

Weslandia – Paul Fleischman

ACTIVITY OVERVIEW:	SUGGESTED TEACHING AND LEARNING SEQUENCE	
<p>In this activity students will read the picture book 'Weslandia' in a whole class guided reading session. They will discuss the actions of the main character in the story (Wesley) and explore how this character applies a range of enterprising attributes to complete a school project.</p> <p>The purpose of this activity is to highlight to students what the enterprising attributes look like in action. The students will see how Wesley combines his prior knowledge, interests and amazing imagination to create his own civilization!</p>	<ol style="list-style-type: none"> 1. Teacher reads the story 'Weslandia' to the class. The students discuss and list the actions that Wesley took to create his own civilisation. 2. The teacher shows students the list of enterprising attributes and students work in groups to identify which attributes Wesley applied in the story and when. The students need to be able to justify their decisions by providing evidence of Wesley's actions, eg: 'Wesley identified and recruited resources when he ...'. NB: For some class levels, students may need to work with the itemised vocabulary first and then make connections to the enterprising attributes and key competencies. 3. Students describe the benefits that arose from Wesley's application of enterprising attributes. 4. Students write a sentence that illustrates the meaning of each of the words in the vocabulary list in the context of the story. For example: Wesley recruited resources when he.... Wesley was communicating when he... 5. Students reflect on why Wesley was different from his peers and how and why his peers grew to respect his talents. 	
<p style="text-align: center;">LEARNING OUTCOME/S</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Describe how the character Wesley applies a range of enterprising attributes in the story 'Weslandia'. 	<p>Reflective questions/discussion</p> <ol style="list-style-type: none"> 1. Prior to the project, Wesley had difficulty participating with others. Why do you think this changed? 2. Did Wesley consider his risks before establishing his civilisation? 3. What could have been some of the consequences of not considering risks? 	<p>VOCABULARY FOR THE LANGUAGE WHEEL</p>
<p style="text-align: center;">RESOURCES</p> <p>'Weslandia' by Paul Fleischman. [ISBN 0-7636-1052-6]</p>	<p>Key Competencies and Enterprising Attributes to consider:</p> <p style="margin-left: 20px;"><u>Thinking</u> Generating, identifying and assessing opportunities</p> <p style="margin-left: 20px;">Generating and using creative ideas and process</p> <p style="margin-left: 20px;"><u>Managing Self</u> Matching personal goals and capabilities to an undertaking</p> <p style="margin-left: 20px;"><u>Participating and Contributing</u> Planning and organising Identifying, recruiting and managing resources</p> <p style="margin-left: 20px;"><u>Using Language, Symbols and Texts</u> Communicating and receiving ideas and information</p>	
		<p>Communicating Creative ideas Drive Identify Initiative Manage Matching Opportunities Organising Personal goals Planning Process Recruiting resources</p> <p>NB: The context for these words is Education for Enterprise's set of enterprising attributes and this activity.</p>