

# Teacher's guide: Why reuse bricks?

## Theme

- Reuse
- Climate impact
- Raw material consumption
- Comparison of reuse and new materials

## Recommended duration

- 80 min



## Introduction

With a video and article, the apprentice is informed about facts related to how the reuse of bricks limits climate change and is resource-saving. There is a task sheet with questions that allow the apprentice to work on the topics necessary to achieve the learning objectives. After working on the task sheet, knowledge is shared in the class led by the instructor.

## Preparation

Before teaching, the teacher should

- Investigate national requirements regarding which modules should be included in an LCA climate calculation.
- Familiarize themselves with example EPDs (see the website).
- Research answers to questions in the task.

## Learning objectives

- The apprentice can broadly assess the difference in the climate impact of reused and new bricks.
- The apprentice can describe the benefits of choosing reused materials in terms of resource consumption and climate impact.
- The apprentice can argue for the benefits of using specific materials in terms of reuse, resource consumption, and climate impact.

## Content and purpose

In this material, participants should work on the savings that can be made on climate impact and resource consumption by using recycled bricks.

- Video

## Teacher's guide: Why reuse bricks?

- Article with elaboration on the topic
- Task sheet for video and article with questions ensuring that the apprentice covers the content associated with the learning objectives. The task sheet includes tasks that highlight the CO<sub>2</sub> savings of using recycled bricks, as well as other environmental benefits of using recycled bricks.
- Knowledge sharing in the class, where the apprentice presents the answers to the tasks performed and has the opportunity to express them in the classroom community. In this context, the teacher provides feedback on the answers. Other participants from the class can supplement with points.

### Proposal for lesson plan

#### Intro (5 min.)

- The teacher presents the material and gets the apprentice started.

#### Video (5 min.)

- The apprentice watches the video.

#### Article (10-15 min.)

- The apprentice reads the article.

#### Answering the task sheet (35 min.)

- The apprentice answers the questions in groups.

#### Knowledge sharing in the class (20 min.)

- The apprentice shares knowledge in the class.

### Differentiation

The participant's ability to perceive and reflect on the content of the video allows for more or less advanced contributions to knowledge sharing. 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 acknowledged and written directly on the board, while imprecise/incorrect contributions are assigned/reinterpreted in collaboration between the teacher and the participant before being written on the board.

### Feedback and Evaluation

The teacher has the opportunity to provide feedback during the task, where the teacher takes on a consultant role. Additionally, the teacher can give feedback in the summary where the apprentice shares knowledge with the class.

