14. My dream city

Title	My dream city
Content/ Subject areas	The topic: The three-dimensional/spatial bodies Subjects: Math, science, architecture, physics, craft and technologies.
Target group	15-16 years old, 18 students
Learning objectives / competences	Learn to distinguish different types of spatial bodies in the environment - Mathematical competence and basic competences in science and technology - Problem-solving - Creativity - Communication
Description of overall activity	Students, working in small groups, practically create the model of their own dream city, using the knowledge about spatial bodies, gained through geometry, craft and art. In their models of dream city students have to somehow show what is important, valuable and interesting for them. Also, for creating the model, they use knowledge of the different meanings of buildings and their forms, and, to some extent, knowledge of geography. After the model of dream city is created, students have to present it to whole class.
Description of the process and teaching/ learning strategies used	In the first lesson students are introduced with the classical spatial body types which examines geometry, students collect data on what spatial bodies they already know and where they are able to see them in the environment, as well as they have the opportunity to create a spatial bodies by themselves. At the end of the lesson, students get acquainted with the work task - to create the dream city using spatial bodies and to present it to class - , as well as with evaluation criteria. During the next week after school lessons groups of students (2-3 students per each group) create shared vision of their own dream city, agree on what kind of buildings and other urban sites will be created, what will be the shape, etc., distributes duties among themselves and create a model of the city. At the final lesson students present their work to others.
Evaluation/ types of assessment	The group's work is evaluated in 10-point scale, taking into account the students' ability to describe their dream city, to name the spatial bodies used in the model, as well as how thoroughly the job is done.

Materials and tools	Paper, glue, plasticine, Christmas decorations, cardboard, paints etc.
Timing and learning environment	The approximate performance time is one and a half week. The main part of the work (creation of the model) students do out of school lessons.
Conclusion	Learning about the spatial bodies becomes a means of self-expression - the student should know what kind of spatial bodies exist in order to implement their ideas. Created models can be used to study in depth the characteristics of spatial bodies.
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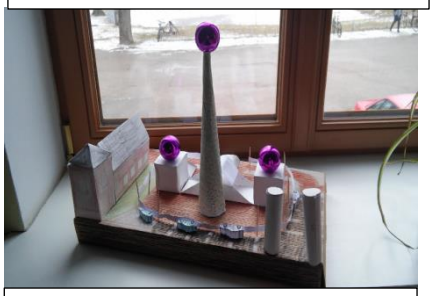
Typical small town

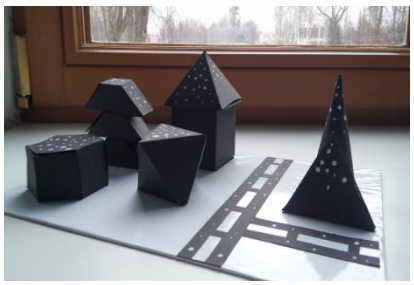
The only model, which has a movement - a child builds a snowman in the foreground

The theater is in the foreground, but the city center has a modern



A futuristic city - cars drive most unusual directions

Suburb of big city



Unconventional color combinations can be