

Life Skills

WHAT LIFE SKILLS CAN YOU LEARN FROM LOOKING AFTER A CALF

ESSENTIAL QUESTION

How can I use the skills I learnt rearing my calf in other areas of my life?

WHAT ARE WE LEARNING?

- To identify the skills we learn and use in our everyday lives
- To transfer the abstract skills learnt in one situation to other areas of life
- Learning new skills is important to our personal growth and development

TRY THIS WITH

- Years 3-4
- Students who have an interest in learning a variety of skills
- Students who love critical thinking

FIND

- Choose
- Show
- Relate
- Observe
- Tell
- Retell

Ask your students what they think a skill is. When do students think they would use skills? What do they use them for? How do they get them? Why do they think they need different skills?

Agree on a class definition and record.

Compile a list of all the skills the students think they have.

Make brief notes about where and when they use and learnt these skills.

Select one skill per student (or in groups) and have students teach the rest of the class about their skill. Use podomatic to create a class podcast of the 'lesson'.



APPLY

- Analyse
- Examine
- Order
- Highlight
- List
- Speculate

Discuss Rosie's Calf Club game and identify and create a class list of the skills the students think they have learnt or used from looking after a calf.

Discuss how the skills that are learnt or used in one area of life can be transferred.

Compare the two lists of skills and highlight any that are the same.

Complete research to see if students can add to the list by investigating the different skills a farmer – use the 'Who's Who on a Dairy Farm' as a starter.

PRODUCE

- Adapt
- Agree
- Improve
- Value
- Assess
- Persuade

Use the lists of skills involved in rearing a calf to record the following thinking:

1. Identify and list where they already use these skills in other areas of their life
2. Identify what other jobs, hobbies or situations might teach them the same skills
3. Record other situations where these skills will be useful

For example, when rearing a calf students learn to follow a list of necessary jobs everyday without exception. This will help them to set a homework routine or commit to an after school job.

Use a class Google Doc to collate findings.



SUCCESS CRITERIA

Students can check if they have completed the task successfully by:

Using the original list of skills. For every skill listed they should have identified three things:

- Where they are using that skill already in other areas of their life
- What other things teach them the same skills
- When that skill will be useful in other areas of their life. In other words when might they need these in the future?

PRINCIPLES	VALUES	KEY COMPETENCIES	LEARNING AREAS	WORD BANK	RESOURCES REQUIRED
High expectations Coherence	Innovation, inquiry and curiosity Integrity	Thinking Managing self Relating to others	Social Sciences Science	Skills Transferred Future Routine	Rosie's Calf Club Game Who's Who on a Dairy Farm? Factsheet