

## A FRAMEWORK FOR “ MIND FRIENDLY” LEARNING

WHAT TO DO	WHY	EXAMPLES
<p><b>CREATE THE RIGHT LEARNING ENVIRONMENT</b></p>	<p>Pupils and teachers are relaxed, alert and free from stress.            Pupils have trust in their teachers and are more willing to participate or take risks.            Pupils are prepared to take on new learning.            People learn best in a safe and supportive environment where mistakes are allowed.</p>	<p>Greet pupils at the door and assess their ‘mood’.            Make eye contact, use name and ask after them.            Be positive at all times, try not make negative statements.</p> <p>Have high expectations of behaviour and learning.            Comment on inappropriate behaviour / learning on an individual basis not in front of the class.            Use humour to diffuse situations</p> <p>Start lesson straight away and deal with individual problems e.g. homework, lateness when pupils are on task or at the end of the lesson.</p> <p>Have spare paper, pens etc on hand for pupils to use. Deal with lack of equipment later on or at the end of the lesson.</p> <p>Have good displays of key words/ideas that will help the pupils to learn.</p> <p>Support, encourage and help pupils to do their best.            Celebrate success, however small or infrequent and reward good behaviour and learning. Check that every pupil has received some comment / reward over a certain time scale.</p>

<p><b>CONNECT</b></p>	<p>To find out what the pupils already know.          To relate new learning with previous experiences.          To establish 'What's in it for me'.          To see the relevance of the learning          It raises expectations of success          It aids memory – pupils learn / remember most at the start of a lesson.</p>	<p>Encourage pupils to talk about previous experiences by :</p> <p>Tell a partner/group 5 things you already know about ....          Brainstorm in groups or as a class.          Snowballing - write down 3 key words, then compare with partner, then compare with group and finally take one idea from each group.          Picture it, draw it, model it, mind map it.</p>
<p><b>PROVIDE THE BIG PICTURE</b></p>	<p>Some people can only learn if they know the whole picture i.e. what they are trying to achieve</p>	<p>Provide pupils with an overview of the syllabus /unit /topic which is used as a reference point to record progress.          Mind map at the beginning of a topic using information gained from the 'Connect' activities.          Concept maps.          Display lesson headlines or provide a front sheet for an exercise book/folder.          Anticipate extension work and homework and build it into the unit of work.</p>
<p><b>GIVE ACHIEVABLE STEPS</b></p>	<p>To set learning objectives.          People learn best if short achievable tasks are set and success is experienced along the way.          Pupils know what they are expected to achieve by the end of the lesson.          Pupils experience the feeling of making progress.</p>	<p>Break down the overview into bite size chunks.          Set goals / targets for learning.          There should be no more than 5 – 7 chunks of new learning in any lesson ( linked to targets above ).          Use 'MUST, SHOULD, COULD' approach.          Pupils generate their own questions – things they already know, need to know and need to find out.          Celebrate / reward as steps are achieved.</p>

<p><b>MULTI – SENSORY INPUT</b></p>	<p>People learn in different ways ( see learning styles inventory ).  It targets pupils with different learning styles  It helps pupil interest and motivation  Variety of input encourages pupils to listen.</p>	<p>Provide balanced multi – sensory opportunities to access new information.</p> <p>Structure learning into periods of attention and focus( 10 – 20 mins.) and breaks ( 2-3 mins. )</p> <p>Provide pupils with a variety of resources to learn from including each other.</p>
<p><b>EXPLORE THE LEARNING</b></p>	<p>New learning needs to be consolidated.  Different tasks allows the learner to reconstruct the learning so it makes more sense to them.  It encourages independent learning.</p>	<p>Provide a variety of multi – intelligent activities involving problem solving and creative thinking and allow pupil choice and individual ideas e.g.</p> <p>Pupils drawing diagrams, pictures or charts  Pupils acting / role playing the learning  Pupils writing, speaking, discussing, calculating, sequencing, designing, illustrating and planning.  Pupils making up rhymes/jingles/raps</p> <p>Structure all tasks with time deadlines.  Provide each task with 4/5 steps.  Introduce element of competition.  Allow pupils to express learning in their own words  Marking/ commenting on each other’s work  Working in groups /in pairs / as an individual  Working in single gender / mixed gender / friendship groups for different tasks.  Ask open ended questions which require thinking not recall</p>

<p><b>REVIEW</b></p>	<p>With a lot of new learning, key points need to be summarised and learnt.  Pupils need to be shown ways of memorising facts.  Pupils need to see how their new learning is linked with the big picture.  People learn best if they can show what they know and can do.</p>	<p>Pupils generate questions in a group, then swap with another group and answer.</p> <p>Each pupil generates a question; give each pupil a number and have the numbers on cards. Shuffle cards and pick a number; pupil asks question whilst other pupils answer.</p> <p>Design a series of cards, each card has either a question or an answer on it. Hand out a card to each pupil; pupil stands up and asks a question; pupil with the answer card stands up to answer. Repeat.</p> <p>Arrange questions around a game e.g. snooker or the 'Question of Sport number board'.</p> <p>Ask pupils to explain how they have developed their understanding of a new concept.  Ask pupils to demonstrate a new skill.  Pupils report back to the class on their own/ pairs/ groups.</p>
<p><b>REFLECT</b></p>	<p>To allow pupils to look back on the learning and see whether they have met their targets and have made progress.  To allow pupils to consider how they could improve.  To allow pupils to consider how their new learning can be applied to new situations.</p>	<p>Use the activities from 'The Big Picture' for reflection and to measure progress.  Teacher /pupil and pupil/pupil discussions  Ask pupils to describe how they have acquired a new piece of learning and how effective it has been.  Ask pupils to describe which part of the lesson they enjoyed and why.</p>

