**Objectives:**

1. To mentally prepare for and test prior content knowledge;
2. To learn from online sources about consumerism, climate change, and collective action;
3. Optional: to link traditional Hawaiian practices (‘aha & ahupua’a) to future resource management;
4. To survey and discuss class attitudes toward systems change & sustainability;
5. To test for acquisition of new knowledge

<table>
<thead>
<tr>
<th>Minutes:</th>
<th>Suggested Sequence:</th>
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<td>5-10 min</td>
<td><strong>READING &amp; ACTIVITY:</strong> read aloud ‘An Introduction to Mindfulness’; next direct the class through the ‘Mindful Awareness Exercise’ directions (teachers use a calming voice, ask students to close or partially close their eyes &amp; focus inward, ignoring each other); read aloud &amp; discuss the “Reflections’ section on pg.2 of the handout</td>
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<td>3-6 min.</td>
<td><strong>PRE-TEST:</strong> Future Resource Management – give students a hand-out and read each question aloud while they write answers on paper. Be sure they know their pre-test scores do not count, but their post-test scores do.</td>
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| 30-40 min | **FILM & ACTIVITY:**
   - View the 3 minute “Intro” segment of “The Story of Stuff” at: [www.storyofstuff.com](http://www.storyofstuff.com). Stop the video before the next segment begins. Ask volunteers for reactions (Do you have or want a lot of stuff? Do you think your having/wanting stuff is part of a world wide crisis?)
   - Ask 5 or 10 pairs/trios to view 1 of the next 5 segments: “Extraction, Production, Distribution, Consumption, Disposal”. As they view, ask them to; write down new vocabulary (ask for eg f/ Intro: i.e. linear system) pose a question for the class to consider (ask for eg. f/ Intro: i.e. Where does stuff come from & go to?) try figure out the main point (ask for eg f/ Intro: i.e. people are important part of the system not shown; limits of planet not shown in linear system)
   - After viewing, students can refer to the Glossary, Script & Fact Sheet at: [www.storyofstuff.com/resources.html](http://www.storyofstuff.com/resources.html)
   - Ask teams to share their segment vocab, question(s) & main points
   - View last segment “Another Way” together |
| 12-15 min | **FILM & SURVEY:**
   - View 6 minute video at [http://www.blessedunrest.com/video.html](http://www.blessedunrest.com/video.html) to watch a speaker give a message of great hope: “Blessed Unrest: How the Largest Movement in the World Came into Being and Why No One Saw It Coming”.
   - Read aloud the 1st paragraph of “Hawaii’s Future ‘Aha: Survey & Discussion” handout (give one to each student), then ask them to complete questions a) & b) honestly; allow time for small groups to discuss their answers & make
Ask students to share their responses (Ask: Did generations before you take action to protect our resources and each other? What will happen to your future if only some people take action?);

Ask students to complete question c) on the survey after discussion, and hand in.

5. POST-TEST: Give students the test again and ask them to hand in answers when done. Add a bonus question if time: Give an example of something a scientist or science student could do to protect the land and people in Hawai‘i today. If time, go over correct answers with the class.

6. Optional: READING &/or HOMEWORK: give students the “Empire to ‘Aha” handout to read pages 1-2 silently or as a class

Suggested Follow Up:

- give students the “Empire to ‘Aha” page 3, “Reading Reaction: More about Earth Communities”, and assign 4 or more small groups 1 or 2 quotes to read and discuss; as a class, end the discussion with the questions on the bottom: “What are your beliefs &/or concerns about the future? What good can our class discussions do?” If responses are negative, encourage students that more lessons in this unit may change their perceptions – high school activities are causing teens to join and even lead more grassroots movements which will result in green-collar jobs and a better future for them as adults.

Materials:

For teacher: Optional: Internet access & projector (or 1 computer for every 1-4 students)

For students: 3 handouts each, & 1 optional: An Introduction to Mindfulness; Pre/Post-Test (same on both sides); Hawai‘i’s Future ‘Aha: Survey & Discussion; & optional “Empire to ‘Aha” reading (2 pages)

Safety: n/a
**Assessment/Performance Indicators:**

*Informal assessment:* Participation in Reading, Exercise, Pre-Test, Online Viewing, Group Activity, Discussions, Survey and Post-Test

*Formal assessment:* Answer **KEY to Pre/Post-Test**

- B, B, A, C, D
- **Bonus** answers will vary

**Suggested Points:**

10 points possible for participation …

- 9+ insightful; 8+ engaged;
- 6.5+ adequate; 6 or below inadequate

5 points possible for correct Post-Test responses …

- 4.5+ = 90%; 4 = 80%; 3.5 = 70%; 3 = 60%

**Exceeds Expectations:** Pre-test is completed; notes are taken on lecture and group discussions; overall participation shows insight & engagement in learning; Post-test score is 4.5 or higher

**Meets Expectations:**

Pre-test is attempted; lecture is attended to; reading is completed; spoke & listened in group discussions; overall participation shows adequate attention and at least 2/3rd of time on task; Post-test score is 3.5 to 4

**Needs Improvement:**

Participated less than 2/3rd of the time in pre-test, lecture, reading, &/or group discussion; overall participation shows insufficient attention and time on task; Post-test score is 3 or lower

**Learning Styles:**

- ✔ Left Brain
- ✔ Right Brain
- ✔ Auditory
- ✔ Visual
- ✔ Kinesthetic/Tactile
- ✔ Spatial

**Enrichment/Extension:**

Eco-Solutions Reading Activity – this is a boldly worded essay which may get more apathetic students attention. The activity divides the reading into segments for small groups and guides discussion.
Unit 10 Pre-Test: Learning about Future Resource Management

1. What is the purpose of mindful awareness?
   a. To wake up
   b. To be mentally alert only to the present moment
   c. To be mentally alert to the past, present and future
   d. To go to sleep

2. Extraction, Production, Distribution, Consumption & Disposal are stages of …
   a. A closed loop system
   b. A linear system
   c. A closed economy
   d. A corporate take-over of democratic government

3. A closed loop system is better for our planet than a linear system because …
   a. it reduces waste of finite natural resources
   b. it guarantees freedom of speech to all people
   c. it cuts corporations’ and governments’ profits
   d. it increases corporations’ and governments’ profits

4. What proof is there that we may be able to fix the current environmental crisis?
   a. Climate change is natural and can be solved with technology
   b. People are using mindful awareness to collectively solve our problems
   c. People are taking action against bad corporations and governments
   d. People are learning how to make linear systems work

5. How can the traditional Hawaiian concept of the ‘aha and the ahupua’a help us in this century?
   a. Weaving ‘aha makes people to appreciate their connection to the ahupua’a
   b. Modern ‘aha councils could work together to protect resources in ancient ahupua’a
   c. These concepts cannot help us in this century
   d. These concepts are sustainable and can guide us away from the linear system