



ST ALOYSIUS  
COLLEGE  
SECONDARY SCHOOL



Information and resource booklet for educators at  
St Aloysius College Secondary School.

# 12 RESPONSIBLE CONSUMPTION AND PRODUCTION



**Sustainable consumption and production** is about doing more and better with less. It is also about decoupling economic growth from environmental degradation, increasing resource efficiency and promoting sustainable lifestyles.

*"We need to promote development that does not destroy our environment."*

**Wangari Maathai**

Environmental Activist and Nobel Peace Prize Laureate

## WHAT CAN YOU DO?



Minimize your waste. Avoid unnecessary purchasing or use of materials to reduce waste generation, especially single-use plastics.

Reuse and/or recycle plastic containers, utensils, bags, and bottles.



Bring your own bag to use instead of shopping bags, boxes, and wrappers.

Plan your shopping ahead of time. Buy only what you can consume to avoid throwing out spoiled unused products.



Repair and restore equipment instead of replacing them, if still possible.



Support companies who have ethical business practices. Report illegal business activities to the authorities immediately.

Check product labels for sustainability. Buy long-term use alternatives.

## WASTED FOOD HIERARCHY



### DID YOU KNOW?

one third of all food goes to waste



## Lesson plans and activities on SDG 12:

<https://kids-for-a-sustainable-future.weebly.com/>

<https://www.elizabeth-o-crawford.com/goal12-sustainable-consumption>

<https://www.educatemagis.org/>



YEAR 2020-2021

# LAUDATO SI'

**This year commemorates the 5th Anniversary of Laudato Si' and Pope Francis wished us to revisit the Encyclical to 'listen to the Cry of the Earth and the Cry of the Poor'**

Follow these link for more information:

- <http://www.humandevlopment.va/en/news/laudato-si-special-anniversary-year-plan.html>
- [http://laikos.org/LSi\\_text.htm](http://laikos.org/LSi_text.htm)

**Laudato Si' Reflection Sessions for Staff**  
1.5 hours per month from October to May

**Contact us if you are interested.**





# 12 RESPONSIBLE CONSUMPTION & PRODUCTION

Following the achievement of the third Green Flag Award, the LEAF award, and two members from our Ekoskola committee receiving an honorary mention in the YRE competition with their entry about responsible consumption and production, we pledge to continue our work for the benefit of our planet.

Our work will focus mainly on the SDG 12, 13 & 15, but not only. We intend to keep on with our commitment to planting native trees for afforestation purposes, to carry on with our awareness campaign about responsible consumption and production, and to create consciousness and a sense of responsibility on an individual level as well as on a global level about our obligations towards climate action.

In departments work out a plan of action for this year focusing on the outlined SDGs and their link with Laudato Si' and Global Citizenship Education.



Action,	Curriculum link,	How,	When,

We have also marked **Global International Days** in our school calendar. You are all invited to propose ideas (not necessarily in departments) on what we can do to raise awareness and commemorate these events.

**Let's be creative and innovate!**

## Passage 59.

... We can note the rise of a false or superficial ecology which bolsters complacency and a cheerful recklessness. As often occurs in periods of deep crisis which require bold decisions, we are tempted to think that what is happening is not entirely clear. Superficially, apart from a few obvious signs of pollution and deterioration, things do not look that serious, and the planet could continue as it is for some time. **Such evasiveness serves as a licence to carrying on with our present lifestyles and models of production and consumption.** This is the way human beings contrive to feed their self destructive vices: trying not to see them, trying not to acknowledge them, delaying the important decisions and pretending that nothing will happen.

## Passage 123.

... This same "use and throw away" logic generates so much waste, because of the disordered desire to consume more than what is really necessary. We should not think that political efforts or the force of law will be sufficient to prevent actions which affect the environment because, when the culture itself is corrupt and objective truth and universally valid principles are no longer upheld, then laws can only be seen as arbitrary impositions or obstacles to be avoided.

## Passage 93.

Saint John Paul II forcefully reaffirmed this teaching, stating that "God gave the earth to the whole human race for the sustenance of all its members, **without excluding or favouring anyone**". These are strong words. He noted that "a type of development which did not respect and promote human rights – personal and social, economic and political, including the rights of nations and of peoples – would not be really worthy of man".

## Passage 140.

We need only recall how ecosystems interact in dispersing carbon dioxide, purifying water, controlling illnesses and epidemics, forming soil, breaking down waste, and in many other ways which we overlook or simply ignore. Once they become conscious of this, many people realize that we live and act on the basis of a reality which has previously been given to us, which precedes our existence and our abilities. So, **when we speak of "sustainable use", consideration must always be given to each ecosystem's regenerative ability in its different areas and aspects.**



# 13 CLIMATE ACTION

Take urgent action to combat climate change and its impacts



"We have enormous capacity to awaken hope in our world, contributing to the formation of men and women who are just, true global citizens."

Father General Arturo Sosa, SJ, JESEDU-Rio2017

## Global International Days

Oct 17th	International Day for the Eradication of Poverty
Nov 19th	Universal Children's Day
Dec 10th	Human Rights Day
Jan 27th	Holocaust Memorial Day
Feb 20th	World Day of Social Justice
Mar 21st	Down Syndrome Day
Mar 22nd	World Water Day
Apr 2nd	Autism Awareness Day
Apr 22nd	International Mother Earth Day
May 8th	World Fair Trade Day
May 22nd	International Day for Biological Diversity
Jun 5th	World Environment Day

### Some examples:

- Creating a brochure to distribute
- Plan a groupwork
- Connect to other classrooms
- Organizing talks
- Prepare a video
- Organize an exhibit
- Take part in a national or international competition
- Organize a school event
- Share resources
- Take action

## WHAT CAN YOU DO?

Learn about climate change. Stay updated with latest weather and climate-related news and advisories.



Speak out for the welfare of those victimized by extreme weather events and against harmful practices and polluting businesses.



Prepare a disaster kit in case of emergencies caused by extreme weather events (i.e. storms, flash floods, droughts).



Do not waste food. Eat a plant-richer diet.



Learn how to calculate your carbon footprint then start finding new ways to minimize it.



Conserve electricity and water.



Participate in community decision-making regarding climate change and disaster risk reduction related programs and projects.

Divest funds from fossil fuels and do not patronize products and services of corporations that promote the extraction and use of dirty energy.

## Lesson activities on SDG 13:

<http://www.unesco.org/archives/multimedia/document-4743-eng-2>

<http://climatechangeconnection.org/resources/climate-friendly-schools/resources-for-schools/>

<https://www.wwf.org.uk/get-involved/schools/resources/climate-change-resources>

<https://www.sustainableschoolsnsw.org.au/teach/climate-change>



# GLOBAL CITIZENSHIP EDUCATION

## Global Citizenship: An Ignatian Definition

Global Citizens are those who continuously seek

to deepen their awareness of their place and responsibility in an increasingly interconnected world,

both locally and globally,

those who stand in solidarity with others in the pursuit of a sustainable earth

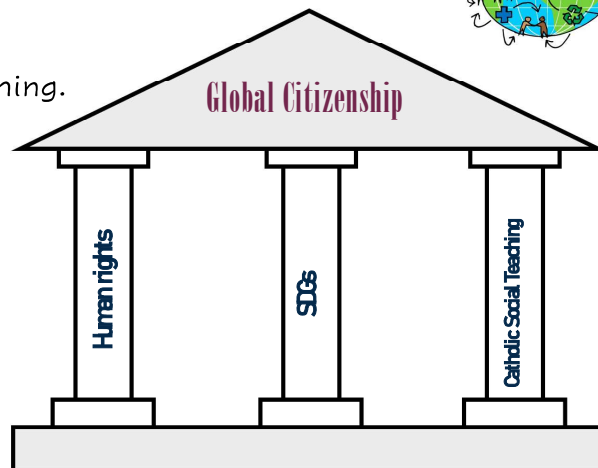
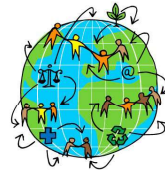
and a more humane world

as true companions in the mission of reconciliation and justice.



Global Citizenship is based on **three main pillars** educating for:

- Human Rights,
- SDGs,
- Catholic Social Teaching.



### Passage 23.

The climate is a common good, belonging to all and meant for all. At the global level, it is a complex system linked to many of the essential conditions for human life. A very solid scientific consensus indicates that we are presently witnessing a disturbing warming of the climatic system... It is true that there are other factors (such as volcanic activity, variations in the earth's orbit and axis, the solar cycle), yet a number of scientific studies indicate that most global warming in recent decades is due to the great concentration of greenhouse gases (carbon dioxide, methane, nitrogen oxides and others) released mainly as a result of human activity. As these gases build up in the atmosphere, they hamper the escape of heat produced by sunlight at the earth's surface. The problem is aggravated by a model of development based on the intensive use of fossil fuels, which is at the heart of the worldwide energy system...

### Passage 169.

As far as the protection of biodiversity and issues related to desertification are concerned, progress has been far less significant. With regard to climate change, the advances have been regrettably few. Reducing greenhouse gases requires honesty, courage and responsibility, above all on the part of those countries which are more powerful and pollute the most... Those who will have to suffer the consequences of what we are trying to hide will not forget this failure of conscience and responsibility...



### Passage 61.

... Still, we can see signs that things are now reaching a breaking point, due to the rapid pace of change and degradation; these are evident in large-scale natural disasters as well as social and even financial crises, for the world's problems cannot be analyzed or explained in isolation. There are regions now at high risk and, aside from all doomsday predictions, the present world system is certainly unsustainable from a number of points of view, for we have stopped thinking about the goals of human activity...

### Passage 170.

Some strategies for lowering pollutant gas emissions call for the internationalization of environmental costs, which would risk imposing on countries with fewer resources burdensome commitments to reducing emissions comparable to those of the more industrialized countries. Imposing such measures penalizes those countries most in need of development. A further injustice is perpetrated under the guise of protecting the environment. Here also, the poor end up paying the price. Furthermore, since the effects of climate change will be felt for a long time to come, even if stringent measures are taken now, some countries with scarce resources will require assistance in adapting to the effects already being produced, which affect their economies. In this context, there is a need for common and differentiated responsibilities.

**"THE CLIMATE IS A COMMON GOOD, BELONGING TO ALL AND MEANT FOR ALL. AT THE GLOBAL LEVEL, IT IS A COMPLEX SYSTEM LINKED TO MANY OF THE ESSENTIAL CONDITIONS FOR HUMAN LIFE..."**



# 15 LIFE ON LAND



Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss.



## WHAT CAN YOU DO?



Plant and grow only tree species native and/or suitable to that area.

Visit natural sites and be immersed in nature.



Do not patronize products or activities (e.g., balloons, fire lanterns, fireworks, wildlife exploitation, sport hunting) that involve animal cruelty and/or endangered species of plants or animals.



Report practices that lead to the degradation of land-based ecosystems and biodiversity (e.g., poaching, forest-burning).



Raise awareness for the protection and conservation terrestrial wildlife through social media.



Lesson plans and activities on SDG 15:

[http://wedocs.unep.org/bitstream/handle/20.500.11822/22750/15\\_Life?sessionid=93BBD2E498F240C7688B1237A130CB5E?sequence=1](http://wedocs.unep.org/bitstream/handle/20.500.11822/22750/15_Life?sessionid=93BBD2E498F240C7688B1237A130CB5E?sequence=1)



### Passage 32.

The earth's resources are also being plundered because of short-sighted approaches to the economy, commerce and production. The loss of forests and woodlands entails the loss of species which may constitute extremely important resources in the future, not only for food but also for curing disease and other uses. Different species contain genes which could be key resources in years ahead for meeting human needs and regulating environmental problems.

### Passage 190.

... Is it realistic to hope that those who are obsessed with maximizing profits will stop to reflect on the environmental damage which they will leave behind for future generations? Where profits alone count, there can be no thinking about the rhythms of nature, its phases of decay and regeneration, or the complexity of ecosystems which may be gravely upset by human intervention. Moreover, biodiversity is considered at most a deposit of economic resources available for exploitation, with no serious thought for the real value of things, their significance for persons and cultures, or the concerns and needs of the poor.

**“...AS LONG AS THE CLEARING OF A FOREST INCREASES PRODUCTION, NO ONE CALCULATES THE LOSSES”**

### Passage 38.

Let us mention, for example, those richly biodiverse lungs of our planet which are the Amazon and the Congo basins, or the great aquifers and glaciers. We know how important these are for the entire earth and for the future of humanity. The ecosystems of tropical forests possess an enormously complex biodiversity which is almost impossible to appreciate fully, yet when these forests are burned down or levelled for purposes of cultivation, within the space of a few years countless species are lost and the areas frequently become arid wastelands...

### Passage 195.

The principle of the maximization of profits, frequently isolated from other considerations, reflects a misunderstanding of the very concept of the economy. As long as production is increased, little concern is given to whether it is at the cost of future resources or the health of the environment; as long as the clearing of a forest increases production, no one calculates the losses entailed in the desertification of the land, the harm done to biodiversity or the increased pollution. In a word, businesses profit by calculating and paying only a fraction of the costs involved. Yet only when “the economic and social costs of using up shared environmental resources are recognized with transparency and fully borne by those who incur them, not by other peoples or future generations”, can those actions be considered ethical...