

POSE QUESTIONS AND COLLECT CATEGORICAL OR NUMERICAL DATA BY OBSERVATION OR SURVEY. USING A SET FORMULA TO PLAN, CONDUCT AND COLLECT DATA TO SUPPORT A WORLD RECORD ATTEMPT.

ESSENTIAL QUESTION

CAN EVERYONE IN OUR CLASS BECOME WORLD RECORD HOLDERS IN ONE DAY?

WHAT ARE WE LEARNING?

- Describe and interpret different data sets in context.
- Using appropriate scales, devices and metric units for length and time.
- Demonstrating consistency and control of movement in a range of situations.

TRY THIS WITH

- Year Level 5-8
- Students who would like to hold a world record.
- Students who have a great sense of humour.

FIND

APPLY

PRODUCE

**Locate
Label
Discuss**

**Relate
Interpret
Repeat**

Understand that the GBWR seek superlatives - the most, fastest, tallest, longest, first and smallest.

Register for the [free GBWR Library](#) of 47,000 World Records.

Create a [YouTube Playlist](#) that has of one video for each 'world record superlative'.

Locate the world record for the [longest jump backwards from standing](#).

Find the world record for the [fastest heel to toe walk for 10 metres](#).

Identify the world record for the [most paper clips put together in 30 seconds](#).

Pinpoint the world record for the [most dice stacked on the back of the hand in 30 seconds](#).

Understand that World Record attempts need either a [timekeeper](#) or a [surveyor](#).

Develop accurate time keeping skills by challenging the clock on [Human Benchmark](#).

Record results of each attempt on individual student tally charts.

Set up a world record rotation where students attempt to break these four world records.

Colour code each world record to match the components on the World Record Secret Formula.

**Associate
Dissect
Break down**

**Select
Choose
Focus**

Identify 'superlative' (red); 'something to do' (green); 'how' (blue); and measurement (orange).

Complete a few [Mad Libs](#) as a way to prepare student brains for craziness inventions.

Brainstorm some 'crazy' (yellow) and insert to create a new world record not yet found in the library.

Understand that these new world records can now be easily set and held by any student in the class.

Use the [brainstorming cards](#) to collaborate on possible red, green, blue, yellow and orange options.

Model mixing and matching words from each colour list to create possible world record statements.

Support each student to use the secret formula to construct [their own world record statement](#).

Prompt students to include achievable timeframes/distances in their statements.

Ask: How could I describe my "something to do" so that it was always done the exact same way.

Use the Definition Card to make the [description more precise - world records have to be repeatable](#).

[Number Definition Cards](#) to match pennants so they can be read together.

**Invent
Assess
Evaluate**

**Rule on
Validate
Decide**

Write each final colour coded world record statement on a pennant.

Remember that [world records must be verifiable](#) - every attempt requires 2 witness statements.

Appoint Timekeeper Witnesses; Surveyor Witnesses, Photographers and Videographers.

[Photographic evidence](#) show the start, the middle and the end of the attempt.

[Video evidence](#) must show the entire record attempt from start to finish.

Hold a Class Official World Record Attempt Day.

Record results of each attempt on individual student tally charts.

The best attempt for each statement is judged the official World Record (STC).

You can officially submit your evidence to the [Guinness Book of World Records here](#).

[String pennants together](#) to form a chain of bunting - keep definition cards close by for clarification.

Graph [tally chart data](#) on each world record attempt [using Vizzlo](#).

Encourage students to challenge the records set by others to see if you can better them.

Record [any new World Records](#) on the corresponding bunting pennant.

Announce to your school community your World Record Achievements.



SUCCESS CRITERIA

Students can check they have completed the task successfully by:

- Comparing existing world records against the criteria laid out in the secret formula.
- Documenting their attempts at their own world record and graphing that data.
- Creating their own world record statement based on the secret formula

GENERAL CAPABILITIES	LEARNING AREAS	WORD BANK	KEY CONCEPTS
Critical and Creative Thinking Numeracy ICT Capability	Mathematics Health and Physical Education	Measurable Breakable Standardisable Verifiable	Measurement Increased Accuracy Measurement Numerical Statements

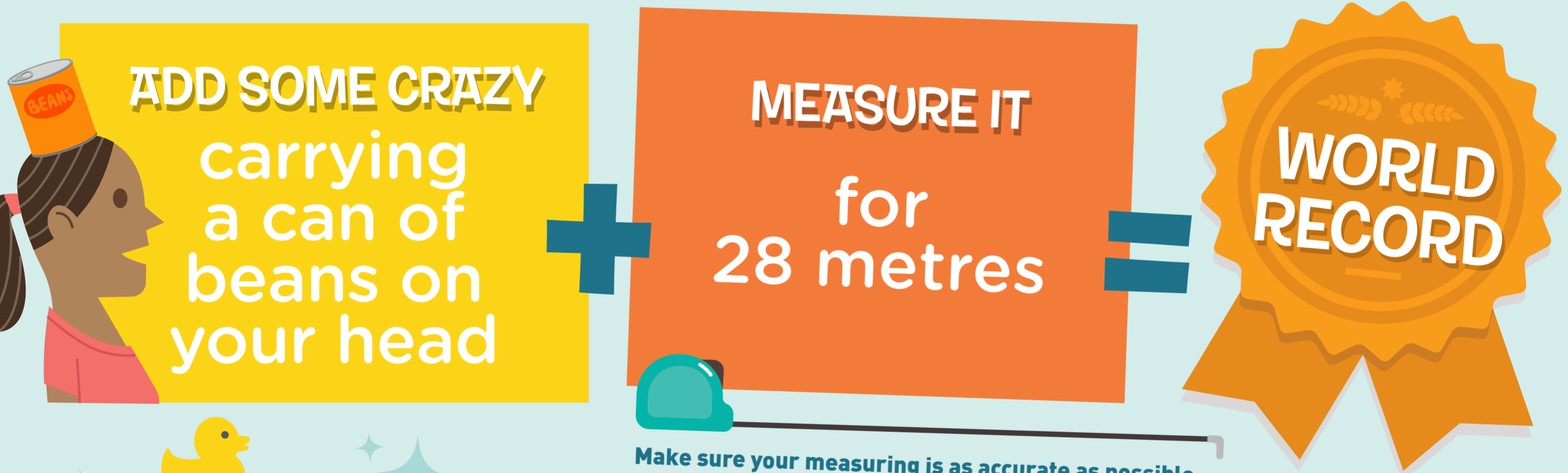
THE SECRET FORMULA FOR A

WORLD RECORD



Follow this equation to achieve a world record:

WHAT MAKES A WORLD RECORD?
Something measurable, breakable, standardisable and verifiable.



Make sure your measuring is as accurate as possible.



Liu holds the world record for:

MOST CATCHES LEFT HANDED
BALANCING A YELLOW DUCK ON YOUR HEAD
IN 30 SECONDS*

Johnny holds the world record for:

FASTEST ROLLING
OF A HULAHOOP
WITH YOUR NOSE
IN 15 METRES*

*Illustrative example only