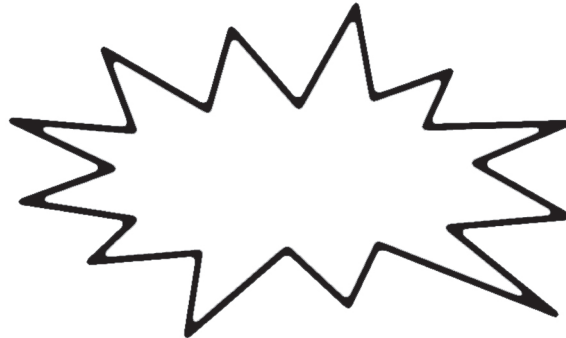
■ a) Put a cross next to the word that does not belong to the group. Name the category of the group.

■ b) Create more sets of words and categories!

1	1) Peas X 2) Orange 3) Apple 4) Banana	2	1) Cake 2) Pastry 3) Sugar 4) Roll	3	1) Pizza 2) French fries 3) Vegetable 4) Hamburger
Category: FRUIT		Category:		Category:	
4	1) Margarine 2) Oil 3) Butter 4) Fat	5	1) Carrot 2) Tomato 3) Egg 4) Cabbage	6	1) Poultry 2) Pancake 3) Beef 4) Pork
Category:		Category:		Category:	
7	1) Salt 2) Pepper 3) Flour 4) Marjoram	8	1) Fork 2) Knife 3) Plate 4) Spoon	9	1) Cook 2) Fry 3) Bake 4) Pan
Category:		Category:		Category:	
10		11		12	
Category:		Category:		Category:	

TASK 2 YOUR FAVOURITE FOOD

- a) Agree on a dish you all like in the group. Our favourite food is:



- b) List 3 ingredients it has, say where they are from, if they are fresh or processed, packaged or not. These are the elements that decide how much energy goes into preparing the ingredient.

Ingredient	Where is it from? (own garden, market, Hungary, abroad)	F(resh) or P(rocessed)? (frozen, pre-cooked, preserved, ground, milled, dried, etc.)	Is it packaged? Yes or No (can, box, bag, jar, etc.)
Example: Flour	Hungary, countryside	P (ground, milled)	Yes, paper bag

- c) Which is the ingredient that takes the most energy to produce?

TASK 3 FAKE RECIPES

You will create a recipe. It can be something really funny, but edible.

- a) Decide if you want to create a new homemade food that is 'sustainable.' YES / NO

- b) Fill in the ingredient chart:

Ingredient	Where is it from? (own garden, market, Hungary, abroad)	F(resh) or P(rocessed)? (frozen, pre-cooked, preserved, ground, milled dried, etc.)	Is it packaged? (can, box, bag, jar, etc.)
Example: Flour	Hungary, countryside	P (ground, milled)	paper bag

- c) Write down the steps for making the food and if it needs a lot of energy to cook/bake/fry, etc.

Step 1 _____

Energy needed: no / little / average / a lot of

Step 2 _____

Energy needed: no / little / average / a lot of

Step 3 _____

Energy needed: no / little / average / a lot of

Step 4 _____

Energy needed: no / little / average / a lot of

Step 5 _____

Energy needed: no / little / average / a lot of

■ d) Give your food a name. Write it into the label above the chart.

■ e) Listen to each others' recipes. Which is the most sustainable one? Would you like to taste it?

The most sustainable dish: _____

YES, I would like to taste it.

NO, I wouldn't like to taste it.

2.2 EVALUATION SHEET

	Statements	True	False	Don't know
1	This lesson was hard. There were too many new words.			
2	I enjoyed this lesson.			
3	I think I understand what 'sustainable development' is.			
4	I can speak about real and fake recipes.			
5	I want to have a small ecological footprint.			

Comments: _____

Signature

Television	Electric kettle
Radio	Computer
CD-player	Microwave oven
Walkman/MP3	Refrigerator
Washing machine	Alarm system
Dishwasher	Bell
Vacuum cleaner	Mixer, blender
Air conditioner	Light bulbs
Toaster	Freezer
Coffee machine	Electronic razor



Name:

Date:

TASK 1 LIFE WITH AND WITHOUT ELECTRICITY

- a) Tick the machines that you have at home.
- b) With your partner think about the way people lived 150 years ago.

Life with electricity	What did people do without these gadgets?
1. Television	Visited each other more frequently.
2. Radio	Read and chatted more.
3. CD-player	Sang more.
4. Walkman/MP3	
5. Washing machine	
6. Dishwasher	
7. Vacuum cleaner	
8. Air conditioner	
9. Toaster	
10. Coffee machine	
11. Electric kettle	
12. Computer	
13. Microwave oven	
14. Refrigerator	
15. Alarm system	
16. Bell	
17. Mixer, blender	
18. Light bulbs	
19. Freezer	
20. Electronic razor	

Some hints: sweep, ice, knock, dog, cook on fire, handwriting

There are websites where you can learn about the time of inventions: <http://www.cbc.ca/kids/general/the-lab/history-of-invention/default.html> Did you know that toothpaste was invented in 3000 BC?

TASK 2 ENERGY IS EVERYWHERE

■ Read the information sheet and fill in the chart about a resource. When finished, fill in the other parts with your group members. Use your own knowledge as well.

Form of energy	A: Short description B: One positive feature C: One negative feature	
Fossil fuels	A	
	B	
	C	
Nuclear energy	A	
	B	
	C	
Solar energy	A	
	B	
	C	
Wind energy	A	
	B	
	C	
Geothermal energy	A	
	B	
	C	
Biomass energy	A	
	B	
	C	
Hydroelectric energy	A	
	B	
	C	

TASK 3 – PAIR DICTATION

- a) Read the definition your teacher gave you. Underline the words that you do not understand.

- b) Try to figure out the meaning of each word with your partner.

New words:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

- c) Sit back to back. One of you has the definition and dictates it to the other. When finished, change roles.

Sustainable development is a process of developing (land, cities, business, communities, etc) that

Name:

Date:

TASK 1 LIFE WITH AND WITHOUT ELECTRICITY

- a) Tick the machines that you have at home.
- b) With your partner think about the way people lived 150 years ago.

Life with electricity	What did people do without these gadgets?
1. Television	Visited each other more frequently
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3. CD-player	Sang more
4. Walkman/mp3	
5. Washing machine	
6. Dishwasher	
7. Vacuum cleaner	
8. Air conditioner	
9. Toaster	
10. Coffee machine	
11. Electric kettle	
12. Computer	
13. Microwave oven	
14. Refrigerator	
15. Alarm system	
16. Bell	
17. Mixer, blender	
18. Light bulbs	
19. Freezer	
20. Electronic razor	

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TASK 2 ENERGY IS EVERYWHERE

- Look at the chart below and match the type of energy with its description and the facts about it.

Type of energy	Description	Facts
1. Fossil fuels	a) It produces energy by spinning windmills or wind turbines.	H) It is very difficult and dangerous to store waste produced during the production of this type of energy.
2. Hydroelectric power	b) This is the energy from sunlight.	I) It is an environmentally friendly form of renewable energy. Birds beware!
3. Geothermal power	c) Energy which is produced by decomposing organic materials.	J) Humans rely heavily on this form of energy, but it causes pollution, global warming and it's limited.
4. Solar power	d) Energy that comes from heat generated inside the Earth.	K) This energy produces hot water, volcanoes and geysers.
5. Nuclear energy	e) It is extracted from the Earth and formed by plants and animals which lived millions of years ago.	L) People have been using this form of renewable energy for a long time. It's not good for fish.
6. Wind energy	f) Energy that comes from flowing water such as rivers, streams and ocean currents.	M) This form of energy comes from garbage.
7. Biomass energy	g) Produces energy by splitting tiny atoms.	N) It is the least limited source of energy; it will not run out for billions of years.

1 e H	2	3	4	5	6	7
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TASK 3 – PAIR DICTATION

- a) Read the definition your teacher gave you. Underline the words that you do not understand.

- b) Try to figure out the meaning of each word with your partner.

New words:

- c) Sit back to back. One of you has the definition and dictates it to the other. When finished, change roles.

Sustainable development is a process of developing (land, cities, business, communities, etc) that

3.4 ENERGY INFORMATION SHEET

1) Non-renewable energy resources are either unable to be replaced naturally or would take millions of years for natural process to replace.

Fossil Fuels provide most of the energy that creates electricity and powers cars and industry. Fossil fuels come from plants and animals. Their buried remains have been changed into coal, petroleum and natural gas. These fuels take millions of years to create and they are becoming more difficult to find. When these fuels are burnt to make energy, they create pollution and release carbon dioxide into the atmosphere, a major cause of global warming.

Nuclear Energy is produced by splitting atoms. Although it is not a source of global warming pollution, using this type of energy is still harmful to the environment. Along with the risk of accidents, nuclear waste is dangerous to all life for tens of thousands of years. There is no safe way to dispose of the waste.

2) Renewable energy sources are replaced naturally. There is not a fixed supply that can eventually be used up.

Solar Energy is power from the heat of the Sun, the most plentiful source of energy known to humankind. The clean, renewable solar energy that falls from the sky in one day is enough to power the world for 27 years. When the sun is shining, solar cells produce electricity. The energy from sunlight can be stored in batteries to use on cloudy days. Energy from the sun can be used directly – to provide heat for living space and water or stored in solar panels such as on calculators, watches or rooftops.

Wind Energy produces electricity by turning blades on a wind turbine or a windmill. Wind energy is very useful in places with a lot of strong winds. Wind energy can be stored in batteries for later use and it is safe because it does not produce waste. Unfortunately some wind power stations can be dangerous to certain birds, can be considered unattractive to look at and can create excessive noise.

Geothermal Energy comes from the heat inside the Earth that causes hot springs, geysers and volcanoes. This natural heat can be captured and used to produce electricity. Geothermal energy is limited to certain locations with a lot of volcanic activity, but is already used in places such as New Zealand, Iceland and the United States to warm buildings and generate electricity.

Biomass Energy is produced from crops or waste materials. Heat, electricity and transportation fuels can be made from plant materials and waste such as banana peels, paper and human waste – anything that was once alive or part of a living thing. While wood is still the most widely used source of biomass fuel worldwide, other biomass sources are being developed. Methane gas from landfills produces electricity while corn and vegetable oils can be converted to fuels for cars.

Hydroelectric Power takes the energy from flowing water to generate electricity. For example a dam can collect energy from a river. Hydropower production can cause environmental harm by flooding habitats and preventing fish from spawning. We try more and more to obtain hydroelectric power in ways that are less damaging to freshwater habitats and fish.

3.5 SUSTAINABLE DEVELOPMENT DEFINITION

For pair dictation



Sustainable development is a process of developing land, cities, business, communities, etc. that *“meets the needs of the present without compromising the ability of future generations to meet their own needs”*. (Brundtland report. United Nations. 1987)

Name:

Date:



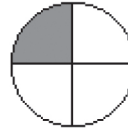

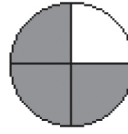
1 PREPARATION FOR THE QUIZ

■ a) Order these frequency words. Start with the less frequent ones.
(There are some that mean a very similar frequency.)

1	(B) Never	6	
2		7	
3		8	
4		9	
5		10	





(A) Sometimes; (B) Never; (C) Occasionally; (D) Often; (E) Most of the time; (F) Seldom; (G) Infrequently; (H) Always; (I) Almost always; (J) Very often

■ b) Match the letters with the numbers.
Consider the grey parts as fractions.

				
1 - D	2	3	4	5

A Three quarters; B Half; C One quarter; D One sixth; E One third;

■ c) Match the housing types with their definitions and the pictures

American English		British English
1. Multi-story apartment building	 A	i) Terraced house, homes built next to each other
2. Green-design residence	 B	ii) Building with more floors and lots of flats
3. Free standing house	 C	iii) Big eco-house
4. Row house or building with 2-4 housing units	 D	iv) Cottage, house with a garden

1 – C – ii)	2	3	4
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2 ECOLOGICAL FOOTPRINT QUIZ

■ Open the Earthday Website at <http://www.earthday.net/footprint/quiz.asp>

a) Do the online quiz and tick your answers here as well.

Food Footprint

1. How often do you eat animal-based products? (beef, pork, chicken, fish, eggs, dairy products)

- Never (vegan)
- Infrequently (no meat, and eggs/dairy a few times a week) (strict vegetarian)
- Occasionally (no meat or occasional meat, but eggs/dairy almost daily)
- Often (meat once or twice a week)
- Very often (meat daily)
- Almost always (meat and eggs/dairy in almost every meal)

2. How much of the food that you eat is processed, packaged and imported?

- Most of the food I eat is processed, packaged and from far away
- Three quarters
- Half
- One quarter
- Very little. Most of the food I eat is unprocessed, unpackaged and locally grown.

Goods Footprint

3. Compared to people in your neighbourhood, how much waste do you generate?

- Much less
- About the same
- Much more

Shelter Footprint

4. How many people live in your household?

- 1 person
- 2 people
- 3 people
- 4 people
- 5 people
- 6 people
- 7 or more people

5. What is the size of your home?

- 200 square metres or larger
- 130-200 square metres
- 90-130 square metres
- 60-90 square metres
- 30-60 square metres
- 30 square metres or smaller

6. Which housing type best describes your home?

- Free standing house without running water
- Free standing house with running water
- Multi-story apartment building
- Row house or building with 2-4 housing units
- Green-design residence

7. Do you have electricity in your home?

- No
- Yes
- Yes, with energy conservation and efficiency

Mobility Footprint

8. On average, how far do you travel on public transportation each week (bus, train, subway or ferry)?

- 300 km or more
- 100-300 km
- 50-100 km
- 1-50 km
- 0 km

9. On average, how far do you go by motorbike each week (as a driver or passenger)?

- 150 km or more
- 50-125 km
- 25-50 km
- 1-25 km
- 0 km

10. On average, how far do you go by car each week (as a driver or passenger)?

- 500 km or more
- 300-500 km
- 150-300 km
- 50-150 km
- 5-50 km
- 0 km

11. Do you bicycle, walk or use animal power to get around?

- Most of the time
- Sometimes
- Seldom

12. Approximately how many hours do you spend flying each year?

- 100 hours
- 25 hours
- 10 hours
- 3 hours
- Never fly

13. How many litres per 100 kilometres does your motorbike consume?

- Fewer than 3 litres per 100 km
- 3-4 litres
- 4-5.5 litres
- 5.5-8 litres
- More than 8 litres

14. How often do you ride your motorbike with someone else, rather than alone?

- Almost never
- Occasionally (about 25%)
- Often (about 50%)
- Very often (about 75%)
- Almost always

15. How many litres per 100 kilometres does your car consume?

- Fewer than 4.5 litres per 100 km
- 4.5-6.5 litres
- 6.5-9 litres
- 9-15 litres
- More than 15 litres

16. How often do you drive in a car with someone else, rather than alone?

- Almost never
- Occasionally (about 25%)
- Often (about 50%)
- Very often (about 75%)
- Almost always

■ b) Fill in the chart with your results.

CATEGORY	GLOBAL HECTARES
FOOD	
GOODS/SERVICES	
SHELTER	
MOBILITY	
YOUR TOTAL FOOTPRINT	

Note: The average ecological footprint in Hungary is 3.1 global hectares per person. Worldwide, there exist 1.8 biologically productive global hectares per person.

Homework – Ecological footprints of countries

This information comes from a different resource. Which countries have little footprints? Where are we in the queue? Who are the last ones?

■ Write a statement about 5 countries.

2002 Data of 149 countries		Population (millions)	Total Ecological Footprint (global ha/person)	Biocapacity (global ha/ person)	Ecological Reserve / Deficit (global ha/ person)
1	Gabon	1.3	1.1	19.6	18.5
2	Bolivia	8.6	2.0	15.4	13.4
3	New Zealand	3.8	6.0	15.2	9.2
4	Mongolia	2.6	2.7	11.6	8.9
5	Brazil	176.3	2.1	10.1	8.0
123	Poland	38.6	3.3	2.0	-1.3
124	Jordan	5.3	1.6	0.3	-1.4
125	Hungary	9.9	3.7	2.1	-1.5
126	Iran	68.1	2.3	0.8	-1.5
127	Serbia and Montenegro	10.5	2.5	0.9	-1.5
145	United Kingdom	59.3	5.6	1.6	-4.0
146	Israel	6.3	4.8	0.4	-4.4
147	United States of America	291.0	9.7	4.7	-4.9
148	Kuwait	2.4	7.3	0.3	-7.0
149	United Arab Emirates	2.9	10.5	0.9	-9.6

(Global Footprint Network, National Footprints at <http://www.footprintnetwork.org>)

- ✓ How old are the data?
- ✓ How many countries were included originally?
- ✓ Why were these 15 countries selected?
- ✓ What is the population of...
- ✓ What do positive and negative numbers say about ecological footprints?
- ✓ Which country's position is the most surprising?

Example: The United Arab Emirates have the largest ecological footprint in the world.

4.2 ABOUT THE FOOTPRINT QUIZ

The quiz is based on national consumption averages and is meant to give you an idea of your Ecological Footprint relative to other people in the country you live in. It is not highly detailed, but should give most people an idea of where they stand.

If you already live a sustainable lifestyle, do not be discouraged by your results. There are some portions of your Footprint that are not the direct result of your consumption habits. For example, each resident of a city is 'responsible' for a portion of the city's infrastructure, such as roads, schools, and government offices, regardless of whether the resident uses those services. In addition, some options that could make your Footprint smaller are not available to you as a result of choices on the part of local decision makers, such as reliable and efficient public transportation as an alternative to driving. Therefore, an important path to reducing your Footprint is to advocate more sustainable decisions at all levels of government. This will make it easier for you and many others to reduce Ecological Footprints.

Ecological Footprints document a given population's consumption and waste production expressed in biologically productive land and ocean areas necessary to maintain these services. By aggregating data on the consumption of various resources and on the ability of the earth to provide them, the Ecological Footprint accounts provide a means to compare various components of consumption and ultimately serve as an indicator of sustainability - or, in the case of deficits, of un-sustainability.

(Resource: Earthday Website at <http://www.earthday.net/footprint/quiz.asp>)

Name:

Date:

1. WORD SEARCH

■ Find 9 words meaning 'szemét, hulladék'

- | | |
|-----------------|-----------|
| G J U N K W R R | 1. litter |
| A D S B L A T T | 2. |
| R U B B I S H R | 3. |
| B S A H T T K A | 4. |
| A T M E T A A S | 5. |
| G T E E E G R H | 6. |
| E T S S R E U W | 7. |
| W A S T E T J R | 8. |

2. A SUSTAINABILITY ISSUE - BRAINSTORMING

■ Choose one of the sustainability issues below and brainstorm all the things that come to your mind in connection with it.

Recycling, littering, polluting, and wasting materials, wasting electricity or water, canteen food

Your group's choice: _____

Ideas: _____

3. PROPOSED SCHOOL RULES

■ Propose at least 3 school rules related to your topic to make the situation better and to maintain sustainability.

Rule 1: _____

Rule 2: _____

Rule 3: _____

4. DISCUSSION

■ Within your group discuss how these rules would support sustainability. Write down the main arguments.

Argument for Rule 1: _____

Argument for Rule 2: _____

Argument for Rule 3: _____

5. PARLIAMENTARY DEBATE

- Propose your suggestions to the class with the arguments. Ask if they accept them.
- Listen to the proposals and arguments of other groups; say if you agree or disagree. Take notes of all the votes and of the rules that have been accepted.

Number of votes for and against

Rule 1		Rule 2		Rule 3		Rule 4		Rule 5		Rule 6		Rule 7		Rule 8		Rule 9	
+	-	+	-	+	-	+	-	+	-	+	-	+	-	+	-	+	-

Topic 1: _____

Accepted rule 1: _____

Accepted rule 2: _____

_____ :

Topic 2: _____

Accepted rule 3: _____

Accepted rule 4: _____

_____ :

Topic 3: _____

Accepted rule 5: _____

Accepted rule 6: _____

_____ :

Rule 1: _____

Rule 2: _____

Rule 4: _____

Rule 5: _____

Rule 6: _____

Rule 7: _____

Rule 8: _____

Rule 9: _____

Rule 10: _____

5.3 EVALUATION SHEET

■ We are at the end of the module. Please give your opinion about the following issues.

	True	False	Partly true
I know much more about sustainable development than before.			
I find my ecological footprint (size:) OK.			
I learnt quite a lot of new vocabulary.			
I had the chance to talk a lot.			
I can work with data better than before.			
I can make arguments in English better than before.			
I enjoyed this module.			

The best lesson was: _____

The best task was: _____

Comments: _____

Date: _____

Signature: _____