Haileybury Habits of Mind Learning Community

Resource Book

Multi-domain lesson plans, assessment tasks and work samples for teaching and learning with the Habits of Mind and the Victorian Essential Learning Standards.
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Introduction
The Haileybury Habits of Mind Learning Community

The Haileybury Habits of Mind Learning Community was formed in 2006 with the idea of creating a sustained and supportive environment for all staff interested in exploring the relationship between their teaching, the Victorian Essential Learning Standards and the Habits of Mind. Pilot groups within the school have been working with the Habits of Mind since 2004, with the learning community developed as a way of extending this community of practice into fresh year levels and new subject areas. A series of five workshops were organized to run throughout the year, with specific focuses ranging from introducing the Habits of Mind to lesson design and assessment. The teachers participating in the workshops were drawn from all three precincts, with guest educators also visiting from a number of local and international schools.

The Resource Book

This resource book evolved from the work undertaken by the Haileybury Habits of Mind Learning Community over the course of 2006. The book is a collection of artefacts gathered from the community and includes lesson plans, work samples and some sets of notes taken from the various workshop presentations. While the work contained within the resource book reflects the thoughtfulness, endeavour and commitment of the staff involved in the project, it is not intended as a perfect, polished text. Instead, it is hoped that it will be seen as a reference point within the ongoing discussion of teaching and learning within this area. The resource book should appeal to those interested in exploring teaching and learning that incorporates the Habits of Mind, along with those working on developing curriculum that address the Victorian Essential Learning Standards.

Each lesson plan details an outline of a classroom activity, a summary of the Standards addressed in the lesson, and reference to the key Habits of Mind that were infused within the design. The lesson plans are accompanied by work samples taken from classroom trials and reflect an attempt to match the student’s work to the Standards detailed in the Interdisciplinary and Personal, Physical and Social Strands of the Victorian Essential Learning Standards.

Richard Owens
Assistant Dean of Staff – Haileybury – Newlands
The Haileybury Curriculum Framework advocates that we –

- Deliver teaching and learning in the most of the new Strands within traditional subject areas
- Assess and describe progress in these new Standards as an integral part of our reporting process in these traditional subject areas

To develop programs that address the VELS Standards and diverse student needs, we need to –

- Use of a variety of methods and strategies appropriate to the context of our teaching style and subject areas
- Develop an understanding of what learning in these Standards looks like developmentally and how we can target our teaching to promote this learning
- Develop a common frame of reference for teaching and learning in these areas to ensure consistency and efficacy

The Habits of Mind provide –

- A shared language and a common approach that can be used for teaching, learning and discussion by students, teachers and parents. (Including reporting.)
- A focus on disposition – a student’s values, attitudes and approaches – which can be infused into all aspects of our curriculum
Mathematics
Grade: 5

Purpose
- To help students persist with learning of their times tables in a fun and interactive manner.

Materials
- Create name tags for each student and laminate them. Using the name tags, place them in three ladders on the board.

Process:
1. Students focus on a particular time table for the week.
2. Students play ‘Maths Challenge Ladder’ where they compete against another student and answer times table questions as quickly as they can. The first student to correctly answer ‘3’ sums wins.
3. This student then switches places with the person they competed against on the ladder but only if this person was higher. If the person was below them, they would remain in the initial spot.
4. All students in the class play ‘Maths Challenge Ladder’ every day for the whole week.
5. At the end of the week students participate in tangle tables (see attached) and are timed. A maximum of 5 minutes for the test. They reflect on their performance and use positive self-talk to encourage their peers and boost their own self-esteem.
6. Questions: How can I improve next time? What times tables do I need to focus on? What can I do to learn the times tables that I don’t know? Who can help me learn my times tables?
7. Students then graph their scores and reflect on their progress of their times tables over the term.
Relevant Standard

**Managing Personal Learning**

- At level 4, students develop and implement plans to complete short-term and long-term tasks within timeframes set by the teacher, utilising appropriate resources. They undertake some set tasks independently, identifying stages for completion. They describe task progress and achievements, suggesting how outcomes may have been improved. **They persist when experiencing difficulty with learning tasks.** They seek and use learning support when needed from peers, teachers and other adults. **They practise positive self-talk.** They demonstrate a positive attitude to learning within and outside the classroom.

**Habits of Mind**

- Persisting – Stick to it!
- Striving for accuracy – Check it again!
- Remaining open to continuous learning – Learn from our experiences.
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Date:
The students were introduced to The Problem of "Crossing The River," but before they are divided into groups, they are specifically reminded to keep the following Habits Of Mind at the forefront of their problem solving.
4. **Thinking flexibly:**

Look at it Another Way! Being able to change perspectives, generate alternatives, consider options.

9. **Thinking and communicating with clarity and precision:**

Be clear! Striving for accurate communication in both written and oral form, avoiding over generalizations, distortions, deletions and exaggerations.

15. **Thinking interdependently:**

Work together! Being able to work in and learn from others in reciprocal situations. Team work.
Once these Habits are discussed as a class and how they will benefit their groups towards their quest for success, the students are divided into groups of three and asked to:

a) firstly go away and discuss how they would solve the problem,
b) draw the river and write done the explanation in their maths workbooks.

*Drawing the problem will allow this student to have more time to think about the problem in a visual sense.
*A student discusses with his group members just how he thinks that the initial problem is to be solved. (Either that, or he is not enthused about having his photo taken) He and his group members are quite clearly keeping the three focus Habits of Mind in the forefront of their thinking.

*The groups are brought back to the floor and by "Thinking and Communicating with Clarity and Precision" are asked to describe how the Problem is solved.

*The students are then presented with the second part of the problem and are encouraged to use counters and other props to work out the problem using concrete materials.
*In the above picture two students are easily coming to an answer by acting out the problem.

*Below, we have three students doing the same as the pair above.

Quite clearly the are “Thinking Interdependently.”
Once again, the groups are asked to come back together, and after unanimously agreeing that it took 17 trips, they were presented with the next part of the problem. They are now about to collectively gather data that will be able to provide a pattern to which we are able to create our formula with.
*Each group will return with their new finding and a table will be created.

*The class will then be asked if they can identify a pattern that will allow them to easily work out any number of adults.

*The most common response to this was "To double the number of adults and add 1."

*With this information the students are asked to provide answers that will fill in the gaps to complete the table.

*I deliberately made a mistake with the final figure and they were able to automatically protest that it wasn't correct, because it didn't follow the rule.
*Finally, the students were asked to write a mathematical equation for the rule replacing the word "adult" with the letter "x." They are asked to "Think Flexibly" here.

*They then are made aware that by using algebra they can solve everyday problems by creating algebraic equations!
Habits of Mind Lesson Plan:
Tisha Eggleston

World War 2 Document Analysis

The analysis of primary source documents is vital to the study of History. Analysis of pictorial documents like posters and cartoon is particularly challenging, as often the message is not spelled out clearly in the captions. Understanding how to read and interpret the construction of the picture and its intended affect on the audience is necessary to arrive at the correct meaning. Analysing a pictorial document means searching for clues in the text from the meaning of the caption to the expressions and clothing of figures in the picture.

In this activity the Habits of Mind demonstrated by students are:
Thinking and communicating with clarity and precision
Thinking flexibly
Questioning and posing problems
Applying past knowledge to new situations

In this activity, the students demonstrate as an Individual Learner:
They identify a variety of learning habits and adopt those which assist their learning.
They identify, select and use an expanded repertoire of learning strategies appropriate to particular tasks.
Students demonstrate an awareness of different cultural and societal beliefs, values and practices.

In this activity, the students demonstrate the following Management of Personal Learning:
They complete competing short, extended and group tasks within set timeframes, prioritising their available time, utilising appropriate resources and demonstrating motivation.
They develop and use criteria to evaluate their work, and use these criteria to make appropriate refinements.
They demonstrate a positive and structured approach to learning, identifying and using effective strategies that assist with study.

Part One – Practice Document Analysis

• Hand out documents and question sheets.
• Discuss as a class the first document – point the students towards the clues provided to assist their analysis.
• Students to complete the rest of the documents by themselves in class.
• As a class go through the answers – point out clues that may have been missed, ask students what other questions they could ask about these documents. Ask the students what they have learned about the war from these documents.

Part Two – Document Analysis Test

• Hand out document and question test sheets.
• Students to complete the documents under test conditions.
• Tests to be marked and returned by the next history lesson.
• Class discussion of the answers and how to find them in the documents.

Part One – Document Analysis Creation

• Hand out documents – each student to receive a different document.
• Explanation of the task – students to create their own questions about the document (and answer them).
• Discussion/Presentation of documents and the questions students have written to the class. What do the posters tell us about the war?
Document Two

CRACK the AXIS.
with uninterrupted production

Document Three

Document Four

Longing won’t bring him back sooner…
GET A WAR JOB!
SEE YOUR U. S. EMPLOYMENT SERVICE
WAR MANPOWER COMMISSION
WW2 Document Analysis Questions – Set One

Document 1
1. What is happening in the picture?
2. What is the picture resting on? Why?
3. What is the message?
4. Why would this poster have been made?

Document 2
5. Who is the man in the front of the picture?
6. What is happening in the background?
7. What is the purpose of the sun and the bird?
8. What is the message and the purpose of this poster? How are Germans meant to feel when they look at it?

Document 3
9. What is happening in the poster?
10. Who’s hands are holding the walnut?
11. What does the walnut represent?
12. What is the message and the purpose of this poster?

Document 4
13. Who is the woman in the picture? (who does she represent)
14. What is she holding to her chest?
15. What is the poster telling her/women like her to do?
16. What is the purpose of this poster?
"Heute gehört uns Deutschland
Today, Germany is Ours;
Morgen die ganze Welt!"
Tomorrow, the Whole World

OH, YEAH?
This is Nazi brutality

Radio Berlin.--It is officially announced:--
All men of Lidice -- Czechoslovakia -- have been shot:
The women deported to a concentration camp:
The children sent to appropriate centers-- the
name of the village was immediately abolished.
6/11/42/115P
Science
Habits of Mind – Term 3 Lesson Trial – Marshall Staley

(Prepared for Staff Meeting Thursday, 24th August)

Task:
To plan, deliver & evaluate a lesson incorporating discipline-based content, personal learning & Habits of Mind.

Purpose:
To incorporate teaching of the domains of Thinking & Personal Learning within the Science curriculum, to be assessed by the completion of a rubric with both teacher & student evaluation.

<table>
<thead>
<tr>
<th>Discipline-based Subject Area</th>
<th>SCIENCE</th>
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<tbody>
<tr>
<td>Dimension</td>
<td>Science Knowledge &amp; Understanding</td>
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<td>Standard</td>
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<td>• Analyse what is needed for living things to survive, thrive or adapt, now or in the future.</td>
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<td>• To explain how the observed characteristics of living things are used to establish a classification system.</td>
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<tr>
<th>Strand</th>
<th>PERSONAL LEARNING</th>
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<tr>
<td>Domain</td>
<td>Interpersonal Development</td>
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<tr>
<td>Dimension</td>
<td>Working in a team</td>
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<td>Standard</td>
<td>Accept responsibility as a team member and support other members to share information, explore the ideas of others &amp; work co-operatively to achieve a shared purpose within a realistic time frame.</td>
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<tr>
<td>Habit of Mind</td>
<td>Thinking &amp; Communicating with Clarity &amp; Precision</td>
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| Dimensions of Learning | ▪ *Comparing*: Identifying and articulating similarities and differences among items  
▪ *Classifying*: Grouping things into definable categories on the basis of their attributes  
▪ *Abstracting*: Identifying and articulating the underlying theme or general pattern of information  
▪ *Inductive reasoning*: inferring unknown generalizations or principles from information or observations  
▪ *Deductive reasoning*: using generalizations and principles to infer unstated conclusions about specific information or situations  
▪ *Constructing support*: Building systems of support for assertions  
▪ *Analysing errors*: Identifying and articulating errors in thinking |

**EVALUATION RUBRIC**

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<th>STUDENT’S NAME</th>
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<tr>
<td><strong>Science Knowledge &amp; Understanding</strong></td>
<td>Demonstrates poor grasp of terminology &amp; limited knowledge of Invertebrate Classification</td>
<td>Demonstrates moderate use of terminology &amp; basic understanding of Invertebrate Classification</td>
<td>Demonstrates sound application of terminology &amp; extensive knowledge of Invertebrate Classification</td>
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<td><strong>Personal Learning</strong></td>
<td>Contributes minimally to team effort &amp; demonstrates poor use of class time on set task</td>
<td>Contributes well to team effort &amp; uses class time effectively to complete set task</td>
<td>Contributes ably to team effort, demonstrates high level skill in co-operation &amp; uses class time effectively to complete set task to a high standard</td>
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<td><strong>Student Reflection</strong></td>
<td>What was my contribution to the set task?</td>
<td>How well did I perform?</td>
<td>How could I improve my performance?</td>
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<td><strong>Teacher Evaluation</strong></td>
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Classification of Animals – Lesson Trial

1. The **purpose** of this lesson is to classify invertebrates into different phyla by using their external characteristics.

2. **Materials:**

   A. Preserved specimens of: jellyfish, earthworm starfish, crab, snail, flat worms, sponges, spider, insects, crustaceans, gastropods, clams.

   B. Textbook pages 200-201, pencils, drawing paper, ruler.

3. **Procedure:**

   A. Students work in groups. Each group is given a set of invertebrates specimens. Students observe the external characteristics of body type, body covering, number of legs, tentacles, arms, wings, etc.

   B. Students draw, label and identify their specimens.

   Common Name:
   Scientific Name:
   Phylum:
   Reason for this animal to be placed in this phylum:

   (Refer to pages 200-201 in student textbook)

4. **Evaluation:**

   - Student’s drawings
   - Classification accuracy
   - Rubric
Habits of mind Lesson
The lessons are based around Science, Knowledge and understanding and the topic of classification for Year 7 Science.
The students were asked to research an animal of their choice using specific criteria and then give a presentation to the class about their animal. This was all done in a time frame so they had deadlines to meet. After their presentation each student was asked to then evaluate their work in terms of achieving their goals and ways of improving both their work ethic and presentation.

This task involves a range of Habits of Mind
1. Persisting – they needed to persist with this task to meet the deadlines of the assignment
2. Listening to others – they needed to listen to others while they gave their presentations
3. Questioning and posing problems – they needed to listen carefully to each others presentations then write down three questions they would like to ask the presenter
4. Thinking and communicating with clarity and precision – they needed to think about what and how they were going to present to the class in a clear and concise way.

This task involved –
1. A students ability to reflect and evaluate their knowledge and learn to question covers part of reflection, evaluation and metacognition standard from level 5 of the Thinking Processes Domain and also Managing Personal Learning from Personal Learning domain.
2. A students ability to respond to feedback from peers which is from the Personal Learning Domain level 5 and specifically the individual learner standard.
3. Although the students didn’t have to monitor their progress they did have to identify their strengths and weaknesses in completing the task on time which covers once again the Individual Learner Standard level 5 from the Personal Learning domain.
4. They also had to have short term goals set to complete this task on time which covers managing personal learning standard Level 5 of Personal Learning Domain.

Karen Cantwell
**Self evaluation**

1. What planning did you need to do to finish this task in time? Discuss this in terms of your strengths and weaknesses. Did you set aside time over the period of 2 weeks to do this assignment? Did you stick to this timetable? Did you do a last minute rush job to get it completed in time?

2. What would you do differently/ the same, next time to finish a project on time?

3. Did you research your topic enough and include enough detail in your assignment and presentation?

4. Write down 2 things that were good about your presentation.

5. Write down 2 areas that you could improve on for your presentation.

6. What other class members said about my presentation.

**Questions for other students.**
Write down three questions you would like to ask each of the presenters.

Write down one way they could improve their presentation.
Habits of Mind - Year 7  Science – Classification

Mr Stephenson

Purpose

To show students that many kinds of living things (e.g. plants and animals) can be sorted into groups in many ways using various features to decide which things belong to which group and that classification schemes will vary with purpose.

Web Resource

A Touch of Class - www.scienccenetlinks.com/interactives/class.html

Focus standards

<table>
<thead>
<tr>
<th>Domain</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>‘…explain how the observed characteristics of living things are used to establish a classification system.’</td>
</tr>
<tr>
<td>ICT</td>
<td>‘…students … use rule-using software to assist with problem solving and decision making.</td>
</tr>
</tbody>
</table>

Activity

Students use an online computer application as a means of consolidating their understanding of the classification of living things. The lesson is designed as an extension of work completed on this topic in class. While the primary focus is on scientific knowledge, the activity also incorporates a consideration of information communication technology in the context of interacting with ‘rule-using’ software.

Focus Habit of Mind

Thinking and communicating with clarity and precision – To be successful in increasing their score with this game, a student will need to practice thinking clearly and precisely about the characteristics of the animals selected for a given round.
Screen Shots

Someone doing Badly…

Score Page
You Got The Following Things That Live Underwater

= 0

You Missed These Things That Live Underwater

= -30

Oops! These Are Not Things That Live Underwater

= -20
Someone doing well…

Score Page

You Got The Following Fish

= 20

You Missed These Fish

= -5

Oops! Those Are Not Fish

0
English
TEACHER NOTES –
Year 8 English
Chinese Cinderella: Character Analysis & Inner Monologue Task

Relevant Standards:

Reasoning, processing and inquiry
At Level 5, students use a range of question types, and locate and select relevant information from varied sources when undertaking investigations. When identifying and synthesising relevant information, they use a range of appropriate strategies of reasoning and analysis to evaluate evidence and consider their own and others’ points of view. They use a range of discipline-based methodologies. They complete activities focusing on problem solving and decision making which involve an increasing number of variables and solutions.

Creativity
At Level 5, students apply creative thinking strategies to explore possibilities and generate multiple options, problem definitions and solutions. They demonstrate creativity, in the ways they engage with and explore ideas in a range of contexts.

Habits of Mind:

• Listening with understanding and empathy
• Thinking flexibly

Lesson Objectives:

• To analyse personality traits of central characters in a text;
• To locate key details within a text;
• To empathise with characters from the text and consider alternative perspectives;
• To undertake the persona of a character from the text and identify with their emotions and reactions to certain events;
• To use evidence from a text to justify ideas and opinions.

Learning Activities:

1. Group Discussion
   Students compare and contrast the characters of Adeline and Wu Chun-mei. Brainstorm. Key questions:
   - How were the family situations of Adeline and Wu Chun-mei different?
   - How do you think Wu Chun-mei would have responded to the surprise party incident?
   - What emotions would Adeline have been experiencing during this event?
   - What emotions would Wu Chun-mei have been experiencing during this event?
   - In what ways are the two central characters similar?
2. **Character Analysis**
   Students complete character analysis charts (see attached), identifying key character traits of Adeline and Wu Chun-mei.
   Share with class.

3. **Inner Monologue Task – Introduction**
   Students recap main points raised in earlier group discussion.
   In pairs, students locate passages within the text that provide insight into Wu Chun-mei’s feelings toward Adeline’s family following the surprise party incident.
   Students reenact incident taking on the roles of Adeline and Wu Chun-mei and consider the different points of view.

4. **Inner Monologue Task – Writing Component**
   Students use handout (see attached) as a guide to write draft inner monologue piece from Wu Chun-mei’s perspective.
   Students edit own work and exchange with partner for further editing before completing final piece.

---

家庭

PRIDE

FAMILY

自豪
Chinese Cinderella is a first person narrative. Throughout the novel, the reader is drawn into Adeline’s world and is made to feel sympathetic toward Adeline’s hardships and emotional struggles.

Re-read the extract in chapter 14 that begins with “A crowd of ...” (p125) and ends with “I’ll never forget your loyalty” (p. 129). This particular passage of the text clearly shows Adeline’s frustrations with her family life. However, we never entirely find out how Adeline’s school friends respond to the dramatic incident. For example, we never find out how Wu Chun-Mei feels toward Adeline’s family – no doubt she would have experienced some strong emotions after the incident as well!

Your task is to write an inner monologue looking at Wu Chun-mei’s point of view. You may do this in one of the following formats:

- Diary entry;
- Letter;
- Stream of consciousness.

DUE DATE: FRIDAY 4TH AUGUST, 2006
Using the Character Trait Chart you completed on Adeline to help you, answer the following questions. You may need to draw on other information from the text or what you have learned during class discussions.

What type of person is Adeline?

________________________________________________________________________
__
________________________________________________________________________
__
________________________________________________________________________
__

What parts of the story make you feel this way about her?

________________________________________________________________________
__
________________________________________________________________________
__
________________________________________________________________________
__

In what ways has society or the environment created the character?

________________________________________________________________________
__
________________________________________________________________________
__
________________________________________________________________________
__
How is Adeline’s society different than yours?

How does she appear to other characters? What are their opinions of her?

How does Adeline view her own world? Is this a realistic view?
What are ‘Habits of Mind’? Discuss with students.
Arthur Costa, an educator who researched the habits that highly effective people display, came up with 16 ‘Habits of Mind’. These are:

- Persisting
- Managing impulsivity
- Taking reasonable risks
- Listening with empathy and understanding
- Thinking interdependently
- Gathering data through the senses
- Using past knowledge in new situations
- Thinking about thinking
- Questioning and posing problems
- Thinking and communicating clearly
- Striving for accuracy and precision
- Thinking flexibly
- Creating, imagining and innovating
- Responding with wonderment and awe
- Finding humour
- Being open to continuous learning

Task: Collaborative work –
1. Students are put into groups (3-4) and provided with A2 paper, each with a ‘Habits of Mind’ heading listed.

2. Each group will then identify and list examples and quotes for each habit displayed. They must find an example for as many of the main characters in the book. (Jonas, The Giver, Asher, Fiona, Jonas’s father, Jonas’s mother, Lily, The Chief Elder)

   - Thinking and communicating clearly
   - Persisting
   - Thinking interdependently
   - Striving for accuracy and precision
   - Gathering data through the senses
   - Applying past knowledge to new situation
   - Taking reasonable risks

3. Each group will present their findings to the class.

   - Thinking and communicating clearly
   - Taking reasonable risks
   - Remaining open to continuous learning

4. Reflection: As a class, we will discuss and identify which ‘Habits of Mind’ habits were used for this activity.
Habits of Mind Character Reflection

Many of the characters in novels that are read by our students demonstrate various habits of Mind in their actions throughout the book.

5B have been reading the novel Hatchet by Gary Paulsen as a class serial. There is only one main character. He undergoes a major transformation as he learns how to survive in the Canadian Wilderness. Throughout this transformation he demonstrates many Habits of Mind.

As a class we discussed the habits that the boys could identify. I then got the class to complete a table, listing the habits they saw and an event or action that was evidence of the Habit.

Focus Standards

<table>
<thead>
<tr>
<th>Domain</th>
<th>Dimension</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpersonal learning</td>
<td>Building social relationships</td>
<td>‘They accept and display empathy for the points of view and feelings of their peers and others.’</td>
</tr>
<tr>
<td>English</td>
<td>Reading</td>
<td>‘They analyse these texts and support interpretations with evidence drawn from the text.’</td>
</tr>
</tbody>
</table>
## Habit of Mind Transformation/Habits of Mind Table

<table>
<thead>
<tr>
<th>Habit of Mind</th>
<th>Y/N</th>
<th>Supporting Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Persisting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Managing Impulsivity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening with understanding and empathy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thinking Flexibly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thinking about thinking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Striving for Accuracy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Questioning and Problem posing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applying past knowledge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thinking and communicating with clarity and precision</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gathering data through all senses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creating, imagining and innovating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responding with wonderment and awe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taking responsible risks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finding humour</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thinking interdependently</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Remaining open to continuous learning</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Haiku

A giant firefly:
that way, this way, that way, this --
and it passes by.

--Issa (1762-1826)

Introduction

Haiku combines close observation with reflection. This simple yet highly sophisticated form of poetry can help sharpen students’ response to language and enhance their powers of self-expression. In this lesson, students learn the rules and conventions of haiku, study examples by Japanese masters, and create haiku of their own.

Learning Objectives

After completing this lesson, students will be able to:

- Describe the traditional rules and conventions of haiku.
- Interpret examples of haiku.
- Characterize the image-evoking power of haiku.
- Develop a vocabulary and ideas for writing haiku.
- Compose a haiku based on a personal experience.

Guiding Questions:

How are haiku poems composed?
How do they differ from other forms of poetry?
How does a haiku paint a picture or create an image with just a few words?
What makes this form of poetry seem so personal, intimate, and appealing?

PART 1 Reading Haiku

Provide students with a selection of haiku.

Have members of the class read each poem aloud and ask students to comment on similarities they notice among them.

Through this discussion, help students recognize that haiku are:

- **Very short**: just three lines usually fewer than twenty syllables long.
- **The traditional Haiku form is of 3 lines of 5, 7, 5, syllables.**
- **Descriptive**: most haiku focus sharply on a detail of nature or everyday life.
• **Personal:** most haiku express a reaction to or reflection on what is described.

• **Divided into two parts:** as they read haiku aloud, students should find that each includes a turning point, often marked by a dash or colon, where the poet shifts from description to reflection, or shifts from close-up to a broader perspective.

• This discussion helps students realise what qualities a Haiku should possess, which is image, emotion and insight.

• This is believed to begin a right brain shift so students can write more creatively.

## PART 2 The Rules of Haiku

Drawing on the students' observations, provide an outline of the main rules for writing haiku.

• **Form:** Traditional Japanese haiku have seventeen syllables divided into three lines of five syllables, seven syllables, and five syllables respectively.

The basic form of three short lines, with the middle line slightly longer than the other two, is usually observed.

• **Structure:** Haiku divide into two parts, with a break coming after the first or second line, so that the poem seems to make two separate statements that are related in some unexpected or indirect way. In English and other languages, the break is often marked by punctuation. This two-part structure is important to the poetic effect of a haiku, prompting a sense of discovery as one reads or a feeling of sudden insight.

• **Language:** Haiku should include what Japanese poets call a *kigo* -- a word that gives the reader a clue to the season being described. The kigo can be the name of a season (autumn, winter) or a subtler clue, such as a reference to the harvest or new fallen snow. Through the years, certain signs of the seasons have become conventional in Japanese haiku: cherry blossoms are a kigo for spring, mosquitoes a kigo for summer. Sometimes, too, the kigo will refer to an individual moment in the natural cycle, such as dawn or moonrise, without reference to a particular season. The kigo is also important to the haiku’s effect, anchoring the experience it describes in a poetic here and now that helps sharpen the imaginative focus.

• **Subject:** Haiku present a snapshot of everyday experience, revealing an unsuspected significance in a detail of nature or human life. Haiku poets find their subject matter in the world around them, not in ancient legends or exotic fantasies. They write for a popular audience and give their audience a new way to look at things they have probably overlooked in the past.
PART 3 Haiku Warm-Up

As preparation for writing their own haiku, have students brainstorm a glossary of words they might use, based on the rules and conventions of this form of poetry. Begin with the kigo, asking students to suggest words that would give a clue to the season in their haiku (e.g., robin, crocus, Final Four for spring; heatwave, fireworks, grasshopper for summer; jack-o-lantern, harvest, kickoff for autumn; icicle, hibernate, holly for winter).

Then, for each season, have students choose an occurrence that might be the subject of a haiku and brainstorm descriptive language that would help a reader visualise that scene. List their suggestions on the chalkboard and use this exercise to help students generate ideas for their haiku, encouraging them to see the range of possibilities beyond a description of nature.

Writing Haiku Finally, have students write a haiku based on some personal experience, using at least one of the words they have brainstormed in class.

Pair students to edit and suggest improvements to one another’s work, then hold in-class haiku sharing circles, having each student read his or her poem aloud. Although haiku do not traditionally have titles, you might invite students to suggest titles for their classmates’ work as a way to encourage discussion and a constructive atmosphere of critical response.

Reflective Questions

Why is clarity and precision important in this style of poetry?

How did you generate the focus for your work?

Did you use personal knowledge or experiences as a basis or research and reading stimuli?

Did you find it difficult to meet the requirements of this style of writing?

What aspects of my writing piece did I do well?

What did I enjoy most about the writing piece?

What part of my writing piece did I not do so well?

What did I find to be most difficult about completing the writing piece?

What take to make my work even better next time and/or who I could go to for help with this (you may wish to look at what you found difficult to help you answer this);
PRESENTATION:

☐ Have I proof-read my work for spelling, grammar and punctuation errors?

☐ Have I given my work to either a friend, teacher, parent or relative to proof-read my work again?

☐ Have I taken pride in my work and presented it neatly and possibly imaginatively, if appropriate?

HABITS:

Creating, imagining, innovating; (in terms of generating content for poem)

Thinking and communicating with clarity and precision. (E.g. In terms of Haiku rules)

CREATIVITY

At Level 5, students use creative thinking strategies to generate imaginative solutions when solving problems.

Part of the challenge of Haiku is to be creative within the scope of a tight set of rules. The task and resulting work may also be useful for assessing creative thinking.

Relevant Standard:

The individual learner

At Level 5, students monitor and describe their progress as learners, identifying their strengths and weaknesses and taking actions to address their weaknesses. They identify a variety of learning habits and adopt those which assist their learning. They identify, select and use an expanded repertoire of learning strategies appropriate to particular tasks. They seek and respond to feedback from peers, teachers and other adults and explain how their ideas have changed to develop and refine their content knowledge and understanding.
Thinking

The whisper of wind
Here today, here tomorrow
Always Everywhere.

by Brendon L.

=====

I stand on the field
With fresh flowers and clean air
New season; new me
---
Perfect, pretty face
In the centre of the crowd
Yet alone, and sad

by Holly. W.

=====

Butterflies inside
Standing on the edge, praying
Time to take the jump

by Aaron D.

=====

Learning to Drive

Yellow lines white lines
It shouldn't be quiet so hard
To stay in between
---

Driving to Eugene

White knuckles gripping
My back now soaking in sweat
Time to pull over

by Hayden R.
WRITING TASK STEP 1: INITIAL THOUGHTS......

Please submit this sheet with your finished writing task.

Name: __________________________________________________________

Writing Task: __________________________________________________________

OBJECTIVES:

The purpose of my writing piece is to........

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

The intended audience of this writing piece will be.....

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

A rough outline of my writing piece is as follows:
WRITING TASK STEP 2: I’VE DONE A DRAFT – NOW WHAT?

Unfortunately, you haven’t finished yet! You must edit your work at least once before it is submitted. Even Shakespeare would have completed hundreds of drafts of *Romeo and Juliet* before he got it right!

Go through your work and check it over for the following things. It may be easier to read it once, looking at your content and structure, and a second time to focus on spelling, grammar etc.

**EDITING CHECKLIST**

**CONTENT & STRUCTURE:**

☐ Have I used paragraphs to ensure my ideas are easy to understand?

☐ Are there any sections of my work that are boring and/or irrelevant? If so, cut them out! It may help to have a friend/teacher/parent to help you here.

☐ Are there any sections of my work that are not explained in enough detail or don’t make sense? If so, add to it! It may help to have a friend/teacher/parent to help you here.

**PRESENTATION:**

☐ Have I proof-read my work for spelling, grammar and punctuation errors?

☐ Have I given my work to either a friend, teacher, parent or relative to proof-read my work again?

☐ Have I taken pride in my work and presented it neatly and possibly imaginatively, if appropriate?
WRITING TASK STEP 3: PHONE A FRIEND

Please submit this sheet with your finished writing task.

PEER FEEDBACK

Author: ________________________________ Date: _______________________

Assessed by: ____________________________

Note to the Assessor: The feedback is designed to HELP the author become a better writer. Be honest and fair; don’t make any nasty or cruel comments. Don’t forget to include the positive aspects of the piece.

1. Is there a plan and/or brainstorm which effectively outlines the piece?

________________________________________________________________________

2. Is the writing task easy to follow and understand? Why or why not?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3. Is the content of the piece appropriate for the task (ie didn’t contain any information that was irrelevant or boring; it was interesting to read, etc)?

________________________________________________________________________

________________________________________________________________________
4. Does the writing piece contain language that is suitable for the intended audience? Why or why not?

5. Comment on the mechanics of the piece (spelling, grammar, etc)

6. Overall positives of the writing piece:

7. Main areas which could be improved:

Assessor’s Signature: ________________________________

Teacher’s Signature: ________________________________
WRITING TASK STEP 4: REFLECTION

Please submit this sheet with your finished writing task.

Name: __________________________________________________________

Writing Task: __________________________________________________________

1. What aspects of my writing piece I did well:
   ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________

2. What I enjoyed most about the writing piece:
   ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________

3. What aspects of my writing piece I did not do so well:
   ____________________________________________________________________
   ____________________________________________________________________
4. What I found to be most difficult about completing the writing piece:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

5. What action I could take to make my work even better next time and/or who I could go to for help with this (you may wish to look at what you found difficult to help you answer this):

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

6. The thoughts I have on the feedback I received from my peers are:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
TEACHER NOTES – THINKING ABOUT WRITING

Relevant Standard:

The individual learner

At Level 5, students monitor and describe their progress as learners, identifying their strengths and weaknesses and taking actions to address their weaknesses. They identify a variety of learning habits and adopt those which assist their learning. They identify, select and use an expanded repertoire of learning strategies appropriate to particular tasks. They seek and respond to feedback from peers, teachers and other adults and explain how their ideas have changed to develop and refine their content knowledge and understanding.

Approach:

These sheets are to be used when students are completing a writing piece/essay. They can also be modified slightly to either be very specific to a task, or even adapted for an oral presentation.

The first handout, Writing Task Step 1: Initial Thoughts, is to be given to students before they start writing the piece. The sheet is designed to get them to think about what they are going to write, rather than just rambling. It also acts as a planning tool.

Habits:

- Creating, imagining, innovating;
- Thinking and communicating with clarity and precision.

The second handout, Writing Task Step2: I’ve Done a Draft – Now What?, is a checklist to help students draft their work and instill the idea that writing is a process and takes time.

Habits:

- Thinking and communicating with clarity and precision;
- Remain open to continuous learning.

The third handout, Writing Task Step 3: Phone A Friend, is an opportunity for students to seek peer feedback. You can either do this as a second draft after the student has used the editing checklist, or use this as a precursor to a third draft after the student has self-edited.

Habits:
• Remain open to continuous learning;
• Thinking interdependently.

The final handout, *Writing Task Step 4: Reflection*, is an opportunity for the student to reflect upon the process and the final product to assist with future writing pieces.

Habits:
• Remain open to continuous learning;
• Thinking about thinking.
Drama
Drama Lesson Year 6 (Level 4)  Modern Shakespeare

VELS Standards:

Creativity
At Level 4 students generate imaginative solutions when solving problems. They demonstrate flexibility in their thinking in a range of contexts.

Reflection, Evaluation & Metacognition
At Level 4 students use a broad range of thinking processes and tools and reflect on and evaluate their effectiveness. They articulate their thinking processes. They document changes in their ideas and beliefs over time.

Habits of Mind
Thinking Flexibly: Changing mind, suggesting another way, considering all ideas.
Applying past knowledge to new situations: Apply what you know to new situations.
Creating, Imagining, Innovating: Producing original ideas through imagination.

Objective: Year 6 students work in groups of three to modernize their previous performance of Shakespeare’s MacBeth Act 1 Scene 1 (The witches) and to perform, reflect upon and evaluate this performance.

Skills: Memorise script
Apply dramatic techniques to task eg. Vocal dynamics, use of space, body positions.
Work cooperatively with others during rehearsals, incorporating Habits of Mind.
Reflect upon group’s performance and evaluate accordingly.

Introduction
Review last week’s Shakespeare performances and discuss advantages of presenting these in a modern day style.
Students reform their groups and spend time discussing options for performances.

Activity
Work cooperatively in groups to apply learned drama techniques and knowledge of styles to a modern style Shakespeare performance.
Perform as a group to the class.

Conclusion
Reflect upon your group’s performance, completing worksheet. Also use this as a guide to evaluate your group’s performance.
MODERN DAY SHAKESPEARE

Name: _______________________

Following your group's successful performance of Shakespeare's MacBeth ACT 1 SCENE 1 (The Witches Scene), your task is to create a more modern method of performing this scene to an audience.

Answer the following questions and provide information that demonstrates how your group approached the task, a reflection on your performance and an analysis of how your ideas changed during rehearsal.

1. Describe the style in which you have chosen to present your scene from MacBeth

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

2. Why did your group choose this style?

_______________________________________________________________________
_______________________________________________________________________

3. What are the main additions or alterations you have made to your previous performance?

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

4. What aspects of your performance worked well and why?

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

5. What aspects could you improve on?

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

6. How did your ideas change during the rehearsal period?

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
LOTE
French Lesson Plan

Aim:
The aim of this lesson is to see how students are able to construct French sentences using information provided.

Objective:
By the end of the lesson, students should be able to:

- Complete the set tasks using their past skills and apply them to the current problem.
- Comprehend the different ways of analysing the problem before attempting it.
- Solve the problems with minimum assistance as they are encouraged to be independent learner. (Their questions are answered by asking questions that prompt their thinking skills).

Focus Habits of minds:

1. Applying Past Knowledge to New Situations.
2. Persistence.
3. Striving for Accuracy and Precision.
4. Questioning and Posing Problems.
5. Thinking Interdependently.

Personal Learning Standards

1. The individual learner.

‘They monitor and describe progress in their learning and demonstrate learning habits that address their individual needs...They identify and explain how different perspectives and attitudes can affect learning.’


They undertake some set tasks independently, identifying stages for completion.
Methodology.

Students are given a worksheet whereby, they are asked to unjumble words to make full and relevant French sentences. They are encouraged to ask and use their past knowledge and use it in the current problem paying particular attention to keywords that convey “meaningful information” to them. They are asked to define their own goal and seek minimum assistance from their peers and the teacher. The teacher would prompt them to reflect on their thinking by asking them a wide range of questions.

As a side task, students are asked to make a write up on their thinking skills that led them to their results. This would help in identifying the individual learning style of students and how their outcomes could have been improved (Personal learning standards)

Evaluation/discussion:
Students were asked to read out their answers by the end of first sentence and come, say exactly how they came up with their solution. Those answers that were wrong or partially correct were looked into and suggestions were made to as why they were wrong. Since the prerequisite knowledge as not the same for all students, hence many of them could not work out properly. Many of the responses were based on making sense and some students really made special effort in trying to get the right answers by referring to other resource materials. Some of the weaker students were able to give an idea about what is expected of them and tried to at least make a sustained effort to achieve the desired learning outcomes.

Reflection:

Students acknowledged that a good vocabulary (applying past knowledge to new situations) and trying to focus in making more effort (persistence) was a determining factor in achieving the desired learning outcomes. This activity enabled the students to understand their learning styles and how they can improve on their learning through working through their weaknesses and strengths. There were some who had to ask questions as regards to the learning outcomes (questioning and posing problems) and were attentive to questions or arguments raised by other members in the group (thinking interdependently). I have to acknowledge that “thinking interdependently” was not being encouraged as prior to the lesson; students were informed about getting minimal help from others. However, through the interactive process, this was an integral part of the lesson.

Understanding how students learn is another important factor in devising a lesson plan that would cater for their needs.
<table>
<thead>
<tr>
<th>What We Know</th>
<th>What We Want to Find Out</th>
<th>What We Learned</th>
<th>How did We Learn it</th>
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</table>
**Relevant Standard** innovating

**Habits of Mind lesson**

**Sport activities in France and Australia**

**The individual learner**

At Level 5, students monitor and describe their progress as learners, identifying their strengths and weaknesses and taking actions to address their weaknesses. They identify a variety of learning habits and adopt those which assist their learning. They identify, select and use an expanded repertoire of learning strategies appropriate to particular tasks. They seek and respond to feedback from peers, teachers and explain how their ideas have changed to develop and refine their content knowledge and understanding.

**Creativity**

At level 5, students apply creative thinking strategies to generate imaginative solutions when solving a problem.

**Focus Habits of Mind**

Applying past knowledge to new situations

*Striving for accuracy*

**Introduction**

Students have almost completed a unit of work on sport and related activities in France and New Caledonia

**Objectives**

After completing this lesson students will be able to

- Students generate a range of possible role play scenarios and then select the one they think is most suitable for the task to complete in class. They will also be asked to demonstrate the ability to ask a question and respond to questions regarding the type of sports they play
- This activity will lead into the development of a role-play
- Students would have revised and used most of the vocabulary introduced in this unit. They will also be expected to use additional vocabulary from previous units of work.
Activities

The first hand out; ‘On cherche des mots justes’ A type of brainstorm activity is given to students at the beginning of the lesson to get them thinking about the topic and write down relevant vocabulary and phrases they have learnt.

The second step is to get students in pairs where one is given a task to write down all possible questions related to this unit and the other student has to think of all possible answers.

- Possible questions:
  - Quel est ton sport préféré? (what is your favourite sport)
  - Quel sport est-ce que tu joues le week-end? (what sport do you play on the weekend?)
  - Quel sport est-ce qu’on joue en Australie/France? (what sport do you play in Australia/France)
  - Avec qui est-ce que tu joues? (with whom do you play?)

In the next stage students will analyse and compare the answers they have come up with

Remaining in the same group, students will come up with a range of possibilities for their role play. They will select one and then draft a role play, making their final adjustments to adapt it for an oral presentation.

In the last stage students deliver their role plays to the rest of the class.
Le sport!

On cherche des mots!!!!!!!!!!!!!!

Brainstorm activity( write as many words/phrases as possible on the topic of sport)

..........................................................................................................

..........................................................................................................

..........................................................................................................

..........................................................................................................
Le Sport!

On pose des questions! (Ask all possible questions we worked on in this unit)
Le Sport!

On réponds aux questions! (Think of all possible answers to questions you could be asked)
Qu’est-ce que tu fais comme sport en Australie ?

Un jeu de rôle (Role play scenario)

Ecrivez un jeu de rôle!

Now write your edited work to prepare a script for roleplay
Year 8 Chinese Lesson Plan
Unit 5: The House

Using “Habit of Mind” in Chinese lessons

* Applying past knowledge to new situation.
* Gathering data through all senses
* Finding humour
Unite 5: The House

Week 1/2: Teaching “Standard Chinese” Chapter10/11

Week 3:
1) Do cross word – revising & extending vocabulary
2) Complete the reading task: read the passage “Xiao Hong’s House”. When finishing the reading, the students need to add the pictures of items which are missing on the floor plan.
3) Pair Work: Happen in a wrong place. (reading & writing activities—sentence structure focus. See the attachment 1)

Week 4/5:
1) Telling a odd story (speaking task)
2) Assessment Task: (See the attachment 2)
   a. Drawing a floor plan for your own house;
   b. Writing a 100-150 character length passage for this house.

The Attachment 1:

Classroom Activities: Happen in the wrong place.

1) The class is formed into pairs.
2) Read the sentences below with your partner. Cut each sentence into alphabetical section. Divide them into different groups (A—E).
3) Shuffle your piles. Select a piece of paper from each group. While you pick up the paper, you read it loud.
4) Rewrite the sentence on the worksheet.
# A Typical Week

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>in the early morning</td>
<td>* clock</td>
<td>in the bathroom</td>
<td>have a bath</td>
</tr>
<tr>
<td>Wednesday</td>
<td>in the morning</td>
<td>* clock</td>
<td>in the lounge</td>
<td>watch TV</td>
</tr>
<tr>
<td>Friday</td>
<td>in the afternoon</td>
<td>* clock</td>
<td>in the toilet</td>
<td>do wee</td>
</tr>
<tr>
<td>Saturday</td>
<td>in the afternoon</td>
<td>* clock</td>
<td>in the kitchen</td>
<td>cook dinner</td>
</tr>
<tr>
<td>Sunday</td>
<td>during the night</td>
<td>* clock</td>
<td>in the bedroom</td>
<td>have sleep</td>
</tr>
</tbody>
</table>
This is ______ story

Rewrite the sentences below.

1)
A       B       C       D       E
____________________________________________

2)
A       B       C       D       E
____________________________________________

3)
A       B       C       D       E
____________________________________________

4)
A       B       C       D       E
____________________________________________

5)
A       B       C       D       E
____________________________________________
Semester 2 Written Assessment Task:

This is My House

Task Description:
The task includes two parts. Part One: you need to draw a floor plan for your own house on the A4 /A3 size paper, which includes the backyard, garage and drive way. Part Two: you write 100-150 characters to describe your house. You may use vocabulary and some sentence structures from “handout.”

Notes:
1) Write a heading: for your house floor plan in block form.
2) Labeling each room you draw. You may add some additional items, such as furniture, cabinet, wardrobe, window and stair.
3) Write a heading: ”(This is My House) for your writing on Part Two.

Additional Vocabulary:

- (ping-mian-tu) floor plan
- (che-dao): drive way
- (hou-yuan) backyard
- (zou-lang): corridor
- (qian-yuan): front yard
- (men): door
- (da-tie-men): gate
- garage
- (chuang): window

Scores:

<table>
<thead>
<tr>
<th>VH</th>
<th>H</th>
<th>M</th>
<th>L</th>
<th>VL</th>
</tr>
</thead>
</table>

Character writing:
Vocabulary & grammar
Contents & sequencing
Drawing & layout

Total:
Dictogloss

The purpose of my writing piece is to prove that HoM are being applied in all area of students’ French class. For example teaching the French articles we incorporated Thinking about Thinking, Thinking Flexibly and Persisting.

**Language:** French

**Level:** year 7
Materials required: blank paper sheets
Activity Time: 40 minutes
Concepts Taught: Story re-telling, vocabulary (year 7- pathway 2), articles and adjectives;

**Topic:** My family (Ma famille)

**Objectives:** students will be able to participate in the rebuilding of a story using the adjectives and the vocabulary from unit 3 (Ma Famille)

We have chosen a short story to tell the students. We read it twice in the same way then asked students some comprehension questions (according to their grade levels) including questions like: OU, QUEL, COMMENT, and QUI?, True or False exercises, Multiple choice or others. When we felt the story had been well assimilated and understood, we read it for the third time (The students can take notes) and then asked them to write it in their own styles. All changes were allowed provided that they didn't harm the sequence and unity of the original story. The students worked in groups of four or five. In groups, they discussed and negotiated the form, the content and even the techniques used in writing a (somehow) convincing "complete" story. They made some mistakes, however working in groups they had the chance to correct themselves. They discerned patterns and made connections between French and English.

**Conclusions:** With this exercise the teacher helps students to think and to understand the difference between adjectives in French and English the difference between genders in French and also to understand and to use the verb Avoir (to have) in expressions like “elle a 13 ans” (she is 13 years old). They also improve their creativity and imagination. Moreover, students learn to have a critical mind. Later they may write their own stories at home and bring them to the classroom to be dealt with in the same way. My students sometimes come out with extraordinary results.

Students demonstrate awareness of different ways of expression and ability to justify their decisions making appropriate modifications if necessary. Besides they seek and use learning support from their peers, working cooperatively in team.
Lesson plan

Language: French

Teacher: M Popa

Level: year 7 (beginners)
Materials required: text book, blank paper sheets
Activity Time: 40 minutes
Concepts Taught: Story re-telling, vocabulary (year 7- pathway 2), articles and adjectives;

Topic: My family (Ma famille)

Objectives: students will be able to participate in the rebuilding of a story using the adjectives and the vocabulary from unit 3 (Ma Famille)

Procedure:

Choose a short story to tell the students. Read it twice in the same way then ask students some comprehension questions (according to their grade levels) including questions like: OU, QUEL, COMMENT, and QUI?, True or False exercises, Multiple choice or others. Challenge students to come up with many different possible endings to each sentence. Use a French/English dictionary to translate their English suggestions into French words. Remind them keep in mind that French articles are gender-specific — masculine (e.g., "my father" is "mon père") and feminine (e.g., "my sister" is "ma soeur").

When the story is well assimilated and understood, read it for the third time (The students can take notes) and then ask them to write it in their own styles. All changes are allowed provided that they don't harm the sequence and unity of the original story. The students work in groups of four or five. One student from each group read their own story.
Worksheet 2

2) Questions sur le texte

Où habite Louise?

Quel âge a Louise?

Quel âge a sa mère?

Quel âge a la soeur de Louise ?

Sa mère est professeur ?

Comment s’appelle le chien de Louise ?

Comment est son chien ?

Où habitent ses cousins?

Ils ont des poisons?
3) **True or false**

<table>
<thead>
<tr>
<th>True</th>
<th>False</th>
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</thead>
<tbody>
<tr>
<td>Louise is 14 years old</td>
<td></td>
</tr>
<tr>
<td>She has a brother.</td>
<td></td>
</tr>
<tr>
<td>She is in year 5.</td>
<td></td>
</tr>
<tr>
<td>Her mom is a teacher.</td>
<td></td>
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<tr>
<td>Her father is a baker.</td>
<td></td>
</tr>
<tr>
<td>Louise’s cousins live in Sydney.</td>
<td></td>
</tr>
<tr>
<td>They have a tortoise.</td>
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</tr>
<tr>
<td>Louise has a white dog.</td>
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</tbody>
</table>
Compare and Contrast Lesson

Theme: HIRAGANA

Focus Habit of Mind

Communicating with clarity and precision

Level: Beginning Japanese

This lesson can be assessed in the classroom environment. It will assess students’ skills in comparing and contrasting different HIRAGANA script. Some will identify the basic common differences. Other students’ will go further –and explore the similarities into depth. (Accuracy and precision and “what if?” scenarios are sometimes generated from their results).

These types of lessons can be useful for the students learning at the beginning and at the end of their learning of the HIRAGANA chart.

Lesson plan (idea 1):
Sit the children on the floor as a group with the hiragana chart on the white board or a few hiragana cards that look similar or different from each other. Ask them: What is different from letter A from letter B.

(These cards might be discussing the differences between ん and め OR ん and ね OR き and さ).

1. Let the students then pick out what they think is similar or different from the chart.
2. Discuss their reasons for choosing these differences or similarities.
3. Discuss the reasons WHY they are not the same-keep back tracking to the STORY of how each hiragana is different. (Story is on the back of each 48-minute card from the Hiragana in 48 minutes cards). This is very important in regard to embedding the story to remembering the “sound” for each character.

1. Hand out their criteria for their class task. Discuss. Students will then go to work individually or they could work in small teams –if you wanted discussion and team ideas generated.

DESK:
They should have either a hiragana chart in front of them or/and their hiragana cards in 48 minutes.
BELOW IS THE ASSESSED CLASS TASK....

CLASS TASK: COMPARE AND CONTRAST (Japanese Hiragana chart).

This task is designed to help you improve your recognition skills in regard to learning and remembering the hiragana symbols pictured in the Hiragana chart.

Criteria for the assessment of task

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<tr>
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<th>High</th>
<th>Medium</th>
<th>Low</th>
<th>Not shown</th>
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<tr>
<td>Questions (below) answered using precision and accuracy.</td>
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<td>Setting out and presentation of task.</td>
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<tr>
<td>Quality and content of the research in regard to comparing and contrasting the Hiragana symbols.</td>
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<tr>
<td>Number of Hiragana compared.</td>
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Questions:

1. Look at the Hiragana chart. What hiragana look the same? List and compare in detail. For example you might say that ME and NU look the same, why? How do we remember their sounds due to these differences?
2. What makes them different from each other? OR What make them similar to each other?
3. Can you describe in detail the story for remembering the hiragana you are comparing? OR Can you make up another story, with a “memory trick” as to why the sound is pronounced like the appearance of the character?

*You should look and analyse the hiragana chart carefully for ANY similarities and differences that you can see

**Extension: Compare and contrast the hiragana chart with the katakana chart.

**Focus Standards

Personal Learning

‘At Level 4, students develop and implement plans to complete short-term and long-term tasks within timeframes set by the teacher, utilising appropriate resources.’

Complied by Brooke MARTIN (Newlands) Haileybury
PE and Health
Brain Power: ‘Switch Ons’, ‘Switch Offs’

Health and Values

Personal Learning Standards

Level Four

The individual learner

They identify and explain how different perspectives and attitudes can affect learning.

Key Questions: What does the brain help us do? Think What makes for an effective learning environment?

Discuss with the children what makes for an effective learning environment. Eg, good lighting, no distractions,

Brainstorm on the board what ‘Switch Ons’ and ‘Switch Offs’ are:

SWITCH ONS

Switch Ons are different factors that help us to learn effectively.

- Quiet sounds
- Bright/ natural light
- Good night sleep
- Soft sounding music/ classical
- Exercise
- Fresh air
- Being hydrated
- Healthy eating

SWITCH OFFS

Switch Offs are different factors that are detrimental to our learning

- Being tired/ not enough sleep
- Loud noises
- Junk food
- Dehydration
- Fast beat music
- Computer games
- TV
Design a pamphlet

Children design a pamphlet educating others about the effects ‘Switch Ons’ and ‘Switch Offs’ have on their learning.

Children focus on what Habits of the Mind they would use to help them best push their point of an effective learning environment and include them with the way they are to be used in the pamphlet.

Habits that are relevant include:

- **Thinking Flexibly**
  Changing your mind, suggesting another way, considering all ideas. Look at it another way!

- **Remaining Open to Continuous Learning**
  Being open to learning new things. Admitting that you don’t know the answer. Enjoy learning new things. Continue to learn!

Pierce Burke
Newlands
PHYSICAL EDUCATION HABITS OF MIND

HOCKEY : YR 7 BOYS AND GIRLS

PURPOSE:
To help students persist and strive for accuracy with their skills in a fun and competitive manner.

MATERIALS:
Hockey sticks, hockey balls, bibs, a suitable pitch, cones and hockey goals.

PROCESS:
1) Students focus on a particular skill of dribbling the ball using the flat side of the stick at all times.
2) Students hold the top of the stick with their left hand and the bottom of the grip with their right hand. The left hand controls the action of dribbling by turning the stick palm facing up and palm facing down. The right hand just guides and assists the movement.
3) Students begin dribbling around the line of cones evenly spread out. They continue this several times. Until the next activity.
4) Students now focus on trapping and pushing the ball to their partner.
5) They spread out over about 10m and practice pushing the ball towards their partner ensuring that the stick is not raised above hip height. When pushing the ball the legs must be bent stick behind the ball, there is no back swing but a pushing motion across the surface, stepping through with one leg.
6) The ball is then trapped at the other end by the partner by placing the stick flat on the ground and the flat side slightly facing down so the ball does not fly off the stick and roll away. This process is followed through until the next activity.
7) The next step is to place these skills into a modified game situation. The students divide into 2 even teams and start on separate sides of the field with a goalie in place at both ends. The aim is to try to score only by pushing the ball and dribbling through the goals. No student is allowed to raise the stick above the hip and there is to be no contact on the shins. All players must be partnered up and that is the only person they are allowed to tackle.
8) An evaluation at the conclusion of the class to find out what skills were learnt and how they put them into the game. Was it effective and safe?
RELEVANT STANDARD

The individual learner

At Level 5, students monitor and describe their progress as learners, identifying their strengths and weaknesses and taking actions to address their weaknesses. They identify a variety of learning habits and adopt those which assist their learning. They identify, select and use an expanded repertoire of learning strategies appropriate to particular tasks. They seek and respond to feedback from peers, teachers and other adults and explain how their ideas have changed to develop and refine their content knowledge and understanding.

Managing personal learning

At Level 5, students set realistic short-term and long-term learning goals within a variety of tasks and describe their progress towards achieving these. They complete competing short, extended and group tasks within set timeframes.

HABITS OF MIND:

Persisting- sticking to the skills

Striving for accuracy- making sure they hit their targets

Applying past knowledge to new situations.- Transferring skills into a game situation.
Teacher Notes

Relevant Standard

The individual learner

At Level 5, students monitor and describe their progress as learner, identifying their strengths and weaknesses and taking actions to address their weaknesses. They identify a variety of learning habits and adopt those which assist their learning. They identify, select and use an expanded repertoire of learning strategies appropriate to particular tasks. They seek and respond to feedback from peers, teachers and other adults and explain how their ideas have changed to develop and refine their content knowledge and understanding.

Approach:

The accompanying activity sheet is to be used after viewing the movie ‘Holes’ in class as an extension to the area of **Personal Identity** within the curriculum of Health and Values. The activity sheet can be modified to focus on other characters of the movie and or their relationships with others, depending on what the area of study is within the unit.

Prior to viewing the movie, a discussion is generated as to what the term ‘personal identity’ means. Examples of self, within a school setting, home environment, sporting arena or amongst peers is what the class should be aiming for, during discussion time.

The accompanying activity sheet along with the ideas developed amongst the class, and the related movie, is designed to get the students to think about their own personal identity in different settings, and maybe relate them to characters within the movie or people whom they know.

Habits:

- Gathering Data Through all Senses
- Thinking and Communicating with Accuracy and Precision

After viewing the film ‘Holes’ and orally discussing character developments and personal identities, the students answer the first 5 questions of the handout, bearing in mind the thinking behind the Habit of Mind of **Gathering Data**… and **Thinking and Communicating**… , (discussing with the class as a whole what these entail in previous sessions).

- Creating, Imagining Innovating
- Applying Past Knowledge to New Situations

The final part of the activity requires the students to create a police profile of Stanley Yelnats (main character). The aim of the thinking process behind this task is to incorporate the Habits of Mind listed above, and implement them in their police profile indicating how, why, where, in the profile they were used.
HOLES

JUST Who is Stanley Yelnats???

After viewing the film, “Holes”, answer the following questions in the ‘Values’ section of your workbooks.

1. Write down 5 adjectives which describe what Stanley was like at the start of the film, and in a sentence for each adjective, explain why you think that.

2. Write down 5 adjectives which describe what Stanley was like at the end of the film, and in a sentence for each adjective, explain why you think that.

3. In what ways is Stanley unique?

4. In what ways is Stanley just like any other 13 year old boy?

5. What influences in his life made Stanley who he was and why do you think this is? (think about family, culture, the Group D boys, etc)

For example:

<table>
<thead>
<tr>
<th>Source of Influence</th>
<th>How this has affected Stanley</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

6. Create a police profile for Stanley Yelnats. You should include his age, height, date of birth, appearance, a photo and a description of his crime.
Religious Education
HABITS OF MIND From Mandy Vatougios

Discipline based lesson: Year 7 Religious Education- VELS Task

Aspect of Standard from Thinking and Personal Learning: Personal learning/Civics and Citizenship

Habits of Mind Task 1A: Thinking interdependently- work together/ team work & Thinking and communicating with clarity and accuracy.
Habits of Mind Task 1B: Metacognition / Reflection & Thinking and communicating with clarity and accuracy.

Topic studied: Role of the Church in the community/ Church Organizations.

Task 1A to be completed in one lesson:

Students are to find information on one of the following organizations by researching on the internet in groups of 4: (Teacher allocates association to groups).
Anglicare
Salvation Army
St.Vincent De Paul
Brotherhood of St. Laurence

Look out for the following information:
- Where did it start?
- What is its role?
- Who are its members?
- Which church group/ denomination is it affiliated with?

You are to present oral information on your group’s given church organization to the class, 2-5 minutes in duration.

Task 1B- Written reflection

*Students are to write a reflective piece (one page), based on their own and peers research and presentations from the previous lesson.*

“There are various church organizations that we have researched which help people in need. These include St. Vincent De Paul; The brotherhood of St. Laurence; Salvation Army and Anglicare. You are to reflect and write about why these organizations are good for the community. You are also to imagine and write about how society would be without these organizations. What would we do without these organizations in order to help people in need?”
Miscellaneous
**Title:** Beneath the sea  

**Year Level:** Level Four

**Subject:** Integrated – English, Science, Geography, Thinking, ICT  

**Time frame:** 8 – 10 weeks

**Written by:** Richard Owens  

**School:** Haileybury

**Date:** August 7 - 8, 2006  

**Key words:** classification, sustainability, clarity and precision, systems, interdependence, marine animals, note taking, ICT for visual thinking

**Task description**

Students are asked to imagine that they are a team of marine biologists exploring the possibility of establishing a marine park. Each group of students are presented with a file housing a collection of preliminary research – detailed observations of specific animals, reports of sightings and some background reading on different animal categories. Each group is required to order and analyse the research, using their subsequent understanding to construct a concept map that communicates their understanding of the relationship between the collections of marine animals. This information is then used to enlighten student discussion and work on issues of sustainability, conservation and use of resources.
<table>
<thead>
<tr>
<th>STRAND</th>
<th>DOMAINS</th>
<th>DIMENSIONS</th>
<th>STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline-based strand</td>
<td>Humanities - Geography</td>
<td>Geographical knowledge and understanding</td>
<td>Students recommend ways of protecting environmentally sensitive areas in a sustainable way. They provide examples and evidence based on their inquiries.</td>
</tr>
<tr>
<td>Discipline-based strand</td>
<td>Science</td>
<td>Science knowledge and understanding</td>
<td>They identify and explain the relationships that exist within and between food chains in the environment.</td>
</tr>
<tr>
<td>Discipline-based strand</td>
<td>English</td>
<td>Reading</td>
<td>At Level 4, students read, interpret and respond to a wide range of literary, everyday and media texts in print and in multimodal formats. They analyse these texts and support interpretations with evidence drawn from the text.</td>
</tr>
<tr>
<td>STRAND</td>
<td>DOMAINS</td>
<td>DIMENSIONS</td>
<td>STANDARDS</td>
</tr>
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<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Interdisciplinary learning</td>
<td>Thinking Processes</td>
<td>Reasoning, processing and inquiry</td>
<td>• At Level 4, students … collect relevant information from a range of sources and make judgments about its worth…They use the information they collect to develop concepts</td>
</tr>
<tr>
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<td>• At Level 4, students use a broad range of thinking processes and tools, and reflect on and evaluate their effectiveness. They articulate their thinking processes. They document changes in their ideas and beliefs over time.</td>
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<td></td>
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<td>• Students review their stored thinking strategies in order to identify similarities and differences in their thinking patterns. They document in their bank of digital evidence how these visualizing thinking strategies help them to understand concepts and relationships.</td>
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<td>STRAND</td>
<td>DOMAINS</td>
<td>DIMENSIONS</td>
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<tr>
<td>Interdisciplinary learning</td>
<td>Thinking Processes</td>
<td>Reasoning, processing and inquiry</td>
<td>• At Level 4, students … collect relevant information from a range of sources and make judgments about its worth…They use the information they collect to develop concepts</td>
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<td>relationships to be identified and inferences</td>
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<td>drawn from them.</td>
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<tr>
<td>Focus Habit of Mind</td>
<td>Focus Complex Reasoning Process</td>
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<tr>
<td>Thinking and communicating with clarity and precision</td>
<td>Classification</td>
<td></td>
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<tr>
<td>The focus is on directional development of –</td>
<td>1. What do I want to classify?</td>
<td></td>
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<tr>
<td>• The clear and precise use of language for increasingly effective communication</td>
<td>2. What things are alike and could be put into a group?</td>
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<tr>
<td>• The ability to transfer the knowledge and understanding of the Habit to different contexts and applications</td>
<td>3. How are these things alike?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• The use of action learning spirals focused on exploring the Habit and its application to the context of the lesson</td>
<td>4. What other groups can I make and how are the things alike in each group?</td>
<td></td>
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<tr>
<td>For example –</td>
<td>5. Does everything fit into a group?</td>
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<tr>
<td>- Plan</td>
<td>6. Would it be better to split up any of the groups or put any groups together?</td>
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<tr>
<td>- Act</td>
<td>7. What have I learned?</td>
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<tr>
<td>- Reflect</td>
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<tr>
<td>- Evaluate</td>
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<td></td>
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<tr>
<td>- Plan</td>
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<tr>
<td>An additional focus for the use of this process is on planning for future action. For example, the further refinement of the classification process, the transfer of the knowledge and understanding gained through the process to another context, etc.</td>
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<tr>
<td>Knowledge</td>
<td>Skills</td>
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<td>----------------------------------------------------------------------------</td>
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<tr>
<td>Students will understand -</td>
<td>Students will be able to -</td>
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<tr>
<td>• The relationships that exist between animals in a specific system or habitat</td>
<td>• Use concept mapping to demonstrate their understanding of the reasoning process of classification.</td>
<td></td>
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</tr>
<tr>
<td>• The importance of using evidence to support a point of view or interpretation.</td>
<td>• Use the computer application ‘Inspiration’ to illustrate their thinking strategies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• The influence of cause and effect upon a living system</td>
<td>• Document how these strategies and applications help them understand the concepts they are exploring in the unit.</td>
<td></td>
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<tr>
<td></td>
<td>• Use note-taking strategies to be able to read, synthesize and adapt knowledge gained from a range of texts.</td>
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<tr>
<td></td>
<td>• Use a classification process and a variety of graphic organizers in order to add clarity and precision to their thinking and communication.</td>
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</tr>
</tbody>
</table>
What evidence will show that students understand?

**Performance tasks:**

Individual task

1. Development of a computer generated concept map, displaying the student’s classification work and their reflections on the learning process

**Other assessment tasks:**

2. Written responses to questions in relation to the activity focusing on thinking strategies, the use of an ICT application and the content area
3. Submission of a set of graphic organizers - Group task

As per subject planners for related activities. For example –

- Mathematics – survey on related issue, data analysis
- English – letters to the editor
### Learning experiences

<table>
<thead>
<tr>
<th>Focus</th>
<th>Learning activities</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1     | As students have already worked with the Habit, revise earlier work with the class –  
  - Discuss precise language in relation to context specific terminology and also in relation to effective communication – for example, in previous group presentations, on sporting field, in a hospital surgery.  
  - Discuss the use of organizers and strategies that help support clear and precise communication and thinking – for example, the value of previously used organizers, the use of sub-headings, the purpose of providing ‘thinking time’ for speakers during class discussion  
  - Develop a logo for the Habit that will be placed on all of their work for the Habit |            |
<table>
<thead>
<tr>
<th>Focus</th>
<th>Learning activities</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Introduce rich task, then -</td>
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<td></td>
<td>• Establish teams of ‘marine biologists’</td>
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<td></td>
<td>• Discuss Habits of Mind useful for team work – reflect on previous team experiences</td>
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<td></td>
<td>• Present students with a file housing a collection of preliminary research – detailed observations of specific animals, reports on local environmental issues and some background reading on different animal categories.</td>
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<td></td>
<td>• Allow time for group discussion and preliminary reading</td>
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<td>3</td>
<td>• Discuss need to organize information in order to be able to use it</td>
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<tr>
<td></td>
<td>• Model use of the classification process – emphasizing the first three steps</td>
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</tr>
<tr>
<td></td>
<td>1. What do I want to classify?</td>
<td></td>
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<tr>
<td></td>
<td>2. What things are alike and could be put into a group?</td>
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<tr>
<td></td>
<td>3. How are these things alike?</td>
<td></td>
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<tr>
<td></td>
<td>• Discuss and define the concept of ‘characteristics’</td>
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<td></td>
<td>• Reflect upon the value of characteristic in classification in terms of clarity and precision</td>
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</tbody>
</table>
| 4 | • Generate graphic organizers for task – what will they need to include, how they will look, etc. (See appendix for example.)  
• Evaluate organizers in terms of how they support clear and precise thinking, focusing on the strengths and weaknesses of different approaches rather than the generation of a ‘class’ organizer  
• Discuss different types of approaches for note-taking used by students and those that have been covered during the course of the year.  
• Explore the value and strengths of these approaches  
• Allow time for reading and note-taking |
<table>
<thead>
<tr>
<th><strong>Focus</strong></th>
<th><strong>Learning activities</strong></th>
<th><strong>Assessment</strong></th>
</tr>
</thead>
</table>
| **5**     | The focus switches to the next three stages of the classification process –  
            4. What other groups can I make and how are the things alike in each group?  
            5. Does everything fit into a group?  
            6. Would it be better to split up any of the groups or put any groups together?  
            • Students discuss and debate in various group sizes, adding detail to their classification graphic organizers – discuss action learning cycle  
            • Teacher moves between groups in a ‘coaching’ role  
            Bring whole class/ specific groups together to discuss problem solving strategies, variations being made to graphic organizers, and the pursuit of clarity and precision in their work. | Classification graphic organizers |
| **6**     | • Discussion of concept mapping  
            • Exploration of the use of different tools and strategies within concept mapping – for example, the use of arrows, topics, sub-topics, colour, etc  
            • Discussion of the way in which these different tools and strategies can be used to add clarity and precision  
            • Building upon the work being undertaken in I.C.T. classes as regards use of the application, ‘Inspiration’.  
            • Discussion of set criteria for concept map | Inspiration concept map |
<table>
<thead>
<tr>
<th>Focus</th>
<th>Learning activities</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 7     | The focus switches to the last stages of the classification process –  

  5. Does everything fit into a group?  
  6. Would it be better to split up any of the groups or put any groups together?  
  7. What have I learned?  

  - Students work on the development of their concept maps using the program, Inspiration  
  - Teacher moves between individuals in a ‘coaching’ role  
  - Whole and small groups discussion and sharing of work | Inspiration concept map         |
| 8     | Teacher revisits and explores concept of food chains and webs.  

  - Ask students to map out possible chains and webs in regards to the creatures they have classified.  
  - Class discussion of ways to include this information on concept maps, along with troubleshooting more difficult types of categories, including consideration of preserving clarity and precision in their communication.  
  - Ask students to display these relationships on their concept map. | Inspiration concept map         |
Appendix

Sample classification organizer

<table>
<thead>
<tr>
<th>Category name:</th>
</tr>
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<tbody>
<tr>
<td>Characteristics:</td>
</tr>
<tr>
<td>Sub-group:</td>
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<tr>
<td>Specific examples:</td>
</tr>
</tbody>
</table>
Drama Lesson Year 6 (Level 4)  Modern Shakespeare

VELS Standards:

Creativity
At Level 4 students generate imaginative solutions when solving problems. They demonstrate flexibility in their thinking in a range of contexts.

Reflection, Evaluation & Metacognition
At Level 4 students use a broad range of thinking processes and tools and reflect on and evaluate their effectiveness. They articulate their thinking processes. They document changes in their ideas and beliefs over time.

Habits of Mind
Thinking Flexibly: Changing mind, suggesting another way, considering all ideas. Applying past knowledge to new situations: Apply what you know to new situations. Creating, Imagining, Innovating: Producing original ideas through imagination.

Objective: Year 6 students work in groups of three to modernize their previous performance of Shakespeare’s MacBeth Act 1 Scene 1 (The witches) and to perform, reflect upon and evaluate this performance.

Skills:  Memorise script
Apply dramatic techniques to task eg. Vocal dynamics, use of space, body positions.
Work cooperatively with others during rehearsals, incorporating Habits of Mind. Reflect upon group’s performance and evaluate accordingly.

Introduction
Review last week’s Shakespeare performances and discuss advantages of presenting these in a modern day style.
Students reform their groups and spend time discussing options for performances.

Activity
Work cooperatively in groups to apply learned drama techniques and knowledge of styles to a modern style Shakespeare performance. Perform as a group to the class.

Conclusion
Reflect upon your group’s performance, completing worksheet. Also use this as a guide to evaluate your group’s performance.
MODERN DAY SHAKESPEARE

Name: ________________________

Following your group’s successful performance of Shakespeare’s Macbeth ACT 1 SCENE 1 (The Witches Scene), your task is to create a more modern method of performing this scene to an audience.

Answer the following questions and provide information that demonstrates how your group approached the task, a reflection on your performance and an analysis of how your ideas changed during rehearsal.

7. Describe the style in which you have chosen to present your scene from Macbeth

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

8. Why did your group choose this style?

_______________________________________________________________________
_______________________________________________________________________

9. What are the main additions or alterations you have made to your previous performance?

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

10. What aspects of your performance worked well and why?

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

11. What aspects could you improve on?

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

12. How did your ideas change during the rehearsal period?

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
Year 6 Drama Lesson Thinking skills

The following expectations focus on the achievement of the Reflection, Evaluation & Metacognition Strand as outlined in the lesson plan.

H
Gives a detailed answer.
Articulates thinking by explaining answers.
Uses a range of thinking processes.
Uses creative and original ideas.
Reflects an honest evaluation with evidence of critical and objective thinking.
Demonstrates evidence of flexible thinking and innovation in answers.

M
Gives a detailed answer but repetitive to fill up the space.
Articulates thinking by partly explaining answers.
Partially reflects critical evaluation and is objective at times.
Uses some creative and original ideas.
Demonstrates limited evidence of flexible thinking and innovation in answers.

L
Is able to answer with factual information but repetitive and with little detail.
Answers not explained with reasons.
Hesitant to self evaluate by being critical or objective.
No evidence of flexible thinking or innovation in answers.
An introduction to Habits of Mind

- Reading of poem- Who Am I?
- Copies of poem distributed to students
- Discussion of poem- including responses to Who am I?

Reflection - time spent on previous weeks learning of tying Windsor Knots
What were we doing? Discussion about novice and expert performers

Learning from experience

1. Demonstration with interlocking fingers-thumb on top?
2. Demonstration and practice with folding arms.

It takes only a little while to develop a new habit. We can teach ourselves the habits that we would like to have. We all now tie the Windsor Knot out of habit- it took less than 2 weeks

ACTIVITY 1: to familiarize students with Habits/ vocab.

3 sets of cards- students work in partnership to match cards.
Students are asked to match the icons to names and to descriptive phrases.

ACTIVITY 2 : Memory card game

ACTIVITY 3 : Word splash – giving icons our own names and phrases

ACTIVITY 4: Designing individual habits posters- advertising/promoting one particular habit
Habits of Mind
Lesson Plan
Haileybury Newlands Junior School

Relevant standard:

At Level 3, students set short term, achievable goals in relation to specific tasks. They manage their feelings in pursuit of goals and demonstrate a positive attitude towards their learning.

Approach:

- Students set daily, weekly, monthly or term goals.
- The goals are specific to Academic, Social and extra curricular activities.
- Students write out their goals into a speech bubble which is displayed with the student’s photograph.
- Students read their goals twice a day.

Habit: Thinking Flexibly

- To ensure students have a path to ensure action in order to achieve goal.

Reflection:

- Students use the Stair steps approach to evaluate the pathway taken to be successful in achieving their goal.
- At each level of Stair Climbing students can nominate the associated Habit.
- Students can also modify goal if required.
- Should goal be achieved and the pathway has been established students can establish their next goal in the specific area.
- Students share their goal attainment with the class as a celebration of their achievement and are awarded with a certificate, sticker etc to help their self esteem.
CLIMB THE STEPS TO SUCCESS

GOAL:

CONGRATULATIONS.
YOU DID IT!!

5..............................................................
4..............................................................
3..............................................................
2..............................................................
1..............................................................

Start:
Climb the steps to achieve your goals. What stages are you using to achieve your goal? What strategies and Habits of Mind are helping you get there?

The difference between millionaires and billionaires is that billionaires check their goals twice a day, millionaires only check them once a day! Goals are directly related to the HOM!
Habits in the Junior School Classroom!

• Look at it another way! Maths
• Take your time! On your writing
• Think about your thinking! Your friends
• Understand and listen to others! Share Time
• Check it again! Numeracy tests
• How do you know? Integrated question topics/ Lit Circles
• Use what you learn! Homework
• Stick to it! Maths Problem Solving
• Think Clearly! Playing with others at lunch or playtime
• Use your senses! Explore tactile experiences.
• Try a different way! How you approach your friends.
• Wow- Look at that! Excursions/ camps
• Go for it! Take a responsible risk either academically or socially.
• Laugh! Tell a joke.
• Work Together! Any group work.
• Learn from experience! Maturity
Habits of Mind- Term 3 Lesson.

Andrea Wylie.

Yr8 Social Education.

Term 3 Leadership.

Habit of Mind:

16. Remaining Open to Continuous Learning.

‘Learn from experiences! Having humility and pride when admitting we don’t know: resisting complacency.’

Domain: 
Managing Personal Learning.

Level 5.
✓ Set short term and long term learning goals within a variety of tasks and describe their progress towards achieving these.
✓ They complete competing short, extended and group tasks within set time frames.
✓ Initiate and undertake some tasks independently, within negotiated time frames, utilising appropriate resources
✓ Review the effectiveness of the management of tasks, suggesting strategies that would improve outcomes.

Plan:

To evaluate and assess goal setting ability by using the ‘Evaluation worksheet’ to re-evaluate and modify the goals.
Part One: Setting Learning Goals.

Introduction to Social Education:
What is social competence?

‘Although definitions of social competence vary, there is broad consensus that it involves the ability to integrate the cognitive (thinking), emotional (feeling) and behavioural realms in order to establish, maintain and develop constructive social relationships.’ (Social Competence: A whole school approach to linking learning and wellbeing. Department of Education and Training (2002), pg. 7).

Social Education Program:

The Social Education Program at Newlands aims to assist students in becoming socially competent students who:

- Establish and maintain a range of positive social relationships
- Manage interpersonal difficulties and refrain from harming self or others
- Contribute collaboratively and constructively to peers, family, school and the wider community.

Students at Newlands have been given the opportunity to participate in a variety of compulsory and optional activities that involve bringing together boys and girls in an environment conducive to their development.

At the end of each term, a social competency audit is conducted which outlines the activities each individual student has participated in. The results are collated and if necessary, additional activities will be run to cater for individual year levels.

Students are studying the topic ‘Leadership’. This unit lasts for term three and includes a student lead activity. Students have to plan an activity which enables them to take a leadership role. (See worksheet)

Part Two: Planning Work.

Teacher plan: The activity is completed in 3 sections. The first section consists of backward planning. This should be completed by the end of two 40minute sessions. The second section is implementing and carrying out the plan, the time allowance for this section was 3x 40 minute lessons. The final section consists of student evaluation of their plan and activity. Time allocation was 2 x 40 minute lessons.

✔ See Appendix One:

Brief Description of Assignment:

Leadership Assignment.

Aim: To create a project which enables you to be a leader and positively change something.

Time Line: You have 3 x 40 minute lessons to plan, 3 weeks to carry ‘it’ out and 2 weeks to review.

Outline: You have to think of a task which you can complete. The task should either educate others or involves others. It should be positive and allow for students to consider the issue you are presenting.

Example One:
Go to the ELC and help with reading.

Example Two:
You can create a PPP and educate grade 4 on Fossil Fuels and recycling.

Example Three:
Educate students on World Vision and the job they do resulting in sponsoring a child.

Example Four:
Knit and involve others in knitting dog blankets for the local lost dog home.
Plan:
Think of an achievable leadership topic, discuss this with your teacher and peers. Take the next 2 weeks to plan your idea. You should set out specific goals you wish to complete and describe how you will know you have achieved them. If your plan involves others, make sure you consult the teachers of the other students and get permission.

You will need to have your plan approved by the teacher, make sure it is neatly presented.

Spend the following 3 weeks carrying out your activity. You should attempt to achieve your goals. How will you know you have achieved your aim?

Finally you need to spend time evaluating your leadership task. Use the worksheet your teacher gives you to help.

Don’t forget to take photos.

Good Luck.
APPENDIX ONE:
Student planning Worksheet:
Unit title: Leadership.

Research Questions:
What is the aim of our unit?

Learning Goals:
Are there any personal or academic goals that you need to focus on?

Short Term Goals: (Listed in priority)

<table>
<thead>
<tr>
<th>Date for completion</th>
<th>Stage / Description.</th>
<th>Completed?</th>
</tr>
</thead>
<tbody>
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<td>4</td>
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</table>

Long Term Goals: (Listed in priority)

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<tr>
<th>Date for completion</th>
<th>Stage / Description.</th>
<th>Completed?</th>
</tr>
</thead>
<tbody>
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<td>2</td>
<td></td>
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<td>3</td>
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</tbody>
</table>
**Breakdown of Tasks:**
Use this space to define and explain each Short Term stage in more detail.

1. Title:_________________           Description of Tasks:_________________
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________

2. Title:_________________           Description of Tasks:_________________
   ______________________________________________________________________
   ______________________________________________________________________
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3. Title:_________________           Description of Tasks:_________________
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________

4. Title:_________________           Description of Tasks:_________________
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________

**Resources.**
What resources do you need to complete your task?

•
•
•
Show this to your teacher to be approved.

Teacher Signature:________________   Student Signature:___________________

SUMMARY

Reflection.

Has your time management been effective?
________________________________________________________
________________________________________________________

Have you been able to use the resources effectively?
________________________________________________________
________________________________________________________

Have you achieved your goals?
________________________________________________________
________________________________________________________

Was there anything which stood out as successful?
________________________________________________________
________________________________________________________

Was there anything that did not go according to your plan?
________________________________________________________
________________________________________________________

How would you improve your work ethic?
________________________________________________________
________________________________________________________
Identify one strategy you could implement for future study.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Have you been able to multi task while working on this unit?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
I.C.T.
LESSON PLAN AND TEACHER NOTES FOR AN INFORMATION COMMUNICATION TECHNOLOGY YEAR 7 TASK

This task is designed for year 7 students to become familiar with using basic formulae in creating an excel spreadsheet to calculate the cost of having an end of year party.

Relevant Standard:
Managing personal learning

At Level 5, students set realistic short-term and long-term learning goals within a variety of tasks and describe their progress towards achieving these. They complete competing short, extended and group tasks within set timeframes, prioritising their available time, utilising appropriate resources and demonstrating motivation. They initiate and undertake some tasks independently, within negotiated timeframes. They review the effectiveness of the management of tasks, identifying successes and suggesting strategies that would improve outcomes. They develop and use criteria to evaluate their work, and use these criteria to make appropriate refinements. They demonstrate a positive and structured approach to learning, identifying and using effective strategies that assist with study, both at school and at home.

LESSON PLAN

Provide each student with an electronic copy of the task sheet. Discuss the task and requirements as a group and then demonstrate visually using the LCD projector functions that students will be using. Explain any queries students may have. Direct students to an example provided for referencing. Provide individual assistance and demonstrations throughout the lesson.

Habits: - Creating, imagining, innovating / Remain open to continuous learning
EXCEL TASK 1

You are to design a spreadsheet to calculate the cost of having an end of year party. Apart from the regular considerations such as the number of people attending, venue, band, decorations etc. - you will need to allow for 2 different party themes and two different venues. For example a “Ticket to Ride” party may use Luna Park as a venue where a ride ticket will be $21.00 per person, whilst a Skate Party held at a rink will have a venue cost and an equipment cost per person.

As was highlighted in the pizza spreadsheet that was emailed to you – use of color, headings and column layout can be very useful when selecting cells for formulas – please refer to the example below which can be used as a guide. You will be awarded additional marks for creating graphs to display your calculations.

End of Year Party

Quote Summary

<table>
<thead>
<tr>
<th></th>
<th>Ticket to Ride Party</th>
<th>Skate Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of hours</td>
<td>4.5</td>
<td></td>
</tr>
<tr>
<td>Number of People</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Costs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food per person</td>
<td>$3.50</td>
<td></td>
</tr>
<tr>
<td>Drinks per person</td>
<td>$1.25</td>
<td></td>
</tr>
<tr>
<td>Hire of Hall</td>
<td>$0.00</td>
<td></td>
</tr>
<tr>
<td>Band</td>
<td>$150.00</td>
<td></td>
</tr>
<tr>
<td>Decorations</td>
<td>$88.00</td>
<td></td>
</tr>
<tr>
<td>Stationary</td>
<td>$43.00</td>
<td></td>
</tr>
<tr>
<td>Ride Tickets per person</td>
<td>$21.00</td>
<td></td>
</tr>
<tr>
<td>Security per hour</td>
<td>$110</td>
<td></td>
</tr>
<tr>
<td>Juke Box per hour</td>
<td>$60</td>
<td></td>
</tr>
</tbody>
</table>
DECISION MAKING STRATEGIES TO CONSIDER

Check with the table below and select the options that you feel would be applicable/appropriate to your party. Please explain/justify why you selected/omitted each individual option – for example are you selecting the options based on a past experience or discussions with parents or friends.

Considerations you need to think about, for example – do you want to invite the entire class to have a get together for a larger number of people or to have a more adventurous specific type of party for a smaller group such as a Luna Park party or a Go Karting party.

<table>
<thead>
<tr>
<th>OPTIONS TO INCLUDE IN YOUR PARTY</th>
<th>SELECT-Y/N</th>
<th>EXPLAIN HOW YOU MADE YOUR DECISION AND WHY IT IS APPROPRIATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Invitations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decorations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paper Plates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prizes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hats</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lolly Bags</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
When selecting what type of theme to have for your end of year party, who to invite you and deciding which options to include, you have used a number of decision making processes to select the most appropriate choice based on a number of individual criteria.

Write 3-5 sentences on how you could apply in the future what you have learned about selecting criteria and the processes used in making decisions.

WORK SAMPLE

<table>
<thead>
<tr>
<th>Digital Games Party</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of hours</strong></td>
</tr>
<tr>
<td><strong>Number of people</strong></td>
</tr>
<tr>
<td><strong>Costs</strong></td>
</tr>
<tr>
<td>Food</td>
</tr>
<tr>
<td>Drinks</td>
</tr>
<tr>
<td>Consols</td>
</tr>
<tr>
<td>Consol Games</td>
</tr>
<tr>
<td>Invitations</td>
</tr>
<tr>
<td>Studio hire</td>
</tr>
<tr>
<td>Decorations</td>
</tr>
<tr>
<td>Stationary</td>
</tr>
<tr>
<td>Music Systems</td>
</tr>
<tr>
<td>Waiters</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
<tr>
<td><strong>Total per person</strong></td>
</tr>
</tbody>
</table>
Thank-you
Special thanks to the following contributors and supporters -

Haileybury Habits of Mind Learning Community

Shane Davey
David Rushmore
Gerard O'Dwyer
Ken Jolly
Vicki Kyrou.
Dominic Scardamaglia
Pierce Burke
David Stephenson
Duncan Borley
Richard Taberner
Dean Adams
Rachael Taberner
John Headlam
Jane Beams
Alex Tahmazis
Jo Clavarino
Jason Hibberd
Layla Clegg
Marshall Staley
Luke Delecca
John James
Scott Doran
Ann Mathers
Tisha Eggleston
Greg Vercoe
Anna Hanusiak
Lesley Hill
Angela McBride
Ron Lee
Vicki Cavnoudias
Brooke Martin
Nicole Hinson
Rowena O'Callaghan
Damian Quinlan
Mihaela Popa
Jane Pooley
Jamie Robertson
Sharelle Waugh
Olympia Robinson

Kate Sell
Farelle Smith
Rob Bater
Karen Cantwell
Rebecca Tici
Andrew Retschko
Dale Corr
Nick Taylor
Sarah Bradbury
Andrea Wylie
Jo Fleming
Nick Hamshare
Lauren O'Farrell
Kalli Dimitrokalis
Therese Sweeney
Kathis Duquemin
Nikos Bogiannidis
Mike Durack
Robert McUtchen
Judith Jackson-Joyce
Dennis Mitsianis
Karen Cole
Blake Bevis
Donna Krenn
Sarah Haley
Sally Evans
Richard Owens
Serena Wong
Habits of Mind Hub Network – Australia

James Anderson
All of the schools associated with the Hub

Visiting schools

Courtney Gardens Primary School
Mac Robertson’s Girls School
Bukit Batok Secondary School
Unity Primary School
Kranji Primary School

Other

Senior Executive of Haileybury College – especially Shane, Davey, Rhonda Allen
Lyn Watts
Cathy Beesey – Office of Teaching and Learning
Tom Lumley – ACER, VCAA Multi-Domain Assessment Mapping Project
Jenny Rubira – VCAA Multi-Domain Assessment Mapping Project
Louise Rieniets - VCAA Multi-Domain Assessment Mapping Project
Dr Jane Mitchell – Monash University
Dr Libby Tudball – Monash University

Special Acknowledgement

For their support, guidance and wisdom –

Art Costa
Bena Kallick