

## **Effective Practice, Effective Learning**

SAGE created a series of short films scripted and created by educators for educators across a range of community-based settings. You can watch the films to learn more about how community-based education settings can incorporate good practice into teaching and learning experiences.

Each film is supported by a Learning Card. The learning card offers tips and examples of how to embed similar practices into your own practice within your own educational setting. You can use the films in different ways. You can watch them and improve your own practice, or you can use them as a prompt for discussion with other educators as part of a wider professional development programme.

There are eight separate films. A summary of each film is shared below:

### **The power of numeracy and literacy to improve livelihoods**

This film explores the ways in which literacy and numeracy skills can be used to support learners in their small businesses.

### **Using local resources in numeracy**

This film focuses on using local resources for numeracy and the benefits of learners handling resources. It also explores the power of songs for learning.

### **Teaching resources for numeracy**

This film looks at the use of a range of learning resources and the role of the educator in supporting learners working with the resources.

### **Differentiation: Responding to learner needs**

This film looks at the needs of individual learners and the ways in which community-based settings can respond to these diverse requirements.

### **Differentiation: Strategies for supporting low attainers**

This film explores strategies that can be used to support individual learners and how the skills that learners gain through SAGE can help them with running a small business.

### **Differentiation: Teaching addition to learners in an inclusive class**

The focus of this film is on teaching an aspect of numeracy to a diverse group of learners, ensuring that all are engaged through the use of a range of learning resources.

### **Girl empowerment through education: one young mother's story**

This film focuses on a particular young woman's life story and the way education has empowered her. It also looks at the use of visual resources for learning, and how to manage groupwork.

### **Recruitment and retention of learners**

The focus of this film is on working with local leaders and communities.



# LEARNING CARD: USING LOCAL RESOURCES IN NUMERACY



## Pause and Reflect:

### QUESTION 1:

#### USING SONGS

Why is it a good idea to use songs as part of teaching & learning?

## Pause and Reflect:

### QUESTION 2:

#### LOCAL RESOURCES

What are the advantages of giving learners local resources to handle?

When showing this film, pause at the Pause & Reflect (P&R) questions & encourage the participants to respond to the question. The film focuses on using local resources.

P&R 1: Using songs: Ask CEs to demonstrate songs they have used in their teaching – different CEs will know different songs & sharing them is a powerful learning tool. It's also fun and can relax the group.

P&R 2: Explore CEs ideas around using local resources. You could put CEs in small groups of 3 or 4 and ask them to come up with some ideas where they have used or could use local resources. For example one group could focus on addition and subtraction, another on multiplication and division.

Finally, ask participants to look at what the CE is doing throughout the video. You want to elicit verbs such as being active, monitoring, assessing, assisting & explaining.

## Pause and Reflect:

### RESPONSE 1:

#### USING SONGS

It energises learners, involves everyone, gestures can help learning.

## Pause and Reflect:

### RESPONSE:

#### LOCAL RESOURCES

Manipulating resources helps with understanding abstract concepts; learners can see result of adding, subtracting etc.





# LEARNING CARD : THE POWER OF NUMERACY AND LITERACY TO IMPROVE LIVELIHOODS



## Pause and Reflect:

### QUESTION 1:

Can you give examples of numeracy skills that would be useful for a young woman running a market business?

## Pause and Reflect:

### QUESTION 2:

How would you teach the literacy skills needed to run a small business?

When showing this film, pause at the Pause & Reflect (P&R) questions & encourage the participants to respond to the question. This film focuses on the way in which a knowledge of numeracy and literacy can improve young women's lives.

P&R 1: Focusing on numeracy, ask CEs to think about specific skills that are necessary when handling money & goods. Think about the vendor buying the products and then selling them to the public. Use roleplay with the CEs to highlight how numeracy skills can help avoid being cheated by wholesalers and customers. You could set up a scenario where a customer offers the wrong amount believing that the seller will not realise; another roleplay could be between a wholesaler demanding more money and the business owner querying the amount. Follow up by analysing as a group which skills are key.

P&R 2: Begin by eliciting the responses below, but then explore in more detail how the CEs would actually teach these skills. You could put them in small groups of 3 or 4 and ask them to plan a learning session. For example these could include writing the names of fruit and vegetables or putting names in alphabetical order. The aim of this activity is to come up with examples of how to teach the literacy skills identified.

To end this session, ask the CEs to explore ways of gathering stories from their own learners which demonstrate how the young women are able to use the numeracy and literacy skills they have acquired in their lives beyond the hubs.

## Pause and Reflect:

### RESPONSE 1:

Addition/subtraction/multiplication/division –all essential skills to run a sales business.

## Pause and Reflect:

### RESPONSE 2:

The ability to write out people's names, list of produce and amount paid/owed are all needed.





# LEARNING CARD : GIRL EMPOWERMENT THROUGH EDUCATION: ONE YOUNG MOTHER'S STORY



## Pause and Reflect:

### QUESTION 1:

You can see many visual resources in this hub. Why is that important for learning? What visual resources do you have in your hub?

## Pause and Reflect:

### QUESTION 2:

What is the role of the community educator when the learners are working in groups?

When showing this film, pause at the Pause & Reflect (P&R) questions & encourage the participants to respond to the question. This film focuses on a particular young woman's life story and the way education has empowered her.

P&R 1: Begin by brainstorming the kinds of visual resources that can be seen in the video, and then asking them to add any other examples that they have in their own hubs. If you pause at 1:10 you can see a clear image of the hub with various visuals on the walls and hanging from the ceiling. Explore different types of visual resources and how each kind of resource can assist in the learning process. Elicit some concrete examples of how the CEs use visual resources in their lessons. This kind of sharing and reflecting can be very helpful.

P&R 2: Begin by eliciting the responses below, but then explore in more detail how the CE can monitor groups effectively; how do they use the information that they gather to help in their teaching? You could do a think/pair/share activity here – the participants begin by making notes individually in silence, then share with a partner and then finally as a group agree on 4 or 5 key points.

Finally, as a group discuss how their hub encourages young women to feel empowered. What activities are already there or could be offered to enable the learners to develop their life skills?

## Pause and Reflect:

### RESPONSE 1:

Visual resources can

- Stimulate discussion
- Explain concepts
- Motivate learners.

## Pause and Reflect:

### RESPONSE 2:

The community educator should use this time to walk around the room, listen in to the discussion, clear up any misunderstandings, informally assess learning.



# LEARNING CARD : RECRUITMENT AND RETENTION OF LEARNERS



## Pause and Reflect:

### QUESTION 1:

How does your hub work with local leaders?

## Pause and Reflect:

### QUESTION 2:

How do you encourage the local community to get involved with SAGE?

## Pause and Reflect:

### QUESTION 3:

What can make your hub a safe space and motivate your learners?

When showing this film, pause at the Pause & Reflect (P&R) questions & encourage the participants to respond to the question. The focus of this film is how a particular hub recruits learners and importantly encourages them to remain in the SAGE programme.

P&R 1&2: For these 2 activities you could use a flip chart or a board to list the different ways in which the hub works with local leaders and the community. As well as recording what they currently do and reflecting on how successful/challenging this is, you could also explore some new ways of engaging with the local leaders and involving the community more successfully. You could divide the group in 2 and ask each to focus on one aspect ie leaders and community. Each group can then share their thoughts and come up with a short and longer term plan.

P&R 3: This question focuses on retaining young women in the SAGE programme. This is an ideal opportunity to share ideas from across the various hubs if possible. A brainstorming activity would be useful here to come up with a range of proven ways of encouraging learners to stay with the programme.

## Pause and Reflect:

### RESPONSE 1:

Encourage participants to share ways in which they engage the local community leaders. Explore some new ideas.

## Pause and Reflect:

### RESPONSE 2:

Share experiences – what has worked and what has been disappointing? How can you build on successes?

## Pause and Reflect:

### RESPONSE 3:

In the film, the young women are encouraged to bring their babies given stationery and other resources. Any other ideas?





# LEARNING CARD : DIFFERENTIATION: RESPONDING TO LEARNER NEEDS



## Pause and Reflect:

### QUESTION 1:

How do you group learners in your hub?  
What types of informal assessment do you use as part of learning?

## Pause and Reflect:

### QUESTION 2:

What strategies do you use to assist learners with a range of disabilities?

When showing this film, pause at the Pause & Reflect (P&R) questions & encourage the participants to respond to the question. This film looks at the needs of individual learners and the ways in which hubs can respond to these diverse requirements.

P&R 1: In the film, the CE explains how they initially assess and group the learners. The first question in this P&R explores this area with the participants. You can ask participants to share their methods with the group, describing what they do and why. The follow up question looks at informal assessment in a more general way. To get the most out of this you could put the participants in pairs and ask each pair to make notes on 2 ways in which they informally assess their learners. Then ask each pair to describe one of their examples to the whole group. Avoid pairs repeating the same type of activity and keep going around until there are no new methods remaining.

P&R 2: This question focuses on working with young women with disabilities. This is an ideal opportunity to share experiences. A brainstorming activity would be useful here to come up with an initial range of disabilities that hubs are working with; follow this up with detailed discussion on strategies that have proven to be successful or challenging. A useful outcome of this activity would be a poster with information on strategies that work alongside particular disabilities.

A final activity with this film would be to discuss the practicalities of working in a differentiated way, ie with different tasks for different groups of learners. How do you manage that and ensure that all learners have worked on the core material but in ways that are responsive to individual needs? What are the challenges associated with this type of classroom teaching and how have the hubs resolved them?

## Pause and Reflect:

### RESPONSE 1:

Different hubs will have different methods of both grouping and informal assessment. Elicit as much detail as you can from the participants.

## Pause and Reflect:

### RESPONSE 2:

Share experiences – what disabilities do your learners have? Which strategies have worked and which have been disappointing? How can you build on successes?



# DIFFERENTIATION: TEACHING ADDITION TO LEARNERS IN AN INCLUSIVE CLASS



## Pause and Reflect:

### QUESTION 1:

What type of resources are useful to use in a class with learners who have a range of disabilities?

## Pause and Reflect:

### QUESTION 2:

What are the benefits of using a number line in your class?

## Pause and Reflect:

### QUESTION 3:

You can see various resources in the video – how would you use these in your numeracy lessons on addition?

When showing this film, pause at the Pause & Reflect (P&R) questions & encourage the participants to respond to the question. The focus of this film is on teaching an aspect of numeracy, addition, to a diverse group of learners and ensuring that all are engaged through the use of a range of learning resources.

P&R 1: This hub has learners with a wide range of disabilities: visual, hearing, physical and intellectual. This means that the staff have to use a broad range of learning resources to be sure that all learners are interacting. For the first activity, divide the group into 4, one group for each disability type, and ask each to answer the question based on the particular disability they are focusing on. Depending on numbers, you could then reorganise the groups so that one person from each group could make a new group and they can then share their responses across all 4 disability areas. You should end up with a wide range of ideas – it would be good if possible to ask participants who have used a range of resources to give feedback on how successful they have been in including learners.

P&R 2: The particular topic focused on in the video is addition. You can see that the teacher & learners are using a number line. This is a quick activity to brainstorm the benefits of using this particular resource.

P&R 3: In the video you hear about or see learners using bottle tops, pegs, knotted string. Can the participants come up with other resources? If you can bring resources to this workshop then in this section focus on actually using the items, and get the participants to practice doing activities with them. This will move the workshop away from theory to practice, which is always good!

At the very end of the video, Moses the CE speaks about the difficulties of planning for a varied class. You could finish this session by discussing the benefits of differentiated learning together with the challenges and share ideas on how they can be overcome.

## Pause and Reflect:

### RESPONSE 1:

Think in terms of the 4 groups of disability mentioned in the video, (visual, hearing, physical, intellectual) and the types of resources each group would need.

## Pause and Reflect:

### RESPONSE 2:

- A visual prompt
- Physical response
- Easy to make/acquire.

These are some responses you might expect.

## Pause and Reflect:

### RESPONSE 3:

This video is focusing on addition in particular so you could use a certain item to represent 1, 10, 100 or even 1000 for example. One way of using them is to create a visual sum.



# LEARNING CARD : TEACHING RESOURCES FOR NUMERACY



## Pause and Reflect:

### QUESTION 1:

What resources did you see on the table and how could you use them?

## Pause and Reflect:

### QUESTION 2:

Why do you think it's important that learners handle the resources?

When showing this film, pause at the Pause & Reflect (P&R) questions & encourage the participants to respond to the question. This film looks at the use of a range of learning resources when teaching numeracy.

P&R 1: For this first activity ask participants to work in pairs and devise as many activities as they can with each of the resources they see in the video. There are beads, dice, individual boards & chalk, measuring tapes, pebbles. Can they think of any others that they use?

P&R 2: You could ask the group this question and then record their responses on the board/flip chart. In the video there are some examples of learners working with the resources – look at these (from 2.29 – 2.40). What do they notice about the learners?...they all seem very engaged in the activities and not distracted.

To finish off this video, ask the participants to consider the role of the CE when learners are working with the resources. What is she doing? How is she assisting/assessing her class? (responses could include modelling, supporting, explaining, checking). Finally encourage them to collect as many resources as they can to use in their numeracy classes. If they don't have one already, they could set up a resource centre in the hub where they are all kept in labelled containers for everyone to use.

## Pause and Reflect:

### RESPONSE 1:

The CE uses the eggbox for division; think about how you could use the beads, dice etc for subtraction, multiplication etc.

## Pause and Reflect:

### RESPONSE 2:

- Manipulating resources helps develop understanding
- Learners can move at their own pace
- Visualising concepts is helpful
- Engages learners' attention etc.



# LEARNING CARD : DIFFERENTIATION: STRATEGIES FOR SUPPORTING LOW ATTAINERS



## Pause and Reflect:

### QUESTION 1:

What techniques would you use to give personal attention to individuals when you have a large class?

## Pause and Reflect:

### QUESTION 2:

What are the benefits of grouping learners in specific ways?

Why switch groups?

## Pause and Reflect:

### QUESTION 3:

How can the skills gained through SAGE help learners in running a small business?

When showing this film, pause at the Pause & Reflect (P&R) questions & encourage the participants to respond to the question. This film looks at a range of strategies that you can use to support low attainers in your hub.

P&R 1: In this video, a few suggestions are offered to support low attainers: building their confidence by encouraging them to present on something they feel confident in, putting them in a group with higher attainers. In the first activity, you want to get more detailed ideas on how to offer personal attention to low attainers when they are part of a larger class. This requires some thought so you might want to do a think, pair, share type activity. Begin with giving individuals a few minutes to think and jot down their ideas; then share them with a partner and expand the techniques if possible. Then share with another pair to make one list and then finally with the whole group.

P&R 2: There are many ways of grouping learners –it depends on the task, the purpose of the group, the planned outcome. In this activity you could make groups made up of people with different roles for example a CE, a mentor and a hub assistant, or you could make a group of all men and all women. Think about how you want to group your participants in order to discuss the question below.

P&R 3: The final Pause & Reflect asks you to think about how the skills that learners gain through SAGE can help them with running a small business. Form a different set of groups, and ask each group to brainstorm all the skills that are needed to run a successful small enterprise. Then go back through the list and tick all that can be acquired through participating in SAGE. Are there any gaps? How can they be resolved by SAGE?

## Pause and Reflect:

### RESPONSE 1:

- Use your hub assistant to work with a particular learner
- Put the class into several groups, give each a task & move from group to group
- Pair a high attainer with a lower attainer on a specific task etc.

## Pause and Reflect:

### RESPONSE 2:

Different types of tasks require different groupings. Sometimes you might want similar level learners working together, other times it's better to mix the levels.

It's useful to switch groups so that:

- Learners get used to working with different people
- Prevents boredom or resentment
- Individuals have different skills.

## Pause and Reflect:

### RESPONSE 3:

As well as literacy and numeracy, think about the soft skills SAGE students have gained– communication, teamworking, checking & editing etc.