**Final Report of Living Lab Project**

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| **Teacher** | **NGUYEN THI ANH THU** |
| **Type** | Curriculum (Regular Classes) |
| **School** | Tuyen Quang High School for Gifted Students |
| **Grade** | 10 |
| **Number of Students** | 35 |
| **Number of Groups** | 5 |
| **Semester Starts on** | September 1st |
| **Semester Ends on** | December 30th |
| **Duration of Living Lab Project** | September 6th ~ December 30th |
| **Title of the Living Lab Project** | **Going green around Tuyen Quang city** |
| **Project Summary** | **- What is the Problem?**  UNFRIENDLY LIVING HABITS (each group is assigned to find out one problem related)  Group 1: energy waste at school (water, electricity)  Group 2: overuse of plastic bags at department stores  Group 3: organic waste pollution  Group 4: charging of plastic waste at home  Group 5: plastic and old paper waste  **- What are the attempted solutions?**  Group 1: designing stickers with reminding words to put at the scenes  Group 2: making paper/ fabric bags  Group 3: making compost piles/ organic fertilizers  Group 4: recycling plastic waste  Group 5: recycling plastic and old paper waste  **- How was the project implemented? (who did what and how?)**  ***All the students of class 10 English 2 participated in the project.***  **Group 1:** design visual cues, such as stickers with the slogan "Turn off, save on", place them in visible locations, such as near doorways, above sinks, or on light switches  **Group 2:** make some DIY paper bags and fabric bags, encourage the shopkeeper to use them instead of plastic bags, persuade store owner of a convenience shop to cooperate with the group on using fabric bags and paper bags  **Group 3:** gather organic materials like fruit peels and vegetable scraps, chop them into small pieces and place them in a compost bin. Over 2 to 3 months, the organic waste breaks down into rich, nutrient-packed compost that can be used to fertilize plants.  **Group 4:** recycle plastic bottles into tree pots and plant bonsais in them. Then, place them around the house or indoors.  **Group 5:** collect wastepaper and plastic bottles to recycle, create many products such as jellyfish, flowers or star cords, create new paper from used sheets.  ***All the five groups spread their ideas and messages through social media to attract others’ attention and encourage them to do the same.***  **- What are the outcomes?**  **Group 1:** The stickers became a mental reminder tool, encouraging students to check and turn off appliances or taps.  **Group 2:** The shop keeper andcustomers at the department store fully supported and embraced the initiative with enthusiasm, raise their awareness about the importance of environmental protection.  **Group 3:** This process turns discarded waste into a valuable resource, reducing the environmental damage caused by chemical fertilizers, such as soil degradation and water pollution. It also reduces methane emissions and the harmful effects of synthetic chemicals.  **Group 4:** The tree pot isa nice product, which is not only eco-friendly, creating beautiful landscapes right around the house but can also help reduce carbon dioxide.  **Group 5:** The activities solve the problem of waste, making nice products. |
| **Implications** | **Is this project helpful for your students somehow?**  This project means a lot to my students. They had the opportunity to learn from practical experiences of green living measures, not just through theory. They themselves raised awareness about the importance of living green, thereby spreading the message to others to protect the environment together through daily actions. Through the project, my students have developed important skills such as teamwork, presentation, discussion, problem solving, interviewing, time management, etc. I have noticed that they become more mature, united and better understand each other.  **Is there any limitation or downside of this project?**  During my teaching, my students are often asked to do many similar projects because projects like this are benefitial to students. It may take students’ time but it is worth it. However, some groups had to spend their own money on things like making paper/ febric bags, printing stickers, …. because they thought it was unnecessary to call for finantial support.  **Do you have any suggestions for improvement?**  Calling for finantial support also helps students to develop life skills, therefore, they should have done that as my suggesion. |