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JGI Global Cell Phone Campaign Curriculum Materials

Suitable for middle/high school students

Student Activity One: Ecological, Social and Economic Footprints of Cell Phones

In this activity, students will examine the link between smartphones, conflict, climate change and Great Apes. Students can either do this activity alone, in pairs, or in small groups.

Distribute the Activity One Handout to students, encouraging them to fill out the appropriate rows as they go through the resources.

Resources:

1. Pull up this infographic on a screen for the class to view. Slowly scroll through it so students can go through all of the information: <http://visual.ly/environmental-impact-cell-phones>
2. Then have your students read this article from the Jane Goodall Canada website: [The Link between Your Smartphone and Chimpanzees](#)
3. Then share these two videos with the students:
 - This short video explains what conflict minerals are and how mining finances conflict. Conflict Minerals 101: <https://www.youtube.com/watch?v=aF-sJgcoY20>
 - A Vice Guide to the Congo (show first 5 minutes if there is not enough time for the full documentary). This documentary gives an up-close look at the connection between mining and conflict: <https://www.youtube.com/watch?v=kYqrflGpTRE>

Discussion:

Once everyone has completed the worksheet, ask students why the extraction of natural resources is a source of conflict in the DRC? How does this conflict impact people, animals, and the environment? How do cell phones contribute to climate change? Ask if they can think of any other resource based conflicts and how their consumer behaviour might contribute.





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Activity One Handout

Using the information you've learned from the infographic, article and videos, please complete the following table by listing the impacts of cell phones on the triple bottom line (environment, economy, society).

Environmental Impacts	
Economic Impacts	
Social Impacts	



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Student Activity Two: Action Plan

Using the following three web articles, have groups come up with the top 3 ways to reduce their cell phone's environmental footprint. Ask them to rank their top 3 strategies in Handout Two, and be prepared to justify their choices.

Resources:

1. Reduce, Reuse and Recycle your Mobile Life:
<http://greenactioncentre.ca/green-your-special-occasions/reduce-reuse-and-recycle-your-mobile-life/>
2. Guide to Greener Mobile Phone Companies:
<http://www.ethicalconsumer.org/ethicalreports/mobilesreport/environment.aspx>
3. Greenpeace's Guide to Greener Electronics:
<http://www.greenpeace.org/international/en/campaigns/climate-change/cool-it/Campaign-analysis/Guide-to-Greener-Electronics/>





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Activity Two Handout: Greening Your Cellphone

Using the information you've just learned from reading through the three articles, list the top 3 ways you think you can reduce your cellphone's environmental impact.

	Describe your Solution	Justify your Ranking
Solution #1		
Solution #2		
Solution #3		





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Student Activity Three: Media Critique

The goal of this exercise is to have students analyze how their consumer choices can be influenced by marketing. Have them recognize key words, phrases and tactics used in the commercial that may 'lead' consumers. Discuss whether this kind of advertising is effective, and if so, what the ramifications of ads like this are in context of the Forest in Calling campaign?

Resources:

Watch these two videos

1. <https://www.youtube.com/watch?v=tbgeZKo6IUl&list=PLHFHhpPjgk71-8cHGcN7GpjlImFcVIC4X&index=14>
2. <https://www.youtube.com/watch?v=R59TevgzN3k>

Then, in small groups, discuss what the purpose of this advertisement is and whether you found it effective. Did you enjoy the commercials? How does it describe the phone? What kinds of features and upgrades did it highlight? Discuss as a class the potential harmful repercussions of marketing mobile phones in this way and how it can lead to us living in a throwaway society. How can we become more conscious consumers?

