NAVIGATE | LIGHT LEARNER ACTIVITY

What Helps Learning Here?

A short conversation to help learners notice the routines, choices and conditions that make learning feel calm, fair and welcoming.

CHOOSE THE PHASE THAT FITS YOUR GROUP

EARLY YEARS / KS1

10-15 min

Try this: Look around your room or use a familiar classroom picture. Ask learners to spot three things that help everyone learn. They can point, draw or talk about one of them.

Prompts: “I can see…” | “This helps because…” | “It feels calm when…”

KS2 / KS3

15-20 min

Try this: Share this provocation: Class A feels calm. Class B feels tricky. Both have the same rules. Think alone, then pair up and explore what might be different.

Prompts: “Something that helps learning is…” | “It is harder to focus when…” | “Building on what you said…”

SECONDARY / FE

20 min

Try this: Discuss two views: Learning works best when everyone is quiet and Learning works best when people can talk. In trios, agree when each might be true and what a productive learning space needs.

Prompts: “I agree / disagree because…” | “It depends on…” | “A fair learning space needs…”

CLOSE WITH “What will we notice this week that helps learning go well?”

NAVIGATE | LIGHT LEARNER ACTIVITY

Same Values. Different Places.

Help learners understand that shared expectations stay consistent even when they look different in different parts of the setting. Swap in your own values or rules.

CHOOSE THE PHASE THAT FITS YOUR GROUP

EARLY YEARS / KS1

15 min

Try this: Choose two familiar places, such as the classroom and playground. Pick one shared value - Ready, Respectful or Safe - and draw or act out what it looks like in each place.

Prompts: “In ___, ready means…” | “Here, respectful looks like…” | “Safe is the same because…”

KS2 / KS3

15-20 min

Try this: Compare two contexts such as PE and a writing lesson. What stays the same about the value? What changes in the behaviour you would see? Why does that difference make sense?

Prompts: “The value stays the same because…” | “It looks different when…” | “That helps because…”

SECONDARY / FE

20 min

Try this: Compare three contexts: taught lesson, social time and independent study or workshop. Agree what the shared values require in each and where contextual judgement matters.

Prompts: “Consistency means…” | “The expectation stays…” | “The response may change because…”

CLOSE WITH “Consistency is about values, not identical responses.”

NAVIGATE | LIGHT LEARNER ACTIVITY

Different Support. Same Goal.

A simple way to explore fairness and equity: the goal can stay the same while the support someone needs to reach it can look different.

CHOOSE THE PHASE THAT FITS YOUR GROUP

EARLY YEARS / KS1

15-20 min

Try this: Imagine a monkey, rabbit and fish all want to see the view from the top of a tree. Who might find it easy? What could help the others reach the same goal? Keep the focus on help, not ability labels.

Prompts: "___ might need..." | "This would help because..." | "Fair means..."

KS2 / KS3

20 min

Try this: Place a book on a high shelf. Ask a taller learner to reach it, then a shorter learner. Offer a safe step or chair. Discuss: same goal, same expectation - did they need the same support?

Prompts: "The goal stayed..." | "Different support helped because..." | "Fairness does not always mean..."

SECONDARY / FE

25 min

Try this: Consider two learners who have both missed the same safety expectation. One settles after a brief reminder; the other needs time, space and a later conversation. Explore why an adult might respond differently.

Prompts: "This learner might need..." | "This support helps learning / safety by..." | "Fairness here means..."

CLOSE WITH "Fair means helping everyone reach the goal, even when the support looks different."

NAVIGATE | LIGHT LEARNER ACTIVITY

Make the Next Step Clear.

A quick activity to help learners experience why simple, repeatable expectations are easier to remember and follow.

CHOOSE THE PHASE THAT FITS YOUR GROUP

EARLY YEARS / KS1

10-15 min

Try this: Use blocks or counters. First give a long string of instructions all at once. Then repeat the challenge using one short step at a time. Compare which was easier to remember and follow.

Prompts: “That was easier because…” | “I could remember better because…” | “My brain felt…”

KS2 / KS3

15-20 min

Try this: Compare these two transition lists. A: finish question, put book away, clear desk, pack bag, stand behind chair, silent and ready, line up, register order. B: finish question, pack and tidy, stand behind chairs.

Prompts: “This set is clearer because…” | “I would remember…” | “The next step is obvious when…”

SECONDARY / FE

20 min

Try this: Choose a pressured moment in learning - a transition, practical set-up or reset. Agree the purpose of clarity, then write only three expectations that would support learning best.

Prompts: “The purpose is…” | “The three clearest expectations are…” | “We could remove…”

CLOSE WITH “Simple expectations are easier to repeat consistently.”

NAVIGATE | LIGHT LEARNER ACTIVITY

What Helps People Keep Going?

Explore how encouragement, specific noticing and support can build confidence and motivation without turning recognition into a reward transaction.

CHOOSE THE PHASE THAT FITS YOUR GROUP

EARLY YEARS / KS1

10-15 min

Try this: Tell a short story: Little Fox is building a tower, finds it difficult and wants to stop. Rabbit offers help. Bear notices how hard Fox is trying. Fox keeps going and finally succeeds.

Prompts: “What helped Fox keep going?” | “What did Rabbit do?” | “What could Bear say?”

KS2 / KS3

15-20 min

Try this: Sort these responses into most motivating / least motivating / depends: “You worked really hard on that.” “Here’s a sticker.” “I noticed you kept going even when it was difficult.” “Good job.” “That was a thoughtful contribution.” “You can have a point for that.”

Prompts: “This feels genuine because…” | “This notices effort by…” | “This depends on…”

SECONDARY / FE

20-25 min

Try this: Compare verbal praise, points or merits, public recognition, private encouragement, written feedback and prizes. Discuss which might build longer-term motivation and which could become transactional.

Prompts: “This may build motivation because…” | “This could become transactional when…” | “Meaning matters because…”

CLOSE WITH “Recognition is most powerful when people understand what they are doing well and why it matters.”

NAVIGATE | LIGHT LEARNER ACTIVITY

Feedback That Builds Belief.

Help learners explore how correction and challenge can keep expectations high while still protecting confidence, dignity and the belief that improvement is possible.

CHOOSE THE PHASE THAT FITS YOUR GROUP

EARLY YEARS / KS1

10-15 min

Try this: Compare two responses to a learner finding a task difficult: “You’ve done this wrong again.” and “What a great try - you’re still learning this. Let’s try together.” Talk about which helps someone keep trying.

Prompts: “This feels helpful because…” | “These words help me…” | “I would keep trying if…”

KS2 / KS3

15-20 min

Try this: Compare: “This work is messy and rushed.” with “I can see your ideas here. Let’s work on making them clearer together.” Then rewrite a piece of feedback so it stays clear, supportive and motivating.

Prompts: “The expectation is still…” | “A safer way to say it is…” | “This helps someone improve because…”

SECONDARY / FE

20-25 min

Try this: A learner has stopped contributing after struggling. Compare: “You need to start putting more effort in.” and “I know this has felt difficult, but I know you can do this. Let’s work on the next step together.” Explore challenge, support and belief.

Prompts: “This response may lead to…” | “High expectations can stay while…” | “Belief matters because…”

CLOSE WITH “Feedback is most powerful when it helps people improve while still feeling respected, capable and supported.”