

### Activity Title:

# 1h - Ecological sustainability, ecological foot-printing and household consumption

### Learning outcome(s):

- Explore the idea of population sustainability and the environmental implications of growth.
- Examine household consumption and its relationship to population growth and as an environmental indicator.
- Investigate the idea of ecological foot-printing.
- Investigate the idea of intergenerational equity.

### Key words:

Population; population growth; household consumption; ecological foot-print; sustainability; intergenerational equity

### Materials:

- Information sheets 1 and 2
- Paper and pens

### Approximate time required:

Activities are broken into 20 minute segments. Each numbered activity below takes approximately 20 minutes. To complete both worksheets and all parts of the activity will take up to one hour.

### Suggested prior learning:

1a Western Bay of Plenty sub-region – Population change over time

### Possible learning activities:

1. Review the information sheets prior to conducting the exercise. Copy enough information sheets for one per student.
2. Allow time to read through the information sheet. Work independently, then in pairs to answer the questions at the end of information sheet 1.
3. Work independently, then in pairs to answer the questions at the end of information sheet 2.
4. Share and brainstorm answers as a class. Discuss the idea of intergenerational equity. Should we be concerned about the environment that we leave for future generations?
  - How can we ensure that we leave a quality environment for future generations?

Activity #:

# 1h

### Activity Title:

Ecological sustainability, ecological foot printing and household consumption.

### Curriculum Level:

Level 6 / 7 / 8

### Curriculum Links:

**Social Science Achievement objectives**  
**7.2** Understand how people's perceptions of and interactions with natural and cultural environments differ and have changed over time.  
**8.2** Understand how people's diverse values and perceptions influence the environmental, social, and economic decisions and responses that they make.

### Curriculum:

#### Key competencies:

*Thinking; Participating and contributing*

#### Principles:

*Future focus*

#### Values:

*Ecological sustainability*

### Geographic Key Concepts:

Environments, Change

### Geographic skills:

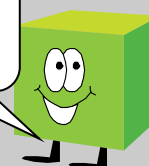
Graph & table interpretation, Social skills  
Communication skills

### Assessment opportunities:

Geography Achievement Standards: 1.2, 2.2, 3.2, 1.6, 2.6, 3.6, 2.5 and 3.5

### Sustainability tip!

Laminate information sheets for future use.



- Our population is aging, which means that older people will outnumber younger people. How can we ensure that youth and young people are fairly represented in planning and decision making for the future?

**Additional resources / activities:**

- Explore the Bay of Plenty's ecological foot-print (see PDF files).
- Ministry for the Environment. 2007. Chapter 7. New Zealand's Environment. MfE. Wellington (see PDF files).
- Growth sustainability related data can also be reviewed using the Department of Statistics NZ.Stat tool:  
[http://www.stats.govt.nz/tools\\_and\\_services/nzdotstat.aspx](http://www.stats.govt.nz/tools_and_services/nzdotstat.aspx)
- Quick and helpful Table Builder tutorials are available. Near the bottom of the NZ.Stat webpage on the above link, you will find a quick and helpful Table Builder tutorial. Otherwise the YouTube link is:  
<http://www.youtube.com/watch?v=V531iG5Garw#t=28>

**Follow-on activities (found elsewhere in this resource):**

2a What makes a city a great place to live?