

Try this with:

- Level 3
- Students who love critical thinking

Learning areas:

- Social Sciences
- Science

Key words and phrases:

- Skills
- Transferred
- Area of life
- Future
- Rearing
- Definition
- Routine

Key competencies:

- Thinking
- Managing self
- Participating and contributing
- Relating to others

Resources required:

Rosie's Calf Club game



- www.rosiesworld.co.nz
- www.godairyeducation.co.nz

Values:

- Innovation, inquiry and curiosity
- Integrity

Principles:

- Inclusion
- High expectations
- Coherence

Essential question

How can I use the skills I learnt rearing my calf in other areas of my life?

What are we learning?

- To identify the skills we learn and use in our everyday lives.
- To transfer the abstract skills learnt in one situation to other areas of life.
- Learning new skills is important to our personal growth and development.

Motivation

- Ask your students what they think a skill is.
- Agree on a class definition.
- Compile a list of all the skills the students think they have.
- Make brief notes about where and when they use and learnt these skills.
- Discuss Rosie's Calf Club game and identify and record the skills the students think they have learnt or used from looking after a calf.
- Discuss how skills learnt or used in one area of life can be transferred.
- Compare the two lists of skills and highlight any that are the same.

The challenge

Use the class list of skills involved in rearing a calf to record the following thinking:

1. Identify and list where they already use these skills in other areas of their life.
2. Identify what other jobs, hobbies or situations might teach them the same skills.
3. Record other situations where these skills will be useful. When might they need them in the future?

For example when rearing a calf they learn to follow a list of necessary jobs everyday without exception. This will help them to set a homework routine, complete daily exercise or commit to an after school job.

This might start as a class activity. When students are confident they might break in to small groups and come up with their own ideas to add to the class list.

Success criteria

Students can check if they have successfully completed the challenge by using the original list of skills. For every skill listed they should have identified three things.

1. Where they are using that skill **already** in other areas of their life.
2. What other things teach them the same skills.
3. When that skill **will be** useful in other areas of their life. In other words when might they need these in the future?

Assessment

- Can the students identify the abstract skills gained from and used when looking after a calf?
- Can the students articulate other areas of their lives where they use and learn these skills?
- Can the students name why these skills might be useful to have as they grow up?

