Module MG.2 Managing the Multigrade Classroom

Lecturer Support Material
Acknowledgements

Materials written and compiled by Lynne Hill.

In consultation with:
   Kautil Mileng
   Joe Lipu

Incorporating suggestions from staff of:
   Madang Primary Teachers College
   Holy Trinity Primary Teachers College
   Kabaleo Primary Teachers College
   St. Benedicts Primary Teachers College
   Balob Primary Teachers College
   Dauli Primary Teachers College
   Gaulim Primary Teachers College
   Papua New Guinea Education Institute
   and
   Participants at PASTEP 3rd National Workshop, October 2000.

Layout and diagrams supported by Nick Lauer

Date: 9 November 2002
## Unit outline

<table>
<thead>
<tr>
<th>Unit</th>
<th>#</th>
<th>Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit MG</td>
<td>MG.1</td>
<td>Introduction to Multigrade (Core)</td>
</tr>
<tr>
<td>Multigrade Teaching</td>
<td>MG.2</td>
<td>Managing the Multigrade Classroom (Core)</td>
</tr>
<tr>
<td></td>
<td>MG.3</td>
<td>Teaching in the Multigrade Classroom (Core)</td>
</tr>
</tbody>
</table>

## Icons

- 📚 Read or research
- ✍️ Write or summarise
- 🔴 Activity or discussion
- 🏷️ Suggestion or comment for lecturers
# Table of contents

**Managing the Multigrade Classroom Module** .......................................................... 1  
  Rationale .................................................................................................................... 1  
  Objectives .................................................................................................................. 1  
  How to use this material ............................................................................................ 2  
  Assessment .................................................................................................................. 2  
  References .................................................................................................................. 3  

**Organising the Multigrade Classroom** .................................................................. 4  
  General guidelines for classroom organisation .......................................................... 4  
  Display areas ............................................................................................................... 4  
  Making good use of display boards .......................................................................... 5  
  Other ways to display materials ............................................................................... 6  
  Room to move ........................................................................................................... 8  
  Storage ...................................................................................................................... 9  
  But I have no room or resources ........................................................................... 10  
  How can I increase the amount of resources in my classroom? ......................... 11  

**Managing the teaching in a Multigrade classroom** ............................................. 12  

**Grouping students in the Multigrade classroom** ................................................ 13  

**Principles of co-operative learning** ..................................................................... 15  
  Positive interdependence ......................................................................................... 15  
  Common group goals ............................................................................................... 15  
  Mixed ability groups ............................................................................................... 15  
  Shared leadership .................................................................................................... 15  
  Frequently changing group membership ............................................................... 15  
  Group and individual responsibility ....................................................................... 15  
  What is different about co-operative groups? ....................................................... 17  

**Advantages of co-operative group work** ............................................................. 17  
  …but working in groups never works for me ......................................................... 18  

**Forming groups** .................................................................................................. 19  
  Size of groups .......................................................................................................... 19  
  Forming groups ....................................................................................................... 19  
  Random groups ........................................................................................................ 20  
  Interest based groups .............................................................................................. 20  
  Ability groups .......................................................................................................... 21  
  Grade groups ........................................................................................................... 21  
  Cross age tutoring groups ....................................................................................... 21  
  Mixed age groups .................................................................................................... 22  
  Friendship groups ................................................................................................... 22  
  Forming/reforming and expanding techniques ...................................................... 22  
  How do you get the attention of the groups once they are working? .............. 23  

**Distributing and collecting materials and work** .................................................. 23  

**Working in groups: structuring the group** ............................................................ 23  
  Structuring the group process: roles in groups ..................................................... 23  
  Making groups aware of their roles ...................................................................... 24  
  Structuring the group: taking turns to talk ............................................................ 26  
  Structuring the task ................................................................................................. 27  
  Team presentations .................................................................................................. 27  
  Concluding activities ............................................................................................... 27
Classroom routines........................................................................................................28
Teacher's routines......................................................................................................28
The students' routines..............................................................................................29
Learning centres: managing individual learning ..................................................30
What is a learning centre?.........................................................................................30
What is in a learning centre?.....................................................................................32
Directions for the use of the centre.........................................................................32
Progress and evaluation materials ..........................................................................33
Display of students' work .......................................................................................33
A teacher checklist ..................................................................................................33
Designing activities for the learning centre ..........................................................34
Designing activities using Bloom's taxonomy ......................................................34
Example: Learning centre for Upper Primary (Grades 6–8) .................................37
Summary ..................................................................................................................40
Self evaluation ..........................................................................................................40
Glossary ....................................................................................................................41
[Notes]
Managing the Multigrade Classroom Module

This guide provides additional ideas for teaching and assessing Module MG.2, Managing the Multigrade Classroom.

Please take note of the following:

- It is important to read the module first, to decide what materials you will use, and what tasks and activities you will set for the students. It is also important to see how this module fits within the complete unit.
- The material is written as a resource for the teaching of this module.
- Do not expect students to work through the total module alone. There may be too much material and they will need assistance in determining the tasks required.
- The activities: Many of the activities have a number of questions to discuss and tasks to do. They are included to provide some ideas and stimulus, not necessarily to complete every part of each activity.
- The activities provide a focus for learning, and some may be suitable for developing into assessment tasks, but the activities are not written to be used as the assessment program. Ideas for assessment tasks are provided in this material.
- Suggested time allocations are provided to give some idea of how this module fits in with the others in this unit. Lecturers have the flexibility to select material and use it in a way that will fit within the lecture program.
- The Lecturer Support Material is the same as the Student Support Material, with additional notes included in the text boxes.
- Additional readings, where included as an appendix, are included as additional information for lecturers. These may be photocopied for students where appropriate.

Rationale

This module is the second of three in the three-credit point college option. Unit MG: Multigrade Teaching. The recommended time allocation for this module is approximately 16 hours of lectures, which could be completed in five and a half weeks of the semester. The actual break-up of topics and time allocation is flexible, and to be decided upon by the individual lecturer.

The first module in this unit is MG.1 Introduction to Multigrade

The third module in this unit is MG.3 Teaching in the Multigrade Classroom

Objectives

By the end of this module students will be able to:

- Design a plan which shows efficient use of space in a Multigrade classroom
- Describe ways of organising resources in the Multigrade classroom
- Plan for effective group work
• Discuss different types of groups, and when and how to use groups
• Organise groups according to the outcomes of the teaching session.
• Define, describe and plan for co-operative learning in groups
• Discuss effective use of routines in the Multigrade class.
• Construct a learning centre which could be used in a Multigrade classroom.

How to use this material

This module is written as a series of topics, identified in the table of contents, and by their large subheadings. Each topic includes some readings and activities to complete.

It is the lecturer’s responsibility to develop a course overview, according to the credit point loading and available time within the semester for each module. As this will vary between colleges running semester programs and those running trimester programs, lecturers will need to select topics which are most relevant to the needs of their students.

Assessment

Assessment tasks should be developed at the unit level, recognising the development of knowledge, skills and attitudes across the three modules that make up this unit.

The number of assessment tasks will be determined by the credit point loading given to the unit.

Assessment tasks should consider students’ different learning styles. Some ideas for assessing this module may include:

- Make an information display using one or more methods introduced in this module.
- Make some storage containers using available materials suitable to take with you to your Multigrade classroom. Explain how you would use your storage materials.
- Write a paper on grouping students in the classroom, or co-operative learning strategies, then present a class activity to your peers using some of the strategies introduced in this module.
- Make a learning centre, based around a theme of your choice, using task cards and Bloom’s taxonomy. Present your learning centre to the group and try it out in a classroom or during peer teaching time.
- Investigate what routines are in place in classes at the demonstration school. Present a report and discuss if and how these routines could be improved / added to.
References

The student support materials contain all the readings necessary to complete the unit. These readings have been adapted from the following texts:


The Journal of the Multiage Association of Queensland *Free to Learn*. 
Organising the Multigrade Classroom

When you have a wide range of age, ability, maturity and interests among the class, it is very important that your classroom is highly organised and structured. Everyone needs to know where to find things, how to store things, where to sit for different activities, where to put completed work etc.

The Multigrade classroom may look quite different to a traditional classroom. Instead of desks in lines, all facing the chalkboard, you may see:

- Desks organised into small groupings
- A space in the centre of the room, or perhaps some marked spaces around the room where groups can sit on the floor and work
- Workstations or learning centres, where individuals and groups may go to complete activities. These will be made by the teacher and could include maths, writing, language centres, or focus on the theme being taught.
- Resources kept on shelves around the outside of the room, in boxes which are labelled to help the group identify what they need.
- Boxes or folders for student’s work to be kept in.
- Plenty of examples of individual and group work on display.

Whatever the physical arrangement, Multigrade teachers need to be flexible in their approach and their classroom space may be reorganised often.

**General guidelines for classroom organisation**

**Display areas**

Decide which parts of the classroom are appropriate for display of the students’ work, charts, etc. Make the best use of the space available. It is not a good idea to block the light by covering the windows with posters and paintings. Display boards, soft boards painted white are very useful. You can pin or staple work on them and change displays easily.

Some points to consider:

- The classroom environment should be interesting for the whole range of students in it. All students should feel it is *their* classroom
- Students’ work should be shown carefully and thoughtfully so they can see you value their efforts.
- Students can learn something from discussing with the teacher which work should be chosen for display.
- Ensure a balance of work is displayed, not just the best students’ work.
- Students like to see their name on their work. It makes them feel proud.
- Use displays to reinforce thematic work that you are working on in the classroom.
- Try to change displays regularly. It allows all students to have a chance at showing some of their work and increases motivation.

Making good use of display boards

**Information Display**

Display boards should be INTERESTING, COLOURFUL and EYE-CATCHING.

The Display board should be a TEACHING AID.

Use it to give INFORMATION REINFORCE LESSONS TAUGHT

MATERIALS: Map of the Pacific, coloured strings, drawing pins and information on cards surrounding the map. Join information to points on the map with pins and coloured string.

**Art and Craft Display**

Materials: Two pieces of paper for each student, scissors and glue

Draw a picture on one piece of paper. Use another piece to make a window. Stick it around the edges. Cut it so it will open.

Lecturer Support Material
Other ways to display materials

Students written work, drawings or paintings can be hung on strings above their heads. This is also a good way of displaying a large print story for the whole class to read together.
String can be bought from the local store, or fishing line works well too. You could make your own string from coconut fibre.

**Mobiles** are an interesting way to display students’ craft work, like wood carvings or small models. Words displayed in English on one side, and vernacular on the other can also be displayed on mobiles.

**Using mats** made locally of pandanus or coconut leaves are a good way to create display space. The displays can be attached to the mat, hung on a nail, and later stored away if necessary.

Attaching a mat to a wooden frame also provides more display space. Work can be attached with pins, tape or staples.

Where the wall space is unsuitable for display, attach a mat to the wall to create more display space. You could make a portable display stand using a wooden frame of soft wood or bamboo with a thick pandanus mat nailed permanently to it. This can be used as a divider in your room and is useful when small groups are working on different activities.
Multigrade teachers may find it useful to have several blackboards in the classroom. They can be fixed to the wall, (maybe at a low level for smaller children) or mobile, so they can be moved around the room.

![Diagram of blackboards]

**MG.2 Activity 1**

*Choose one way of displaying student’s work, and make it. It will be a useful teaching aid when you are posted to a school.*

---

**Room to move**

In the Multigrade classroom, grouping students in different ways will require different seating arrangements.

In the traditional classroom, all desks are lined up facing the blackboard and the teacher works from the front of the room.
In a Multigrade classroom, it is difficult for the teacher to organise group work if the classroom is set up like this. There are many different ways to arrange your classroom, but you should consider the following:

- You will need a floor space where the whole class can gather for activities led by teacher.
- Desks can be grouped together, (2 or 3) facing each other for group work. The students are facing each other to encourage them to talk together and work co-operatively.
- Divide your classroom up into areas, e.g., whole class area, library corner, learning centres, small group work and individual work areas. Every classroom will be different and the space you have will be dependent on the number of students in your class, so there is no one way to go about this task. If you’re not sure, try it out and see.
- The use of a low cupboard, or bookshelf, or a partition (perhaps one made of bamboo) can help divide the room into different sections. Be sure that you can see all the students if you do this.
- Be prepared to change your room arrangement when necessary.

**MG.2 Activity 2**

In your group, draw two classroom plans. The first one should show a traditional classroom that you are familiar with. Show how the room is organised and where resources are kept. On your second plan, design a Multigrade classroom. Show how you might organise things differently.

**Storage**

Try to make the best available use of cupboards and shelves by placing them where they will suit your needs. Students need easy access to books and materials. Facilities for storage will vary. Many classrooms will be short of space and won’t have purpose built storage units. Here are some hints:

- **Store similar things together**
- **Collect similar sized containers.** For example, margarine, ice cream containers, plastic boxes or strong cartons of all shapes and sizes
- **Label clearly all storage areas.** The students could complete this task as a language activity.
- **Let the students share in the storage activities.** They
should know where and how things are stored. Students should be given the job of maintaining the storage areas.

- **Check storage areas regularly and throw out things you don’t need.**
- **Useful storage.** If you have some things you wish to keep, but are not using at the moment, put them into a storeroom if the school has one. Don’t clutter up your classroom with them.
- **Personal space.** Make sure every student has personal storage space for their own things. This could be a container, properly labelled and stored on a shelf.
- **Cleaning.** Make sure personal storage units are cleaned out regularly. If not, their space will end up piled with all sorts of rubbish taking up valuable space. Make time for a clean up every few weeks.

But I have no room or resources …

Multigrade classes need resources to operate efficiently, but in PNG schools, these are often limited. It is important that teachers be creative in thinking of ways to make and collect resources. During your time as student teachers, you will be making and collecting many resources that will assist you when you finally take up your teaching position.

---

**MG.2 Activity 3**

*In groups brainstorm what locally available items could be used to make resources for a Multigrade classroom. Write these on a sheet of butchers paper and share with the group. Your lecturer may organise to have these lists compiled and printed for you. Some examples are given to get you started:*

- **Language:**
  - stories made by the teacher and class pasted on to cardboard to make reading cards, spelling/word games/vernacular/English cards. Pictures from magazines for story writing/vocab work, newspapers, etc

- **Maths**
  - Bottle tops, stones, sticks, etc for counting Number grids on cardboard, empty bottles, containers for measurement activities, collections of shells, feathers, etc.

- **Other subject areas**

- **Materials for storage and organization.**

---

Try to provide the opportunity for students to collect some useful material and make some aids which they can take with them when they start teaching. It is likely there will not be much available in their school. This module provides many ideas for making practical resources.
How can I increase the amount of resources in my classroom?

- Ask the students to bring along anything discarded from home that might be of use. Ask the parents if they can get access to scrap materials from their work, or perhaps ask their friends. Many businesses are willing to help local schools. (Old business cards make perfect word bank cards)
- You may have to provide some necessities such as mats for the floor, laplaps for the table.
- Use easily accessible materials the most. Cardboard is an excellent material for making work cards, display areas, a portable ‘desk top” so students can lean their books on whilst working
- Think creatively: Ask yourself, “What use could I make of this?”

This teacher has made use of all available space to display student’s work and make the classroom inviting.
Managing the teaching in a Multigrade classroom

When you have a wide range of abilities, and often ages, all together in the same room, it is not always effective to try to teach the class as a whole in all subjects and all the time.

There are a number of teaching strategies that a Multigrade teacher could use. These strategies are equally as useful in a traditional classroom of one grade level.

- WHOLE CLASS TEACHING
- SMALL GROUP TEACHING
- INDIVIDUAL TEACHING

Whole class teaching

This is the simplest approach for the teacher. There is only one lesson to prepare and the lesson is aimed at the average ability in the class. It is easier for you to keep an eye on the students and keep good discipline.

BUT

There are disadvantages for the Multigrade situation if you use this way of teaching all the time.

- The whole class teaching is often very teacher centred
- The lesson is aimed at the average student and in the Multigrade classroom, there will be a wide range of abilities. Low achievers may get frustrated, high achievers may get bored.
- Discipline can become a problem with students who are not interested because the work is too hard or too easy.

Whole class teaching is still important in the Multigrade classroom, but student centred activities should be presented most of the time. Some activities where whole class teaching works well are:

- Story telling and reading by the teacher
- Students’ news
- Introduction to lessons, where the whole class works together with the teacher, then breaks into groups to complete activities.
- Modelled reading and writing by the teacher to introduce the language lesson
- Physical education, music, drama.
**Individualised teaching**

The teacher works on a one-to-one basis with a student. The student may be working on the same task as others, or may have special work to suit the level of the student’s ability.

The rest of the class must be engaged in purposeful activity if the teacher is to focus on one student only. This can be hard to organise if you have a lot of students in a crowded classroom.

One of the common ways teachers spend individual time with students is hearing the student read aloud. You can organise to hear every student read over a period of a week if you schedule the times when the rest of the class is working independently.

You must be sure that all students at some time get your individual attention, not just the ones who may be experiencing difficulties.

**Small group teaching**

This is the most effective way of allowing for student centred learning at a level to meet the needs of the student.

**Grouping students in the Multigrade classroom**


**MG.2 Activity 4**

Write down a few examples of group work you have seen during your practice teaching, or during your lectures. How were the groups formed? How did the groups work? What were they doing? Was it a successful strategy? Why?

Discuss these with your partner, then the whole group. Your lecturer will summarise your comments on the chalkboard.

In the Multigrade classroom (and also the traditional classroom), there will be students of different ages, abilities, needs and interests. If we are catering for the needs of students in the class, we can’t give everyone the same work to do all the time. A variety of activities, requiring different outcomes can better cater for the individual student.
Working in groups is one way to enable students to engage in different activities at the same time.

Grouping students enables students to work on tasks suitable to their needs, and the teaching and learning are focused on the student, not so much the teacher.

The aim is not only to transmit information but also to transform students from passive recipients into active constructors of knowledge. The teacher creates the conditions under which students agree to take charge of their own learning – individually and collectively.
Principles of co-operative learning

Co-operative learning skills and structures are based on several important cooperative learning principles:

Positive interdependence

This occurs when learning activities are structured so that everyone has a role to play. Positive interdependence also occurs when the activity cannot take place unless everyone is engaged. A play is a good example of this: all group members have acting or production roles and all are essential. In partner work, dividing roles into listener and speaker makes positive interdependence because both are needed.

Common group goals

When academic and co-operative goals are clear and agreed upon, groups work more effectively. Often the best we can do is to have broad, general goals that are close or similar. For example, in a class play at the end of the year the class may have one broad goal of putting on a great performance, but individual members may have goals varying from pleasing the teacher to impressing parents or being a valued member of a team.

Mixed ability groups

Mixed ability groups encourage members to use cooperative skills when working together. Friendship groups can mean that sometimes students don’t work as productively as possible. If groups are always comprise students of the same ability, the less proficient students do not have academic and social role models, which can be beneficial.

Shared leadership

By breaking down the leadership roles into different areas, e.g. timekeeper, recorder, reporter, etc, more people have the opportunity to practice leadership skills.

Frequently changing group membership

Because co-operative skills are called on more when working with others we do not know well, frequently changing group membership is essential. Changing groups within the classroom promotes co-operation and class cohesion, and strengthens the idea that we are all working together.

Group and individual responsibility

When a group works on a task, everyone in the group is responsible for contributing and not relying on other people’s efforts. Group members can support each other’s contributions and provide feedback on how they worked as individuals and as a group.
Characteristics of Each Interaction Pattern

Competitive

*Me instead of you*

- If I achieve my goal you cannot achieve yours and vice versa.
- My success depends on doing better than you.
- I do not want competitors to do as well as me.
- Often my concern for self is greater than my concern for others.
- Interpersonal comparisons are made.
- Evaluation is norm-referenced.

Individualistic

*Me alone*

- My achieving my goal is unrelated to you achieving yours.
- My success is independent of the success or failure of others.
- I am accountable to myself.
- Evaluation is criterion-referenced.

Cooperative

*We as well as me*

- I can attain my goal only if you attain yours.
- Group success depends on the success of all members.
- We care about the success and effort of our group.
- We have greater concern for one another.
- Evaluation is criterion-referenced.

B. Bennett, C. Rolheiser-Bennett, L. Stavahn (1991)
*Cooperative Learning: Where Heart Meets Mind*
What is different about co-operative groups?

<table>
<thead>
<tr>
<th>Co-operative Groups</th>
<th>Traditional Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive interdependence</td>
<td>No positive interdependence</td>
</tr>
<tr>
<td>Common group goals</td>
<td>Individual goals</td>
</tr>
<tr>
<td>Mixed ability groups</td>
<td>Homogeneous groups</td>
</tr>
<tr>
<td>Shared leadership</td>
<td>One Appointed leader</td>
</tr>
<tr>
<td>Frequently changing group membership</td>
<td>Mostly static leader</td>
</tr>
<tr>
<td>Group and individual responsibility</td>
<td>Responsibility only for self</td>
</tr>
<tr>
<td>Co-operative skills are explicit</td>
<td>Co-operative skills assumed</td>
</tr>
<tr>
<td>Group feedback and reflection</td>
<td>No Group Feedback on effectiveness</td>
</tr>
</tbody>
</table>

**Advantages of co-operative group work**

Over the past 15 years, descriptive articles and research reports about co-operative learning in primary, secondary and even tertiary classrooms have appeared in increasing numbers. Working in groups with a structured process and a structured task is referred to by different names. Some books describe it as cooperative learning, others collaborative learning, others interactive learning. Research demonstrates improved achievement; growth of higher order thinking skills; increased liking of school, subject area and classmates and increased self esteem with these structured group approaches.

Teachers have commented on the following:

- Students working in small groups stay on task and require little teacher direction. They seek help and clarification from each other, a process which itself reinforces learning.
- Students meet and work with others in the class who are outside their normal friendship circles. Persons from differing gender, class, friendship, ethnic or racial groups will work together on a common task, thereby increasing their understanding and appreciation of each other.
- There are few discipline problems. Students start to develop their own expectations of each other. Shy students, feeling more comfortable in a small group, are more likely to participate. Disruptive students become engaged with the new ways small group work invites them to express themselves.
- By talking about what they’re thinking (and learning through listening to themselves talking and listening to others), students seem to have more understanding of what is being learned. They do not appear to be simply memorising bits of information in order to pass exams.
- Teachers have more time to observe and come to know their students. They have time to think about teaching and learning.

This quote is from a teacher who had been trying out some of the cooperative learning strategies for the first time.
“These strategies have been a breath of fresh air for me. I have come to realise that genuine learning is active, not passive. It involves the use of the whole mind, not just the memory. It is the process of discovery in which the student is the main agent, not the teacher. For many years I taught autocratically. I thought that I was doing a good job, then it dawned on me that I was suppressing the kids, not extending them. I needed to do something that would involve them more in the lesson.

By incorporating these strategies, I learned that students grasp more of the content through talking and listening to others in their small group. When I create a supportive learning environment and offer interactive learning activities, I have noticed that the majority of my students are on task a greater percentage of the time than ever before. Perhaps this is the key to successful teaching.”


📝 MG.2 Activity 5

_Reflect on your learning experiences in groups. Did working in a group assist your learning? How? What has been your experience with group work in the classrooms you have visited?_

…but working in groups never works for me…

📖 MG.2 Activity 6

_Read the following extract from a student teacher’s reflective journal. Answer the following questions._

1. What do you think went wrong with this lesson?
2. What could the teacher have done to improve the way the students worked in groups?
My lesson was a disaster today. The students were ok when the whole class was together, but when I told them to go and work in groups, the lesson fell apart. The students couldn’t get themselves into groups and they didn’t know what to do. Many of the groups just played around, wandered around and didn’t complete the work. They were noisy, not on task, and it seemed just one or two members in each group were doing all the work. They can’t work on their own. How can I keep every group under control, when I can only be with one group at a time? Working with groups is too hard. I’m not going to try it again.

Both beginning and experienced teachers sometimes have problems in establishing group work and making it work effectively. **The problem arises because students have not been taught how to work in groups and teachers don’t know how to structure and manage group work.**

Teachers need to know how to manage group work. They need to know what sort of group work they want, and why they have chosen a particular grouping.

**Forming groups**

Part of managing the Multigrade classroom is to know what sort of groups you want for a particular activity and how to create those groups to achieve your objectives.

In the Multigrade classroom, groups will be changing according to the needs of the students. Groups will need to be formed and re-formed, and students should not always remain in the same group all the time.

**The membership of groups should change according to the needs of the students and type of activities being completed.**

**Size of groups**

Ideally, groups of three or four students are suitable for most activities. This provides enough people to ensure a range of opinion and experience, and allows time for everyone to participate. If you have large numbers in your class, sometimes you may need to have fewer groups with a greater number in each group. At other times, you may have many small groups. Sometimes pairs are the most suitable grouping for some activities.

**Forming groups**

- Random groups
- Interest based groups
- Ability groups
- Grade groups
- Cross age tutoring groups
- Mixed age groups
- Friendship groups

Which grouping should I use?
Random groups

Random groups are desirable in the Multigrade classroom to enable students of differing ability levels and ages to work together. These groupings are good for discussing, sharing information, and completing tasks that are suitable for the whole group, e.g. a thematic health activity. In these random groups you should have a mix of ability, gender, cultural groups, etc.

You need a system to randomly assign students to groups. If you just ask students to make five groups, what do think will happen? Try it one time and you will see.

- After you have decided on the group size, the simplest random grouping method is to ask students to count off to the number of groups required to create the size of group you want. For example, 24 students in the class, you want four students per group, so divide 24 by four. Ask students to count off to 6, e.g. 1, 2, 3, 4, 5, 6, 1, 2, 3 …
- When they all have a number, ask students with the same number to gather together in a part of the room indicated by you.

If you count off when students are already seated, they may be reluctant to get up and move to a new seat. What you can do is use a method to send them to a small group as they enter the room.

- You could hand out puzzle pieces, differently shaped or coloured cards etc which have been planned beforehand to form the number of groups you want, e.g. four red, four yellow, four purple.

Other ideas for random grouping include

- Tell students to line up (without talking) according to month and day of their birthday, or to line up alphabetically, and then divide the line into the desired number of groups, sending each team to a designated area.

Random formation of groups avoids feelings of having been selectively placed in a particular group, and if you make it clear that group size and membership will be changed around regularly, the wish to work with friends won’t be so important. Once students start to work on the task, the discomfort of working with a ‘stranger’ fades.

Interest based groups

When each group is about to work on a different topic within a theme, you may wish to give the students a chance to choose the one of most interest to them. With the furniture arranged for small group work (desks turned around to face each other, or a mat area marked out) place pictures, descriptions of the activity, or topic headings at each set of tables or area on the floor. Students walk in a line past all the activities to have a look. Put the class in the

Some ideas for forming random groups

i During lectures, demonstrate the use of different groups. When students are asked to work in groups, place them into different groupings. Ask them later how they felt about working in a particular type of group.
middle of the room or outside and ask them to write down their first and second choice, and then ask them to move to the selected topic. If there are too many people in one area, form two groups, or ask some to make a second choice. If there are too few, ask them to move to a second choice.

**Ability groups**

There will be times when you require students to work in ability groups. This may commonly occur during language and maths lessons, or where the group work is clearly structured around particular objectives.

Ability groups allow students to work on tasks most suited to their learning needs. In the Multigrade 4/5 classroom, you may have some Grade 4s and some Grade 5s in each of three ability groups, depending on their level of understanding. You may have some very capable Grade 4 students working in the most challenging Maths group, and you may have Grade 5 students in the group with less challenging outcomes.

Grouping students according to ability must be done by the teacher, who has a clear understanding of the individual student’s capabilities in a particular area. The teacher needs to collect information on the student’s abilities in the area in order to make an informed decision. Observation, the results of previous tests, and analysis of work samples would help the teacher to place the student in the correct group.

It will take the first few weeks of the school year to gather this information, so at first, it may be best to group students in other ways, (e.g., grade groups) until you can see who is coping well and who requires further assistance.

**Grade groups**

At times in the Multigrade class, your grouping might be based on the grade levels you are teaching, e.g., you may have a 4/5/6 Multigrade, and if using an activity where students are working in their grade levels, you would have three groups. These could be uneven due to the numbers in each grade. If you have specific objectives for each grade in a particular activity, you could use this method of grouping.

**Cross age tutoring groups**

In the Multigrade classroom, you can take advantage of the range of abilities to assist you with your teaching. Using older students to assist younger students provides benefits to both. The older students reinforce their learning by having to explain to the younger student. The younger student is supported in their learning by the older class member.

Once again, students need to be taught how to do this. The older students need guidelines for assistance. You don’t want them doing the work or giving all the answers to the younger student, so the teacher must be clear on what is required from the tutor. If you spend a little time outlining the tutoring task, it will save time later and make these group sessions more effective. Reading aloud is a common cross age tutoring activity. It allows one-to-one teaching, and the older student can assist with difficult words as well as being a role model.
Mixed age groups

In the Multigrade class, this will probably occur in all grouping structures. If you have a wide range of classes, or combinations such as a 3/5/6, then mixed age groups will be a natural part of your program. As with the cross age tutoring, there are advantages in having a range of ages in the group.

Friendship groups

Asking students to form their own groups will not result in mixed racial, cultural background or ability groups. It tends to separate the boys and girls. It can also be damaging to some students’ self-confidence. Some students are shown to be unwanted and some are self-conscious about approaching others. Friendship groups have been shown to not perform as well as other group combinations. They are not as task oriented. Once students realise that they will be changing groups often, their desire to work with their friends will not create a problem.

MG.2 Activity 7

Look at the following activities and decide which type of group(s) would be most suitable. Discuss your answer with your partner.

- Big book shared reading lesson
- Reading aloud/buddy reading
- Art activity
- Maths activity covering different levels of objectives
- Morning talk/show and tell
- Story writing
- Role play of a story
- Word building/vocabulary activities
- Problem solving in Mathematics.

Forming/reforming and expanding techniques

There may be times where you wish to move students into different sizes of groups during the course of one lesson, e.g. from pairs to groups of four, or from six groups to four to two groups of twelve.

A quick way of doing this is through the use of playing cards or a similarly coded set of cards. You will need to select the cards ahead of time to make sure you get the desired results; e.g. if you
are forming pairs, be sure the cards you select from the deck have matching numerals. Each student takes a card as they enter the room.

Two groups: Red at one end of the room, black at the other

Four groups: Hearts, spades, clubs and diamonds at four different places in the room.

Groups of two: Find the same numeral, same colour

Groups of four: Same numeral (black and red)

How do you get the attention of the groups once they are working?

When people are actively engaged with each other, it will be difficult to gain their attention. They may be unable to hear you; they may feel too involved in what they are doing to shift the focus of their attention.

An agreed upon signal which means 'quiet' needs to be established and practiced before the group work commences. With young students, you will need to practice this a few times.

Ask the class for suggestions and select one which sounds most workable. Typical suggestions would be that you raise a hand (with the class raising their hands, and stopping conversations, in recognition of the signal), ringing a bell, writing a word on the blackboard. Changing it every once in a while will help to keep the students responsive.

Distributing and collecting materials and work

Groups make distribution and collection of materials much easier. One person in the group can have the job of collecting for all members of the group. It cuts down on the number of people moving around the room and allows the teacher to observe and assist, rather than running around and handing out all the materials. Group work can be organised in folders which may be different colours, or have a picture to distinguish each group. The same folders can be used over and over again.

Working in groups: structuring the group

The difference between successful group work and disorganised, unproductive group work is structure. There are two important parts of group work to structure:

1. Structuring the group process
2. Structuring the task

Structuring the group process: roles in groups

There are several reasons why teachers assign specific tasks to individuals in a small group:

• To keep the group organised

Encourage students to use these techniques when forming groups for activity work in lectures, or in the classroom.
To optimise the chances of using higher order thinking skills
To stop outgoing members dominating the group
To help shy students participate
To give easily distracted students something to do

The roles you choose for a particular lesson will depend on the nature of the task and how well the teams are working together.

The following table lists a number of roles that teachers have found useful. You probably won’t use all these roles in one activity, but choose the ones that best match the objectives of the lesson.

<table>
<thead>
<tr>
<th>Role</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recorder</td>
<td>Keep notes and running records</td>
</tr>
<tr>
<td>Coordinator</td>
<td>Keeps time, keeps the group on task, makes sure guidelines are adhered to</td>
</tr>
<tr>
<td>Researcher</td>
<td>Checks suggestions against notes and text</td>
</tr>
<tr>
<td>Reporter</td>
<td>Summarises to class at end of the session</td>
</tr>
<tr>
<td>Questioner</td>
<td>Questions assertions and assumptions; uncovers range of opinion</td>
</tr>
<tr>
<td>Clarifier</td>
<td>Makes sure everyone understands, probes if meaning is unclear</td>
</tr>
<tr>
<td>Encourager</td>
<td>Asks people what they think; praises good ideas</td>
</tr>
<tr>
<td>Caretaker</td>
<td>Communicates with teacher on questions agreed upon by the group; gets materials for the group; returns folders and assignments</td>
</tr>
<tr>
<td>Summariser</td>
<td>Summarises what has been accomplished</td>
</tr>
<tr>
<td>Evaluator</td>
<td>Critiques treatment of topic and spread of participation; leads discussion of group functioning</td>
</tr>
</tbody>
</table>

Photocopy this chart and cut up the roles to use with the activity following

Making groups aware of their roles
You might spend a lesson to raise awareness the way each role contributes to the group by discussing with students before they complete the activity. You could discuss what kinds of jobs a reporter, coordinator, encourager, etc should do. Record the answers on the
chalkboard or on some butchers paper and display these when required. At the end of the session you ask teams to discuss which behaviours students observed that were attached to each role, and how these roles helped the group.

Another way to develop role awareness is to ask everyone who performed the same role in each group, e.g. all the coordinators, to meet briefly at the end of the lesson to talk about how they carried out their role.

**MG.2 Activity 8**

In this activity, you are required to work in groups of 8. Your lecturer will give each member a card with your role outlined on it. The roles include; recorder, co-ordinator, reporter, questioner, encourager, runner, summariser and evaluator. Follow the instructions for the task, and play your role in the group.

**GROUPING IN THE MULTIGRADE CLASSROOM**

1. Co-ordinator to ask each member of the group to read out their role. Clarifier to make sure everyone understands.
2. Co-ordinator to read the instructions to the group.

**Activity:** In our group, we are going to complete a diagram, where we fill in which activities in the curriculum would best be suited to whole, small group or individual tasks.

**Equipment needed:**
- 1 sheet of butchers paper
- felt pens
- syllabus documents. (runner to collect)

**Some examples that you may include:**
- Shared book
- Guided reading / writing.
- PE
- Buddy groups
- Art
- Learning centres
- Modelled writing
- Science
- Reading to adults
- Writing conferences
- Handwriting
- Maths concepts
- Language groups
- Can you think of more?
1. **Draw three circles as shown in the diagram on the butcher’s paper. Label them.** (recorder)

2. **Using the examples given in the box, the syllabus documents and your own ideas, discuss which activities would be best suited to large, small and individual group work.** (Each person should play their role during this discussion.)

3. **Summarise your discussions before writing on the paper** (summariser)

4. **Record your findings on the butchers paper.** (recorder)

5. **Evaluate your work** (evaluator)

6. **Report to the group** (reporter)

7. **Clean up** (runner)

*Discuss as a group how the roles assisted in the learning experience.*

---

**Structuring the group: taking turns to talk**

It is a good idea to start a discussion by hearing an initial thought from everyone in the group. You can ‘go around in a circle’ that is, one person starts, followed by the next, and so forth, around the circle.

During small group discussions, groups may need some external ways to make sure that only one person at a time is talking, and that people who want to talk have a reasonable opportunity to do so. Here are a few suggestions to teach turn taking:

1. Give the group a ball or any soft object that is easy to throw (a wadded up piece of paper will do) and explain the following rules:
   - You can only speak if you are holding the ‘ball’
   - When finished speaking, you may pass the ball to someone who has signalled (nonverbally) for it
   - Or you can pass the ball to anyone whose opinion you would like to hear.

2. Give each student five toothpicks. Each time he or she speaks, a toothpick has to be placed in the middle of the group. When a person runs out of toothpicks, he /she will be temporarily out of the discussion.

3. Ask students to select their own ‘talking chip’ (a pen, for example). Once they have spoken, the chip is put to the centre of the group and not claimed until everyone’s chip is in the central pile.

---

*Try these with your students. They will enjoy the activity and will be more likely to use it in the classroom if they have experienced it themselves.*
Structuring the task

Roles and turn taking alone do not make a successful collaborative learning episode. The group needs **shared knowledge**, a **challenging problem**, and a **clear idea of the final product** required. These three factors will vary in importance according to the nature of the activity.

Team presentations

The outcomes of group work often take the form of a presentation or summary of main points to the whole class. In this way, teams learn from each other and share ideas. Presentations can occur at the end of lesson, at the end of a thematic unit of study, or at the end of the semester.

The most obvious, and simplest, but least interesting way for small groups to report to the whole class is by way of an oral summary. Here are some suggestions for other ways to report.

- Provide materials that will make it possible to illustrate the oral presentation
- Ask the group to plan a drawing, cartoon, poem or story that represents the main points of the topic. They can then explain it to the class, or ask the class to discuss it.
- The group could plan a role-play or mime to demonstrate their findings.
- An informal debate or panel discussion would be a suitable way to report if discussing opposing views on an issue, or a range of possible positions.
- One member of the group could assume an identity and be interviewed by the rest of the team in front of the class.
- The group could invite the class to interview them about their topic.

Concluding activities

When learning occurs through talking, and when teaching is not limited to the transmission of information and the associated memorising, students don’t realise they are learning or that they have been ‘taught’. A concluding activity which asks the students to reflect on the meaning of what they have been doing will help to bring about an understanding of the outcomes of group work.

One way of sharing perceptions is to put a list of sentence beginnings on the board. Seat students in a circle, and going around the circle, ask each student to select one of the sentence starters, and complete it in some way.

- Today I learned that …
- I thought it was interesting when …
- I’d like to know more about …
- It surprised me that …
MG.2 Activity 9

Plan a group activity suitable for a language lesson in Grade 4/5. Make sure you include:

- The objective of the lesson (use the syllabus documents to help you)
- How you have structured the group process (what roles have you given)
- How you have structured the task?
- A concluding activity will you include?

Use some of the ideas that you have learnt so far in this module.
Remember, each member of the group should have a role to play.

Classroom routines

Classroom routines are those rules and procedures, set up by the teacher and understood by the students, which set the pattern for every day behaviour and actions.

Having clear rules and everyone knowing what they should be doing is essential in a Multigrade classroom. Because students are required to do different things at different times, and take responsibility for their learning, routines that are understood by the students in the classroom are vital.

Time at the beginning of the year getting the rules right and routines firmly established will be time very well spent.

Teacher’s routines

As well as the students having routines, the teacher should also have some routines which should be followed daily.

- Planning – Apart from being planned well ahead, adequate preparation time should be allowed either before the students come to school in the morning, or after school.
- Preparation – Blackboards should be prepared with the tasks, various groups listed, and all teaching and learning resources should be organised for the day.
- Effective routines allow the students to start work quickly and purposefully in the morning. They know if the teacher is properly organised.
- Try to plan your day’s work so you have some time for individual help (marking, discussing, reading, etc) to a variety of students in the different groups within the day.
The students’ routines

Students need to know how the classroom operates and what they are responsible for doing. Clear routines assist students in developing responsibility for their learning.

- **Students should know what work they should be doing at any one time.** The teacher needs to establish the ways in which work will be set. It may be for the whole class, for a group or for an individual. Blackboards, verbal and/or written instructions, worksheets, etc can be used.

- **Students should know how books and other learning materials are distributed, collected and stored.** The individual or group should be responsible for returning teaching and learning materials to their correct place.

- **Students should know what to do when they need help but the teacher is unavailable.** If a student is having difficulties with the instructions or the task, they should know who they can ask for help, e.g. the group leader, their partner, etc, before they approach the teacher.

- **Students should know how to have work marked or checked.** Teachers should avoid long queues at their desk of students waiting to have their work marked. They quickly get bored and restless. It is good to have other activities they can carry on with on their own. Many teachers find it better to actually leave their desk and move around the room to the students. They can sit beside the student to help them and to check their work. Other ideas include letting students mark their own work, or make self-check work cards with answer keys. Older students can check the work of younger students. Of course, the teacher will need to closely monitor this, and students will need to be taught how to mark work. This leaves the teacher free to collect the books less frequently, perhaps checking at the end of each day. Not all teaching will be suitable to be marked in this way.

- **Students should know what to do when they are finished.** When students are working in small groups or individually, they must know what to do when they are finished so they will not cause disruption to the teacher and the class. The students who finish early should know what they can carry on with without the teacher’s help. They should know where to go, what to do and why they are doing it. A list of activities could be put on the board, they might go to the learning centre, finish incomplete work, play some games prepared by the teacher for such times, read etc. If the students are clear on what to do they will not bother you and the other students.

- **Students should be given responsibility.** Multigrade teachers can help themselves and at the same time help their students by giving them real responsibility in the classroom. They should tell them which tasks and duties are the responsibility of the students. The use of monitors or helpers for particular jobs is most useful. These students should be rotated so that different students have an opportunity to develop responsibility.
MG.2 Activity 10

Make a list of jobs that students could take responsibility for in your classroom. Think of a way that you can display this changing list (remember you need to rotate the students)

Learning centres: managing individual learning

adapted from PASTEP National Workshop presentation by Sue Lauer.

There are many different ways to plan and implement a unit of work in the Multigrade classroom to cater for a wide range of student abilities and interests. One of these is to use learning centres.

What is a learning centre?

A learning centre is a carefully constructed learning component of the classroom in which the materials and resources are arranged to allow students to learn knowledge, skills and understandings in an independent mode of learning.
Learning centres can take any form that teachers want them to take and they can last one day, a week, or have a life of the entire year. Many teachers set up learning centres to match with the theme being studied in the classroom.

The learning centre can serve one or a number of purposes. Most teachers who begin with learning centres begin with one initially – until they feel comfortable and relaxed enough to set up another. Whatever the number and form of the learning centres, the most important point is to recognise that learning centres are places in the classroom where students go to learn and practice.

There are great benefits in having learning centres in Multigrade classrooms for both students and teachers. Learning centres provide opportunities for students to work at their own pace and at their own level through a series of activities on the same topic. Activities can range from easy recall and comprehension activities which teach and revise basic skills and concepts, to intellectually challenging, creating and judging activities.

A well planned learning centre allows very able students to go further with a topic and challenge themselves. It also allows students who need more work on a topic to go over it again and practice specific parts independently or with the teacher and another student.

Learning centres are very useful for those students who have finished early or who already know a topic and don’t need to work through it again with the whole class. Instead, they can work at the learning centre on another related task.

At a learning centre a student can work:

- individually
- with a partner
- with a small group
- with a teacher
- with a peer tutor
- with a parent/volunteer

Learning centres help to shape a range of students’ skills in:

- making decisions
- working independently
- following directions
- revising and practicing work done in class
- learning new concepts and being challenged to extend their thinking
- developing responsibility in using, caring for and packing up materials
- working with others
- sharing ideas and materials with classmates
- creating a variety of products
- seeking direction and help when necessary
- keeping records on what they are doing
- evaluating how well they have worked and what they have produced.
The benefits of learning centres for Multigrade teachers

- Creates opportunities to make the learning fit the students’ needs based on their abilities and interests.
- Allows students to work at their own pace, so some students can spend more time practicing and reinforcing concepts, whilst other students are working on enrichment activities.
- It allows students to work independently on self-selected activities.
- Ensures that the teacher provides a range of activities and questions that reinforce students’ knowledge and understanding.
- Provides written tasks and activities that can easily be supervised by parents, teacher aids or helpers.
- Frees the teacher from a lot of routine work like record keeping, which gives you more time to plan, organise and supervise student’s learning.

A Step by Step Guide to Planning and Setting up a Learning Centre

1. Decide on your topic
2. Check the syllabus objectives for the topic
3. Decide what your completed centre will look like
4. Write a range of task cards for the topic at different levels
5. Write instructions for the use of the centre
6. Collect resources to put in the Learning Centre. Make sure there are resources related to each of the task cards.
7. Use people power to help you run the learning centres.

What is in a learning centre?

Directions for the use of the centre

Make sure your directions are simple so that students can work on their own, for example:

To complete the work for this unit, each student must do two blue cards. Then choose three more cards (of any colour). Remember to fill in your record card when you have finish each task, and the “How did you go?” sheet when you have finished all five cards for the unit.

The task cards are the main part of your centre.
Progress and evaluation materials

Most learning centres should have a place where students can list what they have completed in the learning centre. This may be on:

- A chart/blackboard in the learning centre
- A record card – which helps the user keep a record of which task cards he or she has completed, what books he or she has read and so on
- A ‘How Did you Go?’ Sheet – which gives the user an opportunity to comment on the centre.

Display of students’ work

Students’ work displayed in the learning centre will provide motivation for other students and a sense of achievement.

A teacher checklist

The following checklist helps you to keep track of students’ work and to monitor their progress. For each student record whether they are:

- starting work within a reasonable time
- doing all the required tasks
- choosing tasks that are challenging for them
- seeking directions when necessary
- finishing their work to a suitable standard
- filling in the record keeping card at the completion of each task
- filling in the ‘How did you go?’ card when they finish work at the centre
- correcting their own work where appropriate
- able to discuss their work and ideas with others
- working well with others (partner, group, tutor, parent, other)
- putting materials away when finished.

MG.2 Activity 11

Using some of the ideas from above, and some of your own ideas, design a checklist for a learning centre.
**Designing activities for the learning centre**

Students bring to any learning situation not only a wide range of abilities, but also a diverse range of talents, strengths, competencies, interests and needs. To provide learning experiences that will cater for all the different needs of students in your class is not an easy task, but there are some strategies that will assist you.

**Designing activities using Bloom’s taxonomy**

Bloom’s taxonomy of cognitive processes is a very useful framework from which to develop units of work. Bloom’s well-known model provides a simple, easy to follow plan for developing lots of activities at different levels of thinking and learning.

There are six levels of thinking in the model. The six levels fall into two broad classes:

- Those activities and questions that involve remembering and applying what they know (knowledge, comprehension and application) and
- Those that involve higher-order thinking (analysis, synthesis and evaluation)

Using units of work based on Bloom’s taxonomy has a number of advantages. The teacher can:

- Create ways that students with very different abilities and skills can work on the same topic, but at different levels
- Write their own units of work using an easy to follow plan on any topic to suit the students’ abilities, talents and interests
- Easily integrate different curriculum areas
- Help students to ask better questions about information
- Develop students’ thinking skills ranging from simple memorising and showing understanding through to higher-order thinking like analysing, creating and judging
- Develop students’ skills and confidence in solving problem
### Writing Task Cards

- **Write one task per card.** Use Bloom's taxonomy to help you write tasks that range from easy recall and comprehension tasks to challenging higher-level thinking tasks.

- **Make the cards attractive and interesting.** Some illustrations, drawn or cut out add interest to the card.

- **Write the topic and a number on each task card.** This helps the student to keep reliable records.

- **Use different colours to code each level:** Colour coding creates an easy way of ensuring the students work at appropriate levels for their abilities and are challenged by the tasks.

- **Write simple, clear directions** so that students can work on their own.

- **Explain teaching points** on the cards, then follow with practice examples and opportunities for the students to complete.

- **Include a self-marking component** if possible, so that the student can gain immediate feedback. This can be included on the back of the card, or on a separate answer card.

- **Organise the task cards into three levels.**
  - Level 1 asks the user to **find out** something out (yellow)
  - Level 2 asks students to **use** their knowledge in some way (blue)
  - Level 3 asks students to **create** something new or **give an opinion** (green)

*Use this chart to assist you in developing your task cards. The question starters are particularly helpful.*
<table>
<thead>
<tr>
<th>Level</th>
<th>Term</th>
<th>What it means</th>
<th>Typical activities and questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yellow</td>
<td>Knowledge</td>
<td>Students are simply asked to identify or describe things to show what they have remembered and learned.</td>
<td>List all the characters in... Read a poem about... Make a chart showing... List all the facts about... Describe a... Who was... Describe what happened when... Find the meaning of... Is this true or false?... Use a dictionary to find out... Find pictures of... What is...</td>
</tr>
<tr>
<td></td>
<td>Comprehension</td>
<td>Students are required to show that they can first remember information and then show their understanding of the information by making meaningful links between related concepts. At this level they are being asked to explain a concept, interpret what they can remember, distinguish between things, make predictions, summarise what they know.</td>
<td>Draw a picture to show... Write and perform a play about... Retell the story in your own words... Write a summary report on... Explain what is meant by... Write a brief outline on... Define... Draw or write about the different steps in... Why was...</td>
</tr>
<tr>
<td>Blue</td>
<td>Application</td>
<td>Students are required to make use of what they know by applying their knowledge in a practical way. They can experiment, code, sketch, make a model, or construct or apply rules, principles and formulate to a new problem that tests their knowledge and understanding.</td>
<td>Construct a model to show how... Organise a display about... Write a book of information for classmates about... Cut out pictures about... and group into... Act out how to... Show how to... Calculate how much...</td>
</tr>
<tr>
<td>Analysis</td>
<td></td>
<td>Students are required to break down what they know into parts so that they can see the relationships between the parts. Here students may group or categorise information, compare and contrast, analyse, research, survey. They will develop skills in distinguishing fact from opinion, a fact from an inference, a cause from an effect, and a good reason from a poor reason.</td>
<td>If... had happened, what difference would it have made?... How are... and... similar?... What was the main theme in... Design a questionnaire to find out... Write an advertisement to sell... Construct a graph about... Write a review using these criteria... What problems occur with... Interview... to find out... Compare... with...</td>
</tr>
<tr>
<td>Green</td>
<td>Synthesis</td>
<td>Students are encouraged to think creatively, to see new ways of doing things, to take risks, to consider the unexpected, to link concepts in unusual and flexible ways, to develop something that is original.</td>
<td>Design or invent a... to... Compose a song about... Use a well-known tune and write words about... Describe an imaginary conversation between... Create a new... Design a better... Invent a new... Write a play, poem or song about... Imagine what would happen if...</td>
</tr>
<tr>
<td></td>
<td>Evaluation</td>
<td>Students develop skills in thinking critically, they learn to evaluate the relevance, reliability, truth and accuracy of information.</td>
<td>What criteria would you use to assess... Take part in a debate on... Which... are the most important and why?... Write a letter to... recommending changes to... What would your reaction to be?... How effective is...? Do you believe that... is good or bad? Why?... What are the advantages and disadvantages of...?</td>
</tr>
</tbody>
</table>
Example: Learning centre for Upper Primary (Grades 6–8)

SUBJECT: Social Science
STRAND: Social Organisation

**TOPIC: GROUPS**

<table>
<thead>
<tr>
<th>GRADE</th>
<th>Types of Groups</th>
<th>Objectives</th>
</tr>
</thead>
</table>
| 6     | Family<br>School<br>Class<br>Clan | • Know how groups are organised  
• Respect and appreciate different groups of people  
• Understand the role of the group leader  
• Understand and respect the rights and responsibilities of group members  
• Know about the groups they belong to  
• Understand why groups exist |
| 7     | Business<br>Community<br>Government | • Understand the difference between government and non-government services  
• Understand the concept of a joint venture  
• Understand and appreciate the work of non-government and aid organizations |
| 8     | Political<br>Government | • Know the different roles and functions of the government  
• Identify the main features of government at different levels |

**Learning Centre Instructions:**

**TO COMPLETE THIS TOPIC:**
- Students are to complete five activities, including at least one activity from Level 1 and one activity from Level 2.
- All students must have their selected activities approved by the teacher before commencing work.
- Students are to complete an evaluation sheet for two activities.
- Students are to display their best work on the board.

**MG.2 Activity 12**

*Look at the examples of task cards at Level 1, 2 and 3 shown on the next page.  
Write down the objectives you think were used to create each card.  
Locate the task instructions in Blooms taxonomy.*
GROUPS IN THE COMMUNITY

SPORTS GROUPS

Sports teams are examples of groups in the community. To play in a team, members have to learn skills, the rules of the game and how to use the equipment.

TASK
Choose a team sport and complete these activities. You may work with a partner to complete this task.
1. Name the sport you have chosen.
2. How many players should be in the team?
3. Name three skills players of this sport need.
4. List the equipment needed to play this sport.
5. Write down three rules of the game.

You may illustrate your work.

Resources needed to complete task
Your workbook or a sheet of paper
Pens, coloured pencils
Sports reference books
A partner

THEME: GROUPS
EXAMPLES OF TASK CARDS AT LEVEL 1, 2 AND THREE

Level 1:
- Find out something

Level 2:
- Use your knowledge

Level 3:
- Create something new
or give an opinion

GROUPS IN THE COMMUNITY

LEVEL 3

Design Challenge: A Youth Club

Clubs are becoming more popular. Many communities have decided to set up meeting places for young people. Your challenge is to design a youth club which would be popular amongst young people.

TASK
Work with a group of at least four members. In carrying out this challenge it is important for your group to discuss the following questions:
When you have made your decisions, design a brochure, pamphlet or poster to let the community know about your club.

CUSTOMERS: Who will the youth club be for?
- will it be open to all young people?
- will they have an age limit, for example 12-18 years?
- will they be open to families, young children, older adults?

FINANCE: How will you finance the club?
- who will pay for the building, or rent of the building?
- should you carry out fund-raising activities to make money?
- should you approach local businesses for donations?
- remember you will need money for furniture, equipment, lights.

IMAGES: What kind of image do you think the club should have?
- should it just be a youth club?
- should it have a theme?
- what kind of decorations would you have to add to the theme?
- should it be promoted as a fun club or have a more serious image?

LOCATION: Where will the club be situated?
- in the town centre or the areas outside of the town?

MANAGEMENT: How will the club be run?
- who will run the club?
- will you have paid staff or volunteers?
- how many staff will be needed?
- what time will the club be open?
- will you have a membership fee?

STOCK: What will you sell at the club?
- will you sell soft drinks such as cola, orange juice?
- what about coffee and tea?
- will you sell food such as chips, biscuits and sweets?
- what about the price of the drinks and food?

PUBLICITY: How will you advertise the club?
- how will you make it attractive to young people?

GROUPS IN THE COMMUNITY

LEVEL 2

COMMUNITY ORGANISATIONS

AUCDC – PNG
- Waigani Drive PNG
- 3262357
Gazelle Recreation Authority
- 3rd Floor, Murray Rd
- 3265437
Girl Guides Association of Papua New Guinea
- 2nd Floor, Murray Rd
- 3211072
Girl Guides Handover Shops
- 2nd Floor, Murray Rd
- 3217699
Gorusa Chamber of Commerce & Industry
- PO Box 470 Goroka
- 721177
Green Pacific
- PO Box 470 Goroka
- 721177
Liliane Port Moresby
- PO Box 657 Port Moresby
- 3261680
Manufacturers Council Of PNG
- PO Box 713 Port Moresby
- 3299312
Moleaian Environment Foundation Inc
- PO Box 908 Port Moresby
- 3239880
New Guinea Airports Authority
- PO Box 908 Port Moresby
- 3177560
Papua New Guinea Art & Craft Association
- 1st Floor, Murray Rd, Port Moresby
- 3239301
Papua New Guinea Family Health Association
- PO Box 639 Lae
- 472523
Papua New Guinea Grocers Association
- Roko, Lae
- 9829123
Papua New Guinea Tourism Association
- PO Box 713 Port Moresby
- 3239311
Peace Corps
- PO Box 1760 Bonnok
- 323835
PNG Chamber Of Mines & Petroleum
- PO Box 1032 Port Moresby
- 321056
PNG Cremains Association
- Ramu
- 9829123
P.N.G. Rugby League
- PO Box 1760 Bonnok
- 3239313
Port Moresby Chamber Of Commerce & Industry
- PO Box 713 Port Moresby
- 3239307
Port Moresby Netball Association
- PO Box 1760 Port Moresby
- 3239307
Pomiey Club of Bonnok Inc
- PO Box 1760 Bonnok
- 3239308
Save The Children Fund PNG
- PO Box 677 Port Moresby
- 3239308
Save The Children Fund PNG
- PO Box 677 Port Moresby
- 3239308
St John Ambulance PNG
- Port Moresby
- 3239309
United Nations High Commissioner For Refugees
- PO Box 713 Port Moresby
- 3239310
Voluntary Service Overseas
- PO Box 1032 Lae
- 8321054

Community organizations exist for a number of reasons. Some are run by private individuals or businesses, some by non-government agencies and some by the government.

TASK
Read through the list of organizations copied from the Yellow pages of the telephone book.
Sort them under the following headings. Try to list at least two organizations in each category.

Business
Health
Sport
Community Development

Look in the Yellow pages under Clubs/Churches and list the different types of clubs and churches mentioned.

Resources needed to complete task
Your workbook
Pens, coloured pencil
Telephone book

Level 1: Find out something
Level 2: Use your knowledge
Level 3: Create something new or give an opinion
MG.2 Activity 13

Design THREE task cards suitable for a lower primary class working on an integrated theme – THE RIVER.

Some of the objectives for the theme, taken from most of the lower primary syllabus documents include

- Describe changes which occur in the environment
- Explain how changes can affect the environment
- Identify food gathered from the river
- Experiment with drawings in mud and clay
- Make and read a map
- Interpret pictorial symbols
- Practice basic water safety skills
- Write descriptions of places
- Tell others about personal experiences
- Tell a story
- Measure using litres
- Understand the needs and wants of the local area.

Instructions

- Select three different objectives and design a task card related to each of the three objectives.
- Design your cards for a different level of difficulty. (from Bloom)
- Include on your task card
  1. Clear instructions
  2. The level of difficulty
  3. Teaching point
  4. Resources required to complete the activity
  5. Whether it is an individual, paired or small group task.
  6. The task
  7. Illustrations (if possible)
Summary

Managing the Multigrade classroom sounds difficult, but with some careful preparation, planning and teaching, the teacher will actually have more time to work with students, not less. This module has discussed ways to manage the Multigrade class; organising the classroom, working in groups, teaching routines, and creating ways for students to work independently e.g. learning centres.

Self evaluation

Answer the following questions in your workbook.

- What have I learnt from this module?
- What do I need to know more about?
- How will I find out?
Glossary

Check your understanding by defining the following terms and build on the glossary with additional terms.

Whole class teaching
Learning centres
Small group teaching
Bloom’s Taxonomy of cognitive processes
Individualised teaching
Co-operative learning
Positive interdependence
Random groups
Interest based groups
Cross age tutoring groups
Mixed aged groups
Friendship groups
Structuring the group
Structuring the task