



# Accelerated Education Introductory Teacher Training Pack

## Active Learning Methods

# Active Learning Methods

This is Session 11 out of 18 from the Accelerated Education Introductory Teacher Training Pack (AEITTP).

The AEITTP is designed specifically for teachers working in accelerated education programme (AEP) classes and teaching learners generally aged 10-18 who are overage for their grade. Many teacher training institutes or in-service training courses are focused on formal primary school classes and younger children. These courses are not always relevant for teachers of older AEP learners. Older learners bring a richer set of life experiences and skills to their learning compared to younger children. Older learners are also more cognitively mature so are able to learn at a faster pace. The AEITTP is based on the pedagogy (way we learn) that would best suit older learners' needs in an accelerated education setting. It is designed to help AEP teachers develop the skills needed to support the learning needs of AEP learners, so they are able to access certified education, further training or livelihood opportunities. The AEITTP is founded on the AEWG's [Accelerated Education 10 Principles for Effective Practice](#) and AE Teacher Competencies. It is a generic inter-agency course for use by accelerated education programmes. The training sessions, vocabulary and tools have been aligned with the The Teachers in Crisis Context (TiCC) [Training Pack for Primary School Teachers](#) to enable consistency of approach where appropriate. However, it has adapted the content for older learners and to reflect AE pedagogy.

# 11: Active Learning Methods

## TRAINER OVERVIEW

<b>Session time</b>	3 hours
<b>AE teacher competency</b>	10: Uses lesson plans 11: Uses age-appropriate teaching strategies
<b>Learning Outcomes</b>	At the end of the session participants will be able to: <ol style="list-style-type: none"><li>1. Explain the importance of using a range of activities in the classroom to support learning</li><li>2. Use a range of activities in the classroom</li><li>3. Select and adapt activities for different lessons and learners</li><li>4. Conduct a class discussion with AEP learners</li></ol>
<b>Materials</b>	» Trainer Resource 11.1: Micro-teaching activity (one copy to cut up)) » Trainer Resource 11.2: Pictures of class discussion » Handout 11.1: Case study – A class meeting (1 copy per participant) » Outline of a mind map » Flip chart paper, markers, pencils, coloured marker pens

OVERVIEW			
Steps	Method	Time	Materials
Introduction	Presentation	5	Session Outcomes
Activity 1: Active learning methods  <i>Note: each group will micro-teach using an active learning method</i>	Mind map Groups micro teach: » think-pair-share demonstration » Song/chant » Agree-disagree » Story » Game » Role-play/drama	2 hours	Outline of mind map Trainer Resource 11.1: Micro-teaching activity Flip chart paper, pencils, markers, colours
BREAK			
Activity 2: Class discussions	Picture Case study Class discussion	45	Trainer Resource 11.2: Pictures of class discussion Handout 11.1: Case study – A class meeting
Reflection		10	Session Outcomes

## STEPS



### Introduction

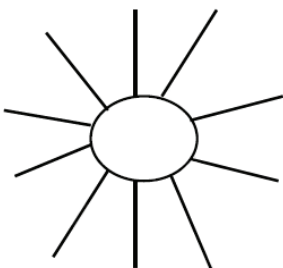
1. Write the title of the training session on the board: *11: Active learning methods*.
2. Say:
  - Welcome to session 11: Active learning methods.
  - In this session we are going to learn strategies to help us become better AEP teachers. We will start by thinking of all the different teaching methods we know. We will learn about active learning and practice 6 methods we can use in our classroom. Then we will decide which methods best suit AEP learners. We will finish with a discussion.
3. Put up the outcomes handout on the board/wall.
4. Say:
  - By the end of the session you will be able to:
    1. explain the importance of using a range of activities in the classroom to support learning
    2. use a range of activities in the classroom
    3. select and adapt activities for different lessons and learners
    4. conduct a class discussion with AEP learners



### 1: Using your experience

#### INTRODUCTION: MIND MAP OF TEACHING METHODS (15 MIN)

Mind map



1. Say:
  - In this training we now understand how the brain develops in our learners' and what assets they bring with them. We need to think about the methods and strategies that will best suit their learning styles, so they progress in AEP classes.
2. Draw the outline of a mind map on the board/chart.

**3. Say:**

- We will do a brainstorming activity.
- In the next 2 minutes I want you to tell me all the different teaching methods and strategies you can think of.
- They can include previous teaching or learning experiences or methods used today and in previous training sessions.
- Who can tell me one method?

**4. Write each method on the mind map. Continue until all methods are written on the mind map or 2 minutes have finished. Add missing ideas**

**Possible activities:**

- Presentation
- Problem solving
- K-W-L
- Think-pair-share
- Discussion
- Visualisation
- Gallery walk
- Brainstorm
- Case studies and scenarios
- Using video
- Games
- Micro teaching/model lessons
- Demonstration
- Making a chatterbox
- Using pictures
- Using our experience in an example
- Drawing
- Agree – disagree
- Mind map
- Role plays
- Daily edit
- Making shapes
- Checking others work
- Group work
- Making shapes – mime

5. Say:
  - The mind map shows us a variety of teaching methods that we can use in the AEP class.
6. Make groups of 2 for think-pair-share.
7. Say:
  - Discuss with your partner the questions.
  - Look at the different activities. Which one did you learn best in? Why?
  - Which did you enjoy the most?
8. After a few minutes ask each participant to describe the activity they learned best in. Put a tally mark by it on the mind map.
9. Repeat with the activity they enjoyed most. Use a different colour marker and put a tally mark by it on the mind map.
10. Ask:
  - What do we learn about ourselves when we look at this mind map?
11. Listen to some responses.
12. Say:
  - If we enjoy learning using these methods, will our AEP learners also enjoy them?
13. Say:
  - We have used a range of activities. Different participants preferred different ways to learn. But all the activities involved you in thinking and doing. They involved you actively. We call this active learning.
  - Active learning is a process that has the learner at its centre. It focuses on how learners learn, not just on what they learn. Learners are encouraged to 'think hard', rather than passively receive information from the teacher.
  - With active learning, learners play an important part in their own learning process. They build knowledge and understanding in response to opportunities provided by their teacher. Active learning gives learners greater involvement and control over their learning. This means that learners are better able to continue learning once they have left the AEP centre, to continue in school and college. It helps them become lifelong learners. These are important skills for AEP learners.
14. Ask:
  - Why do you think it is important for teachers to use different activities to support AEP learners in the classroom?

**Definition:**

**Research:** Research shows us that it is not possible to transmit understanding to learners by simply telling them what they need to know. Instead, teachers need to make sure that they challenge their learners' thinking.



**15.** Listen to some participants ideas.

**Possible answers**

- Our learners have different backgrounds and experiences so learn differently and at different rates.
- Older learners prefer greater involvement and control in their learning
- A variety of styles allows each learner to learn in a way most suitable to him/her.
- It avoids boredom and keeps the lesson moving along which keeps it interesting.
- Active learning is important for people to 'internalise' learning and new skills.
- Without appropriate demonstration and practice activities, 'doing' skills will be difficult to learn, for example writing a job application.
- It gives learners multiple opportunities to master new content and skills.
- Learning by doing is more interesting than watching or listening to someone else, and learners have to take part. There can be no 'switching off'.

**INPUT/PRACTICE: ACTIVE LEARNING METHODS<sup>1</sup> (80 MIN)**



**Trainer tip:**

Some guidance on making groups can be found in the trainer notes at the end of this session.

**1.** Say:

- Now we will practice a range of activities which can be used effectively in your lessons.

**2.** Explain task:

- I will put you in groups.
- Each group will micro-teach one part of a lesson using a specific method. It is not a whole lesson but part of a lesson. It should take between 5-10 minutes.
- I will give you a handout that will contain the activity
- Read and practice teaching the activity.
- Each group will micro-teach their activity to the whole group.
- We will all conduct some analysis of the methods used.
- Groups have 15 minutes for this task.



**Trainer tip:**

Remember if you want 6 groups, divide the number in the class e.g.  $30 \div 6 = 5$ . You will give each participant a number from 1 to 5.

This is a useful technique to use in the class to encourage different participants to work together and to promote inclusivity.

**Trainer tip:**

If you only have 4 groups, choose only 4 topics

3. Check the instructions with a participant to make sure they have understood. Ask:
  - What do you have to do?
4. Indicate where each group will sit for the task and where the materials are.
5. Make groups. You will need up to 6 groups. Give each participant a number between 1 and 6. Ask all of the '1's to work together, the '2's to work together and so on.
6. Distribute group tasks from **Trainer Resource 11.1**.
  - Group 1: Think-Pair-Share and Demonstration
  - Group 2: Song or chant
  - Group 3: Agree-disagree
  - Group 4: Listening and retelling a story
  - Group 5: Game
  - Group 6: Role-play/drama
7. Give them a 1-minute warning when 14 minutes have passed.
8. Ask each group in turn to teach their activity. They have a maximum of 10 minutes.
9. After each group has finished ask:
  - What are the advantages and disadvantages of this method?

## ANSWERS

GROUP 1: THINK-PAIR-SHARE AND DEMONSTRATION	
Advantage	Disadvantage
<ul style="list-style-type: none"><li>» Learners have time to think and practice their answer in a pair before volunteering in a large group</li><li>» Everyone involved</li></ul> <p>Demonstration:</p> <ul style="list-style-type: none"><li>» Brings the topic to life</li><li>» Helps learners understand a step-by step process meaningful</li><li>» Engaging</li></ul>	<ul style="list-style-type: none"><li>» Not all learners like to work in the same pairs</li><li>» Time consuming if not managed well</li><li>» You may not have the necessary materials for a demonstration</li></ul>

## GROUP 2: SONG OR CHANT

Advantage	Disadvantage
<ul style="list-style-type: none"><li>» Fun</li><li>» Good for language learning</li><li>» Doesn't use materials</li><li>» Creative</li><li>» May help learners remember information more easily</li></ul>	<ul style="list-style-type: none"><li>» May not be seen as learning</li><li>» May disturb other classes</li></ul>

## GROUP 3: AGREE - DISAGREE

Advantage	Disadvantage
<ul style="list-style-type: none"><li>» Uses learner experience and knowledge,</li><li>» Learners have to think about the answer and make a decision</li><li>» Learners are active and moving</li></ul>	<ul style="list-style-type: none"><li>» Learners may not have knowledge of the topic</li><li>» Need space</li><li>» May take time to organise</li></ul>

## GROUP 4: STORY

Advantage	Disadvantage
<ul style="list-style-type: none"><li>» Develops problem solving skills</li><li>» Engaging</li><li>» Relates to learners' lives</li><li>» Allows learners to work at their own pace retelling the story</li></ul>	<ul style="list-style-type: none"><li>» Some learners might find this difficult especially if they don't speak the language</li><li>» The teacher may feel less in control</li><li>» Learners finish at different times</li></ul>

GROUP 5: GAME	
Advantage	Disadvantage
<ul style="list-style-type: none"> <li>» Fun</li> <li>» All involved</li> <li>» Practices learner knowledge</li> </ul>	<ul style="list-style-type: none"> <li>» Noisy</li> <li>» Need clear instructions</li> <li>» In a large class you need to make many sets of number cards.</li> </ul>

GROUP 6: ROLE-PLAY/DRAMA	
Advantage	Disadvantage
<ul style="list-style-type: none"> <li>» Engaging,</li> <li>» Uses learners' knowledge</li> <li>» Builds communication skills</li> </ul>	<ul style="list-style-type: none"> <li>» Noisy</li> <li>» Time-consuming to perform role plays</li> <li>» Not all can be involved</li> <li>» Some may not want to be involved because they may be shy</li> </ul>

## REFLECTION (20 MINS)

1. Refer to the mind map.
2. Point out the key method used in the micro-teaching activity.

### Answers

- demonstration
- verbal explanation
- story
- song
- group-work
- pair-work
- game
- problem-solving
- role-play

**3. Say:**

- AEP classes have learners of different ages and abilities. We need to select the most appropriate activities when we are teaching.

**4. Explain task:**

- In the next activity remain in the same groups.
- In your group discuss and list the methods most suitable for AEP learners aged 9-11.
- Then discuss and list the methods most suitable for AEP learners 16-18 years old.
- Refer to the mind map of teaching methods.
- You have 10 minutes for this task.

**5. Check the instructions with a participant to make sure they have understood. Ask:**

- What do you have to do?

**6. After 10 minutes, ask one group to explain the methods best for AEP learners aged 9-11**

**7. Ask another group to explain the methods best for AEP learners aged 16-18**

**Possible answers**

Nearly all methods are suitable for both 9-11 year olds and 16-18 year olds.

However, many are not suitable for children younger than 9.

**8. Say:**

- Your mind map shows you the variety of teaching methods you can use in your AEP class.
- Remember that the adolescent brain is at different stages in development so using a variety of teaching activities will meet learning needs and styles.
- By the end of each lesson, we want learners to be able to do something by themselves that they could not do at the beginning of the lesson. This is at the heart of 'active learning'. This is why 'learning by doing' is so important, and why you should use a range of teaching methods in the classroom.



## 2: Class discussions

### INTRODUCTION: PICTURE (5 MIN)



#### Trainer note:

Select the most suitable picture for your context

#### Teacher Resource 11.2



1. Show Trainer Resource 11.2
2. Ask:
  - What can you see in the picture?
  - Where are they?
  - What are they doing?
3. Say:
  - The picture shows a group discussion. Group discussion may be large or small. It is mainly an oral activity, although learners might be asked to produce some written work as a group task. An example would be asking learners to discuss and write down the rules for the group discussion.
  - Using discussions allows learners to engage with a topic actively and creatively. It deepens their understanding of the topic, and develops communication and team building skills. It also stimulates critical thinking and challenges the AEP learners to think more deeply and express their ideas more clearly. All of these skills can help the learners in their lives outside class. Small group discussion allows more AEP learners to actively participate than in a whole class discussion.

### INPUT: CASE STUDY: A CLASS MEETING<sup>2</sup> (20 MIN)

1. Explain task:
  - I will put you in groups.
  - In your group read the case study about a class meeting.
  - With your group discuss the questions at the end.
  - You have 10 minutes for this task.
2. Check the instructions with a participant to make sure they have understood. Ask:
  - What do you have to do?
3. Make groups of 4 sitting next to each other.

## Handout 11.1

### Handout 11.1: Case study - A class meeting

Read the case study in your group. Then discuss the questions below.

Mr. Deng, the teacher, greets the learners. He asks the learners to arrange the seats so everyone can see each other. Today there will be a class meeting. There have been some problems between learners and Mr. Deng wants the AEP class to resolve them. Mr. Deng is the chairperson. He explains the subject and the problem. Today the subject is fighting in the recreation area. Mr. Deng writes on the board. The goal of the discussion: Find out how we can stop fighting between learners. He reminds the learners about the rules they agreed in the last meeting. Mr. Deng asks the first question about how the class feels about the fighting. The learners take 10 turns to explain their ideas and feelings about the problem.

Mary feels afraid when there is fighting. Nathan feels sad when people hurt each other. Mary feels frightened. Jane asks Mary "Why are you frightened? You are not the one fighting." Mary replies "I am worried that the learners fighting will get hurt." Mr. Deng notices that another learner wants to say something so says "Martha, would you like to add something?" This encourages Martha to say "I am worried that the fighting means classes are delayed. We might not cover the course in time."

Mr. Deng says he understands. He would like the fighting to stop so learners are not afraid or sad. Mr. Deng moves the discussion on by asking what the AEP class should do. Nathan asks a question "Is this a problem with particular learners or a general problem?" We should evaluate the situation first before discussing solutions. All agree it is a general problem and normally caused by careless talk. The learners discuss the possible solutions. As they talk, Mr. Deng writes the solutions on the board. Abraham wants people to talk before they fight. Jane wants people to calm down by counting to 10 when they feel angry. Some learners want the teacher and Community Education Committee to patrol the recreation area. Finally, the learners agree that they, the learners, need to take responsibility to stop the fighting. They will try to talk to each other instead of fighting. They will also try to calm down when they are angry by counting to 10.

Mr. Deng writes down what the class has agreed to do. All of the learners sign the paper. Everyone feels happy. They have talked about the problem and their feelings. They have taken steps to solve the problem and know what will happen next.

1. What did the AEP learners agree in the class discussion?
2. What is the teacher's role in the discussion?
3. Describe the learners' role in the discussion?
4. What happens at the beginning, middle and end of the discussion?
5. What important things do we learn from this case study?
6. In AEP classes is it good for learners to take responsibility for solving class problems? Why, or why not?

4. Distribute **Handout 11.1**.
5. After 10 minutes, ask the groups to stop.
6. Conduct a class discussion to check the answers.

## Answers

1. What did the AEP learners agree in the class discussion?

**Answer:** Learners will take responsibility to stop the fighting. They will calm down and talk to each other.

2. What had the AEP learners done in the last class discussion? **Answer:** Developed rules.

3. What is the teacher's role in the discussion?

**Answer:** Chairperson, set topic/goal, ask questions, write on board, encourage quiet learner to take part, guide and control the discussion, record the rules

4. Describe the learners' role in the discussion?

**Answer:** Explain their feelings, ask questions, make suggestions, come to an agreement.

5. What happens at the beginning, middle and end of the discussion?

**Answer:** Set goal, discuss the problem and solutions, and agree on action to take.

6. What important things do we learn from this case study?

**Answer:** Class discussion can resolve issues between learners, learners practice explaining their feelings, asking questions, and putting forward ideas in a respectful way. They are problem solving and learning the skill of negotiation

7. In AEP classes is it good for learners to take responsibility for solving class problems? Why, or why not?

**Answer:** Yes, as AEP learners are older and may already have responsibility. Class discussions provide a time to practice skills they will need in their life.

**Trainer note:**

It is not necessary to write these answers down.

**7. Ask:**

- How do we prepare for a class discussion?

**Answers**

- Create a learner friendly space. Arrange seating so the learners can see and speak to each other.
- Get to know the learners' names, skills and perspectives they will bring to the discussion. Using learners' names shows you see them as individuals with something valuable to add.
- Agree the rules and the expectations for the class discussion.
- Have a goal and plan for the discussion. Each discussion should have a beginning, middle and end.
- Keep the discussions moving and focused on the topic.
- Give learners time for the group discussion.
- Give learners roles in the group such as note taker.
- If you have small group discussions, bring the whole class back together again to share their ideas at the end.

**8. Say:**

- In the class discussion with the teacher, the subject discussed was fighting in the recreation area.
- Class discussions are particularly good at resolving problems within the class, recreation area and even community.
- They provide a safe place to discuss your feelings and opinions with others and come to an agreement on what to do.

**9. Ask:**

- What other topics can we discuss in class discussions?

**10. Write the participants ideas on a mind map.****11. Say:**

- Class discussions are a good place to discuss issues between AEP learners such as bullying, harassment and early marriage. They also provide an opportunity for the AEP learners to take ownership of the issue and the steps needed to resolve it.

**PRACTICE: HOLDING A CLASS DISCUSSION (20 MIN)****1. Explain task:**

- For the next activity you will remain in the same group.



- In your group I want you to discuss one of the topics from the mind map. I will assign the topic.
  - Discuss the topic and make sure that everyone contributes and their views are heard.
  - At the end of the discussion come to a conclusion and agree on what to do.
  - One group member will present to the class what they discussed and their conclusion. They will explain what went well or didn't go well during the discussion process.
  - You have 10 minutes for this task.
2. Check the instructions with a participant to make sure they have understood. Ask:
    - What do you have to do?
  3. Assign a topic to each group from the mind map.

#### Other possible topics

- Parents are not involved in their child's learning or attending parent meetings.
  - An NGO has built some latrines/toilets for the girls. The boys are using them but making a mess.
  - A new learner has arrived at the AEP centre from a different ethnic/language group. Some class members have been calling him names behind his back and upsetting him.
  - Some girls are regularly late and absent from AEP classes.
  - A new learner will be joining the AEP class who has problems hearing well.
4. After 8 minutes, give the groups a 2-minute warning. Make sure they have a group representative to present the conclusion of the discussion, what went well or didn't go well.
  5. Ask each group in turn to present their discussion.
  6. Congratulate the groups on their discussion and point out good group behaviour such as respect, turn taking etc.

## REFLECTION

### 1. Say:

- Group discussions give learners the opportunity to develop their communication skills, including the ability to:
  - ▷ Construct a good argument
  - ▷ Listen to others
  - ▷ Express themselves
  - ▷ Resolve differences in a positive and constructive way
  - ▷ Make sure that they include everyone in the discussion
  - ▷ Value different points of view
  - ▷ Work to meet a deadline
  - ▷ Work collaboratively
- These are all important skills for AEP learners in their daily life.



## Reflection

1. Refer to the learning outcomes on the board/wall.
2. Ask:
  - Have the learning outcomes been achieved?
3. Make groups of 2 for think-pair-share.
4. Ask groups to answer the following questions:
  - What did you learn in this session?
  - What did you enjoy in this session?
  - What will you try in your classroom?
5. Ask some groups to share their answers.

## ----- END OF SESSION -----

### End notes

<sup>1</sup> Adapted from Save the Children and Enabling Education Network (EENET). (n.d). The Foundations of Teaching: Training for educators in core teaching competencies. [https://www.eenet.org.uk/resources/docs/The\\_Foundations\\_of\\_Teaching.pdf](https://www.eenet.org.uk/resources/docs/The_Foundations_of_Teaching.pdf).

<sup>2</sup> Adapted from UNESCO. (2013). Skills for Life for Youth, Life Skills and Psychosocial Support for Youth in Emergencies Teacher Guide for Youth Government of South Sudan, Ministry of Education, Science and Technology South Sudan.

### Ideas for coaching

- The AEP centre manager or trainer can demonstrate some methods for the AEP teachers
- Encourage teachers to share activities that they find useful, and observe lessons to learn about new activities
- Coaching can help teachers incorporate individual needs/interests and relevant differentiation into lesson planning. For example, coaching can help teachers reflect on whether lesson plan activities will specify how the teacher will support the top, middle and lowest ability groups in the class or to support learners with disabilities?
- Practice, sharing and encouragement may support teacher competence in this area.

### Ideas for collaborative learning/self-study

- Teachers can observe each other's lessons to learn more about using an activity they are less familiar with.
- Teachers can then support their colleagues to write a lesson plan with the new activity in it.
- They can discuss using activities with their peers and share how they have adapted activities from this session for their own lessons.

## Session Outcomes

By the end of the session you will be able to:

1. explain the importance of using a range of activities in the classroom to support learning
2. use a range of activities in the classroom
3. select and adapt activities for different lessons and learners
4. conduct a class discussion with AEP learners

# Trainer Resource 11.1: Micro-teaching

## GROUP 1: THINK-PAIR-SHARE AND DEMONSTRATION

### MICRO-TEACH AN ACTIVITY ON BEING COVID SAFE.

You will:

1. Introduce the activity. Think-Pair-Share:
2. Put the participants in groups of 2.
3. Explain the task: Discuss ways to stay safe from COVID
4. Check the instructions
5. After a few minutes, ask for ideas from each pair.
6. Demonstration: Show participants how to put on a mask correctly or wash their hands correctly.
7. Ask pairs to demonstrate to their partner how to put a mask on correctly or wash their hands correctly.
8. Move around the class and provide support.
9. Praise the learners and finish the activity.



## GROUP 2: SONG OR CHANT

### MICRO-TEACH AN ACTIVITY ABOUT SAVING WATER.

You will:

1. Introduce the topic.
2. Find out what learners already know about saving water and how to do it.
3. Make groups of learners.
4. Explain task: Groups make up a song or chant about saving water that is 20-30 seconds long
5. Give the groups 5 minutes to prepare and then listen to the song/chant.
6. Praise the learners and finish the activity

## GROUP 3: AGREE-DISAGREE

### MICRO-TEACH AN ACTIVITY ABOUT FOOD GROUPS AND THE BENEFITS OF EACH GROUP

You will:

1. Introduce a review activity on food groups and their benefits.
2. Show the signs for agree and disagree and put them on opposite sides of the room.
3. Give instructions for the agree – disagree activity.
  - I am going to read some sentences.
  - Think about each sentence.
  - If you agree, walk to the tick (✓)
  - If you disagree walk to the cross (X)
4. Read out the prepared agree and disagree sentences (5-6 sentences)
5. When participants move to a sign, ask why they chose this answer.
6. Explain which is the correct answer
7. Ask participants to sit down.

Remember to have signs for agree and disagree

Write 2-3 sentences that are for agree and 2-3 sentences for disagree.

## GROUP 4: LISTENING AND RE-TELLING A STORY

### MICRO-TEACH AN ACTIVITY USING A STORY

You will:

1. Give instructions to the participants to listen to the story and answer some questions
2. The questions are:
3. What is the problem in the story?
4. How was the problem solved?
5. What do you learn from the story?
6. Read the story.
7. Ask participants for the answer to the questions.
8. Make groups of 2
9. Instruct groups to retell the story.

#### Story

Esther is a girl who wants to go to AEP classes. She lives in a camp. Her parents want her to work at home.

Esther goes to the chief. She tells the chief she wants to go to AEP classes . The AEP centre has a fence and teachers to look after the learners. It is a safe place for a girl to be.

She tells the chief that the AEP centre teaches learners how to stay healthy and safe. The lessons will keep her mind busy and teach her to protect herself so she does not feel afraid. Esther can make new friends and feel like a normal girl again.

She says she can learn to read and write and do maths, which can help her family in a business.

She tells the chief her family lost everything in the war. But if Esther is educated she can get a job and help her family. It gives her hope for the future.

The chief listens carefully to Esther. He tells her parents to send Esther to the AEP centre. He decides to send his daughter to AEP, too. Both girls are happy and go to AEP classes together.

## GROUP 5: GAME IN MATHS

### MICRO-TEACH AN ACTIVITY USING A GAME

You will:

1. Introduce the topic
2. Give the instructions for the maths game
3. Make groups
4. Give out the number cards 0-9
5. Monitor the game and support participants that need help.

#### **Making 3 digit numbers**

1. Make groups of 3 or 4.
2. Explain task.
3. Give each group 2 sets of number cards from 0-9
4. Turn the number cards upside down.
5. Choose 3 numbers.
6. Make the lowest 3 digit number with the 3 number cards.
7. Put the numbers in order in the group.
8. Now make the highest 3 digit number with the 3 number cards.
9. Put them in order in your group.
10. How many different 3 digit numbers can you make? Write them in your book.



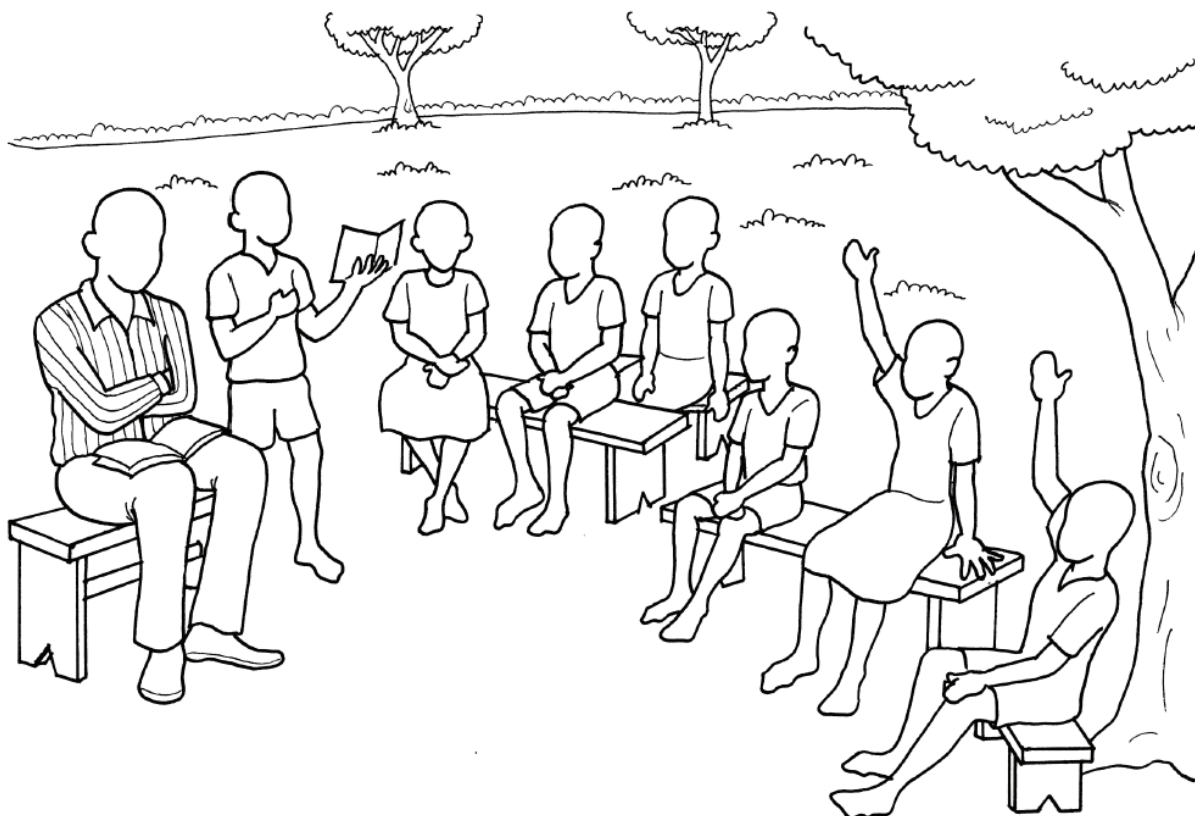
## GROUP 6: ROLE-PLAY/DRAMA

### MICRO-TEACH AN ACTIVITY USING ROLE PLAY

You will:

1. Introduce the topic of learners being late for AEP classes
2. Brainstorm with the participants the reasons for learners being late.
3. Make groups of 3
4. Explain each group will develop a role play of the teacher persuading the parents to send their child to AEP classes on time.
5. Give the time to complete the task
6. Ask groups to perform their role play for the class.
7. Comment on good arguments to use to persuade parents to send children to AEP classes on time.

## Trainer Resource 11.2: Pictures of a class discussion



## Handout 11.1: Case study – A class meeting

Read the case study in your group. Then discuss the questions below.

Mr. Deng, the teacher, greets the learners. He asks the learners to arrange the seats so everyone can see each other. Today there will be a class meeting. There have been some problems between learners and Mr Deng wants the AEP class to resolve them. Mr. Deng is the chairperson. He explains the subject and the problem. Today the subject is fighting in the recreation area. Mr Deng writes on the board, The goal of the discussion: Find out how we can stop fighting between learners. He reminds the learners about the rules they agreed in the last meeting. Mr Deng asks the first question about how the class feels about the fighting. The learners take it in turns to explain their ideas and feelings about the problem.

Moses feels afraid when there is fighting. Nurain feels sad when people hurt each other. Mary feels frightened. Jane asks Mary “Why are you frightened? You are not the one fighting”. Mary replies “I am worried that the learners fighting will get hurt”. Mr Deng notices that another learner wants to say something so says: “Martha, would you like to add something?” This encourages Martha to say “I am worried that the fighting means classes are delayed. We might not cover the course in time”.

Mr. Deng says he understands. He would like the fighting to stop so learners are not afraid or sad. Mr Deng moves the discussion on by asking what the AEP class should do. Nurain asks a question “Is this a problem with particular learners or a general problem? We should evaluate the situation first before discussing solutions”. All agree it is a general problem and normally caused by careless talk. The learners discuss the possible solutions. As they talk, Mr Deng writes the solutions on the board. Abraham wants people to talk before they fight. Anne wants people to calm down by counting to 10 when they feel angry. Some learners want the teacher and Community Education Committee to patrol the recreation area. Finally, the learners agree that they, the learners, need to take responsibility to stop the fighting. They will try to talk to each other instead of fighting. They will also try to calm down when they are angry by counting to 10.

Mr. Deng writes down what the class has agreed to do. All of the learners sign the paper.

Everyone feels happy. They have talked about the problem and their feelings. They have taken steps to solve the problem and know what will happen next.

1. What did the AEP learners agree in the class discussion?
2. What is the teacher's role in the discussion?
3. Describe the learners' role in the discussion?
4. What happens at the beginning, middle and end of the discussion?
5. What important things do we learn from this case study?
6. In AEP classes is it good for learners to take responsibility for solving class problems? Why, or why not?