

## MAXIMISING POTENTIAL

### STARTING POINT 5A:

### ENCOURAGING PUPILS TO TAKE RESPONSIBILITY FOR THEIR OWN LEARNING

## USING THE EXPERIMENTAL MATERIALS WITH PUPILS

### NOTES

#### **The PowerPoint presentations**

These slide shows were devised as possible ways of opening discussion about learning with classes who have little experience of independent approaches to learning or who are reluctant to discuss their feelings about such things. The cartoons introduce a 'third person' aspect to discussion which reduces the chance of such discussions becoming confrontational. Once pupils become engaged, they may begin to identify with some of the pupils in the illustrations, but they are still free to talk about 'him' or 'her' rather than 'you' and 'me' if they find that more comfortable. A frame can be left in place as long as discussion continues. Some judicious questions from the teacher can open up further aspects for discussion. Some pupils may need help to understand the visual metaphor of the race.

Unlike the PowerPoint presentations for teachers in Part A Section 1, these two presentations are not meant to be viewed in sequence. In fact they are alternatives, that might suit different situations, or different groups of pupils. The files are in the PowerPoint 'working' format so that the content can be amended if you see fit.

#### **A note on visual metaphors**

You may find that pupils have already come across metaphors in English, or visual metaphors in Art, but it is probably best to revisit the ideas so that you can be sure that you and the pupils are on the same wavelength. As well as reminding them that metaphors present ideas in unusual ways, as if they were something else, you could point out that metaphors hold hidden messages and ask them if they can work out what the hidden messages here are all about.

You could, for example:

- 1 show the presentation with the race sequence without comment
2. discuss what they have seen and how they interpret it
3. talk about metaphors and how they work
4. repeat the sequence more slowly, asking pupils what they think the hidden messages are.

## **The picture sets**

All of the illustrations used in the PowerPoint presentations have been copied and pasted into a set of pages in Word format as a resource for follow-up activities if you wish. Some suggestions:

- Print out and photocopy, then cut into cards for sorting and discussion in groups.
- Use relevant illustrations to supplement text in personal profiles, IEPs, etc.
- Pupils can copy/cut/paste them in their electronic form to make further PowerPoint presentations, or as illustrations for posters, etc.

The photocopiable pictures sets include two pictures which don't figure in the PowerPoint sequences. Pupils could be challenged to make up their own hidden messages for these.

Illustrations, particularly when used as metaphors, are open to many different interpretations and uses. You and your pupils may find new ways of 'telling the story', or different uses for the pictures, or even have suggestions for new pictures. If so, please tell us all about it!

## **CAUTION !**

These materials were developed as the result of a suggestion from a teacher using the Section 1 sequences intended for staff but, unlike most of the materials in the Maximising Potential toolkit, these have not been trialled with pupils. It is up to you to decide whether or not to use them. If you decide to use them with pupils we will be very interested to receive feedback from you about how you used them and about pupils' reactions.

## **Feedback**

At one point in the presentations, pupils are asked for their own ideas. Please let us know about those too. We can have new illustrations made and incorporated into revised versions. - Your own ideas can be incorporated too, of course! Please feel free to add your own suggestions to the few notes we have included in the current versions of the files.