

## Urbanistic view on buildings - lesson scenario

I chose the lesson " **Urbanistic view on buildings**" from VI grade students curriculum on technological education, knowing that it allows local specific exploitation in every stage of the didactic process.

**Subject:** Technological education;

**Learning unit:** Built environment;

**Thematic:** Buildings – buildings types, buildings' location, buildings' destinations;

**Lesson type:** new content acquirement;

### **General competences:**

1. Manufacturing useful products or restive crafts for current activities and their capitalization;
2. The exploitation of students' interest on professional development, entrepreneurship, school orientation

### **Specific competences:**

- 1.2. The use of basic skills form Mathematics and Sciences to make an efficient product;
- 3.2 The manufacturing of innovative products based on the decomposition or decomposition or creatively reuse of elements from initial products;

### **Operational objectives:**

O1 –to explain the terms of built environment, human settlement and building, based on previous knowledge;

O2 – to classify built environment, human settlements and buildings based on images and on teachers explanations;

O3 – to identify buildings categories and to classify buildings form images collections;

O4 – to identify at least five buildings using our school's region on the city map and to mane building's category;

O5 – to select and to decide if different buildings form our city are correct placed based on teacher's explanations;

O6 – to identify touristic objectives from our city based on lesson's content.

### **Didactic strategy:**

1. **Method:** conversation, explanation, graphic synthesis, brain-storming sessions, „I know/I want to know/I learned”, debates, independent work;
2. **Didactic means:** the computer, the projector, a ppt presentation;
3. **Group's organization during the lesson:** frontal, individual, on teams;

### *Learning approach*

#### **1. Organizational moment**

For an efficient learning process students open their notebooks and the teacher turn on the computer and the projector for the ppt presentation;

#### **2. Refreshing previous contents**

The teacher asks students to explain what environment means. He also asks students to name environment elements by applying the method „I know, I want to Know, I learned” (the first stage: „I know”)

#### **3. Catching the attention**

Students watch images of natural environment and built environment (with buildings and bridges) from the ppt file. The teacher invites students to describe them and to point the different aspects and functionalities.

#### **4. Announcing lesson's thematic and operational objectives**

The teacher announces the thematic and expose lesson's objectives on the understanding of students using „I know, I want to Know, I learned” method.

#### **5. Conducting learning process towards performance achieving:**

The teacher: expose a ppt file with images of built environment and natural environment presenting different human settlements and different building's types; also, the teacher asks students to classify the environment based on human intervention; he asks students to explain the meaning of built environment and to explain the meaning of a human settlement. The teacher asks students to classify human settlements and to determine the category of Dej city and other known cities. Based on previous content, the teacher asks students to explain the meaning of a building and to classify buildings based on their function. Also, the teacher asks students to explain building emplacement such as: commercial buildings, health purpose buildings and education purpose buildings.

#### **6. Fixing and consolidating knowledge**

The teacher propose a working sheet to students with the task of filling in buildings' category and after that he propose to identify buildings' category based on images.

#### **7. Knowledge transfer between theoretical training and practice**

The teacher propose orienteering exercises and buildings' category based on Dealul Florilor neighbourhood map.

#### **8. Reverse connection:**

**Oral evaluation:** The teacher asks students to work in pairs for the following two tasks:

1. Identify at least five buildings on “Dealul Florilor” neighbourhood map and identify:
  - a) their category;
  - b) b) if they are correctly placed;
2. Identify some tourist attractions and historic sites from Dej city

#### **Written evaluation:**

The teacher applies a short self-evaluation form with the following content:

#### ***Self-evaluation form***

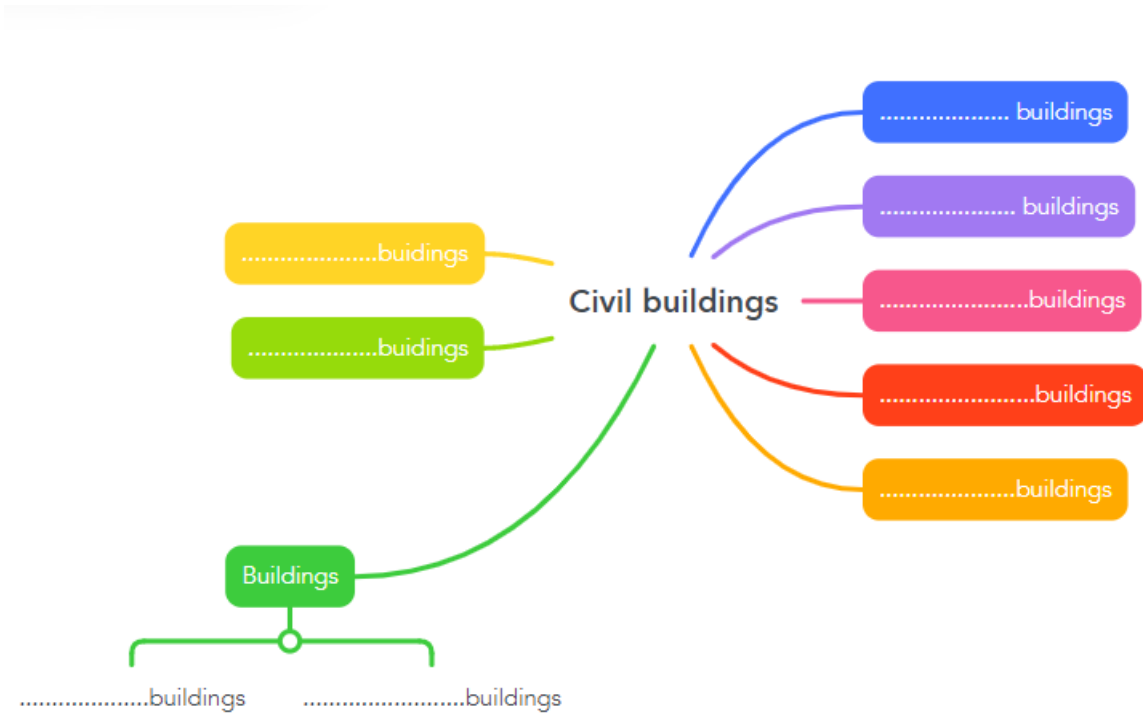
*Describe your hometown, according to the following instruments:*

1. *hometown name,*
2. *hometown category,*
3. *hometown county,*
4. *Name five touristic attraction or historic sites from your hometown.*

*Note – every student corrects its own paper based on teacher's explanations, developing self-evaluation capacity. Every task has two points and ex officio two points will be granted.*

Proposed by: Herineanu Daniela Luiza

**Lesson's annex 1:**



**Annex 2**

Identify at least five buildings on “Dealul Florilor” neighbourhood map and identify:

- a) their category;
- b) if they are correctly placed.

