



## MODULE No 2

### My hometown in elders' perspective (4 hours)

**OBJECTIVE:** Pupils share their ideas about their hometown and get elders' perspective.

#### LEARNING OUTCOME AND DESCRIPTORS:

*Following are descriptors to measure learning outcomes from the implemented lesson.*

#### Knowledge on (K)<sup>1</sup>

(K) on how to search for new ideas and brainstorm

(K) on how their community was in the past, culture, business and social affairs

#### Skills in (S)<sup>2</sup>

(S) in ability to listen to others ideas without judging them

(S) in interviewing, writing down answers and reporting back

(S) in taking part in a group project and contributing actively to the group work.

#### Competences to (C)<sup>3</sup>

(C) to show fairness, self-confidence and respect in relations and cooperation with others

(C) to take part in conversations on their local community and recognize the connection between their community, local history, culture and social affairs

(C) to engage and show interest in the assignment

(C) to evaluate and react to different views and information in a tolerant manner.

(C) Apply important concepts regarding cultural and social affairs.

#### TRAINING METHODS

Built on problem-based and cooperative learning, see ENGAGE curriculum and pedagogical section of this handbook.

#### OVERVIEW

When preparing the lesson, the teacher chooses a computer program/app for the pupils to use, f.ex. [Padlet](#). The lesson begins with group discussion with the whole class. The teacher asks the pupils to share what they think is positive about their hometown. The pupils write down their answers on a Padlet wall (or another program/app). When the pupils have answered the question the teacher asks if they think something needs to be improved in their hometown. All answers are written in the same way as before.

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<sup>1</sup> Knowledge refers to being able to read, understand and interpret information and guidelines.

<sup>2</sup> Skills refer to the ability to apply knowledge to complete tasks, select relevant actions and measure their effectiveness.

<sup>3</sup> Participants/pupils will have competences to put to practice general knowledge and skills acquired.



The teacher then gives the pupils an assignment. They should do an interview with an elderly person that has been living in the community for a long time. Pupils find questions together that they want the elderly person to answer. Pupils go out in groups of 2-3, take an interview and write down/record in the IT program [Seesaw](#) all the ideas they have after the interview about how to improve our hometown. Some of the ideas will be inspired by the interview with the elderly people.

### You need to:

1. Spark interest among pupils by asking them to answer questions on their home community individually and then discuss as a class.
2. Make pupils write down questions to ask an elderly person in their hometown
3. Give pupils time to visit the nursing home
4. Make each pupil write or record a diary where they tell you their experience with the elderly people and what ideas they got through the discussion.

### Key concepts:

- **Discussion:** Name positive things about living in our hometown. What do you think can be made better in our hometown?
- **Investigation:** What do the elderly people in our hometown think of our town? Do they have suggestions on what can be improved in our hometown?
- **Presentation:** Group presentation on what the elderly people think of our hometown.
- **Determination:** What is positive about living in our hometown? What can be improved in our hometown?

### Preparation prior to discussion:

- Teacher prepares a program or an app for pupils to use to register answers f.ex padlet
- Make a padlet wall (or another program) for students to write their ideas about how to improve their hometown.
- Contact the nursing home to get permission to interview residents. Pupils can also visit other elderly people in their hometown.
- Organize groups of 2 - 3 pupils that will visit the nursing home together

Activity	Method and organisation	Time
Practicing individual brainstorming and to be able to share and respect ideas other than your own.  Group discussions.	When preparing the lesson, the teacher chooses a program/app for the students to use for the activity, f.ex. Padlet.  The lesson begins with group discussion with the whole class. The teacher asks the pupils to share what they think is positive about their hometown (individual answers). The pupils write down their answers on a Padlet wall (or another program/app). When students have answered the question, the teacher asks if they think something needs to be improved in their hometown. All answers are written in the same way as before.  <b>Equipment:</b> ipad/computer/chromebook	40-60 minutes



Activity	Method and organisation	Time
Working together on a questionnaire and preparing a visit to a nursing home or retired people in their own homes.	Teacher divides pupils into groups of 2 or 3. Each group creates a questionnaire for the elderly people. The questions have to give the pupils some ideas on how they could improve their hometown and what is already good in their hometown. Pupils are encouraged to write down as many questions as possible. <b>Note:</b> Pupils are encouraged to show respect to each other's ideas and help each other to find interesting questions. <b>Equipment:</b> Notebooks or paper, pencils/pens.	40-60 minutes
Visiting a nursing home or retired people in their own homes and interviewing them.  Practising showing respect.	Pupils go together in their groups to visit an elderly person in their hometown. They sit down with the interviewee and ask him/her the questions they have created. They record the conversation and when they come back to school they write down what they recorded. <b>Note:</b> Pupils are reminded to mind their appearance and show self-confidence. Also to show their interviewee courtesy and respect. <b>Equipment:</b> Notebooks/paper, pencils/pens, a telephone or something that can be used to record the interviews. <a href="#">Seesaw</a> , <a href="#">padlet</a> (for reporting back to other pupils and the teacher)	120 minutes
Students introduce the results from interviews.  Group discussions.	The lesson begins with students introducing their results. The teacher asks pupils to tell the group about how the interviews went and what the elderly think is positive about living in this town. Then the teacher asks the pupils to discuss with the whole class whether they think that any of their brainstorming ideas are similar or could work with some ideas the interviewee had about future development of their hometown.  Equipment: Seesaw, padlet (for reporting back to other pupils and the teacher)	60 minutes

## EVALUATION AND FEEDBACK

Following evaluation including module descriptors can be used to evaluate individual pupils, for self- and peer evaluation.

Students use [Seesaw](#) to create in a video diary. The questions that they should answer are the following: **What is innovation to you? What examples are there of innovation?**

*Following questions can be used for pupils self-evaluation:*

- Did I contribute actively to the group work?
- Did I show fairness, self-confidence and respect in relations and cooperations with others?
- Did the group find ideas for something that can make our hometown a better place to live in?



The pupil should be able to:

<b>DESCRIPTORS:</b> Knowledge (K), Skills (S) and Competences (C)	<b>Poor (D)</b>	<b>Fair (C)</b>	<b>Good (B)</b>	<b>Excellent (A)</b>
<b>(K)</b> on how to search for new ideas and brainstorm				
<b>(K)</b> on how their community was in the past, culture, business and social affairs				
<b>(S)</b> in ability to listen to others ideas without judging them				
<b>(S)</b> in interviewing, writing down answers and reporting back				
<b>(S)</b> in taking part in a group project and contributing actively to the group work.				
<b>(C)</b> to show fairness, self-confidence and respect in relations and cooperation with others				
<b>(C)</b> to take part in conversations on their local community and recognize the connection between their community, local history, culture and social affairs				
<b>(C)</b> to engage and show interest in the assignment				
<b>(C)</b> to evaluate and react to different views and information in a tolerant manner.				
<b>(C)</b> Apply important concepts regarding cultural and social affairs.				

**TEACHER'S REFLECTION:**