

Key Concepts and processes

- Self awareness and reflective thinking
- Considering identity and context
- Investigating new technologies
- Making links
- Investigating web 2.0
- Thinking about skills and personalised learning

Expectations**At the end of this unit Most pupils will:**

Have started to develop an understanding about themselves as learners and considered the skills they will need to develop to be successful learners. They will feel more confident using the plts framework to assess themselves. They will have considered their identity and culture and worked on ways of representing and will start to recognise that their own interest and culture can be the starting point to initiate their own enquiries and work. They will have constructed a blog and website and investigated different web 2.0 and other new technologies as ways of representing themselves their learning and their interests. They will have considered how to use the internet safely and creatively.

Some pupils will not have made so much progress and will:

Have thought about themselves as learners and considered the skills they will need to develop to be successful learners. They will have considered their identity and culture and worked on ways of representing that. They will have constructed a blog and attempted to build a website. They will have investigated different web 2.0 and other new technologies as ways of representing themselves their learning and their interests. They will have considered how to use the internet safely and creatively.

Some pupils will have progressed further and will:

Have developed a confident understanding about themselves as learners and considered the skills they will need to develop to be successful learners. They will have developed ways of assessing themselves effectively and will be confident using the plts framework to set themselves intelligent targets. They will have considered their identity and culture and worked on ways of representing it creatively. They will start to recognise that their own interests and culture can be the starting point to initiate their own enquiries and work, and will be starting to draw together and make links between what they learn in and outside of school. They will have constructed a blog and website and investigated different a wide range of web 2.0 and other new technologies as ways of representing themselves their learning and their interests. They will have considered how to use the internet safely and creatively and will be increasingly aware of how the internet can be used to support their learning.

Cross Curricular Framework (CCF)**PLTS**

1 Independent enquirers, 2 creative thinkers, 3 reflective learners, 4 team workers, 5 self managers, 6 effective participators

ECM

1 Safety, 2 Healthy, 3 Economic well being, 4 Enjoy and 5 Participate

WCD

1 Identity and cultural diversity 2 Community participation 3 Healthy Lifestyles 4 Enterprise 5 Global dimension 6 Technology and media 7 Creativity and critical thinking

Curriculum Opportunities and links (COL)

Opportunities for web work to be used to make links across the curriculum – a platform for sharing and reflecting personalised learning web platform to be used for home learning tasks

Resources**Tallis Lab website**

<http://www.tallislab.com/index.html>

Tallis Lab student and parent website

Under construction

Tallis Lab curriculum page

<http://www.tallislab.com/curriculum.html>

Range and content and Assessment opportunities

- Self-assessment using plts cards, skillsweb etc.
- Self assessment using blogs to track learning and process
- Tallis lab workbooks
- Opportunities to leave feedback on students' blogs and websites

Key Stage 3 Tallis Lab. Me, myself and I. Year 8 and 9 Unit 1.

<u>Enquiry questions, concepts and processes</u>	<u>Teaching activities</u>	<u>Learning outcomes</u> Pupils:	CCF and COL
Pupils should learn:			
<ul style="list-style-type: none"> To consider what skills they have and what skills they might need to/ want to develop Lesson 1 	<ul style="list-style-type: none"> Use the empty phrenology head for students to evaluate themselves. This could be words, images, sketches or phrases. Around their own heads they can use the same approach to consider the skills and qualities they want to acquire and develop. Feedback first ideas are students thinking about qualities and approaches to learning or specific skills that relate to a particular subject or discipline? Work in groups of four to compare and negotiate a top ten list of skills, qualities (H.W)Ask students to start collating materials for collage task a 	<ul style="list-style-type: none"> Completed phrenology head will have encouraged students to reflect upon themselves as learners, and also to begin to consider what skills and qualities might support effective learning. 	<p>PLTS 2 creative thinkers, 3 reflective learners, 5 self managers,</p> <p>ECM 2 Healthy, 4 Enjoy and 5 Participate</p> <p>WCD 7 Creativity and critical thinking</p>
<ul style="list-style-type: none"> To begin to understand how PLTS can be used to reflect and assess their approaches to learning, and how to set themselves targets for progression Lesson 2 and 3 	<ul style="list-style-type: none"> Students watch short film where staff and students explain what the PLTS headings mean to them. Contributors to the film can then give themselves a score out of 8 and explain why Students given PLTS cards (full info on one side, simplified info on reverse). Working in pairs, preferably with someone they know, they consider a rough score for each of the six cards. Students then complete PLTS chart and give themselves a score, write a single sentence example of that skill area and a single sentence target to improve. (Several students might find this problematic, but blanks are fine because they point out areas to work on for students and staff) Choosing a colour, and marking it on the key, students plot their first self-assessment onto the PLTS web. Both sheets stuck into books and updated at the end of Term 1. 	<ul style="list-style-type: none"> Students will begin to become more familiar with thinking about skills and thinking about themselves as learners. They will start to develop a vocabulary and structure for reflection and self-assessment. 	<p>PLTS 1 Independent enquirers, 2 creative thinkers, 3 reflective learners, 4 team workers, 5 self managers, 6 effective participators</p> <p>ECM 4 Enjoy and 5 Participate</p> <p>WCD 7 Creativity and critical thinking</p>

<ul style="list-style-type: none"> • Me and my world What is distinctive about me, my community, my place and my time? Lesson 4 and 5 	<ul style="list-style-type: none"> • Students prepare their collage using a planning sheet that gets them to think about things like technologies, places, hopes and ambitions, challenges for their generation etc... • To encourage students to be more self-aware and reflective they will make a 'Me and my world' collage. They can use a combination of newspapers, magazines, their own objects and images, drawings etc. These can then be scanned in and used on their blogs and websites. Try and get students to consider their context and the challenges and opportunities, not just themselves. 	<ul style="list-style-type: none"> • Students consider and work towards developing an idea of their identity and culture • Students work towards an understanding of the ways in which their lives can be the starting point for student initiated enquiry. 	<p>PLTS 1 Independent enquirers, 2 creative thinkers, 3 reflective learners,, 5 self managers, 6 effective participators</p> <p>ECM 4 Enjoy and 5 Participate</p> <p>WCD 1 Identity and cultural diversity 2 Community participation 3 Global dimension 6 Technology and media 7 Creativity and critical thinking</p>
<ul style="list-style-type: none"> • What do I use the internet for? • What sites do students use • What activities make up for their time on the internet • How much time do they spend on the internet Lesson 6 	<ul style="list-style-type: none"> • Start by asking students to list their favourite websites and to produce a top ten sites in groups and explain to each other why these sites are important to them. • Then ask students to think of ways of grouping their activity on the internet into broader categories - social networking, browsing, researching etc • Students use the worksheet to create a simple pie chart to represent their use of the internet. this exercise can then be repeated later in the year to see if use of the internet has changed, developed become more creative • (H.W) keep a log of how much you use the internet and what you spend your time on 	<ul style="list-style-type: none"> • Students consider their and others use of the internet. 	<p>PLTS 3 reflective learners,</p> <p>ECM 4 Enjoy and 5 Participate</p> <p>WCD 3 Global dimension 6 Technology and media 7 Creativity and critical thinking</p>
<ul style="list-style-type: none"> • Safe use of the internet Lesson 7 	<ul style="list-style-type: none"> • Students prepare and make an advice sheet for Year 7 students outlining key points for safe use of the internet. Students look at press clippings worksheet and consider some of the potential hazards of the internet. They then go onto websites like childline, chatdangar and thinkuknow and collate key pieces of advice. 	<ul style="list-style-type: none"> • Students develop an understanding of how to represent themselves intelligently and safely online 	<p>PLTS , 5 self managers, 6 effective participators</p> <p>ECM 1 Safety, 2 Healthy,</p>

<ul style="list-style-type: none"> • Representing me <p>Lesson 8 - 13</p> <p>These sessions can be a mixture of time spent where everybody explores the same web 2.0 technology and sessions were students make a selection from the range available. A list of the sites and some demo films on how to use them will be put on the student Tallis lab site</p>	<ul style="list-style-type: none"> • Over a series of lessons students experiment with a range of tools for investigating intelligent, safe and creative ways of representing themselves and their learning. These are then added to Tumblr site and eventually a Weebly Eportfolio site. • It is important that the experience of using these sites and an assessment of their usefulness is also recorded. • Students will be given all the homework sessions of this period to continue to develop their blogs and websites. Students will be asked to investigate how they can use this platform for at least one task set by another subject. 	<ul style="list-style-type: none"> • Students interrogate a range of web 2.0 technologies • Students develop a range of competencies with new media and web 2.0 tools • Students develop a web platform that can be used to make links between what they learn around the school and at home 	<p>PLTS 1 Independent enquirers, 2 creative thinkers, 3 reflective learners, 4 team workers, 5 self managers, 6 effective participators</p> <p>ECM 4 Enjoy and 5 Participate</p> <p>WCD 1 Identity and cultural diversity 2 Community participation 3 Global dimension 6 Technology and media 7 Creativity and critical thinking</p>
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