

# **Teaching Children and Young People**

## **Unit DV8Y 36**

### **Section 1**

#### **Plan the Learning Experience**

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## Introduction to the Section

### What this Section is about

In this section we are going to look at the knowledge and skills you need to plan and deliver learning programmes to children and young people.

### Knowledge and/or skills

- ◆ Theories of child development and adolescence
- ◆ Methods of learning, selecting appropriate resources
- ◆ Using ICT
- ◆ Promoting literacy, numeracy, independent learning, core skills, citizenship and employability
- ◆ Selecting and adapting assessment instruments, resources and accessible and inclusive materials
- ◆ The school curriculum
- ◆ Health and Safety and legislation affecting children and young people

By the time you have completed this section you should be able to:

- (a) Plan a meaningful learning experience for young learners
- (b) Select and adapt appropriate teaching and assessment materials
- (c) Adapt your current practices to meet the needs of young learners
- (d) Identify any health and safety implications for young learners in your vocational area

### Approximate Study Time for this Section

The suggested study time for this section is 20 hours although this will be very much dependent upon what your previous experience of engaging with young learners is and how long you have been working in further education or other educational settings). This includes time for you to work through this learning package and undertake activities. This does not take account of any additional reading you may wish to undertake.

## Other Resources Required for this Section

### Internet Access

As references to websites are made throughout this unit access to the Internet will be required. Web links in this study section were accurate and live as at 28 October 2007.

## Assessment Information for this Section

### How you will be Assessed for this Section

The evidence required for outcome 1 is:

- (a) A profile for a group of young learners that provides an outline of the course/programme that the young learners are following and the factors affecting their ability to learn.
- (b) A learning, teaching and assessment plan for a minimum of 20 hours of learning to a group in which there are young learners; the unit/programme specification should be appended to the plan.
- (c) A minimum of 4 detailed and consecutive lesson plans, one of which should be used for the observed teaching session in section 2. The plans must specify appropriate organisational details and resources, including learning materials and include the use of ICT to support learning.

### Task 3

You are also required to provide the following written evidence pertaining to outcomes 1 and 2.

A report or commentary of 1,000 words in which you:

1. Evaluate and justify the approaches taken to planning the learning experience
2. Evaluate and justify the approaches to managing the learning experience and your actions in managing young learners
3. Identify appropriate ways of enhancing your practice

You should also provide bibliographical references to relevant reading which should be compiled using the Harvard system of referencing.

**Evidence submitted should demonstrate all the knowledge and performance requirements of the Outcomes. An overview checklist for the Unit is provided to enable candidates to indicate where these are evidenced. Any gaps may be filled by a professional discussion.**

## **When and Where you will be Assessed for this Section**

You can be assessed whenever you and your tutor are satisfied that you are capable of meeting the written/oral and performance evidence requirements of the Outcomes.

The assessments will take place in the Centre or a place approved by the Centre.

## **What you have to Achieve for this Section**

To achieve this section you must meet the evidence requirements for the Outcomes. Evidence submitted should demonstrate all the knowledge and skills requirements of the Outcomes. An overview checklist for the Unit is provided to enable candidates to indicate where these are evidenced. Any gaps may be filled by a professional discussion.

## **Opportunities for Reassessment for this Section**

If you do not produce sufficient evidence you will be given the opportunity for remediation and one further attempt at assessment.

## Child Development and Adolescence

Child development is the study or examination of mechanisms that operate during the biological and psychological process of transition from childhood to adolescence, from dependency to increasing autonomy. The optimal development of children is vital to society; therefore detailed observation of how children think, learn, behave and feel in their own environment is important to understand and informs most theories of child development.

Theorists however have reached different conclusions regarding how children develop, advocating either that they develop continuously or that they advance in various stages, developing certain abilities and experiences at certain times in life.

Eric Erikson (1902 -1994) was a psychoanalyst who made major contributions to the field of psychology with his work on child development and on 'identity crisis'. Although Erikson (1968) viewed identity as a lifelong process, he viewed it to be particularly important during the life stage of adolescence, in which the achievement of identity was the major developmental task. Erikson's theory suggests that the development of identity involves conflict and some form of 'identity crisis' as you move through the stages.



### Activity 1

**Does it seem to you that you have ever been caught up in what Erikson would define as an 'identity crisis'?**

- **If so, was this during adolescence, earlier or later?**
- **Would you say it was caused by your life stage or by a specific event?**
- **Did you 'achieve' your identity in this period or has your identity achievement been more continuous over the course of your life?**

Many people now suggest that Erikson overemphasised both the importance of adolescence as the period when identity is achieved and that adolescence is a time of crisis. Studies on adolescents that are not in clinical treatment generally find they do not experience the period of crisis Erikson suggested. Instead many studies find that there is a tendency for the self-esteem of young people steadily to increase over years (Coleman and Hendry, 1990).

Although your own experience alone cannot provide confirmation of a theory, consideration of your experience may help you to understand how you feel about Erikson's theory and how you view your young learners.

J E Horrocks (1976) defined adolescence as a time:

- when an individual becomes increasingly aware of self;
- of seeking status as an individual;
- when group relationships become of major importance;
- of physical development;
- of intellectual expansion and development;
- of development and evaluation of values.

A lot of what Horrocks identified in the 1970s is still significant and relevant to those currently working with young people. This was reflected in the Action Programme for Youth Survey, carried out in preparation for the Youth Summit in June 2000. Over five hundred young people in Scotland took part in the survey and the main issues concerning them were categorised. Feedback from this consultation is available at (download the Re:Action Consultation Toolkit pdf file):

<http://www.create-scotland.co.uk/advice/consultingyoung#downloadreaction>

The impact of brain science to teaching and learning has long been debated. If you are interested in finding out more about this area, a good place to start would be a recent research report by John Hall, published by the Scottish Council for Research in Education Centre of the University of Glasgow in 2005.

This report reviews recent research on brain function and development and the impact of those on young people's learning. It highlights some of the 'neuro-myths' surrounding brain function and development.

<http://www.scre.ac.uk/resreport/pdf/121.pdf>



## Activity 2

Having read the Scottish Council for Research in Education Centre report:

- What did you find interesting?
- Did it dispel any myths you may have had?
- Having engaged with this resource, will you do anything differently?

In addition, the Scottish Government website, [www.themotivatedschool.com](http://www.themotivatedschool.com), offers materials for teachers who want to encourage pupils to learn and these can be equally well applied when working with young learners in colleges. Useful links to articles written by the Educational Psychologist, Alan McLean, may also be found on this site.

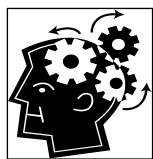
### Further Reading

Coleman, J and Hendry, L (1990), *The Nature of Adolescence (2nd Edition)*, Routledge

Erikson, E (1968), *Identity: Youth & Crisis*, W.W. Norton & Company

Hall, J (2005), *A Review of the Contribution of Brain Science to Teaching and Learning*, SCRE Research Report No 121

Horrocks, J E (1976), *The Psychology of Adolescence*, Houghton Mifflin



### **Activity 3**

**Think of some examples relating to each of the following factors that can influence a young learner's development and consider how these might affect them.**

**You will find it useful to discuss this with your tutor/tutor group or online discussion group.**

- **Physical factors**
- **Social and emotional factors**
- **Economic factors**
- **Environmental factors**



### Answer Activity 3

<b>Physical factors</b>	Health and well-being, including drugs/alcohol, diet, exercise
<b>Social and emotional factors</b>	Gender, family lives, peer pressure, relationships, ethnicity, religion, school/college experiences, life experiences (for example, death or divorce), increased media pressure through advertising, advent of new technology, particularly in communications  Relationships: family, friendships, intimate personal relationships, working relationships with peers, work colleagues, teachers/teachers  Abuse, neglect and lack of support can have a profound effect on personal development
<b>Economic factors</b>	Family income, material possessions, employment opportunities
<b>Environmental factors</b>	Housing conditions, pollution, access to services such as health, transport, location

The above list is not exhaustive and these factors can interrelate. All of these factors will have an impact on a young person's self-esteem, which is based upon the beliefs they have about themselves as a person and how they think others perceive them; their physical and mental health; their employment prospects and their level of education.

## Social, Cultural and Emotional Factors and their Effect on Learning

There is increasing evidence that children's and young people's mental, emotional, physical, psychological and social well-being are intimately related and underpin their capacity for living, learning and relating.

The values, purposes and principles for the curriculum 3 to 18 in Scotland set out in "A Curriculum for Excellence" (Scottish Executive, 2004) reflect this. "A Curriculum for Excellence" outlines four purposes for education: the creation of successful learners, effective contributors, responsible citizens and confident individuals.

Underlying these four 'capacities' are a number of key words and many of them refer in some way to psychology and attitudes, for example, motivation, self-respect, mental and emotional well-being, self-awareness and resilience.

<http://www.curriculumforexcellencescotland.gov.uk/index.asp>

In addition, the National Programme for Improving Mental Health and Well-being has identified children and young people as one of six priority areas. HeadsUp Scotland has been funded by the National Programme to make a major contribution to the activity already underway in Scotland to improve mental health and well-being. The focus is on promotion and prevention in addition to intervention. There has been a significant increase in the number of children and young people experiencing mental ill health to a level which seriously impacts on their quality of life.

<http://www.headsupscotland.com/>



### Activity 4

**Why do you think there has been an increase in the numbers of young people experiencing mental ill health?**

**Do you think it is because there is less stigma and we are more open about mental health difficulties, or is it because life is harder for children and young people today?**

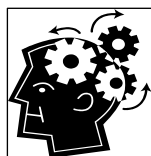
As a teacher, you may find yourself meeting the needs of an increasingly diverse student population. Consider reworking the way you design and deliver your curriculum to become more 'inclusive' and you may discover that you do not have to make major changes to the way you currently operate. It is generally accepted that inclusive practice is good learning and teaching and that it will enhance the experience for all students.

Advice, direction and guidance in relation to the design and delivery of learning materials that take cognisance of the equality agenda and the diversity within the student population can be found in the Quality and Equality of Learning and Teaching Materials (QELTM) project at:

<http://www.sfeu.ac.uk/qeltn>

You will find a range of practical tools, transferable in terms of curriculum areas and equality and accessibility issues. They are designed to cover all areas affected by equal opportunities legislation - disability, race, sexual orientation, religion or belief, age and gender.

Although QELTM deals specifically with the development of 'equality proofing' learning and teaching materials, this of course cannot be considered in isolation from the teaching process.



## Activity 5

**It might be interesting to reflect on the following questions with a young learner in mind :**

- **How are social, emotional and cultural barriers caused or exacerbated by the learning environment?**
- **Do you think the ethical conduct of your young learners is within your sphere of influence?**

**You may find it useful to discuss this with your tutor/tutor group or online discussion group.**

## **Roles and Responsibilities**

In this section we have highlighted the challenges of meeting the needs of a diverse student population. Teachers working in colleges will often experience a tension between their desire to help and support students and the practical reality in terms of time constraints and their responsibility to a wider student group. Similarly there can be a tension between the desire to help and the boundaries that rightly and appropriately exist in the teacher's role.

It is important that teachers are aware of professional boundaries and also of their own capacity. Offering one student a great deal more support than others, without reference to policies and procedures, can lead to all kinds of difficulties for both the teacher concerned and the student.

Institutions will have a structure in place that offers additional support for students in distress or difficulty. Even where resources are limited and the teacher does need to offer more than average support, it is important to do that with the awareness and advice of the counselling and student support services. It is always a good idea to seek the advice and support of other staff members and advise a more senior member of staff if you are offering additional support outside of standard teaching and learning settings. (Refer to your college's Child Protection Policy for details of roles and responsibilities).

The Supporting Student Mental Health and Well-being website offers a great deal of valuable information and guidance to assist staff in supporting student mental health and well-being within their institutions. It takes a holistic and proactive approach which also looks at the impact of discrimination on well-being.

<http://ssmh.ac.uk/>

## Learning and Teaching Approaches

Many different methods of curriculum delivery are available, but these can be divided into three main categories:

- whole class learning;
- group learning;
- individualised learning.

In each context the role of teacher and learner changes and this affects the learning process.

Consider the following common definitions of learning and teaching

Learning:

- the process of acquiring knowledge or skill through study, experience or teaching, which leads to long-term changes in behaviour potential (behaviour can be physical and overt or it can be intellectual or attitudinal);
- to acquire knowledge or skill by study, instruction or experience;
- to become informed.

Teaching:

- creating conditions to bring about learning;
- to impart knowledge of or skill in, or give instruction;
- a matter of changing learner's perspectives;
- helping people to turn information into knowledge by getting them to do things with the information and giving them feedback about their attempts.

Use the above lists as a starting point to develop your own definition of learning and teaching.



## Activity 6

Consider some of the strategies you will use to enhance the learning process and to facilitate effective learning outcomes for young learners.

In the box below there are ideas to get you started. Add any of your own methods that have been successful when working with groups of young learners.

Strategy	What to do	Skills fostered	How it works
Building on prior knowledge, skills, concepts, experience, attitudes	At the beginning of a session ask learners what they know already about the focus area. Also, ask what they need or want to know. Finally ask at the end of the session what they want to learn MORE about.	<p>Listening. Attention</p> <p>Cognitive processing: Linking, sequencing, thinking, storage and retrieval of information</p> <p>Building on prior knowledge and understanding</p> <p>Gets learners to 'bite' on the bait and engage/participate</p>	<p>Establishes a routine for the session</p> <p>Taps into the visualisation channel</p> <p>Establishes joint attention and outcome</p> <p>Provides RELEVANCE for the group</p> <p>Provides feedback for teacher</p> <p>Point of reference for any issues that may arise</p> <p>Revises key language/concepts</p> <p>Links past/future learning</p> <p>Reinstates and summarises learning</p> <p>Lessens anxiety among participants</p>

<b>Strategy</b>	<b>What to do</b>	<b>Skills fostered</b>	<b>How it works</b>
Making learning explicit	<p>Share the learning intentions for programme/course with participants – in language that they understand.</p> <p>Refer to them often.</p> <p>Have them visible</p> <p>Highlight essential learning</p>	<p>Understanding of task.</p> <p>Concentration on task.</p> <p>Memory. Explanation of language.</p> <p>Cooperation and social skills.</p> <p>Sequencing.</p> <p>Awareness of different learning routes and pathways.</p>	<p>Focuses on the shared learning experience</p> <p>Promotes the use of language/dialogue around learning</p> <p>Highlights subject specific concepts</p> <p>Encourages participation</p>
Stressing the relevance	<p>Explain why the content/process is relevant to their context. Explain what is in the learning for the group.</p> <p>Contextualise the learning.</p> <p>Explain how it may impact on thinking and practice</p>	<p>Engagement</p> <p>Willingness to participate</p> <p>Can help to foster independent learning</p>	<p>Can break down resistance</p> <p>Links learning to the concrete</p>
Varying the approaches	<p>Use a variety of approaches during the programme:</p> <p>Instructing</p> <p>Demonstrating observing</p> <p>Facilitating the learning</p> <p>Eliciting learner performance</p>	<p>Individual, pair and group learning</p> <p>Creates dialogue/interaction/discourse</p> <p>Encourages participation</p> <p>Makes good use of questioning techniques</p>	<p>Allows everyone to contribute/participate</p> <p>Encourages thinking and reflection</p> <p>Encourages evaluation and thinking about learning</p> <p>Collaborative learning</p> <p>Taps into a variety of learning styles and preferences</p>

<b>Strategy</b>	<b>What to do</b>	<b>Skills fostered</b>	<b>How it works</b>
<p>Providing feedback and feed forward</p>	<p>Group monitoring – listen to discussion and intervene where appropriate</p> <p>Highlight good learning taking place</p> <p>Provide prompts and cues. Provide guided construction</p>	<p>Skills of self-reflection and evaluation</p> <p>Peer evaluation</p> <p>Ability to engage with tasks</p> <p>Concentration on task</p> <p>Problem solving and solution focussed skills</p>	<p>Provides a supportive ethos</p> <p>Highlights strengths and development needs</p> <p>Increases self-direction and self-regulation</p> <p>Encourages action planning and goal setting</p> <p>Provides teacher with information on gaps and if adaptation of approaches required.</p>
<p>Mutual respect and supportive ethos</p>	<p>Use of positive language- realistic praise</p> <p>I like the way you have...</p> <p>I can see that you have tried to...</p> <p>We can develop this if you...</p> <p>Use a judicious and strategic distribution of attention and praise</p>	<p>Demonstrating recognition of a mutual respect/dignity</p> <p>Modelling citizenship skills</p> <p>Teacher present as positive role models</p> <p>Communication of positive expectations</p> <p>Promotes an ethos of inclusion</p> <p>Encourages risk taking – learn from mistakes</p> <p>Confident to take risks.</p>	<p>Impacts on learner belief and confidence</p> <p>Teacher as a role model in communication inclusion and diversity values</p> <p>Reflects positive ethos to all learners</p> <p>Communication and interaction as a two way process. Young learners feel valued and engage accordingly</p>

<b>Strategy</b>	<b>What to do</b>	<b>Skills fostered</b>	<b>How it works</b>

As a teacher, it is valuable to remember your own experiences as a learner. It is likely that, as you progressed from childhood to adulthood, more learning skills and processes were required to learn increasingly complex tasks, for example, from memorising and describing to explaining, relating and applying and eventually to theorising.

In the course of your teaching practice you will be seeking to enable your young learners to do likewise. Young learners will be at different stages in this progression, depending on their prior educational experience, their current levels of motivation and the context of the subject or task they are learning. As they grow in confidence and become increasingly effective independent learners they will be more able to engage with and demonstrate high-level engagement with the learning process, thereby building or constructing their own meaning and knowledge.

Bloom (1956) proposes an alternative way of thinking about different types of learning and presents a classification of 6 levels of intellectual behaviours that are significant in learning. The lower order thinking skills were defined as knowledge and comprehension, which involves the recall or recognition of facts. The higher order, more complex abstract levels, progress from application, analysis, and synthesis to evaluation.

These levels of learning are often referred to as Bloom's Taxonomy of Learning. You can find out more about this and see a visual representation of this hierarchy at:

[www.educationforum.co.uk/HA/bloom.htm](http://www.educationforum.co.uk/HA/bloom.htm)

In order to achieve depth to learning and to develop independent learning, it is important to support and enable students to develop the higher order thinking and reasoning skills.

As part of the planning process, it is useful to consider which levels of learning you have designed into your learning and teaching.

For example, if you include new knowledge, have you ensured that young learners have the appropriate vocabulary to understand the content? It helps to identify new words on your lesson plan, under a heading 'Language for Learning'. Sessions will be more engaging where you include a number of different levels of learning.

The web link above suggests the kinds of questioning skills needed to help learners develop their thinking skills, and a range of examples of question cues and levels of learning are provided below. This link will take you to the Teaching Tips Index page

<http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/teachtip.htm>



## Activity 7

Examples of the type of learning activity associated with each of the levels in Bloom's Taxonomy are provided in the table below.

From your own teaching experience, consider examples of when each level of learning would be appropriate for young learners.

Level of learning	Examples of this type of learning	Specific examples when you would engage young learners in this level of learning
Knowledge	Recall of data, naming of parts, memorizing a formula	
Understanding	Re-state a problem, but in one's own words	
Application	Use a concept in an unseen environment. Apply what was learnt in a lesson, to a novel problem	
Analysis	Separates a whole case study into component parts so that issues can be uncovered	
Synthesis	Builds a structure from component parts. Write a procedure for a novel situation, build a piece of equipment	
Evaluation	Appraising, assessing and judging. Select the most effective solution	

## Learning Styles



### Activity 8

Let's focus on your experiences as a learner. Think about two of your learning experiences, one that was particularly good from your perspective and one that was not.

<b>A particularly effective learning experience:</b>	<b>A particularly poor learning experience:</b>
<b>Reasons why this was effective for me:</b>	<b>Reasons why this was ineffective for me:</b>

Reflect on your two chosen experiences. In particular, consider the key words you have used to describe the 'effective' and 'ineffective' learning experience.

Do these relate to your preferred learning style? How much impact do you think this has on your teaching style?

Current thinking in relation to learning styles suggests that learners are all unique, and that each learner has personal preferences for the way in which they learn most effectively. Understanding more about learning preferences or styles will help us to develop learning and teaching sessions that accommodate a range of learning styles. Learning and teaching sessions that incorporate a range of different facilitative styles and techniques will help you to meet the needs of all your learners, with their varying predominant learning styles.

Knowledge of learning styles can assist in the identification of learner strengths and development needs. It can then be used to help the learner to draw on the strengths their particular predominant style gives them, while working towards addressing their development needs. When working with young learners it is especially important to recognise how teaching methods and the learning environment inter-relate to a range of learning styles.

There are many different ways of looking at and categorising learning styles. The following activity is based on the Honey and Mumford (1982) model of activists, reflectors, theorists and pragmatists.



### **Activity 9**

**Select one teaching method that you usually use.**

**How will it impact on young learners with each of the predominant learning styles listed in the table on the next page?**

**The impact of your chosen method might be immediately evident in the responsiveness and behaviour of some young learners.**

**How could you enhance the learning process for young learners displaying each of the styles?**

**An example has been given to stimulate your thinking.**

<b>Learning Style Preference</b>	<b>Characteristics</b>	<b>Strengths</b>	<b>Weaknesses</b>	<b>Ways to Enhance Learning</b>
<b>Activist</b>	<p>Absorb themselves fully in new experiences</p> <p>A 'jump in at the deep end' approach</p> <p>I'll try anything once philosophy</p>	<p>Open Minded</p> <p>Enthusiastic</p> <p>Gregarious</p> <p>Thrive on challenge</p> <p>Flexible</p>	<p>Act first and consider the consequences later</p> <p>Tend to centre activity around themselves</p> <p>Get bored quickly and move on to new activities</p> <p>Bored with longer-term consolidation</p>	<p>Provide challenging and active activities e.g. discussions, role plays.</p> <p>Set specific reflective activities and actively seek their feedback.</p> <p>Ensure linking with prior learning.</p>
<b>Reflector</b>	<p>Like to stand back and view their experiences from different perspectives</p> <p>Tend to adopt a low profile in discussion but assimilate other people's ideas readily</p> <p>Collect data and prefer to think about it thoroughly before coming to conclusion</p>	<p>Thoughtful, consider all angles and implications</p> <p>Methodical</p> <p>Good at Listening</p> <p>Good at observing</p>	<p>Reluctant participators</p> <p>Overly cautious</p> <p>Un-assertive</p> <p>Tend to endlessly rehearse the past</p> <p>Tend to postpone conclusions</p>	

<b>Learning Style Preference</b>	<b>Characteristics</b>	<b>Strengths</b>	<b>Weaknesses</b>	<b>Ways to Enhance Learning</b>
<b>Theorist</b>	<p>Adapt and integrate observations into theories, models and organised systems</p> <p>Analyse experience to find out underlying assumptions and principles</p>	<p>Logical thinkers</p> <p>Rational &amp; objective</p> <p>Disciplined</p>	<p>Low tolerance of disorder</p> <p>Tendency to perfectionism</p> <p>Intolerance of intuition &amp; subjectivity</p>	
<b>Pragmatist</b>	<p>Like to apply ideas and theories in practice</p> <p>Enthusiastically gather and assimilate new ideas</p>	<p>Practical &amp; realistic</p> <p>Down to earth</p> <p>Businesslike</p>	<p>Task-oriented</p> <p>Intolerant of reflective discussion</p> <p>Like to get on with things without always testing options</p>	

Howard Gardner has questioned the idea that intelligence is a single entity, that it results from a single factor, and that it can be measured simply via IQ tests. Mark Smith summarises his explanation of multiple intelligences at:

<http://www.infed.org/thinkers/gardner.htm>

Examples of suitable tests to determine learning styles and multiple intelligence descriptions may be found at:

[www.businessballs.com/howardgardnermultipleintelligences.htm#multiple%20intelligences%20tests](http://www.businessballs.com/howardgardnermultipleintelligences.htm#multiple%20intelligences%20tests)

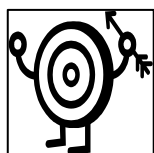
[www.businessballs.com/vaklearningstylestest.htm](http://www.businessballs.com/vaklearningstylestest.htm)

If you are not already aware of your learning style you may wish to undertake one of the tests listed above. It is also useful to determine what your young learners learning styles are as this information will help you in your lesson preparation.

The Association of Learning Providers website provides an interesting insight into youth culture and engaging and communicating with young people.

[www.14-19guide.org.uk/engaging\\_young\\_people.phtml](http://www.14-19guide.org.uk/engaging_young_people.phtml)

It is important to recognise that there is a range of learning styles but these should not be seen as permanent or prescriptive. Young learners may well have a range of learning styles which they will select from, showing a preference for one style or another in different learning contexts. They should be encouraged to strengthen all of their learning styles through a varied approach to teaching and a variety of content.



## Activity 10

*This activity is a formative assessment for Outcome 1. When you have completed it, give it to your tutor who will read it and suggest amendments if necessary. After amendment, you should add it to your portfolio as part of the summative assessment for this unit.*

**Draw up a profile of a group you deliver to which includes young learners. It would be advisable to select the group you would like to use for your observed teaching session. In the profile give details of the following and explain how each of these factors can affect the young learner's ability to learn:**

- **group size;**
- **gender mix;**
- **personal characteristics;**
- **learning needs;**
- **learning styles;**
- **previous knowledge and experience.**

**You may find the template on the following page useful.**

## GROUP PROFILE TEMPLATE

<b>Class</b>	<b>Start Date</b>		<b>End Date</b>
<b>Group size</b>	<b>Males</b>	<b>Females</b>	<b>Age range</b>
<b>Mode of attendance</b>			
<b>Programme/Unit title</b>			
<b>Previous learning experiences</b>			
<b>Prior knowledge/experience of subject</b>			
<b>Known strengths within the group (e.g. motivation, confidence, ability)</b>			
<b>Known development needs within the group (e.g. motivation, confidence, ability)</b>			
<b>Learning styles mix:</b>			
<b>Learning support needs:</b>			



## Activity 11

**Which of the following methodologies would you consider using with young learners? What would be the strengths and weaknesses of each method?**

Methodology	√/x	Strengths and Weaknesses
Lectures		
Seminars/tutorials		
Discussion groups		
Using the VLE		
Using the library for research		
Watching Videos/DVDs		
Completing activity based worksheets		
Reading handouts		
Practical demonstrations		
Practical tasks undertaken by learners		
Games		
Simulations		
Role Play		
Project work		

**You will find it useful to discuss this with your tutor, tutor group or online discussion group.**



## Activity 11 Answer

Methodology	Strengths and Weaknesses
Lectures	Cost effective; good in achieving lower cognitive objectives. Highly dependent on skill of teacher; attention span of young learners may be limited.
Seminars/tutorials	Brainstorming; wider range of objectives in greater depth. Danger not all young learners will participate.
Discussion groups	Can be structured by teacher and used in a variety of contexts. Requires careful preparation.
Using the VLE	Provides learner autonomy and more flexible and meaningful forms of assessment. Needs careful structuring and monitoring. Activities have to be suitable for young learners.
Using the library for research	Promotes information collection and analysis skills and greater independence. Availability of suitable resource materials in sufficient numbers. Effective monitoring and support needed.
Watching Videos/DVDs	Useful in short “bursts” to illustrate specific points and visually stimulating. Learner is mostly passive, but this can be addressed through use of worksheets.
Completing activity based worksheets	Useful to consolidate learning as written follow-up. Often overused and needs advanced planning.
Reading handouts	Might be difficult to maintain young learners’ concentration on this task unless coupled with another activity.
Practical demonstrations	Shows practical relevance of theories, vocational skills etc. Learners are passive observers.
Practical tasks undertaken by learners	They learn by doing; can enhance interpersonal skills. Requires careful monitoring and risk assessment.
Games	Enjoyable alternative and are more inclusive. Purpose must be made clear.
Simulations	Allows young learner to show what they have learnt in a “real” situation. Needs safe environment, careful planning, risk assessment.
Role Play	Encourages greater participation, more active learning through “acting out” situations. Some young learners may be uncomfortable with this type of activity. Difficult to evaluate.

<b>Methodology</b>	<b>Strengths and Weaknesses</b>
Project work	Ideal for cross-disciplinary work and develops cognitive and non-cognitive objectives. Young learners will need a range of skills in cooperation, team work and communication to undertake group work Needs on-going guidance and support and detailed individual feedback.

## Sequencing Learning.

The effective sequencing of learning activities should be one of the main considerations when drawing up your lesson plan and schemes of work. Here are some characteristics of effective learning and teaching for young learners:

Activate prior knowledge and learning: create triggers to encourage recall	Q&A sessions Present key words and see how many are recognised
Tune learners into the 'big picture': create opportunities for young learners to see the relevance of the learning activity	Use visual prompts Mind maps Use familiar language
Use advance organisers: lists of concepts, words and vocabulary (language for learning)	Highlight key words in handouts Flipchart (whiteboard) new words Highlight essential concepts
Vary the learning and teaching approach: demonstration, instruction, facilitated learning, observation, questioning	Ask learners to identify new words or concepts they have learnt Have them share with peers
Preview and review of learning: embed previous learning, consolidation and reinforcement	Start each session with a review of previous learning Highlight new topics, concepts etc Close with a learner led review of what has been learnt
Careful and deliberate use of language: check for ambiguity, confirm understanding	Ask learners what they think words mean Look at alternative use of same word Look at words used in other contexts
Giving instruction in the learning environment: Must be explicit, may need repeating and must be carefully sequenced.	Check for understanding Consider how many steps to use at once Ask one learner to explain the instructions to others
Giving effective feedback: look for opportunities to discuss the relevance and value of assessment, set positive goals	Timely, specific, relevant, easily understood About the skill/activity/outcome not about the person

Consider a learning session you have recently delivered to young learners. Which of the above characteristics did you include? Which might you include in future sessions?

## Selecting and Adapting Resources

In the previous section you have explored your own learning styles and considered the fact that, within any group, there may be numerous learning styles and approaches. A large part of any successful learning and teaching activity is the selection of appropriate resources that meet the needs of the young learner, you the teacher, and those of the subject itself.

Read section B17 of “*Engaging or Enraging? Working and Learning with Young People in Scotland’s Schools*”, Scottish Further Education Unit 2006, at the link below:

[www.sfeu.ac.uk/documents/5133](http://www.sfeu.ac.uk/documents/5133)

One of the areas that must be considered in developing and adapting resources for learning for young people is maintaining motivation for learning. The material used must be relevant, have a clear sense of purpose and be of a high quality in terms of meeting a young learners needs, taking account of a range of possible learning styles, a broad range of abilities and the course requirements.

Learning materials are one component of the learning experience, and should be seen and used as resources that assist learning and are appropriate to the learner, support understanding and stimulate development. They should promote learning in conjunction with the learner and the teacher, and should be designed in such a way that they create no barriers to learning but assist in developing it.



### Activity 12

**Take a teaching resource you use with existing learners and decide how you could redevelop it to use with young learners, taking into consideration language, layout and method of delivery.**

**What significant changes would you make to the resources and why?**

**How do you perceive that this would affect your delivery and the engagement your young learners would have with the material?**

**For example, if you are using case studies with your young learners try to relate them to the age and interests of the majority of the class. Avoid references that would not be understood by a younger age group.**

**You will find it useful to discuss this in your tutor, tutor group or online discussion group.**



## Activity 13

**Access the following page from the University of Birmingham's website and carry out the self-test.**

[www.dentistry.bham.ac.uk/ecourse/kolb/test1.asp](http://www.dentistry.bham.ac.uk/ecourse/kolb/test1.asp)

**As a learner, was this an effective way of learning about yourself?**

**Why?**

**Do you think your response to the above questions relates to:**

- **Your learning style/styles?**
- **Your experience of using ICT?**
- **The ICT system that you are using?**
- **The quality of the ICT based product you are using.**

All of the above are factors that you must take into consideration when you are choosing ICT based resources for learning, teaching or assessing.

Consider how the use of ICT enhances learning and teaching, for example, does it support problem solving, encourage dialogue, support research skills, encourage independent learning.

Access to technologies in many forms has now become an everyday part of our lives. Communication, information, entertainment and imagery all now have global reach. The opportunity this presents in terms of transforming learning cultures is clear, but so are the challenges. The need to provide carefully structured and motivating opportunities to engage young learners is becoming apparent, as is the need to cater for a diverse range of core skills ability in all programme areas.

Read the section on Mobile Learning (M-Learning) in "*Engaging or Enraging? Working and Learning with Young People in Scotland's Schools*", Scottish Further Education Unit 2006 (pages C13 – C18), at the link below:

[www.sfeu.ac.uk/documents/5133](http://www.sfeu.ac.uk/documents/5133)



## Activity 14

The HMIE interim report, "*The Integration of Information and Communications Technology in Scottish Schools*" (October 2005) stated:

*"For many current pupils, using technology was as natural to them as using a textbook or any other learning resource."*

[www.hmie.gov.uk/documents/publication/EvICT%20Final%2018%20Oct.html](http://www.hmie.gov.uk/documents/publication/EvICT%20Final%2018%20Oct.html)

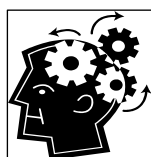
With the above quote in mind, read the Ofcom Media Literacy Audit (2006) at the link below:

[www.ofcom.org.uk/advice/media\\_literacy/medlitpub/medlitpubrss/children/](http://www.ofcom.org.uk/advice/media_literacy/medlitpub/medlitpubrss/children/)

Consider the following:

- What systems are in place to ascertain the ICT competences of students in your college?
- How might you make use of this information to enhance your own course delivery?

You will find it useful to discuss these in your tutor group, with your tutor or online discussion group.



## Activity 15

Access the website [www.teachernet.gov.uk/wholeschool/ictis/resources/secondary/](http://www.teachernet.gov.uk/wholeschool/ictis/resources/secondary/) and scroll down to the "video case studies" area. Select your own subject area, or one that interests you, watch the video and reflect on whether any of the ideas expressed or techniques used might be embedded into your own practice.

You will find it useful to discuss this with your tutor group/your tutor/or online discussion group.

## Some useful resources

Below are listed various websites that will assist you in developing, or allow you to source material to use in the classroom. This list is by no means exhaustive!

Learning and Teaching Scotland

[www.ltscotland.org.uk/ictineducation/classroomresources/index.asp](http://www.ltscotland.org.uk/ictineducation/classroomresources/index.asp)

Brite

[www.brite.ac.uk/resources/see\\_what\\_i\\_mean.htm](http://www.brite.ac.uk/resources/see_what_i_mean.htm)

Joint Information Services Committee (JISC)

[www.gla.ac.uk/%7Ejwalk001/dwresourcesweb/index.html](http://www.gla.ac.uk/%7Ejwalk001/dwresourcesweb/index.html)

National Learning Network (these materials may be on your College's VLE)

[www.nln.ac.uk](http://www.nln.ac.uk)

## Assistive Technologies

Throughout this unit we have concentrated on exploring means of motivating and stimulating young learners through the use of material and approaches that promote learning, along with approaches to learning and possible barriers to learning.

Assistive technologies offer further ICT solutions to reducing barriers to learning. Examples of these include

- text to speech software and predictive text
- concept mapping
- voice recognition software

The use of assistive technologies can provide innovative and creative ways to enhance learning opportunities for all learners, so in a truly inclusive learning environment, such ICT equipment should be available to all learners. The use of assistive technologies to support learning and teaching should be subject to the same considerations as any ICT solution.

Further resources and discussion of the issues can be accessed at the TechDis website at:

[www.techdis.ac.uk/index.php?p=1](http://www.techdis.ac.uk/index.php?p=1).

TechDis is a service funded by the Joint Information Systems Committee (JISC), which aims to enhance provision for disabled students and staff in higher, further and specialist education and adult and community learning, through the use of technology.



## Activity 16

**Access the TechDis website and search for "Creation of Learning Materials". Select one key aspect and consider how it could be embedded into your teaching practice?**

**You will find it useful to discuss this with your tutor group/tutor/online discussion group.**

### **Accessibility**

One of the key recommendations of the Beattie Committee Report "Implementing Inclusiveness; Realising Potential" (1999) concerned access to information and expertise in the use of enabling technologies to support students with disabilities and additional support needs in post-16 provision. As a result of this the Scottish Funding Council and the Scottish Executive fund the Brite Initiative to assist Further Education colleges in Scotland. Further information may be found at:

[www.brite.ac.uk](http://www.brite.ac.uk).

Visit 'Ways to Create an Inclusive Classroom' on the Brite website:

[www.brite.ac.uk/resources/inclusive\\_classroom.htm#top](http://www.brite.ac.uk/resources/inclusive_classroom.htm#top)

Read the sections on delivery and creating resources.



## Activity 17

**Consider one of your learning and teaching plans. What level of understanding and underpinning essential skills will young learners need in literacy, numeracy, ICT and speaking and listening to access your programme?**

**You can use the audit document below to identify any potential barriers to access.**

### Reading

<b>Do learners need to read:</b>	<b>Comprehend whole texts</b>	<b>Understand sentences</b>	<b>Vocabulary/ decoding</b>
Textbooks			
Manuals			
Handouts			
Worksheets			
Smartboards			
Signs and symbols			
Instructions			
Websites			
Other people's writing			

### Note taking

<b>Do learners need to take notes from:</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Never or rarely</b>	<b>Need more information</b>
Whiteboard/OHT				
Dictation				
Smartboard				

<b>Do learners need to take notes from:</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Never or rarely</b>	<b>Need more information</b>
Written source e.g. textbook, website				
Demonstration/ Observation				

## Writing

<b>Do learners need to write:</b>	<b>Example</b>	<b>Level(s)/length if appropriate</b>	<b>I need to find out more</b>
<b>Complete texts (composition)</b> e.g. assignments, memos, notes, reports, essays, letters, instructions, descriptions			
<b>Construct sentences using appropriate grammar and punctuation</b> as part of the above and others e.g. written answers/responses, short descriptions, forms, notes			
<b>Use appropriate vocabulary, spell correctly/encode and consider handwriting skills</b> as part of the above and others e.g. for lists, responses to questions, form filling			

## Numeracy

<b>Do learners need to use:</b>	<b>Examples</b>	<b>Level(s)/ complexity</b>
<b>Whole numbers</b> e.g. using 4 x rules (which), written or numeric, estimate, calculate, positive/negative, use calculator		

<b>Do learners need to use:</b>	<b>Examples</b>	<b>Level(s)/ complexity</b>
<b>Fractions and/or decimals</b> e.g. in practical contexts, calculate, use as percentages, equivalencies.		
<b>Common measures</b> e.g. money, time, length, width, weight, capacity, calculate, record, estimate, convert, use given formulae		
<b>Shape and space</b> e.g. 2D and 3D shapes, use positional vocabulary, sort, problem-solve, symmetry, angles, draw diagrams, plans etc.		
<b>Data and statistical measures</b> e.g. extract information, collect/represent data, compare, interpret, find averages/range, discrete or continuous data		
<b>Probability</b> e.g. likelihood of recurrence, use probability scales, identify range of possibilities etc.		

### Speaking and Listening

<b>Do learners need to:</b>	<b>Examples</b>	<b>Level(s)/ complexity</b>
<b>Listen and respond</b> e.g. to explanations, obtain information, questions, requests for details, follow instructions, discussions, feedback, presentations, facts, opinions, feelings, understand body language, contribute, criticise constructively		
<b>Speak to communicate</b> e.g. to be clearly understood, make requests, speak appropriately, express opinions, ask and answer questions, present information		

<b>Do learners need to:</b>	<b>Examples</b>	<b>Level(s)/ complexity</b>
<b>Engage in discussion</b> e.g. exchange information, follow gist in discussions, make contributions, respect others, support opinion with evidence		

### Research skills

<b>Do learners need to use:</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Rarely or never</b>
Libraries/study centres			
Reference books/texts			
Dictionaries (general)			
Dictionaries (specific e.g. technical, language)			
Internet			

### Information Communication Technology

<b>Do learners need to:</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Rarely or never</b>
Attend ICT centres			
Use ICT independently			
Do basic word processing			
Obtain information from IT sources			
Use spreadsheets			
Use database			
Communicate with others by e-mail/internet			

## Strategies to Promote Literacy and Numeracy

### Assessing needs

There are a range of commercially available tools to assess literacy and numeracy levels in young learners. Many colleges will have a 'screening' procedure which will identify a learner's broad levels of competence in applying their skills. If this process identifies any gaps in understanding or competence then a further 'diagnostic' activity should be available which will help to produce a detailed profile of the learner's core skills.



### Activity 18

**Find out what your college's policy on initial screening and diagnostic assessment is.**

**How might you use the information to support your teaching?**

**Return to Activity 18 and review the level of literacy and numeracy skills required to complete your learning and teaching plan.**

**Are these likely to match the profile of young learners?**

The Scottish Executive's Adult Literacy and Numeracy in Scotland (ALNIS) report of (2001) promoted the "social practice" approach to adult literacy. This means that, rather than setting down a prescriptive curriculum for literacy and numeracy, learning is more likely to be effective if it is in context to the learners' interests. For example someone learning to drive will suddenly have an active interest in the Highway Code and will be motivated to learn because it directly relates to their goal, i.e. learning to drive.

Although the ALNIS report was written with adult learners in mind, this theory is equally pertinent to younger learners. They will be more interested and successful in their learning if you provide activities that are interesting and relevant to their personal goals.

While taking into consideration the fact that young learners' learning can be affected by their physical, social, emotional, cognitive or linguistic development, material should be set at an attainable standard, which also challenges them.

The teacher should regularly review the learning and teaching sessions, reflecting on the level of engagement or disengagement. Listening to young learners views and

giving feedback to the young learners as they progress, will allow the teacher to identify gaps in knowledge and understanding. It is again important to review any changes in the learners' perceptions of their abilities and their levels of self-esteem.

### **Presentation of material**

The presentation of material is equally important in terms of engaging with your learners and ensuring access to material for the widest range of learning needs.

Some simple practical steps can make your material more interesting and accessible:

#### **Fonts**

If you wish to stress the importance of particular text do not use upper case. It is actually harder to read because all the letters are a uniform shape and size which is difficult for the majority of learners, especially if they experience visual difficulties or visual processing difficulties associated with Dyslexia. The use of bold and or underline are more effective.

Some fonts are very difficult to read and, ironically, most commonly used. These are called serif fonts - these have a range of distracting additional flicks **as in this line of text.**

It is best to use an accessible sans serif font such as Arial, Tahoma or Comic.

Size does matter when it comes to font size with a recommended size of 12 and a minimum of 10.

#### **Layout**

Large chunks of text can be off putting for some people and even more so for young learners who may still be developing their reading skills. Breaking your text up with white space and attractive graphics, will not only help to engage your learners but will also improve the accessibility of your material.

#### **Paper**

You may also wish to think about using coloured paper for your material. Black text on white can cause a glare effect, especially under certain lighting. Young learners who experience visual processing difficulties may experience distortion of text printed on white paper. This can be drastically reduced by the use of coloured paper. Ideally a beige coloured paper will meet the needs of most learners.



## Activity 19

**Does any of the material you use in your day-to-day delivery create barriers to, rather than assist learning?**

**Choose one handout or worksheet that you use on a regular basis and recreate it using some of the guidelines suggested on the Brite website. Consider changes in font, layout, use of graphics and paper, in light of the above. You will find it useful to discuss these in your tutor group, your tutor or online discussion group.**

Accessibility is also about creating material that is relevant not only to learning outcomes but also to the learners themselves. Learning outcomes should, wherever possible, be set within the context of a young learner's experience, explaining concepts or ideas in language that the learners understand, using examples that are relevant to them. This should be repeated where appropriate in the production of materials to support learning, using situations and events that are vocationally and/or socially relevant to the young learner, as a starting point to develop understanding and knowledge.

Remember that, in many colleges, there will be staff who have undertaken training at Brite and who will have a wealth of expertise on creating accessible and inclusive material. A list of college staff who have participated in Brite training is available on the Brite website.

### **Youth Literacies and Texting**

The majority of young people are highly proficient in the use of instant messaging services via mobile phones. Many believe that texting is detrimental to the standards of youth literacy as it shrinks vocabulary and encourages poor spelling. An alternative opinion suggests that texting actually promotes regular communication with written words. It can also be argued that the language of texting is an efficient, creative and phonetically correct means of communicating. Whatever the merits or otherwise of texting it is certain that it is a very popular means of communicating amongst the general population but specifically among young people.

You may want to develop a literacy activity where your learners make a translation of a piece of writing or a song they know into text language, which can encourage discussion as to the correct spelling of words. It will be important to discuss the appropriateness of the lyrics in advance and to agree certain limitations with the group. This is likely to prompt an interesting discussion.

It is important to be aware of copyright issues regarding access to song lyrics.

## Reinforcement of learning

There are several internet sites that can assist learners in the development of literacy and numeracy skills. Many of the strategies suggested in this section can be further reinforced by the use of such sites as

<http://www.bbc.co.uk/skillswise/>

This is an excellent site that can be easily navigated. Each section has a variety of Fact sheets, Worksheets, Quizzes and Games with teacher links to other useful resources.

## Recommended Reading and Resources

Craig, D (2003), *Instant messaging: The language of youth literacy*, Stanford University

[www.lc.communitiesscotland.gov.uk](http://www.lc.communitiesscotland.gov.uk)

[www.ltscotland.org.uk/nq/coreskills/numeracy.asp](http://www.ltscotland.org.uk/nq/coreskills/numeracy.asp)

[www.ltscotland.org.uk/literacyandnumeracy/programme/index.asp](http://www.ltscotland.org.uk/literacyandnumeracy/programme/index.asp)

## Example Activities

It is important that young learners see the relevance of a learning activity. An exercise which places the development of a literacy skill in the context of the young learner's area of interest is more likely to engage them. Look for areas of the curriculum where literacy and numeracy skills can be developed.

Examples will include exercises to cost ingredients in cookery, the cost of materials in practical skills such as construction and hairdressing, on-line searches to plan house 'makeovers'. Understanding ratios will fit into a hairdressing lesson or into a lesson on preparing mortar for brick work.

Review the section on identifying literacy and numeracy skills levels. It is important to ensure that young learners have the skills needed to engage with any exercise you may design so that they can achieve success.



## Activity 20

**What strategies do you employ to contextualise literacy and numeracy within your teaching? Essential skills should, where ever possible, be rooted in the learners own experience and must always be delivered in an interesting and relevant way.**

**Use the following table to identify 3 examples within your teaching.**

Essential skill, (literacy, numeracy, ICT)	Contextualised/ interest	How do you stress the relevance

## Strategies to Promote Independent Learning

In order for young learners to participate more fully in their own learning, they may need to learn “how” to learn. Independent or self-directed learning will enable them to record and reflect, set improvement targets and implement action plans, thereby adopting a systematic approach to the learning experience. Young learners should be given as much time as possible to practice these skills in a supportive environment to enhance development opportunities within a flexible curriculum.

To foster and train independent learners, colleges and schools must develop a range of teaching methods, review the relationship between teachers and young learners and audit materials and resources.

Learning independently does not mean handing all responsibility to young learners and expecting them to work without any constraints, nor does it mean lowering your expectations. Teachers must still set realistic learning objectives, help and support young learners to acquire knowledge, provide structured opportunities for them to demonstrate, practice and apply their skills and provide effective feedback

## Strategies to Develop Study Skills

There is clear research evidence to suggest that developing certain study/learning skills will increase the chances of success. For young learners the main issues are:

- Time management
- Reading, listening and note taking
- Learning styles
- Stress management

Learning and Teaching Scotland’s website provides informative notes for teaching staff.

[www.ltscotland.org.uk/studyskills/15to18/index.asp](http://www.ltscotland.org.uk/studyskills/15to18/index.asp)

### Time Management

As you are aware the ability to effectively manage your time is critical. It is recommended that you and your learners use a planner, set realistic deadlines and look ahead to see which tasks are imminent. The various phases can be summarised as follows:

- Goal setting
- Tracking time
- Making short/medium/long term plans
- Self-monitoring/reviewing

- Correcting and adjusting the time cycle.

## Reading, Listening and Note Taking

The importance of *active* reading and listening cannot be overstated. Learners should be encouraged to use the “Survey, Question, Read, Recite, Review” cycle on a regular basis and in preparation for homework and exams. Effective listening involves paying close attention and developing strategies to select key items of information to record and memorise. Notes taken should be a synthesis of what your learners have read, heard or experienced.

It has been suggested that all learners remember:

- **20%** of what they **read**,
  - **30%** of what they **hear**,
  - **50%** of what they **say**,
  - **60%** of what they **do**
- and
- **90%** of what they **experience** by all of the above.

Another important aspect relating to independent learning is the young learners' personal attitudes towards learning and peer and social pressure often determine this. This is discussed later in this unit under the heading "Engaging and Motivating Learners".

## Core Skills to Promote Employability and Citizenship

The five core skills of communication/literacy, numeracy, information technology, working with others and problem solving are an integral part of education at school, college and university and recognised, national qualifications for these are now available.

GATEWAY is an organisation which provides comprehensive information on the Scottish Credit and Qualifications Framework and Career and Education services in Scotland and further information relating to Core Skills can be found on its website.

[www.ceg.org.uk](http://www.ceg.org.uk)

In general, colleges have adopted a holistic approach in developing a range of core skills that have been embedded in the curriculum.

The vocational nature of college programmes also provides opportunities for supporting employment and citizenship skills. HMIE reviews in 2005/2006 confirmed that in the college sector, “staff set appropriately challenging standards for young learners linked to industry’s expectations and also promoted reflective thinking and creative skills in relation to a citizenship strategy”.

*“Education for Citizenship Scotland: A Paper for Discussion and Development”  
(Learning and Teaching Scotland)*

*“Education for Citizenship: A Portrait of Current Practice in Scottish Schools and Pre-School Centres” (HMIE 2006)*

The Learning and Teaching Scotland website outlines the role of citizenship in Scottish Schools and identifies resources.

[www.ltscotland.org.uk/citizenship](http://www.ltscotland.org.uk/citizenship)

The HMIE report, "Citizenship in Scotland's Colleges" (2006) examined the current position of Scotland's colleges in terms of the contribution they make in developing skills for citizenship in their learners.

[www.hmie.gov.uk/documents/publication/cisc.html](http://www.hmie.gov.uk/documents/publication/cisc.html)

Given the importance of core skills for employment, colleges have attempted to integrate employability and citizenship. HMIE evidence indicates that learners are more active participants in society if they possess the range of skills essential for employment. They also intimated that "it is the responsibility of the college through review protocols and planning cycles to examine and identify areas in which citizenship and employability can be integrated". The skills required to be effective employees and citizens are referred to as "soft skills".

The importance of soft skills is substantiated by national research undertaken by Futureskills Scotland. Their skills profiles for many employment sectors reported that soft skills were the ones that employers found hardest to source in both applicants for jobs and among existing employees.

[www.futureskillsscotland.org.uk](http://www.futureskillsscotland.org.uk)



## Activity 21

**Informal research was carried out with local employers in Central Scotland in which they were asked to identify what skills they would most like young employees to have. After considering the above websites, what skills do you think they identified?**

**Do you know what initiatives are currently in place within your own College to promote core skills for citizenship and employability activities for young learners and embed these within strategic and operational planning cycles? If not, do you know how to find these out?**

**You may wish to discuss this with your tutor group/tutor/or online discussion group.**



## **Activity 21**

### **Answer**

Employers in Central Scotland identified the following skills:

- Good attitude
- Communication skills
- Ability to work with others and in a team
- Ability to work on their own
- Good time keeping
- Reliability
- A desire to work
- Personal presentation
- Sense of responsibility
- Commitment
- Respect

## Health and Safety

### Health and Safety at Work Act 1974

#### Restrictions on Work

As a general rule young people under 18 years old **must not** be allowed to do work which:

- exceeds their physical or mental capabilities
- exposes them to toxic or carcinogenic substances
- exposes them to radiation
- involves extreme heat, noise or vibration
- involves a risk of accidents which they are unlikely to recognise because of their immaturity, lack of experience or training or sufficient attention to safety

Young people **over** the minimum school leaving age can do this work *under special circumstances* if:

- the work is necessary for their training
- they are supervised by a competent person
- the risks have been reduced to the lowest possible level, so far as is reasonably practicable

Further information relating to risk assessments may be found in the following Health and Safety Executive publication:

*Young people at work: A guide for employers*

[www.hse.gov.uk/pubns/indg364.pdf](http://www.hse.gov.uk/pubns/indg364.pdf)

Young learners often have a very different perception of risk and they're more likely to take account of it if they see it as being of relevance to them.

The Working Group commissioned by the Scottish Executive that produced "Best Practice Guidelines for School/College Partnerships" recommended that "pupils should not be enrolled on programmes where risk assessment exercises for a particular course, specifically incorporating school pupils have not taken place."

<http://www.scotland.gov.uk/Publications/2005/05/10142924/29253>

When preparing a risk assessment for your vocational area it is important to consider

- The inexperience and immaturity of young learners
- Their lack of awareness of risks to their health and safety

- The fitting-out and layout of the work area and the location where they will be taught
- Whether they will be exposed to any physical, biological or chemical agents and if so, for how long and to what extent?
- What types of tools/equipment will they be using?
- What processes/activities will they be undertaking?
- Does the risk assessment take account of the needs of the young learner?
- Is there a robust system in place for supervising the young learner and monitoring their behaviour particularly with regard to their health and safety and that of others?
- Is there an effective induction/training programme relating to health and safety in place?
- Do other learners/members of staff demonstrate good safety behaviour?

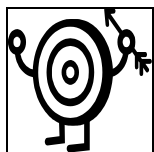


## Activity 22

**Find out who has responsibility for Risk Assessments in your area of the college.**

**What are your responsibilities when working with young learners?**

It is your responsibility to ensure that you are aware of all policies relating to safeguarding young learners within your college. The college Child Protection Policy should also refer to safeguarding your self when working with young learners. It is very important that you are familiar with it.

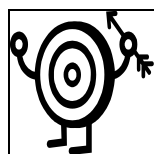


## Activity 23

**Complete the following activity and submit it to your tutor for feedback**

**What are the key factors that you should consider when you are planning lessons for young learners?**

**This activity will help you to formulate your answer to the summative assessment for this unit.**



## **Activity 23**

### **Answer**

The following list is not exhaustive

- What is the length of the lesson?
- What is the aim of the lesson?
- What are the lesson objectives?
- What are the main learning activities?
- How much time will be allocated to each activity?
- Are a variety of activities to maintain interest and promote motivation being used?
- Do the activities selected meet the needs of all the young learners?
- What resources do you need?
- What type of formal or informal formative assessment do you plan to have at the end of the lesson, to ensure that you have met your objectives?
- What contingency plans do you have?
- What room layout will be required?
- How will ICT be used?
- How will you ensure the health and safety of learners?

## Selecting and Adapting Assessments

Assessment instruments should be selected and/or adapted to take into account learners needs and the class, group, subject or unit being taught. It could be argued that assessment is the core of all activities defined as education, therefore an understanding of the importance of appropriate assessment strategies, the use of appropriate assessments to meet both the needs of the young learner, the subject taught and the institution are crucial.

### Why assess?

A diagram from the Learning and Teaching Scotland website focuses on the reasons for assessing.

[www.ltscotland.org.uk/assess/aiflschool/index.asp](http://www.ltscotland.org.uk/assess/aiflschool/index.asp)

The purpose of assessment defines the approach and also defines what evidence should be produced from the assessment activity.



### Activity 24

Read the document produced by the Organisation for Economic Co-operation and Development (OECD) on 'Formative Assessment: Improving Learning in Secondary Classrooms' 2005, found at the link below:

[www.oecd.org/dataoecd/19/31/35661078.pdf](http://www.oecd.org/dataoecd/19/31/35661078.pdf)

Choose an activity that you carry out in the classroom.

Consider how you currently assess understanding and engagement with the topic explored.

In this, how do you consider the individual young learner in terms of:

- their learning style?
- their experience of the subject?
- their experience of the issues?
- their ability to communicate ideas?
- their understanding/knowledge of vocabulary to understand what is being asked of them

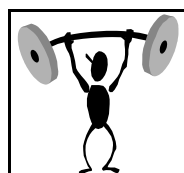
- **their understanding/knowledge of vocabulary to demonstrate their understanding**

**How do you take into consideration all the individuals in the class?**

**You may wish to discuss this with your tutor group/your tutor/or online discussion group.**

Often the approaches that we take to assessing the learning of groups are those that we have experienced ourselves, or are those that we as teachers perceive are the most easily managed and produce results.

As we have seen the experience that young learners have of learning is different in many cases from our own, therefore different approaches have to be considered.



### **Activity 25**

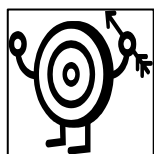
**Consider a piece of formative or summative assessment from your own teaching.**

- **How reliable, practical and valid is it for your young learners?**
- **Do the young learners have the appropriate vocabulary to respond? Do they have templates to assist in their response?**
- **Is the assessment structured and in a context that is relevant to the young learner and allows them to demonstrate their understanding rather than creating barriers to this?**

**How could you approach the assessment task differently?**

**As well as the approaches outlined in the OECD document consider using quizzes, crosswords, word searches, case studies, peer assessment, observation checklists or oral responses.**

**You may wish to discuss this with your tutor group/your tutor/or online discussion group.**



## Activity 26

*This activity is a formative assessment for Outcome 1. When you have completed it, your tutor will read it and suggest amendments if necessary. After amendment, you should add it to your portfolio as part of the summative assessment for this unit.*

- a) **Produce a learning, teaching and assessment plan for a minimum of 20 hours of learning to a group in which there are young learners. The unit/programme specification should be appended to the plan. The Learning, Teaching and Assessment Plan that is provided may have been designed for an existing programme.**
- b) **Produce a minimum of 4 detailed and consecutive lesson plans which should match up with appropriate sections of the Learning, Teaching and Assessment Plan and include:**
  - i) **the aims and objectives for the session and how objectives will be tested/assessed**
  - ii) **appropriate organisational details including the teaching methods to be used to facilitate learning and learning activities to be carried out by young learners**
  - iii) **resources required to support teaching, learning and assessment, including handouts or worksheets**
  - iv) **use of ICT to support learning, where appropriate**

**You may find the following template useful.**

## Lesson Plan

<b>Class</b>		<b>Unit</b>
<b>Room</b>		<b>Times</b>
<b>Date/Week No</b>		<b>No of learners</b>
<b>Lesson Topic</b>		
<b>Aim of Lesson</b>		
<b>Objectives</b>		
<b>Time</b>	<b>Activities</b>	<b>Resources Required</b>
<b>Preparation required</b>		
<b>Notes (<i>complete after lesson</i>)</b>		

**Name** .....

**Address** .....

.....

.....

**Tutor's Name** .....

**Complete the following assignment and submit it to your tutor for feedback.**

**Summative Assessment Task 1**

- a) Draw up a profile of a group you deliver to which includes young learners. It would be advisable to select the group you would like to use for your observed teaching session. In the profile give details of the following and explain how each of these factors can affect the young learner's ability to learn:

group size, gender mix, personal characteristics, learning needs, learning styles, previous knowledge and experience.

- b) Produce a Learning, Teaching and Assessment Plan for a minimum of 20 hours of learning to a group in which there are young learners. The unit/programme specification should be appended to the plan. The Learning, Teaching and Assessment Plan that is provided may have been designed for an existing programme.

- c) Produce a minimum of 4 detailed and consecutive lesson plans, which should match-up with appropriate sections of the Learning, Teaching and Assessment Plan and include:

- the aims and objectives for the session and how objectives will be tested/assessed.
- appropriate organisational details including the teaching methods to be used to facilitate learning and learning activities to be carried out by young learners.
- resources required to support teaching, learning and assessment, including handouts or worksheets.
- use of ICT to support learning, where appropriate.