

# Lesson Plan for WJEC Metacognition Resources Project



<b>Group:</b> 8I	<b>Time:</b> 11:15am
<b>Lesson objectives:</b> <ul style="list-style-type: none"> <li>- Create a short performance showing a police interrogation</li> <li>- Perform your police interrogation using multi-role</li> <li>- Reflect on the work produced in the lesson</li> </ul>	
<b>Link to prior learning:</b> Pupils have been working on skills to create characters (body language, facial expressions, gestures and levels) these will need to be used in order to create an effective multi-role. Pupils also explored multi-role loosely in their previous assessment without thinking about what it is or how to use it effectively.	<b>Resources:</b> <ul style="list-style-type: none"> <li>- Twitter cards (help pupils predict how to use multi-role effectively)</li> <li>- 'I Don't Like Mondays' story</li> </ul>
<b>Learning activities:</b> <ul style="list-style-type: none"> <li>- <b>ISM</b> video will play as pupils enter (Johnny Depp playing a range of characters).</li> <li>- Pupils will be shown a second video clip of a film 'The Parent Trap' where the actress plays both roles.</li> <li>- Pupils prompted to answer questions on Twitter cards provided to establish prior knowledge/skills and what they think they will need in this lesson.</li> <li>- <b>Objectives:</b> Will be discussed and pupils will be encouraged to take ownership.</li> <li>- <b>Starter:</b> Pupils will stand on designated side of room and form a still image of their chosen word: 'powerful' or 'scared'. Pupils will discuss how the other side of the room are different to them. Pupils will discuss the skills they were using and reflect on what other skills they could use to take this further.</li> <li>- <b>Development:</b> Pupils will take part in a short discussion on their prior knowledge. The term multi-role will be discussed and its meaning will be predicted by pupils. Pupils will solve what the purpose of this technique is.</li> </ul>	

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## - Main Task:

1. Pupils will be told the task. They will be asked if they foresee any problems/issues with completing the task and how they can overcome these.
2. Pupils will highlight key information in a story that they may need to know to complete a police interrogation.
3. Pupils will create a still image to show Brenda in a police interrogation with one of them becoming the policeman/woman and one becoming Brenda. Then will then swap roles.
4. If needed, pupils will use teacher to model.
5. Pupils will think about using their voice to show characters and will bring their interrogation to life, swapping characters by using multi-role.

## - Performance:

1. Some pupils will perform their scene to the class.
2. Peer-assessment/reflection of use of skills
3. Self-assessment/reflection of use of skills

## - Plenary

Twitter cards will be revisited and pupils will be asked to once again, answer the exit questions.

## Differentiation:

- For pupils who struggle, there will be a script available so pupils can focus on skills and not what to say.
- Visual stimulus provided for those who need support.
- Teacher will monitor throughout

## Opportunities for developing metacognition:

- Pupils will have to predict what they think the lesson will be about and what skills they will need to use to complete this lesson
- Pupils will assess which prior skills will be 'most useful' in developing multi-role, justifying the reasons for their choices e.g. A would be better than B because...
- Pupils will be asked if they need any more information in order to carry out this task. Prompting questions will be asked. For example:

*'How are you approaching this problem/ task?'*

*'Where are the difficulties in this task and how will you try to overcome them?'*

*'How have we resolved problems like this before?'*

- Pupils will be asked to reflect on each other's performances and suggest how any errors could be overcome.