

Spotlight

When you're caught in the spotlight, all is revealed. This is one way for everyone to shine.

HOW?

1. A volunteer student comes to the front of the class and stands 'in the spotlight'. This means standing on a special spot, or sitting on a celebrity chair, or wearing a scarf denoting the 'mantle of the expert'.
2. All the other students turn to the back of their books, or use scrap paper, and list numbers 1-10 ready to respond to questions.
3. The teacher fires ten questions to the 'spotlight volunteer' about the topic just covered. The student answers each one in turn out loud. After each answer, the rest of the students individually decide whether the response was right, or wrong, or if they weren't sure.
4. If they think the answer was right, they put a tick against the number, if wrong they put a cross. If they weren't sure, they put a question mark.
5. To conclude, the 'spotlight student' is applauded and the teacher goes over the responses. For each question the teacher asks how many people gave which response. This gives feedback to the teacher about who has learned what. It also gives precise feedback to individual students about the issues they need to do more work on.

APPLICATIONS

- Ideal as an end-of-lesson check on learning in almost any subject.
- Conduct a more substantial version at the end of a topic or scheme of work.
- Use it for predictions, in Science for example.
- Use it to gather whole-class opinions quickly.
- Use it to make whole-class decisions.

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WHY DO IT?

- It's a novel way of doing diagnostic assessment. The teacher can then plan further learning in the light of what is revealed.
- It's immediate - the teacher and students get instant feedback. The brain is a self-rectifying organ, thrives on immediate feedback, and automatically makes adjustments when it knows what it should have thought.
- It gives show-oofs a chance to show-off constructively.

VARIATIONS

1. Vary the number of questions, vary the number of volunteers.
2. Instead of writing ticks, crosses and question marks on paper, students can hold up one of three response cards as soon as an answer is given. The cards give an immediate visual impression who who understands what.
3. Members of the class, not just by the teacher, can put questions.