

# Promoting Active Learning in the Classroom

## Refresher Session for Module 6



## Refresher activities for teacher trainers

Prepared for:

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# Module 6: Promoting active learning in the classroom refresher session

A teacher training resource for teacher trainers

Version 1

This teacher training was developed as a collaboration between Norwegian Association of Disabled (NAD) and Enabling Education Network (EENET) for the Ministry of Education in Zambia and Ministry of Education and Vocational Training in Zanzibar.



NAD – The Norwegian  
Association of Disabled



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Inclusive Learning  
Approach



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# Introduction

This Refresher Session for Module 6 is devised to help teacher-trainers refresh their understanding of the module before training schools.

The aim of Module 6 is to provide teacher trainers with ways to share inclusive teaching strategies that promote active learning and that are effective in a range of settings, including under-resourced schools with large classes. Active learning requires teachers to use a wide range of strategies to engage learners in the learning process. This includes planning lessons and collaborative activities to allow learners of all abilities to learn the same content, using assessment in support of learning, and adjusting tasks to meet each learner's individual needs and learning styles.

## Materials and facilities needed for the refresher workshop

Each participant needs a copy of Module 6 to refer to whilst undertaking this Refresher Session. Further useful reference information is also contained in the Supplementary Module on **Including Learners with Additional Needs**.

The workshop requires a white screen/wall, laptop and projector for PowerPoint presentations, illustrated by the symbol:



Further resources needed include a flipchart stand, flipchart paper, flipchart pens in various colours, packs of felt tip colouring pens and Bostick/Sticky stuff/blue tac for sticking sheets of paper/flipchart paper on walls.

The room should be large and airy, and accessible to all participants, with fire exits and toilets close by. There should preferably be large circular tables, with a couple of tables for the facilitators at the front for resources, etc.

## Duration of training

Trainers can adapt this training to suit the local context and the time available to them for training. Trainers may decide not to use all of the activities, or to shorten some activities if time is limited, or to expand activities if participants need more support with understanding a particular topic.

If all activities are used, without significant adaptation, shortening or lengthening, this refresher session requires up to **4 hours** of training.

# Refresher Session for Module 6 (R6): Promoting active learning in the classroom

## Activity R6.1: Introduction to the session



10 minutes

Welcome the participants and explain that this Refresher Session for Module 6 is devised to help teacher-trainers refresh their understanding of the module before training schools.



### PPT 6.1 Introduction to Module 6 – slide presentation (1 slide)

Remind participants of the aims of the module:

- The aim of Module 6 is to provide teacher trainers with ways to share inclusive teaching strategies that promote active learning and that are effective in a range of settings, including under-resourced schools with large classes.
- Active learning requires teachers to use a wide range of strategies to engage learners in the learning process. This includes planning lessons and collaborative activities to allow learners of all abilities to learn the same content, using assessment in support of learning, and adjusting tasks to meet each learner's individual needs.

Acknowledge that teachers often experience a chronic lack of resources in their schools, including having to teach large class sizes. This can mean they tend to resort to lecturing learners in lessons, so the learners remain largely passive. Explain that the training sessions provided in this module help teachers promote active learning in large, under-resourced, mixed-ability classes, enabling all learners to participate and improve their learning.

## Activity R6.2: Warm up and recap

 20 minutes

Ask everyone to stand up, move around the room and find a partner – each pair then nominate themselves as A and B. **They will be talking and listening to each other.**

- Ask them to introduce themselves to each other.
- Shout out a question (see below) that A has to answer first. Then after 30 seconds shout it out again for B to answer. Then they do the same again with another question. The pairs are listening to one another.
- The questions start with general ones, to help the participants relax and focus; they then relate more specifically to the training they received when they undertook Module 6.
- The activity is pacey and the trainer needs to be strict about only allowing 30 seconds for each participant to answer the question, even if participants protest that they need more time!

Here are the questions in the order they are asked:

1. How do you feel about today's training?
2. Are you looking forward to visiting and training your school again?
3. What simple changes can be made to a classroom's physical and/or psychosocial environment for it to become more inclusive?
4. What does 'active learning' involve; for example, name some key active learning approaches?
5. Why is group work important?
6. Describe some differentiation strategies.
7. What's the difference between assessment **of** learning and assessment **for** learning?

Then ask each pair of participants to join the pair nearest them and form a group. It may be that, if there are large numbers of participants, three pairs join to make groups of six. Each group then sit together and will work together when undertaking any group tasks throughout this Refresher Session.



## PPT 6.2 Pictures from the ToT workshops – slides presentation (12 slides)

Show the presentation of pictures taken of the previous Module 6 training that was undertaken by participants in Zanzibari Training of Trainers (ToT) workshops. This can assist participants' recollection. **The slideshow should be pacey**, no more than a few seconds per slide.

Finally, in plenary, ask the group if there are any questions.

## Activity R6.3: A positive attitude to change



10 minutes



### PPT 6.3 A positive attitude to change – slides presentation (2 slides)



#### PPT 6.3 slide 1

Remind participants that they began Module 6 with a recap on inclusive education and, recognising the need to change the system, the importance of teachers and schools needing to have a positive attitude towards change.



#### PPT 6.3 slide 2

Remind participants that they were asked to choose a vision statement and adapt or rework it to reflect a vision for their own classrooms or the whole school. For example, a participant who has a learner with a visual impairment in his/her class, may be inspired by this vision statement from **Resource 6.3** in Module 6:

‘We have high expectations of all the learners, including those with additional needs.’

The participant may therefore write down the following goal:

*'I will adjust tasks to make sure that my learner with a disability can fully engage with the learning'.*

Finally, participants were asked to consider what changes we needed to make in order for our vision to be realised.

## Activity R6.4: Creating an active learning environment

 40 minutes

Participants consider what can be done to make the learning environment more welcoming, inclusive and ready for active learning.



**PPT 6.4 An active learning environment – slides presentation (9 slides)**



**PPT 6.4 slide 1**

Remind participants of this activity (**Activity 6.2a** in Module 6) where they looked at photographs of classroom interiors taken whilst learning activities were taking place.

They were asked to think about each photograph and discuss the following in their groups:

- What are the good things about these classrooms?
- What challenges or barriers to learning can you see in each photo?
- Which learners may struggle in this learning environment and why?
- What simple changes can be made so that learners feel more comfortable, can see or hear better, and can move around more easily?



**PPT 6.4 slides 2 – 7**

Look at **PPT 6.4 slides 2 – 7**. Go through each photograph and together briefly brainstorm what participants think the good things are that they can see, what the challenges are, and which learners may struggle? When showing each

photograph, also ask participants what simple changes could be made so that learners feel safer, can see and hear better, and can move around more easily.



## PPT 6.4 slide 8

Introduce this activity from Module 6 that gives practical ideas for preparing and organising the learning space. Explain that there are two important aspects to the classroom environment: the **physical**, which includes physical space, furniture and classroom resources, and the **psychosocial**, which includes the prevailing ethos, classroom behaviour and how it is dealt with, and how safe and supported learners and teachers feel.

### Resource R6.1

#### Organising the classroom's physical environment

### Resource R6.2

#### Organising the classroom's psychosocial environment

Prepare this activity before the session. Copy and cut out the cards and mix them up well. Then give one set of cards from either **Resource R6.1** or **Resource R6.2** to each group. Make sure there is approximately the same number of groups working on each resource, e.g., three groups working on **Resource R6.1** and three groups working on **Resource R6.2**.

The cards consist of 'main organising tasks' (in large **bold** type), and 'supporting actions' that can help to realise those main physical or psychosocial organising tasks. The cards help to show what a classroom ready for active learning looks like.

In groups the participants should think about which 'supporting actions' go with which 'main organising tasks' and put the relevant cards together.

In **Resource R6.1** and **Resource R6.2** the cards have been arranged to show the trainer the correct answers to make it easier to check the groups' work.

After 10 minutes ask groups to pair up; i.e., one group working on **Resource R6.1** should join with one group working on **Resource R6.2** (one of the groups can carry their cards to the other group's table). They can then share their

thoughts and ideas about the physical and psychosocial ‘organising tasks’ and ‘supporting actions’.

As a whole group, ask for feedback on which ‘supporting actions’ have been attached to each ‘main organising task’. Participants can discuss what they have decided and the implications for their teaching practice.



#### PPT 6.4 slide 9

Explain that as many of the ‘challenges’ and ‘changes’ discussed in the photograph activity are relevant to participants experiencing large classes, the ‘organising tasks’ and ‘supporting actions’ discussed in this activity particularly relate to the challenge of large classes.

It is important to acknowledge how overwhelming large classes can feel to teachers, and how important it is for them to plan carefully, and develop strategies that reduce the negative impact large classes have on learning.

Emphasise the importance of involving colleagues and the wider community in trying to meet the challenge of large classrooms. It is also vital to involve learners themselves. It is very important to create a sense of community so that every learner gets the help they need to learn to their potential.

Large classes require learners to develop the collaborative and independent skills necessary to thrive in that environment. The promotion of these learning skills is the focus of some of the activities in this module, as well as in **Module 7: Promoting Learner Participation**.

You may be aware of a range of guidance on teaching large classes. One useful guide is the Asia and Pacific Regional Bureau for Education of UNESCO’s 2015 *Practical Tips for Teaching Large Classes: A Teacher’s Guide* Bangkok: UNESCO (<https://www.eenet.org.uk/resources/docs/ilfe/generic/Sp2.pdf>); from the ‘Embracing Diversity: Toolkit for Creating Inclusive, Learning-Friendly Environments Toolkit (available on EENET’s website: <https://www.eenet.org.uk/ilfe-toolkit/>).

## Activity R6.5: Developing activities to promote active learning



35 minutes



**PPT 6.5 Activities to promote active learning (5 slides)**



**PPT 6.5 – slide 1**

Remind participants that active learning strategies enable learners to engage with and be active in the learning process. Activities are learner-centred, often collaborative, enquiry- or problem-based and involving learners in learning through direct experience.

Emphasise how it is important to use a range of teaching strategies in each lesson, and to collaboratively plan active learning opportunities that are engaging and inclusive.



**PPT 6.5 – slide 2**

Go through the five key elements of active learning. Remind participants that in Module 6 they were asked to list of all the active learning approaches that they could see when watching a video called ‘An Inclusive Day’.



**PPT 6.5 – slide 3**

Show the list of approaches that can be seen in the video. Discuss.



**PPT 6.5 – slide 4**

Emphasise the importance of lesson planning – built from learning competencies/objectives that recognise what each learner needs to learn next.

With clear objectives for the lesson, you can plan and adapt activities to ensure every learner's progress towards those objectives.



## PPT 6.5 – slide 5

Stress that lesson planning is more effective if teachers work together.

Resource R6.3

Learning objectives

Give each group a different card cut out from **Resource R6.3**.

Ask each group to look at their learning objective card. Ask them to together design a learning activity that promotes active learning and can help learners towards the learning objective. They should then write up their activity on flipchart paper.

It will be helpful to give an example of how to do this. You could use the Maths learning objective and ask participants to place themselves in a row in order of height. The trainer can explain that this activity can be used to illustrate the terms 'ascending' and 'descending'. This is an example of one activity that promotes active learning and enables learners to progress towards the Maths learning objective on the card. (It is important to tell the group with this card not to use the same activity!)

Encourage participants to design new activities, and not to reproduce the activity they designed when they initially undertook the Module 6 training.

After 15 minutes (or sooner, if everyone has finished), each group should feed back the activity they have designed. The whole group can discuss whether the activity promotes active learning and helps learners towards the learning objective.

Resource R6.4

Strategies for active learning

Give out **Resource R6.4** and ask each group to find a strategy in the list that links to their activity.

Explain that in this activity in Module 6 (**Activity 6.3b**) participants are given more time, and each group goes on to design two further activities that promote active learning and help learners toward their learning objective. These activities are written up onto flipchart paper and displayed, and then returned to later in the training (in **Activity 6.5c**) so that each group can include differentiation in their planning, using these lesson activity plans. So each group should keep hold of their written up activity so they can return to it later.

## Activity R6.6: Planning and running group work

 25 minutes



**PPT 6.6 Group work (5 slides)**



**PPT 6.6 – slide 1**

Explain the importance of group work – how learners learn by explaining their ideas to others and by participating in activities in which they can learn from their peers; how they develop skills in organising and planning learning activities, working collaboratively, giving and receiving feedback and evaluating their own learning.

**Resource R6.5**

**Benefits and challenges of group work**

Give each participant a copy of **Resource R6.5**.

Remind participants that during Module 6 groups discussed the benefits and the challenges of group work and pair work in the classroom. Solutions to the challenges were also proposed through group discussion.



**PPT 6.6 – slide 2**

Point out that research evidence on the impact of learner grouping practices suggests that no one form of grouping benefits all learners all of the time.

Effective teaching mixes whole-class teaching, individual, pair and group work during each lesson to increase engagement, participation and learning. It is therefore important that teachers know when to use group work, and that they plan it carefully to ensure the best effect.

Teachers need to decide the composition of each group. What is important is that teachers organise learning groups fairly so that particular learners, including girls and learners with additional needs, are not over-represented in under-attaining groups. Using mixed-ability groups in the classroom means that the more able learners can improve their learning by helping the others, and the less able learners can benefit from working alongside more engaged and motivated learners.



### PPT 6.6 – slide 3

Remind participants that they looked at different grouping techniques and strategies that can serve different purposes in the classroom, including mixed-ability groups, targeted groups, and same-ability groups. The advantages of pair work were also discussed, for example, to maintain pace in a lesson and ensure that everyone is involved.

#### Resource R6.6

#### Planning the composition of each group

Prepare **Resource R6.6** cards and give a set to each group.



### PPT 6.6 – slide 4

Ask each group to decide whether the task explained on the task card should be conducted in mixed-ability groups, targeted groups or same-ability groups. They must also decide which rationale ('*Why?*') card (*in italics*) supports their decision. If there is time, ask them to use the three blank cards to design their own task, identify what kind of grouping would be most appropriate, and explain why by writing in the blank rationale card. These ideas can be shared with the whole group.



### PPT 6.6 – slide 5

In summary, emphasise that using mixed-ability groups in the classroom also means that the more able learners can improve their learning by helping the others, and the less able learners can benefit from working alongside more engaged and motivated learners.

Give out a copy of **Resource R6.7** to each participant.

### Resource R6.7

#### Checklist for planning successful group work

Explain that this is a useful tool for helping teachers plan for group work.

### Activity R6.7: Including differentiation in our planning



50 minutes



**PPT 6.7 Including differentiation in our planning (7 slides)**



**PPT 6.7 – slides 1 – 2**

Remind participants about differentiation – teaching the same content but in different ways so that all learners can be helped to reach the learning goal. There are common differentiation strategies that can be used. These strategies can be effective in large classes of learners of different ages and abilities. Collaborative and peer learning are a means of differentiation, as are other active learning strategies already covered in Module 6. **Knowing your learners is an important first step for differentiation. Teachers need to know the level of each learner, their learning preferences and interests, backgrounds, abilities and needs** (Session 6 in Module 6 looks at assessment in some detail).

Allow time for questions and discussion.

### Resource R6.8

#### Differentiation to include all abilities

Give out **Resource R6.8** to each participant and explain that one way to plan effectively for differentiation is to plan **three levels** for each task in the lesson plan. Ask them to read the information individually and then discuss in pairs.

**Now ask each group to refer to their written up activity on flipchart paper from [Activity R6.5](#) above.**

### Resource R6.9

### Differentiation planning

Give one copy of **Resource R6.9** to each group.



### PPT 6.7 – slide 3

Ask participants to remember the subject topic/learning objective cards from **Activity R6.5**. Groups should choose one activity they developed. Each group should complete **Resource R6.9** and describe how they could adjust the chosen activity so that the learning is improved for learners who are less or more able.

Here is an example the trainer can give to help participants:

**Subject topic/learning objective:** Maths – to order decimal numbers in ascending and descending order.

**Example active learning strategy from [Activity R6.5](#):** Quiz game – learners have to respond to teacher's flashcards showing two decimal numbers at a time, and decide which is the higher or lower.

**Adjustment for less able learners:** Ensure every learner participates, for example, by giving each learner a decimal number on a card and they have to stand in a line showing 'descending' or 'ascending' order; or give out sets of cards of decimal numbers for each learner to arrange in 'descending' or 'ascending' order (the cards can be at different levels of difficulty).

**Adjustment for more able learners:** Invite a group of more able learners to teach the topic or prepare a quiz for the rest of the class; or give out sets of cards of decimal numbers for each learner to arrange in 'descending' or 'ascending' order at different levels of difficulty.

Remind participants that after doing this activity in Module 6, they watched a video on preparing lessons and how to adapt learning activities so they are accessible to learners with additional needs.



#### PPT 6.7 – slide 4

**PPT 6.7 slide 4** provides a summary of the main points from the video.

The group that participants have worked in up to now is their ‘home group’.



#### PPT 6.7 – slide 5

Three areas/tables in the room should be allocated for 3 ‘expert groups’. The idea is that each group will send delegate(s) to these tables to discuss how to further adapt their lesson activities to include learners with **visual impairments, hearing impairments and mobility impairments**.

Ask participants to divide themselves up so they sit at the three ‘expert group’ tables. Each ‘expert group’ should have at least one participant from each ‘home group’.

#### Resource R6.10

#### Support for learners with disabilities

Place one card on each table, using the three cards cut out from **Resource R6.10**. There is a ‘See’ card, a ‘Hear’ card, and a ‘Movement’ card.

Each ‘expert group’ should look at the card on their table. It suggests ideas for ways to adapt activities to include learners with those needs. They should discuss these ideas and suggest further examples, including perhaps ways to adapt activities they have devised during this module.

After about 10 minutes ask participants to re-join their ‘home group’.

#### Resource R6.11

#### Adapting activities for learners with disabilities



Give copies of **Resource R6.11** to each group, with these instructions:

- Look at **Resource R6.11**.
- Look again at your completed copies of **Resource R6.9**. These show how you would differentiate an activity for less/more able learners to support the learning objective taken from **Resource R6.3**.
- In your groups, use the information your delegates gathered while visiting the three 'expert tables' to help you complete **Resource R6.11**. Show how you would adapt your activity so that learners who have difficulty seeing, hearing or moving are included.

If a group thinks their activity is already accessible to learners who have difficulty seeing, hearing and/or moving, they should explain why.



**PPT 6.7 slide 7** shows an example to help participants. Collect feedback from each group so they share and discuss their ideas. They should discuss whether the suggestions for adjustments are practical for their classrooms.

Briefly note the ideas from each group on the board or flipchart. There could be 3 column headings – see, hear, movement.

Recap on how including all learners means everyone stays engaged and learns new knowledge and skills. This includes high ability learners, whether they have additional needs or not, who need a challenge so that they do not become disengaged. Lower ability learners need extra help so they don't fall behind and become discouraged.

## Activity R6.8: Using assessment in support of learning

 20 minutes



**PPT 6.8 Assessment in support of learning (5 slides)**



**PPT 6.8 – slides 1 – 2**

Remind participants that Module 6 looks at how assessment can be used to support learning. The difference between ‘assessment **of** learning’ and ‘assessment **for** learning’ is explained.



**PPT 6.8 – slides 3 – 4**

Explain how **Activity 6.6a** in Module 6 introduces a scenario where a class are writing stories for younger children. Participants are invited to suggest strategies to support the participation of a particular learner called Patima who has underdeveloped literacy skills. Examples are given.

### Resource R6.12

#### Interventions to support learning

Give out **Resource R6.12**. The progress with the task of 5 more learners with diverse learning needs is described.

Read each description of each learner’s progress one at a time whilst brainstorming possible teacher interventions with the whole group (in Module 6 training, participants do this activity in groups).

You can refer to some the following as needed:

**Halima:** Show some beginning sentences for stories for younger children (e.g., ‘once upon a time there was....’).

**Hamad:** Ask Hamad to read the story aloud and show him where the natural breaks are. Then ask him to punctuate where those breaks are, before continuing writing (with punctuation).

**Mwana:** Suggest Mwana writes a story about a girl who loses her bangle and searches the village for it, asking people in each house if they have seen it.

**Abdullah:** Check if there are any improvements he can work on and give him an extended activity such as designing a ‘book cover’ for his story, illustrating parts of the story with drawings, or writing a letter to a younger class or local nursery/primary school to ask if he and his class can visit to read stories to them.

**Fatma:** Smile and indicate you have noticed her effort.

Ask participants to think about the information the teacher gained from going around the class as they performed the story-writing task and how these insights can inform the teacher’s planning of the same task again in future.



#### PPT – 6.8 slide 5

Remind participants that **Activity 6.6b** in Module 6 focuses on the importance of accurate feedback.

Recall how participants role-played a drawing activity simulating the impact of positive and negative teacher feedback in the classroom. They then looked at some ‘dos’ and ‘don’ts’ of classroom teacher to learner feedback, and discussed how to make the questions they ask learners better at supporting learning.

### Activity R6.9: Papering the walls with our wisdom



25 minutes

The following is an activity to reinforce the learning from this refresher session; it is not an activity that is in Module 6.

Prepare five pieces of flipchart paper, writing the following statements, each in the middle of a separate sheet (leaving room for comments to be written by participants around each statement):

1. A simple change that can be made to your classroom's physical and/or psychosocial environment for it to become more inclusive.
2. Give an example of an 'active learning' approach in the classroom.
3. Describe a grouping strategy for a particular purpose.
4. Describe a differentiation strategy for a particular learner.
5. Show how assessment can be used to support learning in the classroom.

The pieces of flipchart paper are placed on tables around the room, one on each table, or on the floor at a distance from each other. Each participant then walks around the room and writes something in response to each statement on each sheet of paper. They should try and avoid repeating anything already written on the sheet by other participants. However, they can write something that further develops or responds to another participant's point.

Participants should use felt tip pens and add their points in the style of a mind-map.

Make sure participants keep moving so they visit every sheet in the time given, and also allow for others to access the statements.

Ask participants to "paper the walls with their wisdom" by displaying the sheets on the walls. Participants walk around to familiarise themselves with all the points on the displays and discuss them with each other.

Emphasise how this refresher session is no substitute for participants reading **Module 6** and its accompanying training materials thoroughly before delivering their school's in-service training (INSET). However, having done this refresher session, they should find re-familiarising themselves with the content much easier.

Finally, go through the materials participants need to have to prepare and deliver their school's INSET.

# Resources

Refresher  
session for  
Module 6

## Resource R6.1: Organising the classroom's physical environment

Copy and cut out these cards and give a set to each group. (There should be 5 'main organising tasks' cards and 13 'supporting action' cards)

Main organising tasks	Supporting actions
Maximise classroom space	Remove any unnecessary furniture, reducing size of teacher's desk if necessary.
	Consider using mats, cushions or rugs (instead of chairs/tables) that can be placed temporarily outside and even used there for certain lessons.
	Make sure every learner can see the main chalkboard and place several small chalkboards around the room for group work.
Enable movement	Establish entry and exit procedures (e.g., that ensure learners sitting at the back enter first and leave last).
	Plan movement in advance to ensure minimum disruption (e.g., when moving from sitting in rows for a test, to groups for a science activity).
	Plan ahead to make sure learners can access resources they need and those with additional needs can access the activities.

<b>Use space outside the classroom</b>	Go around your whole school area and identify good places for outdoor learning.
	Identify areas where learners can safely work, and where particular projects can take place (e.g., a place for role-play and performance or maths enquiry).
	Make sure learners are clear about the task before they leave the room, monitor them while they are outside and make sure they all come together at the end to feed back on their work.
<b>Display learners' work</b>	Be creative and display work on walls and doors or even hanging from ceilings. Display work on part of the chalkboard during a lesson.
	Use string, clips, tape or even blunt thorns.
<b>Involve the learners</b>	Give learners responsibilities to help manage the classroom space (e.g., creating display boards or monitoring displays).
	Ask the learners to suggest solutions when a problem occurs.
	At the beginning of the year ask the learners to suggest ways of improving the physical space.

Answers for the trainer:

- The ‘supporting action’ cards in the right-hand column are arranged next to the ‘organising tasks’ cards they support.

## Resource R6.2: Organising the classroom's psychosocial environment

Copy and cut out these cards and give a set to each small group. (There should be 5 'main organising tasks' cards and 14 'supporting action' cards.)

Main organising tasks	Supporting actions
Learn everyone's name	Make a seating chart, actively use their names and ask learners to stay in the same seats/position for at least the start of each lesson for the first few weeks.
	Play interactive 'getting to know you' or name games so everyone can learn each other's name, and have learners take turns over the first few lessons to introduce themselves to the whole class at the start of each lesson.
	Use name cards and tags and engage with all learners equally.

<b>Involve the learners in establishing an orderly classroom</b>	<p>Appoint 'class assistants' to help with demonstrations, giving out materials, etc.</p> <p>Train all learners in specific roles for group learning – leading, note-taking, timekeeping, reporting, etc.</p> <p>Ask the learner, with your help, to develop classroom rules to agree, sign and display.</p>
<b>Attend to individual learner</b>	<p>Track progress and conduct diagnostic assessments early on so you know which learners need extra help.</p> <p>When you are concerned about performance or change in behaviour, hold an individual conference with the learner in a calm and confidential space.</p> <p>Create learner profiles that include information about a learner's home life.</p>
<b>Encourage talk</b>	<p>Give each learner the opportunity to talk in class in the first few weeks to encourage them to participate in whole-class discussions.</p> <p>Encourage questions and comments; be receptive and warm and give prompts and time to answer to quieter learners.</p> <p>Acknowledge something is difficult before asking learners to respond to difficult questions, and make them feel it is OK to make mistakes.</p>

<b>Be available</b>	<p>Set aside 10-15 minutes at other times of the day to see learners who want to ask questions or discuss the work in more detail.</p>
	<p>Engage with extra-curricular activities.</p>

Answers for the trainer:

- The ‘supporting action’ cards in the right-hand column are arranged next to the ‘organising tasks’ cards they support.

## Resource R6.3: Learning objectives

Copy and cut out these learning objective cards and give each small group a different card.

Language	Maths
<p>Begin to use prepositions for time, location and means, e.g.,</p> <ul style="list-style-type: none"><li>• <b>at</b> six o'clock</li><li>• I live <b>in</b> Chake Chake</li><li>• <b>at</b> number 23</li><li>• <b>with</b> a ruler</li><li>• <b>by</b> boat...</li></ul>	<p>To demonstrate the concept of:</p> <p>(i) a whole, (ii) a half, (iii) a quarter, (iv) a third</p> <p>To order these concepts from smallest to largest and largest to smallest and to understand the terms 'smallest' and 'largest'.</p>

**Science/plants**

To understand the effects of water, temperature and light on plant growth.

**Geography**

To describe how the weather affects living conditions in the learners' locality.

**Science/health and growth**

To understand that taking exercise and eating the correct types and amounts of food help humans to stay healthy.

**History**

Aim to understand chronological order, the time periods of history and how time periods are classified.

## Resource R6.4: Strategies for active learning

Active learning involves learners being fully engaged and participating in the learning process. In active learning there is greater emphasis on solving problems and developing analytical and critical thinking skills. So active learning strategies involve learners doing things, often together, and thinking about what it is they are doing. Active learning therefore provides greater opportunity for feedback.

Below is a list of types of activities that teachers might use, flexibly, to encourage active learning. These need to be planned in response to learners' needs, interests, and existing level of knowledge and experience.

1. Using toys or artefacts
2. Brainstorming
3. Using pair work and group work
4. Giving opportunities for learners to use their first language where it helps understanding (e.g., providing notices and labels in their first language)
5. Providing visuals that support vocab/language acquisition
6. Group discussions and collaborative problem-solving
7. Using experiments
8. Concept-mapping
9. Learners taking the lead: choosing, peer-teaching, researching and/or making presentations
10. Creating a poster or other piece of work for display
11. Using games, quizzes or puzzles
12. Using role-play, drama and/or performance
13. Using outside spaces

## Resource R6.5: Benefits and challenges of group work

Benefits of group work	Challenges of group work
<ul style="list-style-type: none"><li>• Increases participation</li><li>• Learning from each other</li><li>• Promotes talking/listening</li><li>• Develops communication and social skills</li><li>• Co-operation/teamwork</li><li>• Promotes active learning</li><li>• Improves attentiveness</li><li>• Increases thinking and problem-solving skills</li><li>• Greater teacher interaction with learners</li><li>• Learner independence</li><li>• Motivates and engages</li><li>• Develops leadership skills</li><li>• Changes the pace of learning</li><li>• Deepens understanding</li><li>• Greater opportunities for assessment</li></ul>	<ul style="list-style-type: none"><li>• It may be difficult to move classroom furniture to accommodate effective group work</li><li>• Can be noisy</li><li>• Learners may not get on</li><li>• Learners may go off task</li><li>• Hard for the teacher to monitor everyone</li><li>• Takes up a lot of time</li><li>• Some learners may leave the work to others</li><li>• Learners may always be grouped with the same people</li><li>• Some groups finish well before the others</li></ul>

## Resource R6.6: Planning the composition of each group

Copy and cut out these cards and give a set to each group.

Task	Mixed-ability, targeted or same-ability groups?	Why?
Conducting a science experiment which involves exploration outdoors and a presentation	<b>mixed-ability</b>	<i>So that all learners can learn from each other, and bring diverse skills to meeting the demands of the task</i>
Preparing for a classroom debate on whether the world would be better off without religion	<b>mixed-ability</b>	<i>So that as many different backgrounds, views and experiences can inform their arguments</i>
Supporting learners who were late starting the school term to catch up	<b>targeted</b>	<i>So they have a chance for extra help as they are behind</i>
Revising for external exams by discussing a range of questions about a particular topic	<b>Same-ability</b>	<i>So they can focus on questions and work at the level that they need to perform</i>
Your own tasks		

Answers for the trainer:

- The 'ability' and 'why?' cards in the right-hand columns are arranged next to the 'task' cards they support.

## Resource R6.7: Checklist for planning successful group work

Is the task specific and clear?	
Is the task suited to group work (involving problem-solving, getting to grips with new concepts, exploration / research, or comprehension)?	
Have you planned how to make up the groups? Are you being sensitive to gender and inclusion issues, making sure everyone participates?	
Have you accounted for restrictions on learner movement in a large class?	
Will all learners be taking part?	
Have you planned for learners in each group to hold particular responsibilities?	
If it is possible, have you organised for an older learner or another adult to come in and help?	
Are the activities planned and equipment prepared?	
Is the class trained in how to conduct group work or do you need to set aside time to do this?	
Have you planned how groups will feed back on the task, e.g., through a presentation, reporting, etc?	
Are you going to be clear and strict with timing to ensure pace and engagement?	
Do you plan to move around the classroom, support learning, and see how learners are interacting?	
Do you plan to use this opportunity for observation and assessment of some individual learners?	

## Resource R6.8: Differentiation to include all abilities

<b>Differentiation strategies for <u>high</u> ability levels</b>	<ul style="list-style-type: none"><li>Provide extension or more challenging activities.</li><li>Encourage co-operation and peer-learning in mixed-ability groups.</li><li>Use high ability learners as peer teachers or mentors.</li><li>Provide mini-lessons to groups during the lesson.</li></ul>
<b>Differentiation strategies for <u>medium</u> ability levels</b>	<ul style="list-style-type: none"><li>Pitch the learning at medium ability levels.</li><li>Encourage co-operation and peer-learning in mixed-ability groups.</li><li>Provide learners with an extension activity if they finish early.</li></ul>
<b>Differentiation strategies for <u>low</u> ability levels</b>	<ul style="list-style-type: none"><li>Think of core learning needed and adapt or simplify learning materials so that the learning is accessible.</li><li>Provide pre-teaching preparation sessions and post-teaching review sessions before / after class.</li><li>Provide several examples.</li><li>Provide step-by-step instructions.</li><li>Vocabulary support in learner's first language.</li><li>Encourage co-operation and peer-learning in mixed-ability groups.</li><li>Use peer teachers or mentors.</li><li>Provide mini-lessons to groups during the lesson.</li></ul>

## Resource R6.9: Differentiation planning

<b>Subject topic / learning objective</b>	
<b>Active learning strategy from Activity R6.5</b>	
<b>How will you adjust the activity for learners who are less able?</b>	
<b>How will you adjust the activity to make sure learners who are more able are fully engaged?</b>	

## Resource R6.10: Support for learners with disabilities

Copy and cut out these cards and give the relevant one to each small 'expert group'.

### SEE

Peer support/buddy, visuals, good lighting/reduced glare, wall displays, posters, flash-cards, graphic organisers, enlarged print/magnification, flow-charts, mind-maps, story-boards (oversized), illustrations, organise with colours, Braille, touching/hearing activities, seating placement

### HEAR

Peer support/buddy, storytelling, gestures/mime, keeping it visual, repetition/recap, music, rhyming, group work, interviews, presentations, audio-tapes and headphones, videos, signing, reduced background noise, seating placement

### MOVEMENT

Note-taking buddy, group work, hand motions, board and card games, follow seated activities with moving around activities/provide breaks, adapted writing tools, fill-in-the-blank/matching exercises, seating placement, extra help with tasks needing fine motor skills

## Resource R6.11: Adapting activities for learners with disabilities

<b>Subject topic / learning objective</b>	
<b>Activity</b>	
<b>How will you adapt the activity for learners who have difficulty seeing?</b>	
<b>How will you adapt the activity for learners who do not hear very well?</b>	
<b>How will you adapt the activity for learners who cannot move easily?</b>	

## Resource R6.12: Interventions to support learning

Name of learner and how they are progressing with the task	Suggested teacher intervention
<b>Halima</b> Halima has not started. She says she doesn't know how to begin.	
<b>Hamad</b> Hamad has written a whole page in a few minutes and clearly has a story to tell. But it is hard to understand as there is no punctuation.	
<b>Mwana</b> Mwana is distracted by playing with a bangle on her arm. When asked, she says she can't think of a main character for her story.	
<b>Abdullah</b> Abdullah has finished what looks like a good well-written story by the time you reach him. He is sitting looking bored.	
<b>Fatma</b> Fatma is busy writing and showing no obvious difficulty.	