**Co-teacher: Cvenkel**
**Class: 2Č**
**Hour: 5th**
**Topic: Life in the Future**
**Method: Frontal, whole class, group work.**
**Materials: PowerPoint presentation, projector, Internet, computer, whiteboard and whiteboard marker.**

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| Time | Teacher Activity | Student Activity |
| 8’ |  I greet the students and introduce the topic by asking what they think the future will be like. I mention that this idea / question has appeared in many films and TV shows over the years. I then show them three possible futures taken from pop culture (Futurama future, Terminator future and first contact future (aliens)) and encourage them to comment on them. I stop at the last of the three slides and ask if the students are familiar with all of the aliens in the picture (all taken from TV and films).  | The students participate and tell me what they think the future could be like.The students comment on the pictures and participate when asked questions about them.  |
| 2’ | I direct their attention to the next slide and divulge that humanity has always wondered about the future. In fact, that some of the greatest minds in history have tried to plan for what is to come.  | The students and listen and comment as necessary.  |
| 15’ | Continuing with this theme, I draw the students’ attention to the slide and ask them if they can identify the sketch and invention provided (Leonardo da Vinci’s parachute). I ask the students to tell me what they know about him and his work. I fill in the holes in their knowledge (when was he alive, what fields he dabbled in, etc.). We then look at a few more of his inventions. I allow the students to guess the purpose of each one (diving suit, tank, flying machines, machine gun, robotic knight, etc.). | The students participate and identify the sketch and invention provided.The students describe Leonardo da Vinci to the best of their abilities. They listen as I fill in the gaps in their knowledge. The students do their best to guess the purpose of each invention on the screen if they can.  |
| 5’  | I then tell them that Leonardo was not the only man to wonder about the future. I describe the *Visions of the Year 2000* picture collection from France (end of 1800s) and show them a few pieces to give them an idea of how they thought France would look in the year 2000.  | The students and listen and comment as necessary. |
| 15’ | As a final exercise, I instruct the students to get into groups of 3 or 4. Each group will receive an item and have to upgrade that item for the year 2100. They are also instructed to use future forms when reporting back and are encouraged to draw their item if they can. The students are given approximately 8 minutes to complete this exercise before each group reports back to the class with their ideas / drawings.  | The students get into groups of 3 or 4. Each group receives an item and upgrades that item for the year 2100 drawing it if they can. The students complete this exercise and each group reports back to the class with their ideas / drawings using future forms to do so. The other students listen to each group’s ideas. |