**Lesson plan**

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| Lesson title:CIRCULAR ECONOMY |
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| Lesson brief descriptionBe aware of our role in climate changeThinking about the consequences of our behavior in the climate changeIdentify the causes of this huge problem all around the worldPropose some solutions or small actions to make them possible |
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| Time (Lesson duration):Six lessons (55 minutes each) |
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| Methodology: (group, individual, peer assessment, brainstorming, etc…)1-Individual brainstorming2-Working in small groups |
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| Materials needed:PicturesComputers  |
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| Students’ age:15 to 16 |
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| Aims/Goals or SWBATs (Students will be able to......)* Thinking about their own role in changing landscapes
* Offering ideas to collaborate in reducing human impact on the environment
* Improve their own behaviour
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| Lead-in *What’s going to happen here to introduce your students to the topic?* Time two lessons (55 minutes each)FIRST, [Pictures](https://docs.google.com/presentation/d/1-7P8eB5-nWbuFGLpSFKaS8p2hQ0fdPkP/edit?usp=sharing&ouid=116001636661134974873&rtpof=true&sd=true) of areas and ecosystems that have changed because of human impact on the environment.SECOND, questions about different aspects related to sustainable development and circular economy such as: **1-Introduction to Circular Economy:**a- What is the circular economy, and how does it differ from the traditional linear economy?b- Can you provide examples of product industries that currently follow circular economy principles?**2-Resource Management:**a- How can a circular economy help us better manage our finite resources?**3-Waste Reduction:**a- How does a circular economy address the issue of waste generation?b- Can you think of specific examples where products or materials are designed to produce minimal or no waste?**4-Product Lifecycle:**a- How can extending the lifespan of products contribute to a more sustainable future?**5-Consumer Behaviour:**a- To what extent do consumers play a role in the success of a circular economy?b-How can education and awareness influence consumer behaviour towards more sustainable choices?**6-Government Policies:**a- How can governments encourage and support the transition to a circular economy?b- Can you identify any countries or regions that have implemented successful circular economy policies?**7-Personal Action:**a- What actions can individuals take in their daily lives to contribute to a circular economy?b- How can students influence their communities to embrace circular economy principles? |
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| *What key-concepts could teachers focus on? What needs to be pre-taught?* Time 15 minutesKey concepts:Compare imagesChange?Who?Where?How?You? |
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| *List of activities with brief description of each one and time for each one:** Looking for other local examples and all around the world. 30´
* Investigate about the relationship with the amount of water available 30´
* Calculate the amount of water needed to produce different tools, clothes,… proposed by students 55´
* Propose general methods to reduce that amount of water 30´
* Create a small local plan to address water scarcity 30´
* Present that plan to the school community and to local administration.55´
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| *What are other follow up (or homework) activities that can be included?*Sharing activities with other local activities and Erasmus + partner schools and try to create a global or common plan |
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| *What methodology / activities are used for assessment?*Office 365 (Forms, OneNote,..)Power PointRadio activitiesInvolvement at work |
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| Other thoughts about this lesson plan:I´ll present this lesson plan as a [TBL](https://www.teacheracademy.eu/blog/task-based-learning/), I´ll try to transform it into a school [PBL](https://www.teacheracademy.eu/blog/project-based-learning/) |
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