

Grade 5-12

Teachers' Toolkit

TEMPLATES KIT

- 10 collections of teaching tips and templates
- Assessment, classroom management, learning strategies and self-care
- Aimed at middle and high school settings

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Introduction

These templates are designed to provide a range of creative, engaging and effective approaches to support secondary teachers across all subjects. Whether you are a trainee, newly qualified or experienced teacher, there is plenty here to use, adapt and experiment with in your classroom.

Like any Toolbox, this contains eclectic ideas and has been designed for you to dip in and out of, selecting whatever you need to enhance your teaching practice. As well as photocopyable templates to use with students, you will also find a range of useful suggestions, resources and links to support your own professional development and Self-Care.

In the Teaching Tips sections, you'll find simple, quick and evidence-based strategies to help you to expand your repertoire and to grow as a teacher. In the Template sections, we have included teaching notes to accompany each printable resource. We've also added research references and suggestions for further reading where relevant.

Many of the printables and ideas in this pack have been taken or adapted from the [TeacherVision](#) site. However, in many cases we have edited or adapted the content so that this pack delivers added value.

1

Classroom Management

- Teaching Tips

A positive classroom begins with you. Clear boundaries, respect and consistency are all central to establishing an effective behavior management strategy. Use these eight tips to help you lay the foundations for a positive and well-managed classroom.

For a focus on behavior management, you might also want to read this article on the TeacherVision website: "[Proactive Measures for Behavior Management](#)" It is excerpted from "Back Off, Cool Down, Try Again: Teaching Students How to Control Aggressive Behavior".

1

Establish your expectations. It is essential that your students are clear about what you expect of them. They should also know the rewards are for meeting these expectations and what the sanctions are for not doing so. In your first session together, discuss and establish the rules straight away (it's a good idea to involve students in agreeing on these) and remind them of these expectations regularly. You may wish to display your expectations on your classroom door or noticeboard as a visual reminder.

2

Be consistent. Once you have established your expectations, stick to them. Be wary of shifting strategies and moving goalposts, especially where behaviour is concerned. Not only does it look indecisive, but it can also appear that you are being unfair, and nothing will lose you respect more quickly than that!

3

Show respect. Just as you expect your students to show you respect, make sure you do the same for them. Learn their names quickly (you can find a [fun lesson plan for remembering names](#) on the TeacherVision website), listen to them and return their graded work in a timely fashion. Modeling the right behavior is key.

4

Get organized. If you and your classroom are organized, you will help your students to be organized too. Display key information clearly, label equipment and show them where you expect them to place their completed work, books and so on. Make sure that your students write down key dates and deadlines such as when homework or assignments are due, as well as tests and exam dates.

5

Give praise. Most people enjoy meaningful praise and your more challenging students will also really benefit from positive reinforcement. Use positive language rather than negative where possible – for example, “Let’s remember to put our hands up” is often more effective than “Stop shouting out” – and look for opportunities to praise positive behavior. That’s not to say that poor behavior shouldn’t be challenged: in these instances, be clear about what is wrong and set an appropriate sanction.

6

Be realistic. Make sure your expectations are realistic. For example, it is only natural for students to lose focus on a Friday afternoon or to be excitable on the last day of term. Even the weather can have an impact on your students’ collective mood! Plan accordingly and be prepared to be flexible. Furthermore, don’t promise or threaten rewards or sanctions that you will be unable to stick to – you will quickly lose credibility!

7

Be aware. Circulate around the room and be aware of what’s going on. Offer help to students who are struggling with the work before they give up or start misbehaving. Redirect attention to give individuals a way out of a difficult situation. For example, diffuse conflict by sending one of the students involved on an errand or by giving them a job to do, even if it’s just cleaning the whiteboard. Being more observant can avoid many challenging situations arising in the first place or stop them escalating.

8

Give choices. Where students are not meeting expectations, give them clear choices. For example, “It looks as though you’re not focusing and won’t finish before the end of the lesson. You can choose to focus now and complete the work or you can choose to finish it on your lunch break / at home.” Promote accountability by making students responsible for their own decisions.

2

Formative Assessment

– Teaching Tips

We know that formative assessment is a really effective way to improve students' learning and attainment. Educational research, including notably Dylan Wiliam's and Paul Black's article, [Assessment and Classroom Learning](#) (*Assessment in Education: Principles, Policy & Practice*, 1998), has shown that teachers can help *all* students to make progress by developing their "learning to learn" skills, emphasizing the process of learning and including a variety of approaches alongside peer- and self-assessment activities.

Here are eight simple, quick and effective formative assessment approaches that are easy to implement without losing significant teaching time:

1

Write, pair, share. Pose a question or a problem to the class. Students should write down their thoughts before sharing them in a pair to ensure that every student is doing some independent thinking first. Ask for feedback from pairs, who share their ideas/understanding with the class or with other pairs in a group, while you monitor, listen and assess.

2

Self-assessment sorting. Using an exit ticket template (see p.30 for examples), ask students to file their responses in four trays or pocket folders marked "Understand it," "Almost there," "Not really" and "Not at all." This approach helps you to gauge students' mastery of a concept or skill *and* their confidence level at the same time. Follow this up by working with the students in the least confident groups to develop their understanding of the learning.

3

Graffiti wall. Pose a series of tasks or questions on 11" x 17" paper around the classroom. Encourage students to circulate and annotate the paper with their ideas. Next, ask students to read and add to each other's responses. They could also put a check or smiley face next to the ideas they agree with or a question mark if they don't fully understand or need to know more. It's a quick way to check whole-class understanding and can help scaffold the responses of lower-achieving students through informal modelling.

4

Quiz questions. Ask students to write three quiz questions that they feel best cover the concept, skills or content of the day's lesson. You could encourage students to write one multiple-choice, one fill-in-the-blank and one short-answer question, for example. If their questions aren't similar to the questions you would have written, then you know that re-teaching is needed. If their questions work well, put them together and you have a ready-made formative assessment or a quick low-stakes quiz for another lesson!

5

Big ideas. Challenge students to summarize the key ideas from the lesson/topic/term using a fixed number of words. You could use the novelty of the 280 characters of a Twitter post or multiple Instagram hashtags if you want them to focus on key vocabulary. As well as appealing to students who like social media, this activity forces students to focus on what is most important in their learning.

6

Wrong answers. Project an incorrect answer, explanation or example of a concept or skill on the board. Students should either note down or discuss with a partner whether the answer is right and, if not, how it could be corrected. Support students who are struggling to rework the answer correctly and consider your student pairings carefully – mixed-ability partners can work well for this activity.

7

Fist to five. This simple visual strategy can help to show you how students feel about their learning, and to make decisions about which students can work independently or in peer groups, and which need more support. Ask students to use their hands to show how they feel about their understanding:



A fist:
I don't understand at all.



Four fingers:
I understand this.



One finger:
I need help.



Five fingers:
I completely understand and can teach someone else.



Two fingers:
I need more practice and examples.



Simplify things with a simple **thumbs up/thumbs down** if you prefer.



Three fingers:
I understand quite well.

8

Red light, green light. With younger students, use a traffic light system. Provide students with cards with red, yellow and green circles which they can place in the corner of their desks to show whether they are working with a high level of understanding, need help from a buddy, or need assistance from the teacher.

3

Self-Assessment

– Teaching Notes and Templates

Self-assessment forms an invaluable part of teaching and learning. When students identify their own strengths and areas for development, it helps them to take ownership of their learning and set their own goals. This has a direct impact on the quality of their learning, motivation levels and participation.

The six templates on the following pages cover a range of scenarios – from quick end-of-lesson checklists to more in-depth end-of-topic evaluations. Build the ideas into your daily, weekly or term-long routines. Here are some teaching notes on how you could use each template:

- **Self-assessment scale.** This scale will help you check your students' understanding at the end of a lesson. Not only does it support students in becoming more aware of their learning, but it also encourages them to ask for help when needed.
- **Make your progress visible.** This is a great activity for the end of a topic or term and reminds students that learning is a process. Provide students with the key success criteria from the topic or term in question (or better still, elicit these from the class). Using the template, students then make notes and gather evidence of their work to demonstrate their progress from the start of the topic, to the middle and then to the end.
- **Self-evaluation form.** This more detailed template is a useful assessment tool for the middle of a term or topic to help students to evaluate their understanding and to inform your planning. Along with encouraging students to reflect on their own learning, it includes specific prompts to help them become more aware of how they can improve. It's also a useful precursor to a parents' evening or a formal progress report.
- **Checklist.** This checklist can be used at the end of a lesson as a quick way for students to give you feedback on how they got on with their learning. It will help you identify strategies, activities or complete lessons that have worked well for particular students as well as highlighting any gaps in learning.
- **Behavior for learning.** It's important that students understand that their behavior and attitudes toward their learning play a huge part in their academic progress. This self-assessment template encourages students to consider how they think and behave, the strategies and routines that work for them, and what they could improve to make further progress. It's a great exercise for the start of term.
- **Learn from your mistakes.** Promote resilience and autonomy by encouraging students to assess where they've gone wrong and to take responsibility for fixing the problem. This template will help students to identify errors and issues – and to understand that mistakes are a part of the learning process.

Self-Assessment Scale

1	2	3	4
I don't understand it at all.	I'm nearly there but there are one or two things I don't understand.	I understand!	I understand it completely and can help others too.

I choose number because

.....

.....

.....

.....

.....

.....

.....

Self-Assessment Scale

1	2	3	4
I don't understand it at all.	I'm nearly there but there are one or two things I don't understand.	I understand!	I understand it completely and can help others too.

I choose number because

.....

.....

.....

.....

Make Your Progress Visible

Learning is a process. Whatever you feel about this topic or term, you will have made progress! Use this sheet to make notes on where you were at the beginning of the topic, where you were in the middle, and where you are now. Consider what you were confident about and what you found challenging at each stage. Reference examples of your work as evidence.

Topic/term:		
Success criteria: 1. 2. 3.		
	My understanding and confidence	Evidence (tasks and dates)
Beginning		
Middle		
End		

Self-Evaluation Form

Name:

Date:

Topic:

1. I have a good grasp of

.....
.....
.....
.....

2. I think this is because

.....
.....
.....
.....

3. Strategies that work well for me:

.....
.....
.....
.....

4. I need to improve my grasp of

.....
.....
.....
.....

5. I could do this by

.....
.....
.....
.....

6. Questions I should ask:

.....
.....
.....
.....

7. Any other comments:

.....
.....
.....
.....

Checklist

Check all the statements that apply (and be honest!)



- I found the lesson easy.
- I found the lesson hard.
- I found some of the lesson easy and some of it hard.
- I understood what I had to do.
- I worked hard on the lesson.
- I could have worked harder on the lesson.
- I made progress during the lesson.
- I don't feel I made progress during the lesson.
- I could help someone else with this.
- I need more help with this.

If you found the lesson hard and/or do not feel you made progress, please use this space to write down your questions or to let me know how I can help.

Behavior For Learning

Your attitudes toward learning and your behavior make a huge difference to your academic progress. Read the following statements and check the frequency box that best describes you.

	Always	Sometimes	Never
I have the right equipment for the lesson.			
I arrive on time.			
I am ready to begin straight away.			
I actively listen to the teacher.			
I actively listen to my fellow students.			
I follow instructions the first time.			
I actively participate in discussions.			
I put my hand up when I want to speak.			
I use my time wisely.			
I do my best.			
I am eager to learn.			
I take pride in my work.			
I hand my work in on time.			

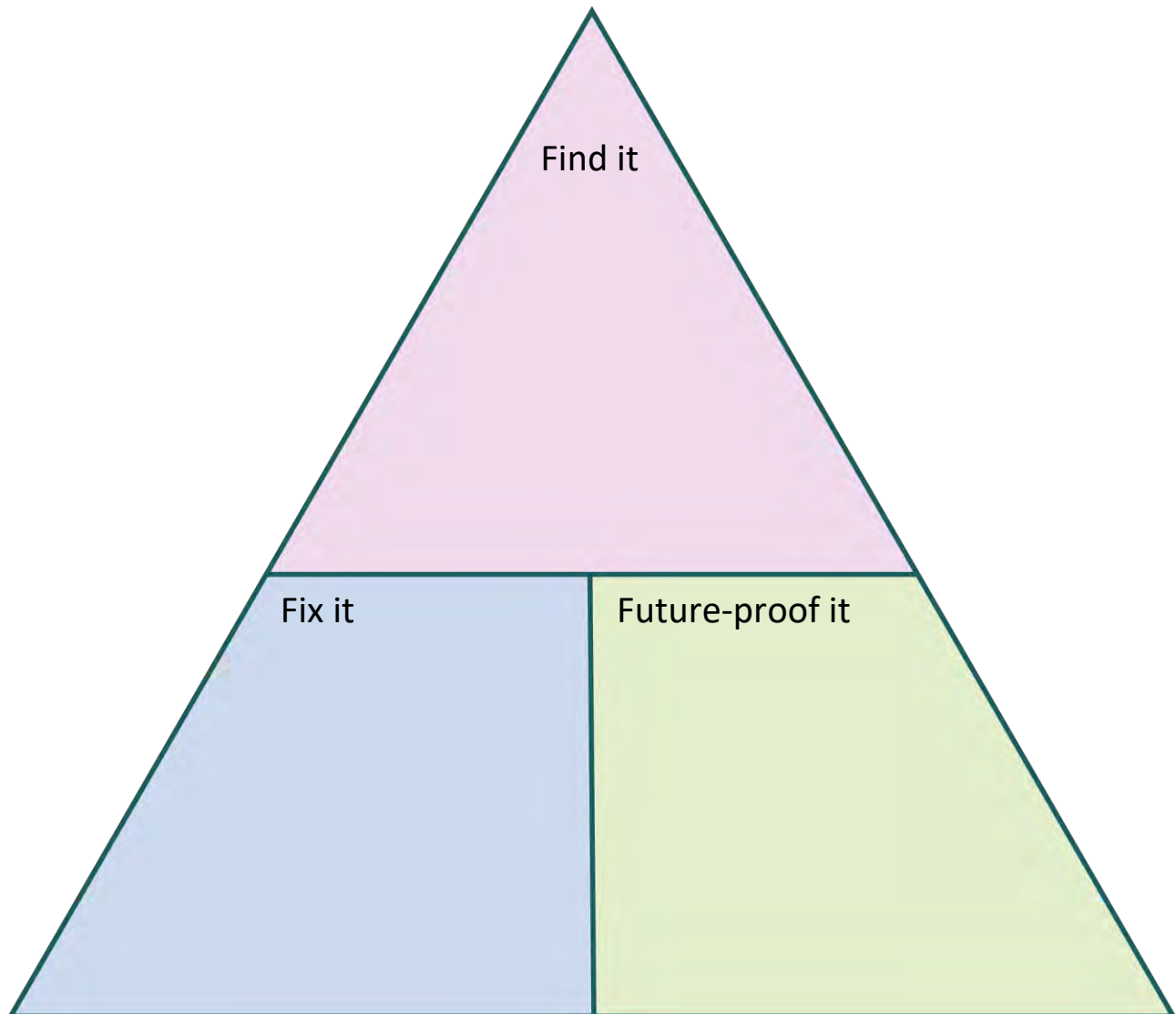
Think about your answers to the above statements. If you answered "Never" or "Sometimes," choose two of those statements that you will work on:

1.
2.

Learn From Your Mistakes

No one's perfect! We all make mistakes – the important thing is to learn from them. Use this triangle to help you:

- **Find it** – Identify your mistake and understand where you went wrong.
- **Fix it** – Explain how you can solve the problem or demonstrate a correct answer.
- **Future-proof it** – Consider how you can avoid making the same mistake again and what you've learned from this process.



4

Icebreakers

– Teaching Tips

The first lesson with a new class always feels a little daunting – for the teacher as well as the students! To establish an environment where everyone feels relaxed and comfortable, you need a fun and engaging activity to break the ice. Games or activities that get students moving and talking tend to work best. In addition to the activities and templates below, you can find “20 Ideas for Icebreakers” in the CPD/ITE area of TeacherVision’s sister site, [Teachit](#).

1

Thumbs up, thumbs down. This is a simple but fun way to help students learn each other’s names. Choose three or four volunteers to be “it” and ask others to close their eyes, putting their heads down and their thumbs up. Those who are “it” move quietly around the room and tweak the thumb of three different students of their choosing.

Once they’ve done so, they move to the front of the room. Students who have had their thumbs tweaked have to decide which person at the front was responsible. If they guess correctly, they have a chance to be “it.” This is a perennial favorite for tutor time too!

2

Rock, paper, scissors. This is the class version of the traditional game. It’s great for promoting teamwork, communication and listening skills. It will also help students get to know one another, although you will need to create some space to play.

Divide the class into two teams. For each round of “rock, paper, scissors,” each team will need to collectively agree on which action they are going to perform. Once the teacher counts down, every member of the two teams must perform the chosen action simultaneously. To win the round, rock beats scissors, scissors beats paper and paper beats rock.

However, if even one member does a different action than the rest of their team, the team loses (as they haven’t communicated effectively). You could also replace rock, paper, scissors with three other categories of your choosing, depending on your subject. With a larger class, you can divide them into four teams and have two games going on at the same time, with the winners playing each other.

4

Icebreakers

– Teaching Notes and Templates

“School climate is a leading factor in explaining student learning and achievement.” In their article [The Impact of School Climate and School Identification on Academic Achievement](#) (*Frontiers in Psychology*, 2017), Sophie Maxwell et al. discuss the factors influencing a school’s climate and the positive impact that a “warm” climate has on teaching and learning.

Icebreakers are an effective way to begin establishing a warm climate in your classroom from day one. On the following pages you’ll find four different templates to help break the ice with a new class, to get students interacting, and to allow you to get to know them better:

- **“Get To Know You” Bingo.** Give each student a bingo card and tell them to find a different classmate for each of the descriptors on the card. The first to complete the card wins. You can join in this activity, too, to help you all get to know each other.
- **Personal Mandala.** The word “mandala” originates from the Sanskrit word for circle. A mandala contains symbols or drawings of people, places and ideas that are central to a person’s life. Using the template provided, invite your students to create and decorate their own personal mandala (there are plenty of examples on the internet that you can project for some inspiration). Students can then share, discuss and display their mandalas as an icebreaker.
- **Meet Your Match.** Before your lesson, laminate the “Meet Your Match” cards (or print them onto card) and cut out the shape halves. At the beginning of the lesson, give each student half a shape. Their task is to find the student with the other half of their shape, thus meeting their match!
- **What Am I?** Give each student a “What Am I?” card and ask them to take turns making the noise of the object/person on the card. The first person to correctly guess wins a point. The game continues until everyone in the class has had a turn and the points are totaled. Alternatively, go to [YouTube](#) for a version of the game without the cards.

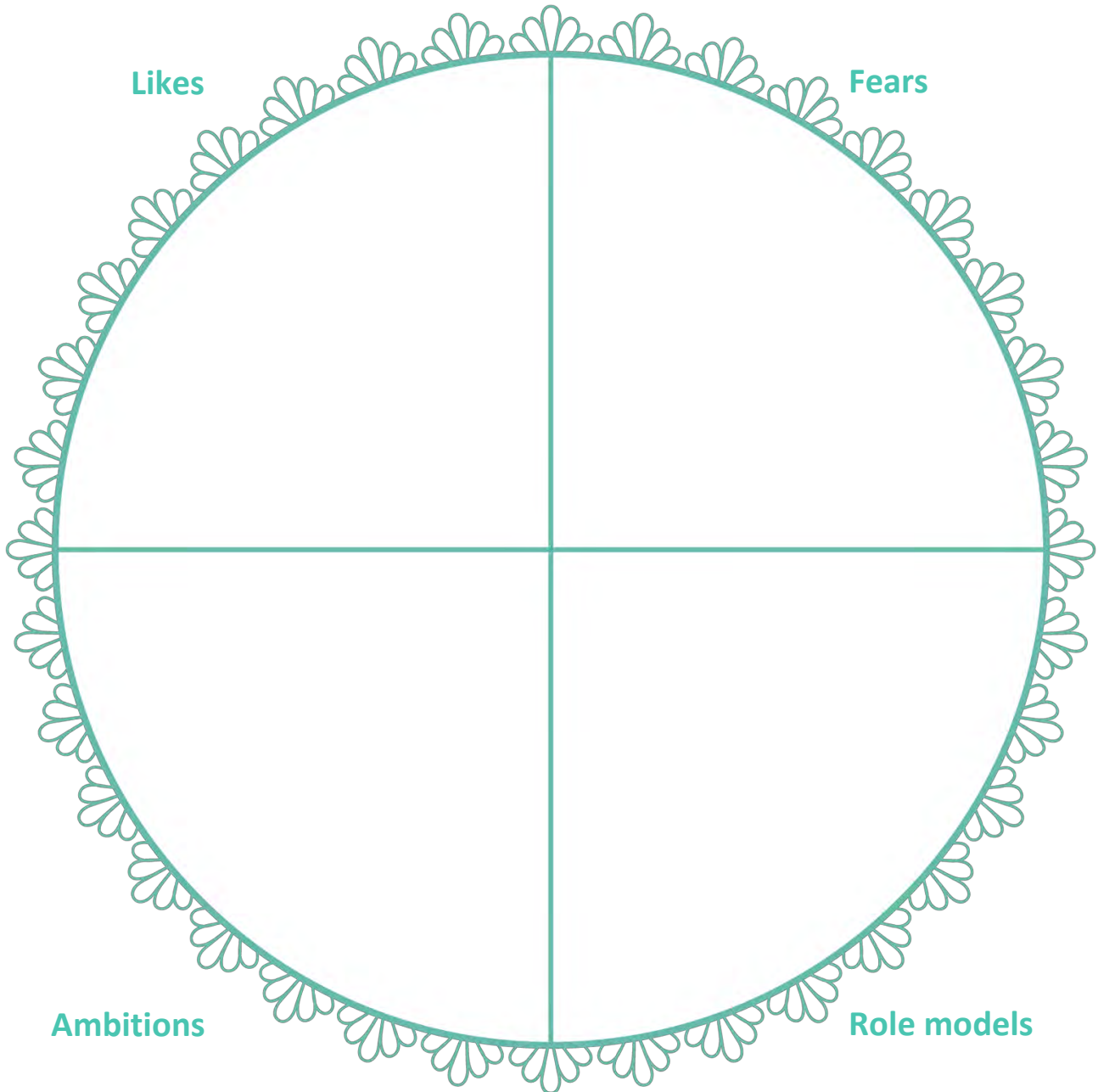
“Get To Know You” Bingo

Find a different classmate for each descriptor on the card. The first to complete the card wins.

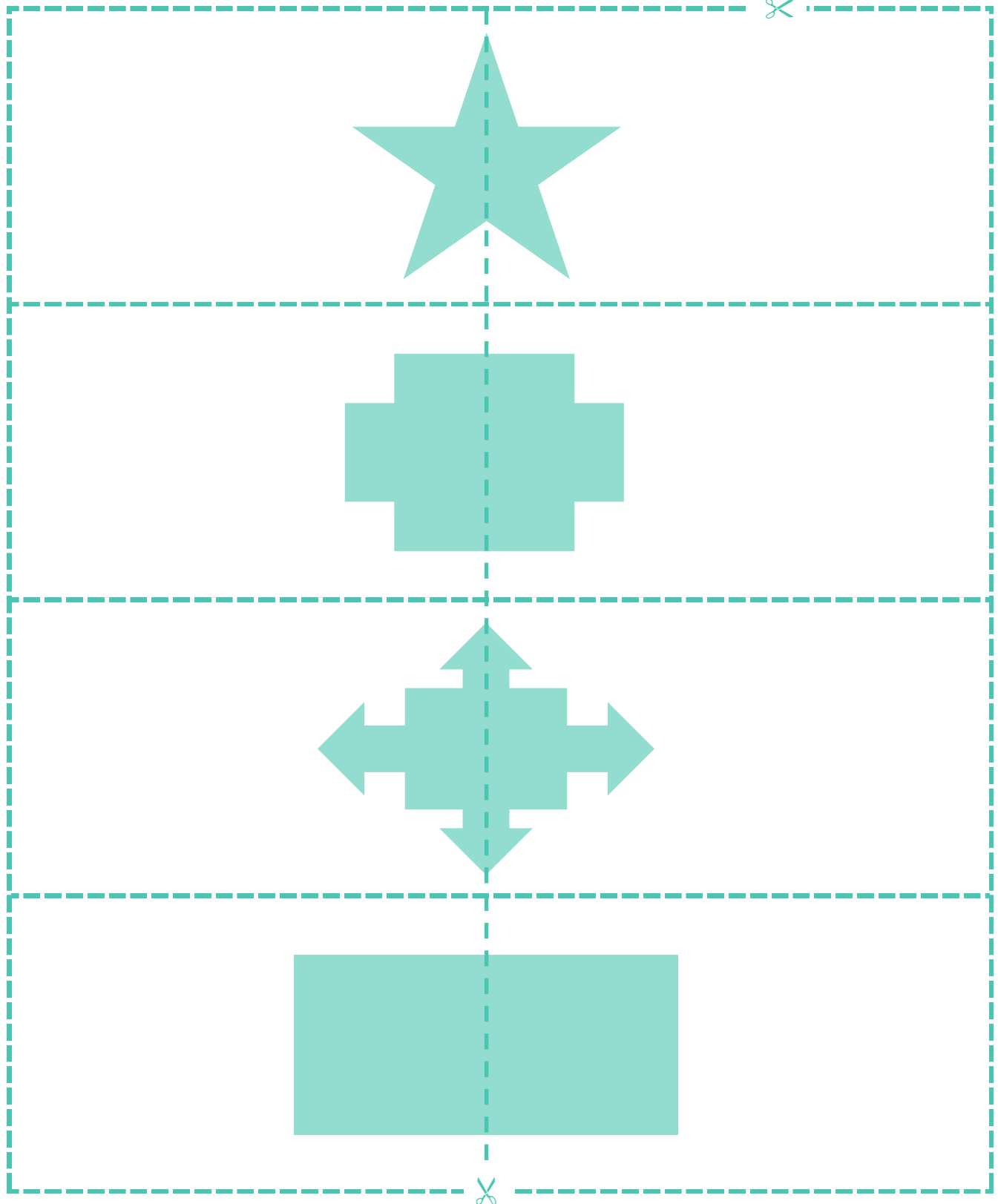
<p>Plays an instrument Name:</p> <p>Instrument:</p>	<p>Has a dog Name:</p> <p>Dog's name:</p>	<p>Was born in a different country Name:</p> <p>Country:</p>	<p>Has a birthday in September Name:</p> <p>Date:</p>
<p>Has more than two siblings Name:</p> <p>Number of siblings:</p>	<p>Owens more than one pet Name:</p> <p>Number of pets:</p>	<p>Bikes to school Name:</p> <p>Time it takes:</p>	<p>Plays a team sport outside school Name:</p> <p>Sport:</p>
<p>Has a six-letter first name Name:</p> <p>Middle name:</p>	<p>Is vegetarian or vegan Name:</p> <p>Reason:</p>	<p>Speaks another language Name:</p> <p>Language:</p>	<p>Has a favorite football team Name:</p> <p>Team:</p>
<p>Likes spinach Name:</p> <p>Favorite food:</p>	<p>Can roll their tongue Name:</p> <p>Other ability:</p>	<p>Has an unusual hobby Name:</p> <p>Hobby:</p>	<p>Has a parent who's a teacher Name:</p> <p>Subject(s) taught:</p>

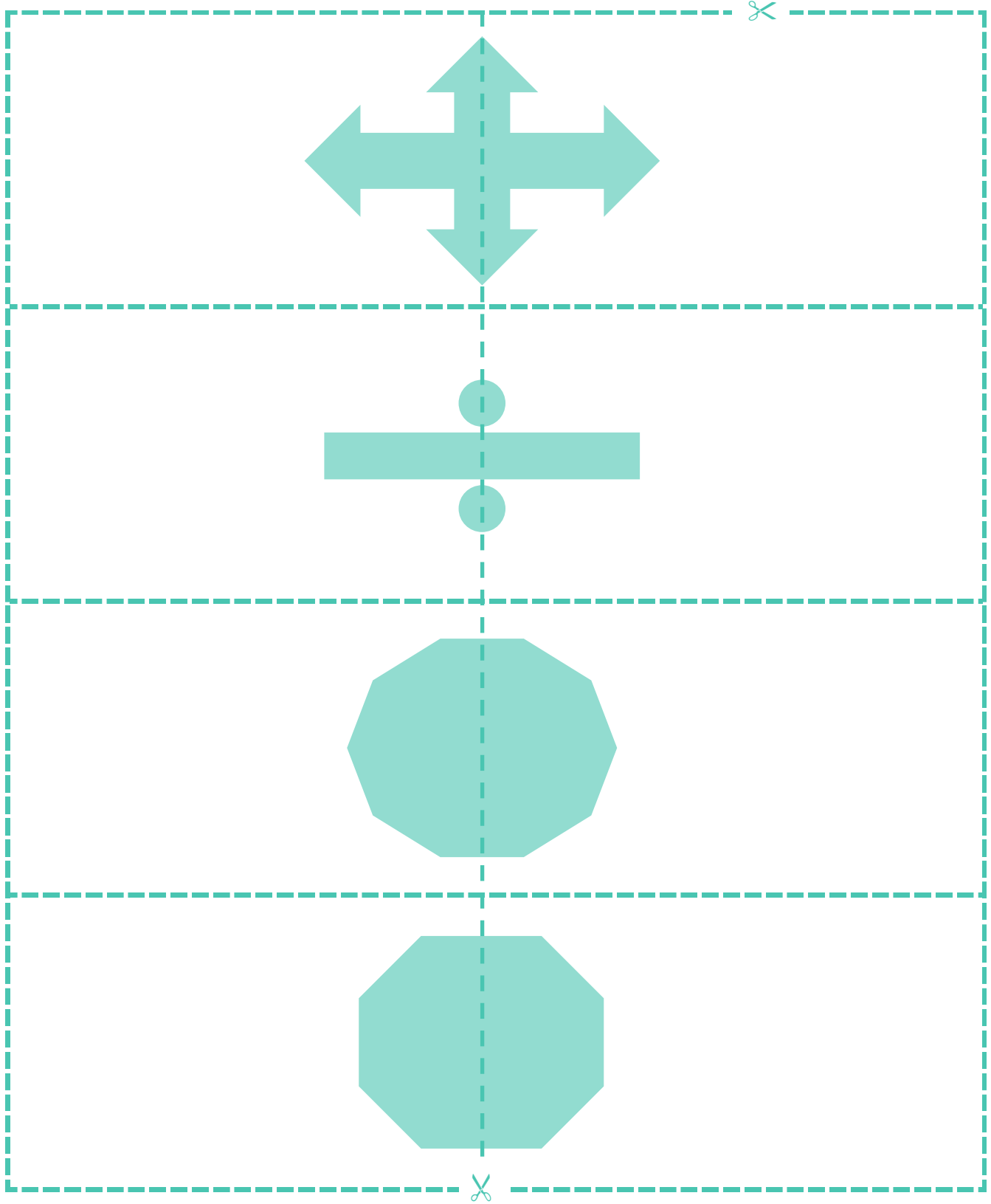
Personal Mandala

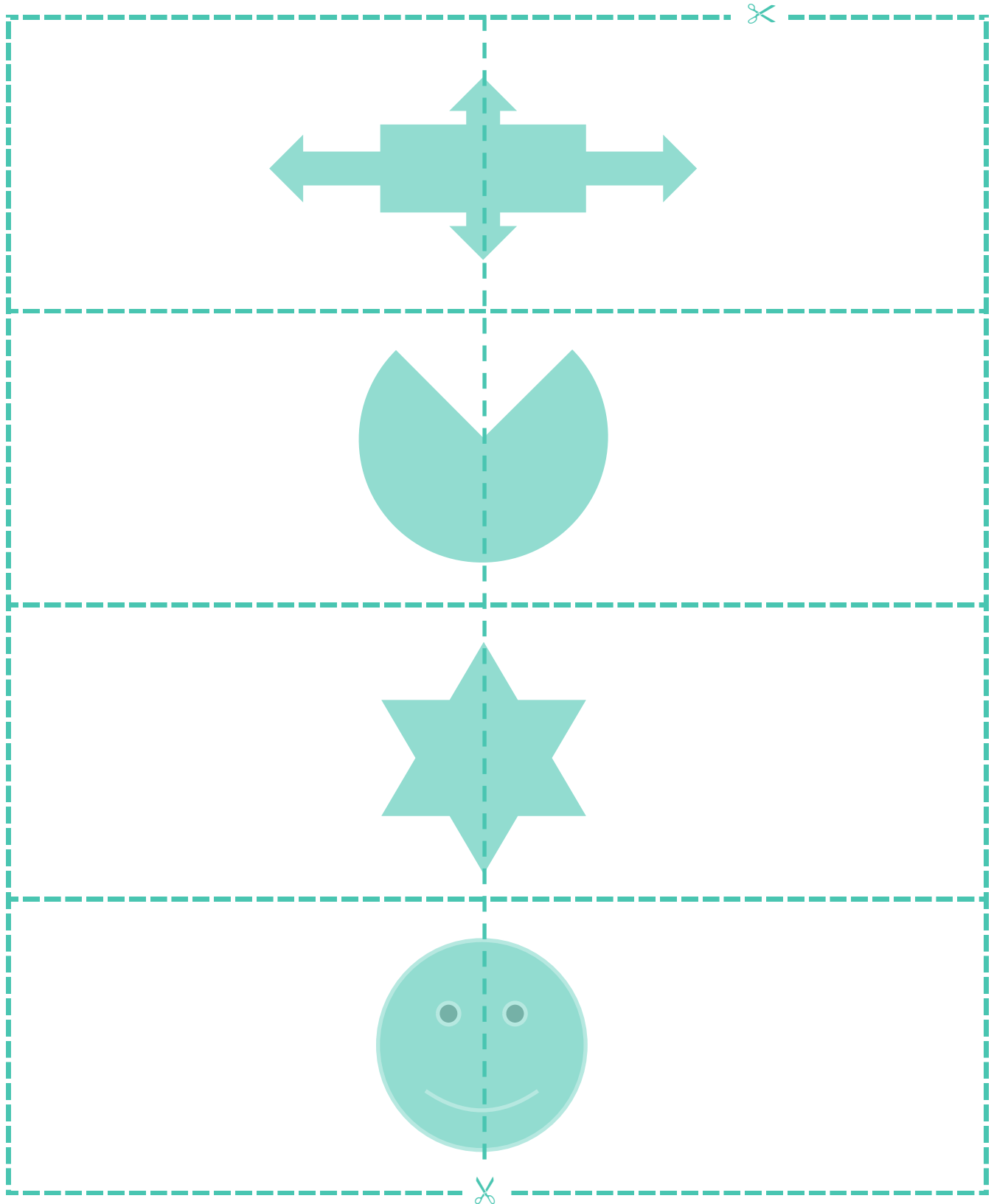
Create and decorate your own personal mandala by adding key words, symbols, drawings and decorations to the template below.

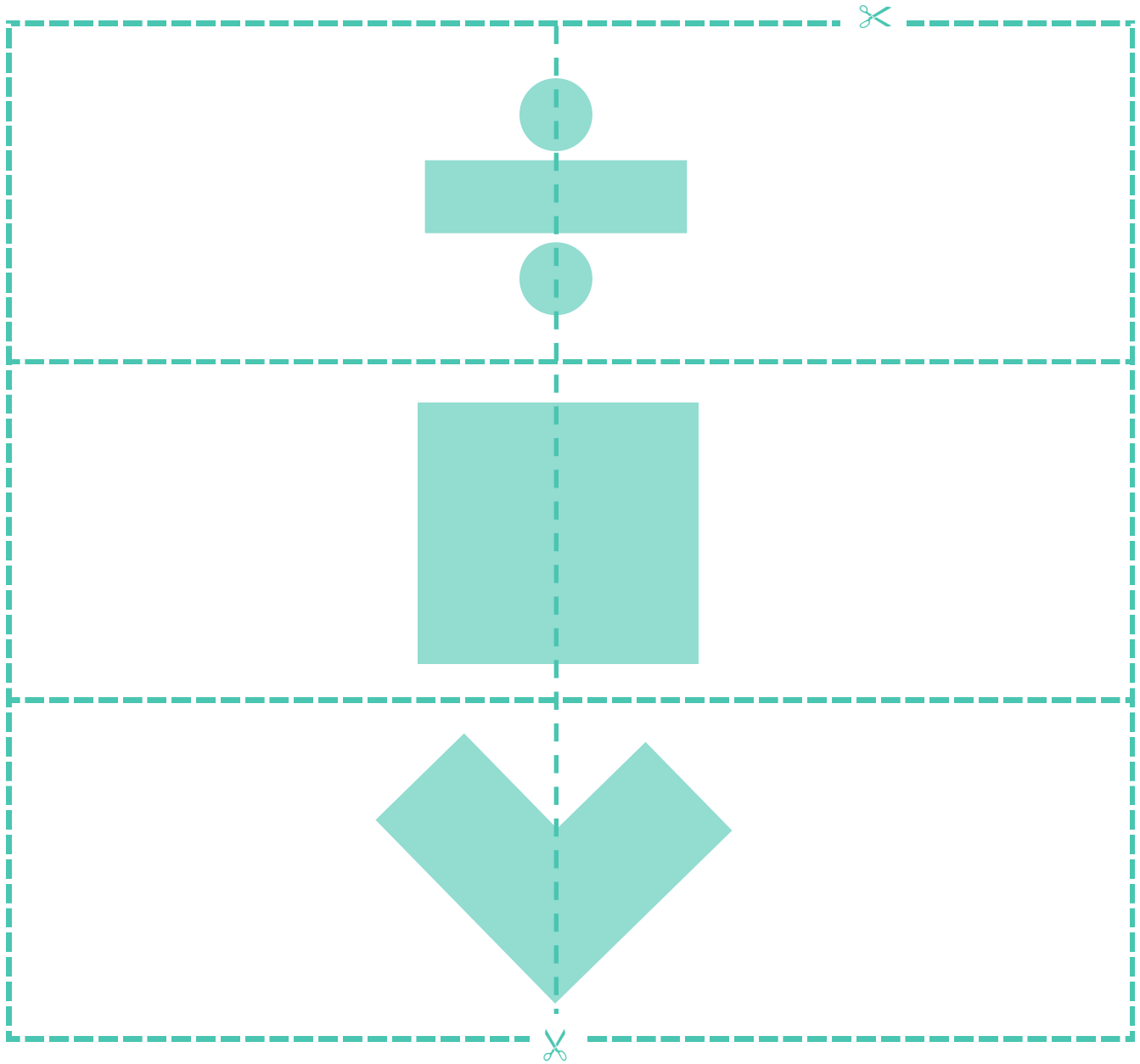


Meet Your Match









What Am I?

Fire engine	Goat	Mosquito
Burglar alarm	Guinea pig	Bus driver
Airplane	Helicopter	Statue of Liberty
Bicycle bell	Cat purring	Parakeet
Fire	Vacuum cleaner	Zip
Typing	Gull	Phone vibrating
The wind	<i>America's Got Talent</i> buzzer	Tiger
Police siren	Opera singer	Chimpanzee
The sea	Baby	Washing machine
Gasp of shock	Peacock	Theme tune to <i>Friends</i>

5

Warm-ups

– Teaching Notes and Template

An inspiring and engaging start to a lesson is something that every teacher and student wants to experience. It can contribute to the positive culture of your classroom by increasing cooperation, collaboration and confidence within the group.

Warm-ups not only set the tone of your lesson, they also help with positive behavior management. A “do it now” task that students can begin as soon as they arrive in your classroom can reduce disruption and help to immediately engage students in learning. To be effective, the activity should be something accessible that students can already do, grasp or understand.

[Research](#) (Stephens, 2014) supports the idea that carefully selected warm-ups can have a positive impact on both behavior and learning, and can perform a variety of functions:

- To introduce the learning.
- As a reminder or bridge to previous lessons.
- As a “hook” or motivator to get students in the right frame of mind for learning.
- As a warm-up or brain coach, using puzzles or logical-thinking tasks.
- For “crowd control” by settling students.






In terms of the science of learning and students’ cognition, warm-ups can also provide a useful opportunity to embed and consolidate prior learning through the techniques of dual coding, spaced practice, retrieval practice and elaboration.




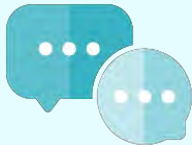
Warm-ups are usually short, with lots of pace and oral contributions from students. They often include an element of surprise to stimulate students’ curiosity. They should always be inclusive and motivational by offering students early success in the lesson, building self-esteem. Here’s a selection to inspire you:

- **Pick-and-Mix.** The template below offers a range of ideas for different warm-ups you can try. It could also be shared with your class to encourage them to have a say in choosing a suitable warm-up for the next lesson.

Pick-and-Mix Warm-ups

Choose from the following activities:

<p>Agree/disagree</p> <p>You will be given statements relating to your learning, the topic you are studying or a contentious/relevant issue in your subject.</p> <p>Create a human continuum –decide where to stand on a line of agreement.</p>	<p>Question time</p> <p>Write down any questions you have on the topic/area you are studying. Put these into a hat and pick some out. Who can answer them?</p> 	<p>Pictionary or blind draw</p> <p>Draw key words for each other to guess, or describe a key word, process or concept for another student to try to draw.</p> 
<p>Nine-box squares</p> <p>Your teacher will share nine key words used in the previous lesson in boxes on the board. Can you make a sentence using at least three words, or a short paragraph using them all?</p> 	<p>Flexible flashcards</p> <p>You will see a flashcard on your chair at the start of the lesson. Using the front and reverse of the card, can you:</p> <ul style="list-style-type: none"> • write a student-friendly definition of a word • put the word in an example sentence • identify synonyms for the word • draw an illustration or diagram to represent it? 	<p>Graffiti wall</p> <p>Using a large piece of paper, write your questions, thoughts, comments or an image to show your learning from the last lesson.</p> <p>Look at other students' questions or comments and respond to one with an answer or your advice.</p>
<p>Word tennis</p> <p>Working in two groups standing or sitting in a line facing each other, take it in turns to say a word related to your current topic. No words can be repeated. Scoring should be based on tennis rules.</p> 	<p>Stream of consciousness</p> <p>Choose a topic, key term or idea you are studying.</p> <p>In silence, you have two minutes to write down <i>everything</i> you can remember or associate with this topic, however random, in whatever way you choose to write it. Share your thoughts in pairs.</p>	<p>If this is the answer, what is the question?</p> <p>Write the answer to a question from a previous lesson on your topic.</p> <p>In pairs or small groups, try to work out the questions for each other's answers.</p> 

<p>Conveyor belt game</p> <p>Your teacher will quickly show you a series of words associated with your learning (as flashcards passed around the class or written on the board) and will then hide them.</p> <p>How many can you remember and define?</p>	<p>A-Z</p> <p>How many words from your subject/topic can you recall, starting with each letter of the alphabet? You have five minutes!</p> 	<p>Lesson stories</p> <p>Your teacher will show you a series of words, images and/or objects. Can you put together the “story” of today’s lesson?</p> 
<p>Retrieval quiz</p> <p>Write three to five questions based on what you learned in the last lesson / last week / last term. Challenge your peers to answer them.</p>	<p>Dual coding</p> <p>Create your own visual image-and-text summary of key words, topics or concepts. Share it with your class.</p>	<p>Quick on the draw</p> <p>Draw the answers to the questions your teacher asks you.</p>
<p>Connections</p> <p>List all the words you associate with today’s topic or key word. Next, join the words together to write a topic or key word definition.</p> 	<p>Tableaux</p> <p>In groups, create a freeze-frame or tableau to represent something important that you’ve learned in recent weeks.</p> <p>Share your freeze-frame with the class and be prepared to explain your ideas.</p>	<p>Find someone who ...</p> <p>Write down a question that you wish you knew the answer to. Find someone in the class who can answer the question and teach you.</p> 
<p>DIY warm-ups</p> <p>Working individually or in pairs, design a do-it-yourself (DIY) warm-up for the next lesson. Share your ideas and choose your favorites as a class to use in future lessons.</p>	<p>Guess who?</p> <p>Using a sticky note, write down a key word, term or topic that is relevant to your learning and stick it on your partner’s forehead. Using yes/no questions, they have to guess what is written on their sticky note.</p>	<p>Quizmaster</p> <p>Choose a game show or quiz format (<i>Jeopardy</i>, <i>Who Wants to Be a Millionaire</i>, <i>Trivial Pursuit</i>, etc.) and write three questions on your topic in the style of this game.</p> <p>Test each other with the questions you have written.</p>

6

Assessments

– Teaching Notes and Templates

Assessments offer a valuable opportunity to review learning through the eyes of your students. They offer opportunities for formative assessment, feedback, consolidation and evaluation, as well as linking prior and future learning. But fundamentally, they are about checking that your students have grasped what they've learned and made progress.

An assessment can be planned whenever it is helpful to summarize students' learning. For example, you might use mini quizzes for formative assessment *within* a lesson as well as at the end. Students will ideally gain an understanding of what they don't know about a topic and have some ideas about how to close this gap. To do this, they need time to reflect on their learning, and to consider their own progress and next steps.

An assessment will also extend or deepen their understanding and should be differentiated to the needs of your students and class (which can be challenging with mixed-ability classes). It should offer a chance to check for any misconceptions or misunderstanding. Poorly planned or rushed assessments are usually ineffective teacher-led summaries – and should be avoided!

Key features of an effective assessment:

- Refers back to and consolidates the most important learning points of the lesson.
- Puts the learning in context, linking it to prior and future learning.
- Encourages students to reflect on their learning.
- Gives opportunities for informal assessment – a quick check that learning has taken place for the *whole* class.
- Helps you judge the next steps and plan the next lesson.
- Should be differentiated to the needs of your students.
- Can last about ten minutes.

Assessment templates

You'll find six adaptable templates on the following pages, including a flexible pick-and-mix selection of ideas for your own use or to share with students:

- Write It, Draw It.
- Topic Master.
- Entry and Exit Tickets.
- You're the Expert.
- 3-2-1 Reflections.
- Pick-and-Mix Assessments.

Write It, Draw It

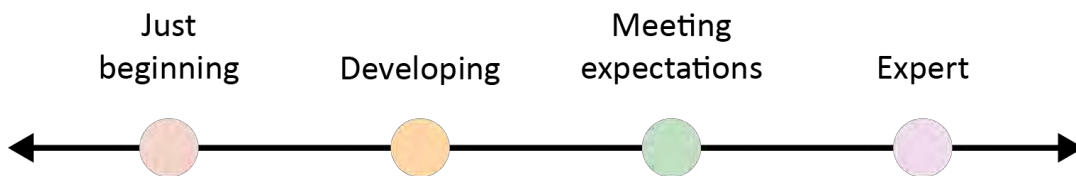
Vocabulary you can remember from today's lesson:	Draw a picture connected to your learning today:



Topic Master

Learning target:

Where are you on the journey to mastery of our topic?



Explain why you put yourself at this level:

Entry and Exit Tickets

Answer the questions below at the beginning and end of the lesson. How have your ideas changed?

Entry ticket

Name: _____

1. _____

2. _____

Exit ticket

Name: _____

1. _____

2. _____



You're the Expert

How would you explain what we learned today to someone who knows nothing about it?

Most important points:	Dual code with an image, symbol or diagram:

3-2-1 Reflections

Three things I learned today:



I can use these ideas by doing:




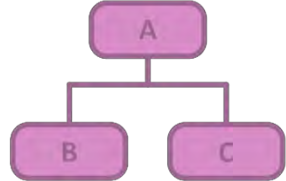





What confused me most in class was:



Pick-and-Mix Warm-ups

Choose from the following activities:

<p>Memory game</p> <p>As a class or in groups, work together to write down all the key words from your lesson on the board.</p> <p>You now have two minutes to remember them all before they will be removed from the board. How many words can you remember?</p>	<p>Shape it</p> <p>Choose a shape that best represents your learning today. For each point or side of the shape, add one word or sentence to summarize what you've learned.</p> 	<p>Study it</p> <p>To help you remember what you've studied, create a study activity or task for yourself based on today's lesson.</p> 
<p>3-2-1</p> <p>Write three facts you have learned, two questions you have about the topic, and one personal connection you have made with the information.</p>	<p>Brain dump</p> <p>Draw the outline of your brain and fill the inside with everything you've learned today.</p>	<p>Text message</p> <p>Write a text message summarizing what you've learned and select one emoji to show how confident you feel about your learning.</p>
<p>Review relay</p> <p>Put four pieces of blank paper on four tables. Working in four relay teams with one pen per team, take turn passing the pen to each other and write down something you've learned today. Try to write something different than the rest of your team. The winners are the team to have written the longest list of new or relevant things.</p>	<p>Tree of learning</p> <p>Draw a tree outline. Summarize the key elements of your learning on the branches and trunk. Add leaves to your tree; on each leaf write a study question to ask yourself during the next lesson or the key vocabulary that you learned today.</p> 	<p>Visualizing</p> <p>Create a visual summary of the lesson – a mind map, flowchart, Venn diagram, timeline, infographic, storyboard, doodle or calligram.</p> 

<p>Teacher challenge Write three questions to challenge your teacher.</p> 	<p>Clever quizzing Write one or more test questions based on today's lesson.</p>	<p>Just a minute Talk about the topic of today's lesson for a minute without hesitation, repetition or deviation.</p> 
<p>Flashcards Write a series of questions based on today's lesson (with the answers on the reverse of the card) to ask yourself at the start of the next lesson.</p>	<p>Spot It! Create a card with eight images or symbols to represent what you've learned today, like a "Spot It" card. Share your cards with others and explain the images you have chosen.</p>	<p>Five features Summarize the lesson in five sentences, five vocabulary key words or five symbols.</p>
<p>Comic strip Create a storyboard or quick comic strip using stick figures to summarize today's learning.</p>	<p>Peer work Read your partner's work from today's lesson. Write down two strengths and one target for them.</p>	<p>Read all about it Summarize your learning in three newspaper headlines.</p>
<p>Lesson recipe Write a recipe or a menu (including an appetizer, main course and dessert) to reflect your learning from today's lesson.</p> 	<p>Paper games Create a fortune teller, an origami creature, a simple paper plane or a flag. Write down a series of notes, key words or questions on the different sides of the paper to reflect what you've learned today.</p>	<p>Three in three Draw three large circles or a Venn diagram. Put three words, ideas or things you've learned today in each circle, choosing your groups carefully.</p>

7

Learning Strategies

– Teaching Notes and Templates

Research from cognitive science and psychology suggests there are six highly effective learning strategies that help students to learn. Weinstein and Sumeracki identify the following approaches in *Understanding How We Learn: A Visual Guide* (2018):

1. Spaced practice – spreading study activities out over time.
2. Interleaving – switching between topics when studying.
3. Elaboration – asking and explaining how things work.
4. Concrete examples – illustrating abstract concepts with specific examples.
5. Dual coding – combining words with visuals.
6. Retrieval practice – bringing learned information to mind from memory.

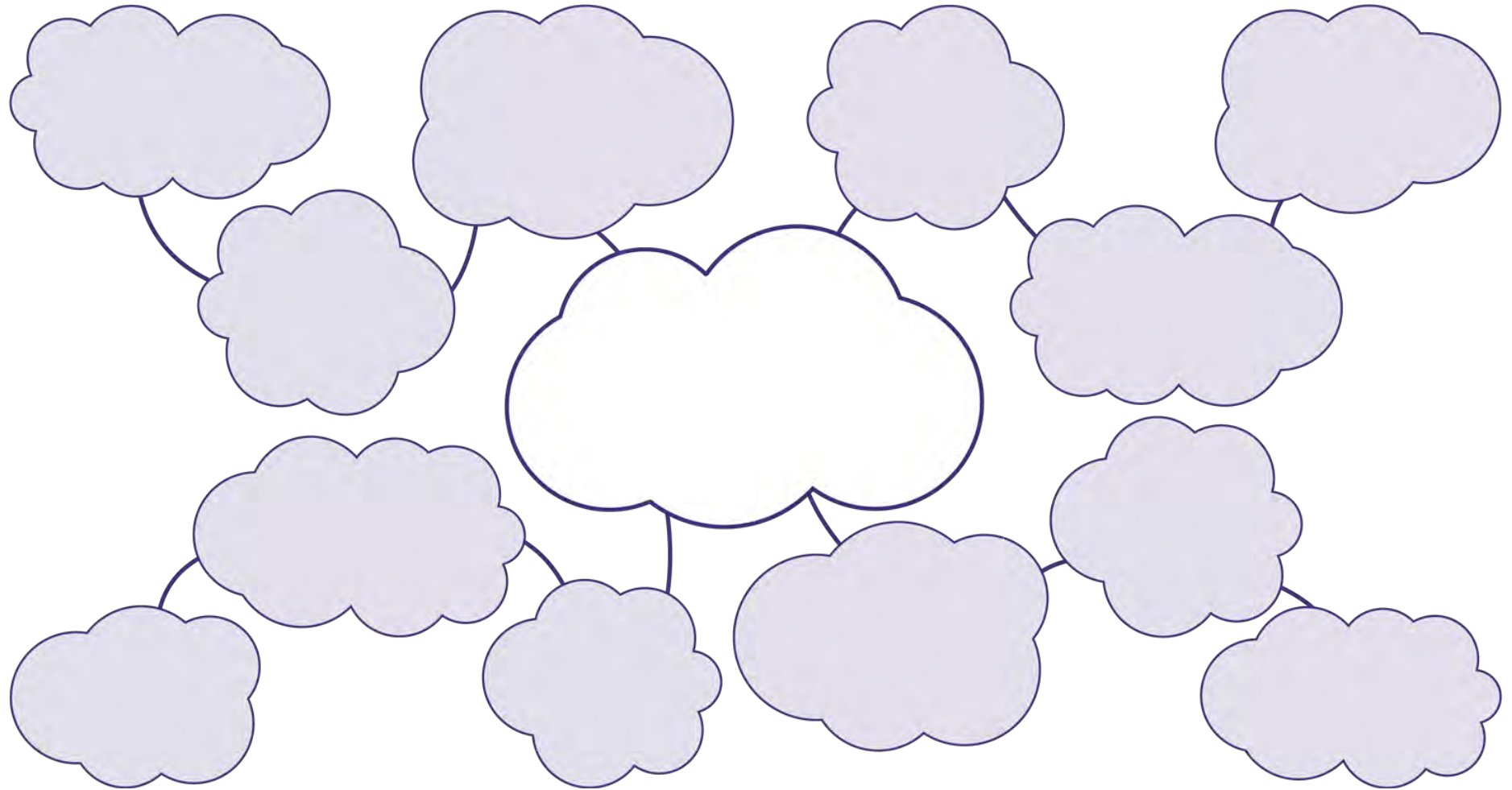
Rather than relying on intuition or more familiar classroom activities, integrating these evidence-based strategies into your teaching could be hugely beneficial for your students' attainment. By getting a better understanding of how human cognition works – especially attention, perception and memory – you can plan in a way that will develop and reinforce learning over time.

You can also teach students to develop their own learning and memory skills by practicing these approaches in class. On the next pages, you'll find three flexible, visual templates to help students hone the techniques of retrieval practice:

- **Retrieval-practice mind map.** Students write the topic in the center of this structured mind map and then make links with associated words, formulas or images. The idea is to first rely on what they can remember about the topic. This activity could be done individually, in pairs or in small groups, perhaps integrating feedback to the class. Any gaps in students' mind maps could then be completed using the support of textbooks, class notes or study materials.
- **Retrieval-practice fish bone.** This is another way to practice bringing information to mind from memory, with a different visual stimulus. Starting by writing the main idea or topic in the fish's head, students add supporting information on the fish's bones. This template is also useful for planning essays or presentations.
- **Concrete examples.** Abstract ideas can be difficult to grasp, but anchoring them with concrete examples is a good way to help students understand and remember them.

Retrieval-Practice Mind Map

Retrieval practice is about bringing information to mind from your memory. Write down everything you can remember about your topic here:

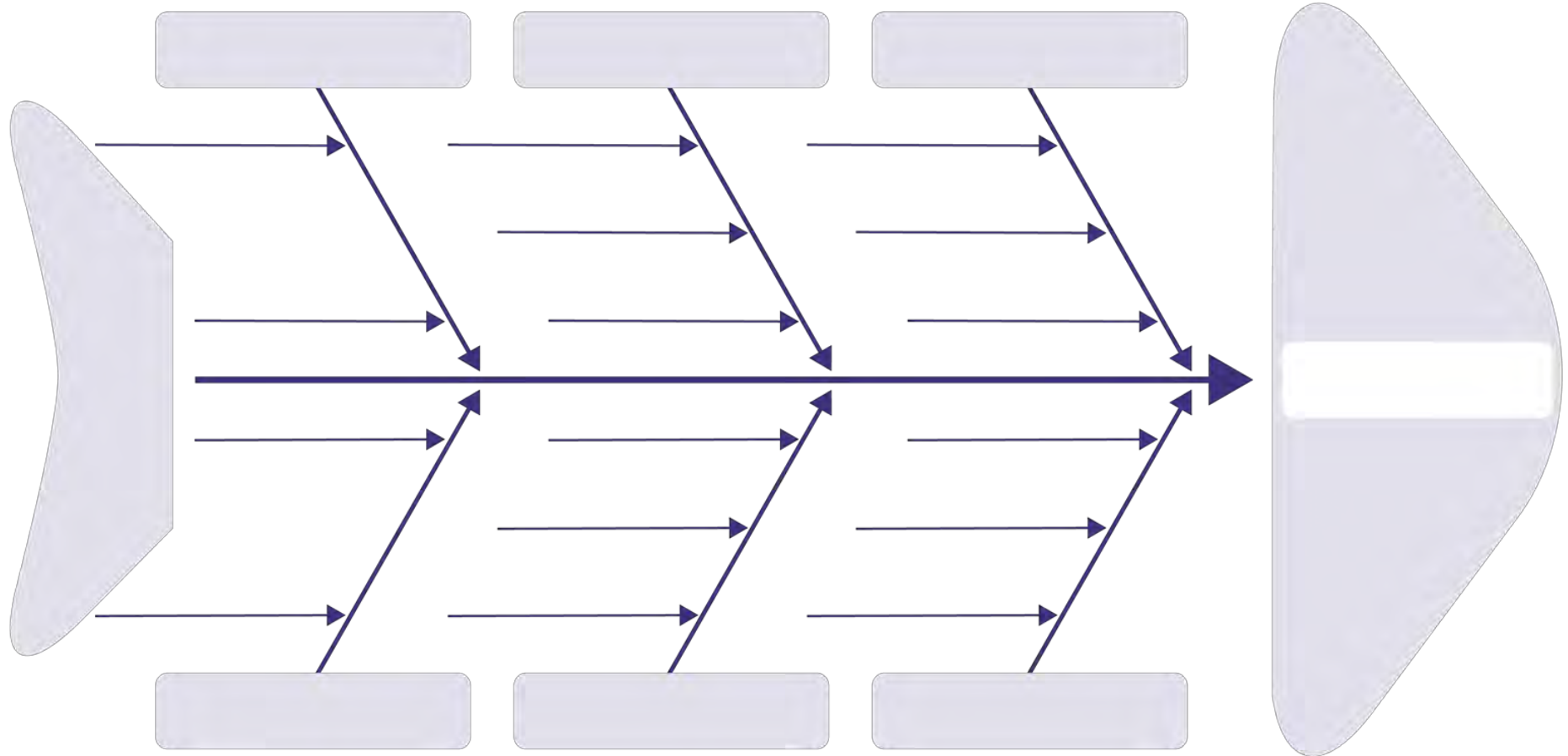


Retrieval-Practice Fish Bone

Bringing information to mind from memory, known as retrieval practice, is an effective way to help you learn.

Use this template to recall everything you can about the topic you are studying:

Write the main idea or topic name in the fish's head and supporting evidence on the fish's bones.



Concrete Examples

Giving concrete examples can help you understand challenging abstract ideas. Think of a concept you find difficult, along with four concrete examples to help explore what the concept means.

The diagram consists of a central thought bubble with the text "Abstract concept" inside. Four large, light-purple rounded rectangular boxes are arranged around the bubble, each with the text "Concrete example" at the top. The boxes are intended for students to write down specific examples that illustrate the abstract concept.

8

Growth Mindset for Students

– Teaching Tips

The way that students think about their own intelligence and performance in a subject (whether they have a fixed or a growth mindset) clearly affects both their enjoyment and their achievement.

How can teachers create a learning environment that values the process of learning rather than just the grade at the end? How can we help students who are struggling to see that anyone can achieve with practice and perseverance?

It's not something that you can achieve overnight, but with awareness and patience you can help students shift their thinking. Here are a few ideas to help you foster a growth-mindset culture in your classroom:

1

Share the concept. In your first lessons with students, explain the concept of fixed and growth mindsets and ask them to reflect on how they view their own learning. Do they label themselves as “good” or “bad” at your subject? Do they dislike difficult work or do they relish a challenge? Do they embrace mistakes as part of their learning or are they easily discouraged? Once they've made the link between their own mindset and their future performance, you have a good foundation to build on.

2

Involve parents. At parents' evenings, you'll often hear a student's mom or dad reflecting that “I was always lousy at this subject when I was at school” or “My son/daughter is only really good at ...”. It's worth finding tactful ways to reframe this, so that this type of thinking doesn't influence their children's mindsets. You could ask the student to share what they know about fixed and growth mindsets with their parents, for example.

3

The power of “not yet”. Carol Dweck emphasizes the significance of using the words “yet” and “not yet” when feeding back on student achievement. This choice of language helps students to see that rather than having failed by getting a less than perfect score, they are simply on a learning curve. Model the language of “not yet” when talking about next steps to influence their mindset.

4

Praise with care. Research has shown that praising effort and method fosters confidence and persistence – helping to create a growth mindset. If you find yourself praising talent or intelligence, students can internalize this as part of their identity, meaning that any future failures become painful and personal rather than a chance to get better at what they are attempting. For example, instead of “You're brilliant at this,” try saying “You are working so hard on this” or “I love the way you have approached this assignment.”

5

Cut out comparisons. Students are often acutely aware of where they sit in the class “rankings”. Their first response to getting a test back or a grade on a piece of work is often to compare their mark with what others got. This can be exacerbated if you ask them to call out their test grades or project class scores for all to see. Before handing out marks, encourage them to choose a growth mindset. They can choose to see their mark as a personal progress check and to avoid comparisons.

6

Descriptive feedback. Instead of giving a grade or score immediately, try offering informal written or verbal feedback on a piece of work first. Often the only thing students look at is the grade or percentage, especially if they equate this with their self-worth (either positively or negatively). They often ignore other feedback and yet it's this part of your marking that is likely to have the most impact on improving their performance. Discuss this tendency with your class so they become more aware of their instinctive reactions and are open to other approaches. [Last two sentences in this paragraph could use editing.]

7

Attitude vs achievement. When marking student work or issuing progress reports, try giving separate grades for their attitude toward learning vs. academic achievement. This makes it explicit that the two things are not the same and gives credit where it is due. It also helps students connect the fact that their effort, approach and level of participation has a direct impact on their eventual mastery of the subject.

8

Second chances. Give students who perform poorly on a test a chance to have another stab at it. Once they've reviewed the topics they struggled with, encourage them to try the test again and improve their score. Frame this as an opportunity to make progress rather than as a punishment. For some students, the chance to see that they can actually “do it” after all is hugely beneficial.



Growth Mindset for Students

- Teaching Notes and Templates

Carol Dweck's research on [growth mindset](#) has huge implications for classroom practice. Once your students become more aware of the things they think and say to themselves about their own performance and progress, you can start to create a learning culture that encourages a growth mindset. Katherine Muncaster also explores this theme in her article for our blog – “Growth Mindset Strategies for the Classroom” – which you'll find in the CPD area of TeacherVision's sister site, [Teachit](#) under Teaching and Learning.

Dweck's research suggests that a key part of this is to be conscious of the way you talk about mistakes in your classroom. Getting things wrong is something that can be embraced if both you and your students think about it as a potential progress point. Be open about what you've learned from your own mistakes in an academic context and encourage students to adopt the kind of self-talk that can help them bounce back.

By building in regular reflection points, you allow students the time to review mistakes, unpick recent feedback they've had from you, and summarize it in their own words. Guiding them to plan how to improve, how to persevere, and how to try alternative strategies is a powerful way to create a growth mindset that will help them achieve their goals.

Encourage your class to change their thinking and develop a growth mindset by using these templates:

- **Thinking strategies activities.** There are two versions of this template, depending on how you want to use it. Print off the first grid if you want to encourage students to try rephrasing the negative self-talk typical of a fixed mindset. This could work well as pair work, with students taking turns to role-play someone with a fixed mindset being challenged by someone with a growth mindset. Possible answers are provided in the second grid, so that you can compare these with the students' own suggestions.
- Alternatively, the second template could be cut up to enable students to match up pairs of fixed and growth mindset phrases, perhaps working in small groups. Encourage them to discuss the impact both kinds of self-talk would have on someone trying to learn. How would it feel? What would the likely impact on progress be? Are they prepared to notice and challenge their own fixed thinking and that of others?
- **Student goal-setting.** The third template below is designed to structure some student reflection on what is going well and what they need to do to improve. This works best when you build in some time for students to go back through recent work, to review corrections, and to re-read your comments before completing the template.

Thinking Strategies Activity

To change your thinking from a fixed mindset to a growth mindset, try rephrasing the negative self-talk below with a positive alternative.

	Instead of saying ...	You could say ...
1	I can't do this.	
2	I'm terrible at this topic.	
3	He/she is the best at this. I'll never be that good.	
4	I'm really good at this.	
5	I give up! This is too hard.	
6	I made another mistake.	
7	I've had enough of this.	
8	This is too easy. What's the point?	
9	It's good enough.	
10	This test is going to be impossible.	

Thinking Strategies Answers / Matching Activity

	Instead of saying ...	You could say ...
1	I can't do this.	I can't do this yet.
2	I'm terrible at this topic.	What am I missing?
3	He/she is the best at this. I'll never be that good.	What strategies are they using that I could try?
4	I'm really good at this.	I'm on the right track.
5	I give up! This is too hard.	This may take some time and effort.
6	I made another mistake.	Here's another chance to learn! 
7	I've had enough of this.	I can add more to this answer if I take a moment to think.
8	This is too easy. What's the point?	How can I extend this work to challenge myself?
9	It's good enough.	Is it really my best work?
10	This test is going to be impossible.	What do I need to do to feel more prepared?



Student Goal Setting

I'm on the right track with ...

I need to work on ...

My plan to improve is ...

I'll know my plan is working when ...

If my plan doesn't work then I'll ...

Signed:

Dated:

9

Time Management

- Teaching Tips

There are never enough hours in the day to get through a teacher's to-do list! Only effective time management can make the job sustainable over the long term. If you feel your whole life has been engulfed by planning and marking, it's time to make some changes to reclaim your time and avoid burnout. Here are some ideas you can try:

1

Share the load. Buddy up with a departmental colleague to share planning and resources. Make sure everyone saves planned lesson materials by key stage and topic on the school's shared drive so that you and your colleagues can re-use materials in years to come. Teachers on social media platforms are also generous about sharing ideas and resources that you can use and adapt – and don't forget the [TeacherVision](#) and [Teachit websites!](#)

2

Contain the work. There's nothing worse than bringing home loads of assignments to mark, as it means you're never able to switch off or completely relax in your own home. Try to do schoolwork at school and limit what you bring home as much as possible. Going into school an hour early can be a very effective way to get a lot done without interruptions, while you are still fresh.

3

Maximize the day. Put the tiny windows of time in your day to good use. If you're waiting for a meeting to start, use the time to update your to-do list or jot down the outline of a lesson plan. Of course, you need your lunch break to eat, but if you can deal with some emails at the same time you can get away earlier at the end of the day. Even your daily commute can be valuable thinking time to reflect on lessons and plan next steps.

4

Focus. When there's an impossible amount to do, it's easy to dither, procrastinate or get distracted. Put your phone on silent, close your in-box, shut the classroom door, and choose just one achievable task to focus on completely until it's done.

5

Mark smarter. Cut down the amount of grading you have at the end of the day by keeping a red pen in your hand as you circulate the classroom. As you help students, mark what they've done so far. With tasks that are easy to mark (e.g. multiple choice or short answers), project the answers and get students to mark their own work or swap books with a partner. They could use a green pen to indicate they're doing self or peer assessment for that task. Keep a box of green pens on hand for this purpose.

6

By the batch. There's no rule that says you have to grade a whole set of assignments in one sitting. In fact, it can feel easier to mark them in batches of five, in short bursts through the day. For example, five before school, five while a class is doing a test or watching an educational video clip, five over lunchtime, five after school. If you don't get through the whole class set before their next lesson, don't worry. Just make a note of the names to prioritize on your next round of grading and let the students know.

7

Grading shortcuts. When handing in workbook assignments, ask students to open them up to the page you'll be marking. This saves you time flipping through to find the piece of work you want. Consider doing a quick check, without written comments, to identify common mistakes or misconceptions. You can then plan a lesson starter or activity that gives feedback to the whole class, rather than repeatedly writing out individual comments.

8

Plan ahead. Try to plan an overview of what you want to achieve over a series of two or three lessons with a class, rather than planning each lesson in isolation. If you don't get through everything in the first lesson, it's easy to make a small change to the next one. By planning ahead, you can get all your photocopying and resources ready for that topic or series of lessons well in advance to avoid last-minute stress. Don't plan in detail too far ahead though, as it tends to be counter-productive when lessons change shape along the way.

9

Time Management

– Teaching Notes and Templates

To-do lists are all well and good, but when they have so much on them that you can't possibly check everything off, it's easy to feel overwhelmed. Everyone works differently, but it's worth experimenting with some proven time-management techniques to see what suits you best.

The Eisenhower Matrix is one tried and tested tool to help you prioritize your to-do list. You'll find plenty of examples online that can help you decide what to do first, what to schedule for another time, what to delegate and what to leave undone. Another popular technique is to categorize each item on your list with a letter A–C (representing its relative importance) and a number 1–3 (indicating the level of urgency). Whatever you've labeled as A1 would be a task that is both important and urgent and should therefore be tackled first, and so on.

However, sometimes getting the easy tasks out of the way first can be the mental equivalent of having a tidy desk, allowing you to really concentrate on the bigger jobs. Thinking about the time of day that best suits you for different kinds of work can also be helpful. Tackling the hardest thing on your to-do list when you're fresh in the morning can be far more effective than putting it off until you're too tired to do it justice.

Setting time limits can also help. Decide what your cut-off point is for the day and stop working when you reach it. Nobody can keep working more than 10 hours a day without burning out eventually. You might like to try Cirillo's popular "Pomodoro Technique," using a timer to work in short bursts – 25-minute sessions of quality concentration followed by five-minute brain breaks to stretch or get a drink can work well. If you're creating a resource, decide how long you want to spend on it and stick to it. No activity should take longer for you to prepare than it takes your students to do!

You'll find two different time-management templates below to help you take a fresh look at your never-ending list of things to do:


- **Boundaries to-do list.** This template encourages you to take stock of how you are feeling, what time you have available that day, and what is realistically achievable. If you have a full day teaching five or six lessons, don't set the bar too high. Reflecting on how things went can also make you more aware of how to manage your time and energy more mindfully in the future.
- **Must do, may do.** This template is one of the simplest ways to prioritize. It can prove surprisingly liberating to give yourself permission to let some things remain undone. To avoid mental overload, you could also try limiting your to-do list to no more than five items in each of the "must do" or "may do" categories.

Boundaries To-Do List

What is my energetic capacity today?

Scale of 1–10

1 2 3 4 5 6 7 8 9 10



Low energy High energy


What I have the capacity to take on today:

	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>


My boundary for work today:

Based on my capacity I can work on my list for hours or

..... minutes.



How did it go? Reflect on your experience.



10 Self-Care for Teachers

- Teaching Tips

Teaching can be the most rewarding of jobs and at the same time one of the most relentless. Even on a good day, the demands made on you can take their toll. To be happy and effective in the classroom, one of the most important things you can do is to protect your own Self-Care.

With this in mind, here are some simple tips and approaches that can make a big difference to how you feel, without adding to your workload. Weave Self-Care into your school day and your classroom environment to stay positive and energized throughout the term.

1

Headspace. This mindfulness app set up by former monk and meditation expert Andy Puddicombe offers [free subscriptions](#) for teachers. It's really helpful for anyone who wants to stress less, switch off or boost resilience. The sleep collection is particularly good when you find yourself wide awake and mentally planning lessons in the early hours. Headspace also offers [tools and tips](#) for using mindfulness with students of all ages.

2

Calm. As well as guided meditations, this app offers peaceful nature soundscapes that are a great way to set the mood of a lesson. Try playing a soothing track as students arrive to create a settled atmosphere. Their website offers a useful [guidance booklet](#) on how teachers can use mindfulness with their students too. You could include some simple meditation techniques during study sessions to benefit the class and to take a moment for yourself at the same time.

3

Action for happiness. This organization offers simple, research-based steps you can take to feel better about your day. It offers a range of resources from free coaching and online seminars to posters and resource kits. They also produce monthly [calendars](#) with small everyday actions to help you focus on what really matters. These come in 27 languages, from Arabic to Ukrainian, making them ideal for an inclusive classroom display that reminds you and your students to practice self-care.

4

Caring for caregivers. [The NASP \(National Association of School Psychologists\)](#) offers expert training and guidance to enable you to support your own mental health at work and that of others. Their website has resources to address teacher burnout, traumatic events, warning signs and strategies for self-care. Becoming more aware of your own mental health and intervening sooner rather than later to improve things is the key.

5

Education Support. [Mental Health.gov](https://www.mentalhealth.gov) has a dedicated page of resources for educators and advice on signs to look for in students. Teachers often think that they have to just keep going, no matter how overwhelmed they are feeling. If you are stressed, anxious or depressed, or simply struggling to maintain a work-life balance, visit the [How to get help](#) page as a first step. Additional resources can be found at [50 Resources to Support the Mental Health of Teachers and School Staff](#).

6

Breathe. Paying attention to your breathing is a simple technique that can short-circuit the fight-or-flight response we all experience under stress. Take a minute on your own before students come into the classroom or try the following techniques while the class is working in silence. Breathe in for a count of four and then exhale slowly for a count of seven. You could also try “stomach breathing,” imagining you have a balloon in your stomach that is inflating and deflating with each breath in and out.

7

Mindful moments. Carve out some tiny moments of rest for your busy brain by being more mindful when you are doing routine tasks. When walking from your car to your classroom, focus on your senses rather than on your mental to-do list. What can you hear? What can you feel on your skin? What can you see that’s beautiful? Be aware of your weight as your feet touch the ground. When you’re cleaning the board or tidying the classroom, focus on the way you are moving rather than ruminating on your last lesson or starting to plan the next.

8

Thought-spotting. Thoughts arrive in our heads like trains coming into a station, and it’s easy to jump aboard and follow a train of thought to a negative destination. You can’t stop thoughts any more than you can stop a moving train from the tracks, but you can choose to sit and watch the trains come and go – thought-spotting. If you can recognize a train of thought, for example the “standardized test-stress” train, you can choose to watch it go by without getting on board. It’s just one metaphor that can help us be more objective and change how we relate to our thoughts.

10

Self-Care for Teachers

– Teaching Notes and Templates

Do you talk to yourself the way you would talk to your students, or are you your own worst critic? Current research in positive psychology suggests that your internal monologue can have a significant impact on how you feel. It can impact your health and self-esteem, your behavior and your effectiveness as a teacher, both positively and negatively.

Another aspect affecting teachers' mindset and Self-Care is the number of automatic negative thoughts experienced. If you can become more aware of these thinking patterns and challenge the beliefs they represent, you will start to recognize that many of them are untrue and unrealistic. This can help you see the same situation in a different light, relieving feelings of stress.

You may want to read more about these kinds of themes in Grace Stevens' *Positive Mindset Habits for Teachers: 10 Steps to Reduce Stress, Increase Student Engagement and Reignite Your Passion for Teaching* (2018). The following two templates will also help you become more aware of the way you think and take steps to change things for the better:

- **Self-talk record.** If your internal monologue drags you down, start noticing it and choose to rewrite the script. The first template below is designed to train you to spot and to challenge your negative inner critic, replacing it with a more compassionate voice.

You could use this template as part of your regular lesson reflection to ensure that you review your teaching in a more balanced way and to help you make positive changes. It's also useful when you are feeling low but can't immediately identify why – perhaps your self-talk has been pulling you down.

This template could also be adapted to support students, many of whom struggle with the same issue. If you have study sessions or mentoring opportunities, try sharing this technique to replace the negatives with positives. By changing the example script or eliciting one from your students, you could promote more awareness of self-talk in them as well as in yourself.

- **Challenge your thoughts.** Just because you think something, it doesn't mean it's true. Teachers are often extremely hard on themselves and it's very common to simply believe the automatic negative thoughts that pop into your head. The second template below will help you work through the process of identifying negative thinking, challenging it and changing it for a more positive perspective. It comes with a support sheet of useful questions and typical unhelpful thought patterns to refer to as you complete the template.

Self-Talk Record

	Steps	Example
1	Notice your self-talk. Write down the negative statement you've said to yourself.	<i>My lesson was terrible, and my students didn't understand what I was talking about.</i>
2	Read between the lines. What are you really trying to say? What is actually happening here?	<i>I am trying to say that the lesson didn't go as I planned or thought it would.</i>
3	Exercise some self-compassion. Examine your tone and words.	<i>The word "terrible" is very damning and I'm making an assumption that my students didn't understand what I was talking about rather than asking them directly.</i>
4	Rewrite the script. What could you say to speak to yourself with love and compassion?	<i>That was the first time I'd tried that lesson, and I'd like to get some feedback from my students so I can keep working on it before I teach it again. I am proud of myself for trying something new.</i>
Over to you!		
1	Notice your self-talk. Write down the negative statement you've said to yourself.	
2	Read between the lines. What are you really trying to say? What is actually happening here?	
3	Exercise some self-compassion. Examine your tone and words.	
4	Rewrite the script. What could you say to speak to yourself with love and compassion?	

Challenge Your Thoughts

Unhelpful thought (how am I feeling?)	Thought pattern	Challenge the thought	Alternative thought (how am I feeling now?)
<p><i>I haven't done my grading again - I'll probably get complaints from parents and criticism from my head of department. Feeling: panicky and stressed.</i></p>	<p><i>Catastrophizing / jumping to negative conclusions</i></p>	<p><i>Everyone gets behind on their grading sometimes; it's inevitable. I've been concentrating on lesson planning this week.</i></p>	<p><i>I'm going to prioritize this set of books tonight. The students will understand how busy I've been. Feeling: calmer and focused.</i></p>

Challenge Your Thoughts – Support Sheet

Here are some useful questions to ask when challenging your own thoughts and beliefs, using the template provided:

1. Can I notice any negative thoughts?
2. How does this thought make me feel?
3. Is there any evidence for or against what I'm thinking?
4. Is there a different way to look at this that is more helpful or realistic?
5. What would I say to a student who was thinking this way?
6. What would a friend say to me if I voiced this thought?

Here are some examples of the kind of thinking patterns that can stem from unhelpful beliefs and result in negative feelings:

