

Activity



1 Emma, English student. Great at making friends can be chatty and disruptive in class.	2 Ali, Pashto-speaking Afghan student, started 3 months ago. Limited English, gets upset quickly.	3 Ayesha, Dari-speaking Afghan student, started last month. Strong English but very shy around other students.	4 Annabelle, English student with dyslexia. Excellent at Maths, struggles with English.
5 Daniela, Ukrainian student. Very confident and friendly. Loves art. Struggles with writing tasks. Limited English.	6 Josh, English student. Struggles with Maths and Science but excellent story writer. Quiet and shy.	7 Ahmed, Syrian student, started last year. Still learning English. Excels in Maths, Art and PE. Very sociable in class.	8 Mohamad, British-Pakistani student, learning Arabic at local mosque. Speaks Pashto at home.
9 Marwi, Dari-speaking Afghan student. Limited English, cannot read yet. Friendly and outgoing.	10 Kai, English student. Very confident in the class. Middle ability across subjects. Friendly and kind. Very outgoing.	11 Adam, British-Egyptian student. Speaks Arabic fluently at home, equally strong English. High grades across all subjects.	12 Noah, English student with autism. Succeeds in a calm, predictable environment. Enjoys team tasks.

Use this resource with your colleagues to discuss how seating plan changes can support new students. It's useful to map out existing cultures, commonalities and languages in your class to ensure the new student is supported by their peers. E.g. if one of your students speaks Urdu (Pakistan), the alphabet is almost the same as the Pashto, Arabic and Dari alphabet so they could help support a new child with reading.

Seating Plan

Rearrange the seating plan to provide support and challenge to each pupil. There is no right answer.

This activity aims to get you thinking about the resources and abilities children bring into the classroom and how they can work effectively together to help each other succeed.

1 Child's name: _____ Rationale: _____ _____ _____ _____	2 Child's name: _____ Rationale: _____ _____ _____ _____	3 Child's name: _____ Rationale: _____ _____ _____ _____	4 Child's name: _____ Rationale: _____ _____ _____ _____
5 Child's name: _____ Rationale: _____ _____ _____ _____	6 Child's name: _____ Rationale: _____ _____ _____ _____	7 Child's name: _____ Rationale: _____ _____ _____ _____	8 Child's name: _____ Rationale: _____ _____ _____ _____
9 Child's name: _____ Rationale: _____ _____ _____ _____	10 Child's name: _____ Rationale: _____ _____ _____ _____	11 Child's name: _____ Rationale: _____ _____ _____ _____	12 Child's name: _____ Rationale: _____ _____ _____ _____

Take a moment to think of your own students and how they can provide language, behavioural and learning support to each other in your lessons.