

A CHECKLIST FOR GOOD PUPIL VOICE ACTIVITY PLANNING

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- To stimulate pupil thinking, announce a couple of weeks in advance that the new topic will be beginning soon. Ask them to complete a KWL grid on the topic
- Use pupils' responses to amend subsequent planning for the topic according to the knowledge/lack of knowledge displayed and to inform lines of enquiry
- Use an initial stimulus – images, a video or a story – to activate prior knowledge
- Especially for older pupils, lead some introductory, whole-class lessons on the topic, then allow the opportunity for individual or paired research by pupils on a specific aspect of it. This enables pupils to pursue their own questions and interests
- Individual or small-group KWL grids can be created on paper before elements of them get transferred to a large, whole-class version
- Especially for younger pupils, completing the W section may be more productive after a couple of lessons on the topic. This allows the pupils time to process new information and can improve their ability to generate questions
- Where necessary, focus on the different types of questions that can be asked, including the '5 Ws and how' and what makes a good enquiry question
- Act as scribe for younger or less able pupils who may be able to recall information or ask useful questions about a topic, but not have the writing skills to record their observations
- If a large number of questions are generated, pupils can vote on which are the most important or popular questions
- When a whole-class KWL grid has been created, pupils can be encouraged (as individuals, in groups or as a class) to categorise, rank and reorganise the K suggestions, then the W suggestions, under separate headings
- Display the KWL grid prominently and refer back to it constantly during the topic. As the topic progresses, Ws can be moved to the K section when new knowledge is discovered
- When some Ks answer some of the Ws, pair them up; or add linking lines between them on the grid and label the 'linking ideas' appropriately
- You may find it useful to extend the grid by including more headings to indicate the pupils' ideas. Either, before the topic, how they think they will 'Find' the answers to the questions (KWFL), or (at the end of the topic) 'How' they actually found the information that they did (KWLH).

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