

Teacher's guide: Debate on Sustainable Construction

Theme

- Sustainable construction and recycling for debate

Recommended Duration

- 60 minutes



Introduction

The debate on sustainable construction utilizes the knowledge of concepts and facts that the apprentices have acquired throughout the course and brings it into discussion. Arguments and debate enable apprentices to actively assess the impact of construction on climate and the environment, while also gaining experience in discussing their professional expertise. Facts and concepts should support the arguments, providing the teacher with the opportunity to hear, inquire, and discuss the apprentices' professional outcomes from the entire teaching module.

Preparation

Students should have internet access.

The teacher should have an overview of facts and concepts related to sustainable construction and recycling (consult reference materials if necessary).

The teacher should choose a medium for knowledge sharing (whiteboard, learning platform, Miro, etc.).

Learning Objectives

The apprentice is familiar with arguments for and against the craftsman's moral responsibility.

The apprentice has taken a stance on the construction industry's responsibility for influencing climate and the environment, both at the macro (construction industry) and micro (craftsmen) levels.

The apprentice can use professional terms and facts to argue their position.

The apprentice has actively considered the current and future role of recycling in construction.

Content and Purpose

- Arguments for and against sustainable construction, recycling, the craftsman's moral responsibility, etc.

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- Presentation of arguments and class debate.
- Personal selection of the best arguments.

Suggestions for Lesson Plan

Teacher's presentation (5 min.)

- The teacher introduces the teaching element.

Arguments for and against sustainability (25-35 min.)

- Apprentices pair up and come up with at least 5 arguments for or against sustainability (15 min). They can choose how to distribute their arguments for or against recycling but must have at least one for each side of the debate. They can use the internet to find information for their arguments.
- The teacher writes all groups' arguments for and against sustainability on the board. The teacher can facilitate a class debate by comparing arguments (10-20 min). The teacher may encourage students to provide counterarguments or suggest counterarguments to the presented group arguments. Have a discussion about the importance of the arguments and how one could argue against them.
- OPTIONAL: Review the topic list at the end and see if there are any topics for which no one has found arguments. Try to collectively come up with some.

Choose the top 5 arguments (5 min.)

- Each apprentice must now individually choose the five arguments they personally think are the best from the shared list and write them down.

Plenum recap (10-15 min.)

- Apprentices can now present their chosen arguments and explain why they selected them.
- The teacher summarizes the debate:
 - What can we use this for?
 - Have we become better at arguing for recycling?
 - Have we learned new arguments?
 - Were there any arguments that many chose? Why? Are there any good counterarguments to them?
- 3: Questions

Differentiation

The teacher can differentiate based on group sizes and the number of arguments. Additionally, the teacher may choose to conduct a class debate where students in smaller groups use the common arguments to advocate for their own positions.



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Feedback and Evaluation

The teacher receives ongoing indications of whether students have achieved the learning objectives. This occurs through students' suggestions for arguments and their selection of the best arguments. Furthermore, the teacher can inquire about students' choices and their justifications.

