

Example 11

Decorating display boards for the Mid-Autumn Festival: Developing collaborative problem solving skills and promoting national and global understanding

Subject: General Studies for Primary Schools

Levels: Key Stages 1-2

Activity: Decorating display boards for the Mid-Autumn Festival celebration

Learning objectives

- To strengthen knowledge of the Mid-Autumn Festival;
- To form a better understanding of Chinese culture and the development of our country and develop a global perspective by broadening views on the Mid-Autumn Festival;
- To develop collaborative problem solving skills (CPS), which require collaboration and good communication among peers, and group engagement to solve an authentic problem (i.e., decorating display boards); and
- To widen perspectives in collecting and selecting materials from various sources and arrange them for display.



The image is a presentation slide with a teal background. On the left, there is a large, stylized gear-like shape with a dark blue center containing the text: "Example for Developing Collaborative Problem Solving Skills (CPS) and Promoting National and Global Understanding". To the right of this shape, the title "Decorating display boards for Mid-autumn Festival" is written in a large, white, serif font. Below the title, there is a white rectangular box containing an illustration of three stylized human figures (green, orange, and blue) interacting with a series of interlocking gears of different colors (yellow, blue, red, green). In the bottom right corner of the slide, the text "For KS 1-2" is written in a small, white, sans-serif font.

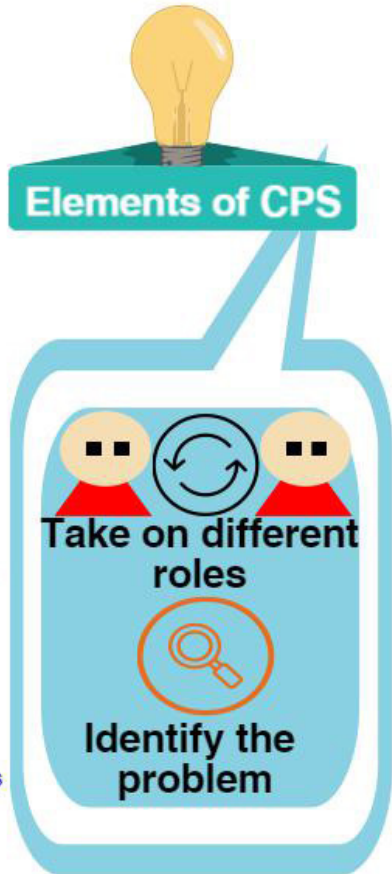
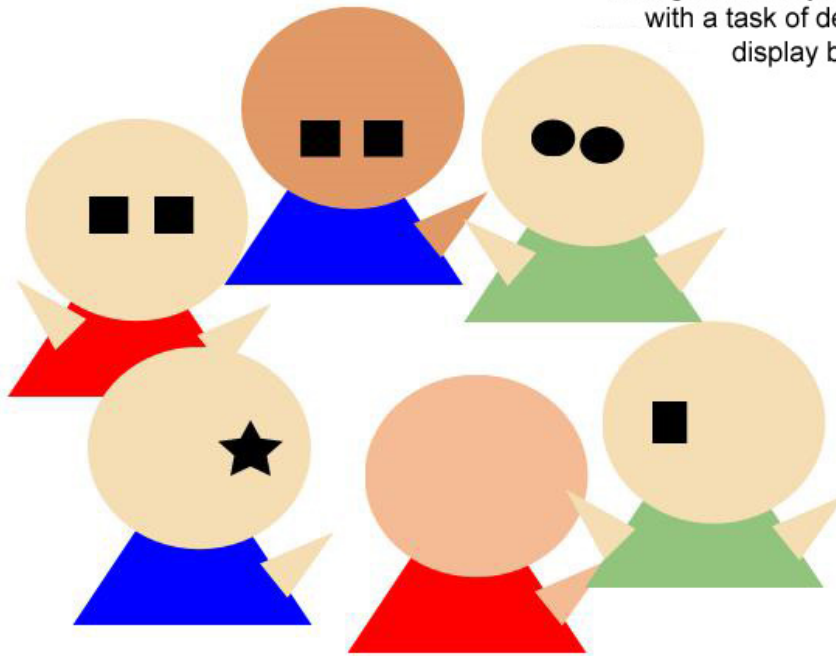
Decorating display boards
for Mid-autumn Festival

Example for
Developing
Collaborative Problem
Solving Skills (CPS)
and
Promoting National
and Global
Understanding

For KS 1-2

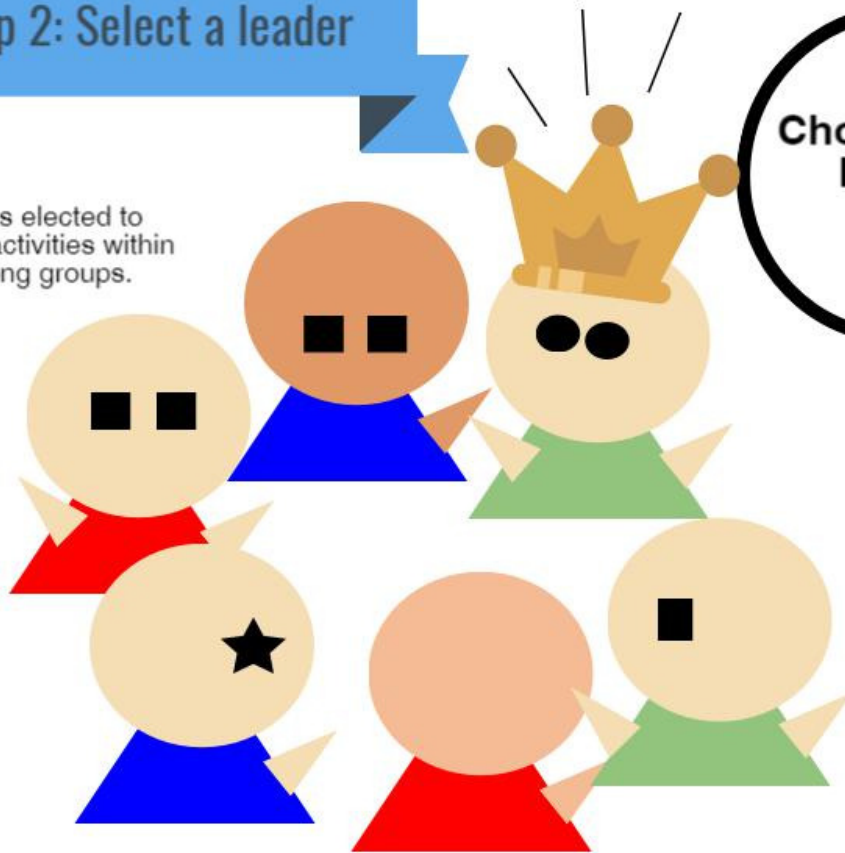
Step 1: Get into groups

Students are divided into groups of 6-8 according to different strengths and styles and assigned with a task of decorating the display board.



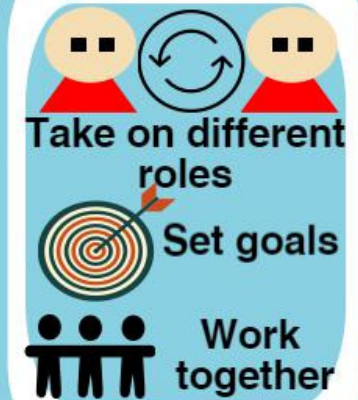
Step 2: Select a leader

A leader is elected to coordinate activities within and among groups.



Choose your leader.

Elements of CPS



Step 3: Choose a topic

In groups, students are given autonomy to formulate/choose their topics according to their strengths, interests and preferences.

Brainstorm on words related to Mid-autumn Festival.

Mid-autumn Festival

legends

Lantern Festival in some countries

development of aerospace technology in China



Establish a common understanding



Identify and capitalise on the talents and potential of members

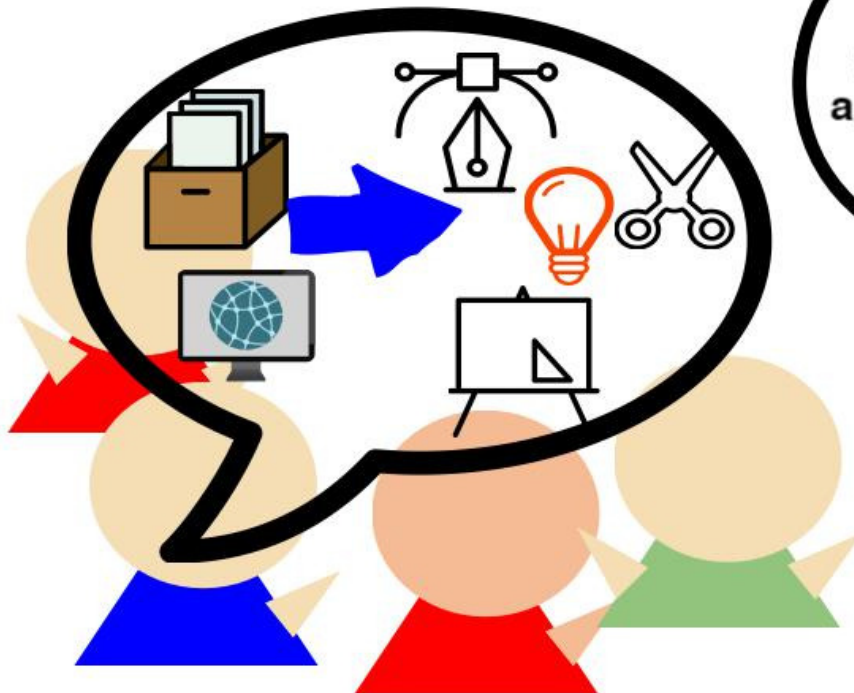
Step 4: Reach consensus

In groups, students are encouraged to work out a means to reach consensus, e.g. voting and drawing lots.



Step 5: Brainstorm and design

In each group, students brainstorm ideas for formulating the content and design for board decoration as well as their work plan based on information collected.



Show your appreciation!

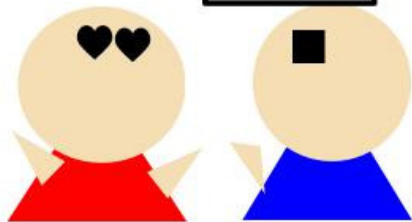


Elements of CPS

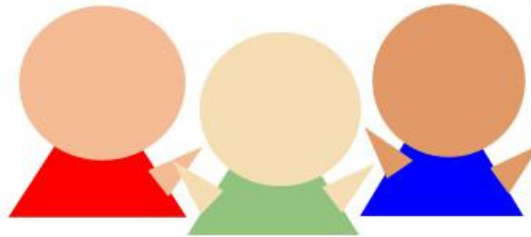
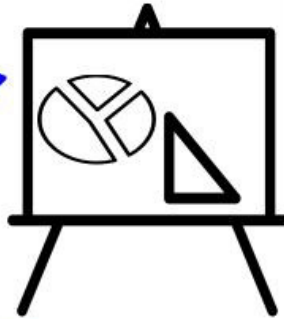


Steps 6 & 7: Organise and display

Students organise their information by classifying, comparing, ranking, synthesising, etc



Students select and make adaptive use of the collected materials and display them in various formats according to their strengths.



Have you ever thought of dealing with the problem in another way?

Elements of CPS



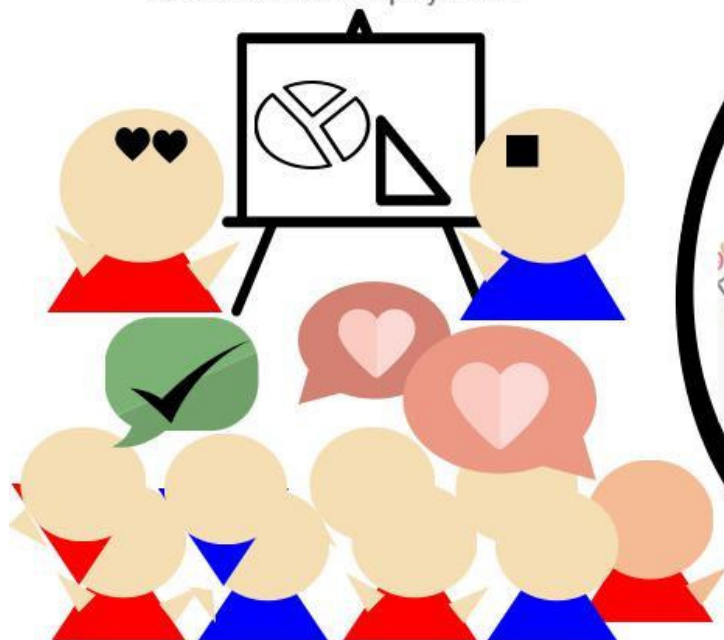
Select a problem solving strategy



Execute actions that comply with the planned distribution of roles and make adjustment when necessary

Step 8: Present and evaluate

Each group presents to the class the main features of their display board.



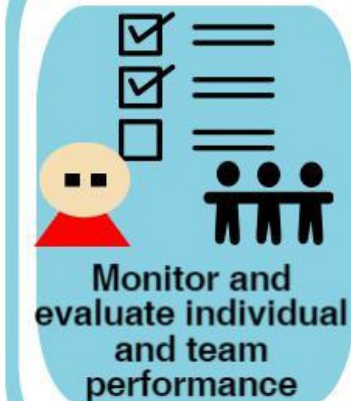
Students review and reflect on the problem solving experience

Good analysis. Well done, Group A!



The teacher develops a feedback form for peer assessment based on descriptors of collaborative problem solving skills

Elements of CPS



If you are interested in generic skills and their integrative use, read also Examples 6, 10 and 12.

If you are interested in the promotion of national and global understanding, read also Examples 7, 15, 22 and 23.