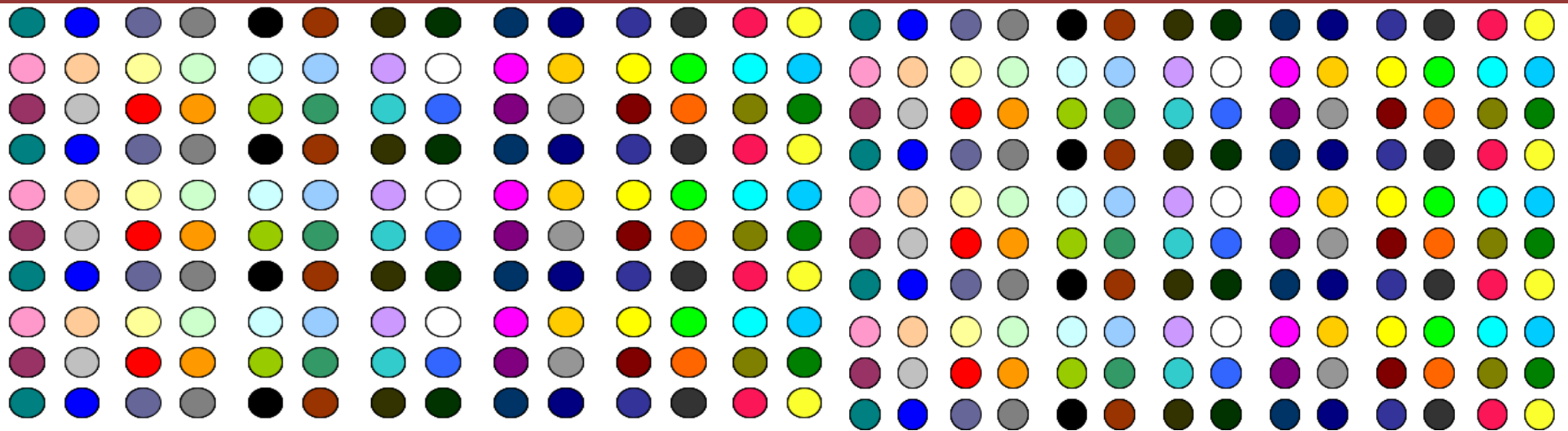


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Plenary QUESTIONS



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What have you learnt today?

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What is the key thing you have learnt
today?

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What do you know now, that you did not know at the start of the lesson?

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How has your understanding changed,
this lesson?

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What three things have you learnt
today?

What is the most important thing
you have learnt today?

Why is it most important?

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What do you want to know as a result
of what we have learnt today?

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What can you do now, that you
could not do at the start of the
lesson?

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How has today's lesson altered
your knowledge or understanding?

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What questions do you have based
on today's lesson?

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Why do you think we have studied
what we have, this lesson?

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How might you alter today's lesson for future students?

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In what ways might you use your learning from today's lesson, in the future?

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What has been the purpose of our
lesson today?

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How might you use what you have
learnt today?

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If you were going to teach this lesson to younger students, what would you identify as the key things they would need to know?

Based on what we have learnt today, what do you think we should study next? Why?

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Where might you make use of the learning we have done today?

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Under what circumstances might we
need to use today's learning?

How might you test one of your
peers to see what they have learnt
today?

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How might you explain what you have learnt today to your parents?

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How might you explain what you
have learnt today to an alien?

How might you explain what you
have learnt today to a child
younger than yourself?

What connections can you make
between today's learning and what
we have studied previously?

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How does today's learning connect to
what you already know?

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How might today's lesson have
been different?

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How might we have learnt the same things, but in a different way?

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Who might use what we have learnt
today in their daily lives?

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How have you worked today?
Why?

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How might you improve your
learning next lesson?

What have been the strengths and weaknesses of this lesson?

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What skills have you used during this lesson?

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What skills have you improved this
lesson?

How have you improved them?

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What knowledge have you gained this
lesson?

How might you use the knowledge
you have gained this lesson, in the
future?

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How have you interacted with your
peers this lesson?

What strengths and weaknesses
have you seen in yourself this
lesson?

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What changes might you make next
lesson to how you work?

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How has today's lesson made you
feel?

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To what extent do you feel you have engaged with the lesson today? Why?

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To what extent do you feel you
have learnt in today's lesson?
Why?

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How have you learnt this lesson?

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What have you learnt this lesson?

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Why do you feel you have
(or have not) learnt this lesson?

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In what ways has your mind been
changed by today's lesson?

If you were to go back in time and start today's lesson again, what would you change and why?

How could you have done things
differently this lesson?

What affect might that have had?

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How did you feel at the beginning,
middle, and end of the lesson?

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How might you work differently next lesson in order to improve?

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How have you used your existing skills
and knowledge in today's lesson?

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What have you done well this
lesson? Why?

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Write a poem about what you have
learnt today

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Create a short story of today's lesson

Write a set of five questions based on today's lesson and then use them to interview your partner

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Draw a picture showing what you have
learnt today

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Draw a cartoon strip showing what
you have learnt today and how you
have learnt it

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Draw a cartoon strip showing how
you will use today's learning in the
future

Write a letter to one of next year's
students explaining what today's
lesson is about

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Write a speech persuading people that
what we have learnt today is
important

Produce five key points which
summarise today's learning

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Create a mind-map showing what
we have learnt today

Create a set of instructions for
today's lesson which anybody
could follow

How might you combine today's
learning with something else you
already know?

What existing skills or knowledge
could you combine today's
learning with?

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Write a song (or rap) about what
we have learnt today

Create a poster advertising today's
learning to other students

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Create a short television advert
'selling' today's learning

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Create a short radio advert 'selling'
today's learning

Create a quiz, based on today's learning, which you could use to test other students

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Explain what we have learnt today
without using words

Create a short presentation
explaining the key points from
today's lesson

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Create a leaflet about what you
have learnt today

Write a letter to a person in the
nineteenth-century explaining
what you have learnt today

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Write a message to an alien
explaining what you have learnt
today

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Use symbols to show what you
have learnt today

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Make a model of one aspect of
your learning

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Sculpt one of the key ideas from
today's lesson

Construct a timeline showing your learning through the lesson

Swap your work with a partner and
asses it:

What have they done well?
How might they improve?

Assess your own work:

What have you done well?
What can you improve next
lesson?

What strengths have you shown in
today's lesson?

What areas for improvement can
you find?

Find a partner with whom you do not usually work.

Swap your work and asses it:

Identify three strengths and one target for improvement

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What is the most important thing
we have learnt today and why?

Write down all the things we have
learnt today.

Once you have done this, order them
according to how important you
believe them to be.

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How might you improve today's
lesson?

What difficulties have you
encountered today?

How have you dealt with them?

What difficulties might a student who was new to today's topic encounter?

Assess your learning using the
learning objective.

Have you met it?

How?

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What evidence do you have to
show what you have learnt today?

What key question would you ask to find out whether someone has understood today's lesson?

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Write an exam-style question and
mark-scheme based on today's
lesson

Write three key questions which you think people in the class should be able to answer, based on today's lesson.

When ready, go around and ask people your questions.

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Identify the key learning points
from today's lesson

Compare what you know now with
what you knew at the start of the
lesson.

How is it different?

Write a quiz based on what we
have learnt today.

Ensure you cover all areas.

When complete, test your partner.

What different possibilities can you imagine for next lesson, bearing in mind what we have learnt today?

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Pick one thing you have done today
and identify how you could do it
better

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Pick one thing you have done today
and identify why it was good and how
it has helped you

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To what extent do you feel what
we have learnt today is useful?

Why?

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Write what you have learnt today
on a piece of paper and hand it in
on your way out

If you feel you have fully understood the lesson, give a thumbs up.

If you feel you have understood most of it, turn your thumbs sideways.

If you feel you have struggled to understand it, give a thumbs down.

Think about today's lesson. Give yourself a score between 1 and 5.

1 = I have really struggled and need more help.

5 = I have understood nearly everything and could explain to others.

Once you have done this, find someone with a different score. Either ask them for help, or offer them help.

Write down the questions you still have about the topic, and which you do not feel have been answered yet

What criteria would you use to judge whether someone has fully understood the lesson today?

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How does today's lesson connect
to your existing knowledge?

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How does today's lesson connect
to our previous areas of study?

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How might today's lesson connect to other areas of the curriculum?

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Write down what you think is the
most important thing you have
learnt today, and then hold it up
for everyone to see

Draw a line and label it from one (no idea) to ten (completely understand).

Indicate where you feel you were at in relation to the topic at the start of the lesson, and where you feel you are at now. Then, explain your choices.

Work in a group and create a freeze-frame showing the key thing you have learnt today.

Work in pairs. Take it in turns to mime key ideas and information from the lesson.

The other person has to guess what is being mimed.

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Create a short role-play in which
someone's life is changed through
learning what we have learnt
today

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Create a pair of still images
showing life before and after what
we have learnt today

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Work in groups. Create a role-play showing what life would be like if no one knew about what we have learnt today.

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Work in pairs. Create a thirty-second sales pitch for today's learning, which could be used on a television shopping channel.

Work in pairs. One person is the interviewer.

The other person has had their life changed by what we have learnt today.

Conduct an interview for the BBC news using these roles.

Work in groups. One person is the chairperson.

The rest split between for and against.

The motion is: **‘Today we have learnt some incredibly important things’.**

The debaters must argue the point whilst the chairperson referees.

Work in pairs. Each person, in secret, chooses an emotion.

Next, conduct a discussion about what we have learnt today, whilst playing that emotion.

When the teacher says, continue the discussion but swap your emotions.

Work in groups. Turn today's lesson into a dramatic story.

One person reads the story aloud while the rest of the group act it out.

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List everything you learned during
today's lesson

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How would you explain one element
of today's learning to a friend

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What one thing will you most
remember from today's lesson and
why?

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How would you describe your learning
today?

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What image could you draw to show
your learning today?

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What image would you use to explain
your learning in today's lesson?

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Tell three people in the class three
things you've learned today

Ask three people in the class what they know now that they didn't know at the start of the lesson

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Ask two people in the class how they
would explain their learning to an
alien

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Can you mime what you have learned
today?

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Create a comic strip showing how your learning has changed during the lesson

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Which famous person can you connect to today's learning and why?

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Where could the learning we have
done today be used in real life?

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How might we build on our learning next lesson? Why do you think that?

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What do you predict we will do next
lesson, based on what we have done
today?

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Can you come up with a rap explaining
your learning today?

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What made today's lesson stand out?
Why?

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How would you summarise our
learning today for the headteacher?

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If we went through today's lesson again, what would you change and why?

Turn today's learning into an
advertising slogan, then be ready to
explain your thinking

List everything you have learnt this lesson.

Once done, order your list from most to least important.

Be ready to justify your choices.

Write a postcard to a friend
explaining what you have learnt
this lesson.

Draw a picture for the front
showing what you have learnt.

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Write a txt msg explaining what you
have learnt this lesson

Choose three keywords we have used
this lesson.

Write a definition for each and then
give an example.

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Choose one thing you have done
this lesson and redo it so that it is
better

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Plan your own lesson covering
what we have studied today

Compare what you have learnt this lesson with what you learnt last lesson.

How is it similar?

How is it different?

Write a list of what you have learnt
today.

Give examples for each so as to show
your understanding.

Produce a summary of what you have learnt today.

When done, rewrite it using fewer words.

After that, reduce it to either a single sentence, or three bullet points.

In pairs, discuss what you have
learnt this lesson.

Be ready to feedback examples.

In pairs, assess your work.

Take it in turns to go through and identify the strengths and one area for improvement in your work, and in that of your partner.

Come up with a series of questions designed to test someone's knowledge of what we have studied today.

When ready, work in pairs and test each other.

In pairs, take it in turns to interview one another about what has been learnt today.

Take notes as you go.

In pairs, produce a list of key words and definitions which link to today's lesson.

Then, jumble them up and challenge another pair to match the correct word to the correct definition.

In pairs, discuss how you feel what we have learnt today is used in the wider world.

Be ready to feed back to the whole class.

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In pairs, take it in turns to try and talk for a minute about today's topic without pausing or repeating yourself.

In pairs, one person is 'for' and one person is 'against'.

The motion is: **'What we have learnt today is extremely important.'**

The people 'for' will go first, for a minute.

The people 'against' will get a minute after that.

Finally, there will be a minute of free-for-all, where both sides can speak.

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Take it in turns to draw something connected to today's lesson.

The other person must try to guess what it is.

The drawer is not allowed to talk, or to write any words.

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In groups, discuss what you have
learnt this lesson.

In groups, identify what you think are the three most important things we have learnt today.

Elect one representative.

They will travel to other groups and try to persuade them of your views.

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In groups, take it in turns to try to talk for one minute about today's topic without stopping or repeating yourself.

In groups, produce a role-play
based around something we have
learnt today.

Write a possible exam question
based on today's learning.

Swap books with a partner and
attempt their question.

Write a possible exam question
based on today's learning.

Then, write a model answer.

Write a series of multiple choice questions based on today's learning.

Swap books with a partner and attempt their questions.

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Draw three to five key concepts or ideas linked to today's lesson.

Do not label them.

Swap books with a partner and try to identify what the concepts or ideas are.

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Write three possible exam questions based on today's learning.

Walk around the room and ask your questions to other students.

Discuss their answers with them.

In groups, write a short summary of everything we have learnt today.

Produce a series of appropriate actions to go with your summary.

One person will read the summary out to the class whilst the rest of your group do the actions.

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Write a question, based on today's topic,
with which you think you can beat the
teacher.