**CONTEXTS FOR TEACHING STORYLINES**

**There are many possible different contexts for Storyline Topics. Here are some examples.**

**BUSINESS ENTERPRISE - flower shop, toy shop,**

 **hotel, travel agency**

 **open market,**

 **trucking company**

 **fish factory**

**COMMUNITY STUDY - families at home**

 **new neighbours**

 **the play park**

**JOURNEYS - holiday**

 **space adventure**

 **visit to Iceland**

 **visit to Scotland**

 **Capital Tours**

**SERVICES - hospital**

 **post office**

 **airport**

**DISASTER - volcano**

 **earthquake**

 **hurricane**

 **flood**

 **famine**

 **fire**

**ENVIRONMENTAL - rainforest**

 **seashore**

 **fish farm**

 **forest**

**FANTASY - dragon island**

 **space abduction**

**HISTORICAL - early settlers**

 **Vikings**

 **castle**

 **World War 2,**

 **Industrial Revolution**

**BOOK BASED - selected titles**

**CODE OF CONDUCT FOR TEACHERS AND LEARNERS**

How will I know if I, as teacher, am using a Storyline approach to teaching integrated topics?

**Some questions to ask yourself**

**As a teacher am I...**

* starting with what the learner knows?
* asking key questions?
* creating context through story?
* organising my Storyline in a logical sequence of episodes?
* using a wide range of learning activities with students?
* encouraging students to create their own conceptual models first?
* testing their hypotheses by questioning and research?
* treating and displaying students work with respect?
* using co-operative learning techniques and appropriate grouping?
* employing teaching structures which support success?
* stretching students with a wide range of differentiated tasks?
* assessing students' work in relevant and constructive ways?
* involving parents and informing them about student learning?

**If the answer to all these questions is 'YES', then**

**You are following the principles of the Storyline Approach (See page 2).**