

FACILITATOR GUIDE: The Story of Stuff GRADE: 6th - 8th

CONCEPTS & SKILLS:

Science

Science as Inquiry

- **S.6-8.SI.1 Identify and generate questions that can be answered through scientific investigations.**
 - Students develop the ability to connect their questions with scientific ideas, concepts, and quantitative relationships that guide investigations.

Life Science

- **S.6-8.LS.5 Understand and demonstrate knowledge of the social and personal implications of environmental issues.**
 - The number of organisms an ecosystem can support depends on the resources available and abiotic factors, such as quantity of light and water, range of temperatures, and soil composition. Given adequate biotic and abiotic resources and no disease or predators, populations (including humans) increase at rapid rates. Lack of resources and other factors, such as predation and climate, limit the growth of populations in specific niches in the ecosystem.

Social Studies

Behavioral Sciences

- **SS.6-8.BS.3 Understand the influences on individual and group behavior and group decision making.**
 - Understand that the media may influence the behavior and decision-making of individuals and groups.

English Language Arts

Reading for Informational Texts

- **RI.6-7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.**

21st Century Skills

- **21.6-8.TL.4 Use critical thinking skills to conduct research, solve problems, and make informed decisions using appropriate technological tools and resources.**
 - Identify real-world issues and analyze technological resources for developing and refining questions for investigation.

MATERIALS & RESOURCES:

- Computer lab
- Access to YouTube or other Internet video sites
- Web sites—
 - Video--[The Story of Stuff](http://www.storyofstuff.org/movies-all/story-of-stuff/)-- <http://www.storyofstuff.org/movies-all/story-of-stuff/>

PRESENTATION:

Discuss with students the responsibility of individuals and communities to protect natural environments and the potential consequences of not doing so. By making yourself and community aware you can help protect the Earth.

DIRECTIONS:

1. Watch the video, *The Story of Stuff*
2. Discuss it with your own questions or these--
 - What/who causes the problem of stuff?
 - Who is affected by the problem of stuff?
 - How could we avoid the problems?
3. Making and getting stuff permeates a society to such an extent that it doesn't occur to most of us to question the process.
4. What do you know about it? What other resources were required? We don't usually consider these questions when we buy stuff.
5. Create a table of some "stuff" in the classroom (see the next page for an example)

6. Group, individual or paired reflection:

- What did you learn?
- What does this information mean to you?
- Do all cultures have the same resources and technology?
- How does the use of resources affect other groups of people?
- How will it affect your decision-making?

7. If your class would like to explore “stuff” further, here are some additional resources—

- Article--[A Cautionary Video About America’s ‘Stuff’](http://www.nytimes.com/2009/05/11/education/11stuff.html?pagewanted=all&_r=0)--
http://www.nytimes.com/2009/05/11/education/11stuff.html?pagewanted=all&_r=0
- The [Story of Stuff Chapter 1 Introduction](http://www.youtube.com/watch?v=JYsXbpY4vBM)--
<http://www.youtube.com/watch?v=JYsXbpY4vBM> (A video response from the Woodside Priory School's Global Issues Class to the "Story of Stuff" series)
- [Story of Stuff Chapter 8](http://youtu.be/6pqbCHuqLCs)-- <http://youtu.be/6pqbCHuqLCs> (The School of Natural Resources at Mendocino High School shows what YOU can do...)
- [The Story of Change](http://www.storyofstuff.org/movies-all/story-of-change/) Movie-- <http://www.storyofstuff.org/movies-all/story-of-change/>
- 350.org-- <http://www.350.org/en/about/science>

TIME:

60 min.



Stuff in the Classroom

Item:	Circle those that apply:	Notes:
Who made it?	<ul style="list-style-type: none"> • Well-paid workers • Undocumented workers • Workers in a developing nation? 	
Where was it made?	<ul style="list-style-type: none"> • U.S.A. • China • Southeast Asia • Europe 	
How far did it travel?		
Materials used to make it?	<ul style="list-style-type: none"> • Safe • Toxic • Dangerous 	
Natural resources used to make it?	<ul style="list-style-type: none"> • Finite • Renewable 	
How much was used to make it?	<ul style="list-style-type: none"> • Water • Energy • Does it contribute to pollution 	