


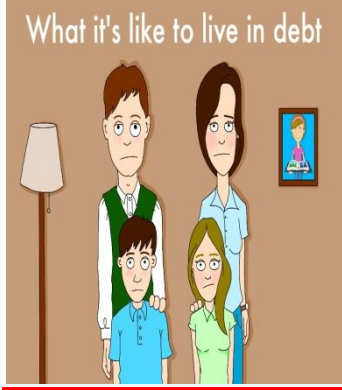


Level up Relevance	What is it?	Application of this activity	How does it help learners to make progress?	Teacher reflections from this activity
<b>CPB Learning Objectives</b>		<p>Think about writing learning objectives in terms of <i>content</i>, <i>process</i>, and <i>benefits</i> (CPB). Doing this ensures that we think carefully about not only the content we are going to teach but also why it will benefit learners to learn about it. It is a key part of our job as teachers, given a topic to teach, to consider the best way to engage our learners! For some this might be about how what they are learning can align with post school career ambitions.</p>	<p>CPB learning objectives can be highly motivational for learners. When they see the relevance of a topic they are more likely to push themselves and take more care over their work. Learners are also more likely to get into the state of <i>flow</i> as this is more likely to occur when learners have clarity of goals and are intrinsically motivated. The ‘<i>process</i>’ element explains how we are going to learn. Some schools have a ‘Why we are learning this?’ section on the whiteboard to pre-empt the question some learners always ask.</p>	<p><i>What can we do to ensure that learning objectives always feel relevant for learners?</i></p> <p><i>Learning objectives can often be the first impression of a lesson. How can they be used to ‘sell’ the benefits of new learning?</i></p> <p><i>How can you use learning objectives to emphasise not just what is to be learnt but also how and why that learning might take place?</i></p>
<b>Community link up</b>		<p>Could a module of learning have focus on an issue that is relevant to the learners’ community? This could include the opening of a new supermarket, new road scheme, or perhaps address a local issue such as anti-social behaviour or pollution. Learners might need to conduct surveys of local opinion and present these to political representatives, or interview people from the community as part of local history projects, etc.</p>	<p>Getting learners to create something that has a real benefit to others within their community can generate immense pride for them. Learning about organisations within the community, that until this point might be hidden, opens up opportunities to learn more about other citizens and build social awareness. By also involving the external organisations in some of the assessing of the learners’ work they might take even more care in the presentation and quality of it.</p>	<p><i>What community issues or campaigns can our learners link in with?</i></p> <p><i>Which local organisations share values that you are trying to promote within our school/college?</i></p> <p><i>Who or what needs help and support in our community? Can we generate outcomes of learning that beautify or develop local amenities and services?</i></p>

<p><b>Take a trip</b></p>		<p>Using visits to bring learning to life can take subjects from appearing quite abstract to become completely relevant. When learners can see how the topic they are learning about links to a particular career path or a problem in the real world it suddenly becomes more relevant. Often hearing about the topic from an expert in the field who isn't a teacher brings fresh insight to learners.</p>	<p>When learners see a link between learning knowledge, skills or dispositions that might help them with a future job some will suddenly switch on. Not everyone sees the learning as an end in itself so they now appreciate that what we are teaching them might be a means to an end! Either way when learners have a career goal they are going to be more attentive and reflective. These two qualities will help them to improve the quality of their work. That is why focusing on 'quality work' is always such a good idea.</p>	<p><i>How can you use trips as an opportunity to make what you are teaching more relevant by allowing learners to see real life applications of what they are studying?</i></p> <p><i>What areas of the scheme of learning might benefit from a learning stimulus that takes place out of the classroom?</i></p> <p><i>What personal contacts have we got that might help us to get a quality trip arranged?</i></p>
<p><b>Personal interest story</b></p>		<p>Quite regularly in lessons, learners are learning about issues that can affect thousands if not millions of people e.g. global warming, war, migration, child development, holocaust, racism, conflict between religions. Some learners find the issues overwhelming given their scale. In these situations, the best lessons often take the problem to a micro level focussing on the impact on one person or family. This is a common technique used in the media to raise awareness of an issue that affects lots of people.</p>	<p>When the focus is on one child, adult or family, learners are better able to empathise with the issues they are wrestling with and are better able to put themselves in that person's shoes and think like them. As a result they are able to grasp the complexity of the issues much more effectively.</p>	<p><i>How can you link a topic or your subject to a personal interest story?</i></p> <p><i>How can you give learners a challenge to be in the shoes of that person to create greater self awareness?</i></p> <p><i>Who can you invite into your classroom to speak to learners who have experience of the issues your class are learning about?</i></p>

Before some students engage with a piece of learning they like to know that it has to relevance to them. When a teacher makes learning relevant it shows a degree of clarity about their subject knowledge but mostly empathy with a learner who is thinking 'Why do I need to know this'. When learners see that their teacher is trying to make the learning experience a more compelling one they will often give their teacher credit for this and will be more engaged.

The ideas within this 4by4 come from teachers who have gone through the Outstanding Teaching Intervention (OTI). To find out more about OTI or our other courses contact us at [www.malit.org.uk](http://www.malit.org.uk)