

Introduction to the project

The One World project asks young people to think about the way they live and how they are affecting the planet.

There are three stages

- Understanding about sustainability
- Measuring your footprint
- DOING SOMETHING about it

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How long you allow for each section and how much detail you go into will depend on the time available and the level of the students. You may not want to do all the sections. Please do let us know your results from [How big is my footprint?](#)

How are we looking after our planet?

[One World presentation slides 2 – 9](#)

Use the slides to focus a classroom discussion/small group discussion about sustainability. The **Global Issues cards** also provide a focus for this discussion.

What really matters? how people in other countries live? what should we ALL be able to have access to? (Clean water, enough to eat but what else?)

Summarise these findings using posters, web pages, speech recording (for the radio site) etc.

Where does it come from?

Using [Where's the Impact Card game](#) – you will need to download the [teachers guide](#) and the cards in advance. The cards need to be printed off and cut out. If this is not possible you could put the words on the board and ask the students to write them on scraps of paper, as they need them.

The guide assumes you will use a Chocolate with a plastic toy in it, (a very popular treat in Europe and parts of America). You could use a simple bar of chocolate instead (and ignore the bit on plastic) or a can/bottle of drink (if you use a bottle, ignore the bit on aluminium but think about glass instead)

[One World presentation](#) slides 10 – 14 give some more information and questions

Summarise your findings as a drawing, chart etc

What is an Ecological Footprint?

One World presentation slides 15 – 40 give an introduction to the concept of Footprinting and then look at the footprint of the chocolate or drink. There is a lot of material here and you will probably want to pick out a few relevant ideas to talk about.

How big is MY footprint?

[One World presentation](#) slide 40
[Teacher's Guide to Ecological Footprinting](#)
www.myfootprint.org

The students use the website to work out their own global footprint.

Students can work individually if you have enough access to the Internet or the class can work together. They will need to do some research first, see the Teacher's Guide for more details.

Students should record their results on the One World Forum www.learn.org then find the One World Forum

[One World presentation](#) slides 41 –46 ask students to think about what their results mean.

What does it mean for all of the people of the world if even one person's footprint is more than ONE?

Having found the size of their footprint and considered what their results mean for the world there are lots of possibilities for further activities. Some ideas are given below but you may have an even better idea, of so please let us know on the forum!

Possible Projects

All of the projects suggested below encourage young people to DO SOMETHING to improve global sustainability. The results of their projects should be shared on the One World Forum, web site and radio station.

How can I reduce my footprint?

The [Teacher's Guide to Ecological Footprinting](#) has lots of information and ideas about how students could explore what affects the size of their footprint.

- How can we cut down the amount of energy we use?
- How can we cut down the amount of waste we produce?
- How can we recycle more?
- How can we cut travel miles? For people? For food?
- How much land should we leave for biodiversity?

You can get back to this section in the my footprint web site by following this link

<http://www.earthday.net/footprint/english/species.html?langauge=English&total=9.4>

Also look at www.wwf.org

The aim is to come up with a realistic action plan to improve either their individual footprint or that of their community/school etc.

How do people's footprints vary across the world?

[One World presentation](#) slide 43 has information about footprint results for different countries and the One World Forum (www.learn.org and then find the One World Forum) will be collecting the results from students around the world. Students could explore this information and think about the implications for those whose footprint is low.

- Is it fair?
- How long can it go on like this?
- What can we (as students, as citizens, as human beings) do about it?

The aim is to come up with a realistic action plan to improve the situation, we may not be able to change the world but we can make a start.

What is the effect on the planet?

www.myfootprint.org has some background information about the effect on biodiversity. <http://www.wwf.org> also has a wealth of information.

What is happening locally? Students could explore either the global or local impact on animals and plants.

- Does this matter?
- What will happen when we cut down the forest? To the whole world? To the local area?
- What happens when a food chain is disrupted?
 - If we kill all the predators?

- If we over fish the sea?
- If we kill all the weeds (that is the wildflowers)?
- If we just grow one crop over a huge area?

Students are unlikely to be able to directly affect these activities but they can make a difference by making others in their community aware. The aim is to come up with a realistic action plan to share their information and concerns with the decision makers in their community.

What is the impact of global warming?

It is widely believed that the increased production of CO₂ is affecting the world's climate.

- What changes are predicted for your region? You can get more information from www.wwf.org
- Have any changes been recorded locally? For example in the UK flowers are blooming slightly earlier each year.
- What would be the impact in your region of a rise in sea level if more of the polar ice caps melt?
- Would your country still be able to grow the same crops if the weather changes a lot?
- What can we do to reduce CO₂ emissions?

The aim is to come up with a realistic action plan to improve either their individual contribution to CO₂ emissions or that of their community/school etc.