



Training For Primary School Teachers In Crisis Contexts

PEDAGOGY



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Summary

Core Competencies

Classroom management:

- Teacher implements appropriate positive discipline strategies to manage student behavior.
- Teacher encourages participation of all children without discrimination regardless of gender, ethnicity, language, culture, religion or learning ability.
- Teacher ensures that the environment of the classroom promotes learning through the physical arrangement, and use of clear expectations, predictable procedures, and daily routines.

Instruction:

- Teacher uses varied age-appropriate techniques for instruction (lecture; pair, group, and whole-class work; read alouds, songs, games) including strategies suitable for large class size and multi-level or multi-grade student groups if relevant.
- Teacher asks various types and levels of questions to promote inquiry and critical thinking.
- Teacher has knowledge of child development and different learning styles.
- Teacher incorporates examples from local environment and student experience.

Assessment:

- Teacher uses a range of continuous and summative assessment tools to frequently check for understanding (quiz, test, drama, drawing, student discussions, projects, presentations, etc.).
- Teacher records and uses learning outcomes to monitor students' progress towards meeting lesson/curricula objectives, and uses this to address the needs of his/her students and to inform his/her teaching practice.

Sessions



Session 1

Child Development



Session 2

Classroom Management



Session 3

Active and Engaging Learning



Session 4

Questioning



Session 5

Differentiation

Grouping Technique

For this module, use the counting-off technique to group participants randomly. Give each participant a number, and ask all of the '1's to work together, the '2's to work together and so on. Groups should be made up of 4 people. For example, if you have 20 participants you will give each participant a number from 1 - 5. This is a useful technique in the classroom to encourage different students to work together and to promote inclusivity.

Focus Technique

When you want to get the attention of the participants explain to them that you will use the 'shh' strategy. When you would like them to be quiet and to focus on the facilitator, you will put your finger to your lips and say 'shh'. All participants should copy your gesture and focus on the facilitator. Explain to participants that this is a calming strategy to use in the classroom, particularly with large class sizes and during group work.

Module 3 - Pedagogy

Contextualization and Adaptation Guidance

- If possible, spend time in the participants' classrooms and schools to see what types of pedagogy are currently being used by the teachers and use this to inform the sessions.
- Session 2: Find out the relevant procedures for misbehavior in schools (minor and major) to share with participants. If participants have not completed Module 2 make time to include the corporal punishment activities in this session.
- Session 3: If participants are unfamiliar with learner-centered pedagogy you may need to spend more time emphasizing the importance of active learning - there are example answers provided to help facilitators and participants.
- Session 4: Locate a local folk story to use instead of the Acholi story, in case you find this story out of context.
- Sessions 1-5: Review PowerPoint slides and contextualize as appropriate. Please note that if PowerPoint is not available, the PowerPoint slides for the session should be written on flipchart paper instead.

How to use this Manual



This icon represents the Scripted section of the Session.



This icon shows a Tip or Suggestion to help you along with the Session.



This icon points to Questions you should ask your participants.



This icon indicates the length of Time a particular Session should take.

Child Development

SESSION 1

OBJECTIVES

By the end of this session, participants will be able to:

- Describe the foundations of child development
- Assess the developmental domains: Social and Emotional, Cognitive and Physical.
- Substantiate the implications of Child development to classroom management, instruction and assessment

Outline



Introduction

- Review Competencies and Expectations



Reflect and Revisit

- The child



Learn

- Child development prime areas



Practice

- Setting Appropriate Learning Environments



Planning and Action

- Curricular or Co-curricular Activities



Assess

- Skills and strategies worksheet

PRE-WORK FOR FACILITATORS

- Read through all instructions.
- Prepare flipcharts for each activity, including key vocabulary flipchart (some need flipcharts even with a PowerPoint).

Materials

- Flipchart, markers, extra papers, stickers
- Handout 3.0 - Skills and Strategies worksheet
- Handout 3.1A – Foundations of Child Development
- Handout 3.1B – Prime Areas of Child Development
- Appendix 3A – Child Development Ages and Stages Handout Example Answers

Key Words

- **Pedagogy:** Pedagogy refers to the strategies or styles of instruction and learning processes; the study of being a teacher. Pedagogy is the observable act of teaching and modeling values and attitudes that embodies educational theories, values, evidence, and justifications.
- **Child:** This is a person under 18 years as justified by the Laws of Uganda.
- **Child Development:** The biological, psychological and emotional changes that occur in human beings between birth and the end of adolescence, then through adulthood, as the individual progresses from dependency to increasing autonomy.
- **Foundations of Child Development:** Influences of nature and nurture on the child's development. Such are the influences of genotype, phenotype, prenatal development, teratogens, childbirth, environment and behavior.
- **Cognitive and Language development:** Focuses on how children make sense of their extraordinarily complex world. It discusses the mental activity of children, of how their mind functions on attending, remembering, symbolizing, categorizing, planning, reasoning, problem-solving, speaking and fantasizing
- **Personality and Social Development:** Expression of feelings, attitudes and self-regulation. Focus is put on the beauty of emotional expression; understanding and responding to the emotions of others; temperament and development; development of attachment, parental employment and child care.

INTRODUCTION

Review Competencies and Expectations

Materials:

- Slides



“Welcome to the third part of our teacher professional development training. This training was developed with the understanding that you as teachers are also learners, who must be supported to develop, determine, and assess your own learning. It is based on the principle that collaboration among teachers will strengthen your practice and help support you as individuals, professionals, members of their communities and as people coping with the effects of crisis. This training was designed to give ample time and freedom for you to develop your own ideas and methods to create on-going, sustainable professional development.

This training is designed around five core competencies for primary education teachers in crisis contexts. The training is divided into four modules, covering teacher’s role and well-being; child protection, well- being and inclusion; pedagogy; and curriculum and planning. Within each module there are several training sessions to draw on your existing knowledge and experience and to give you concrete skills and strategies for you to take back to your classroom. It will also include time to practice and reflect on those skills throughout the training.”



This can be paraphrased based on how recently the last training was held. This would also be a good time to share an overview of the agenda for the training and a reminder of when and where all the trainings and modules will be taking place.



“Today we are going to explore Pedagogy. This includes effective classroom management, instruction that is child development, active and engaging, promoting critical thinking, questioning techniques and differentiation. Before we start today’s session I would like us to discuss our expectations of each other. Let’s make a list on the board/flipchart paper of what we expect of each other throughout our time together.”



If participants have already completed this exercise in training together in Module 1, use this time to review the expectations already set as a group and see if participants would like to make any additions or changes.

Example Answers:

- Be on time.
- No cell phones.
- Respect each other.
- Give everyone opportunity to respond.
- Raise your hand.
- Be open to new ideas.
- Don't be afraid to ask questions.
- Provide feedback.

Insert an opportunity for participants to introduce themselves formally or through an energizer/ice-breaker game.

Introduce the grouping technique and the focus technique that will be used throughout the module.



“Now that we all understand the purpose of this training, our expectations of each other throughout the training and we know a little bit more about who we are learning with, let's get started!”

REFLECT AND REVISIT

The Child

Materials:

- Slides
- Handout 3.1A Foundation of Child Development



“Before starting, take some time to remember the time when you were 4-6 years old.”



Ask Participants (Individually):

What was your life like? How was the relationship with your parents / your siblings / your teachers? What bothered you? What did you like most? What did you wish for?

“By travelling back in time like this, you can notice, that even when you were only five years old you had your own desires and thoughts, your own inner world. It is easy to undervalue the astonishing richness of the inner world of a small child – and therefore we sometimes tend to treat children not with the seriousness that a person deserves. This is similar to Jean Piaget’s conclusion that, “Children are not less intelligent than adults, they simply think differently.”

As we needed esteem for our inner world, for our person when we were five years old, every child needs that esteem for the whole child, her/his ability, her/his personality, the totality of her/his person. But you will be able to have esteem for the children you teach, when you are conscious of your own need for esteem”.

“Every child needs a stable, sensitive and empathetic relationship. STABLE means that it is not enough to have changing persons who care for us, but we need

a stable/constant relationship – usually at first with the mother and a bit later also with the father. We will learn later, the consequences linked to a lack of stability in relationships.

SENSITIVE and EMPATHETIC RELATIONSHIP means, that in order to develop well, we need someone who answers adequately to our needs.

If a child did not receive this kind of care, you may find a variety of problems and deficits in the child: lack of attention, difficulties to concentrate, lack of empathy, reduced capacity to build relationships with other children or adults. If a child did not have enough stable and empathetic relationship, the relationship with you may be the occasion, where the child experiences such a relationship.

Now let’s read together the **Handout 3.1A** about the Foundations of Child Development.”

Ask them to distinguish between the biological (nature) and environmental influences (nurture) that affect the growth and development of the child.

LEARN

Child Development Prime Areas

Materials:

- Slides
- Handout 3.1B – Prime Areas of Child Development



“Today we are going to think about how we can ensure that our teaching practices account for the different needs and abilities of our students. By the end of this session, you will be able to:

- Describe the developmental domains of the child and devise practices to support effective growth and development of children;
- Considering the differences among children during development, plan for effective classroom management and differentiated instruction and learning.

To start today’s session we are going to learn about the developmental domains of a child and the four stages of child development. Educational psychologists have variously defined the main areas of child growth and development.

These main areas can be classified as:

1. Physical: the development and growth of the child’s body, muscles and senses.
2. Social: how the child relates, plays and talks to others.
3. Emotional: the child’s awareness of self, how the child feels about himself, expression of feelings and how he helps care for himself.
4. Intellectual/Cognitive: the way that children learn about their world, develop thinking skills, and learn how to solve problems. An important aspect of the cognitive development is the Language development; how children learn to speak and listen, and later read and write.

We are going to make an annotated diagram. This is a useful note taking strategy for helping students to remember information, and annotations ensure that they write down the key points.”



“Look at Handout 3.1B and try to answer to the suggested questions for each area in relation to the developmental stage attributed to your group”

Ask each group to present the findings of their work:

After each presentation, ask the question to the other participants:



Ask Participants (Whole Group):

Do the characteristics portray the child at this stage of life?

PRACTICE

Setting Appropriate Learning Environments

Materials:

- Slide
- Appendix 3A - Child Development Ages and Stages Handout Example Answers



“At this moment of the session we are going to reflect on the teaching learning practices that we can incorporate in our daily activities to enhance holistic development of the child. Such practices involve setting up appropriate learning environment and devising systems for including all learners.”

Participants go back to their groups corresponding to the three stages of development.

Ask each group of participants the teaching and learning methods they could use to foster the physical, socio – emotional and cognitive learning of their students.



Ask Participants (Whole Group):

What teaching methods may support the child holistic development at this stage?

Ask the groups to share the findings in plenary.

Recap the group findings and relate them to **Appendix 3A** for enrichment.

PLANNING AND ACTION

Curricular or Co-curricular Activities

Materials:

- Slide
- Character cards made using Appendix 3A - Classroom Management Role-play



"We are almost concluding our session about child development. We believe it has been so insightful to learn about how children develop and how we, as teachers, can help the children to thrive in all the prime areas of human development.

Now a big task lies ahead of us as educators, to incorporate the acquired knowledge into a meaningful teaching and learning practice. We are now tasked with choosing a new curricular or co-curricular activity that we can implement from next week."

Participants reflect individually and select one activity that will foster the growth of the child in one specific area of development. The activity must be novel and appropriate for the stage of development of the child.

Ask each participant to reflect on the following question.



Ask Participants (Whole Group):

What novel activity (curricular or co-curricular) are you planning to implement from next week that shall contribute to the holistic development of the child?

Describe the activity and its benefits to the various domains.

Sample some (4/5) participants for presenting the planned activity in plenary.

ASSESS

Skills and Strategies Worksheet



Materials:

- Handout 3.0 - Skills and Strategies Worksheet



“Let’s think back on everything we have worked on together today and brainstorm a list of skills or strategies you can use in your classroom.”



Encourage participants to come up with the skills and strategies themselves.

Example answers may include:

- Have young children tell their own stories
- Let young children play games
- Have learners develop art and craft items
- Implement activities for fine motor skills development
- Engage parents in story telling in school

Write the skills and strategies on the flipchart for everyone to see and encourage participants to write these down in their notes.



Review the skills and strategies you can bring to your classroom that you learned in this session. Choose one skill or strategy you would like to work on next week. It is important to be honest with yourself and open to learning new things.

Once you’ve selected a skill or strategy from this session that you would like to develop, write it in the box labeled ‘1’. In the box labeled ‘Today’, use the water glass scale to fill in how well you currently use the skill in your classroom right now. Then go to the ‘Goal’ box and use the water glass scale to show how well you would like to use the skill in the next week or so. Then in the ‘Action’ box write how you will achieve your goal i.e. -- What will you do in the next week to use or practice the skill? Do NOT fill out the Practice box now, this is to be completed AFTER you have practiced the skill in your classroom.”

Example Answers:

- I will incorporate activities to help children develop the fine motor skills.
- I will propose pre reading activities for developing literacy skills.
- I will arrange games that can involve each and every learner.

Use the example to help explain the instructions if needed. Before beginning the activity, have participants explain the instructions back to you to make sure they understand the activity.



"Great work today everyone. I hope you will try out these new teaching strategies as soon as possible."

Classroom Management

SESSION 2

OBJECTIVES

By the end of this session, participants will be able to:

- Create a strong classroom community through effective classroom management strategies
- Implement classroom organization techniques and routines that promote student learning
- Use positive discipline to address misbehavior

Outline



Introduction

- Review Competencies and Expectations



Reflect and Revisit

- My favorite teacher
- My strengths and challenges



Learn

- Proactive classroom management
- Reactive classroom management



Practice

- Classroom management scenarios



Planning and Action

- Brainstorming solutions



Assess

- Skills and strategies worksheet

PRE-WORK FOR FACILITATORS

- Prepare flipcharts for each activity, including key vocabulary flipchart (some need flipcharts even with a PowerPoint).
- Prepare role-play cards using Appendix 3A.
- Work with local teachers and education officers to adapt and contextualize the session to reflect the classroom management challenges in the local context. Determine the behavior systems for both minor and major misbehaviors in the local context.

Materials

- Flipcharts, markers, extra paper, colored markers
- Handout 3.0 - Skills and Strategies Worksheet
- Handout 3.2A - Identifying and Addressing Classroom Concerns
- Handout 3.2B - Big Five - Classroom Management Strategies
- Handout 3.2C - Preventing Misbehavior
- Handout 3.2D - Positive Discipline
- Appendix 3B - Classroom Management Role-play
- Textbook prop for role-play

Key Words

- **Classroom Management:** Classroom management refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class. Essentially, everything that teachers may do to facilitate or improve student learning, which would include such factors as behavior, environment, materials, or activities, is a part of their classroom management.
- **Corporal Punishment:** Any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light. In addition, there are other non-physical forms of punishment which are also cruel and degrading and thus incompatible with the Convention on the Rights of the Child. These include, for example, punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child.
- **Pedagogy:** Pedagogy refers to the strategies or styles of instruction and learning processes; the study of being a teacher. Pedagogy is the observable act of teaching and modeling values and attitudes that embodies educational theories, values, evidence, and justifications.
- **Proactive Classroom Management:** Practices to create an effective learning environment in your classroom, such as developing relationships, building a community, motivating students and making routines.
- **Reactive Classroom Management:** How you respond to unwanted student behavior, often referred to as discipline.

REFLECT AND REVISIT

My Favorite Teacher

Materials:

- Slides



“To start today’s session, I would like you to reflect on past teachers in your life and think about the type of teacher you would like to be. This is called a ‘visioning activity’. Draw the chart on the PowerPoint/flipchart in your notebook. The chart has 4 columns: teacher actions, student actions, classroom environment and feeling. Classroom environment refers to the physical structure of the classroom and any visual aids or decorations that are posted. Use feeling to describe how it would feel to be in that classroom. I am going to ask you three questions. You will have 5 minutes to answer each question in the chart. After each question we will discuss your answers as a whole group.”



Ask Participants

(Individual Reflection followed by whole group discussion):

Think back on teachers in your life.

Who was your favorite teacher? What was it like to be a student in their classroom?



“Fill in the first row on the chart. Under teacher actions I could write, ‘asks interesting questions or supports students’. Under student actions I could write, ‘playing a game’. Under classroom environment I could write, ‘Pictures on the wall’. Under feeling I could write, ‘excited, comfortable’.”

After 5 minutes discuss answers as a whole group. Write answers on flipchart/board.



Ask Participants

(Individual Reflection followed by whole group discussion):

Think back on teachers in your life.

Who was your least favorite teacher? What was it like to be a student in their classroom?

After 5 minutes discuss answers as a whole group. Write answers on the model chart on the flipchart. Ask participants what they would want to change about that classroom setting.



Ask Participants

(Individual Reflection followed by whole group discussion):

Lastly, envision an ideal classroom community with yourself as the teacher. What would that classroom be like?

After 5 minutes discuss answers as a whole group. Write answers on the chart on the board. Reflect on the similarities and differences between answers - draw any conclusions about what makes a good teacher. Do they relate to classroom management? To instruction? In what ways?



If respect is highlighted, spend time discussing what respect really means (be prepared to discuss issues related to corporal punishment and the misconception that respect and fear are connected).



In this module we are going to learn strategies to help us become the type of teacher that we would like to be, the type of teacher who inspired us when we were younger. We are going to start in session 1 by thinking about classroom management - a key component to being a successful classroom teacher.

The objectives of this session are that by the end of this session you will be able to:

- Create a strong classroom community through effective classroom management strategies.
- Implement classroom organization techniques and routines that promote student learning.
- Use positive discipline to address misbehavior.”

REFLECT AND REVISIT

My Strengths and Challenges

Materials:

- Slides
- Handout 3.2A - Identifying and Addressing Classroom Concerns



“Remember, classroom management is not only about discipline. Classroom management refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class. It includes everything that teachers do to support and improve student learning.”

Point to the definition of classroom management on the key word flipchart.



Ask Participants (Individual Reflection):

Think about your own classrooms. What are your strengths in managing your classroom and students? What are your biggest challenges?



“For the next 10 minutes I would like you to note down your strengths and challenges in a T-Chart. For example, under strengths you might write down that you have a clear routine at the start of the day, and that you use shared classroom rules. Under challenges, you might say that some students have been fighting in class, or that your students are very loud.”

Walk around the room to give participants encouragement and to answer any questions. Give time warnings.

After 10 minutes ask each participant to share one of their strengths.



“Now I want you to select 3 specific problems you listed under challenges and write these on **Handout 3.2A**. You have 5 minutes. We are going to come back to these challenges at the end of the session and generate strategies and solutions to overcome them.”

LEARN

Proactive Classroom Management

Materials:

- Slide
- Handout 3.2B - Big Five - Classroom Management Strategies
- Handout 3.2C - Preventing Misbehavior



There are two approaches to classroom management: proactive classroom management strategies and reactive classroom management.”



Ask Participants (Whole Group):

What do you think I mean by ‘proactive’ and ‘reactive’ classroom management?



“Yes, proactive classroom management consists of many important practices to create an effective learning environment in your classroom, such as developing relationships, building a community, motivating students and making routines. Reactive classroom management concerns how you respond to unwanted student behavior, and is often referred to as discipline. The first activity will examine proactive classroom management and the following activity will introduce reactive strategies.”

Display the Big 5 Principles on the flipchart/PowerPoint. Read the Big 5 Principles to participants and check for understanding as you go along.



“These principles are the foundation for good classroom management. Effective classroom management focuses on preventing misbehavior instead of responding to misbehavior.

Please take a look at the second page of **Handout 3.2B** - these are several methods to achieve the Big 5. As you read about the different strategies, please tick the relevant column to show if this is something you already do, something that you would like to do, or something that you would not like to do. I will give you 15 minutes. If you finish before that time, add your own examples to the handout in the space provided.”

As participants are reading the handout **walk around the room** and make sure they are on task and answer any questions that they may have.



Ask Participants (Whole Group):

1. Which strategies have you not tried but would like to?
2. Which strategies would you not want to use or be nervous to use?
3. Are there any strategies not on the list that you would recommend to your fellow participants?



"We are now going to look at some classroom situations. We are going to think about what the teacher could have done to prevent these situations arising. Look at Handout 3.2C. We are going to read the first scenario together and then come up with some strategies a teacher can use to prevent the scenario from happening."

Have a participant read the first scenario out loud.



"In this scenario, the teacher could have set clear expectations for the activity before beginning. The teacher should have also checked for student understanding of the instructions before beginning. Are there any other strategies the teacher could have used to prevent this scenario?"

Refer the participants to the Big 5 on the PowerPoint/flipchart, and encourage them to use the strategies on **Handout 3.2B**.



"Now you are going to work with a partner to come up with solutions for the rest of the scenarios. We will go over the scenarios all together in 15 minutes. As you are thinking about these scenarios please keep the Big 5 principles in mind."

Call on 2-3 people and get their responses for scenario 2. Add any methods that they have not included. REPEAT steps for the rest of the scenarios.



Great. I hope those scenarios gave you a chance to start thinking about the different ways you can prevent misbehavior in your classroom.

While applying the Big 5 Principles will help you to effectively manage your classroom, children will not always behave the way you want them to and you will need to be prepared to respond to negative behavior appropriately. This is where reactive behavior management comes in."

LEARN

Reactive Classroom Management

Materials:

- Handout 3.2D - Positive Discipline



Before you begin the next activity ask 4 volunteers to help you with a demonstration. Explain to them that as you give the next introduction you would like them to clearly misbehave in the following ways:

1. Talking to other students
2. Sleeping in class
3. Eating in class
4. Poking another student

Ask them to over-act. While you are giving your introduction, you will give them a signal to start behaving. You will also need to over-act.

As you give the next introduction, you will demonstrate techniques to redirect unwanted behavior in the classroom. These are effective ways to deal with minor misbehaviors without disrupting the lesson. To do this your volunteer participants will need to be seated at the front of the room so that they are visible to all participants. If needed repeat the demonstration for maximum effect.



“Our reflection at the start of this session highlighted that there are a range of behavior issues in our classrooms. [Go and stand next to the student who is talking]. Some of these are serious but some of these are less serious. Not all-poor behavior needs to result in discipline. [Use sudden silence and a look at the students who are poking each other]. Often you can redirect students to behave in the appropriate way. [Gentle tap on the shoulder of the student who is sleeping]. This means that you do not interrupt the flow of the lesson and that you keep a more positive atmosphere in your classroom. [Use positive narration – praise students who are paying attention until the student on the phone realizes and follows instructions].”



Ask Participants (Whole Group):

What methods did I demonstrate to redirect student behavior?

Take responses until all 4 strategies have been highlighted.

Example Answers:

- Proximity
- Silence/Stare
- Hand Gestures
- Positive Narration

Take responses until all 4 strategies have been highlighted.



“While these are helpful techniques, there will be some occasions where more serious misbehavior occurs. As teachers we need to think carefully about how we will react in these situations. Look at **Handout 3.2D**. This handout shows the steps you can take when you notice misbehavior in your classroom. First, you need to stop and think about what the student is doing. Then you need to try several redirection techniques like the four I just demonstrated. If the student continues to misbehave you will need to issue a consequence.

Issuing consequences should happen in private if possible. One-on-one instead of out loud in front of the whole class. It is important to explain to the student why their behavior was unacceptable so that they understand why they are getting a consequence. The consequence needs to be appropriate for the misbehavior. If the student argues, restate the consequence in a calm voice. It is important to not shout or hit your students. When we hit students instead of talking with them, we teach them that violence is okay, and that is not a good message for teachers to give. It is better to explain to students why their actions are wrong and find different forms of consequences that do not physically or emotionally hurt students.”



If participants have completed module 2, they will have discussed corporal punishment and they will be aware of alternative forms of discipline. If they have not completed module 2, now would be a crucial moment to discuss the following questions:

1. Why is corporal punishment used?
2. What does it mean?
3. Why is it harmful?
4. What are the alternatives?

Please revisit module 2 session 2 for more details and resources relating to corporal punishment and positive discipline. In module 2 session 2 there are also materials to help teachers build positive relationships in the classroom.

Remind participants of the appropriate responses to both minor and major misbehavior in their schools/community.

PRACTICE

Classroom Management Scenarios

Materials:

- Slide
- Character cards made using Appendix 3B - Classroom Management Role-play



This session is going to use role-play to allow participants to practice behavior management.

There will be three groups, and each will act out a role-play for the rest of the class. Each role-play will be followed by whole class discussion. Each participant will be given a character card (see [Appendix 3B](#)). Prior to this session you should create the character notecards to give to participants. Some will be well behaved students, some will be badly behaved students, and one person in each group will be the teacher. In this activity the 'teacher' has the most difficult job. They will pretend to teach the lesson and they will then have to decide how to respond to the behavior. Think carefully about which participants should



"We are going to put some of the classroom management techniques we have learned into action. In this activity we shall practice using redirection techniques and issuing consequences through role-play. I will divide you into three groups. Within each group one participant will play the role of the teacher and the other participants will play the roles of the students. Each of you will be given a card with instructions about how to behave.

Each group will take turns to carry out a role-play for the whole group – the 'students' will carry out the actions on their card, and the 'teacher' will decide how to react. As you watch each role-play think about the following questions. We shall share our ideas after each role-play."



Ask Participants (Think-Pair-Share, after each role-play):

1. What examples of misbehavior did you see?
2. What did the teacher do well?
3. What could they have done differently?

Assign participants their groups and their character cards. Participants only need 3 MINUTES preparation time. The teacher must not see any of the other character cards. Ask group 1 to come to the front to perform. Let the role-play run for no more than 5 minutes. Then ask the follow up questions for 10 minutes. Then repeat with groups 2 and 3.



Make sure the comments during discussion are positive and constructive. Spend time praising the participants who play the role of the teacher.



“Always remember the importance of motivating and encouraging your students. This includes pointing out the positives whenever a student does something helpful or shows improvement. Let them know you’ve noticed and give them words of appreciation - you could even have a star chart or rewards system. Recognizing students’ efforts even when they are not perfect is key to keeping them interested and motivated.”

PLANNING AND ACTION

Brainstorming Solutions

Materials:

- Handout 3.2A - Identifying and Addressing Classroom Concerns



“At the start of this session you highlighted 3 classroom management challenges that you are having in your own classrooms. I would now like you to think about all of the techniques we have discussed today, and to make a plan for how you will overcome these three challenges going forward. For the next 10 minutes please complete the rest of **Handout 3.2A.**”

Walk around the room to encourage participants and to answer any questions. Give participants time warnings.



“Now turn to your partner and for 5 minutes explain the strategies that you are now going to try in your classrooms. If there are any you could not solve, see if your partner has any ideas. Remember, as teachers we all have different strengths and weaknesses and we can learn from each other and support each other.”



Ask Participants (Think-Pair-Share):

Are there any unanswered classroom management situations that have not been addressed yet?

Address any remaining concerns and queries.

ASSESS

Skills and Strategies Worksheet

Materials:

- Handout 3.0 - Skills and Strategies Worksheet



“Let’s think back on everything we have worked on together today and brainstorm a list of skills or strategies you can use in your classroom.”



Encourage participants to come up with the skills and strategies themselves.

Example answers may include:

- Redirecting unwanted behavior
- Establishing classroom routines
- Creating rules together
- Using a seating chart
- Using positive discipline
- Building relationships
- Using t-charts
- Using role-play
- Using group work

Write the skills and strategies on the flipchart for everyone to see and encourage participants to write these down in their notes.



“Review the skills and strategies you can bring to your classroom that you learned in this session. Choose one skill or strategy you would like to work on next week. It is important to be honest with yourself and open to learning new things.

Once you’ve selected a skill or strategy from this session that you would like to develop, write it in the box labeled ‘1’. In the box labeled ‘Today’, use the water glass scale to fill in how well you currently use the skill in your classroom right now. Then go to the ‘Goal’ box and use the water glass scale to show how well you would like to use the skill in the next week or so. Then in the ‘Action’ box write how you will achieve your goal i.e. -- What will you do in the next week to use or practice the skill? Do NOT fill out the Practice box now, this is to be completed AFTER you have practiced the skill in your classroom.”

Example Answers:

- I will incorporate routines and transitions into my classroom to promote class structure.
- I will discuss the importance of classroom routine with my class this week and work towards developing a routine.
- I will develop a classroom routine using student feedback.

Use the example to help explain the instructions if needed. Before beginning the activity, have participants explain the instructions back to you to make sure they understand the activity.



Great work today everyone. I hope you will try out these new teaching strategies as soon as possible.”

Active and Engaging Learning

SESSION 3

OBJECTIVES

By the end of this session, participants will be able to:

- Explain why it is important to use a range of active teaching strategies
- Confidently use a range of active teaching strategies
- Adapt active teaching strategies for their own classrooms

Outline



Reflect and Revisit

- Stimulus questions and quiet reflection



Learn

- The importance of a range of teaching strategies



Practice

- Practice active teaching strategies
- Demonstrations



Planning and Action

- Create action plans to use strategies in lessons
- Planning group work



Assess

- Skills and strategies worksheet

PRE-WORK FOR FACILITATORS

- Read through all instructions.
- Prepare flipcharts for each activity, including key vocabulary flipchart (some need flipcharts even with a PowerPoint).
- Practice tying the bowline knot.
- Prepare pieces of rope/string - one for each participant.

Materials

- Flipcharts, markers, extra paper
- Rope/string – A piece for each participant and the facilitator
- Handout 3.0 - Skills and Strategies Worksheet
- Handout 3.3A - Teaching Strategies (6 pages)
- Handout 3.3B - Teaching Strategies Table
- Handout 3.3C - Teaching Strategies Action Plan
- Handout 3.3D - Differentiation Action Plan
- Appendix 3C - Teaching Strategies Table Example Answers

Key Words

- **Classroom Management:** Classroom management refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class. Essentially, everything that teachers may do to facilitate or improve student learning, which would include such factors as behavior, environment, materials, or activities, is a part of their classroom management.
- **Pedagogy:** Pedagogy refers to the strategies or styles of instruction and learning processes; the study of being a teacher. Pedagogy is the observable act of teaching and modeling values and attitudes that embodies educational theories, values, evidence, and justifications.
- **Assessment:** A way to check what students understand or do not understand and is used to inform your instruction, evaluate students, and give grades.
- **Differentiation:** Ensuring all teaching practices account for different abilities and needs.

REFLECT AND REVISIT

Stimulus Questions and Quiet Reflection

Materials:

- Slides



At the front of the class display the following stimulus questions.



“To start today’s session, please read the questions on the flipchart. On your own, spend 5 minutes thinking about how you would answer these questions. Write down your ideas in your journals.”



Ask Participants (Individual Reflection, followed by whole group):

1. Think about something you remember learning as a child. Who taught it to you? How did they teach it to you? Why do you think you remember it so well?

Include question 2 if appropriate

2. Think about something you remember learning in your teacher training or when you were in any school or training. Who taught it to you? How did they teach it to you? Why do you think you remember it so well?

Example Answers:

- Positive relationship with the teacher.
- Interesting topic.
- The teaching strategy was active/visual.
- They were able to practice the new skill.
- They enjoyed group work.

Ask the participants to share their ideas with the whole group and write the key ideas on the flipchart. Highlight any key themes and make connections between answers.

LEARN

The Importance of a Range of Teaching Strategies



Materials:

- Slides
- A piece of rope/string for all the participants - do not give these out until the appropriate moment.



“Today we are going to think about different teaching strategies that you can use in the classroom. By the end of this session, you will be able to:

- Explain why it is important to use a range of active teaching strategies.
- Confidently use a range of active teaching strategies.
- Adapt active teaching strategies for your own classroom.

To start I am going to model some of these strategies so that we can think about their different strengths and weaknesses. To do this I am going to teach you how to tie a bowline knot.”



This activity is to show participants why using a range of learning styles (rather than simply lecturing) is so important. You will need to have a piece of rope (or equivalent) for each participant, but don't give them out right away. Make sure the pieces of rope are prepared for this activity. The point of this activity is NOT to teach the participants how to tie a knot, but to demonstrate teaching styles - make this clear to participants.



“First, I want you to listen to my instructions:

- Take a length of rope and put it around an upright pole (such as a table or chair leg).
- Hold the rope so that the longer end is in your left hand and the shorter end in your right hand. Make a loop with the piece in your left hand.
- Hold the place where the rope crosses at the loop between your thumb and forefinger.
- Hold the loop flat.
- Take the piece in your right hand and pass it up through the loop.
- Now pass it under the straight piece next to the loop and then down through the loop.
- Hold both pieces in one hand and slide the knot towards the top of the upright pole (or table or chair leg - if that is what you are using).

You have now successfully tied a bowline knot.”



"You have just had a short lecture on the 'Bowline Knot'"



Ask Participants (Whole group):

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

Take answers from the participants.

Example Answers:

- Advantages: Share expertise and new knowledge, takes less preparation and time, sometimes it is the 'safest' option for the teacher if they are not confident with the material.
- Disadvantages: No way of knowing if all students have understood or are listening, no opportunity for students to practice or to internalize the information, students may find it boring.



"Great. Now I will model/demonstrate how to tie the knot and I would like you to do it at the same time."

Talk the participants through the instructions, modeling how to tie the knot as you go. The participants should try to copy you.



Ask Participants (Whole Group):

What are the advantages and disadvantages of using visual demonstrations when you are teaching?

Take several answers from the class.

Example Answers:

- Advantages: Brings the topic to life, helps students understand the new information, makes it more meaningful and more engaging.
- Disadvantages: Students will need time to try without copying the teacher to make sure they can do the skill themselves.



“Now I am going to give you the instructions and ask you to solve the problem yourself.”

Put the instructions on the board, and give the students time to try tying the knot again.



Ask Participants (Whole group):

What are the advantages and disadvantages of using problem-solving tasks when you are teaching?

Take answers from the participants.

Example Answers:

- Advantages: Allows students to work out problems for themselves and to internalize the information. Students are actively engaged in their learning.
- Disadvantages: This might be difficult for the students if they have no prior knowledge. Some students may find it much more difficult than others and may get left behind.



“Lastly, I am going to ask you to work in groups to tie the knot. Work in a group of those seated around you. Those of you who have worked it out already should help those in your groups who are struggling.”

Make sure that by the end everyone has successfully tied a bowline knot.



Ask Participants (Whole Group):

What are the advantages and disadvantages of using group work when you are teaching?

Example Answers:

- Advantages: Allows students to work out problems with their peers and develop communication skills. Students are actively engaged in their learning.
- Disadvantages: The students can get noisy and can be harder to manage behavior. Some students may do more of the work

Write the names of the different learning styles on the flipchart for all to see: Lecture, Visual Demonstration, Individual Problem Solving, Group Work.



Ask Participants (Whole Group):

I would like you to reflect on the different learning styles I have just demonstrated. Which did you prefer? Why?

Ask participants to share and explain their answers. Participants will hopefully give a range of answers and this will show that we need a range of teaching methods in the classroom, and that different methods can be used together.



Ask Participants (Whole Group):

Why do you think good teachers use a range of teaching styles?

Example Answers:

- Because different children learn differently.
- A variety of styles allows each learner to learn in a way most suitable to him/her.
- To avoid boredom and create 'pace' in the lesson.
- Because active learning is an important way for people to internalize the learning and to practice new skills.



"It is really important that you use a range of teaching techniques and learning styles in the classroom. Active learning strategies help students understand and internalize new information – we remember 20% of what we hear, 40% of what we see, and 80% of things we do."



Ask Participants (Whole Group):

The point of this activity was not to teach you how to tie a knot - what was the point of the activity? Do you think it was effective? Why?

Example Answers:

- To demonstrate different learning styles.
- The activity appeals to different types of learners and uses the idea that students learn by 'doing'.

PRACTICE

Practice Active Teaching Strategies



Materials:

- Slide
- Handout 3.3A - Teaching Strategies



“Today we are going to think about how to use more active and engaging strategies in our teaching. Active learning does not mean that the children are running around the classroom. It means that their brains are active. They are doing the thinking and doing in the lesson.

You have taken part in many active learning strategies in your training, and now I want to give you as much time as possible to practice them yourselves. In small groups you will practice one method. You will have 30 minutes to practice and each person in the group should practice ‘being the teacher’. After 30 minutes I will ask for one volunteer from each group to demonstrate their technique to the whole class.”

Count-off participants so that they are now working in groups of 6. Assign each group one activity from **Handout 3.3A**. Make sure that each group has a different strategy to work on. The next 30 minutes might get quite noisy so tell participants they can spread out.



If the training is carried out with a small group of teachers, please prioritize strategies 1-4.

- Group 1- Concept mapping
- Group 2- Group discussion
- Group 3- Interactive demonstrations
- Group 4- Role-play
- Group 5- Stories
- Group 6- Games

Give time warnings; tell the participants when they have 15 minutes left and when they have 5 minutes left. Circulate around the room, supporting each group as you move around.

PRACTICE

Demonstrations

Materials:

- Handout 3.3B - Teaching Strategies Table
- You may need to assist participants to complete the table. Please see Appendix 3C - Teaching Strategies Table Example Answers to find a table complete with answers.



Call all the groups back together and ask them to look at **Handout 3.3B**.



“Well done, there was some great work going on there. Now we need to share everything that we have been working on, so that we can all learn from each other. I would like one volunteer from each group to demonstrate the teaching technique to the whole group. As you take part in each simulation, you should think about how the strategy works and what its strengths are.”

After each demonstration -



Ask Participants (Whole Group):

What are the key points and the strengths of the technique?

After each performance, circulate the room to assist participants in filling out their tables correctly.

See **Appendix 3C** for the table complete with answers.

PLANNING AND ACTION

Create Action Plans to Use Strategies in Lessons



Materials:

- Handout 3.3C - Teaching Strategies Action Plan



“Now that we have seen and discussed each strategy I would like you to think about how and when you can use these strategies in your upcoming lessons. Choose 3 strategies and write an action plan to explain how you will use each strategy in your classroom. Fill in **Handout 3.3C**. I will circulate around the room if you need help. You have 20 minutes.”

If participants teach the same classes or topics they can complete this in pairs.



“For each strategy think about the following:

- The topic.
- Why you have chosen this activity.
- How you will use this activity.
- What might the challenges be.”

Move around the room to encourage participants and to answer any questions. Give time warnings throughout.



“For the next 10 minutes explain your ideas to a partner. Make sure you tell your partner two things they have done well and one thing that they could do even better or that they could change. When you give feedback, the positives should always outweigh the negatives.”



Ask Participants (Whole Group):

As you were making your action plans, what were some of the challenges you thought of?

Example Answers:

- The classroom might become very loud.
- Students may misbehave.
- Students may be confused at first.



Ask Participants (Whole Group):

What ideas did you have for overcoming these challenges?

Example Answers:

- Make sure the instructions are very clear.
- Have a routine to get students into groups.
- Set firm expectations for behavior before the activity starts.



“The first time you use these strategies they might not go exactly as you had planned, but that’s ok. That’s how we learn and become better teachers. Don’t give up. Keep trying them and you will keep getting better and better.”

PLANNING AND ACTION

Planning Group Work

Materials:

- Slide
- Handout 3.3D - Differentiation Action Plan



“Many of these activities can be used most effectively with group work. Group work has many strengths but it can also be challenging for new teachers.”



Ask Participants (Think-Pair-Share):

1. What are the benefits of group work?
2. What are the challenges of group work?

Example Answers:

1. Encourages collaboration and teamwork, engages all participants, etc
2. Teachers can feel they do not have as much control.



“To make group work effective there are several steps to follow. Together we are going to make a flowchart to show how to make group work as effective as possible in your classrooms. A flowchart is a useful note taking technique for both teachers and students. It shows how different steps lead to one another. Please look at **Handout 3.3D**.”

As you go through each step encourage participants to reflect on the group work they have taken part in during their training. Between each step give participants time to write down their examples and ideas.



Ask Participants (Think-Pair-Share):

Step 1: How will you group your students? It is important to plan this in advance. Let's add some examples. Think back to your training - what methods have been used to group participants so far? What other examples do you know of/use?

Example Answers:

- By ability (purposely mixed or purposely separated).
- By proximity.
- By counting-off.



Ask Participants (Individual Reflection):

Step 2: What expectations will you set for behavior during the activity?

Example Answers:

- Ensure everyone is involved.
- Respect each other's ideas.
- Keep noise to a minimum.



Ask Participants (Think-Pair-Share):

Step 3: How will you make sure that the instructions are clear?

Example Answers:

- Repeat twice.
- Ask a student to explain them back to you.
- Write them on the board.
- Break them down into steps.



Ask Participants (Whole Group):

Step 4: How will students show you the work that they have completed during the group activity?

Example Answers:

Each group will have to answer a question, present their work, hand in their project, perform for the class, etc.



“The first time you use these strategies they might not go exactly as you had planned, but that’s OK. That’s how we learn and become better teachers. Don’t give up. Keep trying them and you will keep getting better and better.”



Ask Participants (Individual Reflection):

How can we make sure that group work is inclusive?

Take the opportunity to discuss gender dynamics here, and the ways that group work can be used to promote gender equality and positive gender roles.

ASSESS

Skills and Strategies Worksheet



Materials:

- Handout 3.0 - Skills and Strategies Worksheet



“Let’s think back on everything we have learned together today and brainstorm a list of skills or strategies you can use in your classroom to make learning active and engaging.”



Encourage participants to come up with the skills and strategies themselves.
Example answers may include:

- Concept maps
- Group work
- Games
- Storytelling
- Visual demonstrations
- Role-play



“Review the skills and strategies you can bring to your classroom that you learned in this session. Choose one skill or strategy you would like to work on next week. It is important to be honest with yourself and open to learning new things.

Once you’ve selected a skill or strategy from this session that you would like to develop, write it in the box labeled ‘2’. In the box labeled ‘Today’, use the water glass scale to fill in how well you currently use the skill in your classroom right now. Then go to the ‘Goal’ box and use the water glass scale to show how well you would like to use the skill in the next week or so. Then in the ‘Action’ box write how you will achieve your goal

i.e. -- What will you do in the next week to use or practice the skill? Do NOT fill out the Practice box now, this is to be completed AFTER you have practiced the skill in your classroom.”

Example Answers:

- Using a range of teaching strategies in the classroom.
- Using concept maps, games, stories, role-play, demonstrations, group work in classes.
- I will plan to use group work in two of my lessons this week.
- I will use concept mapping in two of my lessons this week.

Use the example to help explain the instructions if needed. Before beginning the activity, have participants explain the instructions back to you to make sure they understand the activity.



"Great work today everyone. I hope you will try out these new teaching strategies as soon as possible."

Questioning

SESSION 4

OBJECTIVES

By the end of this session, participants will be able to:

- Describe different types of questions
- Use different types of questions to engage students in critical thinking
- Ask questions and respond to answers in an active and engaging way

Outline



Reflect and Revisit

- The importance of two-way communication
- Advantages and disadvantages of closed and open questions



Learn

- Different levels of questions
- Creating questions using the ladder model



Practice

- Asking questions effectively
- Responding to questions effectively



Planning and Action

- Making a Do/Do Not T-Chart
- Putting questioning skills into practice



Assess

- Skills and strategies worksheet

PRE-WORK FOR FACILITATORS

- Read through all materials.
- Find a short local folk story in case you think the Acholi story is not appropriate to the context.
- Prepare flipcharts for each activity, including key vocabulary flipchart (some need flipcharts even with a PowerPoint).
- Create copies of Appendix 3C - 2 diagrams for each pair of participants for the reflect and revisit activity.

Materials

- Flipcharts, markers, extra paper
- Handout 3.0 – Skills and Strategies Worksheet
- Handout 3.4A - Questioning Ladder
- Handout 3.4B - Handling Student Responses
- Appendix 3D - Two-way Communication Pictures (make enough copies of the diagram so that each pair has two diagrams)

Key Words

- **Classroom Management:** Classroom management refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class. Essentially, everything that teachers may do to facilitate or improve student learning, which would include such factors as behavior, environment, materials, or activities, is a part of their classroom management.
- **Pedagogy:** Pedagogy refers to the strategies or styles of instruction and learning processes; the study of being a teacher. Pedagogy is the observable act of teaching and modeling values and attitudes that embodies educational theories, values, evidence, and justifications.
- **Assessment:** A way to check what students understand or do not understand and is used to inform your instruction, evaluate students, and give grades.
- **Differentiation:** Ensuring all teaching practices account for different abilities and needs.

REFLECT AND REVISIT

The Importance of Two-Way Communication

Materials:

- Slide
- Copies of Appendix 3D - Two-way Communication Pictures - 2 diagrams for each pair



For this activity you will need to use the two pictures you prepared using **Appendix 3D**. Encourage the participants to spread out around the room so that they have more space to work. If necessary you can do this activity as a demonstration at the front of the room but it is more effective if everyone can take part.



“For this activity you will work in pairs. One of you will be the ‘instructor’ and one of you will be the ‘artist’. I will give the instructor a picture - you must not show this to anybody - the artist must not see the picture. The instructor and artist should sit back to back. The instructors will describe the picture and the artists must draw what the instructors tell them. The artists cannot ask any questions. The instructors must not look at what the artists are doing. You have 3 minutes.”

Circulate around the room to make sure that no one is looking. After 3 minutes ask the participants to stop drawing and to compare the drawing with the original picture.



“Now I would like the instructors to come and get a second picture. This time the instructors can watch what the artists are doing, make comments on it, and both the instructor and artist can ask questions. You have 3 minutes.”

Circulate around the room to encourage participants as they work on this activity.



Ask Participants (Whole Group):

1. How did you feel when you were instructing the first task compared to the second task?
2. How did you feel when you were the artist in the first task compared to the second task?
3. Which drawing is more accurate? Why?

Example Answers:

1. Frustrated.
2. Confused.
3. The second drawing.



"The first task is an example of one-way communication."



Ask Participants (Think-Pair Share):

What are the advantages and disadvantages of this form of communication in the classroom?

Example Answers:

- Advantages: The teacher can deliver new material quickly and directly.
- Disadvantages: You can't correct mistakes, you can't tell if the students have really understood, the information can be confusing for students. Students may just repeat information without really understanding and internalizing it.



"The second task is an example of two-way communication."



Ask Participants (Think-Pair Share):

What are the advantages and disadvantages of this form of communication in the classroom?

Example Answers:

- **Advantages:** You can correct mistakes and misunderstandings, you can make sure that all students have understood the material before moving on, students can take ownership of their learning and make meaning for themselves. Less time is needed on revision as students are more likely to understand the first time. It encourages peaceful interaction.
- **Disadvantages:** The teacher may feel that their authority is being challenged. It may take more time at first (although in the long run it will be more time effective).

Use the example answers to support the participants' ideas regarding the advantages of two-way communication.



If relevant explain to participants that saying 'Are we together?' or 'Do you understand?' is not two-way communication.



"It is clearly important to use two-way communication in the classroom. An important aspect of two-way communication is questioning - both asking questions and responding to questions."

Advantages and Disadvantages of Closed and Open Questions

Materials:

- Slide



“We don’t want our students to just repeat what they have been told, we want them to think about it, to understand it, to analyze it, and to use it. In the first session we discussed how active teaching strategies allow this. Now we are going to think about a second key teaching practice - questioning. Questions are important because they:

1. **Make students think.**
2. **Keep students engaged.**
3. **Allow the teacher to check for understanding.”**

Ask participants to write down the 3 key reasons why questioning is so important.



“As a teacher there are different types of questions that you can use. Different questions are useful in different ways and for different students. It is important that you engage all students with a range of questions in your lessons. By the end of this session, you will be able to:

- Describe different types of questions.
- Use different types of questions to engage students in critical thinking.
- Use questions in an active and engaging way.”



“First, there are two types of questions: ‘closed questions’ and ‘open questions’. Closed questions require short factual answers. There is only one correct answer. For example:

- What is your name? Joseph.
- What is the capital city of Kenya? Nairobi.
- What is $4 + 4$? 8.

Open questions require a longer answer, and encourage students to explain their ideas and to give their opinions. There is not one correct answer, and their ideas may be different from yours.

For example:

- What is it like to live in Uganda?
- Why is it important to wash your hands before eating food?
- How do we know that $4+4$ equals 8?
- What do you think is the moral of the story that you have just read?”

Check that the participants understand the difference between the two types of questions by reading the list of questions below and ask participants to tell you if the question is open or closed.



“I am going to read the list of questions below and ask you to tell me if the question is open or closed. Because I want to include all participants to check that everyone understands, I would like you to use your hands to show your answer. Press your hands together if it is a closed question, and spread your hands apart if it is an open question. [Model the hand gesture for the participants]. I am modeling to the group the action that I want you to perform. This is a technique you can use in your classroom to promote inclusion, check for understanding and engage all students in participation.”



Ask Participants (Whole Group):

1. What is your name? (closed)
2. Why did you become a teacher? (open)

Pause here and ask participants how they knew this was an open question.

3. Why is teacher professional development important? (open)
4. Do you understand? (closed)

Pause here and ask participants how they knew this was a closed question.

5. How many participants are there in this room? (closed)
6. What do you think is the most difficult thing about teaching? (open)
7. What do you think is the most rewarding thing about teaching? (open)
8. What is my name? (closed)



Ask Participants (Think-Pair Share):

1. What are the strengths of using open questions?
2. Why might only using closed questions be a problem?

Example Answers:

1. They encourage students to think for themselves. They allow the teacher to check if the student really understands. They are more interesting.
2. The teacher can't tell how much the student has really understood. They can get very repetitive. These questions do not develop inquiry or analysis skills.

LEARN

Different Levels of Questions

Materials:

- Slide
- Handout 3.4A - Questioning Ladder



“It is really important to use open questions in your lessons so that you can check for understanding, engage students, and make them think more deeply. However, it is more complicated than this. There are also different levels of questions.”

Have participants then look at Handout 3.4A to show participants the questioning ladder. Then talk the participants through the ladder.



“Let’s look at this ladder together. We should think of the questions we ask in a lesson as a ladder. At the bottom of the ladder are questions that check that students have a basic knowledge and understanding of a topic, the next rung of the ladder verifies if they can explain the concepts and ideas they have learned, and the last level makes sure that they can make a judgment about those concepts and use those ideas.

Like any ladder you need to be able to get onto the first rung before you can reach the top rung. Some of your students may need to focus on level 1 while your brightest student might climb quickly up to level 3.

It is important to try to use all levels of questions in your lessons so it is very useful to plan questions in advance when you are making your lesson plan.”

Creating Questions Using the Ladder Model



Materials:

- Handout 3.4A - Questioning Ladder Local folk story



“Now we are going to practice planning questions. To do so we are going to use a folk story. I want you to listen really carefully to this story. In fact while you listen I want you to draw a sketch of what you hear, this will then be a prompt to remind you of what happens. I will read the story twice. This is a good technique to get students to really listen to you, and to give them a visual aid if they need to use the material later in the lesson. This also helps include different types of learners.”

Read the Acholi story of resilience (or a local folk story of a similar length) twice.

One day there was a great wedding feast in the sky. All the birds were invited and talked excitedly about going. Tortoise heard them and longed to go. He begged his bird friends to take him with them. They agreed and carried Tortoise to the party. At the party, Tortoise ate too much. On the way back he was so heavy that the birds couldn't carry him and he fell. Tortoise's shell cracked into many pieces. Tortoise was miserable and very exposed. Tortoise could not move about and stayed away from others.

One day, Tortoise realized he could not stay alone feeling depressed for the rest of his life. He decided to start looking for the pieces of his shell. His friends also began to miss him and came to find him. They helped him to pick up the pieces and put them together.

Tortoise felt better about himself and rejoined the other animals. To this day, Tortoise has scars on his shell but he moves around as he did before the wedding feast.



“Now, with your partner work together to come up with 2 questions about this story for each level on the questioning ladder. Use **Handout 3.4A** to help you, and write your questions in the space provided. You have 10 minutes.”

Example Answers:

- Level 1: What are the names of the main characters in the story?
- Level 2: Why did the tortoise fall from the sky?
- Level 3: What do you think will happen next time the tortoise hears about a party? What is the moral of the story?

Move around the room to help the participants and read aloud any particularly good examples.



"We are going to use these examples later on so keep your questions nearby."

PRACTICE

Asking Questions Effectively

Materials:

- Slides



“You have now mastered planning high level questions to make sure your students think critically about the material. The second step to asking good questions is to think about how to deliver those questions. There are several techniques that are really useful, particularly if you have a large class - you have been using these in the training already.”



Ask Participants (Think-Pair Share):

When you want to check your students’ understanding we sometimes ask students to raise their hand to answer. What are the limitations of this method?

Example Answers:

- You will always call on the same students.
- Students who do not understand may avoid answering.



“Although sometimes asking for ‘hands up’ is useful, there are many other effective strategies that ensure that all students are thinking about their answer. The first technique we are going to use is called ‘Whole class non-verbal response’ or ‘show me, don’t tell me’ and we used this method earlier in the session when we discussed open and closed questions.

When you want to ask a question to the whole class, ask the students to show you their answer using a physical expression. For example, thumbs up if you agree, thumbs down if you don’t; hold up the correct number of fingers to answer the math problem; stand up if you agree or sit down if you don’t. You might want to follow this instruction up by saying ‘be prepared to explain your answer’. You can then choose students to explain why they did that particular action.”



Ask Participants (Whole Group):

Why is this a useful questioning technique?

Take ideas from the whole group.

Example Answers:

- Everyone is included.
- You can see who has not understood the lesson.
- It's fun for the students.
- It's quick and easy.
- It does not increase noise levels in the classroom.



If appropriate ask participants why this technique is more effective than choral response



"The second strategy we are going to think about today is called Think- Pair-Share and it is a strategy that we have used a lot in these trainings. It is really useful with large classes as it involves all students, and it gives students plenty of thinking time.

It works like this: You pose a question to the class. You tell the students to think about it on their own for 1 minute. You then ask them to discuss their ideas with their partner or the person next to them for a few more minutes. Now that students have really thought about their answers you can call on students to share their answers with the whole class. You don't even need to ask students to volunteer their answers, because you have given them plenty of time to prepare, you can ask any/all of the students."



Ask Participants (Whole Group):

Why is this a useful questioning technique?

Take ideas from the whole group.

Example Answers:

- It gives students thinking time (this is particularly important for shy students and weaker students).
- It allows students to collaborate and share their ideas.
- It builds students' confidence.
- All students are involved.



“When you are selecting students to respond to questions, think carefully about who you are selecting for each question -- if it is a high level question, you might want to ask one of your most able pupils to really develop their thinking. If you are asking an easier question you might want to ask a less able student so that you can build their confidence. You should also try to ask a range of students (don't always ask the same student), and make sure that you ask boys and girls questions evenly.”



Ask Participants (Small Groups):

1. How can we encourage a weak student to answer?
2. How can we encourage a shy student to answer a question?
3. What should you do if you ask a question that none of your students are able to answer?

After each question ask several participants to share their ideas from their group discussion.

Example Answers:

1. Give time to process, give chance to discuss with partner, ask a level 1 question to build confidence.
2. Ask a level 1 question to build confidence, use non-verbal response, praise the student, give chance to discuss with partner.
3. If you ask a difficult question and none of your students are able to answer, you may consider rephrasing your question in a simpler way, asking simpler questions that lead students' thinking towards being able to answer the more difficult question or use a think-pair- share to give students the opportunity to discuss their ideas with a peer before responding in front of the whole class.

Responding to Questions Effectively

Asking Questions Effectively



Materials:

- Slide
- Handout 3.4B - Handling Student Responses



“The final thing we must consider when we use questions is how we respond to our student answers.”



Ask Participants (Whole Group):

1. How does a student feel if they get the answer wrong, and the teacher tells them off or laughs at them?
2. How does a student feel if they give a great answer, and the teacher does not say anything at all and moves straight on with the lesson?

Example Answers:

1. Embarrassed, angry, unmotivated.
2. Demotivated, ignored, unchallenged.



“So how should we handle student responses? There are 2 key principles: Always be positive, and always be constructive.”

Ask participants to look at **Handout 3.4B**. Read through the first half of the handout together.



“Now we are going to practice responding to student’s answers. For this activity you will work in pairs, and you may use the top tips on the handout to guide you. In this activity you will take turns pretending to be the student and teacher. Use the question and answer examples on the handout. The teacher must respond to the student’s answer. We will do the first example together.”

Model the example with a volunteer - Teacher: What is the definition of an Island? I will wait for students to raise their hands. What do you think? Student: An Island is like Cypress.



Ask Participants (Whole Group):

1. Did the student answer the question I asked?
2. How should I respond to the student?

Example Answers:

1. No. He gave an example of an island, Cypress, but did not give the definition.
2. Say: "Yes. That is an example of an island but what is the definition of the word? Turn to your neighbor and discuss." Or ask another student to answer.



"You are going to have 5 minutes to practice each question with your partner. After the 5 minutes are over, we will come back together and discuss possible ways to respond to the student."

PLANNING AND ACTION

Making a Do / Do Not T-Chart

Materials:

- Slides



“To help with our questioning we are now going to create a ‘DO and DO NOT’ table. In your notebook draw two columns. One labeled ‘DO’ and one labeled ‘DO NOT’ similar to the chart on the slide. Now look at the examples on the slide and decide if they go in the DO column or the DO NOT column. Take 10 minutes.”

Example Answers:

DO

- Give students positive feedback and encouragement.
- Use open questions.
- Build on students’ answers with responses such as ‘Why do you think that is true?’ or ‘Can you give me an example of that?’.
- Ask questions to many different students.
- Give students time to think about their answers and ideas before calling on a student to answer your question.

DO NOT

- Embarrass students if they get the answer wrong.
- Ask questions to only certain children.
- Always ask the same types of questions (such as ‘closed’ ones).
- Ask questions in a threatening way (such as shouting).
- Ignore children’s answers.

Go over answers as a group. Encourage participants to share and explain their answers.

Putting Questioning Skills to Practice



Materials:

- Slide 27
- Handout 3.3A - Questioning Ladder



"We are now going to use everything we have learned today and practice our questioning skills."

Display the questioning rubric on the PowerPoint/flipchart. Participants will use these criteria to assess how well their fellow participants did.

1. Did the participant use a range of question levels?
2. Did the participant call on more than two students?
3. Did the participant give positive feedback?
4. Did the participant correct a wrong answer in a positive way?
5. Did the participant probe and prompt students to develop their answers further?



"In your small groups practice the questions you prepared earlier in the session. Make sure you use the methods and techniques we have talked about today. When each person in the group is practicing, use the 5 criteria to assess their work. After they have finished their demonstration, give them a mark out of 5 and tell them two things they did well, and one thing they can still work on."

ASSESS

Skills and Strategies Worksheet



Materials:

- Handout 3.0 - Skills and Strategies Worksheet



“Let’s think back on everything we have learned together today and brainstorm a list of skills or strategies you can use in your classroom.”

Take suggestions from the participants and write the skills and strategies on the flipchart for everyone to see.



Encourage participants to come up with the skills and strategies themselves. Example answers may include:

- Open questions
- Different levels of questions
- Whole-class non-verbal response
- Think-pair-share
- Positive feedback
- Inclusive questioning strategies



“Review the skills and strategies you can bring to your classroom that you learned in this session. Choose one skill or strategy you would like to work on next week to encourage critical thinking through questioning techniques. It is important to be honest with yourself and open to learning new things.

Once you’ve selected a skill or strategy from this session that you would like to develop, write it in the box labeled ‘3’. In the box labeled ‘Today’, use the water glass scale to fill in how well you currently use the skill in your classroom right now. Then go to the ‘Goal’ box and use the water glass scale to show how well you would like to use the skill in the next week or so. Then in the Action box write how you will achieve your goal i.e. -- What will you do in the next week to use or practice the skill? Do NOT fill out the Practice box now; this is to be completed AFTER you have practiced the skill in your classroom.”

Example Answers:

- How to use open questions in class.
- How to ask questions in a way that engages the whole class.
- How to respond to students' answers.
- While I plan my lessons this week, I will write down the key questions I want to ask in my plan.
- I will use 'think-pair-share' at least once in every lesson.

Use the example to help explain the instructions if needed. Before beginning the activity, have participants explain the instructions back to you to make sure they understand the activity.



"Great work today everyone. I hope you will try out these questioning techniques as soon as possible".

Differentiation

SESSION 5

OBJECTIVES

By the end of this session, participants will be able to:

- Explain the implications of the children differences for classroom management, instruction and assessment
- Practice differentiation strategies

Outline



Reflect and Revisit

- Connecting the dots



Learn

- Significance of differentiation strategies



Practice

- Differentiation strategies



Planning and Action

- Planning differentiation for your own students



Assess

- Skills and strategies worksheet

PRE-WORK FOR FACILITATORS

- Read through all instructions.
- Prepare flipcharts for each activity, including key vocabulary flipchart (some need flipcharts even with a PowerPoint).

Materials

- Flipchart, markers, extra paper, post-its
- Handout 3.0 – Skills and Strategies Worksheet
- Handout 3.5A - Differentiation Methods (4 pages)
- Handout 3.5B - Action Plans
- Handout 3.5C - Differentiation Monitoring Chart

Key Words

- **Pedagogy:** Pedagogy refers to the strategies or styles of instruction and learning processes; the study of being a teacher. Pedagogy is the observable act of teaching and modeling values and attitudes that embodies educational theories, values, evidence, and justifications.
- **Differentiation:** Ensuring all teaching practices account for different abilities and needs.

REFLECT AND REVISIT

Connecting the Dots

Materials:

- Slide



“Before we get started we are going to complete a Do First in order to consider inclusion in a different way. A Do First is an activity that you have ready for your students as soon as they enter class. It immediately engages them in the lesson. You have 3 minutes to complete the activity on the PowerPoint. Connect the 9 dots using only 5 lines. If you finish early, try using only 4 lines. Then, help the people around you.”

Give participants 3 minutes to have a go at the puzzle. If you see participants struggle go over to them and give them a clue. Praise both students who complete the challenge and those that are trying really hard.



Ask Participants (Whole Group):

Ask the following questions to guide a discussion about differentiation.

1. Raise your hand if you finished first. How did it feel to finish first?
2. Raise your hand if you had difficulty completing the activity? How did it feel to see other students finishing before you?
3. What can we learn about inclusion and differentiation from this activity?

Example Answers:

1. Students finish at different speeds. Students have different abilities.



“There are two things I want you to take away from this activity. First, students finish activities at different speeds. The participants that finished early were given an extension activity to challenge them and keep them engaged. The students that needed additional support were given a hint and were assigned peer tutors. Second, the solution to this problem was to draw outside of the lines. The box created by the dots represents our classroom of students. Sometimes we have to think creatively or outside of the box to reach the students that do not fit perfectly into our classroom.”

LEARNING

Significance of differentiation strategies

Materials:

- Slide



At the front of the class display the following stimulus questions.



“We are approaching the end of the training module on pedagogy. At this time, we would wish to reflect on how child development, classroom management, active and engaging learning, questioning techniques can help our daily work in reaching out each and every child.”



Ask Participants (Whole Group):

1. Why are there such differences between the various stages?
2. How might brain development affect classroom management?

Example Answers:

1. Students’ brains develop at different times and in different ways.
2. As the brain develops children begin to test boundaries, to develop their own opinions, and to challenge the opinions of others. For example, they want to know why a particular rule exists.

Ask the participants to share their ideas with the whole group and write the key ideas on the flipchart. Highlight any key themes and make connections between answers.



“Brain development happens at different times - not all children are at the same stage at the same age. Students’ brains also develop in different ways; they have different needs, different interests, and different learning styles.”

Ask to reflect on their classroom and in pairs think on how they could divide their students in subgroups of students who have similar characteristics.



Ask Participants (Think, pair and share):

1. What criteria do you identify to group your students?

Example Answers:

- Slow Learners vs fast learners.
- Practical learners vs theoretical learners.
- Auditory vs visual.
- Active vs passive.



“Reflecting on these characteristics is linked to the idea of inclusion but it has a special name in lesson planning - differentiation.

Differentiation is the process by which differences between learners are accommodated so that all students in a group have the best possible chance of learning.”

PRACTICE

Differentiation Strategies

Materials:

- Slide 38
- Handout 3.5A - Differentiation Methods
- Appendix 3E - Story about Differentiation Strategies



“We have seen in the previous sessions how unique every child is and we have learnt how differently children learn. Therefore, we need to make sure that our lessons cater for the different learning abilities, styles and interests of our students. This is particularly true in contexts where we have over-age learners and large numbers of pupils with different needs”.

Point to definition on the keyword flipchart.



“Differentiation means ‘Ensuring all teaching practices account for different abilities and needs’. To meet students’ needs, teachers can differentiate by changing what is being taught, how it is taught, and how students are assessed.

To start thinking about differentiation I am going to read a story about a teacher who uses differentiation in her classroom. I want you to raise your hand if you hear any examples of differentiation - specifically those moments where the teacher is taking care to account for the different abilities and needs in the room.”

Read the story from **Appendix 3E**. When participants raise their hands, ask them to explain exactly what the teacher is doing to differentiate. If participants miss any of the highlighted examples, re-read and emphasize these so the participants can identify them.



“Good work, in the story the teacher used four different techniques to ensure that her students were all included, and we are going to learn more about these four strategies today. They are differentiation by support, by grouping, by questioning and by task.”

Assign each group one of the four techniques from **Handout 3.5A**.



“In your groups you are going to prepare an activity to teach in an upcoming lesson. You need to plan the activity using the differentiation strategy that you have been assigned. You are going to have 20 minutes to plan the activity. You will then teach your activity to the whole group.”

Display the steps on the flipchart/PowerPoint. Walk around the room to encourage and support the participants. Give time warnings throughout.

After each demonstration -



Ask Participants (Whole Group):

1. What are the strengths of the strategy?
2. What are the challenges of using this strategy?



If appropriate explain to participants that if they have a wide range of learners, they can divide the entire class into 3 sections and set different work for each third of the class.

PLANNING AND ACTION

Planning Differentiation for Your Own Students

Materials:

- Slide 39
- Handout 3.5B - Action Plans
- Handout 3.5C - Differentiation Monitoring Chart



“Now you have seen the four strategies in action I would like you to plan how you will use these strategies in your lessons next week. Please complete **Handout 3.5B**. You have 15 minutes. Think about the subjects and topics that you are teaching in the coming weeks.”

Walk around the room to encourage and support participants. Give time warnings.



“To differentiate in the classroom, it is important that you know your students - you need to know their abilities, needs and interests. Who will need extra support? Who will need extra challenge? Who will need a visual task? Who should work in which group?”



Ask Participants (Think, pair and share):

1. How can we learn these things about our students?

Example Answers:

- Assessment and progress charts.
- Observations during lessons - are some students getting bored? Finishing work quickly? Getting frustrated?
- Build relationships with students so that they can be honest when they are struggling.

Take several answers from the participants. Ask participants to look at **Handout 3.5C**, and to complete the table individually. Give participants 10 minutes.



“Keep these questions in mind while you are teaching. You can even keep a chart like this one to help you differentiate effectively. But you need to make sure that any monitoring chart you use is for your eyes only - do not leave it around for students to see as they may lose confidence.”



Ask Participants (Think, pair and share):

There is one last crucial question to think about. How can we differentiate lessons without damaging student confidence and self-esteem?

Example Answers:

- Praise progress.
- Praise effort.
- Praise positive behavior.
- Use different types of grouping.
- Recognize strengths and weaknesses in different areas.
- Give opportunities for success.

ASSESS

Skills and Strategies Worksheet



Materials:

- Handout 3.0 - Skills and Strategies Worksheet



“Let’s look back on everything we have learned together today and brainstorm a list of skills or strategies you can use in your classroom.”



Encourage participants to come up with the skills and strategies themselves.
Example answers may include:

- Differentiation by task
- By questioning
- By support and challenge
- By grouping
- Tracking students’ interests/needs/abilities
- Impact of child development on classroom management and instruction
- Starting lessons with a puzzle
- Using annotated drawings

Write the skills and strategies on the flipchart for everyone to see.



“Review the skills and strategies you can bring to your classroom that you learned in this session. Choose one skill or strategy you would like to develop. It is important to be honest with yourself and open to learning new things. Once you’ve selected a skill or strategy from this session that you would like to develop, write it in the box labeled ‘4’. On your **Handout 3.0**. In the box labeled ‘Today’, use the water glass scale to fill in how well you currently use the skill in your classroom right now. Then go to the ‘Goal’ box and use the water glass scale to show how well you would like to use the skill in the next week or so. Then in the ‘Action’ box write how you will achieve your goal i.e. -- What will you do in the next week to use or practice the skill? Do NOT fill out the ‘Practice’ box now; this is to be completed AFTER you have practiced the skill in your classroom.”

Example Answers:

- I will use different learning styles in my classroom.
- I will give extra support to students who struggle in my lessons.
- I will use visuals in all of my lessons next week.
- I will use challenge questions in my math lessons to stretch my most able students.

Use the example to help explain the instructions if needed. Before beginning the activity, have participants explain the instructions back to you to make sure they understand the activity.



“Thank you for everyone’s contributions to work together to expand our understanding of differentiation.”

APPENDICES

Session 1: Child Development

- Appendix 3A: Child Development Ages and Stages Handout Example Answers

Session 2: Classroom Management

- Appendix 3B: Classroom Management Role-play

Session 3: Active and Engaging Learning

- Appendix 3C: Teaching Strategies Table Example Answers

Session 4: Questioning

- Appendix 3D: Two-way Communication Pictures

Session 5: Differentiation

- Appendix 3E: Story about Differentiation Strategies

Appendix 3A: Child Development Ages and Stages Handout

Cognitive theory is concerned with the development of a person's thought processes. It looks at how the child understands and interacts with the world. A Swiss Psychologist Jean Piaget (1896–1980) proposed a theory of cognitive development to account for the steps and sequence of children's intellectual development. His theory focuses not only on understanding how children acquire knowledge, but also on understanding the nature of intelligence.

The belief Piaget had was that children take an active role in the learning process, acting much like little scientists as they perform experiments, make observations, and learn about the world. When children interact with the world around them, they continually add new knowledge, build upon existing knowledge, and adapt previously held ideas to accommodate new information.

The Sensorimotor Stage (Birth – 2 Years):

Piaget described this period as a time of tremendous growth and change. At this initial phase of development, children utilize skills and abilities they were born with (such as looking, sucking, grasping, and listening) to learn more about the environment. Thus, their experience of the world and gaining knowledge is through their senses and motor movements.

At this stage, the greatest accomplishment by children, is object permanence. Object permanence is a child's understanding that objects continue to exist even though they cannot be seen or heard. And their behaviour is modelled on simple motor responses

triggered by motor sensory stimuli.

Pre-Operational Stage (2 – 7 years):

As children start to talk, they begin to engage in symbolic play and learn to manipulate symbols. However, Piaget noted that they do not yet understand concrete logic.

The greatest achievement at this stage of cognitive development is language development. The child becomes increasingly adept at using symbols, as evidenced by the increase in playing and pretending. There are instances when a child is able to use an object to represent something else, such as pretending a broom is a horse. Role-playing becomes significant. For example, children play the roles of "mommy," "daddy," "doctor," and many other characters.

Concrete Operational Stage (7 – 11 years):

During this stage, children's thinking skills tend to be very concrete whereby children become much more logical and sophisticated in their thinking during this stage of development. This stage serves as an important transition between earlier stages of development and the coming stage where kids will learn how to think more abstractly and hypothetically.

The achievement children make at this stage is development of inductive logic (reasoning from specific experience to general principle and the reverse is true). For example, a child can notice that every time he is around a cat, he has itchy eyes, a runny nose, and a swollen throat. He might

logically induce from that experience that he is allergic to cats.

During this stage children are not only able to start thinking about how other people view and experience the world, they even start to use this type of information when making decisions or solving problems

The Formal Operational Stage (11 years – Above):

During this stage children can think about abstract and theoretical concepts and use logic to come up with creative solutions to problems. Skills such as logical thought, deductive reasoning, and systematic planning also emerge during this stage.

The formal operational thinker has the ability to consider many different solutions to a problem before acting. This greatly increases efficiency, because the individual can avoid potentially unsuccessful attempts at solving a problem. Hypothetical-Deductive reasoning is the major achievement at this stage.

Deductive reasoning requires the ability to use a general principle to determine a particular outcome. Science and mathematics often require this type of thinking about hypothetical situations and concepts.

LANGUAGE DEVELOPMENT AND COMMUNICATION SKILLS

Language development is how children learn to speak and listen, and later read and write. Infants, toddlers, and preschoolers need to use language to:

- Express themselves and how they are feeling

- Tell us their needs
- Describe, explain, and share their ideas and interests
- Listen and respond to others
- Think and solve problems

When we talk about communication we are talking about both speech which is the verbal means of communication and language which is using shared rules to put words together to express thoughts and feelings as well has to understand the meaning of language through both spoken and written communication.

There are four main components of language:

- Phonology involves the rules about the structure and sequence of speech sounds.
- Semantics consists of vocabulary and how concepts are expressed through words.
- Grammar involves two parts. The first, syntax, is the rules in which words are arranged into sentences. The second, morphology, is the use of grammatical markers (indicating tense, active or passive voice etc.).
- Pragmatics involves the rules for appropriate and effective communication. Pragmatics involves three skills:
 - using language for greeting, demanding etc.
 - changing language for talking differently depending on who it is you are talking to
 - following rules such as turn taking, staying on topic

Example Answers

0 – 2 years	<p>During this first stage, children learn entirely through the movements they make and the sensations that result. They learn:</p> <ul style="list-style-type: none">• That they exist separately from the objects and people around them.• That they can cause things to happen.• That things continue to exist even
3 – 7 years	<p>Once children acquire language, they are able to use symbols (such as words or pictures) to represent objects. Their thinking is still very egocentric though</p> <p>- they assume that everyone else sees things from the same viewpoint as they do.</p> <p>They are able to understand concepts like counting, classifying according to similarity, and past-present-future but generally they are still focused primarily on the present and on the concrete, rather than the abstract.</p>
7 – 11 years	<p>At this stage, children are able to see things from different points of view and to imagine events that occur outside their own lives. Some organized, logical thought processes are now evident and they are able to:</p> <ul style="list-style-type: none">• Order objects by size, color gradient, etc.• Understand that if $3 + 4 = 7$ then $7 - 4 = 3$.• Understand that a red square can belong to both the 'red' category and the 'square' category.• Understand that a short wide cup can hold the same amount of liquid as a tall thin cup. <p>However, thinking still tends to be tied to concrete reality.</p>
11 + years	<p>Around the onset of puberty, children are able to reason in much more abstract ways and to test hypotheses using systematic logic. There is a much greater focus on possibilities and on ideological issues.</p>

Appendix 3B: Classroom Management Role-play

Create character cards for the participants with the following descriptions. The 'teacher' has the most difficult role so think carefully about who should play this character.

Alter the types of misbehavior to reflect common issues in your context.

Role-play 1 – Characters

Teacher – Begin teaching your students a normal lesson about any subject you choose. You may use a textbook as a prop to help you. Students will start to misbehave – decide how to react and deal with their behavior.

Student 1 – You are going to misbehave during the lesson. You will constantly chat to the person next to you.

Student 2 – You are going to misbehave during the lesson. You will not pay attention.

Student 3 – You are going to misbehave during the lesson. You refuse to work, even when the teacher asks you to. After a few minutes you leave the room without permission in a very disruptive way.

Other students – You are going to be a well-behaved student. Follow the teacher's instructions and do your work.

Role-play 2 – Characters

Teacher – Your class is taking an exam. You set up the exam and then monitor the students as they work. Students will start to

misbehave – decide how to react and deal with their behavior.

Student 1 – You are going to misbehave during the exam. You will openly cheat from another student's work.

Student 2 – You are going to misbehave during the lesson. You will pass notes to students around you and giggle.

Other students – You are going to be a well-behaved student. Follow the teacher's instructions and do your work.

Appendix 3C: Teaching Strategies Table

Example Answers

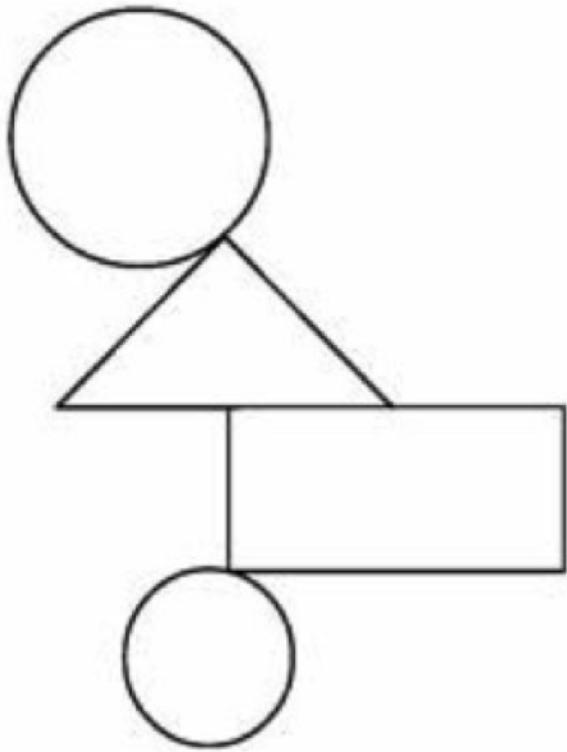
Teaching Strategy	What are the key points?	What are the strengths?
Concept Maps	<ul style="list-style-type: none"> • Write a topic or question in a circle. • Ask students to come up with ideas using think pair share. Add these ideas around the circle. • Ask students if they can identify any themes or links between the different ideas. • Add these to the diagram using connecting lines 	<ul style="list-style-type: none"> • Good introduction to a new topic. • Helps students come up with ideas. • Helps students think of different ways to solve problems. • Helps students organize their ideas and make links. • Enjoyable.
Demonstrations	<ul style="list-style-type: none"> • At the front of the class model the concept you will be teaching that do. • Use students or props in your demonstration to make it more interesting. • While you demonstrate talk through exactly what you are doing. • If appropriate ask students to copy what you are doing, or to try it for themselves 	<ul style="list-style-type: none"> • Stimulates interest and engagement with a topic. • Brings topics to life. • Appeals to a wide range of types of learner. • Helps students internalize new information. • Makes learning meaningful and relevant
Story Telling	<ul style="list-style-type: none"> • Find stories that relate to the topic you teach or the cultures of your students. • Read a story to your class in a loud and expressive voice. • As you read ask the students to draw what they hear. Read the story through twice. • Ask the students questions about 	<ul style="list-style-type: none"> • Students enjoy listening to stories and they stimulate thinking and interest. • They allow students to develop communication skills. • They deepen understanding of a topic. • They bring different cultures

Teaching Strategy	What are the key points?	What are the strengths?
Role-play	<ul style="list-style-type: none"> • Students in small groups. • Give students a scenario and a clear role. • Give students clear timings as they practice their role- play. • Ask them to perform their role-play. • While each group performs give the other students questions to think about while they watch. 	<ul style="list-style-type: none"> • Allows students to actively and creatively engage with a topic. • Deepens understanding of a topic. • Helps students to practice new skills.
Games	<ul style="list-style-type: none"> • Create a game that helps students revise their topic. • Divide students into teams and tell them what the winning team will get. • Set clear expectations about behavior and explain the task clearly. 	<ul style="list-style-type: none"> • Games are engaging and exciting for students. • A useful way to practice and revise topics. • Encourage positive competition.
Group Discussion	<ul style="list-style-type: none"> • Set clear expectations about behavior and explain the task clearly. • Give students a role within the group, for example: recorder or organizer. • Give students time to carry out their group discussion. • Bring the whole class back together to share their ideas at 	<ul style="list-style-type: none"> • Allows students to actively and creatively engage with a topic. • Deepens their understanding of a topic. • Develops communication and team building skills.

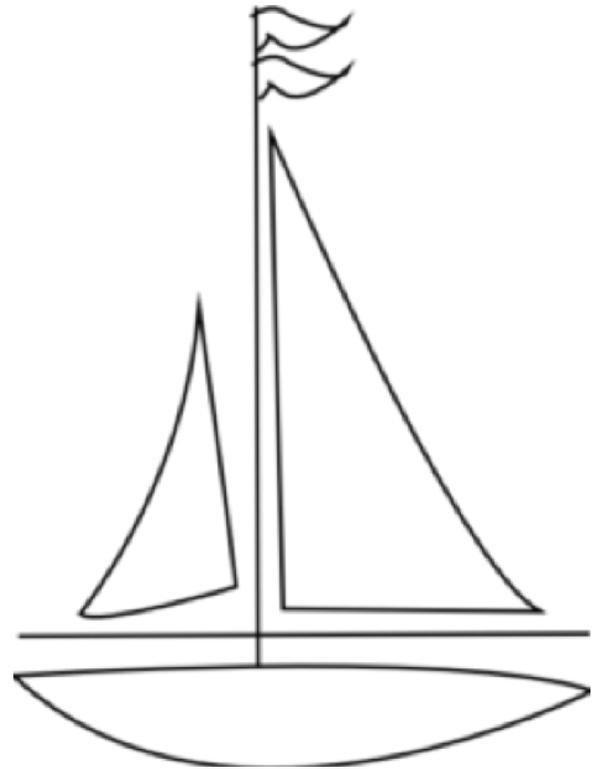
Appendix 3D: Two-way Communication Pictures

You will need to make copies of both diagrams for half of the participants

Picture 1



Picture 2



Appendix 3E: Story about Differentiation Strategies

The teacher begins her geography lesson about the weather. To start the lesson the students must work with a partner to name as many types of weather as they can. Then the teacher writes some keywords on the board. She asks the students to match up the types of weather to the names of the season and to write these in their notebooks.

Some of her students struggle with reading and writing so she draws pictures of the different types of weather to help them. She also sets a challenge task - for those students who finish quickly, they must add adjectives to describe the type of weather in each season. While the students work the teacher moves around the classroom. She knows that several students struggle with their writing so she makes sure she walks by them and encourages their efforts, and she praises the students who have moved on to the challenge task. The teacher then divides the students into their groups.

For this activity they are in carefully selected mixed ability groups so that the students can support and challenge each other. Each group is assigned a season - in their groups they make a concept map to show all of the different activities that you would do in a particular season. Each group then presents its work. The last task of the day is to answer the question: "Which is your favorite type of weather and why?" She gives the students a choice - they can either answer this question by writing or by drawing a picture with annotations. At the end of the lesson she collects the work to assess them and to give feedback.

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