

Leh Wi Lan

Improving Secondary Education in Sierra Leone



FACILITATION GUIDE

SSS Teacher Professional Development (TPD): English Language (Term 1)



Introduction

Teacher professional development (TPD) is most effective when several elements are combined to support teachers. Training and support should be as close to the school as possible so teachers have opportunities to practice their learning in their own context. They can work with their peers to share success and challenges and reflect on their problems, devising contextually relevant solutions. Teachers also need some form of external support so that they are introduced to new ideas, ways of working and can refresh their subject knowledge and ensure that it is up to date.

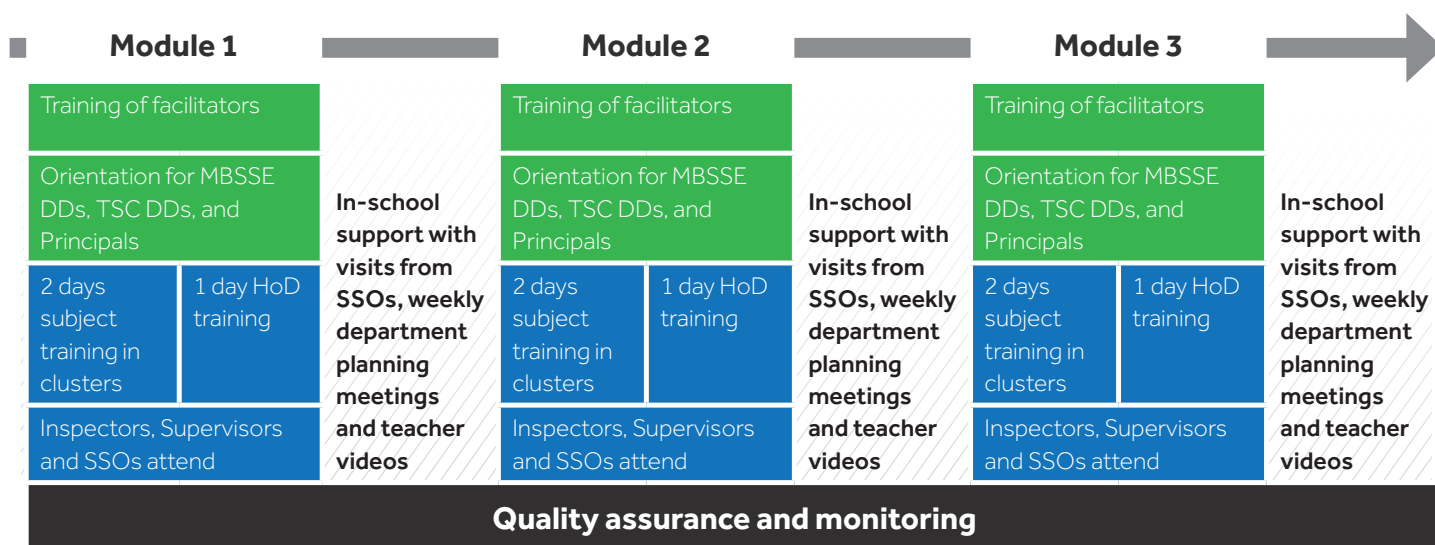
This is especially important in a context like Sierra Leone where Junior Secondary Schools (JSS) and Senior Secondary Schools (SSS) vary greatly in terms of access to resources and distribution of qualified teachers. Within government schools there are large numbers of teachers who are: not qualified for secondary level, qualified but not government approved, qualified to teach, but not in the subject they teach, and volunteer teachers with no prior training or qualification.

Teacher professional development demands a variety of activities so that all teachers, whatever their circumstances and environment, can access structured quality professional development which supports their professional growth and helps deliver quality education.

Between 2017 and 2020 Leh Wi Lan implemented a TPD strategy to support all JSS and SSS English and maths teachers and Heads of Department (HoD), from approximately 1600 government-assisted schools.

The strategy included subject content training in maths and English as well as academic leadership training for HoD. Teachers received training through termly face to face cluster sessions, led by national facilitators who were subject specialists. After each face-to-face cluster training there was in-school support for teachers through regular visits from Leh Wi Lan School Support Officers¹ where they conducted lesson observations and gave feedback to teachers. Instructional videos were also created providing step by step explanations of specific concepts and examples of good classroom practice.

The diagram below shows how the TPD programme worked over a given academic year:



This facilitator manual is part of the Leh Wi Lan TPD programme. It contains subject training for English teachers in SSS. It is designed to be delivered over one academic year and each module links directly to SSS English lessons being taught in the upcoming term (in this case, term 1). It should be used alongside the MBSSE Lesson Plan Manual and Pupil Handbook. Whilst focusing primarily on subject content, the materials have been designed to develop key pedagogical skills including gender-responsive pedagogy, using teaching and learning aids, inclusive learning, reflection and problem solving.

These materials were produced by Cambridge Education, in collaboration with TSC, and delivered as part of the UK-aid funded Leh Wi Lan project for training teachers in government assisted junior and senior secondary schools in Sierra Leone. These training materials are in draft. They can be shared and adapted for use as long as they are not used for commercial purposes.

¹ 200 School Support Officers conducted regular visits to government assisted secondary schools nationwide. Each covered approximately 8-10 schools and supported the English and maths teachers by conducting lesson observations and giving feedback to enhance teaching and learning. They were supported by Leh Wi Lan. This MBSSE School Quality Assurance Officers now perform this supportive supervision role

Senior Secondary School Teacher Professional Development

Training timetable

Date / Time	08:00	09:00	11:00	11:30	13:30	14:30	16:30	17:00
Day 1	Pre-test	Session 1: Introduction (whole group)	Break	Session 2: Introduction to the Senior Secondary English Lesson Plan Manual	Lunch	Session 3: Delivering listening and speaking lessons		Closure
Day 2		Session 4: Delivering Reading Lessons		Session 5: Delivering Writing Lessons		Session 6: Delivering Grammar Lessons	Post-test	
Day 3		HoD Session 1: How schools work		HoD Session 2: Use of Lesson Plan and Pupil Handbook		HoD Session 3: Monitoring teachers		

Facilitator Standards

Well prepared:
Arrives early
Has charts written and materials organised so they are ready to give out.
Refers to training notes but doesn't read them constantly
Demonstrates strong familiarity of the lesson plan structure and content.
Time management:
Manages time
Session and activities start and end on time.
Understanding SSS:
Exhibits knowledge of the current context of Senior Secondary Schools - uses examples that are relevant to the context
Subject Knowledge:
Clearly explains how to do the content of the lesson plans, using a variety of examples to add depth.
Participatory:
Gives opportunities for participants to work together
Gives time for participants to think of how to tackle a problem before explaining
Supportive:
Listens to the participants and acts on their comments
Accepts answers and asks questions to help participants, rather than telling the answers
Inclusive:
Ask questions to a range of participants
Uses gender responsive language and interaction
Finds ways to support those participants who don't understand
Uses group, pair and individual work and moves round to support all participants
Enjoyable:
Greets the participants, creates a friendly atmosphere.
This session is quick and active with a positive approach.

Teacher English Self -Assessment

Name

1 = I am very confident in the subject and could demonstrate to other teachers

2 = I can do the subject and can teach it to pupils but would appreciate more ideas of how to teach

3 = I can do the subject, but I find it hard to teach so my pupils understand

4 = I find the subject difficult and would like further support to help me understand it better

Topic	1	2	3	4	Comments
Speaking and Listening					
Understanding listening passages					
Dialogue					
Pure vowels and diphthongs					
Consonants and consonant clusters					
Vocabulary development					
Word Stress					
Greetings					
Using classroom language					
Speaking English in front of others					
Reading comprehension					
Reading comprehension					
Autobiography					
Fiction					
Factual questions					
Inferential questions					
Drama					
Skimming					
Scanning ing					
Summarising					
Writing					
Formal letter – complaint					
Informal letter – descriptive					
Informal letter to a classmate					
Persuasive letter					
Expository essay					
5 paragraph essays					
Descriptive essay					
Report					
Creative writing					
Grammar					
Punctuation					
Comma,					
Semi colon					
Colon					
Dash					
Terminal stops					
Inverted commas					
Tenses					

Session 1 Welcome and introduction to the SS teacher team 120 minutes

Session objectives

By the end of the session, participants will be able to:

- identify members of the group and training team;
- identify ground rules for this training;
- describe some of the Sierra Leone Professional Standards for Teachers;
- describe Edgar Dale cone of learning and its implications on how children learn

Note Facilitators: Remind teachers that all activities in the sessions can be replicated with the students when teachers return to their schools.

Materials

Chart 1.1	Session objectives
Chart 1.2	Good morning song
Chart 1.3	Sierra Leone's vision statement
Handout 1.1	Professional Standards for Teachers
Handout 1.2	SSO Lesson Observation Form
Handout 1.3	Children Learn BEST When...
Handout 1.4	Name

Session outline

Introduction a	Participants and facilitators	8 minutes
Introduction b	Ground rules	10 minutes
Activity 1	SSS Subject Teacher	30 minutes
Activity 2	Professional Standards for Teachers	40 minutes
Activity 3	Effective learning (How children learn)	30 minutes
Session review		2 minutes

Session introduction**18 minutes****a. Introduction of participants and facilitators****8 minutes**

- Welcome participants to the first day of their induction and ask any of the participants (Christian or Muslim) to open in prayers.
- Sing “Good morning” song with participants (*Chart 1.2 “Good Morning Song” to learn the song*)
- Introduce the facilitators and key MBBSE and or District members, asking a senior government staff to give a brief talk to declare the programme open.
- Show participants Chart 1.1, with the objectives covered up (i.e. showing only the title). Ask a participant to explain what ‘session objectives’ are. (*They tell us what we are aiming to achieve by the end of the session*). Ask another participant to explain why it is useful and important to have session objectives and to share them with participants and eventually the students (*To enable everyone be on the same page in knowing our ‘destinations’ and to help us evaluate ourselves by the end of the session*).
- Show the session objectives, one by one, asking a participant to read each one.
- Explain that you will work towards the first objective right now, which is about getting to know members of this team.
- Tell participants that some of them may already know one another – but their knowledge of one another is probably in their present roles, including the hierarchy of the roles they have come from. Explain that, regardless of positions, they are now going to be working as one team of teachers so they need to introduce themselves in a new way to begin their relationship.
- Take participants to a space where they can stand in a circle, and stand as one of them.
- Remind participants of your name, and ask someone to tell you what letter it begins with. Explain that you will think of an adjective to describe yourself that starts with the same letter as your name. You will also think of an action to go with your adjective.
- Step into the middle of the circle and say, ‘I am _____’, doing your action at the same time as you say your name. Repeat.
- Step back to your place in the circle, and explain that, when someone introduces himself or herself, everyone else needs to welcome them – so they should say, ‘Welcome, _____’, repeating your name, adjective and the action that goes with it.

- Explain that you will show them what to do one more time – and then they will introduce themselves in turn. Each person will step into the circle, introduce themselves, and then be welcomed by everyone else. Explain that they need to think of an adjective to go with their name, and an action to go with it before it comes to their turn. They should try to think of an adjective different from everyone else's!
- Step into the circle and introduce yourself again, reminding them that they need to welcome you. Then encourage participants to introduce themselves, going around the circle. Help individuals who are struggling to think of a good word or action for their introduction, and make sure the group has heard and used their new name to welcome each person.
- Thank participants for their work on this and ask them to return to their seats.

b. Ground rules

10 minutes

- Explain that it is important to have ground rules for training sessions.
- Ask pairs to discuss why they think ground rules are useful. Give them a couple of minutes to share ideas, then take feedback. *Agree that ground rules help to ensure that workshops can be conducted professionally, and that the same rules apply to everyone including the facilitators.*
- Explain that the group will set its own ground rules. Give each group 3 minutes to agree and record whatever rules they would like the whole group to follow. Let them know that this is expected of every class teacher in their schools.
- Move around supporting groups with their discussions, and particularly trying to ensure that no individuals are dominating the discussions too much. You can also use this time to make sure the 'right' rules are being suggested!
- Call the groups back together and praise them for their focused and balanced discussions.
- Ask each group in turn to propose a ground rule. If everyone is in agreement, ask a member of that group to come to the front and write it on a sheet of chart paper or chalkboard.
- Keep going until you feel the most useful ground rules have been recorded. If alternative versions of existing ground rules are proposed, encourage the whole group to come to an agreement about the best wording and make adjustments to the rules at the front of the room.
- If some key ideas are not suggested (e.g. timekeeping, keeping handsets off during sessions), you can propose them and explain why you think they are important.

- Read through the final list of rules, and explain that you will write them up or ask a volunteer to write them up neatly during the break.

Activity 1 Senior Secondary School Subject teacher 30 minutes

- Welcome the participants and let them applaud themselves for being early and part of the programme. Teach them how to do BRAVO or ROLL n POP applause.
- Explain that the title ‘Senior Secondary School Subject (Maths or English) Teacher’ is not by chance: it describes who they are and what they do.
- Ask a participant to tell you the significance of the word ‘School’. Make sure they understand that their focus is on what happens in their schools – not in MBBSE, District or anywhere else. Often the work of supporting students to succeed requires them to work with other teachers in their school and clusters – but every activity should be directed towards getting children to learn and be safe. Can anyone think of such activities in schools? Take few responses to include preparing lessons to meet the needs of students, assessing students’ learning, remediating to support students, communicating progress to parents, break duty, lunch supervision, managing co-curricular activities etc
- Ask a participant to tell you the significance of the word ‘Subject’. A teacher takes responsibility of specific subject groups ensuring the students are learning. Most of the learning activities are planned, delivered and assessed by him or her in those areas. It is assumed that a teacher must be well versed in the area, and he or she is a specialist in delivering the subject, but that is not always the case. A subject teacher also has responsibility for ensuring children are safe in school. They might have responsibility for a club, form class or assembly.
- Ask a participant to tell you the significance of the word ‘Teacher’.
- Let them know that as a teacher, they should be concerned about learning and creating opportunities for all learners to have access to quality learning.
- In a school, there is a possibility of having more than one teacher in their subject area and it is therefore pertinent for all to work together as a team in preparing for delivery or sharing ideas on how to support their students.

Teachers should not be ashamed to seek for help in any topic they are not too confident in delivering. Even SSS teachers may ask for help from JSS teachers especially with the facts on ground that many of the teachers are not specialists in both math and English.

- Take participants out to play a team game (Give 3 different secret instructions to 3 groups: Group 1 - move 4 pieces of flipchart paper spread out from point A to

point B; Group 2 – stack them on one another and Group 3 – stand on the pieces of paper). Then ask them all to go ahead with their task.

- It will be chaotic at first but get them to brainstorm on how to get the tasks done without much struggle. (*Communicate the tasks / goals to one another and plan together*)
- Finally, ask some participants to tell you the significance of the game to their role as teachers.
- Let them realise that they are a team in the school and they should work together. You can remind them that they will be working with and supporting one another: like a sports team, they need one another and they can only succeed if they use one another's skills and encourage one another. Within their school, they will all have different strengths and weaknesses.
- A teacher must have strong and healthy relationship with other teachers; students; management and community.

As they realised that ‘team work wins’, effort should be made to encourage students to work as a team without having competition in mind but having the willingness to work together to succeed. Teacher ensures all students are able to participate, not necessarily physically but in discussing strategies for winning. All students have areas of strength and weakness and so the areas should be factored into classroom activities in order to ensure all children get involved. The fact that I am visually impaired does not mean I cannot contribute fantastic ideas to discussions or lead in developing strategies for achieving success in any academic or non-academic activities

Activity 2 **Sierra Leone Professional Standard for Teachers** **40 minutes**

- Display SL vision and mission statements (or handout) and swiftly read:
 - Vision:** *Education that is world-class and bequeaths posterity with well-rounded individuals who excel in intellectual, skills and moral, bestriding all fields of human endeavor, from arts to humanities, mathematics, science, technology and agriculture, among others not only in Sierra Leone but all over the world.*
 - Mission:** *To re-invent the Sierra Leonean education system through revolutionizing the quality and standards of teachers, access and equality of educational opportunities for all children, student-friendly schools and overall challenging educational goals so as to bring out the best in the students, teachers, school leaders, government and citizens.*
- To achieve the above, a cadre of quality teachers is required but who are these teachers? And how do we know they have the required quality?
- Ask participants to describe a quality teacher. Give participants 5 minutes to discuss this.
- Take responses on a flip chart paper

- Read and discuss some selected Professional Standards for Teachers in Handout 1.1. State that all the three domains are essential but we would have to concern ourselves with what goes on in the classroom mainly since our focus is on regular or daily happenings around teaching and learning. All the other standards in the document would be observed and assessed sometime in the school year as they may not be seen exhibited often during class lessons.
- Put a tick on each standard that is key to learning as shown in Handout 1.1.
- Compare the Standards as stated in Handout 1.1, and see if there are any links to what they listed as success indicators above. Point out similarities and expunge those that have no direct links to learning and safety in the school.
- Explain that in school Senior Teachers and Head of Department conduct lesson observations. SSS will also receive visits from School Support Officers who will be supporting English and maths teachers and observing their lessons. This is to help the teachers achieve the Standards. It is a supportive visit not punitive.
- Share the Handout 1.2 Lesson Observation Form with teachers so that they can familiarise with it.
- Ask participants to identify observable behaviours of teachers and or students from the Observation Form.
- Take brief feedback from teachers clarifying any questions. Explain that the SSO will give them more support and explanation with this on their visits.

Activity 3 How children learn 30 minutes

- Give each group Handout 1.3 – an envelope with the different ways in which children might learn. Ask the participants to discuss in their group which ones they think describe ways in which children will learn best and sort them into two groups: the best ways children learn; and less effective ways of children learning.
- Ask the members of the groups if they agree with each other within the group, and then go through the A4s, selecting and displaying the ones which are **best**.
- Most of the statements clearly go into 1 of 2 sets – 1 set is the best ways in which children learn, and the other set is linked to more teacher centred teaching. “The teacher uses materials” and “children work individually when not listening to the teacher” are not teacher centred, but are also not part of the **best** ways in which children learn.
- Allow participants to correlate what they have as best ways in which children learn to the charts they produced in Activity 2 describing a quality teacher. There must be some resemblance.
- Remind participants that students are at the centre of teaching and learning. This means that everyone’s job is to give them these opportunities of learning in

the most effective ways. This is what it means to have 'child centred learning' and a 'child centred education system'.

Hold a brief discussion around teachers' pressure about children passing exams. Ask if they are actually passing the exams. Link this to underdevelopment in Africa be careful not to give Sierra Leone examples only. Agree that we need to change strategies. Since the LPM was designed using the curriculum, examinations have also been covered, and all we need to do as teachers is to deliver them effectively.

- Display Chart 1.3 and run the participants through the different sections of the Cone of Learning explicitly
- The cone is divided into 2 major sections: passive and active.
- Passive section comprises Verbal Receiving and Visual Receiving subsections. (We remember between 10% and 70% of what we learn after few weeks)
- Active section comprises Receiving/participating and Doing subsections. (We remember between 70% and 90% of what we learn after few weeks)
- Give 2 clear examples: 1. We tend to remember 50% of what we hear and see: (watching a movie, looking at an exhibit, watching a demonstration, and / or seeing it done on location); 2. We tend to remember 70% of what we say (participating in a discussion and / or giving a talk)
- Give out an envelope containing (Handout 1.4) some learning activities to each group and display a large cone on the wall
- Give groups about 5 minutes to discuss and agree on what section of the cone the activities target.
- Groups take turns to stick their activities up on the large cone
- Discuss about five of the activities and agree on their positioning.
- Ask if it's wrong to read, if only 10% of what is read is remembered. Agree that reading is important. We can use both the passive and active activities. Teachers should just ensure that more time is spent on the active activities.
- Check with a lesson from the LPM with the participants to see how much it reflects the cone. Teachers could in future modify their delivery of the LPM to apply more active learning.
- Address some questions participants may have.

Session review

2 minutes

- Show participants Chart 1.1 again. Read through each objective.
- For each one, ask what they did to try to achieve each one.

- Thank them for their focus during this session and remind them what time to come back from the break. You could appoint a timekeeper to help them all remember what time to return.

Materials for facilitators

Chart 1.1 Session objectives

Chart 1.2 Good morning song

Good morning, good morning, good morning to you

Good morning, good morning, good morning to you

Our day is beginning there's so much to do

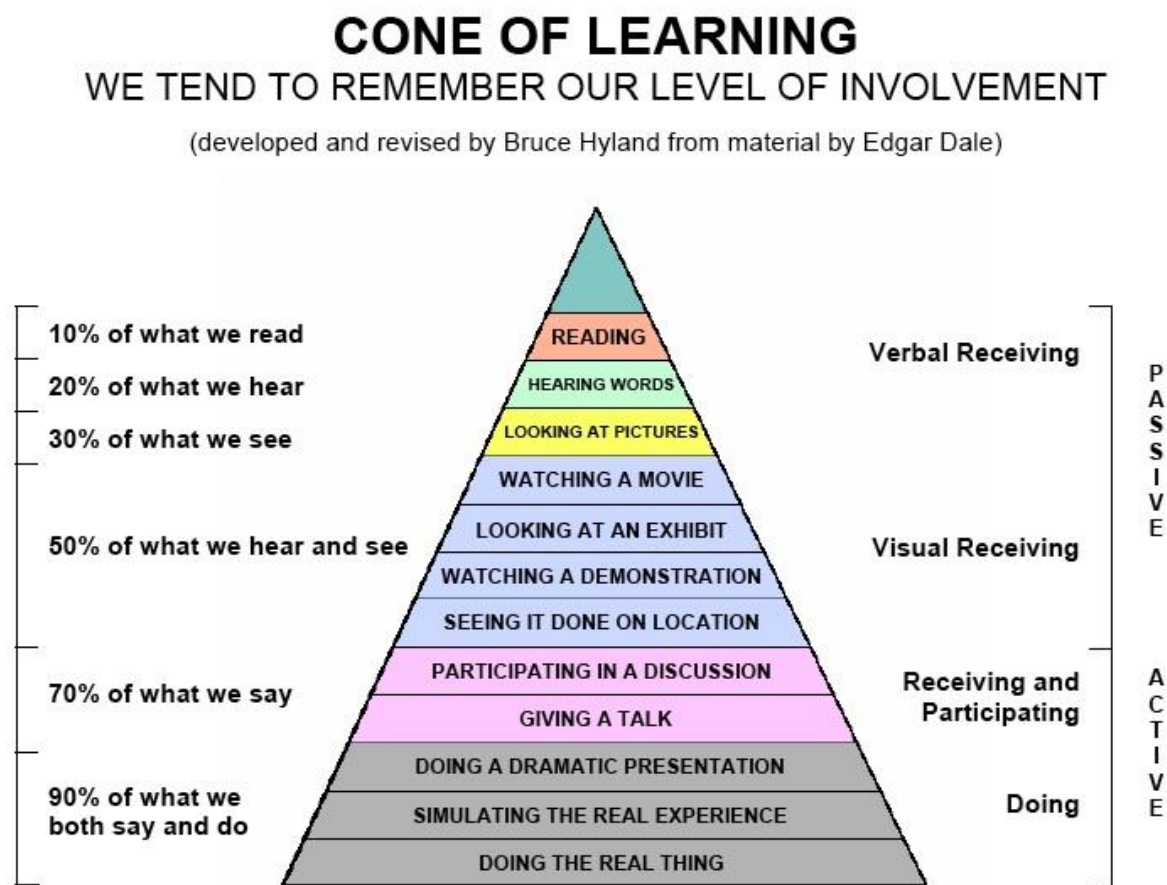
Good morning, good morning, good morning to you

Chart 1.3 Sierra Leone's vision statement

Vision: Education that is world-class and bequeaths posterity with well-rounded individuals who excel in intellectual, skills and moral, bestriding all fields of human endeavour, from arts to humanities, mathematics, science, technology and agriculture, among others not only in Sierra Leone but all over the world.

Mission: To re-invent the Sierra Leonean education system through revolutionizing the quality and standards of teachers, access and equality of educational opportunities for all children, student-friendly schools and overall challenging educational goals so as to bring out the best in the students, teachers, school leaders, government and citizens.

Chart 1.3 Cone of learning



Edgar Dale, *Audio-Visual Methods in Teaching* (3rd Edition). Holt, Rinehart, and Winston (1969).

Handout 1.1 Professional Standards for Teachers

Professional knowledge domain

- Standard 3: Know subject content ✓
- Standard 4: Know how to teach the subject ✓
- Standard 5: Know physical, socio-cultural and psychological characteristics of learners ✓
- Standard 6: Know how to assess learners ✓
- Standard 7: Know fundamentals of education governance and channels of communication

Professional practice domain

- Standard 8: Plan learning activities and programmes ✓
- Standard 9: Deliver lessons ✓
- Standard 10: Assess learning ✓
- Standard 11: Participate in and supervise extracurricular activities
- Standard 12: Safeguard human rights and lives

Professional engagement domain

- Standard 13: Engage professionally with statutory and administrative authorities
- Standard 14: Engage professionally with learners ✓
- Standard 15: Engage professionally with colleagues
- Standard 16: Engage professionally with parents and guardians
- Standard 19: Engage professionally with own development and academic leadership

Handout 1.2 **SSO Lesson Observation Form**

- Teacher has the correct lesson plan manual in the class? (Do not only validate that the teacher has the LPM book, but also confirm that s/he is using the one for the correct grade, subject, and term)
 - *Teacher follows the lesson plan manual*
 - *Teacher follows the LPM script for step 1 of the lesson. (Step 1 is opening/stating lesson objective)*
 - *Teacher follows the LPM script for step 2 of the lesson. (Step 2 is introduction to new materials - "I do")*
 - *Teacher follows the LPM script for step 3 of the lesson. (Step 3 is guided practice - "we do")*
 - *Teacher follows the LPM script for step 4 of the lesson. (Step 4 is independent practice - "you do")*
 - *Teacher follows the LPM script for step 5 of the lesson. (Step 5 is closing)*
- Teacher uses positive language, with praise exceeding reprimand.
- Teacher uses at least a teaching aid (other than textbook or blackboard).
- Teacher organizes the students in different ways during the lesson
- Teacher knows the content that the students were taught during the lesson.
- Teacher encourages all students to take part in the lesson.
- Teacher uses more than one method of assessing learning.

Handout 1.3 “Children learn BEST when.....” (*The table below shows the answers to the Activity. Cut the answers up, mix up the order and put them in an envelope for each group.*)

1 Doing activities themselves	2 Listening to the teacher explain
3 Using a variety of materials	4 Chanting after the teacher
6 Working with, and helping others	5 Working individually after listening to the teachers presentation
7 Building new learning on what is already known	9 Using only textbooks and the blackboard
8 Focusing on understanding and use of skills	10 Focusing on memorising facts
11 Working at their individual levels of ability	12 Everyone working at the same level of ability
14 Using what is learned practically	13 The teacher uses materials
15 Having time to practice new skills	16. Doing the same activity for a long time

Handout 1.4 Learning activities

One set cut up for each group.

Students take it in turn to read parts of a story

Students copy from the chalkboard

Students go outside to see examples of 3D shapes

Have a discussion about the meaning of the text

Students in their groups, write own song about fraction rules

Students act out a story

Teacher defines fractions and explains the different types

Teacher defines fractions

Students read about fractions

Teacher show students cut-up pieces of fruit to show fractions

Students play a verb game to demonstrate verbs

Pictures of fractions are shown in class

Students listen to the teacher and recite the answer

Students read a passage by themselves

Session 2: Introduction to the Senior Secondary English Lesson Plan Manual

90 minutes

Learning outcomes

By the end of the session, participants will be able to:

- Familiarise themselves with SSS English LPM or Lesson Plan Manual (LPM)
- Identify and explain the structure and organisation of the lesson plans
- Explain how and when the lesson plans are to be used in lesson delivery
- Explain how the LPMs relate to the Pupils' Handbook and other useful resources

Materials

Chart 2.1: Learning outcomes

Chart 2.2: Structure of a typical lesson in the LPM

Handouts 2.1-2.4

Lesson plans for SSS English Language, SSS 1 – 3, (term 1),
flipcharts, masking tape and markers

Activity outline

Introduction	5 minutes
Activity 1: What are the Lesson Plan Manuals?	15 minutes
Activity 2: Why and how were the LPMs developed?	15 minutes
Activity 3: How are the lesson plans organised?	20 minutes
Activity 4: How are the lessons organised?	20 minutes
Activity 5: How are the lesson plans to be used?	15 minutes
Session summary	5 minutes

Background for facilitators

The introduction of English language lesson plans to senior secondary schools is one of the innovations of the Leh Wi Learn programme. The idea is to take off the burden of writing the lessons from the shoulders of the teachers and afford them more time to prepare and deliver the already prepared lessons as a way of improving teaching and learning. The purpose of this session is therefore to introduce the teachers to the lesson plans to aid effective use of the lesson plans. This session will help teachers to familiarise themselves with the plans.

Session Introduction

10 minutes

1. Welcome participants to the session and thank them for their participation in the previous session.
2. Explain that the purpose of this session is to guide them as teachers to explore the lesson plan manuals that are being introduced into senior secondary schools for the first time in Sierra Leone when schools resume in September.
3. Display chart 2.1 (Learning outcomes) and go through it with the participants.

Activity 1: What are the Lesson Plan Manuals?

15 minutes

1. Ask the participants to discuss in pairs: What is a lesson plan? What purpose does it serve? Who is currently responsible for preparing it?
2. Take brief oral feedback from 4-5 pairs and agree that a lesson plan is a written guide for a lesson. It directs the learning of the pupils and is usually prepared by the teacher.
3. Inform participants that lesson plans could also be written by other people such as ministry officials or experts. The advantage of that is that rather than spend their time writing them, teachers would then be able to concentrate on preparing for and delivering the lesson, i.e., implementing the plan. You could cite the example of junior secondary schools' English language teachers in Sierra Leone who have been teaching with ready-made lesson plan manuals since the beginning of the 2017/18 academic session.
4. You could also explore the extent to which the participants prepared and used lesson plans to guide teaching and learning in the last term: **every lesson; more than 50% of lessons; less than 50% of lessons; not at all.** You could have all 4 options written on a flip chart paper and have participants tick one option that mostly applies to them.
5. Do a quick analysis, and based on findings, discuss some of the issues the participants as teachers might have with writing, preparing, and using lesson plans all the time including lack of time and lack of resources.
6. Now tell them that to help them focus on preparing for and delivering more effective lessons, the Ministry of Basic and Senior Secondary Education (MBSSE) supported by Le Wi Learn has decided to extend the use of readymade lesson plans to SS schools from the beginning of the 2018/19 academic session in September.

7. Ask them if that's good news to them or they'd prefer to prepare their plans by themselves.
8. Take feedback for or against from 2 or three participants and move ahead with explaining that the daily plans have lessons covering the 3 terms of the school year for each of SS1-SS3 and have been written and compiled into a handbook referred to as the Lesson Plan Manual (LPM) and will be made available to every teacher of English as schools resume in September.
9. You could show them copies of the LPM, if available at the workshop and move to the next activity.

Activity 2: Why and how were the English LPMs developed? 15 minutes

1. Although the previous activity has hinted at why teachers might have lesson plans developed and delivered to them for implementation, you might still ask the participants to brainstorm in groups why they think they're being given ready made plans to deliver.
2. Take a few responses from across the groups and agree that the reasons for providing SSS English teachers with ready made plans would include to:
 - have teachers concentrate on preparing for lessons and delivering them;
 - ensure wider coverage of the English curriculum;
 - maintain national minimum standards in all schools
 - reflect international best practice in teaching and learning
 - provide support to all teachers;
 - transform teaching and learning;

- create more teaching and learning time;
 - improve pupils' learning outcomes;
 - maintain quality across schools;
 - ensure equity across schools—small, big, rural, urban, etc.
3. Take any matters arising and move on to discuss how the lesson plans were developed. This is important because it might affect how confident participants feel about using the lesson plans.
4. Tell participants that the plans were developed following a clearly defined process:
- The plans were written by a team of professionally qualified and experienced Sierra Leonean educators and English language experts based on the SL secondary education curriculum.
 - International educators supported the national experts to ensure conformity with international best practice.
 - Officials of the Ministry of Basic and Secondary Education reviewed and quality assured the plans to ensure they meet the specific needs of the Sierra Leonean population.
 - The plans provide step-by-step guidance for each learning outcome, using a range of recognized techniques to deliver the best teaching.
 - Individual lesson plans are consolidated into a LPM by term and year group or class.
 - Lesson Plan Manual has also been signed off by the Minister of Basic and Senior Secondary Education and approved for use in all senior secondary schools in Sierra Leone.
5. Tell participants that the fact the plans were developed following a clearly defined process as described above means they can be trusted to lead to better learning opportunities for all secondary school pupils, if properly implemented.

Activity 3: How is the Lesson Plan Manual Organised?

20 Minutes

1. Give each participant a copy of Handout 2.1 –2.3 and tell them that it is the Table of Contents of LPM for SSS1-3 Term 1, which contains the lesson plans for first term of the classes or year groups.
2. To help them explore and discover how the plans are organised, ask them to discuss in pairs how many lessons are in the LPM for each of the terms and how the lessons are organised.
3. Take oral feedback from some participants and agree that the LPM is organised into 48 lessons for each of the terms, by topics, each of which fits into one of four themes—listening and speaking, reading, writing and grammar.
4. Ask them if they see any sequence or progression in the way the topics are arranged in the table of contents within each class and across the classes.
5. Take some feedback and stress the idea that topics or units of learning are organised sequentially within each class or year as some ideas will have to be learnt by children before others, for example simple, present tense is naturally learnt before present continuous tense or regular verbs before irregular verbs. The same applies to classes or years as pupils will build what they'll learn in SS2 upon what they learnt in SS1.
6. Put the participants in groups of 4 each and ask each group to search for evidence of progression across SS1-3 in such topics as tense, verbs, letter writing, vocabulary development, reading and listening, speaking.
7. Take responses from the groups and handle any matters arising and move to the next activity.

Activity 4: How are the lessons structured? 20 minutes

1. Ask the participants how they usually organise the lesson plans they write and use in their classes in terms of structure or sub-heads.
2. Take oral feedback from a few participants, noting and discussing the ideas which might include learning outcomes, objectives, introduction, opening, teacher activity, pupil activity, I do, we do, they do, closing etc.
4. Share Handout 3. 4, which is an actual lesson plan from the LPM and ask them to read and note how the lesson is structured.
5. Display Chart 2.2 and go through the structure of the lesson with the participants explaining the different components of the lesson without going into much detail to save time.
7. Treat matters arising and bring activity to a close.

Activity 5: How are the lesson plans to be used? 15 minutes

1. Ask the participants: Are these lesson plans to be strictly followed in actual lesson delivery in the classroom or are they suggestions which teachers could discard, if they wish.
2. Take feedback from a few participants and reinforce the message that the lesson plans have been developed and deployed to schools for use by teachers to ensure effective teaching and learning.
3. Let them know that teachers should have the LPM handy during lessons and teach from it.
4. Remind them that prior preparation for lessons is the key to success in using the readymade plans as teachers need to demonstrate familiarity with the lesson of the day, prepare materials and teaching aids ahead of time.

5. Remind them that a lot of efforts and resources have gone into the writing, printing and distribution of the plans and so need to be used to address some of the gaps identified in the teaching and learning process in senior secondary schools.

6. Tell participants that they will not be alone in the implementation of the plans. In addition to attending workshops like this one, they will also be supported by their heads of departments, principals, and other colleagues within their schools. School Support Officers (SSOs) from their districts will also visit their schools regularly to provide support.

7. Tell them that students' handbooks for the various classes have also been developed and will be distributed to all SSS pupils to complement the lessons in the LPM. Teachers will need to ensure that pupils bring their handbooks to class regularly as well as use them responsibly.



Session summary

10 minutes

1. Do a quick recap by asking every participant to share one key learning or take away from the session.
2. Go through the learning outcomes again and confirm that every item has been covered.

Chart 2.1 –Learning outcomes

Chart 2.2—Components of Lessons in the TG

Lesson Title: Word Stress		Theme: Listening and Speaking	
Lesson Number: TGL2-L048		Class: SSS 2	
		Time: 40 minutes	
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Identify stress patterns in multisyllabic words. 2. Pronounce words with their correct stress pattern. 		 Preparation <ol style="list-style-type: none"> 1. Write the words for practice on the board (see end of lesson). 2. Write the sentences for practice on the board (see end of lesson). 	
Opening (2 minutes)			
Teaching and Learning (23 minutes)			
Practice (14 minutes)			
Closing (1 minute)			

Handout 2.1: Table of Contents of Teachers' Guide SS1 Term 1

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Lesson 2: Simple Present Tense	3
Lesson 3: Simple Present Tense	5
Lesson 4: Dialogue.....	8
Lesson 5: Parts of Speech	11
Lesson 6: Parts of Speech	14
Lesson 7: Reading Skills Development: Skimming	17
Lesson 8: Reading Skills Development: Scanning.....	20
Lesson 9: Vocabulary Development: Family and Home	23
Lesson 10: Vocabulary Development: Family and Home	26
Lesson 11: Punctuation – Terminal Stops.....	29
Lesson 12: Punctuation – Terminal Stops.....	32
Lesson 13: Present Continuous Tense (present use)	34
Lesson 14: Present Continuous Tense (future use).....	38
Lesson 15: Reading Comprehension – Fiction	41
Lesson 16: Reading Comprehension – Autobiography.....	45
Lesson 17: Informal Letters – Descriptive	49
Lesson 18: Informal Letter – To a Classmate	52
Lesson 19: Simple Past – Regular Verbs	55
Lesson 20: Simple Past – Irregular Verbs.....	59
Lesson 21: Simple Past – Irregular Verbs.....	62
Lesson 22: Past Continuous	64
Lesson 23: Formal Letter – Request to a Person of Authority.....	68
Lesson 24: Formal Letters – Request to a Person of Authority	71
Lesson 25: Comprehending a Listening Passage.....	74
Lesson 26: Consonant Sounds	77
Lesson 27: Simple Past – Irregular Verbs.....	80
Lesson 28: Comprehending a Listening Passage.....	83

Lesson 29: Punctuation: Comma, Semi-colon, Colon, Dash	86
Lesson 30: Punctuation – Comma, Semi-colon, Colon, Dash	89
Lesson 31: Reading Skills Development: Summarising	91
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Lesson 35: Simple Future (going to).....	103
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Lesson 44: Spelling	127
Lesson 45: Vocabulary Development: Fishing	130
Lesson 46: Vocabulary Development: Fishing	133
Lesson 47: Singular and Plural Nouns	135
Lesson 48: Nouns – Spelling Irregular Plural Nouns.....	138

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Lesson 4: Tenses.....	9
Lesson 5: Tenses.....	13
Lesson 6: Tenses.....	16
Lesson 7: Personal Narrative	19
Lesson 8: Personal Narrative	22
Lesson 9: Reading Comprehension:	24
Lesson 10: Reading Comprehension:	28
Lesson 11: Vocabulary Development: Environment	32
Lesson 12: Vocabulary Development: Environment.....	36
Lesson 13: Parts of Speech	40
Lesson 14: Prepositions.....	43
Lesson 15: Prepositions.....	46
Lesson 16: Reading Skills Development: Skimming and Scanning.....	50
Lesson 17: Vowel Sounds Review	54
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Lesson 19: Adjectives – Irregular Comparatives and Superlatives.....	61
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Lesson 48: Word Stress	

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Lesson 2: WASSCE Guidelines	3
Lesson 3: Parts of Speech Review	6
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Lesson 6: Vocabulary Development: Government and Administration.....	16
Lesson 7: Active and Passive Voice	19
Lesson 8: Active and Passive Voice	22
Lesson 9: Reading Comprehension – Descriptive Essay	26
Lesson 10: How to Write a Five-Paragraph Essay	30
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Lesson 21: Vocabulary Development: Law and Order	68
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Lesson 47: Question Tags – Future Tense	166
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Handout 2. 4.

Lesson Title: Word Stress	Theme: Listening and Speaking	
Lesson Number: TGL2-L048	Class: SSS 2	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: 3. Identify stress patterns in multisyllabic words. 4. Pronounce words with their correct stress pattern.	 Preparation 1. Write the words for practice on the board (see end of lesson). 2. Write the sentences for practice on the board (see end of lesson).	

Opening (2 minutes)

1. Invite volunteers to explain syllables in their own words. (Example answers: parts of a word, 1 vowel sound)
2. Tell pupils that in this lesson they will practise word stress in different types of words.

Teaching and Learning (23 minutes)

1. Revise syllables with pupils.
 - A syllable is a unit of pronunciation that has 1 vowel sound, with or without consonants.
Examples:
 - Monosyllabic words: she, he, that, this, where, how, come, shut, beast
 - Words with 2 syllables: cushion, letter, offer, sofa, forklift, bottle

- Words with 3 syllables: quietly, evident, cholera, lemonade, afternoon
 - Words with 4 syllables: necessary, agriculture, presentation
 - Words with 5 syllables: international, imagination, electricity
2. Have pupils open the Pupils' Handbook at the practice activity that corresponds with the lesson.

3. Explain word stress to pupils.

- In English, we do not pronounce each syllable with the same emphasis.
- In each word, 1 syllable is emphasised.

4. Use the following table to explain some of the rules for word stress. Read out the examples with appropriate stress for pupils while they follow along.

Type of word	Word stress	Examples
2-syllable nouns and adjectives	First syllable	y ellow, t aller, d octor, b ottle
2-syllable verbs and prepositions	Second syllable	pre s ent, inv i te, betw e en, dec i de, rece i ve
3-syllable words ending in '–er' and '–ly'	First syllable	l ovingly, m anager, e asier
3-syllable words ending in consonants or '–y'	First syllable	o ptimal, g enerous, c anopy
Words ending in '–ic', '–sion' and '–tion'	Second-from-last syllable	i conic, n ation, g raphic, e xtension
Words ending in '–cy', '–phy', '–gy', '–ty', '–al'	Third-from-last syllable	dem o cracy, ge o logy, phot o graphy, dis o parity, c ritical

5. For other suffixes, there are other rules:

- Words with suffixes '–able', '–ian', '–cian', '–ible', '–ish', '–ious', '–ia' have stress on the syllable right before the suffix.
Example: **d**urable, technician, im**o**ssible, **v**arious, **b**acteria
- Words with suffixes '–ade', '–eer', '–ese', '–ee', '–ette', '–que', '–oon' have stress on the suffix itself.
Example: crus**a**de, pup**e**tteer, Japan**e**se, agr**e**e, cass**e**tte, phys**i**que, ballo**o**n

6. Read all the words aloud once again, and have pupils repeat after you.

Practice (14 minutes)

1. Have pupils copy the practice words on the board in their exercise books (see end of lesson).
2. Ask pupils to work with seatmates to identify the stress in each word.
3. Invite volunteers to share their answers and pronounce the words with correct stress. Underline the stressed syllables in the words on the board.

Answers:

- education
- irresistible
- theology
- cogent
- international
- excellent
- priority
- persuasion
- abide
- logical
- glorious
- endure
- subject (noun)
- subject (verb)
- marker
- invitation
- relax
- spectacles

4. Say each of the words in the word list aloud and have pupils repeat the words after you. Emphasis the stressed syllables.
5. Ask pupils to copy the sentences on the board into their exercise books (see end of lesson).
6. Have pupils work with seatmates to identify where words should be stressed in the sentences. Tell them to mark the stressed syllables in their exercise books.
7. Invite volunteers to read the sentences aloud with correct word stress. Correct them if needed. Underline the stressed syllables in the words on the board.

Answers:

- A difficult examination requires a pupil to concentrate.
 - In Chinese culture, one must have permission before taking photographs.
 - I advise you to get a medical examination done after the interrogation.
 - Perhaps you would be better off staying in today.
8. As a class, practise reading the 4 sentences aloud with correct word stress.

Closing (1 minute)

1. For homework, have pupils do practice activity PHL2-L048 in the Pupils' Handbook.

[WORDS FOR PRACTICE]

- education
- irresistible
- theology
- cogent
- international
- excellent
- priority
- persuasion
- abide
- logical
- glorious
- endure
- subject (noun)
- subject (verb)
- marker
- invitation
- relax
- spectacles

Session 3: Delivering listening and speaking lessons

120 minutes

Learning outcomes

By the end of the session, participants will be able to:

- Identify listening and speaking lessons in the LPM
- Practice teaching lessons on Vowels and Consonants from the LPM
- Practice teaching lessons on Word Stress and Dialogue following the LPM.

Materials

Chart 3.1: Learning outcomes

Handout 3.1: Listening and speaking lessons in Teacher's Guide

Handout 3.2—Lesson on vowels

Handout 3.3—Lesson on consonants

Handout 3.4—Lesson on Word Stress

Handout 3.5—Lessons on Dialogue

flipcharts, post it notes, masking tape and markers

Activity outline

Introduction	10 minutes
Activity 1: Identifying listening and speaking lessons in the SSS English LPM Guide	20 minutes
Activity 2: Practice teaching Vowel sounds lesson from the LPM	20 minutes
Activity 3: Practice teaching Consonant sounds lesson from the LPM	20 minutes
Activity 4: Practice teaching Word Stress from the LPM	20 minutes
Activity 5: Practice teaching Comprehending a listening passage from the LPM	20 minutes

Summary

10 minutes

Background for facilitators

Listening and speaking are two critical skills that reinforce each other since children naturally spend a long of time listening to and understanding speech by others before they can speak. Children need to be trained to be effective listeners as understanding and responding appropriately to the speech of others is a critical success factor in life.

A child who is not able to listen and understand speech can hardly benefit from lessons and other interactive situations that depend on the spoken word. Similarly, children also need to develop the skills to speak clearly for others to understand them. Effective speaking skills also open a world of opportunities to human beings who can speak very well. This makes the development of listening and speaking skills very critical at the SSS level where pupils are expected to sit and pass high stakes examinations and /or transit into the world of work. The stakes become even higher in the ESL situation where pupils and teachers must overcome limitations imposed by already internalized native languages and other environmental factors.

Success in Listening will depend on the ability of pupils to 'hear' the 'sounds' of the English language spoken by others as well as the 'intonation' and 'stress' of the utterances (words, phrases, and sentences) of the speakers of the language. Similarly, success in speech or spoken English also depends on a speaker's ability to produce the 'sounds' clearly as well as use the right intonation and stress words and sentences appropriately.

This session will help the participants to identify listening and speaking lessons in the LPM as well as practice delivering lessons on listening and speaking skills as a way of building their confidence in using the readymade lesson plans.

Session Introduction

10 minutes

1. Welcome participants to the session and thank them for returning on time from break.
2. Explain that the purpose of this session is to guide them as teachers to identify lessons on listening and speaking in the LPM as well as practice delivering example lessons from the guide was introduced in the previous session.
4. Display chart 3.1 (Learning outcomes) and go through it with the participants.

Activity 1: Identifying listening and speaking lessons in the SSS English

LPM

20 minutes

1. **Ask:** what topics come to mind when we think of the listening and speaking component of the curriculum?
2. Take responses from a few participants and agree that the topics include: **pure vowels, consonants, rhymes, stress, intonation, listening comprehension, fluency, phonetic symbols, dialogue.**
3. Ask the participants to bring out Handouts 2.1-2.3 which they were given during the previous session (Table of contents) and go through ready for a task.
4. Ask them to work individually to complete the table below with lessons and topics from the table of contents that are listening and speaking lessons for each of SS1, SS2 and SS3. They could draw the table in their notepads or A4 paper. Give 5 minutes for the task.

SS1	SS2	SS3
-----	-----	-----

Lesson	Topic	Lesson	Topic	Lesson	Topic

5. Take feedback from as many participants as possible, making corrections, where necessary.
6. Share Handout 3.1. and ask them to compare their work with information in the handout and ask any questions they might have.
7. Ensure that every participant is comfortable with identifying listening and speaking topics before moving on.

Activity 2: Practice Teaching Vowels 20 minutes

1. Tell participants that in this activity we'll use an actual lesson plan from the LPM to demonstrate how vowel sounds can be taught effectively in SSS classes.
2. Give participants Handout 3.2 and give them 3 minutes to go through the lesson plan.
3. Ask: What skills are pupils expected to master in this lesson and where can that information be found in the lesson plan?

4. Take a few responses and agree that the pupils are expected to:
 - a. Identify and pronounce pure vowel sounds in words
 - b. Explain the difference between pure vowels and diphthong sounds
 - c. Identify long vowel sounds in sentences; and that
 - d. the information is found in the box that indicates the learning outcomes at the top left corner of the handout.
5. Ask the participants to discuss in their groups and agree what broad activities will lead to the achievement of the learning outcomes.
6. Take feedback from across the groups and agree that they are the four stages of the lesson: opening, teaching, and learning, practice and closing.
7. Ask 2 or 3 volunteers to demonstrate some of the activities—opening, teaching, and learning, practice and closing.
8. Guide the rest to observe and provide feedback to those practising as to whether or not they had followed the LPM.
9. Attend to any issues arising and move to the next activity ensuring that everybody has a chance to practice.

Activity 3: Practice Teaching Consonant sounds

20 minutes

1. Ask participants to distinguish between consonant letters and consonant sounds by mentioning some letters as different from sounds.
2. Take oral feedback and explain that consonant letters are 21 of the 26 letters in the English alphabet, i.e. minus the 5 vowels (a, e, i, o, u), while the consonant sounds are the 24 sounds that the 21 consonant letters make when we speak English.

3. Distribute Handout 3. 3 and ask participants to identify the 21 consonant letters from the opening section and the 24 consonant sounds from the practice section (consonant sounds table) of the lesson.
4. Take participants back to the learning outcomes section of the lesson to identify what pupils are expected to have learnt by the end of the lesson:
 - a. Identify and pronounce the 24 consonant sounds of the English language.
 - b. Identify and use consonant sounds in initial, medial and end position in words.
5. Refer participants to the consonant table in the handout and ask them to practice identifying and producing the consonant sounds in pairs, while you and your co-facilitator move round to provide support.
6. Ask them to change partner and practice identifying and using consonant sounds in initial, medial and end positions with the new partner, while you and your co-facilitator move round to provide support.
7. Check to be sure everybody understands what is meant by consonant sounds occurring in initial, medial and end positions by asking questions or providing examples.
8. Take participants through the information on consonant sounds in the teaching and learning section and close the activity.

Activity 4: Teaching Word Stress from the LPM

20 minutes

1. Use this activity to demonstrate delivering a full lesson following the LPM—the lesson plan is Handout 3.4.
2. Either you or your co-facilitator should practice presenting this lesson on Word stress in the time available, the idea being to show the participants how this can be done in the classroom following the lesson plan.
3. As much as possible, follow the plan from opening to closing, omitting details that require a lot of time.
4. Note that it's not necessary for participants to pretend that they're children. Let them be the adults they are.
5. At the end of the lesson demonstration, the co-facilitator (not the one that taught) can lead discussions on matters arising from the lesson delivery.

Activity 5: Practice teaching Dialogue from the LPM 20 minutes

1. Use this activity to get the participants to practice delivering a full lesson following the Teacher's Guide—the lesson plan is Handout 3.5.
2. Give out Handout 3.5 and ask participants to quickly go through it.
6. Then call for a volunteer who is willing to practice presenting this lesson on Dialogue in the time available.
7. Ask him/her to follow the plan from opening to closing, omitting details that require a lot of time.
8. The idea for now is not to have participants to observe and give feedback, but to participate in the lesson as students.

9. As usual, it's not necessary for participants to pretend that they're children.
10. At the end of the lesson, thank the volunteer and tell others they'd have their time to present in subsequent sessions.
11. Allow participants to raise and discuss any relevant issues they might have, if time permits.

Session summary



10 minutes

1. Do a quick recap by asking every participant to share one key learning or take away from the session or any other do any other thing you're comfortable with.
2. Go through the learning outcomes again and confirm that every item has been covered.

Chart 3.1 –Learning outcomes**Handout 3.1: Listening and speaking lessons in Teacher’s Guide**

SS1		SS2		SS3	
Lesson	Topic	Lesson	Topic	Lesson	Topic
4	Dialogue	1	Oral presentation	1	Oral presentation
25	Comprehending a listening passage	2	Comprehending a listening passage	17	Comprehending a listening passage
26	Consonant sounds	17	Vowel sounds review	19	Word stress
28	Comprehending listening passage	18	Consonant sounds review	20	Emphatic stress
41	Comprehending listening passage	47	Comprehending a listening passage	32	Consonant sounds
42	Consonant clusters	48	Word stress	42	Consonant clusters
43	Consonant clusters			48	Comprehending a listening passage

Handout 3.2

Lesson Title: Vowel Sounds Review	Theme: Listening and Speaking	
Lesson Number: TGL2-L017	Class: SSS 2	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Identify and pronounce pure vowel sounds in words. 2. Demonstrate understanding of the difference between pure vowels and diphthong sounds. 3. Identify long vowel sounds in sentences. 	 Preparation <ol style="list-style-type: none"> 1. Write the word list for sound identification on the board (see end of lesson). 2. Write the words for the written practice exercise on the board (see end of lesson). 	

Opening (2 minutes)

1. Invite volunteers to name the 5 vowels and their sounds. (Answer: a, e, i, o, u)
2. Tell pupils that in this lesson they will practise these and other vowels sounds.

Teaching and Learning (20 minutes)

1. Define pure vowel sounds as a class:
 - Pure vowel sounds, or ‘monophthongs’ refer to a single vowel sound in a word. They are sounds that are spoken with the same sound from beginning to end. For example: spoon, egg, patch.
2. Explain to pupils that the same vowel sound can be written in many ways, using different letters of the alphabet. Examples:
 - The sound /i:/ as in **seat**, **beet**, **keys**
 - The sound /u:/ as in **fool**, **shoe**, **who**

3. As a class, discuss how some different short vowel sounds are written using a combination of letters. Have pupils open their Pupils' Handbook at the practice activity that corresponds to the lesson and follow along.

Phonetic sound	Example words
/æ/ as in 'apple'	back, lack, apple, animal, badge
/ʌ/ as in 'fun'	junk, done, some, flood, tough, does
/u/ as in 'put'	wood, book, could
/i/ as in 'pin'	bin, pretty, women, fountain
/ɛ/ as in 'egg'	bend, leopard, realm, leisure
/ɔ/ as in 'cot'	pot, bought, cough, knowledge

4. Discuss how some long vowel sounds are written:

Phonetic sound	Example words
/ɑ:/ as in 'past'	last, half, chance, aunt, laugh, surpass
/i:/ as in 'sleep'	seat, recede, receipt, police
/u:/ as in 'pool'	stool, rude, soup, shoe, blue
/ə:/ as in 'hurt'	word, bird, myrtle, serve, fur, earth
/ɔ:/ as in 'law'	talk, taught, broad

5. Tell pupils that pure vowel sounds are different from 'diphthongs'.
Diphthongs are sounds that have 2 pure vowel sounds combined in 1.

Examples:

- The combination 'ou' can have 2 sounds.
 - The first is /o/ as in 'pour'. This is a pure vowel sound.
 - The second is /əu/ as in 'round', pronounced /ra/+/oo/+/nd/. This is a diphthong.
- Similarly, 'i' can have many sounds.
 - The first is /i/ as in 'pin'. This is a pure vowel sound.
 - The second is /ai/ as in 'glide', pronounced /gla/+/eed/. This is a diphthong.

Practice (17 minutes)

1. Draw pupils' attention to the word list on the board (see end of lesson).
2. Invite volunteers to raise their hand to identify whether the underlined vowel sounds in the words are pure vowel sounds or diphthongs.

Answers:

- Wool – pure vowel sound
 - Found – diphthong
 - Awkward – pure vowel sound
 - Branch – pure vowel sound
 - Boy – diphthong
 - Rough – pure vowel sound
 - Cure – diphthong
 - Pester – pure vowel sound
 - Intelligent – pure vowel sound
3. Say each of the words aloud, emphasising the correct pronunciation of the vowel sound, and have pupils repeat the pronunciation after you.
 4. Have pupils copy the words for written practice from the board into their exercise books (see end of lesson).
 5. Tell pupils to choose the word from the multiple-choice options that has the same vowel sound as the one that is underlined.

a. <u>car</u>	wall	rack	plan
b. <u>know</u>	cloth	stroll	loss
c. <u>bread</u>	please	bead	head
d. <u>goat</u>	bound	brawl	whole
e. <u>cause</u>	mock	work	cold
f. <u>curse</u>	putt	cushion	courteous
g. <u>should</u>	school	push	mould
h. <u>shoe</u>	cool	show	pull

6. Invite volunteers to share their answers with the class. (Answers are in bold.)

7. For every answer, read the given words and the correct answer aloud to show pupils the similarity in sound.
8. Tell pupils to practise reading the vowel sounds softly to themselves.

Closing (1 minute)

1. For homework, have pupils do practice activity PHL2-L017 in the Pupils' Handbook.



[WORD LIST FOR SOUND IDENTIFICATION]

1. Wool
2. Found
3. Awkward
4. Branch
5. Boy
6. Rough
7. Cure
8. Pester
9. Intelligent

[WORDS FOR WRITTEN PRACTICE]

- | | | | |
|-------------------|--------|---------|-----------|
| a. <u>c</u> ar | wall | rack | plan |
| b. <u>k</u> now | cloth | stroll | loss |
| c. <u>b</u> read | please | bead | head |
| d. <u>g</u> oat | bound | brawl | whole |
| e. <u>c</u> ause | mock | work | cold |
| f. <u>c</u> urse | putt | cushion | courteous |
| g. <u>s</u> hould | school | push | mould |
| h. <u>s</u> hoe | cool | show | pull |

Handout 3. 3.

Lesson Title: Consonant Sounds	Theme: Listening and Speaking	
Lesson Number: TGL1-L026	Class: SSS 1	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Identify and pronounce the 24 consonant sounds of the English language. 2. Identify and demonstrate understanding of consonant sounds in initial, medial and end position in words. 	 Preparation Write the consonant sounds table on the board (see end of lesson). Do not write the table with additional examples on the board.	

Opening (3 minutes)

1. Ask pupils to name the consonants in the English alphabet. (Answer: b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z)
2. Tell pupils that in today's lesson and the next lesson they will be practising consonant sounds.

Teaching and Learning (20 minutes)

1. Discuss consonants with pupils:
 - There are 21 consonants in the English alphabet, including 'y' and 'w'.
 - There are 24 consonant sounds in English.
 - There are 2 semi-vowels in English, 'y' and 'w'. They sometimes act as a vowel and sometimes act as a consonant.
 - Consonants may be voiced or unvoiced.
 - Each letter can represent multiple sounds.
2. Show pupils the consonant sounds table on the board (see end of lesson).
3. Tell them to listen carefully to your pronunciation as you read.
4. Read the list of words to the class and show them where the consonant sounds are in each of the words.
5. Invite the class to repeat each word after you.

6. Read the consonant sounds aloud. Have the class repeat each of the sounds after you.
7. After pronouncing each sound, invite volunteers to give you additional examples of words that have that sound.
8. Write pupils' examples in the third column on the board. Tell pupils that the sounds do not have to be at the start of the words, but can be in the middle or at the end.
9. Ask pupils to copy this list into their exercise books.

Practice (*12 minutes*)

1. Tell pupils that they are going to play a game with seatmates to practise the consonant sounds.
2. Pupils will choose a consonant sound and ask seatmates to name a word that contains that sound. Then another pupil will call out a different consonant sound. They should continue playing until all of the consonant sounds have been used.
3. For an additional challenge, pupils can specify if the sound is at the start, in the middle or at the end of the word.
4. Move around the classroom to check that pupils are using the consonant sounds correctly.

Closing (5 minutes)

1. Read out some of the consonant sounds from the table and have pupils raise their hand if they hear a sound from their name.
2. For homework, have pupils do practice activity PHL1-L026 in the Pupils' Handbook.



[CONSONANT SOUNDS TABLE]

Sound	Example word	Additional words with the consonant sound
p	pair	
b	bad	
t	tall	
d	dark	
k	cab	
g	good	
f	fine	
v	very	
th	thing	
thth	this	
s	saw	
z	zap	
sh	shape	
zh	pleasure	
h	her	
ch	cherry	
j	judge	
m	man	
n	nail	
ng	ring	
l	let	
r	right	
w	wet	
y	you	

[CONSONANT SOUNDS WITH ADDITIONAL EXAMPLES]

Sound	Example word	Additional words with the consonant sound
p	pair	cup, plant, appear
b	bad	crab, ball, book, about
t	tall	hit, cattle, take
d	dark	head, read, added
k	cab	lack, car, actor
g	good	tag, go, again
f	fine	wife, fall, afraid
v	very	above, never
th	thing	both, think
thth	this	father, rather
s	saw	house, hospital
z	zap	goes, zoo
sh	shape	push, show
zh	pleasure	beige, usual
h	her	ahead, hair
ch	cherry	match, natural
j	judge	joke, majority
m	man	team, mango, amount
n	nail	tan, nice, animal
ng	ring	singer, song
l	let	tall, lady, always
r	right	scary, wrong, read
w	wet	away, want
y	you	soya, yoghurt

Handout 3.4

Lesson Title: Word Stress	Theme: Listening and Speaking	
Lesson Number: TGL2-L048	Class: SSS 2	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Identify stress patterns in multisyllabic words. 2. Pronounce words with their correct stress pattern. 	 Preparation <ol style="list-style-type: none"> 1. Write the words for practice on the board (see end of lesson). 2. Write the sentences for practice on the board (see end of lesson). 	

Opening (2 minutes)

1. Invite volunteers to explain syllables in their own words. (Example answers: parts of a word, 1 vowel sound)
2. Tell pupils that in this lesson they will practise word stress in different types of words.

Teaching and Learning (23 minutes)

1. Revise syllables with pupils.
 - A syllable is a unit of pronunciation that has 1 vowel sound, with or without consonants.

Examples:

 - Monosyllabic words: she, he, that, this, where, how, come, shut, beast
 - Words with 2 syllables: cushion, letter, offer, sofa, forklift, bottle
 - Words with 3 syllables: quietly, evident, cholera, lemonade, afternoon
 - Words with 4 syllables: necessary, agriculture, presentation
 - Words with 5 syllables: international, imagination, electricity
2. Have pupils open the Pupils' Handbook at the practice activity that corresponds with the lesson.

3. Explain word stress to pupils.

- In English, we do not pronounce each syllable with the same emphasis.
- In each word, 1 syllable is emphasised.

4. Use the following table to explain some of the rules for word stress. Read out the examples with appropriate stress for pupils while they follow along.

Type of word	Word stress	Examples
2-syllable nouns and adjectives	First syllable	y ellow, t aller, d octor, b ottle
2-syllable verbs and prepositions	Second syllable	pre s ent, inv i te, be t ween, dec i de, rec e ive
3-syllable words ending in '–er' and '–ly'	First syllable	l ovingly, m anager, e asier
3-syllable words ending in consonants or '–y'	First syllable	o ptimal, g enerous, c anopy
Words ending in '–ic', '–sion' and '–tion'	Second-from-last syllable	i conic, n ation, g raphic, e xtension
Words ending in '–cy', '–phy', '–gy', '–ty', '–al'	Third-from-last syllable	dem o cracy, ge o logy, phot o graphy, dis p arity, c ritical

5. For other suffixes, there are other rules:

- Words with suffixes '–able', '–ian', '–cian', '–ible', '–ish', '–ious', '–ia' have stress on the syllable right before the suffix.
Example: **d**urable, techn**i**cian, im**o**ssible, **v**arious, bacter**i**a
- Words with suffixes '–ade', '–eer', '–ese', '–ee', '–ette', '–que', '–oon' have stress on the suffix itself.
Example: crus**a**de, pupp**e**teer, Japan**e**se, agr**e**e, cass**e**tte, phys**i**que, **b**alloon

6. Read all the words aloud once again, and have pupils repeat after you.

Practice (14 minutes)

1. Have pupils copy the practice words on the board in their exercise books (see end of lesson).
2. Ask pupils to work with seatmates to identify the stress in each word.
3. Invite volunteers to share their answers and pronounce the words with correct stress. Underline the stressed syllables in the words on the board.

Answers:

- education
- irresistible
- theology
- cogent
- international
- excellent
- priority
- persuasion
- abide
- logical
- glorious
- endure
- subject (noun)
- subject (verb)
- marker
- invitation
- relax
- spectacles

4. Say each of the words in the word list aloud and have pupils repeat the words after you. Emphasis the stressed syllables.
5. Ask pupils to copy the sentences on the board into their exercise books (see end of lesson).
6. Have pupils work with seatmates to identify where words should be stressed in the sentences. Tell them to mark the stressed syllables in their exercise books.
7. Invite volunteers to read the sentences aloud with correct word stress. Correct them if needed. Underline the stressed syllables in the words on the board.

Answers:

- A difficult examination requires a pupil to concentrate.
 - In Chinese culture, one must have permission before taking photographs.
 - I advise you to get a medical examination done after the interrogation.
 - Perhaps you would be better off staying in today.
8. As a class, practise reading the 4 sentences aloud with correct word stress.

Closing (1 minute)



1. For homework, have pupils do practice activity PHL2-L048 in the Pupils' Handbook.

[WORDS FOR PRACTICE]

- education
- irresistible
- theology
- cogent
- international
- excellent
- priority
- persuasion
- abide
- logical
- glorious
- endure
- subject (noun)
- subject (verb)
- marker
- invitation
- relax
- spectacles

Handout 3.5: Dialogue

Lesson Title: Dialogue	Theme: Reading	
Lesson Number: TGL1-L004	Class/Level: SSS 1	Time: 40 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> 1. Read and understand a dialogue. 2. Summarise key information in a text. 3. Answer questions on a text. 	 <p>Preparation</p> <ol style="list-style-type: none"> 1. Write the comprehension questions on the board (see end of lesson). 2. Read the dialogue (see end of lesson).
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Opening (5 minutes)

1. Introduce the topic of Nigeria to the class. Invite volunteers to answer the following questions:
 - Who has been to Nigeria?
 - Do you know anyone who has been to Nigeria?
 - What do you think Kano, Nigeria is like?
2. Tell pupils that in today's lesson they are going to read a dialogue between Aminata and Charles. In the dialogue, they will see examples of positive and negative sentences in the simple present tense as well as questions, similar to what they studied in the previous 2 lessons.

Teaching and Learning (15 minutes)

1. Have pupils open the Pupils' Handbook at the practice activity that corresponds with the lesson.
2. Introduce the dialogue to pupils (see end of lesson). Aminata has just been to Kano. She is telling Charles about her trip and answering his questions.
3. Read the dialogue aloud to pupils. Focus on modeling correct intonation and pronunciation.
4. As a class, discuss the following question: Do you think Aminata liked Nigeria? Why or why not? (Example answer: Yes, she said it was great and wants to go again.)
5. Invite a volunteer to come to the front and act out the dialogue with you. Focus on modeling correct intonation and pronunciation.
6. Ask pupils to practise reading the dialogue aloud with a partner.

Practice (15 minutes)

1. Revise the questions on the board with pupils (see end of lesson).
2. Ask pupils to answer the comprehension questions in their exercise books.
3. Have pupils check their answers with seatmates.
4. Check answers as a class.

Answers:

- a. No, Kano is very noisy and busy.
 - b. The currency in Nigeria is the naira.
 - c. Yes, the food is very spicy.
 - d. Aminata mentions jollof rice.
 - e. Aminata wants to go to Lagos next time.
5. Ask pupils to read the dialogue again to identify the main ideas. Tell pupils there are 4 main topics Aminata and Charles talk about.
 6. Invite volunteers to identify the topics. (Answers: general information about Kano; the currency; food in Nigeria; Aminata's future plans)
 7. Write the 4 topics on the board.
 8. Have pupils write a summary of the dialogue. They should be able to do this without looking at the dialogue in the Pupils' Handbook. The summary should include 4 sentences – a sentence for each topic – as well as a title.

Closing (5 minutes)

1. Invite 2-3 volunteers to share their summary with the class.

Example:

Kano is a big, busy, noisy city with many people and cars. The currency is the naira, and Aminata learned how to use it. The food is spicy and Aminata ate jollof rice. She wants to visit Lagos next time.

2. For homework, have pupils do practice activity PHL1-L004 in the Pupils' Handbook.

[DIALOGUE]

Dialogue: A Trip to Kano

Aminata is telling Charles about a trip she recently took to Kano.

Charles: Hi, Aminata, how was your trip?

Aminata: It was very good. Kano is a very interesting city.

Charles: Is it a big place?

Aminata: It is really big. There are lots of people and cars and buses. It is always noisy, and there are many things going on day and night. It is really hot and dusty, but a fun place to be.

Charles: What is the currency in Nigeria?

Aminata: It is the naira. For the first few days, I had problems calculating the amounts, but later it became normal for me.

Charles: Tell me about the food. What do people eat in Nigeria? Is it spicy? Do you prefer it to our food in Sierra Leone?

Aminata: The food is good, but not as good as ours. It is very spicy. They eat a lot of jollof rice.

Charles: It sounds like you had an interesting trip and had new experiences. Would you go back to Nigeria again?

Aminata: For sure, but next time I want to go to Lagos.

[COMPREHENSION QUESTIONS]

- a. Is Kano a quiet place?
- b. What is the currency in Nigeria?
- c. Is the food very spicy?
- d. Which Nigerian food does Aminata mention?
- e. Where does Aminata want to go next time?

Session 4: Delivering Reading Lessons

120 minutes

Session objectives

By the end of the session, participants will be able to:

- Identify reading lesson topics in the Lessons Plan Manual
- Practice teaching lessons on Skimming from the Lessons Plan Manual
- Practice teaching lessons on Scanning from the Lessons Plan Manual
- Practice teaching lessons on reading comprehension from the Lessons Plan Manual

Materials

Chart 4.1: Learning outcomes

Handout 4.1: Reading Skills Development--Scanning

Handout 4.2: Reading Skills Development--Skimming

Handout 4.3: Reading Skills Development—Reading comprehension

Lesson plans for SSS English Language, SSS 1 – 3, (term 1),

flipcharts, masking tape and markers

Session outline

Introduction	5 minutes
Activity 1: Identify reading lessons in the Teacher's Guide	10 minutes
Activity 2: Practice Teaching a lesson on Skimming from the LPM	30 minutes
Activity 3: Practice teaching a lesson on Scanning from the LPM	30 minutes
Activity 4: Practice teaching a lesson on Reading Comprehension from the LPM	40 minutes
Summary	5 minutes

Facilitators: Notwithstanding the central role of reading to life and education generally, there are fears that secondary school pupils are not acquiring and developing the requisite reading skills. This often shows in the dismal performance of pupils in internal and external examinations.

The purpose of this session is to identify the reading lessons in the Lesson Plan Manual (LPM) explore different ways to ensure that the lessons are delivered effectively by teachers for optimal learning by the pupils. Participants will be afforded opportunities to practice how to implement various elements of the lesson plan from opening to closing. It is important to ensure that all participants take active part in the demonstrations. Remember that the whole essence of the workshop is to have teachers go back to their schools and make effective use of the LPMs. So, prioritise lesson delivery demonstrations and content knowledge within the target lessons.

Session Introduction

5 minutes

- Welcome participants to the session and thank them for returning/arriving on time.
- Explain that the purpose of this session is to enable them as teachers of English to explore how they could help their pupils to become better readers by delivering lessons on reading from the teacher's guide more effectively.
- Display chart 4.1 (Learning outcomes) and go through it with the participants.

Activity 1: Identifying reading lessons in the Teacher's Guide 10 minutes

- Ask: what is reading and who would you consider an effective/efficient reader?
- Take a few responses and conclude that reading simply means to obtain or decode information from printed or written materials, while an effective/efficient reader would be one that achieves his/her purpose for reading—ability to go through material quickly, understand accurately and recall much of what has been read.
- Ask the participants some of the topics they normally teach under reading in their schools.
- Take some oral feedback across the tables and agree that these will include reading comprehension, skimming, and scanning.
- Now ask them to bring out Handouts 2.1 -2.3 again for an activity like the one they did during the session on listening and speaking.
- This time, ask them to work in groups to identify the reading lessons from SS1 to SS3 plans and be prepared to discuss their findings in plenary.

- Take feedback from groups, discuss, and agree the reading topics and move to the next activity.

Activity 2: Teaching a lesson on Skimming from the LPM

30 minutes

- Ask participants: How would explain the term Skimming to your pupils?
- Take a few responses and agree that Skimming is a technique a reader uses to read quickly. For example, if you have a long text and you want to know if it is useful, or you do not have time to read every word carefully, you can use skimming (explanation from LPM).
- Give participants Handouts 4.1 which is a lesson on Skimming and ask them to read the handouts in 5 minutes.
- Ask participants to prepare to present different aspects of the lessons (opening, T&L, practice and closing).
- Allow about 3 minutes for the preparation.
- Allow as many participants as possible to present following exactly what is in the LPM within the time available.
- The rest of the participants should observe and make comments at the end.
- Limit comments to timing and following what the section being presented demands.
- Take any matters arising including clarifying issues and reinforcing learning.

Activity 3: Teaching a lesson on Scanning from the LPM

30 minutes

- Ask participants: What is Scanning and how is it different from or similar to Skimming?
 - Take a few responses and agree that scanning is a reading technique used to look for the specific information you need. When scanning, the reader ignores the rest of the text. Both are techniques for reading quickly and purposefully.

- Skimming is used to get the general idea of a text, whereas scanning is used to find specific information. (explanations from LPM).
- Give participants Handouts 4.2 which is a lesson on Scanning and ask them to read the handouts in 5 minutes.
- Ask participants to prepare to present different aspects of the lessons (opening, T&L, practice and closing).
- Allow about 3 minutes for the preparation.
- Allow as many participants as possible to present following exactly what is in the LPM within the time available.
- The rest of the participants should observe and make comments at the end.
- Limit comments to timing and following what the section being presented demands.
- Take any matters arising including clarifying issues and reinforcing learning.

Activity 4: Practice teaching a reading comprehension lesson from the

Teacher's Guide

40 minutes

- Ask the participants: What do we mean when we talk about reading comprehension?
- Take oral feedback from some participants and agree that it means to demonstrate understanding of what has been read by answering questions or performing tasks.
- Further ask: What are some of the things a reader can do to demonstrate understanding of what has been read?
- Take feedback from a couple of participants, writing down on flip chart paper some of the points mentioned, which might include: recall of facts, learning new words (vocabulary development), learning new grammatical items, making inferences, analyse, or synthesise information, interpret information, summarise information, restate information in their own words.

- Give out Handout 4.3 which is a lesson on reading comprehension and ask participants to read it in 5 minutes and get ready to present the full lesson.
- Then call for 4 volunteers (including women) to present this lesson for 10 minutes or less each. (You may wish to identify these participants ahead of time, say from the previous day to ensure they're prepared).
- Ask them to follow the plan from opening to closing, omitting details that require a lot of time.
- Ask other participants to observe and make comments based on whether presenters follow the LPM or not and no more.
- As usual, it's not necessary for participants to pretend that they're children.
- At the end of the lesson, thank the volunteer and tell others they'd have their time to present in subsequent sessions/activities.
- Allow participants to raise and discuss any relevant issues they might have, if time permits.

Session summary

5 minutes

- Ask a few participants to say one new thing they have learnt from the session.
- Go through the learning outcomes again and confirm that every item has been covered.

Materials for the Session

Chart 4.1: Session Outcomes (see

Session objectives



By the end of the session, participants will be able to:

- Identify reading lessons in the Lessons Plan Manual
- Practice teaching lessons on Skimming from the Lessons Plan Manual
- Practice teaching lessons on Scanning from the Lessons Plan Manual

- Practice teaching lessons on reading comprehension from the Lessons Plan Manual

Handout 4.1

Lesson Title: Reading Skills Development: Skimming	Theme: Reading	
Lesson Number: TGL1-L007	Class/Level: SSS 1	Time: 40 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate understanding of when to use skimming when reading a text. 2. Use skimming to read a text quickly and purposefully. 3. Answer questions on a text. 	 <p>Preparation</p> <ol style="list-style-type: none"> 1. Write the title of the text on the board (see end of lesson). 2. Write the questions on the board (see end of lesson). If possible, cover the questions so that pupils cannot read them until the Practice section of the lesson. 3. Practise reading the text 'The Causes of Dirty Beaches and a Solution' aloud (see end of lesson).
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Opening (5 minutes)

- As a class, discuss the types of texts that pupils enjoy reading.
- Ask pupils if they have to read every word to understand a text or if they can read a text quickly and get the information they need.
- Tell pupils that in this lesson they are going to learn about a reading technique called skimming, which will help them to read quickly and purposefully.

Teaching and Learning (15 minutes)

- Introduce the text. Point to the title on the board and tell pupils that they are going to read an article about the environment.
- Ask pupils to use the title of the text to guess what the text will be about. Discuss their ideas as a class and write some ideas on the board. (Example answers: why beaches are dirty, how people can clean them, problems that come from dirty beaches, why dirty beaches are bad)
- Tell pupils that the first technique of skimming is to read the title and think about what the text might be about.
- Tell pupils the second technique of skimming is to read the introductory paragraph.
- Have pupils open the Pupils' Handbook at the practice activity that corresponds with the lesson and have them read the first paragraph.
- Invite volunteers to share a summary of the introductory paragraph.
Example answer:
 - Natural events and people cause beaches to become dirty. Some people clean the beaches to make them pleasant for everyone.
- Tell pupils that the third technique of skimming is to read the first line of each of the body paragraphs to get the general idea. Give pupils a minute to read the first line of paragraphs 2, 3 and 4.
- Invite volunteers to give a summary. Example answers:
 - Paragraph 2 – Storms and animals can make beaches dirty.
 - Paragraph 3 – People are untidy and thoughtless.
 - Paragraph 4 – School children clean beaches in some places.
- Tell pupils the fourth technique of skimming is to read the concluding paragraph, as it is usually some kind of summary. Ask pupils to read the last paragraph.
- Invite volunteers to summarise the last paragraph. Example answer:
 - Beaches can be dirty because of nature or people. Every living thing likes or needs clean beaches. We can all help.

Practice (15 minutes)

- Tell pupils that after skimming a text you can decide whether or not to read it in detail.
- Ask pupils to read the article in more detail and answer the questions on the board (see end of lesson).
- Have pupils check their answers with seatmates.
- Discuss the answers as a class.
- Answers:
 - Yes, the people will know about dirty beaches because Sierra Leone has beaches.
 - The 2 main causes are natural events and bad habits of people.
 - Storms leave seaweed and dead fish on the beach. Dead plants and animals wash down from the hills.
 - Dogs and birds leave waste behind.
 - People leave bottles and plastic wrappers behind.
 - Plastic wrappers cause a problem because sea animals swallow them and die.
 - They collect rubbish in large bin bags.
 - They will not litter next time because they see how hard it is to clean and how dirty the beach is.
 - Clean beaches are important for people, animals and sea life to live, work and play on.
 - Everyone can help to make the beaches clean.

Closing (5 minutes)

- Have pupils share their thoughts on the article, using the following questions:
 - Did you learn anything?
 - Do you think it is important to have clean beaches?
 - Have you ever been to a dirty beach? What did you think about it?
- For homework, have pupils do practice activity PHL1-L007 in the Pupils' Handbook.

[TEXT]

The Causes of Dirty Beaches and a Solution

People who live in a country with beaches will know that they sometimes get very dirty. There are different ways that this happens. It can be from natural events or through the bad habits of people. Some people are making an effort to clean their beaches and make the environment more pleasant for everyone.

Natural events like storms can cause beaches to become unpleasant to be on, and animals can make a mess, too. Storms can cause the sea to put lots of seaweed and dead fish on the sand. There can also be dead plants and animals washed down from hills and surrounding areas. Dogs playing or sleeping on the beach can leave waste behind and so can birds.

People are probably the biggest cause of dirty beaches, though, because they are untidy and thoughtless. They go for picnics and leave behind empty bottles and plastic wrappers. The wrappers are dangerous for sea animals who can swallow them and die, and the bottles can break and cut other people and animals. People making fires on beaches also leave behind dirty, burned areas.

In some countries, there are events where school children clean up the beaches. Their whole class goes with large bin bags and spends the day collecting rubbish and making sure it gets disposed of safely. This has 2 effects. One, it makes the beach cleaner for others, and two, it makes the children less likely to litter the next time they go for a day out because they have seen the effects.

Beaches can be dirty because of natural events or because people are untidy. Clean beaches are important for everyone. People, animals and sea life need a beautiful, clean, safe environment to live, work and play in. Everyone can help to make this happen.



[QUESTIONS]

- Does the writer of the article think that people who live in Sierra Leone will know about dirty beaches?
- What are the 2 main causes of dirty beaches?
- What damage do storms cause?

- What damage can dogs and birds cause?
- What do people leave behind?
- Why do plastic wrappers cause a problem?
- What do some school children collect the rubbish in?
- Why do you think children will not litter next time?
- Why are clean beaches important?
- Who can help to make the beaches clean?

Handout 4.2

Lesson Title: Reading Skills Development: Scanning	Theme: Reading	
Lesson Number: TGL1-L008	Class/Level: SSS 1	Time: 40 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> 1. Identify the differences between skimming and scanning. 2. Demonstrate understanding of when to use scanning when reading a text. 3. Use scanning to read a text quickly and purposefully. 4. Answer questions on a text. 	 <p>Preparation</p> <ol style="list-style-type: none"> 1. Write the chart on the board (see end of lesson). 2. Practise reading the text 'Weekend Sport Round up' aloud (see end of lesson).
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Opening (4 minutes)

- Invite volunteers to summarise skimming, the reading technique studied in the previous lesson.
- Example answer:

- Skimming is a technique a reader uses to read quickly. For example, if you have a long text and you want to know if it is useful, or you do not have time to read every word carefully, you can use skimming.
- Ask pupils if they have ever read a bus schedule or a school timetable. Ask if they read every single word. Discuss as a class.
- Tell pupils that in today's lesson they will learn about a reading technique called scanning, which will help them read quickly to find specific information.

Teaching and Learning *(12 minutes)*

- Tell pupils that scanning is a reading technique used to look for the specific information you need. When scanning, the reader ignores the rest of the text. Scanning saves time and helps you find only the information you need.
- Discuss the differences between skimming and scanning:
 - Both are techniques for reading quickly and purposefully.
 - Skimming is used to get the general idea of a text, whereas scanning is used to find specific information.
- Introduce the text. Tell pupils that they are going to read a news article about sport. Rather than read the article carefully, they are going to read quickly to find the information needed to complete the chart on the board (see end of lesson).
- Ask pupils what they might want to find out when they read articles about sport. (Example answers: which sport is the article about; who is involved; what was the result; any interesting facts about the game, match or event)
- Revise the chart on the board with pupils and ask them to copy it into their exercise books.
- Discuss what pupils would look for to fill the first column. (Example answer: names of sports or activities)
- Discuss what pupils would look for to fill the second column. (Example answers: names of players, names of athletes, names of teams)

- Discuss what pupils would look for to fill the third column. (Example answers: numbers, scores, types of medals or awards)
- Discuss what pupils would look for to fill the fourth column. (Example answers: something unusual, something that stands out)

Practice (23 minutes)

- Have pupils open the Pupils’ Handbook at the page that corresponds with the lesson.
- Give pupils 10 minutes to read the sports article and complete the chart. Remind them to scan the article and find the information they need to fill the chart, not to read each paragraph carefully.
- Ask pupils to check their answers with seatmates.
- Discuss answers as a class. Ask volunteers to help you fill in the chart on the board. (See answers below)

Which sport?	Who was involved?	What was the result?	Interesting facts
Horse jumping	Hester (the horse) and Caroline Smith (the rider)	Gold medal in the London Cup	Caroline has only been riding for 4 years.
Swimming	Teams from the European Union, Gaston Bertrand	France won	The winner won by 3 metres.
Marathon	Lots of nationalities in Ghana, Accra	5,000 people finished the marathon	People continued even though it was raining.
Football	Sierra Leone and Liberia	Sierra Leone: 3 Liberia: 1	There was a friendly party afterwards.

- Ask pupils to tell their seatmates about a sporting event they attended, saw on television or listened to on the radio.

- Invite 2-3 volunteers to describe the sporting event discussed with seatmates to the class.
- Ask the class questions about the events described by pupils and invite volunteers to answer. Example questions:
 - What kind of sporting event was described?
 - Who was involved?
 - What was the result?

Closing (1 minute)

- For homework, have pupils do practice activity PHL1-L008 in the Pupils' Handbook.

Which sport?	Who was involved?	What was the result?	Interesting facts

[TEXT]

Weekend Sport Roundup

In the UK on Saturday, the London Cup for horse jumping was an exciting event to watch. The final result ended with Caroline Smith from Manchester riding on her beautiful black mare Hester. They took the gold despite the fantastic competition and the fact that Caroline only learned to ride a horse four years ago.

This weekend was an important date for swimming, with all countries from the European Union sending a team to the competition. The 100-metres freestyle



had a surprise result, with Gaston Bertrand from France coming in 3 metres ahead of the competition and surprising everyone.

Accra, in Ghana, was the destination to be at to run a marathon on Sunday. Five thousand people of all nationalities crossed the finishing line despite the rain that was on and off all day.

Old football rivals Sierra Leone and Liberia played in a match on Saturday afternoon. The match took place in Monrovia and finished with the home team losing 3 to 1. After the match, the supporters were not disappointed, and there were parties in many places where both sides had a great time.

Handout 4.3

Lesson Title: Reading Comprehension – Fiction	Theme: Reading	
Lesson Number: TGL1-L015	Class/Level: SSS 1	Time: 40 minutes

 <p>Learning Outcomes</p> <p>By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> 1. Read a text with fluency. 2. Summarise a text in their own words. 3. Infer meaning from a text. 4. Answer questions on a text. 	 <p>Preparation</p> <ol style="list-style-type: none"> 1. Write the questions on the board (see end of lesson). 2. Write the vocabulary activity on the board (see end of lesson). 3. Practise reading the text 'Home Alone' aloud (see end of lesson)
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Opening (5 minutes)

- Discuss feeling afraid with pupils, using questions such as:
 - Have you ever felt afraid?

- What are you afraid of?
- What do you do when you are afraid?
- Tell pupils that today they are going to read a story about Patrick and an experience that made him very much afraid.

Teaching and Learning (12 minutes)

- Have pupils open the Pupils' Handbook at the practice activity that corresponds with the lesson.
- Tell pupils they are going to read the story 3 times. First, very quickly to get the general meaning, a second time to answer detailed questions and the third time to learn some new vocabulary.
- Read the first paragraph aloud to pupils. Have them follow along in the Pupils' Handbook.
- Invite volunteers to answer the following questions:
 - What is the main idea of the paragraph? (Example answer: Patrick is home alone for the first time and he is afraid.)
 - Where do you find this information? (Answer: the first 2 sentences)
- Remind pupils that the topic sentence tells you what a paragraph will be about. Topic sentences are usually at the beginning of a paragraph.
- Give pupils 5 minutes to read the rest of the story and try to find the answer to this question: Did Patrick's parents know he was afraid?
- Discuss the answer as a class. (Answer: No, he told them he was not afraid at all.)

Practice (20 minutes)

- Tell pupils they are going to read the text a second time and answer detailed questions with seatmates. Draw their attention to the questions on the board (see end of lesson) before reading.
 - Have pupils read the text again to find the answers.
 - After reading the text, have pupils discuss the answers with seatmates.
 - Check answers as a class. Invite volunteers to share their answers.
- Answers:

- Yes, he is home alone for the first time.
 - His family is visiting friends in another village.
 - He is using a candle because the electricity is off.
 - He can hear wind, rain, walking and snorting.
 - He can't sleep because he is afraid.
 - He doesn't want to breathe too hard in case the things outside hear him.
 - He goes to the door to take action.
 - No, he only opens the door a crack.
 - He sees 4 goats.
 - He doesn't tell his parents he was afraid because he wants them to think he is brave.
- Ask pupils to look at the vocabulary exercise on the board (see end of lesson). They need to find the 5 words in the story and select the correct definition from the multiple-choice answers given.
 - Ask pupils to check their answers with their seatmate. Then check answers as a class. (Answers: 1. b. 2. b. 3. c. 4. a. 5. d.)
 - Ask pupils to write a summary of the story. They should be able to summarise the most important parts of the story in 4-5 sentences.
 - After 5 minutes invite 3-4 pupils to share their summary with the class.
Sample answer:
Patrick is alone for the first time because his family is away. He is very afraid and cannot sleep because he can hear strange noises. He thinks something or someone might attack him. He decides to open the door and sees it is only the family's goats. When his parents come back, he tells them he was not afraid at all.

Closing (3 minutes)

- As a class, discuss whether Patrick was right to tell his parents he was not afraid. (Example answers: yes, it would be embarrassing to admit he was scared by the goats; no, because they should know the truth)
- For homework, have pupils do practice activity PHL1-L015 in the Pupils' Handbook.

[TEXT]

Home Alone

Patrick is afraid. He is in the house alone for the first time ever. His parents are out visiting friends in another village with his brothers and sisters and he is by himself. It is his own fault. He did not want to go and persuaded his parents to let him stay alone. Now he is not happy about it at all. The electricity is off and he is using a candle to see. It is also raining very heavily. There are lots of strange noises. He can hear the wind in the trees and the rain falling on the tin roof. The worst thing is that he can hear someone or something walking outside and making a horrible snorting noise. He does not want to open the door to see what is there in case it is something big that will attack him, or someone with a weapon that will hurt him.

He lies down on his bed and tries to sleep, but it is not possible. There are now two things outside, and he can hear them walking back and forth along the front of the house. He does not want to make any noise. Maybe they do not know he is inside. He pulls the covers over his head and tries not to breathe too loudly.

Now there are three or more things outside. He is terrified. He knows he is going to be eaten by wild animals. His heart is beating loudly and he is sure they can hear it. He decides he must take action, and so he creeps slowly to the door and listens. There is not any noise now. Maybe they have gone. He carefully unlocks the door and opens it just a crack. He sees four pairs of eyes looking at him and jumps. Then he realises that they are only his family's goats sheltering from the rain. He laughs out loud, pats them on the head and goes back to his room and falls into a deep sleep.

In the morning, his parents came to wake him. They asked him if he was fine alone or if he was afraid.

'Afraid?' he laughs, 'Me? Not at all, I was perfectly fine alone and went to sleep almost as soon as you left'.

[QUESTIONS]

- Is Patrick home alone for the first time?
- Where is his family?
- Why is he using a candle?
- What noises can he hear?
- Why can't he sleep?
- Why doesn't he want to breathe too hard?
- Why does he go to the door?
- Does he open the door wide?
- How many goats does he see?
- Why do you think he tells his parents he wasn't afraid?

[VOCABULARY EXERCISE]

- to persuade
- to shout at someone
- to get someone to agree to something by giving them good reason
- to cry a lot until you get what you want
- to not care what happens
- weapon
 - a stick
 - something that you can use to harm someone, like a gun or a knife
 - something nice to eat
 - a kind of book
- terrified
 - happy
 - not afraid and not happy; just feeling normal
 - very, very afraid
 - very sad
- to creep
 - to move in a slow, quiet, careful way
 - to run quickly
 - to be noisy

- to stay where you are and not move
- to shelter
 - to sit outside in the sun
 - to ask someone for help
 - to give someone something
 - to go somewhere to get away from something

Session 5: Teaching Writing Skills in SS Schools from the Lessons Plan Manual

120 minutes

Session objectives

By the end of the session, participants will be able to:

- Identify writing lesson plans from the LPM
- Practise teaching lessons on informal letters, formal letters and a-5 paragraph essay from the LPM

Materials

Chart 5.1	Session objectives
Handouts 2.1 & 2.2	Table of contents Term 1 SS1-SS2 LPM
Handouts 5.1	Lesson plan on Informal Letters
Handout 5.2	Lesson plan on Formal Letters
Handout 5.3	Lesson plan on Five-Paragraph Essay

Post it notes, flipcharts, masking tape and markers

Activity outline

Introduction	5 minutes
Activity 1 Identifying writing lesson plans from the LPM	10 minutes
Activity 2 Practice teaching writing lessons	90 minutes
Summary	5 minutes

Background for facilitators

The importance of clear and concise writing is as relevant in school work as it is in real life. The demands of everyday life include writing memos, personal and business letters, reports, electronic mails, and minutes of meetings. To do any of these very well, the individual needs effective writing skills. These skills are not only learned, they are also carefully and painstakingly cultivated.

At school, effective writing skills are even more important. This is so not only in English, but also in any other school subject. Effective writing skills are critical to success in pupils' academic pursuits. One of the factors that put some pupils above others whether in classwork or examinations is their ability to communicate effectively in writing. Many people can talk very well, but they fail woefully when it comes to putting down their thoughts on paper. This is, in fact, the problem with many pupils.

This session is intended to guide the participants to practice different kinds of writing lessons from the LPM.

Session Introduction***10 minutes***

1. Welcome participants to the session and thank them for returning on time from break.
2. Explain that the purpose of this session is to guide them as teachers to explore how they can help their pupils to develop effective writing skills by teaching the writing lessons in the LPM.
3. Display Chart 5.1 (Session objectives) and go through it with the participants.

Activity 1: Identify writing lessons in the LPM***10 minutes***

1. Start by asking the participants the kind of things they can recall teaching their pupils to write.
2. Take some oral feedback across the tables and agree that these will include different kinds of letters, essays, reports, speeches, summaries etc.
3. Tell them that these skills are imbedded in the writing lessons in the LPM we've been talking about since the beginning of this workshop.
4. Now ask them to bring out Handouts 2.1 -2.3 again for an activity like the one they did during the session on listening/ speaking and reading.
5. This time, ask participant to identify two writing lesson topics from the table of contents of the LPM and write each of the identified topics on post it and stick to the wall or board.
6. Take participants through what they had posted to ensure they all belong to the writing component.
7. Take any questions or matters arising and move to the next activity.

Activity 2: Practice teaching writing lessons from the LPM 90 minutes

1. This activity is meant to have as many participants as possible practice teaching using the LPM.
2. Give participants Handouts 5. 1, 5.2 and 5.3 which are actual writing lesson plans and have them read handouts quickly.
3. Assign any of the three writing lessons to participants who have not had a chance to practice teaching a full lesson. As many as 8 participants should teach for 10 minutes each. (It will help to identify these participants ahead of time, say from the previous day to ensure they're prepared).
4. Ask them to follow the plan from opening to closing, omitting details that require a lot of time.
5. Ask other participants to observe and make comments based on whether presenters follow the LPM or not and no more.
6. As usual, it's not necessary for participants to pretend that they're children.
7. Take any matters arising and close the activity.



Session summary**10 minutes**

1. Go through the learning outcomes again and confirm that every item has been covered.
2. Tell participants that those who have not had a chance to practise will have their turns in the next session on delivering grammar lessons.

Chart 5.1 – Session objectives

Handout 5.1: Informal Letters—Descriptive

Lesson Title: Informal Letters – Descriptive	Theme: Writing	
Lesson Number: TGL1-L017	Class/Level: SSS 1	Time: 40 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> 1. Identify the features of an informal letter. 2. Identify the format of an informal letter. 3. Distinguish between different types of informal letters. 4. Use an outline to draft an informal letter. 	 <p>Preparation None</p>
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Opening (3 minutes)

1. Ask pupils what they can do if they want to tell a friend who lives far away about something interesting. (Example answers: phone, text, email, letter, visit)
2. As a class, discuss what kinds of things they would want to tell a friend about. (Example answers: party, wedding, examination, trip, new school)
3. Tell pupils that in today's lesson they are going to plan an informal letter to a friend. In the next lesson, they will write the letter.

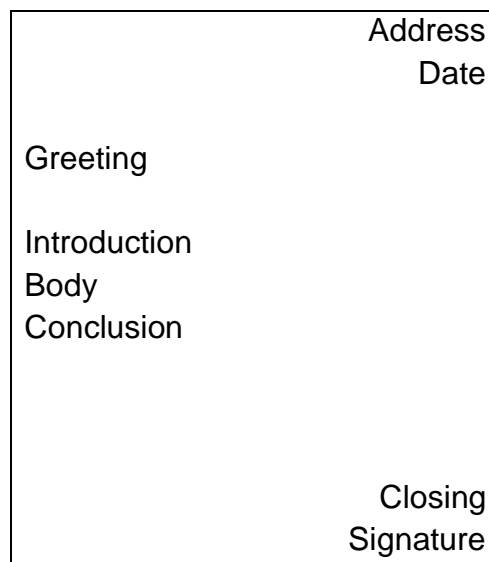
Teaching and Learning (15 minutes)

1. Ask pupils if they remember writing letters in JSS. Invite volunteers to identify what kinds of letters they studied in JSS. (Answers: formal, semi-formal, informal)
2. As a class, discuss whom you can write informal letters to. (Example answers: friends, relatives)
3. Discuss the difference in the way you write a letter to a friend who is the same age as you and to an older relative. (Example answer: to a friend you can write as you like; to an older relative you have to be polite and respectful)

4. Ask pupils if they can remember what you need to include in an informal letter. Invite volunteers to answer. Write the correct answers on the board.

Answers:

- Address
 - Greeting
 - Introduction
 - Body
 - Conclusion
 - Closing
 - Signature
5. Draw a letter-shaped rectangle on the board to represent a blank letter. Ask the pupils to copy it in their exercise books. Write the parts of a letter in the correct place as pupils identify them.
 6. Invite volunteers to identify what they should put at the top of a letter. (Examples: address at the top right; date under the address)
 7. As a class, discuss the different greetings you can use in an informal letter and where to write the greeting on the page. (Example answers: Dear + first name, Hello, Hi, Hi there; written on the left side of the page below the address and date)
 8. Write some pupils' example greetings on the board.
 9. As a class, discuss how to organise the paragraphs in an informal letter and where to write them. (Answer: introduction, body, ending; written under the greeting)
 10. Invite volunteers to explain how to end an informal letter. (Answer: closing and signature.)
 11. As a class, discuss the different closings you can use for an informal letter. (Example answers: love, love from, best wishes, see you soon)
 12. Write some pupils' example closings on the board.
 13. Have pupils copy the completed outline on the board into their exercise books. (see below)





Practice (20 minutes)

1. Tell pupils that before they write a letter they should plan what they are going to say. In this lesson they will prepare to write a descriptive letter.
2. As a class, discuss what needs to be included in descriptive writing.
Example answers:
 - Description of someone, something, an event, an experience or an idea
 - Descriptive vocabulary to paint a picture in the reader's mind
 - Variety of details about what is being described
 - Engages the reader's five senses
3. Ask pupils to choose an event that they want to describe to their friend.
4. Tell pupils to think about the introduction. Remind them that this is where they ask about their friend and introduce the topic of their letter.
5. Invite volunteers to share their ideas for the introduction. Write some examples on the board and ask pupils to write their own ideas in their exercise books. (Example answers: asking how your friend is, saying you got their last letter, asking about their family, telling them that you are going to describe an event)
6. Ask pupils the following questions to help them develop ideas for the body of their letter. Have them note down their ideas in their exercise books:
 - What did you see? Who was there? What were they wearing? What did they do?
 - What did you hear? Was it loud or quiet? Was there music? Were people talking? What kind of things were they talking about? Were there any unusual noises?
 - What did you taste? Was there any food or drink at the event? How did it taste? Did you eat anything new or interesting?
 - What did you smell? Could you smell anything strange? Could you smell food? Perfume? Were the smells pleasant or unpleasant?
 - What did you touch? Did you sit in the grass or on a chair? Did you touch anything hot, cold, dry or wet?
7. Ask as many questions as necessary to help pupils think about the topic and get ideas on what to write about.
8. As a class discuss the conclusion. Have volunteers share their ideas. (Example answers: saying you wish they had been there, asking for their news, sending them good wishes)
9. Invite 2-3 volunteers to share with the class the event they are going to write their letter about.

Handout 5.2

Lesson Title: Formal Letter – Request to a Person of Authority	Theme: Writing	
Lesson Number: TGL1-L023	Class/Level: SSS 1	Time: 40 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> 1. Identify the features of a formal letter. 2. Identify the format of a formal letter. 3. Distinguish between different types of formal letters. 4. Use an outline to draft a formal letter. 	 <p>Preparation Write the formal letter outline on the board (see end of lesson).</p>
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Opening (5 minutes)

1. Discuss formal letters with pupils using questions such as:
 - Have you ever written a formal letter?
 - Whom did you write to?
 - What was your formal letter about?
 - When might you write a formal letter? (Example answer: job application, letter to an editor of a newspaper, letter to a public or government official, request to a person in authority)
2. Tell pupils that in today's lesson they will be planning a formal letter of request and in the next lesson they will be writing it.

Teaching and Learning (10 minutes)

1. As a class, discuss what needs to be in a formal letter. (Answers: writer's address, recipient's address, heading/title, date, greeting, body, ending, signature)
2. Revise the formal letter outline on the board with pupils (see end of lesson).
 - Writer's address and the date: top right of the letter
 - Recipient's address: top left of the letter, under the writer's address
 - Greeting: Dear Sir, Dear Madam, Dear Sir/Madam
 - Heading: the subject of the letter underlined or in capital letters
 - Body: develops the subject of the letter
 - Closing: end with 'Yours faithfully' at the bottom right of the page
 - Signature: under the ending put your signature and then write your full name
3. Discuss the difference between a formal and an informal letter with pupils. (Example answers: formal language, no contractions, recipient's address, heading)

Practice (20 minutes)

1. Tell pupils that they are going to write a letter to the principal of the school requesting permission to go on a class trip. This is a letter of request.
2. Explain that the letter will answer the following questions:
 - What: Explain what you want – to go on a trip.
 - Where: Explain where you want to go.
 - When: Explain when you want to go.
 - Why: Explain why you want to go.
 - How: Explain how you will organise it or how the school can help you.
3. Ask pupils to work with seatmates and discuss ideas for where the trip could be.
4. Give pupils 3-4 minutes to discuss their ideas. Then invite volunteers to share some of their ideas with the class. (Examples: a local historical site, a library, a park, a museum)
5. Demonstrate for pupils how to plan a letter, using the outline on the board.
6. Give pupils 10 minutes to plan their formal letters. They should write down ideas for their letter, not write the letter itself.
7. Invite volunteers to share their ideas with the class.

Closing (5 minutes)

1. Answer any questions pupils might have about writing a formal letter.
2. For homework, have pupils do practice exercise PHL1-L023 in the Pupils' Handbook.

FORMAL LETTER OUTLINE

	Sender's Address.
	Date.
Recipient's address.	
Greeting,	
HEADING or <u>Heading</u>	
Introduction	
Body	
Conclusion	
	Closing, Signature Full Name.

EXAMPLE FORMAL LETTER OUTLINE

Juba Senior Secondary School,
PO Box 22,
Freetown.
20th July, 2017.

The Principal,
Juba Senior Secondary School,
PO Box 22,
Freetown.

Dear Madam,

REQUEST FOR A SCHOOL TRIP

What: Class 1 pupils request permission to visit the Sierra Leone National Railway Museum.

Where: Cline Street, Freetown



When: The first week of Term 2

Why: The trains are an interesting part of the history of Sierra Leone.

How: The museum is by donation, so the school will not have to pay any money for the trip. Pupils can take public transportation to Cline Street. The school can send letters to parents asking them to provide pupils with money for transportation.

Yours faithfully,
(Signature)
Marai Horton.

Handout 5.3

Lesson Title: How to Write a Five-Paragraph Essay	Theme: Writing	
Lesson Number: TGL2-L041	Class: SSS 2	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Identify the elements of a well-structured paragraph. 2. Identify the features of a 5-paragraph essay. 3. Develop appropriate topic sentences. 4. Write relevant and interesting titles. 	 Preparation Write the 5-paragraph essay outline on the board (see end of lesson).	

Opening (2 minutes)

1. Invite volunteers to explain what a five-paragraph essay should contain. (Example answers: topic sentences; introduction, body, conclusion; well-developed ideas)
2. Tell pupils that in this lesson, they will learn the main features of a five-paragraph essay.

Teaching and Learning (22 minutes)

1. Discuss with pupils what WAEC examiners will be looking for in a good essay:
 - Organised into at least five paragraphs – introduction, body, and conclusion
 - Has approximately 450 words
 - Written in simple and clear language
 - Answers the question or addresses the essay topic
2. Discuss the features of a good paragraph with pupils:
 - Usually three to five sentences long
 - Has a topic sentence, supporting sentences, and a concluding sentence
 - Connects well with the previous and the next paragraph
3. Discuss the features of a topic sentence:
 - Mentions the topic
 - Contains the main idea of the paragraph
 - Contains a main idea to move the essay in a specific direction
 - In the case of the introductory paragraph, sets the tone of the entire essay
4. Invite volunteers to share topic sentences for the topic: ‘Use of mobile phones among teenagers’ (see examples below). Write two or three good examples on the board.
 - Example 1: Mobile phone use takes up too much time.
 - Example 2: Mobile phones decrease interaction with family and friends.
 - Example 3: Mobile phones increase awareness of current affairs and social campaigns.

- Example 4: Mobile phones increase ease of access to information.
5. Discuss the features of a good supporting sentence:
 - Gives the paragraph a purpose
 - Explains why the topic sentence is meaningful
 - Uses facts, statistics, details, examples, stories, quotes or paraphrased material depending on the type of essay
 - Works alongside other supporting sentences
 6. Have volunteers share supporting sentences for the topic sentence: 'Mobile phone use takes up too much time.'
 7. Write two or three good examples on the board (see examples below).
 - Example 1: According to a news report, teenagers spend up to 4 hours a day on their mobile phones.
 - Example 2: Teenagers are giving less time to academics and extra-curricular activities.
 - Example 3: Teenagers are sleep-deprived because of late-night texting.
 8. Revise the features of a concluding sentence:
 - Summarises and/or expands the points the writer has made
 - Uses transition words
 - May present an idea that will be discussed in the next paragraph
 - Is optional but recommended

Example: Teenagers are aware of all these issues but insist on using mobile phones for information.
 9. Write the topic sentence, two supporting sentences and a closing sentence to form a paragraph on the board.

Example:
Mobile phone use takes up too much time. According to a news report, teenagers spend up to four hours a day on their mobile phones. Teenagers are giving less time to academics and extra-curricular activities. Teenagers are aware of all these issues but insist on using mobile phones for information.
 10. As a class, improve the paragraph, using:
 - Transition words for smooth flow between sentences and paragraphs. (Examples: in the first place, furthermore, finally, above all, however)
 - Order sentences in a logical order. (Examples: chronological, most important idea to least important)
 - Remove any ideas that are not relevant to the topic sentence.
 11. Have pupils open the Pupils' Handbook at the practice activity that corresponds with the lesson.
 12. Revise the outline of a five-paragraph essay on the board with pupils (see end of lesson plan).
 13. Demonstrate how to complete the outline to prepare to write an essay on the board:

Introduction

Topic sentence: Mobile phones have been proven to be both beneficial and harmful for teenagers.

Body paragraph #1

Main idea: They take up time.

Topic sentence:
Teenagers spend up to four hours daily on their mobile phones.

Body paragraph #2

Main idea: They hamper personal relationships.

Topic sentence: Many teenagers report not being able to pay attention to a conversation for more than 10 minutes.

Body paragraph #3

Main idea: They increase access to information.

Topic sentence:
Teenagers are more aware and have easy access to valuable information.

Conclusion

Topic sentence: Mobile phones are not going to disappear anytime soon. However, the time spent on mobiles and the quality of that time can be regulated.

Practice (12 minutes)

1. Invite volunteers to share nouns and adjectives related to the topic. Write them on the board. (Examples: mobile phones; usage; increase; effects)
2. Have pupils think of suitable titles for the essay.
3. Invite volunteers to share their essay titles with the class. (Examples: Increased Use of Mobiles; Are Mobiles Destroying Relationships?)
4. Ask pupils to write a paragraph containing an introductory sentence, three supporting sentences and a concluding sentence on the topic. Move around the classroom to check that pupils are doing the activity correctly.
5. Ask pupils to share their paragraphs with seatmates.
6. Have pupils improve upon their paragraph based on feedback from seatmates.

Closing (4 minutes)

1. Invite volunteers to read their paragraph aloud to the class.

2. For homework, have pupils complete the outline and do practice activity PHL2-L041 in the Pupils' Handbook.

OUTLINE

Introduction

Introduce the topic of the essay and the three ideas that you will develop in the body paragraphs.

Topic sentence:

Body paragraph #1

Main idea:

Topic sentence:

Body paragraph #2

Main idea:

Topic sentence:

Body paragraph #3

Main idea:

Topic sentence:

Conclusion

Restate your topic sentence and three main ideas from the introduction in a different way.

Topic sentence:

Session 6: Delivering Grammar Lessons

90 minutes

Session Objectives

By the end of the session, participants will be able to:

- Identify various grammar lesson in the LPM.
- Practise presenting lessons on parts of which, punctuation marks and tense following the LPM.

Materials

Chart 6.1	Learning outcomes
Handout 6.1	Parts of Speech
Handout 6.2	Punctuation – Terminal Stops
Handout 6.3	Punctuation: Comma, Semi-colon, Colon, Dash
Handout 6.4	Tenses

Lesson plans for SSS English Language, SSS 1 – 3, (term 1), flipcharts, masking tape and markers

Session outline

Introduction	10 minutes
Activity 1: Identify various grammar lesson topics in the LPM.	15 minutes
Activity 2: Practice grammar lessons from the LPM	60 minutes
Summary	5 minutes

Background for facilitators

Grammar is like the oil with which the engine of the language skills handled in the previous sessions run. Imagine what listening, speaking, reading, and writing anybody can do without grammar. Given that scenario, it is important that pupils are helped to acquire and develop the requisite knowledge and competencies in grammar that they need to communicate effectively. For this to happen, teachers themselves need to be familiar and comfortable with the various grammatical structures and how to teach them. This can be done through constant practice, making conscious efforts to read good books, discussing with colleagues and listening to good speakers of English.

In this session, you will lead participants to identify some the grammar topics in the LPM. The last activity will be spent giving participants who have not practised yet a chance to present lessons.

Session Introduction

5 minutes

- Welcome participants to the session and thank them for returning on time from break.
- Explain that the purpose of this session is to enable them as teachers of English to explore the grammar component of the LPM and how they could help their pupils to improve their mastery of grammar.
- Display chart 6.1 (Learning outcomes) and go through it with the participants.

Activity 1: Identifying various grammar lesson topics in the LPM **15 minutes**

1. Start by asking: What is grammar?
2. Take a few responses and conclude that grammar simply refers to the rules by which any language is spoken or written. In the context of learning English, we can say that grammar means the way words are put together to make sentences that are correct (grammatically).
3. Remind them that poor knowledge of grammar has been identified by WAEC chief examiners as one of the reasons for poor performance by candidates in essay writing and other aspects of the English language paper of WASCE.
4. Now ask them to bring out Handouts 2.1 -2.3 once again and in pairs identify some of the grammar topics in the table of contents Term 1 SS1-SS3 English LPMs.
5. Take feedback from pairs, discuss, and agree some of the grammar topics in the LPM and move to the practice of teaching grammar lessons.

Activity 2: Practice presenting lessons on parts of which, punctuation marks and tense from the TG **50 minutes**

1. Check that all the participants have Handout 6.1, 6.2, 6.3, and 6.4, which are actual grammar lesson plans. (parts of speech, punctuation, and tense).
2. Assign the grammar lessons to participants who did not have a chance to teach during the previous sessions.
3. Ask them to follow the plan from opening to closing, omitting details that require a lot of time.
4. As usual, have other participants observe and give feedback/comments based simply on whether presenters followed the LPM or not and no more.
5. Allow participants to raise and discuss any relevant issues they might have, if time permits.

Session summary **5 minutes**

- Review the session by going through the learning outcomes again and confirm that every item has been covered.
- Thank the participants for actively taking part in the session and activities.

Materials



Chart 6.1 –Learning outcomes

By the end of the session, participants will be able to:

- Explore the concept of parts of speech and agree strategies for improving pupils' mastery of parts of speech.
- Identify different punctuation marks and their uses
- Explore tense in English and how to teach it more effectively in SS schools in SL.
- Practise presenting lessons on parts of which, punctuation marks and tense following the LPM.

Handout 6.1

Lesson Title: Parts of Speech	Theme: Grammar	
Lesson Number: TGL1-L005	Class/Level: SSS 1	Time: 40 minutes

 <p>Learning Outcomes</p> <p>By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> 1. Identify the 8 parts of speech. 2. Explain the function of the 8 parts of speech. 3. Identify the 8 parts of speech in sentences. 4. Write sentences using the 8 parts of speech. 	 <p>Preparation</p> <ol style="list-style-type: none"> 1. Write the sentences on the board (see end of lesson). 2. Draw the parts of speech table on the board (see end of lesson).
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Opening (3 minutes)

1. Ask pupils to think about the 8 different parts of speech. Invite volunteers to share what they already know. Write the 8 parts of speech on the board as pupils identify them.
 - Nouns
 - Pronouns
 - Verbs
 - Conjunctions
 - Interjections
 - Prepositions
 - Adverbs
 - Adjectives

2. Tell pupils that in today's lesson they are going to study the 8 parts of speech.

Teaching and Learning (17 minutes)

1. Ask pupils to look at the sentences on the board (see end of lesson).
2. Read the sentences aloud to pupils one at a time.
3. After you read each sentence, point to the underlined word and invite volunteers to name the part of speech. (Answers: a. nouns b. pronouns c. verbs d. adjectives e. adverbs f. prepositions g. conjunctions h. interjections)
4. Revise the parts of speech table on the board with pupils (see end of lesson).
5. Ask pupils to help you complete the table by giving definitions and examples for each of the 8 parts of speech (see example completed table below).

Part of speech	Definition	Examples
Noun	Nouns name people, places, ideas or things.	house, book, love, sky, rice
Pronoun	Pronouns replace nouns – often to avoid repetition.	he, she, we, their
Verb	Verbs show action or state of being and the time of that action or state – past, present or future.	run, study, move, smile
Adjective	Adjectives describe or modify nouns. They show things like size, appearance and number	big, handsome, green
Adverb	Adverbs modify verbs, adjectives or other adverbs. They show how, when, where and how much.	slowly, carefully, fast
Preposition	Prepositions show how a noun or pronoun is related to another word in a sentence.	in, at, on, under, through
Conjunction	Conjunctions join 2 or more words, phrases or clauses.	and, but, or
Interjection	Interjections show excitement or emotion and are usually followed by the use of the exclamation mark.	Wow! Oh! Hooray!

Practice (15 minutes)

1. Briefly revise the sentences on the board with pupils.
2. Ask pupils to write their own sentences, using the sentences on the board as an example. Have them write 8 sentences – 1 sentence for each of the 8 parts of speech. Their sentences should be in the same order as the 8 parts of speech appear in the table on the board (noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection).
3. After 10 minutes, have pupils share their sentences with seatmates.
4. Ask pupils to identify the parts of speech in each other's sentences and underline them.
Examples:
 - In the fourth sentence, pupils should have included an adjective. Seatmates should read the sentence and underline the adjective in the sentence.
 - In the eighth sentence, pupils should have included an interjection. Seatmates should read the sentence and underline the interjection in the sentence.

Closing (5 minutes)

1. Invite different volunteers to read their sentences aloud to the class. Ask the class to identify the targeted part of speech in the sentence.
Examples:
 - If it is the fifth sentence, pupils must identify the adverb.
 - If it is the sixth sentence, pupils must identify the preposition.
2. For homework, have pupils do practice activity PHL1-L005 in the Pupils' Handbook.

[SENTENCES]



- a. A dog walked down the road.
- b. They watched the football match before he arrived.
- c. Yamba drove from Freetown to Bonthe and visited his mother.
- d. The tiny house had a red roof.
- e. She ran quickly to school because she was late.
- f. The donkey stood in the field under a tree.
- g. They sat waiting for the bus and eating peanuts.
- h. Wow! That rain is so heavy.

[PARTS OF SPEECH TABLE]

Part of speech	Definition	Examples
Noun		
Pronoun		
Verb		
Adjective		
Adverb		
Preposition		
Conjunction		
Interjection		

Handout 6.2

Lesson Title: Punctuation – Terminal Stops	Theme: Grammar	
Lesson Number: TGL1-L011	Class/Level: SSS 1	Time: 40 minutes

 <p>Learning Outcomes</p> <p>By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> 1. Read punctuation with appropriate expression and intonation. 2. Demonstrate understanding of how to use terminal stops correctly when writing. 	 <p>Preparation</p> <ol style="list-style-type: none"> 1. Write the dialogue on the board (see end of lesson). 2. Write the sentences on the board (see end of lesson).
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Opening (5 minutes)

1. Read the dialogue on the board to pupils, emphasising correct intonation (see end of lesson).
2. Have pupils repeat the dialogue after you, demonstrating the correct intonation.
3. Discuss the use of punctuation with pupils:

- Is used to make the meaning of a sentence clear
 - Tells you how to read a sentence
4. Tell pupils that in today's lesson and in the next lesson they will be studying terminal stops, the punctuation that comes at the end of a sentence.

Teaching and Learning (15 minutes)

1. Ask pupils to identify the punctuation at the end of the first line of the dialogue. (Answer: full stop)
2. Invite volunteers to explain when you need a full stop. (Answer: to show the end of a sentence; to show a thought or idea is complete)
3. Ask pupils to identify the punctuation at the end of the second line of the dialogue. (Answer: question mark)
4. Invite volunteers to explain when you need a question mark. (Answer: when you are asking something and want an answer from someone)
5. Ask pupils to identify the punctuation at the end of the third line of the dialogue. (Answer: full stop)
6. Remind pupils to use a full stop at the end of a sentence to show that a thought or an idea is complete.
7. Ask pupils to identify the punctuation at the end of the fourth line. (Answer: exclamation mark)
8. Invite volunteers to explain when you need an exclamation mark. (Answer: to show strong emotion like surprise, shock, happiness)
9. Write the following dialogue without terminal stops on the board:

Fatu: I hate bananas

Mother: Will you just eat one, please

Fatu: Yes, I'll try

10. As a class, add the appropriate punctuation to the dialogue. (Answer below)

Fatu: I hate bananas!

Mother: Will you just eat one, please?

Fatu: Yes, I'll try.

11. Invite 2 volunteers to come to the front of the room and perform the dialogue for the class. Their intonation should match the punctuation. Correct any mistakes you hear.
12. Invite another pair of pupils to perform the dialogue for the class.

Practice (15 minutes)

1. Ask pupils to look at the sentences on the board (see end of lesson).
2. Have pupils copy the sentences into their exercise books and add the missing terminal stops – full stops, exclamation marks and question marks.
3. Ask pupils to check their answers with their seatmates.
4. Check answers as a class. Add the punctuation to the sentences on the board when pupils give you the correct answer.

Answers:

- a. He is studying law.
- b. Does he live in this street?
- c. How exciting!
- d. Why are you leaving so early?
- e. I love mangoes!
- f. Did you bring my book?
- g. She went shopping yesterday.
- h. Stop doing that!
- i. How do you spell your name?
- j. They don't like travelling very much.

Closing (5 minutes)

1. Invite different volunteers to read out the sentences on the board with the correct intonation.
2. For homework, have pupils do practice activity PHL1-L011 in the Pupils' Handbook.

[DIALOGUE]

Alfred: I have been invited to 3 parties this weekend.

Samuel: Are you going to attend all 3?



Alfred: Of course, you know I love parties.

Samuel: Wow!

[SENTENCES]

- a. He is studying law
- b. Does he live in this street
- c. How exciting
- d. Why are you leaving so early
- e. I love mangoes
- f. Did you bring my book
- g. She went shopping yesterday
- h. Stop doing that
- i. How do you spell your name
- j. They don't like travelling very much

Handout 6.3

Lesson Title: Punctuation: Comma, Semi-colon, Colon, Dash		Theme: Grammar	
Lesson Number: TGL1-L029		Class: SSS 1	Time: 40 minutes
 Learning Outcomes By the end of the lesson, pupils will be able to: <ol style="list-style-type: none"> 1. Read punctuation with appropriate expression and intonation. 2. Identify the different uses of comma, semi-colon, colon and dash in a sentence. 3. Demonstrate understanding of how to use punctuation correctly when writing. 		 Preparation <ol style="list-style-type: none"> 1. Write the sentences for practice on the board (see end of lesson). 2. Write the sentences for teaching and learning on the board (see end of lesson). 	

Opening (2 minutes)

1. Ask pupils why punctuation is important. (Example answers: helps the reader and the listener understand; helps you to read aloud; makes text easier to read)
2. Tell pupils that today and in the next lesson, they will be learning about commas, semi-colons, colons and dashes.

Teaching and Learning (18 minutes)

1. Write the following sentence on the board: I bought a dress, a skirt and a pair of shoes.
2. Ask pupils to identify the punctuation in the sentence and explain why it is used. (Answer: comma, because it is a simple list)
3. Write the following sentence on the board: I bought an expensive, long, red dress; a short, flowery, blue skirt; and a pair of high shoes.
4. Explain that without the semi-colons, this sentence would be difficult to read.
5. Ask pupils to copy the sentences on the board into their exercise books (see end of lesson).
6. Tell pupils to look at sentences a. and b. on the board and add correct punctuation.
7. Check answers as a class.
Answers:
 - a. He saw a bright, blue, shiny car; a new, orange bus; and some beautiful, fast, motorbikes.
 - b. She drew a big, white house; a small, green tree; and some red flowers.
8. Write this sentence on the board: I went shopping today. I bought vegetables.
9. Tell pupils that although these sentences can stand as independent clauses, they can also be linked with a semi-colon. Invite a volunteer to add the semi-colon. Answer: I went shopping today; I bought vegetables.
10. Ask pupils to look at sentences c. and d. on the board and add correct punctuation.
11. Discuss answers as a class.
Answers:
 - c. I went to school today; we had Maths.
 - d. She enjoys reading the newspaper; her favourite is The Voice of Sierra Leone.
12. Write the following sentence on the board: In our class, we practise using punctuation: commas, colons, semi-colons and dashes.
13. Explain to pupils that colons can be used before a list, an example or an explanation of something.

14. Ask pupils to look at sentences e. and f. and add correct punctuation.

15. Check answers as a class.

Answers:

e. Pupils know that studying is not always easy: late nights, too much work, stress.

f. Life can be easy or difficult: It depends on your attitude.

16. Write the following sentence on the board: Study hard – you will see the benefits.

17. Tell pupils that dashes are used to make a point stronger or to emphasise it.

18. Ask pupils to look at sentences g. and h. and add correct punctuation.

19. Discuss answers as a class.

Answers:

a. Papa John dreamed of one thing – the sea.

b. The Internet – a harmless hobby or a waste of time?

Practice (15 minutes)

1. Show pupils the second set of sentences on the board (see end of lesson).

2. Ask pupils to copy the sentences into their exercise books and add commas, semi-colons, colons and/or dashes.

3. Have pupils check their work with seatmates.

4. Check answers as a class.

Answers:

a. She bought a book, a pen and a pencil.

b. He takes photos of people, places, animals and houses.

c. The shop sells beautiful, red flowers; big, green leaves; and small, white flowers.

d. Mama Mary likes colourful, flowery skirts; high, yellow shoes; and big, red flowers for her hair.

e. He saw a car; he liked it.

f. Freetown has many things: shops, houses and the beach.

g. Be careful – fast cars!

h. Umaru wanted one thing – a motorcycle.

5. Read the sentences aloud with pupils. Focus on reading the punctuation with appropriate expression and intonation.

6. Ask pupils to write their own sentences for the different kinds of punctuation from the lesson. Tell them to write 2 sentences for each.

Closing (5 minutes)

1. Have volunteers read their sentences aloud to the class. Remind them to focus on reading the punctuation with appropriate expression and intonation.
2. For homework, have pupils do practice activity PHL1-TL029 in the Pupils' Handbook.

[SENTENCES FOR TEACHING AND LEARNING]



- a. He saw a bright blue shiny car a new orange bus and some beautiful fast motorbikes.
- b. She drew a big white house a small green tree and some red flowers.
- c. I went to school today. We had Maths.
- d. She enjoys reading the newspaper. Her favourite is The Voice of Sierra Leone.
- e. Pupils know that studying is not always easy late nights too much work stress.
- f. Life can be easy or difficult it depends on your attitude.
- g. Papa John dreamed of one thing the sea.
- h. The Internet a harmless hobby or a waste of time?

[SENTENCES FOR PRACTICE]

- a. She bought a book a pen and a pencil.
- b. He takes photos of people places animals and houses.
- c. The shop sells beautiful red flowers big green leaves and small white flowers.
- d. Mama Mary likes colourful flowery skirts high yellow shoes and big red flowers for her hair.
- e. He saw a car. He liked it.
- f. Freetown has many things shops houses and the beach.
- g. Be careful fast cars!
- h. Umaru wanted one thing a motorcycle.

Handout 6.4: Tenses

Lesson Title: Tenses	Theme: Grammar	
Lesson Number: TGL2-L003	Class/Level: SSS 2	Time: 40 minutes

 <p>Learning Outcomes</p> <p>By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate understanding of when to use the different present tenses: simple, continuous, perfect. 2. Identify the different tenses in sentences. 3. Use the different tenses in the negative, avoiding the double negative. 4. Use the different tenses correctly in speech and in writing. 	 <p>Preparation</p> <p>Write the verb table on the board (see end of lesson).</p>
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Opening (3 minutes)

1. Read the following sentences to pupils:
 - I am going to the market.
 - They have had a wonderful holiday.
 - My family lives in Bo.
2. Ask pupils to identify the tense used. (Answer: present tense)
3. Tell pupils that in today's lesson they are going to revise the present tense.

Teaching and Learning (12 minutes)

1. Revise the simple present tense. Have pupils open the Pupils' Handbook at the practice activity that corresponds to the lesson and follow along:
 - The simple present tense is used in sentences that talk about:
 - Geographical, scientific or historical facts
 - Ability
 - Rituals, customs and habits
 - Commentary or narration of something as it happens
 - The third person (he/she/it) of the simple present is formed by adding '–s' to the end of the verb.
Examples:
 - Sierra Leone lies in West Africa.
 - She speaks 3 languages.
2. Invite volunteers to give examples using the simple present tense.
Example answers:
 - He goes for a walk in the evenings.
 - They go to church every Sunday.
3. Discuss the present continuous tense with pupils:
 - The present continuous tense is used in sentences that talk about an action that is in progress or still happening.
 - It is formed by using the helping verb 'to be' (am/is/are) and by adding '–ing' to the end of the main verb.
Examples:
 - The farmer is sowing the seeds.
 - Lila is swimming in the sea.
4. Invite pupils to raise their hand to give examples using the present continuous tense.
Example answers:
 - She is playing the piano.
 - Wilbur is painting the walls of his room.

5. Discuss the present perfect tense with pupils:

- The present perfect tense is used in sentences that talk about actions that started in the past but finish in the present.
- It is formed by using 'has/have' before the past participle of the verb. For example, 'has given', 'have danced'.

Examples:

- I have filled out the form.
- She has submitted her assignment.

6. Have volunteers give examples using the present perfect tense.

Example answers:

- She has filled the water.
- They have sung the song.

7. Remind pupils not to make sentences with double negatives because:

- They are grammatically incorrect.
- They change the meaning of a sentence.

8. When making a sentence negative, the 'no' changes to 'any':

- Incorrect: I have not spent no money today.
Correct: I have not spent any money today.
- Incorrect: I do not have nowhere to go.
Correct: I do not have anywhere to go.

Practice (24 minutes)

1. Ask pupils to copy the verb table on the board into their exercise books (see end of lesson).
2. Tell pupils to use the verb underlined in a given row to complete the sentences for the other 2 forms of the present tense.

For example:

Simple present	Present continuous	Present perfect
My mother <u>plucks</u> flowers from the garden.	My mother <u>is plucking</u> flowers from the garden.	My mother <u>has plucked</u> flowers from the garden.

3. Check answers in class.

4. When pupils give the correct answer, write it in the table on the board (see answers below).

Simple present	Present continuous	Present perfect
She <u>climbs</u> the tree.	She <u>is climbing</u> the tree.	She <u>has climbed</u> the tree.
I <u>brew</u> the tea.	I <u>am brewing</u> the tea.	I <u>have brewed</u> the tea.
John <u>files</u> a complaint.	John <u>is filing</u> a complaint.	John <u>has filed</u> a complaint.
I <u>spend</u> a lot of money.	I <u>am spending</u> a lot of money.	I <u>have spent</u> a lot of money.
We <u>write</u> a letter.	We <u>are writing</u> a letter.	We <u>have written</u> a letter.

5. Ask pupils to write a paragraph about their day at school. They should include all 3 tenses in their paragraph.

6. Walk around the classroom to check that pupils are doing the activity correctly.

7. After pupils have written their paragraphs, ask them to underline the present tenses in their paragraph and label the form of the present tense next to each sentence.

8. Invite volunteers to share their paragraphs with the class.

Closing (1 minute)

1. Tell pupils that in the coming lessons, they will revise other tenses.
2. For homework, have pupils do practice activity PHL2-L003 in the Pupils' Handbook.

[VERB TABLE]

Simple present	Present continuous	Present perfect
She <u>climbs</u> the tree.	She _____ the tree.	She _____ the tree.
I _____ the tea.	I <u>am brewing</u> the tea.	I _____ the tea.
John _____ a complaint.	John _____ a complaint.	John <u>has filed</u> a complaint.
I <u>spend</u> a lot of money.	I _____ a lot of money.	I _____ a lot of money.
We <u>write</u> a letter.	We _____ a letter.	We _____ a letter.

Session A: Effective schools**90 minutes****Learning outcomes**

By the end of the sessions, participants will be able to:

- Describe features of an effective school
- Identify and describe the components of expanded Theory of Change of how schools work
- Identify the actors at every component level and explain where SSOs and HoDs fit in on the Theory of Change describing how schools work

Materials

Chart A.1	Learning outcomes	Introduction
Chart A.2	Features of an effective school	Activity 1
Chart A.3	How schools work	Activity 2
Chart A.4	Actors in the ToC components	Activity 3

Activity outline

Introduction		15 minutes
Activity 1	Framework for effective schools	30 minutes
Activity 2	How the schools work	40 minutes
Activity 3	Component actors and SSIT/SSO positions	40 minutes
Summary		5 minutes

Background for facilitators

All the inputs to our schools would continue to translate into better learning achievements if academic leadership is effective and purposeful. Many of the schools are receiving support from School Support Officers. Heads of Department also have a role to play as academic leaders supporting the professional development of teachers.

Effective support for adults must be consistent with, and built on, the ways in which adults learn. It must make use of the experience that adults have, and show how the new skills they are learning can be integrated into their work. Adults need to participate in the learning, have time to practice new skills, and have constructive feedback in a non-threatening environment.

Introduction**15 minutes**

1. Welcome participants and ask a volunteer to pray
2. Remind/agree with them on the ground rules
3. Do a quick introduction
4. Sing the shape song as an energiser
5. Agree that as Heads of Department (HoDs), we need to work effectively with people - training, supporting, and reporting on achievements. That is why we have this session just for HoDs.
6. In this session we will look at how we have been working with our teachers, to provide effective support.
7. Show **Chart A.1** 'Learning outcomes'.

Activity 1**Concept of an effective school****30 minutes**

- Tell participants that schools in Sierra Leone have not lacked interventions, training, and the spending of money in the past. But most of these interventions haven't made very much difference.
- What sets LWL apart is that the programme is based on needs identified in schools. This means that interventions should be making a direct difference to what is happening in schools, rather than costing a lot of money and achieving nothing. It also means that interventions will change based on the needs identified at different times.
- Explain that there are different ways of working out what is happening in schools.
- Show Chart A.2 – Features of effective schools – with the four boxes covered up. Ask 'what are schools aiming to achieve?' and briefly discuss. Agree that schools are aiming to educate students, and uncover the box on the far right. Explain that this is supposed to be the impact of the education system, and make sure they can connect this with what they looked at previously on the vision and mission of the country's education.
- Ask what is supposed to happen inside schools in order to produce that impact. Again, briefly discuss and then uncover the larger central box. Read through each of the four areas in turn and agree that these four things should take place in schools: if they do, then they should produce the final impact on student performance.
- Ask participants if they see these in their schools.

- Explain that schools don't work in a vacuum: they have different inputs going into them that enable them to take actions in those four areas, in order to have the final impact. Tell participants that there are two major different types of input and uncover the first box saying 'students'. Ask why this is an input. Briefly discuss and agree that students come into the school, bringing with them whatever experiences, abilities, and characteristics they have been given by their lives before coming to school. Point out that students are at the start and end of the education system.
- Ask what other inputs a school has. Briefly discuss, and uncover the second input box. Clarify that inputs can come from the community, the District, or the MoBSSE and take some suggestions on what these could be.
- Explain that you will ask some questions to check understanding.
- Ask 'which one of these boxes are we most interested in changing?' Hopefully, they will say or point to the impact box showing the final success of the students who go through schools. Explain that this is the point of everything we do.
- Ask 'which of these do we work most directly on changing?' This time, they should be saying or pointing to the 'inside schools' box.
- Ask someone to explain to you why we focus on changing what schools do, when what we really care about is the impact they have. Agree that changing the way schools work will change the impact they have; and changing the inputs schools receive will change the way they work. Tell them that this is our belief, that if we change the inputs schools receive, then we can change the way teachers and principals work, and then we will improve the impact that schools have on children.
- Tell them that we are talking about changing inputs going into a school and ask if this means that we should change the students going into a school – only accepting the able ones, or those who can speak English. Agree that this is not the purpose of the free quality school education – we should have schools that welcome all students. It is the inputs from community, District, and MBSSE that we should be changing.

Activity 2**How schools work****30 minutes**

1. Explain to the participants that the world over, there is a belief that interventions should be based on a Theory of Change.
2. Display Chart A.3 with components covered.
3. Ask participants to name the main components of a theory of change in education and uncover them one after the other with the definitions still covered (Give them hints or mention them if they are unable to list the components) – Input, Output, Outcome and Impact.

4. Ask participants to discuss in pairs what each component means citing examples to show how inputs are transformed into impact
5. Take feedback from pairs from different groups.
6. Reveal the remaining parts of the figure (definitions) and ask individuals to say what each means while you clarify any vague view – Input (mainly training): what is put in the school (it remains input if not used), Output: how well are trained staff using their learnings, Outcome: how strong is the school overall, Impact: how well are the students performing.
7. Stress that we would record high impact if schools operate at outcome level for a fairly long period of time. If only those trained are using what they have learnt without having any influence on other teachers, the schools would be operating at Output level. And if those trained are not using the lessons learnt during training then the schools are just recipients of Input.

Activity 3: Roles of the education stakeholders**40 minutes**

1. Explain to the participants that you will now discuss what our roles are in this important cycle as it relates to effective schools. Emphasise that you will want them to think carefully through the components you will assign to them.
2. Assign a component (Input, Output, Outcome, Impact) to each to all the groups. For large participants, 2 groups could get same components.
3. Ask the participants to list the people playing the leading role, supporting role and monitoring role.
4. Display Chart A.4 and fill in the table by taking responses from each group (groups that worked on the same component should all present their ideas before taking comments from other groups). Write all responses and cancel or replace as they agree.
5. Lead the whole group to agree on the right actors and roles and complete a chart as shown in Chart A.4 Answer.
6. By now, participants must be able to identify where they fit in and agree that they assist in ensuring that the input component transforms into output, outcome and invariably impact.
7. Ask a few participants to say **specific things** they will do to play their roles as leaders or supporters.
8. Take responses and make any clarification

Summary

5 minutes

1. Quickly highlight the major points of the session by asking the participants to remind you of the:
 - a. different components of education theory of change
 - b. meaning of each component.
 - c. actors playing the leading role in each component.
2. Go through the learning outcomes asking the participants if they have been achieved and how.

Materials for the session

Chart A.1 Learning outcomes

Chart A.3 How a school works

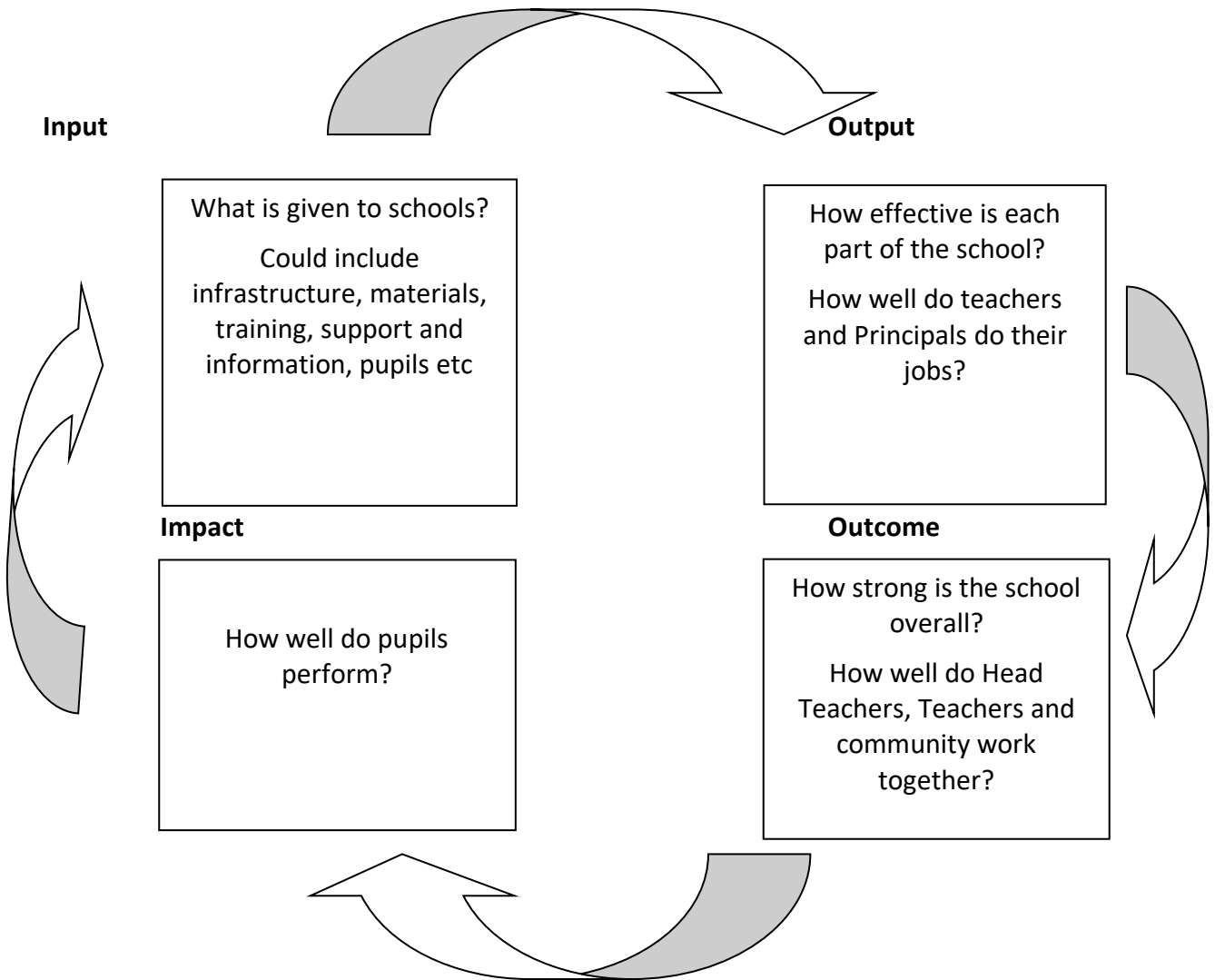


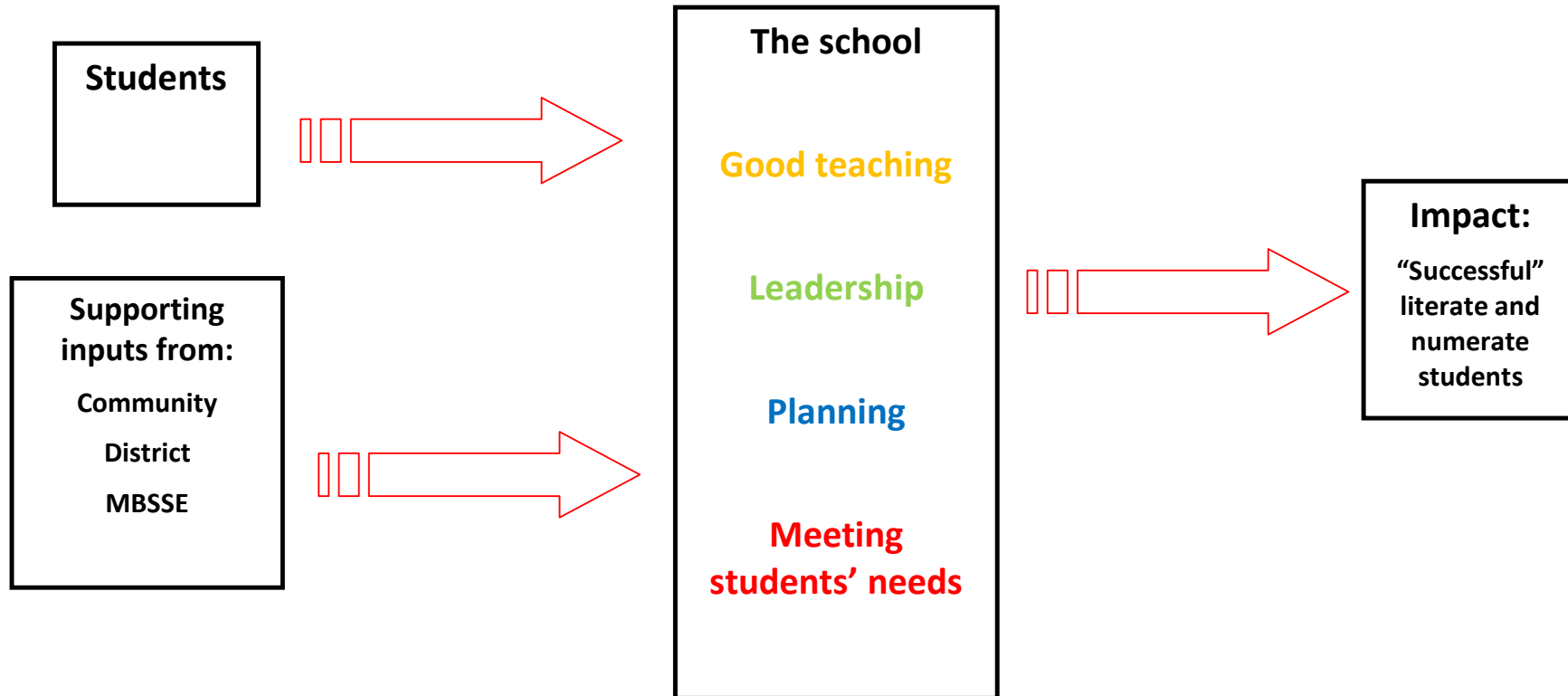
Chart A.4 Actors and roles

Component/Role	Leading	Supporting	Monitoring
Input			
Output			
Outcome			
Impact			

Chart A.4 Answer Actors and roles

Component/Role	Leading	Supporting	Monitoring
Input	SSO, teachers	DSO/LWL	MoBSSE, Districts, Supervisors, LWL
Output	SSO, Principal, HoDs,	DSO, SSO	MoBSSE, Districts, Supervisors, DSO, LWL
Outcome	Principal, HoD	SSO	MoBSSE, Districts, Supervisors, DSO, LWL
Impact	MBSSE	Donor organizations Professional consultants	Funding organizations, media, general public

Chart A.2 Features of an effective school



Session B

Supporting use of LPMs in school

90 minutes

Learning outcomes

By the end of the sessions, participants will be able to:

- Identify the different levels of support in schools.
- State clearly what specific activities strengthen the bonds within and between different levels of support.
- Describe the relationships that should be existing between the HoD and teachers, and identify the different activities that they should be doing mutually for enhanced pupil achievement

Materials

Chart B.1	Session objectives	Introduction
Chart B.2	Roles in education	Activity 1
Chart B.3	Support levels	Activity 1
Chart B.4	Activities that strengthen teacher-pupil relationships	Activity 2

Activity outline

Introduction		10 minutes
Activity 1	Different levels of support in school	30 minutes
Activity 2	Strengthening the bonds of support	45 minutes
Summary		5 minutes

Background for facilitators

To provide effective support during school visits, the 'support providers' need to develop relationships based on trust and respect. They need to focus on the development, rather than the evaluation, of skills. Their authority is earned, and is based on respect for what they know and how they work, rather than being based simply on their position.

Clear understanding of levels of support and roles during school visits is an essential part of making our support more fruitful.

Introduction

10 minutes

1. Welcome participants from the break
2. Explain that in the last sessions we looked at the theory of change and activities that help to translate the components into actions
3. Explain that in this session we will be looking at support in schools and ways of strengthening it at different levels
4. Display Chart B.1, the learning outcomes

Activity 1 Different levels of support in schools

30 minutes

1. Play a short game to warm up.
2. Explain that evidence shows that if teachers are competent, the pupils' learning improves and for this to happen, teachers need to be supported to do their job better. We are now going to look at the different levels of support that lead to improved learning achievements.
3. Ask participants to list different people who help deliver education. Show them Chart B.2 and check all people and groups were mentioned.
4. Read the roles on Chart B.2 and request for volunteers to come to the front and take the role of that person. (They can stand at the front and hold a piece of paper showing the role.)
5. Ask participants to think for a couple of minutes about different roles and levels that connect in a school. Ask them to think about how these roles connect to make sure children learn from the Lesson Plan Manuals.
6. Ask participants to hold hands to show how the roles are connected.
7. Ask the participants to explain the order and connections they have made.
8. Take responses and write them out on a flip chart paper.
9. Agree on the list as in Chart B.3: LWL to SSO; SSO to principal/HoD; SSO to teacher; principal/HoD to teacher; teacher to pupil.
10. Ask if there could still be others to join in the connections
11. Give extra actors to some other volunteers to connect and agree to: SSO to SSO; principal to principal; teacher to teacher; pupil to pupil.
12. Other support levels may be identified but inform participants that they are important in creating a suitable environment but not as essential and key to directly raising pupils' learning achievements.

13. Let participants know that the links presently need to be strengthened at all levels and for high impact, effort should be made to identify activities that increase the strength of the links

Activity 2 Relationships between HoD and teacher

30 minutes

1. Tell participants that Activity 1 looked at the different support levels and their statuses presently
2. Now we shall be looking at what the relationships should be like in a near ideal situation
3. Display Chart B.4 and go through the items one after the other asking participants to explain what they mean. This should give them a clear understanding of what their next task would be like.
4. Ask why most of the activities are focused on creating positive environment rather than cognitive activities.
5. Response should explain how positive environment would enable pupils to record high achievement in academics.
6. Ask participants in their groups to list about 5 activities HoDs could do in schools to strengthen the link between them in relations to creating a **positive learning** environment for pupils
7. Ask groups to market place their charts
8. Ask groups to move round the different areas to read, interrogate the charts and take notes for discussion and further clarifications
9. Add the following if they are not listed by the participants
 - Make sure teachers have Lesson Plan Manuals
 - Support teachers to use Lesson Plan Manuals
 - Make sure pupils have Pupil Handbooks
 - Support teachers to use Pupil Handbooks in lessons
 - Conduct training and coaching
 - Organise team teaching
 - Have a lesson observation schedule prepared and shared among teachers
 - Conduct lesson observations and give feedback
 - Organise preparation sessions for teachers weekly
 - Provide learning materials where possible

- Allocate classes to teachers
- Carry out orientation for new staff
- Write reports on progress of teachers
- Hold periodic departmental meetings
- Arrange demonstration teaching
- Take custody of all materials for the department and share accordingly

10. Address questions from them as a whole group.

11. Remind HoDs that they have an important role in making sure children get to learn from the Lesson Plan Manuals and Pupil Handbooks. Ask teachers to talk to a partner about how they can help get most use of these materials.

12. Ask a few pairs to share their responses.

Summary

Go through the learning outcomes again with the participants.

Materials for the session

Chart B.1 Session Objectives

Chart B.2 Roles in education

Pupil	District Support Officer (DSO)
Teacher	District Director
Head of Department (HoD)	MBSSE
School Support Officer (SSO)	Leh Wi Lan
Supervisor	Principal
Inspector	Parent

Chart B.3 Support levels

LWL to SSO

SSO to Principal/HoD

SSO to teacher

Principal to teacher

HoD to teacher

Teacher to pupil

Teacher to parent

Chart B.4 Activities that strengthen teacher-pupil relationship

Teacher to pupils:

- Personal greetings and asking about their families
- Knowing and calling pupils by their names
- Listening to pupils when they talk
- Accepting mistakes
- Praising good behaviours and discouraging bad ones nicely
- Playing games with the pupils
- Ask for their help sometimes
- Make rules together
- Be flexible with them
- Fulfilling promises made to pupils
- Demonstrate capacity to support pupils' learning

- Celebrating their birthdays with them
- Get familiar with the pupils family background
- Share personal experience with them
- Let consequences be solutions to the problems

Session C: Monitoring teaching and learning (for HoDs)

90 minutes

Session objectives

By the end of the session, HoDs will be able to:

- Describe the overall lesson observation / feedback cycle
- Explain the importance of frequent, regular, brief observations and feedback in improving pedagogy
- Describe the “Do’s” and “Don’ts” of lesson observations

Materials

Chart C.1	Session objectives	Introduction
Chart C.2	Lesson observation / feedback cycle	Activity 1
Chart C.3	Core Ideas of observation / feedback cycle	Activity 1
Chart C.4	Importance of regular, frequent obs. / feedback cycles	Activity 2
Chart C.5	Do’s and Don’ts of Lesson Observations Activity	Activity 3

Session outline

Session introduction	5 minutes
Activity 1 Lesson observation / feedback cycle	30 minutes
Activity 2 Importance of regular, frequent cycles / HoD schedule	20 minutes
Activity 3 Do’s and Don’t’s of lesson observations	20 minutes
Activity 4 Focus areas for Terms 1-3 observations	10 minutes
Session review	5 minutes

Session introduction

5 minutes

- Welcome participants thank them for arriving to training on time.
- If any participants are late, make sure that you remind them of the ground rules as agreed during the first session, showing them where they are displayed in the room.
- Show them Chart C.1 – the session objectives.
- Go through each of the objectives.

Activity 1: Lesson observation / feedback cycle

30 minutes

- How many of you have done classroom observations and feedback conversations with teachers before? *Ask for a few volunteers to share the approach used with the group (e.g., scheduled visits, pre-meetings, 1-hour observations)*
- HoDs role is similar to that of a coach – you are coaching teachers. We will be using a model for coaching teachers based on a book called *Leverage Leadership*, published by a school chain in the US that serves low-income pupils / pupils in under-resourced communities
- I know that this observation/feedback model may be different than one you have used in the past – please keep an open mind, as this approach has been working in many places (including the pilot in Port Loko!)
- *Point to Chart C.2 (HoDs can take a photo or copy it).*
The Lesson Observation / Feedback Cycle has 3 parts:
 - First, the HoD observes the teacher while the teacher is conducting a lesson. During this observation, the HoD looks for 3 things: 1) evidence that the teacher has made the change that both s/he and HoD agreed in the previous cycle; 2) at least 2 strengths in the teacher's performance today; 3) 1 area of improvement
 - During the lesson observation, depending on the relationship that the HoD has built with the teacher, the HoD may co-teach with the teacher, model teach (i.e., demonstrate teaching for the teacher), or even intervene in the lesson if the teacher and the HoD have a good relationship and the teacher is fine with this
 - Note that the primary purpose of the observation should not be to judge the quality of teachers, but to find the most effective ways to coach them to improve pupil learning. Core Idea (point to Chart C.3): Effective observation and feedback isn't about evaluation – it's about coaching.
 - The second step of the Observation / Feedback Cycle is to give feedback. This is best when it is face-to-face with the teacher. Using the

4-step feedback model, will be addressed in subsequent HoD trainings but at the moment, our focus is on the use of the lesson plan and what HoDs are monitoring is the delivery of the plans.

- The third step of the Observation / Feedback Cycle is Practice and Plan. In this step, after you've given the teacher the 1 area of improvement (also known as the key lever), you practice this area of improvement with the teacher. It's not helpful to tell the teacher what to improve and then to walk away. Instead, you'll practice the new skill or the new behaviour with the teacher and plan how it can be implemented into future lessons. For example, if the 1 area of improvement you give the teacher is to "Speak audibly" (because many of the pupils cannot hear him), you might stand in the back of the classroom and the teacher may start delivering tomorrow's lesson for you. You'd stop the teacher when he's speaking too softly and coach him to project his voice.
 - Then the cycle begins again
 - Note that throughout this entire cycle, the HoD is tracking progress – noting what was observed in the lesson, what feedback was given, what practice was done, and whether any evidence of change was observed in the following lesson observation. We will talk more about this tracking process in near future.
- *Give HoDs 2 minutes to discuss the cycle in pairs and make a copy.*

Activity 2: Importance of regular, frequent cycles; HoD schedule 20 minutes

- Have HoDs read Chart C.3 for 5 minutes in pairs.
- What were the key points of this reading? Choose a few volunteers to share out loud to the group.
- Use the text below to explain the key points on Chart C.3 – Importance of regular, frequent observation / feedback cycles
 - More frequent observations actually reduce teacher stress (Frequent observations mean that if a teacher is having a bad day, it's not a big deal because you have many data points on what the classroom actually looks like. This takes some pressure off of teachers – they stop feeling like they have to be perfect every time you observe).
 - More observations = more accurate picture of what the teaching actually looks like (More observations mean more data points on what's actually happening in the classroom)

- More feedback = faster teacher improvement (By receiving weekly observations and feedback, a teacher develops as much in one year as most teachers do in twenty)
- Frequent cycles enable “bite-sized” areas of improvement, which is aligned with how people learn and supports long-term change (People learn best when given small chunks of information at a time. If you give teachers too many areas of improvement, they’ll get overwhelmed and won’t be able to implement all of them. However, if you give teachers one small area of improvement each week, they’re able to focus on just that area and actually put it into their teaching practice)
- More cycles = more accountability (When you’re in schools more often, you’re more easily able to hold teachers accountable to the high standards that we’re expecting of them)
- Acknowledge that SSOs are unlikely to be able to visit the same teachers frequently and follow through on the whole cycle. And because HoDs are closer to teachers, HoDs are standing in for SSOs in schools. This means support are more frequently given to teachers
- Mention that the challenge would be the increase in the workload of the HoDs so the presence of principals in this workshop is to ensure both management members consult to see how HoD workload could be reduced in order to give quality support to teachers.

Activity 3: Do’s and Don’ts of Lesson Observations

20 minutes

- Let’s make a list of Dos and Don’ts for doing classroom observations. What are some behaviours that we should definitely NOT do when we are observing teachers? (*list on board – answers should look something like below*)
 - DON’T:
 - Draw attention to yourself (e.g., enter the room noisily and instruct someone to bring you a chair)
 - Interrupt the lesson (e.g., point out mistakes made by the teacher / pupils during the lesson, instruct pupils to pay attention to the lesson, display behaviour that you’re bored or disinterested). Do not interrupt at all unless you have a good relationship with teacher and your interruption will not undermine the teacher’s authority

- DO:
 - Describe the purpose and process for lesson observations and feedback with the teacher beforehand (e.g., during the introductory meeting). We will practice this meeting later in the week.
 - Enter the classroom silently (with phone on silent), especially if entering in the middle of class
 - Try to sit / stand somewhere where you are not prominent
 - Observe the pupils as well as the teacher
 - Show interest in the lesson
 - Take notes in your notebook
 - Thank the teacher as you leave the classroom
 - Fill out your Observation Form immediately afterwards

Refer participants to Chart C.5

Activity 4: Focus areas for Term 1 observations 10 minutes

- Refer HoDs to the session on the structure of the Lesson Plan Manuals and remind participants on the focus of Term 1 (use of the LPMs). Though other traits exhibited as listed in SSO Lesson Observation form may be observed and commented on, but stress the need to use the lesson plans effectively. Teachers would be said to be competent based on how much compliant they are on the use of the national LPM.

Session review 5 minutes

- Show participants Chart C.1 again and go through the session objectives that have been covered.

Materials

Chart C.1 Session objectives

Chart C.2 Lesson Observation/Feedback Cycle

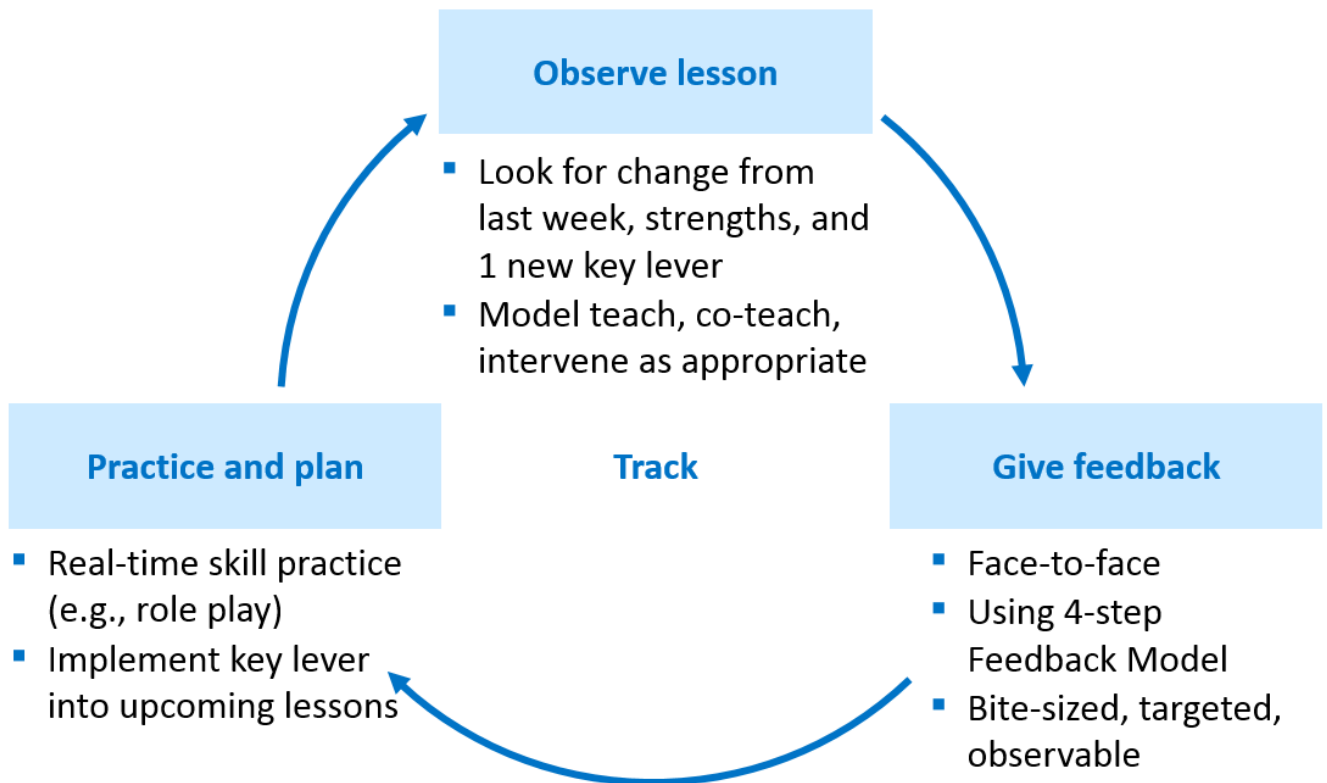


Chart C.3 Core Ideas on Lesson Observations and Feedback

1. Effective observation and feedback isn't about evaluation, it's about coaching.
2. By receiving weekly observations and feedback, a teacher develops as much in one year as most teachers do in twenty.
3. Teachers are like tennis players: they develop most quickly when they receive frequent feedback and opportunities to practice.
4. We learn best when we can focus on one piece of feedback at a time. Giving less feedback, more often, maximizes teacher development.
5. Observations and feedback are only fully effective when leaders systematically track which teachers have been observed, what feedback they have received, and whether that feedback has improved their practice.

Chart C.4 Importance of regular, frequent observation/feedback cycles

- More frequent observations actually reduces teacher stress
- More observations = more accurate picture of what the teaching actually looks like
- More feedback = faster teacher improvement
- Frequent cycles enable “bite-sized” areas of improvement, which is aligned with how people learn and supports long-term change
- More cycles = more accountability

Chart C.5 Do's and Don'ts of Conducting Lesson Observations

- DON'T:
 - Draw attention to yourself (e.g., enter the room noisily and instruct someone to bring you a chair)
 - Interrupt the lesson (e.g., point out mistakes made by the teacher / pupils during the lesson, instruct pupils to pay attention to the lesson, display behaviour that you're bored or disinterested). Do not interrupt at all unless you have a good relationship with teacher and your interruption will not undermine the teacher's authority
- DO:
 - Describe the purpose and process for lesson observations and feedback with the teacher beforehand (e.g., during the introductory meeting). We will practice this meeting later in the week.
 - Enter the classroom silently (with phone on silent), especially if entering in the middle of class
 - Try to sit / stand somewhere where you are not prominent
 - Observe the pupils as well as the teacher
 - Show interest in the lesson
 - Take notes in your notebook
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