Environmental Ethics

1. Pollution and Consumerism

* 1. Intended Learning Outcomes

By the end of the lessons, the students will be able to:

1. Identify some common types of pollution, especially those affecting Hong Kong
2. Examine the causes of environmental pollution
3. Understand the environmental consequences caused by consumerism[[1]](#footnote-1)
4. Analyse how materialistic values[[2]](#footnote-2) influence the relationship between human society and the environment

*\*Prerequisite knowledge: Normative Ethics, the nature of morality, moral principles, moral reasoning, theory of conduct, theory of value & virtue (Refer to* [*‘NSS Ethics and Religious Studies Curriculum Support Materials - Compulsory Part: Ethics - Module 1: Normative Ethics’*](http://www.edb.gov.hk/en/curriculum-development/kla/pshe/references-and-resources/ethics-and-religious-studies/support-materials-compulsory-part-module-1-normative-ethics.html)*)*

* 1. Introduction

Our Mother Earth provides us with every of our daily necessities, including food, clothing, dwelling, transportation, medication, etc. However, human’s infinite desires and reckless exploitation of the natural resources cause serious illness to her. Most environmentalists would agree that consumerism and consumer culture put very heavy burden on our Mother Earth. Since the Industrial Revolution in 1760s, massive burning of fossil fuels for energy has led to serious environmental problems. We have continued to dispose of our wastes by dumping them into the atmosphere and hydrosphere; smog from the vehicles, sulfur pollution, oil in the ecosystem, pesticides, fertilizers, solid waste, sewage, radioactive and chemical materials...[[3]](#footnote-3), which lead to air, water, soil/land, waste, noise, radioactive, thermal pollution etc.

"Rising consumption has helped meet basic needs and create jobs," said Christopher Flavin, president of Worldwatch Institute. "But as we enter a new century, this unprecedented consumer appetite is undermining the natural systems we all depend on, and making it even harder for the world's poor to meet their basic needs."[[4]](#footnote-4)

In these lessons, topics on common types of pollution affecting Hong Kong, causes of pollution, the effects of overconsumption on the environment, as well as how materialistic values influence the relationship between human society and the environment will be covered.

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| References:   * <http://climateandcapitalism.com/2011/12/03/are-consumers-destroying-the-earth/> * <http://dagda.shef.ac.uk/dispub/dissertations/2010-11/External/JLuo_100220711.pdf> * <http://files.eric.ed.gov/fulltext/ED443693.pdf> * <http://news.nationalgeographic.com/news/2004/01/0111_040112_consumerism.html> * http://www.chinainternetwatch.com/14384/alibaba-q2-2015/ * <http://www.epd.gov.hk> * <http://www.geezmagazine.org/magazine/article/um-_sustainable_-fast-food/> * <http://www.greenpeace.org/international/en/campaigns/detox/water/polluting-paradise/> * <http://www.greenpeace.org/international/en/campaigns/detox/water/Hidden-Consequences/#7> * http://www.greenpeace.org/international/en/publications/Campaign-reports/Toxics-reports/Toxic-Threads-Under-Wraps/ * <http://www.mcspotlight.org/campaigns/translations/trans_uk.html> * <http://www.statista.com/statistics/298844/net-income-alibaba/> * <http://www.tropical-rainforest-animals.com/causes-of-pollution.html> |

* 1. Teaching and learning process

Suggested teaching period: 4 lessons.

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| 1. Introduction: Pollution affecting Hong Kong  1.1. Ask students to name some types of pollution which are commonly experienced in Hong Kong. Or show pictures on various common types of pollution in Hong Kong (see **Picture 1-5**). Ask students the following questions:   * How do these pollutions affect your daily life? * In your opinion, which type(s) of pollution will cause the greatest harm to the well-being of people in Hong Kong? * What are the cause(s) of each type of pollution? * Based on the above, briefly name and explain what vices are accountable for such pollutions?   1. Screen through the website of the HKSAR Environment Bureau with the students, in particular clicking a few TV announcements archived at <http://www.enb.gov.hk/en/resources_publications/archive/Green_HK/apis/apis.html>. E.g. ‘*Motor Vehicle Idling (Fixed Penalty) Ordinance*’, ‘*Green Living (Reduce Wastage)*’, etc. * Ask students to describe the lifestyle of the people in these video clips * What values do these people hold?   2. Causes of pollution  2.1. Play (twice if necessary) the online video on **‘Man - evolution and pollution’** at <https://www.youtube.com/watch?v=VPtKOrwf1h0> (3:35 minutes). Ask students to form groups, discuss and complete **Worksheet 1: Human causes pollution**. Facilitate a class discussion afterwards.  2.2. Distribute **Worksheet 2: Causes of pollution**. Ask students to work in pair. And then discuss the answers with them.  3. Consumption and its environmental consequences  3.1. Separate students into 4 groups. Assign each group with a case to study, and to present using their own creativity (e.g. drama/ roleplay/ poster/ storytelling, etc.). In the meanwhile, students are required to complete Worksheet 3: Behind the scenes of consumption – case studies. Facilitate a class discussion afterwards.  3.2. Play the online video on ‘The Truth about Consumerism’ at <https://www.youtube.com/watch?v=gWWTD-c2gCE> (~3 minutes). Ask student to complete Worksheet 4: Consumption and its environmental consequences. Check Question 1 together, and invite some students to share their answers of Question 2.  4. How materialistic values influence the relationship between human society and the environment  4.1. Flipped learning – Before the lesson, ask students to watch the online video on ‘Consumerism’ at https://www.youtube.com/watch?v=8R1rLXX2p5M (38 minutes) (or similar video in Chinese), and complete Part 1 of Worksheet 5a: Consumerism.  4.2. During the lesson, invite a few students to present the summary.  4.3. Ask students to form groups. Discuss Part 2 and 3 of Worksheet 5a. (Teacher may play some parts of the video to help refresh students’ memory and stimulate their discussion.) Then facilitate a class discussion.  OR  4.1. Distribute Worksheet 5b: Consumer attitudes and virtues. Ask students to form groups for discussion.  4.2. Ask each group to present their views. The teacher and peers from other groups give feedback.  5. Conclusion and students’ self-evaluation  5.1. Review the key learning points of the topic on ‘Pollution and consumerism’ with the students.  5.2. Ask students to consolidate their knowledge and evaluate their learning outcomes by completing Worksheet 6: Summary & self-evaluation. |

**Pictures: Pollution in Hong Kong**

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| Picture 1: Air pollution  **References:** <http://www6.cityu.edu.hk/greenconnections/green_connection/knowledge/issue/air.aspx> |
| Picture 2: Light pollution    **References:** http://www.ejinsight.com/20150423-task-force-suggests-voluntary-scheme-to-curb-light-pollution/ |

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| Picture 3: Noise pollution  **References:** <http://hk-magazine.com/health/article/sounding> | |
| Picture 4: Land/waste pollution  **References:** <http://www.mrbigben.com/hong_kong_website/enviromental_protection_page.html> | |
| Picture 5: Water pollution | |
| **References:** http://stopplasticpollution.org/218/ | **References:** https://www.google.com.hk/search?hl=en&site=imghp&tbm=isch&source=hp&biw=913&bih=811&q=pollution+in+hong+kong&oq=pollution+in+hong+kong&gs\_l=img.12...0.0.0.2797.0.0.0.0.0.0.0.0..0.0....0...1ac..64.img..0.0.0.BRivGMHSA5s#imgrc=ZvCrvTDlM\_DPWM%3A |

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| **Worksheet 1: Human causes pollution**  Watch the online video on ‘Man - evolution and pollution’ at <https://youtu.be/VPtKOrwf1h0>. Discuss the following questions with your group mates.   * What are the intended messages of the video? What key concepts can you identify? * Raise examples from the video to illustrate the relationship between human evolution and pollution. * How would you categorize the examples raised by you and your classmates? * According to the videos and your own understanding, how do the followings lead to pollution problems?   (You may also refer to <http://www.tropical-rainforest-animals.com/causes-of-pollution.html>)   * 1. **Industrialization**   2. **Population growth / Urbanization**   3. **Globalization** * How would you interpret the meaning of the aliens’ visit (from 2:47 onwards)? * *Challenging level (Optional):* If you can rewrite the ending of the video, what would it be? |

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| **Worksheet 1: Human causes pollution  *(For teachers’ reference)***  Watch the online video on ‘Man - evolution and pollution’ at <https://youtu.be/VPtKOrwf1h0>. Discuss the following questions with your group mates.   1. **What are the intended messages of the video? What key concepts can you identify?**  * It demonstrates how human destroys the ecosystem and pollutes the environment, which makes the planet ‘unwelcoming’. Human becomes the final loser. * In the video, the following key concepts are shown:   1. Industrialization   2. Urbanization   3. Consumerism (Over production and consumption)   4. Toxic substance used in food industry   5. Genetic engineering   6. Killing/abusing of animals for food/ garment/ luxuries/ novelties/ game   7. Deforestation (for paper)   8. Overfishing   9. Water/ Radiation/ Noise/ Air/ Land/ Environmental Pollution   10. Climate changing   (Or other reasonable answers)   1. **Raise examples from the video to illustrate the relationship between human evolution and pollution.**   (Any reasonable answers)   1. **How would you categorize the examples raised by you and your classmates?**   (any reasonable answers)   1. **According to the video and your own understanding, how do the followings lead to pollution problems?**   (You may also refer to <http://www.tropical-rainforest-animals.com/causes-of-pollution.html>)   * 1. **Industrialization**   **Industrialization** is the first fundamental cause of pollution*.* It started the widespread use of fossil fuels which are the main sources of pollution. The burning of fossil fuels produces carbon dioxide (CO2, NO*x*), causing air pollution and global warming.   * 1. **Population growth / Urbanization**   Population growth/urbanization is the second fundamental pollution cause. With population expanding around the world, the demand for food and other goods increases. The expanded production and use of natural resources lead to pollution. Furthermore, rapid urbanization process on one hand would destroy the natural environment and ecosystem; and on the other hand would produce massive constructional wastes and noxious emissions.   * 1. **Globalization**   **Globalization** is another major cause of pollution and environmental degradation. Transnational corporations tend to move their production lines to developing countries because the environmental protection laws there are usually looser, and cheap labour is available. These countries become “pollution havens”.   1. **How would you interpret the meaning of the aliens’ visit** (from 2:47 onwards)?   (Any reasonable answers)   1. ***Challenging level (Optional):***  If you can rewrite the ending of the video, what would it be?   (Any reasonable answers) |

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| **Worksheet 2: Causes of Pollution**  *Study the following information and then answer the questions.*   |  | | --- | | **Information 1**  **References:**  <http://genius.com/2472767> |  |  | | --- | | **Information 2**  **Definition of ‘pollution’**  *(1) "Pollution is the introduction of contaminants into the environment that causes harm or discomfort to humans or other living organisms, or that damage the environment."*  And here is another expression:  *(2) “Any use of natural resources at a rate higher than nature's capacity to restore itself can result in pollution of air, water, and land.”*  We can expand the second definition and conclude that pollution takes place because:   * we process, consume and throw away a high volume of material resources at a very high rate, and * the nature's own rate of re-absorbing these resources back into its structure and effectively neutralizing them is much slower than our rates of production / consumption.   So it is not the concepts of production & consumption but **excessive production & consumption** which are the major contributors to man-caused pollution.  **Drivers, causes and sources of pollution**    **References:** <http://www.tropical-rainforest-animals.com/causes-of-pollution.html> |  1. **In Information 1, what kinds of pollution / environment problems are shown? According to the information and based on your own knowledge, what are the causes of them?** 2. **According to the comic shown in Information 1, in what ways are humans “intelligent” and in what ways they are not?**   *Student/teacher can choose to complete either 3a or 3b below:*   1. **a. With reference to Information 2, elaborate the primary and secondary causes of pollution by filling in the blanks using the following words:**  |  |  |  | | --- | --- | --- | | energy | gases | natural system | | contaminates | raw materials | health | | emission | urban heat island effect | chemicals | | earth | landfills | petroleum |  |  |  | | --- | --- | | Taking a car as an example… | | | **Production**  (primary pollution cause) | **Consumption** (secondary pollution cause) | | To produce cars, a manufacturer needs to:   * Purchase (a) \_\_\_\_\_\_\_\_\_\_\_ such as metal, rubber, plastic, wood etc. These are extracted from (b)\_\_\_\_\_\_\_\_\_\_\_ in large amounts that often damage the (c)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * Purchase (d) \_\_\_\_\_\_\_\_\_\_ / electricity which is usually generated from (e) \_\_\_\_\_\_\_\_\_\_ that causes the emission of (f)\_\_\_\_\_\_\_\_\_\_ into the atmosphere and often (g)\_\_\_\_\_\_\_\_\_\_ water and land. | Each fossil fuel car owner needs to:   * Fill it with petrol or LPG to operate it. The burning of petrol causes the (h) \_\_\_\_\_\_\_\_\_\_ of dirty gases which is harmful to people’s (i)\_\_\_\_\_\_\_\_\_\_ and contributes to (j) ‘\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_’. * Wash it regularly with detergents made of harmful (k)\_\_\_\_\_\_\_\_\_\_, which becomes waste water. * Change tires regularly. Old tires often are thrown into (l)\_\_\_\_\_\_\_\_\_\_\_ or wastelands releasing harmful chemicals causing air & land pollution. |   **3 b. Alternative Task: With reference to Information 2, draw a mind map elaborating the primary cause (production) and secondary cause (consumption) of pollution.**   1. **Match appropriate responses for Drivers, Causes and Sources of pollution.**      |  |  |  | | --- | --- | --- | |  |  |  |   (Select the responses below for the above three boxes. Answers can be used more than once. Explain your choice. At what level should Ethics kick in?)   1. International declaration 2. Local government development strategies 3. Laws and Regulations 4. Values education 5. Technology breakthrough   **5. Challenging level (Optional): ‘Pollution is the necessary evil alongside with human development.’ Do you agree? Explain your answer using concrete examples.** |

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| **Worksheet 2: Causes of Pollution**  ***(For teachers’ reference)***  *Study the following information and then answer the questions.*   |  | | --- | | **Information 1**  **References:** <http://genius.com/2472767> |  |  | | --- | | **Information 2**  **Definition of ‘pollution’**  *(1) "Pollution is the introduction of contaminants into the environment that causes harm or discomfort to humans or other living organisms, or that damage the environment."*  And here is another expression:  *(2) “Any use of natural resources at a rate higher than nature's capacity to restore itself can result in pollution of air, water, and land.”*  We can expand the second definition and conclude that pollution takes place because:   * we process, consume and throw away a high volume of material resources at a very high rate, and * the nature's own rate of re-absorbing these resources back into its structure and effectively neutralizing them is much slower than our rates of production / consumption.   So it is not just the concepts of production & consumption but **excessive production & consumption** which are the major contributors to man-caused pollution.  **Drivers, causes and sources of pollution**    **Source:** <http://www.tropical-rainforest-animals.com/causes-of-pollution.html> |  1. **In Information 1, what kinds of pollution / environment problems are shown? According to the information and based on your own knowledge, what are the causes of them?**  * **Air pollution & acid rain** – emissions from vehicles and factories (sulfur dioxide and nitrogen oxide reacting with the water molecules in the atmosphere causes acid rain) * **Soil & water pollution** – toxic substance of pesticides, and sewage discharging to soil and sea * **Land/waste pollution** – dumps caused by over production and consumption, as well as urban sprawl * **Radiation pollution** – It can be caused by improper handling and disposal of nuclear waste by nuclear power plants, or mining of radioactive ores (e.g. uranium ores) * **Environmental degradation** – mining leads to soil erosion, sinkholes formation, loss of biodiversity, and contamination of soil, groundwater and surface water by chemicals * **Global warming** - deforestation triggers greenhouse effect, which causes accumulation of carbon dioxide layer in the atmosphere to traps radiation from the sun (Or other reasonable answers)  1. **According to the comic shown in Information 1, in what ways are humans “intelligent” and in what ways they are not?**   (Any reasonable answers)  *Student/teacher can choose to complete either 3a or 3b below:*   1. **a. With reference to Information 2, elaborate the primary and secondary causes of pollution by filling in the blanks using the following words:**  |  |  |  | | --- | --- | --- | | Energy | gases | natural system | | contaminates | raw materials | health | | emission | urban heat island effect | chemicals | | Earth | landfills | petroleum |  |  |  | | --- | --- | | Taking a car as an example… | | | **Production**  (primary pollution cause) | **Consumption** (secondary pollution cause) | | To produce cars, a manufacturer needs to:   * Purchase (a) raw materials such as metal, rubber, plastic, wood etc. These are extracted from (b) earth in large amounts that often damage the (c) natural system. * Purchase (d) energy / electricity which is usually generated from (e) petroleum that causes the emission of (f) gases into the atmosphere and often (g) contaminates water and land. | Each fossil fuel car owner needs to:   * Fill it with petrol or LPG to operate it. The burning of petrol causes the (h) emission of dirty gases which is harmful to people’s (i) health and contributes to (j) ‘urban heat island effect’. * Wash it regularly with detergents made of harmful (k) chemicals, which becomes waste water. * Change tires regularly. Old tires often are thrown into (l) landfills or wastelands releasing harmful chemicals causing air & land pollution. |   **b. Alternative Task: With reference to Information 2, draw a mind map elaborating the primary cause (production) and secondary cause (consumption) of pollution.**  (Any reasonable answers)  **4.** **Match appropriate responses for Drivers, Causes and Sources of pollution.**  **Suggested choices, other answers acceptable upon logical explanation.**     |  |  |  | | --- | --- | --- | | a , b | b , d | b , c , e |   (Select the responses below for the above three boxes. Answers can be used more than once. Explain your choice. At what level should Ethics kick in?)   1. International declaration 2. Local government development strategies 3. Laws and Regulations 4. Values education 5. Technology breakthrough   **Ethics may kick in to reduce pollution at all levels, especially on personal consumption of the middle column. It is because ethical consumption may encourage manufactures to adopt environmentally friendly production method, though for most the time at a higher cost.**  **Ethics may serve as driving force and monitoring agencies in both the left and right columns before in the process of reaching international agreements or local regulations.**  **Challenging level (Optional): ‘Pollution is the necessary evil alongside with human development.’ Do you agree? Explain your answer using concrete examples.**  (Any reasonable answers) |

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| **Case 1 – Mind the G\_P**  Major international brands are conducting business with suppliers such as PT Gist\_x, helping to sponsor toxic water pollution and murky business practices. One of these brands is G\_p - which has been linked to toxic water scandals before, and whose clothing items tested positive for hazardous chemicals in a previous investigation.  Mexico is one of the largest producers of denim in the world, and a major supplier to the US textile market. More than 70% of freshwater resources in Mexico are affected by pollution from all sources. This investigation into textile manufacturing facilities has found a wide range of hazardous substances in wastewater being discharged from facilities of the manufacture and pre-sale washing of textile products. This has led to serious health concerns and susceptible effects of climate change in the country.  References:   * <http://www.greenpeace.org/international/en/campaigns/detox/water/polluting-paradise/> * http://www.greenpeace.org/international/en/publications/Campaign-reports/Toxics-reports/Toxic-Threads-Under-Wraps/ |

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| **Case 2 – What’s wrong with McD\_\_\_ld’s?**  McD\_\_\_ld's spend over $1.8 billion every year worldwide on advertising and promotions, trying to cultivate an image of being a 'caring' and 'green' company that is also a fun place to eat. But behind the smiling face of Ronald McD\_\_\_ld lies the following realities:  **ROBBING THE POOR**  Vast areas of land in poor countries are used for cash crops or for cattle ranching, or to grow grain to feed animals to be eaten in the West. McD\_\_\_ld's continually promote meat products, which wastes more food resources. 7 million tons of grain fed to livestock produces only 1 million tons of meat and by-products. On a plant-based diet and with land shared fairly, almost every region could be self-sufficient in food.  **DAMAGING THE ENVIRONMENT**  Forests throughout the world are being destroyed at an appalling rate by multinational companies. McD\_\_\_ld's have at last been forced to admit to using beef reared on ex-rainforest land, preventing its regeneration. Also, the use of farmland by multinationals and their suppliers forces local people to move on to other areas and cut down further trees.  McD\_\_\_ld's are the world's largest user of beef. Methane emitted by cattle reared for the beef industry is a major contributor to the 'global warming' crisis. Modern intensive agriculture is based on the heavy use of chemicals which are damaging to the environment.  Every year McD\_\_\_ald's use thousands of tons of unnecessary packaging, toys and other gimmicks, most of which ends up littering our streets or polluting the land buried in landfill sites.  **References:**  <http://www.mcspotlight.org/campaigns/translations/trans_uk.html>  <http://www.geezmagazine.org/magazine/article/um-_sustainable_-fast-food/> |

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| **Case 3: Taob\_\_.com further pollutes Yangtze River?**  With the prompt development of information technology, e-commerce in China is becoming more popular. Web-based store facilitated customers to purchase various items anytime and anywhere. Known as China's eBay, Taob\_\_ is a huge online marketplace in China. Alib\_b\_ has over 86% share of China Mobile Shopping Market in 2014. In the fiscal year ending March 31, 2015, Chinese e-commerce corporation Alib\_b\_ recorded cumulative revenues of 76.2 billion Yuan. However, such huge market has been paid by the vulnerable natural system in the production process.  Throughout China's long history, the Yangtze river basin has been a centre of cultural and industrial activity. Today it contributes around 40% of the nation's GDP, the equivalent of about $1.5 trillion US dollars.  Industrial developments are particularly concentrated in the Yangtze river delta, with this region alone accounting for around one-fifth of China's entire economy. It includes 16 cities, including Shanghai, whose 20 million people are dependent on the Yangtze for drinking water.  However, despite its impressive stature, it should not be assumed that the Yangtze river has an unlimited capacity to absorb and dilute industrial pollution. There is grave concern for the Yangtze river, because of the sheer scale of the industrial development that is taking place, and because of the huge number of people whose livelihoods depend upon its waters.  Contamination by hazardous chemicals is already measurable despite the volume of the river, and is also threatening the East China Sea. A plan which leads to 'zero discharge' of hazardous substances needs to be urgently implemented in order to avoid the potentially enormous costs of remediation, and before China's rapid economic growth pushes the Yangtze beyond its ecological limits.  **References**:   * <http://dagda.shef.ac.uk/dispub/dissertations/2010-11/External/JLuo_100220711.pdf> * http://www.chinainternetwatch.com/14384/alibaba-q2-2015/ * <http://www.greenpeace.org/international/en/campaigns/detox/water/Hidden-Consequences/#7> * http://www.statista.com/statistics/298844/net-income-alibaba/ |
| **Case 4: Big Waster Hongkongers disposing new furniture 港人大嘥鬼 新家具即棄**  【太陽報專訊】港人環保意識薄弱，不但衣服追時尚追潮流，連家具亦成重災區，年尾送舊迎新，更是棄置舊物的高峰期，大大加重堆填區的負荷。有回收家具的機構指出，家具棄置率有按年上升趨勢，被棄置回收的物品中，有市值約三萬元的洗衣連乾衣機，亦有簇新的名牌家具，有人甚至因家人不喜歡新買的梳化，添置數天便通知他們回收：「成日都有呢種情況，我哋都已經麻木。」有業界及環團批評政府對鼓勵減少棄置傢俬「零動作」，促政府向廢家具徵費，避免不必要浪費。  負責回收及以低價出售舊家具的非牟利組織曙光計劃成立於二○○七年，初時接收一些小型家電及舊衣物等，但隨着愈來愈多人反映想掉棄家具，計劃負責人決定轉為接收廢家具，免造成浪費。  **團體去年收廢6噸**  曙光計劃主席何峻維表示，家具棄置率有逐年上升趨勢，二○一三年每日回收的家具重約四噸，二○一四年上升至約五噸，二○一五年更飆升至重約六噸，而回收的家電二○一三年每日約有十至二十件，二○一四年增至每日約有三十至四十件。他估計全年回收量會進一步增加，擔心堆填區的負荷亦日增。  環境保護署二○一四年發表的《香港固體廢物監察報告》，當中沒有將家居廢物中的家具及廢家電細分統計，前者是包括家具在內的其他廢物，後者則為家居有害廢物，例如電器、電腦等，包括家具在內的其他廢物每日棄置平均量達一百六十八公噸，較二○一三年每日的一百四十八公噸多；家居有害廢物亦然，二○一四年每日棄置平均量有一百公噸，較前年的八十二公噸多。  香港廢物處理業協會主席譚志華批評，政府在減少家具的議題上是「零動作」，令香港的浪費文化沒有改變，市民的環保意識低，會隨意將不合心意的家具棄置，建議將棄置廢棄家具列入徵費範圍。  References: *The Sun* (11 Jan 2016). At <https://hk.news.yahoo.com/%E6%B8%AF%E4%BA%BA%E5%A4%A7%E5%98%A5%E9%AC%BC-%E6%96%B0%E5%AE%B6%E5%85%B7%E5%8D%B3%E6%A3%84-215039979.html> |

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| **Worksheet 3: Behind the scenes of consumption – case studies**  Listen carefully to the cases presented by the fellow classmates. Jot notes and write down your questions/comments (if any) in the table below. You may ask/give feedback to the presenters, or try to find out the answers after class.   |  |  |  | | --- | --- | --- | | **Group** | **Notes** | **Questions/comments (optional)**  **E.g. Are the evidence sufficient and reliable?** | | **(1)  Mind the G\_P** |  |  | | **(2)  What’s wrong with McD\_\_\_ld’s** |  |  | | **(3) Taob\_\_.com further pollutes Yangtze River?** |  |  | | **(4) Big Waster Hongkongers disposing new furniture** |  |  |   Peer evaluation   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | Peer-evaluation (3=good, 2=average, 1=poor) | | | | | **Group 1** | **Group 2** | **Group 3** | **Group 4** | | Clarity of presentation | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 | | Creativity of presentation | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 | | Inspiration to audience | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 |   **Discussion**  **1. What types of pollution/environment hazards are shown in the 4 cases?**  **2. With reference to the 4 cases, give an account on how the ‘material economy’ (extraction** 🡪 **production** 🡪 **distribution** 🡪 **consumption** 🡪 **disposal) leads to negative environmental consequences.**   |  |  | | --- | --- | | **Stages of ‘material economy’** | **Negative environmental consequences** | | **1. Extraction** |  | | * 1. **Production** |  | | * 1. **Distribution** |  | | * 1. **Consumption** |  | | * 1. **Disposal** |  | |

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| **Worksheet 3: Behind the scenes of consumption – case studies**  ***(For teachers’ reference)***  Listen carefully to the cases presented by the fellow classmates. Jot notes and write down your questions/comments (if any) in the table below. You may ask/give feedback to the presenters, or try to find out the answers after class.   |  |  |  | | --- | --- | --- | | **Group** | **Notes** | **Questions/comments (optional)** | | (1)  Mind the G\_P |  |  | | (2)  What’s wrong with McD\_\_\_ld’s |  |  | | (3) Taob\_\_.com further pollutes Yangtze River? |  |  | | (4) Big Waster Hongkongers disposing new furniture |  |  |   Peer evaluation   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | Peer-evaluation (3=good, 2=average, 1=poor) | | | | | **Group 1** | **Group 2** | **Group 3** | **Group 4** | | Clarity of presentation | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 | | Creativity of presentation | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 | | Inspiration to audience | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 |   **Discussion**  **1. What types of pollution/environment hazards are shown in the 4 cases?**   * Case 1 & 3 about G\_P & Taob\_\_ : water pollution (toxic wastewater) * Case 2 about McD\_\_\_ld’s : deforestation, global warming , soil/land/waste pollution * Case 4 about Big Waster Hongkongers : soil/land/waste pollution   **2. With reference to the 4 cases, give an account on how the ‘material economy’ (extraction** 🡪 **production** 🡪 **distribution** 🡪 **consumption** 🡪 **disposal) leads to negative environmental consequences.**   |  |  | | --- | --- | | **Stages of ‘material economy’** | **Negative environmental consequences** | | **1. Extraction** | Extracting raw materials (e.g. petroleum, coal, metals, wood, rubber, etc.) from the nature by various forms, like mining, lumbering etc. causes environmental degradation. For example, in Case 4, tones of furniture and electric appliances being dumped every day in Hong Kong. These items are mainly made with wood and metals respectively. | | **2. Production** | The production process turns raw materials into useful goods, but some by-products and waste materials are produced simultaneously. Production often contributes to air and water pollution. Taking Case 3 as an example, toxic wastewater discharged from factories in the production process causes serious water pollution to Yangtze River, and eventually harms people’s health and destroys the ecosystem. | | **3. Distribution** | In the distribution process, goods are transported to different sales points. Globalization multiples ‘carbon footprint’ as goods are distributed across countries. For example in Case 1, denim items produced in Mexico would be transported to America or other countries for sale. Emissions from transportation cause air pollution. | | **4. Consumption** | Consumption is a major factor leading to pollution. Case 2 demonstrates how overconsumption of meat products wastes more natural and food resources through deforestation for raising cattle and feeding livestock with grain. That contributes to the ‘global warming’ crisis on one hand; and land/waste/water pollution on the other hand due to heavy usage of chemical fertilizer and over packaging etc. | | **5. Disposal** | Wastes created either in the production (e.g. nuclear wastes as a by-product of electricity generation; or toxic wastewater in Cases 1 & 3) and after the consumption processes (e.g. package & abandoned goods in Cases 2 & 4) end up to be disposed. Wastes management facilities such as landfills and incinerators are common in many countries, but either ways of disposal management would have negative impacts on the environment, which lead to land and air pollution. | |

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| **Worksheet 4: Consumption and its environmental consequences**  Watch the online video on ‘The Truth about Consumerism’ at https://youtu.be/gWWTD-c2gCE and complete the following tasks.  **1. True or False?**   |  |  | | --- | --- | |  | T / F  (explain with example(s)) | | 1. Consumerism is advocated by advertisement to create peoples’ wants/desires. |  | | 1. Consumerism makes everyone’s life more comfortable. |  | | 1. Consumers’ electronic waste is sent to developing countries for recycle. |  | | 1. Developing countries usually have the resources to recycle the electronic waste safely. |  | | 1. Some consumer products are made by child labour in developing countries. |  | | 1. Sweatshop labourers’ welfare (including salary, vacations, working hours, safe and hygienic working environment) is substantially protected by law in the developing countries. |  | | 1. Oil extraction from tar sands, mining, deforestation, desertification, air and water pollution… All of these are the natural destructions driven by ‘consumerism’. |  |  1. **Refer to the dialogue below to answer question 3;**   **Son:** Dad, I want a new cell phone.  **Dad:** Why? Is your cell phone broken? I can lend you mine because new models have been launched and there are many installment plans as seen in the message from my service provider…  **Son:** Dad, mine is working well like yours. But my friends are all using new ones and the one you gave me looks ancient. Can I have a new one, not your used one? Pleeeeeeeeeeeeease?  **Dad:** I have great stress from work so a new cell phone is going to ease my pressure. It is a reward of my hard work and my spending will drive the economy of Hong Kong and secure the jobs of many workers…  **Son:** So you are going to give me your old one again? Please do so every half year then.   1. **What is the definition or essential elements of consumerism? Discuss in group on the above sources and compare your answer with group members.**  |  |  | | --- | --- | | Definition:  **Consumerism** | Elaboration： | | Examples： | Non-examples： |  1. **Reviewing your consumption habits, did you ever contribute to such pollution/environment hazards? How can you help minimize such adverse effects to the environment? Compare your answer with the message in this video: https://youtu.be/gWWTD-c2gCE** 2. **Challenging level (Optional): Find a garment from your closet which you believe to be less unethical. Take a picture and share with your class. Provide evidence to justify your claim.** |

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| **Worksheet 4: Consumption and its environmental consequences**  ***(For teachers’ reference)***  Watch the online video on ‘The Truth about Consumerism’ at https://youtu.be/gWWTD-c2gCE, and complete the following tasks.  **1. True or False?**   |  |  | | --- | --- | |  | T / F  (explain with example(s)) | | 1. Consumerism is advocated by advertisement to create peoples’ wants/desires. | T | | 1. Consumerism makes everyone’s life more comfortable. | F | | 1. Consumers’ electronic waste is sent to developing countries for recycle. | T | | 1. Developing countries usually have the resources to recycle the electronic waste safely. | F | | 1. Some consumer products are made by child labour in developing countries. | T | | 1. Sweatshop labourers’ welfare (including salary, vacations, working hours, safe and hygienic working environment) is substantially protected by law in the developing countries. | F | | 1. Oil extraction from tar sands, mining, deforestation, desertification, air and water pollution… All of these are the natural destructions driven by ‘consumerism’. | T |  1. **Refer to the dialogue below to answer question 3;**   **Son:** Dad, I want a new cell phone.  **Dad:** Why? Is your cell phone broken? I can lend you mine because there are new models have been launched and there are many installment plans as seen in the message from my service provider…  **Son:** Dad, mine is working well like yours. But my friends are all using new ones and the one you gave me looks ancient. Can I have a new one, not your used one? pleeeeeeeeeeeeease?  **Dad:** I have great stress from work so a new cell phone is going to easy my pressure. It is a reward of my hard work and my spending will drive the economy of Hong Kong and secure the jobs of many workers…  **Son:** So you are going to give me your old one again? Please do so every half year then.   1. **What is the definition or essential elements of consumerism? Discuss in group on the above sources and compare your answer with group members.**  |  |  | | --- | --- | | Definition:  ‘Consumerism’ is a social and economic [ideology](https://en.wikipedia.org/wiki/Ideology) that encourages the acquisition of goods and services in ever-increasing amounts.  **Consumerism** | Elaboration：  It advocates the concept that an ever-expanding consumption of goods is advantageous to the economy.  Consumerism misleads people to think that brands and trends constitute part of personal value and identification from others. | | Examples：  Purchasing newest cell phones while the old one is still functioning very well | Non-examples：  Consumer rights |   References:   * https://en.wikipedia.org/wiki/Consumerism * http://dictionary.reference.com/browse/consumerism  1. **Reviewing your consumption habits, did you ever contribute to such pollution/environment hazards? How can you help minimize such adverse effects to the environment? Compare your answer with the message in this video: https://www.youtube.com/watch?v=oGab38pKscw**   (Any reasonable answers)   1. **Challenging level (Optional): Find a garment from your closet which you believe to be less unethical. Take a picture and share with your class. Provide evidence to justify your claim.**   (Any reasonable answers) |

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| **Worksheet 5a: Consumerism**  Watch the online video on ‘Consumerism’ at https://youtu.be/8R1rLXX2p5M (or other videos as suggested by the teacher) and complete the following tasks.  **Part 1: Summary of the video**  Please jot notes when watching the video at home. Write a summary in the box below, and be prepared to present it in class:   |  | | --- | |  |   **Part 2: Life wisdom - past and present virtues** (7:15 – 16:00 of the video)  2.1. According to the video, compare the virtues in the past and present societies.   |  |  |  | | --- | --- | --- | |  | **Virtues yesteryear** | **Virtues nowadays** | | Nature | Material / Immaterial | Material / Immaterial | | Examples |  |  | | Ability to bring us happiness | Yes / No, because: | Yes / No, because: |   2.2. What virtue(s) do you treasure more? Why?  **Part 3: The story of stuff** (16:02 – 35:25)  Full in the blanks using the words provided below:   |  |  |  |  | | --- | --- | --- | --- | | Production | fisheries | energy | natural resources | | exploitation | Consumption | incinerator | Distribution | | externalizing | Extraction | trashed | recycling | | food chain | climate | forests | landfill | | dioxin | consume | selling | pollute | | value | overseas | Disposal |  |  |  |  | | --- | --- | | **System of ‘material economy’** | **Features and facts** | | (a) \_\_\_\_\_\_\_\_\_ | * It is a fancy word for natural resource (b) \_\_\_\_\_\_\_\_\_\_\_\_\_ and trashing the planet, as people chop down the trees, blow up the mountains to get the metals inside, use up all the water, and wipe out the animals. * In the past 30 years, 1/3 of the planet’s (c)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ bases have been consumed. * 75% of global (d) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ are fished at or beyond capacity. * 80% of the original (e) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ are gone. | | (f) \_\_\_\_\_\_\_\_\_\_ | * People use (g) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ to mix toxic chemicals to make toxic contaminated products. * These toxics build up in the (h) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ - human breast milk with high level of toxic contaminants - and concentrate in our bodies. * In the U.S., industry admits to releasing over 4 billion pounds of toxic chemicals a year. These dirty factories have been moved (i) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ to pollute the third world. | | (j) \_\_\_\_\_\_\_\_\_\_ | * It means “(k) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ all this toxic contaminated junk as quickly as possible” by keeping the prices down, and keeping the people buying. * Companies keep the prices down by (l) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ the costs. The true prices of goods are normally paid by people in the developing countries with loss of their natural resource base, clean air, increasing asthma and cancer rates. Kids in the Congo paid with their future who have had to drop out of school to mine coltan. | | (m)\_\_\_\_\_\_\_\_\_\_ | * In America and many developed societies, people’s (n)\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is measured and demonstrated is by how much they (o) \_\_\_\_\_\_\_\_\_\_\_\_\_\_. * 99% of the stuff is (p) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ within 6 months in North America. | | (q) \_\_\_\_\_\_\_\_\_\_ | * Garbage, stuff we bought, either gets dumped in a  (r) \_\_\_\_\_\_\_\_\_\_\_\_\_\_, or burned in an (s) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ and then dumped in a landfill. Either way, both (t) \_\_\_\_\_\_ the air, land, water and change the (u) \_\_\_\_\_\_\_\_\_\_\_\_\_\_. * Incinerators are the main source of (v) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ which is super toxic. * Although (w) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ helps a little bit, but it cannot get to the core of the problem, because one garbage can of waste people put out on the curb, 70 garbage cans of waste were made upstream. Moreover, much of the garbage can’t be recycled. |   *Reference:* [*http://storyofstuff.org/wp-content/uploads/movies/scripts/Story%20of%20Stuff.pdf*](http://storyofstuff.org/wp-content/uploads/movies/scripts/Story%20of%20Stuff.pdf)  ***3. Challenging level (optional)*:** Give an account on how materialistic virtues/values influence the relationship between human and the environment.   |  |  |  | | --- | --- | --- | | **Worksheet 5b: Consumer attitudes and virtues**   |  | | --- | | Information 1:  Liu Heng (202–157 BC), Emperor Wen of the Han Dynasty, was well known in China’s ancient history for his frugal lifestyle. While taking the throne, Emperor Wen lived a life of simplicity. He once wanted to have a roofless balcony, but immediately called off the plan when he was informed that the construction would cost 100 catties of gold, saying: “This equals the properties of ten middle-class households, which would make it an extravagant plan. We’d better drop the idea.”  While the wardrobe of Emperor Wen was filled with items made of stiff silk, they were all in black with no embroidery. Even his beloved Consort Shen followed his humble practice: the plain curtains she used had no floral patterns and she wore nothing that touched the ground. |  |  | | --- | | Information 2:  In the 33rd year of the reign of Qianlong Emperor in the Qing Dynasty, You Bashi, head of the Salt Administration of Lianghuai region, beseeched the Emperor to punish local salt merchants for corruption with their ostentatious and wasteful ways, as well as citing the merits of frugality for improving lives of his people. Qianlong Emperor dismissed this idea and decided that it was necessary since the wealthy merchants created jobs for many otherwise unemployed people. He thought it would be doing no favour by forcing them to be frugal. He did not see anything wrong in this kind of extravagant practice and did not find any reason for forbidding it. Qianlong’s words inspired his officials and there was no other suggestion of curbing luxury.  History shows that the Qianlong Emperor made a wise choice: big spendings of wealthy people boosted the economy of the Qing Dynasty to a large extent, and laid a foundation for the prosperity of the Kangxi and Qianlong reigns. |   Discussion:   1. What is the difference between the views of these two emperors on consumption? 2. According to the information provided, what virtues did they have? 3. Are their views on consumption applicable to both circumstances? 4. Which viewpoint is in line with the modern principle of sustainable development? | |

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| **Worksheet 5a: Consumerism**  ***(For teachers’ reference)***  Watch the online video on ‘Consumerism’ at <https://www.youtube.com/watch?v=8R1rLXX2p5M> (or other videos as suggested by the teacher) and complete the following tasks.  **Part 1: Summary of the video**  Please jot notes when watching the video at home. Write a summary in the box below, and be prepared to present it in class:   |  | | --- | | (Any reasonable answers) |   **Part 2: Life wisdom - past and present virtues** (7:15 – 16:00 of the video)  2.1. According to the video, compare the virtues in the past and present societies.   |  |  |  | | --- | --- | --- | |  | **Virtues yesteryear** | **Virtues nowadays** | | Nature | ~~Material~~ / Immaterial | Material / ~~Immaterial~~ | | Examples | Honesty, compassion, moderation, industriousness, wisdom, love…  (Or other reasonable answer) | Attractive body, beauty, wealth, sex, possessing a big house/car…  (Or other reasonable answers) | | Ability to bring us happiness | Yes / ~~No~~, because:  The quality of our relationships, that bring us genuine intrinsic happiness, and our ability to maintain them depend on those non-material virtues, like compassion, love, understanding & wisdom, etc. | ~~Yes~~ / No, because:  Desires for materialistic stuffs swell infinitely. They can never satisfy people. Moreover, money cannot buy true love, and materials cannot help maintain everlasting genuine relationships. |   2.2. What virtue(s) do you treasure more? Why?  (Any reasonable answers)  **Part 3: The story of stuff** (16:02 – 35:25)  Full in the blanks using the words provided below:   |  |  |  |  | | --- | --- | --- | --- | | Production | fisheries | energy | natural resources | | exploitation | Consumption | incinerator | Distribution | | externalizing | Extraction | trashed | recycling | | food chain | climate | forests | landfill | | dioxin | consume | selling | pollute | | value | overseas | Disposal |  |  |  |  | | --- | --- | | **System of ‘material economy’** | **Features and facts** | | (a) Extraction | * It is a fancy word for natural resource (b) exploitation and trashing the planet, as people chop down the trees, blow up the mountains to get the metals inside, use up all the water, and wipe out the animals. * In the past 30 years, 1/3 of the planet’s (c) natural resources bases have been consumed. * 75% of global (d) fisheries are fished at or beyond capacity. * 80% of the original (e) forests are gone. | | (f) Production | * People use (g) energy to mix toxic chemicals to make toxic contaminated products. * These toxics build up in the (h) food chain - human breast milk with high level of toxic contaminants - and concentrate in our bodies. * In the U.S., industry admits to releasing over 4 billion pounds of toxic chemicals a year. These dirty factories have been moved (i) overseas to pollute the third world. | | (j) Distribution | * It means “(k) selling all this toxic contaminated junk as quickly as possible” by keeping the prices down, and keeping the people buying. * Companies keep the prices down by (l) externalizing the costs. The true prices of goods are normally paid by people in the developing countries with loss of their natural resource base, clean air, increasing asthma and cancer rates. Kids in the Congo paid with their future who have had to drop out of school to mine coltan. | | (m) Consumption | * In America and many developed societies, people’s (n) value is measured and demonstrated is by how much they (o) consume. * 99% of the stuff is (p) trashed within 6 months in North America. | | (q) Disposal | * Garbage, stuff we bought, either gets dumped in a (r) landfill, or burned in an (s) incinerator and then dumped in a landfill. Either way, both (t) pollute the air, land, water and change the (u) climate. * Incinerators are the main source of (v) dioxin which is super toxic. * Although (w) recycling helps a little bit, but it cannot get to the core of the problem, because one garbage can of waste people put out on the curb, 70 garbage cans of waste were made upstream. Moreover, much of the garbage can’t be recycled. |   *Reference:* [*http://storyofstuff.org/wp-content/uploads/movies/scripts/Story%20of%20Stuff.pdf*](http://storyofstuff.org/wp-content/uploads/movies/scripts/Story%20of%20Stuff.pdf)  ***3. Challenging level (optional)*:** Give an account on how materialistic virtues/values influence the relationship between human and the environment.  (Any reasonable answers) |

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| **Worksheet 5b: Consumer attitudes and virtues**   |  | | --- | | Information 1:  Liu Heng (202–157 BC), Emperor Wen of the Han Dynasty, was well known in China’s ancient history for his frugal lifestyle. While taking the throne, Emperor Wen lived a life of simplicity. He once wanted to have a roofless balcony, but immediately called off the plan when he was informed that the construction would cost 100 catties of gold, saying: “This equals the properties of ten middle-class households, which would make it an extravagant plan. We’d better drop the idea.”  While the wardrobe of Emperor Wen was filled with items made of stiff silk, they were all in black with no embroidery. Even his beloved Consort Shen followed his humble practice: the plain curtains she used had no floral patterns and she wore nothing that touched the ground. |  |  | | --- | | Information 2:  In the 33rd year of the reign of Qianlong Emperor in the Qing Dynasty, You Bashi, head of the Salt Administration of Lianghuai region, beseeched the Emperor to punish local salt merchants for corruption with their ostentatious and wasteful ways, as well as citing the merits of frugality for improving lives of his people. Qianlong Emperor dismissed this idea and decided that it was necessary since the wealthy merchants created jobs for many otherwise unemployed people. He thought it would be doing no favour by forcing them to be frugal. He did not see anything wrong in this kind of extravagant practice and did not find any reason for forbidding it. Qianlong’s words inspired his officials and there was no other suggestion of curbing luxury.  History shows that the Qianlong Emperor made a wise choice: big spendings of wealthy people boosted the economy of the Qing Dynasty to a large extent, and laid a foundation for the prosperity of the Kangxi and Qianlong reigns. |   Discussion:   1. What is the difference between the views of these two emperors on consumption?   Emperor Wen advocated frugality while Qianlong thought the consumption of wealthy people was beneficial to social and economic development.   1. According to the information provided, what virtues did they have?   Emperor Wen was frugal, whereas Qianlong was insightful. (or any other reasonable answer)   1. Are their views on consumption applicable to both historical circumstances?   No. It is because Emperor Wen lived in a time when his people needed to recover their lives after years of war. Even if the royal court paid its people for their properties instead of just taking them without compensation, it should deploy more labour to the production of necessities to secure livelihoods. Any additional food should be stored to get prepared for natural disasters. On the contrary, rich people during Qianlong’s reign could help the society remain stable by making use of excessive productivity with their spendings, boosting economic activities and creating job opportunities. (or any other reasonable answer, for example discussing the relationship between the consumption of luxury goods and social justice)   1. Which viewpoint is in line with the modern principle of sustainable development?   Any reasonable answer is acceptable. For example, Emperor Wen’s practice stroke a balance among environmental, social and economic development, especially when both the society and economy were weak in his days. Qianlong also took into account economic development and social stability, but the environmental impact of his approach cannot be assessed. |

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| Worksheet 6: Summary & Self-evaluation  Write down the key learning points of this module.   |  | | --- | | 1. **Pollution in Hong Kong** | | 1. | | 2. | | 3. | | 4. | | 5. |  |  | | --- | | 1. **Causes of pollution** | | 1. | | 2. | | 3. | | 4. | | 5. |  |  | | --- | | 1. **Consumption and its environmental consequences** | | 1. | | 2. | | 3. | | 4. | | 5. |  |  | | --- | | 1. **Consumerism - How materialistic values influence the relationship between human society and the environment?** | | 1. | | 2. | | 3. | | 4. | | 5. |   Evaluate how well you have learnt (please put a ‘🗸’)   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | Very good | Good | Fair | Poor | | 1. Pollution in Hong Kong |  |  |  |  | | 1. Causes of pollution |  |  |  |  | | 1. Consumption and its environmental consequences |  |  |  |  | | 1. Consumerism - How materialistic values influence the relationship between human society and the environment? |  |  |  |  |   What question(s)/area(s) you want to learn more in this module of ‘Pollution and consumerism’? |

1. A set of values that believe consumption drives economic development, brings personal satisfactory or relief from pressure or even elements for identity construction. [↑](#footnote-ref-1)
2. A belief which is overly concerned with satisfactions brought about by material possession and wealth. [↑](#footnote-ref-2)
3. <http://files.eric.ed.gov/fulltext/ED443693.pdf> [↑](#footnote-ref-3)
4. <http://news.nationalgeographic.com/news/2004/01/0111_040112_consumerism.html> [↑](#footnote-ref-4)