**Feedback from participants at STAVCON (2024)**

**Ideas for other activities:**

* ‘Endangered and critical elements’ is now in the new Study Design (Unit 1): the existing activity (the placemat) could be mapped to this and included here
  + The placemat for ‘elements used in a mobile phone’ could be paired with this activity: a great way to contextualise element scarcity in a real-world example (e.g., which elements could we next look to?)
* Using replica models of samples of the pure elements that are missing from the set:
  + If the the mass of the plastic replica (‘fake’ elements) was **not equal** to the ‘real’ element, then an activity could be designed whereby students are given ‘real’ and ‘fake’ pure elements - they need to use the mass formula to test which is real
  + If the the mass of the plastic replica (‘fake’ elements) was **equal** to the ‘real’ element, then these other element replicas could be included in other activities which depend on mass

**Ideas for displaying the sets / completing the sets:**

* Use a 3D printer to create sections of the periodic table ‘holder’ that can be conjoined to make the unit that could be affixed to a wall to hold all of the element containers
  + Senior students of design/technology could work on this
  + The final 3D printer design could remain open-source and shared with all recipients of the kits
* Add the specific dimensions of the containers (LxWxH) to the website so that schools can readily find/order more empty ones if they want them
* Use a 3D printer to create replica models of samples of the pure elements that are missing from the set
  + Students in art classes could paint these to mimic the colour/lustre of the real pure element
  + If the the mass of the plastic replica (‘fake’ elements) was **not equal** to the ‘real’ element, then an activity could be designed whereby students are given ‘real’ and ‘fake’ pure elements - they need to use the mass formula to test which is real
  + If the the mass of the plastic replica (‘fake’ elements) was **equal** to the ‘real’ element, then these other element replicas could be included in other activities which depend on mass
* Alternatively, colour photos of sample of the missing elements could be provided on the website, fit to the same dimensions of the containers (i.e., inside a white circle) which schools could print off, cut out, and stick inside empty containers that they have purchased

**Feedback on mole determination activity**

* Could ask students: which has the most atoms?
  + Suggestion: select “x” number of elements; students hypothesise (explain and justify); then test using the other formula (N=n x Na)
  + Activity which element has more or less atoms. Can be expanded to Compounds, or even a SAC