

“

The future ain't what
it used to be...

”

Chuck Thompson

@thomca



**"Geography is a subject
which holds the key to
our future."**

Michael Palin

English Comedian, Actor, Writer and Television Presenter.





Solution Fluency

Develop problem-solving superpowers



Information Fluency

Learn Sherlock-style data skills



Creativity Fluency

Unleash your inner Picasso

21st Century Fluencies



Media Fluency

Be the next Spielberg



Collaboration Fluency

Bring together unstoppable teams



Global Digital Citizenship

solution fluency

Solution Fluency is the ability to think creatively to solve problems in real time by clearly defining the problem, designing an appropriate solution, delivering the solution and then evaluating the process and the outcome. Solution Fluency is defined by the 6Ds process.



Define

In order to solve a problem, we have to clearly define what the problem is first. We must decide exactly what needs to be solved, and give proper context to the problem.



Discover

This is the stage of researching and gathering, and analyzing clear knowledge about the problem. This helps us to give the problem context so that we can identify with it easier.



Dream

Here, we open up the heart and mind to the possibilities and visions of a solution the way we wish to see it. This phase is all about imagination, extrapolation, and visualization.



Design

This is basically the workshopping phase. Here the actual mechanics of your solution begin to take shape. It involves techniques that allow us to get the solution "on paper."



Deliver

In this phase, there are two separate stages—Produce and Publish. This involves the action for completing the product (Produce), and presenting the proposed solution (Publish).



Debrief

The reflection stage where students get to own their learning. They look at the ways they succeeded, and ways they could improve their approach in similar future situations.



Simone

Plans

Favs

Following

Followers

 Create a New Plan

My Plans



Grade 8 English Lang Arts

Playing Poetically

August 12, 2015

Check out this unit plan!



Grade 9 English Lang Arts

Macbeth

August 12, 2015

There are three things that must be demonstrated in these lessons: Students need to show that they can - analyse and explain how vocabulary choices ...[more](#)



Grade 9 Geography

Food Security - Let's get on with it.

June 5, 2015

We have learned about how Palm Oil is causing massive devastation to rainforest biomes. Sustainable Palm Oil is a way forward...but what does this mea ...[more](#)



Grade 9 English Lang Arts

Bloomin' Holes

March 22, 2015[See Resources](#)



Anzac Day 100th Anniversary Show

Grade 9 History



Simone Meurant

[add/edit co-authors](#)

With the 100 year Anniversary of Anzac Day coming up, how could we show Australians what World War 1 really was?

World War I Exhibition Model 2015







EMOTIONS

- ♦ Many nurses and soldiers heading up to the war thought that they were going to see the world while proudly serving their country and the British Empire, and it would all be over by Christmas.
- ♦ Some soldiers and nurses were promised by family and friends to return while others families dropped out of family members serving.
- ♦ Families of nurses or soldiers were always hoping to receive news from their loved ones about how they were going and whether any had been killed.
- ♦ As the war went on unsuccessfully, nurses and soldiers desperately wanted to return with their families and friends.

WWI
Conscription

“

Creativity + iterative
development = innovation

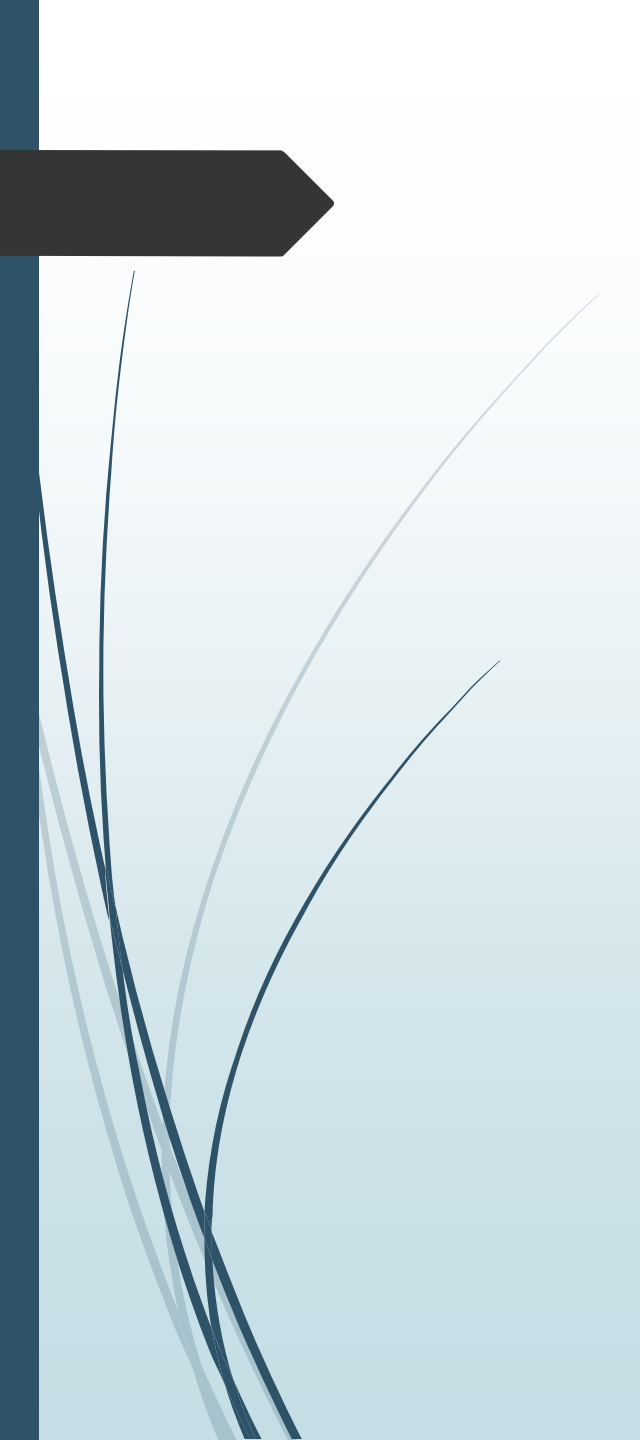
”

James Dyson

THE ASSEMBLY LINE SIMULATION

Fun & interactive activity when teaching about
the Industrial Revolution





You will learn what it was
like to work on an
assembly line during the
Industrial Revolution by
completing a simulation.



Assembly Line Simulation

- **Procedures:**

1. Ms M will split the class into two groups.
2. Sit around one table and write of a list of what you need to do first...
 - Record group members' names
 - Name your company – Envelopes
 - Find an envelope design/template/pattern
 - Designate roles – give each person a job




THE ASSEMBLY LINE SIMULATION

Fun & interactive activity when teaching about
the Industrial Revolution




Work in progress –
currently in the
middle...

Year 9 Geography – one term...

- 
- Achievement Standards
 - General Capabilities
 - Cross-Curriculum Priorities
 - Relevant
 - Engaging

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Geography – Year 9 Achievement Standards

By the end of year 9...



Students explain how geographical processes change the characteristics of places.	They predict changes in the characteristics of places over time and identify the possible implications of change for the future.	They analyse interconnections between people, places and environments and explain how these interconnections influence people, and change places and environments.
Students propose explanations for distributions and patterns over time and across space and describe associations between distribution patterns.	Students use initial research to identify geographically significant questions to frame an inquiry.	They collect and evaluate a range of primary and secondary sources and select relevant geographical data and information to answer inquiry questions.
They represent multi-variable data in a range of appropriate graphic forms, including special purpose maps that comply with cartographic conventions.	They analyse data to propose explanations for patterns, trends, relationships and anomalies and to predict outcomes.	Students synthesise data and information to draw reasoned conclusions.
They present findings and explanations using relevant geographical terminology and graphic representations in a range of appropriate communication forms.	Students propose action in response to a geographical challenge, taking account of environmental, economic and social considerations and predict the outcomes and consequences of their proposal.	



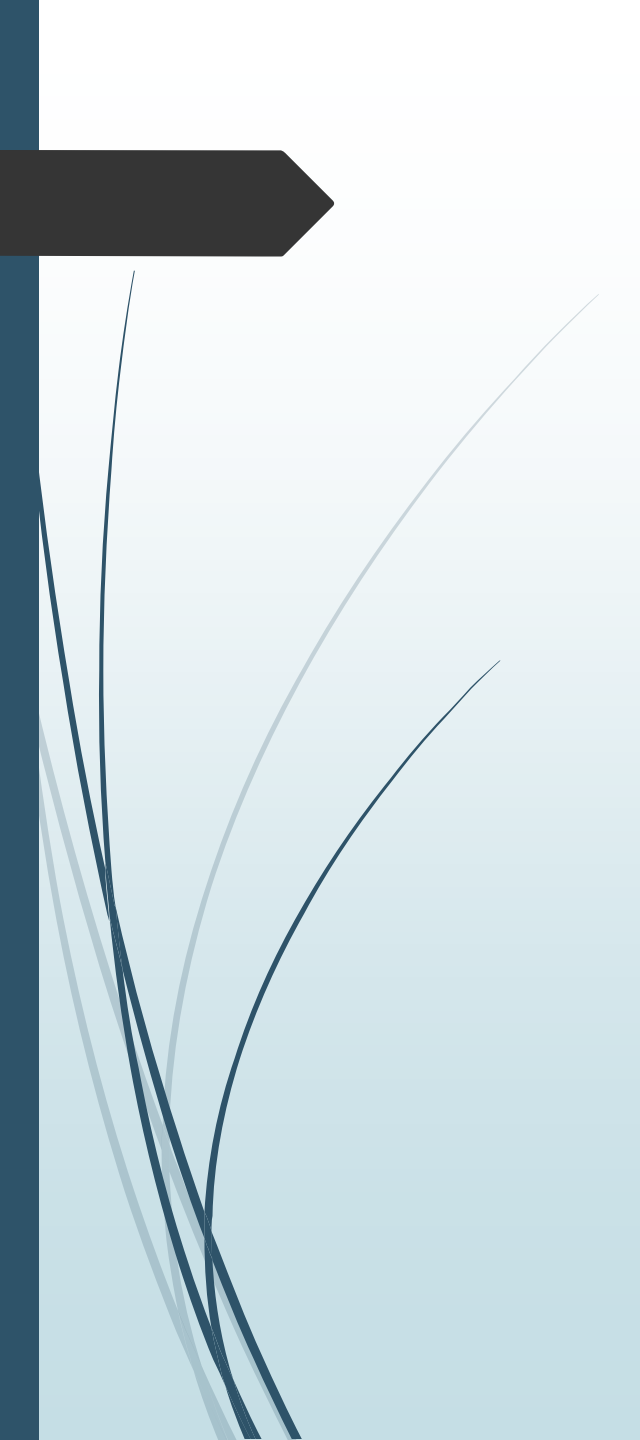
General Capabilities:

- Literacy
- Numeracy
- Information and communication technology capability
- Critical and creative thinking
- Personal and social
- Ethical understanding
- Intercultural understanding



Cross Curriculum Priorities:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability



How do we
incorporate all this,
use 21st Century
Education strategies
AND engage students
with relevant content?



The Power of People Against Poverty

My Account

1800 088 110



Oxfam Australia ▶ Get Involved ▶ Working with schools ▶ Classroom resources ▶ Food 4 Thought – For students! ▶ Food 4 Thought – Geography ▶ Which biomes are able to produce food?

Share this:



Which biomes are able to produce food?

Biomes exist on land and in oceans and differ according to their location and geographic characteristics.

Topography (the shape of the land), climate and soils mean similar land biomes can have different species of plants and animals.

Food can be produced from different biomes when people change the environment for example by ploughing the land, building greenhouses to grow plants, draining swamps and wetlands, building terraces on slopes etc.

1: The World's Major Biomes

2: Agricultural Land Use

3: Good enough to eat

In this section

RESOURCES FOR TEACHERS:
TERM PROJECTS

CLASSROOM RESOURCES

LEARNING ABOUT
EMERGENCIES

WORKSHEET TEMPLATES

COUNTRY FACT SHEETS

BEHIND THE BRANDS

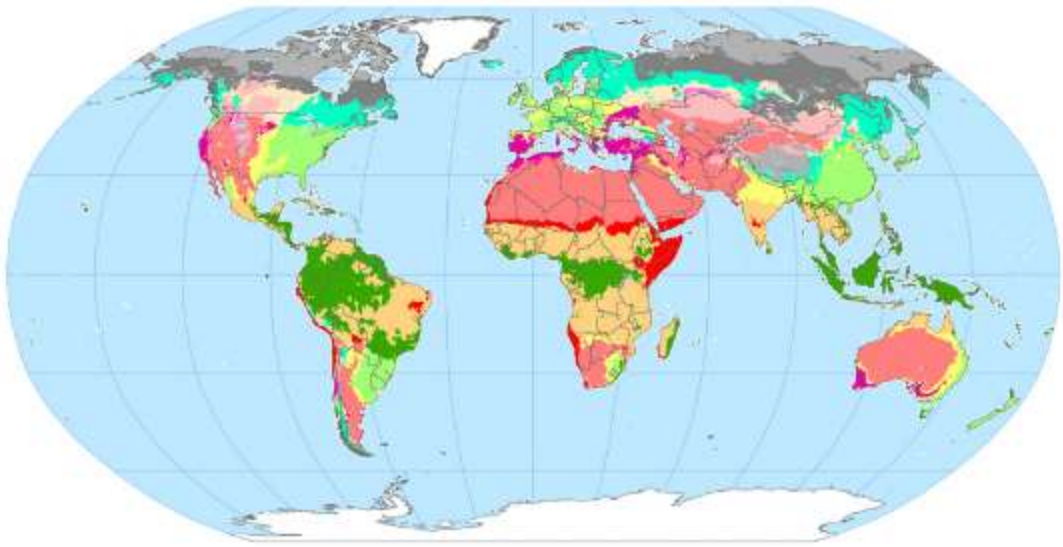
HANDS ON HEALTH –
TEACHER NOTES AND

1: The World's Major Biomes

This map shows the world's major land biomes. Look at the distribution of biomes across the world.

Figure 1: Major biomes

Major Biomes



WORKING ON SHARED GROUND

FOOD 4 THOUGHT – TEACHER'S NOTES

Teaching & learning programs – English and Geography

FOOD 4 THOUGHT – FOR STUDENTS!

Food 4 Thought – English

Year 7 and 8 Learning Sequence

Year 9 and 10 Learning Sequence

Food 4 Thought – Geography

Fast facts about global food production and food security

Which biomes are able to produce food?

Biomes world Map

Major challenges to food production – climate change

Palm Oil Report Task





Food Security - Let's get on with it.

Grade 9 Geography



Simone Meurant

[add/edit co-authors](#)



How can we make a real difference to world food security?

solution fluency

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Debrief

The reflection stage where students get to own their learning. They look at the ways they succeeded, and ways they could improve their approach in similar future situations.

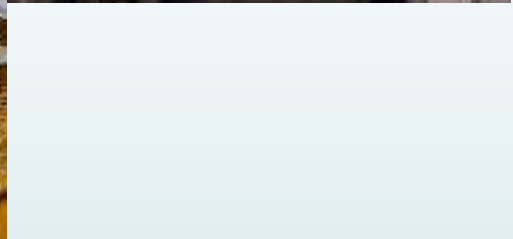
Step 1: Define:

What do we already know?

Reverse brainstorm:

How could we make
food security
WORSE?







Step 1: Define:

Now, look at that list - how do we turn this upside-down?

Students were asked to provide 5 ideas they could develop.

I stressed that these 5 ideas may not include their final product
– I just need to know that they know what I am asking.

Define - This is the step where students are showing evidence that they have understood the task. **It is the prerequisite to the next D...**



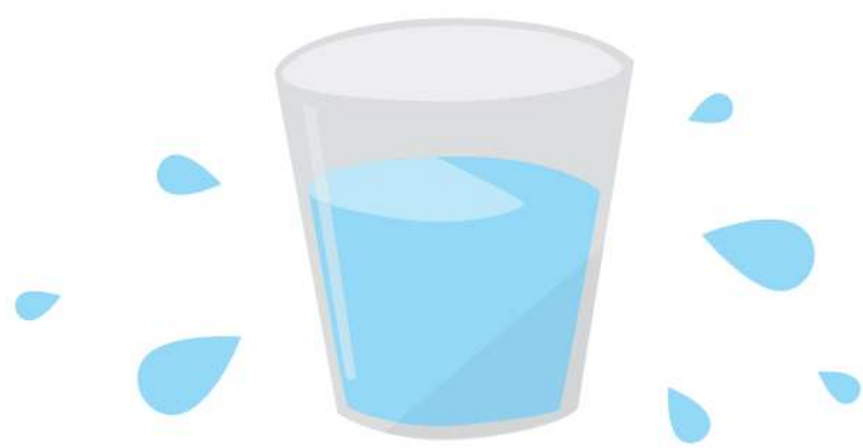
Step 2: Discover

Look

improve food security...

inspiration...

campaign?



SAFE WATER SEPTEMBER

BURY

ove deforestation from your
y chain now – not in 2030



9 Photo: Save
Our Borneo



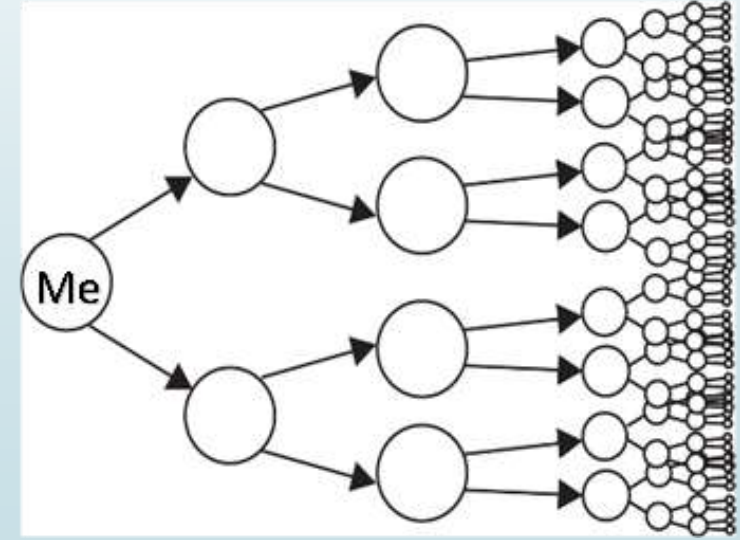
WWW.PALMOILINVESTIGATIONS.ORG



Food Security - Let's get on with it

Change starts with us. What action can I take to improve food security?

The world is a massive place. I am one person. As a class, we are 30 people; with our families over 100. What can we do and what can we encourage others to do, or teach others about, in order to make a real difference to world food security?



Step 3: Dream

Your future, your decisions and your impact is unlimited.

You need to make 2 choices. Firstly, what is the issue relating to food security that you will be dealing with and secondly, how will you share this idea?



The next 3 Ds...

are on the handout...

One more minute...

Stop...







Food Security - Let's get on with it

By the end of this task, show me you can...	A	B	C
Students use initial research to identify geographically significant questions to frame an inquiry.	Comprehensively use the work we have already completed to come up new questions to guide your research about food security initiatives. As you determine what your product will be, frame comprehensive inquiry questions that help you achieve your goal product.	Consider the work we have already completed to come up new questions to guide your research about food security initiatives. As you determine what your product will be, frame well considered inquiry questions that help you achieve your goal product.	Use some of the work we have already completed to come up new questions to guide your research about food security initiatives with a moderate to high level of support. As you determine what your product will be, frame new inquiry questions that help you achieve your goal product.
They collect and evaluate a range of primary and secondary sources and select relevant geographical data and information to answer inquiry questions.	You show that you very accurately evaluate (primary and) secondary sources to select relevant geographical data and information to answer inquiry questions.	You show that you make an effort to evaluate (primary and) secondary sources to select relevant geographical data and information to answer inquiry questions.	You satisfactorily evaluate (primary and) secondary sources to select relevant geographical data and information to answer inquiry questions.
They analyse interconnections between people, places and environments and explain how these interconnections influence people, and change places and environments.	You design and (start to) deliver a strategy/strategies through an educational program to a target audience to increase food security in the future. You able to explain your decisions.	You define your target audience and educate them about strategies to improve food security, by changing habits, beliefs or actions to increase food security in the future. You able to describe your decisions.	You define your target audience and give them 1 or 2 simple strategies like changing habits, beliefs or actions to increase food security in the future.
Students propose action in response to a geographical challenge, taking account of environmental, economic and social considerations and predict the outcomes and consequences of their proposal.	You show very thorough consideration of environmental, economic and social factors and consequences whilst proposing action to a making a difference to food security. Your product has been shared with _____. Your proposal will have impact by:	You show thorough consideration of environmental, economic and social factors and consequences whilst proposing action to a making a difference to food security. Your product has been shared with _____. Your proposal will have impact by:	You show appropriate consideration of environmental, economic and social factors and consequences whilst proposing action to a making a difference to food security. Your product has been shared with _____. Your proposal will have impact by:

Comment:

Grade:

Students propose action in response to a geographical challenge, taking account of environmental, economic and social considerations and predict the outcomes and consequences of their proposal.	<p>You show very thorough consideration of environmental, economic and social factors and consequences whilst proposing action to a making a difference to food security. Your product has been shared with _____</p> <p>by _____.</p> <p>Your proposal will have impact by:</p>	<p>You show thorough consideration of environmental, economic and social factors and consequences whilst proposing action to a making a difference to food security.</p> <p>Your product has been shared with _____</p> <p>by _____.</p> <p>Your proposal will have impact by:</p>	<p>You show appropriate consideration of environmental, economic and social factors and consequences whilst proposing action to a making a difference to food security.</p> <p>Your product has been shared with _____</p> <p>by _____.</p> <p>Your proposal will have impact by:</p>
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Cross Curriculum Priorities:

- Aboriginal and Torres Strait Islander histories and cultures – **depends on group choice**
- Asia and Australia's engagement with Asia – **depends on group choice**
- Sustainability – **Yes – “Sustainability addresses the ongoing capacity of Earth to maintain all life.”**



General Capabilities:

Yes ➡ Literacy

Yes ➡ Numeracy

Yes ➡ Information and communication technology capability


Yes ➡ Critical and creative thinking

Yes ➡ Personal and social


Yes ➡ Ethical understanding

Yes ➡ Intercultural understanding

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Year 9 Geography – one term... Yes

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 - **Engaging**

All this technology is making us antisocial.



“The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.”

Alvin Toffler



Thank you for listening.

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 - There are better articles...