Time as a Resource

Resource usage

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Toolkit 4 in the Images and Objects – Active Methodology Toolkit series

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CONTENTS

Introduction 4

Structure of the toolkit 4

Photographs of Images and Objects 5

Resource usage – Time 5

Active Methodologies 6

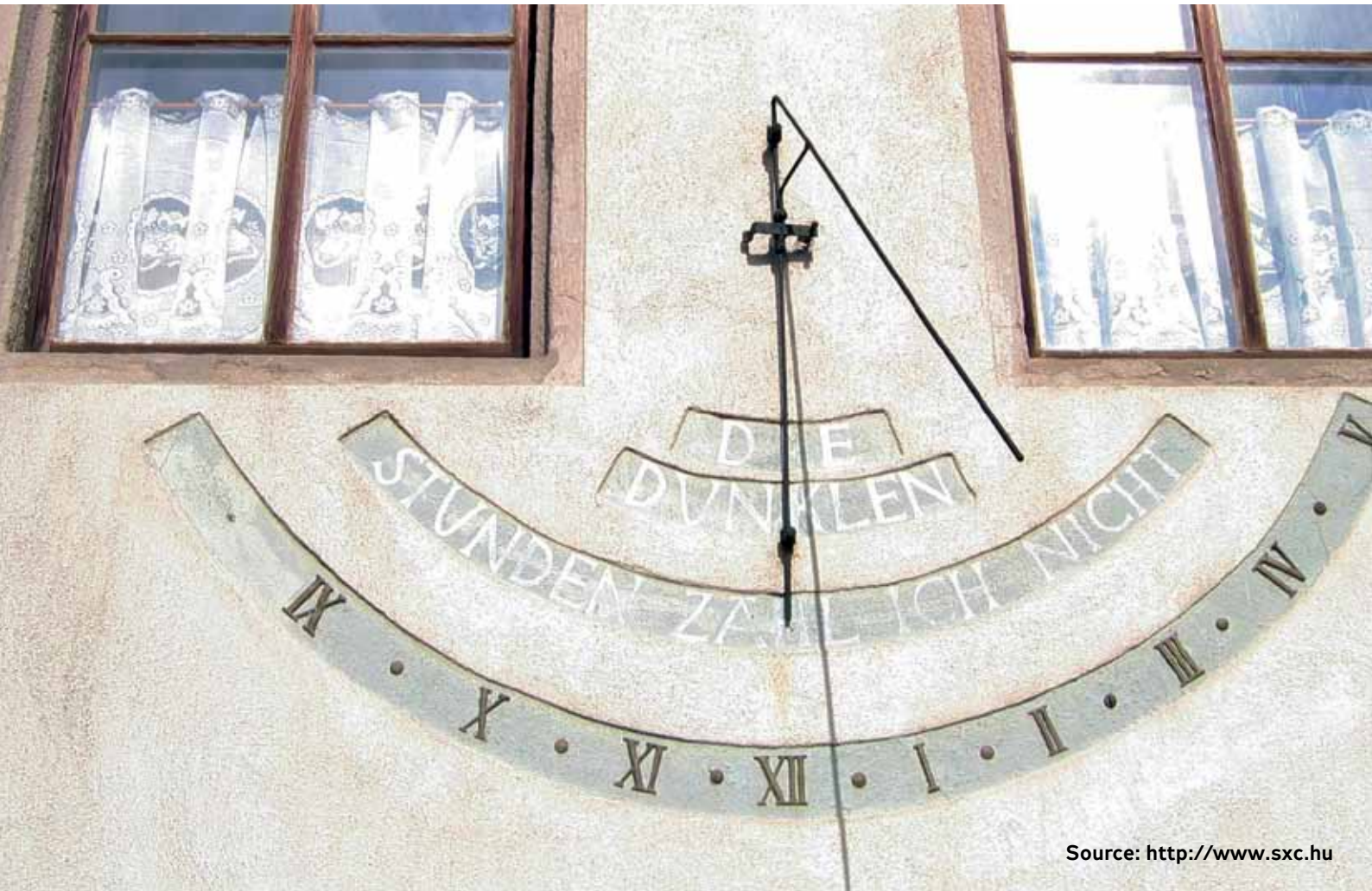
Time and Travel 9

Time and Food 17

Time and Choices 23

Time and Fashion 27

Time and Technology 33



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INTRODUCTION

The Partnership for Education and Research about Responsible Living (PERL) comprises educators, researchers and practitioners from over 120 institutions in more than 50 countries. The partners of PERL include universities, research institutes, international organisations, national and local civil society organisations and some small and medium enterprises.
PERL is based on six years of work by the Consumer Citizenship Network (CCN). PERL aims to advance education for responsible living by focusing on consumer citizenship, education for sustainable consumption and sustainable lifestyles.

PERL deals with:

- research and debate on responsible living
- creating teaching methods and materials
- encouraging giving visibility to social innovation
- providing recommendations based on expertise
- influencing policy.

This resource entitled Resource Usage - Time as a Resource Images and Objects Active Methodology Toolkit 4 is a result of contributions, reflections and development work carried out by the PERL Work Group 4a (Active Learning Methodologies). The toolkit is part of a series of 'toolkits' on the theme of sustainable development and responsible living.

The toolkit is designed to support and encourage teachers, tutors and lecturers to integrate some of the concepts of sustainable development into teaching and learning. It takes a holistic approach to the use of resources for future responsible living and involves learning how to anticipate the consequences of actions, envision a sustainable future and create the steps needed to achieve the vision. A sustainable future will be built on the choices that are made, and the actions taken, by individuals in their families and local communities and extend to affect national, international and global resources. The toolkit focuses on using a range of active teaching and learning approaches and strategies to explore the themes of:

- the inter-relationship between environmental, economic, social and political resources in everyday life
- time as a resource and the ability to think of the future
- critical analysis, planning and decision making in determining personal action.

STRUCTURE OF THE TOOLKIT

The toolkit is divided into three sections:

- an introduction to the theme of time and resource usage
- an introduction to active teaching and learning methodologies, including the use of investigation, vision creation, decision making, goal setting, action and reflection
- a selection of practical teaching and learning activities to support the five key themes of the toolkit:
  - Time and Travel
  - Time and Food
  - Time and Choices
  - Time and Fashion
  - Time and Technology

PHOTOGRAPHS OF IMAGES AND OBJECTS

Photographs of images and objects relating to time and the key themes of this toolkit: travel, food, choices, fashion and technology are presented throughout this resource. Teachers are free to copy these images to use in their classrooms with learners. The images can be used to create poster collages to stimulate discussion and reflection or can be used in the active teaching and learning activities across the complete series of 'images and objects' toolkits.
In this toolkit teachers can use the photographs to encourage learners to reflect on areas such as:

- what is happening in the photograph
- where the photograph was taken
- the time of the day/year when it was taken
- how the subject matter in the photograph connects with time and the key themes in the toolkit
- whether the photograph represents the past, present or future
- the significance of the photograph and the images contained within it for sustainable and responsible living.

RESOURCE USAGE - TIME

For Katrina's Sundial
Time is too slow for those who wait
Too swift for those who fear
Too long for those who grieve
Too short for those who rejoice
But for those who love, time is Eternity
(*Henry Van Dyke 1852 – 1933*)

Time and what it means, how it influences our decisions and lives varies according to our culture and the activities we are engaged in.

Today time can be measured very accurately with the atomic clock used for GPS systems and international time signals. Our lives are organised around a combination of our biological body clock and time measured by clocks. Our body clock works on a circadian rhythm, the physical, mental and social changes that follow a 24 hour cycle primarily in reaction to light and dark. Spaceships recreate light and dark for their astronauts to be able to function effectively.

In agricultural societies, the days and the seasons were governed by observation e.g. how high the sun was in the sky, the shape of the moon. Where societies are more industrially organised, time, measured in minutes and hours, has become more important. The expansion of the railways in the 19th century meant that time had to be standardised so that timetables could be drawn up that were useful to customers. Life at school and work is timed, with wages being calculated by the hour, day or month.

The value of time is culturally different. Monochromatic cultures focus on one thing at a time and follow a linear form, with the emphasis being on scheduling and an expectation of punctuality. The view is that 'time is money', lateness seen as impolite, lazy, or unreliable, and that people can show their power over others by making them wait. Polychromatic cultures value human relationships and interactions over arbitrary schedules and appointments. Therefore punctuality is not a valued characteristic, and lateness and last minute changes of plans are common with the belief that 'things will get done'. Unless we recognise how time is viewed differently when living or working with people in other cultures we will not live in harmony.

Sustainable lifestyles are inextricably bound up in thinking about the future. We all think about the future, we plan what we will do in the next few days, how to deal with issues and dream about a holiday or upcoming event. Anticipation and projection, planning and imagination are part of our everyday experience. The future is constantly being formed by the historical forces already in train, but the future is not pre-determined. Learners can feel powerless if they think that they cannot influence this process.

Issues that are involved in the use of resources have a history and a future. Learners need to be able to analyse these issues by looking at the past and present, and develop the ability to think in time; that is to forecast, to think ahead and to plan. Envisioning or futures thinking can enable learners to make decisions about how their actions can contribute to, or detract from, their vision of the future.

This realisation can help learners to take ownership of, and responsibility for, working towards a better future. The future can then be understood as a site of responsibility and of the consequences arising from the history of the world we already live in. Changes that are emerging from our aspirations or dreams we can make real for a more sustainable future.

ACTIVE METHODOLOGIES

In order to promote learning the teacher should strive to organise active learning activities involving real world problems. These are complex problems which require learners to work together to identify solutions and to make change happen. The learners' challenge is to know their community opportunities, have the courage and desire to act, and have the will and desire to act now and in the future. Learners must do more than talk about being able to act; they must also have experience in working and acting together (Jensen 1994).

Teachers need to ensure that opportunities for learners to consider and act on changes are included in the curriculum. Very often projects, tasks or activities are set that lead learners to consider change but do not require action. Whilst these are valuable the real key to taking responsibility and ownership of a more sustainable future is more likely to be achieved when learners actively make, or try to make, a change in their behaviour.

The model proposed in this toolkit will allow teachers to provide such opportunities for their learners. All elements in the model need to be present although the starting point can be at different points.

'Model for Action and Change'

Investigation: This deals with reaching a common perception of the theme and getting the learners involved in choosing a problem to investigate and discuss: e.g. How and why do you travel and save or lose time? What is the problem? How do we understand the problem? This is often the 'natural' starting point for curriculum projects but learners should be allowed to start from any point that triggers their interest or has value for them.

Vision: This deals with developing ideas, dreams and perceptions about one's future life in society: e.g. What are our visions for our community and the impact of travel systems? This allows learners to place their work in their own context, consider their own needs, the needs of their community and a global sustainable future. Achievement of the vision will also help to make the new behaviour rewarding and therefore more likely to be sustainable.

Choices: This deals with the different changes that can be developed and how to prioritise the possible changes: e.g. What can we do? Why do we want to consider different changes? If we have many options, what consequences and barriers are involved in our choices? The complexity of decisions regarding sustainable actions is what is to be identified here and the skills of evaluating options and making priorities are developed.

Reflection: Reflection and evaluation will permeate the whole of the process of learning but particularly will impact on the choices and action that will take place to enable change and to assess whether the changes are successful or will need to be modified.

Action: This deals with intentions and behaviour: e.g. What will we do and how will we do it? What is our time scale? Planning to achieve change is the key here.

Change and review: This is the desired change in behaviour and whether it has been fully achieved. Behavioural change can be difficult and the experience of doing something different, even a small change which results in a more sustainable habit, can result in making a big difference especially if it is also adopted by family or friends.

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THE IMPORTANCE OF TIME FOR REFLECTION

It is important to give the learner time to reflect on their learning both during and after an activity. Reflection takes place throughout a learning activity using the model, for example as the learners identify ideas, rejecting some and following others, defending decisions to others, deciding on changes to make in their life.

Reviewing their choices after attempting a change in behaviour provides the opportunity to realise the continuous nature of change. There are also questions that the teacher can use at the end of a learning activity to help the learners develop their skills of reflection. Examples are:

- What did you learn from this activity?
- What did you learn about yourself? About others?
- About the connection between time and the particular theme?
- What did you find challenging? Why?
- What would you like to find out more about? How will you go about this?

The teacher does not need to begin with the investigation stage, but could start at the vision stage and work through all the elements. Although there can be no guarantee that in such a manner learners develop coherent and action-oriented insights, the didactic model should be construed as an inspiration to promote action competence among the learners.

The activities provided in the toolkit suggest an order, but the teacher can modify this to meet the needs of their learners.

If we want our learners to be able to live in what will certainly be a changing world then allowing them to take a holistic view, and to develop the ability to plan and act creatively towards their dream or vision of the future, will equip them for a more sustainable world.

Encouraging the learners to think about how time affects, and is affected by the use of resources such as food, technology, clothing and travel systems will provide a context to enable learners to:

- analyse and critique visions for the future
- dream i.e. identify their vision
- explore what resources are available to build alternative visions for the future
- plan for the actions needed to make the changes
- evaluate the changes made.

The knowledge and skills developed will help learners to appreciate that 'the future is not something that is done to us but an ongoing process in which we can intervene' (Facer, 2011).

REFERENCES

Facer, K. (2011) Learning Futures: Education, Technology and Society Routledge, Abingdon,Oxon.

Jensen, B. B. &Schnack, K. (1994). "Action Competence as an Educational Challenge". In Jensen, B. B. &Schnack, K. Action and Action Competence. Royal Danish School of Educational Studies.

ACTIVE TEACHING AND LEARNING
A C T I V I T I E S

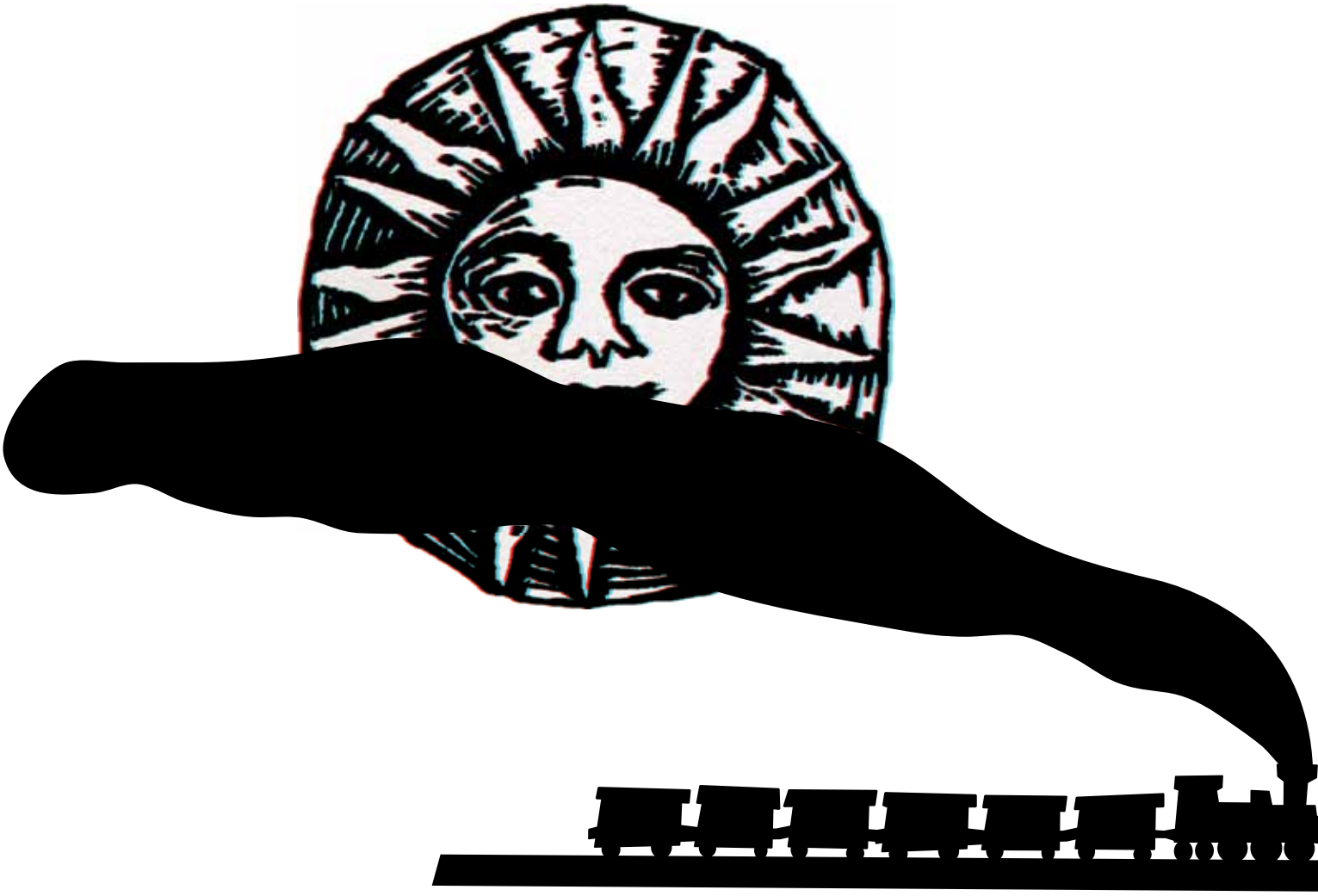
THEME 1: Time and Travel

THEME 2: Time and Food

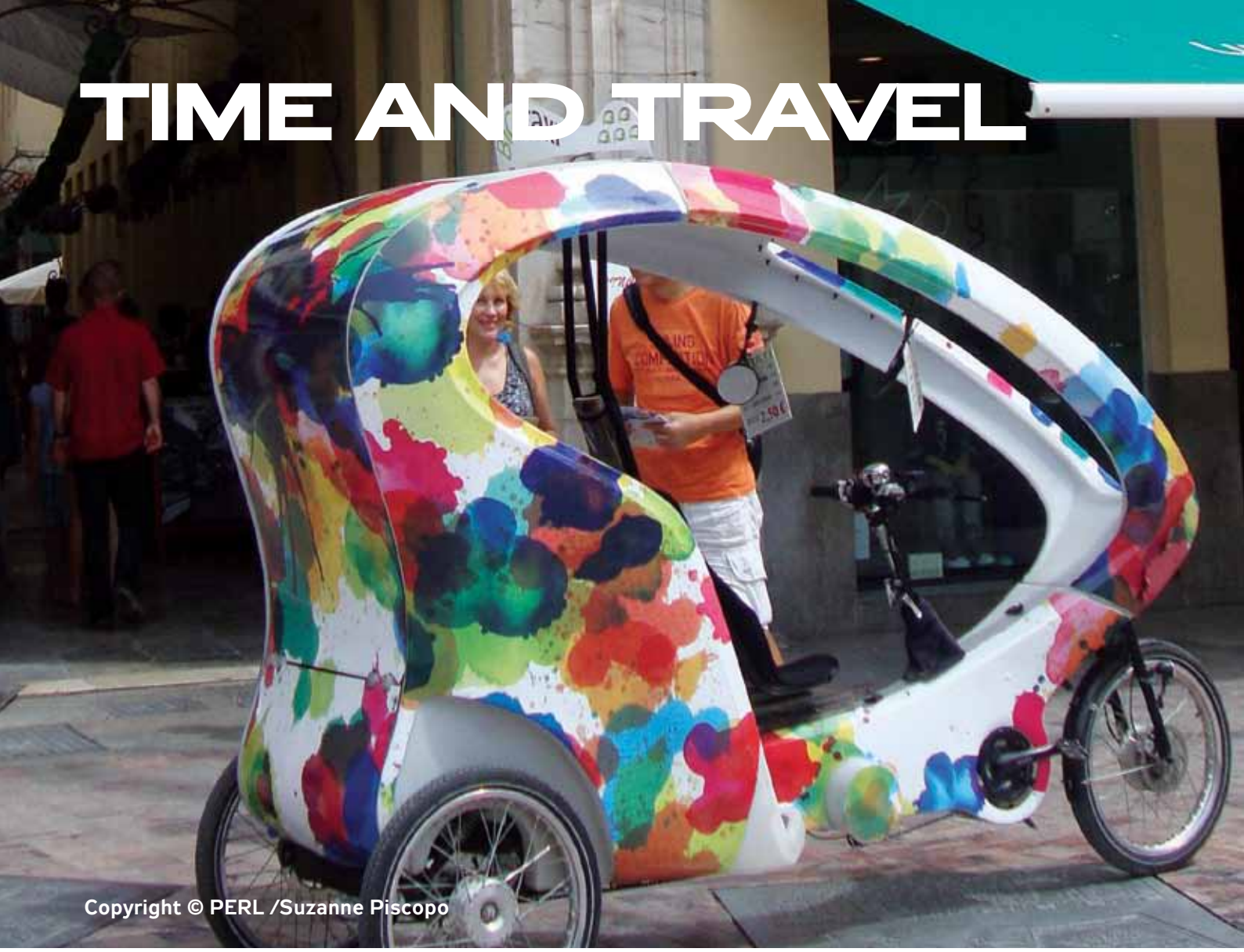
THEME 3: Time and Choices

THEME 4: Time and Fashion

THEME 5: Time and Technology



TIME AND TRAVEL



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Objectives

Learners explore the use of time spent travelling and the human impacts on natural resources caused by travel. It enables learners to envision more sustainable ways of travelling and bring about some sustainable changes in their actions that promote responsible living.

Materials needed	Suggested time
Goal setting sheet Paper and writing materials	2 x sessions to include Investigations/Vision/ Choices/Action negotiated time period for change 1 x session to share and review changes made

INVESTIGATION

Individual Activity: How much time do you spend travelling?

1. Estimate the time you spend in an average week on travelling. You can use the time analysis worksheet on page 14.
2. Include any time for planning e.g. buying tickets, checking times and time spent on walking to the means of transport e.g. bus stop or waiting for transport.

VISION

Group Activity: What would be an ideal way of travelling? For you? For your community?

Learners identify the different forms of transport available in the community. The teacher forms groups of 3-4 learners. Each group focuses on one form of travel and produces a mind map highlighting the implications of this type of travel e. g. environmental, economic, social, and health. Each group then identifies the extent to which they consider this way of travelling an ideal way to travel and presents their judgement to the whole group.

CHOICES

Group Activity: What can you change?

Individual learners use their time analysis worksheets and their group activity findings on ideal ways of travelling, to consider their options for change. Then as small groups they discuss possibilities for change using the following criteria:

- What transport choices do you have?
- What will influence your choice?
- What different types of natural resources will be used in this type of transport?
- Is this sustainable?
- Which option will you choose?
- What are the consequences for yourself: will it save you time? Will it affect your health?
- Will it affect your social interactions?
- How far does it meet the vision?
- What are the consequences for your local community? Consider the economic, environmental, social aspects.
- What are the consequences for the global community?

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ACTION

Individual Activity: What will you do?

Individual learners decide what they are going to do and how they are going to ensure that they make a change. It is important to set an achievable target in a realistic time scale.
Individuals use SMART goal setting sheet (page 16).

CHANGE/REVIEW

Individual Activity: Review

After 2-3 weeks review goals with learners by inviting them to answer the following questions:

- How well did you meet your goal?
- What helped?
- What hindered?
- How far did it meet your vision?
- What are you going to do next?

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Time Analysis Worksheet

Remember to include planning and any walking to the mode of transport that will take you to your final destination.

For example:
I go to school by bus and train, it takes me 5 mins to walk to the bus stop, 10 mins on the bus and I wait 10 mins for the train, the train takes 20 mins and I walk to school in 5 mins. Total travelling time: 90 mins. Saturday I cycle to the sports ground for 10 mins and on Sunday I go to see my relations in the car, it takes 30 mins to get there.

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
10 mins	Walk to bus stop /back	Walk there/ back	Walk there/ back	Walk there/ back	Walk there/ back	Cycle there	Car there
10 mins	Bus there	Bus there	Bus there	Bus there	Bus there	Cycle back	Car there
10 mins	Bus back	Bus there	Bus there	Bus there	Bus there		Car there
10 mins	Wait for train	Wait for train	Wait for train	Wait for train	Wait for train		Car back
10 mins	Train there	Train there	Train there	Train there	Train there		Car back
10 mins	Train there	Train there	Train there	Train there	Train there		Car back
10 mins	Train back	Train back	Train back	Train back	Train back		
10 mins	Train back	Train back	Train back	Train back	Train back		
10 mins	Walk to school/back	Walk to school/back	Walk to school/back	Walk to school/back	Walk to school/back		

You could use words or colour to code the chart. The total travelling time using each form of transport can then be identified easily.

Time Analysis Worksheet

TIME	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
10 mins							
10 mins							
10 mins							
10 mins							
10 mins							
10 mins							
10 mins							
10 mins							

ACTIVE TEACHING METHODOLOGY – SMART GOAL SETTING

In order for change to take place action needs to be taken and sometimes learners are overwhelmed by their powerlessness. Goal setting can help learners to convert their vision into ideas and practical steps that can achieve change.

SMART goals or targets have been used in the business world as well as in education to achieve change. SMART goals allow learners to think of their own situation and to decide what changes they want, are possible and achievable. There are five criteria that are applied to an intention to change to ensure that it moves from being an intention to a goal that is likely to be achieved. Achieving the goal will give the learners confidence in their ability to change.

The five criteria applied to the goal should be:

Specific: The clearer the intention the better. There are three key questions:
What are you going to do? Why is it important to do this? How are you going to do it?

Measurable: If the outcome cannot be measured then it is likely that the goal will not be met. The learners need to build in small short term measures that can be built into the goal as the change progresses.

Achievable: A goal needs to stretch learners so that they feel they can reach it but is not too difficult. An unachievable goal will be de-motivating.

Relevant: Making sure that a goal is relevant is critical to your ability to achieving it. A goal needs to be worthwhile and something that matters.

Timely: What is the time frame? Without a time frame there is no urgency to start taking action. The time frame also needs to be measurable and realistic. E.g. is it for next week, three months etc.?

If learners can apply all of these SMART criteria to their intentions for change then the goals are likely to be achieved. The goals can be reviewed as progress is made and the situation changes. The learners are in control of the change process, they are not disheartened and left feeling that there is nothing they can do and that problems are just too large. The future seems more manageable.

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Goal Setting Worksheet

The goal setting worksheet is to help you clarify what you want to do and to try to ensure that you can make changes. Start with identifying what you intend to do and then fill in the sheet. When you have done this you should have identified a SMART target that you are likely to achieve.

Intention:

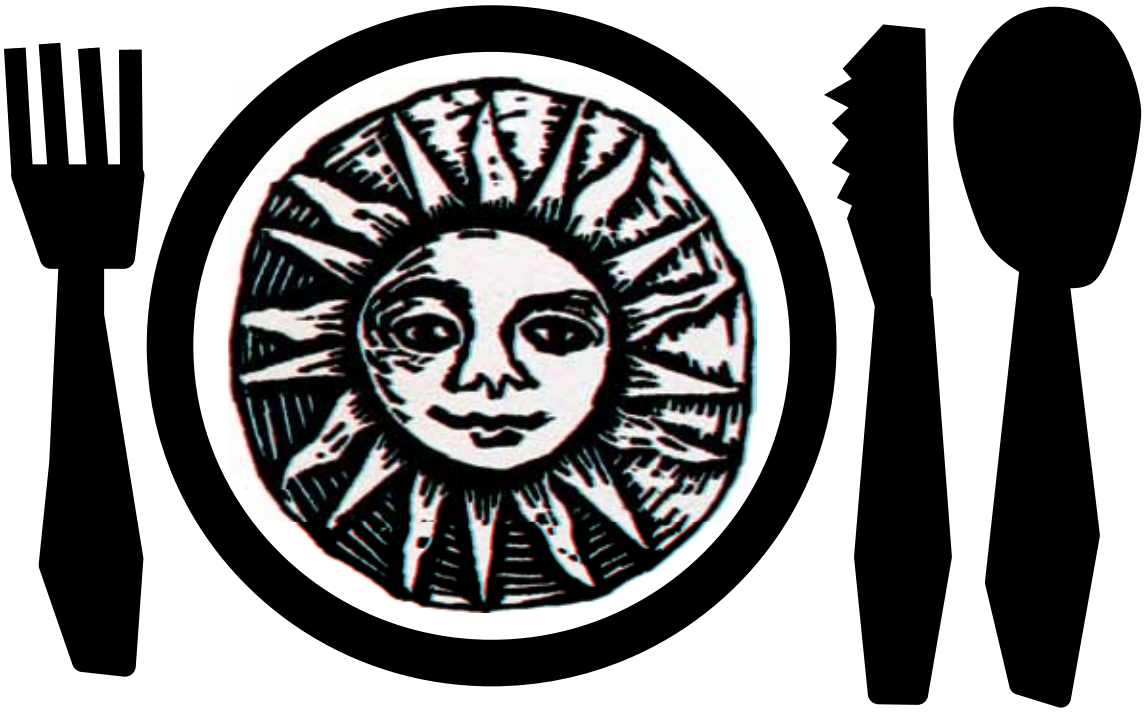
S	**Specific:** Am I clear about my goal and what I want to accomplish? What am I going to do? How am I going to do it? Why am I doing it? Who will support me?	
M	**Measurable:** How will I know when I have achieved my goal? What will the indicators be?	
A	**Attainable:** Is my goal realistic and achievable? What level of commitment and effort will I need to make? Do I have the resources? Are there things that will prevent me from achieving my goal?	
R	**Relevant:** Why is this goal important to me? Is it worthwhile? Does it matter to others? The environment?	
T	**Time limit:** When do I plan to start to implement my goal? How long will it take to achieve? How long before it will become a sustainable habit?	

Goal:

ACTIVE TEACHING AND LEARNING
A C T I V I T I E S

THEME 2: Time and Food

THEME 3: Time and Choices
THEME 4: Time and Fashion
THEME 5: Time and Technology
THEME 1: Time and Travel



TIME AND FOOD

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Objectives

Learners explore the use of time in the preparation and consumption of food. This is from the perspective of social relationships in families and the effects of food consumption on the global environment. Learners are helped to envision new and more sustainable ways of consuming food to help to bring about some changes in their actions to promote responsible living.

Materials needed	Suggested Time
Sticky notes Paper and writing materials	1 x session to introduce the food diary 1/2 x sessions to cover Choices/Vision and Action 1 x session to share and review changes made

INVESTIGATION

Individual Activity: Time Analysis – Food Diary

Learners complete a food diary that lists all of the food/drink that they consume in a 24 hour period (page 20). This enables the learners to set the context for their personal food consumption.

Individual Activity: Food Investigation – Key questions

1. The teacher gives each learner a food investigation worksheet (page 21). Each learner uses the data from the 24 hour food diary (page 20) to help them to complete the worksheet.
2. Learners then work in pairs to discuss any similarities or differences.
3. The teacher encourages discussion by asking key questions using the double (inner/outer) circle technique (page 19).

Possible key questions:

- What do you think about this frequency of eating?
- What did you think about the amount of time you spend eating?
- What do you think about the amount of time used for preparing home-made food?
- How much time do you spend eating with family/friends? Are you happy with this?
- What do you think about the time taken to transport food?
- What do you think about the impact /effect on the environment of producing food?
- What foods mentioned in the diary do you source locally? Could you source locally?

CHOICES

Group Activity

1. The teacher invites learners in small groups to identify different changes they could make in relation to food, eating and time use and to imagine the impact of these changes on their lifestyles:
   - the time involved in their preparation and consumption of food
   - time spent on food preparation and eating that could have an impact on relationships with family and friends
   - the effect of food consumption on the global environment (e.g. seasonality, biodegradation time of food waste and packaging, transportation time).
2. Each group presents the possible changes to their lifestyle.

VISION

Individual and Group Activity: Dream about different lifestyles

The teacher invites learners to choose a lifestyle change either as individuals or as a small group and share with the class.

ACTION

Individual and Group Activity: Make a commitment

1. Each individual designs a pledge certificate (page22) stating their intended change, when they plan to start to make the change and when they plan to review their progress. The pledge certificate can be drawn free-hand, or produced on a computer and printed out. It is signed by the individual.
2. Each group also designs a pledge certificate for their groups intended change(s). It states the changes the group would like to make, when each individual plans to start to make the change(s) and when they plan to review their progress. Each member of the group signs the pledge and keeps a copy for themselves.
3. When making the pledge(s), the teacher suggests that learners consider including a specific change that relates to e.g.:
   - Time and food preparation or consumption.
   - Time, family/friends and eating.
   - Time, effects of food consumption on global environment.

CHANGE/REVIEW

Individual and Group Activity: Change achieved?

The changes and the pledges can be reviewed after one month and the results evaluated.
Key questions to support reflection include:

- Did you keep your pledge?
- How easy was it to change? Was it difficult? Why? Why not?
- How will you change your goals for the future?
- What would you like your food diary to look like in 5/10/20 years time?

ACTIVE TEACHING METHODOLOGY: DOUBLE (INNER/OUTER) CIRCLE TECHNIQUE

This active learning technique can be used to explore/discuss key questions and is useful at the investigation stage. Instructions:

1. Learners form 2 circles, one inside the other. Ideally the circles should have the same number of learners in each.
2. Learners in both circles stand facing each other so that a learner in one circle is standing in front of a learner in the other circle.
3. The teacher poses a question and the two learners facing each other have three minutes to discuss their responses to the question.
4. The teacher keeps the time. Once the time is up the outer circle takes one step to the right.
5. The teacher poses the next question and the activity continues as above.

24 Hour Food Diary

Make an entry into the diary every time you eat.

Date:								
Time:		List all food and drink items consumed. Don't forget to include snacks, sweets etc.	Venue where you ate e.g. school, work, home, coffee shop etc.	Location where you ate e.g. at kitchen table, in front of TV, in the car	Who prepared / cooked the food?	How long did the food take to prepare?	With whom did you eat?
Started to eat at	Finished eating at						

Food Investigation

Consult your food diary to find out...

How much time did you spend eating in total?		How many times did you eat during the day?	
How much time did you spend eating alone?		How many times did you sit at a table to eat?	
How much time did you spend eating with family?		How much time did you spend eating in front of a TV, computer?	
How much time did you spend eating with friends?			

Consider the food you ate for lunch – who prepared the food? Was it you? If yes, why? Was it a good use of your time? Explain. Was it someone else who used their time to prepare food for you? If yes, who? E.g. family member? Ready made meal bought from shop? Etc. Was it a good use of their time? Explain.	
Select one food item from your food diary and see how much information you can source about it. Type of food item e.g. raw? Where did it come from? Were the raw ingredients home-grown? Imported? How long do you think it took to reach you? Was it produced in a sustainable manner? How would you know/find out? Is it a fair trade product? What does this mean? Explore the link between time and this food item.	

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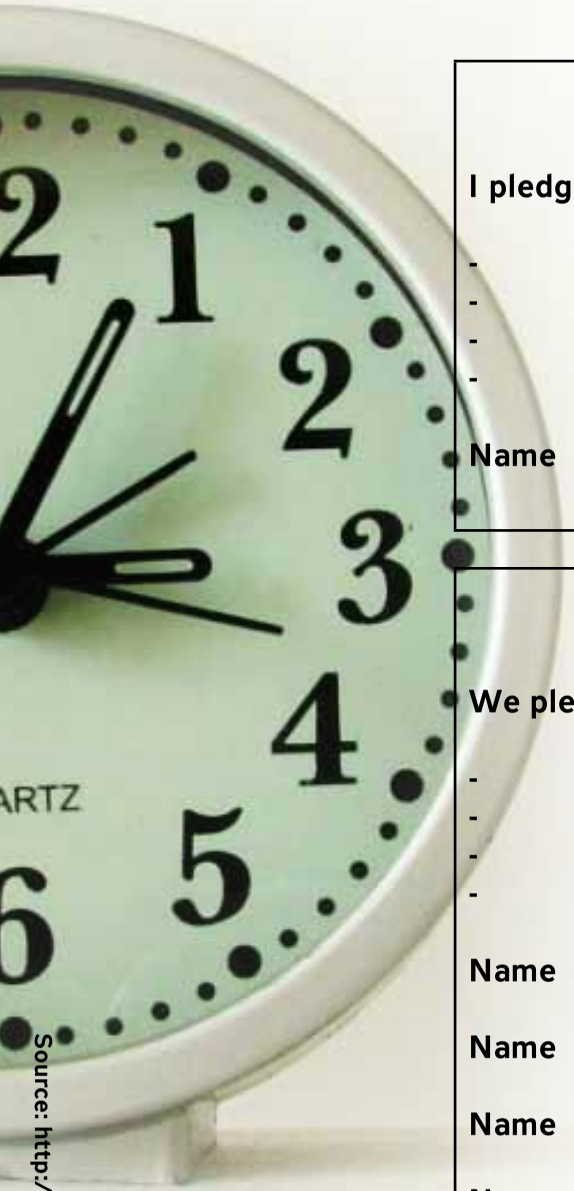

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INDIVIDUAL PLEDGE CERTIFICATE

I pledge to...

-
-
-
-

Name	Start date	Review date

GROUP PLEDGE CERTIFICATE

We pledge to...

-
-
-
-

Name	Start date	Review date
Name	Start date	Review date
Name	Start date	Review date
Name	Start date	Review date
Name	Start date	Review date

ACTIVE TEACHING AND LEARNING
A C T I V I T I E S

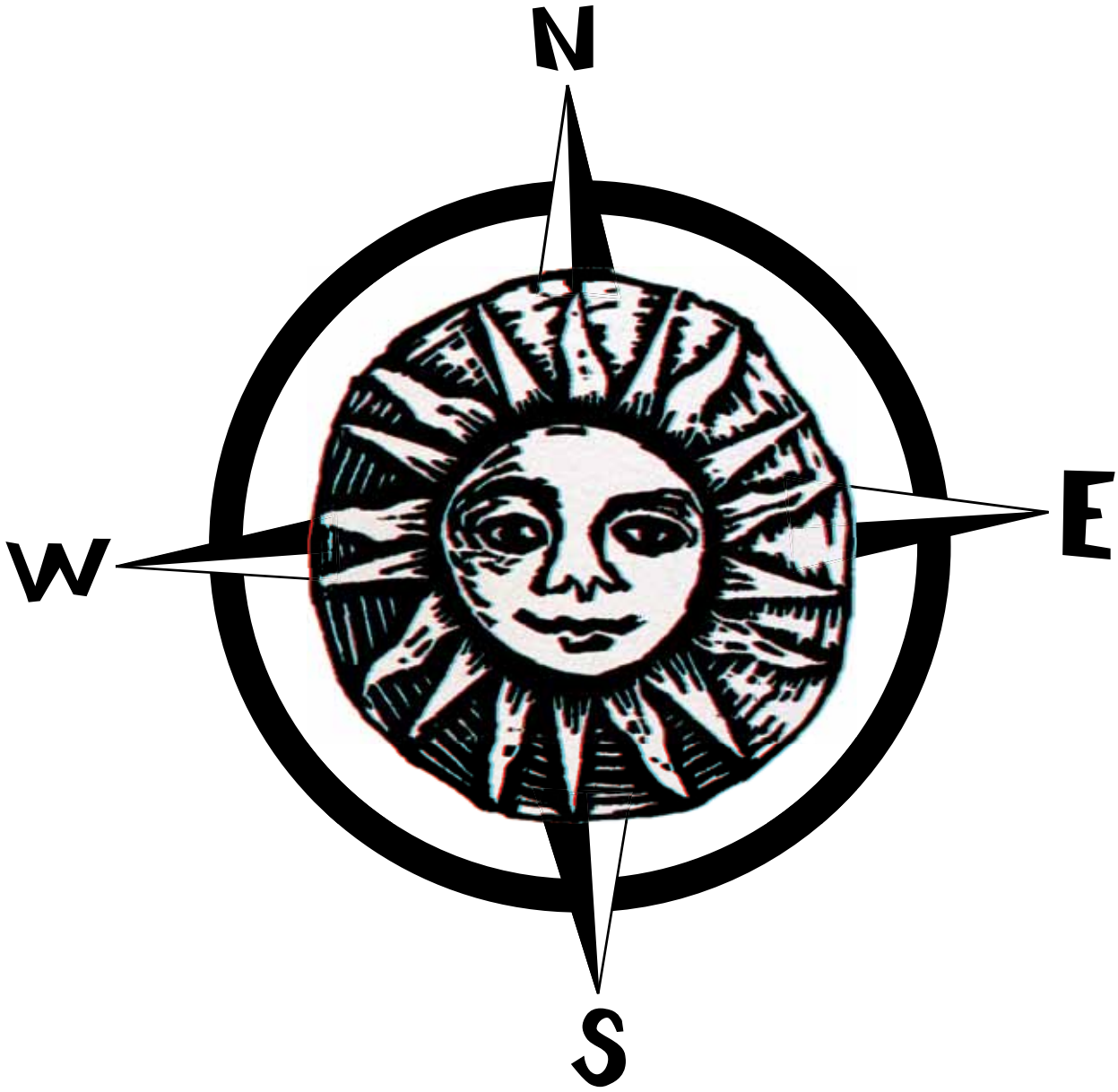
THEME 3: Time and Choices

THEME 4: Time and Fashion

THEME 5: Time and Technology

THEME 1: Time and Travel

THEME 2: Time and Food



TIME AND CHOICES

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Objectives

Learners explore how the individual uses time and where there are opportunities to change a busy life schedule. This is from the perspective of the power that an individual has to make changes in the use of time in their life.

Materials needed	Suggested time
Paper and writing materials	1 x session as introduction negotiated time to implement change 1 x session to share and review changes made

CHOICES

Individual Activity: How do you feel?

The teacher invites learners to evaluate their use of time.
Is the pace of life too busy in:

- Your home life?
- Your social life?
- Your school/work life?
- Your life as a whole?
- Your town/city?

How much control do other people have over your use of time? Can you negotiate any changes?
How much control do you have over your time? How much control do you have over other people's time? Can you make changes? What might they be?

INVESTIGATION

Individual Activity: Who is in control?

The teacher asks learners to produce a time line for one day showing different activities undertaken. Learners classify the activities into areas of choice. Who decided when and what to do? How much are you in control of your own actions? (see example and worksheet on pages 25 and 26).
Was this a typical day? Did you feel busy? Was this a positive or a negative feeling?

ACTION

Individual Activity: New routine

Identify a new use of time. Set a target for what you can do and plan what you will do to achieve it.

CHANGE/REVIEW

Individual Activity: Review

Discuss. Did you enjoy the different use of your time? Did it make a difference to your life/ the life of others? Was it an easy change to make?

VISION

Individual Activity: Dream

Discuss:

- What do you want to do with your time?
- Is there anything that you do not have enough time to do?
- Can you do it? Do you have a choice?
- Would you want to?
- Are there any implications for you, your family, community?

Time line

Make an entry into the diary every time you change your activity. Below is an example.

Time		Activity	Venue: where were you?	Who decided the start time?	Was there a choice?	Who decided the finish time?	Was there a choice?
Started	Finished						
7.00	8.00	Got up and had breakfast	Home	Me: could have got up earlier	Yes	Me	No had to catch bus at 8.10
8.00	8.20	Travel to college	In town	Me	No	Travel company	No
8.20	8.30	Talks to friends in college and walk to class	College	Me	No- depends on the bus	College	No
8.30	9.25	Class	College	College	No	College	No

Time Line Worksheet

Time		Activity	Venue: where were you?	Who decided the start time?	Was there a choice?	Who decided the finish time?	Was there a choice?
Started	Finished						

ACTIVE TEACHING AND LEARNING
A C T I V I T I E S

THEME 4: Time and Fashion

THEME 5: Time and Technology

THEME 1: Time and Travel

THEME 2: Time and Food

THEME 3: Time and Choices

TIME AND FASHION

Source: http://www.sxc.hu

Objectives

Learners explore different connections between time usage and fashion, and how these might impact on responsible and sustainable living.

Materials needed	Suggested time
Paper and writing materials	2 x sessions negotiated time to implement change 1 x session to share and review changes made.

INVESTIGATION

Learners can complete one or both of these activities.

Group Activity: Fashion Flash - Looking back / looking forward

1. Invite learners to take 10 mins to think back over a set period of time e.g. their lifetime, past 5 years etc. and recall fashion trends during that time period. To facilitate recall learners could be divided into small groups with each group focusing on a different aspect of fashion during the specified period of time e.g. women's clothes, men's clothes, shoes, handbags, jewellery, etc. Learners could be invited to bring in photographs of friends or family from 5, 10 or 20 years ago to help with this activity.

2. Groups are given a few minutes to share their fashion flashbacks with each other. Groups are then invited to focus on one or more questions e.g.
   - What does it mean to be fashionable?
   - What is a slave to fashion?
   - What drives fashion to change each year/season?
   - What are the positive effects / negative impacts of ever changing fashions? E.g. economic, environmental, social, etc.
   - What challenges does fashion of the future face?

Group Activity: Glossary of fashion buzz words, terms and phrases

1. Invite learners in groups to investigate some of the buzz words and phrases that have become associated with fashion over the years e.g.

fast fashion	vintage fashion	retro clothing	waste couture	slow fashion
sustainable fashion	ethical fashion	vintage clothing	green fashion	eco fashion
responsible fashion	recycled clothing	up cycled fashion		

2. Discuss / investigate where these words and phrases are coming from.
   - Are they words that have been in use for some time?
   - Are they recently created words and phrases?
   - What is driving the use of some of these words/terms/phrases?
   - Is there a connection between any of these words and time? What is the connection?

3. Invite learners to create a collage of their fashion words, terms and phrases.

CHOICES

Group Activity: Fashion and Time Usage

1. Invite learners to form groups of approximately four per group. Provide each group with a copy of the 'Time and Fashion matrix worksheet' (page 32).
2. Indicate to each group which one of the three questions in the left hand column of the matrix that they are to focus on.
3. Groups start by exploring the 'Individual' column. Each person in the group individually reflects on the question assigned to their group for 5 minutes. The group then shares their reflections with each other and fills in their joint reflections on the matrix.
4. Focusing on the same question the group then moves to discussing the positive and negative impact on 'family and friends' and records a summary of their key points on the matrix. The group then moves on to 'local community' and finally 'global community', each time exploring both the positive and negative impacts.
5. When groups have completed exploring their assigned question the teacher invites the groups to share their positive and negative impacts with the larger group.

Source: http://www.sxc.hu

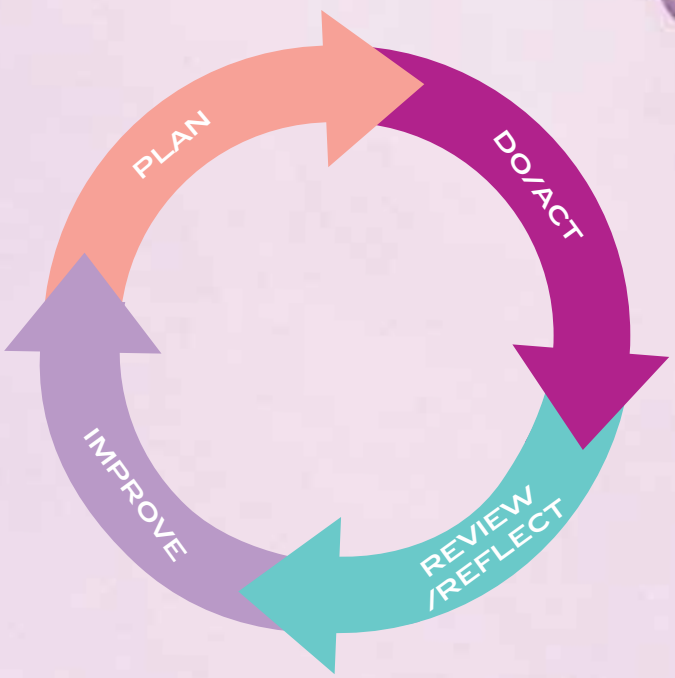
ACTION

Group and Individual Activity: What's the impact?

1. Using the information from the 'fashion and time usage' matrix invite learners in small groups to list fashion and time usage changes they might consider making as individuals.
2. Invite learners to work through the list and identify how each of the proposed changes might impact positively on people i.e. Family and Friends - Local Community - Global Community
3. Invite learners to work through the list and identify how each of these changes might impact positively on the following factors: Economic - Environmental - Social
4. Finally, which will you choose and why? How will you achieve this change? Make a plan to show how you will achieve the change.

ACTIVE TEACHING METHODOLOGY: PLAN, DO/ACT, REVIEW/REFLECT AND IMPROVE CYCLE

The Plan, Do, Review/Reflect and Improve Cycle is based on the experiential learning cycle developed by Kolb (1984). It is a useful tool for learners to help them achieve their goals through reviewing, reflecting and improve their plans and actions. Learners do not have to start at any fixed point in the cycle as each part of the cycle informs and interacts with other parts of the cycle.



'Plan, Do, Review/Reflect and Improve Cycle'

Adapted from Kolb, D. A. (1984). Experiential learning: Experience as the source of learning and development. Englewood Cliffs, N. J.: Prentice-Hall.

Plan

Develop a plan to support achieving your goals. Refer to SMART goal setting (page 16) to ensure you have a clear goal to work on.

Do/Act

Implement your plan. Modify your plan as required based on what you are learning from reviewing and reflecting.

Review/Reflect
Review and reflect at all stages of the cycle.
Ask yourself:

- How am I doing?
- What do I know ? What have I learnt? What do I need to know/learn?
- How did it go? How well did I do? What happened? Why did this happen? Is this what I was expecting?
- Can I do something differently now? Next time?

Improve
Ask yourself:

- What am I continuing to do that is good?
- What am I changing and how? Can I do more?

CHANGE/REVIEW

Individual and Group Activity: Refashion your life

1. Invite learners to 'do' by implementing the change. After an agreed period of time 'review' progress made with learners with a view to making adjustments to the plan if necessary to help to 'improve' implementation.
2. Continue with the Plan, Do, Review and improve cycle.

VISION

Individual and Group Activity: What is your dream for the future?

Invite learners in small groups to identify:

- What would make fashion of the future more sustainable?
- What is their dream for the future? Share this with the class/others in a performance that depicts their choice (e.g. role play, drawing, short video clip, poster).

Source: http://www.sxc.hu

Time and Fashion Matrix: Connections between Fashion and Time Usage

What are the positive and negative effects of ...	What are the positive and negative impacts on each of the following individuals and groups...				
	+ / -	Individual	Family and Friends	Local Community	Global Community
1. Changing fashions e.g. fashion trends, fashion seasons etc.	+				
	-				
2. Time spent shopping for fashion items e.g. in shops, local markets, online, etc	+				
	-				
3. Time spent preparing to go out e.g. laundering of clothes, personal hygiene, dressing, etc.	+				
	-				

ACTIVE TEACHING AND LEARNING
A C T I V I T I E S

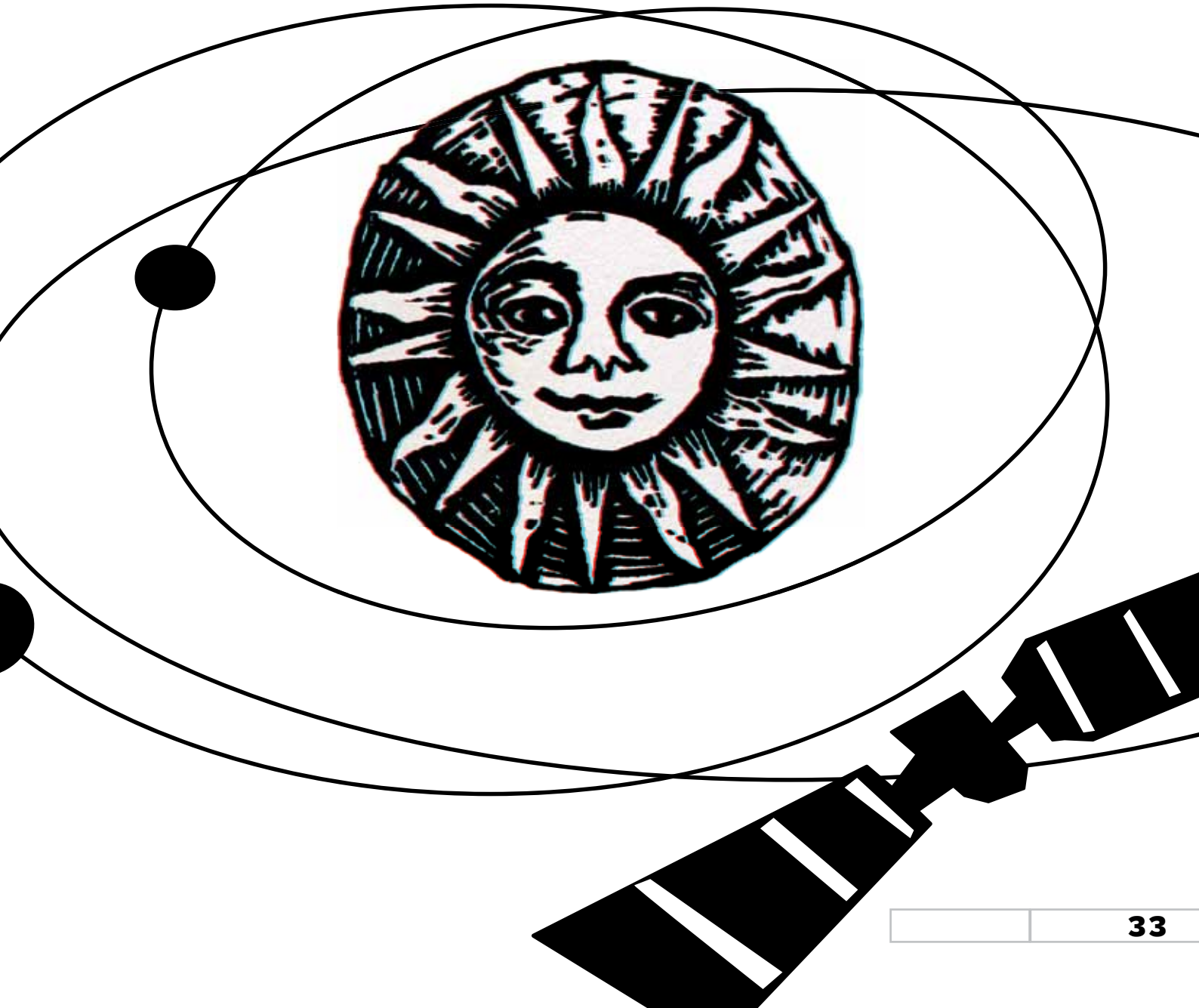
THEME 5: Time and Technology

THEME 1: Time and Travel

THEME 2: Time and Food

THEME 3: Time and Choices

THEME 4: Time and Fashion



TIME AND TECHNOLOGY

Source: http://www.sxc.hu

Objectives

Learners explore how time influences technology and its impact on consumption. It enables learners to envision new and more sustainable ways of using technology to promote responsible living and live in a more sustainable way.

Materials needed	Suggested time
Sticky notes Paper and writing materials	1/2 x sessions for investigation 1 x session for Vision/Choices and Action negotiated time to implement change 1 x session to share and review changes made.

INVESTIGATION

Individual Activity: Sense of time?

The teacher prepares 3 different presentations; each must be exactly the same length of time e.g. 2 minutes. Presentations could include:

- an article to be read out
- a recording of a song
- a video, DVD or computer clip.

1. The teacher informs the learners that they are taking part in an experiment and asks them to have pen and paper ready. The teacher reads the article, plays the song and shows the video clip one after the other. Each must be exactly the same length e.g. 2 minutes.
2. The learners are asked to write down how long they think each presentation took and to list them from shortest to longest.
3. The teacher records the results on the board or on a chart for the class to see.
4. The teacher informs the class of the actual time that each presentation took. The teacher then initiates a discussion with the learners on: What influences our perception of time?

Group Activity: Picture timeline

The teacher divides the learners into 3 groups, each group to focus on a different piece of equipment that is used in everyday life: e.g. mobile phone, television, computer and assigns the following task.

- find 4-8 pictures from the past to the present to make a picture timeline
- find available statistics for their purchase/usage in their home country
- find available statistics for purchase usage in another/developing country.

Each group prepares and gives a presentation which:

- identifies differences in design over the years
- considers materials, and resources used to produce the equipment
- evaluates the effect of usage on: consumption, the environment, convenience, time usage.

After all the presentations have been made the teacher facilitates a discussion on:

- how people used their time before the equipment item was available/invented
- how people managed/survived without the item
- disposal issues/challenges for the items.

Group Activity: Consumption survey

In the same groups as above, learners are asked to make a survey in their neighbourhood- see simple guide (page 37). Every learner asks 10 adults questions on their use of a chosen piece of equipment e.g. from the activity above (mobile phone, computer etc). Learners then produce a chart/graph of the results and discuss their findings. The teacher invites the learners to discuss any implications of their findings for a sustainable future.

VISION

Individual or Group Activity: Dream about different lifestyles locally and globally

Learners consider the results of the investigations and answer the questions: Is the quality of life with these technologies fulfilling? Are there advantages and disadvantages to owning/using different items of technological equipment?
Are these different in developed and developing countries?
Are there issues of power between developed and developing countries on the use/ impact of the equipment on the environment?
How can the world deal responsibly with rapid changes in technology?

CHOICES

Individual Activity: Challenge!

Is there anything that you would want to change in your purchase/use of technology?
Could you give up the use of your mobile/laptop /TV for one day/one week?
What are the possible advantages and disadvantages of doing this?

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Source: http://www.sxc.hu

ACTION

Group Activity: Make a choice

Learners are invited to identify an item of equipment that they would consider giving up for a period of time. They sign up to this by standing in a named area of the classroom.
Discuss as a group whether time can be gained without this piece of equipment and what the time gained can be used for. Will the change involve other people?

Individual Activity: Plan

Learners are invited to make a plan showing how they are going to achieve a specific change.

CHANGE/REVIEW

Individual Activity: What did you do and did it work?

Learners implement the change for the agreed time.
Evaluate the effects of the challenge set by the following questions:

- How did you feel?
- What is the effect on your work?
- What is the effect on your free time?
- What is the effect on your social life/networking?
- Do you want to sustain any of the changes? Why? Why not?

ACTIVE TEACHING METHODOLOGY – CONDUCTING A SURVEY
DESIGNING QUESTIONNAIRES: A SIMPLE GUIDE

What do you want to know?

When undertaking a survey you need to know exactly what you want to find out. This will help you to write the questions.

- Keep it as short as possible so that people do not get bored or tired of answering your questions.
- Decide who you should ask. Do you want different age groups or just teenagers?
- Introduce yourself and tell people why you are asking them questions. Give them clear instructions on how to answer your questions.

How will you find out?

The types of questions you ask are important.

1. Closed questions are easier to analyse than open questions. This question below is closed. The responses are easy to analyse as only one response is possible and can be circled or underlined to show the choice made.

How long have you been using your mobile phone?

- *Less than a year*
- *Between 1-3 years*
- *Between 3-7 years*
- *More than 7 years .....?*

2. This question is more open.

Why did you change to this mobile phone?

- *the old one broke down*
- *wanted the new design/newer technology*
- *for ecological reasons e.g. less electricity consumption*
- *other specify _____*

The first three responses control the answer and give the information that you are most interested in. The last option 'other' will give a variety of information some of which might show a pattern that you did not expect. These responses are harder to analyse. You will also have to provide space or a line on which to write the response.

3. Any question that is very personal such as age or income level should come towards the end. The question below is more likely to be answered than if you just ask the age.

Which age group do you belong to?

- *18 – 30 years*
- *31 – 50 years*
- *51 and above*

4. You can ask for opinions. You can control the responses you get by using the word MOST. This will limit responses to just one answer.

When you bought it which of the following MOST influenced your decision?

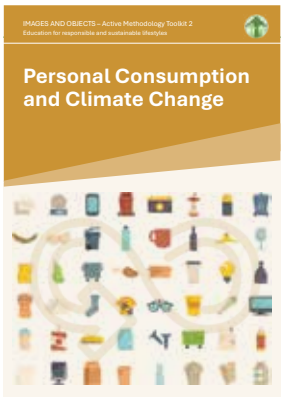
- *Price*
- *Energy use*
- *Ecological factors*

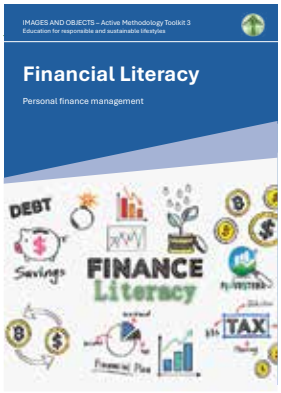
How are you going to present your results?

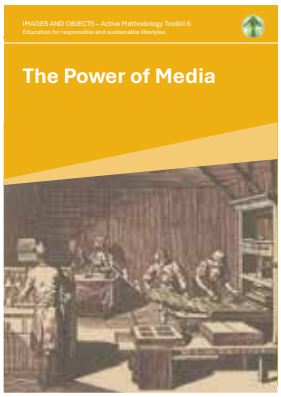
Visual methods such as tables or pie charts will communicate your results more clearly to others.
If you have constructed your questions well you will have some interesting information to analyse and discuss.

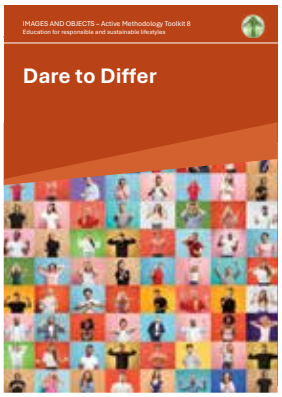
NOTES

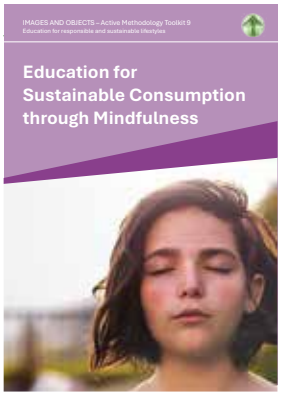
The *Images and Objects* Active Methodology Toolkit series











Download from:

https://www.inn.no/english/ccl/resources-for-teachers/ALM.html

"In the long run, we shape our lives, and we shape ourselves. The process never ends until we die. And the choices we make are ultimately our own responsibility."

Eleanor Roosevelt