

Try this with:

- Levels 1 - 3
- Students who like to use ICT to show their learning

Learning areas:

- Social Studies

Key words and phrases:

- Action
- Consequence
- Caring
- Love
- Relationship
- Trust
- Heal
- Cause
- Rearing

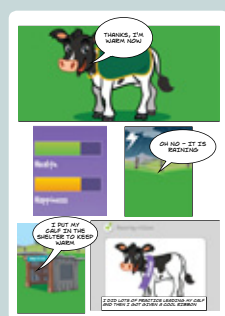
Key competencies:

- Managing self
- Relating to others

Resources required:

Rosie's Calf Club game

Comic Life



- Free download <http://plasq.com>
- www.rosiesworld.co.nz
- www.godairyeducation.co.nz

Values:

- Innovation, inquiry and curiosity

Principles:

- Learning to learn
- Community engagement

Essential question

Do our actions have consequences?

What are we learning?

- What is needed to keep our pet happy and healthy.

Motivation

- Introduce the terms 'action', 'cause' and 'consequence'.
- Clarify the meanings of these words.
- Ask the students what they do if it starts to rain when they are outside. List their suggestions.
- What is the cause? What is the action?
- What are the consequences of the different actions they suggested in their list?
- Complete this activity again looking at scenarios from Rosie's Calf Club game. What did the students do if the weather was rainy? What would happen if they forgot to feed their calf?
- Show the students the Health and Happiness bars on Rosie's Calf Club game.
- Clarify what these mean and talk about ways they can make their calf happier or healthier. What are the things that could make their calf feel sad or unwell?

The challenge

- As a class identify causes, actions and consequences from looking after their virtual calves on Rosie's Calf Club game.
- Students create a cause and consequence flow chart using images to drag and drop from Rosie's Calf Club game.
- Use Comic Life for this challenge or another visual presentation method of your choice.
- Older students could compile their own list of cause and consequences as they play the game.

Success criteria

Your students can help you decide on what their flow chart should include to successfully show their learning.

Agree on:

- Number of actions.
- Whether there should be text or not.
- What learning needs to be shown.
- Should other people be able to recognise what their chart shows?

Assessment

- Does the student's work clearly show actions matching with consequences?
- Students can use the success criteria to comment critically on each others work.
- You could ask older students if they can apply this learning to another area of their lives.



