A diagram of the Active teaching/learning relationships that need to be present for children to become active learners in cross-cultural situations. Children can only be active learners in a cross-cultural situation if the teacher teaches the children how to be active and if the learning context supports the learning.

**THE ACTIVE TEACHER**

1. Uses knowledge about the students' backgrounds to plan, design and monitor the learning environment: the **context**, the **content** and the **methodology**.

3. Teaches the learner how to be active through:
   - establishing / communicating the learning goals - talking about the purpose of the activity with the students
   - demonstrating and explaining the process and the product for the student and,
   - modelling and scaffolding the process and the product of each learning activity with the student as s/he engages in the learning task.

**THE ACTIVE LEARNER**

4. Interacts with the teacher and other students in the learning context to achieve the learning goal. While learning in a supportive environment, the active student feels **confident to take risks** and thus learns to take responsibility for her/his own work.

6. Can talk about what s/he is doing or has done. Active learners can talk about why & how they have learned as well as what they have learned.

**THE LEARNING CONTEXT**

2. Provides a purposeful framework for the oral and written texts composed by the active learner.

When the learning is in context, its purpose is intrinsic to the activity.

5. Supports the learner as s/he takes risks in her/his learning. Based on the information and learning experiences supplied in the context.