

Plenaries Tip List- some ideas from the Lead Teachers 2009-2010

Description of activity	Useful for...	Other skills developed/purpose of plenary activity	Resources needed	Student comments/reaction	Other comments on success/tips
<b>Word association game</b> Go round class asking for words associated with topic, with 2 scribes writing these down. Lose points for repetition or hesitancy Then...Picked three words to create sentences, thus linking words	<b>Revising learning, and literacy:</b> Students reflected and revised what learned, and discussed relevancy of words	Teamwork Creative thinking Listening skills Literacy Spelling	Whiteboard + pens		Needs to be done with older class with strong SEAL ethos  Can go onto start a further activity
<b>Charades</b>  Pupils act out key words	<b>Revise learning</b>	Team work Creative thinking Listening skills	None	Student embarrassment	A strong SEAL climate/climate for learning needed Good for kinaesthetic students
<b>Learning log</b> completed individually	<b>AfL:</b> Reflecting how doing and what next steps in relation to Learning Outcomes set		Learning log		Good for longer term projects, or for students to see the bigger picture
<b>Line of learning/ Spectrum:</b> wrote their names on a spectrum to show how happy they were with their work. Could be done at start and then revise/move at the end	<b>AfL:</b> Reflection based on Learning Outcomes given- i.e. how well have you met these. Allowed questioning from teacher to develop their thinking	Reflection through questioning- why not have worked/why not happy/what could have gone better?	Spectrum on worksheets	Students at start were confident	Mini whiteboards could be used, or if all on one spectrum on IWB they can help reflect on each others
<b>Slapboard:</b> Students come up and slap key words/statements written on board	<b>Revise learning:</b> Reflection and check Knowledge and Understanding	Team work Motivation Reflection Explanation			Worked in small groups Needed Trust
<b>Slapboard 2:</b> Prior to marking each other's work, they identified key statements	<b>AfL:</b> choosing best sentences for coursework-	used to evaluate and write their work afterwards	Could use samples from model answers	Students loved was good that it was competitive + active	Single words rather than sentence to speed up
<b>Sympathy Spectrum:</b> Students pinned written post its of how sympathetic they were to characters	<b>Literacy:</b> students had to justify where pinned, and <b>AfL</b> could move their choices once reflected and discussed. Teacher could also check understanding	much more able to justify PEE	String post its, pegs and a stimulus	Students enjoyed + improvement in PEE between 1 <sup>st</sup> + 2 <sup>nd</sup> time	Good way to start next lesson
<b>True or false cards</b>	<b>Revising learning:</b> demonstrated to teacher pupil understanding and indicated to teacher next steps in planning	teamwork – students helped each AfL- students compared how many answered correctly	students had completed these in advance at start of project	Students keen to join in	Helped plan for next lesson

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