

# Circularity and together for change

**Want to be inspired and learn more about how we can live more sustainably at home? Then this is the workshop for you. IKEA has said that we're going to make it possible for more than one billion people to have a better everyday life, within the framework of the UN's global Sustainable Development Goals for 2030. There's an urgency to this challenge, and that's why we want to share knowledge about what we can all do together to achieve the goals.**

The workshop discusses what circularity is, circular behaviours and circular production, as opposed to linear production. We also highlight how recycled products should be seen as a material bank for the future. Using a simple guessing game, we figure out which products are made from recycled material and new material left over from other production

Workshops at IKEA Museum are always based on the Swedish Curriculum for Compulsory School (Lgr 11) and syllabus. We have used the latest updated versions (which come into force in 2022). As a teacher, you will also be contacted by a learning specialist well in advance of your visit, so that we can find the right focus for you. This description contains:

- An outline of the purpose of the workshop.
- Which compulsory school subjects it can be linked to and why, according to the curriculum and syllabus.

## Purpose

- To promote collaboration between school and working life.
- To offer an experience that creates knowledge and insights.
- To boost interest in Natural Science, Technology/Engineering and Creation.
- Focusing on a circular business model, to show how IKEA works together for a sustainable future and a better life at home for the many people.
- To provide students with concrete examples of how products can be made from waste, recycled material, and how they can be repaired and cared for.
- To increase knowledge and reflection about personal behaviours with regard to recycling, sustainability and circularity.



## Concrete links to subjects and syllabuses in compulsory school

Note that the workshop can be adapted to all age groups in compulsory school.

### Home and Consumer Studies

At IKEA, efforts to create a better home life for the many people are a part of everything we do. The Home and Consumer Studies syllabus also emphasises that life in the home and in the family is of crucial importance for people. That our habits at home influence not only the well-being of the individual and the family, but also society and nature.

#### Years 1–6:

Learning can be related to life in the home with a particular focus on recycling, the environment and health, and the opportunity to make conscious choices as consumers as regards health, finances and the environment, linked to the area *Environment and Lifestyle*.

#### Years 7–9:

Learning can be related to life in the home with a particular focus on recycling, the environment and health, but can also look at more complex ideas around purchasing and private consumption from the financial, social and environmental perspectives.

### Biology

#### Years 1–3:

Showing examples from IKEA design creates insights into the materials used in manufactured objects, and when done with how they can be separated at source and recycled. We also talk a lot about circular material flows and renewable materials. We make a short 'visit' to India to find out more about local methods for growing rice, providing an insight into people's handling, use and development of different materials.

#### Years 4–6:

We look at the human dependence and impact on nature and what this means for sustainable development. Also pivotal are ideas about nature as a resource, and the responsibility that everyone who uses it has.

#### Years 7–9:

The *Nature and Society* and *Body and Health* core content areas come into particular focus, since the concept of Democratic Design provides insights into what opportunities IKEA and consumers have to contribute to sustainable development.

## **Crafts**

### **Years 4–6:**

We discuss resource management, for example by repairing and reusing materials – a central aspect of Democratic Design and circularity within IKEA.

### **Years 7–9:**

If required, this workshop can be adapted to focus even more closely on knowledge related to design, and also focus more on fashion and trends in home furnishing, as well as different materials from the perspective of production and sustainability. Cotton and bamboo are typical examples, but IKEA is constantly working to develop new materials, and we can look at this more closely if required.

## **Chemistry**

The workshop is permeated by a sustainability perspective and is linked to mankind's use of energy and natural resources, locally and globally. It gives examples of how the ambition within IKEA to become climate positive throughout the value chain has had an impact on both IKEA and its suppliers. We look at themes that relate to the syllabuses for years 4–6 and 7–9 in different ways. In consultation with you as a teacher, we can highlight topical social issues adapted to the students' age, interests and level of maturity.

## **Geography**

Geography aims to provide knowledge about different environments, and contribute to an understanding of people's living conditions, and about how people, society and nature interact. It better enables students to understand the world, and prepares them to be able to promote sustainable development. This is important also for IKEA as a global company that wants to contribute to a better life at home and sustainable development for the many people.

### **Years 1–3:**

Within the framework of the *Living Together* core content area, this workshop indirectly contributes knowledge about life before and now, for example family life and school. The effects of urbanisation within and between nations will also be discussed. Pupils will gain an insight into how this alters people's needs, which in the workshop can be linked to design, life at home and sustainable development.

### **Years 4–6:**

Issues relating to the environment, people and sustainability permeate the workshop. We illustrate how choices and priorities both in production and in people's everyday lives can affect the environment and contribute to sustainable development.

**Years 7-9:**

The change in people's purchasing patterns and ways of supporting a family is touched upon in the historical journey described in *Our Roots*. Global production and consumption patterns, along with flows of goods and services today, can also be looked at. Also sustainable development and the consequences of demographic patterns and shifts, such as population distribution, population development, migration patterns and urbanisation.

**Technology**

We look at technological development that enables and contributes to sustainable development. At IKEA, designers and product developers have long done their utmost to create technical solutions and production solutions that contribute to sustainable development, a lower price and a better everyday life for the many people.

Based on your wishes and requirements, with a little advance notice we can look at concrete examples of how IKEA has worked based on these objectives. This includes technology for energy saving, products for home use that enhance the customer's ability to lead a healthy, sustainable everyday life, technologically sophisticated production methods and new design that facilitates recycling and reuse.

