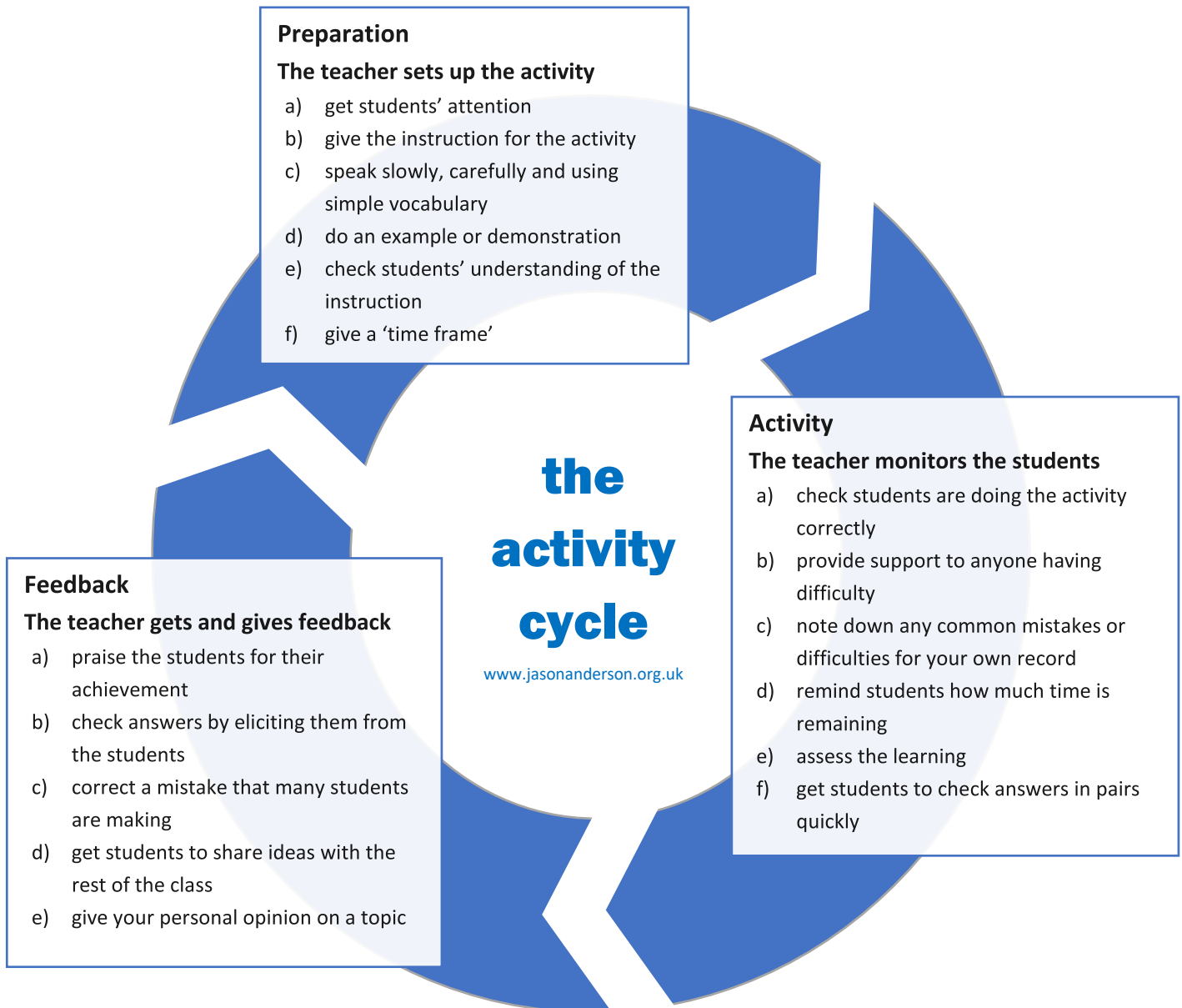# The activity cycle

There are three stages to the activity cycle. Here are some of the important things we do in each stage. The order provided is the typical order, but note that some of them happen at the same time, others may happen on several occasions, and for others the order is flexible:

Preparation

The teacher sets up the activity

a) get students' attention
b) give the instruction for the activity
c) speak slowly, carefully and using simple vocabulary
d) do an example or demonstration
e) check students' understanding of the instruction
f) give a 'time frame'

the activity cycle

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Activity

The teacher monitors the students

a) check students are doing the activity correctly
b) provide support to anyone having difficulty
c) note down any common mistakes or difficulties for your own record
d) remind students how much time is remaining
e) assess the learning
f) get students to check answers in pairs quickly

Feedback

The teacher gets and gives feedback

a) praise the students for their achievement
b) check answers by eliciting them from the students
c) correct a mistake that many students are making
d) get students to share ideas with the rest of the class
e) give your personal opinion on a topic

Exactly what we do will depend on the activity itself. For example, if they do an activity individually, it's a good idea to get them to check answers in pairs before feedback. Or, if an activity involves discussion, there may not be any right or wrong answers to check.

Preparation

The teacher sets up the activity

The Activity Cycle

(blank copy for use with cards)

the activity cycle

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Activity

The teacher monitors the students

Feedback

The teacher gets and gives feedback

Cards for cutting up and using with blank version of activity cycle. Workshop participants must decide in which stage each micro-stage belongs and then order the micro-stages in each stage. They can do this in an activity cycle themselves, using 'loop input'.

get students' attention	remind students how much time is remaining
give the instruction for the activity	assess the learning
speak slowly, carefully and using simple vocabulary	get students to check answers in pairs quickly
do an example or demonstration	praise the students for their achievement
check students' understanding of an instruction	check answers by eliciting them from the students
give a 'time frame' for the activity (approximate time estimate)	correct a mistake that many students are making
check students are doing the activity correctly	get students to share ideas with the rest of the class
provide support to anyone having difficulty	give your personal opinion on a topic
note down any common mistakes or difficulties for your own record	