

Multiplier Event 2.

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Content creation and the adoption of behaviour traits

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CONTENT CREATION

Objective:

To produce teaching and learning material for people with DS.

Areas:

The environment and sustainability.



We developed the contents based on behavior traits which were selected and prioritized based on:

- 1- practical experience,
- 2- practical background literature (mainly S. Buckley and others).

To maintain the interest of students with Down Syndrome was also prioritized.



Principles on which the development of contents was based

1. Learning is **visual** as people with DS are visual learners.
2. The contents are **practical and meaningful** but never abstract.
3. So they are **relevant to the students' lives**.
4. Concepts are explained **clearly**.
5. Concepts **relate** to each other.
6. Concepts follow a **logic sequence** based on their relationships.
7. Only one concept per sentence.
8. Ideally one concept per slide.
9. When concepts are introduced they are explained.
10. Concepts are assisted with **visual aids** (images) **and activities**.
11. Activities include: **outdoor, school activities and virtual activities** and games.
12. They are designed **to learn** about the concepts **and reinforce** the learning.

A selection of areas to encompass essential information on the environment and sustainability.

Strand 1) My environment

- Water
- The oceans
- The atmosphere
- The animal and plants
- People in the city

Strand 2) Rubbish and pollution

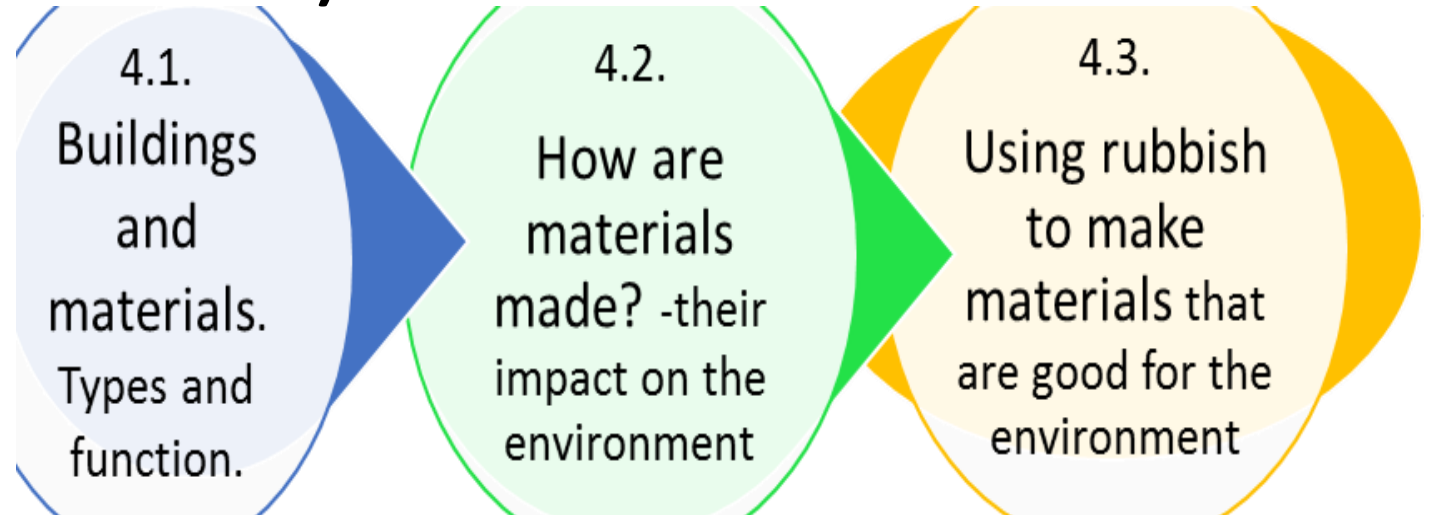
- Landfills
- Incinerators
- Recycling and reusing
- Air pollution
- Earth pollution

CONTENTS

Strand 3) Where does rubbish go?

- Incinerators
- Landfill
- Illegal dumping
- Recycling and re-using

Strand 4) Construction and the Environment



In Strand 4 (Construction and the Environment), contents are split 7 areas

Buildings



Modern vs historic.
Materials.
Main parts of a building
(foundation, walls, roof,
electricity and plumbing).

Cement



What is it?
How is it made?
What is it used for?

Bricks, tiles and pottery



Applications of clay in
buildings.
Brick making and use.
Tile making and use.
Pottery.

Concrete



What is it?
How is it made?
What is it used for?

Rocks



Different rocks and their
function in buildings.
Quarries.
Stonemasons.

Mortars



What are mortars?
How are they made?
What are they used
for?

An example of the targeted learning outcomes in the area: Construction and the environment.



The student shall acquire some knowledge on:

- How producing building materials alters the environment.
- Environmental impact of cement, ceramics and quarrying.
- Greenhouse gases, global warming.
- What can we do to protect the earth?
- Using materials that don't need quarrying and firing.
- Using rubbish to make building materials.

The understanding and acquisition of knowledge is supported, assisted and facilitated by means of activities.

Activities include:

- outdoor,
- school and home activities
- virtual activities.

- Some involve **practising and developing communication** (making presentations and discussing subjects in class).
- Others involve the **use of technology** (computer, phone /camera, write email, find information in the web).
- Some activities are related to **numeracy and science**, e.g. using maps, buying items, explaining a shop receipt, developing an understanding of strength and durability.

E.g. Virtual activities – Refer to VLE BJALAND’s presentation
Drag the rubbish into the right bin.



Example of outdoor and school activities

Go to a DIY store or a builder's provider.

Take photos to discuss in class.

Look at plumbing pipes- what are they for?

E.g. To get running water in homes ...

Look at sinks and toilets - where do pipes go?

Look at plugs and electric wires.

What are they for ? What do they power?

Where are they in buildings?

Look at bricks, tiles, timber, cement, sand.

What are they for ? e.g. walls? floor? beams?
roofs? gardens?

Other activities: Visits to plastic recycling facilities, compost making facilities, quarries, pottery makers, brick factories, construction sites, cement factories.

Visit a building of your choice.

Take photos of the building and the materials in it.

Make a presentation to the class:

- What building is it? (cinema, shop, hospital...)
- Where is it? Show in map
- Do you go there? What for?

Show photos of the materials in the building.

- What are they?
- What are they for?
(e.g. bricks for walls? mortars? metal? tiles or stone for floors?)



Thank you for
your attention