

Resources for Year 6

Active Thinking and Learning Dispositions cards 1

COOPERATION AND COLLABORATION

I like working in groups, because together we are likely to come up with better ideas than on our own. You can learn a lot from other points of view.

CONCENTRATION

I am good at keeping my focus when I'm working at something. If I notice that things are distracting me, I find ways of avoiding them.

COURAGE AND SELF-BELIEF

I am happy to put forward my own ideas, because I know that it is better for my brain than copying others. Sometimes people may tease, but I don't mind – the best ideas have often been laughed at!

CURIOSITY AND ENTHUSIASM

I'm always asking questions because I am inquisitive and enjoy finding out new things!

DIRECTION

I like thinking about my short- and long-term dreams and goals and I try to work out how I can achieve them.

EMPATHY

It's important to take the time to listen to other people and to try to understand where they are coming from.

FLEXIBILITY

If someone offers a better idea than the one I had, I am happy to change my mind. I don't feel I have to stick to my own point of view regardless of what I hear.

Active Thinking and Learning Dispositions cards 2

GOOD JUDGEMENT

I always stop and think carefully about what I hear and read. I don't want to get caught out – I'd rather be sure that it is right before I believe it.

HUMILITY

When I've got something wrong, I don't mind admitting it. And if I'm really stuck, then I'm very happy to ask for the help I need.

HUMOUR

I can often see the funny side of things, even when it's me that people are laughing at!

IMAGINATION

I like making things up, inventing new and better solutions and dreaming up unusual ideas.

INDEPENDENCE AND INITIATIVE

I definitely don't sit around waiting to be told what to do next! I prefer to think through the different options and make up my own mind about what to do.

AN OPEN MIND

I'll listen to any idea that comes along, even if it sounds funny or a bit strange. It's worth giving new ideas a chance as they may turn out to be useful or lead to something else that's worthwhile.

PERSEVERANCE

I rarely settle for the first possible answer or idea that comes along. Instead, I prefer to keep looking, keep thinking and keep learning.

Active Thinking and Learning Dispositions cards 3

PRECISION

I take care to make sure my work is very careful and accurate. I always check it to see if there are any mistakes I can correct.

REFLECTIVENESS

I often spend a bit of time looking back at my work and working out what I have done well and what I could still improve.

RESILIENCE

Everyone gets things wrong sometimes! I don't get too down when it happens to me. It's more important to stick with it and not to give up when things get hard. Real thinking and learning are bound to hurt!

RESPONSIBILITY

I believe that how well I do is up to me. Part of this means working out how to improve my own thinking and learning skills.

RISK TAKING

I usually have the courage to 'take a chance' and have a go at new things even when I'm not sure whether I'll be able to do them!

SELF-DISCIPLINE

I always try to do my best, though it is sometimes tempting not to!

Our Group's Thinking and Learning Dispositions

Sample Grid

	PERSON A	PERSON B	PERSON C
PERSON A		HUMOUR	CONCENTRATION
PERSON B	HUMOUR		IMAGINATION
PERSON C	CONCENTRATION	IMAGINATION	

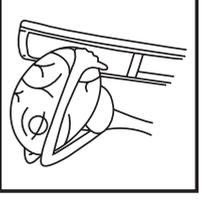
NOTES

Each disposition will appear twice on the table, as there are two points at which each pair of pupils coincide.

Only the titles of the dispositions need to be written down.

Encourage the groups to record as many different dispositions as possible.

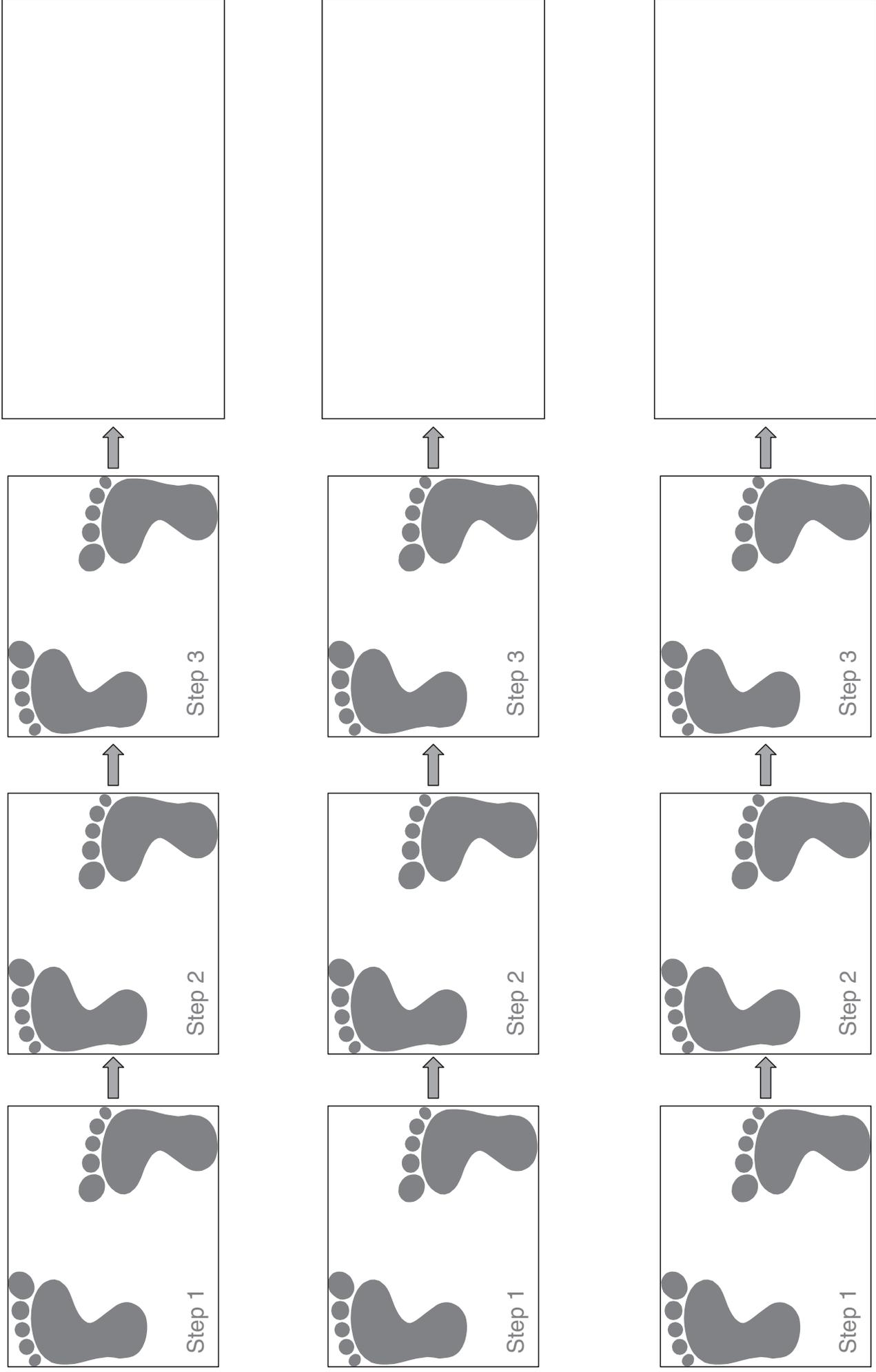
Our Group's Thinking and Learning Dispositions



Complete the table to show the dispositions that you share with other people in your group. Shade in any columns that are not needed if you have a smaller group.

NAMES							

Active Thinking and Learning Dispositions Action Plan

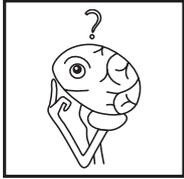


Active Thinking and Learning Dispositions

Summary Sheet

- **Cooperation and collaboration:** a willingness to work with other people, to learn from different points of view and to form new ideas and plans by pooling talents
- **Concentration:** the ability to stay focused and avoid distractions
- **Courage and self-belief:** the confidence to put forward one's own suggestions and ideas and to stand by a reasoned opinion regardless of other people's reaction, knowing that many good ideas are initially ridiculed
- **Curiosity and enthusiasm:** an eagerness to ask questions, to explore beyond what is 'required' and to discover new things
- **Direction:** a sense of purpose, an awareness of one's own goals and the inclination to consider how these might best be achieved
- **Empathy:** a willingness to listen to others and to try to understand things from their perspective
- **Flexibility:** the ability to adapt, to generate alternatives and to change one's mind when new information or arguments are presented
- **Good judgement:** a desire to avoid gullibility and to think critically about ideas and information before deciding what to believe
- **Humility:** the willingness to be self-critical, to accept when one is on the wrong path, to seek help when it is needed and to learn from others
- **Humour:** an ability to laugh at oneself and keep a balanced perspective
- **Imagination:** an inclination to visualise, to dream, be creative with one's thoughts rather than to think within conventional boundaries
- **Independence and initiative:** an awareness of the strategies and options that are available and a willingness to reach one's own decisions and take actions based on these
- **An open mind:** a readiness to welcome unusual ideas even if they sound strange at first and to consider how existing ideas can be improved and adapted
- **Perseverance and tenacity:** a willingness to keep looking, keep thinking and keep learning rather than settling for the first plausible answer or idea that comes along
- **Precision:** the willingness to be careful, accurate and pay attention to detail
- **Reflectiveness:** an inclination to think about the methods and approaches that have been tried and to analyse both successes and failures
- **Resilience:** the confidence to 'stick with it' when thinking and learning 'hurt', not to give up at the first hurdle and to recognise the importance of intellectual struggling
- **Responsibility:** a recognition that each person is responsible for improving their own thinking and learning and for finding methods that suit them
- **Risk taking:** the courage to 'take a chance' and have a go at new things even when success may not be guaranteed
- **Self-discipline:** the self-control required to make sure one's potential is achieved

The Question Ladder



Try to come up with one really interesting question for each of the categories below. Your questions can make use of the recommended beginnings if you wish. Start at the bottom and work up ...

Your chosen subject is: _____

STEP SIX: EVALUATING

On balance, what do you think ... Reach a decision as to whether ... What is your opinion about ... Produce an argument for/against ...



STEP FIVE: HYPOTHESISING

Suggest 3 likely reasons why ... Predict what could ... What might happen if ... Recommend a possible ...



STEP FOUR: ANALYSING

Find 3 similarities/differences between ... Sort the ... into ... Demonstrate why ... Give 2 causes of ... Work out ...



STEP THREE: APPLYING

Produce a ... Create a ... Invent a ... Draw a ... Devise a ... Perform a ... Make a ...



STEP TWO: UNDERSTANDING

Explain ... Re-tell ... Summarise ... Define ... Clarify what is meant by ...



STEP ONE: REMEMBERING FACTS

List 5 ... Describe in 10 words ... Give 3 examples of ... Name the ... Identify 4 ... Outline 2 of the reasons given for ...

What's it all about?

EXAMPLE PASSAGE

Shop assistants were left speechless as a gang of seven pensioners, armed with walking sticks and brandishing false teeth, charged into a local supermarket in Haywire on Saturday, 9th August. One particularly frail gentleman, who appeared to be the gang's leader, leapt on a trolley as two grey-haired old ladies from the group raced him around the store, shrieking with delight as customers frantically climbed the shelves to avoid their path. Stan Darownd and Doona Thin, the store detectives, tried to persuade the gang to leave, but were pelted with tomatoes in the vegetable aisle. The incident was not brought to a close until the leader, still in his trolley, collided with a large stack of toilet rolls. 'Intelligence is leading us to believe at this point that this incident was provoked by the rising price of hair dye,' explained Sergeant Stumped in an interview afterwards with the press. He reassured the general public that extra security measures will be taken to protect them from future attacks by the 'gang in grey' as they have now become known.

Possible summary: On 9th August seven pensioners invaded a Haywire supermarket, frightening shoppers and attacking store detectives. Increasingly expensive hair dye blamed.

PASSAGES FOR ACTIVITY

1. ALIENS!

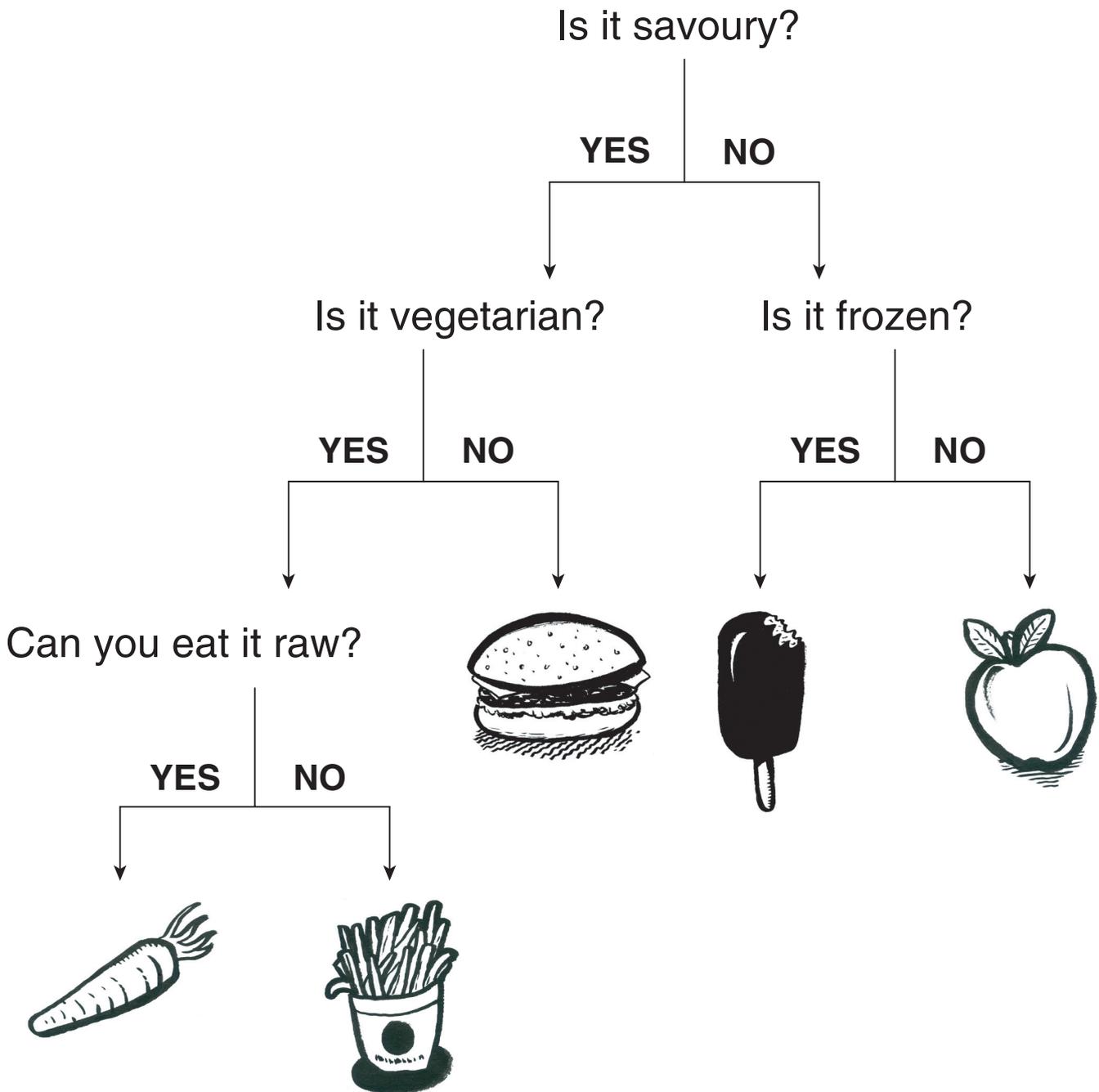
Thirteen-year-old Ishi-Jo Kin, a pupil at Wayward High School, is standing by her story that an alien, normally invisible to the human eye, materialised in her bedroom last week and stole her maths homework. Apparently risking life and limb, Ishi battled with the many-armed, purple-eyed monster for several perilous minutes, as she engaged in a desperate tug-of-war to protect her precious work. 'I'd spent hours and hours on that assignment,' she wept afterwards. 'I had ignored the fact that my favourite programme was on TV and that my friend wanted me to go shopping with her for some new jeans for a party this weekend, because I knew just how important those fractions were for my future.' What is more, Ishi claims that hundreds of aliens of this type have infiltrated our schools, taking on the form of teachers in order to make sure that innocent children are blamed for these terrible incidents. The investigation continues.

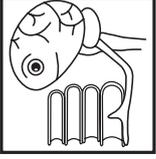
2. EXCITING NEW INVENTION!

The wheel. The printing press. The computer. Without a doubt, some inventions have been destined to change the lives of people forever. Now a previously unknown inventor, 37-year-old Amiya Nuttah of Barmitown, looks set to have his latest device join this illustrious list. Designed for everyone who knows the despair caused by failing to locate that important set of papers, keys or chocolate bar, the 'Find it or suffer!' cleverly picks up the anxiety signals transmitted by its owner on misplacing something vital. It then assists by doggedly following its owner on his or her hunt and inflicting pain upon them until they find the lost item. What makes it so ingenious are the thoughtful extras: the hair-grabber for those moments when the owner might otherwise sink into lethargy on the sofa, and the toe-stubber to keep up the full momentum of the search. Multinational corporations are currently battling over the rights to produce this must-have gadget.

Yes/No Tree Diagrams

SAMPLE DIAGRAM: FOOD





Yes/No Tree Diagrams

Title: _____

To be
sorted:

What questions would you like to **ask**?

Layers of Inference



What can you **infer**?

What does the source tell you for **certain**?



What questions would you like to **ask**?

Layers of Inference



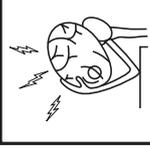
What can you **infer**?

What does the source tell you for **certain**?



What questions would you like to **ask**?

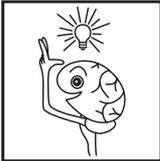
Layers of Inference



What can you **infer**?

What does the source tell you for **certain**?

Random Input Problem Solving



RANDOM INPUT =

BEST IDEA =

RANDOM INPUT =

BEST IDEA =

RANDOM INPUT =

BEST IDEA =

Overall, my best idea is ...

Opening Up the Options

INSTRUCTIONS

1. In the box marked Option A, the groups should write down one of the possible choices with which they are presented. In the box marked Option B, they should write the alternative choice.
2. Set a timed challenge: the groups have 5 minutes to record as many good and bad points as possible for each of these two options.
3. Next, draw their attention to the box at the top, marked 'Compromise Solution'. Their next task is to discuss the decision situation together and try to think of a creative solution that involves elements of both options. This should be recorded and evaluated, again by noting its good and bad points.
4. Afterwards, the groups should try to think of a completely new creative solution that could be recorded in the 'Inventive Solution' box. Once more, its pros and cons should be considered.
5. Finally, each group should make a decision about which of their 4 options is, on balance, the best one to choose. This is recorded in the box at the bottom of the sheet.

Opening Up the Options

COMPROMISE SOLUTION:	
GOOD POINTS	BAD POINTS

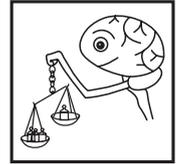
OPTION A:		OPTION B:	
GOOD POINTS	BAD POINTS	GOOD POINTS	BAD POINTS

EITHER
OR

INVENTIVE SOLUTION:	
GOOD POINTS	BAD POINTS

On balance, I think

Opening Up the Options



COMPROMISE SOLUTION:	
GOOD POINTS	BAD POINTS

OPTION A:	
GOOD POINTS	BAD POINTS

OPTION B:	
GOOD POINTS	BAD POINTS

EITHER
OR

INVENTIVE SOLUTION:	
GOOD POINTS	BAD POINTS

On balance, I think

Opening Up the Options scenario cards 1

You are an explorer who leads scientific expeditions. You discover an unknown patch of rainforest that humans have never entered, which is still completely unspoilt.

It is likely that there will be all sorts of plants and animals that no one has ever seen before and their discovery would make you very rich and famous. Furthermore, the plants might be very useful for developing life-saving medicines.

Will you tell people about the rainforest or keep it a secret?

You are a magician who is famous for making rabbits disappear and then pulling them out from a hat.

Recently, you have become very worried about your act, as for some reason that you are not able to explain, you can make the rabbits disappear, but they don't ever turn up again. You could cover this up in the act by having a second set of rabbits, but you can't be sure what is happening to the rabbits that vanish.

Will you continue the act or stop it entirely?

You are the author of a series of books that follows the adventures of a teenage superhero. A huge number of readers are eagerly looking forward to the final book of the series, which is due to be published next year. You are very proud of the last book, which you have planned very carefully and which contains a wonderful twist that no one could possibly expect.

One day, you are horrified to discover that the ending has been 'leaked' to the press by a friend.

Do you sue the friend, thereby revealing that it was the true ending, or write a new ending and pretend that the other one was not yours?

Opening Up the Options scenario cards 2

You are a mountain climber who is leading an attempt to reach the top of Mount Everest. It is a long, dangerous and difficult climb, but, if your team is successful in beating the previous record for fastest time, you will raise a huge amount of money for charity. Everyone who is taking part knows the risks involved and has chosen to take part despite these.

When you are two-thirds of the way up, one of your group falls and hurts his leg, so that he cannot walk. It would take several people to carry him, which would mean that not enough were left to continue safely to the summit.

Will you turn back or go on?

You are a scientist working for a company that makes new medicines. After weeks of experiments, you have created a drug that looks like it will cure cancer once and for all.

However, while some of your tests show no problems with the medicine, others have revealed that there is such a high risk of side-effects for patients taking the medicine that you would not be allowed to sell it.

Will you sell the drug and cover up the results or abandon it and start all over again?

You are a famous actor who was greatly admired for his parts in three Oscar-nominated films several years ago. Recently you have not had so many film offers and you are keen to be out in the public eye again.

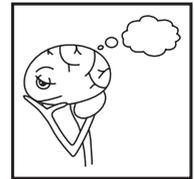
A script is sent to you, for a film that is bound to be a hit because the leading actress is so popular. However, you can see that the story is far weaker than your previous films and you fear it might damage your reputation.

Will you accept the part or turn it down?

Number Hooks

One common rhyming scheme is:

1. Bun *or* Sun
2. Shoe
3. Tree
4. Paw *or* Floor
5. Hive
6. Bricks *or* Sticks
7. Heaven
8. Gate
9. Line *or* Wine
10. Hen



However, this method will be most powerful if you make sure you have a scheme that you are happy with. This may mean making up your own rhyming words.

NOW PUT IT INTO PRACTICE!

INFORMATION TO BE REMEMBERED	VISUAL IMAGE CREATED
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	