

The Plenary Producer

If you want to make the slides whizz through really quickly and then press escape to choose a plenary at random do this:

Select all slides, change slide transition to '0' seconds and uncheck the 'advance on mouse click' box. Start the slide show and it should work.

Useful summary about plenaries –
http://www.brighton-hove.gov.uk/downloads/education/education_online/key_documents/key_stage_3/tlf_plenaries_circle.doc

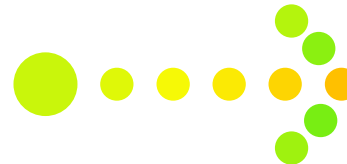
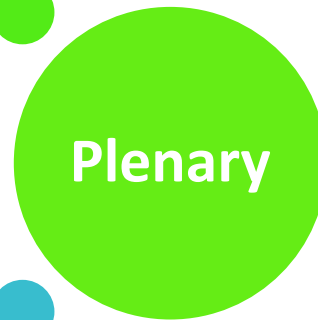
Aims



Objectives



T & L



Ideas from –

The Creative Teaching and Learning Toolkit (and Handbook) – Brin Best and Will Thomas

'35 Ideas for Plenaries' – Pimlico Academy – Chris Marshall

http://www.teachit.co.uk/custom_content/newsletters/newsletter_oct06.asp

<http://www.schoolhistory.co.uk/teachers/starters.html>

<http://www.geographypages.co.uk/start.htm>

http://news.reonline.org.uk/rem_art10.php

<http://www.teach-ict.com/teacher/plenary/plenaries.htm>

http://www.kenttrustweb.org.uk/UserFiles/ASK8/File/Secondary_Science/Secondary_Science_Resources/science-ideas-for-starters.pdf

www.independentthinking.com

[http://www.bristol-](http://www.bristol-cyps.org.uk/teaching/secondary/science/pdf/el_starters.pdf)

[cyps.org.uk/teaching/secondary/science/pdf/el_starters.pdf](http://www.bristol-cyps.org.uk/teaching/secondary/science/pdf/el_starters.pdf)

www.teachingthinking.net

<http://www.geointeractive.co.uk/contribution/wordfiles/starters%20list.doc>

www.psychexchange.co.uk

www.teachinglinks.co.uk/Lesson%20Starters%20and%20Plenaries.doc

TES resources site

Edward De Bono – How to Have Creative Ideas (Vermilion, Chatham, 2007)

My head

Other people's heads

Plenaries

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[What? How?](#)

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[Change the world](#)

Show me the answer!

Using mini-whiteboards, true/false cards, hand signals, different coloured cards etc. pupils must show you the answer to a series of questions

Aims



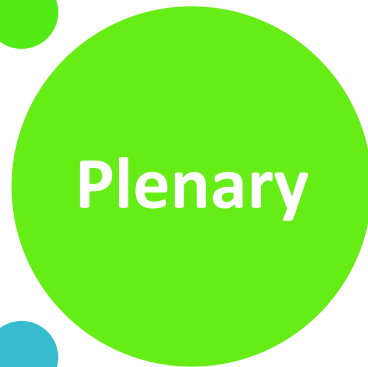
Objectives



T & L

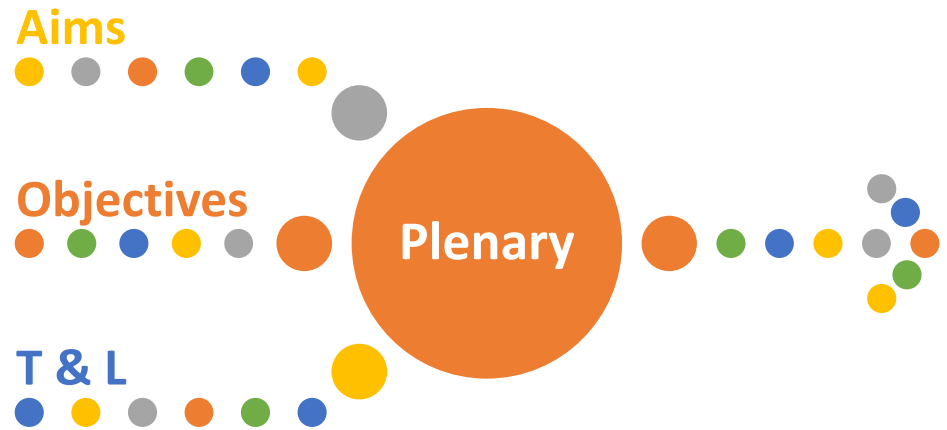


Plenary



Questions

e.g. A series of questions
(perhaps relating to the lesson
objectives)



- 1) What does fair trade mean?
- 2) What is not fair trade?
- 3) Why?
- 4) Does fair trade work?
- 5) Does fair trade matter?

Questions you would like to ask

Today we have been studying elections. Write down the questions today's lesson has inspired you to think of.

Or, Write down 3 questions to ask other people in the class about today's lesson.

Aims



Objectives



T & L

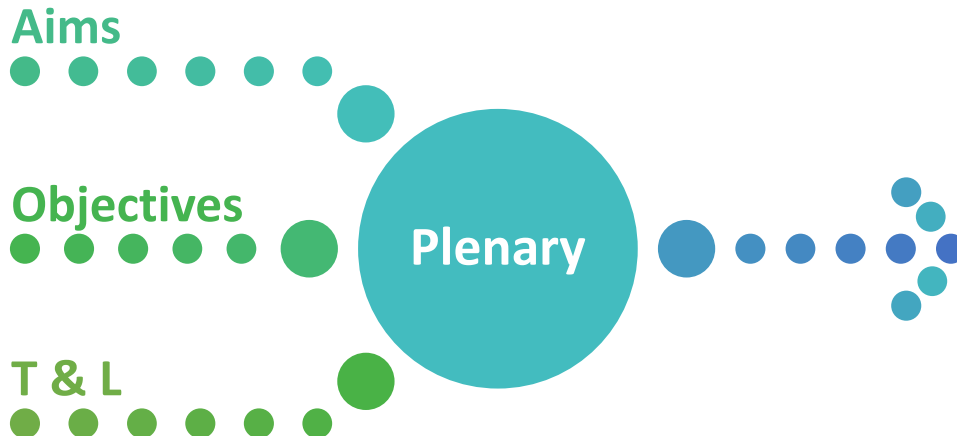


What's your opinion?

Students write/speak/act out their opinion(s) about the topic covered.

This could be used as a springboard for shared evaluative discussion of what has been studied.

It could also link back to a similar activity done at the start of the lesson/topic.



Word Fill

e.g. Fill in the missing words (can include the words underneath - in the wrong order of course - for differentiation)

The X _____ is a popular programme on _____.

All of the contestants are extremely _____ and _____.

Simon Cowell always says _____ things and makes the performers feel _____ about themselves.

Aims



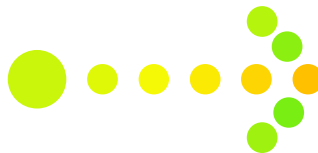
Objectives



T & L

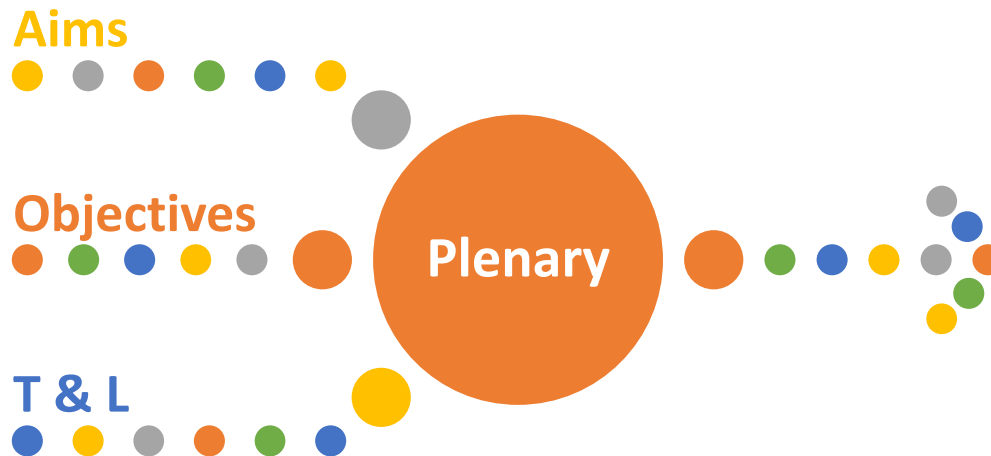


Plenary



Pictionary

e.g. Give students concepts/ideas/things to draw whilst others have to guess what they are



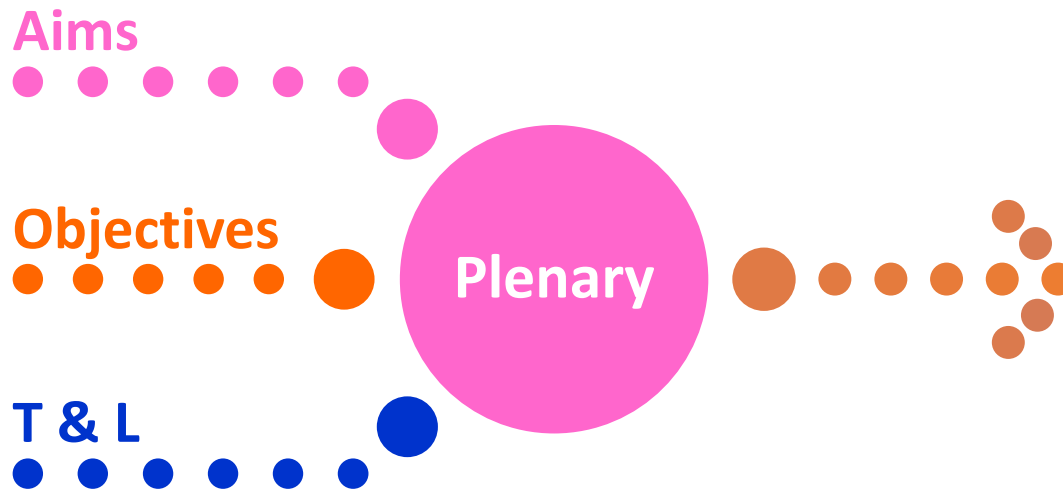
Alternative – short list of concepts/ideas and students have to draw in books or on mini-whiteboard and then feedback their thinking/explanation.

Can divide group into teams to make it competitive

Freeze Frame

Students have to produce a freeze-frame showing one aspect of their learning.

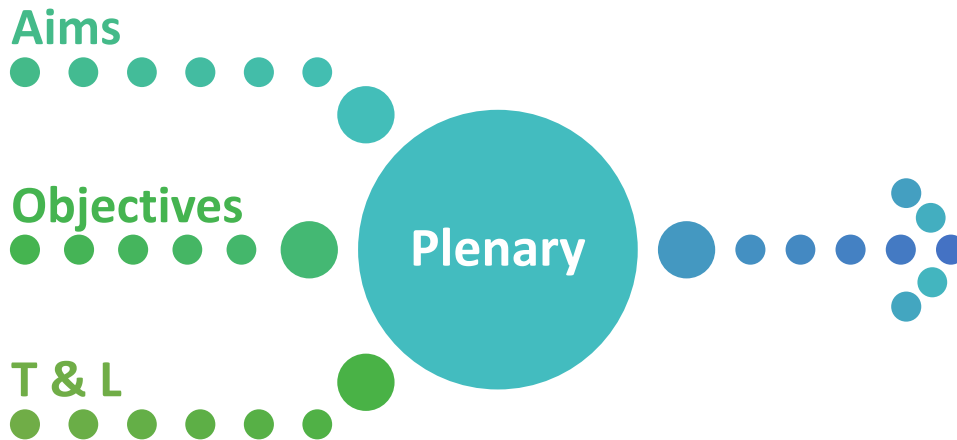
This could be developed so they have to dramatise the learning in the lesson. (“Oh my god! $2x + 3y = 19!$ ”)



Bingo Sheets

e.g. Pupils get bingo sheets with key words/phrases and you read out definitions...

Develop by
choosing able
student to
stand at front
and come up
with the
definitions



Hangman

You know what it is!

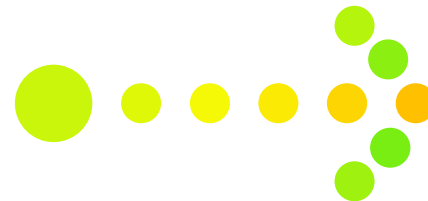
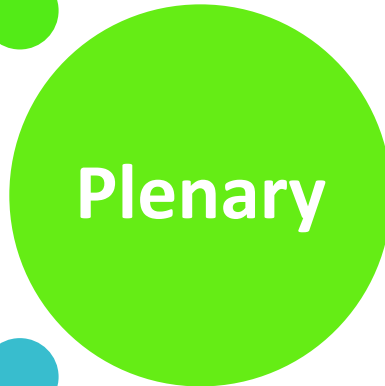
Aims



Objectives



T & L



Classwork Peer Assessment

For example, students asked to swap classwork (relies on it having being done) and peer assess their neighbour's on the success criteria you set.

Can also use two stars and a wish.

Aims



Objectives



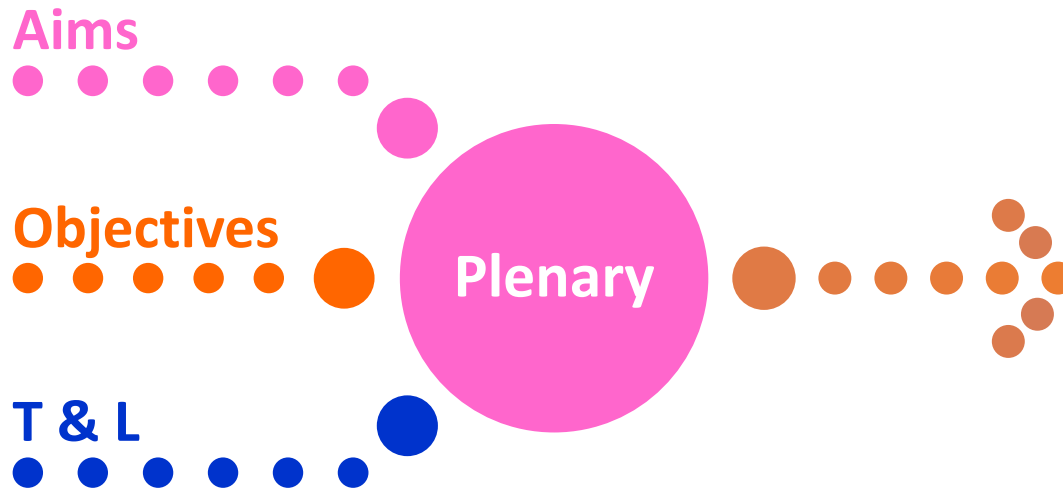
T & L



Pupil as Teacher

e.g. One (or more?) pupil is the teacher.

They have to summarise the lesson (unit) and question the class on what was studied.

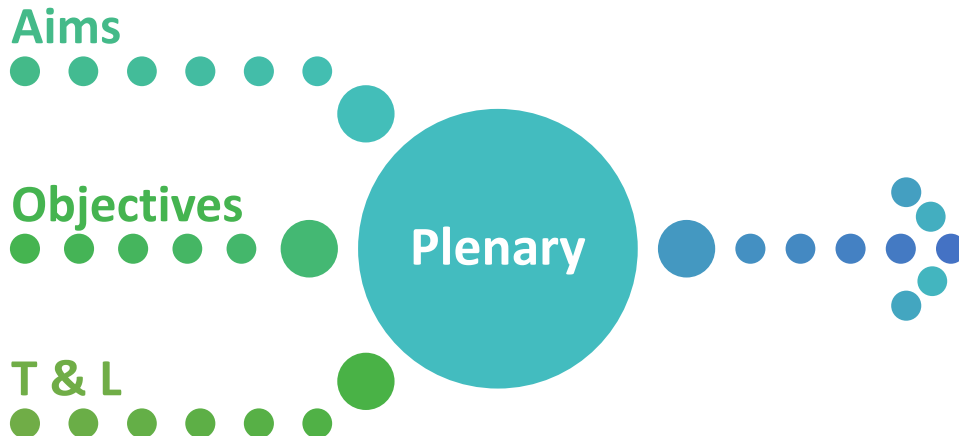


Instructions

Ask students to write intricate instructions for a specific task related to the lesson.

For example voting in an election or staging a protest march.

An alternative is to write detailed instructions for the learning they have done during the lesson/or of the lesson itself



What if?

- What if we hadn't done today's lesson?
- What if you weren't allowed to know what we've learnt today?
- What if everything I've told you today
- was false?

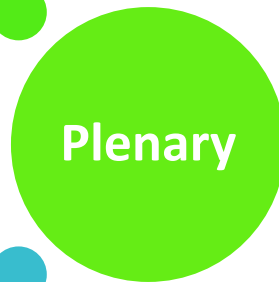
Aims



Objectives



T & L



Plenary

Tell me three things...

- you have learnt today
 - you have done well
 - the group has done well
- you would like to find out more about
- you know now that you didn't know 50 minutes ago

Aims



Objectives



T & L



Plenary

Get Creative

Cloak

Sled

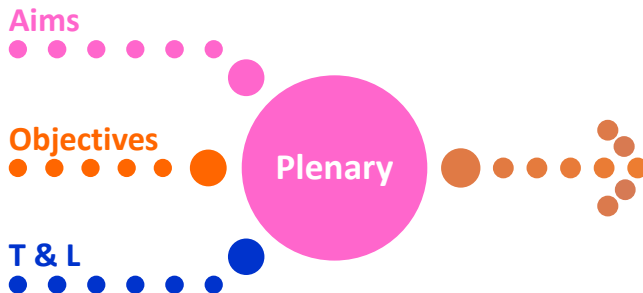
Tourist

Machine

Fuse

- Show how each of these random words might link to today's lesson.
- Explain the influence or link
- Could do quick-fire point and say, A+B pairs, increasing links (i.e. first link 1, then 2 etc.)

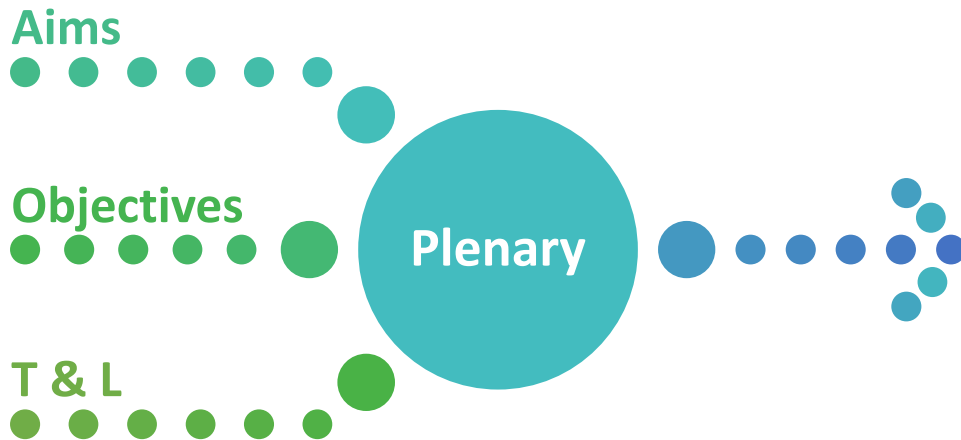
Adapted Edward De Bono's 'How to Have Creative Ideas'. See www.edwarddebono.com



Taboo

Students have to describe a key word without using that word (it is taboo!).

(could do it in teams, pairs, whole-class)



Recipe Time

Students have to write a recipe of the lesson (or their learning).

Can be a good way to narrativize the lesson and so help recall.

Could develop by asking for a dramatic (or genre-specific) recipe of the lesson

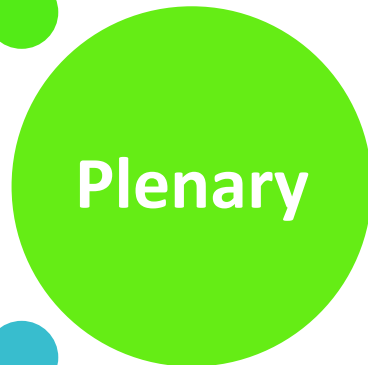
Aims



Objectives



T & L



Story-Time

Re-tell today's lesson as a story. Ensure you have a beginning, a middle and an end.

Aims



Objectives



T & L



Plenary

Develop through genres i.e.



Fable

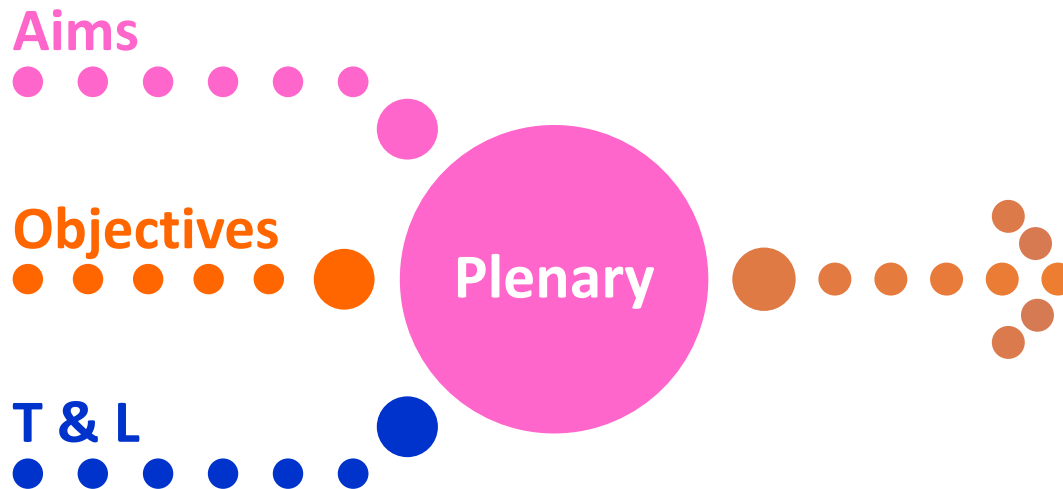
Sci-fi

Thriller etc.

True or False

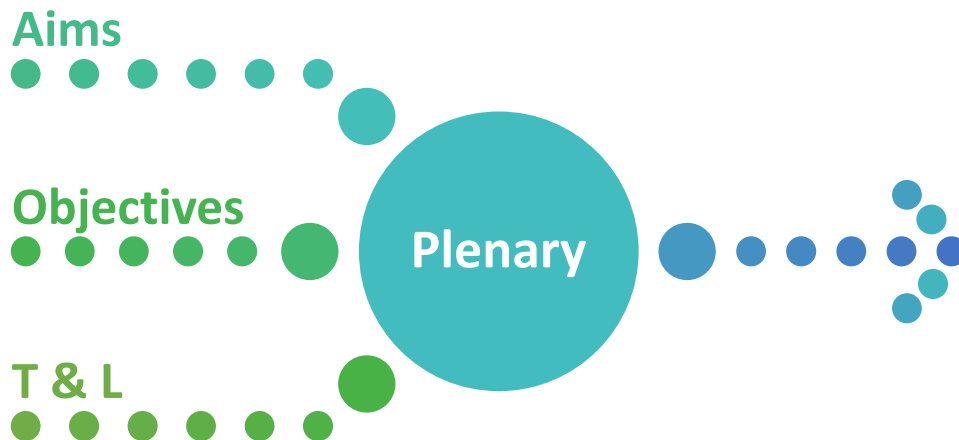
True.....or is it false!

Could pre-plan questions or get students to write their own for the rest of the class

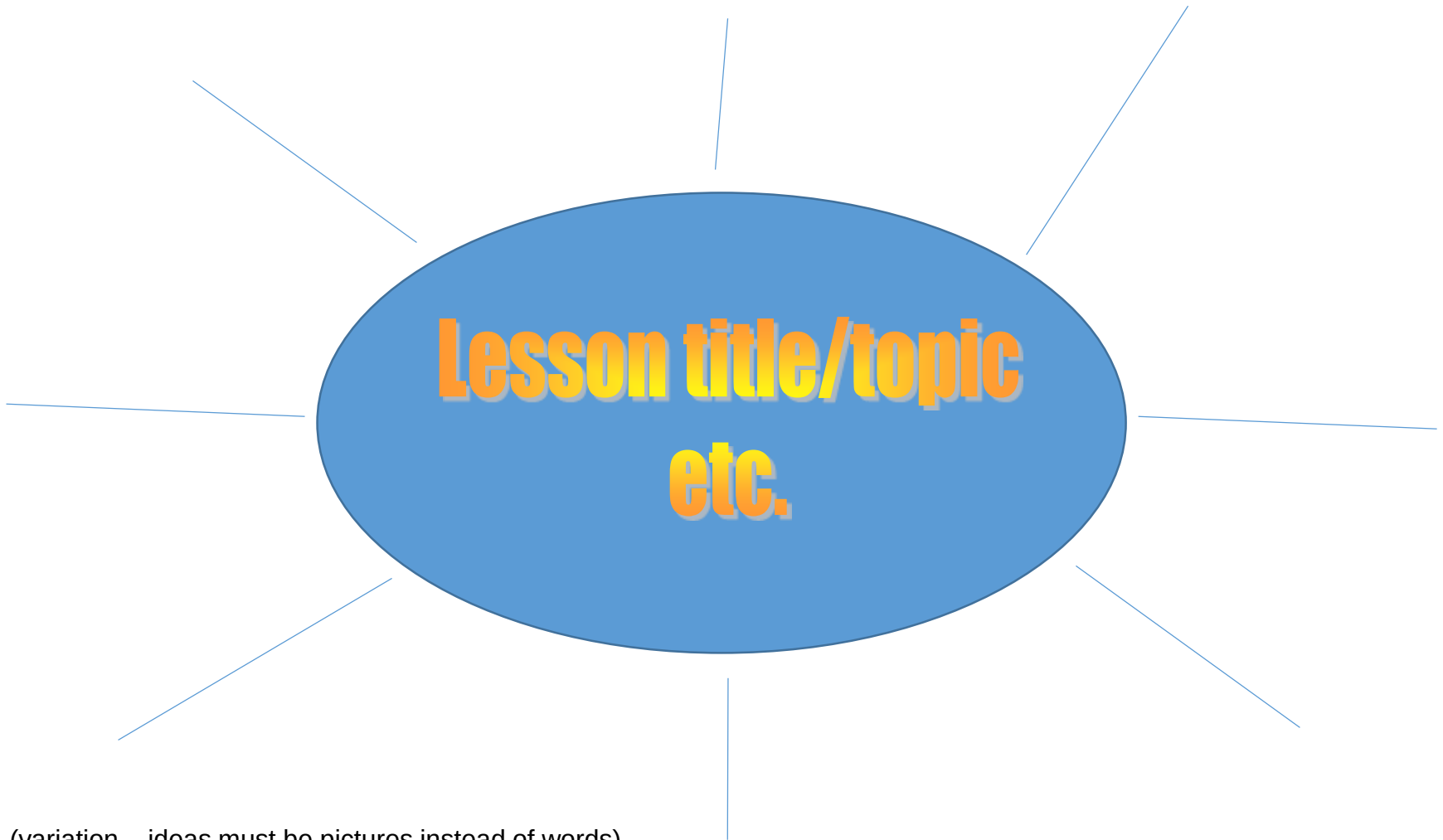


Just a Minute

One pupil starts to speak about the topic covered. At the first repetition, pause or mistake another takes over - and so on until the minute is up.



What do you know?

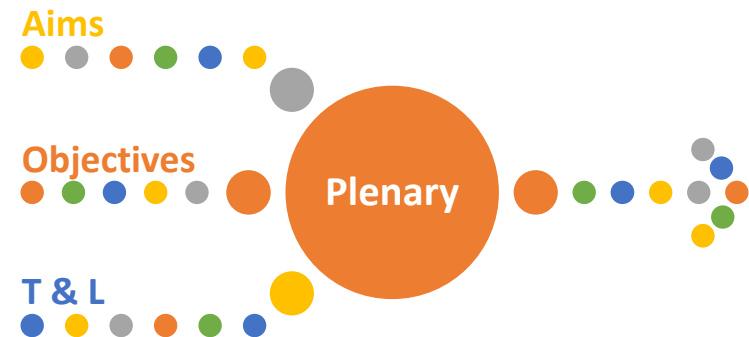


(variation – ideas must be pictures instead of words)

Inside the Octagon

8 way thinking comes from Howard Gardner's multiple intelligences. The simplified octet is –

- | | |
|-------------|--|
| 1) Numbers | How many... |
| 2) Words | Where does the word come from.. |
| 3) People | Who... |
| 4) Feelings | What emotions... |
| 5) Nature | How does the environment affect... |
| 6) Actions | What do people do... |
| 7) Sounds | What songs have been written about it... |
| 8) Sights | What images represent... |



(from <http://www.independentthinking.co.uk/Cool+Stuff/8Way+Thinking/default.aspx>)

Two ideas – i) Who is affected by what we have studied today?

ii) What sounds could convey today's lesson?

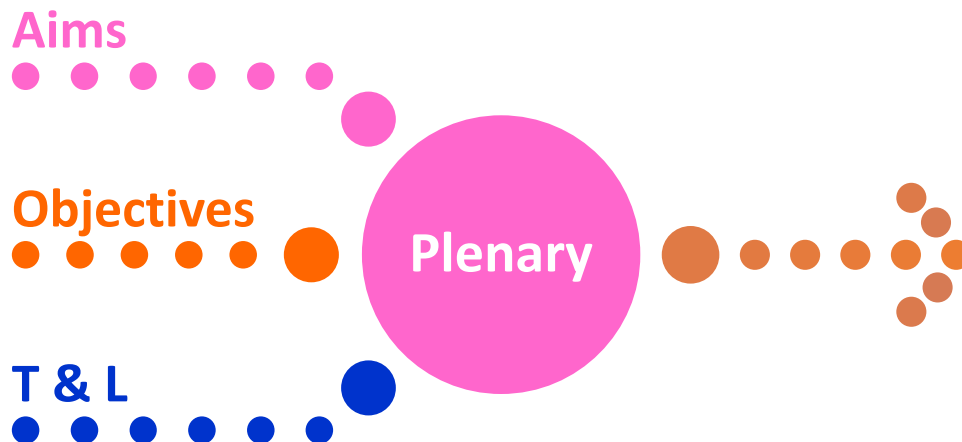
iii) What emotions have helped/hindered your learning today?

Different Shoes

If...

Gordon Brown/an LEDC farmer/dolphins

...had taught today's lesson, how might it have been different and why?



In the spotlight

A volunteer (or group) is asked five questions based around the lesson.

The rest of the class mark down whether they agree or disagree with the answers so that the whole class is tested. Could use whiteboards or voting cards.

Aims



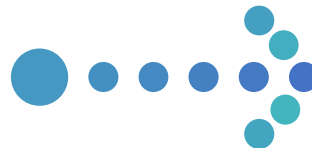
Objectives



T & L



Plenary



Home Improvement

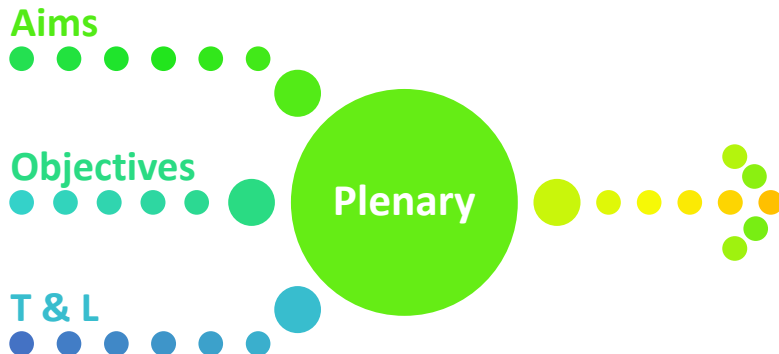
How can _____ be improved?

Why would your changes be an improvement?

Who for?

How long would they last?

(could be used for a specific area covered in the lesson, or about the lesson itself, or about the learning that went on in the lesson etc.)



Get In Character

Hand out character cards of people or groups related to the lesson.

Students then have to answer questions in character, come up with questions for other characters (still in role) or discuss how their character may have felt had they been in the lesson.

Could have 3-4 characters and then put students into mixed groups.

Aims



Objectives



T & L



Plenary



Design a Plenary

Ask students to design a plenary activity to use next lesson. Set success criteria.

Aims



Objectives



T & L

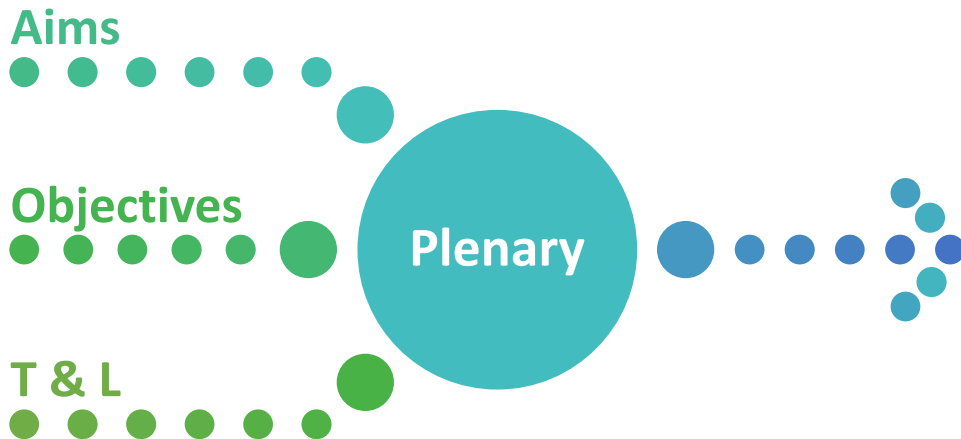


Plenary



Blockbusters

Set up a Blockbusters style grid using appropriate key terms/names/places etc. from the lesson or unit



Controversial Issue

Make a deliberately controversial statement relating to the lesson as an incitement to reflective discussion

e.g. after a lesson on sustainable development, the teacher could proclaim:

“So why don’t we just not bother with sustainable development?
What would happen then?”

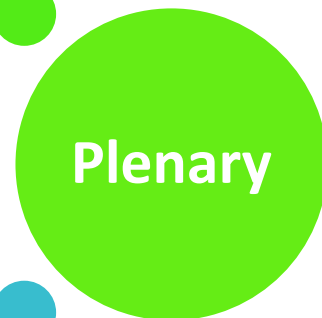
Aims



Objectives



T & L



Dominoes

Create enough cards for one each.

Students have to join them up a la the great pub/lounge/caravan game 'dominoes'!

Many uses – i.e. could spell out the lesson objectives, a question to reflect on, key words/concepts from the lesson that link

Aims



Objectives



T & L



Plenary

My Word!

Students are given (or choose) a word related to the lesson. They must stand up and point to someone in the class who must then give the meaning. That person then chooses the next person to pose a word.

Aims



Objectives



T & L

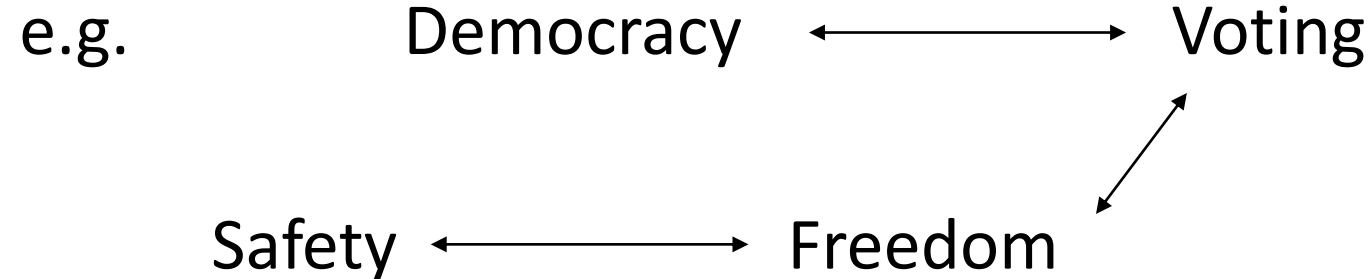


Concept Map

Give students a list of words related to the lesson.

This can either be on cards or on the board.

They must then turn these into a 'map', where each connection can be explained and justified.



Who Wants To Be A Millionaire?

Google 'Who Wants To Be A Millionaire template' and off you go!

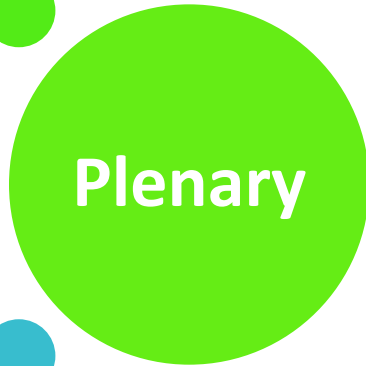
Aims



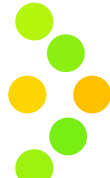
Objectives



Plenary



T & L



5 – 5 – 1

Summarise today's topic in 5 sentences.

Reduce to 5 words.

Now to 1 word.

(with as many variations as there are numbers!)

Aims



Objectives



T & L



Anagrams

Students unravel anagrams to reveal the key words/phrases/ideas from the lesson

Develop by getting students to come up with their own anagrams

Aims



Objectives



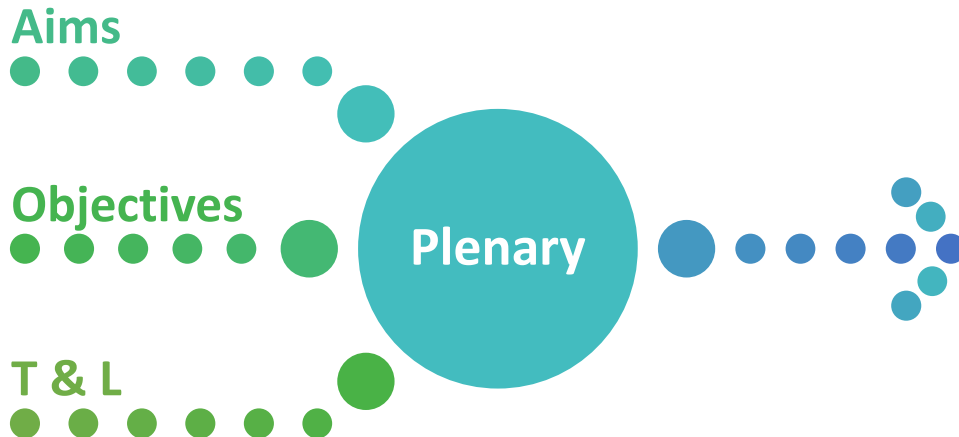
T & L



Helpful Tips

Write 5 top tips or golden rules about the topic for students taking the lesson next year.

Develop with snowballing, group answers or posters etc.



Question? Answer.

Set a question at the beginning of the lesson – as the aim, lesson objective etc.

Return to this and ask students to now produce an answer. This could be in lots of different forms – written, verbal, still image, poster, storyboard

Develop with word limits, producing for specific audiences.

AfL with mini-whiteboards, thumbs/colours agreement when answers read out.

Aims



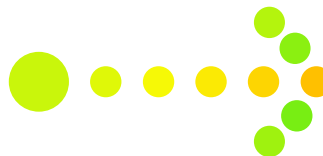
Objectives



T & L



Plenary



Stop!...wait a minute Mr Postman

Use post-it notes to share reflection, recall and evaluation.

Could be done in groups of 3/4 on sugar paper and then presented.

Could use pictures relating to parts of the lesson or people/characters related to it.

Could have a number of A3 sheets with different questions/areas on.

Aims



Objectives



T & L



Cross the Curriculum

How does today's learning link to three other subjects?

How can you use what you have learnt today in other subjects?

What skills can you take from today and use elsewhere in school?

How would you encounter the same topic differently in other subjects? (e.g. environment)

What links today's topic to _____ (insert subject here)

Aims



Objectives



T & L



Plenary



Self Peer Teacher

Use a self-, peer-, or teacher- assessment to achieve excellent AfL and Student Voice practice.

Two stars and a wish

3 good things, one to improve

What I found interesting/learnt/struggled with

Aims



Objectives



T & L



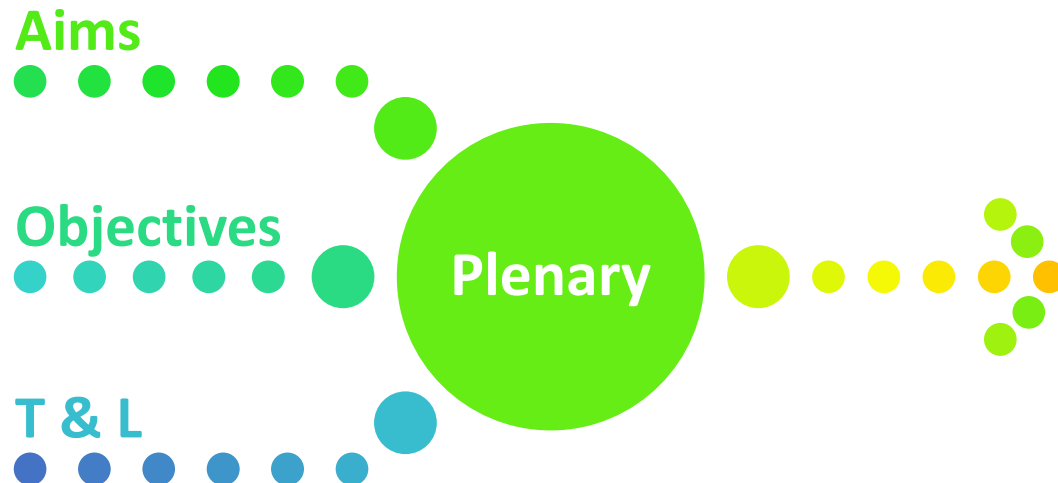
Plenary



No to no and no to yes

Students are not allowed to use the words 'no' or 'yes' when answering questions.

Questions can be posed by the teacher, in pairs or groups.

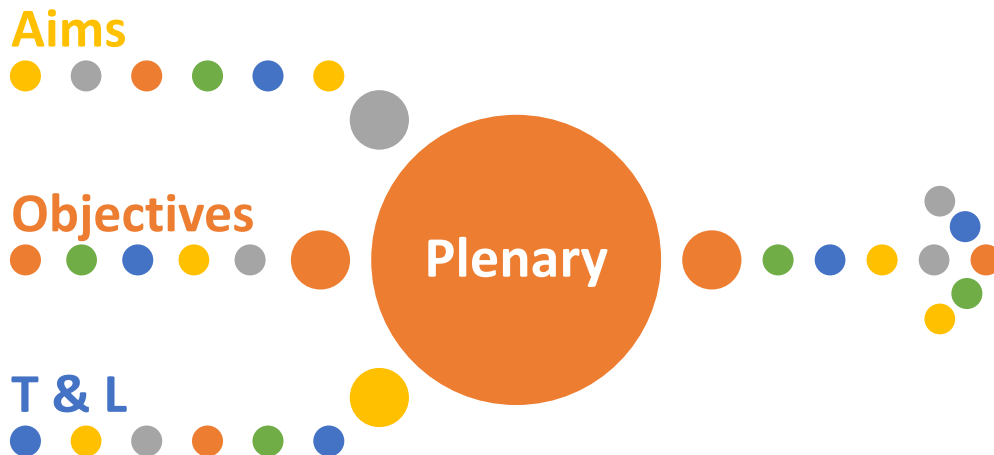


As easy as 1 2 3

Place students in groups of 3 and number them 1-3.

3 statements on the board which the corresponding individual must explain to the rest of the group.

Develop by 'phone-a-friend' where if one student can't explain they find another student with their number in the group and learn from them.

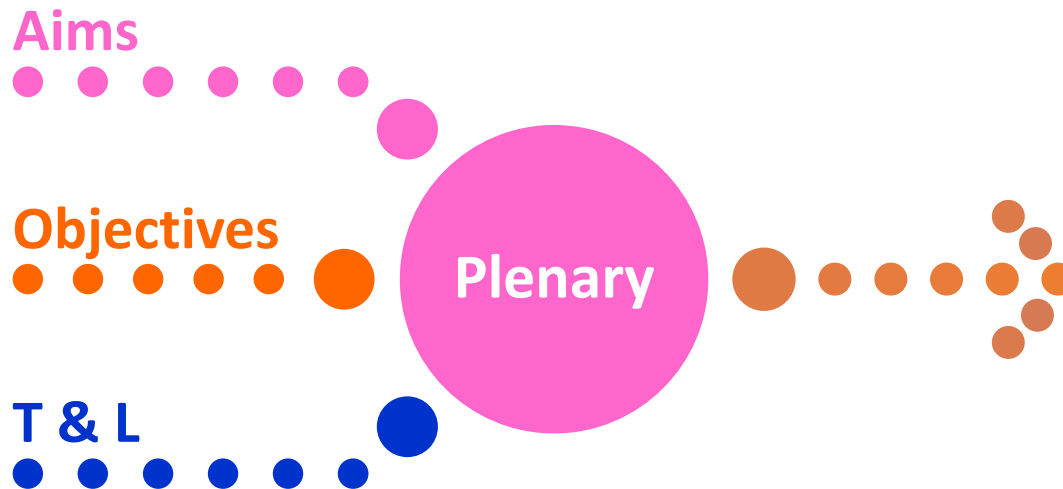


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Quick-fire

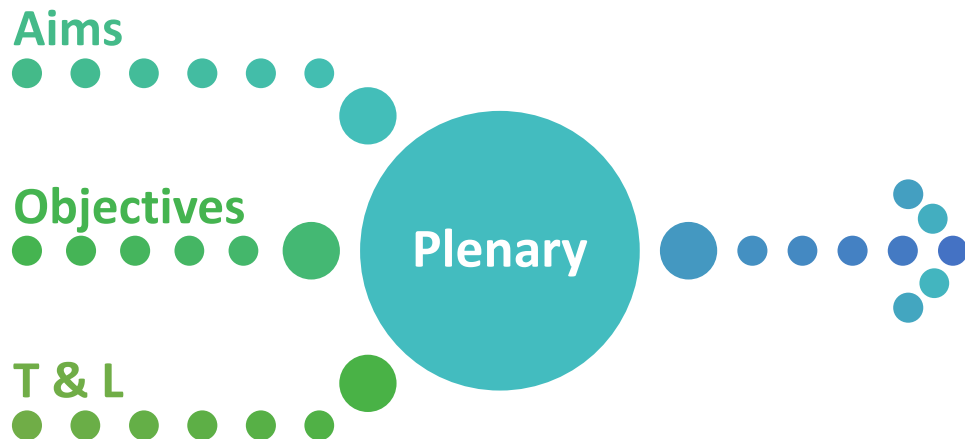
Quick-fire questions on the topic to individuals in the class.

Develop by getting students to write the questions and put them in a box which you then draw from.

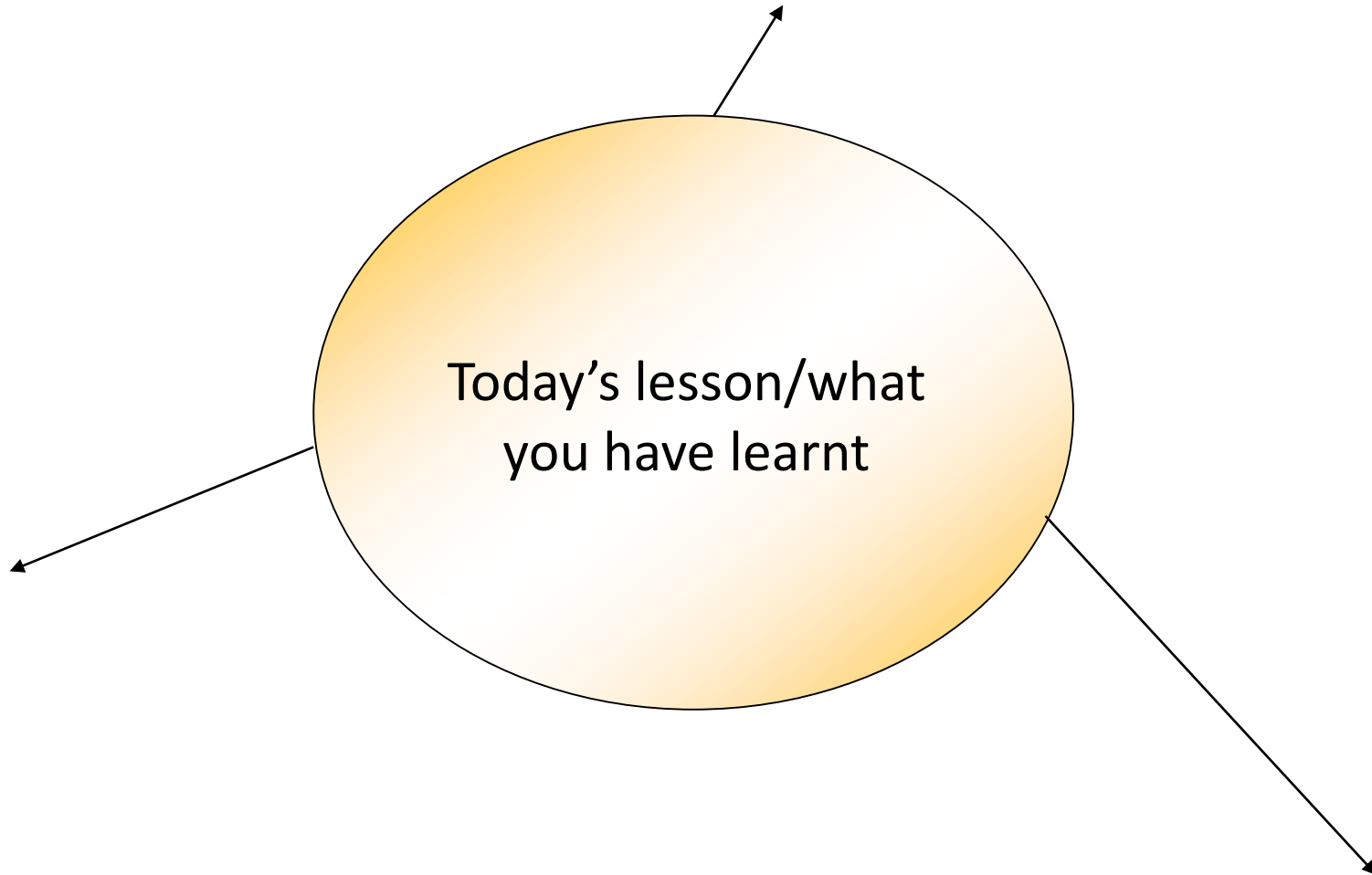


Labelling

Label a diagram, picture or illustration.

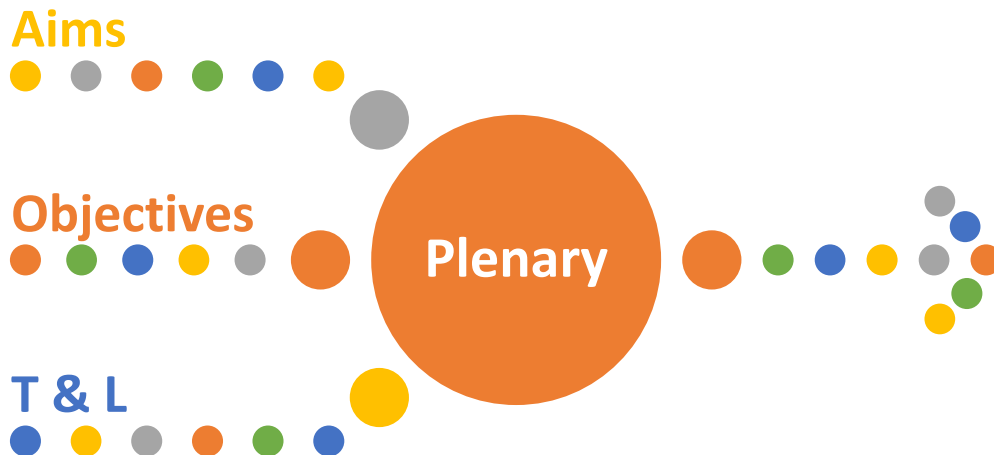


Brainstorm



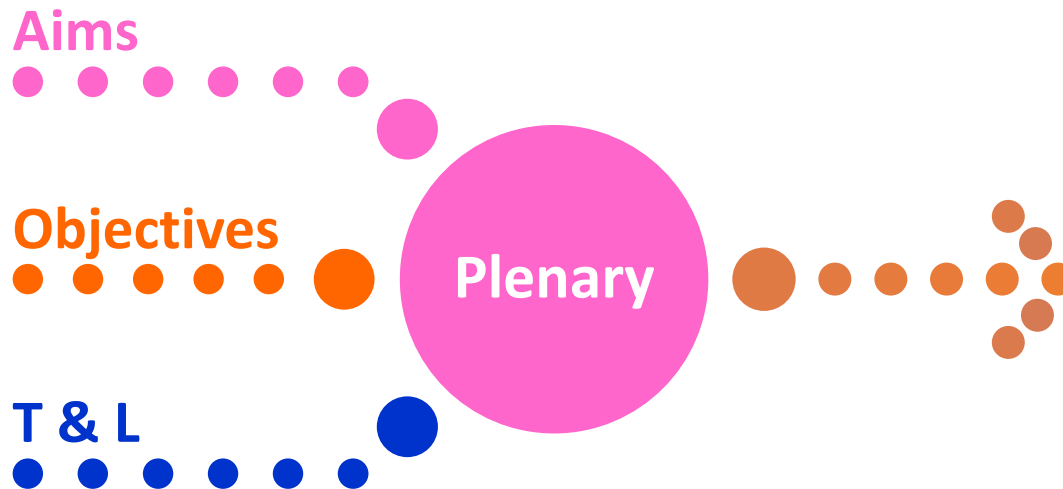
Mind Map

Ask students to produce a mind map of their learning. This could be done using concept branches, key words, 3 things they have learnt etc.



Storyboard

Make a storyboard of today's lesson/your learning/a key concept/the topic studied...



Comic Strip

Produce a comic strip showing what you have learnt today/explaining the lesson.

Could be developed by having a PowerPoint slide with specific speech bubbles they have to put in their strip (i.e. Wow! Proportional representation really is a potential alternative to first-past-the-post)

Aims



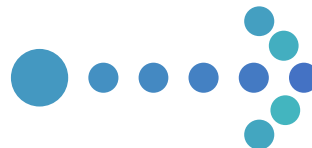
Objectives



T & L



Plenary



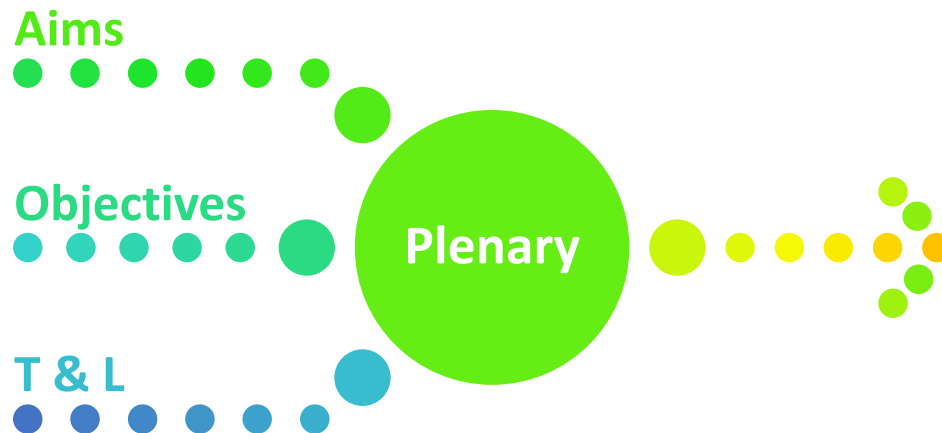
Evaluation Tree

Display a tree and ask students where they feel they are on the tree in relation to the lesson or topic.

Can be used repeatedly to articulate progress/problems.

Could print out on A3/A2 and get students to put post-it notes on with their name.

Could then pair up strong and weaker students etc.



Which Pic?

Display six pictures and pose the question:
Which picture matches your learning today? Why?

Aims



Objectives



T & L



Hot Seating

Students (or the teacher) take the 'hot-seat' and answer questions in-role that the class have come up with.

This could be as an expert on the topic just covered, or as an individual linked to the topic.

(e.g. a specific individual such as the head of the Bank of England or a representative of a group affected such as a working-class factory hand in 19th century Britain)

Aims



Objectives



T & L



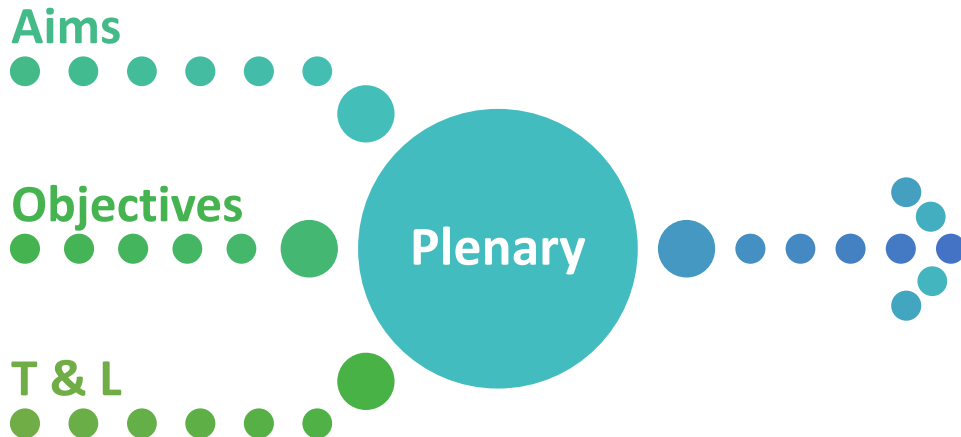
Plenary



Draw your brain

Either hand out outlines of a brain/head or pupils draw it themselves.
Then, get them to fill it with everything they have learnt (knowledge and skills) during the lesson.

Could develop by having them draw the brain at the start of the lesson so as to signpost that they will be able to fill it up by the end.



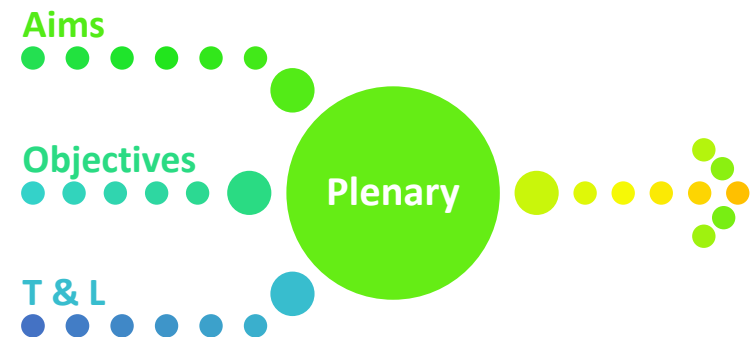
You're Bard!

Write a poem, 5 lines long and that rhymes, summing up what you have learnt today.

e.g. (after a lesson on JFK and Vietnam)

This is a poem for plenary,
About the policies of J.F. Kennedy,
He tried to contain,
The red, Russian stain,
Before ending up in the cemetery.

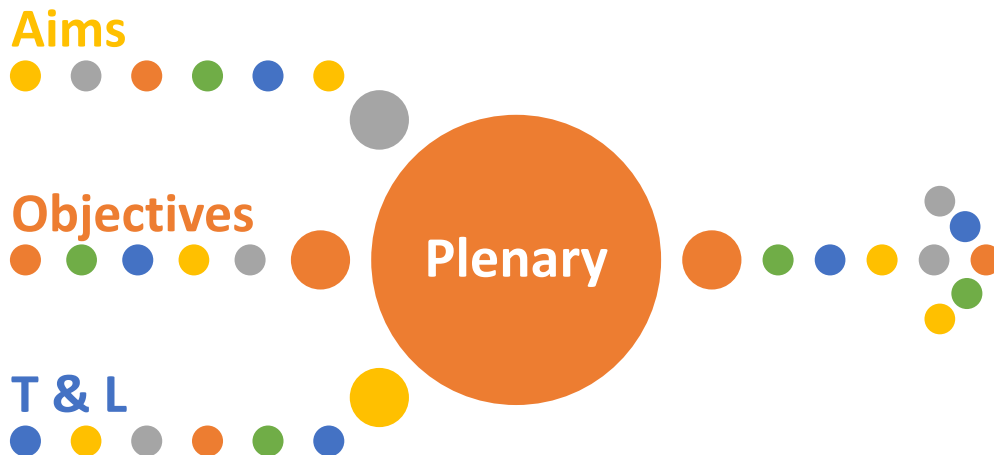
Develop by using different poetry styles, i.e. Haiku, sonnet, limerick (as seen above), non-rhyming, acrostic, tongue twister



Skills skills skills

What skills have you developed today? Choose one and explain how you have developed it....

Develop by linking to PLTS (<http://curriculum.qca.org.uk/key-stages-3-and-4/skills/plts/index.aspx>) and perhaps focussing on a different skill week by week.

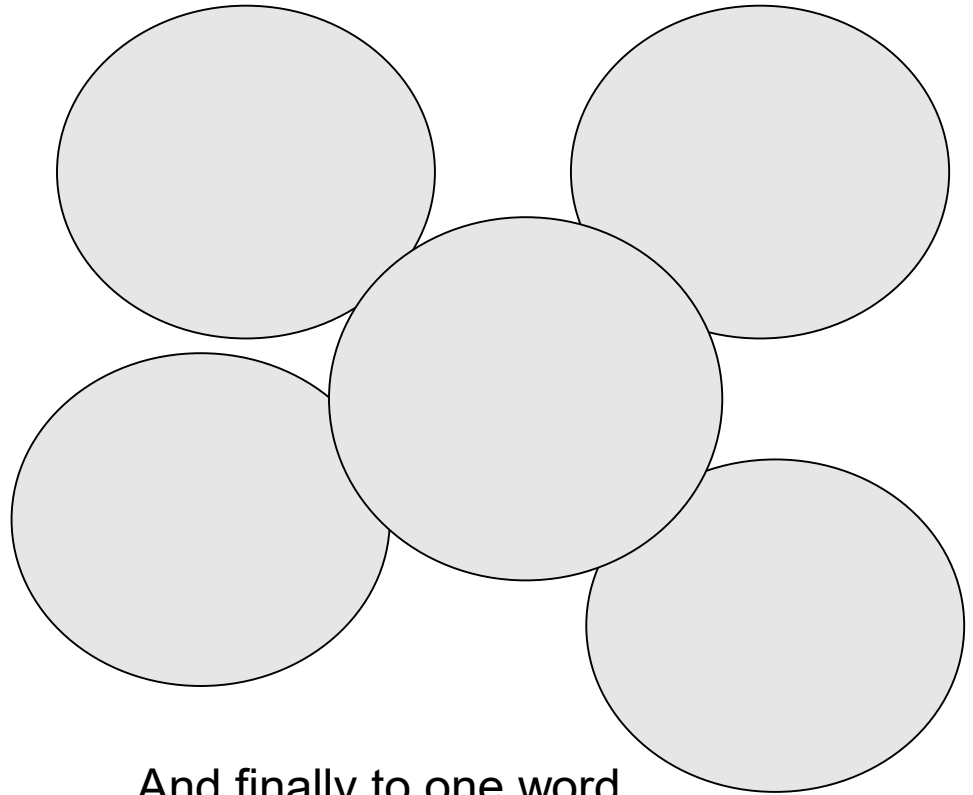


5-5-1 Deluxe!

Write 5 sentences summarising today's topic...

Use shapes and pictures to
deluxe-ify 5-5-1

Now reduce that to 5 key words...



And finally to one word....

Art Schmart

Draw the most important thing you have learnt today.

Could develop by then asking students to stand in two lines facing each other and explain their drawings. One line then moves along and the 'pairings' change.

Aims



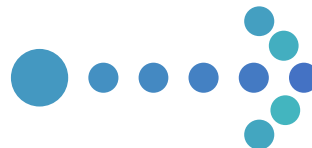
Objectives



T & L



Plenary



Sculpture Vulture

Bring in a random bag of packaging, newspapers, fabrics, materials etc. (I keep a few bags in my room and chuck in anything that might be useful as I go along) and get students to make a sculpture of the lesson/their learning/a key topic.

Develop by having a plinth or shelf in your room where the best sculpture plenaries get displayed.

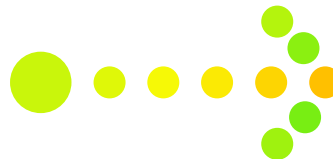
Aims



Objectives



T & L



PLTS

- 1) Pick one of the skills and explain how you have used it today...
- 2) Pick one of the skills and explain how you have improved it today...
- 3) Pick one of the skills and explain how you will aim to use it or improve it next time...

Team Worker

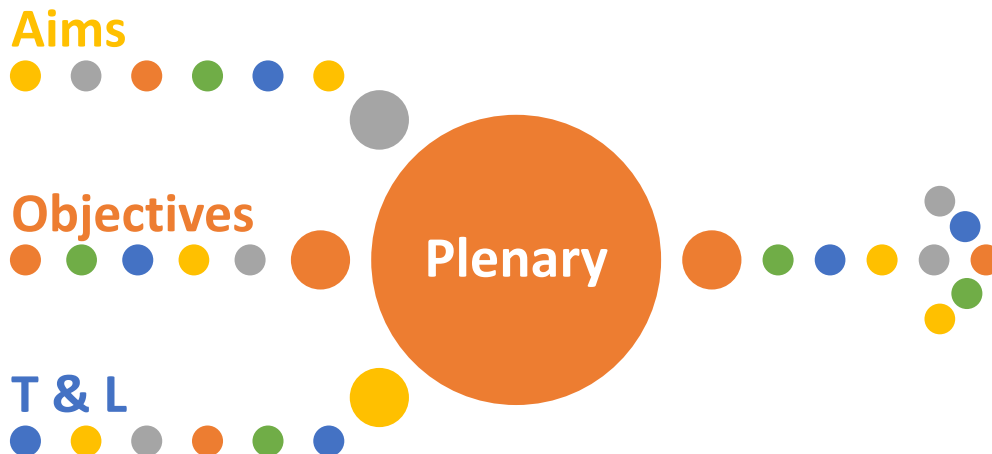
Creative Thinker

Reflective Learner

Effective Participator

Self Manager

Independent Enquirer



Definition

Choose three new words you have learnt today or in the last few lessons and write dictionary definitions.

Develop by then asking students to write a paragraph for each of the words (or one using all three at once).

Aims



Objectives



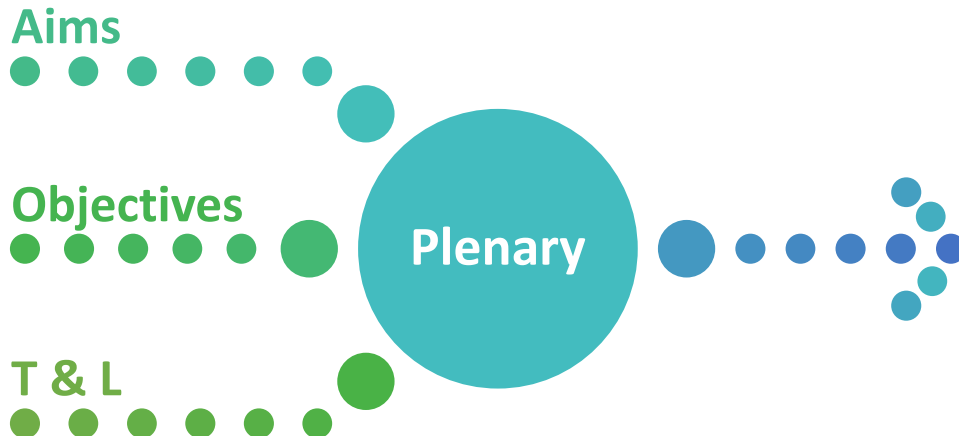
T & L



Poster Campaign

Design a poster advertising the lesson/your learning.

Develop by setting word limits i.e. no more than 7 words
or target audiences i.e. a Year 6 student



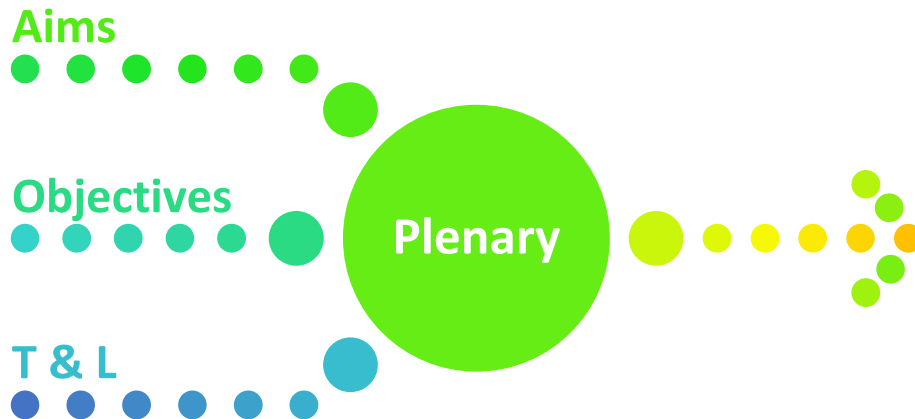
VAK

Visual, auditory, kinesthetic.

What have you learnt with your eyes this lesson?

What have you learnt with your ears?

What have you learnt with your body?



Beat the Teacher

Your task is to try and beat the teacher!

Come up with questions based around your learning today and see if the teacher can answer them.

Develop by:

- snowballing
- writing questions on pieces of paper and placing in a box. One student (sensible - able to vet) then sits opposite the teacher at the front of the class and pulls out questions to ask a la Mastermind.

Aims



Objectives



T & L

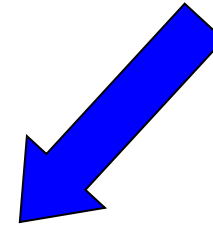


Plenary

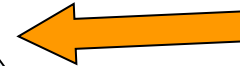
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Pyramid

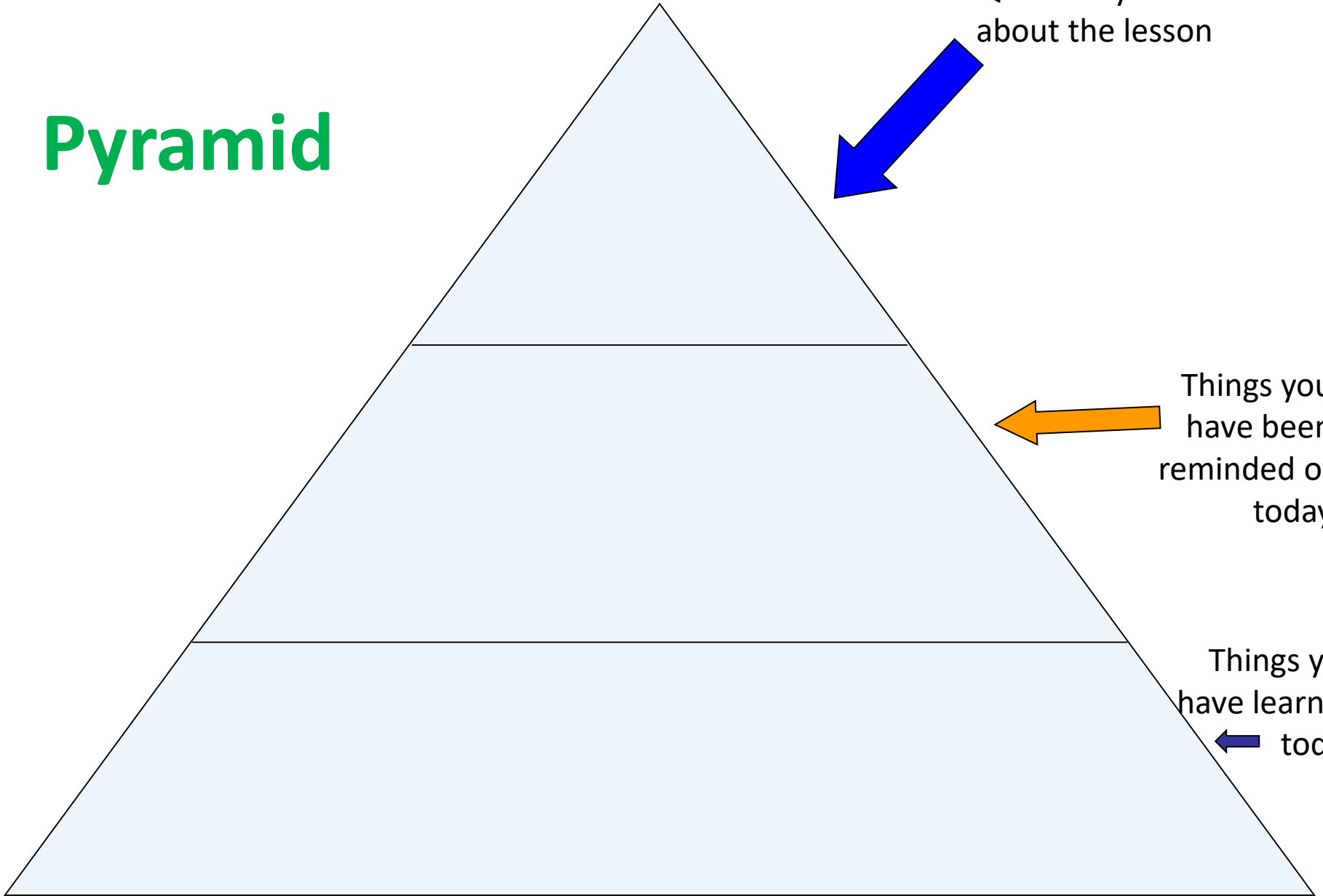
Question you have
about the lesson



Things you
have been
reminded of
today



Things you
have learned
today



Extra! Extra!

Write a newspaper headline about today's lesson...

- Develop by:
- asking for a plan of the article to go with the headline
 - asking for a series of different headlines (i.e. sensational, serious, tabloid etc.)
 - asking for a headline with picture

Aims



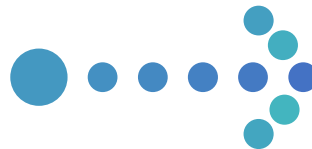
Objectives



T & L



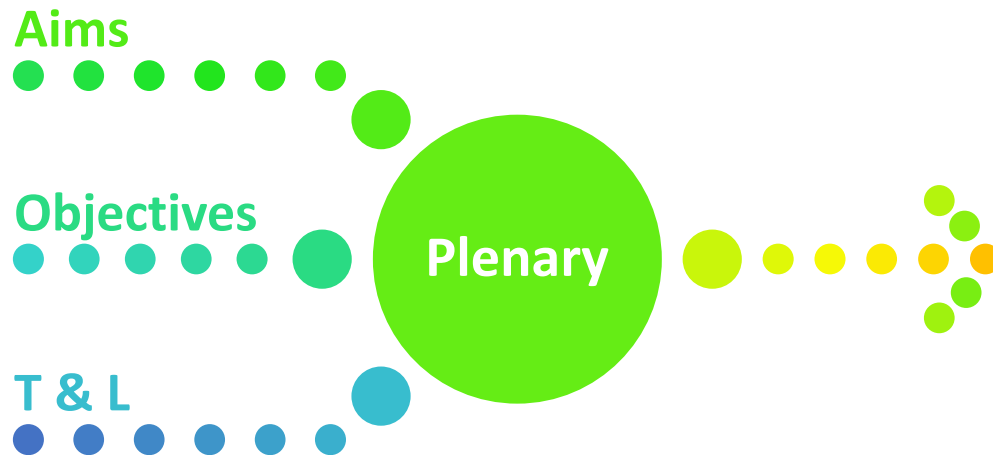
Plenary



Exam Question

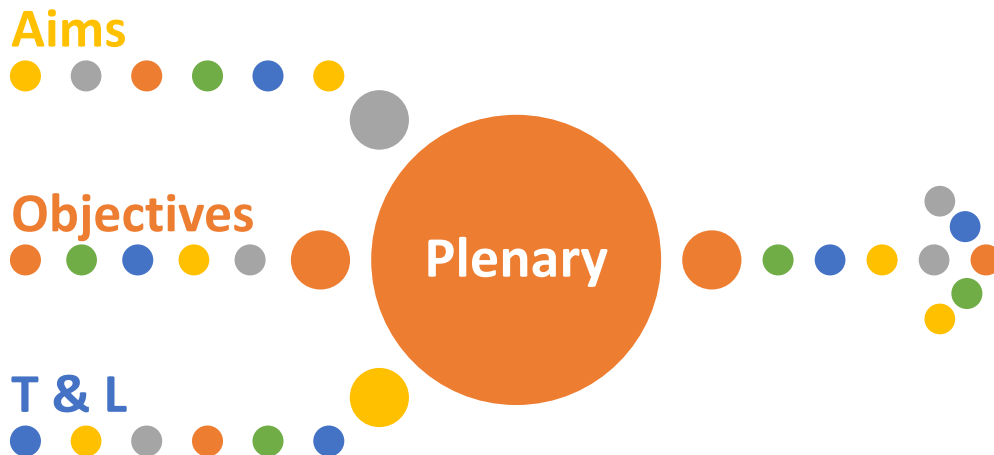
Write an exam question based on your learning today. Then, swap books and answer someone else's question.

Develop by writing a mark scheme for the question as well, using peer/self assessment or using different types of exam questions – multiple choice, short answer, essay etc.



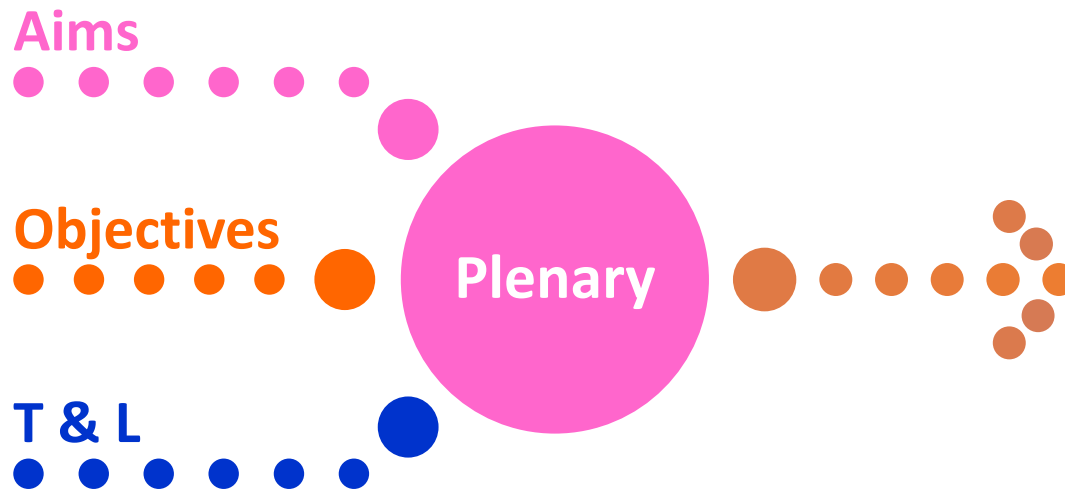
Shape and Colour

Use **only** shape and colour to create an image of your learning.
Then, show it to a partner and see if they can guess what the learning is.



Play Doh

Use Play Doh to make a sculpture showing what you have learnt this lesson or what skills you have used/improved or a key concept etc.



Targets

What three things have you done well this lesson?

What can you improve next lesson?

How will you do this?

Develop by signposting with exemplar, ideas of targets or oral Q+A

Aims



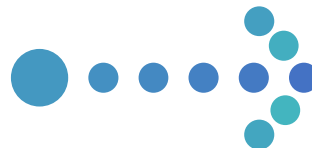
Objectives



T & L



Plenary

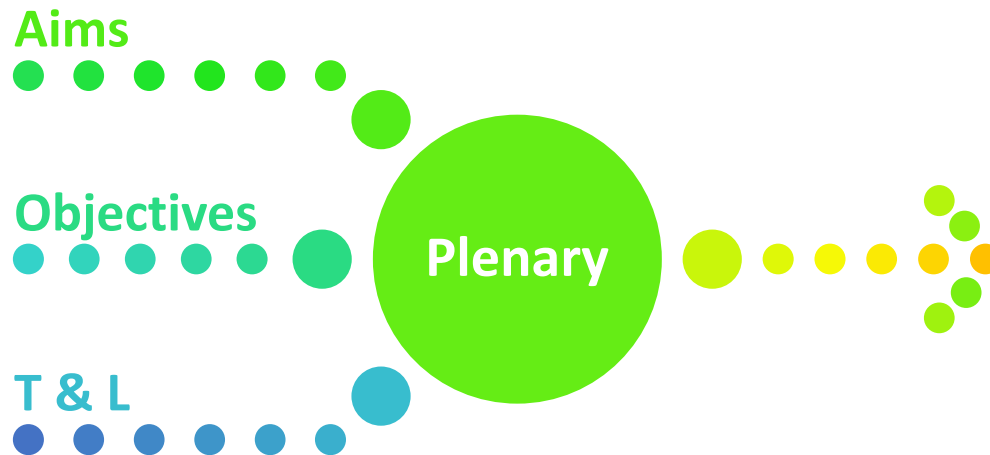


Equation

Write an equation showing your learning...

For example –

Eggs + flour + milk + sugar X oven = cake



K U I

As a result of the lesson today I:

Know...

Understand...

Can use the information in the following other situations....

Aims



Objectives



T & L

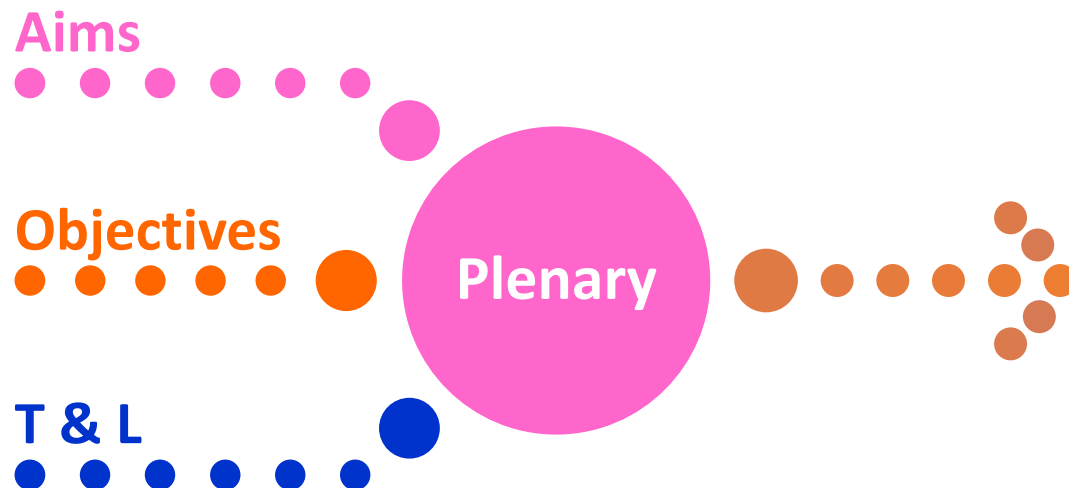


Success!

I have been successful in the following three ways...

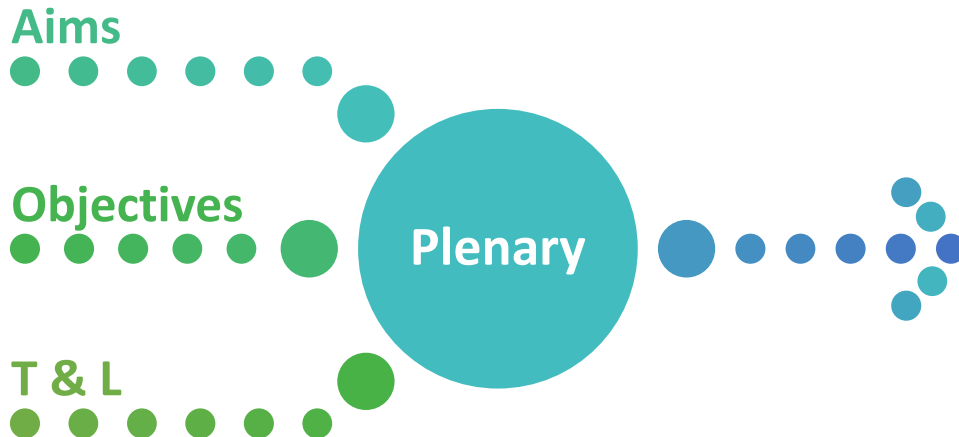
I could make this better next time if I...

If I were starting again and designing this for myself I would do this instead...



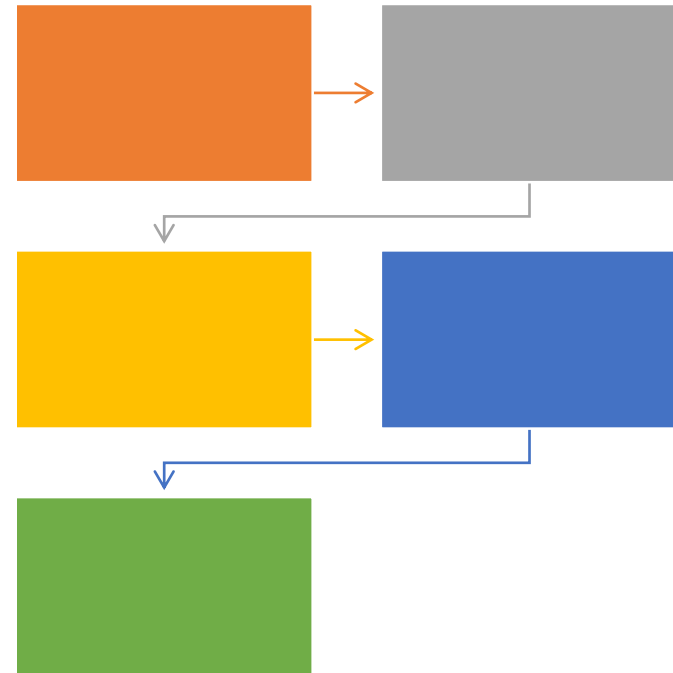
Txt Msg

Write a txt
msg
explaining
your
learning



Flow-Chart

Draw a flow-chart
showing the lesson



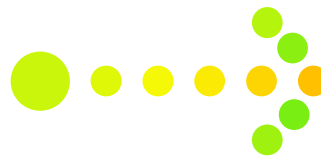
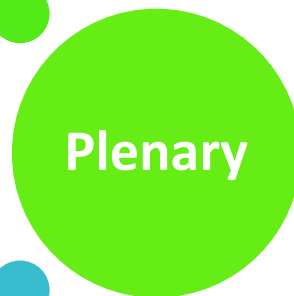
Aims



Objectives



T & L



Neighbours

Ask students to review the lesson through their neighbour. For example:

What three things has your neighbour learnt today?

What would your neighbour like to find out more about?

What does your neighbour think about....

What answer to the overall question can your neighbour give?

Set targets with your neighbour by sharing your work

(Develop by sitting different abilities together, snowballing so that a pair of neighbours then become the neighbours of another pair,)

Aims



Objectives



T & L



Plenary



60 Seconds

Timer on board –

http://classtools.net/main_area/template_loader.php/?timer

Set students the challenge of summing up the lesson in sixty seconds.

Students then read out their summations until a really full picture is presented to the class.

(Develop by setting paired work – one speaker, one scribe; giving certain words/phrases to include; adjusting the time for more quick-fire/in-depth answers)

[Back to
Plenaries](#)

Predict it

Ask students to make a prediction based on the knowledge gained in the lesson. For example:

What do you think we will study next lesson?

What would happen if a catalyst were brought into the reaction?

Predict the changes if welfare benefits were removed

Aims



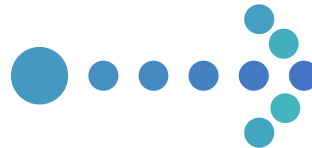
Objectives



T & L



Plenary



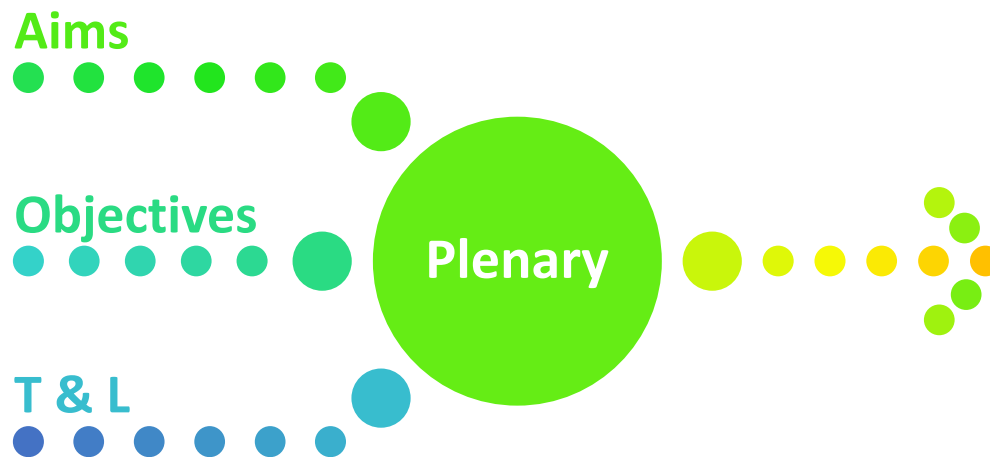
Show and Comment

Students show their work and others give AfL-style feedback (2 stars and a wish etc.)

Could be done with groups showing work to the whole class.

In groups of 3 or 4 with each individual showing to the rest of the group.

With individuals who have done good exemplar work/would benefit from public praise or encouragement showing to the whole class

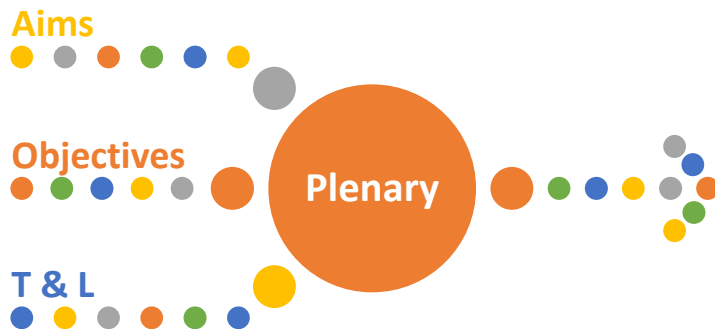


Random Feedback

Use dice, short straws, roulette wheel, tombola, guess the number of sweets in the jar, to pick a group (or two) at random to feedback to the whole class on the lesson.

Develop by rotating group to group if doing extended project work or coursework.

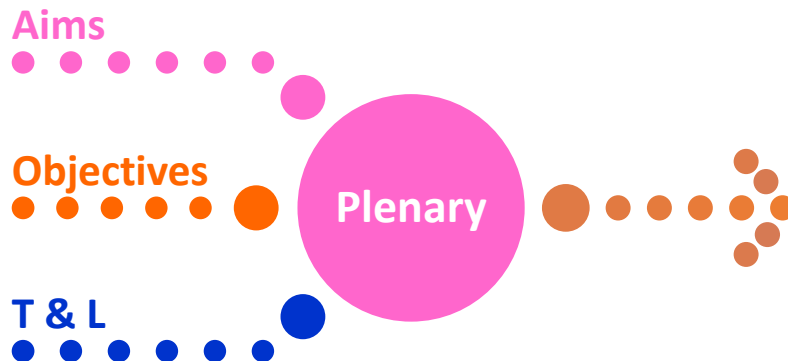
Could be used as a nice modelling tool for coursework – start with students/groups who are further on and they can model for the others.



Mr Wrong

Give students the wrong answer and ask them to explain why it is wrong. For example:

- Parliamentary democracy has no safeguards for the individual against the state.
- Potassium is an un-reactive element
- $3+8 = 12$



The Big Match Live!

Use a matching activity to consolidate learning.

- For example:
- Match the concepts to the pictures
 - Match the word with the definition
 - Match the verb with the action

Some potential concept images - http://www.acclaimimages.com/search_terms/concept.html

Aims



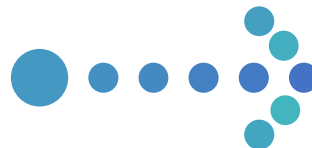
Objectives



T & L



Plenary

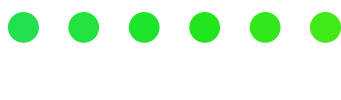


Open Question

Pose an open question that can lead to generalisation of key ideas from the lesson (accessible to all) e.g. (after a lesson on media bias):

- Why do we read newspapers?
- Why do newspapers get made?
- How can we see power through newspapers and Television?

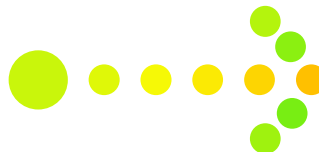
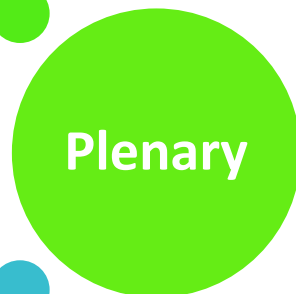
Aims



Objectives



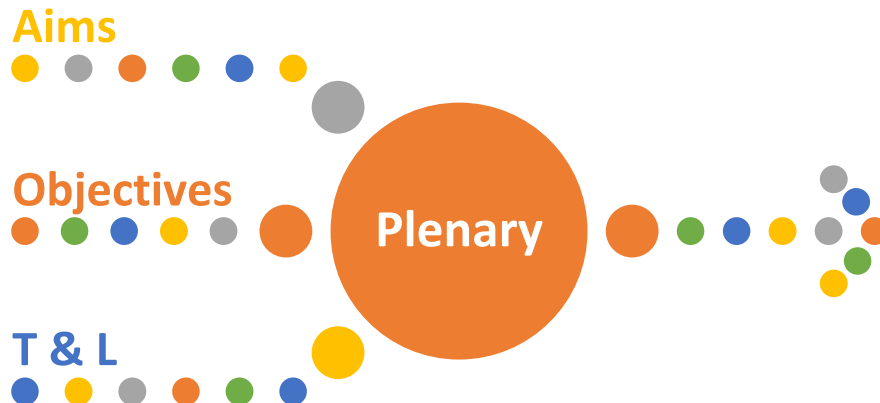
T & L



Publishing Mogul

You are to become a publishing mogul. In order to start your empire you need a first book for publication. Make a mini-book on the topic we have been studying (end of lesson or more likely end of unit)

Develop by branching out into different media – i.e. a blog, webpage, encyclopaedia entry, radio programme, webcast etc.



Objective Traffic Lights

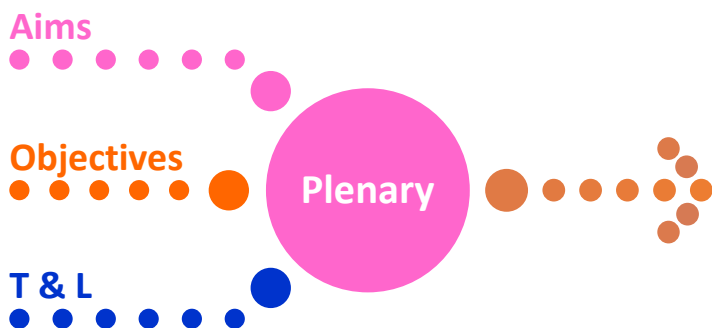
How do you feel about the lesson objectives?

Red = don't think I have grasped this

Amber = feeling OK about this, have just about got there

Green = Confident I have achieved this

Develop through AfL tools i.e. hand out traffic light cards that students show visibly, use coloured pens for students to indicate on their work how they have assessed themselves, have a class count of red/amber/green and then pair up greens with reds and ambers to try and improve the spread



Probing Questions

Prior to the lesson come up with a list of probing questions about the topic which you can then use to test understanding.

Develop by asking G+T students to come up with the questions as an extension activity. Also, why not print a question list off and ask students to work in groups with one being the question-master (be good to model how they should probe and follow-up questions)

Aims



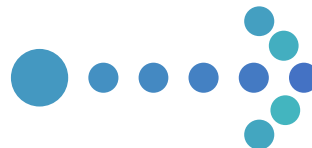
Objectives



T & L



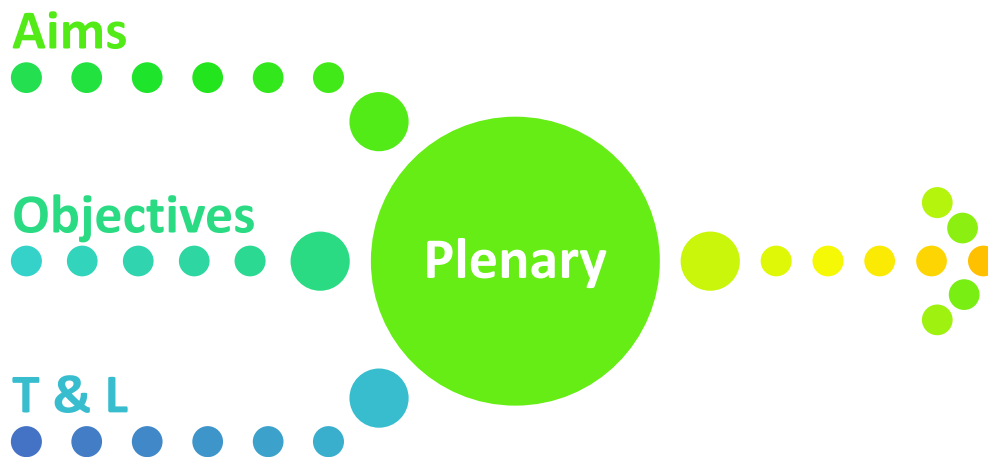
Plenary



Aide Memoire

Students have to come up with something to help them remember what has been studied. This could be a mnemonic, visual aids, a story, a song etc. Allows differentiation for learning styles.

Develop by asking students to share their aide memoires and producing a pool of the most helpful ones.

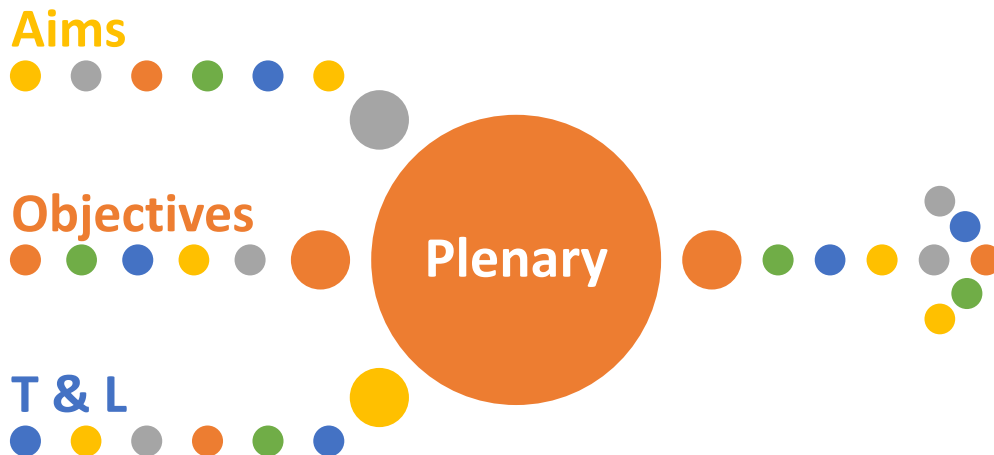


Question? Answer. 2

Put a question on the board and have different answers around the room.
Students go to the one they think is right and justify their decision.

Make this easier by having A,B,C,D points or posters in your room. Then you can have the answers on the board as well to save faffing.

Develop by getting one member from each answer area to try and convince the others that their answer is right
(good for encourage use of reason and uncovering of fallacy, misconceived reasoning etc.)



Chop and Sort

Produce three different solutions to a problem related to the lesson. Distribute these among groups who then have to cut them up. They then swap with a group who has an alternative solution and have to sort it into order, then explain it.

Develop by using different media – i.e. images, poems, newspaper articles etc. the task could be not to explain the solution but explain how the re-sorted item links to the learning/lesson objective.

Aims



Objectives



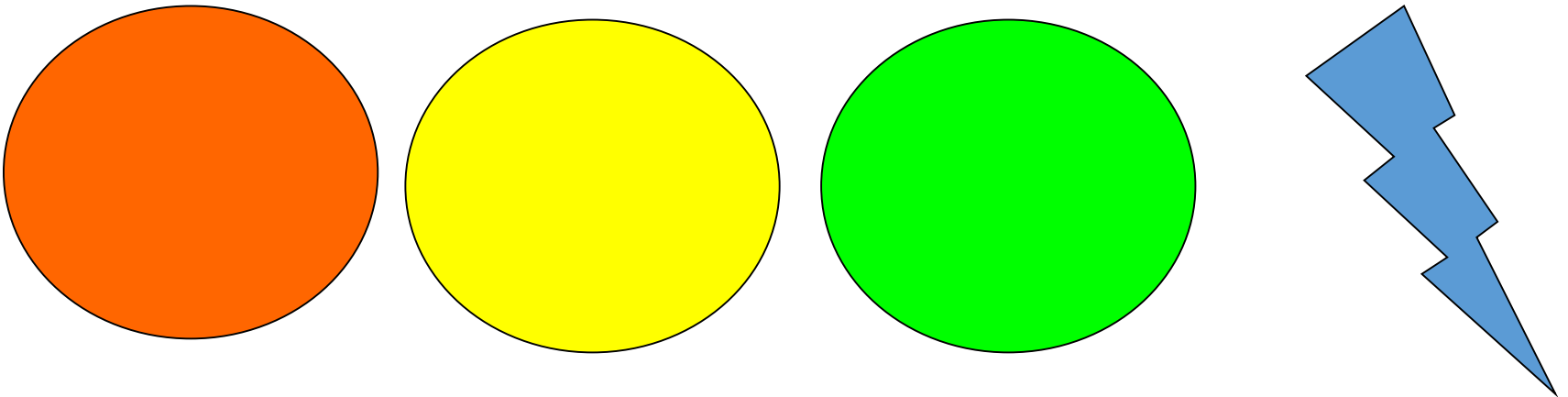
T & L



Same...Different?

Give group of shapes/expressions/graphs and students
identify

what is the same and what is different about them.

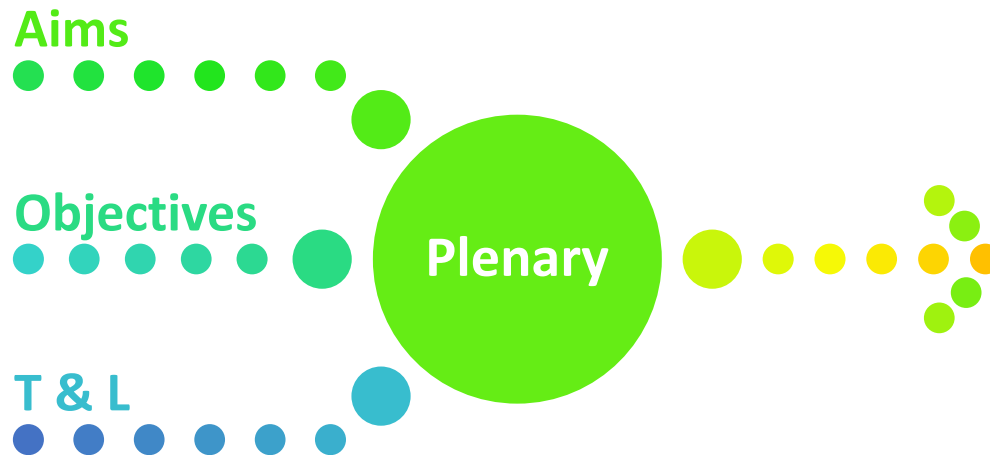


Classified Information

Ask students to classify information related to the lesson.

e.g. fact/opinion, masculine/feminine words, studies using according to different kinds of methodologies used.

Develop by asking students to come up with their own classification systems and a rationale behind it.

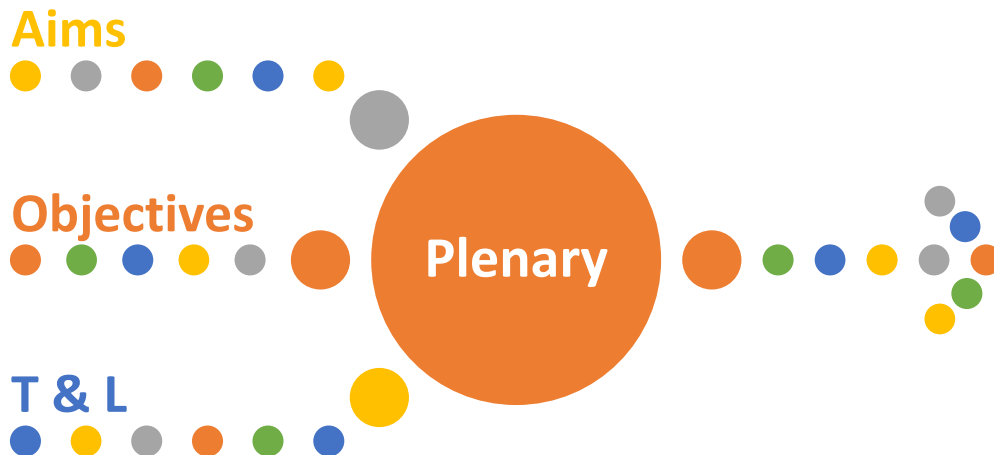


Make me your selection

Set students a problem to solve. This could be the original lesson objectives, something signposted in the lesson or an holistic question. They then have to select information/learning from the lesson that will enable them to solve the problem.

Develop by giving a review list of information from the lesson that students choose from.

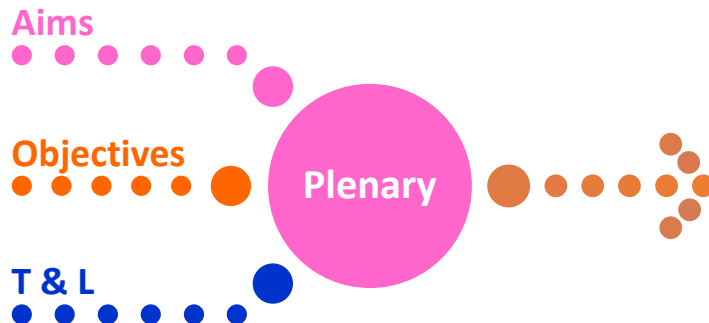
Or, ask students to come up with a problem that they then ask others to solve by selecting from the lesson/learning



Word Limit Whiteboard

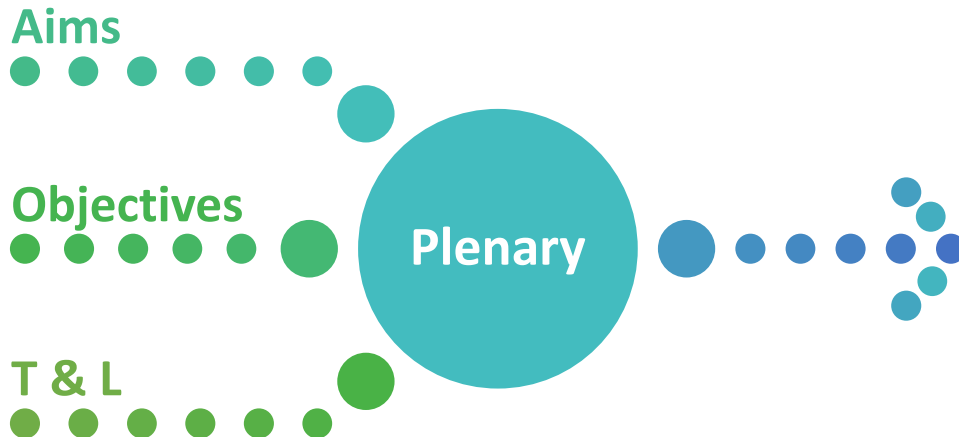
Set a question at the start of the lesson, or frame the objectives as a question, and then return at the end of the lesson. Students must produce an answer on mini-whiteboards to share with you/the class. Set a word limit to increase challenge.

Develop by asking for a word limit and a picture; asking them to answer the question with another question; asking them to walk around the room holding the whiteboard and find people with the same answers.



How, where, when, why, what

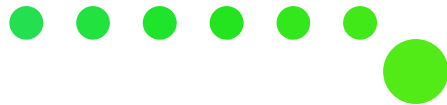
e.g. ...does democracy work?
...is the economy?
...do human rights affect people?



Different Writing Styles

Write up what you have learnt in the lesson as an article for a 'broadsheet' newspaper, as a spy report for MI5, as 1-2 pages in a Ladybird book for 10 year-olds etc.

Aims



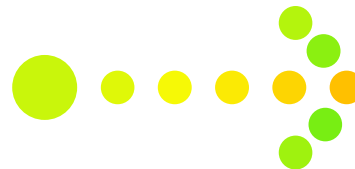
Objectives



T & L



Plenary

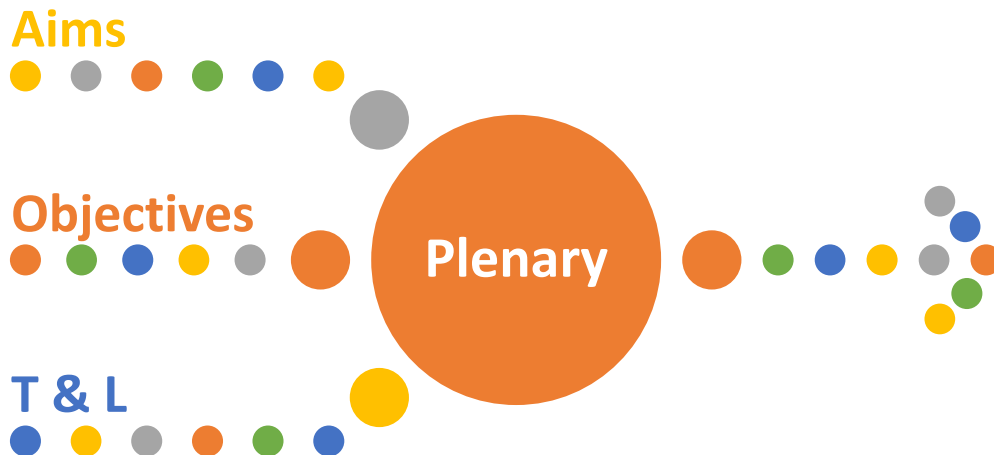


Everyday People

How can you link today's lesson to your everyday life?

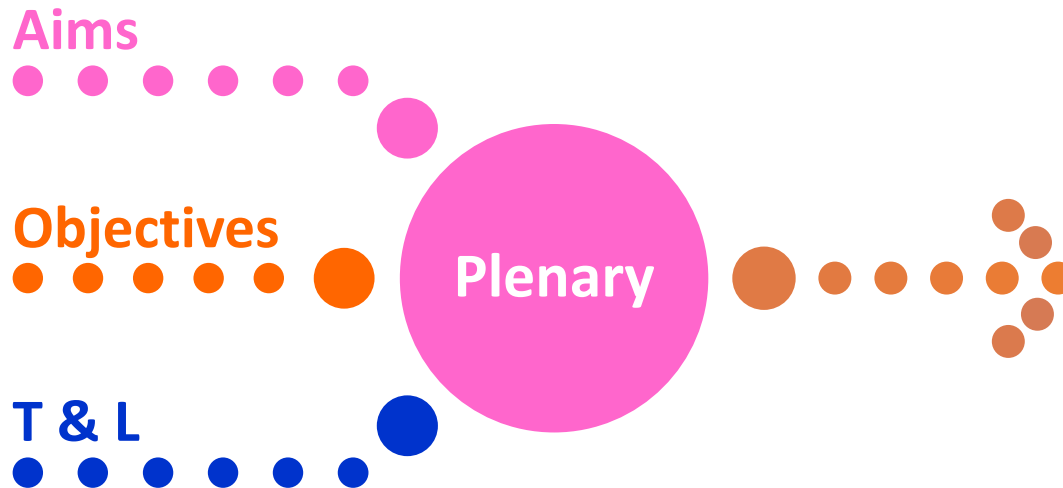
In what contexts would you encounter what we have learned about today in your day-to-day life?

How can you use what we have learned today in your life inside and outside of school?



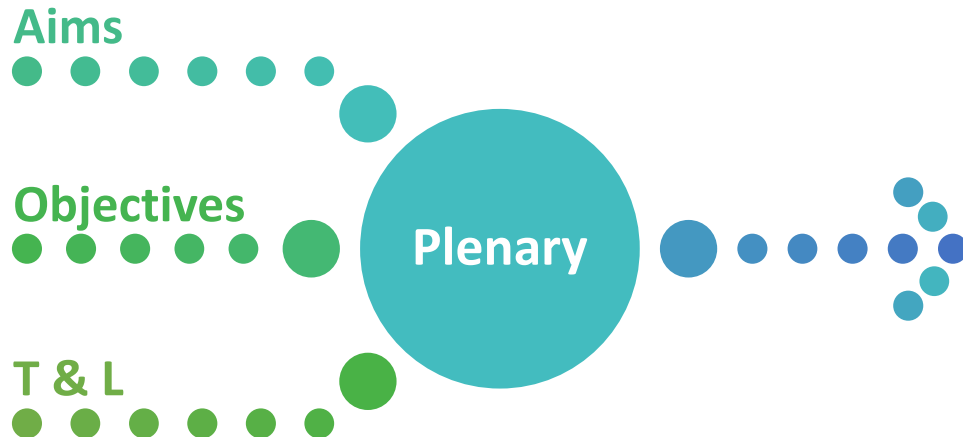
Missing Sequence

Students receive a process (or the lesson itself) cut up or distributed between cards which they must then put into the right sequence. However, one (or more) of the bits is missing and they must work out what should go there.



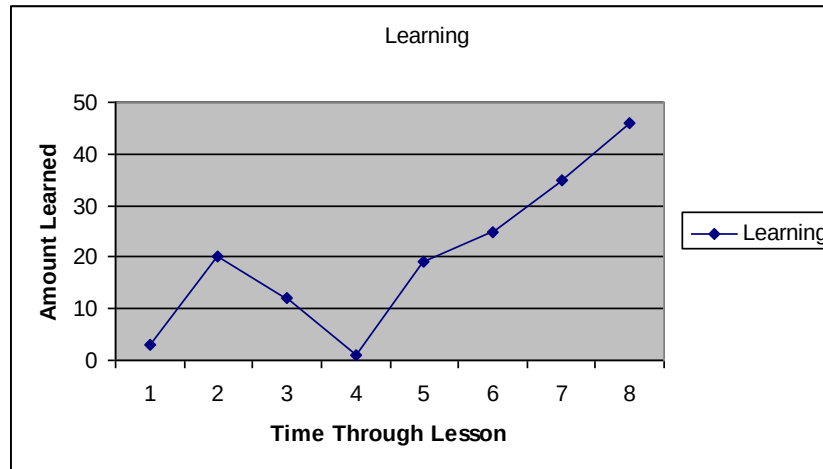
Plenary Dice

<http://www.idalearning.com/product/Conversation-Cubes-ABMT12593>



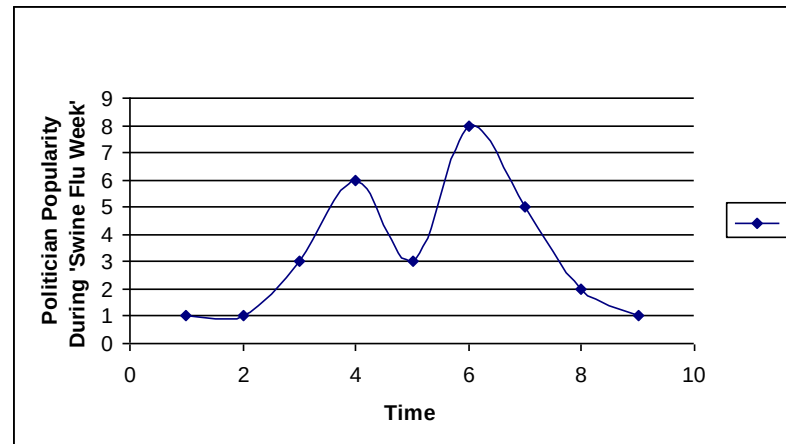
Graph It

Draw a graph showing your learning during the lesson.



Or;

Ask students to draw a graph showing a certain aspect or topic from the lesson



Material

What material is today's lesson most like and why?

Example materials -

Wood, stone, wool, felt, linen, silk, charcoal

Develop by providing pictures of a series of materials; by providing students with some physical items or materials they must link to the lesson/use to explain aspects etc.

Aims



Objectives



T & L



Knightmare

Make a grid 4 by 5 on the floor at the front of the classroom (or have five 'stages'). Sort class into four teams. Each team sends a student up. They stand on the first square of the grid. They can only move on if their team gets a question right. Ask the teams in turn and the first student to the end of the grid/last stage is the winner.

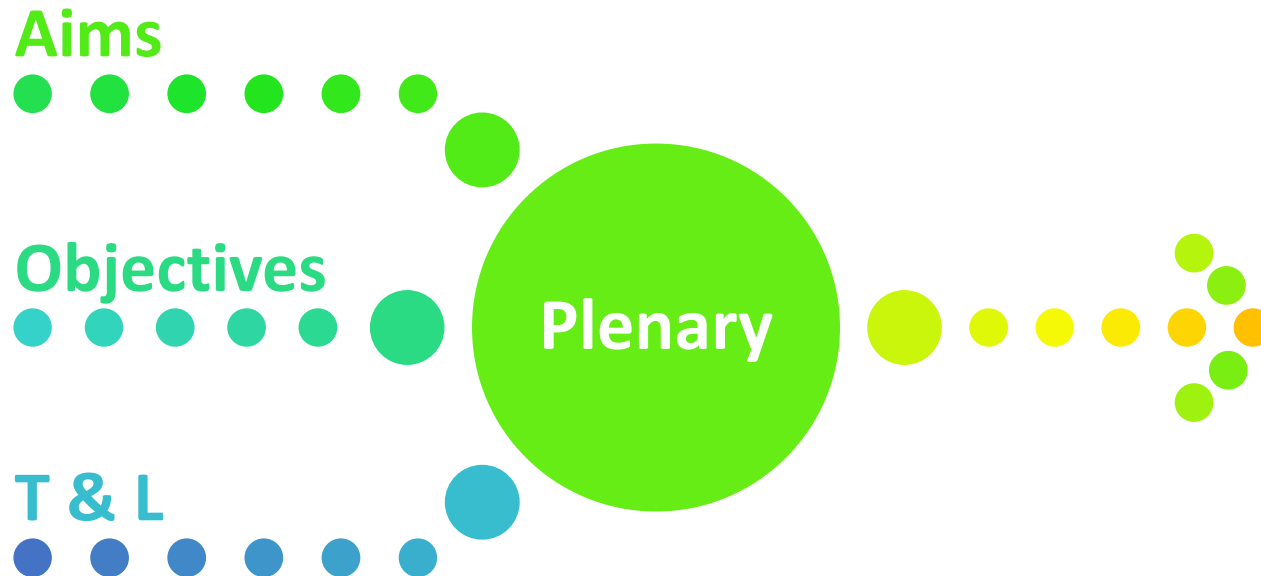
Start

Finish

(it's a bit like the old TV show Knightmare)

Enter the Box

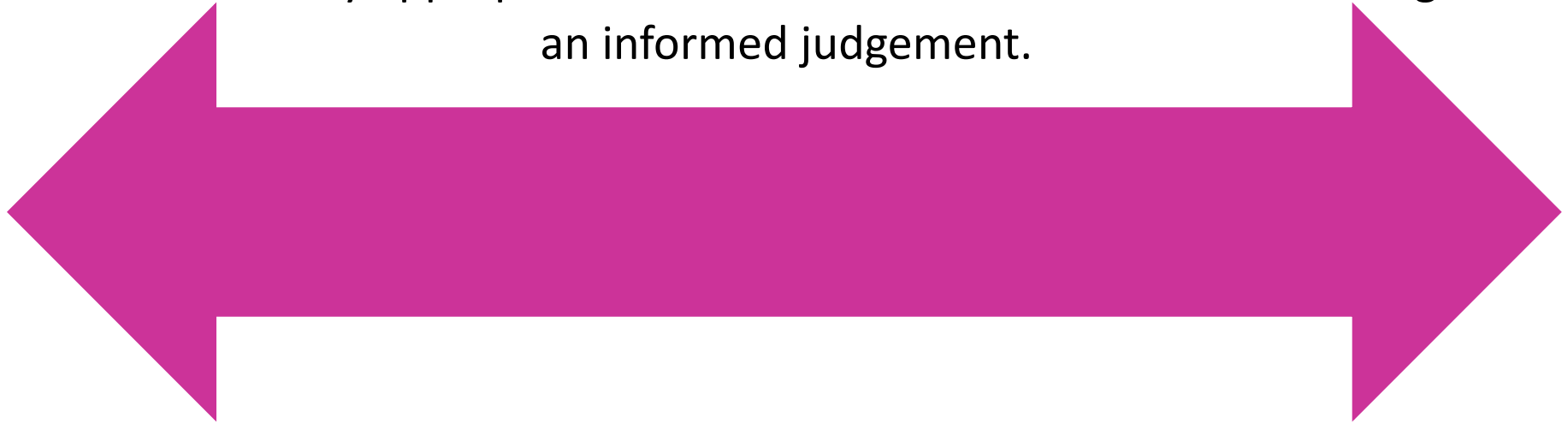
Student comes up to the front of the class and steps in an imaginary (or real!) box. They are not allowed to leave until they have answered a question correctly.



Could develop by student having to pick others in the class to answer correctly and 'release' them

Continuum

Use continuum to allow students to identify themselves with a position or stance related to the issue or topic looked at. Particularly appropriate if the lesson has centred around making an informed judgement.



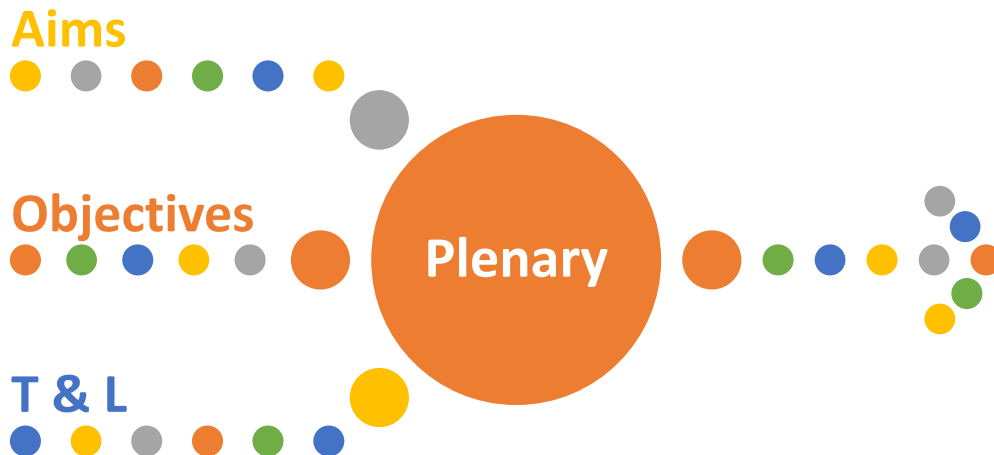
Develop by questioning students on their position on the continuum; only allowing reasons based on evidence from the lesson; asking students to decide the continuum question or statement

Odd One Out Maker

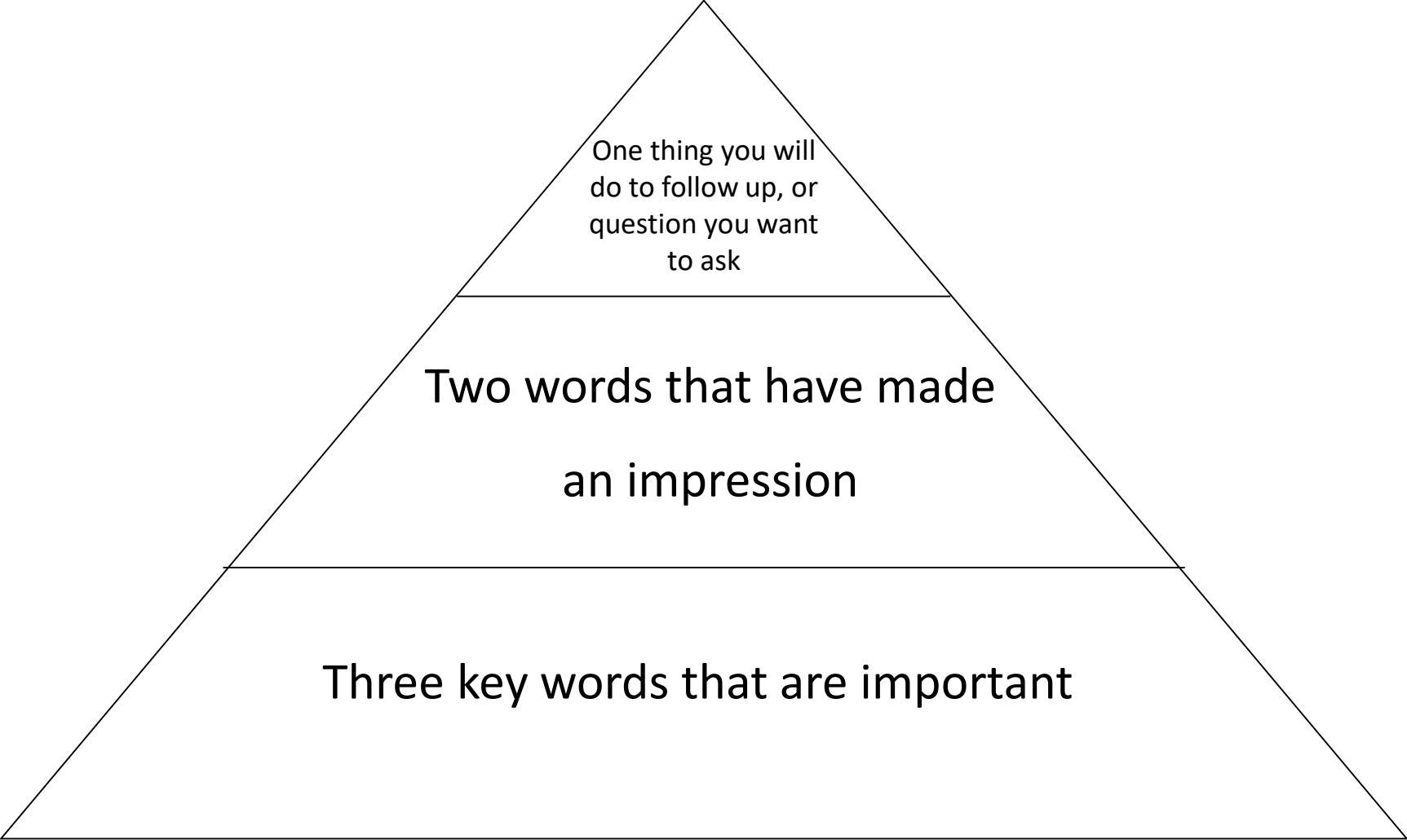
Make an odd-one-out activity based on today's lesson

Could be key words, pictures, diagrams, concepts etc.

Students then try them out on each other.



Pyramid 2



One thing you will
do to follow up, or
question you want
to ask

Two words that have made
an impression

Three key words that are important

Musical Sentence Stems

Fill a hat with sentence stems about the lesson. Play music as the hat is passed around the room. Stop the music and student has to pull one out and either answer it or choose someone they think can answer it.

Aims



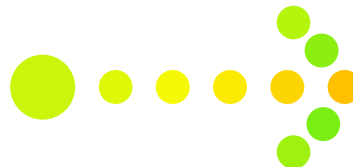
Objectives



T & L



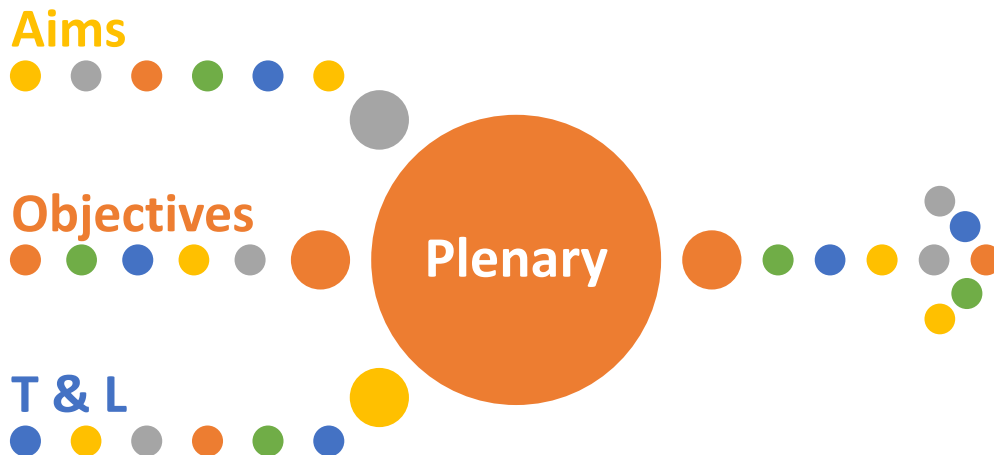
Plenary



Video Errors

Make a film of yourself (or another teacher or student if you are camera shy!) explaining the topic covered in the lesson. Insert a number of deliberate mistakes/common misconceptions that students have to identify.

Develop by asking students how they would have presented the material better; why they think common misconceptions are commonly misconceived (thinking about thinking)



Activity Planning

Plan an activity that Year 7 students could do to learn what we have learnt today.

Develop by changing the audience; asking for a rationale; asking for an identification of the strengths and weaknesses of their activity in relation to the learning.

Aims



Objectives



T & L



Question Tennis

Arrange the class in two rows facing each other. The first student asks the student opposite a question about the lesson. If they get it right the person sat next to them gets to ask a question of the student opposite. If they get it wrong, the first team continue asking the questions.

A1 asks B1.

If B1 gets it right, then B2 asks A2.

If B1 gets it wrong, then A2 asks B2.

Aims



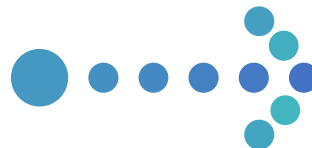
Objectives



T & L



Plenary

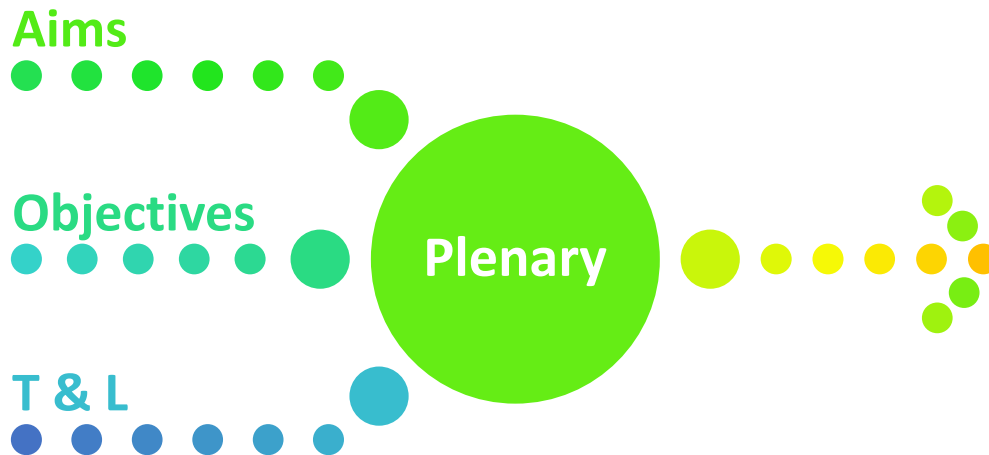


Voice Over

Students work in groups of four.

2 students sit facing each other and have a silent conversation, moving their mouths whilst the other two stand behind them and provide the voice-over. Have the beginnings of a conversation about the lesson on the board to start them off.

Sitters must sound the alarm if speakers go 'off-topic' or fail to synchronize their speech with the sitter's mouth movements.



Circle Time

Use circle time to:

- Review
- Reflect
- Explore the learning
- Explore questions
- Relate feelings to the lesson/learning

<http://www.circle-time.co.uk/>

Aims



Objectives



T & L



Plenary

Conflict - Tension

Where has conflict or tension arisen in today's lesson?

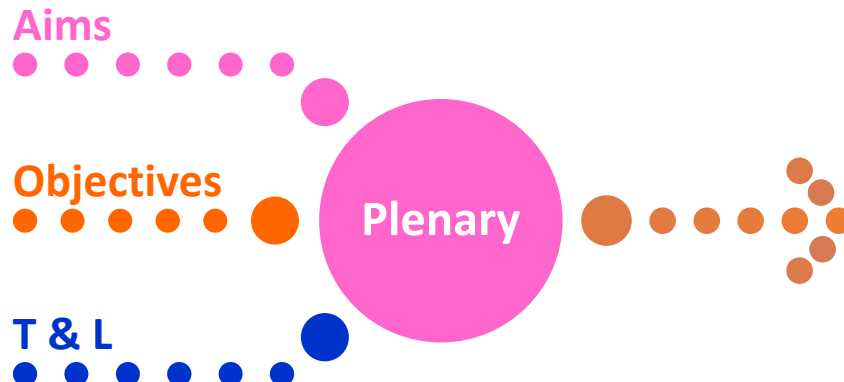
(then explore this)

-Note, this can either be used as a behaviour tool to speak about relationships within the classroom or in relation to the learning.

e.g. (learning)

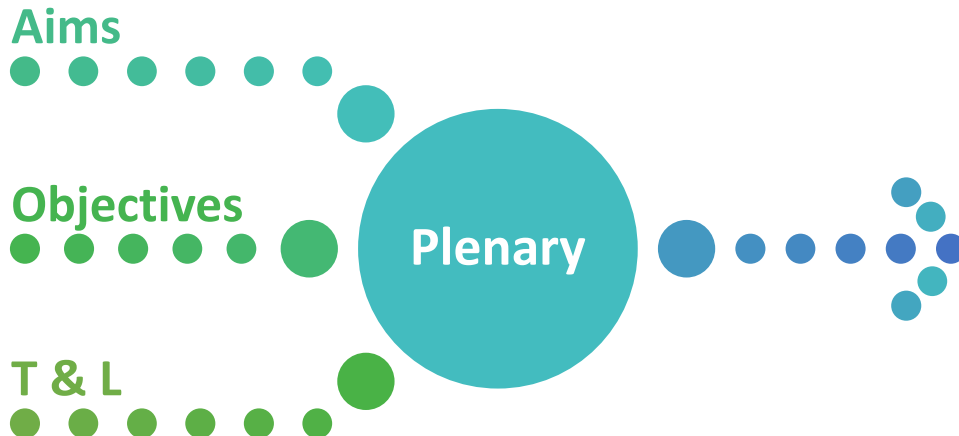
'There was tension between different interpretations of The Human Rights Act by people'

'There is conflict between mammals and birds trying to use the same drinking water.'



Timeline

- Draw a timeline of the events we have covered so far.
- Sketch a timeline of the lesson
- Draw a timeline of what you learnt and when in the lesson
- Draft a timeline of what skills you used and when in the lesson



Partnering

Hand out half question cards and half answer cards. Students must then match themselves up in silence.

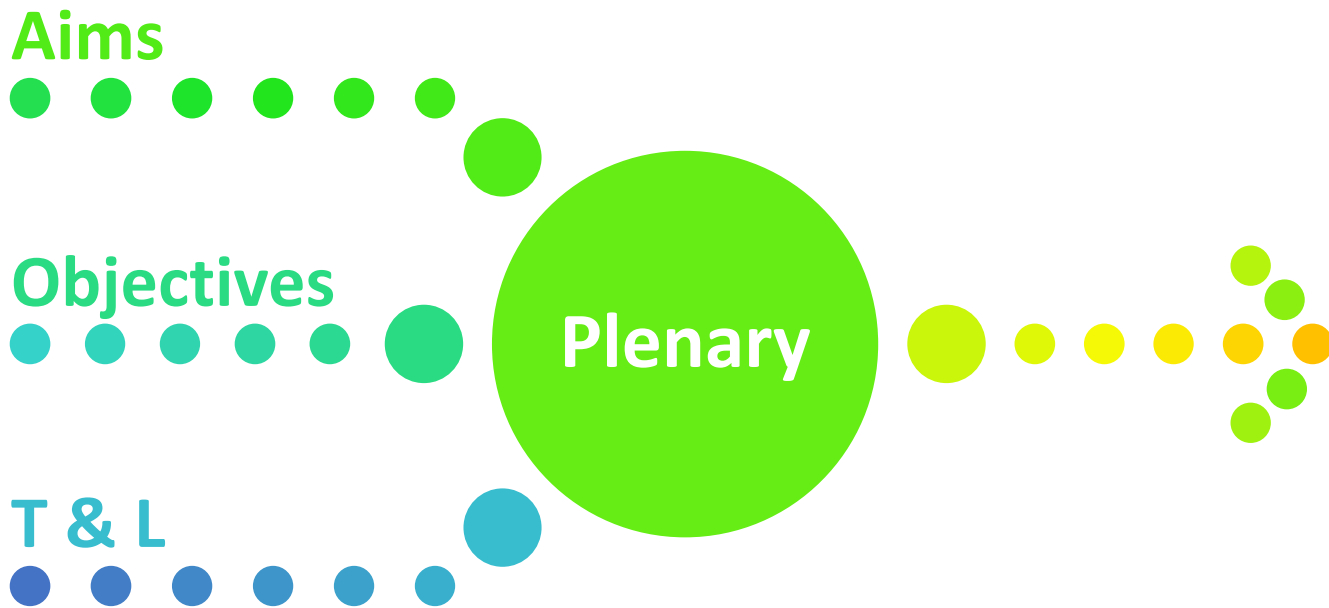
Aims



Objectives



T & L



Develop by having a third questions and two thirds answers, with two answers being correct for every one question; sticking questions and answers on students' backs; questions find questions that lead to the same answer and answers find answers that could be from the same question

Charades

Act out a key word, concept, idea from the lesson. (teacher or students could do it, others guess)

Develop by having the 'charade-doer' then questioning the class about their choice once it has been guessed; others explaining how they might have done it differently (makes mental concepts explicit); students doing it in small groups so everyone can have a turn

Aims



Objectives



T & L

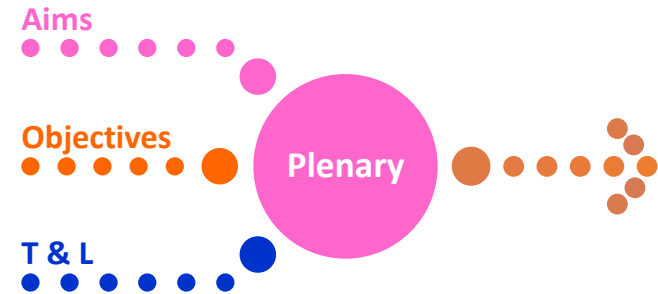


Plenary



Football

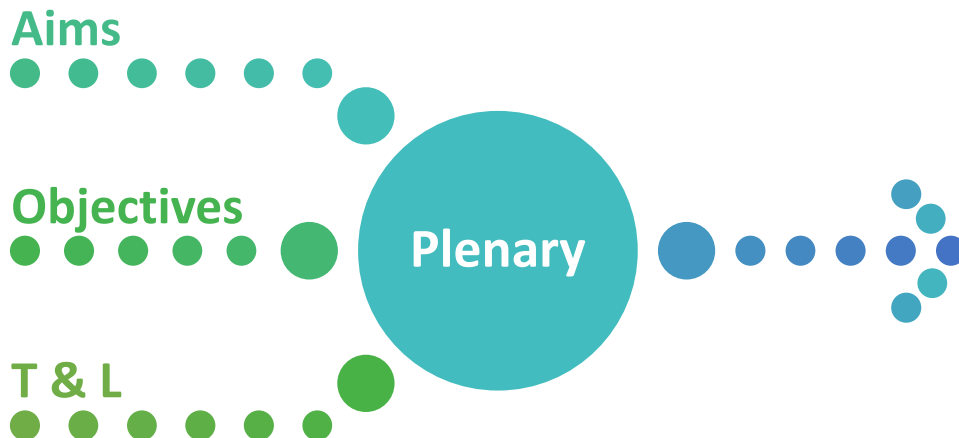
Draw up a pitch with 5 lines running across it for marking draw goals, put the 'ball' in the middle and put the children in 2 groups or teams. They can either work as a team to answer questions or you can pick some out individually from each team if they get a question right they get to move a line across and if they get 3 in a row they get to shoot to save the other team must get their question right. This is a fun and interactive lesson and you can gauge the questions to ability if they have individual questions.



Set your own homework

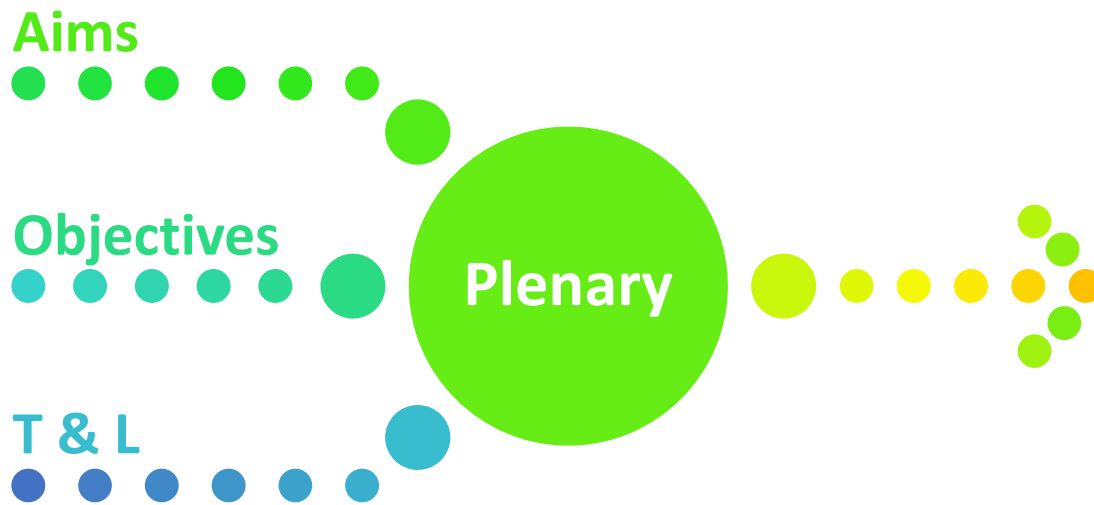
What homework would you set yourself on what you have learnt today? How would this help you to build on what you have done?

(students can then do the homework, or the class can vote for the best one and all do that)



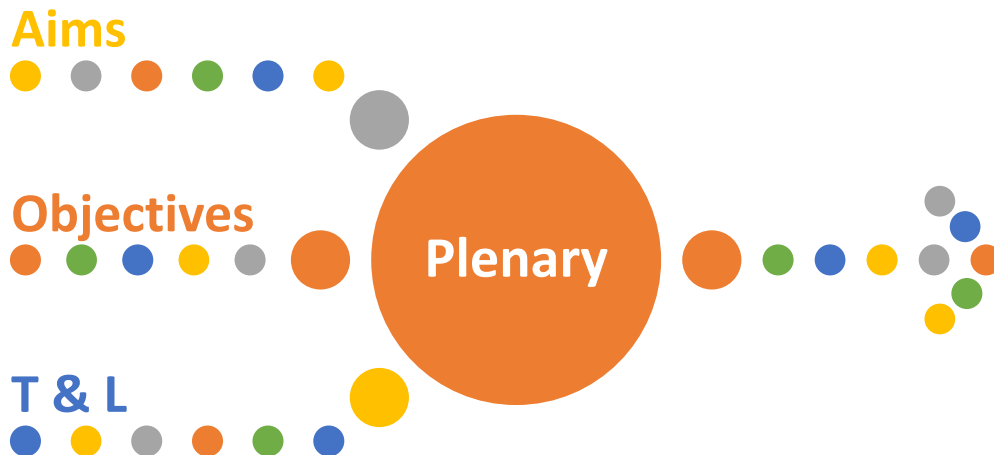
Quiz the group

One group come to the front and are quizzed by the rest of the class on what they have learnt, how they have learnt and what skills they have used/developed



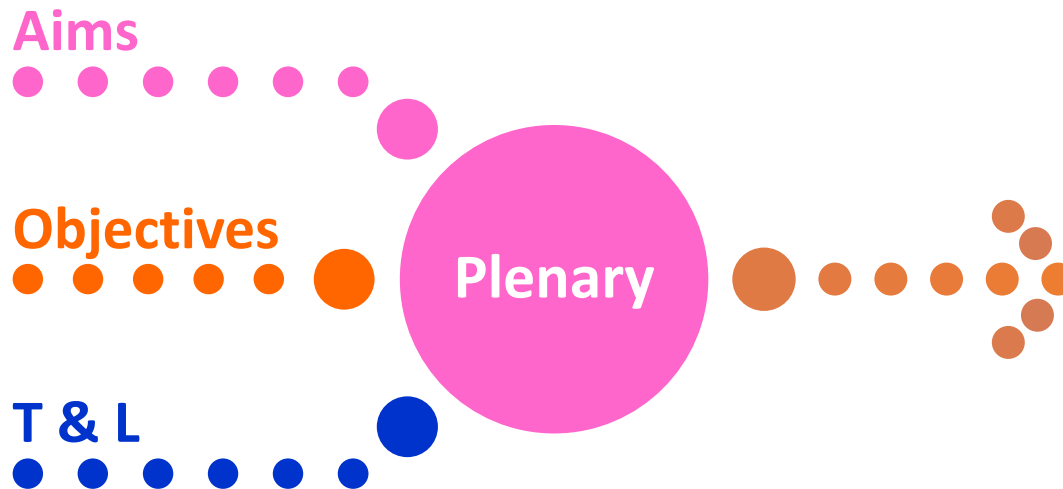
Re-draft

Get your work peer-assessed and then re-draft it according to the feedback. (can probe understanding by questioning students as to why they have assessed as such and why they have changed it as they have)



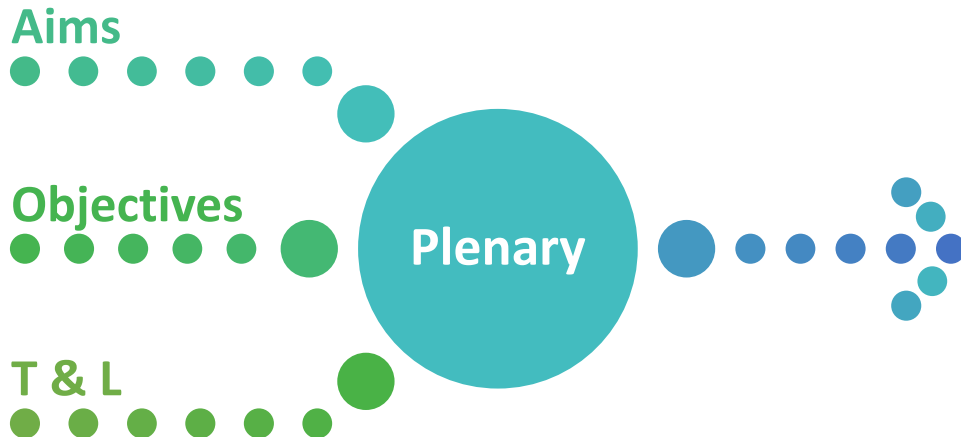
What? How?

Explain *what* you have learnt today and *how* you have learnt it



Mime

Students get into pairs and mime key learning/ideas/concepts whilst the other has to guess what it is.



Rorrim

Write what you have learn backwards. Swap books and decode!

Aims



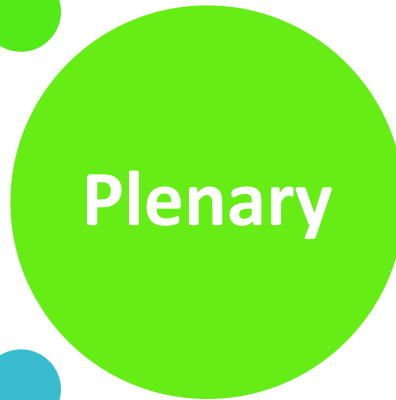
Objectives



T & L

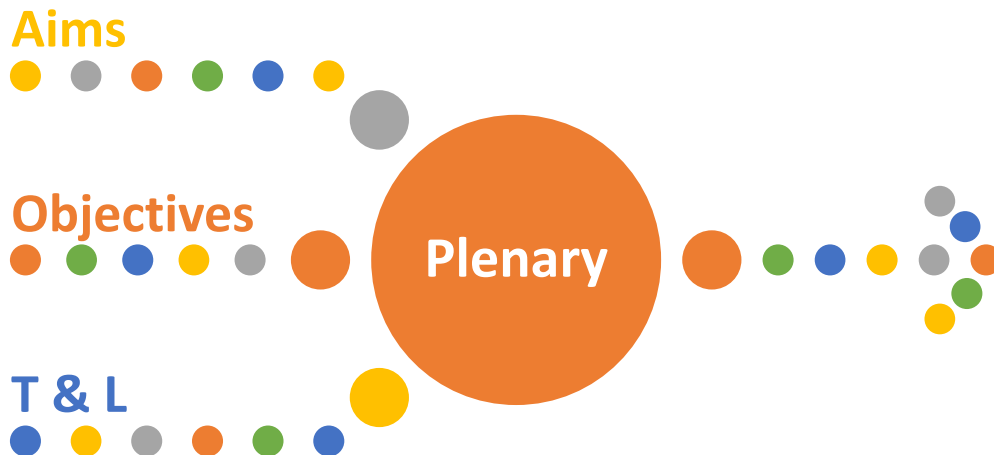


Plenary



Celebrities

How would a famous celebrity summarize today's learning? Choose a celebrity and make your summary



Musical Styles

Choose a music style, sum up the learning and then recite it in your chosen style.

e.g. could write a rap about the lesson, do a group monastic chant, sing a country style song etc.

Aims



Objectives

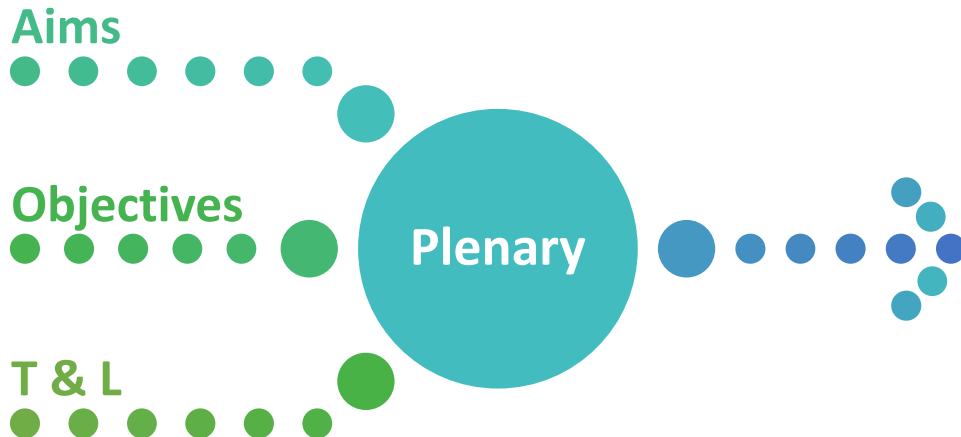


T & L



Camera, Action

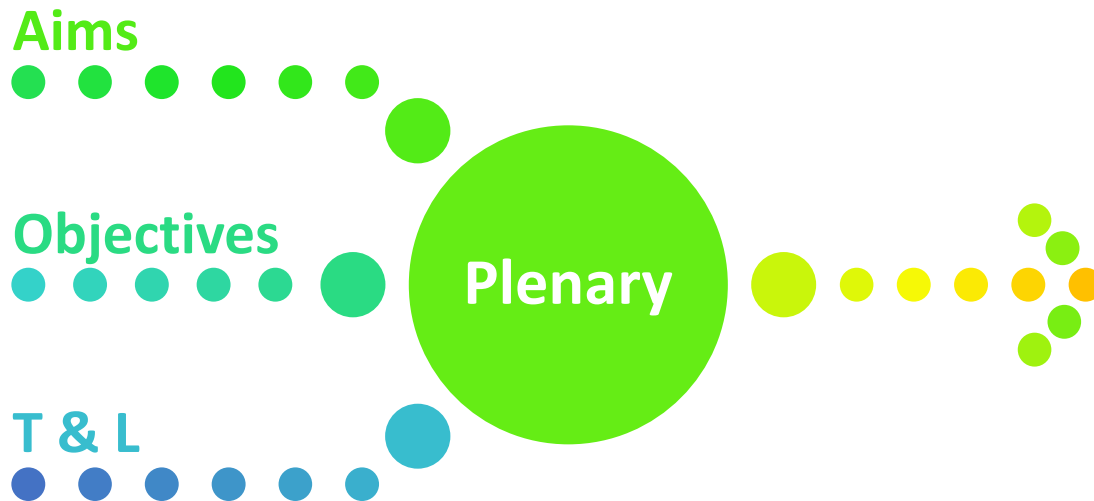
Make a 30/60 second news bulletin about the lesson/learning and capture on a webcam or student mobile phone. Upload if you can and play back to the class.



Forecast

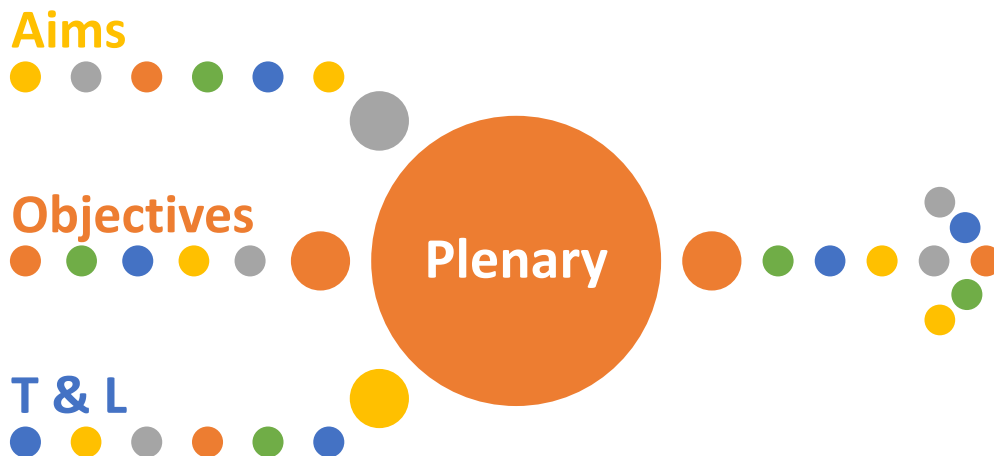
If what you have learnt today is true, what will the future be like?

If what you have learnt today were false, what would the future be like?



Points of view

Ask students to imagine the different points of view people would have on today's learning. This can be people in the media, people they know, types of people, groups and so on.



Chinese Whispers

In groups or a whole class, send whispers round summarising the learning. Compare the end result with the summary and then explore the learning, maybe referencing communication, memory and listening.

Aims



Objectives

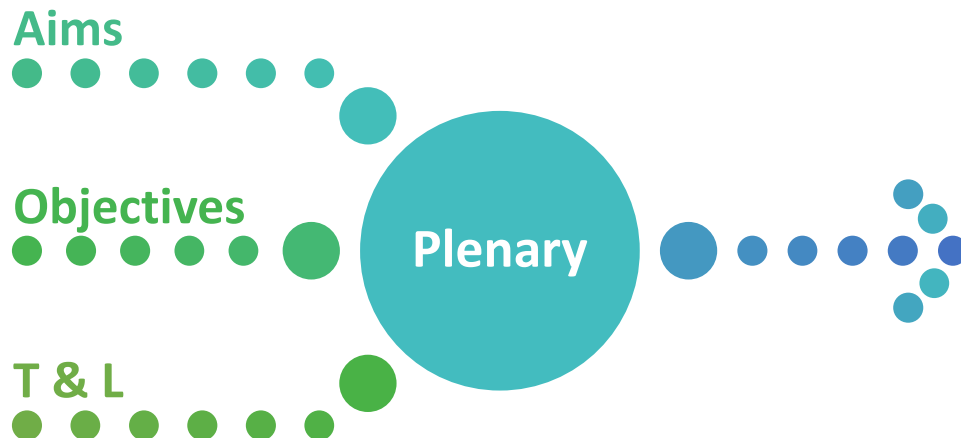


T & L



Animal Magic

Summarize your learning in the character of an animal of your choosing



Change the world

How could what you have learnt today change the world? In a small, medium or large way? On a local, national, global scale?

Aims



Objectives



T & L

