

Skills for Life Quality Initiative

Creating learning materials: Level 4

Trainer notes and participant pack

Session 2: Literacy, language and numeracy in action



Leading learning and skills

Trainer notes

Please note that not all the Elements have trainer notes, this is because the Participant activity sheets are self-explanatory in these Elements.

Session 2: Literacy, language and numeracy in action

Element 2: Embedding literacy, language and numeracy

- Make sure everyone understands what is meant by embedding.
- Reinforce the instructions on their activity sheet. Make it clear that:
 - there are various ways of embedding;
 - no one model is being advocated (examples of illustrating embedding are given below);
 - they should be working towards matching the needs of the learner to the practical context;
 - they should be sensitive to different practice – remember that some subject teachers have literacy and/or numeracy needs themselves.

Examples of embedding

- a) A learner goes to horticulture sessions at a day care centre. She also attends a numeracy class at the local college. However, there is no liaison between the two teachers, and no attempt by the horticulture teacher to offer opportunities for learners to learn or reinforce numeracy through the subject.
- b) In an E2E setting, a literacy teacher helps a learner to improve her ability to read, so that when she has to do so as part of her childcare course, she will be confident. The literacy tutor also liaises with the childcare tutor and uses contextualised materials.
- c) In a prison setting, a skills for life teacher works alongside the construction tutor in a classroom that is part of the workshop. They use the same materials, which they devised together and which are embedded in the construction course, covering topics such as drawing scale plans for real building projects.
- d) On a fashion course in a further education college, all the Level 2 numeracy key skills are delivered through the pattern-cutting element of the course.

Materials

- DVD 'Working in an office' and optional DVD clip 'Training in a garden centre'.
- OHTs 17 and 18.

Element 3: Readability

- Start this with a whole group discussion to explore what makes one text more readable than another.
- Record the responses as a spider gram on the flip chart so that participants can refer to it during the session.
- Then take them through the activities:

Activity A

- Make sure that each small group has looked at each section of *Reaching All Learners by Using Effective Learning Materials* (Module guide, Appendix 2) in relation to their chosen text.
- Take feedback at the end. Did everyone consider the possibility of using a multisensory approach, for example tapes? Did they notice the small section on double meanings?
- Discuss the importance of this for deaf learners, learners with Asperger syndrome or those with language processing problems.

Activity B

- Give the answers to groups as they complete the activity.
- Discuss its importance for deaf learners, learners with Asperger syndrome or those with language processing problems.

Activity C

- Make sure you point out how often learners are presented with written information that is above their skill level, for example the health and safety rules (Module guide, Appendix 10) which, although short and clearly laid out, require a reading ability of Level 1.
- Discuss readability formulae – do any of the participants use them? If so, which? Ask at the end how many of them might use such a test on any of the material that is presented to learners.

Materials

Copies of *Reaching All Learners by Using Effective Learning Materials* (Module guide, Appendix 2).

Examples of written materials, for example a canteen list and telephone call instructions (Module guide, Appendix 9), materials relevant to vocational subjects, and so on.

Newspapers – a range of national newspapers, for example the *Financial Times*, *The Sun*, *Daily Mail*; and a local newspaper.

Element 4: Resources workshop

Materials

- Pen portraits covering the range of learning contexts and levels (see Module guide, Appendix 8 for a suggested format).
- Learning materials developed to support learning literacy, language and numeracy skills:
 - sample learning activities from the *Adult Pre-Entry Curriculum Framework for Literacy and Numeracy* (Department for Education and Skills);
 - *Skills for Life* learning materials (Centre for British Teachers/Basic Skills Agency);
 - *Living our Lives* (NIACE/Learning and Skills Development Agency);
 - suggested activities and materials in the literacy, numeracy and ESOL core curricula;
 - suggestions from *Access for all*;
 - *Self-Advocacy Action Pack* (Department for Education and Skills);
 - *Skills for Life Materials for Embedded Learning* (Department for Education and Skills).
- Optional DVD clips of Lisa and Victoria.

Element 5: Making adaptations

Note: It is important that you are familiar with the computer set-up you are going to work with, and that you know that the hardware will run the software as intended. You may need to have a technical support person either to help with the session, or to be available in case something goes wrong so that you can minimise difficulties and therefore frustration for the participants.

It is preferable to have no more than two or three participants to each computer.

- Go through the implications of legislation in the participant information sheet.
- Demonstrate how to make the changes outlined in the three sections of the participant activity sheet. You may need to differentiate the activity to take account of the range of ability and experience of participants.

Materials

- OHTs 19 and 20 (Module guide, Appendix 4).
- *Skills for Life* materials on CD-ROM.
- BECTA advice sheets.
- AbilityNet CD-ROM – this provides video case studies which help demonstrate how real people use technology, details of technology which gives people better access to a personal computer (PC), and fact and skill sheets which explain how people can use their PC more easily.
- TechDis information (www.techdis.ac.uk).
- Demonstration copies of a range of software options, such as Jaws, Lunar, Moon, Texthelp, Inspiration, Clicker, and writing symbols software for visual timetables.
- Computers for the use of participants (one between three).
- Optional DVD clip from 'Adaptations using technology':
 - 'At work';
 - 'In the classroom'.

Element 6: Exploring learning styles

- The aim of this unit is to explore learning preferences and the importance of using a multisensory approach to learning.
- Discuss the different learning preferences illustrated by the learning style maps.
- Check whether participants know their own preferred learning style.
- Remind participants that learners who are at pre-entry level in particular learn by doing.

Materials

- *Access for all* maps on learning styles (See Module Guide, Appendix 12).
- Prototype of Lego model.
- Bags of Lego for each group.

Element 7: Inter-session task 2

- Firstly defuse any anxiety about the task, emphasising that the purpose of the activity is critical observation and reflection on your own practice.
- It is an opportunity to explore and visit any area of interest to the participant.
- Clarify any points on the table that need expanding.
- The completed table will be discussed during Session 3.

Assignment 2

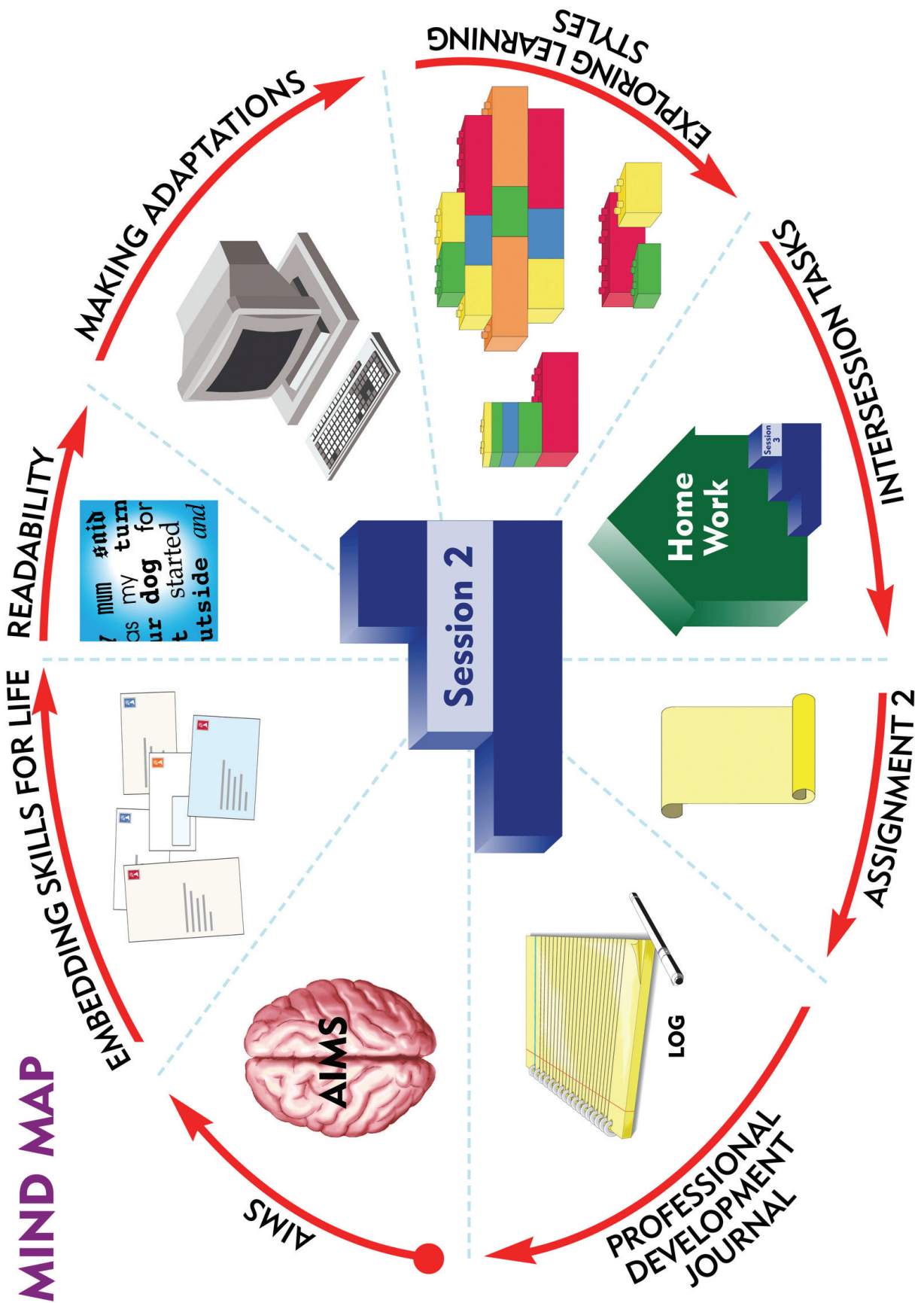
Divide the group into a number of sub-groups, each with a common interest, working context or level of learner. Give participants a little time in these groups to discuss the assignment and support each other.

When the presentations are scheduled, they should observe each other's presentations and fill in the observation sheet.

Participant pack

Programme

Element	Time
9. Aims and learning outcomes	15 mins
10. Embedding skills for life	60 mins
11. Readability	45 mins
12. Resources workshop	60 mins
13. Making adaptations	60 mins
14. Exploring learning styles	45 mins
15. Intersession task Inter-session reading Assignment 2	20 mins
16. Personal development journal	15 mins



Element 1: Aims and learning outcomes

Aims

To transfer principles into good practice in teaching literacy, language and numeracy to learners who have learning difficulties or disabilities, as individuals and groups of learners.

Learning outcomes

By the end of the session, you will be able to:

- identify literacy, language and numeracy observed in a work situation, noting materials and support required to enhance learning;
- identify ways in which literacy, language and numeracy are embedded in your own subject area;
- apply a readability test to a text;
- match learning activities and materials to the needs of individuals with learning difficulties or disabilities;
- make simple adaptations to materials to ensure they are accessible for individual learners;
- apply the concept of learning styles and evaluate how you learn.

Element 2: Embedding literacy, language and numeracy

Participant activity sheet 7

In the context of the *Skills for Life* Strategy:

“Embedded teaching and learning combines the development of literacy, language and numeracy with vocational skills and other skills. The skills acquired provide learners with the confidence, competence and motivation necessary for them to progress, gain qualifications and to succeed in life and at work.”

(Research Summary: Embedded Teaching and Learning of Adult Literacy, Numeracy and ESOL, NRDC)

This philosophy reflects some of the core principles of this module, which you considered in the first session.

From 2006, Ofsted and Adult Learning Inspectorate (ALI) inspectors will be looking at how literacy, language and numeracy are being addressed through subject areas.

Activity A

Purpose

To help you to identify:

- how literacy, language and numeracy can be embedded in a work situation;
- how learning can be enhanced by providing appropriate materials and support for the learner.

What to do

You will be shown a DVD example of McIntyre Care Office Services. You will first be given some background information, and then you will see Mary sorting the post. This illustration may not reflect your own learners, but the task analysis involved can be applied to any context. It will help you to see how you can embed literacy, language and numeracy in a range of real-life situations, including independent living skills for Pre-Entry level learners.

As you watch, make notes of the following:

- the literacy and numeracy skills that are embedded in the task;
- any materials you can think of that would help Mary to do the task more effectively, to learn from the experience, or to be more independent;
- advice you would give to MacIntyre about any other support you think Mary needs in order to gain the most benefit from the task.

Discuss your ideas in a small group. (It may help to think back to the DVD clip of the Apple Tree Café from Session 1 for examples of materials to support embedded learning activities.) You may need to watch the DVD clip more than once.

Feed back your ideas to the rest of the group, being as specific as possible on the format of materials, and so on.

Activity B

Purpose

To think about how literacy, language and numeracy are embedded in your own subject area.

It is important that embedding is taking place. No one particular model is being advocated. The rationale for choosing a model should be that it enables people to develop their literacy, language and numeracy at a time and in a place that is most appropriate to them. You should also take into consideration the skills of practitioners in your organisation. The possible models fall broadly into four categories:

- no embedding happening at all;
- the subject or vocational teacher liaises with the person helping them to gain literacy, language and numeracy skills;
- the *Skills for Life* teacher works in the subject area alongside the subject teacher and learner;
- fully embedded – skills for literacy, language and numeracy are developed entirely through working in the subject area of interest.

What to do

As a whole group, think of at least one example that would fit each category.

Then work in small groups of three or four to discuss:

- Which model is nearest to where you are at the moment?;
- Are the materials you use embedded or contextualised for your learners?;
- What could you do to improve the way literacy, language and numeracy skills are taught through the subject of most interest to the learner?;

Be ready to feed back at least one interesting point about each of the above, arising from your discussions. Note any personal action points in your Professional development journal.

Element 3: Readability

Participant activity sheet 8

Activity A

Format of paper resources

Purpose

To analyse some sample materials for readability and clarity.

What to do

Look at the examples of paper resources provided. In a group of three, choose one that could be relevant to your learners and decide what changes would make it easier to read.

When you have finished, look at 'Reaching all learners by using effective learning materials', page 21, to see if you can find more ideas of ways to improve it. (If you teach learners at pre-entry level, you may wish to use other illustrative material, for example, photos or a symbol system such as Widgit, if your learners find it helpful.)

Note: Keep your notes or altered versions, so that you can use them as an example when you make adaptations using the computer later in the session.

Activity B

Word economy

Purpose

To practice simplifying language.

What to do

In a small group, complete the word economy and double meaning activities that follow.

Discuss the importance of this for different groups of learners.

Word economy

Can you suggest a simpler or more economical way of saying the following?

Verbosity	Word economy
You are required to	
Locate your nearest...	
In the near future	
At the present time	
With reference to	
A large number (remember ABC)	
In connection with	
During which time	
For the reason that	
In view of the fact that	
So as to ensure	
In the event of	
Adjacent to	
Adapted measures to	
Not without considerable trouble	
In the interim period	
In the present situation	
To lead to	
By means of	

Double meaning:

Word	Interpretation	Possible interpretation by learners who are deaf
In every case	At every time In every example	
Employed	Used	
Overall	Measurement of everything	
Key	very important	
Complex	difficult	

Discuss the importance of this for different groups of learners.

Activity C

Readability text

Purpose

To be able to apply a standard readability test to a piece of text

What to do

Look at the example of the health and safety rules in your pack. These instructions require reading skills at level 1. A worker who is unable to follow laid-down procedures may have real problems in doing the job. Much of the reading material in the workplace is probably at a higher level than this.

Now choose a newspaper or other text from the samples provided and scan it for a suitable article or section that might be relevant to your learners and apply the SMOG readability formula (see 'Reaching all learners', page 21 of the Module Guide) to this article.

Feed back your answers.

Element 4: Resources workshop

Participant activity sheet 9

Purpose

To give you an opportunity to:

- look at existing materials, including some new ones, developed to support learning literacy, language and numeracy skills, such as:
 - Sample learning activities from the *Adult Pre-Entry Curriculum Framework for Literacy and Numeracy*;
 - *Skills for Life* learning materials – Centre for British Teachers (CfBT)/Basic Skills Agency (BSA);
 - *Living Our Lives* – NIACE/Learning and Skills Development Agency (LSDA);
 - Suggested activities and materials in the Literacy, Numeracy and ESOL Core Curricula;
 - Suggestions from *Access for all*;
 - Self-advocacy pack – NIACE;
 - Embedded learning materials – CfBT.
- See what would suit your learners and context, with some adaptations.

What to do

Read the pen portraits of learners given to you. Take time to consider them carefully. Choose the one that most reflects a learner or learners you teach.

Work with one or two others who have chosen the same pen portrait. In this small group, think about what the learner needs and wants to learn, and his/her interests. Decide the sort of learning activities and contexts you would use to help the learner to reach her/his literacy or numeracy goals. Choose a literacy *or* numeracy goal to work on.

Look carefully at the range of existing learning materials the trainer has laid out. Choose some examples that you could use with your learner, either to support a learning activity or to help to reinforce its message. Decide whether you would need to adapt the materials, and if so, how. What else would you need to use?

Be ready to feed back briefly to the whole group on what you decided to use, explaining why you made your choice.

Element 5: Making adaptations

Participant information sheet

We have already considered the idea of matching learning activities to the needs of the learner. It is also important to make learning materials appropriate to the individual.

Before embarking on the practical aspect of this, it is worth considering the implications of recent legislation.

Disability Discrimination Act

The Special Educational Needs and Disability Act (SENDA) 2001 brought post-16 education and training under the scope of the Disability Discrimination Act (DDA) 1995. The principle behind the legislation is that disabled people should have the same opportunities as non-disabled people to benefit wherever possible from any education or other related provision available.

Failing to offer the same opportunities is described as treating people with a disability 'less favourably' than those without a disability. Providers are required to make 'reasonable adjustments' where existing arrangements place disabled people at a 'substantial disadvantage'.

Valuing People: A New Strategy for Learning Disability for the 21st Century, White Paper

This paper was presented to Parliament in 2001. It set out the government proposals for improving the lives of people with learning disabilities and their families and carers, based on recognition of their rights as citizens, to:

- social inclusion in local communities;
- choice in their daily lives;
- real opportunities to be independent.

The objective is to enable people with learning disabilities to have as much choice and control as possible over their lives through advocacy and a person-centred approach to planning the services and support they need.

The philosophy is to help individuals to enforce their rights under the DDA.

The Disability Rights Commission is the body charged with the role of enforcing people's rights under the DDA.

The legislation has improved opportunities to learn for people with disabilities (including learning difficulties), by raising people's awareness of the need to make adjustments for them.

In this module of training, we look at adaptations to teaching and learning approaches, and to materials. Teachers who have made adjustments for individuals with learning difficulties or disabilities often report that these changes benefited the whole group.

You will have an opportunity to research methods of supporting learners with a particular learning difficulty or disability as the basis of an assignment.

Element 5: Making adaptations

Participant activity sheet 9

Purpose

To make learning materials appropriate to an individual learner. This element will be particularly helpful for you in completing Assignment 1.

What to do

There are three key ways of making learning materials suit the needs of individual learners:

1. Adapting the format

- Change the font style or size.
- Change the text or background colour, embolden or highlight text.
- Include clipart or other pictures, such as those from Change picture bank.
- Cut and paste.

First:

- think back to the readability exercise, and the adaptations you needed to make to a paper resource;
- look again at 'Reaching all learners by using effective learning materials' in the sections 'Hot tips for presentation – Visuals' and 'Hot tips for presentation – Format'.

Your trainer will show you how to make the relevant changes. Make these changes to the sample resources or, better still, to some of your own.

Back in the workplace you can have computers always set up in the best way for learners by doing one of the following:

- showing them how to change the settings themselves;
- having desk tops permanently set up for them;
- putting the specific details on a user profile;
- making a card for each learner with details of their preferred computer set-up written on, so that the instructions can be used by each teacher or support worker.

2. Adjusting the content

The trainer will show you how to adapt one of the *Skills for Life* learning materials on CD-ROM.

Use your pen portrait, and the materials you considered as part of the resources workshop. Make changes to one of them on CD-ROM to make it directly appropriate to the learner's needs and interests.

3. Increasing accessibility

There are a number of ways of making a computer accessible to a learner. Some of these are related to the way a computer is set up:

- icon size;
- removing symbols on the toolbar that are not needed;
- magnification.

Another possibility is to provide alternative hardware on the computer, such as:

- alternatives to the mouse, including a pointer, trackball or joystick;
- repeat keys, keyboard options, mouse options;
- alternatives to a standard keyboard, such as large keyboard layouts.

The learner may also benefit from one of a range of software options including:

- a screen reader or magnification tool;
- study skills software;
- mind-/concept-mapping software.

The trainer will show you some of the possibilities to consider.

Note: When you have adapted materials for learners in any of the above ways, do not forget to ask them for feedback. You may need to make further adaptations in light of their responses.

Useful sources of additional information

- BECTA advice sheets
- Inclusive technology ideas from Abilitynet and TechDis

Element 6: Exploring learning styles

Participant activity sheet 11

Purpose

To explore learning preferences and the importance of using a multisensory approach to learning.

What to do

Work in groups of four. Each of you will be given a letter: A, B, C or D. This will inform which task you have to do for the activity.

Two of you (B and C) will be shown a prototype model made of Lego that you have to reproduce exactly to show the other group members. Your group will be given the exact number of pieces necessary to build the prototype.

A builds the model from the verbal description (of B) and drawings (of C), but does not see the prototype themselves (kinaesthetic).

B views the prototype and returns to the group to describe to A in words what the model looks like. B cannot touch the model or any of the Lego pieces themselves, they cannot take notes when visiting the model (verbal).

C views the prototype and draws for A what it looks like. C must not speak at all (visual).

D is the observer.

As a group, feed back to each other answers to the following questions:

- How long did it take you to build the model?
- How did you feel when you were first given your role?
- If you could do the activity again would you have preferred a different role?
- Which would have been your preferred role?

Discuss as a group your feelings about the activity with particular reference to your least favourite role, your involvement and enjoyment of the activity (or not), and any feelings of panic and discomfort.

D feeds back to the others observations of the whole process.

How does this activity relate to the way we learn and the different teaching and learning styles we adopt?

Element 7: Inter-session task 2

One of the main drivers behind this module is to look critically at and reflect on our own practice. One way to do this is to observe others in action and then examine the impact this might have on our own practice.

For this inter-session task we would like you to observe a colleague teaching a *full* session in any area you choose – this may include a specific subject or disability. We want you to look objectively at:

- what is being delivered;
- the learning that is taking place;
- the resources used.

You can choose a colleague at your work, another member of this group, or visit someone working in an area of expertise that particularly interests you. Explain in advance that this is to help you with your module and is in no way a critique of their performance! You are there to observe and learn only.

The observations that you collect will be used in Session 3 when you will be asked to share two pieces of learning from your study:

- one implication for yourself of what you have seen;
- one way that you will adapt your current practice as a result of what you have seen.

Complete the following table to help you with your task and bring it to Session 3.

Inter-session task: Observation checklist

<p>Name and date of session observed</p>	
<p>Number of learners in the group</p>	
<p>Number of staff – teaching and support in the group</p>	
<p>Aims and learning objectives of the session</p>	
<p>What was the evidence that learning was taking place?</p>	
<p>What activities were taking place?</p>	

Element 7: Inter-session reading

In the next session, you will be applying the concept of learning styles in relation to the development of learning activities and appropriate materials to support them. You need to read *Should we be using learning styles?* by Coffield, Moseley, *et al.* (LSDA, 2004), sections 1, 2 and 4, to get the wider perspective on this subject before starting the session.

Element 7

Assignment 2

You will all have learners who have difficulties with learning in your groups. In this assignment, you are asked to:

- research teaching/learning approaches to suit one such learner;
- devise a learning activity to help the learner to develop a specified literacy, language or numeracy skill. The activity can be for this learner to use individually or in a group;
- make any resources needed to support the activity. The materials you have devised need not be 'smart' or finished at this stage, but your aims and objectives should be clear;
- try the idea with your learner(s) and get their reaction;

modify the learning activity and then make the final version. When you do this, remember that the materials may benefit everyone in the group, not just the particular people for whom it was designed.

Be prepared to give a ten-minute presentation including a pen portrait of the learner and the resources you have made for the rest of the group, explaining your rationale. Your presentation can be in any format, including PowerPoint, and can incorporate photographs and video clips. It will need to make clear:

- who the material is for;
- the skills you are aiming to teach;
- the approach you are taking;
- what you have developed so far;
- how you think it will work.

Presentations will be scheduled either as part of the self-study time or as part of Session 3. The following observation sheet will be used for the presentations.

Participant activity sheet for presentations

While you watch the presentations, think about the activities that have been devised. Consider the following questions, which will help you to focus on the issues:

<p>Does it suit the learner's abilities and learning preferences?</p>	
<p>Will the activity and supporting material teach the skill it is intended to teach?</p>	
<p>Does the activity reflect the learner's interests and goals, i.e. is it embedded?</p>	
<p>Is it something that others may find helpful?</p>	
<p>Is it flexible?</p>	

Element 8: Professional development journal

Remember that this is a reflective journal to help you to get as much out of the training for your practice as possible. It is intended solely for your use in thinking and planning, and can be used as an ongoing document as you go through your plans.

<p>What are the important things I have learned from the training?</p>	
<p>What are the implications for my area of work?</p>	
<p>What do I intend to develop as a result?</p>	

The following are prompts for you to reflect on the session, and how it could help you to develop aspects of your own practice. Think about an action point for:

<p>Embedding literacy, language and numeracy</p>	
<p>Adapting learning materials for format, context and accessibility</p>	
<p>Taking account of learning styles</p>	
<p>Other points</p>	