

PRACTICAL ACTIVITY

Title	PROs and CONs: debates on sustainability in agrifood
Part of the training course referred to in this lesson	<ul style="list-style-type: none"> - <input type="checkbox"/> Part 1 General information about sustainability and CE Part 2 Specific Information about: <ul style="list-style-type: none"> <input type="checkbox"/> Wood sector <input type="checkbox"/> Plastic sector X Agrifood sector
Duration	<ul style="list-style-type: none"> - 1 week for the selection of the topics and for the preparatory work - 3 weeks for the research and the development of the work - 2 or 3 days (depending on the number of groups) for the presentation and the debate
Location	<input type="checkbox"/> Outside X Inside
Specific location requirement	No
Equipment needed	<ul style="list-style-type: none"> - Computer - Internet connection - Projector (Optional)
General Learning objective(s) according to the Bloom Taxonomy https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/	<input type="checkbox"/> Create Produce new or original work (design, assemble, construct, investigate, formulate) X Evaluate Justify a stand or decision (appraise, argue, defend, critique, select, support) <input type="checkbox"/> Analyze Draw connections among ideas (differentiate, organize, relate, compare, distinguish, test, experiment) <input type="checkbox"/> Apply Use information in new situations (execute, implement, solve, use, demonstrate, operate) <input type="checkbox"/> Understand Explain ideas or concepts (classify, discuss, describe, identify, locate, translate) <input type="checkbox"/> Remember Recall facts and basic concepts (define, duplicate, list, memorize, repeat)
Specific learning	<ul style="list-style-type: none"> ● To learn more about the agri food sectors, the sustainable and the

<p>objective(s)</p>	<p>unsustainable practices implemented;</p> <ul style="list-style-type: none"> ● To collaborate with others in order to reach a common goals; ● To research and elaborate information acquired; ● To argue, defend and critique thesis and information.
<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>SDG 4 “Quality Education”</p> <p><u>Cognitive learning objectives:</u> the learner understands the important role of culture in achieving sustainability; the learner understands that education can help create a more sustainable, equitable and peaceful world.</p> <p><u>Socio-emotional learning objectives:</u> the learner is able to recognize the importance of their own skills for improving their life, in particular for employment and entrepreneurship; the learner is able to engage personally with ESD.</p> <p><u>Behavioural learning objectives:</u> 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 12 “Responsible Consumption and Production”</p> <p><u>Cognitive learning objectives:</u> 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.); the learner knows roles, rights and duties of different actors in production and consumption (media and advertising, enterprises, municipalities, legislation, consumers, etc.); the learner knows about strategies and practices of sustainable production and consumption.</p> <p><u>Socio-emotional learning objectives:</u> the learner is able to communicate the need for sustainable practices in production and consumption; the learner is able to encourage others to engage in sustainable practices in consumption and production.</p> <p><u>Behavioural learning objectives:</u> the learner is able to promote sustainable production patterns; the learner is able to take on critically on their role as an active stakeholder in the market.</p> <p>SDG 13 “Climate Action”</p> <p><u>Cognitive learning objectives:</u> the learner knows which human activities – on a global, national, local and individual level – contribute most to climate change; 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><u>Socio-emotional learning objectives:</u> the learner is able to collaborate with others and to develop commonly agreed-upon strategies to deal with climate</p>

	<p>change</p> <p><u>Behavioural learning objectives:</u> the learner is able to support climate-friendly economic activities; the learner is able to anticipate, estimate and assess the impact of personal, local and national decisions or activities on other people and world regions.</p> <p>SDG 15 “Life on Land”</p> <p><u>Cognitive learning objectives:</u> The learner understands that realistic conservation strategies work outside pure nature reserves to also improve legislation, restore degraded habitats and soils, connect wildlife corridors, sustainable agriculture and forestry, and redress humanity’s relationship to wildlife.</p>	
<p>Green skill(s) addressed</p>	<p>X Creative problem-solving</p> <p><input type="checkbox"/> Forward-thinking</p> <p>X Monitoring skills</p> <p>X Analytical skills</p> <p><input type="checkbox"/> Lean production</p> <p><input type="checkbox"/> Maintenance and repair skills</p> <p><input type="checkbox"/> Pollution prevention</p> <p><input type="checkbox"/> Eco-design</p>	<p>X Management skills</p> <p><input type="checkbox"/> Impact quantification</p> <p>X Life-cycle management</p> <p><input type="checkbox"/> Science skills</p> <p><input type="checkbox"/> Waste management</p> <p><input type="checkbox"/> Environmental auditing</p> <p><input type="checkbox"/> Ecosystem management</p> <p><input type="checkbox"/> Other _____</p>
<p>Step by step instructions to implement the activity</p>	<p>Please, consider this description as guidelines you can follow to implement the activity but feel free to adapt it to your own needs.</p> <p>Step 1: Preparatory work - creation of the groups</p> <p>The class should be divided in an even number of groups (2, 4, 6, etc.) of ideally 3 or 4 students. This will ensure that everyone will have the opportunity to participate properly in the research. Each group should appoint a group leader, who will also be responsible for coordinating the work of his or her peers and for liaising with the teacher. The teacher will supervise the group division process and the entire research, supporting students when necessary.</p> <p>Step 2: Preparatory work - topics selection</p> <p>The choice of topics to be covered during this activity can be made in two ways:</p> <ul style="list-style-type: none"> - the teacher selects the topics and assigns one per group; - students propose ideas and then, by drawing lots, each group will draw the topic they have to work on. 	

	<p>It is important that the selected topics are the opposite of each other, because each group will "clash" with the group that supports the opposite thesis. Examples of themes are: organic/circular farming vs. intensive farming; natural pesticides and crop rotation vs intensive land use. The argument given to each group will represent its thesis to be defended during the final debate. For example, students will have to provide evidence to support their topic, arguing with thesis, scientific evidence, data, laws, etc. that intensive agriculture has more advantages than non-intensive agriculture. Another group will have to argue the opposite thesis, bringing in as much data, news and evidence.</p> <p>Step 3: Research and development of the work</p> <p>After each group has a topic to work on, they must begin the phase of finding data, research, and evidence that will make their thesis unassailable by the other group and the jury. Research findings and "evidence" in favour of one's thesis should be compiled into a paper (a maximum limit of 10 pages is recommended) and a presentation, where images and graphics supporting one's thesis can be illustrated during the final discussion. The sources used by each group must be reliable and can be international treaties, statistics, papers, documents etc.</p> <p>Step 4: Final debate</p> <p>On the day of the final debate, groups with opposing arguments will confront each other in front of the class. Each group may be given a keynote speech in which their argument is explained (a limited duration is recommended, e.g., 10 minutes) and then a debate phase opens. In the latter phase, members of the two "opposing" groups and the jury (other students who are part of other groups and the teacher) can ask questions to challenge the two theses. The one who proves most convincing will be declared the winner of the challenge.</p>
<p>Assessment tool / methodology</p>	<p>At the end of the activity, it is important for students to have a common reflection on what emerged from this activity and what they learned. The reflection can be guided by the teacher with questions such as:</p> <ul style="list-style-type: none"> - What did you appreciate most about this work? Why? - What did you appreciate the least about this work? Why? - Did you feel heard by your team while developing the research? - Do you think that this activity has helped you improve some green skills? Which ones? - Do you think that this activity has helped you improve some soft skills? Which ones? <p>The teacher can then evaluate the final paper and the students' display of the presentation, taking into consideration, among others, the following factors:</p> <ul style="list-style-type: none"> - correctness and completeness of information - teamwork and cooperation - participation of each member in the group work



TREE

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



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	- clarity of exposition
Additional resources	//
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