

SAMPLE TEACHER WORKSHOP: ACTIVE LEARNING

From: 'Education in Emergencies Toolkit', Save the Children. Available at http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1045/Sample_Teacher_Workshop_Active_Learning.pdf#page=105

Children learn better when they are participants in the process. In emergencies, active learning offers a way to engage students in structured activities. It also helps all children affected to become involved in and take greater responsibility for their own learning.

Participants: 25 primary school classroom teachers

Time frame: Two days, part of in-service training series

Location: Primary school classroom

Materials: Flip chart, markers, notebooks, pens, blank paper, coloured pencils

Objective: Teachers create and practise using child-centred learning activities in lessons

Day One

9:00 INTRODUCTIONS, including workshop purpose and schedule

What's in a name? (15 mins) Ask each teacher to share the story behind their name (why it was chosen, who chose it, if it has special meaning, etc). Remind participants that names are closely linked with identity, and the Convention of Rights of the Child (CRC) even ensures that children are entitled to a name.

9:30 HOW DO CHILDREN LEARN?

Teachers' drawing (20 mins) Each teacher draws a picture of a time they remember learning as a child. Explain that learning is not only in school and that they can choose a time in or out of the classroom. Once finished, participants can take five minutes to share with their neighbour.

Active learning theory (10 mins) Explain theory behind active learning. Traditional learning teaches children what to believe and tries to make them understand, but rarely involves action. Active learning begins with children's action, asks them to develop their own understanding, and supports them in shaping their beliefs. Ask participants to look again at their drawing. Does anyone's drawing represent active rather than passive learning?

10:00 LEARNING STYLES

Poets, Artists, Actors and Singers (45 mins)

Participants now have an opportunity to be famous. All those who want to be poets should form a group, likewise with artists, actors and singers. NB: size does not matter, as groups are based on preferences. Each considers the question 'HOW DO

CHILDREN LEARN?' and responds through poetry, visual art, drama or song. Give groups 30 minutes before presenting.

Seven styles (30 mins)

Active learning is not only about motion. There are seven main ways that people learn¹. Show chart on right and talk through each style.

Were groups in 'Poets, Artists, Actors and Singers' connected to these styles? Does your choice mean anything about how you prefer to learn? Give participants five minutes to individually think about their own learning. Are two or three styles stronger for them? Discuss, emphasising that each person learns best through a *different combination of styles*.

- Written and visual
- Listening to others
- Reflection alone
- Discussion in Groups
- Physical Motion
- Logical Sequencing
- Music and Rhythmic

¹Adapted from Gardner, Howard, *Multiple Intelligences: The theory in practice*, New York, BasicBooks, 1993.

BREAK (15 mins)

11:30 CHILD-CENTRED LEARNING, PART I

Teacher-centred vs Child-centred (15 mins) Explain that teaching can be teacher-centred – focused on what the teacher wants to teach – or child-centred – focused on what is important for the child to learn. Ask participants what they think the differences between teacher-centred and child-centred learning might be. Draw a table for comparison as they brainstorm differences.

Using child-centred activities (45 mins) Identify five subjects taught in participants' schools, eg, maths, language, history, science and geography. In five small groups with each taking a subject, groups develop an activity for each of the seven learning styles. Hand out index cards to the groups for them to write one activity on each. NB: presentation happens later in workshop.

Example: For history, children could role-play a story (physical motion), lay out an event time line (logical sequential), or invite an elder to talk about the past (listen to others).

12:30 LUNCH (60 mins)

13:30 CHILDREN IN EMERGENCIES

Photo Discussion (15 min) Hold up a photo of a child who has somehow experienced crisis.

In the large group, ask teachers to respond to the following questions:

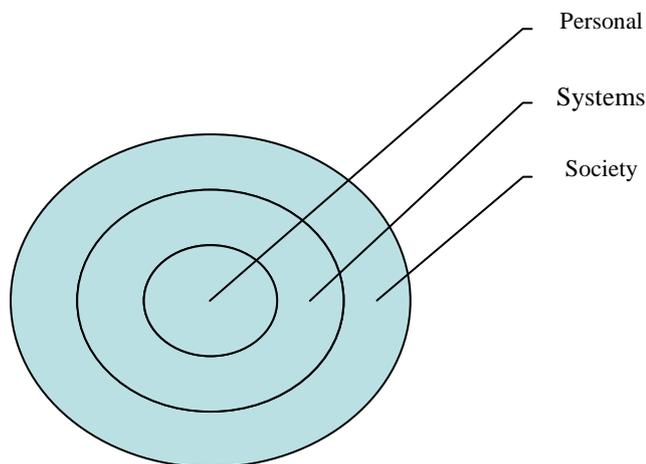
- (1) What do you see in the photograph?
- (2) How do you feel when you see it?
- (3) Where do you think the child is from? Do children elsewhere have similar experiences?
- (4) What do you imagine are the educational needs of this child?

Impact on the whole child (45 mins) Break into new groups

of five. Each group should draw the graph on the right on a large piece of paper. Thinking about their own context, the group will brainstorm ways the emergency has impacted on children personally, affected systems children rely on, and changed society as a whole in relation to children.

After 30 minutes, groups report back.

The Whole Child



Framework for Basic Education for Children in

Emergencies (45 mins) Introduce the framework,

explaining that this is a kind of checklist of learning important for children in crisis situations. Return to the small group in the last activity and discuss the following and report back:

- (1) Which topics are most important where we live?
- (2) Are they taught in the school curriculum? Are they taught elsewhere?
- (3) Could some of these topics be integrated into subjects already taught?

BREAK (15 mins)

15:30 CHILD-CENTRED LEARNING, PART II

Using child-centred activities (45 mins) Return to small groups from the morning.

Groups

will each choose one of the topics of the “Framework for Learning” and develop an activity for each of the seven learning styles. Hand out index cards to the groups for them to write one activity on each. NB: presentation happens later in workshop. Example: For ‘cultural identity’, in small groups children could list special things about their culture (discussion in groups), sing a song from their heritage (music & rhythmic), or draw a picture of what they are proud of about their home (written & visual).

16:15–16:30 CLOSING

Day Two

9:00 WELCOME

Traditional song or game (15 mins) *The night before, ask for a volunteer to be prepared to lead a traditional song or game for this morning’s warm-up.*

9:30 TEACHING AIDS

Identifying supplies (30 mins) *Return to the small groups which developed activities together yesterday. Each group should review the activity cards they wrote and make a list of supplies they would need to lead the activities. Groups come back together and make an overall list.*

Using local materials (30 mins) *In the same groups, ask participants to explore the local environment around the training venue. They should collect five different items that could be used as teaching aids for their activities.*

BREAK (15 mins)

Creating a box (60 mins) *Again in the same groups, participants sit together and create their ideal ‘classroom activity box’. They should think of the following questions when deciding on items:*

- (1) Is it locally available? (4) Is it relatively inexpensive?
- (2) Is it suitable for use in large classes? (5) Is it easy to carry?
- (3) Does it encourage participation? (6) Can it operate without electricity?

NB: The activity could be purely theoretical, but a better option is to have a number of items on hand likely to be included: balls, rope, charts, etc. Participants then assemble a box.

11:45 CO-OPERATIVE LEARNING

Co-operative game (15 mins) *Select a fun co-operative game to play with the group.*

Working in groups (30 min) *Participants have worked in several small groups during much of the training. Have them mix into new groups and discuss the following:*

- (1) What have we learned from the facilitator of this training?

- (2) What have we learned from each other? Has it been competitive or co-operative?
(3) How could our students learn more from each other, rather than only from the teacher?

12:30 LUNCH (60 mins)

13:30 USING ACTIVE LEARNING TO TEACH (break when needed)

Planning lessons (30 mins) Use a sample lesson planning form and remind teachers of the important pieces of planning a lesson. The small groups that had planned activities yesterday should re-group. They should plan two lessons using active learning, one from the school subjects and one from the 'Framework for Learning'.

Practice lessons (60 mins) Each group has a chance to choose one lesson to teach to the group.

Sharing activities (60 mins) Participants are given a set of index cards to create their own 'ideas pack'. Groups should lay out cards they develop so others can copy or ask questions. Cards should include: activity name, subject matter, short description and materials needed.

16:00–16:30 CLOSING

Wrap-up (30 mins) Go around circle, asking each participant to say one thing they plan to use from the training. Summarise key messages for the group. Participants should fill out an evaluation form before leaving.