

The Affective Domain - Task sheets

Task 1.1 - Literacy skills

- Look at the video clips and identify some of the negative feelings that children with dyslexia have experienced during the school day.
- Reflect on any pupils with dyslexia you may have worked with who required support, including pastoral support due to negative feelings
- Share these with your group
- Discuss the feelings identified in the videos and from your group discussion
- List these barriers to children's learning and suggest some classroom strategies to support children and their learning [There may be more than one area of negativity within each clip]

Task sheet AD1.1 - Literacy skills

Negative Emotion	Support Strategy

Task 1.2 - Memory

- Listen to the children talking about their difficulties with memory.
- Discuss some simple methods for supporting children who have difficulty remembering things (see statement above).
- Put the strategies you devised to support memory in to the categories on the task sheet.

Task sheet AD1.2 - Memory

Type of Strategy	Exemplar	Other Strategies
Rehearsal	Mnemonics	
Organisation	Mind maps	
Building expert knowledge	Outside visits	

Task 1.4 - Concentration

- Listen to the extracts below and consider ways of supporting children to concentrate in class
- Compare and contrast the needs of the 2 pupils and describe how they might be supported in the classroom

Task sheet AD1.4 - Concentration

Pupil	Needs	Support Strategies
Steven		
Sarah		

Task 2.1 - Self-esteem

- Listen to the interviews
- Discuss, in your groups, approaches which may lessen the negative impact of low self-esteem and encourage the following:
 - developing confidence
 - teacher understanding of the pupil's difficulty
 - enabling the child with dyslexia to fit in and feel included
- Decide who needs to action each of these approaches- teacher/peer group/whole school issue?
- Mark each strategy appropriately - T/PG/ WS etc

Task sheet AD2.1 - Approaches to support self-esteem

Confidence building approaches

Enhancing teacher understanding

Task 2.2 - Tiredness

- Listen to the clips
- Discuss how you might accommodate tiredness within a classroom situation
- Note how awareness of this tiredness in pupils with dyslexia might influence the accommodations you offer when setting homework tasks.

Task sheet AD2.2 - Tiredness

Homework accommodations

Task 3.1 - What makes a good teacher?: pupils' perspectives

- List some of the skills and qualities you possess that make you an effective teacher
- Listen to the pupils' views of a good teacher
- What do you think they mean by 'understand?'
- What steps might you need to take to further your understanding?

Task sheet AD3.1 - What makes a good teacher?

Your Skills	Your Qualities
Opportunities for further understanding	

Tasks 4.1, 4.2 & 4.3

- Listen to the interviews presented in the three tasks -
Task 4.1 - At transition
Task 4.2 - At Parents' Evenings
Task 4.3 - At assessments
- Discuss what happens in your school to support pupils with dyslexia and their parents over and above what you have heard
- List any changes on Task sheet 4 which you might consider appropriate

Task sheet AD4

Transition

Parents' evenings

Assessments