

# Promoting Active Learning in the Classroom

**Bite-size introductory training for lecturers and tutors**  
**Module 6**



## Bite-size introductory training for lecturers and tutors

Prepared for:

Ministry of Education and Sports  
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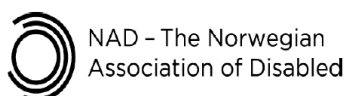
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# Module 6: Promoting active learning in the classroom – bite-size introductory training

A teacher training resource for teacher trainers

Version 1

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## Introduction

This bite-size training session is devised to help trainers introduce Module 6 to lecturers and tutors at teacher training institutions in Uganda. The term “bite-size” is used here to suggest that, though not being offered the whole meal (that is, being trained in the whole module), lecturers and tutors are introduced to enough of the content of the module and training methodology for them to deliver the whole module to their students after further individual preparation.

Module 6 provides lecturers and tutors 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 bite-size training

Each participant needs a copy of Module 6 to refer to whilst undertaking this training. 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 speakers to support film presentations, 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.

## **The IETT self-assessment framework for the promotion of inclusive education competency: a resource and guidance toolkit for teachers and schools**

It is recommended that lecturers and tutors are introduced to the Inclusive Education Teacher Training (IETT) inclusive education self-assessment competency framework so that they can plan to disseminate it to their students sometime during their study of the seven modules. Training activities to introduce the competency framework, provided by the framework's **supplementary training module**, can be used. These activities take up to 2 hours to and would require an additional session to the Bite-size sessions to complete.

### **Duration of training**

Trainers should 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 Bite-size session requires up to **4.5 hours** of training (for example a half-day session with breaks).

### **Please note**

Where the term 'caregivers' is used in this training, it refers to those adults, other than the parents, who are looking after the child at home. It does not refer to Early Years Development workers/teachers.

# Bite-size training for Module 6 (B6): Promoting active learning in the classroom

## Activity B6.1: Introduction to the training



10 minutes

Welcome the participants and explain that this bite-size training session is devised to introduce Module 6 to lecturers and tutors at teacher training institutions in Uganda. The term “bite-size” is used here to suggest that, though not being offered the whole meal (that is, being trained in the whole module), lecturers and tutors are introduced to enough of the content of the module and training methodology for them to deliver the whole module to their students after further individual preparation.



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



**PPT 6.1 slide 1**

Introduce participants to 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 B6.2: Warm up – setting the scene



30 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. After 30 seconds shout it out again for B to answer. Then they do the same again with question 2 – though B could start this time. The pairs are listening to one another. For questions 3 to 7, the second participant should expand on, or add additional points to those mentioned by the other participant in the pair.
- The questions start with general ones, to help the participants relax and focus; they then relate more specifically to the training in Module 6.
- The activity is pacy 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!
- Emphasise that as participants have not yet seen the module, it is not expected that they answer the questions to their satisfaction. Participants are encouraged to say as much or as little as they wish within the time allowed.

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 delivering the module to your students?
3. What simple changes do you believe might be made to the physical and/or psychosocial environment of a classroom you have observed/worked in 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. Differentiation means teaching the same content but in different ways so that all learners can be helped to reach the learning goal. 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 form to make groups of six. Each group then sit together and will work together when undertaking any group tasks throughout this Bite-size Session.



**PPT 6.2 slides presentation** (28 slides).

Show this presentation of pictures taken of the Module 6 training that was undertaken by participants in Ugandan Training of Trainers (ToT) workshops. This provides a visual record of parts of previous training workshops that participants may find useful to see. **The slideshow should be quite pacey**, but do give time for participants to read some of the content of the slides.

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

### **Activity B6.3: A positive attitude to change**



10 minutes



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



**PPT 6.3 slide 1**

Explain that at the start of Module 6 their students will be asked to recap on inclusive education and, recognising the need to change the system, on the importance of teachers having a positive attitude towards change.



**PPT 6.3 slide 2**

Further explain that their students will then be asked to choose a vision statement that is particularly relevant to their own classroom or school. They then develop a goal that helps them towards realising the vision. For example,



their student may teach (or imagine teaching) a learner with a visual impairment in his/her class, and may therefore 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 student 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 their students will be asked to consider what changes need to happen in order for their goal to be achieved.

## **Activity B6.4: Creating an active learning environment**



50 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** (10 slides)



**PPT 6.4 slide 1**

Introduce participants to this activity (Activity 6.2a in Module 6) where their students will look at 6 photographs of classroom interiors taken whilst learning activities were taking place.

Tell them that their students will be thinking about each photograph and discussing 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?



### PPT 6.4 slides 2 - 7

Go through each photograph and together brainstorm with participants some of the good things that they can see, what the challenges are, and which learners may struggle.



### PPT 6.4 slide 8

Then choose three of the photographs and when showing each one ask participants to discuss in their groups and then feed back what simple changes could they make so that learners feel safer, can see and hear better, and can move around more easily.



### PPT 6.4 slide 9

Introduce the following 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 **psycho-social**, which includes the prevailing ethos, classroom behaviour and how it is dealt with, and how safe and supported learners and teachers feel.

Resource B6.1

Organising the classroom's physical environment

Resource B6.2

Organising the classroom's psycho-social 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 B6.1** or **Resource B6.2** to each group. Make sure there are the same number of groups working on each resource, e.g., three groups working on **Resource B6.1** and three groups working on **Resource B6.2**.

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 B6.1** and **Resource B6.2** the cards have been arranged to show the trainer the correct answers to make it easier to check the groups’ work.

After 10-15 minutes ask groups to pair up; i.e., one group working on **Resource B6.1** should join with one group working on **Resource B6.2** (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 10**

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 (Accessed April 2022, <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 B6.5: Developing activities to promote active learning



45 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.

Explain that in Module 6 they are asked to list all the active learning approaches that they saw 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 B6.3

#### Learning objective cards

Give each group a different card cut out from **Resource B6.3**.

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 onto 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. You 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!).

After 20 minutes (or sooner, if everyone has finished), each group feeds 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 B6.4

### Strategies for active learning

Give out **Resource B6.4** and ask each group to find a strategy in the list that links to their activity.

Explain that in Module 6 this activity (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 B6.6: Planning and running group work



30 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 B6.5

### Benefits and challenges of group work

Give each participant a copy of **Resource B6.5**.

Explain that during Module 6 groups discuss the benefits and the challenges of group work and pair work in the classroom. Solutions to the challenges are 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 disabilities, 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

Explain that when doing Module 6, their students look 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 are also discussed, for example to maintain pace in a lesson and ensure that everyone is involved.

### Resource B6.6

### Planning the composition of each group

Prepare **Resource B6.6** 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 B6.7** to each participant.

**Resource B6.7**

**Checklist for planning successful group work**

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

## **Activity B6.7: Including differentiation in our planning**



50 minutes



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



**PPT 6.7 slides 1 – 2**

Explain that Module 6 introduces their students to 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 this



module. The session emphasises that **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** (mention that Session 6 in Module 6, looks at assessment in more detail).

Allow time for questions and discussion.

### Resource B6.8

#### Differentiation to include all abilities

Give out **Resource B6.8** 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 B6.5 above.**

### Resource B6.9

#### Differentiation planning

Give one copy of **Resource B6.9** to each group.



#### PPT 6.7 slide 3

Ask participants to remember the subject topic/learning objective cards from **Activity B6.5**. Groups should choose one activity they developed.

Each group should complete **Resource B6.9** 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 B6.5:** 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.

Explain that after doing this activity in Module 6, their students will watch 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.

**For the next activity, 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'.

Place one card on each table, using the three cards cut out from **Resource B6.10**. There is a 'See' card, a 'Hear' card, and a 'Movement' card.

**Resource B6.10**

**Support for learners with disabilities**

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 B6.11

### Adapting activities for learners with disabilities



#### PPT 6.7 slide 6

Give copies of **Resource B6.11** to each group, with the following instructions:

- Look at **Resource B6.11**.
- Look again at your completed copies of **Resource B6.9**. These show how you would differentiate an activity for less/more able learners to support the learning objective taken from **Resource B6.3**.
- In your groups, use the information your delegates gathered while visiting the three 'expert tables' to help you complete **Resource B6.11**, 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

Here is an example you can give to help participants:

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

**Activity:** Quiz game – where learners have to respond to teacher's flashcards showing two decimal numbers at a time, and decide which is the higher or lower.

**Adapting for learners who have difficulty seeing:** Use very large flash-cards: large pieces of paper/card with very large decimal numbers written on them.

The best colours to use for visually impaired learners are black figures on a white or a yellow background. During the quiz these can be displayed two at a time and the learners are asked to put them in ascending/descending order. Alternatively, during the quiz the very large numbers are put on the table in front of the visually impaired learner so they are not looking longer-distance to see cards on a wall or held up by the teacher.

**Adapting for learners who have difficulty hearing:** When the quiz question is asked and displayed (see adaptation for visual learners above), make sure the question is read out and displayed on the board/wall or on a handout sheet. It is useful to include a drawing/photograph with each quiz question (if relevant and it does not give the answer away).

**Adapting for learners who have difficulty moving:** Make and use a document holder for the cards – a frame to display them on – if the teacher gives the cards to groups to sort into ascending/descending order. This frame ensures the cards can be moved closer to the learner.

Collect feedback from each group so they share and discuss their ideas. They should discuss whether the suggestions for adjustments are practical for 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.

Now is a good time to give to each participant the '**Active Learning**' POSTERS provided with the materials. These are for them to share with their students. They can display them after they have delivered the training. They can also be displayed in schools, the local education office and in the community.

## Activity B6.8: Using assessment in support of learning

 25 minutes

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

 **PPT 6.8 slides 1 – 2**

Explain 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 Module 6 (Activity 6.6a) introduces their students to 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 Josephine who has underdeveloped literacy skills. Examples are given.

**Resource B6.12**

**Interventions to support learning**

Give out **Resource B6.12**. 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, their students do this activity in groups).

You can refer to the following for further ideas if they are needed:

Ideas to guide trainer:

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

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

**Stella:** Suggest Stella 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.

**Godfrey:** 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.

**Betty:** 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

Inform participants that Module 6 (Activity 7.6b) emphasises the importance of accurate feedback.

Mention that in Module 6 their students will role-play a drawing activity simulating the impact of positive and negative teacher feedback in the classroom. They then look at some 'dos' and don'ts' of classroom teacher-to-learner feedback, and discuss how to make the questions they ask learners better at supporting learning.

### **Activity B6.9: Papering the walls with our wisdom**

 20 minutes

The following is an activity to reinforce the learning from this Bite-size training; it is not an activity that is in Module 6.

Prepare 5 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 a 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. An example of 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 participants' 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 Bite-size training is no substitute for participants reading **Module 6** and its accompanying training materials thoroughly before teaching their students.

Give out the '**Module 6 REMINDER CARDS**' pack provided with the materials, for participants to look through and use in their training of their students. Students can carry a set of cards with them on teaching practice, hang a set of cards in the staffroom or office, and lecturers, tutors and students can use the cards to stimulate chats with colleagues.

Finally, go through the materials participants need to have to prepare and deliver the training to their students.

# Resources

**Bite-size  
introductory  
training for  
lecturers and  
tutors  
Module 6**



## Resource B6.1: 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 B6.2: 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.)

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

<b>Be available</b>	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.
	Engage with extra-curricular activities.

Answers for the trainer:

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

## Resource B6.3: Learning objectives

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

<b>Language</b>	<b>Maths</b>
<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> Gulu</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: (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>

<b>Science/plants</b>  To understand the effects of water, temperature and light on plant growth.	<b>Geography</b>  To describe how the weather affects living conditions in the learners' locality.
<b>Science/health and growth</b>  To understand that taking exercise and eating the correct types and amounts of food help humans to stay healthy.	<b>History</b>  Aim to understand chronological order, the time periods of history and how time periods are classified.

## Resource B6.4: 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 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 B6.5: 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 B6.6: 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 B6.7: 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 B6.8: 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 B6.9: 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 B6.10: 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 B6.11: 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 B6.12: Interventions to support learning

Name of learner and how they are progressing with the task	Suggested teacher intervention
<b>Lucy</b> Lucy has not started. She says she doesn't know how to begin.	
<b>Joseph</b> Joseph 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>Stella</b> Stella 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>Godfrey</b> Godfrey has finished what looks like a good well-written story by the time you reach him. He is sitting looking bored.	
<b>Betty</b> Betty is busy writing and showing no obvious difficulty.	