



Indie's Fleas



Self Management: to break down a task into small steps





Generic Task

Steps To Success



Learning objective

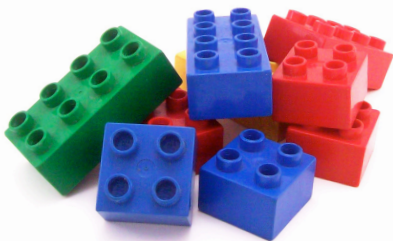
Self Management: to break down a task into small steps

Introducing the task 3 minutes

Explain that often when things look too complicated or just too big to deal with there are ways that we can cope, e.g. sharing the task out with others so that different people do different bits or breaking it up into pieces and coping with a section at a time.

Brainshower about when in the school large jobs are broken into smaller parts:

- running a school
- organising the food for dinner time
- doing a concert for parents
- learning to play an instrument
- writing a story etc.



Then think about contexts out of school:

- running the transport network in your nearest city
- running the country
- running a hospital
- putting on a worldwide music tour
- organising a Premier League championship.

Emphasise that breaking large tasks into small steps helps people achieve their goals and be successful – often this is called good project management or leadership.

Running the task 17 minutes

You will need: a range of equipment with which bigger things are made from smaller pieces, e.g. jigsaws, Lego, building bricks, rice crispies and melted chocolate (for rice

crispie cakes), popular games such as Magnetix

1. Group the children into appropriate small groups of up to four
2. Explain that each activity requires them to make something big from much smaller bits
3. Play and make!

Review the activities by reinforcing the message that small things are the building blocks for larger achievements.

Extend the task (optional):

Explore through discussion and possibly homework what parents and carers do for a job and how they may be a small part in a big organisation.



Science Embedded Task Indie's Fleas



Learning objective

Self Management: to break down a task into small steps

National Curriculum: Sc1 1: 2a, b, c, d

- Consider what sources of information they will use to answer questions.
- Think about what might happen or try things out when deciding what to do, what kind of evidence to collect and what equipment and materials to use.
- Make a fair test or comparison by changing one factor and observing or measuring the effect while keeping other factors the same.

Success criteria

To be successful the children will:

- recognise that a job can be broken into main stages and then small steps;
- put the series of small steps needed to complete a job into a sensible order;
- decide on the appropriate small steps needed to plan, carry out and review a science activity.

Introducing the task 10 minutes

Explain to the children that this challenge is about breaking down tasks into small steps.

Explain that a lot of real life jobs are complicated and it helps if we can see the main stages and then break these down into small steps. Relate this back to the generic task.

Running the task 60 minutes (plus time for presentations if desired)

1. Organise the children to work in pairs or into teams of up to four.
2. Ask the children what they think the job of a vet might involve. What would a vet need to know? What skills do they need? Who would work with them? Have they visited a vet with one of their pets? Read through the first part of Task 1 Sheet to emphasise the idea that a complicated job can be broken down into main stages and small steps.
3. Provide each group with a set of shuffled Small Steps cards relating to either Mozzie the cat or Bluebell the cow. Ask them to sort the cards into what they feel is the correct order for the small steps involved, this is likely to be linear, but ensure the children are aware that they could come up with a diamond shape or triangle if they feel some steps could be done at the same time. Ask them to write any additional steps they think would be useful on the cards provided. Use the Support Cards if appropriate. A time of about 15 minutes is suggested for this part of the task.
4. Review with the children the order of cards they came up with. Ask for justifications of why particular cards were put in particular places. Explain that there is not necessarily an exact order that is correct but that the pattern should follow the Vet's ABC.

Resources





5. Move on to Task 2. Look at the Smart ABC sheet and related Activity Cards. Emphasise that planning and carrying out activities in school can involve a similar process of breaking down a job into small steps. Read through the Smart ABC. Ask the children to select a card or two to work on (or any other current activity could be used) and write down, possibly in poster form, a list of the small steps they would go through to carry the activity out.
6. Ask the groups to present and explain their lists to the whole class, explaining which steps were involved in parts A, B and C of the activity.

Reviewing the task 10 minutes

Ask the children how breaking a job down into small steps can help? Ask them to give examples of steps that relate to the different stages in a task.

Involve the children in making an overall judgement about how they worked on the task using the assessment for learning Smart Grid.



Indie's Fleas Task 1 Sheet

A VISIT TO THE VET...



Hi, my name is **Andrea**. I am a vet.

To help the animals I see, I use all my science skills and knowledge and break the job down into small steps. I try to follow my **Vet's ABC**:

A - Ask questions and make observations to decide what is wrong and then plan what to do.

B - Begin the best treatment for the animal.

C - Check that the treatment has worked.

Yesterday, Mrs Chambers brought her dog, **Indie**, to see me. Indie wouldn't stop scratching her neck. This is what I did...



I **asked** how long the scratching had been going on for and if it had happened before.

I **read** the information in Indie's records which said she had a similar problem last year.

I **predicted** what the problem might be. Fleas!

I made an **observation**. I looked to see if there were any fleas. I could see lots of them.

I **decided** on the best treatment to give Indie: a type of anti-flea shampoo.

I gave the treatment to Mrs Chambers and **explained** how to use it.

I asked Mrs Chambers to **check** that the treatment was working. If it was working Indie would stop scratching in a few days.

Indie didn't have a serious problem but here is some information about two of my patients that were real emergencies.

Put the cards with the small steps I used to help each of them in the best order.

You might want to add some other small steps as well.



Mozzie the cat was brought into the surgery by his owner who had seen him get hit by a car.



Bluebell is a cow who lives on Mr Harden's farm. She was having a calf but the calf would not come out.



Small Step Cards Mozzie The Cat



I asked what happened.



I observed Mozzie, looking for injuries. I saw he couldn't put his leg on the floor.



I felt carefully all over Mozzie's body to check for other injuries. There weren't any.



I gave Mozzie a drug so he went to sleep for a few minutes.



I did an X-ray to see what was wrong with Mozzie's leg. It was broken.



I straightened Mozzie's leg and put it in plaster.



Small Step Cards Mozzie The Cat



I gave Mozzie some medicine to stop his leg hurting.



I kept Mozzie at the surgery observing him every few hours to check that he was getting better.



I asked Mozzie's owner to bring him back in 6 weeks so that I could take the plaster off his leg.





Small Step Cards BlueBell the Cow



I observed Bluebell in the cowshed. I could see she was not happy.



I asked Mr Harden how long Bluebell had been trying to have the calf.



I asked Mr Harden to hold Bluebell's head so I could examine her safely.



I felt inside Bluebell to check the calf. It was still alive but was facing the wrong way.



I turned the calf round so it would be born front feet first in the "diving" position.



I left Bluebell alone in the cowshed but went to look at her every half hour.



Small Step Cards BlueBell the Cow



I soon saw the calf being born.



I watched to check that the calf got up and started drinking some milk.





Support Cards Putting Treatment Steps In Order



Ask questions and make observations to what is wrong and then plan what to do. This could involve:

- Looking at the animal
- Doing tests on the animal, e.g. X-rays
- Asking another vet or animal expert
- Looking in books
- Looking on the internet
- Checking if it has had the same treatment before



Begin the best treatment for the animal. This could involve:

- Checking that we have the equipment or medicine needed
- Deciding that I know how to give the treatment
- Asking another vet or animal hospital to do the treatment
- Making sure I have nurses and other assistants available



Check the treatment has worked. This could involve:

- Looking at the animal to see that the problem has gone
- Doing tests on the animal again, e.g. X-rays
- Asking the owner if the animal seems to be better

Indie's Fleas Task 2 Sheet



Breaking down a job into small steps is important for my work as a vet but it can also be important for any activity you do at school.

You could use your own **Smart ABC**:

A - Ask questions, collect information and then plan the activity.

B - Begin the activity and do it the best way you can.

C - Check that the activity has worked as you wanted it to.

Each stage of the ABC can be broken down into small steps.

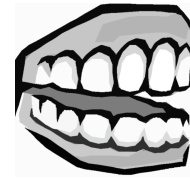




Indie's Flea's Task 2 Activity Cards



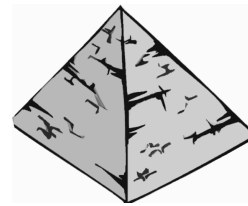
Make a list of steps you would go through to investigate which type of cup is best for keeping a drink warm.



Make a list of steps you would go through to find out what people in your class do to look after their teeth.



Make a list of steps you would go through to design a suitable home for a guinea pig.



Make a list of steps you would go through to find out how the Ancient Egyptians moved the stones used to build the pyramids.



Make a list of steps you would go through to write some songs or rhymes to help people remember the names of different foods in French.






Make a list of steps you would go through for collecting photographs and writing notes to show different ways water can affect landscapes.



Make a list of steps you would go through to produce a painting or sculpture to show a character from a story you have read.



Make a list of steps you would go through for creating a dance based on popular music from the 1940s.

 We were great at the task because...	<p>we learnt that a job can sometimes be broken down into 3 main stages. These were . . .</p> <hr/> <p>we put the small steps needed to treat an animal into the best order. Our first step was . . .</p> <p>Our last step was . . .</p>	<p>Next time we will ...</p>
 We were good at the task because...	<p>we added some of our own steps to the list e.g. . . .</p> <hr/>	
 We were okay at the task because...	<p>we broke a school activity down into small steps. Our activity was:</p> <hr/> <p>Breaking an activity down into small steps can help because . . .</p>	

