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|  | ***Selected issues of the contemporary world*** | |
|  | **CLASS 2 (Scenario 2)** | |
| **TOPIC** | **Climate change and its consequences - part 1** | |
| **LEARNING CONTENT - DETAILED CHARACTERISTICS** | A short history and main aspects of climate change - natural and caused by man origins.  Main paradigms regulating relations between a human and nature – anthropocentrism, eco-centrism, and bio-centrism.  A new way of thinking about nature.  Climate changes in SDG, global, state, regional and local regulations.  A short history of fighting climate change in theory and practice – philosophy, religion, politics, and economics.  Selected examples of theory and practice reflecting climate changes:  urban design; rational and irrational consumption; CSR, LCA etc. | |
| **KEY WORDS** | history of climate change, human-nature paradigms, facing climate change | |
| **SUGGESTED TOOLS** | group work, discussion, presentation | |
| **IMPLEMENTATION OF THE CLASSES** | **STEP 1** | Introducing the topic by indicating the most important sources of the present climate change preceded by a short brainstorming and discussion. |
|  | **STEP 2** | A lecture supported by the presentation prepared in PowerPoint: paradigms describing the relation between a human and nature – anthropocentrism, eco-centrism, and bio-centrism. |
|  | **STEP 3** | A lecture supported by the presentation prepared in PowerPoint: alternative natures – the idea of a new way of thinking about nature introduced by Phil Macnaghten and John Urry. |
|  | **STEP 4** | A lecture supported by the presentation prepared in PowerPoint: origins, history and main ideas of sustainable development as the answer to the challenges of climate change. |
|  | **STEP 5** | A lecture supported by the presentation prepared in PowerPoint: the way towns and cities cope with climate change and find solutions for the future. |
|  | **STEP 6** | A lecture supported by the presentation prepared in PowerPoint: models of consumption and their relation with climate change, alternative lifestyles. |
|  | **STEP 7** | A lecture supported by the presentation prepared in PowerPoint: coping with climate change in business and industry (e.g. Corporate Social Responsibility, Fair Trade, Product Life Cycle Assessment). |
|  | **STEP 8** | Summary of the main point of the lecture with the involvement of students. |
| **ADDITIONAL MATERIALS** | **1 WORK CARD** | Life Cycle Assessment |
| **2 FILM** | Masdar - the most sustainable city?  accessed: https://tiny.pl/wr89l |

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| **WORK CARD** | **LIFE CYCLE ASSESSMENT** |
| **INTRODUCTION** | Life Cycle Assessment determines the environmental impact of products, processes or services, through production, usage, and disposal. LCA is a systematic set of procedures for compiling and examining the inputs and outputs of materials and energy and the associated environmental impacts directly attributable to the functioning of a product or service system throughout its life cycle.  Source: ISO 14040.2 Draft: Life Cycle Assessment – Principles and Guidelines accessed on: https://www.iso.org/standard/37456.html |
| Life Cycle Assessment (LCA): The Cradle to Grave of Your Clothes | |
|  | Source: https://textilelearner.net/life-cycle-assessment-of-your-clothes/ |
| LCA – Life Cycle Analysis - QSI | |
|  | Source: https://www.qsi.com.tr/hizmetler/lca-life-cycle-analysis/?lang=en |
| **TASK**  (group or individual work) | Based on a given definition and included pictures, prepare LCA, with detailed information, of any chosen product or service. |