

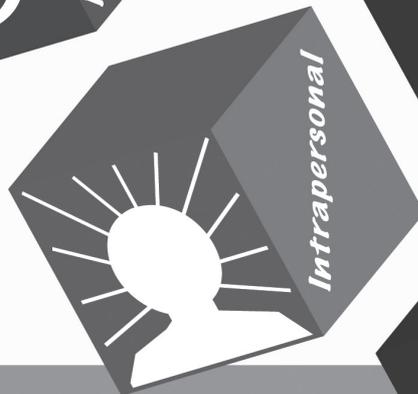
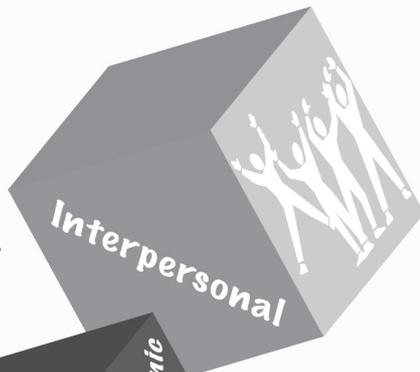
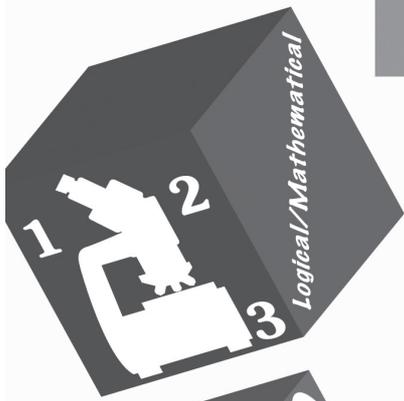
Years 4 - 8

# Practical MiThematic Units

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Logical/Mathematical  
Interpersonal  
Verbal/Linguistic  
Musical/Rhythmic  
Naturalist  
Intrapersonal  
Bodily/Kinesthetic  
Visual/Spatial

Environment  
Fantasy  
Solar system



HAWKER BROWNLOW  
EDUCATION

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## Introduction

Howard Gardner's Theory of Multiple Intelligences is one that reflects the advances made in educating the children of today. Traditionally, all children were given the same work, did the same things, and were treated equally. There was little or no emphasis on individualising learning or attempting to maximise education by using the skills that individual students possessed.

There are still many opportunities to practice traditional methods of research and resource based, cooperative and collaborative learning. However, there are also many non-traditional ways of presenting information which give greater scope for children to express their learning in a way that is relevant for them. As well as providing choice, it is suggested that you attempt to follow the following percentages when structuring and planning a curriculum:

- Competitive activities 20%
- Individual activities 20%
- Cooperative assignments 60%.

## Best Educational Practice

As any teacher knows, there is a tremendous range of abilities, interests and attitudes to learning in every class. All students, including those who are high achievers, can be assisted to a greater level of performance. The main catalyst for this is the teacher and the program they use, with assistance coming from parents and other interested persons.

Traditional classroom practice of knowledge *instruction* – where teachers dispense facts to their students – is now moving towards knowledge *construction* – where teachers assist and guide their students in constructing their own knowledge base. The pure skill of teaching or facilitating learning is becoming more important than specific subject knowledge.

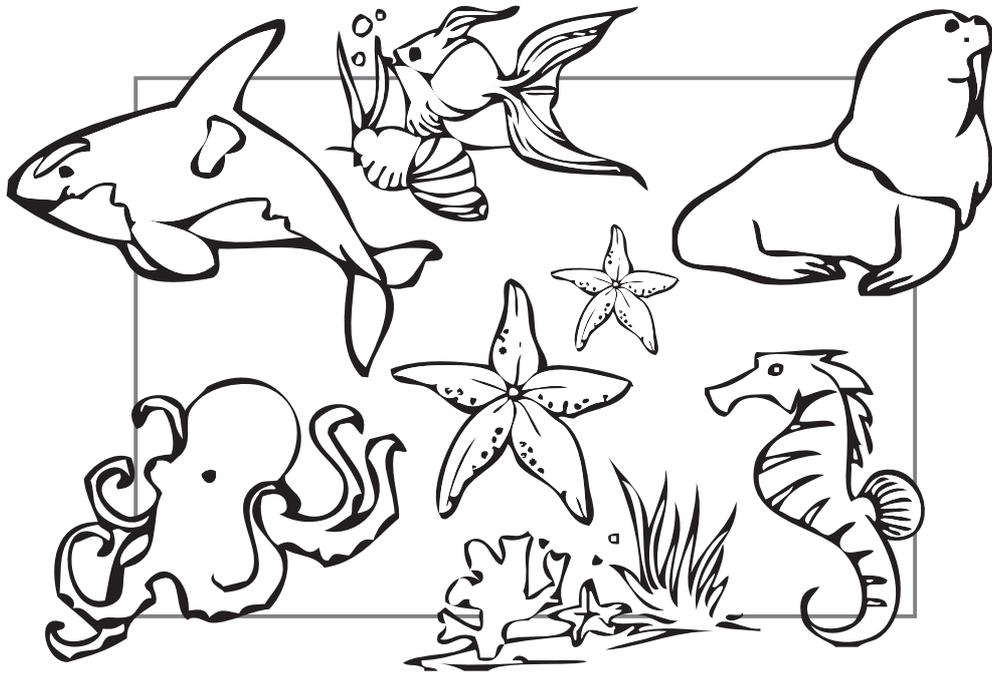
All teachers should be encouraging students to:

- set their own educational goals
- to pose questions about things that interest them
- to research and find the answers to the questions that they pose.

The influence of a teacher will be more effective if they can also develop in students:

- individual learning skills
- a desire to be successful
- a positive feeling about themselves and the work that they do
- metacognition skills
- the ability to be autonomous learners.

# Oceans



What covers three-quarters of the Earth's surface? The answer is water, mainly in the form of oceans. This unit of work looks at some mysteries associated with oceans and the various ways that humans are associated with the oceans of the world.

Topics included for further exploration include oceanic food, endangered ocean species, marine disasters, marine conservation and human impact on oceans.



# Activities

## Bodily-kinesthetic intelligence

1. With the help of your parents or older siblings, cook some seafood for dinner. Bring a copy of the recipe you used and the comments of those who had your meal to school. Find out where your selected ocean product is common and where else in the world your dish might be popular then present all your findings to the class using visual aides.
2. Make a model of an iceberg. Attach at least 12 interesting or important facts about icebergs to the model.
3. With a partner, create a coral reef mural. You will need to research one coral reef in particular to make sure the marine life you include is accurate. List the names of the plants and animals that feature on the back of your mural.
4. Conduct an oil spill experiment to find out what happens when these accidents occur in the ocean. Half fill a deep, flat tray with water then add a cup of oil to it. Place different objects in the oil, then record how they feel once removed. Write up your experiment and answer the question 'what impact do oil spills have on marine life?'
5. Make a collage of all the sports that can be done in the ocean. Include at least 25 images of different sports!

## Interpersonal intelligence

6. Some countries choose to defy world authorities and continue whaling. Why do you think they do this? Take their point of view and present valid reasons for their defiance of the whaling ban.
7. Make a list of what you would describe as 'unusual foods' taken from the ocean and eaten by people from around the world. Find an interesting way to display your work. Why do you think that these foods are eaten by other cultures but are considered unusual by ours?
8. What does the acronym SCUBA stand for? Present a two-minute verbal report on the history of SCUBA diving. Predict any future technological advances you think may occur in SCUBA equipment.
9. Make a list of jobs that people have that involve oceans. Make a list of at least 20, then choose one to research further. Include information about the actual job and qualifications and experience needed.
10. Interview a surf lifesaver about their job. Think of at least ten important questions to ask that will help improve the safety of beachgoers and increase understanding of the role of lifesavers. Write up your interview as though it were to be published in a magazine.

## Intrapersonal intelligence

11. Use a Venn diagram to compare a shark and a dolphin. How are they similar? How are they different? Include a scaled illustration of each creature as part of your answer.
12. What is a tsunami? How does this ocean phenomenon affect the lives of people? Write a one-page report listing where they occur, why they occur, how people can prepare themselves for it and what to do when one does occur.
13. Research an endangered sea creature. Include in the report the current methods used to help prevent its extinction and ways your family and friends can help.
14. How do you feel when you are in or near the ocean? Do you feel calm and relaxed or do you get agitated by it? Do you find the water cooling and refreshing or does it irritate your skin? Write a personal reflection piece about your feelings towards the ocean.
15. Create a rubric for assessing whether a particular spot of ocean or sea would be good to swim in.

## Verbal-linguistic intelligence

16. The sinking of the Titanic is a well-known disaster at sea. Research a different ocean disaster and write a one-page report detailing what happened, who was effected in the short term and who was effected in the long term.
17. Shipwreck Coast runs along Victoria's Great Ocean Road. Find out why and when the area got its name and describe the history of some of its most famous disasters. Present your work in an interesting way.
18. Research myths and legends involving the ocean, such as mermaids, giant squid and King Neptune. Prepare and present a two-minute report to the class.
19. Complete the following phrases using references to marine life. For example, 'faster than a shark hunting'. Create five others of your own.
 

• faster than...	• slower than...	• louder than...
• quieter than...	• bigger than...	• smaller than...
• brighter than...	• smellier than...	• older than...
• harder than...	• softer than...	• more slippery than...
20. Rewrite a fairytale using ocean animals instead of the original characters. Examples include The Three Polar Bears or Snow White and the Seven Seals.

## Logical-mathematical intelligence

- 21.** Find out the names of the five fastest marine creatures. Create a visual display comparing their speeds to those of land creatures, humans and transport.
- 22.** Shark nets positioned on coasts around the world also kill many other harmless creatures, sometimes even humans. How can this problem be solved? Write up a one-page report detailing your ideas.
- 23.** Complete the following puzzles and include diagrammatic information with your answers.
  - A group of penguins and polar bears are huddling together during a blizzard. You can count 30 heads and 84 legs. How many of each are there?
  - Two seal farmers sold half of their seals plus another two, then sold half of those left plus another two seals. Then they sold half of those left and another two. After all of this, the seal farmers had only one seal left. How many did they start with?
  - A family of polar bears, two adults and two cubs, consume the following amount of fish each day. The male bear eats 6kg per day. The cubs eat  $\frac{1}{3}$  of this and the female eats  $\frac{2}{3}$  of the males. How much fish is eaten per day? per week? per year?
- 24.** Research the hermit crab. Include details about their eating and living habits. Create an information booklet or poster about hermit crabs.
- 25.** Sometimes the ocean appears to change colour. Find out why this happens, what changes occur and what is indicated by the different colours. Why is it important to know why the ocean changes colour? Write a one-page report on your findings.

## Musical-rhythmic intelligence

- 26.** Create a radio advertisement for a new fishing rod that guarantees you catch a fish every time you use it. Record your ad to play for the class.
- 27.** Write a song with the title 'on the ocean floor'.
- 28.** Create a relaxation piece using sounds of the ocean. Record your work making sure it lasts at between two and three minutes.
- 29.** How do sea creatures communicate with each other? Choose four different animals to research and prepare a presentation of your work. Include samples of any sounds or communication techniques you identify.
- 30.** In a group of three, make an educational video that is related to the world's oceans. Focus on one topic, prepare a mind map of your skit, then record your work. It should last for less than five minutes and present a clear message to viewers.