

This is a copy of the printed booklet I provide participants for my training programme on Retrieval. I have annotated it to give you brief resume of ideas and delivery style involved.

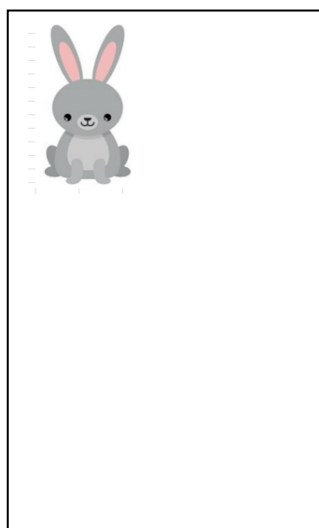
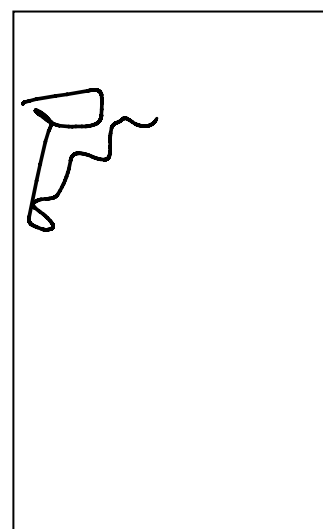
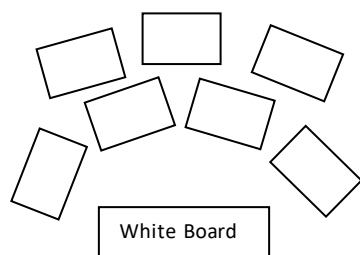
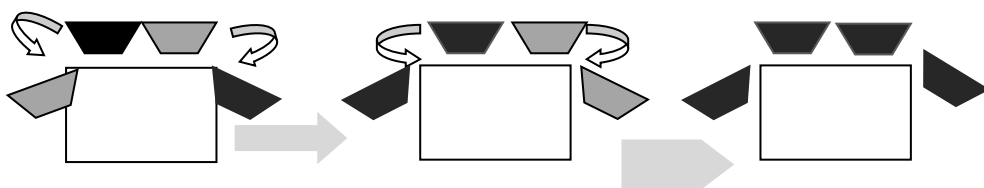
# Welcome

to what I hope you will find to be a very enjoyable, challenging and really useful inset. You will be learning 9 key strategies for improving children's recall of skills, facts and understandings.



Try them

Geoff Hannan Training



1/3 1/3 1/3

In my training programmes I model the content and strategies in the way that I present information and ideas to participants. They have just arrived to the layout above and found a large bunny on the presenter's desk and a banana for each of them on theirs! Later they will be asked to change partners, and I introduce the important role Learning Partners and their rotation play in aiding retrieval of learning: 1/3 1/3 1/3: mixed gender ability, single gender mixed ability and friendship.

# The Start: Hooks

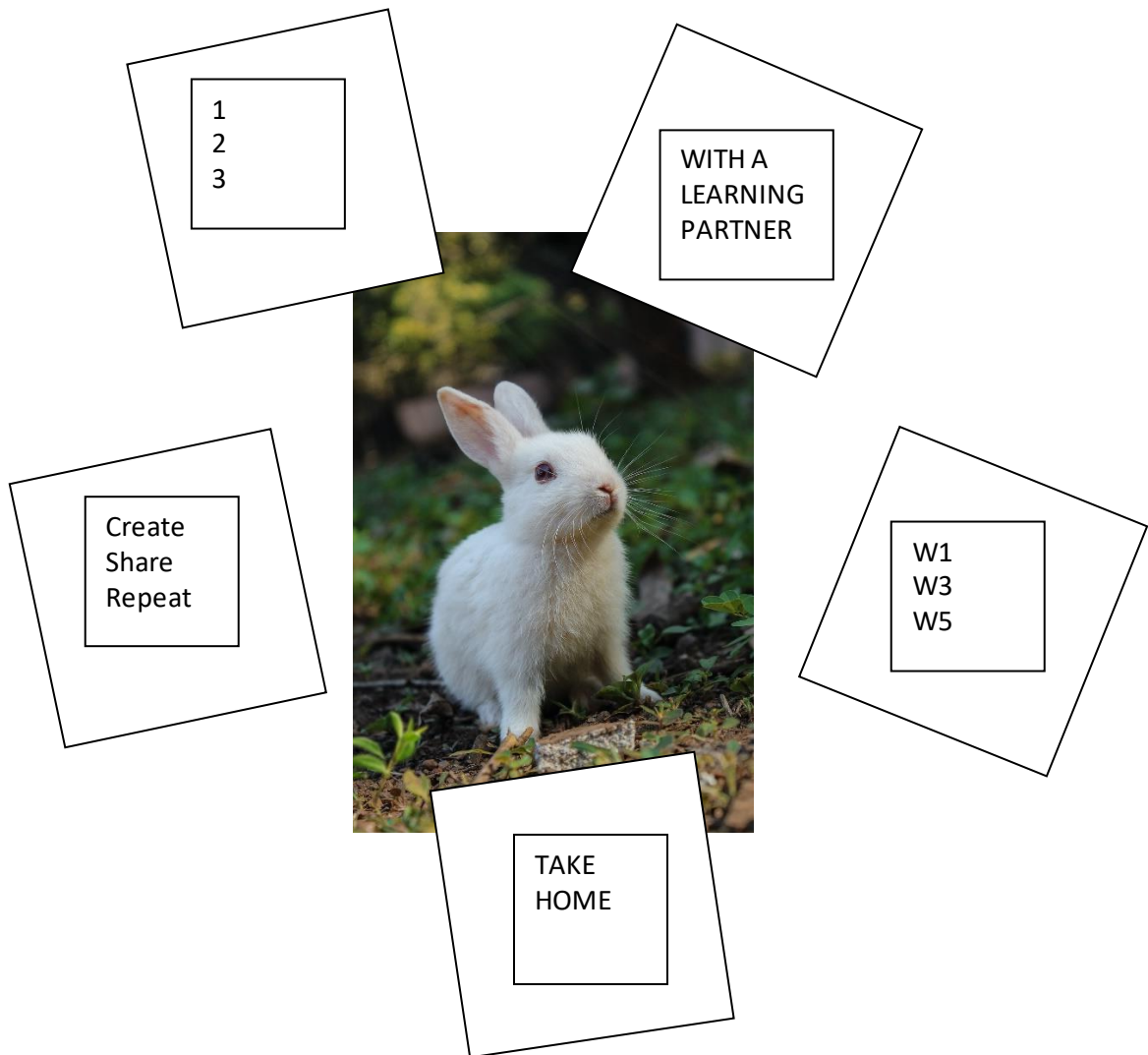
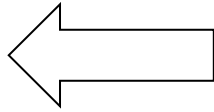


To highlight the importance of challenge for student engagement I 'bet' they can't copy me in playing a children's game called Bunny Whoops! They fail at first but get it eventually. I debrief the importance that starters play to engagement and recall (for example those that revise previous learning.) I present participants with a list of 9 types of starter each with a different thinking skill to aid the development of Metacognition.

# Strategy 1



- Challenge
- Hook
- Artefact
- Articulate



Poster rules apply.

What could these become hooks for?



Subject

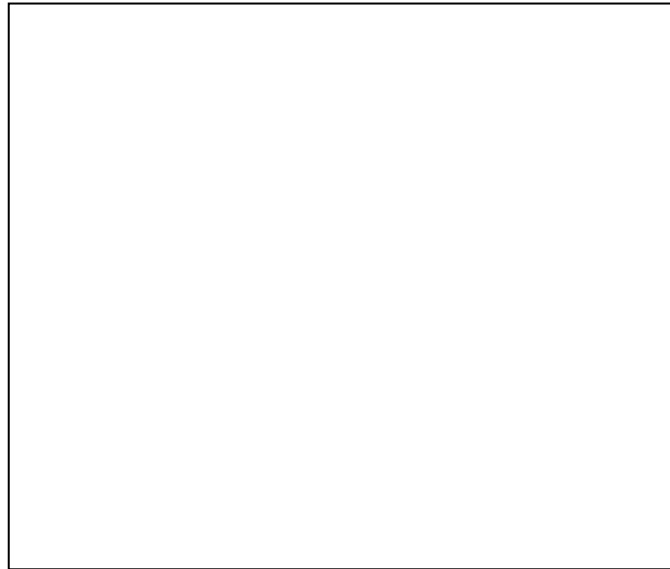
Hook



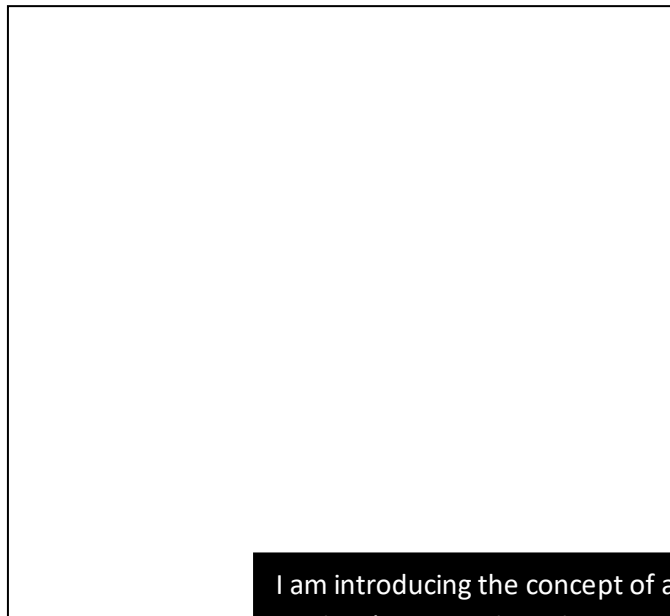
I set a quick brainstorm activity that all do together by calling out ideas- a great way to keep a class engaged- but sadly one seldom seen in classrooms (PUT YOUR HANDS UP!)

What artefacts could the children make?

Maths

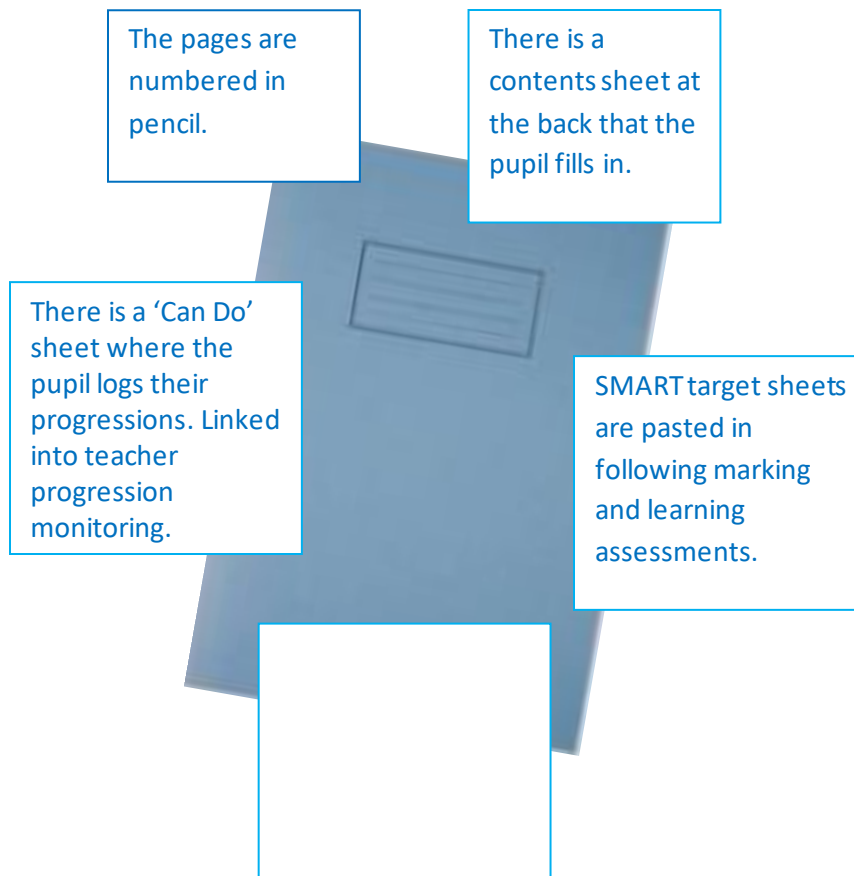


English



I am introducing the concept of an artefact in learning- an item of student's own making that represents an overview of it. I later create one with them to demonstrate exactly what I mean.

# The Retrieval Exercise Book



“ Snap Quiz everyone! Find the page about.... What is.....? When was....? Who....? How...? Why? ”

## AFL- English and Maths

*Mark less but deeply.*

### Feedback

Well done you can:

- 1
- 2
- 3

You are getting better at:

- 1
- 2
- 3

To make further progress:

I give each participant an exercise book to introduce how monitoring your own learning in certain ways can help retrieval.

I then burst into the 'Story of Adam' with flashcards and PowerPoint slides.

Notice- I use the banana they have been given at the start- a learning artefact to aid their recall of the training!



Use voice recognition and labels?

Have an individually differentiated lesson based on this AFL directly after marking.

One to one formal conferencing every term.

# The Lesson and Plenary: 'Story Time'



S\_r\_ival

S\_c\_rity

B\_l\_ \_ \_ \_ \_



P\_ \_ \_ \_ \_

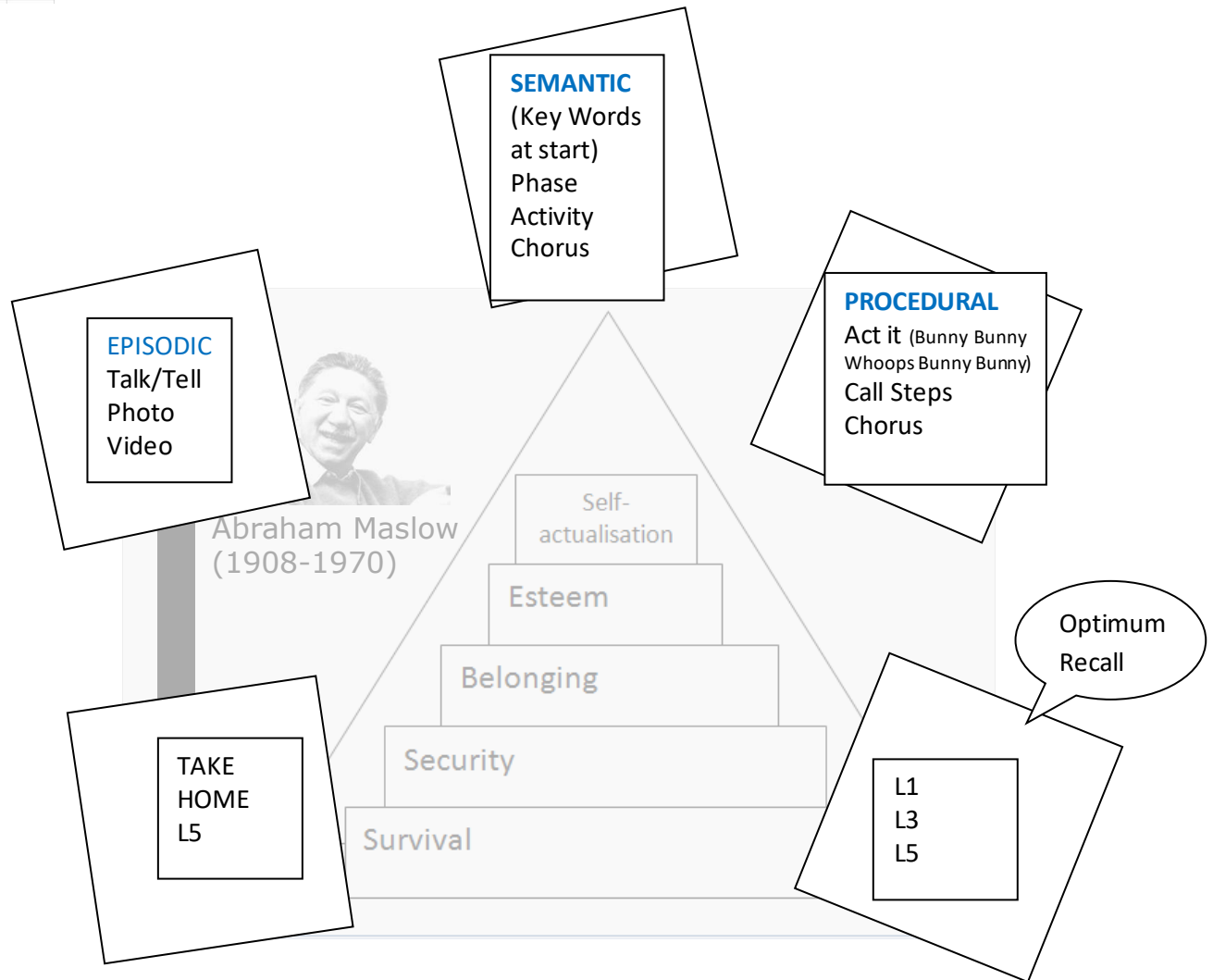
SELF ACTUALISATION

I show and explain how you can use an active retrieval tactic after a piece of work or a lesson that will aid the students recall ready for consolidation. I go through a list of retrieval practice ideas.

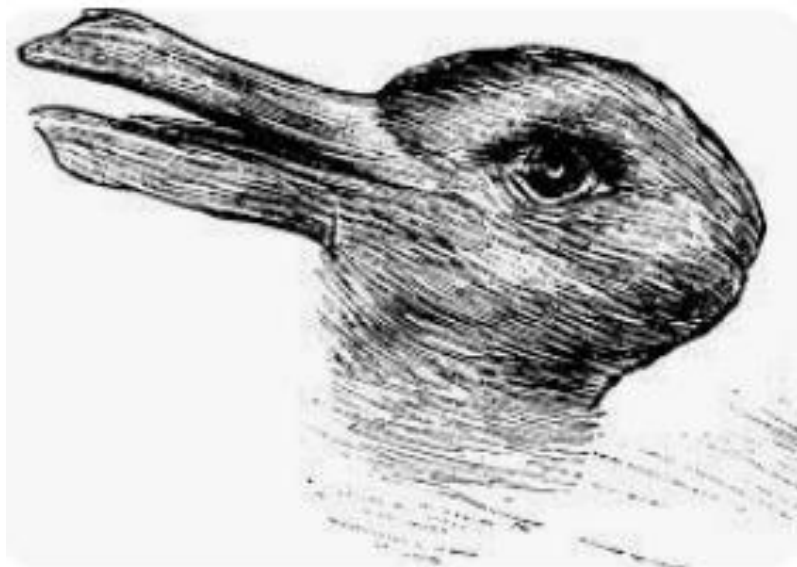
# Strategy 2



Retrieval Plenaries for all

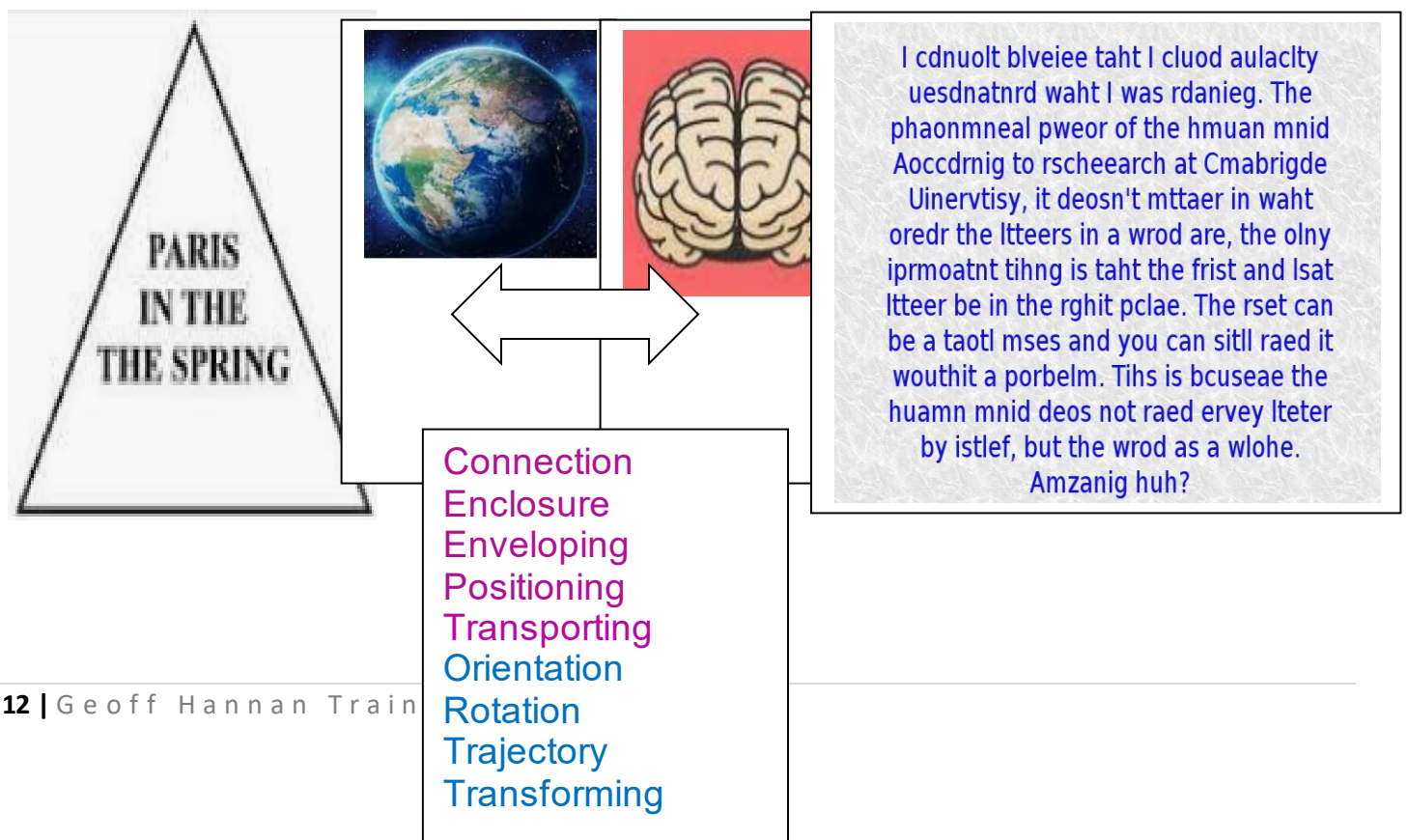
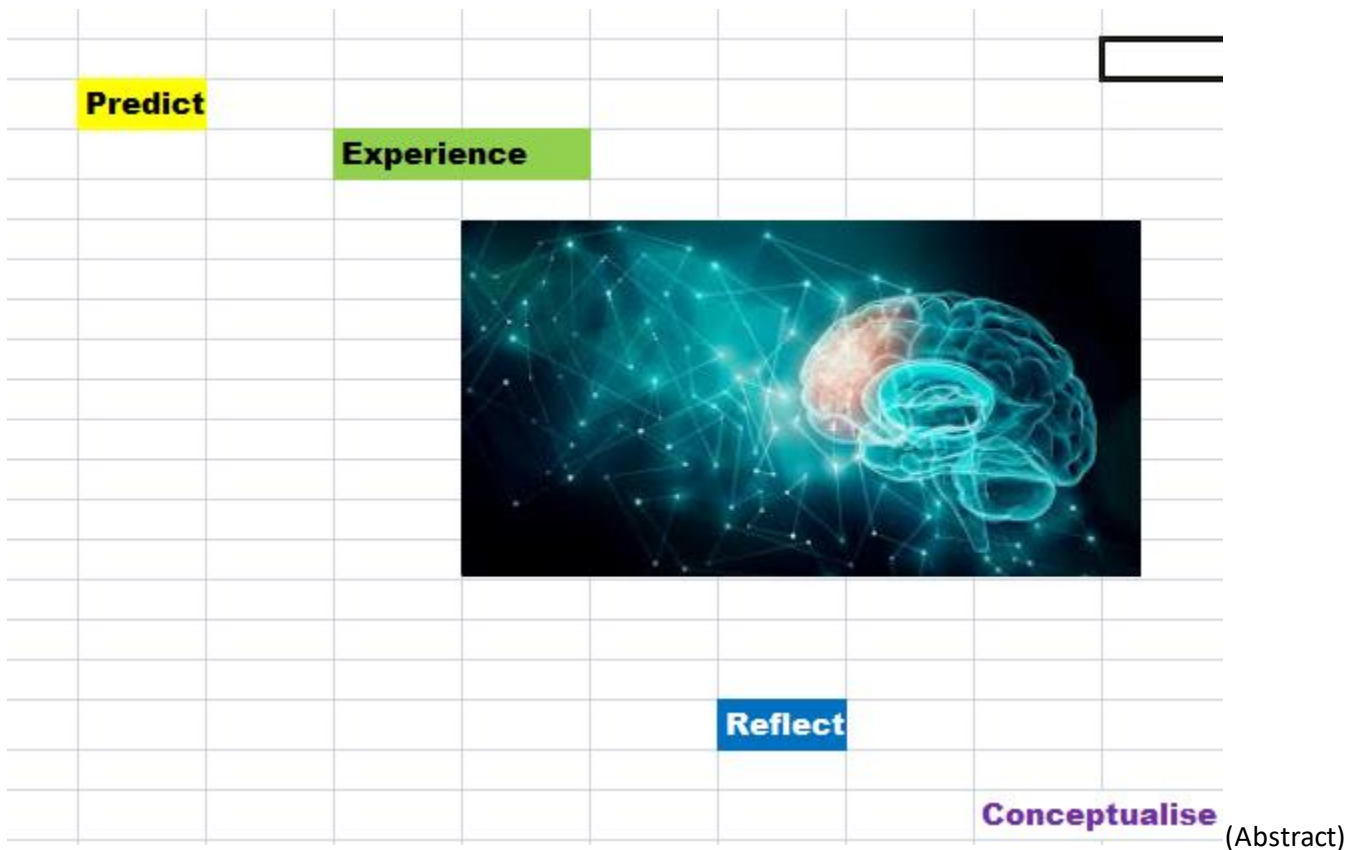


“  
Tell your partner what you learnt this lesson.  
”

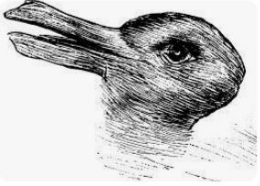


I now demonstrate and explain some of the latest neurological research and thinking in how the brain works in storing and retrieving information. There is not just a flow of experience through our senses into the brain but an equal electrical/chemical output as the brain is *constantly* predicting what it sees, hears and senses. This is huge in learning- how do we help children's brains to respond in this way.... Well they do already but we can *extra facilitate* this by classroom tactics which I show here.

# The Predictive Brain



## Strategy 3



Guess and Test

### Ideas for 'Guess and Test'

1

2

3

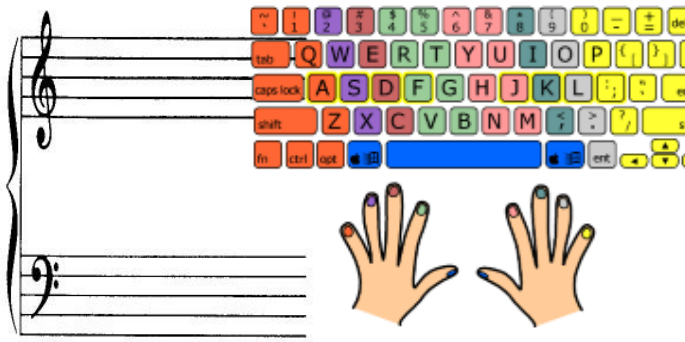
4

5

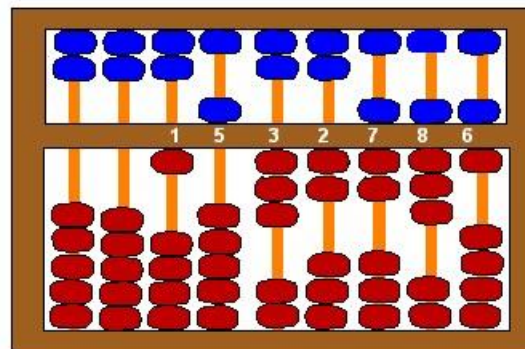
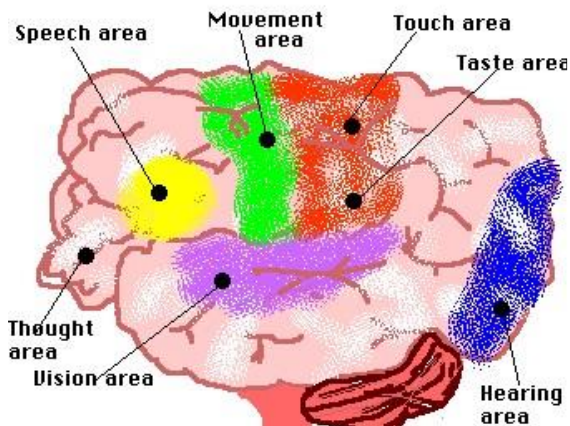
Why not 6?

# Go for Five

## Assisting the Predictive Brain



From Computer Desktop Encyclopedia  
© 1998 The Computer Language Co., Inc.



**By delineating steps and sequences. By the visual with the verbal.**

Strategy 4

I could 'Go-for \_ \_ \_ \_ ' or

'Go-for \_ \_ \_ \_ '

#### PROCEDURAL

- 1
- 2
- 3
- 4
- 5

#### SEMANTIC

- 1
- 2
- 3
- 4
- 5

#### EPISODIC

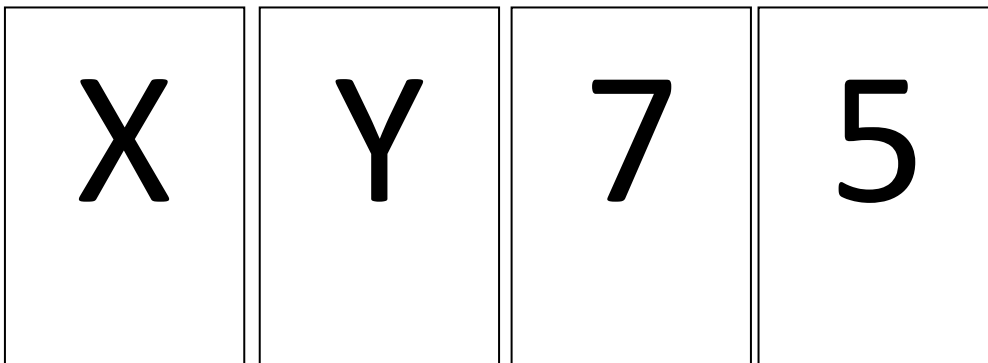
- 1
- 2
- 3
- 4
- 5

# Mind Gym

With  
Partner

## Thinking Hard and Soft

1. A bat and a ball together cost £1.10. The bat is £1 dearer than the ball. How much is the ball?
2. In a garden weeds double in number every day. It will take 24 days for the weeds to cover the entire garden. How long will it take for the weeds to cover half the garden?
- 3.



Each of the above cards has a letter on one side and a number on the other. Which two cards should you turn over to check that the following statement is true: **if there is an X on one side there is a 5 on the other?**



Can you put these words under **two** columns and then justify your reasons for doing so?

LOGIC  
**METAPHOR**  
*DREAM*  
**REASON**  
PRECISION  
**HUMOUR**  
CONSISTENCY  
**AMBIGUITY**  
**PLAY**  
WORK  
**EXACT**  
APPROXIMATE  
**DIRECT**  
FOCUSED  
**FANTASY**  
REALITY  
**PARADOX**  
**DIFFUSE**  
ANALYSIS  
**HUNCH**  
**GENERALISATION**  
*SPECTIFICS*

The two categories I am hoping to draw out here are the world of adult (hard thinking) and the world of the child (soft thinking). We need to soft think at times to get the most from children.

## Creating for Children:

Think \_ \_ \_ \_ !

Assisting the predictive brain (2)



D

R

S

D

R

S

Use the  
Descriptive-  
Reflective-  
Speculative  
progression in  
1/3 of lessons.

# Strategy 5



D  
R  
S

Use and Teach D-R-S

Lesson Plan

Subject:

Mini-Plenary

I draw up a quick predictive D-R-S lesson with the participants using the retrieval ideas so far taught.

MOVEMENT BREAKS ARE CRUCIAL TO RECALL! ....

# The Planning Brain

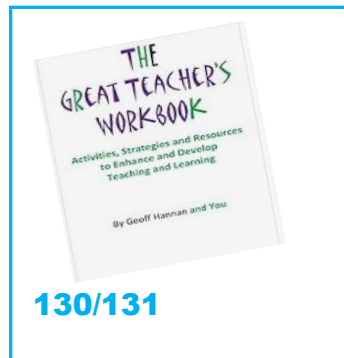
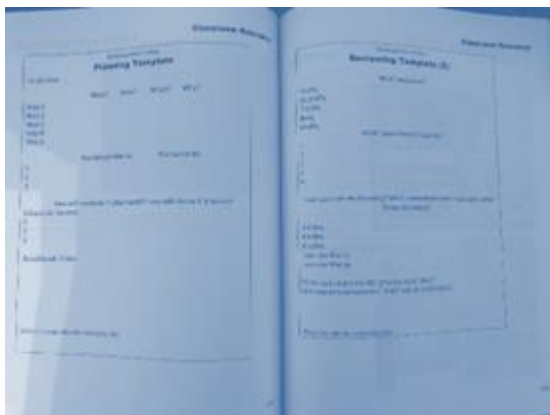
*“Up you get class it's time for 'Mind Gym!'”*

In three minutes, you will be asked to sit in the same group as before, but these rules must then apply:

1. You must sit in age order with the youngest on my right.
2. Only 2 of your group must have their arms folded.
3. Only 2 of your group must have their legs crossed.
4. One person with arms folded must also have their legs crossed.
5. One person with neither arms folded nor legs crossed must say the word 'whoops' when I ask you to.

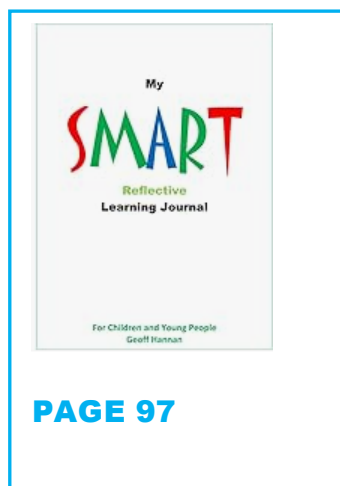
# Strategy 6:

Teach and use PLAN-DO-REVIEW



130/131

SEE PLANNING TEMPLATES ON PAGES



PAGE 97

# Recap

## TACTICS

- 1 **Use hooks**
- 2 **Active plenaries**
- 3 **Guess and Test**
- 4 **Go for 5/Go for 3**
- 5 **Use and teach DRS**
- 6 **Plan-do-Review**

| w1 | w2 | w3 | w4 | w5 |
|----|----|----|----|----|
|    |    |    |    |    |
|    |    |    |    |    |
|    |    |    |    |    |
|    |    |    |    |    |
|    |    |    |    |    |
|    |    |    |    |    |

The '3 and 5' rule applies.

We learn nothing by writing.

Agree? Disagree?



# Staging Strategies

## 7 DO Think-C\_\_\_\_\_ -Write

For Example:

## 8 DO Read-Think-C\_\_\_\_\_

For Example:

## 9 DO Mind Gym to teach Metacognition.

For Example:

"A quick Go for Five..."

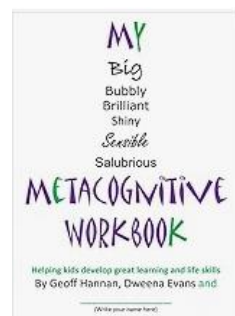
"A quick DRS here, before we start..."

"Guess what happens next."

"Let's all do this before we write..."

"All together read this and find five words about..."

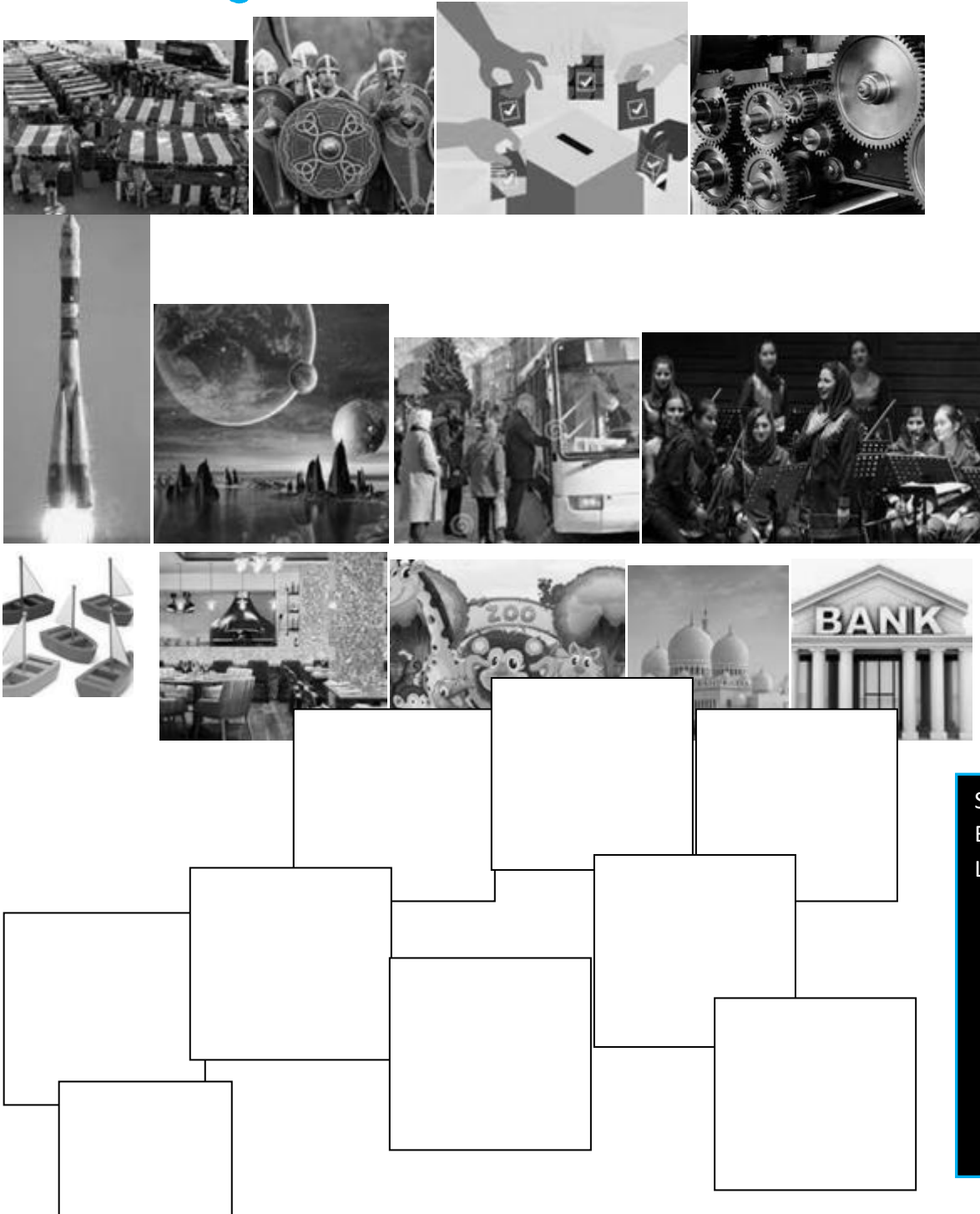
"Tell your partner three things about..."





Worksheets ✗ 'Thinking Frames' ✓

What is your classroom becoming today?



STOP CHILDREN'S DEATH  
BY TWINKL IN OUR  
LESSONS!

Let's create...

Putting it all together!



## GO FOR **FIVE**

To develop  
reflective and speculative  
thinking skills

- Think of **five** possible solutions to a problem and then select the best
- Think of **five** reasons why something might have happened before deciding on the most probable
- Try to find **five** reasons for something and **five** reasons against something before making a decision
- Find **five** good things and **five** bad things
- Find **five** unknown things prior to seeking information

Putting it all together!

### Learning Objectives

In today's lesson you will be learning:

- what *persuasive writing* is and ways it is commonly used (D)
- why persuasive writing is used (R)
- some effective ways to write persuasively (S)

### Starter

*Pairwork, verbal:*

'A' - you want your friend to play a computer game with you. 'B' - you want to go to the cinema

Try to persuade your partner around to your way of thinking.

Thinking time - one minute: workout what you are going to say.

Role-play time - two minutes.

Debrief

STEPS Descriptive- Reflective- Speculative TEACH-DO TEACH-DO DO

### Plenary

'A' explain three techniques commonly used in persuasive writing.

'B' show 'A' two examples of persuasive writing you have looked at today and explain how the author has used the techniques.

Can Do List (Linked into teacher's assessment)

(Paste in back of exercise book/number pages in exercise book: ref. p18 in notebook)

I can use persuasive writing in a range of contexts.

Evidence: pages....

I can recognize persuasive writing when I read it.

Evidence: pages....



## Geoff Hannan TEACHING METHOD: LESSON PLAN

|  |   |  |  |
|--|---|--|--|
| Meet   | <ul style="list-style-type: none"> <li>At door: friendly, smiling engaging individuals</li> <li>Whiteboard: LOs, Key Words (<i>date, note, fill in content page</i>) <b>Method: I, LP (ABC)</b> Reward Targets/ Prizes</li> </ul>                 | Key strategy<br><b>Learning Partners</b><br>A: Boy-Girl<br>B: Friend<br>C: Mixed ability | Key strategy<br><b>Praise Targets</b><br>Min 3:1 ratio   |
| Learning Step 1<br>Starter<br>5 Min                            | <ul style="list-style-type: none"> <li><b>With LP/Individually</b></li> <li>Recap prior learning or practise thinking skill for lesson: organise-describe- reflect-hypothesise</li> </ul>   | Key strategy<br><b>Go For Five</b><br>Talking Frames                                     | Key strategy<br><b>No Hands</b><br>Here's my question - thinking time/talking time                       |
| T/L Step 2<br>Descriptive<br>10 Min                            | <ul style="list-style-type: none"> <li><b>Teach How</b> using 3-5 steps</li> <li><b>Do How</b> using 3-5 steps <b>with LP/Individually</b> <b>TRAFFIC LIGHT</b></li> </ul>  | Key strategy<br><b>Think-Communicate - Write</b>   | Key strategy<br><b>mH sh: Be Directive</b><br><b>mL sh: Be Supportive</b><br><b>mH sh: Be Delegatory</b> |
| T/L Step 3<br>Reflective<br>15Min                              | <ul style="list-style-type: none"> <li><b>Teach Why</b> giving 3-5 points of explanation</li> <li><b>Consolidate Why</b> through activity tasking 3-5 points of analysis/explanation; <b>with LP/Individually</b> <b>TRAFFIC LIGHT</b></li> </ul> | Key strategy<br><b>Read -Think-Communicate</b>   | Key strategy<br><b>THINK RATIOS</b><br><b>TEACH/DO</b><br><b>INDIVIDUAL/PROXIMAL</b>                     |
| Learning Step 4<br>Speculative<br>20Min                        | <ul style="list-style-type: none"> <li><b>With LP/In Groups of 4</b> formed by LPs/Individually</li> <li>Central Learning Activity: differentiate by/rotate: auditory- visual-kinaesthetic/ability 1-1, Pair, Group Teach</li> </ul>              | Key strategy<br><b>Paired Reading</b>  |  |
| Learning Step 5<br>Consolidation through explanation<br>10 Min | <ul style="list-style-type: none"> <li>Students <b>show off</b> their learning <b>with LP/Group/Individually</b></li> <li>Teacher Plenary: students fill in learning diary <b>TARGET</b></li> </ul>   |  | Key strategy<br><b>Reflective -Extend male</b><br><b>Speculative -Extend female</b>                      |

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## Recall Research TCI TEACHING LAB with Glasgow Uni 2011 (incomplete) et Al

|   | TACTICS                           |
|---|-----------------------------------|
| 1 | <b>Use hooks</b>                  |
| 2 | <b>Active plenaries</b>           |
| 3 | <b>Guess and Test</b>             |
| 4 | <b>Go for 5/Go for 3</b>          |
| 5 | <b>Use and teach DRS</b>          |
| 6 | <b>Plan-do-Review</b>             |
| 7 | <b>Do-Think-Communicate-write</b> |
| 8 | <b>Do Read-Think-Communicate</b>  |
| 9 | <b>Mind Gym</b>                   |

- + 17
- + 15
- + 30
- + 12
- + 34
- + 25
- + 20
- + 22
- See Education Endowment Foundation general: High.

## Education Endowment Foundation Research

### Collaborative learning

Moderate impact for very low cost, based on extensive evidence.



+5

### Metacognition and self-regulation

High impact for very low cost, based on extensive evidence.

[Read more about Metacognition and self-regulation](#)



+7

### Oral language interventions

Moderate impact for very low cost, based on extensive evidence.



+5

### Peer tutoring

Moderate impact for very low cost, based on extensive evidence.



+5

### Social and emotional learning

Moderate impact for moderate cost, based on extensive evidence.



+4

### Setting or streaming

Negative impact for very low cost, based on moderate evidence.



-1



| SMART Target           |  |  |  |  |  |  |  |
|------------------------|--|--|--|--|--|--|--|
|                        |  |  |  |  |  |  |  |
| What?                  |  |  |  |  |  |  |  |
|                        |  |  |  |  |  |  |  |
| When?                  |  |  |  |  |  |  |  |
|                        |  |  |  |  |  |  |  |
| How?                   |  |  |  |  |  |  |  |
|                        |  |  |  |  |  |  |  |
| Why?                   |  |  |  |  |  |  |  |
|                        |  |  |  |  |  |  |  |
| Success looks like.... |  |  |  |  |  |  |  |
|                        |  |  |  |  |  |  |  |
| Metric                 |  |  |  |  |  |  |  |
|                        |  |  |  |  |  |  |  |
|                        |  |  |  |  |  |  |  |

| SMART Target           |  |  |  |  |  |  |  |
|------------------------|--|--|--|--|--|--|--|
|                        |  |  |  |  |  |  |  |
| What?                  |  |  |  |  |  |  |  |
|                        |  |  |  |  |  |  |  |
| When?                  |  |  |  |  |  |  |  |
|                        |  |  |  |  |  |  |  |
| How?                   |  |  |  |  |  |  |  |
|                        |  |  |  |  |  |  |  |
| Why?                   |  |  |  |  |  |  |  |
|                        |  |  |  |  |  |  |  |
| Success looks like.... |  |  |  |  |  |  |  |
|                        |  |  |  |  |  |  |  |
| Metric                 |  |  |  |  |  |  |  |
|                        |  |  |  |  |  |  |  |
|                        |  |  |  |  |  |  |  |

# TCI TEACHING LAB

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