

An Introduction to
TEACHING



‘Learner-Centred’ and ‘Teacher-Centred’



The terms ‘learner-centred’ and ‘teacher-centred’ are often misunderstood. There is no simple definition of what these terms really mean. For some people ‘teacher-centred’ means rote learning, and ‘learner-centred’ (also student-centred, child-centred) means that students can do what they like. However, these definitions are not completely accurate.

In this course, ‘learner-centred’ describes a classroom where these features are common:

- students describe their ideas, opinions and experiences;
- questions are asked that have no simple right or wrong answers;
- students work with each other to complete tasks or have discussions;
- students take an active part in the lesson.

In a teacher-centred classroom it is more likely that these things will happen:

- students memorise facts and are tested on them;
- students copy from books or the board;
- there is a lot of teacher-talking-time;
- there is little interaction between the students.

Generally, a teacher-centred classroom is one where the teacher is the source of all the information and controls what and how students learn.

In a learner-centred classroom the students are expected to contribute their own ideas, and there may be some flexibility in what or how they study.

‘Teacher-centred’ does not mean the same as ‘teacher-led’, where the teacher is the person who designs a task, gives instructions, checks that students are doing the task correctly and assesses student progress through the task. Sometimes you use ‘teacher-led’ features and activities in a learner-centred classroom. There are always things that need to be memorised.

Some teachers, especially with large classes, may think it is difficult to include group work or discussion in their lessons. However, there are easy techniques you can use to make large classes more learner-centred. You can use questions that require the students to do more than just produce the ‘correct’ answers. For example, students can discuss a topic in pairs before writing, even if you are limited to standing at the front of the classroom.

Even if you have a large class, few resources and a rigid curriculum, there are techniques you can use to make your classes more effective. Commitment, practice and imagination can help teachers overcome these difficulties, and hopefully this course will help you with this too.

Your Learning and Teaching Experiences

Play Find Someone Who...

- Find a partner.
- Ask one of the questions.
- If the answer is 'Yes', ask the follow-up question. If the answer is 'No', ask another question.
- Write the name of the person who answered 'Yes' to the question in the space, and any extra information from the follow-up question.
- Once you have both asked and answered a question, change partners and ask a different question.



Find someone who...

- _____ can remember a good teacher from their own schooldays. The memorable thing about the teacher was:
- _____ would like to learn some classroom management techniques. A classroom management technique they currently use is:
- _____ thinks you should always write a lesson plan before teaching. The information they think should be included in such a plan is:
- _____ enjoyed a particular subject at school. They enjoyed _____ because:
- _____ has a favourite classroom activity they like. They like _____ because:
- _____ would like to know about what sort of questions to ask in class. The questions they think are useful are:
- _____ can remember something they did not like about school. They did not like _____ because:
- _____ thinks teaching is difficult. They think teaching is difficult because:

The Learner-Centred Classroom

Task A. Follow the trainer’s instructions and classify the statements correctly.

Teacher-Centred	Learner-Centred
The teacher decides all the content of the teaching.	The teacher talks, the students listen.
The teacher asks open questions (that have many possible answers).	Students think about how they learn best, and choose a way that suits them.
Students have some choice in what they are doing.	Students all study in the same way.
The teacher gives feedback that helps students correct their mistakes.	Students memorise facts.
Students try things out and learn from experience and observation.	Students discuss a topic with guidance from a teacher.
The teacher asks closed questions (that have one correct answer).	Students are mainly active.
The teacher marks students’ work, giving students the correct answers.	Students are mainly passive.
The teacher dictates to students or they copy from the board.	Students analyse information.

Task B. Roleplays: Follow the trainer’s instructions and perform group roleplays for the rest of the class. You will be demonstrating what happens in either a student-centred classroom or a teacher-centred classroom.

Developing an Effective, Engaging Classroom

Read the events of each lesson. Discuss how they are different, and what the problems are with each.

Lesson 1: “King Anawrahtar and Khin Oo”

Teacher: Good morning, everybody.

Class: Good morning, Teacher.

Teacher: Sit down and turn to page 52 of your history book... Read the text together.

Class: “When the Burmese army retreated from the Mon area, a princess named Khin Oo was given to King Anawrahtar as a present to be one of his queens. The army was commanded by Kyansitthar, a famous knight, and he was told to take care of the princess. When the army arrived in Bagan, soldiers reported to King Anawrahtar that that they thought that Kyansitthar was in love with Princess Khin Oo, though they were not sure. The King tried to kill Kyansitthar by throwing his spear at him. Fortunately, however, Kyansitthar was released when the spear hit the ropes tying his hands together.”

Teacher: I’m going write some questions on the board. Copy them into your exercise books and write the answers.

She writes these questions on the board:

- *When did King Anawrahtar live?*
- *When did he become king?*
- *Which empire did he found?*

The students work in silence, writing in their books for most of the lesson.

Teacher: Your homework today is to learn the text on page 53 of the textbook... Close your books and stand up.

Class: Good bye, Teacher.

Lesson 2: “King Anawrahtar and Khin Oo”

Teacher: Hi, everybody. Yesterday we read the story of Khin Oo and King Anawrahtar. What would you like to do today?

Moe Moe: Can we do a roleplay?

Yee Yee: I want to finish my story.

Nila: I want to draw a picture.

Teacher: Okay. If you want to do a roleplay, get in a group with Moe Moe. Everyone else get the things you need and get on with what you want to do.

There is a lot of noise and confusion, with the children all doing different things and no purposeful activity going on. Some spend the lesson running around the classroom and others sit chatting. They seem to have a lot of fun. Eventually the bell goes and they all leave the room.

Fixed Mindset Vs Growth Mindset

Your mindset is your outlook on life. Our mindsets are usually shaped by our environment, the people around us, and the challenges we face. A fixed mindset is when you think you cannot change or improve your situation. A growth mindset is when you believe you can improve things through exploration, dedication, trial and error and creative thinking.

Task A. In this scenario, the school has few resources for teaching science.

There is no money to buy any equipment or materials. Which teacher (X or Y) has a fixed mindset and which has a growth mindset?



Task B. The statements below represent a fixed mindset.

How would a teacher with a growth mindset respond?



Peer Teaching – English Lesson (Secondary School)

Read the scenario and discuss the questions.

You are a Grade 10 English teacher. You teach at a village school. You have been given the poem *The Sun* to teach to your class. You only have one copy of the poem, a blackboard and some chalk. There are 27 students in your class, sitting in rows. The desks cannot be moved. The students have an elementary level of English.

You want the students to understand how the poem uses rhyme. If you write the poem on the board and ask the students to copy it into their notebooks, it will take over twenty minutes of your class time.

You want to teach this poem in a way that will engage students.

Task A. Before you teach this lesson, discuss these questions:

- How would you introduce this lesson?
- What activities would you get the students to do?
- What resources would you find or make to help you teach the lesson?

Prepare and deliver a lesson to the rest of the class.

The Sun

*The Sun that shines all day so bright,
I wonder where he goes at night.
He sinks behind a distant hill
And all the world grows dark and still.*

*And then I go to bed and sleep
Until the day begins to peep.
And when my eyes unclose, I see
The sun is shining down on me.*

*While we are fast asleep in bed
The Sun must go, I've heard it said,
To other countries far away,
To make them warm and bright and gay.*

*I do not know—but hope the sun,
When all his nightly work is done,
Will not forget to come again
And wake me through the window-pane.*

— Anonymous

Task B. After you teach this lesson, discuss these questions:

- What went well, and why?
- What was challenging, and why?
- What would you do differently if you taught the lesson again?

Peer Teaching – Science Lesson (Primary School)

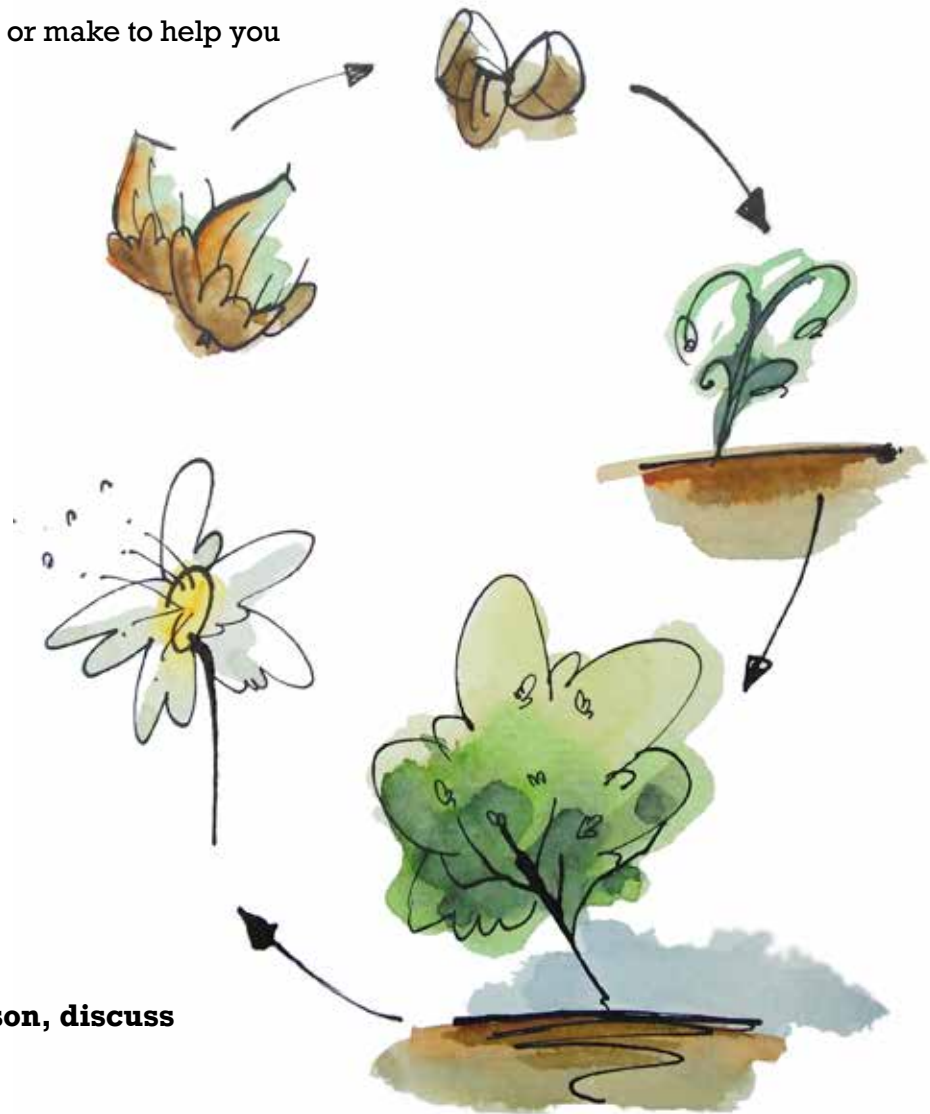
Read the scenario and discuss the questions

You work in a primary school in a small town. The school is in a small compound, next to a park. The school has a few basic resources, including textbooks, exercise books, paper and crayons for the students to use, and a blackboard and chalk, but there is no science equipment. The next lesson is about the life cycle of the tree. You have one copy of the diagram below for yourself.

You must teach the content to your class with the resources you have.

Task A. Before you teach this lesson, discuss these questions:

- How would you introduce this lesson?
- What activities would you get the students to do?
- What resources would you find or make to help you teach the lesson?



Task B. After you teach this lesson, discuss these questions:

- What went well, and why?
- What was challenging, and why?
- What would you do differently if you taught the lesson again?

Peer Teaching – Study Skills Lesson (Post-secondary School)

Read the scenario and discuss the questions

You teach on a youth leadership course in a post-secondary school. Most of the students have completed a traditional basic education system, where they sat in rows, listened to the teacher and were tested on what they were taught. The course that they are now attending requires them to do presentations as part of their preparation for community work. However, because they are not used to speaking in class, this is difficult for them. Below is a page from the textbook that you are using to prepare your students for their first presentation.

You want to build the students' confidence to speak in the classroom.

Task A. Before you teach this lesson, discuss these questions:

- How would you introduce this lesson?
- What activities would you get the students to do?
- What resources would you find or make to help you teach the lesson?

6.1 Public Speaking

Public speaking is a formal type of communication. It usually involves an individual (or small group) speaking to a larger audience. Most public speaking events have a set time, place and length of time for the speech. The objective of public speaking is usually to inform the audience about a topic or to persuade them about a particular point of view. The speech itself is formal and structured. It has a clear introduction, main points and a conclusion.

Public speaking uses many of the techniques that you have learned about effective communication, such as clear speech, making eye contact and using non-verbal communication such as gestures and movement. Class presentations are an example of public speaking. You will probably need to do public speaking throughout your studies and in many work situations in the future.

Task B. After you teach this lesson, discuss these questions:

- What went well, and why?
- What was challenging, and why?
- What would you do differently if you taught the lesson again?

Managing Your Classroom



Classroom culture is about the behaviour expected in the classroom. This includes how students work together, the relationship between the students and the teacher, and student management.

The culture of the classroom is usually led by the teacher's expectations about how the students should act. Some teachers expect students to sit quietly. Other teachers expect a bit of noise and movement, and include group work and discussion activities in the lesson.

Learner-centred classrooms encourage students to work together, discuss things and offer answers or ideas, even if they are not very confident. This may create a classroom culture very different from the teacher's own experience as a student and, initially, the teacher might feel uncomfortable with this change. However, as teacher and students become familiar with a learner-centred classroom, this should lead to more effective learning.

Students might not be used to being asked for their ideas, so they may need to adapt to this way of working. For example, consider what happens if a student gives the wrong answer to a question. Some teachers dislike incorrect answers, and shame students when they answer a question wrongly. This leads to a classroom culture where students are reluctant to offer

answers. Techniques that encourage students to take a guess – and do not punish them for a wrong answer – create a more positive learning environment.


Eliciting information from the students is a good way to involve them in the lesson. By eliciting answers from the students, the teacher can lead them to think about an issue and allow them to contribute their own ideas – one of the key features of a learner-centred classroom.

Classroom management is important. Teachers should try out different strategies, decide which they feel comfortable using, and find out what works best for different groups.

At the beginning of a course, establish rules (or have the students participate in establishing rules). Write them down and stick them on the wall. These rules can cover classroom behaviour such as how students treat each other, and what happens with homework. Refer to them throughout the course to make sure students are sticking to them.

Your Classroom Culture Experience

Do a Swap Questions activity. The trainer will give each of you one question from the list below, and instructions for the activity.



In a classroom, why might you want to create rules?	What questions can the teacher ask to make students focus on what they are studying?
What is the most difficult problem to deal with during a lesson?	How can you encourage students to take an active part in the lesson?
What is a good behaviour management technique for the classroom?	How can you check that students understand what you are teaching them?
How can you ensure all students are involved in a class activity?	How can you find out what students already know about a topic?
Do you know any strategies for dealing with disruptive students? What are they?	How can you make sure that the students stay engaged and active?
How can you ensure that students respect each other?	What can a teacher do while the students are working?
How can you make the students feel comfortable in the classroom?	How can you get students interested?
What things might make a student feel uncomfortable in the classroom?	How can you ensure students are responsible?

Routines, Techniques and Teaching Strategies for the Classroom

Task A. Discuss these questions in pairs or groups:

1. What can you learn about your students? How can you learn all of their names?
2. How do you plan your lessons? Do they follow any particular format?
3. How do you start the lesson? What do you do? What do the students do?
4. How do you end the lesson? What do you do? What do the students do?
5. How do you know that everyone knows what to do when you give instructions for an activity?
6. When you use pair or group work, how do you organise the students into the pairs or groups?
7. If the class is noisy when you want to get students' attention, what do you do?
8. What do you do if a student disrupts the lesson?

Task B. Do a Texts around the Room activity. Here are some classroom management guidelines. Match them to the explanations on the walls.

- | | |
|---|--|
| 1. Establish rules. | 8. Ask different students to answer questions. |
| 2. Learn names. | 9. Have extra activities ready for fast finishers. |
| 3. Have an entry and exit routine. | 10. Be consistent. |
| 4. Most lessons can be predictable. | 11. Give praise. |
| 5. Check instructions before an activity. | 12. Remember that your students are human beings. |
| 6. Monitor the students. | |
| 7. Use attention-getting signals. | |

Task C. In groups, discuss or act out one of these scenarios:

- | | |
|---|---|
| 1. It's five minutes before the end of the lesson. The class has generally worked well today. How do you finish the lesson? | different people – not the friends that they usually work with and are now sitting next to. What do you do? |
| 2. The class are all working quietly on an exercise that you have given them. What do you do? | 7. Yesterday you moved Soe Lay and Bawi to the front of the class, as they were talking and not doing their work. When you come in today you find that they are sat at the back of the class again. |
| 3. May Nadi is a quiet but hard-working student. Today she is sitting with her head on the desk, not doing any work. | 8. The class has been working in groups, discussing an issue. Now you want them to stop their discussion and report back to the whole class about what they have said in their groups. How do you do this? |
| 4. You are the same age as your adult students. You make a mistake on the board and a student, Aye Than, laughs at you. | 9. Pearl and Myint Myint San are both clever students and tend to finish their work before everyone else. Today they have finished and are talking, making jokes and disturbing the others who are still working quietly. |
| 5. Joseph is a clever student and frequently shouts out the answers to questions that you ask the class. He shouts out while you are waiting for a slower student to answer a question. | |
| 6. You want the students to do an activity in groups, but want them to work with | |

Explanations



- a. In any classroom there is a variety of levels of ability. Some students finish the work faster than others. To keep fast finishers occupied, prepare something else for them to do. This could be extra worksheets or books to read, or you may want to give the stronger students the responsibility of helping people who need more help.
- b. Teachers have different ways of getting the attention of a class. Some clap their hands, others ring a bell. Another way is to walk around the room with your hand up saying, "Put your hand up if you can hear me", until everyone has stopped what they are doing and is quiet.
- c. Do not let the most confident students dominate the class. It is important that everyone participates, and that the less confident or weaker students are not ignored. It may be useful sometimes to choose specific students to answer each question.
- d. Try to get around the classroom and spend at least a few seconds with every student each lesson. It is important for them to know that you have noticed them and are checking what they are doing.
- e. If you establish a rule at the beginning of the course, it is important to maintain it during the course. You may want the desks organised in a particular way or the room to be tidied at the end of each lesson – make sure you stick to this throughout the course.
- f. Don't assume students know what to do just because you do. There are different ways you can check that students know how to do an activity. For example, you can demonstrate what you want them to do, or ask a student to repeat the instruction back to you.

Photocopiable 2.2



g. One of the most motivating things you can do is to tell students when they have done something well. You can give praise to both individuals and groups. You can give praise for good work or good behaviour.

h. Knowing who the students are and being able to get the attention of individuals when they are not looking at you is very important.

i. Sometimes difficult behaviour is a result of something that has happened outside the classroom. Some things are outside the teacher's control. If possible, it may be useful to speak to a student privately to find out what is wrong (however, they may not want to tell you).

j. At the beginning of a course, you may want to make a list of rules for the classroom. It is useful if this process involves the students, so they feel that they have some responsibility for what happens in the classroom. Having consensus about what is expected is likely to be more effective than simply imposing rules from above.

k. After teaching a class for a while, students become familiar with how things work in your classroom. This is especially important at the beginning and end of the lesson. Make sure that you stop the lesson a few minutes before the end so that students have time to pack up their things and can leave the room in an orderly way.

l. Although sometimes you will want to spend time on a special activity or project, many of your lessons will probably follow the same format. As long as the activities themselves are varied, the class will become easier to manage once the students become familiar with the sorts of things they are expected to do.

Eliciting and Prompting Techniques

A key feature of an active classroom is that there is not too much teacher talking time. Eliciting is a way to engage students by prompting and asking them questions, rather than providing all the information.

Here are some techniques for this:

1. Ask questions about a picture or diagram.
2. Ask students for their own ideas.
3. Break big questions down into smaller ones.
4. Give examples.
5. If a student cannot answer, rephrase the question.
6. Remind students about things they have already studied.

Task A. Look at these examples where a teacher provides information. How could you make each situation more learner-centred?

a. The teacher says:

“It is important for democracy that people participate, to make sure that the government is working in the interests of all the people. This reduces the possibility of a small number of people making all the decisions, based on their own needs and ignoring the needs of the rest of the population.”

b. The teacher says:

“The regular past simple of English verbs is formed by adding -ed or -d onto the end of the base verb.”

c. The teacher says:

“Broad leaves are good for animals in the forest because they give shade.”

d. The teacher says:

“Here are some qualities of a good political candidate: They should be good at public speaking, hard-working, honest and committed to the community.”

e. The teacher says:

“Nuclear science has made it possible to have another source of energy that is cleaner than fossil fuels, but it has also created a way to kill more people in times of war.”

f. The teacher says:

“This is the life cycle of a butterfly:

- The adult butterfly lays eggs.
- The eggs become larva.
- The larva develops into a chrysalis.
- The chrysalis becomes a butterfly.”

Task B. Match each scenario with one of the techniques (1–6) from the text on the previous page.

a. The teacher asks:

“Why is participation important in a democracy?”

After a few seconds no student has answered.

The teacher then asks:

“What would happen if people didn’t participate in a democracy?”

b. The teacher points to the board and says:

“Look at these examples of the regular past simple verbs in English.

look looked

live lived

decide decided

How is the regular past simple formed?”

c. The teacher asks:

“Why are broad leaves good for animals in the forest?”

A student says:

“Broad leaves allow a lot of sunlight to get to the animals.”

The teacher then says:

“Remember that broad leaves take up a lot of space and block the sun. How might this help the animals?”

d. The teacher asks:

“What qualities do you want to see in a political candidate? Give me some of your ideas.”

e. The teacher asks:

“Is nuclear science more harmful than beneficial?”

No student answers.

The teacher then asks:

“What are some example of destructive ways nuclear science has been used?”

“What good things has nuclear science allowed us to do?”

“Have there ever been any nuclear accidents?”

f. The teacher says:

“Look at this picture of the monarch



butterfly life cycle.”

The teacher then prompts the students by asking questions and using their answers to ask additional questions:

“What does the adult do? It lays...”

“What happens to the eggs? They...”

“What happens to the larva? It...”

“What happens to the chrysalis?”

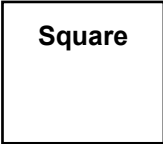
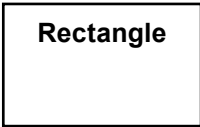
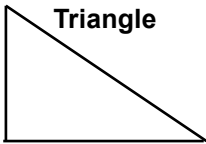
Eliciting Vs Direct Transfer of Information

Task A. Your trainer will demonstrate two different ways of teaching the mathematics topic of “two-dimensional shapes”. After each demonstration complete the table.

Subject: Maths (Two-Dimensional Shapes)

	What the Teacher Said/Did	What the Students Said/Did
Demonstration 1		
Demonstration 2		

Task B. Complete the table. In the right-hand column, write questions that the teacher could ask to elicit the same information.

Shape	Statements	Questions
 <p>Square</p>	<ol style="list-style-type: none"> 1. A square has four sides. 2. The sides are the same length. 3. It has four angles. 4. Each angle measures 90°. 	<p>How many sides does a square have? Are all the sides the same length? How many angles does it have? How much does each angle measure?</p>
 <p>Rectangle</p>	<ol style="list-style-type: none"> 1. A rectangle has four sides. 2. The sides are not all the same length – two are longer and two are shorter. 3. It has four angles. 4. Each angle measures 90°. 	
 <p>Triangle</p>	<ol style="list-style-type: none"> 5. A triangle has three sides. 6. The sides do not have to be the same length. 7. It has three angles. 8. The angles total 180°. 	

Eliciting Techniques

Peer Teaching

Lesson A: Biology (The Human Skeleton)

You have this poster to show the students.

You also have this information, but your students don't:

The human skeleton has three main components:

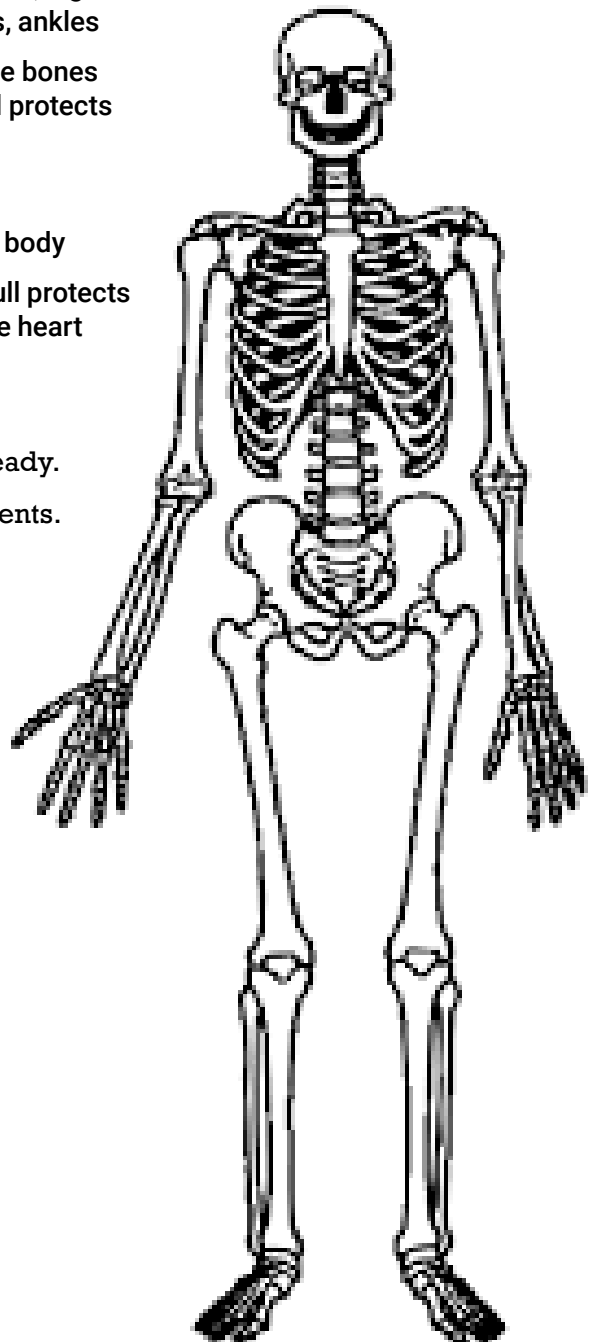
- bones
- joints – where the bones join each other, e.g.: wrists, elbows, shoulders, hips, knees, ankles
- cartilage – the substance covering the bones that stops them rubbing together and protects them from damage.

The main functions of the skeleton are:

- to provide strength and rigidity to the body
- to protect the internal organs (the skull protects the brain and the rib cage protects the heart and lungs).

However, they have studied this topic a little already.

Think of questions to elicit information from students.



Eliciting Techniques

Peer Teaching

Lesson B: English (Pronouncing the Present Simple Tense)

You have this poster to show the students.

You also have this information, but your students don't:

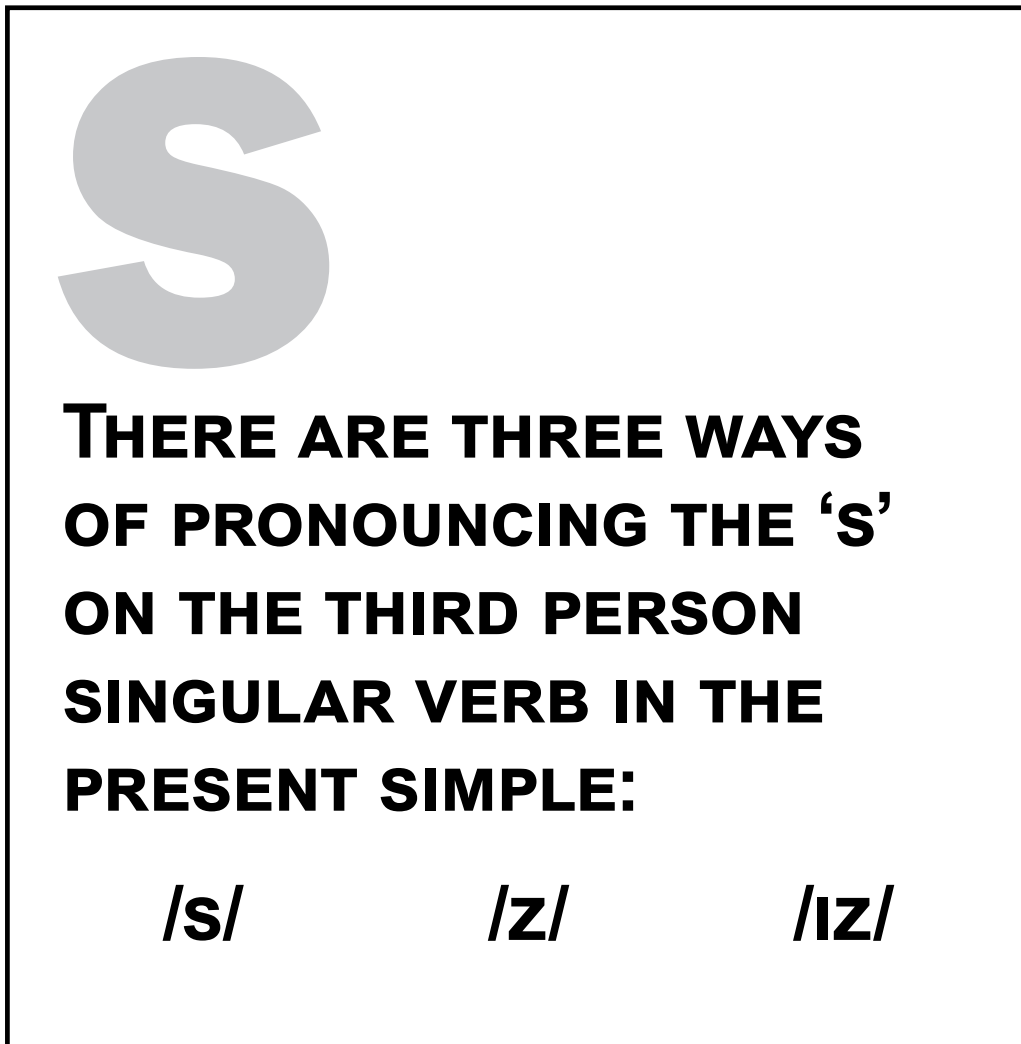
/s/ e.g.: likes, puts, laughs

/z/ e.g.: lives, rides, grabs

/iz/ e.g.: washes, catches

However, they have studied this topic a little already.

Think of questions to elicit information from students.



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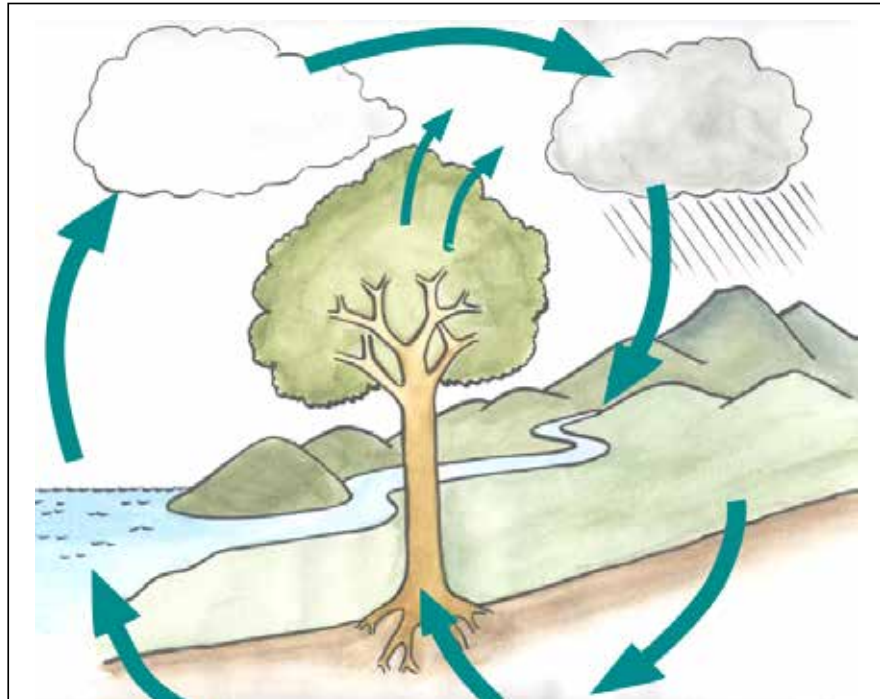
**THERE ARE THREE WAYS
OF PRONOUNCING THE 'S'
ON THE THIRD PERSON
SINGULAR VERB IN THE
PRESENT SIMPLE:**

/s/ /z/ /iz/

Eliciting Techniques

Peer Teaching

Lesson C. Environmental Science (The Water Cycle)



You have this poster to show the students.

You also have this information, but your students don't:

The water cycle:

- The sun causes liquid water to evaporate. The invisible water vapour floats high into the atmosphere.
- The colder temperatures high in the atmosphere cause the water vapour to turn back into tiny liquid water droplets – clouds.
- The tiny cloud droplets combine with each other and grow into bigger water drops. When they get heavy enough, they fall to Earth as precipitation, such as rain and snow.
- When rain hits the land or snow melts, it flows downhill over the landscape. This is called runoff, which provides water to rivers, lakes, and the oceans.
- Some precipitation and runoff soak into the ground to become groundwater. Plants use groundwater to grow. The water underground is always moving, with most of it ending up back in the oceans.
- All plants 'breathe' and release water.

However, they have studied this topic a little already.

Think of questions to elicit information from students.

Checking Understanding

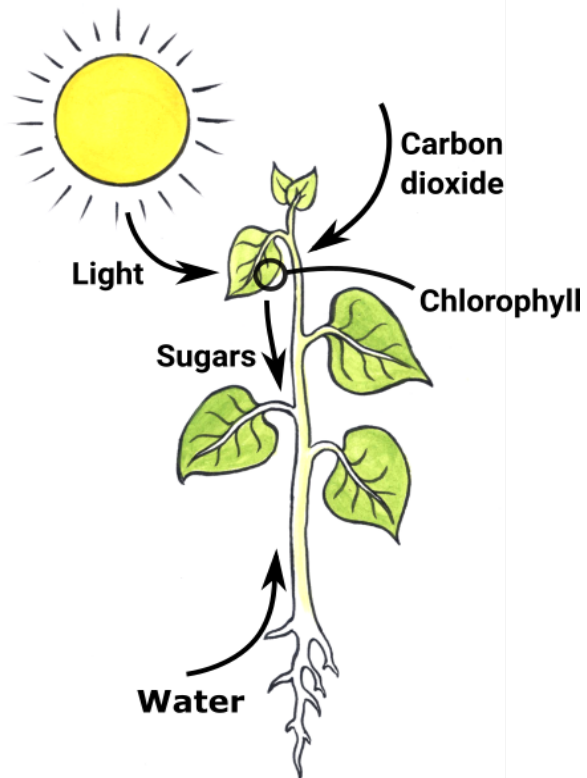
It is important to ask questions to check that students understand what you are teaching.

Look at the examples. They are from half way through each lesson, when students have already been focusing on these topics.

Lesson 1. Biology (Secondary)

The teacher wants to check that the students understand the process of photosynthesis. She shows them this diagram and asks:

- Where do plants get energy from?
- What colour is chlorophyll?
- Where is it found?
- What do plants absorb from the air?
- What happens after carbon dioxide has been absorbed?
- Where do plants get water from?



Lesson 2. English (Primary)

The teacher wants to check that the students understand prepositions of place.

- (puts pen in his bag). *Where is the pen?*
- (puts pen under his bag). *Where is the pen?*
- (puts pen next to his bag). *Where is the pen?*
- (puts pen on his bag). *Where is the pen?*
- *Where is the bag?*

Checking Understanding

Lesson 3. Civic Education (Post-secondary)

The teacher wants to check that students understand the differences between legal rights and moral rights, and the basis of human rights.

The teacher asks these questions:

- Which rights are part of the law?
- Which rights are based on what people consider right and wrong?
- Which people should have human rights?
- Which people should not have human rights?
- When do you get human rights?
- Are human rights moral or legal?
- Who wrote the *Universal Declaration of Human Rights*?

1.4.1 – Rights

Rights are similar to rules. They give people:

- permission to do/have something, or;
- protection from something or someone; or;
- entitlement to do/have something.

It is important to understand that there are two kinds of rights: legal rights and moral rights. Legal rights are protected by laws. Moral rights are rules about what you should or should not be allowed to do/have, according to ideas of right and wrong. Human rights are moral rights which every person is born with.

Our modern understanding of human rights comes from several international documents written after the end of the Second World War in 1945. One of the most important is the Universal Declaration of Human Rights (UDHR). It was written in 1948 by the United Nations. The declaration describes human rights as:

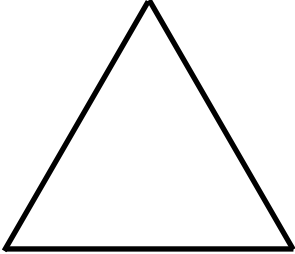
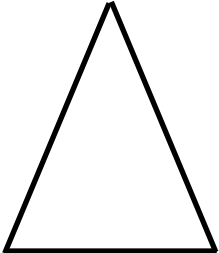
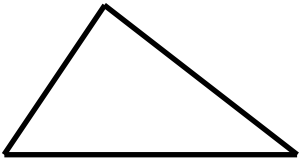
- universal – they are the rights of all people, from birth;
- inalienable – people cannot ever lose these rights;
- indivisible – they cannot be separated from each other.

Peer Teaching – A

What questions could you ask to check that students understand these concepts?

Mathematics (Middle School)

The Three Types of Triangle

<p>An equilateral triangle</p> 	<p>An equilateral triangle has three equal sides and three equal angles.</p>
<p>An isosceles triangle</p> 	<p>An isosceles triangle has two equal sides and two equal angles.</p>
<p>A scalene triangle</p> 	<p>A scalene triangle has sides of different lengths, and the angles are all different.</p>

Peer Teaching – B

What questions could you ask to check that students understand these concepts?

Civic Education (Post-Secondary School)

1.1 Citizenship: A Definition

We can define citizenship in different ways. In international law, citizenship is a legal relationship between an individual and a country. We can say that a person is a citizen of Britain, Thailand or Myanmar. Citizens often have passports, birth certificates and other legal documents that prove that they are members of a country. Citizens have rights in their country. In exchange, they have certain responsibilities, which may include military service, paying taxes and obeying the laws of the country.

Some people feel that this legal definition of citizenship is too simple. They say that citizenship is also an activity. It is about citizens developing communities that reflect their values.

The idea of citizenship as firstly an activity (active citizenship) and secondly a legal status (legal citizenship) has become more popular around the world. Read how several international organisations define a citizen:

A citizen is someone who:

- is able to analyse, evaluate, take and defend positions on public issues, and to use their knowledge to participate in civic and political processes. (Civicus, 2011)

A citizen is someone who:

- is willing to investigate issues in the local and wider community;
- has the ability to analyse issues and to participate in action aimed at achieving a sustainable future. (UNESCO, 2010)

A citizen is someone who:

- participates in and contributes to the community at a range of levels from global to local;
- is willing to act to make the world a more sustainable place;
- takes responsibility for their actions. (Oxfam, 2009)



Peer Teaching – C

What questions could you ask to check that students understand these concepts?

English (Secondary School)

can, can't, could, couldn't

Read each statement and tick the appropriate columns on the right.

Statement	time		ability	
	present	past	able	not able
1. I can use a computer.				
2. I can't stand on my head.				
3. I could count to ten when I was three.				
4. I couldn't use a computer when I was three.				
5. I can't remember how to use the remote control.				
6. I could run a marathon when I was younger.				
7. I can sing well.				
8. I couldn't talk when I was born.				

Activities *in a* Lesson



This section looks at different types of activities that can be included in a lesson, and the stages (parts) of the lesson where they fit best.

Some activities, like brainstorming, are simple and likely to be used often. Others require more preparation, more time and more resources. Teachers should take the opportunity to try out different activities and see which work best for them. As they gain more experience of teaching, they will more easily identify activities that are suitable for different stages of a lesson, and those they are comfortable with using.

Different activities require different groupings. Some are individual, with each student working on their own. Some are best done in pairs, or with a small or large group. Others are whole-class activities. Grouping the students can have a significant impact on the classroom environment and therefore on the attitude that students develop towards learning. Using different

groupings during a lesson is a good way to vary the pace of the lesson and keep students active.

Once the teacher has planned their lesson, they need to prepare the delivery. As well as preparing materials for each activity, it is important to be ready with the instructions. Giving instructions is a skill – one that can be practised and improved. Teachers should think carefully when giving instructions, and check that students understand what to do before starting an activity. This is especially important when you are doing a new and unfamiliar activity, particularly if it involves a lot of different steps.

Variety is important in a lesson. Using different activities can help keep students active.

What Is an Activity?

Part One: Partner A reads. Partner B writes.

An activity is anything students do in a lesson. It can include anything from a short exercise to a longer project. Some activities may be very quiet as students sit quietly and think, and some may be very noisy as students move around the classroom.



Part Two: Partner B reads. Partner A writes.

Teachers can organise activities so that students work individually, in pairs, in groups or as a whole class. One feature of a well-planned lesson is that it has a mixture of different types of activities, so that the pace of the class varies.

Grouping (A Jigsaw Reading Task)

In pairs, read the information (either the Partner A text or the Partner B text) and make notes in the relevant parts of the table. From your notes, explain the information to your partner. Listen to your partner and make notes about what they say in the blank parts of your table.

Partner A – On Whole Class Work and Individual Work

Sometimes, the best type of classroom organisation is when the class works together as a whole group. This is particularly useful when the teacher is presenting information or reviewing what the students have been taught. However, when everyone is working together, individual students get fewer opportunities to speak or contribute to the lesson. Whole-class teaching does not encourage individual contributions and discussion, as speaking out in front of a whole class is often more stressful than speaking in smaller groups. There are also times when the teacher wants students to work individually, like writing or reading a text. Being able to work on their own sometimes allows students of different levels of ability time to reflect and work at their own speed. This is a good way to vary the pace of the lesson.

	Advantages / Useful for...	Disadvantages / Difficult when...
Whole Class		
Pair or Group		
Individual		

Partner B – On Pair Work and Group Work

Pair work and group work have many advantages. They encourage cooperative activity, as the students involved work together to complete a task. They may be discussing a topic, doing a roleplay or working together on a project. In pairs and groups students usually participate more actively, plus they have more opportunity to develop the social skills required for cooperation. However, group work and pair work can be problematic. Some students may not like their partner or the people in their group. Some students may be uncomfortable working without constant teacher supervision, and may not appreciate the student-centred nature of these groupings. Some activities, such as practising speaking skills in a language lesson, cannot be done when an individual works alone.

Effective Group Work

Effective group work requires you to:

- | | |
|--|---|
| <ul style="list-style-type: none"> a. share a common goal with group members b. share work evenly between group member c. clearly communicate your ideas, thoughts and feelings | <ul style="list-style-type: none"> d. listen to and understand other people's ideas e. contribute your time and ideas f. accept criticism g. manage conflict and disagreement |
|--|---|

Task A. In groups, answer the questions.

A. Which of these scenarios are examples of effective group work?

- i. Nang Seng talks quietly to the group while looking down and the other members do not understand her point.
- ii. Khin Khin thinks the group presentation should be on education. Thida Win thinks it should be on health and Khu Paw thinks it should be on community development.
- iii. Salai Aung and Ali disagree about how to do a presentation. They agree to include some of both of their ideas so the group can do the presentation.
- iv. Mahn Mahn is doing the research, writing the presentation, and presenting most of it although there are four people in the group.
- v. Myint Htwe tells David that his idea for the presentation is good but still needs some work. David agrees and thanks him for his criticism.

B. For the examples that are not effective group work, why they are not effective? Which point (a-g) does it most closely relate to?

Task B. As a group, discuss your experience of working in groups on the previous task.

- What were the benefits of working in a group?
- What were the difficulties of working in a group?
- As a class, reflect on your observations.

Ways of Grouping Students

Task A. Here are some ways to organise students do different activities.

Classify each activity into the most appropriate arrangement. Some can go into more than one category.

- a. homework b. debates c. exams d. peer tutoring
- e. science experiments f. brainstorming ideas g. presentations
- h. projects i. roleplays j. taking notes k. writing a summary
- l. silent reading m. discussions

1. whole class	2. group	3. pair	4. individual

Task B. Here are some activities from 3.2 and 3.3. Put them in the chart.

Activity 1: 3.2: Jigsaw reading

Activity 2: 3.3: Task A – Identify the examples of effective groupwork

Activity 3: 3.3: Task B – Evaluate the benefits and difficulties of working in a group

Task C. Add other activities you have done during this course.

Using Activities in Your Lesson

Task A. Brainstorm activities you can do in a lesson. Write them on the board.

- e.g.:
 - sing a song
 - answer comprehension questions about a text

Task B. Match the activities to the characteristics.

Look back at the worksheets and activities from 3.2 and 3.3:

- 1: 3.2 Jigsaw reading
- 2: 3.3 Task A – Identify the examples of effective groupwork
- 3: 3.3 Task B – Evaluate the benefits and difficulties of working in a group

Match them with these characteristics. Activities can match more than one characteristic.

- i. Students use their own ideas.
- ii. Students work with a partner.
- iii. Students consider what they are going to study, and what they already know about it..
- iv. Students work in groups.
- v. Students review the content of the lesson.
- vi. Students work individually.
- vii. Students cooperate with each other.
- viii. Students work as a whole class.

Look at this example activity,

What preparation do you need to do if you want to use this activity in your lesson? What are the practicalities of using this activity? For example:

- *Preparation* – You need to find a suitable picture that matches the topic of the lesson.
- *Practicalities* – The picture needs to be big enough for the whole class to see it.

Picture Prompt

Instructions:

- a. Show the class a picture about the topic.
- b. Ask questions about the picture and the topic.

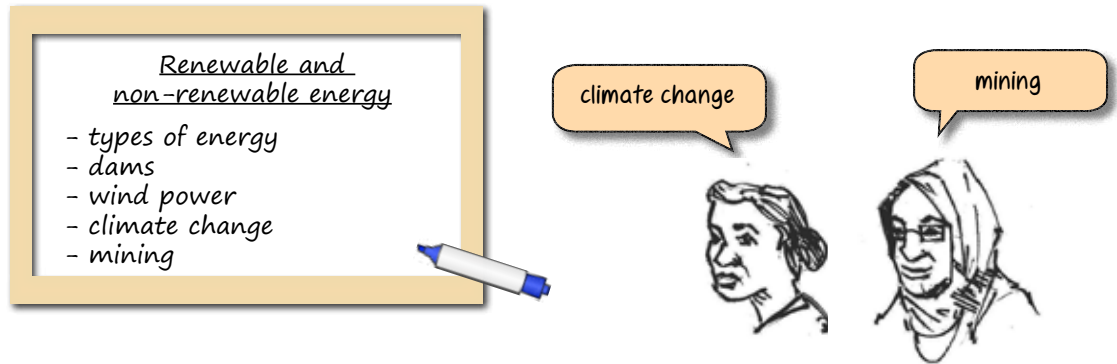
Task C. Look at example activities A-D and discuss these questions:

- What preparation do you need to do if you want to use this activity in your lesson?
- What are the practicalities of using this activity? For example:



A. Predict from the Title

- Write the title of the text on the board.
- Students guess what will be in the text. Write all their predictions on the board.



B. Order the Text

- Copy the text so there is one per student, pair or group. Cut it into phrases, sentences or paragraphs.
- Students put the text in order.

Organised religions, such as Christianity, Islam and Buddhism, have clearly defined guidelines and goals for how to best live your life. They also have some form of leadership or hierarchy and include specific religious sites.

Over the years, people in Myanmar have practised a variety of religions, including Buddhism, Christianity, Islam, Animism and Hinduism. Some people might not have practiced any religion at all. Religion can be broadly organised into two categories.

Non-organised religions, such as animism (the worship of animal or nature spirits), have a general belief system, but are not represented by leaders or specific guidelines. Animism is the most ancient religion. Many elements of it have mixed with other religions that people started to practise later.

C. Classify the Information

After students have read a text, they take information from it and put it in categories, e.g.:

- Different types of things mentioned in the text:
- Different types of information mentioned in the text (opinions for and against, quotations, facts and opinions, causes and effects etc).

higher life expectancy	lower life expectancy
- people with better living conditions	- people with worse living conditions
- people in the USA, Western Europe and Japan	- people in some African countries

people	things	places
- bus drivers	- companies	- eight bus stops in Yangon
- politicians	- whistles	- Parami bus line
- volunteers	- pamphlets	
- women	- buses	
- commuters		
- friends, family and colleagues		

Follow-up

Students explain how each of these are related to the main point of the text.

D. Text to Timeline

- Students identify the most important events in the text.
- They design a timeline and put the events, with the years they happened, on it.
Encourage students to write events on the timeline in their own words, rather than copying directly from the text.

Variation

Tie a piece of string across the length of the class.

Set the scale. For example, the length of two hands could equal ten years on the string.

Students write important events on paper and hang from the string.

You can also do this with tape on the floor or walls of the classroom.

Giving Instructions

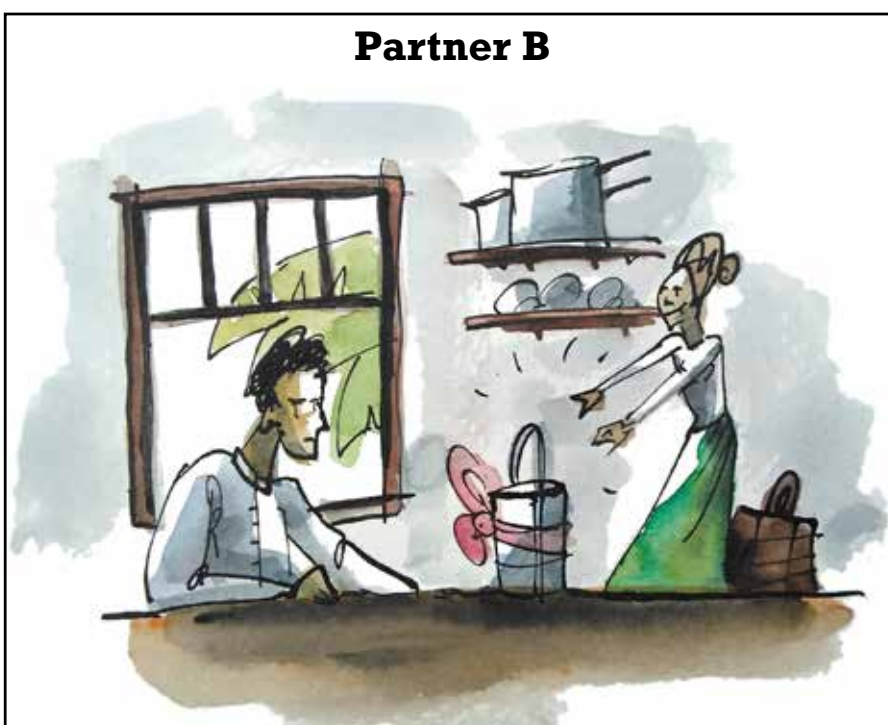
Here are the pictures and the information for a 'Spot the Difference' activity:

Task A. Make a list of exactly what the students have to do.

For example. They have to work with a partner.

Information:

In pairs, students describe Picture A or Picture B. They don't look at each others' pictures. They identify six differences between the pictures.



Task B. Here are a teacher's instructions to students before they start this activity:



For this activity you have to work with a partner.

One of you is A and the other is B. Put your chairs like this and sit back-to-back. You have to talk to your partner and describe your picture. Your partner has a similar picture, but there are some differences between them. As you listen to your partner describing their picture, you have to find the differences. Make sure you don't look at your partner's picture. You must only look at your picture and describe it to your partner.

There are six differences between the pictures, which you have to find.

Partner A, take Worksheet A and Partner B, take Worksheet B. You can start the activity now.

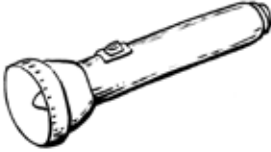






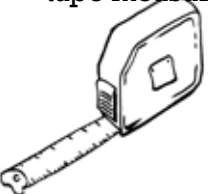
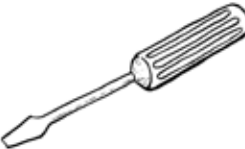













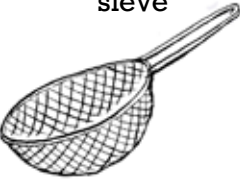

Complete the chart with instructions that match the action(s). Use simple language, and keep the instructions short.

Teacher's instructions	Teacher and Student Actions
e.g. Work with a partner.	The teacher puts students in pairs.
1.	Students decide who is A and who is B. As put their hands up. Bs put their hands up.
2.	The teacher puts two chairs back-to-back and shows the students how to sit.
3.	The teacher demonstrates that they must not show their picture to their partner.
4.	Students take the pictures from the teacher.
5.	The teacher describes a detail on Picture A. A student with Picture B describes what is different about their picture.
6.	The students put their chairs back-to-back and start the activity. The teacher monitors the students.

Peer Teaching – Activity Instructions

Describe the Picture – Group work

- Cut the sheet into separate pictures. Put them in a pile face-down in the middle of the table.
- The first person takes one picture and describes it. The others in the group guess what it is.
- The second person takes the next card, describes it and the others guess what it is.
- Continue in the same way until all the pictures have been used, or time is up.

torch 	hosepipe 	ladder 	rope 
saw 	toolbox 	wheelbarrow 	tape measure 
screwdriver 	hammer 	lighter 	chopsticks 
tin opener 	calendar 	keyring 	chopping board 
vase 	ladle 	corkscrew 	candle 
scales 	lamp 	sieve 	coat-stand 

Peer Teaching – Activity Instructions

Jigsaw Reading – Pair work

- Put the students into pairs. Cut the worksheet into two pieces and give each partner one half.
- They each read their text, and take notes about it in the table.
- Then they tell their partner about their text in their own words, using their notes.
- They listen to their partner talk about their text and make notes.

Partner A: The Rocky Mountains

The Rockies are a mountain range in the west of North America. They run from Canada down to Southwestern USA. They run for over 3,000 miles (4,830 km). The highest peak in the Rockies is Mount Ebert. It is 14,400 feet (4,400 metres) above sea level. The Rocky Mountains have unpredictable weather, which can change rapidly. As with other highland climates, the climate changes with increasing altitude. In general, the Rockies have mild summers, cold winters and a lot of precipitation. In the winter there is deep snow, high winds, and sudden blizzards are common.

	Rocky Mountains	RakhineYoma/Chin Hills
Location		
Length		
Highest Peak		
Climate		

Partner B: The Rakhine Yoma/Chin Hills

The RakhineYoma/Chin Hills range of mountains run from the Himalayas to the south of Myanmar. Altogether they are 600 miles (950 km) long. The highest peak in the range is Mount Victoria, which reaches 10,500 feet (3,053 metres). Their height decreases in the south and the range continues under the Bay of Bengal. The climate in the RakhineYoma/Chin Hills changes with the elevation. There are tropical, subtropical and temperate climates.

	Rocky Mountains	RakhineYoma/Chin Hills
Location		
Length		
Highest Peak		
Climate		

Mote Oo Education: *Planet Earth*

Peer Teaching – Activity Instructions

Roleplays – Pair work

- Put the students into pairs.
- Cut the worksheet into separate roles. Give each pair an A and B card of a situation.
- They prepare what they have to say.
- Then they act out the roleplay with their partner.
- At the end they tell the class the outcome of their roleplay.

Situation 1 – A

You have a guest from overseas staying with you. They have just arrived. In order to make them welcome you are serving a local speciality. The ingredients were expensive and you have spent all day preparing it, but you are sure that your guest will like it and obviously, as a good host, you want to make sure that your guest has plenty to eat after the long journey.

Situation 1 – B

You have just arrived at the house where you are staying on your first visit to a foreign country. You sit down for your first meal and are presented with something that you find completely inedible. It smells awful and you do not like the look of the ingredients. You really can not eat it, but do not want to offend your host.

Situation 2 – A

You are in a shop trying on a nice suit you want to wear to a friend's party tomorrow night. You really like it and it looks great on you. As you are stood in front of the mirror admiring yourself, your friend comes into the shop. You are really pleased with how good you look in the suit, but want to ask your friend's opinion of it anyway.

Situation 2 – B

You have just gone into a shop and see a friend trying on a new suit. You think they look absolutely awful in it. You think you should tell them what you really think, but you know that they are not very confident and do not take criticism well, especially with regard to how they look.

Situation 3 – A

You want to borrow your friend's motorbike to go out tomorrow. You have borrowed it before and are always really careful with it, but last time it got scratched when someone ran into you. You forgot to tell your friend, but it was such a small scratch that you didn't think they would notice anyway.

Situation 3 – B

Last time your friend borrowed your motorbike it came back with a big dent in it. You were angry, not just because of the dent, but also because they did not say anything about it. You think your friend is very irresponsible and you have decided not to let them borrow it again.

Activities Feedback Checklist

Activity _____

Trainee

- Was the activity well-prepared?
- Were the students grouped appropriately for the activity?
- Did the teacher give step-by-step instructions?
- Did the teacher use simple language to give instructions?
- Did the students understand what to do?
- Did the teacher check that the students were doing the activity correctly?

The Stages of a Lesson



In order to deliver a well-planned lesson, you need to know the objective of the lesson.

The lesson objective informs all decisions about the content of the lesson. All activities that are included should work towards achieving the objective. Examples of objectives are:

- Students will be able explain the main causes of World War II.
- Trainees will be able to talk about their job, describing the main tasks they need to perform.
- Students will be able to count to 100.
- Learners will be able to design a machine that generates electricity using wind power.

A good lesson plan includes a variety of activities that follow a sequence of stages. One useful lesson format is:

1. Start with an **INTRODUCTION** activity that prepares the students for the subject of study. Introduction activities might focus on activating students' prior knowledge, opinions, ideas or experience related to the topic. Other introduction activities get students thinking about the topic, and encourage their enthusiasm to learn more about it.
2. Have a **PRESENTATION** of the material students are going to focus on. The most common type of presentation is where the teacher tells

students to read a text, listen to an explanation, or perhaps watch a video. However, there are also many other activities that present new information in a variety of ways..

3. The **PRESENTATION** is followed by activities that enable students to practise the material. This could be controlled practice exercises, where you check that students understand the new content. Examples of this are comprehension questions, summarising or identifying the key points. It might be free-practice activities, where students write their own ideas about the topic, design an experiment or perform a roleplay.
4. The final stage is a **REVIEW** of what has been covered during the lesson. You can use almost any activity to review key learning points.

This is a simple format that can be used for any subject and will help you to deliver a focused lesson.

It is important to plan your lessons. This gets easier as you gain experience. Lesson planning does not need to take a long time. Some teachers prefer a detailed lesson plan, while others like to scribble some notes on a piece of scrap paper. Generally, the less confident you are about teaching your subject, the more helpful a detailed lesson plan is.

The Lesson Plan

Task A. Do an acrostic board race with the phrase LESSON PLANNING.

Task B. List reasons for planning and not planning lessons.

Task C. Match the components (a-g) to the key questions (i-vii).

- | | |
|-----------------|---|
| a. Objective(s) | i. What am I going to do in each part of the lesson? |
| b. Curriculum | ii. What is the point of the lesson? What do I want the students to be able to do by the end of this lesson? |
| c. Activities | iii. What materials or equipment do I need for each part of the lesson? |
| d. Grouping | iv. How should I organise the students for each activity? Should I put together students of the same level of ability or mix them up? |
| e. Timing | v. What have the students done already? What are they going to do next? |
| f. Resources | vi. How long will each activity take? |
| g. Students | vii. Who are the students? |

Task D. Which components of a lesson plan (a-g) would have this information?

1. textbooks, paper, crayons, small balls (two for each group)
2. Students studied centres of gravity in the previous lesson, and are going to look at the relationship between Newton's laws of motion in the next lesson.
3. individuals / pairs / groups / whole class
4. 27 adult students aged 18–23, preparing to teach physics in high schools.
5. 10 minutes / 15 minutes / 30 minutes / 5 minutes
6. Students will be able to demonstrate examples of Newton's second law of motion.
7. Quick class quiz on prior knowledge of the topic/ students do a jigsaw reading, make notes and explain to partners / groups think of practical demonstration techniques and demonstrate them / evaluate which demonstrations worked best.

Model Lesson Plan

Complete this plan after the model lesson has been taught by the trainer.

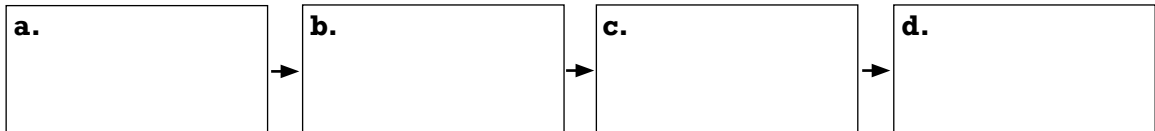
Grade and subject	Grade 4, first language creative writing
Students	28 children aged 10–11
Topic(s)	Adjectives to describe a house
Objective(s)	Students will be able to describe their dream home in writing.

Lesson stage	Timing	Activities	Resources
Introduction	a.	b.	c.
Presentation	d.	e.	f.
Practice	g.	h.	i.
Review	j.	k.	l.
Follow-up	m.	n.	o.

The Lesson Topic

Task A. Here are some things a teacher needs to think about when planning a lesson. What order would you place them? Put them in the diagram.

- objectives of the lesson
- subject
- topic of the lesson
- activities



Task B. Classify these into subjects, topics, objectives and activities.

Subjects	Topics	Objectives	Activities

- fractions brainstorming maths jigsaw reading debate
- seasons in the temperate zones of the Earth biology
- how men and women are represented in the media
- students will be able to give examples of definitions of citizenship
- the Opium Wars ways of resolving conflicts
- students will be able to explain the process of photosynthesis

Task C. Look at the sample learning materials worksheets in the Appendix.

For each, decide:

- what subject the materials are for
- what the topic of the lesson could be.

Task D. Think of lessons you taught recently or are going to teach. What were/are the topics of the lessons?

Lesson Objectives

A well-written objective has certain features:

- It focuses on the students and what they will be able to do by the end of the lesson.
- It uses an action verb.
- It is specific, realistic and measurable.

Look at the objective from the model lesson plan in 4.2:

Students will be able to describe their dream home in writing.

- It starts: 'Students will be able to...'
- It uses the action verb 'describe';
- It says exactly what the students are going to do; it is possible for students of this level; and the teacher can see how well they have done.

Look at the following examples of weak objectives written to be better:

Weak Objective	What is wrong?	Stronger Objective
<i>To teach about the events that led to the British colonizing Burma in 1885.</i>	This is written from the teacher's perspective.	<i>Students will be able to explain the events that led to the British colonizing Burma in 1885.</i>
<i>Students will read 'The Arrow and the Song'.</i>	This does not say what they students will be able to do by the end of the lesson.	<i>Students will be able to summarise 'The Arrow and the Song' in their own words.</i>

Task A. Which of the objectives are well written? Which are not? Rewrite the ones that are badly written.

- Learners will know which countries are in ASEAN and the names of their capital cities.
- Learners will be able to give examples of recent developments in Myanmar and their impact on human rights issues.
- To teach students to compare and contrast the relationship between King Vedaeharit and Mahawthada at different stages of the story.
- Learners will learn about different energy sources, including fossil fuels, solar, wind and wave power and nuclear energy.
- Learners will be able to identify and describe different organs of the human body.

Lesson Objectives

Task B. For each topic choose two action verbs and write lesson objectives.

1. Burmese numbers 1–10
2. how men and women are portrayed in the media
3. waste disposal methods in cities

compare	evaluate
contrast	read
describe	write

Task C. Choose a lesson from the Appendix. Look at the content and decide what each lesson objective should be.

Lesson Stages

Task A. Look at this lesson plan and label the lesson stages with these terms:

Presentation

Review

Practice

Introduction

Class: Social Science		Subject: Gender
Objective: The students will be able to compare how men and women are portrayed in the media.		
Stage	Activity	Resources
1.	Students look at a list of words and put them into categories (women / men / both / neither), depending on who they think they are typically used to refer to.	Prepare a list of words and write them on the board.
2.	Students work in pairs. Each student (A/B) reads a text. Then they ask and answer questions about the other person's text.	Cut texts in two.
3.	Students walk round the room looking at pictures from the media on the walls. They see how they compare to the information in the texts.	Put pictures from magazines an internet on walls.
4.	The class has a discussion about what they have learned about how women and men are portrayed in the media.	

Task B. Match the lesson stages (1-4) to their purposes (a-d).

Stages	Purposes
1. Introduction	a. Students receive new information, skills and ideas.
2. Presentation	b. Students think back about what they have done.
3. Practice	c. Students do activities to help them use the new information and skills.
4. Review	d. Students do activities to focus their attention on the topic and access their prior knowledge of it.

Task C. Put together the two lesson plans that the teacher will give you, with the stages of the lesson and the activities in the correct order.

Lesson Plans

<p>Lesson 2</p> <p>Subject: English Topic: Vocabulary for family members Objective(s): Students will be able to describe their own family.</p>	
<p>Stage of lesson</p>	<p>Activities</p>
<p>Introduction</p> <p>Board race: Students write vocabulary for family members on board.</p>	<p>Students complete sentences about people in the pictures.</p>
<p>Presentation</p> <p>Students listen to descriptions of families and identify family members in pictures.</p>	<p>Students ask and answer questions to complete family trees in pairs.</p>
<p>Practice 1</p> <p>Students complete sentences about people in the pictures.</p>	<p>Students draw their own family tree and present it to the group.</p>
<p>Practice 2</p> <p>Students ask and answer questions to complete family trees in pairs.</p>	<p>Teacher checks students' knowledge of family members vocabulary.</p>
<p>Practice 3</p> <p>Students draw their own family tree and present it to the group.</p>	<p>Review</p>
<p>Lesson 1</p> <p>Subject: Politics Topic: The requirements for a country to have a successful democracy Objective(s): Students will be able to evaluate the advantages and disadvantages of democracy.</p>	
<p>Stage of lesson</p>	<p>Activities</p>
<p>Introduction</p> <p>Brainstorm the strengths and weaknesses of democracy.</p>	<p>Students read a text about the strengths and weaknesses of democracy and answer comprehension questions about the text.</p>
<p>Presentation</p> <p>Students have a debate about democracy: one side argues in favour of democracy, the other against.</p>	<p>Students say what the most important advantages and disadvantages of democracy are.</p>
<p>Practice</p> <p>Students have a debate about democracy: one side argues in favour of democracy, the other against.</p>	<p>Review</p>

Using Activities to Meet Objectives

Task A. For each objective choose the activity that best helps students to achieve it, and explain your choice. For example:

Students will be able to explain the events that led to the British colonizing Burma in 1885.

- Students memorise the dates for the events related to colonization.
- Students draw a timeline of the events, showing the chain of events in the colonization of Burma.

Answer: b.: Knowing the date of the events does not help students understand the cause and effect relationship between them. Considering how the events link to each other should help them better understand and explain this.

- Students will be able to identify and name different organs of the human body.**
 - Students label a diagram of the organs in the human body.
 - Students translate the words for the organs from English into Burmese.
- Students will compare and contrast the relationship between King Vedaeharit and King Mahawthada at different stages of the story.**
 - Students list the events in the story that involve the two characters.
 - Students memorise the story and take turns to recite it to the rest of the class.
- Students will be able to read and write the numbers 1–10 in Burmese.**
 - Students sing a song which includes the numbers.
 - Students match the written numbers to pictures of objects. Each picture has a different number of objects in it.
- Students will be able to compare and contrast the ways that men and women are portrayed in the media.**
 - Students look at pictures from the media. They make two lists – one of the characteristics the men shown and the other of the women.
 - The teacher dictates a list of the features shown in the pictures. Students write this down.
- Students will be able to describe and evaluate different waste disposal methods used in cities.**
 - Students do an internet research project, looking at waste disposal methods in different cities in the world.
 - Students go round their local area and collect the rubbish off the streets.
- Students will be able to describe the features of the earth and give examples of how the earth differs from other planets in the solar system.**
 - Students write the names of the planets.
 - In groups students make models of the earth and other planets, and label the key features of the planets.
- Students will be able to list the main sections of a CV and write a letter of application for a job.**
 - Students copy out the model letter.
 - Students look at job adverts on a website and list the skills and qualities needed for some of the jobs.
- Students will be able to identify the main issues in time management.**
 - In pairs students use a questionnaire to find out how each other manages their time.
 - The teacher gives all the students a list of instructions about how to manage their time.

Task B. Match the activities to the lesson stages in this lesson outline.

review introduction practice presentation

Activity	Stage
1. The class brainstorms rooms in a house and things that are in them.	
2. The teacher reads a description of a home, students listen.	
3. Students describe their dream home to their partner.	
4. Students draw a picture of their dream home.	
5. Students write a description of their dream home.	
6. Students swap descriptions and find the matching pictures.	
7. The teacher highlights interesting and useful new vocabulary.	

Task C. Here are some activities. Decide for which stage(s) of a lesson they are most appropriate.

1. Prediction question

Write a question on the board about the topic the students are going to study, to get them thinking about new ideas.

2. Three facts – two questions – one opinion

After students have studied a new topic, they write:

- three new facts they have learned
- two questions they still have about the topic not discussed in class
- one opinion they have about the topic.

3. Recreate the lesson

In groups, students list everything they did during the lesson.

4. Jigsaw reading

Split a text into two parts. Put students into pairs. Give pairs one half each to read and make notes about it. Once they have finished they put the text away and summarise the content of the text to their partner.

5. True or false?

After students read a text, give them statements about the text. They decide whether each statement is true or false. If it is false, they make it into a correct statement.

Task D. List activities that you have done during this course, and other activities that you know. Decide which stage of the lesson they best fit into. Make class lists for each stage.

Peer Teaching Preparation and Feedback

Task A (Preparation, Day 4)

1. Decide what information you want to include in your lesson plan.
All plans must include the objective(s), the activities or procedures, and the resources.
2. Design a lesson plan template.
3. Decide on the topic of your lesson.
4. Decide on your lesson objective (s).
5. Decide what activities to include in your lesson.
6. Decide what resources you need, and prepare them.
7. Complete the lesson plan.

Task B (Preparation, Day 4)

1. Divide the lesson into sections and decide who is going to teach which part.
2. Practice teaching your lesson.
3. Review your lesson and make any changes needed to improve it.
4. Write the final version of your plan.

Task C (Feedback, Day 5)

1. Pair with another group – you are going to review and give feedback to each other.
2. Teach your lesson to the others in the class (or to another group).
3. In your group, discuss the lesson you have observed and complete the observation and peer review sheet.
4. Sit with the other group and take it in turns to give each other feedback.

Peer Teaching and Review



Teaching is a process that requires preparation, delivery and reflection. Once the teacher has finished teaching a lesson, this is not the end. It is useful to review each lesson and think about how to improve it.

A key question that teachers can ask themselves is: *If I were teaching the lesson again, what would I change?*

Preparing a lesson can be a lengthy process, especially for an inexperienced teacher. With time it should become easier, as the teacher is able to reuse ideas and materials and becomes familiar

with the important aspects of a well-planned lesson.

As well as thinking about the weaknesses, it is important to identify what went well in the lesson and to reflect on this, too.

Peer-Teaching

As you observe a lesson, review how it went. For each observation point, decide and tick if it needs improvement, or is good or excellent. Explain your scores in the comments boxes.

Feedback Form

Observation points	Scores			Comments
	Needs Improvement	Good	Excellent	
The plan had all the necessary information.				
The lesson had a well-written objective.				
The lesson followed a logical sequence of activities				
The lesson had a variety of activities that helped the students to achieve the objective				
The teacher used techniques that encouraged active learning.				
The teacher grouped the students in suitable ways for the activities.				
The teacher coped with the physical restrictions of the classroom.				
The teacher used appropriate strategies for dealing with behaviour problems.				

Review of Peer-Teaching

Discuss these questions:

- What were the biggest challenges you faced in preparing your lesson?
- How did you overcome them?
- How would you change your lesson if you taught it again?

Course Review, Reflection and Next Steps

Task A. What are the most important things you learned on this course?

1. Individually think of the three most important things you learned on this course.
2. Discuss these in pairs. Agree as a pair on the three most important things from the course.
3. Join with another pair. Agree on the three most important things.
4. Discuss this as a class. Can you agree on the three most important things?

Task B. Brainstorm challenges you face as a teacher.

1. Make a class list on the board.
2. As a class, rank these in order from most to least difficult.

Task C. In groups, create an action plan to deal with these challenges. Take one or two of the challenges, and list ideas to overcome these challenges.

Task D. Write a contract to yourself about how to be a good teacher.

Task E. As a class, list ways you can upgrade your teaching knowledge and skills in the future.

Good Teacher Contract

Date _____

I _____ (your name) am going to be a teacher. To be a good teacher, I must do the following things:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

If I have challenges with teaching, I can do these things:

- 1.
- 2.
- 3.
- 4.

As a teacher, I will try hard and do my best.

_____ (your name)

_____ (your trainer)

Multiplication of simple fractions

$$\begin{array}{r} 5 \\ / \\ 8 \end{array} \quad \begin{array}{r} 2 \\ / \\ 4 \end{array} \quad \begin{array}{l} \text{These are numerators} \\ \text{These are denominators} \end{array}$$

STEP ONE: Multiply the numerators.

$$\begin{array}{r} 5 \\ / \\ 8 \end{array} \times \begin{array}{r} 2 \\ / \\ 4 \end{array} = \begin{array}{r} 10 \\ / \\ 32 \end{array}$$

STEP TWO: Multiply the denominators.

$$\begin{array}{r} 5 \\ / \\ 8 \end{array} \times \begin{array}{r} 2 \\ / \\ 4 \end{array} = \begin{array}{r} 10 \\ / \\ 32 \end{array}$$

STEP THREE: Simplify the answer to the lowest form possible. Look for common factors you can divide the numerator and denominator by. Here, both 10 and 32 are divisible by 2.

$$\begin{array}{r} 5 \\ / \\ 8 \end{array} \times \begin{array}{r} 2 \\ / \\ 4 \end{array} = \begin{array}{r} 10 \\ / \\ 32 \end{array} = \begin{array}{r} 5 \\ / \\ 16 \end{array}$$

Exercises

1. $\frac{2}{3} \times \frac{5}{4} =$
2. $\frac{7}{10} \times \frac{12}{14} =$
3. $\frac{1}{6} \times \frac{2}{6} =$
4. $\frac{3}{9} \times \frac{6}{27} =$
5. $\frac{8}{1} \times \frac{6}{8} =$
6. $\frac{12}{3} \times \frac{3}{12} =$

The three states of matter are solid, liquid and gas. The molecules of a solid are close together and move slowly or not at all. If you add energy (such as heat), the molecules begin to move faster and get further apart. The change in energy makes the solid change to liquid. If you add more energy, the molecules begin to dance excitedly and get even further apart. The matter changes to gas.

You can study the three states of matter by doing this experiment:





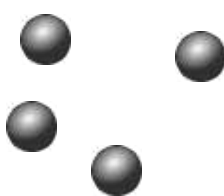
Fill Balloon 1 with air. What shape is the balloon? What happens when you manipulate it?



Fill Balloon 2 with water. What shape is the balloon? What happens when you manipulate it?



Fill Balloon 3 with water. then freeze it. What shape is the balloon? What happens when you manipulate it?

	Solid	Liquid	Gas
			
Organisation			
Spacing			
Motion			
Examples			

Complete the table using these words and phrases.

table cannot move from one place to another far apart
 move and slide around each other cup of tea regular pattern
 quite close together no pattern / random arrangement (X2)
 close together / touching oxygen move quickly in all directions

I can...

Actions



... walk



... run



... hop



... jump



... dance



... roll



... stand on one leg



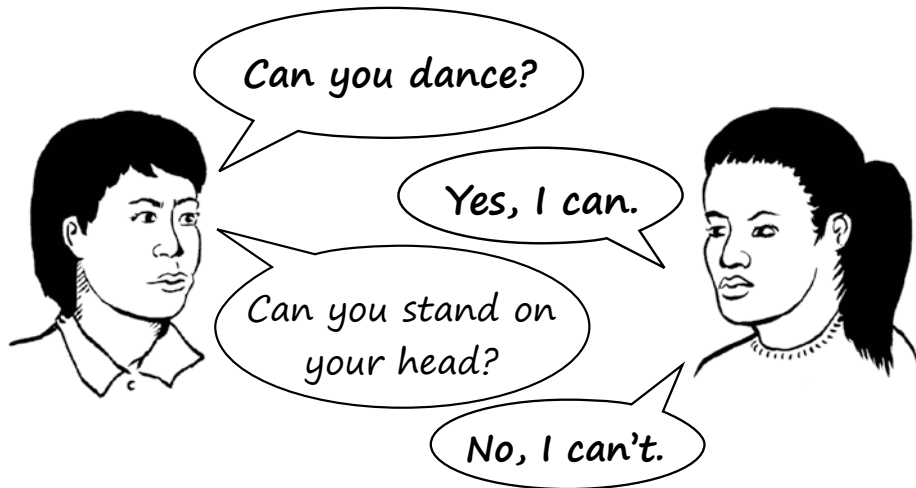
... walk on my hands



... stand on my head



... crawl on my hands and knees



Can You...	Can	Can't
...dance?		
...stand on your head?		
...hop?		
...jump?		
...dance?		
...stand on one leg?		
...walk on your hands?		
...stand on your head?		

1.3 Seasons (18:55 – 26:16)

A Before you watch

1. **Discuss:** What causes the seasons on Earth?
2. Read the text and diagram about the seasons and answer the questions.
 - a. Why is it winter at the North Pole when it is summer at the South Pole?
 - b. What difference does latitude make to the climate?
 - c. What difference does elevation make to the climate?
 - d. Which parts of the Earth get more of the Sun's rays?

Seasons and Climate

The Earth travels around the Sun once every year. If the axis of the Earth was straight up and down, there would be no seasons. However, the axis of the Earth is not straight up and down, it has a **tilt** of 23°. Therefore, at some times of the year the Sun's rays hit the **northern hemisphere** more and at some times they hit the **southern hemisphere** more. This tilt gives us the seasons.

The Sun's rays always hit some parts of the Earth more directly than others. Land near the equator always gets more direct sun than land near the poles. This helps to create the climate zones.

Additionally, the **elevation** can also affect climate. Lowland usually has a warmer climate than upland. **Air pressure** is lower at higher **altitudes** (at the top of mountains, for example) and this reduces the temperature.

The diagram below shows how the tilt of the earth and latitude affect the seasons and the climate at different places on Earth.



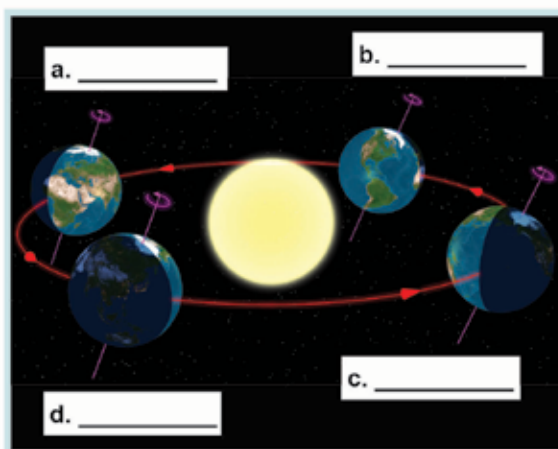
B As you watch

1. What happens in spring in Japan?
2. What happens to the deciduous trees in America at the end of the summer?
3. Match the numbers and percentages to the things they relate to.

a. 300,000	1. percentage of Earth covered by jungle
b. 3%	2. amount of sunlight reaching jungle floor
c. millions	3. insect species in the jungle
d. 2%	4. population of Baikal teal in the world

C After you watch

1. The diagram shows the seasons at the North Pole. Use the information in the video, text and previous section.
 - i. spring
 - ii. summer
 - iii. autumn
 - iv. winter



2. Why are there no seasons in the tropical zones (tropics)?

A. Put the sections (a–j) in order to construct a letter of application for this job.

- (a) Before that, I had a job with the Tour and Travel Agency in Bangkok. There, I answered telephone enquiries and dealt with holiday bookings.
- (b) I would now like to broaden my experience as a tour guide. I would also welcome the chance to work for a large company like yours, with the chances for promotion this would provide.
- (c) For the past year, I have been working as a guide in Chiang Mai. In this job, my main responsibilities include guiding groups around the city and dealing with bookings and accommodation.
- (d) I saw your advertisement for a tour guide in this week's edition of *Travel* and would like to apply for the post.
- (e) In my spare time I play basketball for a local team of which I have recently been made captain. I also help out with the local youth club.
- (f) My mother is from Indonesia and I therefore have an excellent understanding of Indonesian people, their language and the country. I also know Vietnam well as I have spent many of my holidays in this country.
- (g) I would be able to come for interview at any time.
- I look forward to hearing from you.
- (h) As regards languages, I speak Bahasa and Thai fluently. In addition to these, I am at present taking classes in Vietnamese.
- (i) As my CV shows, I am very well qualified for this job. I studied Tourism at Chiang Mai University from 2015–18 and obtained the enclosed Diploma. As you can see, this included a special course on tourism in Asia. Since leaving University, I have also done a number of training courses on different aspects of the tourist industry (certificates enclosed).
- (j) As you can see from my references, I have plenty of patience and good humour. In fact I have been named 'Tour Guide of the Month' by our local tourist board on two occasions.

TOUR GUIDE

Required by travel company to accompany tour groups to cities in Southeast Asia.

Bright, energetic person with knowledge of Asian languages preferred.

Full training given

Reply enclosing CV to:
manager@asiatours.co.mm

B. Complete a curriculum vitae for the person writing the letter under these headings:

- Profile
- Employment
- Education
- Qualifications
- Interests
- General

C. Write a CV and a letter of application for this job, or for any other job you might be interested in.

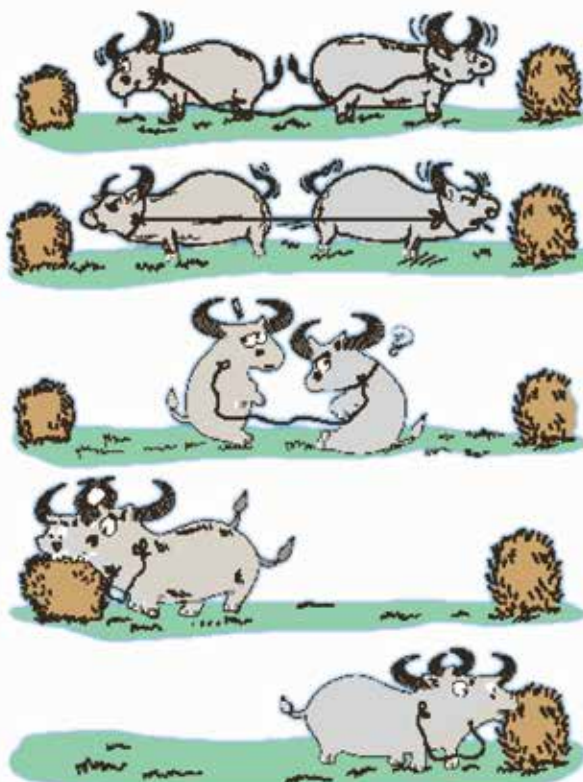
PREVIEW

1. Identify a conflict which was resolved, and the situation improved. It can be your own conflict, a conflict within your community, or an intergroup conflict.
2. In groups, explain your example conflicts.
 - a. Who were the actors?
 - b. What were their goals?
 - c. What was the outcome?
 - d. Why do you think the situation was improved, and not made worse?

3.1 – FINDING CONSTRUCTIVE OUTCOMES

The constructive way of dealing with conflicts is a process of discovery. Actors create new solutions by understanding the reasons behind each other's goals. These reasons are the actor's motivations, feelings, needs, interests, fears and values. The actors do not try to push what they want to happen, but ask: "Why do I want this to happen?" "Why does the other actor want that to happen?" And, finally, "What can we do to meet both of our needs?"

For example, if you want the window open, and I want it shut, then one of us must win and the other must lose. However, we might discover that you want some air, and I want to stay warm. A constructive solution may be possible – we could open a window or door in another room, for example.



ACTIVITY

BUFFALO MANIA

1. What is the conflict?
2. How do the two buffaloes solve the conflict?
3. Imagine a dialogue between the two buffaloes in the picture. What might they say to each other?
In pairs, create a conversation which shows the conflict and the solution that the buffaloes reach.
Example: Buffalo A: Hey, some hay for me!...
Buffalo B: Some hay for me too...
4. Present your conversation to the class

In 2.2, we looked at the win-or-lose mentality (one side wins and the other side loses). However, this is not the only possible outcome. The constructive method can lead to better results and benefit more actors. The other possible outcomes are:

- **COMPROMISE:** each side gives up something that they want, but also gets something they want. They do this so that they can reach an agreement.
- **WIN-WIN:** all actors get what they want, and do not have to give up anything.

Match the outcomes to the conversations.

- win-lose outcome
- compromise
- win-win outcome

EXERCISE



A: I should have this coconut. It is mine.
B: No, I should have it. It's mine.

Conversation 1



A: Well, the coconut can be cut into pieces.
B: Yes. Why don't we just cut it in half and share it?



A: I wanted the whole coconut but at least now I have half of the meat.
B: I don't like the meat but now I have half of the juice.

Conversation 2



A: I'm older, so I should have it.
B: No, I should have it because I'm younger.



A: Go away! It is mine!
B: You are so mean! I'm going to tell mum!

Conversation 3



A: Why do you want the coconut?
B: Well, I'm thirsty, I want to drink the juice. And you?
A: I want to eat the coconut meat.



A: You can have the juice if I can have the meat.
B: Sure, that's great.

Lesson 4 I have a/an ...



Listen and say.



Listen and match.

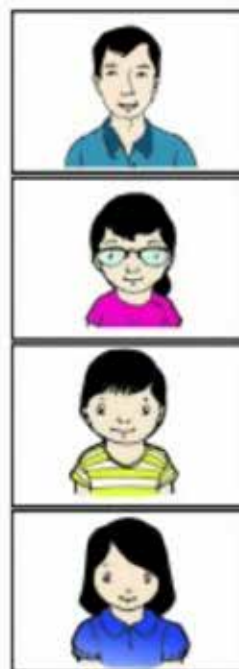


I have a brother.

I have an uncle.

I have a sister.

I have an aunt.



An Introduction to **TEACHING**

Trainee's Book

An Introduction to Teaching is a week-long course designed for teachers who have not had much access to teacher training. It can be used in pre-service or in-service workshops.

During the course, trainees will explore the characteristics of a learner-centred class, the basic principles of classroom management and lesson planning, and experience a range of different activities that they can use in their classrooms. Throughout the course there are opportunities for trainees to observe and try out different techniques for themselves via model lessons and peer teaching.

An Introduction to Teaching is suitable for teachers of any subject and a variety of age groups and levels.

The course comprises a **Trainee's Book** and **Trainer's Guide**.

The Trainee's Book includes:

- information sheets about each topic;
- photocopiable worksheets;
- observation sheets;
- sample lesson material.

The Trainer's Guide contains:

- all the trainee material;
- instructions for using the material;
- answers to tasks where appropriate;
- advice for supplementing or shortening each section;
- references to the *Myanmar Teacher Competency Standards Framework*.



Mote Education

