**STRUCTURED OVERVIEW**

The purpose of this activity is

* to help learners understand key words and ideas that they will need in order to learn about specific content
* to identify relationships between these words and ideas
* enable students to work actively, and kinaesthetically
* require students to make judgements, and justify their choices

A structured overview is a hierarchy of key words or concepts that relate to the one main idea. The main idea is written as the heading at the top of the page and the related ideas are connected by lines to the main idea and to each other. Tool is most useful for information that is hierarchically ordered.

**BEFORE**

Teacher needs to:

* Produce the templates or cut out words (in plastic bags for groups to use). For younger students they could be given both pictures and words.
* Decide what understanding s/he wants to check and the form of the template
* Choose words that enable some debate – for example (in the following examples - an orange could be included in the vitamin or carbohydrate group; Turkey is in both Europe and Asia; South Africa has 3 capitals, most countries have 1.)
* Decide which lesson, and when in the lesson
* Rehearse the organisation and introduction to students (if first time use)
* Consider how to assist struggling learners eg
  + Language- give synonyms
  + Prompt (give key words)
* Extension might be students designing their own structured overview

**DURING**

* Teacher explains that
  + this is not a test
  + this is a tool that will help the teacher know what students understand
  + therefore students need to work independently (or in a group, if that is the purpose of the task)
* Teacher may observe when she gives students the template:
  + Student readiness (some may resist first time around)
  + Student ability to work on their own
  + And provide a prompt, especially if first time (but not do the activity!)
* Teacher roves
  + observing/listening to students making, justifying and discussing their choices about the relationships between key words and ideas for a topic.
  + Observing/listening to students critically analysing possibilities

**AFTER**

* Teacher will decide
  + How to use what s/he has observed during the lesson
  + Lead a discussion where students in each group explain why they organised the words in the way they did. The teacher will ask questions to clarify and correct.
  + Use the structured overview to write a summary or reinforce key words, or summarise 1 main idea and 2 supporting ideas.
* Teacher will
  + Make notes about misunderstandings or gaps in students understanding
  + Give feedback (briefly) to the class about the way in which they worked, a few specific points about what s/he noted they had all understood
  + Form a needs-based group to follow up next day, if necessary (planning may have to be altered) or whole class if a specific point not understood by all.

**Example: Food**

**Nutrients**

**Vitamins**

**Minerals**

**Carbohydrates**

**Proteins**

**Fats**

C:\Users\LindaD\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\1BKB1AP2\MC900332766[1].wmf

Oil Steak Cake Orange Peas

Orange

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**Nb. The task could involve pictures with key words, a range of pictures and words, or just words depending on student level**

**Your turn:**

**The trainer** provides instructions to each group. The words need to be cut out and put in a small plastic bag.

* Either the teachers will place these words into the spaces on the blank overview or
* Spread the words out on a table – they will be given one word for an organiser “The World” or
* Just arrange the words in a way that makes sense.

In each case they must be prepared to explain their thinking.

|  |  |  |  |
| --- | --- | --- | --- |
| **Thailand** | **Saudi Arabia** | **Prague** | **1 billion** |
| **Asia** | **CapeTown** | **Beijing** | **Rome** |
| **Canada** | **Africa** | **Australia** | **Brazil** |
| **North America** | **Italy** | **Botswana** | **Europe** |
| **Poland** | **Riyadh** | **South America** | **Gabarone** |
| **9 million** | **Antarctica** | **Cairo** | **Peru** |
| **Turkey** | **Mexico** | **China** | **Canberra** |
| **Lima** | **1.3 billion** | **400,000** | **Bangkok** |
| **South Africa** | **Egypt** | **Moscow** | **Pretoria** |

SAMPLE