

R2. A1.2 PRACTICAL ACTIVITY TEMPLATE

Title	a. Developing a proposal for a sustainable strategy
Part of the training course referred to in this lesson	<p>b.</p> <ul style="list-style-type: none"> · Part 1 ☑ General information about sustainability and CE Part 2 ☑ Specific Information about: <ul style="list-style-type: none"> X Wood sector
Duration	4 weeks in research, 6 weeks for development and presentation, 2 and a half months overall
Location	· Inside
Specific location requirement	No
Equipment needed	A computer. No other specific equipment required
General Learning objective(s) according to the Bloom Taxonomy https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/	<ul style="list-style-type: none"> · Create ☑ Produce new or original work (design, assemble, construct, investigate, formulate) · 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) · Understand ☑ Explain ideas or concepts (classify, discuss, describe, identify, locate, translate)
Specific learning objective(s)	<p>To create a comprehensive document by analysing current status, challenges and company's objectives</p> <p>Aligning marketing strategy, business needs and consumer demands</p> <p>Developing a plan according to the business model and capacity</p> <p>Market research</p>

	<p>Governmental and EU regulations research</p> <p>Strategic decision making</p> <p>Financial awareness</p> <p>Collaboration</p>
<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 7 “Affordable and Clean Energy” – Ensure access to affordable, reliable, sustainable and clean energy for all</p> <p><u>Cognitive outcomes:</u> The learner understands the concept of energy efficiency and sufficiency and knows socio-technical strategies and policies to achieve efficiency and sufficiency; The learner understands how policies can influence the development of energy production, supply, demand and usage.</p> <p><u>Socio-emotional outcomes:</u> The learner is able to develop a vision of a reliable, sustainable energy production, supply and usage in their country.</p> <p><u>Behavioral outcomes:</u> 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 nature); The learner is able to influence public policies related to energy production, supply and usage.; The learner is able to compare and assess different business models and their suitability for different energy solutions and to influence energy suppliers to produce safe, reliable and sustainable energy</p> <p>SDG 12 “Responsible Consumption and Production”</p> <p><u>Cognitive outcomes:</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.).</p> <p><u>Socio-emotional outcomes:</u> The learner is able to communicate the need for sustainable practices in production and consumption.</p> <p><u>Behavioral outcomes:</u> The learner is able to plan, implement and evaluate consumption-related activities using existing sustainability criteria.; The learner is able to promote sustainable production patterns</p> <p>SDG 13 “Climate Action”</p> <p><u>Cognitive outcomes:</u> 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 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 outcomes:</u> The learner is able to collaborate with others and to develop commonly agreed-upon strategies to deal with climate change</p> <p><u>Behavioral outcomes:</u> The learner is able to anticipate, estimate and assess</p>

	<p>the impact of personal, local and national decisions or activities on other people and world regions; The learner is able to support climate-friendly economic activities</p> <p>SDG 15 "Life on Land"</p> <p><u>Cognitive outcomes:</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><u>Socio-emotional outcomes:</u> The learner is able to argue against destructive environmental practices that cause biodiversity loss.</p>														
<p>Green skill(s) addressed</p>	<table border="0"> <tr> <td><input type="checkbox"/> Creative problem-solving</td> <td><input type="checkbox"/> 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><input type="checkbox"/> Analytical skills</td> <td><input type="checkbox"/> Environmental auditing</td> </tr> <tr> <td><input type="checkbox"/> Lean production</td> <td><input type="checkbox"/> Ecosystem management</td> </tr> <tr> <td><input type="checkbox"/> Pollution prevention</td> <td>· Team work</td> </tr> <tr> <td><input type="checkbox"/> Eco-design</td> <td></td> </tr> </table>	<input type="checkbox"/> Creative problem-solving	<input type="checkbox"/> Management skills	<input type="checkbox"/> Forward-thinking	<input type="checkbox"/> Impact quantification	<input type="checkbox"/> Monitoring skills	<input type="checkbox"/> Life-cycle management	<input type="checkbox"/> Analytical skills	<input type="checkbox"/> Environmental auditing	<input type="checkbox"/> Lean production	<input type="checkbox"/> Ecosystem management	<input type="checkbox"/> Pollution prevention	· Team work	<input type="checkbox"/> Eco-design	
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<p>Step by step instructions to implement the activity</p>	<p><u>Due to the complexity of the task, it is recommended that it is carried out as a group activity.</u></p> <p>The steps below should be considered as indicative and should not be limiting.</p> <p>Step 1: Creating the Team</p> <p>The teacher supporting the team should allow the formation of team/s that will be assigned with this task. The team should consists of no more than 4 people in order to ensure efficient cooperation. Adequate and appropriate distribution of the work should be done between the team members, with the teacher's supervision.</p> <p>Step 2: Planning</p> <p>The teacher supporting the process should consult directories and green company lists, as well as companies that are currently either looking into becoming more sustainable or are pressured to do so.</p> <p>Once the teacher has identified employers of interest, those should be contacted with an email and/or phone request. Timely requests can ensure the success in securing their cooperation. Once a company in the wood sector has been identified, and the person responsible has agreed with the terms of cooperation, a non-disclosure agreement (NDA) is to be signed,</p>														

provided by the company.

Step 3: Interview

It is recommended that the team holds an interview with a company's representative/s, where they gather information on current business model, challenges and objectives. This can be done online or in person, depending on the company's location and preference. It would serve as the basis for the strategy development. The company may decide to provide additional documents, and requirements in relation to the strategy development. For instance, current sustainability/green practices, status of the sustainability agenda, existing policies if any, etc.

Step 4: Assigning the tasks

The team members, with the supervision of the responsible teacher, are to assign the tasks amongst themselves. These may include, but are not limited to:

- Research of regulations
- Sector research
- Existing marketing strategy research
- Consumer demands research
- Climate and sustainability research
- Financial implications and optimization
- Sourcing research and upgrade
- Presentation

As a team:

- Analysis of the information
- Solution creation
- Ideation
- Strategy development

Step 5: Research

The students are to initiate the research. Only viable resources are to be used, including business and scientific journals, government portals, checked news articles and strategy documents. They should also use the information provided by the company itself and do extensive research on its sourcing, marketing strategy and sustainability needs, as well as regulations that affect its activities. The teacher responsible should check their progress at regular intervals and provide feedback in order to ensure the quality of the work.

Step 6: Analysis and strategy development

After completing the research, the team members should gather and work collaboratively on the analysis and idea creation. The strategy should be presented in a written form, with the possibility of additional Power Point presentation to visualise the outcomes and key strategic points. When

	<p>finalised these should be presented to the teacher and alterations/addition should be made, based on that consultation. Then the strategy should be finalised.</p> <p>Step 7. Presentation</p> <p>It is recommended that a meeting is held with the company's representative, where the team presents the results of their work. The team must be able to justify their strategy decision, answer any questions and show the short- and long-term positive impacts for the company.</p>
<p>Assessment tool / methodology</p>	<p>Feedback from the company on the strong and weaker points of the sustainability strategy and how the process can be improved.</p> <p>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.</p> <p>Reports, prepared by the students on their strategy development experience could be of great benefit to other potential candidates, as well as to businesses themselves, for the purpose of improving their offers and the results achieved thereafter.</p> <p>Assessment and reflection for the students:</p> <ol style="list-style-type: none"> 2. Which green skills were you hoping to gain from the experience? (list of the green skills) 3. To what extent was this achieved? (from "not at all" to "fully" with a possibility for comments) 4. What worked well and why? 5. What did not work that well and why? 6. In what way has the experience been of benefit to you? 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. Any other comments?
<p>Additional resources</p>	<p>//</p>
<p>Sources</p>	<p>//</p>