

The following three strategies have been shared by **Roz Clent from Kerikeri High School**. Roz gives examples of how she has used these strategies with her Y13 Art History students however, as she points out, these strategies are easily adapted to other year levels, curriculum areas or learning needs.

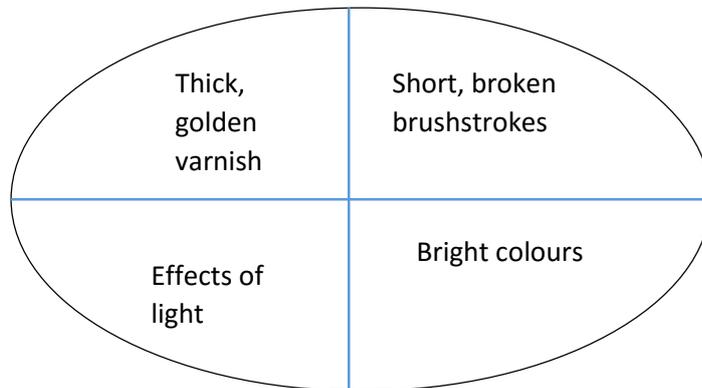
### Concept Circles (Helen Nicholls)

These are initially prepared by the teacher:

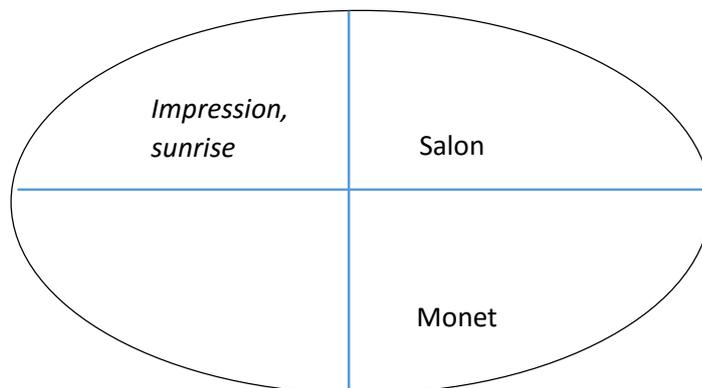
- (a) Draw on the board (or data projector) a circle which is divided into 4 sections. In each section there is a word associated with the topic and connected in some way with the other words in the circle. Learners must work out and explain what the relationship is between the words. Or there could be one incorrect word they need to identify and then justify their response.
- (b) Learners individually or in pairs design their own concept circles for others to explain.
- (c) A variation is to leave one segment blank and learners work out what the missing element is and replace it.

Concept Circles using Art History content:

*Whats the wrong statement with reference to Impressionism?*



*Give another word that relates to Impressionism:*



## Word Jumbles

This literacy activity can be adapted and used in a variety of ways according to year level, curriculum area and/or learning needs. The teacher prepares a list of key words from the task or unit of learning. These words can be presented then used with students to inform their learning or as a revision strategy.

For example:

1. Memory game: with my Y13 Art History class I identified 15 - 20 key words for each of the 3 main areas of study. I presented each list as a different game each time – the first time as a memory game (a) words on a slide on the board, students have certain time frame to memorise, then slide off and have to record what they remember (b) then confer with person next to them to extend list (c) then as a class (d) then with the teacher. Then you can work with the words in many different ways...
2. Students identify words into groups e.g. most confident with, not confident with, never heard of (need to learn) – then work with the words in pairs or groups e.g. (a) find meaning (b) use in a sentence (c) give an example of e.g. in art history it's application in an art work – then share with the class.
3. Could make into a class competition with putting the words in to sentences; the most words they can coherently fit into a paragraph...
4. If at start of a unit, students could each be the guardian for a keyword – share with class in a variety of ways e.g. turns to explain at the beginning of lesson – games to share at points during the unit etc.

## Quick writing to paragraph writing

Students are often reluctant to write because they don't know where to start. Quick writing helps students to put their ideas down on paper in an unstructured way. The ideas do not have to be complete sentences and spelling and punctuation are not important. This quick writing activity also involves co-operative learning. Students are able to devise a paragraph together.

Here are the steps using **SEE** (Statement, Explanation, Example):

1. Students read material, discuss or brainstorm to prompt their ideas.
2. Students are given one minute to write on strips of paper as many main **STATEMENTS** they can think of in relation to the topic or question. They write every point on a new strip of paper. By the time the time is up every student has a pile of strips of paper.
3. In pairs /groups of 3 students now read all the points and select the one they like the best.
4. Students now have one minute to individually write as many **EXPLANATIONS** for the main point they have chosen on separate strips of paper. After the minute is up, they choose the one they like the best.
5. Students repeat the exercise and write as many **EXAMPLES** as they can think of on strips of paper. They choose the one example they like the best.
6. Students then use the statement, explanation and example to construct a paragraph.

**Variations:** This activity can be modified to suit other acronyms for writing. Students could be given different aspects of the topic for their paragraphs and then the paragraphs could all be put together to form an essay.