



Have and Have-Not



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Grade Level: Middle School (7-9th grade)

Subject Correlation: Social Studies, Geography, Math, Macroeconomics

Objective: Students will gain a perspective on comparative consumption habits in developing and developed countries and the effect that mass consumption has on the Ecological Footprint of a country and an individual.

1. Students will be able to describe some cultural and social differences between people living in developed and underdeveloped countries.
2. Students will be able to compare the use of resources between these two types of societies.
3. Students will be able to analyze how different lifestyles in different countries require unequal access to the Earth's limited resources.

Future Use: Students will have a broader understanding of how the resources of the world are distributed and the disparities that occur.

Teacher Preparation: Print and copy enough copies for individuals or groups of students of the following documents (See Picture File or visit the linked Web site):

Page 4 and 5 of the [Living Planet Report](#) with Ecological Footprint information

[World Map showing Gross National Income per capita](#)

[World Map showing CO2 emissions](#)

Also, use pictures from the Picture File, supply, or have students bring in several pictures of typical scenes and activities of western lifestyle, as well as contrasting pictures of indigenous populations or people living in developing countries.

Length: One class period.

Outline (with times)

10 minute introduction exercise:

- Present two groups of pictures before the class – one group of Americans/Westerners engaged in typical activities and the other group consisting of indigenous peoples or people living in developing countries. The latter group may be pictures of people pulling water from a well, using farm animals, carrying large loads, living in simple homes, etc. (*Students may want to create a collage using old National Geographic magazines.*) Spend a few minutes brainstorming on the types of daily activities these separate groups of people might do. Emphasize technology and energy use. Keep a list of activities in the front of the classroom.

10 minutes

- In small groups or as a class, have students read “The Ecological Footprint” and study the graphs on page 4 of the *Living Planet Report*. Students will learn that a person or country’s ecological footprint is based on the amount of natural resources directly or indirectly consumed combined with the amount of pollution produced.

15 minutes

- Still in small groups, using the two pages from the *Living Planet Report*, the GNI per capita world map and the CO2 emissions world map, students will deduce that western lifestyles use many more natural resources than other lifestyles, as well as produce more global warming gasses and pollution. In small groups, ask the students to answer the following questions. (Teacher may need to spend some time discussing what is Gross National Income [average income per person] and the significance of Carbon dioxide emissions.):

1. Which countries emit the most CO2? (Specific countries or high, medium, low income countries)
2. Which countries have the largest ecological footprint? (Specific countries or high, medium, low income countries)
3. Where are the wealthiest and poorest countries in the world located?
4. Do you see a correlation between a country's wealth, CO2 emissions, and the size of its ecological footprint?
5. How do consumption habits in different countries affect their ecological footprint?

10 minutes

Ask students to consider the following statistics to be written on the board in front of the class (Source, UNDP 1998):

The richest fifth of the world's population:

- Accounts for 86% of total private consumption expenditures, while the poorest fifth account for only 1.3%;
- Consumes 45% of all meat and fish, while the poorest fifth consume only 5%;
- Consumes 58% of total energy, while the poorest fifth consume less than 4%;
- Consumes 84% of all paper, while the poorest fifth consume only 1.1%; and
- Owns 87% of the world's vehicle fleet, while the poorest fifth own less than 1%

- Ask students if they think the level of resource consumption in different parts of the world is fair. Ask what the world would be like if everyone consumed as much as in western lifestyles. Would the earth be able to support this? How does energy use by the wealthiest fifth of the world's population affect others?

- Ask students to reach a conclusion about the use of energy and resources in different societies.

Homework Assignment:

Students can write essays or letters to the editor describing their thoughts on inequity in the use of natural resources, waste production, and pollution production around the world.

Teachers may want to research environmental organizations operating in their communities. Find organizations by conducting a Web search or looking on [Earth Day Networks' database of environmental organizations by location](#). Inquire into hot local environmental topics and what can be done about them. How can your students get involved? Invite a volunteer from a local environmental group to speak to your class.