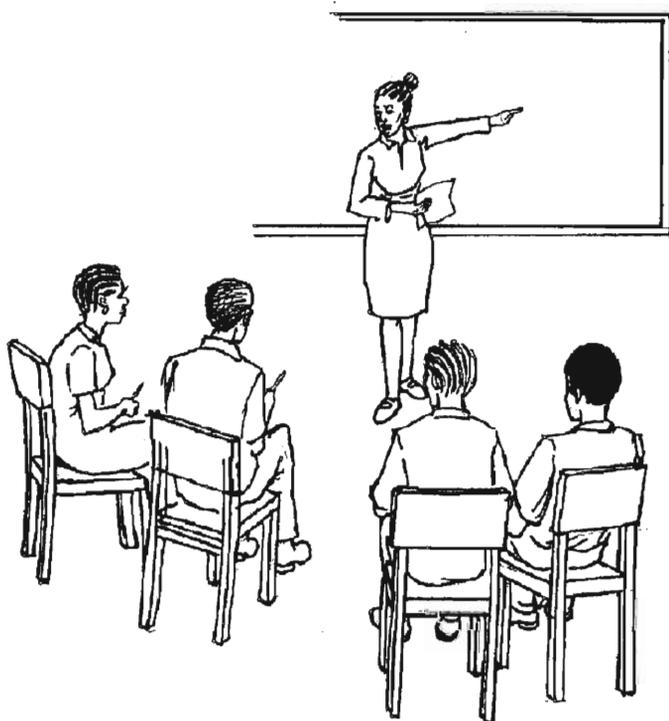


ACCELERATED LEARNING PROGRAM

ALP TEACHER'S HANDBOOK



MINISTRY OF EDUCATION, SCIENCE, AND TECHNOLOGY
SOUTHERN SUDAN

ACCELERATED LEARNING PROGRAM

ALP

TEACHER'S HANDBOOK

Ministry of Education, Science, and Technology
Southern Sudan



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SUDAN BASIC EDUCATION PROGRAM

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Introduction

The war in South Sudan disrupted the country's social services, especially the formal education system. This has resulted in a high rate of illiteracy and low participation in economic development, especially among those who were of primary school age during the 20 year conflict.

The Ministry of Education, Science, and Technology aims to reduce illiteracy through the provision of alternative modes of education. This process targets different categories of learners, including youth and adults. One of the alternative modes is the Accelerated Learning Program (ALP) which aims at consolidating learning for citizens of Southern Sudan who are too old for formal primary classes but who have missed all or part of their formal primary education. The ALP Program provides eight years of primary schooling compressed into four years, with special textbooks and other materials aimed at older learners.

This handbook is an attempt to equip ALP teachers with the necessary skills and knowledge needed to teach ALP classes. The handbook includes information on organising the ALP program, philosophy of teaching, teaching methods, and Life Skills. By studying this handbook and putting the contents into use in their classrooms, ALP teachers will be better able to help their learners successfully complete the ALP course, thus providing a more productive future for the learners, their families, and communities.

UNIT 1

THE ACCELERATED LEARNING PROGRAM

Section A

What is ALP?

ALP stands for Accelerated Learning Program. ALP is a catch-up learning program offered in Southern Sudan which was designed to meet the needs of boys and girls and young men and women aged 12 and above who missed the chance to complete primary school as a result of the war in Southern Sudan.

ALP is open to all young people over primary school age who wish to study the complete primary course, and also to those who have completed some years of primary school and wish to complete their primary education. One of the main objectives of ALP is to support the education of girls in Southern Sudan. When students are enrolling for ALP classes in a town or village there is a strong emphasis on enrolling all the eligible girls and young women in the community.

The ALP program covers all the work normally done in primary school from P1 to P8. However, the length of the course has been cut from eight years to four years and the daily study time has been reduced to around three hours. This was done because ALP learners have other tasks to do during the day and so they can enter secondary schools, vocational schools, and teacher training institutes while still at a young age.

Characteristics of ALP

The Accelerated Learning Program is characterised by:

- a condensed syllabus
- a faster learning process

- various categories of learners
- flexibility in the learning process and calendar

The ALP program is designed to:

- offer opportunities to older girls and boys and young men and women to access the basic education system by entering or returning to formal education.
- allow older learners to complete their primary education at a faster rate.
- provide an alternative learning program for vulnerable groups such as demobilised soldiers and young mothers.

Learning Schedule and Materials

ALP follows the syllabus of the Southern Sudan Primary School Curriculum. The syllabus is condensed into four years, with two years consolidated into one year as follows:

- ALP level one is comprised of the Primary one and two syllabus
- ALP level two is comprised of the Primary three and four syllabus
- ALP level three is comprised of the Primary five and six syllabus
- ALP level four is comprised of the Primary seven and eight syllabus

Primary Syllabus	ALP Syllabus
1	level 1
2	
3	level 2
4	
5	level 3
6	
7	level 4
8	

Learners may enter at any level depending on the number of years of primary school already completed, and study up to level four (primary 7 and 8) when they sit for P8 exams. Textbooks prepared for the ALP course include the basic subjects of English, Science, Social Studies, and Mathematics.

Categories of ALP learners

Because the goal of ALP is to meet the present needs of young people in Southern Sudan, several special categories of learner have been identified who may be in need of special attention in order to succeed in society. The main categories of special learners are:

- drop-out youths and out-of-school children
- demobilised soldiers
- young mothers
- returnees
- returned abductees
- separated or orphaned children
- children and young people with disabilities

These groups should be recruited and welcomed into ALP classes. In some cases, such as with young mothers, outreach to the parents and families may be needed.

Expected Outcomes of ALP

Communities that have ALP programs should experience many improvements in local education. The following outcomes are expected in communities that have ALP:

- a) An increase in the number of overage children enrolled and retained in school without dropping out.
- b) An increase in the number of adolescent girls enrolled and those re-enrolling after having dropped out, particularly due to pregnancy or early marriages.
- c) A more child-friendly and student-centered learning environment.
- d) Positive attitudes about girls' and women's education.
- e) Greater appreciation of diverse learners who have different educational needs.
- f) An increase in community involvement in education, including community ownership of ALP and participation of PTA in school activities.
- g) Positive attitudes about non-formal education and ALP.
- h) An increase in literacy levels among young people.
- i) A critical mass of youth who have basic education and can proceed to further education or training.

Section B

Ministry of Education Policy on ALP

Following are policies on Alternative Education and the Accelerated Learning Program as stated by the Ministry of Education, Science, and Technology:

National Policy: Education for all

We cherish education for all our people equally and aim to provide a lifelong education of quality for all children and adults of South Sudan, education that is relevant and based on the needs of the people to enable them to be responsible and productive citizens, in particular alternative education which shall be addressed to the needs of children and adults who do not have access to the formal system of education.

Aims of the Accelerated Learning Program

The Accelerated Learning Program will:

1. Provide an alternative education and a faster system of learning for older children and young adults.
2. Enable older children currently enrolled in formal primary classes to catch up with their peers.
3. Advocate for older girls and boys to enroll.
4. Provide learners with opportunities to acquire desirable knowledge, skills, values and attitudes.
5. Create a learning environment that will enable learners to develop logical thought and critical judgment.
6. Promote self-expression, self-discipline, and self-reliance.
7. Encourage parents and communities to support and participate in the provision of basic education through ALP.

Other Policy Points concerning ALP

- a) The philosophical basis of ALP sees education as an instrument of empowering people. The focus of ALP will be a restoration of respect and dignity of work and human worth geared towards self reliance for sustainable and equitable social and economic development of South Sudan.
- b) The ALP cycle will have a duration of 4 years, with multiple entry and exit.
- c) After completing level 4, the learner will sit for the Southern Sudan Primary Education Certificate and will make the transition to the mainstream education cycle at secondary level.
- d) The age for entry will be 12 years and above.
- e) Entry to level 2 and above will require proof of previous knowledge and skills. This can be determined through assessment tests or by a recommendation of competency.
- f) Each teacher is to receive training in teaching methodology and specialize in English, Math, Social Studies or Science.
- g) Grading will be done in percentages/numbers and distributed on all the learning achievements throughout the academic year as follows:
 - Written tests and examination: 60%
 - Practical Work: 20%
 - Attendance and conduct: 20%

Target Groups/Beneficiaries

The Accelerated Learning Program will target overage children, youth, and adult learners classified into the following groups:

- a) Youth aged 12 and above, particularly women, and untrained teachers who are currently teaching but did not complete their primary education.
- b) Those who are out of school, having enrolled and then dropped out before completing the primary cycle and
- c) Those who have never enrolled in school at all.

Policy on Implementation

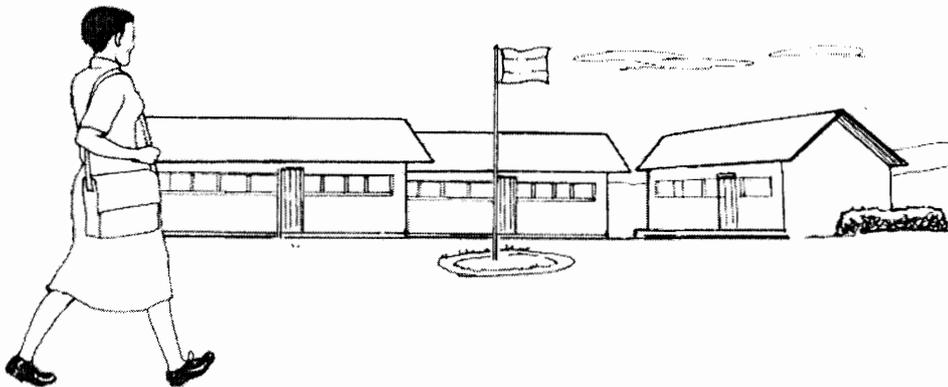
- a) The ALP program will be implemented in primary schools where formal education is offered until a special center for ALP is completed.
- b) There will be a need to undertake social marketing of ALP among teachers and parents in order to build consensus and address any issues that may hinder the success of the program.
- c) Placement of overage children who are already enrolled in formal schools and who may wish to join the ALP will be guided by performance records.

- d) Progression from one level to the next will be determined by individual learner performance. Schools will be encouraged to be flexible in allowing upward mobility based on individual achievement without waiting for the end of the year.
- e) The ALP will mainstream multiple entry and exit points within the formal system. The placement level will be determined by several characteristics including the age of learner and his/her ability to cope with the class or level and previous learning experience and any competencies acquired.

Policy on Teachers

The following points apply to ALP Teachers:

- ALP will be a specialization within the current existing unified teacher education program.
- Teachers entering pre-service teacher education who opt for ALP as one of their areas of specialization will take the ALP level One course in the first year and Level Two in the second year.
- Teachers enrolled in the in-service teacher education who opt for ALP as one of their areas of specialization will take the course in stages III and IV



Evaluation and Problem Solving

- a) Evaluation to monitor progress of the program will take place through a learner-wise tracking mechanism, visits to the accelerated learning program centers by the supervisors (FEOs) and monthly interaction with the teachers.

- b) ALP teachers along with PTA committee members, area supervisors and school management staff will share and discuss issues concerning the function of the ALP program. These issues will include sharing best practices, community-support related issues, pedagogy, preparation and usage of teaching material, etc.
- c) The area coordinator in consultation with PTAs and community members will troubleshoot possible solutions to problems with the participation of the teachers.
- d) The MOEST Alternative Education management will meet with all implementing organisations annually. The date will be determined by the MOEST.
- e) In situations where there is a likelihood of a teacher dropping out or not performing well, the trainers/supervisors should be in a position to find other candidates from the particular area and select the best candidate to take over the ALP center after being trained.

Community Mobilization

The following is included in the sensitization process when introducing ALP to a community:

- announcing the beginning of ALP classes in a particular area and formally introducing the ALP teachers
- targeting parents and the community at large to send learners to school.

Administration

There shall be Payam, County, State, and National education structures to ensure proper, efficient and coordinated implementation of educational policies and programs. The national Education Authority shall ensure the establishment of these structures and effective coordination by them.

Financing of Alternative Education

- Alternative Education, including ALP, will receive finances from the government, civil society, international NGOs, and interested individuals.
- Communities will construct ALP centers or use existing schools.
- The NGOs engaged in alternative education including ALP must invest in developmental programs and share planning, monitoring, and evaluation with the MOEST Department of Alternative Education.
- Individuals or Groups with the necessary resources may establish learning institutions in accordance with the New Sudan Education Policy.

- All Alternative Education Schools will be monitored, supervised by the Government of Southern Sudan and will follow the Government Curriculum Framework and Syllabus.
- The recruitment of teachers by NGOs and religious organisations will be based on MOEST standards (referring to payment and training).



UNIT 2

IMPLEMENTING ALP

Section A

Organising and Managing an ALP Program

Starting an ALP program in a community requires following certain steps and criteria. The County Education Director (CED), head teacher, and teachers all work together with the community to identify the location and the learners for the program. Following are the steps for organising and managing an ALP program:

Step 1: Identify the Schools

A county planning meeting should be held between the CED and stakeholders including head teachers, local NGOs, PTAs and community leaders. The meeting should be facilitated by a person experienced in ALP programs. The purpose of the meeting is to identify locations, visit sites, and orient head teachers and the PTA to the concept of ALP. Schools interested in having ALP centers will plan implementation timelines and activities with the CED.

Criteria for identifying ALP Schools: Schools where ALP centers will function are chosen by the following criteria:

- There should be a large number of learners in the area.
- Teachers should be available who meet the criteria for teaching ALP.

- Extra room in an existing school should be available or a space for the center should be provided in the vicinity of the school.
- Local head teachers, school staff, the PTA, and the community should be interested in the program and should cooperate with the CED and other implementing staff.
- The local head teacher should be willing to take extra duties.

Step 2: Identify the teachers

The head teacher of the school will be responsible for selecting teachers for ALP from the pool of teachers available in the area. The list is then sent to the CED for approval and selection for training. In the lower classes one teacher per class is preferable. In the upper classes teachers may take specialized subjects. Selection includes a written test in English and Mathematics and an oral interview.

Criteria for identifying ALP teachers: Teachers may be male or female, but where merit is equal, preference should be given to women. This is done in regard to the aim of ALP to support gender equity in Southern Sudan.

- Teachers should be residents of the community.
- They should be old enough to teach learners aged 20 to 25.
- They should hold a Primary School Teachers Certificate.
- They should have teaching experience at the primary level.
- They should have knowledge of the Primary School Curriculum.
- They need good communication skills to ensure comprehension on the part of the learners and effective interaction with the community at large.
- They should be aware of gender equity and peace education issues.

Step 3: Hold training of ALP teachers

Before classes start, a special training for ALP teachers will be held at a central site. The training will include:

- understanding the objectives and implementation of ALP, the role of the teacher, classroom management, and use of textbooks and Teacher's Handbook
- training in teaching techniques, lesson planning and other classroom skills, peace education and gender awareness.
- understanding of supervision, refresher trainings, and the process of observation and consultation that will be carried out with the FEO.

Step 4: Enroll and Place Learners

After the teachers return from the ALP training, the head teacher and teachers begin the process of identifying and testing learners. The following steps should be included in this process:

- a) **mobilize the community:** Community mobilization is an important step when starting an ALP program. Meet with community groups and organisations to explain ALP and to ask for support in finding all eligible learners in the community. Work with parents to support sending all eligible learners, especially girls, to school.
- b) **announce enrollment:** Let every family in the community know when and where ALP registration will take place.
- c) **intake and placement:** Enroll interested learners and give them a placement test so they will study at the proper level.
- d) **prepare class lists and timetables:** The head teacher and teachers organise classes and study times. Involving learners in formulating class times and schedules will help minimize attendance problems.
- e) **prepare materials:** The FEO will arrange for textbooks and other materials to be sent to the school. The following materials are used by learners and teachers:
 - ALP textbooks (4 levels X 4 subjects)
 - Answer Key and Learning Outcomes Manual for 4 levels
 - ALP Teacher's Handbook
 - attendance and assessment record books

Step 6: Begin Classes: The weekly timetable for ALP is as follows:

	Subjects	Number of Hours per Week			
		Level 1	Level 2	Level 3	Level 4
1	English	5	5	5	5
2	Mathematics	5	5	5	5
3	Science	4	4	4	4
4	Social Studies	4	4	4	4
Hours per week		18	18	18	18

Step 7: Refresher Trainings

The FEO, ALP teachers and head teacher have a regular meeting that includes the following activities:

- discussion of results of school visits by FEO
- discussion of experiences and problems
- suggestions for improving the program
- a refresher teacher training on one topic presented by FEO
- payment of salaries

Step 8: School visits by FEO: The FEO visits schools monthly for the following activities:

- observe classroom work of teachers (may be based on previous refresher training)
- discuss the classroom observation with teacher/teachers
- check attendance of learners and teachers
- check on-going assessment of learners in each class
- check schedules and timetables and whether the school is functioning according to schedules
- monitor learner progress
- check if teaching/learning material is being used appropriately
- identify training needs of the teachers

Step 9: Staff meetings and PTA meetings: Regular local meetings of teaching staff and the PTA should be held to do the following:

- discuss successes and positive aspects of the ALP program
- discuss points for improvement
- plan improvements to facilities and materials
- formulate needs in terms of training and materials
- plan community advocacy work in gender awareness and other issues

Section B

Intake and Placement Procedures

Multiple-Entry System

The ALP program features a multiple-entry strategy. This means that learners may enter the program at any level depending on their prior education and their level of English and Mathematics. Following are criteria for upper level entry for two groups of learners in Southern Sudan:

- **former primary pupils who studied English language:** If learners have previously completed primary grades in the English language they may enter ALP at the level at which they stopped if the results of a placement test show that they have mastered the knowledge and skills of the lower levels in English and Mathematics.
- **former primary pupils in Arabic:** Learners who studied in Arabic pattern primary schools and who know little or no English should begin ALP classes at level 1 unless the teachers and head teachers feel the learner can master English quickly enough to study at a higher level..

Placement at the Proper Level

It's very important for learners to study at the level that matches their knowledge and skills. Putting learners in classes at the wrong level results in little or no gain in knowledge. Learners put in classes that are too difficult won't understand the material being taught while learners put in classes that are too easy will be bored and frustrated because they already know the material being taught.

When learners are being registered for classes the ALP teachers and head teacher must check the level of every new learner. Learners entering the school while the term is in progress should also be tested.

Following are the three categories of learners you will find when you do ALP placement:

- a) **absolute beginners in English:** These learners have no knowledge of the English alphabet, nor can they read or write any words in English. They may be able

to speak a few common phrases like “Hello”. These learners must study the alphabet and basic reading and writing at level 1.

- b) beginners with some English:** These learners know the English alphabet and can read and write a little, but their knowledge of English vocabulary is still very limited. Most will study at level 1, but some may study at higher levels depending on their knowledge and skills in Mathematics, Science and Social Studies.
- c) learners ready for levels 2-4:** These learners have studied at primary school previously and have enough knowledge of English and Mathematics to study at a higher level. They need to take a placement test so that they can be put into the proper level.

Organising a Placement Test

There are many ways to give placement tests, and ALP schools can each develop their own methods of placing learners at the correct level. Following are the important points to follow when placing a learner:

1. Find out if the learner knows the English alphabet.
2. Check if the learner can read basic words and sentences.
3. Ask questions to check the learner’s speaking ability in English.
4. Have the learner write some sentences to check his/her writing ability.
5. If the learner has some English language ability, have him/her read sentences and paragraphs from the ALP English books at higher levels to find the correct class level.
6. Check the Mathematics skills of the learner. Do problems from ALP Mathematics books levels 1, 2 and 3 to see how far the learner has progressed in Math.

SAMPLE PLACEMENT TEST

Following is a sample test that may be used to enroll new learners. It consists of the following sections:

- A. Oral Interview: Find applicant’s speaking level
- B. Reading letters of the alphabet: Does applicant have this skill?
- C. Reading individual words: Does applicant have this skill?
- D. Reading Paragraphs: Find applicant’s reading level
- E. Writing: Student fills out the Student Application form
- F. Math: Find Math level

A. Speaking English: Oral Interview

Ask these questions and others to check the learner's spoken English level.

1. What's your name?
2. Where do you live?
3. What day is today?
4. How old are you?
5. Are you married? Do you have any children? How many boys? How many girls?
6. Where does your family live?
7. What work do you do?
8. Have you studied in school before? How many years?
9. After you finish the ALP course, what do you want to do?

B. Read Letters of the Alphabet

Have each applicant read these letters.

1. D U Z H K O I
2. B Y F J N R V
3. X T P L Y D E

C. Read Individual Words

The assessor points to words one by one. Ask the student to say the indicated words.

1) name	7) children
2) what	8) family
3) work	9) school
4) day	10) yes
5) married	11) no
6) single	12) year

E. Read Paragraphs and Answer Questions

Listen while the applicant reads the story aloud. The applicant then writes answers to the comprehension questions.

My name is Mary. I live in Rumbek. I am 24 years old. I am married. I have two children. I have one son. His name is James. He is four years old. I have one daughter. Her name is Amani. She is two years old.

1. What's her name?
2. Where does she live?
3. How old is she?
4. How many children does she have?
5. What's her son's name?
6. How old is her daughter.

If the applicant can answer these questions he or she might be able to study at level 2. If the applicant can read this passage easily give him/her passages to read from English books 2, 3, and 4 to find the proper level.

D. Fill out Application form

Each applicant fills out this form. If the applicant is unable to write the teacher can fill it out.

Name: _____ Age: _____

male female married single

Where were you born? _____

Where are you living? _____

Who are you living with? _____

How many years of primary school did you finish? _____

Where was your primary school? _____

Other Information: _____

F. Mathematics

The applicant completes Math problems from each level to find the correct study level. Begin with problems from level 1 and move up to level 4 if the learner is able.

G. Final Assessment: Fill out this form to make a final assessment. Write the level at which the applicant can study for each level.

ALP Assessment Results Form

Name _____ Date _____

Skill	Level	Comments
A. English Speaking Skills		If applicants are not able to answer the questions they should study at level 1. If they can answer all the questions they can study at level 2. Ask them more difficult questions if they want to study at levels 3 or 4.
B. Reading Skills: letters, words, paragraphs		If applicants can read the letters, words, and story they may study at level 2. If you think their level may be higher give them higher level English, Science, or Social Studies books to read.
C. Writing Skills: Application Form		If applicants can fill out the entire form they may study at level 2. Give them more difficult questions from books 2 and 3 to write answers to if they want to study above level 2.
D. Math Skills		At what level are they able to complete the Math problems? They may study at the next higher level.

Section C

School Administration

This section gives a brief overview of an ideal ALP school administration, and the stakeholders involved in ALP and their roles.

Definition of “School”

A school is defined as an institution established for the purpose of providing conditions and services which enable people to learn. Schools are organisations that require formal administration. For any school to realize its objectives, proper administration must be put into place.

A good school owes much to its head teacher and to the staff and committee members. No one person can manage a school alone. A lot of players are involved: teachers, parents, school committees and the community as a whole.

The Head teacher

The Head teacher is chosen by the County Education Office and is the overall administrator of the school. Head teachers should have the following attributes:

- good character
- communication skills
- confidence
- public relations skills
- good organisational skills
- self-discipline
- neat appearance

Duties of the Head teacher

The head teacher is responsible for all matters pertaining to the smooth running of the school. In addition to their special duties, both the head teacher and deputy head teacher may act as teachers, especially in smaller schools. Following are the duties of the head teacher:

- School development planning
- Management of the curriculum
- Management of resources
- Secretary to the school committee/PTA
- Liaising with the education officers
- Formulating plans for achieving set objectives
- Evaluating the extent to which the set objectives have been achieved
- Motivating the staff
- Formulating the school budget for each year
- Taking care of staff and student welfare
- Accounting for school expenditures
- Evaluating the staff and the learners

Duties of the Deputy Head Teacher

- Supervise teachers
- Check on teachers' attendance
- Perform day-to-day administration of the school
- Act in place of the head teacher

Duties of the Senior Teacher

In addition to their teaching roles, senior teachers are responsible for:

- Managing resource centers such as the library
- Managing the school farm or garden
- Maintaining cleanliness in the school compound
- Handling gender issues for learners and teachers
- Guidance and counseling
- Games, clubs, societies
- Heading departments

Teacher's Role and Duties

Teachers are responsible for intellectual, physical, emotional, social, and moral development of the learners. Teachers also have a number of other roles and duties. These include

- Lesson planning and making schemes of work
- Assessment of learners
- Preparation of teaching/learning aids

- Organising extra-curricular activities
- Chairing/participating in subject panels, guidance and counseling, gender issues
- Maintaining discipline
- Other duties pertaining to the welfare of learners.



Section D

The Community and ALP

The Role of the Community

A community is a group of people who live together and share things in common. One of the goals of any community is to educate its members, and all members of a community recognize the need to have educational programs for children and young adults.

ALP was designed as a community-based organisation. This means that people in the community take part in organising, implementing, and maintaining the program. There are many ways that members of the community can take part in ALP. These include:

- a) enrolling their children and young people in ALP classes
- b) encouraging other parents to enroll their children
- c) advocating positive cultural practices that support education for girls and young women
- d) attending school activities such as sports events
- e) joining PTA
- f) helping provide support for teachers (by donating food, etc)
- g) helping to build and maintain school buildings
- h) raising funds for school projects
- i) helping teachers educate children and youth on cultural practices, history of the community, and vocational skills

Working with Community Groups

It's important for the community to have a sense of ownership of their ALP program. "Ownership" refers to the feeling that you have a part in the organisation and management of the program, the feeling that your opinion counts and that you can make valuable contributions to the program.

In order to maximize support from the community ALP staff should identify key organisations that can help, identify and enroll students, and give other kinds of sup-

port when the program is starting in a community. Support from community groups will ensure that the program is popular and successful in the community.

Community partners should include the following:

- Women Groups
- Religious groups
- Community Based Organisations (CBOs)
- Civil Authorities
- Educational Officials
- Non-Governmental Organisations (NGOs)
- Community leaders
- The youth
- PAGE groups
- Any other interested persons or groups.



Sensitivity to the Community

To win the support of these groups, ALP staff should be sensitive to community values and goals and should be willing to consult the community when making decisions that affect ALP learners. It's important for ALP staff to have good communication skills and relate to the local people in the following ways:

- a) Involve the community as much as possible in school activities.
- b) Be gender friendly with all girls and women in the community.
- c) Recognise practises that are harmful to girls' education and that cause conflicts and identify ways to facilitate the community to modify these practises.
- d) Consult the community before embarking on any project or plan.
- e) Ensure that the school activities reflect the nature and aspirations of the community.
- f) Know the community norms and exhibit acceptable behaviour in order to earn respect.
- g) Work hard and be well-organised and efficient.
- h) Communicate in a transparent way.
- i) Be flexible enough to accommodate other people's ideas.
- j) Be ready to accommodate change, as everything changes with time.

Section E

The Parent-Teacher Association and its Role

The Parent-Teacher Association (PTA) is an association of local teachers and parents bound together by the common goal of promoting education in the community. Membership in the PTA is open to all adults and includes teachers, administrators, community leaders, and general members of the community.

The PTA has the sole responsibility of managing local school affairs, and this responsibility has been spelt out in the Education policy for Southern Sudan by the Ministry of Education, Science, and Technology. Because ALP is a community-based program it's important that the head teacher form a PTA in every community that has an ALP program.

Functions and Objectives of the PTA

The functions and objectives of the PTA are:

1. to promote education in the community and ensure that school programs meet the needs of the community
2. to provide linkage between the school and the community by acting as an open bridge of communication between the school and community, encouraging community participation in the school and encouraging teachers to participate in community activities
3. to improve the quality of education, teaching materials, and physical environment of the school by planning and implementing school projects and raising funds to implement these projects
4. to identify the needs of learners (both physical and psycho-social) and to take action to meet these needs
5. to promote the motivation of teachers by providing contributions in cash or in kind (food, clothing, housing) and by providing support and guidance
6. to record all income and expenditures of the school, to present financial reports during PTA meetings, and to make decisions on school fees and other levies
7. to monitor school and ALP performance including attendance and performance of both students and staff

8. to provide consul for problems of discipline in both students and staff
9. to identify problems and conflicts in the school and to develop strategies to resolve and manage these problems and conflicts.

Skills and Knowledge Required by PTA Members

To be efficient and effective in their responsibilities, PTA members need to develop the following knowledge and skills:

- a) awareness of the importance of education
- b) leadership skills
- c) community mobilization skills
- d) importance of identifying and meeting the needs of individual learners
- e) awareness of gender issues including the importance of education for girls and young women
- f) awareness of health and sanitation issues
- g) awareness of conflict resolution and peace education issues
- h) awareness of child rights and child protection issues
- i) awareness of harmful community practises

Set-up and Operation of the PTA

The head teacher of the school takes the lead in establishing the PTA through the following process:

- a) A meeting is organised to nominate and elect members from the community.
- b) The headmaster announces the names of the committee.
- c) The committee meets to assign roles (chairperson, etc).
- d) A second meeting is held to set rules and plan school development activities.
- e) Regular meetings are held. The entire committee should meet at least three times a year while the executive body meets more frequently.

Identification of PTA Committee Members

The PTA committee should include between 11 and 13 members. Membership is open to all teachers and community members in the area where the school is located. Nomination and identification of PTA committee members is conducted through democratic elections.

Opinion leaders and influential persons in the community from various sectors should be considered as committee members. The committee should have at least three women members. Members remain in office for two years. The PTA committee has the following members:

- chairperson

- vice chairperson
- secretary (head teacher)
- vice secretary
- treasurer
- vice treasurer
- information officer
- three committee members

Roles of the Executive Committee of the PTA

Chairperson: The chairperson is not necessarily a member of the school staff. He/she may be any community member who commands respect in the local community. The chairperson exercises authority as directed by the PTA committee. The decisions of the committee will always be supreme, and the PTA committee has the power to vote out an errant chairperson. The chairperson has the following duties:

- chairs PTA meetings
- ensures proper use of school funds and reports to the school committee and community
- coordinates community activities in the school
- ensures proper recruitment of teachers
- ensures the welfare of teachers

Secretary: The head teacher takes the position of secretary. The secretary:

- organises and sends out notification of meetings
- records minutes of PTA meetings
- deals with all correspondence
- links school activities with the PTA and the local authorities
- follows up on implementation of resolutions on behalf of the chair

Treasurer:

- keeps books of accounts and school property
- prepares and keeps income and expenditure records
- makes school payments and purchases school supplies
- prepares and presents financial reports to the PTA committee
- is a signatory to the school account

Section F

School Regulations

What are school regulations?

All institutions require rules to ensure that the objectives of the institution will be met. In schools, if regulations are formulated properly they will help learners and staff behave in a way that will benefit everyone's educational development.

In ALP we are working with older learners who have responsibilities outside of school, so ALP regulations may be less strict than those of a formal primary or secondary school. In the learner-centered approach used in ALP, learners are given a voice in designing their own educational environment. This means that they have a chance to discuss the school's regulations and formulate new rules or modify those they feel are not realistic or supportive of their education.

ALP schools should have two sets of rules:

1. School rules: These are regulations that all learners must follow while they are enrolled in school or present in the school compound. The rules may also extend to teachers. They include regulations about attendance and behavior (not smoking in the compound, etc).

2. Classroom rules: Each teacher should be responsible for formulating regulations for his/her classroom. In a learner-centered classroom the teacher and learners should make the rules together and agree on what is acceptable and unacceptable behavior. Teachers should understand that when learners make their own rules they will feel more responsibility to follow them. Teachers should also give the learners a chance to discuss rules they would like to change.

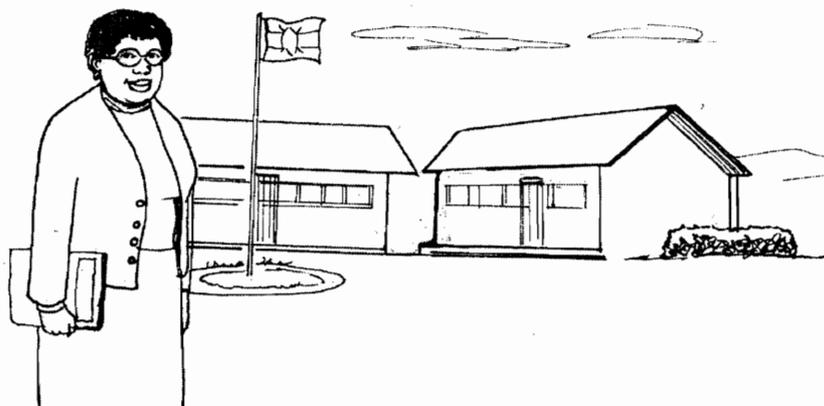
Examples of School regulations

Here are a few examples of school regulations of the type that teachers and learners can develop together.

- **Lateness:** Teachers and learners should not come to school late. However, if it is necessary to come late the learner must state the reason to the teacher, or the

teacher must state the reason to the head teacher. If a teacher is often late often a meeting is required with the head teacher. If a learner is often late the head teacher, teacher, and learner should meet to discuss the circumstances that lead to lateness.

- **Fighting:** Fighting or violence is not allowed. Learners caught fighting will be required to meet with the head teacher or deputy head teacher to discuss the problem and resolve their differences. Male students who use violence against female students will be suspended from school for one week and a meeting will be held between the learner, the learner's parents or guardian, and the teacher and head teacher.
- **Talking in Class:** Learners should not talk to each other when the teacher is talking. At other times they may talk quietly amongst themselves but they may not disturb other learners in the class.



UNIT 3

TEACHING AND LEARNING

Section A

What is Education?

When we hear the word “education” we usually think of schools and universities, but there’s also a broader definition that holds true for all countries and cultures, even those that have no formal schooling. Speaking generally, education is the total process of human learning by which knowledge is gained.

Education can take place anywhere, not only in schools. From the day of birth a child is continually learning. Children receive education from their parents and family, people in the community, and through interaction with the environment.

Learning is natural in children. As their bodies and brains develop they become more self-reliant and have both the need and the ability to learn new things. Adults continue to learn, although learning in adults is more self-motivated than in children.

Education benefits both the individual and society. For individuals it develops a person’s mental, social, and physical abilities to a higher level and helps people improve their lives. Socially it produces more able and productive members of society by equipping people with knowledge, skills and attitudes to better live and work within the community. Education is also the key to helping people of different societies learn and adapt themselves to living together.

Types of Knowledge and Skills

People learn in many ways: by seeing, observing, listening, doing, talking, thinking, and reflecting. Types of knowledge and skills include deductive or scientific reason-

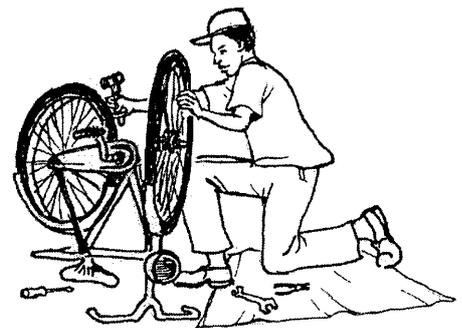
ing, reflective thinking, vocational skills, creative and innovative skills, the ability to solve personal and social problems, and an understanding of the world outside one's own environment. Teachers should work to develop all of these in their learners.

Creating The Desire to Learn

One of the goals of education is to create a desire to continue learning, and one of the duties of a teacher is to create this desire in his/her students. If students really want to learn they will begin taking responsibility for their own learning. They won't see education as something forced on them by society but as a way to improve their lives and as a thing to enjoy.

Teachers can create the desire to learn by encouraging learners to:

- read newspapers and books outside of class
- listen to the radio, watch TV, etc
- talk to and learn from people in the community
- observe things in nature
- learn to do things from people in the community (cooking, construction, etc)
- learn how to prepare or train for different occupations
- learn about higher-level education



and by talking to learners about:

- future possibilities for education
- professions they might study for
- reflections and ideas they have on any topic.

Section B

Comparing Three Types of Education

Education can take place anywhere at any time. We can divide education into three main types depending on their purpose, content, setting, and teaching methods. Following is a chart that compares the three types of education.

	Formal	Non-Formal	Informal
Purpose/ Philosophy	<ul style="list-style-type: none"> a. To pass exams in order to GET a job b. Exam oriented c. Some learners do well, others don't d. Qualifications awarded to those who do well e. Attendance is obligatory f. Non-attendance is punished g. Discipline is imposed h. Learners wear a uniform 	<ul style="list-style-type: none"> a. To learn knowledge and skills in order to DO a job b. Skills oriented, usually no exams c. Everyone should succeed d. Certificates of attendance awarded to all e. Attendance is by choice f. Non-attendance is not punished g. Self-discipline h. No uniform 	<ul style="list-style-type: none"> a. To learn valuable life skills and knowledge b. Skills oriented, no exams c. Everyone should succeed d. No certificates e. Attendance is by choice. f. Self-discipline g. No uniform

	Formal	Non-Formal	Informal
Teaching/ Learning Methods	<p>a. Rote learning of facts for examinations.</p> <p>b. Competition encouraged</p> <p>c. Hierarchical relationship between teacher and learner</p>	<p>a. More emphasis on practical activities, discovery, enquiry</p> <p>b. Competition discouraged- collaborative learning</p> <p>c. More equal relationship- facilitator: participant</p>	<p>a. Emphasis on practical life skills; learn by experience</p> <p>b. No competition</p> <p>c. Relationship with teacher varies</p>

Setting/ Delivery system	<p>a. Rigid</p> <p>b. Usually provided by government</p> <p>c. Often large scale, national</p> <p>d. Professional staff</p> <p>e. Time bound</p> <p>f. Large groups of learners, usually aimed at children aged 5-18</p> <p>g. Usually held in purpose built school building</p> <p>h. Schedule and timetable rigid</p> <p>i. Rules and regulations imposed</p>	<p>a. Flexible</p> <p>b. Often NGO or CBO provided</p> <p>c. Often district level or smaller</p> <p>d. Para-professional staff</p> <p>e. Flexible, not necessarily time bound</p> <p>f. Small groups of learners, learners can be any age but often adults or adolescents</p> <p>g. Venue adapted for use: community center, place of worship, manayatta or under a tree</p> <p>h. Schedule and timetable flexible, negotiated</p> <p>i. Rules and regulations negotiated</p>	<p>a. Very flexible</p> <p>b. provided by parents, elders, the community, the environment</p> <p>c. Anyone is teacher</p> <p>d. Often no training</p> <p>e. Not time bound, life long</p> <p>f. Learners are of any age</p> <p>g. Takes place anywhere</p> <p>h. No timetable</p> <p>i. No rules or regulations</p>
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	Formal	Non-Formal	Informal
Content	a. Syllabus and curriculum planned by deliverers b. Emphasis on knowledge, educational skills (e.g. reading, math) c. Subjects and topics learned, less emphasis on skills and practical knowledge	a. Syllabus and curriculum negotiated by teachers and learners b. Emphasis on knowledge, skills and attitudes c. Topics and skills emphasize useful knowledge	a. No planned syllabus b. Emphasis on life skills, attitudes c. Life skills emphasized over formal topics

Examples of the Three Types of Education

All three types of education may be found in Southern Sudan.

formal: This includes primary school, secondary school, teacher training institutes, colleges, universities.

non-formal: This includes adult literacy classes, vocational classes (sewing, carpentry), language classes, training courses by NGOs or Community Based Organisations (on health, etc) and learning from the media.

informal: This includes learning from parents and others, transmission of culture, self learning from environment.

Which Type is ALP?

ALP is a combination of formal and non-formal education. It is formal because there is a set curriculum and because the learners receive a certificate at the end of the course. It is informal because it can be organised anywhere with only a facilitator, because it is flexible in allowing the learners a choice of study time, and because it emphasizes practical learning.



Section C

Teaching Children/Teaching Adults

Characteristics of Children and Adults

ALP teachers work mainly with adolescents and adults. Teachers who have worked with children in the past should look closely at the differences between children and adults and think about how to adapt their teaching to adult ways of thinking. Following are general characteristics of children, adolescents, and adults:

child: from birth to around age 12

- has little control of life/living situation
- mind and mental reasoning are developing
- emotions are developing, emotional responses are “childish”
- limited understanding of the outside world
- adults/parents are responsible for physical health and well-being

adolescent/teenager: from around 13 to 17

- gradually gaining control of own life but still needs guidance from adults
- becoming an adult socially and physically
- mental reasoning developing or at adult level but still has limited experience
- emotional bonding with peer group, not yet individual
- adults/parents still responsible for physical health and well-being

adult: from around 18

- has control of own life, makes own decisions
- mind/reasoning powers are developed
- emotions are developed, has control over own emotions
- has own responsibility socially and to find place in society
- responsible for own physical health and well-being

How the Differences Apply to Education

Because adults make their own decisions and have fully-developed reasoning powers we should offer them courses taught with methods that give them more control of

their education than is normally given to children. They should also have the chance to express themselves, although this is also important with children. Following are some comparisons of adults and children that apply to education:

Adults require a reason to learn.

Children have an inner desire to learn (because their minds are developing).

Adults need to understand the reasons why they are doing things.

Children will carry out tasks without questioning why they're doing them.

Adults don't have to take the course and may be critical of it.

Children must be at school and may have little control over the course.

Relevance to the ALP Program

ALP programs and classes are designed to accommodate the needs of older adolescents and adults, and therefore have many differences from formal programs for children. It's important for ALP teachers to have attitudes and behavior that will meet the expectations of adults. Following are four characteristics of adults and older adolescents and how they apply to the ALP program:

1. Adults have responsibilities and status in the community

- Treat all learners equally and with equal respect. Make sure all learners feel they are important and have equal status.
- Let learners be involved in designing the program as much as possible. This includes study time and calendar.
- Discuss outside responsibilities with learners who come to class late or who miss classes.
- If some learners can't complete homework try to find the reason.
- Make use of their knowledge of adult responsibilities and status in discussions.
- Talk to learners who cause discipline problems in an adult way.
- Don't punish learners harshly; treat them as your equal.

2. Adults have prior knowledge and experience

- Ask learners if they've already studied a topic and assess their knowledge of topics before teaching them.
- Don't teach something the learners already know.
- Let learners try to explain things before you do.
- Use questions more than explanation.

- Teach through discussion rather than explanation, letting learners and groups of learners lead discussions.
- Make use of the learners' knowledge and experience in discussions.
- Give learners time to discuss and write about their own ideas.
- Organise extra-curricular activities that make use of the learners experience and knowledge.
- Work to improve learners' attitudes regarding gender, child protection, and peace.

3. Adults understand concepts more easily than children

- Teach adult topics and higher level material.
- Cover material at a faster rate.
- Don't revise material without assessing the need for revision first.
- If learners understand quickly move on to another topic.
- Ask questions that require thinking.
- Read newspapers, books, and magazines and bring interesting material to discuss in class.
- Use appropriate and relevant textbooks and other learning materials. Bring newspapers and other current reading materials to class.

4. Adults have their own plans and needs so they require choices in education

- Be open-minded and adaptable and show respect for learners' needs and opinions.
- Learners should be free to ask questions and make any comments they wish.
- Topics should be interesting and useful and have a practical application.
- Let learners choose additional topics they would like to study.
- Allow learners to ask questions and state their opinions.
- Try to adapt the course to the needs of the learners.
- Have learners discuss and solve problems from their own lives.
- If there is a library in your area take your class for a visit. Encourage learners to read books according to their interests.
- Give the learners projects to work on in the community that draw on their experience and needs.

Section D

Approaches to Teaching

Teachers use many different methods to deliver lessons in the classroom. As teachers we are generally free to choose the kinds of methods we use in our classrooms, so it's good to look at different teaching methods and their various benefits to the learners. To do this we'll first describe methods used traditionally in classrooms, and then compare them with the approach favoured for ALP classrooms.

The Traditional Classroom

Traditionally the aim of education is to pass a certain body of knowledge to the learners. Traditional methods involve mostly lectures by the teacher and rote written assignments by the learners. There is little student participation and a low level of independent thinking. In general, traditional methods:

- focus on passing information to the learners
- give the class a formal atmosphere
- allow learners to speak only when called on
- allow only the best learners to answer questions
- allow little participation by slower learners in the class

The Learner-Centered Classroom

The philosophy behind the learner-centered approach is that students learn more effectively and develop important skills if they participate in their own learning. In a learner-centered environment the students don't sit passively and listen but are active at all times. There's an emphasis on critical thinking skills and problem solving to help learners adapt to the challenges of a modern world. In a learner-centered classroom the learners have the opportunity to solve problems, express their opinions, and think and write creatively.

Students are also given the chance to direct their own learning by asking any question they like and making suggestions for topics to study or talk about. As much

as possible, study topics come from the learners' own environment so that the learners can develop thinking skills based on personal contexts.

In a traditional classroom the teacher usually pays most attention to a few of the best students who will go on to higher education. In learner-centered education all the students in the class take part equally to develop their knowledge and skills. The goal of modern education isn't to prepare a few of the best learners for secondary school and university, but to give useful skills to all members of society.

Characteristics of a Learner-Centered Classroom

To meet the objectives of a learner-centered classroom, the following points should be incorporated into your teaching:

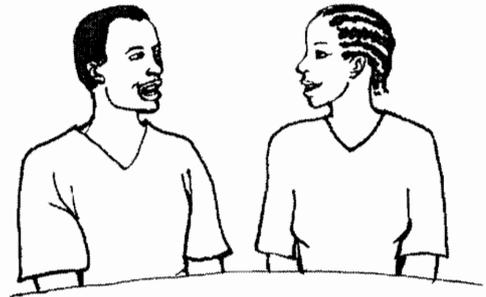
1. **Informal Atmosphere:** Teachers should make the classroom atmosphere informal so that learners will feel they're free to express themselves at any time. Teachers should ask open questions and allow learners to give any answer they like. Group activities are especially good because learners can talk amongst themselves without being led or controlled by the teacher.
2. **Participation of Learners:** Class activities should involve all the learners in the class. Activities that encourage learner participation include pair and group work, whole-class discussion, and having all the learners do problems and answer questions rather than only a few.
3. **Development of Thinking Skills:** It's important to design classroom activities that require independent thinking, information gathering, and analysis. There should be questions for learners to think about and objectives for them to work on that aren't answered or explained directly by the teacher. Of course, the syllabus should be followed, and this requires a certain amount of information to be transmitted directly to the students, but even rote learning can be made learner-friendly by using the information as a starting point for thinking and discussion.
4. **Correct Level of Difficulty:** Materials and activities should be at the correct level for the learners. Materials should be carefully graded and sequenced so that they aren't too easy or too difficult for the learners using them. This is especially important in Math and English, but in other subjects the amount of vocabulary and information introduced in a lesson should be limited so that the learners aren't overwhelmed.

Benefits of a Learner-Centered Classroom

The learner-centered approach to teaching has many benefits for learners. Teachers can also gain leadership and critical thinking skills by using this approach. In a learner-centered environment students can:

- gain confidence in expressing their ideas and opinions
- learn to question things

- learn to think critically and analyze information
- learn faster and retain knowledge and skills because they're participating
- learn ways to solve problems
- develop leadership skills
- learn to work in a group
- learn cooperation and negotiating skills
- build positive relationships with other students
- become involved in their own learning
- think of things they would like to study and learn about



Tips for Facilitating a Learner-Centered Classroom

Some important points for teachers in learner-centered classrooms are as follows:

1. Treat all learners equally and with equal respect.
2. Let the learners ask any questions they like.
3. Respect and treat seriously any idea or comment from the learners.
4. Encourage learners to give suggestions for study topics.
5. Try to find problems the learners are having and create activities to address these problems.
6. Do work in groups so that learners can interact with each other rather than always having the teacher as the leader.
7. Let learners or groups of learners lead class discussions and take other leadership roles. Rotate leadership roles so that all learners can develop these skills.
8. Give learners projects to work on in the community (interviewing people in the community, etc)
9. Empower learners by taking the role of facilitator.

Learner-Centered Checklist

Ask yourself these questions after teaching a class to see if the class was truly learner-centered:

- Did the learners have a chance to express themselves or did I do most of the talking?
- Did I assess for prior knowledge and let them explain new material or did I explain things they knew already?
- Did the learners have a chance to think creatively and analytically?
- Did all the learners participate in the activities or only a few that I chose?

- Did the activities include the slower as well as the faster learners?
 - Did the girls participate equally with the boys?
 - Did I do activities that allowed different ideas and opinions to be expressed?
 - Did the learners appear to be interested in the lesson and motivated to learn?
- How could I improve my lessons for tomorrow to make them more learner-centered?

Comparing Approaches with Classroom Activities

This table compares the two approaches for some common classroom activities.

Traditional Approach	Learner-Centered Approach
<p>1. Presentation of New Material</p> <ul style="list-style-type: none"> • The teacher explains or presents the new topic while the learners listen. • Learners listen passively. • The teacher doesn't consider the learners' prior knowledge; the teacher may repeat information the learners already know. 	<p>1. Presentation of New Material</p> <ul style="list-style-type: none"> • The teacher encourages the learners to give information they know about the new topic. • The teacher encourages discussion on the topic. • The teacher considers the learners' prior knowledge on the subject.
<p>2. Questioning</p> <ul style="list-style-type: none"> • The teacher asks all the questions. • The best learners in the class answer the questions. • Questions are about the facts of a lesson. Each question has only one correct answer. • The teacher does not encourage or allow learners to ask questions. 	<p>2. Questioning</p> <ul style="list-style-type: none"> • The teacher uses activities where all the learners can ask and answer questions. • The teacher asks questions that probe for understanding and encourage critical thinking. Some questions have many possible answers. • The teacher asks questions to all members of the class, asking easier questions to slower learners. • Learners are encouraged to ask questions and feel free to ask questions any time.

Traditional Approach	Learner-Centered Approach
<p>3. Reading Comprehension</p> <ul style="list-style-type: none"> • The reading passage may be too difficult for the class and contain many new words. • One learner stands and reads while the others sit passively. • Topic of the reading may not be relevant or interesting to the learners. <p>Vocabulary isn't revised or repeated in future lessons.</p>	<p>3. Reading Comprehension</p> <ul style="list-style-type: none"> • There aren't more than five or ten new words per page. • All the learners have a chance to read. • Topic of the reading is interesting to the learners and will encourage thinking. <p>Vocabulary is repeatedly used in future lessons.</p>
<p>4. General Classroom Activities</p> <ul style="list-style-type: none"> • The teacher leads all activities. • One learner is called to the blackboard to solve problems and do written activities. • The teacher stays in front of the classroom. • The teacher pays more attention to fast learners and less attention to slow learners. • The teacher may pay more attention to boys and not be gender-sensitive. • Teacher doesn't use visual aids. • The teacher sets strict time limits and expects all learners to finish a task at the same time. 	<p>4. General Classroom Activities</p> <ul style="list-style-type: none"> • The teacher encourages group and pair work. • All learners do problems and written activities. • The teacher moves around the classroom checking learners' work and talking to individual learners. • The teacher is gender sensitive and gives extra encouragement to girls. • Teacher uses visual aids in class as often as possible. • The teacher allows learners to work at their own pace.

Approaches to Teaching: Other Considerations

You should now have a good understanding of ways to make your ALP class more interesting and beneficial to the ALP learner. Following are some other aspects of learner-centered education.

1. Activity-based learning: This is “learning by doing”. The idea behind activity-based learning is that students learn and develop skills faster when they are actively doing things.

2. Participatory learning: The learners should participate in all lessons. In participatory learning the student is the focal point while the teacher is a guide and provider of learning opportunities. Students should help each other and learn by working together.

3. Ways of learning: This chart shows different ways that students learn, and things the teacher can do in the classroom for each.

Ways of learning	Ways of supporting in the classroom
Seeing	Use real objects and pictures including charts, photos, drawings, diagrams, actions, and acting.
Listening	Encourage the learners to listen to each other. Have learners tell stories, and use, poems, rhymes, singing, and dialogues.
Touching	Use objects related to lessons So learners can feel and manipulate them, for example stones and sticks in Math.
Doing	Have learners draw pictures and handle objects, flashcards, and pictures. Play games, act plays, work in pairs and groups.

Conclusion

In these approaches you can see that the role of the teacher and other aspects of traditional education have changed. Learner-centered teaching focuses on the needs and interests of every learner in the classroom. Effective ALP teachers will explore the various aspects of learner-centered teaching and adapt them to their classes, always thinking about the individual goals and personalities of each learner.



Section E

Professional Development

Becoming a Better Teacher

Teaching is a profession that requires many skills in addition to subject knowledge, and teachers should always be interested in improving their skills so they can function better in their work and contribute to the development of their learners and communities. Teachers aren't alone in their classrooms. There's a whole network of teachers, trainers, and supervisors working together to improve teaching and the system of education in Southern Sudan. There are also many books and manuals that describe aspects of education that can give teachers new ideas for their work.

Following are some suggestions for professional development in teaching:

- **Think about your students:** Develop a realistic attitude toward your learners' abilities and needs. Plan classroom work that will meet their needs and that is appropriate to their abilities.
- **Talk to other teachers about your work:** Discuss all aspects of your work with other teachers. The head teacher should encourage teachers to consult with each other on classroom activities, learner development, and problems they're having.
- **Read about teaching:** Read anything you can find about teaching and think positively about how the ideas you read could improve your class and school. Start with this manual. Reading everything in this manual will be a good start.
- **Don't be afraid to experiment:** If you read or hear about a new teaching method, try using it in your class. Plan the activity carefully, thinking about how it will work with your learners.
- **Keep learning:** Learning about a new classroom activity, trying it in your class, and talking to other teachers about it will help improve your class's learning experience and also help in the overall development of the school.

Reflection: Thinking about Teaching and Learning

Reflecting on something means to think about, consider, ponder, or contemplate it. For teachers it's important to reflect on your teaching both before you go into the classroom and after you finish a lesson. Reflection is an important tool for improving your teaching and your students' success in education.

You can reflect on teaching yourself or include other people. It can be a valuable experience to have someone help you plan your lessons and observe your teaching because it enables you to hear another person's perspective on your teaching. If you approach reflection as a constructive way to improve your work (and not as negative criticism) it can yield positive results for your class.

Reflecting – Before Teaching a Class: Before teaching a class think about the knowledge and skills you plan to teach and the activities you plan to use. Ask yourself these questions:

- Are the objectives at the right level for the class?
- Have the learners studied this material before? Could they explain any aspects of it themselves?
- Have I planned activities where all the learners can participate?
- Do the lessons advocate gender equity and peace?
- Can quiet or shy learners participate equally?
- How learner-centered are the activities? How can I make them more learner-centered?

Reflecting – After Teaching a Class: At the end of a teaching period or day ask yourself some questions to reflect on what happened during the class:

- Did the learners pay attention and enjoy the activities?
- Did the learners feel that the class was worthwhile to them? Did they learn things that are useful to them and that meet their needs?
- Did all the learners in the class participate and learn? What can I do to help all the learners participate?
- How could I modify and improve the activities I did to make the learners feel more motivated to learn?

Reflecting on Teachers I've Learned From: Another good reflection activity is to look at the way your teachers taught you when you were a student and what you thought were the positive and negative aspects of their methods and classroom management. It's likely that you're using some of the same methods your former teachers used, and it's good to analyse them to see if they're helping all your learners develop their thinking and analytical skills in addition to imparting knowledge. Ask yourself:

- Which of my teachers did I like the best and why?
- What methods did my teachers use to teach each subject?

- Did we understand and learn effectively by these methods?
- Did the teacher reach all of the learners in the class, or only a few of the best?
- Did we enjoy our classes or did we feel bored and uninterested?
- Were we given a chance to develop and state our own ideas?

Peer Support

A school is composed of many people. It's important for the teachers and head teacher of every school to form a team with common goals, working together in a sharing, consultative way. The head teacher should take the lead in encouraging teachers to discuss all aspects of teaching and school management. Following are some suggestions for working with your peers – the other teachers in the school:

- Set goals for your school and keep them in mind during meetings and discussions.
- Include the whole staff when making important decisions.
- Ask more experienced teachers for advice about classroom work and problems with learners.
- Help each other in the classroom if you have free time, for example, divide the class into two groups and have an extra teacher work with one of the groups.
- Treat each other with respect.

Observation and Feedback/Role of the FEO

ALP schools work under a Field Education Officer (FEO) whose role is to ensure that the program is being implemented effectively. Part of the FEO's role is to work with teachers in their classrooms, observing them and helping them to reflect on and improve their teaching. Observation by the FEO isn't an inspection. The FEO shouldn't criticize teachers or tell them what to do, but work in a consultative way to help them build on their knowledge and skills to improve their learners' educational experience. FEOs do any of the following activities during classroom observation:

- Watch classes and facilitate teachers to reflect on their lessons.
- Give pointers on how to improve lessons.
- Focus on one aspect of the lesson during observation, for example, learner motivation or girls' participation.
- Observe lessons that are taught from a recent refresher training topic.
- Demonstrate a teaching technique or approach while the teacher watches.
- Team teach with the teacher (both the teacher and FEO plan the lesson then teach it together).

- Work with the teacher to plan future activities for the class based on points for improvement that they have developed together.
- Plan the follow-up lesson together, with revision and expansion activities.
- Help the teacher develop a plan for daily reflection on his/her teaching.

Procedure for Observation and Feedback

Receiving feedback should be a positive experience for the teacher being observed. This short procedure will give both the teacher and observer a chance to express positive reflections on the lesson and ideas to consider for improvement:

Procedure for Observation and Feedback (FEO/Teacher)
<p>When teaching is finished, first let the teacher reflect on his/her own teaching, followed by input from the observer. The teacher and observer reflect on and discuss two questions:</p> <p style="padding-left: 40px;">What were the positive points of the lesson?</p> <p style="padding-left: 40px;">What could you change to improve the lesson?</p>
<p>During reflection and discussion the teacher and observer consider the following points:</p> <ol style="list-style-type: none"> a. Was the material at the appropriate level for the learners? b. Were the learners motivated? c. Did the lesson have clear objectives? d. Did the steps of the lesson follow a logical order? e. Did the steps lead to understanding? f. Did the teacher take the learners' prior knowledge into account? g. Was the lesson more teacher-centered or learner-centered? h. Did all the learners participate, including girls? i. Will the learners be able to use the skills and knowledge in a practical way? j. Did the teacher assess whether the objectives of the lesson were met? k. Were visual aids and the blackboard used appropriately?

UNIT 4

IN THE CLASSROOM

Section A

Effective Teaching

Knowledge, Skills, and Attitudes that Teachers Should Have

Teaching refers to helping a person acquire knowledge and skills, either by directly passing on information or by facilitating self discovery. Effective teaching requires special knowledge, skills and attitudes which are developed through training, study, and experience. Following are the knowledge, skills, and attitudes that teachers should have to facilitate effective teaching:

- 1. Knowledge of the learning process:** Teachers need to know how people learn so they can understand their students' learning abilities, their attitudes towards learning, and other behavior in the classroom. Understanding the learning process will help teachers plan more effective lessons.
- 2. Attitudes that foster learning and good human relationships:** Teachers should have a positive attitude toward their students. A good attitude will motivate students to do well in class, and developing good relationships will facilitate the learning process among students and serve as a role model for the school and community. Teachers should always advocate friendship, equality, and peaceful solutions to problems. Both the learners and teacher should end every lesson with a feeling of satisfaction and achievement.
- 3. Knowledge of the subject matter:** ALP teachers need to know in detail the subject matter they will teach their classes. It's important to read all the material you will teach, to plan out answers to questions the learners may ask, and think

of how to relate the material to the learners' daily life. Talk to your fellow teachers if you're not sure about material in the textbooks.

4. **Teaching Skills:** ALP teachers should have an interest in the teaching profession, including the knowledge of many kinds of teaching methods and techniques including how to plan the steps of a lesson and how to assess learners' work. Teachers should always look for new techniques and activities to try out.
5. **Understanding of Each Learner's Abilities:** Teachers should remember that each student has different abilities. Some students learn things quickly while others require more time to understand. When teachers know their students well they can plan lessons that are beneficial and interesting to everyone in the class.
6. **Creativity:** Creativity is the ability to come up with new ideas. It's important in the classroom because teachers often face new situations that require original responses and solutions. Creativity is also needed to plan effective lessons, whether with drawings and other artwork, music, writing, or thinking of new games and exercises. Teachers should also plan activities that will develop creativity in their students.
7. **Communication Skills:** Teaching requires good communication skills. A good teacher must be a good communicator, being able to both speak and listen well. Spoken communication has three aspects:

Speaking: Good speaking includes

- a clear and concise message
- clear voice and pronunciation
- a match between what is being said and body language

Listening: Effective listening includes

- Hearing the information
- Selecting appropriate information from what was heard
- Reflecting on the context in which the information was spoken
- Determining what you think about the information
- Responding in an appropriate way

Non-verbal Communication: This refers to movements of the body that are used consciously or unconsciously to give additional meaning to verbal messages. Movements include

- gestures and movement
- facial expression and eye contact
- posture and the use of the space around you.

Roles of the ALP Teacher

For effective, learner-centered teaching, the teacher must take on many roles besides that of a traditional classroom teacher. Following are these roles:

- a) **Facilitator:** “To facilitate” means “to make easy, to lessen the difficulty of”. A facilitator uses discussion, questioning, and other approaches to help people develop their ideas and make choices. Good facilitators need to be creative so they can develop ways to facilitate people to think for themselves.
- b) **Motivator:** “To motivate” means “to stimulate the interest of, to inspire, to give a motive (reason) or incentive for”. In the classroom a motivator uses various techniques to stimulate learners to explore their own ideas, think critically, and feel interested in improving their lives.
- c) **Moderator:** A moderator is a person who leads a discussion between two or more people or groups. A good moderator needs to understand the goals of the groups, listen carefully to what is being said and move the discussion on appropriately when a person or side is finished speaking.
- d) **Counselor:** A counselor gives advice. Counselors often use the technique of stating the options available in a given situation and helping the person make a choice while taking their needs into account. As a counselor the teacher gives learners options to help them solve problems and plan for the future.
- e) **Mentor:** A mentor is a trusted advisor. A mentor gives advice and guidance to people who trust him or her, using various techniques to guide or counsel. A mentor differs from a counselor by his/her relationship to the person, being looked up to as someone with knowledge and skills the person would like to attain.
- f) **Leader:** Teachers are in a good position to become leaders in the community. Good leaders should think of the people they are leading more than themselves. Good leaders look for the people’s needs and use various approaches to help them solve their problems. Good leaders should act confident and be decisive, but they should also be good, sympathetic listeners and make decisions only after talking to the people involved.
- g) **Role Model:** Younger people often copy the behavior of older people. With this in mind, the teacher should appear and behave in a way that is both acceptable to the community and appealing to the learners. This includes morals (being honest, non-violent, gender sensitive, hard-working), personal habits (having a healthy lifestyle), and appearance (being clean and neat).
- h) **Advocate:** This word is both a noun and a verb. As a verb it means “to recommend, to be in favour of”. As a noun it refers to a person who promotes a certain policy such as gender equality, peace education, or HIV/AIDS education. This is

usually done through discussion, meetings, and other forms of community education.

The Teacher as Facilitator

In a learner-centered classroom we often refer to the teacher as a “facilitator”. The following chart compares the role of a traditional teacher with that of a facilitator.

A Traditional Teacher	A Facilitator
<ul style="list-style-type: none"> • expects learners to be passive, accepting the knowledge he/she tells them • is concerned mainly with teaching new knowledge • considers education as the transfer of knowledge and facts from teacher to learner • works with the best learners who will continue in higher education • does not encourage learners to think critically and solve problems • teaches according to the syllabus; is concerned only with what will be covered • sets strict time limits and expects all learners to finish at the same time • does not share outcomes and assessment with learners 	<ul style="list-style-type: none"> • expects learners to be active and to take responsibility for their own learning • guides learners to generate skills and knowledge rather than telling them things • provides opportunities for all learners to participate • guides learners to express their ideas and opinions, and to gain skills in critical thinking and problem solving • asks learners questions to probe for understanding; works learners through steps of critical thinking and problem solving • considers learners’ prior knowledge; builds lessons on learners’ knowledge and experience • encourages learners to work at their own pace • explains the purpose of tasks and materials to learners • discusses outcomes and assessment with learners

Other Points for Effective Teaching

Following are some practical points for effective teaching:

- Use a variety of approaches and techniques
- Be enthusiastic
- Be task oriented
- Be appreciative of all students' contributions
- Know your learners well
- Read widely and know your subject matter well
- Use a variety of materials
- Be honest, hard-working, neat, and punctual
- Be resourceful
- Be cooperative with all staff, students, and the community
- Enjoy talking to your students
- Be happy and positive; don't shout or be bad-tempered
- Treat everyone equally



Section B

Motivation

Internal and External Motivation

Motivation refers to the reason, inspiration, or incentive for doing something. Everything a person does is the result of some sort of motivation which can be both biological and social.

Motivation can be classified in two ways depending on whether the reason comes from outside the person's body and mind (called "external motivation") or whether it comes from a feeling or need within the person ("internal motivation").

Motivation and Education

Motivation is important in education because all students need reasons to learn. Some of these reasons may be external and others may be internal. For older learners, such as those in ALP classes, internal motivation is especially important because adolescents and adults make their own choices and thus will be motivated by things they feel are useful in their own lives. For younger learners, such as those in primary school, external reasons coming from the family and society are usually more important.

Following are some external reasons why students come to school:

- I want pass the test for secondary school.
- Education will help me get a job.
- I'll be punished if I don't go to school.
- My parents want me to go.
- The teacher will give me a reward if I do well.
- I want a certificate.
- All my friends are studying.
- My teacher told me to go.
- People will respect me if I go to school.

Following are some internal reasons:

- I want to learn.

- I want to be a teacher.
- It will make me feel successful.
- I want to do something challenging.
- I want to achieve.
- I like to study.
- I want to learn English.
- I have the personal goal of completing primary school.
- I want to improve my life
- I like my teacher.
- I feel comfortable and safe at school.
- I feel supported by my teachers and the other learners.

Reinforcing Motivation

Every learner in your class has reasons for coming to school. One of your responsibilities as a teacher is to continually reinforce and build on each learner's motivation. You can do this by finding out learners' reasons for coming to school and being sure that needs arising from these reasons are being met. You can also motivate your students to come to school through the lessons you teach and the atmosphere of your classroom. Following are some things the teacher can do to reinforce motivation:

1. The ALP program should be well organised with community participation, good teaching, adequate textbooks and materials, and certification.
2. The teacher should help learners set goals and praise them when they do well or achieve their goals.
3. The teacher should set realistic and relevant goals for the class.
4. The teacher should ensure that all learners experience success and feelings of competence.
5. The teacher should show interest in each learner and treat all learners with respect.
6. The teacher should know each learner's reasons for studying in the ALP class and work to reinforce these reasons.
7. The teacher should show commitment to teaching by preparing good lessons, coming to class on time, and marking homework and exams on time.
8. The teacher should provide challenging and interesting learning tasks and experiences to motivate learners to reach higher levels of achievement and to spark their interest in learning.
9. The teacher should encourage cooperation among learners so they can help each other learn and enjoy coming to class.

10. The teacher should highlight the link between effort and outcome, so that learners see the link between their own effort and success. Such learners are likely to persist with challenging tasks.

Positive and Negative Reinforcement

As a teacher you continually respond to things the learners say and do. It's valuable to think of responses to learners' behavior in terms of positive and negative reinforcement. In simple terms, positive reinforcement is a response that makes a learner feel good, while negative reinforcement makes a learner feel bad. Both can motivate students, but positive reinforcement motivates them for positive reasons, while negative reinforcement motivates them for negative reasons (such as fear).

Negative reinforcement includes scolding a learner or embarrassing the learner in front of classmates, hitting the learner, and shouting, laughing at, or saying negative things to the learner. Positive reinforcement includes praising an individual or the whole class, giving a gift or prize to a learner, and smiling, laughing and giving a general atmosphere of enjoyment to the class.

ALP teachers should, of course, use mainly positive reinforcement in their classes and rely on negative reinforcement only for extreme disciplinary problems.

Equity between Teacher and Learner

Always remember that you should treat learners fairly and in the same way that you would expect other people to treat you. If you have done something wrong to a learner, it will help his or her motivation to apologise. Don't feel that you're lowering yourself by apologising to a learner. You will be a good role model in fair and just behavior if they see you apologising.

In ALP classes some of the learners may be older and more experienced than the teacher. Teachers should give older learners a chance to use their experience and knowledge in class. If a learner has more knowledge or experience in a subject than the teacher, the teacher shouldn't feel overshadowed but should take advantage of the learner's knowledge and let him or her take the role of teacher. This will motivate learners to help each other while giving the older learners positive reinforcement.

Section C

Classroom Management

Classroom management refers to the way a teacher organises and handles a class. The type of classroom management a teacher uses depends on the learning objectives and the teaching philosophy of the teacher and school. In ALP classes a learner-centered approach is favoured. This means that the teacher should manage the classroom so that the learners feel free to express themselves and communicate with both the teacher and other learners.

Aspects of Classroom Management

We will look at four important aspects of classroom management: atmosphere, interaction and participation, seating arrangement, and time management.

1. Classroom Atmosphere: It's important to establish a good classroom atmosphere that will motivate your students to learn. Following are some ways to create and maintain a positive atmosphere in the classroom:

- be friendly, make the class enjoyable
- be sympathetic to what the learners feel and say
- know your learners well: names, families, special characteristics
- praise the learners when they do good work and don't discipline learners harshly
- use an assortment of classroom activities and vary your activities throughout the day
- be a good listener: listen carefully when students are talking and have students listen carefully to each other
- make the classroom attractive
- encourage a spirit of cooperation between teachers and learners
- treat all learners equally
- let learners talk quietly amongst themselves. Don't require absolute silence.
- start classes on time and give adequate breaks

2. Interaction and Participation: Effective teaching/learning requires interaction in the classroom and participation by all learners. There are two types of classroom interaction:

- a) **teacher-learner interaction:** Teachers usually stand in front of the class when presenting new material, leading discussions, or having the class practise exercises as a whole group. In these activities it's important to engage all the learners by choosing among everyone to answer questions and do exercises. When learners are working alone the teacher should move around the classroom talking and checking work.
- b) **interaction among learners:** Here the learners are working with each other in pairs and groups, doing role plays and dialogues in front of the class, or giving reports to the class. These activities allow all the students to engage in active learning. Try to do these kinds of activities every day so that students learn the value of participation and learning from each other.

3. Seating arrangements: Vary the seating arrangement of your class according to the activity you're doing. There are four common seating arrangements:

- a) **desks in rows:** This is the traditional seating arrangement with all the learners facing the blackboard. It's used when the teacher is leading the class or when the class is watching presentations by other learners.
- b) **working in groups:** Here the learners move their chairs to sit in groups. If you've given the groups a task that takes 15 minutes or more you can let some groups go outside to work.
- c) **working in pairs:** Here the learners sit or stand in pairs to work. This is done for pair tasks, interviews, and asking questions in pairs.
- d) **semi-circle:** This is used best with a small group, not over 15 or 20 people. The group sits in a "U" shape with the teacher or leader at the front. This arrangement is good for discussions because everyone can see each other.



4. Time Management: Keep your eye on the time when you're teaching and having breaks. Following are points about time management in the classroom:

- a) **plan your lessons:** Plan the steps of your lesson and estimate the time needed for each step so you have adequate activities to engage the learners for the entire period.
- b) **start classes on time:** Teachers should encourage learners to make efficient use of their time and you can do this by setting a good example. Teachers should arrive at school and start classes on time. If your learners have a habit of coming late, start the class on time with the few learners who are there, and the others will soon learn to come on time.
- c) **keep the learners active:** One aspect of timing is to keep the learners active. When you give the class a problem or task to do, watch the learners as they work. Give them enough time to do the task, then move on to the next step as soon as they're finished. Try to do two or three different activities in one period so that the learners don't become inactive or bored.
- d) **limit your talking time:** Don't use too much class time talking and explaining. When the teacher talks too much it limits learner participation. Give explanations through questions and answers, or have the learners explain things themselves.
- e) **breaks:** Give the learners breaks to let them relax between lessons. Don't let the breaks go on too long, though. It's good to stay with some of the learners during breaks, talking to them and helping them with individual problems.

Section D

Identifying Learners' Needs

Each of your students is an individual with different interests, needs, and physical characteristics. As a teacher you should develop the skill of identifying and meeting each student's needs and interests. In this section we will look at four needs that learners may have:

- a) Learners with special interests
- b) Learners with varying rates of learning
- c) Learners with physical problems
- d) Learners with special needs from their past circumstances

1. Learners with Special Interests

Everyone has things they're interested in, and as a teacher one of your roles is to reinforce and encourage special interests in a positive way. For example, if certain learners are interested in writing, help them make a bulletin board to post their writings. If some girls are interested in sports help them start a girls' team.

2. Learners with Physical Problems

Some students in your class may have physical problems that affect their learning. These may include:

- hearing problems
- sight problems
- speech problems
- malnutrition or illness
- physical disability

Be sure to show sympathy and understand to any learner with physical problems, and do whatever you can to help them, for example, learners with sight problems should sit nearer the blackboard.

3. Learners with Varying Rates of Learning

Every person learns at his or her own pace. Learners tend to fall into three categories regarding the pace at which they learn: average Learners, slow learners and fast learners.

a. The Average Learner: The majority of learners move comfortably at the teacher's pace. Plan your lessons the learners at this level.

b. The Slow Learner: This is a learner who works at a slower pace than average. In ALP classes this is commonly caused by a poor educational background because of the lack of access to schools during the primary school years. Lack of English language skills may also be a factor, as are shyness and lack of confidence. If you have students in your class who are learning at a slower pace than average, check if their knowledge and skills are adequate for the class level. It may be advantageous for them to study at a lower level.

Slow learners may have the following characteristics:

- act quiet and withdrawn
- don't do assignments
- don't volunteer to answer questions
- have difficulty understanding
- may be defensive and avoid the teacher
- may come late or miss class

You can assist slow learners in the following ways:

1. Be sure the learner is studying at the correct level. Move the learner to a lower level if it will help his/her learning.
2. Give the learner extra encouragement and help.
3. Help the learner during breaks and before and after class.
4. Don't ask the learner difficult questions in class. Ask him/her questions that are easy to answer to help build confidence.
5. In pair and group work, put the learner with a friend who can help him/her. Don't put slow learners together in pairs.
6. Encourage the learner to come to class every day.

c. The Fast Learner: This is a learner who acquires knowledge, skills, values and attitudes at a fast pace. Fast learners may have these characteristics:

- volunteer to answer questions in class
- finish exercises before the others
- are friendly to teachers and talk to the teacher during breaks
- are leaders

- may be restless if not given enough work to do

Fast learners are often out-going, trying to answer all the questions the teacher asks. However, fast learners can also be shy, doing all of their assignments well but lacking the confidence to speak in class.

Following are ways to work with fast learners to facilitate their learning:

1. If they finish exercises before the others, give them extra work to do while the others are still working.
2. Encourage them to help others in pairs and groups.
3. Encourage them to ask you questions and discuss topics during breaks and outside of class.
4. Try to find extra books and other materials for them to read.
5. Encourage them to listen to English language programs on the radio.
6. Use them to assist in the collection of display and learning materials.
7. Give them challenging assignments to do both in and out of class.
8. Encourage them to be leaders.

3. Learners with Special Needs

The long war in South Sudan has caused many people to have problems they would not encounter in peaceful situations. Because ALP classes are for teenagers and young adults, you may have learners in your class affected by traumatic events that have them caused physical and emotional suffering. ALP teachers need to know the background of each of their students, recognise potential problems, and know how to help solve these problems. Following are some categories of learners who may need special attention from teachers:

a. traumatised youth: During the war youths may have been abducted causing them to suffer both mistreatment and separation from their families leading to physical and emotional problems. Girls may have been forced to marry and they may have returned home with a baby or with the stigma of being “bad”.

It's important to welcome traumatised youth into your ALP class and encourage other learners to accept them as peers. It may be necessary to discuss the learner's situation with the class so they accept him/her in a friendly and sympathetic way.

b. demobilized soldiers: There may be young men in the class who were soldiers. They may feel older and more experienced than the other learners and have problems fitting into the class. They may also feel it's alright to use violence to settle conflicts.

The teacher and other learners should be friendly and sympathetic to demobilized soldiers. The teacher should allow the learner to feel older and more experienced. The teacher may give him special duties in the class so that he may take a

leadership role. If he feels the need to use violence the teacher and head teacher should meet with him to discuss the problem.

c. children without parents: The war resulted in children living apart from their parents and families and being orphaned when their parents died. In some areas NGOs and other organisations help children without parents. In school, the teacher should act as a parent, giving them extra affection and attention so they feel the support of an older person.

d. young mothers: Because of the war girls are becoming pregnant and having babies at a younger age. These girls may be forced to drop out of school by their parents or because of community norms. One of the objectives of ALP is to ensure that young mothers are able to continue their educations, so ALP teachers should advocate for education for young mothers in their communities. Following are points to consider:

- teach all learners about HIV/AIDS and other negative effects of early sexual activity
- advocate education for young mothers by explaining that families with educated mothers have healthier children.
- encourage the girls' mothers and other family members to care for the children while they are studying
- allow girls to bring babies to class and give them a place to be with their babies during breaks
- teach young mothers about proper nutrition and other health matters.

Problem Solving

It's important for everyone to learn to deal constructively with problems in life. ALP learners may require more attention than those in formal or mainstream education because of their background. For example, demobilized child soldiers are brought up in a war environment full of military ideology and war-oriented attitudes. Learners who have never been to school before may perceive the school environment differently from those who are familiar with school.

Helping learners solve problems may require support from the school administration, and the PTA can be involved in cases that involve a large number of students. Parents may be contacted and involved when learners have personal problems.

Some community practices can have negative effects on ALP learners. Women are usually more affected by these practices than men. It's important for ALP teachers to understand community practices, values, and myths and be an advocate for gender equity and child protection.

Emotions, Stress, and Anxiety

Emotions are internal feelings that are experienced by everyone. Emotions include fear, excitement, love, affection, anger, and shyness. People exhibit emotions differently depending on their personality and circumstances. If you see your learners acting moody or having conflicts with others you should take steps to help them overcome emotional problems so they are able to succeed in school.

Stress

Stress refers to a change that exerts pressure on physical or mental energy. People feel stress when they are in a situation they cannot cope with and which makes them feel powerless. If the stress-causing problems are not relieved the person may feel anxiety and tension. A person who is affected negatively by stress may exhibit behaviour that can be noticed by other people, or they may hide (or “internalise”) their anxiety so that it isn’t noticeable.

Causes of stress and anxiety

There are many reasons why ALP learners may feel stress and anxiety. The following are some common causes:

- a desire to be liked by others of the same age
- disagreements/arguments with family members or friends
- problems between men and women
- physical violence
- ethnic problems, religious or cultural bias
- Illness
- having nothing to do and no income
- pressure at work or school, poor performance in school

Signs of Stress

If you notice the following signs in your students they may be suffering from stress and anxiety:

- inability to concentrate, forgetfulness, poor study habits
- poor attendance at school
- disillusionment, depression, and a tendency to live in isolation. The person may begin to lead an isolated life and avoid other people
- physical ailments such as pains in the stomach, poor sleep, and headaches
- disruptive behavior, outbursts of anger, violent behavior
- drinking or drug problems

Stress may affect other family members, and younger siblings may copy the behaviour. There may be a disruption of learning, for example, a student may run away from home, a girl may become pregnant, or in extreme cases a person may commit suicide.

Handling Stress in Students

Learn to recognise stress in learners. If you see a learner showing symptoms of stress, have a talk with him or her to find the source of the problem. Counsel the learner on ways to overcome stress. By being close and friendly to the learner you can help him or her to cultivate a positive mental attitude.

Encourage learners to:

- Discuss matters openly with family members, friends and teachers at school. If people discuss their problems, they feel usually happier.
- Learn to listen to advice from other people.
- Learn to face life's problems courageously.
- Engage in physical exercise. Sports and other physical activity will improve a person's mental outlook.
- Avoid the company of substance abusers.



Section E

Teaching Girls and Young Women

Education is a Right

Education is a basic human right. In South Sudan there is a special need to emphasize the importance of education for girls and women. When girls and women are educated both families and communities will benefit, and the girls and women will feel that they are able to contribute to their families and communities by living and working at their full potential.

Because girls are treated differently from boys in many communities it may be necessary to give girls special help to enter school, and once they are in school they may need special help in the classroom.

Harmful Social Customs

Many girls require extra attention in class because social customs have left them more vulnerable and less confident than boys. These customs include:

- early and forced marriage
- having babies at a young age
- older girls may be ashamed of their lack of formal education
- girls are considered as family wealth and may not be allowed to become educated
- it's not considered important to educate someone who will live with another family after they marry
- schools may be unsafe for girls

Points for Teachers

Teachers need to encourage girls to take part in activities on an equal basis with boys. If a girl is to reach her full potential she needs a lot of support, help and encouragement. Following are some suggestions for teaching girls.

1. **Encourage girls and make them feel secure:** Be friendly to girls in your class and help them solve problems they might have. Talk to them about their work and

interests. Encourage girls to answer questions and express their ideas and opinions. Support girls' efforts in all subjects, but especially in mathematics and science where boys are considered better. Don't assume that because a girl isn't vocal in class she doesn't know the answer or understand the material.

2. **Encourage girls to help each other:** Encourage girls to help each other both inside and outside the classroom. One way of doing this is to have the girls form their own working groups to do homework after class.
3. **Place girls in the correct classes:** Be sure the girls (and all learners) are placed at the correct level. If girls are placed in classes that are too difficult for them they won't perform well and may drop out.
4. **Plan activities at the girls' level:** Make sure that class activities are at the proper level for all the girls. If the activities are too difficult it will make them feel less confident and this may affect their success at education, for example, don't call on a girl with a question that is too difficult for her to answer.
5. **Encourage equal participation in class:** Allow girls and boys to participate equally in all classroom activities. For example, when asking questions have girls and boys respond an equal number of times.
6. **Put girls in groups:** Put girls together when doing group work so they have a chance to take leadership roles. When you see that a certain girl is strong enough to work with boys, put her together with boys, but watch to make sure the boys allow her a voice in the group. It will benefit boys to learn to work equally with girls and to have girls as leaders.
7. **Support girls' careers:** Encourage equal aspirations for girls and boys. Don't discourage girls from becoming doctors, engineers, lawyers, business persons, or other professions traditionally considered men's work. Use examples of successful women at the district, county, and international level.
8. **Make lessons practical:** Find out what girls would like to do after they complete the ALP course and give them lessons that teach practical skills for the future. Remind them that whatever occupation they choose skills and knowledge they learn in school, like Mathematics and Science, will be important.
9. **Practise gender equity:** Never make it seem as if one gender is better, more valuable, or more active than the other. Encourage boys and girls (and men and women) to respect each other.
10. **Meet with girls' parents and families:** Meet with parents on a regular basis to report on the progress of their children. If a student drops out of the ALP class, visit the family to find out why, and find out if you, the supervisors or the community can provide support to encourage the learner to return.

11. Be a good role model: Remember that you, the teacher, are viewed as a role model and that whatever you say and do will have an impact on the behavior of your students.

12. Practise non-violence: Never be violent or abusive to learners and advocate strongly against violence to women.



Section F

Discipline

What is Discipline?

Discipline refers to controlling behavior so it conforms to outside rules or a personal code. In schools it refers to controlling behavior so that there is a good teaching and learning environment. Teachers have different ideas of what good discipline is. Some teachers demand absolute silence from their learners and feel that their classroom discipline is good if the learners don't say anything. Other teachers prefer an informal atmosphere where the learners are free to talk, and will use strong measures only if the learners aren't using good judgment and are arguing or causing problems with each other.

Methods of Discipline

Discipline happens in two ways, one external and the other internal:

- a. obedience:** This refers to following external rules and doing what other people say.
- b. self-control:** This refers to being disciplined in one's own mind. Here a person understands the reasons for correct conduct and discipline themselves because of the benefit they feel they will receive.

Parents and teachers use both approaches with children, but as people become older and begin to take responsibility for their own lives the second (self-control) becomes more important. For this reason ALP students should learn to make their own decisions about their things they say and do rather than depending on outside authority to maintain discipline.

Solving Disciplinary Problems

All teachers know that they will eventually have to face discipline problems when teaching children and adolescents. In general there are two ways to approach discipline problems:

1. talking about the problem: Here the parent or teacher talks about the offence with the child or learner, making him/her understand why the offence was wrong. The objective is that, through understanding, the child or learner will be less likely to repeat the behavior. In this method you don't shout or insult the child or learner. Instead, you talk in a calm, reasonable voice. When problems within a group, the parent or teacher acts as a mediator and tries to reconcile the problem with the whole group.

Following are points for using discussion as a means of discipline:

1. Discuss the infraction with the learner. Find the reasons why he/she broke the rule.
2. Counsel the learner. Discuss the importance of making and following rules.
3. Discuss the problem with the learner's parents or other family members.
4. If a learner or learners think a rule is unfair, have a discussion about it.
5. Have the learner apologise to a person or people he/she has offended.
6. Have the learner talk to others who have had the same problem and who have resolved it.

2. punishment: To punish means to cause suffering for an offence. Punishment can be both psychological and physical (corporal). Punishment makes the person follow the correct behavior because of fear, not because of understanding.

Punishment of children is practiced all over the world according to local cultural values. In schools in some countries learners are punished for giving wrong answers, failing examinations, and coming late. In some places caning (or beating students) is thought to be the best and most efficient way to correct wrong behavior. However, caning and other kinds of physical punishment have negative effects including:

- physical injury
- demoralization; not wanting to attend school
- resentment towards the teacher because of the humiliation caused, leading to the desire for revenge
- more aggressive behavior and rebellion leading to increased discipline problems
- low self-esteem because of shame and feelings of inferiority to other learners
- the teacher setting a poor example because critical thinking and personal judgment are needed for personal development
- the teacher being a poor role model for the learners. Teachers should practise the values of Peace Education and always interact in a non-violent way

When you hit or beat children you are showing them that it is alright to hit or beat others. When you slap them, pinch them, or twist their ears you are teaching them that violence and anger are good ways to react to problems. When you beat

them you are telling them that they are failures and that they do not deserve your respect.

Alternative Punishment

Following are ways to punish learners that are alternatives to physical punishment.

1. Have the learner go outside for a short period of time and sit in a vacant room or under a tree.
2. If something was damaged have the learner repair it.
3. In very serious cases suspend or expel the learner from school.

Some people recommend giving learners extra homework or having them clean the school as punishment. However, homework and keeping places clean should be seen by the learners as positive activities and using them as punishment could give learners a negative attitude toward them.

Learning from Mistakes

One effect of harsh punishment on children and young people is that they learn to avoid taking responsibility for their mistakes, sometimes blaming others for things they've done. In this way, harsh punishment causes people to lie and leads to misunderstandings and conflict. To avoid this, ALP teachers should focus on the following attitudes and behaviors when learners make mistakes:

- **you can learn from your mistakes:** Teach the learners that mistakes can actually be beneficial because they make you analyze your mistakes and form strategies to avoid making the same mistakes in the future.
- **accept that you've made a mistake:** ALP learners should understand that making mistakes is part of being human. Everybody makes mistakes and we should use them as a chance to learn, not as an excuse to punish someone. Be sure you teach your class not to tease or make comments about learners who have made mistakes.
- **don't repeat your mistakes:** It's better to discuss mistakes with learners and have them agree not to make the mistake again than to punish them. If they repeat the problem you can then start to consider punishment as a way to correct the behavior.

Learners Cheating on Exams

Learners know that they shouldn't cheat on tests and exams, but the temptation is great because everyone wants a high score. There are some things teachers can do to minimize cheating on tests and exams.

- Watch the students at all times while they're taking the test. On important tests have two or three teachers watching the learners.
- Have the students sit far enough apart so they can't see each other's answers.
- Put the learners in several different classrooms with a teacher watching each group.
- Have learners sit outside, isolated from each other.
- Don't allow students to talk to each other.
- Don't allow learners to have any books or notes.

Truancy: Staying Away from School

When learners stay away from school without a reason it's called as "truancy". There are many reasons why learners become truant including:

- They may not like some aspects of school life: a particular subject, a teacher or another pupil.
- They may not be performing well and don't want to feel embarrassed in front of other learners.
- They may be bored with the lessons or feel they have no value to his/her life.
- They may be misled by friends who are not in school.
- They may be working, married, or have other family responsibilities.

How to reduce truancy

It's important to talk to a truant learner and find the reasons why he/she isn't coming to school. You may be able to discuss the reasons with the learner or the family and find a way for the learner to return to school. If truancy is caused by poor performance you may try putting the learner in a lower level class or giving the learner extra help. If the learner is bored he/she might do better in a higher-level class. Try to encourage the learner by reminding him/her of the advantages of being educated.

Section G

Assessment and Evaluation

Assessment and evaluation are processes that are done to measure and describe the progress of the learners and the success of the teachers and school. In assessment the teacher measures the quality of the learners' performance using tests and observation. In evaluation the information collected from assessment is used to reflect on and describe the learners' and teacher's performance.

Types of Assessment

There are two kinds of assessment that are important in ALP classes:

1. On-going assessment: This refers to making observations on a continual basis to find out what learners know, understand, and are able to do. This generally involves observing learners throughout the lesson and giving a short assessment at the end of the lesson. On-going assessment helps teachers to:

- Find out whether instructional objectives have been achieved
- Keep track of each learner's progress
- Work immediately with those who haven't mastered the knowledge and skills, including assigning homework.
- Find out if teaching has been effective and plan an effective lesson for the following day
- Identify strengths and weaknesses of individuals to determine the needs of each learner so that all learners have the opportunity to succeed in school.

2. Summative assessment: This refers to formal assessment at the end of a given period of time, such as examinations at the end of a term or school year. Summative assessment helps teachers and schools to:

- Evaluate the learner's overall progress
- Determine whether overall objectives have been achieved
- Determine promotion to the next class or to higher learning institutions
- Evaluate the educational capacity of the teachers and school

- Plan strategies for improvements to the ALP course.

Evaluation

Evaluation refers to making a judgment based on information gathered during assessment. In schools, evaluation enables teachers to evaluate both the work of the learners and their own work.

For example, you may find that majority of learners have scored 55% or above on a formal examination so your evaluation states that the learners have made good progress and that your teaching has been effective. On the other hand, if a large number of learners have scored below 50%, your evaluation may include recommendations to improve the teaching, placement of learners in the class, and the study skills of the learners. Thus you are using evaluation to plan improvements in your future work.

Methods of On-going Assessment

On-going assessment occurs daily in the classroom. Following are common methods of on-going assessment:

written: Write a question or problem on the blackboard and have the learners answer it individually.

oral: Ask each learner a question about the lesson.

observation: Observe learners individually in class and keep notes on their progress.

homework and other assignments: Teachers should check homework and record marks in a record book.

projects: Have individuals or groups do projects either in class or outside the school. Assess their work stage-by-stage and as a finished project.

Summative Examinations

Summative evaluation involves written exams at the end of a term or other set period of time. Oral tests may also be given in some subjects, especially English. Teachers should develop tests for each subject based on the learning outcomes and content for the period the test covers. Following are important points:

- a) The test should be at the right level for the learners.
- b) It should cover material (objectives) that the learners have already studied.
- c) The test shouldn't be too long or too short; an hour is the usual length of time.

- d) There should be several types of questions on the test, including multiple choice, short answer and essay questions (where the learners write on a topic).
- e) The test should be fair. The learners should know what material the test will cover. Don't ask questions that only a few learners can answer.
- f) Instructions should be clear so that learners don't fail because they misunderstood the questions.

TYPES OF QUESTIONS USED IN ASSESSMENT

Following are types of questions used in assessment. For on-going assessment write one or two questions on the blackboard at the end of the teaching period to check if the learners have understood what you've taught. For examinations a larger list of questions is given to the learners in a formal setting.

Type 1: Questions: Write the answer to a question or work out a Math problem.

How many brothers and sisters do you have?

What are some crops grown in your area?

Type 2: Write on a Topic: Learners write sentences or a paragraph on a topic depending on their level.

Write three sentences about yourself.

Write about the wild animals in your area.

Type 3: Write Sentences using Vocabulary: Write several words on the blackboard and have the learners write any sentence they like using the words.

behind

in front of

inside

Type 4: Fill-in the-blank (A): Choose the correct word from several given.

_____ you ever driven a car?
(Do / Did / Have)

Chad is _____ of Sudan.
east/west/north/south

Type 5: Fill-in the-blank (B): Write one word from the list in each blank.

am is are

- a. My sister _____ a teacher at this school now.
- b. I _____ happy to see you.
- c. The pupils _____ happy to come to school.

Type 6: Fill-in-the-Blank (C): In this type no words are given to choose from. The learner must supply the word.

Yesterday I saw John but I didn't _____ Mary.

Foods that have vitamin C are _____ and _____.

Malaria is transmitted by the _____ mosquito.

Type 7: Supply the Letter: This is for spelling and vocabulary study. Write words the learners have studied but leave out some of the letters. The learners have to supply the correct letters.

b _ n _ n _

fr _ _ t

_ e _ e _ abl _ s

Type 8: True/False: Write a statement and the learners say whether the statement is true or false.

Giraffes are carnivorous. true false

Humans are carnivorous. true false

Type 9: Sentence completion: Learners may write anything they like to complete the sentences. The examples are for English and Science.

Yesterday I came to school but I didn't _____

We bought everything we need except _____

Soil is made up of _____

The planet nearest the sun is _____

Type 10: Matching Words: Match the words from two columns. (opposites, related words)

Match the animal with the type of food it eats.

- | | |
|----------------|----------------------|
| 1. cow | a. meat |
| 2. lion | b. fruit and insects |
| 3. weaver bird | c. grass |

Type 11: Odd One Out: Find the word that doesn't fit with the others. Differences may be in category, or in grammar (for English).

1. cow goat lion donkey
(“lion” is out because it's a wild animal and also a carnivore)

2. France Uganda Kenya Nigeria
(“France” is out because it's in Europe, the other countries are in Africa)

3. come ate go buy
(“Ate” is out because it's the past tense form, others are present tense.)

Type 12: Transforming Sentences (for grammar): Change sentences from affirmative to negative, from statements to questions, from present to past, etc.

EXAMPLE: Change these sentences to the negative.

I live near the school.

I don't live near the school.

a. The classroom is clean.

b. I like swimming.

c. She bought a pen.

Type 13: Teacher gives Definition/Learners write Word: The teacher says a definition for a word the learners have studied. The learners write the word in their exercise books.

Teacher: the biggest river in South Sudan

Learners write: the Nile River

Type 14: Using Pictures: There are three types of assessment activities that involve learners looking at pictures and either identifying or talking about things in the pictures. Use pictures from books, flashcards or that you've found or drawn yourself.

- a) **learner describes what's in a picture:** The teacher shows a picture to a learner and he/she describes what's in the picture using words or sentences. The teacher may also ask questions about the picture.
- b) **teacher shows a picture/learners write:** The teacher shows the learners a picture and they write what they see (without speaking).
- c) **teacher says a word/learners point to picture:** Learners look at pictures of different objects. The teacher says a word and the learners point to the correct picture.

Type 15: Labeling a Picture or Diagram: Draw a picture or diagram on the board that the learners have already studied. The learners draw the picture in their exercise books and label it. You can put lines on your drawing to show which parts should be labeled.

Type 16: Reading with Comprehension Questions: The learners read a paragraph and write the answers to questions.

Anaemia – Anaemia is a common health problem. If you feel tired and weak you may have anaemia, but it can be corrected by eating the proper foods. Anaemia is caused by a lack of iron in the diet. Iron is needed by red blood cells which carry oxygen around the body. If you think you have this problem you should eat foods that have iron such as meat, liver, beans, eggs, and green vegetables.

- a. How do you feel if you have anaemia?
- b. If you have anaemia what nutrient is lacking in your body?
- c. What function does iron have in the body?
- d. If you think someone has anaemia what would you tell them to do?

Section H

Lesson Plans

Before teaching any class the teacher should write a lesson plan. Teachers should never stand in front of a class without first planning what they're going to do. A lesson plan contains the objectives of the lesson and the steps the lesson will follow along with additional information such as time of the lesson, number of learners, etc.

There are three main reasons why we make lesson plans:

1. To give the teacher a chance to think in advance about the objectives and content of the lesson and to formulate a logical sequence of activities that will meet the objectives.
2. To guide the teacher during the lesson. Teachers often consult their lesson plans during the class to remind themselves of the content and steps of the lesson.
3. To have a record of what was taught each day.

Objectives/Outcomes

The first thing to think about when you're planning a lesson is the objective. The objective states what the students will know or be able to do at the end of the lesson. Because objectives refer to the results at the end of the lesson, they are often called "outcomes".

The most common way to write objectives is to use a verb that states what the learners will be able to do at the end of the lesson. Following are examples of objectives for the four ALP subjects:

English:

Learners will be able to ask and answer questions about their families.

Learners will be able to use the past tense form of "eat", "buy", "go" and "have" in sentences.

Math:

Learners will be able to add two digit numbers with carrying.

Learners will be able to draw circles, squares, triangles, and rectangles.

Science:

Learners will be able to describe ways to increase crop yields.

Social Studies:

Learners will be able to state the names of their own county and the counties surrounding it.

The following criteria describe good objectives:

Criteria for Objectives	
Effective Objectives	
<ul style="list-style-type: none"> • are specific • are measurable • are focused on the student • emphasize results and outcomes, not means and techniques 	

Verbs used in Objectives

Following are some of the verbs commonly used in objectives:

(Learners will be able to...)

act	complete	fill out a form	make	sing
add	differentiate	give examples	match	solve
answer	demonstrate	give reasons	name	state
ask and answer	describe	illustrate	plan	use
choose	draw	label	point to	write
compare	explain	list	read	write answers

Parts of a Lesson Plan

The two parts of a lesson plan are:

- a) preliminary information, including the objective
- b) steps of the lesson

Preliminary Information: First, write the following information at the top of the lesson plan. This includes the topic and objective of the lesson.

Date	Class	Subject	Time	No. of Learners

Topic: Sub-topic: Methods: Teaching/Learning Aids:
 Objective: References: Content:

Steps of the Lesson

Next, write the steps you will follow as you teach the lesson. Most hour-long lessons have three to five separate steps. Lessons don't always follow these steps, but include some or all of them depending on the content and objectives:

1. **Revision:** If you're continuing from a previous lesson, ask questions or have a short discussion about the material the learners have previously studied to revise it. Revision may include problems, exercises, or talking about a picture or diagram from the previous lesson.
2. **Introduction:** This is a short activity that will lead into the main content of the lesson. Try to think of something that will spark the learners' interest: a question, a drawing, or an object to start a short discussion.
3. **Presenting New Material:** Here the learners study the new material of the lesson. When presenting new material It's important not to talk too much. It's better to ask the learners questions and to let them explain any information they already know on the topic. A good rule is to explain something yourself only when there's no student in the class who can. Teachers should get to know their learners well enough to understand what kinds of things they know and don't know on the subjects you're teaching them. Never explain things they already know! Following are some ways to introduce new material:
 - a) **lecture:** Here the teacher explains the new information. There are several negative points about lectures: the learners don't participate and they may not even be listening. If you give a lecture to the learners be sure to keep it short, and ask questions as you're giving the lecture so that the learners can participate.
 - b) **brainstorm:** Ask for vocabulary or ideas about the topic and write them on the blackboard. This will build interest in the topic and help bring out important vocabulary and ideas. Brainstorms are explained under "General Teaching Techniques".

- c) **discussion:** Talk with the learners about the topic before giving them new information. This is especially good because you can find out what the learners already know about the topic. Discussions are also explained under “General Teaching Techniques”.
 - d) **group/pair work:** Put learners in groups or pairs and have them plan a presentation on the topic. This is more learner-centered than a lecture.
4. **Other Steps/Practise:** Here the learners are working on the new information. In English they may be reading or speaking, in Maths they may be doing problems, and in Science they may be reading and discussing the text, exploring nature or doing an experiment, and in Social Studies they may be reading and discussing the information in the textbook.
 5. **Assessment and Evaluation:** At the end of the lesson the teacher should assess the students’ learning and determine whether or not the objective has been reached. In Maths you may give everyone a single problem to do. In English they may write sentences or answer questions on the topic, and in Science and Social studies they may answer questions about the material learned.
 6. **Conclusion/Summary:** Here the teacher summarizes the lesson with a short discussion or other activity.

Lesson Plan Form with Teacher/Learner Activities

Following is a standard lesson plan form developed for the ALP program. On this form the teacher writes both the activities that the teacher and the learner are doing for each step. This is done to encourage learner participation and learner-centered activities.

Step	Teacher Activities (What the teacher will do.)	Learner Activities (What the learners will do.)
1. Revision		
2. Introduction		
3. Presentation		
4. Other Steps/ Practise		
5. Assessment		
6. Conclusion		

Guide to Lesson Planning

When preparing a lesson plan it's helpful to ask yourself questions about each step. Read these questions and use them when planning your lessons.

<p>Preliminary Questions Ask yourself these questions as you start planning:</p>	<ul style="list-style-type: none"> ▪ What class am I planning for? ▪ What subject am I teaching? ▪ What skills/concepts will be covered? ▪ How long will it take to finish the topic? One period? two periods? a week?
<p>Objectives By the end of the lesson the learners will be able to: a) b)</p>	<ul style="list-style-type: none"> ▪ What will the learners be able to do after the lesson? ▪ What behavioral changes will the learners show after learning?
<p>Teaching/Learning Aids a) b)</p>	<ul style="list-style-type: none"> ▪ What materials do I need for the lesson?
<p>Chalkboard</p>	<ul style="list-style-type: none"> ▪ What important points shall I write on the chalkboard?

Steps:

<p>Review</p>	<ul style="list-style-type: none"> ▪ Does the new topic continue from previously taught material? ▪ How shall I review the previously taught material to refresh their knowledge and skills and to lead into the new material?
<p>Introduction</p>	<p>How shall I start the lesson in order to:</p> <ul style="list-style-type: none"> ▪ Get and hold the learners' attention? ▪ Arouse the learners' interest? ▪ Link the start with new work? ▪ Reveal the scope of the lesson?
<p>Presentation/Other Steps 1..... 2..... 3</p>	<ul style="list-style-type: none"> ▪ What ideas will be covered in the lesson? ▪ What skills will be mastered during the lesson? ▪ What activities will the teacher and learners perform? ▪ Where and when shall I use teaching/learning aids? ▪ In what order will the ideas be covered?
<p>Assessment</p>	<ul style="list-style-type: none"> ▪ How can I assess whether the learners have met the objectives of the lesson? ▪ What questions shall I ask to find out if specific objectives have been achieved? ▪ What activities should the learners perform to reveal mastery?
<p>Conclusion</p>	<ul style="list-style-type: none"> ▪ How shall I end the lesson? ▪ What important ideas should I repeat to sum up the lesson?

Section I

The Scheme of Work

In addition to lesson plans, schools also require teachers to make a Scheme of Work before each school term. A scheme of work is a plan of topics the teacher will teach a particular class, written using the textbook, syllabus, and teacher's guide. To write the scheme of work, the teacher will need to divide the topics into sub-topics according to the number of periods on the timetable for the subject per week, month and term.

The scheme of work includes objectives, teaching methods and techniques, and reference pages in the textbook and syllabus. It should cover a whole term's work. The scheme of work is important for the following reasons:

1. It helps the teacher prepare lesson plans.
2. It guides teaching and learning activities.
3. It helps the teacher prepare teaching and learning materials in advance.
4. It allows for a smooth handover if another teacher takes over the class.
5. It helps during the evaluation of the teacher's work.
6. It reminds the teacher of what has been taught and learnt.

Example: Scheme of Work For English Level 1

Week	Date	Topic	Sub-topics	Objectives	Methods/ Techniques	References
3	2 April to 6 April	Unit 5: Things we do at school	classroom commands: verbs and phrases	The learner should be able to match words and actions for verbs and commands.	<ul style="list-style-type: none">▪ Point and say (pictures and words)▪ Give commands, learners respond.▪ Learners give each other commands.▪ Dictation of commands.	ALP English level 1, page 27

1. **week and date:** This is where the teacher writes the term's week number and the dates of the teaching week.
2. **topic and sub-topic:** This is the main topic divided into teachable units. The number of units should correspond with the number of periods the subject will be taught during the week.
3. **objectives:** Write the outcomes of the lesson.
4. **methods/techniques:** This includes the methods and techniques used when teaching.
5. **references:** This includes the textbook pages and other sources of information you will use while teaching.



Section J

Record Keeping

Types of records

ALP schools require the following records:

- a) **Attendance record:** a daily record of attendance is kept for both learners and teachers
- b) **On-going test marks:** a chart for scores of tests given per subject throughout a term
- c) **Written observation:** a notebook for written assessment for each learner. This includes notes on participation and attitude towards learning. Special attention should be given to improvement throughout the term.
- d) **Syllabus covered:** lesson plans and a scheme of work that show which points of the syllabus were covered during the term.
- e) **Summative examinations:** a record of end-of-term exam results are kept by class.

Reasons for Keeping Records

Records are needed for the learners, school, and educational system.

- **for learners:** They provide a record of work through a term, year, or course. These records provide information for certification, for institutions of higher education, and for employers. They also keep the learner informed of his/her achievement.
- **for teachers:** Records of lesson plans and schemes of work provide information on what was taught each day. Attendance records of teachers are used by head teachers and supervisors to evaluate the teacher's performance.

- **for the school:** Records also show the teachers' and school's achievement in educating learners. For example, if the scores in a class are all below average it may mean that the teacher requires additional training.
- **for the educational system:** County, state, and national offices of education require records from each school on a yearly basis.

On-going Assessment: Chart for Tests Results

Short tests should be given in each subject whenever a unit is completed, with the results recorded on a chart and averaged at the end of the term.

Subject: Math Name	Test 1	Test 2	Test 3	Test 4	Test 5	Test 6	Average
Mary	80	82	92	100	88	94	89.3
Mading	48	45	65	54	35	40	47.8
Nadi	62	78	68	72	65	78	70.5
Rebecca	90	100	98	96	100	96	96.6
Sarah	92	86	94	82	76	88	86.3

Summative Assessment: End of Term Examination Mark Sheet

A single record is required for end-of-term examinations. The subject averages will give an idea of the teacher's accomplishments in teaching each subject.

Class position: A common debate is whether to include learners' class position in the results. In formal education it is usually included on the chart, and every learner is informed of his/her position in the class. However, ALP classes follow a learner-centered approach that focuses on the individual, with special emphasis on girls and special groups, so comparing learners with each other might cause vulnerable groups to feel less successful than other learners. This may affect their confidence and cause them to drop out of school. In ALP classes it's probably more important to emphasize each learner's individual progress throughout the term than to compare learners with each other.

Term 2 Class 3	English	Maths	Science	Social Studies	Learners Average	(Position ???????)
Lupai	72	78	65	66	70.2	4
Rebecca	80	82	90	85	84.2	1
Esther	75	65	68	60	67.4	5
Ladu	60	35	52	36	45.8	6
Mary	85	80	92	72	82.2	2
John	80	75	88	70	78.2	3
Subject Average	75.3	69.1	75.8	64.8		

UNIT 5

BASIC TEACHING TECHNIQUES

Section A

Teaching and Learning Aids

Teaching aids/learning aids are pictures or objects that facilitate teaching. By definition, teaching aids are used by the teacher while learning aids are used by the learner, but in practice classroom pictures and objects are used in various activities by both the teacher and the learner. Teaching/learning aids are important for the following reasons:

- They make lessons more interesting.
- The students can learn by doing.
- They are useful for illustrating examples and meanings.
- They help learners remember vocabulary and ideas.
- They can be used to stimulate discussion and critical thinking.
- They allow learners to use all of their senses in their learning process.

Many kinds of teaching aids are used in ALP classes and it's important for teachers to understand how to use them effectively. The following teaching aids are explained in this section:

1. Flashcards
2. Chalkboard
3. Pictures/Drawings/Diagrams

4. Objects
5. Charts and Maps
6. Nature Table
7. Bulletin Board

1. Flashcards

These are large cards with pictures, words, sentences, or Math problems written on them. Flashcards should be large enough for the whole class to see. They're used in many ways in classrooms.

- a) **Quick drill:** This is for practising or drilling letters, vocabulary, or Math sums after the topic has been introduced to the class. Use a set of flashcards for the topic you're teaching, for example letters of the alphabet, pictures of food, names of the months, and multiplication sums for 5. The teacher shows each card quickly to the learners and the whole class calls out the letter, word, or answer. You can also drill individual learners one at a time, showing each learner a different flashcard. This activity can be repeated daily to practice the alphabet, etc.
- b) **Pair/group work:** Put learners in pairs or groups and give each some of the cards. They drill each other with the cards, taking turns being the "teacher".
- c) **Learner takes a flashcard:** Pass out the flashcards to the class, giving them to individual learners, pairs, or groups. Have the learners do a short activity with the flashcard, for example, make a sentence with the word on the card.
- d) **Point to the correct flashcard:** Put all the cards on the table or on the floor with the learners standing around them. The teacher or a learner names the letter, word, or picture on one of the cards and the learners point to the card. This activity practises listening comprehension.

2. Chalkboard/Blackboard

The chalkboard is the main teaching aid in the classroom. An important point about using a chalkboard is that all the learners should be able to see it. Some of your students may have eyesight problems, so at the beginning of a term try to identify them and let them sit nearer the chalkboard. Other points about using the chalkboard:.

- Be sure your handwriting is clear and legible, written in straight lines, and with equal spacing between words.
- Be sure your writing and drawings are big enough for every learner to see.
- All teachers should be able to draw simple pictures on the blackboard. Practice drawing people, houses, trees, animals, etc. These drawings can be used in many ways.

- Use a top corner of the chalkboard for the date, and change it daily. Encourage learners to date their work.
- Don't write on the board with dark coloured chalk because it's difficult to read.

As you teach a lesson, plan ahead where you will write different kinds of information. For example, in this lesson the blackboard is divided into three sections:

(vocabulary)	(lesson summary)	(illustration)
temperate tropical hard-soft	Types of Forest 1. Tropical evergreen 2. Temperate deciduous 3. Coniferous	

3. Pictures/Drawings/Diagrams

Try to have a picture, drawing, or diagram for every new topic. Most topics in the textbooks include an illustration or diagram, but it's also good for the teacher to draw illustrations on paper or on the blackboard to make the lessons more interesting. If you can't draw well find a learner or another teacher who can help you.

Use illustrations to elicit discussion. For example these general questions can be asked about a picture:

- What do you see in the picture?
- Can you name everything in the picture?
- How many _____ are there?
- What are the people doing?
- What's happening in the picture?
- How do you think this person feels?
- Why do you think he/she feels that way?

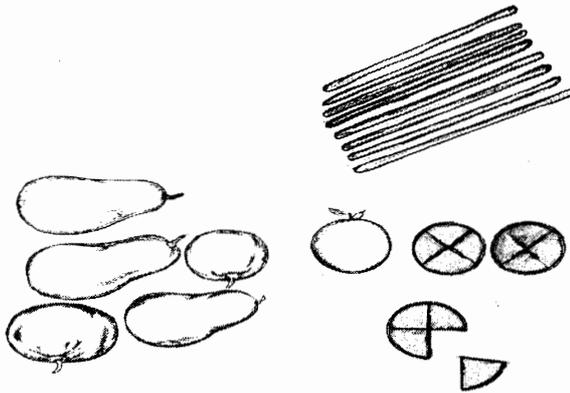
Here are other suggestions for using illustrations:

- Have learners make sentences about the picture while you write them on the blackboard.
- Have learners sit in pairs or groups. Have each pair or group write their own sentences about the picture.
- Have the learners draw a similar picture that illustrates the topic

4. Objects

Objects can be brought to class and used with many subjects and topics. Either the teacher or the learners can find and bring the objects.

- **Science:** Bring plants, types of soil, and samples of other things the class is studying.
- **Mathematics:** Use stones and other small objects for counting and for teaching addition, subtraction, multiplication, and division. When studying fractions the class can cut up paper, oranges, etc or divide up amounts of sand, soil, or water.
- **English:** Use objects when teaching the names of classroom objects, food, clothing, kitchen objects, etc. Objects can also be used for props when the learners are doing a dialogue or role play.



Local materials used as visual aids

5. Charts and Maps

Charts and maps are good to use for teaching and decorating the classroom. Following are some charts and maps that are good for a school to have:

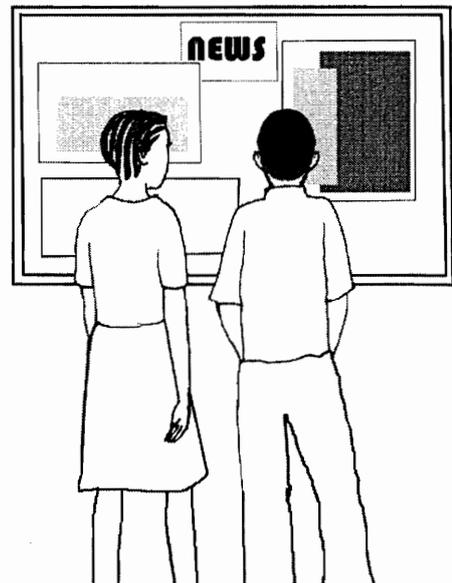
- chart of the alphabet, both small and capital letters
- chart of verb forms
- chart of states and capitals of South Sudan
- map of Sudan and South Sudan
- map of Africa
- map of the world
- chart with diagram of the sun and planets
- chart showing parts of plants and trees
- chart showing of parts of a vehicle and engine

6. Nature Table

Put a table in a corner of your classroom where interesting things from nature can be displayed to motivate learners to be interested in nature and to have a better understanding of the environment in which they are living. The display may include plants, leaves, types of seeds, insects, and rock samples. The things on display may be labeled and questions with answers may be attached to the objects e.g. What is this? Where can you find it?

7. Bulletin Board

Put short compositions, stories the learners have written, or pictures they've drawn on a wall or bulletin board in a central location of the school so that other learners can read them. The writings should be corrected first. Change the writings periodically.



Section B

Using Mother Tongue in the Classroom

A person's mother tongue is his or her first language: the language spoken at home and by the person's ethnic group or community. In schools in South Sudan the mother tongue is used at the lower levels. The teacher and learners speak the mother tongue while English is gradually introduced. The amount of English used increases from year to year until the learners can speak, read, and write it fluently.

Learners in ALP classes are older than primary students, but it's still necessary for teachers and learners to use the mother tongue (or a language spoken by all the learners in the class) rather than English when studying at level 1, and at other levels when discussing difficult vocabulary and concepts. This is done for several reasons:

- Beginning learners in South Sudan usually have little or no understanding of English, so if the teacher uses English in level 1 the learners will have little or no understanding of the lessons.
- It's necessary for learners to develop basic skills such as listening, understanding, and expressing ideas and opinions during their first year. This can only be done in the mother tongue because learners are unable to understand or express themselves in English.
- Use of the mother tongue encourages learners' spontaneous responses during the learning process. The mother tongue harmonizes the school with the home, thus making the learning experience more personal.
- Teaching and learning in the mother tongue promotes a positive attitude toward the language's development and future.

The Bilingual Classroom

A classroom of this type, where two languages are used simultaneously, is called a bilingual classroom. It's a challenge for teachers to manage a bilingual classroom. Two objectives need to be balanced: the learners should understand the lessons and they should learn English. An effective bilingual teacher must use both languages skillfully to meet these objectives.

Literacy in the Mother Tongue

When first learning to read it's helpful, though not absolutely necessary, to gain an understanding of basic reading concepts through the mother tongue. Teachers may first teach letter-sound recognition by having learners read words in their mother tongue. This can help speed up the process of learning the sounds of individual letters and letter combinations and how these sounds combine to make words. Learners can then put words together in sentences from the mother tongue.

The process of learning to write can also be accelerated using the mother tongue. Learners identify more with words from their mother tongue than with words in English, so writing words and sentences in the mother tongue will motivate learners to develop writing skills more quickly.

Objectives for Mother Tongue:

ALP learners, especially at the lower levels, should master the following skills in the mother tongue. These objectives are stated as part of Ministry of Education policy.

Using the mother tongue the learner should be able to:

- a) express himself/herself orally
- b) follow oral instructions
- c) understand and tell stories
- d) communicate orally with peers, family members, and other speakers of the language
- e) understand and sing traditional songs
- f) understand and play cultural games



The learner should also

- a) have sufficient linguistic skills to interpret and translate the idiomatic and poetic expressions of the culture
- b) have adequate knowledge of the language to enable him/her to read and understand cultural symbols correctly
- c) develop respect for all mother tongues spoken in the nation, and thus develop respect for all members of the nation.

Section C

Group and Pair Work

1. GROUP AND PAIR WORK

In group and pair work the students sit together in pairs or in groups of 3, 4, or 5 students and work together on a task the teacher has given them. While they're working the teacher moves from group to group giving them help. Group and pair work is good because it helps learners develop critical thinking skills and creativity through the exchange of ideas required to complete the tasks. It also helps learners develop skills in working in a cooperative way with other people.

Group and pair work are important activities, and teachers in this program should do them every day in their classes. Following are some of the benefits of group and pair work:

- a) Learners get to know each other and learn to cooperate and work together.
- b) Learners develop and discover ideas with help from each other rather than having the teacher tell them. They develop a good attitude towards work and discovery.
- c) Students learn to think critically and analyze information through interaction with each other.
- d) Learners develop skills in communication, discussion, negotiation, and debate.
- e) Quiet learners participate more than in a teacher-centered environment.
- f) Students become involved in their own learning; they become active rather than passive learners.
- g) When students report to the class they gain speaking skills.

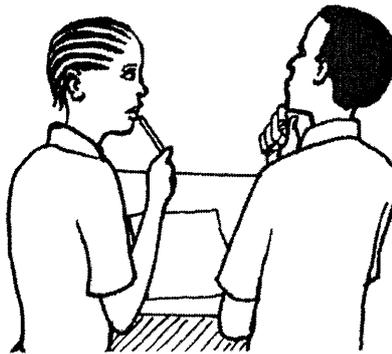
Procedure

In group and pair work the students are given an assignment or "task" (a single piece of work), for example, a question or problem to find an answer to, or something to write or make that has an outcome they can give to the teacher or report to the class. Teachers shouldn't just give groups or pairs a topic to discuss. They should have a task that requires them to produce something or reach a conclusion

Examples of group/pair tasks and activities are:

- Find out about each other's families. Who has the biggest and smallest family? Do this while speaking English only.
- Plan a party with a budget for food and entertainment.
- Draw a plan for a garden that has all the food your families need.
- Write a dialogue in which two people are talking while going to the market.
- Write down reasons why you think people become ill.
- Write ideas for making extra money in our community.

While the groups or pairs are working the teacher should go from group to group, helping them with their task or activity by asking questions or and giving suggestions. When the groups are finished they should report their results to the whole class. Try to have everyone in the group contribute to the reporting.



Which Learners should Work Together?

Teachers should give some thought to which learners are put together in groups or pairs. Following are some considerations:

- If you want all the learners to participate, do pair work rather than group work. In groups some learners may not participate.
- If you put talkative and quiet learners together in a group, the talkative learners may dominate while the quieter learners remain silent. Try to form groups of learners who can work together on an equal level.
- If you put a talkative and a quiet learner together in a pair it could help the quiet learner gain confidence.
- If you put men and women together the women should be strong enough to actively participate in the group.

- Quiet or shy women will probably work better with other women or with men who are sympathetic to them.
- Sometimes it's good to form "friendship groups" where you let the learners sit with their friends.

As the teacher you should know the personality of your students and which learners will be able to work together constructively. Our learners are older than primary level learners and will most likely cooperate with each other well in group and pair work.

Section D

General Teaching Techniques

Six techniques are described in this section:

1. Introducing New Vocabulary
2. Questioning
3. Brainstorm
4. Whole Class Discussion
5. Role Play
6. Debates

1. Introducing New Vocabulary

New vocabulary is introduced in all subjects. There are many ways to introduce new words, some involving the mother tongue and some only English, but the most important point is that you should be sure all the learners in the class understand the meaning of the new words you teach. Use the mother tongue if necessary. It's better for them to understand the meaning than to listen to you say things they don't understand.

How Many New Words?: How many new words do you think you can remember in one day? The number isn't high, perhaps five or ten. Because of this you should be careful not to teach too many new words a day,

The Importance of Review: Most people will agree that it's easy to forget a new word if you hear it only once. For this reason, words should be "re-cycled" in the lessons. Try to use the same words over and over when you speak to the students. Repeating words day after day will help the learners remember them.

Techniques for Teaching Vocabulary

Following are some ways to introduce new words:

a) **pictures:** Use a picture that illustrates the meaning.

b) objects: If the word is the name of a common object, bring it to class and point to it while you say the word. Bring objects to class from home when teaching household objects.

c) actions: Demonstrate actions for action verbs. Have the learners act out the actions as they say the word.

d) learners explain in English or Mother Tongue: Let the learners try to explain the meaning, either in the mother tongue or in English. Ask "Does anyone know the meaning of this word?" Don't be afraid to let them use the mother tongue to explain vocabulary.

f) teacher explains in English or Mother Tongue: Explain the meaning in a simple way in English or in the Mother Tongue.

e) in context: Have the learners read the word in a sentence and try to guess the meaning from the rest of the sentence. This is referred to as the meaning of the word "in context" and is an important reading skill that you should help your learners develop.

Activities to Practice and Revise New Vocabulary

After your class has learned some new words, use these activities to practice or revise the meanings.

- a) **drill with flashcards:** Use flashcards with pictures on the front and the word on the back. Show a series of cards and have the class say the words.
- b) **do actions:** To practice verbs, the teacher or learners do actions while the class says the verb.
- c) **point to picture:** Say the word and have the learners point to it in a picture or in a drawing on the blackboard.
- d) **say the definition, find the word:** Write some words on the board. Say the definition of one of the words and see if the learners can point to the correct word.
- e) **Say the word, find the definition:** Write several definitions on the board. Say one of the words and have the learners match it with the correct definition.
- f) **Fill in the Blank:** Write a sentence on the board but leave out a word. See if the learners can put the correct word in the blank.

2. Questioning

Questions are used in all classes and subjects. Asking and answering questions is basic to education and should be one of your main classroom activities. When asking questions about a certain topic start out with easy questions and move to more difficult ones. There are four basic types of questions that may be ordered from easiest to most difficult.

a) **Yes/no questions:** These are answered by “yes” or “no”. Examples are:

- Is James here today?
- Can you write your name?
- Have you ever seen an elephant?
- Do you like to play football?

b) **Wh- Questions:** These begin with a question word: who, what, when, where, why, how, how many, etc. Use these question to elicit information.

- Who knows how to build a house?
- What's the capital of South Africa?
- How do you contract ringworm?
- Why does it get dark at night?

c) **Questions about the learners' life:** The answers to these questions will vary from learner to learner. They're good to use because the students can talk about themselves and compare their experiences, helping the learners become more interested and involved in learning.

- Where does your brother work?
- What kind of vegetables do you have in your garden?
- When do you use multiplication outside of school?
- What kind of trees do you want to plant at your house?

d) **Questions to make the learners think:** These include “why” questions and other questions that make the learners think creatively or critically.

- Where do you think crocodiles sleep: on land or in the water?
- Why do you think animals stay in herds?
- Why do boys like to fight?
- How old should people be when they get married?
- Why do you think people have conflicts?

Using Questions in Class: Questions are good for both speaking and writing. It's good to put learners in groups or pairs and have them ask each other questions or write the answers to questions together. Following are some ideas for using questions in class:

1. **Write Answers Individually:** Write some questions on the blackboard and have learners each write the answers on paper. The teacher checks each learner's answers. This is a good way to do assessment after teaching a lesson.
2. **Ask in Pairs or Pairs:** Write a list of questions on the board or use questions from the textbook. Put the learners in pairs or groups and have them ask each other the questions. This is good for oral speaking practice.
3. **Write Answers in Groups or Pairs:** Write some questions on the board and have the learners discuss them in pairs or groups and write answers for them. This is good for both discussion and writing, especially if you use difficult questions that make the learners think.
4. **Oral Interview with Teacher:** Have an oral interview with the learners. Talk to each learner individually, asking them a list of questions. You can tell them the questions first so they have time to study them.

Calling on Learners: Read the questioning techniques in the following table. Decide which technique you use the most often, ordering the techniques from 1 to 8. Ask yourself these questions about the techniques:

- Which technique for calling on learners do I most commonly use?
- How does the technique work for me?
- Which techniques encourage participation of all the learners?
- Which techniques could cause the learners to feel embarrassed or ashamed?
- What are the good and bad points of each technique?
- How could I change the way I call on learners to have more participation?

Techniques for Calling on Learners	Order of Frequency that I use each
a. Ask a question and wait for the whole class to respond in chorus.	
b. Call on a student by name and wait for a response.	
c. Call on the first person to raise his/her hand.	
d. Call on learners after giving them a few seconds to think.	
e. Alternate calling on boys and girls.	
f. Call on learners by alphabetical order in the class register.	
g. Call on learners by going around the room from desk to desk in order.	
h. Learners ask each other questions.	

3. Brainstorm

This is an easy technique that can be used daily in all subjects. The objective is for the class to think of as many ideas or words on a topic as possible. As the students say things the teacher writes them in a list on the blackboard. First write a topic on the blackboard such as:

Things your parents do every day

The learners say things their parents do, and as they say them the teacher writes them on the board. If they can't come up with many ideas give them hints and encourage them to keep thinking. Keep the brainstorm going until no one has any more ideas. Don't let the learners discuss the points or copy them down until the brainstorm is over. The idea is for everyone to keep thinking.

The theory behind a brainstorm is "Two heads are better than one", that is, many people thinking at the same time form a creative atmosphere where new ideas can emerge.

Brainstorms are good for both introducing new topics and for revision, for example, introduce clothing by asking learners to say the names of all the clothes they can in English. After you've studied clothing in English class revise the vocabulary by having the learners do the brainstorm again.

Rules of Brainstorming: There are definite rules for brainstorms which should be followed for the best results:

1. Learners think together about one topic and give as many ideas and responses as possible.
2. The teacher or leader writes them on the blackboard as people say them.
3. All learners participate; no writing is allowed until the brainstorm is finished.
4. Discussion isn't done during the brainstorm. Wait until you're finished to discuss things people have mentioned.

4. Whole-Class Discussion

Here the teacher leads a discussion in which the entire class takes part. The topic is taken from the subject being taught. In discussions the learners are free to say anything they like, and the teacher uses questions to keep the discussion moving. The technique is very good for helping learners improve their speaking and critical thinking skills. Discussions can be done in the mother tongue for beginning level learners, and in English for higher-level learners.

It's good to draw up a list of questions on the topic first. The questions are used to stimulate thinking. Order the questions from the most easy and basic to

those that are more difficult and require opinions and critical thinking. Following is a sample list of questions for a discussion comparing cities and rural areas:

- Are we living in a city or a rural area?
- Have you lived here all your life?
- Has anybody here ever lived in a different place?
- Who? Where did you live?
- Is that place a city, town, or rural area?
- Did you like living there? Why? Why not?
- Anyone else?
- Do you think you'd rather live in a city or in a rural area?
- Why do you say that?
- What's good and bad about the city?
- What's good and bad about living in rural areas?

It's also good to use the blackboard while you're doing a discussion, listing the points in an organized way. Use headings as in this example:

Learners who like the city

Mary
Kalo
John
Khamisa

Learners who like rural areas

Ninwa
Sarah
James

or tables:

Good points about the city	Bad points about the city
Good points about rural areas	Bad points about rural areas

5. Role Play

In a role play the learners act out a situation without reading a dialogue or script. The learners speak spontaneously, although they may plan what they want to say beforehand. Role plays are common for teaching English but they can also be used with other subjects, especially Social Studies and Life skills where they are used to explore social issues. Following are some examples of role plays:

- One student is a seller in the market, two other learners are buying food for dinner. (for English)
- One student is the mother who wants her daughter to get married, the other student is the daughter who wants to finish school first. (for Life Skills)

Use these steps when doing a role play:

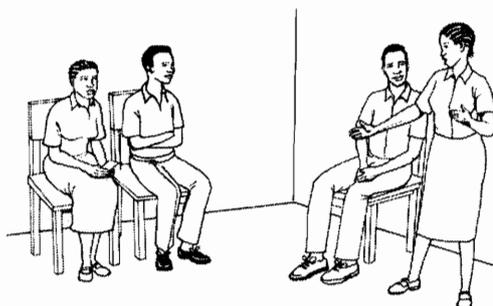
- a) Prepare the actors so they understand their roles and situation.
- b) Explain to the rest of the class what to watch for in the role play.
- c) Observe the role play.
- d) Thank the actors and ask them how they feel about the role play.
- e) Share and discuss the reactions of the class.
- f) Ask the class what they have learned and how the situation relates to their own lives.

6. Debates

In debates two teams take sides on an issue. Debates are good because they help develop critical thinking skills. When introducing debates to your class it may be good to practice with the whole class first, using the mother tongue to elicit points and reasons on the two sides of the issue. Divide the blackboard into two parts and write the points for each side as the learners think of them. You could also divide the class into groups and have them list points and reasons for one side of an different issue. The final step is to have the class do an oral debate with two teams.

Following are some topics for debates:

- Which is more important: your mother or your father?
- Which is better: being a teacher or being a doctor?
- Being a woman is better than being a man.
- It's better for women to be educated than uneducated.
- It's better to have a few children than to have a lot of children.
- Living in a village is better than living in a town.



Section E

English for Beginners

Teaching Absolute Beginners

Students who enter ALP with no knowledge of English are called “absolute beginners”. These students have to learn basic English skills from the first three chapters of the ALP English Level 1 book before they use ALP textbooks in other subjects, especially textbooks in Science and Social Studies.

Following are the skills and knowledge absolute beginners should attain in the first few weeks of ALP class. References are to ALP English Book Level 1.

1. **Speak Basic Sentences:** Say sentences of simple English conversation including greetings, “What’s your name?”, etc. (chapter 3) Teach learners to speak the greetings, etc, only at first without reading or writing.
2. **Say Alphabet:** Say and understand the alphabet and associated words (chapter 1, page 1)
3. **Write Alphabet:** Write small and capital letters (page 1)
4. **Sounds of Letters:** Recognise the sounds of letters, especially consonants (pages 4 to 11)
5. **Read Words:** Read and understand individual words (pages 4 to 11)
6. **Read sentences:** Put words together into sentences (chapter 3)
7. **Numbers:** Say and understand basic numbers, read numerals (chapter 2)

Teach all Points and Skills Simultaneously

It’s best to teach the above points simultaneously from the first day of class. Each day, teach some letters of the alphabet, some letter sounds, some numbers, some writing, and have the learners practise saying greetings and other basic sentences. Spend only 10 or 20 minutes on each activity.

This is done for the following reasons:

- a) **To accelerate students’ learning:** It’s not possible to remember the entire alphabet or numbers from 1 to 20 in one day. Mixing and reviewing many topics

per day will help the students remember what they've learned which will accelerate their learning.

- b) **The four skills should be taught daily:** You should do activities that practise speaking, reading, writing, and listening every day at all levels.
- c) **Learners are reading a second language:** The students are learning to read a second language, not their mother tongue, which means they have to learn the meaning of the words along with the skill of reading. This is why you should start teaching basic speaking (greetings, questions, etc) from the first day so the students already know some English sentences they can then learn to read.
- d) **The points reinforce each other:** The eight points reinforce each other, making them all easier to learn. Students learn the alphabet along with sounds of letters, writing the letters, how the letters make words, and how the words go together in sentences that they can already say.
- e) **People learn in different ways:** People learn languages in different ways. Some learners base their language learning on speaking and listening and others on reading and writing. Therefore, to reach all the learners you should teach every skill daily.

The Four Language Skills

There are four language skills: speaking, listening, reading and writing. Beginners learn the above topics in all four skill areas, as in these examples:

- alphabet:**
 - speaking:** learners can say the alphabet
 - listening:** learners can recognise a letter when they hear it
 - reading:** learners can read each letter of the alphabet
 - writing:** learners can write each letter of the alphabet

- numbers:**
 - speaking:** learners can say the numbers from 1 to 1000
 - listening:** learners can understand a number someone says
 - reading:** learners can read numbers from 1 to 1000
 - writing:** learners can write numbers from 1 to 1000

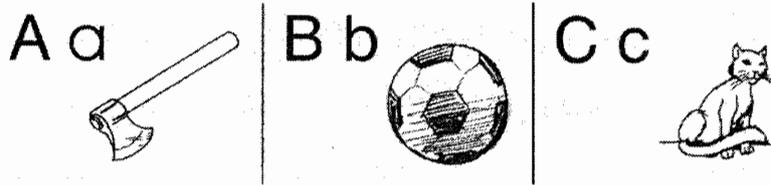
- words:**
 - speaking:** learners can say the individual words
 - listening:** learners can understand a word someone says
 - reading:** learners can read words and understand the meaning
 - writing:** learners can write and spell individual words

- sentences**
 - speaking:** learners can express meanings in sentences in English
 - listening:** learners can understand English sentences when spoken
 - reading:** learners can read and understand sentences in English
 - writing:** learners can write sentences in English

The Steps to Reading

Following are the steps learners take to be able to read English:

1. **letters:** Students learn to read individual letters of the alphabet. Do this simultaneously with the second step.



2. **sounds of letters:** Students learn the sound associated with each letter. This is called "letter-sound recognition". In English it's best to teach the consonants first because they have fairly consistent sounds, unlike English vowels which have many sounds associated with each of the five letters. The letter "b" (figure below) is the first letter taught on page 4 of English book 1. Teach learners the sound of "b" ("buh") and show them how it's the first sound of "book" and "boy". Eventually the learners will know the sounds of all the letters in the English alphabet and will be able to read new words they see.

B b

Learn the sound of the letter "b".

book



boy



3. **sight words:** Students learn to read sight words from the sound of some letters they know and from the shape of the word, the spelling, and the number of individual letters. For example they've learned the sound of "b" in "book" but they read the rest of the word by the spelling and the number and shape of the letters. This is an intermediate step on the way to reading words completely by letter-sound recognition. Flashcards are good for teaching sight words.

4. **single-syllable words:** Sounds of letters are put together to read single-syllable words when learners know the sounds of all the letters. Begin with these common endings, changing the initial consonant and having the learners read the words from their knowledge of the consonant sounds:

-at	-it	-in	-un	-en	-ot	-an	-and	-ar
cat	sit	bin	bun	pen	hot	can	hand	car
rat	hit	fin	fun	men	lot	fan	land	bar
hat	fit	pin	gun	hen	not	pan	hand	far
bat	bit	sin	nun	ten	pot	man	band	jar
fat	pit	tin	run		cot			tar
mat	wit	win						(war)

Next teach the vowel sounds. These are more difficult because each of the five English vowel letters has several sounds associated with it.

-ee	-o	-oo/-ou	-i/-ie/-y	-ay	-oat
see	no	too	hi	say	boat
bee	go	zoo	lie	day	coat
me	so	you	tie	may	goat
he			my	bay	float
she	exceptions: (do, to)		by	lay	
				pay	
				way	

5. **words with multiple syllables:** Next students learn to read multi-syllable words. This requires learning to separate words into its syllables. See page 11 in English Book 1 or think of your own words that combine sounds the students have learned such as:

ba-na-na

ba-boon

bam-boo

kan-ga-roo

bal-loon

ze-ro

6. **sentences:** Reading sentences is the next step. It's best if the students already know how to say the sentences they're reading, so have them learn to say the basic conversations in Chapter 3 before they read them.

Simple Techniques for Teaching the Four Skills

It's best to teach beginners using a series of simple activities that involve all four language skills. Following are some easy ways to teach the four skills:

skill	techniques
speaking	<ul style="list-style-type: none">• The learners ask each other basic questions like “How are you?” and “What’s your name?” and do basic dialogues.• The teacher says a letter, word, or sentence, or dialogue and the learners repeat it after the teacher.• The learners say the names of objects from pictures, flashcards, or while pointing at the real object.• The learners greet each other.
listening	<ul style="list-style-type: none">• The teacher says a letter, number, word, or sentence and the learners write it on paper (this practises both listening and writing).• The teacher says a letter, number, or word and the learners point to it on the blackboard, in the book, or on a flashcard.• The teacher or another student ask questions and students answer them.
reading	<ul style="list-style-type: none">• The teacher writes some letters, numbers, words, or sentences on the blackboard and the learners read them as the teacher points to them.• Learners read words or sentences from the book and translate them into the mother tongue or show they understand the meaning in another way.• Learners read a word then find the picture or object that matches the word (or connect the word to a picture).
writing	<ul style="list-style-type: none">• Learners copy letters, words, or sentences from the book or blackboard onto paper.• Learners write letters, words, or sentences several times to practice and learn the spelling (3 to 5 times).• The learners write words on a topic (names of food, animals).• The teacher asks a question and the learners write the answer.• The learners write sentences on a topic.

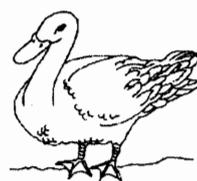
Sample Lessons: The First Three Days

Following are examples of ways to teach all the skills in a 90 minute to two hour class. The second and third days include review of previous days.

Day 1: Learners will be able to:	ALP English Level 1	Time
a) say the alphabet A to E along with associated words	Book page 1; flashcards	15 minutes
b) write A to E in small letters and capital letters		20 minutes
c) recognise sounds for letters B and D and learn the four sight words	Book page 4, flashcards	20 minutes
d) say the numbers 1 to 5	Book page 12; flashcards	10 minutes
e) write numbers 1 to 5 (numerals only, not words)		10 minutes
f) say: "Hello. How are you?, "I'm fine".	Book page 15 (say only, don't read or write)	20 minutes
g) write own name (teacher helps each student spell and write his/her own name).		20 to 30 minutes

Day 2: Learners will be able to	ALP English Level 1	Time
a) review alphabet and associated words A to E	Book page 1, flashcards	5 minutes
b) learn letters F to K and associated words	Book page 1, flashcards	15 minutes
c) write small and capital letters F to K		20 minutes
d) recognise sound for letters F and G and learn the four sight words	Book page 4, flashcards	25 minutes
e) review numbers 1 to 5; learn 6 to 10	Book page 12, flashcards	15 minutes
f) ask and answer "What's your name? My name is _____"	Book page 16 (say only, don't read or write)	15 minutes
g) say a short dialogue: greet someone and ask "What's your name?"	Book page 16 (say only, don't read or write)	10 minutes
h) write "My name is _____", writing own name in the blank.		15 minutes

Day 3: Learners will be able to:	ALP English Level 1	Time
a) say new greeting "Good morning, class, Good Morning, teacher."	Book page 15	10 minutes
b) revise alphabet A to K, learn L to P, including associated words	Book page 1; flashcards	20 minutes
c) write any letter A to K as teacher says it		15 minutes
d) do written activity at bottom of page 4 for sounds "b, d, f, g"	Book page 4	10 minutes
e) recognise sounds for letters H and J and learn four sight words	Book page 5, flashcards	20 minutes
f) revise numbers 1 to 10; play games with number cards	Book page 12, flashcards	20 minutes
g) Read dialogue "What's your name?" on page 16	Book page 16	10 minutes
h) Write both question and answer "What's your name? My name is _____."	Book page 16	20 minutes



Section F

Teaching Reading Comprehension

An Important Skill

There are many ways to teach reading comprehension and many different activities you can use to motivate learners to read. Reading is something that learners do every day in English, Science, Maths, and Social Studies and is one of the most important skills people gain from their educations.

Are the Learners at the Correct Level?

One of a teacher's main goals is to be sure every learner in the class is able to read. If some learners in your class cannot read at the same level as the others you may want to give them extra help or move them to a lower level class. Teachers of levels 2, 3, and 4 should check to see if every student can read most of the words in the English book for their level. They should have difficulty reading only 10% to 20% of the words in the book (the words that are new to them).

General Concepts and Activities

It's important for teachers to understand the following concepts about reading:

- a) **Introducing New Vocabulary:** Before the learners read a passage it's helpful for them to learn the meanings of some of the new words in the passage. Ways to teach new vocabulary are explained under "General Teaching Techniques".
- b) **Reading Silently:** In silent reading the learners read the passage with their eyes only, without speaking or moving their lips. Silent reading is important because reading in everyday life is done mostly silently. When teaching reading comprehension the learners are usually given time to read the passage silently before reading it aloud.

- c) **Reading Aloud:** Here the learners read the passage aloud sentence by sentence. Try to give all the learners in the class a chance to read. The teacher may also read aloud to demonstrate pronunciation. Sometimes the whole class reads aloud together. Reading aloud is good because the teacher can check if the learners can read correctly, and because the whole class participates and follows the meaning of the passage together.
- d) **Reading for Understanding:** Sometimes learners read sentences without understanding the meaning. (They have the skills for reading the words but don't know the meaning of the words.) Teachers have to be sure their learners understand what they're reading, and it's often necessary to use the mother tongue to check understanding. There are several ways to check if the learners understand the meaning. These include:
- Learners explain the meaning of what they've read, either in English or in the mother tongue.
 - Learners translate the meaning into the mother tongue.
 - Learners answer a comprehension question which the teacher asks.
 - Learners ask each other questions about what was read.
- e) **How much for one day?** When planning a reading lesson teachers should look at the passage and determine how much of it the learners can read and understand in a single period. Sometimes the class won't be able to finish a long story or passage in a single day, and will have to continue the lesson for two or more days. Teach new vocabulary for the part you're teaching for that day only. You should also plan comprehension questions part by part to use on consecutive days.
- f) **Review:** The teacher should review vocabulary and the content of the previous day's reading passage. There are many activities for review, including:
- Ask comprehension questions about the previous day's reading.
 - Review vocabulary from the previous day and have learners use them in questions or sentences (orally or in writing).
 - Have several learners describe the content of the previous day's reading.
 - Draw a picture that illustrates the previous day's content and have the learners describe it (or have the learners draw the pictures).
 - Ask multiple choice, fill-in-the-blank or true/false questions about the content.

Parts of a Reading Lesson

1. Before Reading: There are many different activities the teacher can do before the class reads a story or passage, including the following:

- Teach the new vocabulary they will encounter in the passage.
- Ask the learners some questions with the new vocabulary.
- Talk about a picture or pictures that accompany the reading.
- Tell the learners what they're going to read about and have a short discussion on the topic to stimulate interest in what they're going to read.
- Ask the class one or two questions about the passage which they will find the answers for as they read. Write these questions on the blackboard.

2. While Reading: These are activities done while the learners are reading the passage.

- Ask comprehension questions after each sentence to make sure they understand the meaning.
- Ask questions with "why": Why do you think he did that?
- Ask what the learners are thinking: What do you think will happen next?
- Ask the learners about their feelings: How does that make you feel?

3. After Reading: When the learners have finished reading there are other activities you can do:

- Ask more comprehension questions.
- Put learners in pairs and have them read the passage to each other.
- The class writes about the passage. They may write questions, answers to questions, or a paragraph about the topic of the passage.
- Speaking activities: the class discusses the passage, asks each other questions, or sits in groups for a discussion and task on a related topic.

A SAMPLE READING LESSON

Following is a reading lesson for "Cleaning the Classroom" from ALP English Book 1, Page 35

Step 1: Teach New Vocabulary

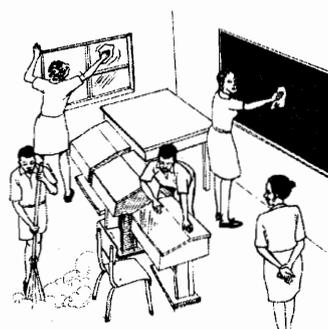
Have the class look at the new vocabulary in their books. Teach the new words as follows. Write each word on the blackboard as you teach it. Try to teach it in English first but explain in Mother Tongue if some learners don't understand.

word	how to teach
wash	Do the action of washing your hands to demonstrate the meaning. Say and write: "I'm washing my hands." Have learners say the sentence while doing the action.
happy	Smile and act happy to demonstrate the meaning. Ask the learners: "Are you happy?" They answer "Yes, I'm happy" while smiling.
can	Ask the learners a question with "can" and have them ask each other: "Can you read?" "Can you write?"
because	Write this example on the blackboard: "I'm eating because I'm hungry." Ask the learners if they can explain the meaning of "because" from context. Have them make other sentences with "because".
who	Explain that "who" is used to ask about people. Ask the question: "Who is your teacher?" Ask class if they can say other questions with "who". Write them on the blackboard.
where	Explain that "where" is used to ask about places. Ask the question: "Where is your house?" Ask for more questions with "where".
why	Explain the "why" is used to ask for reasons that are answered with "because". "Why are you happy?" "Why are you eating?" Have the class make more questions with "why" and respond with "because".

Step 2: Talk about the picture

Ask the following questions about the picture:

- What do you see in the picture?
- Where are they?
- What are they doing?
- What is he doing? (point to picture)
- What is she doing? (point to picture)
- What is this? (point to picture)



Step 3: Read silently (with a question to find the answer to)

Have learners read the passage silently and find the answer to this question as they read (write the question on the blackboard before they start reading silently):

Did the teacher help the learners clean the classroom?

Step 4: Read aloud

Have each learner read one sentence aloud. Ask a question after each sentence to be sure they understand the meaning. Translate the sentence into the mother tongue if necessary.

Step 5: Answer the questions

Have learners read and answer the questions in the book aloud. Put learners in pairs and have them ask each other the questions.

Step 6: Write answers to questions

Have learners write the answers to the questions in their notebooks. (This may be done as homework.)

Review (the following day):

Review the vocabulary by asking questions and making sentences with the words. Have each learner write one question about the story. The teacher checks the questions, then the learners ask each other the questions.

Section G

Other Techniques for Teaching English

Six techniques are described here:

1. Ways to Practise Speaking
2. Dialogue and Role Play
3. Listening Practice
4. Spelling
5. Pronunciation
6. Teaching Language Structures (Grammar) with P.P.P.

1. Ways to Practise Speaking

When learning a language it's important to use it as much as possible. English teachers should therefore do activities in class every day that allow the students to speak. The activities should give all the students in the class a chance to speak. There are three types of speaking activities:

- Some language learning activities are **controlled**. This means that the students repeat or answer in a specific way that you have taught them.
- Other activities are **uncontrolled**. This means that the students may say anything they like or respond to a question with any answer.
- As students learn more and more English they do **free speaking** activities where they talk about their own ideas and opinions.

Speaking helps the learners remember what you've taught them and also to become more fluent. Following are common ways to practice speaking in class:

a. Question and answer drill: If you're teaching the class a question, do a quick drill by pointing to two learners and having one ask the other the question. Continue

doing this with many pairs of learners. This gives the learners a chance to practise both the question and the answer.

b. Speaking in pairs/groups: Put a list of questions from your lesson on the blackboard, or have the learners look at a list of questions in the book that they've studied. Put the learners in pairs or groups and have them ask each other the questions. (All the pairs and groups can do this simultaneously.) The teacher goes from pair to pair or group to group checking if they're asking and answering correctly. This activity is good because all the learners have a chance to practice speaking, and the learners become relaxed about using a second language with each other.

c. Presentations by learners: Each learner talks about a topic, for example, if you're studying diseases have each learner describe a medical problem he/she has had. This can take a long time if your class is big, so it can be done in groups with the teacher checking from group to group. Doing it in groups is also less stressful.

d. the Communicative Approach: Here the learners practise real communication in the classroom. The teacher sets up a situation where the learners are required to use English to find out certain information or complete a task. Students have to use authentic language in real situations, and this helps increase their fluency more than controlled exercises.

2. Dialogue and Role Play

In a dialogue two (or sometimes three) learners have a conversation which is written out in the textbook or on the blackboard. The dialogue uses vocabulary and sentence structures that the learners are familiar with (or it may introduce a few new words and structures).

The basic steps for teaching a dialogue are as follows:

- a) **Read the Dialogue:** Have the learners read the dialogue line by line from the book or blackboard. Be sure they understand the meaning of each line. They may also repeat each line several times.
- b) **Practise as Group:** Lead everyone to practice it orally line by line several times.
- c) **Divide Class:** Divide the class into two parts to be the two people (A and B). The two groups say the dialogue.
- d) **Practise in Pairs:** Pairs of learners stand up and say the dialogue.
- e) **Memorize:** Have the class memorize the dialogue for homework.
- f) **Revise the Next Day:** The next day the class recites it from memory.

Here's a sample dialogue:

A: Hi John. What are you doing today?

B: I'm going to visit my aunt and uncle.

A: Where do they live?

B: They live in the next village.

A: Are you walking there?

B: Yes. It's not far. Only three kilometers.

Variations: To make the technique more interesting, write it on the blackboard leaving out certain words. Have the learners put different information in the blanks as they practice it in pairs. You can also erase parts of the dialogue and have them say it from memory. This will help them memorize the dialogue.

A: Hi _____. What are you doing today?

B: I'm going to visit _____.

A: Where do they live?

B: They live _____.

A: Are you walking there?

B: Yes. It's not far. Only _____

Role Play for English: This was explained under "General Teaching Techniques". Role plays are very important in English for practising situations because they help learners speak spontaneously and build fluency. Following are some examples of role plays for English class:

- greeting an old friend
- meeting and talking to someone you don't know
- talking about your school, teacher, family, etc
- buying things
- going to the doctor
- talking about a problem
- discussing a wedding, party, or sports event

3. Listening Practice

Listening is an important skill that can be practised in class. The basic technique is to speak some English while the students listen to you, then ask comprehension questions to see if they've understood.

You can draw a simple picture on the blackboard to represent the person speaking. If you're reading a dialogue you can draw a picture of two people and point

to them as you read each part. Sometimes you have to read the passage two or three times for the learners to understand it well. Ask “Do you want me to read it again?”

Following is an example of a listening passage. Draw a picture of the girl on the blackboard and point to it when you ask the question (for “her/she”)



My name is Marie. I study at this school, and my teacher’s name is Sanah. I like to study here because I want to be a teacher in the future. I have a sister named Ninwa but she doesn’t come to school now.

1. What’s her name? (point to the picture when you ask)
2. Does she study here?
3. What’s her teacher’s name?
4. Why does she like to study here?
5. What’s her sister’s name?
6. Does her sister study here?

4. Spelling

Spelling is important for English class, and it can also be done with important words in other subjects. Try to give a spelling test once a week with ten to twenty important words to spell (give beginning learners only five words). Following are points about spelling tests:

- Choose words that the learners have already studied.
- Give them the list of words ahead of time and tell them when the test will be.
- Choose words that they will use when writing.

5. Pronunciation

There are many ways to teach pronunciation. Some books have the learners study all the sounds of English, but a more efficient way is to concentrate only on the sounds that the learners have problems with.

Young children can easily learn to say any sound, but older people often have problems pronouncing sounds that aren’t present in their mother tongue or other language they learned as a child. Older students learning English in South Sudan won’t all have problems with the same sounds.

It’s good for teachers to compare their learners’ mother tongues with English to find out what sounds they might have problems with, then give them words and

sentences containing these sounds to practise. In South Sudan it's possible that learners will have problems with th, ch, sh, p and f, but listen carefully to how your learners speak English and gear your pronunciation lessons toward the problems you hear.

6. Teaching Language Structures (Grammar) with P.P.P.

Young children learn languages spontaneously without studying the grammar, but most adult learners prefer to study the grammar rules along with speaking, reading, and writing. This is because adults can analysis as a tool to learn languages more than children do. An effective way to teach English language structure (or grammar) is to use the PPP method. These initials stand for:

- **presentation:** The teacher presents a grammatical structure to the students.
- **practice:** The students practice the grammatical structure in a way that is controlled by the teacher.
- **production:** The students practice the grammatical structure in a freer, less-controlled way where they have a need to use it.

Step	Teacher's Role	Purpose
Presentation	Teacher presents the new language structure, making sure all learners understand.	<ul style="list-style-type: none"> • to present a new structure in a way that makes the meaning clear. • to present the new language in a natural way so that the students can see how it works. • to link the new language to what the students already know. •

<p>Practice</p>	<p>Teacher organises practising the structure, listens to the students speaking and makes corrections where necessary.</p>	<ul style="list-style-type: none"> • to help students memorize the new structure. • to help students produce the word order. • to give the teacher the chance to check for errors and make corrections. • to give practice in pronunciation. • to develop students' confidence.
<p>Production</p>	<p>Teacher organises an activity where the learners can produce the structure naturally. The teacher provides assistance where necessary, and identifies any problems students have.</p>	<ul style="list-style-type: none"> • to give students more freedom to practice. • to encourage students to use the new structures in their own way. • to help students see the usefulness of what they have learned. • to check what has been learned.

A SAMPLE PPP LESSON

Objective: Learners will be able to ask and answer questions about their families in the present tense using “what”, “how many” and “who”.

1. Presentation: Write these questions on the blackboard and let the learners think of answers for them. Write sample answers on the blackboard.

What's your father's name?

What's your mother's name?

How many sisters do you have?

How many brothers do you have?

Who do you live with?

2. Practice: Have the learners practise asking and answering the questions. Do question and answer practise with pairs of students until they can ask and answer well. Put learners in pairs and have them ask each other the questions.

3. Production: Divide the class into groups. Give them the following task:

Find out the following information about each person in your group:

- names of parents
- number of brothers and sisters
- who they live with
- another piece of information about their family using “what”, “how many” or “who”.

Let each group find out the information from each other while speaking only English and report back to the whole group. They have to think of other questions for the last point to find other information about each group member’s family.



Section H

Teaching Mathematics for Understanding

Understanding Concepts

When teaching Math it's important for learners to understand the concepts behind the operations they're doing. The "operation" refers to the process taken to find the solution. Some teachers have learners simply memorize operations without helping them understand what is actually happening in the process. This can lead to problems at higher levels. Learners may have trouble understanding fractions or geometry and lose interest in Math.

Understanding concepts behind operations will benefit learners in several ways:

- They can use the knowledge to solve similar problems.
- They gain insight into deductive reasoning processes which will give them the ability to solve problems in a range of subjects.

The best way to teach the concepts of arithmetic is with objects that the learners manipulate. Addition, subtraction, multiplication, division and fractions can all be understood with local objects such as stones and sticks. Geometry is best with taught with drawings or objects in different shapes.



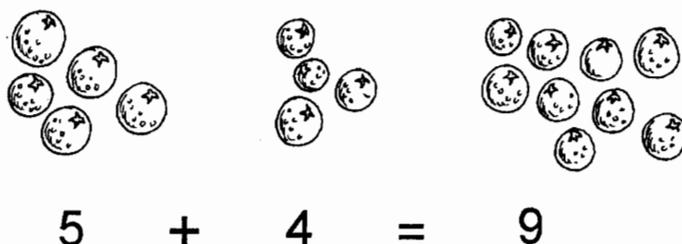
Concrete and Abstract Concepts

A good way to understand Math concepts is in terms of “concrete” and “abstract”. A concrete idea or concept is one that can be seen with your eyes and understood physically. An abstract idea or concept is one that can be understood only theoretically, in the mind as an idea. Mathematics begins with concrete concepts such as addition and geometry and moves into more abstract concepts with algebra and calculus. Learners should be taught to understand concrete operations physically so that they will more easily understand higher, abstract concepts.

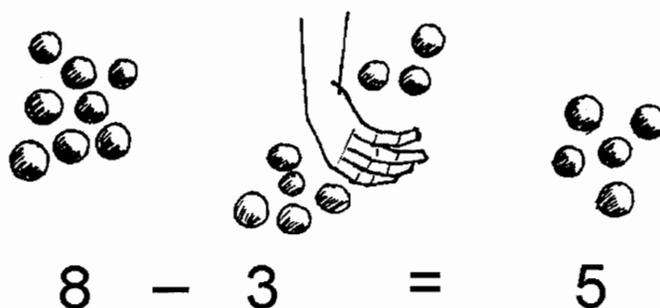
Demonstrating Math Concepts

Following are some ways to demonstrate basic Mathematical concepts to learners.

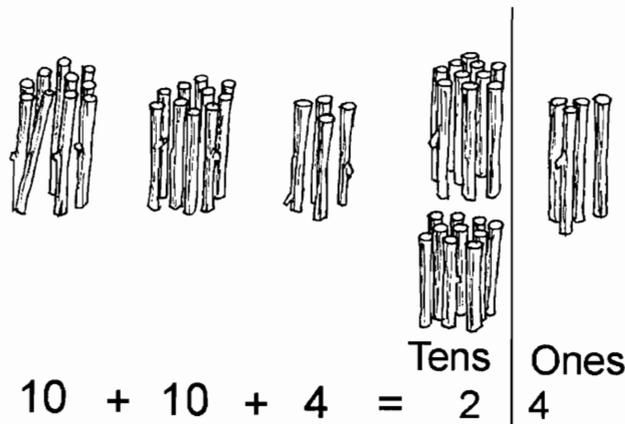
Addition: Bring stones or other small objects such as sticks or seeds to class. Have learners count out numbers of stones into separate piles. Put two of the piles together, then show how the sum of the two numbers is written as an addition equation.



Subtraction: Use the same small objects, but show how taking away some objects results in a smaller amount that can be written as a subtraction problem.



Place value: Tie small sticks into bundles of ten. These are your “tens”. Use single sticks for “ones”. Illustrate numbers like this:



24 = two bundles of ten plus four single sticks

The “tens” column has two bundles

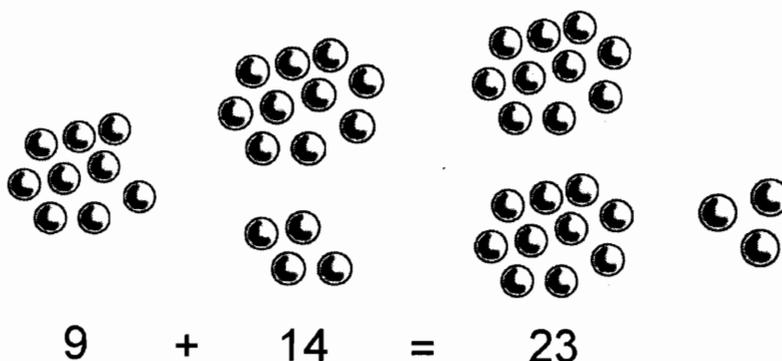
The “ones” column has four single sticks

Say a number and have learners find the bundles and single sticks for the number. Let pairs and groups of learners practice the same operation.

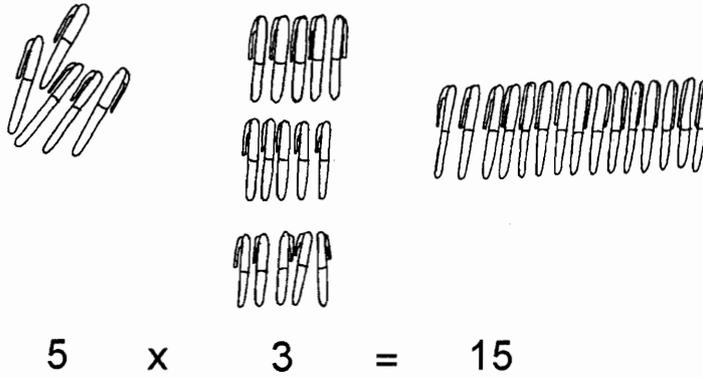
Addition with carrying: Be sure the learners understand place value. Demonstrate an addition problem with carrying such as:

$$9 + 14 = 23$$

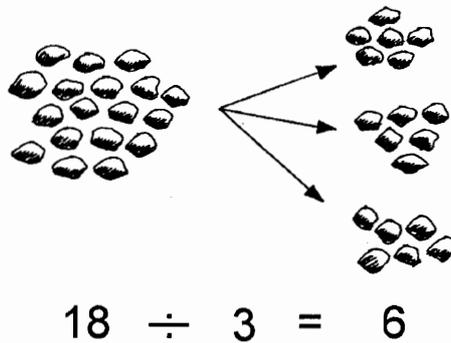
Show how another “ten” is formed, which you tie into a bundle or make into a pile of ten stones. The result is two tens and three ones.



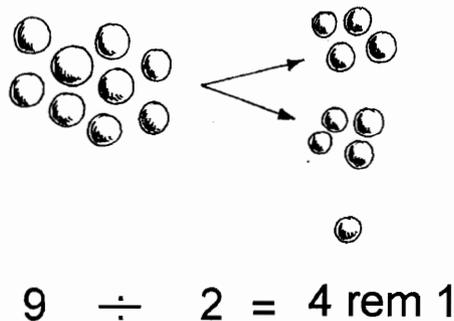
Multiplication: There are diagrams in the Mathematics book that show how to visualize multiplication with rows of objects. It's also good to use stones or sticks for multiplication to help the see the groups of physical objects multiplied. Here five pens are multiplied three times.



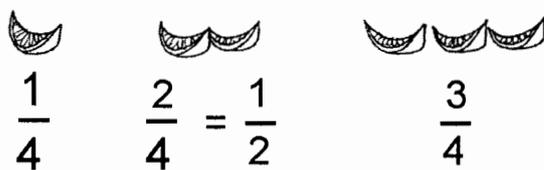
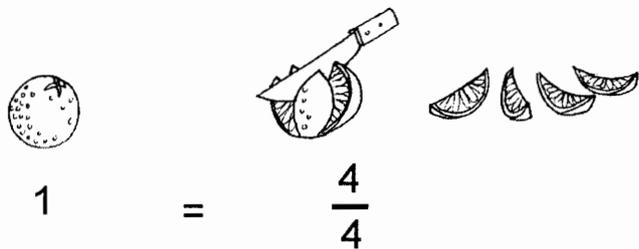
Division: Put a large number of stones in a pile then divide it into small piles of equal number. For example, 18 divided by 3 by putting 18 stones in a pile, then dividing it into three small piles. Each will have six stones.



Division with a remainder: This illustrates 9 divided by 2. Divide the stones into two piles. There will be four in each with a remainder of 1.



Fractions: Use pieces of fruit. Cut an orange or a banana into pieces and then demonstrate how the number of pieces are written as fractions.



Section I

Homework

Homework gives students a chance to practise and use skills and knowledge learned in class. Teachers use homework to check on learners' progress and to give the class extra practise on difficult learning objectives.

Following are some important points about homework:

- a) **Objective:** Homework should have a clear objective. Think about why you're giving the learners homework and what they will gain from it. Don't just give them homework so they have some work to do.
- b) **To Practise and Reinforce:** Homework should be based on class work and used to reinforce and practise skills you've taught. For example, you may want the learners to practice Math problems at home, but be sure they're practising a skill you've already taught them. Give homework when learners need extra practise on a topic. Not all the learners in your class will need extra practise on the same topic, but try to pick important topics that will benefit a large number of learners.
- c) **Difficulty:** Be sure the homework isn't too difficult or the learners will feel frustrated because you're not there to help them. You should give them homework that is at the same level as work you're doing in the classroom.
- d) **How often?** Weekend assignments may be best for ALP learners because the learners probably have extra time then. Short assignments can also be given on weekdays. It's recommended that ALP learners be assigned homework twice a week. Remember that in ALP you're teaching older learners so they may have outside responsibilities that leave them with little time to do homework. Therefore, be sure the learners feel the homework you're giving them will have some benefit to them.

- e) **Keep a Homework Record:** Keep a record of homework as part of on-going assessment, and use the information when evaluating your learners at the end of the term. Keeping a record may help motivate learners to do homework.

Correction of Homework

It's important that teachers correct homework. If homework isn't corrected the learners will feel that you're not interested in their work and won't feel motivated to do future assignments. There are three ways to correct homework:

1. **Collect and correct:** Here the teacher collects the homework and corrects it during breaks or overnight.
2. **Correct individually:** In this method the teacher goes from learner to learner in the class checking their homework. The rest of the class should be working on an assignment while you're doing this.
3. **Correct as a class:** Here the whole class corrects homework together. This method is good because everyone can work out the problems, and those who didn't do the homework will also benefit.

What if Learners Don't do Homework?

A common problem teachers have is that some learners don't do homework assignments. The teacher should first find the reason:

- Was the learner in class when the homework was assigned?
- Does the learner have a good reason why he/she didn't do the homework?
- Was the homework too difficult?
- Does the learner feel that the assignment is worthwhile to his/her education?

Don't punish learners if they don't do homework. Instead, talk to them about it, explaining that homework is important for building skills and knowledge and to ensure their success in school. Do your part by giving your class assignments that they feel are interesting and beneficial.

Section J

Outside Projects

A good activity that will develop independent initiative is for individual learners or groups of learners to research a topic in the community. This may include interviewing local people, visiting local offices and organisations, and gathering information about the community. Projects may involve spending one or two weeks gathering and organising information, then reporting the results to the class. You can also give weekend assignments that involve gathering information on a single topic.

Advantages of outside projects are:

- a) Learners gain the ability to plan, organise, and carry out independent work
- b) The class gains knowledge about the local community.
- c) Learners gain information that is useful for personal development.
- d) People outside the school become acquainted with ALP learners and the ALP program.

Outside projects are done mostly with Science, Social Studies, and Life Skills topics. The teacher can assign topics, or learners can think of their own topics based on their interests. Following are examples of projects:

interview:

- former soldiers about the history of the area
- business people about doing business in the area
- government leaders about the organisation of local government
- musicians, artists, and craftsmen about their work and role in the community
- local elders to gather oral history
- health workers including the local midwife about local health issues
- veterinarians about health problems with animals
- police about law and order in the area
- local courts to report on legal issues

visit:

- the local health center to interview medical staff about local health problems
- NGOs and other organisations to interview them about their activities
- experimental farms to report on new agricultural methods
- training schools and colleges to report on their programs

survey:

- kinds and number of animals in the community
- number of children not attending school
- number of girls and young women not attending school
- occupations of local people
- activities people do to generate income
- crops grown in the community
- environmental problems



Section K

Extracurricular Activities

“Extracurricular” means “outside the curriculum” and refers to activities done to facilitate learning on topics that aren’t in the curriculum. Most extracurricular activities involve sports and clubs. Extracurricular activities are done outside of class time but usually take place on the school grounds.

The types of extracurricular activities you have at your school depend on the interests of the learners and teachers and on the availability of equipment. Following are some examples of extracurricular activities you can do.

- football
- volleyball
- basketball
- athletics
- gymnastics
- Cultural Club
- Debate Club
- Drama Club
- Environment Club
- Agriculture Club
- Garden Club
- Music Club
- Art/Drawing Club
- Science Club
- Scouts and Girl Guides

Organising a Club

Teachers who are interested in organising a club or sports team should discuss plans at a staff meeting. It’s good to have two or more teachers for each team or club so that they can give support to each other. Announce the formation of the club or

team to the classes, then have your first meeting. The following should be discussed at the first meeting:

1. **name:** Let the participants think of a name for their club or team.
2. **objective:** Write a statement of the objective of the club or team.
3. **activities/calendar:** Brainstorm a list of activities that participants would like to do. Decide on dates and times of activities.
4. **leadership:** Elect a president or captain and other leaders.
5. **regulations:** Make a list of rules and regulations for the club or team.

UNIT 6

LIFE SKILLS

Section A

Gender Awareness

In this section we will discuss how women and men are given different roles in society which causes inequality between them, and how this inequality affects the education of girls and women. The term “gender” itself refers only to one’s sex: whether a person is male or female. The word is used in the following phrases when talking about females and males in society:

- **gender awareness:** Having an understanding of social disparity based on gender and an awareness of ways to promote gender equity.
- **gender disparity:** Inequality based on whether someone is male or female.
- **gender equity:** Equal rights and treatment regardless of sex; sharing resources and opportunities equally regardless of sex.
- **gender role:** The function of a person in society based on whether the person is male or female.
- **gender stereotype:** A generalised idea about men and women without consideration for the characteristics of individual people, for example, saying that boys are better at Math than girls when some girls are actually better than boys. Gender stereotypes may be biologically true, for example, that men are generally

taller or stronger than women, however societies also hold false beliefs about men and women, such as the belief that men are better at making decisions than women.

Following are important points for gender awareness:

- ❖ Society constructs beliefs about men and women based on the social roles the society gives them.
- ❖ These beliefs are not necessarily true for men and women throughout the world.
- ❖ Biologically, men and women are able to do most tasks equally.
- ❖ If women are to reach their full potential we must separate social beliefs from biological fact.
- ❖ If women are living and working at their full potential, it will benefit the family, community, and nation.

Gender Roles and Stereotypes

Gender roles and stereotypes differ from one society to another. The differentiations start from early childhood when boys and girls are taught what their families and society expect them to think, say, and do. As children develop they learn to follow their roles as ascribed by society and to understand which behaviors and activities are considered feminine and masculine.

In most African cultures, household duties such as cooking, pounding, fetching water, collecting firewood, and caring for children are done by women. Men are given the role of working outside the home to provide for their families and to defend their families from harm.

In many societies boys and men are thought to be more active, while girls and women are more passive. Girls are taught to be quiet and shy and are given the role of serving men. Boys are normally socialized to dislike girls' activities like skipping rope and cooking, while girls are taught that they are not physically able to play sports or hunt.

Women are often considered more emotional than men, and are given more freedom to express their emotions. Men are often taught that showing emotions like sadness or tenderness is "unmanly", so they hide their feelings or express them in angry or violent ways. When men are unable to show their feelings their children may feel distant from them, and men are less able to get support from others for their problems.



When Gender Roles Harm

Fulfilling the roles expected by the community can be satisfying and give people a sense of belonging, but sometimes these roles limit a person's activities and choices. They may also make girls and women feel less valued than boys and men. When girls are made to believe that they are weak and less important it undermines their confidence.

In some societies girls and women are teased or harassed by boys and men at school and in other community areas. Women may also be the victims of physical violence by men if it is allowed by the society or culture.

In most communities, women are expected to be wives and mothers. Many women like this role because it can be very satisfying and give them status in the community. Other women, though, may prefer to follow their own interests, wanting only a few children while doing challenging work outside. However, communities and families may not give them this choice.

Some communities may not allow girls and women to become well-educated. They have reasons for this, for example believing that if women are more educated than men they won't listen to decisions made by the men, or that it's not necessary to educate girls because they will go to live with another family when they are married. However, it's been proven that families benefit greatly when the mother is educated because, among other factors, the mother participates in decision making and because the children have better nutrition and are ill less often. Children have a better future when women are educated.

Women are also capable of doing what are believed to be masculine activities. In Bahr el Ghazal, for example, women thatch houses, unlike other regions where it is an activity for men. One has only to look at other countries in the world to see that women are engineers, doctors, and prime ministers. This confirms that men and women can share social roles with equal participation in all parts of society, and that development suffers when girls and women aren't allowed to reach their full potential.

GENDER ISSUES IN EDUCATION

Factors that Lead to Gender Disparity in Education

In many communities in South Sudan girls and young women aren't given equal opportunities in education. Following are some of the factors that cause this:

- a) **Economic factors:** Parents may send only their sons to school because they don't have enough money to pay for the girls. Schooling can be expensive for families. Expenses include school fees and money for books and clothing.
- b) **Cultural factors:** Certain cultural practices may hinder girls' education. These include:
 - Girls getting married when they are very young or having babies when they're too young
 - Education being considered inappropriate for girls and women
 - Girls being considered family wealth and not given freedom of choice
 - Girls and women having to do more labour than boys and men because they are assigned more duties
 - Boys and men being given more respect than girls and women
 - Physical violence against girls and women
 - Male teachers not respecting girl students
- c) **Stereotyping:** Schools may stereotype males and females and this leads to unequal treatment. Examples are: giving leadership roles only to boys because they think that the nature of girls is not to lead, having sports only for boys because they think girls can't play sports, and having boys continue their educations because they think that boys are the future professionals and leaders.
- d) **Teacher's attitude:** The way a teacher treats his/her students sends a powerful message about who will succeed and fail in the learning environment. Studies in Africa have identified gender bias in teacher-student interaction that may affect boys' and girls' performance in education. It has been shown that teachers tend to interact more with boys, give more time to answering boys' questions and give more positive feedback to boys. Another problem that may arise is male teachers having relations with girl students. This should be forbidden in all schools.
- e) **Bias in allocation of resources:** If there are limited resources in a school, for example a lack of exercise books, boys may be given first choice in receiving them.

Gender Equity and ALP

It's important for all ALP teachers to have a high level of gender awareness and to promote equal treatment of all learners in ALP classes regardless of sex. Likewise, ALP staff should include both male and female teachers.

Girls and young women should be encouraged to do well in school so they can become teachers or go into other occupations, thus contributing to the development of the country.

Community practices that put girls and women in an inferior position should be advocated against. The empowerment of women and girls is a pre-requisite for achieving effective educational and community development.

Strategies for Gender Equity in Education

To address these issues teachers and head teachers should develop strategies for establishing gender equity as part of the school development plan, taking into consideration the following points:

- **Equity in positions:** Positions should be shared equally between males and females for both teachers and learners. This includes positions like deputy head teacher, subject panel chairpersons, school committee members and prefects. Delegation of tasks and responsibilities, such as cleaning the compound and fetching water, should be balanced between males and females.
- **Involving the community:** Activities should be organized within the school and community to make people aware of gender issues and the importance of girls' education. The PTA should be active in advocating education for girls and young women and in discouraging negative cultural practices.
- **Teaching:** Head teachers should ensure that all teachers advocate gender awareness in their classrooms and teach without gender bias. Boys shouldn't be given the lead in Math and Science, and girls should be given extra help in these subjects if necessary.
- **Counseling:** A female and a male teacher should be identified to handle special issues related to women and girls and to men and boys.
- **Attendance and record keeping:** Information and data collected for school records should be separated for male/female and used to aim at improved gender equality. The head teacher and teachers should be conscious of any increase or decrease in enrolment of students, especially girls. Measures should be put in place to address situations of truancy or dropping out.

- **Prizes:** The school should provide incentives to both boys and girls in recognition of their performance. Give girls' prizes and boys' prizes, not a single prize to the best learner.
- **Sports:** Girls and women enjoy playing sports as much as men and boys. Physical activity improves both health and mental outlook, and sports and other physical activities should be encouraged for everyone, including teachers and people who have finished their education. Start by organising a girls' football team or girls' running team. Include girls' competitions whenever you have games between boys' teams.
- **Meetings:** Include gender issues on the agenda at staff meetings.



Section B

Child Protection

What is Child Protection?

In recent years the increase in child soldiers, child abuse, and child trafficking has prompted the United Nations and other organisations to put the rights of children into international law so that children may be protected from the effects of war and child abuse. Child protection refers to ways of protecting children by ensuring that these rights are met.

Protecting children is a difficult task because they are physically more vulnerable than adults and because the parents are considered completely responsible for their up-bringing. If children are to be protected, though, teachers must take part because, along with the parents, they are the ones who spend the most time with them and therefore are able to identify problems that they are having.

Who Protects Children?

The task of protecting children falls on parents and family, teachers and school staff, other people in the community, organisations like NGOs, and the government. It's important to teach both children and adults about child protection. Children should be taught that they have rights that are protected by law and that they can talk to teachers and other adults if they feel their rights are being abused. Adults should be taught to feel responsible for the welfare of every child in the community.

Laws on the Rights of Children

The rights of Children have been codified in three international conventions. These are:

1. **Convention on the Rights of the Child (CRC):** This convention was produced by the United Nations and became international law in 1990. It has been signed by most of the countries in the world. The CRC protects the rights of children all over the world and reinforces the role of parents in protecting their children.

2. **African Charter on the Rights and Welfare of Children (ACRWC):** This convention was initiated by African heads of state and describes the rights of children in African countries. It was signed by the SPLM in 1995. The document includes an article on the responsibilities of children according to African practices and values.
3. **Action on the Rights of Children (ARC):** This document was written to protect the rights of children during periods of emergency. It covers vulnerable children including child soldiers, orphans, separated children, and abducted children. This convention was initiated by the UNHCR and Save the Children.

Following are the main rights of children as expressed in these documents:

- **Right of survival:** Children must be provided with all the things that are necessary for basic survival. These include food, shelter, clothing, and access to medical care.
- **Right of protection:** Children must be safeguarded from danger.
- **Right of participation:** Children must be able to express their opinions and take active roles in their communities. Rights of participation are extended to parents, relatives, communities, and organisations who are responsible for the protection of children.
- **Right to development:** These are the rights of children to reach their fullest potential through education, training for occupations, etc.
- **Right of non-discrimination:** All children must be treated equally regardless of race, gender, religion, disability, etc.
- **The best interest of the child:** This refers to putting children first even when adults may need help. Because children are dependent on adults they must be given priority for survival and development.



What is a Child?

The definition of “child” varies from culture to culture. Internationally a child is defined as anyone under the age of 18. and this definition is followed by organisations and individuals working for Child Protection and Child Rights. In South Sudan people may consider anyone who is not initiated to be a child (however a 10 years boy can be initiated) or anyone who is not married (however 12-year-old girls can be married).

The Role of Parents

When we speak of children we cannot separate them from their parents and families. The three conventions on rights do not take away the role of parents and family in protecting children. The family and community provide the best environment for children's basic development, care, protection, and socialisation (learning how to behave with others, learning history, language, culture and customs). The conventions were developed to protect children in emergencies or in cases of child abuse, when the role of family and community has broken down, when negative cultural practices affect children's development, and when children are otherwise mistreated.

The Effects of War on Children

In times of war parents, communities, organisations, and the government have a limited ability to protect their populations. War destroys social structures that normally guarantee people's safety. Children become more vulnerable to violations of their rights because of their dependency on adult care. When there is war the danger to children increases. Factors include conscription as soldiers, separation from family, abduction, becoming orphans due to the death of parents, sexual abuse, malnutrition, disease, illiteracy, disability, exploitation of child labour and effects of poverty. These factors increase the mortality rate of children during times of war.

When there is war schools close. Many children leave school or aren't able to attend. War also results in under-resourced classrooms and untrained teachers and this affects the quality of education.

The Role of Teachers and Schools

Children spend most of their time outside the family at school, so schools have a major role in protecting children. Children who attend school are at less risk than those who don't because teachers can find cases of abuse and exploitation that others in the community may not see.

Teachers therefore take the role of social worker in trying to find solutions to problems that children have. Teachers and head teachers may have to take direct action when they see children who need protection, or refer these children to a child protection organisation if one exists in the community. In times of conflict most teachers and school staff are survivors of crises themselves and are a good resource for solving children's problems.

Steps to Promote Child Protection in School

Following are ways that teachers and other staff can promote child protection:

1. **Promote rights:** Promote children's rights positively in your classroom. Teach children about their rights and that they can advocate for their own rights. Promote workshops on child protection in the community to teach parents and other people in the community about the rights of children.

2. **Never be prejudiced:** Don't discriminate against any child. Never make prejudiced remarks or act in a prejudicial way against any ethnic or religious group.
3. **Be non-violent:** Promote non-violence in the school and community. Discourage fighting and arguing both in and outside school. Use alternative forms of punishment instead of physical punishment.
4. **Work together:** Promote cooperation between children and within the community as a whole. Have the learners in your class help each other both inside and outside class.
5. **Know the vulnerable children:** Identify vulnerable children by learning about the background of all the children in your class or school.
6. **Give support:** Provide medical help if a child is not healthy, and emotional support so children can feel accepted and valued. This includes providing daily structure, purpose and meaning for learners.
7. **Increase learner's thinking skills:** Provide opportunities for students to express their ideas and opinions.
8. **Increase learner's knowledge:** Facilitate children's understanding of local events through subjects like history, geography and social studies.
9. **Advocate against negative cultural practices:** These include important issues like physical violence against children and early marriage.
10. **Advocate for education and learning:** Encourage school enrollment. Bring as many eligible learners into the school as possible. Work with parents and community groups to promote education and rights for children.
11. **Be a good role model:** Always work to promote Child Protection so other adults will follow your model and do the same. Follow positive cultural practices yourself and discourage negative cultural practices.
12. **Monitor the learners:** Monitor students' progress and attendance from day to day.

Section C

The Basic Facts about HIV/AIDS

What is HIV/AIDS?

HIV stands for the Human Immuno-deficiency Virus.

In simple terms it means that it is a virus which attacks our body's natural defense system (immune system). The virus attacks the white blood cells which leads the immune system to be weakened, or deficient. The virus can remain dormant in our bodies for several years before it replicates and attacks white cells. This makes it difficult for our bodies to fight infections. This is when a person becomes ill and develops AIDS.

AIDS stands for Acquired Immune Deficiency Syndrome.

Acquired means to get from.

Immune means protected. Our bodies are protected against many diseases by our natural defense system.

Deficiency means lack of. Somebody who is infected with AIDS lacks the normal immunity against diseases.

Syndrome means a group of common signs and symptoms.

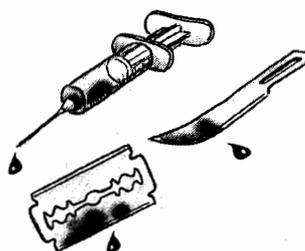
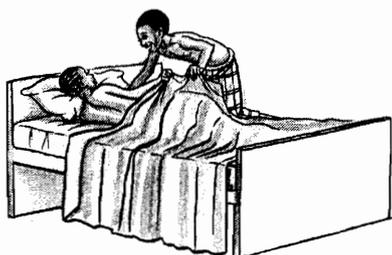
Transmitting the Virus

HIV is transmitted in blood, semen (sperm), vaginal fluids, and breast milk. The main routes of HIV transmission are:

1. Sexual contact with someone who is infected with HIV. This is the most common way that HIV is transmitted (about 85% of cases).
2. From an HIV-infected mother to her fetus during pregnancy or childbirth, or to the infant during breastfeeding.

3. Through other contact with blood (e.g. blood transfusions, use of unsterilised needles or syringes or any instrument that can cut the skin)

HIV is not spread through everyday contact such as: shaking hands; living, playing or eating together; coughing or sneezing; through water; toilet seats; sharing cups or plates; or through mosquito and animal bites. It is not spread through dry kissing but can be spread through deep kissing if one person has sores or cuts in their mouth. Sharing of items like toothbrushes and combs are unlikely ways to spread HIV but people should be discouraged from sharing them.



Symptoms of HIV and AIDS

Other than the initial flu-like symptoms associated with acute HIV infection, most people in the first months or years of HIV infection have few if any symptoms. In these months or years that they appear healthy, but they can continue to spread HIV to others without their knowledge. It is very important for you to know that you can be infected with HIV from someone who looks completely healthy but is HIV positive. The only way for a person to know their status (if they are positive or negative) is if they get a test.

As the immune system weakens, a variety of symptoms can develop, such as:

- persistent swollen lymph nodes
- lumps, rashes, sores, or other growths on or under the skin
- unexplained weight loss
- fever and drenching night sweats
- dry cough and shortness of breath
- persistent diarrhea
- easy bruising and unexplained bleeding
- profound fatigue
- changes in mood and other psychological symptoms
- persistent or recurrent pain

Every person shows different symptoms and has differing levels of illness. Some people will develop AIDS shortly after becoming infected and others will be healthy for many years. People who have AIDS eventually die of opportunistic infections that their body cannot fight off. The most common infection often seen among people with HIV is tuberculosis (TB).

Treatment

There is still no medicine to cure AIDS. Scientists are still finding out more about the disease and trying to find a cure or vaccine. There is also no traditional herb that can cure AIDS at the moment.

- a) **ARV Therapy:** Researchers have developed drugs referred to antiretroviral (ARV) therapy, which can help people live healthfully for a long time. These drugs do not cure HIV/AIDS but stop the harmful effects of the virus. Governments in Africa are now promoting ARV treatment and it is available in some areas.
- b) **Keeping Healthy:** People can live long healthy lives with HIV if they follow some simple rules:
 - Eat a healthy, balanced diet that includes lots of fruits and vegetables.
 - Get regular exercise.
 - Have plenty of rest.
 - Be positive about yourself and your situation.
 - Do not infect anyone else. Cover any wounds or cuts. Do not have unprotected sex. Re-infection can worsen your condition.
 - Spend time with friends and family. Talk about your situation. Find counseling and/or a support group.

Prevention

Although AIDS is currently incurable, it is preventable. You can protect yourself by avoiding behaviors that may bring you into contact with HIV.

To prevent the spread HIV/AIDS, we should do the following:

- Abstain from sex until marriage.
- Have sex with one faithful partner. Having one partner for life is the surest way to prevent HIV/AIDS.
- Use condoms to reduce the risk of getting AIDS but remember that they are not 100% reliable. Learn how to use them properly before use.
- Treat sexually transmitted infections immediately. Having sex with untreated STI's greatly increases your chances of contracting HIV.
- Sterilize all needles and syringes before giving injections as well as traditional instruments used for circumcision, ear piercing, removing teeth, or making scar-ring marks.
- Do not accept blood transfusions unless the blood is first tested for HIV.



HIV/ AIDS in Sudan

HIV/AIDS has been reported in all states in South Sudan. The Sudan National AIDS Control Program (SNAP) estimates the HIV prevalence rate at around 1.0% of the total population of 30 million, although the actual prevalence rate is probably much higher. Recent data from VCT centers in South Sudan have shown infection rates between 5 and 19% of the population, which is very high. With populations returning from refugee camps and neighboring countries of Sudan, it is expected that the prevalence rates will increase. Knowledge about the virus is very low and people believe many myths. There are also cultural practices, such as polygamy, sharing cutting instruments, and wife inheritance, that can encourage the spread of HIV/AIDS. If the population of Sudan is not educated on this epidemic, the situation could become very serious in the country and lead to many deaths.

Fighting HIV/AIDS in Your Community

Following are steps you can take to fight the spread of HIV/AIDS in your country and community:

Talk openly: Discuss HIV/AIDS openly in your school and community, with your partner and family, and especially with young people. HIV prevention requires us to

discuss and consider taboos and complex issues in society, such as sexuality and related beliefs that are rooted in religion, values, and culture.

Fight for Gender Equity: Some people, especially young women, have trouble keeping themselves safe because of their subordinate position in society. They may feel that they do not have the power to say no to sex or demand safe sex. Fairer social and economic conditions decrease the vulnerability of women and help to stop the spread of AIDS.

Fight stigma: “Sigma” refers to making something disgraceful or shameful. In many places it’s considered a stigma to have HIV or AIDS or to have contact with people who have the disease. In some communities children from families whose members have HIV/AIDS may not be allowed in school. In truth there is no need for persons with AIDS to stay alone. The disease is not easily spread and people who are infected need love and support to cope and live positively. Stigma in the community keeps people from being tested and keeps them from admitting that they are HIV positive.

Be a role model for others: Keep learning about HIV/AIDS and encourage others to learn about it. Practice responsible behavior. Educate others about the dangers of HIV/AIDS.

Section F

Mines Awareness

Mines are a source of danger in South Sudan for people living in former areas of combat. Mines can cause injury or death if people aren't aware of their location and how dangerous they are. People living in former combat areas should understand where mines have been placed and what to do if they see one.

The people most vulnerable to landmines are children because they roam about without thinking of possible dangers, and farmers who work the ground with hoes which can strike mines. There are very few people who are trained to recognize landmines, so many people are injured or killed when they see a landmine but don't know what it is. Children may even play with landmines because they don't know they are dangerous.

In former combat areas there may be landmines sitting exposed on the ground. These mines were either placed on the ground or buried and uncovered by the action of rain on the soil. Mines can be hidden in overgrown vegetation or coated in dust and sand, making them difficult to see. Everyone living in former combat areas should share information about places where mines may be located.

Types of Mines

A mine is a bomb placed under the ground (called a landmine) or in the water that will explode when touched, hit, or when pressure is applied to it. A landmine is a simple device consisting of a container made of metal, plastic, or wood with high explosives inside and some kind of firing mechanism. The shape, size, material, content, and explosive power vary.

There are two main types of landmines:

1. **anti-personnel mine (APM or AP mine):** This type of landmine is designed to kill or injure people by exploding when someone steps on it or when a tripwire is touched. These mines are usually buried under the ground but fragmentation mines, which send out metal fragments when they explode, are usually placed above ground.

2. **anti-tank mine or anti-vehicle mine:** These mines are designed to destroy or immobilise heavy fighting vehicles such as tanks. These days civilian vehicles can be destroyed by anti-tank mines resulting in injury and loss of life. This type of mine is usually buried in the ground, and is placed along roads and in other places where vehicles pass.

Avoiding Landmines

The most important point to teach ALP learners about landmines is:

If you see a device that you suspect is a landmine, notify local authorities immediately. Do not touch, move, or approach it.

Other important points:

- Learn what landmines look like and where they may be placed.
- When walking, stay on roads or paths where other people have traveled.
- Know all the dangerous areas in your community where there may be landmines or other battlefield items. Do not go into these areas.
- Be cautious around structures or buildings in former conflict zones where there may have been military activity. These include power stations, radio stations, warehouses, government offices, bridges, and airstrips.
- Never attempt to collect battlefield items. Do not touch or play with any battlefield items.
- Learn what official mine warning signs look like. Authorities may place these signs in areas that have mines, however the signs may not show the entire area where the mines have been placed.

Section E

Peace Education

The following information was taken from an article on Peace Education Programs implemented in Kenyan Refugee Camps by the UNHCR. The article is included in the book "Helping Children Outgrow War" published by USAID.

Questions:

- ✓ What is Peace Education?
- ✓ What are the goals of Peace Education?
- ✓ What is the psychology of peace and conflict and how does it apply to education?
- ✓ How can the classroom become a venue for peace building?
- ✓ What are the classroom objectives of Peace Education?

Part 1: Overall Goals of Peace Education

Peace Education programs take place in both schools and communities as part of reconstruction activities following conflict. Following are the main goals of Peace Education programs:

- a. To contribute to peaceful and sustainable reconstruction and development.
- b. To help people develop the skills and attitudes needed for a democratic, non-violent life.
- c. To prevent future conflicts; to stop aggression and violence among people.
- d. To help people move beyond traumatic experiences.
- e. To contribute to the development of conflict resolution skills among people and communities.
- f. To counter old prejudices and change negative cultural practices.
- g. To promote peace as a way of life and build a culture of peace and hope.

Part 2: Learned Behavior and Peace/Conflict

Peace Education is based on the assumption that conflict is a learned behavior and that, in place of prejudice and aggression, students can learn strategies for conflict resolution and values of caring for others. The following points explain how learning and conflict/peace are linked.

- A “learned behavior” is acquired through experience. A person sees others behaving in a certain way and copies the behavior if it is viewed as acceptable or good by the group. For example, if a boy sees his father hitting his mother, he may in turn hit his own wife if the people around him see the behavior as acceptable.
- The opposite of learned behavior is “innate behavior”, which refers to behaviors that are inborn and not learned. People often debate whether certain behaviors are innate or learned.
- As they grow older, people may become aware that learned behavior is variable and adaptable. For example, they may see that in the same situation some people use physical violence while others don't. They may understand that they can choose how to react in various situations. In Peace Education programs teachers and community workers can discuss aspects of behavior including why people behave in certain ways, the effect certain behaviors have on other people, which behaviors should be considered acceptable or unacceptable by the community, and how people can be encouraged to change negative behavior.

Part 3: In the Classroom

In schools, Peace Education is both a **specific subject** with immediate outcomes and a **process** without immediate outcomes but which develops through day-to-day interaction and learning. As a process, Peace Education reaches into every aspect of learning: how people interact, songs that are sung, stories that are told and read, games that are played, things that are said by the teacher and other learners, reactions to things said and done, and how and why learners are punished.

Students can learn the concepts of Peace Education in four ways:

- from ideas and lessons taught in class
- from the teaching methods used in the classroom
- from the ways teachers interact with learners, and from the ways teachers facilitate learners to interact with each other
- from the behavior of teachers and other school staff in the school and community.

▶ “Pedagogical practices convey important messages. Teachers who demand unquestioning obedience or use physical punishment may undermine the development of nonviolent, democratic behaviors among students. To be effective, classroom practices should model the values espoused in Peace Education programs.”

▶ “Every experience, activity, and interaction among students, parents, and teachers can be a step toward peace or a step toward aggression.”

LEARNING OUTCOMES FOR PEACE EDUCATION PROGRAMS

Following are some of the main educational objectives of classroom/school Peace Education programs.

Through the school's Peace Education Program, learners will be able to:

a. Understand and respect themselves and others

- understand their own and others' emotions
- understand their own and others' strengths and weaknesses
- understand their own background and the backgrounds of others and how background can affect behavior
- understand the effects of violence/aggression on individuals and groups
- respect themselves and others through the understanding that different people have different strengths, weaknesses, and backgrounds
- understand the effects of bias and discrimination
- be conscious of negative ideas held about other people or groups
- respect themselves and others through the understanding that all individuals and groups are equal

b. Communicate effectively with others

- listen to others
- express themselves (ideas/feelings)
- have empathy for others (sympathy/compassion)
- know when to be assertive and when not to be assertive
- understand rules of social communication in various local communities

c. Cooperate with and care for others

- work together
- be fair to all sides
- trust others
- care for others
- resolve conflicts in non-violent ways (compromise, negotiate, mediate)
- help others, serve others
- understand responsibilities to family, community, nation, etc.

d. Apply critical thinking skills and knowledge appropriate to peace building

- analyse information
- separate fact from opinion
- develop problem-solving skills
- have knowledge on rights, justice, government, gender issues, cultural issues, development, peace and conflict, interdependence, etc

The Importance of Service to Others

“Service to others is a useful strategy in promoting peace. Because people’s experiences profoundly shape their actions toward others, people who have the opportunity to assist others tend to engage in more helpful behavior later, especially when the value of their efforts to help others is expressed. They see themselves as helpful people, and they tend to value the welfare of those they help.”

Peace Education in Schools

Teachers should actively promote Peace Education by discussing the benefits of peace and harmony and how to attain it in their school, families, community, country, and in the world. Following are points for promoting peace education in your school:

1. **Promote positive outcomes of peace:** Don’t let your learners think that conflict is a natural state. Always encourage them to see how everyone benefits when people live together in peace.

2. **Never speak in a prejudiced way:** A teacher should never make prejudiced statements against other ethnic or religious groups. If you hear learners saying things against other ethnic groups, have a discussion with them that leads to an understanding that this type of behaviour can have serious negative outcomes.
3. **Formulate peace rules:** Have your class and school formulate rules that will minimize conflict in the school. This is a good activity for learners: thinking of how they should treat each other so that there are no conflicts.
4. **Study different cultures and religions:** Facilitate your learners to expand their knowledge of other people in the world so that they understand how people's values differ and how all cultures and religions should have respect each for other.
5. **Practise non-violence:** Never use violence against learners. Because learners respect their teachers, they will follow your example of being non-violent. Explain to the learners why you are using alternative forms of punishment so they will be less violent when they punish their own children. In this way the idea of non-violence will spread to new generations.
6. **Practice gender equity:** Never let learners think it's alright to be violent to girls and women. Be sure your learners understand that boys and men should never hit or use other forms of violence against girls and women. Empower the girls and women you teach to work actively against gender violence.



Section F

Study Skills

Study skills are skills that help learners succeed in school and in their future work. Study skills include setting goals, learning about higher education, managing time, taking tests, and working constructively with others. Following are the important study skills that ALP learners should have:

1. Learning Management Skills
2. Time Management Skills
3. Personal Interaction Skills
4. Academic Skills

LEARNING MANAGEMENT SKILLS

ALP students should understand that there are opportunities for learning everywhere in their communities. They should also be able to plan goals for learning, set academic and career goals for themselves, and outline the process for reaching those goals.

Objectives/Activities: Learners should:

- a) list and discuss ways they can gain knowledge and skills in their communities, including learning from peers, elders, craftsmen, and organisations.
- b) identify knowledge and skills they would like to gain from people and organisations in their communities and plan a strategy for learning from these people and organisations.
- c) list the top three, top five, or top ten things they would like to learn (including both skills and knowledge).
- d) understand the systems of secondary and higher education in South Sudan and foreign countries, including entry requirements, certificates or degrees that can be obtained, and career possibilities for people holding various certificates and

degrees. Learners who wish to continue in higher education should develop a strategy for meeting their goals.

- e) describe knowledge and skills needed for work and careers in their communities and local area that do not require higher education, including farming, small business, leadership positions, and working in local organisations. Learners who wish to work in their communities should develop a strategy for meeting their goals.
- f) list and prioritise topics they would like to study that will help them reach their goals, and add topics not included in the syllabus and textbooks that will also help them reach their goals.

TIME MANAGEMENT SKILLS

ALP students should be able to manage time, balancing work, free time, and school activities. They should also be able to discuss time management problems with parents, family, and teachers.

ALP teachers should be role models for the learners in time management. Teachers should arrive at school on time, start the class on time (even if all the learners aren't present), and end lessons and take breaks on time.

Objectives/Activities: Learners should:

- a) list all the things they must do to be successful in the ALP course. These include things expected by the teachers and school, and things their family and community expect them to do.
- b) make daily and weekly schedules showing how they use their time (include work, study, free time activities, eating, sleeping, bathing and preparing for work or school).
- c) discuss ways to arrange their schedules so they have adequate time for school and homework.
- d) role play discussions with parents, family members, and teachers about scheduling work and other activities so they have time to study.
- e) discuss the reasons why it's important to be on time for school, work, appointments. etc.
- f) discuss reasons why learners would want to come to class on time rather than being forced to come on time by teachers and parents.



PERSONAL INTERACTION SKILLS

Learners should understand how to interact with teachers and peers in the classroom, how to listen to and learn from others, why it's important to work together in groups or teams, and how to build a spirit of togetherness among groups and all people.

ALP teachers should act as role models, being friendly to all the learners in the classroom and school. Learners may perform poorly if the teacher's attitude is too harsh. Teachers should encourage the learners through flexibility and cooperation.

Teachers should encourage activities that bring learners together through group discussion and other activities that require teamwork and leadership, and that build a sense of responsibility toward others. This can also be done through games and sports and activities outside the classroom. The ALP teacher should initiate such activities in the school to make it a place where all learners are welcome and all learners are happy to come.

Objectives/Activities: Learners should:

- a) state specific things they've learned from other members of the class both inside and outside the classroom,
- b) list the strengths and special talents of each learner in the class, and develop an awareness that every member of the class has something to offer others.
- c) discuss and understand the benefits of people working and living together harmoniously.
- d) discuss and list ways groups can work together so that everyone has a chance to express his/her ideas and opinions.
- e) discuss the characteristics of a good leader, and list leadership skills and ways to help everyone in the class develop leadership skills.
- f) discuss and list their ideas about how the teacher and learners can work with each other to gain maximum benefits from school.
- g) formulate a list of rules for working together in groups including rules for speaking and listening to each other.



ACADEMIC SKILLS

ALP Learners should develop certain skills that are necessary for success in academic environments. These skills are important because many ALP learners will continue in secondary schools, teacher training institutes and universities. Academic skills include knowing how to take a test, how to express yourself in writing, and skills in speaking, reading, and organisation of ideas.

Academic skills are learned and practised throughout the ALP course as the students take tests, write compositions, and read material from the ALP textbooks and outside sources. Learners must also learn to listen to their teachers and other students and develop the ability to express their own ideas and opinions.

Objectives/Activities: Learners should be able to:

- a) **Complete classroom work and tests within a stated amount of time:** When doing classroom work teachers should give learners a certain amount of time (10 minutes, 30 minutes, etc) to complete the work. Give warnings (“five more minutes”) while the learners are doing the work.
- b) **Outline the major points of a topic or idea:** When learners begin to write compositions in class the teacher should help them outline the topic, noting down the main points and ordering them in a logical sequence before the learners start to write. The teacher should guide the class through this process many times until the learners can do it themselves.
- c) **Express themselves in speaking:** Teachers should give all learners the chance to express themselves in speaking. This requires planning activities where the learners have time to think and talk, and where the atmosphere isn't threatening to learners who haven't developed the confidence to express themselves. Start with the mother tongue: have the learners discuss topics in the mother tongue first so they can develop the skills of developing their ideas and saying what they think. Move into English when learners are able to use it, but let your classroom be bilingual: accept either English or mother tongue when the objective is to develop skills in expression. Teachers may have to work individually with some learners, talking to them during breaks about topics that are interesting to them.
- d) **Read for comprehension and analysis:** When learners are reading, teachers should make sure everyone understands the meaning of what they're reading. Because the learners are reading in English it's especially important to check and correct their comprehension. Once they understand a passage or story they should develop the skill of analyzing and critiquing what is written. Encourage



the learners to compare what they've read with their own experiences and opinions. Ask questions like:

Do you think that's true?

What do you think about that?

How did you feel when you read it?

Do you agree with the writer?

Do you think differently from the writer?

- e) **Listen to others:** Teachers should plan activities that require the learners to listen to each other, for example, when a learner is speaking have the other learners listen for the main points of what the person is saying. They should then repeat the points back to you when the person is finished speaking. You can also have the class look for things they agree with and disagree with when another learner is speaking.



	PAGE	I understand the objectives of this technique and how to implement it.	I understand the roles of the teacher and the learner in this technique	I've seen a demonstration of this technique.	I've tried this technique in my classroom.	I've used the technique successfully in my classroom	I feel I need to know more before I can use it successfully.	The students like it when I use this technique	The students don't like it when I use this technique	I can teach others how to use this technique
Teaching English to Beginners	103									
Teaching Reading Comprehension	110									
Ways to Practise Speaking	115									
Debates	102									
Teaching grammar (PPP)	119									
Teaching math for understanding	122									
Homework	127									
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LESSON PLANNING

Evaluate your lesson planning skills. Can you write and teach these steps?

Lesson Planning: pages 76-80
Assessment: pages 70-75

	Good Points	Points that need improvement	Comments
Write Objectives for the lesson			
1: Revision			
2. Introduction			
3. Present New Material			
4. Other Steps/Practise			
5. Assessment			
6. Conclusion/Summary			

THE LEARNER-CENTERED APPROACH

Ask yourself these questions:

1. I understand the ideas behind the learner-centered approach. Yes No
2. I feel that the learner-centered approach can help my students learn English more quickly. Yes No

Reasons: _____

3. I have used the learner-centered approach successfully in my classroom. Yes No

Learner-Centered Checklist

Answer these questions after teaching a class to see if the class was truly learner-centered. (Check if the answer is “yes”).

- Did the learners have a chance to express themselves or did I do most of the talking?
- Did I assess for prior knowledge and let them explain new material or did I explain things they knew already?
- Did the learners have a chance to think creatively and analytically?
- Did all the learners participate in the activities or only a few that I chose?
- Did the activities include the slower as well as the faster learners?
- Did the girls participate equally with the boys?
- Did I do activities that allowed different ideas and opinions to be expressed?
- Did the learners appear to be interested in the lesson and motivated to learn?

How could I improve the lesson to make it more learner-centered?

