Good practices

Template for collecting the best practices of using Poly-Universe for Teacher training purposes / courses

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Description of the problem / exercise: **Good practice 29**

At the end of the learning process, students will be able to understand the life cycle of a butterfly, describe each step in the life cycle and know the differences and similarities between different steps in the life cycle.

The task could be realized within the following steps:

1. Students in groups or pairs analyze the video or text in which is described the life cycle of a butterfly.
2. Using the Poly-Universe and plastic straws students create the life cycle of butterflies.
3. Students present their models and explain them to classmates.
4. Students discuss different solutions and provide feedback to each other.

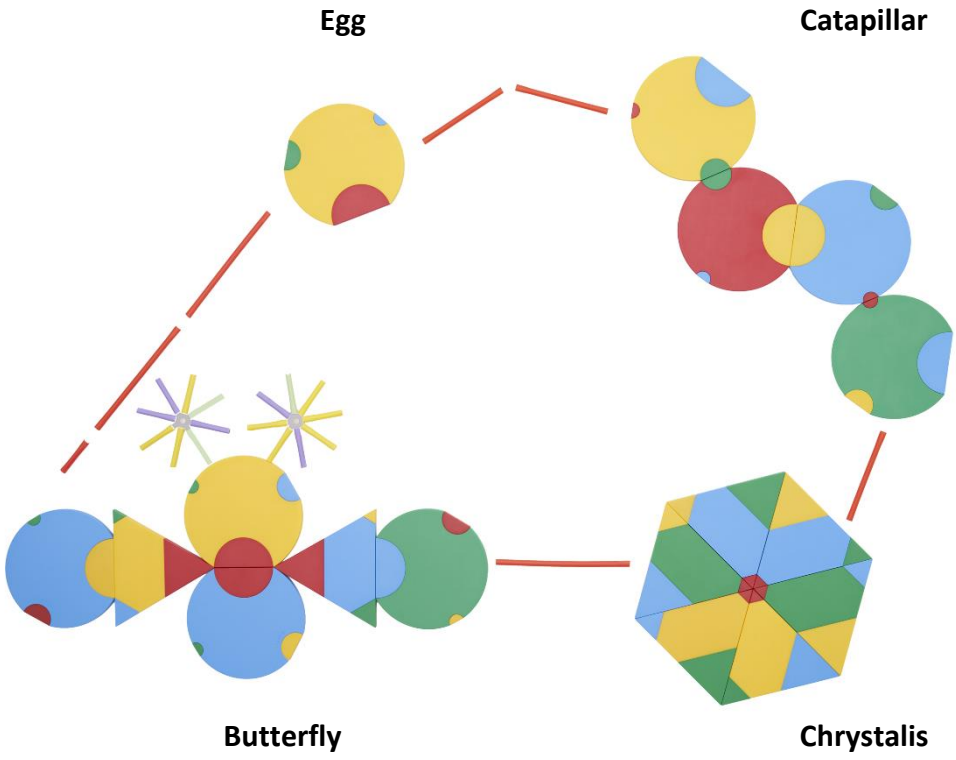

Figure: One possible solution is presented in the photo below.

- *Why this exercise is good:* This learning task helps the students to understand the process of the life cycle of butterflies within the practical implementation of their knowledge and develop their creativity.
- *Level of teacher training:* Primary school
- *School subject(s):* Biology, math, art
- *Comments:* Teachers can adapt this task to the student with disabilities by giving them a photo of an already created model of a butterfly from Poly-Universe and with direct instructions assign them a task to rebuild it. If teachers want to increase the level of difficulties for the gifted students, they can set their rules for connecting parts of Poly-Universe, or ask a student to set their own rules for connections during the process of creation.