

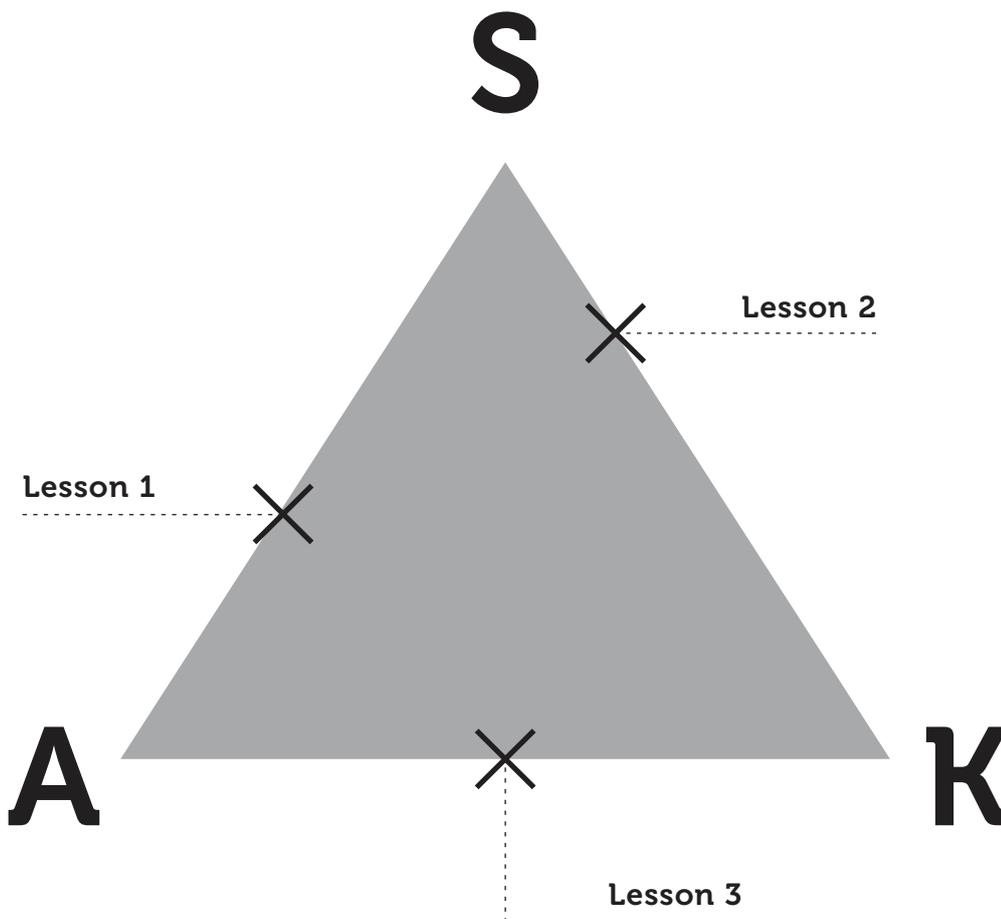
#### 5.4.4 Designing LI & SC Using the ASK Model

Once you have identified the attitudes and skills you think your students should learn, then you can use the ASK Model to plan some varied and balanced LI and SC.

We find it useful to draw the ASK Model as a triangle then to place a cross on the part of the diagram that relates to relative balance between attitudes, skills and knowledge. So for example, looking at Figure 13, lesson one focuses primarily on an Attitude but also has SC to do with Skills; lesson two would be more about Skills but also about Knowledge; and lesson three would give equal weighting to Attitudes and Knowledge.

The ASK Model can be used to ensure a breadth and variety of Learning Intentions and Success Criteria. These in turn help to generate high quality feedback.

Figure 13: The ASK Model



**Lesson 1:** Emphasis on Attitude and Skills

LI: Be able to ask questions (skill) that stimulate our curiosity (attitude) about Viking lifestyles

SC: Think carefully (attitude) about what others might be interested in finding out

By varying the emphasis of Learning Intentions using the ASK Model, learning (and therefore feedback) can be made more holistic.

**Lesson 2 (or part 2 of the same lesson):** a Skill takes priority, with Knowledge as a secondary aim

LI: Be able to judge (skill) which questions are most relevant to your learning

SC: Rank (skill) your questions according to which ones will reveal the most information (knowledge) about Viking lifestyles (skill of prioritising by value)

**Lesson 3:** A balance between Knowledge and an Attitude

LI: To know (knowledge) which answers are the most reliable

SC: Persevere (attitude) in gathering information from multiple sources

5.4.5 Sample LI & SC Matched to the ASK Model

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If you look at the sample Learning Intentions and Success Criteria in Section 4.5, you will see we have underlined the Attitudes used in each one. They are as follows:

**4.5.1 Maths: Trigonometry**

- Strive for accuracy when solving problems using trigonometric ratios

**4.5.2 Literacy: Metaphors and Similes**

- Confidently discuss Shakespeare's use of the metaphors in the sonnet

**4.5.3 Science: Forces**

- Show determination in establishing the causal link between an object's density and whether or not it floats

**4.5.4 Religious Studies: Places of Worship**

- Show respect for each of the world religions included in this study

**4.5.5 History: Slavery**

- Show sensitivity by using respectful language to describe the negative effects of slavery

**4.5.6 Physical Education: Strategy**

- Take responsible risks in varying effort, speed and power to identify the effect on performance

#### 4.5.7 ICT: Film Making

- Persevere with edit after edit until the film is just right
- Learn from previous mistakes by ensuring that extra effects add to overall effectiveness rather than distract or detract from the main message

#### 4.5.8 Art: Impact on the Audience

- Contribute constructively to pair or group activities

#### 4.5.9 Music: Ternary Form

- Encourage others to perform

#### 4.5.10 Geography: Brazil

- *Rank the 5 regions according to criteria you select and then be a critical friend when listening to the choices made by other groups*

#### 4.5.11 Personal, Social and Health Education

- Question your own response to conflict recently and think how you could make changes in future

## 5.5 FOOTNOTE TO TAXONOMIES: BEWARE!

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**(JAMES):** In 2010, I made a speech at an education conference in Kuala Lumpur. The other keynote speaker was Howard Gardner, the creator of Multiple Intelligences. He began his presentation by saying, "I wish teachers had never heard my ideas about Multiple Intelligences because teachers are obsessed with categorizing kids."

Soon after that conference, I noticed a young man at the back of a maths class who was flailing his arms around frenetically. All the other students were paying full attention to the teacher. This went on for a big chunk of the lesson. Afterwards I asked the teacher whether this was normal, to which she replied, rather proudly: 'Damian is a kinaesthetic learner – he learns better when he moves.'

What a load of rubbish! The boy doesn't have a medical condition: he's simply been told he's a kinaesthetic learner, and gone along with it because it sounds fun. His teacher had asked her students to complete a learning styles questionnaire and then concluded that some were visual learners, others were auditory and the rest were kinaesthetic. She'd gone on to declare that visual learners had to see something written down to learn well; auditory learners had to hear something; and the kinaesthetic lot – well, they had to bop and groove to learn!

Don't get me wrong: I agree we all have preferences. I seem to remember things better if I've seen them written down but it's not impossible for me to learn through listening, despite what my wife would tell you.

Similar issues have arisen from the use – or rather, misuse - of taxonomies. I've heard comments in schools such as: "that child is a higher order thinker!" Presumably this is intended to highlight the ability of that student to evaluate, synthesize, and analyse – which is what Bloom regarded as higher order thinking skills. Again, what a load of rubbish! Surely, a "higher order thinker" (if such a person exists) is someone who uses the right type of thinking at the right time for the right purpose? For example, what would be the benefit of evaluating (a so-called higher order skill) if all we wanted to do is "remember" (supposedly a lower order thinking skill) somebody's name? If you were lost, I assume you would not ask the next passer-by, "What does it mean to be lost? Can we synthesize a new understanding of the term lost"? Surely you're just going

*Taxonomies should be used to inspire, challenge and identify the next steps in learning. They should never be used as a way to label students (in the way Multiple Intelligences sometimes are).*