

Learning Activity: Role Play / POE

Learning Behaviours: *Checking for understanding, Justifying opinions, Reflecting on decisions, listening, working out things for themselves.*

Teacher: MWJ **DATE:** 9 /5/05

Class: yr 7 science

Topic : Heat

What is my intention? What do I want to achieve?

1. After watching an animated video on Particle Theory and States of Matter, I wanted to check student understanding of the concepts through Role Play
2. Model effect of heat on liquids using the P.O.E. procedure

How does my intention fit in with current practice?

1. In past I have assumed understanding after video or maybe some questions on video.
2. In past I have completed this experiment but more prescribed with questions after.

What happened?

1. I decided to divide the class into 2. Each half had to role play the movement of particles in solids, Liquids and Gases. They were given 5 minutes to develop their play. The activity was successful in that they seemed to have no problem acting out the differences and seemed to enjoy the task
2. P.O.E. Students were asked to predict (alone) what they thought would happen when food dye was added to hot then cold water. They were then told to discuss their prediction with a Partner and see if they would like to modify their prediction or talk their partner in to their way of thinking. Then went around the class and heard predictions from everyone. They then completed the activity and observed results. Then attempted to explain their observations

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

After watching the theory video the students role played particle movement. They enjoyed the activity and showed good understanding of the concepts.

Discussion between partners and the class was a valuable tool in getting students to listen to each others ideas and evaluating their own.

Student Comments

Some comments about what they learnt from these activities :

“If you act it out it helps you understand.

“I learnt that a solid object is always moving even though we cant see them moving”

“Molecules move fast when they’re hot and slow when they’re cold”

“it makes it easier to understand when you can see them moving’

“

Teacher Journal

What was my role?

1. Observer only
2. Introduced the activity, listened impartially to all predictions, accepting all.

What was the students’ role?

1. Students completed the role play activity, All students involved.
2. Discussing , predicting, completed activity then explain.

What feelings and senses surround the event?

A very positive lesson. All students were actively involved. I think their understanding of a difficult concept was enhanced by thinking, discussing then doing. They enjoyed the activity and even showed “wonderment and awe”!!

What were the important elements of the event?

Student centred, discussion. A great group, always listen well to others.

What was the outcome? Students had no trouble identifying the reasons for their observations even though their initial predictions may have been wrong

What were the blockers?

None

What do I think the students got out of the event?

This is a very abstract concept for students to grasp, particularly yr.7 I feel their understanding was enhanced with concrete examples such as “you be the molecules” and the P.O.E.

What might I change next time around?

It would have been better to show the video then go directly into the role play.