

Leh Wi Lan

Improving Secondary Education in Sierra Leone



FACILITATION GUIDE

SSS Teacher Professional Development (TPD): English Language (Term 3)



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.

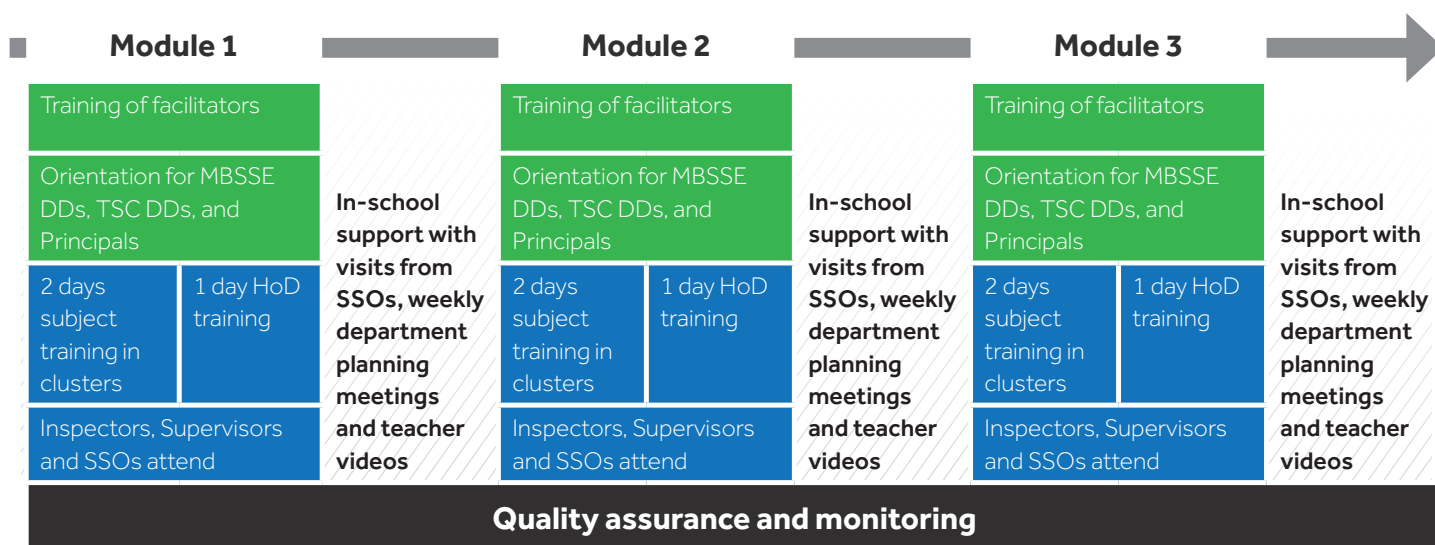
This is especially important in a context like Sierra Leone where Junior Secondary Schools (JSS) and Senior Secondary Schools (SSS) vary greatly in terms of access to resources and distribution of qualified teachers. Within government schools there are large numbers of teachers who are: not qualified 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 3). 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 schedule

Date / Time	09:00	11:00	11:30	13:30	14:30	16:30	17:00
Day 1	Session 1: Involving all learners in lessons	Break	Session 2: Delivering Listening Comprehension Lessons	Lunch	Session 3: Delivering Effective Reading Comprehension Lessons		Closure
Day 2	Session 4: Delivering Lessons on Paragraph Writing		Session 5: Delivering Grammar Lessons		Session 6: Taking our Learning Back to School	<u>Teacher self-assessment</u>	
Day 3	HoD Session A: Introduction to lesson observation cycle	HoD Session B: Preparations for lesson observation	Lunch	HoD Session C: Lesson observation and form completion	HoD Session D: Practice: Feedback & Practice/Plan		

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.

Session 1: Involving all learners in lessons

90 minutes

Session objectives

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

- describe how to use the video showing good classroom practice
- explore creative ways of interpreting the steps in the LPM
- demonstrate diverse ways of involving all learners in the scripted lessons

Materials

Chart 1.1	Session objectives /reflection on pedagogy	Introduction
Chart 1.2	Activities for both teachers and students	Introduction
Chart 1.3	Lesson openings	Activity 2
Chart 1.4	Learner centred web	Activity 3
Handout 1.1	TPD Term 3 Workshop Timetable	Introduction

Session outline

Introduction	Reflections on pedagogy	20 minutes
Activity 1	Good classroom practice	20 minutes
Activity 2	Let's get creative	30 minutes
Activity 3	Involving all learners in lessons (child centred principles)	25 minutes
Session review		5 minutes

IntroductionReflections on pedagogy20 minutes

1. Welcome participants to the first day of Term 3 Teacher Professional Development training and ask two of the participants (Christian and Muslim) to open in prayers.
2. Have new participants do a quick introduction of themselves.
3. Agree on rules for the workshop as quickly as possible
4. Give the workshop timetable (Handout 1.1) to participants, spend only 1 minute on it.
5. Display Chart 1.1 and go through the learning outcomes.
6. Use Margolis Wheel to reflect on pedagogical skills learnt in Term 1 on how children learn and Term 2 on familiarising themselves with the LPM. Go around to listen to discussions by participants. Try to discuss:
 - a. identify effective ways in which children learn (Doing activities themselves; Using a variety of materials; Working with, and helping others; Building new learning on what is already known; Focusing on understanding and use of skills; Working at their individual levels of ability; Using what is learned practically; Having time to practice new skills)
 - b. mention skills explored in Term 2 in familiarising themselves with the LPM (following steps of the plans; observing lesson timing; linking teaching activities to objectives; identifying preparations required; demonstrating mastery of the content; practicing; working with others; observing each other; checking that learning is happening; linking pupils' handbook to LPM)
 - c. describe which of the skills you were able to carry out after the last two workshops and how.
7. Display Chart 1.2 Activities for both teachers and students.
8. Ask participants in groups to identify which of the activities in Chart 1.2 will help all children to learn, satisfying child-centred learning principles. (Answers: Working at their individual levels of ability; Using a variety of materials; Working with, and helping others; Focusing on understanding and use of skills; Building new learning on what is already known; Having time to practise new skills; Using what is learned practically; Doing activities themselves).
9. Play BINGO and ask groups who are not able to shout BINGO to mention the activities left unmarked and address them together as whole group.
10. Agree that if the activities do not show all children learning at the same time, they are teacher-centred activities and limited time must be spent on those.

Activity 1 Good classroom practice20 minutes

1. Tell participants that good classroom practice has evidence of all learners participating in a lesson. Remind them that our visits to a number of schools revealed no visible evidence that most children are learning.
2. Ask participants to discuss in pairs what likely evidence they would see in a lesson – if they were observers - to show that children are learning.
3. Take responses, which could include children talking to one another, spending most of the lesson time working on tasks, correct answers in books, explaining their work/answers, asking questions to further their understanding and helping one another.
4. Tell participants that they will be watching a video on good classroom practice and that you will only play it for 5 minutes so they must be attentive and be alert. Ask them to write down examples of children actively learning and what the teacher is doing to involve all children.
5. Play the clip and ask participants to turn to their partner and share examples of children actively involved in their learning. Allow 1 minute for discussions.
6. Take feedback from participants and write responses on flip chart paper.
7. Agree together what the teacher does in the video to ensure all children are participating. (E.g. walking around to encourage pupils, helping learners who need support)
8. Give groups 3 minutes to brainstorm other ways they can help all children actively participate and learn in lessons. (Grouping, pairing, discussing, questions, explaining, drama, etc)
9. Show participants how to access the clips using SD cards on their own devices. Explain that they should study the videos to see examples of good teaching. This can help them improve. The SSOs will support them to use the video clips well.
10. Take comments from participants and wrap up.

Activity 2 Let's get creative30 minutes

1. Explain that lessons in the LPMs are scripted and interpretations may vary slightly from teacher to teacher but the variations may be so insignificant in such a way that it would disrupt the uniformity intended.
2. The variations we would likely see is dependent on how creative a teacher is in connecting with her children to ensure information is passed to all of them in an interactive manner.
3. The only interactions seen so far in lessons are children responding to teacher's questions, mainly closed questions.
4. In as much as we want the lessons delivered as in the LPMs, teachers can get creative by improving on the connections and relationships with their students.

5. Ask participants to read the lesson openings on Chart 1.3 (Term 3 L135) and spend 20 seconds on each step thinking about creative ways to deliver them to pupils in an attempt to involve all learners.
6. Let participants turn to their partners to share their plans.
7. After 1 minute, take brief responses from 5 pairs spread across the room
8. Always stress the importance of connecting with the target audience within the allotted time and ensuring that most learners are actively doing something.
9. Demonstrate what you planned to do too and check with them if they agree it is creative. (math a. SOH, CAH, TOA on index cards. As I flash the cards, you have 10 seconds to write what it means on a sheet of paper and display it on your forehead when I shout 'show me'; For English, quickly assign a topic to groups and give them 1 minute to write as many words as possible relating to the topic. The winner is the group with most relevant words).
10. Ask groups to pick any term 3 lesson, go to teaching and learning section, agree on creative way of delivering the first 3 steps and all to get prepared to deliver to the whole group. Warn them that you will randomly pick the presenters yourself. This should get everyone ready.
11. Presenters get 2 minutes to present and get feedback from whole group about their creativity. Ask them to identify why the activities were good and how they were encouraged to take part.
12. Thank everyone for their participation and reiterate the feel-good effect of the connections to both teacher and students.

Activity 3 Involving all learners in lessons (child centred principles) 25 minutes

1. Ask participants: What is Lesson One for teachers who want students to successfully grasp, retain, and apply new material?
2. Explain that you need to "arouse their interest." Teachers need to find ways to make learning "relevant, authentic, and valuable" in students' lives.
3. In this activity, we will be exploring what learner involvement looks like in practical terms.
4. Display Chart 1.4 Learner centred web depicting everything (students do a variety of activities where they can use their experiences, all students are involved in doing the activities, the students work together in groups or pairs and help each other, students use a variety of materials that appeal to them to help them learn, students of all abilities take part in activities, students do activities where they have to think and use

knowledge, not just memorise and recall knowledge, students have some level of choice in learning, students can self-assess and adjust) revolving around pupils.

5. Ask participants what their observations are. Learner is in the middle of the web while all other things are spread around it, more like our star and its planets.
6. Child-centred learning, also known as child or learner-centred education, broadly encompasses methods of teaching that shift the focus of instruction from the teacher to the student. It focuses on skills and practices that enable lifelong learning and independent problem-solving
7. For this to happen teachers intentionally plan around students' interests, experiences and abilities giving them choice and voice.
8. Regroup participants. (You could do this by playing Titanic game. Facilitator: Titanic is moving, participants: it is moving 3 times; Facilitator: Titanic is about to capsize and the lifeboats can only carry 3, 4, 5 passengers)
9. Use Chart 1.5 Teaching Scenarios to give different scenarios seen from our school visits. Ask participants to work in groups and state the problem with the style of delivery, if any, plan how to improve on it.

Group 1: A teacher with 150 pupils introduce his new lesson by asking pupils what they learned in previous lessons to (Lesson 91 Opening) - Whole class questioning should be quick. Pupils should be given time to think so it isn't the same pupils putting their hands up to answer each time. You could give them a couple of minutes to discuss the answer with a partner, then take contributions from different pairs around the room. (see questioning in video)

Group 2: Two pupils (a boy and a girl) were called out in a competition to solve a problem on the board while the rest of the class was cheering in support of their representatives – only 2 pupils can be said to be learning

Group 3: Teacher used instructional materials where all students could see her to demonstrate a concept during a lesson – good but all pupils should have materials to work with, not just watch the teacher. Teacher needs to prepare sufficient materials to go around (see making of protractor in video clip)

Group 4: Students watched a 10 minutes video clip on impact of modern slavery on economy. 5 pupils came out to dramatize a scene. Students later answered some questions in their exercise books – assign different tasks to groups on same topic to enable others participate or have others discuss group's success and areas of improvement or ask all pupils to work in groups to dramatize the scene, then watch one or two.

Group 5: Teacher spent most time, during teaching and learning solving 5 examples to aid students' comprehension – to shorten the direct instruction time, assign 3 of those to groups to try while you support or show one example then ask all pupils to work in pairs to

solve the examples - walk round the class and explain it individually to those pairs who are struggling. This way you can help with their specific problems and not just assume that all pupils understand the same things.

Group 6: Students were given same group tasks. One student was very active and did all the work. She did the presentation, with the other group members contributing little – support by explaining group dynamics to students or think carefully about your grouping. Could you group together the larger personalities who tend to dominate and then put the quieter pupils in another group?

Group 7: Teacher walked around to observe while pupils were doing their tasks in groups or pairs – walking around must be focused on supporting pupils especially below average ones. The teacher should listen to each group and where discussion is slow, ask them questions to move their learning forward, or re explain the task in a different way if it looks like they don't understand how to start.

10. Select any quiet member of the team to present briefly. After each presentation get feedback from the whole group to know if they were excited about the delivery and if there's a better way to deliver it.

Session review

5 minutes

- Show participants Chart 1.1 again. Read each objective and ask what we did to achieve it.

Materials

Chart 1.1 Session Objectives

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

- describe how to use the video showing good classroom practice
- explore creative ways of interpreting the steps in the LPM
- demonstrate diverse ways of involving all learners in the scripted lessons

Chart 1.2 Activities for both teachers and students

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

Chart 1.3 (Term 3 L135)

Math Opening (2 minutes)

- a. Write on the board: SOHCAHTOA
- b. Ask volunteers to explain what this means. Ask them to write the associated trigonometric ratios on the board. (Answer: $\sin \theta = \frac{\text{opposite}}{\text{hypotenuse}}$, $\cos \theta = \frac{\text{adjacent}}{\text{hypotenuse}}$, $\tan \theta = \frac{\text{opposite}}{\text{adjacent}}$)
- c. Explain: This lesson is on solving triangles using the trigonometric ratios.

English Opening (5 minutes)

- a. Have pupils brainstorm their vocabulary for each of the following topics:
 - Environment (biodegradable, carbon emissions, climate change, endangered)
 - Science and technology (geology, artificial intelligence, computerised, data, digital information)
 - Building and construction (electrification, foundation, carpenter, cement, mason, crane)
- b. Tell pupils that in today's lesson they will review general vocabulary connected to environment, science and technology, and building and construction.

Chart 1.4 Learner centred web

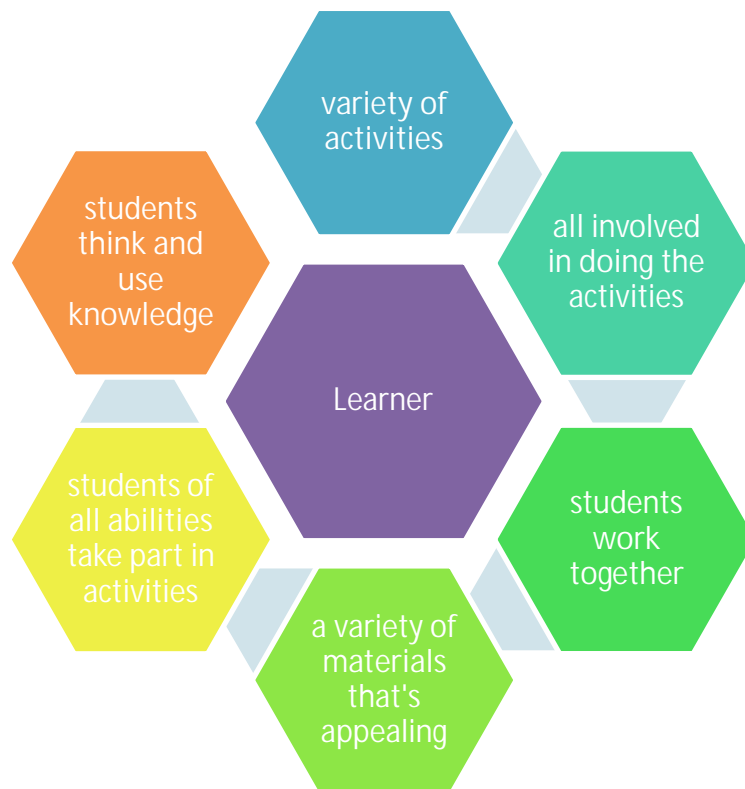


Chart 1.5 Teaching Scenarios

Group 1: A teacher with 150 pupils introduce his new lesson by asking pupils what they learned in previous lessons to (Lesson 91 Opening)

Group 2: Two pupils (a boy and a girl) were called out in a competition to solve a problem on the board while the rest of the class was cheering in support of their representatives

Group 3: Teacher used instructional materials where all students could see her to demonstrate a concept during a lesson

Group 4: Students watched a 10 minutes video clip on impact of modern slavery on economy. 5 pupils came out to dramatize a scene. Students later answered some questions in their exercise books

Group 5: Teacher spent most time, during teaching and learning solving 5 examples to aid students' comprehension

Group 6: Students were given same group tasks. One student was very active and did all the work. She did the presentation, with the other group members contributing little

Group 7: Teacher walked around to observe while pupils were doing their tasks in groups or pairs

Handout 1.1: TPD Term 3 Workshop time-table

Date / Time	09:00	11:00	11:30	13:30	14:30	16:30	17:00
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Day 2	Session 4: Delivering Lessons on Paragraph Writing		Session 5: Delivering Grammar Lessons		Session 6: Taking our Learning Back to School	<u>Teacher self-assessment</u>	
Day 3	HoD Session A: Introduction to lesson observation cycle	HoD Session B: Preparations for lesson observation	Lunch	HoD Session C: Lesson observation and form completion	HoD Session D: Practice: Feedback & Practice/Plan		

Session 2: Delivering Listening Comprehension Lessons

90 Minutes

Learning Outcomes

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

- Identify and explain the importance of close and active listening through various listening games and exercises.
- Explore various ways to deliver listening comprehension lessons.
- Have practical experience of group work.

Materials

Chart 2.1: Learning outcomes

Chart 2.2: Highpoints of Listening Comprehension

Handout 2.1: Statements for Game 2

Handout 2.2: Attentive and Active listeners do these...

Handout 2.3: Listening Comprehension Passage 1

Handout 2.4: Listening Comprehension Passage 2

Handout 2.5: Tips for Improved Teaching and Learning Listening Comprehension

Handout 2.6: Listening Comprehension Lesson

SS1-SS3 Term 3 Lesson Plan Manual and Pupil Handbook

Activity Outline

Introduction	5 minutes
Activity 1: How well do you listen?	20 minutes
Activity 2: Exploring Listening Comprehension	30 minutes
Activity 3: Listening Comprehension Lesson Delivery Practice	30 minutes
Summary	5 minutes

Background for Facilitators

Listening is the most common communicative ability in daily life as much of life depends on listening to and obtaining information from other human beings, be they siblings, parents, friends, teachers, neighbours or even strangers. In fact, listening is a primary skill children need to develop as they grow since all the other language skills of speaking, reading and writing depend on it. According to Morley, (1991: 82), " We can expect to listen twice as much as we speak, four times more than we read, and five times more than we write." In real life, pupils always need to listen to parents, siblings, teachers, coaches and other humans and perform certain tasks or follow instructions and directions as evidence that they understood what they heard.

In the school setting, the ability of pupils to benefit optimally from lessons will be severely limited if their listening skills are not fully developed. Moreover, part of the requirement of the West African School Certificate Examination (WASCE) oral paper which pupils have to write and pass is that they listen to passages on tape and perform assigned tasks such as answering factual or inferential questions.

Recent visits to schools and observation of English language lessons reveal that many teachers are not comfortable with teaching listening comprehension. Hence this session has been dedicated to exploring with teachers how to teach listening comprehension lessons more effectively. It explores: the importance of close and active listening in the teaching-learning process through listening games and listening comprehension exercises; and how listening comprehension can be taught and learnt more effectively in schools.

Session Introduction

5 minutes

1. Welcome participants to the session.
2. Explain that this session will build on what participants learnt during the second TPD workshop in December 2018/January 2019.
3. Display chart 2.1 (Learning outcomes) and go through it with the participants.

Activity 1: How Well Do You Listen?

20 minutes

1. Ask participants: How well do you listen or hear?
2. Inform participants that you will check out how attentively and actively they listen through their participation in two listening games or exercises.

Game 1: Put participants in groups of 4 or 5 to play the Listening Adjective Game to drive home the importance of active listening. The facilitator names an object or an animal and ask participants to add adjectives to give more information about the object /animal. For example: a dog, a big dog, a big black dog, a big black old dog, a big black old sick dog, a big black old sick Alsatian dog and so on. Each time a word is added, it follows the previous word or words. The sequence of the words (word order) must be right.

Each team then chooses an object or animal for itself and repeats amongst their team. The point of this game is that close listening is necessary in order to remember the last sequence and to keep the right word order when adding a new adjective.

Game 2: Have participants listen to an audio recording of ten "True" or "False" statements and write "T" or "F" for each statement heard as appropriate. Where listening to an audio recording is not feasible, the facilitator or co-facilitator could read out the statements. Note that whether you use an audio recording or read out the statements, it should only be read/heard once. There's no room for repeating the statements. Participants are supposed to hear it only once and respond based on what they heard the first time. This activity emphasises the need for close and active listening.

Lastly: Work with participants to identify the right answers and handle any matters arising. (The ten statements and answer keys are in Handout 2.1). Remind the participants that they worked in groups. Ask them if they worked together or separately. One effective way of building speaking and listening skills is to group pupils and give them a task/activity to do together. This will encourage them to talk to each other, share ideas and learn from each other. Group work helps all pupils take part in the lesson. Because they are in small groups their contributions can be heard.

Activity 2: Exploring Listening Comprehension

30 Minutes

1. Ask participants to discuss in pairs: (a) what is listening comprehension? (b) How is it different from reading comprehension?
2. Take responses from a few pairs and agree that:
 - (a) Listening comprehension is the ability to receive information from others using the ears and usually performing certain tasks as evidence that one heard and understood what was listened to or heard. In the school setting, listening comprehension means pupils listening to speech (spoken language) from various sources or text read and making sense of it by answering questions or performing tasks based exclusively on what they heard to demonstrate understanding;
 - (b.) Listening comprehension is different from reading comprehension because the pupil has no chance of reading the passage, but will answer questions based exclusively on what they heard. Explain that for pupils to do well on listening comprehension tasks they need to be trained to listen attentively and actively.
3. To increase understanding, ask participants: (a) what does it mean to listen attentively and actively? (b) Write down (on your notepad) three things that attentive and active listeners do.
4. You and your co-facilitator should move around to ensure that each participant understands what to do and provide support, where needed. Allow about 3 minutes for this activity.
5. Ask participants to share their ideas with each other in their groups and prioritise 5 things that attentive and active listeners do. Allow 2 minutes for this activity.
6. In plenary, take feedback from across the tables and conclude that: to listen attentively and actively means to listen with rapt attention, avoid distraction, and focus on the speaker or speech event. Give out and work participants through Handout 2.2 for some of the things attentive and active listeners do.
7. Now read the sample listening comprehension texts (Handout 2.3 and 2.4) to the participants. Ask them to listen carefully and individually answer the questions that follow.
8. Have participants exchange their work with their closest neighbour for checking/marking.

9. Play or read the listening comprehension passage again and this time ask the pairs to check their partners answers whilst they listen. This helps them listen more carefully for the answers.
10. Finally, work participants through the answers and have them mark and return their neighbour's work.
11. Check with participants what they scored and ask what listening comprehension skills the exercises covered.
12. Take a few responses and agree that the skills include answering factual and inferential questions, suggesting appropriate titles, developing new vocabularies, etc.
13. Share and discuss Handout 2.5 as tips for improved teaching and learning of listening comprehension in schools and close the activity.
14. Pupils exchanging work gives another chance for learning:
15. When they compare answers they have to be able to justify the answer that they wrote.
16. It involves all pupils in their learning as everyone has something to look at, think about and interact with.

Activity 3: Listening Comprehension Lesson Delivery Practice 30 Minutes

1. Inform participants that this activity will examine what it takes to deliver a good lesson on listening comprehension based on an actual lesson from the LPM.
2. Refer participants to the appropriate lesson in the LPM (TGL2-L137) and have them open to the lesson ready for further instructions.
3. Ask participants to identify the listening skills to be acquired by the pupils (check learning outcomes).
4. Take oral feedback and agree with them that the three skills are:
 - a. Answer comprehension questions on an unseen prose.
 - b. Summarise a listening text in their own words.
 - c. Use context clues to infer meaning of new words.
5. Also ask: what preparation is the teacher required to make for this lesson and when should it be made?

6. Take feedback from one or two participants and agree that it is to “Practise reading the listening passage, ‘Report on the Progress of the Beach Clean-Up Project’, aloud (see end of lesson). The preparation should be made well ahead of the lesson at home or in the staff room. They might also ask a colleague to go through it with them.
7. Now divide the participants into four groups corresponding to the four steps of the lesson—opening, T&L, Practice and closing. Give each group 5 minutes to work through their section of the lesson and present to the whole (larger) group following the timing and other instructions in the plan.
8. Guide participants to observe the lessons, take notes, raise questions and make comments as appropriate. When taking notes they should write down examples of the following behaviours—creating opportunities for pupils to listen and respond to what they heard, allowing pupils to talk and listen to each other in pairs or groups, checking that pupils are learning the requisite skills, and encouraging every pupil to take part in the lesson.
9. Ask participants to name three ways in which you encouraged them all to be involved in the 90 minute session.
10. Conclude by reinforcing the points in Chart 2.2.

Session Summary

5 Minutes

1. Do a quick recap by asking 2-3 participants to share one key learning or take away from the session or do any other thing you’re comfortable with.
2. Go through the learning outcomes again and confirm that every item has been covered.

Chart 2.1: Learning Outcomes

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

- Identify and explain the importance of close and active listening through various listening games and exercise.
- Explore various ways to deliver listening comprehension lessons.

Chart 2.2: Highpoints of Listening Comprehension

- It's all about listening, not about reading, so even homework should be about pupils listening to texts/speeches, not reading them.
- Where the PH homework asks pupils to read the text, teachers could modify the activities to ensure the activities reinforce listening, not reading, skills.
- The subject of the listening comprehension could be discussed as a pre-listening activity to aid understanding of the text.
- Questions to be answered could also be read out ahead or even written down so pupils know ahead what to listen for—what questions to answer. This makes listening more meaningful as pupils have a purpose for listening.
- While listening is a receptive skill, understanding of what was heard is usually expressed through the productive skills of speaking and writing plus non-verbal actions such as movements, raising of hands, shaking heads, acting, drawing, painting, smiling, frowning, etc.
- To demonstrate understanding of the listening comprehension passage, pupils answer questions on the passage—questions could be factual, stated clearly in what was listened to per questions in no. 8 of Practice, or inferential.
- More of what pupils do under Practice should be speaking, writing, drawing or gestures to demonstrate understanding of what they heard.

Handout 2.1: Statements for Game 2 (please, don't print for participants)

Instruction: Write 'True' or 'False' for each statement.

1. Sierra Leone gained independence in the same year as Nigeria.
2. Sierra shares borders with three West African countries.
3. Men are more intelligent than women.
4. Girls are more useful than boys.
5. Rwanda is in Southern Africa.
6. The four language skills are listening, speaking, reading and writing.
7. Listening and speaking are primary language skills, while reading and writing are secondary.
8. Ethiopia was never colonised.

9. Diamond and iron ore are among the mineral resources of Sierra Leone.
10. Sierra Leone was granted independence by Britain on April 27th 1961.

Answer Key: 1-5 ("False"); 6-10 ("True")

Handout 2.2: Attentive and Active listeners...

• Keep quiet
• Avoid distraction
• Maintain focus (concentrate)
• Take notes to aid recall of what was heard
• Draw or sketch to enhance understanding
• Ask questions
• Answer questions or perform other required tasks
• Think about the topic of the text or speech—what do you already know about it?
• Compare what is heard with what is already known
• Take note of facts and other information on paper or mentally
• Figure out meaning of new and strange words using context clues
• Pay attention to intonation and stress of the speaker—to help understanding
• Focus on key words and facts
• Anticipate –think ahead, what might happen next?
• Commit information to memory

Handout 2.3: Listening Comprehension Passage 1 (please, don't print for participants)

CATERPILLARS

Butterfly larvae or caterpillars, consume plant leaves and spend practically all of their time searching for and eating food. Although most caterpillars are herbivorous, a few species eat other insects. Some larvae form mutual associations with ants. They communicate with the ants using vibrations that are transmitted through the soil as well as using

chemical signals. The ants provide some degree of protection to the larvae and they in turn gather honeydew secretions.

Questions

1. What do most larvae spend their time doing?
 - a. Eating
 - b. Sleeping
 - c. Communicating with ants
 - d. None of the above
2. Are all caterpillars' herbivores?
 - a. Yes.
 - b. No, some eat insects
3. What benefit do larvae get from association with ants?
 - a. They do not receive any benefit.
 - b. Ants give them protection.
 - c. Ants give them food.
 - e. Ants give them honeydew secretions.
4. Ants or larvae which benefit most from association?
 - a. Ants benefit most.
 - b. Larvae benefit most.
 - c. Both benefit the same.
 - d. Neither benefit.
5. What other word can you use in place of 'consume' in the expression, 'Butterfly larvae or caterpillars consume plant leaves...'?
 - a. Like
 - b. Eat
 - c. Destroy
 - d. Love.

Answer Key: 1. A. 2. B. 3. B. 4.C. 5. B.

Handout 2.4: Listening Comprehension Passage 2 (please, don't print for participants)

NO TITLE—(Participants to suggest one at the end)

Sierra Leone is a West African nation that is bordered by Liberia to the southeast, Guinea to the northeast, and Atlantic Ocean to the southwest. It is a melting pot of diverse cultures from across West Africa. From the following facts, you will be able to get a tip of what awaits you to explore in Sierra Leone.

Sierra Leone is an assortment of various tropical climate conditions. Going southwards, you experience the dense equatorial rain-forest environment and while going northwards, you are able to witness the vast Savannah grassland. What you are certainly sure to experience is a warm welcoming climate that makes it unworthy to ensure cold-hearted winter elsewhere.

Like most of Africa (Except Liberia and Ethiopia), Sierra Leone experienced the exploitative vagaries of the oppressive colonialism. Sierra Leone was first exposed to the Europeans, in the 1490s when the Portuguese discovered it. They named it "Sierra Leoa" (Lioness Mountain) which referred to the mountain ranges around Freetown. It is Sierra Leoa that was misspelled by the British regime as Sierra Leone and adapted as the colony's name. Britain established Sierra Leone as its colony in 1890. After persistent agitation by the locals, Sierra Leone was granted independence by Britain on April 27th 1961.

Sierra Leone is a true jewel of Africa etched on its west coast. It is rich in all its faculties – land, climate, people, culture, and aspirations. You cannot get all that Sierra Leone has to offer by being an arm-chair explorer. A visit to Sierra Leone will not only help you confirm the facts but also debunk the myths. This land of gold and diamond waits to welcome your first step on its soil.

Questions

6. Name the two countries that share borders with Sierra Leone.

7. Sierra Leone is bordered to the southwest by Liberia.

- a. True
- b. False

8. Sierra Leone was first exposed to the Europeans in the

- a. 1490s
- b. 1590s
- c. 1690s.
- d. 1790s.

9. Which countries in Africa were never colonised, according to the text?

10. This text is an example of:

- a. Narrative writing
- b. Descriptive writing
- c. Persuasive writing
- d. Debate

11. Suggest an appropriate title for the text.

12. This text could have originated from one of these departments in Sierra Leone-

- a. Transport
- b. Tourism
- c. Education
- d. Agriculture.



13. With the use of context clue, write two pairs of words that are opposite in meaning to each other in the expression: "A visit to Sierra Leone will not only help you confirm the facts but also debunk the myths".

Answer Key: 6: Liberia and Guinea 7: B. 8: A. 9: Ethiopia and Liberia 10: C. 11: Some facts about Sierra Leone or any other appropriate title. 12: Tourism. 13: confirm and debunk; facts and myth.

Handout 2.5: Tips for Improved Teaching and Learning of Listening Comprehension (print for participants).

1. Listening comprehension should be taught, not left to chance.
2. Create ample opportunities for pupils to listen to various kinds of texts using different media—reading by the teacher or fellow pupils, audio/video recordings, radio, television broadcasts.
3. Ensure pupils are aware and have ample opportunities to practice target listening comprehension skills in each lesson—identifying facts from the speech, making inferences, learning new words, distinguishing sounds and stress patterns, retelling stories, summarising messages, drawing conclusions, judging attitudes etc.
4. Create a lot of listening activities for pupils before, during and after listening comprehension lessons—the listening games and exercises you did in this session are examples of listening activities. Participating in dialogues and debates can also help to improve listening. Dictation exercises could also be used to improve pupils' listening skills.
5. Try not to confuse listening and reading comprehension lessons—during listening comprehension lessons, pupils listen to (hear), not read, the passages. The essence is to train their ears to hear the spoken word and answer questions based on what is heard (not read).
6. For homework, rather than ask pupils to read the passages in the Pupils' Handbook themselves and answer the questions (which changes it to a reading rather than a listening activity), you could ask the pupils to have a sibling, parent or fellow pupil read them the passage. On the alternative, they could listen to a radio or television programme and write a summary of the programme.
7. Train your pupils on active listening –e.g. take notes, draw or sketch while listening to aid recall after, focus on the what is being listened to, question what is being heard, commit facts, etc. to memory.

Handout 2.6: Listening Comprehension Lesson.

Lesson Title: Comprehending a Listening Passage (report)	Theme: Listening	
Lesson Number: TGL2-L137	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. Answer comprehension questions on an unseen prose. 2. Summarise a listening text in their own words. 3. Use context clues to infer meaning of new words. 	 Preparation Practise reading the listening passage, 'Report on the Progress of the Beach Clean-Up Project', aloud (see end of lesson).	

Opening

3 Minutes

1. Invite volunteers to explain what it means to report something. (Example answers: to describe an incident; to give an update on something)
2. Tell pupils that in this lesson they will listen to a report and answer questions on it.

Teaching and Learning

16 Minutes

1. Discuss the features of a report:
 - Tells about an event in chronological order
 - Seeks to give the reader information about something that happened
 - Uses formal language and puts any informal language or colloquialisms in inverted commas
 - Can be descriptive, narrative, persuasive or expository
2. Tell pupils to prepare themselves to listen carefully to a report and take notes.
3. Read aloud the address, salutation and subject of the report (see end of lesson).
4. Read the first paragraph aloud.
5. Summarise the first paragraph as a class.

Example: The writer is writing the report to tell the principal about the progress in the Beach Clean-Up Project. This was their seventh visit to the beach and they have a lot of support from people.

6. Write the word 'collaboration' on the board. Demonstrate how to identify its meaning based on context clues. (Context clue: help, support)

Write the definition of 'collaboration' on the board: The situation in which two or more people work together.

7. Use 'collaboration' in a sentence.

Example: Thanks to their collaboration, the class was able to prepare a quick farewell function for their favourite teacher.

Practice

20 Minutes

1. Read the second paragraph aloud to pupils.
2. Invite a volunteer to summarise it.

Example: Eight new rubbish bins and signs have been installed at the beach. Pupils held an awareness campaign, speaking with shopkeepers, vendors and fruit and vegetable sellers about throwing rubbish. A local activist also joined.

3. Write the word 'install' on the board.
4. Invite volunteers to identify the meaning of 'install' using context clues. (Context clue: put up). Write the definition of 'install' on the board: "to put something in place and make it ready to be used".
5. Invite another volunteer to make a sentence with 'install'.
6. Read the third paragraph aloud to pupils, then read out the subscript (name and appointment of the writer).
7. Have pupils discuss the third paragraph with seatmates.
8. Invite pupils to answer the following questions by raising their hand:

- What is the report about?

Answer: It is about the progress of the Beach Clean-Up Project.

- What progress has been made with rubbish bins at the beach?

Answer: Eight new rubbish bins have been installed at the beach.

- What else have the pupils put up at the beach?

Answer: They have put up signs that tell people to dispose of rubbish properly.

- What is the group's plan moving forward?

Answer: Their plan is to organise a clean-up drive and follow up on the use of the rubbish bins.

- Who did the pupils speak with at the beach?

Answer: They spoke to local residents, vendors, shopkeepers and visitors.

Closing

1 Minute

1. For homework, have pupils do practice activity PHL2-L137 in the Pupils' Handbook.

Listening Passage:

Report on the Progress of the Beach Clean-Up Project

The pupils of SSS 2 started the Beach Clean-Up Project on 16th April, 2017. Last Friday, 18th October, was the seventh visit to the beach in Aberdeen. The project members report that there has been a lot of collaboration, help and support from citizens, tourists and municipal authorities.

As part of the campaign, some pupils have been talking to municipal officers over the past few months. After much convincing, they have now installed eight new garbage bins at the beach. The pupils also helped to install signs that ask people to dispose of their rubbish in the bins. These are signs that have been designed by SSS 2 pupils themselves. The municipal authorities and pupils together put them up at regular intervals along the length of the beach. In addition, 20 pupils from the team have been holding cleanliness awareness campaigns at the beach. Yesterday was their fourth campaign. In this, they spoke with vendors, shopkeepers, and fruit and vegetable sellers about throwing away waste in the right places. They also managed to get a local environmental activist to join them in talking to regular visitors and local residents at the beach. The people were enthusiastic and willing to learn about how they can contribute to cleanliness.

In the recent meeting, the project members decided that they will follow up next week on whether the new rubbish bins are being utilised. They have also planned to have a clean-up drive, inviting young people from the local community. They will provide them sticks and waste disposal bags to collect rubbish.

Submitted by:

Maliki Bah,

Leader, Beach Clean-Up Project.

Session 3: Delivering Effective Reading Comprehension Lessons 90 Minutes

Session Objectives

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

- Identify and discuss different strategies for teaching Reading Comprehension lessons effectively
- Practise delivering a Reading Comprehension lesson from the LPM
- Identify the ways in which everyone was able to take part in the lesson.

Materials

Chart 3.1 Learning Outcomes

Handout 3.1 Reading Comprehension Passage (one per participant).

Handout 3.2 Answer Keys to Reading Comprehension Questions

Handout 3.3 Types of Reading Comprehension Questions (one per participant)

Handout 3.4 Strategies/Ideas for Improved Teaching and Learning of Listening Comprehension Lessons (one per participant).

Handout 3.5 Sample Reading Comprehension Lesson: Identifying Topic Sentences

Sentences

SSS1-3 Term 3 English Language LPMs and Pupil Handbooks

Activity Outline

Introduction	5 Minutes
Activity 1: How much do you comprehend?	30 Minutes
Activity 2: Ideas and Strategies for teaching Reading Comprehension	20 Mins
Activity 3: Reading Comprehension Lesson Practice	30 Minutes
Summary	5 Minutes

Background for Facilitators

The purpose of this session is to deepen teachers' understanding of Reading Comprehension and how to teach it more effectively. In this session, we shall together explore as many reading skills as possible that SSS pupils can be helped to develop and improve using reading comprehension. We'll also share some strategies that can help the participants as teachers to teach reading comprehension more effectively.

The session has three activities:

- How much do you comprehend? This activity is a reading comprehension exercise intended to assess the teachers' own abilities in reading a given passage and answering different kinds of questions on the passage. The selected passage also discusses reading comprehension to help deepen teachers' understanding of the reading comprehension process. The assessment is purely for practice, but it will provide insight into the abilities of teachers and what support they might need.
- Ideas and Strategies for teaching reading comprehension. This activity intends to help teachers discuss and learn ideas and strategies that will help them teach reading comprehension lessons more effectively back in their schools.
- Reading Comprehension Lesson Practice. This activity is intended to give participants hands on practice on delivering reading comprehension lessons using actual Term 3 lessons in the LPM.

Session Introduction

5 Minutes

1. Welcome participants to the session and thank them for returning/arriving on time.
2. Ask the participants: what was the subject of the last session?
3. Take feedback from 2-3 participants agreed that it was Listening Comprehension, which deals with listening and answering questions based on what has been heard. Explain that this session will focus on Reading Comprehension.
4. Display Chart 3.1 (Learning outcomes) and go through it with the participants.

Activity 1: How much do you comprehend?**30 Minutes**

1. Start by asking the question: What is reading comprehension? Tell them they will answer this question at the end of an exercise which they will perform partly as individuals and partly in groups.
2. Mix up the groups so that different people are working together.
3. Now distribute the reading passage (Handout 3.1) to participants and ask them to get ready to read it when instructed to do so.
4. Give them 10 minutes to read the passage and answer questions 1-10 individually.
5. Give them another 10 minutes to answer questions 10-12 in their groups, write their answers on flip chart paper and display.
6. For individual work, ask participants to exchange their work and guide them to mark each other's work using answer keys in Handout 3.2.
7. Ask them to compare answers and where they are different, return to the passage and come to an agreement about the right answer. This helps them both actively mark the work and also means that everyone has to take part.
8. For group work, lead participants to examine and comment on their responses. Suggested answers are also in Handout 3.2.
9. Take them back to the initial question: what is reading comprehension?
10. Take responses and agree with them that reading comprehension is ability to read a passage and demonstrate understanding of the passage by answering various kinds of questions on the passage.

Activity 2: Ideas and Strategies for Teaching Reading Comprehension 20 Mins

1. Based on the exercise in activity 1, ask participants to state what kinds of questions pupils are expected to answer to demonstrate understanding of a passage. Refer them to the questions they answered in Handout 3.1.
2. Take a few responses and agree with them that the questions could be:
 - a. Literal/factual questions where answers could be lifted from the passage
 - b. Inferential questions which are only answered by reading between the lines and/or using context clues, previous knowledge and experience.
3. Distribute Handout 3. 3 to participants and talk them through some of the types of the reading comprehension questions pupils could be asked in the handout.

4. Ask: What are some of the strategies you have been using to teach reading comprehension in your SSS class? Share one such strategy with your neighbour.
5. Take responses from as many participants as time permits and share Handout 3.4 as some of the strategies teachers might use to make listening comprehension lessons more interesting and rewarding.
6. Lead participants to discuss some of these strategies and move to the next activity.

Activity 3: Reading Comprehension Lesson Practice

30 Minutes

1. Inform participants that this activity will examine what it takes to deliver a good lesson on reading comprehension based on an actual lesson from the LPM.
2. Ask the participants to bring out their LPM for SS1, term 3 and open to TGL1-L104 and tell them they're going to practise with that lesson.
3. Ask participants to identify the topic of the lesson, its learning outcomes and target skills pupils need to acquire.
4. Take responses and agree that the topic of the lesson is: Reading Skills Development: Identifying Topic Sentences; the learning outcomes are:
 - a. Identify topic sentences in a given text
 - b. Use topic sentences to help summarise a text.
5. The target skills are:
 - a. Ability to identify topic sentences.
 - b. Ability to summarise a text using topic sentences.
6. Reinforce to participants that the two target skills distilled from the learning outcomes will guide whatever happens in this lesson. They also will be assessed during or after the lesson to check what pupils have learnt.
7. Ask participants to discuss in pairs what preparations are suggested for teachers and what other preparations they could make before the lesson.
8. Take feedback from a couple of participants, writing down on flip chart paper some of the points mentioned, which might include:
 - a. Read the lesson plan taking note of the learning outcomes, different steps of the lesson and their timing, what preparations to make.

- b. Read the corresponding lesson in the Pupils' Handbook taking note of activities in the handbook.
 - c. Prepare for the lesson by carrying out the two activities listed under preparation ahead of the class.
 - Practise reading the article, 'Honey Bee Decline Spreading Globally', aloud (see end of lesson).
 - Write the topic sentences on the board (see end of lesson). This is could be written on flip chart paper, card board paper or old calendar.
 - d. Look for other resources you might need outside the LPM.
 - e. Consult with HoD and/or other colleagues, if you need help.
9. Now divide the participants into four groups corresponding to the four steps of the lesson—Opening, T&L, Practice and Closing. Give each group 5 minutes to work through their section of the lesson and present to the whole (larger) group following the timing and other instructions in the plan.
10. Guide participants to observe the lessons, take notes, raise questions and make comments as appropriate. Teacher behaviours for participants to look out for as they observe might include: involving pupils in learning, allowing children to talk to each other in pairs or groups, checking that pupils are learning requisite skills, time management.
11. Guide participants to discuss any matters arising, for example, in reading comprehension, is oral reading/reading aloud desirable in SSS classes?

Session Summary

5 Minutes

1. Ask participants to identify the different ways you used to ensure that everyone was involved/took an active part in the session. Remind them that these are the techniques they should be using in their classes to encourage everyone to take part.
2. Ask a few participants to say one new thing they have learnt from the session.
3. Go through the learning outcomes again and confirm that every item has been covered.

Session Materials:

- Chart 3.1: Session Outcomes

Session Objectives:

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

- Identify and discuss different strategies for teaching Reading Comprehension lessons effectively
- Practise delivering a Reading Comprehension lesson from the LPM

Handout 3.1: Reading (please print for participants).

Reading is a process in which you are interacting with the writer's ideas for specific purposes. It can be a straightforward enjoyable process, as when you read a newspaper or cartoon, or a complex one, as in the case of a textbook in physics or philosophy. It may not be just a matter of getting meaning from the printed page, but may also involve a great deal of inference-making, assessing the attitude of the author to the ideas she is expressing, and so on. Therefore, reading is an active, constructive process, involving the use of contextual clues or sign posts as well as your own background knowledge to understand the author's intended meaning, mood, attitude and values.

Who is a good reader? A good reader enjoys what she is doing, concentrates on it, and actively analyses what is being read. She constantly asks critical questions as she goes along, about what the author is saying. Her degree of involvement and intensity of focus depends on her purpose for reading. She reads non-technical materials at a good speed and with a high degree of understanding (80-90%). She is able to express the content in her own words because of this and has rich vocabulary. Her constant reading habit and familiarity with diverse materials as well as high vocabulary and mastery of paragraph structure enable her to recognise what is relevant as against what is merely an illustration.

How do all of the above happen? The reader's purpose for reading determines how closely she attends to the passage. For this, she always keeps an open mind that takes in the basics and constantly asks who, what, where, when and how type questions (i.e. mater-of-fact information questions) on the passage. Thereafter, she can read between the lines for implied meaning to get the writer's attitude and mood in communicating and thought on the subject or topic. Her knowledge of grammatical structure, such as embedded relative clauses, knowledge of punctuation marks, and so on also facilitates getting the writer's meaning accurately. Reading the passage and looking for an alternative title, besides the one given by the author is another way of understanding the author's ideas.

Questions

For individual work: Write your answers in your notepad or A4 paper.

1. What is reading, according to the passage?
2. Reading is a straightforward enjoyable process. True or False. (Choose one).
3. Name two simple things and one complex thing one might read, according to the passage.
4. What other term might you use for contextual clues, according to the passage?
5. What two things can help the reader, according to the passage, to access the author's intended meaning? Mention the exact things.
6. Draw a map or sketch or outline of a good reader, according to paragraph 2.
7. A good reader understands 80-90% of technical materials with a good speed. True or False. (Choose one).
8. What four things enable the good reader to distinguish what is relevant from what is irrelevant?
9. (a) What is the grammatical name given to the expression 'Her degree of involvement and intensity of focus' taken from paragraph 2. (b) What grammatical function does it perform in the sentence in which it appears?

For Group Work:

10. Identify (write) the topic sentence for each the three paragraphs.
11. Summarise the key messages of the text in three sentences—one sentence for each paragraph.
12. Is use of language in the text gender sensitive? Support your answer.

Handout 3.2: Answer Keys to Handout 3.1 Questions (not to be printed for participants)

1. A process in which the reader interacts with the writer's ideas
2. False (can be both straightforward and complex)
3. 2 simple things one might read: newspaper and cartoon
1 complex thing one might read: a textbook in physics or philosophy
4. Signposts
5. Contextual clues or sign posts and background knowledge
6. A good reader:
 - enjoys what she is doing
 - concentrates on it
 - actively analyses what she's reading
 - constantly asks critical questions

- reads with flexibility
- reads at good speed
- expresses content in her own words
- has rich vocabulary, etc.

7. False (She reads non-technical materials at a good speed and with a high degree of understanding (80-90%)).

8. Constant reading habit; familiarity with diverse materials; high vocabulary; and mastery of paragraph structure

9. (a) Noun phrase (b) Subject of the sentence

10. P1: Reading is a process in which you are interacting with the writer's ideas for specific purposes.

P2: A good reader enjoys what she is doing, concentrates on it, and actively analyses what is being read.

P3: Your purpose for reading determines how closely you need to attend to the passage.

11. Reading is a process in which the reader interacts the author's ideas. A good enjoys reading, concentrates and analyses what she is reading. A reader's purpose for reading determines the level of attention he or she gives to the passage.

12. Use of language is not gender sensitive. The author used the female pronoun (she/her) in the text to stand for both male and female.

Handout 3.3: Types of Reading Comprehension Questions:

S/No	Question type	Explanation
1	Literal questions	Demand writing, sketching, outlining, saying facts presented or discussed in the passage, e.g. in which year did Sierra Leone gain independence from Britain? How many nations make up ECOWAS?
2.	Inferential questions	Require the pupils to read between the lines and draw points, issues, or concepts not specifically stated but which can be assumed or taken for granted, e.g. meaning of unfamiliar ideas, words/phrases.

3.	Interpretative questions	Require the pupils to give surface or deeper meanings of what is stated in the passage.
4.	Analytical questions	Demand breaking aspects, issues and ideas presented in the passage into component parts for better understanding.
5.	Critical evaluation questions	Demand passing value judgement about points, issues, problems or ideas raised in the passage.
6.	Application questions	Demand applying or relating issues and ideas in the passage to real life situations.
7.	Multiple choice questions	Are presented in the form of options or alternatives for pupils to choose.
8.	Short answer questions	Pupils are required to fill in the blanks, complete, re-write or restructure ideas, phrases, and sentences.
9.	Essay type questions	Require pupils to write full or partial answers
10.	Cloze questions	Require pupils to replace certain missing words, items or ideas that have been removed to test pupils understanding of the passage.
11.	Before reading the passage questions	Are given to the pupils before they read the passage. The idea is to have them look for answers to the questions while reading the passage. This facilitates concentration since the pupils already know the answers they're looking for. But on the flip side, it could limit their understanding of the passage to the particular questions they're looking for.
12.	During reading passage questions	Might be placed at the beginning, middle or end of the passage to guide pupils as they read
13.	After reading the passage questions	Are given to the pupils after they have read the passage. This may encourage better

		understanding of the passage before they answer the questions.
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Handout 3.4: Strategies/Ideas for Improved Teaching and Learning of Listening

Comprehension Lessons:

1. Ask yourself what skills pupils are required to acquire and improve upon by the end of the lesson based on the lesson's learning outcomes in the LPM and focus on those, e.g. identifying topic sentences or summarising the passage.
2. Always start with factual questions such as what happened? Who said what? How many did what? Pupils can easily lift answers to such questions from the text.
3. Note that pupils need to understand the facts before they can answer the higher order questions such as drawing inferences and passing judgments.
4. To use comprehension questions for teaching purposes:
 - ask the pupils to read the passages silently;
 - help the pupils to comprehend the passage properly by discussing the issues raised in the passage;
 - have pupils work individually, in pairs or small groups to discuss the comprehension questions before, during and after the lesson;
 - encourage pupils to write the answers in their notebooks;
 - move around the class to check and mark the work of pupils as they answer the questions;
 - or have pupils exchange their work to mark the answers to the comprehension questions with your guidance;
 - reward pupils who get the best answers and encourage those who are struggling;
 - use variety of questions to check understanding of the passage—multiple choice, yes/no/true/false, short answers, factual, inferential;

- give pupils the questions before the reading passage, if the focus is on answering comprehension questions. Pupils then read the passage in order to answer the questions;
- train pupils to draw, map, sketch or chart the issue, topic or idea presented in the passage to improve understanding of the passage;
- have pupils dramatize, debate and role play ideas in the comprehension passage to increase their understanding of the passage;
- train pupils to use context clues to arrive at the meaning of unfamiliar words and ideas;

4. Use pre-reading during reading and after reading activities to help pupils master the passage and answer questions correctly.

i. Pre-reading activities might:

- Introduce and arouse interest of pupils on a given topic
- Motive and prepare pupils for the lesson
- Introduce new vocabulary and ideas in the text
- Ask questions that pupils might need to find answers to as they read
- Provide instructions that will guide the pupils in reading and answering questions
- Help organise pupils in groups, if group work will take place



ii. During reading activities:

- Pupils:
 - i. read the text silently
 - ii. read questions that might be placed at the beginning, middle or end of the passage
 - iii. find and jot, write, map, draw, sketch answers to questions
- Teacher:
 - i. moves around the class to provide support to pupils who might need help
- times the reading/activity
 - i. teacher ensures pupils are using good reading habits and practices

iii. After reading activities:

- Pupils:
 - i. answer questions orally or in writing
 - ii. discuss ideas or answer questions from the passage in small groups or as whole class
 - iii. take note of homework in the PH
- Teacher
 - i. checks and marks pupils' work
 - ii. give pupils homework from the PH
 - iii. ensures home work is checked and marked

Handout 3.5 Sample Reading Comprehension Lesson: Identifying Topic Sentences

Lesson Title: Reading Skills Development: Identifying Topic Sentences	Theme: Reading	
Lesson Number: TGL1-L104	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. Demonstrate understanding of how to identify topic sentences. 2. Identify topic sentences in a given text. 3. Use topic sentences to help summarise a text. 	 Preparation <ol style="list-style-type: none"> 1. Practise reading the article, 'Honey Bee Decline Spreading Globally', aloud (see end of lesson). 2. Write the topic sentences on the board (see end of lesson). 	

Opening

3 Minutes

1. As a class, discuss the features of a news article. (Example answers: there are headlines; a factual telling of an event; it answers who, what, when, where).
2. Tell pupils that in today's lesson they are going to identify topic sentences in a news article.

Teaching and Learning

15 Minutes

1. Introduce topic sentences:

- A topic sentence is the sentence that contains the main idea of a paragraph or essay.
 - It tells the reader what the rest of the paragraph is about.
 - All sentences that follow give more information on the topic.
2. Discuss the features of a topic sentence:
 - Mentions the topic
 - Contains the main idea of the paragraph
 - Contains a controlling idea to move the essay in a specific direction
 - In the case of the introductory paragraph, sets the tone of the entire essay
 3. Tell pupils that every topic sentence will have a topic and a controlling idea. The controlling idea shows the direction the article or essay will take.
 4. Direct pupil's attention to the topic sentences on the board (see end of lesson).
 5. As a class, determine which part of the sentence is the topic and which is the controlling idea.
 - a. The topic is 'Pollution in Delhi is the worst in the world', and the controlling idea is 'many reasons'.
 - b. The topic is 'Being a great leader', and the controlling idea is 'certain characteristics'.
 - c. The topic is 'Cooking', and the controlling idea is 'many different skills'.
 - d. The topic is 'Graduating from secondary school', and the controlling idea is 'for a variety of reasons'.
 - e. The topic is 'Having a first child', and the controlling idea is 'because of the big changes that occur in your life'.

Practice

19 Minutes

1. Have pupils open the Pupils' Handbook at the page that corresponds with the lesson.
2. Read the headline aloud and ask pupils to predict what they think the article will be about. (Example answer: Honey bees are dying all over the world.)
3. Have pupils take turns reading the text aloud with seatmates.
4. As a class, discuss any unfamiliar words. Use context clues and inference to determine their meaning.
5. Have pupils work with seatmates to identify the topic sentence for each paragraph.
6. Review answers as a class:

Answers:

- First paragraph: 'Scientists working for the United Nations Environment Programme (UNEP) reported Thursday that the collapse of honey bee colonies is becoming a worldwide problem that will continue unless humans work to restore habitats for bees'.
 - Second paragraph: 'The decline in bee colonies is now seen in many countries, including the United States'.
 - Third paragraph: 'The world's growing population means more bees are needed to pollinate crops in order to feed more people'.
 - Fourth paragraph: 'The report recommends incentives for farmers and land owners to restore habitats that are friendly to bees'.
7. Move around the classroom to check that pupils are able to identify topic sentences correctly.
 8. Ask pupils to use the information in the topic sentences to write a summary of the news article.

Example:

The collapse of honey bee colonies is becoming a worldwide problem. The decline of bee colonies is seen in many different countries in the world. Because of the world's growing population, more bees are needed to pollinate the crops to feed more people. The report recommends incentives for farmers to restore habitats that are friendly to bees.

Closing

3 minutes

1. Invite volunteers to read their summaries aloud to the class.
2. For homework, have pupils do practice activity PHL1-L104 in the Pupils' Handbook.

TOPIC SENTENCES

- a. There are many reasons why pollution in Delhi is the worst in the world.
- b. Being a great leader requires certain characteristics.
- c. Cooking requires a number of different skills.
- d. Graduating from secondary school is important for a variety of reasons.
- e. Having a first child is difficult because of the big changes that occur in your life.

TEXT

Honey Bee Decline Spreading Globally¹

Saturday, 12th March 2011

Scientists working for the United Nations Environment Programme (UNEP) reported Thursday that the collapse of honey bee colonies is becoming a worldwide problem that will continue unless humans work to restore habitats for bees. The insects are necessary for pollinating crops. The report also calls for big changes in how humans manage the planet. The decline in bee colonies is now seen in many countries, including the United States. According to the US Department of Agriculture, there were 5.5 million colonies of honey bees in 1950 and only 2.5 million in 2007. Changes in rural areas during the past 50 years have contributed to the decline of wild bees. Additional factors include the decline in flowering plants, the use of harmful chemicals and the increase in air pollution.

According to the UNEP report, of the 100 crop species that supply 90 percent of the world's food, bees pollinate more than 70 percent. The world's growing population means more bees are needed to pollinate crops in order to feed more people. The director of the UNEP, Achim Steiner said, 'Bees underline the reality that we are more, not less, dependent on nature's services in a world of close to 7 billion people'.

The report recommends incentives for farmers and landowners to restore habitats that are friendly to bees.

¹Adapted from: Honey bee decline spreading globally. March 12, 2011. In Wikinews. Retrieved October 26, 2017, from

https://en.wikinews.org/wiki/Honey_bee_decline_spreading_globally.

Session 4: Delivering Lessons on Paragraph Writing**120 Minutes****Session Objectives**

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

- Share and discuss Strategies/useful tips for teaching lessons on Effective Paragraph Writing
- Practise delivering Elements of a Good Paragraph lesson
- Identify ways in which they were all involved in the session

Materials

Chart 4.1:	Session objectives
Chart 4.2:	Effective Paragraph Criteria
Chart 4.3:	Paragraph writing knowledge and skills pupils need to acquire
Handout 4.1:	Jumbled Paragraph
Handout 4.2:	Well Organised Paragraph (Key to 4.1)
Handout 4.3:	Useful Tips for Teaching Pupils to Write Good Paragraphs
Handout 4.4:	Elements of a Good Paragraph Lesson Plan
SS1-3 Term 3 English LPM and Pupil Handbook	

Activity Outline

Introduction	10 minutes
Activity 1 How good is your writing?	30 minutes
Activity 2 Strategies/Useful Tips for Teaching Paragraph Writing lessons	20 minutes
Activity 3 Elements of a Good Paragraph lesson delivery practice	50 minutes
Summary	10 minutes

Background for Facilitators

Writing is a critical language skill SSS pupils need to develop and keep using throughout their lives. The writing component during last term's TPD focused on general writing skills, but this term's focus will shift to supporting teachers to pay close attention to helping pupils to develop and deepen their paragraph writing skills.

The session has three activities:

1. How good is your writing?

As in the previous sessions, this activity will interrogate the paragraph writing skills of the participants through an exercise that requires each participant to write just a paragraph on a given topic. The idea behind this is to ensure that the participants themselves are conversant with the basic elements of paragraph writing, which they are expected to transmit to the pupils in their classes.

2. Strategies/ Ideas for Teaching Good Paragraph Writing Lessons

This activity will help participant's explore different strategies for delivering effective lessons on the subject matter. Some of the ideas have been put in charts and handouts which teachers could refer to as need arises.

3. Five-Paragraph -Essay Writing lesson delivery practice

The activity provides an opportunity for participants to prepare and try their hands on delivering an actual paragraph writing lesson from the LPM.

Session Introduction

10 Minutes

1. Welcome participants to the session on the second day of their workshop and thank them for coming on time for the day's business.
2. You may wish to begin by asking them to say what new thing they learnt during the first day of the workshop; accept any responses as there are no wrong or right answers.
3. Inform them that in this session they will together explore better ways of helping their pupils to become good/better writers by delivering improved Writing lessons.
4. Display Chart 4.1 (Session objectives) and go through it with the participants.

Activity 1: How Good is Your Writing?**30 Minutes**

1. Start by asking the participants the question: how good is your writing?
2. Take a few responses and tell the participants that each person will answer that question for himself or herself after doing the two exercises in this activity.
3. Tell participants that they are going to be engaged in a writing exercise on “Education in Sierra Leone” as the first activity. The second activity will test their ability to properly organize a jumbled paragraph.
4. Divide participants into five different groups by assigning each person a number between 1 and 5.
5. Ask each person to write down his/her number on their notepad. All the ones belong to group 1, twos belong to group 2, threes to group 3, fours to group 4 and fives to group 5. Ask each group members to sit together although the exercise will first be done individually.
5. Inform the participants that they’re going to write a-5 paragraph essay on the topic, ‘Education in Sierra Leone’ as a team, although everybody will write his/her own paragraph.
6. Assign a paragraph to each group as follows:
 - a. Group 1: Paragraph 1- Opening or introducing the essay on the topic, ‘Education in Sierra Leone’
 - b. Group 2: Paragraph 2 - pre-primary education
 - c. Group 3: Paragraph 3 - primary education
 - d. Group 4: Paragraph 4- secondary education
 - e. Group 5: Paragraph 5 - concluding the essay.
7. Hand each participant an A-4 paper to write a fully developed paragraph on the sub-topic assigned to his/her group.
8. Allow 10 minutes for the writing.
9. Stop the writing after 10 minutes and ask participants to exchange their papers with somebody who wrote a different paragraph, i.e. in a different group.
10. Ask each participant to score the script they have on a scale of 1-10 based on the criteria on Chart 4.2, 1 mark for each criterion.
11. Ask each pair to return and discuss their work/ noting and discussing areas of agreement or disagreement.

12. In plenary, check and discuss very high scores 7-10 why they might have rated so highly. Take questions and any matters arising.
13. For the second exercise, hand each group a copy of the jumbled paragraph cut up as numbered sentences (Handout 4.1). Ask each group to organise the cut up numbered sentences into a coherent paragraph. The idea is to have them recognise which one is the topic sentence and which follows next and so on, until all five sentences fit into a coherent paragraph. Any group that finishes the arrangement should shout BINGO!
14. Check the work of groups and hand them Handout 4.2 to compare with their own arrangement.
15. Hold a brief discussion about how they recognised the type of sentence.

Activity 2: Strategies/ Ideas for Teaching Good Paragraph Writing **20 Minutes**

1. Ask participants: what are the key knowledge and skills every SSS pupil you teach should have before writing their WASSCE as far as paragraph writing is concerned?
2. Take feedback from some participants and display Chart 4.3 to. Discuss as many of the ideas as time permits and move on.
3. Also ask: What strategies/useful tips can you share with your fellow teachers for teaching pupils paragraph writing?
4. Make it an open class discussion but ensure that everybody has a chance to contribute an idea. Ideas could come from the lesson plan or from other sources.
5. Have your co-facilitator write down the strategies /tips on chart paper and lead the participants to discuss the strategies/tips making sure that everybody agrees with the ideas proposed.
6. Give participants Handout 4.3 (Strategies and use tips for teaching writing lessons more effectively) and lead them to discuss any strategies that did not come up in their own contributions.
7. Take any questions participants might have and close the activity.

Activity 3: Elements of a Good Paragraph Lesson Delivery Practice **50 minutes**

1. Tell the participants that this activity will offer them opportunities to practice presenting a-Five paragraph essay lesson.
2. Refer everybody to Lesson **TGL3-L102** (Elements of a Good Paragraph) and ask them to individually skim the lesson in 5 minutes noting learning outcomes, preparations for the lesson

and the various steps of the lesson and the number of minutes allocated to each of the activities.

3. Ask participants to identify the topic of the lesson and its learning outcomes.

4. Take responses and agree that the topic of the lesson is: **Elements of a Good Paragraph**, while the learning outcomes are:

- a) Identify the elements of a good paragraph.
- b) Define topic sentences and supporting sentences and demonstrate understanding of their function in a text.
- c) Identify the qualities of a good topic sentence and supporting sentences
- d) Write a paragraph on a given topic.
- e) Write a paragraph on a given topic

5. Reiterate to participants that the five learning outcomes will guide whatever happens in this lesson. They also guide assessment during or after the lesson to check what pupils have learnt.

6. Ask participants to discuss in pairs what preparations are suggested for teachers and what other preparations they could make before the lesson.

7. Take feedback from a couple of participants, writing down on flip chart paper some of the points mentioned, which might include:

- a. Read the lesson plan taking note of the learning outcomes, different steps of the lesson and their timing, what preparations to make
- b. Read the corresponding lesson in the Pupils' Handbook taking note of activities in the handbook
- c. Write the topics for paragraphs on the board (see end of lesson).
- d. Look for other resources you might need outside the LPM
- e. Consult with HoD and/or other colleagues, if you need help.

8. Now divide the participants into four groups corresponding to the four steps of the lesson opening, T&L, practice and closing. Give each group **5 minutes** to work through their section of the lesson and present to the whole (larger) group following the timing and other instructions in the plan.

9. Guide participants to observe the lessons, take notes, raise questions and make comments as appropriate.

10. Guide participants to discuss any matters arising.

Session Summary**10 minutes**

1. Go through the learning outcomes again and confirm that every item has been covered.
2. Ask participants to identify the different ways in which you involved them in the session. Ask them if they learnt better in those ways or through sitting and listening? Remind them that their pupils will also learn better if they are involved in talking to each other, doing work together, and also having time to practice on their own.
3. Take any questions or concerns participants might have and close the session

Chart 4.1 Session objectives

- Share and discuss ideas/tips for teaching lessons on Effective Paragraph Writing
- Practice delivering Elements of a Good Paragraph lesson

Chart 4.2: Effective Paragraph Criteria Chart:

- Has one topic
- Has a topic sentence
- Has supporting sentences that give details or facts about the topic
- Has vivid words
- Does not have run-on sentences (sentences have clear beginning and ending)
- Has sentences that make sense and stick to the topic
- Has sentences that are in an order that makes sense
- Has sentences that begin in different ways
- Is made up of sentences that flow
- Is mechanically correct—spelling, punctuation, capitalization, indentation

Reference: *Lois Laase and Joan Clemmons, Helping Students Write . . . the Best Research Reports Ever. Scholastic, 1998.*

Chart 4.3 Paragraph Writing Knowledge and Skills Pupils Should Have at SSS Level:

- Explain what a paragraph is
- Explain that paragraphs are building blocks of essays—essays are written in paragraphs

- Explain that paragraphs have their own building blocks—sentences
- Identify topic sentences and supporting sentences in paragraphs
- Write topic and supporting sentences
- Explain the key elements of paragraphs—topic sentence, supporting sentences, unity, coherence, good organization, indentation, etc.
- Write good paragraphs with all the above elements
- Develop different kinds of paragraphs such as chronological (narrative) paragraphs, compare and contrast (similarities and differences) paragraphs, cause and effect paragraphs, steps in a process paragraphs, descriptive paragraphs etc.

Handout 4.1 Jumbled Paragraph (print only 6 copies for group work)

(5) The general reader who wants to improve his or her writing skills will also find the book useful.
(4) Finally it will assist teachers who want to produce good writers to do a better job.
(3) This is the kind of writing that compels an examiner to give a candidate more than an average grade whether in school examinations or the WASSCE.
(2) This handbook has been prepared with the senior secondary school student preparing for the West African Senior School Certificate Examination (WASSCE) in mind.
(1) Its chief aim is to help the student master the art of concise and clear writing.

Handout 4.2: Organised Paragraph (key to 4.1)



(2) This handbook has been prepared with the senior secondary school student preparing for the West African Senior School Certificate Examination (WASSCE) in mind. **(1)** Its chief aim is to help the student master the art of concise and clear writing. **(3)** This is the kind of writing that compels an examiner to give a candidate more than an average grade whether in school examinations or the WASSCE. **(5)** The general reader who wants to improve his or her writing skills will also find the book useful. **(4)** Finally, it will assist teachers who want to produce good writers to do a better job.

Handout 4.3: Strategies/Useful Tips for Teaching Pupils to Write Good Paragraphs:

- Help pupils capture the concept of a paragraph as dealing with a unit of thought or an idea in about 4-5 sentences that are closely linked together.

- To write good paragraphs help pupils develop skills in planning, drafting, editing and proof reading their writing.
- Present model paragraphs to pupils during lessons and guide them to see and discuss the relationships between the sentences—where it is indented, which sentence is topic sentence (has the main idea) , which sentences support the topic sentence and how words/ideas are linked.
- Call pupils’ attention to sentence linkers, or transition words/markers, from one sentence to another in a paragraph such as similarly, also, nevertheless, in addition, furthermore, next, lastly, first, as a result, in conclusion, furthermore.
- Teach pupils how to generate ideas for developing their paragraphs through reading materials related to the topic, brainstorming, and oral discussions.
- Train the pupils to unscramble scrambled or jumbled sentences, paragraphs and whole essays into coherent paragraphs –this helps them to master the key ideas of topic sentences, supporting sentences, coherence and proper organization.
- Encourage the pupils to read widely as good readers are usually good writers.
- Expose the pupils to WAEC/WASSCE past questions and marking schemes as early as possible to ensure adequate preparation.
- Support pupils to do all the related homework in their Pupils’ Handbook.

Handout 4.4: Elements of a Good Paragraph Lesson Plan:

Lesson Title: Elements of a Good Paragraph		Theme: Writing	
Lesson Number: TGL3-L102		Class: SSS 3	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 good paragraph. 2. Define topic sentences and supporting sentences and demonstrate understanding of their function in a text. 		 Preparation Write the topics for paragraphs on the board (see end of lesson).	

<p>3. Identify the qualities of a good topic sentence and supporting sentences.</p> <p>4. Write a paragraph on a given topic.</p>	
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Opening**1 Minute**

1. Tell pupils that in today's lesson they will practice writing paragraphs with compelling topic sentences and supporting sentences.

Teaching and Learning**18 Minutes**

1. Revise the features of a good paragraph with pupils:
 - Is typically 3 to 5 sentences long
 - Reinforces the main idea of the essay
 - Does not include irrelevant details or statements
 - Includes a topic sentence that introduces a main idea and sets the tone of the entire paragraph
 - Includes several supporting sentences that explain why the topic sentence is meaningful and use facts, statistics, details, examples, stories, quotes or paraphrased material (depending on the type of essay)
 - Uses a logical order, such as the development of ideas or chronological order
 - Uses linking expressions and conjunctions, such as 'however', 'moreover', 'for example'
 - Includes a concluding sentence that summarises the main point of the paragraph or expands on it
2. Revise topic sentences:
 - A topic sentence is the sentence that contains the main idea of a paragraph or an essay.
 - It mentions the topic.
 - It contains a controlling idea to move the essay in a specific direction.
 - In the case of the introductory paragraph, it sets the tone for the entire essay.
3. Give pupils the following topic: 'Should we vote?'
4. Ask 2-3 volunteers to suggest topic sentences for the topic. Write each topic sentence on the board.

Examples:

- Voting is an essential duty that underpins a democracy.
 - It is a citizen's duty to vote in elections so that officials know they are being held accountable.
 - Although it is important that people be allowed to vote, the statistical importance of any one person's vote is almost meaningless.
5. As a class, discuss each topic sentence, making sure that it meets the criteria of a good topic sentence. Use the following questions to guide the discussion:
- Does it mention the topic?
 - Does it move the essay in a specific direction?
 - Is it too general or does it give the reader a good understanding of exactly what the essay will be about?
6. Revise supporting sentences with pupils:
- 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 writing
 - Works with other supporting sentences
 - A paragraph typically has between 2 and 5 supporting sentences.
7. Ask 2-3 volunteers to give examples of supporting sentences using the topic sentence: 'Voting is an essential duty that is a foundation of democracy'. Write their examples on the board.

Examples:

- Government officials rely on input from citizens to make decisions. The best way to provide input is to vote.
 - When few people vote, governments begin to lose their legitimacy.
 - An overwhelming victory for one candidate can signal the direction the country wants to take and push other lawmakers to make decisions accordingly.
 - When few people vote, governments may become unaccountable to their electorate and may choose to make decisions that do not reflect citizens' values.
8. As a class, discuss each supporting sentence, making sure that it meets the criteria. Use the following questions to guide the discussion:
- Is it relevant to the topic?

- Does it explain why the topic sentence is meaningful?
- Does it give further details or evidence?

9. Read the following example paragraph to pupils:

Voting is an essential duty that is a foundation of democracy. Government officials rely on input from ordinary people to make decisions. An overwhelming victory for one candidate can signal the direction the country wants to take and push other lawmakers to make decisions accordingly. Conversely, when few people vote, governments begin to lose their legitimacy. They may become unaccountable to their electorate and choose to make decisions that do not reflect citizens' values. For these reasons, citizens must not take voting for granted.

Practice

20 Minutes

1. Have pupils copy the topics for paragraphs from the board into their exercise books (see end of lesson).
2. Ask pupils to write a topic sentence and at least 3 supporting sentences for each topic.
3. Tell pupils to arrange the sentences into a paragraph using linking expressions and a logical order.
4. While pupils write, move around the classroom to check their work and help them, if needed.
5. Check pupils' work for any errors in writing good topic sentences and supporting sentences.
6. Have pupils share their sentences and paragraphs with their seatmates.
7. Invite volunteers to share their sentences and paragraphs on Topic 1: 'Making licenses mandatory for drivers' (see example below).
 - Topic sentence: Mandating that all drivers get a license prevents accidents and makes roads safe for everyone who uses them.
 - Supporting sentences:
 - Driving is a specialized task that requires training to learn.
 - People who have not received training are more likely to cause accidents on the roadways.
 - A licence is one way of making sure that aspiring drivers have been adequately trained.
 - Driver licences raise revenue for the government, which it can use to maintain roads, thereby protecting other drivers, passengers and pedestrians.
 - Licences ensure that passengers in public transport are getting into vehicles with qualified drivers.
 - Example paragraph:

Mandating that all drivers get a licence prevents accidents and makes roads safe for everyone who uses them. Obviously, driving is a specialised task that requires training to learn. It follows, then, that people who have not received training are more likely to cause accidents on the roadways. A licence is simply the easiest way of making sure that aspiring drivers have been adequately trained. There are advantages, too, for non-drivers. Licences ensure that passengers in public transport are getting into vehicles with qualified drivers. They also raise revenue for the government, which can use the money to maintain roads that thousands of passengers and pedestrians use each day.

8. Invite volunteers to share their sentences and paragraphs for Topic 2: 'The importance of good nutrition' (see example below).
- Topic sentence: Proper nutrition not only helps a person maintain physical health but also improves mental function.
 - Supporting sentences:
 - Vast amounts of research have demonstrated that in the long term, poor diets contribute to a number of ailments, including diabetes, heart disease and cancer.
 - The effects of a poor diet can be felt in the short-term.
 - A diet heavy in sugar and carbohydrates can cause people to 'crash' when it has gone through their system.
 - People who eat poor diets can get headaches, become overly tired or have trouble concentrating.
 - Diets full of vegetables and lean protein, such as chicken or fish, give the body the nutrients it needs for physical health while avoiding sugar crashes.
 - Example paragraph:

Proper nutrition not only helps a person maintain physical health but also improves mental function. Vast amounts of research have demonstrated that, in the long term, poor diets contribute to a number of ailments, including diabetes, heart disease and cancer. The effects of a poor diet can be felt in the short term as well, as diets heavy in sugar and carbohydrates can cause people to 'crash' when the substances have gone through their system. These crashes occur in the form of headaches, fatigue and difficulties concentrating. Conversely, diets full of

vegetables and lean protein, such as chicken or fish, give the body the nutrients it needs for physical health while avoiding short-term sugar crashes.

Closing**1 Minute**

1. For homework, have pupils do practice activity PHL3-L102 in the Pupils' Handbook.

TOPICS FOR PARAGRAPHS

- Topic 1: Making licences mandatory for drivers.
- Topic 2: The importance of good nutrition.

Session 5: Delivering Grammar Lessons**90 Minutes****Session Objectives**

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

- Improve their familiarity with teaching and learning of Figurative Language and Grammatical Functions
- Practise teaching a lesson on Adverbial Clauses
- Identify ways in which they were all involved in the session

Materials

Chart 5.1: Learning outcomes

Chart 5.2: Common Figures of Speech for the WASSCE English Language Paper

Chart 5.3: Common Grammatical Names and Functions for the WASSCE Paper

Handout 5.1 A&B Passage on Figurative Language and Answer Keys

Handout 5.2 A&B Passage on Grammatical Names and Functions and Answer Keys

Handout 5.3: Lesson Plan on Adverbial Clauses

SSS1-3, Term 3, English Language LPM and Pupil Handbook

Session Outline

Introduction	5 minutes
Activity 1: Identifying and Using Figurative Language	20 minutes
Activity 2: Grammatical Names and Functions	20 minutes
Activity 3: Practise on Adverbial Clauses Lesson	40 minutes
Summary	5 minutes

Background for Facilitators

Grammar is one of the themes that is very important in the teaching and learning of the English Language. Even if your pupils have an appreciable knowledge on listening, speaking, reading and writing themes, there will be no perfection in their work if they are poor in grammar. There are specific items in the English Language paper taken at WASSCE which test knowledge of figurative Language and grammatical functions. These are very critical items which need to be addressed for both the teachers and their pupils.

Successive WAEC Chief Examiners' reports have identified poor knowledge of these two aspects of grammar as contributing to the poor performance of Sierra Leonean candidates in the reading comprehension passages where questions include items testing candidates' knowledge of figurative language and grammatical names and functions.

It is, therefore, important that teachers and pupils are helped to acquire and develop the requisite knowledge and competencies in grammar that they need to answer questions on figurative language and grammatical functions, which are covered in the Grammar theme in the LPM. For this to happen, teachers themselves need to be familiar and comfortable with and how to teach them. This can be done through constant practice, making conscious effort to read good books, discussing with colleagues, and listening to good speakers of English.

The activities are as outlined below:

- Identifying and using figurative language
- Grammatical names and functions
- Practising teaching lessons on figurative language and grammatical functions

Session Introduction

5 minutes

- Welcome participants to the session and thank them for active participation in the previous lesson.
- Explain that the purpose of this session is to enable them as teachers of English to explore ways that will enhance them to teach two grammar components of the LPM which can help the pupils' mastery of the subject.

- Display Chart 5.1 (Learning outcomes) and go through it with the participants.

Activity 1: Figurative Language**20 minutes**

1. Start by asking the questions: What is figurative language? Name key figures of speech that your SSSS pupils need to be familiar with as they prepare for school examinations and WASSCE English Language paper? (Responses could come either from the LPM or WASSCE Syllabus).
2. Take a few responses and agree that figurative language refers to specialised use of language to give a -non literal and/or special meaning to an expression or a sentence. Display Chart 5.2 to show Common Figures of Speech and their examples.
3. Put the participants in 4 or 5 groups and give each group copies of Handout 5.1. Ask them to read the passage, discuss and identify each of the eight figures of speech in the passage. Groups should underline and name each figure of speech.
4. Give groups about 10 minutes to carry out the exercise, while you and your co-facilitator move around to check groups and ensure that everybody is participating in the group work.
5. For feedback on the exercise, ask group 1 to share their answers for paragraph one, group 2 takes paragraph two, group 3 takes paragraph three and so forth.
6. See Handout 5.1B for the correct answers. Ensure that participants agree on the correct identification of the figures of speech.
7. Inform participants to note that figurative language is usually tested by WAEC through reading comprehension passages. Pupils are also expected to use them in their essays.

Activity 2: Grammatical Names and Functions**20 minutes**

1. Ask participants to discuss in pairs what they understand by grammatical names and functions as English language teachers.
2. Take feedback from some pairs and agree that the grammatical names and functions refer to grammatical structures used in English and the roles they play in the sentences in which they occur.

3. Follow up with the question: What are the most recurring grammatical names or structures you have been helping your SSS pupils to master?
4. Take responses from some participants and conclude that the most common ones are: noun phrase, noun clause, adjectival phrase, adjectival clause, adverbial phrase and adverbial clause.
5. It may also be useful to probe further by asking: What functions do these structures perform in sentences in which they occur?
6. Take feedback from a few participants and explain that they basically play the same roles the parts of speech they're related to play in sentences. For example, noun phrases or noun clauses serves as subjects or objects just like nouns.
7. Display Chart 5.3 and discuss grammatical names and their functions.
8. Now put the participants groups of 4 or 5 and give each group copies of Handout 5.2. Ask them to read the passage, discuss and name each underlined grammatical structure and its function. Let them write their answers beside each underlined structure to save time. Groups should indicate by shouting BINGO! When they finish.
9. Give groups about 10 minutes to carry out the exercise, while you and your co-facilitator move around to check groups and ensure that every group understands what to do. Check also that everybody is participating in the group work.
10. Then have groups exchange their work and check the responses of other groups for increased understanding.
11. Check Handout 5.2B for answers to help settle any controversial responses from groups.
12. Inform participants that these grammatical names/structures are usually not tested in isolation, but in the context of the passages in which they appear. It is only within the context of the passages that their functions can be determined.

Activity 3: Practise teaching of a lesson on Adverbial Clauses 40 minutes

1. Tell the participants that this activity will offer them opportunities to practise presenting a lesson on Adverbial clauses.

2. Refer everybody to **Lesson Number: TGL2-L128 (Adverbial Clauses)** and ask them to individually read the lesson in 5 minutes noting learning outcomes, preparations for the lesson and the various steps of the lesson and the number of minutes allocated to each of the activities.
3. Ask participants to identify the topic of the lesson and its learning outcomes.
4. Take responses and agree that the topic of the lesson is: **Adverbial Clauses**, while the learning outcomes are:
 - a. Define adverbial clauses and demonstrate understanding of their function in a sentence.
 - b. Identify adverbial clauses in sentences
 - c. Write sentences using appropriate vocabulary and adverbial clauses.
6. Ask participants to discuss in pairs what preparations the teacher needs to make to deliver the lesson effectively.
7. Take feedback from a couple of participants, writing down on flip chart paper some of the points mentioned, which might include:
 - a. Read the lesson plan taking note of the learning outcomes, different steps of the lesson and their timing, what preparations to make
 - b. Read the corresponding lesson in the Pupils' Handbook taking note of activities in the handbook
 - c. Write the topics for paragraphs on the board (see end of lesson).
 - d. Look for other resources you might need outside the LPM
 - e. Consult with HoD and/or other colleagues, if you need help.
8. Now divide the participants into four groups corresponding to the four steps of the lesson— opening, T&L, practice and closing. Give each group 5 minutes to work through their section of the lesson and present to the whole (larger) group following the timing and other instructions in the plan.
9. Guide participants to observe the lessons, take notes, raise questions and make comments as appropriate.
10. Guide participants to discuss any matters arising.

Session Summary**5 minutes**

1. Review the session by going through the learning outcomes again and confirm that every item has been covered.
2. Ask participants to identify the different ways in which you involved them in the session. Remind them that their pupils will also learn better if they are involved in talking to each other, doing work together, and also having time to practice on their own.
3. Thank the participants for actively taking part in the session and activities.

Chart 5.1 Session Outcomes***Handout 5.1A: Passage on Figurative Language***

Aminata was crying at the back of the classroom because her mother has been boiling mad for the drop in her performance. She told Mr. Kamara, her teacher, that even though she was as good as the previous year, her mother did not praise for that. Aminata, brave as a lion, was determined to face her mother to say something about the poor performance.

When she was before her mother, she froze with fear but her mother treated her like a sweet pie. After this scene, she was determined to study very hard like she had never done before, to make her mother happy.

One night, she was studying under a solar light opposite their house. The stars in the sky blinked and winked and the weather was good. Her younger sister who was not asleep was shouting all over the place. The mother came out and gave her a serious beating. Her cry could be heard miles away. The younger sister felt like using the ladies, so, she ran to the back of the house to use the toilet.

Aminata, later realized, that deep down she was really shallow and that this time was the beginning of the end. When she was reading her English text, she came across a sentence that read: A man buys a gun to protect his home, but during a break-in the intruder wrestles the gun from him and shoots him.

Aminata was confused and afraid about the situation which made her to ask: Was it really necessary for the man to have bought the gun?

Handout 5.1B: Answer Key to Passage on Figurative Language:

Aminata was crying at the back of the classroom because her mother has been boiling mad (**metaphor**) for the drop in her performance. She told Mr. Kamara, her teacher, that even though she was as good as the previous year, her mother did not praise for that. Aminata, brave as a lion (**simile**), was determined to face her mother to say something about the poor performance.

When she was before her mother, she froze with fear (**metaphor**) but her mother treated her like a sweet pie (**simile**). After this scene, she was determined to study very hard like she had never done before, to make her mother happy.

One night, she was studying under a solar light opposite their house. The stars in the sky blinked and winked (**personification**) and the weather was good. Her younger sister who was not asleep was shouting all over the place. The mother came out and gave her a serious beating. Her cry could be heard miles away (**hyperbole**). The younger sister felt like using the ladies (**euphemism**), so, she ran to the back of the house to use the toilet.

Aminata, later realized, that deep down she was really shallow and that this time was the beginning of the end (**paradox**). When she was reading her English text, she came across a sentence that read: A man buys a gun to protect his home, but during a break-in, the intruder wrestles the gun from him and shoots him (**irony**). Irony

Aminata was confused and afraid about the situation which made her to ask: Was it really necessary for the man to have bought the gun (**rhetorical question**)?

Handout 5.2A: Passage on Grammatical Functions Questions:

Lucia, the girl that came into the classroom put up an air of importance. She just said that she did not want to talk to anybody. When we took our seats, the teacher wrote the topic on the blackboard. Koroma, one of the brilliant boys in the class reported the behaviour of Lucia to the teacher. While he was still talking, Lucia went out of the class. The class teacher who is a quiet spoken gentleman did not say a word.

The class prefect followed her, at least to know what the problem was. As first, she said nothing. He pleaded with her to explain why she was behaving in such a manner.

Lucia burst out crying stating that the difficulties the situation had placed on her was something completely beyond her imagination. The prefect told her, “There are no challenges in this world that do not have solutions”. He further said, “If you don’t come back to the class, I will report you to your parents”. Lucia who had been so stubborn walked back to her seat. As the teacher was writing on the chalkboard, Lucia got up and apologized to the class.

The class teacher who was so annoyed before this time turned and asked Lucia to sit down. He said, “Lucia, don’t ever behave in just a manner again”.

Handout 5.2B: Key to Passage on Grammatical Functions Questions

Lucia, the girl that came into the classroom (**Adjectival clause - describes Lucia**) put up an air of importance. She just said that she did not want to talk to anybody (**Noun clause - object of the verb said**). When we took our seats (**Adverbial clause - modifies the verb wrote**), the teacher wrote the topic on the blackboard. Koroma, one of the brilliant boys in the class reported the behaviour of Lucia to the teacher. While he was still talking (**Adverbial clause - modifies the verb went**), Lucia went out of the class. The class teacher who is a quiet spoken gentleman (**Adjectival clause - describes the noun teacher**) did not say a word.

The class prefect followed her, at least to know what the problem was. As first, she said nothing. He pleaded with her to explain why she was behaving in such a manner.

Lucia burst out crying stating that the difficulties the situation had placed on her (**Adjectival Clause - qualifies the noun difficulties**) was something completely beyond her imagination. The prefect told her, “There are no challenges in this world (**Noun clause –subject of the verb do not have**) that do not have solutions”. He further said, “If you don’t come back to the class (**Adverbial Clause - modifies will report**), I will report you to your parents”. Lucia who had been so stubborn (**Adjectival Clause-describes the noun Lucia**) walked back to her seat.


As the teacher was writing on the chalkboard (**Adverbial Clause - modifies got up and apologized**), Lucia got up and apologized to the class.



The class teacher who was so annoyed before this time (**Adjectival clause -describes the noun teacher**) turned and asked Lucia to sit down. He said, “Lucia, don’t ever behave in just a manner again”.

Chart 5.2: Common Figures of Speech/Literary Devices in the WASSCE English Language Paper



1. Metaphor—Direct comparison, where one thing is said to be another, e.g. she was a **lioness** in that fight.
2. Simile—Indirect comparison of two things using as and like, e.g. she fought **like a lioness**.
3. Personification—non-human objects/ideas are given human attributes, e.g. The **leaves waived and clapped** as the children cheered.
4. Irony-- a word which is used in such way that its intended meaning is the opposite of from the actual meaning of the word, e.g. the doctor performed a **good operation but left the knife in the stomach of the patient**.
5. Paradox—an absurd or funny statement that has some element of truth in it, e.g. In America, many people are **hungry in the midst of plenty**.
6. Rhetorical question—Question that does not require an answer, e.g. where are we going in this country with all of this?
7. Euphemism—something bad said in a good way, e.g. she **threw up** when she entered the boat instead of she **vomited**.
8. Hyperbole—Exaggeration e.g. the food prepared for the wedding ceremony was as **big as a mountain**.

Chart 5.3 Common Grammatical Names and Functions for the WASSCE English Language Paper

GRAMMATICAL NAMES	GRAMMATICAL FUNCTIONS
Noun Noun Phrase Noun clause 	Subject of a clause or a sentence Object of a sentence Object of the preposition Subject/object complement Appositive / Apposition Prepositional complement

Adjective Adjectival Phrase Adjectival Clause		Describes or qualifies a noun or pronoun
Adverb Adverbial Phrase Adverbial Clause/Relative Clause		Modifies a verb , verb phrase, adjective or other adverbs

Handout 5. 3: Lesson Plan on Adverbial Clauses

Lesson Title: Adverbial Clauses		Theme: Grammar	
Lesson Number: TGL2-L128		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. Define adverbial clauses and demonstrate understanding of their function in a sentence. 2. Identify adverbial clauses in sentences. 3. Write sentences using appropriate vocabulary and adverbial clauses. 	 Preparation <ol style="list-style-type: none"> 1. Write the adverbial clause sentences on the board (see end of lesson). 2. Write the fill-in-the-blanks sentences on the board (see end of lesson). 		

Opening

2 Minutes

1. Invite volunteers to explain what adverbs are. (Example answers: words that modify verbs, adjectives and other adverbs; slowly, thoughtfully)
2. Tell pupils that in this lesson they will learn about adverbial clauses.

Teaching and Learning

15 Minutes

1. Explain adverbial clauses:
 - Adverbial clauses are subordinate clauses that function as adverbs.
 - They modify a verb, adjective or another adverb in a sentence.

Example:

- Sentence: He read a book **whenever he found the time**.

Main clause: He read a book

Adverbial clause: whenever he found the time. (Describes the verb 'read')

2. Explain the different functions of an adverbial clause:

- To refer to time Uses words such as 'when', 'as soon as', 'whenever', 'before', 'until', 'since', 'now'.

Example: Tell the cook **when he should start cooking**.

- To refer to place or location

Example: She takes her sister with her **wherever she goes**.

- To refer to the manner of a verb or action

Example: You paint this picture **however you want to**.

- To refer to contrasts in actions happening together

Example: **While he was singing a song**, his sister was trying to study.

- To describe the degree of an adjective

Examples: You can eat as many vegetables **as you like**. He is much more intelligent **than he appears**.

- To use conjunctions such as 'in spite', 'although'.

Example: **Even though he is a doctor**, he does not like injections.

- To describe purpose

Example: He studied hard **in order to pass the exam**.

- To describe a result of or reason for an action

Example: They visited a museum **so that they could learn about their culture**.

Practice

18 Minutes

1. Have pupils copy the 4 adverbial clause sentences from the board into their exercise books (see end of lesson).
2. Instruct pupils to identify the adverbial clauses in the sentences.
3. Discuss answers as a class.

Answers:

- a. Once they heard the loud noise
 - b. Wherever you find some fresh mangoes
 - c. These are the last of the tickets
 - d. As a result of her poor attendance
4. Have pupils copy the fill-in-the-blanks sentences on the board into their exercise books (see end of lesson).
 5. Instruct pupils to fill in the blanks with adverbial clauses.
 6. Discuss answers as a class.
Example answers:
 - a. because he does not have a ticket
 - b. better than Aminata does
 - c. Even though she is only ten years old
 - d. While the big cities usually have electricity
 - e. wherever you want
 7. Have pupils write 3 sentences in their exercise books that contain adverbial clauses.
 8. Move around the classroom to check that pupils are able to write sentences with adverbial clauses correctly.
 9. Ask pupils to exchange exercise books with seatmates and identify the adverbial clauses in each other's sentences.

Closing**5 Minutes**

1. Invite volunteers to read their sentences aloud and have the rest of the class identify the adverbial clauses in each sentence. Correct mistakes if needed.
2. For homework, have pupils do practice activity PHL2-L128 in the Pupils' Handbook.

ADVERBIAL CLAUSE SENTENCES

- a. Once they heard the loud noise, the birds flew away.
- b. Wherever you find some fresh mangoes, you buy them.
- c. These are the last of the tickets, as far as I know.
- d. As a result of her poor attendance, she missed out on many lessons.

FILL-IN-THE-BLANKS

- a. He cannot enter the cinema hall _____.
- b. Musa behaves _____.
- c. _____, she can solve Maths problems of SSS.
- d. _____, the villages get electricity only sometimes.
- e. You can go _____.

Session 6 Taking our Learning Back to School**90 Minutes****Session Objectives**

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

- Review and agree lessons and learning from the workshop
- Discuss and agree steps for implementing learning from the workshop in their various schools
- Explore various ways of involving all pupils in the teaching-learning process in their schools.

Materials

Chart 6.1	Session objectives	Introduction
Chart 6.2	Planning for Group Work	Activity 2

Session Outline

Session Introduction	10 minutes
Activity 1 Learning from TPD Workshop	30 minutes
Activity 2 Taking Learning Back to School	40 minutes
Session Review	10 minutes

Background for Facilitators

The purpose of this last session is to help the participants to realise and appreciate that the TPD workshop is not an end in itself, but an initiative to make them more competent at delivering lessons in their schools, so that pupils can learn better and meet set standards. Consequently, this session will lead participants to review learning from the workshop so far, and together discuss and agree what steps they will take back in their schools to ensure that all pupils are helped by teachers to learn optimally using various strategies that have been shared in the workshop to ensure they involve all pupils in the teaching-learning process.

All through this workshop we've tried to model some of the ideas for involving all pupils in the teaching-learning process. One clear idea has been to show teachers that since pupils, like other human beings, learn in different ways, teachers will have to organise pupils' learning experience in different ways. For example, a lesson might include pupils working individually, in pairs, in small groups or as a whole class. The LPM recognises and promotes these different ways of learning, but in practice, teachers appear to be struggling with helping pupils to work effectively in groups.

This could be one of the ideas that teachers take back to their schools. So, Activity of this session should prioritise how teachers organise children to work in groups. Hopefully, SSOs and HoDs could follow up with implementation of this idea in schools during their support and monitoring activities.

To ensure everybody is involved, participants should be put in different groups to prepare for the allotted activity and present to their colleagues.

Session /Workshop Introduction**10 Minutes**

1. Welcome participants and commend them for making it to the last session of the workshop.
2. Display Chart 6.1 and ask two participants from different parts of the training room to read out each of the two session objective.
3. Inform them that the session will focus on what they do with their new knowledge and skills when they return to their schools.

Activity 1 Learning from TPD Workshop**30 Minutes**

1. Explain to participants that the energy and resources expended on this workshop will only be of benefit if as teachers they go back to their schools and implement whatever they might have learnt.
2. Ask: Have the two days of this workshop being a good use of your time or not?
3. Take a few responses and inform the participants that this activity will help them to identify and explain the new knowledge and skills they have learnt that will help them to be better at delivering lessons in their various seasons.
4. First ask: What new ideas/things have you learnt in this workshop that you're eager to go back to your school and apply when schools resume for the third term?
5. Hand each person a couple of handout notes to write:
 - (a) 3 ideas/things on English language content;
 - (b) 2 ideas/things on lessons delivery (pedagogy).
6. Allow about 5 minutes for the exercise, while you and your co-facilitator move around to ensure everybody understands what to do and support any struggling individuals.
7. Ascertain that everybody has finished and ask each participant to pair up with their closest neighbour. Let each pair sit together and talk about their learning and discuss what they might do to implement the ideas back in their schools. They should also consolidate their ideas by removing any overlaps and be ready to share their new list of ideas in a group with other pairs.
8. Put the pairs in groups in such a way that a group is no more than 4 or six. Ask each group to further discuss and consolidate the content knowledge and pedagogy ideas of their pairs into a group list by removing overlapping ideas. Have them also discuss how they might implement their ideas back in their schools and any challenges they envisage.
9. You and your co-facilitator should listen in to groups' discussions to capture any ideas, especially challenges you might want to highlight during plenary, e.g. checking that children are planning, preparing for lessons ahead of the lesson, classes are too large for grouping, and lesson time is too short.
10. Conduct a plenary and reinforce the idea that the proof of the benefit of this work is improved teaching and learning in every school. Respond to any concerns or questions participants might have and move to the next activity.

Activity 2 Helping Pupils to Work Effectively in Groups**40 Minutes**

1. Explain that this last activity will enable the participants to practise one of the ideas they identified in activity 1--helping pupils to work effectively in groups.

2. It might be necessary to ensure that participants have a shared understanding of grouping pupils in the teaching-learning process.
3. So, ask: What is grouping and why is it important in the teaching-learning process?
4. Take responses from a few participants and conclude that grouping means to put children in small groups to sit together, discuss and carry out assigned tasks/activities as a group during a lesson. It is important because it provides opportunities for pupils to learn from, support and help one another. It helps children to improve their interaction and communication skills. Research on grouping children for learning reveals that many children learn certain concepts and ideas faster from their peers than from teachers.
5. Emphasise that grouping is not just about seating children together, but making sure that they interact with each other by doing activities together as part of the lesson—discuss, find answers to problems and report or present their findings as a group.
6. It may also be useful to probe what participants already know about the different ways pupils could be grouped.
7. Take feedback from a number of participants and explain that there are two main ways of grouping pupils to work together. The first way is **heterogeneous** grouping which means grouping pupils of different ability levels together—high, medium, low. The essence of this is to make sure that the pupils can really help and support one another. The second is **homogenous** grouping which puts together pupils of similar levels of ability. For example, pupils who are yet to master a particular concept, say in maths or English, could be grouped together so the teacher could work more closely with them, while pupils who have mastered the concept might be doing something else in their own groups.
8. Ask participants to discuss in their table groups which type of grouping they prefer and why.
9. Take feedback from groups across the tables, and discuss the three questions in **Chart 6.2** that need to guide how pupils are grouped.
10. Finally, ask different groups to discuss and agree practical ways they plan to implement grouping of pupils for learning in their various schools. Give them flip charts to write their ideas.
11. Hold a plenary to discuss the points raised by the groups and inform them that SSOs and their HoDs will follow up to ensure that they're using group work to help all their pupils to learn optimally.

Session Summary

10 Minutes

- Show participants chart 6.1 again.
- Read through each objective. For each one, ask what they did to try to achieve it.
- Explain that it's up to them to go back to their schools and implement the ideas and strategies they have learnt in the workshop.

Chart 6.1 Session Objectives:

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

- Review and agree lessons and learning from the workshop
- Discuss and agree steps for implementing learning from the workshop in their various schools

Chart 6.2 Planning for Group Work

- When planning for group work, consider what you want your students to get out of it.
- Do you want your pupils of higher ability levels to help those with lower ability levels? (Just be careful here and know your pupils. Make sure they will *all* benefit from this.)
- Do you want to have pupils of lower ability levels grouped together so you can work with them in a smaller group setting?
- Do you simply want your pupils to get to know each other and start building community in your class?
- Your purpose should drive your groups.

TPD Teacher self-assessment

Name:

District:

Subject taught:

1. Number of TPD trainings attended this academic year:

1

2

3

2. One thing that I have improved in my teaching this year is:

3. One example of improved learning in my classroom is:

4. Put the following in order of how much they have helped improve your teaching, where number one is the intervention that has helped you improve your teaching the most and number helped you the least.

Intervention	Insert number 1, 2, 3, or 4	How did this intervention help you?	What could be added for further improvement?
SSO coaching			
LPM			
Pupil Handbook			
TPD training			

