

Teacher's guide: Reflection Exercise

Theme

- Historical overview of recycling and its reasons
- Insight into contemporary recycling
- Insight into the role of the craftsman in society
- Insight into how recycling can contribute to solving various environmental challenges

Recommended Duration

- 45-60 min.



INTRO

Introduction

The apprentice reflects on the craftsman's role in society and the contribution made by the craftsman. Reflection is created by having the apprentice read a short text, look at illustrations, and reflect on questions.

The purpose of the reflection exercise is to raise awareness among apprentices about the importance of craftsmanship for society and the population. The material focuses on how recycling can be part of the solution to establishing new construction with a significantly lower carbon footprint and raw material consumption than conventional construction as we know it today.

Preparation

Teacher's Role:

- Initiate the participant to read the text
- Assist the participant in their reflection work
- Facilitate knowledge sharing and give all participants the opportunity to contribute with their answers to the tasks.
- Help clarify the participant's answers and write them on the board as a collective class note.
- Collect the most significant and best reflections and create a poster for display in the classroom

Participant's Role:

- Be able to read or have the text read aloud from the website
- Be able to explain (share knowledge) their reflections on the questions
- Be able to listen to other participants' reflections
- Be able to draw/write notes that help remember their knowledge and opinions.

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- Share their own and the class's reflections with someone outside the school
- Remember and convey essential points from the conversation

Organization:

- The teaching is facilitated in a mix of individual work and group work.

Classroom Requirements:

Implementation of the teaching requires:

- The participant can access the text on the website
- The participant can access the tasks on the website
- The participant has the opportunity to record their thoughts on a suitable medium
- The participant has the opportunity to communicate their answers

Learning Objectives

- The apprentice can argue for their choice of education.
- The apprentice can describe the need for trained labor in the construction sector.
- The apprentice can provide examples of how the executing craftsman can contribute to limiting climate change through recycling.
- The apprentice is aware of opportunities to contribute to an environmentally friendly process as a craftsman with recycling.
- The apprentice can describe how recycling can help address challenges of global warming, resource scarcity, and biodiversity.
- The apprentice has limited knowledge of initiatives that promote recycling.
- The apprentice has knowledge of the benefits of recycling bio-based and mineralogical building materials.

Suggested lesson plan

- Website Text
- Task Sheet
- Knowledge Sharing with peers

Teacher's Introduction (2 min.)

- The teacher initiates the apprentice to read texts, view illustrations, and reflect on questions.

Reading text and reflection on questions (25 min.)

- The apprentice reads the text and reflects on questions.



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Dialogical Teaching (10 min.)

- The apprentice shares their reflections with the class.

Homework - Minor exercises (0 min.)

- The apprentice shares their and possibly the class's reflections with someone they communicate well with.

Presentations (10 min.)

- Feedback from the conversation is shared in class the following day. The teacher creates or has the apprentice create a poster/board with the most important and best reflections and hangs it in the classroom.

Optional: Production of a poster/board with reflections (10 min.)

- The teacher can ask the apprentice to create the board with the best reflections.

Differentiation

The participant's ability to perceive and reflect on the content of the text allows for more or less advanced contributions to knowledge sharing.

Feedback and Evaluation

With each contribution, the participant receives direct feedback from the teacher, as the teacher helps clarify the argumentation before the contribution is written on the board. The participant will experience that 'good' contributions are recognized 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.

