

Storyline: The Day our World Blacked out

Storyline	Key Questions	Pupils Work /activities	Class Organization	Resource	Outcome
<p>1. The Setting (Imagine a secluded modern village, in the bottom of the fjord surrounded by mountains and the sea. A place that has all the modern technology and convenience known to man)</p> <p>The setting may also be in your own town.</p>	<p>What would the village look like? What buildings would you have in your village? What type of houses would you find there? What are the main sources of energy in your town (windpower, gas, nuclear, geothermal etc) What would be the main profession in the village? Are there any factories? Tourist?Fishing Industry? What other jobs would there be? What sort of public transportation do you have in the village?</p>	<p>Brainstorming</p> <p>Create 3d buildings.</p> <p>Brainstorming</p> <p>Brainstorming</p> <p>Brainstorming</p>	<p>The whole class</p> <p>Individual/group work</p> <p>The whole class</p> <p>The whole class</p> <p>The whole class</p>	<p>Whiteboard/Flipboard</p> <p>Cardboard, boxes, colours, scissors, glue etc.</p>	<p>List of public buildings.</p> <p>A display of a 3d village.</p> <p>An idea of the power source.</p> <p>A list of the villagers' jobs.</p> <p>Ideas of public transport system.</p>

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<p>2. The Villagers / inhabitants and families</p> <p>The idea should be here that the villagers who are familiar with modern ways of living are consuming a lot of power in their amenities.</p>	<p>What is your very modern and technologically advanced family like?</p> <p>Who are the members of your family?</p> <p>What can you tell us about them? What is their profession? Hobbies? What things do they enjoy doing that requires power to do so? What foods do they enjoy? Drinks?</p>	<p>a) Brainstorm in groups.</p> <p>b) Create the family members.</p> <p>c) Write their biographies, name, age, address, hobbies. Likes</p> <p>a) The groups tell about their family.</p> <p>b) Put the family together on the wall.</p> <p>c) profession in english</p>	<p>Family groups</p> <p>Family groups</p> <p>Family groups</p> <p>Family groups</p> <p>Family groups</p> <p>Family groups</p> <p>Family groups</p>	<p>Paper, cloth and yarn</p> <p>Small paper</p> <p>Their person</p> <p>The family</p> <p>Books, maps, internet</p>	<p>Your family.</p> <p>Knowledge about the families. Practice in telling others.</p> <p>Families on the wall.</p> <p>List of professions</p>

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<p>3. Your home (create the home for your family showing all appliances)</p>	<p>What does your house look like?</p> <p>How do you keep it warm? What electrical appliances do you have in your home?</p> <p>What electrical appliance do you use in the kitchen?</p> <p>How do we preserve food? Cook food?</p>	<p>Create your home, exterior.</p> <p>Brainstorming</p> <p>Draw a picture of the interior.</p> <p>Electrical equipments in english</p>	<p>Family groups</p> <p>The whole class</p> <p>Family group</p>	<p>paper, colours</p>	<p>A 3d house added to your village.</p> <p>A list of electrical appliances</p> <p>A drawing of the interior of your home</p> <p>List of electrical equipments</p>

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<p>4. The incident One morning when the villagers wake up there is a power blackout. Nothing seems to be working. And public transport is down. There seems to be no way in or out of the village.</p> <p>The town mayor summons the villagers by word of mouth to a village meeting. He tells them that so far no one knows what has happened and there seems to be no communication with the outside world to find out. But he has sent a messenger to another town for news but in the meantime the villagers are without power.</p>	<p>What do you think has happened? What impact will the blackout have on the family's daily life? How does your character react to the situation?</p> <p>What impact will the blackout have for the village and public service? What will happen to the bakery? How will the jobs of the villagers be affected?</p> <p>A diary entry from your characters point of view. First day of school or work without power. What you are no longer able to do.</p>	<p>Brainstorming</p> <p>Brainstorming</p> <p>Create notices from companies of how their service has been affected.</p>	<p>The Whole class</p> <p>Regroup in work groups. Groups created according to the villagers jobs.</p> <p>Individual work.</p>	<p>Flip board</p>	<p>A list of ideas of what has happened.</p> <p>Possible ideas of the effects on the community such as if there was a bakery. Use village display. The baker could no longer bake bread, The banks shut down, ATM machines no longer working.</p> <p>A written description of the first day without power.</p>

Children experience a day at school without using power. Use the experience to add to their journal. I.e. feelings.					
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<p>5. The incident continued. Energy conservation After two weeks of no power. the messenger returns with news and an announcement from the president of why their village had a blackout. It seems the villagers have been wasteful of their resources and unless they come up with real ideas of how to save power will the power be turned back on. (Here a prepared letter from the president read to the class)</p>	<p>What could you do to save power /electricity?</p> <p>What strategies can be put into action to reduce energy use in the community?</p>	<p>Brainstorming</p> <p>Research on power usage for appliances such as washing machine, oven, drier, freezer, computer, lights etc</p> <p>Family groups /individual work</p>	The whole class	<p>Internet /books</p> <p>Interview with power companies and consumer (neytendasamk) Specialists come to class and answer students' questions.</p>	<p>Ideas of ways of saving energy</p> <p>Poster</p>
<p>6. The resolution Government officials come to the village to meet with the villagers. They must convince the government official they have found ways of conserving energy and have plans of saving energy in the future.</p>	<p>How are you going to present your ideas to the government officials?</p>	<p>Create posters with ways of saving energy.</p> <p>The groups present their ideas and posters to the president</p>	Family groups		<p>Explain to the official the strategies the town has undertaken to reduce energy consumption. He will ask lots of questions and want to know their plans for the future!</p>

7. Part 2. How we create Energy in our country.	How do we create Energy? What other ways can we create energy?	Brainstorming Brainstorming	Whole class	A field trip to the local powerplant /An expert visits the school.	A powerpoint slide of how we create Energy in our country.
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