

Warrnambool's Longest Lunch planning documents and presentations

Team
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Planning using the
Solution Fluency



Microsoft Word
Document

Warrnambools longest lunch.

By Bohan, Isaack and Jaimie

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Student A is in this team

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Microsoft Word
Document



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Student F is in this team

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Solution Fluency



Microsoft Word
Document

Warrnambool's Longest Lunch

By Ben, Keiara and Axel

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Solution Fluency

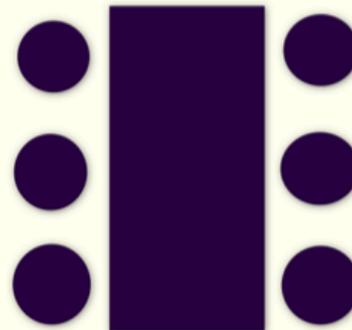


Student B is in this team
Student E is in this team



Tables

We used the graph to find out how many people can fit on a table. We figured out we can fit 6 people per table. There can be 180 tables, each table is 1.75 metres long. The breakwater is 315 metres long. There can be 6 people sitting at each table in a formation shown



People

If there are 180 tables and 6 people can sit at each table, then there are 1080 people with a seat.

Profit

If we charge everyone \$15 entry then that raises \$16,200. We will purchase 180 6ft tables and this would cost (\$2160) and we will get the chairs from the school (free). If we take away the cost of pizzas (\$4500), the cost of drinks of water (\$900), cost of cupcakes (\$480), cost of soft drink (\$135), cost of plastic cups (\$162). If we get 3 bags of 500gm lollies to give to children that will cost us \$21. If we take all those costs added (\$8,358) from our first earning (\$16,200) which means the very final profit is \$7,842!

Other impact

Student choice

The students in this class have used the knowledge they have gained about each others' collaborative skills when they have been asked to work in groups in other classes. They are carefully selecting teams based on what they know of each others' strengths and weaknesses as much as they are friendship groups. They discuss openly and collaboratively who would best work together ensuring they support classmates who may struggle with collaborative work.

Observing teacher

While these students were working in the MakerSpace in the library with the Spheros, another teacher who had struggled to see the Spheros as anything more than a toy, was intrigued with the engagement of the students and application of the technology to the curriculum.

My observation

The student reflection comments have changed this time and the students talked more about what they did to improve rather than complaining about what other students didn't do. Taking shared responsibility for the outcome. Good to see.

My observation

Even though I work very hard to encourage students to solve their own problems and come to me as a last resort, they often take the path of least resistance and just ask for help. Some students have developed their problem solving skill quite well. During this project I was very pleased to see that all students were supporting each other and sharing information to ensure they all knew how to complete the task. They are usually quite competitive so it was good to see the collective collaboration.

Learners' voices

I do believe I am better at collaborating and I did not argue with my team (getting too bossy).

I improved being able to communicate more & sharing the workload.

This time around I thought my team was very collaborative and communicated and talked a lot more.

This time, I was more confident to work together with the other team members.



I have improved on how I have worked in a team and listening to other people's ideas and to do equal amounts of work.



I think I have improved on my responsibility and work load.

Everyone helped out and did what they needed to do.

I think as a collaborator I need to listen to others ideas a bit more because I tend to think that my idea is the best the most of the time and I need listen to the way others see things.

We were definitely a lot better at listening to each other. When someone wasn't sure about something we taught them what it was.

I think I was more kind and I listened to the other peoples ideas.



I improved on sharing ideas and putting ideas together to make sure everyone's ideas are used in the final presentation.

Teacher's voice

Through-out this unit it has been great to see:

- Increased student engagement in their learning.
- Enthusiastic use of new technology.
- Increased level of collaborative skills.
- A deeper understanding and application of algebra to solve real world problems.
- Students taking more responsibility for their own learning.
- Students being more supportive of their peers.
- Metacognitive and honest reflections on their own abilities.
- A few Ah-ha moments.
- The ubiquitous use of technology as a learning and presentation tool.



Partners' voices



TELSTRA KIDS FUND

Bill Mundy - Telstra (South West Victoria area General Manager) with Brauer College students.

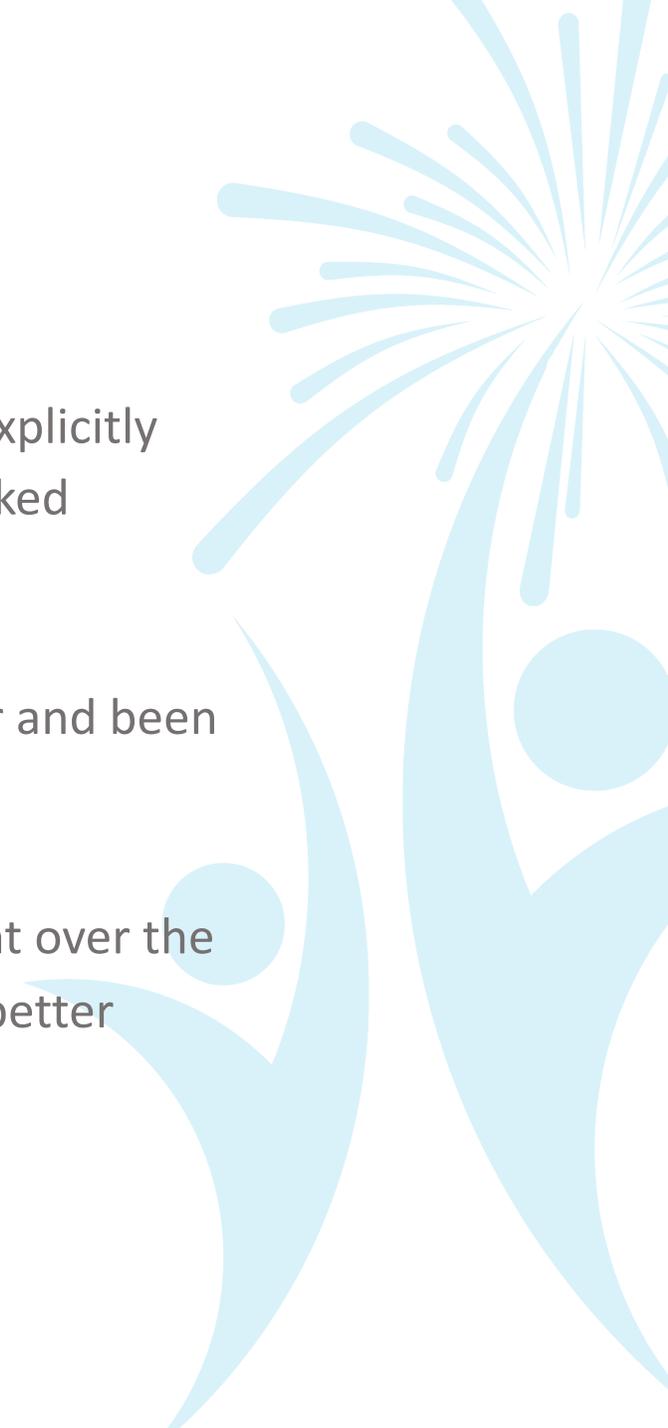
Brauer College applied for funding through the Telstra Kids Fund grant scheme and were fortunate to receive money to purchase a class set of LittleBits electronics kits and a class set of 8 Sphero Programmable Robotic balls. These balls have enabled us to increase student engagement in STEM subjects and specifically to support this algebra unit.

Final comment

Having a focus on collaboration and ensuring students have been explicitly taught what collaboration is and the skills involved, has seen a marked improvement in their skill level.

On many occasions I have put students into groups to work together and been frustrated and not really surprised at their lack of collaboration.

Now I have a process that I work through and with some refinement over the coming years I am sure I will be a better collaborator myself and a better facilitator of collaboration with my students.



Credits, acknowledgements and permissions

SPRK Sphero Macrolab resources - [Sphero resources](#)
Solution Fluency – Ian Jukes and Infosavvy21.com

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and student work featured in this presentation.

