

## Session plan

### Supplementary Theorists

This supplementary activity supports the work of theorists from handbook 4b of the original resource.

**Aim:** to devise activities for peers using a range of theorists and their theories.

#### Learning objectives

Whilst undertaking this activity, learners will:

:

- use research methods to select and summarise information
- work collaboratively with team members to complete the set task
- devise activities as a method of peer assessment
- reflect on their learning to identify areas for further development
- negotiate with their teacher, trainer or tutor the approaches and activities to support further development
- produce an action plan for further learning.

#### Learning outcomes

On completion of this activity, learners will be able to:

- apply research methods to support learning
- summarise information from different sources
- use information to create simple games to support assessment of knowledge and understanding
- work in teams to complete tasks to set deadlines
- reflect on their own learning with their teacher, tutor or trainer and produce an action plan to support further development.

Time	Teacher, tutor and trainer plan	Learner activity	Resources
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5 mins.	<p>Introduction to the session – Building on work covered using handbook 4b from the original resource</p> <p>Introduce the aims and objectives of the session.</p>
60 mins.	<p>Organise learners into small groups. Provide each group with a handout on a supplementary theorist. Ask learners to make connections between this theorist and the theories illustrated in booklet 4b.</p>
40 mins.	<p>Ask the learners to devise a short activity to assess the retained knowledge of their peers with links to be made to the supplementary theorists. For example, Piaget and Atthey both have theories around the notion of schema.</p>
15 mins.	<p>Share activities with whole group and use peer and teacher questioning to assess learning. Provide learners with evaluation sheets to feedback on the activities that they complete.</p> <p>Plenary – Whole class discussion about what has been learned and</p>



**Assessment of learning outcomes:**

- peer assessment through completion of activities
- formative assessment of relevance of activities and links between existing and supplementary theorists
- observation of collaborative work with peers
- review of individual learning plan.

**Differentiation to meet individual needs:**

- reduce or increase the complexity of links between existing and supplementary theorists
- manage the composition of groups.

**Teacher, tutor and trainer evaluation**

Consider which parts of the session were effective and why

**Learner feedback**

Consider whether the activities were suitable for all learners and whether the session helped learners to develop the skills of co-operative working.

## **Personal learning and thinking skills developed**

### **Reflective learners:**

- assess themselves and others, identifying opportunities and achievements
- review progress, acting on the outcomes
- invite feedback and deal positively with praise, setbacks and criticism
- evaluate experiences and learning to inform future progress
- communicate their learning in relevant ways for different audiences.

### **Team workers:**

- collaborate with others to work towards common goals
- reach agreements, managing discussions to achieve results
- show fairness and consideration to others
- take responsibility, showing confidence in themselves and their contribution
- provide constructive support and feedback to others.

### **Creative thinkers**

- generate ideas and explore possibilities
- ask questions to extend their thinking
- connect their own and others' ideas and experiences
- question their own and others' assumptions.

### **Effective participators:**

- discuss issues of concern, seeking resolution where needed
- identify improvements that would benefit others as well as themselves
- try to influence others, negotiating and balancing diverse views to reach workable solutions
- act as an advocate for views and beliefs that may differ from their own
- propose practical ways forward, breaking these down into manageable steps.

## **Literacy, language or numeracy skills developed.**

- Speaking and listening.
- Group communication skills.
- Opportunities for specialist vocabulary.