Thinking for Learning - Planning & Reflection

Sheet # 1

Background information

Name	***xxxxxxxxx***
Organisation	***Elmwood College***
Position/Role	Part time Lecturer in Hairdressing

Teaching and learning aims

Target Group	School links group, all female, age 14-15yrs, from a mixture of local secondary schools
Course content objective	Unit title is 'Investigate Salon Image' – end objective is for each learner to produce a project with their own salon design/style. This session is to introduce different types of salons and their influences on each learner, to instigate collaboration, to explore differences of opinion and interpretation
Students' '4 Capacities: Attributes & Capabilities' focus	Think creatively/ engagement with others/respect other learners views/ relate to othes/ solve problems/ work in partnerships and teams
Your own personal development goal for this session	I want to 'not influence' their choice of salon style but introduce the unit and instigate ideas towards their end objective. I feel this will be a positive exercise in mixing the learners together and initiating social skills while using their thinking skills to come to a group decision. I want to see if the learners enjoy this activity and will be enthused and active during the lesson.

Lesson / Session plan

Date 23/03/11   **Observed ?** No

Chosen Thinking for Learning Strategy	Card Sort

1. Launching

Connect to previous learning & Challenge

Introduce the new unit 'Investigate Salon Image'. There will be a black/white photo of a salon exterior in their workpack – group discussion on what type of salon it is.

This discussion will lead to each learner reflecting on their own type of salon and their experiences as a client in the salon and types of service they could have. This will initiate the next challenge.

Split into 3 groups – mixing the schools

3 sets of photos of different types of salon exteriors, learners will have to decide what type of service they think could be offered from each salon and whether they would they go into salon using Yes/ No/ Maybe.

3 sets of salon interiors – match their preferred interiors using Yes/ No/ Maybe

2. Students working together

Co-construction

Active for learners, meaningful to engage learners, challenging and collaborative, mediated – introduce to new concepts of linking the exteriors and interiors, planning learners own salon styles.

We start this session with a group discussion and then each learner individually presents their own salon experience. I then split them into groups to work on their challenge. Before they start in the groups we discuss how different each of their salon visits has been and I highlight that they may need to make compromises when working in a group to reach their chosen decisions.

3. Students reflecting	Learners make notes to apply to their project incorporating salon style/ image/ colour theme/ salon name/ uniforms/ equipment/ clientele.
Metacognition & Transfer	They share thoughts, ideas and styles with each other. This will assist the quieter learners and encourage them to speak up about their preferences.

Reflections on the session

How did it go? What was Positive, Negative, Interesting?	Groups worked well together, the learners enjoyed the coloured picture cards and were enthusiastic about putting their project together. The quieter learners were at some points overwhelmed by the more extrovert learners and so I had to intervene to ensure each learner could view their evaluation of this activity. It may have been better to split the learners into smaller groups to allow the quieter learners to be less controlled by the extroverts. Need to have more resources available
What did the students learn? What had they to say about the learning process?	Learners were introduced to a variety of salons and were able to relate and reflect on their own personal experiences of salon visits. Learners had to present their reasoning's for their choices and listen to others. The learners were enthusiastic about putting their project together.
What did you learn? What will you try/change next time?	Learners are more enthusiastic with colour/activities and mixing groups. To have more resources available and use smaller groups. Share cards with other members of staff and encourage a bank of resources. Use on other learning groups – as a guidance lesson on full time learners.

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

www.thinkwell.org.uk   www,thinkingforlearning.com

thinkwell   thinking for learning
leadership curriculum pedagogy   Newcastle University