

Background information

Name

Organisation

ELMWOOD COLLEGE

Position/Role

STUDENT DEVELOPMENT

Teaching and learning aims

Target Group

NC LIFE OPTION GROUP STUDYING A 6 WEEK DRAMA UNIT.

8 STUDENTS WHO ALL HAVE DIFFERENT LEARNING DIFFICULTIES, BEHAVIOURAL ISSUES OR DISABILITIES

Course content objective

THIS UNIT AIMS TO PROMOTE EXPRESSION AND CREATIVITY. THROUGH THIS UNIT I AIM TO ENCOURAGE STUDENTS TO IMPROVE SKILLS SUCH AS COMMUNICATION AND WORKING WITH OTHERS. ANOTHER AIM IS TO BUILD STUDENTS CONFIDENCE

Students' '4 Capacities: Attributes & Capabilities' focus

I WILL FOCUS ON TWO CAPACITIES

(1) EFFECTIVE CONTRIBUTORS-FOCUS ON TEAMWORK & BEING ABLE TO EXPRESS & SHARE THEIR OWN IDEAS WITH ONE ANOTHER(2)SUCCESSFUL LEARNERS-FOCUS ON IMPROVING COMMUNICATION SKILLS AND CREATIVITY

Your own personal / teaching development goal for this session

IN THIS SESSION I WANT TO FIND OUT HOW THE GROUP OF STUDENTS WOULD ENGAGE/ADAPT TO HAVE THE SESSION FOCUS ON STUDENT-LED ACTIVITIES. I AM ALSO FOCUSING ON PROMOTING AND ENCOURAGING INDEPENDENCE AS I FEEL SOME OF THE STUDENTS RELY A LOT ON THE LECTURER AND NEED TO THINK MORE FOR THEMSELVES

Lesson / Session plan

Date

MAY 2011

Observed ?

Chosen
Thinking for
Learning
Strategy

KICK CARDS

(IVE ADAPTED THIS STRATEGY SLIGHTLY FOR MY DRAMA SESSION)

SIMPLE PICTURES E.G MAN SITTING ON BENCH, DESERT ISLAND, PYRAMID, GNOMES

1. Launching

*Connect to
previous
learning
& Challenge*

I WILL PLACE A VARIETY OF PICTURES ON A TABLE IN THE CLASSROOM. I WILL ASK THE STUDENTS TO CARRY OUT THE FOLLOWING INSTRUCTIONS

1. CHOOSE GROUPS 2. CHOOSE A PICTURE 3. DISCUSS IDEAS 4. CREATE A PIECE OF DRAMA

AS THIS WILL BE A STUDENT-LED ACTIVITY I WILL HAVE NO INFLUENCE ON ANY DECISIONS AND WILL BE THERE AS A FACILITATOR AND KEEP THEM ON TRACK

2. Students
working
together

Co-construction

STUDENTS WORK TOGETHER TO MAKE MANY CHOICES AND DECISIONS. WITHOUT ANY INFLUENCE FROM ME THE STUDENTS WILL WORK TOGETHER TO FORM GROUPS, THEN AGREE ON A PICTURE TO CHOOSE. IN EACH GROUP THEY WILL DISCUSS THEIR OWN IDEAS AND INTERPRETATIONS. THEY WILL THEN COMBINE IDEAS AND CREATE A GROUP PIECE OF DRAMA.

3. Students
reflecting

*Metacognition
& Transfer*

STUDENTS WILL PRESENT THEIR CREATIVE DRAMA TO THE OTHER GROUPS. EACH GROUP WILL DISCUSS AND ANALYSE EACH OTHERS DRAMA PIECES AND DISCUSS HOW THEY WOULD HAVE INTREPRETED THE PICTURES. THEY WILL QUESTION EACH OTHER ON WHAT THEY LIKED, WHAT THEY WOULD DO DIFFERENTLY. WHAT THEY SAW IN THE PICTURES ETC

Reflections on the session

How did it go?

THIS SESSION PROVED TO BE SUCCESSFUL. THE STUDENTS SEEMED TO FIND THIS ACTIVITY EASIER THAN ACTIVITIES WHERE I HAVE GIVEN THEM A SET PIECE TO WORK ON IN A SPECIFIC WAY.

What was

Positive,

Negative,

Interesting?

POSITIVE- STUDENTS WERE ABLE TO WORK AS A TEAM WHICH THEY HAVE SOMETIMES PREVIOUSLY FOUND DIFFICULT TO DO

NEGATIVE- SOME STUDENTS HAD MORE INPUT THAN OTHERS

What did the students learn?

What had they to say about the learning process?

THE STUDENTS LEARNED TO COMMUNICATE BETTER AND WORK IN A TEAM. THEY LEARNED TO USE THEIR OWN INITIATIVE AND LISTEN TO EACH OTHER.

THEY REALLY ENJOYED THIS SESSION AND ASKED TO CONTINUE WITH MORE ACTIVITIES LIKE THIS ONE.

What did you learn?

What will you try/change next time?

I LEARNED THAT STUDENTS BENEFIT FROM HAVING SOME FREEDOM TO LEARN AND EXPLORE IN THE CLASSROOM. THE STUDENTS SEEMED TO BE MORE MOTIVATED AND POSITIVE.

I WILL TRY THIS AGAIN WITH DIFFERENT AND MORE COMPLEX PICTURES AND INSTRUCT EACH GROUP TO TAKE ONE IDEA FROM EACH PERSON TO CREATE THE DRAMA. THAT WILL HELP GIVE EACH STUDENT AN EQUAL CHANCE TO HAVE THEIR INPUT.

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

www.thinkingforlearning.com

 thinking for learning
leadership curriculum pedagogy



The logo for thinkwell, featuring a stylized circular icon above the text "thinkwell".