



MODULE No: 3
NAME: “FROM IDEA TO REALITY”

OBJECTIVE: My hometown – From idea to reality

LEARNING OUTCOME AND DESCRIPTORS

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

Knowledge on (K)

- how decisions are made, in EU and the municipality
- how the pupils can influence and contribute to the development of their hometown

Skills in (S)

- use different kind of techniques for finding information
- be able to choose languages for different target groups.

Competences to (C)

- express an opinion, think creatively together with others
- be able to work with different people

Activity	Method and organisation	Time
<p>The pupils are now going to begin creating ideas for their future hometown. This is a wide area. It can therefore be difficult for students to grasp. It is therefore important that you as a teacher help the students to limit themselves. Decide 1- 5 subjects they can choose from or choose one for them.</p> <p>Decide how you want your pupils to present their ideas. use your thoughts from the lesson Module 4 My home town - Make our opinions heard/presentation.</p> <p>Suggestions on topics:</p> <p>Transport/ mobility: People and goods need to be transported from the city and within the city. It is important that there are good communications. What should this look like?</p> <p>Waste management: How should we organize and use the waste</p>	<p>Preparation:</p> <p>Divide the pupils into groups of 5 - 6. Appoint one to be team leader, secretary, and timekeeper.</p> <p>Create a common platform that pupils can use when they collaborate. The purpose is to stay up to date with your pupils, see <i>Note to teacher.</i></p> <p>Collect materials for the construction: Materials that can be good to have: clay, different types of packaging, cardboard, ice cream sticks. Depending on the pupils ideas it is important that they are involved in this work</p> <p>In the class:</p> <p>1. Introduction. Explain the project to the pupils</p> <p>2. The pupils choose a subject - In the assigned group, the pupils decide one subject to focus on one subject, for example energy</p> <p>When they have chosen a subject, they begin to brainstorm and write down their idea. They can also make a drawing of their ideas.</p> <p>Encourage the pupils to think outside their own needs.</p> <p>Do they need to interview other people in their town to learn about their opinion? Do they need to do a field survey?</p> <p>3. Have pupils create models of their ideas. The pupils can build with different materials if you have a computer or IPAD,</p>	<p>Creating an idea</p> <p>60 min</p> <p>Building</p> <p>2-8 lesson</p> <p>60 min</p>



Activity	Method and organisation	Time
<p>produce in our town? What will the recycling system look like? Reuse ?</p> <p>Energy: Our town needs energy, but which energy source should we use? Is there a natural resource we can use? Work for both society and people.</p> <p>Architecture: Is about both creating beautiful functional buildings and creating areas in a city which attracts tourists. To make people want to stay or move to our town. Is there a building that you miss? You think the town needs to attract people?</p> <p>Landscape planning: A town needs areas for both people, plants and animals. Areas there people can stay out in nature. Are there enough leisure areas/ green areas in our town?</p>	<p>you can also let the pupils work with a program like Tinkercad.</p> <p>Example of pupils model you can find here</p> <p>Note to the teacher:</p> <p>Use a diary/notebook It can be good that after each lesson let the pupils write in a notebook about who the work proceeds. Let the pupils answer following questions:</p> <ol style="list-style-type: none"> 1.What has worked well today? 2. Less good? 3. What do we need to think about next time? 4. Do we need help with anything? Describe what. <p>The questions are important for you as an educator. So, you can help your pupils long the road. It is also important for pupils to reflect on their own work.</p> <p>A good idea is to collaborate with the art or the technical teacher.</p> <p>To create extra motivation, a tip is to conduct a class competition. Where creativity to Agenda 2030 are rewarded</p>	

EVALUATION AND FEEDBACK

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

The pupil should be able to:

DESCRIPTORS: Knowledge (K), Skills (S) and Competences (C)	Poor (D)	Fair (C)	Good (B)	Excellent (A)
(K) on how decisions are made, in EU and the municipality				
(K) on how the pupils can influence and contribute to the development of their hometown				
(S) in use different kind of techniques for finding information				
(S) to be able to choose languages for different target groups				
(C) to express an opinion, think creatively together with others				
(C) to be able to work with different people				

TEACHERS REFLECTION: