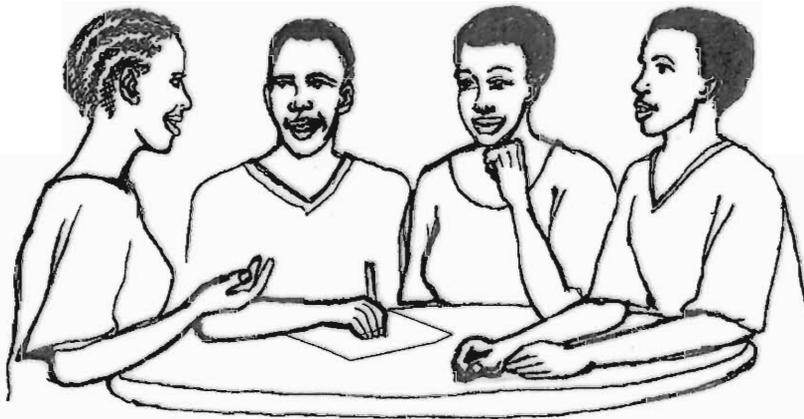


ACCELERATED LEARNING PROGRAM

TEACHER TRAINING MANUAL

INITIAL TEACHER TRAINING
FOR ALP TEACHERS



MINISTRY OF EDUCATION, SCIENCE, AND TECHNOLOGY
SOUTHERN SUDAN

ACCELERATED LEARNING PROGRAM

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FOR ALP TEACHERS

Ministry of Education, Science, and Technology
Southern Sudan



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SUDAN BASIC EDUCATION PROGRAM

The Sudan Basic Education Program (SBEP) is a consortium led by CARE International, in partnership with American Institutes for Research and the University of Massachusetts' Center for International Education.



**ITT
SCHEDULE**

Day	AM	PM
1	What is Education? Three types of education	Describing ALP Making weekly timetable
2	Making records for attendance and assessment Describe activities of FEO Discuss community mobilisation	Roles of the ALP Teacher Problem Solving
3	Identifying learner needs Problem solving	Teaching Children/Adults Teacher/Learner-centered
4	Peace Education	Introduce Form for teaching techniques Working in Groups and Pairs (technique)
5	Gender (may have to do some steps in PM)	Brainstorm (technique)
6	Classroom management Discipline	Leading a discussion (technique)
7	Introducing new vocabulary (technique)	Life Skills (Mines, AIDS, Child Protection)
8	Lesson Plan form Writing lesson objectives	Presenting new material (part of lesson plan))
9	End of lesson assessment: Types of Questions (part of lesson plan)	Writing a complete lesson plan
10	English for beginners	Creating a Placement test

PRIOR READING ASSIGNMENTS

Assign teachers to read the following pages from the Teacher's Handbook before each day's training

For Day 2:

The Community and ALP, pages 21-22

Effective Teaching, pages 46-49

Types of Assessment, page 70

Record Keeping, pages 83-85

For Day 3:

Teaching Children/Teaching Adults, pages 33-35

Approaches to Teaching pages 36-41

Identifying Learners' Needs, pages 57-62

For Day 4:

Group and Pair Work, pages 93-95

Peace Education, pages 150-154

For Day 5:

Teaching Girls and Young Women, pages 63-65

Gender Awareness, pages 133-138

Brainstorm, page 100

For Day 6:

Classroom Management, pages 54-46

Discipline, pages 66-69

Whole Class Discussion, pages 100-101

For Day 7:

Introducing New Vocabulary, pages 96-97

Child Protection, pages 139-142

HIV/AIDS, pages 143-147

Mines Awareness, pages 148-149

For Day 8:

Lesson Plans, pages 76-80

For Day 9:

Assessment and Evaluation, pages 70-75

For Day 10:

Intake and Placement Procedures, pages 13-17

English for Beginners, pages 103-109

Flashcards, page 87

**ALP
INITIAL TEACHER TRAINING**

Day 1 AM

A: What is Education?

B: Three Types of Education

A: What is Education?

1. Objectives

Knowledge

- a) Teachers understand that education is a lifelong process not necessarily controlled by a teacher and that does not always take place in a classroom. Education can take place anywhere and at any time.
- b) Teachers understand that education can shape the behavior and attitudes of individuals and can help socialize them into the community.
- c) Teachers are aware that teenagers and adults should take responsibility for their own learning and understand ways of helping teenagers and adults to take responsibility for their own learning.

Skills

- Teachers are able to prepare students to take responsibility for their own learning both inside and outside the classroom.

2. Reference in Teacher's Handbook

What is Education? (pages 28-29)

3. Key Training Points

- a) Education can take place anywhere, not only in schools.
- b) Education begins at birth and continues throughout a person's life.
- c) A person receives education not only from teachers but from parents, siblings, other people he/she has contact with, and from interaction with the environment.
- d) Education produces more able and productive members of society by equipping people with knowledge, skills and attitudes which can help them live and work within the community.
- e) Education develops a person's mental, social, and physical abilities to a higher level.
- f) Education helps develop the ability to solve personal and social problems.
- g) Education should create a desire for further learning.
- h) People learn in many ways: by listening, seeing, doing, thinking, and talking.

- i) One of the duties of a teacher is to help learners take responsibility for their own learning.
-

Procedure

Step 1: Brainstorm in Pairs

Write the following on the board in columns or on flip chart paper:

What is Education?

Where does it take place?	How do we learn?	When does learning take place?

Who teaches?	What is learnt? What changes occur?	Why do we learn? (children/adults)

Have the teachers sit in pairs and think of as many answers to these questions as they can, each pair writing their answers on a single piece of paper.

Step 2: Eliciting Answers

The trainer elicits answers from the pairs for all the questions, writing them in columns under the appropriate question. Following are suggested answers.

Where does education take place?

Education takes place at schools but also anywhere a person is. People can learn things anywhere.

How do we learn?

We learn by seeing, observing, listening, doing, talking or discussing, and thinking.

When does learning take place?

Learning takes place any time, not only in school.

Who teaches?

Teachers teach, of course, and also parents, family members, friends, or anyone a person learns from. Animals and the natural environment can also teach us things.

What is learnt?/What changes occur?

A person can learn facts, concepts, languages, operations like mathematics, and also attitudes and behaviors.

Why do we learn?

Learning is natural in children as their brains are developing. In adults learning provides opportunities to change and develop our lives. Education helps people learn and adapt themselves to live with other people.

Step 4: Discussion: Responsibility for Learning

The trainer reminds the teachers that in our definition of education we noted that it can take place anywhere, with many people being our teachers. Now write on the board:

- . Who is responsible for a person's learning:
 - as a child?
 - as a teenager (adolescent)?
 - as an adult?

NOTE: The teachers should understand that as people grow older they become more responsible for their own learning. For children, the parents are responsible for their education. Teenagers begin to make decisions and think about their interests, and adults make their own decisions about education (while influenced by family and other people).

B: Three Types of Education

1. Objectives:

Knowledge

- a) Teachers should be aware that there are three types of education.
- b) Teachers should understand the basic differences between the three types.

Skills

- Teachers can distinguish between the three types of education.

2. Reference in Teacher's Handbook

Comparing Three Types of Education (pages 30-32)

3. Key Training Points

- a) There are three types of education: formal, non-formal, and informal.
 - b) ALP is a combination of formal and non-formal education.
-

Procedure

Step 1: Brainstorm

Have the trainees brainstorm all the different kinds of education they know. Ask them these questions:

What kinds of education are there?

What are the different ways that people learn things and become educated?

Write all the types they say on flip-chart paper or the board. Summarize by generalising them into the three main types: formal, non-formal, and informal.

Step 2: Examples

Ask for examples of the three types of education. Following are possible answers:

formal: primary school, secondary school, teacher training institutes, colleges, universities

non-formal: adult literacy classes, vocational classes (sewing, carpentry), language classes, training courses by NGOs or Community Based Organisations (on health, etc)

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

Refer the teachers to pages 29-32 in the Teacher's Handbook if they would like to know more about the three types of education.

DAY 1: PM

A: What is ALP?

B: Implementing ALP: Weekly Timetable

A. What is ALP?

1. Objectives: Knowledge

- a) The teachers should understand the basic concepts of ALP
- b) The teachers should understand the difference between ALP and mainstream education.

Skills

- The teachers should be able to describe the ALP program and how it differs from mainstream education.

2. References in Teacher's Handbook

What is ALP? (pages 1-3), Organising and Managing an ALP Program (pages 9-12)

3. Key Training Points

- a) ALP is a condensed learning process, with eight years of primary school condensed into four years.
 - b) The 4-year ALP syllabus includes the same material as the 8-year primary syllabus, however only four subjects are currently taught.
 - c) ALP is a catch-up learning process for older learners who missed the chance to complete primary school.
 - d) Categories of learners include drop-out youths, out of school children/youth with emphasis on girls, demobilised soldiers, returnees, separated children, children with disabilities, returned abductees, young mothers.
 - e) The goal of ALP is to give an opportunity for education of youth and overage learners who missed out on their education during the 22 years of war.
-

Procedure

Step 1 : Group Work

Divide the teachers into groups and give each group a piece of flip chart paper and a marker. Write the following topics on the board or on a piece of flip chart paper. Each group picks one of the topics:

Students	Teachers
<ul style="list-style-type: none"> • age • background • categories of learners 	<ul style="list-style-type: none"> • age • background • training

Time	Materials	Structure
<ul style="list-style-type: none"> • number of years • hours per day • months per year • calendar 	<ul style="list-style-type: none"> • subjects • books • syllabus • supplies 	<ul style="list-style-type: none"> • location of classes • students per class • teachers per class • supervised by

Have the group describe the points for their topic for ALP according to what they know about ALP. If they don't know the information they may ask you or look it up in the Teacher's Handbook.

Have the groups present their results to the class. Discuss points if necessary.

Step 2: ALP and Primary School

Put two columns on the board labeled "ALP" and "Primary School". Have teachers compare the two while you write them in the columns. Try to find all the relevant differences.

ALP	Primary School

B: Implementing ALP: Weekly Timetable

1. Objectives: Knowledge

- a) The teachers should understand how many hours each subject is taught per week.
- b) The teachers should understand how weekly timetables are designed.

Skills

- The teachers should be able to formulate a weekly timetable for their school.

2. Reference in Teacher's Handbook

Timetable: page 11

3. Key Training Points

- a) Four subjects are currently taught in ALP classes.
 - b) Some subjects are taught 4 hours per week and others 5 hours per week.
 - c) Classes should follow a weekly timetable.
-

Procedure

Put teachers in groups, each with a piece of flip-chart paper. Have them draw a large weekly timetable on the paper for their schools. When they are finished they present their timetables to the whole group. Trainers should answer any questions the groups have about ALP weekly schedules and subjects.

DAY 2: AM

Implementing ALP:

- A. Records of Attendance and Assessment**
- B. Activities of the FEO**
- C. Community Mobilisation**

A: Records of Attendance and Assessment

1: Objectives: Knowledge

- a) Teachers should understand that records of daily attendance and on-going assessment are kept in all schools, and that these forms are made by the teachers themselves..
- b) Teachers' should understand the importance of on-going assessment.

Skills:

- Teachers should be able to make and keep charts for attendance and on-going assessment.

2. Reference in Teacher's Handbook

Record Keeping, pages 83-85

Types of Assessment, page 70

3. Key Training Points

- a) Records are necessary for both the school and for reporting to the FEO and county.
 - b) Careful records should be kept of student's attendance so that teachers can help and work with students who are absent.
 - c) On-going assessment is used to check the overall performance of learners.
-

Procedure

Prior Reading Assignment:

Record Keeping, pages 83-85, Types of Assessment, page 70

Step 1: Discussion

On the previous day, give teachers the above reading assignment. Ask them to read these pages before coming to the training.

Begin the training with a discussion on record keeping. Ask these questions:

- What kinds of records are kept in schools?
- Is attendance recorded for students only?
- Who records attendance of students? of teachers?
- Why do we keep attendance records?

What is on-going assessment?

Why should teachers keep assessment records?

How often should you do assessment for the records?

Step 2: Pair Work

Put teachers in pairs. On pieces of plain paper they draw forms that can be used for attendance and on-going assessment in their classes. Compare forms when they are finished. While they are making the forms have discussions with the pairs about what information should be included.

B. Activities of the FEO

1. Objectives: Knowledge

- Teachers will understand the role and duties of the FEO

Skills

- Teachers will be able to describe the role and duties of the FEO.

2. Reference in Teacher's Handbook

Refresher Trainings/School Visits by FEO, page 12

3. Key Training Points

The FEO visits schools regularly to carry out specific duties.

The FEO will work with teachers in their classes.

Teachers attend regular refresher trainings led by the FEO.

Procedure

The trainer gives a description of the role and duties of the FEO based on the information on page 12 of the Teacher's Handbook. Have teachers repeat the points and ask questions about the work of the FEO. If FEOs are present at the training have them take part in the discussion.

Explain the FEOs should use techniques of counseling when working with teachers, discussing points in a positive way.

C. Community Mobilisation

1. Objectives: Knowledge

- a) Teachers will understand how to enroll learners into ALP classes.
- b) Teachers will understand the role of gatekeepers and the PTA and other organisations in enrollment of ALP students.
- c) Teachers have an understanding of the problems involved in enrolling ALP students.

Skills:

- a) Teachers will be able to identify gatekeepers and organisations who can help with ALP enrollment.
- b) Teachers will be able to approach gatekeepers and organisations who can aid in enrollment of learners.
- c) Teachers will be able to solve problems of learner enrollment in their schools.

2. Key Training Points

- a) Various people and organisations can help with ALP enrollment.
 - b) Teachers should be prepared to work with the community to recruit learners, especially girls for ALP classes.
-

Procedure

Prior Reading Assignment: The Community and ALP, pages 21-22

Discussion: Have a discussion on ALP learner enrollment. Use these questions.

Who are the ALP students?

How do we reach them to be sure they are enrolled?

Who are the gatekeepers? (The people you have to go through to enroll the students.)

What's the role of the PTA? churches? other agencies?

What are some problems you might have enrolling students?

How can you solve these problems?

DAY 2: PM

Roles of the ALP Teacher/Problem Solving

1. Objectives

Knowledge

- a) Teachers will be aware of the roles of ALP teachers inside and outside of the classroom
- b) Teachers will understand that ALP teachers are expected to be role models for members of the community.

Skills

- a) Teachers will be able to meet the expectations of the community.
- b) Teachers will be able to deal creatively with the needs and problems of ALP learners.

2. Reference in Teacher's Handbook

Roles of the ALP Teacher (page 48-49); Sensitivity to the Community (page 22)

3. Key Training Points

- a) Teachers have different roles they take when working with learners, other staff members, and the community
 - b) Various roles may be taken to help learners solve problems.
 - c) The community has expectations about teachers' behavior and appearance.
-

Procedure

Prior Reading Assignment: Have the teachers read "Effective Teaching", pages 46-49

Step 1: Group Work

Divide the teachers into eight groups. Revise the eight roles on pages 48-49 of the Teacher's Handbook. Have each group take one of the eight roles.

Groups do the following task, then present their results to the whole group:

1. Describe the role and how it applies to
 - a. learners
 - b. other school staff
 - c. the community
2. Give one example of how you would apply the role to a situation with either learners, school staff, or the community.

Step 2: Problem Solving in Groups

Write the names of the eight roles on the board or on a flip chart. Review the descriptions of the roles with the whole group.

Let everyone stay in the same groups as in step 1. Read one of the following problems and have the groups discuss which role they would take to solve the problem and how they would solve the problem in this role. The trainer should keep in mind that several different roles may be taken for solving each problem.

The trainer shouldn't try to find a single role or solution for each problem. The discussion can focus on how each role would work differently to solve a problem. You can ask the groups responsible for each role how they would approach the problem with their role. Following are sample problems. The trainees can think of others.

Problems to Solve

1. You're the head teacher and you see that a teacher is teaching only the boys in his/her class.
2. A 16-year old girl doesn't come to ALP class because her husband doesn't allow it.
3. You're the colleague of a male teacher who made a girl student pregnant. She was dismissed from school.
4. Your neighbour sends only their boys to school, not the girls.
5. Some learners are coming to school late because their parents give them a lot of work to do before school.
6. Some learners don't have proper clothes to come to school.
7. In the classroom one learner is very quiet and cries when the teacher tries to talk to her/him.
8. A student won't come to class because the other students tease him/her.

Step 3: Pair Work/Discussion

Put the trainees in pairs and give them the following task:

Discuss and write down ideas about this topic:

What does the community expect from an ALP teacher in terms of

- conduct
- attitude toward the learners and community
- work

See the Teacher's Handbook, page 22, for ideas. End the training with a whole-group discussion of these points.

DAY 3: AM

Identifying Learners' Needs

1. Objectives

Knowledge

- a) Teachers should be aware that students have differing learning needs.
- b) Teachers should understand what students are interested in and where they are in the learning process.
- c) Teachers should be aware of special needs in relation to:
 - physical handicap
 - young mothers
 - orphans/separated children
 - demobilized soldiers
 - traumatized youth

Skills

- a) Can identify where students are in the learning process and apply appropriate methods and behaviors.
- b) Teachers should be able to identify the signs and behavior exhibited by students with special needs.
- c) Teachers should be able to identify the causes and possible solutions to problems of students with special needs

2. Reference in Teacher's Handbook

Identifying Learners' Needs (pages 57-62)

3. Key Training Points

- a) Learners have varying interests, needs, and abilities.
 - b) The average class will have both fast and slow learners and teachers need to plan lessons that will benefit both kinds of learners.
 - c) The war in Sudan has resulted in the existence of groups of children and young people with special needs that ALP schools should meet.
-

Procedure

Prior Reading Assignment: Have the teachers read "Identifying Learners' Needs, pages 57-62 prior to the training

Step 1: Discussion: Categories of Learners

Have the trainees list the different categories of learners in ALP classes. First list them according to learning ability:

- average learners

- faster learners
- slower learners

Step 2: Characteristics of Fast and Slow Learners

Have the group brainstorm characteristics of fast and slow learners.

How do you identify fast and slow learners?

Use this table to list the responses. See the Teacher's Handbook, pages 58-59 for suggested responses.

faster learners	slower learners

Step 3: Group Work: Fast and Slow Learners

Put the trainees into groups. Have each group discuss this question and write down all their suggestions:

How can we work with faster and slower learners in the classroom?

See the Teacher's Handbook for suggested responses. Have groups make presentations when finished. Summarize the suggestions into points for the two types of learners.

Step 4: Group Work on Special Needs

Divide the teachers into five groups. Assign each group one of the following categories of special learners:

- traumatised youth
- demobilised soldiers
- children without parents
- young mothers
- learners with physical problems (sight, hearing, etc)

Have them discuss the type of learner, writing down ideas for the following points:

- Give a general description of the person's problems and causes.

- What is the person thinking? What mental problems could he/she have?
- What is the impact on learning and the school environment.
- How can we facilitate this person's learning in the classroom?
- How can we facilitate his/her life outside the classroom?

Step 5: Whole Group Discussion

Have each group present their ideas for the four points. When a group is finished have the whole group make further suggestions on these questions:

- How can we facilitate this person's learning in the classroom?
- How can teachers and other learners interact with this person to facilitate his/her learning?

DAY 3: PM

A: Teaching Children and Adults

B: Teacher/Learner-Centered

A: Teaching Children and Adults

1. Objectives

Knowledge

- Trainees should know the different characteristics of children, adolescents, and adults, including:
 - Adults bring prior knowledge and experience to the classroom.
 - Adults have other responsibilities outside the classroom
 - Adults require choices in their education
- Trainees should understand how approaches to teaching differ between children and adults.

Skills

- Teachers should know how to facilitate learning in older students by utilizing the knowledge and experience they bring to school.
- Teachers should know how to create an atmosphere where learners can express their opinions and finds different ways to fulfill their learning needs.

2. Reference in Teacher's Handbook

Teaching Children/Teaching Adults (pages 33-35)

3. Key Training Points

- a) Children, teenagers, and adults have different physical and mental characteristics.
 - b) Teachers should know different approaches for teaching people of different age groups.
-

Procedure

Prior Reading Assignment: Teaching Children/Teaching Adults (pages 33-35)

Step 1: Discussion and Brainstorm

First ask the teachers questions to introduce the topic. Following are examples:

At what age would you say someone changes from being a child to being an adult?

What are the stages humans go through from child to adult?

What are the different physical and mental characteristics of the three stages of development?

Write the following on the board or on three pieces of flip chart paper. Have teachers brainstorm the differences between children, adolescents, and adults. Discuss the basic stages of development and their characteristics. See the Teacher's Handbook, page 33 for suggested answers.

child	adolescent/teenager	adult
age: __ to __ characteristics:	age: __ to __ characteristics:	age: __ to __ characteristics:

Ask about the following to help the teachers think of characteristics:

- physical ability and development
- knowledge
- emotions
- understanding of the outside world
- responsibilities
- reasoning ability/ability to understand concepts
- degree of control over own life

Step 2: Discussion

Ask this question:

How do the differences between children and adults apply to education?

There are many possible responses, but try to elicit these four:

1. Adults have responsibilities and status in the community.
2. Adults have prior knowledge and experience.
3. Adults can understand concepts more easily than children.
4. Adults have their own plans and needs so they require choices in education

Next ask what teachers can do in the classroom in response to this characteristic in adult learners. See the Teacher's Handbook, page 34-35 for suggested responses.

B: Teacher-Centered/Learner-Centered

1. Objectives

Knowledge

- a) Teachers should understand the meaning of the teacher-centered and learner-centered approaches to teaching.
- b) Teachers should know the differences between the two approaches and some of the methods used in each approach.
- c) Teachers should understand the effects of the two approaches on learners.

Skills

- Teachers can apply some learner-centered methods to their teaching.

2. Reference in Teacher's Handbook

Approaches to Teaching (pages 36-41)

3. Key Training Points

- a) In the learner-centered approach the students are more active than in the teacher-centered approach.
 - b) The learner-centered approach facilitates additional learning outcomes.
 - c) Lessons can be adapted to make them more learner-centered.
-

Procedure

Prior Reading Assignment: Approaches to Teaching (pages 36-41)

Step 1: Discussion and Brainstorm

Discuss these questions:

What are some of the methods you've used in teaching?

What are some of the methods teachers used when you were a student?

What other methods have you heard about or learned about?

Write the following table on flip chart paper or on the board. Have teachers brainstorm classroom methods and write what the teacher and learners are doing in each method.

Method	What the teacher is doing	What the learners are doing

Step 2: Categorizing

Look at each methods you've described and have the teachers put them into two categories:

- a) Methods where the teacher is more active
- b) Methods where the learners are more active

Explain the two approaches to the teachers: teacher-centered and learner-centered. Mention some kinds of learner-centered activities and have the teachers add to the list. Following are some techniques where the learners are more active:

- group work and pair work
- discussion (lead by teacher or learner)
- learners asking questions
- learners solving problems
- learners giving each other problems to solve
- learners analyzing information
- learners discovering information

Step 3: Brainstorm

Have the teachers brainstorm this topic:

What are the positive effects of the learner-centered approach?

As the teachers state a positive effect, write it on flip chart paper or on the board. For suggested responses see “Benefits of the Learner-centered Approach” in the Teacher’s Handbook, pages 37-38.

Step 4: Making Lessons more Learner-Centered

Have one teacher name a type of lesson that is taught (reading, Math, vocabulary, etc) and ask the group for ways to make the lesson more learner-centered.

Day 4: AM
Peace Education

1. Objectives: Knowledge

Teachers will understand that Peace Education consists of both lessons to be taught and the teacher's approach to working with learners.

Teachers will understand the objectives of Peace Education.

Skills

Teachers will be able to plan lessons that meet the objectives of Peace Education

Teachers will be able to work with learners in a way that will support Peace Education.

2. Reference in Teacher's Handbook: Peace Education: Pages 150-154

3. Key Training Points

Peace Education has the goal of supporting peaceful, non-violent behavior that will lead to a more peaceful society.

Peace Education in schools consists of both a process and distinct lessons to be taught.

Procedure

Prior Reading Assignment: Peace Education, pages 150-154

Step 1: Overall Goals of Peace Education

Have teachers look at the unit on Peace Education in the Handbook; the first section "Overall goals". Have the teachers read the goals one at a time and answer this question:

How can this goal benefit the future of ourselves and our children?

Step 2: Learned and Innate Behavior:

Have the teachers explain the difference between learned and innate behavior.

(They should have read the section already.) Ask which of the following behaviors are innate and which are learned:

1. a mother wants to protect her child
2. you eat when you are hungry
3. you think that women are less important than men
4. boys like to fight
5. you run when you see a dangerous animal

Name other innate and learned behaviors and discuss the difference.
What can this tell us about Peace and Conflict?

Step 3: Brainstorm: Peace Education in the Classroom

Ask this question:

As teachers, how can we promote peace in the classroom?

Teachers give examples, write them on board.

Divide the answers into two types:

- a. teaching directly about peace (lessons, concepts)
- b. through the process of teaching (behavior, methods, interaction)

Read the two quotes together (page 152) and have teachers explain their meaning.

Step 4: Group Work: Learning Outcomes

Have teachers look at the learning outcomes (pages 152-153). Divide the teachers into four groups and give one of the four main outcomes (a,b,c,d) to each group. The groups think of how to achieve this outcome with their learners in the two ways - direct teaching and process.

- The group with point c should read the quote on service below the outcomes.
- The groups present their ideas to the whole group.
- Check the points under “Peace Education in Schools” to be sure the teachers have mentioned all these points in their presentations.

Day 4: PM

A: Introduce Teaching Techniques Form

B: Teaching: Working in Groups and Pairs

A: Introduce Form: Refer the teachers to the forms in the back of the handbook. Have them read the forms and explain that they should learn how to implement the techniques and that the FEO will be working with them on the techniques when they visit their schools.

B: Teaching: Working in Groups and Pairs

1. Objectives

Knowledge

- Teachers should understand the rationale and dynamics of pair and group work that make them successful teaching and learning strategies.

Skills

- Teachers should show that they can carry out activities that make proper use of the advantages offered by pair and group work

2. Reference in Teacher's Handbook

Group and Pair Work (pages 93-95)

3. Key Training Points

- a) Group and pair work has many benefits for learners.
- b) Group and pair work can be used for most subjects and topics.
- c) Pairs and groups are assigned a specific task in group and pair work.
- d) The teacher should remain active while doing group and pair work, helping individual groups or pairs.

4. Materials: ALP Textbooks

Procedure

Prior Reading Assignment: "Group and Pair Work", pages 93-95

Step 1: Discussion

Remind the teachers that during the first days of this training we've used pair and group work in some of the trainings. Tell them that now we're going to start looking at some specific teaching techniques they can use in their classes. The first is pair and group work.

Ask these questions for discussion:

What is pair work? Can you describe how to use pair work in a class?

What is group work? Can you describe how to use it?

What is a "task"?

Why should you give the pairs or groups a specific task?

Should you give the groups the same task or a different task?

(either one, depending on the lesson)

How many learners should be in a group? (4-6)

Why is this a good number?

What should the teacher do during pair and group work?

Step 2: Brainstorm

Brainstorm this question:

What are the benefits of group and pair work for the learners?

See the Teacher's Handbook, page 93 for suggested responses.

Step 3: Group Activities for Topics and Subjects

Show the trainees the following textbook lessons and have them make suggestions for group and pair work that would be appropriate to do. Suggestions are given for each topic or subject but the trainees should try to think of others.

Social Studies: (level 1, page 8/level 2, page 2)

- Have learners sit in pairs and draw maps of their villages.
- Draw maps of their villages and put where their own houses are.

Science: Gardening (level 1, page 43)

- In groups, draw a plan for a garden that has all the food your family needs.
- In pairs, write the steps for planting a crop or kind of vegetable.

English: Family (level 1, page 52)

- In pairs, ask each other questions about each others families and report to the class about each others families.
- In groups, find how many brothers and sisters each person has and what their names are. Who has the largest and the smallest number of brothers and sisters?
- In pairs or groups, write all the questions you can ask a person about his/her family.

Math:

(NOTE: Talk to the trainees about group work for Maths. For Maths it's usually best to work in pairs because, if the learners work in groups only the best Maths student in the group will do the work.)

- Have learners do problems in pairs. (This is especially good for learners who have trouble understanding Maths. Pair them up with someone who understands and have them work together.)
- Have a pair of learners write some Maths problems for the topic you're working on. Different pairs trade problems and solve each others' problems.

Step 4: Working with ALP Textbooks

Put teachers in groups. Give each group one or two of the ALP textbooks. They choose one book and plan one pair and one group activity for topics in the book. They should write a short description of the activity and the task they would assign the pair or group to do.

Have them report their activities to the whole group. The group can make suggestions or offer alternatives.

Day 5: AM and part of PM

Gender Awareness

1. Objectives

Knowledge

- a) Trainees should have awareness of gender issues and implications for teaching and learning.
- b) Trainees should understand issues of equality (equity) and how they apply to teaching male and female learners.

Skills

- Trainees should be able to manage gender issues and promote gender equity in a learning environment.

2. Reference in Teacher's Handbook

Gender Awareness (pages 133-138)

Teaching Girls and Young Women (pages 63-65)

3. Key Training Points

- a) Sending girls to school benefits themselves, their families, and their community.
 - b) ALP schools should make a special effort to enroll girls and keep them in school.
 - c) Girls should be treated equally with boys in the classroom.
-

Procedure

Prior Reading Assignment: Have the teachers read

Gender Awareness (pages 133-138)

Teaching Girls and Young Women (pages 63-65)

Step 1: Energizer

Ask the teachers to find the answer to this riddle:

A man and his son are driving in a car along Wau-Rumbek Road. The father is a doctor. They have a terrible accident and the father is killed. The son, who is badly injured, is rushed to Rumbek Hospital where he is taken in for an operation. A doctor is called to attend to him. As he is lying there, the doctor takes one look at him and says: "No, I can't operate on him He is my son" and walks out of the room.

How can the injured boy be the doctor's son?

Let the teachers try to guess the answer. If they can't, tell them the answer:

(the doctor is a woman)

Discuss why most people would think both doctors were men. Write the following points on flip-chart paper or have teachers refer to them in the Teacher's Handbook, page 134. Read and discuss the points.

- ❖ 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.

Step 2. Discussion

Say one of the following statements about men and women. The teachers discuss it and decide whether it is one of these two things:

- a social belief
- a biological fact

1. Women give birth to babies. Men don't.
2. Women are better cooks than men.
3. Little boys are more active than little girls.
4. Men's voices break at puberty. Women's don't.
5. Women are shyer than men.
6. Boys often perform better than girls in school because they learn more quickly.
7. In general, men are stronger than women.
8. It's good for women to marry men who are much older than they are.
9. Men make better soldiers than women.

Step 3: Group Work

Put teachers into groups. Have them draw the following table on a piece of paper and fill in as many beliefs and facts about men and women as they can think of. Groups report to the whole group and discuss the results.

Social Beliefs about Men and Women	Biological Facts about Men and Women

Step 4: Group Activity

Ask the teachers to think about all the activities boys and girls do, including work and play. Divide them into groups and have them fill in the following chart listing all the activities of boys and girls during the day.

Time	Activities that Girls Do	Activities that Boys Do
1. before school		
2. at school		
3. after school		

When groups are finished compare their results, then ask these questions:

- a) How many hours do girls and boys work a day?
- b) Do girls work more than boys?
- c) Why do girls work more than boys?
- d) Does the longer time they spend working affect their learning?
- e) What could be done to give girls more time for learning?

Step 5: Defining Terms

Write these phrases on the board or on flip-chart and have the group try to define them. Check the definitions in the Teacher’s Handbook, page 133.

- gender awareness
- gender disparity
- gender equity
- gender role
- gender stereotype

Ask these questions to briefly discuss each phrase:

- a) What are some examples of gender disparity in your area?
- b) What gender stereotypes are common in education?
- c) What could you do as an ALP teacher to promote gender equity in your school?
- d) What could you do to promote gender awareness in your area?

Step 6: Pair Work

Write the following chart on the board or on flip-chart paper. Put the trainees in pairs or small groups and have them each write one problem arising from Gender Disparity each for school and community along with what they think should be its solution.

Problems Arising from Gender Disparity

	Problem	Solution
at school		
in the community		

Have the pairs present their ideas and discuss as a whole group. Following are some suggested problems and solutions.

Encourage the ALP teachers to advocate Gender Equity in their schools and communities. Try to form group solidarity on this issue.

	Problem	Solution
at school	<p>boys are always appointed as school monitors and prefects</p> <p>boys tease and bully the girls</p> <p>boys are given the lead in Maths and Science</p>	<p>distribute tasks equally between boys and girls; promote girls' leadership</p> <p>teacher should discuss the problem with the class and punish boys who continue bullying girls</p> <p>give both girls and boys equal opportunity at all subjects and activities</p>
in the community	<p>sending only boys to school</p> <p>early marriage</p> <p>overworking girls with household chores</p> <p>violence against women</p>	<p>create awareness about the importance of girls' education</p> <p>allow girls who are married to return to school; create awareness of the benefits of later marriage</p> <p>have community and parental meetings to encourage parents to divide work equally among children regardless of sex</p> <p>organize or allow for parental meetings and workshops on issues related to violence; don't practice corporal punishment at school</p>

	belief that girls get spoiled in school	have a girl-friendly environment at school; require proper behavior by teachers
--	---	---

Step 7: Strategies for Teaching Girls

Have the trainees look in the Teacher's Handbook at "Teaching Girls and Young Women", page 63-65.

This section has 12 points for teachers. Divide the trainees into 12 groups and assign one point to each group. Have them read it and present the information to the whole group, giving their own ideas, examples, and comments on the point.

As a final discussion have the whole group discuss the points and give other ideas for teaching girls and young women.

Day 5: PM

Teaching: Using Brainstorms in Class

1. Objectives

Knowledge

- a) Teachers should be aware of the general guidelines for doing brainstorms.
- b) Teachers should understand the reasons for using brainstorms as a learning tool in the classroom

Skills

- Teachers should demonstrate that they know how to use the brainstorm technique in class.

2. Reference in Teacher's Handbook: General Teaching Techniques/Brainstorm (page 100)

3. Key Training Points

- a) Brainstorms are used to elicit words or ideas on a single topic from a group.
- b) The idea behind the brainstorm is that many people thinking together can generate an atmosphere where ideas emerge.

- c) There are specific rules for brainstorms, the most important being that the person facilitating the brainstorm writes all of the ideas down without allowing comment or debate on any of the ideas.

4. Materials: ALP textbooks for English, Science, and Social Studies

Procedure

Prior Reading Assignment: Read “Brainstorm”, page 100

Step 1: Trainer Gives Two Demonstrations

Tell the trainees that you’re going to give two demonstrations of the brainstorm technique. Tell them to watch what you’re doing and note the steps of the procedure.

Demonstration 1: Brainstorming Vocabulary

Write at the top of the blackboard or flip-chart paper:

Foods that are sold in the market

Have the teachers try to name as many foods that are sold in the market as they can. As they name them, write them on the board. Keep encouraging them to think of more by saying

“Any more?” or

“Try to think of more”.

If they can’t think of more, give them hints:

“What’s round and red?”

“What do bees make?”

Finally have everyone read the words you’ve listed.

Demonstration 2: Brainstorming Ideas

Write at the top of the blackboard or flip-chart paper:

Reasons why girls don’t come to school

Have the teachers think of reasons, giving you all the ideas they can come up with. Write them on the board as they say them. Don’t stop to discuss anything, but try to find as many separate, specific reasons as you can.

Give them hints if they can’t think of reasons:

“Why wouldn’t their parents want them to come to school?”

“Why would girls be afraid to come to school?”

Finally, have the group read all the reasons you've written.

Step 2: Discussing the Two Demonstrations

Ask the teachers to think about the two demonstrations. Ask them these questions. Some suggested answers are given in parentheses.

What was the objective of the first brainstorm?

(to elicit vocabulary)

What was the objective of the second brainstorm?

(to elicit ideas)

What do you think the general objective of a brainstorm is?

(The objective of a brainstorm is to elicit as many ideas on a topic as possible from a group.)

What were the steps I followed?

What did I do each time someone said a word or idea?

When did I stop asking for words or ideas?

Is this an entire lesson or just part of a lesson?

How could I use the words from the first brainstorm when continuing the lesson?

(continue with lesson on shopping or cooking, do speaking or writing activity with the words)

What kind of lesson was the second brainstorm for?

(gender issues, girls going to school)

How could I use the ideas when continuing the lesson?

(groups do a role play for each reason, find solutions to the reasons, ask for opinions on the reasons)

Step 3: Discussion: Describing Technique/Rules of Brainstorming

Ask the teachers to describe the steps of a brainstorm. These are as follows:

1. Give the learners the topic.
2. Ask for ideas from the class.
3. Write them on the board as they say them.
4. Give hints if they can't think of more.
5. Have learners read all the ideas.
6. Add any of your own ideas at the end.
7. Use the ideas to continue your lesson.

Discuss the “Rules of Brainstorming”. These are as follows:

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.

Be sure the teachers understand these points:

- Brainstorms can be used to elicit both vocabulary and ideas.
- Brainstorms can be used every day in class and with any subject.
- In a brainstorm the class thinks of as many words or ideas as they can on a topic you have given them.
- While they’re giving ideas no one should make comments or discuss the ideas so that the ideas keep coming.
- A brainstorm is only one part of a lesson used to elicit the learner’s ideas or prior knowledge. The ideas are listed on the board, then used in the lesson as planned.
- The idea behind a brainstorm is that “two heads are better than one”. This means that two or more people thinking about a topic can come up with more ideas than one person alone.

Step 4: Group Work with Textbooks

Put the trainees in small groups. Give each an ALP textbook for English, Science, or Social Studies. Have them look through the book and list pages and topics where they could do brainstorms in class. They should list five to ten topics. Some should be lists of vocabulary and some should be ideas.

Step 5: Peer Teaching and Reflection

Have a person from each group peer teach one of the brainstorms the listed. Be sure the peer teaching lessons contain both vocabulary brainstorms and ideas brainstorms.

Following each peer teaching lesson, reflect on the lesson with questions from the Teacher’s Handbook, page 45.

Day 6: AM

A: Classroom Management

B: Discipline

A: Classroom Management

1. Objectives

Knowledge

- a) Teachers should be aware of different aspects of classroom management.
- b) Teachers should know how to organise an effective ALP learning environment.

Skills

- Teachers should be able to organize and manage an effective ALP class.

2. Reference in Teacher's Handbook

Classroom Management, pages 54-56

3. Key Training Points

- a) Classroom management doesn't refer only to discipline.
- b) Aspects of classroom management include atmosphere, interaction and participation, seating arrangement, and time management.
- c) If there is good classroom management teachers can avoid most discipline problems.

4. Materials: pictures of classroom management problems

Procedure

Prior Reading Assignment: Classroom Management, pages 54-46

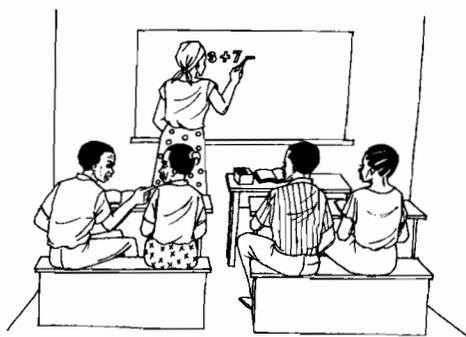
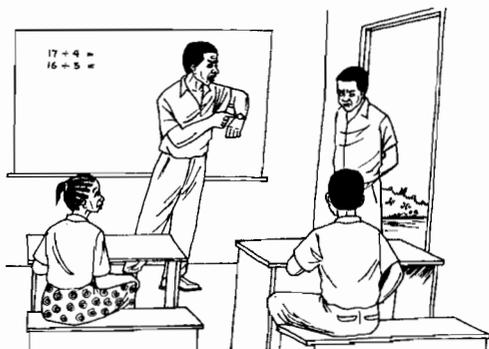
Step 1: Pictures of Management Problems

Put the teachers in five groups. Have each group look at one of the five pictures that show poor classroom management. Let the groups discuss the pictures and find problems in classroom management in each. (They may also find good aspects of classroom management in the pictures.) Have them discuss ways to manage the classroom so that these problems can be avoided.

Put the following table on the board or on a piece of flip-chart paper. Have each group report their ideas, showing the picture to the rest of the class as they report. Fill in the chart as they report.

Things not to do	Things to do

Five pictures that show classroom management problems:



Step 2: Group Work – Four Aspects from Teacher’s Handbook

Put teachers into four groups and have them look at the four Aspects of Classroom Management on pages 54-56. Each group takes one of the aspects. They read it and prepare a short presentation on it to give to the whole group. The presentation should include

- an explanation of the point
- their own ideas on the point
- examples from their schools
- questions to ask the whole group about the point

Different group members should present the sub-points so everyone has a chance to talk.

B: Discipline

1. Objectives: Knowledge

- a) Teachers will understand positive and negative aspects of different forms of punishment.
- b) Teachers will understand how to appropriate punishment for various infractions.
- c) Teachers will understand the ideas behind alternative punishment.

Skills:

- Teachers will be able to apply appropriate punishment for infractions.

2. Reference in Teacher’s Handbook

Discipline (pages 66-69)

3. Key Training Points

- a) Physical punishment has negative aspects.
 - b) There are alternative punishments that are appropriate for various infractions.
-

Procedure

Prior Reading Assignment: Discipline, pages 66-69

Step 1: Comparing forms of Punishment

Put the following table on the board or on flip-chart paper. Add more information throughout the discussion, following these steps:

- a) name an infraction
- b) ask the teachers what the common punishment would be
- c) ask the teachers for an alternative punishment that isn’t corporal or physical and that helps solve the reason for the infraction.

Infraction	Common Punishment	Alternative Punishment
1. Learner comes to school late every day.	physical/corporal punishment	discuss why he/she comes late, try to make realistic arrangements for coming to class
2. (another example from teachers)		
3. (another example from teachers)		

Step 2: Discussion on Forms of Punishment

Ask the following questions to elicit other methods of alternative punishment. A suggested response is given in parentheses:

- a. If a learner is always breaking a rule, what would you do?
(Talk to the learner and find out why he/she is breaking it.)
(Counsel the learner. Discuss the importance of rules and following rules.)
- b. If many learners are breaking a rule, what would you do?
(Talk to the whole group, find out if the rule should be changed.)
- c. If a learner teases or offends another learner, what would you do?
(Have the learner apologize to the person he/she offended. Talk to both learners away from the rest of the class.)
- d. If there's a fight or argument between learners, what would you do?
(Talk to both people or groups and find out the source of the problem. Try to mediate a solution.)
- e. What would you do if the problem became serious?
(Discuss it with the learner's parents or other family members.)
(Suspend or expel the learner from school.)
- e. What are some other ways to punish learners that we haven't talked about?
Following are suggested responses (also listed in the Teacher's Handbook).
 - Have the learner go outside for a short period of time and sit in a vacant room or under a tree.

- If something was damaged have the learner repair it.
- Have the learner talk to others who have had the same problem and who have resolved it.
- In very serious cases suspend or expel the learner from school.

Step 3: Discussion

Discuss the following with the whole group:

Compare the psychological effects of physical punishment and alternative punishment, especially:

- What are the negative effects of physical punishment?
- What are the negative effects of shouting at or insulting learners?
- Which types of punishment can cause problems between teachers and learners that affect the teaching-learning process? Why would these types of punishment cause problems?
- Do you think it's good to give learners extra homework as punishment? Why or why not?
- Do you think it's good to have learners clean the classroom or school compound as punishment? Why or why not?
- Which types of alternative punishment can have positive psychological effects? What are the positive effects?

Day 6: PM

Teaching: Leading a Discussion

1. Objectives

Knowledge

- a) Teachers should understand the importance of discussions to facilitate critical thinking and speaking skills.
- b) Teachers should know techniques for facilitating discussions in the classroom.

Skills

- Teachers should demonstrate the ability to organize and carry out a classroom discussion that contributes to learning.

2. Reference in Teacher's Handbook

Whole Class Discussion, pages 100-101

3. Key Training Points

- a) Discussions are a good way to build critical thinking skills.
- b) Various techniques are used to lead discussions.
- c) Discussions should be planned in advance.

4. Materials: ALP Textbooks

Procedure

Prior Reading Assignment: Whole Class Discussion, pages 100-101

Step 1: What is a Discussion?

Ask the trainees to define the word “discussion”. Elicit definitions from several trainees. A general definition is:

“Examining a topic by talking about it (or by writing about it).”

Discussions can be done in groups or by the whole class. The technique described here is whole-class discussion where:

- the entire class talks about a topic
- the teacher is the leader.
- The learners are free to state their own opinions and ideas.

Step 2: Demonstration Lesson

Explain to the trainees that you’re going to demonstrate a way to lead a discussion. The trainees will act as the class. Tell the trainees to watch each step of your lesson because everyone will discuss the steps at the end.

Topic: Compare living in cities with living in rural areas

Begin the discussion by asking these questions. Be sure many trainees give answers. Don’t allow a few of the trainees to dominate the discussion.

How many of you live in a city or in a big town? (raise hands)

How many of you live in a rural area? (raise hands)

How do you define “rural area”?

What are other names for rural area? (country, countryside, village)

Who prefers living in the city?

Why do you prefer living in a city?

Who prefers living in a rural area?

Why do you prefer rural areas?

Put the following headings on the board or on flip-chart paper:

Good points about living in the city	Bad points about living in the city
---	--

Ask the trainees to tell you good points about the city and bad points about the city and write them under the proper heading. Do this as a whole group.

Next, put these headings on the board or on flip-chart paper:

Good points about living in rural areas	Bad points about living in rural areas
--	---

Have the trainees tell you good and bad points about rural areas and write them under the proper heading.

Summarize the discussion by asking these questions:

- Do you see more good points about the city or about rural areas?
- Do you see more bad points about the city or about rural areas?
- What can you say to summarize about living in the city and in rural areas?

Step 4: Trainees Discuss the Demonstration

When you finish the demonstration ask these questions:

- What was the topic of the discussion?
- How did I begin the discussion?
- What were the other steps? (trainees list steps)
- Why did I ask questions?
- Did I let all the learners answer?
- How did we compare the good and bad points?

Why did I write points in two columns?
How did we summarize the discussion?
What do you think about this lesson?
(good points/bad points)
How could I improve the lesson?
How do you plan a discussion?

Follow these steps for planning a discussion:

- a) Decide on a topic
- b) Write questions that will lead the class through the topic
- c) Plan how to use the blackboard. Write main points the students say or make headings to compare things or categorize things.
- d) Summarize the discussion.

Step 5: Peer Teaching

Put trainees in groups and let each group choose an **ALP textbook**. Each group finds a topic which they plan a discussion on. The trainer should talk to each group while they plan the discussion.

When groups are finished planning, have one person from each group teach their discussion to the whole group. They should keep the lessons under 15 minutes.

When they're finished have the whole group reflect on ways to improve the lesson and have them point out good points and points for improvement at the end of the lesson.

Day 7: AM

Teaching: Introducing New Vocabulary

1. Objectives

Knowledge

- c) Teachers should understand the importance of introducing new vocabulary when teaching a text in English, Social Studies, and Science.
- d) Teachers should know various ways to introduce new vocabulary that are appropriate to the level of the learners.
- e) Teachers should be aware that the meaning of unknown words may be understood from context, and that this is a skill students should have.
- f) Teachers should know ways to practise and revise the meaning of words.

Skills

- a) Teachers should be able to choose appropriate new vocabulary from a text.
- b) Teachers should be able to introduce new vocabulary using a technique that is appropriate to the learners.

2. Reference in Teacher's Handbook

Introducing New Vocabulary (pages 96-97)

3. Key Training Points

- d) Learners should understand the meaning of new words when they read a text.
- e) There are many ways to facilitate learners to understand the meaning of new words.
- f) Revision activities can help learners retain the meaning of vocabulary.

4. Materials: ALP Textbooks in English, Science, and Social Studies

Procedure

Prior Reading Assignment: Introducing New Vocabulary, pages 96-97

Step 1: Introduction

Introduce the training by talking about *vocabulary*.

Ask the trainees:

- a) Everyone think of a new word that you learned recently. The word can be in any language, not only English.
- b) What's the meaning of the word?
- c) How did you learn the meaning of the new word?

Have the trainees tell everyone the word they learned and how they learned it. Try to find many ways of learning new words.

Step 2: Figuring out the Meaning from Context

Write the following two sentences on the board or on flip-chart paper. Have the teachers try to figure out the meaning of the words in italics from their *context*. (From the meaning of the words that come before and after it and help fix its meaning.) If some of the teachers already know the meanings of the words tell them not to let the others know.

You can develop a good *rapport* with students by talking and listening to them.

What do you think *rapport* means?

(“a harmonious and understanding relationship between people”)

There was a *discrepancy* between the amount spent on the trip and the money left in the account.

What do you think *discrepancy* means?

(“difference, disagreement, failure to tally”)

Explain to the teachers that figuring out the meaning of words in context is an important skill that learners should have. Ask:

How can learners figure out meanings in context in class?

Step 3: Ways to Present New Vocabulary

Write these words on the board or flip-chart paper one at a time and have the teachers say ways the words they can be introduced.

chair, walk, goat, boat, because, government

word	ways to teach meaning
chair	picture, object
walk	do action, picture
goat	picture, object, explanation, in context
boat	picture, explanation, in context
because	explanation, in context, mother tongue
government	explanation, in context, mother tongue

Step 4: Group Work

Have teachers sit in groups and give each group an **ALP English textbook** of one level (1-4). Give each group one of the following groups of words. They should do these tasks:

1. discuss effective ways to teach the meaning of the words
2. discuss effective ways to practise or revise the words

For ideas have them look in the Teacher's Handbook. For the first task they should refer to "Introducing New Vocabulary" on page 96-97, and for the second task they should refer to "Activities to Practice and Revise New Vocabulary" on page 97. Allow the teachers to give explanations in the Mother Tongue if necessary.

ALP English Level 1

page 27: sit down, stand up, clean the blackboard, sweep the compound

page 62: mother, father, grandmother, grandfather

ALP English Level 2

page 29: bed, cupboard, radio, television

page 46: tall, short, weak, strong

ALP English Level 3

page 12: excited, worried, afraid, angry

page 35: barber, dentist, fisherman, mechanic

ALP English Level 4

page 58: enemy, dowry, orphanage, crowd

page 65: diet, energy, absorb, immune system

Step 5: Peer Teaching and Reflection

The groups peer teach some of the words to the whole group. Let different members of the group do presentations. They should demonstrate two things:

- how they would introduce the word
- how they would revise and practise the new words

After each person peer teaches do a short reflection.

Day 7: PM

Life Skills

1. Objectives

Knowledge

- Teachers should understand the critical issues around the following topics presented in the preparatory course:
 1. Child Protection
 2. HIV/AIDS
 3. Mines Awareness

Skills

- Teachers should be able to plan and deliver lessons on the above topics.

2. Reference in Teacher's Handbook

Child Protection: 139-142

HIV/AIDS: 143-147

Mines Awareness: 148-149

3. Key Training Points

- Information from these life skills is important for the learners' lives.
-

Procedure

Prior Reading Assignment: Have the teachers read:

Child Protection, pages 139-142

HIV/AIDS, pages 143-147

Mines Awareness, pages 148-149

Step 1: Planning Lessons in Groups

Groups of teachers will plan lessons for the three Life Skills. Divide the teachers into three groups and assign each group one Life Skill (use six groups if there are many teachers). Allow teachers to go to any group they have special expertise or interest in. They should refer to the material in the Teacher's Handbook for their topic.

Groups should **plan one 30-minute lesson** on their topic for the learners at their schools and peer teach it to the whole group, with the whole group acting as ALP students. The lessons should:

- be an introductory lesson to the topic
- include some of the most important information on the topic for the learners in the area (they shouldn't teach **all** the material).

- be geared toward the skills and knowledge of the local learners
- have two different activities based on the techniques learned in this training course
- be useful as model lessons for all the teachers to use in their schools

Groups discuss and plan the lessons.

Step 2: Peer Teaching of Lessons

While the lessons are being presented have the whole group think about these questions:

Is this information important for the learners at my school?

Should the information be changed in any way for my learners?

Are the teaching techniques appropriate for the learners at my school?

Would I change the lesson in any way?

After each lesson have a reflection session where all participants can discuss various points of the lesson and give suggestions for improvement.

Day 8: AM

A: Introducing Lesson Plan Form

B: Writing Lesson Objectives

A: Lesson Plan Form

1. Objectives: Knowledge

- a) Teachers will understand why and how lesson plans are written.
- b) Teachers will understand the components of a lesson plan.

Skills

- Teachers will be able to explain the steps of a lesson plan.

2. Reference in Teachers Handbook

Lesson Plans (pages 76-80)

3. Key Training Points

- Teachers write lesson plans so that they can think about the objectives and steps of the lesson prior to teaching it.
-

Procedure

Prior Reading Assignment: Lesson Plans, pages 76-80

Refer the teachers to “Preliminary Information” and “Steps of the Lesson” on page 78 of the Teacher’s Handbook.

Discuss the preliminary information and how it differs from forms they’ve used in the past.

Talk about each step of the lesson. Use these questions:

What are the steps of the lesson?

What is the reason for doing each?

Why do we write objectives?

Why should we do assessment after each lesson?

How are “objectives” and “assessment” linked?

Do you have other steps you’ve done in the past when teaching?

Why can we say “the lesson plan is for the teacher”?

B: Writing Lesson Objectives

1. Objectives

Knowledge

- a) Teachers will understand why objectives are an integral part of teaching and lesson planning.
- b) Teachers will be aware of the criteria for effective objectives.

Skills

- Teachers will be able to write instructional objectives for ALP subject areas.

2. Reference in Teacher's Handbook

Same as above

3. Key Training Points

- d) Lesson objectives state a clear, measurable outcome.
- e) Lesson objectives focus on learner behavior, using the form "Learners will be able to..."
- f) When planning a lesson, begin with an objective.

4. Materials: ALP Textbooks

Procedure

Step 1: Discussion

Use these questions to lead a discussion on objectives:

What's the definition of "objective"?

Why are objectives important to teaching?

How are teaching objectives formulated?

(Learner will be able to...*followed by a measurable verb*)

Why should objectives be

specific?

measurable?

focused on the student?

Why do objectives emphasize outcomes, not methods?

How can we use the objective for assessment at the end of the class?

Step 2: Brainstorm

Have learners brainstorm a list of verbs that are used in objectives. They can give examples for the verbs as they list them. See page 77 in the Teacher's Handbook for a list.

Learners will be able to... (list many verbs that can be put here)

Make sample objectives using the verbs.

Step 3: Group Work

Put teachers in pairs or small groups and give ALP Textbooks to each group. Groups do the following:

- a) find a topic in the book to teach
- b) agree on the amount of material you would teach in one lesson
- c) write an objective or objectives for the material

Repeat this process for all four ALP subjects: English, Maths, Science, and Social Studies. Exchange textbooks between groups so that all the subjects are covered.

Put these criteria for objectives on flip-chart paper:

Is it specific?

Is it measurable?

Is it focused on the student?

When groups are finished have them explain the subject and topic to the class and read their objectives. The whole group should judge whether the objective follows the criteria.

Day 8: PM

Presenting New Material

1. Objectives

Knowledge

- a) Teachers should understand the importance of clear presentation of new material
- b) Teachers should be aware of techniques for presentation other than lecture.

Skills

- Teachers should be able to present new material to learners using a variety of techniques.

2. Reference in Teacher's Handbook

"Presenting New Material" under "Steps of the Lesson" (pages 78-79)

3. Key Training Points

- a) When presenting new material to the class use alternative techniques to giving lectures.
- b) Alternative techniques include brainstorm, discussion, talking about a picture or diagram, and leading in with a review of previous related material.

4. Materials: ALP Textbooks

Procedure

Step 1: Ways to Present New Material

Presenting New Material is one of the steps of a lesson. Lead the trainees in a discussion on presenting new material, using these questions:

Can you describe what it means to present new material?

How often do you present new material to a class?

How long does a presentation usually last?

What are some ways that you can present new material to a class?

Write the teachers' suggestions on the board or on a piece of flip-chart paper. Try to elicit the following techniques. Have trainees look in the Teacher's Handbook, pages 78-79 for information: Discuss these techniques for presentation:

- a) lecture
- b) brainstorm
- c) discussion
- d) group/pair work

Step 2: With ALP Textbooks

Put the trainees in groups and give each group a textbook for each subject (one English, one Science, one Math, and one Social Studies) at different levels. Assign the following tasks:

- Find one topic that you can introduce with each of the four techniques. They should each be from different subjects.
- Write down the basic steps of the presentation.

The trainer should check the work of all groups. Remind the trainees that this is only one step of the lesson and that it shouldn't take more than ten or fifteen minutes.

Choose some of the best ideas for presentation and let the groups present them to the whole group.

Day 9: AM

End of Lesson Assessment: Types of Questions

1. Objectives: Knowledge

- a) Teachers will understand why it's important to do on-going assessment.
- b) Teachers will know various ways to do end-of-lesson assessment.

Skills:

- Teachers will be able to plan end-of-lesson assessment for various lessons and subjects.

2. Reference in Teacher's Handbook

Assessment and Evaluation (pages 70-75)

3. Key Training Points

- a) End-of-lesson assessment is a type of on-going assessment that is done at the end of a lesson.
 - b) This type of assessment is done to check if all learners have mastered the objectives of the lesson.
 - c) Questions used for end-of-lesson assessment reflect the skills and knowledge stated the objectives.
-

Procedure

Prior Reading Assignment: Assessment and Evaluation, pages 70-75

Step 1: Discussion

Ask these questions about assessment.

1. Why do teachers do on-going assessment?
2. What is "end-of-lesson assessment"?
3. Which step is it in the lesson?
4. What are the reasons for doing end-of-lesson assessment?
5. How long should the assessment step of the lesson last?
6. What should you do if some learners can't answer the end-of-lesson assessment questions?

Step 3: Pair Work – Types of Assessment Questions

Have teachers look in the Teacher's Handbook, "Types of Questions Used for Assessment", pages 72-75. There are 16 types of assessment questions described.

Divide the teachers into 16 pairs or small groups. (Individuals can work alone if there aren't enough teachers to form pairs.) Each pair should have the Teacher's Handbook and several ALP Textbooks.

Assign one of the question types to each group or pair. They find a short lesson in the ALP Textbook which they can write assessment questions of their type. They write the following:

- objectives for the lesson
- assessment questions of their type

The trainer should check the lesson, the objectives, and the assessment questions for each group.

Groups present their objectives and questions to the whole group, showing them the lesson in the book as they give the presentation.

NOTE: Remind teachers that end-of-lesson assessment may also be oral, for example, if you've done an English lesson on speaking or if you want the learners to describe something for Science of Social Studies.

Day 9: PM

Writing a Complete Lesson Plan

1. Objectives: Knowledge

- Teachers will understand the steps and content of a lesson plan.

Skills

- Teachers will be able to write a complete lesson plan for one lesson in the ALP Textbooks.

2. Reference in Teacher's Handbook

Lesson Plans (pages 76-80)

3. Key Training Points

- a) The lesson should cover an appropriate amount of material for the time.
 - b) The lesson should be more learner-centered than teacher-centered.
 - c) The steps of the lesson should follow a logical order.
-

Procedure

Step 1: Planning a Lesson

Give the teachers ALP textbooks. Have each teacher choose a lesson to write a lesson plan for. Be sure the teachers are aware of the following points:

- be sure the amount of material is appropriate for a one hour period
- make the lesson as teacher-centered as possible

- use the techniques we've studied such as brainstorm, discussion, group and pair work, and vocabulary introduction
- write an assessment activity that reflects the objectives
- the steps of the lesson should follow a logical order and involve several different activities.
- estimate the amount of time (number of minutes) each step will take. The time should add up to one hour.

Have each teacher write his/her lesson plan. Work with the teachers individually as they write. Allow them to consult with each other as they work.

Step 2: Teacher-Centered or Learner-Centered?

When the teachers have finished planning their lesson have them look at the Teacher's Handbook, page 79, "Lesson Plan Form with Teacher/Learner Activities".

Discuss this section of the handbook with them, then have the teachers copy and fill in the chart for the lessons they've planned, writing what the teacher and learners are doing for each step.

Check what each teacher has written, then have each teacher decide whether his/her lesson is more *teacher-centered* or more *learner-centered*. If they think their lessons are too teacher-centered, have them modify the activities.

If you have time, choose a few teachers who have written good lesson plans and have them describe the steps to the group.

Day 10: AM
English for Beginners

1. Objectives

Knowledge

- a) Teachers should understand the steps for teaching English to absolute beginners.
- b) Teachers should understand the importance of teaching all language skills simultaneously.
- c) Teachers should understand how to use the ALP English Level 1 book for teaching English to beginners.

Skills

- Teachers should be able to teach English to absolute beginners.

2. Reference in Teacher's Handbook

English for Beginners (pages 103-109)

3. Key Training Points

- a) Absolute beginners in English should study in a class together without learners who already know how to read English.
- b) Absolute beginners in English should be taught the alphabet, letter-sound recognition, writing, and speaking simultaneously.
- c) Small amounts of material in each skill should be taught daily, for example, five letters of the alphabet (not the entire alphabet in one day).
- d) Many activities should be done each day for beginners with each activity lasting only ten to twenty minutes.

4. Materials: ALP English Books Level 1, flashcards for alphabet and letter-sound recognition

Procedure

Prior Reading Assignment: English for Beginners, pages 103-109

Flashcards, page 87

Step 1: Discussion

Trainees have already read the section on “English for Beginners” so lead a discussion on the information in the section. Use these questions as a guide. References and suggested answers are in parentheses.

- a) What is an “absolute beginner” in English?
- b) What knowledge and skills should they learn when they begin learning English?
(see list on page 103)
- c) Should you teach the entire alphabet the first day?
- d) Why not?
- e) In what order should they learn the knowledge and skills?
(They should learn them simultaneously.)
- f) Why should they learn them simultaneously?
(see points c, d and e on page 104, be sure teachers understand them)
- g) What are the four language skills?
- h) Why are all four skills important?
- i) How do the four language skills apply to the alphabet?, to numbers?, to words?, to sentences?
(see page 104)
- j) Why is important to teach absolute beginners to speak some English from the first day?
(So that they know some English words and sentences that they will read later.)
- k) Should they learn to read and write the sentences they speak the first week?
(No. They are just starting to learn reading and writing skills and can't read or write the sentences yet. They should learn to say them only.)
- l) Why is it more difficult to learn to read a second language like English than to learn to read your mother tongue?
(Because you have to learn the meaning of the words you're reading along with the skill of reading.)

Step 2: Group Work

Put teachers in six groups and assign the following tasks that they will present to the whole group. They should have copies of the Teacher's Handbooks, ALP English level 1 books and flashcards. Presentations should include discussion questions to elicit the whole group's ideas and opinions on the information presented.

Group 1: How do you teach the alphabet and sounds of letters? Explain and demonstrate some techniques.

References:

- Teacher's Handbook pages 105, points 1, 2 and 3
- Techniques, page 107
- Flashcards, page 87.
- ALP English Level 1 Book, pages 1-10

This group should have flashcards for the alphabet and letter-sound vocabulary to demonstrate to the whole group.

Group 2: How do you teach sight words, single syllable words, and words with multi-syllables? Explain and demonstrate some techniques.

References:

- Teacher's handbook pages 105-106, points 3, 4 and 5
- Techniques on page 107
- Flashcards, page 87
- ALP English Level 1 Book, pages 4-11

This group should have flashcards for letter-sound vocabulary for demonstration.

Group 3: How do you teach learners to speak basic English greetings and other sentences? What are some ways to teach them to say sentences before they learn to read them?

References:

- Speaking and Listening Techniques, page 107
- Dialogue, page 116 (skip point a, learners don't read at this point)
- ALP English Level 1 Book, chapter 3

Group 4: Explain and demonstrate what and how to teach absolute beginners on the first day of class. Reference: Day 1, page 108

Group 5: Explain and demonstrate what and how to teach absolute beginners on the second day of class. Reference: Day 2, page 108

Group 6: Explain and demonstrate what and how to teach absolute beginners on the third day of class. Reference: Day 3, page 109

Day 10: PM

Planning a Placement Test

1. Objectives

Knowledge

- a) Trainees will understand the following guidelines and procedures for carrying out initial assessment and placement of ALP learners
- b) Teachers will understand criteria for placing learners at each level of ALP

Skills

Teachers should be able to design assessment materials that will place ALP learners at the correct level.

2. Reference in Teacher's Handbook

Intake and Placement Procedures, pages 13-17

3. Key Training Points

- a) It's important to place learners at the correct level.
- b) ALP learners should be assessed for ability and prior education before being placed in classes.
- c) Teachers at each school design a system for placement of learners using textbooks and other materials.

4. Materials: ALP Textbooks for English and Math

Procedure:

Prior Reading Assignment: Intake and Placement Procedures" (pages 13-17)

Step 1: Group Work: Designing a Placement Test

Put teachers in groups. The groups will design a placement test for entry into a higher ALP level. (Level 1 is omitted. Learners with little or know knowledge of English or Mathematics and no previous education are placed in Level 1.)

Assign one level to each group. Give the groups the ALP English and Math textbooks for the levels **before** their assigned level. To enter a certain level, the student must be able to read and do Math problems for the previous level.

test to enter level 2: refer to the ALP Level 1 textbooks

test to enter level 3: refer to the ALP Level 1 and 2 textbooks

test to enter level 4: refer to the ALP Level 1, 2, and 3 textbooks

Have each group write the most important **knowledge and skills** necessary to enter ALP at that level. They shouldn't write test questions, but points in this format:

- To enter ALP level 2, learners should know the names of food
- To enter ALP level 2, learners should be able to use the present continuous tense with basic verbs.
- To enter ALP level 2 learners should be able to do addition with carrying.

The groups should write ten to fifteen points, half for English and half for Mathematics. Let them present their points to the group.

Step 2: Discussion – Implementing the Placement Test

Have learners discuss ideas for implementing the placement test in their ALP schools, considering what equipment and materials are available locally.

Following are criteria for the test. Write them on flip-chart paper.

- a) The test should place learners at the correct level
- b) The test should assess speaking, reading, writing, and Maths skills.
- c) The test should assess the person's prior education: learners will be placed at higher levels if they've completed some years of primary school in English. Learners with prior education in Arabic will be placed at higher levels if they can catch up to that level in English.

Use this question to lead the discussion and write down the main ideas on another piece of flip-chart paper:

- ◆ The ideal way to give a test is to have a paper copy for each person. If you have no such tests at your school, what are ways you can implement the ALP placement test?

