



Individual Project

Hywel Parry

GwE Lead Practitioner

Context

- Similar skills grouped together
- Teaching blocks which suggest a possible delivery plan
- Schemes of learning and tasks within each teaching block

National



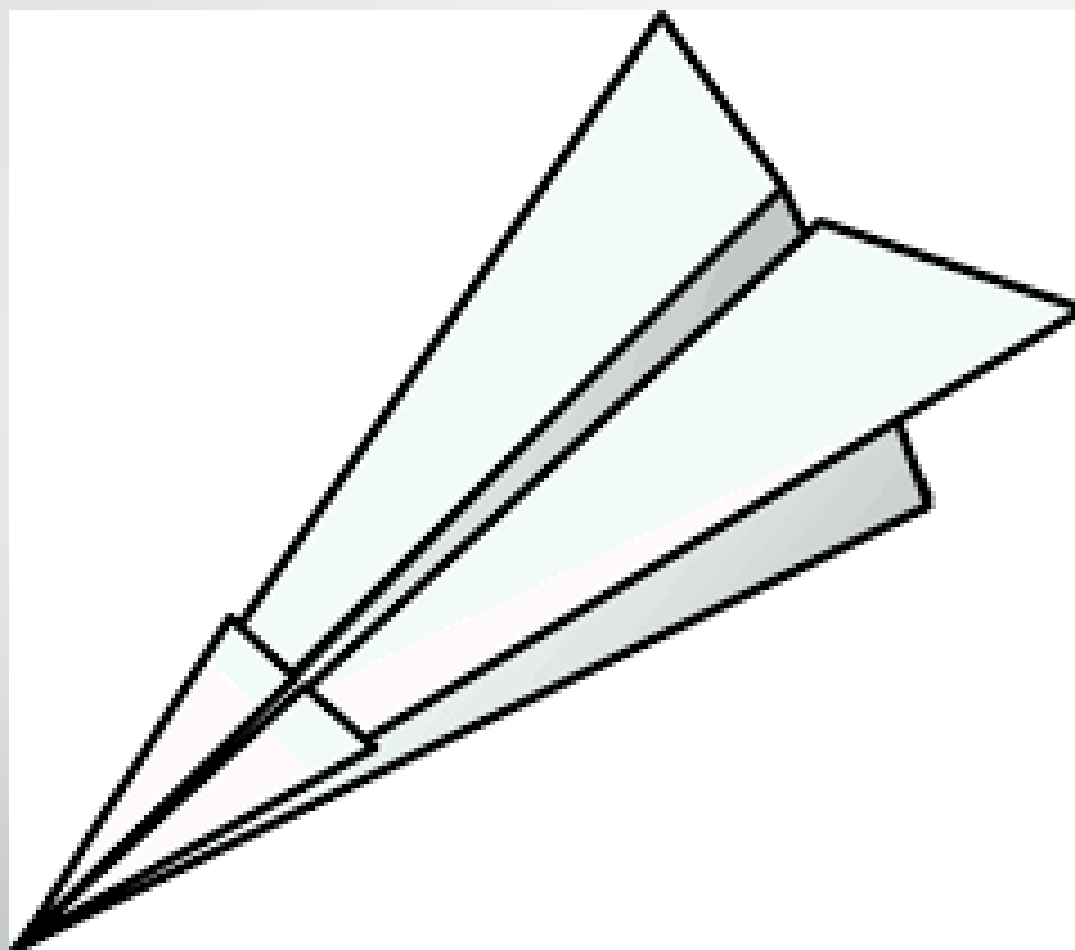
Welsh Baccalaureate Scheme of Learning-National

Overview of Teaching Blocks-May15th 2015.

National		
Teaching Block 1 - <u>Planning a Project</u>		
T & L	T & L Content	Assessed in
Planning and Organisation 2	Production action plans-timescales, milestones and deadlines, identifies tasks and activities, set targets, identifying resources, identify risks, use planning tools.	LO8
Planning and Organisation 1	Development of aims and objectives. Identification, selection and collation of information numerical data from a variety of sources.	LO1, LO2.
Teaching Block 2 - Using Sources		
T & L	T & L Content	Assessed in
Critical Thinking 1 / Numeracy 1	Identification, consideration and use a variety of facts, opinions and viewpoints. Sources of information-Internet, books, magazines, media.	LO2
Critical Thinking 3	Critical assessment and construction of arguments.	LO3
In the context of the project 2	Methods presentation of outcome-quality, fitness for purpose	LO8
Literacy 3	Methods of referencing source material-plagiarism, bibliography.	LO3, LO5
Teaching Block 3 - Primary Research		
T & L	T & L Content	Assessed in
Numeracy 2	Method for connecting own information and numerical data-interview, questionnaire, observation.	LO4,
Numeracy 3	Methods for analysing data-mean, median, mode, range, percentages, fractions, ratios.	LO4
Numeracy 4	Data-bar chart, pie chart, line graph.	LO4
Digital Literacy 1	Using digital techniques to present tables, graphs and diagrams.	LO4, LO6
Teaching Block 4 - Drawing Conclusions		
T & L	T & L Content	Assessed in
Critical Thinking 2	Development and analysis of arguments.	LO3

Paper Aeroplanes

In pairs, you have 3 minutes to prepare for the
GwE Paper Aeroplane Championship.



Aims and Objectives?

- Think back on your paper aeroplane process- what was your aim, and what were your objectives?



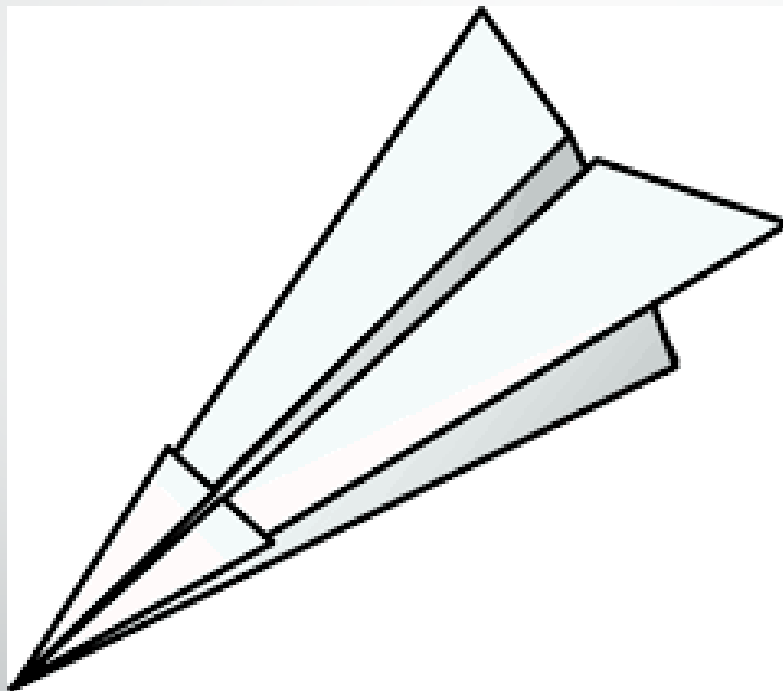
Aim and Objectives

Aim-To Win the Paper Aeroplane Competition

Objective 1 – To research, design and create a paper aeroplane

Objective 2 – To test, adapt and practise throwing a paper aeroplane

Second Chance?



Review-How Successful were the Aim and Objectives?

Aim-To Win the Paper Aeroplane Competition

Objective 1 – To research, design and create a paper aeroplane

Objective 2 – To test and adapt the aeroplane before practising throwing it.

Teaching Block 2-Using Sources



Welsh Baccalaureate Scheme of Learning-National

This Scheme of Learning has been designed to be used by teachers and tutors delivering the Welsh Baccalaureate Individual Project from September 2015.

Teaching & Learning Block 2 (Literacy)

Learning Activity	Skills Developed	Resources	Differentiation	LO/Assessment
Harvard Referencing Students watch video https://www.youtube.com/watch?v=19-E1QCdvby (different videos available for different versions of word) Ask students to reference their synthesis article from previous task, and to create a bibliography at the end.	Digital Literacy.	Whiteboard and projector Access to ICT.	None-accessible to all.	LO3.
Plagiarism - who now? Students read exhibit A. What can they spot?	Literacy.	Copy of exhibit A article. (N 2.1)	By outcome, based on student notes.	N/A
Google to the Rescue Students use Google (or other search engine) to trace the original locations of the text used in exhibit A. Where does research end, and plagiarism begin? The importance of using your own words. Ask the students to research	Digital literacy.	Access to ICT. Access to ICT.	Non-accessible to all.	N/A

Referencing

- <https://www.youtube.com/watch?v=19-E1OCdvvY>

Teaching Block 3-Primary Research



- Haunted House PPT

Teaching Block 4

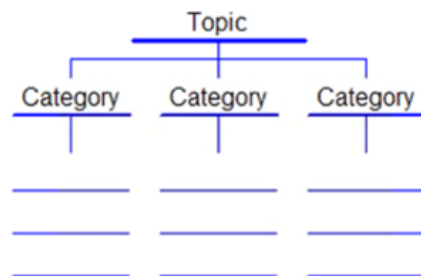
Drawing Conclusions

AIPOTU: The Inaccessible Island

Scenario: Your replica tall ship christened the Shakespeare, which you were sailing around the Globe, has been shipwrecked on rocks adjacent to an island surrounded by 1000-foot high cliffs. The island is off the shipping lanes and rescue in the short-term seems a very remote possibility. You are to use the **Philosopher's Toolkit** and **Factfile** located in the Captain's log to plan your survival on the island. There is also a chapter from a book written by someone who visited the island almost a century earlier and lived to tell the tale.

THE PHILOSOPHER'S TOOLKIT

- 1. **Brainstorming:** You should first brainstorm ideas on how to survive in this remote location. Write down whatever comes to mind - do not judge, edit or evaluate your ideas.
- 2. **Mindmap:** Your ideas should be 'crystallised' by a single theme or image in the form of a mindmap.
- 3. **Clustering:** The next task is to arrange your ideas into categories or 'clusters'. To do this you should use a 'tree map' like the one below:



What do I already know?	What do I need to find out?	How can I find out my information?	What new things have I learnt?	What do I need to do next?

- 5. **Philosopher's keys:** You have set up a base camp and now need to use some strategies to unlock your critical and creative thinking in order to survive on the island:
- THE ALPHABET:** Compile an A-Z list of survival items. You are only allowed 1 item beginning with each letter. Reduce the list to your top ten survival items ranked in order of importance. Think of the greatest difficulty/problem in using each of the ten items you have selected. Substitute your top three items with other items that perform the same task. Have you managed to eliminate the difficulty/problem that the

Teaching Block 5 – Self-Evaluation

Self-Evaluation Framework

WB National

Strength	Reason Why	Weakness	Reason Why

Key Elements for Evaluation

Planning ~ Problem Solving ~ Completion of the Problem



Advanced

Advanced		
T & L	T & L Content	Assessed in
Planning and Organisation 2	Project planning-action planning, setting timescales, milestones and deadlines, identifying certain tasks and activities, setting targets, identifying resources, identifying risks.	LO8
Planning and Organisation 1	Development of aims and objectives.	LO1,
Digital Literacy 1	Find, organise, store, manage, share and protect digital information	LO4.
Teaching Block 2 - Using Sources		
T & L	T & L Content	Assessed in
Numeracy 1	Research methods-Internet, interview, questionnaire, observation, media.	LO2
Literacy 1	Creation of a rationale.	LO2
Literacy 3	Communication using language appropriate for purpose and audience.	LO6
In the context of the project 2	Methods presentation of outcome-quality, fitness for purpose	LO8
Numeracy 3	Methods for gathering primary information and numerical data.	LO4
Critical Thinking & Problem Solving 6	Problem Solving techniques and possible solutions	LO8
Teaching Block 3 - Research Techniques		
T & L	T & L Content	Assessed in
Literacy 2	Synthesis and evaluation of information, specialist and complex vocabulary.	LO3
Literacy 4	Presentation of information and ideas logically and persuasively	LO6
Literacy 5	Communication of complex information and findings in appropriate formats	LO6
Literacy 6	Referencing techniques e.g. Harvard referencing, bibliography, avoidance of plagiarism.	LO3

Teaching Blocks 1 and 2

- Creation of aims and objectives
- Project Planning tools.
- Rationale and research methods

Teaching Block 3-Research Techniques / Literacy

Could Wales ever be Carbon Neutral?

Being 'Carbon Neutral' is a key term in our current economic climate. Companies' large and small strive to prove to their customers and the wider business community that they are ethically responsible with regards to their carbon footprint.

The best practice for organizations and individuals seeking carbon neutral status entails reducing and/or avoiding carbon emissions first so that only unavoidable emissions are offset. Carbon neutral status is commonly achieved in two ways:

- Balancing carbon dioxide released into the atmosphere from burning fossil fuels, with renewable energy that creates a similar amount of useful energy, so that the carbon emissions are compensated, or alternatively using only renewable energies that don't produce any carbon dioxide.
- Carbon offsetting by paying others to remove or sequester 100% of the carbon dioxide emitted from the atmosphere or by funding 'carbon projects' that should lead to the prevention of future greenhouse gas emissions. While carbon offsetting is often used alongside energy conservation measures to minimize energy use, the practice is criticized by some.

As carbon neutrality comes almost the 'norm' in some arenas, the public's attention is turning towards both the public sector (such as schools and hospitals) as well as to their own daily lives.

To be carbon neutral, you need to calculate how much carbon dioxide or greenhouse gases you emit into the atmosphere based on your lifestyle, and then take actions to remove an equal amount of emissions from the environment, essentially creating a neutral or zero impact. But could a nation come together and achieve this as a whole?



Google_{UK}

Search Google or type URL



Teaching Block 4 – Critical Thinking



Teaching Block for Individual Project Welsh Baccalaureate Advanced Teacher Guide

- The following will provide guidance for a block of lessons designed to be delivered in 10 x 50 minute slots. The sequence of lessons allows the pupils to research and debate the topic of the ethics of downloading music. The pupils do not have to carry out the debate as an end product. This is more about the process and the skills that following this process will equip the learner with
- This is an interactive approach, using one main site, with links to other resources. One particularly good link is to a lesson **Inquiry on the Internet: Evaluating Web Pages for a Class Collection**, which can be found on the same site.
- Links to the website are included
- Centres are advised to adapt to suit the learner/setting
- Although the website used is English Medium, it could be used as a platform to adapt into the Welsh language.
- The sessions facilitate the development of
 - ❖ Critical Assessment and development of Arguments
 - ❖ Identification of key information on factors, including consequences, similarities and differences
 - ❖ Formulating judgements
 - ❖ Analysis of credibility of information and sources, currency, comprehensiveness, validity, reliability, bias
 - ❖ These components meet the assessment criteria for LO2, LO3, LO5

A 4.1

Lesson Plan

Copyright Infringement or Not? The Debate over Downloading Music

E-mail / Share / Print This Page / Print All Materials (Note: Handouts must be printed separately)



Grades 9 - 12

Lesson Plan Type Unit

Estimated Time Ten 50-minute sessions

Lesson Author: Suzanne Taylor
Frostburg,
Maryland

Publisher



Preview

Standards

Resources &
Preparation

Instructional Plan

Related Resources

Comments (1)

Student Objectives ▶

Session One ▶

Session Two ▶

Session Three ▶

Session Four ▶

Session Five ▶

Session Six ▶

Session Seven ▶

Session Eight ▶

Sessions Nine and Ten ▶

Extensions ▶

This is a page from session two. A cautionary note, two of the website links are no longer active. Pupils need to establish which ones these are, and go about finding two more to replace them. This is a useful exercise in helping them to negotiate problems they may face when researching for their own Project!)

For teacher info – it is

Debating Music Downloads

Instructions
Visit the following four Web sites. For each of the sites, identify the main points of these Internet articles, as well as the supporting details.

- 1 MusicBizAdvice.com
- 2 Why Downloading is Music's Saviour
- 3 Music Industry Won't Seek Government Aid on Piracy
- 4 Is It Wrong to Share Your Music? (Discuss)

read write think
© 2004 Pearson Education, Inc. All Rights Reserved

Viewpoint	Viewpoints are clear and organized.	Most viewpoints are clear.	Viewpoints are unclear and disorganized.
Use of facts and examples	Arguments are supported with facts and examples.	Most arguments are supported with facts and examples.	Arguments lack factual support.
Relevance of supporting arguments	All supporting arguments are relevant.	Many, but not all, supporting arguments are relevant.	Few supporting arguments are relevant.
Strength of arguments	All arguments are strong and convincing.	Some arguments are convincing.	Arguments are not convincing.
Conclusion	Voice can always be heard.	Voice is heard most of the time.	Voice is difficult to hear.

This forms part of session seven and is designed for peer assessing the actual debate. It does have value, however, as a teaching and learning tool to be used in the context of the written project. (Excuse American spelling. This is an American site!)



A very basic concept of a conclusion is being explored here, but it gets students thinking about what they will need to do, but in more depth later

Teaching Block 5 – Primary Research



EXAMPLE 40.1

Skye asked all the students in Year 10 at her local girls' school how many brothers they had. The table shows her results.

Work out the mean number of brothers for these students.

Number of brothers	Frequency (number of girls)
0	24
1	60
2	47
3	11
4	5
5	2
6	0
7	0
8	1
Total	150

Solution

The mean of this data is (the total number of brothers) $\div$ (the total number of girls surveyed).

First you need to work out the total number of brothers.

You can see from the table that

Teaching Block 6-Formulating Opinions and Making Judgements

Julio and his father had been looking forward to their fishing trip for weeks. They didn't take much food with them on the trip. When they started fishing they were quickly approached by a forest ranger. He asked Julio's father if he had a fishing license. Julio's father reached into his wallet and suddenly got a terrified look on his face. Julio was disappointed that night as he ate dinner.

Why did Julio and his father not take much food with them on the trip?

- a. they didn't want to eat too much
- b. they didn't have any food at their house
- c. they were planning on eating the fish that they caught
- d. they don't like to eat fish

Teaching Block 6 – Drawing Conclusions



Time to get drawing... Ask students to note one of their key findings from their project so far. Students then work independently to draw THREE different conclusions from their chosen finding. The teacher then analyses and discusses the work and conclusions of one student using the key questions:-- - Have they considered three different perspectives? -Are the three conclusions different, or the same conclusion re-phrased? -Have they missed any obvious conclusions? (if so, the student should note it). Students then swap computers/papers and peer-assess the conclusions drawn from the finding using the same key questions.	Formulating judgements and drawing conclusions.	Paper or ICT	By outcome Some students will require more support than others in drawing conclusions from perspectives other than their own	LO7
---	--	---------------------	--	------------

Teaching Block 7 – Self Evaluation

- Classroom based tasks



To Come....

- Teaching Blocks 1 and 2 for Advanced
- Teaching Block 3 for National
- Your contributions?

Individual Project

- Own topic-no 'Wales' or 'Other Perspective'
- Can be an artefact/object/performance
- Word Limits
- Can only be moderated in year 11/13



Hywel Parry

Welsh Baccalaureate Lead Practitioner-GwE

Associate Assistant Headteacher-Ysgol John Bright

staff.hyp@johnbright.conwy.sch.uk