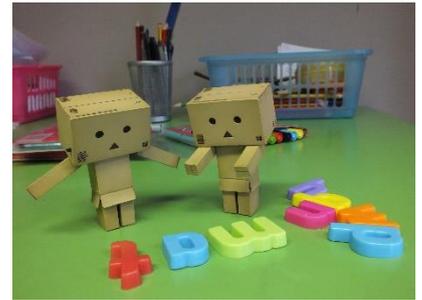


Metacognitive Talking



Session Objectives

To enable children and young people to teach a task to another person by modelling, describing what they are doing, how they are managing and what the end result is like.



Session Outcomes

- ✓ To be able to teach another child or young person how to do something using metacognitive talking.

Lesson Plan:

Task

KS1: To teach another child how to Make a paper aeroplane

KS2: To teach another child how to make an origami crane.

KS3: To teach another young person how to make an origami animal.

KS1/2

1. Divide the class into 2 groups.
2. Give one group the instructions on how to make a paper aeroplane/origami crane
3. Allow them to work together to learn how to make it.
4. Ask them to talk about what they are doing and how it feels as they are learning to do this.
5. Once they have learnt how to do this ask them to teach a partner how to make the plane/crane
6. When they are teaching ask the child who is learning to talk about their learning - how they feel, how they are finding the task, what they are thinking as they learn.
7. Return to the group and discuss the experience. Share the process of talking ourselves through a task and explain that this is a way to support our learning.
8. KS2 - Read the Peace Crane together.

KS2/3

1. Ask the young people to find a simple origami animal to make. Working in small groups ask them to share their thinking and feelings when learning to make the animal.
2. Ask each person to choose a partner and teach them how to make the origami animal. The teacher and the learner need to share their experiences by talking

aloud. This includes how difficult or easy they are finding the task, the instructions themselves and their feelings about their learning experience.

3. Share their experiences as a group.
4. What helped them keep going when the learning got tough?
5. What strategies did their partner use, which helped them, understand, keep going, have fun or help them?
6. What strategies did they use to keep themselves motivated and achieve the task?
7. Draw a graph or learning journey route to show the different emotions that they experienced as they undertook the learning journey. This can then be annotated to show what helped or hindered their learning.

Resources:

1. Instructions on how to make a paper aeroplane
2. Instructions on how to make an origami crane
3. Peace Crane by Sheila Hamanaka
4. Origami paper
5. Access to computers and the internet for research or books on origami

Important Points:

Learning is a process and it helps to talk ourselves through this.

Learning links:

Metacognition, learning, self-awareness

Reflection:

Questions:

Positive comment from child:

Positive comment from adult:

Learning Dimensions		Social & Emotional Skills	
Strategic Awareness		Emotional Literacy	
Learning Relationships		Neuroscience	
Curiosity		Self Regulation	
Creativity		Self Development	
Meaning Making			
Changing & Learning			
Resilience			

