Student’s name: …………………………………………………………………………………………………………………………………

**Worksheet 1**

**Module 2: Product Design and Development**

**Section III: Creation and development of new products including sustainable development**

*Find an example of a product that is related to eco-design. Then follow the instructions below.*

1. Name of product:

*Using external sources, students look for examples of products produced in accordance with eco-design.*

*Enter the product name in this space.*

1. Is this product compatible with eco-designing? Identification and explanation of product features.

*At this point, students agree why the product is selected is a good example of eco-design.*

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| --- | --- |
| **Product features** | **Explanation of what it is about** |
| *A place where in one or two words form the product feature should be entered.* | *A place to explain in the form of a description of what that feature is.* |

1. Find barriers in the practical application of this product. Use the fishbone diagram to organize your answers.
2. *The teacher draws a simplified fishbone diagram on the board, and then puts the subject of the problem to be analyzed into the fish's head - Why are there barriers to the practical application of products produced in accordance with eco-design?*
3. *Then students divided into teams report the basic factors that they think affect the existing problem. Each team must justify the choice of the so-called main causes of the problem.*
4. *Then, each team writes one of the root causes of each bone part. Successive arguments are added to detail the main reasons given.*
5. *Each team presents its work and defends the arguments it has contained in its fishbone.*
6. *A common summary of the discussion follows, followed by the selection of the most appropriate detailed arguments that are written on the board.*