

What a Shambles!

Health and Physical Education, Level 1

The Learning Context:

In this unit students are given the opportunity to design new systems to solve an everyday problem at school, eg: an untidy classroom, lost property, rubbish in the playground, etc. Students will brainstorm a range of solutions to solve the identified problem, select a solution to implement and accept a role to ensure that the problem is solved.

Approximately 8 lessons

Achievement Objectives:

HEALTH AND PHYSICAL EDUCATION CURRICULUM

Strand D: Healthy Communities and Environments:

LEVEL 1:

D2: *Identify and discuss obvious hazards in their home, school, and local environment and adopt simple safety practices.*

D3: *Take individual and collective action to contribute to environments that can be enjoyed by all.*

Enterprising Attributes:

- Generating and using creative ideas and processes.
- Identifying, solving and preventing problems.
- Monitoring and evaluating.
- Working with others and in a team.
- Identifying, recruiting, and managing resources.
- Planning and organizing.
- Collecting, organizing, and analyzing information.

Teachers to observe and collect evidence of these enterprising attributes in action.

Health and Physical Education Learning Outcomes:

Students will be able to:

1. Identify and select a 'mess problem' to fix in the school.
2. Formulate new ideas to solve the 'mess problem'.
3. Complete and action a plan to implement a new system taking responsibility for an allocated role.
4. Evaluate the success, or otherwise, of their plan.

Resource Requirements:

- A book/story about a messy classroom or bedroom, eg: Lost Property in Junior Journal 15
- Decision Making Grid

Teaching and Learning Sequence

NB: Teachers are encouraged to gauge the prior knowledge of their students before implementing each unit so that they can provide personalised and meaningful learning opportunities. The teaching and learning sequence provided in each unit is to be viewed as a guide only. Teachers will need to adapt this sequence to meet the needs of their students, school and community.

The future focus issues of citizenship and enterprise can be explored during this unit. Students can think about how to take care of their Environment. Caring for common areas can be a problem as no one in the first instance has 'ownership' of the area. This means that rules need to be established, systems created and responsibilities delegated to ensure that the environment is cared for. It becomes a social responsibility of citizens who use that place. Enterprise is important in establishing new systems to care for the environment.

The numbered activities listed below are learning steps rather than lessons. Teachers may choose to combine two or three learning steps into one lesson. Alternatively, they may spread one learning step out over several lessons. This will be largely dependent on students' prior knowledge and their subsequent learning needs.

<p>Getting started:</p> <p>The teacher reads a story about a messy bedroom or messy classroom to students (eg: Lost Property, Junior Journal 13?). The teacher explains to students that they are going to identify a "mess problem" in their school environment and work together to solve it.</p>	<p>LINKS TO BES Best Evidence Synthesis</p> <p><i>5. Quality teachers link learning to real life experiences.</i></p>
<p>Teaching and Learning Sequence:</p> <ol style="list-style-type: none"> The teacher and students list all the visible "mess problems" in the school environment, eg: untidy shoes in the cloakbay, clothes lying around, messy desks or tote trays, untidy shelves, disorganized PE shed, etc. (Learning Outcome 1) Use the Decision Making Grid to prioritise problems. (LO 1) Select a problem to solve as a class. Document the problem by getting students to describe it, draw pictures of it and/or take photographs of it. (LO 1) Describe what the space will look like when the problem is solved. (Learning Outcome 2) Develop criteria that can be used to determine the success of the solution, eg: if students are solving the problem of untidy shoes the criteria could include: shoes will be lined up in pairs against the wall, muddy shoes will be lined up outside against the wall, etc. (LO 2) Excellence Students to brainstorm systems/ideas to solve the problem, eg: make a poster to remind children about what to do with their shoes, make footprint templates to stick on the floor against the wall for students to put their shoes on top of, check the cloakbay after every break time to check the neatness of the shoes, etc. (LO 2) Generating and using creative ideas and processes, Identifying, solving and preventing problems Students to visit other schools/classrooms to get ideas on how they manage their "mess problems". (LO 2) Collecting, organising and analysing information 	<p><i>10. Quality teachers involve students in the process of setting specific learning goals.</i></p> <p><i>9. Quality teachers promote sustained thoughtfulness through questioning approaches, wait time and opportunities for application and creativity.</i></p>

<ol style="list-style-type: none"> 8. Decide on a system to action. (Learning Outcome 3) 9. Brainstorm a range of roles/responsibilities that are needed to implement the chosen system, eg: poster designers, footprint makers, neatness checker, etc. (LO 3) Planning and organising, Identifying, recruiting and managing resources 10. Allocate roles to students. (LO 3) Working with others and in teams 11. Draw a flow chart of the steps to be taken and who is responsible. (LO 3) 12. Put the plan into action. (LO 3) Community and participation 13. Students to use the success criteria (previously listed at step 5) to evaluate the success of their system. (Learning Outcome 4) Monitoring and evaluating 14. Draw picture / take photo of improved space. (LO 4) 15. Compare and contrast the before and after images. (LO 4) Monitoring and evaluating 16. Share their learning at school assembly. (LO 4) 17. Write letters to parents informing them of their learning and include photos. (LO 4) 18. Make a book showing photos of the process. (LO 4) 19. Write to other classrooms in need. Student to share their learning and offer their skills to these classes. (LO 4) 	<p>2. Quality teachers encourage learners to work as a community and facilitate active learning in the classroom.</p>
<p>Reflective Questions:</p> <p>Exploring new knowledge and skills</p> <ul style="list-style-type: none"> • What problem did we solve in our school? • What steps did we take to solve it? • Do we need a maintenance system to ensure that the problem remains solved? • How well did we carry out our responsibilities? • Would we do anything differently next time? • Do we have any further ideas for enhancing our school environment? <p>Exploring what it is to be innovative and enterprising</p> <ul style="list-style-type: none"> • What step/s were you doing when you used each of the Enterprising Attributes? Break each attribute into its separate words and refine your answers. • How could you improve on using the Enterprising Attribute/s for next time? • Can you transfer this learning to your other topics? <p>Exploring further future focus issues</p> <ul style="list-style-type: none"> • Why did we need to solve this problem? • What benefits do we get and others by solving this problem? 	
<p>Possible Assessment Activities (Teacher):</p> <p>Teacher observes and takes anecdotal notes on how well students follow the plan of action to improve the school environment.</p>	

Decision Grid

Criteria							
Choices							
Total							