Please note that this lesson plan is only five pages. All of the internet links to resources are included, however, due to the fragility of URLs, all of the linked resources are also included after the lesson plan.

|  |  |  |
| --- | --- | --- |
| **Teacher** |  |  |
| **Course** |  | GCSE English (Health and Social Care learners) |
| **Unit** |  | ‘Poverty’ |
| **Number of learners** |  | 20 |
| **Session title** |  | 1 of 6 – ‘Poverty, children, food banks and survival‘ |
| **Week number & date** |  |  |
| **Length of session** |  | 3 hrs  |

|  |  |  |
| --- | --- | --- |
| **Session’s broad aim/s** |  | To raise awareness of poverty in the UK and the role of food banks in saving lives.  |
| **Learning outcomes** |  | *Vocational learning outcomes* |
| **How will learners be different by the end of the session?** |  | V1 | By the end of the lesson, learners will:* explain in their own words, in both plan and draft form, how food banks work, the types of people who use them, and the reasons for their use.
 |
|  |  | *Expert/independent learning (English) outcomes* |
|  | E1  | By the end of the lesson, learners will:* develop good working relationships with their peers
 |
|  |  | E2 | * identify and interpret explicit and implicit information and ideas from different texts
 |
|  |  | E3 | * use correct grammar, spelling and punctuation
 |
|  |  | E4 | * research information effectively.
 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Specific challenge strategies** |  | *Learner name/s* |  |
| **Support and motivation strategies for those progressing slowly** |  |  |  |
|  |  |
|  |  |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Additional challenge for those progressing quickly** |  |  |  |
|  |  |
|  |  |
|  |  |  |  |

|  |  |  |
| --- | --- | --- |
| **Resources** |  | * Learner task sheet
* Selection of food items
* Food Group Cards and Food Group Labels (see appendix 1)
* Flip chart
* Post-it notes
* Audio file: ‘Food, Glorious Food’
* Individual target sheet
* PowerPoint slide with lesson aims and objectives
* One internet-connected computer each (or at least one per group of four
* Selection of magazines
 |

|  |  |  |
| --- | --- | --- |
| **Session review notes** |  | *[To be completed at the end of the lesson.]* |

|  |  |  |
| --- | --- | --- |
| **Time** | **Content** | **Resources, link to objectives and assessment strategy** |
| Setupbefore lesson | Tables and chairs are set out so that learners can work in separate groups of four. On the table in front of each chair is a Learner Task Sheet. A selection of food items is stacked on a centre table, representing a week’s worth of shopping. This may be empty cans and packets and/or photographs if new items are not available.A pile of Food Group Cards is spread randomly on a table at the entrance of the classroom. A Food Group Label is placed on each desk.Key words for the session are displayed (for instance, on a flipchart):* Food bank
* Donations
* Crisis
* Poverty
* Budget
* Balanced diet.

Post-it notes with the numbers 1 to 7 are placed on a flip chart or other suitable location for the ‘Discovery’ exercise. The song ‘Food, Glorious Food’ is playing as learners arrive. | Learner task sheetSelection of food itemsFood Group CardsFood Group Labels Flip chartPost-it notesAudio file: ‘Food, Glorious Food’ |
| 0:0010m | Curiosity opening *[No initial statement of session aims and objectives.]*As learners arrive, they are asked to move around the food table to look at, pick up and examine all of the food items. Learners are now asked to use their Food Group Cards to work out at which table they should sit.  | E1Seating activity |
| 0:105m | *Optional extra.*Learners are be given individual targets based on their BKSB diagnostic results and ask to complete a simple self assessment against the targets they’ve been given and have the opportunity to ask any clarification questions if required.  | Individual target sheet |
| 0:155m | DiscoveryPost-it exercise. Write on a post-it note the number of days you think it would take one person to eat all of this. Place your post-it note under the numbers on the flip chart (or wherever these are displayed.)*Ans: This represents a typical weekly shop for an average person.*  | Post-it notes |
| 0:2025m | On your Learner Task Sheet, answer this question:* Qu: How much do you think all of this food would cost?
* Qu: If you only had half that amount, what would you leave out and why?

Write your reasoning as clearly as you can, and refer to the five food groups listed on your task sheet. So, having completed these first few questions, what do you think today’s lesson is about?*Take answers.* *Reveal objectives.** To be able to take in information from a variety of sources and use it to write a magazine article about how to stop people dying from poverty.
* To develop your grammar, spelling and punctuation skills.
* To improve your research skills, and
* To work effectively with others.
 | Learner Task SheetV1 & E3Q&A, writingPowerPoint slide |
| 0:4540m | Development task 2On your Learner Task Sheet, you will find links to three texts and one video relating to poverty and its impact on family meal times. Your task is to determine and note down the key communication messages being presented in the texts and video. Complete this research phase by assigning specific tasks to individual team members, then work together to establish a comprehensive set of bullet points that capture all of the key messages about poverty and food banks.  | Internet-connected computersLearner Task SheetE2, E3, E4Writing, observation and individual coaching  |
| Text 1: *Food for thought - a poem by a foodbank client**>* [www.trusselltrust.org](http://www.trusselltrust.org) > Hover over tab: ‘What we do’> Click: ‘Latest news and press’> Scroll down to: *Food for thought - a poem by a foodbank client*  | *If the link to the article has been changed or removed, a back-up copy can be found at the end of this plan.* |
| Text 2: ‘Rickets returns as poor families find healthy diets unaffordable’> <http://www.theguardian.com/society/2014/aug/30/child-poverty-link-malnutrition-rickets> | *If the link to the article has been changed or removed, a back-up copy can be found at the end of this plan.* |
| Text 3: ‘Foodbank use linked to poverty – official report’ > <http://www.poverty.ac.uk/editorial/foodbank-use-linked-poverty-%E2%80%93-official-report> | *If the link to the article has been changed or removed, a back-up copy can be found at the end of this plan.* |
| Video 1: ‘Benefits failures fuel food bank demand, says Oxfam Cymru’> <http://www.bbc.co.uk/news/uk-wales-22713499> (5’37”)When listening to the video interview with Oxfam Cymru, you may wish to pause the interview after each key communication message to help you note down clearly each point being made.  |  |
| PlenaryLearners present their findings to the rest of the group. In advance of the presentations, the tutor asks all learners to assess the quality of the points being made and effectiveness of the way the messages were communicated to the group. All learners should write at least one positive and one helpful development point.  |  |
| 1:2515m | Break |  |
| 1:4030m | Development task 3Task 3 is to produce an engaging and informative magazine article entitled: **‘Poverty, children, food banks and survival’**Your article will be split into four sections and each team member will be responsible for writing one complete section. Begin by examining all of the information you have collected so far then placing each bullet point and piece of information under four headings. These may well vary, depending on how you wish to structure your article, but an example might be:* **Opening**: setting the scene, making the reader curious and asking the big questions, such as: ‘Why do so many school children fail in school simply because they’re too hungry to concentrate?’
* **Development**: the causes of poverty and the decisions parents have to make to keep their family alive. What type of people fall into poverty?
* **Solutions**: how parents cope with poverty and the support that is available to help them. How do food banks work?
* **Conclusion**: a summary of the causes, the most effective support strategies, and most importantly how to prevent the symptom of poverty in the first place.

These sections are intended as a guide only, and the number of headings/roles may need to be adjusted depending on the number of people in your team.Finally, before you begin your article, decide which magazine you intend to write for. You may be surprised at how much your ideas change as you consider different magazine audiences. For instance, consider the following:* Take a break (life stories)
* Men’s Health
* Nursery world (factual)
* Mother and baby (support, information and guidance)
* Top sante (looking after your body- eating on a budget)
* Good Housekeeping
 | E2, V1Writing, teacher observation, coaching (where required)E1Working in teamsSelection of magazines  |
| 2:1030m | Development task 4Once all first drafts are complete, exchange them with another member of your team. Each team member should then read their colleague’s work carefully and annotate any points that are not clear, and/or any spelling, grammar or punctuation that is not accurate. Use a different coloured pen so that the annotations are clearly visible. All journalists and authors draft and re-draft their text; this is an important part of the writing process, so do not feel disappointed if alterations need to be made. It is also far easier to proof read other people’s work than your own. The annotated copies should be returned to the author and retained. Re-draft the piece to resolve the identified issues and collate the separate sections into a finished article. Re-read the whole article, again annotating any duplications or errors as appropriate. Work together to resolve the errors and print your finished copy. Every learner will need to submit the following documents for formal assessment:* His/her individual Learner Task Sheet showing:
	+ task 1 – own writing
	+ task 2 – own bullet points
	+ task 2 – collated bullet points from the group
	+ task 3 – own section of the magazine article
	+ task 3 – your annotation of a peer’s work
	+ task 3 – your re-drafted section
	+ task 4 – the finished magazine article.
 | V1, E3 Peer assessment, editing, teacher observation, coaching (where required)E1Working in teams Tutor assessment. As the work progresses, the tutor may work with individuals and begin the process of completing the ‘tutor feedback’ section on the back of the ‘Individual target sheets’. This may need to be completed outside of the lesson.  |
| 2:4010m | PlenaryAsk learners to summarise what they have learnt on their individual target sheet. Each learner must then tell the group at least one new thing they have learnt. | Individual target sheetSelf assessment |
| 2:5010m | Learning development outside of the classroomAsk learners: how would you feel if you had to use a food bank?who do you think uses food banks where you live?where do you think your local food banks get their food from?Following the Q&A, set out the LBL task (Learning Between Lessons).Learners are to research the food banks available in their area.* How many are there?
* Where are they?
* How many people do they serve each week?
* From whom do the food banks acquire their food?

Tell learners that in the next lesson they will experience food banks for themselves. As part of this experience, they are to bring along one item of food to donate if they are able.   | Higher order questions (hypothesis) E4Written research |
| Finally, what key messages can you determine from the ‘Food-bank Statistics with Regional Breakdown’? * Which area has the highest adult and child usage and which has the lowest?
* Look at the total column. What is the difference between the highest and lowest areas? This is the ‘range’.
* Look at the children column. What is the average? This is the ‘mean’.
* Look at the adult column. Which number is in the middle of the data? This is the median.
* What is the definition of the ‘mode’ figure and why would it be difficult to say what the mode is in this table of figures?
 |  |
| 3:00 | **Finish** |  |

# Appendix 1

## Food Group randomised seating strategy

## Instructions

* Print the Food Group Cards and cut into 16 separate cards.
* Print the Food Group Labels and cut into five separate labels.
* Place one Food Group Label on each desk.
* Randomly arrange the Food Group Cards on a table next to the entrance to the room.
* As learners arrive, ask them to take one card each, but do not say why.
* At the appointed time, ask learners to sit in their Food Group Categories. Do not tell them to which category they belong; allow them to find their category through discussion with their peers. If any learners are experiencing particular difficulties, use coaching questions to help them find their group.
* If your group has less than 20 learners, then either reduce the number of categories or the number of items in each category.
* If your group has more than 20 learners, then increase the number of items in each category.

This randomised seating strategy can be used with any two-tier taxonomy. For instance:

Dogs Tier 1: **Terriers** **Retrievers**

 Tier 2: West Island White Labrador

 Yorkshire terrier Golden retriever

Cars Tier 1: **People carriers** **Sports**

 Tier 2: Ford Galaxy Aston Martin DB9

 Citroen Picasso Audi R8

It is important to randomise classroom seating very often to build multi-social relationships throughout your group, to avoid the development of cliques and loners. Using the ‘Randomised seating strategy’ means learners learn from the conversations they need to find their group colleagues, have fun as it feels like a game, and do not feel that they are simply being split up from their friends.

* **(Tier 1) Fruit and vegetables**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| (Tier 2)  | Spring onion | Banana | Orange | Carrot |

* **(Tier 1) Meat, fish, eggs, beans (non-dairy sources of protein)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| (Tier 2) | Chicken | Cod | Egg | Lentil |

* **(Tier 1) Bread, rice, potatoes, pasta (starchy foods)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| (Tier 2) | Weetabix | King Edward | Basmati | Spaghetti |

* **(Tier 1) Milk and dairy foods**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| (Tier 2) | Semi-skimmed milk | Gorgonzola  | Yoghurt | Soya drink |

* **(Tier 1) Foods and drinks high in fat and/or sugar**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| (Tier 2) | Cola | Chocolate | Butter | Biscuits |

## Food Group labels

Print the following two pages and cut into separate Food Group Labels.

|  |
| --- |
| **Fruit and vegetables** |
| **Meat, fish, eggs, beans** **(non-dairy sources of protein)** |
| **Bread, rice, potatoes, pasta****(starchy foods)** |
| **Milk and dairy foods** |
| **Foods and drinks high in** **fat and/or sugar** |

## Food Group Cards

Print this page and cut into 16 separate Food Group Cards.

|  |  |  |
| --- | --- | --- |
| Spring onion | Banana | Orange |
| Carrot | Chicken | Cod |
| Egg | Lentil | Weetabix |
| King Edward | Basmati | Spaghetti |
| Semi-skimmed milk | Gorgonzola | Yoghurt |
| Soya drink | Cola | Chocolate |
| Butter | Biscuits |  |

Learner Task Sheet

Name Date

# Task 1

## Complete the questions and display in a creative way

How much do you think the food on display would cost?

If you only had half of the money needed to buy everything on display, what would you leave out and why? You may wish to consider the five food categories below in your answer:

* Fruit and vegetables
* Meat, fish, eggs, beans (non-dairy sources of protein)
* Bread, rice, potatoes, pasta (starchy foods)
* Milk and dairy foods
* Foods and drinks high in fat and/or sugar

# Task 2

## Read, watch and listen to the information about food banks.

On your Learner Task Sheet, you will find links to three texts and one video relating to poverty and its impact on family meal times. Your task is to determine and note down the key communication messages being presented in the texts and video.

Text 1: *Food for thought - a poem by a foodbank client*

*>* [www.trusselltrust.org](http://www.trusselltrust.org)

> Hover over tab: ‘What we do’

> Click: ‘Latest news and press’

> Scroll down to: *Food for thought - a poem by a foodbank client*

Text 2: ‘Rickets returns as poor families find healthy diets unaffordable’

> <http://www.theguardian.com/society/2014/aug/30/child-poverty-link-malnutrition-rickets>

Text 3: ‘Foodbank use linked to poverty – official report’

> <http://www.poverty.ac.uk/editorial/foodbank-use-linked-poverty-%E2%80%93-official-report>

Video 1: ‘Benefits failures fuel food bank demand, says Oxfam Cymru’

> <http://www.bbc.co.uk/news/uk-wales-22713499> (5’37”)

When listening to the video interview with Oxfam Cymru, you may wish to pause the interview after each key communication point to help you note down clearly each point being made.

Complete this research phase by assigning specific tasks to individual team members, then work together to establish a comprehensive set of bullet points the capture all of the points about poverty and food banks.

# Task 3

Magazine article: ‘Poverty, food banks, and how to stay alive’

Task 3 is to produce an engaging and informative magazine article entitled: ‘Poverty, food banks, and how to stay alive’.

Your article will be split into four sections and each team member will be responsible for writing one complete section.

Begin by examining all of the information you have collected so far then placing each bullet point and piece of information under four headings. These may well vary, depending on how you wish to structure your article, but an example might be:

* **Opening**: setting the scene, making the reader curious and asking the big questions, such as: ‘Why do so many school children fail in school simply because they’re too hungry to concentrate?’
* **Development**: the causes of poverty and the decisions parents have to make to keep their family alive.
* **Solutions**: how parents cope with poverty and the support that is available to help them.
* **Conclusion**: a summary of the causes, the most effective support strategies, and most importantly how to prevent the symptom of poverty in the first place.

These sections are intended as a guide only, and the number of headings/roles may need to be adjusted depending on the number of people in your team.

Finally, before you begin your article, decide which magazine you intend to write for. You may be surprised at how much your ideas change as you consider different magazine audiences. For instance, consider the following:

* Gardeners’ World
* Hello!
* GQ
* Men’s Health
* Cosmopolitan
* Good Housekeeping
* Good Food

# Task 4

Once all first drafts are complete, exchange them with another member of your team. Each team member should then read their colleague’s work carefully and annotate any points that are not clear, and/or any spelling, grammar or punctuation that is not accurate. Use a different coloured pen so that the annotations are clearly visible.

All journalists and authors draft and re-draft their text; this is an important part of the writing process, so do not feel disappointed if alterations need to be made. It is also far easier to proof read other people’s work rather than your own.

The annotated copies should be returned to the author and retained. Re-draft the piece to resolve the identified issues and collate the separate sections into a finished article.

Re-read the whole article, again annotating any duplications or errors as appropriate. Work together to resolve the errors and print your finished copy.

# Learning outside of the classroom

* How many food banks are there in your local area?
* Where are they?
* How many people do they serve each week?
* From whom do the food banks acquire their food?

In the next session, we will be visiting a food bank. If you can, **please bring along one item of food to donate**.

Finally, what key messages can you determine from the ‘Food-bank Statistics with Regional Breakdown’ data sheet?

* Which area has the highest adult and child usage and which has the lowest?
* Look at the total column. What is the difference between the highest and lowest areas? This is the ‘range’.
* Look at the children column. What is the average? This is the ‘mean’.
* Look at the adult column. Which number is in the middle of the data set? This is the median.

What is the definition of the ‘mode’ figure and why would it be difficult to say what the mode is in this table of figures?

# Food-bank Statistics with Regional Breakdown

1st April 2013 - 31st March 2014

***1st April*2013**

***31st March*2014**



|  |  |  |  |
| --- | --- | --- | --- |
|  REGION | ADULTS | CHILDREN | TOTAL |
| Scotland | 49,041 | 22,387 | 71,428 |
| Wales | 51,148 | 27,901 | 79,049 |
| Northern Ireland | 6,473 | 5,224 | 11,697 |
| North East | 36,273 | 22,873 | 59,146 |
| North West | 87,561 | 51,083 | 138,644 |
| Yorkshire & Humberside | 25,167 | 12,236 | 37,403 |
| West Midlands | 58,036 | 35,425 | 93,461 |
| East Midlands | 24,039 | 13,717 | 37,756 |
| East | 59,827 | 31,593 | 91,420 |
| London | 58,315 | 37,324 | 95,639 |
| South West | 68,958 | 36,563 | 105,521 |
| South East | 58,095 | 33,879 | 91,974 |
| TOTAL | 582,933 | 330,205 | 913,138 |

# **Individual target sheet**: Learner development and achievement

|  |
| --- |
| **Session Aim**  |
| Name: | Date:  | Session Time: |
| Objective 1: For instance: to read a variety of texts and be able to summarise the key communication messages. (task 2) |
| Claire – what are these two boxes for please? |  |
| Before I complete the task. | I don’t know how to do this. | I’m unsure of this. | I’m not too bad at this. | I can do this. |
| After I have completed the task. | I don’t know how to do this | I’m unsure of this. | I’m not too bad at this. | I can do this. |
| I have learnt…  |
| Objective 2: For instance: To show through the writing of a magazine article that you can use speech marks correctly. (task 3) |
|  |  |
| Before I complete the task. | I don’t know how to do this. | I’m unsure of this. | I’m not too bad at this. | I can do this. |
| After I have completed the task | I don’t know how to do this | I’m unsure of this. | I’m not too bad at this. | I can do this. |
| I have learnt… |
| Objective 3: For instance: To use reading skills to self assess and edit the final copy of your magazine article. (task 4) |
|  |  |
| Before I complete the task. | I don’t know how to do this. | I’m unsure of this. | I’m not too bad at this. | I can do this. |
| After I have completed the task | I don’t know how to do this | I’m unsure of this. | I’m not too bad at this. | I can do this. |
| I have learnt… |

# Tutor feedback

Learner signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Tutor Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Development task 2 – Text resource 1

*>* [www.trusselltrust.org](http://www.trusselltrust.org)

> Hover over tab: ‘What we do’

> Click: ‘Latest news and press’

> Scroll down to: *Food for thought - a poem by a foodbank client*

## Food for thought

A poem by a foodbank client

I know what it's like to use the same teabag twice
To cut the mould from the bread, to rescue a slice
I didn’t ever think I would be in such a mess
While working full-time for a living, while suffering from illness and stress

I choose to work to pay my own way
But have no spare money at the end of the day
The cupboards and fridge are empty what else can I do?
Throwing my three elderly pets on the street?- It just wouldn’t do.

I don't have a partner for support, the children have grown and left home
No luxuries do I have that I can call my own
I do not have a plasma screen TV
No tumble drier here for me
No plush leather sofa or latest mobile phone, no holiday do I take or house do I own

So swallow my pride I know I must do
So I visited the foodbank who welcomed me within
As I wiped the tears from my face rolling down my chin,
Foodbank volunteers greeted me with a smile, sat me down with a cup of tea

I began to chat and told of my dismay
At finding myself at the foodbank today
Not a penny in my purse that I could offer to pay
“What more could I say?”
“It’s alright”, the lady said as I was handed a tissue
Don’t look at being here as such an issue
So privileged and grateful I felt as I was provided with food- as if heaven sent

To have food on the table this cold winter’s day
Is very much appreciated I’m humbled to say
Foodbank, I thank you for helping me today

# Development task 2 – Text resource 2

> <http://www.theguardian.com/society/2014/aug/30/child-poverty-link-malnutrition-rickets>

## ‘Rickets returns as poor families find healthy diets unaffordable’

Tracy McVeigh

The Observer, Saturday 30 August 2014 21.00 BST

# Development task 2 – Text resource 3

> <http://www.poverty.ac.uk/editorial/foodbank-use-linked-poverty-%E2%80%93-official-report>

## Foodbank use linked to poverty – official report

Low incomes, unemployment and benefit delays have combined to trigger increased demand for foodbanks among the UK's poorest families, according to an independent report commissioned by the government.

The report, by researchers at Warwick University and the Food Ethics Council, directly contradicts the claim by a coalition government minister that the rise in foodbank use is due to the fact that there are now more of them.

**Key findings**

* There is growing demand for help to meet food needs. Crises in household income, such as loss of a job or problems with social security benefits, are often underpinned by on-going problems of low income, rising food and other costs, and increasing indebtedness.
* This growing demand may have contributed to more food aid being provided, through existing and new structures. There is no evidence to support the idea that increased food aid provision is driving demand.
* Many 'food insecure' households struggle to manage food needs, and adopt a range of tactics to avoid having to ask for help. Seeking food aid is usually a strategy of last resort.
* Many such households do not use food aid for a variety of reasons, including access, awareness and stigma. International research findings on household behaviour under financial pressure are a useful contribution to understanding this problem in the UK.
* Food aid provision is vulnerable to not being able to meet existing or rising demand. It is dependent on donations and volunteers, which may not be sufficient to meet rising need. There is a risk that the organisational effort involved makes it harder to focus on developing long-term solutions to household food insecurity.

One of the report authors, Elizabeth Dowler from the University of Warwick, said: 'We are delighted our report has been published [the report was submitted to ministers in June last year]. We urge the government to learn from it and from those living in harsh circumstances, and to find creative, fair ways to enable all in this rich country to have enough money to be able to eat healthily. This work is urgent'.

**Source**: Hannah Lambie-Mumford, Daniel Crossley, Eric Jensen, Monae Verbeke and Elizabeth Dowler,*Household Food Security in the UK: A Review of Food Aid*, Department for Environment, Food and Rural Affairs

## Planning assumptions

|  |  |
| --- | --- |
| Every learner should journey from **A to B** within the lesson. | * Plan challenging ‘B’s for every learner.
 |
| The majority of questions asked of learners in lessons are at Bloom’s taxonomy levels 1 and 2 – 1: Knowledge and 2: Comprehension. | * Plan **questions at the higher levels** for more able learners:

 3 – Application, 4 – Analysis, 5 – Synthesis, 6 – Evaluation. |
| Feedback builds dependency; **coaching builds independence**. | * Resist the temptation to feedback your ideas straight away. Use your subject expertise to guide your coaching questions.
* Do not just ask questions and move on if an answer is incorrect or no ideas are forthcoming. **Coach the learner** to build confidence and understanding.
 |
| Build strong **relationships** throughout the group. | * Do not allow regular seating patterns to become established. Find inventive ways to **change seating arrangements regularly**.
* Develop learners’ ability to **articulate their views** in public.
 |

## Independent learning

|  |  |
| --- | --- |
| Make learners **curious**. | * Plan ‘**Meerkat Moments**’ at the start and throughout the session.
* At the end of the session, make learners so curious that they invest time in **learning between lessons**.
 |
| Give learners the tools to support learning **between lessons**. | * Make the learning personal and **relevant** to the learners.
* Ensure learners have **access** to physical and virtual resources between lessons.
* Develop learners’ **problem-solving** and research skills.
* Develop learners’ ability to **evaluate** their own and others’ work, verbally and in writing.
* Build **peer-support** networks.
 |

## Equality and diversity

|  |  |
| --- | --- |
| **All** learners should succeed. | * In the lesson and over time.
* **Identify barriers** to learning and attempt to resolve them this week.
 |
| Create an environment in which it is safe for learners to **take risks** and go beyond their comfort zone. | * Never use sarcasm – even in fun.
* Never allow others to be sarcastic.
* **Rev learners up** for learning at the beginning of the lesson before challenging them to ‘go beyond’ expectations.
 |
| Plan opportunities to include **wider equality and diversity topics**. | * Providing all learners with an **equal opportunity to succeed**.
* **Celebrate difference** and the value it can add to a group.
* **Tackle discrimination**, harassment, stereotyping and bullying (in person or virtual).
 |