



# TRAINING FOR PRIMARY SCHOOL TEACHERS IN CRISIS CONTEXTS

## Pedagogy

### MODULE 3

## FACILITATOR GUIDE



# 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

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## 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

10

## Learn

Four stages of child development

30

## Practice

Differentiation strategies

60

## Planning and Action

Planning differentiation for your own students

30

## 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

- 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?



**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

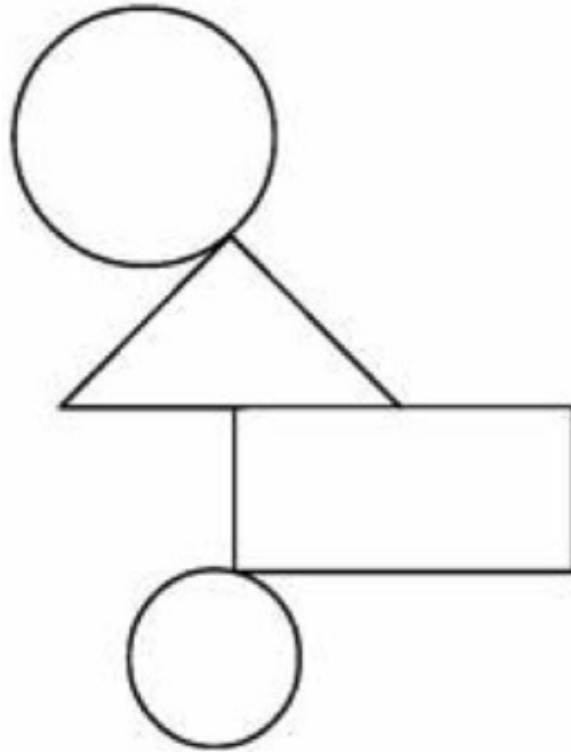
Teaching Strategy	What are the key points?	What are the strengths?
<b>Concept Maps</b>	<ul style="list-style-type: none"> <li>• Write a topic or question in a circle.</li> <li>• Ask students to come up with ideas using think pair share. Add these ideas around the circle.</li> <li>• Ask students if they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

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

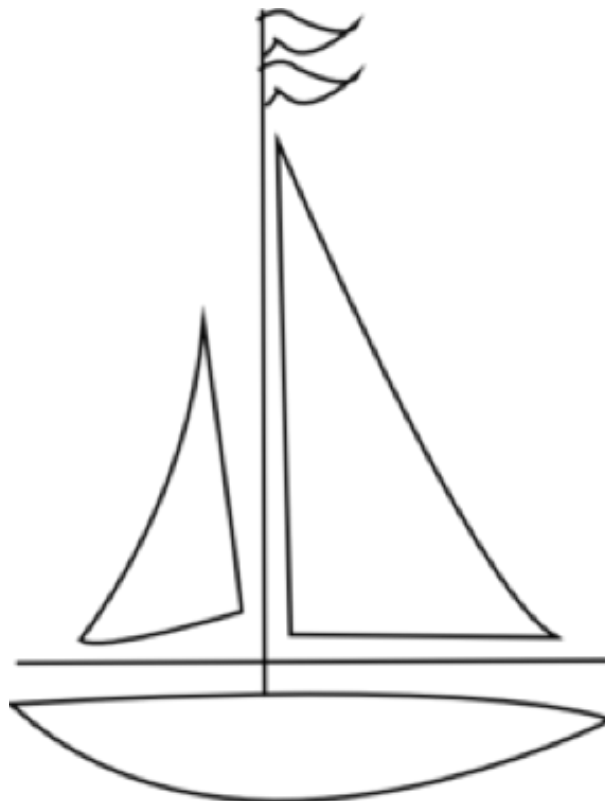
## Appendix 3C: Two-way Communication Pictures

*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"> <li>• That they exist separately from the objects and people around them.</li> <li>• That they can cause things to happen.</li> <li>• That things continue to exist even when they can't see them.</li> </ul>
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"> <li>• Order objects by size, color gradient, etc.</li> <li>• Understand that if <math>3 + 4 = 7</math> then <math>7 - 4 = 3</math>.</li> <li>• Understand that a red square can belong to both the 'red' category and the 'square' category.</li> <li>• Understand that a short wide cup can hold the same amount of liquid as a tall thin cup.</li> </ul> <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

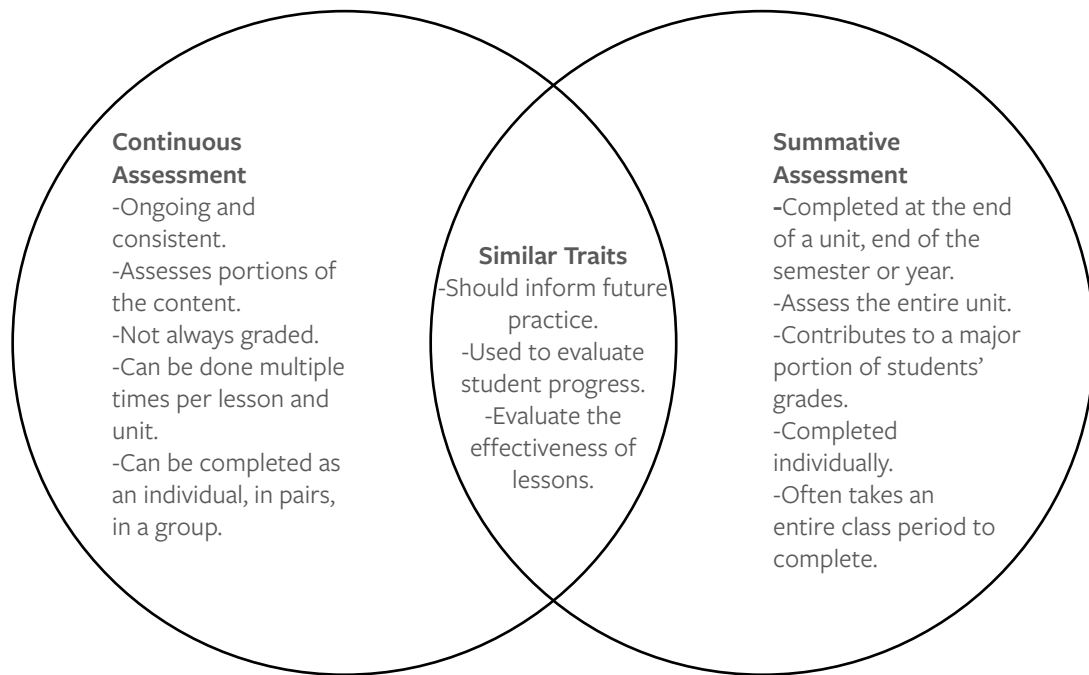
The teacher begins her geography lesson about the weather. To start the lesson the students must work with a partner to name as many types of weather as they can. Then the teacher writes some keywords on the board. She asks the students to match up the types of weather to the names of the season and 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
<b>Example: I will incorporate play into my classroom to promote child well-being</b>			<ul style="list-style-type: none"> <li>I will think of a game that can be used as a warm-up or in a lesson</li> <li>Play that game in class at least twice this week</li> </ul>	
1. I will incorporate routines and transitions into my classroom to promote class structure.			<ul style="list-style-type: none"> <li>I will discuss the importance of classroom routine with my class this week and work towards developing a routine.</li> <li>I will develop a classroom routine based off student feedback.</li> </ul>	
2. I will use active teaching strategies in my lessons.			<ul style="list-style-type: none"> <li>I will plan to use group work in two of my lessons this week.</li> <li>I will use concept mapping in two of my lessons this week.</li> </ul>	
3. I will use open questions in my lessons to promote critical thinking.			<ul style="list-style-type: none"> <li>While I plan my lessons this week I will write down the key questions I want to ask in my plan.</li> <li>I will use 'think-pair-share' at least once in every lesson.</li> </ul>	
4. I will make my lessons relevant and meaningful to students.			<ul style="list-style-type: none"> <li>I will use plan three activities this week that connect to students' lives.</li> <li>I will create a starter for a lesson that uses materials from the local environment.</li> </ul>	

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"> <li>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.</li> <li>I will also prepare a plan to address anything that students do not understand about the lesson.</li> </ul>	
6. I am going to use two short answer questions on my next summative assessment.			<ul style="list-style-type: none"> <li>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.</li> </ul>	

## **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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