



Aide memoires

- ◆ Go for simplicity – some of the most simple tasks have enormous depth!
- ◆ Consult subject specialists and ask them what activities they suggest to promote, for example, higher-order thinking skills in reading, challenging games and activities in physical education.
- ◆ Make sure that the tasks are open-ended so that there is scope for challenge beyond the levels you have set.
- ◆ Encourage the children to make their own suggestions for the extension and enrichment of the activities.
- ◆ Find time to review the activities with the children at the end of the session. How could they have been improved? What more could have been done?

Three important factors in establishing activities for able children:

1. **Task design:** how the task is selected and put together to achieve a challenging learning objective, which can be accomplished in time.
2. **Depth of task:** the quality of layers of meaning, which children can draw from the task, going, further as their knowledge and understanding grows.
3. **Task setting:** how the task will be presented – instructions, explanations or discussions on cards or worksheets, through diagrams or books.



The matrix below has proved useful in helping teachers with the processes of task design, depth of task and task setting.

Extending the learning of able children in schools

Subject or aspect of a subject:

Task	What the children can already do	Key areas for extension	Repertoire of appropriate tasks
Task design			
Depth of task			
Task setting			