

An Introduction to **TEACHING**



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Introduction

What Is This Resource?

AN INTRODUCTION TO TEACHING is organised as a five-day course, with five units (one per day), each comprising three to seven sections. Each section is a complete, self-contained training session. The lengths of sessions vary. The full course will take about 30 hours to deliver.

If you cannot (or do not want to) complete the whole course, adapt it to the needs of your trainees – you can teach the units in a different order or reduce the number of sessions done. Suggestions for reducing and supplementing are given in the unit introductions.

This course can be used for training both pre-service and in-service teachers.

What Is in It?

The course comprises two books: a trainee's book and a trainer's guide (this book). The trainee's book contains the worksheets and handouts that the trainees will use during an activity. Trainees do not need a copy of the trainee's book; worksheets can be photocopied by the trainer.

The trainer's guide contains all the necessary trainer instructions and guidance for all sessions and activities. The trainer's guide also contains all pages of the trainee's book, interleaved on facing pages for reference purposes.

For ease of use and navigation, trainer's guide instruction pages are blue and the trainee's book pages are white.

The Trainer's Guide Includes:

Unit Introductions

Each unit introduction has the following:

- a **unit overview**, which outlines the material to be covered;
- a **competencies list**, so trainers can reference the course content to Myanmar's Teacher Competency Standards Framework, and;
- **course planning notes**, with suggestions to reduce or supplement the material depending on needs, as well as links to further reading.

Unit 1

Day 1:
Basic Principles

Unit Overview

THIS unit looks at the basic principles of learner-centred teaching, exploring some ideas and misconceptions of what 'learner-centred' means. Trainers will refer back to their own educational experience as students, identify characteristics of effective teaching and learning and consider some of their needs as teachers.

We also look at the role of activities in the classroom, and how they can enhance a lesson. We analyse techniques to make lessons more effective – even where teachers have limited resources and little control over the curriculum.

The end of the unit involves a short peer-teaching and reflection task, so trainees can put their new skills into practice.

Competencies

This unit focuses on the following competencies from the Myanmar Teacher Competency Standards Framework:

- A1.2 Demonstrate understanding of how different teaching methods can meet students' individual learning needs.
- A3.1 Demonstrate understanding of the role and expected duties of teachers in Myanmar.
- A3.2 Demonstrate understanding of the social, linguistic, and cultural diversity of the students and their communities.
- C1.1 Demonstrate a high regard for each student's right to education and meet all students fairly.
- D1.1 Improve own teaching practice through learning from other teachers and professional development opportunities.

Course Planning

If you don't have much time, consider using only worksheets 1.2, 1.3 and 1.5.




For more information on learner-centred teaching:

- The New Teacher Module 1: Identifying Needs (Mato De Education) <https://mteoc.org/teachers-education>
- Learn-Choose-Use (Teacher Focus) <https://www.teacherseducationmyanmar.org/learn-choose-use>
- Teaching Skills (Education) <https://education.org/publications/professional-skills/>
- Module 1: Learning Needs and Learning Styles (Young Zin) <https://www.mekkalife.org/teach/64-5000/>

1 An Introduction to Teaching – Trainer's Book

Session Guidance


Every session contains detailed instructions and other information for the trainer, so that both they and the trainees can be clear about all objectives, tasks and procedures for that section. In each session, you will find most or all of the following:

1. **Objective(s)** of the session, which outline what the trainees should be able to do when they have completed the session.
2. **Materials** needed (worksheets and other material, such as scissors or marker pens).
3. **Timings** for each session. Typically a larger group will require more time to complete tasks than a smaller one. The symbols show approximately how long a session should take to deliver:
 -  = short (15–30 minutes);
 -  = medium (45–90 minutes);
 -  = long (2–3 hours).
4. **Instructions** – detailed explanations about how to carry out each task. These may also suggest introductions, reviews or other tasks that do not have worksheets.
5. **Answers** for the tasks, which are labelled:
 - *Answers* – right or wrong answers to controlled tasks;
 - *Suggested answers* – examples of good answers for less controlled tasks;
 - *Possible answers* – a list or summary of likely answers to less controlled tasks.
6. **Notes**, which offer additional information and thoughts that expand upon the content of the training session.
7. **Discussion and Reflection Questions**. These give an opportunity to expand upon key points and ideas from the session. They also encourage trainees to consider their own experiences and relate them to their what they learned during the session. They can be explored in a group or class discussion, or as individual reflection.

1. 1.4 Fixed Mindset Vs Growth Mindset

In this session, trainees will:

- differentiate between fixed mindsets and growth mindsets;
- list techniques to overcome difficulties in the classroom.

Materials: Worksheet 1.4 – one per trainee Timing:  **3.**

4. THIS activity contrasts different attitudes a teacher might have, and looks at ways they might change them in order to best promote learning.

1. Trainees look at Worksheet 1.4 and discuss Task A. They look at the two thought bubbles (Teacher X and Teacher Y), discuss the differences between them, and identify which teacher has a fixed mindset and which has a growth mindset.

Answer: X has a fixed mindset. Y has a growth mindset.

2. Individually or in pairs or groups, trainees do Task B. They read the comments and think of ways to change the comments into growth mindset comments.

Suggested answers:

1. *I'm not very good at maths, so I should go and watch a maths teacher teach and get some ideas about how to do it.*

2. *If I prepare a new test each time and keep a collection of them, gradually I'll build up a set that I can use again that are better than the ones I have now.*

3. *It's my responsibility to make sure the students understand what I am teaching. If they don't understand, I need to think of more ways to explain things to them.*

4. *I need the students to understand that no-one knows everything, so they shouldn't expect me to. Perhaps we can discuss this at the beginning of the year and come up with some other ways to find out the answers to the questions they might have.*

6. **Notes**
Some teachers think that it is enough for them to explain things to the class, and then it is up to the students to learn. However, a good teacher is someone who constantly checks that students understand, and finds ways to make things understandable to all.

7. **Discussion and Reflection Questions**
Can you think of times you have had a fixed mindset? A growth mindset?

An Introduction to Teaching – Trainer's Book 6

The Trainee's Book Includes:


Background Reading

This introduces the main topic of each unit and briefly explains the relevant rationale and theory.

Photocopiables and Student Worksheets

These are the materials for each session. Photocopiables are for the trainer to copy, cut up and distribute, and worksheets are for the trainees. If you don't have separate trainee's books you can photocopy the worksheets as needed.

Day 2: Classroom Culture – Background Reading



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 lot of noise and movement, and include group-work and discussion activities in the lesson.

Teacher-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.

Elliciting 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.

Photocopiable 2.1

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?

Appendices and Sample Lesson Materials

These are at the end of the trainee's book. They include:

- the peer-teaching and reflection procedure;
- an observation and feedback sheet;
- sample lesson materials.

Appendix: Sample Learning Materials

II – High School

The three states of matter are solid, liquid and gas. The molecules in a solid are close together and vibrate slowly up and down. 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 move more rapidly and get even further apart. The matter changes to gas.

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

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

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

Fill balloon 3 with steam. How does it feel? What shape is the balloon? What happens when you puncture it?

	Solid	Liquid	Gas
Organisation			
Moving			
Water			
Examples			

Complete the table using these words and phrases:

solid moved down from one place to another far apart
 same and able around each other top of the regular pattern
 quite close together no pattern / random arrangement (2)
 close together / touching separate move quickly in all directions

Appendix: Sample Learning Materials

III – Middle School

Learn...

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 dance? Yes, I can.

Can you stand on your head? No, I can't.

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?		

Myanmar Teacher Competencies

The *Myanmar Teacher Competency Standards Framework* (TCSF) was developed by national education specialists between 2015-2018, informed by local cultural norms and global best practice.

The TCSF outlines the key characteristics of effective teaching, covering four domains:

- A. Professional knowledge and understanding
- B. Professional skills and practice
- C. Professional values and dispositions
- D. Professional growth

It is designed as a tool teachers and trainers can use in Teacher education programmes and in ongoing professional development.

The full TCSF document can be downloaded from: www.lexutor.ca/myanmar/TCSF_v2.pdf

An Introduction to Teaching looks focuses on the following competencies:

Myanmar Teacher Competency Standards Framework Competencies		Unit
A1.2	Demonstrate understanding of how different teaching methods can meet students' individual learning needs.	1
A3.1	Demonstrate understanding of the role and expected duties of teachers in Myanmar.	1
A3.2	Demonstrate understanding of the social, linguistic, and cultural diversity of the students and their communities.	1, 3
A5.2	Demonstrate understanding of how to vary delivery of subject content to meet students' learning needs and the learning context.	2, 3, 4
B1.2	Demonstrate capacity to apply different strategies for teaching and learning.	2, 3, 4
B1.3	Demonstrate good lesson planning and preparation in line with students' learning ability and experience.	3, 4
B3.2	Demonstrate strategies for managing student behaviour.	2
C1.2	Demonstrate understanding of own educational philosophy and how it influences one's practice as a professional teacher.	5
C3.1	Demonstrate a high regard for each student's right to education and treat all students fairly.	1
D2.1	Improve own teaching practice through learning from other teachers and professional development opportunities.	all

Unit 1

Day 1:

Basic Principles

Unit Overview

THIS unit looks at the basic principles of learner-centred teaching, exploring some ideas and misconceptions of what “learner-centred” means. Trainees will refer back to their own educational experience as students, identify characteristics of effective teaching and learning and consider some of their needs as teachers.

We also look at the role of activities in the classroom, and how they can enhance a lesson. We analyse techniques to make lessons more effective – even where teachers have limited resources and little control over the curriculum.

The end of the unit involves a short peer-teaching and reflection task, so trainees can put their new skills into practice.

Competencies

This unit focuses on the following competencies from the Myanmar Teacher Competency Standards Framework:

- A1.2 Demonstrate understanding of how different teaching methods can meet students’ individual learning needs.
- A3.1 Demonstrate understanding of the role and expected duties of teachers in Myanmar.
- A3.2 Demonstrate understanding of the social, linguistic, and cultural diversity of the students and their communities.
- C3.1 Demonstrate a high regard for each student’s right to education and treat all students fairly
- D2.1 Improve own teaching practice through learning from other teachers and professional development opportunities.

Course Planning

If you don’t have much time, consider using only worksheets 1.2, 1.3 and 1.5.

For more information on learner-centred teaching:

The New Teacher Module 1: Identifying Needs (Mote Oo Education)

<https://moteoo.org/en/teacher-education>

Learn-Choose-Use (Teacher Focus)

<https://www.teacherfocusmyanmar.org/learn-choose-use>

Teaching Skills (Educasia)

<https://educasia.org/publications/professional-skills/>

Module 1: Learning Needs and Learning Styles (Yaung Zin)

<https://www.etekkatho.org/browse?id=50007>

1.1 Your Learning and Teaching Experiences

In this session, trainees will:

- reflect on their own educational experience;
- identify some of their own needs as teachers.

Materials: Worksheet 1.1 – one per trainee.

Timing: 

“Find Someone Who..” is a mingle activity that can be used as a warm-up or icebreaker. If trainees do not know each other, it is a useful way for them to meet at the beginning of the course. The questions that trainees will ask and answer during the activity also serve as an introduction to some of the ideas to be covered during the course.

1. Trainees look at Worksheet 1.1. Explain that they will do an activity called *Find Someone Who..* Explain that they need to turn the statements on the worksheet into questions and find a different trainee’s “yes” answer to each one, and at the end of the activity, they should have a different name for each question, with that person’s “yes” answer.
2. Trainees find a partner and ask one of the

questions. If the answer is “yes”, they ask the follow-up question. If the answer is “no”, they can ask another question, and keep asking until they get a “yes” answer.

3. Once both partners have asked and answered questions, they find another partner and ask and answer the remaining questions.
4. After a few people have finished, ask some trainees to read their answers to the rest of the group.

Notes

These questions encourage trainees to think about what makes the classroom an effective learning environment. They cover some of the main aspects of teaching included in this course.

1.2 The Learner-Centred Classroom

In this session, trainees will:

- identify differences between a teacher-centred classroom and a learner-centred classroom;
- recognise some common misconceptions about learner-centredness.

Materials: Worksheet 1.2 – cut up one set for each pair or group.

Timing: 🕒 (Maximum time, depending on the number of groups and duration of the roleplays.)

THIS is a classifying activity looking at differences between a learner-centred and teacher-centred class. It is followed by a roleplay to consolidate this, and a review task.

1. In pairs, trainees think about when they were at school, and discuss:
 - What sort of things did you do during lessons?
 - What helped you learn?
 - What do you remember about the teachers who helped you learn?
2. Ask the trainees what they understand by the terms “teacher-centred” and “learner-centred”. Brainstorm some examples of what happens in a teacher-centred and a learner-centred classroom. Write these on the board.
3. Put the trainees into pairs or groups. Each has a cut up Worksheet 1.2 (Task A)
4. Trainees classify each statement under either the “Teacher-Centred” or “Learner-Centred” headings, according to which classroom they are most likely to happen in.
5. Check and discuss their answers.

Answers:

Teacher-centred

- *The teacher decides all the content of the teaching.*
- *The teacher marks students’ work, giving students the correct answers.*
- *The teacher dictates to students or they copy from the board.*

- *The teacher asks closed questions (that have one correct answer).*
- *The teacher talks, the students listen.*
- *Students all study in the same way.*
- *Students memorise facts.*
- *Students are mainly passive.*

Learner-centred

- *Students have some choice in what they are doing.*
 - *The teacher gives feedback that helps students correct their mistakes.*
 - *Students try things out and learn from experience and observation.*
 - *The teacher asks open questions (that have many possible answers).*
 - *Students discuss a topic with guidance from the teacher.*
 - *Students think about how they learn best and choose a way that suits them.*
 - *Students analyse information.*
 - *Students are mainly active.*
6. In groups of four–six, trainees perform roleplays (Task B). Half the groups teach in a teacher-centred style, and other half teach in the style of a learner-centred classroom. Give them these instructions:
 - Think of a topic.
 - Choose someone to be the teacher. The others in the group will be students
 - Prepare a roleplay of a teacher teaching

their topic in their allocated style (teacher- or learner-centred).

- Perform your roleplay to the class.

7. Write these questions on the board:

- What did the teacher do most of the time?
- What did the students do?
- Who did most of the talking – the teacher or the students?
- What sort of questions did the teacher ask?
- In which classroom(s) do you think more effective learning took place? Why?
- Which classroom would you prefer to study in? Why?
- What did you think of each lesson?

8. After each roleplay, discuss the questions.

9. Write these statements on the board:

- In a learner-centred classroom, students can do what they like.
- In a teacher-centred classroom the teacher must always be strict.

- You can't be strict in a student-centred classroom because you should be the students' friend.

- If the teacher has to stand at the front of the room, this is a teacher-centred classroom.

- The most important thing in a student-centred classroom is that the students have fun.

10. Trainees decide whether they are true or false

Answers:

All the statements are false. The statements are common misconceptions. Some people feel that the teacher in a learner-centred classroom cannot be strict. However, when there is discussion or group activities happening, being strict teacher might be useful. It is more difficult to keep control of an active classroom, but crucial if learning is to take place effectively. The most important thing in any classroom is that learning takes place. Having fun is great, but it only has learning value if it helps learning.

Discussion and Reflection Questions

Have your ideas of learner-centred and teacher-centred classrooms changed since starting this course? How?

On a spectrum of learner-centred to teacher-centred, where are you, as a teacher, the most comfortable? Where do you see your ideal classroom?



1.3 Developing an Effective, Engaging Classroom

In this session, trainees will:

- outline the benefits of lesson objectives;
- identify weaknesses in lessons, and ways to make lessons more effective.

Materials: Worksheet 1.3 – one per trainee.

Timing: 

Trainees contrast two lessons on the same topic and discuss ways to improve each.

1. In pairs or small groups, trainees look at Worksheet 1.3. They read the events of Lesson 1 and Lesson 2, and discuss the problems with each.

Suggested answers:

Lesson 1

- *The students are not very active.*
- *The students are not asked to use their own ideas or engage with the lesson content.*
- *There is no variety in the tasks.*

Lesson 2

- *There is no objective that gives purpose to the lesson.*
- *As there is no objective, there is no basis for assessing what the students have learned.*

2. Trainees discuss Lesson 1 and how to make the teaching more effective.

Suggested answers:

Read the first part of the story and ask them to predict what happens next. Then read the rest of the story and see how it compares with the students' own ideas.

Ask discussion or opinion questions (e.g.: How do you think Khin Oo felt? Would you have acted in the same way as King Anawrahtar?).

In groups, students roleplay the story.

In groups, they make up quiz questions about the story to ask the other groups.

3. Trainees discuss Lesson 2 and how to make the teaching more effective.

Suggested answers:

- *Be clear about what the objective of the lesson is.*
- *Make sure activities are related to the lesson topic and objective.*

4. Trainees present their improvements to the class.

Notes

Any lesson should include a variety of activities in order to keep students engaged. However, activities should not be just to entertain. They should all relate to the lesson objective and lead to learning. (Lesson objectives are covered in more detail on Day 4).

Discussion and Reflection Questions

What activities are you familiar with from your time as a student?

What activities do you like to use when teaching?

1.4 Fixed Mindset Vs Growth Mindset

In this session, trainees will:

- differentiate between fixed mindsets and growth mindsets;
- list techniques to overcome difficulties in the classroom.

Materials: Worksheet 1.4 – one per trainee.

Timing: 

THIS activity contrasts different attitudes a teacher might have, and looks at ways they might change them in order to best promote learning.

1. Trainees look at Worksheet 1.4 and discuss Task A. They look at the two thought bubbles (Teacher X and Teacher Y), discuss the differences between them, and identify which teacher has a fixed mindset and which has a growth mindset.

Answer: X has a fixed mindset, Y has a growth mindset.

2. Individually or in pairs or groups, trainees do Task B. They read the comments and think of ways to change the comments into growth mindset comments.

Suggested answers:

1. *I'm not very good at maths, so I should go and watch a maths teacher teach and get some ideas about how to do it.*

2. *If I prepare a new test each time and keep a collection of them, gradually I'll build up a set that I can use again that are better than the ones I have now.*
3. *It's my responsibility to make sure the students understand what I am teaching. If they don't understand, I need to think of more ways to explain things to them.*
4. *I need the students to understand that no-one knows everything, so they shouldn't expect me to. Perhaps we can discuss this at the beginning of the year and come up with some other ways to find out the answers to the questions they might have.*

Notes

Some teachers think that it is enough for them to explain things to the class, and then it is up to the students to learn. However, a good teacher is someone who constantly checks that students understand, and finds ways to make things understandable to all.

Discussion and Reflection Questions



Can you think of times you have had a fixed mindset? A growth mindset?

1.5 Peer-Teaching

In this session, trainees will:

- prepare and teach a short lesson;
- evaluate each other's lessons and give feedback.

Materials: Worksheets 1.5A, 1.5B, 1.5C – one of each worksheet for each trainee; In addition, trainees prepare their own teaching materials.

Timing:   (Maximum time, depending on the size of the group and the number of lessons taught.)

GROUPS of trainees teach a short lesson based on the materials provided, adding activities to make the lesson more effective. After each lesson, groups give and receive feedback.

1. Put the trainees into groups of three–six. Each trainee has a set of worksheets, A–C. Groups read all three and choose one for their group to focus on.
2. Groups discuss the Task A questions.
3. Groups prepare a lesson and deliver it to the rest of the trainees.
4. Groups discuss the Task B questions and reflect on their teaching.
5. Ask for feedback after they have finished, and discuss any important points as a class.

Discussion and Reflection Questions

What did you learn from this unit that helped you with the peer-teaching task?

What would you like to know more about?

Unit 2

Day 2:

Classroom Culture

Unit Overview

IN THIS unit, we explore classroom management by reflecting on trainees' experience of this as students and looking at alternatives.

Classroom management includes student behaviour, and how to deal with different situations that might arise in a classroom setting. These will be different depending on who you

are teaching; a class of adult learners will not have the same needs and issues as a class of six-year-olds.

We analyse the language used in the classroom and identify the sorts of questions that encourage student participation. We look at ways to elicit students' opinions, ideas and experiences.

Competencies

This unit focuses on the following competencies from the Myanmar Teacher Competency Standards Framework:

- A5.2 Demonstrate understanding of how to vary delivery of subject content to meet students' learning needs and the learning context.
- B1.2 Demonstrate capacity to apply different strategies for teaching and learning.
- B3.2 Demonstrate strategies for managing student behaviour.
- D2.1 Improve own teaching practice through learning from other teachers and professional development opportunities.

Course Planning

If you don't have much time, consider using only worksheets 2.2, 2.3 and 2.5.

For more information on classroom culture:

The New Teacher Module 3: Classroom Management (Mote Oo Education)
<https://moteoo.org/en/teacher-education>

Learn-Choose-Use (Teacher Focus)
<https://www.teacherfocusmyanmar.org/learn-choose-use>

Teaching Skills (Educasia)
<https://educasia.org/publications/professional-skills/>

Module 4: Classroom Management (Yaung Zin)
<https://www.etekkatho.org/browse?id=50007>

2.1 Your Classroom Culture Experience

In this session, trainees will:

- reflect on their own experiences of classroom culture and management;
- discuss strategies for dealing with classroom management issues.

Materials: Photocopiable 2.1 – one question for each trainee.

Timing: 

Swap Questions is a mingle activity that introduces the ideas that are covered in this session.

1. Copy and cut up Photocopiable 2.1 and give one question to each trainee (questions may be used more than once if there are more trainees than questions).
2. Trainees find a partner.
3. They ask and answer each other's questions.
4. They swap questions, and find a new partner.
5. They ask and answer each other's new questions, and then swap questions and partners again.
6. They continue asking, answering and swapping for five–ten minutes.

2.2 Routines, Techniques and Teaching Strategies for the Classroom

In this session, trainees will:

- identify routines, techniques and teaching strategies to deal with classroom behaviour issues;
- apply appropriate techniques and teaching strategies to different classroom situations.

Materials: Worksheet 2.2 – one for each trainee.
Photocopiable 2.2 – (two pages) one copy, cut up and stuck around the room.

Timing:   

This series of tasks looks at some common classroom management techniques, and how they might be applied in the classroom.

1. Before you begin the session, cut up the explanations from Photocopiable 2.2 and stick them on the walls around the room.
2. In groups, trainees look at Worksheet 2.2 and discuss the questions in Task A.
3. Elicit feedback on their discussions, highlighting examples of useful ideas that they use or know.
4. Trainees read the headings in Task B, walk around the room and match them to the explanations.

Answers:

1. j 2. h 3. k 4. l 5. f 6. d

7. b 8. c 9. a 10. e 11. g 12. i

5. Allocate each group a scenario from Task C. You can give each group more than one scenario.
6. In groups they discuss what they think should happen, and plan their roleplay.
7. Each group acts out their roleplay.
8. After each roleplay, other groups discuss it. Elicit the techniques the group has used.

Discussion and Reflection Questions

Which guidelines do you think are most important?

Which guidelines do you have the most difficulty with?

2.3 Eliciting and Prompting Techniques

In this session, trainees will:

- explore different eliciting techniques to engage students.

Materials: Worksheet 2.3 (two pages) – one per trainee.

Timing: 

The next three sessions explore eliciting techniques through completing a series of tasks (2.3), observing and analysing demonstration lessons (2.4), then performing a group peer-teaching task in which they put these techniques into practice (2.5).

1. Trainees read the short text at the beginning of Worksheet 2.3.
2. In groups, they do Task A. They discuss ways to make these scenarios more learner-centred.

3. Groups do Task B. They match the scenarios (a-f) with techniques in the text at the beginning of Worksheet 2.3 (1–6).

Answers:

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

Notes

A key feature of a learner-centred classroom is that students are involved as much as possible in the lesson. One important way to do this is for students to ask and answer questions, rather than just give information that they listen to and write down.

One useful technique to enable this to happen is *eliciting*. This requires the teacher to ask students questions, rather than just give them information. Using open questions (including some which have no simple “right” answer) is also a good way to make students think about what they are studying.

2.4 Eliciting Vs Direct Transfer of Information

In this session, trainees will:

- compare and contrast eliciting with direct transfer of information.

Materials: Worksheet 2.4 – one per trainee.

Timing:  

The trainer will teach a basic maths lesson two different ways – first using direct transfer of information and then using eliciting techniques. Trainees then contrast and analyse these lessons.

1. Trainees look at Worksheet 2.4.
2. Demonstrate two different versions of the same lesson (Task A) using the instructions in the box below.

Demonstration Lessons Instructions

Demonstration 1

- a. Tell the students to be quiet and listen. If any of them talk while you are teaching them, tell them to be quiet.
- b. Draw a square on the board. Say: *"This is a square. It has four sides."*

Point to the sides and number them '1-4'.
- c. Say: *"All the sides are the same length."*

Show that they are the same length.
- d. Say: *"It has four angles."*

Point to the angles.
- e. Say: *"Each angle measures ninety degrees."*

Label each angle '90°'.
- f. Say: *"Copy that information into your books"*.

Demonstration 2

- a. During this demonstration, ask the students questions and encourage them to speak.
- b. Draw a square on the board. Ask the students what this shape is called.
- c. Ask how many sides it has.
- d. Ask if the sides are all the same length or are different lengths.
- e. Ask how many angles there are.
- f. Ask them how many degrees each angle measures. Label each angle '90°'.
- g. Ask the questions again to check that they know the answers.
- h. Tell them to note the important information in their books.

3. After you demonstrate each lesson, trainees complete the table, documenting what the teacher and students did during each lesson.

Suggested answers:

Demonstration 1 – Teacher Said/Did:

- *told the students to be quiet and listen*
- *gave information, E.g.: “This is a square. It has four sides”, etc.*
- *told students to copy information into their exercise books*

Demonstration 1 – Students Said/Did:

- *listened, didn’t speak and looked at the board*
- *copied the information in their books*

Demonstration 2 – Teacher Said/Did:

- *asked questions, E.g.: “What is this? How many sides has it got”, etc.*

- *repeated the questions*
- *told them to note the important points*

Demonstration 2 – Students Said/Did:

- *answered questions*
- *wrote down the important information*

4. Trainees complete Task B. They give examples of questions to elicit students’ ideas.

Suggested answers:

1. *How many sides does a rectangle have?*
2. *Are the sides the same length?*
3. *How many angles does it have?*
4. *How much does each angle measure?*
5. *How many sides does a triangle have?*
6. *Are the sides always the same length?*
7. *How many angles does it have?*
8. *How much do the angles total?*

2.5 Eliciting Techniques

In this session, trainees will:

- demonstrate eliciting techniques using questions.

Materials: Worksheet 2.5 (three pages) – one lesson per group.

Timing:  

In groups, trainees peer-teach a short task using eliciting and prompting techniques.

1. Put the trainees into groups and allocate each group one of the lessons from Worksheet 2.5 (Lesson A, B or C).
2. Groups read the information and think of questions to ask the students that will elicit information given in their lesson.
3. Groups demonstrate their questions to the class, or to another group. Do their questions lead the students to come up with the ideas in the texts?

Possible answers:

Lesson A – Biology

- *The human skeleton has three main components – what are these? (Point to bones)*
- *What are these – the places where bones meet? (Point to joints)*
- *Do you know what stops bones from rubbing together? (Cartilage – demonstrate this by making two fists and rubbing your knuckles together)*
- *What would the body be like if you didn't have any bones? (Soft and floppy)*
- *This is the skull. (Point to the skull). What is inside it? (The brain)*

- *This is the rib cage. (Point to rib cage). What is inside it? (The heart and lungs)*

Lesson B – English

- *How do you pronounce the final sound in "likes"?*
- *How do you pronounce the final sound in "rides"?*
- *How do you pronounce the final sound in "catches"?*
- *Can you think of more examples of the third person present simple verb? Which list do they sound like?*

Lesson C – Environmental Science

(As you ask these questions, point to the appropriate part of the diagram.)

- *What happens to the water from oceans, lakes and streams?*
- *What happens to evaporated water when it rises into the atmosphere?*
- *What happens to the water that flows down mountains when it reaches the ground?*
- *What effect do plants have?*

Discussion and Reflection Questions

When is eliciting more useful than direct transfer of information?

What might be difficult about using eliciting techniques?

2.6 Checking Understanding

In this session, trainees will:

- explain the importance of checking that students understand instructions and information;
- explore questions to check student understanding.

Materials: Worksheet 2.6 – one for each trainee.

Timing:  

Trainees observe three lesson excerpts using examples of questions used to check understanding.

1. Demonstrate the three examples of checking understanding (lessons 1–3 on Worksheet 2.6).
2. Give trainees two–three minutes to read each lesson.
3. After they have read a lesson, ask the questions below, and elicit answers from the trainees

Questions and Answers:

Lesson 1. Biology

Where do plants get energy from? (*the sun*)

What colour is chlorophyll? (*green*)

Where is it found? (*in the cells of plant leaves*)

What do plants absorb from the air? (*carbon dioxide*)

What happens after carbon dioxide has been absorbed? (*the plant creates oxygen and glucose*)

Where do plants get water from? (*the soil*)

Lesson 2. English

Where is the pen? (*in the bag*)

Where is the pen? (*under the bag*)

Where is the pen? (*next to the bag*)

Where is the pen? (*on the bag*)

Where is the bag? (*under the pen*)

Lesson 3. Civic Education

Which rights are part of the law? (*legal rights*)

Which rights are based on what people consider right and wrong? (*moral rights*)

Which people should have human rights? (*all people*)

Which people should not have human rights? (*nobody*)

When do you get human rights? (*when you are born*)

Are human rights moral or legal? (*human rights are both moral and legal*)

Who wrote the Universal Declaration of Human Rights? (*the United Nations*)

2.7 Peer-Teaching

In this session, trainees will:

- ask questions that check students' understanding.

Materials: One of either Worksheet 2.7A, 2.7B or 2.7C for each group.

Timing:  

1. Trainees work in groups of three–five. Give each group either Worksheet 2.7A, 2.7B or 2.7C.

2. Groups think of questions to check understanding of the information given.

3. Pair each group with a group that had one of the other worksheets. They practise their questions on each other.

Suggested answers:

Peer-Teaching – A

How many equal sides does an equilateral triangle have? (*three*)

How many of the angles are equal? (*three*)

How many equal sides does an isosceles triangle have? (*two*)

How many equal sides does a scalene triangle have? (*none*)

How many of the angles of a scalene triangle are equal? (*none*)

Peer-Teaching – B

What sort of documents can prove that you are a citizen of a country? (*passports, birth certificates, etc.*)

Apart from a legal definition, what else can citizenship be, according to the text? (*an activity*)

What sort of activities do citizens take part in? (*participating in the civic and political process, being involved in the community, taking responsibility for their actions, etc.*)

Peer-Teaching – C

Is “can” used for the present or the past? (*present*)

Is it used for something you are able or not able to do? (*able*)

Which sentences describe something you are able to do now? (*I can use a computer. I can sing well.*)

Is “could” used for the present or the past? (*past*)

Is it used for something you are able or not able to do? (*able*)

Which sentences describe something you were able to do in the past? (*I could count to ten when I was three. I could run a marathon when I was younger.*)

Discussion and Reflection Questions

What did you learn from this unit that helped you with the peer-teaching task?

What would you like to know more about?

Unit 3

Day 3:

Activities

Unit Overview

This unit focuses on activities – what they are, their purpose and how to do them.

An activity is any task that students do to make learning effective. Some activities are quiet and involve sitting at desks, working alone. Others are noisy, competitive and done in groups. In this unit, we look at a few different activities and analyse which ones are most suitable for which stage of a lesson.

We explore different ways of grouping students and the advantages and disadvantages of different grouping. We also look at the role of preparation – why it is important to properly prepare for activities, including preparing instructions and checking that students understand them.

The last section is a practicum where trainees design and deliver an activity, and give feedback on others' activities.

Competencies

This unit focuses on the following competencies from the Myanmar Teacher Competency Standards Framework:

- A3.2 Demonstrate understanding of the social, linguistic, and cultural diversity of the students and their communities.
- A5.2 Demonstrate understanding of how to vary delivery of subject content to meet students' learning needs and the learning context.
- B1.2 Demonstrate capacity to apply different strategies for teaching and learning.
- B1.3. Demonstrate good lesson planning and preparation in line with students' learning ability and experience.
- D2.1 Improve own teaching practice through learning from other teachers and professional development opportunities.

Course Planning

If you don't have much time, consider using only worksheets 3.1, 3.2 and 3.5.

For more information on classroom culture:

The New Teacher Module 3: Lesson Planning
(Mote Oo Education)

<https://moteoo.org/en/teacher-education>

Activities for Social Science Teaching
(Mote Oo Education)

<https://moteoo.org/en/teacher-education>

Learn-Choose-Use (Teacher Focus)

<https://www.teacherfocusmyanmar.org/learn-choose-use>

Activities for the Language Classroom
(Educasia)



<https://educasia.org/publications/teaching-resources/>

3.1 What Is an Activity?

In this session, trainees will:

- define activities, and describe their purpose.

Materials: Worksheet 3.1 – one per pair, cut up.

Timing:  

This is a pair running dictation activity, used here as a warm-up task to introduce this session's topic.

1. Stick a copy of the worksheet on the wall at one end of the room, away from where the trainees are sitting.
2. Put trainees into pairs. One partner is A and one is B. If there is an odd number, make a group of three. Two people can take it in turns to run.
3. Partner A runs to the sheet, reads the text and remembers as much of Part One as possible. They run back to Partner B and dictate what they have read. Partner B writes down what they hear. Partner A runs back, read the next part, run back to Partner B and dictate it. They continue until they have got to the end of Part One.
4. They swap roles. Partner B runs, reads and dictates Part Two. Partner A writes. They continue until they have got to the end of the text.
5. Once they have all finished, they cover their texts and answer these questions from memory:
 - a. What two examples of activities are given? (*A shorter exercise and a longer project.*)
 - b. What might learners be doing during a quiet activity? (*Thinking.*)
 - c. Why might an activity be noisy? (*Students move around the classroom.*)
 - d. What four ways of organising activities are mentioned? (*Individually, in pairs, in groups or as a whole class.*)
 - e. How can a teacher vary the pace of a lesson? (*Have a mixture of different types of activity.*)

3.2 Grouping

In this session, trainees will:

- outline the advantages and disadvantages of group work;
- observe whether a group activity demonstrate effective group work.

Materials: Worksheet 3.2 – one per pair.

Timing:  

Trainees do a jigsaw reading activity and summarise the main points.

1. Write headings “individual”, “pairs”, “groups” and “whole class” on the board. Brainstorm advantages and disadvantages of these groupings. Write these ideas on the board.
2. In pairs, trainees do the jigsaw reading activity. Partner A reads the top text, and Partner B reads the bottom text.
3. Trainees read their texts and make notes in the table.
4. In turns, they cover their text and tell their partner their information in their own words. While one partner explains, the other takes notes.
5. Look back at the advantages and disadvantages list on the board. Are any of the ideas similar to the text?
6. They cover their notes again, and answer these questions from memory.
 - a. When is it useful for the class to work together as a whole group? (*When the teacher is presenting information or reviewing what the students have been taught.*)
 - b. What is a disadvantage of whole-class teaching? (*Individual students get fewer opportunities to speak or to reflect.*)
 - c. What sorts of activities are best done individually? (*Doing a piece of writing, reading a text, or reflection activities.*)
 - d. What are the advantages of group work and pair work? (*They encourage cooperative activity.*)
 - e. What examples of group work and pair work activities are given? (*Discussing a topic, doing a roleplay, or working together on a project.*)
 - f. Why might some students be unhappy when working in groups or pairs? (*They might want constant teacher supervision, they might be shy, they might not like the people they are working with.*)
 - g. If learners are unhappy about group or pair work, what can the teacher do? (*They can explain some activities cannot be done when a student works alone.*)

3.3 Effective Group Work

In this session, trainees will:

- explain the characteristics of effective group work;
- assess whether a group activity demonstrates effective group work.

Materials: Worksheet 3.3: one per trainee.

Timing: 

Trainees do a matching activity, followed by an observation task involving a group discussion of this activity.

1. In groups of four–six, trainees look at Worksheet 3.3, and answer the questions (Task A).

A. *Answers:*

- not effective*
- not effective (if the disagreement is not resolved)*
- effective*
- not effective*
- effective*

B. *Suggested answers:*

- Nang Seng is not clearly communicating verbally (too quiet) and non-verbally (looking down, not making eye contact). This relates to point c.*
 - This will not be effective group work unless members can agree on a topic that works for all of them. This relates to points a, d and g.*
 - There is little sharing of the workload or input from all members. This relates to point b.*
2. Groups discuss the questions about their experience of doing Task A in groups (Task B).
3. Discuss this as a class.

Discussion and Reflection Questions

What is your experience of group work, either as a teacher or as a student?

What are the advantages and disadvantages of group work?

3.4 Ways of Grouping Students

In this session, trainees will:

- use different ways of grouping students;
- assess which type of grouping is best for what type of activity.

Materials: Worksheet 3.4 – one per trainee.

Timing:  

Trainees classify activities into appropriate grouping arrangements.

1. Trainees look at Worksheet 3.4. They classify each activity into the arrangement that they think works best, and write them in the chart (Task A).

Answers below q2

2. Trainees classify the activities from 3.2 and 3.3 into the chart (Task B).

Suggested answers:

1. *b, f, e, l, m, Activity 2, Activity 3*
 2. *b, d, e, g, h, i, 1, m, Activity 2, Activity 3*
 3. *d, e, g, h, i, m, Activity 1, Activity 2*
 4. *a, c, g, i, j, k, l, Activity 3*
3. Trainees look back at the activities they have done in this course, and add them to

the chart (Task C).

Possible answers:

1. *Find Someone Who... (1.1)*
Roleplay (1.2)
Swap Questions (2.1)
Texts around the Room (2.2)
2. *Classifying (1.2)*
Roleplay (1.2, 2.2)
Peer-teaching (1.5, 2.5, 2.7)
Texts around the Room (2.2)
Matching (2.3, 3.3)
3. *Classifying (1.2)*
Running Dictation (3.1)

Notes

A well-planned lesson includes a variety of activities and ways of grouping students. This helps to keep the students engaged and active in the lesson.

Discussion and Reflection Questions

What are your favourite activities for doing individually? In pairs? In groups? As a class?

3.5 Using Activities in Your Lesson

In this session, trainees will:

- list a selection of activities;
- explain the importance of preparation in doing activities effectively.

Materials: Worksheet 3.5 (three pages) – one per trainee.

Timing: 

Trainees analyse the purpose of common types of activities, and look at the preparation required to implement them.

1. Trainees look at the first page of Worksheet 3.5. As a class, brainstorm a list of activities you could include in a lesson (Task A). Write trainees' ideas on the board.

Notes

Activities are any learning task students do, so the list can be very long. It might include games, silent reading, answering multiple choice questions, interviewing a partner, having a class debate, making a presentation, writing or answering quiz questions, evaluating a film – encourage trainees to think of as many ideas as possible.

2. Trainees think back to the activities they did in 3.2 and 3.3 (Task B). Encourage them to look back at these worksheets. They match the activities to the characteristics.

Possible answers:

1. ii, iii 2. iv, vi 3. i, iv, v, viii

3. Discuss the example activity in Task C, and the necessary preparation and practicalities. Trainees decide what preparation is needed, and what are the practical issues with using these activities.

In pairs or groups, trainees do Task C. You might like to allocate different activities to different people/groups, or you could have all trainees look at all activities.

Possible answers:

- A. *Preparation – Think of ideas and questions to prompt students if necessary.
Practicalities – This is a simple activity to do, as it does not require any special resources (just board and chalk/marker).*
- B. *Preparation – Cut up copies of the text – one per student, pair or group.
Practicalities – Students work individually or in pairs or groups. They need space to lay the text out on the desk/table.*
- C. *Preparation – Think of some examples in case the students need help understanding what to do.
Practicalities – Students work individually, or in pairs or groups.*
- D. *Preparation – Provide large pieces of paper to write the timeline on. For the variation also provide string and pegs or tape.
Practicalities – Students work individually or in pairs or groups. For the variation, you need space and some way of hanging the string across the wall.*

Notes

There are many activities that can be included in a lesson. It is important to balance those where the students are more physically active and those which require them to be quiet and reflect on what they are doing, and include both individual and group work. Activities work better if the teacher knows how the activity works and has all needed resources ready beforehand.

Discussion and Reflection Questions

Are there any activities you like to use (or to participate in) in class that require a lot of preparation?

Are there any activities you are reluctant to use in class because they require a lot of preparation, or because of practical considerations?

3.6 Giving Instructions

In this session, trainees will:

- list common instructions that teachers use;
- relate teacher's instructions to student action.

Materials: Worksheet 3.6: (two pages) – one for each trainee.

Timing: 

Trainees list and identify instructions.

1. Brainstorm a list of instructions teachers give in class. Write trainees' ideas on the board.

Suggested answers:

- Look at page 48.
- Be quiet.
- Work in pairs.
- Copy the text on the board.
- Answer the questions.
- Stand up.
- Go to the back.
- Do not show your papers.
- Stop writing.
- Get in groups of four.
- Turn your phones off.
- Change partners.
- Listen to me.
- Discuss the questions.

2. Trainees look at Worksheet 3.6. Trainees look at the activity and read the information about it.

3. In pairs, trainees list what the students have to do (Task A).

Suggested Answers:

- Get into pairs
 - Decide who is A and who is B
 - Look at their picture
 - In turns, describe their picture to their partner
 - Listen to their partner, and identify differences in the pictures.
4. If you like, have trainees perform the task, identifying six differences in the picture.

Answers:

- In Picture A, there are two leaves on the tree. In Picture B there are three.
- In Picture A, there are two bars on the window. In Picture B there are three.
- In Picture A, there are three pots on the shelf. In Picture B there are two.
- The woman's hair is a different colour.
- In Picture A, the man's hand is on the table. In Picture B it is under the table.
- In Picture A, the bag does not have a handle.

5. Trainees read the teacher's instructions (Task B). They identify specific instructions, ignoring the other words that the teacher uses. They match them to the actions in the table.

Answers:

1. *One person is A. As, put up your hands. One person is B. Bs, put up your hands.*

2. *Sit back-to-back.*

3. *Do not show your partner your picture.*

4. *Partner A, take Picture A. Partner B, take Picture B.*

5. *Describe your picture and listen to your partner describing their picture. Find eight differences between your pictures. For example..*

6. *Start now.*

Discussion and Reflection Questions

What is the most difficult thing about giving instructions?

What are your experiences – positive or negative – of giving or receiving instructions, either as a teacher or a student?

3.7 Peer-Teaching

In this session, trainees will:

- prepare and deliver an activity;
- group students appropriately for the activity;
- give instructions for the activity;
- monitor students as they perform the activity;
- give feedback on other trainees' activities.

Materials: Worksheet 3.7A I – one per group of 3-4 trainees; Worksheet 3.7A II – one per pair of trainees; 3.7A III – one per six trainees; Worksheet 3.7B – one for each trainee; A pair of scissors for each group of trainees.

Timing: 

Trainees prepare and demonstrate a classroom activity.

1. Put the trainees into three groups. Give Group 1 all the copies of Worksheet I, Group 2 all the copies of Worksheet II, and Group 3 all the copies of Worksheet III.
2. The groups prepare to teach their activity. They decide how they will group the students, prepare the materials they will need and decide on the instructions they will give.

If you have a large group of trainees, have two or more groups prepare each activity.

3. Give a copy of Worksheet 3.7B to each trainee.
4. Each group, in turns, teaches their activity to another group. While they are teaching, the third group observes and makes notes on Worksheet 3.7B. (For each activity, one group is the teachers, one group is the students and one group is the observers.)
5. When all groups have finished teaching, they as a class and discuss the feedback.

Sample instructions for each peer teaching activity can be found on the next two pages.

Discussion and Reflection Questions

What did you learn from this unit that helped you with the peer-teaching task?

What would you like to know more about?

Example Instructions, 3.7A I

Preparation

Cut the sheet into separate pictures. Put the pictures face-down in the middle of each table.

Divide the class into groups of four-six, each sitting around a table.

Instructions

“One person from each group, pick up a picture. Don’t show the picture to the rest of the group.”

(check that each group has only one person picking up a picture, and that other group members can’t see the picture).

“Describe the picture to the rest of the group.”

“Other group members, what do you think the picture is?”

“Now the next person in each group, take a picture and describe it to the rest of the group.”

“Continue until you have taken turns to describe and guess all the pictures.”

Example Instructions, 3.7A II

Preparation Instructions

Cut the sheet into two parts (A and B), enough for one per pair.

Divide the class into pairs and give each pair a copy of A or B.

Ensure that partners can’t see each other’s text.

Delivery Instructions

“Read your text, and make notes about it in your table.”

“Tell your partner about the information in your text. Don’t read the text to them, just use your notes.”

“When your partner tells you their information, listen and make notes in your table.”

“Compare your tables. Do you have the same information?”

Example Instructions, 3.7A III

Preparation

Cut the sheets into situation cards,
Divide the class into pairs, and give
each pair a situation, with each partner
having the A or B card of the situation.

Instructions

“Read your situation card.”

“In your pairs, prepare what you are
going to say.”

“Act out your situation.”

“Tell the class what happened in the
end.”

Unit 4

Day 4:

Lesson Planning

Unit Overview

In this unit we look at lesson planning. The unit starts with a session on the reasons we plan lessons and the types of information we can include in a lesson plan. We evaluate useful templates for lesson planning.

We explore lesson topics and objectives, how they are related, and the importance of focusing

activities around the topic and objectives.

We then take apart a lesson plan, examine the different stages of a lesson, and look at what activities you can use at each stage.

The final session prepares trainees for the next day's peer-teaching assignment.

Competencies

This unit focuses on the following competencies from the Myanmar Teacher Competency Standards Framework:

- A5.2 Demonstrate understanding of how to vary delivery of subject content to meet students' learning needs and the learning context.
- B1.2 Demonstrate capacity to apply different strategies for teaching and learning.
- B1.3. Demonstrate good lesson planning and preparation in line with students' learning ability and experience.
- D2.1 Improve own teaching practice through learning from other teachers and professional development opportunities.

Course Planning

If you don't have much time, consider using only worksheets 4.1, 4.2, 4.6 and 4.7.

For more information on classroom culture:

The New Teacher Module 3: Lesson Planning (Mote Oo Education)

<https://moteoo.org/en/teacher-education>

Activities for Social Science Teaching (Mote Oo Education)

<https://moteoo.org/en/teacher-education>

Teaching Skills (Educasia)

<https://educasia.org/publications/professional-skills/>

Module 4: Classroom Management (Yaung Zin)

<https://www.etekkatho.org/browse?id=50007>

4.1 The Lesson Plan

In this session, trainees will:

- list the components and purposes of planning lessons.

Materials: Worksheet 4.1 – one for each trainee; Board, chalk or markers, paper and crayons.

Timing: 

This unit's introduction is a team competition to write words associated with lesson planning, followed by short tasks looking at what goes into a lesson plan.

1. Put the trainees into four groups, and divide the board into four sections. In each section write the words "LESSON PLAN" downwards (Task A).
2. Groups race to complete an acrostic – they have to write a word using each letter. Each word has to be something to do with a lesson plan.
3. Each group member takes turns to come to the board and write a word. Here is an example, after three group members have had a turn:
4. The first group to complete the acrostic with relevant words is the winner.

	L			
	R	E	A	D
	S			
	S			
G	R	O	U	P
	N			
	P			
	L			
B	O	A	R	D
	N			

5. Trainees look at Worksheet 4.1. Ask trainees if they plan their lessons.
6. Ask trainees what they think should go in a lesson plan (Task B). Brainstorm a class list on the board.
7. Trainees match the points to consider when planning lessons to the key questions (Task C).

Answers:

a. ii b. v c. i d. iv e. vi f. iii g. vii

8. Trainees match the points to consider when planning lessons to the example information (Task D).

Answers:



1. f 2. b 3. d 4. g 5. e 6. a 7. c

4.2 Model Lesson

In this session, trainees will:

- design a lesson plan template.

Materials: Worksheet 4.2: one for each trainee.

Timing:  

Trainees watch a demonstration lesson, fill in the corresponding lesson plan, then create their own lesson plan templates.

1. Trainees look at Worksheet 4.2. Explain that they are going to be participant observers in a model lesson, and that after the lesson, they will fill the missing information into the lesson plan on the worksheet.

2. Teach a model lesson of approximately sixty minutes.

Here is a lesson which targets primary school children who are working in their first language. You can use a lesson for any other subject and level instead, if you prefer, but it should include all the sections in the plan in Worksheet 4.2. If you use this lesson, it should be taught in trainees' first language, where possible.

MODEL LESSON

1. (Introduction, 5 minutes)

Write the word "Home" on the board.
Brainstorm places where people can live and write them on the board.

E.g.: house, apartment, palace, tent, pavement, etc.

2. (Presentation, 5 minutes)

Describe your own dream home.

E.g.: My dream home is a small wooden house in a village. There are steps going up to the front door, but there is space underneath to hang a hammock. In front of the house is a garden where I grow fruit and vegetables. The house is by a lake. There are three bedrooms, a living room and a kitchen and a balcony, which looks out to the lake. It is very pleasant to sit there in the afternoon and watch the sun go down. I live in the house with my three cats, some pigs and a few chickens, and often my friends come to stay.

3. The teacher brainstorms the sort of information that can be included.

E.g.: the size and location of the home, what it is made of, who lives there, etc.

4. (Practice, 10 minutes)

Tell students to close their eyes and imagine their own dream home. Ask questions to prompt their ideas.

*E.g.: Is it in a village, a town, or a city?
What sort of building is it?
What is it made of?
How big is it?
Has it got a garden?
What are the rooms like?
Who lives there?*

5. (Practice, 10 minutes)

Students describe their own dream home to their partner. The teacher asks some of them for adjectives and phrases to describe their home and writes them on the board.

E.g.: big, small, airy, cosy, neat, clean, tidy, untidy, peaceful, noisy, modern, ancient, beautiful, comfortable, spacious, wooden, wonderful, colourful, two-storey, with a smoky chimney

6. (Practice, 20 minutes)

Students draw a picture of their own dream home on pieces of paper, and write a description of it in their books.

The teacher sticks the pictures around the room.

Students swap descriptions with someone who has not seen their picture and walk around matching the pictures with the descriptions.

7. (Review, 10 minutes)

Check their answers with the class. Note down any common language mistakes and

go through them with the class.

8. (Review, Homework)

Students rewrite their descriptions neatly, checking their spelling and punctuation.

9. Put the pictures with the descriptions on the classroom walls for display.

3. Trainees look at Worksheet 4.2, and put the missing information in the chart. Make sure that they know that some of the sections of the table may contain more than one activity.

Suggested answers:

a. 5 minutes

b. Brainstorm places where people live.

c. board, pen or chalk

d. 5 minutes

e. Listen to a description of "a dream home".

Brainstorm the sort of information that can be included.

f. board, pen or chalk

g. 40 minutes

h. Students imagine their own dream home and describe it to their partner.

The teacher asks some of them for adjectives and phrases to describe their own dream home, and writes them on the board.

Students draw a picture of their own dream home, and write a description of it. The pictures are stuck around the room.

Students swap descriptions with someone who has not seen their picture and try to find the picture that goes with the description.

i. board, pen or chalk, sheets of paper, crayons or coloured pens or pencils

j. 10 minutes

k. The teacher highlights some examples of

good descriptive vocabulary to the class

They correct mistakes that they have noticed while monitoring.

l. board, pen or chalk

m. 10–20 minutes

n. Students rewrite their descriptions neatly for display, checking their spelling and punctuation.

o. paper and pens

4. In groups, trainees discuss what they would want to include in their own lesson plans.

They draw a template for their own lesson plans using sections that they think are important.

They must include the lesson objectives, activities and resources needed – all other parts they can include or not, depending on preference.

5. Groups compare their own templates with the model lesson plan in Worksheet 4.2.

- Does it have the same sections?

- Are there sections on this plan that are not necessary?

- Are there any extra sections you have included that are not in the example?

Notes

Having a standard lesson plan is useful, but there is no one set way of doing this. It is up to the individual teacher to decide what they want to include in their plan.

Discussion and Reflection Questions

Do you prefer a very detailed lesson plan, or a more simple one? Why?


How long do you (or would do) spend planning lessons?

4.3 The Lesson Topic

In this session, trainees will:

- identify suitable lesson topics.

Materials: Worksheet 4.3 – one for each trainee; Appendix – one copy of lessons I–VII for each trainee.

Timing: 

These next four sessions focus on the meanings and purposes of different lesson elements, beginning in this session with a focus on lesson topics.

1. Trainees look at Worksheet 4.3. Do Task A together. Draw the flowchart on the board. Elicit where each element goes.

Answers:

- a. subject
 - b. topic of the lesson
 - c. objectives of the lesson
 - d. activities
2. Individually or in pairs, trainees classify the terms into subjects, topics, objectives and activities (Task B).

Answers:

- **subjects** – maths, biology
- **topics** – fractions, seasons in the temperate zones of the Earth, how men and women are represented in the media, the Opium Wars, ways of resolving conflicts
- **objectives** – students will be able to give examples of definitions of citizenship, students will be able to explain the process of photosynthesis

- **activities** – brainstorming, jigsaw reading, debate

3. Trainees look at the Appendix, at the seven samples of learning materials. They decide what each subject and lesson topic is (Task C).

Suggested answers:

I – maths: multiplication of fractions

II – science: solids, liquids and gases

III – English: expressing ability

IV – geography: seasons

V – life skills/work skills: applying for a job

VI – peace studies: resolving conflict

VII – English: family members

4. Trainees think of topics from their own lessons (Task D). If it is difficult for them to identify the lesson topic, it is likely that their lesson has no clear focus.

Notes

It is important that the teacher knows what the topic of the lesson is. Otherwise the lesson risks having no focus and being a random collection of activities with no particular purpose.

4.4 Lesson Objectives

In this session, trainees will:

- outline the features of a good lesson objective;
- write an appropriate lesson objective.

Materials: Worksheet 4.4 – one for each trainee; Appendix – either the same lesson for every group or a different lesson for each group.

Timing:  

Trainees identify good and bad lesson objectives, then create their own.

Writing high-quality lesson objectives is difficult, but improves with experience. If this is the trainee's first time learning about objectives, they are likely to struggle. Do not expect them to easily come up with very polished objectives at this stage in their teaching career.

1. Trainees look at Worksheet 4.4. Look through the information about well-written objectives, and discuss the examples.
2. Trainees decide which are well-written and which are not (Task A).

Suggested answers:

- a. *This does not say what the students will be able to do at the end of the lesson – it does not use an action verb. It could be rephrased:*

“Students will be able to label a map of Southeast Asia with the names of the ASEAN countries and the names of their capital cities.”

- b. *This is a well-written objective.*
- c. *This is written from the teacher's perspective. It could be rephrased:*
“Students will be able to compare and contrast the relationship between King Vedaeharit and Mahawthada at different stages of the story.”
- d. *This does not say what the students will be able to do at the end of the lesson or use an action verb. It could be rephrased:*
“Students will be able to evaluate different energy sources, including fossil fuels, solar, wind and wave power and nuclear energy.”
- e. *This is a well-written objective.*

3. Trainees look at the topics, choose one or two action verbs, and write a lesson objective (Task B).

Suggested answers:

1. *Students will be able to read and write the numbers 1–10 in Burmese.*
 2. *Students will be able to compare and contrast the ways that men and women are portrayed in the media.*
 3. *Students will be able to describe, and evaluative the effectiveness of waste disposal methods used in cities.*
4. Trainees work in groups of three–six. Groups choose one of the sample lessons from the Appendix, and write objectives for a lesson.

Suggested answers:

I: Students will be able to multiply fractions with the same and different denominators.

II: Students will be able to describe the

differences between solids, liquids, and gases.

III: Students will be able to talk about things there are and are not able to do now and in the past.

IV: Students will be able to describe the seasons in temperate zones and explain why they exist.

V: Students will be able to list the main sections of a CV, and write a letter of application for a job.

VI: Students will be able to give examples of why conflicts occur, and suggest ways of resolving conflict.

VII: Students will be able to explain which family members they have.

Notes

Objectives are an important part of lesson preparation, as they influence the whole content of the lesson. All activities should help the students to achieve the objective.

Discussion and Reflection Questions

When do you write lesson objectives? Before you plan your lesson, or during the process?

What is the most difficult part of writing lesson objectives?

4.5 Lesson Stages

In this session, trainees will:

- put lesson stages in a logical order.

Materials: Worksheet 4.5 – one for each trainee;
Photocopiable 4.5: one set for each pair or
group, cut along the dotted lines.

Timing: 

Trainees identify lesson plans, stages and purposes, and assemble example lesson plans.

1. Trainees look at Worksheet 4.5 and label the lesson stages (Task A).

Answers:

1. *Introduction*
2. *Presentation*
3. *Practice*
4. *Review*

2. Trainees match the names of the stages to their purpose (Task B).

Answers:

1. *d*
2. *a*
3. *c*
4. *b*

3. For each pair or small group, cut up Worksheet 4.2B along the dotted lines. Hand out the cut-up lesson plans.

4. Trainees reconstruct the two cut up lesson plans on Photocopiable 4.5 and match them to the lesson stages and other information (Task C).

Answers are on the worksheet (before it is cut up).

Notes

It is useful to follow a model to prepare a well-structured lesson. This model can include a sequence of stages. As teachers become more experienced they will be able to adapt the model as necessary.

Discussion and Reflection Questions

What did you learn from this unit that helped you with the peer-teaching task?

What would you like to know more about?

4.6 Using Activities to Meet Objectives

In this session, trainees will:

- choose activities that help fulfil lesson objectives;
- select activities that are suitable for different stages of a lesson;
- identify the aims of each stage of a lesson.

Materials: Worksheet 4.6 (two pages) – one per trainee.

Timing: 

Trainees identify activities that help students achieve lesson objectives, and decide which activities work best for different lesson stages.

1. Trainees do Task A. They choose the best activity for each objective and say why it is best (Task A).

Answers:

1. (a) Just understanding the names of the parts of the body does not give any information about them.
2. (a) The events in the story that involve both characters should help students understand the relationship between them. Just knowing the story may not.
3. (b) In this lesson students are learning how to recognise and write the numbers, not just say them.
4. (a) It is better for students to discuss and think about what they are learning. This will help them understand better than if the teacher just gives them some answers.
5. (a) This objective will take more than one lesson to achieve and will require students to spend some time researching information on it. Just collecting rubbish will not give them all the information they need.
6. (b) Making a model requires students to collect detailed information. Applying this information to a task is a good way for them to understand and remember it. Just knowing the names of the planets does not tell them anything about the features.
7. (b) Thinking about the requirements of a job is necessary before writing a good application letter. The model letter may help them, but they need to be able to apply the knowledge learned when reading it. This is best done with an exercise which requires them to analyse it, followed by an activity which uses that knowledge.
8. (a) This is a good activity to use as a warm-up or introduction to the topic. If the teacher just tells the students what to do, this is unlikely to have much effect.

2. Trainees identify which activities happen at which lesson stage (Task B).

Answers:

1. *introduction*
2. *presentation*
3. *practice*
4. *practice*
5. *practice*
6. *practice*
7. *review*

3. Trainees read the activity descriptions and decide what stage of the lesson they best fit (Task C).

Possible answers:

1. *introduction*
2. *practice*
3. *review*
4. *presentation*
5. *practice*

4. Trainees list other activities they could do at each lesson stage (Task D). Encourage them to think back over previous days' training for activity ideas.

If you like, make class lists on large pieces of

paper and put them on the wall.

Suggested answers:

Introduction: Brainstorm, Swap Questions, Find Someone Who, Predict from the Title.

Presentation: Jigsaw Reading, Running Dictation, Order the Text.

Practice: Classifying, Matching, Problem Solving, Text to Timeline, Roleplay.

You can use almost any activity for reviewing.

5. Make class lists on pieces of paper and stick them on the wall.

Notes

Some activities are particularly suitable for certain lesson stages. However, there is no set rule about this. Teachers should try activities out and decide which they like most and which work best at certain stages of the lesson.

When choosing lesson activities, teachers should first make sure that they know what the topic of the lesson is. It is also important to think about the lesson objective in order to ensure that the activities help students to achieve it.

Discussion and Reflection Questions

Which activities do you like to do at each lesson stage?




Do you see lessons as having introduction, presentation, practice and review stages, or do you prefer a different systems?

4.7 Peer-Teaching Preparation and Feedback

In this session, trainees will:

- plan a lesson.

Materials: Worksheet 4.7 – one per trainee.

Timing:    This will depend on the trainees. They might decide to do most of the preparation for the next day's peer-teaching outside of class.

Trainees prepare for the next day's peer-teaching.

1. Trainees read the instructions in Worksheet 4.7:
2. In pairs or groups, they prepare the lessons that they are going to teach on Day 5. Their lessons should take 20–30 minutes.

If you have a large class, group trainees so that the day's lessons will not take more than

two–three hours total.

3. Groups plan and practice their lessons (Tasks A and B).

Notes

It is useful for an inexperienced teacher to follow a model when preparing lessons. As the teacher becomes more experienced this process should take less time, as the teacher is more aware of which aspects of preparation need more time.

Discussion and Reflection Questions

What did you learn from this unit that helped you with the peer-teaching task?

What would you like to know more about?

Unit 5

Day 5:

Peer-Teaching and Review

Unit Overview

Most of this session is peer-teaching and giving feedback on trainees' lessons.

Trainees will give and receive peer feedback. You might also like to also give feedback. Make sure

you are encouraging – when you point out areas they could improve, be specific about what could be done better. Highlight the parts of the lesson that worked well, in order to boost trainees' confidence in their teaching.

Competencies

This unit focuses on the following competencies from the Myanmar Teacher Competency Standards Framework:

- C1.2 Demonstrate understanding of own educational philosophy and how it influences one's practice as a professional teacher.
- D2.1 Improve own teaching practice through learning from other teachers and professional development opportunities.

Course Planning

For more information on observation and peer teaching:

The New Teacher Module 2: Classroom Management
(Mote Oo Education)
<https://moteoo.org/en/teacher-education>

Module 7: Professional Development and the Reflective Practitioner (Yaung Zin)
<https://www.etekkatho.org/browse?id=50007>

5.1 Peer-Teaching

In this session, trainees will:

- teach a lesson.

Materials: Worksheet 4.7 – one per trainee;
Worksheet 5.1 – one per trainee.

Timing: Review activity 🕒 | Per group for peer-teaching 🕒

This session starts with a review activity, and then goes on to the trainees' teaching demonstrations.

REVIEW ACTIVITY

Trainees can do this to review what they have covered during the course.

1. Trainees stand in two circles, one inside the other. Each trainee faces a partner (one person faces inwards and the other faces outwards).
2. Ask a question. Pairs discuss it for one or two minutes.
3. They then all move one place to the right, so they are facing a new partner.
4. Ask the next question, and continue until all the questions have been asked.

Questions:

- *What are some features of a learner-centred classroom?*
- *What behaviour management techniques do you know?*
- *How can you get students to take an active part in the lesson?*
- *How can you check that students have understood what you have taught them?*

- *How can a teacher review what has been covered in a lesson?*
- *Describe a group work activity that you like.*
- *What is the most useful thing you have learned this week?*
- *What else would you like to be able to do better?*
- *Are there any other aspects of teaching that you would like to know about? Which?*
- *What information can you include in a lesson plan?*

TEACHING DEMONSTRATIONS

5. Trainees read Worksheet 5.1. Each trainee, pair or group will review and give feedback on another trainee or group's lesson (Task C from Worksheet 4.7).

If you have a large class, put each group in pairs, so that one group teaches, and the other group reviews and gives feedback. In a smaller class, trainees can teach their lesson to the rest of the class.

6. Trainees or groups deliver their lessons, while another trainee or group complete the feedback and review sheet on Worksheet 5.1.

5.2 Feedback and Review

In this session, trainees will:

- give feedback on a lesson;
- reflect on feedback given to them about their lesson.

Materials: Worksheet 5.1 – one per trainee;
Worksheet 5.2 – one per trainee; Lesson
materials.

Timing:  

Trainees give feedback on each others' lessons.

1. In their pairs or groups, trainees prepare their feedback from the notes they wrote on Worksheet 5.1.
2. They sit with the group they are giving feedback to, and take it in turns to give their feedback. If you like, you can also give feedback to groups about their teaching.

3. In their teaching groups, trainees discuss the reflection questions in Worksheet 5.2.
4. Groups report back to the class on their discussions.

Notes

Once a lesson has been taught, the process is not over. It is always useful to reflect on how it went, identify the strengths and weaknesses and think about how to do it better next time.

Discussion and Reflection Questions

How do you feel when people give you positive feedback? Negative feedback?

What is the best way that teachers can give feedback on each other's teaching?

5.3 Course Review, Reflection and Next Steps

In this session, trainees will:

- give feedback on the course;
- make an action plan.

Materials: Worksheet 5.3: one per trainee; A large sheet of paper per group, and marker pens.

Timing: 

Trainees do a pyramid activity, listing useful aspects of the training. They then negotiate a ranked list of challenges going forward, and make an action plan to help deal with these.

1. Trainees consider the three most important things they learned in the training, and write them down (Task A).
2. In pairs, they negotiate a list of the three most useful things from the training.
3. In groups of four, they negotiate a list of the three most useful things from the training.
4. As a class, they negotiate a list of the three most useful things from the training.
5. As a class, brainstorm a list of teaching challenges (Task B).
6. Negotiate a ranked list of the top eight challenges, in order of difficulty.
7. Put trainees into eight groups. Each group takes a challenge and brainstorms how to address it. They should use what they have learned in the training, and they can also use their own experiences, reflections and ideas (Task C).

If you have less than 16 trainees, put them in four groups, and give each group two of the challenges.

8. Each group writes their ideas on a large piece of paper. If you like, have groups present their ideas to the class.
9. Trainees write a contract to themselves about how to be a good teacher. This contract should include the things they will do as a teacher. (Task D).
10. In pairs or groups of three, trainees compare their contracts.
11. As a class, list ways the trainees can learn more about teaching after the training (Task E).

Possible answers:

- *Resources from teacher education organisations such as Mote Oo Education, Yaung Zin, Educasia, Teacher Focus and the British Council.*
- *Talking to an experienced teacher, or your peers and colleagues.*
- *Do a face-to-face or online training course.*
- *Keep a journal, and read it after a year or two to see what you have learned since writing it.*

An Introduction to **TEACHING**

Trainer's Guide

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*.

