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I Got This Hat

by Jol and Kate Temple

Illustrated by Jon Foye

Book Summary:

I got this hat in China.

I got this hat from a miner.

I got this hat from a deep-sea diver.

I got this hat from a racing-car driver...

Hats. Only the headless dislike them.

Everyone else loves wearing them!

If you enjoy wearing hats, you'll enjoy this book.

But please don't wear it as a hat. It will fall off.

Curriculum Areas and Key Learning Outcomes:

English, Mathematics, Science, Visual Arts, Humanities and Social Science, Health and Physical Education.

Appropriate Ages: 4+

NATIONAL STORYTIME 2016 ACTIVITY IDEAS

Australian Curriculum Links

Classroom Ideas are suitable for the following year levels:

Foundation, 1, 2, 3, 4, 5, 6

Classroom Ideas address the Organising Elements within the following General Capabilities:

Literacy, Numeracy, ICT, Critical and Creative Thinking, Personal and Social Capability, Ethical Understanding, Intercultural Understanding

English

Language	Literature	Literacy
Language variation and change	Literature and context	Texts in context
Language for interaction	Responding to literature	Interacting with others
Text structure and organisation	Examining literature	Interpreting, analysing and evaluating
Expressing and developing ideas	Creating literature	Creating texts
Sound and letter knowledge		

Mathematics

Number and Algebra	Measurement and Geometry	Statistics and Probability
Number and place value (F-8)	Using units of measurement (F-10)	Chance (1-10)
Fractions and decimals (1-6)	Shape (F-7)	Data representation and interpretation (F-10)
Patterns and algebra (F-10)	Geometric reasoning (3-10)	

Science

Science Understanding	Science as a Human Endeavour	Science Inquiry Skills
Biological Science	Nature and Development of Science	Questioning and predicting
Earth and Space Science		Planning and conducting
		Processing and analysing data and information
		Evaluating
		Communicating

The Arts

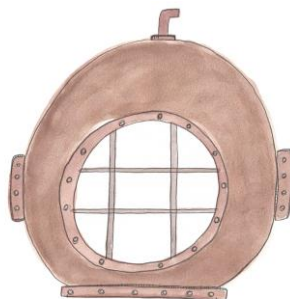
	Content Descriptor	Knowledge and Skills
Dance	Making	Types of dance
	Responding	Viewpoints Skills, techniques and processes: choreographing, performing and appreciating
Drama	Making	Principles of narrative Skills, techniques and processes: dramatic playing, role-playing, improvising, rehearsing and directing, and responding to drama as audience
	Making	The elements of media arts Story principles Pre-production, Production, Post-production
Music	Making	The elements of music
	Responding	Viewpoints Skills, techniques and processes: performing
Visual Arts	Making	Knowledge
	Responding	Practices (as artist and audience) Representation Visual conventions, Viewpoints Skills, techniques and processes: plan, design and make artworks

Humanities and Social Sciences

	Content Descriptor	Knowledge and Skills
History	Historical knowledge and understanding Historical skills	Continuity and change, cause and effect, and significance within the context of personal, family and local history
Geography	Geographical Knowledge and Understanding, and Geographical Inquiry and Skills	Collecting, recording, evaluating and representing Interpreting analysing and concluding Communicating

Health and Physical Education

Strand	Sub-strands	Focus Area
Personal, Social and Community Health	Being healthy, safe and active Communicating and interacting for health and well-being Contributing to healthy and active communities	Safety



PRE-READING

Making Predictions

1. Predict what *I Got This Hat* by Jol and Kate Temple and illustrated by Jon Foye may be about by considering:
 - a) The title of the book
 - b) The cover
 - c) The blurb
 - d) The illustrations

Making Connections

1. Have you read any other books written by Jol and Kate Temple or illustrated by Jon Foye? Find some of their other books in your school or local library. How are they similar or different to *I Got This Hat*?
 - <http://www.mikeidontlike.com>
 - <http://www.parrotcarrot.com>
 - <http://igotthishat.com>
2. Look up the websites for *I Got This Hat*, *Parrot Carrot* and *Mike I Don't Like*. Compose a biography of the authors and illustrators from the information on these websites.
3. The authors and illustrator have chosen to write humorous biographies for themselves on the website for *I Got This Hat*. Why do you think they have chosen to do this?
4. Locate and read a range of picture books that depict hats (see the list of texts about hats below).
5. Play some games using hats.
 - a. Try balancing books and/or hats on your head. Time the balancing act or count the objects that are piled up.
 - b. Play Musical Hats (a variation on Musical Chairs).
<http://www.party-games-4-free.com/free-games-musical-hats.html>.
 - c. The hat game: put slips of paper in a hat containing the names of famous people. Players draw a slip and then describe the person to the rest of the group without using their name. Other players have to guess who it is: <http://www.activityvillage.co.uk/the-hat-game> (see below for ideas on variations).

- d. Alternatively, play Celebrity Heads. Put the names or pictures of celebrities (or whatever object, animal, book character, picture or shape etc. you prefer) on a hat and place them on 3–4 players' heads at the front of the classroom. Do not let each player see what is written on their own hat. Players take it in turns to ask the rest of the class questions about who/what is on their hat (e.g. 'Am I a male/female?'). The person who guesses what is on their hat first, wins.
6. Brainstorm a list of types of hats. Why do we wear hats? Create a list of uses for hats. Use a graphic organiser to record and organise your ideas. For example, what sorts of jobs require hats? (cultural uses for hats, sport, fashion etc.)
 7. Pretend you are a fashion reporter for a television breakfast show. Prepare some questions and interview the person next you about their favourite hat. Use the 5W's and an H to formulate questions (who, what, where, when and why).
 8. Hold a class discussion/debate about wearing hats at school. Should it be compulsory to wear a hat at school?
 9. Where would you like to travel for your next holiday? Have you ever bought a souvenir when on holiday? Why do people buy souvenirs?
 10. Pretend you are a reporter for a travel program. Tell your viewers about your favourite destination and the best souvenirs that can be bought from there.
 11. In your own words, what do you think the word 'highlands' means? Find the definition using a dictionary. An online dictionary can be found at <http://www.collinsdictionary.com/> or you can find the definition by typing 'define ...' into Google.
 12. Find any other words that you do not understand in the book and look up their definitions as well (e.g. Viking, Eskimo).

NATIONAL SIMULTANEOUS STORYTIME 2016 ACTIVITY IDEAS

I Got This Hat has been selected by the Australian Library and Information Association for National Simultaneous Storytime 2016, which will be held on Wednesday 25 May 2016. For more information head to <https://www.alia.org.au/nss2016>

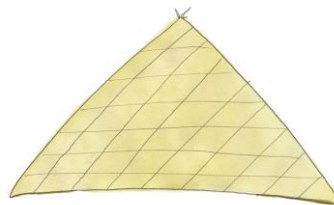
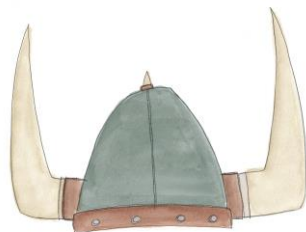
Here are some ideas to help your class or school celebrate NSS:

1. Host a hat parade for best hat on the day. Encourage children (and adults!) participating in your NSS events to bring their favourite hat or to create their own hat and wear it on the day.
2. Get crafty! Make colourful hat craft and decorate your library or classroom. The following is a list of websites with hat crafts:
 - a. Make a crown out of a paper plate and decorate it:
<http://mykidcraft.com/paper-plate-crown/>,
<http://www.readingconfetti.com/2012/10/easy-dress-up-hats-paper-plate-craft.html>
 - b. Make a newspaper hat:
<http://www.whimsy-love.com/2009/07/newspaper-hats.html>
 - c. Decorate Mexican sombreros:
<http://www.deepspacesparkle.com/2011/02/11/sombrero-art-project/>
 - d. Make rainbow hats:
<https://www.flickr.com/photos/93372685@N03/8489778251/in/photostream>
3. Make a day of it: have a hat-themed day at school, hold an event in the library for students, learn facts about hats, take part in hat activities all day. This is a good chance to reinforce messages about wearing hats and sun safety as well.
4. Read the book in assembly and have each class do a performance featuring hats and/or travel in some way.
5. Plan a class excursion to a local theatre and tour the costume department. Read *I Got This Hat* on location. Ask the costume designer to give a talk on

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using hats in performances. Otherwise, check out your local museum and see if there are any displays featuring hats, clothing or travel.

6. Invite a guest speaker who has travelled widely to very interesting locations. Ask them to bring their favourite and most interesting souvenirs.
7. Hold a travel souvenir 'show and tell'.
8. After reading the book, start a discussion with the children by asking:
 - a. How many hats are there in this book?
 - b. Which countries do the hats come from?
 - c. Which hat is your favourite and why?
 - d. What other hats could you add to the story and where would they come from?
 - e. Can you draw some extra hats to go in this story?
9. Publicity ideas:
 - a. Invite a VIP guest to be a reader at your NSS event. Ask them to bring their favourite hat and tell you about it and where it came from. Alternatively, ask them to bring a treasured travel souvenir.
 - b. Invite the media. The media loves colourful, feel-good stories and being in the paper, on a news website or even on the television news can be a lot of fun! With your NSS posters and crafts, your VIP guest reader and your group dressed up in hats, there will be lots of moments to create a positive media story. Use your networks or build new connections with your local media outlets to help us promote literacy and reading to Australian children. Check ALIA's resources page (<https://www.alia.org.au/nss2016#resources>) for some handy hints.
 - c. Don't forget to send photos and newspaper articles from your local media to events@alia.org.au.



RHYMES, POETRY AND SONGS ABOUT HATS

Rhymes

Bat, Bat Come Under My Hat (Traditional English Nursery Rhyme)

Bat, bat
Come under my hat,
And I'll give you a slice of bacon;
And when I bake
I'll give you a cake,
If I am not mistaken.

(<https://m.youtube.com/watch?v=exOl2mrnm1E>)

My Hat (Unknown)

My hat, it has three corners,
Three corners has my hat.
And had it not three corners,
It would not be my hat.

(<https://m.youtube.com/watch?v=gNzvhXlm7yE>)

Books of poetry

I Wish I Had a Pirate Hat, poems by Roger Stevens

The Hat, poems by Carol Ann Duffy

The Death of the Hat: A Brief History of Poetry in 50 Objects by Paul B. Janeczko and Chris Raschka

Poems

Floppy Hat by George Ansell

(<http://poetrypoem.com/cgi-bin/index.pl?poemnumber=564383&sitename=paddington&poemoffset=0&displaypoem=t&item=poetry>)

The Quangle Wangle's Hat by Edward Lear
(www.poetryfoundation.org/poem/173870)

My Hat! by Tony Mitton
(<http://childrenspoetryarchive.org/poem/my-hat>)

My Magic Hat is Marvelous by Kenn Nesbitt
(<http://www.poetry4kids.com/poem-165.html#.VhirIEomKK0>)

I Made a Hat by Kenn Nesbitt
(<http://www.poetry4kids.com/poem-550.html#.Vhir4komKK1>)

My Hat! by William Henry Ogilvie
(<http://www.poemhunter.com/poem/my-hat/>)

The Hat by Robert William Service
(<http://www.poemhunter.com/poem/the-hat/>)

The List of Famous Hats by James Tate
(<http://www.poemhunter.com/poem/the-list-of-famous-hats/>)

Songs

I Got a Hat – Children's Song by The Learning Station
(<https://m.youtube.com/watch?v=rGMRKsGkgec>)

Hats on Top – Macmillan Education ELT
(<https://www.youtube.com/watch?v=5eFzZtXveVE>)

That Spells Hats – Unknown

Sung to 'Frere Jacques'

H-A-T-S

H-A-T-S

That spells hats

That spells hats

Everybody wears them

Everybody wears them

When they're cold.

When they're cold.

Have the children supply other reasons to wear hats and add more verses to the song, e.g. to protect their heads, to shade their eyes, to keep them warm, when they dress up (have real hats available to match to the verses you sing about).

(Extract from: <http://www.preschooleducation.com/shat.shtml>)

N.B. There are also a range of audio/visual files about hats suitable to a wide number of these activities and aligned with the Australian Curriculum on Scootle (<https://www.scootle.edu.au/ec/p/home>).



BOOKS ABOUT HATS

Old Hat, New Hat by Stan and Jan Berenstain

Madeline and the Bad Hat by Ludwig Bemelmans

The Many Hats of Mr. Minches by Paulette Bourgeois

The Hat by Jan Brett

Sebastian Lives in a Hat by Thelma Catterwell

Hairy Maclary's Hat Tricks by Lynley Dodd

Hippo has a Hat by Julia Donaldson

Rosie's Hat by Julia Donaldson

The Magic Hat by Mem Fox

Olive and the Embarrassing Hat by Tor Freeman

A Three Hat Day by Laura Geringer

Harry's Hat by Sue Graves

Millie's Marvellous Hat by Satoshi Kitamura

I Want My Hat Back by Jon Klassen

This Is Not My Hat by Jon Klassen

I am a Woolly Hat by Salma Koraytem

Little Red Cowboy Hat by Susan Lowell

Whose Hat? Fiona Munro

Hamilton's Hats by Martine Osborne

Too Many Hats by Hilda Offen

Brimsby's Hats by Andrew Prahin

A Boot, a Hat, Now What is That? by Nick Sharrat, Sally Symes

Tilda Pinkerton's Magical Hats by Angela Shelton

Caps for Sale: A Tale of a Peddler, Some Monkeys and Their Monkey Business by Esphyr Slobodkina

Billy's Big Straw Hat by Leesa Smith

Elle's Silly Hats by N.L. Smith

Do You Have a Hat? by Eileen Spinelli and Geraldo Valerio

The Hat Trick by Cathy Stewart

The Cat in the Hat by Dr Seuss

Cats, Hats and Hippos by Ruth Thomson and Pie Corbett

Hooray for Hat! by Brian Won

ENGLISH

Partner Reading Activities for K–1 Students

Source: <http://learningattheprimarypond.com/blog/5-partner-reading-activities-for-k-1-students/>

- In pairs, read alternating pages of *I Got This Hat*.
- Make it fun by assuming character roles and acting out the book. Try using different hats as props.
- If you have a lot of readers in the class who struggle, try echo reading. In this activity, each struggling student is paired with a more proficient reader. The first reader reads a page, and then their partner rereads the same page.
- Alternatively, peer tutoring might help struggling readers. Ask students to coach each other by listening quietly while their partner reads, giving them a prompt (i.e. 'Look at the picture' or 'Say the first sound') if their partner needs help.

Literacy Activities

1. Make alphabet hats to practise the letters of the alphabet. Hold a hat parade where students present their hats in the order of the alphabet. (<http://www.freehomeschooldeals.com/free-alphabet-letter-of-the-week-hats/>)
2. Put vocabulary/spelling words on hats. Students walk around and have to try to figure out the word by the description given by other students. To make it a group activity and introduce competition, when students know the answer, they let the teacher or leader know. The team who gets the

most meanings correct wins. At the end, make a word wall featuring all the words from the hats.

(http://www.readingrockets.org/strategies/word_walls)

Alternatively, try 'Vocab on the Move' as described at:

<http://lewislearninglibrary.blogspot.com.au/search?updated-max=2011-02-13T22:49:00-05:00&max-results=7>. You will need to scroll down.

3. Create word family 'hats' for short and long vowels (-at might be a good place to start!). Children work in pairs to rearrange the hats. For more details go to: <http://thisreadingmama.com/dr-seuss-word-family-hats/> or <http://www.pleasantestthing.com/2013/02/word-family-games-with-the-cat-in-the-hat.html>.

Alternatively, consider making word family sliders that look like hats.

(<http://www.teachwithme.com/downloads/item/2929-863>).

4. The authors write almost exclusively in capital letters, except for a few minor phrases. Why do they do this? When do we normally use capital letters in writing? Why have the authors 'broken' this rule?
5. Make a list of all the nouns and verbs in the text. For a definition of nouns and verbs go to: <http://www.australiancurriculum.edu.au/english/glossary#P>. The story does not use many other parts of speech. Why do you think the authors chose to do this? Rewrite the story adding colourful adjectives. How does this change the story?
6. The story uses many short, repetitive sentences, with only simple phrases. Could you join them using conjunctions? Why did the authors choose not to do this?
7. Rewrite the text in the book as direct speech and then reported (indirect) speech. What is the difference between them?

Storytelling

1. Which part of the story do you like the most? Explain your choice.
2. Which illustration do you like most? Explain your choice.

3. This book is written by Jol and Kate Temple, who are copywriters, and is illustrated by Jon Foye, who is a creative and art director. These are all jobs that are part of the advertising industry. Can you see any influence from the advertising industry in the way *I Got This Hat* is written and illustrated?
(<http://joltemple.prosite.com/176962/about-jol>)
4. Create an advertisement for the book. Consider using a desktop publisher or making a video using Microsoft Photo Story.
5. Why do you think the authors chose to write about hats?
6. What if this book was about another item of clothing or another object, other than hats? How would that change the story? If you were writing a story like this, what other object could you choose to write about and why?
7. What techniques do Jol and Kate Temple use to engage the reader in the story? Choose one of these techniques to employ and write your own story about your favourite article of clothing.

Story Development

1. Create a wanted poster featuring the main character, accusing them of stealing a hat in one of the countries mentioned. Consider using desktop publishing software.
2. This story is written in the first person. It gives the viewpoint of a character writing or speaking directly about him/herself (using 'I' statements). Can you rewrite it in the third person? That means having a narrator who relates all the action (using 'he/she' statements).
3. Poetic devices are particular patterns and techniques of language used in poems to create particular effects.
 1. Repetition consists of repeating a word, phrase, or sentence, and is common in both poetry and prose. It is a rhetorical technique to add emphasis, unity, and/or power.
(<http://www.literarydevices.com/repetition/>)
 - i. The main character repeats the phrase, 'I got this hat . . .' Why do you think the authors chose to do this?
 - ii. Can you find other examples of repetition in the book? Why do you think the authors chose to use repetition in this story?
 2. Rhyme is the correspondence of sound between words or the endings of words. Can you find examples of rhyme in the book?

Make a list of rhyming words for 'hat'. Why do you think the authors chose to use rhyme in this story?

4. The story ends with an unexpected, slightly humorous twist. Why have the authors chosen to do this? If we changed the ending, would it change the story? Suggest some different ways to end the story.

Using Edward de Bono's Six Thinking Hats to Create a Group Book Report

This book and the theme of hats provide an excellent opportunity to introduce Edward de Bono's Six Thinking Hats as a tool for lateral thinking. For more information go to:

<https://thinkinghats2010.wikispaces.com/Classroom+Ideas>

There is a lovely introduction to the thinking hats on Storybird here:

<http://storybird.com/books/the-thinking-hats/>

1. **Blue Hat:** controls which hat goes on and off. The blue hat tells us when to switch hats and indicates what type of thinking is needed
 - a. Group leader, facilitator, organiser in group work
 - b. Decides which hat to put on and when
 - c. Decides what type of thinking is needed
2. **White Hat:** Information and facts about the book
 - a. Title
 - b. Author and illustrator
 - c. Awards that the book may have won
 - d. Plot — what happens in the book?
 - e. Characters — who is in the book? What do we know about them? What do they look like?
 - f. Setting — do we know where the action takes place?
3. **Red Hat:** Discussing feelings, likes and dislikes
 - a. How did the book make you feel?
 - b. Do you like this style of book? Why/why not?
4. **Yellow Hat:** Benefits, good points and advantages
 - a. What is the advantage of describing all their hats this way? What does it tell us about the main character?

- b. What are the advantages of using rhyme?
 - c. What are the advantages of using repetition?
 - d. What are the advantages of using this style of illustration?
 - e. What are the other good points in this book?
5. **Black Hat:** Disadvantages, dangers and problems
- a. Is there anything that is hard to understand in the book?
 - b. Is there anything that could have been done differently (e.g. writing or illustration)?
6. **Green Hat:** New ideas, creating, adapting, innovating
- a. Write a personal profile of the main character
 - b. Draw new illustrations for the story
 - c. Brainstorm a list of ways you could change the story (e.g. changing the origin of the hats, changing the item obtained)

Use the information gained from this process to create a book report either individually or in a group. You could present it in written format, as an online review (for example for *Good Reads*) or as an oral presentation to the class.

Creative Writing Tasks

1. Write a poem about hats. Consider using repetition and rhyme in your poem, or presenting it as a shape poem or an acrostic poem. You can support this by taking part in 'The Magic Hat' activity. Children don their magic hats and view pictures in a different way. For example, a cloud could be cotton wool. Encourage children to think of as many exciting and creative ideas as possible.
(https://books.google.com.au/books?id=0X7NcZwtR_0C&pg=PA6&lpg=PA6&dq=hat+poems+for+children&source=bl&ots=K7j_fN07ac&sig=jjNBQCvkaVShG64QuzyaxOIRSE4&hl=en&sa=X&ved=0CC8Q6AEwCWoVChMizlKS3p-3yAIVBFGmCh0fzgGq#v=onepage&q=hat%20poems%20for%20children&f=false)
2. Create a comic strip and/or write your own story. This story is about hats from all over the world, but you can write a story about a different article of clothing or object from a different place/source.
3. Use the story as the basis of a newspaper report about a person who has an unusual or remarkable hat collection.

4. Retell the story from the point of view of one of the hats.
5. Make a digital story about hats using Toontastic, Animoto or Storybird.
 - a. Toontastic:
<http://www.macworld.com/product/806806/toontastic.html>
 - b. Animoto: <https://animoto.com/>
 - c. Storybird: <http://storybird.com/>

ARTS (VISUAL ARTS, DRAMA, MEDIA STUDIES, DANCE AND MUSIC)

1. Create and/or decorate your own hat or artwork featuring a hat. Older students: Write a rationale explaining the media and methods you employed and then complete a self-evaluation of your work.
2. Investigate hats and their role in surrealism.
 - a. Read the book *Magritte's Marvelous Hat*, by D.B. Johnson to investigate art that is out of the ordinary.
(<http://archive.wired.com/geekdad/2012/04/magrittes-marvelous-hat-surrealism-for-kids/>)
 - b. Research the work of Belgium artist, Rene Magritte. What is surrealism? How do hats feature in his work?
 - i. https://en.wikipedia.org/wiki/Ren%C3%A9_Magritte
 - ii. <http://www.renemagritte.org>
 - c. Create your own surrealist painting depicting a hat of some kind. Hold a small art show and participate in a peer evaluation activity of the finished works.
3. Dress up in different hats and play pretend. Give each group a style of hat and ask them to create a scene around it. Assign groups or subject matter by choosing a colour/name/number/topic from a hat!
4. Create a book trailer for *I Got This Hat*. There are some resources at: <http://library.conroeisd.net/booktrailers>.
5. Make a short film or scene featuring a hat or other object with magical properties (think of the shrinking hat in *Grandpa in My Pocket*, the wardrobe in *The Lion, the Witch and the Wardrobe* or the Mad Hatter in *Once Upon a Time*). Each person is assigned a 'hat' (role). Choose from:
 - a. Writer/scribe/storyboard artist

- b. Director
 - c. Actors
 - d. Camera operator
 - e. Sound
 - f. Lighting
6. Research and perform the *Mexican Hat Dance*. Evaluate each other's performances using peer evaluation.
 7. What other types of traditional dances feature hats? How can hats be used as props in dance? Choreograph your own dance using hats.
 8. Play 'Musical Truth or Dare' as a fun way to review note names and intervals with your students using flashcards placed in a hat. Get the details of the game at:
<http://www.pianimation.com/2012/11/28/musical-truth-or-dare/>
 9. Learn and perform a song about hats (consider presenting at assembly). There are some ideas in the resources section (nursery rhymes such as *Bat, Bat Come Under My Hat* and *My Hat (it has three corners)* or *That Spells Hats*). Older students may care to undertake peer evaluation after the performance.

HISTORY AND GEOGRAPHY

1. Brainstorm a list of types of hats. Why do we wear hats? Create a list of uses for hats. In groups, research the origin, history and uses of one type of hat (consider an Australian icon like the slouch hat or the Akubra). Create a PowerPoint presentation or Prezi and present your findings to the class. Assign groups or subject matter by choosing a colour/name/number/topic from a hat!
2. What is the history of the hat associated with your school uniform? What sorts of hats did students at your school wear in bygone eras? Create a display in the library featuring hats from your school's history.

3. Find out about different hats and then look on a map to find out where their country of origin is e.g. bowler hat and London, see: (<http://infographicjournal.com/around-the-world-in-80-hats/>).
4. Create a travel brochure for a place where one of the hats in the story originated. This can be done in groups or individually. Consider using a desktop publishing program to create your brochures. Hold a travel fair and encourage attendees to go to the places you have researched.

MATHEMATICS AND SCIENCE

1. Rearrange groups of students into patterns according to the hats they are wearing. Ask students to predict which hat would appear next in the sequence.
2. Pretend you are gathering information to launch a new range of hats. Find the average head size in the room.
 - a. Use a tape measure to measure the distance around everyone's head. Measure as accurately as you can, be careful.
 - b. Write these measurements down.
 - c. It might help if you put all the measurements into a table — use groups of numbers to make this easier. For example 25–29cm, 30–34 cm.
 - d. Draw a column graph to display your results.
 - e. Which group is the largest?
 - f. If you add up all the scores and divide by how many heads were measured, this is called the average. What is this average?
3. Probability: Imagine four students write their name on a slip of paper and place it in a hat. Each draws one slip of paper. What is the probability that no-one draws their own name? (Label the students A, B, C and D.)
 - a. How many possible combinations of slips of paper can the students draw?
 - b. Use an array table or tree diagram to count the results.

	A	B	C	D
A				
B				
C				
D				

- c. Make a list of the outcomes in which nobody draws their own name.
 - d. Calculate what fraction or percentage of the total number of combinations of slips of paper is represented by the times in which nobody draws their name to find the answer.
4. Make hats to learn/revise scientific concepts. Try some of the following links for inspiration:
 - a. Five senses hat:
<https://www.pinterest.com/pin/467178161324620849/>
 - b. Brain hat:
<http://www.ellenjmchenry.com/homeschool-freedownloads/lifesciences-games/brainhemishpere.php>
 - c. Spring weather headband:
<http://jdaniel4smom.com/2013/05/spring-craft-spring-weather-headband.html>
 - d. Butterfly and proboscis hat:
<http://kellyandkimskindergarten.blogspot.com.au/2014/06/keep-em-buzzy-blog-hop.html>
 - e. Solar system hat:
<http://www.primarythemepark.com/2014/04/solar-system-activity-for-kindergarten/>
5. Research the role that hats and headgear play in science (e.g. safety, gathering data etc.). How have different types of hats contributed to the advancement of science? Present your findings to the class.
6. Ever wondered why your hair stands on end after you take your woolly beanie or hat off in winter? Investigate static electricity and which things conducts static electricity best. For some investigation ideas, try the following links:
 - a. What Materials Conduct Static Electricity Best?
(<https://www.teachervision.com/electricity/lesson-plan/63871.html>)
 - b. Attraction with Static Electricity: An electrically charged challenge from Science Buddies
(<http://www.scientificamerican.com/article/bring-science-home-static-electricity-attraction/>)

HEALTH AND PE

1. Research the role that hats and headgear play in sport. What sports require special headgear? Are there any sports that do not use headgear?
2. Hold a 'show and tell' session in class. What hat or helmet do you wear when you play your favourite sport?
3. Organise a class debate or complete an opinionative graphic organiser on whether helmets should be compulsory on the rugby field.
4. Create an advertising campaign to encourage kids to wear their helmets when riding their bikes, trikes and scooters, or using their skates and skateboards.
5. Hats play an integral role in preventing skin cancer. Investigate what causes skin cancer. There are some great classroom activities on the Cancer Council site at <http://www.cancer.org.au/preventing-cancer/sun-protection/sunsmart-schools/primary-school-resource.html>.
6. Make a sun safety campaign about wearing hats using Voki (<http://www.voki.com/>). Alternatively, code a sun safety message using Scratch (<https://scratch.mit.edu/>).

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Author of the Notes

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