Learning sequence (tasks/activities)

Brainteaser: "How many 'ready-made words' can you find in the word photography?"

Mark roll. (10 minutes)

Looking ahead: Students to spend time planning their learning for the next two weeks. (10 minutes)

- What assessments are coming up? Put an importance rating out of 5 for each, based on their size, number of credits, due date
- Any lessons that are going to be missed?
- Pressures on time: sports; work etc.

Peer-tutoring: interviewing

Find a partner learning something you are learning and prepare a set of interview questions to test their understanding. You will interview them for 5 minutes before giving them feedback about where their strengths and weaknesses are in this topic. Begin by asking 'What questions would I ask to test a person's knowledge of this topic?' Write 5 questions. (15 minutes)

Own learning:

Students choose areas of learning to focus on for the rest of the lesson

The split screen (making learning explicit)

Focusing activity, transitioning into learning mode.

Taking responsibility for learning, managing self.

Teach to learn. Students build their skills as teachers in order to deepen understanding of content they are learning. What are the core understandings in this topic? How do you know if someone has them?

Students build sense of self-reliance, split-screening their own learning.
Write up on whiteboard: Name / Today I am learning to: / I am stretching these learning muscles: / I will have completed by the end of tutorial:

(60 minutes)

Plenary: in groups, each person shares: i) one thing they learnt this lesson, and ii) one thing they had trouble with. (5 minutes)

Reflection, evaluation, identification and sharing of enablers and barriers to learning.