



Training For Primary School Teachers In Crisis Contexts

CURRICULUM AND PLANNING



This publication was produced with the financial support of the European Union. Its contents are the sole responsibility of the Luigi Giussani Institute of Higher Education and do not necessarily reflect the views of the European Union

Summary

Core Competencies

- Teacher demonstrates knowledge of the national curriculum scope, sequence, approaches, and objectives.
- Teacher's plans are in line with curriculum objectives, scope and sequence.
- Teacher's lessons contain one or more SMART objective, an introduction, a learning activity, practice, and an evaluation (or equivalent structure and sequence).
- Teacher identifies and utilizes teaching and learning resources in the community.

Sessions



Session 1
Using Curriculum



Session 2
Long Term Planning and Learning
Objectives



Session 3
Lesson Planning



Session 4
Making Lessons Relevant and Meaningful



Session 5
Assessment

Grouping Technique

For this module, group participants by subject area and grade level (if this is not possible group participants by subject or grade level). Groups should be made up of 4 people. This is a useful technique in the classroom when you want certain students to work together for a particular project.

Focus Technique

Explain to the participants that you will use the 'clap once if you can hear me' strategy to get their attention. When you would like them to be quiet and to focus on the facilitator, you will say 'clap once if you can hear me' and clap your hands. All participants should clap their hands and focus on the teacher. If they don't, the facilitator will say 'clap twice if you can hear me'. Keep going until all participants are paying attention. Explain to participants that this is a fun strategy to use in the classroom, particularly with large class sizes and during group work.

Contextualization and Adaptation Guidance

Session 1: Using Curriculum

- Please locate the curriculum used by the local schools and have copies available for the training (for participants in each grade level and subject). If an annual scope and sequence are available corresponding with the curriculum, please also provide copies for the participants.
- Contact a local curriculum expert to attend the session.
- If there are significant differences between the curricula from the country of origin and the country of asylum for participants help participants to recognize these differences so they can adapt.
- If the curriculum contains negative stereotypes, help prepare teachers to recognize and deal with this sensitively in their classrooms.

Session 2: Long Term Planning and Learning Objectives

- Identify relevant activity (i.e. football or cooking) for modeling long- term planning.
- If available please use scheme of work templates used in context, and use the local term for 'scheme of work'.

Session 3: Lesson Planning

- If possible, please locate local lesson plan templates and use these to inform the session (if this is not possible, there are sample template lesson plans provided).
- If possible, change the example lesson plans to reflect the local curriculum used by participants.

Session 4: Making Lessons Relevant and Meaningful

- Find local learning and teaching resources to use in the session.
- Please review Appendix 4E and modify it according to resources available in the community.

Sessions 1-4: 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.

Using Curriculum

SESSION 1

OBJECTIVES

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

- Identify the purpose of following curriculum in teaching preparation and classroom instruction
- Read a given curriculum and determine the key components
- Identify the learning standards for their own subject or grade level

Outline



Introduction

- Review Competencies and Expectations



Reflect and Revisit

- How do you know what to teach?
- The importance of sequence in curriculum and planning



Learn

- Examine the given curriculum to identify key parts



Practice

- Explore the grade or subject-based curriculum
- Analyze the grade or subject-based curriculum



Planning and Action

- Making sure the curriculum is relevant



Assess

- Skills and strategies worksheet

PRE-WORK FOR FACILITATORS

- Source the curriculum used by local schools and have copies in each grade and subject. If possible work with curriculum expert.
- Read through the entire session and curricula beforehand to become familiar with components.
- Make flipchart pages with story sequence parts using Appendix 4A.
- Prepare flipcharts for each activity, including key vocabulary flipchart (some need flipcharts even with a PowerPoint).

Materials

- Flipcharts, markers, extra paper
- Copies of curriculum for participants and facilitator (could include standards, textbooks, teachers' guide, printed scope and sequence)
- Appendix 4A - Story Sequence Activity Template
- Handout 4.0 – Skills and Strategies Worksheet

Key Words

- **Curriculum:** A guide for teachers and schools on what to teach their students. Curriculum can come in various forms, but it is often a document from the Ministry of Education or another organization. Curriculum is an organization of learning standards (knowledge and skills) and a plan for how (methods) and when (sequence) to teach them. The curriculum should be a resource for teachers to use as they plan lessons throughout the school year. The lessons should match the given curriculum. Usually delivered to classrooms in the form of textbooks and teacher guides.
- **Scheme of work:** An overview or plan of how and when you will teach a particular unit.
- **Scope:** Breadth and depth of content to cover; the amount of content that can be covered in an academic year.
- **SMART objectives:** A helpful acronym that reminds us that objectives should be specific, measurable, achievable, realistic, and time-bound objectives.

INTRODUCTION

Review Competencies and Expectations

Materials:

- Slides 1- 2



"Welcome to the final 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 your 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 would be a good time to share an overview of the agenda for the training and an overview of when and where all the trainings and modules will be taking place.



"Before we get started I would like us to discuss our expectations of each other that will guide our time together. Let's make a list on the flipchart of what we expect of each other throughout our time together."



If participants have already completed this exercise in training together in Module 3, 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.



"In this module we are going to explore Curriculum and Planning. This includes examining the process of following a curriculum, using curriculum in teacher preparation and instruction, understanding learning standards, long-term planning, writing lesson plans using SMART objectives, and utilizing resources. Let's get started."

REFLECT AND REVISIT

How Do You Know What to Teach?

Materials:

- Slides 3-4



Ask Participants (Small Groups):

When beginning a new school year, how do you know what to teach?



If needed, ask follow up questions: "Do you work with other teachers, or base your lessons on any materials provided by your school?"

Walk around the classroom to hear what participants share, and to make sure everyone has a group in which to participate. After 5 minutes, invite the participants to share what they talked about in their groups.



Ask Participants (Whole Group):

Based on your group conversation, what are some of the common ways that you prepare for teaching?

Call on participants as they raise their hands to share, and write down their responses on the flipchart. If participants are not volunteering, call on specific groups based on what you recall them sharing as you walked around the room during their discussion time.

Example Answers:

- Follow the textbook.
- Read the teacher guide.
- Remember what I was taught in school.
- Do what I did last year.
- Do what my head teacher suggests.
- Ask other teachers in my grade/subject.
- I do not usually prepare ahead of time.



"We just explored what you currently use to plan what to teach your students. An important tool to help with this planning is the curriculum. By the end of this session, you will be able to:

- Identify the purpose of following curriculum in teaching preparation and classroom instruction.
- Read a given curriculum and determine the key components.
- Identify the learning standards for your own subject or grade level."

Point to the definition of curriculum on the key word flipchart.



"Before we look at the curriculum we need to make sure that we have a shared understanding of what the word curriculum means. The curriculum is a guide for teachers and schools on what to teach their students. Curriculum can come in various forms, but it is often a document from the Ministry of Education or another organization. Curriculum is an organization of learning standards (knowledge and skills) and a plan for how (methods) and when (sequence) to teach them. Please write this definition in your notes."

The Importance of Sequence in Curriculum and Planning

How Do You Know What to Teach?

Materials:

- Appendix 4A - Story Sequence Activity Template



"Curriculum is necessary for planning ahead and choosing what students should learn and when. The curriculum includes the skills and knowledge that students should acquire before they move onto the next grade level, and this needs to occur in a particular order. Our next activity will help us see the importance of following a given sequence."

Post the five pre-made flipchart pages at the front of the classroom, but make sure to place them out of order.



"If you are telling a story, the plot needs to unfold in a certain order. Most stories follow a similar pattern like a pyramid. First is the exposition where you introduce the main characters and set up the story. Then there is the rising action where you introduce the conflict and the story builds. Next is the climax - the most exciting part of the story and often the turning point, falling somewhere after the middle. Then there is the falling action – the path toward the last part of a story, which is the resolution. We are going to read a story together, and figure out the correct order. This story is called "The Clever Farmer." This story has five parts. Let's work out the correct order of the five parts together. Look at the flipchart pages I have posted on the board, and take a couple of minutes to read them on your own."

After a couple of minutes, ask -



Ask Participants (Whole Group):

Which one comes first? Instead of raising your hand, show me by pointing at the correct part. This is called non-verbal response and it is useful in large classes.

Wait for responses and write "1" on the correct first part. Then read it out loud.



"What comes next?"

Go through each section. After participants identify each part rearrange the story into the correct order. Read the story aloud for all to hear.



"Now that we have the correct order of this story, let's see what happens if one of the parts is taken away. What would happen if the third part was missing?"

Remove part 3 and set aside.



Ask Participants (Whole Group):

How does this impact the story?

Example Answers:

- You would not understand that the judge asked the farmer to prove himself.



"Just like telling a story, learning also has to occur in a certain order. Students need to learn how to add before they can understand how to multiply. Students need to know the letters of the alphabet before they can learn to read. This order of learning is mapped out in the curriculum.

If one of the steps in learning to read is missing, students will struggle to keep up with the next lessons when they do return to school. When the process of learning is disrupted, or when a unit is missing from the overall curriculum, students may not meet learning standards. This can happen for all kinds of reasons."



Ask Participants (Whole Group):

What are some of the reasons your students may have missed parts of the curriculum?

Turn to the teachers at your table to share your answers.

Example Answers:

- Illness.
- Work.
- Flooding.
- Supporting the family at home.
- Menstruation (and lack of adequate facilities).
- Conflict or war.

Walk around the room for 3 minutes to hear responses.



Ask Participants (Small Groups):

What can you do to support these children?

Example Answers:

- Lend the student a text book to catch up.
- Organize a peer mentor for the student.
- Spend time at break-time, lunchtime, or after-school tutoring the students.



"While you cannot always control what lessons your students miss, knowing your curriculum will help you fill in the gaps for your students. Knowledge and skills are cumulative – that means the lessons build upon each other, just like the story of the clever farmer. As a teacher, it is important to know in what order students should learn. Knowing your curriculum will help you help your students when they miss something."



Remind participants that they should monitor student attendance - if a student is continually absent/late to school there may be an underlying problem and the child may need further support. In Module 2 the participants look at how to respond to this - see Module 2 Sessions 1 and 5 if appropriate.

LEARN

Materials:

- Copy of the appropriate curriculum for each participant



Use this time to give participants a chance to study and analyze the curriculum that they will be using. The facilitator should review the curriculum in advance to create an outline of the key components and note the context-specific vocabulary and titles used. This information should go into a PowerPoint or flipchart.

If possible a curriculum expert should be consulted and come in for this session. The curriculum expert should take the participants through the locally appropriate curriculum and help them map this out. If possible, provide participants with a scope and sequence for their grade level or subject for the school year.

Hand out a copy of the curriculum to each participant. If there are not enough copies for every participant, group the participants so they can share.



“Your curriculum will help you see what the learning goals are for your students in a given subject and in a given year. It is an important tool for planning ahead and choosing what students should learn and when. I have just given each of you a copy of the curriculum your school uses. We will go over each section as a whole class to see how the curriculum is organized and to identify the key parts. These key parts might be learning objectives, units, topics, subtopics, lessons, assessment, etc.”



Ask Participants (Small Groups):

In your groups briefly examine the curriculum and discuss the following for 10 minutes.

- How is the curriculum organized?
- What are the key parts that make up the curriculum? Look out for any subheadings.

Circulate around the room to support the discussion. After 10 minutes ask participants to share their ideas. Work logically through each section of the curriculum, mapping out on the flipchart the different key parts that make up the curriculum. Participants should record this in their notes.

PRACTICE

Explore the Grade or Subject-Based Curriculum

Materials:

- Copy of the appropriate curriculum for each participant



Adapt the language and questions to match the local curriculum.



"In your small groups, you are now going to take a closer look at the curriculum that is relevant to your own teaching in school. You will work with other teachers of your subject or grade level."

If you have not already, **divide the class into small groups** based on grade level and subject area to map out the curriculum for their subject or grade level.



"In your groups you are going to create an outline of your curriculum. Analyze the curriculum to find out the key learning standards, the key topics and assessments that the students need to cover throughout the year. Decide how you would divide the curriculum into smaller sections - these sections are often called units. Pay attention to the order in which these units should happen. Write this out as a clear outline in your notes. You have 20 minutes."

Circulate around the room to support the different groups. Give time warnings throughout.

After 20 minutes -



"You now have an outline of the key components of your curriculum. This is called the scope – a timeline of what you will teach and when. This will guide you as you plan your lessons throughout the year and it will help you to stay organized in your teaching."



Give participants the opportunity to ask questions and express any concerns about the curriculum.

Analyze the Grade or Subject-Based Curriculum

Materials:

- Slide 5
- Copy of the appropriate curriculum for each participant



"Now I would like you to discuss each of the following questions and take turns within your group writing down answers on the piece of flipchart paper. Try to make sure every person in your group has at least one turn. We will regroup to share some responses with the whole class. You will have 20 minutes to discuss these questions."

Display the questions on the PowerPoint/flipchart. Call one participant per group to read one of the listed questions until all questions have been read aloud.

1. What are the essential learning standards for the school year for your grade or subject? In other words, what **MUST** your students know before moving on to the next grade level? This may not include every standard or objective listed in the curriculum.
2. How many units are in the curriculum for your subject/grade? How many lessons? Think about your own classroom experience. Do you think this is enough or too much to cover in one school year?
3. Look at the given order or sequence of units and lessons. Is this logical? Would you like to make any changes to help your students be more successful in learning the listed skills or knowledge?
4. Consider your own teaching preparation. What would it look like to plan your lessons based on the curriculum provided?
5. Consider your students and local community. How does the curriculum include or exclude students and community members? How might the content of the curriculum be more inclusive?
6. Do you think any important lessons are missing from the given curriculum? Are any important skills missing from the learning standards?

Circulate around the classroom during this time to listen to and support the groups. Give time warnings throughout. It is okay if they do not make it through every question. After 20 minutes bring the groups' attention to the front and call on each group to answer one of the questions above.

PLANNING AND ACTION

Making Sure the Curriculum Is Relevant

Materials:

- Slide 6



If you are using a curriculum that is unfamiliar to participants, particularly in displacement contexts, it is worth taking time to discuss which curriculum is being used and why.



Ask Participants (Small Groups):

1. Is the curriculum that we have studied today different to the one you used as a child, or the one you used in your home country? What are the similarities and differences?
2. How can you improve your own knowledge about topic areas that you are not so familiar with?
3. How can you make sure that the curriculum is still relevant to your students' lives?

Example Answers:

1. Answers will vary.
2. Talk to a colleague who is an expert in that area. Read books and textbooks.
3. We will talk about this later in the module but they might include some stories about the children's country of origin, and use examples from their lives.

After asking each question, ask each group to share their thoughts and ideas. Explain to participants that in Session 4 they will study how to make lessons relevant and meaningful for their students.

ASSESS

Skills and Strategies Worksheet

Materials:

- Handout 4.0 - Skills and Strategies Worksheet



"Now let's look back on everything we have learned together today and brainstorm a list of skills or strategies you can use in your classrooms."



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

Example answers may include:

- Creating an overview of the curriculum
- Analyzing the curriculum
- Identifying learning standards
- Making the curriculum relevant and inclusive

Example Answers:

- I will review the curriculum on my own and make sure my lessons help students achieve the listed learning standards.
- I will make a scope or timeline of what order I will teach my units.

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 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 '1' on your **Handout 4.0**. 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 on your own."

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 your exceptional work today. Your next session will be on long-term planning. In the meantime, please continue to review your school's curriculum, and meet with other teachers in your grade or subject to review and go over any questions or concerns that may come up."

Long Term Planning and Learning Objectives

SESSION 2

OBJECTIVES

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

- Explain the purpose of long term planning
- Define the steps needed to plan a scheme of work
- Create a scheme of work with SMART objectives and assessments for immediate planning and classroom instruction

Outline



Reflect and Revisit

- Review importance of long term planning



Learn

- How to create a scheme of work
- Create a scheme of work



Practice

- Identify SMART objectives
- Create SMART objectives
- Develop assessments in alignment with SMART objectives



Planning and Action

- Prepare additional schemes of work



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).
- Identify local terms for scheme of work/scope/unit etc.
- Identify copies of local curriculum.
- Prepare template for scheme of work on flipchart paper.

Materials

- Flipcharts, markers, extra paper
- Optional: rulers/straightedge to draw scheme of work in lesson plan notebook
- Handout 4.0 Skills and Strategies Worksheet
- Handout 4.2A - Scheme of Work (Part 1)
- Handout 4.2B - Action Verbs for SMART Objectives
- Handout 4.2C - Scheme of Work (Part 2)
- Appendix 4B - Scheme of Work Example Answers
- Copies of local curriculum

Key Words

- **Curriculum:** A guide for teachers and schools on what to teach their students. Curriculum can come in various forms, but it is often a document from the Ministry of Education or another organization. Curriculum is an organization of learning standards (knowledge and skills) and a plan for how (methods) and when (sequence) to teach them. The curriculum should be a resource for teachers to use as they plan lessons throughout the school year. The lessons should match the given curriculum. Usually delivered to classrooms in the form of textbooks and teacher guides.
- **Scheme of work:** An overview or plan of how and when you will teach a particular unit. The scheme of work groups content, lesson by lesson, and maps out how you will ensure the objectives of the unit are met.
- **Scope:** Breadth and depth of content to cover; the amount of content that can be covered in an academic year.
- **SMART objectives:** Specific, measurable, achievable, realistic, and time-bound objectives.

REFLECT AND REVISIT

Review Importance of Long Term Planning

Materials:

- Slides 9-11



"Imagine trying to walk from (insert appropriate place name) to (insert appropriate place name) without supplies, without knowledge of the terrain, and without knowing the distance between locations. How successful would you be? Now, imagine helping your students succeed without having a clear sense of how you are going to get there and how long each step will take.

You have all had a chance to review and familiarize yourself with the curriculum for your subject area - we are going to use the curriculum outline that you prepared in session 1 in this session about long term planning. The curriculum tells us where we need to get our students to, but it does not always tell us how to get there. In this session we are going to learn how to break down the curriculum so that we can plan how to get to our destination and how to make sure our students are successful in their learning.

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

- Explain the purpose of long term planning.
- Define the steps needed to plan a scheme of work.
- Create a scheme of work with SMART objectives and assessments for immediate planning and classroom instruction.

To start, in groups think about preparing your favorite meal. Think about all of the different steps that you need to take to make that meal. Write all of the different steps in your notes now. Include every step you can think of. You have 5 minutes."



Ask Participants (Whole Group):

What was the very first step?

Take suggestions from the participants. Encourage them to think about the very first thing they need to do/plan. Keep encouraging the participants until someone says they had to decide what meal they were going to cook.



"Yes! The first thing to decide is your goal. You have to know where you are going to plan how to get there. As teachers we can often use the curriculum or the textbook to see what the goal of the course or unit is."

Ask participants to share their ideas. Summarize their points and make connections. Point out that the different ingredients, different skills and processes take different amounts of time.



Ask Participants (Whole Group):

Is the order of the steps important? Why?

Example Answers:

- Yes! There's no point cooking the food before you have prepared the ingredients, or before you have even bought them.



Ask Participants (Whole Group):

Is the timing of the steps important? Why?

Example Answers:

- Yes! You need to plan enough time to complete all of the steps properly or the recipe will not work.



"The main goal, the steps, the order and the timing are all important factors to consider when you are planning what to teach throughout the year. Thinking about these things in advance will help you relieve some of the stress from day-to-day planning - and this is called long-term planning."

LEARN

How to Create a Scheme of Work

Materials:

- Slides 12
- Scheme of work outline drawn on flipchart paper
- Appendix 4B - Scheme of Work Example Answers



"As we discussed in our last session it is important to break down the curriculum into manageable sections - these sections are often called units. In this session we are going to discuss how to plan what and how you will teach each unit - this is called a scheme of work."

Show the visual on the PowerPoint to show how the different pieces fit together.



"There are several stages to follow to create a scheme of work."

Display stages on the PowerPoint/flipchart and ask participants to write these down.

- Stage 1: What is the goal of the unit that you are planning to teach?
- Stage 2: What are the skills, knowledge and concepts students will need to achieve the goal?
- Stage 3: In what order should you teach these different aspects?
- Stage 4: How long will you need to reach the goal?
- Stage 5: How will you measure/assess that the students have reached the goal?



"If you can answer all of these questions you can create a scheme of work for your unit."

Let's think about an example together. Imagine that we are teaching the topic math, and the curriculum says that our students need to be able to add single digit numbers."



Ask Participants (Whole Group):

Stage 1. What might our long term goal be?

Write the long term goal, 'to add single digit numbers', on the premade flipchart with scheme of work template.



Ask Participants (Whole Group):

Stage 2: What are the skills, knowledge and concepts students will need to achieve the goal? In your groups make a list of the different skills and knowledge that we would need to achieve our goal. You have 5 minutes.



Ask Participants (Whole Group):

Stage 3: Now remember, we need to think about the order. In what order should we master these different steps? Number your ideas to show the order we should follow.

Ask participants to share their ideas. Create a master list of the different steps needed to reach the goal. Make sure everyone agrees on the steps included and the order that they are in. Give time for participants to discuss their opinions and to reach an agreement. Use **Appendix 4B** to guide you if the participants struggle.



"These different steps will be the topics for our lessons in this unit. Think of them as building blocks - one lesson should build on the next and connect to the main topic of the unit. We will now add them to our scheme of work in the correct order. Some steps may need more than one lesson - that's ok - we can make that clear in the scheme of work."

Write the lesson topics on the scheme of work on the flipchart.



Ask Participants (Whole Group):

Stage 4: How much time will we need to teach this unit?

When seeking responses for the scope, remind the participants that we need to account for learners of different abilities and needs. Write an appropriate example answer on the board.



Ask Participants (Whole Group):

Stage 5. How will we measure/assess that we have achieved our goal?

Take example answers from participants. Write the assessment, for example to take a test with 10 simple additions, on the flipchart.



"We now have all the ingredients we need to make an effective scheme of work."

Give the participants time to raise any questions or concerns about the scheme of work.

Create a Scheme of Work

How to Create a Scheme of Work

Materials:

- Handout 4.2A - Scheme of Work (Part 1)



"In subject groups we are going to create a two-week scheme of work for a unit in the curriculum. I am going to give you a few moments to decide on the unit you will prepare for your own subject area - look at the curriculum outline that you created yesterday. You have 5 minutes to decide on your unit and the main goal of your unit. You can fill this information into the top of **Handout 4.2A.**"



It is important to stress that the participants are preparing scheme of works that they can use immediately, within the coming two weeks.

Give the participants an opportunity to share their chosen topic and goal with the other groups.



"There is a copy of the scheme of work template on **Handout 4.2A**, but in the future we can draw these into our lesson planning notebooks. It is a series of columns and can be drawn easily with a straight edge."



"Now work together to go through the 5 stages and decide upon the lesson topics and sequence for your two-week scheme of work. Fill in the topics column on **Handout 4.2A**. If your unit will take more than two weeks to teach - that's ok - prioritize a portion of the unit that you can successfully teach in that time. We will have 20 minutes to work."

Move about the room stopping to check in with each group. Ask questions such as: Will some steps take more than one lesson to master? Should some skills be prioritized over others and given more lessons? Make sure the participants just fill in the lesson topic column. Give participants time warnings at the 10 and 15 minute mark. Bring the groups back together after 20 minutes.



Ask Participants (Whole Group):

Were you able to follow the curriculum? Did you find that some lesson topics would need more practice, or priority, compared to others?

Take answers from several participants. Remind participants that some steps may need to be prioritized or may need more than one lesson to master.

PRACTICE

Identify SMART Objectives

Materials:

- Slides 13-14
- Handout 4.2B - Action Verbs for SMART Objectives



"The next step in completing a scheme of work is to fill in the objectives column. An objective explains what you want your students to be able to do by the end of each lesson. They illustrate what you are setting out to teach and what you want the students to learn. Objectives help guide your lesson planning and they help students understand what their expected learning outcomes are for that particular lesson. The definition of a learning objective is: a brief statement that describes what students will be able to do by the end of the lesson."

Display the definition on the flipchart/PowerPoint. Give the participants time to write the definition down and signal for completion.



Objectives have to be SMART. SMART is an acronym that stands for **S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**ime-bound.

- Specific means that the objective states exactly what the student should be able to know and do by the end of the lesson. Objectives should match what you plan to assess.
- Measurable means that you can give a student an assessment at the end of the lesson and be able to tell if the student has learned something or not.
- Achievable means that the objective is within the student's ability to learn.
- Relevant means that the objective helps lead the student to succeed on the assessment.
- Time-bound means that the objective can be achieved within a class period."

Give participants time to write down the meaning of SMART.



"Let's look at some examples together and decide whether they are SMART or not. We will use our scheme of work about adding single digit numbers as our example."

Before you begin the activity, model the first example for the group in the following way.



"By the end of the lesson, students will understand addition. Firstly, I would think - is this specific? No, addition is a very broad topic. Secondly, is it measurable? The verb to understand is very hard to measure – a student might be able to explain what addition means but they might not be able to do complex addition questions. What about achievable? I'm not sure students could learn everything about addition in one lesson! Is it relevant? It is relevant if this is a math lesson about addition. Is it time- bound? No, it could take many lessons for students to really understand addition. The objective does not meet the five criteria. A better objective would be - Students will be able to identify single digit numbers. Let's look at some more objectives together."

Move through the list one by one, have the participants put their thumbs up if the objective meets the SMART criteria, and down if it does not. Call on one participant to explain why it is SMART or not and call on a second participant to improve the objective if it does not already meet the criteria.



1. "Let's think of a geography example. By the end of the lesson, students will be able to draw and label the key features of a river."
2. Now an English example. By the end of the lesson, students will understand the story.
3. A Science example. By the end of the lesson students will know the parts of the human body."

Example Answers:

1. Thumbs up: This objective is SMART.
2. Thumbs down: The verb to 'understand' is too vague and hard to measure - SMART objectives need to be specific and measurable. A better objective would be 'students will be able to describe the plot of the Acholi story' or 'Students will be able to identify the main characters in the story'.
3. Thumbs down: The verb to "know," is too vague and hard to measure. A better example would be "Students can draw and label 10 parts of the human body", or "Students can describe the functions of 5 parts of the human body."



"When you are writing your own objectives, think carefully about the verb you are using - this will determine whether your objective is SMART or not. You need to choose action verbs that are achievable for your students. While we want our students to understand, for example, "understanding" is hard to measure. Verbs such as list, define, calculate, make, perform, illustrate, compare, defend, describe, classify, and state are better to use in SMART objectives. They can assess or measure our students' progress and can ensure they are attaining the information or skill. These are verbs that involve a task. Look at **Handout 4.2B** and use this to help you in the next task."

Create SMART Objectives

Materials:

- Handout 4.2A - Scheme of Work (Part 1)
- Handout 4.2B - Action Verbs for SMART Objectives



"We have organized our lesson topics from our curriculum and now we can include our objectives on the scheme of work template. In your groups, begin to fill in the objectives on your scheme of work. Remember that they must be SMART so use **Handout 4.2B**. We will have 30 minutes to work, but you may find that writing objectives will take you longer."

Move around the room stopping to check in with each group. Point to the flipchart paper reminding groups of the characteristics of a SMART objective. Encourage participants to use the examples on **Handout 4.2B**.

Example Answers:

Measurable verbs

- **Math:** count, calculate, compare and contrast, explain, measure, practice, order.
- **Science:** draw, experiment, explain, classify, categorize, group, label.
- **Reading and writing:** read, characterize, debate, summarize, sound, describe, spell, write, describe, explain.

Allow 20 minutes.



Ask Participants (Whole Group):

1. Did you have a hard time creating SMART objectives? What was the most challenging part?
2. In order for it to be realistic for the ability/grade level and time-bound, did you find that you had to change the order of your lessons, perhaps giving some subtopics more time or priority than originally planned?
3. Who would like to share an example of one of their objectives?

Example Answers:

- Answers will vary, but encourage participants to share objectives so they can be workshopped.

Use this time to workshop objectives as a class. Ask to see several examples and run through each letter of SMART to ensure everyone is in agreement about a SMART objective. Encourage the participants to identify if there are some verbs that prove more useful in one subject over another. Listen for new verbs to add to the flipchart. Give participants the time to write the new verbs down in their notes as well. Invite the participants to ask any final questions or seek clarifications.

Develop Assessments in Alignment with SMART Objectives

Materials:

- Handout 4.2A - Scheme of Work (Part 1)



"We are now going to complete the assessment portion of our schemes of work. Remember, assessment means 'checking for understanding' or 'checking student learning'. We want to align our assessments with our objectives so that by the end of the lesson you know whether you have achieved the goal of the lesson. We do not want to give our students an exam every lesson - so we need to use examples of continuous assessment."



If participants have completed Module 3, remind them of the examples they studied. If they have not completed this module, explain the meaning of continuous assessment and talk through several examples (see Module 3 session 5).



"If your objectives are SMART, then you should have a clear understanding of what you will be measuring and how you will be measuring it."



Ask Participants (Think-Pair-Share):

How would I assess when my objective is: 'By the end of the lesson, students will be able to draw and label the key features of a river'?

Move about the room and listen for answers. Practice with other SMART objectives that the group came up with in the earlier activity. As you hear good examples, share them with the whole group.



"Do you see how important it is to have SMART objectives? If we remember our bad examples, such as 'understand the story,' we will not know what to measure or how to measure the students' progress. We will have a hard time justifying whether the student has achieved the goal of the lesson."

Allow 20 minutes of work before bringing participants back together and give warnings at the 10 and 15 minute mark. Move about the room and gather a few examples. Ask participants to share examples of objectives and aligning assessments that they have been working on. Call on those who are doing well and support those who might need more guidance.



"The assessments will also guide your planning as you determine whether your students are prepared to move on to the next lesson or not. You may find that your students were not able to meet the objective and you have to reconsider and attempt the lesson again."

PLANNING AND ACTION

Prepare Additional Schemes of Work

Materials:

- Handout 4.2C - Scheme of Work (Part 1)



"For the remaining time, we will work in pairs to prepare more schemes of work from the units found in your curriculum. We have worked together as a class to develop a scheme of work, you have worked in small groups (grade/ability level), and now you will work in pairs to create your own schemes of work using Handout 4.2B. We will have time later to come back together to seek feedback."

Remind participants of the phases they should follow. Move around the room to support the participants and give time warnings throughout. Spend time with any participants who are struggling.



"Swap schemes of work with the pair nearest to you. Take a few minutes to read over their scheme of work. Look to see if anything is missing or if points can be clarified. Are the objectives SMART? Do the assessments align with the objectives? Do the assessments include both the what and how? On the scheme of work write 2 stars and a wish - 2 things the pair has done really well, and one thing that they can do even better."

Select a few examples of good schemes of work from among the participants. Ask the selected participants if they are willing to explain their schemes of work to the whole group - explain to the group why it is a good scheme of work. Ask the participants if they have any questions or queries about schemes of work.



"It is often useful to work with your fellow teachers to prepare schemes of work - when you collaborate, you work more quickly and often come up with better ideas. It is also means that you are teaching similar material so you can help each other during the year."

ASSESS

Skills and Strategies Worksheet

Materials:

- Handout 4.0 - Skills and Strategies Worksheet



"Let's look back on everything we have learned together today and brainstorm a list of skills or strategies."



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

- Create a two-week scheme of work
- Create smart objectives
- Choose assessments that align with objectives

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 that you can use in relation to long term planning. 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 '2' on your **Handout 4.0**. 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:

- Before I begin writing daily lesson plans, I will prepare a scheme of work.
- My objectives will be specific, measurable, achievable, relevant, and time-bound.
- My assessments will reflect the “what” I am teaching and “how”.
- I will measure my students’ progress.

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.”

Lesson Planning

SESSION 2

OBJECTIVES

By the end of this lesson teachers will be able to:

- Describe the key components of a good lesson plan
- Explain how to use a lesson plan to achieve learning objectives
- Effectively plan lessons according the lesson plan criteria

Outline



Reflect and Revisit

- Importance of lesson planning
- Characteristics of a good lesson



Learn

- Lesson plan overview
- Analyzing lesson plans



Practice

- Planning a lesson together
- Completing a lesson plan independently



Planning and Action

- Review why lesson planning is important



Assess

- Skills and strategies worksheet

PRE-WORK FOR FACILITATORS

- Locate local lesson plans and adjust session to reflect local lesson plan structure.
- Prepare flipcharts for each activity, including key vocabulary flipchart (some need flipcharts even with a PowerPoint).

Materials

- Flipcharts, markers, extra paper
- Local curriculum, local lesson plans
- Handout 4.0 – Skills and Strategies Worksheet
- Handout 4.3A - Lesson Planning Guide
- Handout 4.3B - Lesson Plan Analysis (Example 1)
- Handout 4.3C - Lesson Plan Analysis (Example 2)
- Handout 4.3D - Lesson Plan Template (Blank)
- Handout 4.3E - Lesson Plan Template (Example)
- Handout 4.3F - Lesson Plan Template (Blank)

Key Words

- **Assessment:** A way to check what students understand or do not understand used to inform your instruction, evaluate students, and give grades.
- **Curriculum:** A guide for teachers and schools on what to teach their students. Curriculum can come in various forms, but it is often a document from the Ministry of Education or another organization. Curriculum is an organization of learning standards (knowledge and skills) and a plan for how (methods) and when (sequence) to teach them. The curriculum should be a resource for teachers to use as they plan lessons throughout the school year. The lessons should match the given curriculum. Usually delivered to classrooms in the form of textbooks and teacher guides.
- **Differentiation:** Ensuring all teaching practices account for different abilities and needs.
- **Inclusion:** Ensuring that every person, irrespective of gender, language, ability, religion, nationality, or other characteristics, is supported to meaningfully participate alongside his/her peers.
- **Scheme of work:** A weekly grouping of lesson content.
- **SMART objectives:** Objectives that are specific, measurable, achievable, realistic, and time-bound.

REFLECT AND REVISIT

Importance of Lesson Planning

Materials:

- Blank sheet of paper for each participant



Pass out blank sheets of paper. Every participant should have one piece.



"Before we start this lesson, we are going to do an activity to think about why lesson planning is important. At the end of this lesson, we will repeat this activity so that you can see what you have learned. First, write your name on your piece of paper. This is your reflection paper. Without talking to anyone around you, write down why you think planning a lesson is important. You will have 2 minutes and you can only write on one side of the paper. Go."

After 2 minutes have passed -



"Please make sure your name is on your sheet of paper and pass it towards the front. This is an example of a 'quick-write' - it is a technique you can use to assess what your students remember from a previous lesson or what they already know about a topic."



Ask Participants (Whole Group):

Now that we have thought about why planning a lesson might be important, let's share our ideas. Who can tell me why they think lesson planning is important?

Call on participants to share their answers.



"Thank you all for sharing your answers. We can see that there are many reasons why lesson planning is important. During this session you may see that there are even more reasons. Lesson plans outline what you are trying to achieve and how you are going to do it. Planning lessons in advance allows you to focus on the needs of your students and helps you meet many demands that may come your way in the classroom."

Characteristics of a Good Lesson

Materials:

- Slides 17-18
- Handout 4.3A - Lesson Planning Guide



"Reflect on lessons that you experienced as a student, and reflect on everything that you have learned during this training. With your partner make a list of all of the things that make a good lesson. We will share our ideas in 5 minutes."

As you **move around the room** encourage participants to include issues from modules 2 and 3 such as inclusion, differentiation, active learning and questioning.

Ask several pairs to share their ideas and write the characteristics on the board. Make connections between their ideas and draw out clear themes.



"In a moment we are going to decide what we think, as an entire group, are the 5 most important characteristics of a good lesson. These 5 characteristics will make our lesson plan criteria - we will use this to judge how good our lesson plans are. I am going to nominate the first characteristic. This is called 'I do, We do, You do' and I think it is a key characteristic of a good lesson.

This is the reason why: 'I do' are those times when teachers show or tell students what they need to know. The teacher presents, or models, the new material/skill for the students. While we demonstrate or explain the new material, the students give us their full attention; they are listening, watching, asking questions, and possibly taking notes. 'We do' are the moments in the lesson when students are given time to practice the new material/ skill with their teachers and peers. This may be an opportunity for the class to work as a whole with you, as the teacher, providing additional guidance and prompts or cues to guide their learning. When the students are working together in groups, it is our responsibility as their teachers to move between the groups to offer additional support and ensure understanding. 'You do' is when students practice on their own, it allows the student to work independently and demonstrate their understanding of the content or skill. Sometimes teachers spend too long on 'I do' and don't give students any time to practice their new learning. A good lesson will include all three types of learning in the lesson."

Ask participants to turn to **Handout 4.3A** and to look at the lesson plan criteria.



"Would anyone else like to nominate something for our criteria? Remember, choose something that is essential to a good lesson -you must be able to defend your opinion."

Take suggestions from the participants. Ask the other teachers to show if they agree by a show of hands.



Encourage participants to include differentiation, assessment, questioning, active learning in their criteria, but be prepared to add alternatives if the participants make a strong argument.



"Now that we have made our lesson plan criteria, let's write it at the top of **Handout 4.3A** - our lesson planning guide. Creating criteria is a good task to use with students, as it encourages them to prioritize and to make a judgment. To teach good lessons we need to plan them in advance to make sure that we achieve all of the things we have identified in our criteria. By the end of this session, you will be able to:

- Describe the key components of a good lesson plan.
- Explain how to use a lesson plan to achieve learning objectives.
- Effectively plan your own lessons according the lesson plan criteria."

LEARN

Lesson Plan Overview

Materials:

- Handout 4.3A - Lesson Planning Guide



Encourage participants to include differentiation, assessment, questioning, active learning in their criteria, but be prepared to add alternatives if the participants make a strong argument.



"Let's now go over the parts of the lesson plan to familiarize ourselves with the way it is organized and structured, and to think about what we need to include in each section. Please look at **Handout 4.3A**."

Ask participants to look at **Handout 4.3A** and to take turns reading aloud different sections. Talk participants through the structure of the lesson plan, and what is expected in each part.



"This handout can help you as you plan your own lessons. We are going to spend time today practicing using it so that lesson planning becomes much easier and more effective."

Analyzing Lesson Plans

Materials:

- Slide 19
- Handout 4.3A - Lesson Planning Guide
- Handout 4.3B - Lesson Plan Analysis (Example 1)
- Handout 4.3C - Lesson Plan Analysis (Example 2)



"Now we are going to use our lesson plan guidelines to analyze and critique a lesson plan. In pairs I would like you to look at **Handout 4.3B** and to consider the strengths and weaknesses of the plan. Please use **Handout 4.3A** to help you. You may write comments and annotations on the handout. You have 10 minutes."

Circulate around the room and support participants.



Ask Participants (Think-Pair-Share):

1. What does this lesson plan do well?
2. What are the problems with the lesson plan?
3. What would you do to improve the lesson plan?

Ask several participants to share their ideas.

Example Answers:

1. SMART objectives:
 - Active Learning.
 - Continuous Assessment.
 - Relevant to students' lives.
 - I do, We do, You do.
2. Answers will vary.
3. Answers will vary.



"Lastly, with your partner, I want you to go through the lesson plan and make a note of where the teacher is using 'I do', where they are using 'We do' and where they are using 'You do'."

Circulate around the room and support participants. Ask several participants to share their ideas.



"Now let's look at **Handout 4.3C** and do the same thing - in pairs, analyze the strengths and weaknesses of the lesson plan. Think very carefully about how you would change the plan. You have 10 minutes."



Ask Participants (Think-Pair-Share):

1. What does this lesson plan do well?
2. What are the problems with the lesson plan?
3. What would you do to improve the lesson plan?

Example Answers:

1. Answers will vary.
2. The objectives are not SMART:
 - The timings are wrong - too much time for the recap and not enough time to practice.
 - No differentiation.
 - Closed questions not open.
 - No effective assessment.
 - The lesson is not engaging for students.
3. Answers will vary.

Ask several participants to share their ideas.



"There are lots of different elements to include when making a lesson plan. At first it can take a long time but it is worth it. Lesson planning not only ensures that you have more successful lessons, but it also helps you to stay organized, and to be more confident and creative in the classroom. We are now going to practice lesson planning."

PRACTICE

Planning a Lesson Together

Materials:

- Handout 4.3A - Lesson Planning Guide
- Handout 4.3D - Lesson Plan Template (Blank)
- Handout 4.3E - Lesson Plan Template (Example)



Adjust these instructions if a local lesson plan is available.

Ask participants to look at **Handout 4.3D**.



"We are now going to go through the lesson planning process together. For this activity you will work in your subject groups so that you create lesson plans that you can use in the next few weeks. The lesson plans you create are going to be from your own curriculum and your own grade level or subject. Take 2 minutes to discuss as a group which topic you will plan a lesson about. Use the scheme of work that you created in the last session to help you decide."

Ask each group to share their subject and topic with the whole group.



Ask Participants (Whole Group):

Now, what are the key characteristics of good lesson objectives?

Example Answers:

- Specific
- Measurable
- Achievable
- Relevant
- Time-bound



"In your group, decide on the lesson objectives you will use for this lesson. Remember, the objectives guide the entire lesson. You have 10 minutes to write your objectives."

Circulate around the room. Encourage participants to make sure their objectives are SMART. They can use their scheme of work from the last session if it is available. Ask several groups to share an example of their objectives.



Ask Participants (Whole Group):

What are the key characteristics of a good introduction?



"In your groups, now think about a good introduction for the lesson. Use **Handout 4.3E** to help you - it has activity suggestions. You have 10 minutes to plan your introduction."

Circulate around the room. Encourage participants to make sure they meet the lesson plan criteria. Ask several groups to share their introductions.



Ask Participants (Whole Group):

What are the characteristics of a good main body?



"For the next 10 minutes plan the main body, again use **Handout 4.3E** to help you."

Circulate around the room. Encourage participants to make sure they meet the lesson plan criteria. Ask several groups to share their main body.



Ask Participants (Whole Group):

What are the characteristics for a good conclusion?



"In your groups, now think about a good conclusion for the lesson. Use **Handout 4.3E** to help you - it has activity suggestions. You have 10 minutes to plan your conclusion."

Lastly, spend 10 minutes adding the organizational details and teacher notes to fully prepare you to teach the lesson."

Ask the groups to swap lesson plans and to use the checklist to peer assess.



"Take 15 minutes to use the lesson plan guide to assess each other's lesson plans. Refer to the criteria and guide and think of ways that you could improve the other group's lesson or ideas that you want to take from their lesson and use in your own. You have 15 minutes to read over their lesson plan."

After 15 minutes have passed -



Ask Participants (Whole Group):

Why is it useful to plan lessons with colleagues?
This is called co-planning.

Example Answers:

- Share knowledge and ideas.
- Motivate each other and share workload.
- Inspire more creative ideas.
- You can reflect on the lesson together after you have both taught it.

Completing a Lesson Plan Independently

Materials:

- Handout 4.3F - Lesson Plan Template (Blank)
- Handout 4.3E - Lesson Plan Template (Example)



"Now we are going to create a lesson plan independently. You will still use your own curriculum so that you can use the plan in the future. Start by looking at your scheme of work to decide on your topic. You will then have 45 minutes to create the plan on **Handout 4.3F**. Remember to use **Handout 4.3E** for ideas."

Make sure that everyone has immediately started looking at their scheme of work to decide a topic. Walk around the room and help keep participants on track and focused on their next steps. Use this time to assess how much participants know about lesson planning.

When there are only 15 minutes left -



"You have 15 minutes left. If you have not started the body of your lesson, you should start that now."

When there are only 5 minutes left -



"You have 5 minutes left. If you have not started the conclusion of your lesson, you should start that now."

Use the lesson plan guide to revise independently.



"We are going to use the Lesson Plan Guide again to make sure that we really understand how to plan each section of the lesson well. This time we are going to use self-assessment. This is another technique to use in the classroom. By yourself, go over this criterion and think about how you can improve your lesson. If you get through the entire list you can start making those improvements to your lesson. You have 15 minutes."

Move around the room to support participants and to answer any questions. Let participants know when there are 5 minutes left.



Ask Participants (Whole Group):

What improvements did you make on your lesson plans and what did you find the most difficult while you were creating the lesson?

Respond to the comments made and help clarify any misconceptions.

PLANNING AND ACTION

Review Why Lesson Planning Is Important

Materials:

- Reflection papers from the start of the session



"Now that we have gone over the different parts of a lesson plan, let's think about reasons we think creating a lesson plan is important. Remember at the beginning of this session you all wrote down reasons you thought lesson planning was important? I am going to pass out your reflection papers but do not flip them over. Your answers from before this session should be facing down."

Place each participant's reflection paper on the desks/tables face down. Be sure to look at the names and give the correct paper to the correct participant.



"Take 1 minute to write down why you think creating a lesson plan is important now. Do not flip your paper over. You will have 1 minute. Go."

Example Answers:

- Organize: Gives teachers a chance to organize their ideas for the lesson.
- Curriculum: Gives teachers a chance to ensure the lesson is in line with the curriculum.
- Time: Saves time during the actual lesson because the teacher has already figured out what they should be doing.
- Confidence: Builds the teachers' confidence if they know what they will teach.
- Creativity: Allows teachers to be more creative with their lesson.
- Problem Solving: Teachers are more prepared to deal with problems that come their way.
- Students: Gives teachers a chance to think about how to help students who are on different learning levels.

Walk around the room making sure participants are writing and they are not flipping their papers over.

After 1 minute has passed -



"Ok, let's come back together. Go ahead and turn over your papers to see what you wrote before this session. Use this time to reflect on all that you have learned in this session. Think about how much more you now know about planning lessons and how you will be able to improve your teaching using lesson planning."

ASSESS

Skills and Strategies Worksheet

Materials:

- Skills and Strategies Worksheet



Make sure participants have their Skills and Strategies Worksheet for Module 3.



"Let's think back on all of the different parts of a lesson plan and what each part of the lesson plan should include.

Choose one of the parts of a lesson plan that you would like to improve on. Maybe you want to work on including assessment, or maybe you want to work on making the introduction engaging. Once you have selected one part of the lesson plan you would like to work on or use, write it in the box labeled '3'. In the box labeled Today, use the water glass scale to fill in how well you currently include this in your lesson plans 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 work on improving my:
- Introduction.
- Body.
- Conclusion.
- Teacher notes.
- Timing.
- Use the checklist to check my lesson plan.

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 lesson planning. When we are more aware of the lessons we will teach, we will be better teachers."

Making Lessons Relevant and Meaningful

SESSION 4

OBJECTIVES

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

- Explain why lessons should be meaningful and relevant to students' lives
- Plan lessons that relate to students' lives by using meaningful examples
- Plan lessons that incorporate local resources to inspire students

Outline



Reflect and Revisit

What interests my students?
The importance of meaningful lessons



Learn

Transforming tasks and examples from general to
meaningful, In Math, In Literacy



Practice

Creating a list of local resources
Explore ways to use local resources in the classroom



Planning and Action

Lesson plan review
Student interest reflection and action plan



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).
- Bring in examples of locally available resources that can be used as teaching and learning aids.
- Read Appendix 4E and modify it according to the resources available in the community.

Materials

- Flipcharts, markers, extra paper
- Local resources
- Handout 4.0 – Skills and Strategies Worksheet
- Handout 4.4A - Example Lesson in Module
- Handout 4.4B - Local Resource List
- Appendix 4E - Examples of Local Resources

Key Words

- **Curriculum:** A guide for teachers and schools on what to teach their students. Curriculum can come in various forms, but it is often a document from the Ministry of Education or another organization. Curriculum is an organization of learning standards (knowledge and skills) and a plan for how (methods) and when (sequence) to teach them. The curriculum should be a resource for teachers to use as they plan lessons throughout the school year. The lessons should match the given curriculum. Usually delivered to classrooms in the form of textbooks and teacher guides.

REFLECT AND REVISIT

What Interests My Students?

Materials:

- Slides 22-24



"Today we are going to keep thinking about how to make lessons meaningful and relevant for our pupils. If lessons are meaningful and engaging, it will help with both classroom management and inclusion.

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

- Explain why lessons should be meaningful and relevant to students' lives.
- Plan lessons that relate to students' lives by using meaningful examples.
- Plan lessons that incorporate local resources to inspire students.

One way to develop engaging and meaningful lessons is to think about what your students are excited about and interested in.

In your groups, for 10 minutes discuss what issues really interest and motivate your students at the moment. (For example, a song, a sport, a game or an event) One person in the group should take notes."

Move around the room to encourage participants and answer any questions. Give time warnings throughout. After 10 minutes ask several groups to share their answers.



Ask Participants (Small Groups):

How can you incorporate these things in your lessons? Could you use this to start a lesson to really engage your students? For example, if the students love sports, maybe you could use football results to help them understand math? Is there a song that might have important learning messages? Has something happened in the news that could make your history lesson more meaningful?



Move around the room to encourage participants and answer any questions. Give time warnings throughout. After 10 minutes ask several groups to share their answers.



Ask Participants (Whole Group):

Was it easy or difficult to use these ideas in lessons? Why do you think it might be a good method to get students engaged?

Learn the Importance of Meaningful Lessons

Materials:

- Handout 4.4A - Example Lesson in Module



"I am now going to read aloud a teaching example. I want you to write down anything that makes this an example of good teaching. Think about everything that you have learned in your training. Please write down at least 3 ideas. You can read along using **Handout 4.4A**.

In a Science class at Kismayo, the teacher began a lesson about heat transfer.

To start the lesson the teacher wanted to connect the lesson to the everyday lives of the refugee students. On the board he drew examples of heat conductors that were familiar to students in the camp. Students played a game to work out whether each example was a good or bad conductor of heat and why.

Second, the teacher showed the class a piece of metal and asked what would happen if you put it over a candle. "Can you hold the metal after 10 minutes? Can you do it?" He then answered his own question: "No, maybe hold it for 2 minutes, but after conduction happens, no."



"The next step of his lesson was to share with the students stories that they could relate to. For example, one story he shared was this:

Mr. Kalulu went to the market and bought a colorful vessel, but it was made of plastic. After he set it out to heat his water for his tea, he came back and found that it was gone. He thought someone had bewitched him, but, no. Mr. Kalulu had just made bad choices.

He then used open questions and think-pair-share to encourage students to explain what had happened to his water jar. The students then used diagrams and their own words to explain heat transfer in their notebooks.

Finally, the teacher concluded the lesson by asking students to bring in examples the following day of good/poor heat conductors to be used as part of a practical training exercise in the next lesson."

Give participants 3 minutes to finish writing down their ideas. Ask participants to discuss their ideas with their partner for a further 3 minutes. Then ask participants to share their ideas with the whole group.

Example Answers:

- The lesson involved a range of active learning strategies.
- The teacher used open questions.
- The lesson was meaningful to students.
- The lesson was engaging for students.
- The teacher applied the lesson to the students' everyday lives.
- The teacher used continuous assessment strategies.
- The teacher used local resources to engage learners.



"Students are most engaged when their learning reflects a world that they know and care about. Think very closely about what keeps the age groups and individuals you teach engaged and how you can use this to engage them in their school work."

REFLECT AND REVISIT

What Interests My Students? Transforming Tasks and Examples from General to Meaningful

Materials:

- Slides 22-24



"One way of making lessons meaningful and relevant for students is by thinking about the content of your lessons - are the examples and activities you use meaningful and relevant to their lives? Do they feel that their learning matters? Sometimes examples are very general, or are about other children in other places. As the teacher, you can alter examples and make them more specific to your children. Sometimes it just needs to be a very small change."

Show the participants the following two examples on the board.

'What is the distance between point A and point B?'

'John walks from his home for half a kilometer to collect water from the community well. How far does John have to walk with his full bucket to reach home?'



Ask Participants (Whole Group):

Which example will be more engaging for students? Why?

Ask several participants to share their ideas. Then show the next example.

'Why is hygiene is important?'

'Write a story about why hygiene is so important in your community.'



Ask Participants (Whole Group):

Which is more engaging for students? Why?

Ask several participants to share their ideas.

In Math

Materials:

- Slide 25



"Today I want you to think about how to make sure the examples and activities in your lessons are meaningful, whatever the topic. We are going to start with Math.

We are going to make a concept map to think about different ways to make math more meaningful. In the center of your page, write MATH in a circle. Around this we are going to add key math topics in smaller connected circles such as time, quantity, counting, shapes and fractions."

Demonstrate this on the board, using a concept map. See example below.



"For each topic I want you to think of at least one idea of how you could make it more meaningful for your students. For example, in counting, students could role-play a market scene. Measurement - use examples of students' journey to school/the distance of places in their community."

Model examples on the board. Do this activity as a whole class, using the think-pair-share model.

In Literacy

Materials:

- Slide 26



"Concept maps are a great technique to use in your classroom to help students organize their ideas and show connections between ideas. Now we're going to do the same thing for literacy."

Model a few examples on the board and then ask the participants to complete the activity individually.



After 10 minutes -

Ask several participants to share their ideas.

PRACTICE

Creating a List of Local Resources

Materials:

- Handout 4.4A - Example Lesson in Module
- Handout 4.4B - Local Resource List
- Appendix 4E - Examples of Local Resources
- Flipchart paper, markers/colored pens for participants



"Another way to make lessons relevant and meaningful is to use the environment and community around you. Think back to the story we heard at the start of the lesson – the teacher used materials from the camp itself to bring the science lesson to life.

In the next activity we will create a list of things that we can find in our community to support teaching and learning. In your groups you will have 5 minutes to come up with as many locally available teaching and learning resources as possible. This is a technique called brainstorming and it is a useful activity in the classroom to encourage students to generate ideas."

Give each group a flipchart paper and markers. Walk around the classroom to encourage and support participants. Use **Appendix 4E** to give examples if participants are struggling. Give participants a 1 minute warning.



"Now each group will take turns listing one item without repeating others' until they run out of items. The group that has the most items is the winner."

As the groups take turns, **write down** their examples on the flipchart at the front. Celebrate the winning group. Add anything important that has not been said (see **Appendix 4E** for ideas).

Ask participants to look at **Handout 4.4B**. Ask participants to add examples from the list at the front to their handout. Remind them to try and group the examples by category (as shown on the handout).



"We now have a long list of local resources. Some are easier to find than others, and you might have a preference to use one more than the other. In the rest of the session we will explore ways to use these resources in the classroom and how to find human resources in our community. Keep adding to your list throughout the session when you hear interesting ideas from your peers."

Explore Ways to Use Local Resources in the Classroom



Locate 7 examples of local resources. The resources should be easy to find and can be used in many classroom activities.

Examples include materials (stones, bottle caps, leaves, cloths) and non-materials (students, songs, festivals). Non-materials can be displayed using pictures. It is better to pick materials from different categories. The number of stations can be adjusted according to the number of participants.

Set up 7 stations in the room to display different local resources that can be used for teaching and learning



"Now we are going to explore how to use different local resources in our class. As you can see in the classroom, I have set up 7 stations with resources on them. These resources can all be found in our community. You have to walk around and study the resources and come up with creative and effective ways to use them in your classrooms. You can discuss your ideas with your fellow participants. There will be three rounds. You must choose a resource and then come up with 5 different ways to use that resource.

Please take 3 minutes to walk around the stations and take a look at each resource. Feel free to touch them. Think about how you could use this in your class. In 3 minutes time you will have to choose your first resource."

Walk around the classroom with participants. Answer their questions.



"Choose your first resource. Head over to its station and discuss with other participants how you will use it. Your goal as a group at each station is to come up with at least 5 different ways of using this resource. You have 5 minutes."

Check in with each station. Make sure each station has 2-4 people. After 5 minutes, remind participants to choose their second resource and do the same activity. Then the third after another 5 minutes.



"Now let's hear about some ideas you have about how to use them."



Ask Participants (Whole Group):

What are different ways to use [resource 1] in class?

Example Answers:

Resource 1: stones]

- To teach numbers.
- Present addition and subtraction.
- To teach adjectives about colors.
- Weight, shapes, etc.
- To demonstrate gravity.
- Ask students to make a story about a stone.

For each resource invite one participant to share ideas. Remind participants to add to their handout lists if they hear any new ideas.

PLANNING AND ACTION

Lesson Plan Review

Materials:

- Slide 27-28



"Think about everything we have learned in today's session. How will you use these skills in your upcoming lessons?"

If **participants** have recently completed session 3 ask them to take out their lesson plans from that session to use now.



"Think about the lessons you have coming up, and plan how you will make those lessons more relevant and meaningful for your students. Please complete the following steps. You have 20 minutes.

1. Think of three lessons you are teaching next week.
2. For each lesson come up with two strategies to make those lessons more meaningful and relevant for your students.
3. After 10 minutes share your ideas with your partner.
4. Tell your partner two positive things about their strategies. Tell them one thing that they could do to make it even better."

Move around the room to encourage participants and answer any questions. Give time warnings throughout. After 10 minutes ask participants to share their strategies with their partner.

Student Interest Reflection and Action Plan



"Look back at your original notes about what interests your students. With your group see if you can generate more ideas about how to incorporate these ideas now that you have completed the session.

Discuss in your groups for 5 minutes"

After 5 minutes ask several participants to share their ideas. Ask participants to choose one of the ideas from their group discussion to try in their teaching next week.

ASSESS

Skills and Strategies Worksheet

Materials:

- Handout 4.0 - 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."



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

- Using local resources
- Changing examples to connect to students' lives
- Marketplace role-play
- Measuring objects in the community
- Using stories to teach
- Group work
- Think-pair-share
- Brainstorming
- Concept mapping

Write the skills and strategies on 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 to make your lessons more meaningful and relevant. 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 '4'. 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 three activities this week that connect to students' lives.
- I will create a starter for a lesson that uses materials from the local environment.

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 and make your lessons meaningful and relevant in the coming week."

Assessment

SESSION 5

OBJECTIVES

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

- Explain the concept and purpose of assessments
- Describe the difference between continuous and summative assessments
- Create and apply different types of assessment

Outline



Reflect and Revisit

- What is assessment?



Learn

- Defining continuous and summative assessment
- Giving feedback



Practice

- Continuous assessment strategies
- Create a continuous assessment toolkit



Planning and Action

- Summative assessment strategies
- Create a unit assessment plan



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

- Flipcharts, markers, extra paper
- Handout 4.0 Skills and Strategies Worksheet
- Handout 4.5A - Assessment in the Classroom
- Handout 4.5B - Venn Diagram Continuous Assessment vs. Summative Assessment
- Handout 4.5C - Student Work Assessment Thought Chart
- Handout 4.5D - Continuous Assessment Strategies
- Handout 4.5E - Continuous Assessment Toolkit
- Handout 4.5F - Different Methods and Examples of Summative Assessments
- Handout 4.5G - Summative Assessment Unit Plan

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.
- **Continuous Assessment:** Assessment carried out during the instructional process for the purpose of checking student learning to improve teaching or learning.
- **Summative Assessment:** Assessment carried out at the end of an instructional unit or school term for the purpose of giving grades and evaluating students' learning. Summative assessments are also referred to as tests or exams.
- **Assessment:** A way to check what students understand or do not understand used to inform your instruction, evaluate students, and give grades.

REFLECT AND REVISIT

What Is Assessment?

Materials:

- Slides 41-43
- Handout 4.5A - Assessment in the Classroom
Appendix 4G - Child Development Ages and Stages Handout
- Example Answers



Ask Participants (Individual Reflection):

When you are teaching, how do you know your students understand what you are teaching? Write down 2-3 methods you currently use to check for understanding.



"We are going to go around the room and take turns to give one example each. We will keep going around the room until we run out of answers. If you cannot think of an example you are out of the game. The winner will be the last person who can still think of examples. Take 5 minutes to think individually of examples. You may use your notes and materials to help you think of ideas."

Give participants 2-3 minutes and then invite participants to share their ideas.

Ask participants to look at **Handout 4.5A**.



"There are many different ways to assess student understanding. To start this session, I am going to read you a story that shows examples of assessment in the classroom. As I read the story, I would like you to read along and to underline anything the teacher does to assess the students. Remember, that means anything the teacher does to check for student understanding."

Read the story aloud while the participants follow along. Give them 5 minutes to finish underlining examples.



"Take 2-3 minutes and share your answers with the person next to you, make sure you explain why these are examples of assessment."

Ask several participants to share their ideas. Make sure that participants understand that assessments are not just exams and tests. Use **Appendix 4G** to help you.



"Good work everyone. Assessment does not just refer to exams and tests; it also refers to those moments in every lesson where the teacher checks for understanding. Anytime you are checking if students understand the material, you are assessing them. There are two main types of assessment: continuous assessment and summative assessment.

Continuous assessment can be defined as assessment carried out during the teaching process for the purpose of checking student learning to improve teaching and learning. This type of assessment happens in every lesson. It is also referred to as checking for understanding, formative assessment, or assessment for learning.

Summative assessment can be defined as assessments carried out at the end of an instructional unit or school term for the purpose of giving grades and evaluating students' learning. Summative assessments are also referred to as tests or exams."



Ask Participants (Whole Group):

- Looking back at the story, what examples of summative assessment can you find?
- What examples of continuous assessment do you see?

Example Answers:

- Think-Pair-Share, Exit Ticket, etc.
- National exams.



"Today we are going to practice strategies for both types of assessment. By the end of this session you will be able to:

- Explain the concept and purpose of assessments.
- Describe the difference between continuous and summative assessments.
- Create and apply different types of assessment."

LEARN

Defining Continuous and Summative Assessment

Materials:

- Slides 44-46
- Handout 4.5B - Venn Diagram Continuous Assessment vs. Summative Assessment
- Appendix 4H - Story about Differentiation Strategies



"Continuous and summative assessments have similarities and differences. We are going to make a Venn diagram to illustrate these similarities and differences. Venn diagrams are a useful strategy to use with your students to compare and contrast concepts and topics. Please look at **Handout 4.5B.**"

Display the Venn diagram template on the PowerPoint/flipchart. Display the list of key ideas. Model an example.



"You now need to decide which key features belong to summative assessment, continuous assessment or both. If it belongs to one type of assessment, write the idea in the appropriate circle. If it applies to both, write it in the area which overlaps. For example, 'Takes place in every lesson' only applies to continuous assessment, so we would write it here. You have 15 minutes to complete the Venn Diagram individually."

Walk around the room to encourage and support participants. Give time warnings. After 15 minutes go through the answers using the answer key in **Appendix 4H.**



"Using the story and your own knowledge, write a summary paragraph to answer the following question."



Ask Participants (Individual Reflection):

What is assessment and why is it important?

Take answers from the participants. Encourage participants to consider that assessment allows teachers to identify if students are making progress, identify which students need more support/more challenge, and identify topics that you need to re-teach. Explain that summaries are a useful method of continuous assessment.

Giving Feedback

Materials:

- Slides 44-47



"To make both types of assessment truly effective we need to give feedback to students. Assessment will only support student learning if we tell students what they are doing well - so they can keep doing it, and how they can improve - so they can get even better.

There are two key principles: to be positive and to be constructive. The positives should outweigh the negatives, and any criticism should be constructive - it should help the student improve.

One way to be positive and constructive is to use '2 stars and a wish' - when you give feedback you state two things the student has done well, and one thing that you would like them to do in the future. Another strategy is to name two 'what went well' or 'www', and one 'even better if' or 'ebi'. Try to use positive, constructive language as much as possible."



Ask Participants (Whole Group):

Why do these methods support student learning?

Example Answers:

- They build student confidence, they give opportunities for praise while encouraging student progress, etc.



If participants have been able to bring in examples of student classwork, talk them through the feedback form on Handout 4.5C.

PRACTICE

Continuous Assessment Strategies

Materials:

- Slide 48
- Handout 4.5D - Continuous Assessment Strategies



"We have defined assessment and discussed why it is important. Now, we will practice different strategies of continuous assessment to check for student understanding throughout the lesson."

Ask participants to refer to **Handout 4.5D**.



"For this activity you will work in your groups. Each group will be assigned a strategy. You will need to select a topic and prepare an assessment using this strategy. Then you will demonstrate it for the whole group as if they are your students.

I am going to model how to use one of these techniques first. I am going to model using Four Corners. First, I will read the description from the handout. [Read description]. Then I will pick a topic for modeling the strategy. I am going to use ancient civilizations. To use Four Corners I will need a question and four answers. Now I am going to pretend to be the teacher and you will pretend to be the students.

Which civilization is the oldest in world history? In just a moment I will tell you to move to the corner that represents the answer you chose. If you choose Egypt you will move to the front right corner. If you choose India, stand in the front left corner. If you choose Rome, stand in the back right corner. If you choose Mesopotamia, stand in the back left corner. Go ahead and stand up and move. You have 10 seconds. Now that you have chosen your answer I will ask some of you to explain why you chose that answer. [Correct Answer: Mesopotamia].

Now I am going to assign each group a continuous assessment strategy. You will have 10 minutes to create your assessment and 5 minutes to model the strategy for the rest of the class. The instructions are on the flipchart/PowerPoint for your reference.

- Group 1 – Quick list competition.
- Group 2 – Prove me wrong!
- Group 3- Take a stand.
- Group 4 - Whip around.
- Group 5 - Think-pair-share."

Walk around the classroom and offer help to the groups if they need it. If one group finishes before the others, have them pick an extra strategy to model for the class. After 10 minutes, ask the groups to take turns to model their strategies.



"Now that we have seen several strategies for continuous assessment, let's read about other examples. Please look at **Handout 4.5D** and let's read through the different examples together."

Ask participants to take turns to read aloud the examples of continuous assessment.



Ask Participants (Think-Pair-Share):

- Which examples would you like to try in your classroom?
- Which examples are you concerned about?

Create a Continuous Assessment Toolkit

Materials:

- Handout 4.5E - Continuous Assessment Toolkit



Ask participants to look at **Handout 4.5E**.



"I would now like you to pick 3 continuous assessment strategies and fill out the continuous assessment toolkit worksheet in front of you. Let's look at the worksheet together and go over the instructions."

Read over the instructions and go over the questions in the boxes and make sure participants understand what is expected of them.



"The purpose of this activity is so you can leave this session with 3 continuous assessment strategies you feel confident about using and a plan to use them effectively. Work individually on this for the next 20 minutes."

Give participants 20 minutes to complete the chart. Walk around the room as participants are filling out the sheet and give help as needed.



"Now in your small groups I would like each person to share 2 continuous assessments that they will use. You have 10 minutes."

As participants are sharing, walk around and observe them. Give participants time to complete sharing.

PLANNING AND ACTION

Summative Assessment Strategies

Materials:

- Handout 4.5F - Different Methods and Examples of Continuous Assessment Strategies



"Now let's think about examples of summative assessments. Sometimes these are formal exams designed by the Ministry of Education or the head teacher, but often these are designed by teachers and come at the end of a unit or topic."

Ask participants to look at **Handout 4.5F**.



"This handout explains different methods that can be used on a summative assessment and shows you two examples of each method. You can create a summative assessment that uses one of these methods entirely or you can create a summative assessment that includes 2-3 of them."

Ask individual participants to read each of the different types of summative assessment aloud to the group and review the examples given.



"Now I would like you to come up with your own question for each assessment type. Think about topics you recently taught or will be teaching in the coming weeks, and create suitable assessment questions for these topics. You have 15 minutes."

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



"We are now going to use peer assessment to check each other's work. This is a technique you can use in the classroom. Swap your work with your partner. Read through their examples. After you have read the examples, I would like you to give them two stars and a wish - write down 2 things that your partner did well, and one thing that your partner could improve. You have 10 minutes to review each other's work."

After 10 minutes ask participants to return the work to their partner.



"When you create an assessment, think carefully about what will be the best methods to measure how much your students know - it will depend on the topic that you are teaching, and the students in your class."



Ask Participants (Whole Group):

Why is a peer assessment a useful technique with large class sizes?

Example Answers:

1. Students receive feedback immediately.
2. Takes pressure off the teacher to see every piece of student work.
3. Students learn assessment and reflection skills.

Create a Unit Assessment Plan

Materials:

- Handout 4.5G - Summative Assessment Unit Plan



Ask students to look at **Handout 4.5G**.



"I would now like you to work individually to complete a summative assessment plan. Let's look at the instructions on the handout."

Read the instructions on the summative assessment unit plan and allow the participants 20 minutes to complete them. Walk around the room and assist any teacher that needs help.

When participants have completed their sheets -



"Now with your small group share 2 summative test questions that you will use and explain why you have chosen that type of summative question. You have 5 minutes."

Walk around the room and observe participants sharing their assessment strategies.

ASSESS

Skills and Strategies Worksheet

Materials:

- Handout 4.0 - Skills and Strategies Worksheet



"To conclude this session on continuous assessment, 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."



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

- Think-pair-share
- Small group discussion
- Drawings
- Graphic organizers
- Poems
- Songs
- Role-play
- Skits
- Presentations/speeches
- Exit tickets
- Debates
- Story writing
- Quick write
- Checking classwork/homework
- Giving feedback

Write the skills and strategies on 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 to include assessment in your teaching practice. 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 '5'. 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:

Before I start the week, I will think of questions to ask students during my lessons and will plan to have them discuss with their partner. I will also prepare a plan to address anything that students do not understand about the 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 and use different types of assessment in the coming week."

Appendix 4G: Child Development Ages and Stages Handout 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>

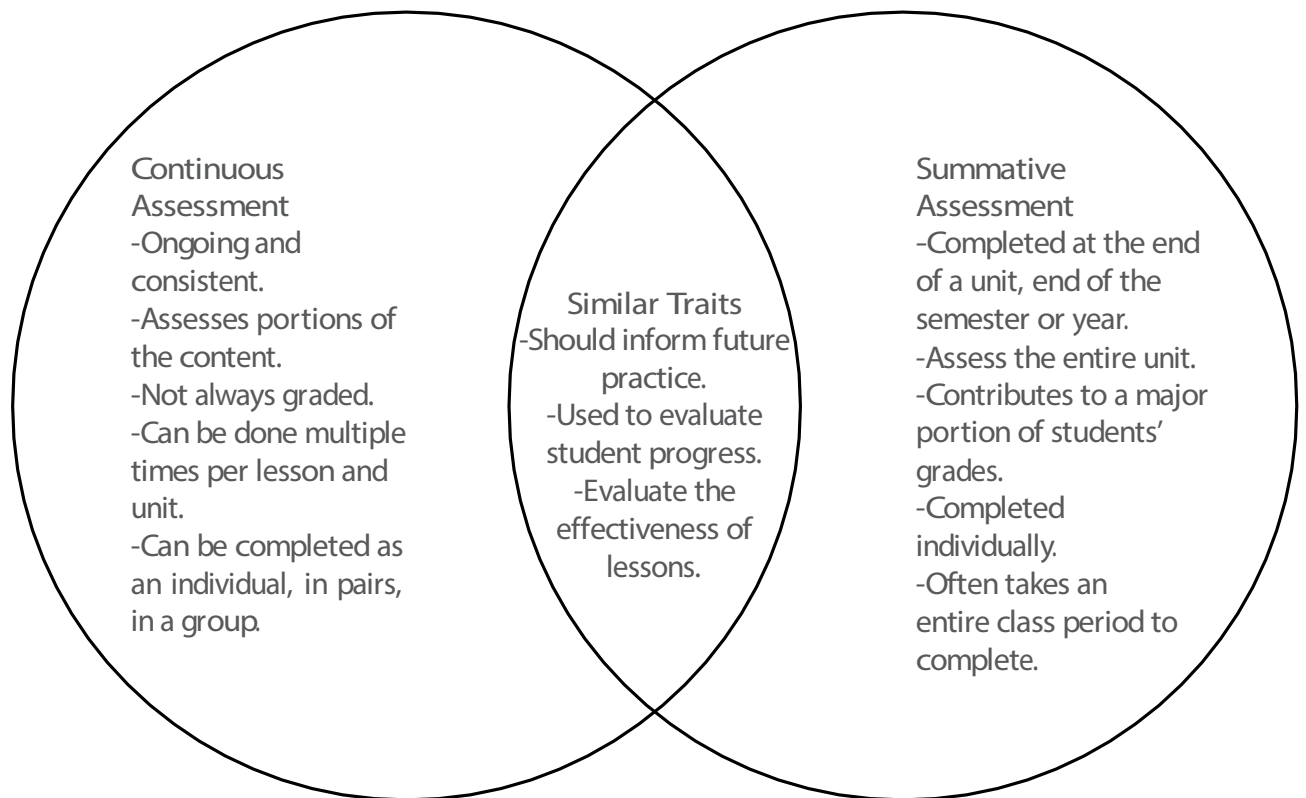
Appendix 4H: Story about Differentiation Strategies

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.

Effective Continuous Assessment [1]	Examples and explanations of assessment
<p>A language teacher begins her lesson by asking her students to reflect on their last lesson by listing the key features of a story. As they make their lists she moves around the room to identify if any students are struggling. She then calls on the students to name one thing from their list until they cover all of the features. The teacher then reads a story to the students. She asks students to explain the main idea and supporting details to the person sitting next to them and then asks one or two students to explain these ideas to the class to make sure to check for understanding. The teacher instructs her students to read the story again and to answer the questions on the board individually. After that the teacher divides the class into small groups - they each need to present what they see as the main idea of the story on poster paper. One student from each group presents his/her group answers.</p> <p>As students were discussing the answers in small groups the teacher walked around and observed students in their groups. She was able to identify several groups of students who were having difficulty understanding the concepts in the story. As the lesson was nearing the end, she asked the students to look at the various groups' answers about the main idea, to select the one that they thought was the best answer, and to write down why they made the choice they did. She had students answer using an Exit Ticket – pieces of paper on which students wrote their individual answers and then handed to her as they left the classroom. This approach provided her with a quick way to review student thinking at the individual level, thus providing information that she could use to shape the next day's lesson.</p> <p>This lesson helped prepare students for their upcoming national exam where they will have to identify the main idea in a story.</p>	<p>Example Explanation</p> <p>Asking students to share with a partner and then having a few share their answers with the class is a great way to check for understanding. It allows students to process information through discussion and then the teacher can get a sense of what students understand by asking a few students to share their answers. She can then adjust her teaching based on the answers students give.</p>
	<p>Example Explanation</p> <p>The "Exit Ticket" at the end of class allowed the teacher to assess individual student's understanding. This activity can help shape her future instruction because she knows what skills or content the students were struggling with. Thus she can alter her future lessons to make sure to address those problem areas and make sure students understood the content.</p>

Appendix 4J: Venn Diagram Continuous Assessment vs. Summative Assessment Example Answers

Directions: Complete the Venn diagram with your partner by filling in traits that are unique to continuous assessment and traits that are unique to summative assessment in the outer circles while filling in traits that are similar to both in the middle section.



RESOURCES USED OR REFERENCED IN THIS MODULE

Annan, J., Castelli, L., Devreux, A., & Locatelli, E. (2003, February). Handbook for teachers. Kampala: Uganda: AVSI.

Annan, J., Castelli, L., Devreux, A., & Locatelli, E. (2003, February). Training manual for teachers. Kampala: Uganda: AVSI.

Gove, A., & Cvelich, P. (2011). Early reading: Igniting education for all. A report by the Early Grade Learning Community of Practice. Revised Edition. Research Triangle Park, NC: Research Triangle Institute.

Harris, R., Miske, S., & Attig, G. (2004). Embracing Diversity: Toolkit for Creating Inclusive Learning-Friendly Environments. UNESCO Bangkok.

INEE/UNHCR. (2011). Peace Education Teacher Training Manual.

International Rescue Committee (IRC). (2011). Creating healing classrooms – A multimedia teacher training resource.

International Rescue Committee (IRC). (2006). Creating healing classrooms: Tools for teachers and teacher educators. United States: International Rescue Committee, Children and Youth Protection Development Unit.

Malawi Institute of Education. (2004). Talular a user's guide: Teaching and learning using locally available resources. Dasami, Malawi: Malawi Institute of Education.

Malawi Institute of Education (2008). TALULAR workshop report. Dasami, Malawi: Malawi Institute of Education.

Mendenhall, M., Dryden-Peterson, S., Bartlett, L. Ndirangu, C., Imonje, R. Gakunga, D., Gichuhi, L., Nyagah, G., Okoth, U., and Tangelder, M. (2015). Quality education for refugees in Kenya: Pedagogy in urban Nairobi and Kakuma Refugee Camp settings. *Journal on Education in Emergencies* 1(1), pp. 92-130.

Nicolai, S. (2003). Education in emergencies: A tool kit for starting and managing education in emergencies. Save the Children UK.

UNESCO. (2006). Chapter 5.1: Curriculum content and review processes. In *Guidebook for planning education in emergencies and reconstruction*. Paris, France: International Institute for Educational Planning (IIEP).

Teachers College Education in Emergencies Course, Teacher Training Companion

Teacher Education in Sub-Saharan Africa (TESSA). Key resources. UNICEF. Sierra Leone – Emerging Issues (Pre-service).

UNRWA. (2013). Training manual for effective teaching and learning in emergencies and recovery.

