

# CREATING SUCCESSFUL OUTREACH PROJECTS FOR MALES ON FREE SCHOOL MEALS

28.01.25

Andy Griffith

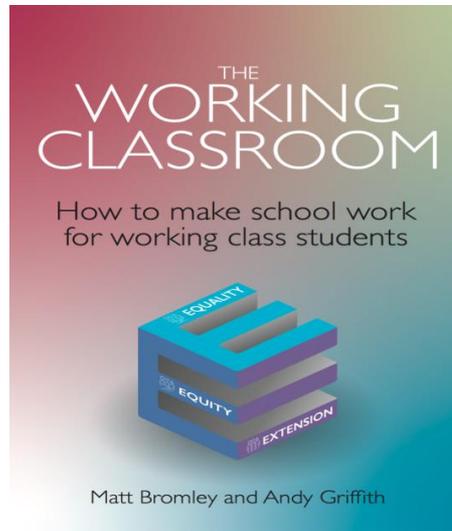
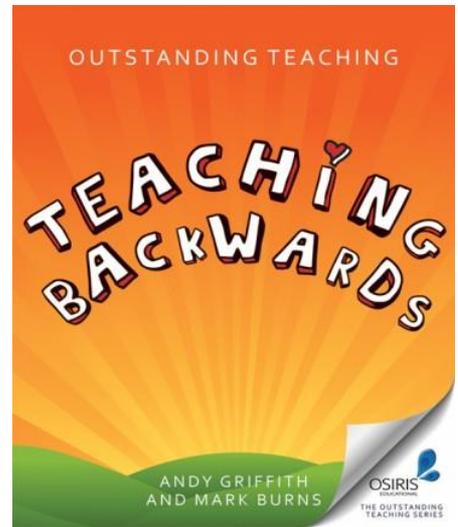
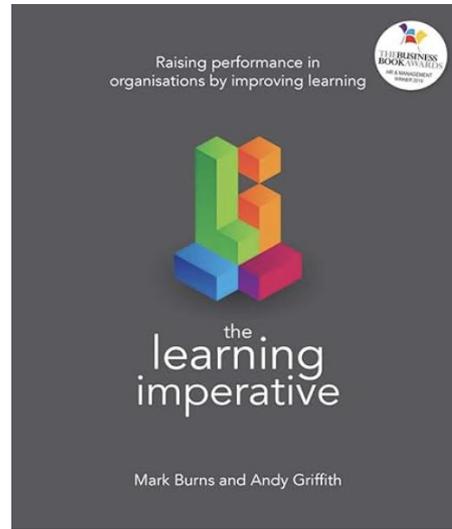
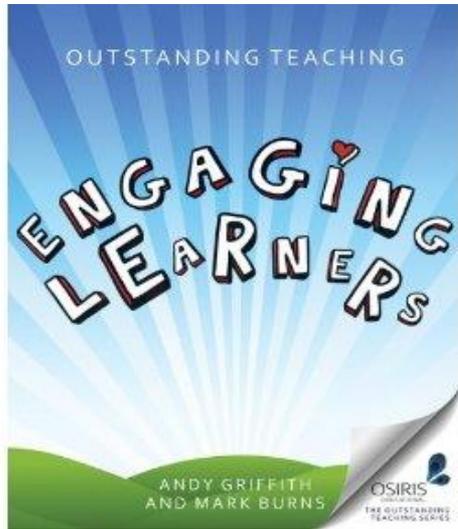
[andy@malit.org.uk](mailto:andy@malit.org.uk)



**GO HIGHER**

West Yorkshire





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malit

# TAKE-AWAYS

1.

2.

3.

4.

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# Session Content

- **Where and Why are the working class are under-represented and undervalued.**
- **Key factors to affect our learning design for males on free school meals (MFSM)**
- **Balancing information-giving to ‘sparking’ the interest and motivation of MFSM**
- **Taking an assets-based approach to our work.**
- **Making modular and one-off sessions more engaging.**

# THE WORKING CLASSROOM

How to make school work  
for working class students



Matt Bromley and Andy Griffith

# Schools urged to celebrate working-class cultural heroes

Nicola Woolcock Education Editor

Pulp sang about a rich student who wanted to live like "common people". Now a book suggests the song should be studied at school, along with books, films and music that celebrate working-class culture.

Its authors, two education consultants — one a former teacher and both from working-class backgrounds — say schools must do more to raise standards among disadvantaged children and recognise their rich heritage rather than seeing it as a weakness.

They say meritocracy is "smoke and mirrors" and criticise social mobility as lifting a few working-class children away from their identity.

White working-class boys are some of the lowest achievers at school, on average, and the book says attitudes must change to boost standards. Day-to-day practices in England's schools often draw attention to family incomes and make children feel embarrassed, it adds. These include expensive uniform policies, non-uniform days and requests to bring in pencil cases.

Matt Bromley and Andy Griffith, the authors of *The Working Classroom*, say that every school's curriculum should celebrate working-class culture alongside the culture of dominant classes, but that poorer children should not be excluded from "high culture".

The authors say: "So much of what schools do is classist, including the way the curriculum is designed,

the way the assessment system works and the impact of the hidden curriculum on students.

"Social mobility implies lifting students out of the working classes and leaving behind all that they are and identify with. Rather, the aim of equity in education is to celebrate and embrace students' working-class roots, while simultaneously ensuring those roots don't take a stranglehold of their life chances."

Definitions of core knowledge are classist, based on the notion that wealth and social status confer taste and discernment, and so is the assessment system, which assumes pupils have a home life conducive to independent study and visiting museums and theatres, the book says.

It describes meritocracy as a false concept and says intelligence and ability are often conflated with a person's cultural tastes, mannerisms and confidence. It suggests emulating the beliefs and skills that private schools teach their children and building subject vocabulary so that pupils can speak like experts. Greater articulation can be achieved through role play, group discussions and paired conversations with pupils with broader vocabulary. Children should build a cultural passport that encompasses classical music, opera, old masters and art by working-



The authors suggest pupils study *Billy Elliot*, above, and *Trainspotting*, below, as well as *Dolly Parton* and *Charles Dickens* to celebrate working-class culture at the same time as developing the kind of vocabulary that is taught in private schools

## Curriculum contenders

What schools should teach to celebrate working-class culture

**Films** *An Inspector Calls* (1954); *A Taste of Honey* (1961); *Kes* (1969); *Tracing Places* (1983); *Brassed Off* (1996); *Trainspotting* (1996); *Billy Elliot* (2000); *The Big Short* (2015)

**Television** *The Century of the Self*; *The Wire*; *Shameless*; *Black Mirror*; *Broken*; *In My Skin*

**Books** *North and South* (Elizabeth Gaskell); *Great Expectations* (Charles Dickens); *Middlemarch* (George Eliot); *Jude the Obscure* (Thomas Hardy); *Howards End* (E.M. Forster); *The Ragged Trousered Philanthropists* (Robert Tressell); *Down and Out in Paris and London* (George Orwell)

**Music** *This Land is Your Land* (Woody Guthrie); *Coat of Many Colours* (Dolly Parton); *Career Opportunities* (The Clash); *Another Brick in the Wall* (Pink Floyd); *Ghost Town* (The Specials); *People Like Us* (Talking Heads); *Common People* (Pulp)



class people. They should also be taught about social progress and interview successful working-class adults.

The book recommends that pupils study films including *Billy Elliot*, *Pride*, *The Big Short*, *Kes* and *A Taste of Honey*. Suggested novels include the classics *Great*

*Expectations* by Charles Dickens, *North and South* by Elizabeth Gaskell and *Middlemarch* by George Eliot, but also works by Emile Zola, E.M. Forster, George Orwell, Roddy Doyle, Zadie Smith and Douglas Stuart.

Music covered in the classroom could include *This Land is Your Land* by Woody Guthrie, on the subject of land rights; *Coat of Many Colours* by Dolly Parton on poverty; *The Eton Rifles* by The Jam, on class conflict; *Ghost Town* by The Specials on mass unemployment and class discrimination; and *Fast Car* by Tracy Chapman, about the expectations of working-class women.

The book recommends telling pupils that the dominant class uses knowledge of culture as a tool to exclude others and that people from any background can enjoy any form of art or culture. "Pupils should learn to be confident in expressing their opinions around what aspects of culture they enjoy and appreciate how working-class people have fought throughout history to gain access to the arts."









# CURRENT SCHOOLS

**ALL SAINTS HIGH SCHOOL, KIRKBY (PP 52%)**

**FLEETWOOD HIGH SCHOOL, LANCS (PP 53%)**

**APPLETON ACADEMY, BRADFORD (PP 56%)**

Raising performance in  
organisations by improving learning



the  
learning  
imperative

Mark Burns and Andy Griffith

# Do people growing up in the UK today all have equal opportunities?

● Everyone has equal opportunities to get where they want to in life regardless of their background

● Your chances in life are broadly determined by your parents' socioeconomic status

● Neither

● Don't know

All adults

Age

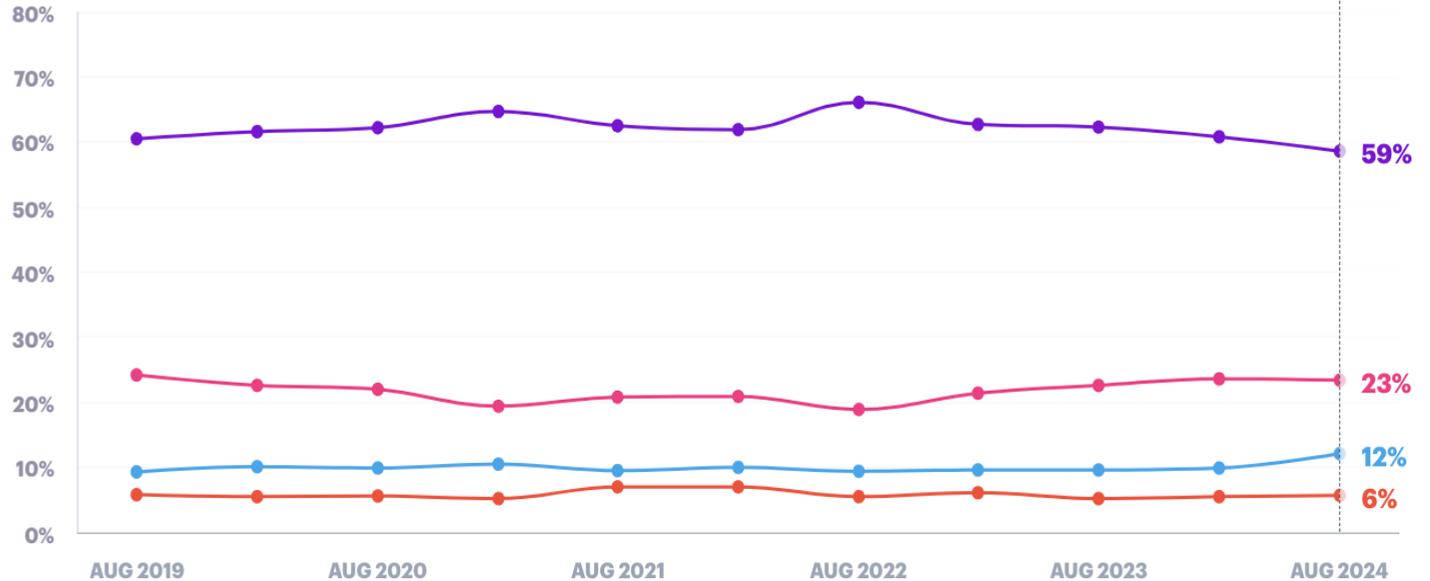
Gender

Region

Social grade

5YRS

ALL



FULL QUESTION

Which of the following statements do you think BEST describes the situation for people growing up in the UK today?

# CAREER UNDERACHIEVEMENT

**4% of doctors are from a working-class background. (Kings Fund, 2016)**

**10% of published authors are working-class. (ONS, 2014)**

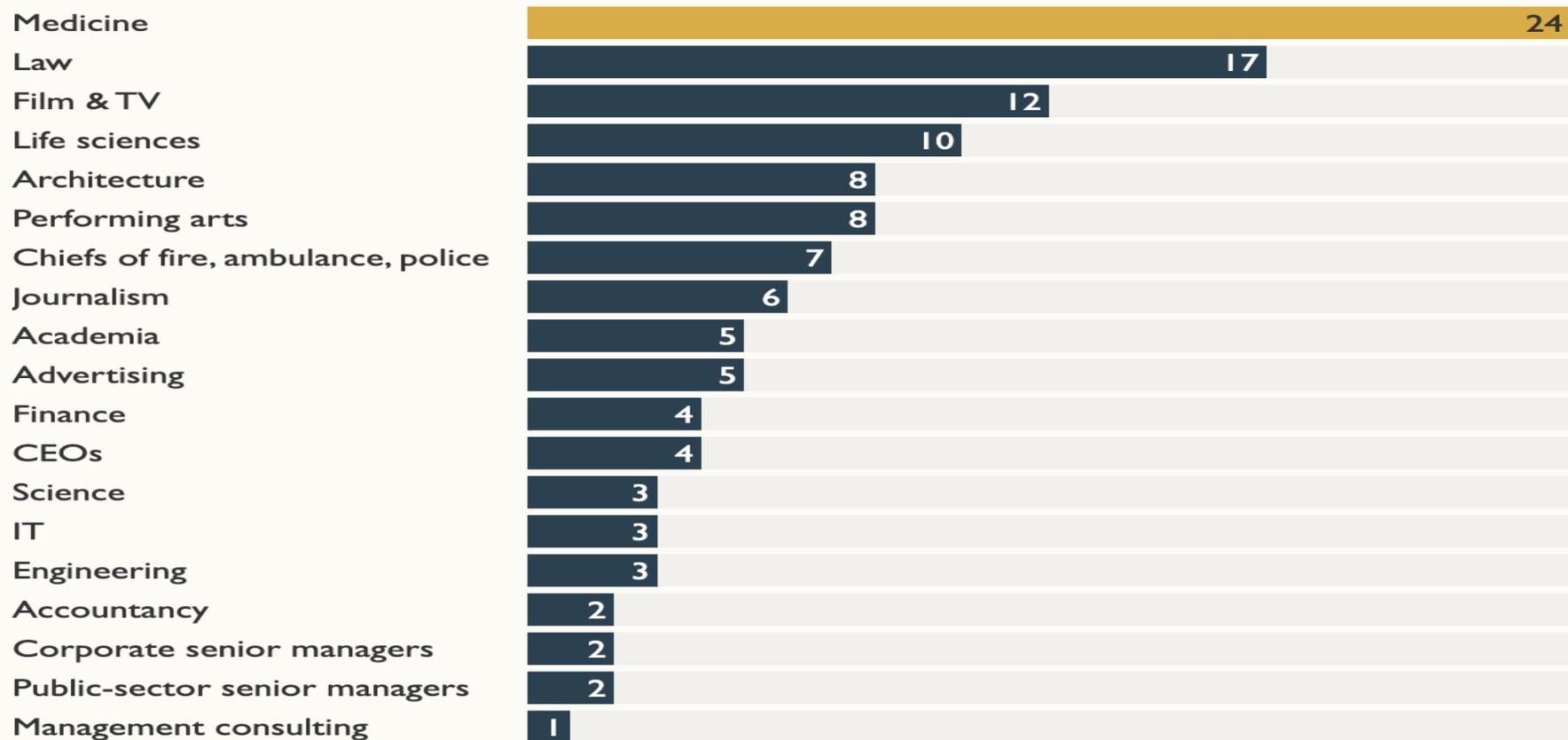
**10% of people from working-class backgrounds make it to higher managerial occupations. (ONS, 2019)**

**Just 16% of people in creative jobs are from working class backgrounds and those from privileged backgrounds more likely to shape what goes on stage, page and screen**

27 August 2020

# Family business

A doctor's child is 24 times more likely to take up the same profession\*



The figures show the increased likelihood of following a particular profession if either parent has gone before you, ie, a doctor's child is 24 times more likely to become a doctor than a child whose parents did a different job.

Source: Labour Force Survey as quoted in *The Class Ceiling: Why It Pays to be Privileged*, by Sam Friedman and Daniel Laurison

# ‘Our industry should be appalled’: Brassic creator laments lack of working class people in TV and film

Danny Brocklehurst’s much loved comedy drama raised the bar – now he is calling for greater representation across the industry

David Barnett

Sun 26 Jan 2025 12.00 GMT

[Share](#)



📷 Danny Brocklehurst at the Star and Garter pub in Manchester, the set for the fictional Crow's Nest in Brassic. Photograph: David Barnett/The Observer

Leaning on the bar of The Crow's Nest pub in the northern town of Hawley, Danny Brocklehurst has something to say.

“I think our industry should be collectively appalled that only 9% of people who work in it would declare themselves as coming from a working class background,” he says.



## **80 per cent of journalists now come from higher class backgrounds**

**The NCTJ has found that journalists are almost twice as likely as the general population to come from advantaged backgrounds**

A new report from the National Council for the Training of Journalism (NCTJ) has found that some 80 per cent of journalists come from professional and upper-class backgrounds, an increase up from 72 per cent in 2016. According to the data, 84 per cent of reporters and 73 per cent of editors come from a higher class background.

# REFLECTIVE QUESTIONS



- What do you consider to be the main causes of working-class underachievement?
- Do your views clash with those of your colleagues?
- What do you suspect your colleagues' views are?

**DELIBERATE  
OR  
ACCIDENTAL?**

# Children of doctors and lawyers get a leg-up to top jobs



Doctors help their children by demystifying a career path that may appear intimidating

ALAMY

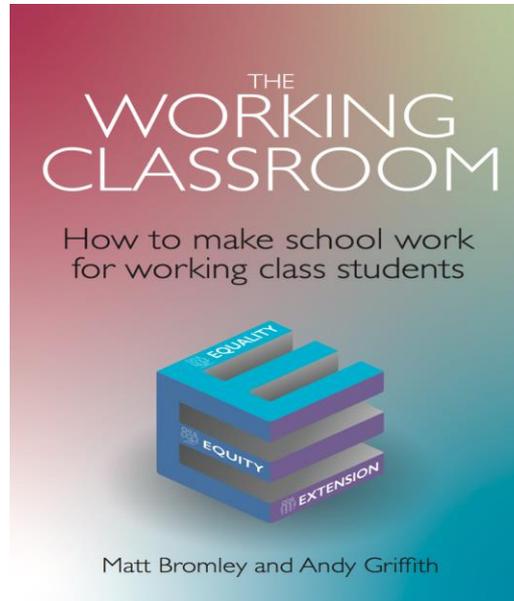
# Well-off families create 'glass floor' to ensure children's success, says study

**Children from wealthier families but with less academic ability are 35% more likely to become high earners than more gifted counterparts from poor families**



**Unpaid internships dominate many managerial routes – Retail (89%), the arts (86%), the media (83%) (Sutton Trust, 2018).**

**Classism is a deliberate strategy. We think that educators cannot undo all aspects of classism, but we can be similarly deliberate in the way we respond to it.'** (page 31)



**Social Justice: justice requires deliberate and specific intervention to secure equality and equity.**

**Equality: every human being has an absolute and equal right to common dignity and parity of esteem and entitlement to access the benefits of society on equal terms.**

**Equity: every human being has a right to benefit from the outcomes of society on the basis of fairness and according to need.**

**Source: Professor John West-Burnham**

# The Hidden Curriculum

and its impact on  
working-class students  
with Dr Neil Speirs

 THE UNIVERSITY  
of EDINBURGH



TEACHING MATTERS PODCAST



Over a quarter (29%) of senior professionals from working class backgrounds have been **mocked for their accent** in the workplace.

# TWO How to Crack the Class Ceiling

Home

Episodes



Watch now

## Episode 1

Series 1 Episode 1 of 2

### Last on

BBC  
TWO

Fri 6 Jan 2023

01:05

BBC TWO

### More episodes

#### PREVIOUS

You are at the first episode

#### NEXT

### Episode 2

Series 1

See all episodes from How to Crack the Class Ceiling

## Class Strategies and the Education Market

The middle classes and social  
advantage

Stephen J. Ball



MICHAEL J.  
SANDEL



# The Tyranny of Merit

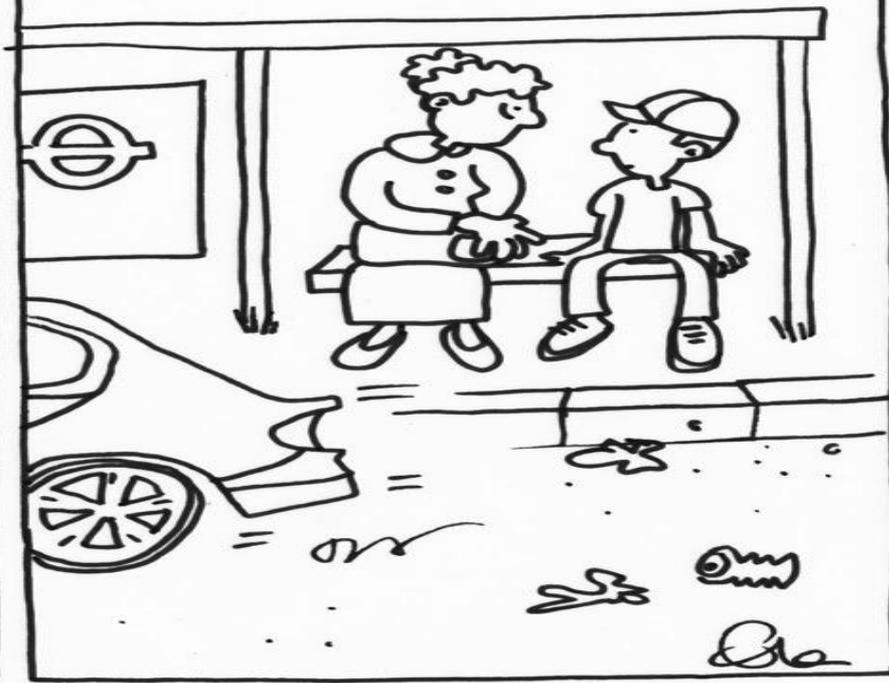
What's Become of  
the Common Good?

'Astute, insightful and empathetic  
... A crucial book for this moment'  
TARA WESTOVER, AUTHOR OF EDUCATED



You work hard at school and one day you could have a car like that.

But Gran, you worked hard your whole life, and we still take the bus.



Social mobility at the bus stop



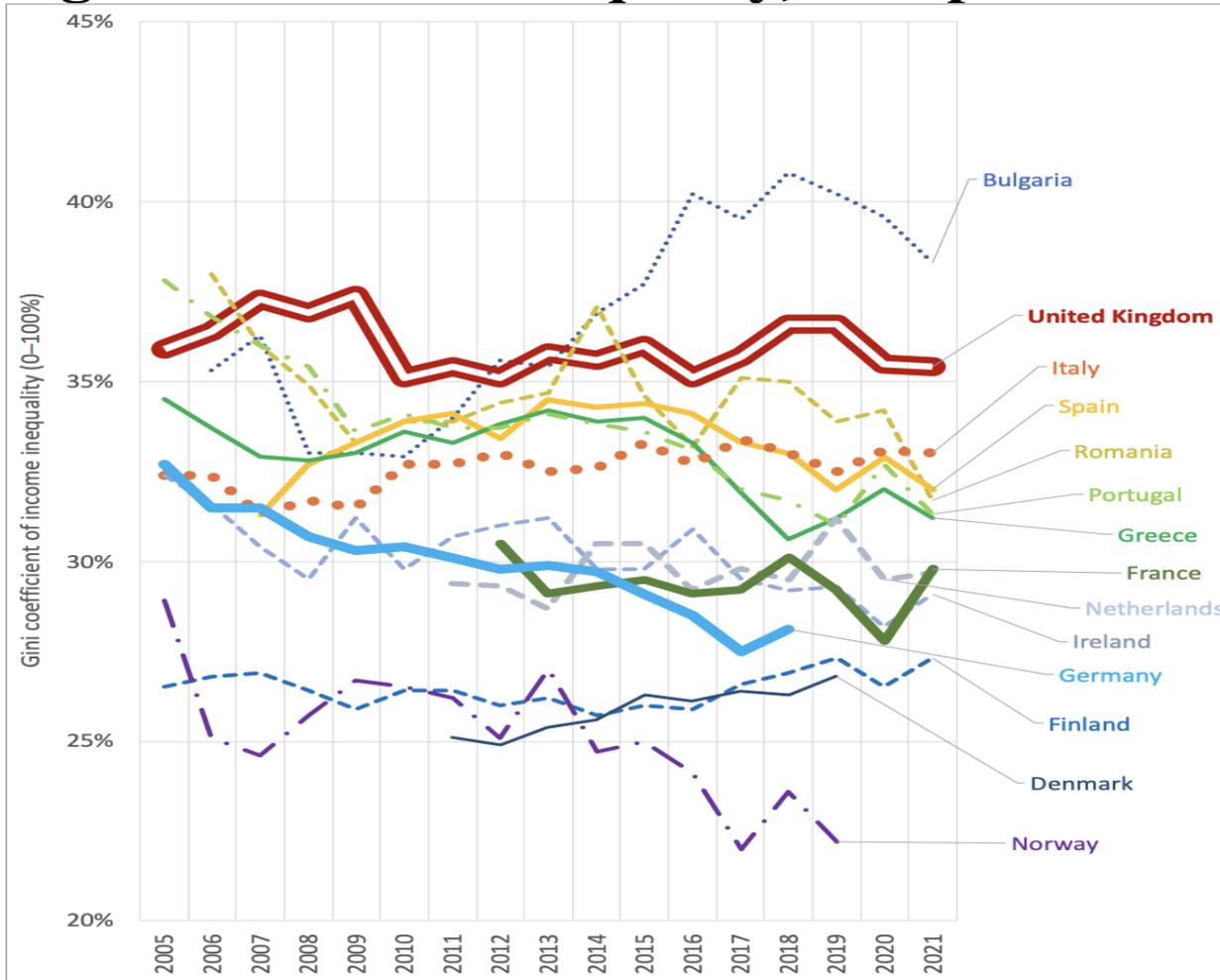
**Danny Dorling**

# Seven Children

**Inequality and  
Britain's Next  
Generation**



# Figure 11: Income inequality, European countries, 2005–20

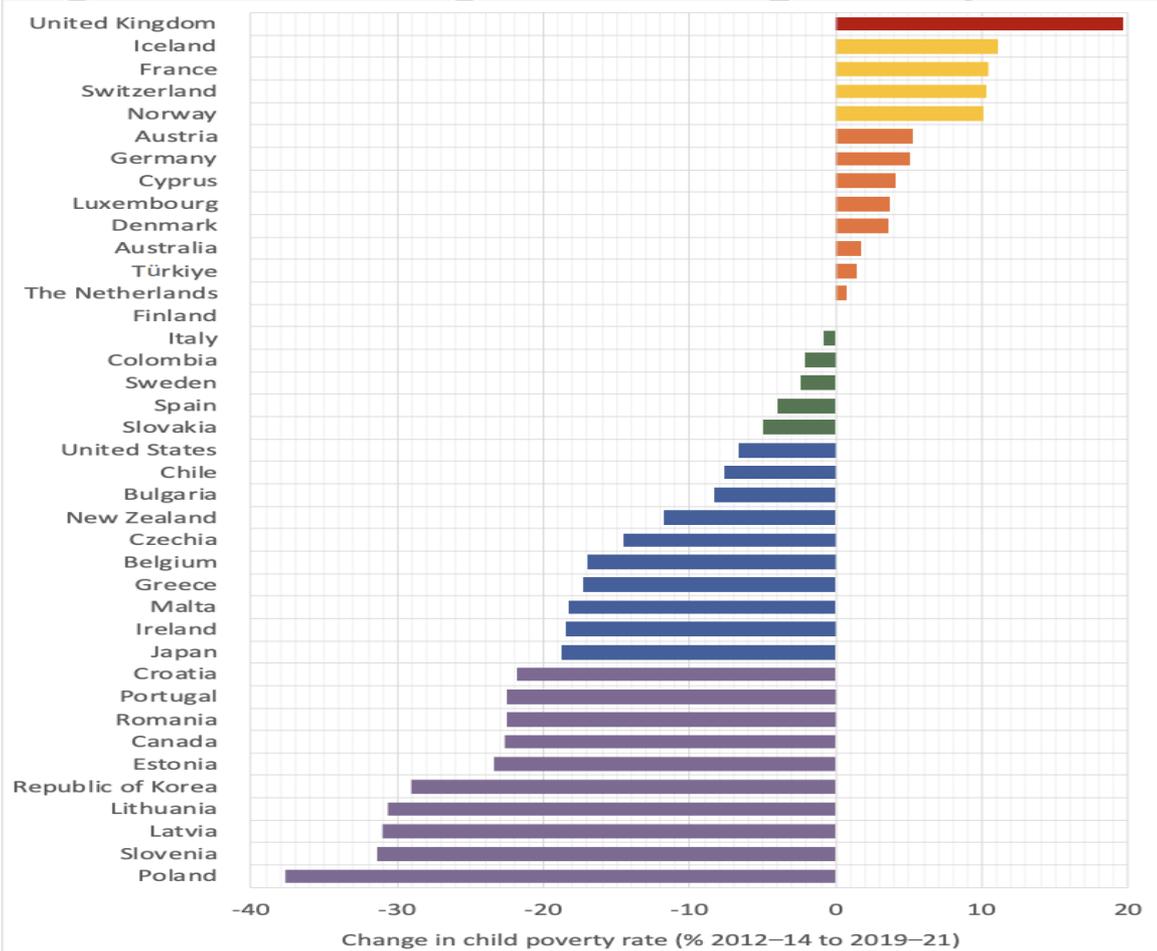


Source: OECD 'Income inequality', <https://data.oecd.org/inequality/incomeinequality.htm>

Or <https://www.amazon.com/Seven-Children-Inequality-Britains-Generation/dp/1911723502/>

Note: These are the latest OECD measures of income inequality in fourteen European countries (May 2024).

# Figure 8: Change in child poverty, 2012–14 to 2019–21



Source: UNICEF Innocenti—Global Office of Research and Foresight (2023) ‘Innocenti Report Card 18: Child poverty in the midst of wealth’, UNICEF Innocenti, Florence, December, <https://www.unicef.org/globalinsight/media/3291/file/UNICEF-Innocenti-Report-Card-18-Child-Poverty-Amidst-Wealth-2023.pdf>

Note: UNICEF report the relative percentage change shown here, not the percentage point change.

**Stifling and wasting our creative assets “is estimated to cost to the UK economy some £77 billion a year.”**

*Born to Fail? Social Mobility: A Working Class View, Sonia Blandford*

**“I’M A LEARNING  
DESIGNER!”**

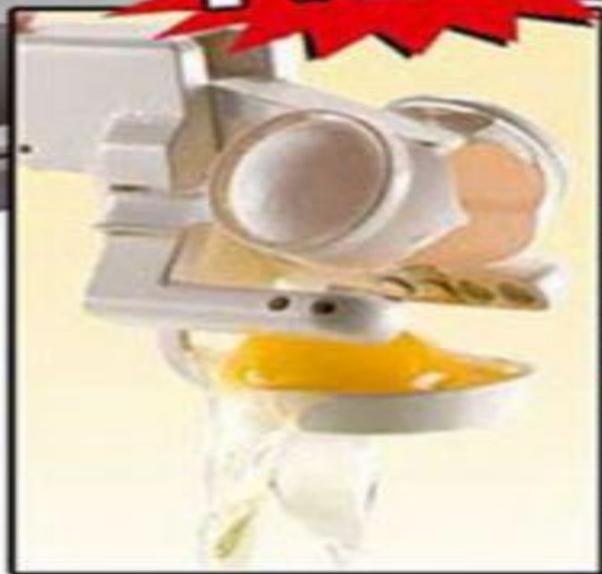
**AND SO ARE  
YOU.**

**NOBODY INTENDS  
POOR DESIGN!**

# EZCracker

AS SEEN ON  
**TV**

**FREE!**







# HIGH QUALITY 'PRODUCTS' STAND THE TEST OF TIME





PILLOW  
SOFT

**ShitBegone**

2-Ply x 500 sheets

PILLOW  
SOFT

100% RECYCLED  
**ShitBegone**

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PILLOW  
SOFT

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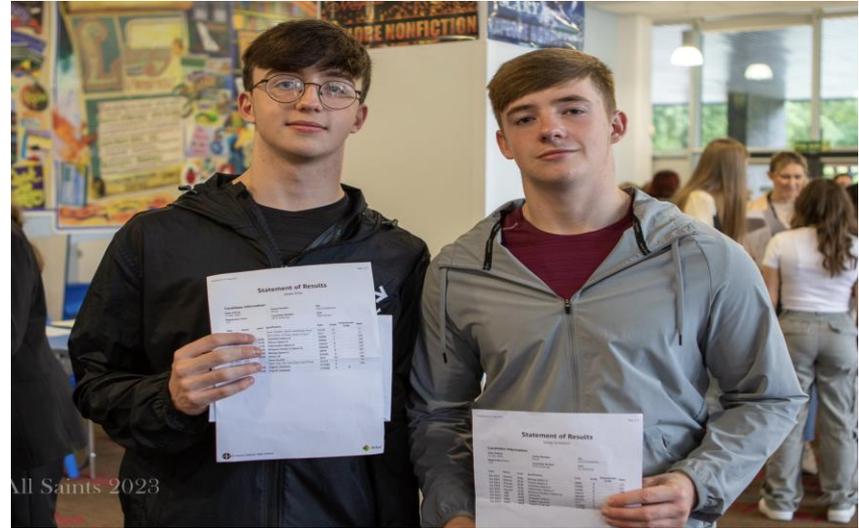
2-Ply x 500 sheets



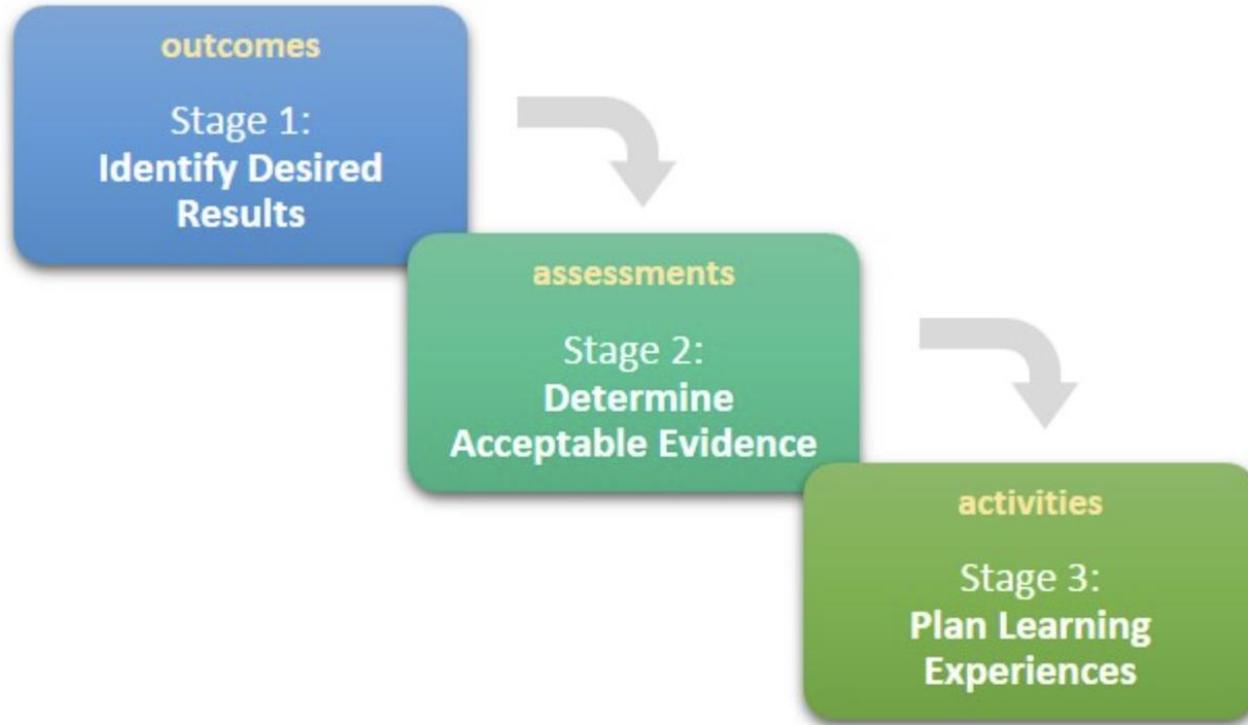




# HIGH QUALITY 'PRODUCTS' ENHANCE OUR LIVES



# BACKWARD DESIGN



# BUILDING



# TYPES OF SESSIONS

## MODULAR

ONE-OFF TALKS IN SCHOOL/COLLEGE

ONE-OFF AT UNIVERSITY

FOR PARENTS



SCHOLAR

# SCHOLARS PROGRAMME

How to stretch higher attaining students

## Delivered by Andy Griffith

Andy Griffith is the creator of high impact training courses for leaders, teachers and students. He is the co-author of four books including his latest, *The Working Classroom: How to make school work for working-class students*.



**Some students do not have the same home advantage as others. Therefore, they need extra support. Since 2016, Andy has created successful Scholars Programmes in two secondary schools in the north of England.**

**Targeted towards higher attaining students who have the potential to achieve a university degree or a higher level apprenticeship.**

**This course will enable your school or MAT to create its own Scholars Programme.**

- ✓ Consider the optimal delivery model to suit your context.
- ✓ Understand effective training design.
- ✓ Select your delivery team - how staff can be deployed alongside outside agencies.
- ✓ Pick a diverse cohort.
- ✓ Build educational, cultural and social capital.
- ✓ Get high student buy-in from the start.
- ✓ Stretch and challenge the comfort zones of your students (and staff).
- ✓ Enhance existing provision for under-resourced students.
- ✓ Get high parental engagement.
- ✓ Adopt smart tools to measure impact.

## AT A GLANCE

**At the end of two days (not necessarily back to back), Andy will provide you with training on how to build a team, develop a model, train and quality assure staff and resource content for the programme.**

## Book Now

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# Scholars Programme Curriculum



## YEAR 10 – PREPARING FOR FUTURE EXAMS AND CAREER

TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
<p>Student Session 1: The GCSE Journey KASH: EK, S2, H3 27/09/22</p>	<p>Student Session 2: How to Revise KASH: EK, S2, H3 7/11/2023</p>	<p>Student Session 3: Preparing Presentations 1 KASH: EK, S2, H3 23-25/01/24</p>	<p>Student Session 4: Preparing Presentations 2 KASH: EK, S2, H3 25-27/03/24</p>	<p>Student Session 5: Preparing Presentations 3 KASH: EK, S2, H3 7-9/05/24</p>	<p>Student Session 6: Preparation for Year 10 Work Experience KASH: EK, S2, H3 11-13/06/24 period 3 and 4</p>
<p>Experience: FACT CINEMA 13/10/23 KASH: CK, S2</p>	<p>London Visit KASH: <b>CK, S2, S3</b> 14/12/23</p>	<p>Experience: <b>Into Uni</b> KASH: CK, S2 <b>06/02/24</b></p>	<p>Experience: Keele university KASH: AK, CK, S2 <b>11th March 24.</b>  <b>Into uni 23/04/24</b></p>	<p>Experience: Ex-Scholars Presentations</p>	<p>Experience: Zoom and In-person interviews</p>
<p>Parent/Carer session Attend Year 11 Presentations 28/09/23</p>		<p>Parent/Carer session: Work Experience/Research</p>	<p>Virtual parent session 26/3/24 6.30pm</p>		<p>Parent/Carer session: Preparing for child Work Experience 11/06/24 Face to face Library 6pm.</p>
<p>Eat that Frog! by Brian Tracy KASH: H1, AK, S2</p>		<p>Empire Film Magazine</p>		<p>Book Vouchers</p>	<p>  </p>

# THE MALIT SCHOLARS PROGRAMME



**EDUCATIONAL CAPITAL**  
**SOCIAL CAPITAL**  
**CULTURAL CAPITAL**  
**HABITUS BUILDING**



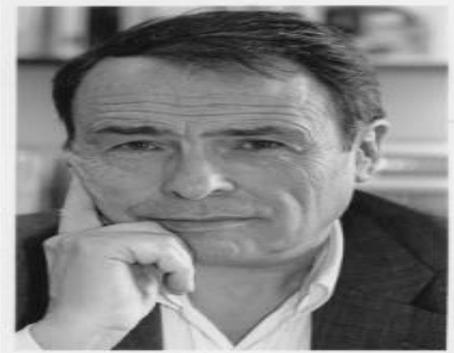


*From the Inspection  
Handbook*

**Cultural capital 178.**

“As part of making the judgement about the quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life.”

# Pierre Bourdieu (1930-2002)



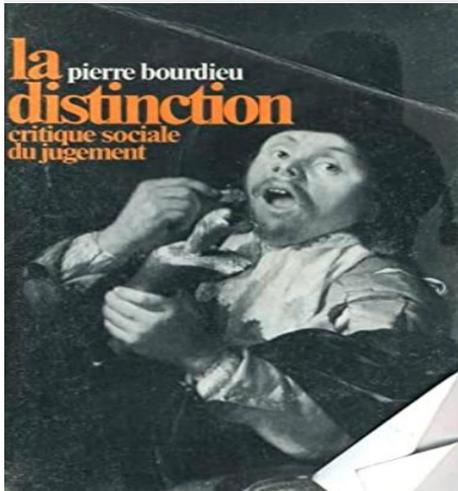
**Bourdieu points out that Cultural Capital is a major source of social inequality.**

**Social classes, especially the ruling and intellectual classes, preserve their privileges across generations through the accumulation of:**

**Economic Capital**

**Social Capital**

**Cultural Capital**



**Field  
Doxa  
Habitus**



## Knowledge

- Academic
- Cultural
- Personal
- Social

## Skills

- Metacognition, revision and memory.
- **Confidence in a range of fields or settings.**
- Communicating with adults in a variety of formats.

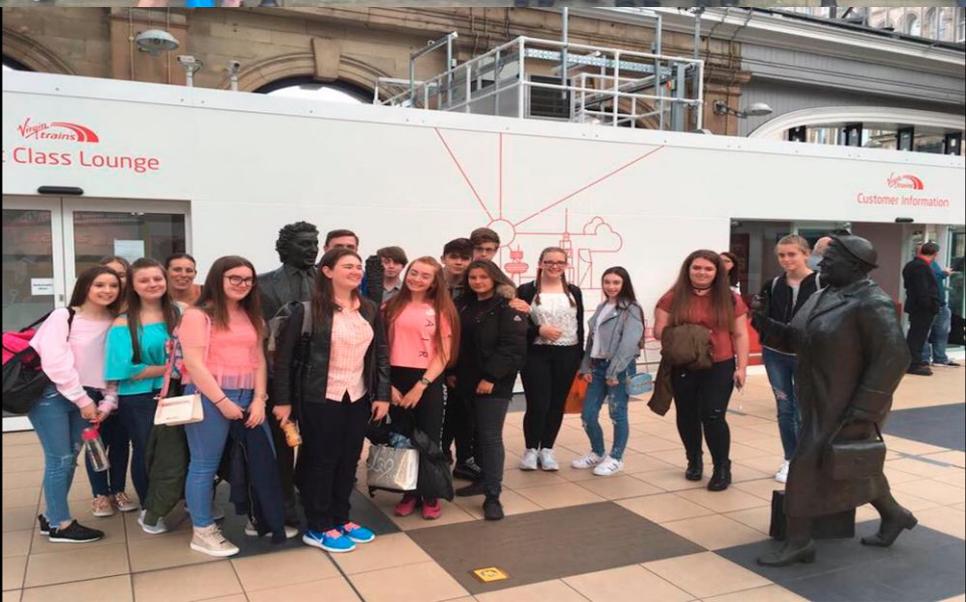
## Attitudes

- An ever-growing positive attitude towards the Scholars' Programme and to high attainment.
- An ever-growing attitude to applying for a future degree course or higher-level apprenticeship.

## Habits

- Efficient time management.
- Reading for pleasure and purpose.
- **Thriving when in fish-out-of-water situations.**

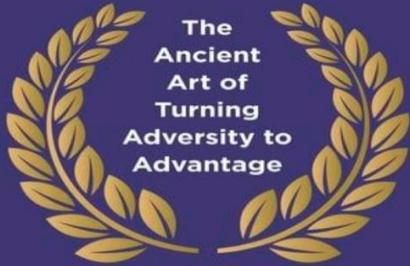






'A book for the bedside of every future – and current – leader in the world'  
Robert Greene, author of *The 48 Laws of Power and Mastery*

# THE OBSTACLE IS THE WAY



RYAN HOLIDAY

A  
LITTLE

# HAPPIER

notes for reassurance

DERREN  
BROWN

INTERNATIONAL BESTSELLER

# EAT THAT FROG!

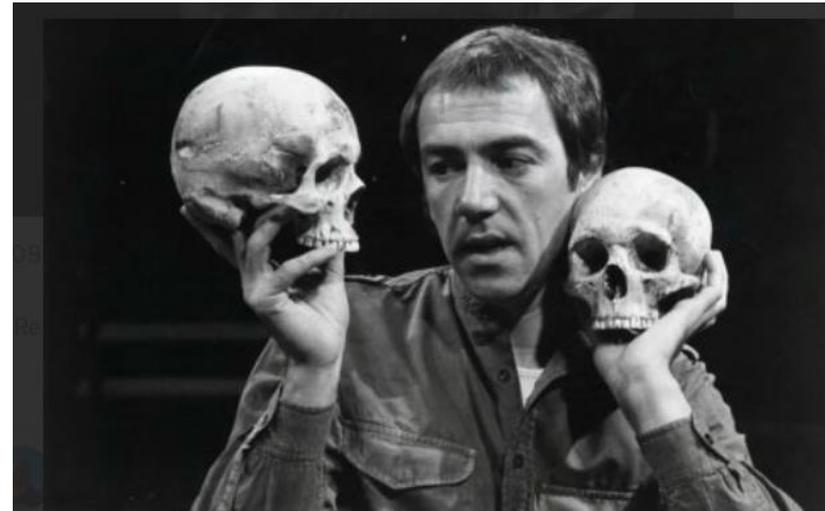
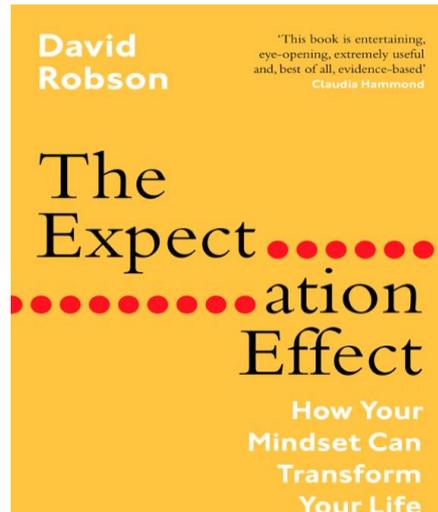
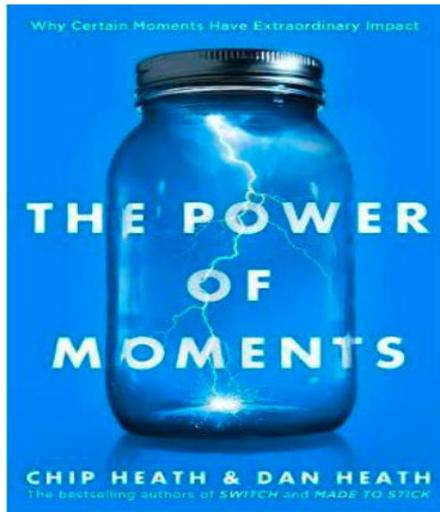


GET MORE OF THE  
IMPORTANT THINGS  
DONE **TODAY**

BRIAN TRACY

malt

# Teach about “STORY” or “SCRIPTS”

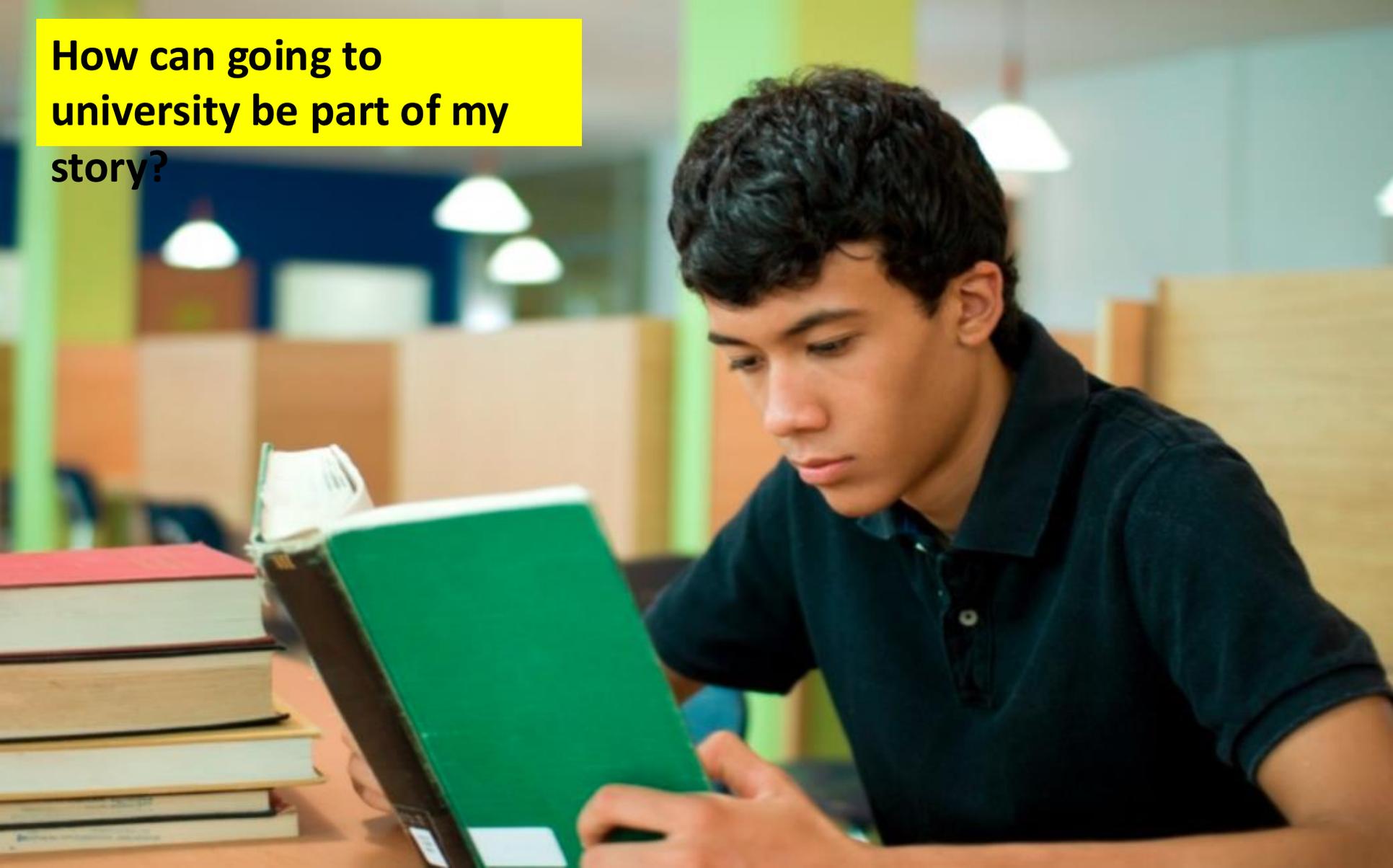


**your daily experience.  
Moment to moment, you are  
largely unconscious of its  
impact.'**

**Paul Hannam, Significance**



**How can going to university be part of my story?**





# MANAGING YOUR EMOTIONS

By Reese, Liah, Sadie, Sophie,

# Apprenticeships Await



## Forshaw Group

All Saints has an established programme with an increasing number of local companies. Following a period of work experience these five students are hoping to take up apprenticeship opportunities with the Forshaw Group, a property restoration specialist. A warm welcome was given to them by Managing Director Liam Hanlon.



## M J Quinn

These four students have secured apprenticeships with the company, which provides a wide range of services across the mechanical, electrical and building sectors and in particular the national network infrastructure. Our thanks to M J Quinn and good luck to the boys in their future careers. Well done!



## J J Smith

A leading specialist supplier of woodworking machinery has awarded an apprenticeship to this young student from All Saints. He will be joining J J Smith, a family company with a long history and a nationwide reputation.

**JJ SMITH**



## Hannah Phillips

Having studied Art at All Saints, Hannah has now graduated with a First Class degree in History of Art and Museum Studies from University of Liverpool. She plans now to continue her studies with a Masters Degree in Exhibition Studies.

## Mathew Fowler

Following Science and Finance Studies at All Saints Mathew has recently graduated from Edge Hill University with an Accountancy degree.



## Scott Kearns

Scott studied Protective Services Academy (PSA) programme in Sixth Form at All Saints and is our first PSA graduate. This summer he completed his training for the Irish Guards and can be seen here at his passing out parade.



“ We have created a culture of achievement at All Saints where success is the norm. ”



## Dear Parents/Carers/Friends of All Saints,

As we start a new academic year I am pleased to report that we have continued to achieve a consistent and sustainable improvement in examination results. Since 2019 the number of students achieving the higher grades has doubled overall. At GCSE we have doubled the number of students achieving 5 GCSEs including English and Maths; doubled the number achieving 4 to 9 in Science; doubled the number achieving grades 7 to 9 across all subjects; and tripled the number achieving grade 9, the highest possible grade. Despite the national picture our attainment is up on 2019, the last 'normal' pre-Covid year.

At Sixth Form the results were excellent for this year's BTEC level 3 and A Level examinations and a significant number of students achieved Distinction\*/Distinction and A/B grades. In addition our vocational Pathway students have performed well across all subjects, which are Business, Health and Social Care, Sport and Physical Education, Creative Arts and Uniform Protective Services. These choices are increasingly popular, providing students with opportunities for their skills and personal aptitudes to develop and flourish. These routes to academic success and fulfilment of their ambitions are evidence of our innovative approach to the curriculum. While our Sixth Form is an area of development and expansion, local employer engagement is again increasing as we return to pre-Covid levels of partnership.

Post Sixth Form, destinations include university degree courses in Law, Nursing, Teaching, Sports Management, Quantity Surveying, Accounting, Animation and Media Studies. In addition several students have achieved high quality apprenticeships with local and national companies.

We have created a culture of achievement at All Saints where success is the norm. This cultural shift reflects the very strong partnerships we have with you, our parents, and the wider community. We all share the same objective, that is to maximise the life chances of our students. We have been successful and the school we have today is highly regarded in the Kirkby community. As a result of this affirmation and trust we have been highly oversubscribed year on year. Quality of provision is our mantra and our focus is opportunity and excellence for each and every student. Never complacent, we will continue to strive to improve every aspect of educational provision. Whilst we have responsibility and control for everything that happens at school we cannot control attendance. Research has shown how critical this is with 95% plus attendance needed to maximise a student's attainment. I urge all parents to support us by ensuring their child has an excellent attendance record. A lesson missed cannot be replaced.

I hope you enjoy reading this latest newsletter. It gives a further insight into the vibrancy of life at All Saints. The range of activities available beyond lessons is impressive: sporting clubs and competitions, extra-curricular clubs, reward visits, university open days, retreats, residentials, Duke of Edinburgh and of course our Lourdes Pilgrimage, now in its second year. Many feature here but for up to the minute news, look also to our school website. Thank you once again for all the support you give to All Saints. Partnership and unity of purpose underpin the school's success. I am confident that 2023/24 will be another excellent year for All Saints and our students will continue to thrive.

Yours faithfully

*Tony McGuinness*

**Tony McGuinness** Headteacher



## Hannah Phillips

Having studied Art at All Saints, Hannah has now graduated with a First Class degree in History of Art and Museum Studies from University of Liverpool. She plans now to continue her studies with a Masters Degree in Exhibition Studies.

## Mathew Fowler

Following Science and Finance Studies at All Saints Mathew has recently graduated from Edge Hill University with an Accountancy degree.



## Scott Kearns

Scott studied Protective Services Academy (PSA) programme in Sixth Form at All Saints and is our first PSA graduate. This summer he completed his training for the Irish Guards and can be seen here at his passing out parade.



## Prior Attainment

2022					
HAP	MAP	LAP	HAP	MAP	LAP
-0.76	-0.06	0.01	-0.10	0.36	1.30

0.36 for Middle Ability scholars represents added value for each scholar when compared with all pupils nationally. Roughly translated it's the equivalent of an additional grade for each scholar in two or in some cases three, of their GCSE subjects.

1.30 for Lower Ability scholars represents added value for each scholar when compared with all pupils nationally. Roughly translated it's the equivalent of an additional grade for each scholar in every single one of their GCSE subjects. If this progress was replicated across the school, All Saints would be the top performing school for pupil progress in the whole of the country.

# TAKE-AWAYS

1.

2.

3.

4.

5.

# TYPES OF SESSIONS

**MODULAR**

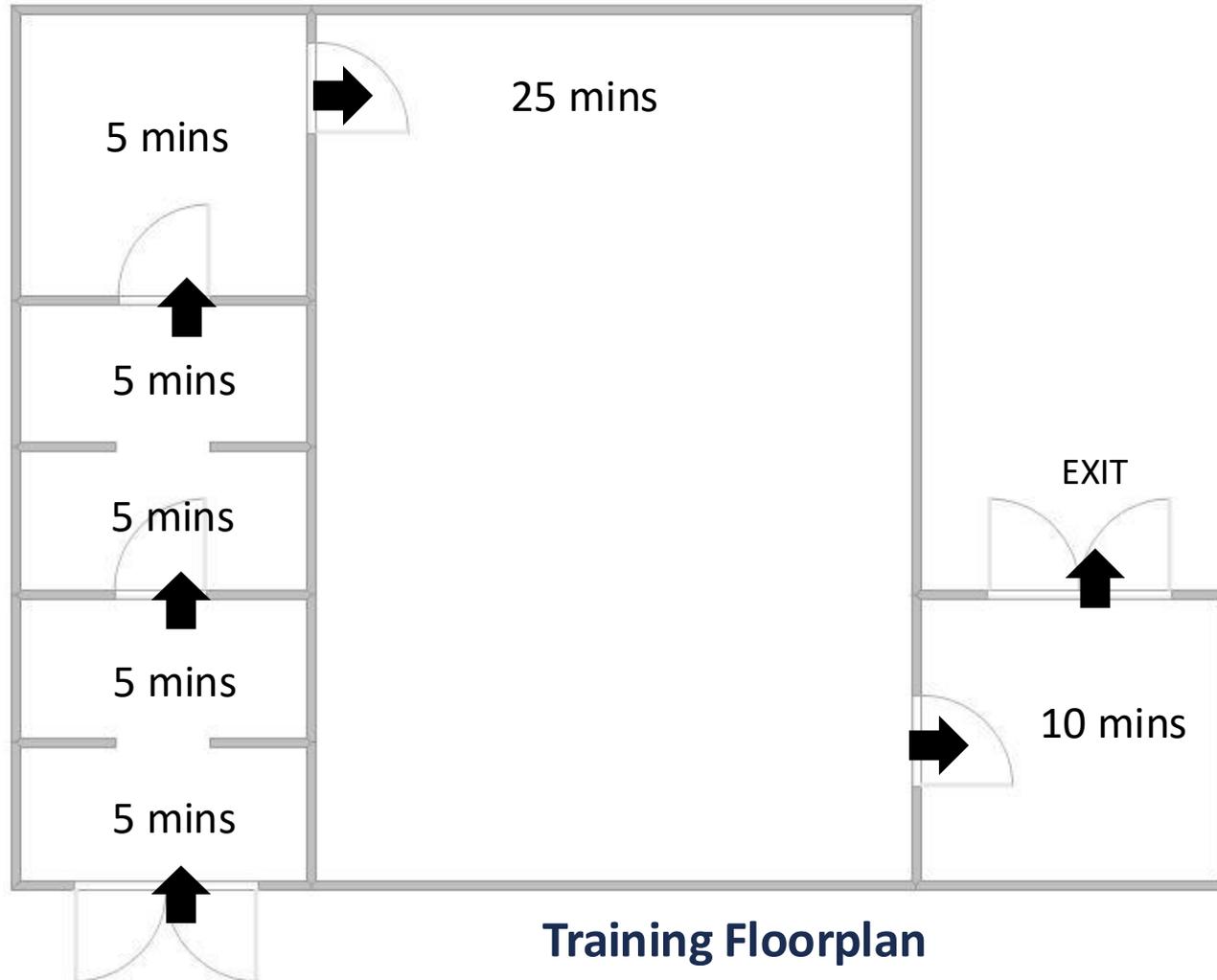
**ONE-OFF TALKS IN  
SCHOOL/COLLEGE**

**ONE-OFF AT UNIVERSITY**

**FOR PARENTS**

Engage Me!





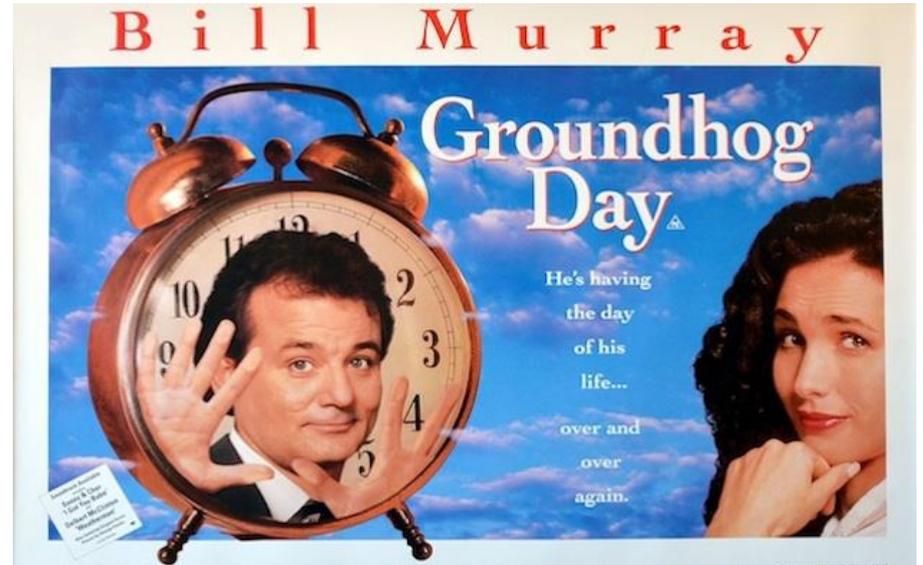
**Training Floorplan**

# ONE-OFF SESSIONS

BEFORE

DURING

AFTER



First ... CONTAIN

Then ... ENTERTAIN

Then ... EXPLAIN

# 4 WORKING CLASS BOYS

1. **Riyad – passionate about studying law and capable of good grades but both parents are anti-university due to cost concerns.**
2. **Michael – capable of good grades but parents are manual workers and see university as a middle class thing.**
3. **Devon – capable of good grades but friendship group is strong and none are considering university.**
4. **Sean – huge academic potential but switched off by school.**

# SESSION CONTENT

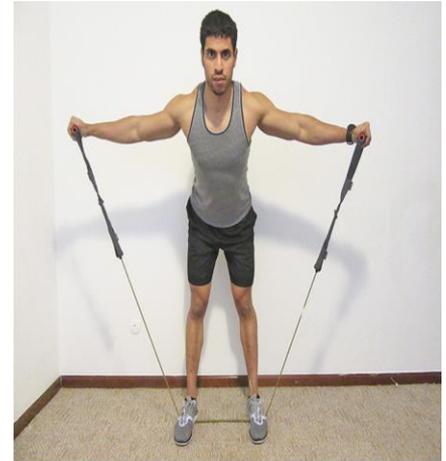
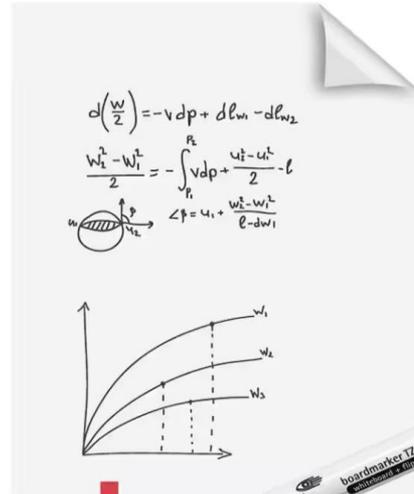
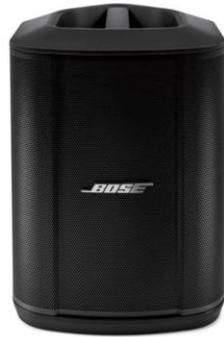
INFORMATION-INSPIRATION BALANCE

STORIES

SPARKING

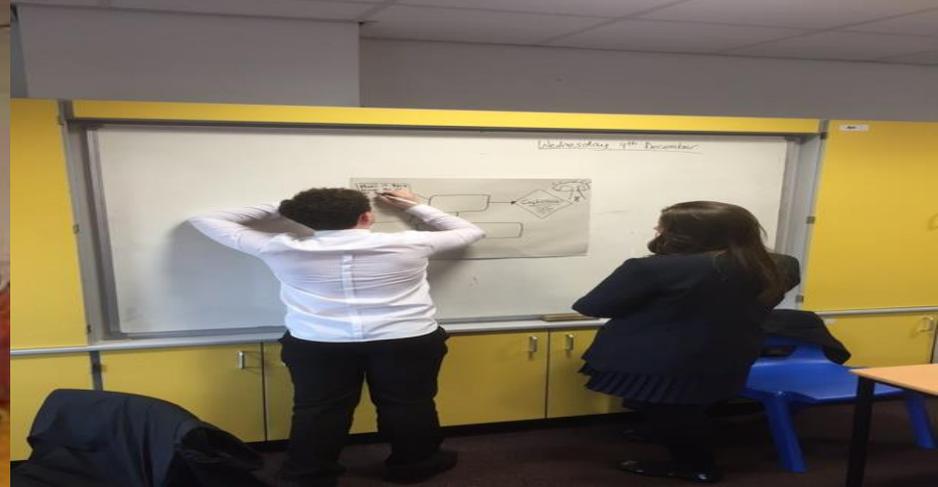
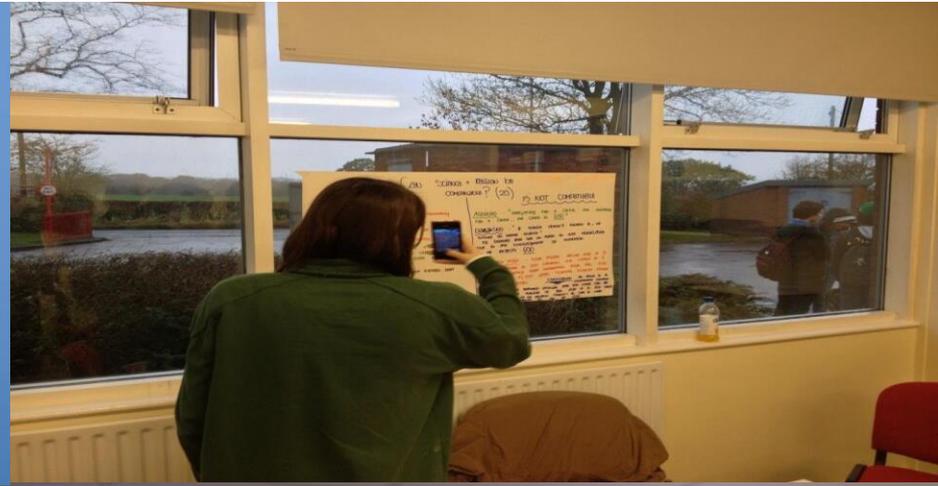
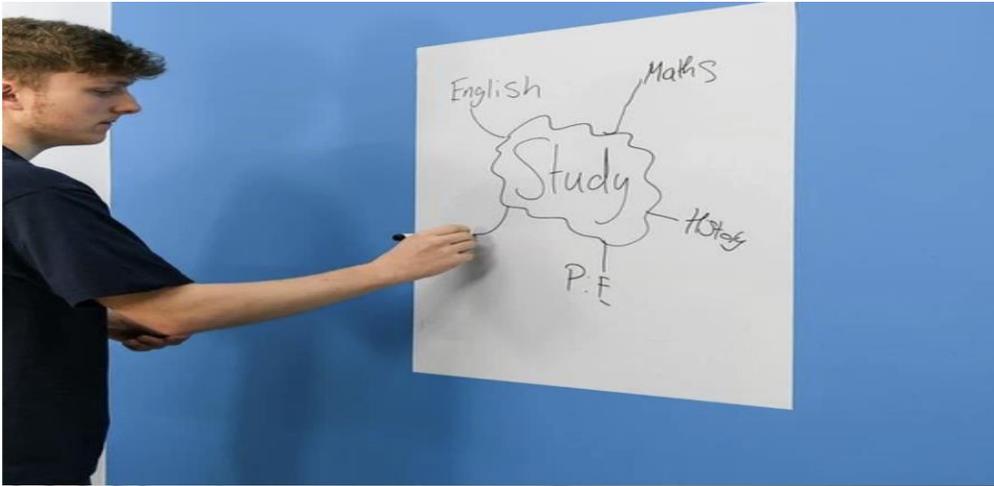
THINK, FEEL, DO

TAKE AN ASSETS-BASED APPROACH

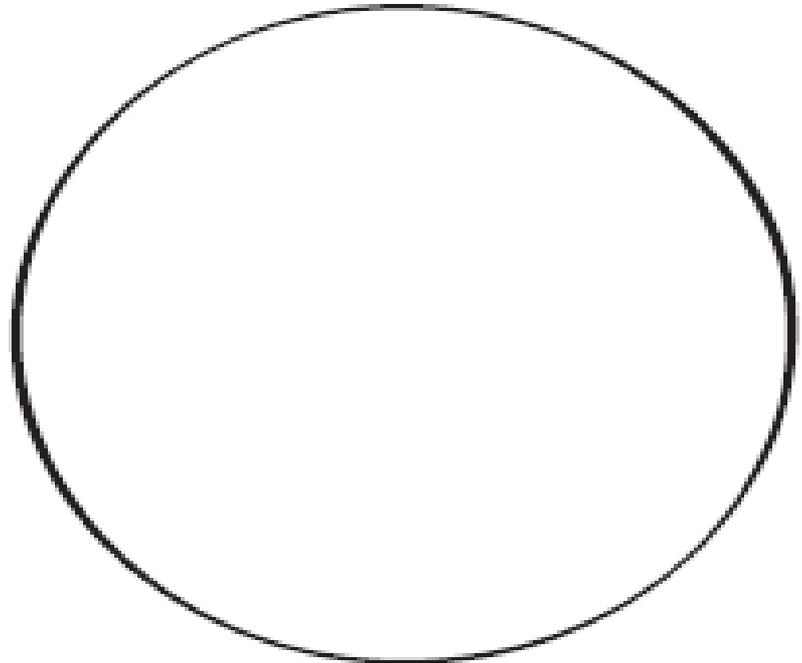


malt

# Large Learning



- Agnis maximilla sunt
  - et optata expliguae pro cum,
  - optae andama n imperitios
- his et asque bla inite coram am vero inist ut anda seque cas



1 Bis delupta puchiam  
 2 idelle puchis n velatua?  
 3 Qui quate nullupta quatuam

Facili iam delupta ipiam dicitibus d' unquam que nescibus  
 accostul asae parum ubon duole nlla muenquam foetal fili  
 quibus inquam se magisibus.

Facili iam delupta ipiam dicitibus d' unquam que nescibus  
 accostul asae parum ubon duole nlla muenquam foetal fili  
 quibus inquam se magisibus.

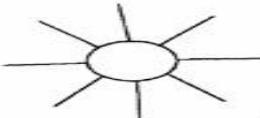
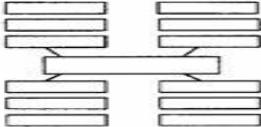
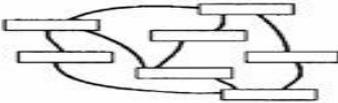
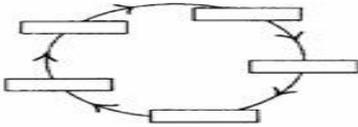
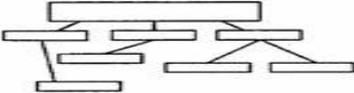
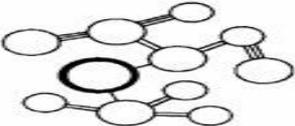
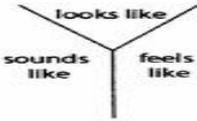
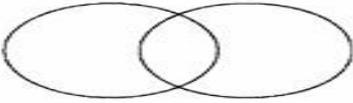
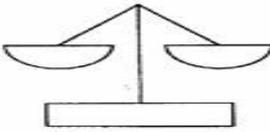
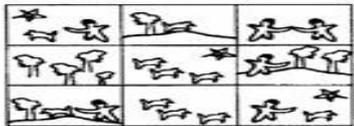
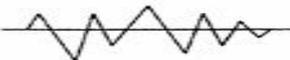
1 Tale delupta quilibiam  
 2 idelle quibus es vartatua?  
 3 Qui quate nullupta quatuam

- Agnis maximilla sunt
  - et optata expliguae pro cum,
  - optae andama n imperitios
- \* velupti onseque nonseque deudebit delupter,  
 nis et asque bla inite coram am vero inist ut anda seque cas

# Pre Mortem



# Making Thinking Visual with Graphic Organisers

KEY PURPOSE OF THE ORGANISER	SAMPLE GRAPHIC ORGANISERS		
<p>Recalling, grouping, classifying, summarising ideas</p>	 <p>Spider diagram</p>	 <p>Affinity/cluster web</p>	 <p>Concept map</p>
<p>Sequencing events, ordering ideas</p>	 <p>Cycle circle</p>	 <p>Flow chart</p>	 <p>Twister</p>
<p>Showing causal links (cause and effect)</p>	 <p>Futures wheel</p>	 <p>Bridge</p>	 <p>Fishbone</p>
<p>Deeper analysis—dissecting an idea into specific components and exploring different attributes</p>	 <p>Y chart</p>	 <p>T chart</p>	 <p>Venn diagram</p>
<p>Planning and decision making or reviewing</p>	 <p>Scales</p>	 <p>Comic strip</p>	 <p>ECG graph</p>

# Royal Rumble Challenge

## ROYAL RUMBLE CHALLENGE

In your group nominate the following;

- Scribe
- Reader
- Runner



4 minute five seconds(Cream)  
Sunshine of Your Love



When the music starts the runners can come and collect a question. They can only take one. The runner takes it back to the group where it is read out. When the scribe has completed the question take it back to the oracle (your teacher/tutor) who will tell you how many points you have got. If you answered questions incorrectly you can take it back to your team to review it and correct it. However you can choose to bank what you have and then select another question. The team with the most points wins. I will check your answer sheets to ensure teams have not corrected responses at a later time.

# Time pressures/competitions

- Motivation through competition/rewards
- Students select what questions they want to answer
- Link success to achievement
- Timers also work well – visually on the board and verbally from the leader (“5 minutes left...)

Read page 64-65. Answer any questions. Each question is worth a point. 5 points = 1 achievement code.

1. Describe the trend of GDP of Newly Industrialised Asian economies from 1980-2012. (1 point, 2 points if data used frequently)

2. Describe the trend of GDP of Sub-Saharan Africa (1 point, 2 points if data used frequently)

3. Define globalisation (1 point)

4. What factors cause globalisation? (2 points, 4 points for clear detail)

5. What country was the top exporter of goods in 1980 and how has it changed in 2011? (1 point, 2 points with data)

6. How has Japan's exports changed from 1980 to 2011? (1 point, 2 points with data)

7. Define TNC (1 point)

8. How have US and European TNCs changed overtime? (2 points for detail)

9. Why did changes in US and European TNCs occur? (2 points)

10. Define FDI (1 point)

11. Define Global shift (1 point)

12. Define primary and secondary sectors (2 points)

13. Define tertiary and quaternary sectors (2 points)

14. Draw and label the Clark Fisher model – this should be one quarter of a page (4 points)

15. Explain what low-income countries are (2 points)

16. Explain what middle-income countries are (2 points)

17. Explain what high-income countries are (2 points)

18. Summarise how Vietnam has changed economically (2 points)

19. Summarise how Vietnam has changed socially (2 points)

20. Explain how industrialisation has given Vietnam a higher GDP than Malawi (3 points)

# The Cone Game

## Rules

- In pairs stand at opposite sides of the table with hands behind your back.
- In the middle of the table there are four coloured cones
- Each cone represents one of the answers of the MCQ that will appear on the board
- When the question appears, the first person to grab the relevant cone that matches the correct answer wins the point.
- If you grab the wrong cone however, you lose the point.



Which bones are found at the elbow joint?

- A Femur and tibia
- B Humerus and radius
- C Scapula and humerus
- D Tibia and fibula



(Total 1 mark)

Q1.

Which of these is a design formed from small colored pieces of glass or other materials?

A Parquet



B Fresco



C Mosaic



D Batik



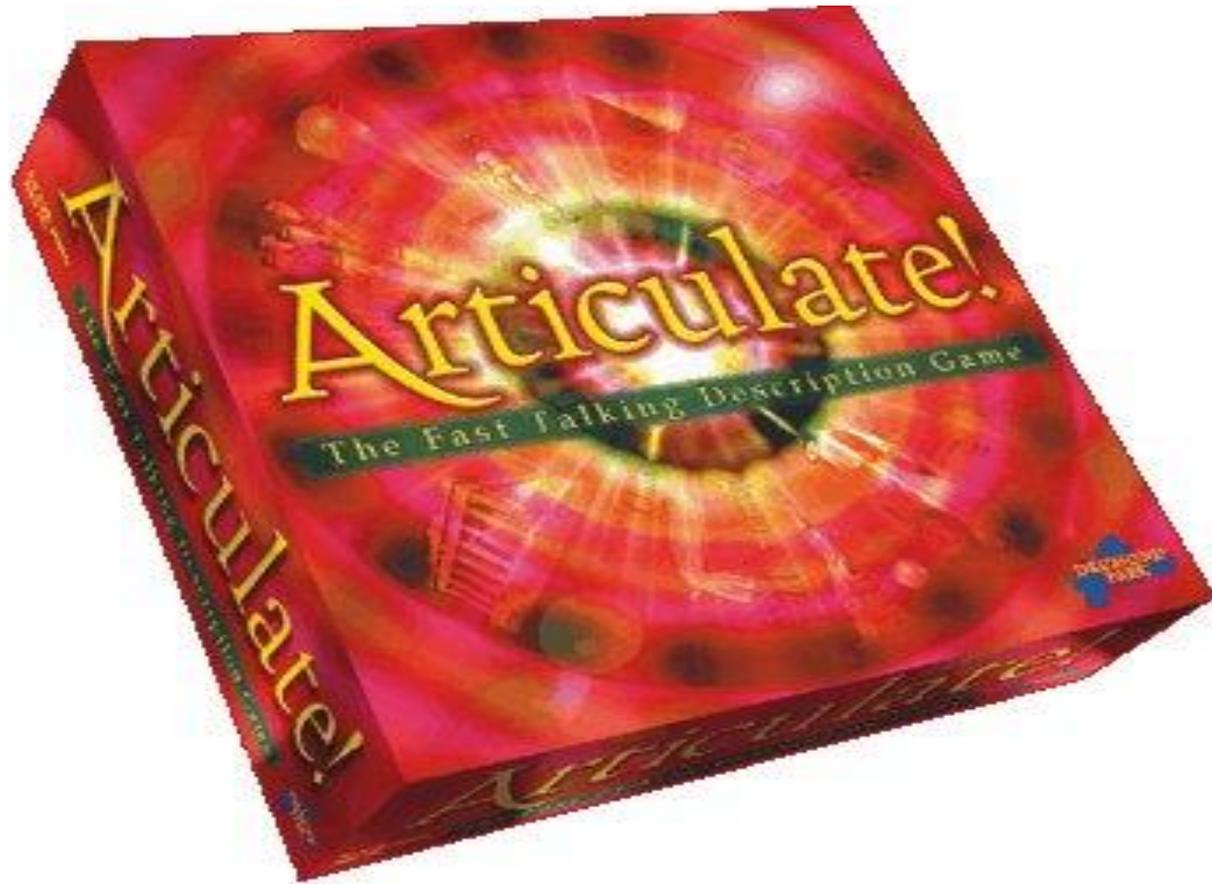
10 second games



# 3 Minute Motivators

1. Cue to gain attention.
2. Explain why motivator being used.
3. Explain the activity.
4. Remind students to begin and freeze on cue.
5. Cue to begin.
6. Present the 3 Minute Motivator.
7. Cue to Stop.
8. Conclude and refocus by summarising what was done and why.



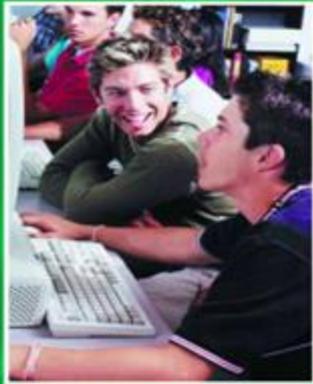




Office for Standards  
in Education

## Boys' achievement

in secondary schools



HPE 1459

GARY WILSON

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Second Edition

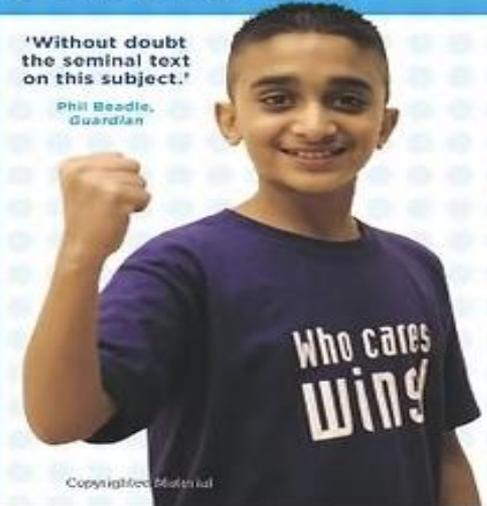
# BREAKING THROUGH BARRIERS TO BOYS' ACHIEVEMENT

## DEVELOPING A CARING MASCULINITY



'Without doubt  
the seminal text  
on this subject.'

Phil Beadle,  
Guardian



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# TAKE-AWAYS

1.

2.

3.

4.

5.

# TYPES OF SESSIONS

MODULAR

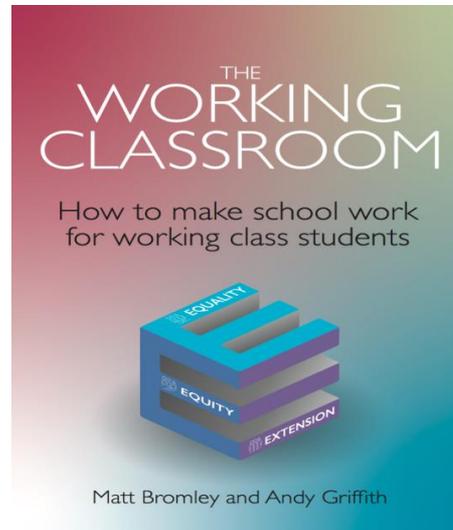
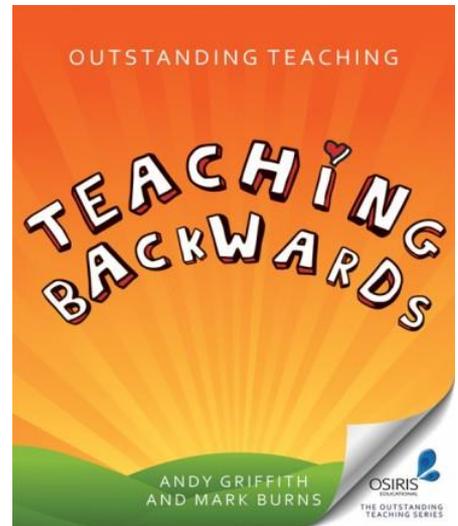
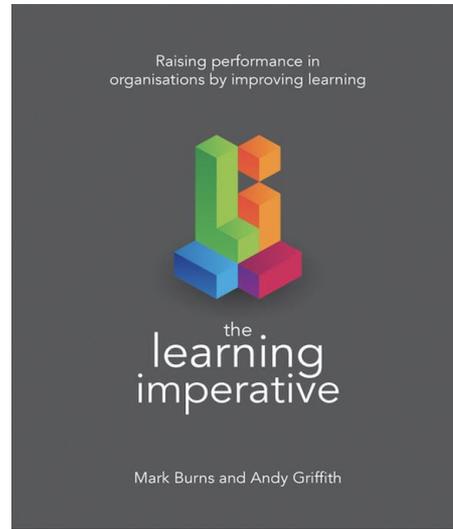
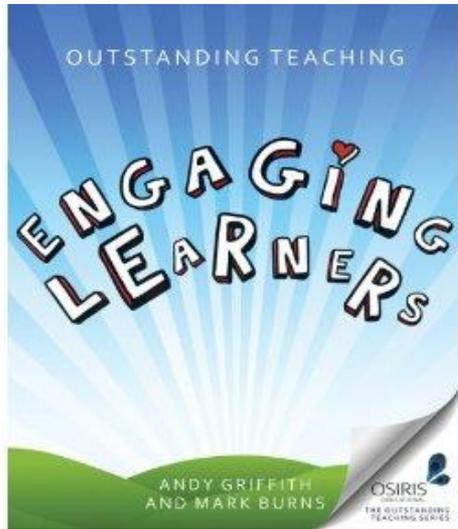
ONE-OFF TALKS IN SCHOOL/COLLEGE

ONE-OFF AT UNIVERSITY

**FOR PARENTS**

**DESIGN A TALK  
TO ENSURE THAT WORKING CLASS PARENTS  
DON'T BECOME MORE OPEN TO  
ENCOURAGING THEIR CHILD TO APPLY TO  
UNIVERSITY**

**FEATURES?**



[andy@malit.org.uk](mailto:andy@malit.org.uk)  
[Twitter@Oteaching](https://twitter.com/Oteaching)

