

**LEARNING HOW TO LEARN PROGRAM 2002 - The First Ten Days.**

<b>Key Component</b>	1	2	3	4	5
<b>You Can Do It !</b>	Student understanding of the goals of YCDI: Establish the purpose for the program – learning tools to help them be successful. Lesson 1 – Getting Started – ‘ Success’	Present & display images and explicit statements about the 4 foundations. Clarify understanding about what they mean.  Make class displays	Getting Along. Lesson 1 – P,1,3,5 Making Friends  Lesson 2 – 2,4,6 Making Friends	Getting Along Lesson 3 – P,I,3,5 Making Friends  Lesson 4 – 2,4,6 Resolving Conflict	Getting Along Lesson 5 – P,1,3,5 Resolving Conflict  Lesson 6 – 2,4,6 Resolving Conflict
<b>Quality Classroom - build a class system.</b>	Values QT – Forcefield Analysis. What will make our classroom successful/ what will interfere with our class being successful. ( What is a good classroom )	Multi- voting of FA to establish a list of things that people in the class value.  What do these values mean in behavioural terms. Students identify behaviours for each value	Values Audit – students complete a capacity matrix indicating their level of competence in each behaviour aspect of each value. Identify goal areas These become your class principles. <b>Include in your learning plan</b>	Mission – why are we here ? Five Whys –“Why do we have this class”.  <b>Include in your class Learning Plan</b>	Vision What do we want ? What are we aiming for? Use Quality tools to formulate a class vision. <b>Include in your class Learning Plan</b>
<b>Thinking Curriculum</b>	What do we do/ learn in our class? QT – affinity diagram. List all the things we will do this year. Bundle responses into categories.	Sort out the categories into content areas and process areas Learning areas Procedures in class Management/organization Class roles Timetables	How do we learn ? Talk about the different ways that people learn. Complete Seven Intelligences survey- ‘Seven Ways at Once’	Put up a display in your room to reinforce the idea that students learn in different ways and in different conditions- see Seven Ways at Once.	Classroom Meetings. <ul style="list-style-type: none"> <li>• Purpose</li> <li>• Process</li> </ul> Introduce DeBonos Hats into the meeting structure. Teach Six hats
<b>Students</b>	Looking at Me Components of self – esteem: Thinking ,physical, social self. Getting to know myself and others Cooperative games Buddies from other people in year level	Who Am I Introduce myself and a another. Talk about interests, goals. Begin a presentation about your self – personal profile, passport, biography This is an ongoing project for ten days. Begin a student portfolio.	Classroom Yellow pages / experts.  Students identify personal skills. Relate this to seven intelligences activity. Make up a list or catalogue of skills that can be shared by students.	Class Spirit <ul style="list-style-type: none"> <li>- establish an attractive, clean, safe and comfortable room</li> <li>- organize space-work and display areas</li> </ul>	Class spirit Class motto, banner, bulletin board, mascot, newspaper.  Decorate the room <ul style="list-style-type: none"> <li>- establish an attractive, clean, safe and comfortable room</li> </ul> Organise space

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<b>Key Component</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>You Can Do It !</b>	<b>Getting Along</b> ( see manual ) <b>Lesson 3</b> P-2 3-4 : You can't judge a book. 5-6: Friendly Conversations	<b>Getting Along</b> ( see manual ) <b>Lesson 4</b> P-2 3-4: Problem Busters 5-6: Alternative Solutions	<b>Getting Along</b> ( see manual ) <b>Lesson 5</b> P-2 3-4: Stand Tall 5-6: Doing the Right Thing.	<b>Getting Along</b> ( see manual ) <b>Lesson 6</b> P-2: 3-4: Chill Out 5-6: Stop Anger in its Tracks.	<b>Bullying/ Conflict Management.</b> Concepts - bullying audit - what is bullying - what can you/we do about it - who can help
<b>Quality Classroom</b>	<b>Vision</b>  What is a good classroom ?  Use responses from the above question to formulate a Vision statement for your class. Include in Class Learning Plan.	<b>Classroom Principles :</b> (for teachers & students)  What is a good teacher? What is a good student? Use responses to develop a set of class principles. ( later in day you will negotiate Seven Steps	<b>Relationships</b> - identify all the individuals and groups we will work with this year. - what do we need to do to develop good relationships with each other as well as with others around the school.	<b>Our class is a system</b> Put all your components together to produce your class learning plan ; Display this in your room – needs to stay on wall all year so that you can keep it in the student's focus and for reflection during the year.	<b>Class Processes</b> -identify the main functions in the classroom. <b>Core processes</b> ( teaching & learning&curriculum) <b>Supporting processes</b> -Class meetings, -homework, - specialists Document and display
<b>Thinking Curriculum</b>	T&L thinking tool <b>"Y" Chart</b> Make a big y chart. Use your vision statement to put on y chart – what does the class – look like?sound like?feel like? See handout	T& L thinking tool <b>Concensogram</b> How committed are you to working hard to make a class happy and successful. Display in the form of a continuum or graph. See handout	T&L thinking tool <b>Lotus Blossom Diagram</b> Develop the concept of relationships using the word community as the central concept See handout	T&L thinking tool <b>Capacity Matrix</b> Use an appropriate matrix for your year level – get students to fill it in as a self evaluation – use some statements from CSF 2 or skills checklist	T&L thinking tool <b>Concept Map</b> What is Maths Complete class map use student input. Group into strands Break down into sub skills – Get students to choose 3 maths goals – put into learning journal
<b>Student</b>	<b>Cooperative Group Work.</b> Identify skills/roles needed for groups to work effectively. What would you say What would you do  Work together to construct a picture or model of the ideal classroom.	<b>Behaviour Management</b> Seven Steps Approach. ( negotiate ) Teacher gives out the steps and students put them in order. Class teachers can put in some other strategies but in the main, process needs consistency across school.	<b>Friendship Skills</b> SFG – all levels Unit 1 Building a School Community  “ To feel comfortable and valued as a member of the classroom and the school community”	<b>Peer Mediation</b> Conflict resolution Training manual p37 Active listening “I feel” statements recognizing conflict  Role of peer mediators in playground Allocate PM to year levels/ class visits	<b>Bullying</b> - definition - brochure - poster - promoting supportive, cooperative behaviour Juniors- bullying colouring sheet Seniors – bullying quiz