

Active learning and teaching for Africa (2)

Inclusive teaching – Quiz 2.20

Activity 2.20 Reviewing your learning Quiz

1. Which of the following is the best explanation for the term ‘inclusive education’?
 - a. Inclusive education is the responsibility of specially trained teachers who will plan and deliver lessons for children with physical disabilities.
 - b. Inclusive education is the responsibility of all teachers in a school.
 - c. Inclusive education requires teachers to work together. It is the responsibility of all teachers to try and include everyone, but to do this they will need the support of their colleagues and in some cases, specialist services or equipment.

2. Choose the best response to complete the following sentence: The Zambian Revised School Curriculum is designed to
 - a. Teach children the knowledge they require to pass their exams
 - b. Teach children skills and values that will help them to become responsible, productive and engaged citizens of Zambia.
 - c. Help children develop their creativity and problem-solving skills
 - d. All of the above

For each of the following select ‘true’ (T) or ‘false’ (F)

3. Inclusive education is the responsibility of all teachers, not just those who are trained to support children with special needs.
4. To help a blind child learn, you need access to braille books.
5. Using stories and games is motivating for learners, even in grades 6 and 7.
6. If group work is taking place in a classroom then the lesson must be ‘learner-centred’.
7. Learner-centred education is not possible with large classes.
8. A good lesson will contain a number of linked classroom activities.

For each of the following, match the description to the correct teaching approach from the six you have worked on: questioning, pair work, using local resources, group work, roleplay, involving all.

Description	Teaching approach
9. Martha’s Grade 3 class were learning about ceremonies. She chose six children to act out the roles in a wedding. She briefed them and the children practised at break time. They acted out the wedding to the class and then each child explained their role to the class.	
10. James set his class some addition sums and asked them to work with their neighbour to answer them. Each pair had to produce one set of answers.	

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11. Florence organised her class into groups of five. Each group had to think of three advantages and three disadvantages of living in a city compared to living in a village. Then she collected one idea from each group in turn until all the ideas were written on the chalkboard.	
12. Over time, Grace collected old food packets, boxes and tins. She stored them in a large cardboard box. When she had enough, she set up pretend shops around the classroom and used them for children to practise addition and subtraction.	
13. After the TGM, Rebecca made a big effort to notice individual children in her class and to praise them when they did well to raise their confidence. She also tried to be more flexible and change an activity which was not working as she expected.	
14. During a TGM David and Peter, planned a set of questions to ask in their Grade 5 lesson on soil and fertilisers. Their list included higher order, open questions and short closed questions.	