

10



# Accelerated Education Introductory Teacher Training Pack

Introductions, Instructions &  
Explanations

# Introductions, Instructions & Explanations

This is Session 10 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.

## 10: Introductions, Instructions & Explanations

### TRAINER OVERVIEW

<b>Session time</b>	2 hours 45 min
<b>AE teacher competency</b>	12. Delivers lesson content clearly 13: Manages time efficiently
<b>Learning Outcomes</b>	At the end of the session participants will be able to: 1. Use learner experience to introduce lessons 2. Introduce lessons using clear instructions and explanations
<b>Materials</b>	<ul style="list-style-type: none"> <li>» Handout 10.1: Chatterbox instructions (1 copy per participant)</li> <li>» Handout 10.2: Chatterbox example (1 copy per participant)</li> <li>» Trainer Resource 10.1: Picture of a meal</li> <li>» Flip chart paper , markers, pencils, coloured marker pens (one per participant-variety of colours)</li> <li>» Sheet of A4 paper (5 each per participant and trainer)</li> </ul>

### OVERVIEW

Steps	Method	Time	Materials
Introduction	Presentation	5	Session Outcomes
1: Learning and life competency	Visualisation	10	
2: Starting a lesson	Daily edit Mind map Think-pair-share Quick write Model lessons Micro teaching	65	Pieces of paper/sticky notes Trainer Resource 10.1: Picture of a meal

### BREAK

3: Giving instructions	Role play Think-pair-share	45	
4: Clear explanations	Demonstration Problem solving	30	Square of A4 paper, 2 each Handout 10.1: Chatterbox instructions Handout 10.2: Chatterbox example
Reflection		10	Session Outcomes



## Introduction

1. Write the title of the training session on the board *10: Introductions, instructions, and explanations*.
2. Say:
  - Welcome to session 10: Introductions, instructions, and explanations.
  - In this session we will learn about the different ways to start a lesson and the best ways to explain key concepts well.
3. Put up the outcomes handout on the board/wall.
4. Say
  - By the end of the session you will be able to:
    1. use learner experience to introduce lessons
    2. introduce lessons using clear instructions and explanations



## 1. Learning and life competency

1. Say:
  - Many times, at the start of the lesson the AEP learners are noisy or distracted. We need to calm them down and help them to get ready for learning.
  - We need to use strategies and techniques to help AEP learners focus on their learning.
  - One method is to start each week by thinking about what we want to learn and focus on for the week. Each week will have a goal.
  - We will practice technique a called 'Shake Everything Off
2. Say:
  - This week's goal is: Focusing helps me learn.
  - Let me say again, Focusing helps me learn.
  - Can everyone stand.
  - For this activity I will tell you and show you what to do.
  - First, stand tall and think about the weekly goal: Focusing helps me learn.
3. Say and demonstrate:
  - Let's first shake out our arms.
  - Shake out your hands, wrists, arms, elbows, all the way up to your shoulders.



### Trainer tip:

You may want to separate male and female participants for this exercise.

- Feel everything on your mind come out of your fingertips.
- Now stand still with your hands by your sides.
- Now let's shake out our legs.
- Shake out your feet, ankles, calves, knees, and thighs all the way up to your hips.
- Feel everything on your mind coming out of your toes.
- Now stand still.
- Now let's put it all together and shake everything out.
- Shake your arms, your legs, your head, your waist.
- Shake your entire body to let go of anything.
- Now stand completely still.
- Stand tall like a tree.
- Keep your body entirely still.
- Reach the top of your head up to the sky.
- Stand a little bit taller.

4. Say

- Repeat after me: Focusing helps me learn.

5. Ask;

- How do you feel?
- Are you ready to start this session?

6. Say:

- This exercise helps the learners to relax and calms them down. This prepares them to start the lesson with their focus on the goal which is 'focusing helps me to learn'.



## 2: Starting a lesson

### INTRODUCTION: DAILY EDIT<sup>1</sup> (5 MIN)

1. On the board/chart write **one** the following:

- Insects have 8 legs
- Today is Sunday

2. Say:
  - Something is wrong with this sentence.
  - Can anyone make one correction? **One** correction only.
3. Hold out a marker/chalk and allow each participant to make one change only. Continue with different participants. Don't make any comment on whether it is right or wrong.
4. Ask:
  - Are you happy with this sentence?
  - Continue until everyone thinks the sentence is correct.

Possible answers:

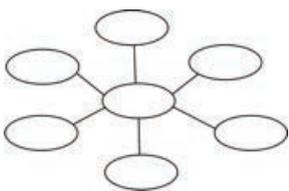
- Insects have 6/six legs.
- or
- Today is Sunday.

5. Say:
  - We have corrected the spelling, punctuation and grammar of the sentence. We must also have a clear meaning and be factually correct.
  - This activity is called 'The daily edit'. It is a short participatory activity that can act as revision for learners of what was taught in the previous lesson. It also focuses learner attention at the start of the lesson.

## INPUT: IDENTIFY ACTIVITIES AT THE START OF THE DAY/LESSON (5 MIN)

1. Make groups of 3 for think-pair-share.
2. Say:
  - Discuss with your partner the question:
  - What different ways can we introduce and start a lesson?
  - Think about what we have already used in this training.
3. After a few minutes ask each pair to give you one idea.
4. Record the ideas on a mind map. Add any that are missing.

Mind map



#### Possible answers

- Using pictures or objects
- Drawing activity
- Making groups of the same colour
- Using a story, riddle or joke
- Asking questions
- Demonstration
- Songs or chants
- Watching a short film/video

## INPUT 2: CONNECTING THE LEARNING (15 MIN)

### 1. Say:

- An essential part of introducing a lesson is to make the connection to previous learning and experience. This makes learning feel purposeful and valuable. Without this, learners are less likely to retain the knowledge and skills communicated in a lesson.
- If we want to use the learner experience to engage them at the start a lesson, we need to know more about them.

### 2. Ask:

- What have we already learnt about AEP learners?

#### Possible answers

These will relate to the answers from the session on 'Knowing our learners'.

For example: learner backgrounds, jobs, family situation, interests and motivation

### 3. Explain task<sup>2</sup>:

- Let us find out more about the participants in this class. Take a piece of paper/sticky note.
- On the piece of paper/sticky note write one of your interests or hobbies.
- For example one of my interests is ....[insert your interest]
- Put them on the wall when you have finished.
- Then read any other papers already on the wall.

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

- What do you have to do?

5. Distribute paper/sticky notes.

6. When everyone has finished say:

- This is a 'quick write' technique to help assess your interests. It can be used to find out what learners already know about a topic.

7. Say:

- Let me model the start of a lesson using one of the interests on the wall. The lesson has the following learning outcome:

- Learners are able to use the past simple tense for ten verbs.

8. Take one of the papers and use the 'interest' to start the lesson.

9. Say:

**Model lesson 1: The interest is football.**

- Did anyone watch the football match yesterday?
- Hold a short discussion on the match.
- Take note of the verbs in past tense and write them on the board.

**Model lesson 2: The interest is cooking for my family.**

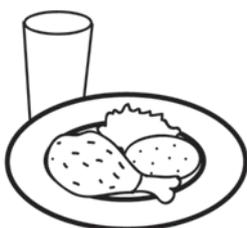
- Show a picture of a meal (Trainer Resource 10.1).
- Can you describe the picture?
- What did you eat yesterday?
- How did you make that meal?
- Take note of the verbs in past tense and write them on the board.



**Trainer tip:**

Try to use a paper from the wall for this activity. Either select a paper the same as the model lessons, or adapt the model lesson to fit the interest on the paper.

**Trainer Resource 10.1**



**10. Ask:**

- How did I connect the lesson learning outcomes with the learner's interests?

**Answers**

- Using questions on the topic
- Asking about what they did 'yesterday'
- Using a picture

**11. Say:**

- Using learners experience and interests in the lesson will make it more memorable and enjoyable. Learners will want to attend and will become more punctual – especially for the first lesson. Good attendance and punctuality lead to more time on learning tasks for learners, helping them to progress at an accelerated rate.

**PRACTICE: STARTING A LESSON (40 MIN)**

**1. Explain task:**

- For the next activity I will put you in groups.
- I will give each group one of the 5 lesson topics from the session on learning outcomes.
- In your group, discuss how you would use AEP learner experience to start a lesson on the topic.
- Each group will demonstrate their start to the lesson for 5 minutes.
- You will have 10 minutes for this task.
- Collect any materials that you need to help you.

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

- What do you have to do?

**3. Indicate where each group will sit for the task and where the materials are.**

**4. Make 5 groups and give the topic for the lesson.**



**Trainer tip:**

If you have a large number of participants use the additional topics or take them from a textbook.

**A lesson about**

1. multiplication
2. flowering plants

3. writing a story
4. punctuation in the language lesson
5. pastoralism/tourism
6. additional topics
7. supporting our neighbours
8. light sources

5. Walk around the room to monitor progress and support participants if they need it.
6. Stop the groups after 10 minutes
7. Explain task:
  - Each group in turn will teach the start of the lesson for their topic.
  - Each group has 5 minutes to demonstrate their lesson start.
8. Point out some of the creative ways to start a lesson and how it connects with learner experience.

## REFLECTION

1. Ask:
  - Did you find it easy to connect the lesson to learner interests? Why? Why not?
2. Say:
  - There will be times that we cannot connect the lesson to learner experience. Then we will connect the lesson with the previous lesson.



## 3: Giving instructions

### INTRODUCTION (5 MIN)

1. Ask the participants to have a stretch. Then start the role play activity when they are not paying much attention.

Note: the aim of the roleplay to show poor instructions

**Trainer tip:**

If using paper, ask 2-3 participants to give out the paper and start the instructions before they are finished.

**Role play<sup>3</sup> (demonstrating poor instructions)**

Start when participants are not paying attention.

Say quietly:

- Open your books;
- Turn your back on the participants.
- Say quickly:
- Draw a circle in the top left corner.

Turnaround and hold your notes so they cover your mouth.

- Draw an x in the middle.
- Say with an unclear voice:
- Write your name at the bottom
- Draw a moon in the top right corner
- Write teacher on the left side
- Angrily say:
- Hurry up and finish.
- Say: That is the end of the activity.

2. Ask participants to show you their drawings.

3. Ask:

- What problems did you have in doing this activity?

**Example answers:**

- Couldn't hear
- Couldn't see
- Instructions were quiet
- Instructions were too fast
- The teacher started when others were not paying attention
- The teacher did not repeat the instructions
- Participants didn't know which book to use, or what materials were needed.

## INPUT: CLEAR INSTRUCTIONS (5 MIN)

1. Make groups of 2 for think-pair-share.
2. Say:
  - Discuss with your partner how you could improve the instructions.
3. After a few minutes ask each pair to give you one idea.

### Clear instructions

- All learners must be paying attention. That means that the learners must stop what they are doing, pencils down, books closed with their attention on the teacher.
- The teacher should be looking at the learners and using good eye contact.
- The teacher's voice should be loud enough to hear.
- The teacher should be clear on what the activity is before they start giving instructions.
- The teacher should use hand signals/gestures, pointing where appropriate.
- Instructions should be polite, simple, and clear.
- Ask a learner to repeat back the instruction to check they have understood.
- Repeat the instruction if necessary.

### Definition:

**Gesture:** A gesture is a form of non-verbal communication. It is a movement of the body, hands, arms, or head to express an idea or feeling.

4. Say:
  - Using hand signals, head movements and other gestures when we give instructions helps learners understand especially those with a visual learning style or if they have problems with their hearing.

## PRACTICE: USING GESTURES<sup>4</sup> (10 MIN)

1. Make groups of 2 for think-pair-share.
2. Say:
  - Discuss with your partner what gestures you can use when giving instructions? Be prepared to demonstrate them.

**Trainer tip:**

If you have a suitable participant, ask them to give clear instructions for the drawing activity

3. After a few minutes ask each pair to demonstrate a gesture.

**Ideas include:**

- Sit down
- Stand up
- Open your books
- Raise your hands
- Write in your book
- Listen
- Bring me the ...
- Go to
- Pencils down.
- Stop what you are doing
- Close you books
- Quiet please
- Pair work

4. Say:

- Now I will demonstrate the role play activity using clear instructions for drawing in your book.

**Role play**

Make sure you hold you notes below you mouth and look at the participants.

Say:

- Everyone, please look at me.
- When you have everyone's attention say:
- Open your notebooks to a clean page and have a pencil ready.

Start when participants are ready with their notebooks and looking at you.

Say:

- I will repeat each instruction 2 times.

Say slowly:

- Draw a circle in the top left corner.
- Draw a circle in the top left corner.
  
- Draw a cross (X) in the middle.
- Draw a cross (X) in the middle.
  
- Write your name at the bottom.
- Write your name at the bottom.
  
- Draw a moon in the top right corner.
- Draw a moon in the top right corner.
  
- Write teacher on the left side.
- Write teacher on the left side.
  
- Now show your partner your drawing. Are they the same?

5. Ask:

- Which role play of instructions was better?

6. Say:

- Poor instructions can result in confusion in the classroom. Older learners like to know what they are doing. They will become frustrated if they don't know what to do. Teachers will also be frustrated as they think the learners are wasting time.

## REFLECTION: INCLUSIVE INSTRUCTIONS (10 MIN)

1. Make groups of 2 for think-pair-share.

2. Say:

- Discuss with your partner the question.
- How can we make instruction clearer for learners with sight and hearing problems?

3. After 5 minutes ask each pair to give you one idea.

#### Possible answers

##### SIGHT PROBLEMS

- Make sure the room is as light as possible
- Move learner to the front if short sighted or the back if long sighted
- Make sure the light is not reflecting badly from the board
- Speak clearly.
- Write in large writing on the board
- Ask another learner to read the writing

##### HEARING PROBLEMS

- Seat the learner close to the teacher
- Teacher moves to the learner
- Always face the learner and do not cover your mouth
- Use gestures, signs and actions for routine activities e.g. thumbs up, thumbs down.

In both cases refer the learner to the health centre for eye or hearing tests.

4. Say:

- Using learners experience and interests in the lesson will make it more memorable and enjoyable. Learners will want to attend and will become more punctual – especially for the first lesson. Good attendance and punctuality lead to more time on learning tasks for learners, helping them to progress at an accelerated rate.



## 4: Clear explanations<sup>5</sup>

### INTRODUCTION

1. Say:

- The way lesson content is explained to learners has an impact on their understanding
- I am going to model some explanations.
- During each model explanation think about their strengths and weaknesses and how we can apply them to our classroom.

- For the model explanations I am going to teach you how to make some simple classroom aids using paper.
- Listen to my instructions on how to make a chatterbox. When I have finished you can make it.

## INPUT: DEMONSTRATION (20 MIN)

1. Say:
  - This is the first model explanation.
2. Give the instructions verbally, do not demonstrate visually.

### The steps are as follows:

Fold the paper into four.

Unfold the paper.

Fold over the four corners, evenly into the middle.

Fold into fours again.

Unfold the paper.

Flip over the paper.

Fold over the corners on the new side of the paper.

Fold into fours one last time.

Unfold the paper.

Fit your fingers into the slits.

3. Hand out paper and ask participants to make the chatterbox.
4. Do not repeat the instructions or give any help. Give the participants 3 minutes to try and make it.
5. After 2-3 minutes ask:
  - Did you make the chatterbox? Why? Why not?

### Possible answers

It was difficult because:

- It was not possible to remember the long list of instructions
- We could not see the chatterbox being made
- We did not have the paper during the instructions
- Complex instructions were delivered as a 'lecture' without demonstration

6. Say:

- You have just had a short lecture on the chatterbox.

7. Ask:

- What are the disadvantages and advantages of the lecture style of teaching?

**Example Answers:**

Disadvantages:

- No practice time
- Doesn't meet learners' abilities and needs
- Boring
- We only remember about 10% after 2 weeks

Advantages:

- Share expertise
- less preparation and time
- Helps us cover all the curriculum

8. Ask:

- What would make this task easier?

9. Listen to participant ideas. Add missing ideas.

**Suggest**

For effective learning the teacher could:

- Show a chatterbox at the beginning
- Use very clear and simple language to describe the chatterbox
- Write the instructions on the board
- Explain how to make a chatterbox, demonstrating it at the same time
- Explain the first stage with demonstration, and let the learners' practise
- Explain the second stage with demonstration, and let the learners' practise
- Emphasise/repeat bits where the teacher observed learner difficulty
- Let the learners practise making the chatterbox in groups
- Move around between groups to check on progress and assist as necessary

10. Say:

- Let's put these ideas into practice.

11. Distribute paper that has been cut into a square.

12. Show a chatterbox.

13. Say:

- This is a chatterbox. Now I will demonstrate how to make the chatterbox. Everyone can copy at the same time.
  - i. First take a square of paper.
  - ii. Fold the square in half to make a triangle.
  - iii. Fold the triangle in half again.
  - iv. Open out the paper.
  - v. Fold 1 corner with the point in the middle of the paper. Repeat with the other corners.
  - vi. Turn the paper over.
  - vii. Fold 1 corner with the point in the middle of the paper. Repeat for the other corners.
  - viii. Fold the square in half and open out. Then in half the other way and open out.
  - ix. Now fit your fingers in the slits.

14. Ask :

- Have you managed to make a chatterbox?
- What are the advantages and disadvantages of using visual demonstrations when you are teaching?

**Example Answers:**

**Advantages:**

- Brings the topic to life,
- Helps learners understand with a step-by-step process,
- It is meaningful and engaging,
- It holds learners' attention

**Disadvantages:**

- Limited education materials
- Takes longer

15. Say:

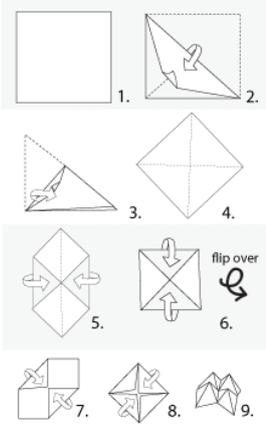
- Now I will use my chatterbox for language and maths learning. I will use a chatterbox I made earlier.

16. Follow the instructions on how to use a chatterbox

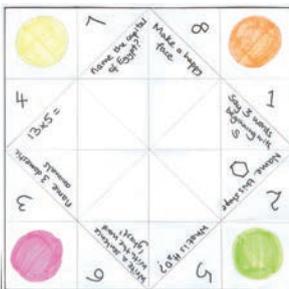
- ▷ Ask a participant to choose a colour.
- ▷ Spell out the colour with the chatterbox.
- ▷ Ask the participant to choose a number.
- ▷ Count out the number with the chatterbox.
- ▷ Ask the participant to choose a number again.
- ▷ Lift up the flap and ask the question. If the answer is correct, the participant takes the chatterbox.

17. The participant uses the chatterbox with another participant.

### Handout 10



### Handout 10.2



## PRACTICE: MAKE A CHATTERBOX (20 MIN)

1. Distribute **Handout 10.1** and **10.2**.
2. Participants make the chatterbox and practice with their partners.

## REFLECTION

1. Ask:
  - What skills can you practice with a chatterbox?

### Possible answers

- Spelling,
- Practicing numbers
- Answering questions

2. Give homework: Participants write their own questions on a chatterbox to use in the next session.



## 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 Children in Crisis. (2006). Trainers Manual Accelerated Learning for over-aged children in Grade One and Two; Grade Three; Grade Four, Grade Five and Grade Six. Afghanistan Primary Education Programme, Creative Associates International, Afghanistan.

<sup>2</sup> Adapted from INEE. (2018). Teachers in Crisis Contexts Training Pack for Primary School Teachers. Revised Teacher Guide adapted by Finn Church Aid NRC and Save the Children International.

<sup>3</sup> Adapted from NRC. (2018). Pedagogical Aids Facilitator Training Manual Education in Host Communities, Jordan.

<sup>4</sup> Adapted from Children in Crisis. (2006). Trainers Manual Accelerated Learning for over-aged children in Grade One and Two; Grade Three; Grade Four, Grade Five and Grade Six. Afghanistan Primary Education Programme, Creative Associates International, Afghanistan.

<sup>5</sup> Adapted from NRC. (2018) Pedagogical Aids Teacher Training Manual Education in Host Communities, Jordan.

### Ideas for coaching

- The trainer or AEP centre manager could develop a lesson plan with a teacher or review a lesson plan.
- Coaching can help teachers incorporate individual needs/interests and relevant differentiation into lesson planning. Can lesson plan activities specify how the teacher will support learners with disabilities?

### Ideas for collaborative learning/self-study

- Teachers can collaboratively plan lessons.
- Teachers can share lesson plans, for instance they could create an open file of lesson plans.

## Optional activity: Identify activities at the start of the day/lesson

1. Explain task:
  - We are now going to watch a short film about starting the lesson.
  - I want you to note down the strategies used by the teacher in the film.
2. Play video: *Healing classrooms (2.1) using routines*. (Stop at minute 2:26) <https://www.youtube.com/watch?v=GRgocAQWSO0&index=4&t=0s&list=PLA93F450F41857EC9>.
3. Think-pair-share:
  - Discuss the strategies used in the film.
  - Which ones are suitable for the AEP class?
4. Listen to participants responses.

### Answers

- Greetings
- Punctual
- Do now activity
- Song
- Read objectives/outcomes
- Read daily schedule

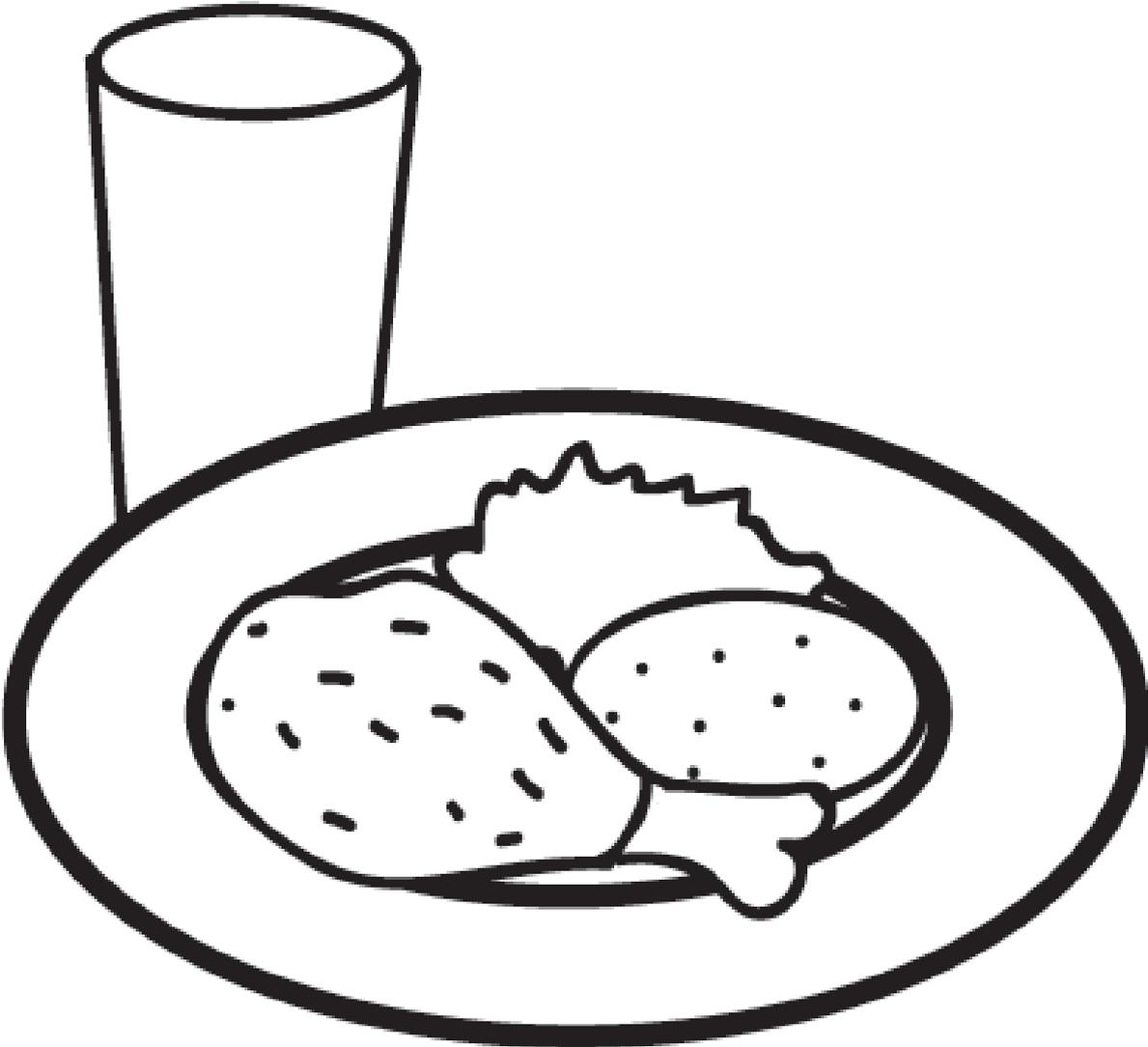
5. Say:
  - The 'do now' strategies are good to use in AEP classes. It practices problem solving and independent thinking.

## Session Outcomes

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

1. use learner experience to introduce lessons
2. introduce lessons using clear instructions and explanations

# Trainer Resource 10.1: Picture of a meal

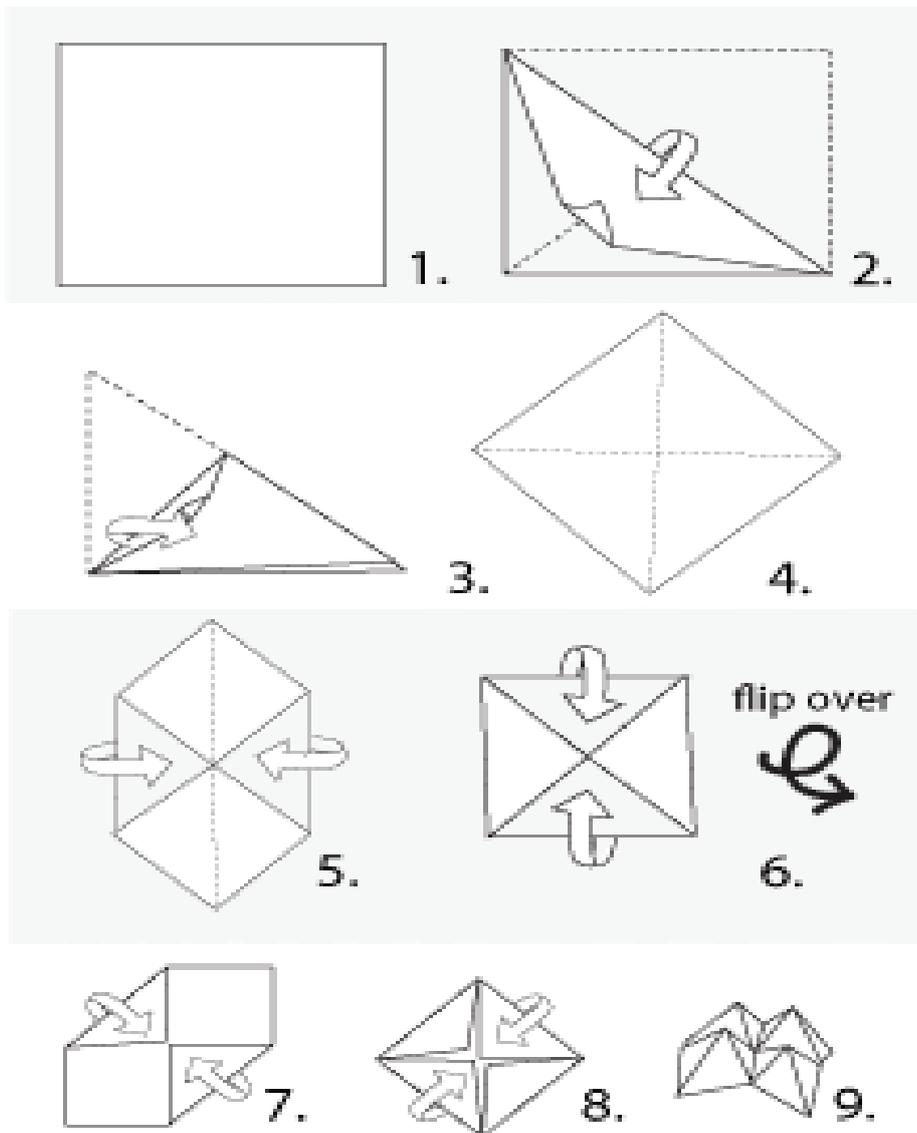


Source: <https://peacethroughknitting.files.wordpress.com/2012/05/dinner.gif>.

# Handout 10.1: Chatterbox instructions

The steps are as follows:

1. Fold the paper into four.
2. Unfold the paper.
3. Fold over the four corners, evenly into the middle.
4. Fold into fours again.
5. Unfold the paper.
6. Flip over the paper.
7. Fold over the corners on the new side of the paper.
8. Fold into fours one last time.
9. Unfold the paper.
10. Fit your fingers into the slits.



## Handout 10.2: Chatterbox example

	<p>7</p> <p>Name the capital of Egypt?</p>	<p>8</p> <p>Make a happy face</p>	
<p>F</p> <p><math>13 \times 5 =</math></p>			<p>1</p> <p>Say 3 words beginning with S</p>
<p>name 3 domestic animals</p> <p>3</p>			<p>Name this shape</p>  <p>2</p>
	<p>6</p> <p>Write a sentence with the word (ghost)</p>	<p>5</p> <p>What is H<sub>2</sub>O?</p>	