



TRAINING FOR PRIMARY SCHOOL
TEACHERS IN CRISIS CONTEXTS

Introductory Training Pack

PARTICIPANT HANDBOOK

Initial Training Pack - Participant Handbook

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Handout 1A - Weekly Schedule

Directions: Look at the weekly schedule below. These are just a few example activities, which you may do in your week. Sometimes it can help to plan in advance what you want to do during the week. After looking at the example week, fill out your own weekly schedule with the activities you will do.

Example Week:

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<i>Lesson plan</i>	<i>Class</i>	<i>Class</i>	<i>Class</i>	<i>Class</i>	<i>Class</i>	<i>Market Day</i>
<i>Finish grading</i>	<i>Pass out graded papers</i>		<i>TLC Meeting</i>	<i>Staff Meeting</i>	<i>Assessment</i>	<i>Laundry</i>
	<i>Tutorial</i>			<i>Visit parent of struggling student</i>	<i>Collect homework</i>	

Your Turn: Fill out this weekly schedule with your own important activities.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Handout 1B - Examples of Misconduct

Directions: Think about the examples of misconduct in your school or community. For each of the reasons below, indicate how serious an example of misconduct it is. Also identify if it is an example of misconduct in your community. This will help guide your discussion of the Code of Conduct. Please also specify additional examples if they are not listed below.

Example of misconduct	Very serious example of misconduct	Serious example of misconduct	Less serious example of misconduct	A problem in our community?
Abuses in human resource management				
Use of fake degrees or diplomas				
Absenteeism of staff				
Discrimination against some pupils (admission, promotion, exam)				
Favoritism or nepotism in favor of some pupils (admission, promotion, exam)				
Collection of illegal school fees				
Private tuition by teachers				
Physical or verbal violence				
Sexual harassment				
Use of drugs or alcohol				
Abuse of their role by school inspectors				
Mismanagement of school finances				
Abuses in purchases/use of school materials				
Sharing confidential information				
Poor relations between teachers and pupils				
Poor relations among school staff				
Poor relations between teacher and parents/the community				

Handout 1C – Stop, Think, Act

STOP	THINK
ACT	

Reflect:

1. Describe the conflict.	2. How did you respond?
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Action Plan:

STOP
THINK
ACT

Handout 1D – Mindfulness Activities

Contract and Release- Heat

Take one minute to sit silently.

Grow your back longer and taller, reaching your head to the sky. Breathe in deeply. Exhale slowly and let yourself relax. Squeeze up your toes, and release them, feeling heat come out of your toes. Squeeze the muscles in your legs and knees, now let them fully relax and feel the heat coming out of your legs. Squeeze up your bottom and then let the heat warm up your chair as you relax. Pull your tummy muscles in, then release them and feel the warmth radiate out. Feel your chest tighten up, and then relax, releasing heat. Shrug your shoulders up to your ears, then relax your shoulders down your back, feeling the heat come out. Contract up your arms, then relax them and let the heat come out of your fingertips. Feel the heat come up your neck and wrap around your head. Feel your whole body warm and relaxed.

Sit silently for 30 seconds, or as long as they are comfortable.

Now bring your attention back to the class. Wiggle your fingers and your toes. Make small circles with your wrists. Stretch your arms up to the sky and then shake them out. If your eyes are closed, slowly open them.

Focus on the Light

Sit silently and visualize. If you are comfortable feel free to close your eyes.

Grow your back longer and taller, reaching your head to the sky. Breathe in through your nose, feeling your breath relax your body. Imagine that you see a light in front of your eyes. Bring that light up to your forehead. Allow the light into your head, filling your entire head with bright, warm light. Where this bright light exists, there cannot be darkness. There is only room for happy thoughts. Feel as the light pushes out any bad thoughts. Only good thoughts are left in your mind. See the light moving down to your ears, so you can only hear good things. See the light moving into your jaw and mouth. Let yourself only speak good words. Let the light travel down your neck and shoulders to your heart. Let your heart be filled with the light, so you can only feel good feelings. Feel as the light is shining out from your heart and you are showering everyone and everything around you with love and good feelings. Feel as your whole body is filled with the light, so you are glowing in good thoughts and feelings. Think, “The light is in me, I am the light. I shine light on everyone and everything around me.

Sit for a few seconds in silence.

Begin to bring yourself back to the present. Focus on your breathing – in and out slowly. Wiggle your fingers and toes. As you are ready, open your eyes if you closed them.

Sitting Silently

Before you begin this activity you will need to identify a daily intention. This can be a short saying that you repeat to yourself throughout the day for encouragement or motivation. Example: I am going to be joyful today. OR breathe in the peace, breathe out the stress.

Sit tall in your seats and stretch your neck out above you. State your daily intention. Repeat the daily intention one or two more times. Ask yourself, “What does today’s ‘Daily Intention’ mean to you?”
Now take one minute to sit silently.

Grow your back longer and taller, reaching your head to the sky. Breathe calmly. Continue to breathe slowly for one minute. If it is comfortable, you can close your eyes and think about the daily intention.

Handout 1E – Well-being Strategies

Instructions: Add to the list. What other strategies do you use to deal with your stress?

Relax

Take a deep breath.

Belly breathing.

Stretch.

Express Yourself

Don't hold everything in. Talk about how you feel with other teachers, family, friends.

Find a hobby- music, exercise, cooking, journaling, drawing, etc.

Express your worries in prayer.

Think Positively

Don't blame yourself if things don't work out perfectly.

Your best is good enough.

Take a Break

Pause and reflect.

Enjoy the moment.

Enjoy your friends and family.

Count to 10.

Get Organized

Make a schedule.

Set goals.

Don't be afraid to reach out for help. There are many services and support systems in place to help.

Handout 1F - Concluding Reflection

Take some time to reflect on the sessions you participated in today. What is the most important idea/concept you learned in each lesson? How will you use this skill/knowledge for your future teaching? Please include 1-2 remaining questions in the last box. Use any of the material you have received during the training.

Session	Comments and Reflections
Teacher's Role	
The Code of Conduct	
Teacher Well-being	
Remaining Questions or Concerns	

Day 2 – Child Protection, Well-being and Inclusion

Handout 2A – Child Needs Drawing

Handout 2B – Child Rights

Handout 2C – Story of Protective and Risk Factors

Handout 2D – Identifying Signs of Distress Chart

Handout 2E – Social-Emotional Learning

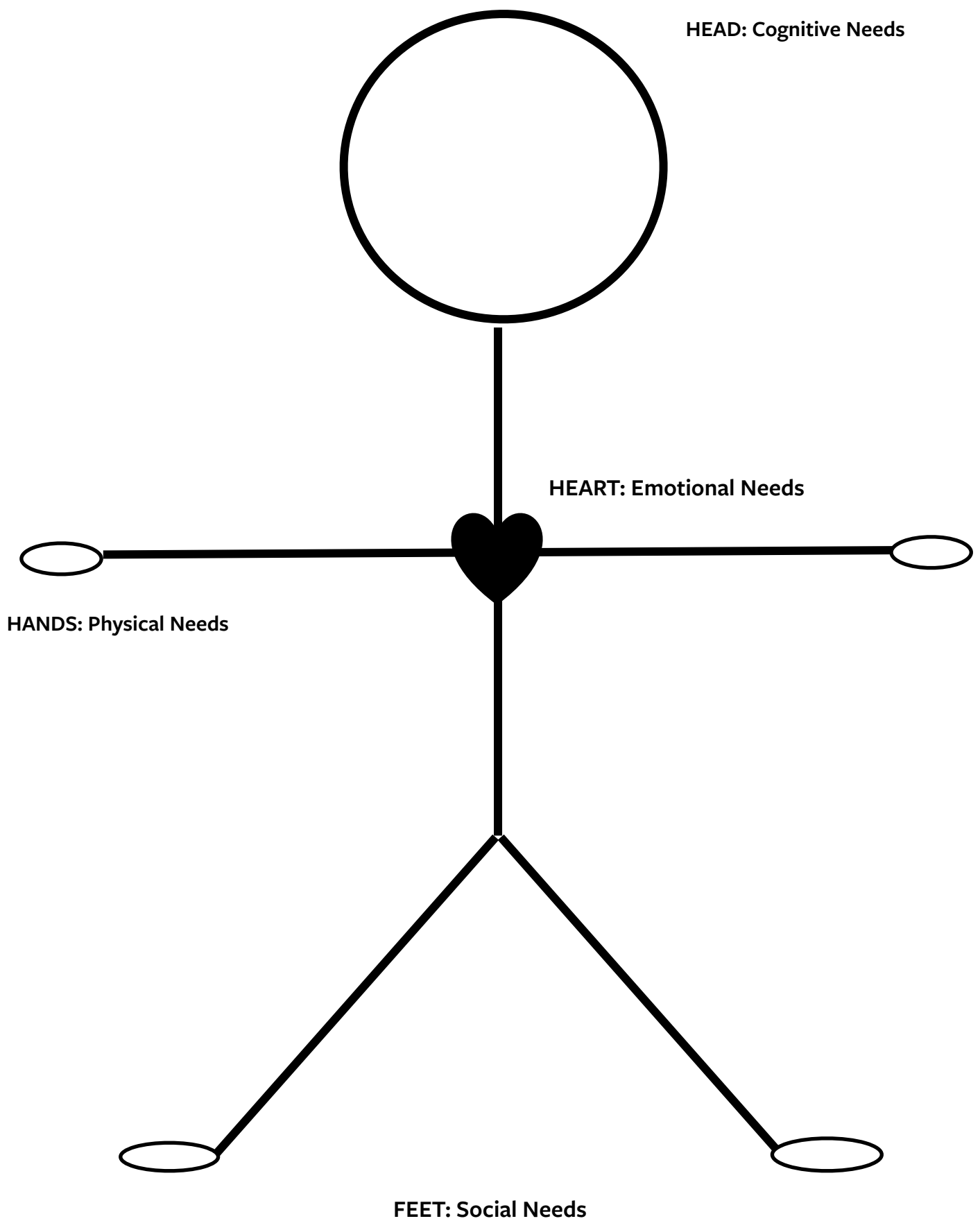
Handout 2F – The Big 5 Principles of Classroom Management

Handout 2G – The Big 5 Methods to Prevent Misbehavior

Handout 2H – Positive Discipline

Handout 2I – Concluding Reflection

Handout 2.1A - Child Needs Drawing



Handout 2B - Child Rights

<p>Article 2</p> <p>All children have rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, or whether they are rich or poor. No child should be treated unfairly on any basis.</p>	<p>Article 12</p> <p>Children have the right to get information that is important to well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information is not harmful, and help children find and understand the information they need.</p>	<p>Article 30</p> <p>Children have the right to practice their own culture, language and religion. Minority and indigenous groups need special protection of this right.</p>
<p>Article 16</p> <p>Children have the right to privacy.</p>	<p>Article 12</p> <p>Children have the right to give their opinion, and for adults to listen and take it seriously.</p>	<p>Article 14</p> <p>Children have the right to choose their own religion and beliefs.</p>
<p>Article 34</p> <p>Children have the right to be free from sexual abuse.</p>	<p>Article 37</p> <p>No one is allowed to punish children in a cruel or harmful way.</p>	<p>Article 31</p> <p>Children have the right to play and rest.</p>
<p>Article 39</p> <p>Children have the right to help if they've been hurt, neglected or badly treated.</p>	<p>Article 36</p> <p>Children have the right to protection from any kind of exploitation (being taken advantage of).</p>	<p>Article 19</p> <p>Children have the right to be protected from being hurt and mistreated, in body or mind.</p>
<p>Article 9</p> <p>Children have the right to live with parent(s). They have the right to live with a family who cares for them.</p>	<p>Article 27</p> <p>Children have the right to food, clothing, a safe place to live and to have their basic needs met.</p>	<p>Article 32</p> <p>Children have the right to protection from work that harms them, and is bad for their health and education.</p>
<p>Article 23</p> <p>Children have the right to special education and care if they have a disability, as well as all the rights in this Convention, so that they can live a full life.</p>	<p>Article 16</p> <p>Children have the right to a good quality education. Children should be encouraged to go to school to the highest level they can.</p>	<p>Article 24</p> <p>Children have the right to the best healthcare possible, safe water to drink, nutritious food, a clean and safe environment.</p>
<p>Article 29</p> <p>A child's education should help him/her use and develop his/her talents and abilities. It should also help children learn to live peacefully, protect the environment and respect other people.</p>		

Handout 2C - Story of Protective and Risk Factors

Zara emerges from her home in the refugee camp. She gets up before the rest of her family to go fetch water from the communal water tap in the camp. It's still dark and Zara is afraid getting water by herself; she does not feel safe. When she arrives home her mother is very appreciative, and thanks Zara for the water. Zara and her sisters then wash and comb their hair. This is a ritual they have and it is one of the few times during the day when they get to sit together and talk. For Zara, this is one of the best times of her day. Zara puts away the mattresses and blankets and sweeps the area around their home. She has not had time to do her homework but she has to finish her housework before she leaves for school. Her brother, Daniel is just waking up. He has had nightmares about the fighting he witnessed and has not been sleeping well. Zara gives Daniel his breakfast before taking her own. Mother knows that school is important for her children and she encourages them to go to school. Daniel has a uniform that he takes great pride in; it was a gift from an uncle that believes it's very important for boys to go to school. The uncle doesn't see the value in school for girls and there isn't enough money for Zara and her sisters to have uniforms this year.

Zara takes an extra-long route on all the main paths to school because girls were assaulted on the other paths to school and the men responsible were not punished. Zara arrives late to class and knows that means her teacher will punish her with the stick. Later in class, the teacher calls on Zara to read the instructions on the board. Zara is embarrassed because she cannot read all the words correctly. The class laughs at her and the teacher doesn't do anything to stop them. Zara missed many years of school during the conflict and sometimes the younger students tease her by asking her math questions they know she doesn't know the answer to. Zara goes to the latrine to cry. In Daniel's class the teacher asks everyone to find a partner. No one wants to be Daniel's partner because he is from a different country. Daniel sits by himself; he doesn't have very many friends. After school, Daniel plays football with the other boys from school. He loves to be a part of a team and it gives him a sense of belonging. However, lately Daniel has been picking fights whenever the football game doesn't go his way. He has been very angry since they arrived in the camp because his father did not come with him and he is missing a male role model in his life.

Zara and Daniel are so excited when they come home for lunch because mother has prepared a special traditional food that is difficult to find in the camp. Daniel prepares tea for his family and other relatives who live in the camp and have come by to visit. They always talk about the war and friends who have been killed or disappeared and it makes him sad to listen and unsure about his future.

Handout 2D - Identifying Signs of Distress Chart

<i>Indicator</i>	<i>Status: What do you see? What is happening?</i>	<i>Potential Cause: Why do you think this is happening?</i>	<i>Follow-up Step: What should I do?</i>
Attendance	Late to school Missing lessons		
Performance/ Achievement	Cannot read correctly Drop in test scores		
Physical Condition	No uniform Physical injuries Tired		
Emotional Condition	Anger Sadness Withdrawn		
Social Activity, Relationships, Interactions	Sits alone Finds it difficult to make friends Gets into fights		

Handout 2E - Social-Emotional Learning

Social-Emotional Learning: The processes through which children and adults gain and apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions.

1. Executive Function - skills that help us focus our attention, remember instructions and concepts, successfully juggle multiple tasks and plan for the short and long term future.

QUESTION:

- a. Rewrite this definition in your own words on the flipchart.
- b. Draw a picture to match the definition.
- c. What are some examples of Executive Function?
- d. What are some activities you can do with students to practice this skill?

2. Emotional Regulation - skills that allow us to understand our own emotions and positively manage our feelings.

QUESTION:

- a. Rewrite this definition in your own words on the flipchart.
- b. Draw a picture to match the definition.
- c. What are some examples of Emotional Regulation?
- d. What are some activities you can do with students to practice this skill?

3. Positive Social Skills - skills that allow us to relate to one another in a positive way, through understanding others' feelings and behavior and responding in a way that promotes positive social interaction and reduces conflict.

QUESTION:

- a. Rewrite this definition in your own words on the flipchart.
- b. Draw a picture to match the definition.
- c. What are some examples of Positive Social Skills?
- d. What are some activities you can do with students to practice this skill?

4. Conflict Resolution Skills - skills that help us address any problems and conflicts in a positive manner as they arise.

QUESTION:

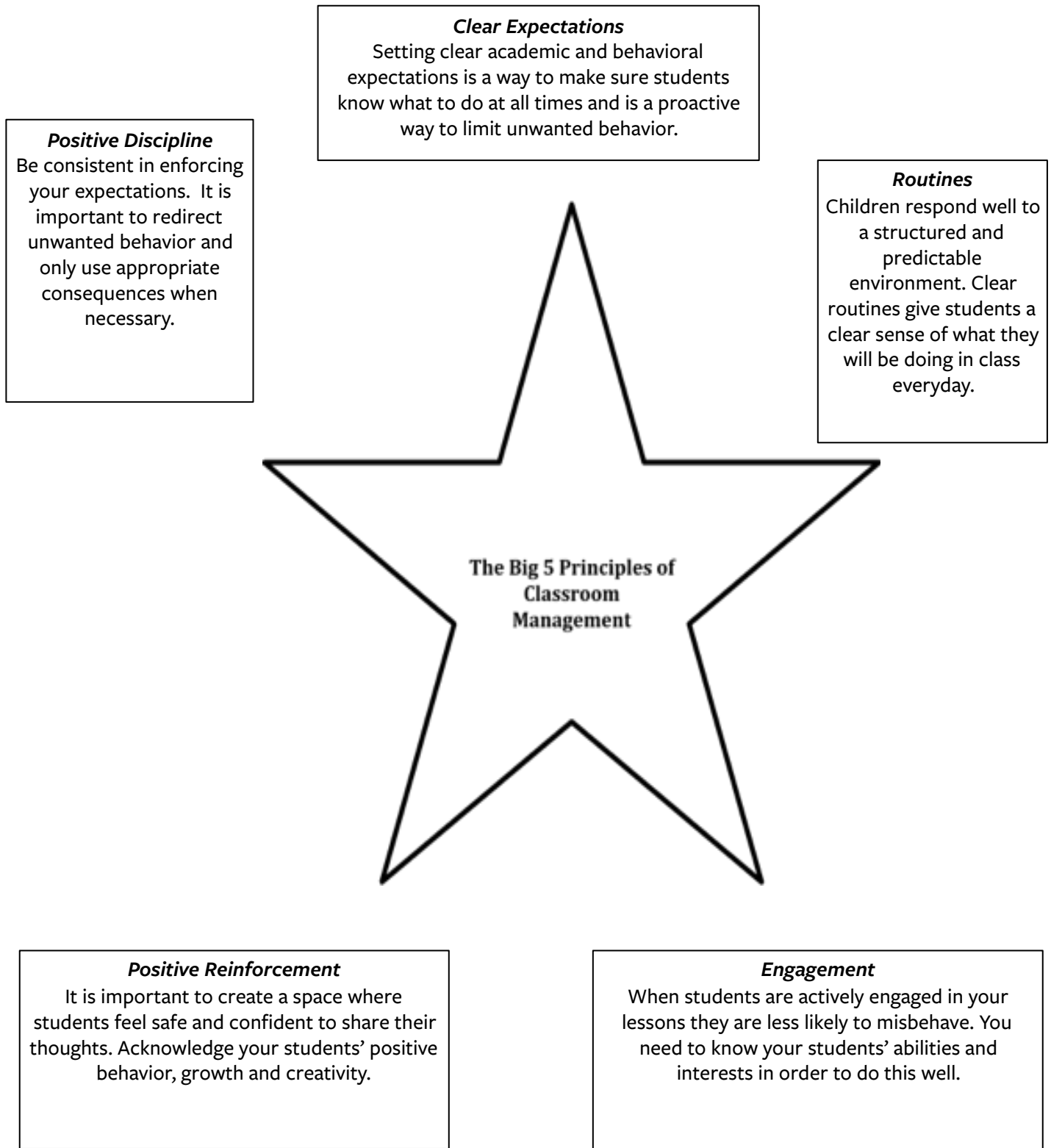
- a. Rewrite this definition in your own words on the flipchart.
- b. Draw a picture to match the definition.
- c. What are some examples of Conflict Resolution Skills?
- d. What are some activities you can do with students to practice this skill?

5. Perseverance - skills that allow us to push through challenges and continue to work towards a realistic goal.

QUESTION:

- a. Rewrite this definition in your own words on the flipchart.
- b. Draw a picture to match the definition.
- c. "What are some examples of Perseverance?"
- d. What are some activities you can do with students to practice this skill?

Handout 2F - The Big 5 Principles of Classroom Management



Handout 2G - The Big 5 Methods to Prevent Misbehavior

Big 5 Methods	The Big 5 Methods to Prevent Misbehavior	Already do	Would like to do	Would <u>not</u> like to do
Clear Expectations	<ul style="list-style-type: none"> • Make a list of class rules with your students. • Give clear instructions before each activity that includes a simple explanation of the activity, its purpose, timing, and materials needed. • Explain purpose behind expectations. • Check for student understanding of instructions before starting activity. 			
	<u>What do you already do in your classroom?</u>			
Routines	<ul style="list-style-type: none"> • Establish routines to help students experience a structured and predictable environment, be consistent about them and make them predictable. Examples of routines and procedures: <ul style="list-style-type: none"> ○ Starting/ending class ○ Clean up ○ Passing out and turning in papers and materials ○ Getting students' attention ○ Grouping students • Student jobs in the classroom--like homework collector--to create a sense of ownership. 			
	<u>What do you already do in your classroom?</u>			
Engagement	<ul style="list-style-type: none"> • Learn your students' names. • Create curriculum that is relevant to students' abilities and interests. Be aware of: <ul style="list-style-type: none"> ○ Students' backgrounds (particularly if they have experienced trauma) and how this may influence how they act in the classroom ○ Students' physical disabilities and special learning needs ○ Understand students' cultural and linguistic differences • Create lesson plans that allow students opportunities to work with each other and practice. 			
	<u>What do you already do in your classroom?</u>			
Positive Reinforcement	<ul style="list-style-type: none"> • Create a space where students feel safe to share their thoughts and ideas. • Help students to build positive relationships with each other. • Give students consistent and positive feedback on their work and participation in class. • Have a seating chart. Make sure that students are comfortable and work well with the students they are sitting next to. • Encourage students to hang up great work, create display boards, and put away instructional materials at the end of each lesson. 			
	<u>What do you already do in your classroom?</u>			

Big 5 Methods	The Big 5 Methods to Prevent Misbehavior	Already do	Would like to do	Would <u>not</u> like to do
Positive Discipline	<ul style="list-style-type: none"> • Be consistent in enforcing your expectations: acknowledge positive behavior, redirect unwanted behavior, and treat students equally • Constantly move around the classroom during instruction to monitor student behavior 			
	<u>What do you already do in your classroom?</u>			

Handout 2H - Positive Discipline

Stop and Think

When a student's actions interrupt instruction, ask yourself the following questions before you take action:

1. Is the student really doing something wrong? NO: Redirect your stress away from the students and the class. YES: Move to next step.	2. Are your expectations fair? NO: Reconsider your expectations. YES: Move to next step.	3. Did your student know they were misbehaving? NO: Behavior was an accident. Re-explain expectations. YES: The student misbehaved. Move to next step.
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Action Steps

4. Redirecting Unwanted Behavior:

- Re-explain expectations.
- Positive Narration: The teacher calls out positive behavior to remind all students what they should be doing.
- Proximity: The teacher should always be moving around the room while teaching. This limits unwanted behavior. When a teacher moves closer to a student that is not on task, the student will usually stop the unwanted behavior and pay attention again.
- Sudden Silence: The teacher stops talking and waits for the unwanted behavior to stop before continuing with the lesson.
- Tone or Volume of Voice: A teacher can change the tone or volume of his/her voice in order to regain the attention of the class. The teacher should never yell at students.
- Physical Cues: The teacher can use various nonverbal cues to regain the students' attention such as hand signals, snapping, and turning the lights on and off.

If the student continues to misbehave after you have attempted to re-direct the unwanted behavior, move to next step.

5. Issuing a Consequence:

- Be private when possible.
- Explain to student why his/her behavior is unacceptable.
- Issue consequence. Make sure the consequence is appropriate for the misbehavior.
- If student argues, restate the consequence in a calm voice.

Adapted from Save the Children, Child Protection Manual

Handout 2I - Concluding Reflection

Take some time to reflect on the sessions you participated in today. What is the most important idea/concept you learned in each lesson? How will you use this skill/knowledge for your future teaching? Please include 1-2 remaining questions in the last box. Use any of the material you have received during the training.

Session	Comments and Reflections
Child Protection	
Safe Spaces - SEL	
Positive Discipline	
Remaining Questions or Concerns	

Day 3 - Pedagogy

Handout 3A – Teaching Strategies (6 pages)

Handout 3B – Teaching Strategies Table

Handout 3C – Questioning Ladder

Handout 3D – Handling Student Responses

Handout 3E – Inclusion Scenarios

Handout 3F – Differentiation Methods

Handout 3G – Concluding Reflection

Handout 3A - Teaching Strategies

Strategy 1: Concept Maps

Purpose: Allows students to understand a new topic, generate different ways to solve a problem, organize ideas and identify links and themes, be excited by a new concept or idea.

Example steps:

1. Write a topic or question in a circle in the center of the board. Ask students to do the same on their page.
2. Ask students to come up with as many ideas about this topic or question as they can. Add all of their ideas to the diagram (see model below). Use think-pair-share to do this.
3. Ask students if they can see any themes or links between all of the different ideas. Add these to the diagram using connecting lines or circles.

Outcome: See example below.



Task: Practice this teaching strategy with your group. To start, use the example of water (see above). As you get more confident, come up with a question or topic of your own.

You have 30 minutes to practice, and then one person will need to demonstrate this strategy to the group.
Good Luck!

Strategy 2: Role-play

Purpose: Allows students to actively and creatively engage with a topic, to deepen their understanding of a topic, and to practice new skills.

Example steps:

1. Divide students into small groups. Clearly explain the task and give each group a scenario and each student a role.

2. Give students several minutes to create and practice their role-play. Give them clear timings.
3. Ask the small groups to then perform their role-play for the rest of the class. While each group performs the rest of the class should have a question to think about, for example, 'What is the message of the role-play?' 'What did the group do well?'

Outcome: In small groups, students will perform a short play in front of their peers to reflect something they have been learning in school.

Task: Practice this teaching strategy with your group.

Role play 1: Ask participants to practice their counting skills by creating a role play about buying and selling at the market. Two participants should be stallholders and two participants the customers.

Role play 2: If you are confident, now ask participants to create a role-play to show how to deal with a school bully. One person should be the bully, one person the victim, and two people should be bystanders.

You have 30 minutes to practice, and then one person will need to demonstrate this strategy to the group.

Good Luck!

Strategy 3: Storytelling

"Tell me a fact and I'll learn. Tell me the truth and I'll believe. But tell me a story and it will live in my heart forever." Indian Proverb

Purpose: Students enjoy listening to stories and stories stimulate thinking and interest. They also allow students to develop communication skills, deepen their understanding of a topic, and incorporate their culture into the classroom.

Example steps:

1. Find stories that relate to the topic you teach or the cultures of your students.
2. Ask questions before, during and after the story to help them analyze and learn from the story.
3. Read the story in a loud and expressive voice.
4. Ask the students to sketch the story, or to act out actions, while your read it. Read the story through twice.
5. Give students a chance to write their own stories too.

Outcome: Students will have engaged in the ideas of the story and will demonstrate their understanding.

Task: Practice this teaching strategy with your group.

Tell your class that today they will hear a story called 'The Mouse and the Lion'.

Before you read the story ask the group these questions:

What do you think the story is about? Where do you think the story is set? What adjectives would you use to describe a lion? What adjectives would you use to describe a mouse?

Read the story below with expression and excitement, and carry out the actions while you read.

Once when a Lion was asleep (yawn), a little Mouse began running up and down upon him (mime running). This soon wakened the Lion, who placed his huge paw upon him and opened his big jaws to swallow him (open your mouth wide like the lion).

"Pardon, O King!" cried the little Mouse, "Forgive me this time. I shall never repeat it and I shall never forget your kindness. And who knows, but I may be able to do you a good turn one of these days?" The Lion

was so tickled at the idea of the Mouse being able to help him, that he lifted up his paw and let him go (laugh). Sometime later a few hunters captured the Lion and tied him to a tree while they went in search of a wagon to carry him on.

Just then the little Mouse happened to pass by, and seeing the sad plight in which the Lion was, ran up to him and soon gnawed away the ropes that bound the King of the Beasts (mime chewing the rope). "Was I not right?" said the little Mouse, very happy to help the Lion (smile).

Use think-pair-share to ask the students the following questions:

1. What was the mouse doing when the lion woke up?
2. How do you think the mouse felt at that moment? Why?
3. How did the lion feel? Why?
4. How was the mouse able to repay the lion's kindness?
5. What is the moral of this story?

You have 30 minutes to practice, and then one person will need to demonstrate this strategy to the group. If you feel confident, come up with questions and use stories of your own.

Good Luck!

Strategy 4: Games

Purpose: Games are engaging and exciting for students. They are also a useful way to practice and revise topics, they encourage positive competition, and they develop communication skills.

Example 1 – To practice body parts and listening skills

1. Tell the students that for this game they have to listen to your instructions very carefully. When you say "Teacher says..." they have to follow your instructions and carry out the action. If you do not say "Teacher says..." they must not copy you.
For example, if you say "Teacher says touch your nose" each student must touch his/her nose. If you just say "Touch your nose" they must not.
2. Start the game by asking all students to stand up. Give the following commands one after another.
"Teacher says touch your toes."
"Teacher says touch your shoulders."
"Teacher says touch your elbows."
"Teacher says touch your knees."
"Teacher says touch your head."
"Touch your eyes" (if any students touch their eyes, they have to sit down for the rest of the game, they are out of the competition).
3. Keep going in this way, naming other body parts.
4. Give out a reward for all students who are still 'in' by the end of the game.
5. Put the students into small groups to practice playing the game themselves. They must take turns to be the 'teacher'.

Example 2 – To practice verbs

1. Ask students to write down a verb on a small piece of paper. They then put the piece of paper into the bowl/hat/bucket.
2. Select a student to come and take the piece of paper out of the bowl and to act out the verb.
3. Ask the class to put their hand up if they can work out what the verb is.
4. Put the class into small groups and ask them to play the game themselves.

Outcome: Students will become increasingly confident through practicing the skill in this fun way. They will be able to play the games themselves in their groups.

Task: Practice one of the games with your group following the steps above. If you are feeling confident, practice other learning games that you know.

You have 30 minutes to practice, and then one person will need to demonstrate this strategy to the group.

Good Luck!

Strategy 5: Visual Demonstrations

Purpose: Stimulates interest and engagement with a topic, brings topics to life, appeals to a wide range of students.

Example 1 - Math - Counting

1. Bring 10 students to the front of the class. They will be your 'counters' to show the class how to add and subtract.
2. Say to the class, "If I have 10 students, and I take away 2 students, how many students are left?"
Physically move two students away from the group of 10 – ask the class to count how many are left.
3. Model another counting example.
4. Put students into small groups and ask them to practice doing this themselves.

Outcome: Students will have been introduced to a new idea in a very visual way. This will help them when they practice the skill themselves. If you have more equipment and props you can be very creative with your demonstrations.

Task: Practice this teaching strategy with your group. If you feel confident, come up with your own examples.

You have 30 minutes to practice, and then one person will need to demonstrate this strategy to the group.

Good Luck!

Strategy 6: Group Discussion

Purpose: Allows students to actively and creatively engage with a topic, deepens their understanding of a topic, develops communication and team building skills.

Example steps:

1. Clearly tell students the behavior expectations (e.g. respect for each other, listening) and give them individual roles (e.g. spokesperson, organizer, peacekeeper, recorder of what's said).
2. Explain the task clearly and have it written on the board as well. Tell the pupils what they have to do and what the outcome of their group work should look like.
3. Give students time to carry out their group discussion.
4. Bring the whole class back together to share their ideas. For example, take one idea from each group, or ask each group to tell you about the most interesting thing they learned. Try to make the final session an exchange of ideas rather than you telling them what they have missed.
5. Summarize the work of the groups in a way that makes them feel proud of what they have done. You can also ask them to tell you how well they thought they worked in a group.

Outcome: Students will have worked together as a team to share and develop their ideas to tackle a problem.

Task: Practice this teaching strategy with your group. Use the discussion questions below. Make sure you give each participant a role in the group work.

1. Why do we need to listen to each other?
2. Why is it good to work in groups?
3. When do you use addition in your everyday life? Which group can come up with the most ideas?
4. Why are trees so important for our environment?

Other examples of group work:

Group work is not only useful for discussion - you can use group work to complete many other activities. For example, in a group write a song to help you remember the solar system. In a group create a play to show how to deal with bullying. In a group, solve this math problem. In a group, hold a debate about the best way to look after the environment.

You have 30 minutes to practice, and then one person will need to demonstrate this strategy to the group.

Good Luck!

Handout 3B - Teaching Strategies Table

Teaching Strategy	How will you use this in your teaching?
Concept Maps	
Demonstrations	
Storytelling	
Role-play	
Games	
Group Discussion	

Handout 3C - Questioning Ladder

Your Own Questions...



Level 3 Judge/Create

What is **your opinion** about?
What **do you think** will happen next?
Can you **create your own** ending to the story?

Level 2 ‘Why?’

Why does water evaporate in the heat?
Why did the boy run away?
Explain how you know that that is the answer?

Level 1 ‘What?’

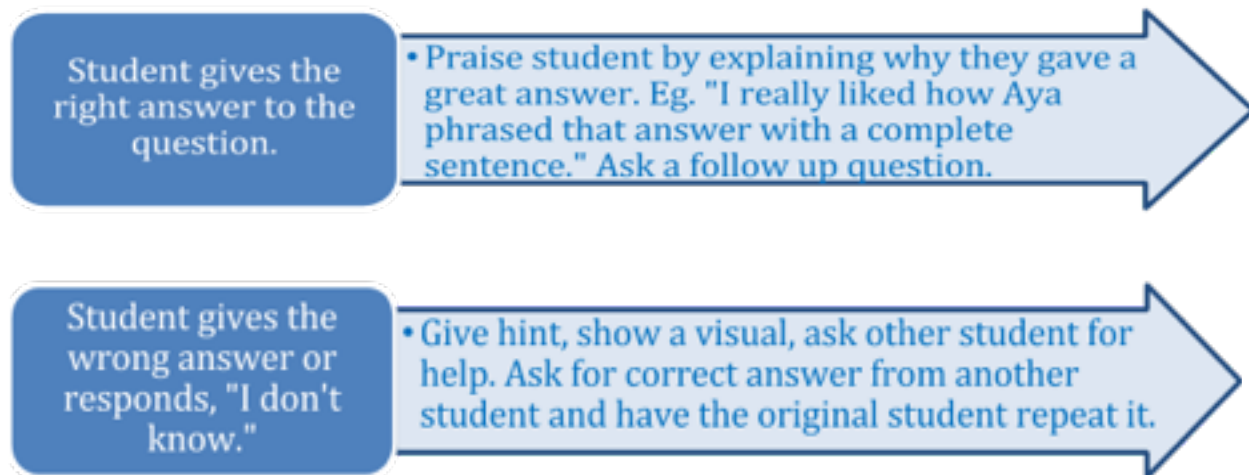
Can you **name** the planets?
Can you **describe** the story?
Can you **list** all the prime numbers?

Handout 3D - Handling Student Responses

- Include all students
- Be positive
- Be constructive

Handling Student Responses:

Follow Up Questions:



1. How and Why: Ask the students to explain how they arrived at the answer.
2. Give an Example: Ask the students to offer an example.
3. Another Way: Ask the students to solve the same problem using a different set of skills.
4. Ask for a Better Word: Encourage students to use a different word to practice vocabulary.

Practice:

1. Teacher: If you divide 13 apples equally into two groups, how many apples are left over at the end?

Student: You will have 5 apples in each group.

Correct Answer: 2 groups of 6 apples, 1 left over apple.

2. Teacher: What is the area of a rectangle that is 5 meters long and 3 meters wide?

Student: The area is 15.

Correct Answer: The area is 15 square meters long.

3. Teacher: What are some differences between a dolphin and a shark?

Student: A dolphin is a mammal and a shark is a fish.

Correct Answer: A dolphin is a mammal and a shark is a fish. Dolphins need air to breath. Sharks can breath through their gills underwater.

Handout 3E – Inclusion Scenarios

Instructions: Fill in the charts below with potential obstacles and solutions for each student.

1. A 10-year old girl completes her morning chores for her family. She walks one kilometer to school alone after a small breakfast. When she gets to school she is tired and a bit hungry. She is shy and quiet with a few friends spread around the room. The class is mainly boys and her teacher is male. The class also includes some boys that are older than the typical age for this standard.

Potential Obstacles	Potential Solutions

2. A 6-year old boy struggles to walk. He has two crutches and he has challenges moving over long distances. In the class students make fun of him and he often sits in the back of room and does not like to participate. He does not have any friends in the class.

Potential Obstacles	Potential Solutions

3. An 8-year old boy just arrived in the camp a few weeks ago. He does not speak the language of instruction well. He knows a few words but cannot recognize letters or written words in the language of instruction. The teacher does not speak the student's mother tongue, however there are some students that do.

Potential Obstacles	Potential Solutions

4. A 7-year old boy struggles to see and his hearing is poor. His sisters help walk him to and from school everyday. He can read if the words on the page are in large font, but struggles to see the board at the front of the room. Students generally treat him well but do not often include him in conversation or activities.

Potential Obstacles	Potential Solutions

5. A 15-year old boy joined the school 6 months ago. He was recruited to fight in his home country's civil war at the age of 11. He lost both of his parents in the fighting and came to the camp alone. He is 15, but his schooling was put on hold due to the fighting and he is in standard two. The student does not seem interested in learning and argues when you try to make him participate. He does not finish his work most days because he gets frustrated when he doesn't know what to do.

Potential Obstacles	Potential Solutions

Handout 3F - Differentiation Methods




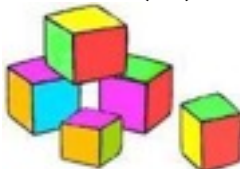
METHOD 1: SUPPORT AND CHALLENGE

Importance: *When teachers make an effort to teach to each of the ability levels in the class, students are more likely to stay engaged and master new materials and skills. High ability students need a challenge so that they do not get bored and become disengaged. Lower ability students need extra support so they don't fall behind and become discouraged.*

Ability Level	Adaptations
High	<ul style="list-style-type: none">● Provide students with extension or challenge activities.● Use students as peer mentors.● Mini lessons by interest.
Medium	<ul style="list-style-type: none">● Provide students with an extension activity if they finish early.
Low	<ul style="list-style-type: none">● Provide several examples.● Provide step-by-step instructions.● Vocabulary support in student's first language.● Use student as a mentor.● Mini lessons to catch students up with their peers.

METHOD 2: LEARNING STYLE

Importance: When teachers make an effort to teach to each of the learning styles students are more likely to stay actively engaged and master new materials and skills. You can try and include a range of activities in the lesson so that all students are engaged OR you can set different students different types of work.

Types of Learners	Presentation Style	Activities
Visual (See) 	Visuals, wall displays, poster, diagrams	Flash cards, graphic organizers, cycles, flow charts, mind maps, story boards (oversized comic strip), student illustrations, organize with colors
Auditory (Hear) 	Audio tapes, videos, story telling, music, rhyming	Group work, debates, interviews, presentations
Kinaesthetic (Movement) 	Physical representations, hand motions	Competitions, board games, role-plays, intersperse activities that require students to sit quietly with activities that allow students to move around and be active
Tactile (Do) 	Guided notes, graphic organizers, manipulatives	Note taking, manipulatives, practice, writing assignments

METHOD 3: GROUPING

METHODS	DESCRIPTION	REMEMBER
By ability	The teacher organises the groups by ability. Students of high ability work together, of low ability work together, etc. With this method you can give the groups appropriate work for their ability, and they can challenge and support each other.	Students may be upset if they are always in the low group- it can damage their self esteem. Use different group strategies so that students don't realize how they have been grouped. Make sure that students can change group if they make progress.
Mixed ability	The teacher mixes up groups by ability. This way more able students can help less able students. This can be motivating for all students. The teacher can plan the groups (putting together students they believe will work well together) or put groups together at random (to promote diversity, tolerance and inclusion).	In this example all students will complete the same work. You will need to set clear expectations that all students work hard and contribute. Be careful that your groups encourage participation and do not increase any tensions.
Large class sizes - divide the class	Sometimes, with large, diverse classes, the teacher will divide the class into 2 or 3 groups based on ability. They will then teach the groups separately. For example one group may be studying complex sentences, while another is working on the parts of a sentence.	This is very effective with large, diverse classes but the teacher must have excellent class control and organization. While teaching one group, the other students must have some work to be completing until it is their turn.

5 Strategies for Effective Group Work

Routine	Have clear routines regarding how students get into groups and how you get students' attention during and at the end of the activity.
Expectations	Set clear expectations about how students should behave during group work.
Instructions	Give clear instructions at the start of the activity and make sure students have understood the instructions.
Support	Move around the room to make sure students are working hard, and give support and encouragement as needed.
Output	Make sure there is concrete output from the group work. For example, ask students to present their ideas to the class, or to hand in a piece of work.

METHOD 4: QUESTIONS

One way to differentiate is through questioning. You can ask students the appropriate questions for their level. You can challenge your high ability students with more difficult questions. You can support your lower ability students by building up to the difficult questions step-by-step. You can also build students' confidence by asking them questions they will succeed with.



Level 3 Judge/Create

What is **your opinion** about?
What **do you think** will happen next?
Can you **create your own** ending to the story?

Level 2 ‘Why?’

Why does water evaporate in the heat?
Why did the boy run away?
Explain how you know that that is the answer?

Level 1 ‘What?’

Can you **name** the planets?
Can you **describe** the story?
Can you **list** all the prime numbers?

Handout 3G - Concluding Reflection

Take some time to reflect on the sessions you participated in today. What is the most important idea/concept you learned in each lesson? How will you use this skill/knowledge for your future teaching? Please include 1-2 remaining questions in the last box. Use any of the material you have received during the training.

Session	Comments and Reflections
Active and Engaging Instruction	
Questioning Strategies	
Inclusion and Differentiation	
Remaining Questions or Concerns	

Day 4 - Curriculum and Planning

Handout 4A - Lesson Objectives

Handout 4B - Assessment in the Classroom

Handout 4C - Continuous Assessment Strategies

Handout 4D - Lesson Plan Guidance

Handout 4E - Analyze a Lesson Plan

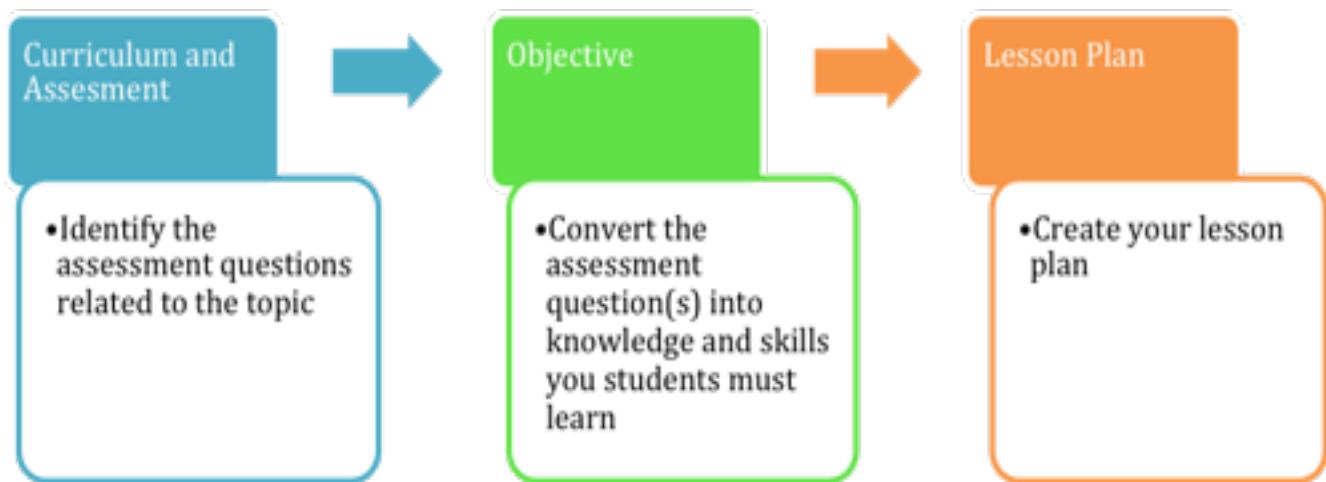
Handout 4F - Lesson Plan Template (Blank)

Handout 4G - Lesson Plan Ideas

Handout 4H - Concluding Reflection

Handout 4A – Lesson Objectives

1. **Begin with the end in mind:** Use your curriculum or assessment to determine exactly what the student will need to know by the end of the lesson.



2. Writing objectives:

Students will be able to + Skill (Verb) + Knowledge = OBJECTIVE

Examples of Verbs: *Add more verbs to this list as you think of them.*

Analyze Count Calculate Compare Contract Categorize Characterize Debate Define Defend Describe Demonstrate Experiment Explain Illustrate Make Measure Order Practice Perform Predict Summarize Spell Write	
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Handout 4B - Assessment in the Classroom

As the facilitator reads the story take a few minutes to underline any examples of assessment in the story. After you are done, share your thoughts with the person next to you - explain why these are examples of assessment.

Effective Continuous Assessment [1]

A language teacher begins her lesson by asking her students to reflect on their last lesson by listing the key features of a story. As they make their lists, she moves around the room to identify if any students are struggling. She then calls on the students to name one thing from their list until they cover all of the parts. The teacher then reads a story to the students. She asks students to explain the main idea and supporting details to the person sitting next to them and then asks one or two students to explain these ideas to the class to make sure to check for understanding. The teacher instructs her students to read the story again and to answer the questions on the board individually. After that, the teacher divides the class into small groups - they each need to present what they see as the main idea of the story on poster paper. One student from each group presents his/her group's answers.

As students were discussing the answers in small groups, the teacher walked around and observed students in their groups. She was able to identify several groups of students who were having difficulty understanding the concepts in the story. As the lesson was nearing the end, she asked the students to look at the various groups' answers about the main idea, to select the one that they thought was the best answer, and to write down why they made the choice they did. She had students answer using an Exit Ticket – pieces of paper on which students wrote their individual answers and then handed to her as they left the classroom. This approach provided her with a quick way to review students' thinking at the individual level, thus providing information that she could use to shape the next day's lesson.

This lesson helped prepare students for their upcoming national exam where they will have to identify the main idea in a story.

[1] Wylie, E.C. (2008). Formative assessment: Examples of practice. Washington, D.C.: Council of Chief State School Officers

Handout 4C - Continuous Assessment Strategies

There are numerous ways to continually assess your students. Ongoing assessment should become routine in your classroom to understand what students understand and how to guide your practice. It is important to use multiple forms.

Non-verbal/ Non-written Cues	STRATEGY
	1. Thumbs Up/Thumbs Down
	<i>Students will give a thumbs up for yes or a thumbs down for no. Students can also give a thumbs up for being ready to move on or a thumbs down for not being ready. The only drawback is some students who may not be good judges of readiness.</i>
	2. Fist to Five
	<i>Students indicate their confidence level with material being presented by displaying a number from zero (fist) to five. The teacher can re-teach students who are at a 1 or 2, and those at a 4 or a 5 can receive a more challenging problem to complete.</i>
	3. Show Me, Don't Tell Me
	<i>The teacher demonstrates and explains a gesture to represent a concept, idea or definition. The teacher then checks for understanding by telling the students to "show me, don't tell me". This works well if you've taught signals for different vocabulary words. Students can "show" the answer in unison as you read a definition aloud.</i>
	4. Take a Stand
	<i>The teacher presents an issue and designates opposite sides of the room as opposing viewpoints. Students choose where to stand on the continuum based on their personal beliefs. This works well with controversial issues or before/after a debate.</i>
	5. Four Corners
	<i>Teacher labels the four corners of the room A, B, C, and D for multiple choice questions or strongly agree, agree, strongly disagree, or disagree for opinion-based questions. When given a cue, students move to the appropriate corner to answer the question.</i>
Additional Notes:	
Partner/Group Work	6. Tell Your Partner/Check Your Partner
	<i>Teachers have students tell their partner the answer or explain the new material. In order for this to be effective, partners should be assigned numbers or letters to take turns.</i>

	7. Think-Pair-Share	
	<i>Ask students a question. Have students think of their answers individually for several minutes, then discuss their answers with a partner. After several minutes ask partners to share what they talked about. Useful for difficult questions.</i>	
	8. Small Group Discussion	
	<i>Pose discussion questions to small groups of 4-6 students and allow them time for discussion. Walk around the room and monitor the students' discussions to check for understanding. Once students have finished you can ask one student from each group to explain to the class what they talked about in their group.</i>	
	9. Whiparound	
	<i>Whiparounds can be used to provide examples, give "I agree" or "I disagree" statements, or list key points. Time these in order to minimize off task behavior.</i>	
	<i>Additional Notes:</i>	
	Written	10. Got/Need
		<i>Students create a mini t-chart where they will list what they "got" and what they still "need." This is a great tool for longer lessons.</i>
		11. Summaries
		<i>Students write short summaries of what they have learned. Use a strategy like the 5 W's or Beginning, Middle, End to aid students. Or set a summary challenge, such as 'Answer the question in exactly 20 words'.</i>
		12. Misconception – Prove Me Wrong!
		<i>Teachers give students a misconception regarding material in the lesson. This could be an incorrect key point, a math problem worked incorrectly, or any misconception that could occur within the material. Students have to disprove the misconception using their understanding of the lesson.</i>
		13. Poems/Songs/Stories/Drawings
		<i>Students write poems/songs/stories or make a drawing about a topic or issue they are studying in class. This is a way to let them be creative while checking for understanding. It also appeals to different learning styles.</i>
		14. Exit Tickets
		<i>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.</i>

	15. Quick-Write
	<i>This can be a great way to start or conclude class. Give students a prompt that addresses the content you have been teaching, and give them 5-10 minutes to write down all of their ideas.</i>
	16. Quick List Competition
	<i>Give a topic and a limited amount of time, then have students create a single column or double (T-chart) column list. The group with the most number of items or most unique item may get a prize such as extra points on an assignment.</i>
<i>Additional Notes:</i>	
Verbal	17. Presentation
	<i>Giving students the opportunity to present or give speeches to their classmates is a good way to check for students' understanding as well as let the students teach or reinforce concepts to other students.</i>
	18. Debate
	<i>You can allow groups of students to debate each other by teaching them different sides of an argument or concept and having them use the information they have learned to hold a debate.</i>
	19. Role-play/Skits
	<i>Giving students the chance to act out a scene from a story or create their own skit based on a concept, historical event, or story is a creative and fun way for students to show what they understand and for you to assess their learning.</i>

Handout 4D - Lesson Plan Guidance

Our Lesson Plan Criteria

The key characteristics of a good lesson are...

- 1) 'I do, We do, You do'.
- 2) Active and Engaging Instruction
- 3) Questions
- 4) Inclusion/Differentiation
- 5) Assessment

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-bound 		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 4E - Analyze a Lesson Plan

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. 	
Lesson Phase	Teacher Actions	Student Actions	Time
Introduction – Engages students and connects to prior learning	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.	30 Mins
Body – Includes the main learning points of the lesson, questions	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.	5 Mins
Conclusion – Assesses student learning and ties the lesson together	1) Tell students that next lesson we will learn about different types of adjectives.	1) Students listen.	5 Minutes

Handout 4F - 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 4G – Lesson Plan Ideas

These are some example activities to help you plan lessons. You have covered many more in your training. Remember to 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 KWL 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.

Drawings Asking 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.	Small Group Discussion 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.	Role-play/Skits 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.	Write Stories/Poems/Songs 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.
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Visual Demonstrations 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.	Thought Maps 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	Questions 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	Presentations/ Speeches/Debates 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.
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Conclusion - introduce the new material and give students time to practice.

Exit Ticket 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.	Summarizing 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 (e.g. 20 word summaries).	Quick-Write/ Quick-Draw Ask students to write down everything that they have learned about in the lesson, or to answer a question about their learning. Students can also draw two or three concepts presented in the lesson. Pictures can include words and numbers.	3,2,1 Students write 3 things they learned, 2 things they have a question about, and 1 thing they want the teacher to know.
Gallery Walk 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.	I care because... Students explain the relevance of a concept to their life or how they might use a new skill.	Journal Entry Each day students write about 2 things they learned in their own notebooks.	Quiz 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.

Handout 4H - Concluding Reflection

Take some time to reflect on the sessions you participated in today. What is the most important idea/concept you learned in each lesson? How will you use this skill/knowledge for your future teaching? Please include 1-2 remaining questions in the last box. Use any of the material you have received during the training.

Session	Comments and Reflections
SMART Objectives	
Assessment	
Lesson Planning	
Remaining Questions or Concerns	



For more information on TiCC:
Website: www.inee.org/collections/teachers
Email: teachers@inee.org