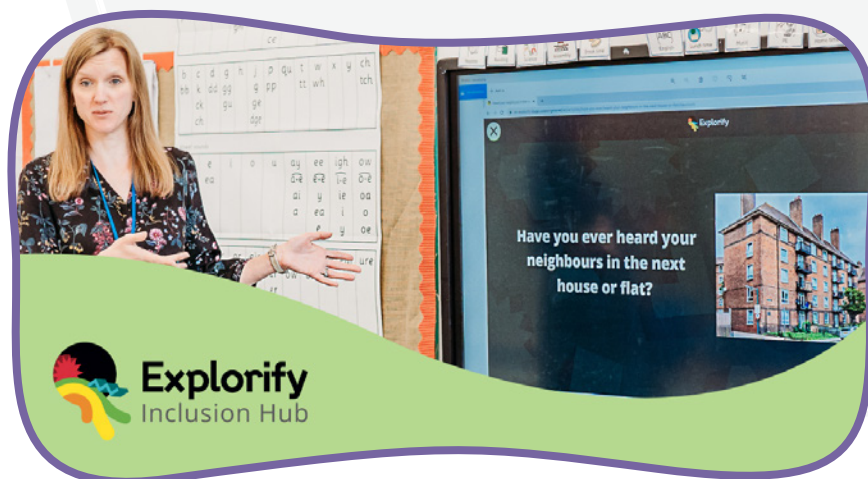


# Explorify for inclusion

How can Explorify's new **Inclusion Hub** help you create a collaborative learning environment in science lessons and unleash the power of dialogue for all your pupils?

Inclusive classrooms are those that make sure that every child feels that they belong and can actively engage in the learning. Explorify activities focus on valuing children's ideas rather than looking for one correct answer. This helps to create a safe, fun space for science discussions. Teachers who use Explorify regularly know that it can increase children's confidence in speaking and listening and their engagement in discussions.



*“Explorify brings that curiosity, asking questions, wondering, thinking about what possibly could be going on. It’s not about being right or wrong. You don’t have to be a super-nerdy boffin to be a scientist: science is just about asking questions.”*

The **Explorify for Inclusion** project provides teachers with a range of strategies and resources to complement and adapt existing Explorify activities. Developed and tested by teacher-researchers from various settings, the resources can be accessed from the **Inclusion Hub** in the **Teacher Support** section of Explorify.



You will find:

- Ten 2-minute videos where the teacher-researchers summarise their projects.
- Detailed case studies that explain the teachers' setting, their identified needs, their approach, and the key outcomes for children, followed by their reflections.
- Top tips organised into four areas: choosing which Explorify Activity to use; establishing calm and focusing attention; improving the quality of thinking and talking; and recording children's responses.

Although every child, class and school are different, these ideas and 'snapshots' of what works for other teachers can be adapted to suit individual contexts.

Caroline, one of our teacher-researchers, used visual instructions and thinking time to keep children calm and focused.

caroline, one of our teacher-researchers

Another teacher-researcher, Wendy, knew that some of the Year 1 children within her provision base were cognitively ready to tackle Odd One Out activities but needed support with building their language and confidence. In her 2-minute video, she describes her scaffolded approach, starting with concrete objects to teach children the concept behind Odd One Outs. Her pupils were soon finding three classroom objects that could be sorted in different ways themselves. They now enthusiastically participate in Odd One Outs following the age-appropriate science curriculum. >>

*“The language that has been developed through using these resources has been absolutely amazing.”*

Wendy (teacher-researcher)

*“Children could communicate with their peers and became more independent.”*

Meanwhile, teacher-researcher Jenni wanted to remove writing as a barrier and explored ways that all her children could develop their thinking skills and share their ideas in their preferred way. Strategies she explored included learning stem sentences, using an Explorify big book, active learning, drawing and scribing. If increasing children’s confidence and independence is a priority in your school, you could read Jenni’s case study (number 9), which goes into greater depth than the summary video.

Greg’s first project applied ‘frames’ to Odd One Out activities. He says, *“Using a frame makes the Explorify activity more accessible. I found that children knew what was expected of them and could repeat what they had to do. This lowered their anxiety and focused their attention.”* There are sample frames created by Greg in the ‘Downloads’ area, along with a blank frame which teachers can combine with Odd One Outs of their choice. All these materials are free to download. Other valuable resources include thinking sheets to support children in formulating sentences, same/different cards to get children listening to each other, and a template to help teachers create localised Have You Ever? activities.



*“We can identify strong science learners despite special educational needs and disabilities.”*

There is a wealth of evidence on the long-term benefits of children’s communication skills. The Explorify for Inclusion resources are made by teachers for teachers, to help them support every child in finding their voice in science. We would love to hear your feedback about these resources, so do get in touch: [Rebecca.ellis@pstt.org.uk](mailto:Rebecca.ellis@pstt.org.uk).

### **Become an Explorify Champion**

Are you a fan of Explorify and regularly share the word with other teachers? Then why not become an Explorify Champion!

Explorify Champions Deliver CPD about Explorify to teachers and networks beyond their own school. We will provide you with up-to-date training materials that you can use to deliver CPD. You will get dedicated support from an Explorify Engagement Leader and get regular update emails from the Explorify team. All we ask is that you keep in touch regularly with the team and help to promote Explorify.

If you want to become an Explorify Champion, please email Stacey Reid at [stacey.reid@pstt.org.uk](mailto:stacey.reid@pstt.org.uk). <<

*“The key strength of Explorify for all learners is that it builds links between everyday experiences and scientific thinking. The concrete examples help learners to understand the relevance of the science concepts in their everyday lives, whilst stretching them to provide logical explanations. This particularly supports those who learn in an atypical way whilst benefiting all those whose development is more typical for age. In other words, it is the ideal tool for creating an inclusive science lesson.”*

*Dr Jane Essex (University of Strathclyde)*