

# Support participation and build confidence

A suggestion for implementing the strategy  
'Helpful classroom strategies years 9–13' from  
the Guide: [Speech, language & communication needs](#)

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## **Includes:**

- Support friendships
- Utilise group and pair-based activities
- Foster class discussion
- Encourage sustained participation

Inclusive Education

From

Guide: [Speech, language and communication needs](#)

Strategy: [Helpful classroom strategies years 9–13](#)

Suggestion: [Support participation and build confidence](#)

Date

24 April 2024

Link

[inclusive.tki.org.nz/guides/speech-language-and-communication-needs/support-participation-and-build-confidence](https://inclusive.tki.org.nz/guides/speech-language-and-communication-needs/support-participation-and-build-confidence)

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## Support friendships

Professor Gina Conti-Ramsden suggests facilitating the development of friendships by building on students' interests and talents.



Video hosted on Youtube <http://youtu.be/59dSpP17VsA>

No captions or transcript

Source:

[RADLD \(UK\)](#)

<http://youtu.be/59dSpP17VsA>

# Utilise group and pair-based activities

Provide opportunities for students to work with others.

Group or pair-based activities need careful organisation to achieve productive interaction and learning.

Set up a small group activity on speaking and conversational skills.



Ask students to rehearse ways to start and close a conversation, to keep the conversation flowing.



Assign roles such as speaker, listener, and note-taker to the group members.



Monitor the discussions to ensure that all students understand the task and have opportunities to participate.



Talk about how we use different sorts of language when we are talking to our friends, our teacher, or our grandparents.

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## Foster class discussion



Source:

Ministry of Education | Te Tāhuhu o te Mātauranga

[View full image \(132 KB\)](#)

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# Encourage sustained participation

Discuss with students what will support their participation and motivation.

Build these suggestions into your teaching practice.

- ✓ Establish clear classroom routines.
- ✓ Teach strategies to help students when they get stuck.
- ✓ Break work into short manageable chunks.
- ✓ Give positive, timely feedback.
- ✓ Brief students about changes to routine.
- ✓ When changing classroom layout, provide a plan of new layout and when it will happen.
- ✓ Provide easy access to quiet spaces for working or winding down.
- ✓ Schedule brain breaks.
- ✓ Notice avoidance tactics or increasing anxiety, implement supports quickly.
- ✓ Offer leadership opportunities based on knowledge of student's expertise and interests.
- ✓ Connect learning to student's interests.
- ✓ Foster tuakana-teina relationships where students support each other.

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