

## PRACTICAL ACTIVITY 5 - Part 1

<b>Title</b>	<b>Environmental-friendly practices at school and at home. Topic: "Sort with fun"</b>
<b>Part of the training course referred to in this lesson</b>	Part 1 X General information about sustainability and CE Part 2 <input type="checkbox"/> Specific Information about: <input type="checkbox"/> Wood sector <input type="checkbox"/> Plastic sector <input type="checkbox"/> Agrifood sector
<b>Duration</b>	2 preparatory lessons, 3 practical - creative activities (lessons). Total – 5 hours.
<b>Location</b>	<input type="checkbox"/> Outside X Inside
<b>Specific location requirement</b>	None
<b>Equipment needed</b>	Cardboard boxes for sorting, acrylic paints, used items (magazines, newspapers, posters, wallpaper, cardboard, packaging boxes), glue.
<b>General Learning objective(s) according to the Bloom Taxonomy</b> <a href="https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/">https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/</a>	X <b>Create</b> <input type="checkbox"/> Produce new or original work (design, assemble, construct, investigate, formulate) <input type="checkbox"/> <b>Evaluate</b> <input type="checkbox"/> Justify a stand or decision (appraise, argue, defend, critique, select, support) X <b>Analyze</b> <input type="checkbox"/> Draw connections among ideas (differentiate, organize, relate, compare, distinguish, test, experiment) X <b>Apply</b> <input type="checkbox"/> Use information in new situations (execute, implement, solve, use, demonstrate, operate) <input type="checkbox"/> <b>Understand</b> <input type="checkbox"/> Explain ideas or concepts (classify, discuss, describe, identify, locate, translate) <input type="checkbox"/> <b>Remember</b> <input type="checkbox"/> Recall facts and basic concepts (define, duplicate, list, memorise, repeat)
<b>Specific learning objective(s)</b>	To develop communication and cooperation competencies. To develop creativity and initiative. To promote the concept of sustainable use. To develop environmental competences.
<b>Cognitive, socioemotional and behavioural outcomes</b>	<b>SDG 4 Quality Education</b> <u>Cognitive learning objectives</u>

<p><b>based on</b> <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>	<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 realisation of other rights.</li> <li>• The learner understands that education can help create a more sustainable, equitable and peaceful world.</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 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>Behavioural learning objectives</u></p> <ul style="list-style-type: none"> <li>• The learner is able to contribute to facilitating and implementing quality education for all, ESD and related approaches at different levels.</li> <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 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>Green skill(s) addressed</b></p>	<table border="0"> <tr> <td>X 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>X Monitoring skills</td> <td>X Life-cycle management</td> </tr> <tr> <td><input type="checkbox"/> 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	<input type="checkbox"/> Management skills	<input type="checkbox"/> Forward-thinking	<input type="checkbox"/> Impact quantification	X Monitoring skills	X Life-cycle management	<input type="checkbox"/> 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 _____
X Creative problem-solving	<input type="checkbox"/> Management skills																
<input type="checkbox"/> Forward-thinking	<input type="checkbox"/> Impact quantification																
X Monitoring skills	X Life-cycle management																
<input type="checkbox"/> 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 _____																

<p><b>Step by step instructions to implement the activity</b></p>	<p><b>1. Activity planning (determination of time, resources, space and other resources).</b> The optimal duration of time has been determined, the criteria for the lowest cost of the material have been provided. Premises suitable for classes are selected.</p> <p><b>2. Formation of target groups of learners.</b> Taking into account the needs and capabilities of the learners, several groups will be formed through selection of the members, which will communicate, collaborate and have a common vision. The participants of each group will choose a responsible representative who will distribute the performance tasks according to their needs.</p> <p><b>3. Selection and implementation of a visual idea.</b> Group participants choose a specific sector of sorted materials (plastic/paper/household waste/textile/glass/metal). Visualisation tools and techniques are chosen, taking into account the characteristics of the material to be sorted. Selected materials and methods to accomplish the tasks.</p> <p><b>4. Creating a visualisation.</b> According to the selected sketches, students decorate, apply, combine and compose elements from selected materials (secondary raw materials) on the cardboard boxes intended for sorting. Writes/glues or other performance techniques provide the necessary information.</p>
<p><b>Assessment tool / methodology</b></p>	<p>Main evaluation criteria: relevance of practical activities (principles of sustainable consumption), minimal costs of materials and means of expression, aesthetics.</p> <p>Assessment: Informal.</p>
<p><b>Additional resources</b></p>	<p><a href="https://issuu.com/lietuvistest/docs/nr_12_291_kovo_30_d._2011">https://issuu.com/lietuvistest/docs/nr_12_291_kovo_30_d._2011</a></p> <p><a href="https://www.klaipedosgiliukas.lt/wp-content/uploads/2021/01/2020-2024-m_-sveikatos-stiprinimo-programa-Augu-sveikas-ir-saugus.pdf">https://www.klaipedosgiliukas.lt/wp-content/uploads/2021/01/2020-2024-m_-sveikatos-stiprinimo-programa-Augu-sveikas-ir-saugus.pdf</a></p>
<p><b>Source</b></p>	