

## LEARNING EXPERIENCES - ECOHOMES

This template is designed to be generic to both exam boards

<b>Title of scheme</b>	Ecohomes				
<b>Unit (s)</b>	Elements of Unit 1, 2, 4 and 6	<b>Level</b>	2	<b>Ref</b>	2-02
<b>Aim and objective</b>	<p>To consider the issues of sustainability in relation to communities.  This experience could be developed from the Designing our Community learning experience.  In order that the opportunities for PLT's are realised, elements of the Unit content will need to be taught prior to the 'enterprise' style task being set (see below)</p>				
<b>Intended outcomes</b>	<p>Each team (see below) to make a 2D and 3D outcome of their proposals for a new sustainable community, which would form part of the town programme to cope with increasing housing demands.  The students will make a verbal presentation of their work to a panel of experts.</p> <ul style="list-style-type: none"> <li>• Drawings – plan views</li> <li>• Card models</li> <li>• Photos</li> <li>• Essays</li> <li>• Presentations</li> </ul>				
<b>Approximate duration</b>	Estimated at 15glh + pre experience visits and teaching + presentation				
<b>Applied learning opportunities</b>	<p>Visits to existing communities – new e.g. Greenwich millennium village and old – e.g places in London local to GMV (to compare in 1 day out of college)  On going support from an environmental or landscape architect.  Visit the Building Research Establish Innovation Park – see link below  <a href="http://www.bre.co.uk/page.jsp?id=962">http://www.bre.co.uk/page.jsp?id=962</a> – there will be a link here with the Materials unit</p>				
<b>Teaching tips and links to other modules</b>	There are opportunities for the teaching of scale, CAD and modelling techniques				
<b>PLT's opportunities</b> By referring to the specific PLT criteria under each heading, deliverers will find many opportunities to develop the learning potential.	Creative thinkers		This learning experience is best done as a team exercise with the class broken down into groups of 5 or 6 students. Differing situations can be given to each team so that they have to argue their point. Providing deadlines are set and applied learning opportunities are used, all criteria within the PLT's can be met		
	Effective participants				
	Independent enquirers				
	Reflective learners				
	Self managers				
Team workers					

<p><b>Resources and environment required</b></p>	<p>Multi material workshop/Drawing office          Computer suite          Presentational area with multi-media facilities          Model making materials and equipment (card, foamboard etc)          Log onto <a href="http://www.bioregional.com">http://www.bioregional.com</a> to see the Bedzed project and arrange a visit          The following websites also provide useful links to an excellent project in Cambridge. The CABA website is worth a more in depth study for resources  <a href="http://www.countryside-properties-corporate.com/ese2007/case-studies-imaginative-design">http://www.countryside-properties-corporate.com/ese2007/case-studies-imaginative-design</a>  <a href="http://www.countryside-properties-corporate.com/group-news/accordia--1st-housing-scheme-to-win-sti/44521">http://www.countryside-properties-corporate.com/group-news/accordia--1st-housing-scheme-to-win-sti/44521</a>  <a href="http://www.cabe.org.uk/default.aspx?contentitemid=2798">http://www.cabe.org.uk/default.aspx?contentitemid=2798</a>          A PowerPoint presentation on Sustainability can be found on the Link-Ed website</p>	
<p><b>Further learning opportunities</b></p>	<p>The Community Housing Challenge is a one-day or 2 x ½ day activity which is enterprise based and asks students to consider the planning and costing issues for the development of an affordable housing complex.          Further details can be found at the Link-Ed website.          MMC learning experience in this series</p>	
<p><b>Assessment method, including peer and self assessment</b>          For further information regarding the exact spec criteria that can be met, please refer to separate schedule in Excel</p>	<p>Unit 1 – Design of the built environment – good and bad communities          Unit 2 – How it is going to be built – materials – structural form          Unit 4 – Creating the built environment          Unit 6 – Why are they doing it this way? – Why is sustainability important?          Each team can make assessments of the others at the occasion when the panel of experts are invited to listen to the verbal presentation.</p>	
<p><b>Differentiation opportunities</b></p>	<p>Practitioners can either divide the group into mixed ability teams whereby the more able support others, or differentiated teams, thereby enabling support to be targeted at specific teams and higher expectations required of others. If this learning experience is carried out as suggested as an introductory task, the former may well be more appropriate.</p>	
<p><b>Functional Skills connections</b></p>	<p><b>Maths</b></p>	<p>The use of measurement and scale in 2D and 3D</p>
	<p><b>English</b></p>	<p>Preparing and presenting to a panel of invited experts</p>
	<p><b>ICT</b></p>	<p>Using PP to support presentation</p>
<p><b>Homework opportunities</b></p>	<p>More in depth research and analysis using the websites provided or other that learners identify.          Questionnaire to friends and family regarding their thoughts on living in a sustainable house or community. (e.g no car and a ‘funny’ looking house)          Preparing questions for the professionals who come to support.</p>	