



TRAINING FOR PRIMARY SCHOOL TEACHERS IN CRISIS CONTEXTS

Curriculum and Planning

MODULE 4

PARTICIPANT HANDBOOK

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Handout 4.o - Skills and Strategies Handout

MODULE 4: Curriculum and Planning

STEP 1: SELF-EVALUATION

Review the skills & strategies you can bring to your classroom that you learned in this module. For each session you will choose one skill or strategy you would like to develop and write it below. It is important to be honest with yourself and open to learning new things about yourself.

To rate yourself, think of yourself as a water cup, by shading the amount of water it contains:



Currently do *not* have this skill.
Need to learn or develop.



I use this skill a *little*. Need to develop more.





Have an *average* amount of this skill.



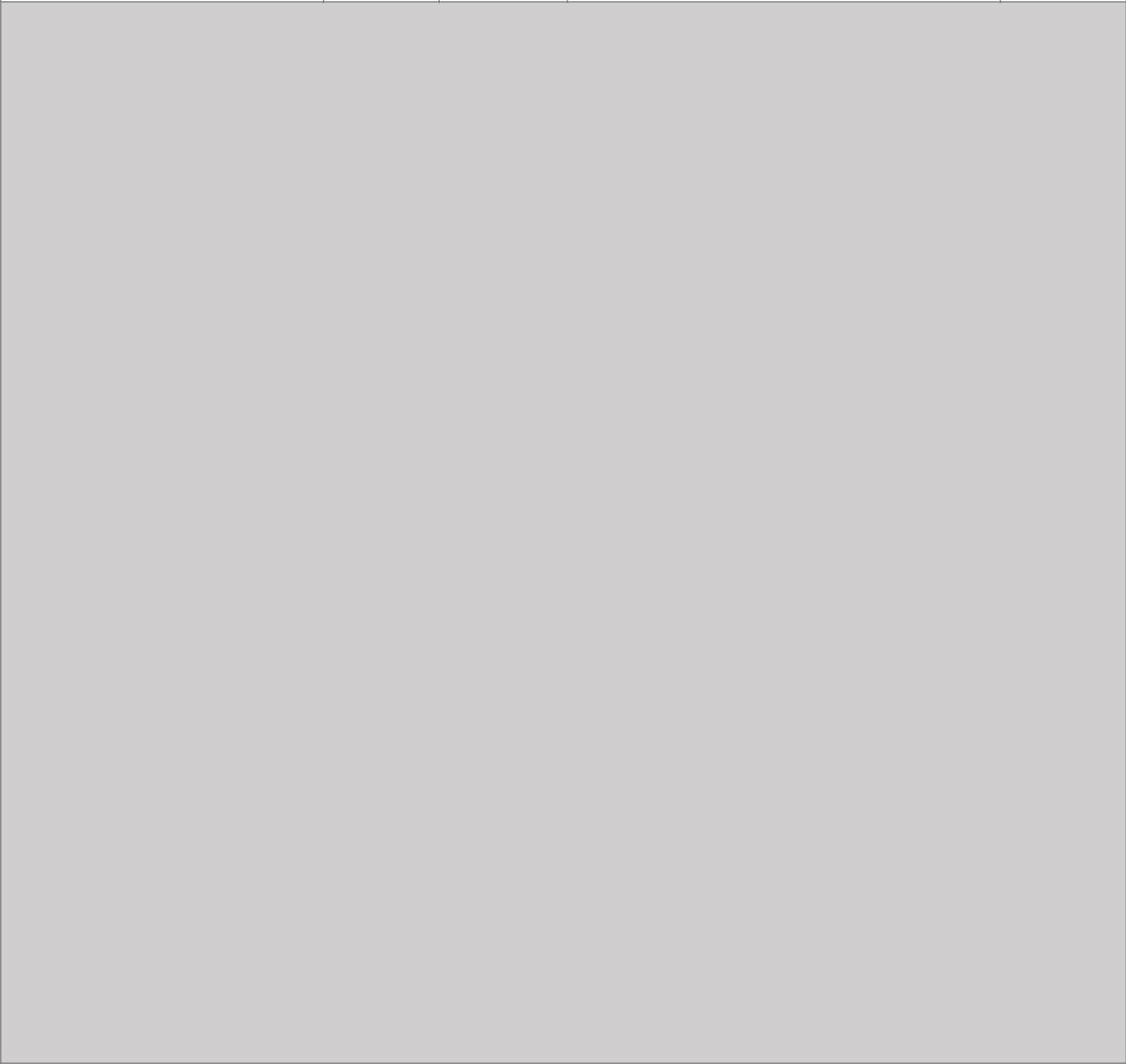
I use this skill in the *best* way possible.

Complete the rating for each category:

1. **Today:** how well do you currently use the skill?
2. **Goal:** how well would you like to use the skill in the next week?
3. **Action:** what will you do in the next week to use or practice the skill?
4. **Practice:** how well did you use the skill when you practiced it in your classroom? (to be completed AFTER you have practiced the skill in your classroom)

Skill/ Strategy	Today	Goal	Action: How will I achieve my goal?	Practice
<i>Example: The assessments at the end of each of my lessons will match my objectives.</i>			<ul style="list-style-type: none"> • <i>My objectives will be SMART so that the assessments in my scheme of work can accurately explain “what” I want my students to know and “how” I will measure my students’ progress.</i> 	
1.				

2.				
3.				
4.				



STEP 2: PLAN

Choose 1-2 of the skills/strategies from the sessions that you would like to develop. Write an action plan of the steps you will take to achieve your goal.

Area for Growth: _____

Action Plan:

Area for Growth: _____

Action Plan:

STEP 3: REFLECTION & COLLABORATION

Instructions: Step 3 can be completed individually or in a group (TLC). Answer the questions below independently and discuss your answers in a group if you feel comfortable. Discussion can be used to identify common challenges and create possible solutions or share resources.

Reflect on how you used a new skill or strategy from the **goals that you listed above in your classroom.**

1. What did you do to try a new skill or strategy?
2. What successes and challenges did you have in the classroom?

Learn

3. Brainstorm possible solutions. Consider previously learned concepts.

Plan

4. What will you do again?
5. What will you change or do differently? Share your plan with a peer for feedback.

Take action in the classroom.

Handout 4.2A - Scheme of Work (Part 1)

SCHEME OF WORK

Unit: _____

Topic: _____

Main Goal: _____

Class: _____ Teacher's Name: _____

Date _____

DATE	LESSON TOPIC <i>The subtopics that you need to teach to reach the goal</i>	SMART OBJECTIVE <i>By the end of the lesson, the student will be able to...</i>	ASSESSMENT <i>WHAT and HOW will you assess learning in each lesson?</i>	RESOURCES <i>What materials/ teaching aids will you need/use?</i>	REMARKS

Handout 4.2B - Action Verbs for SMART objectives

Add more verbs to this list as you think of them.

Analyze
Count
Calculate
Compare
Contrast
Classify
Categorize
Characterize
Debate
Define
Defend
Demonstrate
Describe
Determine
Differentiate
Experiment
Explain
Evaluate
Group
Illustrate
Label
Make
Measure
Order
Practice
Perform
Predict
Read
Summarize
Sound
Spell
Write

Handout 4.2C - Scheme of Work (Part 2)

SCHEME OF WORK

Unit: _____ Topic: _____

Main Goal: _____

Class: _____ Teacher's Name: _____

Date: _____

DATE	LESSON TOPIC <i>The subtopics that you need to teach to reach the goal</i>	SMART OBJECTIVE <i>By the end of the lesson, the student will be able to...</i>	ASSESSMENT <i>WHAT and HOW will you assess learning in each lesson?</i>	RESOURCES <i>What materials/ teaching aids will you need/use?</i>	REMARKS

Handout 4.3A - Lesson Planning Guide

Our Lesson Plan Criteria

The key characteristics of a good lesson are...

- 1) 'I do, We do, You do'.
- 2)
- 3)
- 4)
- 5)

Our Lesson Plan outline

Subject: _____ Topic: _____ Time: _____

Teacher: _____ Class: _____

Date of Lesson: _____

Lesson Objectives: <ul style="list-style-type: none"> <input type="checkbox"/> Created from the scheme of work <input type="checkbox"/> SMART – Specific, measurable, achievable, relevant, and time related 		Teacher's Notes: <ul style="list-style-type: none"> <input type="checkbox"/> Lists materials <input type="checkbox"/> Lists pre-work for the teacher <input type="checkbox"/> Lists plans for inclusion and reminders 	
Lesson Phase	Teacher Actions	Student Actions	Time
Introduction <i>– Engages students and connects to prior learning</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Grabs the students' attention <input type="checkbox"/> Motivates students to keep listening <input type="checkbox"/> Engages students <input type="checkbox"/> Relates to the topic that will be taught 	<ul style="list-style-type: none"> <input type="checkbox"/> Lists what students should be doing during the introduction of the lesson 	<ul style="list-style-type: none"> <input type="checkbox"/> Introduction can be completed in this time
Body – <i>Includes the main learning points of the lesson, questions</i>	Includes <ul style="list-style-type: none"> <input type="checkbox"/> New material <input type="checkbox"/> At least one activity <input type="checkbox"/> Questions <input type="checkbox"/> Opportunities for practice 	<ul style="list-style-type: none"> <input type="checkbox"/> Lists what students should be doing during the body of the lesson 	<ul style="list-style-type: none"> <input type="checkbox"/> Body can be completed in this time
Conclusion – <i>Assesses student learning and ties the lesson together</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Assesses student learning based on the objectives <input type="checkbox"/> Ties the entire lesson together 	<ul style="list-style-type: none"> <input type="checkbox"/> Lists what students should be doing during the conclusion of the lesson 	<ul style="list-style-type: none"> <input type="checkbox"/> Conclusion can be completed in this time

Handout 4.3B - Lesson Plan Analysis (Example 1)

What are the strengths and weaknesses of this plan?

Subject: Literacy

Topic: Adjectives

Time: 40 Minutes

Teacher: Mary Olewo

Class: Grade 3

Date of Lesson: 9th January 2017

Lesson Objectives: <ul style="list-style-type: none"> Students will be able to explain why adjectives improve writing. Students will be able to use adjectives in their own writing. 		Teacher's Notes: <ul style="list-style-type: none"> Materials - Notebook paper, chalk. Make sure John is sat near the front of the board so that he can see clearly. 	
Lesson Phase	Teacher Actions	Student Actions	Time
Introduction <i>– Engages students and connects to prior learning</i>	1) On the board draw a sketch of your community. Ask students to think independently about how they would describe their community. 2) Ask students to work in pairs to make a list of words to describe their community. 3) Call on several students to share their ideas. Add these ideas around the diagram. Ask students to add any words they didn't think of to their list.	1) Think independently about their community 2) Work with their partner to list adjectives 3) Contribute ideas to group discussion and add new ideas to own list.	10 Mins
Body – <i>Includes the main learning points of the lesson, questions</i>	1) Give students the definition of an adjective and ask them to write this in their notebook. 2) Ask students to look at their list of words – which of these are adjectives? Model 2 examples on the board and then ask students to circle the adjectives in their own lists. 3) Read two descriptions of your community to the class; one with adjectives and one without. Ask students to compare the two - why is the second paragraph so much better? Use think pair share, and then ask students to write down the answer in their notebook. 4) Ask students to write their own paragraph describing their community. The person who includes the most adjectives will get a reward point.	1) Write the definition in notebook. 2) Work out which of the words on their list are adjectives. 3) Listen to the stories and work out the difference. 4) Write their own paragraph with as many adjectives as they can.	25 Minutes

Conclusion – <i>Assesses student learning and ties the lesson together</i>	1) Instruct students to swap notebooks with the person next to them. Tell them to read each other's paragraph and to write a positive comment at the bottom. Then ask them to add up the total number of adjectives and to write it at the bottom. 2) Walk around and make sure students are on task and answer any questions 3) Find out which student has the most adjectives and award them. 4) Tell students that next lesson we will learn about different types of adjectives.	1) Assess their partner's work.	5 Minutes
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Handout 4.3C - Lesson Plan Analysis (Example 2)

What are the strengths and weaknesses of this plan?

Subject: Geography

Topic: Weather

Time: 40 Minutes

Teacher: Abdu Abasi

Class: Grade 3

Date of Lesson: September 16th 2016

Lesson Objectives:		Teacher's Notes:	
<input type="checkbox"/> Students will understand types of weather. <input type="checkbox"/> Students will know how the weather affects them		<input type="checkbox"/> Textbook	
Lesson Phase	Teacher Actions	Student Actions	Time
Introduction – <i>Engages students and connects to prior learning</i>	<input type="checkbox"/> Teacher gives a lecture about what students learnt last lesson about the different types of weather. <input type="checkbox"/> Ask pupils closed questions about last lesson. Whole class to shout their response.	<input type="checkbox"/> Students should sit and listen to the lesson <input type="checkbox"/> Students shout yes or no in response to the teacher's questions.	<input type="checkbox"/> 20 Minutes
Body – <i>Includes the main learning points of the lesson, questions</i>	<input type="checkbox"/> Read aloud from the textbook about types of weather and how it affects people's everyday lives.	<input type="checkbox"/> Students sit and listen	<input type="checkbox"/> 10 Minutes
Conclusion – <i>Assesses student learning and ties the lesson together</i>	<input type="checkbox"/> Write three questions on the board about what you have just read.	<input type="checkbox"/> Students should answer the questions in their notebook.	<input type="checkbox"/> 10 Minutes

Handout 4.3D - Lesson Plan Template (Blank)

Subject: _____ Topic: _____ Time: _____
 Teacher: _____ Class: _____
 Date of Lesson: _____

Lesson Objectives:		Teacher's Notes:	
Lesson Phase	Teacher Actions	Student Actions	Time
Introduction – <i>Engages students and connects to prior learning</i>			
Body – <i>Includes the main learning points of the lesson, questions</i>			
Conclusion – <i>Assesses student learning and ties the lesson together</i>			

Handout 4.3E - Lesson Plan Template (Example)

These are some example activities to help you plan lessons. You have covered many more in your training. Remember, also think about differentiation, inclusion and checking for understanding.

Introduction - engage and motivate students with their learning

Review Ask students a question that they should be able to answer with knowledge from a previous lesson. After they have solved this opening problem and recalled relevant skills, then introduce the new lesson.	A Puzzle Have a puzzle ready on the board that is connected to the lesson. Ask students to try and work out the puzzle on their own as soon as they enter the classroom.	Brainstorm Ask students to list all of their ideas about a new topic or idea. You can even make it a competition to see who can come up with the most ideas.	Story Tell a story that engages students and introduces the topic of the lesson.
Quick-Write Ask students to write down everything they know about the topic already. At the end of the lesson they can come back to this and see how much more they know now.	Game! Play a quick game to wake students up! Rock paper scissors, tic tac toe, Sudoku, etc.	Value Spectrum Make a value statement. Have students stand on one side of the room if they agree. The other side of the room if they disagree. Students that are indecisive can stand in the middle. Have students from each group explain their position.	Create a Know/Want/Learned Chart Given a topic, have students identify what they already KNOW, what they WANT to know, and at the end of class, have them identify what they have LEARNED

Main Body - introduce the new material and give students time to practice.

<p><u>Drawings</u> Ask students to draw a representation of a story they just heard, an historical event, or a concept they learned in science can be challenging and fun at the same time. It allows students to be creative and addresses students multiple learning styles.</p>	<p><u>Small Group Discussion</u> Pose discussion questions to small groups and allow them time for discussion. Once students have finished you can ask one student from each group to explain to the class what they talked about in their groups.</p>	<p><u>Role-play/Skits</u> Ask students to act out a scene from a story or create their own skit to demonstrate or practice a concept. Students can share their skits with the class once they have finished creating them.</p>	<p><u>Write Stories/Poems/Songs</u> Allowing students to create their own stories/poems or songs based on what they have been learning. When students are done they can share their stories with their partner or you can collect them and read them to check for understanding.</p>
<p><u>Visual Demonstrations</u> Demonstrate the new skill or topic for/with the class to bring it to life - this could be a science experiment, a maths concept, or a literacy skill.</p>	<p><u>Thought Maps</u> 1) Concept Maps 2) T-charts to show similarities and differences 3) Venn Diagrams to show similarities and differences 4) Flow diagrams to show the key steps in a story or process</p>	<p><u>Questions</u> 1) Think-Pair-Share 2) Whole Class non-verbal response 3) Open questions and problems to solve on the board. 4) Similarities/ Differences T-chart</p>	<p><u>Presentations/Speeches/Debates</u> Give students the opportunity to prepare and present to their classmates on a given topic. You can also guide your students in the art of debating to help them develop and present their opinion effectively.</p>

Conclusion - introduce the new material and give students time to practice.

<p><u>Exit Ticket</u> At the end of a class you can ask students a few questions about the day's lesson. They can write their answers on a sheet of paper and hand it to you as they leave the classroom. This is a great way to get instant feedback about what students learned in the lesson and then you can adjust your next lesson to address any gaps in the students' understanding.</p>	<p><u>Summarizing</u> This is a really important skill and useful way to check for understanding. Students can summarize what they learned for the day. Teachers can give them specific topics to summarize or can give them word limits (Eg. 20 word summaries).</p>	<p><u>Quick-Write/ Quick-Draw</u> Ask students to write down everything that they have learnt about today, or to answer a question about their learning. Students draw two or three concepts presented in the lesson. Pictures can include words and numbers.</p>	<p><u>3.2.1</u> Students write 3 things they learned, 2 things they have a question about, 1 thing they want the teacher to know.</p>
<p><u>Gallery Walk</u> Students or groups create a graphic representation of what they have learned and post them around the room. Students can view each graphic by moving around the classroom – writing questions or comments, noting similarities and differences, etc..</p>	<p><u>I care because...</u> Students explain the relevance of a concept to their life or how they might use a new skill.</p>	<p><u>Journal Entry</u> Each day students write about 2 things they learned in their own notebooks.</p>	<p><u>Quiz</u> Students answer quiz questions about the content of the lesson - they can work in groups to make this more fun, or they can make the quiz questions themselves and test their partner.</p>

Handout 4.3F - Lesson Plan Template (Blank)

Subject: _____ Topic: _____ Time: _____

Teacher: _____ Class: _____

Date of Lesson: _____

Lesson Objectives:		Teacher's Notes:	
Lesson Phase	Teacher Actions	Student Actions	Time
Introduction – <i>Engages students and connects to prior learning</i>			
Body – <i>Includes the main learning points of the lesson, questions</i>			
Conclusion – <i>Assesses student learning and ties the lesson together</i>			

Handout 4.4A - Example Lesson in Module

Write down at least 3 things that makes this an example of good teaching.

In a Science class at Kismayo, the teacher began a lesson about heat transfer.

To start the lesson the teacher wanted to connect the lesson to the everyday lives of the refugee students. So on the board he drew examples of heat conductors that were familiar to students in the camp. Students played a game to work out whether each example was a good or bad conductor of heat and why.

Second, the teacher showed the class a piece of metal and asked what would happen if you put it over a candle. “Can you hold the metal after 10 minutes? Can you do it?” He then answered his own question: “No, maybe hold it for 2 minutes, but after conduction happens, no.”

The next step of his lesson was to share with the students stories that they could relate to. For example, one story he shared was this:

Mr. Kalulu went to the market and bought a colorful vessel, but it was made of plastic. After he set it out to heat his water for his tea, he came back and found that it was gone. He thought someone had bewitched him, but, no. Mr. Kalulu had just made bad choices.

He then used open questions and think-pair-share to encourage students to explain what had happened to his water jar. The students then used diagrams and their own words to explain heat transfer in their notebooks.

Finally, the teacher concluded the lesson by asking students to bring in examples the following day of good/poor heat conductors to be used as part of a practical training exercise in the next lesson.”

Handout 4.4B - Local Resource List

Material resources

- Rocks
- Bottle caps
- Paper
-
-
-

Teaching-aids

- Alphabet cards
- Multiplication table
- Map
-
-
-

Animals and plants

- Leaves
- Animal products
- Vegetables
-
-
-

Human resources

- Head teacher
- Community members
-
-
-

Curriculum resources

- Textbooks
- National curriculum
-
-
-

Cultural resources

- Songs
- Language
- Festivals
-
-
-

Additional Reflection, Collaboration and TLC Activities

Here are additional ways to build on your skills within this module through an individual journal reflection or in a discussion with a supportive group of collaborative teachers (TLC)

Reflection & Collaboration Activity #1 - REVIEW LESSON PLAN USING CHECKLIST

Participants should take some time to review their lesson plans using the lesson planning checklist (from Session 3 following the lesson plan template) to make sure the lessons have everything listed on the checklist. If participants are in TLC groups, they can review lesson plans among group members in pairs, provide feedback for each other's lesson plan and brainstorm strategies to improve the lesson plans together.

Reflection & Collaboration Activity #2 - TEACHER CONTACT SHEET

Directions: Create a list of people (or allies) that can be utilized when questions arise and you need guidance about curriculum, pedagogy, or any other concerns. Find people in your school or in the community that can be of help in some way. Talk to the members of your TLC but also other colleagues, the school principal, your teaching coach and/or other people in the community to see if and how they can help and support you.

Name of ally	Information or skills offered	Where can I find them	When and how to best contact them

Reflection & Collaboration Activity #3 - CURRICULUM/TEXTBOOK ANALYSIS

If you have access to a textbook for your subject/grade level, take some time to analyze the material and to discuss with your colleagues how you can make the material more engaging and relevant for your students.

1) Think about everything that you learned in session 4 - when you look at the topics think about the following:

- what examples can you include that relate to your students daily lives?
- what stories can you include from your local culture?
- what local resources can you use to bring the material to life?

2) Think about everything you learned in session 1. When you look through the textbooks complete Handout 4.1A to analyze how inclusive the materials are. If there are examples of prejudice, discuss with your group how you should respond to this in your lessons.



For more information on TiCC:
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