



Faster, Higher, Stronger

Major Quest

Making a Well-Founded Judgement

Scenario

One day you or someone you know will be standing in an Olympic or Commonwealth stadium while the athletes' oath is taken.

"In the name of all competitors I promise that we shall take part in these Olympic Games respecting and abiding by the rules which govern them, committing ourselves to a sport without doping and without drugs, in the true spirit of sportsmanship, for the glory of sport and the honour of our teams."

Make a well-founded judgement, can we live up to the true spirit of sportsmanship?



Exploratory Environment

INTRODUCTION

'Faster, Higher, Stronger' asks our students to investigate the difficulties athletes face in exercising their rights and meeting their responsibilities in living up to the true spirit of sportsmanship. Although it has a Games focus any sports person who has faced challenges could be a source of useful information. There is no one right answer here, it is the quality of the argument being put forward that is important.

1 Authenticating the Learning

Initiate a whole class discussion to introduce the scenario and its problem making links to the achievement objective focus and the thinking skill.

Brainstorm and mindmap their present knowledge. What do we already know about the problem?

2 Constructing Relevant Questions

As you discuss the scenario begin the question formation and planning the research.

During an interactive discussion between the teacher and class these essential research questions need to be drawn out for investigation.

As much as possible these should be co-constructed:

What is the 'true spirit of sportsmanship?'

What inspires athletes to do their best?

What pressures do the athletes have to cope with?

Have athletes overcome these pressures?

Introduce making a well-founded judgement.

Construct with your class the thinking map for making a well-founded judgement.

3 Planning the Research

Discuss with your class and agree on a timetable with checkpoints. Also decide on the concluding performance and look closely at the reflection task sheet.

4 Discovering Relevant Information

Begin the 'discovering relevant information' phase by modelling the use of the graphic organiser.

Use the Quest's CD to locate information on the athletes thoughts and experiences. Most of the resources are primary source material from interviews.

5 Constructing Knowledge

Have your students reflect on the Thinking Map and their notes including their graphic organiser.

6 New Insights and Understandings

Have your students write up their new insights and understandings, the Connect, Extend, Challenge.

Something that made me really think was...

I didn't realise that...

I never knew that...

I found it really interesting that...

PROBLEM-BASED LEARNING UNIT PLAN – SOCIAL SCIENCES



Title: Faster, Higher, Stronger

Term: 3

Weeks: 6

Achievement Objective Focus – Understand that events have causes and effects. That living up to the true spirit of sportsmanship causes stresses that have effects on the athletes.

Thinking Skills Focus - Making a Well-Founded Judgement.

Scenario - One day you or someone you know will be standing in an Olympic or Commonwealth stadium while the athletes' oath is taken. "In the name of all competitors I promise that we shall take part in these Olympic Games respecting and abiding by the rules which govern them, committing ourselves to a sport without doping and without drugs, in the true spirit of sportsmanship, for the glory of sport and the honour of our teams." Make a well-founded judgement, can we live up to the true spirit of sportsmanship?

Learning Experiences	Learning Outcomes Students should be able to:	Organisational Notes
<p>1 Authenticating the Learning Introduce the scenario and its problem-making links to the focus achievement objective & key concepts.</p> <p>Awakening Prior Knowledge What do we already know about this problem?</p> <p><input checked="" type="checkbox"/> brainstorming <input checked="" type="checkbox"/> discussion <input checked="" type="checkbox"/> mindmapping</p> <p>Strengthening Prior Knowledge</p> <p><input checked="" type="checkbox"/> front loading activities - Timelines and controversies (see Organisational Notes). Show Olympic and Commonwealth videos e.g. 'Chariots of Fire,'</p>	<ul style="list-style-type: none"> • Explain the scenario. • Explain why it is important to solve the problem. • Relate their present understanding of the scenario and its problem. • Discuss the concepts of 'sportsmanship' and 'honour,' and the phrase 'for the glory of sport.' 	<ul style="list-style-type: none"> • Book a computer pod. • Familiarise self with the Quest CD 'Faster, Higher, Stronger.' • Familiarise self with graphic organiser. • Check out the 'Olympics Timeline' at http://www.infoplease.com/spot/olympicstimeline.html • Check out the Commonwealth Games Federation web site at http://www.thecgf.com/gefflash.asp • In order to understand the controversy at the Olympics it may be useful to look at http://news.bbc.co.uk/sport1/hi/olympics_2004/3824087.stm
<p>2 Constructing Relevant Questions Clarifying the problem found in the scenario.</p>	<ul style="list-style-type: none"> • List the key questions they need to answer. • Explain the steps in making a well-founded judgement. 	
<p>3 Planning the Research Developing a plan of action.</p>	<ul style="list-style-type: none"> • Explain the plan of action. 	
<p>4 Discovering Relevant Information Locating and selecting.</p> <p><input type="checkbox"/> teleconference <input type="checkbox"/> fax exchange <input type="checkbox"/> e-mail exchange <input checked="" type="checkbox"/> bookmarked www sites <input type="checkbox"/> intranet site <input checked="" type="checkbox"/> school library books <input checked="" type="checkbox"/> National Library books <input type="checkbox"/> magazines <input checked="" type="checkbox"/> DVDs, videos <input checked="" type="checkbox"/> Internet search <input type="checkbox"/> articles, magazines <input type="checkbox"/> school journals <input type="checkbox"/> visitor <input type="checkbox"/> EOTC experience <input type="checkbox"/> pictures, posters <input type="checkbox"/> interviews, surveys <input type="checkbox"/> found objects <input type="checkbox"/> software, CD ROMs <input checked="" type="checkbox"/> thinking tools <input type="checkbox"/> demonstration <input checked="" type="checkbox"/> Quest CD</p> <p><input checked="" type="checkbox"/> Teacher directed activities – graphic organisers</p>	<ul style="list-style-type: none"> • Explain what is meant by the 'true spirit of sportsmanship?' • List the pressures athletes have to cope with. • Identify specific occasions where the oath has been neglected. • Describe the values, attitudes and circumstances where athletes have upheld the oath. 	
<p>5 Constructing the Knowledge Forming and applying.</p> <p><input checked="" type="checkbox"/> Teacher directed activities – graphic organiser</p>	<ul style="list-style-type: none"> • Decide and justify their position. 	<p>Assessment Task/s</p>
<p>6 New Insights and Understandings Presenting and evaluating.</p>	<ul style="list-style-type: none"> • Present their solution to the question in the scenario. • Explain how their solution supports their new insights, understandings and how it relates to the scenario. 	<ul style="list-style-type: none"> • Assess the student's response on the basis of their decision and the quality of reasoning provided (see Assessment Rubric).

Unit Evaluation Implications for next unit

ASSESSMENT TASK – SOCIAL STUDIES – YEAR 7 AND YEAR 8
SOCIAL ORGANISATION
FASTER, HIGHER, STRONGER



Key Achievement Objective: Understand that events have causes and effects. That living up to the true spirit of sportsmanship causes stresses that have effects on the athletes.

The scenario is: One day you or someone you know will be standing in an Olympic or Commonwealth stadium while the athletes' oath is taken. "In the name of all competitors I promise that we shall take part in these Olympic Games respecting and abiding by the rules which govern them, committing ourselves to a sport without doping and without drugs, in the true spirit of sportsmanship, for the glory of sport and the honour of our teams." Make a well-founded judgement, can we live up to the true spirit of sportsmanship?

ASSESSMENT	BELOW EXPECTATIONS	WITHIN EXPECTATIONS	ABOVE EXPECTATIONS	Effort A B C
Your argument shows:	Gave only 1 or 2 examples from their research to explain their decision. Their examples were not clearly explained or relevant.	Gave 3 – 4 examples from their research to explain their decision. Their examples were explained and were generally relevant.	Gave 5 or more examples from their research to explain their decision. Their examples were explained in detail and were highly relevant.	
Student Evaluation				
Teacher Evaluation				
Your new insights and understandings show:	You only explained what kind of thinking you did but not how you did it. You explained only how it connected with your thinking, the things you already knew about the difficulties living up to the true spirit of sportsmanship.	You explained what kind of thinking you did and how you did it. You also explained how it extended your thinking, how your thinking went in new directions around the difficulties living up to the true spirit of sportsmanship.	You extended this by saying why this way of thinking helped you, including how you would do it next time. You also explained how your thinking was challenged, the questions you still have about the difficulties living up to the true spirit of sportsmanship.	
Student Evaluation				
Teacher Evaluation				

TEACHER FEEDBACK - MEDALS AND MISSIONS

Making a Well-Founded Judgement

A. Discuss with your class why making a well-founded judgement is needed.

'Many people form hasty opinions without really thinking. This is dangerous, as faulty thinking shared with others can cause problems or stop people looking for a much better answer. The truth about something is not always obvious or easy to find.' Richard Coote

'To be a useful member of our society we need to make sure that when we give our opinion it is well thought out and based on reliable information, in other words its a well-founded judgement.' Richard Coote

B. Develop with your class the thinking steps for a well-founded judgement.

Common Defaults in Making a Well-Founded Judgement

1. We make hasty judgements.
2. We base it on a small amount of information.
3. Our thoughts are disorganised.
4. We overlook important considerations.

Forming a Well-Founded Judgement

1. What is my present opinion?

Remember to suspend judgement. Consider the possibility that your present opinion could be wrong.

2. Where can I find the information I need?
3. Which is the best supported information?
4. What judgement is the best in light of the information available?

Constructing Knowledge Making a Well-Founded Judgement

Pressures Athletes Face

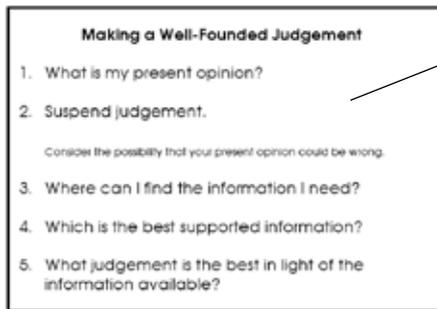
Actual Evidence

Which ideas and evidence will I use in my argument?

Evidence Rating
+ Best
o Neutral
- Poor
? No evidence

Integrating 'Making a Well-Founded Judgement' into an Argument

Use the template below to guide your students to deciding what to write in their argument. Their argument must make it clear to the reader what they are arguing for i.e. making their position clear, and why, using their researched evidence to back up their position. The template is based on Whiteheads (2003) model in Writing Frameworks: Book B. Revised edition.



Before writing have you gone through the 'Making a Well-Founded Judgement' steps?

Title

- Give your argument a title.

Introduction Paragraph

- Describe the context of the argument. This is where you make a link to the scenario.
- Tell your reader why you are making this argument.
- Write a sentence that says what you are arguing for or against. This is where you are stating your position. You could use ideas from the 'Constructing Knowledge' organiser to write this.
- Sentence starters could include:
'I believe athletes...'

Body Paragraphs 1,2, 3, 4 & 5*

- These paragraphs should say why you believe this. You should use the ideas from the evidence you found. Make sure you explain why you think the evidence supports your position.
- Sentence starters could be
'First I believe this because...'
'Evidence I have to support this came from...'
'The second reason is...'
'Another reason I believe that is...'
'The final reason is...'
- Describe the evidence which backs your position up for each reason.

(Extension) Counter Argument Paragraph

- Describe an opposing view and say what is interesting or worth considering about this view. But then say why it is a poor argument and then return to your position.
- Sentence starters could be
'Some people might say that...however, the problem with this is...'

Conclusion

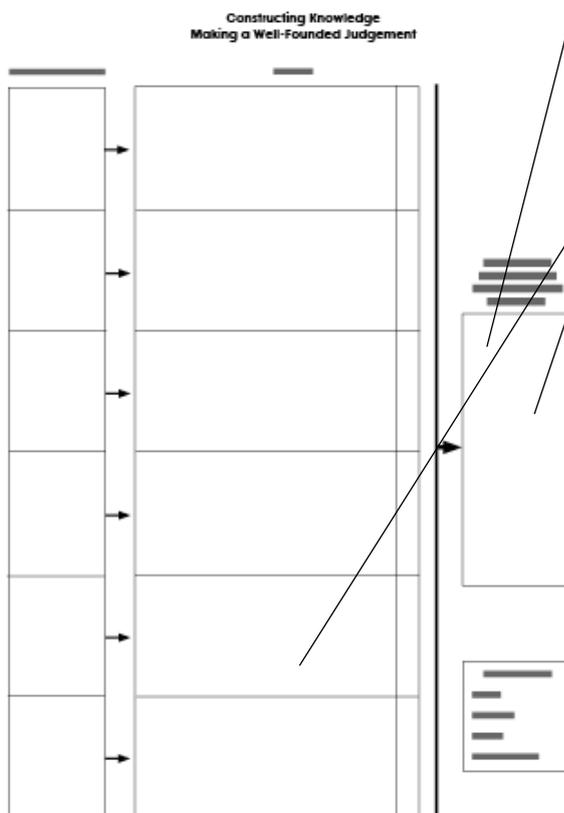
- Here you will write a brief summary of your position .
- Sentence starters could be
'For these reasons I believe that...'

* To achieve an 'Above Expectations' you will be aiming to write 5 'body' paragraphs.

Now add your:

New Insights and Understandings.

- Use the Ladder of Metacognition to comment on your ability to form a well founded judgement.
- Explain how living up to the true spirit of sportsmanship causes stresses that have effects on the athletes - Connect, Extend, Challenge.



Additional Scaffolding Suggestions

- Use a data projector to introduce the exploratory environment of the 'airport departure lounge.'
- If the discussion, brainstorming and mind mapping produced show little knowledge show one of the Olympic or Commonwealth videos available on loan from our library.
- Book a computer pod as this Quest suits research in collaborative groups of two with access to their own computer.
- Set up a short news sharing session to share the events from the previous days games. Look for chances to link the research questions to the unfolding events of the day.
- Do not allow any e-mail, fax or phone calls to be made until teacher contact has been made with the expert involved. Set it up for success.
- Remember an expert does not have to be seen in adult terms. It could be another staff member, family friend, parent, grandparent - any knowledgeable adult who has the time to reply.
- If using the Olympic and Commonwealth related web sites remember to check the FAQs before sending e-mails.
- Explain Roman numerals - XVII Commonwealth Games, Manchester 2002
- XXVIII Olympiad, Athens 2004
- You might like to show the movie "Chariots of Fire." It is a 2 hour movie and the DVD is available from our resource room. The discussion with the Prince of Wales during the Olympic Ball over an athletes decision not to run on a Sunday is particularly useful but needs teacher guidance.
- If your students are focusing only on the high profile negative aspects of sport and the few examples of exceptional acts of sportsmanship they may be overlooking the thousands of athletes who compete at each games almost unnoticed. As the 'meddler in the middle' it is worth asking them to research the numbers of athletes that compete in a games and throw this information up for discussion - a good homework task.
- Use these activities to add interesting breaks in the research phase. The activities help make real life connections to the events taking place at the games.

Research on the Net or in our library so you can complete the following:

- Go down to our long jump pit and mark the World, Olympic and Commonwealth record jumps.
- Mark on you classroom wall the World, Olympic and Commonwealth high jump records.
- Mark off a hundred metres on the field. Compare your time with the World, Olympic and Commonwealth record times. How far down the track can you get before the stop watch shows the champion had crossed the line?
- Mark out the records for shot put, discuss and javelin.



"My dad ran with this torch in the relay for the Sydney Olympics in 2000. He got to because he worked for Ansett an airline that was sponsoring the Olympics."
Clare, Room 11

"This is my ticket to the Volleyball from the 2000 Sydney Olympics that I went to." Catherine, Room 11



Casey, Room 7

Casey is the granddaughter of Michael Amos who was a swimmer for New Zealand in the British Empire Games in 1950. In this photo she is holding two medals he received. One is a gold medal for the 4 x 120yards relay. The other is a participation medal.



Tony Sargeson Commonwealth Games silver medallist, Melbourne 2006, 50km Mens Road Walk with student executive Hannah after speaking at a school assembly.



Alex MacKenzie, waterpolo, expupil, talking to Room 11.

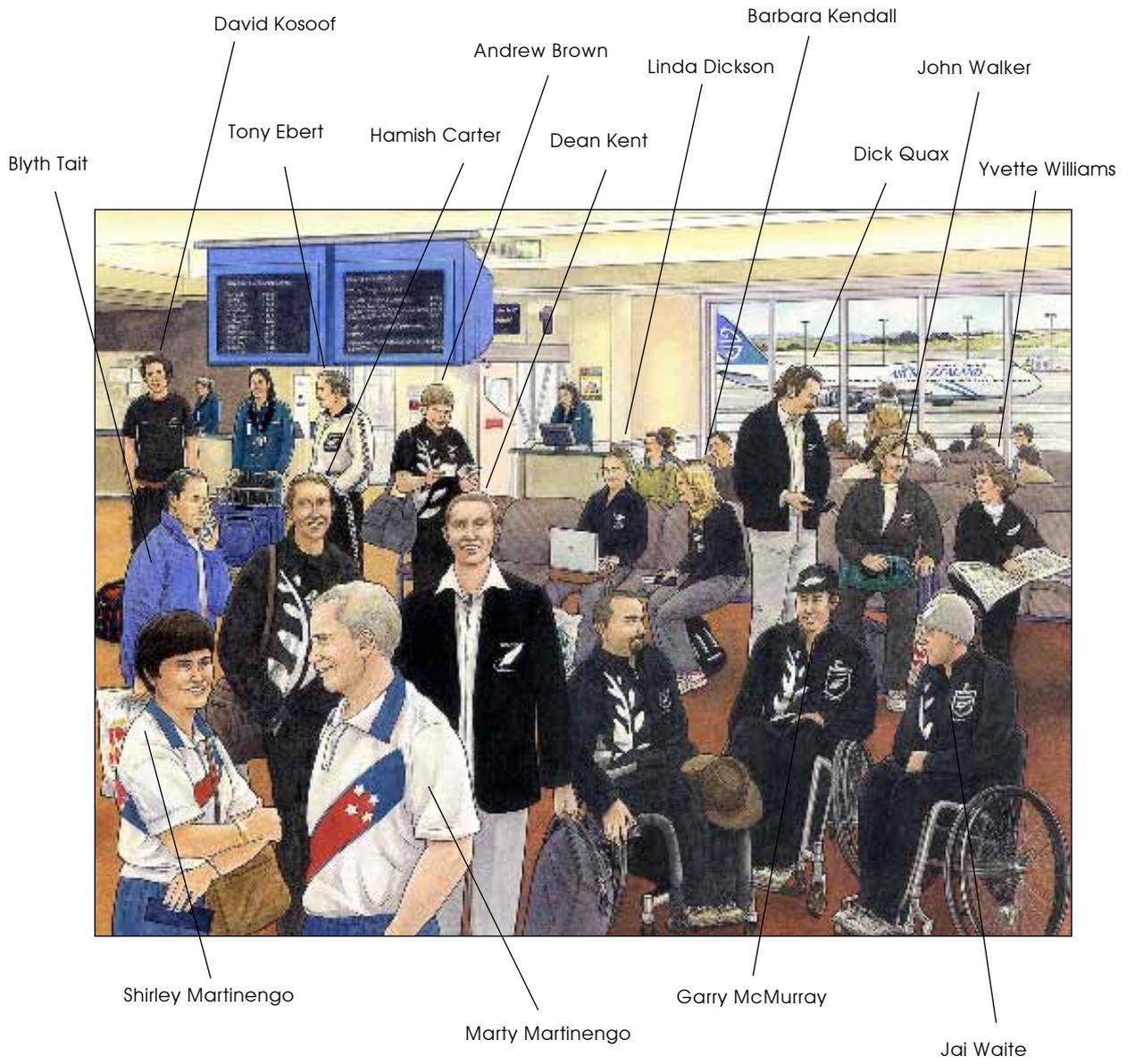


Mark Mayerhofler, rugby, talking to Room 16.



Timo Tagaloa, rugby, talking to Room 11.

Exploratory Environment

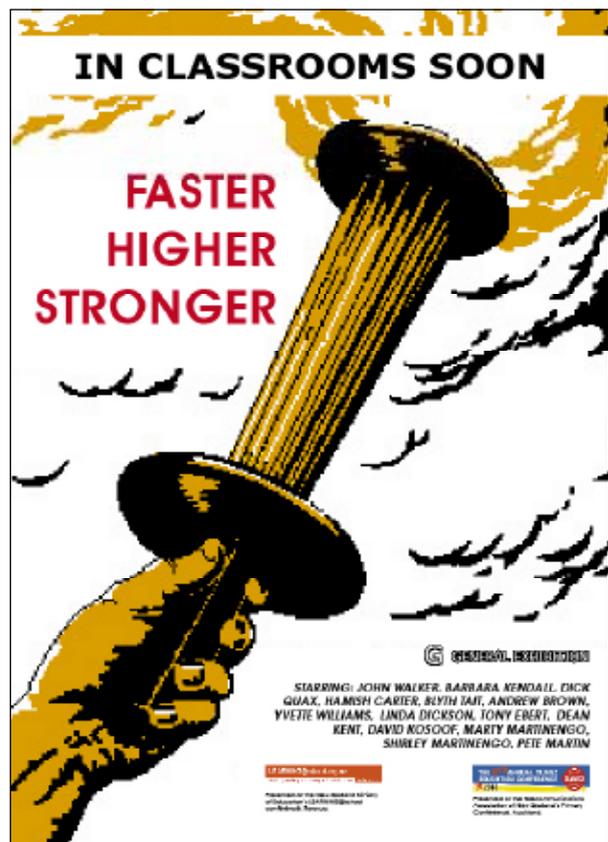




Our Library display includes an Olympic Torch from the Moscow Olympics 1980, a number of Olympic and Commonwealth Games mascots, participation medals etc. There is also a competition that can be completed during your weekly visit to the library.



Flag design



Poster