University of Cumbria

INITIAL MENTOR TRAINING COURSE

PRIMARY

Pre-Course Booklet

2013-2014

Dear Colleague,

Thank you for your interest in supporting the professional development of student teachers seeking to gain Qualified Teacher Status (QTS). The course you have chosen aims to give you a comprehensive understanding of mentoring students. To ensure that you are able to make the most of the day's training we ask you to engage with this pre-course booklet.

This booklet has some extra material that we believe you will find useful, along with a couple of pre-course tasks to help you begin to think about the role you are set to undertake. Concepts highlighted in this booklet will be developed in context and more detail on the day of the course and there will be the opportunity to address any questions you might have.

Beyond the attention given to the needs of students, it is hoped through attending the course that you will find opportunity to reflect on your own work. This course has been designed to support your professional development in the broader considerations of mentoring.

We look forward to meeting you and would like to thank you for taking time out to attend this course and for your future contribution to student teacher placements.

Best wishes for your career,

Jane Dixon

Primary Mentor Training Co-ordinator

CONTENTS

University Website

The school partnership part of the site can be found through the link:
http://www.cumbria.ac.uk/Courses/SubjectAreas/Education/Partnerships/InformationforPrimarySchools/Home.aspx

It is a comprehensive site that aims to support mentors, students and partnership tutors. Material available includes:

- Student Placement Assessment Record (SPAR) including observation forms and reports
- Generic placement handbook
- Supplement booklets for Beginning, Developing and Extending placements
- Red Book to support with the assessment of students
- Partnership agreements including money paid to schools
- Schedules/dates of all placements throughout the year
- Policies and procedures

A direct route to key documentation can be found via:
https://portfolio.pebblepad.co.uk/cumbria/webfolio.aspx?webfolioid=209374

Visit the site to familiarise yourself with the materials

Activity 1 – Engaging with the QTS Standards

New QTS standards were introduced in September 2012. These underpin everything relating to the student in school and all feedback, comments and target setting are in relation to the progress a student is making towards them.

The new standards begin with a pre-amble:

PREAMBLE

"Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils."

Activity – Familiarise yourself with the new standards, looking specifically at 7 which refers to behaviour. Consider your own practice in this area and what support students may typically need. The standards can be found at:

https://www.education.gov.uk/publications/eOrderingDownload/teachers%20standards.pdf

Activity 2 – Teachers' TV

Watch the following clip from Teachers' TV on mentoring students. Note how the mentor approaches the role.

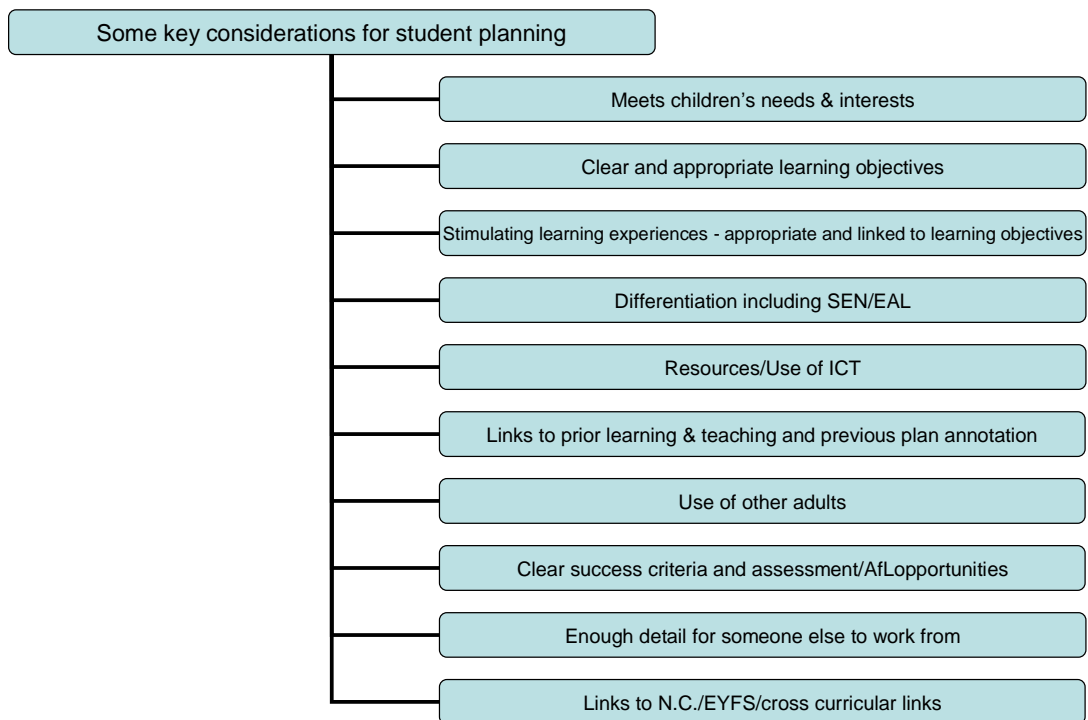*How Teachers Can Be Better Mentors - Jude Mentors Christabel*

http://www.teachersmedia.co.uk/videos/how-teachers-can-be-better-mentors-jude-mentors-christabel

Activity 3 (pre-course reading)

Read the chapter from Yeomans and Sampson in Pollard (2002) found in Appendix 1 and highlight key skills and attributes of a mentor.

Some basics on student planning

- Students are taught to plan in university
- They will need some support from their mentor but this will depend on their placement
- "No plan, no teach"
- The university provides planning proformas for students on beginning and development placements
- Final block (extending) students should be inducted during the pre-placement visits into using schools plans if required
- Students should provide you or the partnership tutor with a lesson plan prior to any observations
- Plans should be shared with the mentor in a timely way (see placement booklet for details), but usually at least 2 days before

Some key considerations for student planning

- Meets children's needs & interests
- Clear and appropriate learning objectives
- Stimulating learning experiences - appropriate and linked to learning objectives
- Differentiation including SEN/EAL
- Resources/Use of ICT
- Links to prior learning & teaching and previous plan annotation
- Use of other adults
- Clear success criteria and assessment/AfLopportunities
- Enough detail for someone else to work from
- Links to N.C./EYFS/cross curricular links

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See Appendix 2 for examples of planning

Student Placement Weekly Review

- Half an hour per week

- In addition to feedback on lessons

- This involves a discussion of the student's progress against the assessment criteria, in light of their reflection over the week, captured in their Student Weekly Review. Key targets are jointly set at this meeting.

Cluster Model of Partnership and Partnership Tutor

Since September 2010, schools have been grouped together in clusters, to work with the university in supporting students in schools. A key person, who is instrumental in the smooth working of the cluster, is the **Professional Partnership Tutor (PPT)**. Any queries regarding students or placements should be directed to them.

Glossary

AT – Associate Tutor/mentor

SBT – School based tutor

PPT – Professional Partnership Tutor

LT – Link Tutor

PM – Partnership Manager

PT – Personal Tutor

PREO – Partnership, Research and Enterprise Office

SPAR – Student Placement Assessment Record

KAP – Key Assessment Point

PADR – Professional and Academic Development Record

LOP – Lesson observation proforma

CFC – Cause for concern

Useful Addresses

Carlisle campus

Fusehill Street, Carlisle CA1 2HH
Freepost address: University of Cumbria, FREEPOST, NWW 4461A, Carlisle, CA1 2YZ

- **Maxine Moran** - Partnership Administrative Assistant
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  e-mail: maxine.moran@cumbria.ac.uk
- **Phillipa Gordon** – Senior Partnership Administrator
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  e-mail: phillipa.gordon@cumbria.ac.uk
- **Emma Bues –** Partnership Administrator
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Lancaster - Bowerham Road campus

Bowerham Road, Lancaster LA1 3JD
Freepost address: University of Cumbria, FREEPOST, NWW 10203, Lancaster, LA1 3BZ

The people below can be reached through a generic phone number 01524-385697.
Fax: 01524 384367

Tim Fletcher – Senior Partnership Administrator
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Dean Marshall – Partnership Administrative Assistant
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Stuart Moor – Partnership Administrator
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Rumana Awan – Partnership Administrative Assistant
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Ceri MacDonald – Partnership Administrator
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For mentor training enquiries please contact:

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  Fax: 01524 384492
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APPENDICES

APPENDIX 1

Chapter 2.1, *Analysing the role of mentors*
taken from Pollard, A. (2002) *Readings for Reflective
Teaching*, London, Continuum.

APPENDIX 2   Examples of planning

Analysing the role of mentors

Chapter found in **Pollard, A. (2002)** *Readings for Reflective Teaching*, **London, Continuum.**

John Sampson and Robin Yeomans

This is an insightful reading on the multiple aspects of a school-based mentor's role and it draws on some of the authors' research on relationships in initial teacher education. Sampson and Yeomans identify three main dimensions of the mentor role: structural, supportive and professional. They suggest that effective mentors prioritize the elements of their role to meet changing student needs as a period of school experience develops.

How does their analysis relate to your experience as a mentor or as a student?

Edited from: Yeomans, R. and Sampson, J (eds) (1994*) Mentorship in the Primary School*. London: Falmer Press, 64-75

The role of the mentor has three dimensions. The structural dimension involves acting to seek to ensure that conditions exist in the school which will enable students to perform as effectively as is possible, given the limitations of their current stage of development. The elements which we have identified within the structural dimension are: 'planner', 'organiser', 'negotiator' and 'inductor'.

The supportive dimension of mentoring is concerned with students as people, and with making them feel comfortable in or minimizing the stress of situations they encounter in the school. We suggest that its elements are 'host', 'friend' and 'counsellor'.

Finally, the professional dimension relates to all those activities which are concerned with the students' development as potential teachers. Its elements are 'trainer', 'educator' and 'assessor'.

The structural dimension

Mentors had a key role in preparing the way for students in the school and in the school-based part of their courses. Mentors created the conditions which would enable students to perform as well as they were able. In other words, within their structural role dimension, they were enablers, establishing and modifying social and organizational structures.

Planner Particularly when the students first came to the school but also later as their and course demands change, it was the mentor who planned the students' programme so that they were deployed in the most mutually beneficial way. This is not to suggest that mentors planned the last detail of the students' experience. There were opportunities for students to initiate and to influence the detailed structure of their school experience. This happened several times. But, whatever the student initiated, mentors played a part in the necessary organization.

Organizer If planning dealt with intentions, then organization was concerned with the necessary conditions for favourable outcomes. However rigorous and ambitious the plans agreed, between students and mentor, effective implementation was more likely if mentors were able to organize conditions conducive to success. Mentors' organizational contribution was concerned with every facet of the student's life in the school. But the emphasis was on the student's classroom practice, including the organization of curriculum tasks that related to the college element of the courses.

Mentors needed a clear view of the way ahead if they were to organize the student's day-to-day programme in the school. Typically the structure and detail of the students' teaching commitment was planned by the mentor and students, within the guidelines produced by the college.

Negotiator Mentors' ability to create optimum learning conditions for students also required that they negotiate with colleagues on behalf of the students. Mentors' status and credibility within the school were important here. Being deputy head made negotiation easy for some, since making organizational requests to colleagues was an existing part of mentors' deputy head role. Similarly, deputy head mentors could use their close professional relationship with their head to the students' benefit. Non-deputy head mentors relied more on their personal credibility and existing relationships with colleagues.

Mentors had four main negotiating concerns. First, they needed to negotiate time for themselves and students to meet without the distraction of a class. This meant persuading heads or colleagues who had a student to take the mentor's class. Second, they sought opportunities for students to gain access to other classes, in order to observe colleagues at work, interrogate them about classroom practice, or have some teaching time with a different age group. Third, students might find out more about a particular curriculum area by talking to the curriculum co-ordinator. Fourth, since there was normally more than one student in a school, effective supervision of students required mentors to negotiate with host class teachers an unambiguous division or responsibilities for observing, reporting on, and debriefing any student not teaching the mentor's class. Clearly there are implications for mentors' relationships with colleagues, their status in the schools and their own interpersonal skills.

Mentors also needed to negotiate with link tutors a shared perspective of the nature of effective teaching. Without such a common view, conflicting messages were likely. This tended to be a continuing relationship of school and mentor with the college and a specific tutor.

Inductor Mentors all took conscious steps to give the students insights into the ways of behaving within their classroom and within the school. They inducted them into the schools' systems, in terms of agreed procedures. But they also talked students through some of the informal habits which were part of the shared understandings, which had evolved within the schools. Though important to the smooth running of schools and classrooms, these were often unacknowledged, seldom written down, and so could offer particular difficulties to unwary students. With such insights, the students could more rapidly learn to 'fit in', feel 'teacher like' themselves, and convince the children and other staff by their authentic teacher behaviour.

The supportive dimension

The supportive dimension of mentoring is closely linked to the nature of the relationship created between mentor and student. A mutually open and trusting relationship was both the means to, and the outcome of, effective support. Mentors recognized that student's time in school could be stressful in several ways. First, they were outsiders, experiencing an unknown staff culture, whose rules and norms they needed to assimilate if they were to learn or behave authentically. Second, authentic teacher behaviour in the eyes of the pupils was itself an important condition of successful performance of the role of teacher, students could not take for granted pupils' sympathetic understanding. Third, students knew that however supportive they found the school context, their performance was under close scrutiny. Success and failure had a precise meaning and, in the assessed phases, carried career implications. In other words, school experience had many of the characteristics of a 'life' event.

Thus, the supportive dimension of the mentors' role engaged them in minimizing possible stress for students, and ensuring that, when stressful situations were encountered, they enhanced students' self-awareness and became learning experiences.

Host Mentors initially acted as a host when they welcomed students on behalf of the whole school. It was then that the mentor and student began to form a relationship, that students were introduced to school rules and procedures. These early moments were important and recognized as such by students in particular. They appreciated the efforts that were made to welcome them.

Friend Some mentors were particularly adept at handling role conflict, and so managed to incorporate the extremes of assessor and friend within their role. Friendship could be a consequence of always being the source of positive comment.

Counsellor The counselling element in the mentors' role had two sides. Mentors needed to help students cope with judgements on their teaching. The help was particularly needed when negative classroom experiences had undermined students' self-belief, or when circumstances required that they consider their long-term professional future. In an extreme case, a mentor might help the student deal with the consequences of short-term or long-term failure. For student and mentor alike, counselling phases might generate ambivalent feeling. The mentor who was the judge of success and failure also carried the responsibility of reconciling a student to the judgement and building from it. The primary purpose of the mentoring role was to help students towards becoming effective teachers.

The professional dimension

Trainer Mentors acted as trainers when they took steps which enabled students to respond more effectively to current teaching needs. Of course, they hoped that if students successfully incorporated mentors' suggestions into their teaching, the students' long-term professional practice would also be modified. However, any such change tended to be derived from observing mentors at work or listening to advice, explanations or descriptions which reflected the mentors' own strategies for specific situations. In short, the emphasis in training was on successful implementation of the mentors' solutions.

Training was a necessary part of students' development. However, there was a temptation to extend training inappropriately. As experts, mentors drew on extensive experience, could identify underlying problems and suggest relevant strategies. As novices, students tended to recognize mentors' expertise, having observed their classroom practice, perhaps noted their status and credibility in the school, and knew that the college confirmed their mentor status. Consequently students might expect to be told how to deal with their class, particularly if it was also the mentors' own. Mentors' legitimate concern for the needs of their class might also lead to a narrow interpretation of the mentor role. Strategies which a mentor used successfully with that group of children were safer for mentor, student and class than encouraging a student to experiment. Thoughtful commitment to students' development was needed for mentors to recognize that only applying short-term solutions carried long-term dangers for students. They might become unthinking and unquestioning adherents to all the mentor said and did, unquestioning followers of one model who found it difficult to meet new circumstances.

Educator To behave as educator was to be a mentor who enabled students to become autonomous, self-referential, teachers, capable of objectively analysing their own and others' professional practice.

Mentors were well-placed to be students' dialogical partners. If as trainers they were largely engaged in helping students construct practice, as educators their concern shifted to helping students deconstruct teaching sessions so that they began to reconstruct their version of effective practice and ultimately to amend their professional schemata. In other words, reconstruction was concerned with students' long-term development rather than merely with the here and now. The intention was that students would develop their own, personal, flexible model of professional practice. This would enable them to adapt their teaching model to new circumstances. It was the mentors' skill in moving students toward independence characterized by self-generated reconstruction that was the essence of effective educative mentoring.

Assessor There were advantages in having the mentor as assessor. They knew the school, the class and the children far better than any visiting tutor could. They were also likely to have an established relationship with other teachers that student worked with, and so were better able to access other perspectives on students' school performance. Mentors were able to discuss with students their performance more frequently than could a visiting tutor. Of course, the mentors lacked an overview of a range of students in a variety of settings, and so the final confirmatory pass/fail decision rested with the college. In practice, the arrangement created few difficulties, since there was regular contact and discussion between mentor and link tutor.

There were tensions for mentors in being the assessors. First, when they reported to students on their progress face to face, mentors stated openly what might only have been tacit in other circumstances. Second, they managed the subtleties of reporting assessment, particularly at the interim report stage, so as to provide both warning or praise and stimulus for the student. There was skill in not making the report so positive or so critical that it was a disincentive to renewed effort and so limited further progress. Third, such written confrontations of students with their strengths and weaknesses could be personally threatening to mentors and students alike. Fourth, there was the responsibility of deciding whether the student should pass or fail. The role of a link tutor has some bearing here. Mentors did signal some students as possible failures, link tutors agreed and the judgement was confirmed by external examiners. So although a failure decision was difficult, it was not shirked.

Conclusion

The complexities of mentorship can best be understood if it is seen as a single role. The role has structural, supportive and professional dimensions, each of which contains specific elements which reflect different modes of mentor behaviour. These are planner, organizer, negotiator and inductor (structural elements); host, friend and counsellor (supportive elements); trainer, educator and assessor (professional elements). Elements of the role are performed at different times in response to predicted needs and particular phases of school experience. But needs can also change from moment to moment. The emphasis within the role also varies with different mentors, so that not all mentors exploit all elements of the role to the same extent.

Prime Area of L+D:	PSED		CL		PD	
Aspect:			*R5 – Shows an understanding of the elements of the stories, such as man character, sequence of event and openings*			
Specific Area of L+D	L		M	UW		EAD

Key Experience/Focused Activity Indoor/Outdoor	Date: 2012
Read The Train Ride story for guided reading. Focus on 3 parts of a story and retell the story in a mini book Playing a cvcc/ccvc word games (four sound words). Smiley face game Wipe boards **(RECEPTION CLASS)**	**Timing:** Morning: **9.10 till 12.15** 4 x 20 min activities (Adult led guided reading/adult supported phonics activity) 9.10-9.30 – Maths positional language input (bean bag game) 9.30 till 9.45 – Green Group 9.45 till 10.05 – Blue Group **Milk 10-10.15** 11-11.20 *Child* phonics input 11.25-11.45 Yellow Group 11.45 till 12.05 Purple Group **Tidy – Lunch 12.15**

Main Learning Intentions:	Key Vocabulary: read, follow, fiction, page, text, sounds, segment, blend, character, start, beginning, end.
I can listen to the story and remember what happened at the beginning, middle and end. I can order three main parts of a story using pictures and text.	**Questions:** What's the title of the book? Is this a fiction or nonfiction book? What do you think will happen? What happened in the story? Did you enjoy the story? What did you like about the story? What is on the back of the book?

Resources: Inc ICT	Adapting the experience for individual children:
Big book the train ride, paper mini books, pens, mini wipe boards, word banks, pictures, sentences, Crispin puppet, Bag with cvc/cvcc/ccvc objects in, letter tubs, picture cards. **Computers**: Phonics games http://www.familylearning.org.uk/phonics games.html	*Child* – focus on initial sounds phonics (to enjoy the story – guided reading) *Child* – Point to the pictures to make sure he understands the language used in the story and ask him questions throughout the story to make sure he is understanding. *Child – Teacher* sit with for Phonics input to support listening/engaging. *Child* – Can he think of his out sentences to write to retell the story. Thinking about Capital Letters and Full Stops. (more complex words in phonics)

Children for whom this activity is particularly appropriate (Target children) *(Process/product/Observation/Discussion)*

Session:
Main input: 9.10-9.30
Maths game positional language (Weekly plan for more detail)
CLL Activities till 10.00
Milk 10.00 till 10.15
Assembly 10.15 till 10.30

Child's Phonics Input
Revise the sounds using the flash card car resource. (let's see if you can impress Crispin Puppet – he needs some help remembering his sounds!)

Sit the children in a circle with their wipe boards and pens. Explain that Crispin needs some help to be able to write the words for the things in his bag. Do you think you can help him?

I will then pass the bag around the circle and when Crispin squawks I will ask the child holding the bag to pull out an object (Crispin is looking for children sat really well)
Can the child holding the object sound talk it? Or get the whole class to sound talk the word together. Ask how many sounds can we hear in this word?

Then ask all the children to write the word on their wipe board. I will check that everyone is trying to write each word.

If the children are struggling to write a word I will get some children to write each sound in the word on a mini wipe board and stand up and show the word to sound it out.
Check children can hear the beginning sound… when you have written yours if your friend next to you needs help can you help them.

I will pass the bag around till we have got 6 objects out depending on time.

Adult Lead – Guided reading – Share the big book – the Train Ride
Discuss Title, front cover picture – what do you think might happen? (Purple group the back too)

I will tell the children that while we read and listen to this story I want everyone to be thinking about what happens in the story at the beginning then in the middle then at the end.

I will ask all the children to join in on the reading of the book and in discussing the pictures on each page – definitely the beginning, middle and end pages.
Did you like the story? Why?

What happened in the story? – move on to mini book activity
Read through the mini books together when finished to check we have the story in the right order.

Yellow group
The children will be asked to order the pictures first in order from start to end and stick them in their mini book. Then with support they will read the three sentences and match them to the pictures. Then the children can write a title and draw a front cover picture.

Really encouraging them to segment and blend a word when they are not sure what it says. Can they say the initial sound?

Blue group-
Same as the yellow group but the children will be asked to see if they can read the sentences more independently to order them. Also I may ask some children to find some words on the page when reading.

Green group –
The Children will order the pictures and sentences but I will also get them to talk a little bit about the characters in the story. And ask them can they remember what else happened in the middle. (What did she see out of the window?)

Purple group-
We will start off reading the story together but I may ask some children to read a sentence each throughout the story. The children can order the pictures in their book but I will ask them to think of a sentence to go under each picture. They can use the word banks to help them.

<u>Adult supported-on the carpet</u>
(the child can use the big wipe boards too)
There will be objects which have been all muddled up in a basket because Crispin's baby cousin came to play and he got all the objects mixed up and they are not in the right letter boxes. The children will be able to sort the objects into the right sound tub. (Focus j, b, d, p amongst other letters)
There will also be wipe boards left out if they want to sound out and practise writing the word for the objects.

Also I will leave the 4 sound word cards out (cvcc/ccvc words). The children may choose to pick a card to sound out and write. The children may also want to play the smiley face game. The adult can support the children to remember these words have 4 sounds so they need to write 4 lines.
There will also be sound banks to help them with the sounds.

For the yellow group focus on beginning sound the letter activity and spelling cvc words. The rest of the groups need to be supported in hearing all the 4 sounds especially the last sound. Ask the children to read their word back to check they haven't missed any sound.

Plenary

Bring all the children back on the carpet and recap the learning. Show a few of the story books that children worked on well. Who knows what three parts a story has? Lunch time pray! (go out to Williby Wallaby Woo)

Can any hot air balloons be moved?

Adult roles: (your own and others)

- Main input and adult lead activity
- Adult supported activity

Success criteria: Can the children order the story in three parts beginning/middle/end? Can the children sound CVC and CCVC/CVCC words to write them down?

Possible Opportunities for related Child-Initiated Activities/Independent:
Computers – http://www.familylearning.org.uk/phonics games.html sounding out and spelling CVCC/CCVC word games (espresso/education city phonics games)
Reading area – topic books/story

Airport – write lists of names/tickets/post cards
Table top – Write train tickets and finishes of lists and suitcases
Construction – Train tack
Painting – printing with shapes making a transport picture
Play dough – Making models using the play dough mats.

Assessment/Observations/Comments:

Key word: Confidently, fluently, independently, with support, segmenting, blending,

Enjoyed, Sounded out, Struggled needs work on...

Yellow

Blue

Green

Purple

Lesson Plan

SUBJECT	Literacy	CLASS:	Year 6	TEACHER:	

DATE:	Tuesday 15th May 2012	CHILDREN: (No./SEN?) STAFF:	Whole Class (24)

PREVIOUS EXPERIENCE? LIKELY MISCONCEPTIONS?	

NC LINKS:	En 1: 2c recall and re-present important features of an argument, talk, reading, radio or television programme, film En 3: 1b broaden their vocabulary and use it in inventive ways

X-CURRICULAR LINKS	

STUDENT'S LEARNING:	In this lesson I aim to: ensure I keep to specific timings for each part of the lesson This links to my target: to ensure my lessons have pace

In this lesson children will learn to:	Differentiation	Assessment
To enhance vocabulary to make writing more interesting	Me to work with *child* during the recording aspect of his work to ensure all his ideas are recorded. Ensure chn who are struggling for ideas are supported by each other and myself – whole class discussions during the introduction should help to scaffold here.	From work in books and through discussion. Have chn been able to identify and use powerful words to describe their vehicle? Have they begun to identify with their vehicle as a potential character for a story by suing their imaginations?

EQUIPMENT	HEALTH & SAFETY
Photocopied land yacht pictures Laminated word cards Selection of images if vehicles from films for stimulation	

INTRODUCTION
TEACHING AND LEARNING ACTIVITIES, TIMINGS, KEY VOCABULARY & ANY USE OF OTHER ADULTS
Starter (5 minutes): foam ball, when caught to give quick fire WOW words to describe the vehicle displayed on the IWB. Look for adjectives but encourage use of verbs and adverbs too. (Ask: What does it do? How does it do it?)

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Explain where lesson idea came from: D & T led my thinking to vehicles with special abilities or powers compared to ordinary, everyday vehicles.

Introduction (15 minutes): Gather from chn, any <u>books or films</u> they know which contain vehicles with special abilities or features. <u>What do they do</u>? Are they driven/piloted by humans or self driven? Are they heroes or villains? What kinds of stories are they involved in?
<u>Chn to complete list in their books (1st & 2nd columns)</u>

Gather WOW words to describe these vehicles – (ensure collection of verbs (with adverbs) and adjectives).
Display all words on IWB (and laminated cards). Chn to record in books (3rd column)

MAIN ACTIVITY
TEACHING AND LEARNING ACTIVITIES, TIMINGS, KEY VOCABULARY & ANY USE OF OTHER ADULTS
Main activity (30 minutes): Chn to now think about their own land yachts (from D&T). What kinds of special features, abilities or powers could they have? Why might these be needed? Would they need to be operated by humans or not? Chn re-sketch their land yachts: special features and why they might be needed. Write powerful adjectives, verbs and adverbs words to describe them around the design. Chn to name their land yachts.

PLENARY
TEACHING AND LEARNING ACTIVITIES, TIMINGS, KEY VOCABULARY & ANY USE OF OTHER ADULTS
Plenary (10 minutes): Share work so far. Extend thinking for next session: settings and character profiles – where might their story be set? Who might be involved? Ask class to come up with ideas for a selection of vehicles (not their own).