Teaching suggestions to work on the topic of

CONFLICT MINERALS

We shall now go on to lay out some teaching suggestions for work in the classroom. Before beginning with them, we propose that the teaching staff give a brief introduction on the topic. The information given in the central article of this edition of **EDUKALBOAN** may serve the purpose.

Primary education

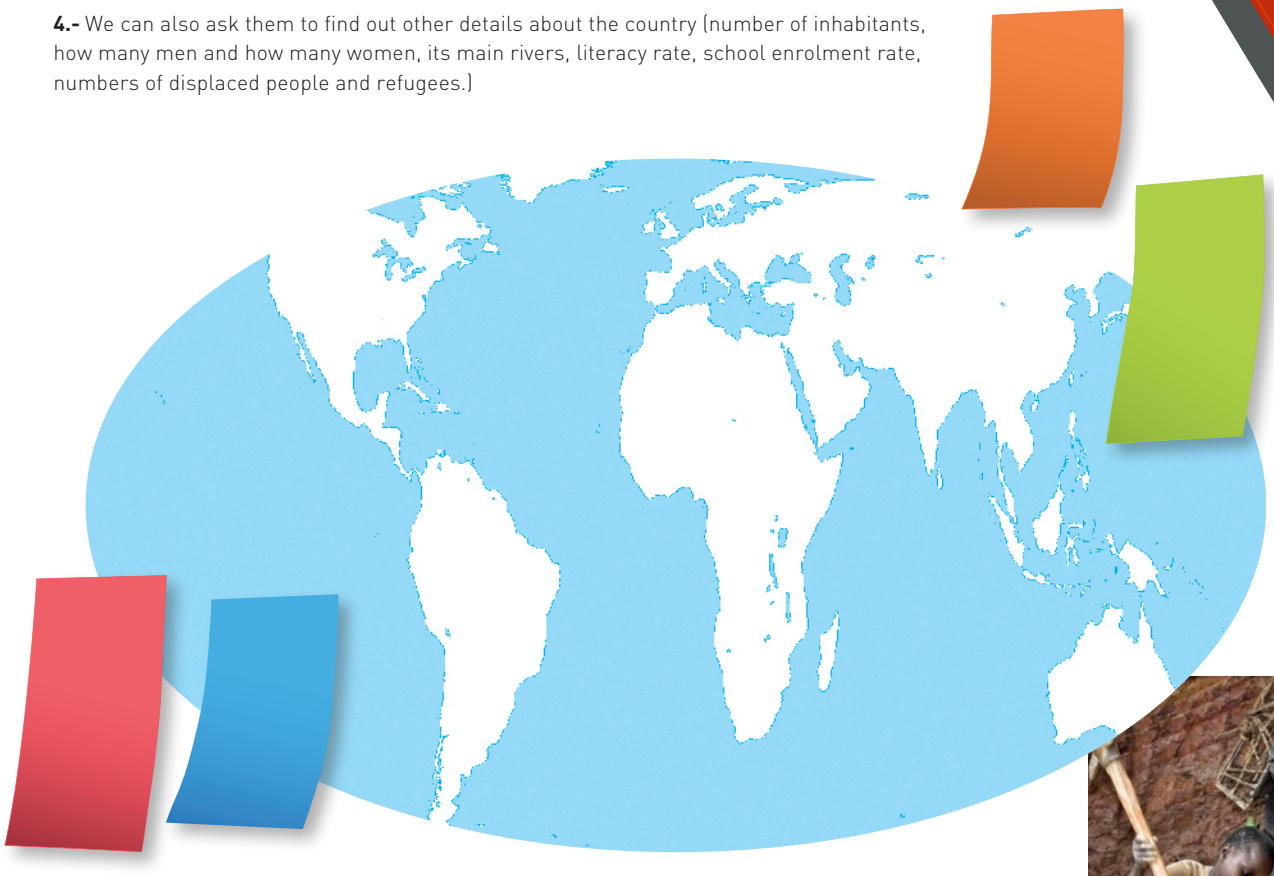
Learning outcomes: To learn about the African continent and so-called conflict minerals.
Duration: 60 minutes
Material: Peters blank map; Colouring crayons and coloured stickers (4).
Development:

1.- We give the pupils a Peters blank map and we ask them to colour the edges of the African continent in blue.

2.- We give out the stickers in four different colours (each one assigned to a conflict mineral) and we ask the pupils to stick one of them on the Great Lakes region to show that there mines of that mineral there.

3.- For primary years one and two, in addition to the foregoing, we suggest that they colour in the Democratic Republic of the Congo in green and find its capital city.

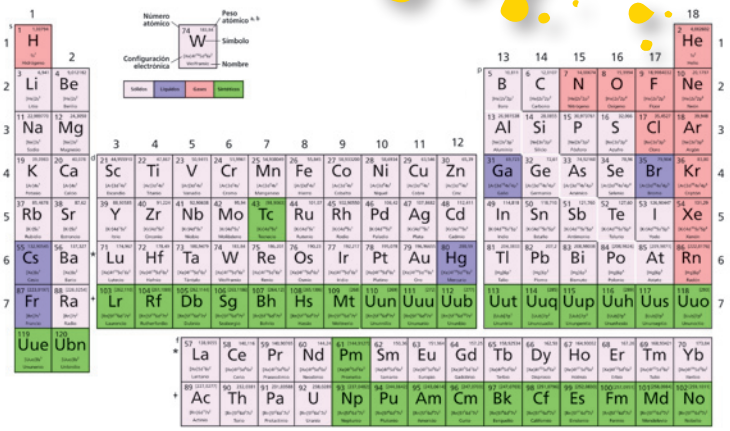
4.- We can also ask them to find out other details about the country (number of inhabitants, how many men and how many women, its main rivers, literacy rate, school enrolment rate, numbers of displaced people and refugees.)



Secondary education

Learning outcomes: To learn how minerals and chemical elements are present in our everyday lives.
Material: Periodic table of chemical elements. PDF with the main uses of each of the 4 minerals.
http://www.alboan.org/edukalboan/usos-minerales.pdf

Development:



1.- We split the class into groups of 4.

2.- We split the periodic table into as many parts as we have groups. Each group is assigned a number of chemical elements. The chemical elements assigned to each group must contain at least one "conflict mineral".

3.- Each group will have 15 minutes to trawl the Internet for all the products and end uses we can get from the chemical elements they have been assigned.

4.- We will give them 5 minutes to draw, cut out or find a way of representing those products and uses. To do so, each group can use a blank sheet of paper for each of the chemical elements and put down all the information (products and end uses) for the element in question.

5.- Once we have this information on the sheets, we will make up a periodic table in which each sheet will be an element.

6.- As there will be more than one sheet for the "conflict minerals", the pupils will bring together all the contributions from the different groups into one.

Baccalaureate

Learning outcomes: To learn the production chain for electronic devices, from extraction through to disposal.
Duration: 90 mins. approx.
Material: Impact sheet and photographs on PDF:
http://www.alboan.org/edukalboan/impacto-fotografias.pdf
Development:

1.- The class is divided into groups of 4 or 5. *5 mins.*

2.- Each group is given the photos. Looking at the photos, they have to do a tour from the "birth" to the "death of a mobile telephone. *10 mins.*

3.- Pooling of the different routes, noticing the differences in the order there may be between the groups. *15 mins.*

4.- The impact sheets are given out. They have to associate each impact to one of the photos. *15 mins.*

Pooling:

- Were you aware of the different steps involved in manufacturing a mobile phone?
- Did you know the impacts associated with this process?
- How do you feel now you know about these impacts?
- Do you think the price of a mobile reflects the costs involved in the whole of this process?
- What use do we make of our mobile phone?
- How often do we change terminal?

30 mins.