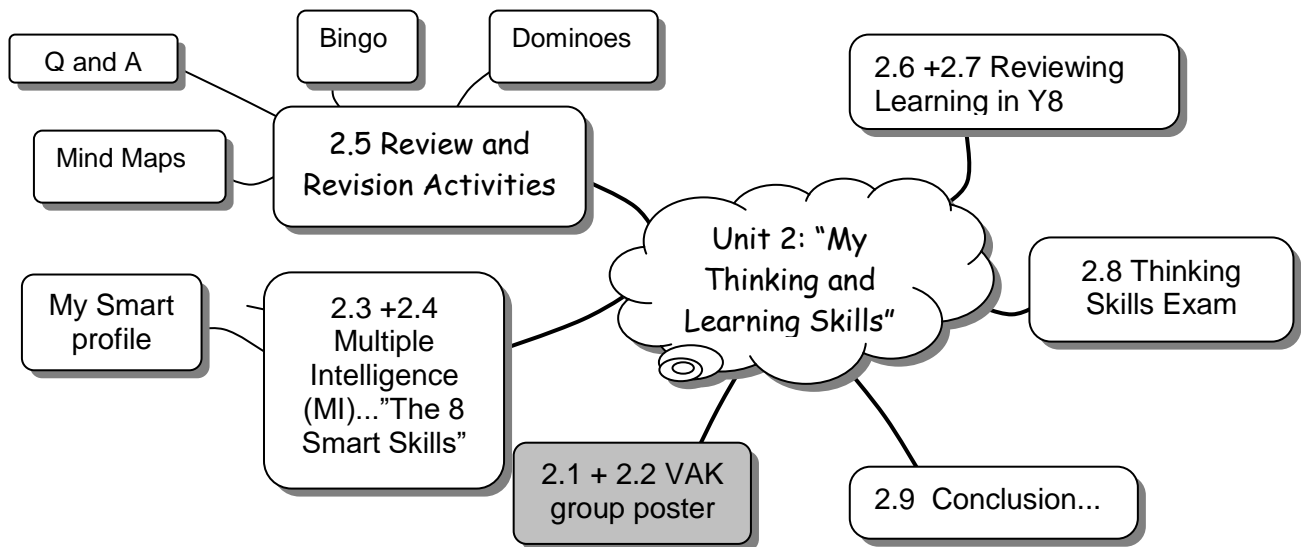


## Y 8 Thinking and Learning Skills - 8-2-1 - VAK Presentation

<b>Resources...</b> <ul style="list-style-type: none"> <li>big sugar paper + A4 + crayons + felt tips</li> <li>VAK Profile (only to consult)</li> <li>Check list of VAK in subject lessons (to consult)</li> </ul>	<b>Key Words...</b> Visual, Auditory, Kinaesthetic, strengths, Learning style....	<b>Thinking Skills</b> 2.1
<b>Learning outcomes :</b> <b>I will be able to....</b> (IWILBAT)  <b>Homework....</b>	<ul style="list-style-type: none"> <li>give examples of VAK Learning activities</li> <li>work in a group to make a Poster to summary</li> <li>include VAK features in the poster</li> </ul> <p>There is no specific homework following this lesson....there's scope for picking up on homeworks from Unit 1 that have not been done, or doing one of the Unit 2 homeworks not linked to a lesson.</p>	
<b>Setting up the lesson...</b>  <b>1.Starter</b> (2-3 mins)  <b>2.Main part</b> <b>a. First part</b> (20 min)  <b>Brain Break</b> - maybe somewhere about here  <b>b. Second part</b> (20 min)  <b>3. Plenary</b> (5 min)	<ul style="list-style-type: none"> <li><b>copy....</b> lesson title.....aims.....key words.....Homework</li> <li><b>Homework...</b>from last lesson... ready to hand in</li> <li><b>3 things</b> from last lesson...noted in Ex. book</li> </ul> <ul style="list-style-type: none"> <li>Brain Booster</li> <li>How could you explain to someone what VAK Learning is all about?</li> <li>Explain the criteria for the Poster.</li> <li>Group work on VAK posters.</li> </ul> <p><b>Brain Break....maybe.</b></p> <p>Group work on VAK posters....continued</p> <ul style="list-style-type: none"> <li>Add to the <b>"Big Picture"</b> in students' Ex. books...on A3</li> </ul> <ul style="list-style-type: none"> <li><b>1 thing</b> from the lesson</li> <li>who has <b>done well</b> in the lesson? --&gt; merits</li> <li>who has contributed to their group's work?... --&gt; Skill2.1</li> </ul>	
<b>Second Lesson....</b>	...continuing the first lesson <ul style="list-style-type: none"> <li>Final display of posters</li> <li>MI Questionnaire...see lesson notes.</li> </ul>	
<b>And next lesson (2.3)...</b>	Multiple Intelligence - "The 8 Smarts"	

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### The Big Picture



### 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 Unit aims to develop students' Thinking and learning skills, such as, VAK, MI, and Reviewing Learning, and continue to link Learning across subjects.

In this lesson you pick up the VAK work from Lesson 1.3, and get students to work in **groups** on these. You could have groups of 6....with 2 students on each element of VAK. In Unit 1, students were asked to do their own VAK profile, and individual poster on their VAK strengths.....many may not have done this....so this will be a useful activity!

You can use your VAK data on students to organise balanced VAK groups if you wish.

Each group will need these **resources**...

- a big sheet of sugar paper (or similar) to mount their work on
- A4 (pale colours) for elements of the poster, crayons and felt tips (but insist on writing in pencil/pen - not felt tip)...students work on A4, cut out the bit they want, and stick it on the big sheet...this way all students can be working at once
- the VAK Profile - to give the list of strengths for students to include in their poster - not to be written on
- the list of Lesson activities - again to prompt ideas - you can show the last two as OHTs, also students should have them stuck in their books.

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You can set quite demanding **parameters**, to try to get the best work out of students. You can ask for....

- explanations of VAK learning - what VAK learners like...
- examples of VAK activities in lessons - say, 3 for each (9 total)
- Examples of individual VAK strengths - say, 3 for each - VAK learners are good at...
- names of students who have VAK strengths
- 1 key Visual item, 1 Auditory item ( a poem or rhyme), and 1 key Kinaesthetic item, for an action or for touching...scope for inventiveness here!

I've done a couple of **OHTs** that will help to get students started on this.....

**OHT 1** shows the key features of VAK learning (from an earlier Y8 lesson and the Y7 course)

**OHT 2** shows how the Poster can be started.

You can offer **prizes** (edible) for the best group poster, or for the group that collaborated best. Students working well can get **Skill 2.1** for this.

You can take a **mid-lesson break** and get groups to look at each other's work, to get ideas.

At the end groups can **present** their posters, read the poems, and so on.

You can include an element of **AfL** in this lesson, if you wish...but it will need setting up at the start. At the start, you ask students what they would look for in a good poster about VAK (or anything). Reduce these to, say, 3 clear points, and tell students they will be assessing their own posters against these criteria. At the end of the double lesson, remind students of the criteria, and ask for (1) constructive comments on posters, and (2) ideas for improvement.

Students find it quite a challenge coming up with poems, and hands-on "action" features in their posters, but given time and encouragement, they come up with good ideas. I think it's important to get them to **explain** the features of their poster.

I've run this activity, and I feel that 1 lesson does not give quite enough time for students to do a thorough job on this. We want students to produce really good posters that can be used for display in classrooms and round the school.

In **lesson 1** you will be spending some time introducing and explaining the task. This will not leave enough time for students to do a proper job. It will be important not to let students relax with the idea that "...we've got loads of time for this!" You will need to set them short term deadlines...like "In 10 minutes you should have all the examples of VAK learning done"...or some thing like that.

You should end up with students being even more familiar with VAK, and some good posters you can display in the classroom.

The next section introduces **Multiple Intelligence (MI)**. This will fully occupy 2 lessons (2.2 and 2.3). You can choose whether you do the first task, the **Questionnaire**, at the end of the VAK lesson (2.2) or at the start of the MI lesson (2.3). You can run lesson 2.2 accordingly.

**Plenary** - Poster review, as outlined above.

Task	V - Visual	A - Auditory	K - Kinaesthetic
<b>Learning new things in lessons</b>	<ul style="list-style-type: none"> <li>• <b>"See"</b> the items and put them in a pattern.</li> <li>• look at <b>shapes</b> of words..... and words within words..... ..like sep<b>ARATe</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Make up a new word from the first letters.... eg HARPECKS.</li> <li>• split new words into <b>chunks</b> ..... <b>"ee-lek-trik"</b>... say each chunk out loud.</li> </ul>	<ul style="list-style-type: none"> <li>• get busy with <b>Practical</b> activities ..... experiments... sorting cut-outs from a Worksheet.</li> <li>• <b>trace words &amp;</b> images on paper and in the air... forwards and backwards.</li> </ul>
<b>Revising and Practising Learning</b>	<ul style="list-style-type: none"> <li>• Make a <b>Mind Map</b> or Spider diagram.</li> <li>• <b>Highlight</b> key points in your Exercise book..... add your own pictures and decorations.</li> </ul>	<ul style="list-style-type: none"> <li>• Read your learning <b>out loud</b> .... get someone to ask you <b>questions</b>, and give verbal answers</li> <li>• make <b>rhymes</b> and raps</li> </ul>	<ul style="list-style-type: none"> <li>• write your learning on <b>cards</b> and post-it notes and <b>move</b> them about</li> <li>• <b>teach</b> your learning to someone else</li> </ul>
<b>Some Examples from lessons</b>	<ul style="list-style-type: none"> <li>• <b>watching</b> a demonstration of something in Maths</li> <li>• labelling a diagram or a <b>Mind Map</b> in Geography</li> </ul>	<ul style="list-style-type: none"> <li>• <b>listening</b> to the teacher and answering questions in English</li> <li>• making up a <b>rhyme</b> to remember names in Science</li> </ul>	<ul style="list-style-type: none"> <li>• Using the <b>Mouse</b> and Keyboard in ICT</li> <li>• playing an instrument in Music</li> <li>• <b>role-playing</b> characters in History</li> </ul>

Suggestions for the VAK Poster...

OHT 2

