TREE
Micro- and project-based learning programme for Teaching ciRcular Economy and Ecological awareness in VET

Funded by the European Union

R2. A1.2 PRACTICAL ACTIVITY

Title	○ **HELP NATURE CAMPAIGN**
Part of the training course referred to in this lesson	○ □ Part 1 General information about sustainability Part 2 Specific Information about: X Plastic sector □ Wood sector □ Agrifood sector
Duration	1 month
Location	Outside and inside
Specific location requirement	No
Equipment needed	Computers for online research, campaign materials and polls
General Learning objective(s) according to the Bloom Taxonomy https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/	X **Create** □ Produce new or original work (design, assemble, construct, investigate, formulate) □ **Evaluate** □ Justify a stand or decision (appraise, argue, defend, critique, select, support) X **Analyze** □ Draw connections among ideas (differentiate, organize, relate, compare, distinguish, test, experiment) X **Apply** □ Use information in new situations (execute, implement, solve, use, demonstrate, operate) X **Understand** □ Explain ideas or concepts (classify, discuss, describe, identify, locate, translate) □ **Remember** □ Recall facts and basic concepts (define, duplicate, list, memorize, repeat)
Specific learning objective(s)	• Learn more about environmental problems and possible solutions • Learn more about sustainability • Learn about environmental footprint and how to calculate it • Organize a campaign with solutions to environmental problems that can be applied in our everyday life • Develop team work and communication skills

	• Develop IT skills • Communication with institutions and media
Cognitive, socioemotional and behavioural outcomes based on https://www.unesco.de/sites/default/files/2018-08/unesco_education_for_sustainable_development_goals.pdf	**SDG 6 – Clean water and sanitation** The learner understands water as a fundamental condition of life itself, the importance of water quality and quantity, and the causes, effects and consequences of water pollution and water scarcity. The learner is able to participate in activities of improving water and sanitation management in local communities. The learner is able to communicate about water pollution, water access and water saving measures and to create visibility about success stories. The learner is able to feel responsible for their water use. The learner is able to reduce their individual water footprint and to save water practising their daily habits. **SDG 7 Affordable and clean energy** The learner is able to communicate the need for energy efficiency and sufficiency. The learner is able to clarify personal norms and values related to energy production and usage as well as to reflect and evaluate their own energy usage in terms of efficiency and sufficiency. The learner is able to apply and evaluate measures in order to increase energy efficiency and sufficiency in their personal sphere and to increase the share of renewable energy in their local energy mix. **SDG 13 Climate Action** The learner understands the greenhouse effect as a natural phenomenon caused by an insulating layer of greenhouse gases. The learner knows which human activities – on a global, national, local and individual level – contribute most to climate change. The learner knows about the main ecological, social, cultural and economic consequences of climate change locally, nationally and globally and understands how these can themselves become catalysing, reinforcing factors for climate change. The learner is able to encourage others to protect the climate. The learner is able to collaborate with others and to develop commonly agreed-upon strategies to deal with climate change. The learner is able to understand their personal impact on the world's climate, from a local to a global perspective. The learner is able to recognize that the protection of the global climate is

	an essential task for everyone and that we need to completely re-evaluate our worldview and everyday behaviours in light of this. The learner is able to evaluate whether their private and job activities are climate friendly and – where not – to revise them. **SDG 15 Life on Land** The learner understands the manifold threats posed to biodiversity, including habitat loss, deforestation, fragmentation, overexploitation and invasive species, and can relate these threats to their local biodiversity. The learner is able to argue against destructive environmental practices that cause biodiversity loss.
Green skill(s) addressed	□ Creative problem-solving X Forward-thinking X Analytical skills X Pollution prevention □ Eco-design □ Management skills □ Life-cycle management □ Science skills X Waste management X Ecosystem management
Step by step instructions to implement the activity	**Part 1** 1. The students are introduced to the terms Sustainability, Environmental footprint and carbon footprint and are asked to calculate their footprint. – 90 minutes WWF Footprint Calculator FOOTPRINT CALCULATOR (henkel.com) 2. The students are divided into groups of 3-4 (according to their number). Each group should choose an environmental problem to research and find possible solutions that can be applied at home and at school to help the environment and help everyone live more sustainably. The possible areas of research can be water pollution and water management in the area, air pollution, waste management, deforestation etc. (each teacher can choose according to the problems most relevant in their region). The students are introduced to the evaluation criteria at this point. The research must be extensive and practically oriented. For example if the students are researching waste they should find out what type of waste is thrown out in their region, is it separated or not, what happens to it, where does it go, is there a company that is responsible for it, is the separated waste recycled and who is responsible for it, are there places in the area where you can take plastics or glass for recycling. The aim is to find out as much information as possible so they can conduct a successful campaign later They must also include information about the relevant SDG.– 1 week 3. Each group presents the results of their research and the list of possible

	solutions. Discussion and peer feedback. The students come up with a list of solutions/ actions that each one can apply in their everyday life at home and at school. – 90 minutes **Part 2 – three weeks** 4. The students are given the next task, which is to organize a school campaign to raise awareness of the environmental problems in the area and introduce the list of possible solutions to their school community. 4.1. Decide on the way to conduct the campaign – through brochures, the Internet, exhibitions or other events etc. 4.2. Choose a campaign manager and divide the tasks between the students. 4.3. Choose a campaign slogan and logo 4.4. Prepare the materials for the campaign – brochures, ads, videos. They can also enlist local celebrities or officials to participate in their campaign. Use environmentally friendly materials for the campaign – for example recycled paper for the brochures. 4.5 Campaign execution 5. Evaluation and feedback– 90 minutes 5.1. Presentation of each team - they present their work on the campaign - how they did their research, possible campaign methods, campaign methods they chose and why, problems they faced during the campaign execution. Self-evaluation - campaign impact. Things they would do differently next time. 5.2. Feedback and questions from the teacher and peers. The questions from the teacher can include: ● What did you most enjoy from this activity? ● What was the most difficult part? ● What was the most unpleasant part? ● What new skills did you learn? ● What skills did you develop? 5.3. Evaluation according to the given criteria.
Assessment tool / methodology	Progress reports at the end of each week Evaluation criteria: ● effective division of the tasks within the team, commitment of each team member ● complete and clear research ● students can justify the methods they chose for their campaign ● peer assessment (derived from the discussion after presentation)

	• creativity
Additional resources	https://sphera.com/glossary/what-is-an-environmental-footprint/ https://sphera.com/glossary/what-is-a-carbon-footprint/ https://www.carbonfootprint.com/calculator.aspx https://sdgs.un.org/goals
Source	