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| Task 1. What do you know? |
| Purpose: to find out what students already think about the system for their year level and systems in general |
| Slide | Step | Suggested questions/instructions | Student record |
| Image of slide 2 | 1. Lead a discussion on what the images might have to do with each other and with earth and space sciences.

(No right or wrong answers, just ask for clarification and points of similarity and differences between answers.) | *What might be the common idea in these 3 images?**What have they got to do with earth and space sciences?* *How are the ideas you’ve heard the same? How are they different?**What other ideas have you?**What else?* | none |
| Image of slide 3 | 1. Bring up the idea of systems and discuss what they already know.

(Again this is not a teaching opportunity, just a discussion of different perspectives with no right or wrong) | *The curriculum describes them all as systems – what might this mean?**What is a system? How do you recognise them? Why might the idea be useful?* | none |
| Image of slide 4 | 1. Explain that this task is to find out what they already know about the system their year level will investigate.
2. Hand out the sheet and allow 5-10 minutes for them to record their ideas for questions 1 and 2.
3. Tell them not to move on to the back of the page until asked.
 | *The system for year 6 the earth’s crust. This task is a chance to show what you already know about it.* *If you really don’t know, then say so. If you know a bit, then say what you know. If you aren’t sure, then say so.**You need to record your thinking in as much detail as possible.* *The only wrong answers are those which are someone else’s thinking and not yours.* | Task 1 record sheet |
| 5 | 1. After students have attempted the task, ask them to turn over their sheets and record on the back. Show the word prompts and explain that they are often used to explain earthquakes. Ask students to explain what these words have to do with earthquakes.
2. Give students time to complete the back of the sheet
 | *Here’s a list of words that people might use to do this task. Explain what they have to do with earthquakes. Record this on the back not the front of the sheet.* | Task 1 reverse side |
| Task feedback: |

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| Task 2. What’s in a name? |
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| Purpose: to provide the language that students will need to engage with this topic |

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| Slide | Step | Suggested questions | Student record |
| 6 | 1. Show the image and tell students that it’s for keeping the pizza lid off the cheese topping
2. Read the 3 alternative names.
 | *Have you seen this before?* *Which name do you like best? Why?* | none |
| 7 | 1. Explain that some of these words have similar meanings and they will need to choose carefully
2. Go through the words with students and give them time to complete the sheet.
 | *Where could you look if you couldn’t remember what a word meant?* | Task 2 record sheet |
| Task feedback: |

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| Task 3. Systems, models and scale |
| Purpose: students think about systems in general – why we learn about them, where they are useful and how they work |
| Slide | Step | Suggested questions | Student record |
| 8 | 1. Explain that to understand how the earth’s crust works as a system, this part looks more closely at systems and how in science we use models to understand them.
2. Show the video
 |  | none |
| 9 | 1. Ask students to complete the video response sheet to summarise the main ideas of the video.

You can replay the video or parts of it if needed. | *Record your thoughts on these.* | Task 3 record sheet |
| 10-17 | 1. Explain that research shows that feedback can be very effective when students do the assessment themselves
2. The green text is a quality test - shows the key ideas for each question. Students should look through their responses and:
	1. underline anything which is similar or means the same.
	2. add anything they did not have using a different colour pen or pencil.

Some students need encouragement to do this.  | *How does your response show this idea? Underline the part that does.**What would you have to add for it to do so? Add this in a different colour pen or pencil.**It is not “wrong” to add stuff you didn’t have here.* | Task 3 record sheet |
| 18 | 1. Show students the learning progression about systems, models and scale and ask them choose a number that best represents their understanding in their view. Ask them to record this number on the top of the sheet with a circle around it.
 | *Which of these is the closest description of your understanding?* |  |
| Task feedback: |

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| Task 4. System video |
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| Purpose: Students think about the important parts, relationships and explanations of the earth’s crust system |

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| Slide | Step | Suggested questions | Student record |
| 19 | 1. Show the video
 |  | none |
| 20 | 1. Ask students to complete the video response sheet.

(the challenge question at the end of the video is optional and for students who manage the set work easily) | *What did you find out from the video about these?* | Task 4 record sheet |
| 21-23 | Again the green text shows the key ideas for each question. 1. Students should look through their responses and underline anything which is similar or means the same. If they did not record it they should add it.
 | *How does your response show this idea? What would you have to add for it to do so?* | Task 4 record sheet |
| Task feedback: |

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| Task 5. DIY model |
| Purpose; students experience constructing a model |
| Slide | Step | Suggested questions | Student record |
| 24You will need for each group of 3:Year 6* Bread
* Shaving cream
* Dish
 | 1. Explain to students they now get a chance to work with a model. They have been given:
* a system - year 6 the earth’s crust
* some key information about the system on the sheet
* a set of equipment
* a set of instructions for making the model
1. Their task is to construct a model the model and record it either digitally or in diagrams.
2. Set a time limit e.g. 30-40 min.

It is more important that students record their attempts at this task than finish it. Enforce the time limit – it doesn’t have to expand to take up huge amounts of time. | *What system are you making a model of?**What equipment do you have? What information do you have?**Have you followed the instructions?* | Task 5 record sheet |
| Task feedback: |

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| Task 6. Interpret a model |
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| Purpose: students attempt to use their understanding of their systems to interpret a different model |

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| Slide | Step | Suggested questions | Student record |
| 25 | 1. Tell students that this is a model of the earth’s crust system made by someone else.
2. Allow 10-15 minutes for them to record their thoughts on the response sheet.
 | *How is it like the real world?**How is it different?**How could it be improved? Explain.*  | Task 6 record sheet |
| 26 | 1. Read the instructions for using a feedback chart with students
2. Ask them to complete the feedback chart for one or two other students
3. Discuss what you can learn from giving and receiving feedback.
 | *What did you learn from giving and receiving feedback?* | Task 6 feedback chart |
| Task feedback: |

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| Task 7. Test drive the system in the real world |
| Purpose: Students attempt to apply their understanding of their system in a real world context |
| Slide | Step | Suggested questions | Student record |
| Image of slide 27 | 1. Explain to students that here they get a chance to answer the questions about the real world using their understanding of the earth’s crust system involved. The maps will be helpful.
2. Allow time for students to discuss their thoughts and then 15-20 minutes to record their responses.
 | *How do the maps help you answer this??* | Task 7 record sheet |
| 28 | 1. Ask students to look through their responses and underline anything which is similar or means the same. If they did not record it they should add it.
 | *What did you have that means the same as this? What do you need to add?* | Task 7 record sheet |
| Task feedback: |

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| Task 8. What do you know? |
| Purpose: Students repeat the prior knowledge task to demonstrate change in their thinking |
| Slide | Step | Suggested questions | Student record |
| Image of slide 2930 | 1. Ask students to repeat the prior knowledge task as an opportunity to show how their thinking about systems has changed.

Students are sometimes reluctant to admit that their thinking has changed in any way, but it’s really important that they repeat the task. Do not give them back their first attempt.Check the instructions for task about completing page 1 before you release the key words. | *You may remember doing this task earlier on, but here is an opportunity to show how your thinking has changed.* | Task 1 record sheetTask 1 reverse side |
| Task feedback: |

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| Task 9. Expanding the system |
| Purpose: students consider extra parts or ideas in their system |
| Slide | Step | Suggested questions | Student record |
| Image of slide 31 | 1. Tell students that so far we have focused on a small part of the system. In this task they will need to think about how it might work if they add some more parts to the system.All the information they need is provided on the sheet. This is not a research task - it’s about thinking about how this information fits into the system they have already worked on. No access to internet or other resources is to be used.
2. Read through the sheet with them before allowing about 30 minutes for them to work on it. Students may discuss with others but should record individually.
 | *What do you already know about this system?**What extra parts or ideas have been included?**How might you put what you already know together with the extra information to explain?**How might you get started on this?**It’s not about researching extra information – it’s about using what has been given* | Task 9 record sheet |
| Task feedback: |

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| Task 10. The tide system |
| Purpose: Students attempt to work with a new system |
| Slide | Step | Suggested questions | Student record |
| Image of slide 32 | 1. Tell students that this is an opportunity to think about something new.
2. Explain that the images show the difference between high and low tide at the same place. Ask students to briefly share their experience of tides.
3. Look at the graph and establish the difference between the high and low tides that happen twice a day (the 30 individual peaks and troughs) and the Spring and Neap tides that happen twice a month (the two bulges and constrictions made by the overall graph).
4. Point out that the two diagrams show an explanation for this. Ask them to look carefully at how the two diagrams are the same and different and then produce an explanation to go with them on how tides work. This is not a research task. They need to use their own thoughts and ideas.
5. Allow about 10-15 minutes for students to start this. They may discuss it with others but should record their thoughts individually on the front of the sheet.
 | *How might you get started on this?**How are the two diagrams alike? How are the different?**What do you already know that might help?**What new information has been provided?**How might you put them together?**This is a challenging task. What can you do with it?* | Task 10 records sheet |
| Image of slide 33 | 1. After 10-15 min, ask students to mark the last line they have written with and asterisk in the margin.
2. Show the slide with the systems prompts and ask how they might be useful in the task. Ask students to turn over and respond to the questions on the back of the sheet
 | *How would it look if you were to see this as a system, and look for parts and relationships between them?* *Would it help you go some way to explaining tides?* | Task 10 reverse side |
| Task feedback: |

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| Task 11. The movie advisor |
| Purpose: Students use learning in a different context |
| Slide | Step | Suggested questions | Student record |
| Image of slide 34 | 1. Explain to students that this task involves them using what science they know to construct a short information report (called a brief)
2. This is not a research task. They can discuss it with others, but need to record independently.
3. Allow 5 min discussion time and then about 20 minutes to record in writing.
 | *What is the important science thinking about this?**How can you explain it so that the other film people will be able to use it in their work?* | Task 11 record sheet |
| Task feedback: |