



We are the creators of our own legacy


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The Scots College


Workshop overview

- Our **objective**: to demonstrate and model the collaborative process that unearths creativity in our boys through the *Living Historians* program.
- Overview of *Living Historians* program
- Samples of work from 2011 LH
- Placemat task – what is legacy?




The Scots College

- Established 1893
- Inspire boys to lead, learn and serve as they strive for excellence together
- Scots is a non-selective Presbyterian GPS boys' school for day and boarding students



Workshop overview

- Questioning Sample (reflective/follow up questioning)
- Short interviews – creating your living history
- Defining your 'mantra' to live by
- Conclusion: 2011 reflection video




Stage 3 perspective

- 10 Classes Yrs 5 & 6 (250 Boys)
- Specialist teachers in Art, Music, Dance, Drama, Languages and PDHPE
- Laptop program Years 5-12 inclusive
- Shift of platform to Mac 2010 - completed in 2011





Overview of LH program

- The concept of the *Living Historians* program evolved from the Holocaust survivors oral history program held at Masada College in Sydney.
- Draws on different cultures who value oral history
- The program highlights the importance of the unwritten histories of ordinary people, who have done extraordinary things.





Overview of LH program

- This program aims to enrich the educational experiences of our boys, by providing an opportunity to develop a partnership with our local community.
- The program gives our boys a broader understanding of a life that they have only read about or seen in films.




The Theory in Practice

- Boys are grouped according to ability, confidence in speaking and learning styles (three to four per group).
- 40 'Living Historians'
- Old Boys
- Attendees of a recent computer skills program
- Members of the local community.


The Scots College Preparatory School
Unit Planner

SECTION 1
Unit Title: Living Historians
Key Learning Area: HSIE Content Strand: Cultures / Change & Continuity Duration: 9 weeks of 2 x 3 50 minute lessons
Stage: Three Year Level: Five Term / Year: Three / 2011

SECTION 2 – BIG IDEAS



Unit Concept:
The present, the future and the past are always tied together.

Essential Idea: When a 'Living Historian' tells their story, students are offered a unique view of the past.	Enduring Understanding: We are the creators of our own legacy.
Global Context: ✓ Historical ✓ Social Phenomena ✓ Cultural Heritage ✓ Human Nature	Honours Scholar Values: Brave Hearts Bold Minds Courage Wisdom Collaboration Creativity Compassion Curiosity Humility Reflection Optimism Vision



The Theory in Practice

- Three allocated lessons per week (50 mins) – teacher directed sessions, group discussions, final product development.
- Two interviews with historians
- Final presentation session
- Reflection work – 'mantra' / legacy

SECTION 3 – LEARNING INTENTIONS


BOS Outcomes:
Students will:
CO3.1 Explain the significance of particular people, groups, places, actions and events in the past in developing Australian identities and heritage.
CO3.2 Describe different cultural influences and their contribution to Australian identities.

Indicators:


- Use different kinds of data to obtain information
- Identify evidence to support a particular idea
- Identify additional information and/or interpretations that may need to be gathered
- Represent data in a variety of ways, e.g. written report, pictorial work
- Work with others and in groups and determine how to report on group investigations
- Contribute to decision-making at appropriate levels, such as the groups work or the class.

Trans-disciplinary Skills


Research	Thinking
• Defining	• Application
• Locating	• Analysis
• Selecting	• Synthesis
• Organising	• Evaluation
• Presenting	• Intuition
• Assessing	• Innovation
Collaborative	Organisational
• Negotiation	• Planning
• Delegation	• Time Management
• Communication	• Resource Management
• Active Listening	• Presentation
• Empathy	



A Sample final product



Peter Clarke FINAL




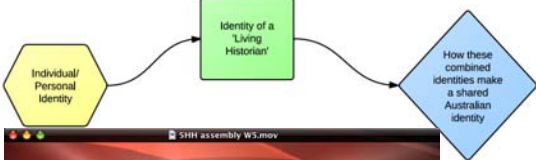

Developing 'GOOD' questions

If you had your life to live over what would you do differently and why?
What do you think is important for me to know about regrets?


What did you do for fun when you were growing up?
What do you think is important for me to know about fun?

At what age did you start work and why?
How long is the longest you stayed in one job?
What do you think is important for me to know about work?


Have you had any big successes?
What do you think is important for me to know about good times and success?

5HH Identity





Short interviews in Pairs*



Using the questions provided on the next slide as a starting point, choose someone you don't know to interview!


Structure:

- Eight minutes – conduct two interviews (four minutes each)
- Flip cam demonstration


Questions to ask

- Who ...
- Why ...
- What caused ...
- When did ...
- Where ...
- How did ...
- What is ...
- What will happen when ...



Sample Questions

- Who/what/where/when/why?
- Where was your first teaching position?
- How has this influenced your teaching and pedagogy today?
- Who is the student you remember most throughout your career?
- What made this student memorable?
- Which teacher from your own schooling days do you remember most? Why?
- Are there any elements of their practice that you have adopted?
- How would your students describe you?
- In your retirement farewell speech, your colleagues will refer to you as the teacher/person/leader who...



Technology to unearth creativity

Moving into the next century

We are all here because of the sum total of everyone in our family tree, doing the best they could to make sure the next generation had the best start they could give them.

Like a running relay – we have now had the baton passed to us to carry our family forward. Each of our decisions makes a difference to the outcome of our family's next hundred years.

MR BRUCE BROWN

NEVILLE ADAMS

Moving into the next century

The students look at this in several areas of their own lives:

- Physically
- Spiritually/Religiously
- Mentally
- Relationally
- Emotionally

• Students write down one (or more) ways they are committed to ensuring their family moves into the 21st, and 22nd Centuries as best as they can.

Seeing creativity in practice.

• Sample Year 5 Placement task activity – What is legacy?

Defining your 'mantra'

- Enduring understanding = we are the creators of our own legacy
- Culminating all ideas from interviews
- Review quotations to help develop mantra
- Beginning with the end in mind
- Unpacking creativity [worksheet](#)

Keep your thoughts positive
 because your thoughts become
 your words.
 Keep your words positive
 because your words become
 your behavior.
 Keep your behavior positive
 because your behavior becomes
 your habits.
 Keep your habits positive
 because your habits become
 your values.
 Keep your values positive
 because your values become
 your destiny.
 — Mahatma Gandhi

Moving into the next century

As Mother Teresa said:

“Yesterday is gone. Tomorrow has not yet come. We have only today. Let us begin.”

“What are you doing to provide the best head start for your family to be successful in the 21st Century?”



2011 reflection video

