

# Teacher's guide: Orienteering Course - with Recycled Materials

## Theme

- Recycled Materials

## Recommended duration in hours

- 5 hours



## Introduction

The apprentice plans and executes their own orienteering course with the purpose of locating 'recycled bricks' in their local environment, for example, at the local building supply store, recycling station, or second-hand dealer. The material includes a list of brick products that the apprentice should attempt to locate. The orienteering course provides the apprentice with an understanding of where recycled bricks can be found and the quantities available. This knowledge can be applied by the apprentice in later planning tasks that involve the use of brick products.

## Preparation

Before the lesson, the teacher should familiarize themselves with possible locations for finding recycled bricks. This doesn't mean that the teacher has to have already contacted these places; it is the apprentice's responsibility. However, the teacher should have an overview of potential locations to assist apprentices if they cannot locate recycled bricks on their own.

## Learning Objectives

- The apprentice can recognize different types of brick products.
- The apprentice can recognize different qualities.
- The apprentice can locate recycled bricks in their local area.
- The apprentice can determine if it is possible to obtain recycled bricks for a project in their local area.

## Content and Purpose

List of brick materials to be located in the local area. Ideas on where the apprentice can find the materials. List of information the apprentice should try to gather for each material. The purpose of the content is for the apprentice to acquire market knowledge about recycled

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## Proposed Lesson Plan

### Teacher's presentation (15 min.)

- The teacher introduces the task by reviewing the webpage where the task is described.
- The teacher divides the class into small groups (3-4 people).

### Group work (4 hours)

- Groups brainstorm possibilities for finding the types of recycled bricks specified in the list.
- Groups investigate these possibilities further (research).
- Groups contact local actors for recycled bricks.
- Groups carry out the orienteering course and collect information.

### Plenary wrap-up (45 min.)

- Each category from the list of brick products is reviewed, and groups present their location of the brick product and the collected information.
- Recap of learning outcomes and experiences with local actors.
- Questions?

## Differentiation

The participant's ability to perceive and reflect on the content of the tasks 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 answers to individual questions before the contribution is written on the board.

## Feedback and Evaluation

Evaluation of the apprentices' learning outcomes occurs during the plenary wrap-up, where each group presents the information they have collected. Here, the teacher has the opportunity to gain insight into the apprentices' learning outcomes through dialogue and receive feedback from the apprentices.

