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**UPLIFTING ADOLESCENTS PROJECT
AND
JAMAL FOUNDATION**

WORKSHOP REPORT

**“DEVELOPING TEACHING AIDS FOR
LITERACY & REMEDIAL EDUCATION”**

FOR

**NON-GOVERNMENT
ORGANIZATIONS (NGOs)**

*Medallion Hall Hotel, Kingston 10
May 5-6, 1998*

The UAP is managed by **Development Associates, Inc.**
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INTRODUCTION

The Uplifting Adolescents Project (UAP), in collaboration with the Jamaica Movement for Adult Literacy Foundation Limited (JAMAL), implemented a 2-day Workshop on "Developing Teaching Aids for Literacy & Remedial Education" on May 5-6, 1998. The Workshop attracted an average daily attendance of 44 participants (45 on Day 1 and 42 on Day 2) from 14 non-governmental organisations (NGOs). (See *Appendix I: List of Participants*, pgs. 20-22)

Although there was a greater number of requests for participation, registration had to be limited because the 'hands-on' nature of the training made it impractical to cater to more persons. From the outset, participants were divided into groups, each of which was assigned to a separate work-table to facilitate collaboration and practical work. A diagrammatic representation of the training room's arrangement is attached as *Appendix II (pg.23)*.

The main presenter/facilitator was Mrs. Rita Taylor, Teacher-Trainer/Consultant attached to JAMAL. One session was presented by Dr. Moses Peart, Lecturer in the Institute of Education, University of the West Indies (Mona). Dr. Joyce Robinson, UAP Training Co-ordinator, provided overall facilitative support and led the groups in two of the practical exercises.

The aim of the Workshop was to motivate NGO participants to utilise more creative and innovative strategies to improve Literacy and Remedial Education delivery to at-risk adolescents, aged 10 to 14 years. Therefore, content (*Appendix III: Workshop Agenda*, pg. 24) was designed to ensure that, by the end of the Workshop, participants would be able to:

1. identify teaching areas which could be strengthened by use of relevant teaching aids;
2. develop a set of materials and comprehension exercises for use in reinforcing spelling, reading and numeracy lessons to adolescents; and
3. identify sources of teaching materials at economical cost to NGOs.

The following summary of the Workshop's proceedings has been prepared to serve participants, and those NGO staff members who were unable to be present, as a permanent source of information on enhancing the delivery of Literacy and Remedial Education through inexpensive but effective teaching aids.

DAY 1: Tuesday, May 5, 1998

1. OPENING EXERCISE

After their registration, participants were thanked for coming by Dr. Joyce Robinson, UAP Training Co-ordinator, who also drew their attention to the Workshop programme included in the portfolios which they had been given. She explained that, as was the case in the previous year, the Literacy Workshop was being jointly sponsored by UAP and JAMAL and, consequently, both Mr. Francis Valva, Chief of Party — UAP, and Mr. Gladstone Carty, Executive Director of JAMAL, were in attendance for its official start.

In welcoming participants, Mr. Valva expressed appreciation for not only the professional time and other institutional support which JAMAL had given, but also for the time participants had taken from their work to come to the Workshop. He hoped that all would find the experience worthwhile. He noted that UAP had come to realise that literacy and remedial education were the key to meaningful intervention with the Project's target group. He said many NGOs faced a great challenge to motivate these children to embark on a career of learning to function in today's society; and he thanked participants for their efforts to date to make any programme mounted by UAP successful.

Mr. Carty brought greetings from the JAMAL Foundation. He said how pleased he was to be visiting what he knew would be an exciting workshop, because he had noted from the programme that Dr. Moses Peart would be a presenter and also JAMAL's own Mrs. Taylor. When he looked at the nature of the Workshop, he was confident that it would prove beneficial to participants. The students with whom they worked needed special stimuli, and there had to be systematic planning to ensure that they were provided with the best opportunities for learning. JAMAL's major focus was literacy and the development of adult education as a concept of lifelong learning. The Foundation's present approach was "Literacy on Demand", so it welcomed occasions for working with partners such as UAP. Continuing, he congratulated NGOs for the work they were doing and wished participants a very good experience during the next two days.

2. INTRODUCTION AND PURPOSE

Mrs. Taylor told participants that they would be looking at how to make and use teaching aids to help their teaching. She stressed that children learn through play and games could be used as an effective education medium. Children were receptive to new ideas if these were presented through games. Games could also be used to motivate students, to focus their attention, to reinforce previous knowledge and to get them more directly involved in their own learning. However, there were certain principles involved in the construction of games

if the intended educational purposes were to be achieved. For instance, attention had to be paid to style, innovation, variation, and student involvement.

Mrs. Taylor also told participants that they would be making most of the items they were going to be shown, so that by the end of the Workshop each person would have a small stock of teaching aids to put into immediate use on their return to their organisations.

To facilitate material production activity, participants were divided into five (5) groups of not more than 10 persons. They were also urged to label the tools which they had brought with them in response to instructions received beforehand. A member of each group was selected as Group Leader and was assigned responsibility for distributing course material, co-ordinating group effort and either acting as group spokesperson or choosing someone else to do so. The groups were composed as follows:

	Participants from:	Group Leader
Table 1	YMCA Kingston Restoration Company Western Society for the Upliftment of Children	<i>Ms. Diana Taylor</i> Kingston YMCA
Table 2	Jamaica Family Planning Association St. Patrick's Foundation Rural Family Support Organisation	<i>Mrs. Flo George</i> Jamaica Family Planning Association
Table 3	Ashé Mel Nathan Institute for Social Research Hope for Children	<i>Ms. Michelle Bennett</i> Mel Nathan Institute
Table 4	YWCA Jamaica Association for the Deaf Youth Opportunities Unlimited	<i>Mrs. Marsha McIntosh</i> Youth Opportunities Unlimited
Table 5	Women's Centre of Jamaica Foundation Children First	<i>Mrs. J. Anderson-Robinson</i> Women's Centre of Jamaica Foundation

3. INTRODUCTION TO ACTIVITIES FOR REINFORCING READING

Mrs. Rita Taylor, JAMAL Teacher-Trainer/Consultant

Mrs Taylor introduced participants to six (6) word games and, in explaining their purpose, construction and playing rules, demonstrated how each game was played and gave tips on using them to the best teaching advantage.

She said that by using those and similar games and by involving students in preparing the materials needed, their enthusiasm would be aroused. The chief aim of these word games

was word recognition, irrespective of the context in which it appears. They could also be used to reinforce and extend vocabulary; improve pronunciation; and develop other skills, such as writing, reasoning, concentration, comprehension, and the ability to follow instructions and interact with others appropriately.

Highlights of the games demonstrated are summarised below in the order in which they were presented.

Lovers' Concentration

It was explained that the main purpose of this game was to give students practice in recalling and matching up the two parts of compound words (e.g., super market) which had been taught to them already. Concentration games helped to develop alertness, as winning also involved remembering where one had replaced cards on the table. Students could also be asked to give the meaning of the words they had put together.

A set of, say, 20 cards (2½" w x 1½" h) would be needed. One-half of a word would be written on a card, so that at least 10 different compound words could be made when all cards in the set were matched up correctly. **Full instructions for making and playing this game are attached as *Appendix IV*, pg. 25.**

The idea of "lovers" was based on the fact that a part of the same romantic symbol (e.g. one of a pair of lovebirds, one section of a heart) should be drawn on the back of each pair of matching cards. Therefore, when those cards were put together, each half of the drawing would make a complete picture. Even if two cards formed a genuine compound word, they would not be a 'love match' if the drawing on the back of each card was not a half of the same picture. For example, if cards with "Sun" and "set" were picked up, but "Sun" had a drawing of a lovebird and "set" had a drawing of half of a heart, those cards would not match for the purpose of this game. Another clue would be that "Sun" was written with a capital "S", indicating that it was the start of a word which was a proper noun, e.g., "Sunday". The word "set" would be the match for another word, e.g., "back".

A variation to this form of the game would be to share out all the cards among the children and let them try to find out, through questioning each other, who have possible matching cards for the ones they hold. For example:

"I have 'pine'. Does anyone have 'apple'?"

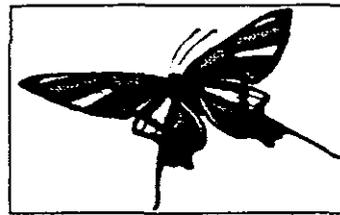
Concentration

A word-based version of the basic concentration game was also demonstrated. In the basic game, the 20 cards were to be separated into 10 pairs, 10 words selected, and each pair of cards would have one of the words written on each card. **Full instructions for making and playing this game are attached as *Appendix V*, pg. 26.**

Other variations to the Concentration Game were described. For example, instead of having the same word on a matching pair of cards

- One card could have the word and the other have a picture which corresponded to the word. This could be used to introduce new words. Words and pictures could be centred on particular subject areas, e.g., agriculture, education, the cinema, etc.

butterfly



- One card could have a part of a sentence or word while the rest of the sentence or word on another card with which it could be matched. These could be so designed as to give practice in spelling, sub/verb agreement, correct use of prepositions, etc.

They have

their pens.

sh

op

Triplets

“Triplets” was a word game patterned from the well-known “Go Fish” card game. “Triplets” could be used to develop some specific skills: word recognition, spelling, pronunciation and classification (i.e., identifying and grouping things with the same characteristics). **Full instructions for making the cards and playing the game are set out in Appendix VI, (pg. 27).**

Word Bingo

Cuttings could be solicited from community printers to make the Master and individual cards which are needed for this game. Words chosen for the cards should be appropriate for the students’ reading attainment level. The reading book being used might be the best word

source. A few more challenging words could be introduced, but players would have to be given enough time to find those words.

The cards of those players calling "BINGO" from time to time should be checked by the teacher to ensure that they have their markers on the correct words. Consideration should also be given to rewarding consistently outstanding players with small prizes of educational value (e.g., story books).

Full instructions for making the cards and playing the game are set out in *Appendix VII* (pgs. 28-29).

Word Dominoes

The next game demonstrated was "Word Dominoes". This version of the popular domino game uses words written on cards instead of the usual domino pieces on which dots represent numbers. The words must be matched by each player in sequence, in the same way that the 'numbers' on the regular domino pieces would have been matched.

Again, since the purpose of the game was learning reinforcement, selection of words for use on the cards must be guided by the vocabulary to which the students had previously been exposed.

Playing this game requires advance preparation of one or more sets of dominoes, with each set containing 28 small rectangular cards. There would need to be 7 groups or 'families' of words of varying lengths (blank, 1, 2, 3, 4, 5, 6 letters) to correspond to the combinations of dots in the normal pack of dominoes. By first making a decision on the words to be included in the '6' family, the words for the other groups would automatically be selected.

For example:

family	family	family	class	family	this	family	our	family	is
= Double 6		= 6, 5		= 6, 4		= 6, 3		= 6, 2	
family	A	family							
= 6, 1		= 6, blank							

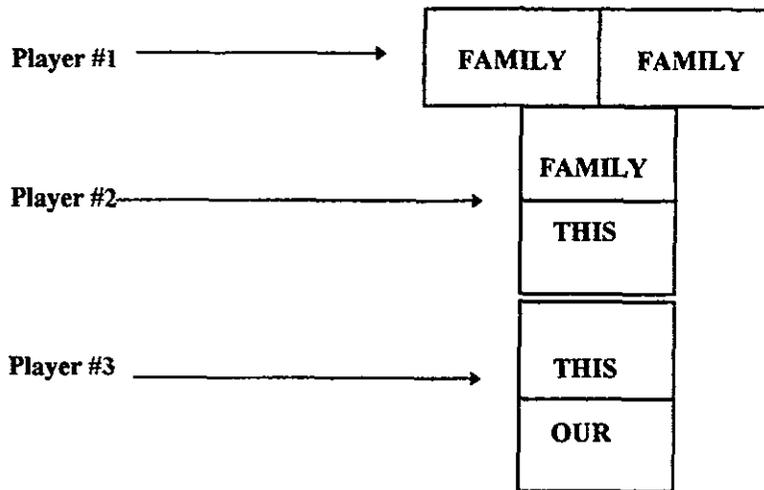
Therefore,

family	this
--------	------

 would represent the 6,4 domino card.

After the cards have been shuffled, each of the 4 players would 'draw' 7 cards and play one card in turn until someone wins the game by either playing out all his/her cards or, if the

game has become 'blocked', by holding cards which add up to the lowest score. After the first three plays, the dominoes table might look like this:



(See *Appendix VIII*, page 30, for some educational benefits of playing **Word Dominoes**, and additional information on playing this and other versions of the game.)

Flash Cards

The use of Flash Cards to make learning words and their sounds more interesting was dealt with next. The principle to be employed was: "Let them see what they say and know how it is written". Besides giving practice in word recognition, flash cards could be used to reinforce the difference between the long and short sounds of each vowel:



[Including pictures would increase impact]

and to give practice in recognising/saying letter sounds:

TEACHER: "This letter is **K**. Give me the name of a place beginning with the sound of **K**."

PUPILS: "Kingston".

TEACHER: "Yes, the word 'Kingston' begins with the letter **K**."

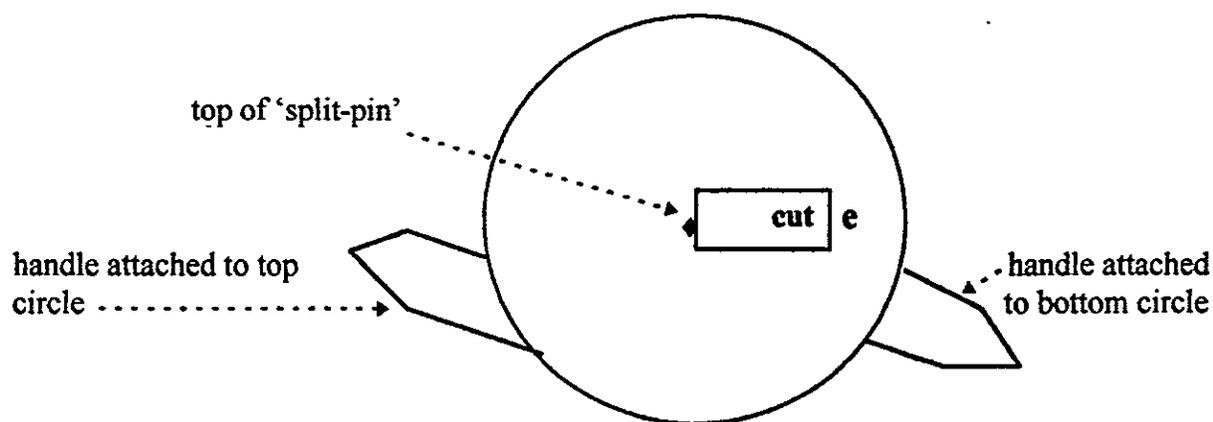
Kingston is the capital of Jamaica". (*Teacher writes this sentence on the chalkboard.*)

The Magic 'E'

Another demonstration, before a short break, showed how a simple teaching aid could be made to illustrate how the addition of the 'magic' letter "e" could change the meaning and

sound of many other words. This device, which could be made by students, consisted of 2 circles, each of which would have a small hole pierced in its centre. By placing one circle on top of the other, then anchoring them to each other with a 'split pin'¹ pushed through both holes and flattened at the back of the bottom circle, the top circle could be moved around.

The lower circle of white cardboard would have various words written on it (e.g., don, cap, car, can, plum, hid, cub, scrap). The upper circle of red cartridge paper would have a small rectangular opening with the letter 'e' at one end. A short 'handle' attached to each circle would make turning either one much easier. When either circle was twisted so that one of the words written on the bottom circle could be viewed through the slot, the student would be able to see how the letter 'e' changed the lower word.



A variation of this idea would be to place another letter (e.g., 'd') in front of the slot and show how it changes the meaning and/or sounds of other words (e.g., ate, am, anger, one).

Students could be given the task of writing down the unfamiliar words, finding out their meaning and making sentences using those words.

4. WORKSHOP EXERCISES

On their return from the Coffee Break, participants began work on preparing their own sets of 5 of the games to which they had been introduced, with the objective that a representative from each group would later demonstrate one of the games constructed. Mrs. Taylor monitored the activity and gave additional guidance when a need was indicated.

5. GROUP DEMONSTRATIONS

After lunch, when members of each group had completed at least two games, group demonstrations were given in the following order:

¹ A box of brass-head fasteners ('split-pins') can be purchased inexpensively from any stationery store (e.g., Times Store or Sangster's).

- Group 2: "Word Bingo" — **Presenter:** Ms. Primrose Ricketts, Rural Family Support Organisation
- Group 1: "Triplets" — **Presenter:** Ms. Diane Ridley, Kingston YMCA
- Group 3: "Word Domino" — **Presenter:** Ms. Michelle Bennett, Mel Nathan Institute
- Group 5: "Lovers' Concentration" — **Presenter:** Mrs. Jacqueline Anderson-Robinson, Women's Centre of Jamaica Foundation
- Group 4: "Lovers' Concentration" — **Presenter:** Mrs. Marsha McIntosh, Youth Opportunities Unlimited

Mr. Seymour Riley, Director, Field Operations, JAMAL arrived just before the Group 4 presentation and was welcomed and introduced by Dr. Robinson. In his brief remarks, Mr. Riley expressed the hope that participants had enjoyed a productive day up to then. Participants enthusiastically agreed.

During the Open Discussion of the presentations, and associated comments made by Mrs. Taylor, the following points were made:

- It was important to select the words for the games carefully, so that students would both learn something new and have previous knowledge reinforced. At the same time, they should not be frustrated by too many unfamiliar words.
- Use should be made (e.g., drawing, cut and pasting, lettering) of students' talents when games were being prepared.
- Teachers must practise the games before using them with their classes, so that their delivery could be smooth and confident.
- In playing "Lovers Concentration", emphasis must be placed on matching words appropriately rather than on matching up the two halves of a picture.
- Teachers must be careful in the comments they make to/about students as comments that may seem harmless to many people could have very negative effects on persons with a low level of self-esteem. The fact that one "understands" the person to whom a remark is addressed, and knew that his/her feelings would not be hurt, did not mean that the remark might not be viewed negatively by others in the group.

Mr. Sam Dowding, UAP's NGO Co-ordinator, arrived at this point and was welcomed and introduced by Dr. Robinson.

6. INTRODUCTION TO ACTIVITIES FOR REINFORCING NUMERACY

Mrs. Rita Taylor

Mrs. Taylor shared information on the following activities:

1. Creating sets of cards, using 2 colours of cartridge paper (e.g., yellow and blue) to teach the four basic mathematical functions. Simple problems could be written on cards of one colour and their answers on the cards of the other colour. Both sets of cards would be spread out on a table and students would take a question card and find the corresponding answer card, or *vice versa*. **The following teaching sequence was recommended: (1) addition (2) multiplication (3) subtraction (4) division.**
2. "Magic Squares" could be created to illustrate that combinations of different numbers when added together would give the same result. For example, in the following square the total of each line of numbers, whether added horizontally, vertically or diagonally, would total 15.

6	1	8
7	5	3
2	9	4

3. Bingo-type cards can be used to help children identify written numbers, and to become aware of the difference in numbers which may look similar but are not (e.g., 18 and 81, 12 and 21) The teacher would call out the numbers and the children would have to cover the numbers called with their markers (e.g., peas). A card with the following numbers was shown as an example:

14	7	61
17	26	13
2	81	6
3	19	7
18	5	16

4. Children could be involved in a project to make a clock face. This would be an aid for teaching them how to tell the time, and it could also be used to teach them about fractions.

5. Teach the signs first (+, x, -, ÷) — then teach how to interpret the words used in the instructions given: that is, “add” or “sum” = addition; “times” = multiplication, “difference” = subtraction; “share” = division.
6. Use drawings to illustrate concepts:



Additional advice given was:

- develop specific aids to clarify the concept of zero which was one that children in the target age group had great difficulty; and
- teach with relevance to students' life experiences and what they needed to know at their particular developmental stage.

HOMEWORK

As their homework assignment, participants were asked to continue work on the games which they had not finished making. They were also told their first construction projects for the next day would be the making of two new items —a clock face and a calendar.

DAY 2: Wednesday, May 6, 1998

1. OPENING EXERCISE

The second day of the Workshop began with prayers by Mrs. Marjorie Daley (Women's Centre of Jamaica Foundation).

Dr. Robinson then urged participants to make use of the opportunity presented by the Workshop to get to know their colleagues from other NGOs, particularly those persons sharing their work-table. She also stressed the importance of taking back the skills and tools acquired, so that they could help more at-risk young people and the slow learners in their classes.

2. WORKSHOP EXERCISE

Dr. J. Robinson

After being given some time to complete work on projects started on the previous day, Dr. Robinson led participants through the steps for making a cardboard clock-face with movable hands. All the required materials were provided, and all participants successfully completed this project. **The clock-making instructions have been set out in *Appendix IX* (pgs. 32-35).**

Dr. Robinson also showed a sample of a square-faced clock, and another with Roman numerals, which could be made by the same method, and she demonstrated that, in addition to its use for teaching students to tell the time, the clock face could be used to teach addition, fractions, division, and the like.

3. TIPS ON TEACHING MATHS TO 10-14 YEAR OLDS²

Mrs. Rita Taylor

Among other things, Mrs. Taylor said that two of the most difficult concepts to instil were dealing with zero ('0') when adding, multiplying and dividing; and calculating with the digit values of a number made up of more than one digit (e.g., 382). Various practical methods should be used to illustrate the principles involved, particularly the difference between hundreds, tens and unit values. Teaching aids were helpful in getting these concepts across,

²This section covers information delivered on the topic in two separate sessions on Day 2. The content of those sessions has been consolidated for easy reference.

and she recommended Maths books available from JAMAL as these contained several activity ideas.

Mrs. Taylor showed how **NUMBERS BINGO** cards could be used to sharpen students' mathematical skills. Separate cards could be made for addition, multiplication, subtraction and division questions, or they could contain a mixture of those. The degree of difficulty should be compatible with the attainment level of the class.

The Teacher's Card would contain 10 problems. The pupils' cards ($6\frac{1}{2}''w \times 7''h$) could either have blank squares in which they would have to write the answers when the teacher called out the questions, or their cards would have numbers in each square. In the latter case, when a question was called out by the teacher, the children would search among the numbers on their cards for the right answer and cover that number with a marker.

EXAMPLE

Teacher's Card

2 x 5	3 x 4
2 x 9	3 x 5
2 x 4	3 x 3
5 x 8	6 x 7
7 x 9	8 x 8

A Pupil's Card

B	I	N	G	O
72	6	8	40	42
12	27	10	45	46
56	63	14	15	18
64	43	9	34	26

The teacher would decide and announce the criteria for winning before the start of each game. When a student shouted, "BINGO", the teacher should not declare him/her as the winner unless the card has been carefully checked to ensure that the right numbers had been covered. The teacher would also be able to identify areas of weakness by checking the cards of the other players, and could then provide those children special help.

Mrs. Taylor also explained the **NUMBER MATCHING GAME** (See *Appendix X*, pg. 36) for rules) and urged participants to be creative in developing entirely new ideas or variations on the activities to which they had been exposed during the Workshop.

Finally, participants' attention was drawn to a Chart for teaching fractions (See *Appendix XI*, pg. 37 for an illustrative diagram), which was being sold at Sangster's Book Stores for \$ 62.00. The Chart was in bright colours and was laminated to facilitate durability and sanitation with constant use.

4. ACTIVITIES TO REINFORCE USE OF LITERACY & NUMERACY SKILLS AS COMMUNICATION TOOLS TO IMPROVE SOCIAL BEHAVIOUR

Dr. Moses Peart, Lecturer, Institute of Education, The University of the West Indies

In the first part of this session, Dr. Peart, a specialist in the area of Instructional Design and the use of technology in Education, focused his presentation on how to use display technology in creating posters, flyers, bulletin boards and other communication tools. He said that images, graphics, colour and words had to be combined in an appealing manner to attract and hold the attention of students or the public at large. He enriched his presentation by using the overhead projector and slides.

He stressed that before anything was done, it was important to decide the purpose of the communication, so that purpose could guide content and presentation.

Next, participants were given a checklist of criteria which could be used to assess the potential effectiveness of teaching aids or other forms of communication material:

CHECKLIST

- | | | |
|--------------------------|-------------------|--|
| <input type="checkbox"/> | EMPHATIC | Conveys message briefly and forthrightly. |
| <input type="checkbox"/> | ATTRACTIVE | Eye-catching, and interesting to viewers. |
| <input type="checkbox"/> | BALANCED | Good design configuration (formal/informal). |
| <input type="checkbox"/> | TECHNICAL QUALITY | Legible/ suitable lettering, graphics, etc. |
| <input type="checkbox"/> | ACCURATE | Conveys accurate/correct information. |
| <input type="checkbox"/> | INTERACTIVE | Involves the learners/viewers; that is, they are asked to do or think about something. |
| <input type="checkbox"/> | CORRELATED | Consistently matches learning/information objectives. |
| <input type="checkbox"/> | SUITABLE | Is appropriate for the target group. |

Focusing on posters and flyers, Dr. Peart said that there were positive and negative aspects to their use, and both aspects had to be kept in mind.

POSITIVES

- Can stimulate interest in new topics/ideas.
- May encourage improvement in reading
- Could be used as advance organisers
- Can serve as a motivational source/tool
- Can focus attention on critical learning needs.

NEGATIVES

- May be costly to produce, given sizes
- Message can quickly be blunted by familiarity)
- Its information may become outdated if displayed for too long a time
- Can be easily crowded with too much information.

The educational and self-esteem benefits of involving students in conceptualising and producing posters, flyers and other display material for their classrooms, or school publicity purposes, should also not be overlooked.

Teachers who had access to a computer would find that there were several clip art packages available and these graphics could be imported into word processing programs to easily produce very attractive material. A sheet containing examples of computer-generated graphics was distributed (See Appendix XII, pg. 38).

Teachers without computer access, could still achieve attractive results through any of the following methods:

1. Use commercial posters collected from stores, government departments, travel agencies, health agencies, etc.
2. Generate poster-size lettering by first typing text and then using a photocopier to enlarge. (Try to access community sources of free photocopying.)
3. Use freehand construction (draw and write) with the aid of markers, stencil templates, etc.
4. Cut and paste or photocopy material from magazines.

No matter which preparation method was used, careful advance planning of the layout was the key to effective results. Dr. Peart emphasised the importance of organising information to avoid overcrowding. Overcrowding resulted in viewer disinterest, and the aim should be to attract interest and information retention.

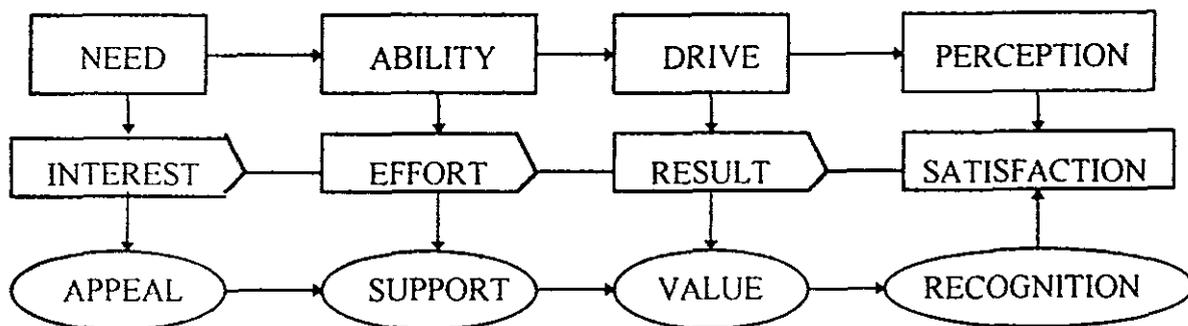
Other tips given for preparing display material were:

- An appropriate picture could replace several words.
- Reserve adequate space for borders, caption, and text blocks.
- Measure twice, cut once!
- Each design should have a focal point, so that the viewer's eye would be drawn to that section for the main message or theme. This could be in the middle...it did not necessarily have to be at the top.
- Use of all capital letters did not make a very appealing caption.
- Humour (cartoons) could be used to draw attention to trends that need correction.
- Posters could be used to encourage desirable principles or values (in the same way 'memory gems' were used in former years)

Next, Dr. Peart displayed a flyer in black and white (See Appendix XIII: "It's Party Time!", pg. 39), and another version of the same flyer in colour. Participants agreed that although the black and white version presented the information attractively (balanced layout, lots of white space, main message highlighted), the use of colour in the second version added life and interest. Other designs examples were also shown, including one that illustrated very good planning and design (See Appendix XIV: "Software Competition '98" pg. 40) through well-balanced placement of graphics and text.

Participants were asked to share experiences and some mentioned the effective use of an Honour Roll as a motivational tool. Dr. Peart pointed out that individuals get to a state of self-motivation, accomplishment and satisfaction through a process involving arousal of interest and personal effort, as well as support and recognition from others.

MOTIVATION PROCESS



EXERCISE:

The presenter then asked each of the 5 participant groups to select a theme and prepare a design for presentation at the end of the period allocated for the exercise. Group members worked quickly and each group was able to make a presentation when called upon.

Coincidentally, two groups chose environmental themes and three designed Honour Rolls. One of the Honour Roll designs (Group 4) was particularly interesting as it also included a process diagram to explain how selection was made. Dr. Peart commented favourably on the strong points of each group's effort and suggested ways that weaker areas could be improved. He also praised group members for their focus on creativity.

5. CONTINUATION OF WORKSHOP EXERCISES

Dr. Joyce Robinson

After lunch, participants were given sets of enlarged capital and lowercase letters of the alphabet and told that they could cut them out and paste on cardboard to make templates for hand-lettering on posters, flyers, etc. By tracing around the edges of these patterns, they would be able to create large letters of even size.

Following that additional time was given for completing work on the games which they had been constructing earlier.

Instructions for Making a Calendar

With the assistance of volunteers, Dr. Robinson distributed materials for making a Calendar to each participant:

- One pre-cut sheet of coloured cartridge paper (14" w x 22 $\frac{3}{4}$ "h), with a hole for hanging that was punched at the top (centre) about $\frac{3}{4}$ " from the edge, and
- One 11" w x 8 $\frac{1}{2}$ " h pad of 12 pre-printed date sheets (one for each month of the year) stapled to it at a position that left a margin of 1 $\frac{1}{2}$ " at the side and bottom of the sheet.

She pointed out that while the date sheets had been prepared by using a computer, they could be made up by hand if there was no access to a computer. Students could be shown how to make their own calendars as a class project and would have fun doing so.

The calendars could be used as a teaching aid to:

- make students realise that the whole world operates under the same system of measuring the passage of time;
- explain the concepts of 'week', 'month' and 'year';
- discuss reasons for a common method of establishing dates and for marking off the passage of time (e.g., to establish/compare the exact age of persons);
- show them how to organise their time and plan their activities around specific dates;

- develop reasoning and mathematical skills (e.g., “If today is Wednesday, what day was it two days ago?”; “If today is the 12th of the month, what date will it be in 30 days’ time?”).

Participants were then instructed to decorate their calendars with one of the pictures they had been asked to bring to the Workshop, or to create and draw their own motif. Some very attractive calendars were seen as a result of their efforts.

Mr. Sam Dowding, who had returned during this period, also viewed the materials produced and praised participants’ zeal and artistry.

Photographs were then taken of each group displaying examples of the teaching aids which they had constructed during the Workshop.

6. EVALUATION & CLOSURE

Forty-two (42) participants completed an Evaluation Questionnaire (*Appendix XV*, pgs. 41-42), providing their views on workshop content and presentation, as well as comments on positive and negative features of the Workshop, and desirable follow-up actions. A complete analysis and report of their evaluation is included as *Appendix XVI*.

Participants were most impressed with the workshop materials and had positive overall evaluations of the workshop. They found more positive features, than negative, to comment on about the workshop. Seventeen (17) different positive features were identified, compared to ten (10) negative. “Nothing” or “None Stated” were the most prevalent responses by participants in the **Negative Comments, Desirable Follow-up Activities and Other Overall Comments** areas.

In summary, the evaluation showed the following:

- a) The general consensus of the participants who completed the forms seemed to be that the workshop met all its objectives, utilised effective teaching methodologies, and was relevant to their work. Measuring on a scale of 1 to 5, the average rating of the workshop content was a high 4.55. An average of 96% of the participants either “Strongly Agreed” or “Agreed” with the six evaluation factors under “Workshop Content”.
- b) Seventeen different positive features of the workshop were identified, of which 12 received multiple endorsements, with 7 positive features receiving 4 or more. Fifteen participants (36%) concurred that the *hands-on aspect of the workshop: the making of the teaching aids and tools* was a positive feature. It is clear that the opportunity to actually make these teaching aids themselves made a big impression on the participants.

- c) On the negative side, ten different features were identified, with only one of them receiving multiple endorsements (4), and this was that *time was sometimes too short for preparation of the materials*.
- d) Four of the thirteen (13) identified follow-up activities received multiple endorsements. Useful suggestions made included:
- “More hands-on work in phonics and English (Language Arts)”
 - “Practice-teaching session in teaching remedial work would be good”, and
 - “Training for effective teaching to manage the classroom of 10-14 year old adolescents”.
- e) There were also 17 different overall comments, with “Very good, on the whole” being the most popular comment with 8 endorsements. Others looked at workshop content, such as:
- “Fountain of information — provided opportunities to pool and evaluate ideas.”
 - “Perhaps more could have been done with concepts in numeracy, which are difficult for the young.”
 - “Workshop with a difference — better participant interactions.”

Two comments made by the participants perhaps best summarise the spirit which many participants took into and out of the Workshop, and the level of appreciation which they felt:

- “Too well-organised and implemented for me to entertain any negativity”; and
- “Done too soon!”.

In making her final comments, Mrs. Taylor told participants that they had worked very hard and displayed a great deal of creative input, as well as excellent interaction. She said it had been a pleasure working with the group and she was available for any follow-up assistance they might need. She was also confident that, when they went back to their organisations, they would make a difference by doing their best for “God’s people” and by being a friend to their students.

Dr. Robinson also thanked everyone for their participation and announced that there were additional poster-size lettering for cut-outs and extra clock-making material (cardboard circles and oblong shapes) at the back of the room, and those items could be taken as participants departed.

A Vote of Thanks was moved by Dr. Heloise Lewis of the Kingston YWCA. On behalf of all participants, she thanked UAP and JAMAL for the opportunity of attending the Workshop and said that she had found that one was never too old to learn something new. She was sure that NGO representatives present were grateful for the presenters’ enthusiasm and the knowledge they had shared. Participants were also resolved that, as a result of the training experience they had undergone, many young Jamaicans would be uplifted to the benefit of the country as a whole.

**UAP/JAMAL WORKSHOP ON DEVELOPING TEACHING AIDS
FOR LITERACY & REMEDIAL EDUCATION
May 5-6, 1998**

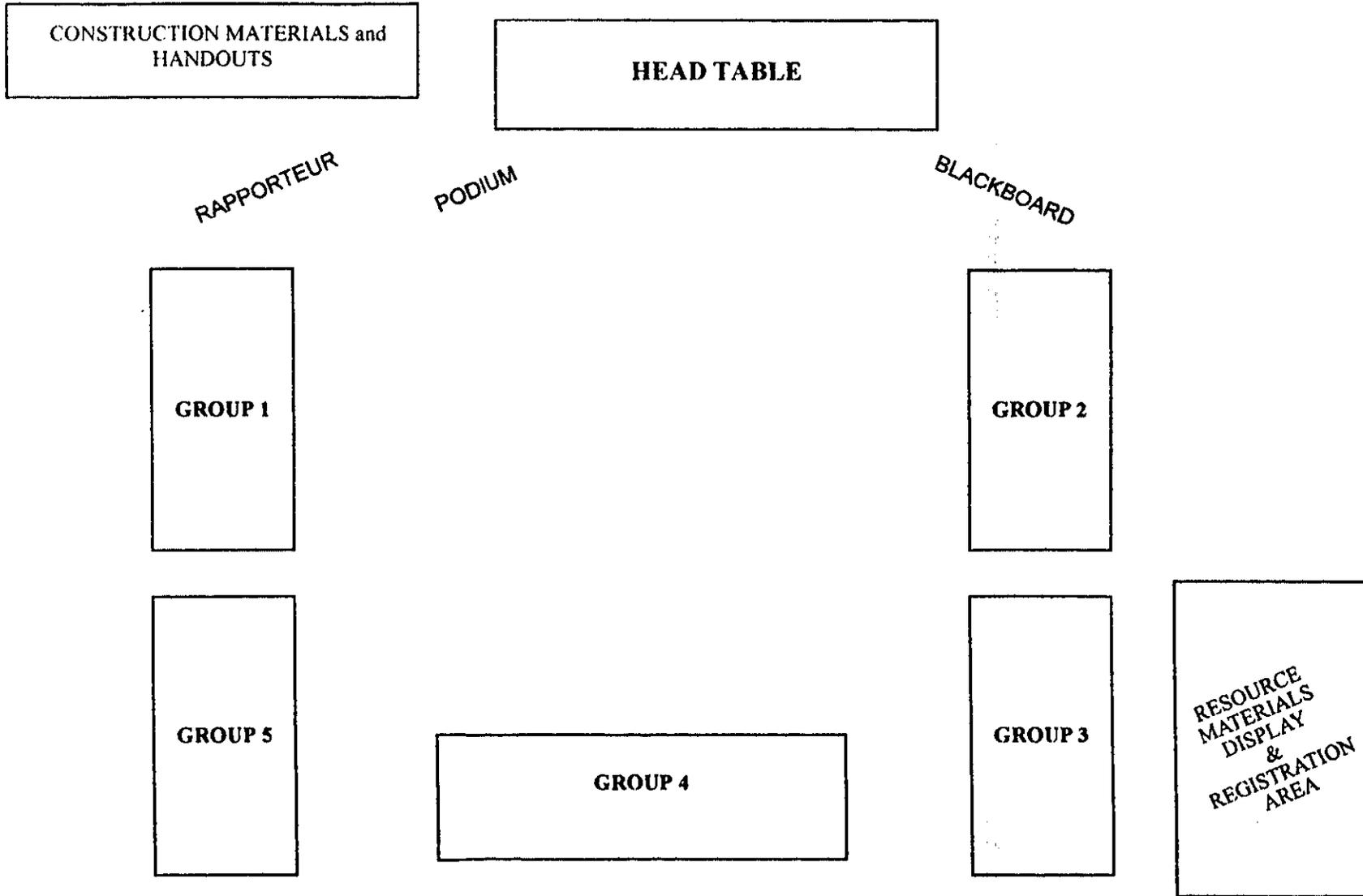
LIST OF PARTICIPANTS

NGO	PARTICIPANTS		ADDRESS	PHONE/FAX	ATTENDANCE	
					5/5/98	6/5/98
ASHE	1	Ms. Sherine Bailey	143 Mountain View Ave Kingston 3	Phone: 928-4064	✓	-
	2	Mr. Michael Holgate		Fax: 967-0721	✓	-
Children First	3	Mrs. Anita Jones	9 Monk Street Spanish Town	Phone: 999-2476	✓	✓
	4	Mr. Cranston Smith		Fax: 984-0367	✓	✓
	5	Ms. Camille Taylor		✓	✓	
	6	Mr. Donovan Murphy		✓	✓	
Hope for Children	7	Mr. Garfield Lynch	74 Spanish Town Road Kingston 13	Phone: 923-3549	✓	✓
	8	Mrs. Eugennie McLaren		Fax: "	✓	✓
Jamaica Association for the Deaf	9	Mrs. Elsada McDonald			✓	✓
Jamaica Family Planning Assn.	10	Mrs. Flo George	14 King St. Box 92, St. Ann's Bay	Phone: 972-0260	✓	✓
	11	Mrs. Violet Stoddart		Fax: 972-2224	✓	✓
Kingston Restoration Company	12	Mrs. Eileen Myers	3 Duke Street Kingston	Phone: 922-3126	✓	✓
	13	Mrs. Joan Kitson		Fax: 922-0054	✓	✓
Kingston YMCA	14	Mrs. Hilma Wedderburn	Amy Bailey Centre	Phone: 926-8081	✓	✓
	15	Ms. Shirlette Frances	"	Fax: 929-9387	-	✓
	16	Ms. Mary Johnson	Kingston		✓	✓
	17	Ms. Diana Taylor	"		✓	✓
	18	Ms. Diane Ridley	"		✓	✓
	19	Mr. Gregory Gordon	"		-	✓
Mel Nathan Institute for Social Research	20	Ms. Maureen Blake	31 Mannings Hill Rd Kingston 8	Phone: 931-4989	✓	✓
	21	Ms. Michelle Bennett		Fax: 931-5004	✓	✓
	22	Ms. Dawnette Thompson		✓	✓	
	23	Ms. Sheryl Todd		✓	-	
	24	Mr. Mervin Allen		✓	-	
	25	Mr. Norman Francis		✓	✓	
Rural Family Support Organisation	26	Ms. Primrose Ricketts	5 Main Street May Pen P.O.	Phone: 986-4242	✓	✓
	27	Mrs. Nerissa Williams-Henry		Fax: none	✓	✓

NGO	PARTICIPANTS	ADDRESS	PHONE/FAX	ATTENDANCE		
				5/5/98	6/5/98	
St. Patrick's Foundation	28	Ms. Janet Hamilton	78 Slipe Road Kingston 5	Phone: 920-0564 Fax: 968-3736	✓	✓
	29	Ms. Claire Smith			✓	-
	30	Mr. Henroy Norman			✓	✓
	31	Mr. Ian Patterson			✓	✓
	32	Ms. Yvonne Ricketts			✓	✓
	33	Ms. Perletta Panton			✓	✓
	34	Ms. Marcia Jibbinson			✓	✓
Western Society for the Upliftment of Children	35	Mrs. Lurline Green-Daly	4 Kerr Crescent Montego Bay P.O.	Phone: 952-3377 Fax: 952-6187	✓	✓
Women's Centre of Jamaica Foundation	36	Mrs. Andrea Mitchell	Port Antonio Kingston Kingston Sav-la-mar St. Ann's Bay Mandeville	Phone: 929-7608 Fax: 926-5768	✓	✓
	37	Mrs. Marjorie Daley			✓	✓
	38	Mrs. J. Anderson-Robinson			✓	✓
	39	Miss Maxine Williams			✓	✓
	40	Mrs. Sherraine Galbraith			✓	✓
Youth Opportunities Unlimited	41	Mrs. B. Phillips	2b Camp Road Kingston 5	Phone: 968-0979 Fax: "	✓	✓
	42	Mrs. Marsha McIntosh			✓	✓
YWCA	43	Mr. Shae-Tongee Stewart	2h Camp Road Kingston 5	Phone: 928-3023 Fax: "	✓	✓
	44	Ms. Rosemarie Brimmo			✓	✓
	45	Dr. Heloise Lewis			✓	✓
	46	Ms. Lois Wilson			✓	✓
PRESENTERS	47	Ms. Phoebe Daley	JAMAL 47b South Camp Road Kingston 4	Phone: 923-3880 or 937-4095 (Voice Mail)	✓	✓
	48	Mrs. Rita Taylor			Institute of Education University of the West Indies, Mona Campus, Kingston 7	✓
	49	Dr. Moses Peart				

NGO	PARTICIPANTS	ADDRESS	PHONE/FAX	ATTENDANCE		
				5/5/98	6/5/98	
JAMAL STAFF	50	Mr. Gladstone Carty	47b South Camp Road Kingston 4	Phone: 933-3880 Fax: 928-5392	✓	-
	51	Mr. Seymour Riley			✓	-
UAP STAFF:	52	Mr. Francis Valva	1 Holborn Road Kingston 10	Phone: 929-4779 Fax: 926-1813	✓	-
	53	Mr. Sam Dowding			✓	✓
	54	Dr. Joyce Robinson			✓	✓
	55	Mrs. Marsha Hylton			✓	✓
WORKSHOP RAPPOREUR (Contract Services)	56	Mrs. Beverley Butler			✓	

TRAINING ROOM ARRANGEMENT



23

< — Main Entrance Door — >

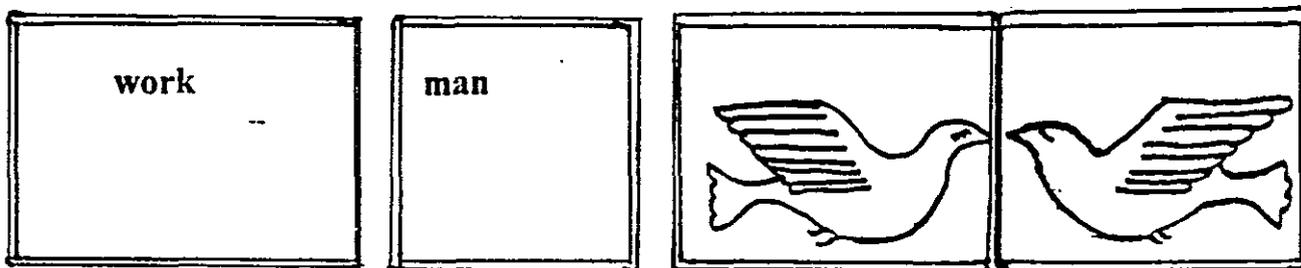
**"Developing Teaching Aids For Literacy & Remedial Education"
WORKSHOP AGENDA**

TUESDAY, 5/5/98		WEDNESDAY, 6/5/98	
A.M. 8.30- 9.00	REGISTRATION	A.M. 8.30- 9.30	COMPLETE WORKSHOP EXERCISES REINFORCING NUMERACY
9.00- 9.15	WELCOME & GREETINGS Mr. Francis Valva <i>Chief of Party, UAP</i> Mr. Gladstone Carty <i>Executive Director, JAMAL</i>	9.30-10.30	GROUP DEMONSTRATION AND DISCUSSION OF GAMES & EXERCISES DEVELOPED
9.15- 9.30	INTRODUCTION & PURPOSE OF WORKSHOP Mrs. Rita Taylor <i>Teacher-Trainer/Consultant, JAMAL</i>		
9.30-10.30	INTRODUCTION TO ACTIVITIES FOR REINFORCING READING Mrs. Rita Taylor		
10.30-10.45	C O F F E E B R E A K		
10.45-12.30	WORKSHOP EXERCISES (Adapt and make game sets)	10.45-12.30	INTRODUCTION OF ACTIVITIES TO REINFORCE USE OF LITERACY & NUMERACY SKILLS AS COMMUNICATION TOOLS Dr. Moses Peart <i>Lecturer, Institute of Education, UWI</i>
P.M. 12.30- 1.30	L U N C H		
1.30- 2.30	<ul style="list-style-type: none"> • GROUP DEMONSTRATIONS OF GAMES CONSTRUCTED • OPEN DISCUSSION 	1.30- 2.00	INTRODUCTION OF VARIATIONS TO GAMES & EXERCISES
2.30- 3.30	INTRODUCTION TO ACTIVITIES FOR REINFORCING NUMERACY Mrs. Rita Taylor	2.00- 3.00	WORKSHOP EXERCISES (Adapt and make game variations)
3.30- 4.00	WORKSHOP EXERCISES (Adapt/make aids to reinforce Numeracy)	3.00- 3.45	GROUP DEMONSTRATIONS AND DISCUSSION
		3.45- 4.00	EVALUATION

LOVERS: A CONCENTRATION GAME

You will need

20 cards, one for each half of a compound word, eg. play-ground, super-market. (The words should be written on ten cards which should then be separated). For added interest two love birds may be drawn on the back of each card before it is cut.



How to play

1. Put all the cards face down on a table
2. The first player picks two cards. If he can make a compound word out of them, he gets to bring the 'lovers' together and keep them. If he cannot, he turns them both face down where they were before.
3. Each player then takes a turn until all the cards are used up or until no more words can be made. Since different words may be made each time, there may be a few cards which are not paired as lovers at the end of the game. These should be ignored. The player with the most pairs of lovers at the end of the game, wins.

Bonus points

Anyone who can read all the compound words, gets to add a bonus pair of lovers to his total

UAP/JAMAL WORKSHOP
Developing Teaching Aids for Literacy & Remedial Education

CONCENTRATION (Basic Version)

You will need:

- 1 cards, each measuring between 1½" x 2½" and 2½" x 3½".
- 2 Some coloured marking pencils.

Preparation:

- 1 Select 10 words that are neither too difficult nor too easy for your players to identify.
- 2 Separate the cards into 10 pairs.
- 3 Write each word on two cards.

How To Play:

- 1 Lay all the cards face down on a flat surface (that is, the words must not be showing).
- 2 Decide and tell the students (or let them decide) which player will start the game and the order in which the other players will play.
- 3 Explain the playing rules (ask for feedback to ensure that the students understand):
- 4 The first player picks up two cards, one at a time.
 - If the cards match, he/she reads out the word that appears on the cards, keeps the pair, and again selects two cards until he/she picks up two cards which do not match.
 - If the cards do not match, he/she turns down both cards without revealing the words written on them, replaces them face down, and tries to remember where they were placed in case he/she needs either word later to make a match.
5. When a player fails to find a match, another player takes a turn.
6. The game continues until all the cards are matched.

Scoring:

At the end of the game, each player gets one point for each pair of words he/she has found. An additional point is also given if the words have been read accurately. More points can also be given if players can make sentences using the words they have collected.

Source: "Some Activities for Teaching and Reinforcement". JAMAL Foundation, 47b South Camp Road, Kingston

TRIPLETS (Based on 'Go Fish')

You will need

30 cards divided into groups of three, with one word written on each group of cards i.e each word will be written on three cards. To make the cards attractive, you could put a simple design on the back of each word card but be sure to make them identical. You could use identical shapes and colours e.g. three red circles pasted on the back of each card.

How to play

1. **Select a player to shuffle the word cards and deal 5 cards to each player. Put the rest of the pack in the middle, face down.**
2. **Reading from one of the cards in his own hand, the first player asks the second, "Do you have the word"?**
If the second player has one or two cards with the word written on it, he must give one or both to the first player who then gets to ask any other player for another or the same word. If this player does not have the card asked for he/she says "No Baby" and the first player takes a card from the pack in the middle. Then it is the second player's turn.
3. **Everytime a player collects three cards with the same word, he says "Call the doctor, I've got triplets."**
He then reads the word to everyone and puts the set down in front of him. The person with the most triplets when the middle pack is finished, wins. Anyone who can read all the words at the end of the game, gets a bonus set of triplets. (The teacher should help to check the players' hand to make sure they can read their words and are playing fairly).

Helpful Hints

1. **Again you can select words presenting difficulty in recognition/pronunciation or words dealing with occupations (eg. carpenter, mason etc.) for use in this game.**
2. **To help build your students' morale, when playing this game with them, you can help someone win by not asking for the words you know he has.**

UAP/JAMAL WORKSHOP
Developing Teaching Aids for Literacy & Remedial Education

WORD BINGO

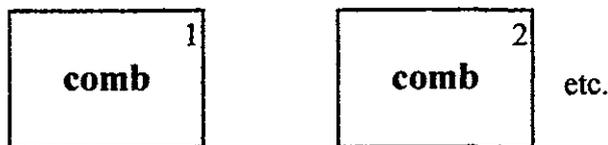
The beginner may experience difficulty playing this game if at first he/she is presented with a complete bingo card containing 24 words for reinforcement. The Bingo Game may be adapted, therefore, to meet beginners' needs by starting with only nine words in nine numbered boxes (see illustration).

B	I	N	G	O
1	2	3		
4	5	6		
7	8	9		

You will need:

1. A number of Bingo Cards (one for each player) with squares numbered and different words written in each square.
 - If there are 10 players, 10 cards would be needed. If more than 9 words are to be used, then the cards would have to be made with a corresponding number of squares.
 - The words for reinforcement should be arranged in different positions on each card.
2. Sufficient markers for each player, so that each word on the card can be covered if necessary.
3. Word Cards (say, 1" x 1") for random selection by the 'caller', who may be the teacher at first.
 - For instance, if there are 10 players, 10 cards would be needed for each word. Each word card would have its word and a position/section number written on it, so that there would be a card for each section the word occupies on the players' bingo cards.

WORD CARDS EXAMPLE



This gives each player an equal chance of finding the words on his/her card when Word Cards are selected at random by the 'caller'.

How To Play:

Give each player a Bingo Card and sufficient markers (e.g., pea grains) to cover each square on the card.

Decide with the players when a player may call "BINGO". This could be when three sections (if the card has 9 squares) are marked vertically, horizontally or diagonally.

Put the Word Cards in a bag or box and shake.

The Caller then takes a Word Card from the bag or box and calls the number, e.g. "Comb, section 2".

The player who has the word "comb" written in square #2, calls out the word and covers it with a marker.

The Caller continues to select and call words to be marked, until a player has sufficient sections marked on his/her card in keeping with the winning criteria previously agreed. In which case, he/she calls "BINGO" and reads aloud the words that have been marked.

The card is checked and, if found correctly marked, the player is declared to be the winner.

Other Suggestions:

At a more advanced level, students may be presented with a Bingo Card with the regular 25 sections. In those circumstances, use can be made of the usual method of calling by the 'B' line, 'I' line, and so on, and the sections need not be numbered. The centre section should be a FREE space, so that each player could begin the game with a marker on that square.

Again, a decision should be taken before the game is started as to when a player may call "Bingo". Eventually "Full House Bingo" games may be played; that is, a player may only call "Bingo" when all sections on his/her card have been marked.

Source: "Some Activities for Teaching and Reinforcement". JAMAL Foundation. 47b South Camp Road, Kingston

UAP/JAMAL WORKSHOP
Developing Teaching Aids for Literacy & Remedial Education

WORD DOMINOES

Educational Benefits

Through the teacher's appropriate selection of words for each attainment level, students will practise and improve their ability to:

- 1 identify words requiring special care in recognition (e.g., "thorough, "through", "though", "thought");
- 2 use the aspirate (e.g., "however", "happen") and other difficult letter sounds (e.g., "th") as words have to be read aloud;
- 3 recognise words which present difficulty in spelling, e.g., *business, February, chauffeur, licences*, etc.

How To Play:

- 1 Select four (4) players.
- 2 Have them sit around a table and choose someone to shuffle the cards. (See pg. 6 of this Report for instructions on making the cards.)
- 3 Each player then 'draws' seven (7) cards.
- 4 The person who draws a card with the highest number of letters (the word "family" in our example on page 7) 'poses' first, and reads the word aloud.
5. The player on his right plays next if he/she has a card with the word "family". However, he must read aloud the other word on the card he is going to play. Using the example on page 7, the second player would have to read the word "class" aloud.
 - If the player did not hold a card with the word "family", he/she would say "pass", and play would pass to the player on his/her right.
6. If the game becomes blocked — that is, all the cards of a certain word set have been played and this word appears at both ends of the game causing players who still have cards to be unable to play them — then each player adds up the number of letters on the cards in his/her hand. The player with the lowest letter total is the winner.
7. If the game did not become blocked, the winner is the first player who played out all the cards shared out to him at the beginning of the game.

Source: "Some Activities for Teaching and Reinforcement". JAMAL Foundation, 47b South Camp Road, Kingston.

Variations:

1. After the first game, the right to pose a game may belong to the winner of each game and not necessarily to the player having the card with the highest number of letters. The poser may then start the game by posing any card he/she wishes.
2. One of the cards in the cards in the pack could be designed as a starting card and the player who was dealt that card would be the one to play first. For example:

START	thorough
--------------	-----------------

could be a starting card. The next player would have to have a card with the word "thorough", in order not to miss his/her turn.

3. Players facing each other may play as partners, co-operating to win the game. The right to pose may then be transferable from one partner to the other.

INSTRUCTIONS FOR MAKING A CLOCK-FACE

To make one round-faced clock...

You will need:

- i) one (1) circle, 9½" in diameter, cut from white Bristol board
- ii) one 7½" round plate **OR** one (1) circle, 7½" in diameter, cut from cartridge paper
(will be used to outline an inner circle on the 9½" Bristol board circle)
- iii) one (1) ¼" brass-plated round-head fastener ('split-pin')¹
- iv) one strip of cartridge paper, 3½" long x 1" wide
- v) one strip of cartridge paper, 3" long x 1" wide
- vi) felt-tip markers, fine or medium-tip (black for inner circle outline, royal blue for inner circle numbers; red for outer circle numbers)
- vii) a pencil and a ruler.

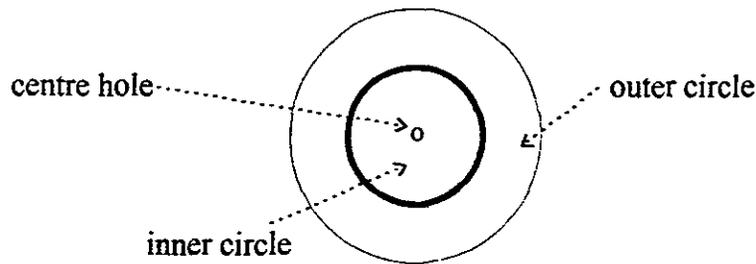
TIP: Before cutting a circle, use a compass (or plate of the right size) and a ruler to mark its outline, then check that the diameter measurements are correct.

Construction Steps:

1. Find and lightly mark the centre of the white 9½" Bristol board circle. Pierce a small hole through the centre.
2. Position the 7½" plate OR cartridge paper circle on top of the 9½" circle in such a way that there is an even 2" wide border around the circumference of the plate **OR** smaller circle.
3. When the position of the smaller circle looks right, hold it down firmly, then use a pencil to mark around its edge. When you have done so, lift it off. You should now have a smaller circle marked within the larger circle.
4. Using the black marker, outline the edge of the smaller circle.

¹ A box of fasteners can be purchased inexpensively at any stationery store (e.g., Time Store or Sangster's).

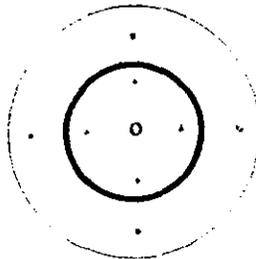
Your clock-face should now be looking like this.



Adding Numbers to the Clock-Face

When all the numbers have been written, the inner circle will represent the 12-hour clock. The outer circle will illustrate that 60 minutes make 1 hour. Together they can be used to explain, for example, why the two hands of the clock do not revolve at the same pace; why it is 35 minutes past the hour or 25 minutes to the hour when the minute-hand is touching 7; etc.

5. Place the ruler across the middle of the **outer circle**, using the centre hole as a guide. Pressing against the ruler with your pencil, mark a light dot about half an inch ($\frac{1}{2}$ "') from both ends of the circle. Turning the ruler across the centre in the other direction, mark two similar dots.
6. Mark the **inner circle** with light pencil dots in the same way that the outer circle was marked.
As shown in the diagram below, you should now have 4 dots, of equal distance apart, around the edge of each circle



TIP: Use the Diagram on page 35 as a guide for writing in the numbers on the clock-face (Steps 7-10 below).

7. Starting with the **outer circle**, decide which end will be the top. Using the red marker, write **60** at the top dot and going clockwise, write **15** at the next dot, then **30** at the third dot, then **45** at the fourth dot.

8. Using the royal blue marker, write **12** at the top dot of the **inner circle** (that is, below the number **60** on the outer circle). Then, going in a clockwise direction, write **3** at the next dot, then **6** at the third dot, then **9** at the fourth dot.

TIP: For a professional appearance, numbers should be even in size and neatly made. The space between the top of each number and the edge of the circle should not be less than half an inch.

9. Working again on the **outer circle**, use the pencil to mark 2 equally-spaced dots between the numbers already written on the circle. Next, use the red marker to write numbers as follows:

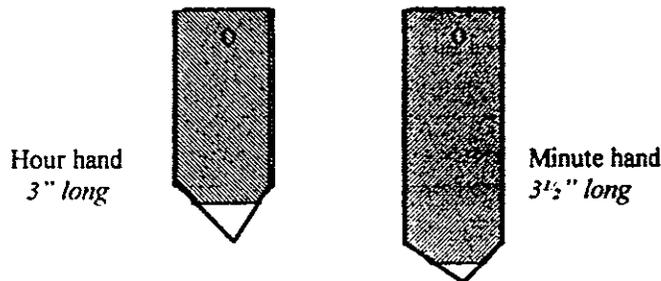
5 then 10 at the dots between 60 and 15;
 20 then 25 at the dots between 15 and 30;
 35 then 40 at the dots between 30 and 45;
 50 then 55 at the dots between 45 and 60.

10. Working on the **inner circle**, use the pencil to mark 2 equally-spaced dots between the numbers already written on that circle. Next, use the black marker to write numbers as follows:

1 then 2 at the dots between 12 and 3;
 4 then 5 at the dots between 3 and 6;
 7 then 8 at the dots between 6 and 9;
 10 then 11 at the dots between 9 and 12.

Making the Hands of the Clock

11. Pierce a small hole in each end of the 1" wide strips of cartridge paper and taper the other end. These will be the hands of the clock and a design can be drawn on them to express the creativity of the maker.



10. Place the longer minute-hand on top of the shorter hour-hand so that the holes in each end overlap, then push the brass-plated round head fastener ('split-pin') through both holes.
11. Push the end of the 'split-pin', to which the clock hands are already attached, through the centre hole of the clock face, then flatten the ends of the pin onto the back of the cardboard circle.

THE CLOCK, WITH ITS MOVABLE HANDS, IS NOW FULLY ASSEMBLED.

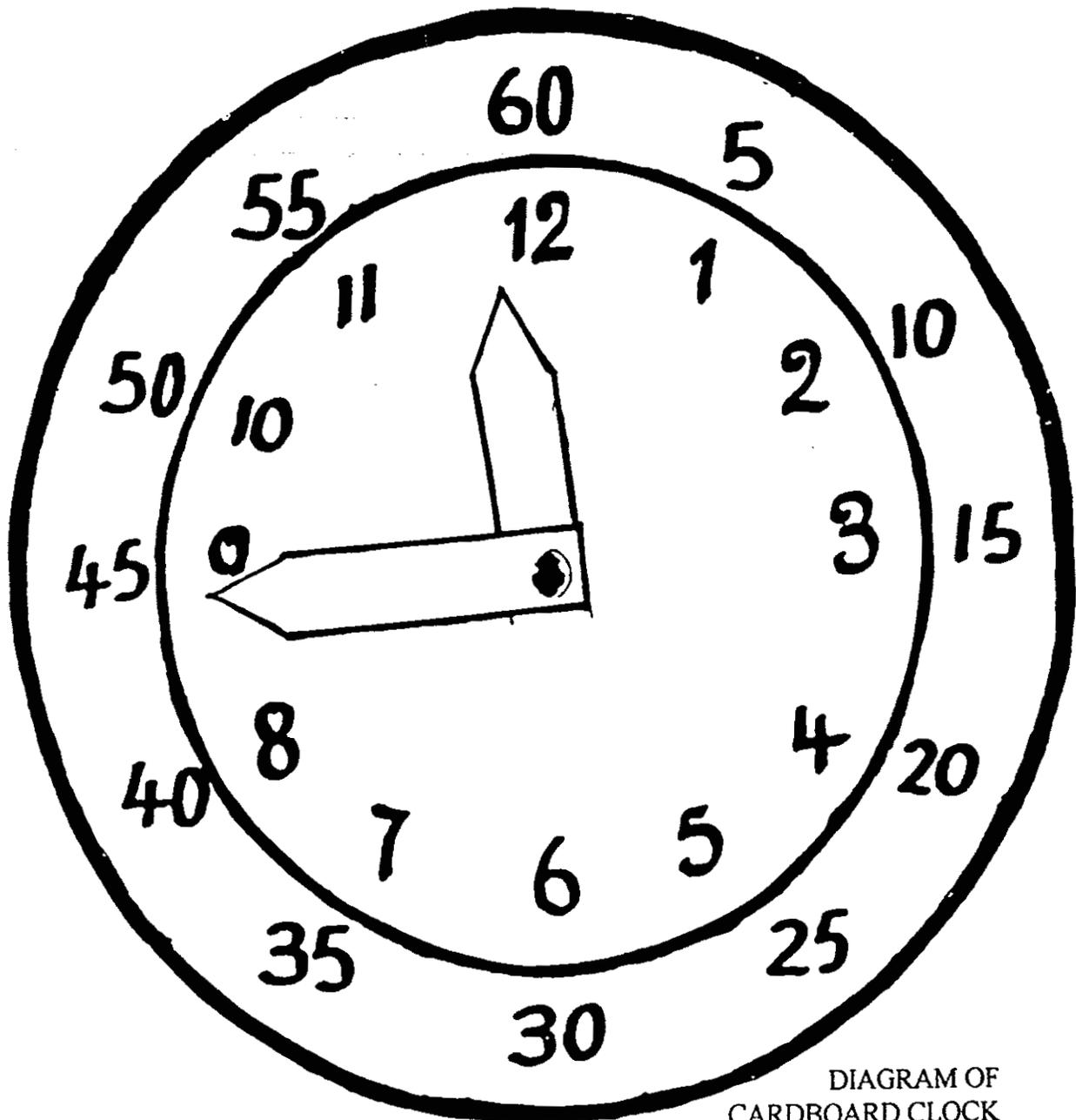


DIAGRAM OF
 CARDBOARD CLOCK
 (For Teaching Purposes — Telling Time,
 Using Fractions, etc.)

UAP/JAMAL WORKSHOP
Developing Teaching Aids for Literacy & Remedial

GAME NO. 7 - A NUMBER MATCHING GAME

APPENDIX X

This game follows the same principle as the domino and word matching games. In this case, however, numbers would be written on the cards instead of words. Addition facts may be used in addition to, or instead of numerals (See example below).

9	9
---	---

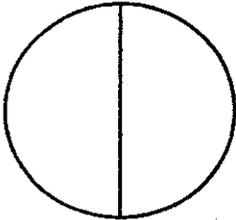
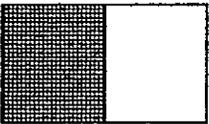
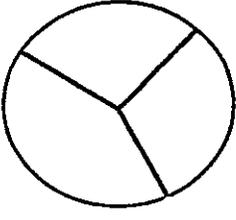
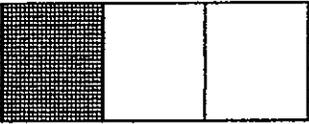
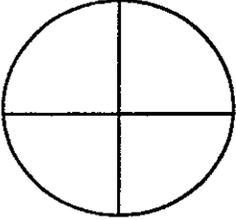
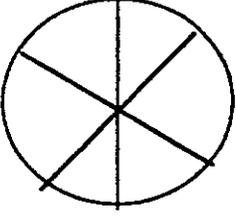
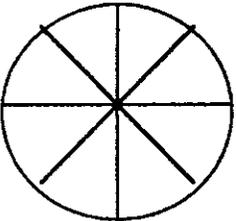
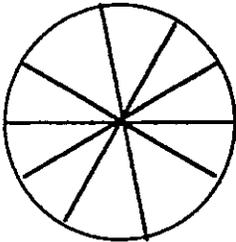
5 + 4
3

3 + 0
8

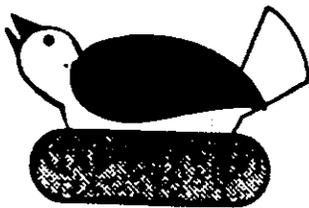
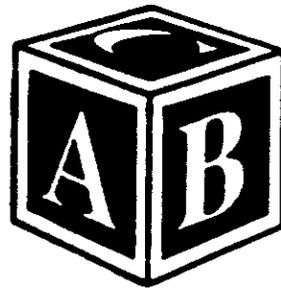
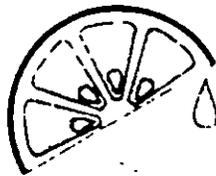
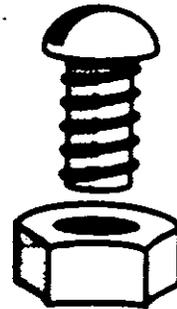
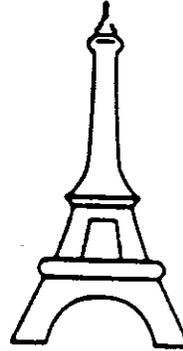
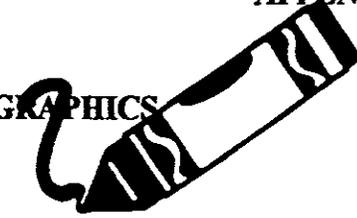
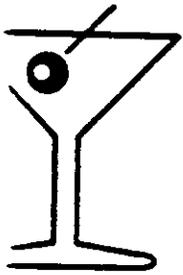
8	8
---	---

4 + 4
2

FRACTIONS

<p>halves</p>  <p>$\frac{1}{2}$ </p>	<p>thirds</p>  <p>$\frac{1}{3}$ </p>
<p>fourths</p>  <p>$\frac{1}{4}$ </p>	<p>sixths</p>  <p>$\frac{1}{6}$ </p>
<p>eighths</p>  <p>$\frac{1}{8}$ </p>	<p>tenths</p>  <p>$\frac{1}{10}$ </p>

EXAMPLES OF
COMPUTER-GENERATED GRAPHICS



It's Party Time!



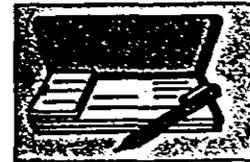
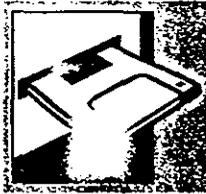
The Sunshine Youth Club
is celebrating it's
1st. Anniversary
and you are invited!

AT:
55 Mountain Road
Sunshine Park

ON:
Wednesday
(May 6, 1998)

Jamaica Computer Society Education Foundation {JCSEF}

Presents



SOFTWARE Competition

'98

Objectives:

- 1. To provide opportunity to showcase talents in software development.
- 2. To foster interest and skills in use & integration of computers in education and economic activities.

Type of Entries:

- a) Business Applications. (payroll, Inventory, Etc.)
- b) Special Interests Appli. .
- c) Tutorials (Educational).
- d) Games and Projects.

Criteria For Judging:

- Evidence of research and proper documentation
- Technical quality and originality
- User-friendliness and packaging quality
- Content validity & relevance to society

- *****
- PRIZES:**
- 1. Maxwell Wynter Trophy: - School with the winning entry.
 - 2. Trip to Next JCS Computer Conference: - Teacher associated with entry.
 - 3. Other prizes at the National Finals: - Main & consolations prizes.
- *****

UPLIFTING ADOLESCENTS PROJECT
and
JAMAL FOUNDATION

WORKSHOP FOR
NGO LITERACY AND REMEDIAL EDUCATION TRAINERS
May 5-6, 1998
Medallion Hall Hotel

PARTICIPANTS' EVALUATION

A. Workshop Content

Please review the statements given below and give your opinion on each by ticking the box which represents your views most closely. The following key should be used for the boxes:

- a. Strongly Agree
- b. Agree
- c. No Opinion
- d. Dis-agree
- e. Strongly Dis-agree

The workshop's objectives were:

- a. To identify teaching areas which could be strengthened by the use of relevant teaching aids;
- b. To develop a set of materials and comprehension exercises for use in reinforcing spelling, reading and numeracy lessons to adolescents; and
- c. To identify sources of teaching materials at economical cost to NGOs.

1. The objectives of the workshop were met.

- a. b. c. d. e.

2. Workshop materials distributed were relevant to the program.

- a. b. c. d. e.

3. The teaching methodologies used in this workshop were effective.

- a. b. c. d. e.

4. The workshop's content is relevant to my work with youth through the NGO.

- a. b. c. d. e.

5. I feel that I am now in a better position to successfully undertake responsibilities in my NGO relating to teaching literacy to at-risk adolescents.

- a. b. c. d. e.

6. My overall evaluation of the workshop is positive.

- a. b. c. d. e.
-

B. Participant's Comments

Please take a few moments to provide below some written comments on the workshop.

1. What two positive features or aspects of the training received at this workshop stand out in your mind most?

2. Was there anything negative, in your opinion, about the workshop?

3. What kind of follow-up activity would you like to see in this area?

4. Any other overall comments:

UPLIFTING ADOLESCENTS PROJECT
TRAINING OF TRAINERS WORKSHOP
ON
LITERACY AND REMEDIAL EDUCATION
May 5 & 6, 1998

PARTICIPANTS' COURSE EVALUATION

Forty seven (47) participants from 14 non-governmental organizations (NGOs) attended the two-day workshop. Of those, forty five attended the first day, and forty two on the second. All forty two attending on the second day completed the participant's evaluation form, providing some feedback to the course organizers on the conduct and value of the course.

The report provided below summarizes the views of the participants who completed the evaluation form.

Evaluation Form

The evaluation form (blank attached) was a two page instrument with two sections as follows:

- a. Workshop Content,
- b. Participants' Comments

Evaluation Completion Rate

There was a 100% completion rate for the participants who were present on the second day, but an 89% (42/47) completion rate for all participants. This was excellent in comparison to other workshops, in which there were always some non-completions among those who were present on the final day of the workshop.

General Evaluation Results

This was one of the more successful workshops held by the UAP, based on the participants' rating of workshop content. Participants were most impressed with the workshop materials and had positive overall evaluations of the workshop. Both evaluation factors were rated "Strongly Agree" by 60% or more of the respondents, and between 98% and 100% either "Agreed" or "Strongly Agreed" with these two factors.

As is now customary, participants found more positive things, than negative, to comment on about the workshop. Seventeen different positive features were identified, compared to ten negative, only one of which was endorsed by more than one participant. Again, "Nothing, or None Stated" was the most prevalent response by participants in the **Negative Comments, Desirable Follow up Activities and Other Overall Comments** areas.

Details on the assessments in each section are provided below.

Section A: Workshop Content

The overall rating of the workshop's content, based on six evaluation criteria in the questionnaire was an average of 4.55 out of a maximum 5 points. Of the six evaluation factors, five were rated at 4.50 or higher. The single factor "I feel I am now in a better position to successfully teach literacy and remedial education to at-risk adolescents" which was rated an average of 4.43 out of 5, suffered by two participants not deciding on their views on this factor (thus leaving it blank) and one other in fact selecting "No Comment" as their reaction. Those leaving the item blank were imputed as "No Comments" in the tabulation. It is nevertheless notable that 50% of the participants strongly agreed, and a combined 93% agreed or strongly agreed with this criterion.

For the other five criteria, the average ratings were:

- The distributed workshop materials were relevant to the program (4.69);
- My overall evaluation of the workshop is positive (4.57)
- The objectives of the workshop were met (4.55)
- The teaching methodologies used in the workshop were effective (4.52) and
- The workshop's content is relevant to my work in the NGO (4.52).

It is also very notable that one participant who neglected to complete the questionnaire regarding the "relevance of the workshop's content to my work in the NGO" was one of two participants who identified as a positive feature of the workshop its "practicality ... and relevance to our needs".

Compared to the first Literacy and Remedial Education workshop held in June 1997, the factor "I feel that I am now in a better position to successfully teach literacy and remedial education to at-risk adolescents" was rated at an average of 4.39 in 1997 and 4.43 in 1998. Similarly, the factor "The workshop's content is relevant to my work in the NGO" was rated at 4.45 in 1997 and 4.52 in 1998. There has therefore evidently been some improvement in these factors, in spite of the fact that both scored among the lowest averages in this section. It is possible that the scores perhaps reflect more the confidence (or lack thereof) which some participants are willing to commit to, and are not really a true reflection of the value of the training.

Section B: Participants' Comments

This section had four areas, and as stated above, "None or None Stated" was the most prevalent response in the three areas other than "**Positive Features of the Workshop**".

Seventeen (17) **positive features** of the workshop were identified with twelve (12) of these receiving multiple endorsements. Fifteen participants (36%) concurred that the "hands-on aspect of the workshop: the making of the teaching aids and tools" was a positive feature. Six participants were impressed with Mrs. Taylor's overall presentations, especially the games which were introduced to them as teaching tools.

Some of the other positive comments about the workshop and their frequencies were:

- ▶ Clear presentations and practical application demonstrations (5)

- ▶ Academic and creative ideas given was motivational (4)
- ▶ Need for simple, neat, accurate and attractive material was reinforced (4)
- ▶ Making of calendar, clock, word games, bingo and lovers games (4), and
- ▶ Enthusiasm and cooperation of participants; interaction was excellent (4).

Of the above seven positive features identified by participants, it may be discerned that six deal with the making of the teaching aids. It is clear that the fact that they had the opportunity to actually make these aids themselves made a big impression on the participants. These sentiments are echoed in at least three of the other positive comments identified, and this outcome is testimony to the success of the workshop, since this was a primary objective. It also points to the fact that UAP was able to pinpoint an acute need in the NGOs and to develop a program which met that need superbly.

Under **negative features**, the overwhelming response (28 out of 42: 67%) was “Nothing or None Stated”. Only one negative feature had a multiple frequency, and this was that “Time was sometimes too short for preparation of the materials”. Four participants (9.5%) concurred in this negative finding, and indeed the schedule during the two days was so packed that the time available to cover everything was of necessity somewhat limited. However, it should be said that participants were encouraged to complete their preparation of the teaching aids after hours as a home work assignment, and later back at their NGOs. Three other comments made also alluded to the packed schedule: “Workshop time could have been more effectively managed”, “Too compact” and “Time allotted for the presenters was too short”. All three of these comments were identified just once each.

All the other six negative features received no more than one mention. Significant ones in this list were:

- ▶ Some people were short of materials and tools needed at the workshop;
- ▶ Small group activity attended mainly to those out front.

One comment made under this section, but which was not negative at all was “Too well organized and implemented for me to entertain any negativity”. This may be illustrative of the spirit which many participants took into and out of the workshop.

It is interesting to note that under **Desirable Follow-Up Activity**, “None or None Stated” was again the most frequent response (17). Several useful suggestions were made however, and these included:

- ▶ More hands-on work in phonics and English (Language Arts) (6);
- ▶ Practice teaching sessions in teaching remedial work would be good (3);
- ▶ Training for effective teaching to manage the classroom of 10-14 year old adolescents (2)

One participant also suggested that a desirable follow up activity should be a poster competition, “a competition in presenting the practical aspects of the workshop” and another that “songs and poems, cultural activities, dramas which the boys could participate in” should be considered.

Other Overall Comments also drew “Nothing or None Stated” from 13 participants. Other participants made comments as to the conduct of the workshop, its content, and even regarding the

meals. Eight (8) participants opined that the workshop was "very good, on the whole", while three others opined that it was "well planned, with effective presenters". Several other participants made comments in a similar vein. For instance, "was delightful, thanks to all", "felt welcome and appreciated" and "workshop was a success - will help us to develop our students" were some of the other comments made.

The overall comments which related to content included:

- ▶ "Fountain of information - provided opportunities to pool and evaluate ideas"
- ▶ "Perhaps more could have been done with concepts in numeracy, which are difficult for the young"
- ▶ "workshop with a difference - better participant interactions."

Two comments were made regarding the meals, and may appear somewhat contradictory: "Drinks were poor. There should be more variety in the meat served" and "Meals were delicious".

But perhaps the level of appreciation felt by many participants was best summarized in the words of one: "Done too soon".

Prepared by: Sam Dowding, NGO Coordinator, UAP (May 20, 1998)

UPLIFTING ADOLESCENTS PROJECT
 EVALUATION OF TRAINING WORKSHOP
 LITERACY & REMEDIAL EDUCATION TRAINING: MATERIALS PRODUCTION WORKSHOP
 MAY 5 & 6, 1998
 PARTICIPANTS' EVALUATION TALLY SHEET

Section A: Views on Workshop Content									
Evaluation Factor & Weights		Strongly Agree	Agree	No Comment	Disagree	Strongly Disagree	AVERAGE SCORES		
		5	4	3	2	1			
1	The objectives of the workshop were met.	23	19				4.55		
2	Workshop materials distributed were relevant to the program.	29	13				4.69		
3	The teaching methodologies used in this workshop were effective.	24	16	2			4.52		
4	The workshop's content is relevant to my work through the NGO.	24	16	2			4.52		
5	I am now in a better position to successfully teach literacy to at-risk adolescents.	21	18	3			4.43		
6	My overall evaluation of the workshop is positive.	25	16	1			4.57		
Overall Rating on Workshop Content							4.55		

47

UPLIFTING ADOLESCENTS PROJECT
 EVALUATION OF TRAINING WORKSHOP
 LITERACY & REMEDIAL EDUCATION TRAINING: MATERIALS PRODUCTION WORKSHOP
 MAY 5 & 6, 1998
 PARTICIPANTS' EVALUATION TALLY SHEET

Section B: Participants' Written Comments			
Frequency	<i>B1: Positive features of the Workshop</i>	<i>B2: Negative features of the Workshop</i>	Frequency
15	Hands-on aspect of the workshop: making of teaching aids and tools	Nothing	28
6	Mrs. Taylor's presentations, especially the games	Time was sometimes short for preparation of materials	4
5	Clear presentations and practical application demonstrations	Food	1
4	Academic and creative new ideas given was motivational	Some people were short of materials and tools needed at the workshop	1
4	Need for simple, neat accurate and attractive material was reinforced.	Too repetitive at times	1
4	Making of calendar, clock, word games, bingo and lovers games	Too well organized and implemented to entertain any negativity"	1
4	Enthusiasm and cooperation of participants: interaction was excellent	Temperature of the room	1
3	Dr. Peart's presentation on use of activities to reinforce skills was informative	Small group activity attended mainly to those out front	1
3	Use of teaching aids - adaptation and correlation	Workshop time could have been more effectively managed	1
2	Hand-outs given at the workshop	The illustrations were not effective enough: they were not put across accurately	1
2	Practicality of the workshop, and relevance to our needs	Time allotted for the presenters was too short	1
2	Activities were well demonstrated.	Too compact"	1
1	Good length to each session		
1	Enjoyable ways in which reading and spelling could be taught		
1	Reinforcing literacy and numeracy skills		
1	Group demonstrations		
1	Discipline in our approach		
1	Nothing		

UPLIFTING ADOLESCENTS PROJECT

EVALUATION OF TRAINING WORKSHOP

LITERACY & REMEDIAL EDUCATION TRAINING: MATERIALS PRODUCTION WORKSHOP

MAY 5 & 6, 1998

PARTICIPANTS' EVALUATION TALLY SHEET

Section B: Participants' Written Comments			
Frequency	B3: Desirable Follow-Up Activity	B4: Other Overall Comments	Frequency
17	Nothing	Nothing	13
6	More hands-on in phonics and English (Language Arts)	Very good, on the whole.	8
3	Would like to attend a training workshop at least 3 or 4 times annually	Well planned with effective presenters.	3
3	Practice teaching exercises in teaching remedial work would be good	Workshop should be continued for another two days, later in the year.	2
2	Training for effective teaching - to manage the classroom of 10-14 y-os	Did not attend Day 1, but was stimulated by Day 2	1
1	Visiting	Perhaps future workshops could be residential	1
1	More assistance in making materials to teach math to slow learners.	Workshop with a difference: better participant interactions	1
1	Make available a standard set of texts for UAP Literacy and Rem. education	Workshop was a success - will help us to develop our students	1
1	workshops at least monthly	Was delightful - thanks to all.	1
1	Additional material to give to other NGO teachers	Fountain of information - provided opportunities to pool and evaluate ideas.	1
1	Exhibition of work done by the NGOs	"Perhaps more could have been done with concepts in Numeracy, which are	1
1	Dr. Peart should have a two day session with us.	difficult for the young child"	1
1	Songs and Poems, cultural activities, dramas which the boys	" Done too soon".	1
1	could participate in."	Give consideration too ut of town participants in setting the start time"	1
1	A poster competition: competition in presenting practical aspects of the	Felt welcome and appreciated	1
	workshop.	Mrs. Taylor good in leading	1
		More time could have been made available to make teaching aids	1
		Drinks were poor. There should be more variety in meat served.	1
		Meals were delicious.	1

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