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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 Notes

DIY Resource


www.blp.uk.com

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