

Helping a child with handwriting problem

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Activities to Support an Able Under Achiever in Geography Activities to

Support an Able Under-achiever Typology of underachievement:

Apathetic non-engager

2. Key Stage:

Years 10 to 14

3. Curriculum Concept:

The student shows disinterest and does not participate in any way in the classroom teaching session. The best way is to introduce practical activities that would arouse their interest. They need variations in methods of teaching so as to keep their attention.

4. Suggested Activity (use bullet points / short description)

Set the students to work on assignments in groups

Have a one-on-one walk and talk session with the particular student

Make the class work collaborative. Occasionally change the setting from classroom to outdoors.

Make the learning experience as fun as possible

Pose questions that call for critical thinking and interactive form of answering

Involve lively and purposeful classroom activities and exploration of the surrounding environment

5. What is the teacher trying to achieve?

- To stimulate the student's curiosity and imagination about the environment
- To encourage collaborative learning
- To build rapport between themselves and the student
- Group works encourage the student to involve in dialogue and exchanges,

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boost their confidence and make them accustomed to participatory speaking

6. Which aspects of the underachievement are being addressed and how is this being done?

Critical thinking; the culture is being established since it is crucial for well thought out contributions.

Giving the child the confidence to speak out

Walk and talk sessions challenge and inspire the student to be positively collaborative and to view themselves highly

7. How does this activity differ from what would normally be undertaken?

Walk and talk focuses on the individual motivation of the particular student.

It also builds a relationship and high level of trust between the teacher and the pupil. Pupils are more likely to perform for the teachers they feel connected with.

8. How will the activity work with other children? (Is there a group or paired work element, or is this an independent task?)

Walk and talk is designed for the individual approach and would work with almost every child. It is best done with individual students rather than in groups or pairs so as to adhere to the focus and objective of being challenging yet inspirational and motivational in nature.

9. Provide the teacher with some tips for making sure the activity runs smoothly.

Keep the session interactive and participatory. This will enable the student to open up to you.

Ask plenty of questions, so you know as much as possible and the kind of help approach to take.

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Be more of a listener. Do not take up a huge part of the session.

Recognize and compliment every success the student shows, however small.

10. What would constitute a positive outcome for this task?

Gradual improvements in the levels of participation

Visible improvement in geographical investigation skills such as investigation, prediction, observation and analysis

Demonstrated understanding of specific content

Opinionated answering techniques from the student

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