

# PROMOTING LEARNING INTERNATIONAL (56 GRID) PLANNING MATRIX

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

Student: The Gifted & Talented 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 &amp; speaking</p>			<p>11. Explain different ways that you can employ to sell a product.</p>	<p>40. Prepare the necessary ads, brochures, videos, webpages, public presentations, media releases &amp; feature stories (BROW).</p>	<p>13. Analyse the best way to market your boat.</p> <p>12. Compare &amp; contrast the best &amp; the worst ad that you have seen.</p>	<p><u>Real Assessment Task</u> Create a report/video/website/computer program titled "<u>Marketing Your Boat</u>".</p>	<p>41. Assess your report/video/website/computer program (LDC).</p> <p>42. Present your Project to your class &amp; receive feedback (use a criteria sheet).</p>
<p><u>Mathematical</u> I enjoy working with numbers &amp; science</p>			<p>1. Predict what will happen to the various fruits &amp; vegetables when placed in water (PSDR).</p> <p>3. How will you float a potato in the centre of the bucket without using any strings or weights? (WINCE).</p>	<p>2. Carry out activity 23. You will find this activity in the book titled: <u>50 Cooperative Learning Activities</u>. Use the PSDR Method.</p>	<p>4. Identify the major issues that you had to deal with in floating the potato in the centre of the bucket? (TAP).</p>	<p>14. Estimate the cost of building your boat by including materials, labour &amp; advertising (Trec/RedMast).</p>	<p>6. Evaluate the PSDR method &amp; WINCE strategy. Were these thinking tools of any value to you in solving these problems?</p> <p>5. Justify why your boat floated in the pool but not in the small tank.</p>

<p><b><u>Visual/Spatial</u></b> I enjoy painting, drawing &amp; visualising</p>			<p>7. Draw your own model boat.</p>	<p>8. Choose the designs &amp; paints for your boat.</p> <p>18. Illustrate your menus (W Chart).</p>	<p>17. Use the Venn Diagram to compare two very different boats/menus.</p>	<p>10. Investigate the best way to paint the boat in order to prevent it from rusting. (TAP).</p>	<p>9. Assess your final shape &amp; colours of your boat. Discuss ways to improve the shape &amp; the colours.</p>
<p><b><u>Kinaesthetic</u></b> I enjoy doing hands-on activities, sports &amp; dance</p>			<p>15. Describe the main hobbies &amp; sports that can be played on board a boat.</p>	<p>14. Complete Activity 51 (Build or reassemble your boat).</p>	<p>16. Categorise these hobbies &amp; sports in terms of their value to senior passengers.</p>	<p>23. Identify the issues dealing with environmental health, safety, food requirements, fitness &amp; sports.</p>	<p>32. Were your passengers satisfied with the food, hobbies &amp; sports that were available to them? How do you know?</p>
<p><b><u>Musical</u></b> I enjoy making &amp; listening to music</p>				<p>19. Choose the music &amp; entertainment that will be available to passengers on your boat.</p>	<p>20. Survey the type of music/entertainment that teenagers enjoy whilst on holidays. Will this music be suitable to older passengers?</p>	<p>21. Working with your group, compose a song/rap/dance (LDC).</p>	<p>22. Present your song/rap/dance. Is it appropriate for teenagers? Recommend improvements.</p>
<p><b><u>Interpersonal</u></b> I enjoy working with others</p>			<p>24. How are the different roles going to be assigned? Who will decide?</p>	<p>39. Working as a group, now commence your Marketing Plan.</p>	<p>30. How well did you work as a group? Survey your group (TPSS).</p>	<p>31. Are your passengers satisfied with the food/service/hobbies? Devise a survey.</p>	<p>33. Evaluate the impact that your boat is likely to have on the environment (The Rake).</p>
<p><b><u>Intrapersonal</u></b> I enjoy working by myself</p>			<p>25. Express your feeling whilst on a boat in very rough seas (Y Chart).</p>	<p>26. Were you excited when the 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>29. Carry out a SOWC Analysis on the possible success of your boat business.</p>

<p><b><u>Naturalist</u></b> I enjoy caring for plants &amp; animals</p>			<p>34. Draw and/or photograph plants, animals &amp; scenic sites whilst the boat is moving from one location to another &amp; during the time that you are allowed on land.</p>	<p>35. Organise your own portfolio where you will keep your written observations, drawings, collections &amp; photographs.</p>	<p>36. Select books, videos, CDs, films &amp; nature simulations programs that will be available on board. On what basis will you select this material?</p>	<p>37. Create a map indicating nature walks, bird sites, rock formations, mountains, beach areas &amp; tourist attractions that are located near the various places visited by the boat.</p>	<p>38. How difficult are these “areas of interest” for people of different ages &amp; mobility? In other words, are they accessible to people on wheelchairs? Rate them &amp; 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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