

PROMOTING LEARNING INTERNATIONAL (48 GRID) PLANNING MATRIX

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

Student: Pat

Individual Learning Plan

Marketing Your Boat

Multiple Intelligences	Bloom's Taxonomy: Six Thinking Levels					
	Knowing	Understanding	Applying	Analysing	Creating	Evaluating
<p><u>Verbal</u> I enjoy reading, writing & speaking</p>	<p>2. Brainstorm all the different types of boats.</p> <p>19. What are the different ways that you can sell a product? (Thinking Cloud).</p>	<p>20. Explain different ways that you can employ to sell a product.</p> <p>21. Describe one of your favourite ads. Why is it effective?</p>	<p>24. Prepare the necessary ads, brochures, videos, webpages, public presentations, media releases & feature stories (<u>BROW</u>).</p> <p>25. Show your draft to your teacher and improve it as suggested.</p>	<p>22. Analyse the best way to market your boat.</p> <p>23. Compare & contrast the best & the worst ad that you have seen.</p>	<p>26. Real Assessment Task Create a report/video/website/computer program titled "<u>Marketing Your Boat</u>".</p>	<p>27. Assess your report/video/website/computer program (LDC).</p> <p>28. Present your Project to your class & receive feedback (use a rubric).</p>
<p><u>Mathematical</u> I enjoy working with numbers & science</p>	<p>Review issues dealing with measurements & place value.</p> <p>State what we mean by floating & sinking.</p>	<p>3. Use the PSDR method to predict what will happen to the various fruits & vegetables when placed in water (see activity 23).</p> <p>How will you float a potato in the centre of the bucket without using any strings or weights? (<u>WINCE</u>).</p>	<p>How much will you have to sell your boat in order to make a profit? (Trec/RedMast).</p> <p>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>.</p>	<p>Identify the major issues that you had to deal with in floating the potato in the centre of the bucket? (TAP).</p>	<p>Estimate the cost of building your boat by including materials, labour & advertising (Trec/RedMast).</p>	<p>Evaluate the PSDR method & WINCE strategy. Were these thinking tools of any value to you in solving these problems?</p> <p>Justify why your boat floated in the pool but not in the small tank.</p>

<p><u>Visual/Spatial</u> I enjoy painting drawing & visualising</p>	<p>1. Look at various boats.</p> <p>Locate various menus that can be used on your boat.</p>	<p>5. Draw your own model boat.</p> <p>Outline the various menus that will be available on your boat.</p>	<p>6. Choose the designs & paints for your boat.</p> <p>Illustrate your menus (W Chart).</p>	<p>10. Apply the first coat of paint to your boat.</p> <p>Use the Venn Diagram to compare two very different boats/menus.</p>	<p>7. Investigate the best way to paint the boat in order to prevent it from rusting. (TAP).</p>	<p>8. 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>11. Find out what types of hobbies & sports passengers can play on board a boat.</p>	<p>12. Describe the main hobbies & sports that can be played on board a boat.</p>	<p>Show how one of these hobbies & sports are played.</p> <p>9. Build or reassemble your boat.</p>	<p>13. Categorise these hobbies & sports in terms of their value to senior passengers.</p>	<p>Identify the issues dealing with environmental health, safety, food requirements, fitness & sports.</p>	<p>Were your passengers satisfied with the food, hobbies & sports that were 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>Match the type of music & entertainment to people of different ages.</p>	<p>Choose the music & entertainment that will be available to passengers on your boat.</p>	<p>15. Survey the type of music that teenagers enjoy whilst on holidays. Will this music be suitable to older passengers?</p>	<p>16. Compose a song/rap/dance (LDC).</p>	<p>17. Present your song/rap/dance. Is it appropriate for teenagers? Recommend improvements.</p>
<p><u>Interpersonal</u> I enjoy working with others</p>	<p>Review basic rules of working with others.</p>	<p>How are the different roles going to be assigned? Who will decide?</p>	<p>18. Commence your Marketing Plan.</p>	<p>How well did you work as a group? Survey every member of your group (TPSS).</p>	<p>Are your passengers satisfied with the food/customer service/hobbies? Devise a survey.</p>	<p>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>How do you feel when you are on board a boat? (LDC).</p>	<p>Express your feeling whilst on a boat in very rough seas (Y Chart).</p>	<p>Share with others your excitement when your boat actually floated.</p>	<p>Investigate your life as a boat builder!</p>	<p>Impersonate your favourite Captain (X Chart).</p>	<p>Carry out a SOWC Analysis on the success of your business.</p>

<p><u>Naturalist</u> I enjoy caring for plants & animals</p>	<p>List all the items that you will need to take on board such as binoculars, running shoes, mosquito repellent, sunscreen lotion, hat & suitable clothing.</p>	<p>Draw and/or photograph plants, animals & scenic sites whilst the boat is moving from one location to another & during the time that you are allowed on land.</p>	<p>Organise your own portfolio where you will keep your written observations, drawings, collections & photographs.</p>	<p>Select books, videos, CDs, films & nature simulations programs that will be available on board. On what basis will you select this material?</p>	<p>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>How difficult are these “areas of interest” for people of different ages & mobility? In other words, are they accessible to people on wheelchairs? Rate them & then recommend changes if necessary.</p>
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Content Descriptors / Learning Outcomes / Essential Learnings: _____

Resources: _____

This unit has been created by Ralph Pirozzo



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