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HIGH SCHOOL-LEVEL STUDY GUIDE

PRE-VISIT

Have the students think of things that they value or can't live without, apart from food. These may be connectivity to the internet, social media, pop culture, and the latest news; or perhaps their style or dressing sense, and any other forms of self-expression. Other ideas include travelling and exploring different places, their relationships with their friends and family, and even finding their purpose and passion in life. Have them find and break down the costs for these and relate it to the overall cost of being alive. Let them discuss how knowing this affected their idea of needs and wants, their valuation of their life and that of others. Consider the following questions in writing their reflections:

1. Why do you consider the things you listed as valuable?
2. What will you do if one day you find yourself without them? Will you be able to live your life regularly? Why or why not?
3. How is it possible for one to balance his/her wants and needs? How can this realization affect others?

Let the students research on green-labeling and eco-labeling. What is it? How does it affect our society? Have them merge their research on green-labeling and their reflection on things that they value through a creative presentation. They can make an artwork, write a piece of poetry, a skit presentation, or even make a game. Let the following guidelines aid them in making their synthesis:

1. How aware were they of the terms green and eco labeling? How has their awareness (or lack thereof) affected their actions?
2. How are their actions, especially the purchase and use of products/objects, environmentally-friendly?
3. Did green and eco labeling affect their perception of the things that are vital and unimportant to them? Why or why not?
4. What are the reasons or explanations behind this decision?

Chou Yu-Cheng's work has tires as one of its components. During his visit to Manila, he saw some roofs with tires on top of them. Tires have been used to weigh down the roof so that it does not fly away when there is a strong wind and it also helps dampen the rumbling sound of metal roofs.

Have the students speculate on the function of the tires vis-a-vis the metal sheet that has now been turned into a giant wind chime.

It would seem that there is an attempt to deconstruct a structure, with the parts broken down into tires, metal sheets and paintings. Have students build up the structure again with these materials via drawing. Have them look at other structures and objects and break these down into their parts via drawing. Have them discuss how knowledgeable they are about the parts and the functions of these parts, and how the parts relate to one another, and how they relate to the parts.

Following the idea of deconstructing an arrangement, have them design and draw their own assemblage that contains different pieces of items and knick knacks. From this, have them exchange their creation with another classmate or group in which each of them will decipher the purpose of the other's conception and what ultimately the structure is. Let each group explain their works and how they came up with it.

Gather the class again and have them analyze and reflect if they have considered elements of eco and green-labeling into their structures and designs. Consider the following questions for the reflection:

1. Why did you choose to design that particular structure?
2. What were the eco-friendly materials you included in your structure?
3. How can these eco-friendly considerations in your design benefit everybody? Does it make the structure more relevant and vital? Why or why not?
4. What are the repercussions, if any, if one does not include eco-friendly elements into his/her decisions and structures?

POST-VISIT

Divide the class into groups and have them explore the stores where most people buy, check what products/objects are most popular, which of these have eco-labeling, and the design of the eco-label. Have them discuss their findings and the questions they have after their exploration.

Have the students critique the eco-labels in terms of design and accessibility. They can work with a designer as well as representatives of those they feel are left out or cannot access the information in the eco-labels to design new eco-labels.

Have them conduct a survey regarding people's awareness of eco and green-labeling and how this awareness (or lack thereof) affects their relationship with the object they are buying or using. Include the newly created designs and have the respondents consider their concept, function, and accessibility. Are they appealing? Do they inform the public accurately? Are they easily seen? Once the survey is done, have the students report to the class their findings. Include in the report ways or methods on how they can address the issues and concerns of green and eco-labeling.

To further promote discussion regarding green and eco-labeling, let the students post their designs in the school's newspaper publications. Another way is for them to create their own zines and have them distributed. Not only are the designs to be included here, but also the results of their explorations and survey.