Thinking for Learning - Planning & Reflection

Background information

Name	

Organisation	*Elmwood College*

Position/Role	Part time beauty/holistic lecturer

Teaching and learning aims

Target Group	Visiting group of school pupils from 3 local schools. 10 in the group, all female aged 15 – 16. In college for a one hour taster session. These people come in to check out whether they would like to embark on a college course when they finish school.

Course content objective	To make the students aware of the qualities required to become a successful beauty therapist. To challenge them to design a Successful beauty therapist by choosing six characteristics from a list of 30 and drawing a picture to clearly show the characteristics they had chosen. To see if they themselves possessed the qualities required to join the course.

Students' '4 Capacities: Attributes & Capabilities' focus	Successful learner – use imagination and be creative. Confident individuals – get on well with others. Responsible citizens – use what they have learned to make choices and decisions. Effective learners – share ideas, use what they already know to solve problems in new situations. Confidence in own abilities.

Your own personal / teaching	To get the students from different schools to interact with each other. To give out information to help them make an informed decision on their own future course choices, but to also allow them to be involved in gathering the

development goal for this session	information in a fun way.

Lesson / Session plan

Date 15/2/11   **Observed ?** no

Chosen Thinking for Learning Strategy	Parts and wholes.

1. Launching *Connect to previous learning & Challenge*	I explained the exercise after briefing them on what the level 2 beauty course entailed. Gave them all a list of the "qualities", a large sheet of paper per group and a variety of coloured pens. I asked the group to think of times that they had been to a hairdresser, doctor, dentist etc and what qualities they looked for in them. Asking them to think of what they expected these people to look and behave like, and to use this information to imagine how it related to a beauty therapist.
2. Students working together *Co-construction*	As the students came from three different schools they were put into two groups, having to work with people they had never met before and share ideas and opinions and compose a picture as a group. This meant that they had to relate well to others and be confident in discussion. Sharing of ideas and constructing a finished picture that reflected this.
3. Students reflecting *Metacognition & Transfer*	Thinking of other past experiences where peoples qualities were important and sharing these with the rest of the group, comparing likenesses to what is required of a beauty therapist.

Reflections on the session

How did it go?	Better than I thought, the girls interacted well although they had only just met. They were also able to produce drawings that supported and reflected their

| What was Positive, Negative, Interesting? | individual and collective thoughts and ideas.

I didn't actually find anything negative. Both groups picked similar qualities and both groups also felt that only having to choose six qualities was quite limiting as they recognised that there were many more on the list that could have been included. |
|---|---|
| What did the students learn? What had they to say about the learning process? | They were clearer on how qualities of personalities are important in the job role. They said they enjoyed being able to share ideas and thought that the process was fun. They enjoyed working in small groups and that this was much better than the class sizes at school. |
| What did you learn?

What will you try/change next time? | It was interesting and enjoyable to do. Students were able to draw on previous experiences and match them to what they expect a therapist to be.

I would like to use this tool with some of the full time students – probable at the early stages of the college year, this exercise could be expanded to get the students to put the qualities into lists of ones they already have themselves and ones that they could work on improving, setting goals to achieve certain qualities as they develop throughout the course. |

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

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