**Sustainability Post Assessment**

1. A sustainable society
2. limits all further development.
3. meets the needs of the present without compromising those of the future.
4. continues as always and assumes that things will work out for the best.
5. returns to a more primitive style of living.
6. is inconsistent with the goals of environmentalism.
7. Which of the following is **not** characteristic of a sustainable society?
8. practices resource conservation
9. uses renewable resources whenever possible
10. protects biological species from extinction
11. relies heavily on fossil fuels
12. recycles whenever possible
13. Which material accounts for the greatest percentage of the weight of solid waste?
14. food waste
15. plastic
16. paper
17. yard waste
18. wood
19. The concept of ecological footprint is measured in terms of the amount of
20. resource an individual consumes daily.
21. land area.
22. resources an individual consumes over the course of a lifetime.
23. resources an entire nation consumes yearly.
24. resources an individual consumes yearly.
25. The Ecological footprint measure considers which of the following:
26. biologically productive land and water area required to produce resources used
27. land and water required to absorb waste
28. technology and management resource practices
29. a and b
30. all of the above
31. Sustainable food in the cafeteria should consider
32. the nutritional requirements of students.
33. the distance the food travels.
34. safety concerns (GMO, antibiotics, etc.)
35. Student preference in food selection.
36. All of the above.
37. What does the three Rs of recycling stand for?
38. Reuse, rethink, recycle
39. Rethink, recycle, reduce,
40. Recycle, reduce, replace
41. Reuse, recycle, reduce
42. Reuse, recycle, rethink
43. What is an infographic?
44. It's a visual explanation that helps you more easily understand, find or do something.
45. It's visual, and when necessary, integrates words and pictures in a fluid, dynamic way.
46. It stands alone and is completely self-explanatory.
47. It makes possible faster, more consistent understanding.
48. All of the above.
49. What is the purpose of a Pugh Chart?
50. Compare of potential engineering designs or solutions to determine which best meets a set of criteria.
51. Score a potential engineering design or solution.
52. Determine the criteria for the success of engineering design or solution.
53. None of the above.
54. A sustainable packaging
55. Is beneficial, safe, and healthy for individuals and communities throughout its life cycle
56. Is manufactured using clean production technologies and best practices;
57. Is made from materials healthy in all probable end-of-life scenarios.
58. Is physically designed to optimize materials and energy.
59. All of the above.
60. Write three words that describe sustainability.
61. Write three words to describe ecological footprint.
62. What daily activities do you do every day that affect your ecological footprint?
63. Will you change anything to increase sustainability in your life?
64. What part of this unit taught you the most (Bag it, ecological footprint, life cycle analysis, Pugh chart, sustainability infographic, researching solutions, etc.)? Explain why.
65. Has this project lead you to think about a potential career related to sustainability (marine biology, environmental engineering, chemical engineering, food science, sustainable farmer, etc.)? If so, why?
66. Did you talk about the information in this unit to your friends or family? (yes or no)
67. How was the learning in this unit different from other ways of learning information you've experienced? Explain.