



## Main Concepts and Outcomes of the Ecological Footprint Teacher Training

### Concepts Covered in Part I: Ecological Footprint (EF) Content Knowledge:

- A. Human needs are dependent on natural resources, which are the source for all resources and serve as sinks for all wastes.
1. Humans depend on natural resources to meet their needs. The economy (human activity) is a subset of the ecosystem.
  2. The EF is a method for measuring our impact on the earth's resources. The EF quiz measures the environmental impact of an individual's consumption and waste production.
- B. The cumulative impact of humanity is overshooting the earth's biocapacity.
1. We use resources from around the world to meet our needs; likewise, the pollution and wastes we produce travel. The resources we use are classified as renewable or non-renewable.
  2. The cumulative global footprint is overshooting the earth's biocapacity. Cumulative impact, and the degree of overshoot, is a factor of population, affluence, and technology.
  3. Sustainability is meeting the needs of the current generation without compromising the needs of future generations. It means using renewable resources within their rates of regeneration, and developing renewable substitutes for non-renewables.
  4. The average per capita EF varies by country/region and standard of living.
  5. Regions with a large per capita footprint (North America) have a smaller share of the global population. Regions with low per capita footprints (ex: China) generally account for a larger share of the global population.
  6. The variable of population creates differences between **per capita** and **regional** footprints within a geographic location,
- C. The EF (individually and cumulatively) is influenced by governmental and economic policies (systemic and structural factors) and not just individual actions.
1. The food footprint, for example, is the result of resource-intensive **system** of production and distribution. This system is not inevitable, but is the product of past choices, social forces, and special interests.
  2. Having an impact on the footprint, then, will require us to consider policies at the local, national, and global levels in addition to taking action as individual consumers.

## **Outcomes for Part II: Curriculum Integration**

A. Teachers will be able to articulate the EF's relevance to their standards.

1. Teachers will identify how the EF provides opportunities to:

- compare and contrast ways of living across history;
- analyze the development of the economic, political, and social systems and structures that shape ways of living and the larger relationship between humans and the environment;
- meet concepts and skills in their specific California state standards; and
- provide students with solutions for reducing individual and global EFs.

B. Teachers will create a plan to integrate the EF into their teaching.