

Sustainability Across Cultures

Learning Objectives:

● SE1 Explore cultural perspectives on sustainability

1. Examine how various cultures view the relationships between living organisms and their ecosystems. (PSD, CD 9.3)
2. Explain changes in the scientific worldview (paradigm shift) of sustainability and human's responsibility to protect ecosystems. (TL, CCT)
6. Demonstrate how society's needs and functions, as well as the global economy, affect one's community.

Learning Event:

Set: Pose a question to the students about how different people effect the world.

Possibilities could be:

- What civilization made the biggest impact on the environment?
- How much do of the Earth do you use compared to another culture?

This is intended to lead students towards thinking about how they behave with respect to the planet and sustainability and how other people in other cultures behave.

You may also choose to discuss the following quotations with the class:

- Treat the earth well: it was not given to you by your parents, it was loaned to you by your children. We do not inherit the Earth from our Ancestors, we borrow it from our Children.
~ Ancient American Indian Proverb
- When all the trees have been cut down, when all the animals have been hunted, when all the waters are polluted, when all the air is unsafe to breathe, only then will you discover you cannot eat money.
~ Cree Prophecy

Humankind has not woven the web of life. We are but one thread within it. Whatever we do to the web, we do to ourselves. All things are bound together. All things connect.
~ Chief Seattle'

Ask the students to think about how the First Nation peoples treated the world and the environment. Ask them if the way that the First Nations lived a more sustainable life.

Development:

Have the students calculate their Ecological Footprint.

Website: The Royal Saskatchewan Museum

http://www.royalsaskmuseum.ca/gallery/life_sciences/footprint_mx_2005.swf

Discuss the results with your students. Take an average of how many “Earths” we would need to live like the students. Encourage further discussion about why this is and if there are any things that surprised the students.

Next have the students complete the ecological footprint of a First Nations person prior to European Contact. The students will have to research the information for each question as needed. The emphasis should be on one First Nation but time, skill and resources should be considered.

Have the students record their answers to each question of the footprint calculator. Be sure they cite their source and report their findings. Expectations can be outlined on the assignment page.

Assessment:

Refer to the marking checklist following the assignment sheet.

First Nations Ecological Foot Print

Calculate the Ecological Foot Print of a First Nations person. You will have to research information about the lifestyle and living habits of the First Nations before contact with European Settlers. This is some of the information that you will need to gather for you work:

1. How often would a First Nations person eat animal-based food, including beef, chicken pork, fish, eggs, dairy products or wild meat?
2. How much food is processed, packaged, or imported?
3. Compared to current society, how much garbage is generated?
4. How many people live in a dwelling?
5. How big is the home?
6. Which category best describes the home?
7. Is a lot done to conserve energy?
8. How far on average do people travel on public transportation each week?
9. How far do people travel by car in an average week?
10. How far do people travel by air?

Prepare a report of your calculations. You must include:

- The answers to each of the questions used to calculate the footprint with appropriate citations.
- An explanation about why or how this is impacting the earth.
- A comparison between the First Nation Footprint and the Class Footprint.
- A reflection journal about how the First Nations people lived compared to today's world that may include the following:
 - Is it possible to live the same as the First Nations?
 - What compromise could we make to reduce our Ecological Footprint?
 - What lessons about our environmental impact can we learn from the First Nations people?

Ecological Footprint Evaluation

Sections : Each question is answered and is clearly explained by the student

1 2 3 4 5

Comparison: The comparison between cultures is clear and outlined thoroughly. There are no questions and there are several different points of comparison.

1 2 3 4 5

Reflection Journal: Insightful and creative. Student has clearly thought about the issues and explains their point of view thoroughly and with great detail.

1 2 3 4 5

Total : /15

Comments: