Ideas for Starters and Plenaries

Starters

1. **Whiteboard 'Snowstorm'**
   On arrival, give all pupils a post-it note. Ask them to list the three most important things they learnt last lesson. They can look at notes or discuss this with a partner. They then stick their post-it note on the whiteboard – instant feedback about the last lesson from the pupil's point of view.

2. **Jumbles**
   Jumble up letters of keywords from the last lesson and ask them to sort them out, in pairs.

3. **Remember**
   Look at your exercise book. Tell the person next to you three things you did last lesson, they then tell you two things they learnt.

4. **Mind Map**
   A mind map, showing all the work to be covered in a unit and how it links together, is used to show pupils how the lesson fits into the 'big picture'.

5. **What if?**
   Ask a 'what if' question to encourage creative thinking e.g. What if
   - all the soil on earth disappeared?
   - there was no gravity?
   - the Germans had won the war?
   - there was no money?

6. **Complete the Sentence…**
   Link to the topic or content of today's lesson. Write on the board for pupils to answer e.g. "Deserts are the worst places in the world to be because…"
   After five minutes take feedback as a starting point to the lesson.

7. **The Metaphor**
   Put pupils into groups of four and give each group an envelope containing ten keywords and separate definitions on pieces of paper. Keywords can be from previous lessons or a topic. Pupils must place the correct definition next to keywords.

8. **Odd one out**
   Pupils are shown a number of words, images or diagrams and asked to work in pairs to decide which one is the odd one out. They then must be able to justify their decision using appropriate subject specific language.

   What have the others in common?

   It is important to provide examples, which allow for a variety of choices.

9.   Art Gallery
Used at the beginning of a topic. The teacher has set up an 'Art Gallery' of A3 laminated images and statements about the topic to be studied e.g. particular images from the second world war with newspaper headlines from the time. Or scenes and quotes from a play to be studied. On entry (classical music is played) to the classroom and pupils are invited to stroll in pairs around the art gallery. They are told that in two to three minutes time they must pick an image or statement which touches a chord (makes a connection with them) and when the music stops they must go and stand next to it and be prepared to justify their decision. This is a good start to a lesson and can also be used to 'introduce new information' or to present the big picture.

Plenaries

1.   List three things you found out / learnt today

2.   Summarise a topic in five sentences – reduce to five words – reduce to one word

3.   Write five top tips / golden rules for…

4.   Create a mnemonic which reflects the meaning of a new word or term you have learnt today

5.   If the aim of the lesson was set as a question…Pupils answer questions on whiteboards – with a word limit for the sentence to provide extra challenge

6.   Take one minute to compose two statements in your head to explain what we have learnt and how we have learnt it

7.   In pairs, sequence the five factors / influences / events – justify your choices

8.   Envoying: - representatives travel to other groups to share findings, then report back to 'base'

9.   Feedback to whole class by one or two groups only – according to a rota or roll of a dice

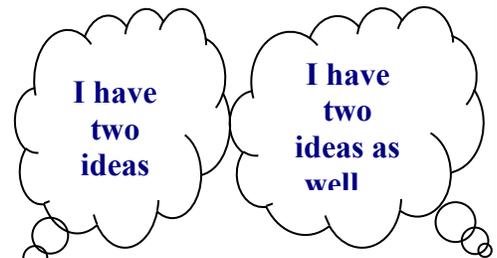10.   In role answering – hot seating activity

More Ideas for Starters and Plenaries

Think 4, Jigsaw:
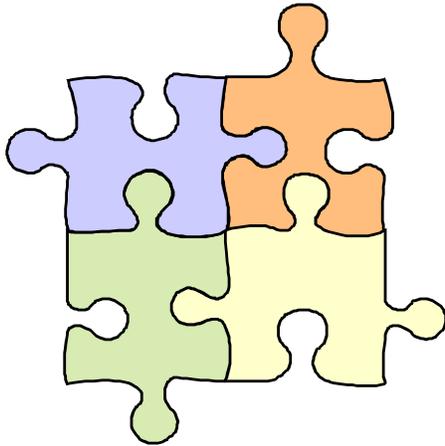
- Think of four linked ideas that would jigsaw together to make a whole

Two plus two equals more than four

I have two ideas

I have two ideas as well

- Each student thinks of two relevant points
- Share the points with a partner
- Together think of two new ideas to make a total of six

Did you know…we represent our experiences of the world internally either visually, auditorily or kinaesthetically ? How might you know how a person represents the world ? You might listen for the words they use… if they represent it visually you might hear this kind of language being used…in view of…it appears to me… eye to eye… see to it…beyond a shadow of a doubt… paint a picture…sight for sore eyes…

Linking Chart
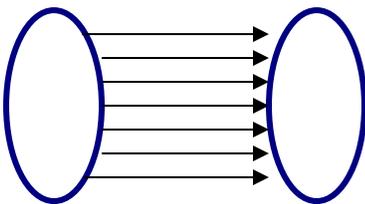
- Write everything known about a topic in the first shape
- At the end of a lesson or unit enter everything learned
- Consider how this took place and identify the processes of learning on the arrows

Plus, Minus, Interesting

P	M	I

- All the plus/positive points in the P column
- All negative or minus points in the M column
- All others are interesting and go into the I column

Ideas for the Main Part of the Lesson
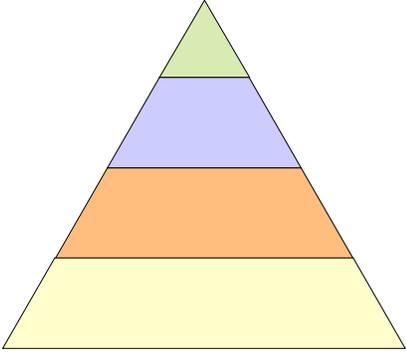
- **Ask pupils to identify the levels of thinking they have progressed through**
- **Encourage them to rank thinking hierarchically**

SWOT analysis

What are the strengths of this situation?	What are the weaknesses of this situation?
1. What are the opportunities of this situation?	What are the threats of this situation?

- **Shows the positives and negatives of projects or organisations**
- **Use to prepare an action plan**

If a person represents the world in an auditory way… you might hear this kind of language being used by them… Clearly expressed… pay attention to … earful… hold your tongue… tongue-tied… call on … idle talk… word for word… rings a bell… heard voices… unheard of … give an account of… blabber mouth … give me your ear… express yourself… loud and clear… describe in detail… clear as a bell… within hearing range…voiced an opinion… rap session… after-thought…
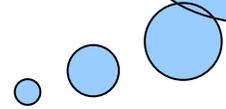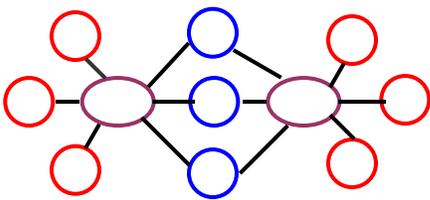
Cognitive links:
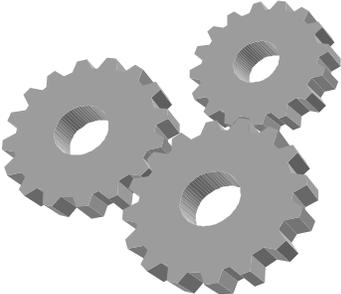
- **Each person has a cog – they write the main idea around the central hole**
- **Key words and thoughts on each mini cog**
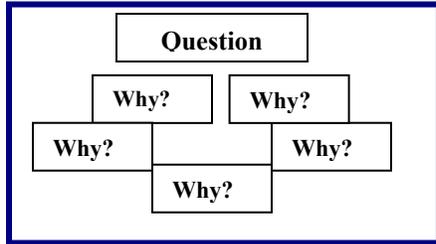- **Share to fit 'cogs' together**

Double Bubbles

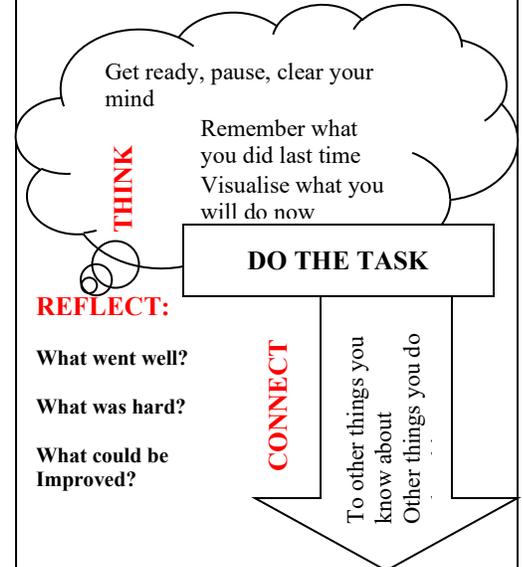- **Used to compare similarities and differences between two separate topics or issues.**

Ideas for Structuring Learning

Affinity Diagrams
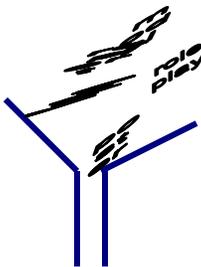
Question

Why?   Why?

Why?   Why?

Why?

- Pose a question that has a response that can be 'drilled down' into, provide five reasons why this is the case
- Each participant shares their reasons
- Common strands are identified and grouped to create areas of affinity on a shared diagram

Think, Connect, Reflect (TCR)

Get ready, pause, clear your mind

Remember what you did last time
Visualise what you will do now

THINK

DO THE TASK

REFLECT:

What went well?

What was hard?

What could be Improved?

CONNECT

To other things you know about
Other things you do

If a person represents the world kinaesthetically you are likely to hear the following language being used by them …
All washed up… get a load of this… hot-head… floating on air… too much hassle… slipped my mind… not following you… come to grips with… boils down to… control yourself… calm down…light-headed… hold it!…pull some strings…hand in hand… underhanded… moment of panic…know-how…
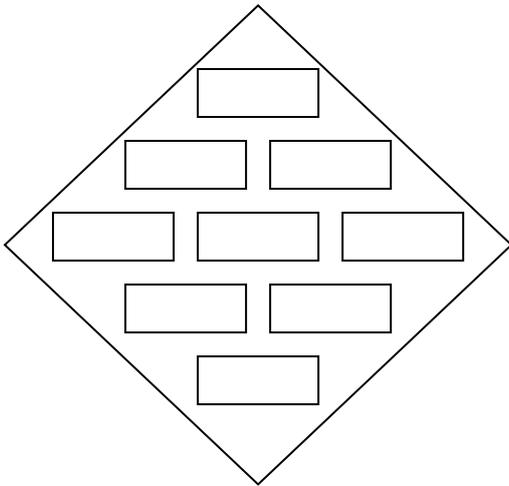
Ideas filter

- Use to brainstorm ideas for a topic
- Focus on a key question and filter out the key points

Frames of Reference
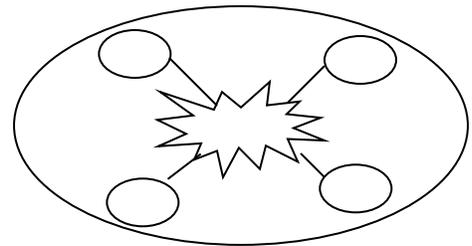
- Use to brainstorm ideas within a given frame:

e.g.   Where do our ideas come from? / Where else could we get ideas on this? / Would other people think differently? / Why?
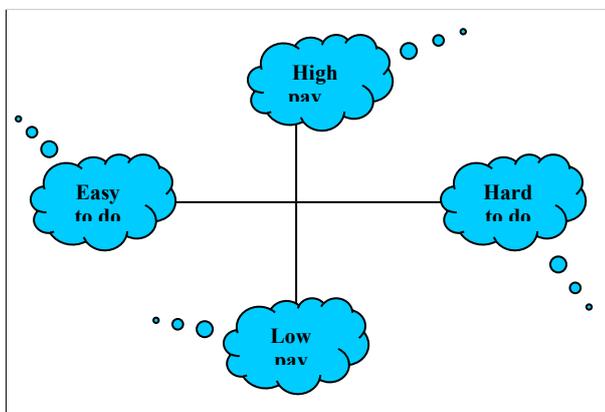
Diamond Nine:

- **Nine statements or ideas / information**

- **Must be ranked in order of importance / relevance**

Before, Before, After, After:

Now ?			
B	**B**	**A**	**A**

- **What is happening now?**
- **Choose the time span for the before and before the before the before and after and after the after: for example, one week, one month, one year**

Priority Grid:

- **Helps prioritise tasks**

- **Allows consideration of how tasks need to be approached**

2.
3.   Have you noticed how easy it is to…?
I wonder when you will become aware of how quickly you will be using…?
How would it feel if you were able to solve these equations easily?