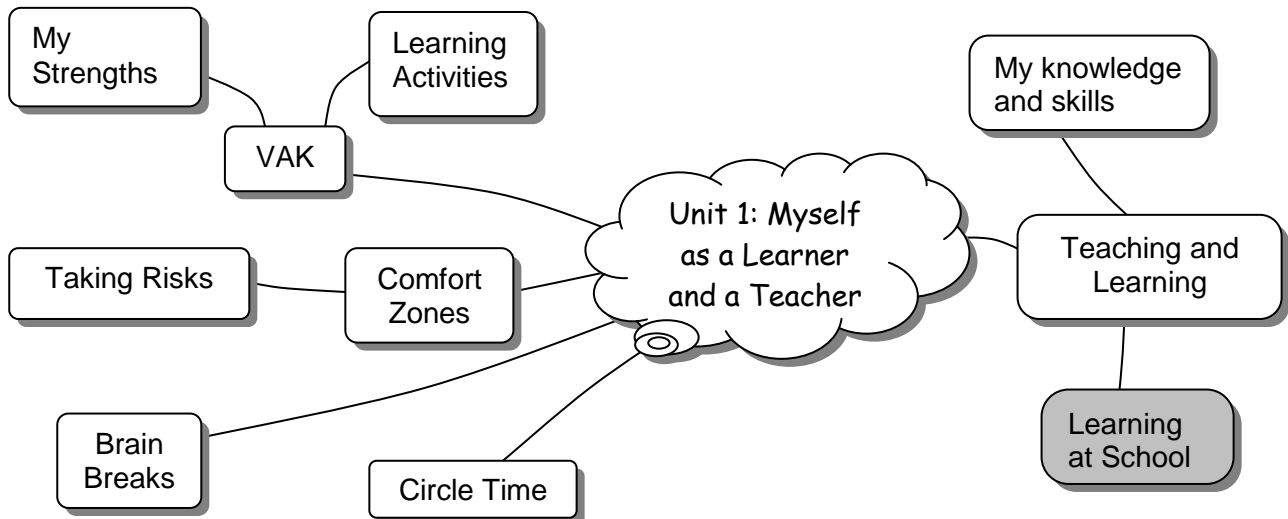


Resources... <ul style="list-style-type: none"> Teaching Plan (1 each) Signing-up Form List (3 sheets for the Form) 	Key Words... Lesson Plan, Resources, Assessment, Teacher	Thinking Skills 1.6 1.10 - 1.12
Learning outcomes : I will be able to.... (IWILBAT)	<ul style="list-style-type: none"> teach School knowledge or skill to another student plan the lesson for this 	
Homework....	Task 1.4..... see the Tasks Recordcomplete planning and preparation for Teaching.	
Setting up the lesson... 1.Starter (2-3 mins) 2.Main part a. Intro (10 min) b. Planning task (35 min) Brain Break - maybe somewhere about here c. Writing up c. Homework - 3. Plenary (5 min)	Copy Lesson Aimskey words.....Put Homework in planner....think about putting key words into sentences. <ul style="list-style-type: none"> Brain Booster...see notes below Introduce Lesson Aims Students anonymously write on separate papers... (1) Learning they're not sure of, or would like to improve... (2) Learning they feel confident with.....Teacher read out and display. Students organize themselves into Teaching groups... decide their lesson subject.... get Teacher's approval... start planning using the Planning Guide. Students in pairs around the room planning their lesson discuss, advise as appropriate.... check and approve Plans. Record Teaching groups, and their Learners... maybe on the board, so all can see. <ul style="list-style-type: none"> Add to the "Big Picture".....maybe not needed this lesson. ...reminder....students must get their lesson planned and resourced ...and it gets them another 2 Skills. Students must be clear on their resources...check with Teacher. <ul style="list-style-type: none"> what have we learned in this lesson? 1 thing from the lesson who has done well in the lesson? --> merits 	
And next lesson...	Teaching School Learning.	

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

This builds on lesson 4 - but now focussing on **School-based learning**. The earlier experience of Personal Teaching and learning should help - remind students of the positive experiences of Lessons 4 and 5!

I see this as a more focussed activity than Lesson 4.... (1) it is directed at **School learning**, and (2) there's scope for some kind of **Teaching and Learning "Market"**, where students say what they feel unsure of, or confident in, and the Lessons reflect the "Supply and Demand".

So, I envisage students, singly or in self-selecting groups, anonymously writing (1) things they're not sure of, or would like to learn better, and (2) things they feel confident with....on separate papers.... maybe 5 minutes on this, and the Teacher (the adult one!) pulls these together, reads them out, Blu-Taks them on the wall. The anonymity is important, and there should be some reassurance from hearing the topics coming up - I wonder if there will be any favoured subjects, like Maths?

Now, the next thing is to decide (1) the Teaching teams, and (2) what they will teach. The earlier experience of teaching Personal skills should help here. Students can teach singly or in pairs. I suggest that you push for **all students to be involved in teaching**. Less able/confident students can be "Teacher 2", and help as a Teaching Assistant.

Students have a free choice in **what they teach**. These suggestions may help....

- It may be something they feel **confident** with - need not be 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 involve a learning style - **VAK**.

Y 8 Thinking and learning Skills - 8-7 - Teaching and learning -School- Planning

- It may be something they have been taught, and they would like to teach it **in their own way** and style.
- It may be something from the **list of difficulties** that students suggested earlier.

Whatever they choose, it must fit these criteria.....

- be taught in a 10-15 minute lesson....in your classroom
- be able to be assessed.
- be able to be easily resourced - students bring things in, make them, or maybe you can provide materials.

You're now into guiding groups in their Planning, negotiating resources, and so on. Have the big **print-out of the Class list** available, so you can record the Teaching groups, and students can see what's being taught, and sign up for lessons.

You will want the same Lesson Planning sheets as before (lesson 4)....you'll need the Learner's Record for next lesson (No. 8)....you can use the Observer Record if you wish.

Homework... It's very important that students do this. If they don't prepare and resource, and practise their lesson, then it will fail, and they may well look silly.

Remind students that their work can get them another **2 Thinking Skills**.

Plenary - if there's time it would be interesting to hear what students have been planning.

Suggestions for Students' Lessons....

This summarises what's been taught in the main subject areas this term, and will help get ideas going.... draw on the board, or make into an OHT.

08-7-OHT

These key words and phrases will help you recall your Learning.

Subject	Key Words and Phrases	Subject	Key Words and Phrases
<u>Geography</u>	<ul style="list-style-type: none"> • Water - water Cycle (evaporation) • River basins (tributaries) • Rivers do work (erosion, transportation) • why rivers flood • rivers flow source to mouth. 	<u>History</u>	<ul style="list-style-type: none"> • Britain 1500-1750 - Timelines...inventories... evidence...Henry VIII... Spanish Armada... • London 1606 - gentry... vagabond...theatre...bear-baiting...cut-purses....
<u>Maths</u>	<ul style="list-style-type: none"> • Coursework - Paving Stones round the Ponds. • Negative numbers • find the Formulas (eg $3n-2$) • powers (eg $2^3 = 2 \times 2 \times 2$) • angle facts (acute, obtuse) • mean, median, mode.... 	<u>English</u>	<ul style="list-style-type: none"> • Argumentative essays - "for and Against"... persuade... advise... • Information leaflets - purpose... audience... bullet points....
<u>Science (from the Summer term)</u>	<ul style="list-style-type: none"> • Variation... environmental (scars) ... genetic (tongue rolling)... continuous (height)... discontinuous (male/female) • Chemical Reactions... burn fuels... make Carbon Dioxide and Oxygen... • Energy and Heat... 8 types of Energy (HALPECKS)... Renewable energy (eg Wind)... Fossil fuels (eg Coal)... 	<u>Language</u>	<p>French - School subjects</p> <ul style="list-style-type: none"> • "J'adore les Maths" • "Je n'aime pas le Francais" • "Je déteste les Sciences". <p>German - Daily Routines</p> <ul style="list-style-type: none"> • "Ich stehe um sieben uhr auf" • "Ich wasche mich" • "Ich spiele Tennis".