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Connecting	Stretching	Transferring	
Topic: 3a About Resourcefulness		Activity: Whose Wallet?	

What you are trying to achieve ...

Enable students to use and recognise the learning habits of resourceful people.

Set up the Learning Challenge

- Pairs or trios
- Give out the learning challenge and describe a scenario within which to fit the activity.
- Challenge 1: “Before you see the resources, what are the basic questions that you think they would be looking to find out?”
- Ask the students to generate their own questions.

Extend the challenge

- Distribute a plastic bag containing all that was in the person’s own wallet (see Resource).
- Challenge 2: “Can you answer your basic questions about the person from the evidence you have?”
- Encourage students to imagine and reason further aspects of the person’s life.
- Challenge 3: “Who can recreate the fullest picture of what this person is like and has done? What are the higher level questions that you might be able to work out now?”

[They may begin to imagine and reason — the person’s family and relationships, movements over a particular period of time, interests, opinions and lifestyle.

Allow students to generate their own questions and only prompt further depth once they are under way.]

- In summative plenary, distil all that is known and might be surmised about the person in question. Pose a further question: “As a resourceful detective, how would you continue your enquiry to test out some of your hypotheses?”

Debrief and rate for learning stretch

Explore how students used resources to dig beneath the surface and find out things that weren’t immediately apparent. In groups ask them to consider the following:

- What types of questions did you pose at different points?
- How did you seek to answer these **questions**?
- In what ways did you **make links** between different resources to try and put a full picture together?
- What did you **imagine** about the person and upon what was your imagination based?
- How did you work **logically** with the resources to make sense of people and events?
- Did you **capitalise** on all of the resources in the wallet and what other resources did you use (e.g. your own experience and knowledge of other things)?
- What other resources might a detective use to get more precise information?

Extend

Enable students to recognise that resourceful people use all of these five capacities, and do so consciously and carefully because they are in the habit of saying things like:

- What are we trying to find out?
- How do/might separate things link together?
- What can we imagine beyond what we know?
- Can we think this through logically and make sense of it?
- Have we used all the resources available to us as fully as possible?

Use the rating wheel and ask groups to critique their work by acknowledging which of the key resourceful habits they used fully, which they underused, and which other habits they were using too.

Move on to Transferring activities and the Learning Log.

Things to Try ...

Ask students to create a similar resource pack based upon a fictional or well known person.

Coaching Notes

Learning Challenge

DIY Resource

Rating Wheel


www.blp.uk.com

Stretching

Coaching Notes

3a About Resourcefulness

3a-S-Resourceful-CN.pdf

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