

7 Learning About Learning

Aim: To encourage positive attitudes and motivation towards learning and identify strategies and skills to facilitate life-long learning.

Sub-theme 1
Define Learning:
Understand the Context
of School and Beyond

Teaching Activity 1
The Learning Journey
Begins!

Sub-theme 2
Exploring Attitudes
and Motivation
Towards Learning

Teaching Activity 2
My Toolkit for Learning

Teaching Activity 3
Work Smarter, Not Harder!

Teaching Activity 4
Making the Learning Work

Resources



7 Learning About Learning

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To encourage positive attitudes and motivation towards learning and identify strategies and skills to facilitate life long learning.

Sub-theme 1

Define learning:
Understand the Context of School and Beyond

Teaching Activity 1

The Learning Journey Begins!

Learning Intentions

Pupils are learning:

- to acknowledge different ways of learning;
- to make connections between learning in different contexts through a carousel activity of different learning opportunities;
- to use different types of questions through a carousel activity of different learning opportunities.



Opportunity for AFL Sharing learning intentions and success criteria

Skills and Capabilities

- Thinking, Problem Solving and Decision Making: Making connections between learning in different contexts through a carousel activity of different situations where we learn;
- Thinking, Problem Solving and Decision Making: Use different types of questions through a carousel activity of different situations where we learn;
- Communication.

Learning Experiences

- Relevant and enjoyable
- Active and hands on
- Varied learning styles
- Employs self reflection

Attitudes and Dispositions

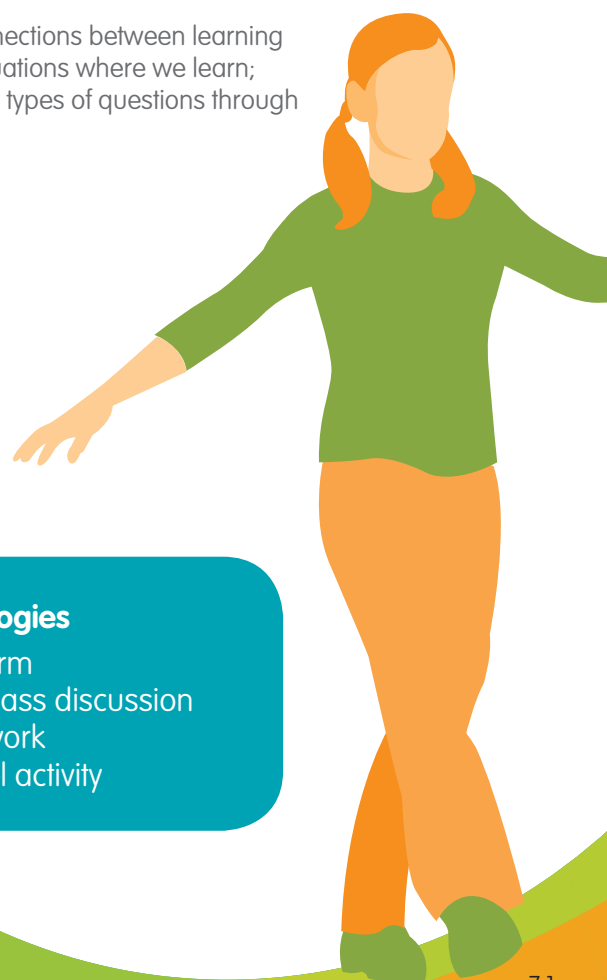
- Openness to new ideas
- Flexibility

Resources

- Flipchart / Board
- Large sheets of paper

Methodologies

- Brainstorm
- Whole class discussion
- Group work
- Carousel activity



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Sub-theme 1

Define learning:
Understand the Context
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Teaching Activity 1

The Learning Journey Begins!

Teaching Notes

This activity begins the process of identifying all types of learning both within and outside the 'taught curriculum'. Pupils should be encouraged to think about learning in terms of skills, values and attitudes as well as knowledge.

Activity 1

- a Whole class activity - brainstorm

What new things have you learned since coming to this school?

- b Carousel activity: The class is divided into four groups. Each group is given a large sheet of paper with one of the following statements:

What makes learning fun?
Where else, apart from school, does learning happen?
Why do we need to learn?
How do we know we have learned something?

Each group records their thoughts and then moves to the next sheet. This continues until each group has completed all 4 sheets.

- c Whole class discussion / feedback, recording the main points from the exercise.



Opportunity for AfL Effective questioning



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Sub-theme 2

Exploring Attitudes and Motivation Towards Learning

Teaching Activity 2

My Toolkit for Learning

Learning Intentions

Pupils are learning:

- to identify personal learning preferences;
- to experiment with ideas and questions through a problem-solving approach to building pictures from shapes;
- to make ideas real by experimenting with different designs, actions and outcomes through building pictures from shapes.



Opportunity for AfL Sharing learning intentions and success criteria

Skills and Capabilities

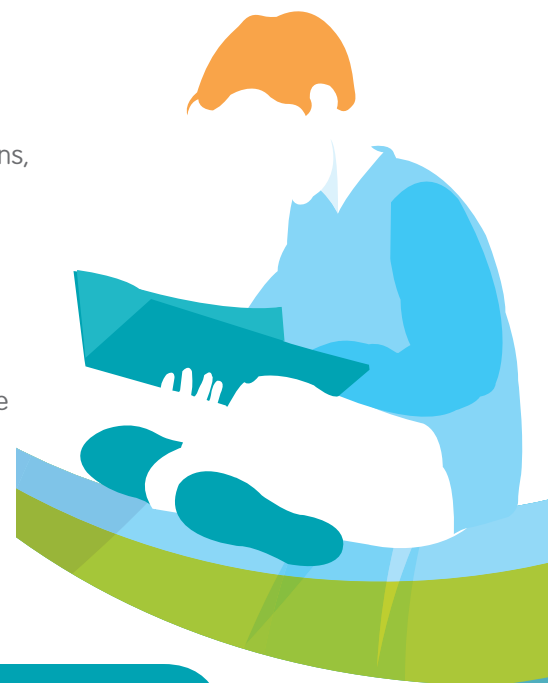
- Be Creative: Experiment with ideas and questions through a problem-solving approach to building pictures from shapes;
- Be Creative: Make ideas real by experimenting with different designs, actions and outcomes through building pictures from shapes;
- Communication;
- Using Mathematics.

Learning Experiences

- Investigating and problem solving
- Challenging and engaging
- Varied to suit learning style
- Active and hands on
- Relevant and enjoyable
- Offers choice

Attitudes and Dispositions

- Openness to new ideas
- Commitment, determination, resourcefulness
- Flexibility
- Self-belief
- Pragmatism



Resources

- 'Shape' and 'Instruction' sheets (Resource 1a-i)
- Materials e.g. paper, tubes, glue, card, scissors

Methodologies

- Group work
- Practical activities
- Think, Pair, Share
- Discussion

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Sub-theme 2

Exploring Attitudes and Motivation Towards Learning

Teaching Activity 2 My Toolkit for Learning

Teaching Notes

The purpose of this activity is to help pupils identify a way of learning which they feel most comfortable with, or which makes the task easier to complete. It is not about identifying a learning style preference. This will be developed in the next activity. It is important to highlight that pupils may have more than one preferred learning style and that different styles suit different tasks and individuals. This activity will take some preparation time to set up.

Activity 2.1

Group work 'Shape Picture Activity' (Resource 1a-i)
- build the picture using the shapes given.

Divide the room into 5 'workstations'. Allocate a task to each station, using guidance from resources 1a-i, based on the instructions below.

Station 1

Build a shape picture using picture instructions only.

Station 2

Build a shape picture using written instructions only.

Station 3

Build a shape picture using verbal instructions only.

Station 4

Build a shape picture using demonstration only.

Station 5

Build a shape picture using no instructions at all.

Activity 2.2

For self reflection in their personal journal, students could write a few lines based on the following prompt questions:

Which activity did you like best? Compare this to the activity you liked least. Try and work out the differences between the two activities, for example:

- Do you prefer words or pictures?
- Did you prefer seeing or hearing the instructions?
- Did you prefer to work it all out for yourself?
- Did you take time to think the task through?
- Did you find yourself taking the lead, or were you more comfortable taking the lead from others?

- Would you prefer to work with others as a team?
- Which differences seem most important to you? What conclusions could you draw about how you prefer to learn?



Opportunity for AfL

Pupil reflection and evaluation

Activity 2.3

Whole class summary discussion: 'Why is it important for us to recognise the way of learning that works for each of us as individuals?'

Activity 2.4

An extension could be to tally up on the board the preferences of the class and see if any particular instruction style was preferred and why. From this evidence, ask the students to prepare a report, for a company that make flat pack furniture, on the best way to provide instructions for their products.



Opportunity for AfL

Formative feedback

Prompt questions could be:

- Which type of instruction would you recommend?
- What evidence do you have to support this?
- How easy/difficult will this type of instruction be to produce?
- Most companies produce picture instructions. If you are recommending a different type of instruction, explain why it is worth making the change.



Opportunity for AfL

Effective questioning

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Sub-theme 2

Exploring Attitudes and Motivation Towards Learning

Teaching Activity 3

Work Smarter, Not Harder!



Learning Intentions

Pupils are learning:

- to identify personal learning styles;
- to challenge the routine method using a questionnaire to discover preferred learning style;
- to be aware of personal strengths, limitations and interests through consideration of personal learning style.



Opportunity for AFL Sharing learning intentions and success criteria



Skills and Capabilities

- Be Creative; challenge the routine method using a questionnaire to discover preferred learning styles;
- Self Management; be aware of personal strengths, limitations and interests through consideration of personal learning styles;
- Communication;
- Using Mathematics.



Learning Experiences

- Relevant
- Positive reinforcement
- Ongoing reflection



Attitudes and Dispositions

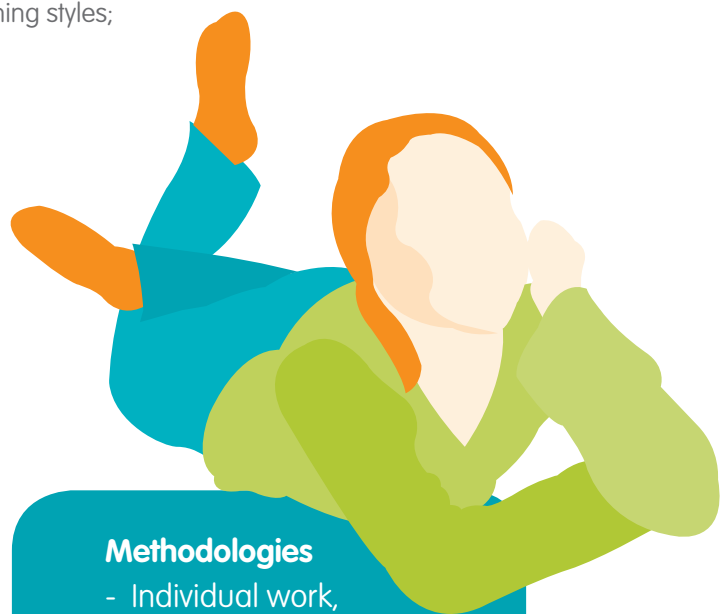
- Openness to new ideas
- Flexibility
- Personal responsibility

Resources

- 'Questionnaire - How Do I Learn Best?' (Resource 2a-d)
- 'Learning Styles' (Resource 3)

Methodologies

- Individual work, personal reflection
- Discussion



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Sub-theme 2

Exploring Attitudes and Motivation Towards Learning

Teaching Activity 3

Work Smarter, Not Harder!

Teaching Notes

This activity will introduce the established learning styles of visual, auditory and kinaesthetic learners. It is important to highlight that this does not mean that we cannot benefit from learning in all ways, but usually will find our preferred way slightly easier. This material is covered in much more depth in the Year 9 PD Curriculum.

Activity 3

a Pupils are given the 'Questionnaire - How Do I Learn Best' (Resource 2a-d) to complete about how learning works best for them.

b In pairs or small groups students share their score and reflect on the learning style that works best for them.



Opportunity for AfL Formative feedback

c Read through 'Learning Styles' (Resource 3) which provides more details of different types of learners.

d Teacher led discussion on the benefits of identifying which learning style works best and how this could be best utilised. (By knowing our preferred learning style, we can use strategies that we know help us to learn more easily. The title of this activity, 'Work Smarter, Not Harder' could be referred to here.) Pupils could refer to their personal journals where they have already recorded some notes on how they learn best. Does the result of the test fit with their conclusions so far?



Opportunity for AfL Pupil reflection and evaluation



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Sub-theme 2

Exploring Attitudes and Motivation Towards Learning

Teaching Activity 4

Making the Learning Work



Learning Intentions

Pupils are learning:

- how to apply personal learning styles to enhance their learning;
- to generate possible solutions, try out alternative approaches, evaluate outcomes when designing a lesson plan;
- to organise and plan how to go about a task when designing a lesson plan.



Opportunity for AfL Sharing learning intentions and success criteria



Skills and Capabilities

- Thinking, Problem Solving and Decision Making: Generate possible solutions, try out alternative approaches, evaluate outcomes when designing a lesson plan;
- Self Management: Organise and plan how to go about a task when designing a lesson plan;
- Communication;
- Using ICT.



Learning Experiences

- Linked to other curriculum areas
- Positive reinforcement
- Relevant
- Ongoing reflection



Attitudes and Dispositions

- Personal responsibility
- Commitment
- Determination

Resources

- 'What Do You Like Best?' (Resource 4)
- Lesson planning sheet (teacher chosen)

Methodologies

- Individual research
- Personal reflection
- Discussion



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Sub-theme 2

Exploring Attitudes and Motivation Towards Learning

Teaching Activity 4 Making the Learning Work

Teaching Notes

The purpose of this activity is to further consolidate knowledge of different learning styles and consider which type of learning works best for them. It is important to explain how this can help them learn better in other subject areas, and also to become more aware of why some subjects may seem more difficult than others.

Note: The pupils need to do part of Activity 4.1 at home in preparation for this lesson.

The second part of the activity highlights the challenge for teachers to include all learning styles within their lessons.

Activity 4.1

- a This is a homework activity where pupils are given the opportunity to become more aware of their preferred learning style through their other subject areas.
- b Pupils are given a homework sheet 'What Do You Like Best' (Resource 4) to complete before the next class. They choose 3 subjects and record their thoughts and feelings on the learning styles used.
- c The follow-up discussion should highlight that each of us enjoys different things. Example prompt questions:
 - How are your answers similar?
 - How are they different?
 - What similarities and differences seem most significant?
 - What categories or patterns do you see in the similarities and differences?
 - What does this tell you about how you like to learn?
 - What could you do to make learning easier for yourself?
 - What could teachers do to make learning easier for you?



Opportunity for AfL Effective questioning

Activity 4.2

- a Pairs/groups are given the task of planning a lesson to include varying learning styles. The subject area is left to the discretion of the teacher, and the use of a structured planning sheet might be beneficial, depending on the group.
- b Whole class discussion of their experiences when planning a lesson. Prompt questions:
 - Were there any difficulties?
 - What were these difficulties?
 - What were the solutions to these difficulties?
 - What are the implications of these solutions with regard to how the lesson is taught?
 - How easy/difficult are these solutions to implement?
 - What judgement can you now make on planning lessons?
- c Some groups may deliver their lesson and then receive feedback from the class on how effective it was, or what could be improved.



Opportunity for AfL Effective questioning

