

Lesson title:

Phase:

Objectives:

	Teacher Action	Student Action	Learning Behaviours	Teacher talk
Episode 1 Phase 1	Groups of 4 Give each group a different, stanza of the poem (omit stanza #1 at this stage).. Warn that they only have the stanza for 2 minutes	2 minutes.to read the stanza and to speculate what it might be about.	Process encourages students to speculate with only partial information. Requires attentive noticing and imagination.	What might it be about? What makes you say that?
Episode 1 Phase 2	Give 1 minute warning you will collect the stanza, before they circulate to discuss with others. Collect the stanzas. Invite students to circulate around to find out about the other stanzas of the poem...	5 minutes to ask others what they have read and what they think the poem is about.	Process encourages distillation of the key aspects of the stanza, to make links between their stanza and those of others, to ask pertinent questions, to listen carefully to answers and ,possibly, revise their views	Any common threads? What are you trying to discover? What will you tell others about your stanza? What questions do you need to ask?
Episode 1 Phase 3	Orchestrate whole class discussion – what are they thinking the poem might be about? Gallery ideas without comment. Give out all stanzas of the poem, Task is to put them into the right order, but they must first decide, together in 4s, how they intend to tackle the problem.	1 minute to contribute speculative ideas. 1 minute to discuss in 4s how they intend to tackle the task.	Process encourages students to pool what they have found out, and to think ahead to plan together how they will tackle the problem of ordering the stanzas.	What is your best guess? What will you be looking for? What will you do first? What will you do after that? How might it start? Finish?
Episode 1 Phase 4	Give each 4 the poem, cut up in stanzas. Challenge students to agree an order for the stanzas.	5 minutes in 4s to discuss and agree their preferred order.	Process encourages students to make links and see connections, to speculate, to discuss their ideas and explain their thinking to others, and to revise their ideas as a consensus emerges.	Did your plan work? How are you tackling this? Do you all agree? Now you can see all the stanzas, what do you think it is about?
Episode 1 Phase 5	Give students the correct order. Ask, now that they can see the whole poem, what they think it is about. Compare with gallery of initial ideas from phase 3. Help students to come to a class view about the poem's meaning.	1 minute.to consider whether they prefer their order or the poets, and why. 1 minute to agree what they now think the poem is about. 2 minutes to share ideas across the class.	Process encourages students to share ideas, to build consensus, to explain their thinking and offer evidence to support their view.	Who got the start right? What made you think that was the starting stanza? Ditto finishing stanza. What do you now think the poem is about? Are we all agreeing that . . . ?
Episode 2	Use the Step Inside VTR to help students to explore the image of Aberfan. Lead discussion using the Teacher Talk box (top right) to structure the conversation. Ask students to say what they are thinking to talk partner at various points before reverting to whole class discussion.	Whole class and pair activity 5 minutes to explore the image of Aberfan and link it to the poem of Episode 1. Exploring See, Believe, Care about	Process encourages students to respond with empathy to the image, to make links to the poem, to notice detail, to speculate and offer evidence and to distil and frame questions.	What can they see? What might they know or believe? What might they care about? What makes you say that? What else might explain . . . ? Which one question would you like to ask them? What does this remind you of?
Episode 3	Enable students, in 4s, to access the internet to search for information on Aberfan.	15 minutes to access the internet to gather information about the Aberfan disaster.	Process encourages students to use their search skills to gather information by asking appropriate questions and pursuing a line of enquiry on the internet.	See what you can find out? How could you search for that? What keyword(s) might help you? How can you refine your search?
Episode 4	Using Think//Puzzle/Explore, (see teacher talk) Challenge groups to reflect on: What they have found out, What they want to find out, And how they might do it.	5 minutes to respond to the 3 aspects of Think, Puzzle, Explore.	Process encourages students to distil what they already know, to frame questions about what they still wish to find out, and to consider how they might best go about it.	What do you think you know about Aberfan? What questions to you still have? What is still puzzling you? How might you go about finding out? Who will do what?
Episode 5	Support groups, Ask probing questions, Nudge where necessary, But otherwise lets groups get on with their enquiries	2 hours (?) to undertake the research and plan how they will feedback to other groups.	Process encourages students to undertake independent research, to question reliability / bias, to distil key messages and to build a credible line of argument.	Are you achieving what you set out to do? Will you complete in time? How will you tell others about this?