

**INTRODUCTION TO
TRAINING FOR
PRIMARY SCHOOL
TEACHERS IN CRISIS
CONTEXTS**



TABLE OF CONTENTS

Acknowledgements	2
Introduction	4
Core competencies for primary school teachers in crisis contexts	11
Introductory Training Pack At-A-Glance	15
Modules At-A-Glance	16
Tips for facilitators	18
Annex I – Planning checklist	22
Annex II – Sample training evaluation form	25
Annex III – Sample teacher assessment tool	29
Annex IV – Sample pre- and post-training assessment tools	34
Annex V – Sample classroom observation tool	47

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INTRODUCTION

The Training for Primary School Teachers in Crisis Contexts package was developed for unqualified or under-qualified teachers often recruited to teach in refugee camps and in a range of other emergency settings. The materials can also be used with qualified teachers who require refresher training, or training in critical areas relevant in crisis contexts, like child protection, and for those teachers who are new to teaching in crisis affected environments.

The training pack responds to a critical gap in open source, competency-based teacher training materials that provide coverage of foundational knowledge and skills required by teachers in crisis contexts, where teacher training is often limited to ad hoc workshops. The pack provides the basis for an in-service training program which can be used in its entirety to prepare unqualified teachers, but is also flexible enough for adaptation and use of selected modules or sessions according to the contextual needs of teachers.

This open source training pack is available for anyone to use. It has been developed and vetted by several agencies with the aim of encouraging a more harmonized and standardized approach to teacher development in crisis settings, as well as to conserve considerable resources spent by individual agencies on the development and re-invention of training materials across emergency operations.

How Was the Training Pack Developed?

The training pack was commissioned by the Teachers in Crisis Contexts Working Group (TICCWG), and was developed in stages by members of the TICCWG, consultants and a team of graduate students at Teachers College, Columbia University. The modules were peer reviewed by teacher education and education in emergency experts, and field-tested in Kakuma (Kenya) and Domiz (Iraq) refugee camps before being finalized.

The TICCWG was founded in April 2014 and is comprised of seven partner agencies – Finn Church Aid, International Rescue Committee, Norwegian Refugee Council, Save the Children, Teachers College-Columbia University, UNHCR and UNICEF – working in close association with the Inter-Agency Network for Education in Emergencies. The working group was formed in response to significant challenges in capacity, standards, and harmonization in the management and training of refugee teachers across humanitarian operations.

What's in the Training Pack?

The Training for Primary School Teachers in Crisis Contexts pack is intended to build basic teaching competencies for new or inexperienced teachers in crisis contexts. The pack is comprised of an Introductory Training Pack as well as four core modules, developed around a simplified set of teacher competencies. The training pack materials are intended to support teachers' progress towards development of the competencies, many of which will require longer term experience and professional development support to fully acquire.

The Introductory Training Pack (ITP) contains 12 Sessions with 23 hours of instruction. The ITP provides a fast-track introduction to key concepts and competencies covered in greater depth in Modules 1-4. The ITP was created especially as a pre-service introduction for new teachers or for use when time is constrained.

Modules 1-4, based on four corresponding teacher competency domains, contain 18 sessions with 60 hours of instruction. The four modules are intended to be used for continuous professional development over a period of time. The four modules are:

- Module 1: Teacher's Role and Well-being (4 Sessions; 12 hours)
- Module 2: Child Protection, Well-being and Inclusion (5 Sessions; 18 hours)
- Module 3: Pedagogy (5 Sessions; 16 hours)
- Module 4: Curriculum and Planning (4 Sessions; 14 hours)

In total, the training pack is made up of an Introductory Training Pack and four core modules, with 30 sessions and approximately 83 hours of instruction.

An overview of the content covered in the Introductory Training Pack and the four core modules can be found on pages 7-12, and the complete list of Teachers in Crisis Contexts competencies can be found on pages 13-19.

Each module is made up of 4-5 sessions designed to introduce teachers to key concepts and skills by modeling participatory, interactive, learner-centered pedagogies that teachers can experience and then try in their classrooms. Each session begins with a review and reflection, and then provides teachers with opportunities to learn and practice new concepts and skills during the training. Sessions end with an opportunity for teachers to plan how they will integrate what they have learned into their teaching practice.

The training pack materials promote teacher collaboration, reflection and opportunities for teachers to apply new knowledge and skills in their classrooms.

Teachers in crisis settings require a range of complex competencies to teach well. This training pack cannot replace formal pre-service teacher preparation. Rather, the pack is intended as a starting point, providing a basic introduction to (or for more experienced teachers, a review of) foundational knowledge and skills for teachers in crisis contexts where access to teacher education may be limited. Subject knowledge is an essential teacher competency domain; however, due to the specialized content areas of literacy, numeracy and other subjects, it is not covered in this training package. Teachers may also require additional, more detailed training in topics such as sexual and gender-based violence, life skills, etc. depending on the contextual needs.

Certification: This training pack is designed to fill interim, emergency needs for teacher training; it does NOT replace certified teacher training according to national standards, and carries no accreditation. Any certificate provided to teachers at the end of the training may acknowledge hours of training and a description of content covered, but unless negotiated with national teacher education partners and authorities, this training package carries no recognized qualification. Negotiations with national authorities towards alignment with national teacher education standards and pathways to recognized teacher certification for unqualified teachers in crisis contexts, are highly recommended.

How Do I Use the Training Pack?

The training materials are simplified and generic, intended to be used in diverse situations and cultural contexts, and for this reason require contextualization and decisions about how best to sequence and use the modules with teachers for optimal effect on teaching and learning in each unique context.

1. Assess teachers' needs

In order to ensure that the sequence and content of the training is relevant and responsive to teachers' needs, begin by gathering information on teachers, their educational backgrounds, level of training and experience, and the particular challenges they are facing in the classroom. Information can be gathered from teacher recruitment data, focus group discussions with teachers and learners, surveys or teacher questionnaires, and classroom observations. Analysis of the teachers' profiles and teachers' needs can help to determine whether the Introductory Training Pack is needed (for example, for brand new teachers or where time is limited), whether the complete sequence of modules and sessions is needed or whether some sessions can be left out. A sample teacher assessment tool is provided in Annex III. Sample pre/post teacher assessment tools are provided in Annex IV, which can be used with teachers before the training to assess gaps in knowledge and skill and after the training to check progress.

2. Contextualize the materials

Adapt, contextualize and customize sequencing, content, and activities to meet the specific needs and interests of teachers and learners in your location. Consider:

- Cultural norms and references familiar to teachers and learners
- Legal and policy frameworks that apply to education and child protection in the local context
- The curriculum in use in the local context
- Specific issues and concerns related to the crisis context

General guidance for contextualizing and adapting the training pack are found in the “planning checklist” (Annex I), and specific guidance on contextualization of the materials is included in the introduction to each module.

Identify experts (in child protection, curriculum, etc.) from the Ministry of Education, teacher training colleges, and humanitarian agencies to assist with contextualization of materials and to serve as resource persons during trainings to ensure that the training content is accurate and relevant.

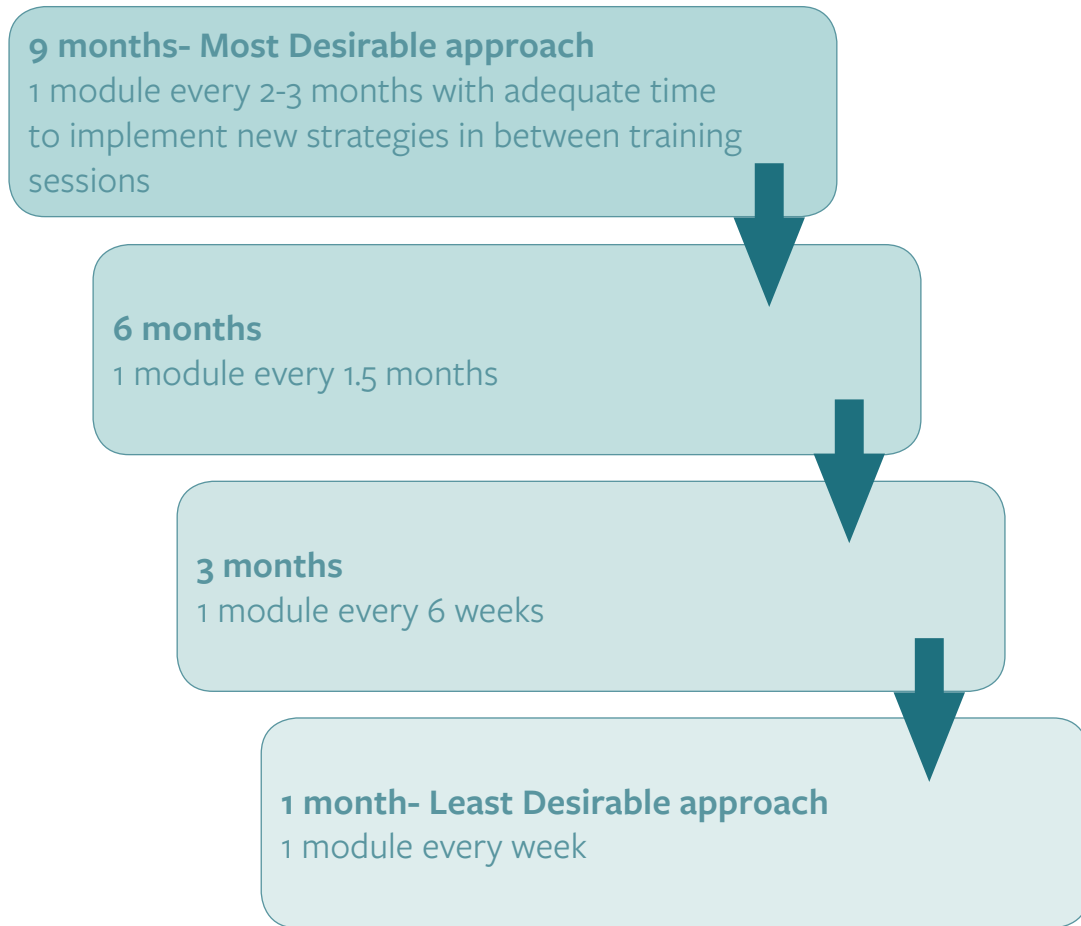
If translation is required, ensure that the process of contextualization is complete before translation and printing of the materials.

3. Decide upon a suitable time frame and sequencing of the modules and sessions

The Introductory Training Pack (12 sessions) requires 23 hours of instruction, while the core modules (four modules made up of 18 sessions) require 60 hours of instruction to complete. The training is designed to be adaptable to different timeframes that suit the facilitators and participants. Ideally, the training will take place over a series of months or weeks in order to increase the exposure of teachers to the material and to allow sufficient practice time and reflection in between training sessions.

Facilitators and program staff should keep in mind that shorter timeframes will not allow for the desired time and opportunity for practice and professional growth. As part of the contextualization process, the facilitators can plan how long the training will last, when it will be implemented, and when to include breaks between sessions. Note that the sequence of the modules can be adjusted according to the needs and experience of teachers. Brand new teachers may require the complete sequence of modules and sessions, whereas more experienced teachers may benefit from starting with modules 3 and 4 with materials from modules 1 and 2 interspersed or used at the end of the training depending on priorities and interests.

Nine-month, six-month or three-month training schedule options are recommended, noting that ideal roll out of the training should ensure plenty of time between modules for classroom practice with the support of Teacher Learning Circles or other in-service support. Ideally, the training will take place while school is in session to ensure that teachers have ample opportunities to implement new knowledge and practice new skills and strategies in their classrooms between training sessions. The Introductory Training Pack could be offered before the school year begins and/or as needed in an acute crisis setting.



4. Ensure that teachers have ongoing support and opportunities to practice what they learn in the training

Collaboration amongst teachers has been found to strengthen their practice and support them as individuals, professionals, and as people coping with the effects of crisis.

This training is designed to encourage teachers to form Teacher Learning Circles (TLCs), groups of teachers who work together within the school or community, as a crucial way to support each other as they practice new teaching techniques and confront challenges. Collaboration is emphasized across every module, with specific activities for participants to plan and follow up with their TLC. The contextualization process will allow facilitators and training managers to determine if TLCs will be created as part of this training and what form the collaborative groups will take. In addition to the TLC approach, facilitators, program staff and/or experienced teachers should also be encouraged to lend support to teachers between training sessions, as well as once the complete training has concluded, to provide classroom-based support as participants try to implement new skills and strategies in their classrooms.

Sample pre/post teacher assessment tools are provided in Annex IV – these can be used with teachers before the training to assess gaps in knowledge and skill and after the training to check progress. Annex V provides a sample classroom observation tool which can be used as an additional tool to assess teachers’ knowledge and skill and to support teachers in applying what they learn in the training to their classroom practice.

Where Can I Get the Training Pack Materials?

The complete Training for Primary School Teachers in Crisis Contexts package is available on the Inter-Agency Network for Education in Emergencies (INEE) website at www.ineesite.org/tpd.

The complete Introductory Training Pack and the four core modules, including detailed session guidance and all materials including handouts and PowerPoint presentations can be easily downloaded from the site. These materials are open source and can be used by anyone.

Who Do I Contact if I Want to Know More or Have Feedback?

Please contact the Teachers in Crisis Contexts Working Group at tpd@ineesite.org if you have any questions or would like to tell us about your experience using the pack. We also welcome your feedback and ideas for further improvement of the pack.

Core Competencies for Primary School Teachers in Crisis Contexts



Teacher's Role and Well-being

- Teacher understands and practices the terms of the Teacher Code of Conduct.
- Teacher understands his/her legal and ethical responsibility for the well-being and learning achievement of all children in his/her classroom and school.
- Teacher communicates regularly with parents, guardians, and other education stakeholders in order to promote a safe and effective learning environment.
- Teacher actively engages in development of his/her own teaching practice using all available resources including self-reflection and collaboration with peers, head teachers, etc.
- Teacher understands the importance of his/her well-being as a factor influencing student well-being, and practices strategies to maintain well-being including mindfulness, conflict resolution and stress management techniques.

Child Protection, Well-being and Inclusion

- Teacher has knowledge of Child Rights and the status, rights, and background of displaced students in their care.
- Teacher promotes a classroom and school environment free from abuse, discrimination, exploitation, and violence, including sexual and gender-based violence.
- Teacher uses psychosocial support strategies to help students regain a sense of stability in contexts of displacement and conflict.
- Teacher supports students' development and maintenance of healthy interpersonal relationships, cooperation, and acceptance of differences.
- Teacher demonstrates understanding of and promotes context-appropriate life skills (social-emotional well-being, health education, mine-risk awareness, self-protection from SGBV and exploitation, etc.).
- Teacher has knowledge of local child protection reporting and referral systems.

Pedagogy

Classroom management:

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

Instruction:

- Teacher uses varied age-appropriate techniques for instruction (lecture; pair, group, and whole-class work; read alouds, songs, games) including strategies suitable for large class size and multi-level student groups if relevant.

- Teacher asks various types and levels of questions to promote inquiry and critical thinking.
- Teacher has knowledge of child development and different learning styles.
- Teacher incorporates examples from local environment and student experience.

Assessment:

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

Curriculum and Planning

- 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.

Subject Knowledge*

- Teacher is proficient in the language of instruction and has basic knowledge of the language spoken by the majority of parents and guardians.
- Teacher uses techniques to support second language learners (routine use of key words, phrases; use of text and images; opportunities for learners to produce content with correction, feedback, etc.) if relevant.
- Teacher demonstrates knowledge of basic literacy concepts (print, phonological awareness, vocabulary, writing, and comprehension).
- Teacher demonstrates knowledge of basic math concepts (numbers and operations, geometry and measurement).

*Subject Knowledge is not covered in the Training for Primary School Teachers in Crisis Contexts pack; however, supplementary training by subject experts is recommended to ensure that teachers develop the necessary subject knowledge competencies.

This simplified list of teacher competencies was developed by the Teachers in Crisis Contexts Working Group, with reference to a range of national teacher competency standards and education in emergencies resources.

Introductory Training Pack At-A-Glance



Day 1: Teacher's Role and Well-being

- Session 1: Teacher's Role
- Session 2: Code of Conduct
- Session 3: Teacher Well-being

Day 2: Child Protection, Well-being and Inclusion*

- Session 1: Child Protection & Child Rights
- Session 2: Safe Space - SEL
- Session 3: Safe Space - Positive Discipline

Day 3: Pedagogy

- Session 1: Active and Engaging Instruction
- Session 2: Questioning Strategies
- Session 3: Inclusion

Day 4: Curriculum and Planning

- Session 1: SMART Objectives
- Session 2: Assessment
- Session 3: Lesson Planning

Subject Knowledge

Core area of competency for teachers, not covered in these training materials

*Inclusion is listed in the title of Day 2: Child Protection, Well-being and Inclusion to reflect Module 2 and included in Day 3: Pedagogy - Session 3 of the Introductory Training Pack in an effort to equitably balance content in each day of the training.

Modules At-A-Glance

Module 1: Teacher's Role and Well-being - 12hrs

- **Session 1: The Role of the Teacher in the School and the Community**
Why am I a teacher?; Why is education important?; “A Teacher Is _____” activity; Identifying expectations; Balancing different roles; Staying organized; Staying motivated; Setting goals
- **Session 2: Code of Conduct**
Education in your community; Misconduct in school; What is the Code of Conduct?; What does a Code of Conduct do?; What are the consequences of misconduct?; Reporting and responding to misconduct; Spreading the word activity
- **Session 3: Teacher Well-being and Stress Management**
What is teacher well-being?; What affects teacher well-being?; Why is teacher well-being important?; What are signs of stress?; Belly breathing; Mindfulness activity; Conflict resolution; Creating a stress management plan
- **Session 4: Collaboration and Communities of Practice**
Step over the line trust building exercise; Levels of collaboration; What is a Teacher Learning Circle (TLC)?; Our TLC community standards; Mission statement; Group reflection; Peer support networking

Module 2: Child Protection, Well-being and Inclusion - 18hrs

- **Session 1: Introduction to Child Protection and Child Rights**
Physical, emotional, social and cognitive well-being; Recognizing children's needs; What are child rights?; Teachers' roles and responsibilities as duty-bearers; Understanding protective and risk factors; Identifying and monitoring signs of distress
- **Session 2: Creating a Safe Space**
Feeling safe reflection; Identifying risk factors in our schools; Addressing physical safety: Corporal punishment and SGBV; Addressing behavioral safety: Positive discipline; Making classroom rules with students; Addressing social, emotional and cognitive safety: Activities and routines; Practicing supportive activities and routines; Identifying protective factors in our schools; Planning a safe classroom
- **Session 3: Inclusive Classrooms**
Diversity energizer; The meaning of exclusion and inclusion; Experiencing exclusion; Identifying obstacles and solutions; Creating inclusion strategies
- **Session 4: Teaching Life Skills**
Risk factor reflection; Introduction to life skills; Teaching life skills role-play; Social-emotional learning (SEL); SEL skills and strategies; Using life skills curricula
- **Session 5: Seeking Further Support for Children**
Child protection and well-being; Dealing with stress and sorrow as adults; Community mapping; Speak with child protection staff; Using your community map; How to respond to abuse; Practicing how to respond to abuse

Module 3: Pedagogy - 16hrs

- **Session 1: Classroom Management**
My favorite teacher; My strengths and challenges; Proactive classroom management; Reactive classroom management; Classroom management scenarios; Brainstorming solutions
- **Session 2: Active and Engaging Learning**
Stimulus questions and quiet reflection; The importance of a range of teaching strategies; Practice active teaching strategies; Demonstrations; Create action plans to use strategies in lessons; Planning group work
- **Session 3: Questioning**
The importance of two-way communication; Advantages and disadvantages of closed and open questions; Different levels of questions; Creating questions under the ladder model; Asking questions effectively; Responding to questions effectively; Making a Do/Do Not T-Chart; Putting questions skills into practice
- **Session 4: Child Development and Differentiation**
Connecting the dots; The four stages of child development; Differentiation stages; Planning differentiation for your own students
- **Session 5: Assessment**
What is assessment?; Defining continuous and summative assessment; Giving feedback; Continuous assessment strategies; Create a continuous assessment toolkit; Summative assessment strategies; Create a unit assessment plan

Module 4: Curriculum and Planning - 14hrs

- **Session 1: Using Curriculum**
How do you know what to teach?; The importance of sequence in curriculum and planning; Examine the given curriculum to identify key parts; Explore the grade or subject-based curriculum; Analyze the grade or subject-based curriculum; Making sure the curriculum is relevant
- **Session 2: Long-term Planning and Learning Objectives**
How to create a scheme of work; Create a scheme of work; Identify SMART objectives; Create SMART objectives; Develop assessments in alignment with SMART objectives; Prepare additional schemes of work
- **Session 3: Lesson Planning**
Importance of lesson planning; Characteristics of a good lesson; Lesson plan overview; Analyzing lesson plans; Planning a lesson together; Completing a lesson plan independently; Review why lesson planning is important
- **Session 4: Making Lessons Relevant and Meaningful**
What interests my students?; The importance of meaningful lessons; Transforming tasks and examples from general to meaningful; In Math; In Literacy; Creating a list of local resources; Explore ways to use local resources in the classroom; Lesson plan review; Student interest reflection and action plan

Subject Knowledge

Core area of competency for teachers, not covered in these training materials

TIPS FOR FACILITATORS

This section explains how the training materials are designed and provides guidance and tips for facilitators.

Training Methodology and Approach

The training and the facilitators leading it should strive to model the format, structure, and pedagogical techniques teachers should use in their own lessons and classrooms.

Each session within each module is divided into the following sections:

Reflect and Revisit: Draws upon participants existing knowledge and reviews material learned in previous sessions or modules.

Learn: Introduces new material/content.

Practice: Gives participants multiple opportunities to practice using what they are learning during the training.

Planning and Action: Provides an opportunity for participants to plan how they can apply their skills to their own classroom.

Assess: Provides time for participants to complete a self-assessment on how well they currently use skills from the training and to create a plan to develop these skills, using the Skills and Strategies handout. Participants can continue to refer to this handout after the training to reflect and collaborate; it includes follow up activities which can be completed individually or as part of a Teacher Learning Circle.

Throughout the training module, directions to the facilitator are given as the following instructional prompts:



“SAY” - This is a scripted section suggesting what the facilitator should say throughout the session.

“DO” - This explains what the facilitator should do to lead the different activities.



This indicates key questions to pose to participants throughout the session. “Example answers” are provided in the facilitator notes. The facilitator should model a variety of questioning techniques and these are indicated as follows:

- Individual Reflection** Ask a question to the whole group and ask participants to reflect individually or to write down their ideas in their journal rather than discuss it with their peers. This is often used for more personal questions that draw on the participants' own experiences.
- Think-Pair-Share** Ask a question to the whole group and tell participants to think about it individually for one minute. Then ask the participants to discuss their thoughts with their partners or the person next to them for a few more minutes. After participants have had time to consider and discuss their responses, call on several to share their answers with the whole group.
- Small Group Discussion** Ask participants to discuss their ideas in groups of 4 or 5. Encourage participants to listen to each other respectfully and to give everyone a chance to speak. If appropriate, ask each group to share some of their ideas with the whole group.
- Whole Group Discussion** Ask a question to the whole group of participants at the same time. Ask participants to raise their hands to contribute or to show their answer using a physical expression. For example, thumbs up if you agree, thumbs down if you do not, stand up if you agree or sit down if you do not.

Guidance for Facilitators

Preparation

Specific preparation instructions are provided at the start of each module and each session. Prior to each session, the facilitator should do the following:

- Read through the whole session thoroughly.
- Contextualize and adapt the materials as appropriate. If possible consult with relevant experts, and visit participant schools and classrooms to gain a greater sense of the particular needs and challenges.
- Gather materials and prepare flipcharts. Each session has accompanying handouts, appendices, and PowerPoint slides. If PowerPoint is unavailable these slides can easily be written up on flipchart paper.

Participation

Before, after, and throughout the training, facilitators should strive to create a friendly and encouraging atmosphere. To do this, the facilitator should:

- Start each module with an energizer activity.
- Involve all participants giving equal consideration to men and women. Promote participation and provide participants with positive reinforcement.
- Encourage participants to share their opinions and experiences.
- Give positive and constructive feedback throughout. React to what participants are saying by nodding, smiling, or engaging in other actions that show you are listening and interested.
- Encourage collaboration during and after the training sessions. Promote group unity and allow participants to learn from each other's thoughts and experiences.
- Be available to provide additional help outside of sessions, and listen and respond to any feedback from participants.

Pedagogy

During the training the facilitators should model the delivery and pedagogical techniques teachers should use in their own lessons and classrooms. While delivering the sessions the facilitator should aim to:

- Provide ample practice time and minimal lecturing during the training. Activities throughout the training include role-play, brainstorming, concept mapping, group discussion, peer work, drawing, story writing and reading, practice teaching, and presentation.
- Model activities and examples as much as possible. When demonstrating an instructional technique explain what you are doing and why.
- Ensure that participants are thinking critically about the concepts and techniques discussed and have ample opportunities to practice, apply, and reflect.
- Move around the room while delivering the session, speaking slowly and clearly and changing voice intonation.
- When participants give answers: always be positive, correct incorrect answers, and stretch and develop correct answers by asking follow up questions such as: “Can you give an example of that? Is there another point of view? Why do you think that is true? Does that always apply? How did you come up with that answer?” Summarize participants’ statements in your own words to check for understanding and to reinforce statements.

ANNEX I

Planning Checklist

Use the checklist below to ensure that you are convening a diverse team of educational stakeholders to participate in the implementation and contextualization process for the teacher training pack. Explain the purpose of long term planning.

Step 1: Build Your Team and Contextualize the Materials (1-2 months before the start of training)

- Have you contacted the district education office, local teacher training colleges, child protection officers, and/or NGO program officers to review the materials and/or support the training?
- Have any needs assessment of teachers' professional development needs been done? If not, is it possible to assess teachers' needs using analysis of teachers' education profiles, focus group discussions, and classroom observation?
- Have you included local teachers in the planning process?
- Based on the needs assessment, local curriculum, and key issues to be addressed with teachers, have the training modules been reviewed and adapted/contextualized to best meet the specific needs of teachers and learners in your context?
- Is feedback on previous trainings available to review? How might the lessons learned from prior trainings be reflected in the current training plans?
- If required, has translation of the materials been arranged?
- Have you decided on the timeframe and sequence for the delivery of the training modules?
- Have you prepared a budget and secured funding for the training?

Step 2: Collaborative Team Decisions (3-4 weeks before the start of training)

- Who will the facilitators be? Internal staff, external consultants? How will you ensure that local staff capacity will be strengthened if external consultants are brought in?
- How will participants (teachers) be selected?
- What strategies can the team use to ensure transparent, participatory, and unbiased selection of teachers (e.g. gender, ethnicity, religion, etc.)?
- Will the teachers be compensated for attending the training? How much? By which organization? Has the compensation amount been coordinated with other agencies and sectors to ensure equitable and harmonized compensation practices?
- When and where will the training take place? Is transport and/or accommodation for participants available if relevant?
- Will food/drinks be provided? Who is responsible for organizing these items? Paying for them?
- Which language will be used for conducting the training? What translation support can be provided (if needed) to particular groups of teachers?
- Will Teacher Learning Circles be developed as a part of the training and supported after the training? By whom?
- Will the participants (teachers) receive certificates at the end of the training?

Step 3: Final Preparations (1 week before the start of training)

- How will handouts be distributed--as a packet, individual copies?
Who's responsible for producing the copies and covering expenses?
- Has a training workshop evaluation form been prepared to capture participant feedback? (See Annex II)
- What additional supplies and/or materials are needed for the training?
- Have participants (teachers) received a final confirmation about the training (date, time, location)?

ANNEX II

Sample Evaluation Form - Initial Teacher Training

This sample form can be used to evaluate the quality and relevance of the training.

1. Which day of the training did you find most useful (choose all that apply)?
 - Day 1: Teacher's Role and Well-being
 - Day 2: Child Protection, Well-being and Inclusion
 - Day 3: Pedagogy
 - Day 4: Curriculum and Planning
 - None of the days were useful

2. Which day of the training did you find least useful (choose all that apply)?
 - Day 1: Teacher's Role and Well-being
 - Day 2: Child Protection, Well-being and Inclusion
 - Day 3: Pedagogy
 - Day 4: Curriculum and Planning
 - All of the days were useful

3. The training was engaging and motivating.
 - Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree

If you chose disagree or strongly disagree, please explain why:

4. The teaching methods suggested in the training are realistic for me to use in my classroom.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

If you chose disagree or strongly disagree, please explain why:

5. The training provided enough practice time for me to become comfortable with the strategies.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

6. Which activity is most likely to change the way you teach? Why?

7. The content of the training was easy to understand and used appropriate and clear vocabulary.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

8. The facilitators communicated effectively throughout the training.
- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
9. The facilitators delivered the training in an engaging manner.
- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
10. The facilitators made me feel comfortable to ask questions and share my thoughts and opinions.
- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
11. Are there any topics or strategies that you would like additional training on?

12. Are there any topics that were not covered in this training that you would like to be trained on in the future?

Additional Comments:

ANNEX III

Sample Teacher Assessment Tool

This sample tool can be used in the assessment of teachers' needs in your context. The questions can be used to guide individual or group discussions to assess areas where teachers require support and training.

Teachers/Head Teachers

Community:	Teacher Name:	Male or Female
School:	Experience Teaching:	Grade/Subjects:

Teacher's Role and Well-being:

1. Why did you become a teacher? How did you become a teacher?
2. Why is education important for your community?
3. What are the teachers' roles and responsibilities in your school?
4. Other than salary, what motivates you to teach?
5. Does your school have a code of conduct? How is it being enforced?
6. How do you manage your stress?
7. How do you feel about working with your peers in terms of lesson planning and receiving feedback? What would make you more comfortable about working with your peers?
8. How are your current teaching practices different than before you were displaced? Why have they changed? (Stress, lack of resources, language of instruction?)

Child Protection, Well-being and Inclusion:

9. What is your role as a teacher in meeting children's needs?
10. What is your role as a teacher in protecting children's rights?
11. How do you create a safe learning environment for all of your students?
12. Which types of students do you struggle to support in your classroom? Why?
13. Do you have a referral process at your school? If yes, how does it work? What other types of support are available for your students in your schools/community?

Pedagogy:

14. What do you do to prevent misbehavior in your classroom?
15. What does discipline look like in your school? What consequences do you give to students who continue to misbehave? Who is involved in each step (head teachers, social workers, parents)?
16. How do you know if students are actively engaged in your lessons?
17. What types of teaching strategies do you use to keep students actively engaged in lessons?
18. How do you know that students are mastering the material you are teaching?
19. What would you change about your school's method of teaching?

Curriculum and Planning:

20. What do you do to prepare a lesson? Do you use a lesson plan template?
21. What materials do you use when planning a lesson? (Curriculum, textbook, internet?)
22. What materials do you use while teaching?
23. Are there any other materials within your community that you could use? Are there materials you need that you do not have right now?
24. How comfortable are you with using the national curriculum? What kind of support do you need in using the curriculum for your lessons?

General

25. What topics would you like to receive teacher training on?
26. What additional support would you like as a teacher?

Education Officers

Name:	Title:
Organization:	

1. What types of trainings or support have you offered schools in the last 6 months?
2. Describe what a typical class is like in this community. What are the teachers doing? What are the students doing? How does the class feel?
3. From your observations, what do you think are the main strengths of the teachers?
4. From your observations, what do you think are the 3 biggest challenges for teachers?

Teacher's Role and Well-being:

5. Why is education important for this community?
6. What is a common concern voiced by the teachers that you work with?
7. What do you perceive to be the morale among teachers?
8. How do teachers respond to feedback? Are teachers willing to collaborate when developing their lesson plans?

Child Protection, Well-being and Inclusion:

9. Describe the student behavior you typically see in the classroom.
10. What have you observed teachers doing to prevent unwanted behavior in the classroom?
11. Have you observed any harmful behavior between teachers and students in the classroom? If yes, describe.
12. What are commonly practiced forms of discipline in the schools?
13. Do students feel comfortable asking questions and approaching teachers for help?
14. Do teachers offer equal support to different types of students? (Ex: girls, boys, students with disabilities, different types of learners) If yes, how?

Pedagogy:

15. Are students actively engaged in lessons? How do you know?
16. What types of activities have you seen teachers use in their teaching? Are they student-centered? (Ex: group discussion, group work, demonstration, art, song, role-play, games)
17. What types of questions do teachers ask in their lessons? Open-ended, yes/no, factual?
18. How have you seen teachers check for understanding among their students in a lesson? (Questions, practice, tests, activities)

Curriculum and Planning:

19. What kind of process do the teachers go through to plan their lessons? What materials do they reference?
20. What kinds of materials do teachers use to deliver their lessons?
21. How well are teachers able to create lesson plans that cater to different types of learners?
22. How well do you feel teachers understand the subject matter and content that they teach?

Focus Group Discussion Questions

Teachers

Community:	# of Male Teachers:
School:	# of Female Teachers:

1. What kind of support or teacher training have you received in the last 6 months?
2. What struggles do you face as a teacher in your community?
3. What topics would you like to receive teacher training on? (Come to a consensus and prioritize the topics as a group if possible)
4. How often would you like to participate in teacher trainings or other professional development?
5. What additional support would you like as a teacher?

ANNEX IV

Sample Teacher Assessment Tool

These sample pre- and post- training assessment tools can be used with teachers before the training to assess gaps in knowledge and skill and after the training to check progress.

PRE- AND POST-TRAINING ASSESSMENT – Sample 1

Name of Teacher	
Sex of Teacher	Female <input type="radio"/> Male <input type="radio"/>
Number of Years Teaching	
School	
Location	
Standard/Grade/Class	
Contact Information	
Other trainings attended	
Pre/Post	Pre-Test <input type="radio"/> Post-Test <input type="radio"/>
Date	

Please tick one of the answers for each of the following statements based on how much you agree or disagree with the statement.

1. All children, both boys and girls, have the right to a quality education.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

2. All children, both boys and girls, should feel safe at school.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

3. I feel confident creating lesson plans that cater to different types of learners.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

4. I collaborate with other teachers when writing lesson plans.

- Always
- Often
- Sometimes
- Never
- I don't know

5. I use group discussions in my lessons.

- Always
- Often
- Sometimes
- Never
- I don't know

6. I see other teachers in my school using participatory methodologies in their classrooms.

Participatory methodologies: Children were actively involved in the lesson, participated in group work and activities, were asked open ended questions and the teacher did not only use the lecture method of teaching.

- Always
- Often
- Sometimes
- Never
- I don't know

7. My students ask questions in my lessons.

- Always
- Often
- Sometimes
- Never
- I don't know

8. Verbal abuse, humiliation and/or physical abuse are used in my school.

- Always
- Often
- Sometimes
- Never
- I don't know

Please answer the following short answer questions to the best of your ability.

9. What is a Code of Conduct and why is it important?

10. What are 2 strategies to promote child rights and student well-being in the classroom?

a.

b.

11. What strategies can be used to make a classroom safe?

Physically:

Behaviorally:

Socially/Emotionally:

Cognitively:

12. What are two risk factors for children?

a.

b.

13. What are two protective factors for children?

a.

b.

14. What are two strategies that teachers can use to ensure children's rights are protected in their classrooms?

a.

b.

15. What are two ways that respect child rights, to discipline students?

a.

b.

16. What is a curriculum and why is the sequence in the curriculum important?

17. What are two examples of SMART objectives?

a. _____

b. _____

18. What are two reasons that lesson planning is important?

a. _____

b. _____

19. What are two strategies for classroom management?

a. _____

b. _____

20. What are two reasons that it is important for teachers to use a range of teaching techniques in their classrooms?

a. _____

b. _____

21. What are three different teaching strategies that teachers can use in their classrooms?

a. _____

b. _____

c. _____

22. What are two strategies for making lessons relevant and meaningful?

a. _____

b. _____

23. What three questions should guide a teacher's practice as they assess what their students know?

a. _____

b. _____

c. _____

24. What are two different methods that can be used on summative assessment?

a. _____

b. _____

25. What are two reasons that it is important for teachers to use a range of teaching techniques in their classrooms?

a. _____

b. _____

PRE- AND POST-TRAINING ASSESSMENT – Sample 2

Pre/Post-Test

Initial Teacher Training Evaluation (correct answers are marked in green)

Background

The purpose of the pre- and post-tests is to assess the knowledge and skills you have gained from the Initial Teacher Training Pack. You will take this test twice, once before the training and again after the training. The test contains questions regarding child-protection and well-being, pedagogy, curriculum and planning and teacher role and well-being. The tests could also be administered following the completion of all TLC sessions.

Name of Teacher	
Sex of Teacher	<input type="checkbox"/> Female <input type="checkbox"/> Male
Number of Years Teaching	
School	
Grade	
Contact Information	
Other trainings attended	
Pre/Post	<input type="checkbox"/> Pre-Test <input type="checkbox"/> Post-Test
Date	

Child Protection and Well-being

Please answer the following questions to the best of your ability.

Proactive Classroom Management:

1. Which of the following is NOT a classroom management technique that promotes student well-being?
 - A. Disciplining students in front of their peers
 - B. Establishing routines
 - C. Giving students positive feedback
 - D. Redirecting unwanted behavior

2. Read the following scenario and then answer the question that follows:

Scenario: You have just released students to complete group work. Students take a long time to get into groups because they are talking. Some students do not know what to do and look confused.

What could the teacher have done to prevent the misbehavior?

- A. Avoid group work
- B. Clear expectations
- C. Classroom routines
- D. Discipline misbehaving students

Positive Discipline:

3. Which strategies allow you to redirect misbehavior without disrupting the lesson?

- A. Yell at the student who is misbehaving.
- B. Stand near the student who is misbehaving.
- C. Use a non-verbal cue (clap hands, tap desk, shake head)
- D. Sudden silence (stop talking until the misbehavior has stopped)

INSTRUCTIONS: Match the misbehavior with the appropriate consequence. (You can choose more than one answer for each misbehaviors; answers are on the following page)

- 4. Student is disrespectful to the teacher A
- 5. Student is talking while the teacher is talking E, F
- 6. Student is throwing paper at another student E, F
- 7. Student hits another student A, B

- A. Have a one on one conversation with the student
 - B. Yell at the student
 - C. Hit the student
 - D. Send the student to the head teacher
 - E. Redirect misbehavior
 - F. Move the student to another seat
8. What are two strategies for managing a large class?
- A. Small group work
 - B. Yelling so the students can hear you
 - C. Routines
 - D. Lots of free time in between activities
9. What is the best way for a teacher to communicate with a student to correct misbehavior?
- A. "You are a bad student because you are distracting other students."
 - B. "Your behavior is unacceptable because you are distracting other students."
 - C. "Why are you acting like that? Don't you know that is bad?"
 - D. "I do not like that".
10. When praising students, which of the following statements is correct?
- A. You can never over praise students or praise them too much.
 - B. It is OK to praise students for their efforts, even if their answer is wrong.
 - C. Praising good behavior is not effective in preventing bad behavior.
 - D. It is important to correct students in front of the class so that other students will not make the same mistake.

Social-Emotional Learning:

- 11. Emotional Regulation E
 - 12. Social Skills C
 - 13. Conflict Resolution D
 - 14. Perseverance A
- A. Allows students to push through challenges and continue to work towards their goals
 - B. Helps students focus, remember instructions/concepts, multi-task, and create plans
 - C. Helps students relate to each other in a positive way and understand each other's feelings
 - D. Helps students address problems and conflicts in a positive way
 - E. Allows students to understand their emotions and positively manage their feeling

Pedagogy

Inclusion:

- 15. What are two strategies for working with students who learn at different speeds?
- A. Peer tutors
 - B. Student jobs
 - C. Have slower students complete their work as homework
 - D. Extension or challenge activities

Differentiation:

- 16. Which of the following strategies gives the teacher a clear understanding of each student's abilities?
- A. Lecture
 - B. Teacher model (teacher demonstrates a skill step by step while students follow along)
 - C. Call and response (students respond to teacher in unison)
 - D. Independent work

17. Which of the following strategies gives students the opportunity to teach each other?

- A. Lecture
- B. Teacher model (teacher demonstrates a skill step by step while students follow along)
- C. Group work
- D. Independent work

18. What is one way of teaching that will improve students' learning?

- A. Having students only repeat what the teacher does.
- B. Designing activities in which students copy the teacher's work by themselves.
- C. Having students memorize facts.
- D. Creating varied lessons that target different styles of learning.

Questioning Strategies:

19. What are the benefits of whole-class questioning? (Circle all that apply)

- A. Teachers can immediately correct students so that students understand their mistakes and self-control.
- B. Teachers can use class answers to inform the direction of the lesson.
- C. Teachers can single-out and reprimand students who were not listening.
- D. Teachers can check how well students understand the material.

Curriculum and Planning

Objectives:

20. Which of the following objectives are SMART objectives? (Circle all that apply)

- A. Students will be able to understand plants.
- B. Students will be able to explain step by step how plants make energy.
- C. Students will be able to list all of the plants in Kurdistan.
- D. Students will be able to draw and label the parts of a plant.

Lesson Planning:

21. A student centered lesson plan includes:

- A. Lecture
- B. Opportunities for practice
- C. Teacher model
- D. Assessment
- E. All of the above

22. How often should you check for understanding with your students?

- A. At the end of every lesson
- B. At the beginning of every lesson
- C. Throughout the lesson
- D. Only when students are bored

ANNEX V

Sample Classroom Observation Tool

This classroom observation tool can be used prior to the training to assess teachers' knowledge and skills in the classroom, or after the training to support teachers in applying what they have learned in the training in their classroom practice.

SAMPLE CLASSROOM TEACHER OBSERVATION TOOL

The goal of this form is to facilitate the observation of teaching techniques used by teachers. Complete this table based only on your observations in this class. Do not allow your other knowledge or past observations affect this observation.

Observer Name:			Date:		
School:		Grade Level :	Start Time:		End Time:
Teacher Name:					
Lesson Title:		Total Present	# Boys:	# Girls:	Total:

Observation Notes:

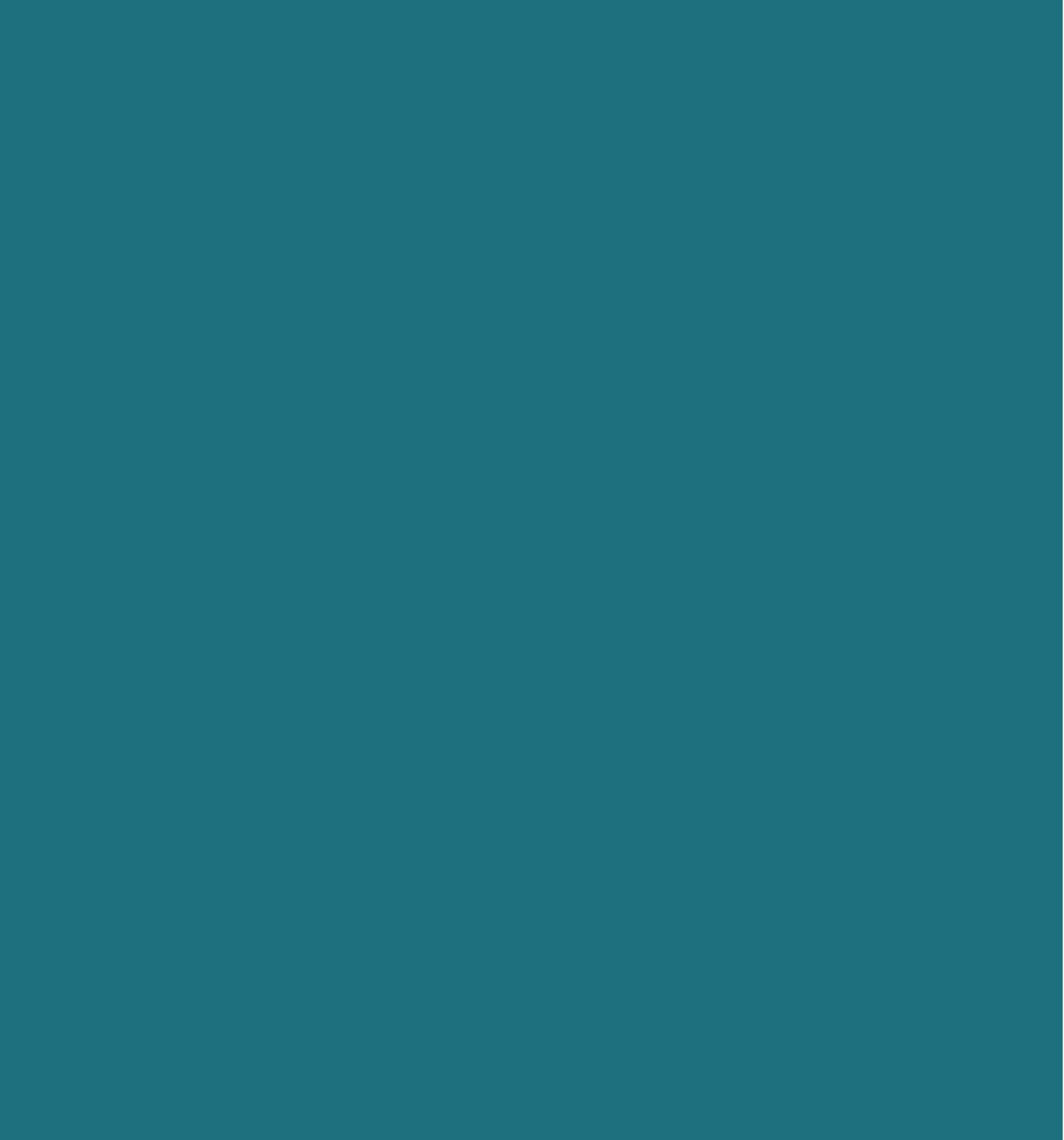
I. Curriculum and Planning (Objectives, Lesson Planning, Continuous Assessment)		Yes	No	Comments
1	The teacher has SMART objectives included in the lesson plan and the lesson is aligned to meet them. (<i>Specific, Measurable, Achievable, Relevant, Time-Bound</i>)			
2	The teacher uses a lesson plan to guide the lesson that includes an introduction, body (with practice), and conclusion.			
3	The lesson plan is learner centered. (Designed around student input and needs, includes activities that actively engage students) <i>List activities that are planned to encourage active learning</i>			
4	An appropriate amount of time is given to each activity. <i>(The teacher starts and ends on time, students have enough time to ask question and practice)</i>			
5	The teacher checks for understanding throughout the lesson. <i>List strategies that were used to check for understanding</i>			
6	The teacher uses learning materials and teaching aids effectively to enhance student learning.			
TOTAL				

II. Child Protection and well-being (Classroom Management, SEL Strategies)		Always	Often	Sometimes	Never	Comments
7	The teacher sets clear expectations for student behavior. (<i>Classroom rules, expectations for each activity</i>)					
8	The teacher uses routines and procedures.					
9	The teacher moves around the room to monitor student behavior and interactions.					
10	The teacher uses positive words and praises students' good behavior, their work, and their improvements.					
11	The teacher positively and patiently redirects students' negative behavior. <i>List students' behavior and teacher's response. Leave blank if there is no bad behavior</i>					
12	The teacher models how to be respectful and courteous to others in class.					
13	The teacher treats all children equally regardless of gender, nationality, language, etc. (Calling on students equally, avoiding disrespectful comments)					
14	Students treat each other with courtesy and respect.					
TOTAL						

III. Pedagogy (Inclusion, Differentiation, Questioning Strategies)	Always	Often	Sometimes	Never	Comments
15 The teacher treats each student equally during the class. (<i>Front/back, strong/weak, old/young, lefties/righties, girls/boys</i>)					
16 The teacher gives all students the opportunity to participate in learning. (<i>All students can speak, ask questions, and get involved in activities of their choice</i>)					
17 The teacher uses more than one teaching method. (<i>Lecture, teacher model, group work, independent work.</i>) List methods).					
18 The teacher uses a range of active learning strategies (<i>Games, songs, drawings, debates, role play, etc.</i>) List techniques.					
19 The teacher asks questions about students' lives, their opinions, and their experiences.					
20 The teacher uses different groups for activities: the whole class, subgroups, pairs, and individuals (at least 2 per lesson). List groupings observed.					
21 The lesson supported different learning styles and abilities. (<i>Visual, auditory, kinesthetic, and tactile, students that finish at different speeds</i>)					
22 The teacher uses different techniques for asking questions (asking the whole class, calling on individual students by name, asking the questions in group work, open and closed questions.) List the different methods used.					
23 Students ask questions.					
TOTAL					

Specific Observations: What the teacher did well	Specific Suggestions: What the teacher can improve upon

Total
Always/Often:
Sometimes / Never:
% Always/Often:
(75% = objective)



TEACHERS COLLEGE
COLUMBIA UNIVERSITY



TRAINING FOR PRIMARY SCHOOL
TEACHERS IN CRISIS CONTEXTS

Introductory Training Pack



INTRODUCTORY TRAINING PACK AT-A-GLANCE



Day 1: Teacher's Role and Well-being

- Session 1: Teacher's Role
- Session 2: Code of Conduct
- Session 3: Teacher Well-being

Day 2: Child Protection, Well-being and Inclusion

- Session 1: Child Protection
- Session 2: Safe Spaces - SEL
- Session 3: Positive Discipline

Day 3: Pedagogy

- Session 1: Active and Engaging Instruction
- Session 2: Questioning Strategies
- Session 3: Inclusion and Differentiation

Day 4: Curriculum and Planning

- Session 1: SMART Objectives
- Session 2: Assessment
- Session 3: Lesson Planning

CONTEXTUALIZATION AND ADAPTATION GUIDANCE

Day 1

- Locate a copy of the Code of Conduct used by participants in your community.
- If no Code of Conduct is agreed upon, please use *UNESCO Guidelines for the design and effective use of teacher codes of conduct*, and Session 3: **Appendix 1A** for an example Code of Conduct.
- Research the complaint reporting process for the specific context, and the consequences for breaking the Code of Conduct.
- If appropriate contact a representative from the organization that hired the teachers to discuss with the participants at the training management, benefits and other human resource issues.
- If possible ask a protection officer or community resource with experience in psychosocial care to participate in session 3 on stress management and teacher well-being.

Day 2

- Invite child protection officers to assist with contextualizing the training and to attend the training itself.
- Determine common risk factors to child well-being in the local community. Adapt sessions accordingly.
- Determine the most appropriate life skills needed by students in the community. Adjust sessions accordingly.
- Investigate the national and local laws relating to child rights, and local child protection procedures.
- Investigate local resources and organizations available to provide further support to children.

Day 3

- If possible, spend time in the participants' classrooms and schools to see what types of pedagogy are currently being used by the teachers and use this to inform the sessions.
- If participants are unfamiliar with learner-centered pedagogy you may need to spend more time emphasizing the importance of active learning - there are example answers provided to help facilitators and participants.
- If possible, arrange for specialists in special educational needs and disability awareness to attend and support session 3. If not possible seek their advice before the training and adapt the session accordingly for the local context.

Day 4

- 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.
- Find local learning and teaching resources to use in the session.
- If possible locate examples of national assessments to share with participants.

Days 1-4

Review PowerPoint slides and contextualize as appropriate. Certain slides have been left blank as context specific information is needed.

- Day 1: Slide 16 - The Consequences of Violating the Code of Conduct, and Slide 17 - How to Report Misconduct
- Day 2: Slide 12 - Seeking Further Support

Please note that if PowerPoint is not available, the PowerPoint slides for the training should be written on flipchart paper instead.

HOW TO USE THIS MANUAL

Icons



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



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



This icon represents the Scripted section of the Session.



This icon points to Questions you should ask your participants.

TEACHER'S ROLE
AND
WELL-BEING

DAY 1

OUTLINE

Introduction to Training



Session 1

Teacher's role



Session 2

The Code of Conduct



Session 3

Teacher well-being



Concluding Reflection



PRE-WORK FOR FACILITATORS

- Prepare flipcharts for each activity, including key vocabulary (some activities need flipcharts even if using PowerPoint).
- Session 2:
 - If it exists, provide copies of national, district or school Code of Conduct for each participant.
 - Spend time prior to session familiarizing yourself with the local Code of Conduct, including the vocabulary, reporting mechanisms, consequences of abuse, and any shortcomings of the Code of Conduct.
 - If possible locate and invite a representative from the organization, which hired participants, to discuss the Code of Conduct, particularly reporting mechanisms and consequences.
 - If no Code of Conduct is agreed upon, teachers will do activities to develop their own using examples of Codes of Conduct drawn from other countries. Please see *UNESCO Guidelines for the design and effective use of teacher codes of conduct* for situations where there is no Code of Conduct, and Session 3: **Appendix 1A** for an example Code of Conduct.
 - Contextualize the dilemmas outlined in **Appendix 1B**.

DAY 1 STRATEGIES

Grouping

During the training you will ask the participants to work in small groups. For Day 1, use proximity to form the groups. Unless otherwise stated participants should work with the 3 people sitting nearest to them for the group activities and discussion tasks. Explain to the participants that this is a useful technique in large classrooms as it causes minimal disruption.

Focus

When you want to get the attention of the participants explain to them that you will use the '5-4-3-2-1' strategy. When you would like them to be quiet and to focus on the facilitator, you will count down slowly from 5 to 1. When you get to one they should have stopped talking and have their attention on you. Explain to participants that this is a useful strategy to use in the classroom, particularly with large class sizes and during group work.

DAY 1 MATERIALS

- Flipchart paper, markers, pens/pencils
- PowerPoint/flipcharts
- Handout 1A - Weekly Schedule
- Handout 1B - Examples of Misconduct
- Handout 1C - Stop, Think, Act
- Handout 1D - Mindfulness Activities
- Handout 1E - Well-being Strategies
- Handout 1F - Concluding Reflection
- Appendix 1A - Sample Code of Conduct
- Appendix 1B - List of Sample Dilemmas

DAY 1 KEY WORDS

- **Brainstorm:** An individual or group activity that can be a useful tool to help analyze a situation, define a topic, or come up with creative solutions to a problem. There are many different ways to brainstorm including lists, mind maps, charts and other visuals.
- **Code of Conduct:** A statement of principles, rules, and values that establishes a set of expectations and standards for how individuals in a school will behave in an ethical way, including minimal levels of compliance and disciplinary actions.
- **Community:** A group of people living in the same place that may come together around shared interests.
- **Ethical:** Following rules of behavior based on what you believe is good and bad.
- **Well-being:** A condition of holistic health and the process of achieving this condition. It refers to physical, emotional, social, and cognitive health. Well-being includes what is good for a person: participating in a meaningful social role; feeling happy and hopeful; living according to good values, as locally defined; having positive social relations and a supportive environment; coping with challenges through the use of positive life skills; and having security, protection and access to quality services.

INTRODUCTION TO TRAINING



Materials: Slide 1



“Welcome to the first day of the Initial Training Pack for primary school teachers in crisis contexts. This training was developed by members of the Teachers in Crisis Contexts Working Group including UNHCR, UNICEF, FCA, the International Rescue Committee, the Norwegian Refugee Council, Save the Children and Teachers College/Columbia University. The training is divided into four days, covering Teacher Role and Well-being; Child Protection, Well-being and Inclusion; Pedagogy; and Curriculum and Planning. Each day includes activities to draw on your existing knowledge and experience and to give you concrete skills and strategies to take back to your classroom. It will also include time to practice and reflect on those skills throughout the training and to collaborate with your fellow teachers.”

Introduce yourself by stating your name and where you are/will be teaching. Explain any logistics regarding the training.



“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 paper of what we expect of each other throughout our time together.”

Example Answers:

- Be on time.
- No cell phones.
- Respect each other.
- Give everyone an 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. Explain the grouping technique and focus strategy for the day’s training - explain the techniques that you will use and why you are using them.

SESSION 1: TEACHER'S ROLE

Objectives

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

- Explain the importance of education in crisis contexts
- Describe the role of the teacher in the school and in the local community
- Consider how to balance the various roles within the classroom, school and community

Outline

Introduction

Why is education important?



Activity

“A Teacher Is _____” activity
Balancing different roles



Closure

Staying organized



INTRODUCTION



Materials: *Slides 2-3*
Flipchart, markers/colored pens for participants



“The training today contains 3 different sessions. In Session 1 we will discuss the role of the teacher in our schools and communities. In Session 2 we will discuss the importance of the Code of Conduct and what you can do to ensure that you and those around you are following it. In Session 3 we will explore different strategies to promote teacher well-being.

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

- Explain the importance of education in crisis contexts.
- Describe the role of the teacher in the school and in the local community.
- Consider how to balance the various roles within the classroom, school and community.”

Why Is Education Important?

Materials: *Slides 4-7*

Write “Why is education important in your community?” on the board.



“We are going to create a mind map to explain why education is important for your community. Mind mapping is an individual or group activity that can be a useful tool to help students generate ideas, analyze a situation, define a topic, or come up with creative solutions to a problem. This is a technique you can use in your classroom. For this activity you will first create a list and then use the list to create a mind map.”

Ask participants to work in their groups.



“In your groups create a list of as many reasons as you can think of to answer the question, ‘Why is education important in your community?’. You have 10 minutes to create your lists in your notebooks.”

While they are working give each group a piece of flipchart paper and marker pen.

Example Answers:

- Ensures children feel safe and protected.
- Helps children and community normalize after displacement.
- Teaches critical thinking skills.
- Increased income.
- Economic growth.
- Reading and writing.
- Health (helps fight spread of disease).
- Reduces mother and child mortality rates.
- Increases peace.
- Reconciliation and stability.
- Increases participation in governance.
- Helps fight against corruption.



“Now we are going to turn your lists into mind maps. Draw a circle in the middle of your flipchart paper and write ‘Why is education important?’ in the circle.”

Show participants the example mind map on the board. Explain how the mind map works, and that it is a way to group and connect ideas in a visual way.



“Have a look at your lists: can you see any key themes or topics? For example, communication might be a key theme so you could add that in your next circle. From this circle you could add: helps students to make friends, helps students to express their opinions, helps students to apply for jobs. Use the mind map to show the connections between your ideas. You have 10 minutes to complete your group mind map.”

Walk around the room with the participants encouraging them and answering any questions. Give participants time warnings.



“In order for you to be able to see all of your peers’ mind maps, you are going to complete a gallery walk. In just a minute you will stand up and walk around the room to look at the other mind maps. You have 5 minutes to go around the room and look at as many mind maps as you can. As you look at the mind maps, tick any ideas that you agree with.”

Walk around the room with the participants and take note of the ideas on the mind maps. Give participants a 1-minute warning as the 5 minutes are coming to a close.



Ask Participants (Whole Group):

Which ideas have the most tick marks? Why do you think this is the case?



“Before we move onto our next activity I would like you to try and summarize why education is so important in this community – however, you must use exactly 20 words. This is a good technique to use with your students – it helps them practice summarizing and students enjoy the challenge of using exactly 20 words. You have 5 minutes”

After 5 minutes ask several participants to share their 20 word statements. Count the number of words they use as they read the statements aloud by using tick marks on the board or flipchart or counting on your fingers. Praise the participants’ ideas as much as possible.



“Based on our mind maps we can see how important education is to the well-being of our community. In our training we want to think about how we can make our teaching successful so that we can contribute to this. In this session we will start by focusing on the role of the teacher in the classroom, the school and the community.”

ACTIVITY

“A Teacher Is _____” Activity



Materials: Slide 8

Post-it notes (paper with tape) if available

Flipchart, markers/colored pens for participants

Write, “A teacher is _____” on the board.



“Using your mind map, I want you to think about the role of the teacher in making education successful in your community. But first we need a clear understanding of what the word “role” means. Think about role as a job description. A job description describes the position, responsibilities, tasks and attitudes that are required to complete the job. Use this definition to complete the following activity. You have 1 minute to fill in the blank to ‘A Teacher is _____’. Consider teachers from your past and think about the teacher you want to be. For example, a teacher is a problem solver.”



If post-it notes (or paper with tape) are available ask participants to write their answer on the post-it note and come up to the front to stick this on the board. If not, ask participants to share their ideas with the whole group. Record answers on the board.

Example Answers:

- Someone who imparts skills and knowledge to students.
- A leader.
- Someone with management skills.
- A change-maker.
- A good role model.
- Someone who empowers students.
- A learner.
- An effective communicator.
- Someone who helps others to have new experiences.
- Teachers plan engaging lessons.
- A coordinator of people and resources.
- Teachers meet the needs of students with disabilities, different language needs, and different cultures.
- Someone responsible for the well-being of the pupils.
- Someone guiding and supporting children.
- Teachers offer students advice.



“As we can see being a teacher involves many important roles in the lives of children and in the community. In crisis settings teachers have an increased responsibility to support children’s well-being and recovery from difficult events. Furthermore different people expect different things from teachers. Expectations for teachers may come from different stakeholders: the students in your classroom, the leadership of your school, and the parents in your community.”

Balancing Different Roles

Materials: *Slide 9*



“Think about each of the activities that a teacher must complete in a given day or week to fulfill all of these different roles and expectations and to make education successful - in the classroom, in the school, and in the community. You are going to work in groups to create a visual that shows all of these tasks and represents how a teacher feels when trying to complete all of them. Use the visual on the PowerPoint/flipchart as inspiration but feel free to be more creative and to use your own ideas. You will have 15 minutes and then you will present your diagram to the whole group.”

After 15 minutes ask each group to share their graphics. Discuss similarities and differences.



“Balancing these roles and expectations can be stressful but it can also be very rewarding. In the next activity and in later sessions we are going to discuss how you can balance your roles and responsibilities. This training will hopefully equip you to fulfill these roles to the best of your ability and to make education successful in your community.”

CLOSURE

Staying Organized



Materials: *Slide 10*
Handout 1A - Weekly Schedule



“Think on your own for 2 minutes about what actions you will take to balance all of the expectations people may have for you.

Now turn to your partner and for 2 minutes discuss what you can do to balance the different roles you have.”

Example Answers:

- Stay organized.
- Communicate well with all stakeholders.
- Ask your colleagues for advice.

Ask several participants to share their ideas with the whole group. Explain to participants that this technique is called Think-Pair-Share and that they should use it in their classrooms - it is an important technique as it involves all students and it gives students time to think and process their ideas.



“Now look at **Handout 1A** and the example activities. With your partner look at the example and practice filling out your own week with all the activities you will need to balance. You and your partner should work together to help each other, although you can plan different activities if you have different responsibilities. You have 10 minutes.

This is just one option to help you schedule your time. We will discuss additional stress management strategies in later sessions to help you balance the different roles of a teacher.”

SESSION 2: CODE OF CONDUCT

Objectives

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

- Explain the legal and ethical importance of the Code of Conduct
- Explain the consequences of violating the Code of Conduct
- Describe the procedure for reporting misconduct

Outline

Introduction

Examples of misconduct



Activity

What is the Code of Conduct?



Closure

Reporting and responding to misconduct



INTRODUCTION

Examples of Misconduct



Materials: *Slides 12-14*
Handout 1B - Examples of Misconduct



“At the start of the day we discussed the importance of education in this community. But sadly education can sometimes be ineffective, and sometimes harm can take place in schools. Please discuss the following question with your partner.”



Ask Participants (Think-Pair-Share):

In what ways can education become harmful or ineffective in your community?

After 2 minutes take answers from the participants and write these on the board.



Ask Participants (Whole Group):

1. What challenges are beyond the control of the teacher?
2. What challenges can the teacher control or influence?

Example Answers:

(Depending on context)

1. Funding/pay, infrastructure and facilities, policy.
2. Anything related to their own behavior or conduct (e.g. punctuality, attendance, appropriate relations).

Underline the examples that *are* within the control of the teacher.



“We know that schools are meant to be safe spaces for children. It is unacceptable when misconduct occurs. In this session we are going to think about our responsibility to conduct ourselves in an ethical and professional manner, and what to do if we know that misconduct is taking place in our schools. By the end of this session you will be able to:

- Explain the legal and ethical importance of the Code of Conduct.
- Explain the consequences of violating the Code of Conduct.
- Describe the procedure for reporting misconduct.

Look at **Handout 1B**. As you read through the document tick to show whether each example of misconduct is a major or minor offense, and tick to show if this is a problem in your community. When you finish put your pen down and look at me so that I know you are ready.”



This handout and this activity should be contextualized, and any potential types of misconduct should be considered in advance. If a representative from the organization that hired the teachers is available, he/she should be involved in presenting this session and giving specific, contextual information.

Watch to see when people look up so you know that they have finished.



Ask Participants (Whole Group):

1. Which of these offenses are more serious? Why?
2. What do you think are the most common problems in your community?
3. Are there any examples on the list that are not a problem for your community?

ACTIVITY

What Is the Code of Conduct?



Materials: Slides 15-16

Copy of the appropriate Code of Conduct for all participants

Point to the definition of Code of Conduct on the key word flipchart.



“To help make sure that our schools are safe we have a Code of Conduct. It aims to build trust, encourage fairness and protect both students and teachers from harm. Having a Code of Conduct with clear rules helps protect students and teachers in and around the school and community. A Code of Conduct can help prevent many of the situations we have discussed and can also guide teachers and staff about what to do when there are problems in the school. A Code of Conduct can also represent the law of the nation or region, and violating the Code of Conduct can also mean breaking the law.”

Distribute the Code of Conduct that the participants will be following as teachers in their schools.



*If the Code of Conduct is not available, distribute an example Code of Conduct from a similar context- see UNESCO Guidelines or **Appendix 1A** for examples.*

NOTE: This may be the first time that teachers have seen the Code of Conduct. Prepare for questions and clarifications regarding some of the rules. If possible have someone at the training who can respond to these issues, for example a member of the organization that hired the participants.



“This is the Code of Conduct you as teachers (or any professional working in a school) will be following. Take 10 minutes to read and reread the Code of Conduct. If you reach words you are unfamiliar with underline them. After everyone has finished reading look at me and put down your handout so that I can see that you have finished. We will then go over any confusing words or sentences.”



Help participants with any challenging words and draw attention to any points that you think may be confusing. Think in advance about context-specific rules that the Code of Conduct might not address and how best to discuss any difficult topics in the Code of Conduct. Also take time to highlight with teachers any especially important points in the Code of Conduct.



Ask Participants (Whole Group):

1. How does the Code of Conduct that I passed out make sure everyone is behaving in an ethical way?
2. Are there any important rules that might be missing or that you think should be included in the Code of Conduct?

Example Answers:

- It clearly illustrates the way teachers should and should not behave. It encourages teachers to act in the proper way and maintain professionalism. It helps protect students and teachers.
- Facilitator should think about these issues in advance and be prepared to discuss any questions or queries.

To close this activity, spend 10 minutes going through the consequences for minor and major breaches of the Code of Conduct. Answer any questions or queries that participants may have. Make sure that participants are aware of the severity of any form of sexual or physical abuse. Highlight any legal consequences. If appropriate make sure that participants are aware that the Code of Conduct is mandatory and comes from the government or other official body.



The specific consequences will depend on the context. Research these beforehand and present them on the PowerPoint/flipchart. For example, for minor offenses there may be a process involving warnings from the head teacher, but for major offenses teachers may lose their job and face legal action and imprisonment.

CLOSURE

Reporting and Responding to Misconduct



Materials: *Slide 17*

Pieces of paper with scenario from Appendix 1B - List of Sample Dilemmas - one for each group



“Unfortunately, sometimes there are times when people violate the Code of Conduct. As teachers you must be prepared to handle problems involving the Code of Conduct. It is important that your school and other relevant stakeholders have an agreed upon system for dealing with complaints, and that you are aware of this.”

Ask the participants to work in their groups. You will assign each group one scenario from **Appendix 1B**. Hand these out on the pieces of paper you prepared before the session. As a group they must discuss and decide how they would act if faced with that situation. Please contextualize the scenarios in advance.



“In your groups read through the scenario. Discuss and decide how you would act if you faced that situation. You have 10 minutes and then you will share your decision with the whole group.”

After 10 minutes -

Invite participants to share their scenarios and their decided course of action. Make sure that participants explain their decision. Give time for participants to respond to each other. Correct any misinformation.

Then take 10 minutes to explain the reporting procedures in place in your context. These should be clearly presented (for both minor and major offenses) and participants should be encouraged to write the procedures down in their notes. If there is no official mechanism in place talk to the participants about the methods that they could use. You will also want to raise issues about confidentiality and anonymity as appropriate to the context. Remind participants that they are not detectives or investigators.



Ask Participants (Whole Group):

Does anyone have any questions about the Code of Conduct and how to report any misconduct in school?

SESSION 3: TEACHER WELL-BEING

Objectives

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

- Explain the importance of teacher well-being
- Practice basic techniques of stress management
- Identify methods to support their own well-being

Outline

Introduction

Introduction to teacher well-being



Activity

Conflict resolution
Mindfulness
Collaboration



Closure

Maintaining well-being



INTRODUCTION

Introduction to Teacher Well-being



Materials: Slide 19-21



“Welcome everyone. In this session we are going to discuss teacher well-being and stress management. By the end of this session, you will be able to:

- Explain the importance of teacher well-being.
- Practice basic stress management techniques.
- Identify methods to support your own well-being.”



“As you have seen, teaching is a profession that involves many different roles and this can be stressful. However, teaching is rewarding and teachers are essential to refugee and displacement contexts. To continue to stay motivated, and to have a positive impact on your students’ well-being, it is important to take care of your own well-being.”



Ask Participants (Whole Group):

What does a teacher need to be a good teacher?

Example Answers:

Salary, basic needs, respect, support, continuous professional development, initial training, basic needs, safety, learning materials, facilities, sense of humor, etc.



“When teachers do not have each of these things their well-being is low but it can be improved with the right attitude, stress management skills, conflict management strategies and a good support system.”



Ask Participants (Individual Reflection):

What images or words come to mind when I say “well-being”?



“Take 2 minutes to write down everything that comes to mind when you think of your own well-being. Think about what makes you feel well and how you act when you are well.”

After 2 minutes invite some of the participants to share their ideas. Summarize and make connections between different participants’ responses.



“Well-being does not only refer to our physical health. It also refers to our emotional, social, and mental health. Well-being includes what is good for a person in many different ways. For example, it might include participating in a meaningful social role, feeling happy and hopeful, living according to your values and having positive social relations and a supportive environment.”



Ask Participants (Think-Pair-Share):

Why is it important to maintain your well-being as a teacher?

Ask several participants to share their ideas. Emphasize that your well-being impacts your own behavior and those around you.

Example Answers:

- It is important for your own health.
- Your well-being affects how well you do your job.
- Your well-being has an impact on your students’ well being.

ACTIVITY



“Today we are going to talk about three strategies to help us deal with the stresses of teaching and support our well-being. We are going to think about conflict resolution, mindfulness and collaboration.”

Conflict Resolution



Materials: *Slides 22-25*
Handout 1C - Stop, Think, Act



“Conflict is a common cause for stress at school. In this activity we will talk about how to resolve conflict in a positive way.”



Ask Participants (Whole Group):

1. What causes conflict?
2. How do you usually respond to conflict?

Example Answers:

1. When two or more people are unable to resolve a disagreement.
2. Answers will vary.



“When you find yourself in a conflict the best thing to do is to Stop, Think, Act.”



Ask Participants (Whole Group):

1. What do you think the first step, “Stop” means?
2. What does “Think” mean?
3. How about “Act”?

Example Answers:

1. Stop: remove yourself from the conflict, calm yourself down, and state the conflict without blaming anyone.
2. Think: think of solutions and their consequences, select the most appropriate.
3. Act: act on the solution you decided on to solve the conflict.



“Now look at **Handout 1C**. Here you will draw a cartoon to represent each of the steps in Stop, Think, Act. This is a great note-taking strategy to help your visual learners. It can also be used to check for understanding. Take 5 minutes to draw your pictures.

After 5 minutes -

Great! We will start with the first step, “STOP.”



Ask Participants (Think-Pair-Share):

What are some strategies you use to calm yourself down when you are upset or angry?

Example Answers:

Deep breaths, counting to ten, drinking water, walking away from the situation, thinking happy thoughts, putting the problem into perspective.



“One strategy is to try and put things into perspective, another strategy is to distract yourself. After calming yourself down, you need to THINK. There are several things you need to think about.

1. How do I feel?
2. How do they feel? Try to see the conflict from their side.
3. What was I doing? Was it causing a problem?
4. What can I do to solve the problem?

When you are ready to talk to the other person, you are ready to ACT. Whatever you decide to do you need to make sure you are respecting yourself and the other person. You want to make the situation better, not worse. It is a good idea to learn how to talk about the conflict without placing any blame. What does it mean to blame someone?”

Example Answers:

Instead of saying, you made me late. Say, we were late.



“I would like each of you to think of a conflict that you have faced either in your classroom or your school. Think about how you responded. Then, in pairs, I would like you to come up with how you could have used ‘STOP, THINK, ACT’ to better resolve the conflict. Create a three step action plan using Handout 4C. After we have all discussed in our pairs, we will share back to the class what we discussed.”

Mindfulness



Materials: *Handout 1D - Mindfulness Activities*



“Our second approach to dealing with stress is called mindfulness. Mindfulness is the intentional state of being aware and focused on the present moment and accepting the reality you are presented with. This is most commonly achieved through calming strategies that aid in focusing the mind and body. We are now going to practice a mindfulness activity.

Take one minute to sit silently.

Grow your back longer and taller, reaching your head to the sky. Breathe in deeply. Exhale slowly and let yourself relax. Squeeze up your toes, and release them, feeling heat come out of your toes. Tighten the muscles in your legs and knees, now let them fully relax and feel the heat coming out of your legs. Tighten your bottom and then let the heat warm up your chair as you relax. Pull your tummy muscles in, then release them and feel the warmth radiate out. Feel your chest tighten up, and then relax, releasing heat. Shrug your shoulders up to your ears then relax your shoulders down your back, feeling the heat come out. Contract your arms, then relax them and let the heat come out of your fingertips. Feel the heat come up your neck and wrap around your head. Feel your whole body warm and relaxed.

Now bring your attention back to the class. Wiggle your fingers and your toes. Make small circles with your wrists. Stretch your arms up to the sky and then shake them out. If your eyes are closed, slowly, gently open them.

You can find a description of this activity and other mindfulness activities on **Handout 1D.**”



Collaboration



“Our last strategy is collaboration. Write down three of your strengths in the classroom. Perhaps you are very confident in the subjects you teach? Maybe you have strong classroom management skills? Maybe you are very creative and can make your own teaching aids? It can be anything connected to teaching. You have 5 minutes to write down your three strengths.

Now I would like you to get up, move around the room, and chat with your fellow participants. I would like you to find three people who have a different strength than you. For each person write down their name and their strength. You have 10 minutes.”

Join in this activity with the participants.



“This quick activity highlights that as teachers we all have different strengths and weaknesses - this means that we can all help and support each other and learn from each other. In fact, one of the best ways to balance all our different roles, and to reduce stress, is to collaborate with our colleagues. This can be done through a formal weekly meeting, or through informal discussions, but it is important to make the time to work with, and for, each other.”



If participants will not be completing the Core Modules use this opportunity to help participants establish a Teacher Learning Circle in their school (see Module 1 Session 4 for instructions)

CLOSURE

Maintaining Well-being



Materials: *Handout 1E - Well-being Strategies*



Ask Participants (Think-Pair-Share):

You are about to start a new school year as a teacher, what types of things are you feeling stressed about? Turn to a partner and discuss for 2 minutes.



“As we have seen in the training so far teaching can be a demanding job, so it is important to take care of yourself. Stress management begins with attempting to look after your own well-being. While you may not be able to control the situation, you can take care of your well-being so that you can react in a more positive way during times of stress. We are now going to think about how we can change our lifestyle to maintain our well-being and to help us manage stress. A happy teacher is more likely to have a happy classroom. Please look at **Handout 1E**. Please read the handout and think of specific examples of how and when you will incorporate these activities into your daily routine. For example, write down the names of the people you will confide in, or the types of sports you will play. You have 10 minutes.”

Give participants 10 minutes to complete the handout individually.

CONCLUDING REFLECTION



Materials: *Handout 1F - Concluding Reflection*



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



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

- *A weekly schedule*
- *Think-pair-share*
- *Mind mapping*
- *Gallery walks*
- *Using annotated drawings*
- *Group presentations*
- *Mindfulness*
- *Conflict resolution*
- *Collaboration*

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



“Please turn to **Handout 1F** and follow along with me as I read the instructions at the top of the page. Take some time to reflect on what you think has been the most important part of each session today and why you think it is important for your future teaching. Use any of the material you have received during the training. Take 20 minutes to complete this.”

After the 20 minutes are up, ask 3 participants to share their reflections. Then bring the day of training to a close.



“Thank you for all of your great work today. I hope that you feel more confident and have a better understanding of your role and responsibilities in the classroom.”

CHILD PROTECTION, WELL-BEING AND INCLUSION

DAY 2

OUTLINE

Session 1

Child protection



Session 2

Safe spaces - SEL



Session 3

Positive discipline



Concluding Reflection



PRE-WORK FOR FACILITATORS

- Read through entire session beforehand.
- Prepare flipcharts for each activity, including key vocabulary flipchart (some need flipcharts even if using PowerPoint).
- Invite child protection officer to attend the training, and to support session 1.
- Review the story on Handout 2C and edit the story to make it appropriate for your context.
- Research local support services available for students and teachers.
- Identify local referral mechanisms for breaches of child rights.
- Create character cards for session 3 using Appendix 2E.
- If appropriate and possible, print copies of the following document so that participants each have a copy: http://www.unicef.org/publications/files/Helping_Children_Cope_with_the_Stresses_of_War.pdf

DAY 2 STRATEGIES

Grouping

As participants enter the room, give them a piece of card that is a particular color. Four people should receive a red card, four a green card and so on. Then ask the participants to sit and work with the participants who have the same colored card for group tasks and discussions. Explain that this is a useful technique in large classrooms as it allows the teacher to control who will work in each group. It also allows the teacher to create ability groupings without students realizing it.

Focus

When you want to get the attention of the participants explain to them that you will use the 'hands-up' strategy. When you would like them to be quiet and to focus on the facilitator, you will raise your hand. When they notice you participants should also raise their hands and stop speaking - you will not continue the session until everyone is quiet and focused. Explain to participants that this is a useful strategy to use in the classroom, particularly with large class sizes and during group work, as it causes minimal disruption.

DAY 2 MATERIALS

- Flipchart paper, markers, pens/pencils
- PowerPoint/flipcharts
- Handout 2A - Child Needs Drawing
- Handout 2B - Child Rights
- Handout 2C - Story of Protective and Risk Factors
- Handout 2D - Identifying Signs of Distress Chart
- Handout 2E - Social-Emotional Learning
- Handout 2F - The Big 5 Principles of Classroom Management
- Handout 2G - The Big 5 Methods to Prevent Misbehavior
- Handout 2H - Positive Discipline
- Handout 2I - Concluding Reflection
- Appendix 2A - Child Needs Drawing Example Answers
- Appendix 2B - Child Rights Shields
- Appendix 2C - Facilitator's Guide to Interactive Story on Protective and Risk Factors
- Appendix 2D - Identifying Signs of Distress Chart Example Answers
- Appendix 2E - Classroom Management Role-play

DAY 2 KEY WORDS

- **Child protection:** Freedom from all forms of abuse, exploitation, neglect, and violence, including bullying; sexual exploitation; violence from peers, teachers, or other educational personnel; natural hazards; arms and ammunition; landmines and unexploded ordnance; armed personnel; crossfire locations; political and military threats; and recruitment into armed forces or armed groups.
- **Child rights:** The human rights of children with particular attention to the rights of special protection and care afforded to children.
- **Convention on the Rights of the Child:** An international treaty that recognizes the human rights of children, defined as persons up to the age of 18 years. The Convention establishes in international law that States Parties must ensure that all children—without discrimination in any form—benefit from special protection measures and assistance.
- **Distress:** State of being upset, anxious, or in sorrow or pain. It can occur in response to difficult living conditions such as poverty or exposure to threats to one’s security or well-being.
- **Duty-bearer:** Person(s) or institution(s) which have obligations and responsibilities in relation to the realization of a right.
- **Protective factors:** Conditions or attributes (skills, strengths, resources, supports or coping strategies) in individuals, families, communities or the larger society that help people deal more effectively with stressful events and mitigate or eliminate risk.
- **Risk factors:** Threats to physical or psychological well-being.
- **Well-being:** Condition of holistic health and the process of achieving this condition. It refers to physical, emotional, social, and cognitive health. Well-being includes what is good for a person: participating in a meaningful social role; feeling happy and hopeful; living according to good values, as locally defined; having positive social relations and a supportive environment; coping with challenges through the use of positive life skills; and having security, protection and access to quality services.

SESSION 1: CHILD PROTECTION

Objectives

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

- Describe the roles and responsibilities of teachers as duty-bearers to protect the rights and well-being of children
- Identify, monitor and respond to signs of distress in students
- Use appropriate referral mechanisms to support vulnerable students

Outline

Introduction

Child needs
Child rights



Activity

Understanding protective and risk factors
Identifying, monitoring and responding to signs of distress



Closure

Seeking further support



INTRODUCTION



Materials: *Slides 1-6*
Handout 2A - Child Needs Drawing
Handout 2B - Child Rights
Appendix 2A - Child Needs Drawing Example Answers
Rights Shields (and tape) made from Appendix 2B - Child Rights Shields

To start the training welcome participants and lead an icebreaker or energizer activity. Explain the grouping technique and focus technique that you will use in the training today.

Child Needs



“Today we are going to explore child protection and well-being. By the end of session 1 you will be able to:

- Describe the roles and responsibilities of teachers as duty-bearers to protect the rights and well-being of children.
- Identify, monitor and respond to signs of distress in students.
- Use appropriate referral mechanisms to support vulnerable students.

Teachers play an important role in supporting and protecting the well-being of their students. Student well-being is particularly at risk in crisis contexts. Remember, well-being is a condition of holistic or complete health and the process of achieving this condition. Well-being has physical, emotional, social, and cognitive dimensions.”



Ask Participants (Whole Group):

How would you describe a child that is ‘well’? How do they feel? How do they act and interact?



“To be able to support the well-being of our students it is important to understand their physical, emotional, social and cognitive needs. Children have different needs than adults, and they are less able to meet these needs themselves, particularly in crisis contexts. To start, we are going to reflect on the needs of children in our community.”

Ask participants to look at **Handout 2A**. Read aloud the definition of social, emotional, cognitive and physical needs. Assign each group one of these categories (Group 1 – physical needs, Group 2 – cognitive needs and so on).



“In your groups, brainstorm all of the needs a child might have in your category. For example a physical need might be food and water, or the opportunity to play. Write these ideas on **Handout 2A**. In 5 minutes you need to be ready to share your ideas with the whole group.”

Circulate to support participants and give them ideas using the completed diagram found in **Appendix 2A**. After 5 minutes ask each group to share their ideas and add these to the diagram on the flipchart paper at the front. As participants listen to each other they should add ideas to their own handout. You will use the diagram on the flipchart paper for the next activity.



Ask Participants (Whole Group):

1. Which of the needs listed are unique to girls or boys? What are the differences?
2. Are children able to meet all of these needs on their own? Why/why not?

Example Answers:

These answers are going to be based on the needs that participants generate. Be sure they acknowledge some needs that are unique to girls or boys, such as private latrines as a physical need, or role models as an emotional or cognitive need.

Child Rights



“The Convention on the Rights of the Child is an international treaty that recognizes the human rights of children, defined as persons up to the age of 18 years. The Convention establishes in international law that States Parties must ensure that all children - without discrimination in any form - benefit from special protection measures and assistance.”



If possible, inform participants of when the relevant countries ratified the convention.



“Child rights are about how we interact with and show respect to children. Rights are created to protect the needs of ALL children. Child rights are the things that are believed to be fair for every child in the world to have or to be able to do. Child rights are universal; rights of the child apply to ALL children regardless of gender, ethnicity, ability, religion. Thinking about the needs we identified in our first activity and the inability of children to always meet their own needs, we are going to think about what child rights actually are and how they support and protect children.”

Point to the definition of child rights on the key words flipchart.



“I am going to give each group several shield cards with statements from the Convention on the Rights of the Child. As a group you will need to read the shield cards, and decide which needs on our diagram the cards aim to address. Use tape to attach the ‘rights statements’ next to the corresponding need on the flipchart paper at the front of the room. For example, the Article 31 shield says that children have the right to play, this protects the need for physical activity.”

Make sure the flipchart paper drawing of child needs is at the front of the room. Distribute “rights statements” to each group with pieces of tape (**Appendix 2B**).

Wait for all groups to finish attaching “right statements” before moving to the next point.



“Rights are not intended to allow children to do whatever they want, they are intended to meet the needs of children and promote the well-being of ALL children. Take 2 minutes to read the list of child rights on **Handout 2B**. Does anyone have any questions or comments they would like to share about child needs and rights? Are there any Child Rights you disagree with?”



Child Rights can be controversial in different contexts, so it is important to create a space for open dialogue around them. If possible have a Child Rights specialist present to support the discussion. There may be some concern that some of the rights go against certain cultural beliefs or practices (such as choice of religion). If someone disagrees with a right, direct them to the need it addresses. Ask if they disagree with that need or if they have an alternative right that could address that need.

ACTIVITY

Understanding Protective and Risk Factors

Materials: Slides 7-10

Handout 2C - Story of Protective and Risk Factors

Handout 2D - Identifying Signs of Distress Chart

Appendix 2C - Facilitator's Guide to Interactive Story on Protective and Risk Factors

Appendix 2D - Identifying Signs of Distress Chart Example Answers

2 Buckets, 12-20 small stones



“Now that we understand the purpose and importance of child rights we are going to explore our role and responsibility as teachers to protect child rights.”



Ask Participants (Whole Group):

When you are walking somewhere, a protective factor for your feet is your shoes, a risk factor would be a piece of glass on the ground. Using this analogy,

1. How would you define a protective factor?
2. How would you define a risk factor?

Example Answers:

1. **Protective factors:** Conditions or attributes (skills, strengths, resources, supports or coping strategies) in individuals, families, communities or the larger society that help people deal more effectively with stressful events and mitigate or eliminate risk.
2. **Risk factors:** Threats to physical or psychological well-being.

Display the definitions of “protective factor” and “risk factor” on the key words flipchart.



“Read through the story on **Handout 2C** and look for any signs or any events in the story that will impact the well-being of the girl and boy. Underline any protective or risk factors you see.”

Give the participants 5 minutes to read the story independently and to underline the different factors.



“We are now going to do a visual representation of the story to support our understanding. I am going to read the story aloud. Every time you hear a sign or an event in the story that will impact the boy’s or girl’s well-being, you should raise your hand and say if it is a protective factor or a risk factor. If it is a protective factor put your thumb up and if it’s a risk factor put your thumb down. If it is risk factor, I will put a rock in the boy’s or girl’s bucket, if it is protective factor I will take the rock out of the bucket.

I need a volunteer to represent the girl, and a volunteer to represent the boy. I also need one volunteer to record the protective and risk factors in the story on the flipchart as we go through the story.”

Give the girl and the boy each 1 bucket.



“I would now like one of you to explain the instructions back to me - this is a good technique to use in the classroom, to ensure that your students have understood the instructions.”

Read the story aloud and be sure to pause at risk and protective factors. Help participants to decide which are risk and which are protective factors and put rocks in the buckets at the appropriate moments. One participant should record the factors on the flipchart. Make sure that all factors are identified. See **Appendix 2C** for example answers.

Show complete list of protective and risk factors in the story on the flipchart and confirm that all were identified.



Ask Participants (Small Groups):

1. What are factors that are specific to girls or boys?
2. What are the factors the teacher directly contributed to?
3. What are the factors the teacher could have impacted or changed? What could the teacher have done?

Example Answers:

1. School is not seen as important for girls in the story. The girls in the story are at risk of sexual assault. The boy is missing a male role model in his life, and is traumatized by the violence he has seen.
2. Hitting students, harsh discipline, embarrassing the student.
3. Preventing bullying, assigning partners, serving as a role model, finding out why the children are distressed.



“Now that you’ve identified the “risk” and “protective” factors that contribute to a child’s well-being throughout the day, let’s think more about the role of the teacher in these situations.”



Identifying, Monitoring and Responding to Signs of Distress



“As we saw in the story teachers can contribute to both protective or risk factors and this has an impact on a child’s well-being. The role of a teacher is to build up protective factors and reduce risk factors. In order to reduce risk factors, part of the role of the teacher in child protection is identifying if a child’s needs are not being met by monitoring signs of distress. As a teacher we do not know everything every student is experiencing, so we need to look for signs.”

Point to the definition of distress on the key words flipchart.



“When children are experiencing risk and do not feel safe or protected they may display signs of distress. Distress is a state of being upset, anxious or in sorrow or pain. It can occur in response to difficult living conditions or threats to one’s security or well-being.”



Ask Participants (Think-Pair-Share):

Think about the risks children face in your community. What are some signs of distress that children or students display in your school or community? How do you know if something is wrong with a child in your community?

Example Answers:

- Crying
- Angry
- Fighting
- Absence
- Cannot concentrate in class
- Not completing assignments
- Dirty/unbathed
- Inadequate clothing/lack of uniform
- Appearing under-nourished
- Illness



“With your partner, you are going to have 10 minutes to complete **Handout 2D**. Think about the causes of the distress, and what the teacher can do to address the issue.”

Monitor the groups while they are completing the chart to make sure all the participants are engaged and understand the activity. Use **Appendix 2D** for example answers. Give time warnings. After 10 minutes ask participants to share their ideas with the whole group.



“The Identifying Signs of Distress Chart in **Handout 2D** is a tool you can use to write and track the behaviors of your students. Sometimes you might see one sign of distress and not think it is important, but when you put them all together you might see that a student is at risk. This chart should not be shared with students.”

CLOSURE

Seeking Further Support



Materials: Slide 11



“Remember, as teachers, our role is not only to observe, but also to take action to limit risk factors and promote protective factors in order to protect child rights and ensure child well-being and rights. However, while it is your responsibility to protect your students, you cannot solve everything by yourself. It is important that you are aware of the support that is available for students elsewhere. We will now hear from a child protection officer about further support for our students.”



Invite a child protection officer to speak about the support and resources available for teachers and children in the community – at the family, community, school and government/NGO level. Ask the protection officer to particularly spend time explaining what a teacher should do if they are told about/suspect a student is being abused. Clearly explain the responding and reporting mechanisms available and provide any important contact details. If a child protection officer cannot attend the session, make sure that you have researched this information before the session so that you can share it with participants. Participants should write this information in their notes so that they can follow the guidance in future.

SESSION 2: SAFE SPACES - SEL

Objectives

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

- Explain the importance of using Social-Emotional Learning to support student well-being
- Create strategies to incorporate Social-Emotional Learning in the classroom

Outline

Introduction

Feeling safe

10

Activity

Introduction to social-emotional learning (SEL)

20

Closure

Social-emotional learning skills and strategies

60

INTRODUCTION

Feeling Safe



Materials: Slides 13-15

Display the questions on the flipchart/PowerPoint. Give participants 10 minutes to answer the questions in their notes. Give an example answer if participants need help. (See examples below).



Ask Participants (Whole Group):

1. Where do you feel safe and why?
2. When do you feel safe and why?
3. What makes you feel safe and why?
4. Who makes you feel safe and why?

Example Answers:

1. I feel safe at home because my family is there.
2. I feel safe at night because I can rest with my family.
3. Music helps me feel safe because it helps me relieve my stress.
4. My friend ____helps me feel safe because he/she says nice words and gives me advice.

Let participants know when they have 5 minutes left. Let participants know when they have 1 minute left.

Allow 5 minutes for participants to share some of their answers with the whole group.



“Thank you for sharing. A school should be a place where your students can feel safe. One way that we can help build up protective factors for our students, and make sure that our classrooms are safe spaces is by using Social-Emotional Learning in our classrooms. By the end of this session, you will be able to:

- Define Social-Emotional Learning and its 5 core competencies.
- Explain the importance of using Social-Emotional Learning to support student well-being.
- Create strategies to incorporate Social-Emotional Learning into the classroom.”

ACTIVITY

Introduction to Social-Emotional Learning (SEL)



Materials: Slide 16

Call on a volunteer to read the definition of Social-Emotional Learning from the PowerPoint/flipchart.



“This activity is called Stand and Declare. I am going to read a statement. If you agree with the statement, you will walk over to the “AGREE” side. If you disagree, walk over to the “DISAGREE” side. If you agree sometimes, but not always, you can stand in the middle near “SOMETIMES.” After everyone is standing, I will ask you to explain your decision. Do you have any questions?”

Read the following statements. After each statement ask one person on each side to give an explanation for why they selected “AGREE,” “DISAGREE,” or “SOMETIMES.” Make sure to call on different people each time.



“Students learn best when they are able to focus and listen.”

Example Answers:

Agree. Ability to focus is a key skill that individuals need to develop in order to learn.



“The best way to resolve a conflict is by ignoring it.”

Example Answers:

Disagree. When a conflict is ignored, it will resurface. If it is productively addressed it can be resolved and lead to positive outcomes for all parties involved.



“When one feels angry, it is best to find a way to reduce the anger and control behavior.”

Example Answers:

Agree. Understanding your emotions allows you to engage with other people and move forward on any task you must complete. However, understanding your emotions is different to hiding or ignoring your emotions.



“We can learn a lot from people who come from different cultural and ethnic groups, so it is important to accept our differences and work together.”

Example Answers:

Agree. Various diverse groups can learn from one another. It is important to be able to work with different groups, particularly in a diverse nation.



“When you face challenges in achieving goals, you should give up.”

Example Answers:

Disagree. In order to achieve goals, you must persist and find ways to overcome challenges.

CLOSURE

Social-Emotional Learning Skills and Strategies



Materials: *Slides 17-18*
Handout 2E - Social-Emotional Learning



“You can sit down. Thank you for sharing your thoughts. Each of these five statements we just discussed relate to the five skills of Social-Emotional Learning. They are executive function, emotional regulation, positive social skills, conflict resolution skills and perseverance.

We are going to break into groups and explore each of these skills in more detail. Look at **Handout 2E**. You will work in 5 different groups. Each group will have one of the five Social-Emotional Learning skills. Once in your groups you will read the definition of your skill and follow the directions on your handout. You will have 15 minutes.”

Use the following examples of each skill to support different groups.

Examples of Executive Function: listening skills, ability to focus attention and follow directions, organize steps and information in a logical manner.

Examples of Emotional Regulation: identifying feelings, predicting feelings, practicing emotion management strategies such as belly-breathing, counting and drinking water.

Examples of Positive Social Skills: recognizing and accepting feelings of others, developing empathy, understanding group dynamic, making friends, maintaining friendships.

Examples of Conflict Resolution Skills: identifying problems, generating solutions to conflicts, implementing conflict resolution strategies, responding to bullying.

Example of Perseverance: applying decision-making skills, developing goal-setting behavior, problem-solving, developing a positive self-identity.

After 15 minutes invite one participant from each group to briefly present their work.



Ask Participants (Whole Group):

Why do you think these skills are important for your students?



“Many children who are exposed to severe adversity (including violence, displacement and poverty) develop negative social and emotional behaviors, in both the short and long term. Social-emotional learning can eliminate the negative effects of adversity.”



Ask Participants (Whole Group):

1. Are there instances of severe adversity that you see among the children you work with?
2. How could some social-emotional skills benefit these children?

Example Answers:

1. Children who are displaced, separated from families, have seen family members or friends kidnapped or killed.
2. Help them to understand their emotions, resolve conflicts, etc.



*If appropriate and possible, print copies of the following document so that participants each have a copy:
http://www.unicef.org/publications/files/Helping_Children_Cope_with_the_Stresses_of_War.pdf*

SESSION 3: POSITIVE DISCIPLINE

Objectives

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

- Create a strong classroom community through effective classroom management strategies
- Use positive discipline to address misbehavior

Outline

Introduction

Addressing corporal punishment



Activity

Classroom management strategies
Reactive classroom management



Closure

Classroom management role-play



INTRODUCTION

Addressing Corporal Punishment



Materials: Slides 20-23



As teachers we also have a responsibility to make our classrooms safe spaces physically and behaviorally.

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

- Create a strong classroom community through effective classroom management strategies.
- Use positive discipline to address misbehavior.”



If appropriate begin the session by stating that although corporal punishment is prohibited by law, it still takes place in schools. Encourage participants to see the session as an opportunity for honest and frank discussion.



“In this next activity we will discuss corporal punishment. On the piece of piece of paper in front of you, please write an answer to the question on the flipchart. Your answers are anonymous so please write freely.”



Ask Participants (Individual Reflection):

Why do some teachers in (insert location) use corporal punishment?

Example Answers:

- They are angry at the misbehavior.
- To gain control/respect.
- Lack of training.
- Exhaustion/stress.
- Large class sizes.
- Noise.

Collect in the pieces of paper from the participants. Draw out the key themes and write these on the board/flipchart. Read aloud the key themes without passing judgment. If participants are willing, encourage them to comment on the themes that appear.

Display the three key discussion questions on the flipchart/PowerPoint.



Ask Participants (Individual reflection followed by whole group discussion):

1. What do we mean by corporal punishment?
2. Why is corporal punishment harmful?
3. What are the alternatives to corporal punishment?

Ask participants to write down their ideas for 5 minutes.



“Now you have taken some time to think about these questions, let’s hear your ideas for question 1, what do we mean by corporal punishment?”

Ask participants to raise their hands if they would like to share their ideas. After the participants have shared their thoughts, present the definition on the flipchart/PowerPoint and encourage participants to write this in their notes.



“Now question 2, why is corporal punishment harmful?”

Take answers from the participants – give participants time to respond to each other and to share their ideas. Then present the pre-prepared list on the flipchart/PowerPoint. Encourage participants to write the list in their notes.

Example Answers:

- It causes stress.
- It aggravates trauma.
- It causes injury.
- It humiliates.
- It reduces interest in school.
- It diminishes the trust in the teacher/role model.
- It models aggressive behavior.
- It leads to dropout.



“What are the alternatives to corporal punishment?”

Take answers from the participants – give participants time to respond to each other and to share their ideas. Then present the contextually appropriate alternatives to corporal punishment (including both the appropriate responses to misbehavior and the disciplinary process - these may be school/camp/MOE policies).

Example Answers:

- Talk with the student to understand what is going on.
- Involve the head teacher to determine a suitable punishment if needed (e.g. helping to clean the school compound of litter, watering trees, suspension if serious).
- Convening the disciplinary committee (at the school).
- Meeting with the guidance counselor.
- Setting up a parent meeting.



If there are no clear alternatives in the community, take some time to work with participants to come up with alternatives themselves, and to create a process that they all agree to follow.



“Does anyone have any worries, concerns or questions relating to these issues?”



Encourage participants to be open and honest. Be prepared for difficult questions and think about your answers in advance (such as “What if an older student attacks a teacher? What if the parents tell you to beat the child? What if our actions in the classroom put you at risk in the community?”) . If contextually appropriate, ask participants to be ambassadors for positive discipline in their schools, and to encourage more teachers to stop using any form of corporal punishment.

ACTIVITY

Classroom Management Strategies



Materials: *Slide 24*

Handout 2F - The Big 5 Principles of Classroom Management

Handout 2G - The Big 5 Methods to Prevent Misbehavior

Handout 2H - Positive Discipline



“We will now consider various classroom management strategies to use in our classrooms to help develop positive student behavior in a safe way. There are two sides to classroom management: proactive classroom management strategies and reactive classroom management.”



Ask Participants (Whole Group):

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



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

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



“These principles are the foundation for good classroom management. Please take a look at **Handout 2G** - these are several methods to achieve the Big 5. As you read about the different strategies, please tick the relevant column to show if this is something you already do, something that you would like to do, or something that you would not like to do. I will give you 15 minutes. If you finish before that time, add your own examples to the handout in the space provided.”

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



Ask Participants (Whole Group):

1. Which strategies have you not tried but you would like to?
2. Which strategies would you not want to use or be nervous to use?

Reactive Classroom Management



Before you begin the next activity ask 4 volunteers to help you with a demonstration. Explain to them that as you give the next introduction you would like them to clearly misbehave in the following ways: 1. Talking to other students 2. Sleeping in class 3. Checking phone 4. Poking another student. Ask them to over-act. While you are giving your introduction you will give them a signal to start behaving. You will also need to over-act.

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



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



Ask Participants (Whole Group):

What methods did I demonstrate then to redirect student behavior?

Take responses until all 4 strategies have been highlighted (proximity, sudden silence, physical cue, positive narration).



“While these are helpful techniques, there will be some occasions where more serious misbehavior occurs. As teachers we need to think carefully about how we will react in these situations. Look at **Handout 2H**. This handout shows the steps you can take when you notice misbehavior in your classroom. First, you need to stop and think about what the student is doing. Then you need to try several redirection techniques like the ones I just demonstrated. If the student continues to misbehave you will need to issue a consequence.

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

CLOSURE

Classroom Management Role-play



Materials: Character cards made using Appendix 2E - Classroom Management Role-play



*This session is going to use role-play to allow participants to practice behavior management. There will be three groups, and each will act out a role-play for the rest of the class. Each role-play will be followed by whole class discussion. Each participant will be given a character card (see **Appendix 2E**). Prior to this session you should create the character notecards to give to participants. Some will be well behaved students, some will be badly behaved students, and one person in each group will be the teacher. In this activity the ‘teacher’ has the most difficult job. They will pretend to teach the lesson and they will then have to decide how to respond to the behavior. Think carefully about which participants should act as the ‘teacher’.*



“We are going to put some of the classroom management techniques we have learned into action. In this activity we will practice using redirection techniques and issuing consequences through role-play. I will divide you into three groups. Within each group one participant will play the role of the teacher and the other participants will play the roles of the students. Each of you will be given a card with instructions about how to behave. Each group will take turns to carry out a role-play for the whole group – the ‘students’ will carry out the actions on their card, and the ‘teacher’ will decide how to react. As you watch each role-play think about the following questions. We will share our ideas after each role-play.”



Ask Participants (Whole Group, after each role-play):

1. What did the teacher do well?
2. What could they have done differently?
3. What proactive strategies could they use to prevent this type of behavior in the future?

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



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

CONCLUDING REFLECTION



Materials: Handout 21 - Concluding Reflection



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



Encourage participants to come up with the skills and strategies themselves. Example answers may include: SEL techniques, a monitoring chart, referral/reporting mechanisms, proactive classroom management strategies, strategies to redirect behavior, role-play, annotated diagrams, take a stand activities, group work.

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



“Please turn to **Handout 21** and follow along with me as I read the instructions at the top of the page. Take some time to reflect on what you think has been the most important part of each session today, and why you think it is important for your future teaching. Use any of the material you have received during the training. Take 20 minutes to complete this.”

After the 20 minutes are up, ask 3 participants to share their reflection. Then bring the session to a close.



“Thank you for all of your work today!”

PEDAGOGY

DAY 3

OUTLINE

Session 1

Active and engaging instruction



Session 2

Questioning strategies



Session 3

Inclusion and differentiation



Concluding Reflection



PRE-WORK FOR FACILITATORS

- Read through entire session beforehand.
- Prepare flipcharts for each activity, including key word flipchart (some need flipcharts even if using PowerPoint).
- Locate rope for bowline activity in session 1, and practice knot in advance.
- If possible, arrange for specialists in special educational needs and disability awareness to attend and support session 3. If not possible seek their advice before the training and adapt the session accordingly for the local context.

DAY 3 STRATEGIES

Grouping

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

Focus

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.

DAY 3 MATERIALS

- Flip chart paper, markers, pens/pencils
- PowerPoint/flipcharts
- Rope
- Handout 3A - Teaching Strategies (6 Pages)
- Handout 3B - Teaching Strategies Table
- Handout 3C - Questioning Ladder
- Handout 3D - Handling Student Responses
- Handout 3E - Inclusion Scenarios
- Handout 3F - Differentiations Methods
- Handout 3G - Concluding Reflection
- Appendix 3A - Teaching Strategies Table Example Answers
- Appendix 3B - Inclusion Scenarios Example Answers

DAY 3 KEY WORDS

- **Assessment:** A way to check what students understand or do not understand - used to inform instruction, evaluate students, and give grades.
- **Classroom Management:** Classroom management refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class. Everything that teachers may do to support or improve student learning, which would include such factors as behavior, environment, materials, or activities, form part of their classroom management.
- **Continuous Assessment:** Assessment carried out during the instructional process for the purpose of checking student learning to improve teaching or learning.
- **Differentiation:** Ensuring all teaching practices account for different abilities and needs.
- **Inclusive Education:** Inclusive education ensures the presence, participation and achievement of all individuals in learning opportunities.
- **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.
- **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.

SESSION 1: ACTIVE AND ENGAGING INSTRUCTION

Objectives

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

- Explain why it is important to use a range of active teaching strategies
- Use a range of active teaching strategies in their own classrooms

Outline

Introduction

Favorite teacher reflection



Activity 1

Tying a bowline knot



Activity 2

Practice different active teaching strategies



Closure

Strategy take away



INTRODUCTION

Favorite Teacher Reflection



Materials: Slides 1-4

To start the training welcome participants and lead an icebreaker/ energizer activity. Explain the grouping technique and focus technique that you will use in the training today.



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



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

Think back on teachers in your life. Who was your favorite teacher? What was it like to be a student in their classroom?



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

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



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

Think back on teachers in your life. Who was your least favorite teacher? What was it like to be a student in their classroom?

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



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

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

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



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



“Today we are going to learn strategies to help us become the type of teacher that we would like to be, the type of teacher who inspired us when we were younger. We are going to start in session 1 by thinking about active and engaging instruction. By the end of this session you will be able to:

- Explain why it is important to use a range of active teaching strategies.
- Use a range of active teaching strategies in your own classrooms.”

ACTIVITY 1

Tying a Bowline Knot



Materials: Slides 5-6
Pieces of rope/string



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



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

Firstly, I want you to listen to my instructions:

Take a length of rope and put it around a table/chair leg.

Hold the rope so that the longer end is in your left hand and the shorter end is in your right hand. Make a loop with the piece in your left hand.

Hold the place where the rope crosses at the loop between your thumb and forefinger.

Hold the loop flat.

Take the piece in your right hand and pass it up through the loop.

Now pass it under the straight piece next to the loop and then down through the loop.

Hold both pieces in one hand and slide the knot towards the top of the chair/table leg.

You have now successfully tied a bowline knot.”

Hand out the string and ask participants to have a go at tying the knot. Do not repeat the instructions or give any help. Give the participants 3 minutes to try and tie the knot.



“You have just had a short lecture on the ‘Bowline Knot’.”



Ask Participants (Whole Group):

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

Example Answers:

Advantages: Share expertise, cover all of curriculum, less preparation and time.

Disadvantages: No practice time, no way of knowing students’ abilities, boring.



“Ok, great. Now I will model how to tie the knot and I would like you to do it at the same time.”

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



Ask Participants (Whole Group):

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

Example Answers:

Advantages: Brings the topic to life, helps students understand step-by-step process, meaningful, engaging.

Disadvantages: Limited education materials.



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

Put the instructions on the PowerPoint/flipchart and give the participants time to have another go at tying the knot.



Ask Participants (Whole Group):

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

Example Answers:

Advantages: Allows students to work at their own pace, develops problem solving skills, engaging.

Disadvantages: Some students might find this difficult, the teacher may feel less in control.



“Lastly, I am going to ask you to work in groups to tie the knot.

Those of you who have worked it out already should help those in your groups who are struggling.”



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



Ask Participants (Whole Group):

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

Example Answers:

Advantages: Peer tutoring, positive relationships, communication skills, engaging.

Disadvantages: Noisy, harder to manage behavior, some students may do more work than others.

Write the names of the different learning styles on the flipchart for all to see: lecture, visual demonstration, individual problem solving, group work.



“I would like you to individually reflect on the different learning styles I have just demonstrated.”



Ask Participants (Whole Group):

Which did you prefer?

Ask participants to share and explain their answers.



“From our discussion we can see that each strategy comes with both advantages and disadvantages; however, if we are able to use multiple strategies in each lesson, many of the disadvantages will be eliminated. Teachers need to use a range of teaching methods in the classroom to keep students engaged and to give students multiple opportunities to master new content and skills.”



Ask Participants (Whole Group):

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

Example Answers:

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



“It is really important that you use a range of teaching techniques and learning styles in the classroom. Active learning strategies help students understand and internalize new information – we remember 20% of what we hear, 40% of what we see, and 80% of things we do. Now we will learn some different strategies to create an active and engaging learning environment in your classroom.”



Ask Participants (Whole Group):

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

Example Answers:

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

ACTIVITY 2

Practice Different Active Teaching Strategies



Materials: *Handout 3A - Teaching Strategies*
Appendix 3A - Teaching Strategies Table Example Answers



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

You have taken part in many active learning strategies in your training, and now I want to give you as much time as possible to practice them yourselves. In small groups you will practice one method. You will have 30 minutes to prepare and practice a demonstration of this technique for the whole group. After 30 minutes I will ask each group to demonstrate their technique to the whole class.”

Count off participants so that they are now working in groups of 6. Assign each group one activity from **Handout 3A**. Make sure that each group has a different strategy to work on.



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

Group 1 – Concept mapping

Group 2 – Group discussion

Group 3 – Interactive demonstrations

Group 4 – Role-play

Group 5 – Stories

Group 6 – Games

Circulate around the room, supporting each group as you move around. Give time warnings; tell the participants when they have 10 minutes left and when they have 5 minutes left.



“Well done, there was some great work going on there. Now we need to share everything that we have been working on, so that we can all learn from each other. I would like each group to demonstrate the teaching technique to the whole group. As you watch each demonstration think about how you could use this strategy in your classroom.”

Give each group 5 minutes to demonstrate their strategy. After each strategy ask the participants to reflect on the strengths of the activity and the challenges – see **Appendix 3A** for example answers.

CLOSURE

Strategy Take Away



Materials: *Handout 3B - Teaching Strategies Table*



“Now take a few minutes and answer the following reflection questions with the person next to you.”



Ask Participants (Think-Pair-Share):

1. What were the challenges of these activities? What aspects would make you nervous about using these in the classroom?
2. What did you like about the activities? What aspects do you think would be useful to use in your classroom? Do you think you will use these types of activities?

Allow them time to discuss and ask for a few participants to share their answers.



“For the next 20 minutes use **Handout 3B** to plan how you will use these strategies in your own teaching and in your own subject areas. Try to include as much specific detail as you can.”

Circulate and encourage participants. Give time warnings throughout.

SESSION 2: QUESTIONING STRATEGIES

Objectives

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

- Explain the difference between open and closed questions
- Ask and respond to questions effectively in lessons

Outline

Introduction

Types of questions

30

Activity

The do's and don'ts of questioning

15

Closure

Practicing questioning

45

INTRODUCTION

Types of Questions



Materials: *Slides 8-11*
Handout 3C - Questioning Ladder



Ask Participants (Think-Pair-Share):
Why do we ask questions while we are teaching?



“As a teacher there are different types of questions that you can use. Different questions are useful in different ways and for different students. It is important that we use a range of questions in our lessons. Questions are important because they make students think, they keep students engaged, and they allow the teacher to check for understanding.

First, there are two types of questions: ‘closed’ questions and ‘open’ questions.

Closed questions require short factual answers. There is only one correct answer.

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

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

For example: What is it like to live in Kenya? Why is it important to ask students challenging questions? How do we know that $4+4$ equals 8? What do you think is the moral of the story that you have just read?

Now I am going to check to make sure all of you understand the difference between the two types of questions using a strategy called, ‘Show me, don’t tell me’ or ‘non-verbal whole-class response’. I will read the list of questions below and ask you to show me if the question is open or closed. You will use your hands to show your answer. You will press your hands together if it is a closed question, and spread your hands apart if it is an open question. This is a useful technique to use in the classroom to make sure that all students are engaged.

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

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



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

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



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



Ask Participants (Think-Pair-Share):

Ask participants to think about the following using the Think-Pair-Share method:

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

Example Answers:

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

Explain to participants that you have just demonstrated two important questioning strategies - “Show me, don’t tell me” and Think-Pair-Share - these techniques engage all students and build student confidence - they are particularly useful in large classroom contexts.



“There are also different levels of questions. Please see **Handout 3C.**”

Explain the questioning ladder to participants. Ask participants to work with their partner to come up with two example questions for each rung of the ladder for a topic of their choosing.

Ask several participants to share their examples. Correct any misunderstandings.

ACTIVITY

The Do's and Don'ts of Questioning



Materials: Slide 12-13



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

DO

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

DO NOT

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

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

CLOSURE

Practicing Questioning



Materials: *Slide 14*
Handout 3D - Handling Student Responses



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



Ask Participants (Whole Group):

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



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

Ask participants to look at **Handout 3D**. Read through the first half of the handout together.



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

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



Ask Participants (Whole Group):

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

Example Answers:

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



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

After 5 minutes ask participants to share their ideas. Do this for all three questions on the handout.



“I’m going to give you a challenge question to check your understanding before moving on.”



Ask Participants (Whole Group):

What should you do if you ask a question that none of your students are able to answer?



“If you ask a difficult question and none of your students are able to answer, you may consider rephrasing your question in a simpler way, asking simpler questions that lead students’ thinking towards being able to answer the more difficult question OR use a think-pair-share to give students the opportunity to discuss their ideas with a peer before responding in front of the whole class.”

SESSION 3: INCLUSION AND DIFFERENTIATION

Objectives

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

- Describe obstacles that vulnerable student populations face
- Create solutions for a more inclusive classroom
- Use differentiation strategies

Outline

Introduction

Diversity energizer
The meaning of exclusion and inclusion



Activity

Inclusion scenarios - obstacles and solutions



Closure

Differentiation strategies



INTRODUCTION



If possible, arrange for specialists in special educational needs and disability awareness to attend and support this session. If not possible, seek their advice before the training and adapt the session accordingly for the local context.



Diversity Energizer



“To get us started we are going to do an energizer to reflect upon diversity and to get to know each other better. Everyone sits in chairs in a circle with one person standing in the middle. The person in the middle says ‘The Big Wind Blows for anyone _____’ they fill in the blank with something like ‘wearing socks’, ‘who has a birthday in September’ or other characteristics. Everyone who fits that description has to go into the middle of the circle and find a new place to sit, the one rule is that they cannot stay in their own spot and they cannot go to the spot immediately beside them. The person in the middle tries to get a seat in the circle and this leaves someone in the middle who makes the big wind blow again!”



If there are no chairs (i.e. there are desks), the activity can be completed standing with something marking the spot of each person in the circle (a shoe works well). Start with yourself in the middle and demonstrate an example.



“As we see from this game, we have many things in common and many things that make us each unique. Our diversity means that we might have different perspectives and that allows us to learn from each other throughout the training. It is also an important concept for this session about inclusion and differentiation.”

The Meaning of Exclusion and Inclusion



Materials: Slides 16-18



“Let’s start our discussion on inclusive classrooms by thinking about exclusion, which is the opposite of inclusion. ‘Exclude’ means to keep someone from entering a place or participating in an activity.”



Ask Participants (Whole Group):

1. Have you ever felt excluded or noticed someone else being excluded? How does it feel?
2. In our classrooms, who might need extra help to feel included?

Example Answers:

- I saw a person who was outside the circle, watching.
- I wanted to sing but was not invited to join.
- I saw a child who couldn’t play a sport because s/he was disabled or she was a girl.
- Speakers of other languages; students who cannot see well; students with physical disabilities; girls; older students.



“In today’s session we will identify our strongest tools to help avoid exclusion and to support these students in our classrooms. By the end of this session you will be able to:

- Describe obstacles that vulnerable student populations face.
- Create solutions for a more inclusive classroom.
- Use differentiation strategies.”

ACTIVITY

Inclusion Scenarios - Obstacles and Solutions



Materials: *Handout 3E - Inclusion Scenarios*
Appendix 3B - Inclusion Scenarios Example Answers



“In order to better understand obstacles to inclusion that different students may face we are going to look at scenarios of different types of vulnerable students. You will work in your small groups of four.”

Ask participants to turn to **Handout 3E**. Assign each group a scenario.



“Choose one person in your group to read the student description for your scenario. After you have heard the scenario, fill in the chart on the handout with potential obstacles and solutions for including that student. When you are finished, create the same chart on flipchart paper to present to other groups. You will have 15 minutes”

Walk around the room to support participants and to answer any questions. If they are struggling to come up with a list of obstacles or solutions give them a few ideas from **Appendix 3B**. Give time warnings throughout.



“Now that everyone has finished I would like 1 person from each group to hang their flipchart paper up on the wall around the classroom. In just a moment you will complete a gallery walk to look at each of the different group’s charts. As you walk around, you can add the different obstacles and solutions to **Handout 3E**. Make sure you visit each chart.”

After 20 minutes, have everyone return to their seats and review solutions on each chart as a whole group. Ask anyone if they have thought of any other strategies that have not yet been discussed.



“Wonderful. Hopefully this activity will help you to be more aware of the potential obstacles faced by some of your students and how you can help them overcome these obstacles and make your classrooms more inclusive.”

CLOSURE

Differentiation Strategies



Materials: Slide 19-21
Handout 3F - Differentiation Methods



“As we have seen some children face serious obstacles that mean they need extra support to feel included. However all children at times need different levels of support in lessons – this is because students’ brains develop in different ways at different times. As a result students have different levels of ability and different interests. We are now going to think about differentiation. Differentiation means ensuring all teaching practices account for the different abilities and needs of all students.

To start, you have 3 minutes to complete the activity on the PowerPoint/ flipchart. Connect the 9 dots using only 5 lines. If you finish early, try using only 4 lines. Then, help the people around you.”

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



Ask Participants (Whole Group):

1. Raise your hand if you finished first. How did it feel to finish first?
2. Raise your hand if you had difficulty completing the activity? How did it feel to see other students finishing before you?



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



“As we discussed today students have different learning styles and different learning needs and abilities. One way to cater to this is to use a range of learning styles. Another way is to stretch those who are very able and to give extra support to those who struggle. Another strategy is to use grouping techniques. Please look at Handout 3F, let’s read about the three strategies together.”

Ask participants to look at **Handout 3F**. Ask four participants to read aloud the different sections.



Ask Participants (Think-Pair-Share):

To use these strategies we need to know about our students’ needs and abilities. How can we learn about our students’ learning needs?

Example Answers:

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



Ask Participants (Think-Pair-Share):

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

Example Answers:

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



“If we use these inclusion and differentiation strategies in our classrooms we are more likely to protect the rights of students in our classrooms.”

CONCLUDING REFLECTION



Materials: Handout 3G - Concluding Reflection



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



Encourage participants to come up with the skills and strategies themselves. Example answers may include: inclusion strategies, concept maps, games, storytelling, role-play, group discussion, visual demonstration, open questions, positive feedback, grouping strategies.

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



“Please turn to **Handout 3G** and follow along with me as I read the instructions at the top of the page. Take some time to reflect on what you think is the most important part of each session today and why you think it is important for your future teaching. Use any of the material you have received during the training. Take 20 minutes to complete this.”

After the 20 minutes are up, ask 3 participants to share their reflection. Then bring the session to a close.



“Thank you for all of your work today!”

CURRICULUM AND PLANNING

DAY 4

OUTLINE

Session 1

SMART objectives



Session 2

Assessment



Session 3

Lesson planning



Concluding Reflection



PRE-WORK FOR FACILITATORS

- Read through entire session beforehand.
- Prepare flipcharts for each activity, including key vocabulary flipchart (some need flipcharts even if using PowerPoint).
- Session 1 - Write out the 4 team learning objectives on 4 small pieces of paper to give to the participants.
- Session 3 - Locate local lesson planning templates and amend PowerPoints/handouts accordingly.
- If possible locate copies of curriculum and scopes for participants and facilitator (could include standards, textbooks, teacher's guides, printed scope and sequence, etc.).

DAY 3 STRATEGIES

Grouping

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

Focus

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

DAY 3 MATERIALS

- Flipchart paper, marker pens, spare pens and paper
- PowerPoint/flipcharts
- Local Lesson Plan Template
- Handouts 4A - Lesson Objectives
- Handout 4B - Assessment in the Classroom
- Handout 4C - Continuous Assessment Strategies
- Handout 4D - Lesson Plan Guidance
- Handout 4E - Analyze a Lesson Plan
- Handout 4F - Lesson Plan Template (Blank)
- Handout 4G - Lesson Plan Ideas
- Handout 4H - Concluding Reflection
- Appendix 4A - Assessment in the Classroom Example Answers
- Appendix 4B - Lesson Plan Analysis

DAY 3 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.
- **Continuous Assessment:** Assessment carried out during the instructional process for the purpose of checking students' 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.
- **Scheme of work:** A weekly grouping of lesson content.
- **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.

SESSION 1: SMART OBJECTIVES

Objectives

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

- Identify SMART lesson objectives
- Create SMART objectives for your own lessons

Outline

Introduction

Why do we need objectives?



Activity

Identify SMART lesson objectives



Closure

Creating objectives



INTRODUCTION

Why Do We Need Objectives?



Materials: Slides 1-5

4 different objectives written on small pieces of paper - one for each group (see page 102)

Extra flipchart paper and markers for the participants.

Handout 4A - Lesson Objectives

To start the training welcome participants and lead an icebreaker/ energizer activity. Explain the grouping technique and focus technique that you will use in the training today.



“Today we will focus on lesson planning. These sessions will help you learn to craft clear objectives and assessments and effective lesson plans to help you succeed in your classrooms. After the first session you will be able to:

- Identify SMART lesson objectives.
- Create SMART objectives for your lessons.”



Ask Participants (Think-Pair-Share):

What is an objective? Turn to your neighbor to discuss the definition.

Have 1 or 2 pairs share their answers and then show the definition on the PowerPoint.



“To start today, we are going to do a quick activity to explore why learning objectives are important. You will work in your groups of four. One person in each group needs to take on the role of the teacher for this activity. The teachers need to come to the front to receive their instructions and to receive a piece of flipchart paper and markers. You will then have 5 minutes to complete a task and there will be a reward for the team that does the best job. The ‘Teacher’ will guide you in the activity. Please don’t copy what other teams are doing.”

Give each of the four teachers a different set of objectives (as outlined below). Make sure they cannot see the other team’s objectives.

These objectives should be written on small pieces of paper before the activity begins.

- Team 1: Students will be able to draw a school.
- Team 2: Students will be able to draw a school with a playground.
- Team 3: Students will be able to draw a school with students playing football on the playground.
- Team 4: Students will be able to draw a school with students playing football on the playground on a sunny day. They will be able to label the key features of the school.

After 4 minutes give the participants a 1-minute warning.



“Please use the PowerPoint slide to grade your team’s drawing.”

Ask participants to count up their points and give the winner their reward.



Ask Participants (Whole Group):

1. How did your team feel during that activity? Motivated, excited, frustrated? Why?
2. Why was the task much more positive for Team 4 than for Team 1?
3. Why is it important to think about the objective of your lesson before you create a lesson?

Example Answers:

Team 4 was given more specific information. Team 4’s objective was written based on how students would be evaluated.



“When planning a lesson it is important to start with the end result in mind. This idea is called backwards planning. Please refer to **Handout 4A.**”

ACTIVITY

Identify SMART Lesson Objectives



Materials: *Slides 6-10*

Handout 4A - Lesson Objectives

Extra flipchart paper and markers for the participants



“The best objectives are Specific, Measurable, Achievable, Relevant, and Time-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.

We are going to look at several examples of objectives to determine if they meet the 5 criteria. I will model one for you. Modeling is an important teaching technique - it allows you to demonstrate to students the type of work you are looking for.

By the end of the lesson, students will understand the rules of football. Firstly I would think - is this specific? No- how many rules? All the rules? Secondly, is it measurable? The verb to understand is very hard to measure – a student might be able to list the rules but still not know how to play. What about achievable? I’m not sure students could learn all the rules of football in a lesson! Is it relevant? It is relevant if the end goal is for the students to play in a football game. Is it time-appropriate? No, it could take many lessons for students to really understand the rules of the game. The objective does not meet the five criteria. A better objective would be -- Students will be able to explain the offside rule, or, students will be able to list 5 rules of football”.

Move through the next three objectives. Have participants put their thumbs up for SMART and down for not SMART. Call on one participant to explain why it is SMART or not and call on a second participant to correct the objective.



“By the end of the lesson, the students will be able to demonstrate a successful pass to another team player.”

Example Answers:

SMART: We can add a number of passes the students are expected to complete.



“By the end of the lesson, the students will know football strategies.”

Example Answers:

NOT SMART: This objective needs to be more specific and measurable. A better objective would be, students are able to explain 3 football formations or students are able to describe 2 different strategies of attack.



“By the end of the lesson, the students will be able to recognize a football field.”

Example Answers:

NOT SMART: This objective can be more specific. A good example would be that the students are able to draw and label a football field. More specifically, students are able to label positions on a football field.



Ask Participants (Whole Group):

Why is ‘thumbs up/thumbs down’ a useful strategy in the classroom?

CLOSURE

Creating Objectives



Materials: *Slide 11*
Handout 4A - Lesson Objectives



“Now I would like to you to have a go at writing objectives on your own. I will model the first one for you. If I was creating a lesson about reading a short story. I could have any of the following objectives:

- Students will be able to describe the perspectives of the characters in the story.
- Students will be able to summarize the story in a short paragraph.
- Students will be able to list the characters in the story.

In a normal lesson you should generally have between 1 and 3 objectives. Now I would like you to take 10 minutes and individually come up with just one SMART objective for each potential lesson on this list. Be sure to use 5 different verbs from **Handout 4A** for this activity.

1. A lesson about multiplication
2. A lesson about hygiene
3. A lesson about writing a story
4. A lesson about verbs in a different language
5. A lesson about _____ (context specific topic)

Please feel free to be creative - the goal of the lesson is entirely up to you. There is no single right answer, we will all come up with different ideas.”

Be sure to walk around the room and see if participants need help. Give them a warning when they have one minute left.”



“I would like to have you all peer review your partners’ objectives. Pass your 5 objectives to the person next to you. Now once you have your partner’s objectives I want you to evaluate them using the SMART objective criteria and give each objective 1-point if it meets all of the SMART criteria. The total score should be out of 5. You have 10 MINUTES to peer review each other’s work.”

Celebrate participants' scores and hear example answers.

If participants are struggling with this activity, **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.



“Well done everyone. Those were some great examples. Remember, creating SMART objectives takes practice - the more you do it, the easier and quicker it becomes. Now we will think about how to use those objectives.”

SESSION 2: ASSESSMENT

Objectives

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

- Describe the concept and purpose of continuous assessment
- Apply different methods of continuous assessment

Outline

Introduction

What is assessment?



Activity

Examples of assessment



Closure

Continuous assessment strategies



INTRODUCTION

What Is Assessment?



Materials: Slides 13-15



“In this session we will be discussing different forms of assessment. Remember, learning objectives focus on what we would like our students to be able to do by the end of the lesson. Assessment allows us to see if we have achieved our objectives. By the end of this session you will be able to:

- Explain the concept and purpose of continuous assessment.
- Implement different methods of continuous assessment.”



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 use to check for understanding.



“These methods you listed are examples of assessment. Assessment can be defined as a way to check what students understand or do not understand, used to adjust how you teach, evaluate students’ learning, and give grades.

There are two types of assessment -- continuous 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. (Also referred to as formative assessments or ‘checking for understanding’).

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.

Many of you are probably familiar with summative assessments as you have no doubt taken exams and tests, therefore this training will focus on continuous assessment.”

ACTIVITY

Examples of Assessment



Materials: *Slide 16*

Handout 4B - Assessment in the Classroom

Appendix 4A - Assessment in the Classroom Example

Answers



“There are many different ways to assess student understanding. 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 using **Handout 4B**, 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 4A** for guidance.



Ask Participants (Think-Pair-Share):

1. Why is summative assessment (tests and exams) important?
2. Why is continuous assessment (checking for understanding throughout the lesson) important?

Example Answers:

1. To measure and track student progress.
2. Gives students positive and ongoing feedback, helps teachers modify their teaching, helps students make progress.

Ask participants to share their ideas. Clearly explain the many purposes of continuous assessment using the example answers.

CLOSURE

Continuous Assessment Strategies



Materials: Slide 17

Handout 4C - Continuous Assessment Strategies



“We have defined assessment and discussed why it is important. Now, we will practice different strategies of continuous assessment so that we can check for student understanding throughout our lessons.”

Ask participants to refer to **Handout 4C**.



“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 Four Corners 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 it in 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 4C** and let’s read through the different examples together.”

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



Ask Participants (Think-Pair-Share):

1. Which examples would you like to try in your classroom?
2. Which examples are you concerned about?

SESSION 3: LESSON PLANNING

Objectives

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

- Describe the key components of a lesson plan
- Analyze the strengths and weakness of lesson plans
- Create effective lesson plans

Outline

Introduction

Lesson plan components



Activity

Evaluating lesson plans



Closure

Creating lesson plans



INTRODUCTION

Lesson Plan Components



Materials: *Slides 19-21*
Handout 4D - Lesson Plan Guidance



“In our next session we will use our knowledge about writing objectives and assessments and learn about lesson planning. By the end of this session you will be able to:

- Describe the key components of a lesson plan.
- Analyze the strengths and weaknesses of lesson plans.
- Create lesson plans for your own teaching.”



Ask Participants (Think-Pair-Share):
Why are lesson plans crucial for effective teaching?



“The lesson plan gives you a road map to follow to achieve the objectives of the lesson. The lesson plan ensures that you know what you want to teach, how you will teach it, and how you will check that your students have understood. Look at **Handout 4D**.

First, let’s read through the lesson plan guidelines together.”

Read through the lesson plan guidelines to illustrate the structure and format of the plan. As you talk through the guidelines, pause and ask questions to check for participant understanding.



“When we create our lesson plans we should include a mixture of ‘I do, we do and you do’. ‘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. In your lesson plans, make sure there are times for all three types of learning. Sometimes teachers spend too long on ‘I do’ and don’t give students any time to practice their new learning. It is crucial that you give plenty of time to the ‘we do’ and ‘you do’ of the lesson”.



Ask Participants (Think-Pair-Share):

Why do you think it might be important to include time for students to practice what they have learned?

Example Answers:

It’s important to have time to practice the new information that is being taught because it will help them learn the information. The more students actually use the new information, the more they will remember it. For example, if someone told you how to hold a pencil but never let you practice holding the pencil, you most likely wouldn’t be very good at holding it. The more opportunities you provide for students to practice what you are teaching, the better chance they have of achieving the learning objectives.

ACTIVITY

Evaluating Lesson Plans



Materials: *Slide 22*

Handout 4D - Lesson Plan Guidance

Handout 4E - Analyze a Lesson Plan

Appendix 4B - Lesson Plan Analysis



“Now we are going to analyze and critique a lesson plan. In pairs I would like you to look at **Handout 4E** and to consider the strengths and weaknesses of the plan. Please use **Handout 4D** to help you. You have 20 minutes.”



Ask Participants (Think-Pair-Share):

1. What does this lesson plan do well?
2. Is there anything that you would do to improve the lesson plan?

Example Answers:

- SMART objectives
- Resources
- Engaging introduction
- Lots of practice time
- I do/We do/You do
- No timings
- No inclusion details
- No recap of last lesson in the introduction
- No assessment
- No differentiation



“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.

CLOSURE

Creating Lesson Plans



Materials: *Slide 23*
Handout 4F - Lesson Plan Template (Blank)



“Now we are going to try and put everything that we have learned during our training into practice and create our own lesson plan together. I want you to think back to our session about making the classroom a safe space. One of the strategies is to come up with class rules. This is a useful technique because if students help make the rules they are more likely to understand them and to follow them. Today we are going to create a lesson plan to do just that - you will be able to use this on your first day of teaching if it is appropriate. The first thing we must do when we are lesson planning is to come up with our objectives. The objectives we will use are:

- Explain the importance of rules in the classroom.
- Create a list of good quality classroom rules.
- Agree on the consequences for breaking each rule.

Now what might you do to introduce this lesson? With your partner discuss ideas for the introduction. Be ready to share with the whole group in 5 minutes.”

Example Answers:

- Create a brainstorm to show why school rules are important.
- Create criteria for making good rules.
- Read a story about a classroom with no rules.

“Now I would like you to work in groups to fill in the rest of the plan using **Handout 4F**. Remember to think about your objectives and try to include everything that is listed on the lesson plan guidelines. Ask me if you have any questions. You have 30 minutes.”

Walk around the room to encourage and support participants. Remind them to include examples of formative assessment, active learning strategies, etc. Give participants time warnings throughout.



“Excellent work – now let’s do some peer review to see how we did with our lesson plans. Join together with another group and swap lesson plans. Go through the lesson plan with the checklist. Write down two things that the group did really well – for example, they have used smart objectives, the introduction really engages students, they have used a mixture of I/We/You. Then write down one thing you would like the group to do better next time – for example, make sure the conclusion checks that students have understood the lesson, allow for more practice time in the lesson. Remember giving useful positive feedback is a really important part of assessment. You have 15 minutes”

After 15 minutes ask the groups to share the feedback they have been given with the whole class.

CONCLUDING REFLECTION



Materials: Handout 4H - Concluding Reflection



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



Encourage participants to come up with the skills and strategies themselves. Example answers may include: whip around, four corners, think-pair-share, SMART objectives, lesson planning.

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



“Please turn to **Handout 4H** and follow along with me as I read the instructions at the top of the page. Take some time to reflect on what you think has been the most important part of each session today, and why you think it is important for your future teaching. Use any of the material you have received in during the training. Take 20 Minutes to complete this.”

After the 20 minutes are up, ask 3 participants to share their reflection.



“Thank you for all of your work during this training. I hope you feel confident applying these different strategies in your classrooms.”

Close the training in the appropriate way.

APPENDICES

Day 1: Teacher's Role and Well-being

Appendix 1A: Sample Code of Conduct

Appendix 1B: List of Sample Dilemmas

Day 2: Child Protection, Well-being and Inclusion

Appendix 2A: Child Needs Drawing Example Answers

Appendix 2B: Child Rights Shields

Appendix 2C: Facilitator's Guide to Interactive Story on Protective and Risk Factors

Appendix 2D: Identifying Signs of Distress Chart Example Answers

Appendix 2E: Classroom Management Role-play

Day 3: Pedagogy

Appendix 3A: Teaching Strategies Table Example Answers

Appendix 3B: Inclusion Scenarios Example Answers

Day 4: Curriculum and Planning

Appendix 4A: Assessment in the Classroom Example Answers

Appendix 4B: Lesson Plan Analysis

Appendix 1A: Sample Code of Conduct

Teachers' Code of Conduct in IRC Schools in Nyarugusu Camp

Education is critical to the future of refugees. As teachers and education staff, you will play a primary role in helping to shape the future of refugee students. Professionals are held in high regard because of their positions. Your position is one of influence and also one of great responsibility. Teachers are expected to respect their code of ethics and execute their duties accordingly, more than anybody else that is engaged in the educational activity. Teachers should be role models to their students and other segments of the refugee community.

Teachers and other education staff in IRC-run refugee schools shall have the following duties:

- Fulfill obligations on attendance, punctuality and lesson preparation. If absent or late for a given reason, you will immediately notify the principal or other designated person.
- Conscientiously prepare lessons, assess students' work fairly and promptly and cooperate with other teachers and education personnel.
- Interact with students, colleagues, parents and community members in an appropriate manner.
- Rigorously avoid actions or gestures that violate human rights and could harm students, such as:
 - Sexual harassment and sexual violence, including suggestive words, gestures or comments as well as physical and psychological abuse.
 - Excessive and inappropriate disciplinary action, including the use or threat of corporal punishment and demeaning and abusive words or actions.
- Ensure that the participatory and other rights of children are respected and upheld in all matters and procedures affecting their safety and protection.
- Actively participates either as a member or advisor in various committees of the school and enhances the educational endeavors of the school.
- Employs different participatory teaching techniques to make sure that the teaching approach is student-centered.
- Properly uses the educational facilities of the school and encourage students to do so.

- Attends and gives constructive comments at meetings organized to discuss on the teaching-learning process.
- Ensures that textbooks, teaching aid materials, etc. are properly handled so that they could have a lasting and sustainable usage.
- Supports and encourages students particularly female students not to disrupt classes and dropout of school.
- Properly discharges his/her teaching duty, assists students who need extra support through tutorial classes and advises drop out students to resume.

The IRC has zero tolerance for any act of child abuse, exploitation, violence, discrimination, bullying and other forms of abuse. “Violence against children committed in schools” refers to a single act or a series of acts committed by school administrators, academic and non-academic personnel against a child which result in or is likely to result in physical, sexual, psychological harm or suffering, or other abuses including threats of such acts, battery, assault, coercion, harassment or arbitrary deprivation of liberty.

Failure to adhere to the Code of Conduct may result in disciplinary action including suspension or termination of employment.

Name: _____

Signature: _____

Date: _____

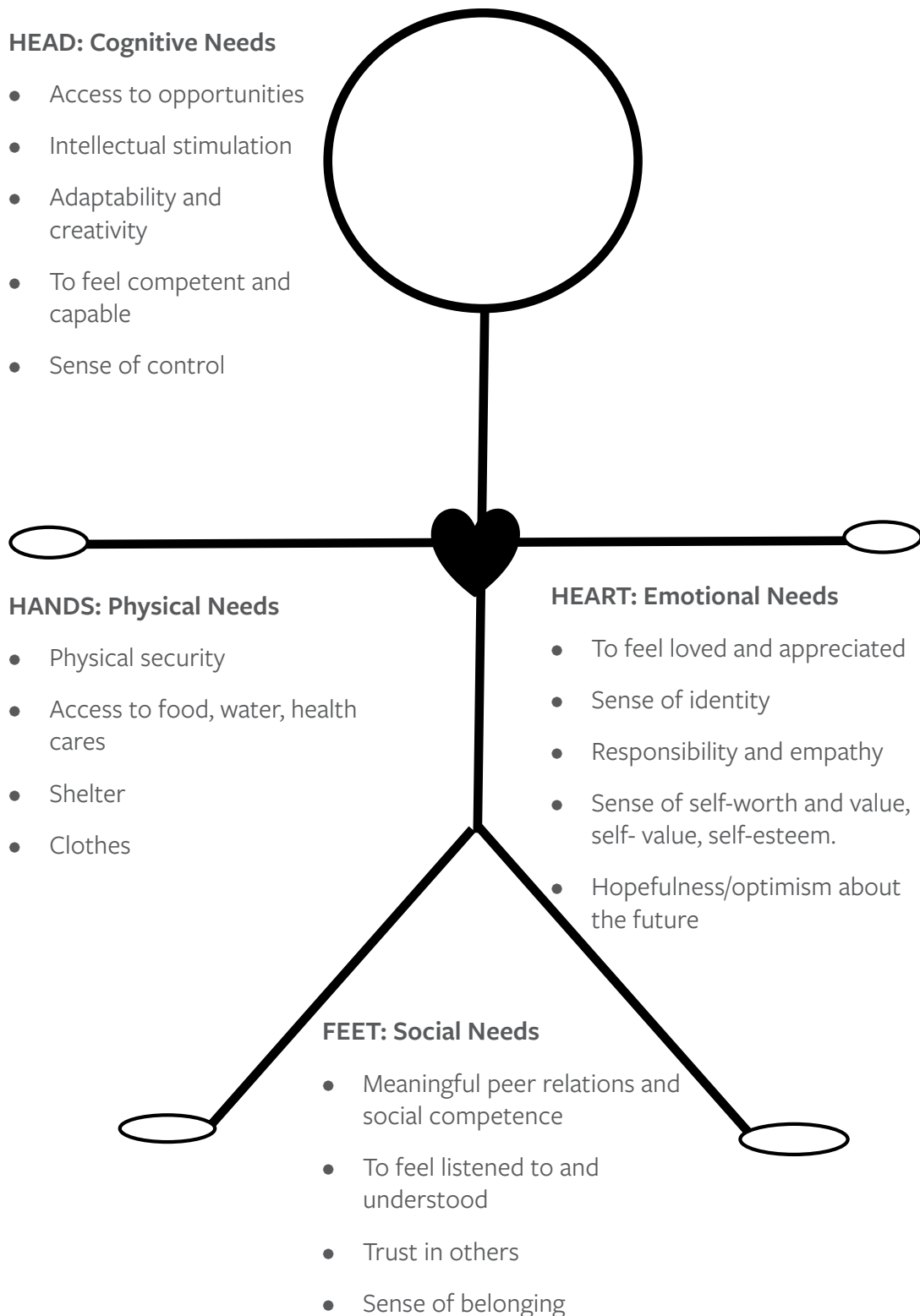
Appendix 1B: List of Sample Dilemmas

1. A colleague arrives to school drunk. What would you do in this situation?
2. You have overheard rumors that one of the teachers is having a sexual relationship with a student. What would you do in this situation?
3. For the last few weeks a colleague has been arriving an hour late to work. A friend of the teacher has been filling in and covering. What would you do in this situation?
4. A student tells you that a teacher is making the students pay money for good grades. What would you do in this situation?

Appendix 2A: Child Needs Drawing Example Answers

HEAD: Cognitive Needs

- Access to opportunities
- Intellectual stimulation
- Adaptability and creativity
- To feel competent and capable
- Sense of control



Appendix 2B: Child Rights Shields

Article 2

All children have rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, or whether they are rich or poor. No child should be treated unfairly on any basis.

Article 9

Children have the right to live with parent(s). They have the right to live with a family who cares for them.

Article 16

Children have the right to a good quality education. Children should be encouraged to go to school to the highest level they can.

Article 16

Children have the right to privacy.

Article 12

Children have the right to give their opinion, and for adults to listen and take it seriously.

Article 12

Children have the right to get information that is important to *well-being*, from radio, newspaper, books, computers and other sources. Adults should make sure that the information is not harmful, and help children find and understand the information you need.

Article 34

Children have the right to be free from sexual abuse.

Article 27

Children have the right to food, clothing, a safe place to live and to have their basic needs met.

Article 14

Children have the right to choose their own religion and beliefs.

Article 39

Children have the right to help if they've been hurt, neglected or badly treated.

Article 32

Children have the right to protection from work that harms them, and is bad for their health and education.

Article 31

Children have the right to play and rest.

Article 24

Children have the right to the best healthcare possible, safe water to drink, nutritious food, a clean and safe environment.

Article 37

No one is allowed to punish children in a cruel or harmful way.

Article 30

Children have the right to practice their own culture, language and religion. Minority and indigenous groups need special protection of this right.

Article 23

Children have the right to special education and care if they have a disability, as well as all the rights in this Convention, so that they can live a full life.

Article 36

Children have the right to protection from any kind of exploitation (being taken advantage of).

Article 29

A child's education should help him/her use and develop his/her talents and abilities. It should also help children learn to live peacefully, protect the environment and respect other people.

Article 19

Children have the right to be protected from being hurt and mistreated, in body or mind.

Appendix 2C: Facilitator's Guide to Interactive Story on Protective and Risk Factors

Character Identification Signs - Choose a context specific name for the girl and boy in the story and insert that name throughout the story. Write names on a sheet of paper or name tags to give to participant volunteers to hold during the story/demonstration.

In the story, protective factors are highlighted green, risk factors are highlight red. The signs of distress are highlighted in yellow; these are to be used for the next activity.

Protective Factors	Risk Factors
<ul style="list-style-type: none">• Feeling appreciated• Rituals• Social interaction- getting to spend time with and talking with others• Feeling supported• Sense of pride• Play• Being a part of a team• Sense of belonging• Traditions- connection to culture	<ul style="list-style-type: none">• Safety and security• Gender discrimination• Sexual or physical assault• Corporal punishment or harsh discipline• Interrupted education• Bullying• Ethnic discrimination• Missing family/relatives/friends• Lack of role models

Zara emerges from her home in the refugee camp. She gets up before the rest of her family to go fetch water from the communal water tap in the camp. It's still dark and Zara is afraid getting water by herself, **she does not feel safe**. When she arrives home her mother is **very appreciative, and thanks Zara for** the water. Zara puts away the mattresses and blankets and sweeps the area around their home. **She has not had time to do her homework** but she has to finish her housework before she leaves for school. Zara and her sisters then wash and comb their hair. This is a **ritual** they have and it is one of the few times during the day when they **get to sit together and talk**. For Zara, this is one of the best times of her day. Her brother, Daniel is just waking up. He has had nightmares about **the fighting he witnessed** and has not been sleeping well. Zara gives Daniel, his breakfast before taking her own. Mother knows that school is important for her children and she encourages them to go to school. Daniel has a uniform that he takes great **pride in**; it was a gift from an uncle that believes it's very important for boys to go to school. The **uncle doesn't see the value in school for girls** and there isn't enough money for Zara and her sisters to have **uniforms** this year.

Zara takes an extra-long route on all the main paths to school because girls were assaulted on the other paths to school and the men responsible were not punished. Zara arrives late to class and knows that means her teacher will punish her with the stick. Later in class, the teacher calls on Zara to read the instructions on the board. Zara is embarrassed because she cannot read all the words correctly. The class laughs at her and the teacher doesn't do anything to stop them. Zara missed many years of school during the conflict and sometimes the younger students tease her by asking her math questions they know she doesn't know the answer to. Zara goes to the latrine to cry. In Daniel's class the teacher asks everyone to find a partner. No one wants to be Daniel's partner because he is from a different country. Daniel sits by himself; he doesn't have very many friends. After school, Daniel plays football with the other boys from school. He loves to be a part of a team and gives him a sense of belonging. However, lately Daniel has been picking fights whenever the football game doesn't go his way. He has been very angry since they arrived in the camp because his father did not come with him and his is missing a male role model in his life.

Zara and Daniel are so excited when they come home for lunch because mother has prepared a special traditional food that is difficult to find in the camp. Daniel prepares tea for his family and other relatives who live in the camp and have come by to visit. They always talk about the war and friends who have been killed or disappeared and it makes him sad to listen and unsure about his future.

Appendix 2D: Identifying Signs of Distress Chart Example Answers

Indicator	Status - What do you see? What is happening?	Potential Cause - Why do you think this is happening?	Follow-up Step - What should I do?
Attendance	Late to school	Takes alternative route to protect from assault	Arrange for students to walk in groups
Performance/Achievement	Cannot read correctly	Interrupted education	Extra tutoring time after-school
Physical Condition	No uniform	Not enough money, boy received priority	Start a small garden project to help girls earn extra money for uniforms
Emotional Condition	Anger, crying	Missing father Being teased	Provide opportunities for expression in class
Social Activity, Relationships, Interactions	Sits by himself, he doesn't have very many friends and fights	Part of a different national group than majority of class	Play cooperative and inclusive games in class

Appendix 2E: Classroom Management Role-play

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

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

Role-play 1 – Characters

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

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

Student 2 – You are going to misbehave during the lesson. You will not pay attention and you will play with your hair.

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

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

Role-play 2 – Characters

Teacher – Your class is taking an exam. You set up the exam and then monitor the students as they work. Students will start to misbehave – decide how to react and deal with their behavior.

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

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

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

Role-play 3 – Characters

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

Student 1 – You will begin crying during the lesson.

Student 2 and Student 3 – You will annoy each other during the lesson. One of you will get angry and stand up and shout at the other student. You will both stand and prepare to fight (do not actually fight).

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

Appendix 3A: Teaching Strategies Table Example Answers

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

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

Appendix 3B: Inclusion Scenarios Example Answers

1. Female student

A 10-year old girl completes her morning chores for her family. She walks one kilometer to school alone after a small breakfast. When she gets to school she is tired and a bit hungry. She is shy and quiet with a few friends spread around the room. The class is mainly boys and her teacher is male. The class also includes some boys that are older than the typical age.

Write a narrative about this student and some possible obstacles she may face during her school day.

Potential Obstacles	Potential Solutions
<ul style="list-style-type: none"> Parents may place more importance on her chores than her schooling 	<ul style="list-style-type: none"> Work to create an inclusive and safe classroom community (reference day 4)
<ul style="list-style-type: none"> She may face threats of SGBV on her long walk to school 	<ul style="list-style-type: none"> Have a conference with her parents
<ul style="list-style-type: none"> She may be fatigued from the work and the long walk 	<ul style="list-style-type: none"> Talk to the head teacher about creating a safe path to school for students
<ul style="list-style-type: none"> She may feel uncomfortable around the boys in the room and not participate 	<ul style="list-style-type: none"> Be aware of her status and do some activities that gets students up and moving to energize her and other students that may be fatigued
<ul style="list-style-type: none"> She may not have adequate bathroom facilities at the school 	<ul style="list-style-type: none"> Seat her next to her friends so that she feels comfortable participating in activities
<ul style="list-style-type: none"> She may not feel comfortable asking the teacher for help 	<ul style="list-style-type: none"> Be sure to check in with her and let her know that you are there to support her
<ul style="list-style-type: none"> She may be harassed by the older boys who show an interest in her 	<ul style="list-style-type: none"> Discuss ways to improve bathroom facilities with the head teacher or NGOs
	<ul style="list-style-type: none"> Avoid sitting her near the older boys and let them know that their behavior will not be tolerated

2. Student with a physical impairment

A 6-year old boy struggles to walk. He has two crutches and he has challenges moving over long distances. In the class students make fun of him and he often sits in the back of room and does not like to participate. He does not have any friends in the class. Write a narrative about this student and some possible obstacles he may face during the school day.

Potential Obstacles	Potential Solutions
<ul style="list-style-type: none"> • He may struggle to bring his school supplies to class everyday 	<ul style="list-style-type: none"> • Work to create an inclusive and safe classroom community (reference day 4)
<ul style="list-style-type: none"> • He may be exhausted when he gets to class 	<ul style="list-style-type: none"> • If possible have an extra notebook and pen or pencil for him
<ul style="list-style-type: none"> • The other students may isolate him 	<ul style="list-style-type: none"> • Check in with the student, see how he feels and offer him a snack or water if available
<ul style="list-style-type: none"> • He may feel a lack of sense of belonging 	<ul style="list-style-type: none"> • Sit him next to a student that you trust and is empathetic to help him feel like a part of the class
<ul style="list-style-type: none"> • He may lack motivation 	<ul style="list-style-type: none"> • Create a relationship with him to help motivate him
<ul style="list-style-type: none"> • At break time he may be excluded by other children 	<ul style="list-style-type: none"> • Find ways to structure break time with inclusive games
	<ul style="list-style-type: none"> • Create a disability awareness campaign for the camp

3. Student who does not speak the language of instruction

An 8-year old boy just arrived in the camp a few weeks ago. He does not speak the language of instruction well. He knows a few words, but cannot recognize letters or written words in the language of instruction. The teacher does not speak the student's mother tongue, however there are some students that do. Write a narrative about this student and some possible obstacles he may face during the school day.

Potential Obstacles	Potential Solutions
<ul style="list-style-type: none">• He does not understand your instructions and struggles to follow the lessons	<ul style="list-style-type: none">• Work to create an inclusive and safe classroom community (reference day 4)
<ul style="list-style-type: none">• He is isolated by the other students	<ul style="list-style-type: none">• Seat him next to students that speak his mother tongue and allow them to help him
<ul style="list-style-type: none">• He lacks motivation	<ul style="list-style-type: none">• Ask your head teacher if there are some resources that can help him learn the language of instruction
<ul style="list-style-type: none">• He cannot do the work asked of him	<ul style="list-style-type: none">• Differentiate your instruction (e.g. use visual cues or images to help the student with comprehension) and give him some easier work that helps him learn the language
<ul style="list-style-type: none">• The teacher cannot form a relationship with him	<ul style="list-style-type: none">• Find out if there are people in the community that can help this student

4. Student who does not see or hear well

A 7-year old boy struggles to see and his hearing is poor. His sisters help walk him to and from school every day. He can read if the words on the page are in large font, but struggles to see the board at the front of the room. Students generally treat him well, but do not often include him in conversation or activities. Write a narrative about this student and some possible obstacles he may face during the school day.

Potential Obstacles	Potential Solutions
<ul style="list-style-type: none">• He struggles to follow the lessons	<ul style="list-style-type: none">• Work to create an inclusive and safe classroom community (reference day 4)
<ul style="list-style-type: none">• He cannot read the board	<ul style="list-style-type: none">• Sit him in the front of the room so he can better see the board and hear your voice
<ul style="list-style-type: none">• He works more slowly than the other children	<ul style="list-style-type: none">• Prepare handouts in advance in large writing of what you are going to write on the board that day
<ul style="list-style-type: none">• Some students think that he his slow and not very smart	<ul style="list-style-type: none">• Pair him with a student that can assist him and help him when he doesn't hear instructions
<ul style="list-style-type: none">• Students exclude him during break time activities	<ul style="list-style-type: none">• Allow the student to showcase his knowledge of topics to the class
	<ul style="list-style-type: none">• Create inclusive activities during break time

5. (Space for contextualization)

Potential Obstacles	Potential Solutions

Appendix 4A: Assessment in the Classroom Example Answers

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. <i>She asks student 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.</i> The teacher instructs her students to read the story again and to <i>answer the questions</i> on the board individually. After that the teacher divides the class into small groups - they each need to <i>present</i> 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><i>Example Explanation</i></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>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. <i>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.</i> 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><i>This lesson helped prepare students for their upcoming national exam where they will have to identify the main idea in a story.</i></p>	<p><i>Example Explanation</i></p> <p>The “Exit Ticket” at the end of class allowed the teacher to assess individual students 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 4B: Lesson Plan Analysis

What are the strengths and weaknesses of this plan?

Subject: Literacy

Topic: Adjectives

Time: 40 Minutes

Teacher: Mary Olewo

Class: Grade 3

Date of Lesson: 9th
January 2017

Lesson Objectives: (SMART objectives ✓)		Teachers Notes:	
<ul style="list-style-type: none"> Students will be able to explain why adjectives improve writing. Students will be able to use adjectives in their own writing. 		<ul style="list-style-type: none"> Materials - Notebook paper, chalk. (NO INCLUSION X)	
Lesson Phase	Teacher Actions	Student Actions	Time
Introduction – <i>Engages students and connects to prior learning</i>	<ol style="list-style-type: none"> On the board draw a sketch of your community. Ask students to think independently about how they would describe their community. Ask students to work in pairs to make a list of words to describe their community. Call on several students to share their ideas. Add these ideas around the diagram. Ask students to add any words they didn't think of to their list. (ENGAGING, MEANINGFUL AND VISUAL ✓)	<ol style="list-style-type: none"> Think independently about their community Work with their partner to list adjectives Contribute ideas to group discussion and add new ideas to own list. 	30 Mins (TIMINGS UNBALANCED X)
Body – <i>Includes the main learning points of the lesson, questions</i>	<ol style="list-style-type: none"> Give students the definition of an adjective and ask them to write this in their notebook. Ask students to look at their list of words – which of these are adjectives? Model 2 examples on the board and then ask students to circle the adjectives in their own lists. Read two descriptions of your community to the class; one with adjectives and one without. Ask students to compare the two - why is the second paragraph so much better? Use think-pair-share, and then ask students to write down the answer in their notebook. Ask students to write their own paragraph describing their community. The person who includes the most adjectives will get a reward point. (RANGE OF LEARNING STYLES, MIXTURE OF 'I DO' 'WE DO' 'YOU DO', PRACTICE TIME, USE OF CONTINUOUS ASSESSMENT ✓) 	<ol style="list-style-type: none"> Write the definition in notebook. Work out which of the words on their list are adjectives. Listen to the stories and work out the difference. Write their own paragraph with as many adjectives as they can. 	5 Minutes

Lesson Phase	Teacher Actions	Student Actions	Time
Conclusion – Assesses <i>student learning and ties the lesson together</i>	1. Tell students that next lesson we will learn about different types of adjectives. (ENGAGE IN NEXT LESSON ✓) (NO ASSESSMENT X)	1. Students listen	5 Mins

RESOURCES

Fisher, D., & Frey, N. (2013). Better learning through structured teaching: A framework for the gradual release of responsibility. ASCD.

International Institute for Educational Planning. "Chapter 4.1: Curriculum content and review processes." Guidebook for planning education in emergencies and reconstruction.



TEACHERS COLLEGE
COLUMBIA UNIVERSITY



TRAINING FOR PRIMARY SCHOOL
TEACHERS IN CRISIS CONTEXTS

TEACHER'S ROLE AND WELL-BEING

MODULE I



SUMMARY

Core Competencies

- Teacher understands and practices the terms of the Teacher Code of Conduct.
- Teacher understands his/her legal and ethical responsibility for the well-being and learning achievement of all children in his/her classroom and school.
- Teacher communicates regularly with parents, guardians, and other education stakeholders in order to promote a safe and effective learning environment.
- Teacher actively engages in development of his/her own teaching practice using all available resources including self reflection and collaboration with peers, head teachers, etc.
- Teacher understands and practices habits to maintain his/her well-being including self-awareness, developing a routine and stress management techniques.
- Teacher understands the importance of his/her well-being as a factor influencing student well-being.

Session 1 The role of the teacher in the school and the community



Session 2 Code of Conduct



Session 3 Teacher well-being and stress management



Session 4 Collaboration and communities of practice



Grouping Technique

During the training you will ask the participants to do work in small groups. For module 1, use proximity to form the groups for the activities and discussion tasks. Unless otherwise stipulated participants should work with the 3 people sitting nearest to them to work in groups of four for group tasks and discussion. Explain to the participants that this is a useful technique in large classrooms as it causes minimal disruption.

Focus Technique

When you want to get the attention of the participants explain to them that you will use the ‘5-4-3-2-1’ strategy. When you would like them to be quiet and to focus on the facilitator, you will count down slowly from 5 to 1. When you get to one participants should have stopped speaking and have their attention on you. Explain to participants that this is a useful strategy to use in the classroom, particularly with large class sizes and during group work.

Contextualization and Adaptation

Session 1: The Role of the Teacher in the School and the Community

- Make changes to the example schedule on Handout 1.1A - Weekly Schedule so that the activities listed match the schools and communities.
- If appropriate contact a representative from the organization that hired the teachers to discuss with the participants at the training management, benefits and other human resource issues.

Session 2: Code of Conduct

- Locate a copy of the Code of Conduct used by participants in your community.
- Research the complaint reporting process for the specific context.

Session 3: Teacher Well-being and Stress Management

- If possible ask a protection officer or community resource with experience in psychosocial care to participate in the training.

Session 4: Collaboration and Communities of Practice

- Add any relevant questions to the “Step over the Line Icebreaker”.
- Decide in advance how the Teacher Learning Circles will work best in your community and adapt the collaboration activities accordingly.

Sessions 1-4: Review PowerPoint slides and contextualize as appropriate. Certain slides have been left blank as context specific information is needed: Slide 23 - The Consequences of Violating the Code of Conduct, and Slide 24 - How to Report a Complaint. 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

Icons



This icon indicates the time a particular Session will take.



This icon indicates a Tip to help you along with the Session.



This icon represents the scripted part of the Session.



This icon indicates Questions you can ask your participants.

The Role of the Teacher in the School and the Community

SESSION I

OBJECTIVES

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

- Explain the importance of education in crisis contexts
- Describe the role of the teacher in the school and in the local community
- Consider how to balance the various roles within the classroom, school and community
- Identify their own motivations for teaching and set goals to increase motivation

OUTLINE

Introduction

Review competencies and expectations

25

Reflect and Revisit

Why am I a teacher?
Why is education important?

40

Learn

“A Teacher Is _____” activity
Identifying expectations

20

Practice

Balancing different roles
Staying organized

40

Planning and Action

Staying motivated
Setting goals

30

Assess

Skills and strategies worksheet

25

PRE-WORK FOR FACILITATORS

Prepare flipcharts for each activity, including key vocabulary flipchart (some need flipcharts even with a PowerPoint)

Materials

- Flipchart, markers, extra paper, post-its
- Handout 1.1A - Weekly Schedule

Key Words

- **Code of Conduct:** A statement of principles, rules, and values that establishes a set of expectations and standards for how individuals in a school will behave in an ethical way, including minimal levels of compliance and disciplinary actions.
- **Community:** A group of people living in the same place that may come together around shared interests.
- **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.
- **Stakeholder:** A person, group or organization that has some interest in a project or programs.
- **Well-being:** A condition of holistic health and the process of achieving this condition. It refers to physical, emotional, social, and cognitive health. Well-being includes what is good for a person: participating in a meaningful social role; feeling happy and hopeful; living according to good values, as locally defined; having positive social relations and a supportive environment; coping with challenges through the use of positive life skills; and having security, protection and access to quality services.

INTRODUCTION

Review Competencies and Expectations



Materials: Slides 1-3



“Welcome to the first 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 is designed around five core competencies for primary school teachers in crisis contexts, as seen in the visual. The training is divided into four modules, covering teacher’s role and well-being; child protection, well-being and inclusion; and curriculum and planning. Within each module there are several training sessions that draw on your existing knowledge and experience and 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.



“To start, today we are going to explore Teacher’s Role and Well-being. This includes examining the teacher code of conduct, the teacher’s responsibility for student well-being and learning, and the importance of maintaining your own well-being. By the end of this session, you will be able to:

- Explain the importance of education in crisis contexts.
- Describe the role of the teacher in the school and in the local community.
- Consider how to balance the various roles within the classroom, school and community.
- Identify your own motivations for teaching and set goals to increase motivation.”



“Before we get started, I would like us to discuss how we will spend our time together. Let’s make a list on the flipchart of our expectations.”

Example Answers:

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

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

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



“Now that we all understand the purpose of this training, our expectations of each other throughout the training and who we are learning with, let’s get started!”

REFLECT AND REVISIT

Why Am I a Teacher?



Materials: Slide 4
Blank pieces of paper for clock activity



“To start the session you are going to do an activity to get to know each other and to reflect on your own motivations for becoming a teacher. Before we start the activity draw a picture of a clock on a blank piece of paper. You will use this clock to set up meetings with other participants in the group for the activity. Find a partner in the room who you will meet with at 1 o’clock. Write each other’s names next to the 1 on your clock. Now find different partners for the rest of the hours on your clock. Then sit back down.”



If participants are not familiar with clocks, the clock could be substituted for a color wheel.



“When I call out an hour on the clock, find the partner that you are scheduled to meet with on that hour. Once you have found your partner, I will give you a question to discuss. You will have 2 minutes to discuss each question. Then I will call out a different hour and you will find your new partner for the next question. There will be six questions in this activity so you will meet with six different partners.”



Ask Participants (Think-Pair-Share):

1. How did you become a teacher?
2. Why did you become a teacher?
3. What excites you about being a teacher?
4. What makes you nervous about being a teacher?
5. What do you hope to gain from being a teacher?
6. What motivates you to be a good teacher?



“You can use this activity to get your students into pairs in your classroom. This activity helps students find partners quickly and ensures that they work with a variety of different peers. With larger groups, break the room into sections. Students can only find clock partners within their sections. This will make the process much smoother and quicker.”

Ask participants to share some of their answers for questions 3, 4 and 6. Explain that there will be time to address their motivation and their concerns as the training proceeds.

Why Is Education Important?



Materials: *Slides 5-8*
Flipchart paper and markers/color pens for the participants

Write, ‘Why is education important for your community?’ on the board.



“We are going to create a mind map to explain why education is important for your community. Mind mapping is an individual or group activity that can be a useful tool to help students generate ideas, analyze a situation, define a topic, or come up with creative solutions to a problem. This is a technique you can use in your classroom. For this activity you will first create a list and then use the list to create a mind map.”

Ask participants to work in their groups.



“In your groups create a list of as many reasons as you can think of to answer the question, ‘Why is education important in your community?’. You have 10 minutes to create your lists.”

Example Answers:

- Ensures children feel safe and protected.
- Helps children and community normalize after displacement.
- Teaches critical thinking skills.
- Increased income.
- Economic growth.
- Reading and writing.
- Health - helps fight spread of disease.
- Reduces mother and child mortality rates.
- Increases peace.
- Reconciliation and stability.
- Increases participation in governance.
- Helps fight against corruption.
- Child-protection during emergencies.

Give each group a piece of flipchart paper and marker pen.



“Now we are going to turn your lists into mind maps. Draw a circle in the middle of your flipchart paper and write ‘Why is education important’ in the circle.”

Show participants the example mind map on the board. Explain how the mind map works, and that it is a way to group and connect ideas in a visual way.



“Have a look at your lists: can you see any key themes or topics? For example, communication might be a key theme so you could add that in your next circle. From this circle you could add; helps students to make friends, helps students to express their opinions, helps students to apply for jobs. Use the mind map to show the connections between your ideas. You have 10 minutes to complete your group mind map.”

Walk around the room with the participants encouraging them and answering any questions.

Give participants time warnings.



“In order for you to be able to see all of your peers’ mind maps, you are going to complete a gallery walk. In just a minute you will stand up and walk around the room to look at the mind maps. As you get up to walk around, please leave your mind map on your table so that everyone can see them as they walk around. You have 5 minutes to go around the room and look at as many mind maps as you can. Take your pen with you and put a tick mark next to any ideas that you think are particularly important.”

Walk around the room with the participants and take note of the ideas on the mind maps. Give participants a 1-minute warning as the 5 minutes are coming to a close.



Ask Participants (Whole Group):

Which ideas have the most tick marks? Why do you think this is the case?



“Before we move onto our next activity I would like you to try and summarize why education is so important in this community – however, you must use exactly 20 words. This is a good technique to use with your students – it helps them practice summarizing and students enjoy the challenge of using exactly 20 words. You have 5 minutes.”

After 5 minutes ask several participants to share their 20 word statements. Count the number of words they use as they read the statements aloud by using tick marks on the flipchart or by counting on your fingers. Praise the participant’s ideas as much as possible.



“Based on our mind maps we can see how important education is to the well-being of our community. In our training we want to think about how we can make our teaching successful so that we can contribute to this. In this session we will start by focusing on the role of the teacher in the classroom, the school and the community.”

LEARN

“A Teacher Is _____” Activity



Materials: Slides 9-10

Write, “A teacher is _____” on the board.



“Using your mind map, I want you to think about the role of the teacher in making education successful in your community. But first we need a clear understanding of what the word “role” means. Think about role as a job description. A job description describes the position, responsibilities, tasks and attitudes that are required to complete the job. Use this definition to complete the following activity. You have 1 minute to fill in the blank to A Teacher is _____. Consider teachers from your past and think about the teacher you want to be. For example, a teacher is a problem solver.”

Example Answers:

- Someone responsible for the well-being of the pupils (particularly crucial in crisis settings).
- Someone who imparts skills and knowledge to students.
- A leader.
- Someone with management skills.
- A change-maker.
- A good role model.
- Someone who empowers students.
- A learner.
- An effective communicator.
- Someone who helps others to have new experiences.
- Teachers plan engaging lessons.
- A coordinator of people and resources.
- Teachers meet the needs of students with disabilities, different language needs, different cultures.
- Someone guiding and supporting children.
- Teachers offer students advice.

Ask participants to share their ideas with the whole group. Record answers on the board.



“As we can see, being a teacher involves many important roles in the lives of children and in the community. In crisis settings teachers have an increased responsibility to support children’s well-being and recovery from difficult events. Furthermore different people expect different things from teachers. Expectations for teachers may come from different stakeholders: the students in your classroom, the leadership of your school, and the parents in your community. It helps to know these expectations so that you can complete your job to the best of your ability. Let’s discuss what these expectations might be.”

Identifying Expectations



Materials: Slide 11



“I am going to ask you three questions using the Think-Pair-Share technique. This is where the teacher gives students time to think of the answer on their own first (for about 30 seconds), and then asks the students to discuss their ideas with a partner (for one minute). Finally the teacher calls on several students to share with the whole group (for a couple of minutes). This is a useful technique for your classrooms because it makes sure that all students are engaged, and it gives them time to think about their answers and to process their ideas.”

Ask the following questions one by one using Think-Pair-Share.



Ask Participants (Think-Pair-Share):

1. What do students in your classroom expect of you?
2. What does the leader of the school expect of you?
3. What do parents in the community expect of you?

Example Answers:

1. To plan fun lessons, to create a safe space, etc.
2. To be punctual and professional, to complete your duties, etc.
3. To communicate with them about their children, to help their children do well, etc.



“In our next activity we are going to think about how to balance all of the different roles and expectations that teachers face.”

PRACTICE

Balancing Different Roles



Materials: *Slide 12*

Flipchart paper and markers/color pens for the participants



“Think about each of the activities that a teacher must complete in a given day or week to fulfil all of these different roles and expectations and to make education successful - in the classroom, in the school, and in the community. You are going to work in groups to create a visual that shows all of these tasks and represents how a teacher feels when trying to complete all of them. Use the visual on the PowerPoint/flipchart as inspiration but feel free to be more creative and to use your own ideas. You will have 15 minutes and then you will present your diagram to the whole group.”

After 15 minutes ask each group to share their graphics. Discuss similarities and differences.



“Balancing these roles and expectations can be stressful but it can also be very rewarding. In the next activity and in later sessions we are going to discuss how you can balance your roles and responsibilities. This training will hopefully equip you to fulfill these roles to the best of your ability and to make education successful in your community.”

Staying Organized



Materials: *Slide 13*

Handout 1.1A - Weekly Schedule



“Think on your own for 2 minutes about what actions you will take to balance all of the expectations people may have for you.”



“Now turn to your partner and for 2 minutes discuss what you can do to balance the different roles you have.”

Lastly, ask several participants to share their ideas with the whole group. Remind participants that this technique is called Think-Pair-Share and that they should use it in their classrooms. Remind participants of the importance of communicating with the different stakeholders.

Example Answers:

- Stay organized.
- Communicate well with all stakeholders.
- Ask your colleagues for advice.



“Now look at **Handout 1.1A** and the example activities. With your partner look at the example and practice filling out your own week with all the activities you will need to balance. You and your partner should work together to help each other, although you can plan different activities if you have different responsibilities. You have 10 minutes.

This is just one option to help you schedule your time. We will discuss additional stress management strategies in later sessions to help you balance the different roles of a teacher.”



Ask Participants (Whole Group):

Was this activity something that you think could be helpful for you personally?



“Remember, it is difficult to balance so many different roles and it is important to think about your own well-being. This will be an important topic for you to be able to discuss with fellow teachers, with a teaching counterpart or in your own reflective journal. We will discuss more about your well-being as teachers in a later session.”

PLANNING AND ACTION

Staying Motivated



Materials: Slide 14



“Teaching is a rewarding profession, but it can also be stressful at times. Not only is it important to stay organized but it is also important to stay motivated. With your small group take a single sheet of paper and divide it into two columns. Use the chart to brainstorm different factors that motivate and encourage teachers in school and list them in the first column. In the second column, list school-related factors that discourage teachers. You have 10 minutes.”



It is important that the discussions focus on the in-school factors, and that they consider different forms of motivation beyond just the teachers' salaries.

Example Answers:

- Motivates:
 - Access to reading materials
 - Involved parents
 - Feeling prepared
 - Student achievement and well-being
 - Student growth
 - Positive relationship with students
 - Supportive school leaders
- Discourages:
 - Lack of parental interest in education
 - Limited resources

Walk around the room encouraging groups and answering questions. Give the participants time warnings. After 10 minutes ask one group to present their work and then ask the other groups to add anything that has not yet been said. Then ask the following discussion questions to the whole group.



Ask Participants (Whole Group):

1. How do these different factors affect teachers?
2. How do these different factors affect students?
3. What can be done to increase your motivation?



“To continue to stay motivated it is important to remind yourself of your role as a teacher and to take care of yourself. Through this training we hope to equip you with the skills to not only succeed in the teaching field but to also provide a life-changing education for your students. Professional development is a lifelong process. There are always opportunities to grow as an educator.”

Setting Goals



Materials: Slide 15

Display questions on PowerPoint or flipchart paper.



“Based on your reflections from the day, you are going to set goals for yourself. Setting goals is important because they can help focus your efforts, measure your growth, and keep you motivated. You will answer the next questions individually. You will have 3 minutes to write your responses.”



Ask Participants (Individual Reflection):

1. What are three goals that you have for yourself as a teacher? Think about what kind of teacher you want to be.
2. What kind of relationship do you want to have with your students?
3. What skills or values do you want to teach your students?



“Now in your groups share your individual goals and discuss together how you can achieve those goals. What do you need to do? What support will you need? For example, if my goal is to have a positive relationship with my students, I can achieve this goal by developing effective classroom management techniques. You have 10 minutes.”

After 10 minutes ask several participants to share their ideas. Explain to participants that it is sometimes useful to set common goals as a school community or as a teaching staff. It can improve collaboration and motivation as you work to achieve the goals together.

ASSESS

Skills and Strategies Worksheet



Materials: *Handout 1.0 - Skills and Strategies Worksheet*



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



Encourage participants to come up with the skills and strategies themselves. Example answers may include: goal setting, a weekly schedule, Think-Pair-Share, mind maps, gallery walks, finding a partner using a clock, drawing, positive and negative t-chart, group presentations, ‘5-4-3-2-1’, proximity groupings.

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 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 1.0**. In the box labeled ‘Today’, use the water glass scale to fill in how well you currently use the skill at the moment. 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:

- Staying organized: Use a weekly schedule to manage the different activities you need to complete as a teacher.
- Goal Setting: Set realistic goals that I can achieve by the end of the school year.
- I will set a goal about my students learning.
- I will set a goal about my own professional development.

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 the role of the teacher in the classroom, school and community.”

Code of Conduct

SESSION 2

OBJECTIVES

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

- Explain the legal and ethical importance of the Code of Conduct
- Describe the role of the Code of Conduct to protect teachers and students
- Explain the consequences of violating the code of conduct
- Describe the procedure for reporting misconduct

OUTLINE

Reflect and Revisit

Introduction to the session
Education in your community
Misconduct in schools

40

Learn

What is the Code of Conduct?
What does a Code of Conduct do?
What are the consequences of misconduct?

60

Practice

Reporting and responding to misconduct

40

Planning and Action

Spreading the word activity

20

Assess

Skills and strategies worksheet

20

PRE-WORK FOR FACILITATORS

- Prepare flipcharts for each activity, including key vocabulary flipchart (some need flipcharts even with a PowerPoint)
- If it exists, provide copies of national/district or school Code of Conduct for each participant. Spend time prior to session familiarizing yourself with the local Code of Conduct, including the vocabulary, reporting mechanisms, consequences of abuse, and any shortcomings of the Code of Conduct.
- If no Code of Conduct is agreed upon, teachers will do activities to develop their own using examples of Codes of Conduct drawn from other countries. Please see UNESCO Guidelines for the design and effective use of teacher Codes of Conduct for situations where there is no Code of Conduct, and Session 3: Appendix 1A for an example Code of Conduct.
- Consider the major challenges to implementing the Code of Conduct in the context.
- Contextualize scenarios for 'Reporting and responding to misconduct' - create or use samples in Appendix 1B. Write out the scenarios on pieces of paper - enough for each group to have 2 example scenarios, one minor and one major.
- Determine the specific consequences for violations of the code of conduct and amend PowerPoint accordingly. Determine local reporting mechanisms and amend PowerPoint/flipchart accordingly. If possible invite a head teacher/agency representative/Ministry of Education official (as appropriate) to explain the reporting procedures during the practice section of the session.

Materials

- Flipcharts, markers, extra paper
- Code of Conduct handout from nation/district and Code of Conduct from other contexts
- Handout 1.2A - Examples of Misconduct
- Appendix 1A - Sample Code of Conduct
- Appendix 1B - Sample Scenarios
- 2 scenarios written on a piece of paper for each group - made using Appendix 1B

Key Words

- **Code of Conduct:** A statement of principles, rules, and values that establishes a set of expectations and standards for how individuals in a school will behave in an ethical way, including minimal levels of compliance and disciplinary actions.
- **Community:** A group of people living in the same place that may come together around shared interests.
- **Stakeholder:** A person, group or organization that has some interest in a project or programs.

REFLECT AND REVISIT

Introduction to the Session



Materials: *Slides 17-20*
Flipchart paper and markers/colored pens for participants.



“In this session we are going to discuss Codes of Conduct. We will talk about why having a code of conduct is important for both students and teachers.

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

- Explain the legal and ethical importance of the Code of Conduct.
- Describe the role of the Code of Conduct to protect teachers and students.
- Explain the consequences of violating the Code of Conduct.
- Describe the procedures for reporting misconduct.”

Education in Your Community



“In our first session we made a mind map to show why education is important in our community. We are now going to create a mind map to explain how education can become harmful or ineffective in the community.”

Give each group a piece of flipchart paper and markers.



“In your groups create a list of as many reasons as you can think of to answer the question, ‘How can education become harmful or ineffective in your community?’ For example, education can be harmful for students if schools are a place where abuse occurs. Education can be ineffective if student attendance is low. You have 5 minutes to create a list.”

After 5 minutes



“Draw a circle in the middle of your paper and write the words, ‘dangerous/ineffective education’ in the middle.”

Remind participants how a mind map works.



“Have a look at your lists: can you see any key themes or topics? Use the key themes and the key ideas from your lists to create the mind map. Connect as many ideas on the mind-map as you can. You have 10 minutes.”

Move around the groups to encourage participants and to answer any questions. Give participants a 1 minute warning before the time is up.



“In session 1 our mind maps showed how important education is for our community. However, these mind maps help us see the many challenges to making education effective. Some of these challenges are beyond the control of the teacher, but some are the responsibility of the teacher. We need to determine what a teacher can and cannot control. In just a minute you will stand up and walk around the room to look at the mind maps. As you read the mind maps put a star next to ideas that you think a teacher can control. For example, coming to school every day is the responsibility of the teacher, but providing textbooks might not be.”

Invite participants to look at the other mind maps and to add stars to the mind maps for 5 minutes.

After 5 minutes



Ask Participants (Whole Group):

1. What challenges are beyond the control of the teacher?
2. What challenges can the teacher control or influence?

Example Answers:

(Depending on context)

1. Funding/pay, infrastructure and facilities, policy.
2. Anything related to their own behavior or conduct e.g. punctuality, attendance, appropriate relations.



“Excellent. It is therefore important to think about how teachers can act in an ethical and professional manner. It is also important to think about what to do when teachers do not act in this way.”

Misconduct in Schools



Materials: Slide 21
Handout 1.2A - Examples of Misconduct



This handout and this activity should be contextualized, and any potential types of misconduct should be considered in advance. If a representative from the organization that hired the teachers is available, he/she should be involved in presenting this session and giving specific, contextual information.



“We know that schools are meant to be safe spaces for children. Sadly, sometimes misconduct occurs and this is unacceptable. In this session we are going to think about our responsibility to conduct ourselves in an ethical and professional manner, and what to do if we know that misconduct is taking place in our schools. Look at **Handout 1.2A**. As you read through the document tick to show whether each example of misconduct is a major or minor offense, and tick to show if this is a problem in your community. When you finish put your pen down and look at me so that I know you are ready.”

Watch to see when people look up so you know that they have finished.



Ask Participants (Whole Group):

1. Which of these offenses are more serious? Why?
2. What do you think are the most common problems in your community?
3. Are there any examples on the list that are not a problem for your school?

LEARN



Materials: *A copy of the Code of Conduct for all participants*

What Is the Code of Conduct?

Point to the definition of *code of conduct* on the key word flipchart.



“To help make sure that our schools are safe we have a code of conduct. It aims to build trust, encourage fairness and protect both students and teachers from harm. Having a code of conduct with clear rules helps protect students and teachers in and around the school and community. A code of conduct can help prevent many of the situations we have discussed and can also guide teachers and staff about what to do when there are problems in the school. A code of conduct can also represent the law of the nation or region, and violating the code of conduct can also mean breaking the law.”

Distribute the code of conduct that the participants will be following as teachers in their schools.



*If the code of conduct is not available, distribute an example code of conduct from a similar context, see UNESCO Guidelines or **Appendix 1A** for examples.*



“This is the code of conduct you as teachers (or any professional working in a school) will be following. Take 10 minutes to read and reread the code of conduct. If you reach words you are unfamiliar with underline them. After everyone has finished reading look at me and put down your handout so that I can see that you have finished. We will then go over any confusing words or sentences.”



Help participants with any challenging words and draw attention to any points that you think may be confusing. Think in advance about context-specific rules that the code of conduct might not address and how best to discuss any difficult topics in the code of conduct. Also take time to highlight with teachers any especially important points in the code of conduct.



Ask Participants (Whole Group):

1. How does the code of conduct that I passed out make sure everyone is behaving in an ethical way?
2. Are there any important rules that might be missing or that you think should be included in the code of conduct?

Example Answers:

1. It clearly illustrates the way teachers should and should not behave. It encourages teachers to act in the proper way. It helps protect students and teachers.
2. Facilitator should think about these issues in advance and be prepared to discuss any questions or queries.

What Does a Code of Conduct Do?



Materials: Slide 22



“Now we are going to discuss in groups all the ways your code of conduct encourages ethical behavior. There are 5 main objectives of any code of conduct:

1. To protect students
2. To protect teachers
3. To guide and support teachers
4. To maintain a high degree of professionalism
5. To promote community trust and support for teachers

We are going to look at the code of conduct you will be using and see how it meets these 5 objectives. Each group will match some of the rules written in the code of conduct to one of the objectives.”

Divide the participants into their groups. Assign each group one objective. Model two examples for the participants - examples will depend on the code of conduct being used. For example, the rule about attendance and punctuality supports objective number 4, the rule about sexual harassment supports objective number 1.



“In your groups work together to find rules in your code of conduct which support your assigned objective. Make notes so that you can share your ideas with the whole group. You have 15 minutes.”

Walk around the room to assist the groups and to keep them focused. Give them time warnings as they work.

After 15 minutes



“Each group will now share their findings. They will explain to the other participants how their objectives are fulfilled by the code of conduct.”

Call on groups one at a time to share what they have found.

After all the groups have presented



“Please complete the sentence ‘A code of conduct is important because....’ in your notebooks, you have 2 minutes. This is another summarizing technique that you can use in your classroom to check that your students understand the topic.”

After 2 minutes ask several participants to read aloud their summary sentence.



“The code of conduct is an important document to help all educational stakeholders understand what they should and should not do. It can protect students and teachers as long as everyone is informed and following it.”

What Are the Consequences of Misconduct?



Materials: Slide 23

To close this activity, spend 15 minutes going through the consequences for minor and major offenses. Answer any questions or queries that participants may have. Make sure that participants are aware of the severity of any form of sexual or physical abuse. Highlight any legal consequences.



The specific consequences will depend on the context. Research these beforehand and present them on the PowerPoint flipchart. For example, for minor offenses there may be a process involving warnings from the headmaster, but for major offenses teachers may lose their job and face legal action and imprisonment.

PRACTICE

Reporting and Responding to Misconduct



Materials: Slide 24

2 scenarios written on a piece of paper for each group - made using Appendix 1B - List of Sample Dilemmas



“Unfortunately, sometimes there are times when people violate the Code of Conduct. As teachers you must be prepared to handle problems involving the Code of Conduct. It is important that your school and other relevant stakeholders have an agreed upon system for dealing with complaints, and that you are aware of this.”

Ask the participants to work in their groups. You will assign each group two of the scenarios (one minor, one major) from **Appendix 1B**. Hand these out on the pieces of paper you prepared before the session. As a group they must discuss and decide how they would act if faced with that situation. Please contextualize the scenarios in advance.



“In your groups read through the scenario. Discuss and decide how you would act if you faced that situation. You have 10 minutes and then you will share your decision with the whole group.”

After 10 minutes invite participants to share their scenarios and their decided course of action. Make sure that participants explain their decision. Give time for participants to respond to each other. Correct any misinformation.



If possible invite a head teacher/agency representative/ Ministry of Education official (as appropriate) to explain the reporting procedures in place in your context for 10 minutes. These should be clearly presented (for both minor and major offenses) and participants should be encouraged to write the procedures down in their notes. If there is no official mechanism in place talk to the participants about the methods that they could use. You will also want to raise issues about confidentiality and anonymity as appropriate to the context. Remind participants that they are not detectives or investigators. If these representatives are not available work with them before the session to determine these issues and then present them to the participant's yourself.



Ask Participants (Whole Group):

Does anyone have any questions about the code of conduct and how to report any misconduct in school?



“How to react to misconduct is an important issue that you could discuss with your colleagues or other teachers in collaborative groups in your school. As we have said, knowing about the Code of Conduct is very important, so now we are going to move on to discuss how you can make sure as many people as possible know about it.”

PLANNING AND ACTION

Spreading the Word Activity



Materials: Slide 25-26



“It is important that everyone in the school and community knows about the Code of Conduct so that they can follow the rules and recognize when they see rules being broken. It will be important for teachers at your school to discuss together how they can make sure that everyone in the communities are aware of the rules.”

Display the PowerPoint/flipchart with who can register a complaint.



“When everyone is aware of the Code of Conduct, the entire community can keep track of any misconduct and help protect both teachers and students. Here you can see that every stakeholder has a right to register a complaint. Now, during this last discussion, I want you to think about everything we have talked about regarding codes of conduct. I want to make sure you understand the importance of it fully before we move on.”



Ask Participants (Whole Group):

1. Who needs to know about the Code of Conduct?
2. What can each of you do individually to make sure people know about the Code of Conduct?
3. What can you do as a school or collaborative group to make sure people know about the Code of Conduct?

Example Answers:

1. Everyone, all teachers, all students, all parents, all religious leaders, all district and regional educational supervisors, etc.
2. Participants could tell parents at a PTA meeting, participants could read the Code of Conduct to students at the beginning of the school year, and/or participants could discuss it with friends and parents, etc.
3. The code of conduct could be posted in the school or the head teacher could have a copy for students and teachers to see, the school or community could organize a radio broadcast.

Show visual list of how to spread the word - from flipchart or PowerPoint.

Give participants time to read it.



If this is the first time the participants have seen the Code of Conduct, it might be appropriate to ask the participants to formally sign the code at this point.



“Now you are going to use your **Handout 1.0** to finish this session and think about how you will use what we have discussed in the future.”

ASSESS

Skills and Strategies Worksheet



Materials: *Handout 1.0 - Skills and Strategies Worksheet*



“Let’s look back on everything we have learned together and brainstorm a list of skills or strategies that we have covered today.”



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

- *How to report and react to misconduct*
- *How to raise awareness of the Code of Conduct*
- *How to behave ethically and professionally*
- *Mind-mapping*
- *Whole group discussion*
- *Group presentations*
- *Summaries*
- *Modeling*

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



“Review the skills and strategies that you can bring to your classroom and that you can use to ensure the code of conduct is implemented. Choose one skill or strategy you would like to develop. It is important to be honest with yourself and open to learning new things.”

Example Answers:

- I will make sure my actions follow the Code of Conduct.
- I will report any instances of violations of the code of conduct to the proper authorities.
- I will make sure students and teachers in my community are aware of the Code of Conduct.
- I will show my students copies of the Code of Conduct and help them define important vocabulary words.
- I will mention the Code of Conduct in conversations with parents.



“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 1.0**. 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.”

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 all of your contributions today to expand our understanding of using the Code of Conduct in your school and community. The Code of Conduct can be a useful tool to help you and your students ensure that everyone is able to learn and work together.”

Teacher Well-being
and
Stress Management

SESSION 3

OBJECTIVES

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

- Explain the importance of teacher well-being
- Identify signs of stress
- Practice basic techniques of stress management
- Identify methods to support their own well-being

OUTLINE

Reflect and Revisit

Introduction to the session
What is teacher well-being?
What affects teacher well-being?

30

Learn

Why is teacher well-being important?
What are signs of stress?

50

Practice

Belly breathing
Mindfulness activity
Conflict resolution

60

Planning and Action

Creating a stress management plan

20

Assess

Skills and strategies worksheet

20

PRE-WORK FOR FACILITATORS

- Research the names of any organizations that can provide support for teacher well-being. If possible, ask a representative to attend the session to share with participants the services that are available. If this training is for teachers who have recently experienced significant trauma including displacement and violence, it may be useful to have professional protection or health colleagues available to assist with this session.
- Make sure that all handouts are contextualized.
- Prepare small pieces of paper for each participant - on just one piece draw a smiley face.
- Prepare note cards/pieces of paper with Appendix 1C scenarios.
- Prepare flipcharts for each activity, including key vocabulary flipchart (some need flipcharts even with a PowerPoint).

Materials

- Flipcharts, markers, extra paper
- Handouts 1.3A - Signs of Stress
- Handout 1.3B - Mindfulness Activities
- Handout 1.3C - Conflict Resolution
- Handout 1.3D - Well-being Activities
- Appendix 1C - Scenarios for Dealing with Stress
- A piece of paper for each participant (one piece with a smiley face)

Key Words

- **Community:** A group of people living in the same place that may come together around shared interests.
- **Well-being:** A condition of holistic health and the process of achieving this condition. It refers to physical, emotional, social, and cognitive health. Well-being includes what is good for a person: participating in a meaningful social role; feeling happy and hopeful; living according to good values, as locally defined; having positive social relations and a supportive environment; coping with challenges through the use of positive life skills; and having security, protection and access to quality services.

REFLECT AND REVISIT



Materials: Slides 28-30

Introduction to the Session



“Welcome everyone. In this session we are going to discuss teacher well-being and stress management. By the end of this session, you will be able to:

- Explain the importance of teacher well-being.
- Identify signs of stress.
- Practice basic stress management techniques.
- Identify methods to support your own well-being.”

What Is Teacher Well-being?



“As you have seen, teaching is a profession that involves many different roles and this can be stressful. However, teaching is rewarding and teachers are essential to refugee and displacement contexts. To continue to stay motivated and to have a positive impact on your students’ well-being, it is important to take care of your own well-being.”



Ask Participants (Whole Group):

What does a teacher need to be a good teacher?

Example Answers:

Compensation, basic needs, respect, support, continuous professional development, initial training, basic needs, safety, learning materials, facilities, sense of humor, etc.



“When teachers do not have each of these things their well-being is low but it can be improved with the right attitude, stress management skills, conflict management strategies and a good support system.”



Ask Participants (Individual Reflection):

What images or words come to mind when I say “well-being”?



“Take 2 Minutes to write down everything that comes to mind when you think of your own well-being. Think about what makes you feel well and how you act when you are well.”

After 2 Minutes invite some of the participants to share their ideas. Summarize and make connections between different participants’ responses.



“Well-being does not only refer to our physical health. It also refers to our emotional, social, and mental health. Well-being includes what is good for a person in many different ways. For example, it might include participating in a meaningful social role, feeling happy and hopeful, living according to your values and having positive social relations and a supportive environment.”

What Affects Teacher Well-being?



“There are many factors that affect teacher well-being in both positive and negative ways. For example, a positive factor might be supportive friends or colleagues, a negative factor might be sickness in the family or having too many books to mark. Draw a table with two columns - one for the positive factors that influence well-being and one for the negative factors. With your partner discuss the things that happen both inside and outside the classroom that have an effect on teacher well-being. While you discuss with your partner record your ideas in the table. You have 10 minutes.”

If teachers are struggling, encourage them to reflect on the roles and responsibilities they highlighted in Session 1 for the Teacher Arms activity. After 10 MINUTES ask three groups to share their ideas. Then display the example answers on the PowerPoint/flipchart.



“Now that we have a general idea of what factors influence teacher well-being, I would like you to take 5 Minutes to reflect on your own and write about any factors in your life that influence your well-being as a teacher.

As a teacher you are likely to feel some stress due to your responsibilities, and the behaviors your students are demonstrating. In addition, you and your family members may be directly affected by distressing events, and you may need some support to process your own experiences. Stress is a natural reaction in response to the physical and emotional challenges you encounter. Often it is possible to manage stress and take care of your own well-being and we are going to learn these skills in this session. Recognizing what causes your stress is an important first step.”

LEARN

Why Is Teacher Well-being Important?



Materials: *Slides 31-34*

*A piece of paper for each participant
(one piece with a smiley face)*

Appendix 1C - Scenarios for Dealing with Stress



Make sure you have done the pre-work of drawing one smiley face on one piece of the pieces of paper. Don't let the participants see which piece of paper has the smiley face drawn on it.



Ask Participants (Individual Reflection):

Why is teacher well-being important?

Example Answers:

Our well-being affects the well-being of those around us. If we are happy we make others happy, but if we are angry or sad we can pass on these emotions too. Well-being does not just affect you, it affects those around you including your students.



“Before we talk about how to maintain our well-being we need to think about why it is important. You will receive a piece of paper, which will either be blank or have a smiley face on it. You are going to walk around the room for a few seconds. When I say “stop” I want you to turn to the person nearest to you and to answer the question “Why is teacher well-being important?” If your piece of paper has a smiley face on it, after you have discussed the question with your partner, you will draw a smiley face on their piece of paper. We will then repeat this activity several times with new partners. Once you have drawn smiley faces on three people’s pieces of paper sit back down.”

Pass out the pieces of paper and ask participants to move around the room until you shout “stop”. When you shout “stop” they should find a partner and discuss the question. After 30 seconds ask them to move around again. Shout “stop” each time you would like the participants to pair up with someone new and discuss the question. The activity ends when either all the participants are sitting down (with a smiley face) or 7 minutes has passed.



Ask Participants (Small Groups):

How do you think this activity relates to teacher well-being?

Ask 3 participants to share their ideas. Show the image on the PowerPoint/flipchart.



“With your small group discuss the following questions for 10 minutes.”



Ask Participants (Small Groups):

1. Who does your well-being influence? List at least 3 different types of people.
2. What other emotions, both positive and negative, can people spread in this way?
3. In what ways do our emotions affect our behavior?

Example Answers:

1. Family, friends, colleagues and students.
2. Joy, happiness, anger, suspicion, jealousy.
3. If you are angry you might have less patience and you might take out your frustrations on those around you. If you are happy you might be more supportive and encouraging to others.

Distribute scenarios prepared using **Appendix 1C**.



“Now we are going to think about how your well-being might have an impact in the classroom. I am going to give each group a scenario to discuss for 5 minutes. In your groups I want you to read aloud the scenario and to discuss:

1. What signs of stress the teachers are displaying.
2. The impact of stress on the teacher’s performance in the classroom.
3. The impact of stress on the students’ performance and well-being.”

After 5 minutes of small group discussion



Ask Participants (Whole Group):

1. How does teacher well-being influence teacher performance in the classroom?
2. How does teacher well-being influence student well-being?

Example Answers:

1. In many different ways. If the teacher is tired and stressed they will not perform to the best of their ability and the students grades may suffer. If they are feeling well however they are more likely to teach good lessons, to have positive relationships with the students and to manage the classroom well.
2. If the teacher is angry they may take out their frustrations on the students. If they are stressed they may lack patience so they may not take the time to encourage and support their students. If they are well they will be better able to support their students well-being.



“Now we are going to do a 30 word challenge. In your notes I want you to answer the question ‘*Why is teacher well-being important?*’ in exactly 30 words. You have 2 minutes. Remember summary challenges are a useful technique to use with students to check their understanding of a topic.”

What Are Signs of Stress?



Materials: *Handout 1.3A - Signs of Stress*



“As we know teaching can be a stressful job, and stress can affect our well-being. Everyone reacts to stress differently, being able to recognize your own stress symptoms may help you manage stress better and improve your well-being. Remember feeling distressed or stressed is not a sign of personal weakness or lack of professionalism. Please look at **Handout 1.3A** . These are common signs of stress. Please complete the handout on your own, you have 10 minutes.”

Give participants 10 minutes to self-evaluate their stress levels. And remind participants to complete this exercise every few months to monitor their own well-being.



“For the rest of this session we are going to practice strategies to help manage stress and to maintain your well-being. If you are feeling any of the symptoms on the hand out you might want to think about how you can incorporate the strategies into your daily routine.”



Explain to participants that if they are experiencing extreme levels of stress they can find further support - they do not need to handle it on their own. Give participants the names of any organizations that can provide support. Also highlight any support services for teachers who have experienced SGBV. Make sure that all participants write these support services or networks down, even if they do not feel stressed at present.

PRACTICE



“Managing stress may be challenging at times, but it can be done. Today we are going to look at three techniques that may be useful when you are feeling stressed or facing a stressful situation.”



Belly Breathing



“First we are going to practice a stress management technique called belly breathing. At work, there are many things that can stress us out. When we are stressed, things can happen to our body and our mind. For example, our heart rate increases, we may feel sweaty, we may start to feel angry and anxious. We can help ourselves to calm down and to focus by learning different tricks. One of the tricks is to breathe into our bellies.

I’m going to demonstrate how to breathe with your belly: Sit up tall, and put one hand on your belly. Slowly breathe in like you are sniffing a flower, for four (4) seconds. Then hold that smell in your nose for two (2) seconds. Finally, breathe out of your mouth for four (4) seconds like you are blowing out a candle. Do you feel as your belly rises? Demonstrate for the learners, with your hand on your belly, counting in for four, holding for two, and exhaling for four. Sniff the flower for 1, 2, 3, 4. Hold the smell for 1, 2. Blow out the candle for 1, 2, 3, 4.

We are going to practice together. To simulate the activity, we are going to get our heart rate up...as if we are really, really stressed! Let’s do jumping jacks for 30 seconds. After I say STOP, I want you to then practice your belly breathing and notice what happens to your heart rate and to how you feel all over.”

Ask 3 people *‘How did you feel when you stopped jumping versus how you feel now after belly-breathing?’*



“We are now going to practice another technique to help feel focused and calm, this is called mindfulness.”

Mindfulness Activity



Materials: *Handout 1.3B - Mindfulness Activities*



“Mindfulness is the intentional state of being aware and focused on the present moment and accepting the reality you are presented with. When we accept our circumstances, we are able to gain a new perspective and move forward in a productive way. This is most commonly achieved through calming strategies that aid in focusing the mind and body. We are now going to practice a mindfulness activity. You can find a description of this activity and other mindfulness activities on **Handout 1.3B**.

The mindfulness activity we are about to practice is called Contract and Release. In this strategy you will contract and then release various parts of your body moving from your toes up to your head. Breathing is important to making this activity effective. Follow along with me.

Take one minute to sit silently.

Grow your back longer and taller, reaching your head to the sky. Breathe in deeply. Exhale slowly and let yourself relax. Squeeze up your toes, and release them, feeling heat come out of your toes. Squeeze the muscles in your legs and knees, now let them fully relax and feel the heat coming out of your legs. Squeeze up your bottom and then let the heat warm up your chair as you relax. Pull your tummy muscles in, then release them and feel the warmth radiate out. Feel your chest contract, and then relax, releasing heat. Shrug your shoulders up to your ears and then relax from your shoulders down your back, feeling the heat come out. Contract your arms, then relax them and let the heat come out of your fingertips. Feel the heat come up your neck and wrap around your head. Feel your whole body warm and relaxed. Now sit silently for 30 seconds, or as long as you like.”

Let the teachers sit silently for 30 seconds, or as long as they are comfortable.



“Now bring your attention back to the class. Wiggle your fingers and your toes. Make small circles with your wrists. Stretch your arms up to the sky and then shake them out. If your eyes are closed, slowly, gently open them.”



Ask Participants (Whole Group):

How did that make you feel?

Conflict Resolution



Materials: *Slides 35-38*
Handout 1.3C - Conflict Resolution



“Conflict is a common cause for stress at school. In this last technique we will talk about how to resolve conflict in a positive way.”



Ask Participants (Whole Group):

1. What causes conflict?
2. How do you usually respond to conflict?

Example Answers:

1. When two or more people are unable to resolve a disagreement.
2. Answers will vary.



“When you find yourself in a conflict the best thing to do is to Stop, Think, Act.”



Ask Participants (Whole Group):

1. What do you think the first step, “Stop” means?
2. What does “Think” mean?
3. How about “Act”?

Example Answers:

1. Stop - remove yourself from the conflict, calm yourself down, and state the conflict without blaming anyone.
2. Think - think of solutions and their consequences, select the most appropriate.
3. Act - act on the solution you decided on to solve the conflict.



“Now look at **Handout 1.3C**. Here you will draw a cartoon to represent each of the steps in Stop, Think, Act. This is a great note-taking strategy to help your visual learners. It can also be used to check for understanding. Take 5 minutes to draw your pictures.

Great! We will start with the first step, “STOP.”



Ask Participants (Whole Group):

What are some strategies you use to calm yourself down when you are upset or angry?

Example Answers:

Deep breaths, counting to ten, taking water, walking away from the situation, thinking happy thoughts, put the problem into perspective.



“One strategy you can use to calm yourself down is to put things into perspective, another strategy is to distract yourself.

After calming yourself down, you need to THINK. There are several things you need to think about.

1. How do I feel?
2. How do they feel? Try to see the conflict from their side.
3. What was I doing? Was it causing a problem?
4. What can I do to solve the problem?

When you are ready to talk to the other person, you are ready to ACT. Whatever you decide to do you need to make sure you are respecting yourself and the other person. You want to make the situation better, not worse. It is a good idea to learn how to state the conflict without placing any blame. For example, instead of saying, you made me late. Say, we were late.

I would like each of you to think of a conflict that you have faced either in your classroom or your school. Think about how you responded. Then, in pairs, I would like you to come up with how you could have used “STOP, THINK, ACT” to better resolve the conflict. Create a three step action plan using **Handout 1.3C** for 10 minutes. After we have all discussed in our pairs, we will share our ideas with the whole group.”

PLANNING AND ACTION

Creating a Stress Management Plan



Materials: *Handout 1.3D - Well-being Activities*



“As we have seen in the training so far teaching can be a demanding job, so it is important to take care of yourself. Stress management begins with attempting to look after your own well-being. While you may not be able to control the situation, you can take care of your well-being so that you can react in a more positive way during times of stress. We are now going to think about how we can change our lifestyle to maintain our well-being and to help us manage stress. A happy teacher is more likely to have a happy classroom. Please look at **Handout 1.3D**. Please read the handout and think of specific examples of how and when you will incorporate these activities into your daily routine. For example, write down the names of the people you will confide in, or the types of sport you will play. You have 10 minutes.”

Give participants 10 minutes to complete the handout individually.

ASSESS

Skills and Strategies Worksheet



Materials: *Handout 1.0 - Skills and Strategies Worksheet*



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



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

- *Belly breathing*
- *Mindfulness techniques*
- *Conflict resolution*
- *Well-being strategies*
- *Recognizing signs of stress*
- *Using physical and visual demonstrations in the classroom*
- *Using a positive/negative table*
- *Group work*
- *Summarizing*
- *Modeling*

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



“Review the skills and strategies you can use to support your well-being and to manage stress. 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 ‘3’ on your **Handout 1.0**. In the box labeled ‘*Today*’, use the water glass scale to fill in how well you currently use the skill in your classroom right now. Then go to the ‘*Goal*’ box and use the water glass scale to show how well you would like to use the skill in the next week or so. Then in the ‘*Action*’ box write how you will achieve your goal -- i.e. What will you do in the next week to use or practice the skill? Do NOT fill out the ‘*Practice*’ box now, this is to be completed AFTER you have practiced the skill in your classroom.”

Example Answers:

- I will use mindfulness strategies when I am feeling stressed.
- I will make time to exercise with friends to support my well-being.
- I will regularly assess my stress levels and seek assistance if I need help.

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 all of your contributions to our discussion about well-being. In the next session we will talk about peer support and collaboration - another important strategy to support your well-being and to manage stress.”

Collaboration
and
Communities of Practice

SESSION 4

OBJECTIVES

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

- Explain different types of collaboration
- Design a Teacher Learning Circle (TLC)
- Identify peers who can provide personal and professional support

OUTLINE

Reflect and Revisit

Introduction to the session
Step over the line trust building exercise

25

Learn

Levels of collaboration

20

Practice

What is a Teacher Learning Circle (TLC)?
Our TLC community standards
Mission statement
Group reflection

90

Planning and Action

Peer support networking

25

Assess

Skills and strategies worksheet

20

PRE-WORK FOR FACILITATORS

- Prepare flipcharts for each activity, including key vocabulary flipchart (some need flipcharts even with a PowerPoint).
- Foster collaboration before you begin. Collaboration is a process that can make people feel vulnerable. We are utilizing collaboration as a method of psychosocial and pedagogical support for the participants and recognize that in order to achieve this, the collaboration model needs to be flexible. Building a professional community of teachers takes time and may involve gradually changing the professional culture in your context. Facilitator should consider the following questions:
 - What are the literacy rates and education levels of participants (for journaling instead of constant group brainstorming)?
 - Does this culture communicate openly? Is there a strong oral tradition you can utilize or are they more private?
 - What are the trust levels of the participants? What is the ethnic or tribal makeup of the participants? How long have they been refugees? What are the gender dynamics? Scaffold collaboration (include opt-out option).
 - What is the teacher job market like? Is there competition for jobs?
- Prepare appropriate statements for ‘Step over the line’ activity.
- Decide what type of TLC is most appropriate: pairs, small groups, larger groups, school-based or non-school-based and alter activity instructions accordingly.
- Find out if schools/communities have a TLC or equivalent community of practice set up already.
- Consider appropriate meeting locations for TLCs.

Materials

- Flipcharts, markers, extra paper
- Rope, chalk, or a stick to draw a line
- Flash-cards or small squares of paper
- Handout 1.4A - Peer Support Networking
- Appendix 1D - Levels of Collaboration in Detail

Key Words

- **Community:** A group of people living in the same place that may come together around shared interests.
- **Well-being:** A condition of holistic health and the process of achieving this condition. It refers to physical, emotional, social, and cognitive health. Well-being includes what is good for a person: participating in a meaningful social role; feeling happy and hopeful; living according to good values, as locally defined; having positive social relations and a supportive environment; coping with challenges through the use of positive life skills; and having security, protection and access to quality services.

REFLECT AND REVISIT

Introduction to the Session



Materials: *Slides 40-41*

Tape/rope/chalk to draw line for trust activity



“In this session we are going to discuss collaboration, communities of practice and Teacher Learning Circles, known as TLCs. These are all related terms that describe the type of helpful environment you can create in the schools where you work.

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

- Explain different types of collaboration.
- Design a Teacher Learning Circle (TLC).
- Identify peers who can provide personal and professional support.”

Step Over the Line Trust Building Exercise



*This activity should be done in an open space where the participants can stand and move around. There should be a line in the middle of the space made of **tape, rope, drawn with chalk or drawn in the earth**, long enough that all participants can stand next to it.*

Take time to review the example statements in advance and edit and add to the statements so that they are contextually relevant.

Ask all the teachers to line up behind the line.



“Sometimes it can be hard to talk to others about our strengths and challenges. We are going to start today’s session by becoming more comfortable with each other, to see that we are not alone, to see that others are going through the same thing and that there are others we can work with.

I am going to say a phrase. If your answer is yes then step over the line. After everyone has a moment to look around and see who is standing on each side of the line then I will tell you to step back.

If you do not feel comfortable about sharing it’s okay, you do not have to. I want everyone to feel safe and comfortable with what you are willing to share. I would like everyone to agree to be respectful, the point of this activity is to see that we are not alone and that we can help each other.”



The facilitator should also participate and point out their own responses to the statements to help engage the participants.

Begin with the introductory statements, and then move on to the personal level statements and the professional development statements.



Contextualize these statements in advance

- 1. Example Introduction Level Statements (can be fun and engaging): I am a refugee, I am a teacher, I have been to a teacher training before, I teach math/science/language, I teach grade_____.*
- 2. Example Personal Level Statements: I had a teacher who changed my view of the world, I had a teacher who helped me succeed, I had a teacher who believed in me and my future, I see education as important, I think education can change the world.*
- 3. Example Professional Development Level Statements: I want to become a better teacher, I am good at classroom management, I want to learn more about classroom management, I feel like an effective teacher, I want to improve my subject knowledge, I use creative methods to help teach my lessons, I think being a teacher will help me in my future plans.*



“This is an activity you can use in your classroom to help students develop critical thinking as they need to be able to establish and defend an opinion.

The activity has hopefully shown us that amongst us we have many things in common, but that we also have different strengths and weaknesses. We are going to discuss different types of collaboration and how collaboration can help support our well-being and improve our performance as teachers.”

LEARN

Levels of Collaboration



Materials: *Slide 42*
Appendix 1D - Levels of Collaboration in Detail



“As you teach you may discover new challenges. Having a network of teacher support can help you deal with these challenges beyond your training. Support and collaboration are also important for maintaining your well-being.

There are different levels of collaboration - different people prefer different types of collaboration, and find some more effective than others.”

Display the levels of collaboration on the PowerPoint/flipcharts. Talk through the levels with the participants.



The point is to make sure participants understand that there are different ways to collaborate, and they do not have to make use of all of them if they are not possible. They can also use different levels at different times.



“Hold up your fingers to indicate how well you understand the five levels of collaboration. For each level hold up one finger if you do not understand very well, 5 fingers if you completely understand, and 2, 3, or 4 if you need more explanation.”

In between each level check for understanding by asking participants to hold up their fingers. If participants need more explanation, spend more time going over the levels and provide examples - see **Appendix 1D** for more detailed explanations.

**Ask Participants (Whole Group):**

Why might asking students to use their hands to show their understanding be more effective than simply asking students if they understand?

Example Answers:

Students are more likely to be honest if they do not understand, it causes less disruption than shouting out.



“Remember, people prefer different levels of collaboration. The most important thing is that as a teacher, you have other teachers who are able to help and support you. For many of the challenges we have been discussing it helps to have other people with you who are experiencing the same difficulties. Now we are going to move on to a discussion of how you can organize fellow teachers to collaborate together.”

PRACTICE

What Is a Teacher Learning Circle (TLC)?



Materials: Slide 43



“A Teacher Learning Circle (TLC) is a group sharing session to help create a professional community of teachers who help support and encourage each other to meet their needs. A TLC is made up of teachers - they meet regularly to discuss their teaching experiences and to help each other learn new skills. TLCs work best when the group meets regularly. In the next activities, you will discuss how you can set up these meetings and what you can use them for.”



These activities can be used to set up TLCs or to model how to set up TLCs. Make this decision in advance - it will influence the instructions you give and the groupings you use in the session. If the TLCs will be school based you may want to group participants according to their school before you begin the following tasks.



“As a **collaborative** group it is important to discuss how you will hold your meetings. In order to do this you must work together to think about certain questions. Each group will have 10 MINUTES to come up with their answers and then we will share our ideas.”

Display PowerPoint or flipchart with the following questions:

1. Who will be involved in your TLC?
2. What are the necessary roles? (Remember, the roles can change each meeting)
3. Where will the meeting take place?
4. When will the meeting take place?

Walk around the room, if participants are struggling, make suggestions using the example answers.

Example Answers:

1. All the teachers in your school, grade level groups, subject groups.
2. Secretary, facilitator/leader, time-keeper, etc.
3. At school, in the teacher resource center if there is one.
4. Monthly, Weekly; during school, after school.



TLCs work best when the time for them is planned into the teachers' daily schedules. If there is already a scheduled time for teachers to work together on a weekly or biweekly basis make sure that the teachers are aware of this.



“Now that you have identified important details about your collaborative groups, the next lesson is about determining your TLC’s goals.”

Our TLC Community Standards



Materials: *Slide 44*
Flipchart paper, markers/colored pens for each group.



“Creating community standards is an essential step to making sure your TLC shares the same goals. In order to work efficiently and cooperatively, it is important to take some time to work together to create a set of standards of the attitudes and behaviors you all want your community to have.”

On a large sheet of flip paper or on a blackboard, draw a large school (see visual). Give each group a piece of chart paper to draw their own school.



“Before your group establishes community standards, think about what kind of community you would like to create. What kinds of behaviors and attitudes would you like to see in your TLC? What would you not like to see? Think about our own expectations for this training, or the code of conduct we discussed in an earlier session. In your group, draw a school like the one on the PowerPoint/flipchart. Discuss which standards you would like everyone in the TLC to practice and write them inside your drawing of the school. For example, you may choose to include ‘*listening to others*’ or ‘*sharing ideas*.’ You have 10 minutes.”



“Now, discuss the things you do not want in your TLC group, add these outside of the drawing of the school. For example, you may choose to write ‘*judgment*’ or ‘*arguing.*’ You have 10 minutes”

Once the time is up ask each group to share 2 examples from their diagram.



“Think about the community standards you have created. As a group, spend 5 minutes discussing how you can make sure that your TLC members practice these standards and how you would like to address members if they are not practicing these standards.”

Mission Statement



Materials: *Slides 45-46*



“Now that you have addressed the logistics of your TLC as well as your community norms it is time to decide what your TLC will work to accomplish. Please raise your hand if you have heard of a mission statement.”



Participants may be familiar with the mission statements of different schools, government bodies or international organizations.



Ask Participants (Whole Group):

1. Can anyone give an example of a mission statement?
2. Why are mission statements useful?

Example Answers:

1. Examples will vary.
2. Mission statements are useful for guiding a group of people to achieve what they want to do and planning their actions.



“A mission statement is when a group says what its long-term goals are and how they will accomplish them. It is useful to have clear goals so that participants can know what they need to do.”

Display PowerPoint slide or flipchart about writing a mission statement.



“Copy the chart into your notebook and work together in your group to write your own mission statement for your TLC. Include your long-term goals as well as a series of steps that you will take in order to meet them. You have 15 minutes”

Walk around the room while participants are working to help them or answer questions.



“Remember it is possible that your mission statement will change over time.

Now think about what your TLC will do. You can organize your TLC meetings using the following outline.”

Display the outline on the PowerPoint/flipchart. Explain the outline to the participants and ask them to write it down. Explain why each step is important.



“This outline is a great way to organize your future TLC meetings. In the next activity we will practice and discuss strategies and behaviors you should use in your TLCs.”



Group Reflection



“We are now going to practice the reflection section of the TLC. Remember, during the reflection process you will discuss the successes or challenges that you have had in the classroom (or anticipate on having if you are a new teacher) as well as talk about possible solutions.

In your groups I want you to spend 5 minutes discussing the successes or challenges you have had, or think you will have, in your classroom. By the end of the 5 minutes your group will have decided on one specific challenge to focus on that is important to everyone in your group before we move on to the next step.”

Circulate and give assistance when necessary, remind participants to keep in mind their community standards during their discussions. For example: *“Good point, but how can you share your thoughts more respectfully? Try saying it in another way.”*



“Now that every group has chosen their specific challenge I want you to spend 10 minutes brainstorming possible solutions to the problem. Come up with the steps you could take to address the problem.”

After 10 minutes ask several groups to present their challenge and the solutions they came up with.



Ask Participants (Whole Group):

Why do you think reflecting together on successes and challenges is a useful activity?

Example Answers:

Teachers can support each other, they can learn from each other, they can inspire each other and they can have fun.

PLANNING AND ACTION

Peer Support Networking



Materials: *Handout 1.4A - Peer Support Networking*



“As we saw at the start of this session, everyone has different strengths and weaknesses. This means that we can support each other and learn from one another to become better teachers. For example some teachers have excellent classroom management and others find classroom management more difficult. Connecting these people can help improve their experience and make teaching easier. Your colleagues can become a peer support network - through informal discussion but also through your TLC.

In this activity you will need to talk to your fellow participants to find out their skills and strengths and to see how you can help each other. Look at **Handout 1.4A**. Before we start, spend 2 minutes thinking about your own skills and strengths. What would you be able to help other teachers with?”

After 2 minutes



“You will now have 15 minutes to walk around the room and to talk to each other and to fill in the handout. You need to find people with the skills on the handout. You must find a new person for each category. In this way you are creating your very own peer support network.”

Circulate among the participants and encourage them. Give time warnings throughout the activity.

After 15 minutes

Bring the participants back together and ask the participants to reflect on the activity and to answer the following questions.



Ask Participants (Whole Group):

1. Why is collaboration so important?
2. How does collaboration make you feel?
3. In what ways will you use collaboration going forward?

Example Answers:

Answers will vary depending on context.



“Remember, as you plan your TLC or any form of collaboration, think about

1. What topics would help you become a stronger teacher? and,
2. Where can you find materials, programs, resources, or people who could help you become stronger at that skill?”

ASSESS

Skills and Strategies Worksheet



Materials: *Handout 1.0 - Skills and Strategies Worksheet*



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



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

Example answers may include:

- *Peer support networking*
- *Setting up community standards*
- *Writing a mission statement*
- *Organizing a TLC*
- *Reflecting on strengths and challenges together*
- *Building trust*
- *Communicating respectfully*
- *Using the ‘Step over the line’ activity*

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



“Review the skills and strategies that you learned in this session to increase your collaboration with your fellow teachers. Choose one skill or strategy you would like to develop. It is important to be honest with yourself and open to learning new things.”



“Once you’ve selected a skill or strategy from this session that you would like to develop, write it in the box labeled ‘4’ on your **Handout 1.0**. In the box labeled ‘Today’, use the water glass scale to fill in how well you currently use the skill in your classroom right now. Then go to the ‘Goal’ box and use the water glass scale to show how well you would like to use the skill in the next week or so. Then in the ‘Action’ box write how you will achieve your goal -- i.e. What will you do in the next week to use or practice the skill? Do NOT fill out the ‘Practice’ box now, this is to be completed AFTER you have practiced the skill in your classroom.”

Example Answers:

- I will have an informal conversation with another teacher about a lesson.
- I will discuss classroom management with a group of teachers at an upcoming staff meeting.

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.



*Depending on how the training has been organized, explain to the participants that if possible they should meet in their TLC between now and the next module. There are TLC activities provided in the handout (**Handout 1.0 - Skills and Strategies**) that they can use in their TLC meetings. Explain that in their meeting they should also share their successes and challenges and come up with solutions together.*



“Thank you for your contributions to our discussions today to expand our understanding of collaboration and Teacher Learning Circles.”

APPENDICES

Session 2: Code of Conduct

Appendix 1A: Sample Code of Conduct

Appendix 1B: List of Sample Dilemmas

Session 3: Teacher Well-being

Appendix 1C: Scenarios for Dealing with Stress

Session 4: Collaboration and Communities of Practice

Appendix 1D: Levels of Collaboration in Detail

Appendix 1E: Skills and Strategies Worksheet Example Answers

Appendix 1A: Sample Code of Conduct

Teachers' Code of Conduct in IRC Schools in Nyarugusu Camp

Education is critical to the future of refugees. As teachers and education staff, you will play a primary role in helping to shape the future of refugee students. Professionals are held in high regard because of their positions. Your position is one of influence and also one of great responsibility. Teachers are expected to respect their code of ethics and execute their duties accordingly, more than anybody else that is engaged in the educational activity. Teachers should be role models to their students and other segments of the refugee community.

Teachers and other education staff in IRC run refugee schools shall have the following duties:

- Fulfill obligations on attendance, punctuality and lesson preparation. If absent or late for a given reason, you will immediately notify the principal or other designated person
- Conscientiously prepare lessons, assess students' work fairly and promptly and cooperate with other teachers and education personnel
- Interact with students, colleagues, parents and community members in an appropriate manner
- Rigorously avoid actions or gestures that violate human rights and could harm students, such as:
 - Sexual harassment and sexual violence, including suggestive words, gestures or comments as well as physical and psychological abuse
 - Excessive and inappropriate disciplinary action, including the use or threat of corporal punishment and demeaning and abusive words or actions
- Ensure that the rights of children are respected and upheld in all matters and procedures affecting their safety and protection
- Actively participate either as a member or advisor in various committees of the school and enhance the educational endeavors of the school
- Employ different participatory teaching techniques to make sure that the teaching approach also includes student-centered approaches

- Properly use the educational facilities of the school and encourage students to do so
- Attend and give constructive comments at meetings organized to discuss the teaching-learning process
- Ensure that textbooks, teaching aid materials, etc. are properly handled so that they can have a lasting and sustainable usage
- Support and encourage students particularly female students not to miss classes and dropout of school
- Properly discharge his/her teaching duty, assist students who need extra support through tutorial classes and advise drop out students to resume their studies

The IRC has zero tolerance for any act of child abuse, exploitation, violence, discrimination, bullying and other forms of abuse. “Violence against children committed in schools”- refers to a single act or a series of acts committed by school administrators, academic and non-academic personnel against a child which result in or is likely to result in physical, sexual, psychological harm or suffering, or other abuses including threats of such acts, battery, assault, coercion, harassment or arbitrary deprivation of liberty.

Failure to adhere to the Code of Conduct may result in disciplinary action including suspension or termination of employment.

Name: -----

Signature: -----

Date: -----

Appendix 1B: List of Sample Dilemmas

1. A colleague arrives to school drunk. What would you do in this situation?
2. You have overheard rumors that one of the teachers is having a sexual relationship with a student. What would you do in this situation?
3. For the last few weeks a colleague has been arriving an hour late to work. A friend of the teacher has been filling in and covering. What would you do in this situation?
4. A student tells you that a teacher is making the students pay money for good grades. What would you do in this situation?

Appendix 1C: Scenarios for Dealing with Stress

Scenario 1: Fatima fled her country and has been living in a refugee camp for five years. She was nominated by the refugee leaders to be a grade 2 teacher as she is one of the few women in the camp to have completed her primary education. She was not a teacher in her country, is a little intimidated by the older students in the class and is only one of two female teachers in her school. She attends school management and parent teacher meetings, but rarely speaks.

Scenario 2: Patrick has been a teacher for five years. His country has had several decades of civil conflict. He has not been paid by the government for three years and is paid by parents sporadically. To supplement what parents pay, he tries to farm on his small plot of land and sell whatever he can at the market several days a week.

Scenario 3: Abraham had always wanted to be a teacher and he received his college degree in pedagogy. He wants to be a good teacher but often lacks textbooks and has over 100 students in his class. He has asked his director for help and advice on how to manage a large classroom, but his director rarely has time to talk to him and never visits his classroom to see observe his challenges. He feels frustrated and sometimes angry.

Appendix 1D: Levels of Collaboration in Detail

Meetings Between Schools:

What: Schools get together for both group sharing activities as well as school wide collaborations.

Who: Meetings could include every teacher or teachers could be part of smaller meetings based on the grade levels they teach or by the subject they teach.

Think: What are some potential successes and challenges of collaborating with another school?

School Wide Collaboration:

What: This is when the teachers work together to strengthen their school by coordinating their instructional practices.

Who: Teachers often work in partnership with the head teacher and school management committees, when this type of collaboration is school-wide, the school becomes a professional learning community.

Think: In what ways is your school already a professional learning community and in what ways could it improve?

Group Sharing:

What: A teacher learning circle is a form of group sharing where teachers can share ideas, lesson plans, and materials with one another.

Who: It is when teachers meet in groups to support each other, address any challenges the teachers are having, celebrate each other's successes, and work together to strengthen their skills both in and out of the classroom.

Think: What are some ways that TLCs could be helpful? What skills would you like to strengthen?

Individual Assistance:

What: Ask other teachers for help or advice on different topics, for example: classroom management or language of instruction issues.

Who: Assistance could be from any teacher, your head teacher, a resource teacher or mentor, an experienced teacher, or a new teacher.

Think: Have you asked another teacher for help or has another teacher asked you? Who do you feel comfortable asking for help and why?

An Informal Conversation:

What: Talk to other teachers about your experiences, how class went, what you are teaching, and your successes and challenges.

Who: Of your fellow teachers, who are you friends with?

Think: What informal conversations have you had recently with your fellow teachers? What did you talk about?

Appendix 1F: Skills and Strategies Worksheet

Example Answers

MODULE 1: Teachers' Role and Well-being

STEP 1: SELF-EVALUATION

Review the skills & strategies you can bring to your classroom that you learned in this module. For each session you will choose one skill or strategy you would like to develop and write it below. It is important to be honest with yourself and open to learning new things about yourself.

To rate yourself, think of yourself as a water cup, by shading the amount of water it contains:



Currently do *not* have this skill. Need to learn or develop



I use this skill a *little*. Need to develop more.


















Have an average amount of this skill.



I use this skill in the *best* way possible.

Complete the rating for each category:

1. *Today*: how well do you currently use the skill?
2. *Goal*: how well would you like to use the skill in the next week?
3. *Action*: what will you do in the next week to use or practice the skill?
4. *Practice*: how well did you use the skill when you practiced it in your classroom? (to be completed AFTER you have practiced the skill in your classroom)

Skill/Strategy	Today	Goal	Action: How will I achieve my goal?	Practice
Example: I will incorporate play into my classroom to promote child well-being			<ul style="list-style-type: none"> I will think of a game that can be used as a warm-up or in a lesson Play that game in class at least twice this week 	
1. I will set realistic goals that I can achieve by the end of the school year.			<ul style="list-style-type: none"> I will set a goal about my students' learning. I will set a goal about my own professional development. 	
2. I will make sure students and teachers in my community are aware of the Code of Conduct.			<ul style="list-style-type: none"> I will show my students copies of the Code of Conduct and help them define important vocabulary. I will mention the Code of Conduct in conversations with parents. 	
3. I will make sure that I am aware of my stress levels and use strategies to improve my well-being.			<ul style="list-style-type: none"> I will use the signs of stress chart every few months. I will use belly breathing and mindfulness when I feel stressed. I will play football every Sunday to help support my well-being. 	
4. I will try different levels of collaboration to find what works best for me.			<ul style="list-style-type: none"> I will have an informal conversation with another teacher about a lesson. I will discuss classroom management with a group of teachers at an upcoming staff meeting. 	

STEP 2: PLAN

Choose 1-2 of the skills/strategies from the sessions that you would like to develop. Write an action plan of the steps you will take to achieve your goal.

Area for Growth: My own well-being as a teacher

Action Plan:

I will practice several of the strategies to promote my own well-being. I will try to practice self-awareness to recognize when I am feeling stress and need to take a break and collect my thoughts. I will practice healthy habits like planning my week out in advance and trying to find ways to be proactive.

Area for Growth: Collaboration with other teachers, both those new to teaching and those with more experience

Action Plan:

I will meet with other teachers who are interested in collaborating. We will work together to find a place to meet for Teacher Learning Circle meetings. We will come up with topics that we feel like it would help to discuss with colleagues, and together we will help each other get to be better, more experienced teachers.

STEP 3: REFLECTION AND COLLABORATION

Instructions: Step 3 can be completed individually or in a group (TLC). Answer the questions below independently and discuss your answers in a group if you feel comfortable. Discussion can be used to identify common challenges and create possible solutions or share resources.

Reflect on how you used a new skill or strategy from the goals that you listed above in your classroom.

1. What did you do to try a new skill or strategy?
2. What successes and challenges did you have in the classroom?

I practiced breathing according to the technique we learned to help manage my stress in the moment. This technique worked momentarily but then I felt overwhelmed again. I feel like I need to use additional stress management strategies next time.

Learn

3. Brainstorm possible solutions. Consider previously learned concepts.

I will review the stress management techniques we learned for dealing with stress in the moment, I will talk with my fellow teachers to see how they manage stressful situations in their classes.

Plan

4. What will you do again?
5. What will you change or do differently? Share your plan with a peer for feedback.

This week I will continue to practice the breathing technique. The start of term was very busy so I missed football and I have not spent enough time with my friends. I will make sure I use my weekly schedule to stay organized and to plan time to support my well-being - I will make sure that I play football and see my friends.

Take action in the classroom.

Here are additional ways to build on your skills within this module through an individual journal reflection or in a discussion with a supportive group of collaborative teachers (TLC).

Reflection and Collaboration Activity #1 - BEYOND THE CODE OF CONDUCT

The Code of Conduct is the minimum that you should do as teachers. However, there are other expectations, which may go beyond what the Code of Conduct says. With your TLC, brainstorm what other responsibilities you might have to your students.

Think about what other responsibilities you have to your students beyond the Code of Conduct?

Guiding Questions:

1. *Think about all the teacher roles and activities in a day*
2. *Think about any challenges you may have faced recently in your classroom*

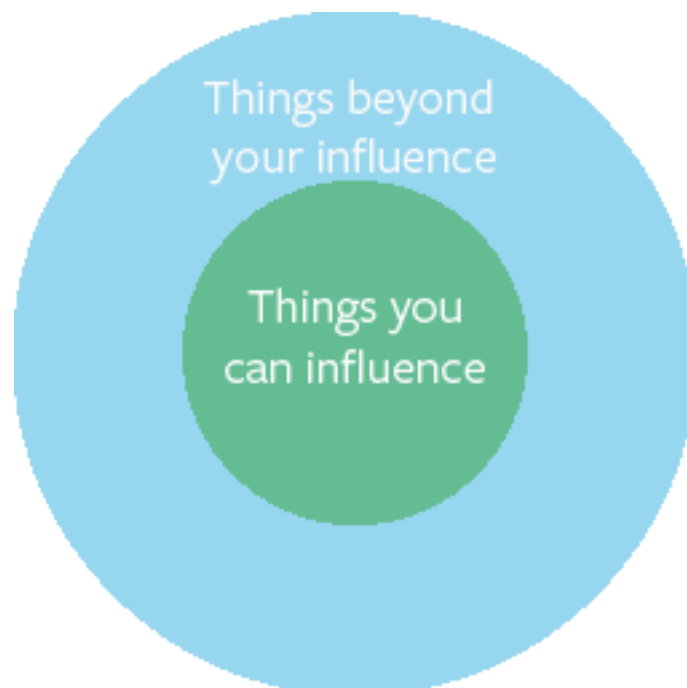
For example, in addition to following the rules and expectations of the Code of Conduct, teachers should treat their students with respect. Teachers should also include everyone regardless of age, gender, ability level, ethnicity, language and culture. Teachers should be inclusive to create the best possible learning environment.

On a blank sheet of paper take notes and write down any ideas you brainstorm as a group or individually.

Reflection & Collaboration Activity #2 - IDENTIFY WHAT YOU CAN AND CANNOT CONTROL

As a teacher, you may have more influence than you think. The following activity will allow you to identify the things you can influence and those that are beyond your influence. For example, a large class size, limited textbooks, or the curriculum you teach may be beyond your influence, but the way you teach and make the materials relevant to your students' lives is within your influence. This will help you focus your time and energy on the things you can do to make a difference, rather than worrying about things beyond your control.

On your paper draw 2 circles inside one another like the diagram. In the inner circle, write the things you can influence as a teacher. In the larger circle, write things beyond the expectations of your role as a teacher.



Once you are done, discuss:

1. Do you think it is important to be aware of what you can and cannot influence? Why or why not?
2. What are ways you can expand your circle of influence?
3. How can you use your strengths as a teacher to expand your circle of influence?
4. How can other teachers help you expand your circle of influence?
5. What resources, people, or agencies in your community can help you with the things you cannot influence?

Often teachers become too concerned with things they cannot change, instead of focusing on what they can. As a teacher, it is important to spend your time and energy on things you think you can influence. This will help you manage your stress in a healthy way.

RESOURCES USED OR REFERENCED IN THIS MODULE

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

Poissen, M. (2009). Guidelines for the design and effective use of teacher codes of conduct. Paris, France: International Institute for Educational Planning (IIEP), UNESCO. Retrieved from <http://teachercodes.iiep.unesco.org/teachercodes/guidelines/Guidelines.pdf>

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TEACHERS COLLEGE
COLUMBIA UNIVERSITY



TRAINING FOR PRIMARY SCHOOL
TEACHERS IN CRISIS CONTEXTS

**CHILD PROTECTION,
WELL-BEING AND
INCLUSION**

MODULE 2



SUMMARY

Core Competencies

- Teacher has knowledge of child rights and the status, rights, and background of displaced students in their care.
- Teacher promotes a classroom and school environment free from abuse, discrimination, exploitation and violence, including sexual and gender-based violence (SGBV).
- Teacher uses psychosocial support strategies to help students regain a sense of stability in contexts of displacement and conflict.
- Teacher supports students' development and maintenance of healthy interpersonal relationships, cooperation and acceptance of differences.
- Teacher demonstrates understanding of and promotes context-appropriate life skills (social-emotional well-being, health education, mine-risk awareness, self-protection from SGBV and exploitation, etc.)
- Teacher has knowledge of child protection reporting and referral systems.

Session 1 Introduction to Child Protection and Child Rights

4.5
Hrs

Session 2 Creating a Safe Space

4.5
Hrs

Session 3 Inclusive Classrooms

2.5
Hrs

Session 4 Teaching Life Skills

3.5
Hrs

Session 5 Seeking Further Support for Children

3
Hrs

Grouping Technique

For this module, the facilitator will choose the groupings. As participants enter the room, give them a piece of card that is a particular color. Four people should receive a red card, four a green card and so on. Then ask the participants to sit and work with the participants who have the same colored card as they do for group tasks and discussions. This is a useful technique in large classrooms as it allows the teacher to control who will work in each group. It also allows the teacher to create ability groupings without students realizing it.

Focus Technique

When you want to get the attention of the participants explain to them that you will use the ‘hands-up’ strategy. When you would like them to be quiet and to focus on the facilitator, you will raise your hand. When they notice you participants should also raise their hands and stop speaking. Explain to participants that this is a useful strategy to use in the classroom, particularly with large class sizes and during group work, as it causes minimal disruption.

Contextualization and Adaptation Guidance

- If possible, spend time in the participants’ classrooms and schools to identify classroom management practices and challenges, and use this to inform the session.
- Invite child protection officers to assist with contextualizing the training and to attend the training itself.
- Determine common risk factors to child well-being in the local community. Adapt sessions accordingly.
- Determine the most appropriate life skills needed by students in the community. Adjust sessions accordingly.
- Investigate the national and local laws relating to child rights, and local child protection procedures.
- Investigate local resources/organizations available to provide further support to children.
- Please see session specific contextualization guidance.
- 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

Icons



This icon indicates the time a particular Session will take.



This icon indicates a Tip to help you along with the Session.



This icon represents the scripted part of the Session.



This icon indicates Questions you can ask your participants.

Introduction to Child Protection and Child Rights

SESSION I

OBJECTIVES

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

- Explain the physical, cognitive, social and emotional needs of children
- Describe the roles and responsibilities of teachers as duty-bearers to protect the rights and well-being of children
- Identify “risk” vs. “protective” factors that impact child well-being, and the unique risks and needs of girls and boys in crisis contexts
- Identify, monitor and address signs of distress in students

OUTLINE

Introduction

Review competencies and expectations

25

Reflect and Revisit

Physical, emotional, social and cognitive well-being
Recognizing children’s needs

75

Learn

What are child rights?
Teachers’ roles and responsibilities as
duty-bearers

90

Practice

Understanding protective and risk factors

40

Planning and Action

Identifying and monitoring signs of distress

20

Assess

Skills and strategies worksheet

20

PRE-WORK FOR FACILITATORS

- Invite a child protection or social work expert to attend this session and work with the expert to adapt the session for the local context.
- Prepare flipcharts for each activity, including key vocabulary flipchart (some need flipcharts even with a PowerPoint).
- Create notecards using Appendix 2A- half with key terms and half with the definitions of cognitive, emotional, social and physical well-being. There can be duplicates as long as there are enough cards for each participant. These will be used for a pairing activity.
- Print 5 copies of Appendix 2B and cut and assemble a pack of “Child Rights Shields” for each group.
- Prepare interactive story on protective and risk factors (Appendix 2C and Handout 2.1D).
 - Assign appropriate names to the characters.
 - Eliminate elements or add to the story based on context-specific issues.
- Gather materials including buckets, rocks and tape.
- If appropriate and possible, print copies of the following document for participants: http://www.unicef.org/publications/files/Helping_Children_Cope_with_the_Stresses_of_War.pdf.

Materials

- Flipcharts, markers, extra paper
- Note cards for definitions activity - see Appendix 2A
- 2 Buckets
- Rocks (12-20)
- Blank paper (1 per participant)
- Handout 2.1A - Child Needs Drawing
- Handout 2.1B - Child Rights Statements
- Handout 2.1C - Child Rights Scenarios
- Handout 2.1D - Story of Protective and Risk Factors
- Handout 2.1E - Identifying Signs of Distress Chart
- Appendix 2A - Well-being Terms and Definitions
- Appendix 2B - Child Needs Drawing Example Answers
- Appendix 2C - Child Rights Shields

Key Words

- **Child protection:** Freedom from all forms of abuse, exploitation, neglect, and violence, including bullying; sexual exploitation; violence from peers, teachers, or other education personnel; natural hazards; arms and ammunition; landmines and unexploded ordnance; armed personnel; crossfire locations; political and military threats; and recruitment into armed forces or armed groups.
- **Child rights:** The human rights of children with particular attention to the rights of special protection and care afforded to children.
- **Convention on the Rights of the Child:** An international treaty that recognizes the human rights of children, defined as persons up to the age of 18 years. The Convention establishes in international law that States Parties must ensure that all children - without discrimination in any form - benefit from special protection measures and assistance.
- **Distress:** State of being upset, anxious, or in sorrow or pain- it can occur in response to difficult living conditions such as poverty or exposure to threats to one's security or well-being.

- **Duty-bearer:** Person(s) or institution(s) which have obligations and responsibilities in relation to the realization of a right.
- **Protective factors:** Conditions or attributes (skills, strengths, resources, supports or coping strategies) in individuals, families, communities or the larger society that help people deal more effectively with stressful events and mitigate or eliminate risk.
- **Risk factors:** Threats to physical or psychological well-being.
- **Well-being:** Condition of holistic health and the process of achieving this condition. It refers to physical, emotional, social, and cognitive health. Well-being includes what is good for a person: participating in a meaningful social role; feeling happy and hopeful; living according to good values, as locally defined; having positive social relations and a supportive environment; coping with challenges through the use of positive life skills; and having security, protection and access to quality services.

INTRODUCTION

Review Competencies and Expectations



Materials: Slides 1-2



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



This can be paraphrased based on how recently the last training was. This would be a good time to share a training agenda and an overview of when all the trainings and modules will be taking place, particularly focused on when the next training is.



“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 paper of what we expect of each other throughout the training.”



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

Example Answers:

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

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

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



“In this module we are going to explore Child Protection, Well-being and Inclusion. This includes examining child rights, students’ safety, psychosocial support, creating a safe classroom space, child protection and inclusion of all children. Let’s get started.”

REFLECT AND REVISIT

Physical, Emotional, Social and Cognitive Well-being



Materials: *Slides 3-5*

Definition note cards (see Appendix 2A - Well-being Terms and Definitions) - one per participant



“By the end of session 1 you will be able to:

- Explain the physical, emotional, social and cognitive needs of children.
- Describe the roles and responsibilities of teachers as duty-bearers to protect the rights and well-being of children.
- Identify ‘risk’ vs. ‘protective’ factors that impact child well-being, and the unique risks and needs of girls and boys in crisis contexts.
- Identify, monitor and address signs of distress in students.

Teachers play an important role in supporting and protecting the well-being of their students. Student well-being is particularly at risk in crisis contexts. Remember, well-being is a condition of holistic or complete health and the process of achieving this condition. Well-being has physical, emotional, social, and cognitive dimensions.”



Ask Participants (Individual Reflection):

How would you describe a child that is ‘well’? How do they feel? How do they act and interact?

While participants write down their ideas, pass out the definition note cards that you have prepared using **Appendix 2A**.



“To make sure that we understand the key words for child well-being we are going to do a matching activity. Each of you has been given a note card. Some have one of the key terms and some have the corresponding definition - you must find your partner with the matching term or definition on their card. This is a technique you can use in your classroom to practice vocabulary. Once you find your partner, share your descriptions of a ‘well’ child.”

Give participants 10 minutes to find their partner and to share their description of a child that is ‘well’. Then display the correct terms and definitions on the flipchart/PowerPoint. Ask volunteers to read the four definitions aloud.



“To be able to support the well-being of our students in these four ways it is important to understand their needs in these four areas.”

Recognizing Children’s Needs



Materials: Slides 6-7
Flip chart paper displaying the child needs drawing from Handout 2.1A - Child Needs Drawing.



“Children have different needs than adults, and they are less able to meet these needs themselves, particularly in crisis contexts. To start this session, we are going to reflect on the needs of children in our community.”



Display the image on the PowerPoint and also on a piece of flipchart paper that will be used during the activity.



“Look at **Handout 2.1**. Keeping in mind your ideas about the “well-child” we are going to work in groups to brainstorm the needs of children. Each group is going to look at this drawing of a child and write down the following:

1. Head: What does a child need mentally/cognitively?
2. Heart: What does a child need emotionally?
3. Hands: What does a child need physically?
4. Feet: What does a child need socially?

For example, for the head, a child needs opportunities to be creative for cognitive development. For the hands, a child needs food to be physically well.”

Example Answers:

See **Appendix 2B** for additional examples.



If short on time you can assign each group one part of the body but it is better if they contemplate the whole body to start thinking about the child holistically.

Ask half of the groups to address the needs of a girl for this activity and ask the other half to focus on the needs of a boy in this activity.



“With your group, you will have about 15 minutes to think of as many needs for each category as you can and to write these on your handout. Be prepared to share your ideas with the whole group.”

Walk around the room to ensure all participants understand. Give participants a 10 minute and 5 minute warning.



“We are going to go around and share our ideas. The first group will share all of the needs that they have written down. Then each group will share any additional needs that have not yet been said. Please add any missing points to your own drawing.”

Ask a volunteer participant to write the participants’ answers onto the drawing on the flipchart at the front. Add any missing needs from **Appendix 2B** that are important for participants to know.



Ask Participants (Whole Group):

1. Which of the needs listed are unique to girls or boys? What are the differences?
2. Are children able to meet all of these needs on their own? Why/why not?

Example Answers:

These answers are going to be based on the needs that participants generate. Be sure they acknowledge some needs that are unique to girls or boys, such as private latrines as a physical need, or role models as an emotional or cognitive need.

Pose these questions to the entire group with an opportunity for all participants to respond.



“As we saw in our drawings children have many needs and meeting these needs contributes to a child’s well-being. These needs may be different for girls and boys and may be different at different ages. Children are not able to meet all their needs on their own and therefore adults in the community are responsible for making sure the needs of children are met. In this session we are going to explore:

- Child rights and how rights ensure that the needs of children are met.
- Our responsibility to protect child rights.
- How we can identify if a child’s needs are not being met through signs of distress.
- What we can do as teachers to promote child well-being.”

LEARN

What Are Child Rights?



Materials: *Flip chart paper displaying the child needs drawing from Handout 2.1A - Child Needs Drawing*
Handout 2.1B - Child Rights Statements
Appendix 2C - Child Rights Shields
Tape



“The Convention on the Rights of the Child is an international treaty that recognizes the human rights of children, defined as persons up to the age of 18 years. The Convention establishes in international law that States Parties must ensure that all children - without discrimination in any form - benefit from special protection measures and assistance.”



If possible, inform participants of when the relevant countries ratified the convention.



“Child rights are about how we interact with and show respect to children. Rights are created to protect the needs of ALL children. Child rights are the things that are believed to be fair for every child in the world to have or to be able to do. Child rights are universal; rights of the child apply to ALL children regardless of gender, ethnicity, ability, or religion. Thinking about the needs we identified in our first activity and the inability of children to always meet their own needs, we are going to think about what child rights actually are and how they support and protect children.”

Point to the definition of child rights on the key words flipchart.



“I am going to give each group several shield cards with statements from the Convention on the Rights of the Child. As a group you will need to read the shield cards, and decide which needs on our diagram the cards aim to address. Use tape to attach the “rights statements” next to the corresponding need on the flipchart paper. For example, Article 31 says that children have the right to play, this protects the need for physical activity so I would stick the shield here.”

Make sure the flipchart paper drawing of child needs is at the front of the room. Distribute “rights statements” to each group with pieces of tape (made using **Appendix 2C**).

Wait for all groups to be finished attaching “rights statements” before moving to the next point.



“Rights are not intended to allow children to do whatever they want, they are intended to meet the needs of children and promote the well-being of ALL children. Take 2 minutes to read the complete list of child rights on **Handout 2.1B.**”

After 2 minutes -



“Does anyone have any questions or comments they would like to share about children’s needs or child rights? Are there any child rights you disagree with?”



If possible a child rights specialist should support this discussion. Child rights can be controversial in different contexts, so it is important to create a space for open dialogue around them. There may be some concern that some of the rights go against certain cultural beliefs or practices (such as choice of religion). If someone disagrees with a right, direct them to the need it addresses. Ask if they disagree with that need or if they have an alternative right that could address that need.

Pause and wait to see if anyone has any questions in regards to child rights before moving on to the next activity.

Teachers' Roles and Responsibilities as Duty-Bearers



Materials: Slides 8-9
Handout 2.1C - Child Rights Scenario



“Rights also carry responsibilities; parents, teachers, and the community have a responsibility to protect child rights. In the next activity we are going to explore the responsibilities of teachers as duty-bearers. Duty bearers are person(s) or institution(s) which have obligations and responsibilities in the protection of rights.”

Point to the definition of duty-bearers on the key words flipchart.



Ask Participants (Whole Group):

Who do you think are some examples of duty-bearers?

Example Answers:

1. Teachers
2. Principals
3. Parents
4. Community leaders
5. Religious leaders
6. ALL ADULTS!



“Now that we understand the purpose and importance of child-rights we are going to explore our role and responsibility as teachers to protect child rights. We are going to do a role-play where we will act out a story. I am going to divide you into 3 groups, by counting off by 3s. All the 1s will work together, 2s will work together and 3s will work together.”

Divide the participants into 3 groups. Assign each group one of the stories (**Handout 2.1C**). Proceed with instructions once everyone has a group and a story.



“I will give each small group a scenario to read. Before your group starts planning the role-play, first read through the scenario and then as a group discuss the following questions for 10 minutes:

1. What are the needs of the child in this story?
2. What rights are being violated?
3. What actions could be taken by the teachers in the community to protect the child?”

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



“Now, use the following guiding questions that are also on the board to plan the drama.

1. Who are the characters?
2. How will the characters perform the problem?
3. How will the teacher react?
4. What action steps will the teacher take?
5. How will you perform those actions?

You will have 10 minutes to plan the drama, and 5 minutes to practice. Your role-play should last for 3 minutes only. After each performance I will ask the other groups to describe what rights are being violated, and what actions are being taken by the teachers in the community to protect the child. You should be ready to perform in 15 minutes.”

Example Answers:

Story #1 - Children should not be discriminated against based on wealth or appearance.

Story #2 - Children have the right to participate and be listened to.

Story #3 - All children have the right to education, including those with disabilities.

Check in with groups as they prepare their drama. Give time warnings throughout. When groups are ready bring all the groups together. After each performance allow participants to share their thoughts and ideas.



Ask Participants (Whole Group, after each performance):

1. What rights are being violated?
2. What actions are being taken by the teachers in the community to protect the child?

Example Answers:

These answers will depend on how groups act out the role-play.



“As teachers our role is not only to observe, but to take action in order to protect child rights and ensure child well-being. Notice how we used a role-play to assess your understanding of child rights. This is a technique you can use in your classroom to assess your students.”

PRACTICE

Understanding Protective and Risk Factors



Materials: *Slides 10-11*

Buckets and rocks

Handout 2.1D - Story of Protective and Risk Factors

Appendix 2D - Facilitator's Guide to Interactive Story on Protective and Risk Factors



“Before we start our next activity, turn to a partner and each of you will share a sun, rain and rainbow. The sun represents something good that happened today, the rain represents something not so good that happened today and the rainbow represents what you are most looking forward to today.”

Give an example of your own sun, rain and rainbow.

Example Answers:

My sun is the conversation I had with a fellow teacher this morning, my rain is that I woke up late and did not have time to eat breakfast, my rainbow is getting to be a part of this training with you.



“We saw in our warm-up that everyone has good and not so good things that can happen in a day and things they are looking forward to. The people we interact with each day can influence our well-being. We are going to read about a day in the life of two students to examine the “protective” and “risk” factors that contributed to their well-being throughout the day. Now that we’ve identified the needs and the rights of the child, we are going to examine our role as teachers to promote child rights and well-being in our classrooms every day.”



Ask Participants (Think-Pair-Share):

When you are walking somewhere, a protective factor for your feet are your shoes, a risk factor would be a piece of glass on the ground. Using this analogy,

1. How would you define a protective factor?
2. How would you define a risk factor?

Example Answers:

1. *Protective factors*: Conditions or attributes (skills, strengths, resources, supports or coping strategies) in individuals, families, communities or the larger society that help people deal more effectively with stressful events and mitigate or eliminate risks.
2. *Risk factors*: Threats to physical or psychological well-being.

Display the definitions of ‘*protective factor*’ and ‘*risk factor*’ on the key words flipchart.



“Read through the story on **Handout 2.1D** and look for any signs or any events in the story that will impact the well-being of the girl and boy. Underline any protective or risk factors you see.”

Give the participants 5 minutes to read the story independently and to underline the different factors.



“We are now going to do a visual representation of the story to support our understanding. I am going to read the story aloud. Every time you hear a sign or an event in the story that will impact the boy’s or girl’s well-being, you should raise your hand and say if it is a protective factor or a risk factor. If it is a protective factor put your thumb up and if it’s a risk factor put your thumb down. If it is risk factor, I will put a rock in the boy’s or girl’s bucket, if it is protective factor I will take the rock out of the bucket.

I need a volunteer to represent the girl, and a volunteer to represent the boy. I also need one volunteer to record the protective and risk factors in the story in a T-chart on the flipchart as we go through the story. A T-chart is a useful note taking method you can use with your students.”

Give the girl and the boy each 1 bucket.



“I would now like one of you to explain the instructions back to me - this is a good technique to use in the classroom, to ensure that your students have understood the instructions.”

Read the story aloud and be sure to pause at risk and protective factors. Help participants to decide which are risk and which are protective factors and put rocks in the buckets at the appropriate moments. One participant should record the factors on the flipchart. Make sure that all factors are identified.

Show complete list of protective and risk factors in the story on the flipchart and confirm that all were identified.



Ask Participants (Whole Group):

1. What are factors that are specific to girls or boys?
2. What are the factors the teacher directly contributed to?
3. What are the factors the teacher could have impacted or changed?
4. Why do visual demonstrations help student understanding?

Example Answers:

1. School is not seen as important for girls in the story. The girls in the story are at risk of sexual assault. The boy is missing a male role model in his life, and is traumatized by the violence he has seen.
2. Hitting students, harsh discipline, embarrassing students.
3. Preventing bullying, assigning partners, serving as a role model, observing distress, referring to further support such as counseling.
4. Bring a topic to life, help different types of learners.



“Now that you’ve identified the “risk” and “protective” factors that contribute to a child’s well-being throughout the day, let’s think more about the role of the teacher in these situations.”

PLANNING AND ACTION

Identifying and Monitoring Signs of Distress



Materials: Slides 12-13

Handout 2.1D - Story of Protective and Risk Factors

Appendix 2E - Identifying Signs of Distress Chart Example

Answers



“As we saw in the story teachers can contribute to both protective or risk factors and this has an impact on a child’s well-being. The role of a teacher is to build up protective factors and reduce risk factors. In order to reduce risk factors, part of the role of the teacher in *child protection* is identifying if a child’s needs are not being met by monitoring signs of *distress*. As a teacher we do not know everything every student is experiencing, so we need to look for signs.”

Point to the definition of distress on the key words flipchart.



“When children are experiencing risk and do not feel safe or protected they may display signs of *distress*. Distress is a state of being upset, anxious or in sorrow or pain. It can occur in response to difficult living conditions or threats to one’s security or well-being.”



Ask Participants (Think-Pair-Share):

Think about the risks children face in your community. What are some signs of distress that children or students display in your school or community? How do you know if something is wrong with a child in your community?

Example Answers:

- Crying
- Angry
- Fighting
- Absence
- Cannot concentrate in class
- Not completing assignments
- Dirty/unbathed
- Inadequate clothing/lack of uniform
- Appearing under-nourished
- Illness



“With your partner, you are going to have 10 minutes to complete **Handout 2.1E**. You need to look back at the story of the boy and the girl and identify what signs of distress or unmet needs the teacher could have noticed. You will then consider the causes of the distress, and what the teacher can do to address the issue.”

Example Answers:

1. In the story the boy arrived late to school. This is a sign a teacher might notice.
2. You then think about why the student might be late: What are the student’s responsibilities at home? How does the student get to class?
3. Then the teacher might decide as an action step to talk to the student about why he/she is late to class.

Monitor the groups while they are completing the chart to make sure all the participants are engaged and understand the activity. Give time warnings.



“This monitoring chart is a tool you can use to write and track the behaviors of your students. Sometimes you might see one sign of distress and not think it is important, but when you put them all together you might see that a student is at risk. The students should not see this chart as it may contain sensitive information.

Remember, as teachers, our role is not only to observe, but also to take action to limit risk factors and promote protective factors in order to protect child rights and ensure child well-being and rights. In our next sessions we will learn about responding to signs of distress and creating safe spaces in our schools. However, while it is your responsibility to protect your students, you cannot solve everything by yourself. In later sessions, we will also discuss other resources that are available to help you address these issues.”



If possible invite a child protection officer to speak to participants about how to refer students for further support, and how to report any serious concerns. Reassure participants that they will consider this in more detail in session 5.



If appropriate and possible, give teachers their own copies of http://www.unicef.org/publications/files/Helping_Children_Cope_with_the_Stresses_of_War.pdf to help them understand and react to specific behaviors associated with the stresses of war.

ASSESS

Skills and Strategies Worksheet



Materials: *Handout 2.0 - Skills and Strategies Worksheet*



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



Encourage participants to come up with the skills and strategies themselves. Example answers may include: using a monitoring chart, promoting protective factors and reducing risk factors, using role-play, using drawing, using story-telling, using the sun-rain-rainbow, using key word cards, using think-pair-share.

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



“Review the skills & strategies you can bring to your classroom to protect *child rights* and promote *well-being*. 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 ‘*I*’. 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 promote *protective factors* in my classroom by:
Assigning partners so everyone feels included.
Serving as a role model.
- I will reduce *risk factors* in my classroom by:
Stopping corporal punishment/harsh discipline.
Addressing bullying.
- I will monitor my student's well-being by using a monitoring chart.



If needed, use the example to help explain the instructions. 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 child needs, rights and well-being in your school or community. When we are more aware of the needs and risk factors of our students, we can then think about how we can use protective factors and child rights to promote their well-being. When our students are well, they can achieve more in class.”

Creating
a
Safe Space

SESSION 2

OBJECTIVES

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

- Explain how to make a school and classroom safe physically, behaviorally, socially/emotionally, and cognitively
- Explain the harmful impact of SGBV and Corporal Punishment
- Practice ways to discipline students that respect child rights
- Practice ways to involve students in classroom activities that will allow students to feel a sense of belonging and stability

OUTLINE

Reflect and Revisit

Feeling safe reflection
Identifying risk factors in our schools



Learn

Addressing physical safety: Corporal punishment and SGBV



Practice

Addressing behavioral safety: Positive discipline
Making classroom rules with students
Addressing social, emotional and cognitive safety: Activities and routines
Practicing supportive classroom activities and routines



Planning and Action

Identifying protective factors in our schools
Planning a safe classroom



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).
- Read through this session and adjust any activities or questions based on the context. Try to do this with a knowledgeable member of the community if possible (such as a head teacher or local child protection/education officer).
- Work closely with a child protection officer to prepare the SGBV and corporal punishment discussions. If possible invite the child protection officer to attend the session. Think about potential questions/issues in advance. Edit PowerPoint to illustrate contextually appropriate responses, referral mechanisms, and consequences.
- Write the names of the different activities in Appendix 2H down on pieces of paper. These are the Activity Cards (See Practice Section).

Materials

- Flipcharts, markers, extra paper, notebooks
- Module 1's Code of Conduct or Module 2's Physical/Sexual Harm document (Appendix 2F - Promise Against Physical and Sexual Harm)
- Small pieces of paper/card for corporal punishment reflection
- Pieces of paper/card with different tasks and activities from Appendix 2H: Classroom Activity Cards to practice supportive activities and routines
- Handout 2.2A - Speaking out Against Sexual and Gender-Based Violence
- Handout 2.2B - Positive Discipline
- Handout 2.2C - Classroom Activities and Routines

Key Words

- **Child protection:** Child protection is defined as freedom from all forms of abuse, exploitation, neglect, and violence, including bullying; sexual exploitation; violence from peers, teachers, or other educational personnel; natural hazards; arms and ammunition; landmines and unexploded ordnance; armed personnel; crossfire locations; political and military threats; and recruitment into armed forces or armed groups.

- **Child rights:** The human rights of children with particular attention to the rights of special protection and care afforded to children.
- **Code of Conduct:** A statement of principles, rules, and values that establishes a set of expectations and standards for how an organization, school, government body, company, or affiliated individuals or group will behave, including minimal levels of compliance and disciplinary actions.
- **Corporal punishment:** Any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light. In addition, there are other non-physical forms of punishment which are also cruel and degrading and thus incompatible with the Convention on the Rights of the Child. These include, for example, punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child.
- **Duty-bearer:** Person(s) or institution(s) that have obligations and responsibilities in relation to the realization of a right.
- **Risk factors:** Threats to physical or psychological well-being.
- **Sexual and Gender-Based Violence:** School Based Sexual and Gender-Based Violence includes violence or abuse that is based on gendered stereotypes or that targets students on the basis of their sex, sexuality, or gender identities. The underlying intent of this violence is to reinforce gender roles and perpetuate gender inequalities. It includes rape, unwanted sexual touching, unwanted sexual comments, corporal punishment, bullying, and verbal harassment. Unequal power relations between adults and children and males and females contribute to this violence, which can take place in the school, on school grounds, going to and from school, or in school dormitories and may be perpetrated by teachers, students, or community members. Both girls and boys can be victims, as well as perpetrators. Sexual and gender-based violence results in sexual, physical, or psychological harm to girls and boys.
- **Well-being:** A condition of holistic health and the process of achieving this condition. It refers to physical, emotional, social, and cognitive health. Well-being includes what is good for a person: participating in a meaningful social role; feeling happy and hopeful; living according to good values, as locally defined; having positive social relations and a supportive environment; coping with challenges through the use of positive life skills; and having security, protection and access to quality services.

REFLECT AND REVISIT

Feeling Safe Reflection



Materials: Slides 15-18
Flipchart paper and markers/colored pens for participants.

Display the questions on the flipchart/ PowerPoint. Give participants 10 minutes to answer the questions in their notes. Give an example answer if participants need help.



Ask Participants (Individual Reflection):

1. Where do you feel safe and why?
2. When do you feel safe and why?
3. What makes you feel safe and why?
4. Who makes you feel safe and why?

Example Answers:

1. I feel safe at home because my family is there.
2. I feel safe at night because I can rest with my family.
3. Music helps me feel safe because it helps me relieve my stress.
4. My friend _____ helps me feel safe because he/she says nice words and gives me advice.

Let participants know when they have 5 minutes left. Let participants know when they have 1 minute left. Ask several participants to share some of their answers with the whole group.



“Thank you for sharing. Today we are going to talk about creating a safe place at school. It’s important that students feel safe and protected in school so they can learn. We will talk about four ways to make our schools safe: physically, behaviorally, socially, emotionally, and cognitively. Remember we talked about these categories in Session 1 on child rights. Creating a safe space in these four categories helps to protect child rights.”

Display the circle visual on flipchart/PowerPoint. Point out the four parts of the circle.



“Each category is like a piece of a circle. If one piece is missing, the circle is not complete. Safe schools are safe in all four categories.

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

- Explain how to make a school and classroom safe physically, behaviorally, socially, emotionally, and cognitively.
- Explain the harmful impact of SGBV and corporal punishment.
- Practice ways to discipline students that respect child rights.
- Practice ways to involve students in classroom activities that will allow students to feel a sense of belonging and stability.”

Identifying Risk Factors in Our Schools



Materials: *Flipchart paper and markers/color pens for the participants.*

Distribute paper and markers/colored pencils to participants.



“In session 1 we discussed risk factors and protective factors in our students’ lives. We are going to continue that discussion in today’s session, focusing on risk and protective factors in the school itself. In your groups I would like you to draw a diagram of a school and the surrounding area. I then want you to add drawings or labels to show all of the things that can make the school unsafe (risk factors). Don’t just think about what the school looks like - think about how the students and teachers feel and how they behave. You have 10 minutes to complete your group drawing.”



Explain to participants that drawing is a great technique you can use to check for students’ understanding, especially in multilingual classrooms where you do not speak the same language as some of your students. Drawing is a technique you can use in your classroom to encourage creativity and to check student knowledge without words.

After 10 minutes ask participants share their drawings. On the flipchart make a list of the key risk factors that all groups have highlighted.



“Throughout this session we are going to consider how to reduce school-based risk factors and build up school-based protective factors so that we can protect child rights and ensure our schools are safe in the four key areas.”

Participants will use these drawings at the end of the session. Collect them and store them safely until the final activity.

LEARN

Addressing Physical Safety: Corporal Punishment and SGBV



Materials: Slide 19-23

Small pieces of paper/card for anonymous reflection

Handout 2.2A - Speaking out Against Sexual and Gender-Based Violence

Appendix 2F - Promise Against Physical and Sexual Harm



“To start we are going to think about how to make our school physically safe. Remember that to keep a school physically safe, we need more than walls built around the classroom and locks on the doors. Those things keep bad people out, but we also have to make sure that people in the school do not do bad things. It is important that students do not hurt each other and it is very important that teachers do not hurt students. We are going to talk about ways that people inside the school can hurt students.”



If appropriate begin this section by stating that although corporal punishment is prohibited by law, it still takes place in schools. Encourage participants to see this as an opportunity for an honest and frank discussion.

Handout a small piece of paper to each participant.



“In this next activity we will discuss corporal punishment. On the piece of paper in front of you, please answer the question on the flip chart. Your answers are anonymous so please write freely.”



Ask Participants (Individual Reflection):

Why do some teachers in (insert location) use corporal punishment?

Example Answers:

- They are angry at the misbehavior.
- To gain control/respect.
- Lack of training.
- Exhaustion/stress.
- Large class sizes.
- Noise.

Collect the pieces of card from the participants. Draw out the key themes and write these on the board/flipchart. Read aloud the key themes without passing judgment. If participants are willing, encourage them to comment on the themes that appear.

Display the three key discussion questions on the flipchart/ PowerPoint.



Ask Participants (Individual reflection followed by whole group discussion):

1. What do we mean by corporal punishment?
2. Why is corporal punishment harmful?
3. What are the alternatives to corporal punishment?

Ask participants to write down their ideas for 5. minutes.



“Now you have taken some time to think about these questions, let’s hear your ideas for question 1, what do we mean by corporal punishment?”

Ask participants to raise their hands if they would like to share their ideas. After the students have shared their thoughts, present the definition on the flipchart/ PowerPoint and encourage participants to write this in their notes.



“Now question 2, why is corporal punishment harmful?”

Take answers from the participants – give participants time to respond to each other and to share their ideas. Then present the pre-prepared list on the flipchart/PowerPoint. Encourage participants to write the list in their notes.

Example Answers:

- It causes injury.
- It humiliates.
- It aggravates trauma.
- It creates fear.
- It models aggressive behavior.
- It diminishes the trust in the teacher/role model.
- It creates an unstable class climate.
- It reduces interest in school.
- It leads to dropout.



If appropriate, ask participants if they themselves experienced corporal punishment as children. If participants are willing, ask them to reflect on these experiences and to share these memories with the whole group.



“What are the alternatives to corporal punishment?”

Take answers from the participants – give participants time to respond to each other and to share their ideas. Then present the contextually appropriate alternatives to corporal punishment (including both the appropriate responses to misbehavior and the disciplinary process - these may be school/camp/MOE policies).

Example Answers:

- Talk with the student to understand what is going on.
- Involve the head teacher to determine a suitable punishment if needed (e.g. helping to clean the school compound of litter, watering trees, suspension if serious).
- Convening the disciplinary committee (at the school).
- Meeting with the guidance counselor.
- Setting up a parent meeting.



If there are no clear alternatives in the community, take some time to work with participants to come up with alternatives themselves, and to create a process that they all agree to follow.



“Does anyone have any worries, concerns or questions relating to these issues?”



Encourage participants to be open and honest. Be prepared for difficult questions and think about your answers in advance (such as “What if an older student attacks a teacher? What if the parents tell you to beat the child? What if your actions in the classroom put you at risk in the community?”). Explain that in Module 3 participants will look in more detail at classroom management strategies.

If contextually appropriate, close the session by asking participants to be ambassadors for positive discipline in their schools, and to encourage more teachers to stop using any form of corporal punishment.



It is possible that participants themselves may have experienced SGBV. It is important to ensure this session is sensitive and supportive. Before the session find out about mechanisms in place to support and assist teachers in their own healing process. Inform teachers about access to counselors, nurses, doctors, religious leaders, community leaders or someone else who has experience in responding sensitively to gender-based violence.



“One of the most serious ways that students can be hurt in school is through sexual and gender-based violence. Teachers should not engage in any form of SGBV. If anyone finds out that another teacher is physically or sexually harming a child, they must follow the procedure we discussed in Module 1: Code of Conduct.”



If participants have not completed module 1, make sure that they are aware of the referral procedures for reporting and responding to abuse.



“Sexual and Gender-Based Violence can be a difficult subject to talk about but it is an important one. To start I would like you to think about what the term sexual and gender-based violence means. Please write down your definition of SGBV. You have 2 minutes.”

Ask several participants to share their ideas. Highlight the key points that participants have included in their definitions.



“There are many misconceptions and misunderstandings about SGBV. Today is an opportunity to become more aware and informed about this issue. I would now like you to write down whether the following questions are TRUE or FALSE. This is a personal reflection no one else will see your answers.

1. Girls are the only victims of SGBV.
2. SGBV includes bullying and verbal harassment.
3. SGBV is sometimes carried out by teachers.
4. Students who have experienced SGBV are more like to drop out of school.
5. Students experiencing SGBV are at higher risk of HIV.
6. Only men carry out SGBV.
7. SGBV does not happen in schools.”

Give participants 5 minutes to write down their answers. Then present the answers to the group and ask participants if they are surprised by any of the statements.

Example Answers:

1. False - boys can be victims of SGBV too.
2. True - it includes any actions that target students based on their sex or gender.
3. True - this type of violence is carried out by students, teachers or community members.
4. True - students who have experienced SGBV are more likely to drop out of school.
5. True - students experiencing SGBV are at higher risk of HIV.
6. False - both men and women, boys and girls can carry out SGBV.
7. False - it can happen in school, on the journey to school and in the community.



“Now, I would like you to edit and improve your definition based on the information we have just discussed.”

Give participants 5 minutes to edit and amend their definitions. Ask several participants to read their definitions aloud.



“I would now like to share with you an official definition of sexual and gender-based violence as related to schools. School-related gender-based violence includes any form of violence or abuse that is based on gender stereotypes or that targets students on the basis of their sex. It includes, but is not limited to: rape, unwanted sexual touching, unwanted sexual comments, corporal punishment, bullying, verbal harassment and treating boys and girls differently. Violence can take place in the school, on the school grounds, going to and from school or in school dormitories and may be perpetrated by teachers, students or community members. Both girls and boys can be victims as well as perpetrators. School-related gender-based violence results in sexual, physical or psychological harm to girls and boys.

I would now like you to edit and amend your definitions again to include anything that you have missed.”

Make sure that participants have understood the official definition. Give the participants time to raise any questions or queries.

Display the flipchart/PowerPoint that lists the impact of SGBV and read these aloud to participants. Ask them to write the list in their notes.



If possible, inform participants about the relevant national laws, the current procedures related to cases of violence in schools, and the penalties for SGBV and corporal punishment.



Ask Participants (Small Groups):

How can we prevent SGBV taking place in school?

Example Answers:

Answers will vary but may include raising awareness, using the code of conduct, identifying any dangerous places in the school, acting as a role model, involving the community so that children can walk to school safely, training all staff in SGBV awareness.

Ask students to discuss their ideas for 5 minutes. Take answers from the participants – give participants time to respond to each other and to share their ideas.



“Excellent ideas. We must behave in a professional and ethical way at all times and ensure that SGBV does not take place in our schools. But remember, as a teacher we do not only need to reduce risk factors, but we should also build up protective factors. One way to do this is to be a role model for our students and to promote positive gender norms and values in our schools. Unequal power relationships between adults and children and males and females are the root cause of, and contribute to, sexual and gender-based violence. Please look at **Handout 2.2A**. Let’s read through this handout together. While we read think about what you can do in your own classroom to make sure that it is physically safe.”



*If participants have not completed module 1 this would be a good opportunity to ask them to sign the Code of Conduct to agree not to harm students sexually or in any other physical way, and to tell participants about the referral and reporting process in their community. If they have already completed Module 1 and signed the Code of Conduct, ask the participants to come up to the front and to sign the agreement in **Appendix 2F** to show their commitment.*

PRACTICE

Addressing Behavioral Safety: Positive Discipline



Materials: *Slides 24-25*
Handout 2.2B - Positive Discipline



“Now let’s talk about the second part of the circle: how to create a safe space behaviorally. The goal of discipline is for children to understand their own behavior, to be responsible for their choices, and respect themselves and others. Discipline is different from punishment. Punishment is meant to control a child’s behavior, but discipline is meant to develop a child’s behavior. Discipline teaches children how and why to follow rules.

Positive discipline is not just about correcting misbehavior, it is also about encouraging and modelling good behavior. Here are some more ways to use positive discipline in your classroom.”

Ask participants to look at **Handout 2.2B**. Go around the room and have different participants read aloud a section of the handout.

Making Classroom Rules with Students



“One key principle of positive discipline is to engage students in classroom management. One way of doing this is to create shared ground rules for learning with our students.”

Write the steps of making rules together on the flipchart. Ask participants to copy down these steps.



“It is helpful to make a list of rules together with your students because your students will be involved in making your classroom safe. When students help to make the rules, they will have a better understanding of what they are expected to do in class. This is similar to the expectations we set together at the start of the training.

Let’s look at our list of expectations. Which three rules do you think are the most important? In your classroom you will normally pick 10-15 rules that are most important, but today we will just pick 3 to save time.”

Ask participants to come up to the expectations flipchart one by one and make a tick mark next to the rule they think is the most important. Pick the three rules with the most tick marks.



“Next we’ll explain the reason for each rule. It is very important for students to understand the reasons why they follow the rules. It’s important for students to know that the rules are there for their benefit, not just for the teachers.”



Ask Participants (Whole Group):

Why are the three rules we chose important?

Write participants’ ideas down on the flipchart.



“The next step is to choose the consequences for each of the rules we have. Today we will write the consequences for only one of our rules to save time. There are 4 principles for consequences. Consequences should be: 1. Relevant to the misbehavior; 2. Proportional to the offense; 3. Focused on correcting the behavior not humiliating the student; and 4. Aimed at rehabilitation (learning from mistakes) not retribution (payback).”

Display the visual example on the flipchart/ PowerPoint. Read through the example rule and consequence on the visual and explain (Also in **Appendix 2D**).



“See how the consequences become more serious each time the student repeats the wrong behavior? See how the teacher tries to discipline the child in a way that will support his/her well-being, and the well-being of the other students? As teachers, it is our responsibility to find ways of disciplining students that do not include hitting them, embarrassing them, or hurting them in any way. Now let’s think of consequences for one of the rules we created today.”

Choose one of the three rules that the participants thought were most important and help them think of possible consequences.



“Good work! When students help to create the rules, they are more likely to remember the rules and the reasons to follow the rules. They will also understand the consequences for their actions if they break the rules. This creates a safe space because students know what teachers expect and students know how to keep themselves and other students safe through their actions. This is a great activity for the first day of school.”



If applicable inform participants that they will study classroom management in more depth in Module 3. If participants are not completing Module 3, give participants a copy of the classroom management strategies from Module 3 Session 1 to use in their TLCs.

Addressing Social, Emotional and Cognitive Safety: Activities and Routines



Materials: Slide 26-27
Handout 2.2C - Classroom Activities and Routines



“Now we will talk about the next piece of the circle: creating a safe space socially and emotionally. Use the social and emotional needs of a child you brainstormed in Session 1 to guide your answers.”



Ask Participants (Think-Pair-Share):

How can a teacher create a safe space socially and emotionally?

Example Answers:

- Promote healthy relationships.
- Provide a sense of stability.
- Create a classroom community.
- Create opportunities for expression.
- Create opportunities for children to feel like they belong.
- Include all students in the classroom no matter their differences.
- Give students praise and showing appreciation.

As participants share their ideas make a list on the flipchart paper. Add any example answers that participants have not included.



“Classroom activities and routines can help with this. Classroom routines are things that teachers repeat every day, once a week, or once a month. Here are some examples of activities and routines that help children feel like they belong in your classroom. Look at **Handout 2.2C.**”

Read Part 1 of the handout together with participants.



The first half of the handout is labeled Part 1 and highlights activities and routines that create a socially and emotionally safe space.



Ask Participants (Think-Pair-Share):

What other classroom activities and routines can you use in your classroom to help students socially and emotionally? Raise your hand to give examples.



“Good examples! Classroom activities and routines help to create a classroom community and it helps to provide a sense of stability for students.

Now we will talk about the last piece of the circle: creating a safe space cognitively. Cognitive skills mean learning skills. Use the list of cognitive needs of children from Session 1 to help guide your answers in this section.”



Ask Participants (Think-Pair-Share):

How do you think a teacher can create a cognitive safe space for learning?



“Great ideas! A cognitive safe space means:

- Helping children develop their subject knowledge. You can do this by making sure you know the subject you teach really well. If you don’t know the material you teach very well, you can find a teacher who knows that material and learn from them.
- Talking to students about their rights, as we discussed in session 1.
- Encouraging students to express their opinions in class, to think deeper about information, and to take action on things they care about.
- Giving students time to think and to process their ideas when you ask them questions in class.
- Giving students positive feedback and encouragement in class to build confidence.

Now let’s look at a few more activities that can help to create a cognitive safe space.”

Read Part 2 of the Handout 2.2C together with participants. Let participants take turns reading.



The second part highlights activities and routines that create a cognitive safe space but these activities also support social and emotional well-being.

Practicing Supportive Classroom Activities and Routines



Materials: Slide 28

Handout 2.2C - Classroom Activities and Routines

Activity cards made using Appendix 2H - Classroom Activity Cards



“Now we are going to practice some of the activities on the **Handout 2.2C**. We will work in our groups.”



“I will give each person an Activity Card. It will have the name of one activity from the **Handout 2.2C**. Each person in your group will have 10 minutes to practice the activity on their card. Pretend you are in your classroom with your students. When you finish, please reflect on what went well and what was difficult. Then the other people in your group should reflect on what you did well and how you can improve.”

Model an example for the participants. Pick an activity card and role-play the activity following the instructions on the card. Explain to the participants that modeling is an important technique to use with students.

Allow participants to practice for 10 minutes each before switching to the next person.

Walk around to each group. Tell participants that they can look at **Handout 2.2C** for help.

When the activity is finished -



“When we tell each other what we did well and how we can improve this helps us do better each time. If someone says there is something you can improve, that is not a negative statement. It is a positive statement because that means a friend is trying to help you. There will be times that an activity does not go the way we plan in the classroom, and then we have to adapt and think about how to change the activity or our actions. Other teachers in the community can help us. The important thing is to make students feel like they belong in the classroom and that they have the ability to express themselves.

You should continue to practice these activities, and come up with your own, with other teachers from your school in your Teacher Learning Circles, or TLCs. In your TLCs, you can give each other advice and feedback. You can use **Handout 2.2C** to help you. If you cannot meet with a TLC or other teachers, you can practice these activities on your own using the handout.”

PLANNING AND ACTION

Identifying Protective Factors in Our Schools



Materials: *Slide 29*
Safe School Diagrams made at the start of the session

Give each group the annotated diagram that they created at the start of the session.



“At the start of this session we identified the risk factors in our schools. We have now looked at different ways to make sure that your school is safe physically, behaviorally, socially and emotionally, and cognitively. I would now like you to look at your school diagram again, and to work in your groups to add as many protective factors as you can (things that can make your school safe) to your annotated diagram. You have 10 minutes.”

Circulate around the room and encourage participants to think of strategies from the four key areas. Give participants time warnings.



“Time is up! Who thinks that they have the most protective factors in their classroom/school drawing and would like to share? As you listen to your fellow participants present, confirm that each factor presented is actually a protective factor by showing a ‘thumbs-up’.”

Planning a Safe Classroom



Materials: Slide 30



Ask Participants (Individual Reflection):

1. In what ways does my own classroom protect child rights?
2. In what ways does my own classroom not protect child rights?

Give participants about 3 minutes to answer these questions individually.



“Now let’s think about how you can use all of these strategies and principles this week in your own classrooms. In your notes draw the safe space circle on the flipchart/diagram. In each piece of the circle write down 2-3 specific activities that you can do this week to make sure that your classroom is a safe space that protects child rights. Write down when you are going to do each activity. For example, will it be an activity before the beginning of the class? During class? At the end of class? Will it be an activity that repeats every day? Every week? Every month? Look at your handouts to remember the different activities and their purposes.”

ASSESS

Skills and Strategies Worksheet



Materials: Handout 2.0 - Skills and Strategies Worksheet



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



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

- Making rules with students
- Using alternative forms of discipline
- Using positive discipline
- Acting as ambassadors against SGBV and corporal punishment
- Using social-emotional strategies like affirmation adjectives
- Using cognitive strategies such as weekly class discussions
- Using a monitoring chart, promoting protective factors and reducing risk factors, using role-play, using drawing
- Using story-telling
- Using the sun-rain-rainbow, using think-pair-share

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 protect *child rights* and promote *well-being* by creating a safe space. 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, on your **Handout 2.0**, write it in the box labeled ‘2’. In the box labeled Today, use the water glass scale to fill in how well you currently use the skill in your classroom right now. Then go to the Goal box and use the water glass scale to show how well you would like to use the skill in the next week or so. Then in the Action box write how you will achieve your goal -- i.e. What will you do in the next week to use or practice the skill? Do NOT fill out the Practice box now, this is to be completed AFTER you have practiced the skill in your classroom.”

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.

Example Answers:

- I will create a behavioral safe space by making rules with my students.
- I will reduce risk factors in my classroom by:
 - Stopping corporal punishment/harsh discipline.
 - Addressing bullying.
- I will report any problems involving physical violence, such as sexual and gender-based violence or corporal punishment.
- In the next class, I will do the Making Rules Together activity so students understand how to behave in school.



“Thank you for everyone for participating in this session. You have probably already done many things to create safe spaces in your life and you can do the same in your classroom as a teacher. Remember that a safe space does not happen automatically, it has to be created. Teachers have a responsibility to create a safe space in their classroom, and teachers have help from people in the school and in the community. Also remember that a safe space involves all parts of the circle. A classroom must be safe physically, behaviorally, socially, emotionally, and cognitively. As teachers, it is our job to make sure that no one hurts students at the school, including ourselves and other teachers. Thank you all for coming.”

Inclusive Classrooms

SESSION 3

OBJECTIVES

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

- Explain the importance of inclusive education
- Describe obstacles that vulnerable student populations face
- Identify strategies to create an inclusive classroom

OUTLINE

Reflect and Revisit

Diversity energizer

The meaning of exclusion and inclusion

40

Learn

Experiencing exclusion

15

Practice

Identifying obstacles and solutions

45

Planning and Action

Creating inclusion strategies

30

Assess

Skills and strategies worksheet

20

PRE-WORK FOR FACILITATORS

- Prepare flipcharts for each activity, including key vocabulary flipchart (some need flipcharts even with a PowerPoint).
- Read through this session and adjust any activities or questions based on the context (particularly Appendix 2J).
- If possible invite an inclusion expert (and special educational needs specialist, and disability specialist) to attend and support the session. Work with these experts in advance to adapt the session to make sure that it is contextually relevant.

Materials

- Flipcharts, markers, extra paper
- Large paper for use by participants
- Handout 2.3A - Experiencing Exclusion
- Handout 2.3B - Inclusion Scenarios - Obstacles and Solutions
- Appendix 2I - Experiencing Exclusion
- Appendix 2J - Inclusion Scenarios
- Appendix 2K - Obstacles and Solutions Example Answers

Key Words

- **Child protection:** Child protection is defined as freedom from all forms of abuse, exploitation, neglect, and violence, including bullying; sexual exploitation; violence from peers, teachers, or other educational personnel; natural hazards; arms and ammunition; landmines and unexploded ordnance; armed personnel; crossfire locations; political and military threats; and recruitment into armed forces or armed groups.
- **Inclusive education:** Ensures the presence, participation and achievement of all students in schooling. It involves restructuring the culture, policies and practices in schools so that they can respond to the diversity of students in their locality. Inclusive education is essential to achieving quality education for all. Inclusive education:
 - acknowledges that all children can learn.
 - acknowledges and respects differences in children: age, gender, ethnicity, language, disability, HIV and TB status, etc.
 - enables education structures, systems and methodologies to meet the needs of all children.
 - is part of a wider strategy to promote an inclusive society.
 - is a dynamic process that is constantly evolving.

REFLECT AND REVISIT

Materials: Slides 32-33



“Welcome to this session on inclusive classrooms. By the end of this session, you will be able to:

- Explain the importance of inclusive education.
- Describe obstacles that vulnerable student populations face.
- Identify strategies to create an inclusive classroom.

Creating an inclusive classroom is a really important part of creating a safe space and promoting child well-being.”



Diversity Energizer



“To get us started we are going to do an energizer to reflect upon diversity and to get to know each other better. Everyone sits in chairs in a circle with one person standing in the middle. The person in the middle says ‘The Big Wind Blows for anyone _____’ they fill in the blank with something like ‘wearing socks’, ‘who has a birthday in September’ or other characteristics. Everyone who fits that description has to go into the middle of the circle and find a new place to sit, the one rule is that they cannot stay in their own spot and they cannot go to the spot immediately beside them. The person in the middle tries to get a seat in the circle and this leaves someone in the middle who makes the big wind blow again!”



If there are no chairs (i.e. there are desks), the activity can be completed standing with something that marks the spot of each person in the circle (a shoe works well). Start with yourself in the middle and demonstrate an example.



“As we see from this game, we have many things in common and many things that make us each unique. Our diversity means that we might have different perspectives and that allows us to learn from each other throughout the training. It is also an important concept for this session about inclusion.”

The Meaning of Exclusion and Inclusion



Materials: Slide 34



“Let’s start our discussion on inclusive classrooms by thinking about exclusion, which is the opposite of inclusion. ‘Exclude’ means to keep someone from entering a place or participating in an activity.”

Point to PowerPoint image (or flipchart with image).



“Look at this image. One person is outside the circle. Everyone else is together. Quietly, to yourself, think about this image and reflect on these questions for 3 minutes:”



Ask Participants (Individual Reflection):

1. Have you ever experienced this situation?
2. Did you want to be a part of the activity, but could not join?
3. Have you ever noticed someone else being excluded?

Example Answers:

- I saw a person who was outside the circle, watching.
- I wanted to sing but was not invited to join.
- I saw a child who couldn’t take part in a sport due to disability or gender.



“With your group discuss examples of exclusion that you have seen in your communities, your schools, or your classrooms for 5 minutes.”

Walk around the room, offering suggestions if necessary. After 5 minutes ask participants to share their observations with the whole group. If volunteers do not raise their hand to speak, ask for a representative from each group to share the group’s observations.



“Now, let’s consider inclusion. Inclusion is the full acceptance of all people to create a sense of belonging; to include is to make someone part of a group. An inclusive classroom is a classroom where all students feel welcomed and supported to learn and participate.”



Ask Participants (Small Groups):

In our classrooms, who might need extra help to feel included?

Encourage participants to discuss the question in their small groups. If the groups are struggling to identify children, ask the following prompt questions to help them: Are there students who do not understand your language? Are there students who cannot move easily inside or outside the classroom? Are there older students who have not attended school before mixed with younger students? Are there girls or boys who would like to be in your classroom but cannot be there?

After 10 minutes ask the groups to share their ideas. Invite one participant to record the suggestions as a list on the flipchart/board at the front.

Example Answers:

- Speakers of other languages.
- Students who cannot see well.
- Students with physical disabilities.
- Girls.



“Sometimes the needs of these children can go unnoticed. As teachers we must observe and be aware of what is really going on in our classrooms. Remember to give yourself the time to observe and be aware of your classroom environment. These are your best tools for recognizing and doing something about the challenges that students have.”

LEARN

Experiencing Exclusion



Materials: Slide 35
Handout 2.3A - Experiencing Exclusion



“I am giving you a short 10-question test before we begin our main activity. Please look at **Handout 2.3A** and write down the answers to these questions. I expect you to answer at least 7 questions. You have 10 minutes.”



Some people may be able to answer some questions easily, but most people will find the questions incomprehensible. No one should be able to answer all the questions. Languages represented include English, Japanese, Korean, Swedish, Spanish, Filipino, Arabic, Portuguese, and Turkish.

Give the participants 10 minutes to answer the questions and then ask the whole group the following question.



Ask Participants (Whole Group):

Were you frustrated? If so, why were you frustrated? Did you feel successful? If not, why couldn't you feel successful?

Example Answers:

- I could not read many of the questions.
- I could not understand the language of the exam.
- I tried to do my best, but I did not know what I was supposed to do.
- Older students.

Point to the image at the front of the room.



“This is Japanese and it means, ‘I can't do well if I don't understand the words.’ Think about the students in your classrooms who might feel excluded if they don't understand your words or the cultural context of your words.”



Ask Participants (Whole Group):

If a student does badly on a test does it always mean that they have not worked hard or that they are not clever?

Example Answers:

No! There are many reasons they may do badly; they might have missed lots of school, they might not speak that language, they might not be able to see, etc.



“As the teacher, it is our responsibility to observe our classes and to be aware of any reasons why students may feel excluded from school in any way.”



*If participants are curious about the languages and the translation into English of the questions, give them **Appendix 21**.*

PRACTICE

Identifying Obstacles and Solutions



Materials: *Appendix 2J - Inclusion Scenarios*
Appendix 2K - Obstacles and Solutions Example Answers
Flipchart paper and markers/color pens for the participants



“In order to better understand some obstacles to inclusion that different students may face we are going to write a brief story about a day at school for various vulnerable populations. A story is a great activity to check what students understand and it allows them to be creative.”

Give each group one scenario from **Appendix 2J**.



“One person in your group has a slip of paper that describes a student from a vulnerable population that you may have in your classroom. I would like the person who has the slip of paper to read it to the rest of the group. After you have heard the scenario you will individually write a brief story about a day in the life of the student. In your story you should write about the obstacles the student may face in a day at school, how that may hinder their inclusion and how that makes them feel. You will have 10 minutes to write your stories. Begin.”

Walk around the room to assist the participants and to keep them focused. Give them a warning when there is 1 minute left. As participants are writing walk around the room and pass out one piece of flipchart paper and a marker.



“Time is up. Now I would like each member of the group to read their stories to the rest of their group. As each person reads their story, I would like the group to compile a list of potential obstacles on the top half of the flipchart paper. I will give you 10 minutes to complete this task. Begin.”

Walk around the room to encourage participants and to answer any questions. If they are struggling to come up with a list of obstacles give them ideas from the answers on **Appendix 2K** to help them. Give them a warning when there is 1 minute left.



“Now that you have compiled a list of obstacles I would like you to discuss in your groups possible solutions that would lessen these obstacles and make this child feel more included in your classroom. Take 10 minutes to discuss possible solutions and write them on the bottom half of the flipchart paper. In 10 minutes one member of the group will present the obstacles and solutions to the whole group.”

Walk around the room to encourage participants and to answer any questions. If they are struggling to come up with solutions give them ideas from the answers on **Appendix 2K** to help them. Give them a warning when there is 1 minute left.

PLANNING AND ACTION

Creating Inclusion Strategies



Materials: *Handout 2.3B - Inclusion Scenarios - Obstacles and Solutions*
Appendix 2K - Obstacles and Solutions Example Answers



If possible ask an inclusion expert to support the presentations and to add any solutions that the participants have not covered.

Ask a member from each group to present their work to the whole class. Use Appendix 2K to add strategies that they have not covered.



“As each group presents please complete **Handout 2.3B**. This will be a useful resource for you in your classrooms to help you observe and be aware of obstacles, and to implement solutions.”

After the presentations -



“Thank you all for your contributions. You now have a document with many strategies that you can use to support students in your classroom so that they can all participate and achieve. Remember to practice observation and awareness in your classroom so that you can make sure that your school is as inclusive as possible.”

ASSESS



Skills and Strategies Worksheet

Display copy of Skills and Strategies Worksheet - **Handout 2.0**.



“Please look at the Skills and Strategies Worksheet and think about the *inclusive classrooms* session. Let’s brainstorm some of the skills you learned today that you can use in your classrooms.”



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

- *Specific strategies to include different language learners, girls, boys, learners with disabilities*
- *Storytelling story-writing*
- *Observation and awareness*
- *Group problem solving activities*
- *Games*
- *Group presentations*

Write skills and strategies on a 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 about inclusive classrooms. Choose one skill or strategy you would like to work on to create an inclusive classroom. It is important to be honest with yourself and open to learning new things.

Once you’ve selected a skill or strategy from this session that you would like to develop, write it in the box labeled “2.” In the box labeled Today, use the water glass scale to fill in how well you currently use the skill in your classroom right now. Then go to the Goal box and use the water glass scale to show how well you would like to use the skill in the next week or so. Then in the Action box write how you will achieve your goal -- i.e. What will you do in the next week to use or practice the skill? Do NOT fill out the Practice box now, this is to be completed AFTER you have practiced the skill in your classroom.”

Example Answers:

- I will identify students who may be at risk of being excluded, and use a strategy to help them feel included and welcome.
- I will observe my classroom and be aware of obstacles that might keep some students from participating.
- I will try small groupings and encourage students to work cooperatively and help each other.

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.

Have participants fill out form.



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

Teaching Life Skills

SESSION 4

OBJECTIVES

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

- Identify the risks and the life skill needs for children in the community
- Explain the role of teaching life skills to promote child protection and well-being in crisis contexts
- Practice steps to address risk factors
- Use social-emotional learning in the classroom

OUTLINE

Reflect and Revisit

Risk factor reflection
Introduction to life skills



Learn

Teaching life skills role-play



Practice

Social-emotional learning (SEL)
SEL skills and strategies



Planning and Action

Using life skills curricula



Assess

Skills and strategies worksheet



PRE-WORK FOR FACILITATORS

- This is a general introduction to life skills, but will need to be adapted and contextualized depending on the needs of the community and the requirements of the local curriculum.
- Prepare flipcharts for each activity, including key vocabulary flipchart (some need flipcharts even with a PowerPoint).
- If possible relevant child protection staff/life skills specialists should help lead this session.
- Research the most common risk factors and life skill needs in the community. Consult with cross-sectoral teams in emergency/camp settings, including health, WASH, nutrition, child protection and SGBV staff to assess what risks and life skills are relevant.
- Read through Role-play scenarios and adjust if needed for the context.
- Locate life skills curriculum available in the context and share with participants in the planning and action section. If possible provide participants with their own copies/access to copies.

Materials

- Flipcharts, markers, extra paper, string
- Handout 2.4A - Scenario #1 - Preventing Illness
- Handout 2.4B - Scenario #2 - SGBV
- Handout 2.4C - Scenario #3 - Tolerance
- Handout 2.4D - Scenario #4 - HIV Prevention
- Handout 2.4E - Understanding Social-Emotional Learning

Key Words

- **Child protection:** Child protection is defined as freedom from all forms of abuse, exploitation, neglect, and violence, including bullying; sexual exploitation; violence from peers, teachers, or other educational personnel; natural hazards; arms and ammunition; landmines and unexploded ordnance; armed personnel; crossfire locations; political and military threats; and recruitment into armed forces or armed groups.
- **Life skills:** Skills and abilities for positive behavior that enable individuals to adapt to and deal effectively with the demands and challenges of everyday life. They help people think, feel, act, and interact as individuals and as participating members of society. Life skills fall into three interrelated categories: cognitive; personal or emotional; and interpersonal or social. Life skills can be general: for example, analyzing and using information, communicating, and interacting effectively with others. They may be about specific content areas such as risk reduction, environmental protection, health promotion, HIV prevention, prevention of violence or peace-building.
- **Protective factors:** Conditions or attributes (skills, strengths, resources, supports or coping strategies) in individuals, families, communities or the larger society that help people deal more effectively with stressful events and mitigate or eliminate risk.
- **Risk factors:** Threats to physical or psychological well-being.
- **Well-being:** A condition of holistic health and the process of achieving this condition. It refers to physical, emotional, social, and cognitive health. Well-being includes what is good for a person: participating in a meaningful social role; feeling happy and hopeful; living according to good values, as locally defined; having positive social relations and a supportive environment; coping with challenges through the use of positive life skills; and having security, protection and access to quality services.

REFLECT AND REVISIT

Risk Factor Reflection



Materials: Slides 37-39



“In this session, we are going to discuss what we are calling ‘life skills.’ By the end of this session, you will be able to:

- Identify the risk and life skill needs for children in your community.
- Explain the role of teaching life skills to promote child protection and well-being in crisis contexts.
- Practice steps to address risk factors through life skills.
- Use social-emotional learning in the classroom.

To start the session we are going to work with partners to review what we’ve learned so far in module 2 about risk factors. This is a useful way to begin your lessons -- it reinforces learning and allows students to make connections between topics. It should usually only take up the first few minutes of a lesson so that there is plenty of time to learn the new material. Work with your partner to write down the different risk factors facing children in your community.”

Give participants 5 minutes to make their lists.

Example Answers:

- Safety and security
- Gender discrimination
- Sexual or physical assault
- Corporal punishment or harsh discipline
- Interrupted education
- Bullying
- Ethnic discrimination
- Missing family/relatives/friends
- Lack of role models



“We are going to make sure we have a complete list of risks. We are going to go around in a circle and give an opportunity for each set of partners to share at least one of the risks they see for students in the community. Add anything to your list that you have not already written down.”

Give each set of partners an opportunity to share one risk. Add each risk factor to the flipchart at the front. Add the example answers if participants don't include them.



“Thank you for all your contributions to making this very complete list. We are going to use it in this session to see how we can help our students protect themselves from these risks. Remember, as a teacher we have a duty to protect our students' rights, and to build up protective factors and to reduce risk factors.”

Introduction to Life Skills



Materials: *Slide 40*
Flipchart paper and markers/colored pens for participants

Call the participants attention to the list of risk factors at the front of the room and ask them to come up to the front to draw a star next to the risk that they believe is the most common. Select the *4 risk factors* with the most stars. Write the four risks on four separate pieces of flipchart paper and place these around the classroom.



“In this session we are going to think about the skills students need to protect themselves from these risks. We are going to discuss the skills and knowledge that we, as teachers, can help students build to help protect themselves and each other.”

Display the PowerPoint/flipchart paper with the life skills key words at the front of the room. Explain to participants that these are life skills that students can use to help them protect themselves in different ways. Read the list aloud.



“Life skills are those skills and abilities for positive behavior that enable individuals to adapt to and deal effectively with the demands and challenges of everyday life. They help people think, feel, act, and interact as individuals and as participating members of society. Life skills fall into three interrelated categories: cognitive; personal or emotional; and interpersonal or social.

Which life skills do our students need to protect themselves from these four common risks? We are now going to do a matching activity - you will match the life skills with the risks that you identified.

- Step 1: Choose the risk that you think is most common for your students and go stand near that flipchart.
- Step 2: Select life skills from the word splash that you think would help protect students from that risk factor. Write the life skills on the flipchart.
- Step 3: Once your group has a complete list of life skills, for each life skill write how that life skill will help the student protect him/herself.

For example, if the most common risk factor I see in my classroom is physical fighting, one of the life skills I think will help students stop fighting is “communication.” I will write how communication will help because students will be able to use words to communicate their feelings instead of violence.”

Ask participants to explain the instructions back to you to check for understanding. Write out instructions or model an additional example if participants are unsure.

Ask participants to stand by the risk factor they would like to focus on. Give participants 15 minutes to choose a risk factor, to write the corresponding life skills on the flipchart, and to explain why those life skills will help their students.



“Now that you’ve completed your list, let’s have some volunteers share a life skill and how that skill will help protect a student from that risk factor.”

Ask a representative from each group to explain the life skills they selected and why.



“Does anyone have any questions about identifying life skills that can address risk factors and how life skills can protect students?”

Pause and wait to see if anyone has any questions regarding life skills before moving on to the next activity.

LEARN

Teaching Life Skills Role-play



Materials: Slide 41

Handout 2.4A - Scenario #1 - Preventing illness

Handout 2.4B - Scenario #2 - SGBV

Handout 2.4C - Scenario #3 - Tolerance

Handout 2.4D - Scenario #4 - HIV Prevention



“We have thought about how to identify important life skills for your students. We now need to think about how teachers can help students develop those life skills. There are four main ways:

- Through modeling: what behaviors could you model in your classroom to promote that skill?
- Through one-on-one or small group conversation: what could you say to a student to help build a skill or address a risk?
- Through class content: what can you teach your students in class to help develop that skill?
- Through instruction: How can you design or structure your classroom to help promote that skill?

Stay in your four large groups. Each group will be given a scenario of something happening in your class. As a group you must decide what a teacher can do to protect the students and empower them to protect themselves through life skills. Choose at least 2 life skills that you think the students in the scenario should learn in order to better protect themselves. With your group plan a small drama demonstrating what you think the teacher should do. You will perform your drama for 2 minutes in front of all the participants.”

Give each of the four groups one of the scenarios from **Handout 2.4A, 2.4B, 2.4C and 2.4D.**



“Before your group starts planning the role-play, you have 10 minutes to read through the scenario and then as a group answer the questions on the handout.

STEP 1: Identify the risk factor or the need of the student.

STEP 2: Identify what life skills a student needs in order to address that risk.

STEP 3: How can you as a teacher help the student develop that skill?”

Walk around the room to assist the participants and to keep them focused. Give them time warnings as they work.



“Now that you have finished identifying risks, skills and how teachers can help students to develop those skills, your group will plan how you will perform. You have 15 minutes to plan and practice the drama. Use the following guiding questions that are also on the board to plan the drama.

- Who are the characters?
- How will the characters perform the problem?
- How will the teacher react? What action steps will the teacher take? How will you perform those actions?”

Check in with groups and their progress in preparing their drama. Take time to visit each group to ensure they understand the appropriate steps teachers can take to teach life skills and protect students. Give the participants time warnings throughout.

After 15 minutes



“Before groups present their role-play scenarios, on a sheet of paper draw a line to divide the paper in 2 sections and on one half of the paper you should take notes on what the teacher does well in that scenario and on the other half write what the teacher could do better. Look at the example on the board of how to set up your paper. While you watch each performance complete the chart.”

Give each group 2 minutes to explain their scenario and perform their drama about teaching life skills.

At the end of each performance ask -



Ask Participants (Whole Group):

Which life skill was the teacher teaching to the students?
How will that life skill help the participant?

PRACTICE

Social-Emotional Learning (SEL)



Materials: Slide 43



“The life skills that our students need may vary depending on their age and their community. One area of life skills that is important for all children to learn particularly children who have experienced trauma, is called social-emotional learning.”

Call on a volunteer to read the definition of social-emotional learning from the PowerPoint.



“This activity is called Stand and Declare. I am going to read a statement. If you agree with the statement, you will walk over to the “AGREE” side. If you disagree, walk over to the “DISAGREE” side. If you agree sometimes, but not always, you can stand in the middle near “SOMETIMES.” After everyone is standing, I will ask you to explain your decision. Do you have any questions?”

Read the following statements. After each statement ask one person on each side to give an explanation for why they selected “AGREE,” “DISAGREE,” or “SOMETIMES.” Make sure to call on different people each time.



“Students learn best when they are able to sit still and listen.”

Example Answers:

Agree. Ability to focus is a key skill that individuals need to develop in order to learn.



“The best way to resolve a conflict is by ignoring it.”

Example Answers:

Disagree. When a conflict is ignored, it will resurface. If it is productively addressed it can be resolved and lead to positive outcomes for all parties involved.



“When one feels angry, it is best to find a way to reduce the anger and control behavior.”

Example Answers:

Agree. Controlling your emotions allows you to engage with other people and move forward on any task you must complete.



“We can learn a lot from people who come from different cultural and ethnic groups, so it is important to accept our differences and work together.”

Example Answers:

Agree. Various diverse groups can learn from one another. It is important to be able to work with different groups, particularly in a diverse nation.



“When you face challenges in achieving goals, you should give up.”

Example Answers:

Disagree. In order to achieve goals, you must persist and find ways to overcome challenges.

SEL Skills and Strategies



Materials: *Slide 44*
Handout 2.4E - Understanding Social-Emotional Learning



“You can sit down. Thank you for sharing your thoughts. Each of these five statements we just discussed relate to the five skills of social-emotional learning. They are executive function, emotional regulation, positive social skills, conflict resolution skills and perseverance.

We are going to break into groups and explore each of these skills in more detail. Look at **Handout 2.4E**. You will work in 5 different groups. Each group will have one of the five social-emotional learning skills. Once in your groups you will read the definition of your skill and follow the directions on your handout. You will have 10 minutes.”

Use the following examples of each skill to support different groups.

Example Answers:

- Examples of executive function: Listening skills, ability to focus attention and follow directions, organize steps and information in a logical manner.
- Examples of emotional regulation: Identifying feelings, predicting feelings, practicing emotion management strategies such as belly-breathing, counting and drinking water.
- Examples of positive social skills: Recognizing and accepting feelings of others, developing empathy, understanding group dynamic, making friends, maintaining friendships.
- Examples of conflict resolution skills: Identifying problems, generating solutions to conflicts, implementing conflict resolution strategies, responding to bullying.
- Examples of perseverance: Applying decision-making skills, developing goal-setting behavior, problem-solving, developing a positive self-identity.

After 10 minutes ask participants to stand up and to move around the room to exchange information with people from the other groups. Give participants 15 minutes to complete their handout in this way.



Ask Participants (Whole Group):

Why do you think these skills are important for your students?



“Many children who are exposed to severe adversity (including violence, displacement and poverty) develop negative social and emotional behaviors, in both the short and long term. Social-emotional learning can eliminate the negative effects of adversity.”



Ask Participants (Small Groups):

1. Are there instances of severe adversity that you see among the children you work with?
2. How could some social and emotional skills benefit these children?

Example Answers:

1. Children who are displaced, separated from families, have seen family members or friends kidnapped or killed.
2. Help them to understand their emotions, resolve conflicts, etc.

PLANNING AND ACTION

Using Life Skills Curricula



Materials: *Life Skills curricula*



At this point, if possible/appropriate, introduce participants to examples of life skills curricula that they could/should use in their classrooms. If possible have an expert talk through the curriculum with the participants, and give the participants copies or access to copies.

ASSESS



Skills and Strategies Worksheet



“Let’s think back on our matching activity with risks and life skills. Think about the life skills you decided could be used to address that risk.”

Direct participants’ attention to the flipchart they completed during the matching activity.



“Choose one life skill and think about how you would teach that life skill to your students. Would it be through modeling, one-on-one mentoring, small group conversation, class content or your instruction style?”

Once you’ve selected a life skill and 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.”

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.

Example Answers:

- I am going to teach a life skill to address a risk I see in my classroom.
- I noticed that there is a lot of sickness in my classroom, so I will do a lesson with my students on hand-washing.



“Thank you for everyone’s contributions to work together to expand our understanding of life skills. When we are more aware of the risks facing our students, we teach them life skills to empower them to help protect themselves.”

Seeking Further Support for Children

SESSION 5

OBJECTIVES

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

- Identify the resources in the community that promote child protection and well-being
- Identify where to find child protection staff among the different organizations in the community
- Explain how to respond to and report abuse
- Explain the role of the teacher in supporting students

OUTLINE

Reflect and Revisit

Child protection and well-being
Dealing with stress and sorrow as adults



Learn

Community mapping
Speak with child protection staff



Practice

Using your community map



Planning and Action

How to respond to abuse
Practicing how to respond to abuse



Assess

Skills and strategies worksheet



PRE-WORK FOR FACILITATORS

- Adjust any activities or questions in this session based on the context. Try to do this with a head teacher and/or child protection officer in the community if possible.
- Invite a child protection or social work expert to attend this session and work with the expert to adapt the session for the local context. After the community mapping exercise the child protection staff member should talk to the participants about specific child protection resources and referrals provided in the community -- they should include a range of different partners including medical services for SGBV victims, psychosocial support, support for unaccompanied minors, etc. They should inform participants about where they can find these organizations, and how to refer students to these organizations. Adjust any activities or questions in this session based on the context. Try to do this with a head teacher and/or child protection officer in the community if possible.
- Prepare flipcharts for each activity, including key vocabulary flipchart (some need flipcharts even with a PowerPoint).
- Find out how teachers should report child abuse in the community and make changes to Practice section Scenario 1 and Handout 2.5C.

Materials

- Flipcharts, markers, extra paper
- Handout 2.5A - Community Map Visual
- Handout 2.5B - Community Map Directions and Questions
- Handout 2.5C - Responding to Abuse
- Handout 2.5D - Story of Abuse

Key Words

- **Child protection:** Child protection is defined as freedom from all forms of abuse, exploitation, neglect, and violence, including bullying; sexual exploitation; violence from peers, teachers, or other educational personnel; natural hazards; arms and ammunition; landmines and unexploded ordnance; armed personnel; crossfire locations; political and military threats; and recruitment into armed forces or armed groups.
- **Child rights:** The human rights of children with particular attention to the rights of special protection and care afforded to children.
- **Well-being:** A condition of holistic health and the process of achieving this condition. It refers to physical, emotional, social, and cognitive health. Well-being includes what is good for a person: participating in a meaningful social role; feeling happy and hopeful; living according to good values, as locally defined; having positive social relations and a supportive environment; coping with challenges through the use of positive life skills; and having security, protection and access to quality services.

REFLECT AND REVISIT

Child Protection and Well-being



Materials: Slides 47-49



“Welcome to the final session on *child protection* and *well-being*. By the end of this final session, you will be able to:

- Identify the resources in the community that promote child protection and well-being.
- Identify where to find child protection staff among the different organizations in the community.
- Explain how to respond to and report abuse.
- Explain the role of the teacher in supporting students.

Let’s start by thinking back about what we learned in our sessions on child protection and well-being. So far we have talked about child rights, creating a safe space, inclusion and life skills.”



Ask Participants (Whole Group):

What can teachers do to protect students? Think of as many examples as you can.

Example Answers:

- Teachers can protect students by not hitting students.
- Teachers can protect students by reporting child abuse and sexual violence.
- Teachers can protect students by identifying life skills that can keep students safe from potential risks.



“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 an example answer if participants need help. Display the question on the flipchart/PowerPoint. After 5 minutes begin the game. Keep going until all examples have been given and only one participant remains.



“All of these are great examples of what teachers can do to protect students. But remember teachers don’t have to do everything on their own. There are people, programs, and organizations that can help support teachers and students. The people, programs, and organizations that help us are called our resources. We have to identify the resources that will help our students be happy and healthy.”

Explain to participants that revisiting a topic can be a useful way to start a lesson with their students. It helps them to retain information and to make connections between the topics they study in different lessons. Games are also a good way to engage students at the start of lessons.

Dealing with Stress and Sorrow as Adults



Materials: Slide 50



“Now let’s think about the resources that help us when we are feeling stressed or sad. Please write or draw answers to the following questions by yourself for 10 minutes. When you finish, share your answers with a partner sitting near you.”

Write the questions on the flipchart.



Ask Participants (Individual Reflection):

1. What do you do when you are stressed, sad, or having a difficult time?
2. Who or what helps you?
3. What do you think your students do when they are stressed or sad?

Example Answers:

1. When I am stressed or sad I go for a walk.
2. My best friend helps me when I'm sad because she talks with me about my problem and encourages me.
3. I think my students go to their parents and their friends when they are stressed or sad.



Only give example answers if participants need help. If participants have completed Module 1 remind them to think about the teacher well-being session.

Walk around the room to give the participants encouragement and to keep them focused. Give participants time warnings.

After 5 minutes ask participants to stop writing and to share their answers with their partner. If someone doesn't have a partner, let them make a group of three.



“The people you talk to and the places you go to when you are feeling sad are all resources. They are sources of support. Now as teachers, we need to think about the people and places that can help our students when they have a problem or a need.”



If participants are struggling remind them of the resources and organizations available to support teachers (as discussed in Module 1).

LEARN

Community Mapping



Materials: *Slide 51*
Handout 2.5B - Community Map Directions and Questions



“Now we are going to make a map of the different resources in the community that can help protect students’ rights and well-being. This will help you as teachers so you can know where to go for support if a student has a problem you cannot help with.”

Show the community mapping visual in front of the participants on the flipchart. Lead participants in drawing the 4 circles of the community mapping visual on their own paper.



“Circle 1 is for family and friends. In our Reflection activity, many of you mentioned family and friends that help you and support you. Remember that students receive support for their well-being from their family and friends just like you do.

Circle 2 is for people and services in the school. In this circle we will think about who and what can help students inside the school. Remember there are other people in the school besides teachers who can support students.

Circle 3 is for people and services in the community. In this circle we will think about community organizations and activities that allow students to come together and make friends. We will also think about the people in the community who can help students with their problems.

Circle 4 is for the national and international organizations around us. In this circle, we will think about the people and programs that can help support students from these organizations.

We are going to make 4 groups and each group will focus on one of these circles. Each group will fill out their part of the community map with the names of the people and organizations in each category that can help and support students. We will also write how they support students.”

Divide participants into 4 groups by counting off by 4.



Each participant says a number going from 1 to 4. After 4, the next participant starts with the number 1 again. All of the participants who said 1 will work on Circle 1. All of the participants who said 2 will work on Circle 2. All of the participants who said 3 will work on Circle 3. All of the participants who said 4 will work on Circle 4.

Have each group look at Handout 2.5B - which has directions and questions for each group to help fill in their circles. Tell each group to use the questions on the handout to help them fill in their circle. Point out where each group should look on the handout for their circle's questions. Show the questions on the PowerPoint as well if possible.



“You have 15 minutes to work on your circle with your group. Then you will present your circle to everyone else. Let's get started!”

Walk around to each group to hear conversations and to help with any questions. To help participants with the questions on their handout, use the example answers. Let participants know when they have 5 minutes left. Let participants know when they have 1 minute left.

Example Answers:

1. Circle 1:

(a) Students' parents and siblings can help support students. Students can also get help from other students in the class and their friends in the community.

(b) They can help students with school work and help them when they have a problem.

2. Circle 2:

(a) The head teacher can help teachers support their students.

The school administration may provide services that help students' well-being. There might also be a school counselor who can help students with emotional problems.

(b) Other people who help students at school are the people who serve food, people who clean the school, and other people who provide a service at the school. (These examples will depend on the context).

3. Circle 3:

(a) Sport activities can bring students together. Art, music, and dance activities can bring students together and allow them to be creative. Community events and celebrations can bring students together. Religious centers may bring students together and help them reflect on life. (Examples will depend upon the context).

(b) Leaders in the community and relatives can help students with emotional and academic issues. Counselors in the community can help students with emotional and mental issues. Child protection staff in the community can help with physical, emotional, and mental issues. (Examples will depend upon the context).

4. Circle 4:

(a) These example answers will have to be contextualized.

(b) These examples will have to be contextualized.

(c) This will depend on participants' responses.



“Each group will have 5 minutes to present their work. As each group shares their circle, everyone else should fill in that same circle on their own paper so that everyone has a complete community map. We will start with Circle 1 and go in order.”

Give each group 5 minutes to share their circle. After each presentation, ask the other participants if there is anything they want to add to that circle.



“Thank you all for sharing and teaching each other about your circles. You can do this same type of activity with students in your class so students have a chance to teach each other. Our community maps show us people who can help us as teachers to support our students. Family and friends, people at school, and people in the community all play an important role in supporting our students. National and international organizations also provide services and people that can support students’ well-being in many ways. It’s important that you know what these organizations provide so you can lead students to these resources. However, it is important to remember that who we reach out to, or who we encourage our students to reach out to, will depend on the situation.”



Ask Participants (Think-Pair-Share):

1. When might a student not be able to reach out to their family and friends?
2. When might it be inappropriate to seek further support in the community?

Example Answers:

1. If the problem is with a family member or friend this may not be the best route of support (e.g. domestic violence).
2. If the problem is supported by the local community this route may risk bringing shame on the student, or might put the teacher in a vulnerable position (e.g. child marriage).



“When a student needs further support, think carefully about who the best resource is in that particular situation. Today we are going to hear from child protection staff. They will tell us about the services and programs they provide here in the camp for teachers and students. You can add the information they tell you to your fourth circle.”



Speak with Child Protection Staff

Introduce the local child protection staff.



The child protection staff member should talk about specific child protection resources and referrals provided in the community. They should include a range of different partners including medical services for SGBV victims, psychosocial support, and support for unaccompanied minors, etc. They should inform participants about where they can find these organizations, and how to refer students to these organizations. This will need to be contextualized.

PRACTICE

Using Your Community Map



Materials: Slide 52



The child protection officer should support and guide this part of the session.

In advance prepare two scenarios that illustrate the types of problems students may face in your context. Example scenarios:

- *A teacher realizes a student is an unaccompanied minor.*
- *A child is dealing with severe trauma.*
- *A child is being bullied at school.*
- *A child is at risk of child marriage.*

Discuss this with the child protection officer before the session.

For each scenario ask the participants to use their community maps and to discuss the following questions in their groups:



Ask Participants (Small Groups):

1. What could you do to help this student?
2. What resources could you suggest to this student?

Example Answers:

Participants can use the community maps for help and the facilitator can also use the community maps to offer examples. Consider the appropriate responses with child protection staff before the session.



“Take 10 minutes to discuss these questions in your groups. Think about what you can do as a teacher first and then look back to your community map to think about who else can/cannot help. Write down your ideas in your notes.”

Walk around the room to support the participants and to answer their questions. Give participants time warnings. After 10 minutes ask the groups to share their ideas and write participants’ answers and ideas on the flipchart. Then present participants with the second scenario and repeat the activity.



If possible, invite the child protection staff to explain what they would advise doing in these situations. If this is not possible, you should explain the appropriate response to the participants.

PLANNING AND ACTION

How to Respond to Abuse



Materials: *Handout 2.5C - Responding to Abuse*



“Now that we’ve thought about the different resources we have around us, let’s talk about one more important resource for students - you. Teachers are also important resources to students. A student may come to you with a problem and it is important to know how to help them even before you lead them to the other resources in your community.”



“Look at **Handout 2.5C**. We are going to talk about what you should do if a student has been abused and comes to you, their teacher, as their first resource. Or maybe you found out from someone else that a student has been abused. Remember that child abuse is not something that you have to deal with alone. Abuse is something that you should seek resources for to help the student.”

Ask for participant volunteers to read the first page of **Handout 2.5C** aloud to the whole group.



This handout highlights the steps teachers should take when they find out a child is being abused. This should be contextualized in advance.

Practicing How to Respond to Abuse



Materials: *Slide 53*
Handout 2.5D - Story of Abuse



“With these steps in mind, we are going to read a story about a child who needs help. We will talk about what resources she needs and how teachers can help her get those resources. We will work on this story in our four groups but first let’s read the story all together.”

Ask the groups to turn to **Handout 2.5D**.

After reading -

Ask the participants to form the same 4 groups they had when they worked on the community map.



“Now we will discuss a few questions about this situation in our small groups for 15 Minutes. You can use the second page of **Handout 2.5C** for help.”



Ask Participants (Small Groups):

1. What would you do in this situation?
2. Who needs to know about the situation?
3. What resources in the community would you lead the child to?
4. Who could you report this problem to?

Display the questions on the flipchart/PowerPoint. Walk around the room to hear each group’s conversations and offer guidance using **Handout 2.5C** - encourage groups to use their community map and the handout. Let participants know when they have 5 minutes left. Let participants know when they have 1 minute left.

Example Answers:

Handout 2.5C serves as guidance for the participants, and also as an example for the facilitator so that the facilitator can know how to support the participants’ questions.

Ask one of the groups to share their ideas with the whole group. Then encourage the other groups to share what they would have done similarly or differently.



If possible, then invite the child protection staff to explain what they would advise doing in this situation. If this is not possible, you should explain the appropriate response to the participants.



“It is important for teachers to know how to report any abuse that may happen to students. I hope this activity gave you a good chance to think about what you would do in a situation like this one. You can use **Handout 2.5C** to support you if you are in a situation like this in the future.

You can take your community maps and the handouts with you to your home and school. Whenever a student has a problem or concern, or if you observe that the student needs extra support, it is important to think about what would be best for that student. If you don't know what to do as a teacher, look at your community map and think about who in the student's family, school, or community can help, or what national and international organizations can help. You may not know how to help a student in every situation, and that is normal. But what you can always do is find the resources to help the student.”

ASSESS



Skills and Strategies Worksheet



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



Encourage participants to come up with the skills and strategies themselves. Example answers may include: reporting child abuse in the appropriate way, using resources in the community, finding further support for children, group presentations, reflections to begin the lesson, scenario work, and mapping exercises.

Write 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 protect child rights and promote well-being. 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 “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:

- I will talk with my students about the resources around them.
- I will address child abuse in my school and classroom by listening to students and reporting any problems.
- I will know how to respond to a sad or unmotivated student.
- I am going to lead my students in a Community Mapping activity to let them think about the support and help they have around them.



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 for participating in this session on Seeking Further Support. I hope you now know about the many resources that you have to help you support your students. Remember that you don’t have to support your students alone. Use the resources around you to help students in any way necessary. And if you ever face a situation where you don’t know what to do, reach out to people who can help you find the right resources to help the student in need. This is the end of our module on child protection, well-being and inclusion. You now have a lot of knowledge and resources to help you protect child rights, create a safe space, teach life skills, and find the resources around you. Great job!”

APPENDICES

Session 1: Introduction to Child Protection

Appendix 2A: Well-being Terms and Definitions

Appendix 2B: Child Needs Drawing Example Answers

Appendix 2C: Child Rights Shields

Appendix 2D: Facilitator's Guide to Interactive Story on Protective and Risk Factors

Appendix 2E: Identifying Signs of Distress Chart Example Answers

Session 2: Creating a Safe Space

Appendix 2F: Promise Against Physical and Sexual Harm

Appendix 2G: Rules and Consequences Example Chart

Appendix 2H: Classroom Activity Cards

Session 3: Inclusion

Appendix 2I: Experiencing Exclusion

Appendix 2J: Inclusion Scenarios

Appendix 2K: Obstacles and Solutions Example Answers

Session 4: Teaching Life Skills

Appendix 2L: Revisit Guide for Facilitator

Session 5: Seeking Resources

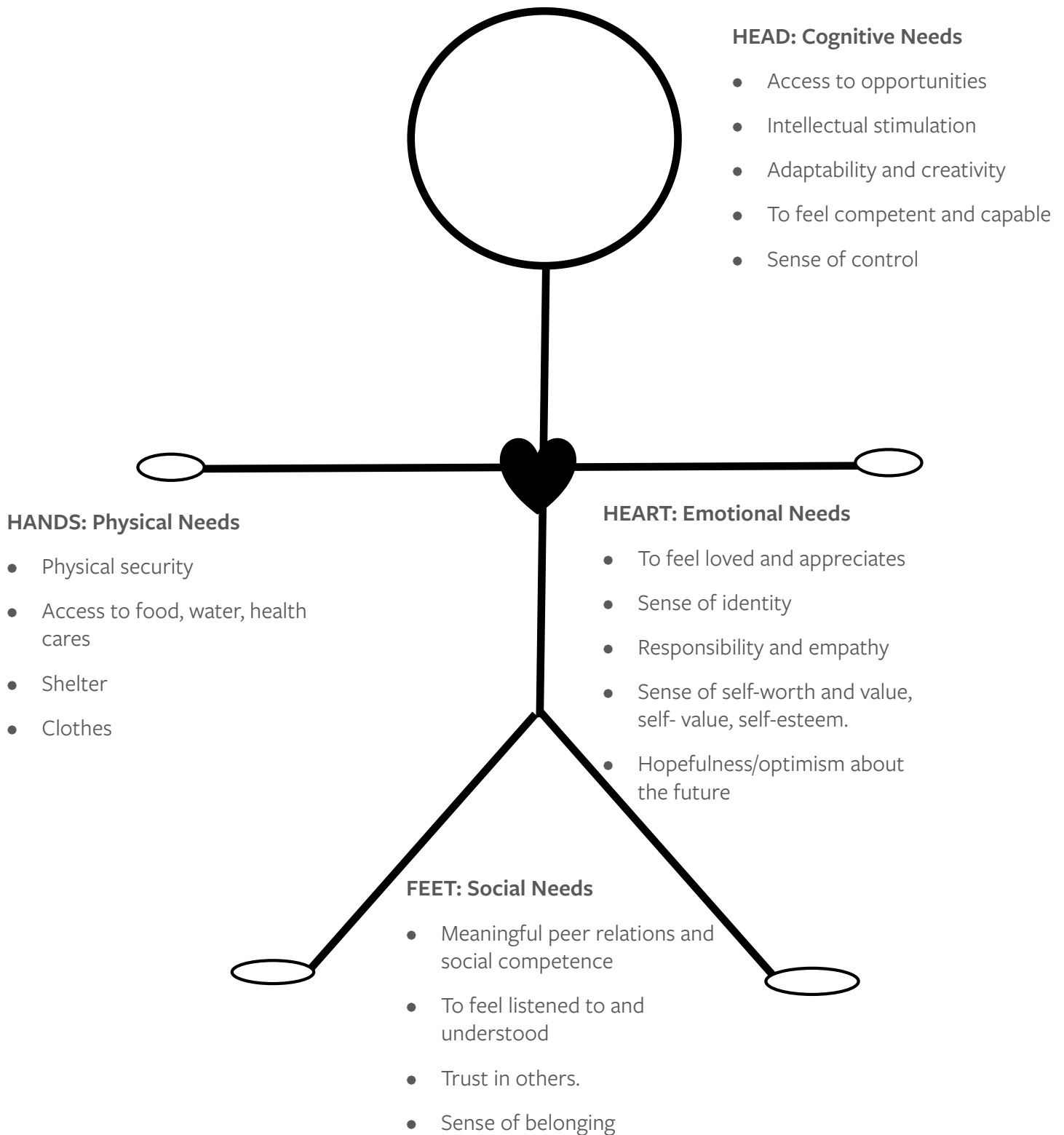
Appendix 2M: Skills and Strategies Worksheet Example Answers

Appendix 2A: Well-being Terms and Definitions

On each piece of paper/note or card, write out one key term OR one key definition. There needs to be one piece of paper/card for each participant. You will need to prepare the correct number so that each participant can find a partner with the corresponding definition or term.

Physical well-being	Freedom from harm and physical abuse. Having all basic human needs met (water, food, shelter etc). The ability to play and be physically active.
Emotional well-being	Having a positive state of mind. Feeling safe and supported; being able to feel and express a range of emotions and to cope with everyday life.
Social well-being	Being part of a supportive environment where people live peacefully and equally. The ability to form positive social relations with peers and adults.
Cognitive well-being	To feel confident and to value and accept yourself. Having opportunities to learn and develop and to pursue goals.

Appendix 2B: Child Needs Drawing Example Answers



Appendix 2C: Child Rights Shields

Article 2

All children have rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, or whether they are rich or poor. No child should be treated unfairly on any basis.

Article 9

Children have the right to live with parent(s). They have the right to live with a family who cares for them.

Article 16

Children have the right to a good quality education. Children should be encouraged to go to school to the highest level they can.

Article 16

Children have the right to privacy.

Article 12

Children have the right to give their opinion, and for adults to listen and take it seriously.

Article 12

Children have the right to get information that is important to *well-being*, from radio, newspaper, books, computers and other sources. Adults should make sure that the information is not harmful, and help children find and understand the information you need.

Article 34

Children have the right to be free from sexual abuse.

Article 27

Children have the right to food, clothing, a safe place to live and to have their basic needs met.

Article 14

Children have the right to choose their own religion and beliefs.

Article 39

Children have the right to help if they've been hurt, neglected or badly treated.

Article 32

Children have the right to protection from work that harms them, and is bad for their health and education.

Article 31

Children have the right to play and rest.

Article 24

Children have the right to the best healthcare possible, safe water to drink, nutritious food, a clean and safe environment.

Article 37

No one is allowed to punish children in a cruel or harmful way.

Article 30

Children have the right to practice their own culture, language and religion. Minority and indigenous groups need special protection of this right.

Article 23

Children have the right to special education and care if they have a disability, as well as all the rights in this Convention, so that they can live a full life.

Article 36

Children have the right to protection from any kind of exploitation (being taken advantage of).

Article 29

A child's education should help him/her use and develop his/her talents and abilities. It should also help children learn to live peacefully, protect the environment and respect other people.

Article 19

Children have the right to be protected from being hurt and mistreated, in body or mind.

Appendix 2D: Facilitator’s Guide to Interactive Story on Protective and Risk Factors

Character Identification Signs - Choose a context specific name for the girl and boy in the story and insert that name throughout the story. Write names on a sheet of paper or name tags to give to participant volunteers to hold during the story/demonstration.

In the story, protective factors are highlighted green, risk factors are highlight red. The signs of distress are highlighted in yellow; these are to be used for the next activity.

Protective Factors	Risk Factors
<ul style="list-style-type: none">• Feeling appreciated• Rituals• Social interaction- getting to spend time with and talking with others• Feeling supported• Sense of pride• Play• Being a part of a team• Sense of belonging• Traditions- connection to culture	<ul style="list-style-type: none">• Safety and security• Gender discrimination• Sexual or physical assault• Corporal punishment or harsh discipline• Interrupted education• Bullying• Ethnic discrimination• Missing family/relatives/friends• Lack of role models

Zara emerges from her home in the refugee camp. She gets up before the rest of her family to go fetch water from the communal water tap in the camp. It’s still dark and Zara is afraid getting water by herself, **she does not feel safe**. When she arrives home her mother is **very appreciative, and thanks Zara for** the water. Zara puts away the mattresses and blankets and sweeps the area around their home. **She has not had time to do her homework** but she has to finish her housework before she leaves for school. Zara and her sisters then wash and comb their hair. This is a **ritual** they have and it is one of the few times during the day when they **get to sit together and talk**. For Zara, this is one of the best times of her day. Her brother, Daniel is just waking up. He has had nightmares about **the fighting he witnessed** and has not been sleeping well. Zara gives Daniel, his breakfast before taking her own. Mother knows that school is important for her children and she encourages them to go to school. Daniel has a uniform that he takes great **pride in**; it was a gift from an uncle that believes it’s very important for boys to go to school. The **uncle doesn’t see the value in school for girls** and there isn’t enough money for Zara and her sisters to have **uniforms** this year.

Zara takes an extra-long route on all the main paths to school because girls were assaulted on the other paths to school and the men responsible were not punished. Zara arrives late to class and knows that means her teacher will punish her with the stick. Later in class, the teacher calls on Zara to read the instructions on the board. Zara is embarrassed because she cannot read all the words correctly. The class laughs at her and the teacher doesn't do anything to stop them. Zara missed many years of school during the conflict and sometimes the younger students tease her by asking her math questions they know she doesn't know the answer to. Zara goes to the latrine to cry. In Daniel's class the teacher asks everyone to find a partner. No one wants to be Daniel's partner because he is from a different country. Daniel sits by himself; he doesn't have very many friends. After school, Daniel plays football with the other boys from school. He loves to be a part of a team and gives him a sense of belonging. However, lately Daniel has been picking fights whenever the football game doesn't go his way. He has been very angry since they arrived in the camp because his father did not come with him and his is missing a male role model in his life.

Zara and Daniel are so excited when they come home for lunch because mother has prepared a special traditional food that is difficult to find in the camp. Daniel prepares tea for his family and other relatives who live in the camp and have come by to visit. They always talk about the war and friends who have been killed or disappeared and it makes him sad to listen and unsure about his future.

Appendix 2E: Identifying Signs of Distress Chart Example Answers

Indicator	Status - What do you see? What is happening?	Potential Cause - Why do you think this is happening?	Follow-up Step - What should I do?
Attendance	Late to school	Takes alternative route to protect from assault	Arrange for students to walk in groups
Performance/Achievement	Cannot read correctly	Interrupted education	Extra tutoring time after-school
Physical Condition	No uniform	Not enough money, boy received priority	Start a small garden project to help girls earn extra money for uniforms
Emotional Condition	Anger, crying	Missing father Being teased	Provide opportunities for expression in class
Social Activity, Relationships, Interactions	Sits by himself, he doesn't have very many friends and fights	Part of a different ethnic group than majority of class	Play cooperative and inclusive games in class

Appendix 2F: Promise Against Physical and Sexual Harm

I promise not to physically or sexually harm students at my school. If I find out that any teacher or administrator is physically or sexually harming a student, I promise to report the problem to the Head Teacher, Board of Governors, or the Parent Teacher Association, if they exist in my community.

Appendix 2G: Rules and Consequences Example Chart

(To be drawn on flipchart or chalkboard)

RULE	CONSEQUENCES	REASON FOR THE RULE
Be punctual	<ol style="list-style-type: none"> 1. Warning. 2. Student apologizes to teacher and class. 3. Student stays in during break for the amount of time that he/she missed. The student must study the lesson that was missed while staying in. 4. Student meets with the headmaster or director of the school. 	<ul style="list-style-type: none"> • The teacher should also ask why the student is late. Maybe something is happening at home and the student can work with the teacher to find someone who can help the student. • When a student is late for class he or she misses out on learning important information. Being late hurts the student from learning and being on time helps the student learn. Being late also interrupts other students from learning because it causes a distraction. • This rule is for the well-being and the benefit of students.

Appendix 2H: Classroom Activity Cards

This is a list of the activities from Handout 2.2B - Classroom Activities and Routines. The facilitator will use this list to make activity cards on slips of paper.

- Affirmation Adjectives
- Affirmation Pages
- Child's Name in a Box
- Introducing Each Other
- Invisible Clay
- Drama, Song, and Dance
- Writing Assignments
- Weekly Class Discussions
- The Two Best Things

Appendix 2I: Experiencing Exclusion

Answer these questions:

1. Qual é o seu nome? _____
Portuguese – “What is your name?”
2. What is today’s date? _____
English
3. ¿Con quién vives? _____
Spanish – “With whom do you live?”
4. 잘 지냈어요? _____
Korean - “How are you?”
5. Vad är din favorit färg? _____
Swedish – “What is your favorite color?”
6. 今何時ですか? _____
Japanese – “What time is it now?”
7. Est-ce que le football est un sport important dans votre pays?

French – Is soccer an important sport in your country?
8. Anong kulay ang langit? _____
Philippino – “What color is the sky?”
9. Futbol ülkende popüler midir? _____
Turkish – “Is soccer popular in your country?”
10. nǐ shì nǎ guó rén? _____
Chinese – “Which country are you from?”

Appendix 2J: Inclusion Scenarios

Contextualize scenarios in advance. Cut out the 4-5 scenarios below and give one to each group.

1. Female student

A 10-year old girl completes her morning chores for her family. She walks one kilometer to school alone after a small breakfast. When she gets to school she is tired and a bit hungry. She is shy and quiet with a few friends spread around the room. The class is mainly boys and her teacher is male. The class also includes some boys that are older than the typical age for this standard. Write a narrative about this student and some possible obstacles she may face during her school day.

2. Student with a physical disability

A 6-year old boy struggles to walk. He has two crutches and he has challenges moving over long distances. In the class students make fun of him and he often sits in the back of room and does not like to participate. He does not have any friends in the class. Write a narrative about this student and some possible obstacles he may face during the school day.

3. Student who does not speak the language of instruction

An 8-year old girl just arrived in the camp a few weeks ago. She does not speak the language of instruction well. She knows a few words, but cannot recognize letters or written words in the language of instruction. The teacher does not speak the student's mother tongue, however there are some students that do. Write a narrative about this student and some possible obstacles he may face during the school day.

4. Student who does not see or hear well

A 7-year old boy struggles to see and his hearing is poor. His sisters help walk him to and from school every day. He can read if the words on the page are in large font, but struggles to see the board at the front of the room. Students generally treat him well, but do not often include him in conversation or activities. Write a narrative about this student and some possible obstacles he may face during the school day.

5. Child-Soldier/Overage Learner

A 15-year old boy arrived in camp six months ago. He was recruited to fight in his home country's civil war at the age of 11. He lost both of his parents in the fighting and came to camp alone. He is 15, but his schooling was put on hold due to the fighting and he is in standard two. Write a narrative about this student and some possible obstacles he may face during the school day.

Appendix 2K: Obstacles and Solutions Example Answers

1. Female student

A 10-year old girl completes her morning chores for her family. She walks one kilometer to school alone after a small breakfast. When she gets to school she is tired and a bit hungry. She is shy and quiet with a few friends spread around the room. The class is mainly boys and her teacher is male. The class also includes some boys that are older than the typical age for this standard.

Write a narrative about this student and some possible obstacles she may face during her school day.

Potential Obstacles	Potential Solutions
<ul style="list-style-type: none"> Parents may place more importance on her chores than her schooling. 	<ul style="list-style-type: none"> Have a conference with her parents.
<ul style="list-style-type: none"> She may face threats of SGBV on her long walk to school. 	<ul style="list-style-type: none"> Talk to the head teacher about creating a safe path to school for students.
<ul style="list-style-type: none"> She may be fatigued from the work and the long walk. 	<ul style="list-style-type: none"> Be aware of her status and do some activities that gets students up and moving to energize her and other students that may be fatigued.
<ul style="list-style-type: none"> She may feel uncomfortable around the boys in the room and not participate. 	<ul style="list-style-type: none"> Seat her next to her friends so that she feels comfortable participating in activities.
<ul style="list-style-type: none"> She may not have adequate bathroom facilities at the school. 	<ul style="list-style-type: none"> Discuss ways to improve bathroom facilities with the head teacher or NGOs.
<ul style="list-style-type: none"> She may not feel comfortable asking the teacher for help. 	<ul style="list-style-type: none"> Be sure to check in with her and let her know that you are there to support her.
<ul style="list-style-type: none"> She may be harassed by the older boys who show an interest in her. 	<ul style="list-style-type: none"> Avoid sitting her near the older boys and let them know that their behavior will not be tolerated.
<ul style="list-style-type: none"> Some students disregard the girls and younger students in the class. 	<ul style="list-style-type: none"> Work to create an inclusive and safe classroom community (reference day 4). It may be helpful to exchange positive, supportive practices with other teachers in the school.

2. Student with a physical impairment

A 6-year old boy struggles to walk. He has two crutches and he has challenges moving over long distances. In the class students make fun of him and he often sits in the back of room and does not like to participate. He does not have any friends in the class. Write a narrative about this student and some possible obstacles he may face during the school day.

Potential Obstacles	Potential Solutions
<ul style="list-style-type: none"> • He may struggle to bring his school supplies to class everyday. 	<ul style="list-style-type: none"> • If possible have an extra notebook and pen or pencil for him.
<ul style="list-style-type: none"> • He may be exhausted when he gets to class. 	<ul style="list-style-type: none"> • Check in with the student, see how he feels and offer him a snack or water if available.
<ul style="list-style-type: none"> • The other students may isolate him. 	<ul style="list-style-type: none"> • Sit him next to a student that you trust and is empathetic to help him feel like a part of the class.
<ul style="list-style-type: none"> • He may feel a lack of sense of belonging. 	<ul style="list-style-type: none"> • Work to create an inclusive and safe classroom community (reference day 4). Be sure to check in with him to let him know you support him.
<ul style="list-style-type: none"> • He may lack motivation. 	<ul style="list-style-type: none"> • Create a relationship with him to help motivate him.
<ul style="list-style-type: none"> • At break time he may be excluded by other children. 	<ul style="list-style-type: none"> • Find ways to structure break time with inclusive games.
<ul style="list-style-type: none"> • There is a lack of sensitivity towards individuals with disabilities in the school and broader community. 	<ul style="list-style-type: none"> • Create a disability awareness campaign for the camp.

3. Student who does not speak the language of instruction

An 8-year old boy just arrived in the camp a few weeks ago. He does not speak the language of instruction well. He knows a few words, but cannot recognize letters or written words in the language of instruction. The teacher does not speak the student's mother tongue, however there are some students that do. Write a narrative about this student and some possible obstacles he may face during the school day.

Potential Obstacles	Potential Solutions
<ul style="list-style-type: none">• He does not understand your instructions and struggles to follow the lessons	<ul style="list-style-type: none">• Work to create an inclusive and safe classroom community (reference day 4)
<ul style="list-style-type: none">• He is isolated by the other students	<ul style="list-style-type: none">• Seat him next to students that speak his mother tongue and allow them to help him
<ul style="list-style-type: none">• He lacks motivation	<ul style="list-style-type: none">• Ask your head teacher if there are some resources that can help him learn the language of instruction
<ul style="list-style-type: none">• He cannot do the work asked of him	<ul style="list-style-type: none">• Differentiate your instruction (e.g. use visual cues or images to help the student with comprehension) and give him some easier work that helps him learn the language
<ul style="list-style-type: none">• The teacher cannot form a relationship with him	<ul style="list-style-type: none">• Find out if there are people in the community that can help this student

4. Student who does not see or hear well

A 7-year old boy struggles to see and his hearing is poor. His sisters help walk him to and from school every day. He can read if the words on the page are in large font, but struggles to see the board at the front of the room. Students generally treat him well, but do not often include him in conversation or activities. Write a narrative about this student and some possible obstacles he may face during the school day.

Potential Obstacles	Potential Solutions
<ul style="list-style-type: none">• He struggles to follow the lessons	<ul style="list-style-type: none">• Work to create an inclusive and safe classroom community (reference day 4)
<ul style="list-style-type: none">• He cannot read the board	<ul style="list-style-type: none">• Sit him in the front of the room so he can better see the board and hear your voice
<ul style="list-style-type: none">• He works more slowly than the other children	<ul style="list-style-type: none">• Prepare handouts in advance in large writing of what you are going to write on the board that day
<ul style="list-style-type: none">• Some students think that he is slow and not very smart	<ul style="list-style-type: none">• Pair him with a student that can assist him and help him when he doesn't hear instructions
<ul style="list-style-type: none">• Students exclude him during break time activities	<ul style="list-style-type: none">• Allow the student to showcase his knowledge of topics to the class
	<ul style="list-style-type: none">• Create inclusive activities during break time

5. (Space for contextualization)

Potential Obstacles	Potential Solutions

Appendix 2L: Revisit Guide for Facilitator

NEEDS OF CHILDREN	ROLE OF A TEACHER
<p>SOCIAL</p> <ul style="list-style-type: none"> ● Meaningful peer relations and social competence ● To feel listened to and understood ● Trust in others ● Sense of belonging <p>EMOTIONAL</p> <ul style="list-style-type: none"> ● To feel loved and appreciated ● Sense of identity ● Responsibility and empathy ● Sense of self-worth and value, self-value, self-esteem ● Hopefulness/optimism about the future the future <p>PHYSICAL/MATERIAL</p> <ul style="list-style-type: none"> ● Physical security ● Access to food, water, health cares ● Shelter ● Clothes <p>COGNITIVE</p> <ul style="list-style-type: none"> ● Access to opportunities ● Intellectual stimulation ● Adaptability and creativity ● To feel competent and capable ● Sense of control 	<p>PROMOTING PROTECTIVE FACTORS</p> <ul style="list-style-type: none"> ● Engage students in dialogue, listening and sharing information ● Form a caring relationship with your students ● Recognize, encourage and praise your students ● Stand to your words and do not give false promises <p>IDENTIFYING SIGNS OF DISTRESS</p> <p>CREATING A SAFE SPACE</p> <p>PHYSICAL</p> <ul style="list-style-type: none"> ● Ensure children at your school are protected from any forms of verbal and physical violence. ● Use ways of positive discipline, do not use corporal punishment or any other kinds of punishments that ridicule or humiliate the student. <p>BEHAVIORAL</p> <ul style="list-style-type: none"> ● Have clearly established classroom rules that are discussed frequently with students. ● Let all students know you do not tolerate bullying. Take prompt action if a student is exposed to bullying and violence (from peers or adults).

NEEDS OF CHILDREN	ROLE OF A TEACHER
	<p>COGNITIVE</p> <ul style="list-style-type: none"> ● Allow children to participate in decisions affecting their life (e.g. decisions on classroom rules). ● Establish stable and predictable routines in your class to make students feel secure. ● Make sure all students have an equal chance to participate in classroom activities – this does not mean all students have to do the same tasks at the same time or achieve the same results but all have to be supported to participate and benefit from learning. ● Display student’s work in the classroom. <p>TEACHING LIFE SKILLS (will learn in this session)</p>

Appendix 2M: Skills and Strategies Worksheet

Example Answers

MODULE 2: Child Protection, Well-being and Inclusion

STEP 1: SELF-EVALUATION

Review the skills & strategies you can bring to your classroom that you learned in this module. For each session you will choose one skill or strategy you would like to develop and write it below. It is important to be honest with yourself and open to learning new things about yourself.

To rate yourself, think of yourself as a water cup, by shading the amount of water it contains:



Currently do *not* have this skill. Need to learn or develop



I use this skill a *little*. Need to develop more.





















Have an average amount of this skill.



I use this skill in the *best* way possible.

Complete the rating for each category:

1. *Today*: how well do you currently use the skill?
2. *Goal*: how well would you like to use the skill in the next week?
3. *Action*: what will you do in the next week to use or practice the skill?
4. *Practice*: how well did you use the skill when you practiced it in your classroom? (to be completed AFTER you have practiced the skill in your classroom)

Skill/Strategy	Today	Goal	Action: How will I achieve my goal?	Practice
Example: I will incorporate play into my classroom to promote child well-being			<ul style="list-style-type: none"> I will think of a game that can be used as a warm-up or in a lesson Play that game in class at least twice this week 	
1. Promote protective factors in my classroom by assigning partners so everyone feels included			<ul style="list-style-type: none"> When I use partners or group work, I will use grouping techniques like count-off or same birthday month so helps students meet new student and make everyone feel included 	
2. I will create a behavioral safe space by making rules with my students.			<ul style="list-style-type: none"> In the next class, I will do the Making Rules Together activity so students understand how to behave in school. 	
3. I will identify students who may be at risk of being excluded, and use a strategy to help them feel included and welcome.			<ul style="list-style-type: none"> I will observe my classroom and be aware of obstacles. I will try small groupings and encourage students to work cooperatively and help each other 	
4. I am going to teach a life to address a risk I see in my classroom			<ul style="list-style-type: none"> I noticed that there is a lot of sickness in my classroom, so I will do a lesson with my students on hand-washing 	
5. I will talk with my students about the resources around them.			<ul style="list-style-type: none"> I am going to lead my students in a Community Mapping activity to let them think about the support and help they have around them. 	

STEP 2: PLAN

Choose 1-2 of the skills/strategies from the sessions that you would like to develop. Write an action plan of the steps you will take to achieve your goal.

Area for Growth: Incorporate play in my classroom to promote child well-being

Action Plan:

I will think of a game that can be used as a warm-up or in a lesson by reflecting on the games we played in the training. I will select one that I think my students will enjoy and will also promote a sense of community and well-being amongst the students. I will then look at my lessons for the week and see 2 times during the week that I can add a game to the schedule for the day. I will then facilitate the games in my class this week.

Area for Growth: Create a behavioral safe space by making rules with my students.

Action Plan:

I will ask students to think of important classroom rules and make a list. Then we will choose 10-15 rules that are the most important by voting on the rules. Together we will write consequences for each rule so students can know what will happen if they break the rule.

STEP 3: REFLECTION AND COLLABORATION

Instructions: Step 3 can be completed individually or in a group (TLC). Answer the questions below independently and discuss your answers in a group if you feel comfortable. Discussion can be used to identify common challenges and create possible solutions or share resources.

Reflect on how you used a new skill or strategy from the goals that you listed above in your classroom.

1. What did you do to try a new skill or strategy?
2. What successes and challenges did you have in the classroom?

I decided to play the human knot game with my students on Tuesday, but lesson took too long so I moved it to Thursday. I introduced the game in between lessons to be a team builder and a break. I presented the instructions and objectives of the game and then did a demonstration and then asked the class to try. I had a lot of students in the class that day so it was difficult to facilitate the game with such a big group and only some of the students were able to participate. I also did not have time to facilitate a reflection at the end of the game like we did in training because we needed to start on the next lesson because we had already used up too much time on the game. The students really enjoyed the game and asked when we could play again. It was also great to see students interacting with students outside of their usual friend groups. The students then seemed much happier and engaged in the next lesson.

Learn

3. Brainstorm possible solutions. Consider previously learned concepts.
 - *Break the class into smaller groups*
 - *Use student leaders*
 - *Make sure there is time for reflection*
 - *Make it a priority-maybe do it at the start of the day or right after a break*

Plan

4. What will you do again?
5. What will you change or do differently? Share your plan with a peer for feedback.

I will try to incorporate 2 games per week as I stated in my original goal. I will also break the class into small groups so that everyone can participate and select a student leader from each group to facilitate the reflection when the group finishes.

Take action in the classroom.

Here are additional ways to build on your skills within this module through an individual journal reflection or in a discussion with a supportive group of collaborative teachers (TLC)

Reflection and Collaboration Activity #1 - CLASSROOM ACTIVITIES AND ROUTINES

Directions: Each person takes a turn choosing one activity from the Classroom Activities and Routines Handout. Each person takes 10 min to practice their activity.

1. When you practice the activity, pretend you are in your classroom with your students.
2. When you finish, please say:
What went well
What was difficult
3. The other people in your group should say
What you did well
How you can improve

If you are not able to meet with other teachers, you can practice on your own using the Classroom Activities and Routine Handout. Pick an activity to use in your classroom.

Remember these are activities that help to create a social, emotional, and cognitive safe space in school.

Reflection and Collaboration Activity #2 - Taking the Human Rights Temperature of Your School

Directions: Take the human rights temperature of your school. Read each statement and assess how accurately it describes your school community in the blank next to it. (Keep in mind all members of your school: students, teachers, administrators, and staff). At the end total up your score to determine your overall assessment score for your school.

RATING SCALE: 1 - no/never 2 - rarely 3 - often
4 - yes/always

- _____ 1. My school is a place where students are safe and secure.
- _____ 2. All students receive equal information and encouragement about academic and career opportunities.
- _____ 3. Members of the school community are not discriminated against because of their life style choices, such as manner of dress, associating with certain people, and non-school activities.
- _____ 4. My school provides equal access, resources, activities, and scheduling accommodations for all individuals.
- _____ 5. Members of my school community will oppose discriminatory or demeaning actions, materials, or slurs in the school.
- _____ 6. When someone demeans or violates the rights of another person, the violator is helped to learn how to change his/her behavior.
- _____ 7. Members of my school community care about my full human as well as academic development and try to help me when I am in need.
- _____ 8. When conflicts arise, we try to resolve them through non-violent and collaborative ways.
- _____ 9. Institutional policies and procedures are implemented when complaints of harassment or discrimination are submitted.
- _____ 10. In matters related to discipline (including suspension and expulsion), all persons are assured of fair, impartial treatment in the determination of guilt and assignment of punishment.
- _____ 11. No one in our school is subjected to degrading treatment or punishment.
- _____ 12. Someone accused of wrong doing is presumed innocent until proven guilty
- _____ 13. My personal space and possessions are respected.
- _____ 14. My school community welcomes students, teachers, administrators, and staff from diverse backgrounds and cultures
- _____ 15. I have the liberty to express my beliefs and ideas (political, religious, cultural, or other) without fear of discrimination.
- _____ 16. Members of my school can produce and disseminate publications without fear of censorship or punishment.
- _____ 17. Diverse voices and perspectives (e.g. gender, race/ethnicity, ideological) are represented in courses, textbooks, assemblies, libraries, and classroom instruction.
- _____ 18. I have the opportunity to express my culture through music, art, and literary form.

- _____ 19. Members of my school have the opportunity to participate (individually and through associations) in democratic decision-making processes to develop school policies and rules.
- _____ 20. Members of my school have the right to form associations within the school to advocate for their rights or the rights of others.
- _____ 21. Members of my school encourage each other to learn about societal and global problems related to justice, ecology, poverty, and peace.
- _____ 22. Members of my school encourage each other to organize and take action to address societal and global problems related to justice, ecology, poverty, and peace.
- _____ 23. Members of my school community are able to take adequate rest/recess time during the school day and work reasonable hours under fair work conditions.
- _____ 24. Employees in my school are paid enough to have a standard of living adequate for the health and well-being (including housing, food, necessary social services and security from unemployment, sickness and old age) of themselves and their families.
- _____ 25. I take responsibility in my school to ensure other individuals do not discriminate and that they behave in ways that promote the safety and well-being of my school community.
(from <http://www.hrusa.org/hrmaterials/temperature/temperature.shtm#Procedures>)

TEMPERATURE POSSIBLE = 100 HUMAN RIGHTS DEGREES
YOUR SCHOOL'S TEMPERATURE _____

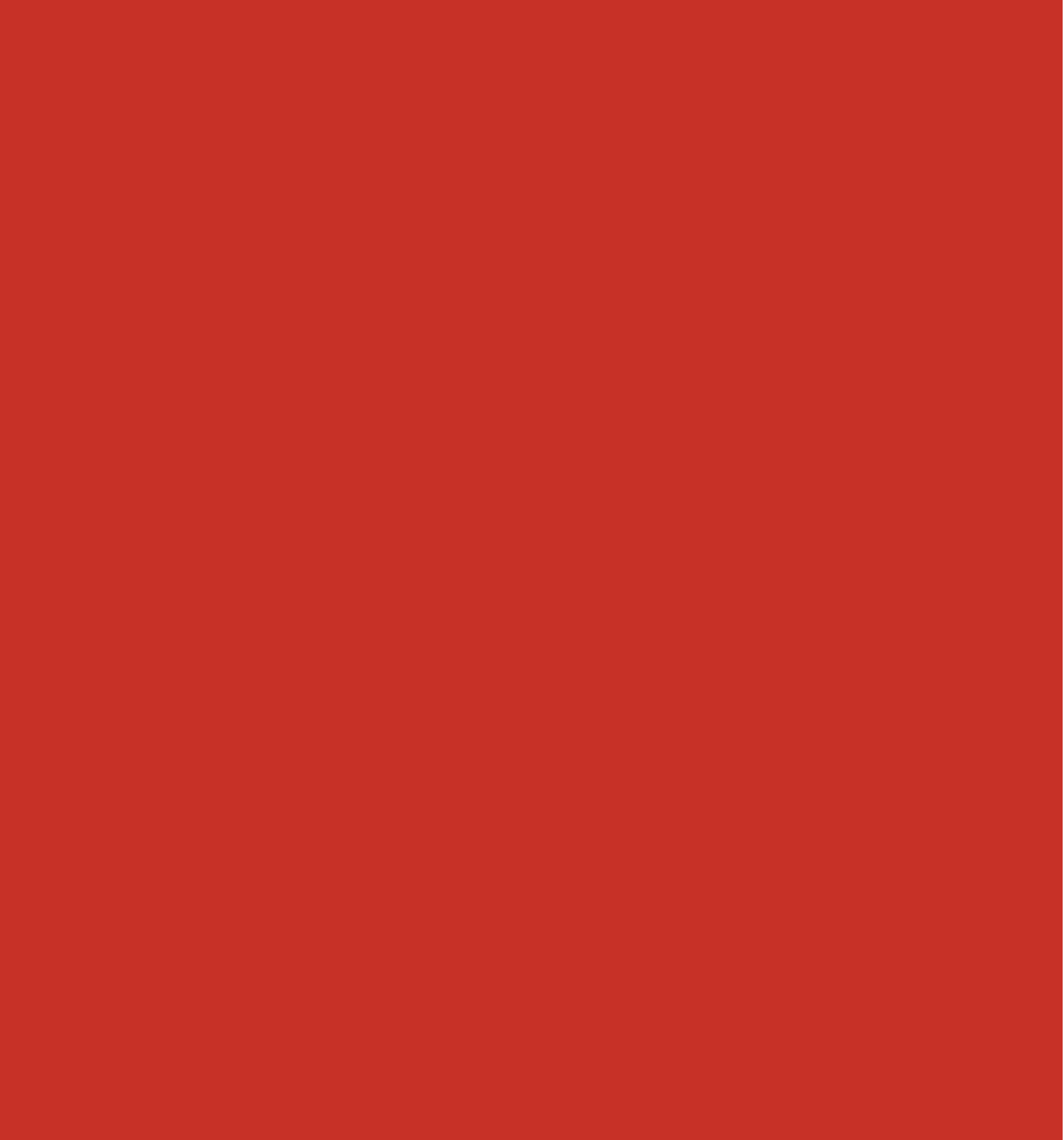
Once you (and your collaborative group) have completed and determined your school's temperature. Look at statements that received a low score. Pick 3 statements that have the lowest scores on your list.

- 1.
- 2.
- 3.

Think back on the skills and strategies you learned on how to promote protective, create safe space and teaching life skills. What can you and your colleagues do to raise the "Human Rights Temperature" at your school by addressing each of these statements?

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TEACHERS COLLEGE
COLUMBIA UNIVERSITY



TRAINING FOR PRIMARY SCHOOL
TEACHERS IN CRISIS CONTEXTS

PEDAGOGY

MODULE 3



SUMMARY

Core Competencies

Classroom management:

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

Instruction:

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

Assessment:

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

Session 1 Classroom Management



Session 2 Active and Engaging Learning



Session 3 Questioning



Session 4 Child Development and Differentiation



Session 5 Assessment



Grouping Technique

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

Focus Technique

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

Contextualization and Adaptation Guidance

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

HOW TO USE THIS MANUAL

Icons



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



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



This icon represents the Scripted section of the Session.



This icon points to Questions you should ask your participants.

Classroom Management

SESSION I

OBJECTIVES

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

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

OUTLINE

Introduction

Review competencies and expectations

25

Reflect and Revisit

My favorite teacher

My strengths and challenges

45

Learn

Proactive classroom management

Reactive classroom management

75

Practice

Classroom management scenarios

60

Planning and Action

Brainstorming solutions

15

Assess

Skills and strategies worksheet

20

PRE-WORK FOR FACILITATORS

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

Materials

- Flipcharts, markers, extra paper, colored markers
- Handout 3.1A - Identifying and Addressing Classroom Concerns
- Handout 3.1B - Big Five - Classroom Management Strategies
- Handout 3.1C - Preventing Misbehavior
- Handout 3.1D - Positive Discipline
- Appendix 3A - Classroom Management Role-play
- Textbook prop for role-play

Key Words

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

INTRODUCTION

Review Competencies and Expectations



Materials: Slides 1-2



“Welcome to the third part of our teacher professional development training. This training was developed with the understanding that you as teachers are also learners, who must be supported to develop, determine, and assess your own learning. It is based on the principle that collaboration among teachers will strengthen your practice and help support you as individuals, professionals, members of their communities and as people coping with the effects of crisis. This training was designed to give ample time and freedom for you to develop your own ideas and methods to create on-going, sustainable professional development. This training is designed around five core competencies for primary education teachers in crisis contexts. The training is divided into four modules, covering teacher’s role and well-being; child protection, well-being and inclusion; pedagogy; and curriculum and planning. Within each module there are several training sessions to draw on your existing knowledge and experience and to give you concrete skills and strategies for you to take back to your classroom. It will also include time to practice and reflect on those skills throughout the training.”



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



“Today we are going to explore Pedagogy. This includes effective classroom management, instruction that is active and engaging, promoting critical thinking, questioning techniques, differentiation and varied assessments.

Before we start today’s session I would like us to discuss our expectations of each other. Let’s make a list on the board/flipchart paper of what we expect of each other throughout our time together.”



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

Example Answers:

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

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

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



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

REFLECT AND REVISIT

My Favorite Teacher



Materials: Slides 3-4



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



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

Think back on teachers in your life.

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



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

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



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

Think back on teachers in your life.

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

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



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

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

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



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



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

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

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

My Strengths and Challenges



Materials: *Slide 5*
Handout 3.1A - Identifying and Addressing Classroom Concerns



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

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



Ask Participants (Individual Reflection):

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



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

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

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



“Now I want you to select 3 specific problems you listed under challenges and write these on **Handout 3.1A**. You have 5 minutes. We are going to come back to these challenges at the end of the session and generate strategies and solutions to overcome them.”

LEARN

Proactive Classroom Management



Materials: Slide 6

Handout 3.1B - Big Five - Classroom Management Strategies

Handout 3.1C - Preventing Misbehavior



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



Ask Participants (Whole Group):

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



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

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



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

Please take a look at the second page of **Handout 3.1B** - these are several methods to achieve the Big 5. As you read about the different strategies, please tick the relevant column to show if this is something you already do, something that you would like to do, or something that you would not like to do. I will give you 15 minutes. If you finish before that time, add your own examples to the handout in the space provided.”

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



Ask Participants (Whole Group):

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



“We are now going to look at some classroom situations. We are going to think about what the teacher could have done to prevent these situations arising. Look at **Handout 3.1C**. We are going to read the first scenario together and then come up with some strategies a teacher can use to prevent the scenario from happening.”

Have a participant read the first scenario out loud.



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

Refer the participants to the Big 5 on the PowerPoint/flipchart, and encourage them to use the strategies on **Handout 3.1B**.



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

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



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

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

Reactive Classroom Management



Materials: Handout 3.1D - Positive Discipline



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

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

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

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



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



Ask Participants (Whole Group):

What methods did I demonstrate to redirect student behavior?

Take responses until all 4 strategies have been highlighted.

Example Answers:

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



Ask Participants (Whole Group):

Why is redirecting behavior a useful technique in the classroom?

Take answers from several participants.



“While these are helpful techniques, there will be some occasions where more serious misbehavior occurs. As teachers we need to think carefully about how we will react in these situations. Look at **Handout 3.1D**. This handout shows the steps you can take when you notice misbehavior in your classroom. First, you need to stop and think about what the student is doing. Then you need to try several redirection techniques like the four I just demonstrated. If the student continues to misbehave you will need to issue a consequence.

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



If participants have completed module 2, they will have discussed corporal punishment and they will be aware of alternative forms of discipline. If they have not completed module 2, now would be a crucial moment to discuss the following questions: 1. Why is corporal punishment used? 2. What does it mean? 3. Why is it harmful? 4. What are the alternatives? Please revisit module 2 session 2 for more details and resources relating to corporal punishment and positive discipline. In module 2 session 2 there are also materials to help teachers build positive relationships in the classroom.

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

PRACTICE

Classroom Management Scenarios



Materials: Slide 7

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



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

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



“We are going to put some of the classroom management techniques we have learned into action. In this activity we will practice using redirection techniques and issuing consequences through role-play. I will divide you into three groups. Within each group one participant will play the role of the teacher and the other participants will play the roles of the students. Each of you will be given a card with instructions about how to behave. Each group will take turns to carry out a role-play for the whole group – the ‘students’ will carry out the actions on their card, and the ‘teacher’ will decide how to react. As you watch each role-play think about the following questions. We will share our ideas after each role-play.”



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

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

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



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



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

PLANNING AND ACTION

Brainstorming Solutions



Materials: *Handout 3.1A - Identifying and Addressing Classroom Concerns*



“At the start of this session you highlighted 3 classroom management challenges that you are having in your own classrooms. I would now like you to think about all of the techniques we have discussed today, and to make a plan for how you will overcome these three challenges going forward. For the next 10 minutes please complete the rest of **Handout 3.1A.**”

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



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



Ask Participants (Think-Pair-Share):

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

Address any remaining concerns and queries.

ASSESS

Skills and Strategies Worksheet



Materials: *Handout 3.0 - Skills and Strategies Worksheet*



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



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

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

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



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

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

Example Answers:

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

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



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

Active and Engaging Learning

SESSION 2

OBJECTIVES

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

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

OUTLINE

Reflect and Revisit

Stimulus questions and quiet reflection



Learn

The importance of a range of teaching strategies



Practice

Practice active teaching strategies
Demonstrations



Planning and Action

Create action plans to use strategies in lessons
Planning group work



Assess

Skills and strategies worksheet



PRE-WORK FOR FACILITATORS

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

Materials

- Flipcharts, markers, extra paper
- Rope/string – A piece for each participant and the facilitator
- Handout 3.2A - Teaching Strategies (6 pages)
- Handout 3.2B - Teaching Strategies Table
- Handout 3.2C - Teaching Strategies Action Plan
- Handout 3.2D - Differentiation Action Plan
- Appendix 3B - Teaching Strategies Table Example Answers

Key Words

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

REFLECT AND REVISIT

Stimulus Questions and Quiet Reflection



Materials: Slides 9-10

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



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



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

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

Include question 2 if appropriate

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

Example Answers:

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

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

LEARN

The Importance of a Range of Teaching Strategies



Materials: Slides 11-13

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



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

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

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



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



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

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

You have now successfully tied a bowline knot.”

Hand out the rope and ask students to try tying the knot. Do not repeat the instructions or give any help.



“You have just had a short lecture on the ‘Bowline Knot’”



Ask Participants (Whole Group):

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

Take answers from the class.

Example Answers:

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



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

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



Ask Participants (Whole Group):

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

Take several answers from the class.

Example Answers:

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



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

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



Ask Participants (Whole Group):

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

Take answers from the participants.

Example Answers:

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



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

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



Ask Participants (Whole Group):

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

Example Answers:

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

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



Ask Participants (Whole Group):

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

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

**Ask Participants (Whole Group):**

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

Example Answers:

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



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

**Ask Participants (Whole Group):**

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

Example Answers:

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

PRACTICE

Practice Active Teaching Strategies



Materials: *Slide 14*
Handout 3.2A - Teaching Strategies



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

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

Count-off participants so that they are now working in groups of 6. Assign each group one activity from **Handout 3.2A**. Make sure that each group has a different strategy to work on. The next 30 minutes might get quite noisy so tell participants they can spread out.



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

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

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

Demonstrations



Materials: *Handout 3.2B - Teaching Strategies Table*
You may need to assist participants to complete the table.
Please see Appendix 3B - Teaching Strategies Table Example
Answers to find a table complete with answers.

Call all the groups back together and ask them to look at **Handout 3.2B**.



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

After each demonstration -



Ask Participants (Whole Group):

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

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

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

PLANNING AND ACTION

Create Action Plans to Use Strategies in Lessons



Materials: *Handout 3.2C - Teaching Strategies Action Plan*



“Now that we have seen and discussed each strategy I want you to think about how and when you can use these strategies in your upcoming lessons. Choose 3 strategies and write an action plan to explain how you will use each strategy in your classroom. Fill in **Handout 3.2C**. I will circulate around them room if you need help. You have 20 minutes.”

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



“For each strategy think about the following:

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

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



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



Ask Participants (Whole Group):

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

Example Answers:

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



Ask Participants (Whole Group):

What ideas did you have for overcoming these challenges?

Example Answers:

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



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

Planning Group Work



Materials: Slide 15

Handout 3.2D - Differentiation Action Plan



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



Ask Participants (Think-Pair-Share):

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

Example Answers:

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



“To make group work effective there are several steps to follow. Together we are going to make a flowchart to show how to make group work as effective as possible in your classrooms. A flowchart is a useful note taking technique for both teachers and students. It shows how different steps lead to one another. Please look at **Handout 3.2D**.”

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



Ask Participants (Whole Group):

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

Example Answers:

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



Ask Participants (Individual Reflection):

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

Example Answers:

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



Ask Participants (Think-Pair-Share):

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

Example Answers:

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



Ask Participants (Whole Group):

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

Example Answers:

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



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



Ask Participants (Whole Group):

How can we make sure that group work is inclusive?

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

ASSESS

Skills and Strategies Worksheet



Materials: *Handout 3.0 - Skills and Strategies Worksheet*



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



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

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



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

Once you’ve selected a skill or strategy from this session that you would like to develop, write it in the box labeled ‘2’. In the box labeled ‘Today’, use the water glass scale to fill in how well you currently use the skill in your classroom right now. Then go to the ‘Goal’ box and use the water glass scale to show how well you would like to use the skill in the next week or so. Then in the ‘Action’ box write how you will achieve your goal i.e. -- What will you do in the next week to use or practice the skill? Do NOT fill out the Practice box now, this is to be completed AFTER you have practiced the skill in your classroom.”

Example Answers:

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

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



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

Questioning

SESSION 3

OBJECTIVES

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

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

OUTLINE

Reflect and Revisit

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

35

Learn

Different levels of questions
Creating questions using the ladder model

30

Practice

Asking questions effectively
Responding to questions effectively

50

Planning and Action

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

45

Assess

Skills and strategies worksheet

20

PRE-WORK FOR FACILITATORS

- Read through all materials.
- Find a short local folk story to replace the Acholi story.
- Prepare flipcharts for each activity, including key vocabulary flipchart (some need flipcharts even with a PowerPoint).
- Create copies of Appendix 3C - 2 diagrams for each pair of participants for the reflect and revisit activity.

Materials

- Flipcharts, markers, extra paper
- Handout 3.3A - Questioning Ladder
- Handout 3.3B - Handling Student Responses
- Appendix 3C - Two-way Communication Pictures (make enough copies of the diagram so that each pair has two diagrams)

Key Words

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

REFLECT AND REVISIT

The Importance of Two-Way Communication



Materials: Slide 17

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



For this activity you will need to use the two pictures you prepared using **Appendix 3C**.

Encourage the participants to spread out around the room so that they have more space to work. If necessary you can do this activity as a demonstration at the front of the room but it is more effective if everyone can take part.



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

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



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

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



Ask Participants (Whole Group):

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

Example Answers:

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



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



Ask Participants (Think-Pair Share):

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

Example Answers:

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



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



Ask Participants (Think-Pair Share):

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

Example Answers:

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

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



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



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

Advantages and Disadvantages of Closed and Open Questions



Materials: Slides 18-20



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

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

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



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

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



“First, there are two types of questions: ‘closed questions’ and ‘open questions’.

Closed questions require short factual answers. There is only one correct answer.

For example:

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

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

For example:

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

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



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



Ask Participants (Whole Group):

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

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

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

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

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



Ask Participants (Think-Pair-Share):

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

Example Answers:

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

LEARN

Different Levels of Questions



Materials: *Slide 21*
Handout 3.3A - Questioning Ladder



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

Have participants then look at Handout 3.3A to show participants the questioning ladder. Then talk the participants through the ladder.



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

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

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

Creating Questions Using the Ladder Model



Materials: *Handout 3.3A - Questioning Ladder*
Local folk story



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

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

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

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

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



“Now, with your partner work together to come up with 2 questions about this story for each level on the questioning ladder. Use **Handout 3.3A** to help you, and write your questions in the space provided. You have 10 minutes.”

Example Answers:

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

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



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

PRACTICE

Asking Questions Effectively



Materials: Slides 22-23



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



Ask Participants (Think-Pair-Share):

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

Example Answers:

You will always call on the same students.

Students who do not understand may avoid answering.



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

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



Ask Participants (Whole Group):

Why is this a useful questioning technique?

Take ideas from the whole group.

Example Answers:

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



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



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

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



Ask Participants (Whole Group):

Why is this a useful questioning technique?

Take ideas from the whole group.

Example Answers:

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



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



Ask Participants (Small Groups):

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

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

Example Answers:

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

Responding to Questions Effectively



Materials: *Slide 24*
Handout 3.3B - Handling Student Responses



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



Ask Participants (Whole Group):

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

Example Answers:

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



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

Ask participants to look at **Handout 3.3B**. Read through the first half of the handout together.



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

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



Ask Participants (Whole Group):

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

Example Answers:

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



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

PLANNING AND ACTION

Making a Do/Do Not T-Chart



Materials: Slides 25-26



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

Example Answers:

DO

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

DO NOT

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

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

Putting Questioning Skills to Practice



Materials: *Slide 27*
Handout 3.3A - Questioning Ladder



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

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

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



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

ASSESS

Skills and Strategies Worksheet



Materials: *Handout 3.0 - Skills and Strategies Worksheet*



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

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



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

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



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

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

Example Answers:

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

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



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

Child Development and Differentiation

SESSION 4

OBJECTIVES

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

- Describe the different stages of child development and different learning styles
- Explain the implications of these differences for classroom management, instruction and assessment
- Practice differentiation strategies

OUTLINE

Reflect and Revisit

Connecting the dots



Learn

Four stages of child development



Practice

Differentiation strategies



Planning and Action

Planning differentiation for your own students



Assess

Skills and strategies worksheet



PRE-WORK FOR FACILITATORS

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

Materials

- Flipchart, markers, extra paper, post-its
- Handout 3.4A - Differentiation Methods (4 pages)
- Handout 3.4B - Action Plans
- Handout 3.4C - Differentiation Monitoring Chart
- Appendix 3D - Child Development Ages and Stages Handout Example Answers

Key Words

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

REFLECT AND REVISIT

Connecting the Dots



Materials: Slide 29



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

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



Ask Participants (Whole Group):

Ask the following questions to guide a discussion about differentiation.

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

Example Answers:

Students finish at different speeds. Students have different abilities.



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

LEARN

Four Stages of Child Development



Materials: Slides 30-37



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

- Describe the different stages of child development and different learning styles.
- Explain the implications of these differences for classroom management, instruction and assessment.
- Practice differentiation strategies.

To start today’s session we are going to learn about the four stages of child development. We are going to make an annotated diagram in our notes. This is a useful note taking strategy for students - visuals help them to remember information, and annotations ensure that they write down the key points.”

Ask participants to fold their piece of paper into four quarters. Ask them to sketch a child in each of the boxes reflecting the following age categories: 0-2 years, 2-7 years, 7-11 years and 11+. Show the model on the flipchart/PowerPoint.



“As I talk through each stage, write down the key points and think about how this might impact your teaching.”

Talk through each stage. After each stage ask the question:



Ask Participants (Small Groups):

How might this affect your teaching practice?



Ask Participants (Whole Group):

1. Why do you think there are wide age ranges for each stage?
2. How might brain development affect classroom management?

Example Answers:

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



“Brain development happens at different times - not all children are at the same stage at the same age. Students' brains also develop in different ways; they have different needs, different interests, and different learning styles. How do we include all of these different stages and needs in our teaching? This is linked to the idea of inclusion but it has a special name in lesson planning - differentiation. Differentiation is the process by which differences between learners are accommodated so that all students in a group have the best possible chance of learning.”

PRACTICE

Differentiation Strategies



Materials: *Slide 38*

Handout 3.4A - Differentiation Methods

Appendix 3E - Story about Differentiation Strategies



“Therefore we need to make sure that our lessons cater for the different learning abilities, styles and interests of our students. This is particularly true in contexts where we have over-age learners and large numbers of pupils with different needs”.

Point to definition on the keyword flipchart.



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

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

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



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

Assign each group one of the four techniques from **Handout 3.4A**.



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

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

After each demonstration -



Ask Participants (Whole Group):

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



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

PLANNING AND ACTION

Planning Differentiation for Your Own Students



Materials: *Slide 39*
Handout 3.4B - Action Plans
Handout 3.4C - Differentiation Monitoring Chart



“Now you have seen the four strategies in action I would like you to plan how you will use these strategies in your lessons next week. Please complete **Handout 3.4B**. You have 15 minutes. Think about the subjects and topics that you are teaching in the coming weeks.”

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



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



Ask Participants (Think-Pair-Share):

How can we learn these things about our students?

Example Answers:

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

Take several answers from the participants. Ask participants to look at **Handout 3.4C**, and to complete the table individually. Give participants 10 minutes.



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

**Ask Participants (Think-Pair-Share):**

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

Example Answers:

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

ASSESS

Skills and Strategies Worksheet



Materials: *Handout 3.0 - Skills and Strategies Worksheet*



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



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

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

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



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

Example Answers:

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

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



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

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?

15

Learn

Defining continuous and summative assessment
Giving feedback

25

Practice

Continuous assessment strategies
Create a continuous assessment toolkit

90

Planning and Action

Summative assessment strategies
Create a unit assessment plan

60

Assess

Skills and strategies worksheet

20

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 3.5A - Assessment in the Classroom
- Handout 3.5B - Venn Diagram Continuous Assessment vs. Summative Assessment
- Handout 3.5C - Student Work Assessment Thought Chart
- Handout 3.5D - Continuous Assessment Strategies
- Handout 3.5E - Continuous Assessment Toolkit
- Handout 3.5F - Different Methods and Examples of Summative Assessments
- Handout 3.5G - 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?

15

Materials: *Slides 41-43*
Handout 3.5A - Assessment in the Classroom
Appendix 3D - 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 3.5A**.



“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 3D** 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):

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

Example Answers:

1. Think-Pair-Share, Exit Ticket, etc.
2. 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 3.5B - Venn Diagram Continuous Assessment vs. Summative Assessment

Appendix 3E - 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 3.5B.**”

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 3E.**



“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 3.5C**.*

PRACTICE

Continuous Assessment Strategies



Materials: Slide 48
Handout 3.5D - 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 3.5D**.



“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 3.5D** 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):

1. Which examples would you like to try in your classroom?
2. Which examples are you concerned about?

Create a Continuous Assessment Toolkit



Materials: *Handout 3.5E - Continuous Assessment Toolkit*

Ask participants to look at **Handout 3.5E**.



“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 3.5F - 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 3.5F**.



“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 you 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:

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

Create a Unit Assessment Plan



Materials: *Handout 3.5G - Summative Assessment Unit Plan*

Ask students to look at **Handout 3.5G**.



“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 3.0 - 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."

APPENDICES

Session 1: Classroom Management

Appendix 3A: Classroom Management Role-play

Session 2: Active and Engaging Learning

Appendix 3B: Teaching Strategies Table Example Answers

Session 3: Questioning

Appendix 3C: Two-way Communication Pictures

Session 4: Child Development and Differentiation

Appendix 3D: Child Development Ages and Stages Handout Example Answers

Appendix 3E: Story about Differentiation Strategies

Session 5: Assessment

Appendix 3F: Assessment in the Classroom Example Answers

Appendix 3G: Venn Diagram Continuous Assessment vs. Summative Assessment Example Answers

Appendix 3H: Skills and Strategies Worksheet Example Answers

Appendix 3A: Classroom Management Role-play

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

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

Role-play 1 – Characters

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

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

Student 2 – You are going to misbehave during the lesson. You will not pay attention and you will play with your hair.

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

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

Role-play 2 – Characters

Teacher – Your class is taking an exam. You set up the exam and then monitor the students as they work. Students will start to misbehave – decide how to react and deal with their behavior.

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

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

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

Role-play 3 – Characters

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

Student 1 – You will begin crying during the lesson.

Student 2 and Student 3 – You will annoy each other during the lesson. One of you will get angry and stand up and shout at the other student. You will both stand and prepare to fight (do not actually fight).

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

Appendix 3B: Teaching Strategies Table Example

Answers

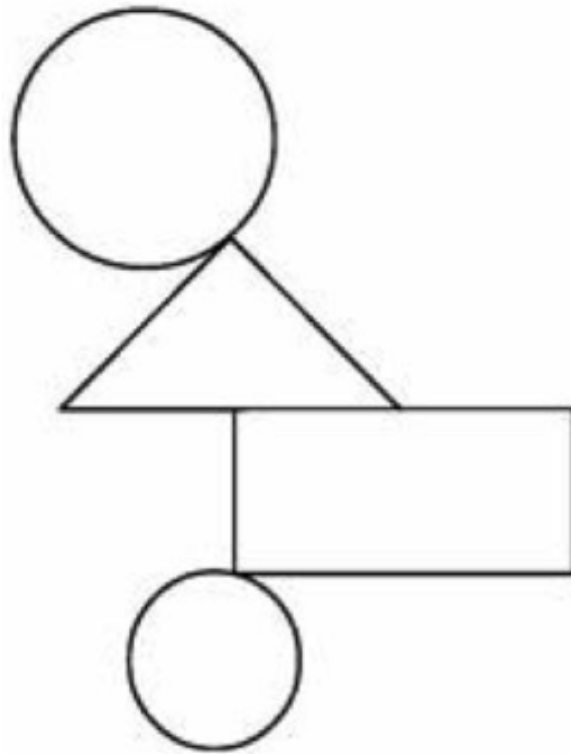
Teaching Strategy	What are the key points?	What are the strengths?
Concept Maps	<ul style="list-style-type: none"> ● Write a topic or question in a circle. ● Ask students to come up with ideas using think pair share. Add these ideas around the circle. ● Ask students if they can identify any themes or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

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

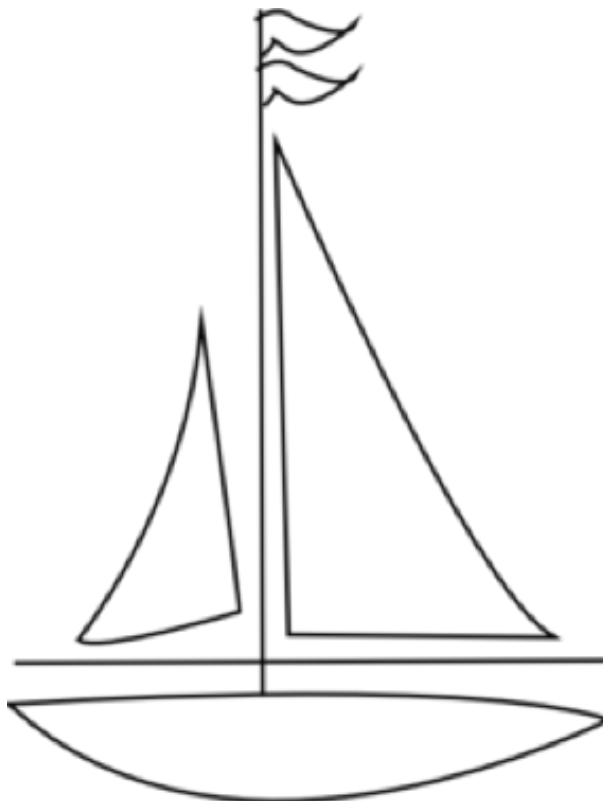
Appendix 3C: Two-way Communication Pictures

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

Picture 1



Picture 2



Appendix 3D: 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 when they can't see them.
2 – 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 - 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 3E: Story about Differentiation Strategies

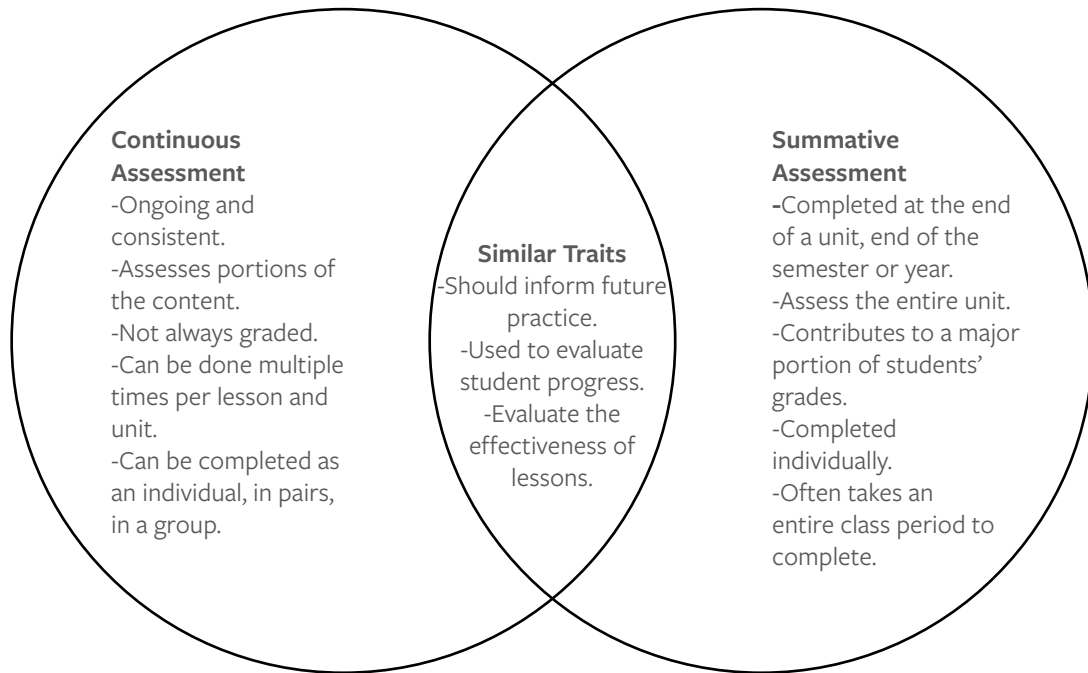
The teacher begins her geography lesson about the weather. To start the lesson the students must work with a partner to name as many types of weather as they can. Then the teacher writes some keywords on the board. She asks the students to match up the types of weather to the names of the season and to write these in their notebooks. Some of her students struggle with reading and writing so she draws pictures of the different types of weather to help them. She also sets a challenge task - for those students who finish quickly, they must add adjectives to describe the type of weather in each season. While the students work the teacher moves around the classroom. She knows that several students struggle with their writing so she makes sure she walks by them and encourages their efforts, and she praises the students who have moved on to the challenge task. The teacher then divides the students into their groups. For this activity they are in carefully selected mixed ability groups so that the students can support and challenge each other. Each group is assigned a season - in their groups they make a concept map to show all of the different activities that you would do in a particular season. Each group then presents its work. The last task of the day is to answer the question: Which is your favorite type of weather and why?" She gives the students a choice - they can either answer this question by writing or by drawing a picture with annotations. At the end of the lesson she collects the work to assess them and to give feedback.

Appendix 3F: Assessment in the Classroom Example Answers

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. <i>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.</i> The teacher instructs her students to read the story again and to <i>answer the questions</i> on the board individually. After that the teacher divides the class into small groups - they each need to <i>present</i> 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><i>Example Explanation</i></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>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. <i>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.</i> 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><i>This lesson helped prepare students for their upcoming national exam where they will have to identify the main idea in a story.</i></p>	<p><i>Example Explanation</i></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 3G: 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.



Appendix 3H: Skills and Strategies Worksheet

Example Answers

MODULE 4: Pedagogy

STEP 1: SELF-EVALUATION

Review the skills & strategies you can bring to your classroom that you learned in this module. For each session you will choose one skill or strategy you would like to develop and write it below. It is important to be honest with yourself and open to learning new things about yourself.

To rate yourself, think of yourself as a water cup, by shading the amount of water it contains:



Currently do *not* have this skill. Need to learn or develop



I use this skill a *little*. Need to develop more.


















Have an average amount of this skill.









I use this skill in the *best* way possible.

Complete the rating for each category:

1. *Today*: how well do you currently use the skill?
2. *Goal*: how well would you like to use the skill in the next week?
3. *Action*: what will you do in the next week to use or practice the skill?
4. *Practice*: how well did you use the skill when you practiced it in your classroom? (to be completed AFTER you have practiced the skill in your classroom)

Skill/Strategy	Today	Goal	Action: How will I achieve my goal?	Practice
Example: I will incorporate play into my classroom to promote child well-being			<ul style="list-style-type: none"> I will think of a game that can be used as a warm-up or in a lesson Play that game in class at least twice this week 	
1. I will incorporate routines and transitions into my classroom to promote class structure.			<ul style="list-style-type: none"> I will discuss the importance of classroom routine with my class this week and work towards developing a routine. I will develop a classroom routine based off student feedback. 	
2. I will use active teaching strategies in my lessons.			<ul style="list-style-type: none"> I will plan to use group work in two of my lessons this week. I will use concept mapping in two of my lessons this week. 	
3. I will use open questions in my lessons to promote critical thinking.			<ul style="list-style-type: none"> While I plan my lessons this week I will write down the key questions I want to ask in my plan. I will use 'think-pair-share' at least once in every lesson. 	
4. I will make my lessons relevant and meaningful to students.			<ul style="list-style-type: none"> I will use plan three activities this week that connect to students' lives. I will create a starter for a lesson that uses materials from the local environment. 	

Skill/Strategy	Today	Goal	Action: How will I achieve my goal?	Practice
5. I am going to attempt to use pair share in my classroom and alter my instruction if my assessment finds that students do not understand the material.			<ul style="list-style-type: none"> • 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. 	
6. I am going to use two short answer questions on my next summative assessment.			<ul style="list-style-type: none"> • I will think about the material I am teaching and think of some strong short answer questions to ask students that will truly assess if they understand what I have taught them. 	

STEP 2: PLAN

Choose 1-2 of the skills/strategies from the sessions that you would like to develop. Write an action plan of the steps you will take to achieve your goal.

Area for Growth: I will use open questions in my lessons to promote critical thinking.

Action Plan:

When I write my lesson plans this week I will write out the questions that I want to ask my students and I will include this in the plan. I will make sure that these are open questions and include the different levels that we practiced in the training. When I ask these questions in my classes I will use the 'Think-Pair-Share' strategy. I will make sure that I use 'Think-Pair-Share' at least once in every lesson.

Area for Growth: I will use active teaching strategies in my lessons.

Action Plan:

I will plan to use group work in two of my lessons this week. I will make sure that I give clear instructions before we start the activity and that I set high expectations of behavior. I will make sure that no one is left out, including girls or people who have physical disabilities. I will also make sure that everyone in the group has a specific role. I will also use concept maps in two of my lessons this week to engage students in a new topic or idea. One of these we will do as a whole class, and one, students will complete in groups.

STEP 3: REFLECTION AND COLLABORATION

Instructions: Step 3 can be completed individually or in a group (TLC). Answer the questions below independently and discuss your answers in a group if you feel comfortable. Discussion can be used to identify common challenges and create possible solutions or share resources.

Reflect on how you used a new skill or strategy from the **goals that you listed above in your classroom.**

1. What did you do to try a new skill or strategy?
2. What successes and challenges did you have in the classroom?

I used group work in two of my lessons this week. The first time I tried group work was quite difficult. The students became very loud and not all students were focused on the task. They really enjoyed it but I was worried that not enough learning was taking place. The second attempt was better, and again I could really see how much the students enjoyed the activity. I am still worried about how loud the students get.

Learn

3. Brainstorm possible solutions. Consider previously learned concepts.
 - *Give clear instructions - even have them written on the board.*
 - *Make sure behavior expectations are clear before the activity begins.*
 - *Assign clear roles for each group member.*

Plan

4. What will you do again?
5. What will you change or do differently? Share your plan with a peer for feedback.

I really want to use group activities again as the students got a lot out of the activity.

- *In future I will make sure that the instructions are really clear, and I will write them on the board so that students can refer back to them.*
- *I will also make sure that my behavior expectations are clear from the start. In particular I will remind students that only one person in the group should talk at once, and that they must keep their voices at an acceptable level.*
- *I will make sure that I give all students in the group a role..*

Take action in the classroom.

Here are additional ways to build on your skills within this module through an individual journal reflection or in a discussion with a supportive group of collaborative teachers (TLC)

Reflection & Collaboration Activity #1 - Peer Observation

In this module you have learnt many skills that you can implement in the classroom. Now you have finished the modules, you still need to keep learning and developing your practice. One way to do this is learn from observing the teachers around you.

1. Choose one area that you want to develop (Classroom management, Inclusion, Instruction, or Assessment).
2. Ask a colleague if they would mind you observing their lesson. While observing focus on how the teacher addresses this issue.
3. After the observation, in groups or by yourself reflect on the following questions:
 - a. What were some important skills/ideas that I saw during the observation?
 - b. What new questions arose?
 - c. What are 1-2 concrete ideas I took away that I can use in my classroom, how am I going to use them and where can I find support to use them?

Reflection and Collaboration Activity #2 - Triumphs and Challenges

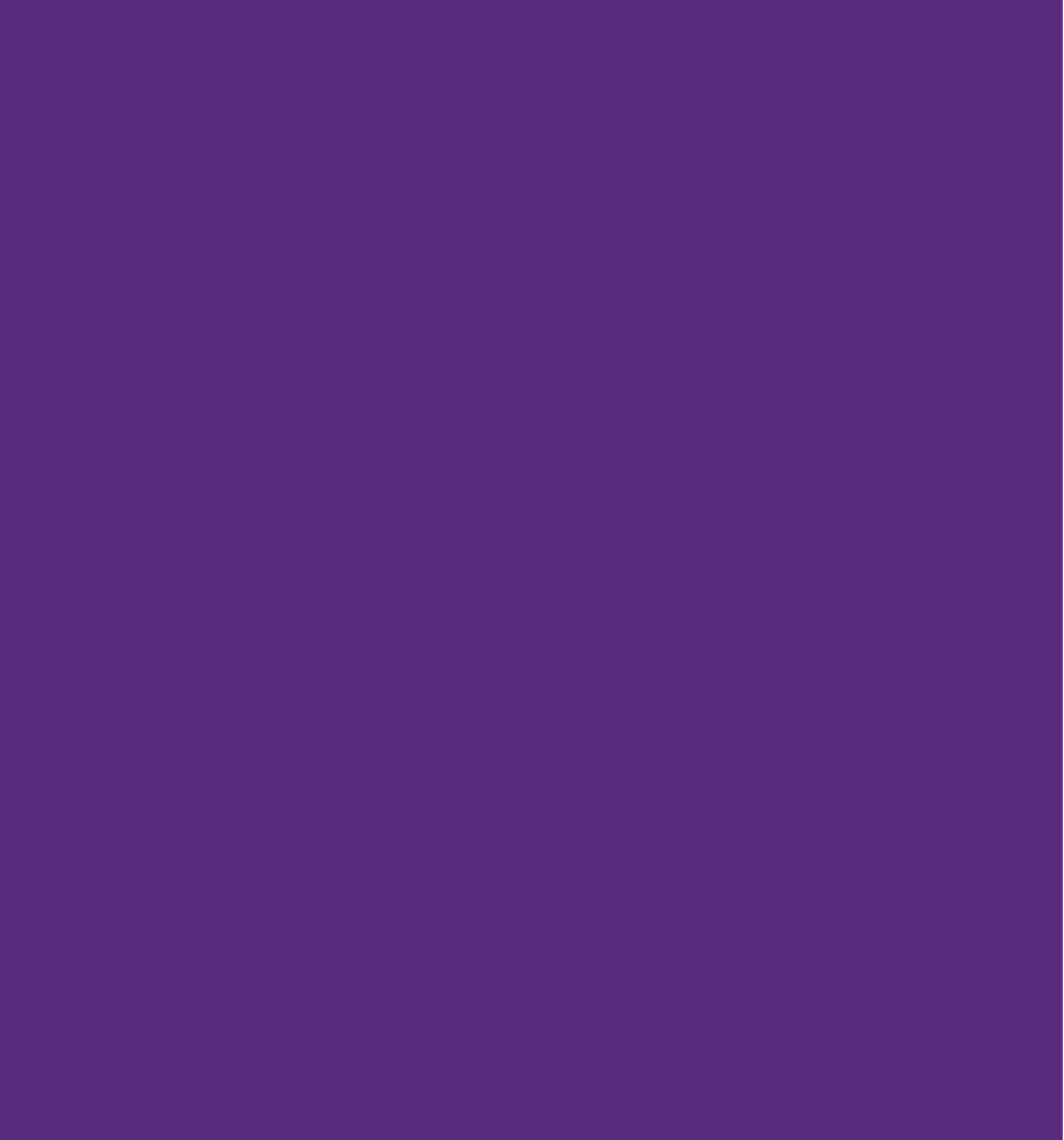
When you try new strategies in the classroom, things don't always go to plan. Often it will take several attempts before the new strategy works exactly as you would like it to. It's really important to reflect on the challenges that arise so that you can think of creative ways to overcome them. It is also really important to share and celebrate the triumphs when things go to plan, even if it is something small.

In groups or individually please reflect on the following.

1. What new strategies did you try in your classroom this week?
2. What didn't work? What challenges did you face?
3. What might you do differently next time to overcome this? (If you are in a group, come up with solutions together).
4. What worked well? What successes did you have this week? (if in a group, remember to praise and celebrate each other's success stories).

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TEACHERS COLLEGE
COLUMBIA UNIVERSITY



TRAINING FOR PRIMARY SCHOOL
TEACHERS IN CRISIS CONTEXTS

**CURRICULUM
AND
PLANNING**

MODULE 4



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.

Session 1 Using Curriculum



Session 2 Long Term Planning and Learning Objectives



Session 3 Lesson Planning



Session 4 Making Lessons Relevant and Meaningful



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

Icons



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



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



This icon represents the Scripted section of the Session.



This icon points to Questions you should ask your participants.

Using Curriculum

SESSION I

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

30

Reflect and Revisit

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

40

Learn

Examine the given curriculum to identify key parts

30

Practice

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

60

Planning and Action

Making sure the curriculum is relevant

30

Assess

Skills and strategies worksheet

20

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

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



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 (Small 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

Examine the Given Curriculum to Identify Key Parts



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.

1. How is the curriculum organized?
2. 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 ‘I’ 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 4.2A - 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



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**. Give participants time warnings throughout.

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 2)*



“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 4.2C**. 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 3

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

25

Learn

Lesson plan overview
Analyzing lesson plans

50

Practice

Planning a lesson together
Completing a lesson plan independently

135

Planning and Action

Review why lesson planning is important

10

Assess

Skills and strategies worksheet

20

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 4.3A - 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*



Use Handout 4.3A unless there is a local lesson plan available, in which case substitute as needed.



“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: *Handout 4.0 - 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

40

Learn

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

40

Practice

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

45

Planning and Action

Lesson plan review
Student interest reflection and action plan

35

Assess

Skills and strategies worksheet

20

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 4.4A - 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?

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.”

LEARN

Transforming Tasks and Examples from General to Meaningful



Materials: Slide 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.”

APPENDICES

Session 1: Curriculum

Appendix 4A: Story Sequence Activity Template

Session 2: Long Term Planning

Appendix 4B: Scheme of Work Example Answers

Session 3: Lesson Planning

Appendix 4C: Lesson Plan Analysis 1

Appendix 4D: Lesson Plan Analysis 2

Session 4: Resources

Appendix 4E: Examples of Local Resources

Appendix 4F: Skills and Strategies Worksheet Example Answers

Appendix 4A: Story Sequence Activity Template

Make five separate flipchart pages like the samples below. Follow the instructions for the activity located in the facilitator guide.

Answer key:

1. “One day a farmer...”
2. “The two began to barter...”
3. “The judge heard the version...”
4. “He then reached down...”
5. “The judge understood...”

Part #____

One day a farmer decided to take his cow to the market to be sold. When he met the merchant, he greeted him and told him he had a cow he wished to sell. The merchant asked how much he wanted for his cow, to which the farmer replied, “Fifty measures of grain.” The merchant began to laugh and said that the farmer must be a fool to ask such a price since the cow was only worth a single measure of grain.

Part #____

The two began to barter the price and their tempers rose as the argument continued. A crowd began to gather around the two men. Then the farmer said that he wasn't a fool, because no fool could know where the center of the earth was or how many stars there were in the heavens. The merchant got very angry and tried to punch him. At this point a few men in the crowd took both of the men to the judge so that he could decide.

Part #___

The judge heard the version of both men, and then turned to the farmer to ask, "If you are able to tell us the number of stars in the sky and where the center of the earth is, then here is your chance." The farmer paused and reached for his cane, which he lifted and plunged deep into the ground. "This is the center of the earth," he said, "and anyone who can prove the contrary is welcome to do so now."

Part #___

He then reached down and took a handful of dust from the ground. "The number of stars in the heavens is equal to the number of dust particles in my hand, and anyone who can prove me wrong is welcome to speak now."

Part #___

The judge understood that he was dealing with a very clever man. So he ordered the merchant to pay the clever farmer fifty measures of grain for his cow.

Appendix 4B: Scheme of Work Example Answers

Main Goal/Unit: *Creating a Good Football Team*

Date: *January 1-12*

Teacher's Name: _____

Class: _____

DATE	SUBTOPIC	SMART OBJECTIVE- By the end of the lesson, the student will be able to...	ASSESSMENT- WHAT and HOW will you assess?	RESOURCE- What materials/ teaching aids will you use?	REMARK
Monday, January 1	Counting numbers	Count the numbers 1-20 in order			
Tuesday, January 2	Counting numbers	Count the numbers 1-20 forwards and backwards. Identify one more and one less when given a number.			
Wednesday, January 3	Read and write numbers in numerals	Read and write numbers in numerals from 1-20			
Thursday, January 4	Read and write numbers in numerals and words	Read and write numbers in numerals and words from 1-20			
Friday, January 5	Identify numbers using objects and pictures	Identify and represent numbers 1-20 using objects and pictorial representations			
Monday, January 8	Identify and represent numbers using objects and pictorial rep- resentations				

DATE	SUBTOPIC	SMART OBJECTIVE- By the end of the lesson, the student will be able to...	ASSESSMENT- WHAT and HOW will you assess?	RESOURCE- What materials/teaching aids will you use?	REMARK
Tuesday, January 9	Use a number line, and use the language of equal to, more than, less than (fewer), most, least	Use a number line to show equal to, more than, and less than. Define the terms more than, less than, most and least.			
Wednesday, January 10	Use a number line, and use the language of equal to, more than, less than (fewer), most, least	Use a number line to show equal to, more than, and less than. Define the terms more than, less than, most and least.			
Thursday, January 11	Solve one-step problems that involve addition, using concrete objects and pictorial representations	Use concrete objects and pictures to solve single digit additions			
Friday, January 12	Read, write and interpret mathematical statements involving addition	Interpret and complete single digit additions in written and numerical form			

Appendix 4C - Lesson Plan Analysis 1

What are the strengths and weaknesses of this plan?

Subject: Literacy

Topic: Adjectives

Time: 40 Minutes

Teacher: Mary Olewo

Class: Grade 3

Date of Lesson: 9th
January 2017

Lesson Objectives: (SMART) <ul style="list-style-type: none"> Students will be able to explain why adjectives improve writing. Students will be able to use adjectives in their own writing. 		Teachers Notes: <ul style="list-style-type: none"> Materials - Notebook paper, chalk. Make sure John is sat near the front of the board so that he can see clearly. (INCLUSION)	
Lesson Phase	Teacher Actions	Student Actions	Time
Introduction <i>– Engages students and connects to prior learning</i>	<ol style="list-style-type: none"> On the board draw a sketch of your community. Ask students to think independently about how they would describe their community. (ENGAGING, MEANINGFUL AND VISUAL) Ask students to work in pairs to make a list of words to describe their community. Call on several students to share their ideas. Add these ideas around the diagram. Ask students to add any words they didn't think of to their list. 	<ol style="list-style-type: none"> Think independently about their community. Work with their partner to list adjectives. Contribute ideas to group discussion and add new ideas to own list. 	10 Mins (APPROPRIATE TIMING)
Body – <i>Includes the main learning points of the lesson, questions</i>	<ol style="list-style-type: none"> Give students the definition of an adjective and ask them to write this in their notebook. Ask students to look at their list of words – which of these are adjectives? Model 2 examples on the board and then ask students to circle the adjectives in their own lists. Read two descriptions of your community to the class; one with adjectives and one without. Ask students to compare the two - why is the second paragraph so much better? Use think-pair-share, and then ask students to write down the answer in their notebook. Ask students to write their own paragraph describing their community. The person who includes the most adjectives will get a reward point. (MIXTURE OF I, YOU, WE, PRACTICE TIME, USE OF LEARNING STYLES, USE OF CONTINUOUS ASSESSMENT) 	<ol style="list-style-type: none"> Write the definition in notebook. Work out which of the words on their list are adjectives. Listen to the stories and work out the difference. Write their own paragraph with as many adjectives as they can. 	25 Minutes

Lesson Phase	Teacher Actions	Student Actions	Time
<p>Conclusion – Assesses <i>student learning and ties the lesson together</i></p>	<ol style="list-style-type: none"> 1. Instruct students to swap notebooks with the person next to them. Tell them to read each other’s paragraph and to write a positive comment at the bottom. Then ask them to add up the total number of adjectives and to write it at the bottom. (PEER ASSESSMENT) 2. Walk around and make sure students are on task and answer any questions. 3. Find out which student has the most adjectives and award them. 4. Tell students that next lesson we will learn about different types of adjectives. (ENGAGE IN NEXT LESSON) 	<ol style="list-style-type: none"> 1. Assess their partner’s work. 	<p>5 Mins</p>

Appendix 4D - Lesson Plan Analysis 2

What are the strengths and weaknesses of this plan?

Subject: Geography

Topic: Weather

Time: 40 Minutes

Teacher: Abdu Abasi

Class: Grade 3

Date of Lesson: September
16th 2016

Lesson Objectives: (SMART)		Teachers Notes:	
<ul style="list-style-type: none"> Students will understand types of weather. Students will know how the weather affects them. 		<ul style="list-style-type: none"> Textbook (NO INCLUSION) 	
Lesson Phase	Teacher Actions	Student Actions	Time
Introduction – <i>Engages students and connects to prior learning</i>	<ul style="list-style-type: none"> Teacher gives a lecture about what students learned last lesson about the different types of weather. Ask pupils closed questions about last lesson. Whole class to shout their response. (NOTE ENGAGING) (DOES NOT APPEAL TO DIFFERENT LEARNING STYLES) (NO ACTIVE LEARNING/OPEN QUESTIONS) 	<ul style="list-style-type: none"> Students should sit and listen to the lesson. Students shout yes or no in response to the teacher's questions. 	20 Minutes (INAPPROPRIATE TIMINGS)
Body – <i>Includes the main learning points of the lesson, questions</i>	<ul style="list-style-type: none"> Read aloud from the textbook about types of weather and how it affects people's everyday lives. (NOT MEANINGFUL - could be about the students' lives) (NO 'WE DO') 	<ul style="list-style-type: none"> Students sit and listen. 	10 Minutes
Conclusion – <i>Assesses student learning and ties the lesson together</i>	<ul style="list-style-type: none"> Write three questions on the board about what you have just read. (ASSESSMENT) 	<ul style="list-style-type: none"> Students should answer the questions in their notebook. 	10 Minutes

Appendix 4E: Examples of Local Resources

- Material resources
 - Bottles, boxes, baskets, plastic bags, cloth, strings, pins
 - Stones, water, soil
 - Paper, pens, watercolor, scissors

- Animals and plants
 - Farm animals and wild animals
 - Animal products
 - Trees, flowers, grass and seeds
 - Fruits and vegetables

- Curriculum resources
 - National/school curriculum and syllabus
 - Textbooks and exercise books
 - Lesson plans
 - Radio programs

- Teaching aid
 - Models
 - Maps and globes
 - Pictures and drawing
 - Vocabulary cards, multiplication table

- Human resources
 - Other teachers, school principal and teaching coach
 - Community members of different professions
 - International organizations
 - Students

- Cultural resources
 - Language including proverbs
 - Songs, dances, tales and poems, etc.
 - Rituals and festivals
 - Games

Appendix 4F: Skills and Strategies Worksheet

Example Answers

MODULE 3: Curriculum and Planning

STEP 1: SELF-EVALUATION

Review the skills and strategies you can bring to your classroom that you learned in this module. For each session you will choose one skill or strategy you would like to develop and write it below. It is important to be honest with yourself and open to learning new things about yourself.

To rate yourself, think of yourself as a water cup, by shading the amount of water it contains:



Currently do *not* have this skill. Need to learn or develop



I use this skill a *little*. Need to develop more.


















Have an average amount of this skill.



I use this skill in the *best* way possible.

Complete the rating for each category:

1. *Today*: how well do you currently use the skill?
2. *Goal*: how well would you like to use the skill in the next week?
3. *Action*: what will you do in the next week to use or practice the skill?
4. *Practice*: how well did you use the skill when you practiced it in your classroom? (to be completed AFTER you have practiced the skill in your classroom)

Skill/Strategy	Today	Goal	Action: How will I achieve my goal?	Practice
Example: The assessments at the end of each of my lessons will match my objectives.			<ul style="list-style-type: none"> My objectives will be SMART so that the assessments in my scheme of work can accurately explain “what” I want my students to know and “how” I will measure my students’ progress. 	
1. I will read my school’s curriculum to understand what my students should learn and in what order.			<ul style="list-style-type: none"> I will read through the curriculum and make an outline of the learning standards in order throughout the year. 	
2. I will prepare a two-week scheme of work.			<ul style="list-style-type: none"> Before I begin writing daily lesson plans, I will plan ahead by following the scope and sequence to prepare a two-week scheme of work. 	
3. I will use the checklist to make sure my lesson plans are complete.			<ul style="list-style-type: none"> After I complete my lesson plan I will use the checklist to review each section of my lesson plan and make improvements. 	
4. I will use local resources to support my students’ learning.			<ul style="list-style-type: none"> I will design a class activity that uses a local resource to teach new concepts. 	

STEP 2: PLAN

Choose 1-2 of the skills/strategies from the sessions that you would like to develop. Write an action plan of the steps you will take to achieve your goal.

Area for Growth: I will create SMART objectives for my scheme of work.

Action Plan:

When I am creating a scheme of work for the next couple of weeks, I am going to make sure each of my objectives is specific, measurable, achievable, relevant, and time-bound. I will choose action verbs that are specific and measurable, not vague, like “know” or “understand.” I will ensure that the objective, or skill or content I want to teach, is achievable by my students in the span of one day’s lesson. I will ensure that the objective is relevant to my students’ interest and ability level.

Area for Growth: I will use the checklist to make sure my lesson plans are complete.

Action Plan:

After I complete my lesson plan I will use the checklist to review each section of my lesson plan. If I am missing something from one of the sections I will work to make improvements to my lesson plan. I will make sure I have used lesson objectives from my scheme of work and that I have thought through how much time the lesson will take to teach. I will include teacher and student actions and will ensure that I have listed ways to include every student into the lesson. I will ensure that my materials are listed out and that I have noted any reminders about the lesson. I will create an introduction that is engaging and related to my lesson topic, include time for my students to practice in the body of the lesson, and assess my students during the conclusion of my lesson.

STEP 3: REFLECTION AND COLLABORATION

Instructions: Step 3 can be completed individually or in a group (TLC). Answer the questions below independently and discuss your answers in a group if you feel comfortable. Discussion can be used to identify common challenges and create possible solutions or share resources.

Reflect on how you used a new skill or strategy from the **goals that you listed above in your classroom.**

1. What did you do to try a new skill or strategy?
2. What successes and challenges did you have in the classroom?
I started creating SMART objectives for my scheme of work for my next two weeks of class. The students are learning about order of operations in math. I used my checklist to make sure the plan was complete. One challenge I had was making sure the objectives were specific and time-bound.

Learn

3. Brainstorm possible solutions. Consider previously learned concepts.
I need to make my objectives more specific. I need to think more about the steps so that the objectives can be measured easily and broken down into smaller parts. I think that would make them more specific and able to be achieved in a certain time frame.

Plan

4. What will you do again?
5. What will you change or do differently? Share your plan with a peer for feedback.
Instead of just saying “my students will know how to use the order of operations in math by the end of next week,” I will break this down into more steps, and each step will be a goal. They will first understand what math operation comes first, then second, etc.

Take action in the classroom.

Here are additional ways to build on your skills within this module through an individual journal reflection or in a discussion with a supportive group of collaborative teachers (TLC)

Reflection and Collaboration Activity #1 - Review Lesson Plan Using Checklist

Participants should review the lesson plan using the lesson planning checklist (from Session 3 following the lesson plan template) to make sure the lesson has everything listed on the checklist. If participants are in TLC groups, they can review lesson plans among group members in pairs, provide feedback for each other's lesson plan and brainstorm strategies to improve the lesson plans.

Reflection and Collaboration Activity #2 - Find Human Resource in Community (continued)

Since participants might not be able to complete the human resource checklist (from Session 4) in the training session, they should continue the "Find Human Resource in Community" activity outside the training. If they are in a TLC group, they can do this activity in the group and expand their contact sheet to include TLC group members. If not, they should talk to their colleagues, school principal, teaching coach and/or other people that they identify as potential human resource to complete the checklist. Eventually their goal is to have a solid list of people who they can seek help about teaching as well as their contact information.

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TEACHERS COLLEGE
COLUMBIA UNIVERSITY



TRAINING FOR PRIMARY SCHOOL
TEACHERS IN CRISIS CONTEXTS

Introductory Training Pack

**PARTICIPANT
HANDBOOK**

Initial Training Pack - Participant Handbook

Day 1 - Teacher's Role and Well-being

Handout 1A – Weekly Schedule	2
Handout 1B – Examples of Misconduct	3
Handout 1C – Stop, Think, Act	4
Handout 1D – Mindfulness Activities	5
Handout 1E – Well-being Strategies	7
Handout 1F – Concluding Reflection	8

Day 2 – Child Protection, Well-being and Inclusion

Handout 2A – Child Needs Drawing	10
Handout 2B – Child Rights	11
Handout 2C – Story of Protective and Risk Factors	12
Handout 2D – Identifying Signs of Distress Chart	13
Handout 2E – Social-Emotional Learning	14
Handout 2F – The Big 5 Principles of Classroom Management	15
Handout 2G – The Big 5 Methods to Prevent Misbehavior	16
Handout 2H – Positive Discipline	18
Handout 2I – Concluding Reflection	19

Day 3 - Pedagogy

Handout 3A – Teaching Strategies (6 pages)	21
Handout 3B – Teaching Strategies Table	26
Handout 3C – Questioning Ladder	27
Handout 3D – Handling Student Responses	28
Handout 3E – Inclusion Scenarios	29
Handout 3F – Differentiation Methods	32
Handout 3G – Concluding Reflection	36

Day 4 - Curriculum and Planning

Handout 4A – Lesson Objectives	38
Handout 4B – Assessment in the Classroom	39
Handout 4C – Continuous Assessment Strategies	40
Handout 4D – Lesson Plan Guidance	43
Handout 4E – Analyze a Lesson Plan	44
Handout 4F – Lesson Plan Template (Blank)	45
Handout 4G – Lesson Plan Ideas	46
Handout 4H – Concluding Reflection	48

Handout 1A - Weekly Schedule

Directions: Look at the weekly schedule below. These are just a few example activities, which you may do in your week. Sometimes it can help to plan in advance what you want to do during the week. After looking at the example week, fill out your own weekly schedule with the activities you will do.

Example Week:

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<i>Lesson plan</i>	<i>Class</i>	<i>Class</i>	<i>Class</i>	<i>Class</i>	<i>Class</i>	<i>Market Day</i>
<i>Finish grading</i>	<i>Pass out graded papers</i>		<i>TLC Meeting</i>	<i>Staff Meeting</i>	<i>Assessment</i>	<i>Laundry</i>
	<i>Tutorial</i>			<i>Visit parent of struggling student</i>	<i>Collect homework</i>	

Your Turn: Fill out this weekly schedule with your own important activities.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Handout 1B - Examples of Misconduct

Directions: Think about the examples of misconduct in your school or community. For each of the reasons below, indicate how serious an example of misconduct it is. Also identify if it is an example of misconduct in your community. This will help guide your discussion of the Code of Conduct. Please also specify additional examples if they are not listed below.

Example of misconduct	Very serious example of misconduct	Serious example of misconduct	Less serious example of misconduct	A problem in our community?
Abuses in human resource management				
Use of fake degrees or diplomas				
Absenteeism of staff				
Discrimination against some pupils (admission, promotion, exam)				
Favoritism or nepotism in favor of some pupils (admission, promotion, exam)				
Collection of illegal school fees				
Private tuition by teachers				
Physical or verbal violence				
Sexual harassment				
Use of drugs or alcohol				
Abuse of their role by school inspectors				
Mismanagement of school finances				
Abuses in purchases/use of school materials				
Sharing confidential information				
Poor relations between teachers and pupils				
Poor relations among school staff				
Poor relations between teacher and parents/the community				

Handout 1C – Stop, Think, Act

STOP	THINK
ACT	

Reflect:

1. Describe the conflict.	2. How did you respond?
---------------------------	-------------------------

Action Plan:

STOP
THINK
ACT

Handout 1D – Mindfulness Activities

Contract and Release- Heat

Take one minute to sit silently.

Grow your back longer and taller, reaching your head to the sky. Breathe in deeply. Exhale slowly and let yourself relax. Squeeze up your toes, and release them, feeling heat come out of your toes. Squeeze the muscles in your legs and knees, now let them fully relax and feel the heat coming out of your legs. Squeeze up your bottom and then let the heat warm up your chair as you relax. Pull your tummy muscles in, then release them and feel the warmth radiate out. Feel your chest tighten up, and then relax, releasing heat. Shrug your shoulders up to your ears, then relax your shoulders down your back, feeling the heat come out. Contract up your arms, then relax them and let the heat come out of your fingertips. Feel the heat come up your neck and wrap around your head. Feel your whole body warm and relaxed.

Sit silently for 30 seconds, or as long as they are comfortable.

Now bring your attention back to the class. Wiggle your fingers and your toes. Make small circles with your wrists. Stretch your arms up to the sky and then shake them out. If your eyes are closed, slowly open them.

Focus on the Light

Sit silently and visualize. If you are comfortable feel free to close your eyes.

Grow your back longer and taller, reaching your head to the sky. Breathe in through your nose, feeling your breath relax your body. Imagine that you see a light in front of your eyes. Bring that light up to your forehead. Allow the light into your head, filling your entire head with bright, warm light. Where this bright light exists, there cannot be darkness. There is only room for happy thoughts. Feel as the light pushes out any bad thoughts. Only good thoughts are left in your mind. See the light moving down to your ears, so you can only hear good things. See the light moving into your jaw and mouth. Let yourself only speak good words. Let the light travel down your neck and shoulders to your heart. Let your heart be filled with the light, so you can only feel good feelings. Feel as the light is shining out from your heart and you are showering everyone and everything around you with love and good feelings. Feel as your whole body is filled with the light, so you are glowing in good thoughts and feelings. Think, "The light is in me, I am the light. I shine light on everyone and everything around me.

Sit for a few seconds in silence.

Begin to bring yourself back to the present. Focus on your breathing – in and out slowly. Wiggle your fingers and toes. As you are ready, open your eyes if you closed them.

Sitting Silently

Before you begin this activity you will need to identify a daily intention. This can be a short saying that you repeat to yourself throughout the day for encouragement or motivation. Example: I am going to be joyful today. OR breathe in the peace, breathe out the stress.

Sit tall in your seats and stretch your neck out above you. State your daily intention. Repeat the daily intention one or two more times. Ask yourself, “What does today’s ‘Daily Intention’ mean to you?”
Now take one minute to sit silently.

Grow your back longer and taller, reaching your head to the sky. Breathe calmly. Continue to breathe slowly for one minute. If it is comfortable, you can close your eyes and think about the daily intention.

Handout 1E – Well-being Strategies

Instructions: Add to the list. What other strategies do you use to deal with your stress?

Relax

Take a deep breath.

Belly breathing.

Stretch.

Express Yourself

Don't hold everything in. Talk about how you feel with other teachers, family, friends.

Find a hobby- music, exercise, cooking, journaling, drawing, etc.

Express your worries in prayer.

Think Positively

Don't blame yourself if things don't work out perfectly.

Your best is good enough.

Take a Break

Pause and reflect.

Enjoy the moment.

Enjoy your friends and family.

Count to 10.

Get Organized

Make a schedule.

Set goals.

Don't be afraid to reach out for help. There are many services and support systems in place to help.

Handout 1F - Concluding Reflection

Take some time to reflect on the sessions you participated in today. What is the most important idea/concept you learned in each lesson? How will you use this skill/knowledge for your future teaching? Please include 1-2 remaining questions in the last box. Use any of the material you have received during the training.

Session	Comments and Reflections
Teacher's Role	
The Code of Conduct	
Teacher Well-being	
Remaining Questions or Concerns	

Day 2 – Child Protection, Well-being and Inclusion

Handout 2A – Child Needs Drawing

Handout 2B – Child Rights

Handout 2C – Story of Protective and Risk Factors

Handout 2D – Identifying Signs of Distress Chart

Handout 2E – Social-Emotional Learning

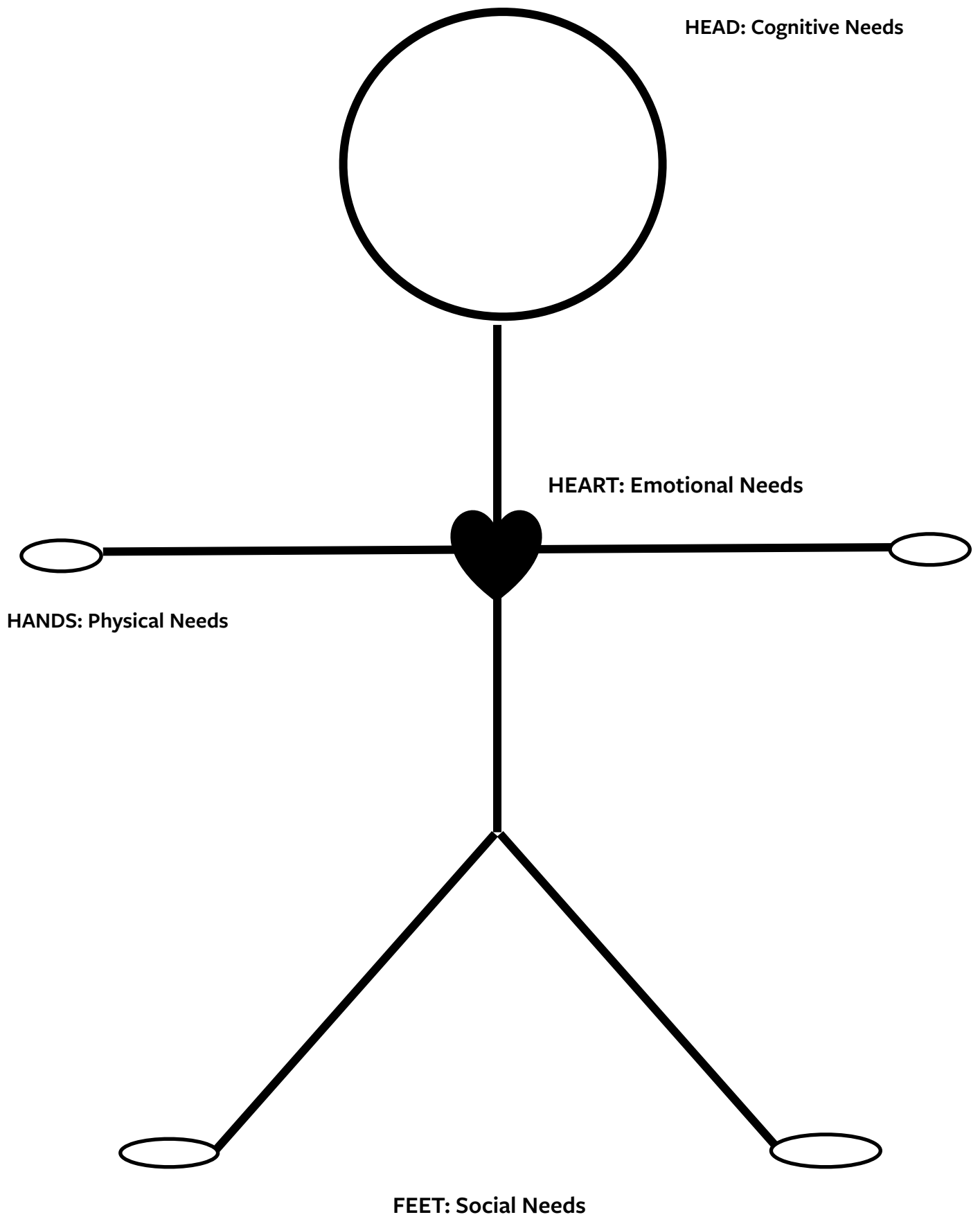
Handout 2F – The Big 5 Principles of Classroom Management

Handout 2G – The Big 5 Methods to Prevent Misbehavior

Handout 2H – Positive Discipline

Handout 2I – Concluding Reflection

Handout 2.1A - Child Needs Drawing



Handout 2B - Child Rights

<p>Article 2 All children have rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, or whether they are rich or poor. No child should be treated unfairly on any basis.</p>	<p>Article 12 Children have the right to get information that is important to well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information is not harmful, and help children find and understand the information they need.</p>	<p>Article 30 Children have the right to practice their own culture, language and religion. Minority and indigenous groups need special protection of this right.</p>
<p>Article 16 Children have the right to privacy.</p>	<p>Article 12 Children have the right to give their opinion, and for adults to listen and take it seriously.</p>	<p>Article 14 Children have the right to choose their own religion and beliefs.</p>
<p>Article 34 Children have the right to be free from sexual abuse.</p>	<p>Article 37 No one is allowed to punish children in a cruel or harmful way.</p>	<p>Article 31 Children have the right to play and rest.</p>
<p>Article 39 Children have the right to help if they've been hurt, neglected or badly treated.</p>	<p>Article 36 Children have the right to protection from any kind of exploitation (being taken advantage of).</p>	<p>Article 19 Children have the right to be protected from being hurt and mistreated, in body or mind.</p>
<p>Article 9 Children have the right to live with parent(s). They have the right to live with a family who cares for them.</p>	<p>Article 27 Children have the right to food, clothing, a safe place to live and to have their basic needs met.</p>	<p>Article 32 Children have the right to protection from work that harms them, and is bad for their health and education.</p>
<p>Article 23 Children have the right to special education and care if they have a disability, as well as all the rights in this Convention, so that they can live a full life.</p>	<p>Article 16 Children have the right to a good quality education. Children should be encouraged to go to school to the highest level they can.</p>	<p>Article 24 Children have the right to the best healthcare possible, safe water to drink, nutritious food, a clean and safe environment.</p>
<p>Article 29 A child's education should help him/her use and develop his/her talents and abilities. It should also help children learn to live peacefully, protect the environment and respect other people.</p>		

Handout 2C - Story of Protective and Risk Factors

Zara emerges from her home in the refugee camp. She gets up before the rest of her family to go fetch water from the communal water tap in the camp. It's still dark and Zara is afraid getting water by herself; she does not feel safe. When she arrives home her mother is very appreciative, and thanks Zara for the water. Zara and her sisters then wash and comb their hair. This is a ritual they have and it is one of the few times during the day when they get to sit together and talk. For Zara, this is one of the best times of her day. Zara puts away the mattresses and blankets and sweeps the area around their home. She has not had time to do her homework but she has to finish her housework before she leaves for school. Her brother, Daniel is just waking up. He has had nightmares about the fighting he witnessed and has not been sleeping well. Zara gives Daniel his breakfast before taking her own. Mother knows that school is important for her children and she encourages them to go to school. Daniel has a uniform that he takes great pride in; it was a gift from an uncle that believes it's very important for boys to go to school. The uncle doesn't see the value in school for girls and there isn't enough money for Zara and her sisters to have uniforms this year.

Zara takes an extra-long route on all the main paths to school because girls were assaulted on the other paths to school and the men responsible were not punished. Zara arrives late to class and knows that means her teacher will punish her with the stick. Later in class, the teacher calls on Zara to read the instructions on the board. Zara is embarrassed because she cannot read all the words correctly. The class laughs at her and the teacher doesn't do anything to stop them. Zara missed many years of school during the conflict and sometimes the younger students tease her by asking her math questions they know she doesn't know the answer to. Zara goes to the latrine to cry. In Daniel's class the teacher asks everyone to find a partner. No one wants to be Daniel's partner because he is from a different country. Daniel sits by himself; he doesn't have very many friends. After school, Daniel plays football with the other boys from school. He loves to be a part of a team and it gives him a sense of belonging. However, lately Daniel has been picking fights whenever the football game doesn't go his way. He has been very angry since they arrived in the camp because his father did not come with him and he is missing a male role model in his life.

Zara and Daniel are so excited when they come home for lunch because mother has prepared a special traditional food that is difficult to find in the camp. Daniel prepares tea for his family and other relatives who live in the camp and have come by to visit. They always talk about the war and friends who have been killed or disappeared and it makes him sad to listen and unsure about his future.

Handout 2D - Identifying Signs of Distress Chart

<i>Indicator</i>	<i>Status: What do you see? What is happening?</i>	<i>Potential Cause: Why do you think this is happening?</i>	<i>Follow-up Step: What should I do?</i>
Attendance	Late to school Missing lessons		
Performance/ Achievement	Cannot read correctly Drop in test scores		
Physical Condition	No uniform Physical injuries Tired		
Emotional Condition	Anger Sadness Withdrawn		
Social Activity, Relationships, Interactions	Sits alone Finds it difficult to make friends Gets into fights		

Handout 2E - Social-Emotional Learning

Social-Emotional Learning: The processes through which children and adults gain and apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions.

1. Executive Function - skills that help us focus our attention, remember instructions and concepts, successfully juggle multiple tasks and plan for the short and long term future.

QUESTION:

- a. Rewrite this definition in your own words on the flipchart.
- b. Draw a picture to match the definition.
- c. What are some examples of Executive Function?
- d. What are some activities you can do with students to practice this skill?

2. Emotional Regulation - skills that allow us to understand our own emotions and positively manage our feelings.

QUESTION:

- a. Rewrite this definition in your own words on the flipchart.
- b. Draw a picture to match the definition.
- c. What are some examples of Emotional Regulation?
- d. What are some activities you can do with students to practice this skill?

3. Positive Social Skills - skills that allow us to relate to one another in a positive way, through understanding others' feelings and behavior and responding in a way that promotes positive social interaction and reduces conflict.

QUESTION:

- a. Rewrite this definition in your own words on the flipchart.
- b. Draw a picture to match the definition.
- c. What are some examples of Positive Social Skills?
- d. What are some activities you can do with students to practice this skill?

4. Conflict Resolution Skills - skills that help us address any problems and conflicts in a positive manner as they arise.

QUESTION:

- a. Rewrite this definition in your own words on the flipchart.
- b. Draw a picture to match the definition.
- c. What are some examples of Conflict Resolution Skills?
- d. What are some activities you can do with students to practice this skill?

5. Perseverance - skills that allow us to push through challenges and continue to work towards a realistic goal.

QUESTION:

- a. Rewrite this definition in your own words on the flipchart.
- b. Draw a picture to match the definition.
- c. "What are some examples of Perseverance?"
- d. What are some activities you can do with students to practice this skill?

Handout 2F - The Big 5 Principles of Classroom Management

Positive Discipline

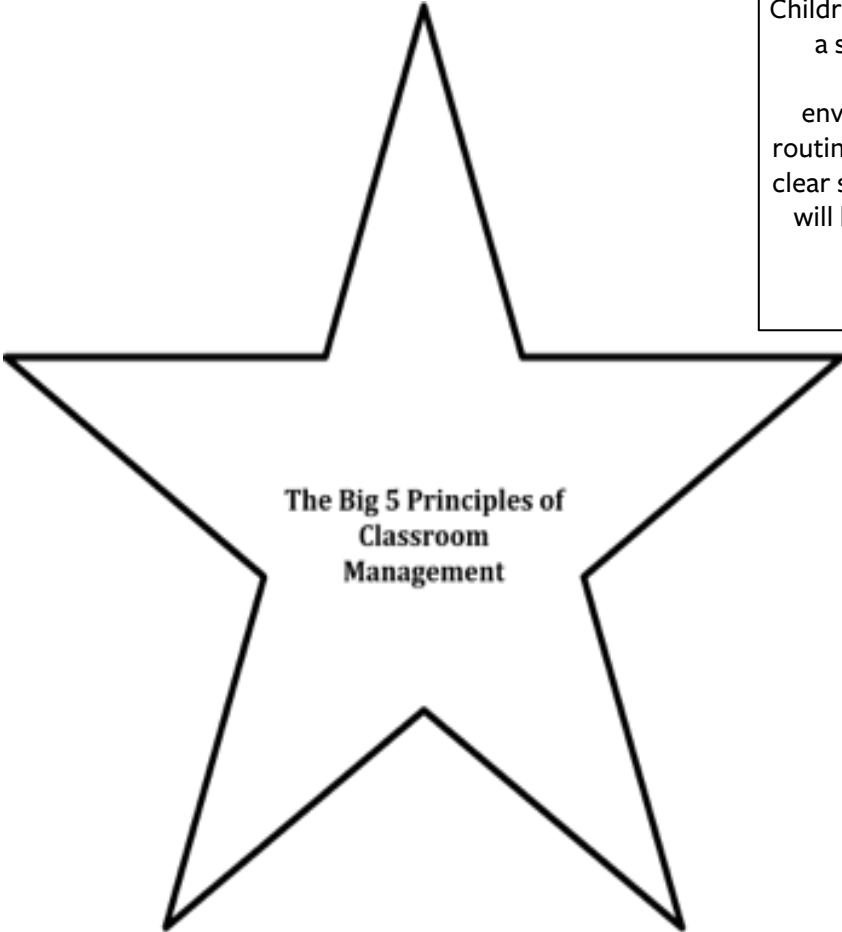
Be consistent in enforcing your expectations. It is important to redirect unwanted behavior and only use appropriate consequences when necessary.

Clear Expectations

Setting clear academic and behavioral expectations is a way to make sure students know what to do at all times and is a proactive way to limit unwanted behavior.

Routines

Children respond well to a structured and predictable environment. Clear routines give students a clear sense of what they will be doing in class everyday.



The Big 5 Principles of Classroom Management

Positive Reinforcement

It is important to create a space where students feel safe and confident to share their thoughts. Acknowledge your students' positive behavior, growth and creativity.

Engagement

When students are actively engaged in your lessons they are less likely to misbehave. You need to know your students' abilities and interests in order to do this well.

Handout 2G - The Big 5 Methods to Prevent Misbehavior

Big 5 Methods	The Big 5 Methods to Prevent Misbehavior	Already do	Would like to do	Would <u>not</u> like to do
Clear Expectations	<ul style="list-style-type: none"> ● Make a list of class rules with your students. ● Give clear instructions before each activity that includes a simple explanation of the activity, its purpose, timing, and materials needed. ● Explain purpose behind expectations. ● Check for student understanding of instructions before starting activity. 			
	<u>What do you already do in your classroom?</u>			
Routines	<ul style="list-style-type: none"> ● Establish routines to help students experience a structured and predictable environment, be consistent about them and make them predictable. Examples of routines and procedures: <ul style="list-style-type: none"> ○ Starting/ending class ○ Clean up ○ Passing out and turning in papers and materials ○ Getting students' attention ○ Grouping students ● Student jobs in the classroom--like homework collector--to create a sense of ownership. 			
	<u>What do you already do in your classroom?</u>			
Engagement	<ul style="list-style-type: none"> ● Learn your students' names. ● Create curriculum that is relevant to students' abilities and interests. Be aware of: <ul style="list-style-type: none"> ○ Students' backgrounds (particularly if they have experienced trauma) and how this may influence how they act in the classroom ○ Students' physical disabilities and special learning needs ○ Understand students' cultural and linguistic differences ● Create lesson plans that allow students opportunities to work with each other and practice. 			
	<u>What do you already do in your classroom?</u>			
Positive Reinforcement	<ul style="list-style-type: none"> ● Create a space where students feel safe to share their thoughts and ideas. ● Help students to build positive relationships with each other. ● Give students consistent and positive feedback on their work and participation in class. ● Have a seating chart. Make sure that students are comfortable and work well with the students they are sitting next to. ● Encourage students to hang up great work, create display boards, and put away instructional materials at the end of each lesson. 			
	<u>What do you already do in your classroom?</u>			

Big 5 Methods	The Big 5 Methods to Prevent Misbehavior	Already do	Would like to do	Would <u>not</u> like to do
Positive Discipline	<ul style="list-style-type: none"> ● Be consistent in enforcing your expectations: acknowledge positive behavior, redirect unwanted behavior, and treat students equally ● Constantly move around the classroom during instruction to monitor student behavior 			
	<u>What do you already do in your classroom?</u>			

Handout 2H - Positive Discipline

Stop and Think

When a student's actions interrupt instruction, ask yourself the following questions before you take action:

1. Is the student really doing something wrong? NO: Redirect your stress away from the students and the class. YES: Move to next step.	2. Are your expectations fair? NO: Reconsider your expectations. YES: Move to next step.	3. Did your student know they were misbehaving? NO: Behavior was an accident. Re-explain expectations. YES: The student misbehaved. Move to next step.
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Action Steps

4. Redirecting Unwanted Behavior:

- Re-explain expectations.
- Positive Narration: The teacher calls out positive behavior to remind all students what they should be doing.
- Proximity: The teacher should always be moving around the room while teaching. This limits unwanted behavior. When a teacher moves closer to a student that is not on task, the student will usually stop the unwanted behavior and pay attention again.
- Sudden Silence: The teacher stops talking and waits for the unwanted behavior to stop before continuing with the lesson.
- Tone or Volume of Voice: A teacher can change the tone or volume of his/her voice in order to regain the attention of the class. The teacher should never yell at students.
- Physical Cues: The teacher can use various nonverbal cues to regain the students' attention such as hand signals, snapping, and turning the lights on and off.

If the student continues to misbehave after you have attempted to re-direct the unwanted behavior, move to next step.

5. Issuing a Consequence:

- Be private when possible.
- Explain to student why his/her behavior is unacceptable.
- Issue consequence. Make sure the consequence is appropriate for the misbehavior.
- If student argues, restate the consequence in a calm voice.

Adapted from Save the Children, Child Protection Manual

Handout 2I - Concluding Reflection

Take some time to reflect on the sessions you participated in today. What is the most important idea/concept you learned in each lesson? How will you use this skill/knowledge for your future teaching? Please include 1-2 remaining questions in the last box. Use any of the material you have received during the training.

Session	Comments and Reflections
Child Protection	
Safe Spaces - SEL	
Positive Discipline	
Remaining Questions or Concerns	

Day 3 - Pedagogy

Handout 3A – Teaching Strategies (6 pages)

Handout 3B – Teaching Strategies Table

Handout 3C – Questioning Ladder

Handout 3D – Handling Student Responses

Handout 3E – Inclusion Scenarios

Handout 3F – Differentiation Methods

Handout 3G – Concluding Reflection

Handout 3A - Teaching Strategies

Strategy 1: Concept Maps

Purpose: Allows students to understand a new topic, generate different ways to solve a problem, organize ideas and identify links and themes, be excited by a new concept or idea.

Example steps:

1. Write a topic or question in a circle in the center of the board. Ask students to do the same on their page.
2. Ask students to come up with as many ideas about this topic or question as they can. Add all of their ideas to the diagram (see model below). Use think-pair-share to do this.
3. Ask students if they can see any themes or links between all of the different ideas. Add these to the diagram using connecting lines or circles.

Outcome: See example below.



Task: Practice this teaching strategy with your group. To start, use the example of water (see above). As you get more confident, come up with a question or topic of your own.

You have 30 minutes to practice, and then one person will need to demonstrate this strategy to the group.
Good Luck!

Strategy 2: Role-play

Purpose: Allows students to actively and creatively engage with a topic, to deepen their understanding of a topic, and to practice new skills.

Example steps:

1. Divide students into small groups. Clearly explain the task and give each group a scenario and each student a role.

2. Give students several minutes to create and practice their role-play. Give them clear timings.
3. Ask the small groups to then perform their role-play for the rest of the class. While each group performs the rest of the class should have a question to think about, for example, 'What is the message of the role-play?' 'What did the group do well?'

Outcome: In small groups, students will perform a short play in front of their peers to reflect something they have been learning in school.

Task: Practice this teaching strategy with your group.

Role play 1: Ask participants to practice their counting skills by creating a role play about buying and selling at the market. Two participants should be stallholders and two participants the customers.

Role play 2: If you are confident, now ask participants to create a role-play to show how to deal with a school bully. One person should be the bully, one person the victim, and two people should be bystanders.

You have 30 minutes to practice, and then one person will need to demonstrate this strategy to the group.

Good Luck!

Strategy 3: Storytelling

"Tell me a fact and I'll learn. Tell me the truth and I'll believe. But tell me a story and it will live in my heart forever." Indian Proverb

Purpose: Students enjoy listening to stories and stories stimulate thinking and interest. They also allow students to develop communication skills, deepen their understanding of a topic, and incorporate their culture into the classroom.

Example steps:

1. Find stories that relate to the topic you teach or the cultures of your students.
2. Ask questions before, during and after the story to help them analyze and learn from the story.
3. Read the story in a loud and expressive voice.
4. Ask the students to sketch the story, or to act out actions, while you read it. Read the story through twice.
5. Give students a chance to write their own stories too.

Outcome: Students will have engaged in the ideas of the story and will demonstrate their understanding.

Task: Practice this teaching strategy with your group.

Tell your class that today they will hear a story called 'The Mouse and the Lion'.

Before you read the story ask the group these questions:

What do you think the story is about? Where do you think the story is set? What adjectives would you use to describe a lion? What adjectives would you use to describe a mouse?

Read the story below with expression and excitement, and carry out the actions while you read.

Once when a Lion was asleep (yawn), a little Mouse began running up and down upon him (mime running). This soon wakened the Lion, who placed his huge paw upon him and opened his big jaws to swallow him (open your mouth wide like the lion).

"Pardon, O King!" cried the little Mouse, "Forgive me this time. I shall never repeat it and I shall never forget your kindness. And who knows, but I may be able to do you a good turn one of these days?" The Lion

was so tickled at the idea of the Mouse being able to help him, that he lifted up his paw and let him go (laugh). Sometime later a few hunters captured the Lion and tied him to a tree while they went in search of a wagon to carry him on.

Just then the little Mouse happened to pass by, and seeing the sad plight in which the Lion was, ran up to him and soon gnawed away the ropes that bound the King of the Beasts (mime chewing the rope). "Was I not right?" said the little Mouse, very happy to help the Lion (smile).

Use think-pair-share to ask the students the following questions:

1. What was the mouse doing when the lion woke up?
2. How do you think the mouse felt at that moment? Why?
3. How did the lion feel? Why?
4. How was the mouse able to repay the lion's kindness?
5. What is the moral of this story?

You have 30 minutes to practice, and then one person will need to demonstrate this strategy to the group. If you feel confident, come up with questions and use stories of your own.

Good Luck!

Strategy 4: Games

Purpose: Games are engaging and exciting for students. They are also a useful way to practice and revise topics, they encourage positive competition, and they develop communication skills.

Example 1 – To practice body parts and listening skills

1. Tell the students that for this game they have to listen to your instructions very carefully. When you say "Teacher says..." they have to follow your instructions and carry out the action. If you do not say "Teacher says..." they must not copy you.
For example, if you say "Teacher says touch your nose" each student must touch his/her nose. If you just say "Touch your nose" they must not.
2. Start the game by asking all students to stand up. Give the following commands one after another.
"Teacher says touch your toes."
"Teacher says touch your shoulders."
"Teacher says touch your elbows."
"Teacher says touch your knees."
"Teacher says touch your head."
"Touch your eyes" (if any students touch their eyes, they have to sit down for the rest of the game, they are out of the competition).
3. Keep going in this way, naming other body parts.
4. Give out a reward for all students who are still 'in' by the end of the game.
5. Put the students into small groups to practice playing the game themselves. They must take turns to be the 'teacher'.

Example 2 – To practice verbs

1. Ask students to write down a verb on a small piece of paper. They then put the piece of paper into the bowl/hat/bucket.
2. Select a student to come and take the piece of paper out of the bowl and to act out the verb.
3. Ask the class to put their hand up if they can work out what the verb is.
4. Put the class into small groups and ask them to play the game themselves.

Outcome: Students will become increasingly confident through practicing the skill in this fun way. They will be able to play the games themselves in their groups.

Task: Practice one of the games with your group following the steps above. If you are feeling confident, practice other learning games that you know.

You have 30 minutes to practice, and then one person will need to demonstrate this strategy to the group.

Good Luck!

Strategy 5: Visual Demonstrations

Purpose: Stimulates interest and engagement with a topic, brings topics to life, appeals to a wide range of students.

Example 1 - Math - Counting

1. Bring 10 students to the front of the class. They will be your ‘counters’ to show the class how to add and subtract.
2. Say to the class, “If I have 10 students, and I take away 2 students, how many students are left?”
Physically move two students away from the group of 10 – ask the class to count how many are left.
3. Model another counting example.
4. Put students into small groups and ask them to practice doing this themselves.

Outcome: Students will have been introduced to a new idea in a very visual way. This will help them when they practice the skill themselves. If you have more equipment and props you can be very creative with your demonstrations.

Task: Practice this teaching strategy with your group. If you feel confident, come up with your own examples.

You have 30 minutes to practice, and then one person will need to demonstrate this strategy to the group.

Good Luck!

Strategy 6: Group Discussion

Purpose: Allows students to actively and creatively engage with a topic, deepens their understanding of a topic, develops communication and team building skills.

Example steps:

1. Clearly tell students the behavior expectations (e.g. respect for each other, listening) and give them individual roles (e.g. spokesperson, organizer, peacekeeper, recorder of what’s said).
2. Explain the task clearly and have it written on the board as well. Tell the pupils what they have to do and what the outcome of their group work should look like.
3. Give students time to carry out their group discussion.
4. Bring the whole class back together to share their ideas. For example, take one idea from each group, or ask each group to tell you about the most interesting thing they learned. Try to make the final session an exchange of ideas rather than you telling them what they have missed.
5. Summarize the work of the groups in a way that makes them feel proud of what they have done. You can also ask them to tell you how well they thought they worked in a group.

Outcome: Students will have worked together as a team to share and develop their ideas to tackle a problem.

Task: Practice this teaching strategy with your group. Use the discussion questions below. Make sure you give each participant a role in the group work.

1. Why do we need to listen to each other?
2. Why is it good to work in groups?
3. When do you use addition in your everyday life? Which group can come up with the most ideas?
4. Why are trees so important for our environment?

Other examples of group work:

Group work is not only useful for discussion - you can use group work to complete many other activities. For example, in a group write a song to help you remember the solar system. In a group create a play to show how to deal with bullying. In a group, solve this math problem. In a group, hold a debate about the best way to look after the environment.

You have 30 minutes to practice, and then one person will need to demonstrate this strategy to the group.

Good Luck!

Handout 3B - Teaching Strategies Table

Teaching Strategy	How will you use this in your teaching?
Concept Maps	
Demonstrations	
Storytelling	
Role-play	
Games	
Group Discussion	

Handout 3C - Questioning Ladder

Your Own Questions...



Level 3 Judge/Create

What is **your opinion** about?
What **do you think** will happen next?
Can you **create your own** ending to the story?

Level 2 'Why?'

Why does water evaporate in the heat?
Why did the boy run away?
Explain how you know that that is the answer?

Level 1 'What?'

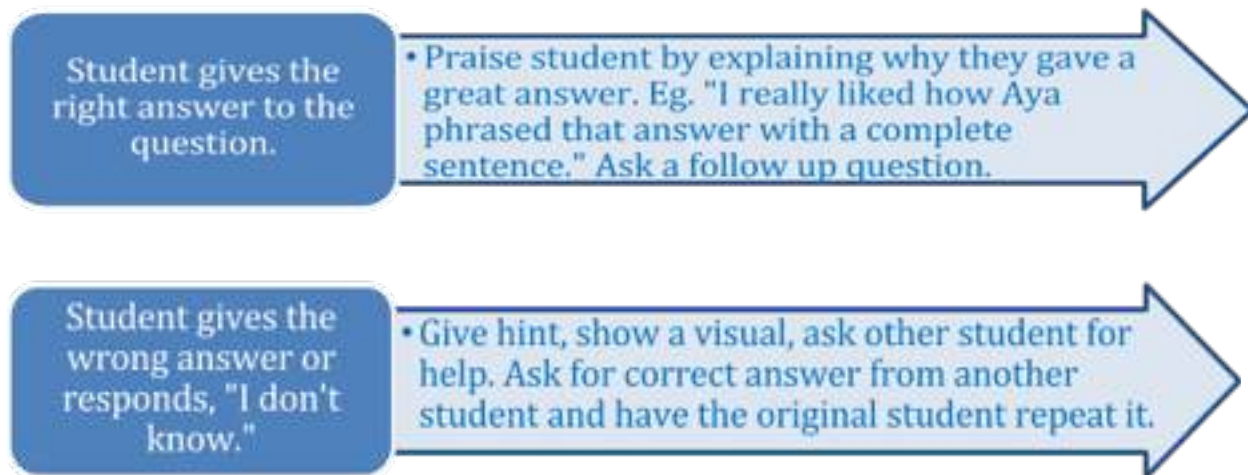
Can you **name** the planets?
Can you **describe** the story?
Can you **list** all the prime numbers?

Handout 3D - Handling Student Responses

- Include all students
- Be positive
- Be constructive

Handling Student Responses:

Follow Up Questions:



1. How and Why: Ask the students to explain how they arrived at the answer.
2. Give an Example: Ask the students to offer an example.
3. Another Way: Ask the students to solve the same problem using a different set of skills.
4. Ask for a Better Word: Encourage students to use a different word to practice vocabulary.

Practice:

1. Teacher: If you divide 13 apples equally into two groups, how many apples are left over at the end?

Student: You will have 5 apples in each group.

Correct Answer: 2 groups of 6 apples, 1 left over apple.

2. Teacher: What is the area of a rectangle that is 5 meters long and 3 meters wide?

Student: The area is 15.

Correct Answer: The area is 15 square meters long.

3. Teacher: What are some differences between a dolphin and a shark?

Student: A dolphin is a mammal and a shark is a fish.

Correct Answer: A dolphin is a mammal and a shark is a fish. Dolphins need air to breath. Sharks can breath through their gills underwater.

Handout 3E – Inclusion Scenarios

Instructions: Fill in the charts below with potential obstacles and solutions for each student.

1. A 10-year old girl completes her morning chores for her family. She walks one kilometer to school alone after a small breakfast. When she gets to school she is tired and a bit hungry. She is shy and quiet with a few friends spread around the room. The class is mainly boys and her teacher is male. The class also includes some boys that are older than the typical age for this standard.

Potential Obstacles	Potential Solutions

2. A 6-year old boy struggles to walk. He has two crutches and he has challenges moving over long distances. In the class students make fun of him and he often sits in the back of room and does not like to participate. He does not have any friends in the class.

Potential Obstacles	Potential Solutions

3. An 8-year old boy just arrived in the camp a few weeks ago. He does not speak the language of instruction well. He knows a few words but cannot recognize letters or written words in the language of instruction. The teacher does not speak the student’s mother tongue, however there are some students that do.

Potential Obstacles	Potential Solutions

4. A 7-year old boy struggles to see and his hearing is poor. His sisters help walk him to and from school everyday. He can read if the words on the page are in large font, but struggles to see the board at the front of the room. Students generally treat him wells but do not often include him in conversation or activities.

Potential Obstacles	Potential Solutions

5. A 15-year old boy joined the school 6 months ago. He was recruited to fight in his home country's civil war at the age of 11. He lost both of his parents in the fighting and came to the camp alone. He is 15, but his schooling was put on hold due to the fighting and he is in standard two. The student does not seem interested in learning and argues when you try to make him participate. He does not finish his work most days because he gets frustrated when he doesn't know what to do.

Potential Obstacles	Potential Solutions

Handout 3F - Differentiation Methods




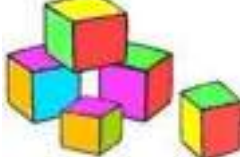
METHOD 1: SUPPORT AND CHALLENGE

Importance: *When teachers make an effort to teach to each of the ability levels in the class, students are more likely to stay engaged and master new materials and skills. High ability students need a challenge so that they do not get bored and become disengaged. Lower ability students need extra support so they don't fall behind and become discouraged.*

Ability Level	Adaptations
High	<ul style="list-style-type: none">● Provide students with extension or challenge activities.● Use students as peer mentors.● Mini lessons by interest.
Medium	<ul style="list-style-type: none">● Provide students with an extension activity if they finish early.
Low	<ul style="list-style-type: none">● Provide several examples.● Provide step-by-step instructions.● Vocabulary support in student's first language.● Use student as a mentor.● Mini lessons to catch students up with their peers.

METHOD 2: LEARNING STYLE

Importance: When teachers make an effort to teach to each of the learning styles students are more likely to stay actively engaged and master new materials and skills. You can try and include a range of activities in the lesson so that all students are engaged OR you can set different students different types of work.

Types of Learners	Presentation Style	Activities
Visual (See) 	Visuals, wall displays, poster, diagrams	Flash cards, graphic organizers, cycles, flow charts, mind maps, story boards (oversized comic strip), student illustrations, organize with colors
Auditory (Hear) 	Audio tapes, videos, story telling, music, rhyming	Group work, debates, interviews, presentations
Kinaesthetic (Movement) 	Physical representations, hand motions	Competitions, board games, role-plays, intersperse activities that require students to sit quietly with activities that allow students to move around and be active
Tactile (Do) 	Guided notes, graphic organizers, manipulatives	Note taking, manipulatives, practice, writing assignments

METHOD 3: GROUPING

METHODS	DESCRIPTION	REMEMBER
By ability	The teacher organises the groups by ability. Students of high ability work together, of low ability work together, etc. With this method you can give the groups appropriate work for their ability, and they can challenge and support each other.	Students may be upset if they are always in the low group- it can damage their self esteem. Use different group strategies so that students don't realize how they have been grouped. Make sure that students can change group if they make progress.
Mixed ability	The teacher mixes up groups by ability. This way more able students can help less able students. This can be motivating for all students. The teacher can plan the groups (putting together students they believe will work well together) or put groups together at random (to promote diversity, tolerance and inclusion).	In this example all students will complete the same work. You will need to set clear expectations that all students work hard and contribute. Be careful that your groups encourage participation and do not increase any tensions.
Large class sizes - divide the class	Sometimes, with large, diverse classes, the teacher will divide the class into 2 or 3 groups based on ability. They will then teach the groups separately. For example one group may be studying complex sentences, while another is working on the parts of a sentence.	This is very effective with large, diverse classes but the teacher must have excellent class control and organization. While teaching one group, the other students must have some work to be completing until it is their turn.

5 Strategies for Effective Group Work

Routine	Have clear routines regarding how students get into groups and how you get students' attention during and at the end of the activity.
Expectations	Set clear expectations about how students should behave during group work.
Instructions	Give clear instructions at the start of the activity and make sure students have understood the instructions.
Support	Move around the room to make sure students are working hard, and give support and encouragement as needed.
Output	Make sure there is concrete output from the group work. For example, ask students to present their ideas to the class, or to hand in a piece of work.

METHOD 4: QUESTIONS

One way to differentiate is through questioning. You can ask students the appropriate questions for their level. You can challenge your high ability students with more difficult questions. You can support your lower ability students by building up to the difficult questions step-by-step. You can also build students' confidence by asking them questions they will succeed with.



Level 3 Judge/Create

What is **your opinion** about?
What **do you think** will happen next?
Can you **create your own** ending to the story?

Level 2 'Why?'

Why does water evaporate in the heat?
Why did the boy run away?
Explain how you know that that is the answer?

Level 1 'What?'

Can you **name** the planets?
Can you **describe** the story?
Can you **list** all the prime numbers?

Handout 3G - Concluding Reflection

Take some time to reflect on the sessions you participated in today. What is the most important idea/concept you learned in each lesson? How will you use this skill/knowledge for your future teaching? Please include 1-2 remaining questions in the last box. Use any of the material you have received during the training.

Session	Comments and Reflections
Active and Engaging Instruction	
Questioning Strategies	
Inclusion and Differentiation	
Remaining Questions or Concerns	

Day 4 - Curriculum and Planning

Handout 4A - Lesson Objectives

Handout 4B - Assessment in the Classroom

Handout 4C - Continuous Assessment Strategies

Handout 4D - Lesson Plan Guidance

Handout 4E - Analyze a Lesson Plan

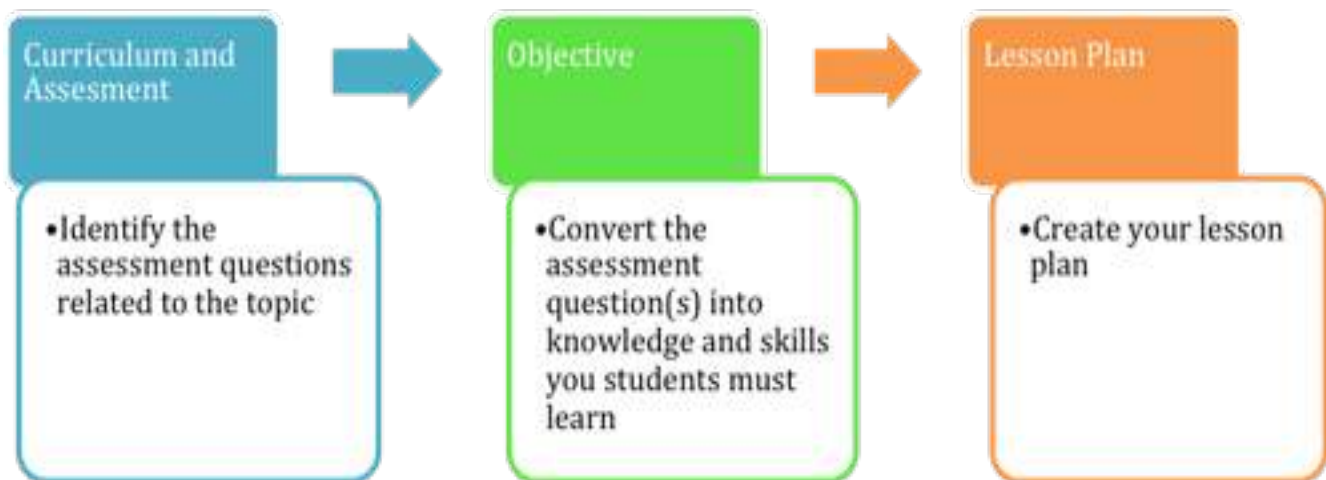
Handout 4F - Lesson Plan Template (Blank)

Handout 4G - Lesson Plan Ideas

Handout 4H - Concluding Reflection

Handout 4A – Lesson Objectives

1. **Begin with the end in mind:** Use your curriculum or assessment to determine exactly what the student will need to know by the end of the lesson.



2. Writing objectives:

Students will be able to + Skill (Verb) + Knowledge = OBJECTIVE

Examples of Verbs: *Add more verbs to this list as you think of them.*

Analyze	
Count	
Calculate	
Compare	
Contract	
Categorize	
Characterize	
Debate	
Define	
Defend	
Describe	
Demonstrate	
Experiment	
Explain	
Illustrate	
Make	
Measure	
Order	
Practice	
Perform	
Predict	
Summarize	
Spell	
Write	

Handout 4B - Assessment in the Classroom

As the facilitator reads the story take a few minutes to underline any examples of assessment in the story. After you are done, share your thoughts with the person next to you - explain why these are examples of assessment.

Effective Continuous Assessment [1]

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 parts. 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's answers.

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 students' thinking at the individual level, thus providing information that she could use to shape the next day's lesson.

This lesson helped prepare students for their upcoming national exam where they will have to identify the main idea in a story.

[1] Wylie, E.C. (2008). Formative assessment: Examples of practice. Washington, D.C.: Council of Chief State School Officers

Handout 4C - Continuous Assessment Strategies

There are numerous ways to continually assess your students. Ongoing assessment should become routine in your classroom to understand what students understand and how to guide your practice. It is important to use multiple forms.

	STRATEGY
<p>Non-verbal/ Non-written Cues</p>	<p>1. Thumbs Up/Thumbs Down</p>
	<p><i>Students will give a thumbs up for yes or a thumbs down for no. Students can also give a thumbs up for being ready to move on or a thumbs down for not being ready. The only drawback is some students who may not be good judges of readiness.</i></p>
	<p>2. Fist to Five</p>
	<p><i>Students indicate their confidence level with material being presented by displaying a number from zero (fist) to five. The teacher can re-teach students who are at a 1 or 2, and those at a 4 or a 5 can receive a more challenging problem to complete.</i></p>
	<p>3. Show Me, Don't Tell Me</p>
	<p><i>The teacher demonstrates and explains a gesture to represent a concept, idea or definition. The teacher then checks for understanding by telling the students to "show me, don't tell me". This works well if you've taught signals for different vocabulary words. Students can "show" the answer in unison as you read a definition aloud.</i></p>
	<p>4. Take a Stand</p>
	<p><i>The teacher presents an issue and designates opposite sides of the room as opposing viewpoints. Students choose where to stand on the continuum based on their personal beliefs. This works well with controversial issues or before/after a debate.</i></p>
	<p>5. Four Corners</p>
	<p><i>Teacher labels the four corners of the room A, B, C, and D for multiple choice questions or strongly agree, agree, strongly disagree, or disagree for opinion-based questions. When given a cue, students move to the appropriate corner to answer the question.</i></p>
<p><i>Additional Notes:</i></p>	
<p>Partner/Group Work</p>	<p>6. Tell Your Partner/Check Your Partner</p>
	<p><i>Teachers have students tell their partner the answer or explain the new material. In order for this to be effective, partners should be assigned numbers or letters to take turns.</i></p>

7. Think-Pair-Share

Ask students a question. Have students think of their answers individually for several minutes, then discuss their answers with a partner. After several minutes ask partners to share what they talked about. Useful for difficult questions.

8. Small Group Discussion

Pose discussion questions to small groups of 4-6 students and allow them time for discussion. Walk around the room and monitor the students' discussions to check for understanding. Once students have finished you can ask one student from each group to explain to the class what they talked about in their group.

9. Whiparound

Whiparounds can be used to provide examples, give "I agree" or "I disagree" statements, or list key points. Time these in order to minimize off task behavior.

Additional Notes:

Written

10. Got/Need

Students create a mini t-chart where they will list what they "got" and what they still "need." This is a great tool for longer lessons.

11. Summaries

Students write short summaries of what they have learned. Use a strategy like the 5 W's or Beginning, Middle, End to aid students. Or set a summary challenge, such as 'Answer the question in exactly 20 words'.

12. Misconception – Prove Me Wrong!

Teachers give students a misconception regarding material in the lesson. This could be an incorrect key point, a math problem worked incorrectly, or any misconception that could occur within the material. Students have to disprove the misconception using their understanding of the lesson.

13. Poems/Songs/Stories/Drawings

Students write poems/songs/stories or make a drawing about a topic or issue they are studying in class. This is a way to let them be creative while checking for understanding. It also appeals to different learning styles.

14. Exit Tickets

At the end of a class you can ask students a few questions about the day's lesson. They can write their answers on a sheet of paper and hand it to you as they leave the classroom. This is a great way to get instant feedback about what students learned in the lesson and then you can adjust your next lesson to address any gaps in the students' understanding.

	15. Quick-Write
	<i>This can be a great way to start or conclude class. Give students a prompt that addresses the content you have been teaching, and give them 5-10 minutes to write down all of their ideas.</i>
	16. Quick List Competition
	<i>Give a topic and a limited amount of time, then have students create a single column or double (T-chart) column list. The group with the most number of items or most unique item may get a prize such as extra points on an assignment.</i>
<i>Additional Notes:</i>	
Verbal	17. Presentation
	<i>Giving students the opportunity to present or give speeches to their classmates is a good way to check for students' understanding as well as let the students teach or reinforce concepts to other students.</i>
	18. Debate
	<i>You can allow groups of students to debate each other by teaching them different sides of an argument or concept and having them use the information they have learned to hold a debate.</i>
	19. Role-play/Skits
	<i>Giving students the chance to act out a scene from a story or create their own skit based on a concept, historical event, or story is a creative and fun way for students to show what they understand and for you to assess their learning.</i>

Handout 4D - Lesson Plan Guidance

Our Lesson Plan Criteria

The key characteristics of a good lesson are...

- 1) 'I do, We do, You do'.
- 2) Active and Engaging Instruction
- 3) Questions
- 4) Inclusion/Differentiation
- 5) Assessment

Our Lesson Plan Outline

Subject: _____ Topic: _____ Time: _____
 Teacher: _____ Class: _____ Date of Lesson: _____

Lesson Objectives: <ul style="list-style-type: none"> <input type="checkbox"/> Created from the scheme of work <input type="checkbox"/> SMART – Specific, measurable, achievable, relevant, and time-bound 		Teacher's Notes: <ul style="list-style-type: none"> <input type="checkbox"/> Lists materials <input type="checkbox"/> Lists pre-work for the teacher <input type="checkbox"/> Lists plans for inclusion and reminders 	
Lesson Phase	Teacher Actions	Student Actions	Time
Introduction <i>– Engages students and connects to prior learning</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Grabs the students' attention <input type="checkbox"/> Motivates students to keep listening <input type="checkbox"/> Engages students <input type="checkbox"/> Relates to the topic that will be taught 	<ul style="list-style-type: none"> <input type="checkbox"/> Lists what students should be doing during the introduction of the lesson 	<ul style="list-style-type: none"> <input type="checkbox"/> Introduction can be completed in this time
Body – <i>Includes the main learning points of the lesson, questions</i>	Includes <ul style="list-style-type: none"> <input type="checkbox"/> New material <input type="checkbox"/> At least one activity <input type="checkbox"/> Questions <input type="checkbox"/> Opportunities for practice 	<ul style="list-style-type: none"> <input type="checkbox"/> Lists what students should be doing during the body of the lesson 	<ul style="list-style-type: none"> <input type="checkbox"/> Body can be completed in this time
Conclusion – <i>Assesses student learning and ties the lesson together</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Assesses student learning based on the objectives <input type="checkbox"/> Ties the entire lesson together 	<ul style="list-style-type: none"> <input type="checkbox"/> Lists what students should be doing during the conclusion of the lesson 	<ul style="list-style-type: none"> <input type="checkbox"/> Conclusion can be completed in this time

Handout 4E - Analyze a Lesson Plan

What are the strengths and weaknesses of this plan?

Subject: Literacy Topic: Adjectives Time: 40 Minutes

Teacher: Mary Olewo Class: Grade 3 Date of Lesson: 9th January 2017

Lesson Objectives: <ul style="list-style-type: none"> • Students will be able to explain why adjectives improve writing. • Students will be able to use adjectives in their own writing. 		Teacher's Notes: <ul style="list-style-type: none"> • Materials - Notebook paper, chalk. 	
Lesson Phase	Teacher Actions	Student Actions	Time
Introduction – <i>Engages students and connects to prior learning</i>	1) On the board draw a sketch of your community. Ask students to think independently about how they would describe their community. 2) Ask students to work in pairs to make a list of words to describe their community. 3) Call on several students to share their ideas. Add these ideas around the diagram. Ask students to add any words they didn't think of to their list.	1) Think independently about their community. 2) Work with their partner to list adjectives. 3) Contribute ideas to group discussion and add new ideas to own list.	30 Mins
Body – <i>Includes the main learning points of the lesson, questions</i>	1) Give students the definition of an adjective and ask them to write this in their notebook. 2) Ask students to look at their list of words – which of these are adjectives? Model 2 examples on the board, and then ask students to circle the adjectives in their own lists. 3) Read two descriptions of your community to the class, one with adjectives and one without. Ask students to compare the two - why is the second paragraph so much better? Use think-pair-share, and then ask students to write down the answer in their notebook. 4) Ask students to write their own paragraph describing their community. The person who includes the most adjectives will get a reward point.	1) Write the definition in notebook. 2) Work out which of the words on their list are adjectives. 3) Listen to the stories and work out the difference. 4) Write their own paragraph with as many adjectives as they can.	5 Mins
Conclusion – <i>Assesses student learning and ties the lesson together</i>	1) Tell students that next lesson we will learn about different types of adjectives.	1) Students listen.	5 Minutes

Handout 4F - Lesson Plan Template (Blank)

Subject: _____ Topic: _____ Time: _____
 Teacher: _____ Class: _____ Date of Lesson: _____

Lesson Objectives:		Teacher's Notes:	
Lesson Phase	Teacher Actions	Student Actions	Time
Introduction – <i>Engages students and connects to prior learning</i>			
Body – <i>Includes the main learning points of the lesson, questions</i>			
Conclusion – <i>Assesses student learning and ties the lesson together</i>			

Handout 4G – Lesson Plan Ideas

These are some example activities to help you plan lessons. You have covered many more in your training. Remember to also think about differentiation, inclusion and checking for understanding.

Introduction - engage and motivate students with their learning.

<p>Review Ask students a question that they should be able to answer with knowledge from a previous lesson. After they have solved this opening problem and recalled relevant skills, then introduce the new lesson.</p>	<p>A Puzzle Have a puzzle ready on the board that is connected to the lesson. Ask students to try and work out the puzzle on their own as soon as they enter the classroom.</p>	<p>Brainstorm Ask students to list all of their ideas about a new topic or idea. You can even make it a competition to see who can come up with the most ideas.</p>	<p>Story Tell a story that engages students and introduces the topic of the lesson.</p>
<p>Quick-Write Ask students to write down everything they know about the topic already. At the end of the lesson they can come back to this and see how much more they know now.</p>	<p>Game! Play a quick game to wake students up! Rock paper scissors, tic-tac-toe, Sudoku, etc.</p>	<p>Value Spectrum Make a value statement. Have students stand on one side of the room if they agree. The other side of the room if they disagree. Students that are indecisive can stand in the middle. Have students from each group explain their position.</p>	<p>Create a KWL Chart Given a topic, have students identify what they already KNOW, what they WANT to know, and at the end of class, have them identify what they have LEARNED.</p>

Main Body - introduce the new material and give students time to practice.

<p>Drawings Asking students to draw a representation of a story they just heard, an historical event, or a concept they learned in science can be challenging and fun at the same time. It allows students to be creative and addresses students' multiple learning styles.</p>	<p>Small Group Discussion Pose discussion questions to small groups and allow them time for discussion. Once students have finished you can ask one student from each group to explain to the class what they talked about in their groups.</p>	<p>Role-play/Skits Ask students to act out a scene from a story or create their own skit to demonstrate or practice a concept. Students can share their skits with the class once they have finished creating them.</p>	<p>Write Stories/Poems/Songs Allowing students to create their own stories, poems or songs based on what they have been learning. When students are done, they can share their stories with their partner or you can collect them and read them to check for understanding.</p>
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<p>Visual Demonstrations Demonstrate the new skill or topic for/with the class to bring it to life - this could be a science experiment, a maths concept, or a literacy skill.</p>	<p>Thought Maps 1) Concept Maps 2) T-charts to show similarities and differences 3) Venn Diagrams to show similarities and differences 4) Flow diagrams to show the key steps in a story or process</p>	<p>Questions 1) Think-Pair-Share 2) Whole Class non-verbal response 3) Open questions and problems to solve on the board. 4) Similarities/ Differences T-chart</p>	<p>Presentations/ Speeches/Debates Give students the opportunity to prepare and present to their classmates on a given topic. You can also guide your students in the art of debating to help them develop and present their opinion effectively.</p>
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Conclusion - introduce the new material and give students time to practice.

<p>Exit Ticket At the end of a class you can ask students a few questions about the day's lesson. They can write their answers on a sheet of paper and hand it to you as they leave the classroom. This is a great way to get instant feedback about what students learned in the lesson and then you can adjust your next lesson to address any gaps in the students' understanding.</p>	<p>Summarizing This is a really important skill and useful way to check for understanding. Students can summarize what they learned for the day. Teachers can give them specific topics to summarize or can give them word limits (e.g. 20 word summaries).</p>	<p>Quick-Write/ Quick-Draw Ask students to write down everything that they have learned about in the lesson, or to answer a question about their learning. Students can also draw two or three concepts presented in the lesson. Pictures can include words and numbers.</p>	<p>3,2,1 Students write 3 things they learned, 2 things they have a question about, and 1 thing they want the teacher to know.</p>
<p>Gallery Walk Students or groups create a graphic representation of what they have learned and post them around the room. Students can view each graphic by moving around the classroom - writing questions or comments, noting similarities and differences, etc.</p>	<p>I care because... Students explain the relevance of a concept to their life or how they might use a new skill.</p>	<p>Journal Entry Each day students write about 2 things they learned in their own notebooks.</p>	<p>Quiz Students answer quiz questions about the content of the lesson - they can work in groups to make this more fun, or they can make the quiz questions themselves and test their partner.</p>

Handout 4H - Concluding Reflection

Take some time to reflect on the sessions you participated in today. What is the most important idea/concept you learned in each lesson? How will you use this skill/knowledge for your future teaching? Please include 1-2 remaining questions in the last box. Use any of the material you have received during the training.

Session	Comments and Reflections
SMART Objectives	
Assessment	
Lesson Planning	
Remaining Questions or Concerns	



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TRAINING FOR PRIMARY SCHOOL
TEACHERS IN CRISIS CONTEXTS

TEACHER'S ROLE AND WELL-BEING

**MODULE I
PARTICIPANT
HANDBOOK**

Table of Contents

Module 1: Teacher's Role and Well-being

Handout 1.0 - Skills and Strategies Worksheet	2
Session 1: The Role of the Teacher in the School and the Community	
Handout 1.1A - Weekly Schedule	5
Session 2: Code of Conduct	
Handout 1.2A - Examples of Misconduct	6
Session 3: Teacher Well-being and Stress Management	
Handout 1.3A - Signs of Stress	7
Handout 1.3B - Mindfulness Activities	8
Handout 1.3C - Conflict Resolution	10
Handout 1.3D - Well-being activities	12
Session 4: Collaboration and Communities of Practice	
Handout 1.4A - Peer Support Networking	13
Additional Reflection, Collaboration and TLC Activities	14

Handout 1.0 - Skills and Strategies Worksheet

MODULE 1: *Teacher's Role and Well-being*

STEP 1: SELF-EVALUATION

Review the skills and strategies you can bring to your classroom that you learned in this module. For each session you will choose one skill or strategy you would like to develop and write it below. It is important to be honest with yourself and open to learning new things about yourself.

To rate yourself, think of yourself as a water cup, by shading the amount of water it contains:



Currently do *not* have this skill. Need to learn or develop.



I use this skill a *little*. Need to develop more.



Have an *average* amount of this skill.



I use this skill in the *best* way possible.

Complete the rating for each category:

1. **Today:** how well do you currently use the skill?
2. **Goal:** how well would you like to use the skill in the next week?
3. **Action:** what will you do in the next week to use or practice the skill?
4. **Practice:** how well did you use the skill when you practiced it in your classroom? (to be completed AFTER you have practiced the skill in your classroom)

Skill/ Strategy	Today	Goal	Action: How will I achieve my goal?	Practice
Example: I will try different levels of collaboration to find what works best for me			<ul style="list-style-type: none"> • I will have an informal conversation with another teacher about a lesson. • I will discuss classroom management with a group of teachers at an upcoming staff meeting. 	
1.				
2.				
3.				
4.				

STEP 2: PLAN

Choose 1-2 of the skills/strategies from the sessions that you would like to develop. Write an action plan of the steps you will take to achieve your goal.

Area for Growth: _____

Action Plan:

Area for Growth: _____

Action Plan:

STEP 3: REFLECTION AND COLLABORATION

Instructions: Step 3 can be completed individually or in a group (TLC). Answer the questions below independently and discuss your answers in a group if you feel comfortable. Discussion can be used to identify common challenges and create possible solutions or share resources.

Reflect on how you used a new skill or strategy from the **goals that you listed above in your classroom.**

1. What did you do to try a new skill or strategy?
2. What successes and challenges did you have in the classroom?

Learn

3. Brainstorm possible solutions. Consider previously learned concepts.

Plan

4. What will you do again?
5. What will you change or do differently? Share your plan with a peer for feedback.

Take action in the classroom.

Handout 1.1A - Weekly Schedule

Weekly Schedule

Directions: Look at the weekly schedule below. These are just a few example activities, which you may do in your week. Sometimes it can help to plan in advance what you want to do during the week. After looking at the example week, fill out your own weekly schedule with the activities you will do.

Example Week:

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<i>Lesson plan</i> <i>Finish grading</i>	<i>Class</i> <i>Pass out graded papers</i> <i>Tutorial</i>	<i>Class</i>	<i>Class</i> <i>TLC Meeting</i>	<i>Class</i> <i>Staff Meeting</i> <i>Visit parent of struggling student</i>	<i>Class</i> <i>Assessment</i> <i>Collect Homework</i>	<i>Market Day</i> <i>Laundry</i>

Your Turn: Fill out this weekly schedule with your own important activities.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Handout 1.2A - Examples of Misconduct

Directions: Think about the examples of misconduct in your school or community. For each of the reasons below, indicate how serious an example of misconduct it is. Also identify if it is an example of misconduct in your community. This will help guide your discussion of the Code of Conduct. Please also specify additional examples if they are not listed below.

Example of misconduct	Very serious example of misconduct	Serious example of misconduct	Less serious example of misconduct	A problem in our community?
Abuses in human resource management				
Use of fake degrees or diplomas				
Absenteeism of staff				
Discrimination against some pupils (admission, promotion, exam)				
Favoritism or nepotism in favor of some pupils (admission, promotion, exam)				
Collection of illegal school fees				
Private tuition by teachers				
Physical or verbal violence				
Sexual harassment				
Use of drugs or alcohol				
Abuse of their role by school inspectors				
Mismanagement of school finances				
Abuses in purchases/use of school materials				
Sharing confidential information				
Poor relations between teachers and pupils				
Poor relations among school staff				
Poor relations between teacher and parents/the community				

Handout 1.3A - Signs of Stress

This short questionnaire will help you to evaluate your present stress level. Take the time to fill it out every three months in order to compare the scores. Rate each of the following items in terms of how much the symptom was true of you in the last month.

	Never (Score 1)	Once a month (Score 2)	Often / once a week (Score 3)	Always (Score 4)
1. I feel tense and nervous				
2. I have physical aches and pain				
3. I am always tired, physically and mentally				
4. I cannot tolerate noises				
5. My work no longer interests me				
6. I act impulsively				
7. I can't get distressing events out of my mind				
8. I am sad and feel like crying				
9. I am less efficient than I used to be				
10. I have trouble planning and thinking clearly				
11. I have difficulty sleeping				
12. Doing even routine things is an effort				
13. I am cynical or very critical				
14. I have bad dreams or nightmares				
15. I am irritable, minor inconveniences or demands annoy me a lot				
16. I am spending more time at work than initially				
Total				

Add up your total score:

- Under 20: Your stress is normal, given the working conditions.
- From 21-35: You may be suffering from stress and should take it easy. Try to find ways of coping and reducing your stress.
- Above 36: You may be under severe stress. Ask for help from someone close to you. If possible talk with your supervisor, a doctor or counsellor.

Reference: UNRWA Stress Management and Managing Stress in the Field - International Federation of the Red Cross and Red Crescent Societies.

Handout 1.3B - Mindfulness Activities

Contract and Release- Heat

Take one minute to sit silently.

Grow your back longer and taller, reaching your head to the sky. Breathe in deeply. Exhale slowly and let yourself relax. Squeeze up your toes, and release them, feeling heat come out of your toes. Squeeze the muscles in your legs and knees, now let them fully relax and feel the heat coming out of your legs. Squeeze up your bottom and then let the heat warm up your chair as you relax. Pull your tummy muscles in, then release them and feel the warmth radiate out. Feel your chest tighten up, and then relax, releasing heat. Shrug your shoulders up to your ears, then relax your shoulders down your back, feeling the heat come out. Contract your arms, then relax them and let the heat come out of your fingertips. Feel the heat come up your neck and wrap around your head. Feel your whole body warm and relaxed.

Sit silently for 30 seconds, or as long as they are comfortable.

Now bring your attention back to the class. Wiggle your fingers and your toes. Make small circles with your wrists. Stretch your arms up to the sky and then shake them out. If your eyes are closed, slowly, gently open them.

Focus on the Light

Sit silently and visualize. If you are comfortable feel free to close your eyes.

Grow your back longer and taller, reaching your head to the sky. Breathe in through your nose, feeling your breath relax your body. Imagine that you see a light in front of your eyes. Bring that light up to your forehead. Allow the light into your head, filling your entire head with bright, warm light. Where this bright light exists, there cannot be darkness. There is only room for happy thoughts. Feel as the light pushes out any bad thoughts. Only good thoughts are left in your mind. See the light moving down to your ears, so you can only hear good things. See the light moving into your jaw and mouth. Let yourself only speak good words. Let the light travel down your neck and shoulders to your heart. Let your heart be filled with the light, so you can only feel good feelings. Feel as the light is shining out from your heart and you are showering everyone and everything around you with love and good feelings. Feel as your whole body is filled with the light, so you are glowing in good thoughts and feelings. Think, "The light is in me, I am the light. I shine light on everyone and everything around me.

Sit for a few seconds in silence.

Begin to bring yourself back to the present. Focus on your breathing – in and out slowly. Wiggle your fingers and toes. As you are ready, open your eyes if you closed them.

Sitting Silently

Before you begin this activity you will need to identify a daily intention. This can be a short saying that you repeat to yourself throughout the day for encouragement or motivation. Example: I am going to be joyful today. OR breathe in the peace, breathe out the stress.

Sit tall in your seats and stretch your neck out above you. State your daily intention. Repeat the daily intention one or two more times. Ask yourself, “What does today’s “Daily Intention” mean to you?”

Now take one minute to sit silently.

Grow your back longer and taller, reaching your head to the sky. Breathe calmly. Continue to breathe slowly for one minute. If it is comfortable, you can close your eyes and think about the daily intention.

Handout 1.3C - Conflict Resolution

Instructions:

STOP	THINK
ACT	

Reflect:

1. Describe the conflict.	2. How did you respond?
---------------------------	-------------------------

Action Plan:

STOP

THINK

ACT

Handout 1.3D - Well-being Activities

Instructions: Read through the list. For each of the five areas write down two examples of what you will do to support your well-being. For example, for 'Take a break', you might write "I will play football with my friends every Sunday".

Relax

Take a deep breath.

Belly breathing.

Stretch.

Express Yourself

Don't hold everything in. Talk about how you feel with other teachers, family, friends.

Find a hobby, such as music, exercise, cooking, journaling, drawing, etc.

Express your worries in prayer.

Think Positively

Don't blame yourself if things don't work out perfectly.

Your best is good enough.

Take a Break

Pause and reflect.

Enjoy the moment.

Enjoy your friends and family.

Count to 10.

Get Organized

Make a schedule.

Set goals.

Remember, don't be afraid to ask for help. There are many services and support systems in place to support you.

Handout 1.4A - Peer Support Networking

Directions: Talk to your fellow participants. Find other teachers who have the skills and strategies in the table and write that individual's name in the correct box. You should have a different name for each box. Talk to as many people as you can. Remember, they will want to know your skills and strengths too.

<p>A teacher who builds positive relationships with their students.</p> <p>Name.....</p>	<p>A teacher who is a specialist in your subject area.</p> <p>Name.....</p>	<p>A teacher who has experience working with students with special educational needs or disabilities.</p> <p>Name.....</p>	<p>A teacher who is good at teaching children who speak different languages.</p> <p>Name.....</p>
<p>A teacher who creates teaching aids using locally available resources.</p> <p>Name.....</p>	<p>A teacher who is very organized.</p> <p>Name.....</p>	<p>A teacher who uses music in the classroom.</p> <p>Name.....</p>	<p>A teacher who is good at engaging girls in their studies.</p> <p>Name.....</p>
<p>A teacher who uses active teaching strategies.</p> <p>Name.....</p>	<p>A teacher who gives students feedback effectively.</p> <p>Name.....</p>	<p>A teacher who has excellent classroom management strategies.</p> <p>Name.....</p>	<p>A teacher who is good at engaging boys in their studies.</p> <p>Name.....</p>
<p>A teacher who uses group work effectively.</p> <p>Name.....</p>	<p>A teacher who is experienced at lesson planning.</p> <p>Name.....</p>	<p>A teacher who uses differentiation in their classes.</p> <p>Name.....</p>	<p>A teacher who excels at positive discipline strategies.</p> <p>Name.....</p>

Additional Reflection, Collaboration and TLC Activities

Here are additional ways to build on your skills within this module through an individual journal reflection or in a discussion with a supportive group of collaborative teachers (TLC).

Reflection & Collaboration Activity #1 - BEYOND THE CODE OF CONDUCT

The Code of Conduct is the minimum that you should do as teachers. However, there are other expectations, which may go beyond what the Code of Conduct says. With your TLC, brainstorm what other responsibilities you might have to your students.

Think about what other responsibilities you have to your students beyond the Code of Conduct?

Guiding Questions:

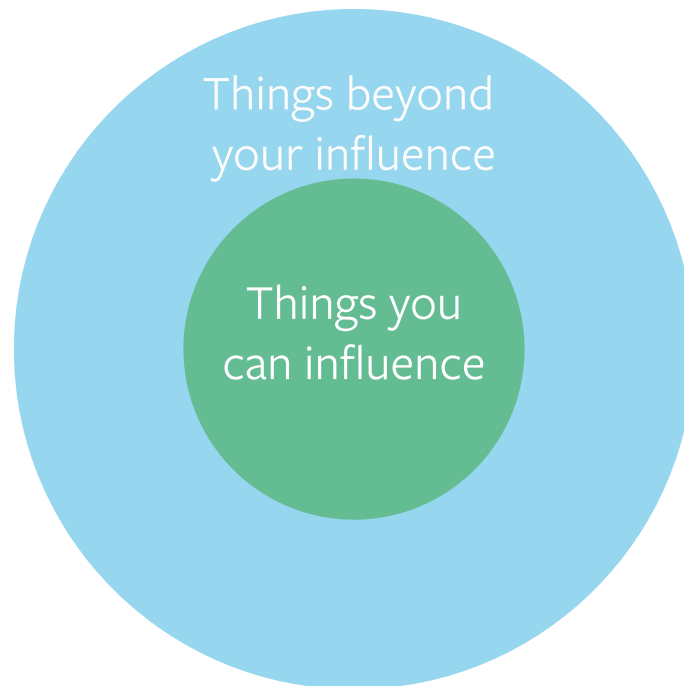
1. *Think about all the teacher's roles and activities in a day*
2. *Think about any challenges you may have faced recently in your classroom*

For example, in addition to following the rules and expectations of the Code of Conduct, teachers should treat their students with respect. Teachers should also include everyone regardless of age, gender, ability level, ethnicity, language and culture. Teachers should be inclusive to create the best possible learning environment.

On a blank sheet of paper take notes and write down any ideas you brainstorm as a group or individually.

Reflection & Collaboration Activity #2 - IDENTIFY WHAT YOU CAN'T CONTROL

As a teacher, you may have more influence than you think. The following activity will allow you to identify the things you can influence and those that are beyond your influence. For example, a large class size, limited textbooks, or the curriculum you teach may be beyond your influence, but the way you teach and make the materials relevant to your students' lives is within your influence. This will help you focus your time and energy on the things you can do to make a difference, rather than worrying about things beyond your control.



Once you are done, discuss:

- Do you think it is important to be aware of what you can and cannot influence? Why or why not?
- What are ways you can expand your circle of influence?
- How can you use your strengths as a teacher to expand your circle of influence?
- How can other teachers help you expand your circle of influence?
- What resources, people, or agencies in your community can help you with the things you cannot influence?

Often teachers become too concerned with things they cannot change, instead of focusing on what they can. As a teacher, it is important to spend your time and energy on things you think you can influence. This will help you manage your stress in a healthy way.

Reflection & Collaboration Activity #3 - COLLABORATION TREASURE HUNT

This activity is about improving your collaboration skills. Below is a list of people and resources for you to find and conversations for you to have when you do find them.

Directions: Find the resources on the list and record your findings. Look for the listed people and things in your group, or in your school or community.

1. Find any three teachers. Ask each of them what 3 things they think they do well in the classroom and what three things they think they could improve.

Teacher Name	Does Well	Want to Improve
Teacher 1:		
Teacher 2:		
Teacher 3:		

2. Find three teachers who teach the same subject as you. What topic do they like to teach the most and why? What topic do they feel they could use improvement teaching and why? What are some things that they do to help the students understand the topic?

Teacher Name	Like to Teach	Could Improve	Teaching Methods
Teacher 1:			
Teacher 2:			
Teacher 3:			

3. Find three teachers who have the same mother tongue as you. Ask them what benefits and challenges speaking your language presents in the classroom.

Teacher Name	Benefits in the Classroom	Challenges in the Classroom
Teacher 1:		
Teacher 2:		
Teacher 3:		

4. Find three teachers who are the same gender as you. Ask them what benefits and challenges are there from being your gender in their classroom and school.

Teacher Name	Benefits	Challenges
Teacher 1:		
Teacher 2:		
Teacher 3:		

5. Find three teachers who have a similar number of students in their class as you do. What classroom management strategies do they think work well and what are the challenges they have?

Teacher Name	Strategies that Work Well	Challenges They Have
Teacher 1:		
Teacher 2:		
Teacher 3:		

6. Find three people who have gone through a teacher training before. What trainings did they attend and what did they learn? What was the most useful skill they learned?

Teacher Name	Trainings Attended	What Was Learned	Useful Skills Learned
Teacher 1:			
Teacher 2:			
Teacher 3:			

7. Find three teachers and together make a list of places where there are books, material resources, and alternative learning resources or options (like computers, community lead classes, radio shows, teacher training materials) in your community including your school. What books and materials are available that could be used in your class? What resources could be used for your professional development?

Resources to Use in Class	Resources for Professional Development



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TRAINING FOR PRIMARY SCHOOL
TEACHERS IN CRISIS CONTEXTS

CHILD PROTECTION, WELL-BEING AND INCLUSION

**MODULE 2
PARTICIPANT
HANDBOOK**

Table of Contents

Module 2: Child Protection, Well-being and Inclusion

Handout 2.0 - Skills and Strategies Worksheet	2
Session 1: Introduction to Child Protection and Child Rights	
Handout 2.1A - Child Needs Drawing	5
Handout 2.1B - Child Rights Statements	6
Handout 2.1C - Child Rights Scenarios	8
Handout 2.1D - Story of Protective and Risk Factors	9
Handout 2.1E - Identifying Signs of Distress Chart	10
Session 2: Creating a Safe Space	
Handout 2.2A - Speaking out Against Sexual and Gender-Based Violence	11
Handout 2.2B - Positive Discipline	12
Handout 2.2C - Classroom Activities and Routines	14
Session 3: Inclusive Classrooms	
Handout 2.3A - Experiencing Exclusion	17
Handout 2.3B - Inclusion Scenarios- Obstacles and Solutions	18
Session 4: Teaching Life Skills	
Handout 2.4A - Scenario #1 - Preventing Illness	21
Handout 2.4B - Scenario #2 - SGBV	23
Handout 2.4C - Scenario #3 - Tolerance	25
Handout 2.4D - Scenario #4 - HIV Prevention	27
Handout 2.4E - Understanding Social-Emotional Learning	29
Session 5: Seeking Further Support for Children	
Handout 2.5A - Community Map Visual	31
Handout 2.5B - Community Map Directions and Questions	32
Handout 2.5C - Responding to Abuse	33
Handout 2.5D - Story of Abuse	36
Additional Reflection, Collaboration and TLC Activities	37

Handout 2.0 - Skills and Strategies Worksheet

MODULE 2: *Child Protection, Well-being and Inclusion*

STEP 1: SELF-EVALUATION

Review the skills & strategies you can bring to your classroom that you learned in this module. For each session you will choose one skill or strategy you would like to develop and write it below. It is important to be honest with yourself and open to learning new things about yourself.

To rate yourself, think of yourself as a water cup, by shading the amount of water it contains:



Currently do *not* have this skill. Need to learn or develop.



I use this skill a *little*. Need to develop more.



Have an *average* amount of this skill.



I use this skill in the *best* way possible.

Complete the rating for each category:

1. **Today:** how well do you currently use the skill?
2. **Goal:** how well would you like to use the skill in the next week?
3. **Action:** what will you do in the next week to use or practice the skill?
4. **Practice:** how well did you use the skill when you practiced it in your classroom? (to be completed AFTER you have practiced the skill in your classroom)

Skill/ Strategy	Today	Goal	Action: How will I achieve my goal?	Practice
<i>Example: I will incorporate play into my classroom to promote child well being</i>			<ul style="list-style-type: none"> • I will think of a game that can be used as a warm-up or in a lesson • Play that game in class at least 2 times this week 	

1.				
2				
3				
4				

STEP 2: PLAN

Choose 1-2 of the skills/strategies from the sessions that you would like to develop. Write an action plan of the steps you will take to achieve your goal.

Area for Growth: _____

Action Plan:

Area for Growth: _____

Action Plan:

STEP 3: REFLECTION & COLLABORATION

Instructions: Step 3 can be completed individually or in a group (TLC). Answer the questions below independently and discuss your answers in a group if you feel comfortable. Discussion can be used to identify common challenges and create possible solutions or share resources.

Reflect on how you used a new skill or strategy from the **goals that you listed above in your classroom.**

1. What did you do to try a new skill or strategy?
2. What successes and challenges did you have in the classroom?

Learn

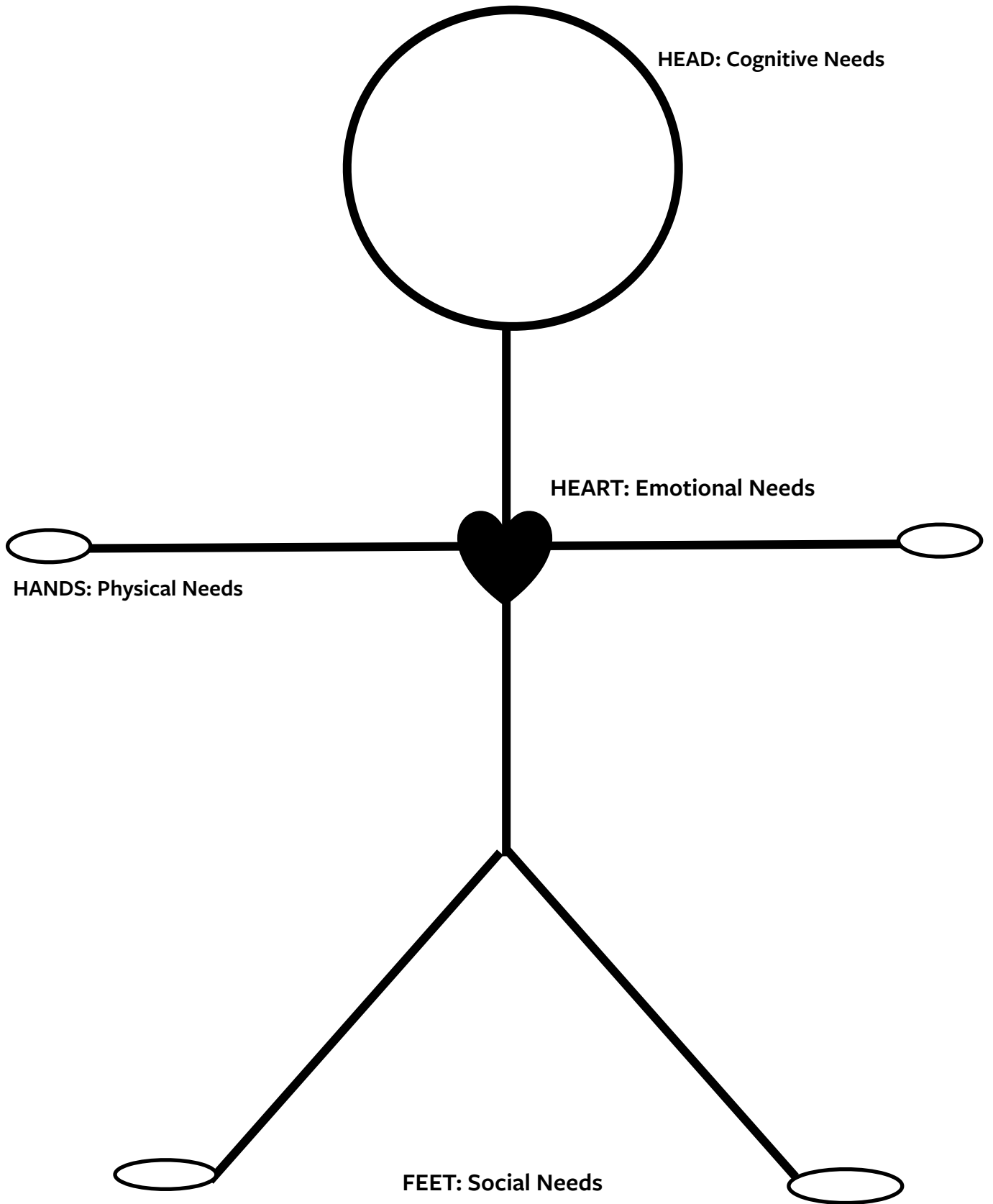
3. Brainstorm possible solutions. Consider previously learned concepts.

Plan

4. What will you do again?
5. What will you change or do differently? Share your plan with a peer for feedback.

Take action in the classroom.

Handout 2.1A - Child Needs Drawing



Handout 2.1B - Child Rights Statements

<p>Article 2</p> <p>All children have rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, or whether they are rich or poor. No child should be treated unfairly on any basis.</p>	<p>Article 12</p> <p>Children have the right to get information that is important to well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information is not harmful, and help children find and understand the information they need.</p>	<p>Article 30</p> <p>Children have the right to practice their own culture, language and religion. Minority and indigenous groups need special protection of this right.</p>
<p>Article 16</p> <p>Children have the right to privacy.</p>	<p>Article 12</p> <p>Children have the right to give their opinion, and for adults to listen and take it seriously.</p>	<p>Article 14</p> <p>Children have the right to choose their own religion and beliefs.</p>
<p>Article 34</p> <p>Children have the right to be free from sexual abuse.</p>	<p>Article 37</p> <p>No one is allowed to punish children in a cruel or harmful way.</p>	<p>Article 31</p> <p>Children have the right to play and rest.</p>
<p>Article 39</p> <p>Children have the right to help if they've been hurt, neglected or badly treated.</p>	<p>Article 36</p> <p>Children have the right to protection from any kind of exploitation (being taken advantage of).</p>	<p>Article 19</p> <p>Children have the right to be protected from being hurt and mistreated, in body or mind.</p>
<p>Article 9</p> <p>Children have the right to live with parent(s). They have the right to live with a family who cares for them.</p>	<p>Article 27</p> <p>Children have the right to food, clothing, a safe place to live and to have their basic needs met.</p>	<p>Article 32</p> <p>Children have the right to protection from work that harms them, and is bad for their health and education.</p>
<p>Article 23</p> <p>Children have the right to special education and care if they have a disability, as well as all the rights in this Convention, so that they can live a full life.</p>	<p>Article 16</p> <p>Children have the right to a good quality education. Children should be encouraged to go to school to the highest level they can.</p>	<p>Article 24</p> <p>Children have the right to the best healthcare possible, safe water to drink, nutritious food, a clean and safe environment.</p>

<p>Article 29</p> <p>A child's education should help him/her use and develop his/her talents and abilities. It should also help children learn to live peacefully, protect the environment and respect other people.</p>		
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Handout 2.1C - Child Rights Scenarios

Story 1: The County Administrator is coming to visit the town. It is decided that a group of children should perform a song and dance for him. The children that are chosen are all very good looking and have nice clothes. The poorer children who do not look as nice are not allowed to take part – even though they are very good at singing and dancing.

Story 2: The School Management Committee decides to build a new sports field for the children in the village. Children come to the committee to tell them their ideas about what they want for the sports field. The Committee tells them that they are just children and they don't know anything – adults should make all the important decisions, and they don't listen to the children and send them away.

Story 3: An eight-year-old boy in the community has a disability. He would like to be in a regular classroom with his peers, but the school officials feel that he may be better off staying at home. Both the boy and his parents want him to be in school.

Handout 2.1D - Story of Protective and Risk Factors

Zara emerges from her home in the refugee camp. She gets up before the rest of her family to go fetch water from the communal water tap in the camp. It's still dark and Zara is afraid getting water by herself; she does not feel safe. When she arrives home her mother is very appreciative, and thanks Zara for the water. Zara puts away the mattresses and blankets and sweeps the area around their home. She has not had time to do her homework but she has to finish her housework before she leaves for school. Zara and her sisters then wash and comb their hair. This is a ritual they have and it is one of the few times during the day when they get to sit together and talk. For Zara, this is one of the best times of her day. Her brother, Daniel is just waking up. He has had nightmares about the fighting he witnessed and has not been sleeping well. Zara gives Daniel, his breakfast before taking her own. Mother knows that school is important for her children and she encourages them to go to school. Daniel has a uniform that he takes great pride in; it was a gift from an uncle that believes it's very important for boys to go to school. The uncle doesn't see the value in school for girls and there isn't enough money for Zara and her sisters to have uniforms this year.

Zara takes an extra-long route on all the main paths to school because girls were assaulted on the other paths to school and the men responsible were not punished. Zara arrives late to class and knows that means her teacher will punish her with the stick. Later in class, the teacher calls on Zara to read the instructions on the board. Zara is embarrassed because she cannot read all the words correctly. The class laughs at her and the teacher doesn't do anything to stop them. Zara missed many years of school during the conflict and sometimes the younger students tease her by asking her math questions they know she doesn't know the answer to. Zara goes to the latrine to cry. In Daniel's class the teacher asks everyone to find a partner. No one wants to be Daniel's partner because he is from a different country. Daniel sits by himself; he doesn't have very many friends. After school, Daniel plays football with the other boys from school. He loves to be a part of a team and it gives him a sense of belonging. However, lately Daniel has been picking fights whenever the football game doesn't go his way. He has been very angry since they arrived in the camp because his father did not come with him and he is missing a male role model in his life.

Zara and Daniel are so excited when they come home for lunch because mother has prepared a special traditional food that is difficult to find in the camp. Daniel prepares tea for his family and other relatives who live in the camp and have come by to visit. They always talk about the war and friends who have been killed or disappeared and it makes him sad to listen and unsure about his future.

Handout 2.1E - Identifying Signs of Distress Chart

<i>Indicator</i>	<i>Status: What do you see? What is happening?</i>	<i>Potential Cause: Why do you think this is happening?</i>	<i>Follow-up Step: What should I do?</i>
Attendance			
Performance/ Achievement			
Physical Condition			
Emotional Condition			
Social Activity, Relationships, Interactions			

Handout 2.2A - Speaking out Against Sexual and Gender-Based Violence

Be a positive role model by speaking out against sexual and gender-based violence.

Be aware of gender biases. They encourage gender discrimination. Sometimes teachers' perceptions of boys are different from their perceptions of girls. For example, some see boys as being inherently better at maths or 'naturally clever' while girls may be seen as 'quiet, hard workers'. Break the perpetuation of stereotypes and different expectations for girls/women and boys/men. Raise awareness of gender biases in the classroom and encourage your colleagues to do the same. Boys are both perpetrators and victims of sexual violence within schools, so teachers should not focus solely on female victimization.

Make sure that your interaction with boys is similar to your interaction with girls. A lower frequency and/or quality of teacher interaction with girls can diminish their self-esteem and self-reliance, which in turn, increases their likelihood of victimization. One way to encourage girls to participate in the classroom may be to break the classroom into discussion groups so that girls form the majority of a group or groups. Girls generally feel freer to express themselves when amongst one another.

Encourage your school to establish a training program for teachers, students and the community to understand, identify and respond to cases of sexual and gender-based violence. Training should educate about gender biases which lie at the root of gender-based violence and should recognize the link between violence against girls at school and lower numbers of girls attending and remaining in school.

Advocate to train the school staff in sexual and gender-based violence and to strengthen women's representation in management structures. Personnel trained in the detection and support of victims of sexual and gender-based violence enhances violence prevention. Having women in the management reinforces support for victims, and encourages the reporting of sexual violence.

Help your school and community recognize the need to protect girls and women within the school environment. In conflict and post-conflict situations, girls and women are especially vulnerable to conflict-related violence.

Break the silence. Speak out against violence and make good use of reporting mechanisms. Encourage colleagues and students to name perpetrators of violence both inside and outside schools. In-Class Activity: Call on students to avoid insulting or teasing each other, especially in regard to sexual differences. Everybody is different, but we are all equal!

Stopping Violence in Schools: A Guide For Teachers, UNESCO, 2011
<http://unesdoc.unesco.org/images/0018/001841/184162e.pdf>

Handout 2.2B - Positive Discipline

When a child is misbehaving ask yourself the following questions before you take action:

A. Is the student doing something truly wrong? Is there a real problem here, or are you just tired and out of patience? If there is no real problem, release your stress away from the student and class. If there is a problem, go to the next question.

B. Think for a moment. Is your student really capable of doing what you expect here? If you are not being fair, re-evaluate your expectations. If your expectations are fair, go to the next question.

C. Did your student know at the time that he or she was doing something wrong?

- If your student did not realize she (or he) was doing something wrong, help her understand what you expect, why, and how she can do that. Offer to help her.
- If your student knew what she was doing was wrong, and she deliberately disregarded a reasonable expectation, your student misbehaved.
- If the behavior was an accident, it was not misbehavior.
- If the behavior was not an accident, ask your student to tell you the reasons she has for doing what she did. Listen carefully and assess before you respond.

Point out the positive. Whenever a student does something helpful, caring, cooperative, or shows improvement, let them know you've noticed and give words of appreciation. For example, "Deng, I was impressed with the way you solved your homework problem."

Interact respectfully with students. Treat them as you would like to be treated. Help them to do better.

Be a guide, not a boss. Be the type of teacher you remember fondly from your school days.

Communicate your expectations to your students clearly and respectfully. Remind them of your expectations frequently, before the situation and during the situation.

Use humor or distraction. Not every misbehavior that a student commits needs disciplining. Children, like adults, get tired, frustrated, or bored. Disciplining may not work in such situations. Try using humor during your lesson to keep everyone interested, not bored.

Allow for natural consequences, but safe ones. If a child repeatedly comes to class late, don't become upset. It is the child's responsibility to come to class on time. Tell him/her that if his/her tardiness continues, then you will have to send a note home to his parents. If s/he continues to be late, send the note home and let him face the consequences. He learns that he is responsible for his behavior and its consequences.

Don't take a student's disobedience personally. Children need to express disobedience, and they need to test limits as part of their development. Don't feel that this is a threat to your authority. React in a calm fashion, applying discipline that will enhance self-control.

Recognize effort, not correctness. If a student is giving you his or her best, you should be happy. Trying is the first step in learning even if the child does not get it right immediately. Let them know that you have faith in their ability.

Adapted from Save the Children, Child Protection Training Manual - Facilitators' Guide for Teacher Training, South Sudan Found at <file:///C:/Users/SLP/Downloads/child%20protection%20training%20manual.pdf>

Handout 2.2C - Classroom Activities and Routines

Part I - Social-Emotional Well-being Activities and Routines

How can I make my classroom a safe and protective environment?

It is important to make the classroom a friendly environment where children feel safe and protected. Having a daily routine, setting class rules and empowering children can help teachers in this task. This section presents a set of different strategies teachers can use and adapt to their classroom on a daily basis.

Strategies:

Affirmation Adjectives:

Stand in a circle. Each person in turn will say his or her name with an adjective that starts with the same letter. The word must refer to good qualities. "I'm daring Daniel," "I'm amazing Alice," "I'm optimistic Okello".

Affirmation Pages:

For this activity you need a piece of paper and a pen or pencil to give to each student. They each put their name and a small picture of their face at the top. Then the pages are passed to the left. Everyone must write a few nice words about the person whose name is on the paper. Then they pass it to the left again and write on each page as they receive it, till the pages have been all around the circle and have come back to the students they belong to.

Child's Name in a Box:

Make a chart at the back of the room with each child's name in a boxed section. Allow children to write nice words for other children. Children can also write positive things about themselves.

Classroom rules and routines:

- Start the day with something interesting such as a song, a joke or an interactive activity.
- Create a mailbox where your students can send you anonymous correspondence. Encourage them to share their feelings, their worries and concerns with you.
- At the end of the day, hold an empowering session. Each day, select a different student and depending on the students' "age-range", do one of the following (see following page):

Students Age	Activity
0 – 7 years	Ask a student what makes him/her happy. Ask the rest of the class to make a drawing representing the selected student in a happy scenario. When they have finished, ask them to show their drawings to the rest of the class.
8 – 13 years	Ask a student what makes him/her happy or what they dream about. Organize the class into small groups and to create a puppet show based on the selected student’s dream to present at the end.
14 or older	Ask a student what is his/her dream, what makes him/her happy and what he/she wants to accomplish. Make the class form a circle. Create a storytelling activity where one child begins a story about the selected student, and every other students adds something good to the story. The story should end by the student achieving his/her dream.

Introducing Each Other:

Let students sit in pairs. Give them five minutes to tell one another about themselves (what they like, what they are good at doing, what they dislike, some of their achievements and dreams). After five minutes, come back into the large circle. Go around the circle with each person introducing his or her neighbor. Eg. “This is Nelson Okot. He lives at home with two brothers and one sister. He likes playing football and he scored a goal in the last match. He lives at home with two brothers and one sister. He likes pineapple and he doesn’t like cassava.”

Invisible Clay:

Sit in a circle in silence. You pretend you have a piece of clay in your hands. Without speaking, you pretend to slowly shape it into some object the students will recognize (eg. if you make a hat, finish by pretending to put it on your head). Don’t work too quickly! When you have finished, people can guess what you made. Then pass the imaginary clay to the next person to do the same. Continue around the circle. (This is an interesting exercise, because each person in turn will feel the group watching him or her with close attention and interest.)

Drama, Song, and Dance:

Traditional songs and dances can be performed. Explaining their meaning can be a good reminder of belonging and inheritance. New songs, dances, and drama can also be created by children to express their many thoughts and feelings.

Part 2 - Cognitive Well-being Activities and Routines:

Writing Assignments:

Have your students write about a theme that is relevant to their lives. You can use this exercise to promote expression as well as to help improve their writing skills.

Possible subjects:

- The most important event of my life
- The best thing that has ever happened to me

- I am most happy when...
- A dream
- How I would describe myself
- Last week I felt ...because...
- My best friend
- The person I trust the most and why

Weekly Class Discussions:

1. Begin by setting aside a time during the week for classroom discussion.
2. Start your first meeting by explaining the rules of the discussion
 - It is a place for students to share their ideas and opinions.
 - All who want to share must be allowed to share.
 - No one may criticize or make fun of anyone else.
3. Introduce a topic. Example: “Today I think it is important for us to talk about playing at break time. I have noticed that there is a lot of arguing and fighting. Would anyone like to share about this?” Use a topic that is relevant to your class.
4. Allow students to share their feelings and thoughts and then, when appropriate, ask for possible solutions.
5. Do not tell them what to do. Try to help them come up with their own solutions. This enables them to grow in independence, responsibility, and creativity.
6. When you feel comfortable with the discussions, try allowing the students to come up with the agenda for the meetings. Leave a space on the blackboard or a piece of paper in the classroom. Throughout the week if they have a topic they need to discuss, they can write it on the agenda. Students will begin to discuss topics knowing that their “community” of peers and teacher will help them come up with a solution.
7. You may also start regular discussions with a small number of students for a particular reason. You may use the same steps with this type of group. A possible time for these discussions may be your break time, lunch, recreation, or after school, depending on the schedule and the school regulations.

The Two Best Things:

At the end of every day before the children go home, ask them to think of the two best things that happened during the day. This helps you and the students to leave school on a positive note. It is not to ignore the negative, but rather to remember the positive parts that are often forgotten.

Handout 2.3A - Experiencing Exclusion

Answer these questions:

1) Qual é o seu nome? _____

2) What is today's date? _____

3) ¿Con quién vives? _____

4) 잘 지냈어요? _____

5) Vad är din favorit färg? _____

6) 今何時ですか? _____

7) Est-ce que le football est un sport important dans votre pays? _____

8) Anong kulay ang langit? _____

9) Futbol ülkende popüler midir? _____

10) nǐ shì nǎ guó rén? _____

Handout 2.3B - Inclusion Scenarios - Obstacles and Solutions

Instructions: Fill in the charts below with potential obstacles and solutions for each student.

1. A 10-year old girl completes her morning chores for her family. She walks one kilometer to school alone after a small breakfast. When she gets to school she is tired and hungry. She is shy and quiet with a few friends spread around the room. The class is mainly boys and her teacher is male. The class also includes some boys that are older than the typical age for this standard.

Potential Obstacles	Potential Solutions

2. A 6-year old boy struggles to walk. He has two crutches and he has challenges moving over long distances. In the class students make fun of him and he often sits in the back of room and does not like to participate. He does not have any friends in the class.

Potential Obstacles	Potential Solutions

3. A new student has just joined your class. She does not speak the language of instruction well. She knows a few words, but cannot recognize letters or written words in the language of instruction. The teacher does not speak the student's mother tongue, however there are some students that do.

Potential Obstacles	Potential Solutions

4. A 7-year old boy struggles to see and his hearing is poor. His sisters help walk him to and from school everyday. He can read if the words on the page are in large font, but struggles to see the board at the front of the room. Students generally treat him well, but do not often include him in conversation or activities.

Potential Obstacles	Potential Solutions

5. A 15-year old boy joined the school 6 months ago. He was recruited to fight in his home country's civil war at the age of 11. He lost both of his parents in the fighting and came to the camp alone. He is 15, but his schooling was put on hold due to the fighting and he is in standard two. The student does not seem interested in learning and argues when you try to make him participate. He does not finish his work most days because he gets frustrated when he doesn't know what to do.

Potential Obstacles	Potential Solutions

Handout 2.4A - Scenario #1 - Preventing Illness

You've noticed over the past 2 weeks there is a terrible cough that is spreading to many of the students in your classroom. What do you do to protect and empower your students?

STEP 1: Identify the risk factor or the needs of the students.

STEP 2: Identify what life skills students need in order to address that risk.

STEP 3: How can you as a teacher help the students develop that skill?

Through modeling? What behaviors could you model in your classroom to promote that skill?

Through one-on-one or small group conversation? What could you say to students to help build a skill or address a risk?

Through class content? What can you teach your students in your class to develop that skill?

Through instruction? How can you design or structure your classroom to help promote that skill?

Handout 2.4B - Scenario #2 - SGBV

You overhear a group of girls talking about which route to walk home after school to avoid the “bad men” that sit under the tree. You find out that one of the girls was sexually assaulted on their walk home from school last week. What do you do to protect and empower your students?

STEP 1: Identify the risk factor or the needs of the students.

STEP 2: Identify what life skills students need in order to address that risk.

STEP 3: How can you as a teacher help the students develop that skill?

Through modeling? What behaviors could you model in your classroom to promote that skill?

Through one-on-one or small group conversation? What could you say to students to help build a skill or address a risk?

Through class content? What can you teach your students in your class to develop that skill?

Through instruction? How can you design or structure your classroom to help promote that skill?

Handout 2.4C - Scenario #3 - Tolerance

You just created a new seating chart for your classroom and one of your students comes to you after class and says he cannot stay in that seat because the person he is next to is a different religion and from a different tribe. What do you do to protect and empower your students?

STEP 1: Identify the risk factor or the needs of the students.

STEP 2: Identify what life skills students need in order to address that risk.

STEP 3: How can you as a teacher help the students develop that skill?

Through modeling? What behaviors could you model in your classroom to promote that skill?

Through one-on-one or small group conversation? What could you say to students to help build a skill or address a risk?

Through class content? What can you teach your students in your class to develop that skill?

Through instruction? How can you design or structure your classroom to help promote that skill?

Handout 2.4D - Scenario #4 - HIV Prevention

Your students are playing football at recess and you see one of them slide for the ball and cut his leg on a sharp rock. Another student helps by holding a cloth on it with his bare hand. HIV is common in your community. What do you do to protect and empower your students?

STEP 1: Identify the risk factor or the needs of the students.

STEP 2: Identify what life skills students need in order to address that risk.

STEP 3: How can you as a teacher help the students develop that skill?

Through modeling? What behaviors could you model in your classroom to promote that skill?

Through one-on-one or small group conversation? What could you say to students to help build a skill or address a risk?

Through class content? What can you teach your students in your class to develop that skill?

Through instruction? How can you design or structure your classroom to help promote that skill?

Handout 2.4E - Understanding Social-Emotional Learning

Social-Emotional Learning: The processes through which children and adults gain and apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions.

1. Executive Function - skills that help us focus our attention, remember instructions and concepts, successfully juggle multiple tasks and plan for the short and long term future.

QUESTION:

- a. Rewrite this definition in your own words on the flipchart.
- b. Draw a picture to match the definition.
- c. What are some examples of Executive Function?
- d. What are some activities you can do with students to practice this skill?

2. Emotional Regulation - skills that allow us to understand our own emotions and positively manage our feelings.

QUESTION:

- a. Rewrite this definition in your own words on the flipchart.
- b. Draw a picture to match the definition.
- c. What are some examples of Emotional Regulation?
- d. What are some activities you can do with students to practice this skill?

3. Positive Social Skills - skills which allow us to relate to one another in a positive way, through understanding others' feelings and behavior and responding in a way that promotes positive social interaction and reduces conflict.

QUESTION:

- a. Rewrite this definition in your own words on the flipchart.
- b. Draw a picture to match the definition.
- c. What are some examples of Positive Social Skills?
- d. What are some activities you can do with students to practice this skill?

4. Conflict Resolution Skills - skills that help us address any problems and conflicts in a positive manner as they arise.

QUESTION:

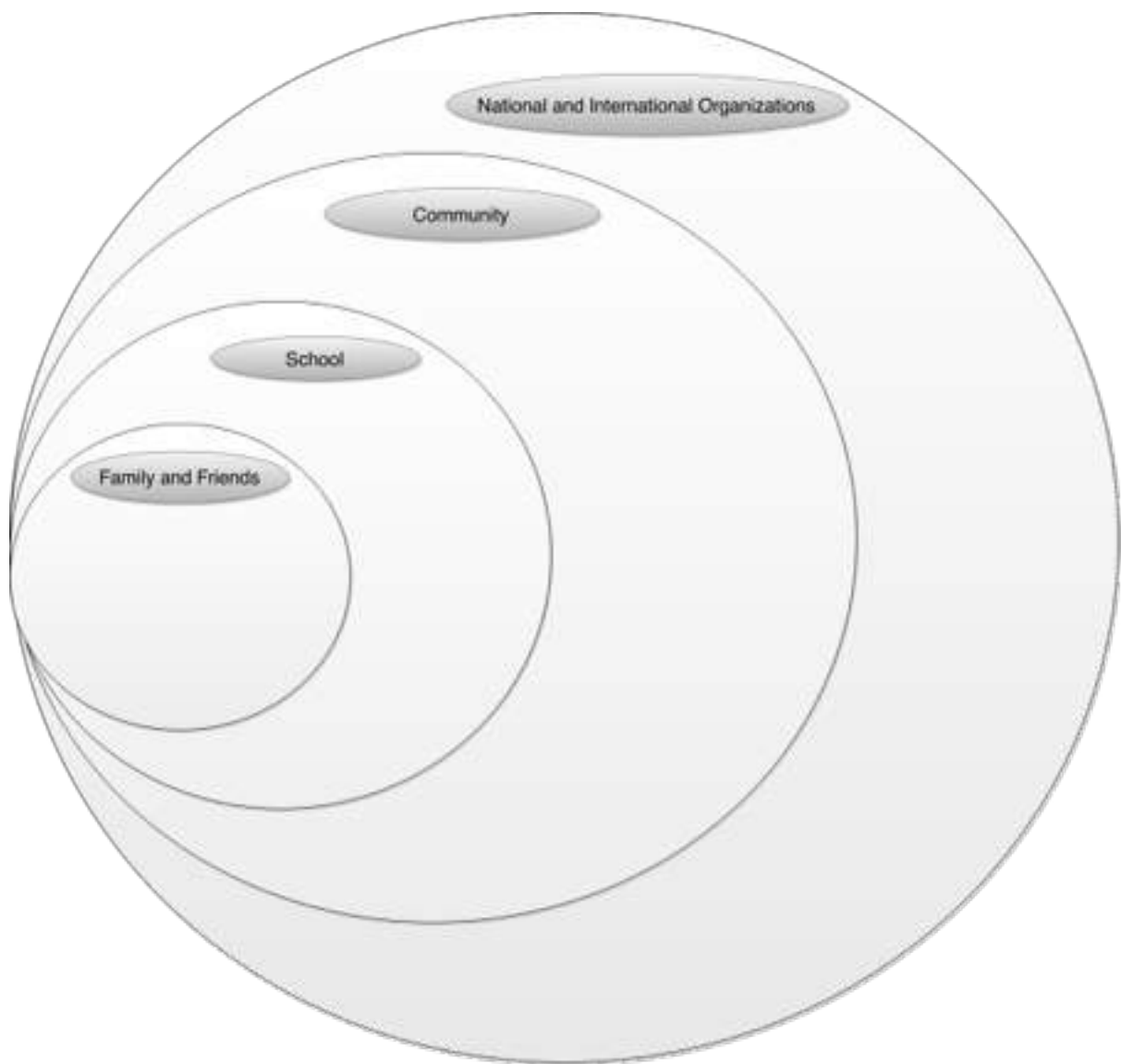
- a. Rewrite this definition in your own words on the flipchart.
- b. Draw a picture to match the definition.
- c. What are some examples of Conflict Resolution Skills?
- d. What are some activities you can do with students to practice this skill?

5. Perseverance - skills that allow us to push through challenges and continue to work towards a realistic goal.

QUESTION:

- a. Rewrite this definition in your own words on the flipchart.
- b. Draw a picture to match the definition.
- c. What are some examples of Perseverance?
- d. What are some activities you can do with students to practice this skill?

Handout 2.5A - Community Map Visual



Handout 2.5B - Community Map Directions and Questions

CIRCLE 1

DIRECTIONS: Write the members of students' families and the friends who can help and support them. Write how these family members and friends can help students. Use the questions below to help you:

QUESTIONS:

- Who from students' family and friends can help and support them?
- How can students' family and friends help them?
- When might friends and family not be the appropriate form of support?

CIRCLE 2

DIRECTIONS: Write the people and services at school that can help and support students. Write how these people and services can help students. Use the questions below to help you:

QUESTIONS:

- At your school, who do you think can help students with an emotional issue? A physical issue? A mental/psychological issue? An academic issue? How?
- What other people can help students at school?
- When might school not be the appropriate place to seek support?

CIRCLE 3

DIRECTIONS: Write the people and activities in the community that can help and support students. Write how these people and activities can help students. Use the questions below to help you:

QUESTIONS:

- What community organizations and activities allow students to come together and make friends, or reflect on their lives? How?
- Who in the community can help a student with an emotional issue? A physical issue? A mental issue? An academic issue? How?
- When might school not be the appropriate place to seek support?

CIRCLE 4

DIRECTIONS: Write the people and services that can help and support students from national organizations and international organizations. Write how these people and services can help students. Use the questions below to help you:

QUESTIONS:

- What *national* organizations are in your community and what services do you think they could provide to your students?
- What *international* organizations are in your community and what services do you think they could provide to your students?
- How can you (or your students) contact these organizations?

Handout 2.5C - Responding to Abuse

Described below are three different situations you are likely to encounter as a teacher at a school or even as a community member. What should you do in these cases?

You see or suspect abuse, exploitation or neglect.

A parent or another adult tells you that they think a child is being abused, exploited or neglected.

A child tells you they have been abused, exploited or neglected, or the student tells someone you know.

Where serious concerns exist and the safety of the child is at risk, act immediately.

1. The first step is to ensure that the child is safe from harm and is in a protected environment. Be calm, caring, and supportive.
 - a. Remember the child is never to blame in situations of abuse and should be told they have done nothing wrong.
 - b. Listen carefully and let the child tell you the information in his or her own way.
 - c. Record what the child tells you and write all the details. This will be important when you are reporting the situation.
 - d. All records must be kept securely and confidentially in a place where other people cannot access it.
2. Use established reporting mechanisms and engage child protection referral system to ensure child is safe/receiving necessary care.

Record the reporting mechanisms and referral systems here:

**How to talk to a child who's reporting an abuse or
if a child tells you or wants to talk to you about an abuse:**

- Stay calm and be reassuring.
- Find a quiet place to talk.
- Believe in what you are being told.
- Listen, but do not press the child for information.
- Say that you are glad that the child told you.
- Say that you will do your best to protect and support the child.
- If necessary/appropriate, seek medical help and contact the police as soon as possible.
- Acknowledge that you will probably need help dealing with your own feelings.
- If the child has told another adult, such as another teacher, contact them. Their advice may make it easier to help the child.
- Determine if this incident may affect how the child acts at school. It may be advisable to liaise with the teachers or head teacher depending on the issue.
- Acknowledge that the child may have angry, sad or even guilty feelings about what happened, but stress that the abuse was not the child's fault.
- Seek counseling for yourself and the child where possible.

Do	Do Not
Believe the child.	Do not ask accusing questions.
Create a rapport with the child.	Do not be overly formal.
Show a measure of trust.	Do not be impersonal.
Show a measure of accessibility and reliability.	Do not miss appointments keep promises. Do not read, talk on the phone, etc. when the child is talking to you.
Assure the child of confidentiality which is reasonable.	Do not give information about the child unless professionally required.
Be realistic and explain circumstances as they are likely to happen.	Do not assure the child about matters you have no control over.
Ensure privacy is obtained to enable the child to talk in confidence.	Do not interview in open space where there is likely to be interruptions and eavesdroppers.
Be patient: let the child go on at her/his own pace. Changing behavior is difficult and calls for a lot of patience. You should listen carefully, patiently and with understanding.	Do not pressure the child to speak. Do not rush the client.
Accept the child the way s/he is.	Do not be judgmental.
Relaxed atmosphere: The room should also be comfortable where possible and the atmosphere relaxing.	Do not go to a place where the child feels the need to leave as soon as possible.
Commitment: You must should a high degree of commitment.	When you agree to offers to assist, you have to be committed. If you are not able to be committed then it is not useful for you to offer any assistance.

Adapted from Save the Children, Child Protection Training Manual - Facilitators Guide for Teacher Training, South Sudan <file:///C:/Users/SLP/Downloads/child%20protection%20training%20manual.pdf>

Handout 2.5D - Story of Abuse

You are the Class 6 teacher. You are considered very approachable, friendly, and social and many children like sharing their problems with you. You have just returned from a training by Save the Children where you have been taught about child protection risks for children including sexual abuse of girls in schools. Young Abuk, a class 5 girl, who is usually quiet comes up to you and amidst tears shares her problem. What emerges is that the headteacher has been sexually abusing Abuk and she is feeling unwell. She is vomiting and feels sick in the morning. Be realistic and practical in addressing the questions provided.

- a. What can you do about this case? Remember, the person accused is the headteacher?
- b. Who must know about it and what should be done?
- c. What are the likely consequences of your actions?
- d. What can you do to deal with them? (Please be as practical as possible).

The challenges to responding to abuse suggested by participants might include:

- Isolation by other teachers who may prefer that the matter be dealt with in-house;
- You may be victimized. In some cases, teachers who have reported cases of child abuse have ended up being transferred, interdicted or have been faced with other disciplinary action;
- There may be attack on your person or property. This is however not frequent;
- There may be no support by other teachers or students themselves. For instance, the headmaster might instruct everyone including the abused girls not to talk to Save the Children and the teacher who was collaborating was transferred;
- There may be attempts to compromise you by offering you bribes or other incentives both from the parents of the child, the school administration or the abusive teacher.

It is important for the participants to take away from this exercise that despite these hurdles there is need to take action to protect and defend the child's rights. There are varied options depending on the support structures around you.

- First of all you need to assist the girl as indicated in this session;
- If you are able to, offer all the necessary assistance directly by reporting the matter to the police and taking all necessary action;
- If you fear being victimized, you may report the matter to the next senior officer at the local education office. This also depends on how independent and supportive the office is;
- You may also advise the student on steps to follow to file criminal charges.

Adapted from: Save The Children, Child Protection Training Manual

Additional Reflection, Collaboration and TLC Activities

Here are additional ways to build on your skills within this module through an individual journal reflection or in a discussion with a supportive group of collaborative teachers (TLC)

Reflection & Collaboration Activity #1 - CLASSROOM ACTIVITIES AND ROUTINES

Directions: Each person takes a turn choosing one activity from the Classroom Activities and Routines Handout. Each person takes 10 min to practice their activity.

1. When you practice the activity, pretend you are in your classroom with your students.
2. When you finish, please say:
 - What went well
 - What was difficult
3. The other people in your group should say
 - What you did well
 - How you can improve

If you are not able to meet with other teachers, you can practice on your own using the Classroom Activities and Routine Handout. Pick an activity to use in your classroom.

Remember these are activities that help to create a social, emotional, and cognitive safe space in school.

Reflection & Collaboration Activity #2 - TAKING THE HUMAN RIGHTS TEMPERATURE OF YOUR SCHOOL

Directions: Take the human rights temperature of your school. Read each statement and assess how accurately it describes your school community in the blank next to it. (Keep in mind all members of your school: students, teachers, administrators, and staff). At the end, total up your score to determine your overall assessment score for your school.

RATING SCALE: 1 - no/never 2 - rarely 3 - often 4 - yes/always

- ___1. My school is a place where students are safe and secure. (Art. 3 & 5)
- ___2. All students receive equal information and encouragement about academic and career opportunities. (Art. 2)
- ___3. Members of the school community are not discriminated against because of their life style choices, such as manner of dress, associating with certain people, and non-school activities. (Art. 2 & 16)
- ___4. My school provides equal access, resources, activities, and scheduling accommodations for all individuals. (Art. 2 & 7)
- ___5. Members of my school community will oppose discriminatory or demeaning actions, materials, or slurs in the school. (Art. 2, 3, 7, 28, & 29)
- ___6. When someone demeans or violates the rights of another person, the violator is helped to learn how to change his/her behavior. (Art. 26)
- ___7. Members of my school community care about my full human as well as academic development and try to help me when I am in need. (Art. 3, 22, 26 & 29)
- ___8. When conflicts arise, we try to resolve them through non- violent and collaborative ways. (Art. 3, 28)
- ___9. Institutional policies and procedures are implemented when complaints of harassment or discrimination are submitted. (Art. 3 & 7)
- ___10. In matters related to discipline (including suspension and expulsion), all persons are assured of fair, impartial treatment in the determination of guilt and assignment of punishment. (Art. 6, 7, 8, 9 & 10)
- ___11. No one in our school is subjected to degrading treatment or punishment. (Art. 5)
- ___12. Someone accused of wrong doing is presumed innocent until proven guilty. (Art. 11)
- ___13. My personal space and possessions are respected. (Art. 12 & 17)
- ___14. My school community welcomes students, teachers, administrators, and staff from diverse backgrounds and cultures, including people not born in the USA. (Art. 2, 6,13, 14 & 15)
- ___15. I have the liberty to express my beliefs and ideas (political, religious, cultural, or other) without fear of discrimination. (Art. 19)
- ___16. Members of my school can produce and disseminate publications without fear of censorship or punishment. (Art. 19)
- ___17. Diverse voices and perspectives (e.g. gender, race/ethnicity, ideological) are represented in courses, textbooks, assemblies, libraries, and classroom instruction. (Art. 2, 19, & 27)

RATING SCALE: 1 - no/never 2 - rarely 3 - often 4 - yes/always

- ____18. I have the opportunity to express my culture through music, art, and literary form. (Art. 19, 27 & 28)
- ____19. Members of my school have the opportunity to participate (individually and through associations) in democratic decision-making processes to develop school policies and rules. (Art. 20, 21, & 23)
- ____20. Members of my school have the right to form associations within the school to advocate for their rights and or the rights of others. (Art. 19, 20, & 23)
- ____21. Members of my school encourage each other to learn about societal and global problems related to justice, ecology, poverty, and peace. (Preamble & Art. 26 & 29)
- ____22. Members of my school encourage each other to organize and take action to address societal and global problems related to justice, ecology, poverty, and peace. (Preamble & Art. 20 & 29)
- ____23. Members of my school community are able to take adequate rest/recess time during the school day and work reasonable hours under fair work conditions. (Art. 23 & 24)
- ____24. Employees in my school are paid enough to have a standard of living adequate for the health and well-being (including housing, food, necessary social services and security from unemployment, sickness and old age) of themselves and their families. (Art. 22 & 25)
- ____25. I take responsibility in my school to ensure other individuals do not discriminate and that they behave in ways that promote the safety and well being of my school community. (Art. 1 & 29)

TEMPERATURE POSSIBLE = 100 HUMAN RIGHTS DEGREES

YOUR SCHOOL'S TEMPERATURE _____

Once you (and your collaborative group) have completed and determined your school's temperature. Look at statements that received a low score. Pick 3 statements that have the lowest scores on your list.

1.

2.

3.

Think back on the skills and strategies you learned on how to promote protective, create safe space and teaching life skills. What can you and your colleagues do to raise the "Human Rights Temperature" at your school by addressing each of these statements?

Resource: <http://www.hrusa.org/hrmaterials/temperature/temperature.shtm#Procedures>

Reflection & Collaboration Activity #3 - IDENTIFY SAFE AND DANGEROUS PLACES IN YOUR SCHOOL

In your TLC visit the school grounds together and draw a map of your school and the surrounding areas (e.g. garden, sources of drinking water, roads, toilets).

Then work together to identify dangerous and safe places on the map. If you have colored pens/pencils color in the map in the following way: red - the highest risk of abuse/danger, yellow - mild risk, green - safe.

Once you have completed the map discuss the following questions:

- 1) What types of danger or violence have you identified on the map?
- 2) Are some areas dangerous for girls, for boys or for both?
- 3) What can you as teachers do to reduce these risk factors? Make a plan for how you will make the school a safer place - think about how you could involve your headteacher, students, parents and the community.



TEACHERS COLLEGE
COLUMBIA UNIVERSITY



TRAINING FOR PRIMARY SCHOOL
TEACHERS IN CRISIS CONTEXTS

PEDAGOGY

**MODULE 3
PARTICIPANT
HANDBOOK**

Table of Contents

Module 3: Pedagogy

Handout 3.0 - Skills and Strategies Worksheet	2
Session 1: Classroom Management	
Handout 3.1A - Identifying and Addressing Classroom Concerns	6
Handout 3.1B - Big Five - Classroom Management Strategies	7
Handout 3.1C - Preventing Misbehavior	9
Handout 3.1D - Positive Discipline	10
Session 2: Active and Engaging Learning	
Handout 3.2A - Teaching Strategies (6 pages)	11
Handout 3.2B - Teaching Strategies Table	16
Handout 3.2C - Teaching Strategies Action Plan	17
Handout 3.2D - Differentiation Action Plan	18
Session 3: Questioning	
Handout 3.3A - Questioning Ladder	19
Handout 3.3B - Handling Student Responses	20
Session 4: Child Development and Differentiation	
Handout 3.4A - Differentiation Methods (4 pages)	21
Handout 3.4B - Action Plans	25
Handout 3.4C - Differentiation Monitoring Chart	26
Session 5: Assessment	
Handout 3.5A - Assessment in the Classroom	27
Handout 3.5B - Venn Diagram Continuous Assessment vs. Summative Assessment	28
Handout 3.5C - Student Work Assessment Thought Chart	29
Handout 3.5D - Continuous Assessment Strategies	30
Handout 3.5E - Continuous Assessment Toolkit	33
Handout 3.5F - Different Methods and Examples of Summative Assessments	34
Handout 3.5G - Summative Assessment Unit Plan	36
Additional Reflection, Collaboration and TLC Activities	37

Handout 3.0 - Skills and Strategies Worksheet

MODULE 3: Pedagogy

STEP 1: SELF-EVALUATION

Review the skills & strategies you can bring to your classroom that you learned in this module. For each session you will choose one skill or strategy you would like to develop and write it below. It is important to be honest with yourself and open to learning new things about yourself.

To rate yourself, think of yourself as a water cup, by shading the amount of water it contains:



Currently do *not* have this skill. Need to learn or develop.



I use this skill a *little*. Need to develop more.



Have an *average* amount of this skill.



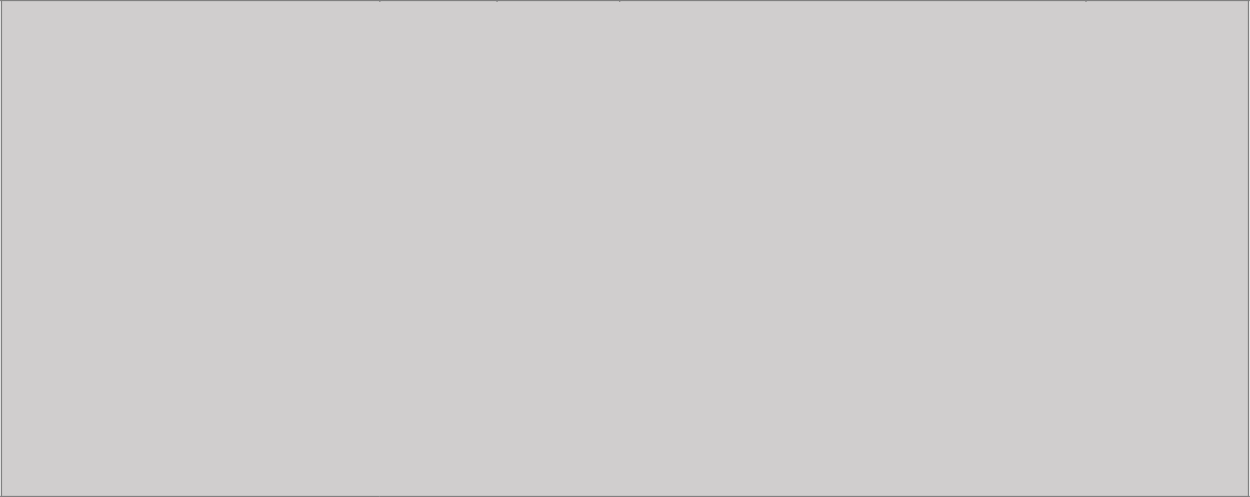
I use this skill in the *best* way possible.

Complete the rating for each category:

1. **Today:** how well do you currently use the skill?
2. **Goal:** how well would you like to use the skill in the next week?
3. **Action:** what will you do in the next week to use or practice the skill?
4. **Practice:** how well did you use the skill when you practiced it in your classroom? (to be completed AFTER you have practiced the skill in your classroom)

Skill/ Strategy	Today	Goal	Action: How will I achieve my goal?	Practice
<p>Example: I will use open questions in my lessons to promote critical thinking</p>			<ul style="list-style-type: none"> • When I create my lesson plans this week I will write down the key questions for the lesson in the plan. • I will use 'think-pair-share' at least once in every lesson. 	

1.				
2.				
3.				
4.				
5.				
6.				



STEP 2: PLAN

Choose 1-2 of the skills/strategies from the sessions that you would like to develop. Write an action plan of the steps you will take to achieve your goal.

Area for Growth: _____

Action Plan:

Area for Growth: _____

Action Plan:

STEP 3: REFLECTION & COLLABORATION

Instructions: Step 3 can be completed individually or in a group (TLC). Answer the questions below independently and discuss your answers in a group if you feel comfortable. Discussion can be used to identify common challenges and create possible solutions or share resources.

Reflect on how you used a new skill or strategy from the **goals that you listed above in your classroom.**

1. What did you do to try a new skill or strategy?
2. What successes and challenges did you have in the classroom?

Learn

3. Brainstorm possible solutions. Consider previously learned concepts.

Plan

4. What will you do again?
5. What will you change or do differently? Share your plan with a peer for feedback.

Take action in the classroom.

Handout 3.1A - Identifying and Addressing Classroom Concerns

Directions: Please write down at least 3 of the issues you are having in your classroom in Column A of the table. We will be working together to address these issues in Column B at the end of the session.

Column A Challenges	Column B How will I address these problems?

Handout 3.1B - Big 5 - Classroom Management Strategies

Big 5 Principles	The Big 5: Methods to Prevent Misbehavior	Already do	Would like to do	Would <u>not</u> like to do
Clear Expectations	<ul style="list-style-type: none"> ● Make a list of class rules with your students ● Give clear instructions before each activity that includes a simple explanation of the activity, its purpose, timing, and materials needed ● Explain purpose behind expectations ● Check for student understanding of instructions before starting activity 			
	<p><u>What do you already do in your classroom?</u></p>			
Routines	<ul style="list-style-type: none"> ● Establish routines to help students experience a structured and predictable environment, be consistent about them and make them predictable. Examples of routines and procedures: <ul style="list-style-type: none"> ○ Starting class ○ Ending class ○ Clean up ○ Passing out and turning in papers and materials ○ Getting students' attention ○ Grouping students ● Student jobs in the classroom--like homework collector--to create a sense of ownership 			
	<p><u>What do you already do in your classroom?</u></p>			

Engagement	<ul style="list-style-type: none"> ● Learn your student’s names ● Create curriculum that is relevant to student’s abilities and interests. Be aware of: <ul style="list-style-type: none"> ○ Students’ backgrounds (particularly if they have experienced trauma) and how this may influence how they act in the classroom ○ Students’ physical disabilities and special learning needs ○ Understand students’ cultural and linguistic differences ● Create lesson plans that allow students opportunities to work with each other and practice 			
<u>What do you already do in your classroom?</u>				
Positive Reinforcement	<ul style="list-style-type: none"> ● Create a space where students feel safe to share their thoughts and ideas ● Help students to build positive relationships with each other ● Give students consistent and positive feedback on their work and participation in class ● Have a seating chart. Make sure that students are comfortable and work well with the students they are sitting next to ● Encourage students to hang up great work, create display boards, and put away instructional materials at the end of each lesson 			
<u>What do you already do in your classroom?</u>				
Positive Discipline	<ul style="list-style-type: none"> ● Be consistent in enforcing your expectations: acknowledge positive behavior, redirect unwanted behavior, and treat students equally ● Constantly move around the classroom during instruction to monitor student behavior 			
<u>What do you already do in your classroom?</u>				

Handout 3.1C - Preventing Misbehavior

1. You just released students to work by themselves on an activity. A student in the back of the room is looking around and talking to other students. When you ask him what he is doing he does not know what to say.

What can a teacher do to prevent this from happening?

2. Students have just arrived to start the day. They are excited and full of energy and they are all talking to one another. The volume in the classroom is increasing and you want to start class and get students' attention.

What can a teacher do to focus the students' attention and get ready to start the lesson?

3. You planned an activity, and you think it will work really well. You explain the activity, but as the activity starts you notice that it is not going the way you planned it, students are not properly doing the work and not understanding the material.

What can a teacher do to prevent this from happening?

4. You have been lecturing for the last 20 minutes. While you are writing on the board, students are whispering and throwing objects at each other.

What can a teacher do to prevent this from happening?

Handout 3.1D - Positive Discipline

Stop and Think

When a student's actions interrupt instruction, ask yourself the following questions before you take action:

Action Steps

1. Is the student really doing something wrong? NO: Redirect your stress away from the students and the class. YES: Move to next step.	2. Are your expectations fair? NO: Reconsider your expectations. YES: Move to next step.	3. Did your student know they were misbehaving? NO: Behavior was an accident. Re-explain expectations. YES: The student misbehaved. Move to next step.
---	---	---

4. Redirecting Unwanted Behavior:

- Re-explain expectations
- Positive Narration: The teacher calls out positive behavior to remind all students what they should be doing.
- Proximity: The teacher should always be moving around the room while teaching. This limits unwanted behavior. When a teacher moves closer to a student that is not on task, the student will usually stop the unwanted behavior and pay attention again.
- Sudden Silence: The teacher stops talking and waits for the unwanted behavior to stop before continuing with the lesson.
- Tone or Volume of Voice: A teacher can change the tone or volume of their voice in order to regain the attention of the class. The teacher should never yell at students.
- Physical Cues: The teacher can use various nonverbal cues to regain the students' attention such as hand signals, snapping, and turning the lights on and off.

If the student continues to misbehave after you have attempted to re-direct the unwanted behavior, move to next step.

5. Issuing a Consequence:

- Be private when possible.
- Explain to student why their behavior is unacceptable.
- Issue consequence. Make sure the consequence is appropriate for the misbehavior.
- If student argues, restate the consequence in a calm voice.

Handout 3.2A - Teaching Strategies

Strategy 1: Concept Maps

Purpose: Allows students to understand a new topic, generate different ways to solve a problem, organize ideas and identify links and themes, be excited by a new concept or idea.

Example steps:

1. Write a topic or question in a circle in the center of the board. Ask students to do the same on their page.
2. Ask students to come up with as many ideas about this topic or question as they can. Add all of their ideas to the diagram (see model below). Use think-pair-share to do this.
3. Ask students if they can see any themes or links between all of the different ideas. Add these to the diagram using connecting lines or circles.

Outcome: See example below.



Task: Practice this teaching strategy with your group. To start, use the example of water (see above). As you get more confident, come up with a question or topic of your own.

You have 30 minutes to practice, and then one person will need to demonstrate this strategy to the group.

Good Luck!

Strategy 2: Role-play

Purpose: Allows students to actively and creatively engage with a topic, to deepen their understanding of a topic, and to practice new skills.

Example steps:

1. Divide students into small groups. Clearly explain the task and give each group a scenario and each student a role.
2. Give students several minutes to create and practice their role-play. Give them clear timings.
3. Ask the small groups to then perform their role-play for the rest of the class. While they perform the class should have a question to think about, for example, ‘What is the message of the role-play?’ ‘What did the group do well?’

Outcome: In small groups, students will perform a short play in front of their peers to reflect something they have been learning in school.

Task: Practice this teaching strategy with your group.

Role-play 1: Ask participants to practice their counting skills by creating a role play about buying and selling at the market. Two participants should be stallholders and two participants the customers.

Role-play 2: If you are confident, now ask participants to create a role-play to show how to deal with a school bully. One person should be the bully, one person the victim, and two people should be bystanders.

You have 30 minutes to practice, and then one person will need to demonstrate this strategy to the group.

Good Luck!

Strategy 3: Storytelling

“Tell me a fact and I’ll learn. Tell me the truth and I’ll believe. But tell me a story and it will live in my heart forever.” Indian Proverb

Purpose: Students enjoy listening to stories and they stimulate thinking and interest. They also allow students to develop communication skills, deepen their understanding of a topic, and incorporate their culture into the classroom.

Example steps:

1. Find stories that relate to the topic you teach or the cultures of your students.
2. Ask questions before, during and after the story to help them analyze and learn from the story.
3. Read the story in a loud and expressive voice.
4. Ask the students to sketch the story, or to act out actions, while your read it. Read the story through twice.
5. Give students a chance to write their own stories too.

Outcome: Students will have engaged in the ideas of the story and will demonstrate their understanding.

Task: Practice this teaching strategy with your group.

Tell your class that today they will hear a story called ‘The Mouse and the Lion’.

Before you read the story ask the group these questions:

What do you think the story is about? Where do you think the story is set? What adjectives would you use to describe a lion? What adjectives would you use to describe a mouse?

Read the story below with expression and excitement, and carry out the actions while you read.

Once when a Lion was asleep (yawn), a little Mouse began running up and down upon him (mime running) . This soon wakened the Lion, who placed his huge paw upon him and opened his big jaws to swallow him (open your mouth wide like the lion).

“Pardon, O King!” cried the little Mouse, “Forgive me this time. I shall never repeat it and I shall never forget your kindness. And who knows, but I may be able to do you a good turn one of these days?” The Lion was so tickled at the idea of the Mouse being able to help him, that he lifted up his paw and let him go (laugh). Sometime later a few hunters captured the Lion and tied him to a tree while they went in search of a wagon to carry him on.

Just then the little Mouse happened to pass by, and seeing the sad plight in which the Lion was, ran up to him and soon gnawed away the ropes that bound the King of the Beasts (mime chewing the rope). “Was I not right?” said the little Mouse, very happy to help the Lion (smile).

Use think pair share to ask the students the following questions.

1. What was the mouse doing when the lion woke up?
2. How do you think the mouse felt at that moment? Why?
3. How did the lion feel? Why?
4. How was the mouse able to repay the lion’s kindness?

5. What is the moral of this story?

You have 30 minutes to practice, and then one person will need to demonstrate this strategy to the group.

Good Luck!

Strategy 4: Games

Purpose: Games are engaging and exciting for students. They are also a useful way to practice and revise topics, they encourage positive competition, and they develop communication skills.

Example 1 – To practice body parts and listening skills

1. Tell the students that for this game they have to listen to your instructions very carefully. When you say ‘Teacher says...’ they have to follow your instructions and carry out the action. If you don’t say “teacher says ..’ they must not copy you. For example, if you say “Teacher says touch your nose” each student must touch their nose. If you just say “Touch your nose” they must not.
2. Start the game by asking all students to stand up. Give the following commands one after another.
“Teacher says touch your toes”

- “Teacher says touch your shoulders”
- “Teacher says touch your elbows”
- “Teacher says touch your knees”
- “Teacher says touch your head”
- “Touch your eyes” (if any students touch their eyes, they have to sit down for the rest of the game, they are out of the competition)
- 3. Keep going in this way, naming other body parts.
- 4. Give out a reward for all students who are still ‘in’ by the end of the game.
- 5. Put the students into small groups to practice playing the game themselves. They must take it in turns to be ‘teacher’.

Example 2 – To practice verbs

1. Ask students to write down a verb on a small piece of paper. They then put the piece of paper into your bowl/hat.
2. Select a student to come and take the piece of paper out of the bowl and to act out the verb.
3. Ask the class to put their hand up if they can work out what the verb is.
4. Put the class into small groups and ask them to play the game themselves.

Outcome: Students will become increasingly confident through practicing the skill in this fun way. They will be able to play the games themselves in their groups.

Task: Practice one of the games with your group following the steps above. If you are feeling confident, practice other learning games that you know.

You have 30 minutes to practice, and then one person will need to demonstrate this strategy to the group.

Good Luck!

Strategy 5: Visual demonstrations

Purpose: Stimulates interest and engagement with a topic, brings topics to life, appeals to a wide range of students.

Example 1 - Math - Counting

1. Bring 10 students to the front of the class. They will be your ‘counters’ to show the class how to add and subtract.
2. Say to the class, ‘If I have 10 students, and I take away 2 students, how many students are left? Physically move two students away from the group of 10 – ask the class to count how many are left.
3. Model another example.
6. Put students into small groups and ask them to practice doing this themselves.

Outcome: Students will have been introduced to a new idea in a very visual way. This will help them when they practice the skill themselves. If you have more equipment and props you can be very creative with your demonstrations.

Task: Practice this teaching strategy with your group. If you feel confident, come up with your own examples.

You have 30 minutes to practice, and then one person will need to demonstrate this strategy to the group.

Good Luck!

Strategy 6: Group discussion

Purpose: Allows students to actively and creatively engage with a topic; deepen their understanding of a topic; develops communication and team building skills.

Example steps:

- 1) Clearly tell students the behavior expectations (e.g. respect for each other, listening) and give them individual roles (e.g. spokesperson, organizer, peacekeeper, recorder of what's said).
- 2) Explain the task clearly and have it written on the board as well. Tell the pupils what they have to do and what the outcome of their group work should look like.
- 3) Give students time to carry out their group discussion.
- 4) Bring the whole class back together to share their ideas. For example, take one idea from each group, or ask each group to tell you about the most interesting thing they learned. Try to make the final session an exchange of ideas rather than you telling them what they have missed.
- 5) Summarize the work of the groups in a way that makes them feel proud of what they have done. You can also ask them to tell you how well they thought they worked in a group.

Outcome: Students will have worked together as a team to share and develop their ideas to tackle a problem.

Task: Practice this teaching strategy with your group. Use the discussion questions below. Make sure you give each participant a role in the group work.

- 1) Why do we need to listen to each other?
- 2) Why is it good to work in groups?
- 3) When do you use addition in your everyday life? Which group can come up with the most ideas?
- 4) Why are trees so important for our environment?

Other examples of group work:

Group work is not only useful for discussion - you can use group work to complete other activities. For example, in a group write a song to help you remember the solar system. In a group create a play to show how to deal with bullying. In a group, solve this math problem. In a group, hold a debate about the best way to look after the environment.

You have 30 minutes to practice, and then one person will need to demonstrate this strategy to the group.

Good Luck!

Handout 3.2B - Teaching Strategies Table

Teaching Strategy	What are the key points?	What are the strengths?
Concept Maps		
Demonstrations		
Storytelling		
Role-play		
Games		
Group Discussion		

Handout 3.2C - Teaching Strategies Action Plan

Name of strategy:

Name of topic:

How will you use this activity?

What are the challenges and
how will you overcome these?

Name of strategy:

Name of topic:

How will you use this activity?

What are the challenges and
how will you overcome these?

Name of strategy:

Name of topic:

How will you use this activity?

What are the challenges and
how will you overcome these?

Handout 3.2D - Differentiation Action Plan

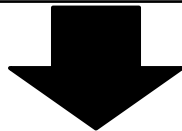
Step 1: How will you group your students?



Step 2: What expectations will you set for student behavior?



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



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

Handout 3.3A - Questioning Ladder



Level 3 Judge/Create

What is **your opinion** about?
What **do you think** will happen next?
Can you **create your own** ending to the story?

Level 2 ‘Why?’

Why does water evaporate in the heat?
Why did the boy run away?
Explain how you know that that is the answer?

Level 1 ‘What?’

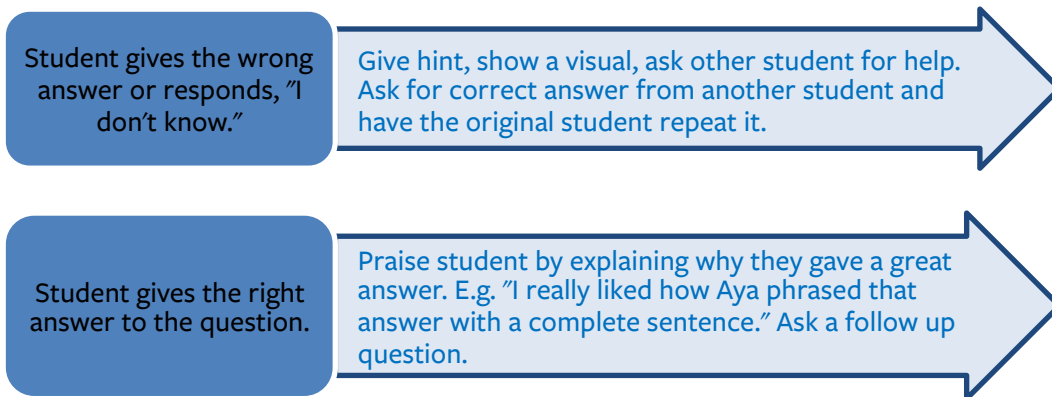
Can you **name** the planets?
Can you **describe** the story?
Can you **list** all the prime numbers?

Your Own Questions...

Handout 3.3B - Handling Student Responses

- ★ Include all students
- ★ Be positive
- ★ Be constructive

Handling Student Responses:



Follow Up Questions:

1. How and Why: Ask the students to explain how they arrived at the answer.
2. Give an Example: Ask the students to offer an example.
3. Another Way: Ask the students to solve the same problem using a different set of skills.
4. Ask for a Better Word: Encourage students to use a different word to practice vocabulary.

Practice:

1. **Teacher:** If you divide 13 apples equally into two groups, how many apples are left over at the end?
Student: You will have 5 apples in each group.
Correct Answer: 2 groups of 6 apples, 1 left over apple.
2. **Teacher:** What is the area of a rectangle that is 5 meters long and 3 meters wide?
Student: The area is 15.
Correct Answer: The area is 15 square meters long.
3. **Teacher:** What are some differences between a dolphin and a shark?
Student: A dolphin is a mammal and a shark is a fish.
Correct Answer: A dolphin is a mammal and a shark is a fish. Dolphins need air to breath. Sharks can breath through their gills underwater.

Handout 3.4A - Differentiation Methods




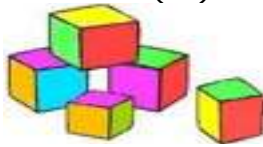
METHOD 1: SUPPORT AND CHALLENGE

Importance: *When teachers make an effort to teach to each of the ability levels in the class, students are more likely to stay engaged and master new materials and skills. High ability students need a challenge so that they do not get bored and become disengaged. Lower ability students need extra support so they don't fall behind and become discouraged.*

Ability Level	Adaptations
High	<ul style="list-style-type: none">● Provide students with extension or challenge activities● Use students as peer mentors● Mini lessons by interest
Medium	<ul style="list-style-type: none">● Provide students with an extension activity if they finish early
Low	<ul style="list-style-type: none">● Provide several examples● Provide step by step instructions● Vocabulary support in student's first language● Use student as a mentor● Mini lessons to catch students up with their peers

METHOD 2: LEARNING STYLE

Importance: When teachers make an effort to teach to each of the learning styles students are more likely to stay actively engaged and master new materials and skills. You can try and include a range of activities in the lesson so that all students are engaged OR you can give different students different types of work.

Types of Learners	Presentation Style	Activities
Visual (See) 	Visuals, wall displays, posters	Flash cards, graphic organizers, cycles, flow charts, mind maps, story boards (oversized comic strip), student illustrations, organize with colors
Auditory (Hear) 	Audio tapes, videos, story telling, music, rhyming	Group work, debates, interviews, presentations
Kinesthetic (Movement) 	Physical representations, hand motions	Competitions, board games, role plays, intersperse activities that require students to sit quietly with activities that allow students to move around and be active
Tactile (Do) 	Guided notes, graphic organizers, manipulatives	Note taking, manipulatives, practice, writing assignments

METHOD 3: GROUPING

METHODS	DESCRIPTION	REMEMBER
By ability	The teacher organizes the groups by ability. Students of high ability work together, of medium ability work together and so on. With this method you can give the groups appropriate work for their ability, and they can challenge and support each other.	Students may be upset if they are always in the low group- it can damage their self esteem. Use different group strategies so that students do not pick up on the way they have been grouped. Make sure that students can change group if they make progress.
Mixed ability	The teacher mixes up groups by ability. This way able students can help less able students. This can be motivating for all students. The teacher can plan the groups (putting together students they believe will work well together) or put groups together at random (to promote diversity, tolerance and inclusion).	In this example all students will complete the same work. You will need to set clear expectations that all students work hard and contribute. Be careful that your groups encourage participation and do not increase any tensions.
Large class sizes - divide the class	Sometimes, with large, diverse classes, the teacher will divide the class into 2 or 3 groups based on ability. They will then teach the groups separately. For example one group may be studying complex sentences, while another is working on the parts of a sentence.	This is very effective with large, diverse classes but the teacher must have excellent class control and organisation. While teaching one group the other students must have work to be completing until it is their turn.

METHOD 4: QUESTIONS

One way to differentiate is through questioning. You can ask students the appropriate questions for their level. You can challenge your high ability students with more difficult questions. You can support your low ability students by building up to the difficult questions step by step. You can also build students confidence by asking students questions they will succeed with.



Level 3 Judge/Create

What is **your opinion** about?
What **do you think** will happen next?
Can you **create your own** ending to the story?

Level 2 ‘Why?’

Why does water evaporate in the heat?
Why did the boy run away?
Explain how you know that that is the answer?

Level 1 ‘What?’

Can you **name** the planets?
Can you **describe** the story?
Can you **list** all the prime numbers?

Handout 3.4B - Action Plans

Differentiation Method _____

How will you use this in your class?

Differentiation Method _____

How will you use this in your class?

Differentiation Method _____

How will you use this in your class?

Differentiation Method _____

How will you use this in your class?

Handout 3.4C - Differentiation Monitoring Chart

<i>Which of my students?</i>	<i>Name of Students</i>
Need to be challenged	
Make good peer mentors	
Need more support	
Need more confidence	
Visual learners	
Kinaesthetic learners	
Auditory learners	
Work well together	

Handout 3.5A - Assessment in the Classroom

As the facilitator reads the story, take a few minutes to underline any examples of assessment in the story. After you are finished, share your thoughts with the person next to you. Explain why these are examples of assessment.

Effective Continuous Assessment [1]

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 parts. The teacher then reads a story to the students. She asks student 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.

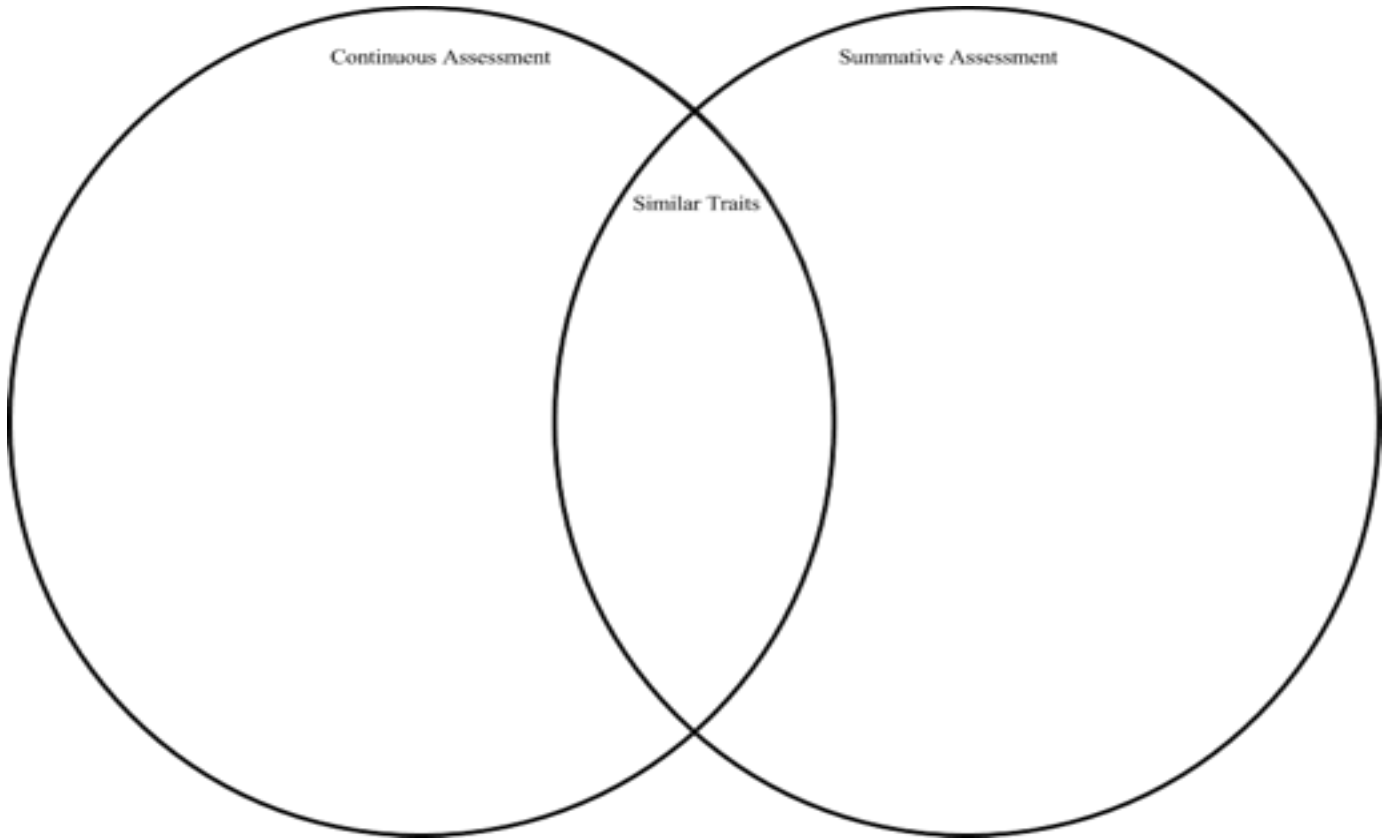
As students were discussing the answers in small groups the teacher walked around and observed students in their groups. She was able to identify several groups of students who were having difficulty understanding the concepts in the story. As the lesson was nearing the end, she asked the students to 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.

This lesson helped prepare students for their upcoming national exam where they will have to identify the main idea in a story.

[1] Wylie, E.C. (2008). Formative assessment: Examples of practice. Washington, D.C.: Council of Chief State School Officers

Handout 3.5B - Venn Diagram Continuous Assessment vs. Summative Assessment

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.



Handout 3.5C - Student Work Assessment Thought Chart

Using the student work that you brought with you or the 'Overview of Active and Engaging Teaching Strategies' worksheet from the beginning of the session complete the following thought chart.

<p>1. Describe the assignment you are reviewing. How can you use it to assess this student's understanding and learning?</p>	<p>2. What does this assignment tell you about the student who is writing it? What are his/her strengths and weaknesses?</p>
<p>3. How would you change instruction to help this student? How might you challenge them if they understand the material and how might you alter instruction to help them if they are struggling with the material?</p>	<p>4. Do you think this was a strong tool for assessing student understanding? Why or why not? What could you do to make it better?</p>

Handout 3.5D - Continuous Assessment Strategies

There are numerous ways to continually assess your students. Ongoing assessment should become routine in your classroom to understand what students understand and how to guide your practice. It is important to use multiple forms of continuous assessment to give students different ways to express their learning as some may have different learning styles.

STRATEGY	
Non-verbal/ Non-written Cues	1. Thumbs Up/Thumbs Down
	<i>Students will give a thumbs up for yes or a thumbs down for no. Students can also give a thumbs up for being ready to move on or a thumbs down for not being ready. The only drawback is some students who are not good judges of readiness.</i>
	2. Fist to Five
	<i>Students indicate their confidence level with material being presented by displaying a number from zero (fist) to five. The teacher can re-teach students who are at a 1 or 2, and those at a 4 or a 5 can receive a more challenging problem to complete.</i>
	3. Show Me, Don't Tell Me
	<i>The teacher demonstrates and explains a gesture to represent a concept, idea or definition. The teacher then checks for understanding by telling the students to "show me, don't tell me." This works well if you've taught signals for different vocabulary words. Students can "show" the answer in unison as you read a definition aloud.</i>
	4. Take a Stand
	<i>Teacher presents an issue and designates opposite sides of the room as opposing viewpoints. Students choose where to stand on the continuum based on their personal beliefs. This works well for controversial issues or before/after a debate.</i>
5. Four Corners	
<i>Teacher labels the four corners of the room A,B,C, and D for multiple choice questions or strongly agree, agree, strongly disagree, or disagree for opinion-based questions. When given a cue, students move to the appropriate corner to answer the question.</i>	
<i>Additional Notes:</i>	
Partner/ Group Work	6. Tell Your Partner/Check your partner
	<i>Teachers have students tell their partner the answer or explain the new material. In order for this to be effective, partners should be assigned numbers or letters to take turns.</i>

7. Think-Pair-Share	
<i>Ask students a question. Have students think of their answers individually for several minutes then discuss their answers with a partner. After several minutes ask partners to share what they talked about. Useful for difficult questions.</i>	
8. Small Group Discussion	
<i>Pose discussion questions to small groups of 4-6 students and allow them time for discussion. Walk around the room and monitor the students' discussions to check for understanding. Once students have finished you can ask one student from each group to explain to the class what they talked about in their group.</i>	
9. Whiparound	
<i>Whiparounds can be used to provide examples, give "I agree" or "I disagree" statements, or list key points. You point at/call on different students in quick succession and they have to give you an immediate answer. Point to/Call on as many students as possible. Time these in order to minimize off task behavior.</i>	
<i>Additional Notes:</i>	
Written	10. Got/Need
	<i>Students create a mini t-chart where they will list what they "got" and what they still "need." This is great for longer lessons.</i>
	11. Summaries
	<i>Students write short summaries of what they have learned. Use a strategy like the 5 W's or Beginning, Middle, End to aid students. Or set a summary challenge, such as 'Answer the question in exactly 20 words'.</i>
	12. Misconception – Prove Me Wrong!
	<i>Teachers give students a misconception regarding material in the lesson. This could be an incorrect key point, a math problem worked incorrectly, or any misconception that could occur within the material. Students have to disprove the misconception using their understanding of the lesson.</i>
	13. Poems/Songs/Stories/Drawings
	<i>Students write poems/songs/stories about a topic or issue they are studying in class. This is a way to let them be creative while checking for understanding. It also appeals to different learning styles.</i>
14. Exit Tickets	
<i>At the end of a class you can ask students a few questions about the days lesson. They can write their answers on a sheet of paper and hand it to you as they leave the classroom. This is a great way to get instant feedback about what students learned in the lesson and then you can adjust your next lesson to address any gaps in the students' understanding.</i>	

	15. Quick-Write
	<i>This can be a great way to start or conclude class. Give students a prompt that addresses the content you have been teaching and give them 5-10 minutes to write down all of their ideas.</i>
	16. Quick List Competition
	<i>Given a topic and a limited amount of time, students create a single column or double (T-chart) column list. The group with the most number of items or most unique item may get a prize such as extra points on an assignment.</i>
<i>Additional Notes:</i>	
Verbal	17. Presentation
	<i>Giving students the opportunity to present or give speeches to their classmates is a good way to check for students' understanding as well as let the students teach or reinforce concepts to other students.</i>
	18. Debate
	<i>You can allow groups of students to debate each other by teaching them different sides of an argument or concept and having them use the information they have learned to hold a debate.</i>
	19. Role-play/Skits
	<i>Giving students the chance to act out a scene from a story or create their own skit based on a concept, historical event, or story is a creative and fun way for students to show what they understand and for you to assess their learning.</i>

Handout 3.5E - Continuous Assessment Toolkit

Directions: Fill out the chart below to describe at least 3 continuous assessments that you can use in your classroom on a regular basis.

(1) What assessment will you use and how will you use it next week and on a regular basis? Why did you choose this assessment?

Assessment name_____

(2) Explain how you will use this assessment to guide classroom practice. What will you do if your assessment shows students do not understand the content? Who can you go to for support after class if this does not go as planned?

(1) What assessment will you use and how will you use it next week and on a regular basis? Why did you choose this assessment?

Assessment name_____

(2) Explain how you will use this assessment to guide classroom practice. What will you do if your assessment shows students do not understand the content? Who can you go to for support after class if this does not go as planned?

(1) What assessment will you use and how will you use it next week and on a regular basis? Why did you choose this assessment?

Assessment name_____

(2) Explain how you will use this assessment to guide classroom practice. What will you do if your assessment shows students do not understand the content? Who can you go to for support after class if this does not go as planned?

Handout 3.5F - Different Methods and Examples of Summative Assessments

<p>Multiple Choice – Multiple choice is one of the most commonly used assessments. Students will be given multiple options (3-5) with one answer being the correct answer.</p>	<p>Multiple choice (History) Kenya gained independence from the British in...</p> <p>a) 1954 b) 1957 c) <u>1963</u> d) 1965</p>	<p><i>Think about the topics you teach. Create your own example for each type of assessment...</i></p>
<p>True or False – True or false questions can be used in all subjects and they are a quick and easy way to assess students understanding. True or false questions are composed of a question or a statement and then the students are asked to identify whether or not the question or statement is true or false.</p>	<p>True or False (Math)</p> <p>True or False? True or False? True or False?</p>	
<p>Matching – Matching consists of concepts, themes, or people in one column with definitions and explanatory information in the other. Students must match one concept, theme, or person from one column with the correct number in the opposite column.</p>	<p>Matching (Math)</p> <p>Prime Number <u>a</u>____ Fraction <u>b</u>____ Even Number <u>d</u>____ Improper Fraction <u>c</u>____</p> <p>a) 1 b) 2/3 c) 10/8 d) 10</p>	
<p>Identification (IDs) – Identifications (IDs) can be a quick way to see how well students understand concepts, ideas, themes, or important people they have been learning about in class. An ID consists of giving the student a term and having him/her define it and explain its significance. Answers to IDs should not be longer than <u>4 sentences</u>, they are also meant to help students be efficient in their writing.</p>	<p>Identifications (Language Arts)</p> <p>For each of the following parts of speech provide a definition, its function in speech and an example. Each answer should be no more than 2-3 sentences.</p> <ul style="list-style-type: none"> ● Adjective ● Noun ● Verb ● Pronoun 	

<p><u>Short Answer</u> – Short answer questions are a great way to assess students’ learning. Students will be given a question or a prompt that is focused on a specific aspect of the content and asked to answer it in a brief written answer. Answers can range in length from 2-3 sentences to 1-2 paragraphs. This allows students to showcase detailed knowledge of the content without writing a full essay.</p>	<p>Short Answer (Science)</p> <p>In a paragraph explain the differences between a gas and a liquid and describe how a liquid becomes a gas.</p>	
<p><u>Essay</u> – Essay writing may give you the best picture about what students truly understand about the unit you have just completed. Essays are short papers that students can write in class to address a question or prompt. These are the most time consuming to grade, but they often can give you the clearest picture of what students understand. This is a skill that needs to build up to; students must be taught how to write an essay. Short answers are often a good for improving essay writing.</p>	<p>Essay (World History)</p> <p>In an essay defend, refute, or qualify the following statement: The collapse of the Soviet Union should be blamed entirely on Mikhail Gorbachev.</p>	

Handout 3.5G - Summative Assessment Unit Plan

Directions: Answer the following questions about your summative assessment for the unit and create summative assessment questions you can use at the end of the unit.

What will you be assessing in your next summative assessment?		How many questions will your next summative assessment be?
What methods of summative assessment will you include? Why?		
Using any summative assessment method you just read about, compose 10-12 questions you can use on your next summative assessment.		
1.	2.	3.
4.	5.	6.
7.	8.	9.
10.	11.	12.

Additional Reflection, Collaboration and TLC Activities

Here are additional ways to build on your skills within this module through an individual journal reflection or in a discussion with a supportive group of collaborative teachers (TLC)

Reflection & Collaboration Activity #1 - PEER OBSERVATION

In this module you have learned many skills that you can implement in the classroom. Now you have finished the modules, you still need to keep learning and developing your practice. One way to do this is to learn by observing the teachers around you.

1. Choose one area that you want to develop (Classroom management, Instruction, or Assessment).
2. Ask a colleague if they would mind you observing their lesson. While observing focus on how the teacher addresses this issue.
3. After the observation, in groups or by yourself reflect on the following questions:
 - a. What were some important skills/ideas that I saw during the observation?
 - b. What new questions arose?
 - c. What are 1-2 concrete ideas I took away that I can use in my classroom, how am I going to use them and where can I find support to use them?

Reflection & Collaboration Activity #2 - TRIUMPHS AND CHALLENGES

When you try new strategies in the classroom, things don't always go to plan. Often it will take several attempts before the new strategy works exactly as you would like it to. It's really important to reflect on the challenges that arise so that you can think of creative ways to overcome them. It is also really important to share and celebrate the triumphs when things go to plan, even if it is something small.

In groups or individually please reflect on the following.

- 1) What new strategies did you try in your classroom this week?
- 2) What didn't work? What challenges did you face?
- 3) What might you do differently next time to overcome this? (If you are in a group, come up with solutions together).
- 4) What worked well? What successes did you have this week? (if in a group, remember to praise and celebrate each other's success stories).

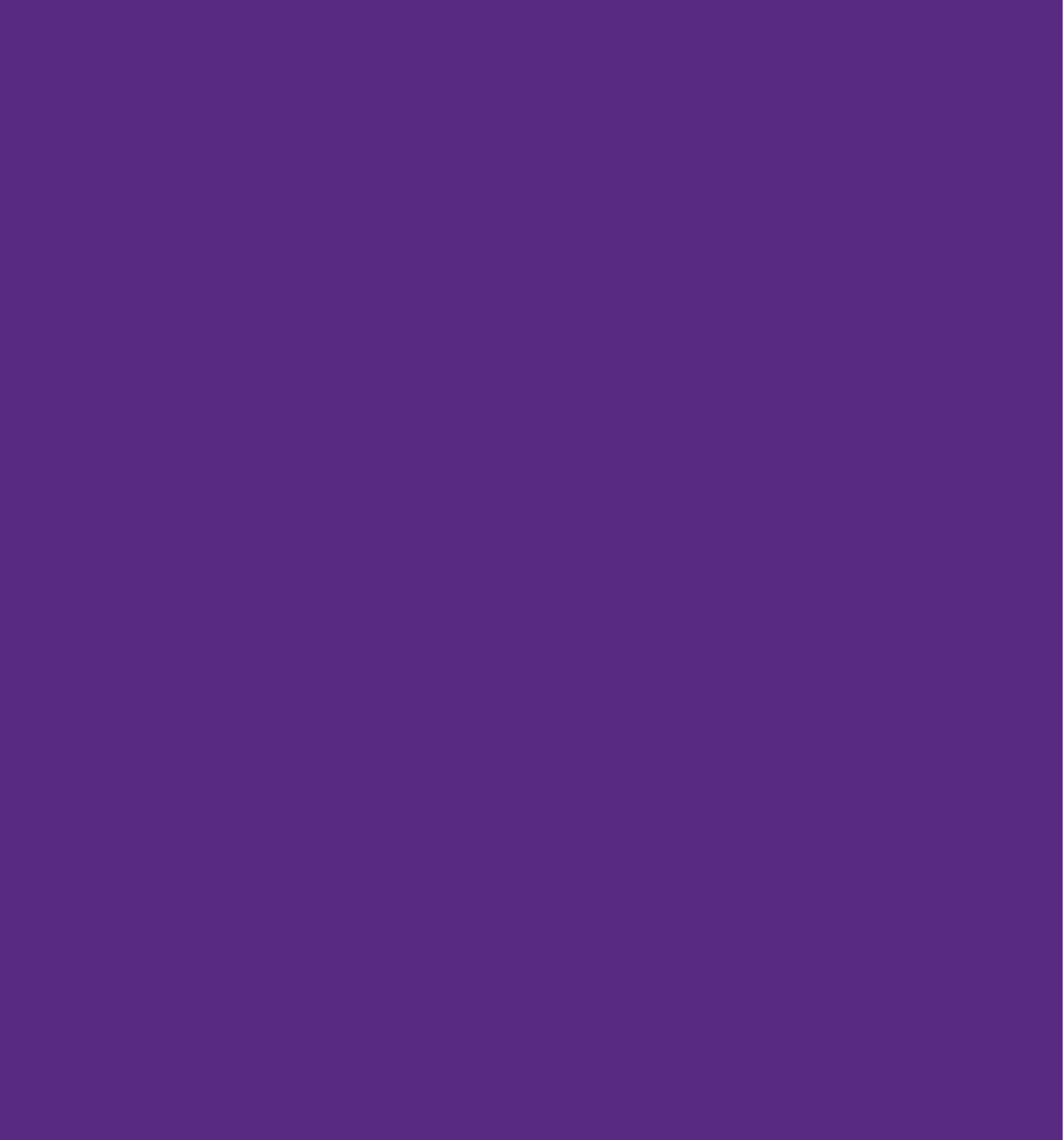
Reflection & Collaboration Activity #3 - CREATING A POSITIVE CLASSROOM ENVIRONMENT

If possible collect some materials from your headteacher or local community that you can use to create posters and charts for your classroom. Come together in your TLC and spend time together creating these materials. Think about the type of displays that would be most useful - keywords for the topic you are studying? A timeline for history? An important diagram for science? Or maybe a chart with everyone's name on so that they feel at home in their classroom? Remember when you work together you are often more creative and you can share your skills and knowledge. If you have time, you could have a competition to see who has the best decorated classroom.

Reflection & Collaboration Activity #4 - ASSESSING STUDENT WORK

When you meet in your TLC everyone should bring some of their student's work with them. Work together to use the thought chart below to analyze some examples of work.

1. Describe the assignment you are reviewing. How can you use it to assess the student's understanding and learning?	2. What does this assignment tell you about the student who is writing it? What are his/her strengths and weaknesses?
2. How would you change instruction to help this student? How might you challenge them if they understand the material and how might you alter instruction to help them if they are struggling with the material?	3. So you think this was a strong tool for assessing student understanding? Why or why not? What could you do to make it better?



TEACHERS COLLEGE
COLUMBIA UNIVERSITY



TRAINING FOR PRIMARY SCHOOL
TEACHERS IN CRISIS CONTEXTS

**CURRICULUM
AND
PLANNING**

**MODULE 4
PARTICIPANT
HANDBOOK**

Table of Contents

Module 4: Curriculum and Planning

Handout 4.0 - Skills and Strategies Worksheet	2
Session 2: Long Term Planning and Learning Objectives	
Handout 4.2A - Scheme of Work (Part 1)	6
Handout 4.2B - Action Verbs for SMART objectives	7
Handout 4.2C - Scheme of Work (Part 2)	8
Session 3: Lesson Planning	
Handout 4.3A - Lesson Planning Guide	9
Handout 4.3B - Lesson Plan Analysis (Example 1)	10
Handout 4.3C - Lesson Plan Analysis (Example 2)	12
Handout 4.3D - Lesson Plan Template (Blank)	13
Handout 4.3E - Lesson Plan Template (Example)	14
Handout 4.3F - Lesson Plan Template (Blank)	17
Session 4: Making Lessons Relevant and Meaningful	
Handout 4.4A - Example Lesson in Module	18
Handout 4.4B - Local Resource List	19
Additional Reflection, Collaboration and TLC Activities	20

Handout 4.0 - Skills and Strategies Handout

MODULE 4: Curriculum and Planning

STEP 1: SELF-EVALUATION

Review the skills & strategies you can bring to your classroom that you learned in this module. For each session you will choose one skill or strategy you would like to develop and write it below. It is important to be honest with yourself and open to learning new things about yourself.

To rate yourself, think of yourself as a water cup, by shading the amount of water it contains:



Currently do *not* have this skill. Need to learn or develop.



I use this skill a *little*. Need to develop more.



Have an *average* amount of this skill.



I use this skill in the *best* way possible.

Complete the rating for each category:

1. **Today:** how well do you currently use the skill?
2. **Goal:** how well would you like to use the skill in the next week?
3. **Action:** what will you do in the next week to use or practice the skill?
4. **Practice:** how well did you use the skill when you practiced it in your classroom? (to be completed AFTER you have practiced the skill in your classroom)

Skill/ Strategy	Today	Goal	Action: How will I achieve my goal?	Practice
<i>Example: The assessments at the end of each of my lessons will match my objectives.</i>			<ul style="list-style-type: none"> ● <i>My objectives will be SMART so that the assessments in my scheme of work can accurately explain “what” I want my students to know and “how” I will measure my students’ progress.</i> 	
1.				

2.				
3.				
4.				



STEP 2: PLAN

Choose 1-2 of the skills/strategies from the sessions that you would like to develop. Write an action plan of the steps you will take to achieve your goal.

Area for Growth: _____

Action Plan:

Area for Growth: _____

Action Plan:

STEP 3: REFLECTION & COLLABORATION

Instructions: Step 3 can be completed individually or in a group (TLC). Answer the questions below independently and discuss your answers in a group if you feel comfortable. Discussion can be used to identify common challenges and create possible solutions or share resources.

Reflect on how you used a new skill or strategy from the **goals that you listed above in your classroom.**

1. What did you do to try a new skill or strategy?
2. What successes and challenges did you have in the classroom?

Learn

3. Brainstorm possible solutions. Consider previously learned concepts.

Plan

4. What will you do again?
5. What will you change or do differently? Share your plan with a peer for feedback.

Take action in the classroom.

Handout 4.2A - Scheme of Work (Part 1)

SCHEME OF WORK

Unit: _____

Topic: _____

Main Goal: _____

Class: _____ Teacher's Name: _____

Date _____

DATE	LESSON TOPIC <i>The subtopics that you need to teach to reach the goal</i>	SMART OBJECTIVE <i>By the end of the lesson, the student will be able to...</i>	ASSESSMENT <i>WHAT and HOW will you assess learning in each lesson?</i>	RESOURCES <i>What materials/ teaching aids will you need/use?</i>	REMARKS

Handout 4.2B - Action Verbs for SMART objectives

Add more verbs to this list as you think of them.

Analyze
Count
Calculate
Compare
Contrast
Classify
Categorize
Characterize
Debate
Define
Defend
Demonstrate
Describe
Determine
Differentiate
Experiment
Explain
Evaluate
Group
Illustrate
Label
Make
Measure
Order
Practice
Perform
Predict
Read
Summarize
Sound
Spell
Write

Handout 4.2C - Scheme of Work (Part 2)

SCHEME OF WORK

Unit: _____ Topic: _____

Main Goal: _____

Class: _____ Teacher's Name: _____

Date: _____

DATE	LESSON TOPIC <i>The subtopics that you need to teach to reach the goal</i>	SMART OBJECTIVE <i>By the end of the lesson, the student will be able to...</i>	ASSESSMENT <i>WHAT and HOW will you assess learning in each lesson?</i>	RESOURCES <i>What materials/ teaching aids will you need/use?</i>	REMARKS

Handout 4.3A - Lesson Planning Guide

Our Lesson Plan Criteria

The key characteristics of a good lesson are...

- 1) 'I do, We do, You do'.
- 2)
- 3)
- 4)
- 5)

Our Lesson Plan outline

Subject: _____ Topic: _____ Time: _____

Teacher: _____ Class: _____

Date of Lesson: _____

Lesson Objectives:		Teacher's Notes:	
<input type="checkbox"/> Created from the scheme of work <input type="checkbox"/> SMART – Specific, measurable, achievable, relevant, and time related		<input type="checkbox"/> Lists materials <input type="checkbox"/> Lists pre-work for the teacher <input type="checkbox"/> Lists plans for inclusion and reminders	
Lesson Phase	Teacher Actions	Student Actions	Time
Introduction – <i>Engages students and connects to prior learning</i>	<input type="checkbox"/> Grabs the students' attention <input type="checkbox"/> Motivates students to keep listening <input type="checkbox"/> Engages students <input type="checkbox"/> Relates to the topic that will be taught	<input type="checkbox"/> Lists what students should be doing during the introduction of the lesson	<input type="checkbox"/> Introduction can be completed in this time
Body – <i>Includes the main learning points of the lesson, questions</i>	Includes <ul style="list-style-type: none"> <input type="checkbox"/> New material <input type="checkbox"/> At least one activity <input type="checkbox"/> Questions <input type="checkbox"/> Opportunities for practice 	<input type="checkbox"/> Lists what students should be doing during the body of the lesson	<input type="checkbox"/> Body can be completed in this time
Conclusion – <i>Assesses student learning and ties the lesson together</i>	<input type="checkbox"/> Assesses student learning based on the objectives <input type="checkbox"/> Ties the entire lesson together	<input type="checkbox"/> Lists what students should be doing during the conclusion of the lesson	<input type="checkbox"/> Conclusion can be completed in this time

Handout 4.3B - Lesson Plan Analysis (Example 1)

What are the strengths and weaknesses of this plan?

Subject: Literacy

Topic: Adjectives

Time: 40 Minutes

Teacher: Mary Olewo

Class: Grade 3

Date of Lesson: 9th January 2017

Lesson Objectives:		Teacher's Notes:	
<ul style="list-style-type: none"> Students will be able to explain why adjectives improve writing. Students will be able to use adjectives in their own writing. 		<ul style="list-style-type: none"> Materials - Notebook paper, chalk. Make sure John is sat near the front of the board so that he can see clearly. 	
Lesson Phase	Teacher Actions	Student Actions	Time
Introduction – <i>Engages students and connects to prior learning</i>	<ol style="list-style-type: none"> On the board draw a sketch of your community. Ask students to think independently about how they would describe their community. Ask students to work in pairs to make a list of words to describe their community. Call on several students to share their ideas. Add these ideas around the diagram. Ask students to add any words they didn't think of to their list. 	<ol style="list-style-type: none"> Think independently about their community Work with their partner to list adjectives Contribute ideas to group discussion and add new ideas to own list. 	10 Mins
Body – <i>Includes the main learning points of the lesson, questions</i>	<ol style="list-style-type: none"> Give students the definition of an adjective and ask them to write this in their notebook. Ask students to look at their list of words – which of these are adjectives? Model 2 examples on the board and then ask students to circle the adjectives in their own lists. Read two descriptions of your community to the class; one with adjectives and one without. Ask students to compare the two - why is the second paragraph so much better? Use think pair share, and then ask students to write down the answer in their notebook. Ask students to write their own paragraph describing their community. The person who includes the most adjectives will get a reward point. 	<ol style="list-style-type: none"> Write the definition in notebook. Work out which of the words on their list are adjectives. Listen to the stories and work out the difference. Write their own paragraph with as many adjectives as they can. 	25 Minutes

<p>Conclusion – Assesses student learning and ties the lesson together</p>	<ol style="list-style-type: none"> 1) Instruct students to swap notebooks with the person next to them. Tell them to read each other's paragraph and to write a positive comment at the bottom. Then ask them to add up the total number of adjectives and to write it at the bottom. 2) Walk around and make sure students are on task and answer any questions 3) Find out which student has the most adjectives and award them. 4) Tell students that next lesson we will learn about different types of adjectives. 	<ol style="list-style-type: none"> 1) Assess their partner's work. 	<p>5 Minutes</p>
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Handout 4.3C - Lesson Plan Analysis (Example 2)

What are the strengths and weaknesses of this plan?

Subject: Geography

Topic: Weather

Time: 40 Minutes

Teacher: Abdu Abasi

Class: Grade 3

Date of Lesson: September 16th 2016

Lesson Objectives:		Teacher's Notes:	
<ul style="list-style-type: none"> <input type="checkbox"/> Students will understand types of weather. <input type="checkbox"/> Students will know how the weather affects them 		<ul style="list-style-type: none"> <input type="checkbox"/> Textbook 	
Lesson Phase	Teacher Actions	Student Actions	Time
Introduction – <i>Engages students and connects to prior learning</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher gives a lecture about what students learnt last lesson about the different types of weather. <input type="checkbox"/> Ask pupils closed questions about last lesson. Whole class to shout their response. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students should sit and listen to the lesson <input type="checkbox"/> Students shout yes or no in response to the teacher's questions. 	<ul style="list-style-type: none"> <input type="checkbox"/> 20 Minutes
Body – <i>Includes the main learning points of the lesson, questions</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Read aloud from the textbook about types of weather and how it affects people's everyday lives. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students sit and listen 	<ul style="list-style-type: none"> <input type="checkbox"/> 10 Minutes
Conclusion – <i>Assesses student learning and ties the lesson together</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Write three questions on the board about what you have just read. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students should answer the questions in their notebook. 	<ul style="list-style-type: none"> <input type="checkbox"/> 10 Minutes

Handout 4.3D - Lesson Plan Template (Blank)

Subject: _____ Topic: _____ Time: _____
 Teacher: _____ Class: _____
 Date of Lesson: _____

Lesson Objectives:		Teacher's Notes:	
Lesson Phase	Teacher Actions	Student Actions	Time
Introduction – <i>Engages students and connects to prior learning</i>			
Body – <i>Includes the main learning points of the lesson, questions</i>			
Conclusion – <i>Assesses student learning and ties the lesson together</i>			

Handout 4.3E - Lesson Plan Template (Example)

These are some example activities to help you plan lessons. You have covered many more in your training. Remember, also think about differentiation, inclusion and checking for understanding.

Introduction - engage and motivate students with their learning

<p>Review Ask students a question that they should be able to answer with knowledge from a previous lesson. After they have solved this opening problem and recalled relevant skills, then introduce the new lesson.</p>	<p>A Puzzle Have a puzzle ready on the board that is connected to the lesson. Ask students to try and work out the puzzle on their own as soon as they enter the classroom.</p>	<p>Brainstorm Ask students to list all of their ideas about a new topic or idea. You can even make it a competition to see who can come up with the most ideas.</p>	<p>Story Tell a story that engages students and introduces the topic of the lesson.</p>
<p>Quick-Write Ask students to write down everything they know about the topic already. At the end of the lesson they can come back to this and see how much more they know now.</p>	<p>Game! Play a quick game to wake students up! Rock paper scissors, tic tac toe, Sudoku, etc.</p>	<p>Value Spectrum Make a value statement. Have students stand on one side of the room if they agree. The other side of the room if they disagree. Students that are indecisive can stand in the middle. Have students from each group explain their position.</p>	<p>Create a Know/Want/Learned Chart Given a topic, have students identify what they already KNOW, what they WANT to know, and at the end of class, have them identify what they have LEARNED</p>

Main Body - introduce the new material and give students time to practice.

<p><u>Drawings</u> Ask students to draw a representation of a story they just heard, an historical event, or a concept they learned in science can be challenging and fun at the same time. It allows students to be creative and addresses students multiple learning styles.</p>	<p><u>Small Group Discussion</u> Pose discussion questions to small groups and allow them time for discussion. Once students have finished you can ask one student from each group to explain to the class what they talked about in their groups.</p>	<p><u>Role-play/Skits</u> Ask students to act out a scene from a story or create their own skit to demonstrate or practice a concept. Students can share their skits with the class once they have finished creating them.</p>	<p><u>Write Stories/Poems/Songs</u> Allowing students to create their own stories/poems or songs based on what they have been learning. When students are done they can share their stories with their partner or you can collect them and read them to check for understanding.</p>
<p><u>Visual Demonstrations</u> Demonstrate the new skill or topic for/with the class to bring it to life - this could be a science experiment, a maths concept, or a literacy skill.</p>	<p><u>Thought Maps</u> 1) Concept Maps 2) T-charts to show similarities and differences 3) Venn Diagrams to show similarities and differences 4) Flow diagrams to show the key steps in a story or process</p>	<p><u>Questions</u> 1) Think-Pair-Share 2) Whole Class non-verbal response 3) Open questions and problems to solve on the board. 4) Similarities/ Differences T-chart</p>	<p><u>Presentations/Speeches/Debates</u> Give students the opportunity to prepare and present to their classmates on a given topic. You can also guide your students in the art of debating to help them develop and present their opinion effectively.</p>

Conclusion - introduce the new material and give students time to practice.

<p><u>Exit Ticket</u> At the end of a class you can ask students a few questions about the day’s lesson. They can write their answers on a sheet of paper and hand it to you as they leave the classroom. This is a great way to get instant feedback about what students learned in the lesson and then you can adjust your next lesson to address any gaps in the students’ understanding.</p>	<p><u>Summarizing</u> This is a really important skill and useful way to check for understanding. Students can summarize what they learned for the day. Teachers can give them specific topics to summarize or can give them word limits (Eg. 20 word summaries).</p>	<p><u>Quick-Write/ Quick-Draw</u> Ask students to write down everything that they have learnt about today, or to answer a question about their learning. Students draw two or three concepts presented in the lesson. Pictures can include words and numbers.</p>	<p><u>3,2,1</u> Students write 3 things they learned, 2 things they have a question about, 1 thing they want the teacher to know.</p>
<p><u>Gallery Walk</u> Students or groups create a graphic representation of what they have learned and post them around the room. Students can view each graphic by moving around the classroom – writing questions or comments, noting similarities and differences, etc..</p>	<p><u>I care because...</u> Students explain the relevance of a concept to their life or how they might use a new skill.</p>	<p><u>Journal Entry</u> Each day students write about 2 things they learned in their own notebooks.</p>	<p><u>Quiz</u> Students answer quiz questions about the content of the lesson - they can work in groups to make this more fun, or they can make the quiz questions themselves and test their partner.</p>

Handout 4.3F - Lesson Plan Template (Blank)

Subject: _____ Topic: _____ Time: _____

Teacher: _____ Class: _____

Date of Lesson: _____

Lesson Objectives:		Teacher's Notes:	
Lesson Phase	Teacher Actions	Student Actions	Time
Introduction – <i>Engages students and connects to prior learning</i>			
Body – <i>Includes the main learning points of the lesson, questions</i>			
Conclusion – <i>Assesses student learning and ties the lesson together</i>			

Handout 4.4A - Example Lesson in Module

Write down at least 3 things that makes this an example of good teaching.

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. So 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.”

Handout 4.4B - Local Resource List

Material resources

- Rocks
- Bottle caps
- Paper
-
-
-

Teaching-aids

- Alphabet cards
- Multiplication table
- Map
-
-
-

Animals and plants

- Leaves
- Animal products
- Vegetables
-
-
-

Human resources

- Head teacher
- Community members
-
-
-

Curriculum resources

- Textbooks
- National curriculum
-
-
-

Cultural resources

- Songs
- Language
- Festivals
-
-
-

Additional Reflection, Collaboration and TLC Activities

Here are additional ways to build on your skills within this module through an individual journal reflection or in a discussion with a supportive group of collaborative teachers (TLC)

Reflection & Collaboration Activity #1 - REVIEW LESSON PLAN USING CHECKLIST

Participants should take some time to review their lesson plans using the lesson planning checklist (from Session 3 following the lesson plan template) to make sure the lessons have everything listed on the checklist. If participants are in TLC groups, they can review lesson plans among group members in pairs, provide feedback for each other's lesson plan and brainstorm strategies to improve the lesson plans together.

Reflection & Collaboration Activity #2 - TEACHER CONTACT SHEET

Directions: Create a list of people (or allies) that can be utilized when questions arise and you need guidance about curriculum, pedagogy, or any other concerns. Find people in your school or in the community that can be of help in some way. Talk to the members of your TLC but also other colleagues, the school principal, your teaching coach and/or other people in the community to see if and how they can help and support you.

Name of ally	Information or skills offered	Where can I find them	When and how to best contact them

Reflection & Collaboration Activity #3 - CURRICULUM/TEXTBOOK ANALYSIS

If you have access to a textbook for your subject/grade level, take some time to analyze the material and to discuss with your colleagues how you can make the material more engaging and relevant for your students.

1) Think about everything that you learned in session 4 - when you look at the topics think about the following:

- what examples can you include that relate to your students daily lives?
- what stories can you include from your local culture?
- what local resources can you use to bring the material to life?

2) Think about everything you learned in session 1. When you look through the textbooks complete Handout 4.1A to analyze how inclusive the materials are. If there are examples of prejudice, discuss with your group how you should respond to this in your lessons.



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