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## **RWL Case-Study**

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### **Name of the programme?**

Zukunftswerkstatt Buchholz [future vision workshop Buchholz]

### **Age of the children involved?**

8 – 18 years

### **What are the goals of the programme?**

Development of a innovativ, out of school learning place for children and young people in the region of Harburg. It is aiming to introduce children and young people to scientific and technical topics and to fill them with enthusiasm for these things with an integral pedagogical approach and innovative approaches of learning and running experiments. So the Zukunftswerkstatt Buchholz tries to create pleasure in learning and inquiry on the one hand and tries to do something against the lack of qualified employees in the field of mathematics, science, technology and computing science and to strengthen the net product and employment in the region. Projects and experiments are carried out for 6-12 months. The topics are chosen in cooperation with regional companies. The children and young people have the opportunity to get in contact with different people from different branches, backgrounds and journeys through life.

### **Which competencies are developed? (according to WG4 competencies lists)**

- Cooperation, participation and social responsibility: Students will be able to take on responsibility, for others and together with others, developing skills for team working, cooperation and active involvement
- Critical thinking: Students will be able to identify connections and relationships: they will determine and report links and relationships between phenomena, events and concepts of different disciplines, developing the ability to identify relationships, to understand arguments and explanations and to assess situations.  
Students will develop the ability to evaluate their actions and monitor the effects these have on the world around them.
- You & Me & All the World Around Us: (Students will) be able to enhance one's personal development, interacting with the world around.  
Students will be able to think and behave according to the bigger global and smaller local environmental and social needs, understanding the need to consider their actions on both.

### **Which of the 9 areas of Big Science Issues does the case-study relate to? What are the Key Words used in the activity? (according to WG2 Big issues mind maps)**

At the moment: none of them

### **What educational strategies (learning models, methods, etc.) are used in your programme?**

inquiry-based learning, project approach, focus on hands on competencies

### **How is the programme evaluated? How do you know the programme achieved its educational goals?**

At the moment they are under construction. They are planning to evaluate the single modules in a formative way. And they are planning to look at the journey through life, especially the decision of a profession, of the participant with an alumni network.

### **Does the programme drive a behavioural change? How do you know that?**



That is not clear at the moment.

**Describe the programme.**

Core approach (under construction): experimentation circles  
changing topics, at the moment energy

e.g.:

„MEGA!WATT?“

for young people age 10-12

What is the difference between fossil fuel and renewable energy? How do we produce electric current?

There are 9 moduls about electricity generation, solar heat, photovoltaic, water power, biomass, wind power, energy efficiency. Its for half a year in a two weeks interval 2,5 hours in the afternoon

„Unter Strom“

for school classes grade 3 and 4 (children age 8-9); one morning

How is electric current produced? How can I measure current? How is a battery working?

**Workshops**

- Bicycle repair workshop
- paper production week (in the holidays; in cooperation with regional printing companies)
- soap box construction

**Photos or videos**



