

Classroom Grand Prix

ACTIVITY OVERVIEW	SUGGESTED TEACHING AND LEARNING SEQUENCE									
<p>In this activity students will work in teams to construct a movable vehicle out of vegetables and fruit. The vehicles will be used in a downhill race and the fastest will be deemed the winner. Durability of vehicles will be a factor in reaching the finishing line!</p> <p>Several enterprising attributes are required in this lesson plan. Students will need to</p> <ul style="list-style-type: none"> • use creative thinking and problem solving skills as they construct their vehicle • work well with others and make effective use of time and resources • monitor their progress against shared success criteria and evaluate their achievements (including their use of enterprising attributes). <p>It is hoped that students will transfer the skills/strategies learnt here to future Education for Enterprise units.</p>	<ol style="list-style-type: none"> 1. The teacher asks students to bring a piece of fruit or a vegetable to school. 2. The teacher tells students that they are going to make vehicles out of vegetables and fruit for a class 'Grand Prix'. Students are asked to take their fruit or vegetable and form teams of 4 or 5 people – emphasise to them that each team must have at least 3 different kinds of fruit or vegetables. 3. The teacher shows students a range of other resources that they have to construct their vehicle (toothpicks, raisins, skewers, knives, chopping boards, etc). The teacher also shows students the 'race track' – it could be a sloping driveway at school, a grassy hill, or a man made slope using gym mats, etc. 4. The teacher and students list success criteria for the constructed vehicles. Suggested criteria could include: the vehicle has 4 wheels, the vehicle is made up of at least 3 different food types, the vehicle moves fast, the vehicle does not fall apart, etc. 5. Students are given 10 minutes to sketch a vehicle plan and 35 minutes to make their vehicle. 6. Students are given the opportunity to test their vehicle and make modifications. 7. The 'Grand Prix' is held. 8. The teacher shows students the list below of the enterprising attributes required for this lesson and students name a stage in the lesson when they used (or could have used) each one. The students rank their application of the enterprising attributes using a continuum. 									
<p style="text-align: center;">LEARNING OUTCOME/S</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Apply a range of enterprising attributes as they participate in a team to construct a movable and durable vehicle out of fruit and vegetables. • Reflect on their use of enterprising attributes by giving examples of their own enterprising behaviour and identifying areas for improvement. 	<p>Reflective questions/discussion</p> <ol style="list-style-type: none"> 1. Which enterprising attributes did we use well? Give examples. 2. Which enterprising attributes do we need to work on? What could we do to make improvements in these areas? 3. Which teams worked well together? What did they do to make their group work a success? 	<p style="text-align: center;">VOCABULARY FOR THE LANGUAGE WHEEL</p> <p>Creative ideas Team work Participating Contributing Resources Plan Test Modify Improve Roles Cooperation Time management</p> <p>NB: The context for these words is Education for Enterprise's set of enterprising attributes and this activity.</p>								
<p style="text-align: center;">RESOURCES</p> <table border="0"> <tr> <td>Vegetables</td> <td>Fruit</td> </tr> <tr> <td>Toothpicks</td> <td>Raisins</td> </tr> <tr> <td>Knives</td> <td>Chopping boards</td> </tr> <tr> <td>Straws</td> <td>Skewers</td> </tr> </table>	Vegetables	Fruit	Toothpicks	Raisins	Knives	Chopping boards	Straws	Skewers	<p>Key competencies and enterprising attributes to consider:</p> <p>Thinking Generating and using creative ideas and processes Identifying, solving and preventing problems Monitoring and evaluating</p> <p>Relating to Others Working with others in teams</p> <p>Participating and Contributing Planning and organising Identifying, recruiting and managing resources</p>	
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