



The Essential Guide to

Secondary Teaching

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Practical
skills for
teachers

The Essential Guide to Secondary Teaching

do and how they will do it. They may also wear it to re-direct ideas if the groups are finding progress difficult.

- **Yellow** This refers to the positives and is the opposite of the black hat above. Pupils wearing the yellow hat look for positive information and evidence to support a point of view.

Reflecting on practice



The thinking hats can be used in all subjects, for example in a geography lesson pupils could be asked to consider the impact of a new motorway being built in an area of natural beauty close to them. They could be asked to consider this from an employment and environmental viewpoint using the thinking hats to help them.

In secondary schools where this is embedded the younger pupils may well wear the hats, or one in a group may wear it to symbolise what part of the process they are working through. The 'thinking hats' provide a tactic by which pupils can fully investigate or think through an issue. The thinking hats technique works well as you can ask groups to use different hats and then share information at the end of the lesson.

Think about how you could use this technique in your own subject area and plan how you would introduce the hats and how you could integrate their use into a specific lesson.

Finally, in personalised learning schools there are planned and staged interventions that will occur if pupils are finding the work too easy or too difficult. In the case of the former, enrichment programmes will be put in place to provide additional stimulus to some pupils. Entering them for examinations is the most simple and straightforward but does require that teachers ensure that progression is built in for them immediately following this. A pupil who takes a GCSE in Year 9 should begin another more advanced course in Year 10 or other avenues should be found to progress their learning. However, enrichment should be an entitlement for all and some pupils in lower ability classes can be given opportunities to take extra qualifications. For example, pupils with SEN taking a hospitality and catering course could complete a level 1 health and nutrition or hygiene course alongside their GCSE. Sometimes pupils fall behind because they are not engaged in the learning process. Initially the class teacher may provide support but this may not be enough and many schools now use learning coaches and mentors to encourage and support learners. In other cases pupils may be given additional one-to-one support or be provided with the learning materials prior to a series of lessons so that they are ahead of the class before a topic is started. This is an effective way of encouraging reluctant learners or those who lack confidence to engage in the learning process.

John Cabot City Technology College

Cabot Competency Curriculum

Lesson plan 5.1 – PMI

Strand: Thinking Methods

Lesson: Four Thinking Skills – PMI

Duration: 1 hour

Resources:

Competencies to assess

L2 – Thinking methods – OPV, PMI, CAF and APC

Brain Gym

PPT:

Thinking Skills – PMI

Worksheet: PMI Smoking Ban Computers

Web links

or

Print copies of articles using links

Session objectives

- To introduce students to a variety of thinking methods as tools for researching – PMI, OPV, CAF and APC.
- To introduce what PMI is and how to use it.

Starter

● Using Brain Gym

- Hook-ups (Brain Gym) or positive points (Brain Gym)

Lesson

● Use PPT: Thinking skills – PMI

● Focus question

- *Slide 1:* When thinking about thinking skills what could PMI, CAF, OPV and APC stand for?
- *Pair discussion:* Students to discuss this focus question.
- *Class discussion:* Collect examples of what the students think PMI, CAF, OPV and APC stand for.
- *Slide 2:* Answers for PMI, CAF, OPV and APC:
 - PMI – plus, minus and interesting
 - CAF – consider all factors
 - OPV – other person's view
 - APC – alternative, possibilities and choices
- *Explain:* Students will need to use these thinking methods to prepare for a debate they will be participating in but they first need to have a practice at using these thinking methods.

● Give it a go – using PMI

- *Slides 3 & 4:* What is PMI?
- Student can take notes on PMI.
- *Slides 5 & 6:* Fox hunting.
 - Review web links for background information on fox hunting:
 - http://news.bbc.co.uk/2/hi/uk_news/politics/4275753.stm
 - http://news.bbc.co.uk/cbbcnews/hi/find_out/guides/animals/fox_hunting/newsid_1717000/1717812.stm
 - http://news.bbc.co.uk/cbbcnews/hi/find_out/guides/animals/fox_hunting/newsid_3645000/3645188.stm
 - http://news.bbc.co.uk/2/hi/in_depth/uk/2003/hunting_debate_/default.stm
 - Show students a basic PMI on fox hunting.
 - Ask students if they can add to the PMI provided.



● **Give it a go – using PMI continued**

- *Slides 7 & 8: Smoking ban.*
- Get students to research the smoking ban.
 - Use computer and web links or provide student with hard copies of the articles using links:
 - <http://news.bbc.co.uk/1/hi/health/4014597.stm>
 - http://news.bbc.co.uk/1/hi/uk_politics/4709258.stm
- Students to complete a PMI on the smoking ban.
 - Use worksheet: PMI smoking ban.

Extension

- Create a brochure or leaflet for PMI as a reference source to other students.
- Create a word search/crossword on the PMI issue – smoking ban in public places.

Plenary

● **Review PMI**

- What does PMI stand for?
- Why would you use PMI to look at an issue?
- What symbols might represent the letters PMI?

● **PMI teams**

- Divide students into three teams or Designated P/M/I corners – students move to one corner
 - P – plus
 - M – minus
 - I – interesting
- Students provide one P, one M and one Interesting point for the following topics when selected:
 - Cars
 - War
 - Competitive sport
 - The Royal Family
 - Space exploration
 - Affirmative action
- Award point for best points raised – therefore award-winning team or winning individual.

Starter

● **Using Brain Gym**

- Hook-ups (Brain Gym) or positive points (Brain Gym)

Source: John Cabot Academy, Bristol

In the lesson plan above thinking skills are integral to learning for all pupils. At John Cabot College, Learning to Learn strategies are taught to all pupils and empower pupils allowing them to understand clearly how they can best engage with their studies.

Key ideas summary



This chapter has focused on the way pupils learn and the initiatives, of which there are many, that are intended to aid pupils to improve further. These techniques are all tried and tested and have aided pupils to gather the skills they will need to achieve, ensuring that for the most part they will achieve their potential. In the next chapter you will learn about how to plan the perfect lesson. You may wish to think about some of the initiatives you have been introduced to now and think how you could use at least one of these in your lesson

Why not try this?

Consider the following questions:

- Is your classroom a bright, exciting learning environment where pupils' work is valued and shared?
- Do you share the big picture for learning with all pupils?
- How do they know how to improve? How is this shared with them?
- Do pupils know their individual target grade or level?
- Could you devise a ladder for learning in your subject area?
- How do you support the less able and enrich the learning of all?
- Have you used any Learning to Learn strategies?
- When you tell a pupil to revise what advice do you give them about how to do this?
- Does your school use Philosophy for Children or any of the other techniques discussed in this chapter?
- Does it have a learning policy in place?
- What techniques might you want to use in your classroom to improve individual learning?

Going further

de Bono, E. (1985) *Six Thinking Hats*, London: Penguin.

www.bbc.co.uk/wales/raiseyourgame

www.cabot.ac.uk – The John Cabot Academy

www.campaign-for-learning.org.uk – Learning to Learn information

www.edwdebono.com – Thinking hats information

www.nace.co.uk – National Association for Able Children in Education

www.thersa.org/newcurriculum/ – The Opening Minds Programme

www.sapere.org.uk – Philosophy for Children

www.smu.ac.uk – Swansea Metropolitan University

<http://nationalstrategies.standards.dcsf.gov.uk/personalisedlearning/>

www.tascwheel.com/ideas – TASC wheel

