

## Learning at home

### Topic

Experiences of learning at home

### Learning outcomes

- Use vocabulary related to learning at home
- Read and understand details of short texts describing experiences of learning at home
- Develop problem solving and critical thinking skills
- Make a poster about learning at home

### Age and level

9-12 (A2+)

### Time

80-100 minutes (or two shorter lessons)

### Materials

The teacher will need:

- Presentation
- Reading texts for the online lesson

The learners will need the text sent to them by the teacher, a pen or pencil and paper or a notebook.

### Introduction

This lesson is suitable for older primary-aged children who learn at home or have experience of learning at home.

Learners begin the lesson by thinking of situations where children learn at home. They then read texts about several different children learning at home and answer some questions. Learners identify what the children like about learning at home, and the problems that they have. They consider solutions that could help the children, as well as reflect upon their own experiences. Finally, they work together in groups to review and collate their ideas and produce an online poster.

There are lesson plans available for both face-to-face and online teaching.

## Procedure

<b>Before the lesson</b>	<ul style="list-style-type: none"> <li>• Decide which of the six texts you are going to use with your learners. The activity will work with two texts, but you can use four or six.</li> <li>• Divide the learners into groups. Send one text to all the learners in each group, e.g. send Ali's text to all learners in group 1, Nina's text to the learners in group 2, etc.             <ul style="list-style-type: none"> <li>○ Tell them to read the child's text and answer the accompanying questions, then to write one more question about the child.</li> <li>○ If you prefer, you can ask the learners to send you their work before the lesson for you to give feedback on.</li> </ul> </li> <li>• Before you start the lesson:             <ul style="list-style-type: none"> <li>○ Test your microphone and camera to make sure they work.</li> <li>○ Make sure that you have the accompanying presentation open and shared.</li> </ul> </li> </ul>
<b>At the start of the lesson</b>	<ul style="list-style-type: none"> <li>• Welcome the learners as they arrive:             <ul style="list-style-type: none"> <li>○ Check that you can all hear and see each other.</li> <li>○ Check that they can see the first slide.</li> <li>○ If they can't, ask them (or ideally an adult they have present) to check their settings or troubleshoot in the way you have shown them previously. You may need to write this in the chat facility if they cannot hear you.</li> </ul> </li> </ul>
<b>1. Lead-in (5 minutes)</b>	<ul style="list-style-type: none"> <li>• Ask learners to say when schoolchildren might have to learn at home. Give some ideas if they are not sure. Possible suggestions: for medical reasons (e.g. had an operation); the school is closed (e.g. for bad weather); there is a pandemic / a war; they live far from a school.</li> <li>• Ask learners to say how schoolchildren might learn at home. Examples include: attending online lessons on a laptop / computer / tablet; doing activities on a website;</li> </ul>

	<p>completing worksheets / activity books; watching TV lessons; listening to lessons on the radio; talking to a teacher on the phone / online; learning with a family member etc.</p>
<b>2. Reviewing vocabulary (10 minutes)</b>	<ul style="list-style-type: none"> <li>• Show <b>slide 2</b> of the presentation. Challenge the learners to think of as many words connected to learning at home as they can.</li> <li>• If your platform has an annotate function, ask them to write on the screen. Otherwise ask them to write in the chat, or on paper to show the camera.</li> <li>• After a few minutes, review the words and ask the learners to identify the longest word, the shortest word, the most common word, any unique words that only one person thought of, etc.</li> <li>• Check that learners understand the following words which appear in the reading texts: online lesson, screen, internet connection, computer, laptop, tablet, chat, printer.</li> </ul>
<b>3. Reading (10–15 minutes)</b>	<ul style="list-style-type: none"> <li>• Use only the slides from the presentation which refer to the texts you are using with your learners (<b>slides 3 – 14</b>).</li> <li>• Ask all the learners who read the first text to tell the class what they remember about him or her, without looking at the text.</li> <li>• Explain that the learners who read this text are going to ask the rest of the class the extra question they wrote before the lesson, and the rest of the class needs to read the text to find the answers.</li> <li>• Display the text. The first learner with a question asks the class.             <ul style="list-style-type: none"> <li>○ The rest of the class reads the text to find the answer then writes it on a piece of paper or in their notebook and shows the camera.</li> <li>○ The learner who asked the question confirms the answer.</li> <li>○ The next learner with a question about this text asks the class, and so on.</li> </ul> </li> <li>• Repeat with the other texts.</li> <li>• <b>Variation:</b> <ul style="list-style-type: none"> <li>• Before the lesson, specify that the learners write a true or false question about the text they have.</li> <li>• When learners are answering each other's questions, they hold up 'true' or 'false' written on different pieces of paper or pages of their notebook (or 'stamp' true or false on the screen if your platform has a stamp function).</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Additional vocabulary activity:</b> <ul style="list-style-type: none"> <li>• Display each text in turn with some of the words covered up.</li> <li>• Ask the learners to remember the missing words.</li> </ul> </li> </ul>
<b>4. Problem solving and critical thinking (10–15 minutes)</b>	<ul style="list-style-type: none"> <li>• Again, use only the slides which refer to the texts you are using with your learners.</li> <li>• Display each text in turn. Ask the learners what each child likes about learning at home and what's difficult about it.</li> <li>• Tell the learners that they're going to think about what could help each child and why/how. Display the first text again.</li> <li>• Encourage learners to suggest what could help him or her. For example, for Ali: <ul style="list-style-type: none"> <li>○ His internet connection is bad &gt; Close other things using the internet</li> <li>○ He sometimes has problems speaking and hearing in online lessons &gt; Write in the chat or use headphones</li> <li>○ His eyes feel tired &gt; Don't stay at the computer during break times, don't use a screen after lessons</li> </ul> </li> <li>• Where appropriate, ask learners why or how their suggestion will help to encourage critical thinking. For example, for Ali: <ul style="list-style-type: none"> <li>○ Closing other programs might help the connection be more stable.</li> <li>○ Using headphones will help them hear each other better.</li> <li>○ Not staying at the computer during break times gives your eyes a rest.</li> </ul> </li> <li>• Repeat with the other texts. <b>Some possible answers:</b> <ul style="list-style-type: none"> <li>• <b>Nina</b> – doesn't have enough space, shares a desk, can't concentrate <ul style="list-style-type: none"> <li>○ put things away when you're finished with them</li> <li>○ divide the desk into two areas</li> <li>○ use headphones so you can't hear other people in the house</li> </ul> </li> <li>• <b>Petra</b> – can't see the video very well, fights with brother and sister <ul style="list-style-type: none"> <li>○ ask the teacher to show things as big as possible in the videos</li> <li>○ make a schedule of when everyone will use the smartphone</li> </ul> </li> <li>• <b>David</b> – misses school and friends, too many worksheets and activities, doesn't understand what to do <ul style="list-style-type: none"> <li>○ message, call or video chat with his friends more</li> <li>○ ask his dad to help him with the worksheets and activities</li> <li>○ ask his teacher to tell his dad which ones are the most important</li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Alex</b> – mum doesn't always have time to collect worksheets, worksheets are sometimes really difficult             <ul style="list-style-type: none"> <li>○ ask the teacher to email the worksheets then copy them on paper</li> <li>○ ask a family member to help explain the worksheets</li> </ul> </li> <li>• <b>Salma</b> – parents don't know what to teach and get interrupted, gets bored             <ul style="list-style-type: none"> <li>○ tell her parents about what other things they were learning at school</li> <li>○ try to teach her little brother something instead of playing</li> <li>○ write a list of different ideas of things to do which she can look at and choose from when she's bored</li> </ul> </li> </ul>
<b>5. Personalisation (5–10 minutes)</b>	<ul style="list-style-type: none"> <li>• Show <b>slide 15</b> of the presentation. Tell the learners that you are going to say some sentences and they need to do an action depending on whether:             <ul style="list-style-type: none"> <li>○ they agree / it's the same for them,</li> <li>○ they partly agree / it's partly the same for them,</li> <li>○ they disagree / it's different for them.</li> </ul> </li> <li>• Agree some physical actions with your learners to represent 'yes', 'no' and 'maybe', e.g. standing up, turning around, moving left or right, shrugging shoulders, etc.</li> <li>• Choose some sentences from each text, e.g. from Ali's text, 'I like learning from home' and 'my eyes feel really tired at the end of the day'.</li> <li>• Read the sentences out.</li> <li>• After each sentence, learners react with the appropriate action depending how they feel about it.</li> <li>• If appropriate, ask learners a follow-up question, e.g. 'Why do/don't you like it?' or 'How do you rest your eyes?' etc.</li> </ul>
<b>6. Reviewing and collating ideas (30 minutes)</b>	<ul style="list-style-type: none"> <li>• For the next activity the learners will ideally work in breakout rooms, if the platform you're using has this function, and your learners are comfortable and responsible when working in breakout rooms. However, it could also be done as a whole class activity or an activity that learners do individually outside of class time.</li> <li>• Show <b>slide 16</b> of the presentation. Tell the learners that they are going to work together in a group to make an online poster about learning at home. The poster could include:             <ul style="list-style-type: none"> <li>○ good things about learning at home</li> <li>○ what's difficult about learning at home</li> <li>○ tips/advice for learning at home</li> </ul> </li> </ul>

- things which are different about learning at home compared to school
- Brainstorm ideas with the learners and encourage them to include some of the things that have been read about and discussed in the lesson so far. Get them to decide the format of the poster, e.g. a mind map, speech bubbles, lists, etc.
  - There are lots of online tools you could use, but it could be as simple as a Google Drawing, which has limited functions and is therefore easy to use.
  - If you create blank ones in advance and change the sharing settings, you can simply give the learners the link in the lesson.
- Demonstrate the activity first by opening a new file in the tool you are going to use, e.g. a new Google Drawing.
  - Show them how to write text and how to draw a shape, line and picture, and how they can arrange these on the canvas to make their poster.
  - Explain that they will need to discuss with each other in the breakout room to agree who is going to write and draw what parts.
- Put the learners in their groups in the breakout rooms and give each group the link to the place where they are going to make their poster by putting it in the chat.
- You may wish to remind the learners of the 'breakout room rules' before you move them there, for example speaking English only, staying on task, etc.
- Visit each breakout room as soon as possible to make sure the learners in each group have been able to open the link and are working together on the poster.
- Monitor the learners during the activity by regularly moving between breakout rooms. If your platform has the function, turn your camera off while you monitor so as to disturb the learners less when you enter a room.
- Before you bring learners back to the main room, visit each breakout room briefly and announce that they have two more minutes to finish their poster before you will bring them back.
- After two minutes, bring all the learners back.
- Screen share each poster. Ask learners to say what they like about the other groups' posters and identify an idea which is not on their own poster.

**7. Vocabulary  
review  
(5-10 minutes)**

- Review new vocabulary from the lesson with an anagrams game.
- Put the learners in teams. For reference write the names of who is in each team on the whiteboard (if the platform has one) or on a blank document that you screen share.

	<ul style="list-style-type: none"> <li>• Write a word with the letters mixed up on the whiteboard/document (e.g. retnrip) and ask the learners to say or write in the chat what they think the word is (printer). The first team to give the word wins a point (printer).</li> <li>• Repeat with more words from the lesson.</li> </ul>
<b>8. Setting homework (5 minutes)</b>	<ul style="list-style-type: none"> <li>• For homework show <b>slide 17</b> of the presentation. Ask learners to write a short text about themselves. If learners need support, you could provide them with a skeleton text to complete, such as:  <p style="margin-left: 40px;">My name is _____ and I'm _____ years old. I learn at home with _____ (how – online lessons, video lessons, etc.). My teacher is _____ (name). My favourite lesson is _____ (subject).  Sometimes _____ (person) helps me. One thing I miss about school is _____. One thing I like about learning at home is _____.</p> </li> <li>• Change the skeleton text according to the situation of your learners.</li> </ul>
<b>At the end of the lesson</b>	<ul style="list-style-type: none"> <li>• Praise the learners for their participation and work and tell them you're looking forward to seeing them again in the next lesson.</li> <li>• Make sure they know how to exit the platform and wait until they all leave before leaving yourself.</li> </ul>

**Contributed by**

Rachael Ro and Katherine Billsborough