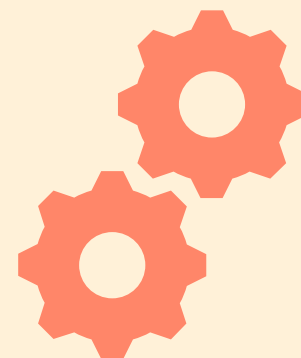




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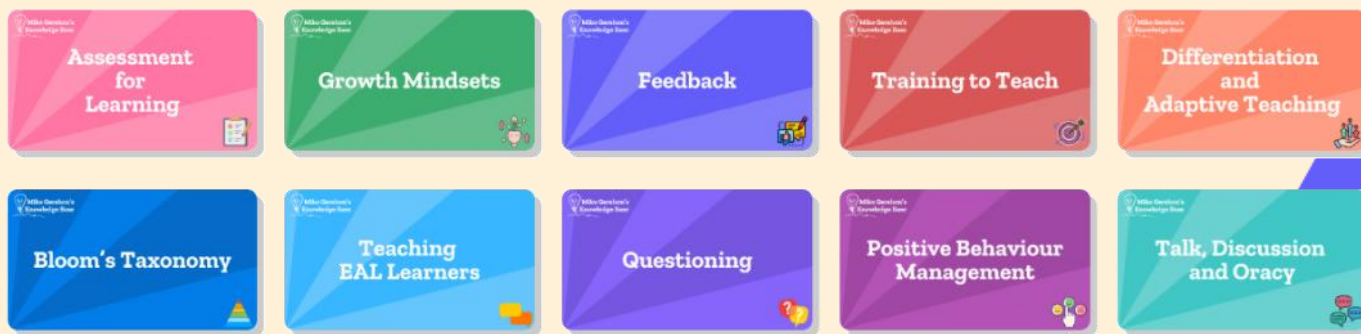


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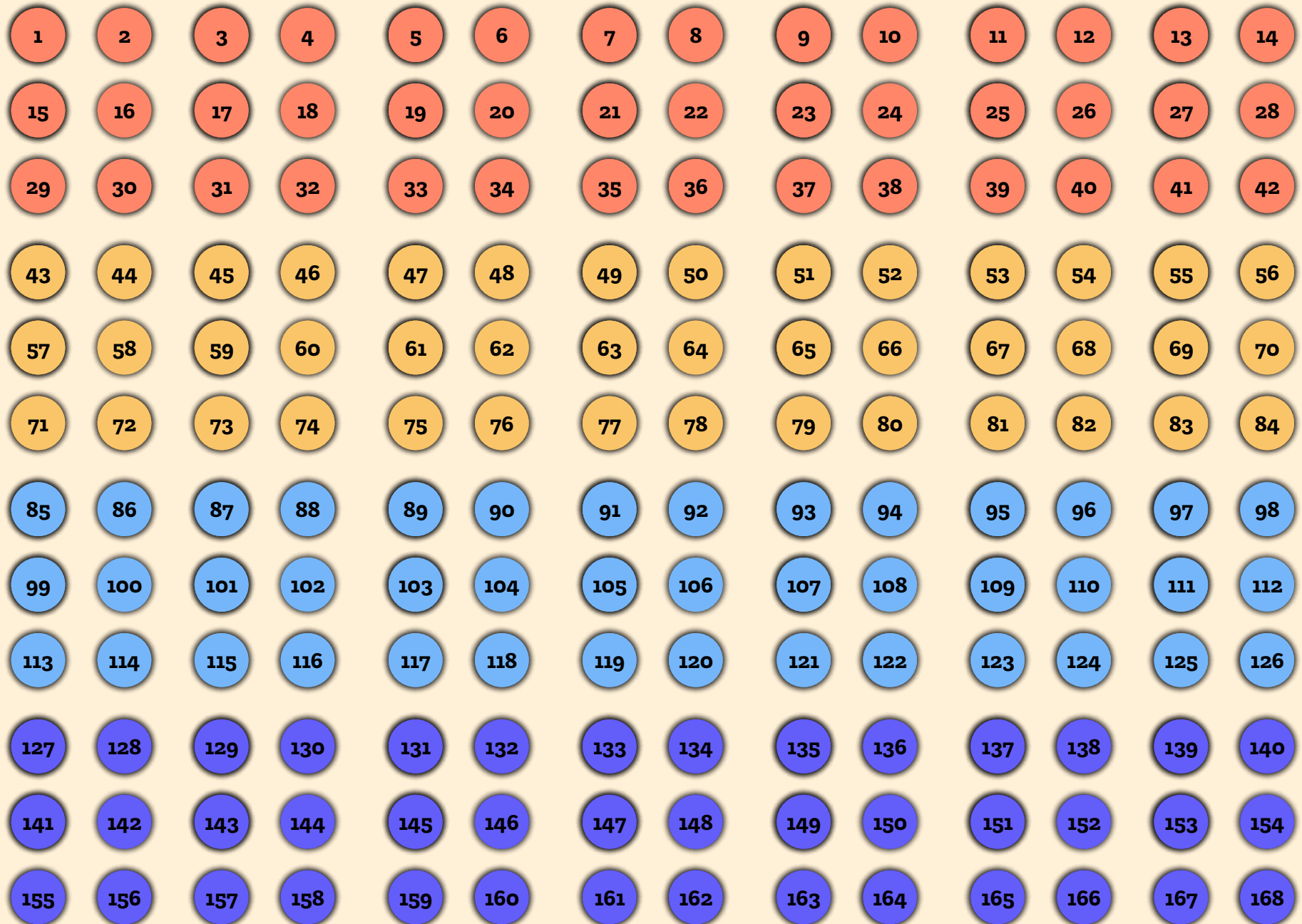
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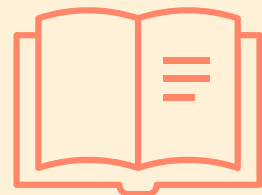
Click a button...get a plenary



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A yellow pencil icon pointing towards the top left corner.

What have you learned today?



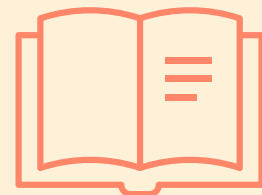
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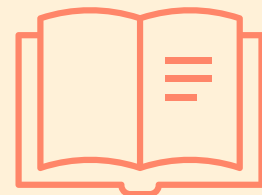
**What is the key thing you have
learned today?**



Plenaries on a Plate

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



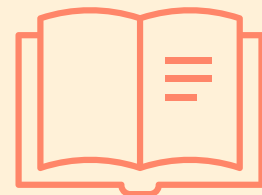
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**How has your understanding
changed, this lesson?**



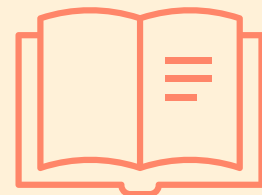
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What three things have you learned today?

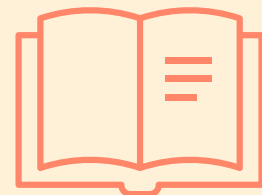


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**What is the most important
thing you have learned today?**

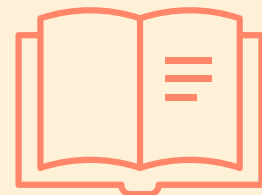
Why is it most important?



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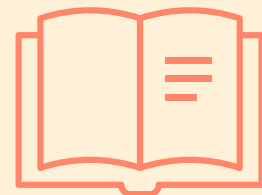
**What do you want to know as a
result of what we have learned
today?**



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



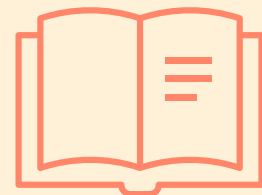
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**How has today's lesson altered
your knowledge or
understanding?**



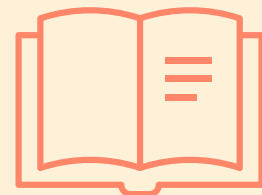
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What questions do you have based on today's lesson?



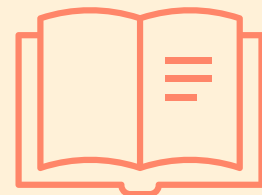
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**Why do you think we have studied
what we have, this lesson?**



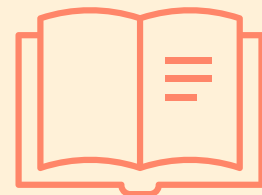
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How might you alter today's lesson for future learners?



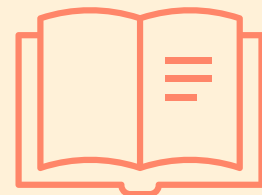
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**In what ways might you use your
learning from today's lesson in the
future?**



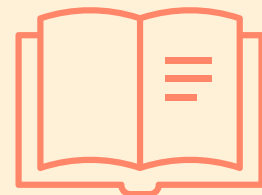
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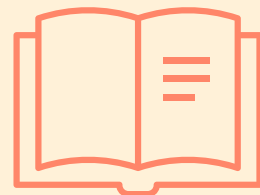
What has been the purpose of our lesson today?



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How might you use what you have learned today?



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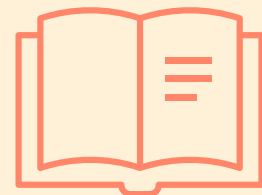
If you were going to teach this lesson to younger learners, what would you identify as the key things they would need to know?



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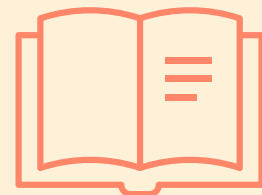
**Based on what we have
learned today, what do you
think we should study next?
Why?**



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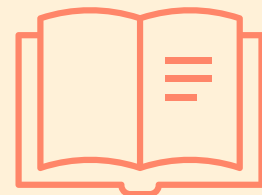
**Where might you make use of
the learning we have done
today?**



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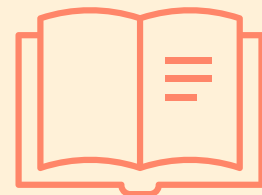
**Under what circumstances might
we need to use today's learning?**



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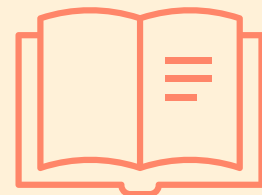
**How might you test one of
your peers to see what
they have learned today?**



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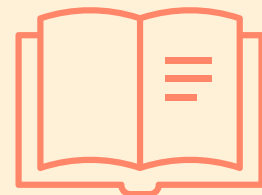
**How might you explain
what you have learned
today to your parents?**



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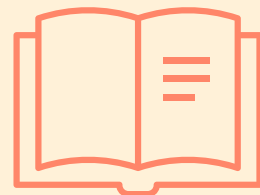
**How might you explain what
you have learned today to an
alien?**



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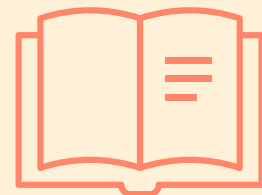
**How might you explain what
you have learned today to
someone younger than
yourself?**



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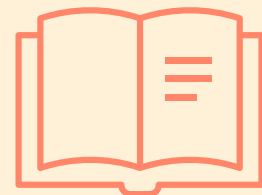
**What connections can you
make between today's
learning and what we have
studied previously?**



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



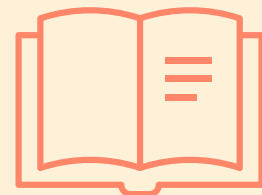
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How might today's lesson have been different?



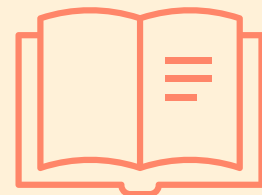
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How might we have learned the same things, but in a different way?



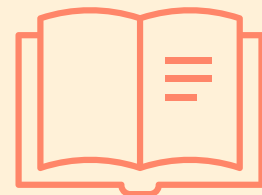
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**Who might use what we have
learned today in their daily lives?**

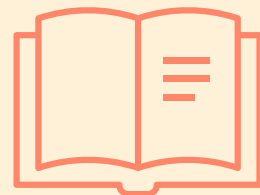


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How have you worked today?

Why?



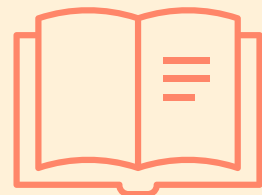
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How might you improve your learning next lesson?



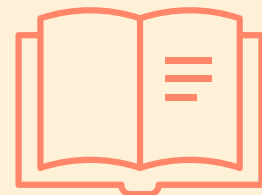
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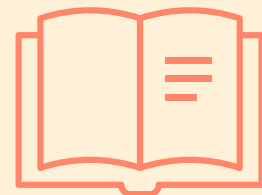
What have been the strengths and weaknesses of this lesson?



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**What skills have you used during
this lesson?**

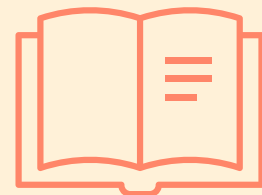


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**What skills have you
improved this lesson?**

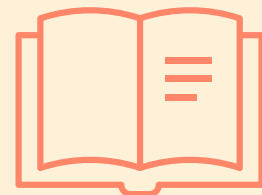
**How have you improved
them?**



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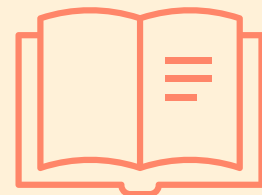
**What knowledge have you
gained this lesson?**



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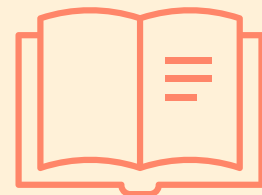
**How might you use the
knowledge you have gained
this lesson in the future?**



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**How have you interacted with
your peers this lesson?**



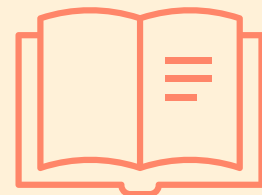
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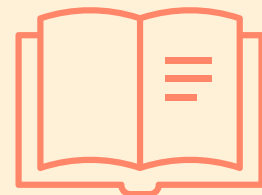
What strengths and weaknesses have you seen in yourself this lesson?



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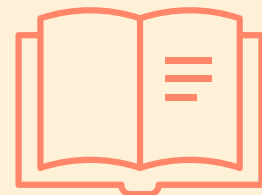
**What changes might you make
next lesson to how you work?**



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A yellow pencil icon pointing towards the center of the slide.

How has today's lesson made you feel?



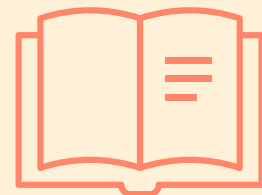
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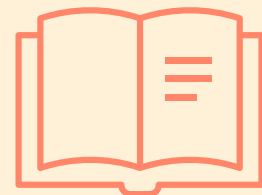
**To what extent do you feel
you have engaged with the
lesson today? Why?**



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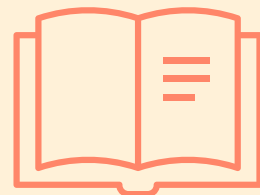
**To what extent do you feel
you have learned in today's
lesson? Why?**



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How have you learned this lesson?



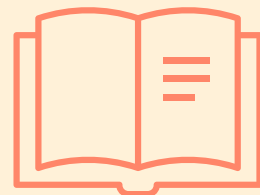
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What have you learned this lesson?



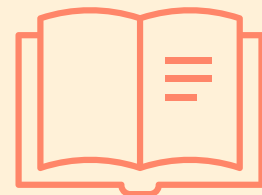
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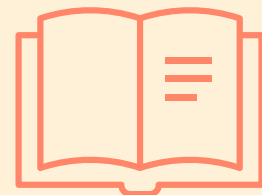
**Why do you feel you have
(or have not) learned this
lesson?**



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



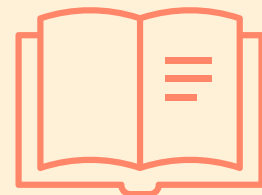
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**If you were to go back in time
and start today's lesson again,
what would you change and
why?**

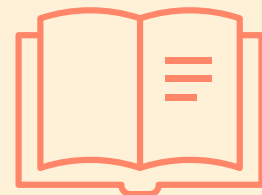


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How could you have done things differently this lesson?

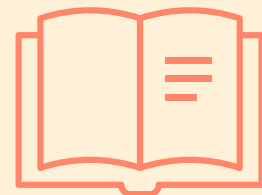
What effect might that have had?



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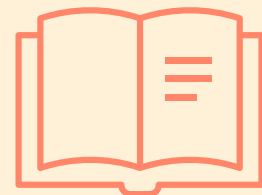
**How did you feel at the
beginning, middle, and end
of the lesson?**



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**How might you work differently
next lesson in order to improve?**



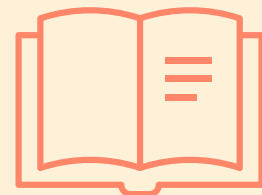
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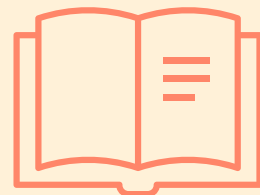
**How have you used your existing
skills and knowledge in today's
lesson?**



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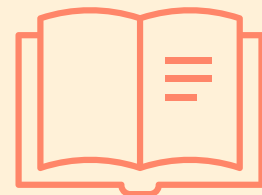
What have you done well this lesson? Why?



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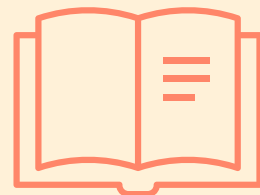
**Write a poem about what you have
learned today**



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Create a short story of
today's lesson



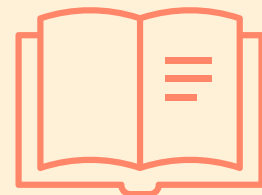
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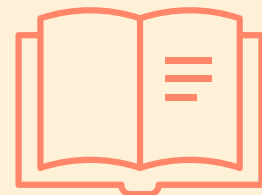
**Write a set of five questions
based on today's lesson and then
use them to interview your
partner**



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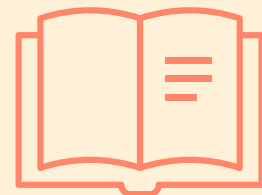
**Draw a picture showing what you
have learned today**



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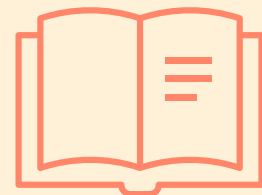
**Draw a cartoon strip showing what
you have learned today and how
you have learned it**



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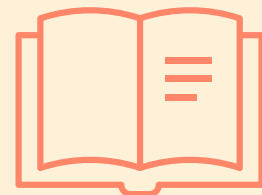
**Draw a cartoon strip showing
how you will use today's
learning in the future**



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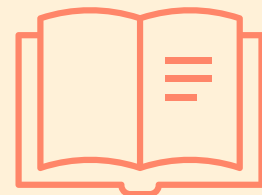
**Write a letter to one of next
year's learners explaining what
today's lesson is about**



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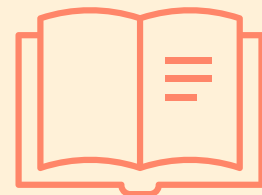
**Write a speech persuading people
that what we have learned today is
important**



Plenaries on a Plate

A yellow pencil icon pointing towards the text.

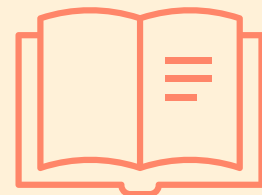
**Produce five key points that
summarise today's learning**



Plenaries on a Plate



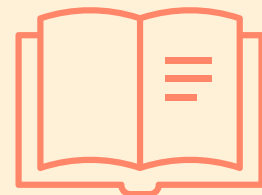
**Create a mind-map showing
what we have learned today**



Plenaries on a Plate

A yellow pencil icon pointing towards the text.

**Create a set of instructions
for today's lesson that anyone
could follow**



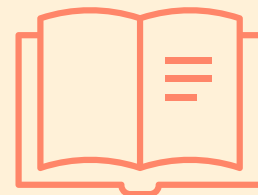
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Plenaries on a Plate



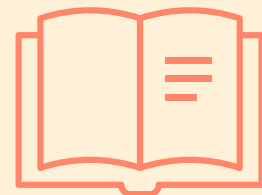
**How might you combine today's
learning with something else you
already know?**



Plenaries on a Plate



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



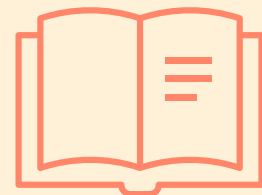
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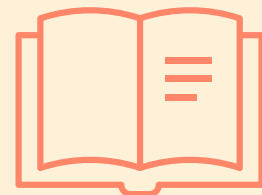
**Write a song (or rap) about
what we have learned today**



Plenaries on a Plate

A yellow pencil icon pointing towards the main text, located on the left side of the slide.

**Create a poster advertising
today's learning to other
learners**



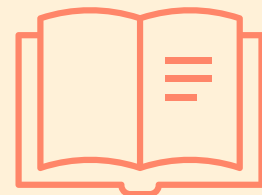
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Plenaries on a Plate

A yellow pencil icon pointing towards the main text.

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



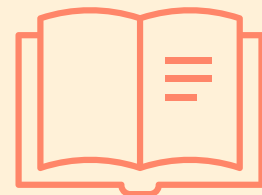
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Plenaries on a Plate

A yellow pencil icon with a white eraser, pointing towards the main text.

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



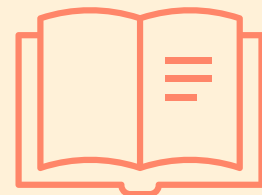
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**Create a quiz, based on today's
learning, that you could use to test
other learners**



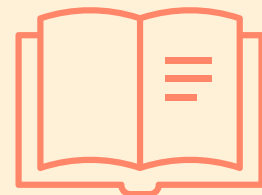
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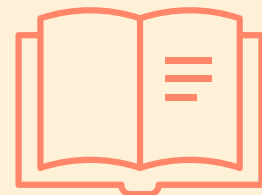
Explain what we have learned today without using words



Plenaries on a Plate

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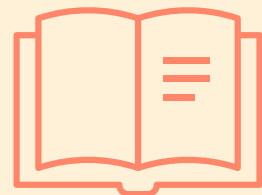
**Create a short presentation
explaining the key points from
today's lesson**



Plenaries on a Plate



**Create a leaflet about what you
have learned today**



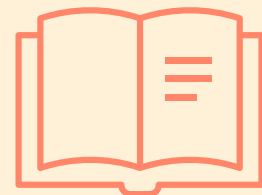
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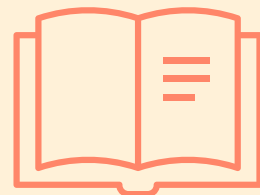
**Write a letter to a person in
the nineteenth-century
explaining what you have
learned today**



Plenaries on a Plate



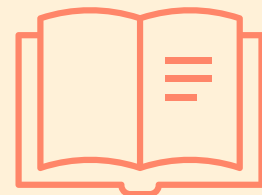
**Write a message to an alien
explaining what you have
learned today**



Plenaries on a Plate

A yellow pencil icon pointing towards the text.

Use symbols to show what you have learned today



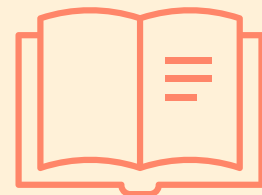
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Plenaries on a Plate

A yellow pencil icon pointing towards the center of the slide.

Make a model of one aspect of your learning



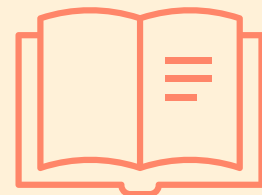
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Plenaries on a Plate

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**Sculpt one of the key ideas
from today's lesson**



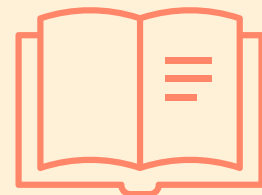
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Plenaries on a Plate

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**Construct a timeline showing
your learning through the
lesson**



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Plenaries on a Plate



**Swap your work with a partner
and assess it:**

**What have they done well?
How could they improve?**

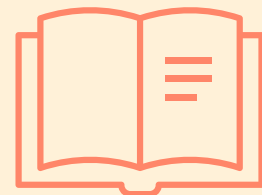


Plenaries on a Plate



Assess your own work:

**What have you done well?
What can you improve
next lesson?**



Plenaries on a Plate



**What strengths have you
shown in today's lesson?**

**What areas for improvement
can you find?**



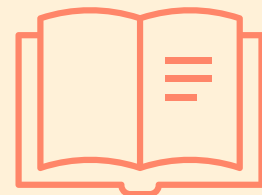
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Find a partner with whom you do not usually work.

Swap your work and asses it.

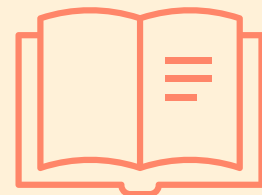
Identify three strengths and one target for improvement



Plenaries on a Plate

A yellow pencil icon pointing towards the text.

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

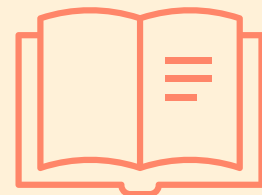


Plenaries on a Plate



**Write down all the things
we have learned today.**

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



Plenaries on a Plate



How could you improve today's lesson?



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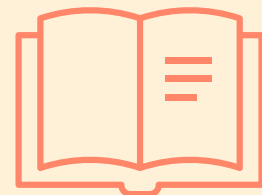
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**What difficulties have you
encountered today?**

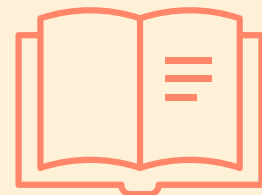
How have you dealt with them?



Plenaries on a Plate



**What difficulties might a learner
who was new to today's topic
encounter?**

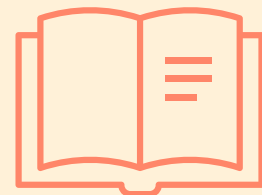


Plenaries on a Plate



**Assess your learning using
the learning objective.**

**Have you met it?
How?**



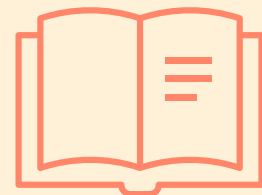
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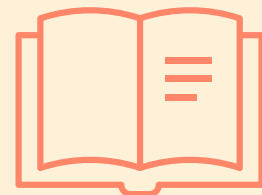
**What evidence do you have to
show what you have learned
today?**



Plenaries on a Plate

A yellow pencil icon pointing towards the text.

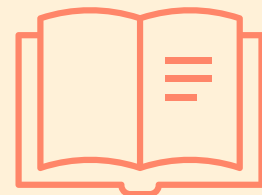
What key question would you ask to find out whether someone has understood today's lesson?



Plenaries on a Plate



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

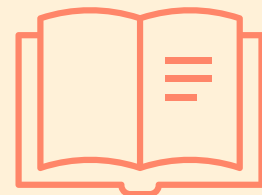


Plenaries on a Plate



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

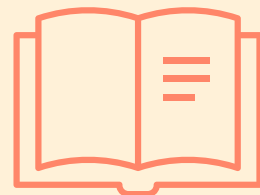
When ready, go around and ask people your questions.



Plenaries on a Plate

A yellow pencil icon pointing towards the text.

**Identify the key learning points
from today's lesson**



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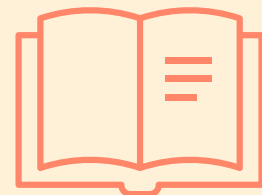
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**Compare what you know
now with what you knew at
the start of the lesson.**

How is it different?



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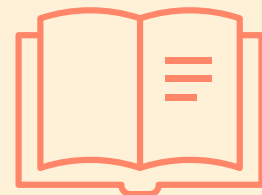
Plenaries on a Plate



**Write a quiz based on what we
have learned today.**

Ensure you cover all areas.

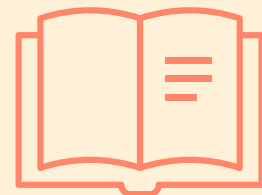
**When complete, test your
partner.**



Plenaries on a Plate



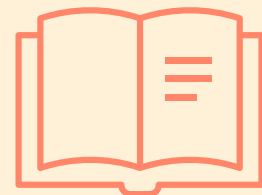
What different possibilities can you imagine for next lesson, bearing in mind what we have learned today?



Plenaries on a Plate



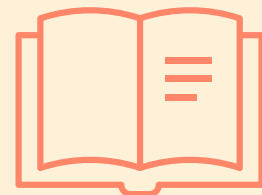
**Pick one thing you have done today
and identify how you could do it
better**



Plenaries on a Plate



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

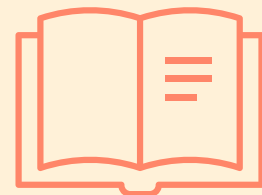


Plenaries on a Plate



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

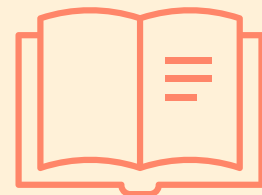
Why?



Plenaries on a Plate



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



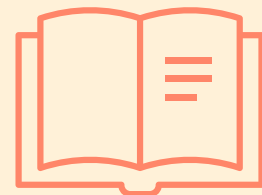
Plenaries on a Plate



If you feel you have fully understood the lesson, 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.



Plenaries on a Plate

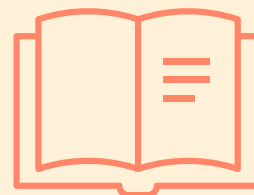


**Think about today's lesson.
Give yourself a score between 1 and 5.**

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.**



Plenaries on a Plate

A yellow pencil icon pointing towards the text.

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



Plenaries on a Plate



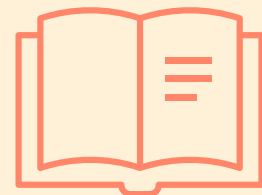
What criteria would you use to judge whether someone has fully understood the lesson today?



Plenaries on a Plate



**How does today's lesson
connect to your existing
knowledge?**



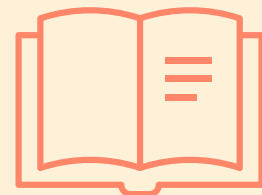
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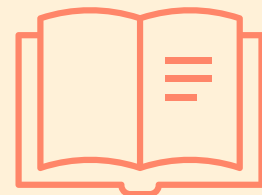
**How does today's lesson
connect to our previous
areas of study?**



Plenaries on a Plate



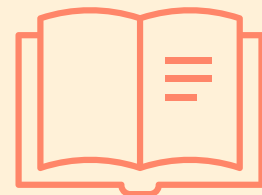
**How might today's lesson
connect to other areas of the
curriculum?**



Plenaries on a Plate



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



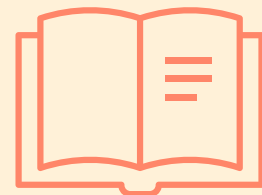
Plenaries on a Plate



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 lesson, and where you feel you are at now.

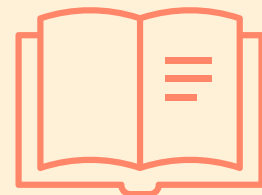
Then, explain your choices.



Plenaries on a Plate



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



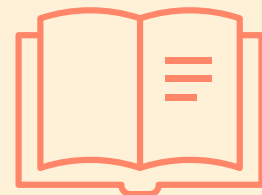
Plenaries on a Plate



Work in pairs.

Take it in turns to mime key ideas and information from the lesson.

The other person must guess what is being mimed.



Plenaries on a Plate



**Create a short role-play in
which someone's life is changed
by learning what we have
learned today**



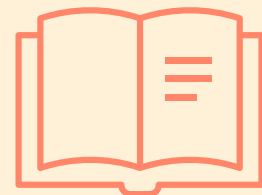
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Plenaries on a Plate

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

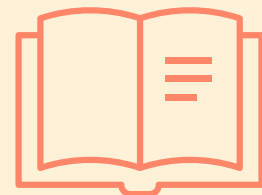


Plenaries on a Plate



Work in groups.

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

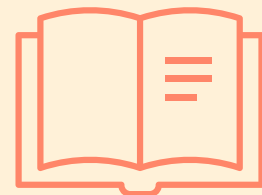


Plenaries on a Plate



Work in pairs.

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



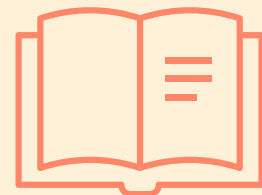
Plenaries on a Plate



Work in pairs.

**One person is the interviewer.
The other person has had their life changed
by what we have learned today.**

**Conduct an interview for the BBC news
using these roles.**



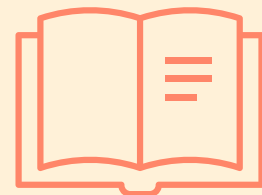
Plenaries on a Plate



**Work in groups.
One person is the chairperson.
The rest split between for and against.**

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

**The debaters must argue the point while
the chairperson referees.**



Plenaries on a Plate

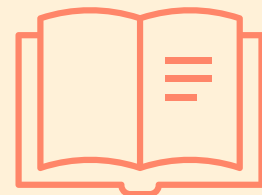


Work in pairs.

Each person, in secret, chooses an emotion.

**Next, conduct a discussion about what we
have learned today, while playing that
emotion.**

**When the teacher says, continue the
discussion but swap your emotions.**



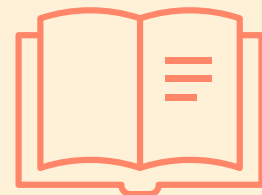
Plenaries on a Plate



Work in groups.

Turn today's lesson into a dramatic story.

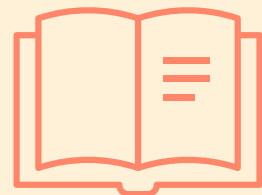
One person reads the story aloud while the rest of the group act it out.



Plenaries on a Plate

A yellow pencil icon pointing towards the center of the slide.

**List everything you learned
during today's lesson**



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Plenaries on a Plate



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



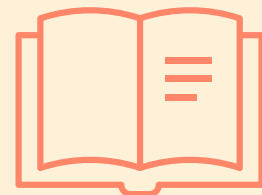
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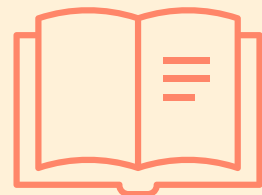
What one thing will you most remember from today's lesson and why?



Plenaries on a Plate

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**How would you describe
your learning today?**



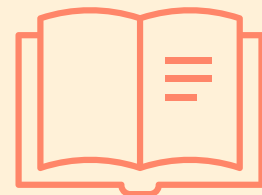
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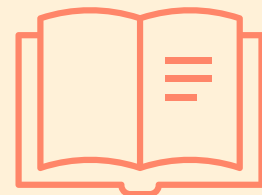
**What image could you draw to
show your learning today?**



Plenaries on a Plate



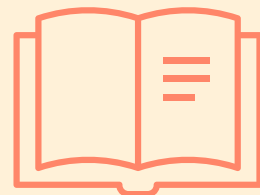
**What image would you use to
explain your learning in
today's lesson?**



Plenaries on a Plate

A yellow pencil icon pointing towards the text.

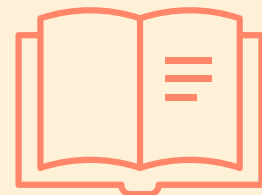
**Tell three people in the class three
things you've learned today**



Plenaries on a Plate

A yellow pencil icon pointing towards the text.

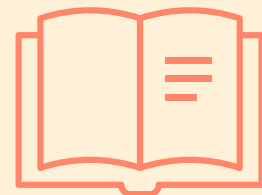
Ask three people in the class what they know now that they didn't know at the start of the lesson



Plenaries on a Plate

A yellow pencil icon pointing towards the text.

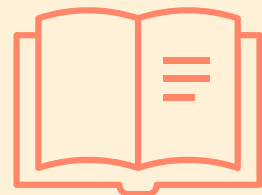
**Ask two people in the class how
they would explain their learning
to an alien**



Plenaries on a Plate



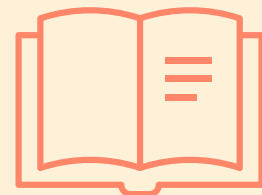
**Can you mime what you have
learned today?**



Plenaries on a Plate



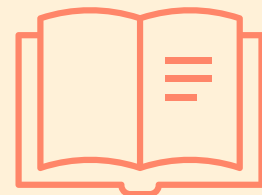
**Create a comic strip showing how
your learning has changed
during the lesson**



Plenaries on a Plate

A yellow pencil icon pointing towards the text.

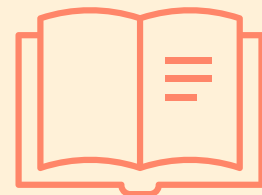
**Which famous person can you
connect to today's learning
and why?**



Plenaries on a Plate

A yellow pencil icon pointing towards the text.

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



[Back to
the start](#)

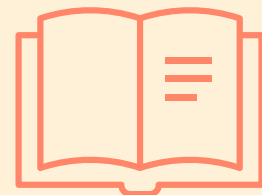
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Plenaries on a Plate



**How might we build on our
learning next lesson?**

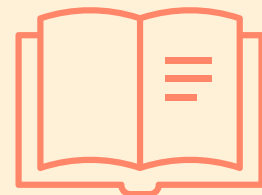
Why do you think that?



Plenaries on a Plate



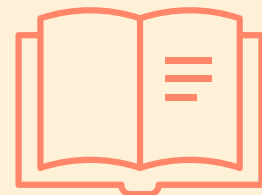
**What do you predict we will do
next lesson, based on what we
have done today?**



Plenaries on a Plate



**Can you create a rap explaining
your learning today?**



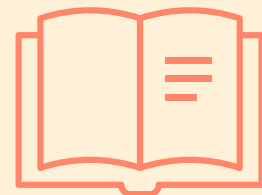
[Back to
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Plenaries on a Plate

A yellow pencil icon pointing towards the center of the slide.

What made today's lesson stand out? Why?



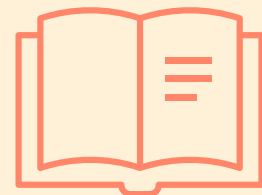
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Plenaries on a Plate

A yellow pencil icon pointing towards the main text.

How would you summarise our learning today for the headteacher?



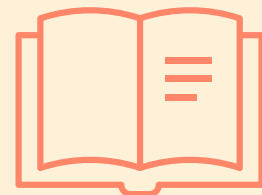
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Plenaries on a Plate



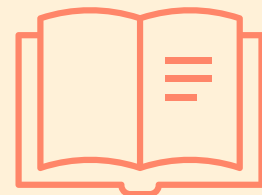
**If we went through today's
lesson again, what would you
change and why?**



Plenaries on a Plate

A yellow pencil icon pointing towards the text.

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



[Back to
the start](#)

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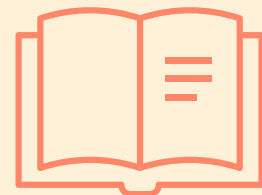
Plenaries on a Plate



**List everything you have
learned this lesson.**

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

Be ready to justify your choices.

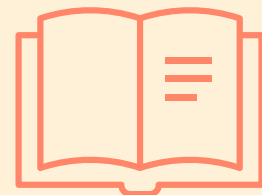


Plenaries on a Plate



**Write a postcard to a friend
explaining what you have learned
this lesson.**

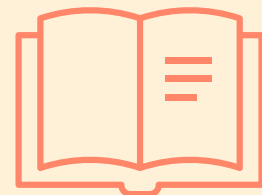
**Draw a picture for the front showing
what you have learned.**



Plenaries on a Plate



Write a WhatsApp explaining what you have learned this lesson

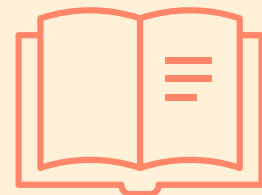


Plenaries on a Plate



**Choose three keywords we have
used this lesson.**

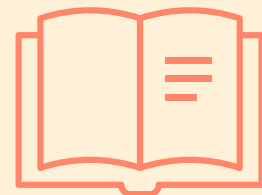
**Write a definition for each and
then give an example.**



Plenaries on a Plate



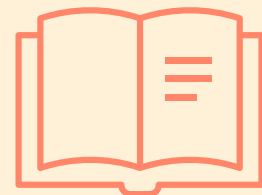
**Choose one thing you have done
this lesson and redo it
so that it is better**



Plenaries on a Plate

A yellow pencil icon pointing towards the main text.

Plan your own lesson covering what we have studied today



[Back to
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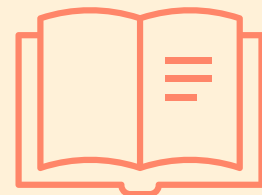
Plenaries on a Plate



**Compare what you have learned this lesson
with what you learned last lesson.**

How is it similar?

How is it different?

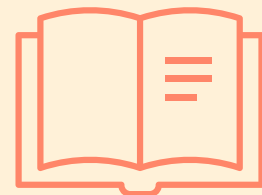


Plenaries on a Plate

A yellow pencil icon pointing towards the text.

**Write a list of what you
have learned today.**

**Give examples for each to show
your understanding.**



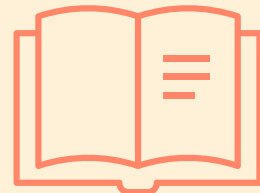
Plenaries on a Plate



Produce a summary of what you have learned today.

When done, rewrite it using fewer words.

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

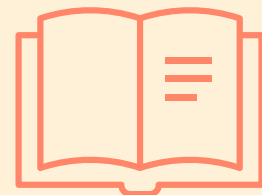


Plenaries on a Plate

A yellow pencil icon pointing towards the text.

**In pairs, discuss what you have learned
this lesson.**

Be ready to feedback examples.



Plenaries on a Plate



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.

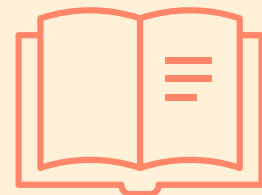


Plenaries on a Plate



Create 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.

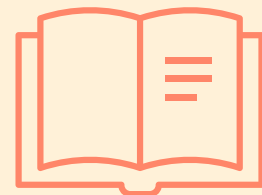


Plenaries on a Plate



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

Take notes as you go.

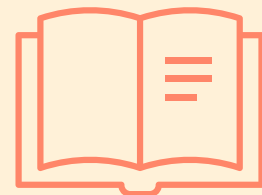


Plenaries on a Plate



**In pairs, produce a list of keywords
and definitions that link
to today's lesson.**

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

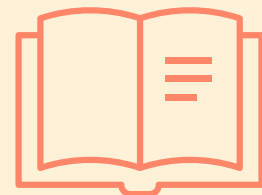


Plenaries on a Plate



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

Be ready to feed back to the whole class.



Plenaries on a Plate



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



Plenaries on a Plate



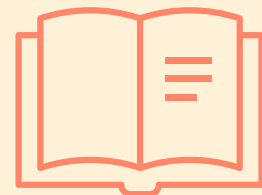
In pairs, one person is 'for' and one person is 'against'.

The motion is: 'What we have learned 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.



Plenaries on a Plate

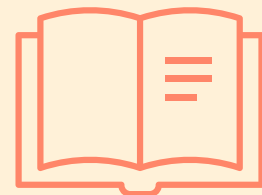


Work in pairs.

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

The other person must try to guess what it is.

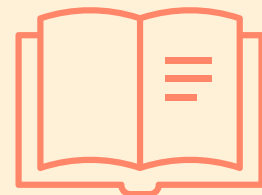
**The drawer is not allowed to talk,
or to write any words.**



Plenaries on a Plate

A yellow pencil icon pointing towards the text.

In groups, discuss what you have learned this lesson.



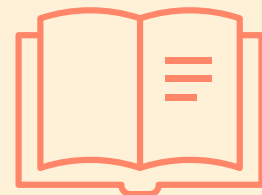
Plenaries on a Plate



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

Elect one representative.

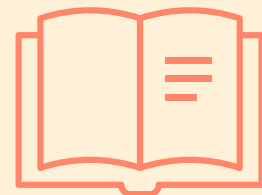
They will travel to other groups and try to persuade them of your views.



Plenaries on a Plate



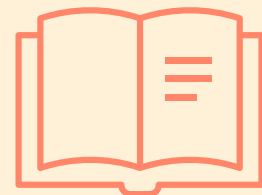
In groups, take it in turns to try to talk for one minute about today's topic without stopping or repeating yourself.



Plenaries on a Plate

A yellow pencil icon pointing towards the text.

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

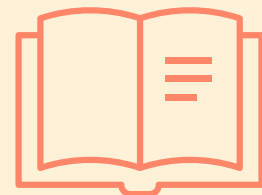


Plenaries on a Plate



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

**Swap books with a partner and
attempt their question.**

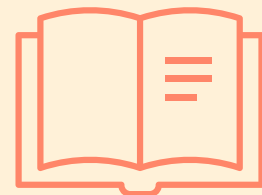


Plenaries on a Plate



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

Then, write a model answer.

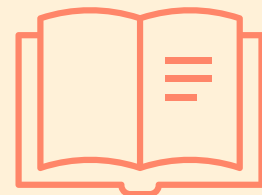


Plenaries on a Plate



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

Swap books with a partner and attempt their questions.



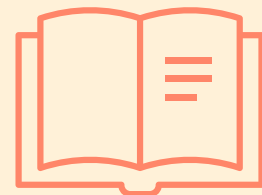
Plenaries on a Plate



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

Do not label them.

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



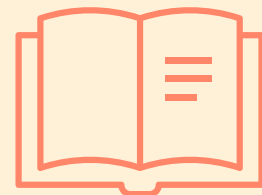
Plenaries on a Plate



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

**Walk around the room and ask your
questions to other learners.**

Discuss their answers with them.



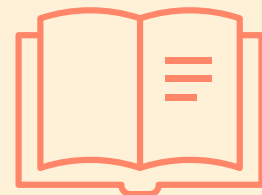
Plenaries on a Plate



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

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

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



Plenaries on a Plate



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

