

Learning Activity : Tournament Prioritiser

Learning Behaviours: Identify key points, justify opinions, narrow down options.

Teacher: KDJ

DATE: 2/3/06

Class: 7A

Learning Activity Description:

The tournament prioritiser assists students to establish the most important element, value or item from a list under consideration with the aid of a tournament draw. I entered the students' answers from the question "A good student is..." onto the tournament draw and the students had to play the draw and come to a final answer.

Draw is at the end of the page.

Discussion Tool: These answers were then collated on the board and students then completed two statements in their journal – 'The most important quality for a good student to have from the list is ...' and 'If I could delete a quality from the list it would be ...'. After completing the draw, students' results were collated on the board. Their results were respectful of others (11), always trying (3), an independent learner (2), cooperative (2), not calling out, polite, working hard, responsible (2) and cool.

Student Comments: Some sample student sentences from the journals include:

'The most important quality for a good student to have from the list is to be respectful of others because you should treat others as you want to be treated.'

'The most important quality for a good student to have from the list is to be respectful of others because it is something students need to be as you don't get anywhere in life without respect.'

'The most important quality for a good student to have from the list is to be respectful of others because everyone needs to respect each other for the world to operate.'

'The most important quality for a good student to have from the list is to be an independent learner because you work best by yourself when you are not distracted by your classmates.'

'The most important quality for a good student to have from the list is to be polite because you always need to be polite to people.'

'If I could delete a quality from the list it would be cool because you don't have to be cool to be a good student.'

'If I could delete a quality from the list it would be polite because you don't have to be polite to learn.'

'If I could delete a quality from the list it would be cool because you can be a good student just by being normal.'

Teacher Journal

What is my intention? What do I want to achieve?

I want students to continue to think about the elements of a good classroom and good learning behaviours that make up a good student. I took the answers they gave for a good student and put them on a tournament prioritiser. I added a few of my own that I thought made up a good student. The tournament is on the next page. It's a starting point for further discussion as I suspect their answers will be fairly superficial.

How is the room set up? Where are the kids seated? Where am I positioned?

Kids were put into groups of four with about 4 kids in each group. Groups were their table groups.. I was wandering around the room.

What happened?

All students had to sit the prioritiser on their own without discussion with other students. Once I had explained what to do most students set off quite happily. At the end of the session I gave the kids their journals and asked them to paste it into their journals. Some students did it quickly without a lot of thought and others did it in pencil and kept going back and rubbing out if they didn't get the choices they wanted. Obviously they had an answer they wanted to end up with vaguely in their minds. When everyone had finished I put their results on the board. Students had to write down from the results from the class into their journals.

What was my role?

I wandered around the room helping students who didn't understand some of the wording on the tournament.

What was the students' role?

They were working individually.

Were there other staff in the room? What was their role?

No other staff in the room.

What feelings and senses surround the event?

The kids enjoyed this activity, although I did get some of the superficial answers which I was expecting.

What was I thinking? What was I feeling?

As I suspected I got a lot of superficial answers and only a couple of real deep thinking answers. It appears the kids could not separate a good student from a good person so they concentrated on qualities like being respectful and being polite. One student (male) even came up with being cool.

What were the important elements of the event?

I am going to follow up the Tournament Prioritiser with a discussion about their responses to try and clarify their thoughts about what are good learning behaviours. Then we'll talk about how you might demonstrate some of these behaviours and how you might learn to do them automatically.

What were the blockers?

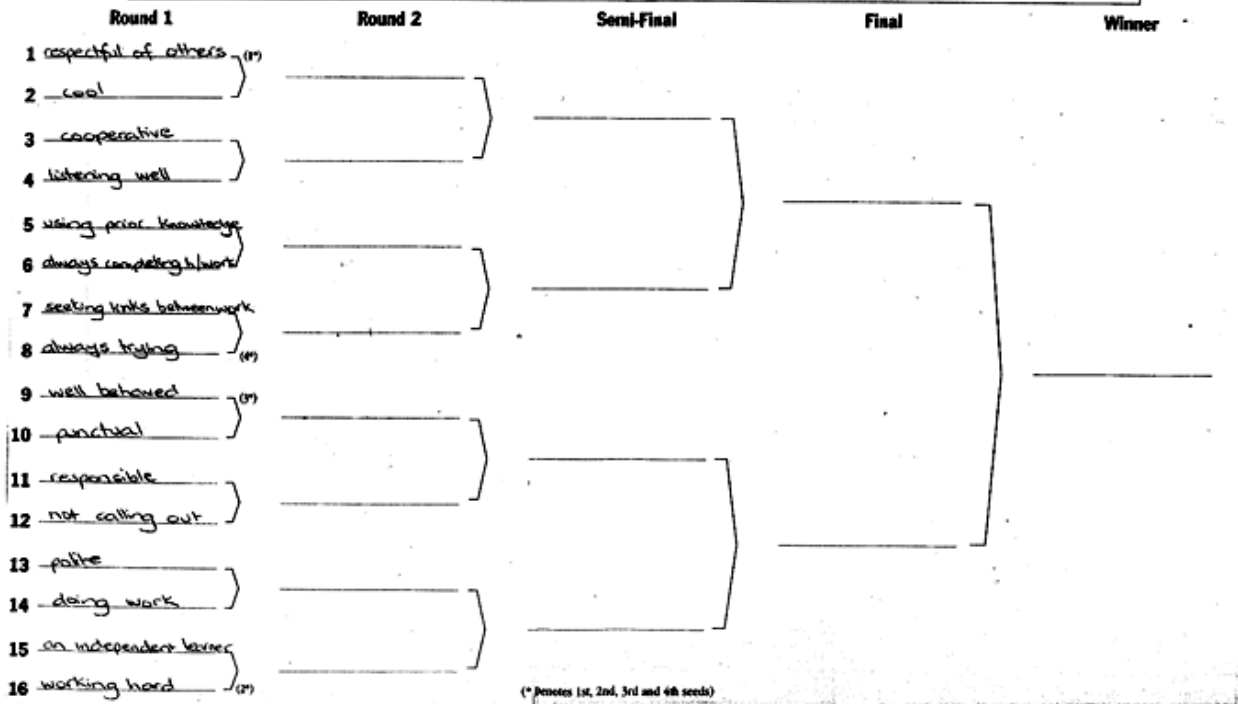
The blockers were really only the student's lack of knowledge and this just highlights the need to teach students about learning. I got the type of response I thought I would get. Now it remains to be seen if I can change their thinking.

'If I could delete a quality from the list it would be cool because it's how nice you are to others and how you treat them that counts towards being a good student.'

PUBLICATIONS

TOURNAMENT PRIORITISER

Topic: A good student is ...



(* Denotes 1st, 2nd, 3rd and 4th seeds)