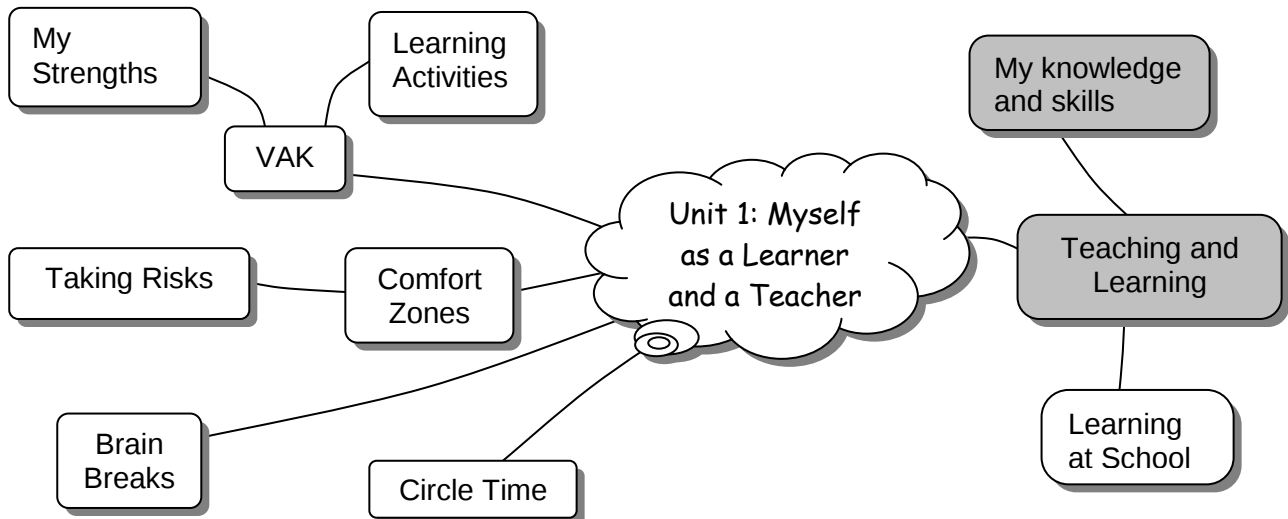


Resources... • VCR and TV (maybe) • laptop & projector (maybe) • OHP	Key Words...	Thinking Skills 1.4 & 1.5 1.9 - 1.12
Learning outcomes : I will be able to.... (IWILBAT) Homework....	• evaluate a lesson...say what went well, and what I can improve • complete my Teaching and learning records Task 1.4 and 1.5..... see the Tasks Recordcomplete the T and L record sheets	
Setting up the lesson... 1.Starter (2-3 mins) 2.Main part a. First (min) Brain Break - maybe somewhere about here b. Second (min) c. Writing up c. Homework - 3. Plenary (5 min)	Copy Lesson Aimskey words.....Put Homework in planner....think about putting key words into sentences. • Brain Booster...see notes below • Reviewing the last lesson • Add to the "Big Picture"now time to do this. • Setting up the next lesson ...reminder....students must get their Teaching and Learning Records completed...it gets them another 2 Skills. Reminder - complete the T and L Records • what have we learned in this lesson? • 1 thing from the lesson • who has done well in the lesson? --> merits	
And next lesson...	Planning School lessons	

Guidance on the Lesson



1. Starter

Do one of the **Brain Booster** exercises at the start of this lesson, and at some suitable point mid-way, to refresh and re-focus. You can teach students the rhyme that goes with the exercise - though saying the rhyme is optional.

Lazy 8s	Double Doodle	Arm Activation	Hook Ups	Balance Buttons
"To read and write, and do well in a test, Lazy 8s is the very best."	"Links hand and eye, helps writing too, Double Doodle is the one for you."	"At any time, to relax and feel great, all you do is Arm Activate."	"It's easily done, there's no hocus pocus, Hook Ups help me to listen and focus."	"To think and remember, and do well in PE, Balance Buttons is the one for me."

2. Main Part

(a) **Review**....Students will need to Review what they've done, and they'll need some time and structure for this.

These seem to be the range of useful activities. You choose the best to suit you and your class.

- Show **still photos** of students teaching and learning. The laptop/projector would do this well.
- Show **video**....this would convey the action and atmosphere better, but requires selecting suitable scenes beforehand.
- Get a couple of groups to **demonstrate** their lessons for the class to observe. This would require setting up beforehand, and only the more confident/outgoing students would be up for this. It could be an excellent vehicle for discussion.
- Straightforward **class discussion**.....it would need structuring with questions like...
 - "What did you teach?"....."Who has learned something new?"....."Who had a well-behaved class?"....."How did you keep interest and order?"....."What went well?"....."What would you do differently?".....and so on....

Students may well be interested (and excited) at the experience of being the Teacher.

Big Picture.... You could probably add to this at this point.

Make sure you leave time for part (b) below.

(b) **The next lesson**....will be Teaching and learning again, but now focussing on School Learning. Students will need reminding what has been taught since the start of the year. I will see the subject staff beforehand, and this will be **summarized on an OHT**. Tell students their next lesson is planning the lesson they are going to teach, and the one after that is the Teaching and Learning. What they can do now is to start to choose what subject they might teach.

How will students choose what subject to teach? You could try questions like: "You've been taught a lot of things this term. If you had the chance to teach one thing in your own way, what would you choose?" Here are some thoughts....

- It may be something they feel confident with - this need not be something academically difficult.
- It may be something they are **not** confident with - remind them that one of the best ways of understanding something is to teach it to someone else.
- It may be something that links with a personal interest/hobby
- It may involve a learning style - VAK
- It may be something they have been taught, and they would like to teach it in their own way and style.

There's the interesting possibility of a "**Teaching and Learning Market**" here. Do any students have a learning need that someone else can fill? Are there any students who don't fully understand something from their lessons? - it could be knowledge or skill. Can anyone else help with this?

Students will need time to think about and discuss this. You can take preliminary suggestions to help generate ideas.

The next lesson is the main planning activity, but I think it will help students if you inform them of the task now, so that they can think about it, and be better prepared next lesson.

Homework... Students have the chance to complete their Teaching and learning Records from the last couple of lessons.....remind them that their work can get them another **2 Thinking Skills**.

3. Plenary - one thing from the lesson.