

Everyone Matters – Engagement for Learning

Strategy: Use of Living Graphs

Brief description: Evidence cards are plotted at the appropriate point onto a timeline graph to show sequence.

Curriculum example: In PE students could investigate how the changing demands during the course of an invasion game can affect heart rate and this could then be looked at in terms of influencing training patterns and routines

Teaching Development: i.e. introduction, groupings, timings, key skills required, messages, behaviour skills etc

- The content of the supporting cards must be carefully prepared so literacy issues do not prevent access to the task.
- The graph resource must be clear and large enough to place the cards on effectively
- Living graphs are best used in pairs due to the issues of orientation of the graph.
- Clear explanations of the content and process of the exercise must be given.
- Next steps after completion and the assessment criteria should be shared before beginning
- Time allocation on the placing of the cards needs to be managed carefully in order to avoid pairs finishing task quickly and therefore being off task.
- Emphasise that there may not be a strictly correct answer or place to put a card and that is the thought process that is the purpose
- Emphasis should be made with regard to the routine of returning resources and these should happen consistently – it is part of the exercise.



Assessment Criteria - staff

- students have a clear understanding of the task
- paired work is effective
- off task behaviour is limited
- post graph activity is high order

Assessment Criteria – pupils

- Clear understanding of task
- Effective pair work during task
- Level of on task behaviour is high
- Related tasks are completed well
- Resources are returned as requested



Strengths

Develops effective pair work
Meets needs of a range of learning styles
Active learning creates engagement
Develops higher order thinking skills

Weaknesses

Student focus needs to be managed and expectations made clear
Noise levels need to be managed
Settling work after the activity needs to be purposeful and structured

Value lost if not included in effective task plenary