

Teacher's guide: Materials and Combinations

Theme

- Brick products
- Mortar products
- Combinations of brick and mortar products
- Recycling

Recommended duration

- 55 min.



Introduction

The material includes a video that presents why brick materials are particularly suitable for recycling and the benefits thereof. Emphasis is placed on recycling and its importance in the choice of brick and mortar combinations. The advantages of using recycled materials in terms of climate and resource consumption are illustrated at a general level.

A task sheet with questions related to the video has been prepared to ensure that the apprentice works on relevant topics, enabling the achievement of the learning objectives for the material.

Finally, there is a class knowledge-sharing session where the apprentice can share answers to the questions on the task sheet and reflect on the video content.

Preparation

The teacher should:

- Introduce the material/course
- Start the apprentice watching the video
- Assist the apprentice with consultant help in answering the task sheet. The teacher should be familiar with national requirements for load-bearing capacity, insulation, fire properties, and exposure classes. (See possible solutions for the task)
- Facilitate knowledge-sharing, allowing all participants to contribute with their answers to the tasks and offer questions, elaborations, and comments.
- Help clarify the participant's answers and write them down as a shared class note.

The participant should:

- Be able to watch and hear the video
- Be able to reproduce, reflect, and apply their knowledge to solve tasks
- Be able to explain (share knowledge) their answers to the questions in the task

Teacher's guide: Materials and Combinations

- Be able to listen to other participants' answers
- Be able to draw/write notes that help them remember their knowledge and opinions.

Organization:

The teaching is facilitated through a mix of individual work and group work. Participants can engage in solo or small group learning. The content of the video and answers from tasks are gathered during knowledge-sharing, where the instructor helps the apprentice clarify their answers and writes them on the board for a collective class note.

Teaching Space:

Conducting the teaching requires:

- Participants to be able to watch the video from the website
- Participants to be given the task
- Participants to have the opportunity to jot down their thoughts on a suitable medium
- Participants to have the opportunity to convey their answers

Learning Objectives

- The apprentice can recognize different types of brick products (Virgin products and recycled products.)
- The apprentice can recognize different qualities.
- The apprentice can generally assess the difference in climate impact between recycled and new brick products.
- The apprentice can select the right complementary materials for specific tasks.

Content and Purpose

The purpose of the content is to provide the apprentice with knowledge on how to avoid using mortars that are so strong that the brick cannot be cleaned and reused.

Proposed Lesson Plan

The teacher initiates the lesson and introduces the material/course (5 min.):

- Introduction/re-introduction to the website

Video (5 min.):

- The apprentice watches the video

Tasks related to the video (30 min.):

- After watching the video, the apprentices work on answering questions and solving tasks related to the topic, ensuring coverage of the content associated with the learning objectives.



Teacher's guide: Materials and Combinations

Knowledge-sharing (15 min.):

- Class-level knowledge-sharing with a collective review of the topic and relevant questions for discussion. This is done using a PowerPoint that supports knowledge-sharing and summarizing the key points from the lesson, as well as using methods for collectively generated knowledge, such as writing answers/notes/terms on the board or in a shared document (15 minutes)

Differentiation

The participant's ability to perceive and reflect on the content of the video and seek information about the topic allows for more or less advanced contributions to knowledge-sharing.

Feedback and Evaluation

With each contribution, the participant receives direct feedback from the teacher, as the teacher helps clarify the argument before it is written on the board. The participant will experience that 'good' contributions are acknowledged and written directly on the board, while imprecise/incorrect contributions are assigned/reinterpreted in collaboration between the teacher and the participant before being written on the board.

