

# Teacher's guide: Motivational Video

## Topics

- Recycling
- Education
- Environment
- Society

## Recommended duration: 40 min.

- Introduction/Startup – 5 min.
- Video – 5 min.
- Working on the task – 15 min.
- Plenary wrap-up – 15 min.



INTRO

## Introduction

In the video, the apprentice gains insight into the importance of craftsmanship both in relation to society and the environment. Recycling is presented as one of the methods that allows the craftsman to contribute to a construction that is better for the environment.

The video includes a brief introduction to the topic and interviews with three individuals who can provide qualified answers to the questions: 'Why is my education important?', 'How can I make a difference?', and 'What can I use my education for?' in a Scandinavian context.

- Basic introduction presents topics such as global warming and resource consumption in relation to building materials and usage.
- In the first interview, a science communicator is interviewed. In the interview, the science communicator provides the apprentice with knowledge about the importance of trained craftsmen in relation to CO<sub>2</sub> emissions from construction.
- In the second interview, a politician is interviewed. The politician has special insights into society and answers the three main questions from a societal/workforce perspective.
- In the third interview, a role model already involved in recycling is interviewed. The role model addresses the three main questions and answers from their perspective.
- The answers are summarized in conclusion.

After the video, the apprentice answers some questions designed as a supplement to the video.

## Preparation

The teaching is facilitated through a combination of individual work and group work.

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## Implementation of the teaching requires:

- The apprentice being able to watch the video from the website.
- The apprentice receiving the task related to the video.
- The apprentice having the opportunity to record their thoughts on an appropriate medium.
- The apprentice having the opportunity to communicate their answers to the rest of the class.

## The teacher should:

- Initiate the process overall.
- Start the apprentice with watching the video.
- Assist the apprentice in answering the questions on the task sheet.
- Facilitate knowledge sharing and provide all apprentices with the opportunity to contribute answers to the tasks.
- Help clarify the apprentice's answers and write them on the board as a shared class note.
- Create a shared class note on a poster that can be displayed in the classroom.

## The participant should:

Be able to see and hear the video.

Be able to explain (share knowledge of) their answers to the questions.

Be able to listen to other participants' answers.

Be able to draw/write notes that enable them to remember their knowledge and opinions.

## **Learning objectives**

### In general:

- The apprentice can argue for their choice of education.
- The apprentice can describe the need for trained workforce in the construction sector.
- The apprentice can inspire and act as a change agent and role model for recycling.

### Climate:

- The apprentice can generally repeat what climate change is.
- The apprentice can generally recount how construction affects the climate.
- The apprentice can generally describe the consequences of ignoring climate change.
- The apprentice can determine how the construction sector can overall contribute to slowing climate change and limiting resource consumption through recycling.
- The apprentice can argue that education about recycling can make a difference for the climate.



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## Content and purpose

Introduction to the course/task by the teacher.

- The teacher presents the task or course, depending on the scope to be used in the teaching.

The apprentice watches a video.

The apprentice answers the corresponding task.

- The answers are made individually.

The apprentice presents their answers to a peer.

Apprentice and peer share their answers with the class.

## Differentiation

The apprentice's own ability to perceive and reflect on the content of the video allows for providing more or less advanced contributions to knowledge sharing.

## Feedback and Evaluation

With each contribution, the apprentice receives direct feedback from the teacher, as the teacher assists in clarifying the argumentation before the contribution is written on the board. The participant will experience that 'good' contributions are acknowledged and written directly on the board, while imprecise/incorrect contributions are adjusted/reinterpreted in collaboration between the teacher and the participant before being written on the board.

