



Train2Sustain – developing capacity to teach sustainability in VET

Learning Activity nr. 10

Making products lifecycle more sustainable

Projektnummer: 2020-1-FI01-KA202-066632

ACTIVITY NAME	A10 Making products lifecycle more sustainable
OBJECTIVES	<ul style="list-style-type: none"> ▪ Explain what a product’s lifecycle is ▪ Identify actions to make the product’s lifecycle more sustainable
DESCRIPTION	<ol style="list-style-type: none"> 1. Explain the activity to the students (briefing) <ul style="list-style-type: none"> ▪ Show your students a case example of a lifecycle of a product (an example can be found in annex 1) ▪ The students should think about how they can make the product's lifecycle more sustainable – they should consider all aspects of sustainability (ecological, economic, social and cultural) ▪ In addition, the students should think about what can be done to extend the lifecycle of the t-shirt 2. Run the activity <ul style="list-style-type: none"> ▪ Explain the activity to your students and divide them into groups of 2-4 people ▪ Provide the students with the case example of a product’s lifecycle (example can be found in annex 1) ▪ Let your students answer this question: Is the lifecycle of this t-shirt following the circular economy? They should answer these sub-questions: <ul style="list-style-type: none"> ○ How could the lifecycle of the product be made more sustainable? ○ What could be done to extend the lifecycle? ▪ The students present their findings to the whole group ▪ This project can be done face-to-face or online 3. Evaluation (debriefing) <ul style="list-style-type: none"> ▪ Teacher should evaluate if students have considered all aspects of sustainability. <ul style="list-style-type: none"> ○ How many steps from the lifecycle have they changed? ○ How creative are the solutions? ▪ The students should reflect on the lifecycle of products: <ul style="list-style-type: none"> ○ What were your first thoughts when you read about the lifecycle of this product? ○ Do you think it is necessary to transport a product over the whole world during the production process? Why are so many companies acting like that? ○ Was it easy for you to find more sustainable alternatives? ○ Do you think this activity will influence your future shopping behaviour?
TIME TO PLAY	Total time: about 100 min. ----- Preparation time: 0-5 min Briefing time: 10 min

	<p>Activity time: 60-80 min Evaluation time: 20 min</p>
INDIVIDUAL or GROUP	<p>Group activity</p> <p>Number of groups: according to the size of the class Number of students per group: preferably 2-4</p> <p>Teacher's role:</p> <ul style="list-style-type: none"> ▪ The teacher is explaining the activity to the students ▪ The teacher is acting as supervisor during implementation ▪ The teacher is commenting the findings together with the other students ▪ The teacher is leading the evaluation <p>Students' role:</p> <ul style="list-style-type: none"> ▪ The students work in groups to answer the given questions ▪ The students present their findings ▪ The students reflect on this activity
MATERIAL FOR TEACHER	<ul style="list-style-type: none"> ▪ Activity explanation ▪ Lifecycle of a cotton t-shirt – Annex 1 ▪ Lifecycle of a cotton t-shirt/examples for answers – Annex 2
MATERIAL FOR STUDENT	<ul style="list-style-type: none"> ▪ Lifecycle of a cotton t-shirt – Annex 1 ▪ Computer or other smart devices
LAY OUT	n.a.