

Teacher's guide: Recycling vs. Reuse

Topics

- Clarification of concept
- Recycling and reuse

Recommended duration

- 45-60 minutes



INTRO

Introduction

Before the actual exercise, a brief text has been written to describe the concepts of recycling and reuse, and some concrete examples of recycling and reuse from 'reality' are included.

Based on the apprentices' own experiences and the knowledge they have gained through text and video, they are encouraged to present and discuss the concepts of 'recycling and reuse'. The examples do not need to be related to the construction sector, as the primary purpose is to incorporate the concepts of recycling and reuse into the apprentice's vocabulary.

The apprentice's sharing of knowledge with fellow students aims to practice the use of the concepts, while their peers receive confirmation of the application.

The concrete examples from 'reality' show the apprentice that recycling and reuse are focal points in the construction sector and contribute to making the task practical.

The material is used to motivate and contextualize recycling and reuse in a way that students can relate to.

The material can provide the instructor with an understanding of where the students are in the field and how much knowledge they already have in the area. Based on this, the difficulty level in the subsequent teaching process can be differentiated according to both individual and class levels.

Preparation

Teachers Role:

- The teacher introduces the material.
- The teacher should assist in keeping track of time by informing how much time has passed and instructing when the apprentice should move on to the next sub-task.
- The teacher helps the apprentice incorporate the use of the concepts.
- The teacher guides the process of creating definitions for the concepts.
- The teacher writes the concepts on a large piece of paper, which is then displayed in the classroom.

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Participants Role:

- The apprentice should reflect on their own experiences and how they relate to the topic.
- The apprentice contributes to the sharing of knowledge based on their experiences.
- The apprentice contributes by expressing their thoughts.
- The apprentice reflects on input from classmates.
- The apprentice acts respectfully towards their classmates and contributes to creating a safe space where everyone feels comfortable sharing their thoughts.

Organization:

- Students should sit at individual computers.
- They should then sit together with their neighbor.
- Finally, all students should be able to face the teacher/each other.

Classroom Setup:

- Classroom with an individual computer for each student.

Learning objectives

- The apprentice can inspire and act as a change agent and role model for recycling.
- The apprentice can convey examples of how the executing craftsman can contribute to mitigating climate change through recycling.
- The apprentice can argue that education on recycling can make a difference for the climate .
- The apprentice can explain why recycling is beneficial regarding climate change.
- The apprentice is aware of opportunities to contribute to an environmentally friendly process as a craftsman through recycling.
- The apprentice can describe the connection between a building material and the resources of nature.

Content and Purpose

Brief presentation of materials (2 min.)

- The teacher gets the apprentice started on reading the material.

Material for reading (10 min.)

- The apprentice reads through the material.



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The apprentice works independently on questions 1, 2, and 3 (5-10 min.)

- The apprentice takes notes that can be used to communicate their answers to a classmate.

The apprentice presents their answers to a classmate (10 min.)

- The apprentice presents their top 3 examples of recycling and reuse to a classmate. After completion, roles are switched. 1-2 examples of both recycling and reuse are selected for later presentation to the class.

The apprentice and classmate present to the class (10-20 min.)

- The best examples from each group are presented to the class.

The class collaboratively defines the concepts of recycling and reuse (10-15 min.)

- Using their own words, the class defines the concepts of recycling and reuse.

Differentiation

The apprentice is challenged at their own level by contributing with the insight and understanding they have for the subject.

Feedback and Evaluation

The participant's ability to perceive and reflect on the content of the video and their own experiences allows for more or less advanced contributions to knowledge sharing. With each contribution, the participant receives direct feedback from the teacher, as the teacher assists in clarifying the argument before it is written on the board. The participant will experience that 'good' contributions are acknowledged and written directly on the board, while imprecise/incorrect contributions are adjusted/reinterpreted in collaboration between the teacher and the participant before being written on the board.

