



Circular Economy, Start-Ups and Anti-waste Catering

Project Nr. 2022-1-FR01-KA220-VET-000086996



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Subjects:

Citizenship, English, Economics, Food and Wine Service (VET), Food Science (VET)

Grades:

10th grade (2nd high school year), High school, etc.

Observations:

There are some students very active and willing to learn and accomplish the tasks assigned while others are less proactive and not always motivated.

Description of the class: Many students with special needs (5 with L. 104/92 Certificate and 7 with "DSA" ex L. 170/2010); some have good digital skills, while others have poor digital skills and in teams not all of them work taking advantage of being in a team: for this reason we have adopted the strategy to assign pair works.

Students' prior knowledge on the topic: students have had different activities on the main topic during the previous school year but not on the specific topics of this learning unit.

Learning objectives:

Agenda 2030, Circular Economy, Food waste, Green Economy and Start-Ups.

Expected results:

Greater awareness of the impact of our daily behaviours on waste, pollution and climate change on one end, better knowledge of Green Economy with focus on green Catering and dining, Circular Economy, BCorps, Start-Ups, Crowdfunding and Food Cycle

Content of the unit:

Critical Consumption, general waste and food waste, fast fashion and pollution, Agenda 2030, Green Economy, Circular Economy, BCorps, Start-Ups and Crowdfunding.

Future of restaurants and catering: discovering sustainable catering and restaurants.



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How will I motivate students?:

Through gamification, game based learning, Case Studies as well as CBL's and cooperative learning: i.e. through quizzes as activating activities, through cartoon videos to understand the meaning of most important concepts, through case studies and researching activities to find inspiration, through challenges etc ...

Structure your learning unit:

LESSON 1:

- Activating Activities: CLIL_Glossary Game on Environment and Environment quiz in English (20 min: from teacher to learners):
<https://www.amnh.org/explore/ology/climate-change/take-the-climate-quiz>
- Ellen Mc Arthur Cartoon Video on Circular Economy in English (15 min: from teacher to learners) [Explaining the Circular Economy and How Society Can Re-think Progress | Animated Video Essay](#)
- Emma Watson Video on SDGs [Worlds Largest Lesson - Emma Watson Introduction | Global Goals](#)
- Class discussion on Circular Economy and the role of consumers (15 min: learners to learners).

LESSONS 2, 3 and 4:

- Activating Activity: initial quiz on Agenda 2030/SDG's and UN Video on Agenda 2030 in English (20 min: from teacher to learners):
- Computing Lab Assignment: Canva presentations, in pairs, on the assigned topics to be created after online researches and after watching more Videos on Circular Economy, Sharing Economy, Sustainable Development and Fast Fashion (learners to learners activity with instructions provided by the teacher: each pair watches the videos related to the assigned topic -Links shared by the Teacher on Google Classroom- researches some Case Studies and choose the one to insert in the Canva Presentation 2/3 hours: learners to learners.). Available on Google Classroom several links to videos such as <https://vimeo.com/pikkukala/lss> and Circular economy companies Websites.



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LESSON 5

- Arts and Crafts: to involve SEN Students we decided to make them create a clock using recycled materials and, afterwards, they have Build a 3D wardrobe (with recycled materials) containing labels, cloths, descriptions and QR Codes to access the presentations done by each group of students on sharing economy, circular economy, fast fashion and green restaurants.

LESSON 6

- Case studies - circular economy "from food waste to sustainable fashion"

The class is taken to the ICT lab and divided into the same small groups that had already started working on the presentations.

Activation activity: using Mentimeter, the class is asked to follow their instincts or their previous knowledge to answer engaging questions about recycling possibilities. At the end of each question, using videos or dedicated slides, the class finds out that there is a start-up company operating in the specific sector.

Discovery learning: the class is asked to browse the websites of each company, take notes using a shared Google doc, and then elaborate, orally, on the advantages and disadvantages of each company or product.

Restitution: the class is asked to type three words they associate with the products or services they have just learned about. The words will form a word cloud highlighting the most significant ones.

Class debate on the subject.

- Final product: the groups are asked to add a final slide to the presentation, in English, with their own reasoning on how those startups created innovative products starting from food waste, discussing advantages and disadvantages.
- The final activity will be the creation of an escape room to promote sustainability and critical consumption between Spallanzani Students (involving other classes).



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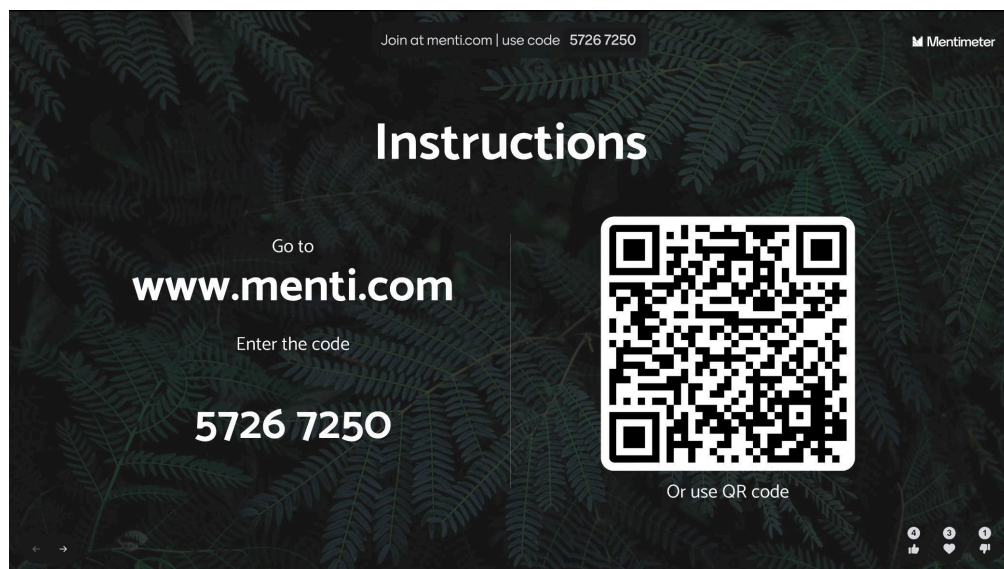
Assign a tool to each step:

LESSONS 2, 3 and 4:

- Online quizzes
- Canva presentations or PowerPoint presentations
- Google Classroom

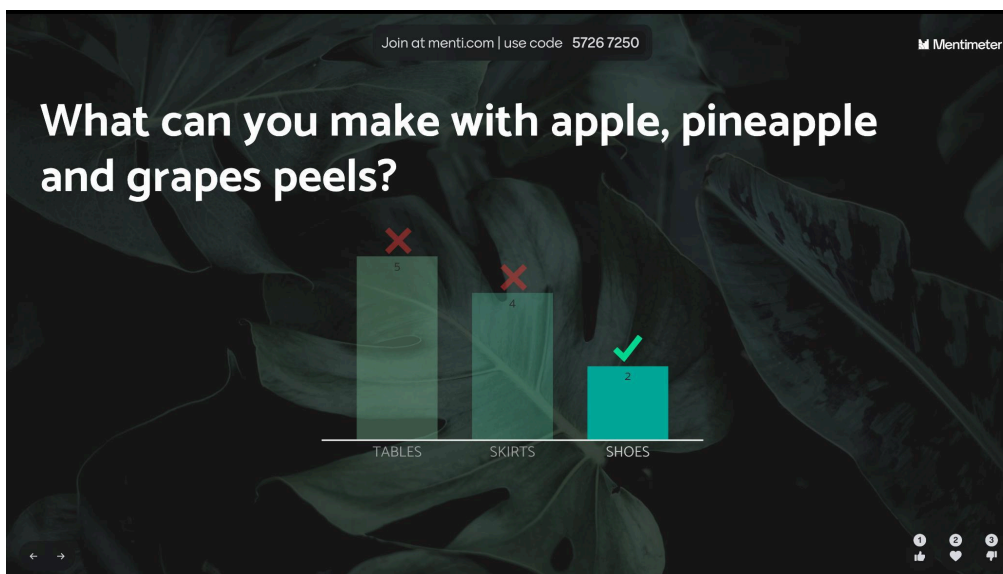
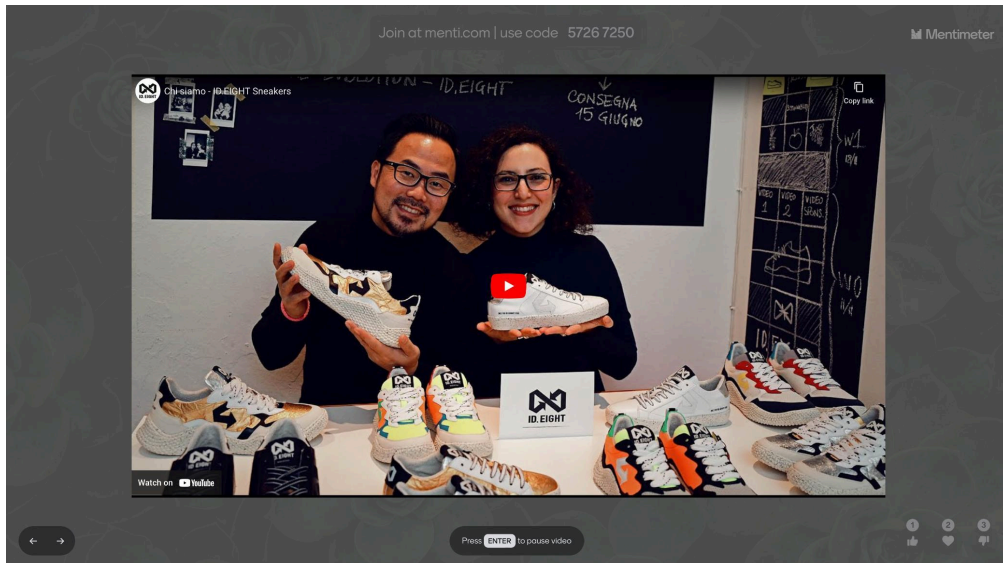
LESSON 6

- Mentimeter





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Explain why you chose the digital tools:

The choice of online quizzes is to engage learners.

The choice of Videos is to provide contents and information in a more engaging and straightforward manner.

The choice of presentations (either with PowerPoint or Canva) is to help students fix the contents and use case studies and storytelling to explain the results of their research.

The choice of using Mentimeter was strategic to foster engagement in the class, while showing that phones in class can be used for learning purposes.

Some students discovered that Mentimeter can also be used from a computer, which surprised them and hopefully led them to find out more. (It is proven that students have a limited knowledge of the possibility of computers, used mainly for basic school assignments or gaming).

The choice of using a shared Google doc was guided by the necessity for the couples to work together remotely and for us teachers to be able to check and eventually give tips.

Overall the CLIL Methodology is a means through which students improve their Language skills at the same time.



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Create the digital content and link it here:

Students Presentation on Sharing Economy :

https://www.canva.com/design/DAGCFIpagGE/duMWC-WhrE907uO2nHKZAA/edit?utm_content=DAGCFIpagGE&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton





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Students presentations on Fast Fashion

https://www.canva.com/design/DAGCFsRvb6s/S5qET0HXMVAFaWfrs_A1w/edit

https://www.canva.com/design/DAGCFiWjhks/w_vmYMnckFV6_kmm35KUrw/edit

imprese contro il fast fashion

Martina Chiorean, Francesco Osaro Lenzarini



ETICLÒ FAST FASHION



Con Fast Fashion si intende un settore dell'abbigliamento che realizza abiti di bassa qualità a prezzi super ridotti e che lancia nuove collezioni continuamente e in tempi brevissimi. A un primo sguardo, si potrebbe pensare "che figata, vestiti nuovi ogni volta che voglio a prezzi ridotti", ma sappiamo che il primo sguardo non basta e che è importante porsi delle domande e approfondire



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Students presentations on Circular Economy:

<https://www.canva.com/design/DAGCFvdgXWY/h00TB2HM7SpNN-Fo4yUVyg/edit>

<https://www.canva.com/design/DAGCjri2juo/R8qrOZUckTAWvxt8sY57IA/edit>

<https://www.canva.com/design/DAGDQiuUjG0/eDjM7nx59rQ9mqmBOzsHnQ/edit>

INDICE:

- Cosa sono le materie prime-seconde
- Fonti e utilità
- Aspetti positivi e negativi
- Esempio





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Students presentations on Green Restaurants:

<https://www.canva.com/design/DAGCdj4aIHg/f5mgFA3gUYaakZs1wjACmQ/edit>

<https://www.canva.com/design/DAGCFoKJ2Po/VAQPPpw-FtA7fDI5zI8pJg/edit>

società che attuano l'anti-spreco

una società anti-spreco nasce
a Milano ed è conosciuta come
"too good to go" e altre
imprese che aderiscono all'anti-
spreco ormai sono diverse
come: Eridania, Gruppo Orsero,
KelloggsItalia, Penny e Riso
Scotti.



Mentimeter:

www.menti.com and enter code 57265270

Learning unit created by:

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