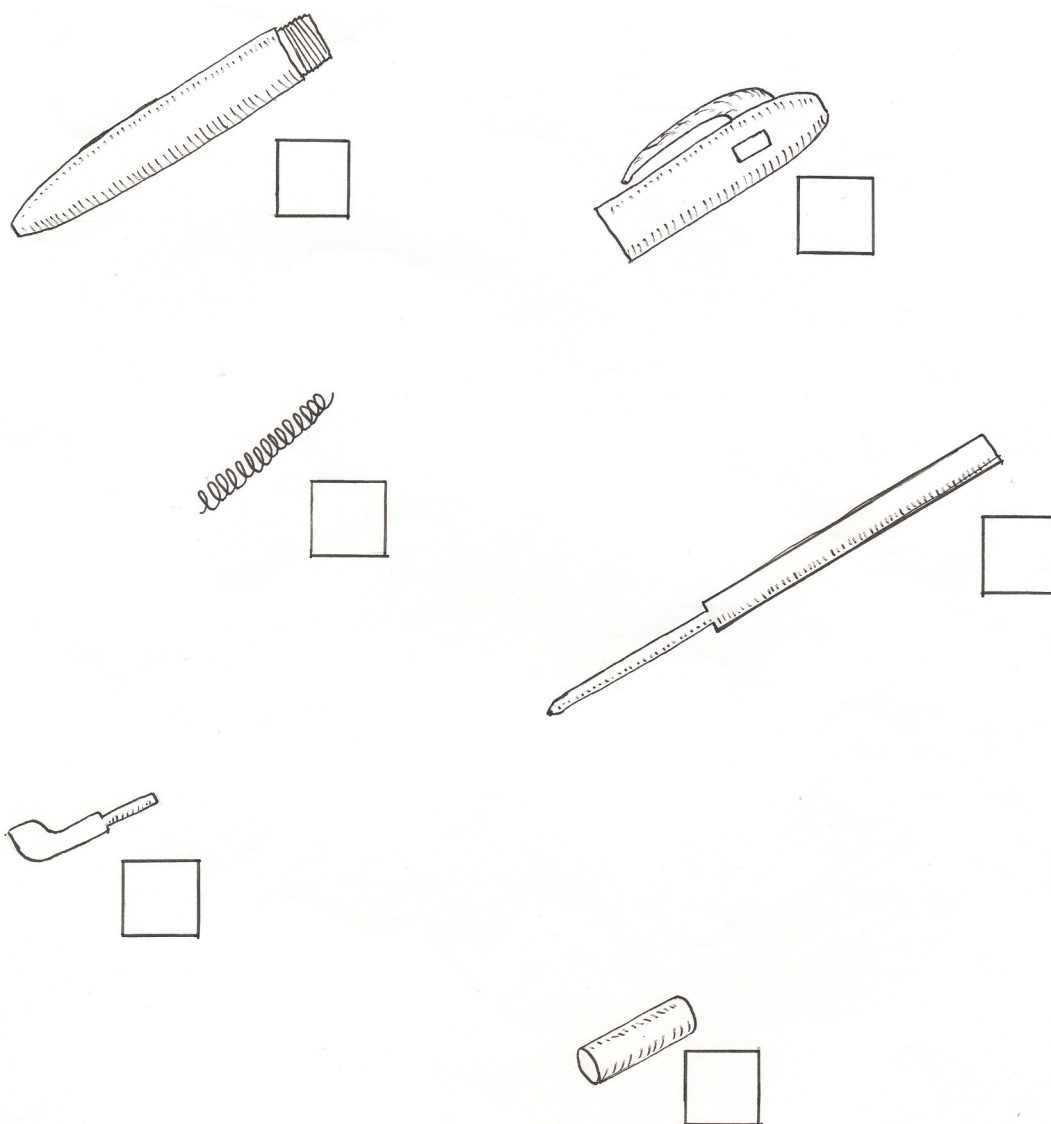
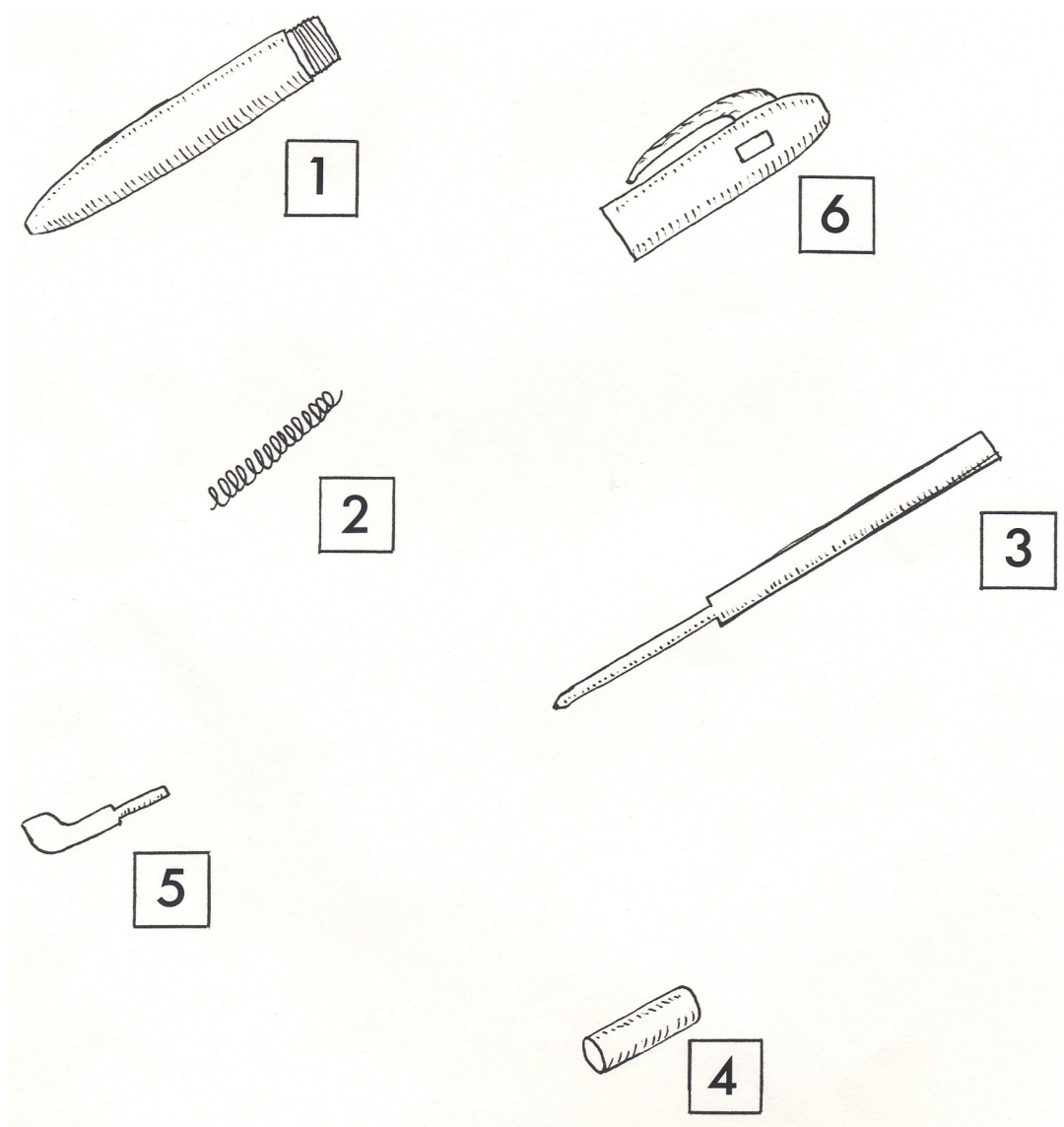


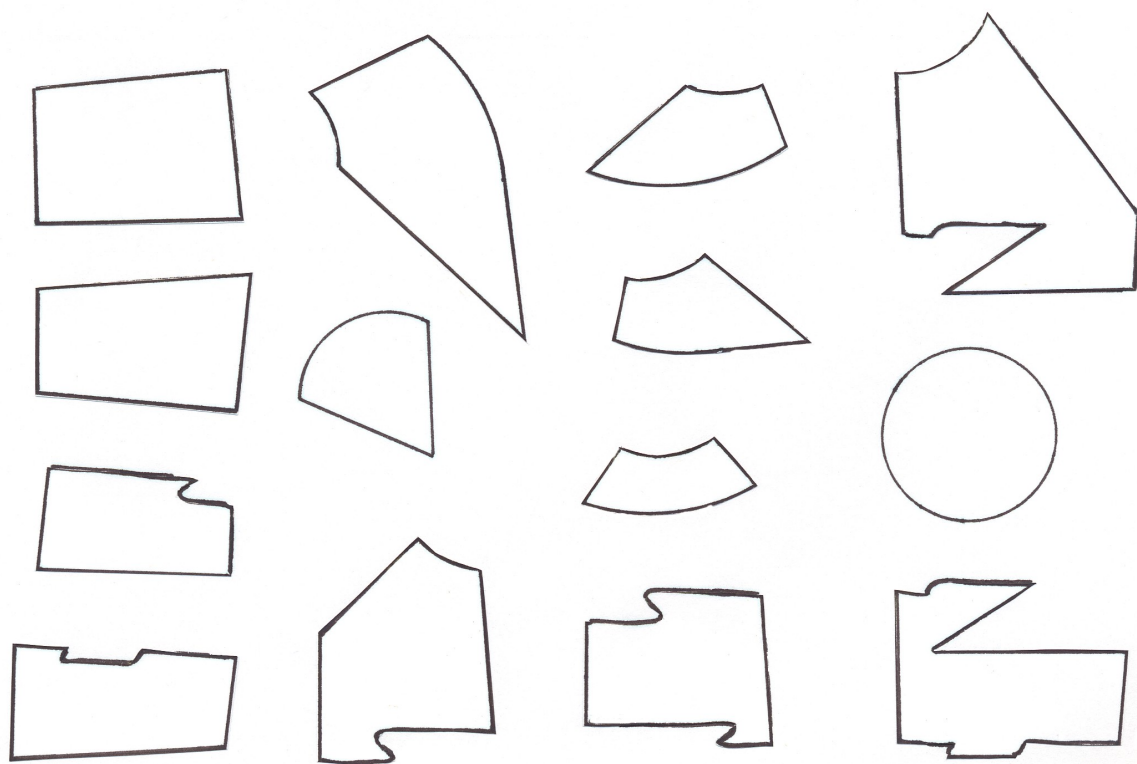
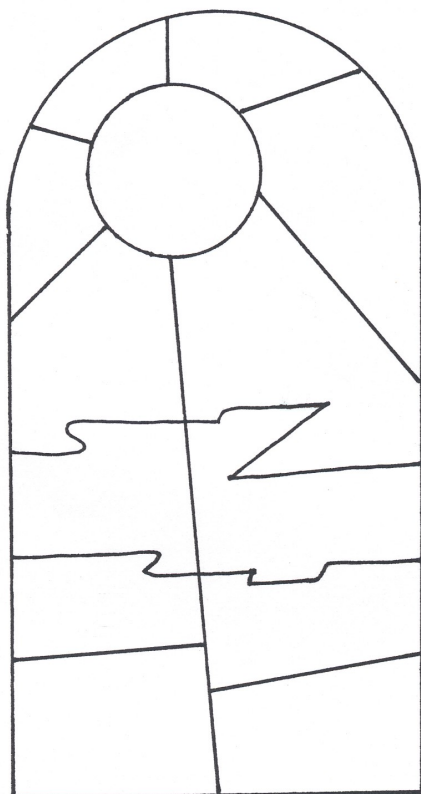
**WORK IT
OUT****Reconstruction**
"The pen"**18-21****Level 2**
Exercise 1

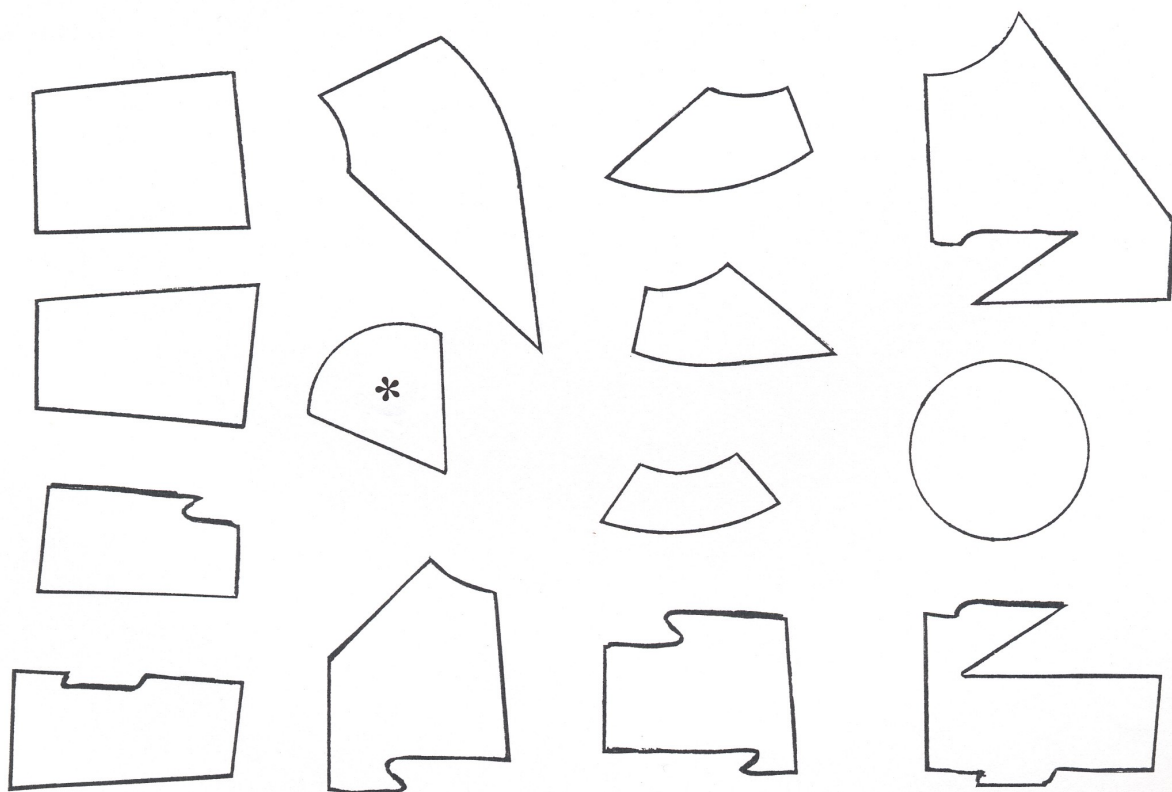
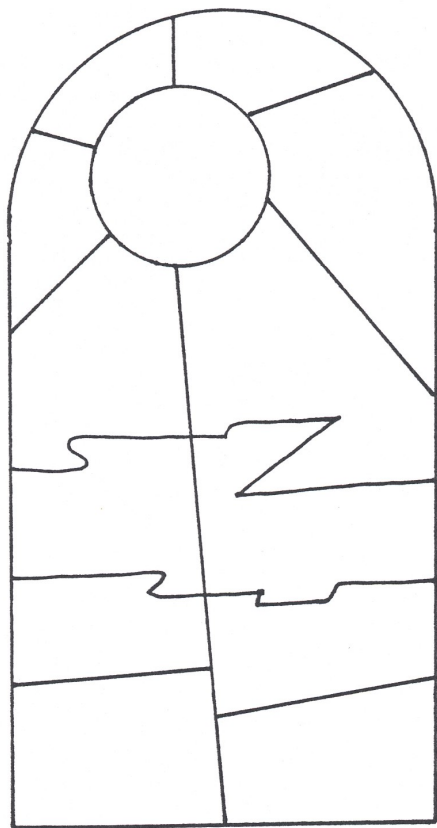
Aims	<ul style="list-style-type: none">- Practising observing and comparing.- Practising reconstructing and associating.- Practising the visual manipulation of drawn objects.- Practising reconstruction from concrete elements
Applications (examples)	<p><u>In class:</u> any mental activity involving constructing something from component parts (geometry, engineering drawing, technology for a visual reconstruction; the same reasoning and analysis can be applied in the area of grammar: elements of a sentence, tenses of regular verbs, prefixes and suffixes...)</p> <p><u>At work:</u> any job including construction, for example joinery and assembling (there are numerous jobs requiring this skills in the manufacturing industry). This exercise deals with a simple and light mechanism which can be an introduction to the assembly and disassembly of more complex tools.</p> <p><u>In everyday life and leisure:</u> any activity involving the construction of something from its component parts, for example building flat-pack furniture or knitting.</p> <p>Also any activity involving understanding a set via its sub-sets (DIY and repairs requiring understanding of a mechanism).</p>
Materials	A sheet of paper with drawings of the parts of a dismantled ball point pen.
Instructions	The students have to number the parts according to the order in which they are used when reconstructing the pen.
Comments	The teacher could plan to bring a few pens for those who don't have one and would like to work manually before transferring their experience to the exercise.
Variations (examples)	The students could discuss the concept of the ball point pen itself, particularly the use of the spring. Why is it necessary, what does it do? The students could reconstruct a pen without a spring and draw conclusions,
Individualisation	Yes.
Answers	Yes, as an example.





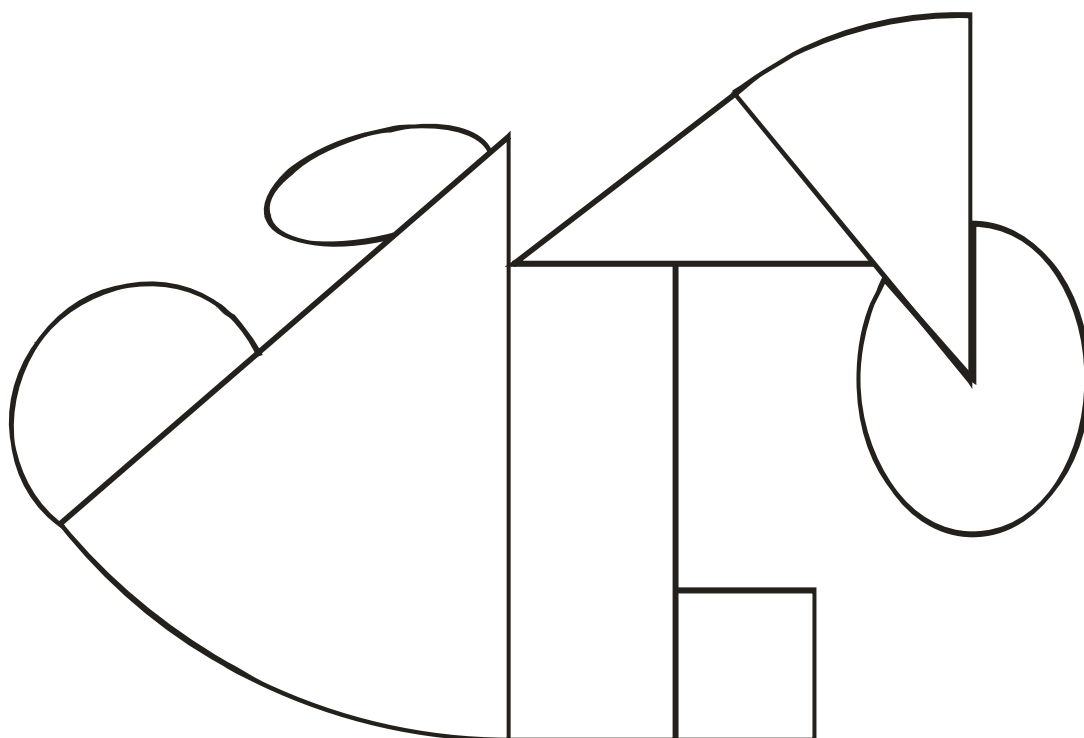
<i>WORK IT OUT</i>	Reconstruction "The stained glass window"	18-22 Level 2 Exercise 2
<i>Aims</i>	<ul style="list-style-type: none"> - Practising visualising one shapes on top of another. - Practising comparing and combining. - Practising discriminating. - Practising finding bearings so as to construct a shape from its elements. 	
<i>Applications (examples)</i>	<p><u>In class</u>: any mental activity involving constructing something from component parts (geometry, engineering drawing, technology for a visual reconstruction; the same reasoning and analysis can be applied in the area of grammar: elements of a sentence, tenses of regular verbs, prefixes and suffixes...)</p> <p><u>At work</u>: any job including construction, for example joinery and assembling (there are numerous jobs requiring this skills in the manufacturing industry). Also packing jobs. <u>In everyday life and leisure</u>: any activity involving the construction of something from its component parts, for example building flat-pack furniture or knitting.</p>	
<i>Materials</i>	A sheet of paper with drawings of a stained glass window and of pieces of glass.	
<i>Instructions</i>	The learners have to find out which of the pieces of glass cannot be fitted to make the window above.	
<i>Comments</i>	The students may not know what a stained glass window is. Those that know could explain to the rest of the group.	
<i>Variations (examples)</i>	<p>1. The teacher could ask the group if anyone knows what patchwork is and could explain it to the group.</p> <p>2. The teacher could ask the students to make, alone or in pairs, a jigsaw puzzle of a stained glass window or other objects consisting of, for instance, six pieces. These puzzles can of course be presented to the group, but what is interesting here is the reasoning and strategies behind the manufacture, including checking that the puzzle is functional.</p>	
<i>Individualisation</i>	Yes.	
<i>Answers</i>	Yes.	





**WORK IT
OUT****Reconstruction
"Abstract art"****18-23****Level 2
Exercise 3**

<i>Aims</i>	Practising reconstructing an abstract shape, with or without manipulation.
<i>Applications (examples)</i>	<p><u>In class</u>: any mental activity involving constructing something from component parts (geometry, engineering drawing, technology for a visual reconstruction; the same reasoning and analysis can be applied in the area of grammar: elements of a sentence, tenses of regular verbs, prefixes and suffixes...) Also algebra and fractions.</p> <p><u>At work</u>: any job including construction, for example joinery and assembling (there are numerous jobs requiring this skills in the manufacturing industry). Also packing jobs, especially packing of large or fragile parts and all unusual or new assembly work, creating patterns, forms and temporary structures to facilitate building,</p> <p><u>In everyday life and leisure</u>: any activity involving the construction of something from its component parts, for example building flat-pack furniture or knitting. Collages. Making supports for glueing an object back together.</p>
<i>Materials</i>	A sheet of paper with an abstract shape made of some geometric shapes. A sheet of paper with some geometric shapes to cut out
<i>Instructions</i>	The students have to cut out the geometric shapes and arrange them in such a way that they reconstruct the abstract shape on the exercise sheet.
<i>Comments</i>	The teacher could ask the students to reconstruct the abstract shape without manipulation. The exercise, then, does not involve cutting out the geometric shapes and is more difficult.
<i>Variations (examples)</i>	The teacher could ask the students to create an identifiable object or animal with the cut out geometric shapes. Students could work in pairs. When the students have created new shapes, they are listed and the group tries to reconstruct each of them. There are two possible approaches: the shapes are briefly shown to the group or they are not shown and the group, having been told what the shape represents, have to imagine what it looks like and try to recreate it.
<i>Individualisation</i>	Yes.
<i>Answers</i>	The abstract shape on the worksheet functions as the answer.



page 2

