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## TEACHERS HANDBOOK ACTIVITY

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Teaching activity: Consequences and downsides of environmental issues

**ISCED level:**

	ISCED1
	ISCED2
X	ISCED3

**Duration in hours:** 5

**Typology:**

	Lesson
X	Workshop
X	Debate
X	Role playing
X	Jam-board creation

**Summary:**

After a wide analysis of the content to curate, regarding the heading here reported, the students debated about the most suitable way to accomplish the range of committed development. Altogether the groups were involved in a debate, after which the decision focused on a synthetic jam-board per each group (to be summed up in a unique job), addressed to highlight tight boxes recording the core of the contents investigated and supported by pictures uploaded from the net. All along the development of the activities the job evidenced the students' interest by mentioning effective ideas upon the curation of the whole content.

**Competences activated:**

X	FF01 Search information	Find and Filter
X	FF02 Analyse the elements of a web page	
X	FF03 Filter information	
X	FF04 Organize and store information	
X	FF05 Recognize reliable information sources	
	FF06 Classify and tag	
	CP01 Summarize digital content	Curate and Publish
X	CP02 Re-elaborate and remix digital content	
	CP03 Use online publishing tools	
	CP04 Identify and employ licenses	
X	CP05 Know how to cite sources	
X	CP06 Curate content	
X	CC01 Interact through digital technologies	Communicate and Collaborate
X	CC02 Redistribute digital content	
X	CC03 Collaborate through digital channels	
	CC04 Respect the netiquette	
	CC05 Manage digital identity	
	CC06 Engage in online citizenship	
<a href="#">Click here for more info on the competences</a>		

#### Materials and resources needed:

**Educational Resources:** Topics committed with Environment and environmental issues

**Materials:** websites

**Technologies:** Computer, I-Pad, jam-board

#### Description:

The whole activity defined the climax of a wide content investigation developed all along a three-years course concerning the structure of Planet Earth, the deepened analysis of the states of matter, the phase transitions, the renewable and non-renewable energy sources, and the kind of solutions meant to face environmental contamination. Thus, the students were involved in identifying the range of consequences and downsides driven by the troubles the environment has been suffering from mainly due to the human activity.

Prior to the definition of the single group work a debate was allowed, fixing the huge difference consisting between consequences and downsides, the first one meant to identify long-term effects and the second one identifying the immediate (or short-term) evidences of a careless behavior.

The task primarily focused on the investigation of effective data provided by a range of websites in accordance with the particular topic implied in the content each class-group meant to cope with and curate. Hence, the students were engaged in selecting peculiar topics all implying the crucial heading of either consequences or downsides.

The job customized the peculiar re-elaboration of the wide information selected on the websites the students reputed in conformity with the task. The effectiveness came forth the critical thinking ability enhanced by the wide and punctual debates provided during and at the end of the whole job and prior to the accomplishment of the final Questionnaire.

**8 February** – The teacher highlighted the job committed with Lab Days – focusing on the development of steps concerning the competences implied in each research on the web encompassing an accurate Content Curation.

**Step 1** – The teacher provided the vision of Curry Project site, the procedures implied to manage an accurate Content Curation, and the expected purposes, highlighting the paramount importance of respecting the steps in accomplishing a trustworthy recombination of information.

**Step 2-** The teacher informed the students that the activity would not be compulsory.

Once evidenced the participation of the whole class, the teacher informed the students that at the end of the activity each one of the participants would be granted of a Certificate of Attendance.

Owing to the familiarization with such a researching procedure in the three-year course educational process – achieving significant results in enhancing self-responsibility, awareness of how to approach researching mean to implement their interest, thus encouraging the enhancement of their abilities – all students manifested their enthusiasm in joining the activity.

**Step 3** – The teacher showed a synthesis of the competences needed to accomplish a significant job, starting from the topic they would select according to their adjusted style.

**Step 4** – Students decided to identify the development of the whole study about environment and environmental issues, focusing on the following heading: «Consequences and Downsides».

<https://www.youtube.com/watch?v=n-f8a3ihmSE>

**Step 5** – Once settled the macro-topic, the students arranged groups in accordance with the definite micro-topic they would devote their curation to.

The teacher reminded the paramount need to select available and reliable sites and the prevalent accuracy in a creative and private data re-elaboration.

**11 February** – Each group showed the individual mind-map concerning the way they would manage their processes. Thus, the main topics were identified in order to imply the macro-activity concerning «Consequences and Downsides» of a range of environmental damages, fixing crucial situations in peculiar areas, from the local to the wider ones.

**Step 1** – The prevailing ideas encouraged a debate, first engaging the single group members, thereby the whole class.

**Step 2** – In order to manage a common job, the groups decided to process their activities using single group jam-boards to be presented as a unique one by the end. The jam-board was identified as the proper solution to share the common job, settling boxes reporting the synthesis of the selected micro-topic as well as the most suitable pictures uploaded from the web.

**14 February** – A global checking of the single group jobs and a debate concerning the single topics followed. In the meantime, screenshots of the students at work were provided.

**Step 1** – Debate

- Which steps did you follow to accomplish your job?
- Motivate your choice
- Will you explain the steps in processing information? Reference to: browsing, filtering, recognizing availability, collecting, re-elaborating
- What effects did the research have upon your working style? Reference to: content arrangement, critical thinking and speculation, identification of the tools

**Step 2** – Debate concerning topics

- Which attitude towards the issues did your research and processing style drove your critical thinking?
- Which micro-topics did each one of you focus on?
- How about your choice?
- How have you integrated the style in your critical processing the speech committed with the topics?

**15 February** – Further checking and debate

**Step 1** – Open questions and debate. Starting from the speculation about the processing style managed to drive the job, the students were involved in a workshop during which each one was called to provide individual assumptions both concerning soft skills and an open viewpoint upon the macro and micro-topic committed.

Focusing on their job (showed on the screen), the students approach a final debate

- **As for soft skills:** What did you appreciate about the job?
- **As for Content Curation Development:** What did you appreciate about the job?

**25 February** – Screenshot of the whole class. Final Questionnaire.