

Facts/Falsehoods to support students to engage with learning in the physically distanced classroom and to engage with learning from home



Gives all students an opportunity to evaluate a series of statements which the teacher and/or other students devise and decide on whether they are true or false.

Facts/Falsehoods in the physically distanced classroom

- After a section of content has been taught the teacher can devise a series of questions to which the answer is true or false. The questions can be displayed on the whiteboard or on a shared online platform.
- In physically distanced groups (optional), the students could also be asked to devise 3 questions on the content, either in their copies or on an online document that they can work together on in real time.
- The teacher could refine the questions to compile a list to share with the class. Questions are in the form of statements are written with two columns at the end, one marked True, one marked False.
- As students go down through the questions, they place a tick in the true or false column. They could do this on an individual or group basis.
- At the end of the activity, the students peer-assess their work, giving time to allow for individual students to receive clarification on answers.
- Being mindful of physical distancing, all the above steps for students could either be completed in copies or on an online shared platform that can be worked on together in real time (e.g. Padlet/Powerpoint/One Note).

Facts/Falsehoods while engaging with learning from home

The steps can be carried out as above in a physically distanced classroom, but within, for example, a live Zoom call. During this call, the teacher can share their screen to present the initial questions on a topic/content. Then students can be sent into monitored Breakout rooms in smaller groups to create their questions using the chat function or the interactive whiteboard. Returning to the main call, each breakout group can present their questions for the teacher/class group to refine, again, using the chat or whiteboard.

The refined questions could be discussed as a class group or in smaller groups, or this could be set as a homework task that students could complete individually on or offline, or in an online platform (e.g. Padlet/Powerpoint/One Note) with the other students who were in their breakout room.

* Facts/Falsehoods can be used to support Teaching, Learning and Assessment in *all* subjects as well as the Level 1 Learning Programmes (L1LPs) and the Level 2 Learning Programmes (L2LPs)

Key Skills

- Managing information and thinking
- Managing myself
- Communicating
- Being literate

Assessment

- Peer and teacher feedback
- Effective classroom/online discussion that elicits evidence of learning
- Activating students as learning resources for one another
- Higher order questions for homework as an extension

Inclusion of all Learners

- Accessible entry points - visuals/colour/text/video/aural
- Can focus on key learning or be used as extension activities for pre or post lesson
- Control of error - teacher designed Q and A
- Student voice - students can devise their own questions and help each other in groups
- Timer - more/less
- Students can design their own Fact/Falsehood questions for self or peer assessment

Resources

- Fact/Falsehood question sheet in copy or online platform
- Device with internet access.



Further Information

https://jct.ie/wholeschool/classroom_strategies

[Facts/Falsehoods in Action](#)

[L1LPs/L2LPs](#)

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