

Activity packs

(Differentiated)

This is a straight forward strategy to introduce an activity without the teacher input. Prior to the lesson you will need to organise project packs to be given to groups of pupils during the lesson. These project packs should include a clear set of instructions about how to undertake the activity. It is important for pupils to organise themselves in their groups so the opening sequence of activities should be as follows:

1. One person in the group reads out the instructions to the rest of the group.
2. Using discussion in groups the pupils divide up the task between them to achieve the end goal.

It is also important that you include a time limit for the first 2 activities to ensure pace to the lesson.

You could also include in the pack resources, additional instructions, extension activities and AfL activities to check progress.

This activity could be adapted so that there are a range of different activity packs with different types of activities which the pupils could visit on a carousel basis.

To differentiate using GAP:

Give the students a range of differentiated tasks to support differentiation (ideally via a worksheet). You could use Bloom's Taxonomy to support this through asking students to use describing, applying, analysing, synthesising and justifying within their activities according to the level they choose.

Green	Choose the 'Green' tasks in your Activity Pack if you find the other activities too difficult.
Amber	Look at the 'Amber' tasks in your Activity Pack first. If you find this too difficult try 'Green', too easy try 'Pink'.
Pink	Choose the 'Pink' tasks in your Activity Pack if you find the other activities too easy.

