Workshop Training Manual

Module 2 – Active Learning

Tab 2: What is Active Learning, Active Learning Strategies & Brain Breaks

Resources needed:

- Notepad/paper for personal notetaking
- Paper
- Markers
- Board at the front with chalk/markers (if possible but not critical)
- Real fruit (or other tangible item for activity 6)

This module is intended to be run as a workshop for a group of participants. The labels in green highlight when an active learning strategy has been used to teach the content. Leaders running this workshop are encouraged to point out how strategies have been used to demonstrate the ease of incorporating active learning into lesson planning. Leaders may choose activities to include/exclude from the workshop depending on time available for teaching.

1. Read through the section 1 of this tab and then turn and talk with your partner to reflect on what you think the main point of these paragraphs are. Individuals can share with the group and write down common answers on the board at the front. (This is brainstorming as a group.)

2. Read through section 2. In groups and using the outline of a body template, draw something to represent the head, heart and hands on their body (e.g. a brain, love heart, holding something, etc.). Each group can then represent what they think each of the 3 aspects refer to and discuss how they can cater to each within their classrooms. (Visual representation.)

3. Conduct a think/pair/share to the question: ***What is an example of how Jesus fostered community, how He catered to the needs of His audience and/or how He was contextually relevant?***

4. Allow time for participants to internally think/write in their notepads about what has been discussed. Prompt with the questions: **How does this make you consider how you teach? Just as Jesus did, how can we think about who we are, what we are teaching and who we are teaching?**

5. Read section 4 and consider the Learning Theory Pyramid. Allow participants a few moments to personally reflect on the image (hand out printed copies as visual aids). Prompt participants to consider how their classroom practice is currently.

   Brain break – Encourage participants stand up and stretch, reaching hands to sky, hands to toes and rolling shoulders back and forth before sitting back down. (Direct participants to explore other options for brain breaks in the Brain Breaks tab)

6. **From Passive Learners to Active Participants - Practical activity**

With participants in groups or partners, hand each an object (for example, a real piece of fruit)

Ask them to:

- Observe it.
- Touch it.
- Describe it.
- Predict something about it.
- Discuss what they're thinking with a partner/group.
- Consider about how they could teach it to children.

Then ask them to share with the wider group their responses to this question: ***What is different about learning from a real object compared with looking at a picture of one?***

*This activity uses manipulatives, visual aids, group work and brainstorming.

7. Conduct a total body response activity (TBR): play a game where participants are required to determine if the activity/teaching practice described caters for passive learning or active learning by moving to side of the room respectively (Left is active, Right is passive).

Ask the following questions and ask participants to move in between each one (discuss the correct answer as the game progresses)

- Group work to draw different responses to a story read *(answer: active)*
- Using stones as counters to practice multiplication questions *(answer: active)*
- Copying text from the blackboard *(answer: passive)*
- Reading a textbook page independently *(answer: passive)*
- Reading a textbook page independently and then having a partner discussion about it *(answer: active)*
- Presenting to the class about what you've learning about lakes and rivers around the world. *(answer: active)*
- Watching the teacher cut up fruit at the front of the room to learn what fractions are. *(answer: passive)*

8. To finish the workshop, allow some time for participants to personally reflect on what they think active learning is in their notepad. They may want to write a statement sentence describing the difference between active and passive learning is and consider which type of learning think will provide longer lasting knowledge.