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Name of the project: “Development of the Key Competencies of Adults by Innovation in the Program of Consumer Education”

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LESSON PLAN

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Name of the lesson	Environmental issues and consumer regulation
Identification of educational needs	<p>Our work with groups of unemployed adults under the age of 29, with low skills or low qualifications, showed how it is possible to stimulate interest in consumerism and how these people are disposable to participate in consumer education programs.</p> <p>Interest is shown both in themes that are easily identifiable, in common knowledge, such as advertising - protecting the environment - nutrition, and towards others that are more complex and personal, such as managing the family budget.</p>
Educational objectives	<p>1. Learn that even the individual can make a difference if he behaves appropriately and implement behaviors that respect the environment (Social and Civic Key Competencies).</p> <p>2. Search for, collect and process of information concerning environmental protection (Communication in mother tongue).</p>
Materials	<p>Case Study: Environmental issues and consumer regulation</p> <ul style="list-style-type: none">- Pens or pencils- Notebooks or sheets-
Duration	90 minutes
Link to useful resources	<p>https://europa.eu/european-union/topics/environment_it http://www.europarl.europa.eu/factsheets/it/sheet/71/politica-ambientale-principi-general-e-quadro-di-riferimento http://www.berlin89.info/images/Ciao_Europa/Comunita_Europea/PoliticaUE.pdf</p>

	http://www.autoritadistrettoac.it/sites/default/files/notizie/allegati/dg_ambiente.pdf https://www.youtube.com/watch?v=JHVjBTVYJLs https://www.youtube.com/watch?v=DbNOyQ46X1U https://www.youtube.com/watch?v=nkCCInZQJvQ
Content of the Case Study	<p>Four friends rented a holiday apartment, they have little money; there is an additional cost for water and electricity consumption. They create a common fund for food, detergents and personal detergents and share tasks. One of the group is attentive and respectful of the environment, the others are less sensitive to the topic and he tries to educate them.</p>
Questions of the Case studies	<p><u>Question n. 1</u> What are the errors that can be committed daily to the detriment of the environment due to bad habits?</p> <p><u>Question n. 2</u> Do you think it is difficult to maintain a correct behavior in favor of the environment?</p> <p><u>Question n. 3</u> How can information on correct environmental behavior be found?</p> <p><u>Question n. 4</u> Which daily rules can be established to damage the environment as little as possible?</p> <ul style="list-style-type: none"> - Compile a list of correct behaviors to keep in the kitchen in favor of the environment - Compile a list of correct behaviors to keep at home in favor of the environment

INSTRUCTIONS

1. Presentations and group climate creation (10')

The first 10 minutes are dedicated to the formation of the group and, after a brief presentation by the teacher, the trainer will ask each participant to introduce themselves, even to tell if they are interested in the topic of environmental protection and to briefly tell what are the virtuous behavior they adopts in defense of the environment. In the end the trainer asks what the expectations are about the course.

2. Presentation of the case study (10')

Familiarization of the students with Case Study “Environmental issues and consumer regulation“.

3. Watching videos (5')

Projection of a video that presents in an understandable and captivating way the environmental defense methods that each individual should adopt. You can find them on Youtube, such as "52 things you can do to save the environment", lasting 2' and 50'.

<https://www.youtube.com/watch?v=JHVjBTVYJLs>

4. Individual Exercise (25')

It usually includes an individual work on editing a subject, solving one problem, aimed at making trainees reach their own conclusions under the supervision of the trainer.

After seeing the video, the students will split a page from a notebook into two and, in the first column, they will write "The things that do not depend on me" and, in the second one, they will write "The things that depend on me". They will have 10 minutes to complete these lists which will then be read and compared in plenary (consider another 10 minutes).

5. Reading and writing for critical thinking (30')

This method uses a sequence of three-phase model of thinking and learning process.

Let the students to work on these tasks independently.

- **Evocation** means actively linking the student's knowledge to the topic context:

Task1: What health consequences can occur with the worsening of the environmental state (increase in pollution, massive consumption of resources, waste of food and water?)

- **Awareness** means combining new information and old information with memory.

Task 2: What is the advantage of consumers if they implement environmentally conscious behaviors (reduction of food waste, attention to water and light consumption, separate waste collection, etc.?)

- **Reflection** means active processing of information in a personal dictionary.

Task3: greater attention to the environment helps to save the financial budget of the family?

Ask the students to gather in a circle and discuss about their findings. Then summarize their expressions and tell them your feedback about their critical thinking.

6. Assessment of the learning outcomes (10')

Educational objectives:

1. Learn that even the individual can make a difference if he behaves appropriately and implement behaviors that respect the environment (**Social and Civic Key Competencies**).

In order to assess development of Social and Civic Competences the teacher can create a grid that facilitates the evaluation by inserting the elements that he/she considers significant for the purpose of the evaluation itself. As example:

ASSESSMENT OF THE DEVELOPMENT OF CIVIC AND SOCIAL COMPETENCES		
Level One	Level Two	Level Three
He understood that even the individual can make changes to the environment, but he/she is not always able to put into practice the correct behavior.	He understood that the care and protection of the environment is important and for what reasons.	He understood that protecting the environment is also protecting human health.
Knows that there are differences between the types of pollution (atmospheric, water, soil, domestic, industrial ...).	He/she knows that the behavior of the individual is important to protect the environment.	He knows the correct behaviors to implement both at home and in public places to protect the environment. The student adjusts his/her actions according to the surrounding environment even during the lesson.
If helped he/she can explain the differences between the types of pollution.	Change some behaviors and use some knowledge acquired during the course.	He is able to use all the knowledge imparted during the course and can also transmit them to others.

Table n.1. Observation sheet for assessment of Social and Civic Competencies

Educational objectives:

2. Search for, collect and process of information concerning environmental protection (Communication in mother tongue). (**Communication in mother tongue**)

ASSESSMENT OF DEVELOPMENT OF COMMUNICATION IN MOTHER TONGUE		
Level One	Level Two	Level Three
Participates in a discussion when asked.	Voluntarily participates in a discussion.	Actively participates in a discussion, generate good ideas and is able to look for further informations.
Conveys a messages to other students.	Transmits messages and adds opinions to other students, but uses only the informations he/she has, without looking for other informations.	He/she conveys the message to other people, is able to justify his/her opinions and to carry out, as example, studies, research and web site.
Expresses an opinion, experience and attitudes by less coherent way.	Expresses an opinion, experience and attitudes by coherent way.	He/she expresses opinions, experiences and attitudes in a coherent, clear and concise

		manner. He/she is able to give concrete examples and to indicate correct ways to protect the environment.
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Table n.2. Observation sheet for assessment of Communication in Mother Tongue