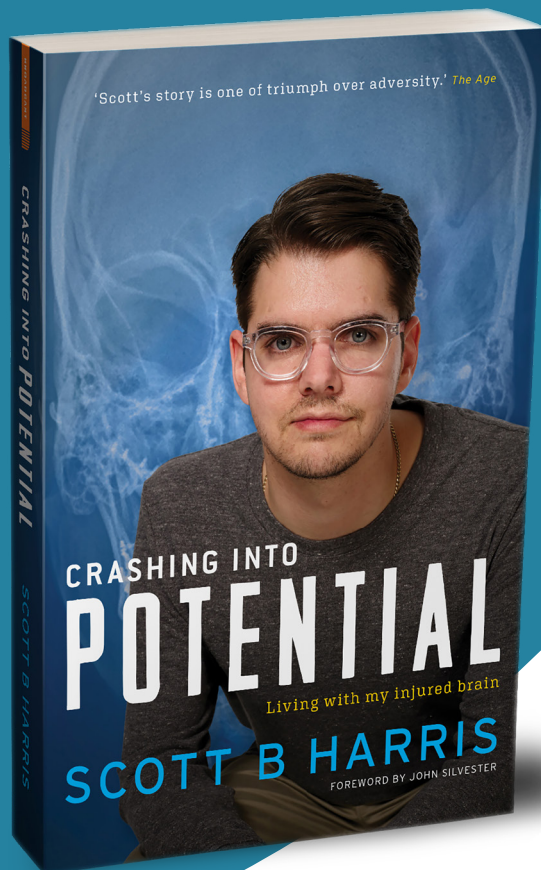


CRASHING INTO POTENTIAL

Grade 5 and 6 Apprentice Program Sample Lessons



CIP Grade 5-6 Apprentice Program

Australian Curriculum links:

Personal and Social Capability	
Level 4 Typically, by the end of Year 6, students:	
Self-awareness element	
Develop reflective practice	monitor their progress, seeking and responding to feedback from teachers to assist them in consolidating strengths, addressing weaknesses and fulfilling their potential
Self-management element	
Develop self-discipline and set goals	analyse factors that influence the ability to self-regulate; devise and apply strategies to monitor own behaviour and set realistic learning goals
Social management element	
Develop leadership skills	initiate or help to organise group activities that address a common need

CIP Grade 5-6 Apprentice Program

Critical and Creative Thinking

Level 4 Typically, by the end of Year 6, students:

Inquiring – identifying, exploring and organising information and ideas element

Identify and clarify information and ideas

identify and clarify relevant information and prioritise ideas

Organise and process information

analyse, condense and combine relevant information from multiple sources

Generating ideas, possibilities and actions element

Imagine possibilities and connect ideas

combine ideas in a variety of ways and from a range of sources to create new possibilities

Week 1-2: How does goal setting become your roadmap

We are learning to:

- develop a shared understanding of what goal setting is
- recognise the role of goal setting when persevering

Lesson 1: Defining Goal Setting

Time: 40 minutes

Materials: Whiteboard/collaborative digital tool, markers, paper, and pencils

Introduction (10 minutes):

Begin the lesson by brainstorming and revisiting the significant events of Scott's story. *A collaborative digital tool or whiteboard can be used to take notes of the significant parts of the story for all to have a shared understanding.*

Pose the question: What was the driving force that helped Scott overcome his hurdles?

Is there any specific strategy that Scott used to overcome his hurdles? *Response:*

Goal setting

SAMPLE

Activity 1: Goal setting one-pager (20 minutes)

Sometimes it's easier to draw a picture of something before using words to explain it.

Pose the challenge: *If you could fill an entire page with images, text, colour, icons, and symbols that you associate with goal setting what would it look like? What colours represent goal setting and what are the associated feelings, what would your one-pager look like?*

Give the student 20 minutes to develop their one-pager to represent how they interpret goal setting.

Ask students to work in pairs to share their one-pager and discuss with their partners what some of the same themes are presented in their illustrations and note-taking. They can discuss the differences too but these do not need to be recorded. The partners then pair up with another group and identify the similarities and keep note of these. This is then repeated one more time with another group of four.

Activity 2: Developing a shared understanding of goal setting

After this, the similarities are then shared as a whole class. To do this, the teacher conducts a word splash on the board of the similarities. Using the terms splashed on the board, the students and teacher work together to develop a shared definition of goal setting. This will form the class definition of what goal setting is and will develop a shared understanding for all using their voice.

SAMPLE

Conclusion - Goal Setting Core Value (10 minutes):

Now that you have developed this shared understanding of goal setting, this will be your class's core value as you endeavour through the remainder of the CIP Apprenticeship Program and beyond. Ask students to come up with some ways that they can share this core value with their families so that are involved in this process. This sharing can be via digital platforms or through physical class displays for the school community to see.

Ways to embed this into your daily teaching:

- *Model the setting of small goals and small wins in your daily teaching and articulate the feeling of the win and celebrate the small gratitudes*

SAMPLE