

Countdown



INTRODUCTION:

The lesson plans focus on present day consumerism of a household and understand the basic needs. The lesson plans students to focus on what they are consuming as a family and also as a student; get them to analyse whether they really “need” or “want” a particular product.

The Eco-Schools twinning programme could be used as a platform to do a comparative analysis of consumerism in two different countries.

Eco-Schools Steps: Environmental Review, Curriculum linkages, Inform and Involve

Curriculum Linkage: Science/ Environmental Studies/Social Science

Objectives:

Students will be able to

- identify individuals needs and wants.
- distinguish between needs and wants.

Time required/ Duration:

- **Classroom Session 1:** 45 minutes (10 minutes to set the context and brainstorm with students, 20 minutes for the countdown game and 15 minutes of classroom interaction to help sum-up the activity).

Resources Required:

- Resource 1 (Countdown - scenario)
- Writing material



Activity

Classroom session **1**

- Give a background introduction and get students to discuss and understand different perspectives on sustainable consumption.
- Divide the students into teams of 5-6 players each. Tell them that each team represents a family.
- Tell students that they are going to play a game. Familiarise them with the rules of the game - i.e. play in teams and make appropriate lists for each scene after discussion.
- Now read out to the teams the countdown scenario. Make sure you read only one scene at a time. Ask students to be attentive when you are reading a scene and provide them adequate discussion time between scenes.
- At the end of each scene, ask students to make a list of the most essential things they would carry on from one scene to another - starting from 20 at the end of scene one and arriving at five at the end of the last scene. Each list should be made on a separate sheet to able to compare later.
- Facilitate groups to compare their original list with the final list of five things.
- Ask the students to compare the list of things - both the original twenty and the final five.
- Ask the students the criteria that they used to retain an item after each scene.
- Discuss what would be considered need and want.

Evaluation:

Ask the students, how they can differentiate a need from a want?

Resource 1

Countdown - scenario

Scene 1

Players are escaping from their home town because of a catastrophe. Each team represents a family. They may not be able to return to their homes or may not find their homes intact when they return. Each family is not allowed to take money. A family is only allowed to take 20 things from their homes before they leave. These things should help them start afresh at a new place. Which are the 20 things each family will choose to take?

Scene 2

Once the families have collected their belongings and moved to the vehicle which will transport them to a safer location, families realise the vehicle is overloaded and they can now carry only 15 things each. Which are the 15 things a family will now choose to take?

Scene 3

As they are being transported, the vehicle breaks down, there is no option but to walk on. They cannot now carry 15 things and have to reduce their load. A family can manage only 10 things now. Which are the 10 things each family will now choose to take?

Scene 4

As they continue their hardships, they are now stopped at a checkpoint which permits a family to carry past the checkpoint only 5 most essential items due to the space constraint at the new place. Which are the 5 things each family will now choose to take?