

Part 3

Lesson Plan



3.1 Instructions to Teachers

Anticipatory Set 1

Meet the students for 10 to 15 minutes before the start of the lesson. To begin with, I usually seat the students in a circle around the house pattern on the floor, hold out my fist and ask them what it is and what is in it. The answers are the obvious and not so obvious. These include: fist, skin, fingers, bones, blood, cells, wrinkles, bacteria and many more. I then explain that these are the 'fist' answers, since that is what is seen and true, things I could see, feel and touch. I look for 20 or so answers, often encouraging students to discuss this in groups of 2-3 for 10 seconds before replying. I then explain that today has to be a special thinking day (which is what we want to do every day anyway) and I ask them to hold onto their ears and gently pull them up and out.

This is supposed to symbolise extension from the normal, the obvious, the concrete and the superficial. I again hold out my fist and ask them to tell me what it is, what it stands for and what is in it. The students are told not to use any of the earlier answers. The sorts of answers which emerge include strength, fear, boldness, victory (a fist punching the air), timidity or shyness, greed, hope, my future and many more. These are all abstract answers and I praise the students for these different types of answers, which I refer to as 'ear' answers. It is 'ear' type answer which I am looking for during the day.

I then use divergent thinking exercises by pulling off my shoe and sock, holding them next to each other and asking the students questions such as, 'What does the sock think about the shoe (and vice versa)?'. Teach the *Comma Thinking Rule* (i.e. don't put a full stop after your thinking, only a comma). Ask students if they know the meaning of 'reconciliation' (do not give the answer at this stage). The purpose of this brief meeting is to excite them about the day. Explain that the class is going to have a new look at the story of Goldilocks and the Three Bears.

Materials needed and classroom preparation

- *Masking tape*, for floor plan of bears' house. Refer to *Classroom Floor Plan* on page 7 and *Wall Plan* on page 32. Please note that the PowerPoint contains all the coloured pages.
- *3 bowls of different sizes*, with mother bear's closest to the window, then baby bear's and finally father bear's bowl furthest from the window. Fill the bowls with sand or woodchip (high fibre diet!). It is recommended that you choose bowls of different materials, allowing students to think of other reasons for the different temperatures of the porridge.
- *A doll's bed with a towel* (as a blanket) or an 'in tray' with a towel.
- *A small chair*, preferably with a missing leg (if possible).
- *Wall Posters*. Note that these include:
 - (a) Copy these coloured drawings if you wish or simply use the coloured PowerPoint versions of all drawings.
 - (b) The seven steps of the *Lesson* on pages 59 to 62 (enlarge these on coloured paper to A4 and laminate) or just use the PowerPoint.
 - (c) The two sets of three posters *Before*, *Now* and *Later* and also *One Week Later*, *One Year Later* and *When Grown Up* (enlarge these on colour coded paper to A4 size and laminate) on pages 56 to 58.
 - (d) Make 10 sets of the two pages (pages 63 and 64) of '*The Original Goldilocks Story*' (that is, the two pages with eight drawings per page); cut up each set of 16 pictures and place each set in a separate envelope.
 - (e) One copy of the *Goldilocks 'cut-out'* (page 62), to colour in and laminate. This is to be moved from steps 1 to 7 of the lesson to remind students which step of the Lesson Plan is in progress. These are available for you to print by going to Free Resources at www.rodineducation.com.au.

- Display all the wall posters as shown on the Wall Plan (View of the Front of the Classroom).
- Organise *tables with 5 chairs per table*, 4 for students and one for the scribe.
- One felt tip pen per table and a few A4 sheets of white paper. Each table also needs 2 yellow, 2 blue and 2 pink sheets of A4 paper. This is for the two sets of brainstorm sessions. Set 'A' is for Before, Now, Later. Set 'B' is for One Week Later, One Year Later, When Grown Up. (The colours of the sheets are up to the teacher – white will do but colour coding looks better.)

Anticipatory Set 2

I normally ask the students to line up behind me and walk through the house plan of the three bears, via the back door, down the passage (tell them to be quiet as the bears may still be asleep). I warn them not to wake the Guard Pig (bears don't have guard dogs!) and to move to their seats and tables – 4 students per table, with a chair for the teacher/scribe.



Introduction

Explain the purpose of the Thinking Skills Program ('fist' and 'ear' type thinking) and the content area. Point out the seven activities or tasks of the Lesson Plan on the board:

1. Brain Warmer
2. Goldilocks I Sequence Cards
3. Questions on Goldilocks I (the original story)
4. Inside Goldilocks' Head
5. Goldilocks II (*The Reconciliation of Goldilocks and The Three Bears*)
6. Reconciliation
7. A Better Teenage Training Centre.

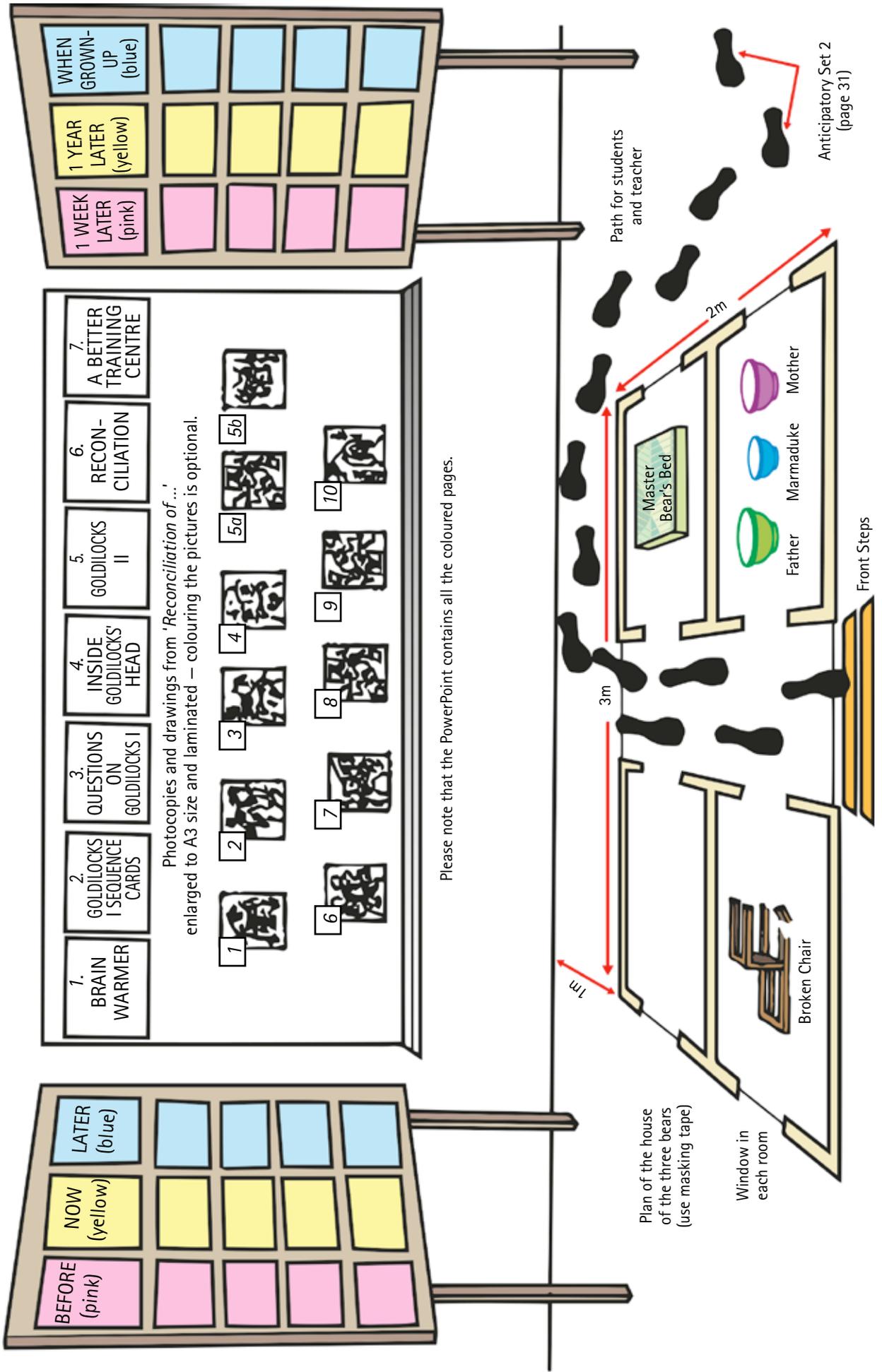
I also explain that the movable Goldilocks cut-out will indicate the activity or task being undertaken at any particular time.

Remember that the purpose of this unit is to fire up the students' imagination and thinking skills, to encourage them to look for as many different and even zany ideas and to have fun. I try to avoid filtering or editing most of their responses as possible – to show a genuine interest in their ideas. For younger classes, each table has a parent, teacher or more senior student doing the writing so that fluency and a fast pace are encouraged. Older classes can do the writing themselves.

Though I have offered a range of strategies for the lesson plan, teachers are encouraged to use any other strategies which would enhance thinking in this unit. The same is true of employing strategies in the extension activities. Feel free to experiment and stamp your ideas and personality onto this unit.

3.2 Wall Plan – View from the front of the classroom

Shows room preparation prior to the start of the lesson. The blank sheets are NOT pasted on the board but are shown here to indicate where the student work is displayed on the free-standing pin-boards. The cards along the top row are laminated photocopies. Colour code the three on each pin-board.



3.3 The Lesson Plan

The Reconciliation of Goldilocks and the Three Bears

Activity THE 'WHAT'	Process/Strategy THE 'HOW'	Skills Developments and Outcomes THE 'WHY'
<p>1. BRAIN WARMER</p> <p><i>1.1 Common Features (U, An) *</i></p> <p>Ask the question: 'In which ways is Goldilocks like a puppy (or a ball, or a flower)?'</p> <p>Encourage students to come up with extraordinary ('ear') words, not just 'fist' words, e.g. 'famished' instead of 'hungry' and 'curious' instead of 'nosey'.</p> <p>* Please note that symbols <i>R, U, Ap, An, Ev & Des</i> are Blooms Taxonomy components (see the 'Thinking Skills Framework' on page 45).</p> <p><i>1.2 Bear Bingo (U, Ap)</i></p> <p>The Bear Bingo chart is on the opposite page. Make one (1) copy for each student. It is expected that all students would be able to read the questions and write the names of the classmates whom they interview and record their answers. Feel free to change the questions. This is an optional exercise.</p>	<p>Use a simple small group <i>Brainstorm</i> with the scribe recording ideas. A <i>Noisy Round Robin</i> can also be used every 2–3 minutes. At the end of 5 minutes, get feedback either by:</p> <p>(a) Asking each small group of 4 to read out their replies.</p> <p>OR</p> <p>(b) Ask each small group to make their 5 or 7 most unusual answers and rate these 1–7. Ask them to select those answers which they feel the other small groups would not have thought of. Praise the extraordinary words.</p> <p><i>Note:</i> You will need 2xA4 sheets stapled together.</p> <p>Students circulate, speaking to as many other students as possible in a 6–10 minute period. They ask each other the 6 questions, and if the interviewee can answer in the affirmative, their name and response are entered in the appropriate squares.</p>	<ul style="list-style-type: none"> • Originality • Risk-taking • Fluency • Comparing and contrasting • Lateral thinking • Evaluation • Rating <ul style="list-style-type: none"> • Social interaction • Listening and comprehension skills • A useful ice-breaker • A focusing activity

Note to teachers: If using Bear Bingo, photocopy one sheet per student. Ask them to interview at least six people (not from their own table), read the questions, and write the interviewee's names and their answers where appropriate, if they are able to respond to any of the questions.

Note: A useful icebreaker, especially for a specially convened group.





1.2 BEAR BINGO

<i>In which countries will you find grizzly bears?</i>		<i>Is the KOALA a bear?</i>	
Student's name	Country	Student's name	Yes or No
<i>Do you have a teddy bear at home? If so, what is its name?</i>		<i>What were the teddy bears doing in the woods one day?</i>	
Student's name	Teddy Bear's name	Student's name	Activity
<i>What are some of the things which bears eat?</i>		<i>Think up other words associated with bear or bare, e.g. grizzly, naked, polar, snow, etc.</i>	
Student's name	What they eat	Student's name	Other words for 'bear/bare'

Activity THE 'WHAT'	Process/Strategy THE 'HOW'	Skills Developments and Outcomes THE 'WHY'
<p>2. SEQUENCE CARDS (R–Ev)</p> <p>These are 16 picture frames which tell the original story. (See pages 63 and 64.)</p> <p>Photocopy these pages, cut out the pictures and place one set in an envelope on each table of four (4) students. <i>Note</i> that two (2) of the pictures are duplicated.</p> <p>TASK</p> <p>Ask each group to place these 16 cards in the correct sequence reflecting the events of the original story. All 16 cards must be used but the two sets of identical cards (the unhappy Goldilocks and a drawing of the Bear family walking away from the house) may not be placed next to each other. The cards must be placed in two horizontal lines of eight cards each.</p> <p>Reflection Questions (An, Ev)</p> <p>Ask students to lean back and close their eyes. Pause after each question, allowing students to reflect and answer each question silently.</p> <p><i>Questions</i></p> <ol style="list-style-type: none"> 1. What was the most difficult part of this exercise? 2. What was the most interesting part of this exercise? 3. How well did you do as a team member? 4. What would you do differently next time? 5. What did you learn about yourself and about learning? After one minute of reflection, open eyes and discuss as a whole group. 	<p>THE SILENT CARD SHUFFLE <i>(Retelling the original story via pictures)</i></p> <p>Step 1 Sequencing the cards</p> <p>In groups of four (4), students complete the task without talking. They will need to stand next to each other.</p> <p>Ask the students to present the cards in two (2) horizontal lines. All 16 cards must be used. The duplicated cards may not be placed next to each other but must appear in the sequence.</p> <p>Step 2 Justify and rearrange</p> <p>When they have finished, the group may now discuss their actions for 1–2 minutes and make changes if necessary.</p> <p>Step 3 Circle and discuss</p> <p>Each group moves to the next table and examines the sequence of cards. They discuss any differences in sequencing. They then visit each of the other tables. Teachers encourage discussion and assess whether the story still makes sense. The purpose is to expose students to ambiguities. They must not touch any cards.</p> <p>Step 4 Return and refine</p> <p>Students return to their own table and make any changes if necessary.</p> <p>Reflection</p> <p>Ask each small group to decide what they learnt from this activity. Gain feedback.</p> <p>Read page 1 of the original story.</p>	<ul style="list-style-type: none"> • Sequencing • Listening to others • Tolerating ambiguity (they will see that other teams may have a different sequence, but could still be correct) • Teamwork • Suspending judgement • Eliciting prior knowledge • Visual analysis and discrimination (look carefully at the levels in the bowls – not all students will notice the difference) • Non-verbal communication • Flexibility • Most of the Multiple Intelligences are being employed in this strategy • Every level of Bloom's Taxonomy of the Cognitive Domain is being employed here • Student-centred • Peer teaching

Activity THE 'WHAT'	Process/Strategy THE 'HOW'	Skills Developments and Outcomes THE 'WHY'
<p>3. QUESTIONS ON GOLDILOCKS I (the original story) (An, Ev)</p> <p>3.1 'For what reasons was it very unwise for Goldilocks to enter the Bears' house?' (An, Ev) (Challenge students to find 15 reasons)</p> <p>3.2 Decide what was the most important reason NOT to enter the house of the Bear Family.</p> <p>3.3 'Were the Bears to blame in any way for what happened?' (An, Ev) (Unlocked door; open window – she smelt the porridge; too trusting – is this good or bad?)</p> <p>3.4 'Why was Father Bear's bowl so much hotter than the other two?' (Ap, An) Explain that the porridge came from the same pot. (Some ingenious answers can emerge, such as Father Bear's porridge did not have sugar, it had hot honey; it was further away from the open window; thicker bowl; used chilli powder, etc.) (Challenge students to find 12 answers)</p> <p>3.5 'How could Goldilocks not have become lost in the forest?' (Des)</p>	<p>Students answer these questions in the following order, remembering the Comma Thinking Rule (giving as many answers as possible).</p> <p>The whole group sits on the floor, around the plan of the Bears' house. (See page 8.)</p> <p>3.2 <i>Tournament Prioritiser</i> The teacher selects eight of the reasons from the list created in 3.1 by the students. Then ask the students to work in pairs to determine the core reason why she should not have entered the house. When completed, the teacher records the votes from each pair. <i>Discuss.</i> Hopefully a strong message will emerge about listening to parents.</p> <p>For questions 3.1, 3.2 and 3.3 students must use a <i>Think: Pair: Share</i> strategy (see page 47) to generate answers. The teacher pairs off students at the start of this activity, explaining the reason for the Think: Pair: Share strategy.</p> <p>Encourage the <i>Comma Thinking Rule</i> throughout, to elicit as many answers as possible. This activity can take up to 20 minutes and can generate a high degree of empathy for the circumstances of the characters.</p> <p>It is also a good idea to move away from the desks and to work as a large group or even sit around the house plan.</p> <p><i>Note:</i> Use three different-size bowls, filled with sand or mulch. Mama Bear's bowl nearest window, then Baby Bear's bowl, and finally Father Bear's bowl.</p> <p>3.5 Use a <i>Think and Whisper and Repeat Strategy</i>. (See page 48.)</p>	<p>3.1</p> <ul style="list-style-type: none"> • Analysis and evaluation • Child safety issues • Stranger danger • Empathy • Common sense <p>3.2</p> <ul style="list-style-type: none"> • Listening • Clarifying • Comparing • Analysing • Assessing • Negotiating • Persuading • Justifying • Concluding and more <p>3.3</p> <ul style="list-style-type: none"> • OPV (Other Point of View)* • Analysis and evaluation • C.A.F. (Consider All Factors)* • Open-endedness <p>* Please note that PCQ, CAF, C&S, OPV are part of Edward De Bono's excellent CoRT® Thinking Program.</p> <p>3.4</p> <ul style="list-style-type: none"> • Problem solving • Scientific thinking <p>3.5</p> <ul style="list-style-type: none"> • Problem solving • Evaluation • Open-endedness • Lateral and creative thinking <p><i>Note:</i> Nearly all of the Multiple Intelligences are present in this exercise.</p>

<p style="text-align: center;">Activity</p> <p style="text-align: center;">THE 'WHAT'</p>	<p style="text-align: center;">Process/Strategy</p> <p style="text-align: center;">THE 'HOW'</p>	<p style="text-align: center;">Skills Developments and Outcomes</p> <p style="text-align: center;">THE 'WHY'</p>												
<p>4. INSIDE GOLDILOCKS' HEAD (U, Des)</p> <p>Ask students to imagine that they are Goldilocks who is lost in the rainforest looking for fauna and flora. What does it feel like as she follows her nose to the house and then is about to enter the Bears' house? What are some of the thoughts going through her mind?</p> <p>Explain that each group is to write a monologue ('Inside Goldilocks' Head') and then plan a role-play of what might have happened in the story. The monologue and role-play are to consist of three major sections:</p> <p>(a) Goldilocks' thoughts as she is lost in the rainforest (<i>BEFORE</i>)</p> <p>(b) her relief when she finds the house (<i>NOW</i>)</p> <p>(c) her hopes and fears about entering the house, possibly tinged with the fear of punishment and/or danger in entering a stranger's home (<i>LATER</i>), i.e. the consequences of her break and enter and the reaction of the Bears (both positive and negative).</p> <p>Use a PCQ for '<i>LATER</i>'.</p> <p>Word and phrase bank</p> <table border="1" data-bbox="134 1391 544 1738"> <thead> <tr> <th style="text-align: center;"><i>Before</i> (pink)</th> <th style="text-align: center;"><i>Now</i> (yellow)</th> <th style="text-align: center;"><i>Later</i> (blue)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> </tr> <tr> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> </tr> <tr> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> </tr> </tbody> </table> <p>(Students' answers from tables)</p> <p>Note. This must be positioned near the role-play area so that students can refer to it.</p>	<i>Before</i> (pink)	<i>Now</i> (yellow)	<i>Later</i> (blue)										<p>SLIP WRITING</p> <p>Model this by walking from the back of classroom pretending to be Goldilocks. Hold a branch or pot plant in front of you (to show you are in the rainforest). (<i>BEFORE</i> – the rainforest), show her delight at seeing the house (<i>NOW</i>) and then show her standing on the steps of the house deciding whether to enter (<i>LATER</i> – the consequences of going in).</p> <p>Ask for ideas on what Goldilocks might be saying at each of the three stages. Record these ideas on slips of paper, e.g. 'What will my parents say?' 'I'm hungry, lost, scared,' 'Maybe there is a telephone inside.'</p> <p>Using 5 or 6 modelled responses, refer to the chart with the headings <i>Before</i>, <i>Now</i>, <i>Later</i> (in three different colours) and ask students to place the phrases in the correct category. This serves as a model.</p> <p>Some students will point out that certain responses could fit in both <i>Before</i> and <i>Now</i>, e.g. 'I'm hungry'. Praise them for this thinking, and place the slip in between both columns to denote that it fits in both categories.</p> <p>Then, in groups of 4, students generate other words and phrases on the appropriate coloured paper. These are placed under the correct headings on the chart. This word and phrase bank helps all groups to construct the role-play.</p> <p>Alternative Activity</p> <p>Ask students to complete a PCQ or  on Goldilock's decision to enter the house without permission.</p>	<ul style="list-style-type: none"> • Imagination • Empathy • Slip writing • Language • PCQ • C & S (Consequence and Sequel) • Forecasting • Most levels of the Multiple Intelligence Model
<i>Before</i> (pink)	<i>Now</i> (yellow)	<i>Later</i> (blue)												
														
														
														

Activity THE 'WHAT'	Process/Strategy THE 'HOW'	Skills Developments and Outcomes THE 'WHY'
<p>ROLE PLAY (Optional) (Ap, Des)</p> <p>An optional additional task is to prepare a role-play between Goldilocks and the Three Bears. Students are encouraged to use the word and phrase bank from <i>Before, Now and Later</i> or from the PCQ.</p> <p>Make no attempt to pre-empt what the bears might say. This is more challenging for the students and leaves the role-play open-ended. The groups of students are now given a 20-minute break to plan their role-play.</p> <p>Alternative role play. Encourage students to substitute another set of characters for Goldilocks or the Three Bears, e.g. Goldilocks and the Three Kittens, or Three Pigs or Three Wolves (see Extension Activities page 52).</p>	<p>Pair off the groups. Therefore, if there are 8 groups of 4 students, you now have 4 sets of two groups. Each set chooses a stage area, and they present their role-plays to each other. In this manner, 8 groups complete their role plays in the time it takes two groups to do so, thus saving time. Watching 8 role plays in a row could be rather tedious.</p> <p>If one role-play is particularly good, it could be shown to the whole group as a bonus.</p> <p>FRESH (from another point; reverse, recycle, redefine, refine; eliminate; size; helpful) (See Thinking Skills Tools page 49). FRESH is a strategy which students could use to create a new play.</p>	<ul style="list-style-type: none"> • Flexibility • Imagination • Synthesis • Originality • Zaniness



Activity THE 'WHAT'	Process/Strategy THE 'HOW'	Skills Developments and Outcomes THE 'WHY'												
<p>5. GOLDBLOCKS II (Des)</p> <p>Using the story <i>'The Reconciliation of Goldilocks and the Three Bears'</i>, read the last paragraph of page 10 (Do you remember...). Teachers then ask students what they think might have happened to the characters, either individually or together, in the future, using three time periods <i>One Week Later</i>, <i>One Year Later</i> and <i>When Grown Up</i>.</p> <p>The responses from the various small groups should be posted on the board under the appropriate time periods, e.g. with their corresponding colours pink, yellow, blue.</p> <table border="1" data-bbox="132 965 544 1350"> <thead> <tr> <th data-bbox="132 965 264 1077"><i>One Week Later (pink)</i></th> <th data-bbox="264 965 413 1077"><i>One Year Later (yellow)</i></th> <th data-bbox="413 965 544 1077"><i>When Grown-up (blue)</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="132 1077 264 1160">[Pink box with arrow]</td> <td data-bbox="264 1077 413 1160">[Yellow box]</td> <td data-bbox="413 1077 544 1160">[Blue box]</td> </tr> <tr> <td data-bbox="132 1160 264 1243">[Pink box with arrow]</td> <td data-bbox="264 1160 413 1243">[Yellow box]</td> <td data-bbox="413 1160 544 1243">[Blue box]</td> </tr> <tr> <td data-bbox="132 1243 264 1326">[Pink box with arrow]</td> <td data-bbox="264 1243 413 1326">[Yellow box]</td> <td data-bbox="413 1243 544 1326">[Blue box]</td> </tr> </tbody> </table> <p><i>(Students' answers from tables)</i></p> <p>Purpose To introduce students to the idea that the story could well have a sequel (thus <i>Goldilocks II</i> or, in fact, <i>The Reconciliation of Goldilocks and the Three Bears</i>).</p>	<i>One Week Later (pink)</i>	<i>One Year Later (yellow)</i>	<i>When Grown-up (blue)</i>	[Pink box with arrow]	[Yellow box]	[Blue box]	[Pink box with arrow]	[Yellow box]	[Blue box]	[Pink box with arrow]	[Yellow box]	[Blue box]	<p>To model this activity, start with a <i>large group brainstorm</i> to elicit 1 or 2 ideas for each of the three time periods. Record these on smaller slips of appropriately coloured paper, post these under the headings, and then ask students to generate more ideas in their small groups, again using appropriately coloured A4 paper.</p> <p>Using different coloured A4 paper for each time span, use <i>small group brainstorm process</i> with a scribe recording ideas in each group. Post ideas on the board under headings and read the responses.</p> <p>Students bring out the completed sheets and place them under the correct time periods.</p> <p>The responses should be read to the whole class.</p>	<ul style="list-style-type: none"> • Forecasting • Predicting • Imagining • C & S (Consequence and Sequel) • Character analysis • C.A.F. (Consider All Factors) • Character analysis • Predictions • Transfer of learning
<i>One Week Later (pink)</i>	<i>One Year Later (yellow)</i>	<i>When Grown-up (blue)</i>												
[Pink box with arrow]	[Yellow box]	[Blue box]												
[Pink box with arrow]	[Yellow box]	[Blue box]												
[Pink box with arrow]	[Yellow box]	[Blue box]												

Note:

I often ask students if they have seen the scary film of the huge goldfish that eats swimmers at the beach. I explain it was so popular that they made a second follow-up film or a sequel called *Goldfish II*. Someone usually asks if I meant *Jaws* and *Jaws II*. It always raises a laugh, but more importantly, students become even more attentive, waiting for my next mistake!

Activity THE 'WHAT'	Process/Strategy THE 'HOW'	Skills Developments and Outcomes THE 'WHY'
<p>6. RECONCILIATION (U, Ap)</p> <p>Purpose</p> <p>To think of a real-life situation. After observing the role-play (see HOW), ask students if they now understand the meaning of 'reconciliation'. Elicit such words as <i>forgive – forget – make-up – apologise – friends again</i>.</p> <p>6.1. The Letter (U, Ev)</p> <p>Now read to students page 2 of the story about how Goldilocks tried to achieve reconciliation by apologising. Explain that Goldilocks would not give up and show students a copy of Goldilocks' letter of apology to the Three Bears (see following page) which she sent the next week. Ask students why the Bears never replied.</p> <p>6.2. Letter of Apology (Des)</p> <p>Compose a letter of apology. One person in each group could then read their letter of apology.</p>	<p>The teacher, with one student, acts out a role-play. Take 5 or 6 steps, arm in arm, very friendly. Suddenly, feign shock or horror (at something the other has said) and engage in gentle fisticuffs; then pause, shake hands and continue to walk arm in arm. Then ask the students 'What has that to do with reconciliation?'</p> <p>(Later, I usually explain that my friend said something insulting about my Barbie Doll collection, and that is why we started fighting; I then stopped because he/she apologised and that we are friends once again, having made up, forgiven, apologised, etc!)</p> <p>Provide two copies of the letter per table.</p> <p>Students (in pairs) read and then correct the 31 spelling mistakes! Ask students whether they think this is a good letter of apology; for instance has Goldilocks done enough for reconciliation to take place, or should she write more or do more? (e.g. offer to pay for the damage). After 4 minutes of discussion, each group could put on their <i>Six Thinking Hats</i>® (see Thinking Strategies page 45) to compose another letter of apology.</p> <p><i>White</i>: what happened <i>Red</i>: the feelings of the Bear family and Goldilocks' feelings <i>Green</i>: creative ideas as to apology <i>Black</i>: what she did wrong <i>Yellow</i>: what good could come out of it <i>Blue</i>: what is apologising really about?</p>	<ul style="list-style-type: none"> • Deduction • Prior knowledge • Empathy • Increased vocabulary • Body/kinesthetic • Interpersonal <ul style="list-style-type: none"> • Comprehension • Analysis • Evaluation <ul style="list-style-type: none"> • Synthesis • Group work • Verbal linguistic



Dear Mr and Mrs Bear and Baby Bear

Please excuse me four runing away form your
nise houes. I got such a frite when I wok up and
sore you loking at me.

I realise I have bin a verey naughty gril. My
parents aer very angry weth me.

I am ^{sorry} ~~sorry~~ that I waked into your house end
tasted the porridge, brock a cair and slepted on yor
bids. I was verey skared and hungree and ~~tyred~~ ^{tied}

I promis to pae for the broken chair. Pleas forgiv
me.

Lov from
Goldilocks Clef D'Or



Activity THE 'WHAT'	Process/Strategy THE 'HOW'	Skills Developments and Outcomes THE 'WHY'
<p>6. (Continued)</p> <p>6.3. Problem Solving Activity (Ap, Des)</p> <p>Explain to the students that, as a young girl, Goldilocks' efforts to apologise to the Bear family were not successful. Ask them 'How could Goldilocks get the Bears to forgive her?'</p> <p>Each group offers one or two suggestions to the whole class.</p> <p>The teacher stands in the middle of the two circles. Tell students in the outer circle (Goldilocks) to raise their right hand and pretend to knock on the door. One of the bears (the inner circle) opens it and says, in a gruff voice, 'Who are you?' Goldilocks replies 'I am Goldilocks. Who are you?' Bear replies 'Mr (Mrs or Master) Bear,' and Goldilocks begins to offer apologies and repayments in kind, such as mowing the lawn, fixing the chair. Bear is to shake hands if he/she accepts the apology.</p> <p>Of course the Bears could be very difficult, fold their arms and say "Not enough," to each of Goldilocks' suggestions.</p> <p>Maybe some of the Bears have a softer heart and accept the offers of restitution and apology/reconciliation.</p>	<p>After reading pages 3, 4 and 5 of the story, ask the whole group for some ideas as to how Goldilocks could get the Bear family to forgive her. (No more than 4 or 5 ideas, e.g., mow their lawn, wash the car, do Marmaduke Bear's math homework.)</p> <p>Now use a <i>Doughnut</i> or <i>Inner-Outer Circle</i> strategy (see below).</p> <p>If you have 28 students, 14 are in the outer circle (they play the role of Goldilocks); the other 14 are in the inner circle (they declare to the Goldilocks opposite them whether they are Father, Mother or Master Bear).</p> <p><i>Note:</i> The two concentric circles are facing each other so that 14 discussions are taking place at the same time. After 1–2 minutes of discussion, ask the outer circle to move 3 to the right, so that a new negotiation now takes place. Each Goldilocks now has a different Father, Mother or Master Bear with whom to contend. Repeat this process 2–3 times. Then declare that the roles are reversed, with the outer circle becoming the Bears and the inner circle becoming Goldilocks.</p> <p>The aim of the discussion is to solve the problem. Students then return to their own groups, pool the information from the <i>Doughnut</i> and then do a <i>Think: Pair: Share</i> on the best strategy to effect reconciliation.</p>	<ul style="list-style-type: none"> • Problem solving • Creative thinking • Empathising • Risk taking • Group skills • Negotiation • Listening • Refining initial view points • Pressure thinking • OPV (Other Point of View) • Most of the Multiple Intelligences

