

# **Study - Course**



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The work of this product was coordinated by the Lead partner ISOB and was developed with the contribution of all partners.







#### **AIMS OF THE STUDY-COURSE**

The specific aim of the Study Course is for Italian, Greek and Spanish students (aged 9-11), of the primary schools involved in the FABULA C-Plus project, to be informed and aware of the importance *of the circular economy as opposed to the linear economy* and have acquired skills to give different "waste-materials" a second life in an entrepreneurial economy system.

The aims declined respect the taxonomies of the possession and exercise of the elements of cognitive, operational and behavioural competence. A general aim of the Study Course is for it to outline the foundation for a permanent educational framework, centred on entrepreneurship and circular economy skills, transferable to other territories for other primary students and primary schools in Europe to adopt similar approaches.

#### **LEARNING PATH**

The Study Course is articulated as blended learning in a sequence of didactic actions, guaranteeing integration of the cognitive, operational, and monitoring path. A didactic palimpsest with a learning plan divided into **3 integrated learning strands**:

- cognitive, to develop knowledge, environmental sensitivity and awareness of entrepreneurial behaviour;
- operational, where the participants will be called, with the assistance of teachers and laboratory activities, to guarantee the results of the elaboration of work phases;
- regulation/evaluation, within which the didactic activities and the learning outcomes achieved must be controlled.

More specifically, the learning plan is divided into the following three integrated learning strands:

**cognitive, to develop knowledge and awareness**. With the use of virtual tours as well as classroom lessons, teachers will tackle the basic knowledge of the circular and entrepreneur economy; experts of the specific waste-material will show how materials are treated and given a second and a third life; children will actively research best-practises all around the world and create a first digital output, that should be an educational tool, created by the children of the schools involved in the project, and aimed at activities of awareness raising for children of other schools;

- **operational, with laboratory activities**. With the O.E.R., children will experience, through learning environments they are familiar with in their schools (like the Citadel for ISOB), and or have been instructed on, in case of external visits, how materials are treated and how new life is given to them. In fact, students will participate in non-virtual laboratories when hosted in some of the schools involved, (restoring labs etc...), or specific visits will be planned to complete the important digital integration of learning with non-virtual experiences, as well as the virtual ones.
- learning evaluation, to monitor and evaluate the achievements of the learning outcomes. To evaluate the achievements of the learning outcomes, partners will define a series of tools, such as games, questionnaires, quizzes and surveys regarding monitoring of efficiency and effectiveness to assess how many children have reached the level of knowledge and awareness desired and designed by the project.







#### THE ARCHITECTURE OF THE TRAINING INTERVENTION

The Study Course contains the design of the learning path consistent with the objectives, with the target group and is articulated in a sequence of didactic actions, guaranteeing a progressive course logic and equilibrium in the integration of the cognitive, operational and verification/control path.

The Study Course creates a European, educational model on entrepreneurial and circular economy skills characterized by the following elements of innovation:

- The competence-based model and the logic of the CICLE-Circular Creativity Labs for Entrepreneurship.
- Interactive approaches that surpass the classroom dimension and transmission of knowledge, promoting gamified and laboratory teaching, aimed at triggering critical thinking, creativity and entrepreneurial skills.
- Interdisciplinarity. The course promotes the relationship between disciplines, exploiting the transversal nature of circular economy skills and entrepreneurial skills.
- Heterogeneousness of learning: with the alternation of didactic actions in the classroom, game based solutions, e-learning and creative and laboratory activities to generate new "Re-CiCLE" ideas as emerging business opportunities in the circular economy.

The study course will be subject to further integration and/or changes in response to any critical issues found during the testing phase, the implementation of which will allow it to be adapted to the learners' needs with a view to fine-tuning.

#### **DIDACTIC OBJECTIVES**

The didactic objectives recall the target skills in terms of cognitive, enabling and behavioural elements, taken as the output of the training process that are observable, measurable and documentable. By promoting a culture of sustainability and environmental awareness for the adoption of a new educational path, the study-course articulated in its units, will enable children to:

- MODULE n.1- Dreaming a new European Educational Model: learn about the circular economy as opposed to the linear and recycling economy in the context of the latest research backing the economic viability of switching to a circular economy and its potential to regenerate natural systems and help tackle global issues such as: (i)Climate change; (ii)Pollution, (iii)biodiversity loss. The narrative approach is in itself a circularly organised dimension: not only because of the structure of storytelling, but also because of the great possibilities it can offer in terms of:
  - self-help (resilience therapy, that should be transferred to children in terms of naming emotions skills, more than in terms of a theoretical, clinical approach)
  - collective imagery and imagination (behavioural models)
  - mythical ideal types (useful to illustrate bullies, heroes and real common people)
  - organisation of thought (awareness, consequential observation of facts and events, learning)
  - merchandising possibilities: narration is not only books, cartoons and movies as markets have shown a phenomenon that can be defined in terms of sociolinguistic analysis, as **hyper sentencing**, so that the most famous words of an archetypical narration can become products.

















- **MODULEs n. 2-8 Focus on Italy, Spain, Greece**: not only learn to imagine a new circular vision, but become effective actors of the productivity cycles of the 7 waste-materials exploited by partners, respectively:
  - ✓ Modules 2 and 3 Focus on Italy: Paper, Wood;
  - ✓ Modules 4, 5 and 6 Focus on Spain: Textiles, Medical resources and Oil;
  - ✓ Modules 7 and 8 Focus on Greece: Food waste, Recycling and composting.

In fact, students will witness and learn how to give these materials a "second life" and be educated that not only can waste be turned into something entrepreneurially new and valuable but also into something artistically beautiful. They will learn the importance of being a responsible citizen who avoids waste and has a creative and entrepreneurial vision, is aware of the value of materials, experiences team-building and problem solving skills and has an entrepreneurial mind-set with an artistic approach. They will master and interiorize basic principles of circular economy and exploit some of the *best waste-management practices* around the globe.

Here follow summary tables that present the different content, methodological, didactic and evaluation components of each module.

	Expectations	Explanation
1	Title of the module	Dreaming of a new European Educational Model
2	Short description of the content	This Study Course is for Italian, Greek and Spanish students (aged 9-11), of the primary schools involved in the FABULA C-Plus project to be informed and aware of the importance of circular economy as opposed to linear economy. Students will acquire the necessary skills to give different "waste-materials" a second life in an entrepreneurial economy system.
3	Learning plan articulation	<ul> <li>The Learning plan is divided into 3 integrated learning strands:</li> <li>cognitive: teachers will tackle the basic knowledge of circular and entrepreneur economy; experts of the specific waste-material will show how materials are treated and given a second and a third life; children will be actively researching best-practices all around the world and create a first digital output, that should be an educational tool to develop knowledge, environmental sensitivity and awareness of entrepreneurial behaviour;</li> <li>operational: children will experience how materials are treated and how new life is given to them. They will participate in non-virtual laboratories when hosted in some of the schools involved, (restoring labs etc), or specific visits will be planned to complete the important digital integration of learning with non-virtual experiences, on top of the virtual ones.</li> <li>regulation/evaluation, within which the didactic activities and the learning outcomes achieved must be controlled.</li> </ul>

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# **Module 1- Dreaming of a new European Educational Model**





		The following learning outcomes are expected:
		Knowledge:
4	Expected learning outcomes	<ul> <li>To reduce waste levels and increase the recyclability of products.</li> <li>To know where paper comes from, how it is produced and at which environmental cost it is produced and wasted;</li> <li>To know the concept of recycling and all the Paper-friendly behaviours such as buying "good paper"; Reuse paper; Go paper-free.</li> <li>To know which environmental cost wood is treated and wasted;</li> <li>To learn about the textiles clothes are typically made of;</li> <li>To learn manufacturing processes, like bleaching and dying, which are also harmful for the environment;</li> <li>The "Oil disposal" effect on the environment;</li> <li>Food waste and its consequences for the environment and climate, as well as its social impacts linked with equality and food security.</li> </ul> Skills: <ul> <li>To be educated that not only can waste be turned into something entrepreneurially new and valuable but also into something artistically beautiful. Competencies: <ul> <li>To avoid waste and have a creative and entrepreneurial vision;</li> <li>To be aware of the value of materials;</li> <li>To have an entrepreneurial mind-set with an artistic approach.</li> <li>To exploit some of the best waste-management practices around the globe.</li> </ul></li></ul>
5	Learning topics	<ul> <li>a. Global themes related to the circular economy (water, air oxygen, energy)</li> <li>b. Global issues: climate change, pollution, biodiversity loss.</li> <li>c. Paper and wood waste and recycling</li> <li>d. Clothes, oil, food waste and recycling</li> <li>e. Environmental and economic advantages of the circular economy</li> </ul>
6	Learning materials	<ul> <li>Virtual tours</li> <li>Educational videos</li> <li>PowerPoint Presentations</li> <li>Articles</li> <li>Books</li> <li>Glossaries</li> <li>Quizzes</li> <li>Mind maps</li> </ul>
7	Learning methods	Circle time, brainstorming, Class activity, E-learning, video clips, laboratory activity

















8	Educational supports	Teaching aid materials supplied by the training programme, both online and offline, will be defined in IO 2, 3, The Teachers' handbook, the Students' handbook, the Didactic Units, Workshops, Videos, PowerPoint Presentations, Articles, Books, Quizzes, Interviews, mind maps, PowerPoint Presentations, etc.
9	Evaluation	The evaluation will use a gamified methodology, throughout its self- assessment (pre-post) thanks to the "CIRCLE Game". The CIRCLE Game will draw inspiration from snakes and ladders, as a traditional board game, and will stimulate direct participation in a recursive process of activation, verification and feedback to "train" the target skills and evaluate achievement of Learning outcomes corresponding to the training objectives of virtual tours in a gamified learning context. Partners will define a series of tools, such as games, questionnaires, quiz and surveys both regarding an efficiency monitoring and an effectiveness monitoring to assess how many children have reached the level of knowledge and awareness desired and designed by the project.



















# Module 2 – Paper Recycling and the environment (Focus on Italy)

	Expectations	Explanation
1	Title of the module	Paper Recycling and the environment
2	Short description of the content	In this Unit, students will learn why recycling paper is important; how paper management can have a strong impact on our environment and how polluting paper production and paper waste can be. In addition, students will familiarize themselves with paper in the Circular Economy and the paper-friendly behaviours that each one of us can put into practise. Through a blended method of learning (presentations, videos, quizzes) the learners will look deeper at paper recycling including the different types of paper, what products I can obtain from paper recycling and what environmental and also economic advantages are at stake.
		The following learning outcomes are expected:
		Knowledge:
3	Expected learning outcomes	<ul> <li>To know where paper comes from, how it is produced and at which environmental cost it is produced and wasted;</li> <li>To know the concept of recycling and all the Paper-friendly behaviours such as buying "good paper"; Reusing paper; Going paper-free.</li> <li>Skills:</li> <li>To be able to simply recycle at home and at school;</li> <li>To be able to choose to buy recycled paper that comes from sustainable managed forests, or buy "Chlorine Free" processed paper materials;</li> <li>To be able to reduce the use of paper cups and disposable paper plates; buy products with the least paper packaging; take advantage of the latest technologies like tablets, computers and smartphones to keep files and notes, etc.</li> <li>To be able to re-use e.g. if you've only used one side of a piece of paper or to save sheets of paper instead of throwing them away;</li> </ul>
		Competencies:
		<ul> <li>How to identify good from bad paper;</li> <li>How to recycle and reuse;</li> <li>What products I can obtain from paper recycling: students will produce a book from recycled paper!</li> </ul>
4	Length of the module	2 hours in total (core content, video, evaluation)
5	Learning topics	<ul> <li>a. Paper production</li> <li>b. Paper pollution</li> <li>c. Paper waste</li> <li>d. Paper recycling</li> <li>e. Environmental and economic advantages of the paper circular economy</li> </ul>

















6	Learning materials	<ul> <li>Virtual tours</li> <li>Educational videos</li> <li>Videos</li> <li>PowerPoint Presentations</li> <li>Articles</li> <li>Books</li> <li>Glossaries</li> <li>Quizzes</li> <li>Mind maps</li> </ul>
7	Learning methods	Class activity, E-learning, video clips
8	Evaluation	A self-assessment questionnaire (pre-post) in order for learners to record their existing knowledge and their progress on paper waste and the paper circular economy.









## Module 3- Wood Waste and the environment (Focus on Italy)

	Expectations	Explanation
1	Title of the module	Wood Waste and the environment
2	Short description of the content	In this Unit, students will learn how the key concept of the circular economy is to reduce waste levels and increase the recyclability of products. Wood is a natural material, available in large quantities and is easy to produce, making it the perfect material to consider for the circular economy. With a focus on sustainable use of resources, from making new uses for low quality wood that cannot be sold, all the way through to the production of adhesive from wood extraction and the enormous amount of CO2 that is produced in the housing and construction industry and this is something that must change. Through a blended method of learning (presentations, videos, quizzes) the learners will look deeper at wood waste and recycling and what environmental and also economic issues are at stake.
3	Expected learning	<ul> <li>The following learning outcomes are expected:</li> <li>Knowledge: <ul> <li>To know where wood comes from, what it is used for and at what environmental cost it is treated and wasted;</li> <li>To know the concept of recycling and all the different types of wood that can be recycled and what products can be obtained from wood recycling.</li> </ul> </li> <li>Skills: <ul> <li>To become aware of sustainable wood management</li> <li>To explore ways to reduce pollution linked to wood waste</li> <li>To recognise the importance and be able to raise awareness about wood VS graen timber (by racycling wood waste the demand for "graen")</li> </ul> </li> </ul>
	outcomes	<ul> <li>VS green timber (by recycling wood waste, the demand for "green timber" will fall and this the environment will benefit);</li> <li>To recognise the importance and be able to raise awareness on Wood VS Plastic: within wood biomass you can find all of the raw materials to replace plastic; by-products of the wood industry can create new plastics which can then be recycled or reused at the end of their life, unlike most average plastics. Adopting some of the techniques and research around using wood for bioplastic production can benefit the circular economy and create a huge and positive impact on the environment.</li> <li>Competencies:</li> <li>What products can be obtained from wood recycling according to the kind of wood grades from scrap wood that is used in sectors such as paper production, panel board production, wooden pallets, energy production, to</li> </ul>
4	Towards of the half	the reprocessing of waste wood into biomass fuel.
-4	Length of the module	2 nours in total (core content, video, evaluation)

















5	Learning topics	<ul> <li>a. Wood production</li> <li>b. Wood waste</li> <li>c. Pollution deriving from wood production and consumption</li> <li>d. Wood recycling</li> <li>e. Environmental and economic advantages of the wood circular economy</li> </ul>
6	Learning materials	<ul> <li>Virtual tours</li> <li>Educational videos</li> <li>Videos</li> <li>PowerPoint Presentations</li> <li>Articles</li> <li>Glossaries</li> <li>Books</li> <li>Quizzes</li> <li>Mind maps</li> </ul>
7	Learning methods	Class activity, E-learning, video clips
8	Evaluation	A self-assessment questionnaire (pre-post) in order for learners to record their existing knowledge and their progress on wood waste and the wood circular economy.







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## Module 4 – Medicine recycling and the environment (Focus on Spain)

	Expectations	Explanation
1	Title of the module	Medicine recycling and the environment
2	Short description of the content	In this unit, students will learn about the importance of the proper recycling of medicines. Properly administered medicines have health benefits, but when we no longer need them, they become waste. Therefore, it is important to recycle properly to avoid polluting the environment. <b>Recycling centre:</b> In the pharmacies (SIGRE collecting points, a Spanish non-profit organization that guarantees the correct environmental management of medicine packaging and remnants) <b>Importance of cleaning the first aid kit:</b>
		Expired medicines or medicines that do not have their original packaging or package leaflet, could lead to confusion, with negative consequences for our health. Importance of separating medicines from other materials such as needles, prostheses, or X-rays.
3	Expected learning outcomes	<ul> <li>The following learning outcomes are expected:</li> <li>Knowledge: <ul> <li>What is the importance of cleaning the first aid kit?</li> <li>What is the environmental impact of improper disposal of expired medicine?</li> <li>What are the environmental and sanitary benefits that recycling medicines have?</li> </ul> </li> <li>Skills: <ul> <li>Promote social and environmental awareness in students.</li> <li>Develop local initiatives that promote the recycling of expired medicines in the neighbourhood and at school.</li> <li>Raise awareness about sustainable and responsible consumption.</li> </ul> </li> <li>Competencies: <ul> <li>How to proceed with proper recycling of expired medicines.</li> <li>To become aware of sustainable consumption.</li> <li>To explore ways to reduce pollution in favour of the environment.</li> </ul> </li> </ul>
4	Length of the module	<ul> <li>Each unit should contain:</li> <li>E-learning: 10 minute length of video interactive training pills</li> <li>Evaluation: 15-30 minutes of self-evaluation test</li> </ul>





5	Learning topics	<ul> <li>a. Recycling benefits</li> <li>b. Recycling centre</li> <li>c. Importance of clearing out the First Aid Kit</li> <li>d. DOs and DON'Ts of what should be disposed of at recycling centres</li> <li>e. What happens to medicines left at the Recycling Centre?</li> </ul>
6	Learning materials	<ul> <li>Virtual tours</li> <li>Educational videos</li> <li>PowerPoint Presentations</li> <li>Articles</li> <li>Glossaries</li> <li>Books</li> <li>Quizzes</li> <li>Mind maps</li> </ul>
7	Learning methods	Class activity, e-learning, video clips.
8	Evaluation - 15-30 minutes of self- evaluation test	Self-assessment test.









#### Module 5- Clothes recycling and the environment (Focus on Spain)

	Expectations	Explanation
1	Title of the module	Clothes recycling and the environment
2	Short description of the content	In this unit, the students will learn about the materials the clothes are typically made of: cotton, wool, silk and synthetic fabrics. The disposal of these materials have an impact on the environment. Synthetic fabrics result from chemical processes of fossil oil. Thus, their environmental impact is more harmful. In addition to the impact of textile materials, the students will learn about manufacturing processes like bleaching and dying, which are also harmful for the environment. Finally, the students will learn about the positive effect of recycling to avoid or minimize the environmental harmful effects of clothes disposal.
		The following learning outcomes are expected:
3	Expected learning outcomes	<ul> <li>Knowledge:</li> <li>What materials clothes are made of.</li> <li>What is the origin of these materials?</li> <li>How clothes are manufactured and which are the typical production processes.</li> <li>What is the environmental impact of clothes disposal and clothes manufacturing?</li> <li>What are the benefits of clothes recycling?</li> <li>Skills:</li> <li>To find possibilities of clothes recycling.</li> <li>To practice manual transformation of clothes.</li> <li>To develop creativity and personal expression through recycled clothes.</li> <li>To become aware of sustainable consumption.</li> <li>To explore ways to reduce pollution in favour of the environment.</li> <li>Competencies:</li> <li>How to identify the materials clothes are made of.</li> <li>How to transform used clothes into other useful objects.</li> <li>How to make the disposal of clothes less harmful for the environment.</li> </ul>
4	Length of the module	<ul> <li>Each unit should contain:</li> <li>E-learning: 10 min length of video interactive training pills</li> <li>Evaluation - 15-30 minutes of self-evaluation test</li> </ul>
5	Learning topics	<ul><li>a. Clothes manufacturing processes affecting environment</li><li>b. Circular fashion and sustainable fashion.</li><li>c. Fast fashion and slow fashion.</li><li>d. recycling, upcycling and second-hand use</li></ul>



















6	Learning materials	<ul> <li>Virtual tours</li> <li>Educational videos</li> <li>Videos</li> <li>PowerPoint Presentations</li> <li>Articles</li> <li>Glossaries</li> <li>Books</li> <li>Quizzes</li> <li>Mind maps</li> </ul>
7	Learning methods	Class activity, e-learning, video clips
8	Evaluation - 15-30 minutes of self- evaluation test	Self-assessment test.









#### Module 6- Oil recycling and the environment (Focus on Spain)

	Expectations	Explanation
1	Title of the module	Oil recycling and the environment
2	Short description of the content	In this Unit, students will learn about the importance of proper recycling of oil, both domestic and industrial. Unaware of the various ways to recycle used oil, many people flush this waste down the toilet or sink. If there is something that differentiates oil from other liquids, it is its inability to dissolve in water, which is why the indicated practices generate an increase in the pollution of the water of rivers, seas, and lakes, gradually causing ecosystems and their biodiversity to suffer damage. This effect on the environment, together with the economic consequences deriving from it, and the benefits that can be obtained from its proper treatment (the production of biodiesel, amongst others) make its recycling a primary task that we must all do from home.
		<ul> <li>The following learning outcomes are expected:</li> <li>Knowledge:</li> <li>What is the importance of oil in the Mediterranean diet, and what are its benefits to health?</li> <li>What uses does oil have as an industrial material?</li> <li>What is the environmental impact of improper disposal of used oil?</li> <li>What is the economic impact of improper oil disposal?</li> <li>What are the environmental and economic benefits gained from recycling used oil?</li> <li>What other materials can be obtained out of used, and properly</li> </ul>
3	Expected learning outcomes	<ul> <li>recycled, oil?</li> <li>Skills:</li> <li>Promote social and environmental awareness in students.</li> <li>Develop local initiatives that promote the recycling of used oil in the neighbourhood and at the school.</li> <li>Carry out soap or candle making workshops from used oil.</li> <li>Raise awareness about sustainable and responsible consumption.</li> <li>Explore the existence of biodiesel production plants from used industrial oil.</li> <li>Competencies:</li> <li>How to proceed with used household oil for its proper recycling.</li> <li>How to give a second life to used oil through domestic workshops.</li> </ul>
4	Length of the module	<ul> <li>Each unit should contain:</li> <li>E-learning: 10-minute length of video interactive training pills</li> <li>Evaluation - 15-30 minutes of self-evaluation test</li> </ul>
5	Learning topics	<ul> <li>Household oil vs Engine oil</li> <li>Recycling centre</li> <li>Non-recycling causes detrimental effects</li> <li>What products can be obtained by recycling household oil?</li> <li>What products can be obtained by recycling engine oil?</li> </ul>
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6	Learning materials	<ul> <li>Virtual tours</li> <li>Educational videos</li> <li>Videos</li> <li>PowerPoint Presentations</li> <li>Articles</li> <li>Glossaries</li> <li>Books</li> <li>Quizzes</li> <li>Mind maps</li> </ul>
7	Learning methods	Class activity, e-learning, video clips.
8	Evaluation - 15-30 minutes of self- evaluation test	Self-assessment test.









## Module 7 – Food waste (Focus on Greece)

Expectations		Explanation
1	Title of the module	Food Waste
2	Short description of the content	In this Unit, students will get acquainted with the term food waste and its consequences for the environment and climate, as well as its social impacts linked with equality and food security. Through a blended learning method (e-learning, flipped classroom, presentations, interviews with experts, videos, quizzes) the young learners will delve into the different and confusing terms of food wastage and find ways in which they can help to reduce the amount of food that is sent to landfill through the development and implementation of food- waste reduction strategies that make the most sense for them.
		The following learning outcomes are expected:
3	Expected learning outcomes	<ul> <li>Knowledge:</li> <li>Improved understanding of concepts</li> <li>Deepening skills and competencies through cross curricular studies</li> <li>Mindfulness in eating habits and reducing the food waste</li> <li>Identification of environmental problems</li> </ul> Skills: <ul> <li>Learn to work in teams</li> <li>Respect different ideas</li> <li>Evaluate the credibility of various resources, integrate and apply them so as to organize food waste campaigns</li> </ul> Competencies: <ul> <li>Applying basic research methods</li> <li>Problem-solving</li> <li>Planning of campaigns</li> </ul>
4	Length of the module	5 hours in total (core content, video, evaluation)
5	Learning topics	<ul> <li>a. Food waste</li> <li>b. Environmental impact/climate change</li> <li>c. Labelling: best before/use by</li> <li>d. Food miles</li> <li>e. Conscious consumption</li> </ul>



















6	Learning materials	<ul> <li>Virtual tours</li> <li>Educational videos</li> <li>Videos</li> <li>PowerPoint Presentations</li> <li>Articles</li> <li>Books</li> <li>Quizzes</li> <li>Interviews</li> <li>Campaign to tackle food waste</li> <li>Mind maps</li> </ul>
7	Learning methods	Blended learning
8	Evaluation	A self-assessment questionnaire (pre-post) so as to monitor progress and impact.









## Module 8- Recycling & Composting (Focus on Greece)

	Expectations	Explanation
1	Title of the module	Recycling & Composting
2	Short description of the content	In this Unit, Students will familiarize themselves with the terms Recycling and Composting. Through a blended learning method (presentations, videos, quizzes) the learners will look deeper at waste management including the different types of plastic, the different types of bins, different recycling symbols/logos. Additionally, the basic elements of composting are going to be explained including the material that can and cannot be composted, the benefits of composting as well as simple ways for composting at home.
		The following learning outcomes are expected:
		Knowledge:
3	Expected learning outcomes	<ul> <li>To know the concept of recycling and composting</li> <li>To define the benefits of recycling and composting</li> <li>To distinguish the different types of plastic and of recycling bins</li> </ul>
		Skills:
		<ul><li>To simply compost at home</li><li>To classify plastic material according to its possibility to be recycled</li></ul>
		Competencies:
		To be aware of recycling and composting methods
4	Length of the module	2 hours in total (core content, video, evaluation)
5	Learning topics	<ul> <li>a. Recycling</li> <li>b. Composting</li> <li>c. Waste management</li> <li>d. Recycling Bins</li> <li>e. Recycling Symbols</li> </ul>
6	Learning materials	<ul> <li>Virtual tours</li> <li>Educational videos</li> <li>Videos</li> <li>PowerPoint Presentations</li> <li>Articles</li> <li>Books</li> <li>Quizzes</li> <li>Mind maps</li> </ul>
7	Learning methods	Class, E-learning, movies
8	Evaluation	A self-assessment questionnaire (pre-post) in order for learners to record their already existing knowledge and their progress in the topics of Recycling and Composting.







































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