



Activity 17	Extending impact
Description:	In small groups, Fellows are asked to consider different ways of ensuring that SLDs are more than a one-off event.
Use(s):	This is a good activity to stimulate discussion about how SLDs can be more than a one-day experience for staff and students.
Preparation:	Each group needs an envelope of the Extending Impact strategy cards together with some black pieces of card. The different strategies need to be photocopied, cut up and put into envelopes with the instructions for the activity on the envelope. Each group also needs a copy of 'SLD Essentials' used in Activity14. Resources included.

Each small group receives an envelope which contains a number of cut up cards. These describe possible ways of building upon the success of the SLD.

1. Ask the groups to read through all the strategies and pick out their 'Top 5'. Use blank cards to note down any new ideas (10 mins)

Quick fire report back to rest of group.

2. Now ask them to choose 3 to explore in greater depth. (15 mins)

Share developments with rest of the group.

3. Now get each group to focus on 1 of the 3 that they would like to work on so that it is immediately usable. This may mean producing materials/resources that can be shared later e.g. outline plans for 4 follow-up assemblies. (30 – 45 mins)

There are also blank cards in the envelope so that Fellows can add their own ideas – they can develop these rather than the ones suggested at any stage in the activity.

You may wish to guide people's choices so that a range of strategies are developed.

Learning to be drawn from this activity

- It is important to think about SLDs as part of a longer term plan to transform learning opportunities for young people.
- There is potential for SLDs to be 'one off' experiences. Follow up activities need to be planned at the outset so that the energy and enthusiasm for learning created on the day is not lost.

Extending Impact – Activity 17
UFAPRAC-A17-Extending cards

The following ideas for extending impact need to be copied onto card and then cut up and placed in envelopes. The instructions for the activity can be stuck onto the envelope.

Instructions for activity

In this envelope you will find some ideas for extending the impact of Super Learning Days

Read through the cards.

1. As a group choose your top 5 strategies.
2. Now focus on 3 strategies and develop them further.
3. Now focus on 1 strategy of the 3 you chose to develop and work on it so that it can be used by others (this may involve producing resources to be written up and shared later with the rest of the group).

There are also some blank cards. Write other strategies on these - these may be things you think of as a result of reading the others or may be strategies you have used yourself.

Strategies for impact

Series of assemblies

Assemblies follow the theme of the SLD for 2 wks after the day.

Assembly/display/PowerPoint/video presentations

Produced on the day are then given to other year groups by students, if a secondary school - build into primary liaison days.

'Treat your Brain' day

A day assigned to focus on 'brain friendly' food.

MI questionnaire - 'get your dad to do it'
.....take a questionnaire home and find out
about how a parent/sibling/friend is smart.

School competition based on SLD
Design a poster/model.....

**Brain fact for the day! - for perhaps 1/2
weeks after the SLD**
Reinforced every lesson or perhaps just a
poster in form rooms/every room?

Posters

Series of posters with famous people but entitled 'famous super learners' and perhaps having 'physical smart'/'music smart' etc. underneath.

Set up UFA 'steering group'

consisting of staff/students or make sure UFA is on the school council agenda - or the UFA group feeds into this/other.

'Letter to me'

Students write a letter in the final session of the day which outlines what impact the day has had on them, they can be provided with sentence stems/prompts to help them. The letter is then sealed and handed in and then sent back to them 3 wks or so later and forms the basis of a tutorial or similar. Almost like a time capsule that's dug up.....'what was I thinking when I wrote that.....' it could even be phrased in terms of promises/pledges perhaps?

Speech bubbles

An alternative to the 'letter to me' which is less dependent on writing skills, would be to ask the students to write something in a speech bubble or even draw something, design a poster that represents the day, what they've achieved, and how it will help them in the future. This can then be put into an envelope as was done for 'letter to me'.

Traffic lights

Red/Amber/Green discs of paper on which the students write/draw about different aspects of the day - these can then be copied/pasted into homework diaries or the equivalent.

How many intelligences did you use today?

A kind of 'Lesson Audit': go through the day/week and look at how many different ways of working you used. The intelligences might need to be revisited with the students and focus on how they have chosen to work - i.e. how to do their homework as well as what they've been directed to do in school time.

Skills used/learned on the day are explicitly targeted at a later date

...but not too much later! Within 2/3 weeks after SLD etc. School sets up mindmapping week where subject areas are encouraged to incorporate mindmapping in lessons/homework etc.: these could then be displayed around the school.

Build into any existing target setting structures for students:

E.g.: 'at one school I worked in, we had a system where each member of staff had 3 personal tutees in each year group; every other year group was sent home early one day every month or so and we'd have a focused discussion with our three tutees. A SLD would fit into this type of structure if staff were fully aware of what the students had done on the day... '.....'so how will you use what you did on the SLD?'

SWOT analysis

Strength/weakness/opportunity/threat - perhaps good to use with older students?

Students set themselves a goal as a result of the SLD and then use SWOT as a way of thinking about how to achieve it.

UFA out of hours activity that has explicit links to SLD - e.g.: 'be a super speller'

Perhaps just a few sessions after school focusing on putting something from the SLD into practice.

Tutorial/'PSE' lessons

These lessons can be used to extend the day by re-looking at things done on the day, or looking at things not covered during the day (ie extra workshops). It might be possible to have a half-term's PSE lessons linked to a SLD each year?

Display of the day

A display of what is learned on the day is produced, for somewhere in the school/parents' evening.

Form groups take on responsibility of producing a display of an element of the day, resulting in a display which covers everything and which everyone has contributed to. We could suggest guidelines for what it should include. This could be extended to encourage further research of a particular area.