Choices Matter (Draft)

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Storyline	Key Questions	Pupil Activity	Class organisation	Materials	Outcome
1. The community	Who do you think lives in a community? (This should be a smaller community, between 2000 and 40000 inhabitants)	Class discussion leading to a list of people living in a community, men and women with different occupations, children, old people, maybe also disabled people …	Whole class	Flipchart paper for recording list of people	Activating the students' prior knowledge
2. The resident families	What families are living in the community?	Pupils decide on families- each group is a family.	Groups		
	What do the family members look like?	Pupils make collage figures and think up biographies The families come to a quick agreement of what kind of residence they want to have, add it to their biography.	Individual Groups	Scrap materials, glue, scissors	Creating a "person" with an adequate and plausible biography
		Presentation of the families.	Groups, whole class		Speaking in front of a group, asking questions, arguing reasonably

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3. The town	What does your town look like? (Marketplace, church, factories, offices, shops, schools, sport facilities etc…)	Pupils find out about their own community and/or make up a map of the community (real or fictitious) Students may make a visual to represent their ideas	Groups, cross groups, whole class	Google map of community or materials for making the plan of a fictitious town.	Making a two-dimensional plan of a three-dimensional thing
4. A day in the life – diary of the day	Which places do you visit or use in your town?	Pupils write a description of what their character does during the day, where they go in the morning, in the afternoon, in the evening.	Individual	Writing paper	Creative writing, spelling
	How do you travel there? (Travelling-how far? Directions? Mapping? Distance? Kind of transportation?)	Mark the ways or routes they choose. List kinds of transportation (bike, car, bus…)	Groups	map of community	Develop an understanding of the needs for transportation in a modern society
		Presentation of reports to the class.	Whole class		Sharing ideas, refining the image of the community

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5. The announcement: Fuel will be rationed to all communities in the country. (in the future each community will get only 5% of the present annual fuel consumption)	How do you think this might change our lives?	Brainstorm and list different kinds of problems.	Groups, whole class	Flipchart paper	Problem solving, listen to others
	How do you think we could prioritize our communities' uses of fuel?

Do you agree on this list? (If not, why?) | Pupils generate a list of organizations and/or persons who will be allowed to use the small amount of fuel left. The list is pinned to the wall, each child gets 4 adhesive points (post its) and marks the organizations/persons he/she thinks should get fuel (e.g. doctors, fire brigade, police, the mayor, central heating in the hospital, ill people, rich people?..) Only these are exempt from the fuel prohibition! | Whole class | Flipchart paper, adhesive points that stick to paper. (~2 cm in diameter) | Imagining consequences of a new situation, arguing rationally, defining fair solutions, accepting democratic decisions |
| 6. Considering the problems | What do you think will cause the most serious problems? | Pupils list services that may rely on the use of fuel like heating, individual transport, public transport, air conditioning, electricity… | Whole class | | Activating precognition, logical and analytical thinking, knowledge of energy problems |
| | How will the problems affect families living in the community? | The families discuss the arising problems. Then each group names a reporter.

The reporters interview the families in front of the whole class. | Groups

whole class | Tape recorder Student created list of questions | Speaking in front of a group, thinking up an interview guideline, acting |

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7. First solutions	What could be done to maintain most of the services with as little fuel as possible?	The families concentrate on one service and develop solutions like burn logs for heating, use bikes, horses, walk…stage coach, build canals and go by boat…remove air-conditioners, use ice blocks cut out of frozen lakes…use alternative energy, wind, solar, water … Students write their ideas on flipcharts.	Groups	Flipchart	Imaginative thinking, Problem solving Writing, spelling
		The ideas are presented at the meeting of the citizens	Whole class		Speaking, discussing, arguing
8. Considering impacts, side effects	Apart from the wanted effects, what other effects might your solution produce?	One pupil from each family presents the ideas to another family – questions and doubts are written down.	Cross groups		Testing hypotheses and initial remedies
	What changes in our community would be necessary to guarantee the desired effects?	The map of the community is marked with question marks wherever changes need to be made.	Whole class	Map of community	Cooperate in a large group, visualize ideas

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9. Designing a new community	What sort of house would you want to live in under the above mentioned circumstances? How would you travel to school, work, the doctor, the piano lesson?...	The families design a house of their own, they decide in which part of the community it should be in order to have short distances to work, school etc. 3-D-box model.	Groups	Cardboard boxes, glue, scrap material Map of community Research opportunities to learn about alternative/sustainable possibilities	Problem solving, creating solutions for unexpected situations, applying knowledge
	What would you do to save electricity, heating, warm water?	They decide on an energy saving policy for the family.	groups		
10. Support by the community	What could the community do to support the citizens in getting along with the new situation?	Pupils list ideas like start a house swapping agency so that no one has to live far from his work, give loans to people, build streets and garages suitable for horses and so on…	Class		creating solutions suitable for a whole community (most probably demanding a number of compromises)
11. Daily life in a future community	What does your town look like now?	Pupils prepare a TV show with information on the new community. They take e.g. the rolls of the anchorperson, family members who are interviewed, reporters, the mayor, police officers etc. The show is taken on video.	Groups prepare parts of the video. Student created Whole class	Video camera Student created scripts	Presenting a problem and suitable solutions to a greater audience

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12. Incidents	What would you do in the case of..?	A huge fire in the community, an even harder cut on fuel, if huge amounts of oil where found in Sweden..?	Class brainstorm	Map of community	Brainstorming, understanding sustainability
13. The expert	How would you explain your ideas to an expert on energy?	The pupils write a questionnaire for an interview with an expert and ask him/her the questions, when he/she visits the class.	Groups Whole class		Gaining assertiveness towards experts
14. Parents	What would you like to tell your parents about the use of energy?	The video is shown to the parents, the pupils talk to their parents.		Video (preferably a beamer to project the video)	Pride, Arguing when adults are present
14. Reflections	What have you learned from this storyline?	They discuss the learning outcomes.	Class		