

Teacher's guide: Debate on Sustainable Construction

Theme

- Sustainable construction and recycling for debate

Recommended Duration in Hours

- 60 min



INTRO

Introduction

The debate on sustainable construction utilizes the knowledge of concepts and facts that the apprentices have acquired throughout the course and brings it to the forefront of discussion. Arguments and debate contribute to apprentices actively taking a stance on the impact of construction on climate and the environment, while also gaining experience in discussing their professional expertise. Facts and concepts should support the arguments, and the teacher simultaneously has the opportunity to listen, inquire, and discuss the apprentices' professional outcomes from the entire introductory module 1.1.

Preparation

- Students should have internet access.
- The teacher should have an overview of facts and concepts related to sustainable construction and recycling (possibly consult reference materials).
- The teacher should have chosen a medium for knowledge sharing (whiteboard, learning platform, Miro, etc.).

Learning Objectives

- The apprentice understands arguments for and against the craftsman's moral responsibility.
- The apprentice has taken a position on the construction industry's responsibility for influencing climate and the environment – both at the macro (construction industry) and micro (craftsmen) levels.
- The apprentice can use professional terms and facts to argue their position.
- The apprentice has actively taken a stance on the current and future role of recycling in construction.

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Content and Purpose

- Arguments for and against sustainable construction, recycling, the craftsman's moral responsibility, etc.
- Presentation of arguments and class debate.
- Personal selection of the best arguments.

Suggested Lesson Plan

Teacher's presentation (5 min.)

- The teacher introduces the teaching element.

Arguments for and against sustainability (25-35 min.)

- Apprentices pair up and come up with at least 5 arguments for and against sustainability (15)
- The teacher writes all groups' arguments for and against sustainability on the board. The teacher can try to initiate a class debate by juxtaposing arguments (10-20).

Select the 5 best arguments (5 min.)

- Each apprentice individually chooses the five arguments they personally consider the best.

Plenary Summary (10-15 min.)

- All students present their chosen arguments.
- The teacher summarizes differences and similarities in the apprentices' choices.
- Questions

Differentiation

The teacher can differentiate based on group sizes and the number of arguments. Additionally, a class debate can be held where students in smaller groups use the common arguments to speak for their own position.

Feedback and Evaluation

The teacher receives ongoing indications of whether students have achieved the learning objectives. This occurs through students' suggestions for arguments and their own selection of the best arguments. Additionally, the teacher can inquire about students' choices and their justifications.

