



GFG
FOUNDATION

Powered by
Rewise

GFG Foundation Student Programme Workshops

Powered by Rewise

Romania
Tutor Handbook



Key Information

Resource Type	Workshop
Duration	5 days
Location	Classroom/Hall/ Conference Room
Max number of students	20
Age group	14+
Country	Romania
Facilitator	GFG staff, Rewrite staff, teacher
Room set up	Desks and chairs arranged facing a screen with session presentation and connection to sound. The students will be working in 4 teams of 5, therefore it will be helpful if they're already placed and arranged in these groups.
Required materials	<ul style="list-style-type: none">• STEM kit• STEM kit spares• Workbooks• PowerPoint facility• Laptops/tablets• Animation Station• Blank Paper and coloured pens/pencils

Course Aims and Objectives

OVERVIEW

The course will focus on creating an engaging and interactive learning programme that uses a combination of discussion, written work, games, practical, enterprise and creative activities to enhance technological and environmental awareness. We aim to inspire young people to take the first steps to overcoming barriers to motivation and confidence, as well as highlighting the career options available to individuals with GREEN STEAM SKILLS. All activities will be scaffolded and supported by experienced Rewise staff.

The bespoke learning programme has been designed to be a fun and effective means of achieving the following outcomes:

- Provide participants with information about Green Jobs, especially within the Steel Industry as well as educating them about GFG and its motivation and determination to achieve Net Zero
- Spark a lasting interest from participants in the STEM/ STEAM and GREEN industries as a potential career path or future study choice
- Increase confidence, motivation and perseverance
- Increase the basic skills, and employability, skill set of all participants
- Provide an opportunity to gain credits towards a level one qualification endorsed by Rewise Learning, who are an approved Agored Cymru centre in the UK.

GFG Foundation Student Programme.. (3 Credits)

Purpose and Aim.

The learner will understand own motivation and ways to increase motivation.

The learner will understand why environmental concerns are a motivator for change.

The learner will explore environmental damage and identify actions that can reduce it.

See end of document for details regarding learning outcomes and assessment criteria.

WORKSHOP OVERVIEW

Day One - Motivation:

Time Allocation (Approximate)	Activity	Description/Instruction	Facilitator to check learning by	Resources
20 minutes	Introduction	<p>Staff to introduce themselves to students, communicating the following information:</p> <p>Name</p> <ol style="list-style-type: none"> 1. What they do for Rewise/GFG Foundation 2. An interesting fact 3. Favourite Piece of Technology 4. Something they have done/do to help the environment. <p>ICE BREAKER.</p> <p>The students will then be put into groups and asked to introduce themselves then provide their own responses for points 2-4. Invite them to share with the wider group if comfortable.</p>	Asking questions and inviting students to verbally contribute to the discussion.	PowerPoint slides 1-3

5 minutes	Overview of week & aims	<p>Staff use PowerPoint as a visual aid to introduce the following information:</p> <p>Timetable for the week: Day 1 Motivation; Day 2 Environmental Awareness; Days 3 & 4 Digital Advertising Campaign; day 5 Presentations & Celebrations.</p> <p>Brief explanation of the GFG Foundation Student Programme.:</p> <p>Its purpose and aims:</p> <ul style="list-style-type: none"> • The student will understand own motivation and ways to increase motivation. • The student will understand why environmental concerns are a motivator for change. • The student will explore environmental damage and identify actions that can reduce it. <p>The week will be interactive and use a combination of discussion, written work, games, practical, enterprise and creative activities to enhance technological and environmental awareness.</p> <p>PLEASE note that day one will change in order to accommodate Coach Dorinel Munteanu and Captain George Cârjan of Otelul Soccer Club who will join the session to discuss Motivation. The students will be given a prompt sheet entitled Otelul Question Sheet with questions to ask them. Encourage them to take notes - their answers will help them with their work!</p>	Asking questions and inviting students to verbally contribute to the discussion.	<p>PowerPoint Slides 4-5</p> <p>Work book pages 1-3</p> <p>Otelul Question Sheet .</p>
-----------	-------------------------	--	--	--

15 minutes	<p>Key Definitions</p> <p>STEM STEAM GREEN SKILLS</p>	<p>Exploration/definition and discussion about of STEM/ STEAM/GREEN Skills.</p> <ul style="list-style-type: none"> - Ask participants if they know what STEM stands for, then what the 'A' stands for when added to make STEAM Answer: Science, Technology, Engineering, Arts, Maths - STEM/STEAM includes education and career paths, often using hands-on methods with real-world application - STEM/STEAM covers a huge variety of subjects including: Coding, Engineering, Design, ICT, etc and; - Develops many skills such as, creativity, problem solving, teamwork, communication, analysis, etc - Ask participants if they think that the Arts belongs in the same category, resulting in STEAM over STEM - think about companies like Apple. <p>Green skills.</p> <ul style="list-style-type: none"> - Green skills refer to the knowledge, skills and a mindset that are necessary to contribute to sustainable social, economic and environmental development in any job. - The development of generic green skills is important for the greening of all industries so that negative environmental impacts are minimised. - Industries need people who understand environmental issues and who are able to apply this understanding into greener work practices. <p>MENTION THE CURRENT GLOBAL ENVIROMENTAL SITUATION HAS MOTIVATED MANY PEOPLE TO ACQUIRE THESE GREEN SKILLS AND THAT WE ARE NOW GOING TO CONSIDER WHAT MOTIVATION IS.</p>	<p>Asking questions and inviting students to verbally contribute to the discussion.</p>	<p>PowerPoint slides 6-9</p>
------------	---	---	---	------------------------------

15 minutes	<p>What is Motivation?</p> <p>Question 1.1.</p>	<p>IDEAS:</p> <ul style="list-style-type: none"> - Motivation is something inside us that makes us want to achieve. It spurs us on to do things from tidying up our bedroom to coming up with ideas to make the world a better place. - Our motives are the things that cause us to act in a certain way so that we achieve the goals that we are passionate about. - Some people say it's like 'having fire in your belly!' - Our motivations are our reasons for doing things <p>Hand out WORKBOOKS.</p> <p>Read out Top Tips slide no 12</p> <p>Always try to write 2 full sentences IN YOUR OWN WORDS unless the questions says OUTLINE and then try to write 3 full sentences IN YOUR OWN WORDS .</p> <ul style="list-style-type: none"> • 1.2 A minimum of four factors. • 1.4 A minimum of four motivational drivers. • 4.1 A minimum of three ways. <p>Ask students to complete question 1.1</p>	<p>Asking questions and inviting students to verbally contribute to the discussion.</p> <p>Supporting students to answer question 1.1 in workbook.</p>	<p>PowerPoint slides 10-12</p> <p>Workbook page 4-5</p>
------------	---	---	--	---

15 mins	<p>Motivation</p> <p>Video & Game</p>	<ul style="list-style-type: none"> • Participants to watch a video (2.27 minutes) • Put participants in 4 groups of 5 - students to remain in these groups throughout the week • 5 x A4/A3 laminated cards with the word MOTIVATION written across the top. They discuss/look up the meaning of each of the 14 word cards and place them on the larger mat if they think it helps to understand what motivation is. <p>Encourage students to make a few notes IN SECTION B OF THE WORKBOOK as the can then use the notes to help them answer written questions.</p> <p>Th 9 cards that should be paced on the mat = ENCOURAGEMENT, REASONS, SPUR, ACTIVE, INCENTIVE, DESIRE , ENERGY, ACHIEVEMENT, & DETERMINATION.</p>	<p>Asking students to verbally contribute to the discussions about video and games.</p> <p>Supporting students to play the games and make notes in Section B.</p>	<p>- PowerPoint - Motivation Card Game - Workbook, Section B (page 12)</p>
5 minutes	<p>What is a Role Model?</p>	<p>Mention that inspirational role models can motivate other individuals. Ask them who inspires and motivates them and why? Next, show a short video about 2 inspirational Romanian footballers.</p> <p>Discuss Munteneau's and Carian's achievements and draw attention to the key words - hard work, ambition and discipline.</p>	<p>Asking questions and inviting students to verbally contribute to the discussion.</p>	<p>Short video.</p>
10 minutes	<p>Question 1.2 Identify factors that motivate individuals.</p>	<p>Remind them to write in their own words. 1.2 needs a minimum of 4 factors and needs 2 sentences.</p> <p>IDEAS for discussion : security, family, travel, sport, hobbies, recognition and appreciation, meaning and purpose, money, friends, helping others</p>	<p>Asking students to verbally contribute to the discussion. Supporting students to answer question 1.2 in workbook.</p>	<p>PowerPoint slides 19-20 Workbook pages 5</p>

10 minutes	Question 1.3 Outline why motivation is important for an individual	<p>1. needs 2 - 3 sentences IDEAS for discussion:</p> <ul style="list-style-type: none"> • Gives people a goal to work towards. • Can help to change habits • Can make life more meaningful. • Gives a sense of purpose. • Helps well-being and mental health 	Asking students to verbally contribute to the discussion. Supporting students to answer question 1.3 in workbook.	PowerPoint slide 21 Workbook pages 5
10 minutes	Question 1.4 Identify own motivational drivers.	<p>A minimum of four motivational drivers.</p> <p>IDEAS for discussion: Praise? Money? Relationships? Independence? Security & safety? Fairness? Authority? Fame? Making the world better? Helping others? Helping the planet? Power?</p> <p>Stress that honesty is key to a good answer here.</p>	Asking students to verbally contribute to the discussion. Supporting students to answer question 1.4 in workbook.	PowerPoint slide 22 Workbook pages 5
5 minutes	DISCUSSION Peer Group	<p>At this point participants will have shown that they understand motivation and how important it is but ask them what happens when it changes? Invite them to talk about the times when their motivation was high and low. (5-minute talk time with peers.)</p>	Giving students time to talk with their peers (or write in their notebook if they are more comfortable with that).	PowerPoint slides 24-25

5 minutes	DISCUSSION Whole Group	<p>Whole group - voluntary contributions</p> <p>Prompts:</p> <p>When your motivation was high, what was happening? How did you feel? What did you do?</p> <p>When your motivation was low what was happening? How did you feel? What did you do?</p>	Encouraging students to verbally contribute to the discussion.	
10 minutes	Question 2.1 Outline the impact of low motivation on an individual's life.	<p>IDEAS for discussion:</p> <ul style="list-style-type: none"> - It can affect mental health and physical health. - It can affect well-being and energy levels. - It can make anxiety, depression and feelings of isolation worse 	Asking students to verbally contribute to the discussion. Supporting students to answer question 2.1 in workbook.	PowerPoint slide 26 Workbook page 6

10 minutes	Question 2.2 Identify own circumstances which have been affected by changes to motivation.	<p>Remind students that this is a personal answer but to think about:</p> <ul style="list-style-type: none"> • The effect on family and friends • The effect on work, school college • The effect on your health and well-being 	Supporting students to answer question 2.2 in workbook.	PowerPoint slide 27 Workbook page 6
------------	--	--	---	--

5 minutes	Question 3.1 Identify own emotions when motivation is high	Remind students that this is a personal answer but to think about some key words: Happy, excited, independent, positive, determined, inspired, energetic, powerful, optimistic, determined	Supporting students to answer question 3.1 in workbook.	PowerPoint slide 28 Workbook page 6
5 minutes	Question 3.2 Identify own emotions when motivation is low	Remind students that this is a personal answer but to think about some key words: Sad, uninspired, depressed, negative, lonely, isolated, lethargic, powerless, pessimistic, angry	Supporting students to answer question 3.2 in workbook.	PowerPoint slide 29 Workbook page 6
10 minutes	Question 4.1 Outline ways to increase motivation	<p>Remind students that this is a personal answer but to think about some key words:</p> <ul style="list-style-type: none"> • The effects of being with other motivated people. Think about joining classes and clubs. • Get help and support from tutors, mentors & supportive family members. • Try new things and try to meet new people. • Get fit, read, watch inspiring movies and listen to inspiring talks. • Find out what your good at and celebrate it. • Ask for help and support. <p>Remind them that because this is an OUTLINE question, the answer needs a minimum of 3 ways and 3 full sentences.</p> <p>Congratulate students but also remind them that this is not an examination and that they can go back to work on any part of the workbook at any point this week.</p>	Supporting students to answer question 4.1 in workbook.	PowerPoint slides 30. Workbook page 6

10 minutes	Motivational Posters. Part 1.	<p>Individual Activity - to be worked on throughout week - an ongoing task.</p> <p>Create a poster to motivate people to do things to help the environment on a person level.</p> <p>Motivational posters have been around for years. They typically have a dark background, an image at the top, a short inspirational phrase or quotation in clear font. They can be found in classrooms, libraries, and offices.</p> <p>Participants are invited to create their own phrase, choose a quotation from a quotation website that has inspired them, choose an extract from a poem, song, or book that they love. They can work on these throughout the week, adding to them during any free time.</p>	<p>Supporting students to discuss motivational quotations and explore relevant websites.</p>	<p>PowerPoint slides 32-36 Workbook page 15 Laptops Tablets Smart phones to access websites</p>
10 minutes	Day 1 Recap	<p>Now that they have completed the Motivation unit, they have some personal understanding of how important it is; the effects of changes to motivation; emotions related to different levels of motivation.</p> <p>Tomorrow we will be looking at what motivates companies and organisations as we introduce them to the topic Environmental Awareness.</p> <p>Ask them if they have any questions.</p>		<p>PowerPoint slide 37</p>

WORKSHOP OVERVIEW

Day Two - Environmental Awareness.

Time Allocation (Approximate)	Activity	Description/instruction	Facilitator to check learning by	Resources
5 minutes	Welcome back and overview	<p>Staff to welcome students back and provide a brief overview of the day.</p> <p>NOTE: Timing is a guide only. Remind students that they can go back to any of the tasks at any time that becomes available during the next 4 days, Remind them of purpose and aims of the week.</p> <p>Participants should now have a sound understanding of their own motivation and ways to increase that motivation. Next, we want to explore why environmental damage is a motivator for personal <i>and</i> corporate change. We will identify actions that can reduce the problems as we embark on another unit called Environmental Awareness. We look at what companies such as GFG are doing as well as inviting participants to do something practical that will make a difference - as well as being great fun!</p>	Asking students if they have any concerns or queries.	PowerPoint slides 38-39

<p>25 minutes</p>	<p>Key Terms</p> <p>The Environment Game</p>	<p>Environmental awareness is being aware of the natural environment and living in a way that doesn't hurt our air, our waters and our earth. It is called being green. We can, for example, recycle, use non-toxic products, conserve energy and use/support organisations who are aware of their environmental impact. Being more green is a great motivator.</p> <p>Being more environmentally aware and creating a green future for humankind means considering things such as: climate change, biodiversity and reaching net zero.</p> <p>To help you understand this more, we'd like participants to play our <i>Environment Game</i>.</p> <p>The game is a sequencing activity. Students will have to organise small cards onto larger cards that have the following headings: CLIMATE CHANGE, NET ZERO, BIODIVERSITY AND GFG'S GREEN FUTURE. The game is to organise the small cards to create a paragraph which explains the heading word and makes sense.</p> <p>The game designed to help participants answer Section A questions 1.1 & 1.2.</p> <p>Instructions.</p> <p>There are 4 topic cards labelled Net Zero, Biodiversity, Climate Change, GFG & GREEN FUTURE.</p> <p>There are also 4 envelopes containing cards with a separate sentence on each.</p> <p>Match them to the topic card put the sentences in the correct order so you have an explanation of the 4 topics.</p> <p>Remind students that they can make any notes in Section B of the workbook. Answers below.</p>	<p>Asking questions and inviting students to verbally contribute to the discussion. Supporting students throughout the game.</p>	<p>PowerPoint Slides 40-43</p> <p>Workbook pages 17</p>
-------------------	--	---	---	---

		<p><i>Climate Change</i> This describes the changes in the average temperature on planet Earth.</p> <p>As more fossil fuels are burnt, greenhouse gases like carbon dioxide are released into the atmosphere causing an enhanced greenhouse effect which leads to global warming.</p> <p>Some of the impacts of this phenomenon are the melting of our polar ice caps, sea level rises and more extreme weather patterns such as droughts and flooding.</p> <p><i>Net Zero</i> This means there is an equal balance of greenhouse gases (e.g. CO2) put into the atmosphere as those taken out of it.</p> <p>You can think of it as a bathtub.</p> <p>When you turn the taps on you will add more water to the bath.</p> <p>But when you pull the plug out, the water level will be reduced.</p> <p>You can keep adding water and releasing it to keep the same level of water. It is just like adding and releasing greenhouse gases from the atmosphere.</p> <p><i>Biodiversity</i> This refers to is the rich variety of life on Earth.</p> <p>There are a huge variety of species, genes, and different ecosystems on our planet.</p> <p>Everything depends on everything else.</p> <p>It is very important for all the processes that support all life on Earth. This vast array of species and ecosystems provides oxygen to allow us to breathe, clean our water so we can drink it, provide our food so we don't</p>		
--	--	---	--	--

		<p>starve, and give us medicine so we can recover from illness, and so much more!</p> <p><i>GFG and Green Future</i> We can ensure a this happens by adapting industries and creating jobs to keep a healthy ecosystem here on Earth.</p> <p>Companies like GFG are helping us to achieve NET zero carbon emission through their GREENSTEEL projects.</p> <p>It is about supporting new and existing jobs that do not impact the environment and are important for keeping our world healthy.</p> <p>For example, we can support companies that develop methods of generating energy using renewable resources like wind or sun.</p>		
5 minutes	<p>Question 1.1</p> <p>Define the term environmental awareness.</p>	<p>Remind them to write in their own words and write 1 – 2 sentences. They can use any notes they made during The ENVIRONMENT GAME but it is also worth going back to slides 40-41</p>	<p>Asking questions and inviting students to verbally contribute to the discussion.</p> <p>Supporting students to answer question 1.1 in workbook.</p>	<p>PowerPoint slides 44-45</p> <p>.....</p> <p>Workbook page 7</p>

5 minutes	GREENSTEEL ANIMATION	<p>Being more environmentally aware has motivated many corporations to change.</p> <p>We are going to look at what motivated GFG to start GREENSTEEL. Tell them they are about to watch a video and to pay close attention because there it will help them to play the game that will follow.</p>		<p>PowerPoint slides 46-47</p> <p>GREENSTEEL animation video.</p>
10 mins	THE GREENSTEEL GAME	<p>The game will reinforce understanding of the key points in the video.</p> <p>Instruct participants to place the word cards in the spaces so that the summary of the GREENSTEEL video makes sense.</p> <p>Answers in order: Reality, High, Simple, Policy, Alliance, Motivation, Sustainable, Neutral, Environmentally, Modernisation</p>	<p>Asking students to verbally contribute to the discussions about video and games.</p> <p>Supporting students to play the games and make notes in Section B.</p>	<ul style="list-style-type: none"> - PowerPoint Slides 48-50 - GREENSTEEL Game - Workbook, Section B (Page 18)

10 minutes	<p>Question 1.2</p> <p>Outline why it is important to protect the environment.</p>	<p>Remind them to write in their own words and write 4 sentences.</p> <p>IDEAS for discussion:</p> <ul style="list-style-type: none"> ❖ To save lives ❖ Create jobs. ❖ Conserve the earth's resources. ❖ Protect wildlife. ❖ Prevent natural disasters. ❖ Help biodiversity. ❖ Repair the damage we have already done. ❖ To guarantee a future for our young 	<p>Asking students to verbally contribute to the discussion.</p> <p>Supporting students to answer question 1.2 in workbook.</p>	<p>PowerPoint slides 51-52</p> <p>Workbook page 7</p>
15 minutes	<p>Question 2.1</p> <p>Identify environmental issues that face:</p> <p>Own/local community.</p> <p>Own country</p> <p>The Global Community</p>	<p>Remind them to write in their own words and write 1 - 2 sentences for each bullet point.</p> <p>IDEAS for discussion:</p> <ul style="list-style-type: none"> • In your community: littering, transport using fossil fuels, poor local funding, lack of recycling facilities. • In your country: transport, emissions from industry - high greenhouse gases, floods, droughts, storms • The Global Community: huge carbon footprint of some countries, extreme weather events, aviation, global warming from fossil fuels, food waste, biodiversity loss, plastic pollution, deforestation, overfishing and intense farming 	<p>Asking students to verbally contribute to the discussion.</p> <p>Supporting students to answer question 2.1 in workbook.</p>	<p>PowerPoint slides 53-55</p> <p>Workbook page 7</p>

15 minutes	<p>Question 2.2</p> <p>Identify how environmental problems could have been caused by: Own Actions The Steel Industry Global Society</p>	<p>Remind them to write in their own words and write 1 – 2 sentences for each bullet point. IDEAS for discussion:</p> <ul style="list-style-type: none"> • Own Actions - lack of recycling, not using public transport, littering, flying too much, not switching lights off, leaving TV and computers on stand-by, eating too much red meat, using too much plastic • The Steel Industry - burning of fossil fuels, especially coal which creates dangerous air pollutants, wastewater contaminants, hazardous waste, and solid waste. • Global Society - too much reliance on aviation, over-fishing, factory farming, destruction of rainforests. Increased greenhouse gas emissions, ocean acidification, habitat destruction, Inequality. 	<p>Asking students to verbally contribute to the discussion. Supporting students to answer question 2.2 in workbook.</p>	<p>PowerPoint slides 56-57 Workbook page 8</p>
10 minutes	<p>Question 2.3</p> <p>Identify changes that can be made to improve the environment.</p>	<p>As the GREENSTEEL video showed you, there is lots that can be done and, as this course will show you, lots that <i>is</i> being done already. It is positive and it is an exciting time to be part of the transformation to a greener future.</p> <p>Remind participants to write in their own words and write 1 – 2 sentences. They need at least 6 changes. IDEAS for discussion: recycling, increased use of public transport, localist diets, water conservation, planting of trees, buying sustainable items, electric cars, hybrid cars, plant-based diets, GREENSTEEL, solar energy, wind energy, hydro energy, geothermal energy, bio energy, tidal energy</p>	<p>Asking students to verbally contribute to the discussion. Supporting students to answer question 2.3 in workbook.</p>	<p>PowerPoint slides 58-59 Workbook page 8</p>

<p>90 minutes</p>	<p>STEM Practical Activity This will enable you to complete Questions 3.1 and 3.2 The Action Plan.</p>	<p>Oliver to run through how the STEAM activity allows learners to complete their action plan, via the use of a translator.</p> <p>For example..... 3.1 What is the action plan: To recycle and repurpose a steel can</p> <p>What resources are required to complete the plan:</p> <ul style="list-style-type: none"> o To repurpose a steel can so it can contain electronics that turn it into a speaker o To use a microcontroller to code the electronics to act as a speaker o To build an electrical circuit o To position the electronics within the can <p>How and why will the action plan have a positive impact on the environment:</p> <ul style="list-style-type: none"> o The action plan will extend the life cycle of the steel can and stop it from going to landfill o It will also stop the need for the purchase of a new speaker o electronics can be taken out and reused 	<p>DELIVERED BY REWIS STAFF</p>	<p>PowerPoint slides 60-61</p> <p>Workbook page 19</p> <p>Workbook page 9-10</p> <p>STEM kits</p> <p>STEAM Challenge Booklet</p>
<p>10 minutes</p>	<p>Questions 3.3 Identify additional future actions to positively affect the environment.</p>	<p>Remind them to write in their own words and write 1 - 2 sentences for each future action - they need, at least, two.</p> <p>IDEAS for discussion: stop littering, use public transport more, walk more, use less plastic, switch off: TV, computers & game consoles off when not in use, improve diet, shop locally, tell people about the things you have learned, buy things from green companies</p>	<p>Encouraging students to verbally contribute to the discussion. Supporting students to answer question 3.3 in workbook.</p>	<p>PowerPoint slide 62 Workbook page 10</p>

20 minutes	THE GREEN TEAM Game.	<p>Hand out packs containing 25 cards to each group. The game will be used to aid discussions about environmental awareness and motivation and works well to bolster the connections between the 2 aspects of the course. They can take notes in section B.</p> <p>After this, they will be ready to answer the next question.</p> <p>Instructions: In pairs, they should think about 'impact' and choose which organisations they believe should be in the top five for an environmental award. Who in their opinion should be members of THE GREEN TEAM?</p> <p>There are 25 cards with the following organistaions on them:</p> <p>McDonalds; BRD- Groupe Société Générale; Electrica; Petrom; Altex; Fragedo; Blue Air; Fan Courier; CEC Bank; Bogart; Borsec; Greenpeace; FIFA; Căile Ferate Române ; Extinction Rebellion; Euro Natur; TAROM; Friends of the Earth; Liberty Galati; Nike; Eco-Rom Ambalaje SA; Dacia; Romania Green Building Council; Apple; Tesla.</p>	Asking students to verbally contribute to the discussion.	Powerpoint slide 63 Workbook page 20
------------	----------------------	--	---	---

10 minutes	<p>Question 4.1</p> <p>Identify organisations that support and advise on environmental issues: locally nationally globally Write, at least, 2 of each.</p>	<p>IDEAS for discussion:</p> <ul style="list-style-type: none"> • <i>locally</i>- charity shops encourage a 'reduce, re-use, recycle' approach to living. Shops that don't provide bags but encourage you to use your own. Shops that sell local produce. Farmers' Markets. Local environmental groups, Liberty Galati. • <i>nationally</i>- garages that sell unleaded petrol, have EV charging points, government schemes that encourage green living, parks and forests, national environmental groups, Liberty Galati. • Globally - Greenpeace, Friends of the Earth, United Nations Environment, World wide Fund For Nature, Rainforest Alliance, Extinction Rebellion and lots more. <p>Remind them to use their Green Team notes too.</p>	Supporting students to answer question 4.1 in workbook.	<p>PowerPoint slides 64-65</p> <p>Workbook page 11</p>
5 minutes	Motivational Posters, Part 2	<p>The first motivational poster task asked students to motivate people to do things to help the environment on a person level. Now that they know so much about what Liberty Galati is doing to help our planet and its future, we would like them to create a second motivational poster to encourage companies to be more environmentally responsible. It should promote GFG and GREENSTEEL as a role-model for what businesses can do at a corporate level. Remind the students that the posters can be worked on throughout the next few days. Every group should have at least one personal motivator poster and one corporate motivator poster. (Ideally, they will have lots and incorporate them into their presentations that will be the culmination of the Digital Ad Campaign that we will begin tomorrow.</p>	Asking students to verbally contribute to the discussion.	<p>PowerPoint slides 66-69</p> <p>Workbook page 16</p>
5 minutes	Day 2 Recap	<p>Recap of day 2. Congratulate the students on completing Section A. (Emphasise that there will be time to catch up any incomplete or missed work.) Congratulate them on coming up with an action plan to positively affect the environment. Just like GFG! Tomorrow they will be using all their new-found skills and knowledge to create an ad campaign!</p>		PowerPoint slide 70

Day Three - The Digital Advertising Campaign

Time Allocation (Approximate)	Activity	Description/instruction	Facilitator to check learning by	Resources
5 minutes	Introduction	<p>Building on their knowledge about motivation, environmental awareness and what GFG are doing as environmental role models, we are inviting students to create a Digital Ad campaign to produce a short animation to either.</p> <ol style="list-style-type: none"> 1) Motivate people to do things to help the environment on a person level. OR 2) Promote GFG and GREENSTEEL as a role-model for what businesses can do at a corporate level. <p>Participants to remain in the same teams. The timetable will be used as a very rough guide for the coming days as the students will be working carousel -style. Teamwork will be vital. Everything that they have done during the last 2 days will be essential -the springboard for all they do.</p>	Asking questions and inviting students to verbally contribute to the discussion.	<p>Powerpoint slides 71-72</p> <p>Workbooks, Section C, Pages 21-22</p>
30 minutes	Revision & Catch-up time	<p>Time to catch up on posters, workbook questions and the STEAM task.</p> <p>They can re-play games, re-watch videos, ask for support, advice, help and take notes.</p>	Asking questions and inviting students to verbally contribute to the discussion.	

<p>15 minutes</p>	<p>Digital Ad Campaign</p> <p>Animation Planning Step 1.</p>	<p>Instruct students to turn to Section C in their workbooks entitled: The Digital Advertising Campaign: An 8 Step Guide.</p> <p>Groups are to firstly agree on whether to make their animation in order to either. Motivate people to do things to help the environment on a person level. OR Promote GFG and GREENSTEEL as a role-model for what businesses can do at a corporate level.</p> <p>Instruct them to decide on a target audience - either 8-11 year olds, teenagers or adults.</p> <p>Remind them that their target audience is who they are aiming their animation at. Tell them to think about what is more likely to grab the attention of their chosen audience.</p> <p>Remind them that their target audience will affect all of the other choices that they make, from colours, images, the amount of text and the language they use. (The younger the audience - the simpler the language.)</p>	<p>Asking questions and inviting students to verbally contribute to the discussion.</p> <p>Encouraging them all to make written notes.</p>	<p>PowerPoint slides 73-74 </p> <p>Workbook, Section C, Page 23</p>
<p>20 minutes</p>	<p>Digital Ad Campaign</p> <p>Animation Planning Step 2.</p>	<p>Tell the students to decide on the key information that is going to go into the animation.</p> <p>Remind them that the notes they have taken throughout the week will be vital.</p> <p>Tell them that the GFG/ Rewrite videos, PowerPoint presentations, and games are still to be available if they wish to view/use them again - RECAP STATION.</p> <p>To complete the note-taking template on page 24 in the workbook.</p>	<p>Asking questions and inviting students to verbally contribute to the discussion.</p> <p>Encouraging them all to make written notes.</p>	<p>PowerPoint slides 75-76</p> <p>Workbook page 24</p>

10 mins	Digital Ad Campaign Animation Planning Step 3.	Using the notes from step 2, write a simple treatment. Explain that a 'treatment' provides a basic outline of their idea so that someone can understand it without having to read a completed script or storyboard. The treatment will present their basic storyline before writing the script.	Asking questions and inviting students to verbally contribute to the discussion. Encouraging them all to make written notes.	PowerPoint slides 73-74 Workbook page 25
30 minutes	Digital Ad Campaign Animation Planning Step 4.	Instruct them to use the template and write a script.	Asking questions and inviting students to verbally contribute to the discussion. Encouraging them all to make written notes.	PowerPoint slides 73-74 Workbook pages 26-28
30 minutes	Digital Ad Campaign Animation Planning Step 5.	Instruct them to use the template and create a storyboard. Let staff know as soon as their storyboard, is completed. Rewrite staff will then introduce the students to the two animation stations and provide a software demonstration.	Asking questions and inviting students to verbally contribute to the discussion.	PowerPoint slides 73-74 Workbook pages 29-32
15 minutes	Animation Software Demonstration	Rewrite staff will provide an interactive demonstration.	Inviting students to ask questions and to 'have a go' themselves.	PowerPoint slide 75

N/A	<p>Digital Ad Campaign</p> <p>Write an Elevator Pitch.</p> <p>Step 6.</p>	<p>Instruct them to prepare a brief Elevator Pitch - a succinct and persuasive sales pitch.</p> <p>Explain that it's called an elevator pitch because it takes roughly the amount of time, you'd spend riding an elevator with someone. The pitch could serve as an introduction to their exhibit and it will certainly make them more comfortable when answering any questions that guests may have. The rest of this day, and day 4, will work in a carousel style with every member of each group having a variety of tasks to complete.</p>	<p>Facilitating teamwork and supporting individual work.</p> <p>Checking that every student is engaged and on-task.</p>	<p>PowerPoint slide 76</p> <p>Workbook page 33</p>
N/A	<p>Remainder of Day 3.</p>	<p>A Carousel of Activities.</p> <p>Most groups should now be in the midst of creating an animation, a pitch and some motivational posters to :1) Motivate people to do things to help the environment on a person level and/or 2) Promote GFG and Greensteel as a role-model for what businesses can do at a corporate level. Remind them that they were able to do this due to all their hard work on the Motivation and Environmental Awareness course that will have enabled them to pass the GFG Foundation Student Programme. For the remainder of this day and throughout day 4, they will have more time to put the finishing touches to everything before the exhibition and celebrations begin on Day 5.</p>	<p>Facilitating teamwork and supporting individual work.</p> <p>Checking that every student is engaged and on-task.</p>	<p>PowerPoint slide 77</p>
N/A	<p>Day 4</p> <p>Step 7. Finishing Touches for Everything</p>	<p>Remind them that they will be working towards finishing all the tasks They will have 1hr 45 mins tomorrow but should use this checklist for today's activities.</p> <p>Checklist for Day 4.</p> <p>Have you:</p> <ul style="list-style-type: none"> o Completed Section 'A' for my GFG Foundation Student Programme? o Made a speaker by recycling a tin can? o Created 2 motivational posters to inspire people and companies to be more environmentally responsible? o Helped produce an animation? o Helped to write an elevator pitch? 	<p>Facilitating teamwork and supporting individual work.</p> <p>Checking that every student is engaged and on-task.</p>	<p>PowerPoint slides 78-80</p> <p>Workbook page 34</p>

15 minutes	Day 5 Introduction and timetable	<p>9:00 - 9:15: Day 5 Introduction & Timetable</p> <p>9:15 - 11:00: Final preparations for the exhibition. (Posters, tin can speakers and videos.)</p> <p>11:00 -11.15: Welcome guests, speeches and exhibition opens.</p> <p>11.15 - 12:00: Guests to look at display tables.</p> <p>12.00 -12.30 Formal Presentations.</p> <p>12.30 Debrief and farewell.</p>		PowerPoint slide 83
------------	----------------------------------	---	--	---------------------

1hr 45m	Step 8. Final preparation for the exhibition.	<p>Remind them that this is their opportunity to showcase everything that they have done this week.</p> <p>Remind them that they should:</p> <ul style="list-style-type: none"> • Be prepared to introduce themselves. • Be prepared to talk about what they have enjoyed/what their favourite part of the course was • Be prepared to talk about what they have learned. • Showcase their speakers. • Showcase their animations and motivational posters. • Be prepared to talk about whether they would consider a future in green and STEAM industries. 		<p>PowerPoint slide 84</p> <p>Workbook page 35</p>
15mins	Exhibition opens.	<ul style="list-style-type: none"> • Speeches • Welcome guests. • Invite guests to look at the display tables 		PowerPoint slide 84
45mins	Students showcase their efforts,	Guests look at the students work.		PowerPoint slide 84

40 mins		Formal presentations		PowerPoint slide 84
5 mins		Debrief and farewells.		PowerPoint slide 85 Certificates

Motivation (1 credit)

Learning Outcomes: The learner will:	Assessment Criteria: The learner can:	Evidence Bank: 1. Workbooks. 2. Motivational Posters 3. Tutor observations
1. Understand motivation.	1.1 Define the term 'motivation'.	
	1.2. Identify factors that motivate individuals.	
	1.3. Outline why motivation is important for an individual.	
	1.4 Identify own motivational drivers.	
2. Understand the effects of changes to motivation.	2.1 Outline the impact of low motivation on an individual's life.	
	2.2 Identify own circumstances which have been affected by changes to motivation.	
3. Understand emotions related to different levels of motivation	3.1 Identify own emotions when motivation is high.	
	3.2 Identify own emotions when motivation is low.	
4. Understand ways to increase own motivation.	4.1 Outline ways to increase own motivation.	

Assessment Information:

AC1.2 A minimum of four factors.

AC1.4 A minimum of four motivational drivers.

AC4.1 A minimum of three ways.

Environmental Awareness. (2 credits)

<p>Learning Outcomes: The learner will:</p>	<p>Assessment Criteria: The learner can:</p>	<p>Evidence Bank:</p> <ol style="list-style-type: none"> 1. Booklets. 2. The motivational posters 3. Student's creation of an environmentally-friendly speaker using a recycled tin-plated steel can 4. Written treatment 5. Script 6. Storyboard 7. Animation 8. Presentation 9. Tutor observations 10. Photographic /video evidence of the above, annotated by the tutor.
<ol style="list-style-type: none"> 1. Understand the term environmental awareness. 	<ol style="list-style-type: none"> 1. Define environmental awareness. 	
	<ol style="list-style-type: none"> 1.2 Outline why it is important to protect the environment. 	

2. Understand the impact of environmental awareness.	<p>2.1 Identify environmental issues that face:</p> <ul style="list-style-type: none"> • own community • own country • the global community. <p>2.2 Identify how environmental problems could have been caused by:</p> <ul style="list-style-type: none"> • own actions • the steel industry • global society 	
	<p>2.3 Identify changes that can be made to improve the environment:</p> <ul style="list-style-type: none"> ○ by individuals ○ by the steel industry ○ by societies 	
3. Be able to positively affect the environment.	3.1 Create an action plan to positively affect the environment.	
	1. Complete the action plan.	
	1. Identify additional future actions to positively affect the environment.	
4. Know of organisations that support the environment.	<p>1. Identify organisations that support and advise on environmental issues:</p> <ul style="list-style-type: none"> • locally • nationally • globally 	

Assessment Information:

AC 2.1 At least two issues for each.

AC 2.3 At least six changes (2 for each bullet point)

AC 3.3 At least two future actions.

AC 4.1 At least two of each.