

Stories of Good Practice

St Francis de Sales College, South Australia (A)

Segment 3: Implementation

Reflect/Connect

The Performing Arts teacher talks about the importance of knowing who her learners are. The teachers involved in the program used pre-testing to determine their students' strengths and areas for development in Civics and Citizenship.

Devise a formative assessment task to identify your students' learning needs in Civics and Citizenship. Refer to your state or territory's syllabus documents that are related to Civics and Citizenship Education and the Statements of Learning for Civics and Citizenship. (See the Resources for a link to the Statements of Learning for Civics and Citizenship.)

Connect/Implement

The Performing Arts teacher refers to the importance of catering for the different learners in her classroom. Review your Civics and Citizenship program. Annotate activities that cater for:

- **A:** auditory learners (preference for discussions, debates, reading aloud, listening. They remember what they hear)
- **V:** visual learners (preference for drawing pictures and diagrams, note taking, watching films and DVDs. They remember what they see)
- **K:** kinaesthetic learners (preference for drama and simulations, actively applying information, building models. They remember what they do).



Does your Civics and Citizenship program cater for a range of learning styles? Make adjustments to your program as necessary.