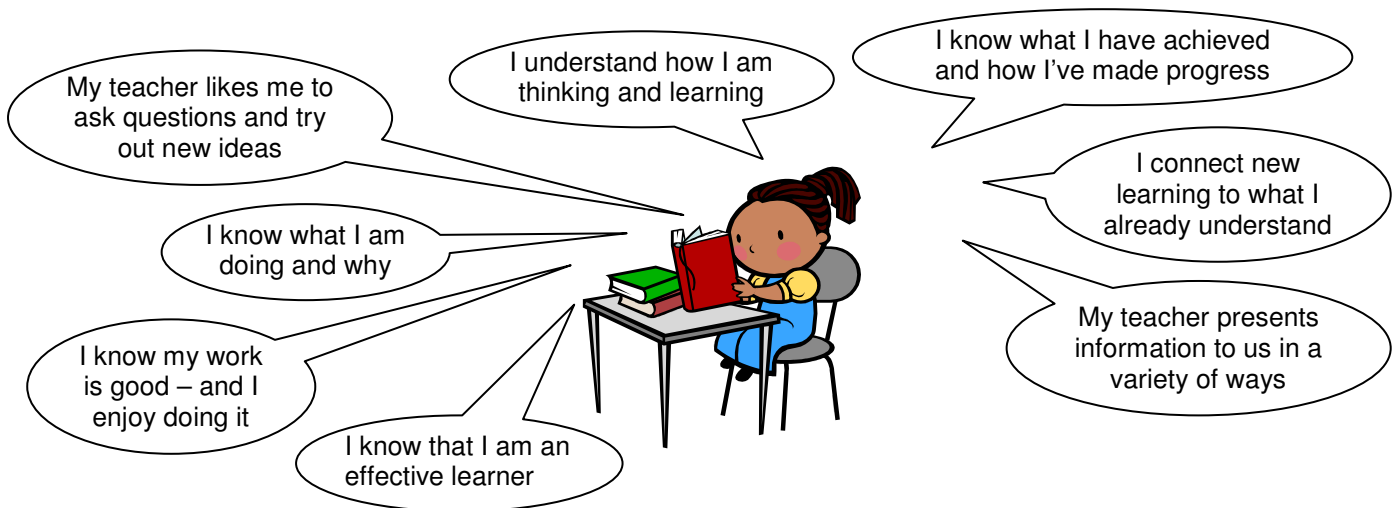


Active Engagement Techniques

*If you are interested, involved and appropriately challenged
then you are engaged with your learning*

Why is it good for pupils to be actively engaged?

- They have longer concentration spans
- They complete work on time
- They stay on-task
- They have few behaviour problems
- They have a good attendance record
- They develop higher self-esteem
- They make faster progress
- They develop a belief in their ability to improve and learn
- They encourage other pupils
- They work collaboratively
- They attain better at KS3, GCSE and beyond

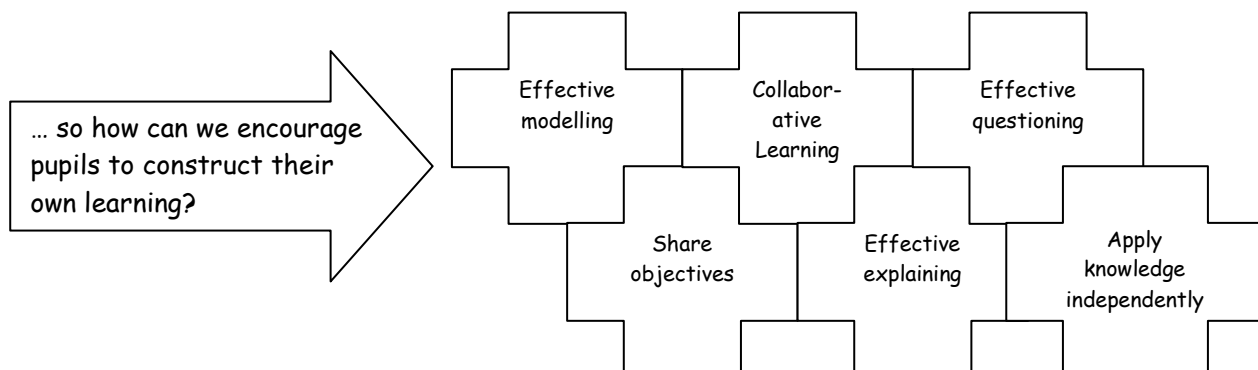


Question: Which picture shows pupils who are engaged?

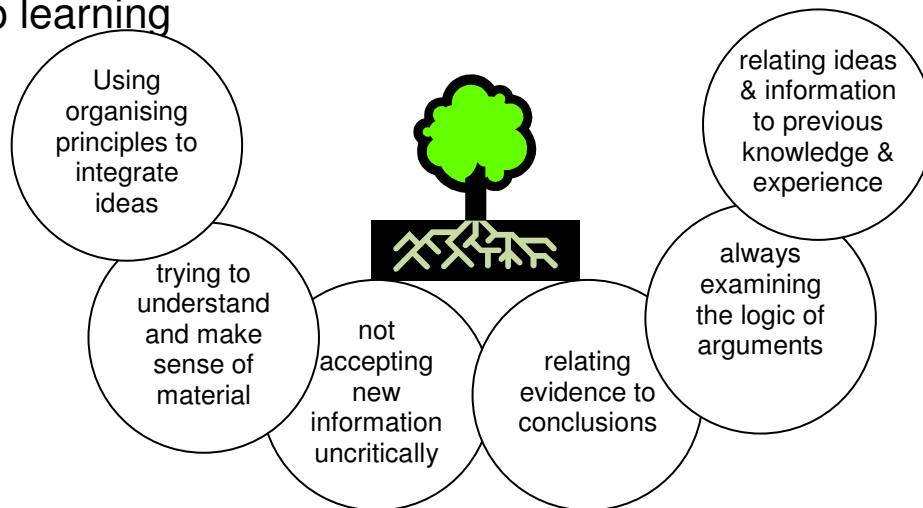


Answer: Who knows!

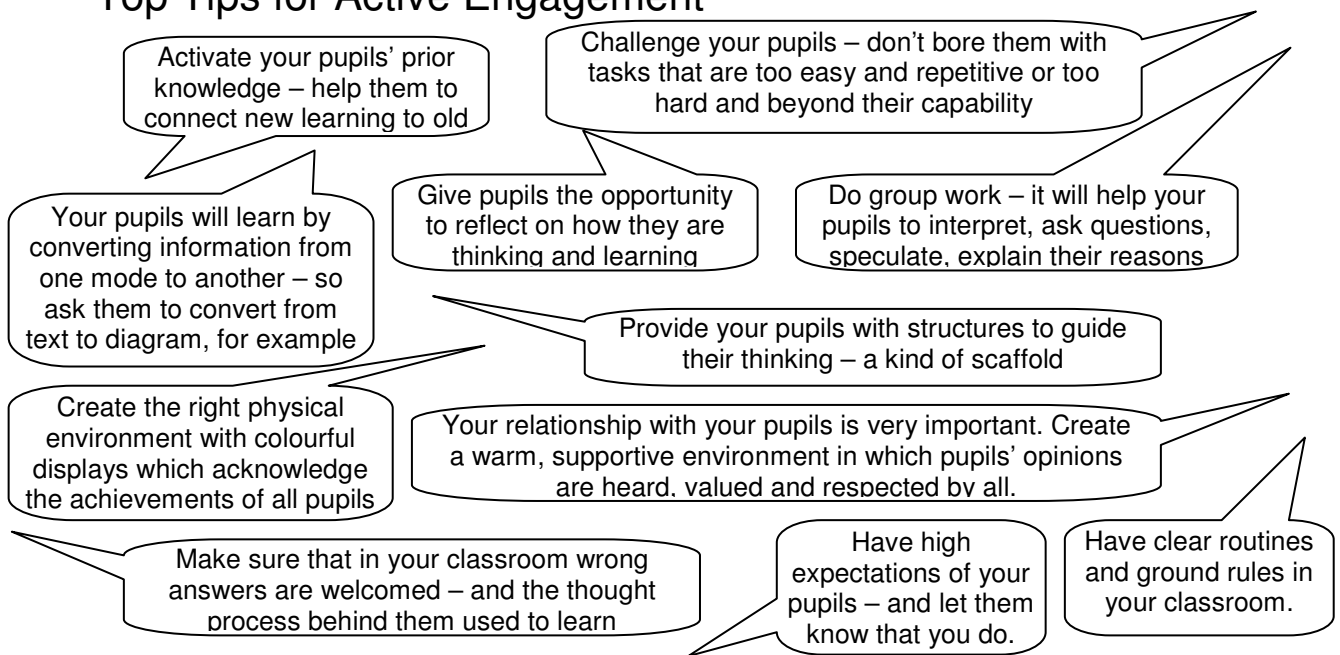
A pupil is engaged if they are **constructing their own learning**, rather than simply soaking up information transmitted to them by their teacher



Deep learning



Top Tips for Active Engagement



Strategies for Active Engagement

Engaging with text Use DARTs (Directed Activities related to Text) Text completion (pupils predict deleted words, or phrases) Diagram completion (pupils predict deleted labels) Table completion (pupils completed deleted parts of table) Disordered text (predict logical order or classify segments) Prediction (predict next part of text) Underlining or highlighting (search text for words or phrases) Labelling (label segments of text that deal with different aspects) Segmenting (segment text into information units) Diagrammatic representation (construct diagrams from text) Tabular representation (construct table from text)	Drama activities Speculative language (what would you do if ? Other options?) Improvisation using stimuli Thought tapping (freeze frame, ask pupils to speak thoughts aloud) Mime (show or interpret a key point without words) Hot seating (one person takes on a role, others ask questions) Alter ego (offer advice to a character) Forum Theatre (one group acts. The rest can stop the action and suggest improvement) Pupil in role/teacher in role (pupil or teacher take on a role in a given context)
Thinking Skills Classification (sorting information and justifying categories) Odd-one-out (important to give reasons, best if there is not one obvious odd one out) Maps from memory (group members individually look at a map on teacher's desk and then feed back to group to redraw the map) Mysteries (information provided on small cards which pupils use to develop answer to a big open question)	Writing tasks Purposeful context (establish purpose and audience) Visual support (present information visually to explore ideas) Collaborative writing Writing frames (helps pupils to organise their thoughts)