

WithOnePlanet

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Investigate

Lesson 3

Student worksheet

You, your community, your planet

Years
7 to **8**



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INQuIRY     

WithOnePlanet

Climate change education
An xpanD Foundation initiative

You, your community, your planet

Lesson 3: Student worksheet

Introduction

Our culture encompasses everything we do, from when we are born to when we die. One aspect of our lives that is becoming more and more ingrained in the cultures of many places is Digital technology. Digital technology is impacting on our culture in many ways. It impacts on the way we spend our time, the way we learn in a classroom, and many other things. In this lesson we take a look at technology, and look at it from the perspective of ourselves, our community and as an example from the wider world.

Activity 1: Thinking about yourself

Have a think about how you would use technology (phones, computers, television, gaming, etc.) in an average week, and answer the following questions.

Q1: What technology do you use in your everyday life?

Q2: What do you use this technology for (i.e. social contacts, learning, homework, relaxing, etc.)?

Q3: How long would you use these different devices on an average day?

Q4: Is this part of your culture? What has technology got to do with culture?

Activity 2: Thinking about your community

Think about how you use technology at your school and answer the following questions.

Q1: How many computers do you estimate there are at your school?

Q2: How often would you use technology as part of your learning?

Q3: What are the cultural expectations in your community regarding the use of technology in schools?

Activity 3: Looking at another culture – Timor-Leste

Watch this YouTube video and answer the questions that follow:



The school at the top of the mountain, <<https://vimeo.com/73548370>>.



Q1: What are some of the differences between the classrooms in the video and the classrooms in your school?

Q2: How much technology is in use in classrooms in Timor-Leste?

Q3: How would your school day be different if your school didn't have any power?

Q4: If you didn't have technology how would you access learning and information?

Sources:

WithOne Seed, 2012, The school at the top of the mountain, [Online Video], 31 August 2017, viewed 25 February 2016, <<https://vimeo.com/73548370>>

An example of a highly successful public campaign that was strongly influenced by a concerted campaign for behavioural change was the ‘Clean up Australia’ campaign from the 1980s and 1990s. Traditional media, television, print and radio, was the vehicle that brought the campaign to people’s attention. If your parents lived in Australia in the 1990s and had watched television, they will probably be able to tell you about this campaign, and will most likely be able to complete the phrase, ‘Do the right thing ...’ with the words ‘put it in the bin.’ Today, for the vast majority of Australians, the cultural norm concerning littering is to put litter in a bin, and not throw it on the ground.

Watch the following two YouTube videos from the ‘Do the right thing’ campaign:



Do the right thing, <<https://www.youtube.com/watch?v=0lC1p7-ApKs>>.



Do the right thing – anti litter campaign ad, <https://www.youtube.com/watch?v=pj2KztpG_J4>



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>

Talk to an adult who was living in Australia in the 1990s, and ask if they remember the 'Do the right thing' campaign, and what impact they think it had on Australian culture.

In Timor-Leste, there has not been any successful coordinated anti-littering campaign like we had in Australia. Littering is still something that most Timorese do not have a consciousness about and it is not uncommon for little to be dropped in the ground. There is a growing awareness of the issue and the Government has made a big effort to keep the streets of Dili clean, however at the level of individual responsibility there is not yet a social awareness about the impacts that littering can have on the environment.



Litter on the shores of Timor-Leste. Plastic bottles and garbage waste from a nearby village wash on the shores of a river and then spill into the sea.

Sources:

United Nations Photo , Waste Collects on the Shores of Timor-Leste, Flickr available under Creative Commons license 2015

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

Your teacher will put you in groups, and hand out a *Technology census – Student worksheet* for you to fill in.

1. Complete your own worksheet to calculate your technology consumption
2. Then collate each person's answers to calculate the total technology consumption of your group
3. Now collate each group's answers to calculate the total technology consumption of your class

When you have completed the calculations, answer to the following questions.

Q1: How many computers/devices/phones are owned by the people in your class?

Q2: How many computers/devices/phones are owned by the families of everyone in the class?

Q3: On average, how many mobile phone calls do members of your class make a day?

Q4: On average, how many text messages do members of your class send a day?

Q5: On average, how many emails do members of your class send a day?

Q6: On average, how long do members of your class spend on Facebook a day?

Q7: On average, how many videos do members of your class watch online per week?

Q8: On average, how many Google searches do members of your class do per week?

Q9: On average, how long do members of your class spend playing computer games per week?

Q10: How many photos have members of your class posted on Facebook?

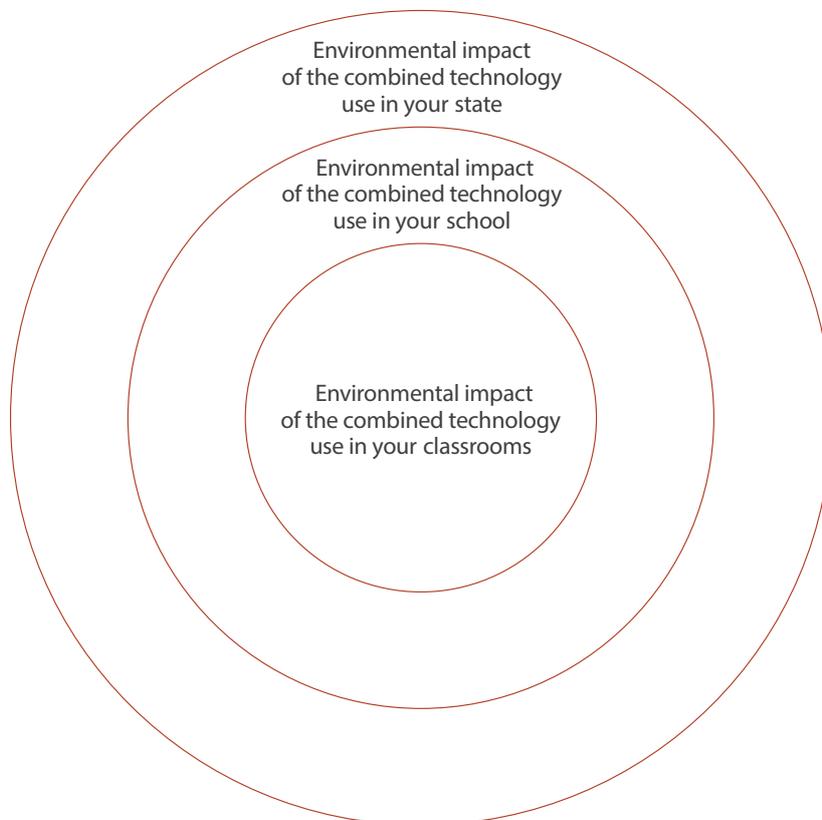
Do you think your technology use has an impact on the environment? In groups, look at the information in the following websites:

<http://withoneplanet.org.au/library-resources/fact-finder/>

<http://science.time.com/2013/08/14/power-drain-the-digital-cloud-is-using-more-energy-than-you-think/>

As a class, discuss the impact you think your class's combined technology use might have on the environment.

- > What about the combined impact of all the classrooms in your school?
- > What about all the schools and workplaces in your suburb, your city, your state?



Sources:

WithOnePlanet, 2013, *Fact Finder*, viewed 25 February 2017 <<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/>>