



Developing interactive learner activities and teaching techniques

Revised Lower Secondary Curriculum

December 2022



Session outcomes

Participants should be able to:

- ❖ Understand what interactive learner activities are
- ❖ Understand what interactive learning is
- ❖ Prepare interactive learner activities for a real lesson



Introduction

Let us reflect

- What is our current classroom practice?
- How do we teach?

One of the key issues that is emphasised in the NLSC is interactivity of the lessons through learning activities



Activity 1

In your groups, brainstorm and report on the following:

- What constitutes a learning activity?
- What is the purpose of using learning activities in the learning process?
- At what point of the lesson should the LA be given and why?
- Where do learning activities come from?



Notes By the facilitator

- A learning activity is a learner engagement that allows hands-on/minds-on interaction of learners and/or with the facilitator.
- Learners are actively involved and the process can take the form of:
 - ❖ Learner-learner interaction
 - ❖ Teacher/facilitator-learner interaction
 - ❖ Use of audio, visual, videos
 - ❖ Hands on demonstrations and presentations



Techniques to apply in an interactive class:

- Brainstorming- brief and bringing ideas together
- Relate to real life-e.g using popular films or newspapers to engage learners
- Entry and exit tickets
- Ice breaker activities
- Improvising activities where learners create some teaching/learning materials



Cont.....

- Learner led reviews
- Learners summarising concepts in their own words
- ICT simulations
- Field activities
- Allowing for class discussion



Activity 2

Exploring the characteristics of a learning activity

In subject groups, suggest the characteristics of effective/interactive learning activities



Effective learning activities:

- Align with the learning outcomes in the syllabus
- Focus on experiential learning i.e DEAA
- Have clear aims and purpose
- Balance KUSVA
- Develop values/attitudes and other indirect tenets such as cross-cutting issues
- **Must be in line with the norms such as gender sensitivity, inclusivity**
- Promote thinking
- Support diverse learning skills
- Must have problem solving components
- Must include assessment components



Activity 3

In your groups/subjects choose a topic from the S3 or S4 syllabus and ;

- ❖ Prepare a learning activity. The expected time for the activity should not exceed 1 hour
- ❖ Show how this activity can be broken down into smaller tasks in an interactive way (DEAA)
- ❖ Make a presentation



Thanks for your attention