

13. Developing independent learning and group work skills

13.1 Learning to work independently

(30 minutes)

Activity 13.1

Discuss the suggestions for developing independence and check if any need clarifying.

Highlight some of the best examples and who they would be best suited to. For example, a lower primary school student may need to practise writing letters, words, numbers, sentences, shapes or how to hold a book whereas a secondary student may need to focus on skimming a text to get the gist.

Invite participants to share any suggestions they have.

Activity 13.2

If possible, provide participants with a copy of pp. 13–22, section 3, of *The New Zealand Refugee Handbook*.

Lead a discussion of how useful the suggestions made would be for their work with students.

Point out that although the suggestions are worthwhile, some of them will need to be simplified or reworded because of the students' language levels.

13.2 Developing group work skills

(25 minutes)

Activity 13.3

Discuss the suggestions for developing social skills and check if any need clarifying.

Ask the participants if they have any suggestions to add to the list.

Divide the participants into groups and allocate one suggestion to each group to make a similar chart.

Invite participants to share their responses.

Collate the responses and distribute them as a tutor resource

Thank the group for their participation. Ask if they have any 'burning issues' which they would like to discuss and suggest that they exchange contacts so that they can continue to support one another.

