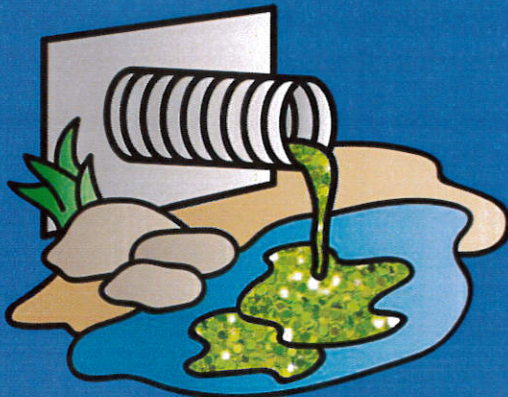


ECMS 8th Grade Cross-Curricular





Math Teacher instructions

Activity:

Track Your Consumption. (Math) Students create bar graphs based on estimations and data collected about their own use of disposable beverage containers.

After the students have tracked their consumption for a week (through Science class), have them complete a bar graph that demonstrates how many containers they use in one week.

Have them do a projection of how many containers they will use in one month, 6 months and one year.

Have students compare their totals with Oklahoma statistics to see if their consumption is above or below the territorial average.

<http://www.deq.state.ok.us/lpdnew/CommunityCollections/recyclingfact.pdf>

Have the students calculate the volume of space needed to dispose of their containers (with or without crushing the containers). Have the students calculate the distance their containers would cover if they were placed end to end along a road.



Science Teacher Instructions

To get your students thinking about disposable beverage containers and where they go, discuss the following questions:

- What happens to the containers if you throw them in the garbage?**
- Are there other options instead of throwing the containers in the garbage?**
- Do you need to use these disposable beverage containers all the time?**
- What could you use instead of a disposable beverage container?**

Ask the students to draw some conclusions about their own consumption. Do they feel it is important that they recycle the containers they are using? Do they think they could use fewer containers per week? What are some ways they could use fewer disposable beverage containers?

After students have completed this task, they will use this information in their Math class.



Science

Keep track of how many drink containers you use in one week (this includes at school), and what types you use. Be sure to include large containers that your family uses at home like two litre pop bottles or one litre polycoat juice containers.

- Tally your totals at the end of the week.
- How many of each type of container did you use in one week?
- Based on this information, estimate how many you would use in one month, six months and in one year.
- You will chart your information on a bar graph in Math Class and compare your result to the Oklahoma DEQ statistics.

<http://www.deq.state.ok.us/lpdnew/CommunityCollections/recyclingfact.pdf>

Drink Container	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Totals
Aluminum								
Glass								
Plastic								
Polycoat								

Total: _____

Estimate: 1 month (4 weeks) _____

6 months (26 weeks) _____

1 year (52 weeks) _____

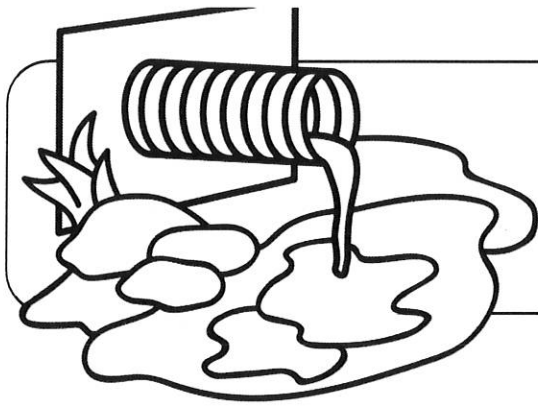
History Teacher Instructions

Teacher Instructions:

Activity: Changing Times. (Social/Communications) Students interview an older person to compare products and consumer habits in the past with the present day. In order to discover more about how our consumer habits have changed, have your students conduct an interview with someone from an older generation. They can choose an elder, grandparent, teacher, community leader, an aunt or uncle who would be willing to answer some questions.

- 1. How were different food and beverages packaged when you were my age? Ask for some examples like milk, fruit, meat, eggs, lard or candy?**
- 2. Did you buy them from a store?**
- 3. Did you have store bought ready-to-heat meals or take-out food at my age? How often?**

- **Engage your students in a discussion about what they think some of the major differences are in consumer trends in the past 60 years.**
- **For example: Amount and variety of packaging? Availability of different products? Number of disposable products? Different brands of the same product?**
- **Hand out the student worksheet, Have students brainstorm in pairs to produce a series of questions they can use for the interview. Encourage them to ask questions that will elicit interesting responses concerning the use of resources and differences in consumer trends.**
- **Review their questions as a class. Consumer habits and products have changed drastically in the past 60 years. Many young people today are not aware of these changes and the move towards disposable containers and excessive packaging. Often, they are unaware of the increasing strain on resources and increasing damage to the environment. Have students choose their best ten questions to use in an interview.**
- **Hand out the Tips for Conducting an Interview Handout.**
- **Have them do practice interviews with classmates. Have students write a short summary of their interview or do a class presentation based on what they learned. Here are some questions students could use to help organize their conclusion: 1. What has changed? 2. What is still the same? 3. How have the changes helped us? 4. How have the changes hurt us? 5. How have the changes effected the environment?**



History

We all must eat food and drink water to survive. This will never change. But our habits of consumption are something that are changing all the time. Today when we buy something to drink or eat, it comes in all sorts of different packaging. Glass, plastic, aluminum and paperboard are all used to make different types of containers for beverages and food products.

Do you think it was always like this?

What kind of differences do you think there might be between how we consume food and drink today compared to twenty, forty or sixty years ago?

In order to discover more about how our consumer habits have changed, conduct an interview with someone from an older generation. Choose an elder, grandparent, teacher, an aunt, uncle or another older person in the community who would be willing to answer some questions for you.

Work together with a partner to brainstorm a list of questions. Chose your best ten questions to use for interview. Be sure to show the questions to your teacher before you conduct your interview.

Tips for Conducting an Interview

Before the interview:

- 1. Set up a time for the interview early enough in advance to give the interviewee time to prepare.**
- 2. Explain what your class project is and why you would like to do the interview.**
- 3. Be sure to have all your questions thought out and written down on a piece of paper before going to the interview.**
- 4. Limit your interview to approximately ten questions so it doesn't run too long.**
- 5. Offer to give a list of the questions in advance to the person you are interviewing so they can prepare if they would like to.**
- 6. If you would like to record the interview, ask permission in advance.**

Tips for conducting an interview:

During the interview:

- 1. Always be polite and courteous.**
- 2. Ask your questions clearly and give the interviewee time to think and respond.**
- 3. Thank the interviewee for taking time to speak with you and helping you with a class project.**



Spanish

What is the assignment?

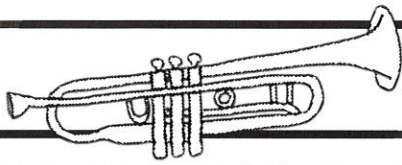
Create a Spanish-Language Recycling Information Station that can be used at key Latino cultural community events to educate the Spanish-customers about recycling, tools and proper sorting of items into their recycling and garbage carts.

Campaign Components: .

- 1) Spanish-Language Recycling Information**
- 2) Pledge Card: What are the program goals and objectives that this campaign is going to support?**

Increase recycling and composting among Broken Arrow Residents in Tulsa County. Educate the Spanish-speaking residents at Spanish and Latino community events about tools and best practices they can use to properly sort their items into the right carts (recycling, garbage, compost) at home.

- What is the specific behavior we are trying to change? Place the correct items into their recycling, garbage and compost carts and use the language Spanish guidelines at home to facilitate the sorting process.**
- Who is the target audience (demographics/psychographics)?**
 - 1. Spanish-speaking residents Tulsa County**
 - 2. Attendees at Latino cultural community events**
 - 4. Families (head of the household & kids)**



Band/Orchestra

WATCH: The Recycled Orchestra: Slum Children Create Music out of Garbage
By Regina Wang Dec. 11, 2012

A video of slum children creating music with instruments made of trash has been reposted nearly 345,000 times on Facebook in the past week. Some viewers said they wept when they heard the rich, deep notes from a cello made of rusty oil can.

These young musicians hail from a village in Paraguay called Cateura, a town perched on top of a mountain of garbage. Every day 1,500 tons of solid waste is dumped in a landfill in Cateura, where 2,500 families live. These families, with the help of their children, survive by recycling whatever they can find in the landfill, according to UNICEF.

One day Favio Chávez, an ecological technician, had a wild idea of giving these children something that would have been beyond their reach: playing music in an orchestra. Although he was trained as a musician and had experience in forming ensembles, he knew few if any families could afford musical instruments in Cateura, where a violin, Chávez says in the video, is worth more than a house. To his delight he discovered the solution was literally within his grasp: The dump site was overflowed with material capable of making music.

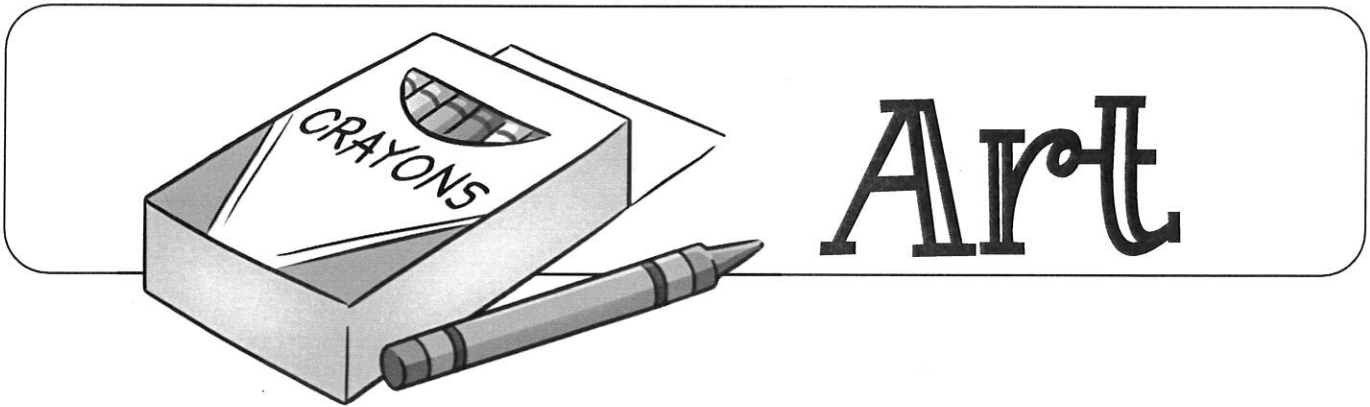
“One day it occurred to me to teach music to the children of the recyclers and use my personal instruments,” Chávez, 36, told Fox News Latino. “But it got to the point that there were too many students and not enough supply. So that’s when I decided to experiment and try to actually create a few.”

That was when Chávez had an epiphany: “The world sends us garbage, we send back music,” as a quote from Chávez reads in the video’s introduction. Thus The Recycled Orchestra was formed. Its fame has taken the 30-member ensemble traveling around the world, performing in Argentina, Brazil and Germany.

Being able to play an instrument has profoundly changed some members’ lives. “My life would be... worthless without music,” one girl said in the video.

The orchestra has attracted the attention of Graham Townsley, an Emmy-nominated filmmaker. Townsley and his crew have been making a documentary called Landfill Harmonic based on the orchestra. They released a trailer in November, with the hope of finishing the documentary by 2013. “I made this orchestra to educate the world and raise awareness,” Chávez told Fox News Latino. “But it’s also a social message to let people know that even though these students are in extreme poverty, they can also contribute to society. They deserve an opportunity.”

Link to video: <https://www.youtube.com/watch?v=fXynrsrTKbl>



You are a fashion designer. Your company "Re-Inventing Fashion" has hired you to design garments made only from reused products. They are hoping to market these fashion statements based on their value to the environment and stunning visual appeal of the garment. Using good design principles, design and construct garments from reused materials.

Think about such elements as color, form, flexibility, durability, practicality and visual appeal. You will need to provide your employer with some sketches and design outlines prior to manufacturing your garment.

As well, you should provide your employer with a brief estimate of what it would cost to make one of your designs and what its retail value would be.

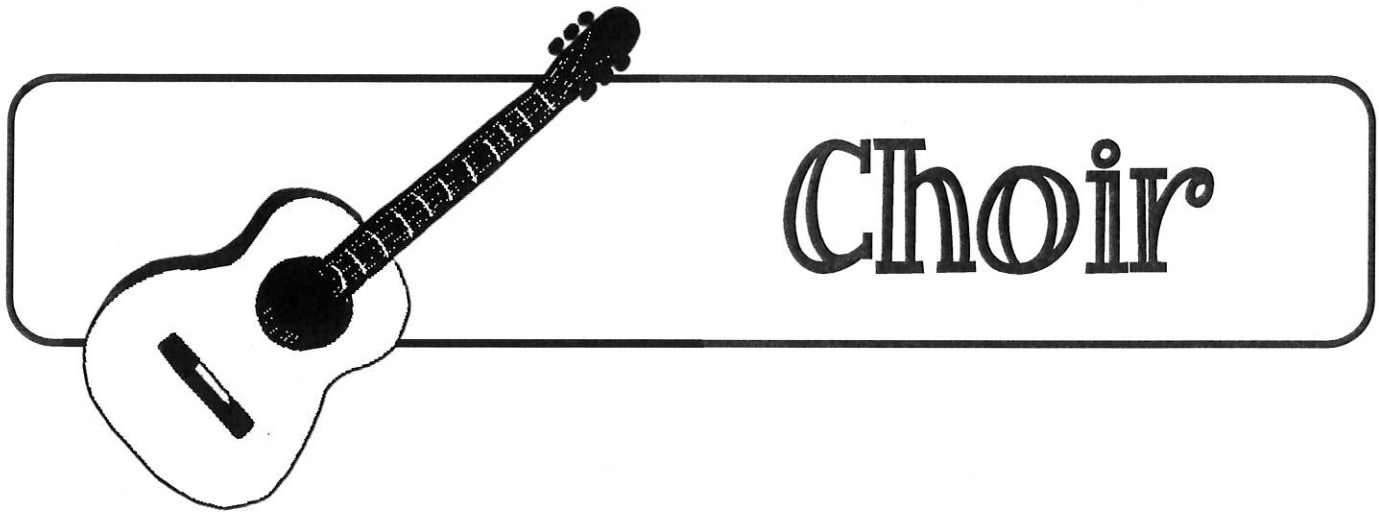
Cost: _____

Discuss what it will look like:

what materials you will use and how it will be made. You will need to "sell" the concept of your garment to your employer as well as to the public. Keep this in mind while preparing to show your work.

Other useful items could include:

- **Get creative and impress your employers by making garments out of unlikely materials such as: -Second hand clothes (as a base for your design) -Old ties -Scraps of material -Scraps of fur -String, yarn, thread, wire - Feathers**



Activity:

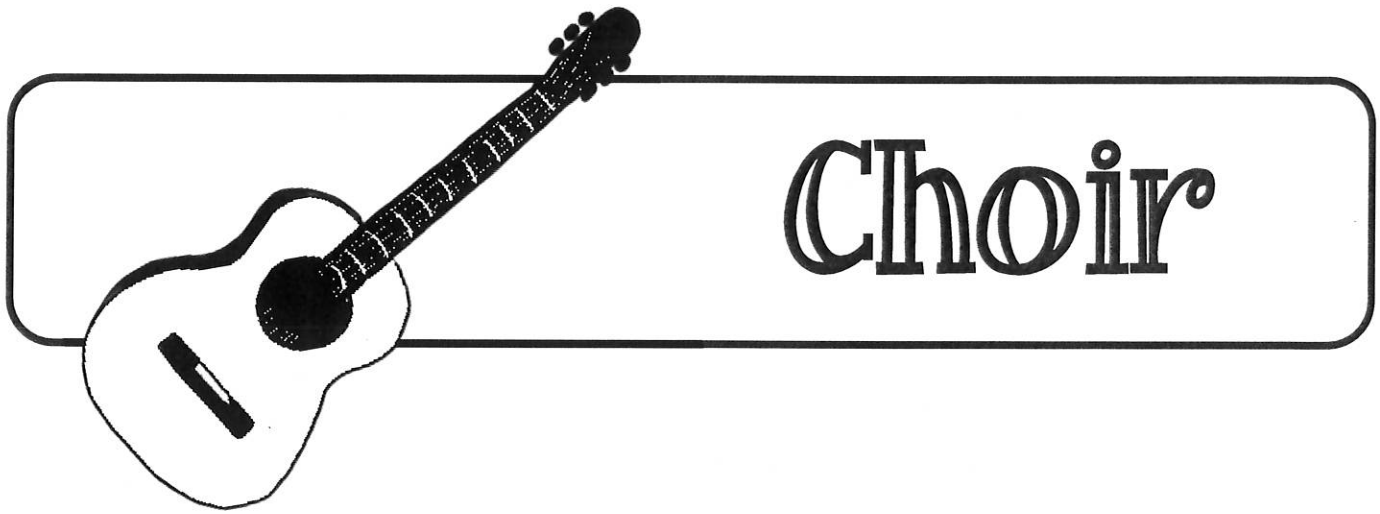
Music and Song. Using songs and music in the classroom is a fun way to get students participating while learning. Two song examples that could be used in the classroom are provided. Suggested time: 1-2 class sessions.

Song: Recycling Rap This is an example of a rap song. Students can put whatever music or beat to it they choose. It can be used as a presentation for other classes, during school announcements or as part of an assembly. This song can also be used as an example for a summary activity.

Have students write their own rap using information they have learned about recycling. They could work in groups to write and present the rap to the rest of the class. Some students could sing/rap while others keep a beat or make sound effects.

Song: The Can Came Back This is a take off on the popular song "The Cat came Back" written by Harry S. Miller in 1893. The chords for the song are: Em/D/C/B7.

If you are not familiar with the melody of the song, the music is available on several internet sites. This song tells the stories and adventures of a can that keeps coming back after being recycled. Students can write their own verses for the song telling of the northern adventures of the can. After each verse return to the chorus "But the can came back"



**(To the tune of The Cat Came Back by Harry S. Miller, 1893)
Chords: Em/D/C/B7**

**A driver sped along with a can of pop to drink
Out he tossed the can, not taking time to think.
A little girl beside the road, just had time to duck
Then shook her angry fist at the disappearing truck.**

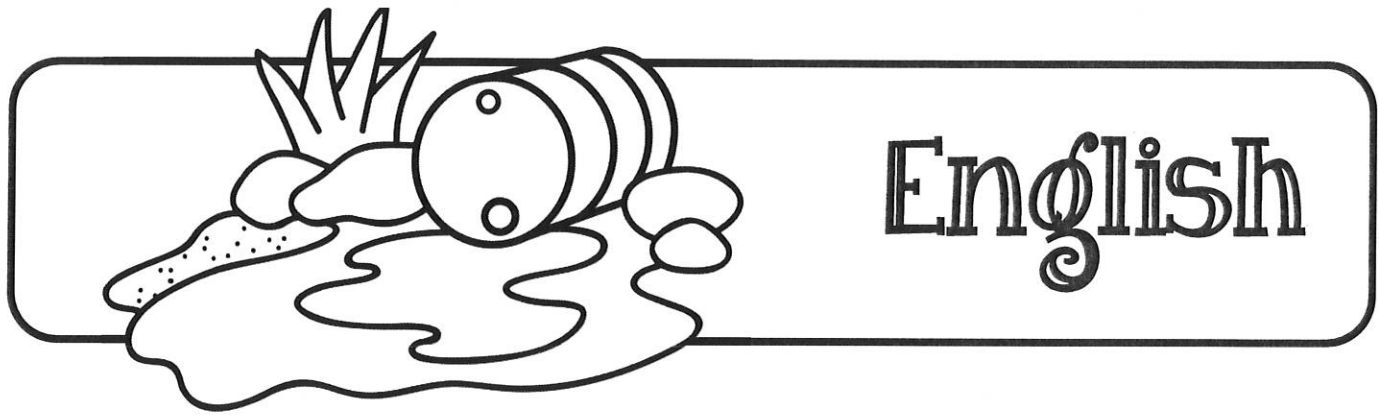
**Chorus But the can came back the very next day.
The can came back, she/he took it to a depot.
And the can came back, she/he knew that recycling would
pay.**

**It was bought by a boy who was headed for the beach
He waded in the water and was bitten by a leech.
He pulled and he tugged but that leech it wouldn't drop
'Til he opened up the can and doused the leech in pop.**

**It was bought by a girl to take to summer camp
But the weather there turned nasty... windy, cold and damp.
Her teeth started chattering, her shivering wouldn't stop
She warmed up the can of juice and drank up every drop.**

**It was bought by a hunter passing through Hay River
Who cooked up a soup of mushrooms, beans and liver.
He opened up the can of pop and poured it in the soup
It bubbled and it spattered and made his moustache droop.**

**It was bought by a tourist who was paddle-ing to Tuk
She got lost in the delta, stranded in the muck.
She waved the can of juice to flag a passing boat
They hooked her with a fishing line and towed her back
afloat.**



You've probably heard the saying: *One man's trash is another man's treasure*. Write about unusual contraptions made from castoffs, junk, and recycled items. Choose 1 of the prompts below to write either an informative or narrative piece of writing.

1. From Castoff to Blast Off

Your grandpa just gave you a huge box filled with junk and spare parts. Describe the rocket ship you will make from the items in the box and write a story about your adventure in outer space.

2. Foiled Again!

Describe three silly, clever, or practical things you could create with a roll of aluminum foil.

3. You Can Never Have Too Much Duct Tape

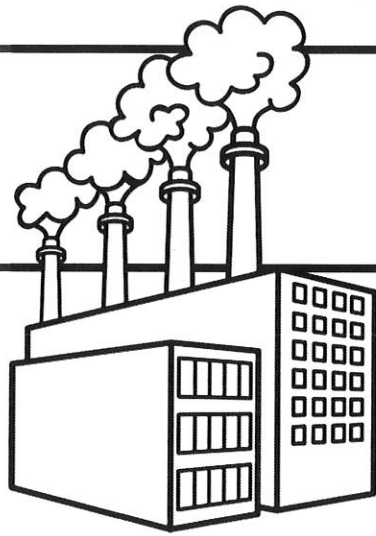
On a TV game show, you have won a lifetime supply of duct tape! Describe an outfit, costume, or item of clothing you could make from your unusual prize.

4. If You Build It ...

Would you rather catch fireflies, snakes, or crickets? Choose one of these critters and create an invention to trap or catch it. Sketch your design, label each of the parts, and number the parts in the order they are used. Describe how your design works.

5. Reduce, Reuse, Recycle

In detail, describe a vehicle, piece of furniture, or musical instrument you can create from three or more of the following discarded or broken items: *old bicycle, soda bottles, aluminum cans, rope, CDs, blue jeans, dresser drawers, broom handles, wooden crates, car tires, PVC pipe, cardboard cartons, clock, batteries, wire, or marbles*.



Drama

Melodrama is a specific genre of theatre or drama. This means that it follows a certain style with an obvious plot, recognizable characters and exaggerated emotions.

The plot is typically a story of good against evil. The evil side in the story is always some sort of terrible villain.

The villain often has a sidekick who does all the villain's dirty work. This sidekick is usually a character who is clumsy or not very bright and gives humor to the story. Sometimes the sidekick joins the good side in the end because he/she gets tired of putting up with the villain.

The good side always has a hero or heroine who helps some characters in the story. The hero/heroine saves the day by capturing or putting an end to the villain and his or her evil plans.

Melodramas have music and songs throughout the story, and characters will often sing.



Drama

MELODRAMA

How do you write your own environmental melodrama.

To write your own melodrama there are some basic elements you need to think about before you start writing the script:

1) Where? Choose a setting for your story to take place. A town, school, store, forest, etc.

For example: A park and soccer field in a small town.

2) What? What happens in your story? You need a conflict in your story in order to give it action and make it interesting. For example: Someone is throwing trash all over the town. Soon there will be so much garbage the entire town will be buried!

3) Why? Why are the characters trying to solve the conflict in the story? For example: The kids from the town can't find their soccer field because it's buried under trash. They want to clean it up so they can practice for a big tournament.

4) Who? Who are the characters in your story? You need a villain and a hero. For example: The Villain: "Wicked Wasteful Wretch" who slinks around in dark clothes and tosses garbage and beverage containers from a bag at all times. The Hero: Rapid Recycling Man who wears a cloak of recyclable containers and has a large "recycle" emblem on his chest. Other characters: Kids from the town.

5) When? When does your story take place? Current day? In the past? In the future? For example: This story takes place in the present time on a Saturday afternoon.

Other things to consider: Melodramas often have music. Write a song or poem for one of your heroes or villains. Have two sidekicks for your villain who keep getting confused. Have other characters in the story help the hero save the day. Have the villain's sidekicks quit and join forces with the hero. There are lots of different things you can do with a melodrama, just remember they are meant to be silly and humorous. Have your villains and heroes move with sweeping gestures and exaggerated movements.

Have fun!

E-Waste: The Digital Dark Side

AIM

To increase awareness of the existence of e-waste and its effect on global communities as well as the socioeconomic factors and consumer choices contributing to this phenomenon.

OBJECTIVES

At the end of this session, students will be able to:

- Examine a contemporary issue and its implications.
- Utilize print and electronic media for information.
- Locate additional resources through Web research.
- Conduct surveys / interviews in and outside of class.
- Present / discuss findings in pairs and small groups.
- Write a summary / reaction based on different media.
- Develop a reflection / research paper on a current issue.
- Explore local, national and international organizations.

TARGET GROUP

High-intermediate to advanced ESL students (levels 6 through 8)
(For the purpose of this lesson, the target levels range from 1 through 8, with the following guidelines:
1 = beginning, 5 = intermediate, 8 = advanced)

LENGTH

Four 90-minute lessons

OVERVIEW

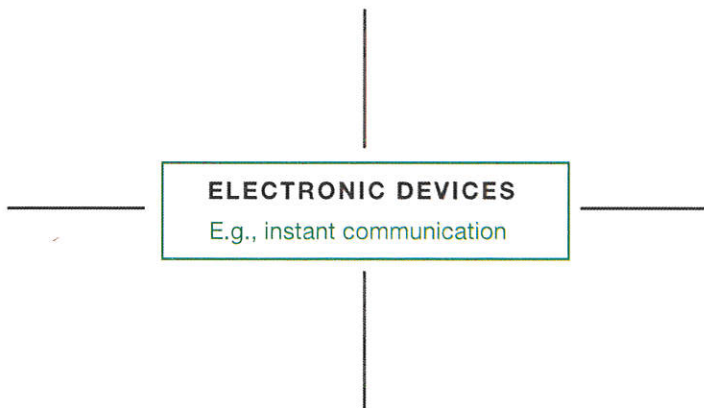
This lesson focuses on the contemporary issue of electronic waste. Students will examine the increasing volume of e-waste in consumer societies and the extensive exportation of obsolete electronic equipment to developing countries. They will consider the socioeconomic forces and consumer behaviors contributing to this phenomenon. Through the analysis of authentic materials, students will gain a broader perspective on the social, health and environmental impact of e-waste on different communities around the globe.

DAY ONE

1. Warm-up Activity

Display a flyer or catalog from an electronics chain and ask the class to name electronic devices that are currently on the market. Elicit a range of devices from students and list them on the board.

Ask students to work individually to develop a concept map, or mind map. In the middle of the map, they should write the phrase Electronic Devices, then complete the map with ideas about electronic devices. Invite them to share their responses with a partner or in small groups.



2. Discussion

Working in pairs or small groups, ask students to answer the following questions:

- What kind of electronic devices do you own?
- What electronic devices do you find essential in your life?
- How long do you usually keep electronic devices?
- How do people dispose of obsolete electronic devices?
- What happens to the discarded electronic devices?
- What are some government policies regarding disposal of electronic devices?

MATERIALS

“Ghana: Digital Dumping Ground,” a video clip from a *Frontline World* (PBS) segment; available at <http://www.pbs.org/frontlineworld/stories/ghana804/>

“Environmentalists Teach Dos and Don’ts of E-Waste,” an interview from NPR; available at <http://www.npr.org/templates/story/story.php?storyId=17988109>

Electronics TakeBack Coalition
– promotes green design and responsible recycling in the electronics industry;
<http://www.electronicstakeback.com/>

Various articles on the topic of e-waste, including:

“E-Waste Not”
www.time.com/time/magazine/article/0,9171,1870485,00.html

“Is America Exporting an Environmental Problem?”
www.abcnews.go.com/2020/Technology/story?id=1479506

“U.S. Toxic E-Waste Gets Sent to Africa”
[www.abcnews.go.com/GMA/Weekend/story?id=8215714&page=1](http://abcnews.go.com/GMA/Weekend/story?id=8215714&page=1)

3. Conducting a Survey

Distribute copies of the chart below to students. Ask students to interview classmates about their behaviors with regard to purchasing and discarding electronic gadgets. While conducting the survey, students should complete the chart. When they have completed the activity, ask them to report their findings in small groups.

Electronic Gadgets

Name	What new gadgets do you want to own?	Why do you buy new gadgets?	What do you do with obsolete gadgets?

4. Contact Assignment

Suggest that students conduct the same survey in the community and prepare a short written or oral report on their findings in and outside class.

DAY TWO

1. Warm-up Activity

Introduce the term “electronic waste” to the class. Ask them to write in a two-column chart what they know about this issue and what they would like to know.

2. Listening Activity

Explain to the class that they will listen to an interview on National National Public Radio (NPR) entitled “**Environmentalists Teach Dos and Don’ts of E-Waste**”

(<http://www.npr.org/templates/story/story.php?storyId=17988109>)

and while listening to the interview, they will read and answer the comprehension questions.

- What happens to the electronic waste produced by the United States?
- What happens to e-waste after it arrives in developing countries?
- Why does so much e-waste get shipped to Asia?
- What are the negative effects of dumping e-waste?
- How do the toxins in e-waste return to the United States?
- What can concerned citizens do about e-waste?

Discuss the questions and share students’ reactions together as a class.

3. Analysis

For a deeper analysis of the interview content, ask students to discuss specific quotations on the issue of e-waste. Consider the following statements from the interview, made by Barbara Kyle of the Electronics TakeBack Coalition (<http://www.electronicstakeback.com/>).

“Nationally, there’s a figure that the recyclers put out of about 400 million units of e-waste scrap each year. So 400 million things—TVs, DVD players, all those—each year get scrapped.”

“Sadly, an awful lot of it isn’t really recycled. And what happens with an awful lot of it is it gets very minimally processed here where the recycler might take out some of the most profitable parts to the computers in particular. And then the rest of it gets shipped overseas, usually to developing countries, a lot of it going to Asia, China in particular. And there, it’s really almost virtually dumped.”

“The people that are handling it basically have no kind of protective equipment [like] you’d think. They have literally no gloves, no respirators. They’re breathing in these chemicals. Then when they burn it, whole communities are breathing in these toxic chemicals. It’s getting into their water systems in an area of China call Guayu [ph]. Contaminant levels are so high, they have to truck in all of their water.”

“And so people can go on our website and find recyclers in their area. They can click on the map on their state. But the other thing that consumers can do is start to really ask the companies that they’re buying their products from to offer take-back programs, because consumers have some power in their purchasing dollars to say, ‘I want to buy products from companies who will take them back from me when I’m done with them and recycle them responsibly.’”

(Interview transcript is available at
<http://www.npr.org/templates/story/story.php?storyId=17988109>)

DAY THREE

1. Video Activity

Screen the Frontline World segment “**Ghana: Digital Dumping Ground**” (<http://www.pbs.org/frontlineworld/stories/ghana804>). Prior to their viewing, ask students to skim through a transcript of the introduction in order to gain a general idea of the issue and to predict the content in the episode.

2. Vocabulary Development

Distribute copies of the vocabulary chart below to students and ask them to work in pairs to complete it.

Word	Meaning	Usage
dumping ground		
outskirts		
smoldering		
wasteland		
slum		
shadowy		
shanty		
dwelling		
notorious		

3. Comprehension

Ask students to scan the program introduction (below) and answer the comprehension questions that follow. Next, divide them into six groups, with each group responsible for discussing an assigned question. Invite each group to present their response to the class.

INTRODUCTION TRANSCRIPT

"Ghana: Digital Dumping Ground"

(http://www.pbs.org/frontlineworld/stories/ghana804/video/video_index.html)

On the outskirts of Ghana's biggest city sits a smoldering wasteland, a slum carved into the banks of the Korle Lagoon, one of the most polluted bodies of water on Earth. The locals call it Sodom and Gomorrah.

Correspondent Peter Klein and a group of graduate journalism students from the University of British Columbia have come here as part of a global investigation to track a shadowy industry that's causing big problems here and around the world.

Their guide is a 13-year-old boy named Alex. He shows them his home, a small room in a mass of shanty dwellings, and offers to take them across a dead river to a notorious area called Agbogbloshie.

Agbogbloshie has become one of the world's digital dumping grounds, where the West's electronic waste, or e-waste, piles up—hundreds of millions of tons of it each year.

- How is the slum outside Ghana's biggest city described?
- Why did the news correspondent and graduate students go to Ghana?
- What is the "shadowy industry" that is causing global problems?
- What does the introduction reveal about Alex and his life in the slum?
- What happens to the tons of e-waste produced by the West?
- What is the human and environmental impact of e-waste?

4. Video Viewing

Project the main image from the program onto a screen in the classroom (image available at <http://www.pbs.org/frontlineworld/stories/ghana804/>). Alternatively, click on <http://www.pbs.org/frontlineworld/stories/ghana804/interview/puckett.html> and launch one of the video segments.

- a. Ask the students to free-write about the main image from the program or about one of the video segments. Suggest they pair up and read each other's paper.
- b. Ask students to write down while viewing the episode any facts, comments, or scenes that they find particularly interesting or that make an impression on them.
- c. After viewing the episode, have them share their reactions in small groups. A reporter from each group should then present the group's ideas to the whole class.

5. Web Research

Encourage students to go to the “Ghana: Digital Dumping Ground” link at <http://www.pbs.org/frontlineworld/stories/ghana804/> and explore additional resources, including The Good Recycling Guide, an FAQ sheet on e-recycling, and “The Dark Side of the Information Age,” an interview with Jim Puckett of the Basel Action Network. Both links are located on this main page.

Ask students to summarize the key points in the guide or the interview.

ASSIGNMENT

Have the students share their discoveries about the issue of e-waste with the class in written or oral form.

DAY FOUR

1. Reading Activity

Ask students to find an article on e-waste, read the headlines and skim the article, underlining the main idea, key points and new vocabulary words.

2. Discussion Questions

Have students break into small groups or pairs and encourage them to respond to questions on the reading activity.

- Why did you select this particular article to read?
- What is the main idea presented in the article?
- What are five facts you have learned about e-waste?
- What questions / concerns does the article raise for you?
- How has your understanding of the issue changed?
- What actions are you inspired to take regarding e-waste?

ASSIGNMENT

Ask the students to write a summary and reaction based on the article they have read.

3. Web Research

Distribute copies of the chart below. Invite students to explore different websites in the following list to obtain information on e-waste, including its characteristics, causes and consequences. They can visit government, waste control / management and environmental sites to locate information and complete the chart. Ask students to report their findings and reactions in class the next day.

- **Environmental Protection Agency:** www.epa.gov
- **Greenpeace:** www.greenpeace.org
- **Basil Alliance:** www.baselactionanetwork.org
- **Earth911:** www.Earth911.org
- **Greener Computing:** www.greenercomputing.org
- **eRecycle:** www.ecycle.org
- **Green Citizen:** www.greencitizen.com

ELECTRONIC WASTE

Characteristics	Causes	Consequences

Optional Assignments

Invite students to:

- a. Write a reflection paper on the issue of e-waste, based on the different listening, viewing and reading activities in the lesson.
- b. Select an aspect of e-waste to investigate, then write a research paper on their findings.
- c. Conduct an interview with a local or campus official on the issue of e-waste and write a summary / reaction.

Civic Engagement

In order to promote global awareness along with civic engagement, encourage students to do the following:

- Research the college policy on e-waste and interview campus officials responsible for this area.
- Join campus organizations / clubs promoting environmental awareness.
- Visit e-waste control / management organizations and conduct informational interviews.
- Perform community service with environmental organizations and participate in different events.
- Design a class or personal action plan to address the issue of e-waste in today's world.

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