

# Teacher's guide: Facts about consumption

## Topic

- Consumption's impact on climate and the environment, as well as the recycling potential for reduction of consumption.

## Recommended duration

- 30 minutes

## INTRO

## Introduction

Facts about consumption introduce the language, elements, and concepts within the realm of sustainable construction and the reuse of building materials. The educational component includes information tailored for apprentices at vocational schools, addressing both private consumption, national consumption, and, of course, consumption in the construction sector. The teaching approach aims to impart knowledge, introduce concepts, and foster motivation among apprentices to further explore topics related to the reuse of building materials.

## Preparation

The teaching element serves as a good introduction for further work on the topic – therefore, the teacher should have planned which teaching element should follow.

Students should have access to the internet.

## Learning objectives

### Primary learning objectives:

- You have knowledge of climate and environmental issues.
- You can provide examples of the impact of consumption on both climate and the environment.
- You can provide examples of the construction industry's impact on climate and the environment.

### Contributes to:

You are aware of the construction industry's opportunities to reduce consumption.

You are aware of how, as a craftsman, you can reduce consumption.

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## Content and Purpose

- The impact of consumption on climate and the environment in general.
- The reduction potential in recycling.
- Examples from private life.
- Professional examples from the Nordic region, both in macro (construction industry) and micro (craftsman's) perspectives.
- Five questions about consumption – the apprentice can find answers in the text and possibly contribute additional knowledge.
- The purpose of facts about consumption is to enhance the apprentices' knowledge of both private consumption and the construction industry's impact on climate and the environment.

## Proposal for lesson plan

### Teacher's presentation (5 min.)

- The presentation will cover the following topics:
  - Demonstration of where information about consumption can be found on the website
  - Quick overview of content and questions

### Self-study (20 min.)

- Read the text and follow links for additional information (videos, interactive info)

### Optionally

- Formulate 1-2 questions about resources, climate/environment, and recycling
- Exchange with a partner and answer each other's questions

### Plenary summary (5 min.)

- Examples of apprentices' own questions and answers
- Any questions?

## Differentiation

The teaching element can be differentiated at the class level and individual level.

Class differentiation occurs when the teacher can choose to include or exclude the sub-element where students must formulate and answer each other's questions.



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Individual differentiation occurs when apprentices can choose only to read the text/get the text read out loud or click through to videos and interactive websites for additional information. Additionally, apprentices have the option to find more relevant information on their own.

### Feedback and Evaluation

The potential self-formulated questions and answers can indicate to what extent the apprentices have reflected on the relevance of resource issues and recycling as a solution. The next teaching element, the "group debate," provides additional knowledge about the level of understanding. The more the apprentice can use facts and concepts from "consumption facts" in the "group debate," the better.

