

# MY FAVOURITE NO



Component: Learning to Learn  
ILO: To identify why a mistake was made

## TOOL

This is about identifying common mistakes which students make because a key element of learning has been missed. It is also about celebrating these mistakes because they highlight the process of learning. This was devised by Leah Alcala, a maths teacher.

## ACTIVITY

Ask students to perform a short task - e.g., set them a music theory question, ask them to play 8 bars of music, ask them to set up a DAW in a certain way or ask them to write a journalism headline.

When you mark or assess the work, choose your favourite wrong answer - the one that best shows a process of learning that has been incorrectly applied.

Ask students if they can identify why a certain thing was a mistake. Now see what students can do to improve on that mistake.

## HOW

Once you have identified the mistake it is important to celebrate it as a learning opportunity and make the acknowledgement of a mistake a positive occurrence.

## EXAMPLES

In Music Theory ask students to build a Bm7 chord. If the answer is B Db Fb Ab this shows that the key signature wasn't considered first but that the formula for a m7 chord was correctly used.

In a performance the student who doesn't achieve the fast run because they haven't mastered a certain playing technique could be a Favourite No as they need to practise a technique you have been focussing on.

## LARGE GROUP TEACHING

With large groups, you could assign tasks to small groups of students rather than individuals.

## SUCCESS

Students are comfortable making mistakes and see them as a learning opportunity.

## NEXT STEPS

You could also just finish a session with the Pièce de Résistance TLA, celebrating the most exciting thing to happen in the session.

Next steps include setting similar tasks and asking students to think about a previous Favourite No and how to avoid the mistake.

## RESOURCES

<https://www.youtube.com/watch?v=srJWx7P6uLE>

Video showing Leah Alcala, who devised My Favourite No, describing the TLA.