

UA n.3: Sustainable development

MOTIVATION

In the previous lessons we talked about the current economic model

What are the most negative effects of this model?

Guided discussion with pictures to point out different problems and sketch on the overhead projector



What can you see in this picture?

What type of job is decreasing while the economic system is increasing?

What are the main causes?

Students should get the point that **mass unemployment is due to different causes, e.g.**

Human labour has been replaced by technology, for example robots

GLOSSARY

Robot: machine that performs such tasks automatically

Unemployment: having no job

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Does anybody know what kind of machinery is in this picture?
Oil is not a renewable energy. What does it mean?

Students should get the point that our productive system is based on **resources that are being depleted (oil, subsoil resources...)**

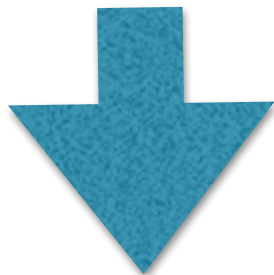
Another problem:

Environmental pollution: air pollution, deforestation, use of pesticides...

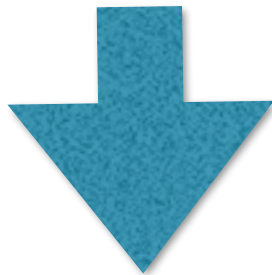
Is it only a problem linked to health?

Is it linked to the economy? Why?

Now students have to think about the impact that environmental problems have on the economy of a country (we can relate this problem to the current Chinese crisis and to the American climate Act)



Crisis of the traditional idea of development!



Origin of idea of sustainable development!

GLOSSARY

Pollution: harmful or poisonous substances introduced into an environment

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Deforestation: to remove the trees and forests

Pesticide: a chemical preparation for destroying plants or animal pests.

Drill: a tool with a cutting edge for making holes in firm materials

GENERAL ANALYSIS

**What is sustainability?
Why it is so important?**

Let's try to answer these questions through a short video showing an example of sustainability.

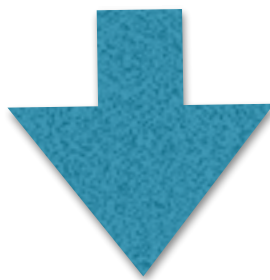
The video is on Youtube: ["Sustainability easily explained"](#) (viewing with subtitles)

Discussion

- *Why is Peter's behavior sustainable?*
- *What are the effects of Peter's actions?*
- *What do they have in common?*
- *What are the areas of a sustainable development?*

Now, let's try to guess:

WHAT IS THE KEY-WORD FOR SUSTAINABILITY?



FUTURE OR FUTURE NEEDS

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So we can say that one definition of sustainability can be:

SATISFACTION OF NEEDS OF THE PRESENT WITHOUT COMPROMISING THE FUTURE AND PEOPLE'S FUTURE NEEDS

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Now, recalling what we heard in the video about Peter let's do the following exercise

Exercise: match each word on the left with its synonym or near synonym on the right.

| | |
|------------------------|-----------------------------------|
| climate | exhausted resources |
| pesticides | school |
| oil | weather |
| wind turbines | appropriate to the season |
| seasonable products | economy |
| equal rights | possibility to practice |
| business | alternative resources |
| education | justice |
| training opportunities | chemical poisons applied to crops |

ANALYSIS

EXERCISE

Second viewing of the video without subtitles and, working in pairs, debate Peter's behavior.

in particular, students have to identify the purpose of each action.

e.g.

| Action | Effect |
|-----------------------------|------------------------------|
| Peter goes to work by bike | air pollution decrease |
| Peter buys organic products | no pesticides = no pollution |
| | |
| | |

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Table2

According to the video just watched, sustainability is based on three pillars: **economy, environment and community**.

Exercise

Now, working in pairs, try to think how your life can become sustainable and fill in a table !

| ECONOMY | ENVIRONMENT | COMMUNITY |
|---------|-------------|-----------|
| | | |
| | | |
| | | |
| | | |

Students are asked to talk about their behavior and consider if it is sustainable or not in relation to each of these fields; for this exercise they will use the present simple.

e.g. I recycle my wine bottles....

I go to school by bicycle ...

I do volunteer work...!

Comparison and debate

Students have to identify the idea of sustainability through three main concepts:

- recognition of needs, particularly of the essential needs of the world's poor:
- more equity
- establishment of priority of needs
- limitations imposed by the state in order to maintain the ability to meet present and future needs: e.g. global warming

GLOSSARY

Global warming: increasing global average temperature just on the Earth's surface caused by human activities or increasing greenhouse gases

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MAIN ACTIVITY : from individual life to economic system

- When is a system sustainable?
- What are new proposals?

Students have to analyze an abstract from European Union document about sustainable development and about strategies to achieve it.

Sustainable Development

Introduction: How European Union considers sustainability

Sustainable Development stands for meeting the needs of present generations without **jeopardizing** the ability of future generations to meet their own needs – in other words, a better quality of life for everyone, now and for generations to come. It offers a vision of progress that integrates immediate and longer-term objectives, local and global action, and regards social, economic and environmental issues as inseparable and interdependent components of human progress.

Sustainable development will not be brought about by policies only: it must be taken up by society at large as a principle guiding the many choices each citizen makes every day, as well as the big political and economic decisions that have to be taken. This requires changes in thinking, in economic and social structures and in consumption and production **patterns**.

Glossary

to jeopardize: to put in danger!

pattern: a recognizable combination of actions, qualities,!

Outline of the 2001 EU SDS: short report indicating the main goals of the European strategy

AIM: The overall aim of the EU Sustainable Development Strategy is to identify and develop

actions to enable the EU to achieve a continuous long-term improvement of quality of life through the creation of sustainable communities able to manage and use resources efficiently, able to tap the ecological and social innovation potential of the economy and in the end able to ensure prosperity, environmental protection and social cohesion.

The strategy set overall objectives and concrete actions for seven **key priority challenge** for the period until 2010, many of which are predominantly environmental:

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- Climate change and clean energy
- Sustainable transport
- Sustainable consumption & production
- Conservation and management of natural resources
- Public Health
- Social inclusion, demography and migration
- Global poverty and sustainable development challenges

Step by step, the good intentions

Citizens have to become more involved in working for sustainable development. An example of this is the launch of a process for voluntary peer reviews of national sustainable development strategies, aimed at improving the sharing of good practices.

Education, research and public finance are stressed as important instruments in facilitating the transition to a more sustainable production and consumption patterns. And because monitoring and follow-up are crucial for effective implementation, the renewed strategy contains a strong governance cycle. Every two years (from 2007) the Commission is to produce a progress report on the implementation of the strategy. This report is to form the basis for discussion at the European Council, which will give guidance for towards.



Glossary

aim: purpose, intention

challenge: something that by its nature is a difficult thing to accomplish

inclusion: the state of being placed in a

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category or class

From intentions to acts: we read the European Union aims, but, actually, what did national governments achieve?

Discussion, comparison and debate.

TO SUMMARIZE: (map drawn on the board)

A) SUSTAINABLE DEVELOPMENT IS EVALUATED THROUGH THESE INDICATORS.

!

- 1) GREEN G.D.P. : including specific sustainability index and environmental protection in national accounting
- 2) HUMAN DEVELOPMENT INDEX!

B) PROPOSALS

- 1) CUTTING DOWN ON HARMFUL PRODUCTS (e.g. gas causing the greenhouse effect)
- 2) SEARCHING FOR ALTERNATIVE RESOURCES (clean like wind power)
- 3) ENCOURAGING A NEW COURSE OF INTERNATIONAL COOPERATION (promotion eco-friendly investments)
- 4) SOCIAL EQUITY

GLOSSARY

G.D.P.: Gross Domestic Product: amount of national goods and services

Economic indicator: a statistical measure representing an economic variable

FINAL EXERCISES

The following exercises help students to reinforce their knowledge: the first one is about concepts, the other two are about vocabulary

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1) Think and answer. Is it true or false? Then, try to give reason for your answers.

- Economic growth has negative effects on Earth
WHY?

- Economic development and sustainable development have the same meaning

- - The wealth of a country is evaluated only considering GDP
DO OTHER INDICATORS EXIST?

- Sustainable development considers future generation
WHY?

2) Read these sentences

In a developed country there is a high level of capital.
An underdeveloped country has a low quantity of investments.
The vicious circle of poverty troubles underdeveloped countries.
Often, in underdeveloped countries there is no democracy.
Underdeveloped countries have a low literacy rate.

Write the definitions of the underlined words using a monolingual dictionary

3) Fill the table

| NOUN/ADJECTIVE | OPPOSITE |
|----------------|----------|
| LOW | |
| DEVELOP | |
| POVERTY | |
| LITERACY | |
| VICIOUS | |
| DEMOCRACY | |

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FINAL TASK: *this activity is designed to test the students's ability to synthesize ideas of the whole module about economic development and also to encourage them to speak English to describe their research.*

- CHOOSE A COUNTRY
- CHECK ITS POSITION ACCORDING TO THE LIST OF CIA WORLD FACTBOOK 2015
- SEARCH FOR AN IMAGE OR A GRAPHIC OR A TABLE DESCRIBING THE SITUATION OF THIS COUNTRY
- BRIEFLY EXPLAIN THE MAIN REASON WHY THIS COUNTRY OCCUPIES THAT POSITION.

APPENDIX: useful tools to accomplish the final task

SOME USEFUL ACTIVITIES TO ACCURATELY READ GRAPHS...

Graphs are pictures of information which allow us to see information more quickly than reading a table of data. There is a wide variety of chart types

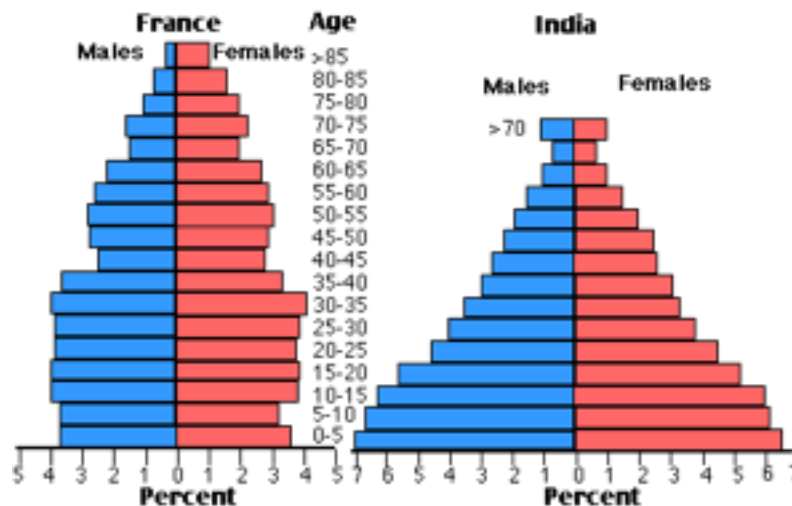
e.g.

**PIE CHART: shows viewers how data is composed:
the largest portion is...; the percentage of the least amount...;
the percentage of...**

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HISTOGRAM: is useful to visualize the distribution of data:
What does a bar graph measure? What do the numbers in vertical axis represent?

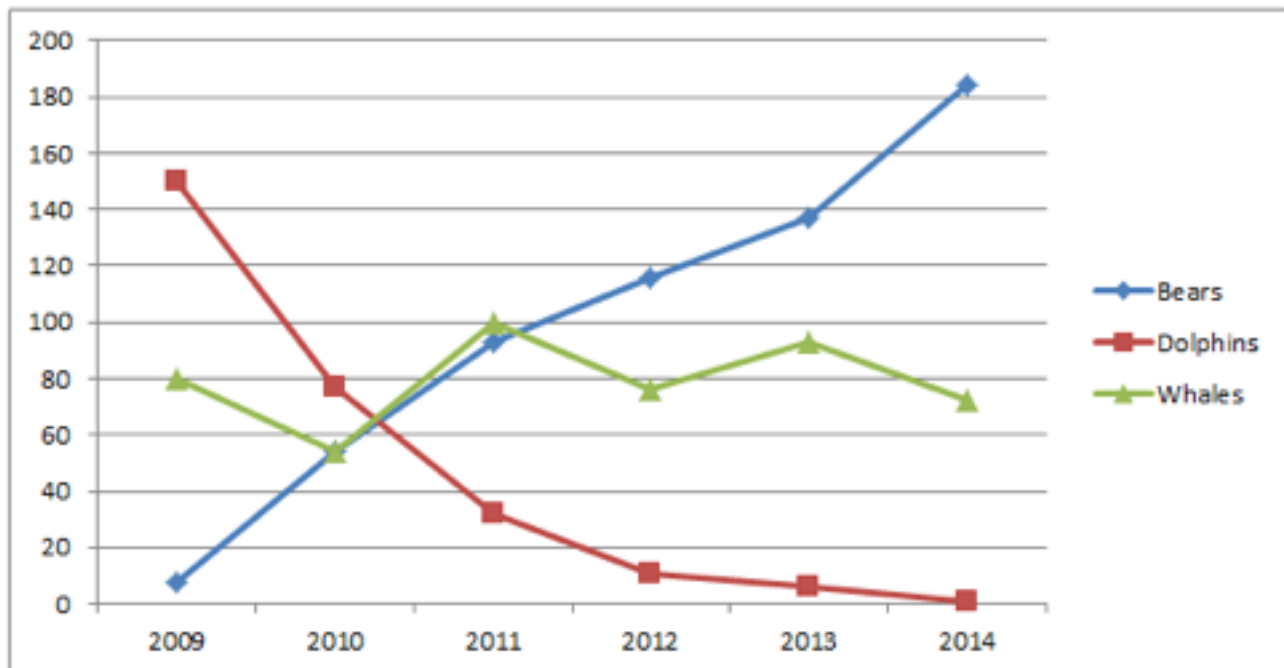
DIAGRAM: is specially useful to show relationships.



Comparing the two countries, we would say that in France the percentage of.....
In India

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- **LINE CHART:** it is useful to show trends over time;



The line can:

- rise steadily
- shoot up
- reach a peak
- pick up
- fluctuate
- remain stable
- decrease gradually
- plummet
- fall slightly
- reach the lowest point

USEFUL PHRASES FOR PRESENTATIONS

Introducing visuals

- I'd like you to look at this graph...
- Let me show you this pie chart...
- Let's have a look at this model...
- Let's turn to this map...

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- To illustrate my point let's look at some diagrams...
- As you can see from these figures...
- If you look at these photographs you'll see...
- If you look at this bar chart you'll notice...
- If you look at this histogram you'll appreciate...
- If you look at this flow chart you'll understand ...
- If you look at this matrix...

Structuring

- My presentation is split into three key areas. - Firstly ... Secondly ... Thirdly ...
- To begin with ...
- After this ...
- Finally ...

Summarising and concluding

- To sum up then, ...
- To summarise my main points ...
- I'd like to conclude by reminding you that ...
- - Let me end by ...
- I'd like to finish ...
- In conclusion, may I remind you ...
- Finally, ...