

# **Using puppets to teach aspects of AS Health and Social Care**

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## INTRODUCTION

### Health and Social Care – a national and local perspective:

Health and Social Care has been delivered as a level 3 course at The Sixth Form College, Farnborough since September 1993. Initially, it was delivered nationally as a General National Vocational Qualification or GNVQ. However, Curriculum 2000 represented a time of change for the post 16 sector with, for example, the introduction of Vocational A levels and Advanced Subsidiary Awards. The changes were also reflected in the assessment models that were used for different qualifications, such as, GNVQs becoming more like A levels. (Greatorex, 2001). However, in September 2005, the new GCE AS/A2 Applied A level suite were launched nationally. QCDA suggests that Applied AS / A levels provide a broad introduction to a vocational area. They encourage distinctive approaches to teaching and assessment and make use of work-related contexts. Following the 2008 review of AS / A levels, 'stretch and challenge' has been added to the A2 assessments and an A\* grade is to be introduced from summer 2010. (QCDA)

In recent years, The Sixth Form College, Farnborough, has been delivering Level 3 Health and Social Care as a rapidly growing humanities subject which is often taken alongside other closely related social and natural science subjects such as psychology, sociology and biology. The course is mainly delivered by social science teachers with either a sociology or psychology specialism. The type of students studying the subject come from a diverse range of cultural backgrounds and currently we have 25% ESL students who are often very vulnerable individuals having underperformed at GCSE level. They usually have a lack of self confidence, compassionate, attention seeking and are often in poor health. As a team we encourage our students by nurturing, fostering, motivating and empowering them with endless patience to succeed in order to continue in the future with a caring related career. As Health and Social Care is an applied GCE the department have been trialling the use of puppets in order to help our students with understanding how theoretical ideas may be applied to service users and providers in care settings. The following quote is from Confucius:

***"I hear, I forget;  
I see, I remember;  
I do, I understand"***

(Confucius, 2010)

Confucius highlights many people poorly learn a new skill or fact if it is only heard. You learn and remember a little better when seeing the fact or a demonstration of how to do something, but the best learning of all comes from 'hands on' experience.

### Background

#### Active Learning

Active Learning is a type of learning that occurs through instructional strategies engaging students intellectually and physically as they pursue given classroom assignments. However, many educationalists' are sceptical of incorporating Active Learning into their lesson delivery, and would say "Active Learning? You must be joking, there's no time for entertainment with all this content to cover!" (Petty, 2010). However, we can all learn by doing (Petty, 2004) (Petty, 2010). Research shows that active learning is much better recalled, enjoyed and understood. Active methods require us to 'make our own meaning'; that is, develop our own conceptualisations of what we are learning. During this process, we physically make neural connections in our brain; it is this that we call learning. Passive methods such as listening do not require us to make these neural connections or conceptualisations. Active methods also:

- Give the learner feedback on their incomplete understandings and encourage them to fix this, for example by helping each other.
- Give the teacher feedback on which learners understand, and who needs help
- Develop thinking skills such as analysis, problem solving, and evaluation

- Help learners to use their learning in realistic and useful ways, and see its importance and relevance
- Are more fun!
- Give the teacher a bit of a rest

Gifted and talented students may create meaning from passive methods; however, many low ability students do not. Both types of student improve their learning enormously using active learning methods. When active methods have been compared with traditional methods in careful control group and experimental group comparisons, active methods produce much better achievement. (Petty, 2004) (Petty, 2010)

### **Active Learning adds a grade and a half to achievement.**

Professor John Hattie used statistical methods to average the findings of the 253 most rigorous studies on active learning. His findings show that if you put a student in the experimental group then, on average, their improvement will be **more than a grade and a half better** than if they had been placed in the control group. (Petty, 2004) (Petty, 2010)

### **Visual and Kinaesthetic methods**

#### **Visual Learners**

Visual learning is a teaching and learning style in which ideas, concepts, data and other information are associated with images and techniques. Some students rely upon a visual learning style: "Show me and I'll understand." Visual learners benefit from diagrams, charts, pictures, films, and written directions. These students will value to-do lists, assignment logs, and written notes. Many of these techniques, however, also benefit kinaesthetic learners.

#### **Kinaesthetic Learners**

Kinaesthetic learning is a teaching and learning style in which learning takes place by the student actually carrying out a physical activity, rather than listening to a presentation or merely watching a demonstration. It means touching, feeling, and experiencing the material at hand. Many children excel through kinaesthetic learning. Whilst many youngsters come to learn in other ways, this is certainly not true of all: "Children enter the foundation stage at nursery and pre-school as kinaesthetic and tactual learners, moving and touching everything as they learn. By the start of Key Stage 2, some children have become visual learners. During Key Stage 3, some students, primarily females, become auditory learners. Yet many adults, especially males, maintain kinaesthetic and tactual strengths throughout their lives." (Dunn, 1993)

Kinaesthetic learners are most successful when totally engaged with the learning activity. They acquire information fastest when participating in a science lab, drama presentation, role play, field trip, dance, or other active activity. Because of the high numbers of kinaesthetic learners, education is increasingly shifting toward a more hands-on approach; manipulatives (which is defined as objects that a student is instructed to use in a way that teaches or reinforces a lesson) and other "props" are incorporated into almost every school subject, from physical education to foreign languages and arts. Hands-on teaching techniques are gaining recognition because they address the challenging needs of kinaesthetic learners, as well as the diverse needs of auditory and visual learners. One example of how to plan a lesson using teaching methods for kinaesthetic learners is by the use of manipulatives where possible (Hadwin, 2010). Throughout social sciences this year puppets have been found to very useful for students to remember particular scenarios for example how would a service user feel if they had been discriminated against, or to learn psychological theories such as Bandura's Social Learning Theory.

The 'PUPPETS Project', funded by the Nuffield Foundation aims to promote engagement and talk in science lessons. (PUPPETS, 2010). Primary school teachers, working both with Manchester Metropolitan University and the Institute of Education, University of London, have been using puppets as a stimulus in their classrooms to provide opportunities for more productive talk in science lessons.

This project has now snowballed globally, and research work is currently being undertaken in Australia, Iceland, New Zealand, Norway, Singapore and Sweden. (PUPPETS, 2010).

The teachers involved in the PUPPETS project have noticed that their classes have changed becoming more animated when the puppets join in the lesson. They appeared to use more questions which required thinking and reasoning rather than recall. It was evident that there was more discussion and argument taking place, and less information provided. It was clear that all teachers gave more encouragement and spent more time setting the scene.

The children were far more engaged and motivated during science lessons. They also talk more and provide reasoning and fuller explanations to the teacher as well as the puppet and also concentrate hard on trying to hear what the puppet has to say. This had a very noticeable effect with shy and SEN children. The knock on effect of this process was that there was some evidence of better learning taking place. When children were asked what they thought about the puppets they said that lessons were 'more fun' and 'more active and lively'; one child reported that it 'inspired my imagination'. Teachers, too, find it fun!

Research shows that by using puppets as part of dialogic teaching to encourage talk engages the children's attention more thereby increasing their motivation resulting in them increasing the quantity of time that they remain on task and overall producing better learning (Alexander, 2004).

Following a communication in spring 2009 with an OCR Chief Examiner for Health & Social Care on Geoff Petty's work about Active Learning, the use of manipulatives in the form of puppets was trialled in the Health & Social Care Curriculum Area.

## **METHODS USED**

The methods used were three fold:

1. Firstly, the Puppets were used during lesson delivery and revision sessions
2. Secondly, a case study was undertaken with one A2 student
3. Thirdly qualitative and quantitative data was collected using a paper based and electronic Quia Quiz and student interviews

## **Lesson Delivery and Revision Sessions**

Puppets were initially targeted for use with the AS students, in particular for their AS externally assessed Promoting Quality Care unit, as well as their coursework Communication in Care Settings and Promoting Quality Care. There were three key ways that the puppets were used:

1. Role playing case studies by the teacher or the students such as a care worker consciously not exhibiting face-to-face contact with a hearing impaired service user preventing them from lip reading. The role play could be then used to explain:
  - a. The legislation that makes the discrimination illegal
  - b. How they are being discriminated
  - c. The effects of the discrimination on the individual
  - d. How an equal opportunities policy could promote quality care for that individual
  - e. The courses of action/ redress the service user could take
  - f. When confidentiality could be broken
  - g. The barriers the service user may have to accessing services
2. Once the role play has been completed, the key concepts were then reinforced using further kinaesthetic learning techniques such as:
  - a. Students individually clapping key words; such as sad, lonely, upset and depressed
  - b. Using large flash cards as pneumonics such as for barriers to accessing services are PPFGLC (Physical, Psychological, Financial, Geographical, Language and Cultural)
  - c. Using large hammers to "bash out" key strengths and weaknesses for Legislation
3. Role playing scenarios in order to contextualize theories for their coursework such as:
  - a. Using Living Puppets to demonstrate Sign Language

- b. Egan's theory for communicating with others and Tuckman's sequential theory of group formation
- c. Health Promotion theories of why the service user may fail to conform

Puppets also used with the A2 students, in particular for their externally assessed Anatomy and Physiology unit, as well as their coursework Care Practice and Provision and Mental Health Issues. There were three key ways that the puppets were used:

1. Role playing case studies by the teacher or the students to understand a particular dysfunction. The role play could be then used to explain:
  - a. Cause
  - b. Effect
  - c. Diagnosis
  - d. Treatment
  - e. Lifestyle
  - f. PIES
2. Once the role play has been completed, the key concepts were then reinforced using further kinaesthetic learning techniques such as:
  - a. Students individually clapping key words; such as sad, lonely, upset and depressed
  - b. Using washing lines hanging A3 key facts about the dysfunctions and chanting them
  - c. Making models from Play Doh of Human Body Systems
  - d. Labelling large felt models of Human Body Systems
  - e. Labelling laminated diagrams of Human Body Systems
  - f. Using dice with key words on the faces to discuss for examination question practise
3. Role playing case studies by the teacher or the students to visualise a treatment plan. The role play could be then used to explain:
  - a. The service user's needs
  - b. The approaches made by the service providers
  - c. The effects on the family, friends and professionals

### **Quia Quiz, Paper Based Questionnaires and Student Interviews**

Using these primary research methods I was able to test:

- 1) Whether using Puppets in combination with other kinaesthetic learning techniques would improve the students' value added scores
- 2) Whether the students had enjoyed using Puppets this academic year
- 3) Which revision method used in the Health and Social Care curriculum area did they find most useful
- 4) If they had provided a motivational force in driving students to work harder and SMARTER

### **FINDINGS**

The team have discovered that, for the AS Promoting Quality Care unit, students understood the legislation involving equality of opportunity and clients' rights much better when they were able to carry out their own scenarios using puppets.

The results from the January 2009 examinations suggested that students' grades improved overall by 7% when they were able to carry out their own scenarios; more recent purchase of puppets has extended this, and those students re-sitting the exam in June 2009 have reported enhanced understanding of this unit as a consequence of being able to choose which puppet to engage in verbal dialogue and then provide reasons for their choice. An example of this was when students were asked to select puppets for an interview panel in relation to a health care advertisement. Other examples could include discussing barriers faced by a service user when entering a health, social care or early years setting. In this case, the puppets were used in a 'cheerleading' situation, where the character shouts out the mnemonic "PPFGC", and the class have to reply with the correct key words with examples.

## **Case Study**

Caroline started her AS Health and Social Care course in September 2008. In January 2009 she sat her AS unit 1: Promoting Quality Care examination and achieved 60%. She attended two revision workshops involving using Puppets and past examination question practise. She then resat her unit 1 examination in June 2010 and achieved 84%. For her unit 12 examination: Anatomy and Physiology in Practice in January 2010 she achieved 85%.

She reported that she could visualise the service user's emotions much better from the case studies and scenarios after the Puppets had been used in her unit 1 revision workshops. She also reported that her outstanding unit 12 mark in January 2010 was a result of the combination of using a variety of kinaesthetic learning techniques such as making Play Doh models of different human body systems within the lessons supported by exhaustive revision sheets extensive past paper examination revision.

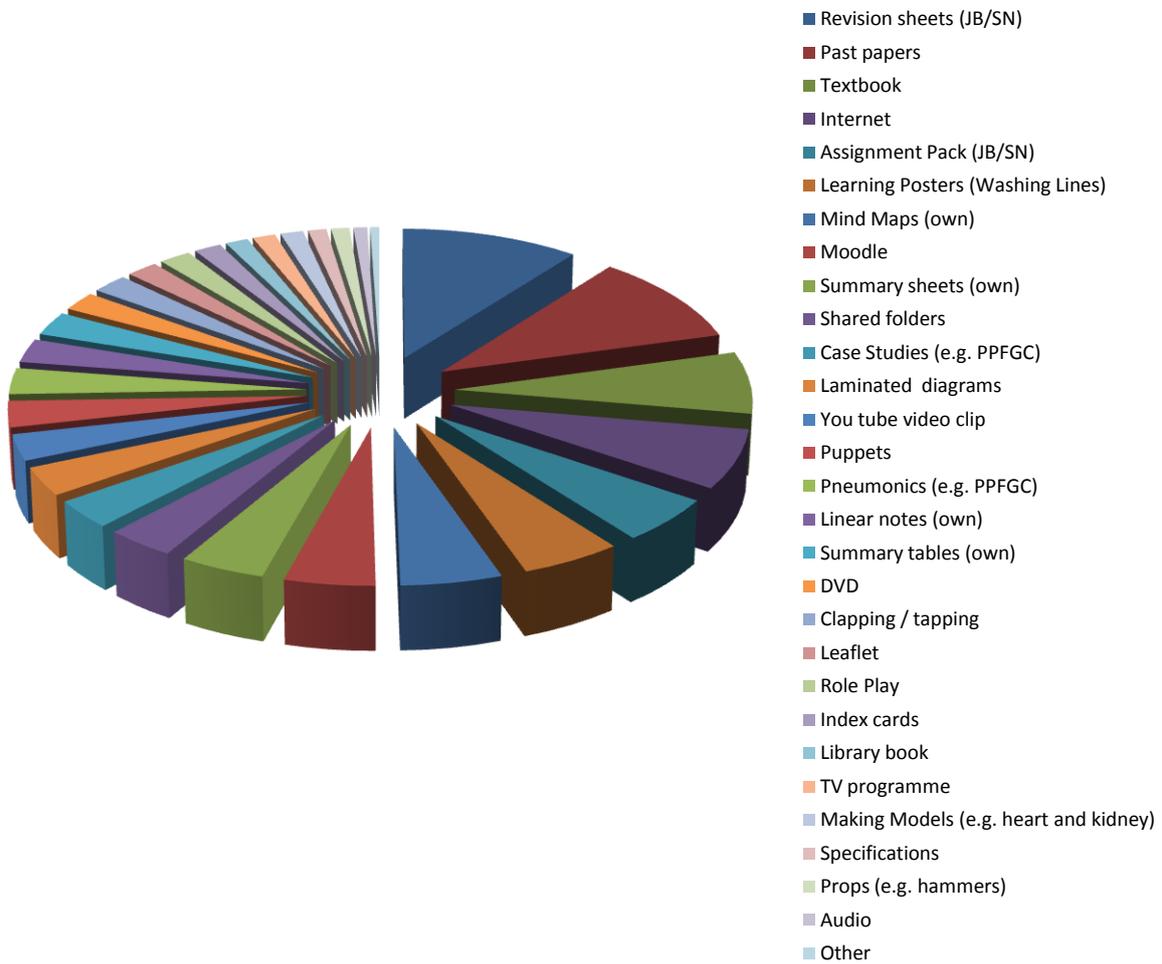
## QUANTITATIVE STUDENT FEEDBACK FROM THE QUIA QUIZ

Table 1 to show which revision method the AS and A2 Health and Social Care students found the most and least useful during the academic year September 2009 to July 2010:

Revision Method	Percentage Students
Revision sheets (JB/SN)	69.64%
Past papers	67.86%
Textbook	46.43%
Internet	44.64%
Assignment Pack (JB/SN)	33.93%
Learning Posters (Washing Lines)	33.93%
Mind Maps (own)	33.93%
Moodle	30.36%
Summary sheets (own)	28.57%
Shared folders	23.21%
Case Studies (e.g. PFFGC)	21.43%
Laminated diagrams	21.43%
You tube video clip	19.64%
Puppets	19.64%
Pneumonics (e.g. PFFGC)	19.64%
Linear notes (own)	17.86%
Summary tables (own)	17.86%
DVD	14.29%
Clapping / tapping	14.29%
Leaflet	12.50%
Role Play	12.50%
Index cards	10.71%
Library book	8.93%
TV programme	8.93%
Making Models (e.g. heart and kidney)	8.93%
Specifications	7.14%
Props (e.g. hammers)	7.14%
Audio	5.36%
Other	3.57%

Table 1 to revision methods used by AS and A2 Health and Social Care students

**A graph to show revision methods used by AS and A2 Health and Social Care from September 2009 to July 2010**



**Fig. 1 to revision methods used by AS and A2 Health and Social Care students**

The above graph in Fig. 1 clearly shows that Revision Sheets created by JB or SN were the most popular followed by past papers. However, other revision methods have supported the revision process and the popularity of these individual kinaesthetic and visual learning methods is listed in the above graph and tables. The graph clearly shows that Puppets are one of the highest scoring kinaesthetic and visual learning methods.

## Summary of Student Written Feedback

The qualitative results from the individual student interviews and Quia quiz indicate common themes across all Health and Social Care classes some of these are shown below:

- "Makes lessons more enjoyable" CC
- "Makes lessons more interesting" ST
- "It made learning more fun, not boring" GW
- "Puppets helped me to visualise scenarios" RG
- "Good way of showing a real life situation" BB
- "Helped me remember" LT
- "Good way to remember things easier" MR
- "I am a visual learner, so I learned better" GW
- "Helped me answer examination questions" LP

## Summary of Student Quia Quiz Feedback (see Appendix for full comments)

### What the students enjoyed about their Health and Social Care Lessons:

#### Active Learning – as discussed in the Introduction on page 1

- Actively learning and so for most of the lessons the students were on task, they were not just sitting there and listening but had a chance to join in which made it more memorable
- Repetition using clapping, tapping, tunes and pneumonics activities were helpful, fun, memorable, and interesting to do and made topics more easy to remember and understand, revise or recall for example the feelings, and the students were enjoying learning and doing the work at the same time
- Puppets were useful to show interactions between service users and service providers
- The puppets made the lesson fun so it helped students to remember, particularly during the examination
- Because there were a variety of methods it was easier to revise as there is less chance of becoming distracted.
- Laminated sheets helped because students went over them every lesson.

### When the Health and Social Care students were sitting in their examinations and opened the paper and started to read the questions, the following points were the ways that they could recall the information:

- Whatever the question related to I tried to remember about how the class was started and what activities we did in the classroom such as the puppets, clapping, big posters, crayons, glitter and colours and I also tried to imagine my work in front of me
- The puppet interactions using case studies we did in class from which I recalled the facts using clapping and tapping e.g. the emotional factors of how the service user feels, hammers, pneumonics we learned like PPFGC because it was fun and easily planted the idea in my mind
- By remembering the laminated sheets and pictures, **stab slash shoot** expression
- Rhyme usually said by teacher. Constant revision. Posters around classroom. Reminded in each lesson, such as the 3 care values. Some teachers say something once and expect you to know it, whereas, in Health and Social Care, it's a constant reminder and helps you remember much easier.
- Visualising washing lines, mind maps, pictures and diagrams around the classroom and posters we created ourselves in front of me
- The work done in class and for my coursework as well as revision sheets we made by ourselves
- Text books, revision books, revision sheets, summary sheets, revision cards, Moodle, internet, case studies, laminated sheets, images and words from posters, summary sheets, index cards, cue cards, past papers, leaflets, TV programmes, video, DVD, Youtube clips, flash cards, notes, mind maps and spider diagrams

- By practising using laminated sheets and making models from clay helped me a lot to remind me of the different parts of kidney was very helpful and also I tried to use my photographic memory
- Anatomy and physiology - thinking back to the diagrams on the laminated sheets helped me to picture in my mind the labels of the body parts. The notes I had written myself had ensured the details stuck in my mind in a way I could remember (I'd written them out twice, highlighted and colour coded information..) and also discussing with friends in class and the teacher helped me too.
- Making clay or Play Doh models also helped because it was fun and I learned other techniques of revising and remembered our discussions in the exam. It was also different to just typing up coursework or writing out notes. I think this is why it stayed in my mind.
- I just tried to remember all my index cards, notes made myself, posters I made and revision notes we were given in class so well that the information would come to me straight away and I would remember the specific key words that I think the mark scheme would have.

**Did the students you enjoy using active learning techniques during their Health and Social Care lesson this year, in particular the use of puppets, and why?**

**Positive Points**

- I remembered the puppet play, as visual learning is better than reading thoroughly and remembering.
- Enjoyed everything very much, was my best lesson, Susie best teacher, lessons and environment was always relaxed so really could think and bring opinions forward.
- I enjoyed using active learning techniques during my Health and Social Care lesson this year, especially the use of puppets, because it was funny and enjoyable and an easy way to understand communication between service users and providers.
- I really enjoyed learning techniques during this lesson because the use of puppets was different from the other activity and it was very understandable.
- Posters, cards, puppets, revision sheets and internet. I enjoyed all of these, especially the use of the puppets as they were a way of active learning which made it easier for me to remember.
- Yes puppets fun and memorable clapping had to remember so you don't let the rhythm down pneumonics easy short words to remember so you knew what was missing posters own made so you know the content index cards short and snappy answers top remember
- Yes I did enjoy them. We had a laugh with the puppets, which gave it a change from being writing based to being active within the class.
- Yes, they were fun, talking about health users as well as posters using glitter made it fun
- yes, as most other subjects are boring and use the same techniques such as using presentations and notes all the time.
- Yes, I did enjoy the activities as they were helpful and helped me to remember. I thought the use of puppets activity was unique for understanding.
- Yes, it was very good fun visual aid and certainly very helpful and helped me remember, understand and recall the information as I am a visual learner
- Yes, very different to other lessons and fun which made it easier to learn. Colour was always used with posters around the room which were very helpful as where a constant reminder of what to learn.

## Negative Points

- I didn't enjoy the puppets as I have a fear of them, but it still stuck in my head. Mind maps are easier to use as they are what you make in your own time and you design it the way you can remember it. Index cards help with the most important details.
- It was very tedious and a bit patronising; I think there are better ways of learning and remembering things, as by making posters rather than using puppets as we are aged 16-18.
- No because using puppets made me feel slightly uncomfortable and whilst using them the activity wasn't that interestingly fun.
- The puppets were ok as they are really memorable however it was a bit patronizing and childish...
- Yes it was very good and interesting. However, the constant use of puppets made it a little patronising at times and I did not like doing the clapping as I thought it was a little bit childish.

## DISCUSSION

From my methods section, I set out to test:

- 1) Whether using Puppets in combination with other kinaesthetic learning techniques would improve the students' value added scores
- 2) Whether the students had enjoyed using Puppets this academic year
- 3) Which revision method used in the Health and Social Care curriculum area did they find most useful
- 4) If they had provided a motivational force in driving students to work harder and SMARTER

Preliminary results analysis using paper based and electronic Quia quiz questionnaire responses as well as January 2009 & 2010 Post Results Analysis from four AS classes and two A2 classes indicates that Active Learning in conjunction with Puppets has improved the attainment marks for both the AS and A2 classes taught by the not only the curriculum manager, but also with other members of the Health and Social Care team. The full picture will be clearer following the post results analysis of the AS and A2 Health and Social Care results for the 2009- 2010 academic year.

All AS and A2 students enjoyed the use of a wide variety of active and visual learning techniques this academic year. They particularly enjoyed using puppets for case studies and scenarios which related well to real life situations and by reinforcing important facts using repetition, clapping, rhyming, rhythm and pneumonics. This activity provided an educational memory hook for improved recall as many students have reported trying to recreate the activity that took place during the lesson in their mind in order to answer their examination questions.

If students were not entirely completely enamoured by the puppets, they could certainly see the benefit in enabling them to remember and understand important facts for their examination questions.

Many AS and A2 students have discussed that they used a wide variety of revision techniques which were supported by visual classroom displays. These displays provided key facts necessary for their written examination, and their understanding improved when they were able to make Play Doh or clay models of human body systems and repeatedly practise their labelling technique using laminated examination question diagrams. However, some students suggested that using puppets were either childish or patronising (10%). As famous words from poet John Lydgate, later adapted by President Lincoln - and appearing in various permutations: "You can please some of the people all of the time, you can please all of the people some of the time, but you can't please all of the people all of the time". (Dunlop, 2010)

All students were much more highly motivated and appeared to work more efficiently, harder and smarter during the lessons by concentrating more. In addition, their overall attendance and punctuality was certainly much better this academic year.

## **Improvements to the Research Process**

On careful reflection, in order to improve the research process in the future, it would be useful to use a larger sample of students in order to complete the paper based and electronic Quia quizzes, along with more in depth interviews and results analysis. Another useful process would be to match the learning styles of each individual student with their Quia quiz responses to see if a correlation existed or not. Responses by other Health and Social Care staff would provide an invaluable insight into how well the project had been executed throughout the team.

## **CONCLUSION**

The most common strand running throughout the Puppets project in all Health and Social Care classes was that most students found the experience fun and exciting. It is very difficult to pin point exactly which part of the research process they enjoyed the most. Initially, I considered that the students would understand the case studies and scenarios better, and this was evident as the academic year progressed. However, at the start of the project I had never considered using the Puppets in conjunction with other visual and kinaesthetic learning techniques would enhance the process. Any enhanced learning effect by the students who have been exposed to the Puppets project will not be clear until the results are published in August 2010. The only possible comparison of a control group will be against the 2009 cohort results which were outstanding. However, the new AS Health and Social Care cohort this year have much lower average GCSE score, and so this may skew the results. However, value-added would take into account prior achievement, and this should be the measure of success.

All Health and Social Care students have provided some extremely positive and complimentary responses throughout the project this academic year. Many students appeared to be more focussed during lessons, often showing an increased confidence when offering responses to open and closed questions.

The results from the electronic and paper based Quia quiz have been invaluable in proving that the Health and Social Care students do enjoy using visual and kinaesthetic learning techniques, but is of the utmost importance for them to identify their preferred learning style and utilize this for an effective revision process.

As an educationalist I have observed that using Puppets helps to focus the students' minds to the front of the classroom, and they tend to engage in less unnecessary verbal dialogue with one another. This ensured that all the students remained on task for longer; particularly when an activity was set using large sand timers as a visual cue. However, if the students started to become sidetracked, agitated or too tired to concentrate, then a more active 'Brain Gym' activity such as clapping or chanting was initiated. This would then result in the students becoming calmer and have a much longer concentration span.

Finally, when referring to my introduction, the teachers involved in the national PUPPETS project noticed that their classes changed becoming more animated when the puppets join in the lesson. This effect was mirrored in our Health and Social Care classes this academic year. The students appeared to use more questions which required thinking and reasoning rather than recall. It was evident that there was more discussion and argument taking place, and less information provided. It was clear that all teachers gave more encouragement and spent more time setting the scene.

The children were far more engaged and motivated during their Health and Social Care lessons. They also spoke more and provided reasoning and fuller explanations to the teacher when discussing the answers to examination questions. The most common link between the national PUPPETS project and our project is that it was fun!

## **Tips and Recommendations/Future Developments**

The team wish to continue to use puppets with both AS and A2 Health and Social Care Classes and also to use other Active Learning techniques alongside the puppets in order to reinforce a key topic area. We would also encourage our students to try and use puppets with children whilst on work

experience in order to improve their communication skills. We also wish to purchase other specialist puppets from <http://www.puppetsbypost.com/>

Future developments within the Health and Social Care curriculum area would be to expand the opportunities for the use of puppets within the course delivery. The team have already shared ideas with other colleges within the Hampshire Network, and nationally. It would be a wonderful opportunity to carry out further research work in collaboration with Roehampton University and The Institute of Education in London.

Puppets can be used to support the teaching and learning of students in any curriculum area. Teachers may use them as a demonstration, a whole class or workshop activity or in combination with other active learning methods.

Case Studies and scenarios could be videoed and uploaded onto the college VLE in order to support curriculum area resources. This would provide a visual memory hook to aid information recall for examinations and coursework

Students could upload a video using puppets for communication skills or Bandura's Bobo doll, and post a blog about the video uploaded on the website to discuss appropriate and inappropriate body language and how the service user would feel.

### **Future Ideas for Teaching and Learning In Other Subjects**

- Visualising queuing in Mathematics
- Cultural variation in Sociology and Geography
- Role play in History, English, Drama or Media Studies
- Practising Modern Foreign Language vocabulary
- Medical disorders in Biology
- Customer Service for Business Studies
- Debates for Law or Government and Politics

### **Did The Health and Social Care Team Enjoy The Project?**

A resounding yes! All members of staff within the team wish to use puppets again in the future. Many students have discussed this year during Clearance Day that it is certainly the best subject that they have studied this year and most fun!

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## APPENDICES

The following information is a summary of the data obtained from the Quia Quiz.

### What the students enjoyed about their Health and Social Care Lessons:

#### Active Learning

- Actively learning
- Most of them were active and so you wasn't just sitting there just listening you had a chance to join in and that made it more memorable
- Being an individual learner, these activities were helpful to me and they were fun and interesting to do. You were learning and doing the work at the same time. I enjoyed it.
- Clapping and tapping activity was fun and was easy to remember. All the information was informative and the past papers were very useful.
- Clapping made me remember the feelings as it's sort of stuck to my head and the past papers helped me to see what would come in the exam.
- Continuous repetition and they were easy methods of revising.
- Easy ways of learning/revising
- It was fun way of learning; it got into your head.
- Pneumonics stuck in my head so i remembered them and the notes I made were helpful to revise from. The laminated sheets helped because we went over them every lesson.
- Puppets for useful to show interaction between service users and service providers
- Sue makes all our lessons fun so it's easier to remember worth the tunes and clapping that we do.
- The notes were easy to understand and the puppet made the lesson fun so it helped me to remember.
- Made it memorable and enjoyable
- It was fun and you could remember it when in the exam clearly because you could remember so much from the fun activity.
- It was helpful
- Keep repeating myself is always helpful
- More communication and help if needed
- Over and over again so able to recall
- Really helpful because they made the topic easy to understand
- A lot of information and the pneumonics helped me to remember
- Helped me remember things that I'm going to need to remember for the exam so helpful.
- Helpful
- Memorable
- Teacher made the lesson interesting
- Understanding
- Because it was a variety of methods, which therefore makes it easier to revise as there is less chance of becoming distracted.

#### Visual Learning from text books, revision sheets, past papers, posters, washing lines, leaflets, laminated sheets, flash cards, own notes

- Using past papers, I got loads of ideas on what type of question comes in exam
- The posters hanging on the wall were easy to see and remember.
- Because reading key facts for the exam helps me to revise
- Can always find what you want
- Because I find it easy to learn information in linear notes and then summarising them into simple to understand sentences which are easy to remember.
- Because it had all the things we need to know for the exam and helped me to remember more quickly and clearly.
- Because it showed me what was coming in the exam
- Easy to understand
- Flash Cards

- Helped me understand the topic even more and also helpful for exams
- I could see what might come up in the exam
- I find it easier studying from mind maps or posters and watching documentaries and then writing notes on it.
- I found the above methods useful because it guided me throughout my revision, it gives lots of information and help me with the unit I was learning.
- Keep repeating myself on the revision sheets helped learning the organs etc.
- Simple notes made by me that I can understand
- The information pack and the revision sheets were very concise and informative.
- The information sheets and PowerPoint presentations provided by James were very informative and enabled me to have a better understanding of each topic on the course.
- The past papers are very useful we know what type of question it can and how are they structured and the questions how many marks and what we have to do to get it.
- The revision sheets include all the topics that we need and it was in bullet points so it was very easy to remember.
- The text books are very informative and easy to read.
- They had a lot of information, and whilst making mind maps/ summary sheets you learnt as well as being able to take it home and revise from it.
- Very good because they were easy to understand
- Was fun to make mind maps so it was easier to enjoy learning and revising
- We like writing our own notes
- These held a lot of information.
- Variety of methods. Particularly if the leaflets are in colour.
- All the information was in one place.
- Because they were the easiest to remember
- Can always find what you want
- Clear
- Easy to remember
- I could see what might come up in the exam
- I found them easy to use as there was a lot of coursework involved and the text books helped.
- Past paper questions to see mark schemes
- Past papers are useful to look at past papers; useful to look through the papers for practice.
- Past papers were useful to give me an idea of what the exam board expected.
- Textbook did have information in it that were very useful and had lots of information
- The leaflets were really useful
- Leaflets were informative
- The past papers helped me to see what the questions would look like in the real exam. The other methods helped me as they were short and summarized so that I could understand but wouldn't have to read much to remember the terms etc.
- Can always find what you want
- Easier to revise as it was summarised
- Easy to summarise points and look back at notes made.
- Easy to understand
- Good
- I find it easier to revise from my own notes as well as the internet helping.
- It helped me remember the facts/ information about them.
- I get information from book and internet and from the past paper I get an idea about what kind of question will be asked in exam.
- Informative helps to understand better
- Laminated sheets and summary sheets were very useful as we need it over and over again and I was able to recall it more.
- Past paper, index cards and notes given by the teacher (the yellow paper) helped me as it was easier to revise. Laminated examination diagram was the most useful one.
- The laminated examination diagrams were good for practising over and over again. The past papers were good for revising how the exam would be marked and how to go about answering the longer questions.
- I get information from book and internet and from the past paper I get an idea about what kind of question will be asked in exam.

- It helped for exam.

### **Self prepared own notes, index cards and mind maps**

- We like writing our own notes
- Easy notes made by myself that I can understand, create my own layout
- Was fun to make mind maps so it was easier to enjoy learning and revising
- Index cards were easy to look through and past papers was also useful as it was similar to the exam questions
- I'd say doing the past papers were helpful and the index cards [which I made for revision].

### **Work Experience**

- I found that the work experience in the nursery taught me a lot about how organisations promote quality care.
- Work experience showed me what the policies are in a nursery, codes of practice and PIMET
- I enjoyed the work experience

### **When the Health and Social Care students were sitting in their examinations and opened the paper and started to read the questions, the following points were the ways that they could recall the information:**

- The pneumonics we learnt in class
- The work done in class
- The clapping we done in class e.g. how the service user feels
- Posters we created in class
- Puppet interactions
- The puppet interactions we did in class
- The pneumonics we learnt like PFFGC
- The work I did in my coursework
- The posters we created in class
- The case studies I had learnt
- Bullet points
- The answers that can be used in any questions like the emotional factors, etc.
- By remembering the laminated sheets and pictures, Stab slash shoot expression
- Revision sheets we made by ourselves
- Washing lines pictures and diagrams around the classroom
- Case studies Laminating sheets posters summary sheets Video
- Clapping, Hammers, Video and Revision books
- I think using books and clapping hands was better than anything because it was fun and easy to remember things
- Flash Cards, Posters, Spider diagrams, Puppets, Clapping
- Hammers, clapping, puppets wrote down the Pneumonics mind maps
- Hammers, puppets, clapping, mind maps, case studies
- I remembered an activity when the teacher did role playing from the puppets from which i recalled facts, because it was fun and easily was planted in my mind, when I did the activity.
- I remembered clapping and tapping to recall the facts and how we responded individually.
- Pneumonics and Posters
- Pneumonics and mind maps
- Pneumonics Posters around the class, Mind Maps, Revision P given to us Moodle
- Posters, puppets, pneumonics, clapping, similar and past paper questions
- Posters, photographic memory
- Posters, cards, puppets, revision sheets and internet.
- Posters, Laminated examination diagrams, role play, Summary sheets and Revision sheets
- Doing the practise in laminated sheet helped me a lot to remind me of the different parts of kidney and so on.
- Working with laminated sheet was very helpful and using the clay to make the models of kidney was also very useful.

- Yes, the laminated sheets were especially useful. Also, past papers and the revision sheets have always been useful.
- Puppets Clapping/ tapping Posters DVD, Youtube video clip
- Puppets leaflets internet video
- Remember about how the class was started and what activities did we did in the class
- Revision cards and posters
- Rhyme usually said by teacher. Constant revision. Posters around classroom. Reminded in each lesson, such as the 3 care values. Some teachers say something once and expect you to know it, whereas, in Health and Social Care , it's constant reminder and helps you remember much easier.
- Thinking back to when i did it in class, trying to imagine my work in front of me
- Through the clapping, remembered the posters in the room, remembered the mind maps that I made
- Using pneumonics, remembering images from posters
- Visualising posters or mind map in front of me.
- Whatever the question related too I tried to remember what we did in lessons with the puppets and clapping. big posters, crayons, glitter and colours.
- Anatomy and physiology - thinking back to the diagrams on the laminated sheets helped me to picture in my mind the labels of the body parts. the notes I had written myself had ensured the details stuck in my mind in a way I could remember (1!!'d written them out twice, highlighted and colour coded information..) Discussing with friends in class and the teacher
- Making clay models also helped because i learnt their techniques of revising and remembered our discussions in the exam.
- I enjoyed using the playdough because it was fun and different to just typing up coursework or writing out notes. I think this is why it stayed in my mind.
- Books or notes
- Books what I read notes
- Books, notes.
- We like writing our own notes
- Revision sheets
- Revision sheets, past papers, cue cards. Etc
- Index cards, notes made myself, posters I made, notes we were given in class
- I just tried to remember all my notes and revision.
- I would learn the information using revision cards so well that the information would come to me straight away and I would remember the specific key words that i think the mark scheme would have.
- I would use the information I have learnt from past papers and television programmes

**Did the students you enjoy using active learning techniques during their Health and Social Care lesson this year, in particular the use of puppets, and why?**

**Positive Points**

- I remembered the puppet play, as visual learning is better than reading thoroughly and remembering.
- Enjoyed everything very much, was my best lesson, Susie best teacher, lesson and environment was always relaxed so really could think and bring opinions forward.
- Fun to learn with easy to understand more memorable
- I enjoyed using active learning techniques during my Health and Social Care lesson this year, especially the use of puppets, because it was funny and enjoyable and an easy way to understand communication between service users and providers.
- I really enjoyed learning techniques during this lesson because the use of puppets was different from the other activity and it was very understandable.
- Posters, cards, puppets, revision sheets and internet. I enjoyed all of these, especially the use of the puppets as they were a way of active learning which made it easier for me to remember.
- Puppets play because it is easy to remember the play as i am a visual learner.
- yes puppets fun and memorable clapping had to remember so you don't let the rhythm down pneumonics easy short words to remember so you knew what was missing posters own made so you know the content index cards short and snappy answers top remember

- Yes because I was able to remember it.
- Yes I did enjoy them. We had a laugh with the puppets, which gave it a change from being writing based to being active within the class.
- Yes the puppet was really useful as it helped me to remember the information.
- Yes they were a good visual aid.
- Yes they were fun while learning
- Yes, they were fun, talking about health users as well as posters using glitter made it fun
- yes, as most other subjects are boring and use the same techniques such as using presentations and notes all the time.
- Yes, I did enjoy the activities as they were helpful and helped me to remember. I thought the use of puppets activity was unique and understanding.
- Yes, it helps to remember what is being said
- Yes, it was very helpful and helped me recall the information.
- Yes, very different to other lessons and fun which made it easier to learn. Colour was always used with posters around the room which were very helpful as where a constant reminder of what to learn.
- Yes. they were fun, easy to understand, more memorable
- Yeah it was good.
- Yes

### **Negative Points**

- I did not like using puppets because it made me feel like a child and it was patronising
- I didn't enjoy the puppets as I have a fear of them, but it still stuck in my head. Mind maps are easier to use as they are what you make in your own time and you design it the way you can remember it. Index cards help with the most important details.
- It was very tedious and a bit patronising; I think there are better ways of learning and remembering things, as by making posters rather than using puppets as we are aged 16-18.
- No because using puppets made me feel slightly uncomfortable and whilst using them the activity wasn't that interestingly fun.
- The puppets were ok as they are really memorable however it was a bit patronizing and childish...
- Yes it was very good and interesting. However, the constant use of puppets made it a little patronising at times and I did not like doing the clapping as I thought it was a little bit childish.

