

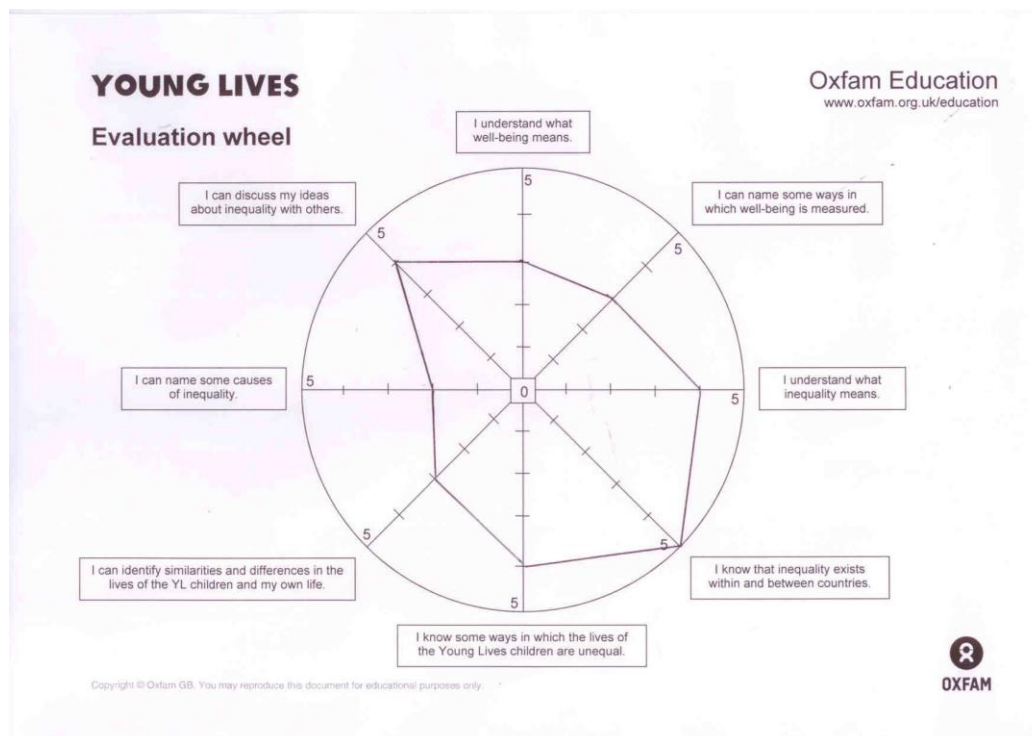
## UNIT 4: REFLECTION AND SHARING

Age range: 8 - 12 years

<p><b>Outline</b></p> <p>Learners will reflect on and evaluate their learning and understanding about well-being and inequality. They will then work in groups to discuss, choose, plan and carry out an activity to share with others.</p>		
<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>To evaluate learning and understanding about well-being and inequality.</li> <li>To collaborate effectively with others to choose, plan and carry out activities.</li> </ul>	<p><b>Learning outcomes</b></p> <ul style="list-style-type: none"> <li>Learners will use an evaluation wheel to evaluate their learning about well-being and inequality.</li> <li>Learners will work with others to choose, plan and carry out an activity to raise awareness of inequality among the wider community.</li> </ul>	
<p><b>Key questions</b></p> <ul style="list-style-type: none"> <li>Which areas of learning are we more confident about?</li> <li>Which areas of learning are we less confident about?</li> <li>What do you think is the most important thing you have learned?</li> <li>Which activities did you find the most interesting and why?</li> <li>Which data did you find the most interesting and why?</li> <li>What would you like to learn more about?</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>Activity sheets:             <ol style="list-style-type: none"> <li><i>Evaluation wheel</i></li> <li><i>Blank evaluation wheel</i></li> <li><i>Sharing your learning with others</i></li> </ol> </li> </ul>	
<p><b>Curriculum links</b></p>		
<p><b>England</b></p> <p><i>Pupils should be taught to:</i></p> <p><b>English</b></p> <p><b>Spoken language</b></p> <ul style="list-style-type: none"> <li>Listen and respond appropriately to adults and their peers.</li> <li>Ask relevant questions to extend their understanding and knowledge.</li> <li>Participate in discussions, presentations, performances, role play, improvisations and debates.</li> </ul>	<p><b>Wales</b></p> <p><b>English</b></p> <p><b>Oracy</b></p> <ul style="list-style-type: none"> <li>Listen and view attentively, responding to a wide range of communication.</li> <li>Identify key points and follow up ideas through question and comment, developing response to others in order to learn through talk.</li> <li>Speaking and listening individually, in pairs, in groups and as members of a class.</li> </ul>	<p><b>Scotland</b></p> <p><b>Literacy and English: Understanding, analysing and evaluating</b></p> <ul style="list-style-type: none"> <li>I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own.</li> </ul> <p style="text-align: right;">LIT 2-07a</p>

**Activity 1.1 (25 min)**

- Ask learners to use the *Evaluation wheel* (Activity sheet 1) to reflect on their learning and understanding about inequality. Learners should mark a cross or dot on each inner line to show how well they have understood the point. The closer the mark is to the outside of the circle the wheel the more confident the learner feels about the statement. The closer the mark is to the inside of the wheel the less confident the learner is. Learners should then join their marks to create an octagon.



- Ask learners to share their evaluation wheels with others. Discuss how they feel about their learning as a group. You could prompt learners with the following questions:
  - Which areas of learning are we more confident about?
  - Which areas of learning are we less confident about?
  - What do you think is the most important thing you have learned?
  - Which activities did you find the most interesting and why?
  - Which data did you find the most interesting and why?
  - What would you like to learn more about?
- Ask learners for ideas about how they could develop their learning and move more of their marks to the outside of the wheel. Possible ideas include: near-ability pairings, matching up confident and less confident pupils for peer-to-peer teaching, independent research and revisiting some of the Young Lives units. If time allows learners could work together to develop some of these ideas.

**Activity 1.2** (30 min onwards)

- Explain that one way of helping to create a more equal world is to make other people aware of how unfair the world is. Ask learners how they could share what they have learned about inequality with others in the school and wider community. Learners might like to make a poster, present an assembly, teach a lesson to another class, make their own slideshow or write a blog post or article for the school website.
- Explain to learners that these ideas will differ both in the impact they have and the ease with which they can be done. Impact is about both the number of people the activity will reach and the range of people the activity will reach. For example, people from different sectors of the community. Ease is about the time and resources needed to carry out an activity.
- Organise learners into groups of three or four and give each group a copy of *Sharing your learning with others* (Activity sheet 3). Learners should work together to record their ideas and then rate it according to its relative ease and impact.
- Allow time for groups to share their ideas with others. In groups, learners should use their *Sharing your learning with others* table to choose, plan and carry out their 'best' idea for sharing their learning. Encourage learners to think about how they could use infographics, tables, charts and graphs to illustrate and emphasise the key points they want to make.

**Further ideas**

- Learners could use the *Blank evaluation wheel* (Activity sheet 2) to assess their maths learning for the sessions they have completed. Learners could work individually, in pairs, or as a class, to select eight learning outcomes to focus on. These learning outcomes should be written in the eight empty boxes on the sheet. Learners should then use the evaluation wheel to assess and discuss their learning and understanding as in *Activity 4.1*. More able learners could be challenged to construct their own evaluation wheel instead of relying on the template provided.

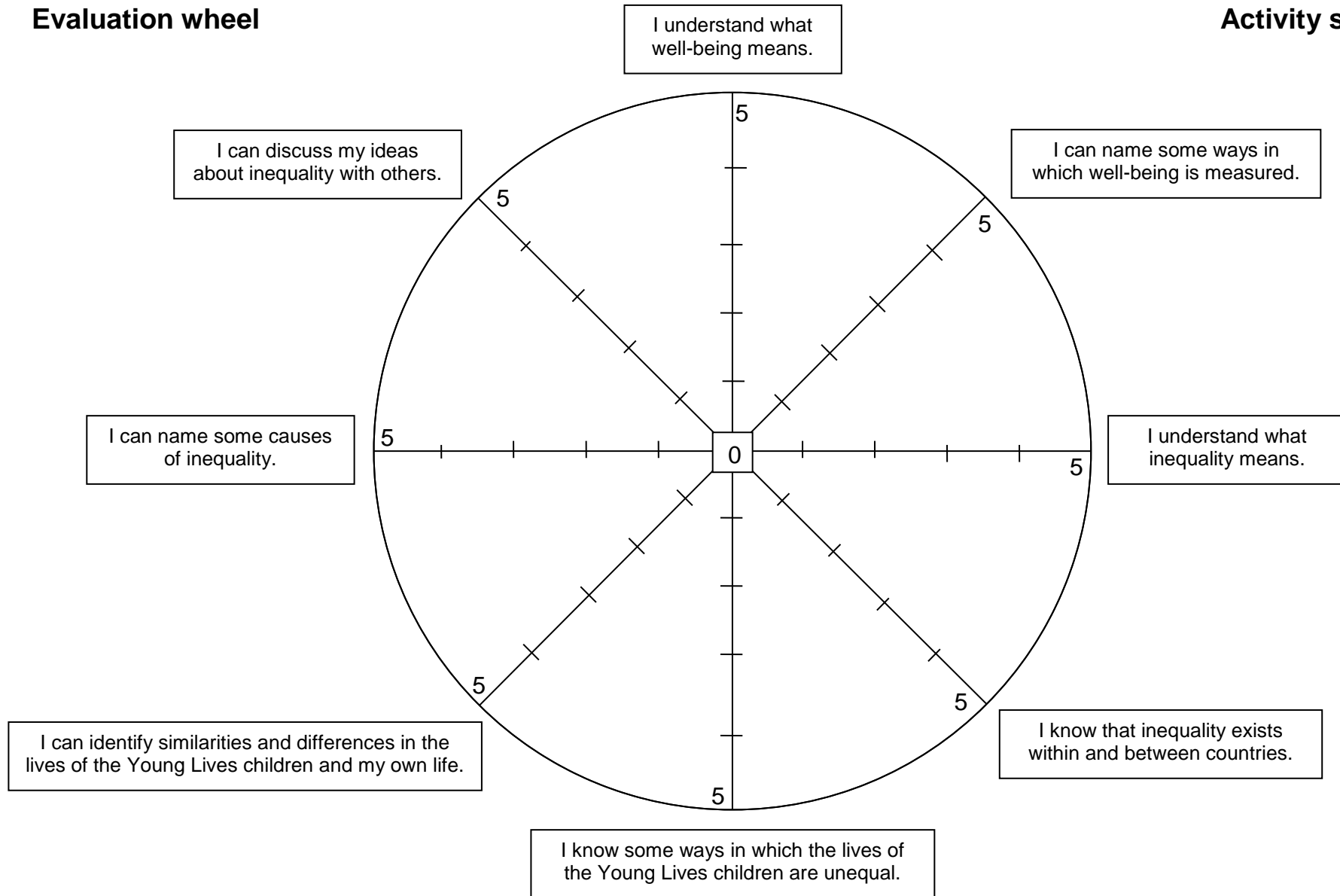
**Terms of use**

Copyright © Oxfam GB / Young Lives

You may use these photographs and associated information for the educational purposes at your educational institution. With each use, you must credit the photographer named for that image and Oxfam and Young Lives. You may not use images and associated information for commercial purposes or outside your educational institution. All information associated with these images relates to the date and time that project work took place.

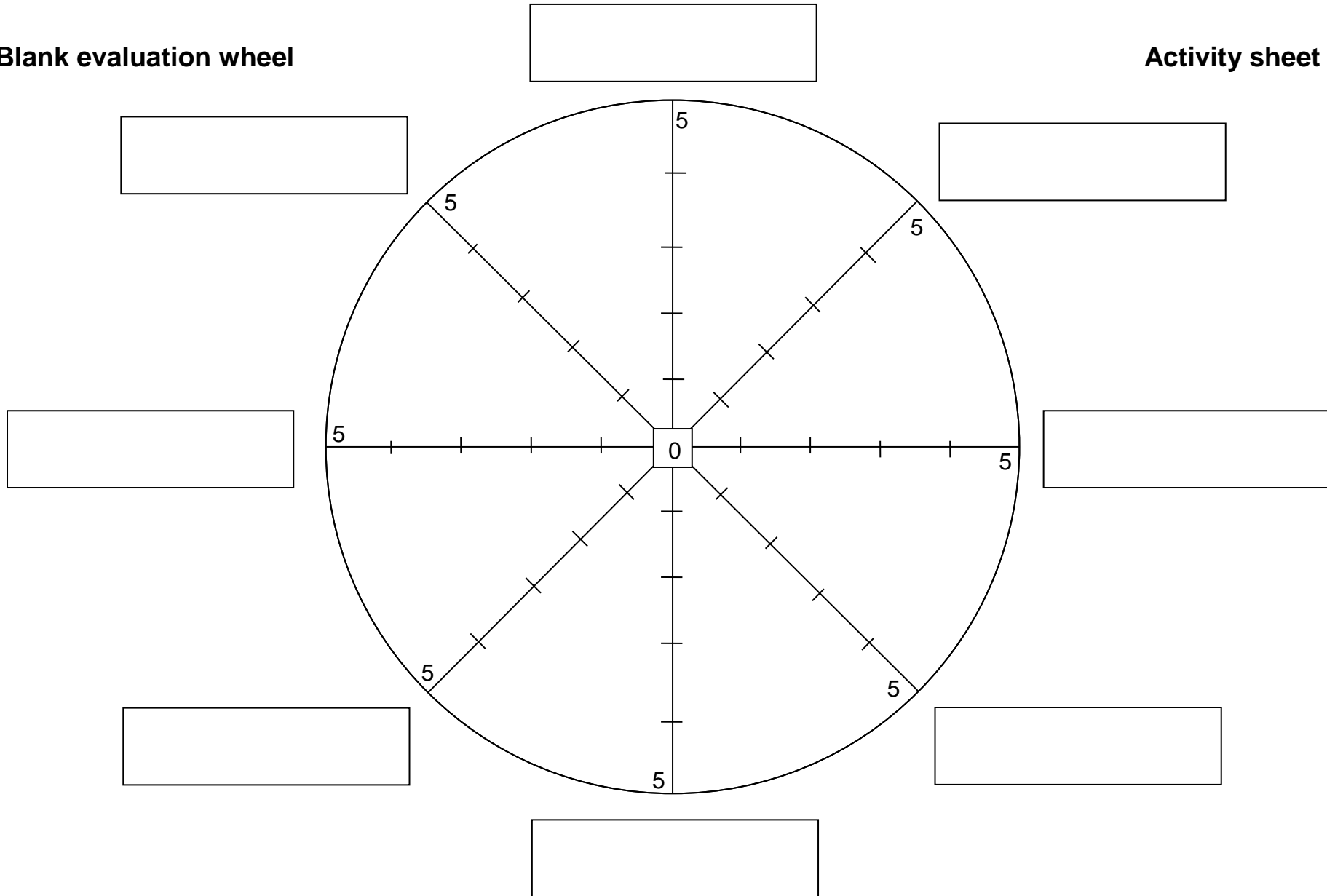
### Evaluation wheel

### Activity sheet 1



Blank evaluation wheel

Activity sheet 2



Sharing your learning with others

Activity sheet 3

Idea	How much impact will it have? 1 ←————→ 5 Low impact                      High impact	How easy will it be to do? 1 ←————→ 5 Easy                                      Difficult