

Stretch and challenge activity booklet



Practical ideas & links to useful websites

[Julie Sinclair-jesinclair4@hotmail.com](mailto:Julie.Sinclair-jesinclair4@hotmail.com)

Describe your job

Compare and contrast your job to the position above you

Evaluate how your job contributes to the success of your department

Describe your job

Compare and contrast your job to the position above you

Evaluate how your job contributes to the success of your department

What might happen if we never stretched our learners?

What might happen if we always differentiated well?

What might happen if we never stretched our learners?

What might happen if we always differentiated well?

What might happen if....

What might happen if...



Ask students 'What might happen if...'

- ...religion was banned tomorrow
- ...the laws of physics were temporary
- ...mathematical functions altered over time
- ...birds did not migrate
- ...written translation was not reliable

Extend by asking students to come up with their own 'What ifs' which they then answer.

Or, challenge them to produce multiple answers and argue which is most likely/appealing/harmful etc.

Exam Questions



Ask students to produce exam questions for the topic they are studying. These could be scaffolded by criteria or left open.

Extension:

- Students go on to create model answers to the questions they have set.

- Students swap questions with one another and then answer these.

- Questions are taken in by the teacher and redistributed at random. After writing answers students meet up with the question author to mark the work.

Round Table

Take a specific idea, question or thought linked to the lesson and ask students to imagine it as the focal point for a roundtable discussion.



They must then construct a debate in which the different contributors discuss and argue back and forth with one another.

You could give students a list of participants or ask them to come up with their own.

Example:

-Is freedom a human right?

Participants: A dictator, a farmer in the third world, a middle-class professional, a school-age child.

Here are some **tips for stretching learners** without it seeming like such a punishment for them:

1. Incentivise learners in selected activities by saying that the early finishers who complete work to a good standard can access quizzes and games online. This means that you need to source and prepare links for this purpose. Some teachers I know have a physical box of games that are learning related and use them in this way.

2. Involve early finishers with helping you prepare a quiz for the group, to check learning. Good performers often miss out on the teacher's attention, as they get bogged down monitoring students requiring support. A little time with the teacher can be a good way to engage strong learners, pitch your questions and comments at a challenging level and touch base with them.

3. One teacher told me that she sometimes says to the group, "*If you work well and complete this task, you will have 15 minutes to get ahead with your homework.*" For some learners, this goes down well as it saves them time later on at home. She then gives them a reflection question or fun extension activity on a card to take home, which is optional. She has been surprised how often it is completed.

4. Try to give an element of choice in your follow up task, so they can express a preference. Some tasks could involve something practical in the classroom or something creative, e.g. Working with another student to display others' written work or make a poster summary of the unit. You can include communications skills work in this, e.g. Negotiating, delegating, collaborating etc. I think stretch can be about developing skills-communication, social and analytical- and not just about loading on more content.

5. What about giving the student a little time to flick through notes and come up with any queries for you, to see if they can catch you out? Then sit down and do a quick Q&A slot with them, giving some personalised attention.

6. Beat the teacher is also good for motivating some students. Give them a little time to come up with any questions related to recently covered content and then have a full class Q&A slot with the teacher in the hot seat. Other students can then be involved in additional question formation as well. The challenge here is to find something the teacher can't answer or gets wrong!

7. One Hair and Beauty teacher said to me recently that she motivates level 2 strong learners by introducing elements of level 3 criteria to them, in terms of practical skills. She has noted that this creates a positive peer pressure dynamic, as the other learners get interested and want to get involved too. She told me the learners like this as they feel they are getting ahead for them, not being held back by the slower pace of others.

8. Have you tried a personalised one-minute feedback task with a follow up chat with the teacher? Ask the learner to note down on a post it note two things they have learnt in the session or topic, one query they have and one thing they need to practise further. Then take the time to chat it through, deepening reflection on how to improve. Strong learners need some personalised feedback and attention too and sometimes they can get neglected as we focus on pulling up struggling students.

Source: joannemilesconsulting.wordpress.com

Links and useful websites

Using Bloom with students to work on success criteria in differentiated ways - this site has LOTS of great stuff in general so worth a look!

http://www.journeytoexcellence.org.uk/videos/video_tcm4813220.asp

The clip is entitled Bishopbriggs Academy - Negotiating success criteria

<http://newteachers.tes.co.uk/content/how-stretch-and-challenge-your-students>

<http://challenginglearners.wordpress.com>

<http://caroltomlinson.com>

<http://joannemilesconsulting.wordpress.com/2013/07/07/planning-for-stretch-and-challenge-12-practical-ways-to-enhance-your-scheme-of-work/>

<http://joannemilesconsulting.wordpress.com/2013/01/02/managing-pace-in-lessons-some-reflections-and-suggestions-2/>