

Me as a Learner

Activity: The Learning Team



This activity introduces children to some 'new classmates'. Each of these characters has different strengths when it comes to learning; children will likely see aspects of themselves in one or more of the characters. Articulating the different approaches to learning via the characters will support children to reconnect with ways of talking about learning.

Links to Curriculum for Excellence Experiences and Outcomes

- I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. *HWB 1-10a/HWB 2-10a/HWB 3-10a*
- I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others. *HWB 1-11a/HWB 2-11a/HWB 3-11a*

Learning Intention

- Learners discuss different learning characteristics and capabilities and recognise themselves within these.

Duration

30 minutes

What You Need

- Template I (printed on to A4 sheets of white card and cut to form a set of four cards for each child)
- Colouring pens or pencils

Top tip: This activity is best for a small group of 3-4 children with an adult as guide/facilitator.

Activity

Begin this activity by giving the children their set of four cards. Each card has a different character (Rob, Laila, Kirsty and Omar) and a short description of their learning characteristics and capabilities (see Template I).

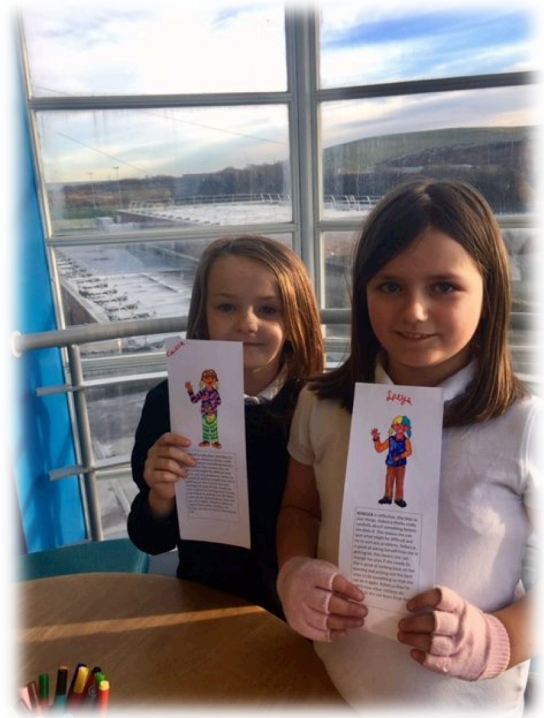
In small groups of 3-4 children, as you read and talk about each of the characters, ask the children to consider:

- *Is (name) a learner like you?*
- *If yes, in what way?*
- *If not, how are you different?*

Initially, some of the language used may be unfamiliar or challenging. It is important for the adult facilitator/guide to take time to read and talk through the character stories together. This helps the children to recognise what characteristics each learner has and, in turn, what elements resonate with their own style of learning.

After or during our conversation, the children can decorate their cards and these can be displayed around the classroom.

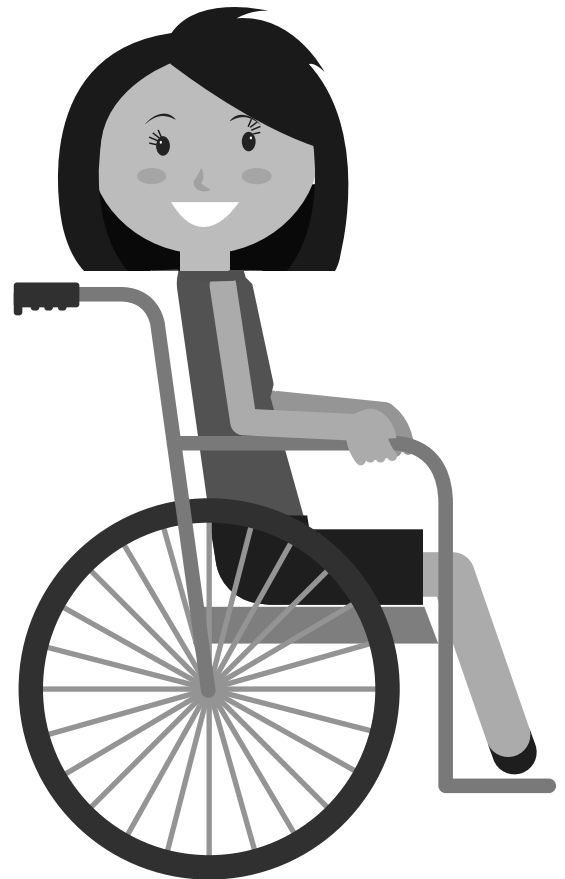
Of course, you can return to the characters and their characteristics as you see them displayed by the children.





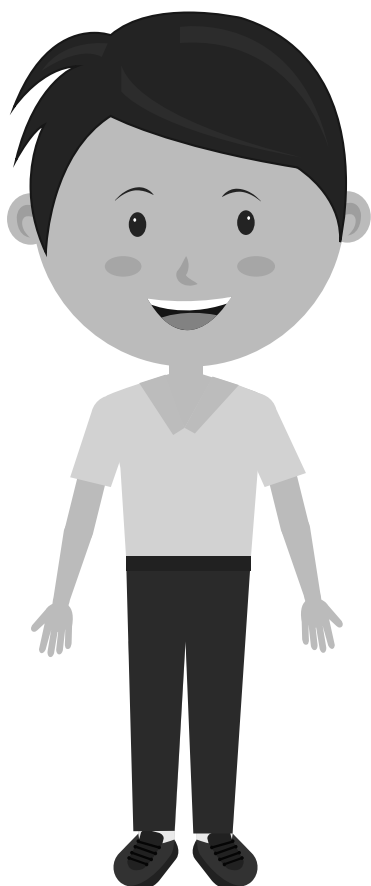
Rob

Rob is resilient. He likes a challenge! He will have a go at most things at school. If he finds some learning a bit difficult, he keeps on working at it because he wants to do his best. Sometimes he takes a break and has a bit of a rest, then he will come back to the problem and have another go. Rob does not let other children distract him because he wants to get things done.



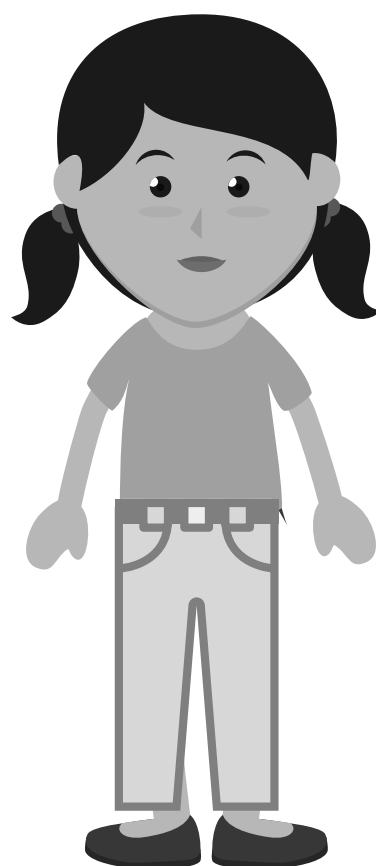
Laila

Laila is reflective. She likes to plan things. Laila thinks really carefully about something before she does it. This means she can spot what might be difficult and try to sort any problems. Laila is good at asking herself how she is getting on. This means she can change her plan if she needs to. She is good at looking back on her learning and picking out the best ways to do something so that she can do it again. Laila likes to watch how other children do things so she can learn from them too.



Omar

Omar likes relationships. He likes to learn with other people. He is good at encouraging everyone to learn and get involved in things they are doing at school. But, he knows when he has to do some learning on his own too. Omar likes to listen and watch other people, so that he can see how they do things, then he can learn from them. He likes to tell other people 'well done'. Omar always tries to understand how someone else is feeling, so other people like to work with him.



Kirsty

Kirsty is really resourceful. She is always asking questions! She wonders about so many things that she has learned where to go for answers - like the Internet or a dictionary, or a big reference book in the library. If she cannot find what she wants to know she is confident about asking someone for help. Kirsty likes to know what she is working towards. Her teacher says this is the learning outcome. Kirsty likes to take her learning one stage at a time. If she learns something, she knows she can do the same thing again.