Training Workshop on Child-centred Learning

Participant's Handbook

This handbook belongs to:

Training Workshop on
Child-centred Teaching and Learning
Participant's Handbook

Contents

Learning outcomes of the workshop

Learning outcomes of the workshop on child-centred learning

By the end of this workshop, the following statements should be true for you:

Overall outcome of the 5-day workshop

- I have the required knowledge, skills and understanding to begin implementing an effective child-centred approach to teaching and learning in my classrooms.

Specific learning outcomes

- I understand what a child-centred approach to learning is, and why it is effective;
- I know a wide range of strategies and ideas that will help me to implement child-centred learning in my classrooms;
- I know what an effective child-centred lesson looks like, and how this contrasts with ineffective non-child-centred lessons;
- I know how to use and adapt my textbooks to support a child-centred approach to learning;
- I can design and make a range of effective, low cost classroom materials and teaching aids to support child-centred teaching/learning;
- I understand why stimulating classrooms are important, and am ready to begin making my own classroom more stimulating;
- I can prepare, teach and evaluate lessons effectively within a child-centred approach to learning;
- I feel ready to begin learning in my own classroom, and to share with, and support colleagues as I learn;
- I am ready to deal with the challenges that I face as I change my own teaching towards a child-centred approach to learning.

Session 2, Resource 1: How do children learn?

What are the differences between studying in the classroom and learning outside the classroom?

Learning outside the classroom (natural learning)	Things that often happen in both	Studying in traditional classrooms (formal learning)

Session 2, Resource 2: Bingo

Learners work in small groups. Each group receives a card (or they can draw their own) and writes six numbers between 1 and 10 onto their card. The facilitator reads out various addition and/or subtract sums. If the participant has the answer on their card they cross it out. The participant who crosses out all the numbers shouts 'bingo!' and wins. Learners can also do it in their exercise books.

✂ -

✂ -

Session 2, Resource 3: Messenger dictation

Put the following poem extract onto a wall outside the classroom. Learners work in pairs, where one is a secretary and the other is a runner who runs to the poem, memorises 1 or 2 lines, and then runs back to the secretary to dictate for him/her to write down (no shouting). The aim is for the secretary to write down the whole poem extract correctly. The first pair to do this are the winners. This can be done with any text in mother tongue or English, and can be used to make an activity fun even if you only have one copy of the Pupil's Book. You can use poems, very short stories, texts in English from the coursebook, or important texts from social studies or science lessons.

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আমাদের এই বাংলাদেশ

সূর্য ওঠার পূর্বদেশ
বাংলাদেশ।
আমার প্রিয় আপন দেশ
বাংলাদেশ।
আমাদের এই বাংলাদেশ।

কবির দেশ বীরের দেশ
আমার দেশ স্বাধীন দেশ
বাংলাদেশ।
ধানের দেশ গানের দেশ
তেরো শত নদীর দেশ
বাংলাদেশ।

Session 2, Resource 4: Memory cards

Cut out the cards below and glue onto card (or just write the words on cards). Create one set of cards per group of 8-10 learners. Spread the cards out face down on the floor randomly. Learners work in pairs. Each pair turns over two cards. If the past and infinitive are the same verb, they keep the cards. If not, they put the cards back exactly where they found them, so that everybody begins to remember where the different cards are located. The team with the most cards at the end are the winners.

✂

go	went	write	wrote
do	did	see	saw
say	said	make	made
run	ran	have	had

Session 3, Resource 1: The relationship between the learner and the teacher

Think of a simile or a metaphor to describe the relationship between a child as a learner and the teacher. The pictures may give you some ideas.

"A child to a teacher is like..."
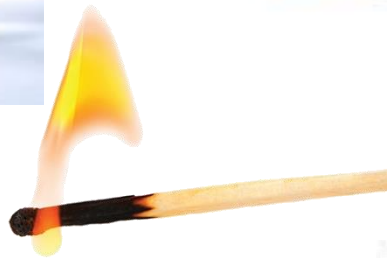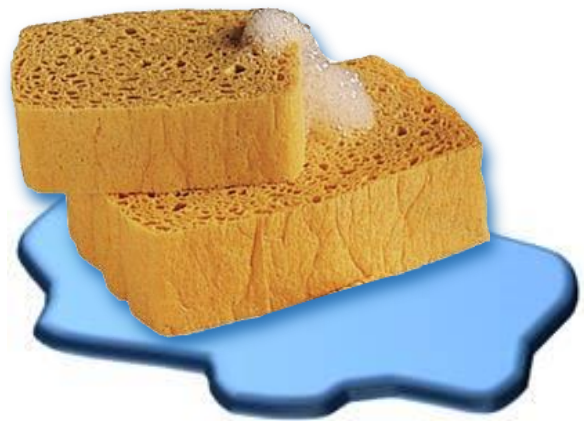
Session 3, Resource 2: A girl walking to school

Session 3, Resource 3: Our definition of child-centred learning

Make notes on your definition of child-centred learning here. You can change them / add to them as the workshop continues:
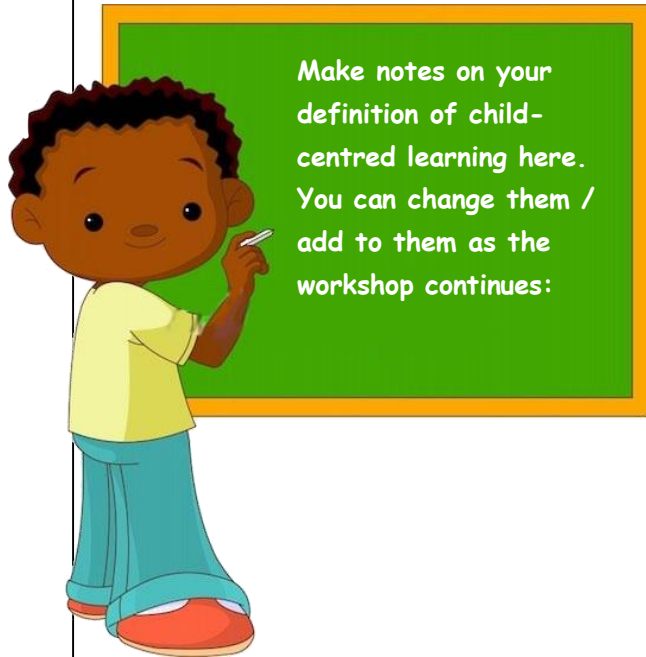
Session 4, Resource 1: Child-centred or not?

Child-centred or not?

Discuss the questions in the centre column. Make notes on the answers for a non-child centred class (on the left) and for a child-centred class (on the right).

Not child-centred ◄———————————————————► **Child-centred**

Not child-centred		Child-centred
The teacher is the source of knowledge, and his / her role is to transmit that knowledge to the learners.	**A) What is the role of the teacher?**	The teacher is a facilitator of learning. She / he helps the learners to learn.
	B) How does the learning relate to the children's world?	
	C) What type of activities do the learners do?	
	D) How do the learners interact with each other?	
	E) How does the teacher respond to differences between learners?	
	F) How does the teacher plan lessons?	
	G) How is learning assessed?	

Session 4, Resource 2: What did you do at school today?

"What did you do at school today?"

Look at the statements below. Describe why they are child-centred. Use the questions on Resource 1 to help you. For example:

"Number 1 is child-centred because it relates to the child's world. It also involves pairwork and creativity."

1) "Today in English, we did a speaking activity working in pairs. We had to role-play a conversation in Mr. Hasan's shop. I was the customer first, then the shop-keeper."

2) "Today I gave a presentation on my favourite book to the other students. I got three stars and the teacher gave me some ideas to improve my next presentation."

3) "Today in science we boiled a pan of water on the fire, and then put a mirror above the pan - it steamed up. We learnt that the mirror got wet because the steam was cooling and turning back to water. This is how water gets into the clouds, and when they are full it starts to rain!"

4) "Today in Bangladesh studies we learnt why the Meghna River is important for our village. We need to stop polluting it or all the fish will die and we will have no water to drink."

5) "Today we read about two different types of tree. The teacher asked us to find out what they do to the soil. Then we had to decide which one was better for the farmers in Bangladesh and why. We agreed that the native trees are better. "

6) "Today in maths the teacher asked us which is bigger – the door or the window? I said the door, but then the teacher got us to measure them with our rulers, and then to multiply them together. In fact the window is bigger – 2.4m^2."

7) "Today in our Bengali lesson we played a spelling game in the playground. The teacher put the letters of the alphabet on the ground and we had to run and collect the letters to spell different words. My team did very well. We got 4 stars!"

8) "Today in English we learnt the names of different animals. We said the names and wrote them down. Then the teacher asked us to choose an animal to draw – I drew a bird, and then we sang a song. I liked the drawing best, but Jamila preferred the song!"

Session 4, Resource 3: Planning for child-centred learning

Planning for child-centred learning

Choose a lesson or unit from one of your textbooks. Look at the suggested activities. Discuss the following questions and make notes. If you answer 'Yes' to the question, make notes on how it does this. If you answer 'No', make notes on how the lesson can be changed / improved:

1) Does the learning relate to the children's world?

2) Is there a good variety of activity types? (e.g. experimenting, exploring, creating, analysing, evaluating)

3) Is there a variety of 'interactions'? (e.g. pairwork, groupwork, individual work, question and answer - all are important)

4) Is there an opportunity for the learners to learn something <u>new</u>?

5) Is there an opportunity for enjoyment (e.g. a game or a song)?

6) Are there ways for the teacher to challenge both faster and slower learners appropriately? (This could include supplementary activities for the faster learners, or opportunities for groupwork during which you can help some of the slower learners.)

> **Note:** Not all coursebook activities can be made completely child-centred. However, by considering <u>all</u> the questions above, and making changes where possible, it is usually possible to make most coursebook activities <u>more</u> child-centred. It is partly about what you do (the lesson content), and partly about how you do it (what the learners do in class).

Session 4, Resource 4: Important differences

Important differences

The table has been completed with some of the most important differences. There are many other differences you might have that are also correct.

Not child-centred		Child-centred learning
The teacher is the source of knowledge, and his / her role is to transmit that knowledge to the learners.	**A) What is the role of the teacher?**	The teacher is a facilitator of learning. She / he helps the learners to learn.
The teacher sees the learners as 'empty cups' to fill up with knowledge. The teacher forgets to relate this knowledge to the children's world.	**B) How does the learning relate to the children's world?**	The learning builds on what the children already know. The teacher brings real things to class (e.g. a flower) and uses examples from the local environment (e.g. a shop that they all know).
Learners listen, repeat and memorise facts. They answer the teacher's questions and never ask questions themselves.	**C) What type of activities do the learners do?**	The learners experiment, explore, create, evaluate and analyse. Activities are social and practical. They learn through play and song and ask questions.
Each learner interacts only with the teacher. Any exercises or activities are done individually. If they interact together, they are punished.	**D) How do the learners interact with each other?**	They often work together, doing activities in pairs and small groups, sharing ideas and discussing answers. There is also time for individual work.
The teacher focuses on the faster learners. The teacher doesn't give learners any choices, and teaches everybody the same way – i.e. there are no differences.	**E) How does the teacher respond to differences between learners?**	The teacher includes a variety of activity types in the lesson. She/he also gives learners choice. She/he helps each learner differently, appropriate to their needs.
Teacher does not adapt the curriculum or the textbook. It is transmitted to the learners, without making allowances for learners' individual learning speed.	**F) How does the teacher plan lessons?**	The teacher adapts the curriculum and the textbook to the needs and learning speed of the children. The teacher thinks of examples from the learners' world and the local environment to make learning easier.
Using written tests that focus mainly on factual knowledge. Learners are given grades, but not suggestions for improvement. The teacher does not change what he/she does based on the results of the tests.	**G) How is learning assessed?**	Assessment includes continuous assessment, quizzes and project work. The teacher checks what the learners have learnt at the end of every lesson and adapts her future plans if necessary. Feedback (e.g. suggestions) is more important than grades.

Session 5, Resource 1: Teaching resources in Bangladesh

Teaching resources
in Bangladesh

Complete the columns of the table. Start with the words in the box, and then think of more. Remember to be creative!

blackboard	chalk	textbooks	posters	desks

Teaching resources that we all have access to	Teaching resources that most of us have access to	Teaching resources that some of us have access to	Teaching resources that none of us have access to

Session 5, Resource 2: More ideas for making resources

Session 6, Resource 1: How to make a pocketboard

Type of cloth
Any inexpensive fabric could be used; preferably cotton, durable/washable. It could be white or off white in colour.

Measurements of the cloth
The cloth for making a pocketboard measures 1.5m in width and 3.5m in length. See the illustration below.
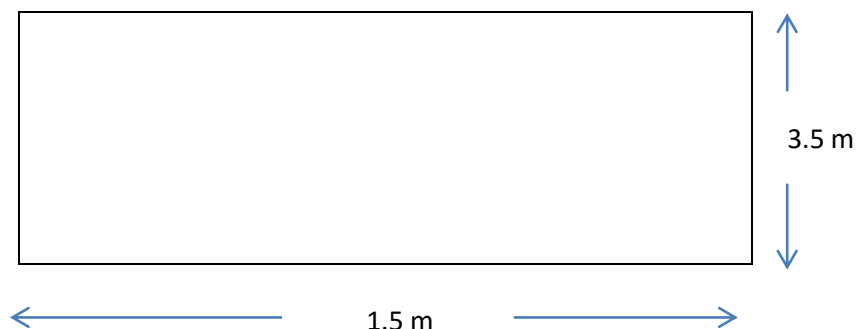
Other Specifications and uses of a pocketboard
- ❖ Can accommodate 'pocket cards' measuring 10 cm width by 14 cm long
- ❖ Stitch the pockets in such a way that it is easy to insert and remove the cards
- ❖ It can be used to teach many subject concepts
- ❖ Uses flash cards with words or pictures on them
- ❖ Can have over 200 pockets

Simple guidelines on how to make a pocketboard
- ❖ Measure 20cm from the top and mark with a straight line
- ❖ Mark horizontal lines measuring 8cm and 12cm respectively. Use illustration below as a guide:
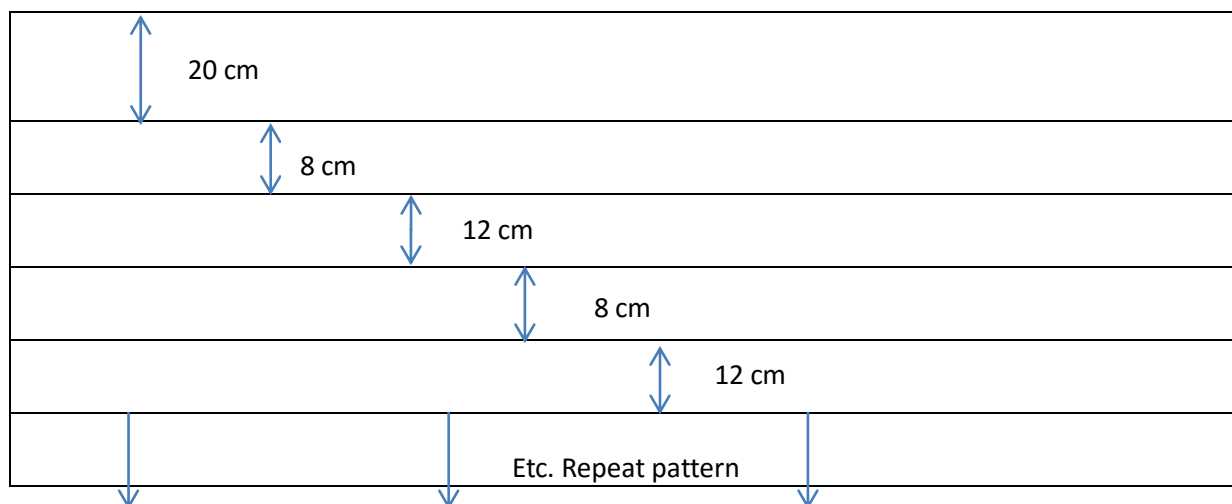
- ❖ When all the 8cm and 12cm lines are completed …
- ❖ Fold the 12cm strips in half to make 6cm deep pockets. The total length between pocket folds will be (8+6=) 14cm as shown below:
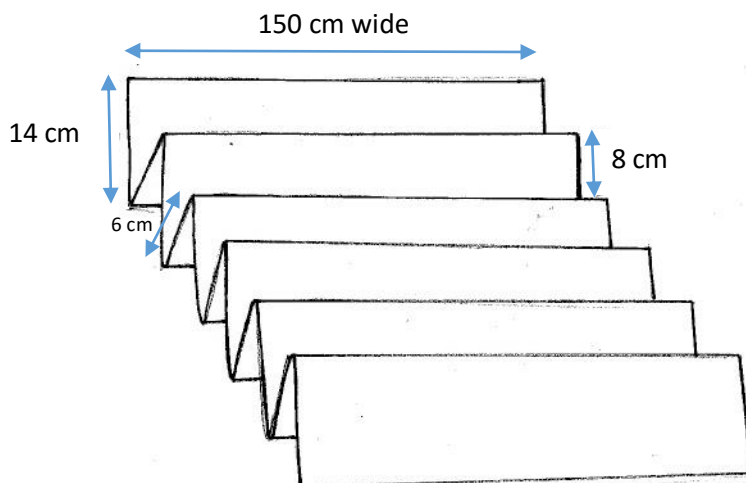
❖ When the horizontal folds are completed, measure vertical lines. First measure 5cm from the side followed by 12cm measurements. See below:

5 cm	12 cm	12 cm	12 cm	12 cm, etc.

❖ Now stitch vertical lines to separate the pockets.
❖ At the top or bottom, you attach strings which you can use to hang the pocketboard in your class when teaching.
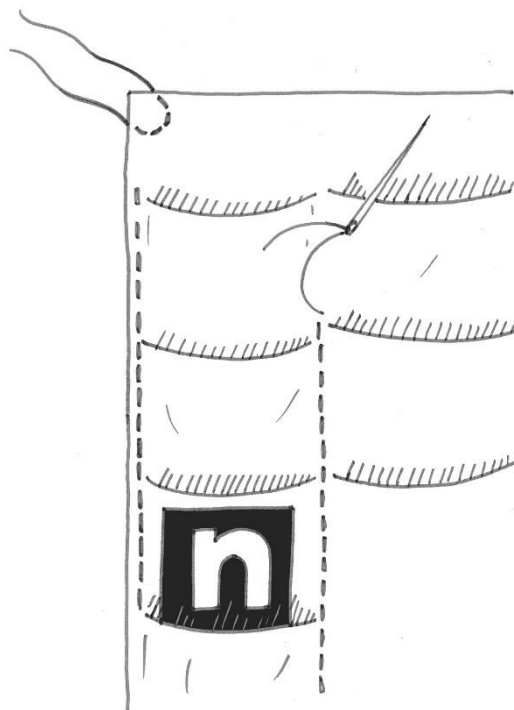
If you can't afford the fabric, here's an idea:

Pocketboards can also be made from old rice sacks with rows of fabric stitched horizontally across the sack.

Session 6, Resource 2: Making and using pocketboards

Teacher trainers making a pocketboard in Bangladesh

A pocketboard being used by a teacher in Rwanda

Session 7, Resource 1: A test

TEST

- This is a test.
- No talking.
- Use pen only.
- Write T (true) or F (false) in the box on the right.
- You have 3 minutes.

Statement	T or F?
1. Assessment is not useful to learners unless they receive feedback, such as suggestions for improvement or an explanation to help them understand their mistake.	
2. For assessment to be useful, learners must always receive marks.	
3. Learners can assess their own work or their partner's work.	
4. It is possible to assess simply by watching or listening to what the learners are doing.	
5. At the end of every lesson you should assess every learners' achievement of your learning outcomes.	

Session 7, Resource 2: Assessment in the child-centred lesson

Assessment in the child-centred lesson

What can you remember about the child-centred lesson you experienced on day 1 of this workshop. Using the lesson structure below to help you, answer the following questions. Note the stages but also discuss how the teacher did these things:

1. When and how did the teacher make the learning outcomes clear at the start of the lesson?
2. When and how did the teacher assess your speaking skills during the lesson?
3. When and how did the teacher assess your handwriting skills during the lesson?
4. When and how did you assess your own and your partner's work?
5. When and how did the teacher assess achievement of learning outcomes at the end of the lesson?
6. When and how did you receive feedback on your work?
7. Did you receive any grade for your work? Do you feel you needed one?

Lesson Structure

Stage	Activities
1	Introduce lesson and present success criteria as 'I can' statements: I can name 8 parts of my body in English, I can sing a beautiful song, etc.
2	Sing song: 'Heads, shoulders, knees and toes' twice, showing the parts of the body clearly. 1st time learners just listen, 2nd time, learners join in.
3	Show 4 part of the body and say the words. Get learners to copy and say the words.
4	Learners practise in pairs. E.g. 'Touch your knees.' Monitor carefully to check they have all understood the words and are practising the spoken language.
5	Sing song again, focusing on 'eyes, ears, mouth, nose'. Learners copy and repeat.
6	Teach: 'Touch my ears, eyes,' etc. Get 1 learner to 'touch my nose', etc.
7	Learners practise in pairs. E.g. 'Touch my nose, ears, etc.' Monitor carefully to check they have all understood the words and are practising the spoken language.
8	Show flashcards on the pocketboard to teach features of the face.
9	Take different cards, say the word and get learners to match with the pictures.
10	Check the learners can identify the words without seeing the pictures. Watch carefully to check that all the learners are participating.
11	Show 2 example self-portraits from another class. Ask learners if they would like to draw self-portraits?
12	Distribute paper and pencils, and let them begin. Monitor carefully to check that they are writing the words correctly. Provide help if needed.
13	Learners show their picture to their partner and explain what they drew. Encourage them to comment on their partner's picture.
14	Praise all learners and ask if I can collect in pictures. Ask if they'd like me to add some advice or suggestions.
15	Check learners have all achieved learning outcomes – ask questions to individual learners: 'What is this?' 'What did we learn?' etc.
16	Tomorrow, give the pictures back to the learners with advice.

Session 8, Resource 1: Help!

Help!

A) Groupwork doesn't work because there are too many learners and not enough room

In our school, we can't monitor groupwork effectively. If students don't sit in rows, the room is cramped and it's difficult to move around the classroom. Also, when we ask them to discuss something, the noise becomes too loud.

B) There is too much absenteeism

Although some of our pupils attend all the lessons, many of them don't. This means that learners who miss lessons don't understand future lessons. These students often sit together in class, don't understand the new lesson, and sometimes become bored or badly behaved.

C) We have to teach several classes and this means that we don't have enough preparation time

We have a shortage of teachers in our school, so we are teaching many more classes than we should. We have no time for preparation of resources, and no time to experiment with new methodology.

D) We don't always understand some of the lessons

In our school, we sometimes find it difficult to understand the lessons we have to teach, especially in the highest grades. How can we teach the learners something we don't understand ourselves?

E) We find it difficult to assess individual learners when doing groupwork

We used to do a lot of individual work. We could see how well each learner was doing, and we were able to evaluate learning much better. Now it's difficult because we don't know who is getting the answer right in the group, and who is getting it wrong.

Session 8, Resource 2: Individual work, pairwork or groupwork?

Individual work, pairwork or groupwork?

Your trainers will give you examples to add.

Collaborative learning is only effective if you have a reason for doing it. There should also be a variety of individual work, pairwork and groupwork in each lesson. Here are some guidelines:

Interaction Pattern	Examples
1) Individual Work Use individual work in the following situations: • whenever <u>each</u> learner needs to practise a skill; • whenever you want them to write or draw something that is personal to each learner; • whenever each learner needs to think before communicating.	
2) Pairwork Use pairwork or 'threes' in the following situations: • whenever an exercise may be a little too difficult for some learners to do individually; • whenever you want each learner to practise speaking skills; • after individual work, they will benefit from checking in pairs before correction / feedback.	
3) Groupwork Use groupwork in the following situations: • whenever learners are trying out a new skill for the first time such as a mathematical operation; • whenever they need to discuss something, especially if critical thinking is required; • whenever learners are working on a task towards a common goal; • whenever learners need to get information from each other. Avoid groups of over 5 learners. If you have 6 or more in a group, the strongest learners may dominate the activity.	

Think, pair, share: From small to large groups
Think, pair, share can be used when you want the learners to think critically about something. First they think about their own answer, then they tell their partner, then they share either with their group or the class.

Triangular learning: From large to small groups
In mathematics, after doing a new operation as a whole class, get them to do two examples in small groups first. Then they can try two more examples in pairs, and then they can do the operation individually. This allows for 'differentiation' – stronger learners are challenged first, and weaker learners can learn from them before trying it out themselves.

Groupwork in a Bangladeshi classroom

Session 8, Resource 3: Advice for problem scenarios

Advice for problem scenarios

A) Groupwork doesn't work because there are too many learners and not enough room

Without moving, learners can work in pairs or groups of 3. These are the most effective types of groupwork. If you want learners to work together in larger groups on longer activities or project work, remember that there are sometimes areas outside the classroom where learners can sit together in small groups. As for noise, this may be a good thing – noise means communication, and if the learners are doing the activity correctly, communication means learning. If this is disrupting other classes, notice which learners raise their voices first, and individually tell such learners to speak more quietly. Noise levels increase because learners want to make themselves heard over the noise, so by controlling these individuals you will control the overall noise level more effectively than telling the whole class.

Additional notes from our solutions:

B) There is too much absenteeism

All children want to learn, but obligations at home (e.g. chores) and difficulties at school increase absenteeism. The first suggestion is to make lessons more enjoyable and more accessible by using a more child-centred methodology, but it will take time to have an effect. The second suggestion is - remember that each absent learner has an individual problem, and they need individual solutions. Talk to the low-attenders individually during breaks or after school and offer individual advice - don't tell them off, show them you care and understand. When such learners come to class, welcome them.

Often, to understand a new lesson, learners need to remember and apply what they have learnt in previous lessons. As a general rule, such lessons should always start with a review activity, in which learners remember the previous learning. A simple, effective way of doing this is to put them in groups of 3 to 4, write some review questions on the board and get them to discuss these questions for 5 to 10 minutes. Make sure any students who have been absent sit with learners who have been present (ideally ones they can trust). This will help everybody to understand the new lesson.

Additional notes from our solutions:

C) We have to teach several classes and this means that we don't have enough preparation time

Creating resources takes time and energy, but don't forget you can get the learners and the local community to help with this. For example, you can organise an '*activity week*' during the school holidays. During activity week, the whole community work together to paint the classrooms, make pocketboards and posters for the classrooms, and also create low-cost/no cost resources from household rubbish and waste collected from local businesses. Many hands make light work.

Regarding time for experimentation, this is an important concern. Remember that you don't have to change everything in your teaching at once. Start with the ideas that you like most, and try 1 or 2 a week. Try them first with a favourite class, and afterwards ask them what they thought of the activity.

Additional notes from our solutions:

D) We don't always understand some of the lessons

Identify and make a list of what you don't understand (e.g. calculus, algebra, long division, etc.) and take this list to your headteacher. If she/he cannot explain it to you, s/he will recognise your problem and the need for training. A simple solution for local training on subject knowledge is to use your nearest secondary school, where there will be teachers who can explain. Perhaps you can arrange an evening or Saturday class once or twice a month, where several teachers from local primary schools learn together in subject specific groups (e.g. maths, English, science, etc.). It may be that the school budget can pay for these evening classes, or that the PTA will contribute something.
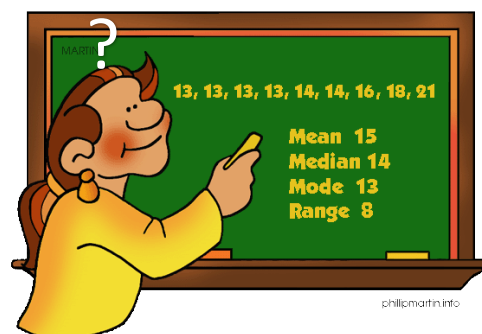
Additional notes from our solutions:

E) We find it difficult to assess individual learners with so much groupwork

Remember firstly that learning is more important than assessment. Also remember that the most important type of assessment (formative assessment) does not require you to assess every learner individually. By checking learning at the end of each lesson, you can decide how much they have understood and what to teach next lesson. You can also monitor groupwork carefully and use mini-boards after an activity to check the general understanding of each group. If you need to give learners individual marks, remember that peer assessment (where learners correct their partner's quiz or test) is fast and effective when questions are simple to mark (e.g. true or false reading questions, or sums in mathematics). It also gives more responsibility to the learners.

Additional notes from our solutions:

Session 9, Resource 1: Photos of stimulating classrooms

What can you see?

Which country is it in?

How are the resources made?

What are the resources for?

Session 9, Resource 2: The stimulating classroom

The stimulating classroom

A stimulating classroom is prepared by a trained teacher with the help of learners, the head teacher and the local community. It includes a pocketboard with word cards, picture cards and number cards. The walls are painted with blackboard paint for learners to write on (see below), above which the upper walls are covered with posters. There are also lots of relevant low/no-cost teaching learning materials displayed in the learning corners for use by the learners.

Pocketboard

The pocketboard is a low-cost, versatile teaching resource, made of cotton fabric with over 100 pockets. It can be used in hundreds of different ways to teach maths, science, social studies and languages at any age. The pocketboard is a central part of child-centred learning in developing countries because it can be used anywhere (in or out of class), is portable, easy to make and promotes teacher-learner interaction in class. It can even be made from paper, cardboard, rice sacks or any sheets of strong material.

Wall chalkboards

Wall chalkboards are a way for all learners in the class to practise literacy, numeracy and drawing skills. Blackboard paint or locally made paint (prepared by mixing charcoal dust, gum and water or paraffin) is painted on the walls of the room from the floor to approximately 1m height. Each child is given 30 cm width of the wall and some chalk to write on whenever writing or drawing practice are needed. It is most useful at grades 1-4. Like individual slates/mini-boards, wall board helps teachers to monitor individual learner's progress and provide help when required.

Posters

The upper walls of a stimulating classroom are covered with bright, colourful posters. Many of the posters are permanent displays and help the learners to remember important information, symbols, concepts or relationships. These include alphabets, number tables, common questions, maps and diagrams, such as the human body or the water cycle. There is always a space where teachers can display the work of the learners, and this work changes regularly so that learners are encouraged to contribute to making their own classrooms stimulating.

A learning corner

In addition to the above, a number of high quality teaching and learning materials are prepared by the trained teachers from low/no-cost materials that are locally available such as sticks, stones, bottle tops, newspapers, boxes, tin cans, flowers, leaves, flash cards, big books and various re-usable models and devices (e.g. an abacus made from bottle tops and / or clay; place value boxes made from old matchboxes) for learning. These teaching/learning materials are kept in the learning corner in the stimulating classrooms for use by the teacher and learners.

Session 9, Resource 3: A stimulating challenge

A stimulating challenge

You will spend the rest of this afternoon making this classroom stimulating. In 20-30 minutes you will begin creating resources for the classroom. But first you must decide on the following:

1. Look at the desk arrangement. How can you make it more suitable for child-centred learning?

2. Look at the walls. What posters do you think should be on display permanently? Where is the best place to put a display board for the learners' work? Will the learners be able to access the wall chalkboards?

3. Look at the front of the classroom. Is the chalkboard in good condition? Where can the pocketboard be hung so that all the learners will be able to see and use it?

4. Where can you create a learning corner? How can the resources be displayed?

5. Consider other things that may make the classroom more conducive to learning: Is there adequate light? Is the classroom ventilated? Does the floor need cleaning?

In order to do this in 20-30 minutes, you may want to split up into smaller groups, with one group in charge of each of the 5 points above. Don't start preparing resources or posters yet - at this stage you're just planning.

Session 10, Resource 1: Ideas for resources

How simple resources make learning fun and interactive?

LEARNING WHEEL: The Learning Wheel is a handy resource made only of card or paper, put together using thread and needle. It can be used in maths (e.g. addition, multiplication), English (e.g. opposites, picture and word matching), and science/social studies (e.g. categories, cause and effect). Children can create them themselves, practising geometry skills, then they can manipulate, learn and have fun all at the same time!

MASKS and PUPPETS: The use of masks (made from card or plastic) and puppets (made from socks or paper bags) enable learners to learn a range of skills, thinking processes and social learning that occur when we bring creativity into the classroom.
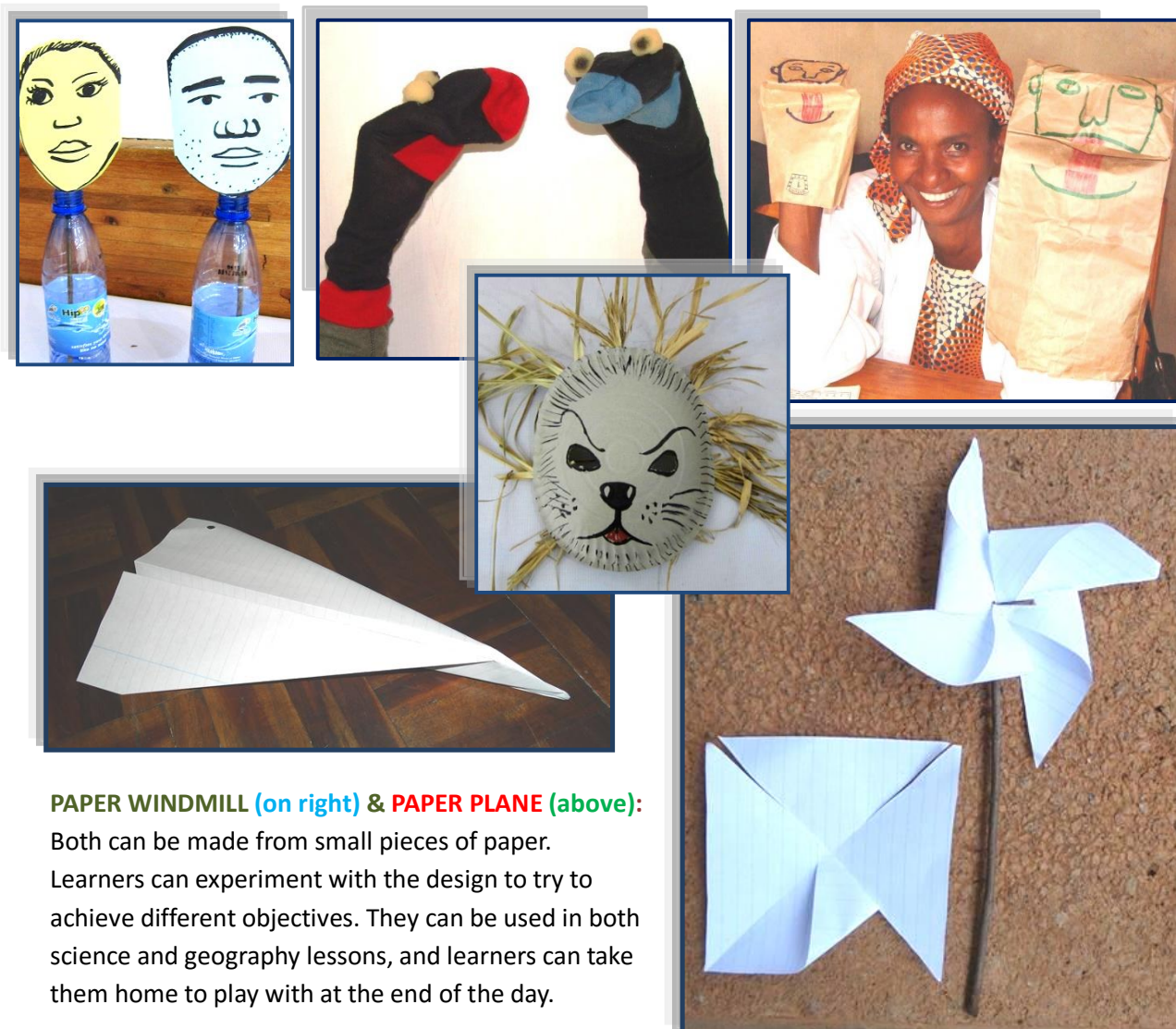
PAPER WINDMILL (on right) & PAPER PLANE (above):
Both can be made from small pieces of paper. Learners can experiment with the design to try to achieve different objectives. They can be used in both science and geography lessons, and learners can take them home to play with at the end of the day.

Session 10, Resource 2: How to make resources for the learning corner

How to make resources for the learning corner

How to Make a Learning Wheel

You need: 2 small circles (5cm diameter) and one large one (10 cm diameter) of card (or thick paper), ideally of different colours and a little thread to attach them together

1. Draw straight lines across the circles to divide them into equal portions (i.e. 4, 6 or 8).
2. Write different information (e.g. numbers, letters, see Ideas below) on the portions. Leave one of the small circles blank. This blank circle is called the indicator wheel.
3. Cut out one of the portions of the indicator wheel, but not all the way to the centre.
4. Stitch or pin all the three circles together (it's best to use a needle and thread) with the indicator wheel on top, the other small circle next and the big circle on the bottom.
5. The 3 circles should rotate separately so that learners can match them up correctly.

   Ideas
   - Write number symbols (e.g. 2) on small wheel and words on big one (e.g. two).
   - Write capital cities on small wheel (e.g. Tokyo) and countries on big one (e.g. Japan).
   - Write animal names on small wheel (e.g. 'dog') and draw pictures on big one.

How to make a windmill

You need: a small square of paper (5cm^2), a sharp thorn (e.g. acacia or palm) and a 10cm stick

1. Fold the paper square from corner to corner to create diagonals.
2. Cut with scissors along all 4 diagonals, leaving approx. 2cm at centre.
3. Bend half of the points (don't fold) into the centre and glue to create a windmill shape.
4. Push the thorn through the centre of the windmill and into the stick. You can push it into the side or the top.
5. Blow onto the windmill. It should spin. Learners can use them to test the wind direction, or stick them in the ground to warn of a storm coming.

How to make a paper plane

You need: a rectangular sheet of paper

1. Fold the sheet in half along the longest side. Fold back two corners to create triangles at the front of the plane (see fig. 1).
2. Then fold both halves down again from the front of the plane (see fig. 2).
3. Finally to create the wings, fold back along the length of the plane (see fig. 3).
4. Press down firmly to ensure all folds are strong.
5. Try flying your plane. You can now adapt the design to try to get it to fly further. Learners can have a competition to see whose plane flies either furthest or stays in the air longest.
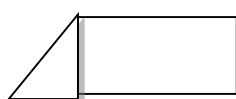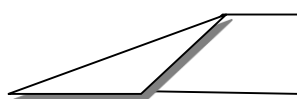
fig. 1   fig 2.   fig 3.

Session 10, Resource 3: One piece of paper

How much learning can we get from a piece of paper?

Look at the images of a lesson where Rwandan learners in their 2nd year of primary school learnt to make paper hats. Notice that the children are practising a range of useful skills, and having fun at the same time!!!
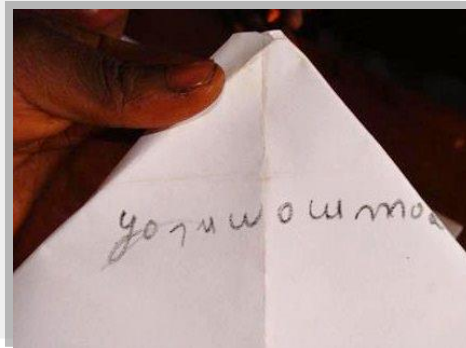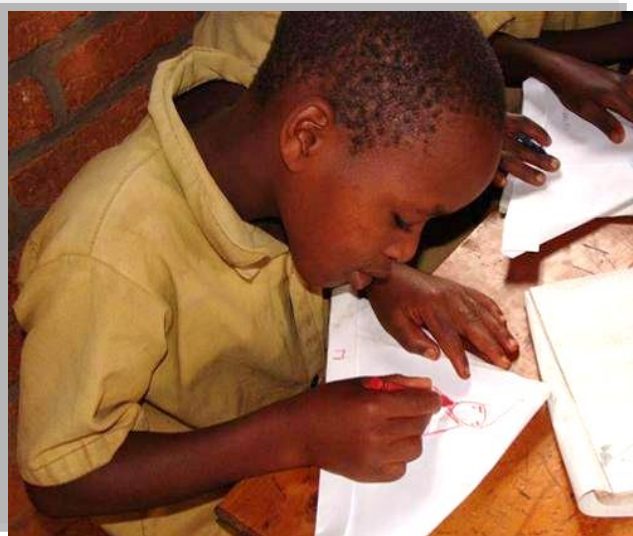
LOW-COST LEARNING MATERIALS

Making teaching-learning materials from low-cost materials was not new to many teachers who apparently learned this in their teacher training institutes. However, they never had considered it useful practice in the real classroom. They did not realize the potential applications until they were introduced to the requirements of child-friendly school models.

Source: Child and Learning-Friendly Environment in Primary Schools: A documentation of the process, UNICEF Ethiopia, 2002.

Session 10, Resource 4: Classroom posters

Creating and using classroom posters

Features of Good Posters

- Posters should include a title, clear labels, a variety of colours and have well-drawn features that are large enough to see from anywhere in the class

- Posters should show creative use of different resources/materials

- Posters should inspire learners' curiosity and motivation to learn

- Good posters remind and provide important information that aids the memory

- Good posters emphasize key contents, engage learners and enhance understanding of the lesson

- Good posters create a stimulating classroom environment

- Good posters are re-used often (e.g. revision, multiple subjects, a variety of lessons)

Children can be involved in creating classroom posters, even at very young ages. Learners like to see their own work displayed and class-made posters help learners develop a sense of belonging to the classroom. After creating the posters children can give presentations using them. Teachers can use them to present new concepts, display them on the wall to remind and provide information (this helps to consolidate information in our minds for the future) and inspire and influence learners' attitudes and behaviour.

The Benefits of Creating Classroom Posters with Learners

Advantages

- Learners have created them so they should understand them;

- Learners benefit from practising fine motor and perceptual skills (drawing, colouring, organizing a pictorial space);

- Learners benefit from practising social skills (choosing and sharing roles and responsibilities, making decisions together, compromising);

- Learners draw on a range of cognitive skills (remembering, understanding, applying, analysing, evaluating and creating - the 6 levels of Bloom's Taxonomy);

- Teachers and trainee teachers can also benefit from learning how to make posters from textbooks - very useful if they do not have enough textbooks for all learners, and also good if children are very young.

Session 10, Resource 5: Poster ideas

Alternative ideas for creating posters
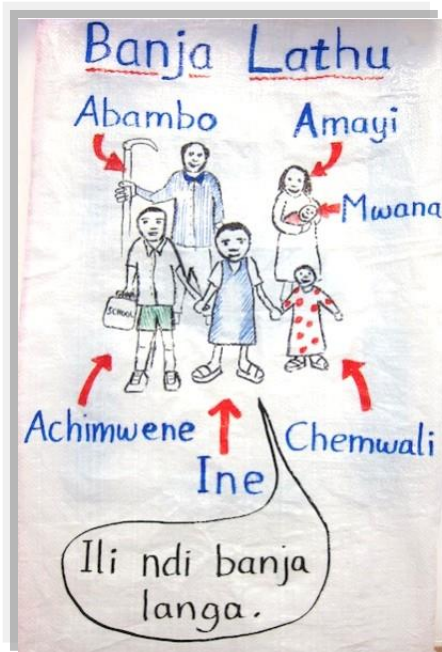
The poster on the left was created by a teacher on a rice sack with marker pens. The poster below was created using locally available rubbish (e.g. cardboard box, paper, plastic water bottle, marker pens, etc.).

These photos show how soil, sand and stones may be used for creating posters. A village map created by middle school learners using soil, sand and rocks to show topography (mountains, hills, rivers, etc.). The poster beside it shows how kids can use soil as a medium for painting.
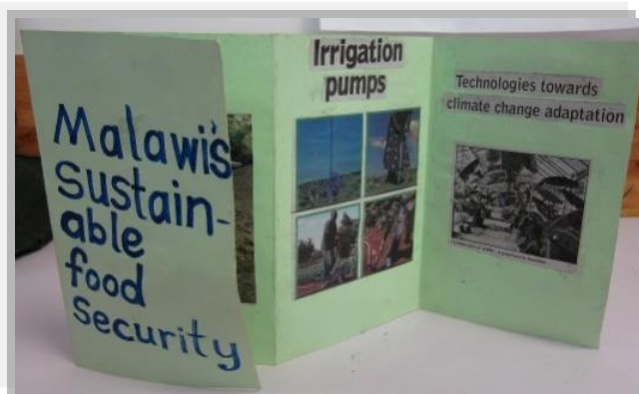
The photos above show how teachers can make use of other resources, and turn posters into more interactive learning materials (poster book, zig-zag book, collage, graffiti wall) where children can explore and express their creativity.

Session 10, Resource 6: Bloom's taxonomy

Bloom's taxonomy

Which of the thinking skills from the cognitive domain of Bloom's taxonomy did you use during the 'make and do' session? Think of specific examples. What would be the benefits of getting learners to make resources?
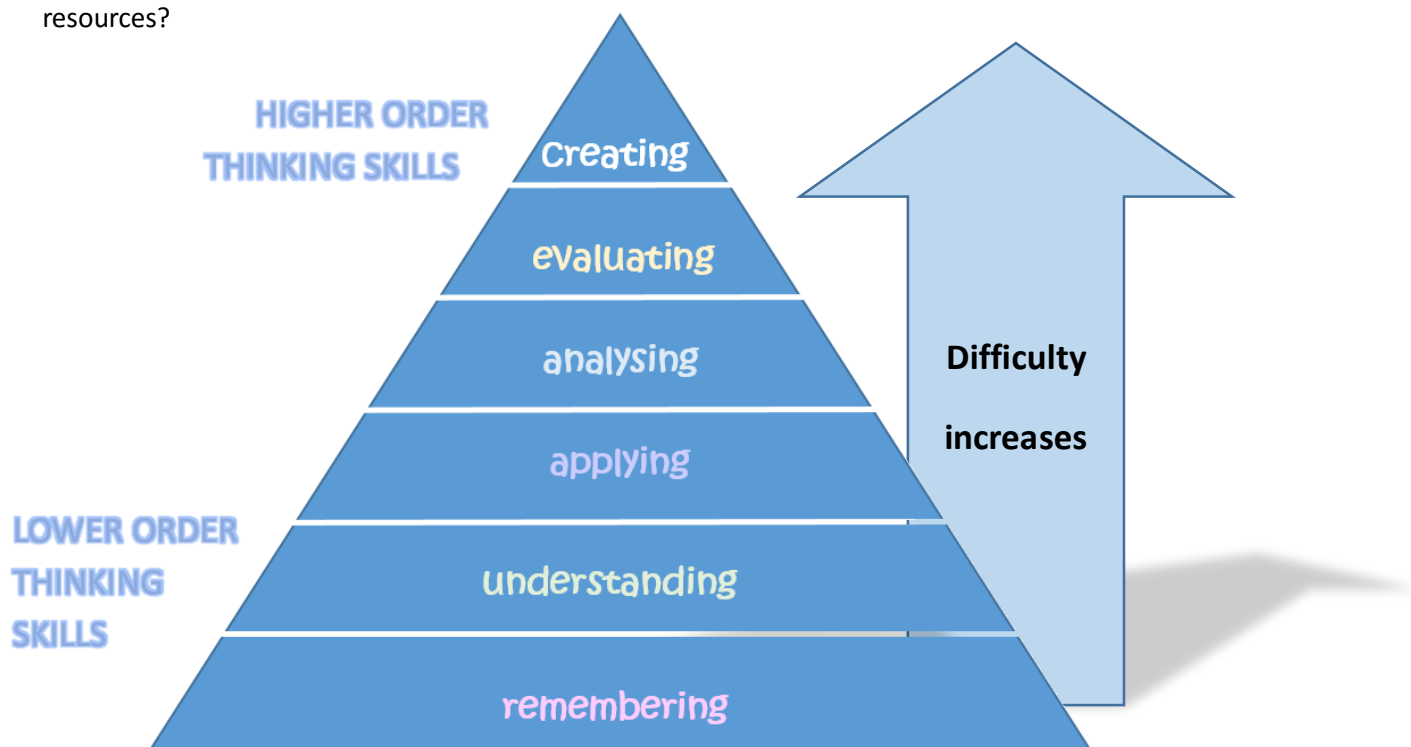
Creating: Build something new from diverse elements. Put parts together to form a whole, with the emphasis on creating a new meaning or structure.
Evaluating: Make judgments about the value of ideas or materials. Give opinions with reasons.
Analysing: Separate material or concepts into component parts so the structure may be understood. Differentiate between fact and inference.
Applying: Use a concept in a new situation. Apply what was learnt in the classroom in a new situation.
Understanding: Understand the meaning of something. Follow an instruction. Describe a problem.
Remembering: Recall previously learnt information.

Which of these do you do most in your lessons?

Note: This is the revised taxonomy, developed by Anderson et al., 2001

Session 11, Resource 1: Building our own support network

Building our own support network

Over the next year, as you try to implement a child-centred approach to learning in your classrooms, you will need the support of your colleagues in your school, your headteacher and also of **the colleagues in this workshop, which is the focus of this session**.

Discuss the following questions and make notes. Some examples are given, but you may have other ideas:

1. **How can you help each other as you try to implement child-centred learning?**
    E.g. sharing resources, lesson plans, discussing challenges, observing each other's lessons, informal discussions, etc.

2. **How soon would you like to meet again to discuss your progress?**
    Would you like to meet again in one week? One month? Six months?

3. **What would you like to do at such a meeting/workshop?**
    E.g. give demonstration lessons, plan lessons together, create resources, discuss challenges and solutions, share lesson plans, etc.

4. **What other ways can you share ideas, experiences and challenges?**
    E.g. visit each other's schools, use technology (mobile phones or computers), video record demonstration lessons, involvement of the community, etc.

Session 12, Resource 1: Preparing a child-centred lesson

Preparing a child-centred lesson

Tomorrow morning you will teach a child-centred lesson to a group of learners in a local school. You will continue to work in the same groups you have been in for this workshop. This is your **'teaching team'**. Your objectives for this session are:
- to create a child-centred lesson based on the national curriculum and textbook content;
- to produce a complete written lesson plan;
- to produce the resources you will need to teach the lesson.

You have the rest of this morning and the first half of the afternoon to prepare. There will be facilitators for you to consult for advice if you need their assistance. You can draw upon any of the resources we have used, or your own choices, so think creatively. Remember that it takes longer for a team of teachers to prepare a lesson than it does for one teacher! You will need to discuss every aspect of the lesson in detail, and there may be disagreement. This is all part of the learning. Remember that working as an effective team this afternoon is just as important as teaching a good lesson tomorrow. Later this afternoon you will rehearse teaching the lesson, with different team members teaching different parts of it. After this you will decide who will teach which parts of the lesson to the learners tomorrow. **You must be ready to teach tomorrow morning when you arrive at the school.**

The lessons will be taught tomorrow morning to real learners in a local school. Your facilitators will confirm how long each lesson is, as well as details such as grades and subjects for each team. Make notes here on your lesson:

Grade:	Lesson length:	Subject:

Some useful tips for the lesson:
- Introduce it with 'child-friendly' learning outcomes (e.g. I can… statements), and use formative evaluation (no tests) to check these have been met at the end.
- Make sure the lesson allows for at least one example of collaborative learning (with pairwork or groupwork).
- try to involve activities from a variety of areas of Bloom's Taxonomy – lower order skills are important, but can you also include one or two of the higher order skills - applying, analysing, creating or evaluating?
- Teacher-led lesson stages are important - make sure you are providing quality input and extend learners' knowledge or skills.
- Keep the structure and the activity ideas simple. Although you may know the grades and subjects well, this will probably be the first time you teach these learners. You'll have time for an introduction, one or two activities and a conclusion. Don't rush your learners.
- Create an appropriate lesson plan as you would do for any other lesson. Child-centred learning does not require any new format or changes to the plan itself.

Session 13, Resource 1: Lesson rehearsal

Lesson rehearsal

This afternoon you will practise delivering your lesson using a method called 'microteaching'. Microteaching is where teachers teach other teachers, who pretend to be learners. You will stay in the same teams. You will teach your lesson twice to each other, and then discuss and decide who will teach what tomorrow. You will need to find a space to practise your lesson (this may be a separate room, or just a 'corner' of the workshop room), and get all the resources you need to teach it. If you need a chalkboard or a pocketboard and one is not available, you may be able to improvise with an alternative (e.g. flipchart paper).

Proceed as follows

1. Choose 2-3 members of your team to be the teachers for the first lesson and decide who will teach which parts of the lesson. The other team members (2-3) will pretend to be the learners. Teach the lesson (c. 30 mins).

2. Discuss the following questions (c. 10 mins):
    - Are you happy with the lesson structure and timing for activities? Do any changes need to be made? If so, make these changes now.
    - Did you notice any specific problems with the delivery of the lesson? If so, what were they and how could they be improved?
    - What was the most successful part of the lesson? Why?

3. Swap over so that the remaining team members are the teachers, and the teachers of the last lesson are now pretending to be learners. Teach the lesson again! (c. 30 mins)

4. Discuss the following questions (c. 5 mins):
    - Are you now happen with the lesson structure? Any final changes?
    - Did you notice any specific problems with the delivery of the lesson? If so, what were they and how could they be improved?
    - Learners – what did you enjoy most about the lesson? Why?

5. Now discuss how you will divide up the teaching responsibilities for the lesson tomorrow. All team members must be involved in some way. Each key lesson stage (e.g. introduction, instruction for first activity, feedback to first activity, conclusion, etc.) can be taught by a different teacher. Any team members who don't teach a lesson stage can be 'assistants' for these teachers. Assistants can be the 'chalkboard secretary', preparing for the next stage, making notes on learners' input, etc. They can also be 'monitors', who, during the student centred lesson stages, monitor the groupwork or individual work and help individual students. (c. 15 mins)

Why are we doing this?
As teachers, we sometimes find it very difficult to change our practice. We get into habits which it is hard to change. Also, when we teach our learners, we're often worried about making mistakes or doing something that doesn't work. By practising with our colleagues, and then providing feedback to each other, we get an opportunity to try out something new without the fear of making mistakes.

Session 14, Resource 1: Peer-observation form

Peer-observation form 1 – Lesson subject: _____

Complete a Peer-observation Form for each lessons you observe. Some lessons will have just 1 or 2 activities. Others may have 3 or more – please adapt to the lesson you observe.

Lesson 1	Strengths of the activity	Things I would do differently / Weaknesses	Suggestions
Lesson introduction			
First activity: _____ _____ _____			
Second activity: _____ _____ _____			
Third activity: _____ _____ _____			
Lesson conclusion			

Overall lesson evaluation: How well did the learners achieve the learning outcomes?
What did you like most about the lesson?
What is the most important suggestion you would like to make?

Peer-observation form 2 – Lesson subject: _____

Complete a Peer-observation Form for each lessons you observe. Some lessons will have just 1 or 2 activities. Others may have 3 or more – please adapt to the lesson you observe.

Lesson 2	Strengths of the activity	Things I would do differently / Weaknesses	Suggestions
Lesson introduction			
First activity: _____ _____ _____			
Second activity: _____ _____ _____			
Third activity: _____ _____ _____			
Lesson conclusion			

| Overall lesson evaluation: How well did the learners achieve the learning outcomes? |
|---|
| |
| What did you like most about the lesson? |
| |
| What is the most important suggestion you would like to make? |
| |

Session 15, Resource 1: Self-evaluation form

Self-evaluation form

Sit together with your teaching team. Discuss the following questions for the whole lesson and make notes. Remember that today was a chance to experiment, and the aim was to learn from both successes and any mistakes you made. Try to be objective in your evaluation.

1.   **How well did the lesson meet its intended learning outcomes?**
2.   **How successful was the lesson structure?** Think about order and variety of activities, and timings.
3.   **How successful where the teaching resources?** Did they made learning easier or more enjoyable for the learners?
4.   **How child-centred was the lesson?** Think about what you have learnt during this workshop. How much did your lesson reflect this? How involved were the children, and did they like the lesson?
5.   **What would you do differently?** Imagine you have to teach the same lesson again to a class of learners at the same level tomorrow. What changes would you make?
6.   **What did you enjoy most about the lesson and why?**
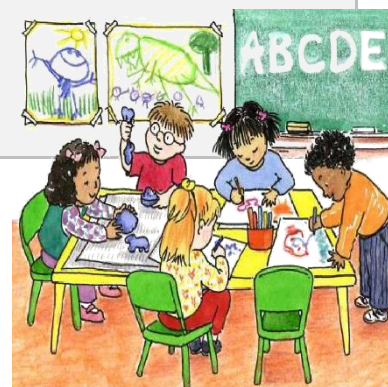
Session 16, Resource 1: What have we learnt?

What have we learnt?

Look at the specific learning outcomes for the workshop again. For each one, decide honestly how true it is of you now, and choose a score as follows:

5 – 100% true   4 – 80% true   3 – 60% true   2 – 40% true   1 – 20% true   0 – 0% true.

My score	Specific learning outcome
	A. I understand what a child-centred approach to learning is, and why it is effective;
	B. I know a wide range of strategies and ideas that will help me to implement child-centred learning in my classrooms;
	C. I know what an effective child-centred lesson looks like, and how this contrasts with ineffective non-child-centred lessons;
	D. I know how to use and adapt my textbooks to support a child-centred approach to learning;
	E. I can design and make a range of effective, low cost classroom materials and teaching aids to support child-centred teaching/learning;
	F. I understand why stimulating classrooms are important, and am ready to begin making my own classroom more stimulating;
	G. I can prepare, teach and evaluate lessons effectively within a child-centred approach to learning;
	H. I feel ready to begin learning in my own classroom, and to share with, and support other members of my team as I learn;
	I. I am ready to deal with the challenges that I face as I change my own teaching towards a child-centred approach to learning.

Now do the same with the overall outcome of the workshop:

My score	Overall Outcome
	I have the required knowledge, skills and understanding to begin implementing an effective child-centred approach to teaching and learning in my classrooms.

For any objectives where you have chosen 3 or below, please specify which objectives and what further support or training you need before you can begin implementing:

Session 16, Resource 2: My first steps

My first steps

Look at the list of activities. Which of them would you like to try out in your first week's teaching after this workshop? Tick the ones you would like to try. We ask that you choose at least 3 for your first week and 10 for your first month. If you would like to try something that isn't listed, complete one of the 'Other' rows at the bottom of the list.

Activity	In my first week	In my first month
1. Personalising the learning		
1a. I will adapt the material in the coursebook to make sure it is relevant to the world and the interests of my learners.		
1b. I will take the learners outside the classroom one day so that we can learn from the world outside.		
1c. I will provide an opportunity for learners to draw a picture and label it to develop creativity.		
1d. I will give my learners a homework project that involves them doing some research.		
2. Classroom activities		
2a. After doing an exercise individually, I will get learners to spend 2 or 3 minutes checking the answers in pairs before checking answers with the teacher.		
2b. I will get learners to work together in small groups to generate ideas. One secretary takes notes, and then copies these onto a column on the board.		
2c. I will try doing a pairwork discussion activity.		
2d. I will play 'Bingo' with my learners.		
2e. The next time we try out something new, I will use the triangulation method. First they do it in small groups. Then they do it in pairs/3s, and finally they do it individually.		
2f. I will try the Think, pair, share method.		
3. Assessment		
3a. I will ask questions at the end of my lessons to check what learners have learnt.		
3b. I will get learners to peer-correct each other's work instead of always correcting it myself.		
3c. I will start using 'thinking thumbs' at the end of lessons to involve learners in self-evaluation of my learning outcomes.		
3d. I will use mini-boards to carry out formative assessment at the end of groupwork activities.		
4. Learning resources		
4a. I will start using a pocketboard to make my presentations more interactive.		
4b. I will start using nomination sticks whenever I'm asking a question that all the learners should be able to answer easily.		
4c. I will create some memory cards and play matching games.		
4d. I will create some puppets or masks for teaching, and use them in my lessons.		
5. A stimulating classroom		
5a. I will create some new posters for my classroom.		
5b. I will create a display board on which I can show the work of my learners.		
5c. I will get my learners to create a new poster for the classroom.		
5d. I will get my learners to create resources for the learning corner of the classroom.		
5e. I will arrange to have wall chalkboards painted in my classroom.		
Other…		
Other…		

Session 16, Resource 3: Planning for my first week

Planning for my first week

Write down the 3 things you have chosen to do in your first week in the left-hand column and complete the next two columns. Don't complete the last column yet. Then sit together with the other teachers from your school. Tell each other what you have chosen to do and why.

Idea	Subject	How I will do it	How did it go?
E.g. *3d. I will use mini-boards to carry out formative assessment at the end of groupwork activities.*	*Maths (and possibly science)*	*We have some blackboard paint and some old wooden board. There is a carpenter who can cut the wood for me. Next week we start long addition, so I can use groupwork after my presentations to see how well they understand.*	
1			
2			
3			

At the end of your first week, you will get together for a brief workshop. First you will complete the final column in the table, and then you will discuss how it went and recommend ideas to your colleagues.

Session 17, Resource 1: Workshop evaluation form

Workshop evaluation form

This evaluation form has 4 sections. It should be completed anonymously, so facilitators should leave the room while participants complete it. Forms should be collected together by one workshop participant and given to the facilitators. Please complete in pen.

Section 1 – Your personal achievement of the learning outcomes

Please transfer your individual scores from Session 16, Resource 1 into the table below (5=100% true; 0=0% true):

My score	Specific learning outcome
	A. I understand what a child-centred approach to learning is, and why it is effective;
	B. I know a wide range of strategies and ideas that will help me to implement child-centred learning in my classrooms;
	C. I know what an effective child-centred lesson looks like, and how this contrasts with ineffective non-child-centred lessons;
	D. I know how to use and adapt my textbooks to support a child-centred approach to learning;
	E. I can design and make a range of effective, low cost classroom materials and teaching aids to support child-centred teaching/learning;
	F. I understand why stimulating classrooms are important, and am ready to begin making my own classroom more stimulating;
	G. I can prepare, teach and evaluate lessons effectively within a child-centred approach to learning;
	H. I feel ready to begin learning in my own classroom, and to share with, and support other members of my team as I learn;
	I. I am ready to deal with the challenges that I face as I change my own teaching towards a child-centred approach to learning.
My score	**Overall Outcome**
	I have the required knowledge, skills and understanding to begin implementing an effective child-centred approach to teaching and learning in my classrooms.

Section 2 – Your rating of the workshop organisation and facilitation

Please provide scores and comments on the following:

5 = Excellent   4 = Good   3 = Acceptable   2 = Could be improved   1 = Poor   0 = Unacceptable

Add any comments here:

Prior notification of the workshop: [ ]
_____

_____

Organisation and timetable: [ ]
_____

_____

The workload during the workshop: [ ]
_____

_____

The workshop environment: [ ]
_____

_____

Other: _____ [ ]
_____

Here you can choose to evaluate something
that you would like to comment on personally.
_____

Please continue on the next page

Section 3 – Qualitative evaluation: please provide as much information as possible

How well did the workshop meet your expectations?

What did you find most useful in the training?

What did you find least useful in the training?

Section 4 – Helping us to improve and support your development

Please comment on the quality of facilitation/training:

What recommendations would you make for…
a) improving this workshop?

b) the next stage of training?

Are you… a teacher? ☐   a headteacher? ☐   other: _____

Thank you for your feedback.