

UNIT 3

How to Create a Classroom Environment That Encourages Students to Learn

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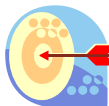
Introduction

The classroom environment has a significant role in creating an atmosphere that encourages students to learn. The arrangement of the classroom includes the arrangement of the students' tables and chairs, learning media and equipment and displaying students' work.

The arrangement of the students' tables and chairs needs to fulfill at least four requirements: 1) **Mobility**, making it easy for students to move from place to another, 2) **Accessibility**, making it easy for students to access learning materials and equipment, 3) **Interaction**, making it easy for the students to interact with their peers and their teacher, and 4) **Variation in activities**, making it easy for students to undertake a diverse number of activities, for example discussion, presentations and experimenting.

Learning resources and equipment should be arranged in such a manner that they can be accessed easily by students and teachers. For example, the placement of learning equipment in the center of the room makes it possible for all students to be located at relatively the same distance and ease of access, compared with locating them in one corner of the room.

Arranging the display of students' work, apart from being necessary to fulfill aesthetic aspects, also needs to be done in such a manner that it is within easy viewing or touching distance of the students so that they get benefits from the display of their work.



Objective

Participants are aware of the importance of making use of the classroom environment as an effective resource for learning. After completing this session, training participants are expected to be capable of:

- Arranging the furniture to encourage cooperative learning.
- Displaying the students' work as a cooperative learning resource.

- Using various types of environment as a learning resource, including the physical and social environment and events that are compatible with the subject's basic competencies to encourage students to learn actively, think at a high level and work together in solving problems.



Key Question

- How to create a class environment as a learning resource that encourages students to think actively at an advanced level and to learn cooperatively for problem-solving activities in developing life skills.



General Guidance

- The arrangement of furniture is done to support the implementation of cooperative learning that practices the skill of cooperating and communicating in groups.
- Displays of the students' work are a learning resource that can be used as practical materials for presentations and to discuss various kinds of students' work. It can also be set out as a learning resource that can be showcased inside and outside the class and exhibited in libraries or portfolios.
- The use of a variety of appropriate resources for learning creates a supportive learning environment. It can also motivate and make it easy for students to understand and develop difficult concepts, as well as accelerate and enrich the achievement of learning objectives.
- First determine the basic competencies that will be achieved, then determine the learning resources that are most suitable and varied.



Materials and Resources

- Flipchart paper, Markers, Plaster
- Participant Handout 3.1: Arranging the Furniture to Encourage Cooperative Learning.
- Participant Handout 3.2: Displaying Students' Work
- Participant Handout 3.3: Basic Competencies and the Environment as a Learning Resource
- Participant Handout 3.4: Identifying Problems, Alternative Solutions and Making Follow-up Plans

- A film of an interview with the principal and teacher who has developed cooperative learning, displaying students' work as a learning resource, and using the environment as a learning resource.
- A film interview with a student whose work was included in a portfolio
- Supplementary Information 3.1: Several Aspects to Consider in Making the Classroom Environment as a Learning Resource
- Supplementary Information 3.2: Developing a Student Portfolio as a Learning Resource



Time

The time needed to present this session is 120 minutes. Details of the allocation of time can be found in each stage of this session.



ICT

The following ICT equipment needs to be available, however if it cannot be found in the training venue, the facilitator can replace it with an OHP or flipchart paper.

- LCD Projector
- Desktop computer or laptop
- LCD projector screen



Energizer

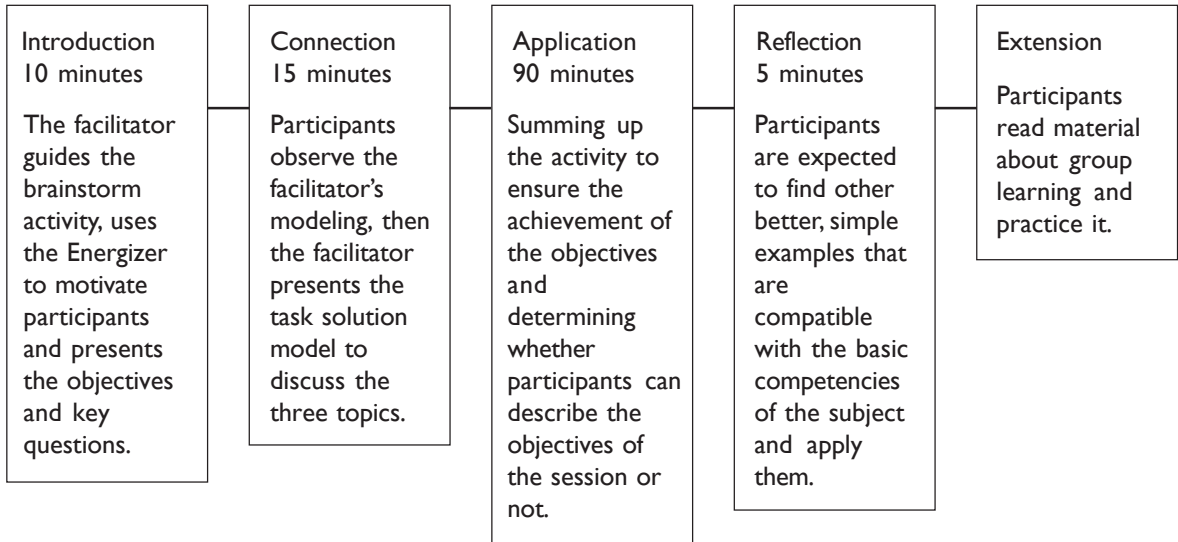
You can use the following energizer early in the session, namely a game of squares. **Participants are asked to determine the number of squares that they can see from the MS Powerpoint presentation or the illustration on the board.** The participants' answers will vary in accordance with their individual perceptions. If someone answers 16, it means they are not brave enough to think 'outside the box' to find more than the 16 that people generally observe.

The key message from this Energizer is that teachers in teaching often busily engage in things that normally occur or stay in a safe zone including in the arrangement of the classroom environment. This teacher does not have the courage to attempt something that is innovative or outside the norm.

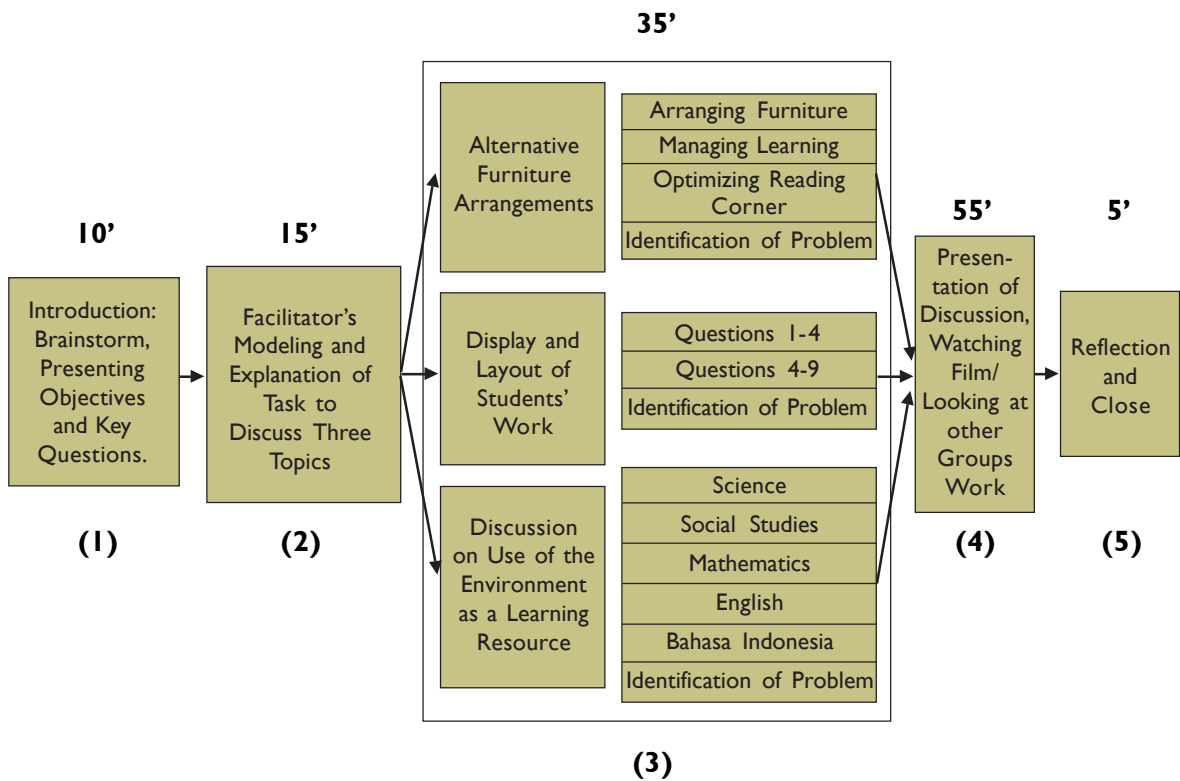
(Key, see facilitator note – I)



Summary of Unit 3



Training Unit 3 is implemented in a plenary session but participants are placed in three groups according to the topic to be discussed. The detailed schematic is shown below:





Detailed Description of Activities



Introduction (10 minutes)

- (1) Have a brainstorm session by providing a question to participants: how to create a classroom environment that supports student learning.
- (2) Collect the participants' answers.
- (3) Use the Energizer to motivate participants about the importance of teachers being courageous enough to be innovative in developing a classroom that encourages active learning by students.



Note for Facilitator

The Energizer is done to open the teacher's perception so s/he does not continue to do the same thing as usual. The maximum time available is only three minutes so the facilitator needs to manage the participants' answers by taking the time into consideration. Relate the participants' answers to the many alternatives to use innovation in creating a classroom that encourages the active learning of students.

Answer Key

1 x 1 squares = 16

2 x 2 squares = 9

3 x 3 squares = 4

4 x 4 squares = 1

So there is a total of 30 squares.

- (4) Explain the importance of the classroom environment that supports student learning. Indeed, the classroom environment is quite varied, but this unit is limited to three issues: (1) Arranging the furniture to encourage cooperative learning, (2) Displaying the students' work as a source of learning, and (3) Using the environment as a learning resource (physical, social and incidental).



Note for Facilitator

2

The class environment that encourages students to learn, draws their interest and supports the child in learning is very important because it can:

- (1) explain information about the facts, concepts, and principles of the subject,
- (2) simplify, crystallize, and re-inforce concepts,
- (3) enhance learning motivation,
- (4) facilitate the achievement of learning objectives,
- (5) save time, labor and cost,
- (6) bring situations from outside into the classroom,
- (7) bridge thinking and action for students,
- (8) encourage students in expressing an opinion, and
- (9) encourage students to do practical work.

- (5) Present the objectives and expected results of this session's activity.



Connection (15 minutes)

- (1) Provide a model or example of the means to create and make use of a classroom environment that supports student learning.
- (2) The facilitator explains the three tasks that will be discussed by participants in the presentation of this unit. These tasks can be seen in the following Note for Facilitator.



Note for Facilitator

2

- a) **Arranging the Furniture:** At the moment, most classrooms are arranged in the traditional style. Children sit in rows and listen more to the teacher. In a CTL lesson, student activities are more varied, including working in groups, individually and the traditional method. The task of this group is to:
 - prepare alternative arrangements of furniture that support the varied layout of students,
 - name the types of activity that are suitable to be undertaken in each of these arrangements, namely traditional, group and individual activities,
 - search for ideas for activities that use the library or the reading corner in class.
- b) **Showcase and Lay Out the Students' Work:** This group discusses the work sheet on how display students' work to become a learning resource, displayed in and outside the class, in the library and in a portfolio.

c) **Using the Environment as a Learning Resource:** In general, learning resources at the present time are limited to the teacher and textbooks, whereas there are many other learning resources both inside and outside the class. These include objects, models, posters and the environment. Identify these in the work sheet provided, namely the potential for each subject including the physical and social environment and events as learning resources. An example has been included.

d) **Identifying Problems, Alternative Solutions and Making Follow-up Plans:** After completing the task, each group identifies the problem, seeks alternative solutions to the problem, and prepares a follow-up plan in accordance with the Participant’s Handout topic that is the group’s task.

The facilitator should not take too long in providing an explanation of the three tasks. Provide an opportunity to participants to question or provide comments on the task to be discussed so they have a greater understanding of the task.



Application (90 minutes)

- (1) Participants work in three large groups: (a) Group 1 is divided into three small groups, working with Participant Handout 3.1: Arranging the Furniture to Support Cooperative Learning, (b) Group 2 is split into two small groups, working with Participant Handout 3.2: Displaying Student Work, and (c) Group 3 which is divided into five small groups according to subject area as their task, working with Participant Handout 3.3: Basic Competencies and the Environment as a Learning Resource.



Note for Facilitator

4

Given that the task to be done is quite complex, use a schematic presentation slide of the task, so that it is consistent with the available time and the objectives to be achieved. The role of the facilitator in mentoring the group’s work very much determines the successful achievement of the objective. Mentor and ensure that participants understand the task that is being done and that it is consistent with the task that was given.

- (2) In these small groups, participants first discuss the work sheet for 20 minutes. For the next 15 minutes participants combine their results in the main group to be presented to the other group.

- (3) Each main group presents its results to obtain the views of other groups. The discussion is conducted in a plenary. Provide an opportunity to each group to present the outcome of their discussion and for the expression of opinions.
- (4) After the presentation and discussion, the participants watch two films, (1) an interview with the principal and teacher who developed cooperative learning, showcased and laid out the students' work as a learning resource, and used the environment as a learning resource, and (2) a film interview with a student whose work was presented in a portfolio.
- (4) All participants work through Participant Handout 3.4: Identifying Problems, Alternative Solutions and Applying Follow-up Plans.
- (5) The results of the group work are agreed, presented, discussed, and put on display. In the following 10 minutes accompany the groups while they visit and consider these displays.



Note for Facilitator

While group members are circulating, 1-3 group representatives will remain with their work while other members of the group can circulate to take notes and consider the work of other groups.

5



Reflection (5 minutes)

- (1) The facilitator asks participants to check whether the objectives of this session have been achieved.
- (2) Provide the opportunity to participants to write down the important issues they have learnt from this unit.



Extension

- Give a task to each group to design media on the classroom environment that will be used as a peer teaching activity.
- Participants are expected to continue identifying the layout of furniture and the surroundings as a learning resource to encourage the active learning of students, to encourage thinking at a high level and to encourage collaboration in solving problems.



Key Message

The use of the environment as a learning resource is essential, especially creating a classroom environment that encourages the student to learn. Many positive benefits can result. Lesson objectives can be achieved more easily, students are motivated, and a conducive learning climate is created. Learning resources do not have to be expensive and complicated. The main point is that they are appropriate to achieving basic competencies in addition to being simple, cheap, easily obtained and easy to use.

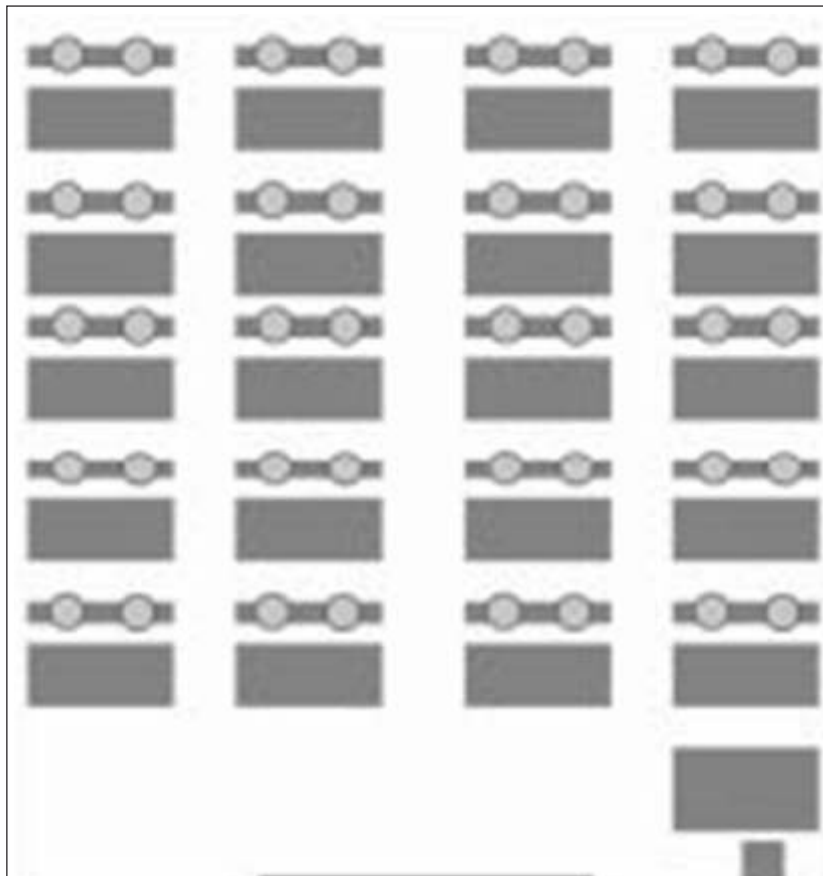


Participant Handout 3.1

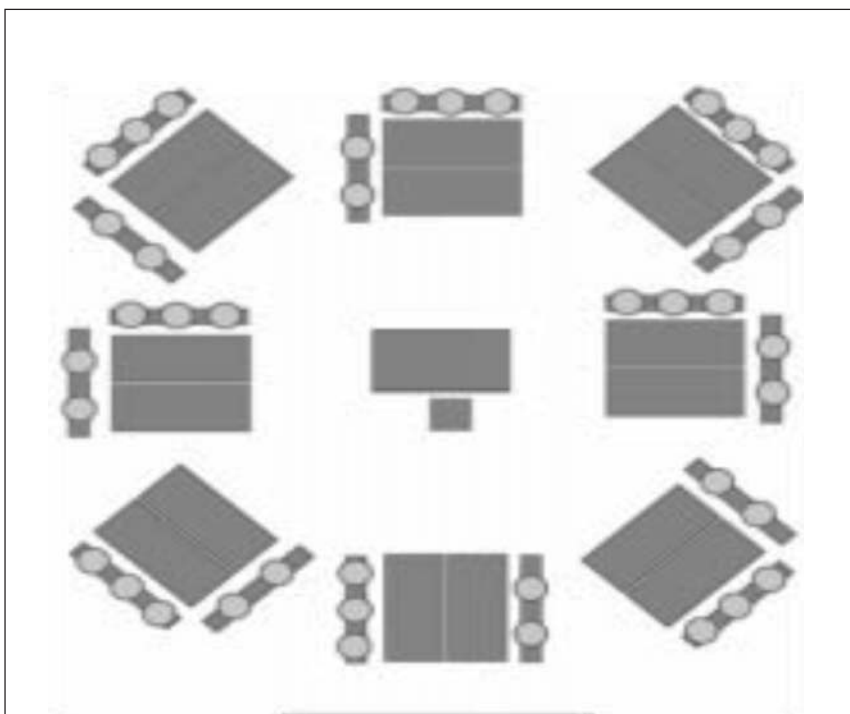
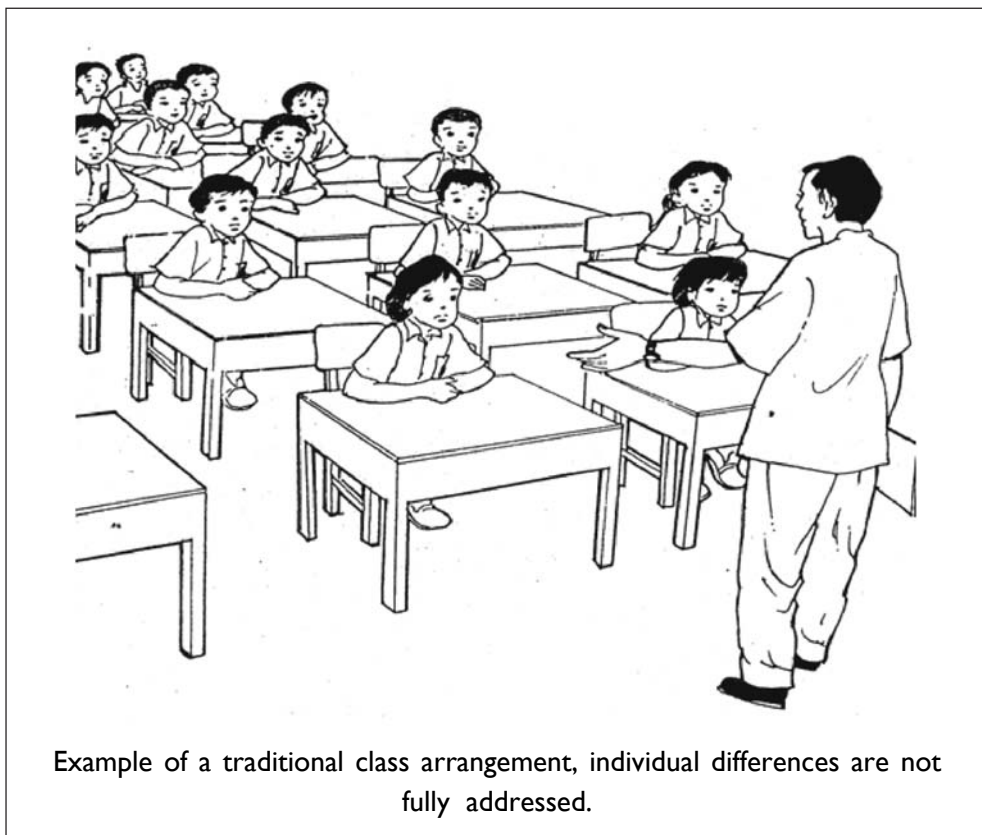
Arranging the Furniture to Support Cooperative Learning

Arrangement of Furniture: Most classrooms are still arranged in the traditional fashion. Students sit in rows and spend more time listening to the teacher. In CTL lessons that are oriented towards the mastery of life skills, the organization of student activities is more varied, including in regard to group work, working in pairs, individual work and the traditional style of work such as use of the library. These group tasks are as follows:

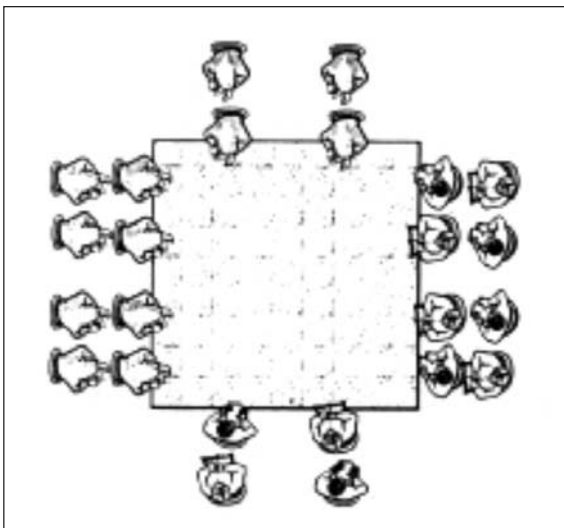
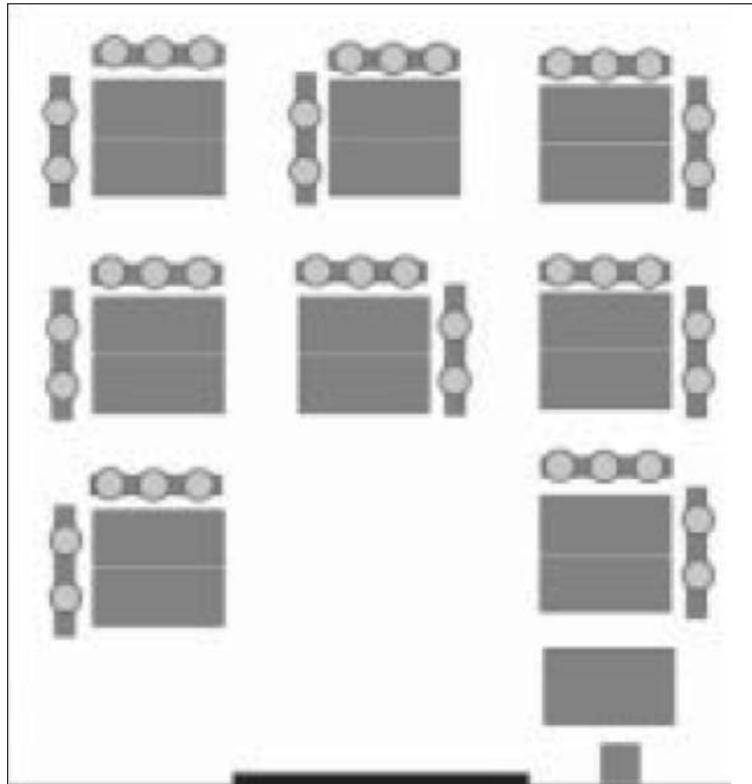
- I. **Arrange an alternative placement of furniture that supports a more varied layout of the students.**



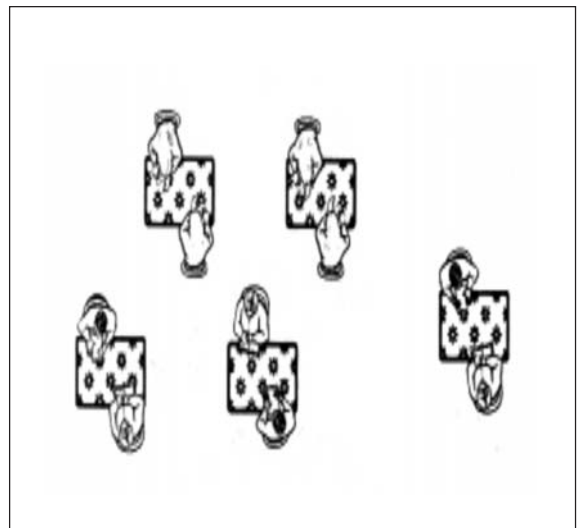
Example of the location of furniture for 40 students that is normally used in classes.



Example of the arrangement of furniture for 40 students that is different and encourages cooperative learning.



GROUP MODEL FOR GROUPS:
This setup makes it possible to conduct discussions, role play, debate or observe group activities.



MODEL WORKSTATION:
This setup is appropriate for a laboratory-style environment. This face-to-face arrangement encourages the partner to learn to place two learning participants in the same place.

2. Write down the types of learning activity that are appropriate to each layout, namely traditional, group and individual.

Type of Layout	Type of Learning Activity
Traditional	
Group	
Individual	

3. Looking for ideas on activities that involve the use of the library

Increasing the use of the school library is one effective means to improve the habit of reading and seeking information to enter the modern competitive world. Those who succeed are those who master information. Evidence from the field shows that the function of the school library (informative, educative,

recreational, and a place to research) has not yet been optimized. Obstacles faced by schools include: a lack of interest in reading by students, a lack of library infrastructure and equipment, inadequate numbers and variety of books, and poorly skilled library staff.

To optimize the use of the library, identify ideas for relevant ideas by referring to the work sheet below.

No	Topic	Activity Ideas
1	Lesson ideas that are related to the use of the library	
2	Activities to increase the use of the library in class to enhance the students' interest in reading	



Participant Handout 3.2

Arranging and Displaying Students' Work

After it has been assessed, a student's work is often not used again. Student work, however, can become a learning resource if it is put on display either inside or outside the class. This work can also be placed in a library of student work, or kept as a portfolio that is a collection of a student's work (individually) that illustrates (reflects) the standard of achievement, learning activities, strengths and best work of the student. This group task is as follows:

No	Question	Answer
1.	What student work could be made into a learning resource?	
2.	How can a student's work be used as a learning resource?	
3.	How can a student's work be developed into a portfolio?	
4.	What student work will be displayed?	
5.	What student work should not be displayed?	
6.	How should the student's work be showcased?	
7.	What criteria are used to display the student's work?	
8.	When should the display be replaced?	

Note: Can be added to as necessary.

 Participant Handout 3.3

Basic Competencies and the Environment as a Learning Resource

Subject :
Class :

No.	Basic Competency	Surroundings as Learning Resource			Learning Activity
		Physical	Social	Incident	
1.1	Describe the essence, norms, habits, customs, traditions, and rules that apply in the community	Community leaders who live in the vicinity of the school and understand the routines, customs, traditions, and rules that apply in the community	The area around the student's own home can provide information on the essence, norms, habits, customs, traditions, and rules that apply in the community near the school	Newspaper clipping from <i>Kompas</i> (June 28, 2008) on the Community Life of the Minangkabau	<ul style="list-style-type: none"> Seek information on the norms, habits, customs, traditions, and community rules by reading newspaper clippings or delving for information directly in the community, or from informants at school. Discuss the differences in the norms that apply in the community. Give a presentation on the consequences of not adhering to the norms, habits, customs, traditions, and rules of the community.

No.	Basic Competency	Surroundings as Learning Resource			Learning Activity
		Physical	Social	Incident	

Note: Can be added to as necessary.



Participant Handout 3.4

Identifying the Problem, Alternative Solutions and Making Follow-up Plans

WRITE DOWN THE TOPIC THAT WAS PREVIOUSLY DISCUSSED:		
No	Why Could It Not Be Applied?	Alternative Solution
1.		
2.		
3.		
4.		
5.		

Note: In accordance with the Handout topic and can be added to as necessary

<p>Follow-up Plans to Implement at School:</p>



Supplementary Information 3.1

Several Aspects That Need to Be Considered in Creating the Classroom Environment as a Learning Resource

In deciding on the use of the surroundings as a learning resource, there is a need to consider several issues so they can be used effectively in accordance with their function. The use of an inappropriate environment will not only waste time, but can also disrupt the students' attention, with the result that the basic competencies will not be effectively achieved.

Basic Competencies

The surroundings that are chosen have to support the achievement of the basic competencies. For example, in science this includes: observing objects in a planned and systematic way to understand the living and non-living world. An appropriate learning resource is the physical environment surrounding the school that shows evidence of the living and non-living world. Determine the basic competencies and lesson objectives first before determining the learning resources that will be used and not the reverse.

Learning Method

The environment used as a learning resource has to be compatible with the learning method that will be used in the teaching and learning process. For example, one session has the objective: "students observe the characteristics of the material world and abiotic objects". The learning method used is observation or inquiry.

Number of Participants

The number of students (approximately 40 students) needs extra attention from the teacher. Students should work in groups in using the environment as a learning resource. The task and role of each student in the group needs to be managed with a guide to affirm the student activity and avoid activities that are irrelevant.

Student Characteristics

Because students are already teenagers, they will bring relevant experience and knowledge to the task. The environment used will, therefore, vary with the medium used for children who do not yet have much experience or knowledge on the topic to be discussed.

Time

The time needs to be taken into account in choosing the environment as a learning resource. If the time needed to use the learning resources is quite lengthy but the lesson time is limited, consideration needs to be given to the use of this environment as a learning resource. For example, students making observations in the school's surrounding area need a minimum of 60 minutes, while the lesson time in junior high schools is only a two period lesson (90 minutes), the remaining 30 minutes is possibly insufficient to provide an opportunity to students to prepare a report and give a presentation on their observations. The teacher therefore needs to manage the lesson time, for example, in the school syllabus, a one hour practical lesson outside the classroom is the same as a two hour lesson in class, so the teacher can add lesson time.

Cost

If funds are limited, then the environment can be a simple and cheap learning resource. The most important thing is the ability of the medium to raise the participant's understanding of the material that is being discussed. It will be cheaper to bring a real leaf to explain the parts of a leaf than for the facilitator to draw a leaf. Modifying or adapting the learning resources that are available in the school surroundings will be quite helpful in reducing the cost of using the learning resource. The distance to the location of the environment or the place to be used also affects that costs. If the school is well-endowed, it can occasionally use a location that is quite far from the school and requires the cost of transport. For example, a visit to a museum, tourist site or a bus terminal.

Capability of the Teacher

The use of the environment as a learning resource has to be matched to the capability of the teacher. If the teacher has to use a learning resource that they have not mastered, the teacher will need an assistant who can assist so the lesson can run smoothly.

Benefits the Student

Students need to be able to make best use of the environment as a learning resource, especially an environment that has an impact on, and relationship with, the student's daily life. The main benefit is that the environment encourages a more in-depth understanding of the material under discussion (cognitive), forms student attitudes and behaviors (affective), increases physical skills (psychomotor), improves learning motivation, and entertains participants. Avoid the use of environments that do not provide sufficient benefits or do not have a positive impact on the student.

Minimal Disruption

The level of disturbance needs to be taken into account in the use of certain environments. If it appears that the disruption to teaching and learning is too much, then the use of this

environment needs to be re-considered. Organize the use of a learning environment with the lowest level of disruption.

Flexibility

‘Flexibility’ has a broad meaning, it means to use the environment so it can be used or not used at any time to provide an opportunity to students to provide a response. Flexibility also means that this medium can be adapted to the response of the students.



Supplementary Information 3.2

Developing a Student Portfolio as a Learning Resource

A portfolio is a collection of student work that evidences the progress of a student or group of students, such as achievements, skills and attitudes. The portfolio presents the student's best work or that work that is most meaningful as the result of their activities in order to illustrate the student's learning progress. The portfolio is one means for the student to develop the self-confidence to capably undertake tasks. With growing self-confidence, the student is expected to be more motivated to seek knowledge and understanding as well as to be creative and open to new ideas that they have gathered in their learning activities.

There are several things that the teacher needs to do in developing the student portfolio, including:

1. Assessment of the portfolio is done as part of teaching and has several planning implications. These include encouraging students to interact with the environment such as interactions between students, teachers and the community that are mutually complementary, as well as illustrating the student's learning in-depth. The portfolio should eventually be able to assist the student to be more aware of improving themselves as a good reader and writer.
2. The teacher can use the assessment of the portfolio to measure the capacity of the student in constructing and reflecting a piece of work or a task by collecting or gathering relevant material that meets the aims and wishes of the student so the outcomes can be evaluated and commented on by the teacher.
3. The student undertakes the allocated tasks at least twice. This means that if they make mistakes early in the task, the student is given the opportunity to revise what they have done. Someone who have undertaken the same task several times will know that their efforts will get better in parallel with the improvements that have made. This will result in a growing feeling of self-confidence for the student in being able to complete the tasks they have been allocated.
4. The collection and assessment of the student's work is done regularly as the central focus of their learning activity.
5. The portfolio is used on an ongoing basis, not just at the end of a period or at certain set times. The portfolio is an activity that involves the student actively in collecting their work (documents) to convince the supervisor, teacher and the student's parents that they have done good work in class.

What Needs to Be Included in the Portfolio?

The contents of the portfolio can be varied according to the objective, where it will be used and the types of assessment activities that are used in class. Johnson and Johnson (2002: 103) mentioned the relevant items to include in the portfolio, including: (1) homework, class tasks, (2) tests (set by teacher, curriculum supplied), (3) compositions (essays, reports, stories), (4) presentations (recordings, observations), (5) investigations, findings, projects, diaries or journals, (6) observation checklists (teacher, classmates), (7) visual arts (painting, sculptures, poetry), (8) self-reflections and checklists, (9) group output, (10) evidence of social skills, (11) evidence of student routines and work ethic, (12) anecdotal notes, narrative reports, (13) the results of standard tests, (14) photos, autobiographical sketches, and (15) performance.

Nur (2003: 10) in her paper, provided a brief list of items that are included in a portfolio: (1) table of contents, (2) writing or notes taken from a student notebook or student science journal, (3) daily tests, (4) performance assessment, (5) the organization of graphics such as concept maps, outlines, or flow charts, (7) original models produced by students, (8) skill development activities, (9) self-evaluation sheets, (10) drawings, photos, art work, (10) problems, (11) video and audio recordings, (12) data from experiments or observations, (13) essays, (14) reports on science topics, and (15) scientific research.

Who Determines the contents of a portfolio?

- a. *Student.* The student can decide what will be included in their own portfolio.
- b. *The student's cooperative learning group.* This group can recommend what will be included in the portfolio.
- c. *Teacher and school.* The science teacher, for example, requires a demonstration of the student's ability to link the properties of light with daily life.

How Is The Student's Portfolio Used as a Learning Resource?

The student portfolio represents the quality of the student's learning. Although the teacher sets the tests, homework, tasks and projects, the portfolio can present all of these in their entirety. It provides a more complete perspective on what the student has learnt and completed in class. Important aspects of the teacher's role in using the portfolio occur: (a) before instruction or the allocation of marks commence, (b) while instruction and marking are happening, and (c) after instruction or marking. *The first step* is preparing for the use of the portfolio. The guideline for this is as follows.

- a. Decide what type of portfolio will be used. Whether this will be individual or group.
- b. Identify the objective of the portfolio.
- c. Select the categories of work that will be included in the portfolio.
- d. As the student to select the items that will be included in the portfolio.
- e. Decide how the portfolio will be assessed and evaluated.

In planning the use of the portfolio as part of the assessment process, do not try to include too much with one portfolio program. Start slowly.

The second step is to arrange the portfolio through research. The portfolio is arranged in the following manner:

- a. Portfolio Process. The teacher explains to the student the category of student work samples that will be included in the portfolio.
- b. Rubrics. The teacher develops the assessment rubric to assess and evaluate the student's work.
- c. Tasks. The student, having completed the tasks, knows that several or all of them will be included in the final portfolio. All of these tasks could possibly be placed in the portfolio.
- d. Self-evaluation. The student reflects and assesses him/herself on the quality and quantity of their work and their progress in achieving the learning objective.

The third step is to arrange the portfolio from the allocation of marks. The portfolio has to be complete, the assessment of the portfolio has to be done and organized in one representation or work group.

Presentation Unit 3



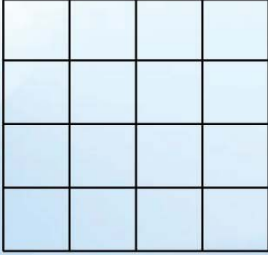
UNIT 3

How to Create a Class Environment that Encourages Students to Learn

I Introduction - 10'

Based on EXPERIENCE:
 What is normally done to create a class environment that encourages students to learn cooperatively in solving problems and thinking at an advanced level?

How Many Squares Are There?



Objective


PARTICIPANTS ARE ABLE TO:

- Arrange the furniture to encourage cooperative learning.
- Arrange and display the students' work to become a joint learning resource.
- Use various kinds of environment as a learning resource, including the physical and social environment and incidents that are compatible with basic subject competencies to support students in actively learning, thinking at a high level and cooperating in solving problems.

C Connection - 15'

CLASS Environment that Supports Student Learning

- Class Furniture is **MANAGED OPENLY**
- Student Work is **ARRANGED AND DISPLAYED**
- Variation in Environment as **LEARNING RESOURCE**



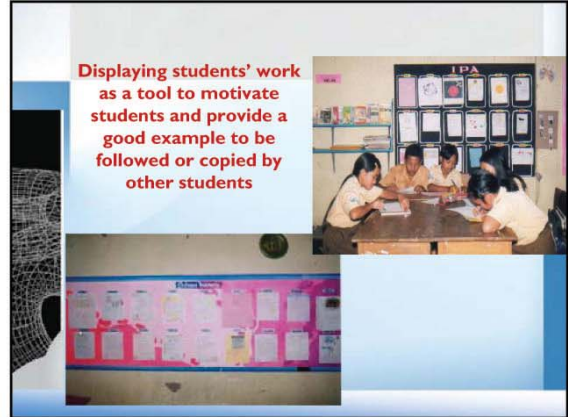
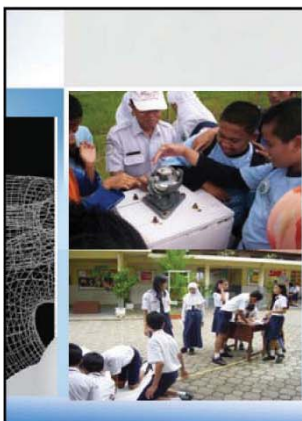
The seating pattern supports activities and maximizes interaction





Students' work as a learning resource makes for children's active learning

Displaying students' work as a tool to motivate students and provide a good example to be followed or copied by other students

Learning directly from the environment makes learning more meaningful

A Application - 90'

- Participant Handout 3.1: Arranging the furniture to support cooperative learning.
 - Arrange the furniture differently to support a more varied student layout.



2. Write down the type of activity that is suitable for each of these layouts: traditional, group and individual

Type of Layout	Type of Learning Activity	Reason
Traditional		
Group		
Individual		

3. Look for ideas for activities that utilize the library

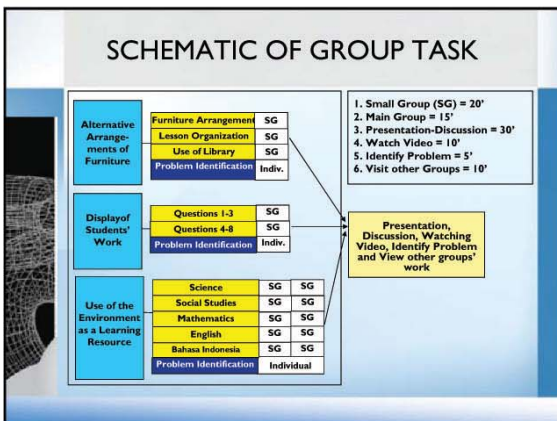
No	Topic	Idea for Activity
1	Learning ideas that are associated with the use of the library	
2	Activities to increase the use of the library in class to raise the interest of students in reading	

Handout 3.2 Showcase and Layout of Students' Work

No	Question	Answer
1	What student work could be made into a learning resource?	
2	How can a student's work be used as a learning resource?	
3	How can a student's work be developed into a portfolio?	
4	What student work will be showcased?	
5	What student work should not be showcased?	
6	How should the student's work be showcased?	
7	What criteria are used to showcase the student's work.	
8	When should the showcase be replaced?	

Handout 3.3 Basic Competencies and Surroundings as Learning Resource

No	Basic Competency	Surroundings as Learning Resource			Learning Activity
		Physical	Social	Incident	
1.1	Describe the essence, norms, habits, customs, traditions, and rules that apply in the community	Community leaders who live in the vicinity of the school and understand the routines, customs, traditions, and rules that apply in the community	The area around the student's own home can provide information on the essence, norms, habits, customs, traditions, and rules that apply in the community near the school	Newspaper clipping from Kompas (June 28, 2008) on the Community Life of the Minangkabau	<ul style="list-style-type: none"> Seek information on the norms, habits, customs, traditions, and community rules by reading newspaper clippings or delving for information directly in the community, or from informants at school.



Handout 3.4 Identifying the Problem, Alternative Solutions, and Applying Follow-up Plans

WRITE DOWN THE TOPIC THAT WAS PREVIOUSLY DISCUSSED:

No	Why Could It Not Be Applied?	Alternative Solution
1		
2		

Follow-up Plan:

R Reflection - 5'

- Re-check the unit objective and clarify the achievement of this objective.
- Write down the important things that have been learnt in this lesson.

E Extension

- Design a medium for the class environment that will be used in a peer teaching activity.
- Identify the layout of the furniture and surroundings as a learning resource to support students in active learning, thinking critically and collaborating in solving problems.