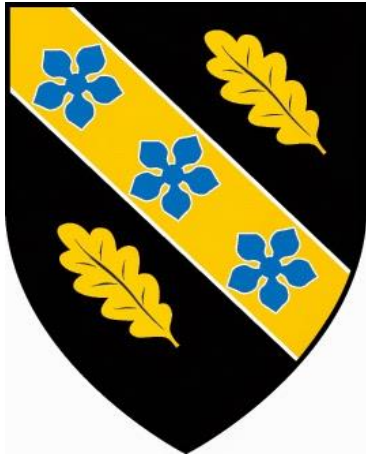




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'If you are looking for reasons behind student disengagement, then it maybe helpful to consider the teaching techniques that are being applied in classrooms' (Earl,2017). As stated by TES, a study conducted in 2017 underlined the influencing factors which cause poor attainment, lack of concentration, general classroom disruption observed by supply teachers. The findings presented clear evidence which indicates teacher expectations are considerably higher than what pupil's consider achievable without support from a specialised practitioner. It has been voiced that students who felt incapable of meeting set goals were less enthusiastic, withdrawn from learning and appeared to display problematic behaviour which in turn negatively impacted pupil capability and attention. To secure student participation teachers must prepare students with an overview of subject content, the lesson objective, discuss its relevance to curriculum and provide ample opportunity to activate prior knowledge with the aim to expand their understanding (Earl, 2017).

Active learning is an umbrella term for learning and teaching methods which put the student in charge of their own learning through meaningful activities. They think about and apply what they are learning, in a deliberate contrast to passive learning (Leicester University, 2020).

Active learning was first recognised by Bonwell & Eison (1991, p.2) who believed 'anything that involves students in doing things and thinking about things they are doing' can boost pupil knowledge, sustain a positive classroom environment. Active learning can be broken down into two separate categories doing and thinking. Within this rationale I aim to directly focus on pupils actively participating in a more vocal and physical context. There is sufficient evidence which reinforces that children achieve greater when classrooms provide high levels of classroom discussion. Activities such as classroom discussion, debate, creating thought showers provide opportunity for students to apply their existing knowledge, recall ideas, analyse and synthesize ideas, negotiate with peers to create new, reformed ideas. Jean Piaget (1952) a constructivist theorist played a vital role in shaping our understanding of cognitive development. He stressed that 'knowledge was no longer seen as something to be transmitted passively to children, but rather was actively constructed by children themselves through hands on and concrete experiences' (Pope-Edwards, 2002, p148). Piaget claimed, for students to develop and progress to their maximum potential teachers should develop a more modernised teaching method based on high levels of interaction, ensuring

lessons are highly stimulating and motivating. Piaget believed that a child's development and learning can be majorly influenced by others around them. 'A key component of that role involved observing and guiding children to build their own knowledge' (Halpenny and Pettersen, 2014, p.149). Therefore, teachers must strive to become the facilitator rather than previous lecturing methods to ensure they create a learning environment adequate to guide and shape their future generations success. They must provide appropriate scaffolding tools, models of learning, additional learning materials, instigate conversation, encourage questioning to enhance the students understanding. Piaget's modern approach has significantly encouraged the evolution of a child centred approach. His pedological concept transformed our understanding of how pupil's play a vital role in their own development. He states failing to provide stimulating learning experiences maybe detrimental to their future success. As acknowledged by Halpenny and Pettersen (2014, p.150) Hayes states:

Such pedagogy presumes that all minds are capable of holding ideas and beliefs: and through discussion and interaction, it can be moved towards some shared frame of reference and is child-sensitive, less patronising and more respectful of children's role in their own development.

Discussion can be utilized to maximize growth and development in both a social and emotional context for all abilities of learners. This flexible tool was recognised by a social constructivist theorist Vygotsky (1962) who believed that this simple resource could not only improve pupil attainment but also narrow the gap between learners whilst also positively impacting behaviour. Just like Piaget and other theorists like Bruner (1980) Vygotsky placed emphasis on language as the root to all learning achievements. As acknowledged by Browne (2007, p.44)

The most sustained and productive conversations come from pairs of children working together. In these situations, children exchange and develop ideas. They often listen to each other and build on each other's suggestions.

As noted by Bruner (1980) it is important that we allow children to converse with other students when completing an interactive activity led by a teacher as their conversations tend to have a lasting effect on their ability to retain what is being taught to them (Brown, 2007). Just like Browne, Goodwin cited in *The Literate Classroom*, Laycock (2011, p.25) states 'Vygotsky showed that essential elements in learning are social and collaborative where learners are enabled to attempt things that are beyond

their current developmental stage'. By working with peers more knowledgeable than them this allows the student to access information they would not master alone. Through effective support from others in the class along with scaffolding tools and guidance from the teacher the individual student will become more independently competent and distinguish individualised learning strategies to reach their potential goals.

Learning can be damaging if the work set is not accessible to a range of abilities, dull or repetitive. Responding to students' diverse needs means teaching styles must motivate but also vary to reflect the level of abilities of all students within the classroom. To enhance learning outcomes for all pupils, teachers may integrate a range of scaffolding tools such as auditory, visual aids, kinaesthetic tools to achieve this whilst also making sure the topic content is interesting. As part of the resource pack I have created several short tasks with the aim to keep the students engaged and prevent any unwanted behavioural issues occurring. As cited by Browne (2007, p.121) Braine states teachers 'may design shorter tasks for children who find it difficult to concentrate or more open-ended tasks or complex tasks for more able children' to ensure that optimum progression is achieved. With a selection of different activities requiring a range of skills this is intended to allow ample opportunity for all children to have their moment to shine but also to have moments whereby they lend support to one another.

The reformed national curriculum expected to be introduced by 2022 provides an overview of good practice, main aims and states the fundamental skills teachers must encompass during their teaching to optimize attainment. Donaldson (2015, p.65) states good teachers must have:

Subject and methodological expertise; sound classroom skills; an understanding of the social and psychological factors that influence learning; the ability to excite and inspire children to want to learn and be able to learn independently.

Just like Piaget, Donaldson highlights the importance of pedagogy, activities set to activate a wide range of skills in order to form clearer understanding of the topic. He believed that students should have opportunities to establish connections between new and previously studied ideas to ensure students gain a rich, well-rounded education, built of skills which are transferable across all areas of learning and beyond

the classroom. Donaldson's Successful Futures report maintains the same perspective as the constructivist approach that students excel when provided with highly stimulating activities built on a social platform of opportunity. (See appendices) Here you can see the vibrant, informative PowerPoint I have devised to support the Humanities lesson based on Tourism. Children are expected to work through the activities outlined in the instructions within small groups following the direction provided by the teacher through a series of tailored, motivational, speaking and listening tasks.

Bloom's Taxonomy is a framework established in 1956 by Benjamin Bloom, an American educational psychologist. This model was designed with the same purpose as Maslow's Hierarchy of Needs pyramid to depict the child's level of cognitive thinking in stages. There are 6 hierarchical classifications; knowledge, comprehension, application, analysis, synthesis and evaluation (Persaud, 2018). It is presumed that each child would automatically progress through the stages as they mature. However, this is not always the case. For some socially disadvantaged students their ability to engage in conversation is limited. Bloom's believed that in order for these individuals to enhance into greater cognitive functioning, teachers could assist by facilitating effective questioning and discussion. Within the resource pack I have intentionally used various types of questions and sentence starters to deepen the learning experience. Hook questions entice the student to remain focused, motivated and in control of their own learning experience. As encouraged by Bloom, diagnostic questioning is utilized during the lesson objective to explain the success criteria, provide an outline of the set tasks and encourage students to activate their prior knowledge before attempting new schemas. Writing a prediction is created for cause and effect; to get students more able to perform higher levels of thinking, critically analyse and infer from the source provided (Michigan Virtual, 2017). Bloom's Taxonomy framework has been successfully utilized within School A's Teaching & Learning Policy to enhance pupil attainment, boost higher order thinking and record progression. They state this will 'allow pupils to develop and practice higher order thinking skills such as creativity, analysis, problem solving, decision making and application'.

Even after creating a well-planned lesson the teacher must ensure that clear discussion boundaries are formed to prevent escalation of unnecessary noise. By creating a set of rules in partnership with the students not only can we achieve discussion etiquette; getting students to respect other views, take turns to voice opinions but also, they can be referred to when behaviour declines. This simple classroom management tool can positively impact the learning environment and remind students to respect one another and develop inner self-discipline. William Glasser, an American psychiatrist (1998) published extensive work on behavioural psychology and educational techniques to provide an overview on how people behave and what can motivate them to proceed in a positive manner. His Choice Theory highlights 'there is one thing that we can offer to other people in an attempt to influence their behaviour is information, allowing other people to make their own choices' (Health Research Funding, 2020). Guided learning provides scope for individuals to take an independent attitude towards learning and take responsibility for their achievements.

Another aspect which can impact an interactive lesson is the teacher's position in the classroom. It is evident when observing good practice that when teacher's expect children to take control of their learning, working in collaboration with peers under their supervision, the teacher must not stand at the front of the class as this can sometimes add confusion and translate as a passive teaching method. In order to facilitate a guided learning approach, the teacher should intermingle through the class, occasionally taking a seat with a group to provoke a questioning response, take a backward position within the classroom so that students acknowledge they are leading the activity.

To form a clear judgement on how successful a lesson has been, track progression and identify if the tools used to support the learning experience has positively impacted the students, we can look at the children's commitment to the tasks set and observe the behaviour demonstrated by the students. Another way of tracking and monitoring pupil involvement is creating a plenary to question their understanding. A quiz was added to the final stage of the lesson to create data analysis of student input and knowledge which would then highlight to the teacher any discrepancies in the understanding which could be recapped in the follow up session. This process of

recapping can ensure the information is retained and the learner can utilize the skills learnt in other lessons.

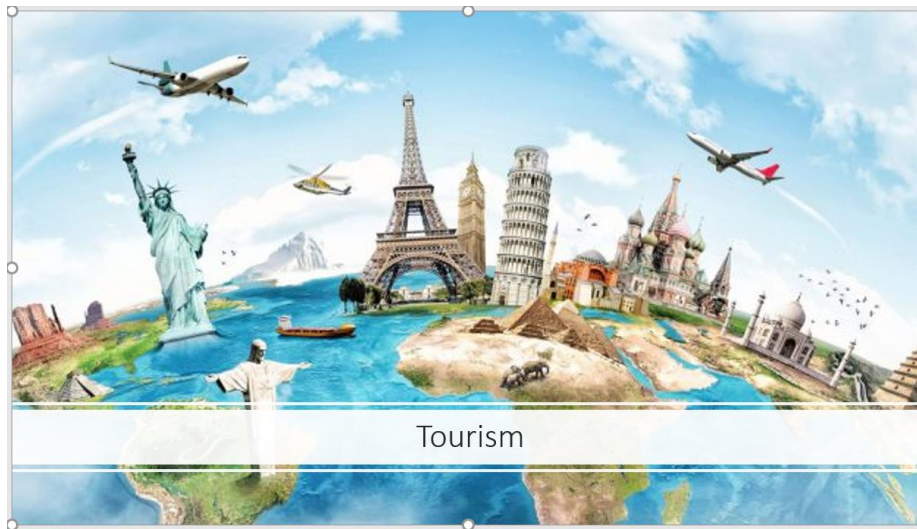
One of the only criticisms was that not all children have the confidence, self-esteem to actively take part in a speaking and listening task. For the minority of the class, those with additional learning needs or poor social skills due to a disadvantaged upbringing this could present a huge barrier to their learning. For these individuals who maybe at crisis point, lacking the social and emotional capabilities others have, anxiously awaiting their turn to speak this may result in the child becoming disengaged, acting out with inappropriate behaviours, failing to meet the learning objective, resist involvement or become the 'class clown'. To prevent unnecessary issues unfolding, teachers must consider the dynamics of the students working in collaboration. By evenly distributing the class whereby more knowledgeable students are placed with students lacking confidence or understanding this will hopefully encourage the weaker students to imitate their peers' behaviours, question their current understanding and retain information provided by others. Failure to do so could result in the individual feeling overwhelmed, drowning in information and through lack of support could cause the child to act out or display a negative perspective on learning. This academic failure, rejection from others could lead to further issues of poor mental health, frustration, low self-worth if the teacher ignores the signs of distress. To support these individuals with additional learning needs visual aids have been created to frame the learning tasks. However, these heavily structured learning tools can negatively impact progression, hinder individuality in relation to writing skills and stifle creativity of the high achievers. Therefore, teachers must cater for all abilities when preparing a lesson, encourage those able to form predictions, make associations, evaluate their findings to advance into higher level of thinking.

Instructions.

1. Open the PowerPoint and click on slide 2- RECAP the impacts of tourism. Please provide time for students to activate prior knowledge by discussing with peers on their table. Slide 3 contains questions related to the images.
2. Provide sort card activity to each table and ask them to place them in the appropriate column. Once this is completed, using the hand worksheet get students to place the comments in the appropriate hand.
3. See slide 5- Discuss the learning objective.
4. Get students to write a prediction.
5. Press play on the hyperlink on slide 6 and get students to create a mind map of ideas based on the video.
6. See slide 7- complete the Sustainable Tourism statement in books and write down 3 ways to achieve this.
7. Discuss slide 8 and using the active white board complete the statements as a class. Provide students a worksheet to copy the reasons from the board and stick in their books. Students will use this for follow up activity next lesson.
8. Plenary- quiz
9. Lesson 3- Using the information learnt in prior lesson children will work in groups of 6 to create their own sustainable company. ALN pupils will be provided with a writing frame to aid this.

Appendices

PowerPoint



What is the definition?

- Overcrowding is when....
- Money spent in other countries means that....
- More jobs are created in tourism because....
- More tourism means more litter because....



Sort into the good and bad impacts of tourism

Litter	Jobs in foreign countries	Increase in job opportunities in the UK
Money spent in foreign countries	Overcrowding	Tourist buildings knocking down small cultural areas
Anti social behaviour	More use of planes and other transport	More opportunities to see and understand cultures.

Can you think of any other impacts to add to your table?

Sustainable Tourism



- LO: TO UNDERSTAND SUSTAINABLE TOURISM, INCLUDING WHY THIS IS IMPORTANT AND HOW IT CAN BE ACHIEVED.



What is Sustainable tourism?

Write down some ideas during this video to form your prediction

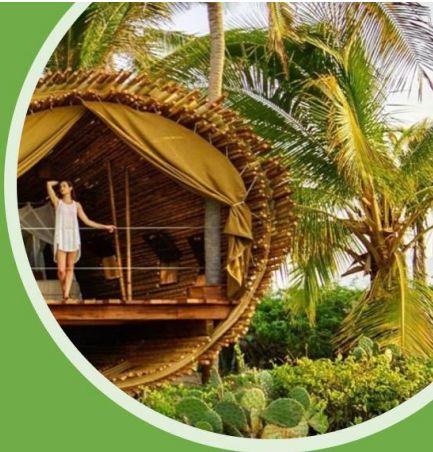
<https://www.youtube.com/watch?v=gDDeXDKzHJc>

How is it achieved?

Sustainable tourism meets the needs of present tourists and local communities whilst also protecting the natural, historical and cultural environment for the future.

Tourists attempt to make as low an impact on the environment and local culture as possible, by

- a)
- b)
- c)



What are the benefits of sustainable tourism?

Benefit	Examples/ Reason...
Protect the environment	
Using less energy	
Less waste	
Links with the local community	
Competing with other tourist locations	
How a place looks	
The cost	

Plenary: Sustainable tourism is simply about making a positive difference to the people and environment of destinations we travel to by:



RESPECTING
LOCAL
CULTURES AND
THE NATURAL
ENVIRONMENT



BUYING LOCAL,
GIVING MONEY
TO LOCAL
FAMILIES



KNOWING
THAT WATER
AND ENERGY
ARE PRECIOUS
AND THAT WE
NEED TO USE
CAREFULLY



HELPING TO
PROTECT
ENDANGERED
WILDLIFE



PROTECTING
FAVOURITE
DESTINATIONS
FOR THE
FUTURE
ENJOYMENT OF
VISITORS AND
THE PEOPLE
WHO LIVE
THERE



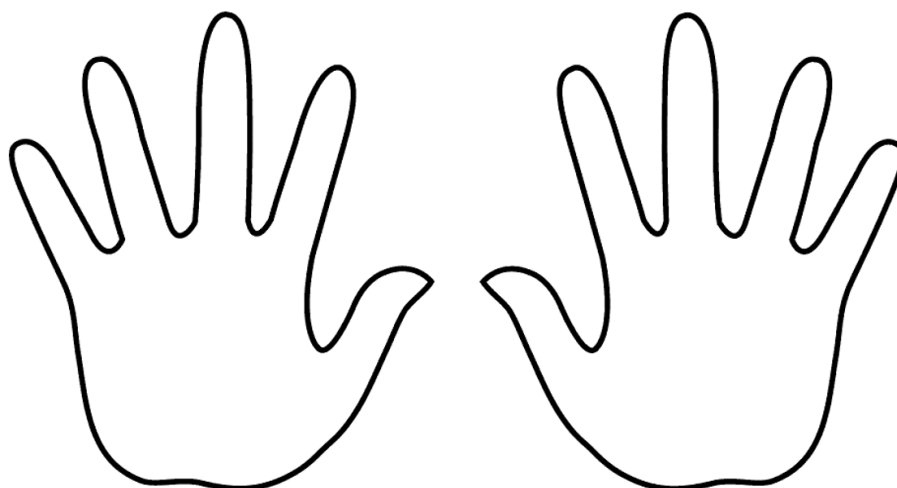
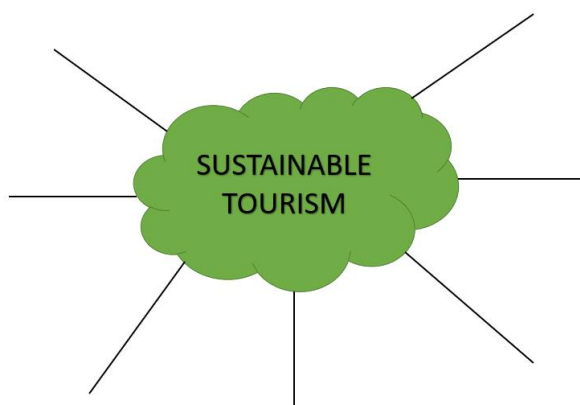
TAKING
RESPONSIBILITY
FOR OUR
ACTIONS WHILE
ENJOYING
OURSELVES



Questions to help you think of ideas.	• Could you create activities that help the local area? • How are you going to help your tourists visit locals? • How are you going to recycle? • Where do you get you power from? • How are you going to reduce the amount of CO2?	• How can you hotel save money? • What can you do with some waste like plastics? • How can you hotel and the people who visit help the environment? • What is the most sustainable transport you can think of?
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Scaffolding tools

Mind Map Activity Sheet.



ADVANTAGES

DISADVANTAGES

Benefit	Examples/ Reason...
Protect the environment	
Using less energy	
Less waste	
Links with the local community	
Competing with other tourist locations	
How a place looks	
The cost	

Introduction- who are you? What are you about?	→ Hello, welcome to my sustainable tourism pitch. We are We would like to talk to you about our company, our ideas, and how we hope to make the world of tourism more sustainable.
Talk about your poster- why did you design it this way? What message is your slogan trying to get across?	Firstly, we think it is important..... In addition, we strongly believe..... → Our poster clearly illustrates.....
Main body- talk in detail about your companies ideas. EXPLAIN how they help people, the environment and the economy (SUSTAINABLE) – Refer back to the lesson notes.	→ Our idea involves..... This will help to make tourism more sustainable in several way..... Furthermore..... Finally.....
Conclusion- sum up your company and invite questions from the audience	→ Thank you for listening to our ideas today. We believe our company can take tourism towards more sustainable future. We hope you agree.
Any questions?	

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