

PROTECTION OF THE ENVIRONMENT

Final task: Create an interview and photographic reportage, on protection of the environment in a week.

Objectives in relation to the competence of learning to learn

- to identify the time needed to perform each task and assign it; to identify and assign deadlines, to meet those deadlines and establish mechanisms to evaluate and identify obstacles and overcome them
- to put in place a sequence, order and prioritize tasks in order to perform them depending on their urgency and necessity according to the final objective
- to make time profitable, to evaluate the tasks as a whole and separately in order to be able to combine them
- to assign each task appropriately, in order to ensure performance...

Framework of Learning to learn descriptors

Time Management

Organization of the information

Motivation and self-esteem

Team work

Descriptors:

2.- I am able to prioritize tasks, i.e. organize them according to importance

4.- I am able to use my time effectively to perform a task

Areas of knowledge within Adult Education

Level I/II/III

Communication

Social

Scientific – Technologic

Objectives

- Raise awareness of environmental issues
- Identification and analysis of the main environmental problems
- Reflection on our daily practices on these issues
- Personal behavioural change towards a greater environmental respect

Evaluation

Evaluation of, at least, the following aspects:

- Have you organized the time in a simple way?
- How did you manage unforeseen events?
- Did you choose in a better way when and what to do?
- How did you value the priority??

Preparation

Timing	Materials	Activity to be done	Where
9 hours	Imagines, papers, website, photocamera, videocamera	Individually and in group	In classroom and outside

Process

0.- Presentation of the task, including objectives and evaluation.

1.- The class, divided into groups of 4, studies the subject (the main aspect of environment and its protection) in detail in order to create the final product in a clear way. Selected information – taken from the internet, specialised magazines - will be provided in a draft.

2.- Each group will decide which aspect of environmental protection to deal with (garbage problems, air pollution, water and energy saving, green areas protection) and will create a questionnaire on the chosen aspect to submit to a sample of people. The aim of the questionnaire is to understand the perception/vision of people about one of the specific environmental issues. This phase is crucial, because it is necessary to choose the reference sample (young or adult, or a mixed group) and the best way to submit the questionnaire (i.e. e-mail, work on the field, by phone, etc.), in order to optimize the time.

3.- Each group gathers the results of the questionnaire in a report, highlighting the perception/vision of the environment, its protection and the respect the interviewed people have for it.

4.- During this phase, each group will collect images and photos (taken by internet or made directly) about the environment representing the local problems pointed out by the interviewed sample and their possible solutions.

5.- All the data will be collected in a reportage, with personal comments and observation, and shown to the classroom , under the supervision of the teacher.

6.- Evaluation.

Guidelines about learning styles

For the development of the task, the following learning styles will be considered:

- **Visual:** Visual learners adopt a visual approach to the learning materials: learning will be provided by direct observation and reflection. Visual learners will prefer the use of a visual-spatial code, i.e. static and in moving images, summary scheme, charts, tables; for this purpose, the teacher will explain the task by using figures, in order to support visual memory.
- **Auditory:** Auditory learners prefer to learn by using the linguistic code, i.e. text and recording; learners with this learning preference will learn better through activities based on listening, preferring an intuitive approach. Guidelines will be provided verbally in a clear way.
- **Read / write:** You can provide these learners with a text about the subject for them to read. They can also search for information in a library and present the work to the group.
- **Kinesthetic:** Kinesthetic learners need to link the conceptual approach to the practical activity. They prefer dynamicity in the learning process: the materials will need to have innovative characteristics (simulation, didactical games, competitive exercises, examples of real life situations).