

Example of a 2 day course on Cradle-to-Cradle

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DAY 1 (9.00 – 16.00)

Preparing the room: informal setting of tables, as group tables (4-5 persons) distributed over the room

Welcome

- Playing some music with “environmental theme”, e.g. save the world etc.
- Asking the students: ‘why are you here?’, what are your expectations?’, ‘what is your motivation?’.
- Handing out the programme.
Discussing the homework: ‘what are your decisive moments in the film about C2C you watched at home and why?’.

Introduction on C2C

- 1. Power Point Presentation: about food print and cherry tree.
Discussion: ‘how would our world look like if we would be like a cherry tree?’
Feedback questions to each table.
Conclusion by teacher/trainer.
- 2. Power Point Presentation: introduction C2C.
Teacher/trainer asks questions.
- Interactive assignment: “Why change something?”
Waste during the decades.
On 6x flip charts: 1900-1920, 1940, 1960, 1980, 2000, 2020, 2100
Asking: ‘what kind of waste was there during each decade?’
Discussion.
Conclusion by teacher/trainer.

- 3. Power Point Presentation: big environmental issues.

Break (15 minutes)

Introduction on System thinking

- Teacher/trainer outlines the lessons given before the break or asks a student to summarize.
- Teacher/trainer asks: ‘what is a system and what is not a system?’
- Interactive game about systems and rules : Playing the hula hoop.
7 persons chose for a country, they have to work the hula hoop downwards with only one finger and no one can break up contact.
Asking: ‘How long do you think it will cost to have the hula hoop down on the earth?’
Evaluation by teacher/trainer: ‘what makes it difficult to let the hula hoop come down?’
Conclusion by teacher/trainer: ‘rules influences the system/common goal.
- Interactive assignment: cards: ‘which 5 rules do you know which determine the economy?’
Conclusion by teacher/trainer.

Include some topicality, for example 'cheap clothing in Bangla Desh'.

- This is the place in the programme where the teacher/trainer can refer to more in dept information about C2C design/marketing and/or circular economy.
- 4. Power Point Presentation: about systems and system thinking.
Teacher/trainer asks questions.

Break (1 hour)

Playing the game Symplicity

- Teacher/trainer outlines the lessons given before the lunch or asks a student to summarize.
- Teacher/trainer shows (pictures of) C2C products.
- 5. Power Point Presentation: what we can learn from nature?
Teacher/trainer asks questions.
- Interactive game inspired by Cradle-to-Cradle: Symplicity.
Explaining the rules.
Playing the 1th. level of the game.
Teacher/trainer asks questions: "what surprised you?", what was new to you or innovative?', 'did you find out some new ideas?', 'did you learn something new?'

Break (15 minutes)

- Film: Story of Stuff.
Teacher/trainer asks questions: 'are this realistic solutions?'
Discussion.
- 6. Power Point Presentation.
- Interactive game Simplycycle.
Playing the 2nd. level of the game.
Teacher/trainer asks questions: 'did you get some new funny ideas?'
- Teacher/trainer outlines the whole day.
- Or: duo's of students outline the day in telling what the other has said during the preparation of this outline assignment.
- Teacher/trainer explains what will happen tomorrow.

DAY 2 (9.00 – 16.00)

Welcome

- Music.
- Handing out the programme.
- Discussing the homework: Your biography about your lifestyle/starting questions.
- Teacher/trainer asks questions: 'did you get some new ideas?'
- Interactive method on motivation.
Place yourself on a scale from 0 till 10 about how C2C and this course motivates/moves you.
- Teacher/trainer outlines the course given yesterday.
- Or: duo's of students outline yesterday in telling what the other has said during the preparation of this outline assignment.

From theory to reality

- Interactive game on production lines.
Outside the class room making a line with pipes and colored balls. Changing assignments makes it difficult to get the right balls in correct order into the basket. Teacher/trainer asks questions on meta level.
Conclusions by teacher/trainer.
- 7. Power Point Presentation.
Teacher/trainer asks questions.
- This is the place in the programme where the teacher/trainer can give a (small) assignment with help of a work sheet and the notes students had to make during the course/presentations. Outcome can be a piece of art, a poster, a (PP) presentation or a small report.
- Interactive game Symplicycle.
Playing the 3rd level of the game.
This level is the most advanced/difficult, so there is much help from the moderator who walks along the groups, gives help and explanation. Also the time is shortened in which the game is played.
Teacher/trainer asks questions, forwards the discussion and draw some conclusions.

Break (15 minutes)

Showing C2C products and the results of the student assignments given as homework

- Exhibition on tables of C2C products, student products (prepared as homework), Leonardo project tool box, websites, order forms of Symplicycle etc.
- 8. Power Point Presentation: how to look at C2C products, how to value them, examples of products (fit for the target group).
- Show of student products.
Prepared as homework, students explain why it is C2C in their view.
Teacher/trainer comments and draw conclusions.

Assignment: design a creative C2C product

- With help of a work sheet.
- With help of a De Bono Creativity session.
Changing of the Thinking Hats after 5 minutes during the first brainstorm session.
Use of flap overs and work sheets for each group at a table.
Gradually working towards a real brainstorming.
- Brainstorm session.
With help of a mood board and/or work sheet.
- Poster presentation.
By students about their ideas.
Comments for further work by the teacher/trainer.
- This is the place in the programme where the teacher/trainer can refer to more in dept information about C2C design and marketing.

Evaluation

- A short personal reaction from each student.
- Teacher/trainer distributes and collects the evaluation forms.
- Teacher/trainer points out (again) the most interesting websites (for the target group), info and tool box.
- Teacher/trainer distributes back ground material (for the target group) for further reading etc.
- Appointment for the return day in which the outcomes of the brainstorming will be commented and evaluated. In the mean time students will do their homework and/or assignments.

For more information

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