

WithOnePlanet

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Investigate

Lesson 3
Teacher notes

You, your community, your planet

Years **7** to **8**

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INQuIRY     

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WithOnePlanet

Climate change education
An xpend Foundation initiative

You, your community, your planet

Lesson 3: Teacher notes

This document provides the teacher with the details of the lesson.

At a glance

In this lesson, students think about and investigate culture in terms of themselves, their wider community, and another culture foreign to them (Timor-Leste). The lesson looks specifically at culture and technology.

For an assessment guide and key lesson objectives, refer to the Unit outline.

INQuIRY focus: Investigate

The *Investigate* phase (lessons 3–7) is designed to provide students with hands-on experiences of culture and how we use plants in different cultures. Students explore ideas and discuss their observations with each other and the class. The *Investigate* phase ensures all students have a shared experience that can be discussed and explained.

In the *Investigate* phase students develop a literacy product to represent their developing understanding. They discuss and identify patterns and relationships within their observations. Students consider the current views and deepen their own understanding.

Teacher background information

What impact is technology having on our culture? Technology is transforming every aspect of human endeavour and it has been embraced with little questioning of the social, political or cultural impact. There is no time, we are all too consumed using it to stop and think about what is happening around us. Catch public transport, walk down the street or look at people in a cafe and you will see people not engaged with each other but on a device. In the developed world if you are not connected, you are not connected. But is this really the case. Or are we actually alienating ourselves from 'real' interaction, from diverse views and thereby reducing our tolerance of others, as we operate in our own social media bubble. Is our cultural identity being transformed by the rapid pace of technology up take, and are we oblivious to this. And what of the impact in the developing world. People with no access to clean drinking water, with little access to sanitation, health cover or education now have access to cheap smart phones and are able to connect to a world so far removed from their reality. This is considered progress.

Equipment

You, your community, your planet - Student worksheet



Videos:

- > Video – Do the right thing, (Australian ad) 1980 <<https://www.youtube.com/watch?v=0lC1p7-ApKs>>
- > Video – Do the right thing - anti litter campaign advertisement, <<https://www.youtube.com/watch?v=9lv7HFReCTU>>
- > Video – The school at the top of the mountain, Baguia Timor-Leste <<https://vimeo.com/73548370>>

Websites:

- > Website – WithOnePlanet, Fact Finder <<http://withoneplanet.org.au/library-resources/fact-finder/>>
- > Website – Time The Surprisingly Large Energy Footprint of the Digital Economy [Update] <<http://science.time.com/2013/08/14/power-drain-the-digital-cloud-is-using-more-energy-than-you-think/>>

Other materials:

Technology census – Student worksheets.

Lesson steps

Activity 1 and 2: Thinking about yourself. Thinking about your community

1. Discuss technology use in the students’ lives, both at home and in the school setting.
2. Students to answer questions in Activity 1 and 2.

Activity 3: Looking at another culture – Timor-Leste

1. Show the video *The school at the top of the mountain* and discuss it with students.
2. Students to answer questions in Activity 3.

Activity 4: What effect can the media have on culture?

1. Elicit from students the effects they think media can potentially have on their lives and culture.
2. Students answer questions 1 and 2 in Activity 4.
3. Show the two videos from the ‘*Do the right thing*’ campaign. You may also want to show other videos or resources. There are many clips searchable on the internet.
4. Discuss the effect of this campaign on Australian culture, and the role of technology and media as a vehicle to bring the message of this campaign into people’s lives and ultimately change the culture about littering.

ACTIVITY 5: What effect is popular culture having on the environment?

1. Place students in groups of 5 or 6 and hand out one technology census card per group.
2. Students complete group technology census cards.
3. As a class, tally the information from the census cards to get a census result for the technology use (questions 1 to 10) of the whole class.
4. Students to read websites:
 - <<http://withoneseed.org.au/fact-finder/>>.
 - <<http://science.time.com/2013/08/14/power-drain-the-digital-cloud-is-using-more-energy-than-you-think/>>.
5. Discuss the impact that this technology use might have on the environment as revealed by *Lesson 3 - Student worksheet*, Activity 5.

Sources:

- New South Wales Government, 1980, *Do the Right Thing* (Australian ad) 1980, [Online Video], 10 January 2010, viewed 25 February 2016 <<https://youtu.be/0lC1p7-ApKs>>
- Litter and Recycling Research Association, 2012, *Do the Right Thing – Anti-litter Campaign Ad*, [Online Video] 23 December 2012, viewed 25 January 2018 <https://www.youtube.com/watch?v=pj2KztpG_J4>
- WithOnePlanet, 2015, Fact Finder, viewed 25 February 2016 <<http://withoneplanet.org.au/library-resources/fact-finder/>>
- Time, 2014, The Surprisingly Large Energy Footprint of the Digital Economy [Update], [Online Video] 14 August 2014, viewed 25 February 2016 <<http://science.time.com/2013/08/14/power-drain-the-digital-cloud-is-using-more-energy-than-you-think/>>
- WithOne Seed, 2012, *The school at the top of the mountain*, [Online Video], 31 August 2013, viewed 25 February 2016, <<https://vimeo.com/73548370>>

Lesson 3: Teacher resource

Computer technology emissions census

Activity: How much computer technology do we consume?

Conduct a computer technology audit using the worksheet below and calculate how much technology is consumed by yourself, your family and your class.



Name: _____ Year level: _____

Questions	My technology consumption	My families technology consumption	My group's technology consumption
Q1: How many computers devices do you own? (Computers devices = desktop computers, laptop computers, tablet, music devices, mobile phone)			
Q2: On average, how many mobile phone calls do you make a day?			
Q3: On average, how many text messages do you send a day?			
Q4: On average, how many emails do you send a day?			
Q5: On average, how many minutes do you spend on Facebook a day?			
Q6: On average, how many videos do you watch online a week?			
Q7: On average, how many Google searches do you do a week?			
Q8: On average, how long do you spend playing computer games a week?			
Q9: Approximately how many photos have you posted on Facebook?			
Q10: Approximately how many MB of data do you have stored in the cloud?			

Sources:
WithOnePlanet 2015