



Seeds

Title

WEIRD SMS

Sorry, but the resources you want to access are not available at the moment

Description

This is a discussion game devised as a supplementary teaching tool in the field of environment education. Its aim is to stimulate discussion as well as a deeper awareness of all the social and environmental issues which lay behind this kind of phone, so widely used particularly by young people.

Though the mobile phone undoubtedly has marked a revolutionary step forward in the history of communication technology and people's lifestyle, behind it a complex background of corporate finance, technological development, globalization, wars, poverty and exploitation lies uncovered to most people. In the last decades it has evolved from exclusive object to everybody's item, having become, at the same time, a status symbol, a model and something that seems to define your identity....

And now a whole world revolves around it.

Every day about 2 million mobile phones are being produced, which means around 25 pieces a second, and they are assembled on behalf of multinational corporations by companies located in countries such as China, Mexico, Morocco, India,etc.

Then, if we go deeper and try and identify all the materials our mobiles are made of, we will find out that, in order to make one mobile phone, around 30 different minerals are needed (some of them becoming rare) that come from mines located in almost obscure Third World countries.

**Materials
for the test
Time needed**

- A Peters projection world map;
- 10/15 pawns with the image of a mobile on top of each of them;
- 10/15 pawns with the words "made in";
- 10/15 pawns with the chemical symbol of a mineral;
- 10/15 pawns with the image of a broken mobile;
- Old and out-of-order mobile phones to be disassembled;
- A set of small screwdrivers to unscrew them to pieces;
- Raw materials Cards;
- In-depth Study Cards;
- List of Producers.

The discussion game can be played during one or two meetings, lasting a couple of hours each (the choice is left to the facilitator who will be leading the game), with a group of 10 to 30 students.

After introducing the subject of mobile phones, the facilitator asks the students the following questions:

“How many mobile phones have you got/have you had?” “Why did you replace them?”

After the first round of answers, the following question is posed:

“Where are the companies that produce our mobiles located?”

Hand out the Producers’ List (we suggest to have the students write the answers to the questions on an anonymous piece of paper so as to enhance everybody’s participation). The pawns bearing the image of a mobile are to be positioned on the Peters projection world map

At this point, we can start ‘dissecting’ the mobiles no longer working, disassembling them, where possible, and we ask:

“Where are the various components being produced? Who assembled them?” and then the “made in” pawns are positioned on the world map.

Then, we go down to smaller details, identifying the raw materials which the various parts of the phone are made of (see the In-depth Study Cards in the Section “Updating and In-depth Study” of the Manual) and the question is asked:

Instructions

“Where do the raw material come from?”, thus positioning the ‘minerals’ pawns on the map.

To spark up discussion, further questions could be asked after supplying the relevant documentation: ***“What kind of countries are these?” “What is going on there?” “What kind of life do these people live (meaning the people who harvest or mine the basic raw materials that make this ‘miracle’ possible)?”***

And, last but not least: ***“Where are the old mobiles disposed of? And how?”***.

To enable the students to answer this question, ulterior documentation is supplied and the pawns representing broken mobiles can now be placed on the map.

All the answers trigger many other questions, such as: ***“Can my lifestyle affect all this?” “Can it make a difference to be well-informed and aware of where things come from?”***

At this point, looking at the projection world map, we will be able to observe a strange and complex jigsaw puzzle. The facilitator will have to play the delicate role of moderating the discussion, motivating the students and supplying satisfactory answers to their questions and doubts.

In-depth study

See In-depth Study Cards in the Section “Updating and In-depth Study” of this Manual

Strange Text Messages – Made in ...

Strange Text Messages – Producers

Strange Text Messages – Resources

Strange Text Messages – Waste disposal