

LONG TERM CHALLENGE EXAMPLE

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INTRODUCTION

For many years, The Haiku Grand Master and the Haiku Apprentice have been helping the Arts Council of Nimboniawith their creative projects. They have been able to write spells in haiku that have vastly increased the creativity of those who have sought their help. Now they are in a fix as their old Haiku spells are no longer working.

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CHALLENGE

With the assistance of two famous poets, the Grand Master and the Apprentice have had to create new spells in different verse form and demonstrate the effectiveness of these new spells to the Arts Council. The poets available for consultation are Spike Milligan, William Shakespeare, Lord Byron, A.B. Paterson, Ogden Nash and Dr Seuss.

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PRESENTATION

- Portray the current language used by the Haiku Master and the Apprentice
- Develop the scenario used to choose the two poets
- Demonstrate an accurate depiction of the chosen poets and their works
- Create two new spells using each of the poetic forms of the two chosen poets Show how these new spells increase creativity within Nimbonia.



COLLABORATIVE LEARNING

The task is designed for students to work in groups. Skills in task sharing, negotiation and conflict resolution and task delegation are encouraged.

HIGHER ORDER THINKING

Challenges guide students through a hierarchy of thinking, moving from knowing through to creating and evaluating.

HABITS OF MIND

Some of the Habits of Mind that could be a focus during the challenge preparation include persisting, listening to others, thinking interdependently and finding humour.

THINKING SKILLS

Exploring a number of different contexts for the spells places students in a position where they need to evaluate a range of possible options.

In order to define the challenge, students must first explore the abstract quality of creativity. Students are required to engage with ambiguity and generate a range of options, and evaluate the worth of these against their own and other people's views, as they come to understand the concept of creativity. Selected thinking tools can be applied to broaden their understanding and evaluate responses.



ENGLISH

The solution to the challenge requires a strong understanding of the selected poets, the issues and themes they explore and the various structures employed.

Dramatisation of the solution encourages students to develop skills in characterisation, and persuasive language.

Students present a written piece that demonstrates their ability to manipulate structures and features of the genres; poetry and script.

THE ARTS

This presentation format is student centred and encourages novel use of recycled materials for costumes. Stagecraft becomes a factor as students perform in front of an audience.