

## R2. A1.2 PRACTICAL ACTIVITY TEMPLATE

<b>Title</b>	a. Artistic recycling solutions (practical activities) Up-cycling
<b>With what specific training course part of related a lesson</b>	b. <input type="checkbox"/> Part 1 General information about sustainability and CE Part 2 Specific Information about: <input type="checkbox"/> Wood sector <input checked="" type="checkbox"/> Plastic sector <input type="checkbox"/> Agrifood sector
<b>Duration</b>	3 preparatory classes , 4 practical - creative activities .
<b>Place</b>	x Inside
<b>Specific places requirement</b>	//
<b>Required means</b>	Wood chips plates, glue , drawing tools , plastic bottles and corks .
<b>General learning goals according to Bloom's taxonomy</b> <a href="https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/">https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/</a>	<p>X <b>Create</b> Produce new or original work (design, assemble, construct, investigate, formulate)</p> <p><input type="checkbox"/> <b>Evaluate</b> Justify a stand or decision (appraise, argue, defend, critique, select, support)</p> <p>X <b>Analyze</b> Draw connections among ideas (differentiate, organize, relate, compare, distinguish, test, experiment)</p> <p>X <b>Apply</b> Use information in new situations (execute, implement, solve, use, demonstrate, operate)</p> <p><input type="checkbox"/> <b>Understand</b> Explain ideas or concepts (classify, discuss, describe, identify, locate, translate)</p> <p><input type="checkbox"/> <b>Remember</b> Recall facts and basic concepts (define, duplicate, list, memorize, repeat)</p>
<b>Specific learning goals</b>	<ul style="list-style-type: none"> <li>● Develop a critical approach</li> <li>● Creativity and thinking-outside the box attitude</li> <li>● Learn about creative recycling techniques</li> <li>● Learn self-expression and initiative through artistic activities</li> <li>● Critical thinking development</li> <li>● Communication and cooperation with others</li> </ul>

<p><b>Cognitive , socioemotional and behavior results based on :</b></p> <p><a href="https://www.unesco.org/sites/default/files/2018-08/unesco_education_for_sustainable_development_goals.pdf">https://www.unesco.org/sites/default/files/2018-08/unesco_education_for_sustainable_development_goals.pdf</a></p>	<p><b>SDG 4 "Quality education"</b></p> <p><u>Cognitive learning objectives:</u></p> <ul style="list-style-type: none"> <li>● The learner understands the important role of education and lifelong learning opportunities for all (formal, non-formal and informal learning) as main drivers of sustainable development, for improving people’s lives and in achieving the SDGs.</li> <li>● The learner understands education as a public good, a global common good, a fundamental human right and a basis for guaranteeing the realization of other rights.</li> <li>● The learner knows about inequality in access to and attainment of education, particularly between girls and boys and in rural areas, and about reasons for a lack of equitable access to quality education and lifelong learning opportunities.</li> <li>● The learner understands the important role of culture in achieving sustainability.</li> </ul> <p><u>Socio-emotional learning objectives:</u></p> <ul style="list-style-type: none"> <li>● The learner is able to raise awareness of the importance of quality education for all, a humanistic and holistic approach to education, ESD and related approaches.</li> <li>● The learner is able through participatory methods to motivate and empower others to demand and use educational opportunities.</li> <li>● The learner is able to recognize the intrinsic value of education and to analyze and identify their own learning needs in their personal development.</li> <li>● The learner is able to recognize the importance of their own skills for improving their life, in particular for employment and entrepreneurship.</li> <li>● The learner is able to engage personally with ESD.</li> </ul> <p><u>Behavioral learning objectives:</u></p> <ul style="list-style-type: none"> <li>● The learner is able to publicly demand and support the development of policies promoting free, equitable and quality education for all, ESD and related approaches as well as aiming at safe, accessible and inclusive educational facilities.</li> <li>● The learner is able to promote the empowerment of young people.</li> <li>● The learner is able to use all opportunities for their own education throughout their life, and to apply the acquired knowledge in everyday situations to promote sustainable development.</li> </ul> <p><b>SDG 12 “Responsible Consumption and Production”</b></p> <p><u>Cognitive learning objectives:</u></p> <p>The learner understands how individual lifestyle choices influence social, economic and environmental development.</p> <p>The learner understands production and consumption patterns and value chains and the interrelatedness of production and consumption (supply and demand, toxics, CO2 emissions, waste generation, health, working conditions, poverty, etc. ).</p>
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	<p>The learner knows about strategies and practices of sustainable production and consumption.</p> <p>Socio-emotional learning objectives:</p> <p>The learner is able to communicate the need for sustainable practices in production and consumption.</p> <p>The learner is able to encourage others to engage in sustainable practices in consumption and production.</p> <p>The learner is able to differentiate between needs and wants and to reflect on their own individual consumer behavior in light of the needs of the natural world, other people, cultures and countries, and future generations.</p> <p><u>Behavioral learning objectives:</u></p> <p>The learner is able to evaluate, participate in and influence decision-making processes about acquisitions in the public sector.</p> <p>The learner is able to promote sustainable production patterns.</p> <p>The learner is able to take on critically on their role as an active stakeholder in the market.</p> <p>The learner is able to challenge cultural and societal orientations in consumption and production.</p>																
<p><b>Green skill(s) addressed</b></p>	<table border="0"> <tr> <td>X Creative problem-solving</td> <td>X Management skills</td> </tr> <tr> <td><input type="checkbox"/> Forward-thinking</td> <td><input type="checkbox"/> Impact quantification</td> </tr> <tr> <td><input type="checkbox"/> Monitoring skills</td> <td><input type="checkbox"/> Life-cycle management</td> </tr> <tr> <td>X Analytical skills</td> <td><input type="checkbox"/> Science skills</td> </tr> <tr> <td>X Lean production</td> <td>X Waste management</td> </tr> <tr> <td><input type="checkbox"/> Maintenance and repair skills</td> <td>X Environmental auditing</td> </tr> <tr> <td>X Pollution prevention</td> <td><input type="checkbox"/> Ecosystem management</td> </tr> <tr> <td>X Eco-design</td> <td><input type="checkbox"/> Other _____</td> </tr> </table>	X Creative problem-solving	X Management skills	<input type="checkbox"/> Forward-thinking	<input type="checkbox"/> Impact quantification	<input type="checkbox"/> Monitoring skills	<input type="checkbox"/> Life-cycle management	X Analytical skills	<input type="checkbox"/> Science skills	X Lean production	X Waste management	<input type="checkbox"/> Maintenance and repair skills	X Environmental auditing	X Pollution prevention	<input type="checkbox"/> Ecosystem management	X Eco-design	<input type="checkbox"/> Other _____
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<p><b>Details instructions how to to implement activities</b></p>	<p><b>2. Planning activities (time, resources, space and others resources setting )</b></p> <p>Set optimal time, prepare necessary material, suitable place for the activities.</p> <p><b>3. Creating target learners groups</b></p> <p>Taking into account the needs and capabilities of the learners, several groups will be created through selection, the members of which will communicate, collaborate and have a common vision. The</p>																

	<p>participants of each group will choose a responsible representative who will distribute the performance tasks according to their needs.</p> <p><b>4. Visual ideas choice and implementation</b></p> <p>All groups choose a common theme and similar stylistics, while maintaining the uniqueness of each group's idea.</p> <p><b>5. Visualizations creation</b></p> <p>According to the selected sketches, students draw, apply, combine and compose elements from colored corks on chipboards. The remaining unfilled spaces are painted with the appropriate color with acrylic paint.</p>
<p><b>Assessment tool / methodology</b></p>	<p><b>Main evaluation criteria :</b></p> <ul style="list-style-type: none"> <li>● Relevance of practical activities (sustainable use and low consumption of materials and tools);</li> <li>● Aesthetics;</li> <li>● Coherence of the chosen theme and stylistics.</li> </ul>
<p><b>Additional sources</b></p>	<p>//</p>
<p><b>Sources</b></p>	<p>//</p>