

Gingerbread Horse Campaign

Learning Module for Schools

Aim - The purpose of the programme is to:

- teach students about the opportunities the New Zealand Riding for the Disabled provides for people with disabilities
- provide students with an authentic context to work co-operatively, developing and implementing a plan to raise money for the New Zealand Riding for the Disabled.

New Zealand Curriculum Links

Appropriate links can be made to both the Social Sciences and Technology curriculum, across Levels 2, 3 and 4. Possible achievement objectives include:

- Students will undertake planning to identify the key stages and resources required to develop an outcome. Revisit planning to include reviews of progress and identify implications for subsequent decision making. (3)
- Students will explain the outcome they are developing and describe the attributes it should have, taking account of the need or opportunity and the resources available. (2)
- Understand how people participate individually and collectively in response to community challenges. (4)

Key Competencies

Managing self; Relating to others;
Participating and contributing; Thinking;
Using language, symbols and texts

Thinking Skills

A-Z Key, Fishbone, De Bono's Thinking Hats,
POOCH, SCAMPER.

Gingerbread Horse Key Learning Concepts

By taking part in the Gingerbread Horse programme, students will:

- describe how the New Zealand Riding for the Disabled assists individuals in their personal, physical, social and emotional development
- explain that economic systems involve development, production, distribution, sales and consumption
- identify goals, plan activities, manage time and resources effectively
- establish individual roles and responsibilities in order to achieve the team goal; contributing and interacting to achieve the team goal
- select appropriate forms of communication, communicating clearly and coherently.

Teaching and Learning Sequence

The aim of this sequence of learning experiences is to provide support for teachers in guiding their students through the process of creating and selling Gingerbread Horses. It is anticipated that the process will vary from 1-2 weeks, depending on the extent of the students' involvement. Teachers have the freedom to adapt this sequence to meet the needs of their students, school and community. Links are provided for the teaching strategies and resources used throughout.

Learning Experience One

Learning Intention: To explain what the New Zealand Riding for the Disabled is and how it helps people with disabilities and challenges.

Tuning In:

In co-operative groups, students use **A-Z tool** to brainstorm words associated with horses within a set timeframe e.g. 5 minutes. Share.

Finding Out:

Introduce the idea of the NZRDA, making any links with relevant content to come out of A-Z brainstorm. View the youtube clip <https://www.youtube.com/watch?v=OLurYU8PcZQ>

Students to watch and listen for ways the RDA provides support for people.

Going Further:

Using a selection of the following case studies, students are to complete a **Fishbone graphic organiser** outlining examples of how the NZRDA has positive effects on riders' physical, psychological, social and sporting development, along with positive consequences that the volunteers see and the for families involved.

Round Robin or Jigsaw co-operative strategies could be used.

- http://www.rda.org.nz/Profiles/Rider_Danielle.htm
- http://www.rda.org.nz/Profiles/Rider_Jazmyn.htm
- http://www.rda.org.nz/Profiles/Rider_Jordan.htm
- http://www.rda.org.nz/Profiles/Rider_Carolyn.htm
- http://www.rda.org.nz/Profiles/Rider_Daniel.htm
- http://www.rda.org.nz/Profiles/Rider_Imogen.htm

Students could identify whether the consequences of involvement with the NZRDA are positive, negative, short term or long term.

Drawing Conclusions:

Using the **14PCR** strategy, students write a one sentence definition of what the New Zealand Riding for the Disabled is.

Reflecting:

This could be done orally using the **Donut Circle** strategy.

White hat thinking – What facts have you learnt about NZRDA?

Yellow hat thinking – What are the positives about NZRDA?

Black hat thinking – What are some of the problems that NZRDA might have to deal with?

Red hat thinking – How do you feel about what NZRDA does?

Green hat thinking – What are some possible ideas about how we could help NZRDA?

Learning Experience Two

Learning Intention: To explain the things that the Riding for the Disabled needs to raise money for and identify how we can help them.

Tuning In:

Silent Card Shuffle. In co-operative groups, students to organise the Shuffle Cards provided.

Share back how groups chose to categorise images. Discuss how these relate to the Riding for the Disabled.

Finding Out:

View Youtube clip https://www.youtube.com/watch?v=D_AztEXJCv8

Ask students to listen for how many RDA Groups there are in New Zealand and what things these RDA Groups need to raise money for.

Taking Action:

Introduce concept of working in teams to produce and sell Gingerbread Horses, donating the money raised to New Zealand Riding for the Disabled.

Share the roles within each team advertised in the Situations Vacant Column – these are:

- CEO
- Treasurer
- Production and Design Manager
- Sales and Marketing Manager.

Groups may be formed by student choice and roles applied for within the formed groups, or groups could be teacher formed based on job applications.

The job application process could involve either an Employment Application Form or the submission of a Job Application Letter.

Learning Experience Three

Learning Intention: To identify the qualities of an effective fundraising team and to decide how to organise the ingredients required to make the Gingerbread Horses.

A decision will need to be made about how to either gather the required ingredients on a team or class level, or some classes may like to raise seed money to buy the ingredients.

The teacher may prefer to make this decision for the learners, or it may be appropriate to open this up for the class to decide on and organise.

Tuning In:

Form groups and allow students an opportunity to generate a team name.

Finding Out:

Watch the following Youtube clip <https://www.youtube.com/watch?v=cSGr2Ot0XJk> asking students to watch and listen for ways riding at the Riding for the Disabled requires teamwork.

Think-pair-share and establish what characteristics of teamwork are shown. Which of these qualities will we need to apply in our teams to be successful in the Gingerbread Horse campaign? Record.

Taking Action:

Here are possible strategies and tools to use if students are to be involved in the collection of seed money and/or ingredients needed to make the Gingerbread Horses.

Teachers could select one from each category, or combine as appropriate.

Co-operative Brainstorming – Generating ideas for how to collect seed money or ingredients:

- **Give One, Get One**
- **Placemat Consensus**
- **Snowballing**

Decision Making – Deciding which idea is going to be the most effective and appropriate:

- **POOCH**
- **Four Corners** - When students meet in their chosen corner, get them to discuss the pros and cons of their choice. How easy will it be to organise?

How likely is it that we will be able to gather everything that we require?

Learning Experience Four

Learning Intention: To learn about our specific roles in the team.

Taking Action:

C.E.O.

LI: To create a plan.

- [CEO Task Sheet \(includes Fundraising Plan Organiser\)](#)
- Meet with CEOs to discuss Food Safety guidelines and model how to fill in the Fundraising Plan graphic organiser.
- CEOs to develop plan for own team.

Treasurer

LI: To fill in a balance sheet.

- [Treasurer Task Sheet \(includes Cash Book\)](#)
- Meet with Treasurers and model how to fill in cash book.

Sales and Marketing

LI: To analyse and create advertisements.

- [Sales & Marketing Manager Task Sheet](#)
- Meet with Sales and Marketing Managers to share write an example of a persuasive written advertisement and discuss shared advertising posters, along with ideas for their own.

Production and Design

LI: To identify the steps in baking the Gingerbread Horses, create decorating designs and identify ingredients required.

- [Production & Design Task Sheet](#)
- Meet with Production and Design Managers to set criteria and boundaries around the number of designs and resources available for decorating.
- Students will generate a Decorating Ingredients List.

Learning Experience Five (and beyond)

Learning Intention: To learn about our specific roles in the team.

Taking Action:

- Students to continue and complete individual and group planning.
- Groups to bake, decorate and package Gingerbread Horses as outlined in the Registration Pack.
- Students to follow their Sales and Marketing Plans advertise and sell the biscuits.
- The Treasurers are responsible for collating the final amount raised by their group to be donated to the Rising for the Disabled.
- The donation process is outlined in the Registration Pack.

Reflecting:

- **LI: To reflect on our team's fundraising venture.**
- Students to complete the [Six Thinking Hat Reflection](#).

Co-operative Strategies

Donut Circle

1. Inside Circle and Outside Circle facing each other.
2. Take it in turns to speak and listen in response to question.
3. One circle moves a given number of places to discuss next question.

Four Corners

1. Post 4 different solutions in each corner of room.
2. Have the students move to the corner with the solution they find most appropriate.
3. Discuss why they think their corner is the most appropriate solution.
4. Each group shares with the whole class why they think that solution is best.

Give One, Get One

1. In teams, learners brainstorm Give One items without writing them down.
2. When they agree they have come up with a good Give One item, they each, in their own words write it in the Give One column. (Provide learners with a worksheet with 2 columns – one column titled Give One, the other Get One.)
3. When their Give One column is full, the team stands. When all teams are standing, each learner puts up a hand and moves to find a new Learner.
4. In pairs, learners each give one idea and get one idea. Learners write the idea they received in their own words in the Get One column.
5. Pairs part. Learners put a hand up until they find a new partner and then again Give One & Get One.
6. When their form is full, learners stand at the side of the room offering to Give One to anyone whose form is not yet full.
7. When all learners have finished their forms, they return to their teams and share the ideas they have received.

Jigsaw

1. Each student receives a portion of the materials to be introduced.
2. Students leave their "home" groups and meet in "expert" groups.
3. Expert groups discuss the material and brainstorm ways in which to present their understandings to the other members of their "home" group.
4. The experts return to their "home" groups to teach their portion of the materials and to learn from the other members of their "home" group.

Placemat Consensus

1. Each team is given a placemat on a large piece of paper. (A placemat consists of four boxes with an additional box set in the middle of the page for consensus items.)

2. Explain to the students that they are individually brainstorming ways to raise seed money to buy the ingredients to bake and decorate the Gingerbread Horses/ways to gather the ingredients to bake and decorate the Gingerbread Horses.
3. Students all record their ideas simultaneously in their individual space, writing as many ideas as they can in the time allotted.
4. Going around all the team members, ideas are shared and discussed. If there is a consensus that an idea is important, write it in the middle box.
5. Discuss and rank items in consensus box to reach the most preferred solution.

Round Robin

1. Each student or group is given a graphic organiser. Each group has a different information sheet.
2. After an allocated time, give a signal then change information sheets.

Silent Card Shuffle

1. Spread cards out on table.
2. Without talking or whispering rearrange the cards.
3. Talk and question each other about the placement.
4. Circle and see what other groups have done.
5. Return and Refine.

Snowballing

1. Students have 2 minutes to record as many different ideas they have individually.
2. In pairs, students have 3 minutes to share their lists, agree on which ones they think are going to be most effective and leave out ones which they think are least effective.
3. Forming a group of 4, students have 3 minutes to share their most effective ideas and select the two best ideas.
4. The snowball could continue into groups of 8 following the same process.

Think-pair-share

1. Individual students are given time to think and maybe write their responses.
2. Pairs of students read and/or discuss their responses.
3. A few students are called on by the teacher to share their thoughts and ideas with the whole class.

14PCR

- 1 Write a definition on your own.
- 4 Share with 3 others and create a synthesised version.
- P Publish it.
- C Circle the room (leave a “defender” behind) reading and discussing other groups’ ideas.
- R Return and Refine what you have.

Acknowledgements

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