

Background information

Name

Organisation

Elmwood College

Position/Role

Student Development

Teaching and learning aims

Target Group

LIFE CHOICES.**A STREAMED GROUP OF YOUNG PEOPLE WITH VARYING COMMUNICATION ABILITIES. THIS COHORT INCLUDES STUDENTS ON THE AUTISTIC SPECTRUM OR WHO SUFFER FROM SOCIAL & EMOTIONAL DIFFICULTIES.**

Course content objective

TO ENCOURAGE RELUCTANT CONVERSATIONALISTS. TO SUPPORT STUDENTS WITH LANGUAGE DELAY. TO DEVELOP AND ENHANCE LITERACY SKILLS.**TO MAXIMIZE THE INDIVIDUAL'S POTENTIAL FOR APPROPRIATE COMMUNICATION AND RESULTING ARTICULATION.****USE OF PROJECT WORK TO HEIGHTEN INTEREST AND SUPPORT WORK.****USE OF DIFFERENTIATED MATERIALS ACCORDING TO ABILITY.****USE OF CREATIVE WRITING.**

Students' '4 Capacities: Attributes & Capabilities' focus

RESPONSIBLE CITIZENS: STUDENTS WILL LEARN HOW TO MAKE INFORMED CHOICES AND DECISIONS, WHILE THINKING ABOUT COMPLEX ISSUES.**EFFECTIVE CONTRIBUTORS: ENHANCED COMMUNICATION SKILLS AND WORKING WELL WITH A PARTNER.****SUCCESSFUL LEARNERS: DEVELOPMENT OF INDEPENDENT LIVING SKILLS AND PERSONAL ORGANISATION WILL BE ENHANCED THROUGH MORE EFFECTIVE COMMUNICATION SKILLS.****CONFIDENT INDIVIDUALS: THIS PLANNED PEER SUPPORT WILL HELP STUDENTS RELATE TO ONE ANOTHER.**

Your own personal / teaching development goal for this session

TO ENCOURAGE LEARNERS TO PLAY WITH LANGUAGE, THUS ENABLING THE COHORT TO BECOME CONFIDENT AND ARTICULATE ABOUT EXPRESSING THEIR IDEAS, OPINIONS AND BELIEFS.

FACILITATE THE UNDERSTANDING THAT CREATIVITY IS SOMETHING THAT ALL STUDENTS CAN ACCESS AND DEVELOP WITHIN THEMSELVES.

Lesson / Session plan

Date

10/05/11

Observed?

N

Chosen Thinking for Learning Strategy

THINKING TOOLS "3-5-7"

1. Launching
Connect to previous learning & Challenge

IN THE PREVIOUS LESSON, I HAD INTRODUCED A PROJECT NAMED, "SOUNDSCAPES OF MY LIFE", WHICH WOULD EVENTUALLY LEAD TO A SHORT STORY WRITING COMPETITION, WITH BOOK PRIZES AS AN INCENTIVE!

DURING A BRAINSTORMING SESSION, ALL STUDENTS OFFERED SUGGESTIONS SUCH AS THE SOUND OF THEIR OWN HEART BEATING, PARENTS SHOUTING, THE SOUND OF THE T.V. ON CONSTANTLY IN THEIR LIVING ROOM, ETC.

FOR THE SESSION OUTLINED IN THIS SUBMISSION, I PROVIDED THE STUDENTS WITH IMAGES CUT FROM NEWSPAPERS AND MAGAZINES, TO ACT AS PROMPTS AND STIMULI AND AID MEMORY FROM THE PREVIOUS WEEK.

2. Students working together
Co-construction

EACH LEARNER WAS PROVIDED WITH A VISUAL PROMPT SHOWING 30 IMAGES SUGGESTING SOUNDS (THE SEA, BABIES, WASHING MACHINES, ETC). THESE VISUAL PROMPT SHEETS HAD BEEN PHOTOCOPIED. THE SOUNDS HAD BEEN TAKEN FROM THE PREVIOUS WEEKS BRAINSTORMING SESSION. (NOT NECESSARILY 3 SOUNDS FROM EACH STUDENT).

GOING AROUND THE TABLE, STUDENTS PAIRED UP WITH THE LEARNER BESIDE THEM, NATURALLY A FRIEND, AND THEY DECIDED BETWEEN THEM, TO COMBINE THEIR EXPERIENCES AND DECIDE ON FIVE IMAGES WHICH SUITED THEM BEST, AS A PAIR.

3. Students reflecting

Metacognition & Transfer

STUDENTS WERE THEN MOVED INTO GROUPS OF TWO PAIRS, CONVENIENTLY 8 STUDENTS WERE PRESENT, AND WERE ASKED TO WORK SENSIBLY AND FAIRLY TO FIND OUT WHICH 7 IMAGES BEST DESCRIBED THEM IN THAT PARTICULAR COHORT.

BOTH GROUPS WERE INVITED TO PRESENT THEIR FINAL SELECTION OF IMAGES TO THE REST OF THE GROUP. INFORMAL DISCUSSION WAS ENCOURAGED AND IN FACT PREVAILED.

THE GROUP WERE THEN GIVEN OUT THE PROJECT DETAILS FOR THE NEXT WEEK, WHILE THEY WERE FULL OF IDEAS!

Reflections on the session

How did it go?

A VIBRANT TEACHING/LEARNING SESSION, THOROUGHLY ENJOYED BY ALL.

POSITIVE: STIMULATING FOR BOTH LEARNER AND FACILITATOR.

NEGATIVE: WE HAD TO CANCEL THE FINAL PROJECT BECAUSE OF TRIPS OUT, BUT WILL REINTRODUCE THIS PROJECT IN ITS ENTIRETY, NEXT SESSION.

INTERESTING: ONE FOR MY TOOL BOX, THAT'S FOR SURE! WILL BE GREAT FOR TO USE AS AN ICE-BREAKER AND COULD BE DIFFERENTIATED ACCORDING TO ABILITY.

What was Positive, Negative, Interesting?

What did the students learn? What had they to say about the learning process?

WITH SO MANY STRONG INDIVIDUALS IN THIS GROUP, THEY HAD TO WORK TOGETHER IN A POSITIVE AND NURTURING FASHION. IN THE FINAL GROUP OF FOURS, THERE WAS A MIXTURE OF ABILITIES IN BOTH SETS OF FOUR AND STUDENTS DISPLAYED EMPATHY FOR EACH OTHER.

THEY DID ALL COMMENT THAT IT WAS INTERESTING THAT BOTH FINAL GROUPS ENDED UP WITH SOUNDSCAPES VERY SIMILAR TO EACH OTHERS.

What did you learn?

THINKING TOOLS "3-5-7" WILL BE AN IDEAL TEACHING RESOURCE TO USE AS AN ICE-BREAKER AND BY ADDING VISUAL PROMPTS/ REMINDERS, COULD BE DIFFERENTIATED FOR ALL ABILITIES/SUBJECTS.

What will you

I WILL USE THIS TOOL TO HELP THE LESS ABLE LEARNER RECONNECT, WITH NOT JUST

try/change next
time?

MATERIALS BUT WITH EACH OTHER, IN A LESSON.

Please feel free to include resources, samples of work that you think we will find interesting, helpful or useful.

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