Improving CHALLENGE in lessons using PLATO

P urpose

Explain why students are learning what they are learning.
e.g. What is the link to the real world? What skills are they developing?

L ever Method

Based on Archimedes theory, activities require a certain amount of grit (force) and appropriate support (fulcrum) in order to lead to meaningful learning (weight lifted). Consider how you can change the grit and support to increase the challenge in the learning.
e.g. more grit (problem-solving; open-questions), less support (independence)
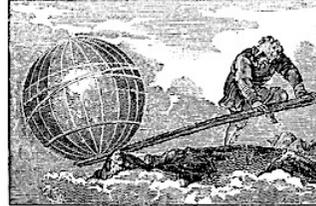
"Give me a lever long enough and a place to stand and I will move the world" - Archimedes
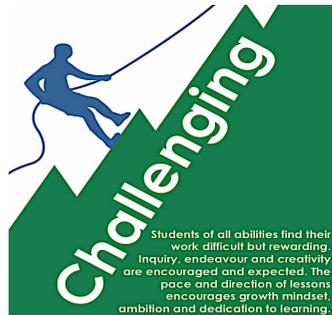
A ssessment for Learning

Not just for a plenary - think peer evaluations; student experts; carousel/gallery feedback; competitions (Kahoot); ABC (Add, Build, Challenge) discussion; checkpoints during SOLO/other tasks.

T iming (pace)

Consider how pace can be varied within a lesson and how each student can work at a varied pace depending upon ability (e.g. SOLO stations; Learning Grids; Progress Steps). Use timers to encourage chunking and increase pace.
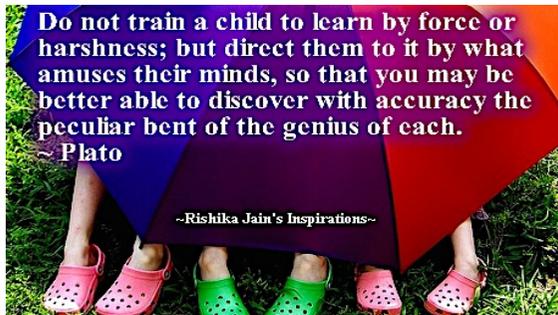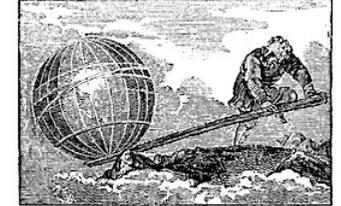
O pen Questioning

Expect students to think more deeply about information using *'how?' and 'why?' questions*. Use 'How could…?' or 'Why did…?' Instead of 'Can you tell me the equation that should be used here?' Ask open questions such as, 'How could we go about finding solutions to this problem?' Teach students how to *question each other* and ask them to write questions rather than statements during peer feedback activities.
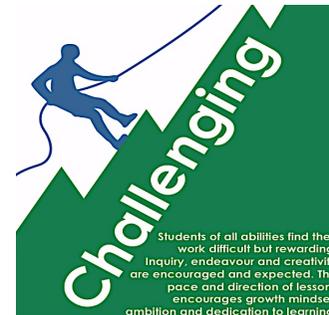
Do not train a child to learn by force or harshness; but direct them to it by what amuses their minds, so that you may be better able to discover with accuracy the peculiar bent of the genius of each.
~ Plato

~Rishika Jain's Inspirations~

Challenging — Students of all abilities find their work difficult but rewarding. Inquiry, endeavour and creativity are encouraged and expected. The pace and direction of lessons encourages growth mindset, ambition and dedication to learning.