

Using Visualisations - Teachers' Notes

Before you use visualisations with pupils

Consider the following points before you start.

You may choose to prepare a script in advance. Visualisation sample scripts and Audio files are provided for the visualisations.

- Check that pupils are familiar with the required technical vocabulary.
- Build up gradually, as pupils will get better with experience.

Using the visualisation exercises

1. Begin by asking the class to shut their eyes – you are going to ask them to imagine some pictures and they are not allowed to draw anything.
2. Tell them they need to concentrate, as you will not be repeating what you say.
3. Speak clearly and deliberately, choosing your words carefully and pausing between each instruction.
4. Judge the timing of each pause carefully, long enough for all pupils to develop their image but not so long as to allow them to lose concentration.
5. It is important to stress that pupils are not allowed to speak or ask questions during the visualisation – for any questions you ask, pupils think for themselves about the answer and do not respond aloud.

Reconstructing the images

Now ask pupils to describe what they saw, working through the sequence of images and drawing out particular points.

- Resist the temptation for pupils to draw pictures by encouraging them to use precise language to describe their images.
- Pupils may present different and unexpected responses, which can lead to fruitful discussions.

Differentiation and personalisation

Some pupils may find visualisations difficult. Modified versions of the activities may help them to access the tasks.

- Partly completed images could be drawn to provide a starting point that pupils then animate in their imaginations.
- The number of steps in each visualisation can be reduced.
- Some pupils could be allowed to support their verbal descriptions with small sketches.