

COPPER CONNECTS US



Activity | Grades 6–8

Video Topic Series Episode: Copper & Community

Overview

Throughout *Copper Connects Us*, a five-part Video Topic Series, students will explore how copper is a natural resource essential for helping the world meet its future environmental, economic, and societal needs. In this special *Copper & Community* segment, students will learn about how all kinds of community members are considered in mining operations and critical to the industry and improving communities.

The accompanying activity included here will reinforce and extend learning from the video as students explore the idea of community and participate in a hands-on activity that challenges them to think more deeply about the impact companies and industries can have on communities and the people who live there.

Learning Objectives

Students will:

- **Identify** key members of their own community and how they are connected
- **Analyze** the impact industries and companies can have on individuals and communities as a whole
- **Reflect** on the role companies can play in community success

Materials

- Copper Connects Us: Copper & Community video, to project
- Sticky notes, a small stack (about 15) for groups of three students
- Chart paper, one piece for each group of three students
- Estimated Average Cost as of 2024: \$15–20 for a classroom of 30 students.

Engage

- Begin the activity by having students work in groups of three to brainstorm key members of their community. Give each group a small stack of sticky notes and have them write down each community member on a separate note.
- If needed, help kick off the brainstorming with any of the following ideas: families, teachers, business owners, healthcare workers and/or government officials.

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Investigate & View

- Explain that the class will watch a video called *Copper Connects Us: Copper and Community* that explores the different community members who work together to supply the copper we need to live our lives, as well as the role the hard rock mining industry plays in improving communities.
- As students watch the video, ask them to listen for community members they may have forgotten during their brainstorming and to record these roles on new sticky notes.
- Play the **Copper Connects Us: Copper & Community** video.

Apply

- Once students have watched the video, encourage groups to share any community members they added to their sticky notes.
- Next, give each group a piece of chart paper, and challenge them to arrange their sticky notes on the chart paper so that they can draw lines between those community members that directly interact. Instruct them to use pencils so they can make edits. Upon completion, they should have a community web!
- Then instruct students to sit around their community web and explain that you are about to read out several scenarios. Groups should use their community web to discuss how each scenario would affect its community members—both directly and indirectly. Pause after each scenario to allow groups time to discuss before moving to the next scenario:
 - **Scenario #1:** A restaurant chain starts sourcing its ingredients from local farmers instead of large grocery stores. How would this affect community members?
 - **Scenario #2:** A local mining company begins to manage its tailings (or leftover waste materials) differently by transforming its storage facilities into biodiverse ecosystems where plants can grow, and animals can thrive. How would this affect community members?
 - **Scenario #3:** A large company that employs many local adults and provides internships to college and high school students is shutting down at the end of the year. How would this affect community members?
 - **Scenario #4:** An energy company provides a grant to build a new park in the center of your community, complete with green spaces, a playground, and walking trails. How would this affect community members?
- Wrap up by bringing your class back together to reflect on the activity and discuss the following questions:
 - How do the decisions that companies make impact both individuals and the community as a whole?
 - Do companies have a responsibility toward the communities they operate in? Why or why not?
 - In what ways can companies contribute to community success?

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National Standards

C3 FRAMEWORK FOR SOCIAL STUDIES STATE STANDARDS

- D2.Civ.6.6-8. Describe the roles of political, civil, and economic organizations in shaping people's lives.

NEXT GENERATION SCIENCE STANDARDS

- Disciplinary Core Idea
ESS3.C: Human Impacts on Earth Systems: Typically as human populations and per-capita consumption of natural resources increase, so do the negative impacts on Earth unless the activities and technologies involved are engineered otherwise.

COMMON CORE ENGLISH LANGUAGE ARTS STANDARDS

- CCSS.ELA-Literacy.CCRA.SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.