

Two types of projects:

1. in „slots“
2. project sin blocks (1-week, 2-weeks, etc.)

aspects to discuss:

- overall topic – appealing title?
- learning objectives?
- motivation & engagement?
- activities?
- time? manpower? resources?
- assesment?
- differentiation?
- learning methods of students?
- communication among colleagues?

11th grade: topic: ethics and economy in slots

learning objectives:

- S understand the working of politics and society
- judgement based on information and understanding of processes
- be able to make responsible choices
- see things in context

subjects that might be included:

- ethics
- economy
- politics
- sociopsychology
- biology (biochemistry)
- literature
- drama
- arts
- mathematics (statistics)
- history
- geography
- languages

activity pool:

- movies (Die Welle) (The Reasonable Doubt – Twelve Angry Men – die 12 Geschwörenden, To Kill a Mocking Bird)
- group work and individual work

- Milgram-Experiment
- setting up parties within the school, with leading candidates
- „current affairs“: presentation of what happened in the world on a weekly basis, they can reflect upon it in several ways
- text work – making experience of political speech, rhetorics (e.g. Hitler’s speech and Churchill’s or Martin Luther King’s speech; approach micro – local person, macro – some known historical figure), preparing speeches – a way to differentiate
- inviting politicians, local priests, businessmen, visiting the parliament
- comparing different democratic systems in diff. countries; what is democracy
- debating techniques, experience with written discursive argumentation
- fake news, manipulation, propaganda
- Chomsky’s book ‘Who rules the world’ Adam Smith – the masters of mankind
- crafts need to be involved – a product is always a result of a culture of collaboration; a crafted product as some contribution to community, craft project considering the same aspects and principles that are being discussed in the project = „put it into context“, being part of something bigger. Go from the will to the mind. Ecological footprint of a product. Show them alternatives, so that they can find their way out.
- anything they come up with

Methodology

pick a topic

pick the learning strategies and/or activities

pick a core

see what you can attach to it

define resources, assessment

define motivation and engagement

find a catchy title

Core

- learning objective
- experience
- learning outcome
- „product“
- activity

Core in this project

learning objective:

- S understand the working of politics and society
- judgement based on information and understanding of processes
- be able to make responsible choices
- see things in context

core activity: what the group does together: movie, „current affairs“

group and individual activities can differ

core experience – Parliament

core outcome – their expression of engagement; e.g something that we can see/hear

Assessment, motivation, catchy „title“ depend on the students in each country

Title suggestions:

Me and us

Discourse
The social game

Outcome, product: we differentiate among students, they can come up with totally different things

Assessment: together with the students

„The other way round” project – starting point: Craft Design Technology

The methodological approach – process learning

Define the form, get responses from colleagues and students and moderate the process.

Let the students develop skills: computer skills (software), design skills (event, newspaper, project, page, process), craft and making skills

CDT Computer Design Technology

9th class - CDT by doing (polarising)

10th class – CDT by imagining (balancing)

11th class – CDT by individual thinking (analysing)

12th class – CDT collaborative/collective thinking (judging)

A project week for all grades - responsibility

learning obj:

to find an appropriate level of responsibility

take responsibility to organise a project week

give one responsibility during the week to all grades