

## Whole School Teaching and Learning Training

This is a summary of the activities that were demonstrated to you during the training session. The key focus was on teaching 'great' lessons, based on the idea that these were:

- 1) Challenging for all the students in the room
- 2) Active
- 3) Interesting

The activities were as follows:

- 1) **Student Job Role cards**: explaining a range of job roles which students can 'take on' during the lesson, (includes, lead learner, questioner, Numeracy Expert, Greeter and more!
- 2) **Taboo**: Used to review & consolidate key words / phrases / quotes. Form groups of 4 or more and divide into 2 teams. Decide which team is going first and which person in that team is going to be the speaker. Speaker has 60 seconds to make their other team members guess as many of the cards as they can. They cannot say (or spell!) any of the words on the card, can only pass on one card and cannot show them the card! The other team makes sure they don't cheat. After 60 seconds, pass cards to the other team, it's their turn. Everyone should get a turn at being the speaker. The winning team has most cards at the end. They get the prize. There is a more advanced level: With a sheet of A3, these cards can also be used to play Pictionary (draw rather than describe the terms), or a Super advanced (Leopold level) where, with play dough, these cards can be used to play Rapiddough (sculpt rather than describe the words)
- 3) **Impact of legislation on characters**: As enter room given sticker – U, Prac, Prov. They are to create a profile of self – to cement understanding of perspective and empathise, and then get into group of 3: U, Prac, Prov and discuss characters and perspective. There they recap legislation key features, discuss the impact of the legislation on you, in character, and complete grid sheet as a group. As an extension, you could create a care scenario and apply legislation. The key skills of this task are: Empathetic learning and Learning in role.
- 4) **Student creativity to set lesson objectives**: starter- instructions for groupings and a 'think' on the board for the students to discuss. The aim is to set lesson objectives using clues, pictures and abstract associations so the students have to guess what the lesson focus is rather than just writing it on the board, using success criteria bingo for certain new topics or techniques. You could then use the snowball or paper aeroplane technique for building knowledge about a new topic and seeing how much students already know.
- 5) **Mystery object**: variety of objects on table used as stimulus to generate discussion and questions from students, establishing a link between the objects and the theme of the lesson.
- 6) **Consequences**: Asking students to write answers to questions on a piece of paper that they fold and then re-fold, passing the paper on around the group. Eventually there is a 'reveal' of student answers.
- 7) **Blank card sort**: Blank cards can be used to record information, either based on prior knowledge, or on information that is gathered during the lesson. These cards can then be moved around the desk to represent different levels of understanding or to answer different questions. For example: greatest-least significance to a question, or greatest-least level of comprehension of the students. Links can also be found between the cards, and they can be used to try to develop greater structure for written tasks.