

ACTIVITY: **Shaping the World**

OBJECTIVE: To research people who have made an impact on the world and to identify and compare their attributes.

SUGGESTED LEVEL: Year 6-10

GROUP SIZE: Whole class or small groups

RESOURCES: Books and internet for research. Large sheet of paper. Access to a printer.

TASK: Draw a large circle to represent the world. Divide it into six sections. Label the outside of each section with one of the following: Environment, Science, Technology, Altruism, Arts, Sports.

Brainstorm all the people you know who have shaped the world in one or more of these areas and share what you know about each of them. Make a list of the attributes they may have had.

Make a list of people you know and admire. List their attributes. Are any of these attributes the same as those named in your circle?



EXTENSION:

Print and cut out photos of all the people you admire. Print and cut out the list of what they are known for. Use the cards for matching games or quizzes.

Older students can create Venn diagrams showing the overlap of skills and attributes.

ACTIVITY: **Empathy mapping**

OBJECTIVE: Students will explore a deeper perspective by taking the time to look at what a person says, does and feels.

SUGGESTED LEVEL: Years 4-8

GROUP SIZE: Small groups of three or four.

RESOURCES: Post It sticky notes, large piece of paper or whiteboard, images of people in different situations (e.g., a firefighter at work, a paramedic checking a patient)

TASK: Give each group one of the images and a large sheet of paper divided into three columns labelled:

- Says,
- Does,
- Feels.

Students take Post It notes and write their own answers in each of the columns.

In small groups, discuss what is written then choose a group leader to report to the class.



EXTENSION:

Older students can discuss what might have happened half an hour before the image was taken, and half an hour after it was taken.

Also noting anything they think might have changed the outcome of the situation.

ACTIVITY:

Chain Notes

OBJECTIVE:

To build a more complete understanding of an issue by sharing responses

SUGGESTED LEVEL:

Years 4-8

GROUP SIZE: 6-8

RESOURCES: Timer, paper.

TASK:

Students sit around large tables. Teacher writes questions on paper and places them on the table.

One student at each table takes the question and adds a response then passes it on. (Use a timer to keep things moving quickly)

Repeat until you have gathered more responses. Then as a class choose some of the questions and examine the responses.



POSSIBLE QUESTIONS:

Why didn't Turia give up?

What words of encouragement would you give?

How could Turia's situation have been prevented?

What precautions could be put in place to prevent bush fires?

Sound
Beginnings
key to literacy

ACTIVITY:

Knowledge snowballs

OBJECTIVE:

Students will reflect on their own learnings but be encouraged to look at the responses given by others.

SUGGESTED LEVEL:

All levels

GROUP SIZE: Whole class

RESOURCES: Measuring tape, chalk, paper

TASK: After reading the story each student will write a key reflection on a sheet of paper, crumple it up and toss it to someone on the other side of the room.

Once a student catches a "snowball," they must read it, add something new to the paper and throw it to someone else. Repeat.

After a set time, teacher is to choose a student to read out the key reflections on the snowballs. Continue with different students as time allows.



Sound
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ACTIVITY: **Jigsaw Co-operative Learning**

OBJECTIVE: To help students to become an 'expert' on their topic, share information and develop collaboration skills.

SUGGESTED LEVEL: **Years 6-10**

GROUP SIZE: **Whole Class**

RESOURCES: **Books, Internet references**

TASK: Divide the class into groups of four. Give each group one of the following sporting codes to research: marathon, triathlon, duathlon, iron man, endurance racing.

Each group finds out as much as they can about their topic including what the sport entails, how to train, where major events take place, how they cater for participants with disabilities, examples of training schedules, famous participants, and reports back to the other groups.



EXTENSION:

Write each sport on a sheet of paper.

Students take a sticky note and write why they would or would not participate in that sport.

Older students can organise and run mini versions of each sport with younger aged children, e.g., a class triathlon which involves, running around a sports field, swimming a lap of the school pool and biking around the netball courts.



ACTIVITY: **Small steps. Achieving a goal**

OBJECTIVE: Students are encouraged to think towards setting goals and dreams for the future

SUGGESTED LEVEL: **All Levels**

GROUP SIZE: **Individual**

RESOURCES: **Flowchart template downloaded from the internet**

TASK: Students write their goal on paper then brainstorm all the things that might help them to achieve that goal.

Break the list into smaller achievable steps and present it as a flow chart.

EXTENSION:

Share with a partner and see if they can add any steps.

