



**GFG**  
FOUNDATION

Powered by  
**Rewise**

# GFG Foundation Student Workbook

**Romania**







# 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.

## 01. 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.

## 02. Motivation (1 credit)

<b>Learning Outcomes: The learner will:</b>	<b>Assessment Criteria: The learner can:</b>	<b>Evidence Bank:</b>
		<ol style="list-style-type: none"> <li>1. Workbooks.</li> <li>2. Motivational Posters</li> <li>3. Tutor observations</li> </ol>
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.	

## 03. Assessment Information:

AC1.2 A minimum of four factors.  
AC1.4 A minimum of four motivational drivers.  
AC4.1 A minimum of three ways.

## 04. Environmental Awareness. (2 credits)

<b>Learning Outcomes:</b> The learner will:	<b>Assessment Criteria:</b> The learner can:	<b>Evidence Bank:</b> 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.
1. Understand the term environmental awareness.	1.1 Define environmental awareness. 1.2 Outline why it is important to protect the environment.	
2. Understand the impact of environmental awareness.	2.1 Identify environmental issues that face: <ul style="list-style-type: none"> <li>• own community</li> <li>• own country</li> <li>• the global community</li> </ul> 2.2 Identify how environmental problems could have been caused by: <ul style="list-style-type: none"> <li>• own actions</li> <li>• the steel industry</li> <li>• global society</li> </ul> 2.3 Identify changes that can be made to improve the environment: <ul style="list-style-type: none"> <li>• by individuals</li> <li>• by the steel industry</li> <li>• by societies</li> </ul>	
3. Be able to positively affect the environment.	3.1 Create an action plan to positively affect the environment. 3.2 Complete the action plan. 3.3 Identify additional future actions to positively affect the environment.	
4. Know of organisations that support the environment.	4.1 Identify organisations that support and advise on environmental issues: <ul style="list-style-type: none"> <li>• locally</li> <li>• nationally</li> <li>• globally</li> </ul>	

## 05. 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.

# 01.

# Section A

- Motivation Questions  
(1 Credit)
- Environmental Awareness  
Questions  
( 2 Credits)

**GFG Foundation Student  
Programme. (3 Credits)**





# Motivation

## 1.1 Define the term 'motivation'

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## 1.2 Identify factors that motivate individuals.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

## 1.3 Outline why motivation is important for an individual.

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## 1.4 Identify your own motivational drivers.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

2.1 Outline the impact of low motivation on an individual's life.

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2.2 Identify own circumstances which have been affected by changes in motivation.

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3.1 Identify your emotions when motivation is high.

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3.2 Identify your emotions when motivation is low.

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4.1 Outline ways to increase own motivation.

1. 

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2. 

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3. 

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# Environmental Awareness

1.1 Define environmental awareness.

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1.2 Outline why it is important to protect the environment.

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2.1 Identify environmental issues that face:

OWN/LOCAL COMMUNITY

1. \_\_\_\_\_

2. \_\_\_\_\_

OWN COUNTRY

1. \_\_\_\_\_

2. \_\_\_\_\_

THE GLOBAL COMMUNITY

1. \_\_\_\_\_

2. \_\_\_\_\_

## 2.2 Identify how environmental problems could have been caused by:

### OWN ACTIONS

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### THE STEEL INDUSTRY

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### GLOBAL SOCIETY

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## 2.3 Identify changes that can be made to improve the environment.

### BY INDIVIDUALS

1. 

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2. 

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### BY THE STEEL INDUSTRY

1. 

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2. 

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### BY SOCIETIES

1. 

---
2. 

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### 3.1 Create an action plan to positively affect the environment.

What is the action plan?	What resources are required to complete the action plan?	How and why will the action plan have a positive impact on the environment?

Tutor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## 3.2 Complete the action plan.

Provide evidence that you have completed your action plan.  
(Photographic evidence with a Tutor Comment is acceptable.)

Tutor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## 3.3 Identify additional future actions to positively affect the environment.

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## 4.1 Identify organizations that support and advise on environmental issues:

### LOCALLY

1. \_\_\_\_\_
2. \_\_\_\_\_

### NATIONALLY

1. \_\_\_\_\_
2. \_\_\_\_\_

### GLOBALLY

1. \_\_\_\_\_
2. \_\_\_\_\_



# 02.

# Section B

This section is for your own personal use. It is not part of a written assessment.

However, it will help with all the tasks.

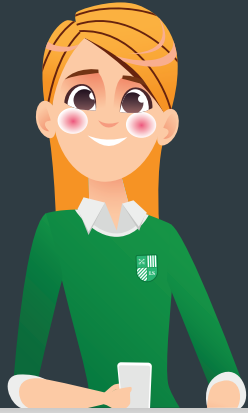
- **Note Taking**
- **Key Words**
- **Ideas**
- **Plans**











# Motivational Posters

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.

You can create your own phrase, choose a quotation from a quotation website that has inspires you, choose an extract from a poem, song or book that you love.

Throughout the week we'd like you to create personal MOTIVATIONAL POSTERS to encourage students in Romania as well as more corporate MOTIVATIONAL POSTERS to encourage students to consider working for organizations that are environmentally aware like the GFG Foundation.

The first one should be about motivating people to do things to help the environment on personal level.

The second one should be about motivating companies to be more environmentally responsible.  
Think about GREENSTEEL .







# STEAM Challenge

Thinking about what you have learned so far and considering how important STEAM subjects are in providing solutions to environmental issues, we'd like to invite you to complete our STEAM challenge. This will enable you complete their Environmental Awareness questions 3.1 and 3.2.

**TASK: RECYCLE** a tin-plated steel can to build a speaker.

**Read the instructions**

**Using the instructions, fill in the Action Plan.**

(Section A, page 9, question 3.1)

**Build the circuit**

**Take a picture of your speaker to show that you have completed the action plan and label it using the words in the instructions.**

(Question 3.2 on page 10 in Section A.)

**You can also write about what you did or ask your tutor to fill in a TC Form.**

(Tutor Comment).

The STEAM instructions, the WORD CARDS and the Rewise 15 Ways to Go Green handout will help you when writing about this task.



# 03.

# Section C

## The Digital Advertising Campaign

### An 8 Step Guide





# The Challenge

Using all the information and things that you have learned during days 1 – 2, produce a storyboard for a short (no more than 2 minutes) animation that achieves the following:

**Motivates people do things to help the environment on a personal level**

**OR**


**Promotes GFG and GREENSTEEL as a role-model for what businesses can do at a corporate level.**

# 01.

## Decide on a Target Audience – either 8 -11 year-olds, teenagers or adults.

Your target audience is who you are aiming your animation at. Think about what is more likely to grab their attention.

**Remember:** Your target audience will affect all of the other choices you make, from colours images, the amount of text and the language you use. (The younger the audience – the simpler the language.)



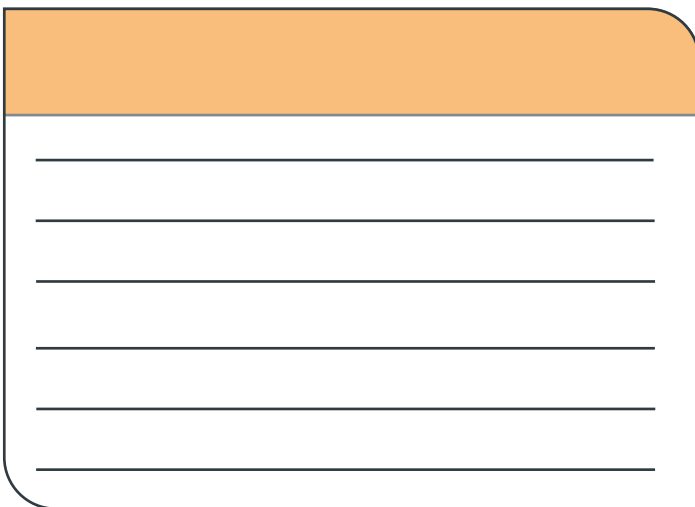
# 02.

**Decide on the key information that is going to go into the animation.**

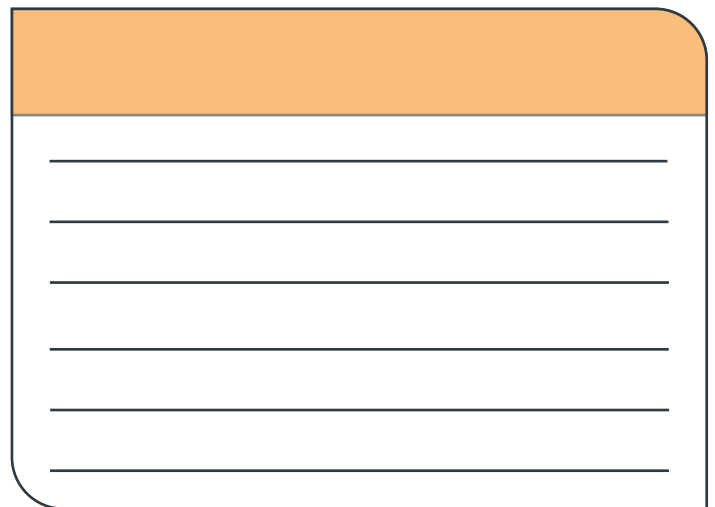
(The notes you have taken throughout the week will all be useful.)

The GFG/ Rewise video, PowerPoint presentations, and games will be available if you wish to view/use them again – RECAP STATION.

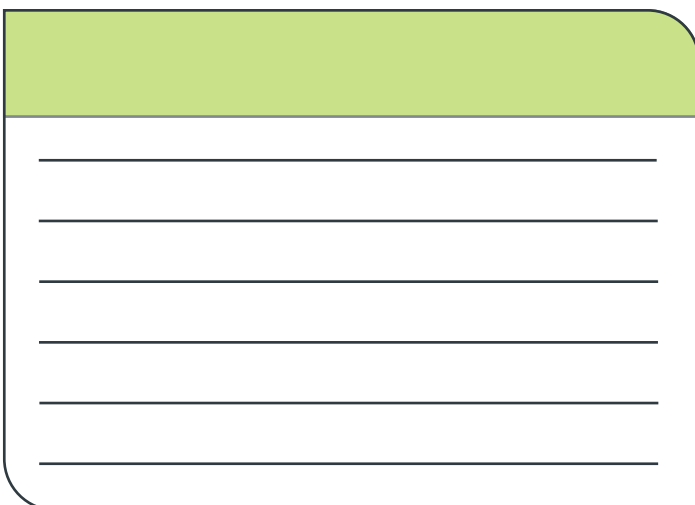
## Note-Taking template



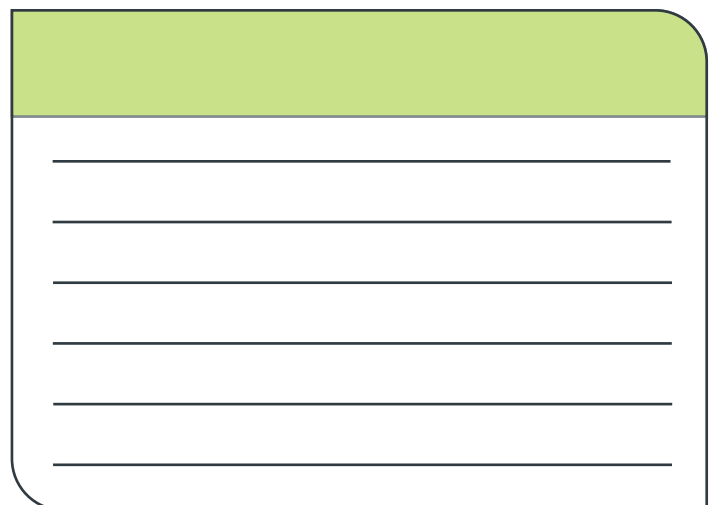
A rectangular note-taking template with a rounded top-left corner. It features a solid orange header bar at the top. Below the header, there are seven horizontal lines for writing, with a margin on the left side.



A rectangular note-taking template with a rounded top-left corner. It features a solid orange header bar at the top. Below the header, there are seven horizontal lines for writing, with a margin on the left side.



A rectangular note-taking template with a rounded top-left corner. It features a solid green header bar at the top. Below the header, there are seven horizontal lines for writing, with a margin on the left side.



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# 04.

## Write a straightforward script



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Character Dialogue/Voice Over:	
<hr/> <hr/> <hr/> <hr/> <hr/>	

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Character Dialogue/Voice Over:	
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Scene no:	Scene Description:
	<hr/> <hr/> <hr/>
Character Dialogue/Voice Over:	
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# 05.

Create a storyboard, then take it to one of the animation stations for some interactive fun!

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# 07.

## Finishing Touches for Everything

Put the finishing touches to the motivational posters to make them the best that they can be. These will be part of the exhibition too.

### CHECKLIST FOR DAY 5: I have:

Completed Section 'A' for my GFG Foundation Student Programme

Made a speaker by recycling a tin can

Helped produce an animation

Created 2 motivational posters in order to inspire people and companies to be more environmentally responsible

Helped to write an elevator pitch

Once this is done, start rehearsing for the exhibition.

# 08.

## The Exhibition.

This is your opportunity to showcase everything you have done this week.

Consider the following:

Be prepared to introduce yourselves

Be prepared to talk about what you have learned

Showcase your speakers

Be prepared to talk about what you have enjoyed/what your favourite part of the course was

Showcase your animations and motivational posters

Be prepared to talk about whether you would consider a future in green and STEAM industries.

**Good luck and well done!**







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