Teacher's Guide

Part A:
General Pedagogy

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Foreword

One of the biggest challenges Nigeria faces is how to ensure that the tuition provided in schools is of good quality such that pupils' learning outcomes improves significantly and those who complete primary school possess the requisite competences prescribed in the national curriculum. The current situation in which pupils' mean score in English, Mathematics, and Life Skills is only 30%-40% is a matter of concern to UBEC and all stakeholders.

To improve mean scores in the core subjects requires significant changes in the way teachers plan and deliver their lessons. It means building the capacity of teachers to make the transition from teacher centred methods to activity-based learner centred approaches. The Literacy and Numeracy Lesson Plans developed by ESSPIN and adapted by the Teacher Development Programme (TDP) seek to facilitate the adoption and use of active learning approaches in our classrooms.

UBEC is delighted to collaborate with TDP to make the Lesson Plans available to schools in all parts of the country. Our expectation is that teachers will adapt and contextualise the Lesson Plans to their local situation and use them to enhance the quality of teaching and learning in the classrooms. As soon as the Lesson Plans are distributed to schools, teachers will be trained to use them as part of the UBEC-funded Teacher Professional Development programme. I must thank DFID/UKAid, ESSPIN and TDP for collaborating with us to improve the quality of teaching and learning in primary schools.

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Contents

Acronym Table

Acronym	Full Title
AV	Audio-Visual
CM	Cluster Meeting
DFID	Department for International Development
ESSPIN	Education Sector Support Programme in Nigeria
HT	Head Teacher
LP	Lesson Plans
TDP	Teacher Development Programme
TDT/SSIT	Teacher Development Team/State School Improvement Team
TF/SSOs	Teacher Facilitators/School Support Officers
TG	Teacher's Guide

Introduction to the Teacher's Guide

Welcome to the Teacher's Guide: Part A General pedagogy!

This guide has been developed to improve the teaching skills of thousands of teachers and improve learning outcomes for millions of children in Nigeria. Government of Nigeria firmly believes that school pupils' learning outcome cannot be improved without effective and skilled teachers. An effective teacher is one who engage students in active learning though different engaging teaching learning activities.

Being aware of the challenges in the real classroom and of the need of teacher's professional development to mitigate these challenges this guide intends to help teachers with authentic, practical as well as real classroom oriented solution. This will help the teachers in making a difference in pupils' learning through using different materials and activity based teaching and learning environment.

Changes in the teaching and learning process inside the classroom cannot be happened overnight. It will take time and long-term support for all teachers to acquire new skills.

So as a teacher, are you ready to take this journey of professional development?

Good luck with the new move!

Teachers guides and their uses

All teacher's guides include audio-visual content about classroom practice which will be provided in a SD card, or you can download this from the TDP website as well. The audio- visual materials present innovative examples of new classroom teaching practice in the areas of English, Mathematics, and Science. The demonstrations of classroom practice are based on the textbook lessons approved by the Government and generally used in the states. You are strongly suggested to see the video while studying modules in the Teacher's Guide.

The teacher's guides are divided into 3 parts. The table below lays out different parts of the Teacher's Guide:

	English	Mathematics	Science & Technology
Part A	General Pedagogy (for all subject teachers, includes 3modules)		
Part B	Teaching English: P1-3 (Specific for Primary 1-3 English teachers; includes 5 modules)	Teaching Mathematics: P1-3 (Specific for Primary 1-3 Math teachers; includes 5 modules)	Teaching Basic Science and Technology: P1-3 (Specific for Primary 1-3 Basic Science teachers; includes 5 modules)
Part C	Teaching English: P4-6 (Specific for Primary 4-6 English teachers; includes 5 modules)	Teaching Mathematics: P4-6 (Specific for Primary 4-6 Mathematics teachers; includes 5 modules)	Teaching Science: P4-6 (Specific for Primary 4-6 Science teachers; includes 5 modules)

Generally, the Teacher's Guides are subject specific but as you see in the table Part A of the guide is common to all teachers.

However, while going through the guides you will find it as a continuous process of your professional development. You should work your way through each module and try as many of the teaching activities in your classroom as you can. You should also reflect on the 'Try in the Classroom' activities by writing notes on your journal, which you can share with your Head teacher and other colleagues during Professional Development Meeting in your school.

Teacher's Guide Part A includes 3 Modules but Teacher's Guide Part B and Part C include 5 modules each. In your guides, you will see that each module begins with an introduction with overall objectives of the module. The modules are divided into different sections as well. Each Section has four key parts/ module activity: Think, Watch, Reflect and Work with your partner in school.

The **Think** part expects you to think about your current practice and respond to some questions. Don't leave this part only reading. We would strongly suggest you to think of the questions you are asked here. If possible, write down your answer. This reflection will help you a lot to keep tracking on your own practice from previous now.

In the **Watch** part, you are directed to watch a video on your mobile phone/tablets/laptop. The video guide will introduce the video clips of a teacher demonstrating teaching activities specific to each section. The guide will also explain you what you have seen and why the teacher did these activities differently. You have to always follow these video clips to get the utmost benefit from these Teacher's Guides.

Under **Reflect**, there are some questions that lead you to think deeply about the video you watched, why and how this video is relevant to your own teaching in the classroom. You are advised to write some of your responses and thinking in your journal.

Working with your partner part, simply encourages you to discuss and jointly plan together your partner (anyone from your colleagues in the school who is teaching the same subject) for the next lessons – how some of the elective teaching techniques from the module can be incorporated into your lessons.

This format is repeated several times in each module. In addition, you will also get the following section in the modules:

Ideas try in the classroom: Here you are given a step-by-step description of teaching activities to be trialled out in your classroom.

Ideas try in the classroom: After practising all or some of the activities from the module, you are now asked to write your own experience in your journal. To help you in writing you will also get some guiding question in this part.

Tips for large classes: Many teachers struggle with doing the activities in large classroom. This part would help you with some suggestions about how to overcome the challenges that large classes can bring – and even use them to your advantage in your teaching!

Teacher journal: All teachers are encouraged to keep record of their thoughts and experiences in their journals. This is similar to when a teacher keeps a diary for his/her experiences. If you use a journal for

your own, you can keep recording your experiences of each module based activities. Keeping a journal will also help you to share your experiences and ideas with other colleagues during any cluster training or Professional Development Meeting which will boost up your confidence as well.

There is no alternative to practising new techniques in your classroom. People learn best when they do it themselves. Therefore, it is essential to practice different activities suggested in the Teacher's Guide and Lesson plan in your classroom. Sometimes at the beginning of your practice the activities may not always work perfectly and you might not be successful at the first time but that is completely natural. You need to try the activities, think about how they went and what to do next time, and then try them again. Your pupils will see the change in your classes and will really enjoy it.

So, enjoy doing new things and see changes!

Use of the mobile phone

To use this guide, you will also need to use your mobile phone where all the videos will be stored in a SD card. You can access these materials from TDP website or SUBEB website or NCCE website. You can also download the TDP mobile application to get all the audio video materials. So, get your materials from any of your convenient source. You will find the following materials:

Video for the teachers
Audio for the pupils
Posters
Flashcards
Animation

In the website, there are some other materials as well for other stakeholders. So once you download your materials in the mobile phone, you can use anytime from anywhere. We expect you to use your mobile phone to watch the videos and listen to the audios, which will help you to understand some critical concepts of teaching and to help you to improve your classroom practices. We also expect that you will use the audio materials in your classroom. However, some specific times and situations when you will need to use the mobile phone are:

- In the Professional Development Meeting (PDM) in your school or in the cluster training in your LGA.

- When you study the modules.

- When you plan some of your lesson – it is always a good idea to listen to the audio that goes with a lesson in the textbook/lesson plan before you use it in the classroom.

- When you teach lesson that have been recorded from the textbook lesson plan including poems, stories, and songs.

Working with your partner/colleagues

You are not along in your professional development journey! There are number of people with you from whom you can get support. All the teachers in your school will study this guide. Your colleagues who teach the same subject will study the subject specific Teacher's Guide as well. So, you can discuss issues and share ideas with them about activities you practise from the modules. You can plan classes and do 'Try in the Classroom' activities together, or work on the 'Reflect' activities together. When you face any challenges, you can help each other – remember a problem shared is a problem halved! Also, do not forget that your Head Teacher s well known to these activities and materials. As an academic leader in school, your HT will also be able to support and advise you when you need.

Applying new ideas and activities in your classroom

There is no alternative to practising new techniques in your classroom. People learn best when they do it themselves. Therefore, it is essential to practise the different activities suggested in the teacher's guide and lesson plans in your classroom with students. Sometimes at the beginning of your practice the activities may not always work perfectly and you might not be successful the first time but that is completely natural. You need to try the activities, think about how they went and what to do next time, and then try them again. Your students will see the change in your classes and will really enjoy it.

Role of reflection

Reflection plays a key role in this approach. There are specific sections and activities in the teacher's guide modules on reflection and there will also be time for reflection in any cluster meeting. The teachers will reflect by:

- Thinking about their current practices relevant to different topics in the module and how they impact on classroom environment and students' learning

- Completing all the Reflect activities in the Teacher's Guide modules and bringing these reflections to the cluster meetings

- Asking themselves if the Ideas to Try Out in the Classroom activities worked well and if students were actively engaged in the learning process and different skills developed

- Thinking and recording their experience of change in the classrooms

- Discussing with other teachers at their schools, and during the cluster meetings, why and how these new teaching methods help students learn better

You, as a reflective teacher must also assess your own teaching on:'how did you do?', 'what do you know and do not know?', and 'what aspects of your teaching need to improve?'

Support for you

You are not alone!

There can be times when you have questions but not answers, or you are struggling to do an activity in the classroom or simply need some advice. In those moments, the wider team will always be there to support you. But who are they?

You are part of a small group of teachers in your school, and a larger group within your LGAs. You will meet them regularly at cluster training. You can support from your colleagues in planning your lesson; sharing ideas. Your Head Teacher will be also there to provide you with guidance and support whenever you need it.

Each LGA also has Teacher Trainer- in some state may call Teacher Facilitator (TFs) or School Support Officers (SSOs), who will meet at different training to help you. They will also visit you in your classroom in each term. Please have 10 minutes prior to your lesson with your LGA trainer to share your lesson plan and discuss any help or guidance you may need. They will observe your lesson and at the end of the lesson, you will jointly discuss your teaching experience in that particular lesson.

Do not be nervous because your trainer is in your classroom! They are there only to support you. Please collect their contact details during the workshop or cluster training. We strongly encourage you to contact them if you feel any need of any help.

Inclusion in your classroom

Inclusion in the classroom means that all students feel welcome and valued in their classroom. It also means the actions and strategies the teacher takes to remove all barriers to learning that might be caused by disability, race, socio-economic status, language, ethnicity, family responsibilities and different learning styles and levels.

In a typical classroom, teachers often exclude (or ignore) some pupils through active or unintentional discrimination. This is either because they have more power than the pupils they teach, or because they are ignorant of the pupil's situation or need or because they don't know what to do to ensure all pupils learn. The result of such active or unintentional discrimination by the teacher can be very sad as it can lead to the pupil losing motivation to learn and therefore dropping out of school and remaining uneducated for the rest of his/her life.

In most cases, such exclusions in the classroom discriminate against: children who are challenged because of disabilities, female children, children living in poor socio-economic conditions, children with no parents, children who belong to different ethnic groups, children who speak a different language and children with different abilities.

So, how can we address this situation in our classrooms?

Teachers have the power!

You, as a teacher, have the power to include all children in your lesson and ensure all your pupils learn. The first step is to believe that all children have equal potential regardless of their ethnicity, gender or special needs, and therefore must have equal opportunities to learn and participate in all classroom activities. And as a teacher you will make sure that no student feels 'left out'.

The next step you should take to ensure inclusion in your classroom is to know your pupils individually. You must know their names, know their strengths (some may be good in drawing, some in sports, some in singing, some in telling stories/rhymes etc.), be aware of their challenges caused by disabilities (if any), know what they enjoy and respond to most during your lesson and when they become inactive in the lesson. Don't worry; you do not have to know everything about your

pupils on the first day you teach them. This is a process and will take some considerable time but please make an effort to know your pupils as much and as quickly as possible.

This model has been designed to help teachers to use many different participatory teaching strategies and methods with the aid of audio-visual materials, so that they can include all students in every lesson. But inclusion does not happen just because you adopt new teaching methods or use different materials. You also have to make efforts to ensure that all pupils participate. Some simple classroom management techniques can also be useful in ensuring equal participation of all and equal opportunities for all to learn.

- **Have a variety of teaching techniques in your lesson** (i.e. – group work, pair work, individual work, games, picture reading, role play and so on).

- **Use different materials including audio-visual, real materials etc.** in your lesson. These materials will respond to different learning needs and can also support children with special needs (such as: audio can be particularly useful for pupils who have difficulties with their vision, similarly the real objects will help pupils who learn better by touch and feel).

- **Maintain a routine of rotating the seating of pupils in your classroom.** You can say that every Monday the last row in the class will come and sit in the front row. This way you can ensure that all pupils get equal opportunities to come close to the blackboard and you and can see and hear all the students better.

- **Always ensure a mix of pupils when you ask questions or welcome volunteers to come to the front.** This mix can be of pupils from different corners/sides of the room (and not only from the front), from different learning levels (not only 'good' students) and also both boys and girls. This relates to being fair in the classroom and also to making everyone attentive to the lesson.

- **Be a role model and do not exclude any child in your classroom.** Your pupils will learn from your actions.

- **Do not reinforce negative stereotypes and biases about certain children.** Do not make negative comments to the pupils based on their social identity or background or physical/intellectual limitations.

■ Provide positive and encouraging feedback to all students.

Learning Styles

'If a child can't learn the way we teach, may be we should teach the way they learn.' – Ignacio Estrada

Knowing your pupils' different learning styles is very important to ensure an inclusive classroom. As a teacher, it's important to consider different learning styles and learning levels when you teach. Being able to use different teaching methods for the different learning styles and levels will help your pupils to learn more and learn better. It will also help them to enjoy coming to school more, and will make teaching more rewarding for you as a teacher.

Let's start by thinking about what you like to do and what you don't like to do. For example, do you like to cook or drive? Do you dislike reading? Do you enjoy watching films? Do you like to have discussions with your friends and neighbours? Please take a minute to think about what you like to do and what you don't like to do.

Did you think of things you like to do, and things you don't like to do?

Your pupils also have things they like to do, and things that they don't like to do. Some pupils like to talk to their friends, but other pupils like to listen to what others are saying. Some pupils like to make things with their hands, and some like to draw pictures. Some like to listen to music. In the same way that you like to do some things and you don't like to do other things, pupils also have their own likes and dislikes. Do you agree? Can you see this with your own children? Is this the same with the pupils in your classroom?

Pupils also like to learn differently from each other. Not only do they like to learn differently, they may learn more effectively in different ways.

In this section, we will learn a little about different learning styles – we refer to them as Visual, Audio and Kinaesthetic. What do we mean by that? Visual means 'through looking or watching'. Audio means 'through listening'. Kinaesthetic means 'through movement or touch'. Some pupils have a natural preference for one of these learning styles, while others prefer a mixture of learning styles, although they usually prefer one more than the others.

We will look at some ways of you finding out if your pupils have particular preferences for learning styles in a few minutes. Before we do this, let's do a quick exercise to find out what your learning style is.

Sl.	Questions	Answers (choose one for each question)	
What's Your Learning Style?			
1.	What kind of book do you like to read?	a)	A book with lots of picture in it
		b)	A book with lots of words in it
		c)	A book with lots of exercises or puzzle games
2.	You remember most when…	a)	You see things visually
		b)	You hear about it
		c)	You do it by yourself
3.	When you are not sure how to spell a word, what do you usually do?	a)	Write it down to see if it looks right
		b)	Spell it out loud to see if it sounds right
		c)	Write the letters in the air
4.	When you buy a new mobile phone or electronics for your house, what do you most often do?	a)	Get someone to show you how to assemble and operate it
		b)	Read the manual and try to fix it
		c)	Try to do it by yourself without any-help from the manual or a person
5.	When you study, what disturbs you most?	a)	People walking past you
		b)	Loud noises
		c)	An uncomfortable chair
6.	To find directions in a new place, you often…	a)	Look for a map or directory
		b)	Ask someone for directions
		c)	Walk around by yourself to get goodsense of direction
7.	How do you remember a friend's phone number?	a)	Picture the numbers on the phone as you would dial them
		b)	Memorise it by saying it aloud a few times
		c)	Write it down or store it in your phone contact list

8.	When you listen to music, what do you most often do?	a)	Picture the video that goes along-with it
		b)	Sing or hum along with the music
		c)	Start dancing or tapping your foot
9.	What do you like to do to relax?	a)	Read
		b)	Listen to music
		c)	Visit relatives/friends or do some work like fixing broken parts, or knitting etc.
10.	When you meet new people, what are you most likely to remember?	a)	Their face only
		b)	Their names only
		c)	What you talked about with them
11.	Which phrase do you find yourself saying a lot?	a)	Do you see my point…
		b)	Tell me what you think….
		c)	I feel…
12.	When you are deep in thought, what are you most likely to do?	a)	Make random drawings on a piece of paper
		b)	Listen to music
		c)	Tap your fingers or play with keys/pen/other things on the table

Result:

Calculate your own responses by counting how many A, B and C you have got.

- If most of your responses were A, then you are a visual learner.
- If most of your responses indicate B then you are an audio learner.
- If you mostly selected C, then you are a kinaesthetic learner.

So, what type of learner are you?

I hope that this has got you thinking about your learning style. Now, what about your pupils? What are some ways of knowing which learning styles your pupils have?

Visual learners generally talk quickly. They will use lots of colours and pictures to describe things. Often in the classroom, they will seem to be looking upwards or into the distance. They will use words like see, show, picture, look.

They learn best using pictures and diagrams.

Audio learners usually talk more than all the other types of learners in your class! They like to tell stories, and will sometimes try to explain the same thing in many different ways. They will use words like listen, hear, speak and tell.

They learn best through words, listening, rhymes and songs.

Kinaesthetic learners usually talk slowly and thoughtfully. They use lots of hand gestures and body language to make their point. They will use words like: feel, move, sense.

They learn best using their senses. They like to physically experience processes and materials.

In this training course, we will identify different activities you can do with different types of learners in your classroom. However, some activities are suitable for all pupils.

Let's take a couple of minutes. Think about your pupils. Can you think of any that have a very clear learning style? Which one? Do you have any pupils who have a mix of learning styles?

Different Skills in Learning

Do you believe that children need many different skills in order to succeed? For example: pupils should be able to remember, explain, apply, create, analyse and many more? Who do you think can teach them those skills? It's you: the teacher! It's not that one skill is better than the other, but it's good to use a mixture of levels in your classroom. We're going to take a quick look at the different skills organised from lower order to higher order; and then we will do a quick practical exercise so you can see how to teach different skills in a lesson.

Remembering	Asking pupils to find or remember information or knowledge. The student recalls or recognises information or knowledge. When you use words like: list, define, repeat, describe, it is likely you are teaching at the level of remembering.
Understanding	Asking pupils to make sense of information or knowledge that they have. The student changes the information or knowledge into a different symbolic form or uses different language/words to explain. When you use words like: interpret, explain, summarise, discuss, it is likely you are teaching at the level of understanding.
Applying	Asking pupils to use information or knowledge that they have in a new but similar situation. The student solves a problem by using the information or knowledge along with appropriate generalisations. When you use words like 'use', 'apply', 'solve', 'practice', 'calculate', it is likely you are teaching at the level of applying.
Analysing	Asking pupils to take information or knowledge apart and look at the relationship between different pieces of information. The student separates information or knowledge into its component parts. When you use words like 'examine', 'compare and contrast', 'organise', it is likely that you are teaching at the level of analysing.
Creating	Asking your pupils to use information or knowledge to create something new. The student solves a problem that requires putting information or knowledge together that requires original, creative thinking. When you use words like 'design', 'plan', 'produce', 'invent', it is likely that you are teaching at the level of creating.
Evaluating	Asking pupils to critically evaluate and make judgements about information or knowledge. The student makes qualitative and quantitative judgements about information or knowledge according to set standards. When you use words like 'judge', 'critique', 'defend', 'criticise', it is likely that you are teaching at the level of evaluating.

In general, if you are teaching a new concept in your class, you should aim at moving through the different levels, until your pupils are able to do evaluation tasks with their new knowledge.

Now that you have learned about the different skills, which do you think you use most with your pupils? Which skills do you use the least? Have you ever used creating or evaluating with your class? How did it feel? Write down your notes in your Teacher Journal to discuss in your next cluster meeting.

Here is an example from your English lesson to help you to develop pupils' skills in the class:

For your next English class, find a short story that you can read with your class. Read it aloud to them, and then see the chart below for some examples of what can you do to develop specific skills using a simple story. You can do these activities in small groups in class or all together.

Skills	What the teacher can do/say
Remembering	■ Who are the main characters? ■ What colour was the main character wearing?
Understanding	■ Explain how the character felt when… ■ Predict what will happen when…
Applying	■ What would you have done in the situation….? ■ Can you compare the character of….to a similar person?
Analysing	■ Compare two of the main characters… ■ Is the story (or events) realistic or unrealistic?
Creating	■ Think of a new title for the story ■ Imagine you are ……. in the story. Write about a day in your life
Evaluating	■ Decide which character you would like to spend a day with and why… ■ Judge whether the …… [one of the characters] should have acted the way he did…

Module 1:
Classroom Management

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Classroom Management

Managing your classroom needs practice as there are many things to do in order to ensure that learning is taking place. Simple things like clear instructions; organising activities; encouraging participation; involving students in their learning and establishing classroom rules; praising children and giving positive feedback, can all have a good impact on children's motivation to learn and their learning outcomes.

In this module we are going to explore various aspects of classroom management. We will learn about different strategies for effective classroom management and reflect on how and what we can do in our own classrooms.

Objectives

By the end of the module teachers will be able to:

- establish rules and routines in the classroom

- give clear instructions when setting up an activity

- organise activities and manage time effectively

- involve pupils in the lesson and encourage participation

- use praise to give feedback on pupils' responses in class

Section 1:
Classroom language

When we teach there are a number of phrases we use every day that make the lessons go smoothly. These include: 'hello', 'stand up', 'open your book', 'keep quiet' etc. In teaching, these types of phrases are called 'classroom language'. Classroom language can be used to fulfil many functions and to set up routines in the class, for example:

- greeting pupils

- checking attendance

- starting and finishing lessons

- giving instructions

- setting up activities

- organising pupils

- making requests and granting permission

- praising pupils and encouraging participation

In order to be confident when speaking in the classroom it's good to learn and practise common classroom language so that what you say to your pupils is clear and understandable.

Module Activity 1.1

Think

1. What classroom language do you use most in your teaching at the moment?

2. Do you always use verbal language or do you sometimes use nonverbal communication such as drawings, body language etc?

3. If you sometimes use non-verbal language, how has this helped the pupils understand you better or engage better in their learning?

Watch the video clip M1V1 and think about the following questions:

1) What classroom language phrases can you hear in the clip?

2) In a classroom situation, how will the pupils respond to what

the teacher says – verbally or non-verbally or both? Note down some examples of students' responses to classroom language.

Reflect

Complete the following tasks and write the correct answers in your Teacher Journal.

Match the classroom routine with the appropriate example of classroom language:

Classroom routines		Classroom language	
1.	greeting pupils	a.	"Well done Isa!"
2.	checking attendance	b.	"Could everyone finish now please?"
3.	starting and finishing lessons	c.	"Now work in pairs."
4.	giving instructions	d.	"Good morning class."
5.	setting up activities	e.	"Look at the pictures."
6.	organising pupils	f.	"Now listen to this story…"
7.	making requests and granting permission	g.	"Today we're going to talk about…OK class that's all for today."
8.	praising pupils and encouraging participation	h.	"Let's take attendance."

■ Write three reasons in your TJ why you think routines are necessary for young learners.

Classroom language can help you to organise your lessons smoothly and make sure pupils are clear about what they should do. The expressions you use need to be simple and clear and the more often pupils hear them, the more familiar they become. This is part of establishing a routine in class that allows pupils to feel secure in the classroom and helps them to fully participate in the learning process.

Work with your partner in school

Find some time to work with your partner in school to study together When you are together and have completed studying this section of the module, do the following:

1) Individually, make a list of classroom language you regularly use either in Hausa or English. Write down as many phrases as you like.

2) Exchange the list with each other and find out any new phrases from your partner's list that you did not write or use in your classroom.

3) Jointly study the list of useful classroom language from Annex 1 of this teacher's guide and identify five new phrases from the list that you will use in your next lessons. You can also listen to the classroom language audio file from your mobile phone.

You can pick new phrases from the list every day to practice and use in your classroom. If you use more such words and phrases that are not listed in the annex, please feel free to add to the list.

Section 2:
Clear Instructions

Giving clear instructions helps the teacher manage the classroom effectively so that pupils are not anxious or confused during an activity. These instructions can be verbal or non-verbal and must be clear, simple, short and not open to several interpretations.

The teacher has to have the pupils' attention to ensure that they benefit from verbal instructions. Written instructions, on the other hand, are available for longer periods. They can be used for reference, to check for any information pupils may have missed out or as a reminder.

Module Activity 1.2

Think

1.   How do you give instructions to your pupils at the moment?

    a.   Do you tell them what to do?

    b.   Do you write the instructions on board?

    c.   Do you do both?

2.   What do you do if your pupils do not seem to understand your instructions?

    a.   Ask pupils 'Do you understand?'

    b.   Ask another pupil to explain

    c.   Repeat the instructions again

    d.   Repeat the instructions using different/easier language

Watch the video clip M1V2. Think about the following questions as you watch. You can keep note of your thoughts in your TJ.

1. What was the problem with the teacher's instructions in the first clip?

2. How did pupils respond to the instructions?

3. What did the teacher do differently in the second video clip?

4. How did this affect the pupils' learning?

Reflect

The two video clips showed two different examples of giving instructions. Based on the examples think about:

1. Which of the two video clips you saw was more effective in giving clear instructions?

2. What did the teacher do differently in the second video clip to ensure pupils understood the instructions?

3. Did you note the different phrases and words used by the teacher in the 2nd clip to give clear instructions? Give two examples.

Use the *Reflect* section of your journal to write down your responses.

Pupils need simple and clear instructions to understand what they are expected to do, where/how to begin the activity and how to proceed to the end of the activity. As a teacher you need to think and plan for your instructions before you go to the class. Instructions need to be short and simple for all levels of learners. It's sometimes helpful to write down your instructions in your lesson plan until you're confident about using them in the classroom.

Work with your partner in school

Discuss these questions with your partner in school:

1. What will you do to ensure your instructions are simple, clear and specific?

2. How many ways are there to give instructions? Make a short list.

Giving clear instructions is key to evaluating a lesson and checking if the teacher has attained his/her learning objectives. As we noted at the beginning of this module, it is important not to repeat instructions using closed questions for example: Did you hear what I said? Is the instruction clear? (Closed questions are those that elicit 'yes' or 'no' responses, and should not be used as pupils will spontaneously respond with a 'yes' without thinking). It is also important to think of how to plan your instructions to avoid having a disorganised classroom. Active participation in pair or group work could be noisy but organised and does not disrupt the lesson.

Section 3:
Organising Activities and Managing Time

Classroom management also includes organising activities and managing time. You need to decide whether pupils should work alone, in pairs/ groups or as a whole class. This means that they can become more independent and also learn to work with others. They don't get bored because things are done differently in each lesson.

Time management is also an important part of a teacher's role otherwise we can't achieve our learning outcomes for each lesson. If you plan an activity with your class then you need to know how long it will take and allow time for pupils to complete it. If not, they may miss an important learning opportunity.

Module Activity 1.3

Think

1.   Do you get pupils interested in an activity by:

    a.   Showing them a picture about the topic?

    b.   Telling them a personal story related to the topic?

    c.   Giving them an example?

2.   Do you manage time in your lesson by:

    a.   Starting when the bell rings and finishing when the bell rings?

    b.   Putting the estimated timings of each activity in your lesson plan?

    c.   Looking regularly at your watch

Watch the video clip M1V3. Think about the following questions as you watch. You can keep note of your thoughts in the Listen/Watch section of your journal.

1. How does the teacher interest pupils in the topic?

2. What materials has the teacher prepared?

3. Were the pupils happy to work in this way? How do you know?

Reflect

Based on the video clip you watched, think about the following questions. Use the Reflect section of your journal to write down your responses.

1) Starting lessons by getting personal information from pupils is common. Why do you think this might be motivating for the class?

2) The teacher starts the lesson by asking questions to the whole class. She then divides the class into groups. Why is it helpful to have different types of interaction in a lesson?

3) The teacher seemed relaxed and happy. How do you think she managed her time in this lesson?

Organising your classroom can be done in different ways. You can:

■ Allow pupils to work alone

■ Ask pupils to work in pairs and groups

■ Ask pupils to work as a whole class

This gives pupils the opportunity to work in a variety of ways which is helpful for their learning and social development. Managing your time in the lesson is a way of ensuring that all your activities are delivered during the lesson as planned.

Work with your partner in school

Discuss the following with your partner in school:

1. Look at an Education Sector Support Programme in Nigeria (ESSPIN) lesson plan. Find examples of the way in which teachers can organise their classrooms e.g. individual, pair or group work.

2. Select the next individual/pair/group activity that you will do in your next lesson.

3. List what classroom language you will need to use to organise your pupils for individual/group/pair work. You can get help from Annex 1.

4. Practice the giving the instruction with your partner.

5. Take the lesson with your pupils. Don't forget to write down your experiences in your Teacher Journal.

Section 4:
Involving Pupils in the Lesson

Pupils learn through doing. They can learn by listening to the teacher but they can also learn by finding out things for themselves. By encouraging them to speak to the teacher and each other, pupils are able to express themselves better about a topic and their thoughts become clearer. For example, if a teacher asks questions that make pupils think, this helps them to become more creative and interested in knowing more about the topic.

Module Activity 1.4

Think

1. How do you involve your pupils in the lesson?
    a. Through individual questioning techniques
    b. Through whole class activities
    c. Through pair and group activities

2. How do you get pupils to participate in class?
    a. By asking individual pupils questions
    b. By getting pupils to work in pairs
    c. By giving pupils meaningful tasks to do

Watch the video clip M1V4 and notice the way the teacher involves pupils in the activity. Decide whether these statements are True or False as you watch:

1. The teacher is well-prepared for the lesson
2. The teacher encourages pupils to work individually
3. The pupils are involved in the task and achieve success

Reflect

1) How did the teacher encourage pupils' involvement during the activity in a large class?

2) Did all the pupils enjoy being involved? Why/why not?

3) What are the difficulties of involving pupils when you are teaching large classes

Use the Reflect section of your journal to record your responses

Involving pupils in the lesson when you teach classes of more than 100 pupils is a challenge. Activities involving pair and group work can help to ensure that pupils are participating in the lesson but there are other ways of involving learners too. Pictures and visual stimuli can engage pupils in a topic. Open questions (such as Why…? How…? What…? etc.) are also a way of keeping pupils interested in the lesson and focused. Inviting pupils to the front of the class involves them directly in the activity. The rest of the class needs to be involved too through questions and encouragement to support their peers.

Work with Your Partner in School

Discuss these questions with your partner in school:

1. Here are two common topics for P1-3: animals and journeys. Can you think of three questions for each topic that involve pupils at the start of a lesson?

2. What other ways are there to encourage involvement in class? Think of different interaction patterns, materials and activities.

Section 5:
Giving Praise or Positive Feedback to Pupils

Well done, you have accomplished so much in this module!

How did you feel just now? How do you feel when you get praise or positive feedback from your head teacher? When we try to learn new things we like to hear that we've done well. Feeling positive and successful makes us motivated and encourages us to continue. What is therefore the role of praise in our classrooms? If praise encourages pupils to try harder, then what are the best ways of doing this? If pupils get something wrong then we also need to give them constructive feedback that helps them to find the right answer.

Module Activity 1.5

Think

1.   How do you praise pupils and show they have done well?

    a.   Through spoken encouragement such as Well done! or Good job!

    b.   By putting comments or stickers in their exercise books

    c.   You don't praise pupils very often as you think it makes them big-headed and lazy

Watch the video clip M1V5 and notice the way the teacher gives feedback to the pupils – either positive or constructive. Think about the following questions as you watch. You can also take notes of what you see in your journal.

1)   What phrases did the teacher use to praise and encourage the pupils?

2)   How did the pupils respond?

Reflect

In the Reflect section of your Teacher Journal, please write down the responses to the following questions:

1. Which feedback techniques do you think worked best with the pupils? Why?

2. Did you observe any change in the children's behaviour as the teacher praised their efforts?

3. How did the teacher ensure pupils' participation using feedback or praise?

Though many of us might think that praising pupils is unnecessary, it is in fact a vital part of the learning process. When you say 'Well done!' to a pupil this can have a positive effect on his/her motivation and encourage the pupil to try rather than give up if they fail in class. If they make mistakes we need to guide them to the right answer. We can do this through questions, hints or asking other pupils to help them get the answer.

There are many different ways of encouraging children in their work. For example – you can draw a smiley face or a star on pupils' notebooks. Here are some drawings of such faces and stars for you:

You can also give groups names (the 'lions', the 'yellows', etc) and write them at the side of the blackboard. When a group answers a question correctly, you can award a point to that group and mark it on the board. Playing a quick fun game with the pupils after working hard is also a very effective reward.

Work with Your Partner in School

Discuss these questions with your partner in school:

1. Are you comfortable praising pupils during lessons? Why/why not?

2. Together with your partner, think about three new phrases for praising and two new phrases for correcting feedback in your lessons next week.

3.	Review the lesson plans together and think about one new technique you will use (apart from praising with words/phrases) in your class next week to encourage pupils.

4.	Don't forget to write your experience in your Teacher Journal.

Summary of the Module

Classroom management has many different aspects. It's helpful if you focus on individual areas of your classroom practice rather than try to change everything at once. Organising your classroom in a way that promotes learning; giving clear and simple instructions; setting up activities that pupils enjoy and giving them encouragement when they do well are all part of good classroom management.

Ideas to Try in the Classroom

Below are some activities that you can practice in your classroom with your students. Once you try these activities, we encourage you to write a note of your experiences on –what worked well, what were the challenges, what did you do to overcome the challenges and what difference did it make in your classroom/lesson? Hand over your notes in the next cluster meeting.

Try in the classroom 1

Topic:
Counting 1 - 10

Required teaching Aid:
3 bottles/5 oranges/2 combs/10 pencils/9 sticks

Step 1

- Before the lesson, make large cards with numbers from 1-10 written on them

- Display them on the wall of the classroom

- Find some common household objects (1-10 of the same objects e.g. 3 bottles/5 oranges/2 combs/10 pencils/9 sticks/ etc) and place on a table at the front of the class

Step 2

- Ask selected pupils (one at a time) to come to the front of the class

- Ask one pupil to pick one item from the table

- Ask the pupils to come closer, showing the items together

- Invite another pupil to pick two items from the table

- Ask the class how many items there are altogether

- Praise the class if it is correct or ask one pupil to count the total number of items if the class is wrong

Step 3

- Repeat the process two more times with different pupils and different objects

Try in the classroom 2

Topic:
Reading and Listening through storytelling

Required teaching Aid:
Story (either in audio or text format), picture card based on the stories (if possible)

The idea here is to tell simple stories to pupils in order develop their listening skills. Stimulate pupils' interest through visual materials and tell the stories with appropriate emotions as this will make the class enjoy them more.

Here is an example of a local/traditional story you can use in your English class, suitable for Primary 2. You can also think of similar stories in your local language and practice it in your classroom.

Why the Fox Loves to Eat Chickens

A long time ago, a fox and a cockerel were good friends. They did everything together: visited each other's houses, sang songs together, and wore the same kind of dresses. Although they were good friends, the fox was always afraid to go closer to the cockerel because of the comb and the wattle on the cockerel's head.
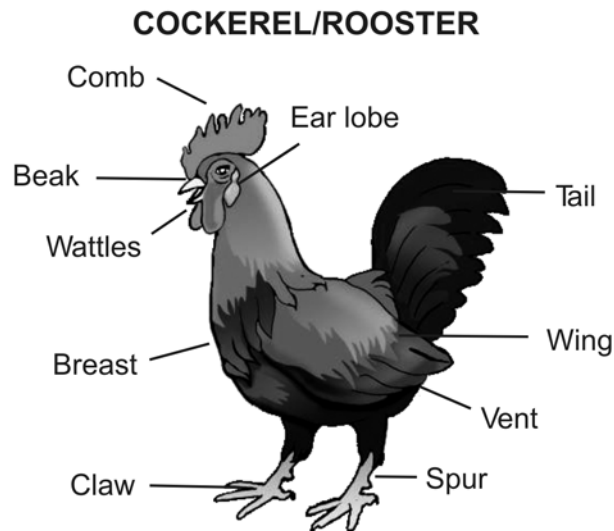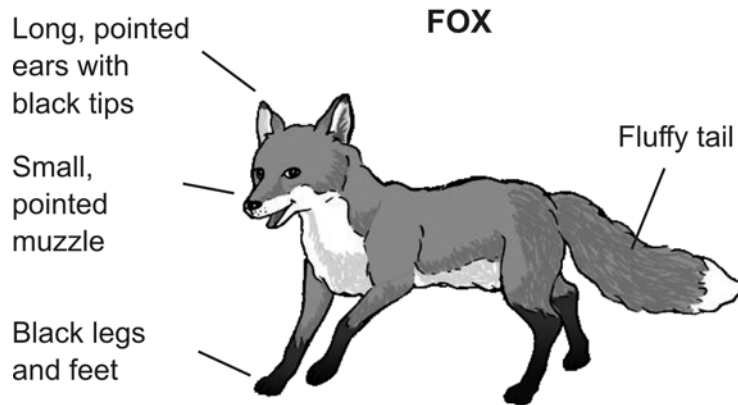
One day, the cockerel called his friend and said "My friend, why are you always afraid of coming closer to me?"

"I am afraid of the fire on your head" replied, the fox. "I don't want to be burned!" The cockerel laughed (ha ha ha) and said, "This isn't fire, its flesh. Come and touch it!" The fox was afraid but his friend encouraged him to touch it. He touched it and it was very soft.

One day the fox was really hungry and had no food to eat. Then he remembered the soft meat on the cockerel's head. He decided to go to his friend's house. When he got there the cockerel was sleeping. He pulled off the meat from the cockerel's head and ate it. It was so sweet. Therefore, from that day on foxes continued eating chickens anywhere they saw them.

Step 1

Before the lesson, prepare a very large colour drawing of a cockerel and a fox. Label some of the difficult parts.

FOX

Long, pointed ears with black tips

Small, pointed muzzle

Black legs and feet

Fluffy tail

COCKEREL/ROOSTER

Comb

Ear lobe

Beak

Wattles

Breast

Claw

Tail

Wing

Vent

Spur

Step 2

Show the class the picture of the cockerel and the fox. Ask them to describe what they can see using the labels to help them. Use any of the following questions to create interest in the picture:

- Do you have chickens/roosters at home?

- What do chickens like to eat?

- What do foxes like to eat?

- Are chickens and foxes good friends?

- What do you think is going to happen in this story?

Step 3

Invite pupils to listen to the story carefully. Write the following questions on the board and ask pupils to find out the answers as they listen to the story.

1. Who was fox's friend?

2. What was the fox afraid of on the cockerel's head? Why?

3. Why did the fox go to the cockerel's house?

4. Did the fox and the cockerel stay as friends?

Step 4

Read the story to your class. You may need to read it two times for the pupils to follow the story.

Step 5

Once they have finished listening to the story, put pupils into pairs and ask them to discuss the answers of the questions in pairs. Give them 5 minutes to discuss.

After 5 minutes, check the answers as a class.

Answers:

1. Cockerel was Fox's friend

2. The comb and wattle on the cockerel's head, because he thought it was fire

3. He was hungry

4. No

Step 6

Now ask the each pupil in the pair to choose a role of Cockerel or Fox and act out their favourite part of the story. Invite two or three different pairs to come to the front of the class and perform for everyone else.

Experiencing Change in Your Classroom

It is very important that as a teacher you always notice what students liked, what technique worked well with them, what were the challenges, if the students learned what you wanted them to learn etc. Often, even if we notice these things, we don't spend time to think about them or keep a record. Your Teacher Journal is there to help you! You can now write all your notes in the journal. However, in every module, there is a specific section on 'Experiencing Change' in the journal where you can write about your major experiences of trying out new techniques in your classrooms. Questions that might guide your writing about your experiences are:

1.   Which activities did you try out in your classroom?

2.   Which ones went well? Why?

3.   Which ones were less successful? Why?

4.   If you tried these activities again what changes/adaptations would you make?

Suggestions for the Next Cluster Meeting (CM)

Find some time with your partner to identify what you would like to share and discuss in your next cluster meeting. This can be about a wonderful lesson that you took successfully in your classroom in which you could see the difference the new techniques made or you can discuss some challenges that you faced while trying out a new activity. Write down your suggestions in the specific section of your journal. Here are some clues to get you started. You can choose any one or two to discuss in the meeting or think of something completely different:

■   How different ways of giving instructions helped or didn't help you

■   How you managed to interest pupils in the lesson topic

■   How you have tried to encourage participation in class

■   What methods you used for praising/encouraging pupils and what the reaction from the pupils was

Module 2:
Teaching Aids and Interactive Teaching Techniques

Module 2:
Teaching Aids and Interactive Teaching Techniques

Teachers at all levels use different teaching aids such as textbooks, posters, flash-cards, audio/visual materials and real objects to enhance the quality of their lessons. Knowing how to find the best teaching aids is a valuable skill for a teacher to have.

This module is therefore designed to discuss the different types of teaching aids that could be used for teaching in the classroom. This includes the effective use of low cost and no cost teaching aids.

Objectives

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

■ Select appropriate teaching aids to support learning and make learning more fun and effective

■ Develop relevant teaching aids from locally available resources

■ Use games, songs, role-play, drama, etc. to teach effectively

Section 1:
Low Cost Teaching Aids

Teaching aids are useful for helping pupils to learn. They are good for encouraging pupils' creativity and, because they are practical, they help children to learn more easily. For example, if you are teaching the topic 'adding up' in a maths lesson, you could use counters or bottle tops to help children see what it means to add in real life. Teaching aids also make learning more fun and motivate pupils to participate in learning. Sometimes you might think that finding good teaching aids is difficult or expensive, but many teaching aids are available for little cost, or even no cost. Think, for example, of using old bottle tops as counters, or real life objects like fruit and vegetables from the market.

Module Activity 2.1

Think

1. What types of teaching aids have you used so far in your classroom?

2. Where did you find them?

3. How much did it cost you?

Watch the video clip M2V1. Think about the following questions as you watch. You may wish to note your answers in your Teacher Journal.

1. What were the different teaching aids shown in the clip?

2. What were the teachers teaching with these teaching aids?

Reflect

1. Based on the video clip you just watched, complete the table below in your Teacher Journal with information about the cost of these teaching aids:

Items	Cost
Bottle tops	
Flash Cards	
Clock	
Sticks	
Straws	

2. In your Teacher Journal, under the Reflect section of Module 2, make a list of some more low or no cost instructional materials that are available to you locally. You can use the following table to make the list:

List of no or low cost available materials			

We use teaching aids because they make learning more interesting and engaging for pupils. This means that they are more likely to remember what you are teaching them, and they are also more likely to be able to use their knowledge in a real life situation. But we know that it takes some effort to find teaching aids. From the above list, try out at least two of these teaching aids in your own class over the next few weeks, before the next cluster meeting.

Work with Your Partner in School

With your partner at school:

1. Review the lesson plans and identify at least two lessons where you can use teaching aids

2. Discuss what type of teaching aid you are planning to use and what it will help you to teach

Keep note of your plans in your Teacher Journal.

Section 2:
Appropriate Use of Teaching Aids

Using teaching aids in your classroom does not guarantee that the pupils will learn. It is more important to use the teaching aids appropriately and effectively. For appropriate use of instructional materials, the following instructional goals must be met: instructional materials and instructional strategies must complement each other; while using instructional materials, the teacher must have the ability to observe, monitor, supervise, advise and support pupils' learning; and the teacher must use material with gender-neutral language and no stereotypes.

Module Activity 2.2

Think

Based on your current classroom practices, take a few minutes to think about the following:

1. What type of teaching aids have you used so far in your classrooms?

2. Did you notice any difference in your pupils' response in the class when you used teaching aids like sticks, pictures, charts and others?

3. In your view, are the blackboard and textbooks also teaching aids? Why?

Two very common teaching aids that every teacher uses around the world are: textbooks and a blackboard. But unfortunately not every teacher can use them efficiently to enhance pupils' creativity and learning. In a school like yours the textbook and the blackboard might be the only teaching aids available everyday. You don't need to make extra effort to mobilise or develop them for your lessons. That is why it is very important for you to know how you can make best use of these two teaching aids and improve pupils' learning.

Watch video clip M2V2 and learn from our video guide how textbooks and a blackboard can be used more effectively.

After you watch, please write your answers to the following task in your Teacher Journal:

1. A teacher can use the textbook to:
    a. introduce the lesson topic through the pictures from the book
    b. read passages and stories
    c. complete exercises
    d. all of the above `

2. The middle part of the blackboard should be wider than the other two parts. True/False

3. It is not important to write the lesson objective on the blackboard. True/False

Let us now watch the next part of the video clip M2V3. Think about the following questions as you watch. Feel free to write down your thoughts in your Teacher Journal.

1. What are the different ways the teacher was teaching subtraction to the students?

2. What teaching aids did she use in the lesson?

3. How did the pupils respond to the lesson?

Reflect

1. Do you think the teaching aids and techniques used in the clip were appropriate for the lesson? Why?

2. What did the teacher do to show that she used the number line appropriately?

3) What other ways could you have have used the teaching aid in this lesson?

Use the Reflect section of your journal to write down your responses.

Using teaching aids appropriately in the lesson is a skill and requires prior planning and practice. A number of things need to be thought of carefully before selecting and using the teaching aid. Such as:

- Objective of the lesson (what you are trying to teach)

- What type of teaching aid will best help to meet the objective of the lesson?

- What is easily available in school, at home, in the locality or with students and in the required quantity?

- Planning the use of teaching aids in the lesson and making the instructions clear for the students

Please remember that it is not necessary to use teaching aids in every lesson. It is more important to use them in the right way when you think that they will help pupils to learn better. In your lesson plan, clear guidance is given about what type of teaching aid can be used in specific lessons and how. Studying the lesson plans regularly and implementing them in your classroom will help you to use the teaching aids more effectively.

Work with your Partner in School

Discuss the following questions with your partner in school:

1) What teaching aid can you all put together that can be used effectively to teach by different teachers?

2) Study the lesson plans for next week and identify what teaching aids you will need to develop for your lessons.

3) Develop or organise the teaching aids for your next week's lessons.

Section 3:
Use of Games in the Classroom

Using games in the classroom can serve two very important purposes: they enhance teaching as well as entertain. Games can get pupils excited about mathematics and English. In many cases, pupils sit through boring activities during the school day, and games can add variety to the classroom. Games engage and motivate pupils, making learning fun. The competition and team work involved in playing a game helps pupils who have trouble paying attention to stay focused on learning.

Module Activity 2.3

Think

1)   What type of games have you used so far in your classroom?

2)   Did the games help the pupils to learn better or not?

Watch the video clip M2V4. Think about the following questions as you watch:

1)   What was the teacher trying to teach with the game?

2)   What was the level of pupils' participation in the activity?

You can keep note of your thoughts in the Listen/Watch section of your Teacher Journal.

Reflect

1. Why did the teacher use games in the lesson?

2. What preparation is needed to be able to use games to enhance your teaching?

Use the Reflect section of your journal to write down your responses.

Games in the classroom make learning fun and ensure classroom experience is enjoyable for the pupils. It also keeps pupils engaged in activities, gives them hands-on experience, and helps them learn quicker without even realising that they are learning. However, playing a game in the lesson also needs prior planning and preparation. This includes thinking about the lesson objective, relevance of the game to meet the lesson objective, required teaching aids, and the step-by-step instructions to play the game, amongst other things. In your lesson plan, there are games suggested for different lesson activities. To start with, the lesson plans can be your guideline for trying games in the classrooms. You can also seek help and advice from your partner in school on such games for the classrooms.

Work with your Partner in School

1) How did the video clip help the teaching of recognition of words using game in the classroom? What suggestions can you make to improve the video clip?

2) Select one game that you will try in the next week's lesson and plan and prepare for it.

Section 4:
Role-Play

Role-play is a powerful, interactive and effective teaching method. We all know that learning takes place when activities are engaging and memorable. Using role-play helps pupils to get engaged with an activity and to practice new things that they have learned in situations that are closely related to the real life. This means that they can immediately see how they can use their new learning in real situations.

For younger pupils, role-play can be a way to get different pupils to speak up. You may notice in your classroom that some pupils are quieter than others, and they don't like to answer questions. Other pupils may always be the first to answer. You can use role-play to switch these roles around a bit – by 'casting' the quieter pupil in a more prominent role. If they are shy then acting out a different part can help them overcome their shyness. Besides, pupils also can remember more and concentrate for longer by participating in a role-play. For example, in maths, you might have a role-play where there is a market trader and a customer, bargaining over the cost of vegetables, paying and receiving change. This would help to teach pupils mental arithmetic. Or in English, you might ask the pupils to role-play introducing a new student in their class.

Module Activity 2.3

Think

1. True or false? Role-play energises pupils to participate in class activity.

2. True or false? Role-play takes too much time to plan and it is not effective.

Watch the video clip M2V5. Think about the following questions as you watch:

1. What did the teacher do in the clip to prepare the pupils for the role-play?

2. What was the teacher trying to teach/practice through the roleplay?

3. What teaching aids did the teacher use and where did she get them from?

Reflect

Use the Reflect section of your journal to write down your responses of the following questions:

1. From the video clip, explain the steps that the teacher followed to do the role-play in the classroom.

2. How much did the pupils learn and did they enjoy the role-play? Why?

3. What would you do to improve the role-play activity more effective and interesting?

Role-play is a very useful tool in making your teaching more interactive and fun. However, it usually requires some preparation as you should think about the topic of the role-play, how to 'cast' the pupils, and perhaps have some 'props' (like paper to represent money, or vegetables and fruits) ready for the activity.

Work with Your Partner in School

With your partner in school:

1) Think about and discuss two more topics either from a maths lesson or an English lesson where you can use role-play.

2) Practice at least one role-play activity in your classroom in the next two weeks and write down your experiences to share in the next cluster meeting.

Summary of the Module

The objective of using teaching aids is to enrich and support learning for pupils. Teaching aids stimulate growth in knowledge and skills. In this module you have not only learnt about different types of low cost or no cost, locally available teaching aids such as bottle tops, stones, fruits and vegetables, as well as the blackboard and textbooks; at the same

time we have also discussed the importance of teaching aids and the ways to use them more appropriately and effectively. We believe that the different interactive teaching techniques that we discussed in this module, such as role-play and educational games in the classroom, will also help you to make your teaching more interesting, engaging and learning oriented.

Ideas to Try in the Classroom

Below are some activities that you can practice in your classroom with your students. Once you try these activities, we encourage you to write a note of your experiences about: what worked well? what were the challenges? what did you do to overcome the challenges? and what difference did it make in your classroom/lesson? Hand over your notes in the next cluster meeting.

Try in the classroom 1

Topic: Addition of single digits

Materials: Flash Cards, Counters/ stones (20 for each group)

This game can be played any time in a lesson to review the concept of "addition" or assess students' understanding. Similarly, instead of addition cards, you can make subtraction, multiplication and division cards to review or assess students' understanding in these operations.

Step 1:

■   Ask students to bring 3 stones each before they come to the class

■   Duplicate (make a copy of) the teacher cards, cut the cards out and mix them so they do not follow any pattern.

■   Make copies of the students' cards (given below) in a way that each group can work with at least 10 student cards.

Step 2:

■   Divide the class into groups of 8

■   Ask the students in each group to put all their stones together on the table

- Without repeating any card, randomly select 10 student cards and distribute these to each group

- Using the stones ask the groups to do the additions on the cards

- Give 10 minutes to do the group work

Step 3:

- Walk around and monitor the class when the group work is going on

- After 10 minutes, tell the group that you are going to show one card at a time that will have a number on it.

- Ask the groups to tick the answers that match with the number of the teacher's card

- In this way the first group to match 5 cards will win

Students' cards

3 + 7 =	8 + 9 =	4+1=	6+9=	2+4=	4 + 1 =
9+2=	10+9=	9+9=	4+4=	2+2=	2+1=
5+8=	9+5=	6+0=	7+9=	8+7=	4+3=

Teacher's Cards

10	18	6	19	11	10
17	5	3	13	16	8

Try in the classroom 2

Topic: Addition of single digits

Materials: Flash Cards, Counters

Role-play

Role-play is an excellent way for pupils to explore textbook topics, revise subject vocabulary, support participation in class and develop their social skills. This role-play focuses on the topic of shopping. Pupils act as traders and buyers in order to buy and sell goods. It is suitable for pupils of Primary 3 and may be something you would like to try in your class.

Step 1

Before the lesson, ask pupils to bring in some common items from home, such as fruit, vegetables, items of clothing, household objects, etc.

Step 2

In class, put pupils into pairs and assign a role to each pupil so that one is the trader and the other is the buyer. Tell pupils that the trader is going to sell some items from their stall to the buyer. Elicit useful phrases for buying and selling. Invite two pupils to the front of the class to demonstrate a short conversation between a trader and buyer. Here is a model dialogue (written on cardboard paper and placed on the board) you can use if you wish:

PUPIL 1: Good afternoon.
PUPIL 2: Good afternoon. What do you want to buy?
PUPIL 1: I want to buy a pencil and a biro. Do you have any?
PUPIL 2: Sorry, I have pencils only.
PUPIL 1: How much is one?
PUPIL 2: It's fifteen naira.
PUPIL 1: I have twenty naira.
PUPIL 2: Okay, bring the money.
PUPIL 2: Here is your five naira change
PUPIL 1: Thank you. (He receives the change and collects the pencil).

Step 3

Tell pupils to begin their conversations. If possible, walk around the classroom listening to the conversations, helping if necessary and making sure the conversations stay on the topic.

Step 4

Stop the role-plays and praise the pupils for their work. Suggest that they must have learned keywords, new words and simple sentences from the market conversation.

List the key words/new words with their meanings on the board for pupils to copy into their notebooks.

Experiencing Change in Your Classroom

In your Teacher's Journal, write down your major experiences of trying out some suggested activities from this module in your classroom. Questions that might guide your writing about your experiences are:

1)   How did you know that you used teaching aids appropriately?

2)   How did you know that your students enjoyed your lesson?

3)   Is there anything you would like to change when you do the same activity next time?

Suggestions for the Next Cluster Meeting (CM)

Find some time with your partner to identify what you would like to share and discuss in your next cluster meeting. This could be about a wonderful lesson that you took successfully in your classroom where you could see the difference the new techniques made or you could discuss some challenges that you faced while trying out a new activity. Write down your suggestions in the specific section of your journal. Here are some clues for you:

How can you develop a teacher resource corner with a variety of teaching aids in your school? Spend some time to jointly make some teaching aids.

Annex: 1 –
Classroom Language

Useful Classroom Language

Here are some phrases you can use for greeting or saying goodbye to your students:

- Good morning class
- Good afternoon class
- How are you today?
- Did you sleep well?

- Goodbye class
- See you tomorrow
- See you next week

The following phrases can be used to give general instructions in your classroom:

- Please come in/sit down/ stand up/
- Raise your hand
- Repeat after me
- Listen carefully
- Please write in your notebook
- Can everybody hear?
- All together

- Put your pencils down
- Start reading

- Read out loud
- Read silently
- Close your books please!
- Now, you try!
- Can you repeat that?

- Let's practice

- What do you think?
- Now it's your turn
- Let's start our lesson
- Get your books and pencils out
- Who wants to start? Hands up!

- Whose turn is it?
- Can you tell me what you see in the picture?
- I will give you clues
- Now we are going to correct our answers

- Let's clap
- Everybody clap
- Let's do it again
- Speak more loudly please
- Put a tick if your answer is correct

- Listen and check your answer

For praising, you can use the following phrases in the classroom:

- Very good
- Well done!
- That's right!
- That's fantastic!

- Now, everybody say it
- Excellent!

- Brilliant!

- That's correct
- That's a good guess!
- You were very quick
- That was very good, say it again
- That's good, keep it up!
- What a wonderful performance!

When pupils make mistakes, you can use the following phrases to correct them:

- You are almost there
- Keep going
- Good try!
- Not quite, can you try again?
- Does anybody else know?

- Is that correct?
- Look very carefully
- Okay, I'll give you a clue
- You have another chance
- Who wants to start? Hands up!

If you want to set up activities for your lesson, the following phrases can be useful:

- Look at the blackboard
- Please turn around

- Look at me

- Please read this
- Are you ready?
- Let's start!

- Have you finished?
- …………. (name of the pupil), please come here
- …………. (name of the pupil), please stand on my left/right
- Can you tell me…?
- Please stop
- Please listen again

Here are some other phrases useful for playing games:

- Now we are going to play a game
- Would you like to play a game?
- The name of this game is …………………
- Listen to my instructions carefully

- Who can tell me how we will play the game?
- Be careful
- Did you enjoy the game?

Here are some useful phrases for organising your pupils into pairs and groups:

- Okay, now you are going to work in pairs/groups
- Can you make a group of five?
- Is everybody in a group?
- You two are partners
- The friend sitting next to you is your partner
- Turn to your partner next to you
- Turn to you partner behind you

- Do you have a partner/group?
- Work with your partner/group
- Everybody, ask your partner
- Help your partner/group
- Discuss with your partner/group
- Now check your answers with your partner

Annex: 1 –
Sample answers

Module 1: Classroom Management

Section 1: Classroom Language

Module Activity 1.1 (page 30)

Listen/watch (Video Clip M1V1)

Q. What classroom language phrases can you hear in the clip?

A. The following phrases were heard in the clip:

Good morning class.

How are you today?

Today we're going to talk about families. Open your book at page …

Look at the pictures. Tell me what you can see.

Now you will work in pairs. The person sitting next to you will be your partner.

Can you turn to your partner and sit face-to-face?

OK, everybody, let's begin!

Could everyone finish now please?

Well done Fatima!

OK class, that's all for today. See you tomorrow.

Reflect

Q.   Match the classroom routine with appropriate examples of classroom language.

A. 1)   d 2)   h 3)   g 4)   e 5)   f 6)   c 7)   b 8) a

Section 2: Clear Instructions

Module Activity 1.2 (page 32)

Listen/watch (Video Clip M1V2)

Q.   What was the problem with the teacher's instructions in the first clip?

A.   The teacher in the first clip did not think carefully about what instructions needed to be given to the students for the activity. He also did not make the instructions clear to the pupils.

Q.   How did pupils respond to the instructions?

A.   The pupils were enthusiastic and interested in the activity. But they were confused and not listening to the teacher's instructions.

Q.   What did the teacher do differently in the second video clip?

A.   In the second clip, the teacher took steps during his planning to avoid chaos by modelling instructions for pair work with two pupils, calling them by their names before giving them specific instructions. The teacher also planned for the appropriate time to give instructions on the use of the rubber bands. This meant he understood his pupils and used knowledge in planning for his instructions.

Q.   How did this affect the pupils' learning?

A.   Pupils in the second clip were clear about what to do. They were calm and listened to the teacher's instructions. They were also interested in learning.

Reflect

Q.   Which of the two video clips you saw was more effective in giving clear instructions?

A.   The second clip was more effective. The pupils were less chaotic and understood the teacher's instruction on how to work in pairs.

Q.   What did the teacher do differently in the second video clip to ensure pupils understood the instructions?

A.   In the second clip, the teacher took steps during his planning to avoid chaos by modelling instructions for pair work with two pupils calling them by their names before giving them specific instructions. The teacher also planned for the appropriate time to give instructions on the use of the rubber bands. This meant he understood his pupils and used knowledge in planning for his instructions

Q.   Did you note the different phrases and words used by the teacher in the second clip to give clear instructions? Give two examples.

A.   Examples of clear instructions used here are:

- Inua and Aminu, look at each other

- The two of you will work together now

- Everybody turn to the person next to you

- I want you all to look at your partners like Inua and Aminu

- No partner? Come and sit here

Section 3: Organising Activities and Managing Time

Module Activity 1.3 (page 34)

Listen/watch (Video Clip M1V3)

Q.   How does the teacher interest pupils in the topic?

A.   By asking questions that the pupils already know about. For example – the teacher asked the pupils about what vegetables are cooked in Taushe soup. She also used real objects like tomatoes,

okra etc. to teach the names of the vegetables.

Q.   What materials has the teacher prepared?

A.   The teacher brought vegetables from home and she divided them into different bags for doing group work.

Q.   Were the students happy to work in this way? How do you know?

A.   Yes, the students were enjoying the activity. They were all interested to see what was in the bag, they were all looking for the vegetable when the teacher mentioned the name and they all wanted to give the right answer to the teacher.

Reflect

Q.   Starting lessons by getting personal information from pupils is common. Why do you think this might be motivating for the class?

A.   Pupils are interested in sharing their own opinions and listening to each others'. This stage of the lesson allows pupils to contribute from their own experience and makes them more interested in the topic.

Q.   The teacher starts the lesson by asking questions to the whole class. She then divides the class into groups. Why is it helpful to have different types of interaction in a lesson?

A.   Young learners need variety in the lesson because of their short attention spans. Sitting as a whole class for the entire lesson will lead to boredom and disruption. Regularly changing the pace and focus of the lesson keeps pupils interested.

Q.   The teacher seemed relaxed and happy. How do you think she managed her time in this lesson?

A.   We don't see her looking at her watch but we can see that she is well prepared and organised – she arranges her board neatly and has her real life objects ready for the group work. The pace of the lesson is lively but not too fast for young learners: she seems aware of the stages of the lesson and how much time she needs to give to each one.

Section 4: Involving Pupils in the Lesson

Module Activity 1.4 (page 36)

Listen/watch (Video Clip M1V4)

Q. True or False

A. 1) True

2) False

3) True

Reflect

Q. How did the teacher encourage pupil involvement during the activity in a large class?

A. She showed pictures of common food items and asked the class 'What is this?' 'Is it 9?' 'Are you sure it's 9?' 'How many corns are inside?' She also divided the class into two groups and invited pupils to match the numbers and the items. Pupils were involved by coming to the front of the class. The rest of the class had to help them find the correct picture, therefore engaging their thinking skills in the process.

Q. Did all the pupils enjoy being involved? Why/why not?

A. Pupils generally looked happy and responded well to her questions. Pupils selected to come to the front enjoyed the teacher's attention. The rest of the class responded enthusiastically to the teacher's questions.

Q. What are the difficulties of involving pupils when you're teaching large classes?

A. Difficulties might include:

■ selecting different pupils to come to the front of the class rather than choosing the same (clever) ones each time

- maintaining discipline if pupils lose interest and start being disruptive

- asking questions that are the right level of challenge for all learners – the brightest, the weakest and the average ones in the middle

- dividing the class into small groups and giving the groups meaningful tasks to do

- making teaching aids that are large and clear enough for everyone in the class to see

Section 5: Giving Praise or Positive Feedback to Pupils

Module Activity 1.5 (page 38)

Listen/watch (Video Clip M1V5)

Q.   What phrases did the teacher use to praise and encourage the pupils?

A.   The phrases the teacher used in this video clip to praise and encourage pupils were:

Well done!

Fantastic!

Clap for yourself!

Very good!

Q.   How do the pupils respond?

A.   Pupils seemed to be happy and encouraged. And many of them wanted to answer the teacher's questions.

Reflect

Q. Which feedback techniques do you think worked best with the pupils? Why?

A. The teacher's smiling face; the questions she asked, which were easy to answer; and her invitation to the class to clap other pupil's answers, were all very effective. The teacher also listened carefully to what the pupils said and responded in a personal way (for example, 'Egusi is delicious'), which encouraged other pupils to try and answer.

Q. Did you observe any change in the children's behaviour as the teacher praised their efforts?

A. Pupils were smiling; many hands were in the air as pupils wanted to answer the teacher's questions; pupils responded positively when the class clapped for them.

Q. How did the teacher ensure pupils' participation using feedback or praise?

A. She asked questions that built on pupils' own experience (for example 'which of your mother's soups do you like the most?') and encouraged them to answer by using good listening skills and her own enthusiasm. She accepted all answers and didn't criticise pupils' contributions or reject any of them as 'incorrect'.

Module 2: Teaching Aids and Interactive Teaching Techniques

Section 1: Low Cost Teaching Aids

Module Activity 2.1 (page 48)

Listen/watch (Video clip M2V1)

Q.   What were the different teaching aids shown in the clip?

A.   Different types of bottle tops, number cards, sticks, straws, a student's drawing, clock made of cardboard, picture cards and textbooks.

Q.   What were the teachers teaching with these teaching aids?

A.   Numbers, shapes, time, addition & subtraction and vocabulary (students' drawing of hens).

Reflect

Q.   Based on the video clip you just watched, complete the table below in your Teacher Journal with information about the cost of these teaching aids:

A.   Please complete this section:

Section 2: Appropriate Use of Teaching Aids

Module Activity 2.2 (page 50)

Listen/watch (Video clip M2V2)

1.   D)

2.   True

3.   False

(Video clip M2V3)

Q.   What are the different ways the teacher was teaching subtraction to the students?

A. First, the teacher taught subtraction by using objects like sticks and then she taught subtraction using a number line.

Q. What teaching aid did she use?

A. Sticks and the blackboard.

Q. How did the pupils respond in the lesson?

A. Pupils looked curious and interested to learn. They also seemed to be paying attention to the lesson.

Reflect

Q. Do you think the teaching aids and techniques used in the clip were appropriate for the lesson? Why?

A. Yes, because the teacher is teaching the basic operation 'subtraction'. There are three components for subtraction: your starting number, for example the money you take to the shop; the number you want to take away, for example cost of purchase; and the answer, for example the change you receive back. The number line is a perfect teaching aid because you can locate your beginning number on the number line. Then you can count back for how much you take away and where you arrive on the number line is your answer. In the clip, the problem '40-19 = ?' was posed. The beginning number is 40, the number to take away is 10 and the answer is 30. Similarly, for the problem '50-30=?' the use of sticks is very appropriate because your beginning number is equal to the number of a pile of sticks (50). Then you count sticks equal to what you want to take away (30) and remove from the pile. What is left is your answer (20).

Q. What did the teacher do to show that she used the number line appropriately?

A. The teacher guided the pupils to locate the beginning number '40' on the number line. Then the teacher guided the pupils to count back along the number line for 10 steps equal to the number to be taken away. The teacher guided the pupils to see that where they ended on the number line, in this case '30', is the answer.

Q.	What other ways could you have used the teaching aids in this lesson?

A.	The teacher could have drawn the number line on the floor and asked the pupils to walk the number line to model subtraction. This teaching aid can also be used to teach other basic operations such as addition of whole numbers. The difference between subtraction and addition is that you count forward to arrive at the answer instead of counting backwards.

Section 3: Use of Games in the Classroom

Module Activity 2.3 (page 53)

Listen/watch (Video clip M2V4)

Q.	What was the teacher trying to teach with the game?

A.	Word recognition or reading

Q.	What was the level of pupils' participation in the activity?

A.	Very high.

Reflect

Q.	Why did the teacher use games in the lesson?

A.	To encourage pupils' participation and attract pupils' attention during the classroom activities.

Q.	What preparation is needed to be able to use games to enhance your teaching?

A.	Get all necessary materials needed for the game ready before the lesson, including the rules of the game. The teacher must ensure that there is a clear connection between the game and the objectives of the lesson.

Section 4: Role-Play

Module Activity 2.4 (page 55)

Listen/watch (Video clip M2V5)

Q.   What did the teacher do in the clip to prepare the pupils for the role-play?

A

- Led pupils to mention things that can be found in the bookshop.

- Wrote them on the board and also fixed their prices with the help of the pupils.

- Teacher appointed pupils to play the role of shopkeeper and customer.

- Teacher also created a shop corner in the classroom where buying and selling took place.

Q.   What was the teacher trying to teach/practice through the roleplay?

A.   Subtraction.

Q.   What teaching aids did the teacher use and where did she get them from?

A.   Books, rulers, pencils, biros. The teacher got all these from the classroom.

Reflect

Q. From the video clip, explain the steps that the teacher followed to do the role-play in the classroom?

A

- Prepared a shop corner in the classroom.
- Arranged some books, rulers, pencils, biros etc. on a table for sale in the shop corner.
- Led pupils to fix prices to them.
- Appointed a shop keeper and a customer from the class.
- Made paper money of different denominations e.g N50, N20, etc.

Q. How much did the pupils learn and did they enjoy the role-play? Why?

A. They learnt all they needed to know about subtraction and how it is applied in the real world. They were actively involved in the learning process because the game motivated them and this allowed the pupils to enjoy the lesson.

Q. What would you do to make the role-play activity more effective and interesting?

A. As homework, pupils will be expected to invite their friends, parents and siblings to use role-play for purchasing food stuffs for the house. Pupils will be expected to return to school to report on their experience.

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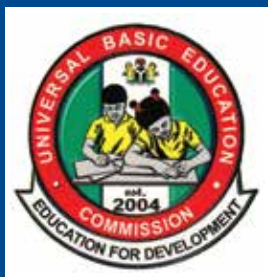
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