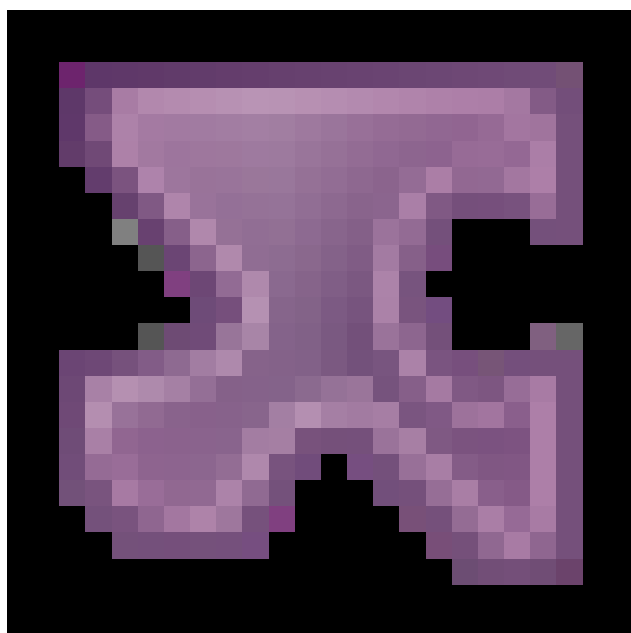


As Claire Stoneman highlights, Rosenshine (2012) explains that in order to address the limitations of the working memory, teachers should introduce material in small steps. This is something you previously explored in Module 2. But, as Claire states, some material being taught can be hard to comprehend even when it is broken down and taught in small steps. This normally occurs when the material you are teaching is abstract. To support pupil understanding when teaching an abstract concept, you should provide pupils with concrete examples and non-examples to demonstrate the concept.

Examples and non-examples will be explored in more detail during your training seminar: using examples and non-examples, but as an introduction, review the three resources below.

Firstly, read Ashley Philipson's scripts or watch the videos as she explains an example of when she has used concrete examples and non-examples to teach an abstract concept.

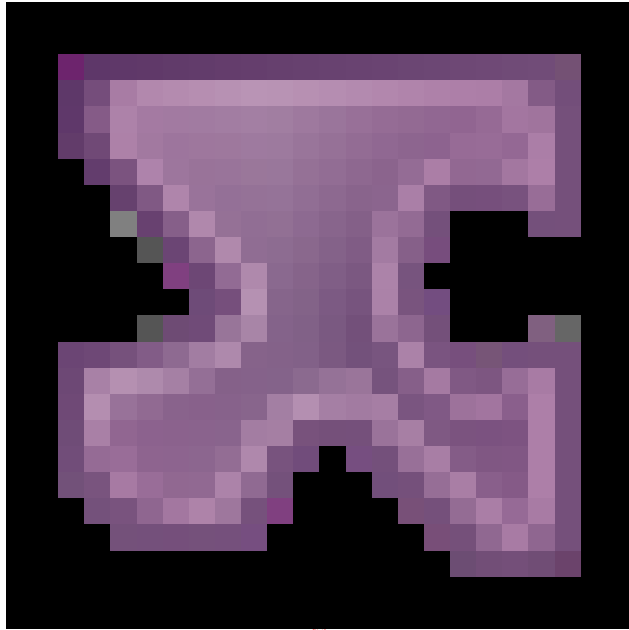
Concrete example



Direct Link: [Using concrete examples - Ashley Philipson, Northern Education Trust](#)

Transcript: [Using concrete examples - Ashley Philipson, Northern Education Trust](#)

Non-example



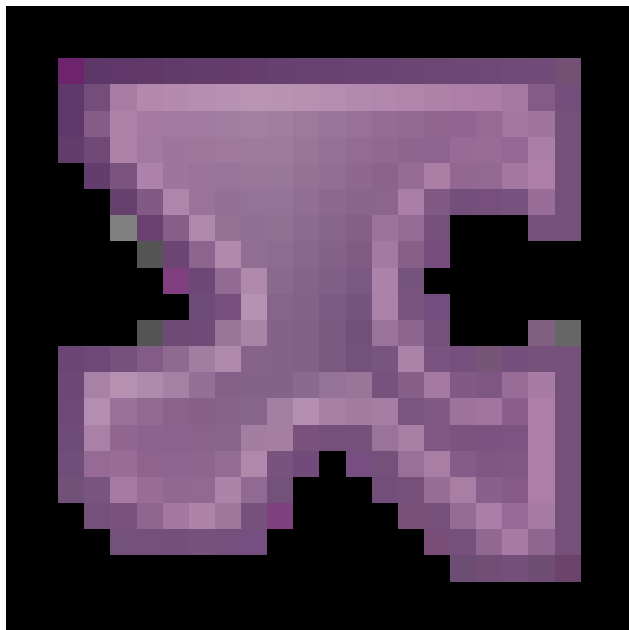
Direct Link: [Using non-examples - Ashley Philipson, Northern Education Trust](#)

Transcript: [Using non-examples - Ashley Philipson, Northern Education Trust](#)

As Ashley states, non-examples are a great way to show what something isn't. Therefore, they are an effective way of exposing potential pitfalls and explaining how to avoid them.

Exposing misconceptions

Listen to Elizabeth Arkle talk about using a non-example to develop pupils' reasoning skills by encouraging them to identify and explain common misconceptions.



Direct Link: [Using a non-example to expose misconceptions - Elizabeth Arkle, Extol Academy Trust](#)

Transcript: [Using a non-example to expose misconceptions - Elizabeth Arkle, Extol Academy Trust](#)