

Storyline: We're building our own house

The setting:

In our area there are a lot of new houses being built at the time. We want to develop our own part of the area, our own little village.

The students work together 2 and 2. They are all responsible for their own house and the people living there.

Storyline	Key Questions	Pupils Work /activities	Class Organization	Resource	Outcome
<p><u>1. The inhabitants</u> Who shall live in our little village? The students should create two persons (one each) living in their house.</p>	<p>Whats does your character look like? What is - the name of your character? - the address? - the telephone number - the ID-number - Age - Male/female - Occupation - Civil status</p>	<p>The students make just the head of their character. They are only using coloured paper, no drawings. The head should be ca. 20 cm in diameter</p> <p>Information about each person is written in a form on paper. The ID-number shows the age and if it is a male/female. The students have to learn how the ID-numbers in Norway are put together and what the differenr figures tell us.</p>	<p>The students work together in pairs which has been organized by the teacher.</p>	<p>Introduction to the whole project on the Smartboard</p> <p>A folder for each team to assemble what they are making</p> <p>A lot of paper in different colours – suitable for making a face.</p> <p>Scissors</p> <p>Gluesticks</p>	<p>A paper-face for each character</p> <p>All information about the person written in a form on paper.</p> <p>The characters are put in the team folder.</p>

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<p>2. Designing the houses The size of the house is 100 m² The students design their houses in the scale 1:50 on squared paper. Each square is 1m². The house should have a living room, kitchen, 2 bedrooms and a bath Doors and windows are marked on the drawing</p> <p>Extra: Design/draw a garage of 35m²</p>	<p>What rooms are important to have in a house? How big should they be? Access to the rooms?</p>	<p>Each pair of students starts to design their house. They have to discuss and agree on the design</p>	<p>2 and 2 students work together</p>	<p>Introduction on the Smartboard. Show house designs and what to think about when planning a new house.</p> <p>Hand outs to the students with examples of house designs they can use as inspiration.</p> <p>Squared paper 1:50 Each square is 1m²</p>	<p>A house design showing the rooms in the house, their size and how to access them. Doors and windows are marked on the drawing.</p> <p>The design / template is put in the team folder.</p>

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<p>3. Designing the house facads Now the students have to look at their house from a different perspective. They have to turn from an overall view to a facial view. They have to design each of the walls with doors and windows as seen standing in front of it. Design each of the walls on squared paper – scale 1:50.</p>	<p>Imagine you are standing in front of your house. What will the house look like when you see it from this angle? Look at one and one of the walls. Look at your design. Design the wall as you will see it when standing in front of it. Where are the doors? Where are the windows?</p>	<p>Each team designs the outer walls of their house. They place doors and windows where they should be, according to their first design. Each wall is cut out from the squared paper.</p>	<p>2 and 2 students work together on their house</p>	<p>Squared paper Scissors</p>	<p>A collection of paper walls. Each wall matches the original house template. All the walls are put in the team folder until they shall be used.</p>

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<p data-bbox="145 231 403 263"><u>5. Painting the house</u></p> <p data-bbox="145 981 515 1045">What does it cost to paint your house?</p>	<p data-bbox="571 231 884 263">What colour is the house?</p> <p data-bbox="571 981 963 1189">What is the area of the surface of your house? In real? 1l of paint covers 8 m². How much paint do you need? 1l costs 60.- NOK. How much for the whole house?</p>	<p data-bbox="985 231 1288 406">One side (the outside) of the house is painted. When it is dry, the other side (the inside) is painted.</p> <p data-bbox="985 406 1288 582">If you want a different colour in the various rooms, you have to measure out where each room is....</p> <p data-bbox="985 622 1288 901">When the house is painted on both sides, and the paint has dried, the house "stands up" and is taped together in the last corner. The tape is painted.</p> <p data-bbox="985 981 1288 1125">The students calculate how much it will cost to paint the house – in full scale.</p>	<p data-bbox="1310 231 1512 367">The students help each other painting the house.</p>	<p data-bbox="1534 231 1758 550">Paint in different colours Small trays for paint Brushes Glasses for water Old newspapers to cover the desks</p> <p data-bbox="1534 981 1668 1085">Pen Paper Calculator</p>	<p data-bbox="1780 231 2072 295">Ready painted house – both outside and inside.</p> <p data-bbox="1780 981 2105 1197">A paper showing the calculation and what it will cost to paint the whole house – in full scale. The paper is put in the team folder.</p>

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<p>7. The interior</p> <p>a. Painting the inner walls</p>	<p>What colours shall we use in the different rooms?</p>	<p>Painting the walls</p>	<p>2 and 2 students work together on their house</p>	<p>Paint in different colours Small trays for paint Brushes Glasses for water Old newspapers to cover the desks</p>	<p>The house is now ready</p>
<p>b. Assembling the inner walls</p>		<p>The walls are taped together according to the template</p>		<p>Masking tape "Glue gun"</p>	

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<p>8. Furnishing the house</p> <p>Each team / house gets 100.000.- NOK (10.000€) to buy what they need to furnish the house. They make a spreadsheet on the computer and make a list for each room. They summarize what they spend for each room and what they spend all together.</p>	<p>What do we need in the living room? What do we need in the kitchen? What do we need in the bathroom? What do we need in the bedrooms?</p>	<p>The students search the net for furniture and other items they need.</p>	<p>2 and 2 together</p>	<p>Computers for each student / each team</p>	<p>A spreadsheet with all the items they need. The spreadsheet is formatted so every change they make will adjust the different sums. When ready, the spreadsheet is printed out and put in the team folder.</p>

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<p>9. The house on the plot The students bring their houses to the plot. We have two plots, as the students are divided into two groups. We place the houses on the plot before we glue them onto the "ground". Make additional furniture etc for outdoor activities.</p>	<p>How can we place the houses in order to give room for all the houses? Shall we divide the ground with fences or have a common space for common activities? What do we need outside to support outdoor living and outdoor activities?</p>	<p>Discussions between the students before they agree upon where to place the houses. Making chairs, tables and pools for the gardens.</p>	<p>Discussions all together Working together in teams to make what they need for their own house/garden</p>	<p>Cardboard Paint in different colours Small trays for paint Brushes Glasses for water Old newspapers to cover the desks Masking tape "Glue gun"</p>	<p>A village with all the houses set in an neighbourhood environment.</p>