

Activity Bank Transition KS2-3

The following nine pages are taken from the 'Revising' chapter of the Activity Bank in the 'About Reflectiveness' section.

These sample pages represent a small proportion of the activities available in pdf file format in the full Activity Bank.



Activity Bank
Transition KS2-3

About Reflectiveness

Introduction

Structure

Using the activities

About the activities

Activity Bank

- About Learning

- About Reflectiveness

- About Resilience

- About Resourcefulness

- About Reciprocity

Licence

Connecting	Stretching	Transferring
Reflectiveness: The Face in the Mirror <ul style="list-style-type: none"> Coaching Notes Learning Challenge Linking Ideas 	Reflectiveness: The London Game <ul style="list-style-type: none"> Coaching Notes Learning Challenge DIY Rating Wheel Resource 	Reflectiveness: Reflectiveness for Martians <ul style="list-style-type: none"> Coaching Notes Trainer Notes Learning Log
Planning: We've Got a Problem <ul style="list-style-type: none"> Coaching Notes Linking Ideas 	Planning: Story Order <ul style="list-style-type: none"> Coaching Notes DIY Rating Wheel 	Planning: Being Prepared <ul style="list-style-type: none"> Coaching Notes Trainer Notes Learning Log
Revising: Altered Views <ul style="list-style-type: none"> Coaching Notes Learning Challenge DIY Linking Ideas 	Revising: Per-verse <ul style="list-style-type: none"> Coaching Notes DIY 	Revising: Changing Tack <ul style="list-style-type: none"> Coaching Notes Trainer Notes Learning Log
Distilling: Wheelbarrow <ul style="list-style-type: none"> Coaching Notes Learning Challenge Linking Ideas 	Distilling: Designing a Future Body <ul style="list-style-type: none"> Coaching Notes Resource 	Distilling: Boiling Down <ul style="list-style-type: none"> Coaching Notes Trainer Notes Learning Log
Meta-learning: We Learn Best When... <ul style="list-style-type: none"> Coaching Notes Linking Ideas 	Meta-learning: Snakes & Ladders <ul style="list-style-type: none"> Coaching Notes Learning Challenge DIY Rating Wheel 	Meta-learning: Talking Learnish <ul style="list-style-type: none"> Coaching Notes Trainer Notes Learning Log

Connecting**Stretching****Transferring****Topic: 5c Revising****Activity: Altered Views****What you
are trying to
achieve ...**

Students' awareness that plans and ideas can be changed and adapted on the basis of experience or new information.

Experience of the tentative changing as a constructive experience.

**Introduce the
concept**

Consider ways in which your opinions have changed; e.g. when you hear a voice on the radio and imagine what the person looks like, and then see the actual person; when you first meet a teacher. How does / has your opinion changed over time? What might be the advantages of keeping an open mind?

**Set up the
Activity**

Print or show the picture of the taxi driver.

Ask students to log their impressions of the man, under the headings age, family, home circumstances, life history over the last 30 years, future.

Add further information bit by bit (see Resource) and ask students to record how this changes their first impression.

**Debrief and
discuss**

Reiterate ideas about the importance of 'could be' thinking.

Being willing to be uncertain is a useful place to be ... Where might this notion be helpful in real-life situations?

The importance of adapting thinking flexibly and keeping an open mind.

Why is this morally important?

What happens when people are fixed in their ways?

**Extend using
Linking Ideas**

Print or display Linking Ideas.

Run through the revising muscle.

Move on to the related activities.

Coaching
NotesLearning
ChallengeDIY
ResourceLinking
Ideas

A Learning Challenge — Altered Views



What are your first impressions of this man?

Age:

Marital Status:

His family and home circumstances:

Past history:

How has the additional information changed your first impressions?

Age:

Marital Status:

His family and home circumstances:

Past history:

Do-It-Yourself Resource — Revising

Cards suitable for use in Altered Views

Print out and cut up.

01

Taxi Driver picked me up in Hackney in an old Nissan at 3.30 p.m.

02

He's lived in Hackney on and off for twenty years and says it's better than it used to be.

03

He is married with three children aged 38, 32 and 27.

04

His children all went to university and are now living in London. One is a doctor, one a nurse and the other a financial advisor.

05

He came to England in 1972.

06

He did a degree in engineering in the 1970s.

07

He went back to work as an engineer in Ghana after graduating.

08

He came back to England in 1976.

09

He goes back to Ghana most years and helps on his fathers' farm.

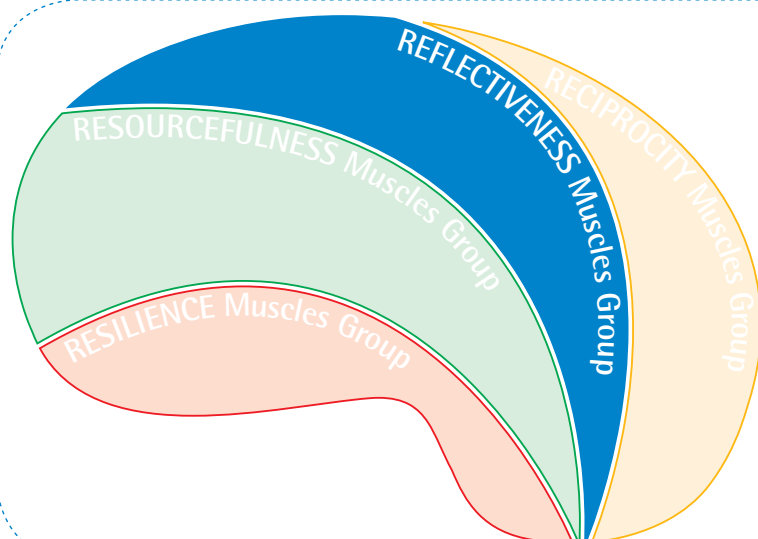
10

He would like to return to Ghana one day and spend his old age there.

11

He is 60 years old.

Linking Ideas — Revising

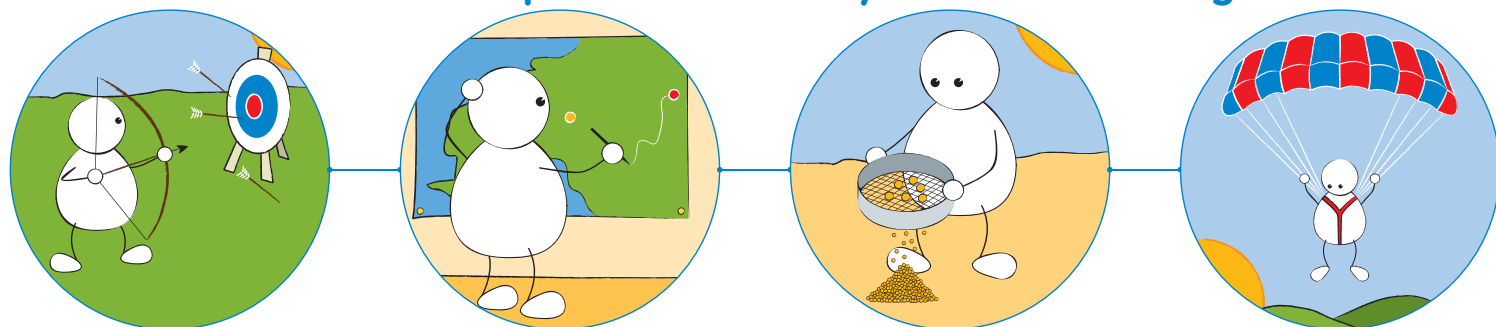


Reflectiveness — Revising

When you use this learning muscle, you ...

- are ready to revise your plans as you go along
- are flexible in your learning
- monitor how things are going
- review your progress and change tack if necessary
- change your plans when you've had a better idea

Which of these pictures best conveys the idea of revising?



What makes you say that?

What do we mean when we say ...

“ A stitch in time
saves nine.
Test the waters.
Get out of a rut. ”

Draw a plan of a room that provides accommodation for eating, sleeping and recreation. Adapt your plan so that the room is fit for a blind person.

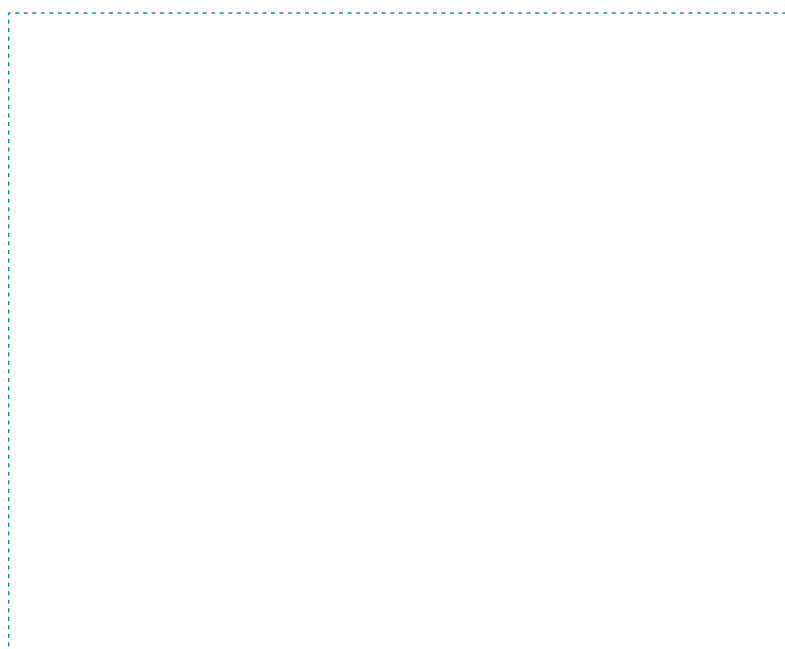
Adapt your plan so that the room is fit for a blind person and his 2-year-old daughter.

What changes have you made?

Have you made enough changes?

Is the room now good enough for its final purpose?

Room Plan



Connecting**Stretching****Transferring****Topic: 5c Revising****Activity: Per-verse****What you
are trying to
achieve ...**

Demonstrate how opinions and hypotheses change and are revised as more information becomes available.

Underline the importance of speculative and open thinking as opposed to limited or closed responses.

**Orchestrate
the activity**

Divide into groups of three or four.

Deal out one stanza of the poem to each group.

DO NOT REVEAL THE POEM'S TITLE!

Explain: The group has to make assumptions about what they are reading based on the limited information they have.

Ask groups to: – Distil what they know so far, and
– List the questions to which they need answers.

Next, exchange stanzas with another group

- Does the new information answer any questions?
- Are there new questions to find out about?
- How do the verses fit together — which comes first?

Repeat the process about four times.

Run a formative plenary: What do we know so far?

Now issue all groups with the complete but cut up poem and ask them to work towards a sequence that makes sense.

**Extend
understanding
of revising**

- How did opinions change as more information became available?
- Were group members willing and able to revise their views?
- How flexible was people's thinking?
- What is the wider importance of keeping an open mind?

Move on to Transferring activities and the Learning Log.

Things to Try ...

Any poem for a chosen level of difficulty to suit age of students; cut up the poem into stanzas. E.g. *Mushrooms* by Sylvia Plath.

Coaching
NotesDIY
Resource

DIY Resource: Per-verse

Overnight, very
Whitely, discreetly,
Very quietly

Our toes, our noses
Take hold on the loam,
Acquire the air.

Nobody sees us,
Stops us, betrays us;
The small grains make
room.

Soft fists insist on
Heaving the needles,
The leafy bedding,

Even the paving.
Our hammers, our
rams,
Earless and eyeless,

Perfectly voiceless,
Widen the crannies,
Shoulder through holes.
We

Diet on water,
On crumbs of shadow,
Bland-mannered,
asking

Little or nothing.
So many of us!
So many of us!

We are shelves, we are
Tables, we are meek,
We are edible,

Nudgers and shovers
In spite of ourselves.
Our kind multiplies:

We shall by morning
Inherit the earth.
Our foot's in the door.

***Mushrooms* by Sylvia Plath**

The display shows stanzas in the correct order.

Connecting**Stretching****Transferring****Topic: 5c Revising****Activity: Changing Tack****What you
are trying
to achieve ...**

Awareness of their revising behaviour, and understanding of the role and importance of revising in learning.

Changing Tack

Time to think
Exploring when plans and ideas get changed.

A way with words
Developing the thoughts of a good reviser.

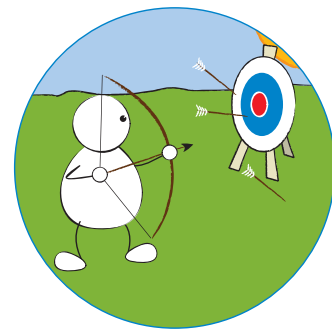
Me-nows
Rating their tendency to revise their plans or ideas.

Learning Log ...

Noticing where they have revised plans and ideas and how this proved to be successful.

Coaching
NotesChanging
TackLearning
Log

Changing Tack



Time to think ... and share ideas

In a group share some situations when you have had to change your plans ... on a journey ... in preparing a presentation ... in making something. Try to tease out:

“Why the change was needed”

“If it was a gradual or a sudden process”

“If it was a U-turn or a slight shift in direction”

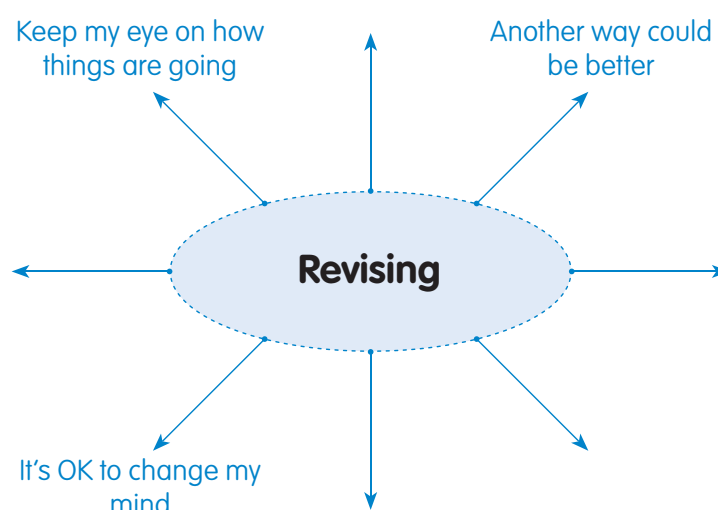
“Whether there was more than one change”

“How you knew a change of plan was needed”

“How you felt about changing your plans”

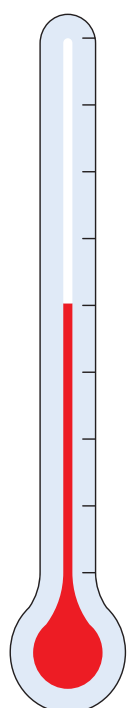
A way with words

Add your own ideas for how a good reviser thinks.



Me-now!

Do I revise what I'm doing?



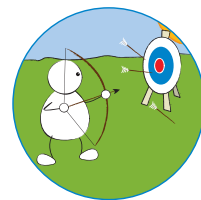
Yes, often when I'm ...

Sometimes if I'm ...

Hardly ever when ...

What I need to practice to become better at revising the way I'm learning or doing something

My Learning Log: Revising



This week I've been revising what I've been doing

School learning



This was successful because ...

Out and About



This was successful because ...

Home study



This was successful because ...

Family event



This was successful because ...

Maybe I should have thought about revising my ideas in this situation ...



“back to the drawing board”

“fine-tuning”

“just a tweak”



What I think revising consists of

-
-
-
-

What I need to do