

Expo Thinking Day: Building thinking partnerships between Primary and Intermediate schools.

Year Level(s): 7-8

Activity Objective:

For students to organise, lead and mentor Year 6 students through a thinking and co-operative learning activity using ICT as the tool.

The Learning Context:

This is an opportunity for gifted and talented students who have showed leadership potential to provide a learning and thinking opportunity to incoming Y6 students who are also considered divergent or convergent thinkers.

The Y6 students will be involved in set scenarios that utilise thinking skills and also integrate ICT skills into problem solving situations that will allow them to learning more about our school.

The Y7-8 students write the invites to the Y6 students, help organise the groupings, organise the equipment for the activities, the food and help facilitate the learning and problem-solving on the day.

The Yr 7-8 students will then put all the activities completed by the students onto a DVD, create an appropriate cover and present it to the students and the school and later report to the community through the school newsletter.

Curriculum Reference:

Health: Healthy communities and environments; community resources

Level 4: Investigate and/or access a range of community resources that support well-being and evaluate the contribution made by each to the well-being of community members.

Health: Relationships with other people; interpersonal skills

Level 4: describe and demonstrate a range of assertive communication skills and processes that enable them to interact appropriately with other people

Health: Relationships with other people; relationships

Level 4: identify the effects of changing situations, roles, and responsibilities on relationships and describe appropriate responses

Technology: Technological practice – Planning for practice

Level 4: Undertake planning that includes reviewing the effectiveness of past actions and resourcing, exploring implications for future actions and accessing of resources, and accessing stakeholder feedback, in order to ensure the development of an outcome to completion.

Key competencies and enterprising attributes:

<i>Competencies</i>	<i>Enterprising Attributes</i>	<i>Indicators</i>
Relating to others Using language symbols and texts Managing self Participating and contributing Thinking	1. Generating, identifying, and assessing opportunities 2. Generating and using creative ideas and processes 3. Working with others and in teams 4. Negotiating and influencing 5. Using initiative and drive 6. Planning and organising 7. Being fair and responsible	1. Students in summative assessment identify leadership opportunities 2. Students produce instruction sheet for activity 3. Students successful in getting their group to complete task 4) as well 4. Students follow timeline deadlines 5. Students have equipment ready on day 6. Students make sure both people in group are involved

Learning Outcomes:

1. Students should be able to identify characteristics of their leadership style and state what they did well as a leader for their group.
2. Students should be able to identify the ICT process that the students went through within their groups identifying any problems and how they overcame them (brainstorm – inspirations).
3. Students will create and present a DVD to each student and write an article for the school newsletter or 'chillout' magazine.

Resource Requirements:

Students (Y7-8 and Y6 students), computers, video cameras, digital cameras, DVD discs and covers, paper, software, food from food companies around region, invitations, cognitive organizers (P.M.I., BAR, reflective thinking templates), creative starters, facilities around the school.

Teaching and Learning Sequence

Tasks and actions for students:

Pre 'Expo. Thinking Day with Y6 students'

Lesson 1:

Students are introduced to idea of 'Expo. Thinking day' and goals that the school community would like to achieve from hosting it.

Brainstorm using inspirations template (compare and contrast) what opportunities would be available to Y6 students and the Y7/8 students by hosting and being part of this day.

Report back to whole class and come up with five key opportunities available to both groups of students

Lesson 2:

Students in different groups (based on ICT strength – PowerPoint / i movie / i photo and Garageband) have to come up with scenarios that involve using ICT, thinking, problem solving, creativity, being enterprising and will allow Y6 students to learn more about an aspect of intermediate schooling. (Aspects of schooling will be identified and students bid for one that interests them the most e.g. technology/arts programme, learning environments, challenge course). Scenario will have in total 2.5 hours allocated to it on day. (Students need to consider group work opportunities, scaffolding that will be required, roles within groups, feedback and reflective thinking opportunities)

Students will be required to put together an instruction sheet that identifies the challenge that needs to be solved, the group roles within the group, a set of scaffolding instructions with suggested timelines (teacher model will be given) and resources available.

Once critiqued students will share with others and then publish it on A4 sheet – taking into account visual aspects – and then laminated for use on the day.

Lesson 3:

Students in groups have to brainstorm the outline of the day that will make the most of the time, resources and personal available. (Including break times for optimal learning and food)

Students will do this by using a round robin strategy (brainstorm outline in groups – 10/15 mins – one person from group stays with outline ready to explain and justify while other group members visit the rest of the groups to view ideas they have come up with – 10 mins – original group gets back together and makes any amendments to their outline – 5 mins

Each group presents an outline to class and as a group decide on an optimal outline that meets the goals of the day.

Lesson 4:

Students split into groups to organise different aspect of day:

- Letter to Principal/GATE Coordinator inviting 6 students to the Expo. Includes information about "Thinking day" and what students will gain from this opportunity. Then develop a personal invitation to each student to be used when names are received back from school and later delivered to school and students.
- Resources – this group is in charge of coordinating and organising all the ICT resources for the day, this includes booking media suite, asking teachers for extra resources like cameras and video cameras.
- Food group – this group will write to some of the local food companies requesting food for the day (morning tea and lunch) with the payback being inclusion on the credits of the DVD going to school and students and also put into school newsletter.
- DVD group – this group will be creating a design cover for DVD, including any credits, coordinating photos of students participating on the day and any paper work – thank you letters and newsletter entries.

Lesson 5:

Students now look at different aspects of leadership and their own leadership style.

- Brainstorm in groups what is a leader? Share with group and write group definition and decide on class definition.
- Brainstorm who are leaders and produce mind map.
- Ask and answer question – why do we need a leader?
- Identify different roles within a group using a car and different parts as an example.
- Discussion about different styles of leadership and complete questionnaire on leadership.
- Discuss of results and how one can improve leadership abilities.

Lesson 6: 'Expo. Thinking Day with Y6 students'

Students are in school at 8:00 am making sure they are organised for day with resources, and have representatives from group waiting at front of school to welcome students.

Introduce group to each other and do 2 warm up activities – one getting to know each other in group and two thinking in a creative manner before students select scenario for the day and then split into groups to work on that, with breaks in between for food and socializing, before reporting back to the whole group.

Once presentations have concluded students are then involved in 'reflective thinking' activity to look at ways they would improve scenario, including problem solving abilities, cooperative skills and facilitator leadership.

Lesson 7: Post 'Expo. Thinking Day with Y6 students'

Students will be evaluating their own role as a leader for their group. They will complete a P.M.I. (What was positive, what was negative or could be improved upon and what would have been interesting) on leadership style during day. This will be taking into account the feedback from the students on the Expo. day from their groups.

Lesson 8:

Students will now focus on the activity/scenario they planned for the day and use a BAR chart (what would they make bigger, add, remove, replace, rearrange or reverse) to improve activity/scenario.

Lesson 9:

DVD group will present DVD and newsletter account to whole group and groups will deliver DVDs to primary schools and students.

Reflective Questions:

- When planning activity for students, make sure the instructions are step by step – would you be able to follow them?
- What are you going to do if your group has a conflict?
- What worked well on the day and if you were to do this again, what would you do differently?

Possible Assessment Activities:**Formative**

Brainstorm what ICT tools could be used to develop problems-solving and thinking skills in a group scenario.

Summative

Students complete a leadership profile on themselves, identifying their strengths and what areas they need to work on as well as giving examples of some of the characteristics of a leader and when they showed these characteristics within the task.