

LESSON 2

PART A:

Objective:

To determine students' level of understanding of opportunities and drawbacks involved in consuming and conserving resources so as to plan and provide review/remediation as necessary.

Materials:

- Short quiz on content from Lesson 1 (Teacher to prepare based on data from Lesson 1).

Activities:

Ask students to complete a short quiz on content from Lesson 1 to ensure they understand the benefits and drawbacks of the resources used during the product life cycle.

PART B: So What?

Objective:

Students reflect on their knowledge and feelings about the opportunities and drawbacks that arise from the consumption and conservation of each resource involved in the life cycle of electronics. They are urged to consider these using a long-term, global perspective that encompasses humans and the rest of the natural world.

Materials:

- Chart paper or bristol board or posters that have been used on one side, markers that do not bleed through the page. Optional: glue, scissors and old magazines.

Activities:

1. Model this activity first with a few examples for the whole class and then ask students to complete the activity with a partner.
2. Write the phrase "electronics are made from resources" in a small box in the centre of the large piece of paper. From the box, draw a small line in any direction. Write the phrase "So what?" on top of the line. Draw a new box at the end of the line. Ask aloud: "So what?" and sketch (or ask a student to sketch) **your own personal answer** to this question. For example, "Mining metals involves clearing a large section of land". From the second box, draw another line in any direction. Write "So what?" on top of the second line. Draw a new, third box. Ask aloud "So what?" in response to the previous answer (e.g. "so what?" if mining metals involves clearing large sections of land). An answer could be, "Animals were probably living on the land before the humans cleared it". A "So what?" response could be, "it would make me sad to see animals harmed". Continue adding to this line of thought or start a new one from the centre box. Provide a second example that involves the benefits/opportunities in a material's life cycle (e.g. jobs, recycling opportunities, etc.).
3. Share these ground rules with the students:
 - i. Make it personal. This chart is about your own **personal** reaction to the puzzles, not the "right" reaction. Generally, the final box in a chain should describe how the individual student feels about the consequences outlined in that chain.
 - ii. Use pictures more than words (sketch pictures or cut and paste pictures from old magazines).
 - iii. Think big and broad. Think about all living things, near and far, now and in the future.
4. Post the completed "So what?" charts around the room. Place them at a height that students can reach in order to add and refer to them throughout the unit.

