

PROMOTING LEARNING INTERNATIONAL (56 GRID) PLANNING MATRIX

(This matrix was devised by Ralph Pirozzo in 1997 & updated in 2004)

Student: The Average Student - Individual Learning Plan

Marketing Your Boat

Multiple Intelligences	Bloom's Taxonomy: Six Thinking Levels						
	Pre-Knowing	Knowing	Understanding	Applying	Analysing	Creating	Evaluating
<p><u>Verbal</u> I enjoy reading, writing & speaking</p>		2. Brainstorm all the different types of boats.	29. Use a Thinking Clouds to explore different ways that you can sell a product.	30. Prepare the necessary ads, brochures, videos, webpages, public presentations, media releases & feature stories (BROW).	31. Compare & contrast the best & the worst ad that you have seen.	<p><u>Real Assessment Task</u> Create a report/video/website/computer program titled "<u>Marketing Your Boat</u>".</p>	47. Present your Project to your class & receive feedback (use a criteria sheet).
<p><u>Mathematical</u> I enjoy working with numbers & science</p>		32. Review issues dealing with measurements & place value.	3. Use the PSDR method to predict what will happen to the various fruits & vegetables when placed in water (see activity 4).	4. Carry out activity 23 by using the PSDR Method. You will find this activity in the book titled: <u>50 Cooperative Learning Activities</u> .	33. Investigate how much you will you have to sell your boat in order to make a profit?	34. Estimate the cost of building your boat by including materials, labour & advertising (Trec/RedMast).	35. Could you have built the boat by using different materials?

<p><u>Visual/Spatial</u> I enjoy painting, drawing & visualising</p>		<p>1. Look at various boats.</p>	<p>5. Draw your own model boat and show it to your teacher.</p>	<p>6. Choose the designs & paints for your boat.</p>	<p>7. Apply the first coat of paint to your boat. Are you satisfied with the finished product? How could you improve it?</p>	<p>8. Investigate the best way to paint the boat in order to prevent it from rusting (TAP).</p>	<p>9. Assess your final shape & colours of your boat. Discuss ways to improve the shape & the colours.</p>
<p><u>Kinaesthetic</u> I enjoy doing hands-on activities, sports & dance</p>		<p>10. Find out what types of hobbies & sports passengers can play on board a boat.</p>	<p>11. Describe the main hobbies & sports that can be played on board a boat.</p>	<p>12. Build or reassemble your boat.</p>	<p>13. Categorise these hobbies & sports in terms of their value to senior passengers.</p>	<p>42. Identify the issues dealing with environmental health, safety, food requirements, fitness & sports.</p>	<p>43. Were your passengers satisfied with the food, hobbies & sports that was available to them? How do you know?</p>
<p><u>Musical</u> I enjoy making & listening to music</p>		<p>14. Name the type of music & entertainment that is usually available to passengers on board boats.</p>	<p>15. Match the type of music & entertainment to people of different ages.</p>	<p>16. Choose the music & entertainment that will be available to passengers on your boat.</p>	<p>17. Survey the type of music & entertainment that teenagers enjoy whilst on holidays. Will this music be suitable to older passengers?</p>	<p>18. Working with your group, compose a song/rap/dance (LDC).</p>	<p>19. Present your song/rap/dance. Is it appropriate for teenagers? Recommend improvements.</p>
<p><u>Interpersonal</u> I enjoy working with others</p>		<p>20. Review basic rules of working with others.</p>	<p>21. How are the different roles going to be assigned? Who will decide?</p>	<p>22. Working as a group, now commence your Marketing Plan.</p>	<p>23. How well did you work as a group? Survey every member of your group (TPSS).</p>	<p>44. Are your passengers satisfied with the food/customer service/hobbies? Devise a survey.</p>	<p>45. Evaluate the impact that your boat is likely to have on the environment (The Rake).</p>

<p><u>Intrapersonal</u> I enjoy working by myself</p>		<p>24. How do you feel when you are on board a boat (LDC)?</p>	<p>25. Express your feelings whilst on a boat in very rough seas (Y Chart).</p>	<p>26. Were you excited when your boat actually floated (TPS)?</p>	<p>27. Investigate your life as a boat builder!</p>	<p>28. Impersonate your favourite Captain (X Chart).</p>	<p>46. Is your boat building business likely to succeed?</p>
<p><u>Naturalist</u> I enjoy caring for plants & animals</p>		<p>36. List all the items that you will need to take on board.</p>	<p>37. Draw and/or photograph plants, animals & scenic sites whilst the boat is moving from one location to another.</p>	<p>38. Organise your own portfolio where you will keep your written observations, drawings, collections & photographs.</p>	<p>39. Select books, videos, CDs, films & nature simulations programs that will be available on board.</p>	<p>40. Create a map indicating nature walks, bird sites, rock formations, mountains, beach areas & tourist attractions that are located near the various places visited by the boat.</p>	<p>41. How difficult are these “areas of interest” for people of different ages & mobility?</p>

Content Descriptors / Learning Outcomes / Essential Learnings: _____

Resources: _____

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