parents

workshop

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ice-cap

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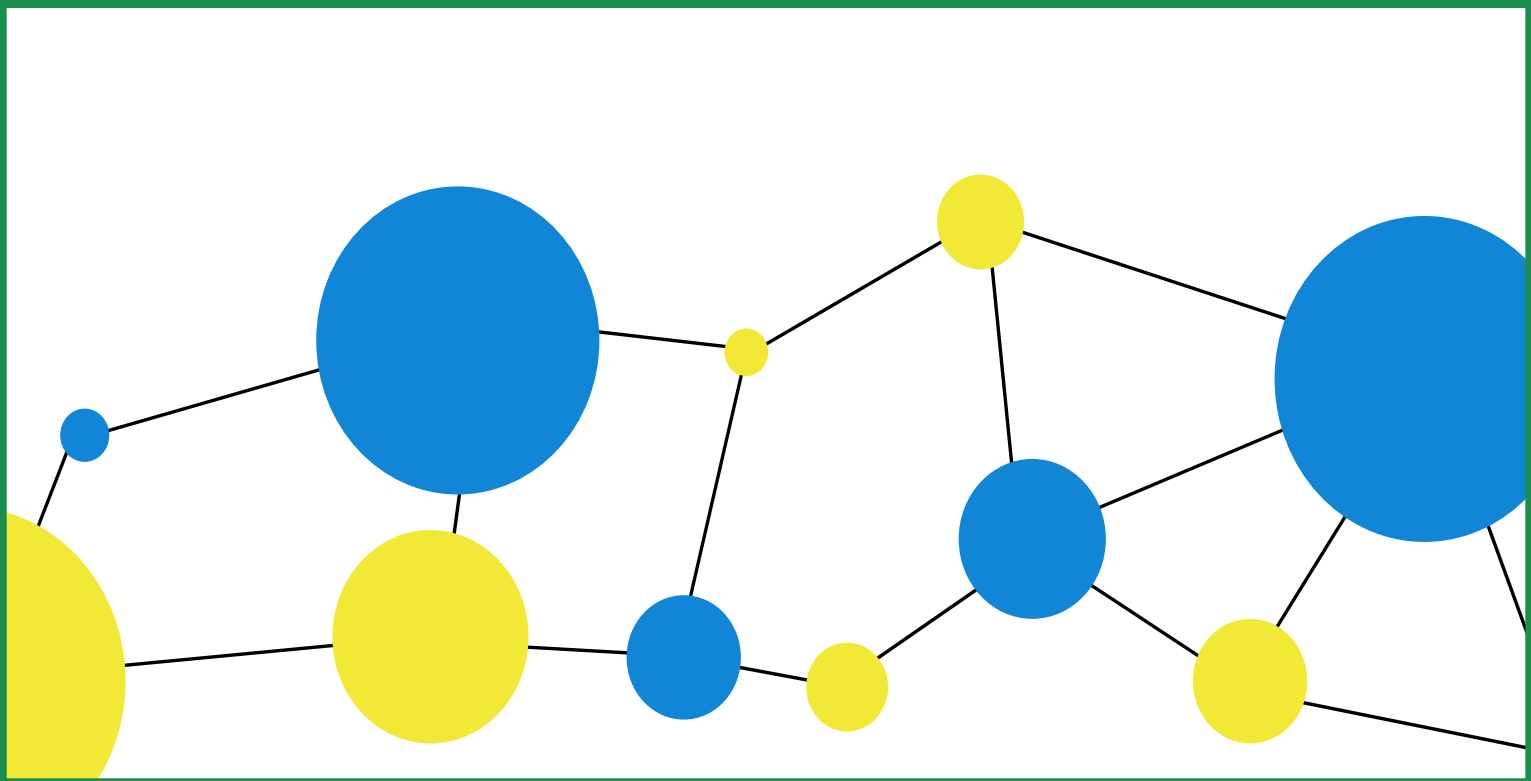
learning management in online environments



1 what we want to achieve in this workshop?

During 2020, due to the COVID 19 pandemic many families have found themselves teaching their children at home. They have learnt new skills, often through trial and error and shared their experiences with other parents. Many of the resources have been found on-line. With the wealth of information available it is often difficult to come up with a clear progressive plan that will keep children motivated. In this workshop we will be looking at some ideas for educating children about the Circular Economy at home via the internet. It is intended to support parents in their newfound role and educate in a way that is engaging, effective and enjoyable. This workshop will support you in your role as facilitator of family learning, in the implementation of circular economy models.

Home schooling, especially when this is not through choice, can impact parents or guardians and their own work life balance and also have an effect on other siblings. At the start of the lockdown in early 2020, many people had to rapidly adjust to a 'new normal', with school closures, parents furloughed or working from home, and support from outside the home no longer easily available. For millions of parents, this included having to care for their children, including home schooling them, while continuing to work, changed their routines to accommodate their new childcare commitments. For working parents the challenge of finding enough hours in the day often means that they rely on the internet to do some of the 'schooling', while perhaps being unaware of the quality or source, or the possibility of their children straying on unhelpful sites.

Text Resource: Office for National Statistics UK
Parenting in lockdown

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2 goals: after completing this lesson, you will be able to:

1. Be aware more of the range of materials available on the internet. It will help you choose material suitable for your child in terms of their learning style and appropriate to their age.

2. Be directed to sources on the internet about a range of aspects regarding the Circular Economy while educating your children.

3. Assist your child in developing critical thinking and help them evaluate information that they find on the internet.

4. Relate case studies to your personal situation.

5. Be able to identify new ways in which your family can positively affect the Circular Economy and protect the environment.

6. Be able to use the learning materials and resources available on the ICE CAP website .

7. Become acquainted with the different platforms for learning.

8. Understand your child's learning style.

9. Consider your own style of supporting your child.

10. Understand with the ways of communication concepts regarding the Circular

11. Economy related to the internet.

12. Be more aware of safeguarding issues.

13. Set realistic goals with your child.

Get started with some ideas:

monday	tuesday	wednesday	thursday	friday	saturday	sunday

Text Resource: Kidskonnect

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3 theoretical introduction: what is the circular economy? how can we educate our children at home based on the circular economy?

Parents have found themselves in the position of educating their children at home. They are undertaking this with no special knowledge of the subject involved and no training in teaching. Many parents are also working at home and needing to carve time from their working day to undertake this task. Because of our fast developing relationship with the internet, educating children has changed considerably since parents were at school and children may have more skills in working online than their parents. They may be more aware of environmental issues than their parents and indeed may be the family members who insist for example on proper recycling procedures. By working with children on this important subject it may be useful to consider this as 'learning together', giving children credit for their existing knowledge and concerns and working together with the children to create a better understanding, better knowledge and better habits within the family.

what is "remoting learning"?

What does remote learning mean? Remote learning is when children complete school work at home. It can be done as a solely online school programme through your school, as part of hybrid learning where your child goes to a school part of the time and learns online part of the time, or it can be a remote learning homeschool programme completely independent of a local school. Remote learning is also sometimes called, eLearning, distance learning, and online learning.

What are your own thoughts on this? Get started with some ideas

Text Resource: Homeschool

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all families are different

Every family has its own priorities, rituals and habits and these are sometimes passed down from the parents childhood. Because of the school curriculum, social media and the general increased awareness and conversation about the environment a child will grow up more aware of the impact of their actions on the planet, on society as a whole, their neighbourhood and within their own family. Therefore children are often the ones to question and influence parents. It helps to have a broad understanding of how the Circular Economy works. If a child is able to see that perhaps by addressing some of the issues of the Circular Economy they may well benefit themselves, this is a great incentive. If a family can for instance reduce the energy bill or takeaway food bill over a period of a few months they may be able to set up incentives such as a family treat.

pros and cons
of learning on the internet at home

possible pros

· able to organise own schedule
·comforts of home
· fewer time wasting activities such as having to wait for teachers attention or changing classrooms or travelling to school
· greater involvement and understanding for parents in the child's learning
· greater sense of autonomy for the child

possible cons

· only one computer
· no printer
· no scanner
· stationery
· disruptions related to family life
· difficulty with motivation and timekeeping
· parent busy working from home
· preschool siblings
· teachers may have not been observed teaching by parents who may interfere or be critical

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4 activities

In order to look more closely at these issues we can work through some activities These activities are of varying length and in varying depth which you can adapt for your needs. This may be a new subject for some but not for others, so engaging in activities and exchanging idea can be a great way if finding new ways to work with our children and making learning time more productive. By learning about the Circular Economy we can instil in our children a greater sense of social responsibility. Taking responsibility for the things we can change is very empowering. Taking responsibility for some actions in the home environment could produce benefits for the family in many ways.

Educating at home can be enjoyable for both parents and children especially if sessions are well thought through in advance and if the child can see some kind of progression and understands at the outset where they are going and how they are expected to get there. A child working alone on the internet can easily be distracted so a clear time-bound plan with distinct steps and clear goals can be very helpful. It is easy for you or your child to get distracted by the wealth of information available on the internet so have timetable is important to move through the lesson or activity and keep momentum.

teaching resources

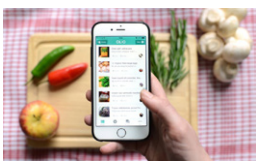
It is possible of course to make independent searches on the Internet for material to aid our teaching, however it is worth noting that school increasingly have their own learning portals and information which is well researched, validated and easily accessible, Schools often have paid for licences which parents may use. There are often Apps created by the school, virtual classrooms and online forums where parents and children can learn together. Find about about the resources put in place by the school. This could save you a lot of time.

some apps for a circular economy

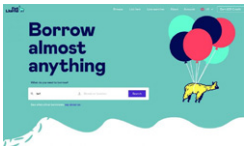
audible

refill

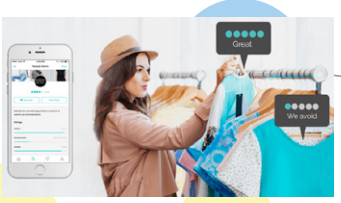
cogo



olio



fat llama



good on you

oroeco

too good to go

Pictures source

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4 activities

activity 1

encouraging a happy and productive learning atmosphere from the start

We can prepare a good foundation for our children to learn at home. It is a new experience for some families. It is best if everyone buys into the experience. During the time that is set aside for learning some other family members may need to change their ways of using the home, allowing for period of quiet and a space to work in comfort without interruption. The family may wish to agree time when the work is carried out so there is a distinction between work and recreation. It is sometimes difficult to identify if a child is carrying out their school work on the internet, generally browsing or chatting with friends, so there need to be some clear distinction and when and where school work is happening exclusively. This is a matter for individual families.

It is useful for parents to understand the children's learning styles and they could take one of these tests below to identify how they will work most effectively. It is a useful discussion to have with your child. Some may like to make their own plan and agree their own rules with their parents and some need more direction. Some may learn best by doing, so sourcing games, quizzes, web quests or digital breakouts to aid learning. Some may learn better by finding a quiet space and time to absorb information at their own pace. Others may need help with time keeping and motivation while some need to work together with a friend on-line at times or to discuss progress and try out new ideas with parents and other family members.

You are probably very aware of how your child learns and how to keep them engaged . Maybe you have never put a name to this. A child can learn in different ways from the internet than they do in a traditional environment. They like to read information for themselves and they may take time to process this, they may prefer to watch a video, or take a quiz. If they are competitive, they might like to do this with another sibling or if they are more visual or put together a story board.
You know your child, what their attention span is and what really turns them off. So think about your lesson plan and see if you can adapt to their best learning style.

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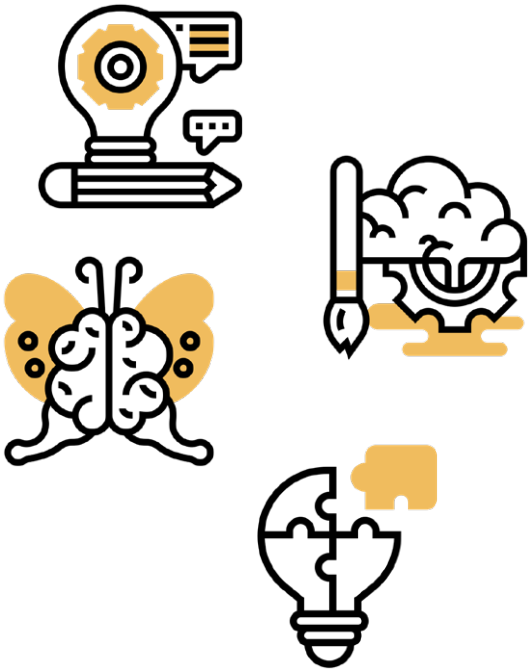
4 activities



Think about your child/children...
What are they like?

- Logical 'vertical' thinkers
- Rational and objective
- Good at asking and probing questions
- Disciplined approach

Do you know these different learning styles?

Kinaesthetic - someone who likes to know how things work
Visual - someone who learns by seeing
Auditory - someone who learns by listening
Logical - someone who processes logical ideas

It might be helpful for your child to take an online Learning Styles test:

Discover your child's learning style

How To Identify Children's Learning Styles

Now you have though about how your child learns it may be helpful to think about how you learn. This may not be the same .
This most likely will affect the way you assist your child when you are planning your child's learning.

Now apply those same headings to your-selves.
How do you think your own style might affect how you guide your child through using online resources?

Source: Homeschool.com

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activity 2

critical thinking

This activity is to help us evaluate ideas. The Circular Economy has many aspects to consider. One of those is how our food is produced. This consideration has resulted in increasing numbers of people, especially young people becoming vegan or vegetarian. In this activity we read a piece written by a vegan who is explaining his perspective. You are invited to check out the sources of this information, consider his opinion and draw your own conclusions.

This has been written by Jordan Hudson. He is in his 20's and been a vegan for 3 years. We asked him to explain why he took this step.

As you read through, make some notes.

Did you find anything you found particularly interesting? Is there anything you might like to challenge or check up on?

Are there any sources of information you suspect may be biased?

Do you think what is written is a balanced approach?

Are there any changes you might make in your own family?

At the end of each section, pick out a few points you can see directly affect the Circular Economy. I.e.;

Deforestation has a negative effect on local communities and their economy.

So, why am I eating vegan?

I will break this down from three perspectives in descending order of importance (to my opinion): Environment, animal rights, and health. It is often seen that people with a vegan diet do so because of opinions on various elements of these three perspectives. However, these points all contain referenced, factual information (unless stated otherwise), and the notion of opinion comes into play only when the informed individual chooses to respond to this information.

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1. Environment

Animal agriculture is responsible for a huge amount of the greenhouses gases released into the atmosphere, increasing the speed and effects of climate change.
Whilst CO 2 produced by the animal agriculture industry accounts for up to 51% of greenhouse gases, methane is actually much more damaging in the first 2 years of release in to the atmosphere. Animal agriculture accounts for 44% of worldwide methane released. This percentage is often debated as it is difficult to account for how much of the transport industry contributes towards animal agriculture, and also how damaging the effects of today's industrial activities (i.e deforestation that eventually causes species extinction and degradation of biodiversity).
There are limited resources on our planet for our population.

- Land - 80% of the Amazon that has been subject to deforestation is used for cattle pastures.
- Energy (fossil fuels used for package processing, transportation of animals, feed, medicines and products).
- Seafood - Whilst most other meat and dairy products are factory farmed to meet demands of human consumption, most seafood is caught wild in the ocean (46% of this is illegally caught and sold). As these sea life is being so heavily impacted by over- fishing (among other things), reproduction rates fall and the oceans becomes barren.

Do you remember seeing television programmes on these subjects? You might like to look them up again.

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2. Animal Rights

Whether or not an individual cares about quality of life for animals is subjective opinion, but the following is objective information that forms a decision not to finance and encourage factory-farming of animals and their products:

Beef, pork and chickens:

- When it's time for the animals to be slaughtered, it is often cheaper for the farm to internationally export the animals for processing and have the products then shipped back or further onto the supply chain.There are laws against such long hours of animal transit. In the US, animals can legally be transported for 36 hours with no food, water, rest or movement. The penalty for breaking this law is as little as $100 .
- According for the FAO guidelines in Africa and Asia , it is legal for animals to be transported for as long as 24 hours without water, food or space to rest. Area for legally transported livestock is as little 1m per animal, and 0,3m per pig.

Milk production:

- Milk is only produced by the cow when she is pregnant/has given birth. The cow is impregnated in her cage, when a human insemination expert inserts their arm inside the cow and inserts selected bull semen. Once the calf is born, the calf is immediately pulled away from it's mother and reared elsewhere.

When you don't eat meat or dairy, you'll find that you don't buy it. When less people buy a product, there will be less production because of less demand. This action directly effects the Circular Economy.

Info source:

-Tony J. Pitcher - "Estimating the worldwide Extent of Illegal Fishing" - https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0004570 (2009)
-Animal Law - "Twenty Eight Hour Law" - https://www.animallaw.info/statute/us-food-animal-twenty-eight-hour-law (2020)
-Food and Agriculture Organization of the United Nations - "Guidelines for Humane Handling, Transport and Slaughter of Livestock" - http://www.fao.org/3/x6909e/x6909e08.htm#b5-Transport%20operations (2001)
-Human Society - "An HSUS Report: The Welfare of Cows in the Dairy Industry" - https://www.humanesociety.org/sites/default/files/docs/hsus-report-animal-welfare-cow-dairy-industry.pdf (2009)
-Animal Equality - "Suffering in the Dairy Industry" - https://animalequality.org/issues/dairy/ (accessed 22.11.2020)

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3. Health

A vegan diet can be a healthy diet, for most people. Meat, dairy and fish are very high in protein, but protein exists in plants as well though in slightly lower concentrations, but with the advantage of less fat and cholesterol.
Continuous evolution of food technology has however allowed for similar concentrations of plant proteins in alternatives such wheat, nut, pulse and bean burgers.
A vegan diet has proved to significantly reduce the risk of diabetes 9 %, heart disease 10% and obesity 50%. In the UK, vegan diets decrease risk of various conditions by the following percentages:

- Diabetes: 4.3%
- Heart disease: 22%
- Obesity: 43 %

Go Vegan

Some of our diseases and conditions are preventable. Do you know how much these cost in your country? Do you consider these health issues in your own family?

Info source:

- Medical News Today - "Going vegan could prevent type 2 diabetes" - https://www.medicalnewstoday.com/articles/320909 (accessed 22.11.2020)
- NHS - "Vegetarian diet linked to lower risk of heart disease but higher risk of stroke" - https://www.nhs.uk/news/food-and-diet/vegetarian-diet-linked-lower-risk-heart-disease-higher-risk-stroke/ (2019)
- Deckers J., "Might a Vegan Diet Be Healthy, or Even Healthier?" - https://www.ncbi.nlm.nih.gov/books/NBK396513/ (2016)
- The Guardian - "Pro-vegetarian diet could halve chance of obesity" - https://www.theguardian.com/society/2017/may/19/pro-vegetarian-diet-halve-chance-obesity (accessed 22.11.2020)

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Opinion!

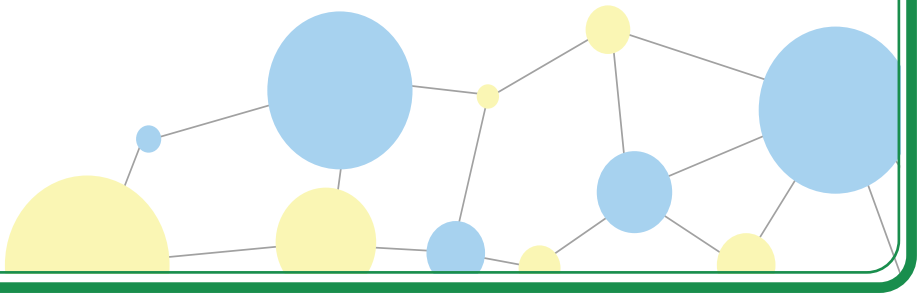
Veganism is not for everyone, and dare I say, should not be for everyone. For me, a small adjustment to my diet, and acceptance of minor daily change is well worth the ease of mind. Vegan food is delicious!
Many people are afraid that eating a vegan diet, will cause you to become branded as an extremest animal rights activist. It doesn't. The world is becoming more accepting of such choices, especially as climate change is becoming ever more present in our socials, news feeds, conversations and media.
Most importantly, climate change is the biggest economical, biological and arguably existential crisis that the world and its people face today. One of the largest producers of the CO2 accelerating climate change to abnormal magnitude, are the animal agricultural industries. Because I honestly have the opportunity to do so, I choose to cease my support to these industries, by eating more sustainable options, and enjoy the many benefits that come with doing so.

Jordan Hudson

What is your opinion of this piece of research. Whether you agree or not, do you think it is a balanced presentation?
Is there one possible change that you may discuss with your family?

Here are some more general tips for developing critical thinking in a child:

- provide time and opportunity to practice critical thinking,
- allow a child to perceive and theorize
- allow him/her to accept various ideas and opinions



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activity 3

safeguarding

We can educate our children to minimize the risks and find alternative solutions to situations which may not be as safe as we would like. In addition it is important to teach them, in a way that children understand. The Internet is a fundamental part of the lives of young people today, but it also can lead into potentially dangerous situations and risky behaviours.

Icon source

Some thoughts for discussion in the group or at home:

- Before reading on.....have you encountered a real situation with your children when you have been concerned about your child's use of the internet?
- Do you have any rules in your home?
- Is the computer in a place that others can see?
- Are their blocks set up on you devices?

Try to think about all risky behaviours that can occur in children and the signs which show that your child could be vulnerable to inaccurate information and fake news. Take some notes.

Discuss with your partner or family member to see if you have ever encountered issues at home. Make some notes for yourself of the things you do at home, the things you don't do... How could things could be improved? Take some notes.

Sharing a laptop with a family member may present difficulties. You or your child may have things that are private in emails or in searches. Both should respect the boundaries that may be set up between you to prevent possible problems.
Many parents may not have their own experience of working on the internet and it is important to acknowledge this and maybe get some support from another parent. It is also helpful to talk over online ethics, agree on behavioural policies on the internet, and most importantly define the consequences of violating these rules. Think about your family internet culture.
The role of parents in creating a safe environment is extremely important. Therefore, it is necessary to protect the computer in your home and restrict access to certain network locations. These articles may be helpful:

Google Security Tools

Family Safety Tools

Cyber safety for parents on the link:

Teaching Internet Safety to Kids & Teens

Internet Safety for Kids: How to Protect Your Child from the Top 7 Dangers They Face Online

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There are many online platforms which your child can use:
It is worth reminding them that anyone can promote an idea on these platforms. The information may not be completely accurate and in many cases is used to express an opinion.

Facebook: Facebook is widely used by all age groups but now less popular with young people. Affiliates use Facebook to share content, such as news and videos from YouTube, among their groups.
Twitter: Twitter is another popular social media platform for accounts and those who share propaganda. It's easy to make an account, stay relatively anonymous and share material with a large number of people.
Instagram: Instagram share photos often produced by various media organizations.
YouTube: YouTube is also used for videos and articles. Some may be deliberate attempts to attract and groom young people. Numerous accounts are set so that when videos are removed but return the next day. Users publish YouTube links on their social media platforms to expand their content, especially Twitter and Facebook.

Each platform can be a potential risk for your child. You have to take responsibility and have knowledge about the purpose of these platforms.

tips

Habits are easily formed in households and it takes time thought and patience to undo them. It is important the children see the sense in any changes and see a benefit for themselves.
They may have been limited to screen time in the past and see their recreational screen time being eaten into by learning. It is important to reach an agreement on this.

Here is a published list of Do's and Dont's (Staying safe online). What do you think of them?

1) Don't post any personal information online – like your address, email address or mobile number

2) Think carefully before posting pictures or videos of yourself. Once you've put a picture of yourself online most people can see it and may be able to download it, it's not just yours anymore

3) Keep your privacy settings as high as possible

4) Never give out your passwords

5) Don't befriend people you don't know

6) Don't meet up with people you've met online. Speak to your parent or carer about people suggesting you do

7) Remember that not everyone online is who they say they are

8) Think carefully about what you say before you post something online

9) Respect other people's views, even if you don't agree with someone else's views doesn't mean you need to be rude

10) If you see something online that makes you feel uncomfortable, unsafe or worried: leave the website, turn off your computer if you want to and tell a trusted adult immediately

Discussion: The aim is to share our experiences, our reflections and our conclusions, to end the activity with a positive feeling of learning and improving education in the family.
Make a list of dos and don't s which is specific to your family.

Info source:
- Kid Guard
- Child Net

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activity 4

home schooling online: a case study

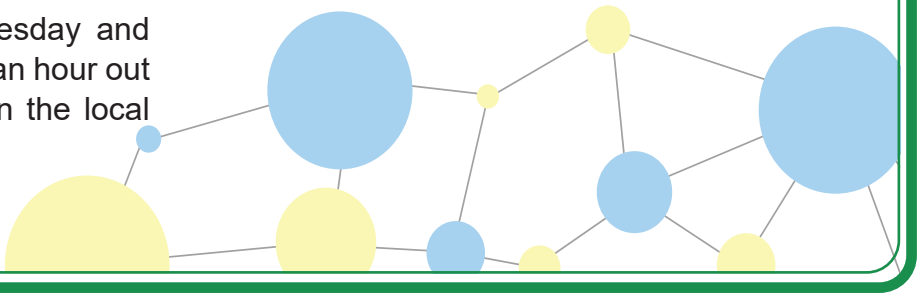
Here is a story written by Luke Dillon, father of 2 children. He was new to home schooling. This is his experience of the last 7 months.

Background

Initial school closure occurred two weeks before the break for the Easter Holidays and tasks set were focussed on just getting to the end of term with no absolute sense of urgency. When the Summer Term arrived it was clear that we were in it for the long haul. Initially the information received was very piecemeal and confusing as the school and teaching staff scrambled to set up online classrooms and post class work and assignments online. Moving into the Summer Term, work was posted weekly to be completed by 15.00 each Friday. As a parent it was key to get to grips with the work set online for all subjects and how to interact with the software. It was difficult to work out from the timetables given how to set effective time limits on each subject and establish what resources would be needed (now with limited availability with many shops shut) as each subject has different requirements and each child has varying levels of capability and enthusiasm for each subject. We were fortunate as the household had a laptop, Ipad and printer/scanner, I have worked extensively with online learning platforms for Higher Education and as I wasn't working I could focus five days a week on teaching my children at home. Teaching times were 08.00-12.00 for core subjects such as maths, reading, English and science (with regular short breaks as each subject was completed) and 13.00-14.00 for arts and crafts based subjects). On three (Monday, Wednesday and Friday) mornings we would also take an hour out to exercise by jogging and walking in the local countryside.

10 year old (Year 5, Key Stage 2)

My 10 year old struggled at the start of home schooling with the change in learning methods and although hard working found the timetable that I set rigid and restrictive. She also missed her classmates. I have become increasingly aware and impatient as we battled against each other and my daughter became increasing rebellious and resistant to the school work. It was clear we needed to find a compromise and after discussing what would work for my daughter it was agreed that while working within the basic home school day that I had set, my daughter would manage her own workload and the subject order, for example she might double up on English work on a Monday and then do double Maths on Tuesday or get up early to do an extra hours work so that she could finish early. My daughter also started to work collaboratively with close friends as they got to grips with online meetings. In the end my daughter was effectively managing her own workload, submitting work on time and working independently and only requiring my input and help on limited occasions. I would however, check all of the work she submitted and monitor online feedback from her teacher who provided excellent support and encouragement.



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7 year old (Year 2, Key Stage 1)

My 7 year old being younger required a significant amount of 1-2-1 support and guidance from me. Although bright she is quiet in class and prone to being overlooked and subsequently drifting when she gets stuck. The timetable that I set worked really well for her as each morning followed a regular pattern and structure, for example an hour of maths, half an hour of spelling and grammar, half an hour of reading. As the weeks progressed she became more confident and able to set up her own lessons and work more independently. Online feedback from her teacher was very limited and it was left to me to mark all work and provide ongoing feedback for my daughter. However, my daughter worked very hard and really accelerated in all of her core subjects and enjoyed creative work in the afternoons when her older sister would often help her.

Discussion:

Reflect on this family's story. How does that compare to your own experience?

Now that you have looked at some aspects of home schooling on line, you may have links and material that you have found helpful and could share with the rest of the group.

Home schooling on the internet is new to many and we are all learning as we go along. Consider teaming up with another parent outside of you family.

A weekly catch up to talk over any challenges and celebrate successes can be very helpful.

Info source:
- Home Schooling Your Children on the Internet
- Homeschooling tips for weary parents working from home
- Youtube for Kids
- 10 YouTube Channels to Supplement your Homeschool

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5 intellectual outputs presentation

To learn more about the circular economy, the ICE-CAP project has produced a set of learning resources that you can use as a family:

comics: buzz bee: tales of the eco-kids

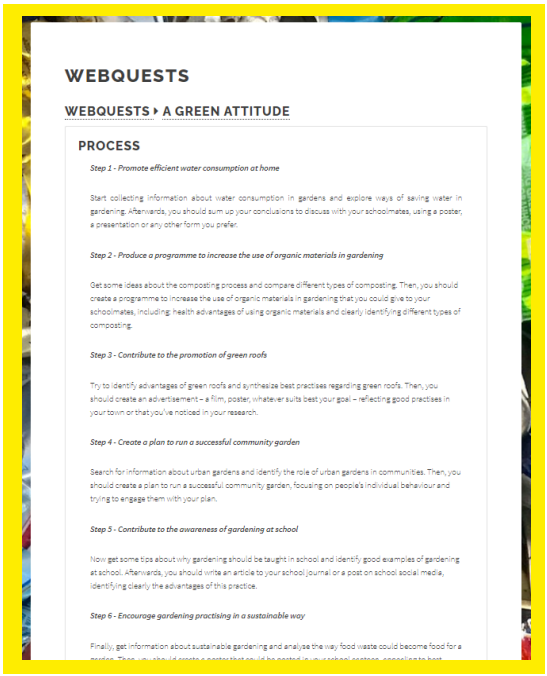
These comics are intended for children between 6-10 years old. Through several characters, they tell everyday stories that will make children identify with them. In addition, there are some activities for the children and tips for the parents. The topics they deal with are:

- travel-sustainable transport
- christmas-food
- water-waste
- gardening-energy
- plastic-school
- fashion-recycling

digital breakouts:

Digital Breakouts are designed for children between 11-15 years old. They deal with the same topics as comics but the content is suitable for this age.

webquests:



Webquests are designed for children between 16-20 years old, who will work deeper on Circular Economy.

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