Plenaries on a Plate

168 plenaries

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What have you learnt today?

What is the key thing you have learnt today?

What do you know now, that you did not know at the start of the session?

How has your understanding changed, this session?

What three things have you learnt today?

What is the most important thing you have learnt today?

Why is it most important?

What do you want to know as a result of what we have learnt today?

What can you do now, that you could not do at the start of the session?

How has today's session altered your knowledge or understanding?

What questions do you have based on today's session?

Why do you think we have studied
what we have, this session?

How might you alter today's session for future students?

In what ways might you use your learning from today's session, in the future?

What has been the purpose of our session today?

How might you use what you have learnt today?

If you were going to run this session for other students, what would you identify as the key things they would need to know?

Based on what we have learnt today, what do you think we should look at next? Why?

Where might you make use of the learning we have done today?

Under what circumstances might we need to use today's learning?

How might you test one of your peers to see what they have learnt today?

How might you explain what you have learnt today to your tutor?

How might you explain what you have learnt today to an alien?

How might you explain what you have learnt today to a student younger than yourself?

What connections can you make between today's learning and what we have looked at previously?

How does today's learning connect to what you already know?

How might today's session have been different?

How might we have learnt the same things, but in a different way?

Who might use what we have learnt today in their daily lives?

How have you worked today?
Why?

How might you improve your learning next session?

What have been the strengths and weaknesses of this session?

What skills have you used during this session?

What skills have you improved this session?

How have you improved them?

What knowledge have you gained this session?

How might you use the knowledge you have gained this session, in the future?

How have you interacted with your peers this session?

What strengths and weaknesses have you seen in yourself this session?

What changes might you make next session to how you work?

How has today's session made you feel?

To what extent do you feel you have engaged with the session today? Why?

To what extent do you feel you have learnt in today's session? Why?

How have you learnt this session?

What have you learnt this session?

Why do you feel you have
(or have not) learnt this session?

In what ways has your mind been changed by today's session?

If you were to go back in time and start today's session again, what would you change and why?

How could you have done things differently this session?

What affect might that have had?

How did you feel at the beginning, middle, and end of the session?

How might you work differently next session in order to improve?

How have you used your existing skills and knowledge in today's session?

What have you done well this session? Why?

Write a poem about what you have learnt today

Create a short story of today's session

Write a set of five questions based on today's session and then use them to interview your partner

Draw a picture showing what you have learnt today

Draw a cartoon strip showing what you have learnt today and how you have learnt it

Draw a cartoon strip showing how you will use today's learning in the future

Write a letter to one of next year's students explaining what today's session is about

Write a speech persuading people that what we have learnt today is important

Produce five key points which summarise today's learning

Create a mind-map showing what we have learnt today

Create a set of instructions for today's session which anybody could follow

How might you combine today's learning with something else you already know?

What existing skills or knowledge could you combine today's learning with?

Write a song (or rap) about what
we have learnt today

Create a poster advertising today's learning to other students

Create a short television advert 'selling' today's learning

Create a short radio advert 'selling' today's learning

Create a quiz, based on today's learning, which you could use to test other students

Explain what we have learnt today without using words

Create a short presentation explaining the key points from today's session

Create a leaflet about what you have learnt today

Write a letter to a person in the nineteenth-century explaining what you have learnt today

Write a message to an alien explaining what you have learnt today

Use symbols to show what you have learnt today

Make a model of one aspect of your learning

Sculpt one of the key ideas from today's session

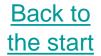Construct a timeline showing your learning through the session

Swap your work with a partner and assess it:

What have they done well?
How might they improve?

Assess your own work:

What have you done well?
What can you improve next session?

What strengths have you shown in today's session?

What areas for improvement can you find?

Find a partner with whom you do not usually work.

Swap your work and assess it:

Identify three strengths and one target for improvement

What is the most important thing
we have learnt today and why?

Write down all the things we have learnt today.

Once you have done this, order them according to how important you believe them to be.

How might you improve today's session?

What difficulties have you encountered today?

How have you dealt with them?

What difficulties might a student who was new to today's topic encounter?
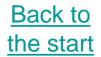
What was the main objective of the session?

What evidence do you have to show what you have learnt today?

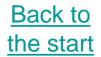What key question would you ask to find out whether someone has understood today's session?

Write an exam-style question and mark-scheme based on today's session

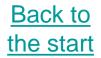Write three key questions which you think people should be able to answer, based on today's session.

When ready, go around and ask people your questions.

Identify the key learning points from today's session

Compare what you know now with what you knew at the start of the session.

How is it different?

Write a quiz based on what we have learnt today.

Ensure you cover all areas.

When complete, test your partner.

What different possibilities can you imagine for next session, bearing in mind what we have learnt today?

Pick one thing you have done today and identify how you could do it better

Pick one thing you have done today and identify why it was good and how it has helped you

To what extent do you feel what we have learnt today is useful?

Why?

Write what you have learnt today on a piece of paper and hand it in on your way out

If you feel you have fully understood the session, give a thumbs up.

If you feel you have understood most of it, turn your thumbs sideways.

If you feel you have struggled to understand it, give a thumbs down.

Think about today's session. Give yourself a score between 1 and 5.

1 = I have really struggled and need more help.

5 = I have understood nearly everything and could explain to others.

Once you have done this, find someone with a different score. Either ask them for help, or offer them help.

Write down the questions you still have about the topic, and which you do not feel have been answered yet

What criteria would you use to judge whether someone has fully understood the session today?

How does today's session connect to your existing knowledge?

How does today's session connect to our previous areas of study?

How might today's session connect to other areas of the curriculum?

Write down what you think is the most important thing you have learnt today, and then hold it up for everyone to see

Draw a line and label it from one (no idea) to ten (completely understand).

Indicate where you feel you were at in relation to the topic at the start of the session, and where you feel you are at now. Then, explain your choices.

Work in a group and create a freeze-frame showing the key thing you have learnt today.

Work in pairs. Take it in turns to mime key ideas and information from the session.

The other person has to guess what is being mimed.

Create a short role-play in which someone's life is changed through learning what we have learnt today

Create a pair of still images showing life before and after what we have learnt today

Work in groups. Create a role-play showing what life would be like if no one knew about what we have learnt today.

Work in pairs. Create a thirty-second sales pitch for today's learning, which could be used on a television shopping channel.

Work in pairs. One person is the interviewer.

The other person has had their life changed by what we have learnt today.

Conduct an interview for the BBC news using these roles.

Work in groups. One person is the chairperson.

The rest split between for and against.

The motion is: '**Today we have learnt some incredibly important things**'.

The debaters must argue the point whilst the chairperson referees.

Work in pairs. Each person, in secret, chooses an emotion.

Next, conduct a discussion about what we have learnt today, whilst playing that emotion.

When the leader says, continue the discussion but swap your emotions.

Work in groups. Turn today's session into a dramatic story.

One person reads the story aloud while the rest of the group act it out.

List everything you learned during today's session

How would you explain one element of today's learning to a friend

What one thing will you most remember from today's session and why?

How would you describe your learning today?

What image could you draw to show your learning today?

What image would you use to explain your learning in today's session?

Tell three people in the group three
things you've learned today

Ask three people in the group what they know now that they didn't know at the start of the session

Ask two people in the group how they would explain their learning to an alien

Can you mime what you have learned today?

Create a comic strip showing how your learning has changed during the session

Which famous person can you connect to today's learning and why?

Where could the learning we have done today be used in real life?

How might we build on our learning next session? Why do you think that?

What do you predict we will do next session, based on what we have done today?

Can you come up with a rap explaining your learning today?

What made today's session stand out? Why?

How would you summarise our learning today for a pro vice-chancellor?

If we went through today's session again, what would you change and why?

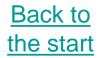Turn today's learning into an advertising slogan, then be ready to explain your thinking

List everything you have learnt this session.

Once done, order your list from most to least important.

Be ready to justify your choices.

Write a postcard to a friend explaining what you have learnt this session.

Draw a picture for the front showing what you have learnt.

Write a txt msg explaining what you have learnt this session

Choose three keywords we have used this session.

Write a definition for each and then give an example.

Choose one thing you have done this session and redo it so that it is better

Plan your own session covering what we have studied today

Compare what you have learnt this session with what you learnt last session.

How is it similar?

How is it different?

Write a list of what you have learnt today.

Give examples for each so as to show your understanding.

Produce a summary of what you have learnt today.

When done, rewrite it using fewer words.

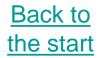After that, reduce it to either a single sentence, or three bullet points.

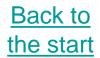In pairs, discuss what you have learnt this session.

Be ready to feedback examples.

In pairs, assess your work.

Take it in turns to go through and identify the strengths and one area for improvement in your work, and in that of your partner.
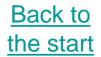
Come up with a series of questions designed to test someone's knowledge of what we have studied today.

When ready, work in pairs and test each other.

In pairs, take it in turns to interview one another about what has been learnt today.

Take notes as you go.

In pairs, produce a list of key words and definitions which link to today's session.

Then, jumble them up and challenge another pair to match the correct word to the correct definition.

In pairs, discuss how you feel what we have learnt today is used in the wider world.

Be ready to feed back to the whole class.

In pairs, take it in turns to try and talk for a minute about today's topic without pausing or repeating yourself.

In pairs, one person is 'for' and one person is 'against'.

The motion is: **'What we have learnt today is extremely important.'**

The people 'for' will go first, for a minute.

The people 'against' will get a minute after that.

Finally, there will be a minute of free-for-all, where both sides can speak.

Take it in turns to draw something connected to today's session.

The other person must try to guess what it is.

The drawer is not allowed to talk, or to write any words.

In groups, discuss what you have learnt this session.

In groups, identify what you think are the three most important things we have learnt today.

Elect one representative.

They will travel to other groups and try to persuade them of your views.

In groups, take it in turns to try to talk for one minute about today's topic without stopping or repeating yourself.

In groups, produce a role-play based around something we have learnt today.

Write a possible exam question based on today's learning.

Swap books with a partner and attempt their question.

Write a possible exam question based on today's learning.

Then, write a model answer.

Write a series of multiple choice questions based on today's learning.

Swap books with a partner and attempt their questions.

Draw three to five key concepts or ideas linked to today's session.

Do not label them.

Swap books with a partner and try to identify what the concepts or ideas are.

Write three possible exam questions based on today's learning.

Walk around the room and ask your questions to other students.

Discuss their answers with them.

In groups, write a short summary of everything we have learnt today.

Produce a series of appropriate actions to go with your summary.

One person will read the summary out to the class whilst the rest of your group do the actions.

Write a question, based on today's topic, with which you think you can beat the PAL leaders.