Learning Outcome Builder 1

There are three components to a learning outcome.

**Label**  What it's about. ***[Lime Green]***

**Verb** The skill they will use. ***[Violet]***

**Outcome** The difference that will be seen. ***[Orange]***

### Task 1

1. Think of a lesson. Pop your initials in the left-hand column to claim a row.
2. Jot down words in the three boxes that help you pin down the outcome.
3. Use the words to help write the outcome as a sentence.

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| **In'** | **Label** |  | **Verb (skill)** |  | **Outcome** |  |
| Ex1 | hollandaise sauce |  | make |  | the sauce |  |
| By the end of the session, learners will be/able to:   * **make** a **hollandaise sauce** | | | | |
| Ex2 | the group's social rules |  | discuss, write |  | list of rules |  |
| By the end of the session, learners will be/able to:   * **develop** a **list** of **social rules** they wish their group to adhere to | | | | |
| JC | letter |  | Write |  | completed letter |  |
| By the end of the session, learners will be/able to:   * Write a letter in response to a statement | | | | |
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| By the end of the session, learners will be/able to: | | | | |
| HS | Schizophrenia |  | Describe |  | Symptoms |  |
| By the end of the session, learners will be/able to:   * Describe the symptoms of Schizophrenia | | | | |
| RPT | Marxism - Crime |  | evaluation |  | evaluation? |  |
| By the end of the session, learners will be/able to:   * Assess the effectiveness of Marxist theory to our understanding of crime | | | | |
| jn | heart beat |  | sequence, put in order |  | list of processes |  |
| By the end of the session, learners will be/able to:   * **sequence** the **events** that take place in **one heart beat** | | | | |
| AC | simultaneous equations |  | create, solve |  |  |  |
| By the end of the session, learners will be/able to   * Create and solve simultaneous equations | | | | |
| KD | literary methods |  | analyse |  | different meanings in the poem |  |
| By the end of the session, learners will be/able to:   * analyse a range of literary methods to understand the different meanings ... | | | | |
| LW | 0.1M sodium carbonate solution |  | produce, make |  | the standard solution |  |
| By the end of the session, learners will be/able to:   * produce a standard solution of 0.1M Sodium carbonate | | | | |
| HT | Auteur Theory |  | Apply |  | Critique/question Francis Ford Coppola as Auteur |  |
| By the end of the session, learners will be/able to:   * Apply Auteur Theory to critique Apocalypse Now | | | | |
| RS | Primary Sources |  | Deconstruct, evaluate |  | identify value of primary source |  |
| By the end of the session, learners will be/able to:   * deconstruct a primary source in order to identify value | | | | |
| ES | Meiosis |  | explain |  | how it leads to variation |  |
| By the end of the session, learners will be/able to:  Explain how the stages of meiosis can lead to genetic variation | | | | |
| NW | Rainforest adaptations |  | Describe and explain |  | description /explanation |  |
| By the end of the session, learners will be/able to:   * Explain adaptations in rainforest ecosystem | | | | |
| SMB |  |  |  |  |  |  |
| By the be end of the session, learners will be/able to: | | | | |
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| By the end of the session, learners will be/able to: | | | | |
| KM | motivation |  | compare and contrast |  | difference between the two |  |
| By the end of the session, learners will be/able to:   * Compare and Contrast Intrinsic and Extrinsic motivation | | | | |
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