

## SOVEREIGNTY EDUCATION in Action

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**Creativity**

*Self-Expression*

# Creativity Unleashed

## *Lesson for Unique Expression*

### **Help individuals to gain creativity, self-expression and a sense of achievement:**

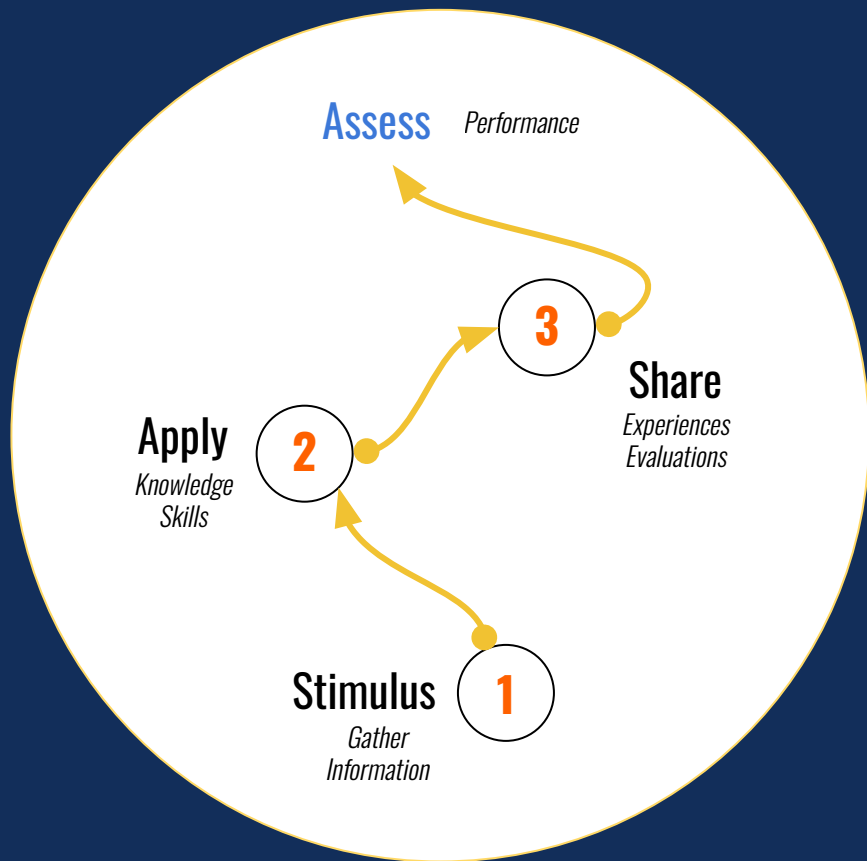
- In a curiosity driven, positive nurturing environment, provide individuals with opportunities for unique expression (e.g. participation, flexibility, adaptation, innovation and sophistication).
- Help individuals to connect concepts, consolidate concepts and demonstrate their learning by expressing their unique, skilful abilities.
- *With wise counsel, reverence, serenity, loving-kindness, mindfulness, honest-impartiality and care: help individuals to develop and refine their unique skilful abilities through arising opportunities and challenges, so they may transform aspects of their living for personal and greater good.*

# LESSON TOPIC

## LESSON TOPIC - *Settling down Writing activity*

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- Related Text - *Enduring knowledge that is useful, meaningful, engaging or insightful.*



## Lesson Topic

### Learning Intention

I aim to learn about ...

### Success Criteria

- I can ...  
*(Skill / Do well / Lesson outcome)*

# Stimulus Artefact

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Present students with a small stimulus artefact (e.g. text, table, graph, image, demonstration etc.)

Students gather information about this stimulus object by asking questions (e.g. what?, where?, when?, who?, how? why?, why not? what if?) in a teacher lead discussion.

The teacher builds on this discussion to progress the lesson.

# Risk of Assessment

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Potential risk of harm	Ways to minimize the risk

# Apply

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- Help individuals to connect concepts, consolidate concepts and demonstrate their learning by expressing their unique, skilful abilities.



# Extension Activity

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- Text

# Share Experiences

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*What did you **do well** today?*

- Why did you ... ?
- How did you?

# Share Evaluations

<b>Think about these questions:</b>	<i>Independent and dependent variables related to the aim?</i>  <i>All other variables were kept constant?</i>  <i>Method tested the aim &amp; hypothesis?</i>	<i>Each test was repeated at least three times? Results were consistent?</i>  <i>Averaged result used in calculations?</i>  <i>Experiment was repeated? Yielded the same result?</i>	<i>Any errors relating to the measurement?</i>  <i>Any limitations to the instrument used to make the measurement?</i>
<b>What could we improve on?</b>	<b>VALIDITY</b>	<b>RELIABILITY</b>	<b>ACCURACY</b>

# Assess your performance

Highly Accomplished		Accomplished		Novice	
					
★★★★★	★★★★	★★★	★★		
<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	
90 - 100%	80 - 89%	60 - 79%	40 - 59%	≤ 39%	
<i>Accomplished Work</i>	<i>Best work</i>	<i>Competent work</i>	<i>Developing work</i>	<i>Effort insufficient</i>	
Outstanding	High	Sound	Basic	Limited	
<i>I am great at this!</i>	<i>I am really good at this!</i>	<i>I got this!</i>	<i>I am getting there.</i>	<i>My effort is minimal.</i>	

## Success Criteria

- I can ... (Skill / Do well / Lesson outcome)

# Performance Journal

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**In this lesson, we** ..... *(Recall what we did)*

**I found out that** ..... *(Describe what you found out)*

**In this lesson, I was really good at** ..... *(Identify one thing you did well)*

**I could improve on** ..... *(Identify one thing you could improve on)*

**I want to know more about** ..... *(Outline one thing you want to know more about)*

# Homework

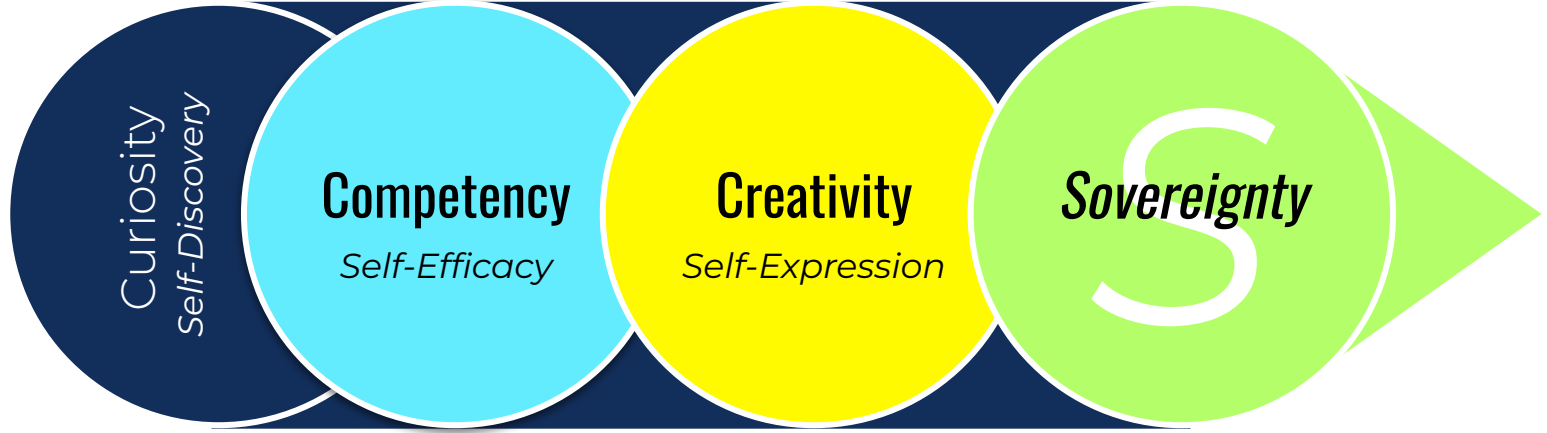
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**Homework is** all about **extended learning** beyond the classroom.

**Homework improves your recall** of the things you learnt in class.

**You can recall information better when you:**

- Regularly read class notes
- Complete posted tasks
- Read more about the topic in text books and other printed publications
- Access topic related websites, podcasts and videos on the Internet.



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