TRAINING FOR PRIMARY SCHOOL TEACHERS IN CRISIS CONTEXTS

Introductory Training Pack

FACILITATOR GUIDE

TiCC | Teachers in Crisis Contexts



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INTRODUCTORY TRAINING PACK AT-A-GLANCE



Day 1: Teacher's Role and Well-being

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

Day 2: Child Protection, Well-being and Inclusion

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

Day 3: Pedagogy

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

Day 4: Curriculum and Planning

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

CONTEXTUALIZATION AND ADAPTATION GUIDANCE

Day 1

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

Day 2

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

Day 3

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

Day 4

- If possible, please locate local lesson plan templates and use these to inform the session (if this is not possible, there are sample template lesson plans provided).
- If possible, change the example lesson plans to reflect the local curriculum used by participants.
- Find local learning and teaching resources to use in the session.
- If possible locate examples of national assessments to share with participants.

Days 1-4

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

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

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

HOW TO USE THIS MANUAL

Icons



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



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



This icon represents the Scripted section of the Session.



This icon points to Questions you should ask your participants.

TEACHER'S ROLE AND WELL-BEING

DAY I

OUTLINE

Introduction to Training



Session 1

Teacher's role



Session 2

The Code of Conduct



Session 3

Teacher well-being



Concluding Reflection



PRE-WORK FOR FACILITATORS

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

DAY 1 STRATEGIES

Grouping

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

Focus

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

DAY 1 MATERIALS

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

DAY 1 KEY WORDS

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

INTRODUCTION TO TRAINING

30

Materials: *Slide 1*

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

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

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

Example Answers:

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

Insert an opportunity for participants to introduce themselves formally or through an energizer/ice-breaker game. Explain the grouping technique and focus strategy for the day's training - explain the techniques that you will use and why you are using them.

SESSION 1: TEACHER'S ROLE

Objectives

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

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

Outline

Introduction

Why is education important?



Activity

"A Teacher Is _____" activity
Balancing different roles



Closure

Staying organized



INTRODUCTION

20

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

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

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

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

Why Is Education Important?

Materials: *Slides 4-7*

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

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

Ask participants to work in their groups.

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

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

Example Answers:

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



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

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



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

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



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

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



Ask Participants (Whole Group):
Which ideas have the most tick marks? Why do you think this is the case?



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

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



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

ACTIVITY

"A Teacher Is _____" Activity



Materials: *Slide 8*
Post-it notes (paper with tape) if available
Flipchart, markers/colored pens for participants

Write, "A teacher is _____" on the board.



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



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

Example Answers:

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



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

Balancing Different Roles

Materials: *Slide 9*



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

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



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

CLOSURE

Staying Organized

20

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

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

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

Example Answers:

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

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

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

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

SESSION 2: CODE OF CONDUCT

Objectives

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

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

Outline

Introduction

Examples of misconduct



Activity

What is the Code of Conduct?



Closure

Reporting and responding to misconduct



INTRODUCTION

Examples of Misconduct

30

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

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

Ask Participants (Think-Pair-Share):
In what ways can education become harmful or ineffective in your community?

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

Ask Participants (Whole Group):
1. What challenges are beyond the control of the teacher?
2. What challenges can the teacher control or influence?

Example Answers:

(Depending on context)

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

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

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

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

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



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

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



Ask Participants (Whole Group):

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

ACTIVITY

What Is the Code of Conduct?

40

Materials: *Slides 15-16*
Copy of the appropriate Code of Conduct for all participants

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

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

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

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

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

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

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

Ask Participants (Whole Group):

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

Example Answers:

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

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

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

CLOSURE

Reporting and Responding to Misconduct

Materials: *Slide 17*
Pieces of paper with scenario from Appendix 1B - List of Sample Dilemmas - one for each group

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

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

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

After 10 minutes -

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

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

Ask Participants (Whole Group):
Does anyone have any questions about the Code of Conduct and how to report any misconduct in school?

SESSION 3: TEACHER WELL-BEING

Objectives

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

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

Outline

Introduction

Introduction to teacher well-being



Activity

Conflict resolution
Mindfulness
Collaboration



Closure

Maintaining well-being



INTRODUCTION

Introduction to Teacher Well-being

10

Materials: *Slide 19-21*

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

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

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

Ask Participants (Whole Group):
What does a teacher need to be a good teacher?

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

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

Ask Participants (Individual Reflection):
What images or words come to mind when I say "well-being"?

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

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

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

Ask Participants (Think-Pair-Share):
Why is it important to maintain your well-being as a teacher?

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

Example Answers:

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

ACTIVITY

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

Conflict Resolution

30

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

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

Ask Participants (Whole Group):
1. What causes conflict?
2. How do you usually respond to conflict?

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

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

Ask Participants (Whole Group):
1. What do you think the first step, "Stop" means?
2. What does "Think" mean?
3. How about "Act"?

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

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

After 5 minutes -

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

Ask Participants (Think-Pair-Share):
What are some strategies you use to calm yourself down when you are upset or angry?

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

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

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

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

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

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

Mindfulness

20

Materials: *Handout 1D - Mindfulness Activities*

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

Take one minute to sit silently.

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

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

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

20 Collaboration

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

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

Join in this activity with the participants.

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

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

CLOSURE

Maintaining Well-being

10

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

Ask Participants (Think-Pair-Share):
You are about to start a new school year as a teacher, what types of things are you feeling stressed about? Turn to a partner and discuss for 2 minutes.

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

Give participants 10 minutes to complete the handout individually.

CONCLUDING REFLECTION

30

Materials: *Handout 1F - Concluding Reflection*

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

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

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

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

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

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

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

CHILD PROTECTION, WELL-BEING AND INCLUSION

DAY 2

OUTLINE

Session 1

Child protection

2 Hrs

Session 2

Safe spaces - SEL

90

Session 3

Positive discipline

2 Hrs

Concluding Reflection

30

PRE-WORK FOR FACILITATORS

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

DAY 2 STRATEGIES

Grouping

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

Focus

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

DAY 2 MATERIALS

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

DAY 2 KEY WORDS

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

SESSION 1: CHILD PROTECTION

Objectives

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

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

Outline

Introduction

Child needs
Child rights

50

Activity

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

50

Closure

Seeking further support

20

INTRODUCTION

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

50

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

Child Needs

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

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

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

Ask Participants (Whole Group):
How would you describe a child that is 'well'? How do they feel? How do they act and interact?

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

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

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

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

Ask Participants (Whole Group):

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

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

Child Rights

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

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

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

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

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

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

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

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

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

ACTIVITY

Understanding Protective and Risk Factors

Materials: *Slides 7-10*
Handout 2C - Story of Protective and Risk Factors
Handout 2D - Identifying Signs of Distress Chart
Appendix 2C - Facilitator's Guide to Interactive Story on Protective and Risk Factors
Appendix 2D - Identifying Signs of Distress Chart Example Answers
2 Buckets, 12-20 small stones

50

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

Ask Participants (Whole Group):
When you are walking somewhere, a protective factor for your feet is your shoes, a risk factor would be a piece of glass on the ground. Using this analogy,

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

Example Answers:

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

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

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

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

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

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

Give the girl and the boy each 1 bucket.

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

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

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

Ask Participants (Small Groups):

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

Example Answers:

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

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

Identifying, Monitoring and Responding to Signs of Distress

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

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

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

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

Example Answers:

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



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

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



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

CLOSURE

Seeking Further Support

20

Materials: *Slide 11*

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

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

SESSION 2: SAFE SPACES - SEL

Objectives

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

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

Outline

Introduction

Feeling safe



Activity

Introduction to social-emotional learning (SEL)



Closure

Social-emotional learning skills and strategies



INTRODUCTION

Feeling Safe

10

Materials: *Slides 13-15*

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

Ask Participants (Whole Group):

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

Example Answers:

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

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

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

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

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

ACTIVITY

Introduction to Social-Emotional Learning (SEL)

20

Materials: *Slide 16*

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

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

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

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

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

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

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

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

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

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

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

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

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

CLOSURE

Social-Emotional Learning Skills and Strategies

60

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

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

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

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

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

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

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

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

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

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

Ask Participants (Whole Group):
Why do you think these skills are important for your students?

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

Ask Participants (Whole Group):

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

Example Answers:

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

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

SESSION 3: POSITIVE DISCIPLINE

Objectives

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

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

Outline

Introduction

Addressing corporal punishment



Activity

Classroom management strategies
Reactive classroom management



Closure

Classroom management role-play



INTRODUCTION

Addressing Corporal Punishment

30

Materials: *Slides 20-23*

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

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

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

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

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

Ask Participants (Individual Reflection):
Why do some teachers in (insert location) use corporal punishment?

Example Answers:

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

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

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

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

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

Ask participants to write down their ideas for 5 minutes.

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

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

"Now question 2, why is corporal punishment harmful?"

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

Example Answers:

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

"What are the alternatives to corporal punishment?"

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

Example Answers:

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

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

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

Encourage participants to be open and honest. Be prepared for difficult questions and think about your answers in advance (such as "What if an older student attacks a teacher? What if the parents tell you to beat the child? What if our actions in the classroom put you at risk in the community?) .

If contextually appropriate, ask participants to be ambassadors for positive discipline in their schools, and to encourage more teachers to stop using any form of corporal punishment.

ACTIVITY

Classroom Management Strategies

Materials: *Slide 24*
Handout 2F - The Big 5 Principles of Classroom Management
Handout 2G - The Big 5 Methods to Prevent Misbehavior
Handout 2H - Positive Discipline

30

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

Ask Participants (Whole Group):
What do you think I mean by 'proactive' and 'reactive' classroom management?

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

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

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

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

Ask Participants (Whole Group):

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

Reactive Classroom Management

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

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

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

Ask Participants (Whole Group):
What methods did I demonstrate then to redirect student behavior?

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



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

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

CLOSURE

Classroom Management Role-play

60

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

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

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

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

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

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



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

CONCLUDING REFLECTION

30

Materials: *Handout 2I - Concluding Reflection*

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

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

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

"Please turn to **Handout 2I** and follow along with me as I read the instructions at the top of the page. Take some time to reflect on what you think has been the most important part of each session today, and why you think it is important for your future teaching. Use any of the material you have received during the training. Take 20 minutes to complete this."

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

"Thank you for all of your work today!"

PEDAGOGY

DAY 3

OUTLINE

Session 1

Active and engaging instruction



Session 2

Questioning strategies



Session 3

Inclusion and differentiation



Concluding Reflection



PRE-WORK FOR FACILITATORS

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

DAY 3 STRATEGIES

Grouping

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

Focus

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

DAY 3 MATERIALS

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

DAY 3 KEY WORDS

- **Assessment:** A way to check what students understand or do not understand - used to inform instruction, evaluate students, and give grades.
- **Classroom Management:** Classroom management refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class. Everything that teachers may do to support or improve student learning, which would include such factors as behavior, environment, materials, or activities, form part of their classroom management.
- **Continuous Assessment:** Assessment carried out during the instructional process for the purpose of checking student learning to improve teaching or learning.
- **Differentiation:** Ensuring all teaching practices account for different abilities and needs.
- **Inclusive Education:** Inclusive education ensures the presence, participation and achievement of all individuals in learning opportunities.
- **Pedagogy:** Pedagogy refers to the strategies or styles of instruction and learning processes; the study of being a teacher. Pedagogy is the observable act of teaching and modeling values and attitudes that embodies educational theories, values, evidence, and justifications.
- **Summative Assessment:** Assessment carried out at the end of an instructional unit or school term for the purpose of giving grades and evaluating students' learning. Summative assessments are also referred to as tests or exams.

SESSION 1: ACTIVE AND ENGAGING INSTRUCTION

Objectives

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

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

Outline

Introduction

Favorite teacher reflection



Activity 1

Tying a bowline knot



Activity 2

Practice different active teaching strategies



Closure

Strategy take away



INTRODUCTION

Favorite Teacher Reflection

30

Materials: *Slides 1-4*

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

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

Ask Participants (Individual Reflection followed by whole group discussion):
Think back on teachers in your life. Who was your favorite teacher? What was it like to be a student in their classroom?

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

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

Ask Participants (Individual Reflection followed by whole group discussion):
Think back on teachers in your life. Who was your least favorite teacher? What was it like to be a student in their classroom?

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



Ask Participants (Individual Reflection followed by whole group discussion):
Lastly, envision an ideal classroom community with yourself as the teacher. What would that classroom be like?

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



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



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

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

ACTIVITY 1

Tying a Bowline Knot

30

Materials: *Slides 5-6*
Pieces of rope/string

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

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

Firstly, I want you to listen to my instructions:

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

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

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

Hold the loop flat.

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

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

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

You have now successfully tied a bowline knot."

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

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

Ask Participants (Whole Group):
What are the advantages and disadvantages of the lecture style of teaching?

Example Answers:

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

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

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

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

Ask Participants (Whole Group):
What are the advantages and disadvantages of using visual demonstrations when you are teaching?

Example Answers:

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

Disadvantages: Limited education materials.

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

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

Ask Participants (Whole Group):
What are the advantages and disadvantages of using problem solving tasks when you are teaching?

Example Answers:

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

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

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

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

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

Ask Participants (Whole Group):
What are the advantages and disadvantages of using group work when you are teaching?

Example Answers:

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

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

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

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

Ask Participants (Whole Group):
Which did you prefer?

Ask participants to share and explain their answers.

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

Ask Participants (Whole Group):
Why do you think good teachers use a range of teaching styles?

Example Answers:

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

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

Ask Participants (Whole Group):
The point of this activity was not to teach you how to tie a knot - what was the point of the activity? Do you think it was effective? Why?

Example Answers:

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

ACTIVITY 2

Practice Different Active Teaching Strategies

60

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

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

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

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

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

Group 1 – Concept mapping

Group 2 – Group discussion

Group 3 – Interactive demonstrations

Group 4 – Role-play

Group 5 – Stories

Group 6 – Games

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

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

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

CLOSURE

Strategy Take Away



Materials: *Handout 3B - Teaching Strategies Table*



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



Ask Participants (Think-Pair-Share):

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

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



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

Circulate and encourage participants. Give time warnings throughout.

SESSION 2: QUESTIONING STRATEGIES

Objectives

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

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

Outline

Introduction

Types of questions



Activity

The do's and don'ts of questioning



Closure

Practicing questioning



INTRODUCTION

Types of Questions

30

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Example Answers:

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

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



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

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

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

ACTIVITY

The Do's and Don'ts of Questioning

15

Materials: *Slide 12-13*

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

DO

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

DO NOT

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

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

CLOSURE

Practicing Questioning

45

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

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

Ask Participants (Whole Group):

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

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

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

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

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

Ask Participants (Whole Group):

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

Example Answers:

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

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

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

"I'm going to give you a challenge question to check your understanding before moving on."

Ask Participants (Whole Group):
What should you do if you ask a question that none of your students are able to answer?

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

SESSION 3: INCLUSION AND DIFFERENTIATION

Objectives

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

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

Outline

Introduction

Diversity energizer
The meaning of exclusion and inclusion



Activity

Inclusion scenarios - obstacles and solutions



Closure

Differentiation strategies



INTRODUCTION

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

15 Diversity Energizer

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

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

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

The Meaning of Exclusion and Inclusion

10

Materials: *Slides 16-18*

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

Ask Participants (Whole Group):

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

Example Answers:

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

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

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

ACTIVITY

Inclusion Scenarios - Obstacles and Solutions

40

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

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

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

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

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

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

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

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

CLOSURE

Differentiation Strategies

25

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

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

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

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

Ask Participants (Whole Group):

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

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

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

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

Ask Participants (Think-Pair-Share):
To use these strategies we need to know about our students' needs and abilities. How can we learn about our students' learning needs?

Example Answers:

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

Ask Participants (Think-Pair-Share):
There is one last crucial question to think about. How can we differentiate lessons without damaging students' confidence and self-esteem?

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

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

CONCLUDING REFLECTION

30

Materials: *Handout 3G - Concluding Reflection*

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

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

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

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

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

"Thank you for all of your work today!"

CURRICULUM AND PLANNING

DAY 4

OUTLINE

Session 1

SMART objectives



Session 2

Assessment



Session 3

Lesson planning



Concluding Reflection



PRE-WORK FOR FACILITATORS

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

DAY 3 STRATEGIES

Grouping

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

Focus

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

DAY 3 MATERIALS

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

DAY 3 KEY WORDS

- **Assessment:** A way to check what students understand or do not understand - used to inform your instruction, evaluate students, and give grades.
- **Curriculum:** A guide for teachers and schools on what to teach their students. Curriculum can come in various forms, but it is often a document from the Ministry of Education or another organization. Curriculum is an organization of learning standards (knowledge and skills) and a plan for how (methods) and when (sequence) to teach them. The curriculum should be a resource for teachers to use as they plan lessons throughout the school year. The lessons should match the given curriculum. Usually delivered to classrooms in the form of textbooks and teacher guides.
- **Differentiation:** Ensuring all teaching practices account for different abilities and needs.

- **Inclusion:** Ensuring that every person, irrespective of gender, language, ability, religion, nationality, or other characteristics, is supported to meaningfully participate alongside his/her peers.
- **Continuous Assessment:** Assessment carried out during the instructional process for the purpose of checking students' learning to improve teaching or learning.
- **Summative Assessment:** Assessment carried out at the end of an instructional unit or school term for the purpose of giving grades and evaluating students' learning. Summative assessments are also referred to as tests or exams.
- **Scheme of work:** A weekly grouping of lesson content.
- **Scope:** Breadth and depth of content to cover; the amount of content that can be covered in an academic year.
- **SMART objectives:** Specific, measurable, achievable, realistic, and time-bound objectives.

SESSION 1: SMART OBJECTIVES

Objectives

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

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

Outline

Introduction

Why do we need objectives?



Activity

Identify SMART lesson objectives



Closure

Creating objectives



INTRODUCTION

Why Do We Need Objectives?

Materials: *Slides 1-5*
4 different objectives written on small pieces of paper - one for each group (see page 102)
Extra flipchart paper and markers for the participants.
Handout 4A - Lesson Objectives

30

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

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

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

Ask Participants (Think-Pair-Share):
What is an objective? Turn to your neighbor to discuss the definition.

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

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

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

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

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

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

"Please use the PowerPoint slide to grade your team's drawing."

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

Ask Participants (Whole Group):

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

Example Answers:
Team 4 was given more specific information. Team 4's objective was written based on how students would be evaluated.

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

ACTIVITY

Identify SMART Lesson Objectives

30

Materials: *Slides 6-10*
Handout 4A - Lesson Objectives
Extra flipchart paper and markers for the participants

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

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

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

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

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

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

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

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

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

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

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

Ask Participants (Whole Group):
Why is 'thumbs up/thumbs down' a useful strategy in the classroom?

CLOSURE

Creating Objectives

30

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

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

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

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

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

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

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

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

Celebrate participants' scores and hear example answers.

If participants are struggling with this activity, **use this time to workshop objectives** as a class. Ask to see several examples and run through each letter of SMART to ensure everyone is in agreement about a SMART objective.



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

SESSION 2: ASSESSMENT

Objectives

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

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

Outline

Introduction

What is assessment?



Activity

Examples of assessment



Closure

Continuous assessment strategies



INTRODUCTION

What Is Assessment?

10

Materials: *Slides 13-15*

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

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

Ask Participants (Individual Reflection):
When you are teaching, how do you know your students understand what you are teaching? Write down 2-3 methods you use to check for understanding.

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

There are two types of assessment -- continuous and summative assessment.

Continuous assessment can be defined as assessment carried out during the teaching process for the purpose of checking student learning to improve teaching and learning. (Also referred to as formative assessments or 'checking for understanding').

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

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

ACTIVITY

Examples of Assessment

Materials: *Slide 16*
Handout 4B - Assessment in the Classroom
Appendix 4A - Assessment in the Classroom Example Answers

20

"There are many different ways to assess student understanding. I am going to read you a story that shows examples of assessment in the classroom. As I read the story, I would like you to read along using **Handout 4B**, and to underline anything the teacher does to assess the students. Remember, that means anything the teacher does to check for student understanding."

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

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

Ask several participants to share their ideas. Make sure that participants understand that assessments are not just exams and tests. Use **Appendix 4A** for guidance.

Ask Participants (Think-Pair-Share):

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

Example Answers:

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

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

CLOSURE

Continuous Assessment Strategies

60

Materials: *Slide 17*
Handout 4C - Continuous Assessment Strategies

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

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

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

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

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

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

Group 1 – Quick list competition.

Group 2 – Prove me wrong!

Group 3- Take a Stand.

Group 4 - Whip around.

Group 5 - Think-pair-share."

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



"Now that we have seen several strategies for continuous assessment, let's read about other examples. Please look at **Handout 4C** and let's read through the different examples together."

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



Ask Participants (Think-Pair-Share):

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

SESSION 3: LESSON PLANNING

Objectives

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

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

Outline

Introduction

Lesson plan components



Activity

Evaluating lesson plans



Closure

Creating lesson plans



INTRODUCTION

Lesson Plan Components

30

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

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

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

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

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

First, let's read through the lesson plan guidelines together."

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

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

Ask Participants (Think-Pair-Share):
Why do you think it might be important to include time for students to practice what they have learned?

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

ACTIVITY

Evaluating Lesson Plans

Materials: *Slide 22*
Handout 4D - Lesson Plan Guidance
Handout 4E - Analyze a Lesson Plan
Appendix 4B - Lesson Plan Analysis

30

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

Ask Participants (Think-Pair-Share):

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

Example Answers:

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

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

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

CLOSURE

Creating Lesson Plans

60

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

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

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

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

Example Answers:

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

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

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



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

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

CONCLUDING REFLECTION

30

Materials: *Handout 4H - Concluding Reflection*

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

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

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

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

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

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

Close the training in the appropriate way.

APPENDICES

Day 1: Teacher's Role and Well-being

Appendix 1A: Sample Code of Conduct

Appendix 1B: List of Sample Dilemmas

Day 2: Child Protection, Well-being and Inclusion

Appendix 2A: Child Needs Drawing Example Answers

Appendix 2B: Child Rights Shields

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

Appendix 2D: Identifying Signs of Distress Chart Example Answers

Appendix 2E: Classroom Management Role-play

Day 3: Pedagogy

Appendix 3A: Teaching Strategies Table Example Answers

Appendix 3B: Inclusion Scenarios Example Answers

Day 4: Curriculum and Planning

Appendix 4A: Assessment in the Classroom Example Answers

Appendix 4B: Lesson Plan Analysis

Appendix 1A: Sample Code of Conduct

Teachers' Code of Conduct in IRC Schools in Nyarugusu Camp

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

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

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

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

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

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

Name: ----------

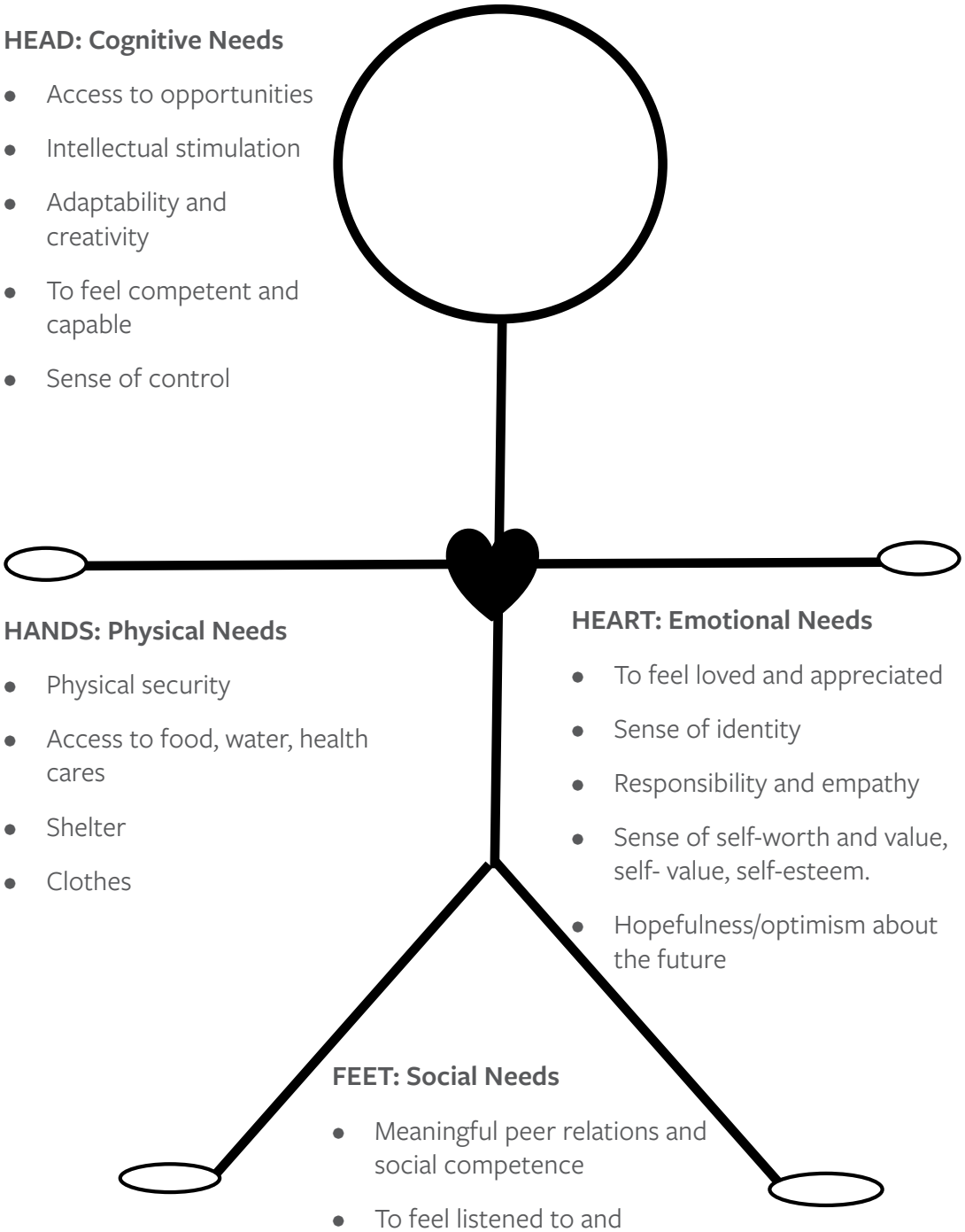
Signature: ----------

Date: ----------

Appendix 1B: List of Sample Dilemmas

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

Appendix 2A: Child Needs Drawing Example Answers



HEAD: Cognitive Needs

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

HANDS: Physical Needs

- Physical security
- Access to food, water, health cares
- Shelter
- Clothes

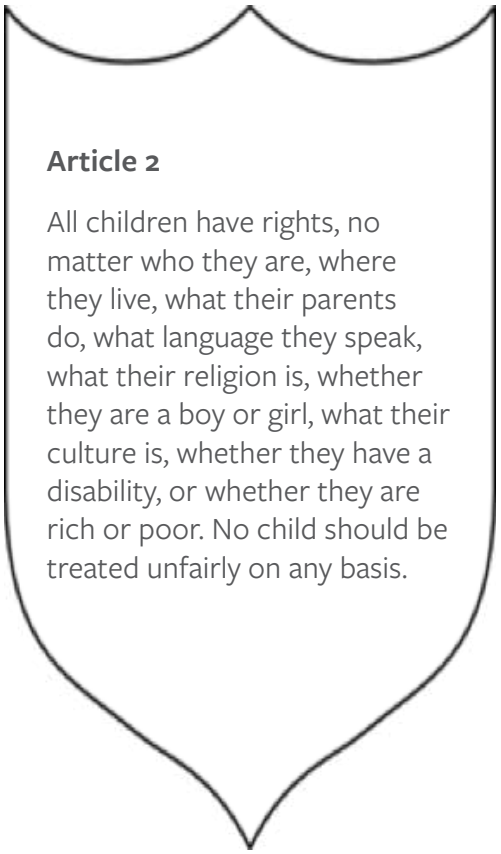
HEART: Emotional Needs

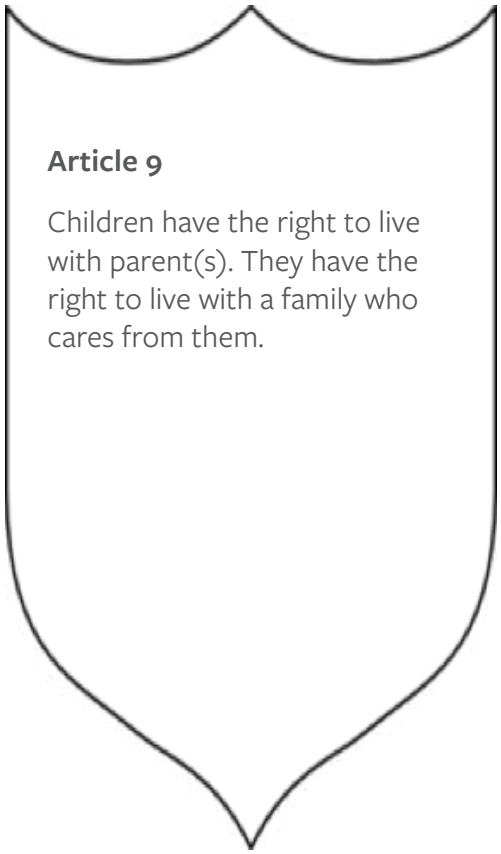
- To feel loved and appreciated
- Sense of identity
- Responsibility and empathy
- Sense of self-worth and value, self- value, self-esteem.
- Hopefulness/optimism about the future

FEET: Social Needs

- Meaningful peer relations and social competence
- To feel listened to and understood
- Trust in others
- Sense of belonging

Appendix 2B: Child Rights Shields









Article 12

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

Article 12

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

Article 34

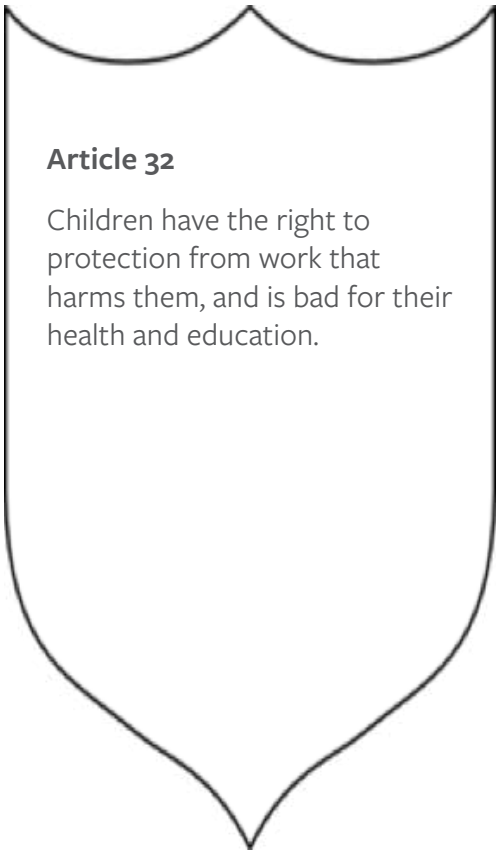
Children have the right to be free from sexual abuse.

Article 27

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


Article 14
Children have the right to choose their own religion and beliefs.


Article 39
Children have the right to help if they've been hurt, neglected or badly treated.


Article 32
Children have the right to protection from work that harms them, and is bad for their health and education.


Article 31
Children have the right to play and rest.

Article 24

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

Article 37

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

Article 30

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

Article 23

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

Article 36

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

Article 29

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

Article 19

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

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

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

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

Protective Factors	*Risk Factors*
• *Feeling appreciated*	• *Safety and security*
• *Rituals*	• *Gender discrimination*
• *Social interaction- getting to spend time with and talking with others*	• *Sexual or physical assault*
• *Feeling supported*	• *Corporal punishment or harsh discipline*
• *Sense of pride*	• *Interrupted education*
• *Play*	• *Bullying*
• *Being a part of a team*	• *Ethnic discrimination*
• *Sense of belonging*	• *Missing family/relatives/friends*
• *Traditions- connection to culture*	• *Lack of role models*

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

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

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

Appendix 2D: Identifying Signs of Distress Chart Example Answers

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

Appendix 2E: Classroom Management Role-play

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

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

Role-play 1 – Characters

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

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

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

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

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

Role-play 2 – Characters

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

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

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

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

Role-play 3 – Characters

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

Student 1 – You will begin crying during the lesson.

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

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

Appendix 3A: Teaching Strategies Table Example Answers

Teaching Strategy	What are the key points?	What are the strengths?
Concept Maps	• Write a topic or question in a circle. • Ask students to come up with ideas using think-pair-share. Add these ideas around the circle. • Ask students if they can identify any themes or links between the different ideas. • Add these to the diagram using connecting lines or circles.	• Good introduction to a new topic. • Helps students come up with ideas. • Helps students think of different ways to solve problems. • Helps students organize their ideas and make links. • Enjoyable.
Demonstrations	• At the front of the class model the concept you will be teaching that do. • Use students or props in your demonstration to make it more interesting. • While you demonstrate talk through exactly what you are doing. • If appropriate ask students to copy what you are doing, or to try it for themselves in groups.	• Stimulates interest and engagement with a topic. • Brings topics to life. • Appeals to a wide range of types of learner. • Helps students internalize new information. • Makes learning meaningful and relevant.
Story Telling	• Find stories that relate to the topic you teach or the cultures of your students. • Read a story to your class in a loud and expressive voice. • As you read ask the students to draw what they hear. Read the story through twice. • Ask the students questions about the story.	• Students enjoy listening to stories and they stimulate thinking and interest. • They allow students to develop communication skills. • They deepen understanding of a topic. • They bring different cultures into the classroom.

Teaching Strategy	What are the key points?	What are the strengths?
Role-play	• Students in small groups. • Give students a scenario and a clear role. • Give students clear timings as they practice their role-play. • Ask them to perform their role-play. • While each group performs give the other students questions to think about while they watch.	• Enjoyable. • Allows students to actively and creatively engage with a topic. • Deepens understanding of a topic. • Helps students to practice new skills.
Games	• Create a game that helps students revise their topic. • Divide students into teams and tell them what the winning team will get. • Set clear expectations about behavior and explain the task clearly.	• Games are engaging and exciting for students. • A useful way to practice and revise topics. • Encourage positive competition. • Develop communication skills.
Group Discussion	• Set clear expectation about behavior and explain the task clearly. • Give students a role within the group, for example, Recorder, Organizer. • Give students time to carry out their group discussion. • Bring the whole class back together to share their ideas at the end.	• Allows students to actively and creatively engage with a topic. • Deepens their understanding of a topic. • Develops communication and team building skills.

Appendix 3B: Inclusion Scenarios Example Answers

1. Female student

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

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

Potential Obstacles	Potential Solutions
• Parents may place more importance on her chores than her schooling	• Work to create an inclusive and safe classroom community (reference day 4)
• She may face threats of SGBV on her long walk to school	• Have a conference with her parents
• She may be fatigued from the work and the long walk	• Talk to the head teacher about creating a safe path to school for students
• She may feel uncomfortable around the boys in the room and not participate	• Be aware of her status and do some activities that gets students up and moving to energize her and other students that may be fatigued
• She may not have adequate bath-room facilities at the school	• Seat her next to her friends so that she feels comfortable participating in activities
• She may not feel comfortable asking the teacher for help	• Be sure to check in with her and let her know that you are there to support her
• She may be harassed by the older boys who show an interest in her	• Discuss ways to improve bathroom facilities with the head teacher or NGOs
	• Avoid sitting her near the older boys and let them know that their behav-ior will not be tolerated

2. Student with a physical impairment

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

Potential Obstacles	Potential Solutions
• He may struggle to bring his school supplies to class everyday	• Work to create an inclusive and safe classroom community (reference day 4)
• He may be exhausted when he gets to class	• If possible have an extra notebook and pen or pencil for him
• The other students may isolate him	• Check in with the student, see how he feels and offer him a snack or water if available
• He may feel a lack of sense of belonging	• Sit him next to a student that you trust and is empathetic to help him feel like a part of the class
• He may lack motivation	• Create a relationship with him to help motivate him
• At break time he may be excluded by other children	• Find ways to structure break time with inclusive games
	• Create a disability awareness campaign for the camp

3. Student who does not speak the language of instruction

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

Potential Obstacles	Potential Solutions
• He does not understand your instructions and struggles to follow the lessons	• Work to create an inclusive and safe classroom community (reference day 4)
• He is isolated by the other students	• Seat him next to students that speak his mother tongue and allow them to help him
• He lacks motivation	• Ask your head teacher if there are some resources that can help him learn the language of instruction
• He cannot do the work asked of him	• Differentiate your instruction (e.g. use visual cues or images to help the student with comprehension) and give him some easier work that helps him learn the language
• The teacher cannot form a relationship with him	• Find out if there are people in the community that can help this student

4. Student who does not see or hear well

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

Potential Obstacles	Potential Solutions
• He struggles to follow the lessons	• Work to create an inclusive and safe classroom community (reference day 4)
• He cannot read the board	• Sit him in the front of the room so he can better see the board and hear your voice
• He works more slowly than the other children	• Prepare handouts in advance in large writing of what you are going to write on the board that day
• Some students think that he his slow and not very smart	• Pair him with a student that can assist him and help him when he doesn't hear instructions
• Students exclude him during break time activities	• Allow the student to showcase his knowledge of topics to the class
	• Create inclusive activities during break time

5. (Space for contextualization)

Potential Obstacles	Potential Solutions

Appendix 4A: Assessment in the Classroom Example Answers

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

Appendix 4B: Lesson Plan Analysis

What are the strengths and weaknesses of this plan?

Subject: Literacy | Topic: Adjectives | Time: 40 Minutes

Teacher: Mary Olewo | Class: Grade 3 | Date of Lesson: 9th January 2017

Lesson Objectives: **(SMART objectives ✓)** • Students will be able to explain why adjectives improve writing. • Students will be able to use adjectives in their own writing.		Teachers Notes: • Materials - Notebook paper, chalk. **(NO INCLUSION ✗)**	
Lesson Phase	Teacher Actions	Student Actions	Time
Introduction – *Engages students and connects to prior learning*	1. On the board draw a sketch of your community. Ask students to think independently about how they would describe their community. 2. Ask students to work in pairs to make a list of words to describe their community. 3. Call on several students to share their ideas. Add these ideas around the diagram. Ask students to add any words they didn't think of to their list. **(ENGAGING, MEANINGFUL AND VISUAL ✓)**	1. Think independently about their community 2. Work with their partner to list adjectives 3. Contribute ideas to group discussion and add new ideas to own list.	30 Mins **(TIMINGS UNBALANCED ✗)**
Body – *Includes the main learning points of the lesson, questions*	1. Give students the definition of an adjective and ask them to write this in their notebook. 2. Ask students to look at their list of words – which of these are adjectives? Model 2 examples on the board and then ask students to circle the adjectives in their own lists. 3. Read two descriptions of your community to the class; one with adjectives and one without. Ask students to compare the two - why is the second paragraph so much better? Use think-pair-share, and then ask students to write down the answer in their notebook. 4. Ask students to write their own paragraph describing their community. The person who includes the most adjectives will get a reward point. **(RANGE OF LEARNING STYLES, MIXTURE OF 'I DO' 'WE DO' 'YOU DO', PRACTICE TIME, USE OF CONTINUOUS ASSESSMENT ✓)**	1. Write the definition in notebook. 2. Work out which of the words on their list are adjectives. 3. Listen to the stories and work out the difference. 4. Write their own paragraph with as many adjectives as they can.	5 Minutes

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

RESOURCES

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

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



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