Learning and teaching example #1

This task was developed for education students and school teachers in the area of PDHPE. It is an example of developing critical thinking skills and student centred learning and teaching activities. It involved placing participants into a group with a set of 4 thematically based tasks (themes were bodies, gender, altered states, affirming diversity) and rotating groups around activity stations based on Gardner’s MI and equipment set up (e.g., video review with TV, media analysis at tables, literacy at tables, music at CD player). So each group did the same kind of task but with different content.

FOCUS:
- Strand 1: Self and relationships (7-10 PDHPE syllabus)
- Strand 3: Individual and community health (7-10 PDHPE syllabus)

SET UP:
Four groups with a bag of four tasks rotate around stations. The tasks encourage the use of a number of creative & critical thinking skills and the development of teaching & learning activities. Groups were:
- Bodies (stage 4)
- Gender benders (stage 4)
- Altered states (stage 5)
- Affirming diversity (stage 5)

Task #1: Video review task
Your task is to play the section of the video provided and then complete the following activities:
  a) Create a mind map of the issues explored in the segment
  b) Generate a list of statements that come from the video that reflect general social views around the issues presented (e.g., big bodies are not desirable). If you want you can be quite honest here, and possibly ‘politically incorrect’ in order to record some commonly held values & beliefs.
  c) Discuss the degree to which these statements are true. To who? Why?
  d) Using the theory around de Bono’s hats and the 6 hats game, create a teaching and learning strategy suitable for stage 4/5 students that unpacks the ways in which this issue is viewed and constructed in society.

Task #2: Literacy task
Your task is to read the selected written texts provided and then complete the following activities: (use a variety of brief written texts)
  a) Read each of the 3 pieces of written text and discuss the underlying messages of each and then generate one main message or theme.
  b) Use the Six Universal questions to explore this main message/theme. As a group write a summative statement about what you have unpacked.
  c) Develop a literacy based teaching and learning strategy that uses the written texts as stimulus. Explain how the task intends to develop a range of literacies in PDHPE. Make ICT links as well as considering the development of key competencies.

Task #3: Popular music task
Your task is to play the song and read the lyrics provided and then complete the following activities:
a) Listen to the song and read along with the words
b) Using Bloom’s taxonomy develop a list of 3-6 questions that could guide an analysis of the song (*Be sure to relate the syllabus outcomes!*)
c) Using Bloom’s taxonomy design one scaffolded teaching and learning experience that uses the song as stimulus.
d) If there is time design an assessment task that relates to the song, concepts expressed in it, or other related syllabus concepts

**Task #4: Media task**

Your task is to analyse the various images provided and then complete the following activities: (collect a variety of images or photographs)

a) Give out an image to each person. Examine the image you have. One at a time go around the group and ask each person to describe their image. Who is in it? What are they doing? Anything interesting or different about them? What is happening? Give the participants a ‘label’, a name, a categorisation or something that defines who they are and what they are doing or do. Share one at a time.
b) As you go through make a list of the ‘labels’ and concepts generated by looking at these images.
c) Discuss this task as a group, refer to both the images, the labels/names and, the task itself.
   - What was the purpose of this task?
   - How did each of you feel doing this task? Why?
   - Did the labels tell you much about the people?
   - What didn’t the labels tell us?
d) Brainstorm a list of words, ways, reasons or categories that many people (including children) use to label or categorise other people.
e) Design a teaching and learning strategy for stage 4 students that addresses some aspect or concept around the issue and is based upon the work of Howard Gardiner (theory of *Multiple Intelligences*).