R2. A1.2 PRACTICAL ACTIVITY

Title	○ **The Pre-Plastic Era** Environmentally-friendly practices form the past that can help us build a better, more sustainable future.
Part of the training course referred to in this lesson	○ Part 1 □ General information about sustainability and CE Part 2 □ Specific Information about: □ Plastic sector
Duration	2 weeks
Location	Outside and inside
Specific location requirement	No
Equipment needed	Computer, Internet, Smartphone
General Learning objective(s) according to the Bloom Taxonomy https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/	□ **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) □ **Remember** □ Recall facts and basic concepts (define, duplicate, list, memorise, repeat)
Specific learning objective(s)	• Learn more about plastic and its impact on the environment. • Learn more about life in the Pre-Plastic Era. • Learn more about sustainable practices from the past that can be applied today.

	• Develop communication skills. • Team work • Develop digital skills
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. **SDG 12 Responsible Consumption and Production** The learner understands how individual lifestyle choices influence social, economic and environmental development. 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 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. The learner is able to differentiate between needs and wants and to reflect on their own individual consumer behaviour in light of the needs of the natural world, other people, cultures and countries, and future generations. The learner is able to envision sustainable lifestyles. The learner is able to feel responsible for the environmental and social impacts of their own individual behaviour as a producer or consumer. The learner is able take on critically on their role as an active stakeholder in the market.
Green skill(s) addressed	x Creative problem-solving □ Forward-thinking □ Monitoring skills x Analytical skills □ Pollution prevention □ Eco-design □ Management skills □ Life-cycle management □ Science skills □ Waste management

Step by step instructions to implement the activity	• Introduction – Plastic waste and its impact on the environment – videos – 40 minutes • Brainstorming and discussion– Plastic we use every day. How much do we keep and how much do we throw away? Do we separate plastic waste? – 30 minutes • Create a list of disposable plastic items we use every day. – 20 minutes • Research – Students work in groups according to their number. All groups are given the same task – to conduct a research (on the Internet, library or through interviews with older people) and find the Pre-Plastic alternatives of the disposable plastic items on the list. Each group prepares a presentation with their research results. Clear evaluation criteria is given at this point. – 5 days. • Presenting the results- each group presents their results. – 90 minutes • Discussion and peer feedback. – 40 minutes • The students work in groups again. All items from the list are evenly distributed and each group works on the Pre-Plastic alternatives of their items and whether they are applicable nowadays. They also work on contemporary adaptations of the Pre-Plastic solutions and ways to popularize them. Each group prepares a video or presentation to present their work. – 5 days • All groups present their work and all videos/ presentations are uploaded and popularized on the Internet (Youtube, school website, social media). – 90 minutes • Final discussion and evaluation. – 90 minutes
Assessment tool / methodology	Clear evaluation criteria Peer feedback Teacher feedback
Additional resources	https://www.youtube.com/watch?v=_6xlNyWPpB8&ab_channel=TED-Ed https://www.youtube.com/watch?v=G8MO_8Zfu3Q&ab_channel=InterestingEngineering https://www.youtube.com/watch?v=CubtcwIZEWc&ab_channel=OurChangingClimate
Source	