**Differentiating for younger students or groups that need extra support**

The following suggestions for differentiation have been put together to support younger classes e.g. some year 7 or groups that require extra support. Please also see the powerpoint “3 lessons reduced content to support differentiation”.

**Questionnaires:**

* Completing the questionnaire on a device rather than paper is easier – students are guided as to which are compulsory, and where single/multiple options can be chosen.
* Questions can be read by a member of staff. It is worth reminding students when they can choose multiple options on the multiple-choice questions. IF students really have no idea, they can always select ‘I don’t know’.

**Lesson 1:**

* Use just the UNICEF quiz to start the lesson, along with a general discussion around what babies can do. Or allow students to share their understanding of a baby or young child they care for. Challenge the idea that they just cry, pooh, sleep lie there... and that this lesson they will learn that a great deal is going on in their heads!
* See revised powerpoint for reduced slide content. Slides have been hidden so the teacher can still refer to the content if they need to.
* Use a fill the blanks activity rather than the questions on worksheet 1. Words can be given on the board to select from as further support.
* Watch the neuroplasticity video before ending the lesson with a keyword and definition matching activity. This can always be screen shot and printed out if needed, or done as a class/group task.

Lesson 2:

* Start the lesson with a brief discussion on what a caregiver is (broad definition and may include babysitters / siblings) and what they do to support healthy development.
* Be explicit about the link between last lesson and this one. Brain development is impacted by genes and the environment. The infant’s environment is controlled by their carer... just like a plant’s can be affected by a gardener (it can be a useful analogy if the students have already learnt about plant growth).
* Watch the 3 films and after each one, ask the students what they have learnt that is new (they could have 1 minute to discuss in pairs or small groups) write a class top tips on the board.
* If time, you could do the child observation worksheet. This could be done verbally – stopping the video at the set points and asking the class what the baby is thinking at that moment.
* End the lesson with “3 things I would do differently”. Add context – this could be looking after the young child they mentioned at the start of the lesson!
* The altered slides have less content.

Lesson 3:

* We have received many comments back about this starter which requires data interpretations skills. A much simpler version is on the differentiated power point. The main point is to encourage students to recognise that what happens in a baby’s brain in the early years can have impacts for the rest of life (mental health, physical health, life opportunities). This is very important, but it isn’t the only thing!
* Link to the sensitive period of adolescence – stress that this is from 11-25 (I.e. much older than many realise). Watch the film, followed by a short class discussion. Answer slide is hidden and available for teachers.
* Main take away from film: sensitive periods = 0-5 and 11-25. Resilience is affected by: genes and experiences (social support and networks, a safe environment whilst still being exposed to challenging or difficult situations).
* Allow sufficient time for the final quiz – it is longer than the pre-quiz. Before the class run out of time, encourage students to complete and submit their data by entering a 0 in any responses they have not had time to do and click finish on the final page. To keep students on track, a teacher could read the questions out and encourage students to answer their own in silence.