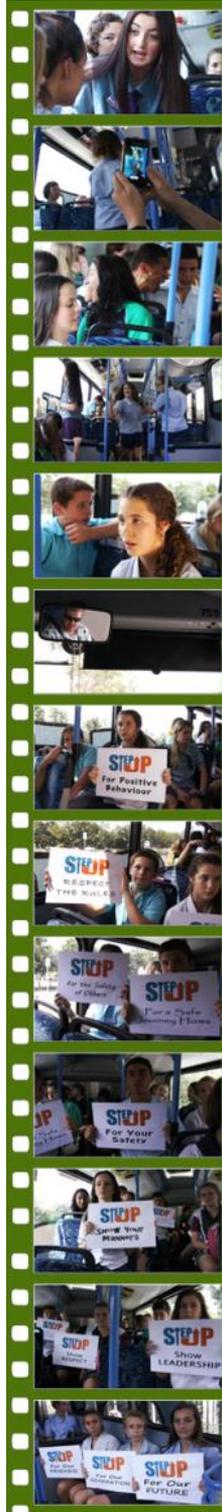


Leadership Project

Friday, 21 February 2014
1:31 PM

STEP UP LEADERSHIP PROJECT

your BEHAVIOUR, our REPUTATION



Great state. Great opportunity.



Background

Friday, 21 February 2014
2:03 PM

This unit has been designed to develop positive behaviour and leadership qualities in Junior Secondary school students, through the creation of a community awareness project related to safe travel to and from school.

It addresses current issues regarding common adolescent behaviours, community perceptions and media representations. Students will participate in interactive tasks that will develop skills in group cooperation, communication and leadership.

Each lesson is designed to engage with the students' knowledge of social issues and develop their understandings and use of Queensland Studies Authority (QSA) CORE Curriculum Elements (CCE).

This unit aims to encourage students to "Step Up" and show positive behaviours on public transport, address the poor behaviour of others, and show respect for their school, their community and themselves.

It's time to Step Up and be a responsible citizen.



Acknowledgments

Friday, 21 February 2014
11:22 AM

STEP UP LEADERSHIP PROJECT

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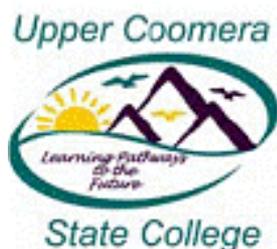
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PROUDLY PRODUCED AND SUPPORTED BY:



Unit Overview

Friday, 21 February 2014
1:30 PM

STEP UP LEADERSHIP PROJECT – UNIT OVERVIEW

LEARNING INTENTIONS

- Improve the general behaviour of students while travelling on buses and other public transport.
- To provide an opportunity for student leadership with a focus on Junior Secondary.
- To promote ownership of behaviours, responsible behaviours and peer supervision.
- Increase knowledge about the Code of Conduct and the important link between behaviour and safety.
- Promote positive student and bus driver relationships.
- Enable and encourage Junior Secondary students to lead this initiative within their school.

LEVEL: Year 7/8 (first year of high school)

TIMEFRAME: Term one, 10 weeks

CREATIVE TASK: Create promotional materials that will encourage positive leadership behaviours among the school community.

STAGES & CCE learning objectives:

INSPIRE

1 – EFFECTIVE CLASSROOM MANAGEMENT

Identifying and interpreting ideas; Recalling/remembering; Explaining to others; Reaching a conclusion which is consistent with a given set of assumptions; and Using vocabulary appropriate to a context.

2 – IDENTIFYING BEHAVIOURS & ESTABLISHING THE PROJECT

Using vocabulary appropriate to a context; Explaining to others; Interrelating ideas/themes/issues; Reaching a conclusion which is necessarily true provided a given set of assumptions is true; Reaching a conclusion which is consistent with a given set of assumptions; Observing systematically; and Visualising.

3 – IDENTIFYING CONSEQUENCES

Recalling/remembering; Using vocabulary appropriate to a context; Explaining to others; Empathising; Comparing; Contrasting; Classifying; Interrelating ideas/themes/issues; Reaching a conclusion which is necessarily true provided a given set of assumptions is true; Reaching a conclusion which is consistent with a given set of assumptions; and Judging/evaluating.

4 – DEMONSTRATING LEADERSHIP QUALITIES

Recalling/remembering; Using vocabulary appropriate to a context; Explaining to others; Empathising; Interrelating ideas/themes/issues; Reaching a conclusion which is consistent with a given set of assumptions; Analysing; Judging/evaluating; and Observing systematically.

ENCOURAGE

5 – PLANNING A 'STEP UP LEADERSHIP PROJECT'

Translating from one form to another; Using correct spelling, punctuation, and grammar; Using vocabulary appropriate to a context; Summarising/condensing written text; Creating/composing/devising; Perceiving patterns; Visualising; Searching and locating items/information; Observing systematically; Gesturing; and Sketching/drawing.

FACILITATE

6 – 9 – PRODUCING A STEP UP LEADERSHIP PROJECT

Recognising letters, words and other symbols; Recalling/remembering; Interpreting the meaning of words or other symbols; Interpreting the meaning of pictures/illustrations; Translating from one form to another; Using vocabulary appropriate to a context; Explaining to others; Empathising; Interrelating ideas/themes/issues; Applying strategies to trial and test ideas and procedures; Creating/composing/devising; Justifying; Visualising; Observing systematically; and Gesturing.

10 – REVIEW AND REFLECTION

Using vocabulary appropriate to a context; Explaining to others; Interrelating ideas/themes/issues; Applying strategies to trial and test ideas and procedures; Justifying; Observing systematically; and Gesturing.



Each lesson is based on the [Three Phase Lesson Structure](#) using (IMPACT, WALT, WILF, WILT) as practised within Helensvale State High School.



Lesson 1

Friday, 21 February 2014
1:31 PM

LESSON ONE – EFFECTIVE CLASSROOM MANAGEMENT

W.A.L.T

(We are learning today)

Inspire

W.I.L.F

(What I'm looking for...)

I DO

Modelling

I do – You watch

WE DO

Practise

You do – I help

Apply

You do – I help

YOU DO

Connect

You do – I watch

Transform

You do – I watch

W.I.L.T

(What I've learnt today?)

W.A.L.T

"We are learning today how to work in groups completing a classroom activity by adhering to guidelines and procedures for effective group management."

Inspire

- Show a humorous clip on 'Leadership' and discuss what the clip is saying about leadership and teamwork.
- Identify rules and procedures of a classroom. Questions to Ask: How do we act inside a classroom? Why do we have these rules?

W.I.L.F

"What I'm looking for is why it is important to have established rules and procedures when conducting an activity and how we can manage activities more effectively by showing leadership.

Modelling

- Teacher models effective group management skills by directing students into groups and giving directions for the first activity. **Directions:** Place students into groups. Send one student outside, explain to the remaining students that a task will be set and their job is to create as much distraction as possible. Their aim is to stop the person from completing the puzzle.

Practise

- **ACTIVITY:** Bring the students back to their group. Set the task to the student: complete a puzzle (e.g. jigsaw puzzles, rubik's cube, maths puzzle, tangrams, piece together a popular quote, etc) or use resources provided in 2 minutes. Remind the other students in the group of their task.

Connect

- **PERSON DOING PUZZLE ANSWERS QUESTIONS:** What did that feel like for you? What was difficult? What could you have done to make the process easier for yourself?

Apply

- **REPEAT ACTIVITY:** Think about how you can all work together to complete the task effectively within the timeframe (e.g. delegate roles, time keeper, sort the edges of the puzzle, sort the colours, etc).

Connect

- **QUESTIONS:** What did it feel like for you this time? What were the positives of working together as a group? What behaviours did you encourage to manage the situation?

Transform

- **IN GROUPS:** Brainstorm this activity on butcher's paper and then share results with the class. Think about outside school? Where else do we have rules about our behaviour and conduct in society? What are the rules? Why are these important?

Connect

- **FEEDBACK:** What is the difference between managing behaviour in this classroom compared to around/outside the school environment/wider community?

W.I.L.T

"What did we learn today? How are rules important in managing classroom environments and how can this be transferred into broader social situations? How do they ensure that everyone is treated respectfully and is given a fair go?"

STEP UP

your BEHAVIOUR, our REPUTATION

QSA CORE CURRICULUM ELEMENTS

- Identifying and interpreting ideas
- Recalling/remembering
- Explaining to others
- Reaching a conclusion which is consistent with a given set of assumptions
- Using vocabulary appropriate to a context.

RESOURCES REQUIRED

- Butcher's Paper
- Markers
- Puzzle (e.g. jigsaw puzzles, rubik's cube, maths puzzle, tangrams, piece together a popular quote, etc)
- Humorous Clips
 - [Leadership Advertisement with Ants](#)
 - [Take the Bus Advertisement with Crabs](#)



Lesson 2

Friday, 21 February 2014
1:40 PM

LESSON TWO – IDENTIFYING BEHAVIOURS & ESTABLISHING THE PROJECT

W.A.L.T

(We are learning today)

Inspire

W.I.L.F

(What I'm looking for...)

I DO

Modelling

I do – You watch

WE DO

Practise

You do – I help

Apply

You do – I help

YOU DO

Connect

You do – I watch

Transform

You do – I watch

W.I.L.T

(What I've learnt today?)

W.A.L.T

"We are learning today how to observe and classify individual and social behaviours, and the impact certain behaviours have on perceptions in society."

Inspire

- Direct students to form a single line. They must end up in order of student birthdates (e.g. Jan 4, Feb 22, June 12, etc). Students cannot communicate verbally through this activity. **Discuss:** What did you see? How did different people react? What different strategies did you see?

W.I.L.F

"What I'm looking for is what types of behaviours are common among teenagers and how can these issues be addressed in a public setting?"

Practise

- **THINK/PAIR/SHARE:** List the types of behaviours that are commonly connected with teenagers in society. Write them on the board under a [PCQ Table](#) (the headings Pros/Cons/Questions) considering negative and positive behaviours. Share with the other groups the types of behaviours people are seeing.

Connect

- **IN GROUPS:** Think of a way to categorise the behaviours. What types of categories could we create – e.g. types of behaviours, time of behaviours, types of people involved, formal/informal, proactive/reactive, etc?

Apply

- **BRAINSTORM:** How can we address these negative behaviours and promote positive change from teenagers?

Modelling

- Teacher discusses how Community Awareness films are one method of addressing negative behaviours. Show examples of Community Awareness films (e.g. Wollongong Catholic School Anti-Bullying Film, Not Acceptable R-word PSA, Is It Worth It - Texting While Driving, Teach Me How To Brushy, etc).
- **Media Focus:** Show some news reports related to safety concerns on public transport or other related issues specific to your school.

Connect

- **QUESTIONS:** Why are these media reports relevant to us as a student, school and wider community? What impact can they have? Why would we STEP UP?

Modelling

- **INTRODUCE** the idea of the Step Up Leadership Project to promote positive behaviour and leadership inside and outside of school.
TASK: Create promotional materials that will encourage positive behaviours and leadership qualities among the students in relation to safe travel to and from school.
- Possible examples could include: Step Up video, Step Up rap, Step Up posters, Step Up colouring sheet for year 6/7 students, Step Up cartoon, Step Up drama performance for a primary school, Step Up article for the school newsletter/ local paper, Step Up brochure, Step Up board game, Step Up webpage, Step Up App, etc. **Considerations:**
 - Why are we doing this?
 - Who is our target audience?
 - What are the one or two behaviours that we want to change?
 - What ideas do we have to change these behaviours?
 - What is the role of the teachers, students and parents?

Transform

- **IN GROUPS:** What are some ideas for the types of promotional materials that we would like to produce as part of the 'Step Up Leadership Project' that will contribute to a campaign to address and change negative behaviours while promoting positive actions? What issue/s and behaviour/s will you focus on and what specific target group does your promotional material address?

W.I.L.T

"What did we learn today? How can behaviours be classified? How can sensitive issues be addressed in society? How can we promote positive behaviours and leadership qualities among students regarding safe school travel?"



your BEHAVIOUR, our REPUTATION

QSA CORE CURRICULUM ELEMENTS

- Using vocabulary appropriate to a context
- Explaining to others
- Interrelating ideas/themes/issues
- Reaching a conclusion which is necessarily true provided a given set of assumptions is true
- Reaching a conclusion which is consistent with a given set of assumptions
- Observing systematically
- Visualising.

RESOURCES REQUIRED

- Butcher's Paper
- Markers
- [PCQ Table](#)
- Community Awareness Films
 - [Wollongong Catholic School Anti-Bullying Film](#)
 - [Not Acceptable Rword PSA](#)
 - [Is It Worth It - Texting While Driving](#)
 - [Teach Me How To Brushy](#)
- Media Reports on school related transport safety issues.



Lesson 3

Friday, 21 February 2014
1:40 PM

LESSON THREE – IDENTIFYING CONSEQUENCES

W.A.L.T

(We are learning today)

Inspire

W.I.L.F

(What I'm looking for...)

I DO

Modelling

I do – You watch

WE DO

Practise

You do – I help

Apply

You do – I help

YOU DO

Connect

You do – I watch

Transform

You do – I watch

W.I.L.T

(What I've learnt today?)

W.A.L.T

"We are learning today how to analyse the range of behaviours that are experienced in a bus scenario, and identify the greater impacts and consequences of these behaviours upon the self, community, school, etc."

Inspire

- The classroom is set up as a virtual bus. Teacher instructs the students to pretend they are on a school bus and demonstrate behaviours they have witnessed while on a bus. Select one student as the bus driver. Students will have 2-3 minutes to act out these behaviours.

W.I.L.F

"What I'm looking for is the recognition of how negative behaviours can have particular consequences in social environments if people do not 'Step Up' and take leadership to manage these situations."

Modelling

- **BRAINSTORM:** Identify the behaviours that were observed. Write them on the board and identify positive and negative behaviours. [Could be completed as a [PCQ Table](#).] Teacher to give an example of the behaviours that were observed and complete one in each category to model the task.

Practise

- **THINK/GROUP/SHARE:** Ask students to classify what would be regarded as a 'major' and 'minor' behaviour using an [Extent Barometer](#). Ask students to identify some of the 'major' and 'minor' behaviours from the chart. Circle a minimum of 10 behaviours from the chart and then ask students to work in groups to rank these behaviours from minor (1) to major (10).
- **BUS DRIVER:** What behaviours do our drivers **see**? How do they **feel**? Ask the student playing the bus driver how he felt in that situation. What could the bus driver do in response to this collective behaviour?

Apply

- Share the top 3 major behaviours with the whole class. What were the similarities and differences? Why? What are some of the impacts of these major behaviours? Consider the impact upon the self, the group (the school), and the community. What are some of the weaknesses and threats of this behaviour with regards to the wider community?

Connect

- Watch the ['Interschool Step Up Bus Safety Video'](#) with the focus: What types of behaviour did you see in the video? Who would you class as the instigators? Why? What role did the students play who were sitting quietly? Could they have done anything differently? What are the consequences of doing something/nothing?

Transform

- **IN GROUPS:** Teacher highlights that the School's Behaviour Plan sets out the expectations and consequences of student behaviour. Students are to read the Student Expectation/Behaviour Policy and highlight the negative behaviour that occurred in the two bus scenarios and identify the consequences.
 - What are the general consequences for some of the 'major' behaviours?
 - What are the general consequences for some of the 'minor' behaviours?
 - Do these consequences seem justified? Why/why not?
 - Suggest some appropriate consequences for poor bus behaviour. Present ideas to the class.

W.I.L.T

"What did we learn today? What are positive and negative behaviours that can be observed in travelling on school buses, and how do these behaviours impact the self, the group (school), and the wider community?"



your BEHAVIOUR, our REPUTATION

QSA CORE CURRICULUM ELEMENTS

- Recalling/remembering
- Using vocabulary appropriate to a context
- Explaining to others
- Empathising
- Comparing
- Contrasting
- Classifying
- Interrelating ideas/themes/issues
- Reaching a conclusion which is necessarily true provided a given set of assumptions is true
- Reaching a conclusion which is consistent with a given set of assumptions
- Judging/evaluating.

RESOURCES REQUIRED

- Butcher's Paper
- Markers
- [Extent Barometer](#)
- [Step Up Bus Safety Video](#)

PRIOR VIRTUAL BUS ACTIVITY EXAMPLE

- This storyboard was based on the In-Class Virtual Bus Activity from November 2012 at Helensvale State High School



Lesson 4

Friday, 21 February 2014
1:40 PM

LESSON FOUR – DEMONSTRATING LEADERSHIP QUALITIES

W.A.L.T

(We are learning today)

Inspire

W.I.L.F

(What I'm looking for...)

I DO

Modelling
I do – You watch

WE DO

Practise
You do – I help

Apply

You do – I help

YOU DO

Connect
You do – I watch

Transform

You do – I watch

W.I.L.T

(What I've learnt today?)

W.A.L.T

"We are learning today how to demonstrate leadership by addressing negative behaviours and bringing about a positive resolution."

Inspire

- Show the '[Interschool Step Up Bus Safety Video](#)' again and discuss the behaviour demonstrated by the main student towards the end of the video and the respective behaviours of the other students. Use a [SWOT Analysis](#) to examine the situation and responding positively to it by showing leadership.

W.I.L.F

"What I'm looking for is what leadership looks like and how I can demonstrate these qualities within different social environments and situations."

Modelling

- Teacher models what is leadership by giving a definition of a leader. Provide the students with an example of a leader from history and discuss what qualities they have/had. Who is someone who can be considered a 'leader' in a particular field (e.g. political, sporting, arts/media, medical, etc)?

Practise

- **ACTIVITY:** Give the students a piece of paper each to write down one quality of a leader. Students post these on the board.

Connect

- **DISCUSS:** What leadership qualities do the people listed on the board have? Are good leaders also followers? How do good leaders focus others on the task? How do they communicate effectively and listen patiently?

Modelling

- Teacher shows some media clips demonstrating leadership qualities and group cohesiveness in the execution of a particular task. Suggested clips can be found on the [LINKS](#) page.

Apply

- **IN GROUPS:** On butcher's paper, come up with ways we can show leadership when travelling to and from school. What does it mean to Step Up? What does it look like, feel like, sound like? (Responses should read as 'Step Up' followed by a demonstrated behaviour).

Connect

- **QUESTIONS:** Why would showing leadership at this time be difficult? How else could you demonstrate leadership without standing out in a crowd? (i.e. don't encourage the person to continue behaving badly, report the behaviour to someone ASAP, encourage others to disengage from instigating and cheering on the negative behaviour, etc).

Transform

- **ROLE PLAY IN GROUPS:** Select a particular behaviour and devise a positive way to show leadership and 'Step Up' and deal with it. Present it to the class as a role play. [This role play can be set on a bus or another social situation common to students.]

Connect

- **DISCUSS:** How effective do you believe these actions would eventually be? What other positive behaviours could you demonstrate in the situations we have seen performed?

W.I.L.T

"What did we learn today? Why should we 'Step Up' as leaders? What are the long term benefits of demonstrating leadership qualities in these situations (e.g. students misbehaving will no longer have anyone to perform for, school reputation improves, school pride, etc)?"



your BEHAVIOUR, our REPUTATION

QSA CORE CURRICULUM ELEMENTS

- Recalling/remembering
- Using vocabulary appropriate to a context
- Explaining to others
- Empathising
- Interrelating ideas/themes/issues
- Reaching a conclusion which is consistent with a given set of assumptions
- Analysing
- Judging/evaluating
- Observing systematically.

RESOURCES REQUIRED

- Scrap paper or Post-Its
- Butcher's Paper
- Markers
- [SWOT Analysis](#)
- [Step Up Bus Safety Video](#)
- [Leadership Clips](#)



Lesson 5

Friday, 21 February 2014
1:41 PM

LESSON FIVE – PLANNING A ‘STEP UP LEADERSHIP PROJECT’

W.A.L.T

(We are learning today)

Inspire

W.I.L.F

(What I'm looking for...)

I DO

Modelling

I do – You watch

WE DO

Practise

You do – I help

Apply

You do – I help

YOU DO

DO

Connect

You do – I watch

Transform

You do – I watch

W.I.L.T

(What I've learnt today?)

W.A.L.T

“We are learning today to identify our own community’s needs with regards to safe behaviours in travelling to and from school, and plan a Community Awareness project to encourage positive behaviours and leadership qualities.”

Inspire

- Teacher to show a current newspaper article or YouTube clip outlining local issues regarding the concerns of travelling to and from school in respect to behaviour and safety. Class will then brainstorm and discuss these issues and identify the issues and behaviours that are most relevant, and these will become the focus of the students' group project.

W.I.L.F

“What I'm looking for is what are the school or the local community concerns with regards to safe behaviour upon travelling to and from school, and how can I positively address these issues?”

Modelling

- Teacher explicitly outlines the task: Students are to create a 'Step Up Leadership Project' that will encourage positive behaviours and leadership qualities among the students in relation to safe travel to and from school.
 - What are positive behaviours and leadership qualities discussed in the unit so far?
 - What types of promotional materials could we produce and be effective within our school and community?
 - Suggested materials: Promote the expectations of positive behaviour in and around school through, for example, Step Up video, Step Up posters, Step Up rap, Step Up colouring sheet for year 6/7 students, Step Up cartoon, Step Up drama performance for a primary school, Step Up article for the school newsletter/local paper, Step Up brochure, Step Up board game, Step Up webpage, Step Up App, Step Up t-shirt design.

Practise

- **IN GROUPS:** Students outline their plan for the task
 - Teacher provides scaffolding to guide the students' work
 - Teacher feedback is provided.

Apply

- **IN GROUPS:** Complete the planning pages in the [SULP Worksheet](#).

Connect

- **DISCUSS:** Students share their concept and ideas with the whole class for feedback and development of final ideas.

Transform

- **ACTIVITY:** Students to respond to the feedback and continue to plan their 'Step Up Leadership Project'.

W.I.L.T

“What did we learn today? How can we use and plan promotional materials to encourage positive behaviours and leadership qualities regarding a topical issue in relation to safe travel to and from school?”



your BEHAVIOUR, our REPUTATION

QSA CORE CURRICULUM ELEMENTS

- Translating from one form to another
- Using correct spelling, punctuation, and grammar
- Using vocabulary appropriate to a context
- Summarising/condensing written text
- Creating/composing/devising
- Perceiving patterns
- Visualising
- Searching and locating items/information
- Observing systematically
- Gesturing
- Sketching/drawing.

RESOURCES REQUIRED

- Butcher's Paper
- Markers
- [SULP Worksheet](#)
- Source a YouTube/Media clip in relation to transport issues (relevant to your school)



Lessons 6 - 9

Friday, 21 February 2014
1:41 PM

LESSON SIX TO NINE – PRODUCING A STEP UP LEADERSHIP PROJECT

W.A.L.T

(We are learning today)

Inspire

W.I.L.F

(What I'm looking for...)

I DO

Modelling
I do – You watch

WE DO

Practise
You do – I help

Apply

You do – I help

YOU DO

Connect
You do – I watch

Transform

You do – I watch

W.I.L.T

(What I've learnt today?)

W.A.L.T

"We are learning today to collaborate in groups effectively and apply the persuasive techniques of community awareness projects in the creation of promotional material that encourages leadership and positive behaviour."

Inspire

- Ask students to recap the techniques used in the promotional materials in Lesson 2 and ask for examples as to how this can be applied to their 'Step Up Leadership Project'.
- Over the lessons, ask groups to give a presentation of their initial concepts and progress on the task and discuss: What is working well? What isn't? What could be done to improve the effectiveness of the project?

W.I.L.F

"What I'm looking for is how to produce 'persuasive' promotional materials that will encourage positive behaviour and leadership qualities among the students in relation to safe travel to and from school."

Modelling

- Teacher outlines expectations of student behaviour in terms of working collaboratively in groups.
- Teacher directs students to specific pages of the [SULP Worksheet](#) or certain tasks relevant to their 'Step Up Leadership Project' to be completed each lesson.

Practise

- Teacher provides scaffolding to guide the students' work in the [SULP Worksheet](#).
- Students develop the skills of creating promotional material.
- Teacher feedback is provided.
- Re-teach persuasive promotional techniques, and address problems and misconceptions as required.

Apply

- Students use shared learning resources to work collaboratively in groups on tasks and demonstrate the skills taught.
- Students use checklists and/or criteria sheets to monitor their progress and self-assess; or peer-assess to check for the inclusion of skills learnt in the lesson (e.g. Checklist for Student Projects).
- Teacher should: **Approve** all student projects; **Monitor** groups in the execution of the project; **Set** deadlines for planning and final product; **Coordinate** any presentations with year level coordinators/HODs, etc. for parades; **Liaise** with newspapers/organisers of newsletters; and **Evaluate** regularly the effectiveness of your school's Step Up Leadership Project. This could be done by surveying students, staff and the wider community. **'IF YOU EXPECT IT, INSPECT IT'**.

Connect

- Students share their ideas with peers and/or teacher.
- Whole-class conferencing: 'What is working well? What isn't?'
- Class discussion: Students promote the benefits for real-life uses of skills learnt or reflect on finished tasks.
- Students could video/record/upload completed lesson tasks.

W.I.L.T

"What did we learn today? How can we effectively reflect upon and address issues that arise when producing a School/Community Awareness project? How can we improve on the communication of a message on leadership and positive behaviour, and maximise its delivery to a target audience?"



your BEHAVIOUR, our REPUTATION

QSA CORE CURRICULUM ELEMENTS

- Recognising letters, words and other symbols
- Recalling/remembering
- Interpreting the meaning of words or other symbols
- Interpreting the meaning of pictures/illustrations
- Translating from one form to another
- Using vocabulary appropriate to a context and procedures
- Explaining to others
- Empathising
- Interrelating ideas/themes/issues
- Applying strategies to trial and test ideas and procedures
- Creating/composing/devising
- Justifying
- Visualising
- Observing systematically
- Gesturing.

RESOURCES REQUIRED

- [SULP Worksheet](#)
- Materials related to each group's Step Up Leadership Project.



Lesson 10

Friday, 21 February 2014
2:13 PM

LESSON TEN – REVIEW AND REFLECTION

W.A.L.T

(We are learning today)

Inspire

W.I.L.F

(What I'm looking for...)

I DO

Modelling

I do – You watch

WE DO

Practise

You do – I help

Apply

You do – I help

YOU DO

Connect

You do – I watch

Transform

You do – I watch

W.I.L.T

(What I've learnt today?)

W.A.L.T

"We are learning today how to present a project within a classroom environment as a spoken presentation, and to the wider community in the form of a press release."

Inspire

- Ask students to reflect on what they have learnt over the course of the unit.

W.I.L.F

"What I'm looking for is how I can improve on the delivery of a Community Awareness Project to a broader public audience."

Modelling

- Teacher informs each group they are to present their final projects to the class and discuss the intention and strategies employed to communicate the message to the audience.

Practise

- **ACTIVITY:** Each group presents their final projects to the class, discussing the intention and strategies used to communicate the message to the audience.

Connect

- **DISCUSS:** Review each project as a class and discuss the effectiveness of it as a [SWOT Analysis](#) (Strengths, Weaknesses, Opportunities, Threats). Reflect on ways the project could have been improved to make the delivery of its message more effective.

Modelling

- Teacher reads through the '[Code of Conduct for School Bus Travel](#)' document with the students and examines: 'The rights and responsibilities of students and parents/carers' and 'Expected behaviour of students'.

Connect

- **IN GROUPS:** Reflect on how your project addresses the issues and expectations of the Queensland Government. Share results with the class.

Transform

- **ACTIVITY:** Write a [Press Release](#) to accompany your project that discusses its purpose, use of strategies, and the ultimate message communicated by the project. Include reference to the 'Code of Conduct for School Bus Travel' document in the letter and relate how your project incorporates and/or reflects the rights and responsibilities and expected behaviour of students. This will show how your project is an important extension of the aims of the Queensland Government (in particular, Department of Transport and Main Roads, and Department of Education, Training and Employment) of promoting and ensuring the safe passage of students to and from school on public transport. Your letter should utilise persuasive language and be addressed to the wider community.

W.I.L.T

"What did we learn today? How is our project going to be sustainable? What did we learn in the execution of and reflection on this Community Awareness Project that can benefit us as a responsible citizen?"



your BEHAVIOUR, our REPUTATION

QSA CORE CURRICULUM ELEMENTS

- Using vocabulary appropriate to a context
- Explaining to others
- Interrelating ideas/themes/issues
- Applying strategies to trial and test ideas and procedures
- Justifying
- Observing systematically
- Gesturing.

RESOURCES REQUIRED

- Sulp Worksheet
- Each group's Step Up Leadership Project
- [SWOT Analysis](#)
- '[Code of Conduct for School Bus Travel](#)' document
- Copy of a [Press Release](#) for a promotional campaign.



Step Up Video

Friday, 21 February 2014
2:41 PM

[Step Up Bus Safety Video](#)



SULP Worksheet

Friday, 21 February 2014
1:42 PM



SULPWORKS
HEET

STEP UP LEADERSHIP PROJECT

your BEHAVIOUR, our REPUTATION

STEP UP WORKSHEET

TASK: Create promotional materials that will encourage positive behaviours and leadership qualities in relation to safe travel to and from school.

GROUP MEMBERS:

IN GROUPS BRAINSTORM

Concerns about travelling to and from school in regards to behaviour and safety that are particularly relevant to your school. Share results with the class.

Write down below what issues and behaviours are most relevant to your school. This is now the focus of your group project.

STEP UP PLANNING

- What will your group do to encourage positive leadership behaviour? What are some ideas for the types of promotional materials that we would like to produce to promote the 'Step Up Leadership Project'?
 - SUGGESTED ACTIVITIES: Promote the expectations of positive behaviour in and around school, i.e. Step Up rap, Step Up posters, Step Up video, Step Up colouring sheet for year 6/7 students, Step Up cartoon, Step Up drama performance for a primary school, Step Up article for the school newsletter/ local paper, Step Up brochure, Step Up board game, Step Up webpage, Step Up App, Step Up t-shirt design.

Our group will be creating:

<p>Select what issues and behaviours are most relevant and these become the focus of your group project.</p> 		<p>What is the purpose of your promotional material?</p> 
 <p>TARGET AUDIENCE</p>		
 <p>What do you want your target audience to STOP, START AND KEEP DOING?</p>		<p>What strategies will you employ to address this particular audience?</p> 

STEP UP PLANNING CONTINUED

RESOURCES:



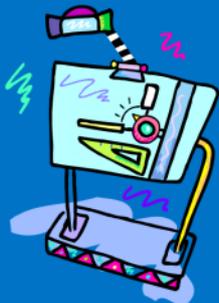
What will you need to create your promotional material?

ROLES AND RESPONSIBILITIES:



What do we need to do to prepare for the project? Who wants to work on what?

DRAFTING:



Create a rough draft of your final product – e.g. flowchart, sketch, story board, script, etc. What will your group do?

STEP UP LEADERSHIP PROJECT
your BEHAVIOUR, our REPUTATION

Leadership Clips

Friday, 21 February 2014
1:42 PM

LEADERSHIP

HUMOROUS CLIPS

Leadership Advertisement with Ants

<http://www.youtube.com/watch?v=5L8Em5vUOFU>

Take the Bus Advertisement with Crabs

http://www.youtube.com/watch?v=i_Psl0nFEzw

FILMS

Forty leadership quotes

<http://www.youtube.com/watch?v=mQerL6YmxR8>

How to be a leader

<http://www.youtube.com/watch?v=fW8amMCVAJQ>

Top ten qualities of a leader

<http://www.youtube.com/watch?v=silPtekoFqE>

Qualities of a leader

<http://www.youtube.com/watch?v=Az8W27tLokM>

APOLLO 13 - LEADERSHIP

Failure is not an option

<http://www.youtube.com/watch?v=KhoXFVQslxw>

Turning a negative into a positive

<http://www.youtube.com/watch?v=eOkAyUmyQko>

Keeping calm in a difficult situation

<http://www.youtube.com/watch?v=eURy8NskhGM>

Tom Hanks shoulders individual risk of team members ("When the call comes..."), acts as gatekeeper of team norm formation ("We are not gonna do this"), and acts as the effective liaison with the ground crew

<http://www.youtube.com/watch?v=S-Fr6BLUJzE>

Efficient, facilitation and decision making. Brainstorming, active listening, facilitation

<http://www.youtube.com/watch?v=SEZ2W-jr5dM>

SPECIFIC FILMS

WE ARE MARSHALL

<http://www.youtube.com/watch?v=IEL8PYu4RR4&list=PL72AB93692CA3C227>

DEAD POETS SOCIETY

<http://www.youtube.com/watch?v=veYR3ZC9wMQ&list=PL72AB93692CA3C227>

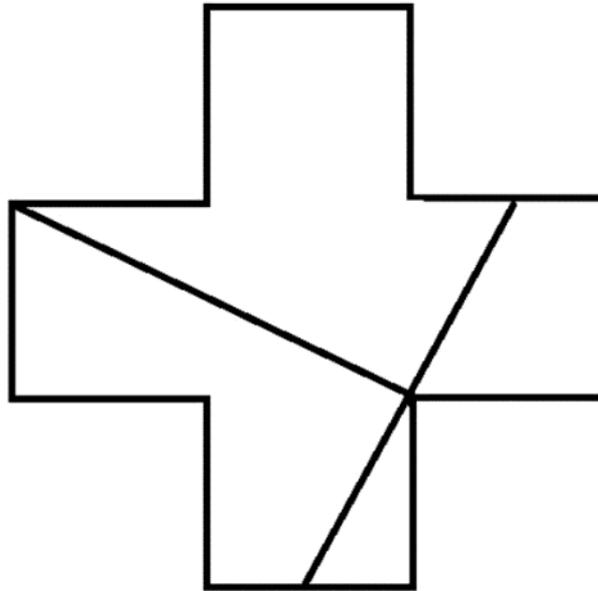
THE IRON LADY

<http://www.youtube.com/watch?v=5g3-21BWhxM&list=PL72AB93692CA3C227>

Tangram Lesson 1

Friday, 21 February 2014
1:45 PM

Cut around the outline of the cross. Cut across the lines in the cross. Re-shape the pieces to form a square.



tangram_a...

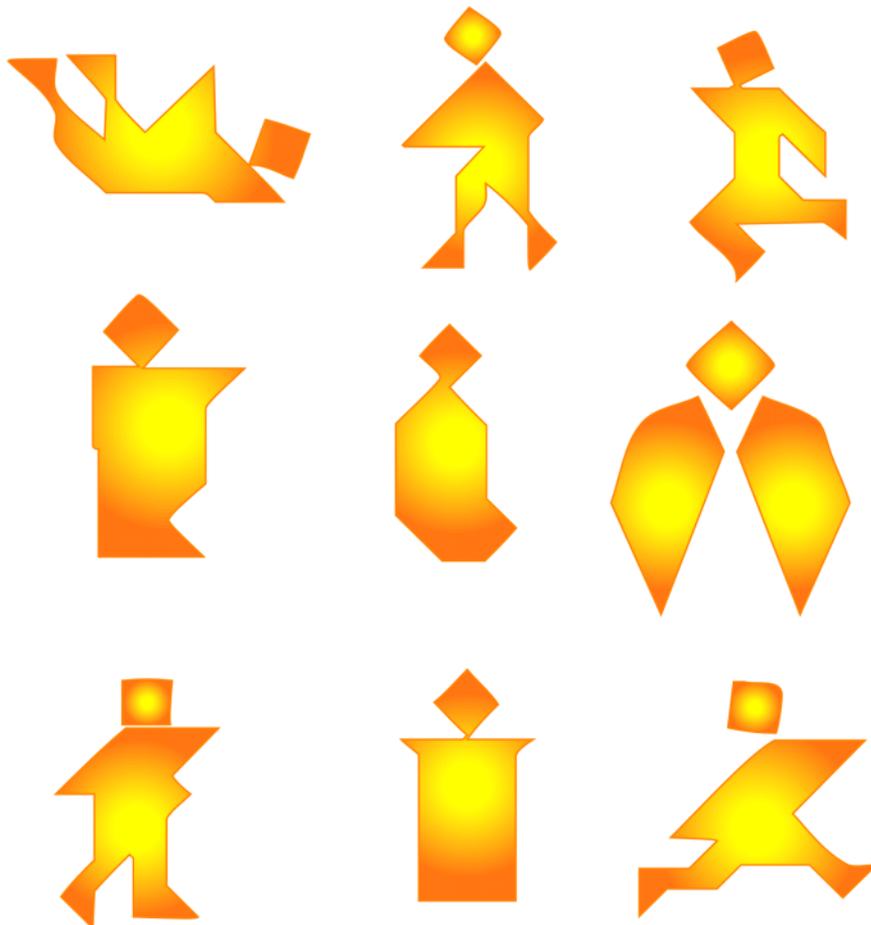


tangram_s...



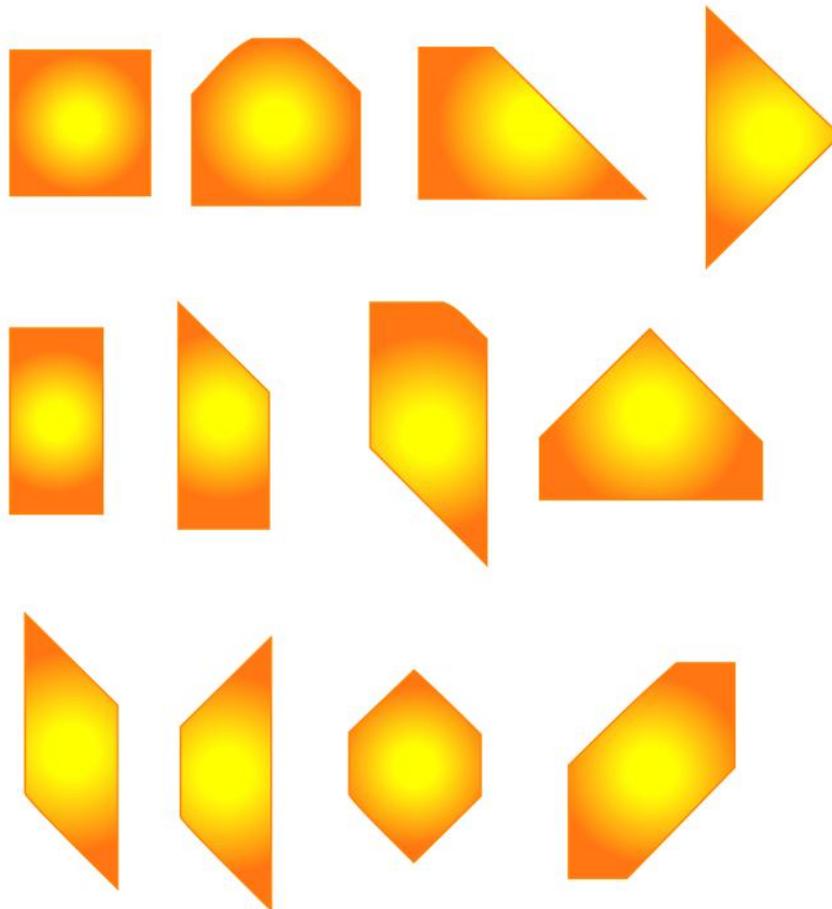
tangram_...

Tangram People



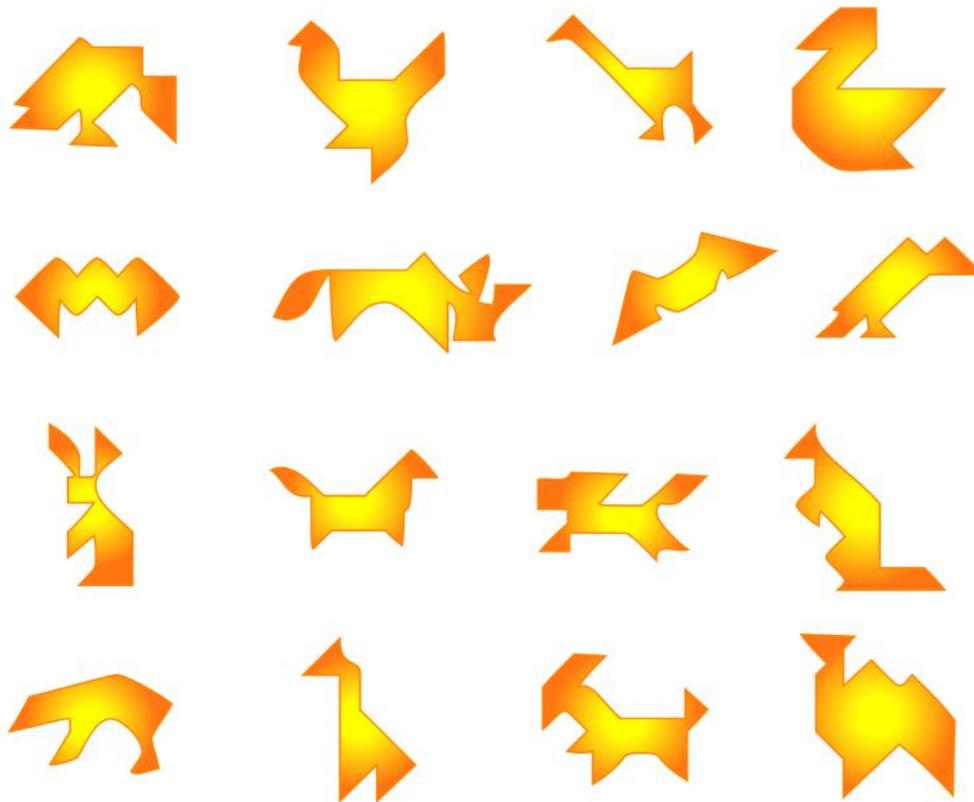
More tangram puzzles at www.funmaths.com
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Tangram Solid Shapes



More tangram puzzles at www.funmaths.com
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Tangram Animals

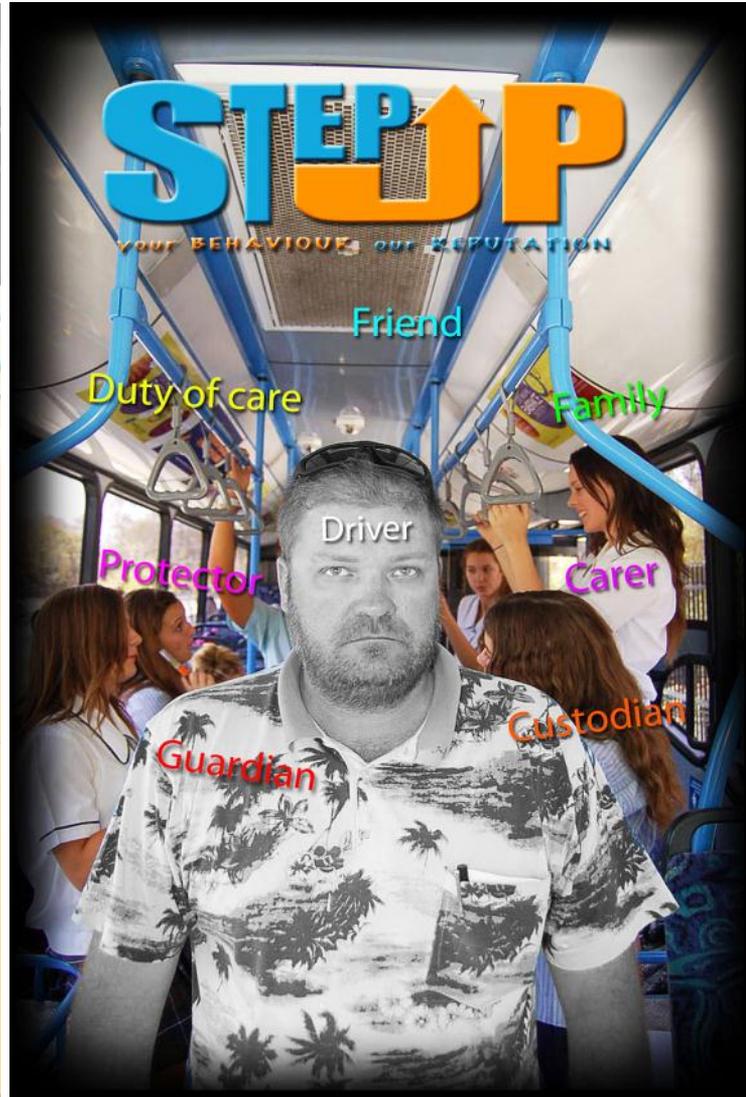
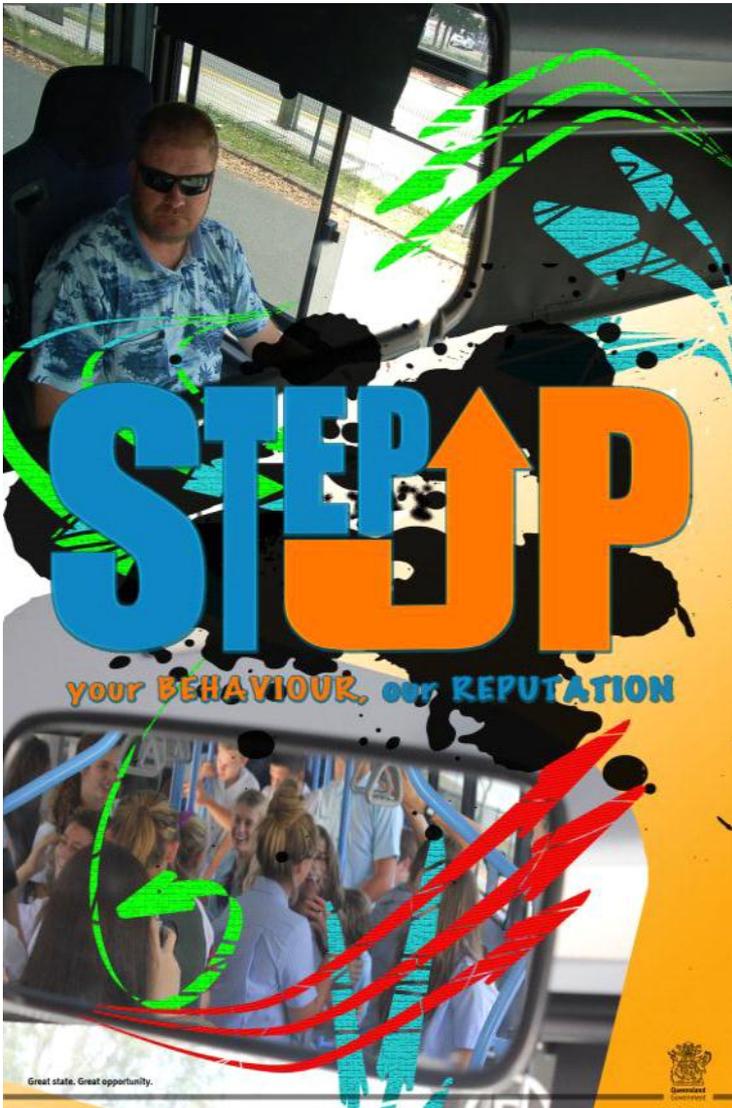


More tangram puzzles at www.funmaths.com
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STEP UP Posters

Friday, 21 February 2014
12:50 PM

Posters created during the 'Step Up Leadership Project'
Helensvale High School in November/December 2012



you reflect our community...



...be the change you wish to see



SULP Storyboard Design

Friday, 21 February 2014
9:17 AM

An early storyboard for the final film based on the In-Class Virtual Bus Activity.

STORYBOARD

		
Camera position: NO: 1a Description: Sound:	Camera position: NO: 1b Description: Sound:	Camera position: NO: 2 Description: Sound:
		
Camera position: NO: 3 Description: Sound:	Camera position: NO: 4 Description: Sound:	Camera position: NO: 5 Description: Sound:
		
Camera position: NO: 6 Description: Sound:	Camera position: NO: 7 Description: Sound:	Camera position: NO: 8 Description: Sound:

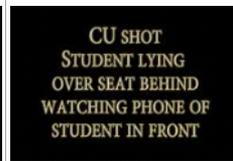
STORYBOARD

		
Camera position: NO: 9 Description: Sound:	Camera position: NO: 10 Description: Sound:	Camera position: NO: 11 Description: Sound:
		
Camera position: NO: 12 Description: Sound:	Camera position: NO: 13 Description: Sound:	Camera position: NO: 14 Description: Sound:
		
Camera position: NO: 15 Description: Sound:	Camera position: NO: 16 Description: Sound:	Camera position: NO: 17 Description: Sound:

STORYBOARD

		
Camera position: NO: 18 Description: Sound:	Camera position: NO: 19 Description: Sound:	Camera position: NO: 20 Description: Sound:
		
Camera position: NO: 21 Description: Sound:	Camera position: NO: 22 Description: Sound:	Camera position: NO: 23 Description: Sound:
		
Camera position: NO: 24 Description: Sound:	Camera position: NO: 25 Description: Sound:	Camera position: NO: 26 Description: Sound:

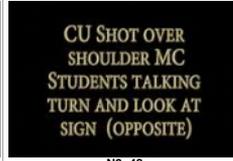
STORYBOARD

		
Camera position: NO: 27 Description: Sound:	Camera position: NO: 28 Description: Sound:	Camera position: NO: 29 Description: Sound:
		
Camera position: NO: 30 Description: Sound:	Camera position: NO: 31 Description: Sound:	Camera position: NO: 32 Description: Sound:
		
Camera position: NO: 33 Description: Sound:	Camera position: NO: 34 Description: Sound:	Camera position: NO: 35 Description: Sound:

STORYBOARD

 <p>NO: 36 Camera position: Description: Sound:</p>	 <p>NO: 37 Camera position: Description: Sound:</p>	 <p>NO: 38 Camera position: Description: Sound:</p>
 <p>NO: 39 Camera position: Description: Sound:</p>	 <p>NO: 40 Camera position: Description: Sound:</p>	 <p>NO: 41 Camera position: Description: Sound:</p>
 <p>NO: 42a Camera position: Description: Sound:</p>	 <p>NO: 42b Camera position: Description: Sound:</p>	 <p>NO: 43 Camera position: Description: Sound:</p>

STORYBOARD

 <p>NO: 44 Camera position: Description: Sound:</p>	 <p>NO: 45 Camera position: Description: Sound:</p>	 <p>NO: 46 Camera position: Description: Sound:</p>
 <p>NO: 47 Camera position: Description: Sound:</p>	 <p>NO: 48 Camera position: Description: Sound:</p>	 <p>NO: 49 Camera position: Description: Sound:</p>
 <p>NO: 50 Camera position: Description: Sound:</p>	 <p>NO: 51 Camera position: Description: Sound:</p>	 <p>NO: 52a Camera position: Description: Sound:</p>

STORYBOARD

 <p>NO: 52b Camera position: Description: Sound:</p>	 <p>NO: 53a Camera position: Description: Sound:</p>	 <p>NO: 53b Camera position: Description: Sound:</p>
 <p>NO: 54a Camera position: Description: Sound:</p>	 <p>NO: 54b Camera position: Description: Sound:</p>	 <p>NO: 55 Camera position: Description: Sound:</p>
 <p>NO: 56 Camera position: Description: Sound:</p>	 <p>NO: 57 Camera position: Description: Sound:</p>	 <p>NO: 58/59 Description: Sound:</p>

Press Release

Friday, 21 February 2014
7:54 AM



Writing a
Press Rele...

How to: write a killer press release



Whether you're organising a demonstration against a new out-of-town supermarket, persuading your MP to back a strong climate change law or launching a campaign to save a local wildlife area, the right publicity can be the key to campaign success. A good press release is one of the most effective ways of getting your issue covered in the media. Communications and Media Assistant Phillip Byrne gives you top tips on how to write the perfect release

What is a press release?

A press release is a standardised way of communicating with journalists. If written well it will tell them what the story is at a glance – making their job easier and making it more likely they will cover your issue. Journalists get hundreds of press releases every day so you need to make sure yours stands out from the crowd.

What should your press release be about?

The most important thing about a press release is its content. What you are writing about has to be of interest to the journalist or they won't cover it. First and foremost it has to be newsworthy.

News has to be **new**. There is no point publicising an event or activity that happened a few weeks ago – it's been and gone. You need to talk about what's happening now or what's about to happen. This might be the launch of a new campaign, it might be new information, it might be an event or activity or someone new wading into a debate.

Human interest stories are very popular, especially in the local media. People are more interested in reading about how the Smith family around the corner has been affected by emissions from the nearby incinerator than they are about a bunch of combustion statistics.

Controversy or scandal is always of interest.

If you are holding a public meeting think about getting people along who are completely opposed to each other (even if you think one of them is talking rubbish) to create a debate and media interest.

Quirky, unusual or **unexpected events and activities** are also newsworthy. This could be a humorous photo opportunity or stunt. Cornwall Friends of the Earth carved out their very own Halloween pumpkins as part of a GM food stunt – clever and effective.

Many people complain that all papers ever cover these days is celebrity. If you can't beat them, join them! This doesn't have to mean getting Leonardo DiCaprio on board – you could ask a **local celebrity** such as the Mayor or MP to support the campaign.

Finally, your story has to have some relevance for the people who are going to be reading or hearing about it. For the local media this means finding a **local angle**. For example, if the Government wants to relax planning laws you could focus on how the expected supermarket invasion could affect shops in your local community.

How to... Pull-out section Issue 64 April/May 2007

How should your press release look?

Here's a handy template for writing a press release – stick to these guidelines and you won't go wrong. You can also download a press release template from <http://community.foe.co.uk/publicity>

Press Release



**Friends of
the Earth**

For immediate release: [date]

(If you want the media to use the story as soon as they receive it)

or

Embargoed for: [time/date]

(This is a good way of giving journalists time to prepare and to ensure they don't use it until a specified time)

Headline

(Start with a snappy headline, but not too clever)

Photo opportunity: (What it is, where it is, when it is and contact details)

Paragraph 1: Summarise the story - who, what, where, when and why. All key information needs to be in this paragraph

Paragraph 2: Put in more details to flesh out the story you have outlined in the first paragraph

Paragraph 3: "Quotes from you or someone relevant to the story." Don't try to cram too many points into one quote – each quote should make one point

Paragraph 4: Extra relevant information

Ends

Notes for Editors

- Provide background information in case they run a longer story
- Outline what you have to offer: pictures, interviewees
- Outline any additional relevant information or facts and figures, but keep it short.

Contact Make sure you supply numbers where you can be reached day or night. This can make the difference between your story being covered or not

Name: [type name1] **Tel:** [type tel1] **Name:** [type name2] **Tel:** [type tel2]

[type your group name here] Local group

[type your group address here on one line separated by spaces]
Telephone [type fax no] Fax [type fax no] Email [type group email] Website [type wweb address]

Eight top tips to remember

- 1 Know your media** – read your local paper, listen to your local radio and watch your local TV so you know how they report stories and what type of stories they like. Ring them up and check which journalists cover your issue and when their deadlines are. Introduce yourself and tell them what issues you work on.
- 2 Keep your press release short and to the point** – preferably all on one page or maximum two.
- 3 Send your press release in the body of the email** – don't send it as an attachment and don't include logos. Emails with attachments often get bounced back.
- 4 Follow up your release** – ring the news desk to check they have your release, whether they will be covering the story and if they have all the information they need.
- 5 Pick your time to ring journalists** try not to ring close to deadlines as they won't have time to chat. You can find out their deadlines by ringing the news desk. For example, journalists on daily papers are usually very busy in the late afternoon – it's best to ring them mid-morning.
- 6 If the journalist isn't interested in your story, ask why** – it will be useful learning for your next story.
- 7 Don't be put off** – there might be a whole host of reasons why your story isn't used – a bigger news story might have squeezed it out, they may have just run a similar story or it might not have grabbed the editor of the day. Keep trying.
- 8 Interesting photo opportunities might generate media interest** – particularly for TV, which needs something to film. For example, if you meet the council you could make it more interesting to the media by organising a photo opportunity outside.



Persuading the media to publicise your brilliant product, idea or compelling message is more effective and credible than advertising. Almost anything can be made newsworthy if you package it appropriately.”

Irene Krechowiecka, *The Guardian*



Ask yourself who the audience is and what you really want the coverage to achieve – more supporters, names on a petition, consumer action. By showing how local environmental issues really affect the quality of people's lives where you live and offering positive solutions your local group can become a respected voice for change within your community. The more people read and hear about you, the more confident they become in your ability to influence the powers that be.”

Nicola Jackson, Communications and Media Manager, Friends of the Earth

If you would like to receive emails with suggestions for writing to the letters page of your newspaper, email raoul.bhambral@foe.co.uk with letters in the subject line.

How to... Pull-out section Issue 64 April/May 2007

Local Groups grab headlines

Here are some examples of Friends of the Earth Local Groups who have had media success

South Cheshire Friends of the Earth
6 - The Guardian November 30, 2006

Greens sound alarm over housing boom

by ANDREW MORRISON

GREEN campaigners are fighting parts of a long-term draft masterplan which they claim would result in an explosion of house and road building across the region.

Members of South Cheshire Friends of the Earth (FoE) have this week warned that proposals earmarked for inclusion in a draft strategy would see more than 410,000 new houses built

in the North-West by 2021, including 8,000 in Crewe and Nantwich.

They also fear that around 3,000 new properties would be built on South Cheshire greenbelt.

Tania Sayer, South Cheshire FoE campaigns co-ordinator, said: "House building on this scale will make the region more vulnerable to the effects of climate change as the water supplies and sewage systems are by no means guaranteed."

"It is important the local people in Crewe and Nantwich are made aware that over 8,000 of these new houses are planned

for this area, with approximately 45 per cent of those being built on greenfield sites.

"In light of the explosion of new build in recent years, especially around Nantwich, these proposals must be resisted."

The potential development boom is included in the draft Regional Spatial Strategy (RSS), being drawn up by the North-West Regional Assembly.

The new RSS will set out the scale, speed and broad location of all development in the North-West until 2021, influencing future employment, transport, industry, housing,

health and education.

It is currently the subject of an Examination in Public in front of a government-appointed panel of independent inspectors.

Once the panel has made its recommendations, the North-West government office, in conjunction with the Department for Communities and Local Government, will revise and confirm the final document.

That will be legally binding and all future Local Plans, which are set out in the crucial Local Development Frameworks, will need to conform with it.

South Cheshire FoE hopes the strategy will include strong climate change policies, but fears it will be motivated by the blinkered goal of continuous and unfettered economic growth.

The Examination in Public will reconvene for a further three weeks in January.

Members of South Cheshire Friends of the Earth managed to get their story about large-scale house building into *The Guardian* newspaper.

Courtesy of Crewe Guardian



In December Newport Friends of the Earth hit the headlines when they got this story into the *South Wales Argus*.



Resources

- How to use the media: Change your world's pull-out guide is available from http://community.foe.co.uk/resource/how_tos/cyw_36_use_the_media.pdf
- The Media Trust Online Guides provide lots of helpful hints and tips on how to get the most out of the media. Look under Our Services – Online Guides at <http://www.mediatrust.org/>
- The BBC's online Action Network gives useful information on how to write press releases and also has advice on local campaigning <http://www.bbc.co.uk/dna/actionnetwork/A4288944>
- Tips for media coverage for The Big Ask in the Action guide, pages 7–8 http://www.foe.co.uk/resource/action_guides/bigask_actionpack_one.pdf
- Come to the media workshop at the Local Groups Conference. If you haven't registered yet for this three-day event, please see page 15 or go to <http://community.foe.co.uk/conference>

Music saves the earth!

WELSH bands are calling on music fans to help save the planet by attending a one-off gig at T.J's next week.

Newport Friends of the Earth have organised the bumper night of live music as part of the Big Ask campaign, which lobbied for a Climate Change bill at the Houses of Parliament.

Among the talent on display will be Cardiff-based group The Poppies, whose melodic indie sound is influenced by a range of bands from the 1960s and '70s.

Attack and Defend are another Cardiff band – but don't pigeonhole them with an 'indie' or 'rock' tag.

A message on their website bears a description of their own music as "country-tinged electro in the indie-disco mould".

Also playing are The Strand, who provide

How to... Pull-out section Issue 64 April/May 2007

Lesson Model

Friday, 21 February 2014
1:09 PM

THREE PHASE LESSON STRUCTURE (USING IMPACT and W.A.L.T, W.I.L.F and W.I.L.T)

W.A.L.T

(We are learning today)

W.A.L.T Each lesson should start with a clear learning goal which is recorded on the whiteboard next to the W.A.L.T acronym, and the teacher draws the students' attention to this by using the statement, "We are learning today..."

Inspire

Inspire - Teachers start the lesson with a learning experience with immediate relevance to students personally. This activity may engage an emotion or identify a real-world context for the learning for that lesson.

Suggestions:

- Show either a relevant YouTube clip or eye-catching visual image.
- Make a provocative statement or pose an interesting question to attract student interest and promote curiosity.
- Share a quality piece of text written by a student their own age about the topic, using the approach - "You can do this too".
- Share an engaging text extract written by an expert on the topic.
- Access "real-life" experts on the topic for school visits or iConnect sessions.

W.I.L.F

(What I'm looking for...)

W.I.L.F Throughout the teacher's modelling of the skill or process, the teacher will use the statement, "What I'm looking for..." which is a way of explaining the lesson outcomes to the students in terms they can understand. If students understand why they are doing something, then they will put more effort into their work.

I DO

Modelling

I do – You watch

Modelling - Explicitly demonstrate what is to be done and how it is to be done.

Suggestions:

- Teacher models the activity or skill for the students.
- Teacher uses the "Think aloud" strategy to demonstrate what the skill or process looks like, for example, "If I was writing this paragraph I would..." "If I was to spike this volleyball, I would..."
- Show students how to use a graphic organiser to gather information for the lesson topic; show them examples of text and/or annotated exemplars.
- Teachers provide students with visual/written exemplars and model what is required for high achievement.
- Identify the metalanguage associated with the lesson topic for the students (specialised language associated with the topic).

WE DO

Practise

You do – I help

Apply

You do – I help

YOU

DO

Connect

You do – I watch

Transform

You do – I watch

Practise - Students engage in activities in either a whole class, small group or individual situations to practise the skill or process.

Suggestions:

- Teacher provides scaffolding to guide the students' work.
- Students develop the skills of writing an analytical essay, completing a maths equation, playing a sport, composing a piece of music, or designing a website in chunks before linking them to create a complete task.
- Teacher feedback is provided.
- Re-teach misconceptions as required.

Apply - Students apply their knowledge of their newly acquired skill by demonstrating the skill.

Suggestions:

- Students use shared learning resources to work independently on tasks and demonstrate the skills taught.
- Students use checklists and/or criteria sheets to monitor their progress and self-assess, or peer-assess to check for the inclusion of skills learnt in the lesson.
- Class debrief on the impact of the newly acquired skills on performance.

Connect - Students connect with other students, the teacher and local or international experts to share responses and ideas, provide feedback to the group and improve original responses.

Suggestions:

- Students share skills learnt with peers or teacher.
- Whole-class conferencing of selected student samples of the newly acquired skills.
- Class discussion - Students promote the benefits for real-life uses of skills learnt or reflect on finished tasks.
- Students could video/record/upload completed lesson tasks.

Transform - Students use new knowledge to improve and transform their responses/skills and progress to expert status in an area of particular interest to them.

Suggestions

- Use the higher order thinking skills of create/design to transform newly learnt skills, knowledge and information into a different context.
- Transfer new skills across different subject areas.
- Transfer new skills across different writing genres.
- Provide an option for students to respond to feedback to improve skills by re-doing the lesson task to resubmit for further feedback (teacher or peer feedback).

W.I.L.T

(What I've learnt today?)

W.I.L.T: Each lesson should end with a reflection session where the teacher questions students to gauge student knowledge and understanding of the newly acquired skills.

- The reflection could involve teacher questioning the class and/or it could involve students writing a written reflection summarising/responding to the lesson content and a sharing of these responses.

Bloom's Tools

Friday, 21 February 2014
11:46 AM

BLOOM'S PCQ TABLE



PCQ_writabl
e template

BLOOM'S EXTENT BAROMETER



Extent_Bar_
writable_t...

BLOOM'S SWOT ANALYSIS



SWOT_writa
ble template

EXTENT BAROMETER – INFORMATION

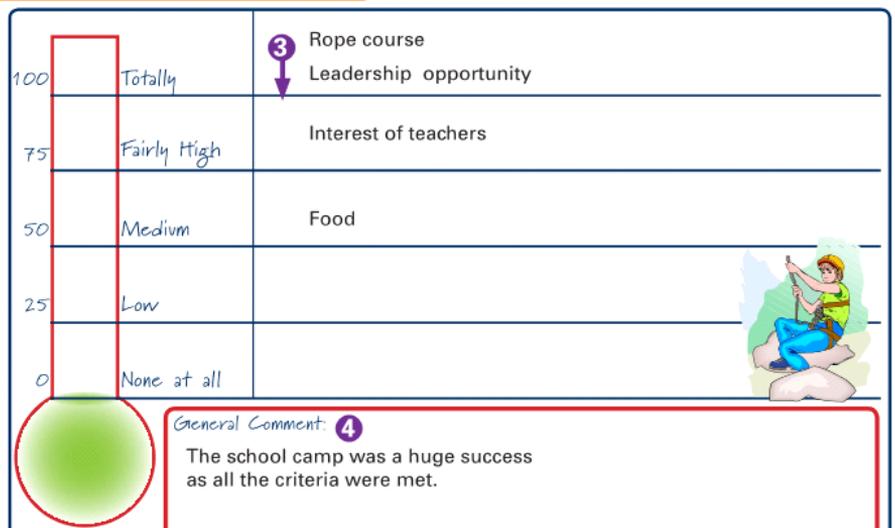
GENERAL

An effective tool to assess the value of a topic under discussion rating it from 1 to 100 or from None to Completely and all points between.

1 Perspectives	2 Data
Rope course	<ul style="list-style-type: none"> ropes course good self-esteem teachers were motivated
Leadership opportunity	<ul style="list-style-type: none"> leadership opportunities we learnt a great deal about each other and other groups
Food	<ul style="list-style-type: none"> food, through plentiful, was often cold
Interest of teachers	<ul style="list-style-type: none"> . . .
Self-esteem	<ul style="list-style-type: none"> . . .
	<ul style="list-style-type: none"> . . .

EXTENT BAROMETER

Topic: The School Camp



Step 1: Perspectives 1
Make a list of the main events or perspectives, e.g., rope course, leadership opportunity, interest of teachers, food, etc.

Step 2: Data 2
List all the data for each.

Step 3: Rating 3
For each perspective, such as 'rope course', decide on the Extent Barometer how high or low you would rate this.

Step 4: General Assessment 4
If all the sub-assessments are high, then decide that gambling does adversely affect the community. Each student makes their own rating.

Value Add: Each sub part can form a paragraph for an assessment report.

PCQ – INFORMATION

GENERAL

As an analysing tool, it explores, examines/investigates and debates an issue/proposal under discussion using dot points.

PROCESS

Enter the Topic.
Place detail in the PCQ Organiser.

Step 1: P = Pros 1
Enter all the pros, advantages, positives, good points here.

Step 2: C = Cons 2
Enter all the Cons, disadvantages, negatives, weak points, problems, difficulties, etc here.

Step 3: Q = Questions 3
Enter all the questions, "What if...?", "I wonder...?", "It would be interesting to know whether..." possibilities, unusual questions, insights here.

PCQ		
Topic: Job Search Strategies (Secondary – Careers/General)		
Pros 1	Cons 2	Questions 3
<ul style="list-style-type: none"> Minimal time invested as send off resume for actual job Effective in placing certain graduates or experienced workers Wide variety of actual jobs Access to world market Free or low cost access to jobs market 	<ul style="list-style-type: none"> Resume has lots of competition Less helpful for inexperienced or semi-skilled workers Competition growing Focus on technical jobs Jobs may go quickly 	<p>What if? I wonder... It would be interesting to know...</p> <ul style="list-style-type: none"> How can you make your resume stand out? Who pays for this service? How often is the information on these sites updated? 

SWOT ANALYSIS – INFORMATION

GENERAL

A simple tool to examine a proposal or situation in depth.

PROCESS

Enter the Topic in the topic area then complete the SWOT Analysis.

SWOT Analysis

Topic: Should Stem Cell Research be Encouraged
(Secondary – Science)

S = Strengths 1

Enter all the strengths on the idea, all the parts that will lead to success. Enter all related factors.

Strengths 1

- Using 'discarded' frozen or non-viable embryos, human tissue or umbilical cords
- Potential for developing therapies for incurable diseases

Weaknesses 2

- Moral issue of using embryonic stem cells
- Lots of research still required
- Costly

W = Weaknesses 2

Enter all the weaknesses of the idea, all the problems and inefficiencies.

O = Opportunities 3

Look outside the topic of discussion. List all the opportunities which could overcome weaknesses.

Opportunities 3

- Global sharing of research
- Rid the world of disease
- Create healthy societies

Threats 4

- 'Planned' terminations
- Embryo 'factories' may develop
- What is the implication for the planet if there were no diseases?

T = Threats 4

List all the threats that exist to the topic under review.



A = Actions 5

Based on the above, list two actions you could now take.

Action 1: Legislation required to ban embryo 'factories' from developing. 5

Action 2: Monitor the number of terminations to clarify if the number of 'planned' terminations increase.