

**Learning Activity:** Romeo & Juliet Discussion Tool/Thermometer

**Learning Behaviours:** *Reflection/ Comparison/Using visual clues*

**Teacher:** LWP

**DATE:** 2/8/05

**Class:** Year 9 English

This is another way to get the students to reflect on the learning that has taken place. All Year 9 students study Romeo & Juliet. There are a number of activities sat down for all students to do. Therefore most of what the students did during this task were fairly standard. I decided use another sort of method to get the students to think about, reflect on and compare the learning activities that were done.

The activities that the students completed were;

**Prior Knowledge:** In groups the students came up with a list of facts they knew to be true about Romeo & Juliet. Each group wrote the lists on the board and we went through it as a class.

**Work Sheet :** Students, individually complete some work sheets on the elements of a tragedy.

**Video I:** Students watched a traditional version (Zeffirelli) of the play and each took a log of what they saw even if they didn't understand what was going on.

**Group Work :** Students worked in groups to establish a common understanding of the plot.

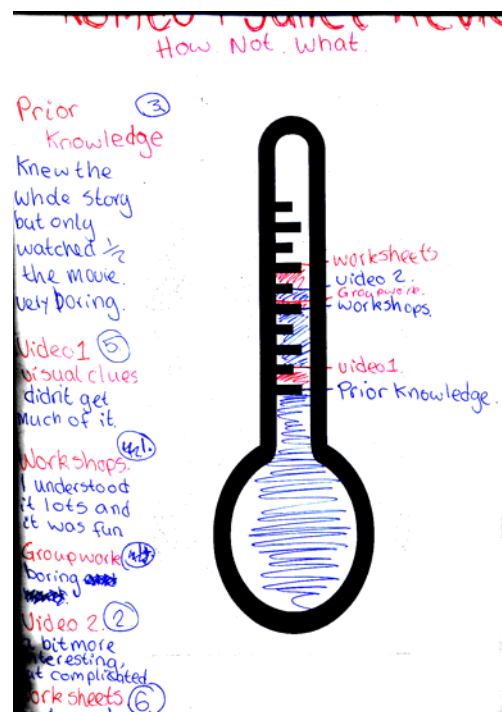
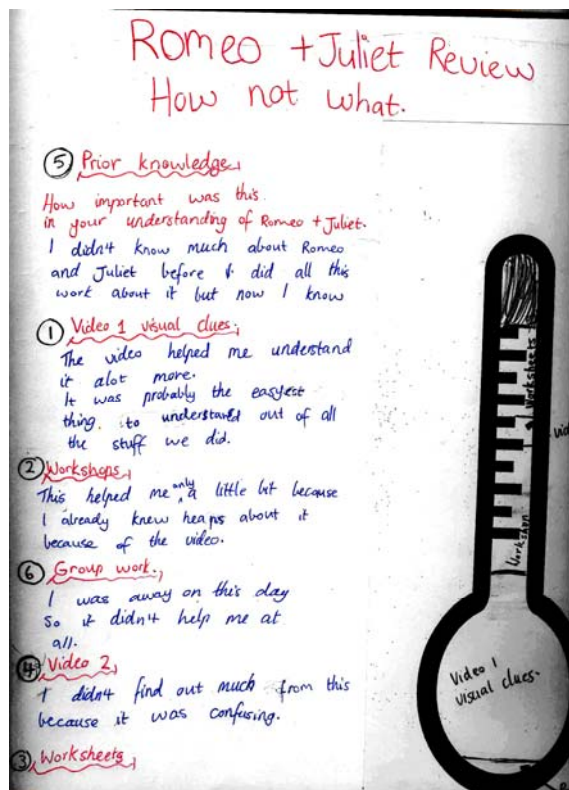
**Video II :** Students watch the more recent version of the play (Luhrman) and went back into their groups to further refine their understanding.

**Visiting Performance and Workshops :** Some where early on in this process the school was visited by the Complete Works Theatre Company and the students watch them perform parts of the play and participated in workshops.

**Discussion Tool:** *eg. Role play / Discussion / Journal Writing*

To get away from straight Journal writing the student were asked to complete the thermomotor. After a discussion about the above activities I asked the students to place each activity in the thermomotor. They were to give more space to the activity that gave them a better understanding of the play. They had to explain why they thought this to be so. The emphasis of this explanation was on **HOW** it helped their understanding not **WHAT** they understood. Once they had done this they were to select the activity that they felt helped them understand the play the best. They got into group according to the activity select and each group had to discuss and explain to the class why that activity had helped them the most.

## Student Comments



## Teacher Journal

*I hoped the students would be able to identify the ways they learn best and the types of activities that suited them. The activity where they got into a group according to the activity that helped them best understand the play was fairly successful. The groups were able to, in some depth, point out why some activity were better than others, for them, to help with their learning. In future instead of just discussing it and leaving it there I would get them to record the reason/s in their journal.*