

Supporting Skills - OBREDIM - 0



CURRICULUM AREAS

Art, Design,
Foundational studies in
all subjects

SDG 4 Supporting Skills OBREDIM - Observation

Lesson: OBREDIM - 0

This lesson encourages students to understand the importance of new approaches to problem finding and solving, and the role of observation in this.

Students are made aware of observation and attention to detail as foundational skill while the class contributes to building on Junior Cycle's SOL 7, 8, 9 10, 18, 21 and 22

Vocabulary: Documentation, Observation and Recording Information

In this lesson, the learner will...

- be relaxed about quickly gathering information.
- begin to develop understanding of the 'more you look, the more you see'
- develop an understanding of the value of this basic skill for other subject areas
- learn to focus more through
 - observation
 - documentation
 - information recording

Materials:

- Whiteboard/ blackboard
- Paper, pens & colouring pens
- Post-its

4 QUALITY EDUCATION



12 RESPONSIBLE CONSUMPTION AND PRODUCTION



16 PEACE, JUSTICE AND STRONG INSTITUTIONS



17 PARTNERSHIPS FOR THE GOALS



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Activity Instructions

Activity 1 Visual Observations – NSW Rapid response (30 mins)

Find an area to take the students to complete this task. It could be a large space inside the school or somewhere in nature.

1. Ask students to draw a circle on a page with their non-writing hand and hold it up to their eye – like a telescope.
2. Explain that students will have 3 minutes to fill in the circle on the page (preferably by drawing, but they can use words). They will need to continually look - explain that if they see something, draw /note it down, keep looking at it, and recording information e.g. a house, its colour, number of windows, garden features etc.
3. Show the direction of North and lead student's through North stage of the activity by prompting /asking questions.
4. Lead students through the other directions (South/West/East), decreasing input from on each direction.
5. Discuss activity:
 - What did they notice?
 - Did anything surprise them about the task?
 - Did they experience 'the more you look, the more you see'?

Activity 2 Personal Audio Map (25 mins)

1. Find a space to sit or stand.
2. Ask students to close their eyes and begin to listen to what sounds they can hear.
3. Stay still for 5 minutes and ask them to start to listen to what is making sound around them, what direction they think it is coming from.
4. Explain to students they are the centre of the page and they will now record the details and position of the audio they hear on the page in relation to them being at the centre.
5. Begin to mark the sounds around - students can draw, write the words or use colour to document the sounds they can hear around them.
6. Can they pick out sounds they hear around us, birds, sea, cars, others? Where are they coming from?
7. Explain these techniques can be adapted for other senses.
8. Explain the importance of observation and recording or documenting details in other subjects and disciplines - see also options in the extension / reduction box for this point.

SD4 Supporting Skills - Digital Literacy



REFLECTIVE EXERCISE: 3-2-1

- Three things they feel they have learnt from the tasks
- Two things they found most interesting and would like to explore more
- One – their opinion they have about the tasks

EXTENSION / REDUCTION ACTIVITIES

Reduction: For a shorter class, focus on Activity 1 or 2, not both.

Extension: For a longer class, introduce the boundaries / sensory observation drawing exercises – see media box

Watch the video *'How to Observe Like Sherlock Holmes'* at the start or end of the class and discuss where observational skills might be important in education and professional contexts e.g. science, leadership, security. This could also be a flipped classroom activity used to start the class.

MEDIA BOX: (materials, online video links, extra resources, case studies etc)

How to observe like Sherlock Holmes

<https://www.youtube.com/watch?v=a43pJhQFjD4>

8 Ways to Improve Your Powers of Observation

<https://www.youtube.com/watch?v=uclmurASGjLE>

Boundaries / Sensory Observation see SDG 4 Supporting skill Lesson plan and worksheets

Local Trip / Expertise / Additional Work and Assessments

Invite local An Garda Síochána to speak to the class about the benefits of observation and recording information within different departments.

Invite a local scientist or local representative from a state body e.g. An Taisce, Teagasc, the local authority civil engineer to discuss the importance of observation