Outdoor Active Lesson Examples

1. https://www.ltl.org.uk/pdf/Natural-Equations-2018-COMPLETE1518623029.pdf

2. https://www.ltl.org.uk/pdf/Fires-and-Cooking-Actvity1421850222.pdf

Indoor Active Lesson Examples

A. Jigsaw

What is it? The jigsaw is a cooperative learning strategy (one of several) whereby, as with a jigsaw puzzle, each piece (each student's part) is essential for the complete picture (full understanding of the final product). Here, if each student's part is essential then arguably, each student is essential!

Implications for classroom layout: There is minimal impact on classroom layout. Desk should be arranged together so students can sit together in small groups and be able to move between groups.

How does it work?

1. Divide students into 5 or 6-person jigsaw groups. Ideally these groups should be diverse in terms of gender, race/ethnicity and ability.

2. These groups are the 'Home teams'. In each home team, each team member should be given a letter (e.g. A, B, C etc.)

3. Team members then join their **Jigsaw team** e.g. all the A's, B's etc. get together. This will require them moving to their jigsaw teams. These jigsaw teams are responsible for discussing and understanding a pre-determined aspect or answering a particular task. For instance, a reading may be divided into several parts with each jigsaw team taking one of those parts.

4. As a teacher, you can move between each jigsaw team to ensure they are addressing the task in its entirety and the whole jigsaw team develops an understanding of it.

5. Jigsaw teams then return to back to their home teams to discuss what was learnt in the jigsaw team. **Each student will present her or his segment to the group** so that all learn from each other.

Benefits

- Learn a lot of material quickly
- Students are held individually accountable for their learning
- It helps to maximise student collaboration
- Encourages higher order and critical thinking skills.

B. Active Voting

What is it? This notion of Active Voting is useful for exploring differing and diverse opinions on particular issues. It can lead into a specific topic and gauge pupil understanding and critical thought of the issue in question. It requires pupils to adopt a view on the issue and identify a reason for the stance they take. Moreover, it will allow everyone to be heard, promoting student voice (even if they choose not to speak). To facilitate Active Voting, pupils need to be confronted with levels of ambiguity and grey areas, which helps them to see that opinions often have to be justified with informed knowledge of the matter under discussion.

Implications for classroom layout: Each of the four key statements will need to positioned in one of corners of a room. These statements include: Strongly agree, agree, disagree, and strongly disagree. When an issues is raised, pupils will then move to stand/sit in the corner that best reflects their views and with those who share the same opinion/perspective.

How does it work?

1. A range of issues (related to the content being delivered) should be read out in turn by the teacher.

2. Pupils are then given time to consider their opinion.

3. Pupils then move to the corner that best describes how they feel about what was read out. Pupils should be reminded that there are no right or wrong answers.

4. What is read out (e.g. a particular statement) should aim to evoke a range of responses.

5. When pupils move to the corner that best represent their views on the statement, they should be encouraged to explain why they feel that way with others in that group. General perspectives can be obtained from all corners.

6. Teachers may wish to introduce subsidiary questions to draw out more complex issues and to refine the initial statement/problem/issues being discussed.

7. Pupils are allowed to move during the discussion of each statement if issues arrive that challenge their original opinion.

8. If pupils do switch then they should be encouraged to explain why.

Benefits

Developing thinking and decision making skills