

R2. A1.2 PRACTICAL ACTIVITY

Title	o IDEA FAIR
Part of the training course referred to in this lesson	X Part 1 ☑ General information about sustainability and CE Part 2 ☑ Specific Information about: ☑ Wood sector ☑ Plastic sector ☑ Agrifood sector
Duration	Up to 3 months active preparation, 1-day final event
Location	X Outside or X Inside
Specific location requirement	The location should preferably be either: <ul style="list-style-type: none"> ● Conference or expo centre ● VET school grounds (when a spacious hall is available and the location is easily accessible) ● Other central location that has a spacious hall or a possibility to have large number of visitors
Equipment needed	Computer, stands or kiosks, presentation materials, sound equipment, screens and projectors if possible/available
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) X Evaluate ☑ Justify a stand or decision (appraise, argue, defend, critique, select, support) ☑ Analyze ☑ Draw connections among ideas (differentiate, organize, relate, compare, distinguish, test, experiment) ☑ Apply ☑ Use information in new situations (execute, implement, solve, use, demonstrate, operate) X Understand ☑ Explain ideas or concepts (classify, discuss, describe, identify, locate, translate) X Remember ☑ Recall facts and basic concepts (define, duplicate, list, memorize, repeat)

<p>Specific learning objective(s)</p>	<ul style="list-style-type: none"> ● The learner will have to develop a new product/process related to CE ● The learner may optimise existing practices (with a specific case in mind) ● The learner is to show creativity and forward thinking ● The learner will have to either work individually or in a team to come up with, develop, prototype (if applicable) and present the idea ● Each learner/team will have to present his/her/their “idea” and have a strong back up for its applicability, need, use and benefits, but also be aware of any related challenges ● The learner/s will have to be able promote or “sell” their idea
<p>Cognitive, socioemotional and behavioural outcomes based on https://www.unesco.org/sites/default/files/2018-08/unesco_education_for_sustainable_development_goals.pdf</p>	<p>Due to the nature of the task, and the fact that the scope of ideas is quite vast, it could be said that most if not all cross-cutting key competencies can be achieved with this activity. Namely: Systems thinking competency; Anticipatory competency; Normative competency; Collaboration competency; Critical thinking competency; Self-awareness competency; Integrated problem-solving competency.</p> <p>In terms of some of the outcomes that can be reached, here are some examples:</p> <p>SDG 4 “ Quality Education”</p> <p>Cognitive outcomes: 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.</p> <p>Socioemotional outcomes: The learner is able to recognize the importance of their own skills for improving their life, in particular for employment and entrepreneurship</p> <p>Behavioural outcomes: 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.</p> <p>SDG 7 “ Affordable and Clean Energy”</p> <p>Cognitive outcomes: The learner knows about different energy resources – renewable and non-renewable – and their respective advantages and disadvantages including environmental impacts, health issues, usage, safety and energy security, and their share in the energy mix at the local, national and global level</p> <p>Socioemotional outcomes: The learner is able to develop a vision of a reliable, sustainable energy production, supply and usage in their country</p> <p>Behavioural outcomes: The learner is able to analyse the impact and long-term effects of big energy projects (e.g. constructing an off-shore wind park) and energy related policies on different stakeholder groups (including</p>

	<p>nature).</p> <p>SDG 13 "Climate Action"</p> <p>Cognitive outcomes: The learner knows about prevention, mitigation and adaptation strategies at different levels (global to individual) and for different contexts and their connections with disaster response and disaster risk reduction.</p> <p>Socioemotional outcomes: The learner is able to collaborate with others and to develop commonly agreed-upon strategies to deal with climate change.</p> <p>Behavioural outcomes: The learner is able to support climate-friendly economic activities.</p>																
<p>Green skill(s) addressed</p>	<table border="0"> <tr> <td>X Creative problem-solving</td> <td>X Management skills</td> </tr> <tr> <td>X Forward-thinking</td> <td>X Impact quantification</td> </tr> <tr> <td>X Analytical skills</td> <td>X Life-cycle management</td> </tr> <tr> <td>X Lean production</td> <td>X Science skills</td> </tr> <tr> <td>X Pollution prevention</td> <td>X Waste management</td> </tr> <tr> <td>X Eco-design</td> <td>X Environmental auditing</td> </tr> <tr> <td>X Communication</td> <td>X Ecosystem management</td> </tr> <tr> <td>X Team work</td> <td>X Oral presentation</td> </tr> </table>	X Creative problem-solving	X Management skills	X Forward-thinking	X Impact quantification	X Analytical skills	X Life-cycle management	X Lean production	X Science skills	X Pollution prevention	X Waste management	X Eco-design	X Environmental auditing	X Communication	X Ecosystem management	X Team work	X Oral presentation
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<p>Step by step instructions to implement the activity</p>	<p>The IDEA FAIR is best implemented at the end of the TREE Training (both theory and practical). It is to be presented to the students as the final event where they get to show not only what they have learned, but also what ideas they can generate and how they will contribute to a "greener" future.</p> <p>Step 1: Planning and preparation for the event: After the concept of the event has been presented (best to be done at least 6 months prior), the students are given a time to come up with ideas/solutions, based on what they have learned and/or are inspired/intrigued by and present a short application that they wish to participate. 2 months before the event, all learners that wish to participate either individually or in teams should make a short presentation to an informal "jury of teachers", who will determine whether all will participate in the final event, to ensure the quality of ideas and products presented. Based on the number of people approved, the responsible teachers and school's staff should make the arrangements for the location- securing a hall and the necessary equipment. Contacting the schools' network, as well as reaching out to corporate and business representatives to join the formal PANEL at the IDEA FAIR.</p> <p>Step 2: Publicising</p> <p>It is recommended that the event is shared with the media, local community,</p>																

	<p>VET school networks and local businesses. Leaflets and promotional materials can be made, as well as regular posts on the social media accounts.</p> <p>Step 3: Students' preparation</p> <p>The students have a number of options. They may decide to work individually or in a team. The purpose is, based on what they have learned to generate a new idea/project/process that is going to have a clear positive impact on the CE and one of the 3 sectors selected in project TREE. They will need to be innovative, but also substantiate what they work on and present it. The idea can be around a specific product, an industry related “lean” process, a specific business based case study, etc. They may also decide to create a prototype that is to be shown at the FAIR. The learners also have to decide in what manner they would like to present, what equipment and materials they might need and cooperate with the school staff responsible. Regular consultations with the teachers are to be made to ensure the quality of the work as well as provide guidance and answers to any questions.</p> <p><i>N.B. If students come up with something truly revolutionary, they might want to consult a patent lawyer and safeguard their idea, before presenting it.</i></p> <p>Step 4: Logistics and Financials</p> <p>Formal invitations are to be sent out together with the announcements for the event to businesses, local community and related organisations. Again, the hall where the event is to be held is to be secured. Budgeting and required equipment and materials should be taken into account in a timely manner.</p> <p>The school may also opt to try to find a sponsor for the event, especially in cases of limited equipment, spacing, number of participants and envisaged visitors, etc.</p> <p>Step 5: The IDEA FAIR</p> <p>It is recommended that the event takes place over a minimum of several hours or a full day, so that it provides an opportunity for all students to present and defend their ideas. Kiosks or stands can be placed, where each team lays out the materials, prototypes, etc. It is possible, if the organisers so wish and if there are interested company representatives, that a formal panel is formed that can judge and select the most viable ideas. Prizes (material, investment based or internship opportunities) and certificates can be distributed at the end of the FAIR. Quizzes can be organised throughout the day, as well as presentations on sustainability and sustainable business practices.</p>
<p>Assessment tool / methodology</p>	<p>Feedback from the “business” visitors and the panel on the strong and weaker points of the various ideas and/or how they were presented and how the process can be improved. A period of reflection to generate some feedback would also be extremely useful, both for the students as well as for the VET staff supporting the process. Reports, prepared by the students on</p>

	<p>their experience could be of great benefit to other potential candidates, as well as to businesses themselves.</p> <p>Assessment and reflection for the students:</p> <ol style="list-style-type: none"> 1. Which green skills were you hoping to gain from the experience? (list of the green skills) 2. To what extent was this achieved? (from “not at all” to “fully” with a possibility for comments) 3. What worked well and why? 4. What did not work that well and why? 5. In what way has the experience been of benefit to you? 6. Did you feel inspired by the other teams? 7. How do you envisage to use the knowledge, skills or experience gained? 8. Was this appropriate as a group task or would it be better as an individual one? 9. Do you see yourself working in this field in the future? 10. Do you think you will continue developing your idea in the future?
<p>Additional resources</p>	<p>//</p>
<p>Source</p>	<p>//</p>