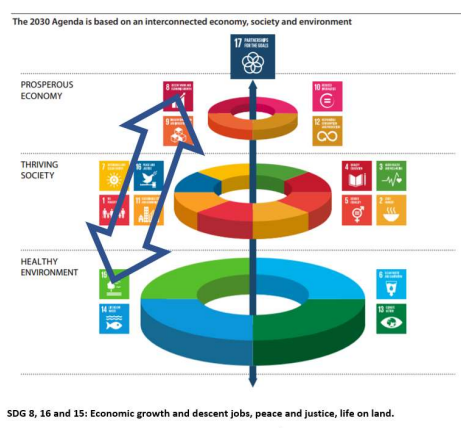


Land use and new jobs

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| Title | Land use and new jobs |
| Subject and disciplines | Social science subject: Economics, Sustainability, Food Marketing & Logistics |
| Time | <p>Week 1</p> <ul style="list-style-type: none"> 1 or 2 h Individual classroom (Introduction on SDGs and sustainability) 1 or 2 h shared classroom, groups-team building <p>Week 2</p> <ul style="list-style-type: none"> 1 or 2 h Individual classroom: Teams investigations <p>Week 3</p> <ul style="list-style-type: none"> 1 or 2 h Individual classroom (preparation for presentation) 1 or 2 h shared classroom, team presentations <p>Week 4</p> <ul style="list-style-type: none"> Guideline for comparison 1 or 2 h shared classroom, team comparison and presentations, student products <p>Extra</p> <ul style="list-style-type: none"> Visit to sustainable company (4 hours) <p>(total: 10 - 14 hours)</p> |
| SDGs, primary, secondary, shared | <p>15: Life on land</p> <ul style="list-style-type: none"> 16: Peace, justice, institutions 8: Decent jobs and economic growth 4: <i>Quality education</i> 17: <i>Partnerships for the goals</i> |
| <p>Purpose: Students collaborate on a comparative view on SDGs in their local contexts.</p> <ul style="list-style-type: none"> They share challenges and solutions. They build global skills. They contribute to sustainable communities. |  <p>The 2030 Agenda is based on an interconnected economy, society and environment</p> <p>PROSPEROUS ECONOMY</p> <p>THRIVING SOCIETY</p> <p>HEALTHY ENVIRONMENT</p> <p>SDG 8, 16 and 15: Economic growth and decent jobs, peace and justice, life on land.</p> <p>SDG 4 and 17: Quality education, partnerships for the goals.</p> |
| Problem statement for the SDGs | How to increase nature and biodiversity and create new jobs and what is the role of planning and institutions? |
| Work questions | <p>What is the role of agriculture for local jobs and economy compared with the impact on nature and biodiversity?</p> <p>Agricultural activities and land use? Income generation, farm size and jobs? Balance between monoculture and biodiversity? Environmental effects of farming? Alternative income from farm land and nature? Rules and regulations on land use? Local conflicts on land use?</p> |

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| | <p><u>Company point of view (to add):</u></p> <p>What is CSR?</p> <p>How would you develop a CSR Project from an SDG perspective?</p> <p>Which stakeholders to involve in the project and how to relate to them?</p> <p>What internal and external communication tools to use?</p> |
| Working methods and data material | <p>Problem Based Learning Methodology.</p> <ol style="list-style-type: none"> 1. Problematize to raise the analysis 2. Group work on data collection, analysis, presentation and mapping. 3. Dialogue with local interest groups during individual classroom |
| Collaborative learning and mediated meetings | <p>Sharing of data and maps, comparison of problems and solutions, presentations for webinars and local media.</p> |
| Outputs and community | <ul style="list-style-type: none"> • Summary document with recommendations for action • Local media • School exhibition with maps on land use, statistics, conflict areas and solutions |
| Shared materials and resources | <p>Links to materials and information for the module:</p> <p>Global: https://sdgs.un.org/goals</p> <p>Europe: https://ec.europa.eu/info/food-farming-fisheries/farming/facts-and-figures/farms-farming-and-innovation_en</p> <p>Denmark: https://www.dst.dk/da/Statistik/Sdg https://lbst.dk/tvaergaende/oekologi/baggrund-og-fakta-om-oekologi/tal-og-fakta-om-oekologi/ https://www.skovforeningen.dk/fakta-om-danmarks-skove/ https://mst.dk/natur-vand/natur/biodiversitet/ https://www.dn.dk/vi-arbejder-for/biodiversitet/ https://www.visitdenmark.dk/corporate/videncenter/forretningsomraader/kyst-og-naturturisme</p> <p>Italy: https://agricoltura.regione.emilia-romagna.it/psr-2014-2020/temi/territorio-psr/le-aree-rurali https://www.istat.it/storage/SDGs/SDG_15_Italy.pdf https://www.istat.it/it/files//2021/04/Previsioni-coltivazioni-agricole.pdf</p> |