

Active Engagement

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Wednesday 15th November



Our Aims for Today

- 1** Consider why we look to use active engagement strategies in our teaching.
- 2** Know a range of active engagement strategies that you could use within your teaching.
- 3** Reflect on your class(es), your current practice, and how to incorporate strategies in your teaching.
- 4** Engage in a dialogue with colleagues about active engagement in your lessons.

Active Engagement

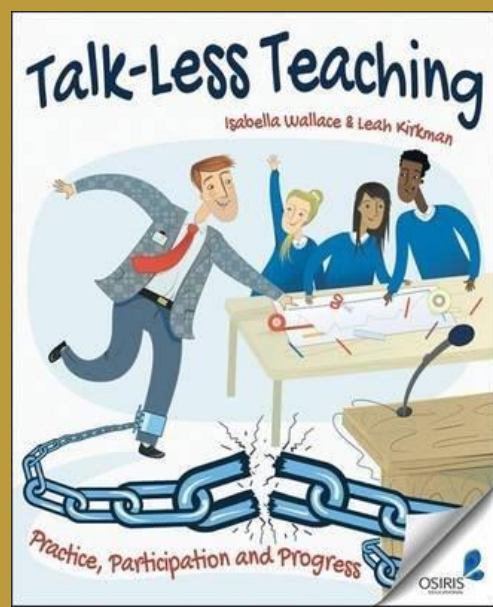
Pros:

- Pupils are more likely to transfer learning into their long-term memory if they are 'doing' or there is a memorable 'hook'.
- Helps to promote a love of learning by activities that allow students to actively participate and feel a sense of achievement.
- Foster positive relationships by planning learning activities that excite and motivate pupils.

Cons:

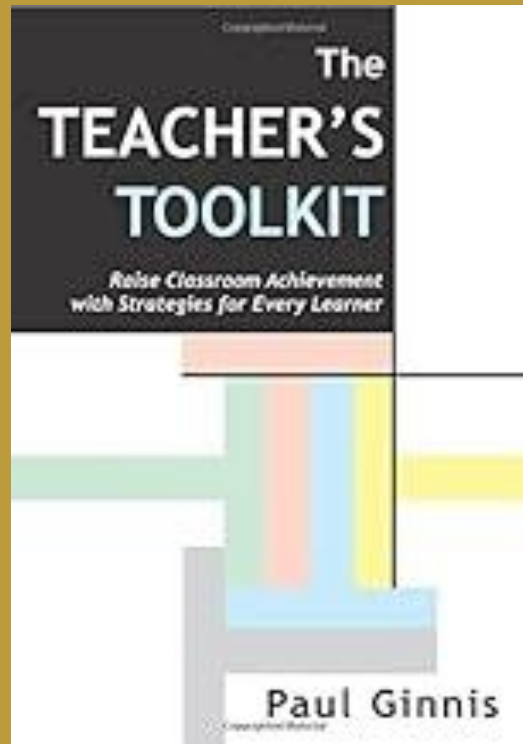
- Cautious of a retaining a focus on what is being learnt rather than what is being done.
- Potentially very time consuming.
- Can offer more 'freedom' – some students may struggle with this.

Wider Reading



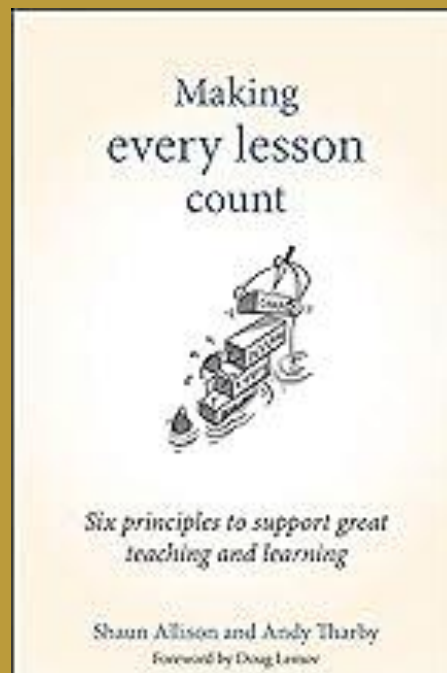
Talk-less Teaching

Isabella Wallace and Leah Kirkham



The Teacher's Toolkit

Paul Ginnis



Making Every Lesson Count

Shaun Allison and Andy Tharby



Mini - whiteboards

Mini - whiteboards

Why I like it...

- Gets every student actively involved
- Check students' understanding in a 'low stakes' way.
- Ideal as a starter, plenary, mini-plenary or part of a guided learning activity with teacher modelling and explanation.

Important to consider...

- Set up routines and be explicit in your expectations in how you want students to engage (logistically and with regards to the learning).
- Spare pens
- Have a clear way in which you expect the class to show you their work. Countdown or non-verbal signal. Reinforce until it's habit.

In the chat...

- One way you have already used whiteboards in your lesson
- How you might improve using whiteboards moving forwards
- One way you might use whiteboards in a lesson in the next week.

Silent Debate

Silent Debate

Why I like it...

- Gets every student actively involved
- Check students' understanding in a 'low stakes' way.
- Fosters a calm, safe and purposeful environment.
- You can keep the 'debate' resources as reminders and come back to them.

- Exploding quotations
- Big questions
- Predictions
- Revision

- Exam style questions
- Could use with images or a video being played on an ipad? EYFS and KS1 use colours or faces to respond perhaps?

Important to consider...

- Groupings
- Different colour pens
- What resources you might use (wipeable boards, paper tablecloths, flip chart paper, etc.)
- Explicit modelling of how you expect students' to engage.

Silent Debate

- Choose a colour from the box.
- You will have 3 minutes at each station to read the statement and any comments that others have added.
- Respond to the statement and any other responses with your own ideas.
- You can add your own questions, ideas or supporting quotations.





Teach Me, Tell Me

Teach Me, Tell Me

Why I like it...

- Gets every student actively involved
- Physical movement in the classroom.
- Structured oracy, turn taking activity.
- Builds students' confidence with new or tricky content.

Important to consider...

- Be explicit in how you want students to behave - 'what good looks like' etc.
- Scaffolded resources (that can be re-used and tweaked once established).
- Use in conjunction with a pre and post quiz to celebrate progress of students.
- Consider when or which classes would be best to try this with.

- Learning new, subject specific terminology.
- Learning new content with a question-and-answer style.
- Learning quotations, and key information about them.

Alliteration	Facts	Opinion
Rhetorical Question	Repetition	Emotive Language
Statistics	Triples or Rule of 3	Direct Address

<p>A person or group of people's point of view.</p> <p><i>England is the greatest country in the world.</i></p>	<p>A thing that is known or proved to be true.</p> <p><i>Cardiff is the capital city of Wales.</i></p>	<p>The same sound at the beginning of words next to or near each other.</p> <p><i>Tantalising your taste buds.</i></p>
<p>Word choices that conjure a feeling, emotion or mood in the reader.</p> <p><i>This <u>catastrophic incident</u> has left many people in <u>danger</u>.</i></p>	<p>Where a word or phrases is deliberately repeated for emphasis or effect.</p> <p><i>Make sure you do your homework. Do your homework Y9.</i></p>	<p>A question designed to make a point or to make the reader think.</p> <p><i>Don't you care?</i></p>
<p>Where the text appears to 'speak' to the reader.</p> <p><i>This concerns you.</i></p>	<p>Where three different words or phrases are used in a short list about a particular person, place or thing.</p> <p><i>Our holiday was enjoyable, hot and full of fun.</i></p>	<p>A fact or piece of data obtained from a study.</p> <p><i>19% of the population speak Welsh.</i></p>

Q - Do you know what an **adjective** is?

A - An adjective is a describing word.

If they say 'yes' ask them to explain it to you. **If they are correct swap cards.**

If they say 'no' explain it to them and give two or three examples.

Examples:
Beautiful, fantastic, quiet, misty

Q - Do you know what a **simile** is?

A - It is when the writer uses 'like' or 'as...as' to compare one thing to another.

If they say 'yes' ask them to explain it to you. **If they are correct swap cards.**

If they say 'no' explain it to them and give an example.

Example: She was **as** beautiful **as** an angel. OR: She was **like** an angel.

Q - Do you know what **colour symbolism** is?

A - It is when the writer uses **colour** to **create mood** or **atmosphere**.

If they say 'yes' ask them to explain it to you. **If they are correct swap cards.**

If they say 'no' explain it to them and give an example.

Example: The grey, decaying grave-stones surrounded the deathly-white church.

Q - Do you know what **pathetic fallacy** is?

A - It is when the writer uses the **weather** to create a **mood** and **set the scene**.

If they say 'yes' ask them to explain it to you. **If they are correct swap cards.**

If they say 'no' explain it to them and give an example.

Example: The rain pattered, dismally, against the window pane.

Q - Do you know what a **metaphor** is?

A - It is when the writer uses a strong comparison saying something 'is' or 'was' something.

If they say 'yes' ask them to explain it to you. **If they are correct swap cards.**

If they say 'no' explain it to them and give an example.

Example: The sky was a velvet blanket of sparkling diamonds.

Q - Do you know what **repetition** is?

A - It is when the writer uses a **repeated word** or **phrase**.

If they say 'yes' ask them to explain it to you. **If they are correct swap cards.**

If they say 'no' explain it to them and give an example.

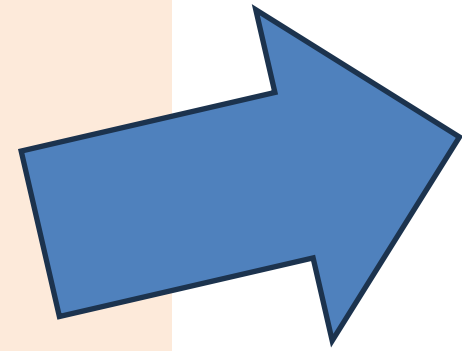
Example: Carefully, I turned the door handle. The room was silent; silent and still.

New piece of information

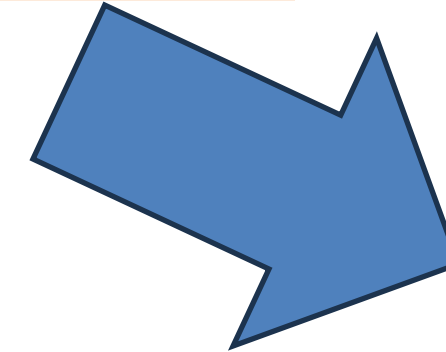
Picture

Graph

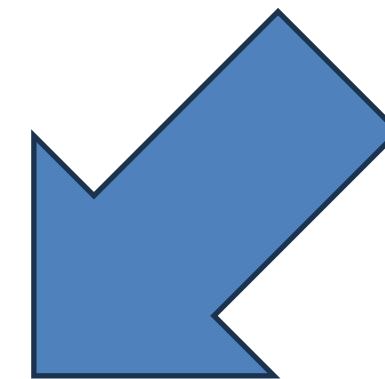
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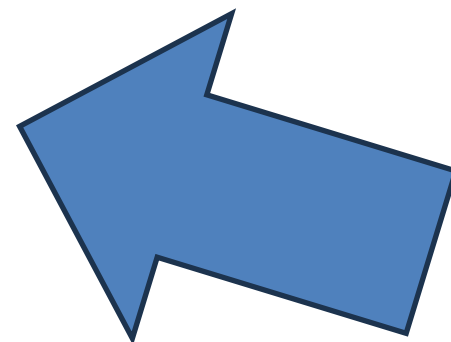
Student A rehearses explanation to other students based on their content.



Student A delivers explanation to student B. The asks a question (pre-prepared by you depending on context)



Student B responds. Student A either repeats the process if incorrect or Student B delivers their explanation and the cycle goes again.



When both students have been successful, they swap cards and move to new partners.

Quick off the Mark

Quick off the Mark

Why I like it...

- Physical movement in the classroom.
- Competitive element
- Shows up misconceptions
- Builds students' resilience, independence and team-work skills.
- Practice of recalling knowledge.

Important to consider...

- Be explicit in how you want students to behave - 'what good looks like' etc.
- Groupings
- Prepared resources.
- Consider what will happen when the winning team have completed the activity (extension, helpers, etc.)
- Consider when or which classes would be best to try this with.

- Revision
- Assessment of understanding half-way through a topic
- Key knowledge check

1. Where is the story set?
2. Who is the King?(3)
3. The witches/weird sisters say, 'Fair is foul and foul is fair'. What do you think this line means? What technique is it?
4. Why did news of Macbeth and Banquo's victory not please Duncan as much as you might expect?
5. What was Macbeth's reward for his battle victory?

6. What predictions do the witches make to Macbeth and Banquo on the heath?
7. Who is the Prince of Cumberland?
8. Why do you think that Macbeth sees a vision of a dagger?
9. Who is initially blamed for the King's murder?
10. Why does Macbeth arrange for Banquo to be killed?

How could you use this in your class or setting?

Recall Relays

Recall Relays

Why I like it...

- Gets every student actively involved.
- Physical movement in the classroom
- Competitive element
- Shows up knowledge gaps / misconceptions
- Builds student relationships
- Practice of recalling knowledge.

Important to consider...

- Be explicit in how you want students to behave - 'what good looks like' etc.
- Groupings
- How will you set up the class – health and safety.
- Consider how you can use the content of what is created from the relay to move the learning forwards.
- Consider when or which classes would be best to try this with.

- Plenary / knowledge check / revision

Active
Learning:
Primary
Setting



Memory and Recall Tasks

Varied Tasks to support M & R



1 Spaced Retrieval

2 Cops and Robbers

3 Bingo

4 Key words

5 4 3 2 1

Memory and Recall: Key Words		
<i>What can you remember about different types of bridges?</i>		
	<p><i>Suspension Bridge</i></p> <ul style="list-style-type: none"> • 	
<p style="text-align: center;"><u>Memory Time: 5, 4, 3, 2, 1</u></p> <p style="text-align: center;"><i>How many of the following can you remember?</i></p>		
5	<i>words they know related to the topic</i>	
4	<i>characteristics animals develop to live in their environment</i>	
3	<i>famous Scientists related to our topic</i>	
2	<i>things that fossils tell us</i>	
1	<i>benefit of camouflage</i>	
•	_____	•



Use of Technology



Changing the environment

In Plum class, we acted out the Viking creation story of Loki and Odin.



L.O. To be able to discuss own views about a religious principle

Big Question:

Why might Muslims find completing Salat difficult??

During Salat, Muslims have to stand on their prayer mat and think about who you are praying to. Then you raise your hands and pray to the God you have chosen. After that, you do a symbol of action in a certain order for mind, body and soul all together. There are 99 names that all mean "the creator." When you do that, you should feel a connection like when you're talking to a God, you can hear their response. Salat means pray. I think that Muslims might find this difficult because they have to wake up really early to be on time to pray. You also have to do it at midnight and sunrise. I like the idea of Salat because sometimes I like to set myself a challenge like trying to get up really early or to do more and difficult work and chores. ✓

Investigations

Most Victorians believed that diseases were caused by foul-smelling air, known as *miasma*, but a doctor named John Snow disagreed. He looked at the maps like you did and noticed there was a link between where the people lived and where they got their water from.

The water pumps were the problem.

He proved that cholera was carried by water polluted with sewage.

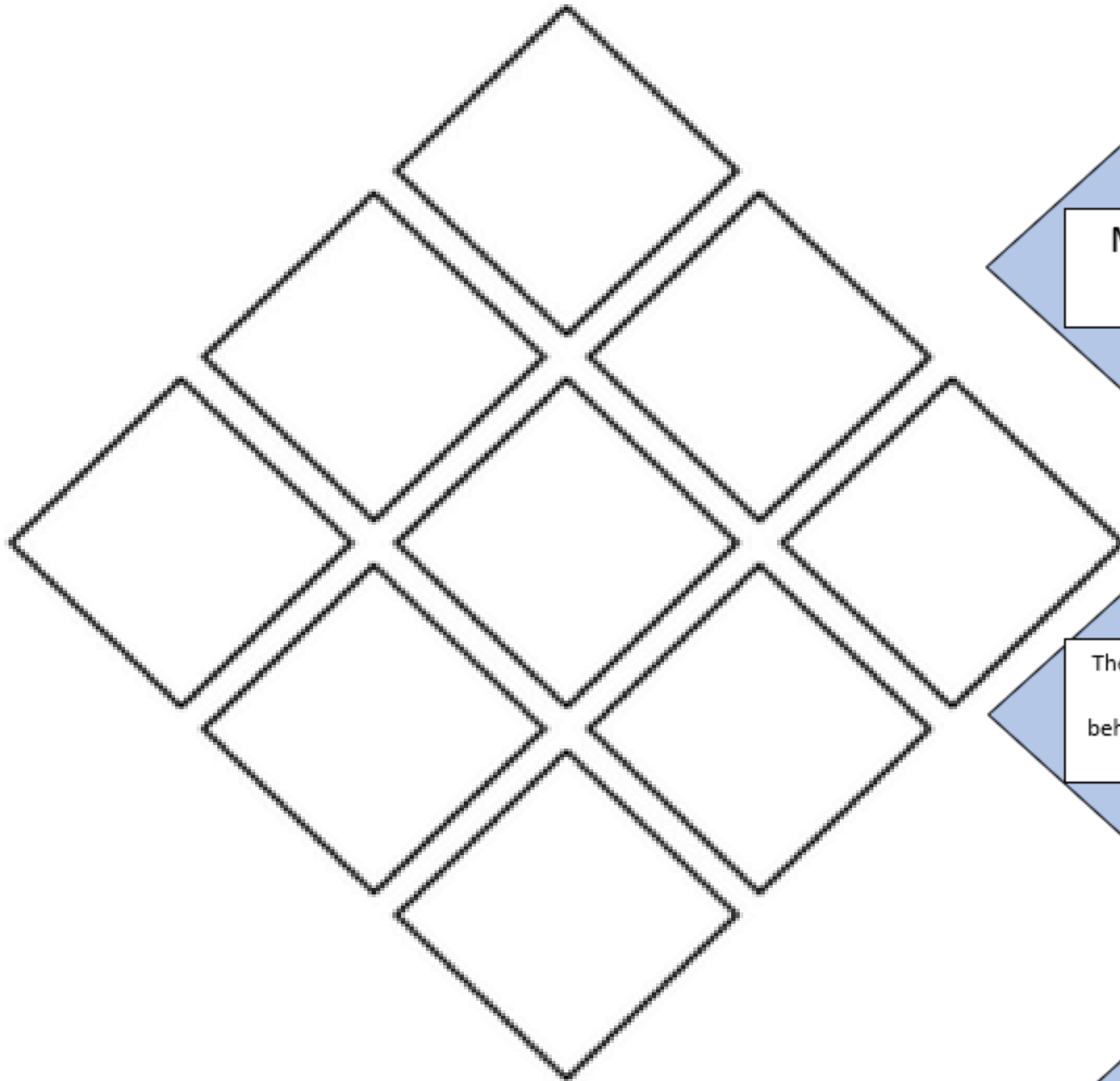


<https://www.youtube.com/watch?v=TLpzHHbFrHY>

Watch this video

Diamond 9

Changes to Law and Order during the Victorian Era



More prisons were built

The 'Reform Act' said that anyone under 16 were pardoned from going to prison as long as they went to school.

Dr Henry Folds invented the finger print apparatus in 1891 to identify criminals by their finger prints!

In 1879, Public Prosecutions were introduced which meant that the states prosecuted them rather than individual people deciding what happened to them.

They thought they could change a prisoners behaviour by giving them tasks to do.

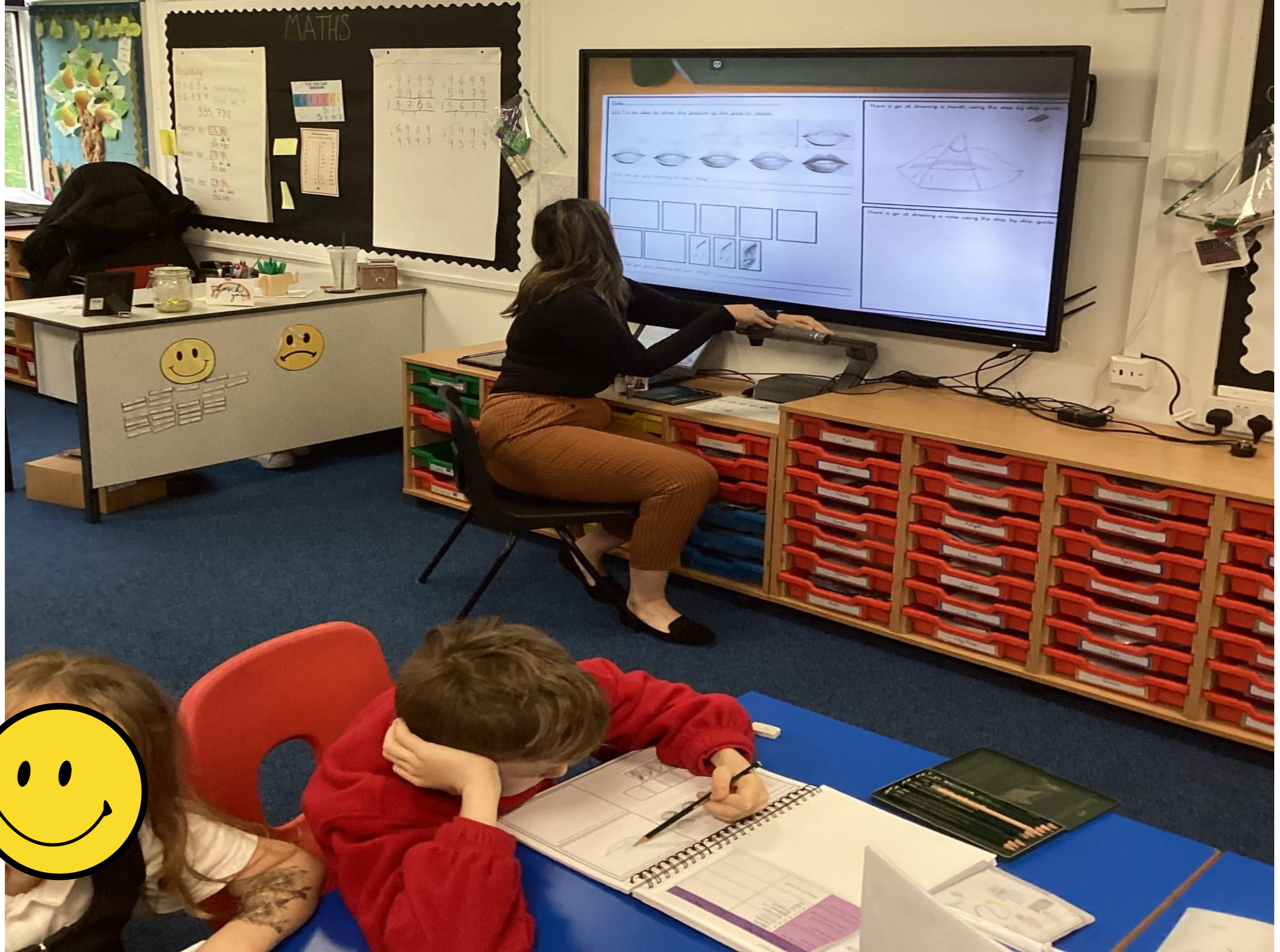
By 1868, they ended public hangings.

Prisoners were sent overseas to other countries.

By 1856, all counties had a police force.

In 1850, they started to take 'mug shots' or photographs of prisoners to keep a log of them all.

Use of visualisers and screen mirroring



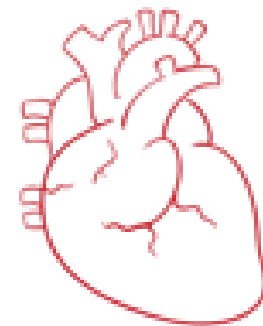
Reading Stamina Scavenger Hunts

MISSION

Dr. Oliver Hayes, a brilliant scientist, faced a daunting challenge when his true love, Emily, fell seriously ill. Determined to save her, he immersed himself in the complex world of the human heart.

Day and night, Oliver delved into research, pouring over textbooks and conducting experiments. He studied the intricate dance of valves and chambers, unravelling the language of arteries and veins. As he deciphered the mysteries of the heart, a newfound sense of purpose fuelled his efforts.

In his makeshift lab, Oliver meticulously crafted a miniature heart model. Through relentless experimentation, he perfected a solution. With a mixture of determination and hope, he prepared to administer the remedy to Emily. The moment of truth arrived, and Oliver hesitated, uncertainty clouding his eyes. The room hung in suspense as he held the potion in his hand. The fate of Emily rested on the edge of possibility. One more element was needed for the potion to awaken Emily from her horrific fate. Can you work out what it is?



4

Valves: The Traffic Lights of the Circulatory System

Now, let's talk about valves. Valves are like traffic lights that help control the flow of blood in one direction. Imagine if cars could go in any direction on the roads without stopping - it would be chaos! Valves prevent chaos in our bodies by making sure blood flows in the right direction. They act like little gates that open and close to keep the blood moving forward and prevent it from going backward.

CODE WORD: where do arteries carry blood to?



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TEACHING HUB

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- 4** Engage in a dialogue with colleagues about active engagement in your lessons.