
GENERAL GUIDE FOR ACTIVITY C1

1. Before starting with the concept of Ecological footprint, students will analyse with detail the different natural resources involved in their everyday life. With this goal:
 - (a) the first activity is to compare two really different styles of live: a woman in Africa and a woman in New York, and answer the question: who needs nature most?. Students identify needs of the two women and the natural resources they get. The aim is to break the idea that our modern society is not supported in nature.
 1. By listing exhaustively all the things, devices, clothes, food, electronic gadgets, furniture, they buy and use.
 - (b) Afterwards, students will work out what all these things we use every day are made of. Where this stuff come from? What kind of natural resources are involved in each case?
 - (c) Later they will analyse the water role in making stuff, personal water consumption and energy at home. There are also activities to analyse water and energy in food production and transport. All is focused in the students daily life and their impact.
 - (d) Students have to think about ways to reduce their impacts.
 - (e) Tasks always involve inquires and research in the household and neighbourhood or analysis of the own life style.
 - (f) Students do the activities, discuss and reflect their finding in outcomes to share with the partners in C2.
2. Finally, once they have realized how much natural resources we are using, we introduce the concept of ecological footprint and students identify ways to calculate it.
3. Students and teachers make a decision about the calculation to discuss in C2. Remember that the calculation will be in C3 and C4.
4. For each of the items to work, we have a set of materials and resources: protocols to do the activity (ACT), resources (RS), readings (TXT) and web pages.
5. Outcomes:
 - (a) Reports, brochures, materials for the guide and web page

