

SECUNDÀRIA 4t / BATXILLERAT

BLACK FRIDAY, BLACK SATURDAY, BLACK SUNDAY...

Unitat Didàctica Anglès

PER A MILIONS DE PERSONES AL MÓN
TOTS ELS DIES SÓN NEGRES



La nostra manera de consumir afecta a les persones més vulnerables

CONSUMIR EL JUST I NECESSARI DEPÈN DE TU



Responsible technological consumption

Sheet for Teachers

This teaching unit tries to make students aware of the excessive consumption of technological products around their own model of life and the consequences it has on the surrounding (local community) and on the global environment (international community).

To achieve this, we have designed different activities where students can discover the concept of "technological waste and responsible consumption".

These activities:

1. Start from situations and / or problems closer to students.
2. Include cooperative and collaborative learning activities.
3. Respect the differences and the diversity of students.
4. Promote responsibility in students in the learning process.
5. Promote critical thinking and constructive questioning.
6. Promote the consciousness of the massive use of the technological gadgets and its consequences in the whole world.

Specific objectives:

1. Understand and value the relationship established with the environment and its impact on local and global scale.
2. Understand the importance of changing technological habits to make life more friendly to people and the environment.
3. Express one's opinion and respect the opinions of others, turns to speak and identify the assembly as the meeting point of different ways of thinking.
4. Encourage that responsible technological consumption depends on us.

Contents:

- The impact that technological waste has on our lives.
- Implementation of different strategies and initiatives for responsible technological consumption.
- Consequences of technological waste.
- Children's rights related to technological waste.
- Critical reflection on the different alternatives which have emerged to compensate for the environmental impact of consumer society.
- Critical education in the media.
- Responsibility in decision making.

Contribution to the acquisition of basic skills:

| Basic skills | Details | Activities |
|--|---|---|
| Competence in linguistic communication | Vocabulary related to technology. Produce written texts. | Routines Reading comprehension Video script/poem/song |
| Mathematical competence | Use mathematical data to understand consumers' habits. | Reading comprehension |
| Knowledge and interaction with the physical world. | Find out how technological waste impacts in the world. | Video: <i>Story of electronics</i> |
| Data processing and digital competence | Process and analyse the information taken from digital sources. Create a video. | Photographs Video: <i>Story of electronics</i> Reading Producing the video |
| Social and civic competence | Concern about the importance of responsible technological consumption. Make teenagers aware of the planned obsolescence and the long-quality of technological gadgets. | Photographs Video: Story of electronics Video: Rap song |
| Cultural and artistic competence | Create a video, a poem or a song to make students conscious of the waste and its impact in the environment. | Producing the final video Write a poem of a song |
| Learning to learn | Use strategies to find possible answers and show students they can be part of the solution. | Final commitment |
| Competition autonomy and personal initiative | Motivate students to be creative, to show self criticism and ability to choose the right option. | All activities |
| Spiritual dimension | Make students conscious of the importance of our acts on an individual and collective scale. | All activities |

Timing:

3 sessions of 50 minutes

Evaluation criteria:

1. Rate the consequences of technological waste on the environment and measure its impact.
2. Identify one's responsibility as a consumer and be able to promote initiatives to change our buying habits.
3. Make, as a final product, a short video, article, poem or song about the responsible technological consumption.

Students' diversity:

Pay attention to those students who cannot keep up with the class, and adapt the work according to their abilities.

Materials:

- Equipment for showing the entire class an online video clip and resources
- Mobile phones or digital camera to record the video.
- Resources given in the lesson plans.

Students' activities

Lesson plan, session 1. "What is E-waste? Origin and end of E-waste"

The teacher begins the lesson by the *thinking routine*: "what I know, what we know". Then the topic ("*Responsible technological consumption*") is introduced, showing students the photographs about technological disposals and asking them to work in pairs and write what they know about this topic. Their ideas will be shared with the class.

Also, students could put a title these pictures and link them with a children right, if possible. (Rights could be projected on the screen as well, given to the students, or printed and stuck around the class....)

These two activities are optional; teachers decide whether they want to do them or not, though we recommend doing them.

We have attached the children's rights, taken from Unicef and given a possible answer to each photo, apart from titles for the photos.

13'

Links to the photos:

<http://ngm.nationalgeographic.com/2008/01/high-tech-trash/carroll-text>

<http://mashable.com/2011/11/02/trash-tech-recycling/#ZC3WGrDqusql>

<http://www.timeforkids.com/news/tech-trash/89926>

<https://singhsblogumd.wordpress.com/tag/social/>

<http://www.mailinmobile.com/blog/4-major-factors-contributing-electronic-waste/>

Link to the children's rights:

http://www.unicef.org/crc/files/Rights_overview.pdf

- Play the video "*The story of electronics*":

7'

https://www.youtube.com/watch?v=sW_7i6T_H78

- *Thinking routine*: "Write a headline". Which is the actual aim of the video?

Students think about the main purpose of the video and share their ideas with their partner.

5'

- Read the text, "*11 Facts about E-Waste*", aloud in class and then in pairs choose two pieces of information which they consider to be the most shocking.

Write them in the worksheet and share in turns with the rest of class.

<https://www.dosomething.org/us/facts/11-facts-about-e-waste>

20'

- The session will end up answering the following question in the worksheet: *What have we learnt today?*

5'

Lesson plan session 2. “You can be part of the solution”

- In order to resume the topic of this unit, we will watch the video “E-Waste Rap”:

<https://www.youtube.com/watch?v=WiDd90juUaE>

- We make groups of three or four people, to elaborate the final product.

Groups can choose between recording a video explaining their solution to the problem of technological waste or writing a poem/song on the topic.

In addition, if students want to design a poster, they can also do it.

It is important to remind students that they will have to present and explain their products to the rest of the class in the next session.

Lesson plan session 3. “The commitments”

- In this lesson, students present in turns what they have created and the rest of the class will assess their classmate work with a rubric. Best works could be shown in the school website.
- In order to conclude this week’s work, each student will be asked to think and write a sentence with his or her commitment about how to reduce e-waste and become a responsible technological consumer.
- Our suggestion could be that students keep on working on this project during tutor time, elaborating a poster with the ideas that they have expressed in the previous activity and choose one as the class commitment.

Photographs (session 1, first activity)



Too much waste around

Children have the right to education and access to information and mass media.



Recycling and children's work in Africa

Children have the right to enough food and water



Technology also gets old

Children have the right to preserve their identity, be free, play and not work.



The waste is growing

Children have the right to be protected and live in a safe environment.



Technology abuse / Technological abuse

Children have the right to health services

Children's rights. (session 1, first activity)

FACT SHEET: A summary of the rights under the Convention on the Rights of the Child

Article 1 (Definition of the child): The Convention defines a 'child' as a person below the age of 18, unless the laws of a particular country set the legal age for adulthood younger. The Committee on the Rights of the Child, the monitoring body for the Convention, has encouraged States to review the age of majority if it is set below 18 and to increase the level of protection for all children under 18.

Article 2 (Non-discrimination): The Convention applies to all children, whatever their race, religion or abilities; whatever they think or say, whatever type of family they come from. It doesn't matter where children live, what language they speak, what their parents do, whether they are boys or girls, what their culture is, whether they have a disability or whether they are rich or poor. No child should be treated unfairly on any basis.

Article 3 (Best interests of the child): The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children. This particularly applies to budget, policy and law makers.

Article 4 (Protection of rights): Governments have a responsibility to take all available measures to make sure children's rights are respected, protected and fulfilled. When countries ratify the Convention, they agree to review their laws relating to children. This involves assessing their social services, legal, health and educational systems, as well as levels of funding for these services. Governments are then obliged to take all necessary steps to ensure that the minimum standards set by the Convention in these areas are being met. They must help families protect children's rights and create an environment where they can grow and reach their potential. In some instances, this may involve changing existing laws or creating new ones. Such legislative changes are not imposed, but come about through the same process by which any law is created or reformed within a country. Article 41 of the Convention points out that when a country already has higher legal standards than those seen in the Convention, the higher standards always prevail.

Article 5 (Parental guidance): Governments should respect the rights and responsibilities of families to direct and guide their children so that, as they grow, they learn to use their rights properly. Helping children to understand their rights does not mean pushing them to make choices with consequences that they are too young to handle. Article 5 encourages parents to deal with rights issues "in a manner consistent with the evolving capacities of the child". The Convention does not take responsibility for children away from their parents and give more authority to governments. It does place on governments the responsibility to protect and assist families in fulfilling their essential role as nurturers of children.

Article 6 (Survival and development): Children have the right to live. Governments should ensure that children survive and develop healthily.

Article 7 (Registration, name, nationality, care): All children have the right to a legally registered name, officially recognised by the government. Children have the right to a nationality (to belong to a country). Children also have the right to know and, as far as possible, to be cared for by their parents.

Article 8 (Preservation of identity): Children have the right to an identity – an official record of who they are. Governments should respect children's right to a name, a nationality and family ties.

Article 9 (Separation from parents): Children have the right to live with their parent(s), unless it is bad for them. Children whose parents do not live together have the right to stay in contact with both parents, unless this might hurt the child.

Article 10 (Family reunification): Families whose members live in different countries should be allowed to move between those countries so that parents and children can stay in contact, or get back together as a family.

Article 11 (Kidnapping): Governments should take steps to stop children being taken out of their own country illegally. This article is particularly concerned with parental abductions. The Convention's Optional Protocol on the sale of children, child prostitution and child pornography has a provision that concerns abduction for financial gain.

Article 12 (Respect for the views of the child): When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account. This does not mean that children can now tell their parents what to do. This Convention encourages adults to listen to the opinions of children and involve them in decision-making -- not give children authority over adults. Article 12 does not interfere with parents' right and responsibility to express their views on matters affecting their children. Moreover, the Convention recognizes that the level of a child's participation in decisions must be appropriate to the child's level of maturity. Children's ability to form and express their opinions develops with age and most adults will naturally give the views of teenagers greater weight than those of a preschooler, whether in family, legal or administrative decisions.

Article 12 (Respect for the views of the child): When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account.

Article 13 (Freedom of expression): Children have the right to get and share information, as long as the information is not damaging to them or others. In exercising the right to freedom of expression, children have the responsibility to also respect the rights, freedoms and reputations of others. The freedom of expression includes the right to share information in any way they choose, including by talking, drawing or writing.

Article 14 (Freedom of thought, conscience and religion): Children have the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should help guide their children in these matters. The Convention respects the rights and duties of parents in providing religious and moral guidance to their children. Religious groups around the world have expressed support for the Convention, which indicates that it in no way prevents parents from bringing their children up within a religious tradition. At the same time, the Convention recognizes that as children mature and are able to form their own views, some may question certain religious practices or cultural traditions. The Convention supports children's right to examine their beliefs, but it also states that their right to express their beliefs implies respect for the rights and freedoms of others.

Article 15 (Freedom of association): Children have the right to meet together and to join groups and organisations, as long as it does not stop other people from enjoying their rights. In exercising their rights, children have the responsibility to respect the rights, freedoms and reputations of others.

Article 16 (Right to privacy): Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes.

Article 17 (Access to information; mass media): Children have the right to get information that is important to their health and well-being. Governments should encourage mass media – radio, television, newspapers and Internet content sources – to provide information that children can understand and to not promote materials that could harm children. Mass media should particularly be encouraged to supply information in languages that minority and indigenous children can understand. Children should also have access to children's books.

Article 18 (Parental responsibilities; state assistance): Both parents share responsibility for bringing up their children, and should always consider what is best for each child. Governments must respect the responsibility of parents for providing appropriate guidance to their children – the Convention does not take responsibility for children away from their parents and give more authority to governments. It places a responsibility on governments to provide support services to parents, especially if both parents work outside the home.

Article 19 (Protection from all forms of violence): Children have the right to be protected from being hurt and mistreated, physically or mentally. Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them. In terms of discipline, the Convention does not specify what forms of punishment parents should use. However any form of discipline involving violence is unacceptable. There are ways to discipline children that are effective in helping children learn about family and social expectations for their behaviour – ones that are non-violent, are appropriate to the child's level of development and take the best interests of the child into consideration. In most countries, laws already define what sorts of punishments are considered excessive or abusive. It is up to each government to review these laws in light of the Convention.

Article 20 (Children deprived of family environment): Children who cannot be looked after by their own family have a right to special care and must be looked after properly, by people who respect their ethnic group, religion, culture and language.

Article 21 (Adoption): Children have the right to care and protection if they are adopted or in foster care. The first concern must be what is best for them. The same rules should apply whether they are adopted in the country where they were born, or if they are taken to live in another country.

Article 22 (Refugee children): Children have the right to special protection and help if they are refugees (if they have been forced to leave their home and live in another country), as well as all the rights in this Convention.

Article 23 (Children with disabilities): Children who have any kind of disability have the right to special care and support, as well as all the rights in the Convention, so that they can live full and independent lives.

Article 24 (Health and health services): Children have the right to good quality health care – the best health care possible – to safe drinking water, nutritious food, a clean and safe environment, and information to help them stay healthy. Rich countries should help poorer countries achieve this.

Article 25 (Review of treatment in care): Children who are looked after by their local authorities, rather than their parents, have the right to have these living arrangements looked at regularly to see if they are the most appropriate. Their care and treatment should always be based on “the best interests of the child”. (see Guiding Principles, Article 3)

Article 26 (Social security): Children – either through their guardians or directly – have the right to help from the government if they are poor or in need.

Article 27 (Adequate standard of living): Children have the right to a standard of living that is good enough to meet their physical and mental needs. Governments should help families and guardians who cannot afford to provide this, particularly with regard to food, clothing and housing.

Article 28: (Right to education): All children have the right to a primary education, which should be free. Wealthy countries should help poorer countries achieve this right. Discipline in schools should respect children’s dignity. For children to benefit from education, schools must be run in an orderly way – without the use of violence. Any form of school discipline should take into account the child’s human dignity. Therefore, governments must ensure that school administrators review their discipline policies and eliminate any discipline practices involving physical or mental violence, abuse or neglect. The Convention places a high value on education. Young people should be encouraged to reach the highest level of education of which they are capable.

Article 29 (Goals of education): Children’s education should develop each child’s personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people. Children have a particular responsibility to respect the rights their parents, and education should aim to develop respect for the values and culture of their parents. The Convention does not address such issues as school uniforms, dress codes, the singing of the national anthem or prayer in schools. It is up to governments and school officials in each country to determine whether, in the context of their society and existing laws, such matters infringe upon other rights protected by the Convention.

Article 30 (Children of minorities/indigenous groups): Minority or indigenous children have the right to learn about and practice their own culture, language and religion. The right to practice one’s own culture, language and religion applies to everyone; the Convention here highlights this right in instances where the practices are not shared by the majority of people in the country.

Article 31 (Leisure, play and culture): Children have the right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities.

Article 32 (Child labour): The government should protect children from work that is dangerous or might harm their health or their education. While the Convention protects children from harmful and exploitative work, there is nothing in it that prohibits parents from expecting their children to help out at home in ways that are safe and appropriate to their age. If children help out in a family farm or business, the

tasks they do be safe and suited to their level of development and comply with national labour laws. Children's work should not jeopardize any of their other rights, including the right to education, or the right to relaxation and play.

Article 33 (Drug abuse): Governments should use all means possible to protect children from the use of harmful drugs and from being used in the drug trade.

Article 34 (Sexual exploitation): Governments should protect children from all forms of sexual exploitation and abuse. This provision in the Convention is augmented by the Optional Protocol on the sale of children, child prostitution and child pornography. **Article 35 (Abduction, sale and trafficking):** The government should take all measures possible to make sure that children are not abducted, sold or trafficked. This provision in the Convention is augmented by the Optional Protocol on the sale of children, child prostitution and child pornography.

Article 36 (Other forms of exploitation): Children should be protected from any activity that takes advantage of them or could harm their welfare and development.

Article 37 (Detention and punishment): No one is allowed to punish children in a cruel or harmful way. Children who break the law should not be treated cruelly. They should not be put in prison with adults, should be able to keep in contact with their families, and should not be sentenced to death or life imprisonment without possibility of release.

Article 38 (War and armed conflicts): Governments must do everything they can to protect and care for children affected by war. Children under 15 should not be forced or recruited to take part in a war or join the armed forces. The Convention's Optional Protocol on the involvement of children in armed conflict further develops this right, raising the age for direct participation in armed conflict to 18 and establishing a ban on compulsory recruitment for children under 18.

Article 39 (Rehabilitation of child victims): Children who have been neglected, abused or exploited should receive special help to physically and psychologically recover and reintegrate into society. Particular attention should be paid to restoring the health, self-respect and dignity of the child.

Article 40 (Juvenile justice): Children who are accused of breaking the law have the right to legal help and fair treatment in a justice system that respects their rights. Governments are required to set a minimum age below which children cannot be held criminally responsible and to provide minimum guarantees for the fairness and quick resolution of judicial or alternative proceedings.

Article 41 (Respect for superior national standards): If the laws of a country provide better protection of children's rights than the articles in this Convention, those laws should apply.

Article 42 (Knowledge of rights): Governments should make the Convention known to adults and children. Adults should help children learn about their rights, too. (See also article 4.)

Articles 43-54 (implementation measures): These articles discuss how governments and international organizations like UNICEF should work to ensure children are protected in their rights.

Reading comprehension. (session 1, fourth activity):

11 Facts About E-Waste

1. In 2009, discarded TVs, computers, peripherals (including printers, scanners, fax machines) mice, keyboards, and cell phones totalled about 2.37 million tons.
2. E-waste represents 2% of America's trash in landfills, but it equals 70% of overall toxic waste.
3. 20 to 50 million metric tons of e-waste are disposed worldwide every year.
4. Cell phones and other electronic items contain high amounts of precious metals like gold or silver. Americans dump phones containing over \$60 million in gold/silver every year.
5. A large number of what is labelled as "e-waste" is actually not waste at all, but rather whole electronic equipment or parts that are readily marketable for reuse or can be recycled for materials recovery.
6. Only 12.5% of e-waste is currently recycled.
7. For every 1 million cell phones that are recycled, 35,274 lbs of copper, 772 lbs of silver, 75 lbs of gold, and 33 lbs of palladium can be recovered.
8. Recycling 1 million laptops saves the energy equivalent to the electricity used by 3,657 U.S. homes in a year.
9. E-waste is still the fastest growing municipal waste stream in America, according to the EPA.
10. It takes 530 lbs of fossil fuel, 48 lbs of chemicals, and 1.5 tons of water to manufacture one computer and monitor.
11. Electronic items that are considered to be hazardous include, but are not limited to: Televisions and computer monitors that contain cathode ray tubes, LCD desktop monitors, LCD televisions, Plasma televisions, Portable DVD players with LCD screens.

Students' worksheet

Responsible technological consumption

Session 1

What I know, what we know

- _____
- _____

Title and children's right for each photo

(1) _____ (4) _____

(2) _____ (5) _____

(3) _____

Write a headline

- _____
- _____

Two most shocking facts about E-Waste

- _____
- _____

What have we learnt today?

- _____

Session 3

Rubric to assess the final product

| | 1 | 2 | 3 |
|----------------|---|---|---|
| Originality | | | |
| Content | | | |
| Use of English | | | |

Individual commitment:

- _____
- _____
- _____
- _____