

Years 4 - 8

More Practical MiThematic Units

Steve Wayne

Logical/Mathematical

Interpersonal

Verbal/Linguistic

Musical/Rhythmic

Naturalist

Intrapersonal

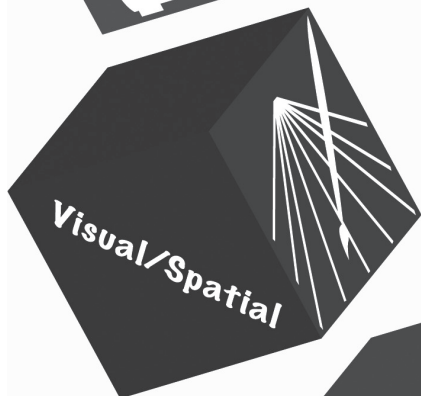
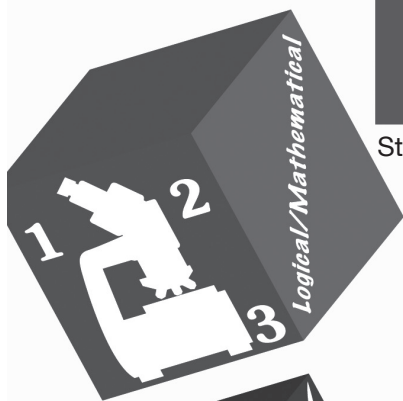
Bodily/Kinesthetic

Visual/Spatial

Circus

Create a country

Frozen worlds



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 modern day 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 that 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.

Community



Local communities play an important role in creating and maintaining people's lifestyles. As such, the local community can have a tremendous impact on children. Are there enough facilities in your community to cater for the needs of the population?

This unit looks at the local community from many perspectives. It provides activities for students to undertake research in their community and examine what it means to be part of a local community.

Perhaps the most important part of the local community is the student's own home. For this reason, the unit also examines the importance of where and how people live and the contribution that individuals make in a community.



Activites

Bodily-kinesthetic intelligence

1. In three minutes dramatise a full day in your life from the moment you get up till the moment you go to bed. You may ask others in the class to play the roles of the people you interact with.
2. Wash and iron a full load of washing at home. Create a poster or mobile of your experience, including photos and brief reflections. Consider questions such as 'How would you feel if you had to do this for your whole family everyday, like many parents do?' and 'How would you feel if you had to do this without the help of a washing machine or dryer, like many people around the world who live without electricity?'.
3. Prepare, cook and serve a meal at home. After the meal do the dishes. Report on this experience in a way you think suitable. Reflect upon how your experience would differ if you were much richer or poorer.
4. Use materials of your choice to design and make the type of pedestrian crossing that will be used 100 years from now.
5. Think of five innovative ways of showing your parents that you love them. Explain each and complete at least one. Provide evidence of your endeavour.

Interpersonal intelligence

6. Imagine you got into a lot of trouble one weekend when you were at the local oval. After a discussion with your parents they doubled your pocket money. Why did they do this? Clearly detail:
 - the sort of trouble you got into
 - why your pocket money was doubled
 - how things were resolved.
7. It's one o'clock in the morning and your family is having a great big, noisy party. Explain how the following community members view the party:
 - your neighbours
 - the police
 - your pets.
8. Make a list of ten rules that keep people safe in your community. Who established these rules? Why do you think they established them? Include your answers on your list. Make a list of ten rules your parents have given you. When they make you follow a rule you don't want to do how do you react? Put yourself in their place and include on your list the reasons you think your parents made these rules. If possible, get them to write a comment on the accuracy of each!
9. What ten things could you do with your family that are enjoyable and free? Create an information booklet for families.
10. Create a roster of household duties for your family. You will need to get it approved by each family member so make it fair. Explain any difficulties you had and how you ended up deciding what was fair.

Intrapersonal intelligence

11. What is your favourite place in your suburb? Why do you go there? What do you do there? Do you like to go there alone or with others? Present your answers in an interesting way.
12. What is the best thing that has ever happened to you at your place? What is the worst? Write your responses in the form of a diary entry from each of those days.
13. Create a mini-book titled 'All About Me'. Include at least ten interesting facts about your life, your ideas, your opinions, your family etc.
14. Think of a time you had a big argument with one of your siblings. Write a story of that time then rewrite the story as if the fight never happened.
15. Think of ten original ways of cheering up a neighbour you think needs it. Undertake one of the activities and write a report on how it went.

Verbal-linguistic intelligence

16. Write a shape poem about your community.
17. If you could invite anyone from your community to your house for dinner, who would it be? What would be the first thing you said to them as they walked in the door? Write a script of the first five questions and answers of conversation between you and your guest.
18. You are going to sell your house and move somewhere else. Write a 'for sale' advertisement for the newspaper classifieds. It must be between 80 and 90 words and be written so that it will attract people to view your house. Make an enlarged copy of your ad to display in the classroom.
19. Make a colourful, alphabetical list of things that can't be found in your home suburb.
20. What in your community needs improvement? Facilities? Attitudes? Access? Write a letter your local council asking them to address an issue of concern to you.

Logical-mathematical intelligence

- 21.** Make an accurate three-dimensional model of your house. You will need to:
 - measure all of the rooms in your house to find the area
 - draw an accurate plan of your measurements
 - work out a scale
 - find suitable materials to make your model
- 22.** You have \$5000 to spend on your room. Your parents have stipulated that you must buy exactly ten things or you can't have the money. What will you buy? To answer this correctly you will need pictures from shopping catalogues with prices. Include a before and after plan of your room in this question.
- 23.** With a friend, each make a graph that shows your family's television viewing habits over three days. Specifically look at the amount of time spent watching and the channels that are watched. Compare your graphs and write up what this tells you.
- 24.** You walk out into your community shopping centre to see 27 heads and 78 legs. Exactly how many people and dogs are there? Show the calculations that you used to reach your conclusion then present your answer without using numbers.
- 25.** Think of three new ways to stop cars at intersections without using traffic lights or stop signs. Illustrate and explain your ideas.

Musical-rhythmic intelligence

- 26.** Give me a home among the gum trees! Rewrite the lyrics to this well-known song so that it is about your community.
- 27.** Create a sound poem entitled 'A typical day at the ... household'. In it try to tape some everyday sounds that can be found at home. Play them to the class so they can try to guess what they are.
- 28.** Write a poem about what life in your neighbourhood would be like if there were no fences.
- 29.** Imagine the Premier is looking for a place to spend the recent budget surplus. Write a jingle that could be played on TV or radio promoting the reasons your community should get the money.
- 30.** Write a critique on Advance Australia Fair. Is this song reflective of today's Australian community? In what ways? Would you make any changes? Why?