

Project Three: Ecological Footprint Assessment



Imagine you are at a potluck buffet and see that you are the first in line. How do you know how much to take? Imagine that this potluck spread includes not just food and water, but also the materials needed for shelter, clothing, healthcare and education...How much is enough to leave for your neighbors behind you in the line? Now extend this cornucopia to today's global economy, where the necessities for life come from around the world. Six billion people, shoulder to shoulder, form a line that circles around the globe to Cairo, onto Hawaii over ocean bridges, then back, and around the globe again, 180 times more. With plates in hand, they too wait in line. And along with them are giraffes and klipspringers, manatees and spiders, untold millions of species, millions of billions of unique beings, all with the same lusty appetites. And behind them, the soon-to-be-born children, cubs, and larvae.

– Jim Merkel, Radical Simplicity: Small footprints on a Finite Earth

Project Three Due: Thursday, December 8
10% of final grade (100 points)

INTRODUCTION:

Assessing Your Eco-footprint and Ecological Actions

During the past month you have been working on Project Three, your “*Ecological Footprint Assessment*”. In week 7 you made a baseline assessment of the ecological impact of your lifestyle, spent the following month taking at least 2-3 actions to reduce your footprint, and reconsidered the effect of your efforts in week 11. You are now asked to develop a summary of your ecological footprint efforts and findings. In Project Three you will compare your “Baseline Ecological Footprint” (from week 7) to your current “Final Ecological Footprint” (from week 11). You are asked to consider the impact of your 2-3 ecological actions and how they have (or have not) reduce your impact. Finally you are asked to experiment with the “Ecological Footprint Quiz” to determine how you might change your lifestyle to achieve a footprint of “One Earth” (if you have not already achieved this goal). Is it possible (or not) for you to achieve “One Earth”?

Ecofootprint Assessment Process

Please use the following steps to develop your “*Ecological Footprint Assessment*”. Please prepare a graphic presentation using (3-6) 11”x17” horizontal sheets:

1. (re)Take the Quiz: Use either of the Ecological Footprint Quizzes provided or select your own (<http://www.myfootprint.org/> OR http://www.footprintnetwork.org/en/index.php/GFN/page/personal_footprint/) to compare three (3) “Quiz Runs”:
 - *Week 7: Quiz Run #1: Your Baseline:* How were you living before the start of this class (quiz for week 7)?
 - *Week 11: Quiz Run #2: Lifestyle Changes & Actions:* retake the quiz to include *actual or attempted* lifestyle changes, include the 2-3 “actions” (this quiz represents your current eco-impact for week 14).
 - *Week 14: Quiz Run #3: Getting to One Earth:* Experiment with the quiz variables to compare more dramatic lifestyle changes to reduce your footprint to “One Earth”. Is it possible? This might require drastic actions – liking moving to another country, moving into an apartment, eating only vegetarian, etc. Explore and identify possible actions that would achieve this goal. If you are unable to achieve “One Earth” consider what aspects of your lifestyle inhibit your achieving this goal? (Please limit your time on this experiment.)

2. **Compare the Quizzes:** On 11" x 17" sheets, please graphically compare the three outcomes for each quiz, including the "number of Earths" required to maintain your lifestyle and bar graphs for each quiz.
3. **Actions:** Please list the things you changed (actions you took) and why.
4. **Conclusions:** Include a brief summary of the lessons from your actions. Please discuss how this experiment impacted the quality, comfort, and experience of your day-to-day life. What were you (or were not) willing to change? Discuss what it would take for you to get to "One Earth". Include any other issues you think are important.

Submission Requirements

You are asked to submit the following materials. Please include a bibliography and footnotes for your research and all resources. All graphics should also include source citations. Be prepared to pin project one and make a 5-minute presentation on the lessons you learned. Please submit the following:

- (2 copies) of your 11"x17" presentation (3-6 sheets; horizontal format)
- Upload Project Three onto Moodle site by the beginning of class

Grading Criteria (10%-100points)

Project Three is worth 10% (100 points) of the total course grade. The project will be graded accordingly:

- | | |
|---|--------------------|
| 1. <i>Assessment Process: Clarity and accuracy of your assessment and discussion:</i> | 75% |
| • Quiz comparison | |
| • Actions | |
| • Conclusions/lessons | |
| • Overall craft and quality of project | |
| 2. <i>Overall craft and quality of presentation</i> | 25% |
| | TOTAL: 100% |



NASA



The Earth was small, light blue, and so touchingly alone, our home that must be defended like a holy relic. The Earth was absolutely round. I believe I never knew what the word round meant until I saw Earth from space.
Aleksei Leonov, USSR

"It suddenly struck me that that tiny pea, pretty and blue, was the Earth. I put up my thumb and shut one eye, and my thumb blotted out the planet Earth. I didn't feel like a giant. I felt very, very small."
Neil Armstrong, USA