

**Time:** w/c 7<sup>th</sup> July 2008

**Topic:** The house of the future

### 6. Review – Step Back And Reflect On Your Learning

Each group should swap their work with another.

Students create a PMI chart for the other group's work and need to be prepared to justify their ideas the team representative will provide justifications for their choices).

### 5. Apply To Demonstrate Your New Understanding

Using the ideas from the website, students plan their own particulars for the house of the future. This will be a group task; groups of four. Roles of facilitator, scribe, time keeper and team representative will need to be divided.

Within the group, create the particulars for an entry onto [www.rightmove.co.uk](http://www.rightmove.co.uk)

Along with the particulars, students should choose one room from the house and create a description of this using either French or Spanish to appeal to the future market of the Caribbean island.

Extension: Create a floor plan for the house complete with bi-lingual labels.

### 1. Prepare For Learning

Fill out a reflection log (found in the passport) which draws together the learning and skills used from the previous four sessions.

Display key question.  
What will the house of the future look like?

Individually brainstorm ideas, using prior knowledge, of the features the house of the future will have.

### 2. Agree Learning Outcomes

To understand what the features of a sustainable house are.

To apply this knowledge by creating an advert for the house of the future

To evaluate and explain the knowledge behind your decisions.

### 3. Present New Information Through All The Senses

Show clip of a straw bale house (see hyperlink on PowerPoint)

While watching the clip, each student should write down three things that make the [house in the clip sustainable](#).

Then, think of one more idea (using knowledge from prior sessions) that the house could benefit from e.g. solar panels.

### 4. Construct

Display a range of pages from [www.rightmove.co.uk](http://www.rightmove.co.uk) on IWB.

In pairs, make a list of the key pieces of information included in the particulars.

Rank the ideas in the list in order of [importance in relation to sustainability](#) i.e. are room size important? If so, why?



## THE TEEP LEARNING CYCLE