FOUNDATIONS OF EDUCATION

FOR TTCs

TUTOR'S GUIDE

YEAR 2

OPTIONS:
ECLPE, SSE, SME & LE

FOREWORD

Dear tutors,

Rwanda Education Board is pleased to present Foundations of Education tutor's guide for Year Two. It was designed based on the Year Two Student Book to serve as a guide to teaching and learning of Foundations of Education subject in TTCs. The Rwandan education philosophy is to ensure that young people at every level of education achieve their full potential in terms of relevant knowledge, skills and appropriate attitudes that prepare them to be well integrated in society and exploit employment opportunities.

In line with efforts to improve the quality of education, the government of Rwanda emphasizes the importance of aligning teaching and learning materials with the syllabus to facilitate the learning process. Many factors influence what student teachers learn, how well they learn and the competences they acquire. Those factors include the relevance of the specific content, the quality of teachers' pedagogical approaches, the assessment strategies and the instructional materials available. Special attention was paid to the activities that facilitate the learning process in which learners can develop ideas and make new discoveries during concrete activities carried out individually or with peers.

With your help, student teachers will gain professional skills, attitudes and values that are required for every teacher as educator, a guide, an organizer, a facilitator, innovator, and researcher, reflective practitioner who is able to implement the CBC in pre-primary and primary education.

This is in contrast to traditional learning theories which view learning mainly as a process of acquiring knowledge from the more knowledgeable who is mostly the teacher. In Competence-Based Curriculum, learning is considered as a process of active building and developing of knowledge and understanding, skills, values and attitudes by the learner, where concepts are mainly introduced by an activity, situation or scenario that helps the learner to construct knowledge, develop skills and acquire positive attitudes and values.

As a Tutor, your role is to:

- Plan your lessons and prepare appropriate teaching materials.
- Organize group discussions for learners considering the importance of social constructivism suggesting that learning occurs more effectively when the learner works collaboratively with more knowledgeable and experienced people.

- Engage learners through active learning methods such as inquiry methods, group discussions, research, investigative activities and group and individual work activities.
- Provide supervised opportunities for learners to develop different competences by giving tasks which enhance critical thinking, problem solving, research, creativity and innovation, communication and cooperation.
- Support and facilitate the learning process by valuing learners' contributions in the class activities.
- Guide learners towards the harmonization of their findings.
- Explain different concepts for clear understanding of the content.
- Encourage individual, peer and group evaluation of the work done in the classroom and use appropriate competence-based assessment approaches and methods.
- Create more learning and assessment activities in supplement of those provided in the student book.

To facilitate you in your teaching activities, the content of this teacher`s guide is self-explanatory so that you can easily use it. It is divided into 3 parts:

The part 1: Explains the structure of this book and gives you methodological guidance;

The part 2: Gives a sample lesson plan as reference for your lesson planning process;

The part 3: Provides guidance on teaching for each lesson.

Even though this tutor's guide contains the answers for all activities given in the student- teacher's book, you are requested to work through each question and activity before judging student's findings.

I wish to sincerely appreciate all people who contributed towards the development of this tutor`s guide, particularly REB staff who organized the whole process from its inception. Special gratitude goes to the lecturers and teachers, staff from Development Partners who diligently worked for the successful completion of this guide. Any comment or contribution would be welcome for the improvement of this Teacher's guide for the next edition.

Dr. NDAYAMBAJE Irénée
Director General of Rwanda Education Board

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MURUNGI Joan,
Head of Curriculum Teaching and Learning Resources Department/REB

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PART I: GENERAL INTRODUCTION

1.0 About the Tutor's guide

This book is a tutor's guide for Foundation of Education, Year Two in TTC. It is designed to accompany Year Two student's book and intends to help tutors in the implementation of the revised TTC curriculum.

As the name says, it is a guide that tutors can refer to, when preparing their lessons. Tutors may prefer to adopt the guidance provided but they are also expected to be more creative and consider their specific classes' contexts and prepare accordingly.

1.1.The structure of the guide

This section presents the overall structure, the unit and sub-heading structure to help teachers to understand the different sections of this guide and what they will find in each section.

Overall structure

The whole guide has three main parts as follows:

- **Part I: General Introduction**

This part provides general guidance on how to develop the generic competences, how to integrate cross cutting issues, how to cater for learners with special educational needs, active methods and techniques of teaching Foundations of Education and guidance on assessment.

- **Part II: Sample lesson plan**

This part provides a sample lesson plan, developed and designed to help the teacher develop their own lesson plans.

- **Part III: Unit development**

This is the core part of the guide. Each unit is developed following the structure below. The guide ends with references.

Structure of a unit

Each unit is made of the following sections:

- Unit title
- Key unit competency
- Prerequisites

This section indicates knowledge, skills and attitudes required for the success of the unit. The competence-based approach calls for connections between units/topics within a subject and interconnections between different subjects. The tutor will find an indication of those prerequisites and guidance on how to establish connections.

- **Cross-cutting issues to be addressed**

This section suggests cross cutting issues that can be integrated depending on the unit content. It provides guidance on how to come up with the integration of the issue. Note that the issue indicated is a suggestion; tutors are free to take another cross-cutting issue taking into consideration the learning environment.

- **Guidance on the introductory activity** :

Each unit starts with an introductory activity in the learner's book. This section of the teacher's guide provides guidance on how to conduct this activity and related answers. Note that learners may not be able to find the right solution but they are invited to predict possible solutions or answers. Solutions are provided by learners gradually through discovery activities organized at the beginning of lessons or during the lesson.

- **List of lessons/sub-heading**

This section presents in a table suggestion on the list of lessons, lesson objectives copied or adapted from the syllabus and duration for each lesson. Each lesson is then developed.

- **End of each unit**

At the end of each unit the teacher's guide provides the following sections:

- Summary of the unit which provides the key points of content developed in the student's book.
- Additional information which provides additional content compared to the student's book for the tutor to have a deeper understanding of the topic.
- End unit assessment which provides the answers to questions of end unit assessment in the textbook.
- Additional activities**:** remedial, consolidation and extended activities)**.** The purpose of these activities is to accommodate each learner (slow, average and gifted) based on end unit assessment results.

Structure of a lesson / sub heading

Each lesson/sub-heading is made of the following sections:

- **Lesson title**
- **Learning objective**

- **Teaching resources**

This section suggests the teaching aids or other resources needed in line with the activities to achieve the learning objectives. Tutors are encouraged to replace the suggested teaching aids by the available ones in their respective schools and based on learning environment.

- **Prerequisites/Revision/Introduction:**

This section gives a clear guidance to the tutor on how to start the lesson.

- **Learning activities**

This section provides a short description of the methodology and any important aspect to consider. It provides also answers to learning activities with cross reference to text book:

- **Application activities**

This provides questions and answers for application activities.

1.2. Methodological guidance

1.2.1. Developing competences

To sustain achievements in its Education, Rwanda introduced the General Education Competence-Based Curriculum (CBC). This Competence Based Curriculum was launched in April 2015 and implemented since 2016. It has been designed to be responsive to the needs of learners, society and the labour market. With a holistic learner-centreed approach, it demands major changes in teaching methodology and the use of a wider range of assessment techniques focusing more on formative or on-going continuous assessment. This has implications for teacher education and the necessary provision of support and guidance provided to Colleges to ensure effective implementation.

The teacher is the most important player in improving the quality of education and a key factor in determining the success of the pre-primary and primary learners. It is therefore necessary to equip student teachers with competences that will enable them to effectively implement the Competence-Based Curriculum in pre-primary and primary school.

How to develop competences

Competences are acquired over time through the cumulative effect of a competence approach to learning. It should be noted that competences are rarely developed in isolation. They are interconnected and developed simultaneously.

Active involvement in learning is critical to the success of the competence based curriculum. Student teachers need to be engaged in challenging, practical, contextualized and complex learning situations through which application of learning is constantly developed. Through

active techniques students are required to think critically, carry out research, solve problems, be creative and innovative, communicate and co-operate.

These active techniques may include but not limited to the following: role play, group work, question and answers, field visits, project work, case study, brainstorming, discussions, research work, games and many others. Student teachers should be involved in balanced activities so that the competences are developed in the cognitive, psychomotor and affective domains.

In addition to specific subject competences, learners also develop generic competences which are transferable throughout a range of situations. Below are examples of how generic competences can be developed in Foundations of Education.

- **Critical Thinking**

These are activities that require students to think critically about subject content. Groups can be organized to work in different ways e.g. taking turns, listening, making decisions, allocating tasks or disagreeing constructively.

- Collect data locally through designing surveys, questionnaires, interview formats then analyse data, draw conclusions and present findings
- Observe, Record, Interpret – e.g. Mark out areas in the school and get different groups to record insect, animal, bird life and then to try to explain why different habitats have different species Experiment
- Research and Discuss
- Compare and Contrast Exercises
- Debate (see communication)
- Identify a Problem and design a methodology to collect the information needed to solve the problem
- Make teaching using locally available materials
- Using reasoning games and tests

- **Research and problem solving**
  - Use the Internet or library
  - Create a school library
  - Collect data through observation and recording

- Collect data through surveys, questionnaires and different kinds of interviews
- Develop sampling rules for data collection
- Create a teaching aid to explain a concept

- **Creativity and Innovation**

  - Design a Poster
  - Write and design a booklet
  - Make a model
  - Create an experiment to prove a point
  - Invent new ways of doing traditional things
  - Develop a graph to illustrate information
  - Create a flow chart to show the main stages in a process
  - Design a data collection survey/questionnaire
  - Identify a problem which requires data collection to solve
  - Conduct experiments with objectives, methodology, observations, results, conclusions
  - Make hypotheses and identify ways to test them
  - Identify local problems and devise ways to resolve them
  - Create a teaching aid to explain a concept

- **Communication Skills**

  - Describe an event or situation
  - Present ideas - verbally, in writing, graphically, digitally
  - Set out pros and cons
  - Argue a case – verbally, in writing, graphically (compare and contrast), digitally
  - Observe, record, interpret
  - Write letters for different purposes.

- **Cooperation, personal and interpersonal management and life skills**

  - Pair work
  - Small group work
  - Large group work
  - Data collection from the community
  - Collect community photographs and interview residents to make a class/ school history of the local community

Note: The tutors' Guide should improve support in the organisation and management of groups

- **Lifelong Learning**
  - Take initiative to update knowledge and skills with minimum external support.
  - Cope with the evolution of knowledge and technology advances for personal fulfilment
  - Seek out acquaintances more knowledgeable in areas that need personal improvement and development
  - Exploit all opportunities available to improve on knowledge and skills.

1.2.2 Addressing cross cutting issues.

Among the changes in the Competence Based Curriculum is the integration of cross cutting issues as an integral part of the teaching learning process-as they relate to and must be considered within all subjects to be appropriately addressed. Some cross cutting issues may seem specific to a particular unit but the tutor needs to address all of them whenever an opportunity arises. In addition, student-teachers should always be given an opportunity during the learning process to address these cross cutting issues both within and out of the classroom.

1.2.3. Attention to Special Educational Needs

When we think about inclusive education, often we just think about getting children *into school*, i.e. making sure they are physically present in school. However, we also need to ensure that children are *participating* in lessons and school life and that they are *achieving* academically and socially as a result of coming to school. So we need to think about presence, participation and achievement.

Some people may think that it is difficult to address the needs of a diverse range of children. However, by working as a team within your school, with support from families and local communities, and by making small changes to your teaching methods, you will be able to meet the needs of all children – including those with disabilities. The student-teachers should be prepared to address special educational needs by copying the best practices from their tutors. Hereafter are some guidance that tutors can apply while addressing special educational needs:

Tutors need to:

- Remember that student-teachers learn in different ways so they have to offer a variety of activities (e.g. role-play, music and singing, word games and quizzes, and outdoor activities).
- Always demonstrate the objective of the activity; show student-teachers what they expect them to do
- Vary their pace of teaching to meet the needs of each Student-Teacher. Some Student-Teachers process information and learn more slowly than others.
- Use clear consistent language – explain the meaning (and demonstrate or show pictures) if you introduce new words or concepts.
- Make full use of facial expressions, gestures and body language.
- Pair a Student-Teacher who has a disability with a friend. Let them do things together and learn from each other. Make sure the friend is not over protective and does not do everything for the Student-Teacher. Both Student-Teachers will benefit from this strategy.
- Have a multi-sensory approach to your activities.

Below are strategies related to each main category of disabilities and how to deal with every situation that may arise in the classroom. However the list is not exhaustive because each Student-Teacher is unique with different needs that should be handled differently.

Strategies to help Student-Teachers with physical disabilities or mobility difficulties:

- Adapt activities so that Student-Teachers who have difficulty moving, can participate.
- Provide adapted furniture to assist– e.g. the height of a table may need to be changed to make it easier for a student teacher to reach it or fit their legs.
- Encourage peer support – friends can help friends.

Strategies to help Student-Teachers with hearing disabilities or communication difficulties

- Always get the Student-Teacher's attention before you begin to speak.
- Encourage the Student-Teacher to look at your face.
- Use gestures, body language and facial expressions.
- Use pictures and objects as much as possible.
- Keep background noise to a minimum.

Strategies to help Student-Teachers with visual disabilities

- Help Student-Teachers to use their other senses to play and carry out activities that will promote their learning and development.
- Use simple, clear and consistent language.
- Use tactile objects to help explain a concept.
- Make sure the Student-Teacher has a group of friends who are helpful

Adaptation of assessment strategies

Each unit in the Tutors' guide provides additional activities to help Student-Teachers achieve the key unit competence. Results from assessment inform the tutors which Student-Teacher needs remedial, consolidation or extension activities. These activities are designed to cater for the needs of all categories of Student-Teachers; slow, average and gifted Student-Teachers respectively.

1.2.4. Guidance on assessment

Assessment is an integral part of teaching and learning process. The main purpose of assessment is for improvement. Assessment for learning/ **Continuous/ formative assessment** intends to improve Student-Teachers' learning and tutor's teaching whereas assessment of learning/summative assessment intends to improve the entire school's performance and education system in general.

Continuous/ formative assessment

It is an ongoing process that arises out of interaction during teaching and learning between. It includes lesson evaluation and end of sub unit assessment. This formative assessment should play a big role in teaching and learning process. The tutor should encourage individual, peer and group evaluation of the work done in the classroom and uses appropriate competence-based assessment approaches and methods. The practical teaching skills will be assessed during regular activities such as micro-teaching, weekly teaching practices and school attachment.

Summative assessment:

The assessment can serve as summative and formative depending to its purpose. The end unit assessment will be considered summative when it is done at the end of unit. -

It will be formative assessment, when it is done in order to give information on the progress of students and from there decide what adjustments need to be done. The assessment done at the end of the term or end of year is considered

as summative assessment so that the tutor, Colleges and parents are informed of the achievement of educational objectives and think of improvement strategies where applicable. There is also end of level/ cycle assessment in form of national examinations.

1.2.5. Students' learning styles and teaching and learning strategies

There are different teaching styles and techniques that should be catered for. The selection of teaching method should be done with the greatest care and some of the factors to be considered that are: the uniqueness of subjects; the type of lessons; the particular learning objectives to be achieved; the allocated time to achieve the objective; available instructional materials; the physical/ sitting arrangement of the classroom, individual students' needs, abilities and learning styles. There are different learning styles depending on learners. The tutor should use a wide range of techniques and tools to cater for different specificity of learners.

1.2.6. Teaching methods and techniques that promote active learning

The different student learning styles mentioned above can be catered for, if the tutors use active learning whereby Student-Teachers are really engaged in the learning process.

What is Active learning?
Active learning is a pedagogical approach that engages students in doing things and thinking about the things they are doing. In active learning, learners are encouraged to bring their own experience and knowledge into the learning process.

The role of the tutor in active learning
- The tutor-engages Student-Teacher through active learning methods such as inquiry methods, group discussions, research, investigative activities and group   or individual work activities.
- He/she encourages individual, peer and group evaluation of the work done in the classroom and uses appropriate competence-based assessment approaches and methods.
- He provides supervised opportunities for learners to develop different competences by giving tasks which enhance critical thinking, problem solving, research, creativity and innovation, communication and cooperation.

- Tutor supports and facilitates the learning process by valuing Student-Teachers' contributions in the class activities.

The role of Student-Teachers in active learning

Student-Teachers are key in the active learning process. They are not empty vessels to fill but people with ideas, capacity and skills to build on for effective learning. A Student-Teacher engaged in active learning:

- Communicates and shares relevant information with other learners through presentations, discussions, group work and other learner-centred activities (role play, case studies, project work, research and investigation)

- Actively participates and takes responsibility for their own learning

- Develops knowledge and skills in active ways

- Carries out research/investigation by consulting print/online documents and resourceful people, and presents their findings

- Ensures the effective contribution of each group member in assigned tasks through clear explanation and arguments, critical thinking, responsibility and confidence in public speaking

- Draws conclusions based on the findings from the learning activities.

Main steps for a lesson in active learning approach

All the principles and characteristics of the active learning process highlighted above are reflected in steps of a lesson as displayed below. Generally, the lesson is divided into three main parts whereby each one is divided into smaller steps to make sure that learners are involved in the learning process. Below are those main part and their small steps:

1) Introduction

Introduction is a part where the tutor makes connection between the current and previous lesson through appropriate technique. The tutor opens short discussions to encourage Student-Teachers to think about the previous learning experience and connect it with the current instructional objective. The tutor reviews the prior knowledge, skills and attitudes which have a link with the new concepts to create good foundation and logical sequencings.

2) Development of the new lesson

The development of a lesson that introduces a new concept will go through the following small steps: discovery activities/, presentation of learners' findings, exploitation, synthesis/summary and exercises/application activities, explained below:

- **Discovery activity**

Step 1

- The teacher discusses convincingly with students to take responsibility of their learning
- He/she distributes the task/activity and gives instructions related to the tasks (working in groups, pairs, or individual to instigate collaborative learning, to discover knowledge to be learned)

Step 2

- The teacher let the students work individually or collaboratively on the task.
- During this period the teacher refrains to intervene directly on the knowledge
- He/she then monitors how the students are progressing towards the knowledge to be learned and boost those who are still behind (but without communicating to them the knowledge).

- **Presentation of learners' productions**

- In this episode, the teacher invites representatives of groups (if the work was done in groups) to presents the students' productions/findings.
- After three/four or an acceptable number of presentations, the teacher decides to engage the class into exploitation of the students' productions.

- **Exploitation of learner's productions**

- The teacher asks the students to **evaluate the productions**: which ones are correct, incomplete or false
- Then the teacher **judges the logic of the students' products, corrects** those which are false, **complete**s those which are incomplete, and confirms those which are correct.

- **Summary/conclusion/ and examples**

- The **teacher summarises** the **learned knowledge** and gives examples which illustrate the learned content.

- **Exercises/Application activities**

- Exercises of applying processes and products/objects related to learned unit/sub-unit
- Exercises in real life contexts

- Teacher guides learners to make the connection of what they learnt to real life situations. At this level, the role of teacher is to monitor the fixation of process and product/object being learned.

3) Assessment

In this step the tutor asks some questions to assess achievement of instructional objective. During assessment activity, Student-Teachers work individually on the task/activity. The tutor avoids intervening directly. In fact, results from this assessment inform the tutors on next steps for the whole class and individuals. In some cases, the tutors can end with a homework assignment.

PART II: SAMPLE LESSON PLAN

School Name: TTC.........   Tutor's Name: XXXXXX

Term	Date:	Subject	Class	Unit No	Lesson Number	Duration	Class size
Two	.../.../...	FOE	Year two SME/LE/SSE/ECLPE	9	1	40 min	35
Types of special Educational needs to be catered for in this lesson and number of learners in each category			One student teacher with visual impairment (an albino) The student teacher with visual impairment is sitting where no sun rays facing him/her.				
Unit title	Theories of learning						
Key Unit Competence	Demonstrate how learning theories can be applied in classroom situations						
Title of the lesson	**Classical conditioning theory**						
Instructional Objective	Using examples in daily life, student teachers will be able to explain the classical conditioning theory according to Pavlov.						
Plan for this lesson(Location)	In classroom						
Learning materials	Charts, manila paper, stories, flash cards (short papers), videos						
References	FOE Student's book, Tutor's guide, Fact sheets about,						

Timing for each step	Brief description of teaching and learning activities		Generic competences and cross-cutting to be addressed + short explanation
	In class, student teachers and the tutor make a short conversation on daily life situations. Students teacher react on the way they respond to different stimuli at school which will lead to the experiment of classical conditioning. Using the chart on classicall conditionning the tutor explains the three stages of the classical conditionning.		
	Tutor's activities	**Student teachers' activities**	
1. Introduction 5minutes	Invite student teachers to explain some concepts learnt previously; for example: learning, stimulus, response, perception, sensation	Share with the tutor the knowledge on those concepts for examples: **stimuli**: an action or event that evokes a response in something or someone, **learning:** as a relatively permanent change in behaviour.	**Communication** will be developed through answering questions orally. **Critical thinking:** will be developed through sharing ideas on some concepts.
2.Development of the lesson 30 minutes **a) Discovery activity**	-Invite student teachers to listen to the story/scenario reflecting daily life and answer to questions related to the story. -Make sure the classroom set up is effective so that the student teacher with visual impairment is sitting where no sun rays facing him/her. -For example; one day, a mother came from the market with a hand bag, and his child run after her to see what was is in the hand bag. What made this child to run after his mother?	Listen to the story and answer to questions related to the story	**Communication** will be developed through listening the story **Inclusive education** will be addressed when a student teacher with visual impairment get involved in the lesson with support of the tutor and colleagues **Gender education** will be addressed though formation of pairs to answer to questions

	-Ask student teacher to work in pairs and do the assigned task: -What are your reactions when it is one hour before the lunch is ready? -How do you feel when you pass near the kitchen and the smell of delicious food you like enters through your nose? -How do you behave when it is a lunch time and you hear the bell rings	-For example: the child was thinking about something good, the mother brought to him -Join the colleague in order to form a pair -Have a discussion on the assigned task	**Cooperation and collaboration** will be developed in their pair, sharpening ideas related to the task provided **Research and problem solving** through discussion and answering questions based on daily life.
b)Presentation and exploitation of learner's production	Invite some pairs to share what they have discussed by presenting. Paraphrase their answers where necessary	-Make a presentation of the task -For example: Some time (minutes), before lunch time, we start feeling hungry, we think about the lunch which is going to be taken, wonder how the food will be looking like... We start feeling saliva going to be out the mouth...	**Critical thinking** will be developed through presentation **Communication** will be developed through learning new vocabularies, pronunciation and listening to the explanation from the tutor...
	Support student teachers by explaining classical conditioning theory using an experiment from Pavlov (on a chart/video); its stages, and principles. **Example of chart description is in student book on 9.1.1**	Follow actively the tutor's explanations while describing classical conditioning theory and ask questions where necessary.	

c. Summary/ conclusion and application activities	-Help student teachers to summarise the content of classical conditioning -Guide them to find out many examples in the classroom / school environment and real life situation	Summarize the content in guided by the Tutor: **For example:** in classical conditioning theory, there are three stages: before conditioning, during conditioning and after conditioning (and its characteristics: see in the students' book, point 9.1.1). there also principles (with explanations)	**Critical thinking** will be developed while student teachers making summary of what they have learn
3.Assessment + 5 minutes	-Have a question written on manila paper with good handwriting to enable student teacher with impairment to do the assessment in good condition	Use short papers to answer to the question ask by the tutor. **question** explain classical conditioning theory according to Pavlov and give examples that can be found in daily life.	**Critical thinking** while answer the question asked.
Teacher's self-evaluation	This lesson has been taught well and student teacher were motivated, active in learning classical conditioning theory, **Area of improvement:** teaching and learning resources were not enough and next time there will be a need to involve student teachers to make and use their own resources made from local materials.		

PART III: UNIT DEVELOPMENT

UNIT
1
PEDAGOGICAL DOCUMENTS

1.1 Key unit competence

Make a variety of pedagogical documents properly

1.2 Prerequisites:

Students will learn Pedagogical Documents in education if those in ECLPE have good understanding on Thematic and integration approach in (TMP for pre-primary) preparation of lesson plan and daily schedule (unit 2.3 in ECPE TMP), Flexibility and adapting to the changes

1.3. Cross-cutting issues to be addressed:

Peace and Values Education

This will be addressed while student teachers will be working in small groups supporting each other to fill some format used to prepare pedagogical documents.

Gender education

This will be addressed while student teachers males and females work together in small groups filling different format of different pedagogical document

Inclusive Education

While planning the teachers is preparing pedagogical document and this is the time to think about what to do in consideration of children with special educational needs. Therefore, inclusive education will be addressed when student teachers are drafting pedagogical document pretending that during their teacher there will be pupils with special educational needs who will need special support.

Financial Education

This will be addressed when thinking about the resources to be used when teaching. This clear when the teacher is planning, he/she need to think about resources to be used and these should be cost effective for the teacher.

Environment and sustainability

Some resources can be found within the school others can be found around the school environment; the lesson can take place in or out of the class/ the school. Therefore, the ideas of environmental protection can arise. This will be a good time for the tutor to address this issue.

1.4. Guidance on introductory activity:

- Organize a visit to the nearest model school in collaboration with the Head Teacher. Teachers should know the date and time; understand the purpose of the visit.
- Organize student teachers in small groups depending on their number compared to the number of teachers in the model school. All student teachers have the same tasks.
- Before the visit make sure that student teachers understand the purpose of the visit, the task and the methodology to collect the needed.
- During the visit, they take note and request for some samples of pedagogical documents.
- After the visit, student teachers in their groups, consolidate information collected for each document.
- All group representatives form one group, share information and make a second consolidation for each pedagogical document. They get ready for presentation during one of the lesson within the unit.

1.5. List of lessons

#	Lesson title	Learning objectives	Number of periods(12-8)
1	Introduction to pedagogical documents	Identify the pedagogical documents for a teacher and explain their importance in general.	1
2	Importance of a scheme of work	Explain the importance of a scheme of work.	1
3	Format of a scheme of work for primary	Identify parts of a scheme of work for primary	1
4	Making scheme of work for primary level	Make a scheme of work of primary according to the format	2

5	Format of pre-primary Scheme of work	Identify the structure of pre-primary scheme of work designed by REB for its effective use	1 (ECLPE)
6	Making a thematic weekly planning for pre-primary	Make a weekly and daily plan using Pre-primary scheme of work	2 (ECLPE)
7	Making a daily plan of activities for pre-primary	Make a daily plan using Pre-primary scheme of work	1 (ECLPE)
8	Other pedagogical documents (Class diary, Attendance register, Marks records)	Make other pedagogical documents: class diary, attendance register and mark records`	2
	Assessment		1

Lesson 1: Introduction to pedagogical documents

a) Learning objective

Identify the pedagogical documents for a teacher and explain their importance in general.

b) Teaching resources

Student teacher's note books which contain information collected from the model school.

c) Prerequisites/Introduction

Start the lesson by recalling the objective of the visit conducted to the model school and asks student teachers to avail their individual reports.

d) Learning activities

Activity 1.1

- Have student teachers, in pairs to work out the Activity 1.1 in their textbook by sharing information collected from the model school.
- Through questioning let them list the pedagogical documents and put them on the chalk board.
- Let them identify documents that they are familiar with and discuss the importance of all the pedagogical documents.

Answers for activity 1.1

Possible answers

1. The users of pedagogical documents are:
-   Teachers
-   School leaders: head teacher and the Dean of studies
-   Supervisors from the sector, district and national level

2. Students teachers are familiar with the lesson plan and the subject syllabi used during the micro-teaching in Year One.
-   Take time and highlight the importance of all pedagogical documents required to every teacher.

e) Application activity 1.1

-   Invite students to work on pairs and do Application activity 1.1 from their book
-   Invite some pairs to share through presentation

Possible Answers

Refer to the student book sub-topic 1.1.: Introduction to pedagogical documents.

Lesson 2: Importance of scheme of work

a) Learning objective

Explain the importance of a scheme of work..

b) Teaching resources

Copies of completed samples schemes of work, school calendar.

c) Prerequisites/Introduction

Start the lesson by recalling the objective of the visit conducted to the model school and asks student teachers to avail their individual reports.

d) Learning activities

Activity 1.2.1

-   Distribute copies of completed scheme of work (at least one copy shared by 2 student teachers). Explain clearly the task.
-   Let student teachers, in pairs read the scheme of work.
-   Based on the content of the scheme of work, through questioning let them list the pedagogical documents and put them on the chalk board.

- Let them identify documents that they are familiar with and discuss the importance of all the pedagogical documents.

Answers for activity 1.2.1

Possible answer

Based on content of the sample provided, the scheme of work help to

- know when to teach different lessons
- Plan ahead of time the teaching and learning materials, teaching and learning techniques, assessment procedures,...

e) Application activity 1.2.1

- Allow students to work in small groups and do application activity 1.2.1 from their book and the share their answers

Lesson 3: Format of a scheme of work for primary

a) Learning objective

Identify parts of a scheme of work for primary

b) Teaching resources

Primary syllabus, scheme of work format, school calendar, completed scheme of work

c) Prerequisites/Revision/Introduction

Start the lesson with a revision on the importance of scheme of work and ask students to recall the parts of scheme of work as they have seen it at model school during the visit

d) Learning activities

Activity 1.2.2

- Make the groups according to the class size
- Task them read the given scheme of work and identify its components and the content of each part
- Invite groups representative to share their findings

Answers for activity 1.2.2

Possible answer:

Refer to textbook on format of scheme of work for primary level

e) Application activity 1.2.2

- ask the student teachers to join their groups and identify required documents ro elaborate a scheme of work
- allow them to present their answers

Possible Answer

To elaborate a scheme of work a teacher needs a syllabus, school calendar, timetable, student book and teacher's guide

Lesson 4: Making a scheme of work for primary level

a) Learning objective

Make a scheme of work of primary according to the format

b) Teaching resources

Primary syllabus, scheme of work format, school calendar, completed scheme of work

c) Prerequisites/Revision/Introduction

Start the lesson with a revision on the importance and the format of scheme of work

d) Learning activities

Activity 12.3

- Have students in groups of four
- Distribute a completed scheme of work
- Ask student teacher to analyse it and check whether it is well completed if not suggest some correction and then propose steps to follow when making a scheme of work
- Invite student teachers to present the findings.

Answers for activity 1.2.3

Possible Answers

consult the teacher's book on making scheme of work

e) Application activity 1.2.3

- Ask students to join their respective groups and work on application activity 1.2.3 from their book
- Invite them to share their findings

Possible answers

1. Student teachers make a scheme of work

2. a) Content distribution simply shows the weeks, lessons and periods while a scheme of work is a plan of action which enables a teacher to organise teaching activities ahead of time. It is summarizes forecast of work which the teacher considers adequate and appropriate for the class, to cover in a given period. The scheme of work organises the learning content in a timely manner according to the school calendar and based on the subject syllabus/curriculum. It determines the content and competences to be covered in a week, a month, a term or a year. It also illustrates a lot of information for a teacher like: learning objectives, teaching methods, resources, keys unit competences, assessment procedures, etc (see scheme of work format in student book)

   b) Content distribution doesn't replace the scheme of work because it doesn't provide all necessary information (see additional information for teacher)

Lesson 5: Format of scheme of work for pre-primary (ECLPE option)

a) Learning objective

Identify the structure of pre-primary scheme of work designed by REB for its effective use

b) Teaching resources

REB primary scheme of work template, Pre-Primary Scheme work, flip chart, markers,

c) Prerequisites/Revision/Introduction

Students will learn better the structure of pre-primary scheme of work documents because they have understanding on Preparation of lesson plan as they learnt it in Y1 TMP, understanding the pre-primary syllabus also taught in Pre-primary TMP Year 1

d) Learning activities

Activity 1.2.4

- Have students in small groups
- Distribute to each group copies of primary scheme of work template and a copies of pre-primary scheme of work

- Task them to compare and contrast primary scheme of work and pre-primary scheme of work
- Invite students to present their findings

Answers for activity 1.2.4

Possible answer:

Particularity for Primary scheme of work	Share points	Particularity for Pre-primary scheme of work
subject	- Unit	Learning area
Weeks showing dates	- Key unit competences	Weeks counted from 1,…
Number of period per unit	- Learning objectives	One theme per week
Lesson number	- Learning activities	Theme
Unit number	- Teaching Resources	Subtopic area
End unit assessment	- Observation - Lesson	Report showing the development progress of the child

- Supplement students 'discussion by showing Cleary the difference between primary and pre-primary scheme of work.
- Provide a deep explanation on pre-primary format of scheme of work

e) **Application activity 1.2.4**
- Make groups of five
- Distribute copies of pre-primary scheme of work
- Ask students to choose one week from any grade and check if all learning areas turn around the same theme in the same week.
- Invite students to share their work in plenary session

Possible Answer

Refer to textbook on 1.2.4(d) format of scheme of work for discovery of the world, numeracy and physical development and health.

Lesson 6: Making a thematic weekly planning for pre-primary

a) Learning objective

Make a weekly and daily plan using Pre-primary scheme of work

b) Teaching resources

Pre-primary syllabuses, a sample of thematic weekly and thematic web, flip charts, markers, masking tapes, etc.

c) Prerequisites/Revision/Introduction

Students will learn better this making thematic planning because they have understanding on the pre-primary syllabus, pre-primary scheme of work and lesson preparation. Thematic approach learnt in FOE year 1 serves also as a prerequisite to this lesson.

d) Learning activities

Activity 1.2.5

- Split students in small groups
- Distribute a copy of thematic web diagram
- Ask them to read it and make a quick overview on thematic approach learnt in FOE year1, and the explain the importance of web diagram in making the weekly plan and list down necessary documents to make a thematic web diagram
- Invite student teachers to present their findings.

Answers for activity 1.2.5

Possible Answers

1. The required documents to make a thematic web diagram are:
- Pre-primary syllabus
- Pre-primary scheme of work
- Pre-primary daily schedule
- Different pre-primary books
2. Importance of web diagram in making the weekly plan is indicate the competence to be developed in each learning area and shows the link of all learning areas to the theme.
3. Key parts of the weekly plan are:
- Heading
- Time
- Type of activity in the daily schedule
- Key learning area and other learning areas
- Learning objectives
- Learning activities: teacher's activities and learner's activities
- Teaching and Learning Materials

4. The required documents to make a weekly plan
   - Pre-primary syllabus
   - Pre-primary scheme of work
   - Web diagram
   - Pre-primary daily schedule
   - Different pre-primary books
   - Proceed teaching and learning activities by illustrating steps of making thematic weekly plan

e) Application activity 1.2.5

   - In groups of five, ask students to choose one week from the pre-primary scheme of work and create thematic web diagram then make a thematic weekly plan
   - Display the created web diagram in the classroom

Possible answers

Refer to textbook on 1.2.5: Making a thematic weekly planning for pre-primary

Lesson 7: Making a daily plan of activities for pre-primary

a) **Learning objective**

Make a daily plan using Pre-primary scheme of work

b) Teaching resources

Pre-primary syllabus, pre-primary scheme of work, thematic weekly plan, flip charts, markers, masking tapes, etc.

c) Prerequisites/Revision/Introduction

This lesson is based on the knowledge gained from the previous lessons related to thematic web diagram, thematic weekly plan and lesson preparation. Unit 23."Thematic planning" from Pre-primary TMP year 1 serves also as a prerequisite to this lesson.

d) Learning activities

Activity 1.2.6.

   - Make small groups
   - Distribute copies of weekly plan and related daily plan from REB training module (Imfashanyigisho y'amahugurwa ku nteganyanyigisho y'uburezi bw'amashuri y'inshuke, 2016)

- Ask them to analyse them and comment on making a daily plan based on the weekly plan and then make conclusion.
- Offer students time to share their ideas through presentation and supplement them

Answers for activity 1.2.6

Possible Answers

Refer to textbook one daily plan for pre-primary and refer also to Imfashanyigisho y'amahugurwa ku nteganyanyigisho y'uburezi bw'amashuri y'inshuke, 2016 page 74

e) Application activity 1.2.6
- Ask the student teachers to join their respective groups
- Ask them to choose one day from weekly plan they made and them make a daily schedule of activities

Possible Answer

Consult Pre-primary TMP (unit 23: Weekly and daily planning for pre-primary)

Lesson 8: Other pedagogical documents (Class diary, Attendance register, Marks records)

a) Learning objective

Make other pedagogical documents: class diary, attendance register and mark records

b) Teaching resources

Class dairy, call register/attendance register , marks records,

c) Prerequisites/Revision/Introduction

Students have pre-prerequisite from FOE year 1 (units 8 and 9) and Pre-primary TMP year 1 (unit 22) that help students to understand that lesson.

d) Learning activities
Activity 1.3
- Have students in pairs
- Ask them to make a recall on the documents that they have seen when they were at the model school for observation and list down.
- Ask students to explain the importance and how to fill those documents especially: class daily, attendance list and marks records
- Allow students to present their findings through presentation

Answers for activity 1.3

Possible answers

Other pedagogical documents:

- Marks records
- Class daily
- Call register

supplement students' ideas and show them how to fill class daily, attendance list and marks records

- let students explore class daily, attendance list and marks records for their class

e) **Application activity 1.3**

- Make groups depending on the class size
- Ask the student teachers to work on the application activity 1.3 from their book
- Allow them to share for making sure if all have followed instruction and complete it well

Possible answers

1&2Compare what the student done and give the opportunity to use your class daily as a reference after complete work

3. Marks records show the learners' achievements in every piece of work that is assessed. They are designed to show the progress each learner is making in every subject.

1.6. End unit assessment

Possible answers

1. The head teacher should check all pedagogical to ensure of the implementation of the curriculum and to check whether teachers fulfil their work and provide necessary advice.
2. All pedagogical documents, especially the ones which are prepared by the teacher, should be considered as having equal importance. Therefore, the supervisor should not ignore any pedagogical document.
3. A student completes any pedagogical document on his/her choice

1.7. Summary of the unit

This unit of Pedagogical documents gives detailed information on Importance of pedagogical documents in general. The steps of planning a scheme of work have been explained. Steps for making thematic planning, weekly plan for pre-primary and daily plan of activities for pre-primary have been clarified. This unit illustrates also how to complete other pedagogical documents like class diary, attendance register and marks records.

1.8. Additional information for tutors

Samples of content distribution

Sample 1

Content distribution in school year 2019

Subject: mathematics

Class: Primary 4   **Number of period per week:** 7 periods

Term 1   (70 periods)

UNIT 1: Mathematical operations on whole numbers up to 100 000 (42 periods)		
Key unit Competence: To be able to read, write, compare and make calculations on whole numbers up to 100 000		
Week	**Content**	**Number of Periods**
1	Introduction to the Number Systems	2
	Reading and writing numbers up to 100,000 in figures	2
	Reading and writing numbers up to 100,000 in words	3
2	Place Values of whole Numbers up to five digits	3
	Comparing Numbers using <, > or =	1
	Introduction to the addition of objects: Different numbers of the same objects are put together	1
	Addition of 2 or more whole numbers whose sum does not exceed 100,000 without carrying	2

3	Addition of 2 or more whole numbers whose sum does not exceed 100,000 with carrying	3
	Solve real life problems involving addition	1
	Introduction to subtraction: taking away some objects	1
	Subtraction of whole numbers between 0 and 100,000 without borrowing	2
4	Subtraction of whole numbers between 0 and 100,000 with borrowing	2
	Solve real life problems involving subtraction	1
	Introduction to multiplication: groups of the same number of objects	1
	Use of multiplication table	1
	Multiplying whole numbers by a two digits number	2
5	Product of a 2 digit number by 10 and quick multiplication by 10	1
	Product of a 2 digit number by 100 and quick multiplication by 100	1
	Product of a 2 digit number by 1 000 and quick multiplication by 1000	1
	Product of a 2 digit number by 10 000 and quick multiplication by 10000	1
	Multiply numbers using quick multiplication by 5	2
	Solve real life problems involving multiplication	1
6	Introduction to the division: Forming groups with the same number of members	1
	Division by a single digit number without A Remainder	1
	Division by a single digit number with a Remainder	2
	Solve real life problems involving division by a single digit number	1
	End unit assessment	1
	Remediation	1

Sample 2

Ttc Religious Education Content Distribution

No. Of Periods Per Week:1

Combination: Eclpe, Sme And Le

Year I

Term One

Week	Content	12 Periods
	Unit 1: Introduction to the religious scriptures	
Key Unit competence: Describe the structure of the sacred books and highlight their importance in spiritual growth and worship		
1	Meaning of the Bible	1
2	Bible as a collection of books	1
3	Inspiration and canonicity of the Bible	1
4	Redaction and authorship of the Bible	1
5	Structure of the Qur'an	1
6	Redaction of the Qur'an	1
7	Main message of Old and new Testament	1
8	Relationship between the new and old testament	1
9	Structure of the Bible	1
10	The Qur'an as the sacred texts	1
11	The importance of sacred scriptures in the life of the believer	1
12	End unit assessment and remediation	1

1.9. Additional activities

1.9.1 Remedial activities

1. What is the importance of pedagogical documents

    Answer:

    Pedagogical documents are used by the teacher for long- and short-term planning, implementation and evaluation of the teaching and learning process. They meant to make teaching and learning more organised and effective.

    These documents are also used by educational supervisors at different level ranging from the school up to the national level, to monitor the implementation of the curriculum.

2. List down pedagogical documents designed at the national level and write down 4 examples of pedagogical documents complete by the teacher

   Answer:

   - pedagogical documents designed at the national level: curriculum and syllabi

   - 4 pedagogical documents complete by the teacher: scheme of work, lesson plan, class diary, attendance register, Assessment notebook for homework, test, exams and marking scheme and marks record.

3. Explain clearly the importance of scheme of work.

   Answer:

   A well-prepared scheme of work among other things:

   - Gives an overview of the course content for a specific period such as week, a term, or a year.

   - Indicates period or time when each unit and lesson will be taught

   - Provides a logical sequencing of units and related competences on one hand and lessons within a unit on the other hand.

   - Help the teacher to identify ahead of time the required teaching and learning resources (material and human). This help to think and plan for their provision.

   - Suggests key teaching methods and techniques be planned.

   - Indicates time when end unit assessment and exams will take place

   - Suggests assessment techniques and procedures

1.9.2. Consolidation activities

1. Explain the use of attendance register

   Answer

   On daily basis, the teacher keeps a record of pupils' attendances and absences. He/she calculates the total number of attendances every day and their percentage at the end of the month. The teacher must inform regularly the school authorities, especially the school Head teacher of unjustifiable class absences. This tool helps teachers to ensure pupils' follow up on their attendances. She/he must know for what reasons they miss classes in order to help them in their learning process. The teacher must be in touch with parents to ensure pupils' follow up.

2. Choose one week from the given weekly plan (see page 71-13 in Imfashanyigisho y'amahugurwa ku nteganyanyigisho y'uburezi bw'amashuri y'inshuke, 2016) and prepare a daily plan activities.

Answer:

Student will prepare a daily plan activities for pre-primary

1.9.3. Extended activities

1. when and how to fill the column of remarks/observation in scheme of work

   Answer:

   Column of remarks *the scheme of work should be made immediately after the lesson delivery. (date when taught). The teacher is supposed to indicate whether what was planned for the period has been covered, whether there was over planning or failure of lesson and reasons for either case, etc. Remarks such as "excellent" "done; "OK", "well done", "satisfactory" or "taught might not be very useful to the teacher. Such remarks as "the lesson was not very well done because of inadequate teaching aids" or "pupils were able to apply concept learnt in solving problems as evident from supervised practice" etc. are appropriate. After the remarks, it is necessary to write the date when this lesson was taught.*

2. What to consider when planning a weekly plan

   Answer:

   The weekly plan is elaborated in order to put the termly plan into practice. In formulating it, consideration should be given to the continuity of life of the children, because we generally spend our daily life on a weekly basis.

UNIT
2

2.1. Key unit competence

Select appropriate assessment methods/techniques and create relevant assessment tools to assess learners 'competences.

2.2. Prerequisites

Student teachers have passed different activities of assessment from pre-primary. They already know that teachers give them quiz and exam or exercises to assess their understanding. In year, they have visited model schools and they have been introduced to different roles of the teacher among them setting quiz, exam and exercise for assessment, marking and recording marks are included. They are familiar to various ways that their teachers used to assess them; either oral or written. In year 1, they have also learned competence based curriculum; by differentiating competence based curriculum from knowledge based curriculum, they have mentioned the difference between competences based assessment from knowledge based assessment.

2.3. Cross-cutting issues to be addressed

Inclusive education:

To make assessment inclusive, the tutor must understand the individual differences and consider them when setting activities for assessment. Tutor will use assessment tools that cater for individual differences and encourage them to fulfil their potential throughout the entire unit.

Gender education:

Tutor should bear in mind that all students: males and females have equal opportunities and rights to pass the same assessment activities. The issue of gender should also be respected when giving marks and feedback. Females and males students must have same feedback remarks and in the same ways. All students must have results (marks) corresponding to their work done.

Peace and values education:

Through assessment activities, either in groups or individual, the culture of peace and values should be promoted. Students should learn to claim peacefully when they are not satisfied with their assessment results.

Financial education

Tutor and students should be aware that the materials used in assessment, like papers, must not be misused.

2.4. Guidance on introductory activity

- Form small groups of 3 or 4 learners.
- Task each groups to observe the image from their books, share ideas, and then answer questions that follow the image.
- Ask student teachers to present their findings.
- Guide the students' discussions towards assessment.

Possible answers

1. Those pupils are doing an exam, a test, a quiz or any other written activity

2. The purpose of this activity (an exam, a test, a quiz or any other written activity) is to assess learners' learning and have a feedback to help students improve their learning. With this activity the teacher monitors student progress and analyze data to draw conclusions about the effectiveness of his/her teaching practices, identify areas for improvement, and address student individual needs.

3. This activity (an exam, a test, a quiz or any other written activity) is given to learners before learning, during learning or after learning.

4. Before this activity, the teacher has set questions to be done in this activity. He/she has also prepared a marking scheme. After the activity, the teacher will mark learners 'work, give feedback and record marks. He/she will also analyze the results and take decision for future improvement.

5. The administration staff can be involved in this activity for printing and multiply the copies of this activity, preparing room and sitting plan, providing necessary materials like papers, red pens to mark, etc

Link the students' answers to the new lesson and proceed as you have prepared

2.5. List of lessons/sub-heading

#	Lesson title	Learning objectives	Number of periods /24-22
1	Key concepts related to pedagogical assessment	Define key terminologies related to pedagogical assessment	2
2	Types of pedagogical assessment	Distinguish the types of pedagogical assessment	3
3	Principles of pedagogical assessment	Explain the guiding principles of pedagogical assessment	2
4	Pedagogical assessment tools/instruments	Explain the use of different assessment tools	3
5	Paper setting in CBC	Set an appropriate paper for formative and summative assessment	4
6	Marking, records keeping, and assessment results analysis	Explain strategies of marking objectively and explain the purpose of record keeping	4
7	Providing feedback	Describe different ways used when providing feedback	2
8	Special considerations when assessing young children	Differentiate special considerations when assessing young children	2(ECLPE)
	END UNIT ASSESSMENT		2

Lesson1. Concepts related to pedagogical assessment

a) Learning objective

Define key terminologies related to pedagogical assessment

b) Teaching resources

KWL chart, marks, flip charts, flash cards, student text book, chalk board, chalks and Smart classroom

c) Prerequisites/Revision/Introduction

Students are familiar with assessment because they have been passed exams, Quizzes, and other activities from primary. In TMP year 1, unit 8, they have learnt "lesson planning" so student teachers already know that the assessment is done along the lesson.

They are aware that their teachers consider their marks to take the decision of passing the class or repeating. All of these will help students to understand concepts related to pedagogical assessment.

e) Learning activities

Activity 2.1

- Have student teachers in small groups
- Ask them to discuss assessment, enumerate concepts they know about assessment and complete the KWL chart in the column of what they know (**K**) and in the column of they want to know (**W**).
- Invite each group to present their findings
- Write common points on the big KLW chart displayed in the front of the classroom
- Ask student teachers to go to Smart classroom and search on the internet the information about what they want to know on assessment.
- Ask student teachers to share what they have found in plenary session.
- As long as students present, put emphasis on the concepts related to assessment
- Write their definition on the black board.
- Make them read by students

Answers for activity 2.1

Possible answers

1.

K	W	L
- Exam	- What is assessment?	
- Quiz	- Difference between assessment and evaluation	
- Activity	- Who assess?	
- Questions	- What to assess?	
- Group work	- Etc	
- Evaluation		
- Etc		

2. Refer to text book on   key concepts related to pedagogical assessment
- Give a supplementary needed explanation on concepts related to pedagogical assessment

e) Application activity 2.1

- Ask student teachers to return into groups and complete KWL chart in the column of what they have learn about assessment
- Ask student to differentiate assessment from evaluation using T- chart.

Possible answers

1. Refer to text book on   key concepts related to pedagogical assessment
2. Refer to text book on difference between assessment and evaluation

Lesson 2: Types of pedagogical assessment

a) Learning objective

Distinguish the types of pedagogical assessment

b) Teaching resources

Samples of school reports, samples of marking records, teacher's exercise notebooks, copies of previous quiz and exam, chalks, blackboard, flash cards, Manila paper, markers

c) Prerequisites/Revision/Introduction

Students have been assessed for a long time. They can distinguish continuous assessment marks from examination marks. As they are sometimes assessed by other person who is not their teacher, like the district, they can easily differentiate internal assessment from external one. After the assessment, students can measure their performance in comparison to the performance of a group of peers; in addition, the student teachers have enough information about the terms related to assessment.

d) Learning activities

Activity 2.2

- ask students to take their school reports and observe the marks on it
- (if they don't have them, provide some samples)
- Ask them to identify CAT marks from EXAM marks.
- Put students in pairs; ask them to discuss how teachers find CAT marks and EXAM marks.
- Invite student teachers to share their finding in plenary.
- Guide the discuss towards formative and summative assessment

Answers for activity 2.2

Possible answer

On the student school report, there are marks for continuous assessment tests (CAT) and the marks for exam. Marks for CAT are the total of all on-going activities like quiz, group work, individual work, presentations, end-unit assessment, project done, etc (formative assessment). Marks for exam are the results of end-term exam or end-year exam (summative assessment).

Continue the lesson by identify different types of assessment

e) **Application activity 2.2**

- Distribute small sheets of paper on which it is written application activity 2.2
- Ask them to read and complete the blank space with a suitable type of assessment
- Facilitate the activity and correct the mistakes made
- Split students into five groups
- Assign each group to act as a teacher, a student, a parent, a head teacher or a District education officer
- Ask each group to identify which type of assessment are interested in and explain what they will do with the information from the chosen assessment (purpose).
- Invite each group to share through presentation

Possible answer

1. Refer to text book on types of assessment
2. By considering types of assessment according to the assessment time, enumerated stakeholders are interested in different types of assessment with different purpose as shown on the following table:

Stake holder	a)Type of assessment	b)Purpose
Class teacher	Diagnostic	-determine whether their teaching has been effective in creating an impact on the students or not.
	Formative	
	Summative	-understand the performance of their students to ensure that the students are learning that which they are supposed to.

		- reach the course's objectives -improve teaching and learning -motivating
Student	Diagnostic	-students are able to see how they are doing in a class, they are able to determine whether or not they understand course material -are motivated
	Formative	
	Summative	
Head teacher	Formative	Taking decision
	Summative	
District Education	Summative	Taking decision
Parent	Summative	form a basis for long-term decisions about their child

Lesson 3: Principles of pedagogical assessment

a) Learning objective

Explain the guiding principles of pedagogical assessment

b) Teaching resources

Flip charts, markers, post-it papers, student text book, chalk board, chalks.

c) Prerequisites/Revision/Introduction

Student teachers have experience in doing exams and they have sometimes claimed by saying that the exam is difficult, not on their level, too long or to short. That may serve as prerequisite to principle of pedagogical assessment.

d) Learning activities

Activity 2.3

- Ask students to think of the exam done previously
- Distribute post-it papers
- Ask students to write what they have liked and what they have disliked about the previous exam
- Invite students to pin their ideas on the a flip chart displayed in front of the classroom
- Make read the all post-it papers and make summary

Answers for activity 2.3

Possible answer

- We liked how the exam was assessing what we have learnt
- The exam was readable   and the language was comprehensible
- The exam was the same for all learners
- It was done in the same condition
- Teacher gave us our results after examination
- We appreciate the feedback given after exam
- What we dislike is the time given. The time was to short, we didn't finish.

Based on the above activity and answers provided by students, introduce principles of assessment

e) **Application activity 2.3**

- Distribute one of the previous exam
- Ask students to analyse it and say whether principles of assessment have been respected when setting it and say which ones are respected and which ones are not.

Possible answer

Refer to text book on   Principles of pedagogical assessment

Lesson 4: Pedagogical assessment tools/instruments

a) Learning objective

Explain the use of different assessment tools

b) Teaching resources

Flip charts, manila papers, markers, student text book, samples of check lists, rubrics, portfolio, and rating scales, copies of exam, chalk board, chalks.

c) Prerequisites/Revision/Introduction

Since primary, student teachers have been exposed to different assessment activities and they have been assessed using different assessment tools: they have been interviewed, they have been observed, they have been asked questions (oral and written), they have done different projects and exhibited them, etc, within that prerequisite, and they can easily understand this lesson.

d) Learning activities

Activity 2.4

- Have student teachers in small groups
- Ask them to brainstorm and demonstrate the ways their teachers use to assess their understandings during and after the lesson
- Put flip charts in corners of the class
- Ask each group to go near the flip chart and write only one idea
- Give a sign, may be a clap, then students interchange (bus stop method)
- Make read all answers when each group returns back to their flip chart
- Give students samples of check lists, rubrics, portfolio, rating scales and copies of exam, quiz or any written activity, ask them to observe and share their ideas.

Answers for activity 2.4

Possible answers

- Teachers ask us questions (oral and written questions) (interview + questioning)
- Teachers observe what we do and write on a paper (observation + checklist + rubrics + rating scales + portfolio)
- Teachers ask us to present what we have done especially in groups (oral presentation)
- Teacher give us practical activity : experiment in lab, works of art (project work + exhibition)

e) Application activity 2.4.

- Split students in groups of 5
- Task them to create a checklist to assess a P4 pupil's reading ability

Possible answer

Reading ability in P4	Yes	No.n
A child reads all letters correctly		
A child combines letters to make a syllable correctly		
A child combines syllables to make a word correctly		
A child combines words to make a correct sentence		
A child respects punctuations		
A child reads loudly		
She/he can try to look at the audience		

Lesson 5: Paper setting in CBC

a) Learning objective

Set an appropriate paper for formative and summative assessment

b) Teaching resources

Flash cards, markers, copies of previous exams,

c) Prerequisites/Revision/Introduction

Students are familiar with assessment activities and after each activity they normally like to make comments about how the activity was set. In the lesson 4 of this unit they have learnt principles of assessment. Within this experience, it will be easy for them to understand that lesson.

d) Learning activities

Activity 2.5

- Give students flash cards
- Ask them to write one verb or a short sentence indicating what they think a teacher does before they sit for examination
- Invite each student to share what she/he wrote to the whole class, then they agree or disagree
- Display on the wall the chosen points.

Before and when setting questions teachers should :

- Read the curriculum
- Think of validity and relevance of the questions
- Think of the format and organization of the questions
- Think of the types of the questions to be used
- Write directions/ instructions like time, number of questions to be answered
- Develop a systematic procedures for scoring responses
- Establish criteria to interpret student performance

Link the student teachers' answers to the new lesson and proceed as have prepared

Activity 2.5.2.

- Split students in small groups
- Give them samples of an examination paper that contain different types of questions
- Ask students to read and identify characteristics for each section

Answers for activity 2.5.2

Possible answer

Refer to text book on paper setting

By using different samples of question paper, explain different types of questions.

Activity 2.5.3

- Give students a copy of revised bloom taxonomy
- Ask them to revise it and then classify the given questions (activity 2.5.3) according to revised Bloom Taxonomy

Answers for activity 2.5.3

Possible answer

Bloom Taxonomy	Questions	Level
Create	Set questions for assessment by the end of teaching prepositions " in" and "on" in P1	Higher order
Evaluate	Between multiple-choice questions essay questions which ones do you think are easy to answer?	
Analyze	Compare and contrast knowledge-based assessment and competence-based assessment	
Apply	As a teacher, how can you use observation as an assessment tool in the classroom	Lower order
Understand	Explain the difference between formative assessment and summative assessment	
Remember	Define assessment	

e) Application activity 2.5

- Form groups of 4
- Distribute books of P3 (subject is selected depending on the option)
- Ask each group to choose on topic, they read its content and set ten questions for assessment and then propose a marking scheme to mark those questions.

- Give the tips to respect when doing that activity (Respect revised Bloom Taxonomy, Consider the pupils' age and vary formats of questions)
- Invite each group to display their work and then mark them with the whole class participation

Possible answer

Refer to text book on paper setting

Lesson 6: Marking, records keeping, and assessment results analysis

a) **Learning objective**

Explain strategies of marking objectively and explain the purpose of record keeping

b) **Teaching resources**

Student text book, samples of records assessment sheets, samples of marked students' copies

c) **Prerequisites/Revision/Introduction**

Students 'work has been marked since they started primary school. When they claim for their results, they know that the teacher changes on the score sheet. They have enough understanding on assessment gained from lesson one and two.

d) **Learning activities**

Activity 2.6.

- Have student teachers in small groups
- Ask them to read the scenario from their book (activity 2.6) and answer questions related *to it.*

Answers for activity 2.6

Possible answers
Question 1

- Teacher Butera has good practice of marking. Marking one answer on all copies avoid subjectivity
- For making marking effective and easier, the teacher should:
  - Reread the marking scheme
  - Set marking criteria

- Use a red pen to mark or any other pen which has a different colour from the one that a child used.
- Write marks in the margin
- Start by marking the same number of the questions on all copies
- Cover the name of the learner if not don't look at name when marking. Mark the work done not the name of the learner
- avoid the subjectivity
- inspect all rough work (generally at the back of the answer sheet)
- write quantitative and qualitive feedback on the student' paper

Question 2

No, Dusenge was not ready to start the following unit. Just after recording marks, he had to analysis as for the following sample of P3 A

P3 A : End unit assessment analysis results			
Level	**No**		**Remarks**
Pass	34	4	They are ready to start unit 3
Medium	33	3	They need exercises for consolidation
Failures	4	3	They need remedial activities
Total	10	10	
Decision	More exercises are needed before starting the following unit		

Supplement students 'ideas by providing deep explanation on strategies of marking objectively, purpose of record keeping and assessment results.

e) Application activity 2.6

- Ask students to work in groups and read application activity (2.6) from their book and do it.

Possible answers

Refer to text book on criteria for marking and records keeping

Lesson 7: Providing feedback

a) Learning objective

Describe different ways used when providing feedback

b) Teaching resources

Samples of marked copies: ones with quantitative feedback (numerical) and others with qualitative feedback (in words).

c) Prerequisites/Revision/Introduction

Students have been marked by different teachers; many of them put quantitative feedback and few put qualitative feedback. Some of their teachers, after giving the results, they gave their students chance to talk about their results and tell them areas of improvement and strength points. Within this experience, students can understand easily this lesson.

d) Learning activities

Activity 2.7

- Have student teachers in pairs
- Ask them to discuss the way through which their formers teachers provided them feedback.
- Ask them to explain how they feel after being given feedback by their teachers
- Tell them to list down the persons who have right to see their results.

Answers for activity 2.7

Possible answers

- Some of our teachers show us our results
- On our copy it was written: marks, very good, good, and excellent, or, sometimes, some words which explain what to correct.
- We were interested in the feedback given because it helps us understand the subject being studied and gives us clear guidance on how to improve their learning
- Students are not the only ones to see their results, their parents should also be aware of their children' results.
- Proceed with a clear explanation on how to provide feedback

e) Application activity 2.7

- Make groups of five
- Assign each group the question to describe the feedback that may work

Possible answer

Assessment feedback that works is:

Timely: teachers must give it often and in detail during learning for it to be effective.

Appropriate and reflective: It should reflect their abilities, maturity, and age. Also, students must be able to fully understand it in their own way.

Honest and supportive: The goal is to always give feedback that's honest and supportive. It's the kind of feedback that will make the student want to continue.

Focused on learning: Any feedback teachers give must always be linked to the purpose of the task. Beyond being constructive, it should be both actionable and tied to the specific learning objectives students are reaching for.

Enabling: Students must have opportunities to utilize what the feedback teachers give is meant to teach them. Students can also thrive on constructive feedback from their peers.

Lesson 8: Special considerations when assessing young children

a) Learning objective

Differentiate special considerations when assessing young children

b) Teaching resources

Student text book, flip charts, markers, chalk board, chalks.

c) Prerequisites/Revision/Introduction

Unit 12"Developmental milestones" YEAR 1, will serve as a prerequisite to this lesson. From that unit, students have been exposed to different activities that help them to understand the child development especially infants, toddlers and pre-schoolers.

d) Learning activities
Activity 2.8

- Have student teachers in small group
- Ask them to observe the image and answer the questions related to it.
- Invite students to share their answers through presentation

Answers for activity 2.8

Possible answer

a) On the image there are pre-schoolers who are playing in corners

b) When assessing young children:
- Consider the family context
- Remember that children learn by doing
- assessment instruments and procedures are better than others
- be flexible
- *etc*.

Explain deeply what to consider when assessing young children

e) Application activity 2.8
- Make groups of five
- Ask them to compare and contrast assessment for pre-schoolers and primary pupils.

Possible answers

Pre-schoolers	Primary pupils
Summative evaluation after a unit or a topic,	Assessment is done in every developmental domain
Evaluation after a term, a year,	It does not base only on competences in specific subjects
Results from assessment are used to rank learners	Different ways are used: observation, discussion with parents, anecdotal records of daily progress kept in files (portfolio)
Assessments done in specific subjects: Maths, Science, History, etc.	Assessment results are not used to rank children, but to improve the teaching and learning

2.6. Summary of the unit

This unit has given explained details on assessment meaning, types, principles, tools and techniques. It talks also on paper setting, types of the questions, marking, records keeping and records analysis. Finally, the difference the difference between pre-primary and primary assessment has been mentioned.

2.7. Additional information for tutors

A. Categorizing Assessment Feedback

The analysis identified three **critical components of assessment** as informed by Process Education:

1. **Strengths**: what makes certain aspects of an experience or performance powerful, and why (and later how)

2. **Areas for improvement:** aspect of the experience or performance that might be improved, with recommendations on how to do so.

3. **Insights:** what was learned from the experience to increase our knowledge about activities and performances, including design, planning, delivery, and execution (lessons learned).

SII-assessment (Strengths, Improvements, and Insights) is the term coined and used in the Faculty Guidebook (Wasserman, 2007).

B. Assessment Methodology

Step	Explanation
1. Develop guidelines for the assessor to follow when assessing a performance	
Both assessee and assessor	a) Define the purpose of the performance
	b) Define the purpose of the assessment
	c) Determine what is appropriate to be assessed
	d) Agree on what you should be reported and how it should be reported (for the assessment/ feedback report).
2.Design the method used	
Both assesse & assessor	a) Inventory a list of possible criteria to be used as a part of the assessment.
	b) Choose the criteria from the list which best meet the previously established guidelines (step 1).
	c) Determine an appropriate attribute (or set of attributes) for reach of chosen criteria (step 2b) which will be used to assess the assessee's performance.
	d) Determine the appropriate scale for each attribute (step 2c) which will be used to determine or measure the quality of the assessee's performance.

3. Collect information during the performance.	
The assessor.	a) Set up a system to complete and collect information pertaining to attributes.
	b) Measure the collected information against the established attributes using the determined scales.
	c) Document the assessee's strengths, area for improvement, and insights which will be shared with the assessee.
	d) Officer feedback during the performance, if appropriate and agreed upon beforehand, with the assessee.
4. Report the findings to the assessee.	
The assessor	a) Share the assessment report with the assessee. This includes information gathered during the performance and how it relates to the criteria, along with feedback for improving future performance.
	b) Analyse a performance that is believed to be poor or low quality. Determine what part is due to the information collected, the criteria chosen, and/or the performance itself.

2.8. End unit assessment

Possible answers

1. Through the consistent use of formative assessment, teachers can quickly gather data to determine whether students are mastering the goals and standards or there are gaps in students' learning. Teachers can then use this information to establish priorities for future lessons. For example, if the majority of your class has mastered a specific standard, you may choose to use Instruction time to investigate into that standard further or explore an applied aspect of it. If, however, formative assessment data indicate that your students need more instruction or more practice, then you may decide to reteach certain elements or assign more group exercises targeting a particular skill. In this way, formative assessment guides the establishment of priorities for teaching and learning.

2. When students help develop questions for an assessment, and have a deeper understanding of what they are expected to learn before they take the assessment, they take a greater responsibility of their own learning. And this makes sense; the activity enables students to better understand what teachers expect them to know, understand, or be able to do, as well as what

constitutes a proficient performance. This, in turn, allows students to support each other and take responsibility for their own learning by helping them accurately and appropriately evaluate learning against shared expectations and make any necessary adjustments to the learning.

3. Curriculum defines the content and sequence of instruction. It identifies the process and products of teaching and learning. Some curricula are broadly designed think of a scope and sequence or a curriculum map. Other curricula include daily objectives, specific content, learning activities, and assessment strategies.

   Formative assessment can support all kinds of curricula by providing essential feedback   about what students are learning and how well they are learning it. Formative assessment includes strategies that each teacher can employ on a regular basis in the classroom to track learning. Teachers can then change the content and products of instruction to customize learning based on a student's achievement of curricular goals. In this respect, formative assessment guides curriculum through a reflective process focused on student attainment of the goals and standards.

4. Aligning the assessment to the learning targets, objectives, and goals, and the way those were taught is important, as is determining if one or more than one target, objective, or goal will be measured in one assessment. Validity allows both students and teachers to make inferences about what students know, understand and can do. Assessing what was taught in the manner is was taught and learned produces stronger inferences.

2.9. Additional activities

2.9.1. Remedial activities

1. What does assessment involve for teachers?
   Answer:

   For teachers, assessment involves gathering information to understand better how each child is progressing at school and using that information to further child's learning. Assessment therefore, goes far beyond just testing. It concerns the daily interactions between the teacher and each child that include moment-by-moment conversations, observations and actions.

2. Differentiate classroom assessment from external assessment
   Answer:

   refer to textbook on types assessment

3. Identify four Assessment purposes

    Answer:

    -   To provide information about students' learning styles or preferences for ways of learning, allowing instructors to choose among instructional approaches that would best meet the needs of the students
    -   To discover which components of the course contribute most significantly to students' learning
    -   To provide feedback helpful for designing activities to foster a more realistic view of a discipline and what members of that discipline do
    -   To prompt students to reflect on their own learning preferences, strengths, or styles

2.9.2. Consolidation activities

1. Explain the purpose of using portfolio as an assessment tool.

    Answer:

    The overall goal of the preparation of a portfolio is for the learner to demonstrate and provide evidence that he or she has mastered a given set of learning objectives. More than just thick folders containing student work, portfolios are typically personalized, long-term representations of a student's own efforts and achievements.

2. Differentiate assessment for learning from assessment of learning

    Answer:

    Assessment for learning emphases the child's active role in his/her own learning,

    Assessment for learning takes place in the day-to-day minute-by-minute interactions between teachers and children. Using assessment for learning, the teacher interprets the information and uses it to support children in their work and to plan ahead. The uses also use information from assessment for learning to evaluate his/her teaching. Based on this information, the teacher can make changes to his/her planning, organisational strategies and teaching methodologies in order to make learning more successful for children. Assessment for learning is formative assessment.

    In contrast, assessment of learning focuses more on medium and long-term assessment. It is generally assessing a child's learning at the end of a given period, such as the end of a unit of work, a week, a term or a year. The emphasis in assessment of learning is on measuring child's cumulative progress towards curriculum objectives. Assessment of learning is summative assessment.

3. How should assessment results be recorded?

Answer:

Assessment results can be recorded in different forms, including marks, grades, checklists, profiles, and narrative comments. Teachers need to bear in mind that comments should be objective and instructive. It is recommended that comments entered in the pupil file and in the report card should be phrased in positive manner in order to support further learning and development.

2.9.3. Extended activities

1. Why is it necessary to interpret assessment information (results analysis)?

 Answer:

Teachers interpret assessment information to decide what interpretation that information is valuable and how it can be used to enhance the child's learning. Information gained from formative assessment can produce a detailed picture of the decisions when planning for differentiated learning.

2. What are the limitations of using interview as assessment tool?

Answer:

Time is a major inhibiting factor in using structured interviews to inform teaching. To prevent this issue from being prohibitive, selective sampling of a broad range of students in a classroom may be employed to make the technique more practical, yet still provide a portrait of how different students in a class are engaging with course material. A second limitation of structured interviews lies in the extreme content specificity of students' thinking. For instance, when dealing with biological knowledge, the type of organism included in an interview prompt has been shown to radically change the nature of a student's response. Thus, if an instructor would like to probe a student's reasoning pattern about a specific process, the nature of the exemplar included in the probe must be taken into account.

3. Demonstrate how assessment is a part of teaching and learning process

Answer:

Using assessment as a part of teaching and learning the teacher:

- plans new learning using information and curriculum objectives
- gathers and records information about what and how children are learning
- shares with the children what their new learning will involve
- uses approaches methodologies and classroom organisation strategies
- explores with the children what successful learning look

UNIT 3

PLAY IN EARLY CHILDHOOD

3.1. Key unit competence

Design opportunities for young children to engage in different types of play and interact with them as they play to build their thinking and language skills.

3.2. Prerequisite

The concept of 'play' does not sound new to students. The present unit 'Play in early childhood' builds on competence developed in Pedagogical Approaches in YEAR ONE where they covered 'Play-based approach'. In this approach, students got familiar with the concept of play and how it can support children's development and learning.

3.3. Cross-cutting issues to be addressed

Gender

Types of play and illustrations cater for gender whereby boys and girls can play all types of play described and illustration display boys, girls and children with disabilities participating in play activities.

Inclusive education

The types of play include all children without any discrimination based on disability. Play equipments will be adjusted to be inclusive.

Environment sustainability

During pretend play activities, children need to be advised not to destroy/spoil the environment in search of play materials for pretend play. They are also encouraged to clean the play area after play is over.

Standardisation culture

In sensory play activities, children will be advised not to eat anything without checking whether it is not spoiled.

Sexuality education

Children will be discouraged to peep others. Children should also be told not to play totally naked to keep privacy.

Peace and value education

Teachers should select some play activities that build social skills and values in children. These include: tolerance, forgiveness, patience, etc. which are foundation of peace.

Financial education

Children will be advised not to spoil materials because they bought money. Spoiling materials is wasting money.

3.4. Guidance on introductory activity
- Split students in groups of five
- Ask them to think of any play of 3-5 year old children and compare it with a match of football between two schools
- Invite students to present their findings
- Orient the discussion towards definition, importance, types and characteristics of play through comparison on two matches

Possible answer

Children's play is different from the match against the two because when children play they don't do it for a reward. The two schools are competing for a trophy. That is to say if there is no trophy they would not play. Their target is only a trophy whereas when children play they do it for joy. Players in the two teams have a task to play well in order to win such that they can even be punished for playing badly. There is a referee to oversee the match. In the match, there are rules to follow and punishments for who break those rules. But in children's actual play, there is no referee.

3.5. List of lessons/sub-heading

#	Lesson Title	Learning objectives(from the syllabus or set according to the lesson title)	Number of periods (10: ECLPE)
1	Meaning of play	Explain the meaning of play according to different authors and its characteristics	1

2	Importance of play	Explain the importance of play in child's development and learning	1
3	Adults' support to children's play	Describe actions adults should take to support children during play	2
4	Types of play	Differentiate types of play according to characters and content	2
5	Criteria for selection of games for children	Explain the criteria for selection of games for children	1
6	Play and developmental domains	Identify how developmental domains are strengthened through play	1
7	Common childhood accidents and safety tips	Describe common accidents of children during play and safety tips	1
	End unit assessment		1

Lesson 1: Meaning of Play

a) Learning objective

Explain the meaning of play according to different authors and its characteristics

b) Teaching resources

Scenario: Comparing a Match between two teams and children's play; Student's textbook; Video materials showing children playing to identify the characteristics of play.

c) Prerequisites/Revision/Introduction

The lesson starts with a revision on what the students know about 'play' because it is they previously learned 'play-based approach' in Year One.

d) Learning activities

Activity 3.1

- Invite student teachers to work in pairs and write what they think could be the characteristics of play based on the match between two schools for a trophy.
- Have some pairs make presentations of what they came up with

- From the characteristics of the match ask them if they think they could be the same as those of children's play.
- Ask the students to define 'play' from its characteristics

Answers for activity 3.1

Possible answer

A match between two schools	Play of 3-5 year old children
Goal/target is the trophy	No target, just for pleasure
Players can be punished for not playing	No punishment, voluntary
There is a referee to control the match	No punishment because no rules
There are rules	No rules to follow
The match is time bound (90 min)	Flexibility, they can stop any time

From the comparison in the table, the teacher will supplement with the characteristics in found in the textbook with their deep explanations to complete the list.

e) **Application activity 3.1**

Invite students to work in groups and discuss the comprehensive meaning of play and its characteristics.

Possible answers

1. Comprehensive definition of play:

   Play is a voluntary activity of children, which are inherently enjoyable. It involves intrinsic motivation focused on process rather than product. It also involves pretence, implicit (implied but not expressed) and flexible rules. Play is therefore a pleasurable activity that is engaged in for its own sake.

2. Characteristics of play: Play
   - Is pleasurable,
   - Is voluntary,
   - Is not goal-oriented,
   - Is actively engaged in by player,
   - Involves a lot of pretence,
   - Is flexible

Lesson 2: Importance of Play

a) Learning objective

Explain the importance of play in child's development and learning.

b) Teaching resources

Flip charts, Flash cards, Markers, Student's textbook

c) Prerequisites/Revision/Introduction

The importance of play builds on the objective of play. The reflection activity will be around the purpose of play to the child. The student teachers reflect on the objective of play which will lead to its importance.

d) Learning activities

Activity 3.2

- Ask student teachers to discuss the objective of play to the child
- Ask them to write on the flip chart
- Ask them to share their findings

Answers for activity 3.2

Build on the purpose of play and students' answers, explain the importance of play to the child in general

e) Application activity 3.2

- Ask students to work in pairs and do the activity 3.2
- Invite some pairs to present

Possible answers

The answer to the activity is a table showing how play support the child's development and learning

Objective of play

Children should be engaged in play in order to fulfil the following purposes:

- To allow them to relax and enjoy themselves in pleasurable activities.
- To increase their vocabulary and self-expression. As the children involve themselves in different modes of play, pretend or dramatic play, they pick up new words and learn how to express themselves in their feelings.

- To enable children to explore and develop personal talents and skills. Trough play, children are able to try out new ideas and therefore find out what they are good at, at an early age.
- Preferences are also established through play and this enables adults or parents for that matter to identify the different talents their children possess in order to guide then in the right direction.
- To enhance the development of large and small motor sills, and strengthen body muscles

Possible Answers

Through play, a child:

- Develops imagination
- Acquires skills of body and mind
- Is able to understand, sympathise and empathise
- Acquire competition skills and learns how to cope with failure and success
- Is able to persevere i.e. acquisition of the ability to struggle towards a desired end.
- Understands when it is necessary to assert oneself and when to forfeit self-interest for the sake of others.
- Acquires healing for hurts and sadness
- Releases pent-up urges towards self-expression
- Is provided with a complex awareness of the world and her or his ability in relation to it.

Lesson 3. Adults' support to children's play

a) Learning objective

Describe actions adults should take to support children during play

b) Teaching resources

Flip chart, Markers, Flash cards, Chalk board

c) Prerequisites/Revision/Introduction

The introduction is done on a reflection activity whereby students are asked to agree or disagree whether children need the company of an adult when they are playing and why.

d) Learning activities

Activity 3.3:

- Write the reflection topic on the flip chart or chalk board ("While playing, children should not be abandoned; they need the company of an adult")
- Ask the student teachers to discuss it in pairs
- Ask them to share their ideas to the whole class

Answers for activity 3.3

Possible Answers

Children need the company of an adult:

- To set up the play area by removing hazards
- To follow up/monitor children's play closely or at distance
- To mediate children in case of conflicts
- To provide play materials
- To provide first aid in case of accidents
- To provide support for children's skills extension
- To encourage children

Using clear examples, explain adults' support to children's play

e) Application activity 3.3

- Make groups of five and task them to work on activity 3.3. from their book
- Invite group representatives to present
- Provide feedback and conclude.

Possible Answers

1. The following is what the adult should do for children to benefit from play activities
- **Paying attention to environment and structure.** When you structure an environment (either indoors or outdoors) based on a child's strengths, abilities and needs, you can enhance their normal play and help them be successful and independent.
- **Building and extending.** Challenge a child's current knowledge or understanding through opportunities or materials that extend upon their current experiences or understanding.
- **Providing choices.** Giving children the freedom to make their own choices is not only empowering, but helps them to lead their own learning experiences based on their interests and abilities.

- **Talking about play.** Adults can extend and support a child's play simply by engaging with children during play. Adults can talk to children about their play. By being involved, children learn that adults are invested in them and respect their play decisions.
- **Validating their efforts.** Participating in play with your child is fun for them and shows them you value what they are doing. Your presence and proximity to children can communicate a lot to them.
- **Adding to children's play.** In actively participating in play, when invited, adults can extend upon a child's current knowledge and help them make new connections. This can be done by modelling positive behaviours or interactions.
- **Preventing problems.** By being actively involved in the process of play, adults are in a good position to intervene if a situation arises when a child might need help, whether it is an interpersonal conflict, a problem or a safety concern. Remember to give children ample opportunities to practice these skills on their own and only intervene if necessary.
- **Building children up.** Sometimes children may need help engaging in activities or joining an activity, and when adults are regularly a part of their play, they can be a good bridge to help children feel comfortable initiating and participating in play.

2. The following strategies can be used to improve the quality of adult interaction during play
- **Imitating language:** Imitation involves repeating what a child says. For example, if the child picks up a toy train and says, "train", the adult could point at the train and say, "train."
- **Expanding language:** Expanding involves repeating what the child says and adding an extra component. For example, if the child says "train", the adult could say "red train." Or the adult can pick up another train and push it forward and say "The train is fast!"
- **Imitating play:** Imitation in play involves doing exactly what the child does. For example, if the child puts a piece of play food on a plate, the adult could pick up a similar piece of play food to put on a plate.
- **Expanding play:** Expansion in play involves doing what the child does and adding an extra behaviour. For example, if the child holds a baby, the adult could hold a baby and feed the baby with a bottle. Similarly, if the child stacks blocks and says "I made a house!" an adult could make a similar structure and add an extra block and say "I put a chimney on my house!"

- **Following a child's lead:** During play, allow the children to take lead and follow what they do. If they change toys, change toys with them instead of trying to re-engage them with the previous toy. For example, if the child is building a house and then picks up a matchbox car, the adult might choose to get a similar vehicle rather than saying "Don't you want to play with your house?"

Lesson 4: Types of play

a) Learning objective
Differentiate types and stages of play

b) Teaching resources
Flip charts, Markers, Flash cards

c) Prerequisites/Revision/Introduction
The introduction is done on a reflection activity whereby students are asked to critically think on where play activities can be organised, who is responsible to organised those activities. They finally reflect on think of how children play in terms of characters involved in a play and play according to the stages of development.

d) Learning activities
Activity 3.4:
- Make three groups for these activities: play by organisation, play by characters involved, play by stages of development
- One group works on play by organisation; one group works on play by characters involved and the last group works on play by stages of development
- Invite the groups to share the findings to the class

Answers for activity 3.4
Possible Answers
Group one: Play by organisation
Some play activities are organized inside the classroom (indoor play) others outside the classroom (outdoor play).
- Example of **indoor play** activities: these include drawing, coloring, painting, moulding, construction with blocks, threading, singing, dancing, (most of these activities are fine motor and are done on table or mat)
- **Outdoor play** activities: these include running, throwing and catching, football, climbing, jumping, swinging, sliding, etc. (most of these activities are gross motor)

- **Child-directed play:** these are play activities children organize themselves without involvement of the teacher or any other adult. In preschool settings, it can be indoor or outdoor. It is also called free play.
- There is also, **teacher-directed play or structured play** whereby the teacher gives an activity with a specific purpose. Some areas may not be covered by child-directed play, then the teacher organizes some structured play activities to fill in the gaps.

Group Two: Play by characters involved

In other play activities, children play together or play alone

When they play together, it is associative play or cooperative play.

- **Associative play:** Children play together interacting with one another but they don't seem to be harmonizing their activities. They take part in the same activity and do basically the same thing but no attempt to organize the activity or take turns. Each child acts as he or she wishes and his or her interests are not dictated by the group interest.
- **Cooperative play:** The child plays as part of a larger group that has a collective goal such as making an art project or putting on a skit. During cooperative play, the role of leader and follower are often visible.
- **Solitary/independent play** is when the child plays alone. He/she learns to concentrate, think by him/herself, comes up with creative ideas, and regulate emotions. All of these are important things for a child to learn. Playing independently is important and normal.

Group Three: Play by stage s of development
- **Birth through infancy :** Social affective play
- **Late infancy and toddler years:** Sense-pleasure play
- **Toddler and preschool ages:** Skill play
- **Pre-school child:** Dramatic play
- **Primary School years**: Ritual play
- **Preschool years to adulthood**: Competitive play

Supplement students' presentation by differentiating clearly types of play

e) Application activity 3.4.
- Let students work in groups and answer questions on activity 3.4 from their book

Possible Answer:
Note: The answer comprises the content under 3.4.1; 3.4.2; and 3.4.3 in the student book.

Lesson 5: Criteria for selection of games for children

a) Learning objective

Explain the criteria for selection of games for children

b) Teaching resources

Flip charts, Markers, Flash cards

c) Prerequisites/Revision/Introduction

Introduction is done with the reflection activity whereby student teachers are asked to explain the reasons why it is recommended for teachers to prepare a game and even try it before asking children to play that game

d) Learning activities

Activity 3.5

- Making groups for the discussion
- Telling the topic and writing it on the flip chart or chalkboard (Why is recommended for teachers to prepare a game and even try it before?)
- Asking student teacher to discuss the topic
- Asking the student teachers to share their findings to the class

Answers for activity 3.5

Possible Answers

The teacher should prepare the game and try it before asking children to play it because of the following reasons:

- The game may not be at the level of children
- The teacher will know play materials needed in the game
- It is an opportunity to inquire on the appropriateness on the play area
- The teacher will check on the areas of development to be addressed by the game
- The teacher will ensure that the game is safe for children, if it is not safe then it can be rejected
- The teacher will also make sure the game will fit in the timetable in terms of time. If the game is very long he can reject it or make it short.
- This preparation is also an opportunity for the teacher to check whether the game does not compromise the children's culture, if it does then he/she adjust it.

Supplementing the group presentations and proceed by explaining criteria to consider when selecting games for children.

e) Application activity 3.5

- Allow students to work in pairs and answer questions under activity 3.5
- Let them present their answers.

Possible Answer:

When guiding caregivers in creating new games and selecting play activities for children, the guide will include the following criteria:

Age appropriateness: Games should advance in complexity in proportion with chronological and mental age development. The content in the game must be commensurate with the children's age. Too difficult games will put children off while too easy ones will make them lose interest.

Areas of development: Games are usually developed with a purpose. Some games may be set purposely for sheer fun while others may be geared towards the development of a specific area.

Language to be used in the game: Since games are social activities, the language used should be a language that children understand well.

Safety: This refers to the safety of materials to be used in the game and the safety of the activities involved. There are some rough games which could hurt and hence not suitable for the young ones.

Space: Games require space. There are some, which can be played indoor while others need big open spaces. When designing games, one should consider the required space in relation to what is available.

Cultural and religious appropriateness: Owing to the diversity of cultures and religious practices, values and beliefs vary. Games should not contradict what is upheld in a particular setting.

Morality: Games should be in line with what is morally acceptable. Remember that as children engage in various games or play activities, they acquire a "kit" for lifetime interaction.

Number of children: The number of children the game is intended for should be reckoned with. The game should involve all the children even if it means taking turns. The waiting should not be long though. Consider children with special needs.

Time: The duration of the game also matters. The fact that attention span advances with age should not be ignored. Essentially, the length of the game should be in line with the development stage of the children.

Materials: There are games that require materials. It is necessary to think about the availability of the required materials. There should be an adequate supply of materials since young children may not be ready to share.

Lesson 6: Play and developmental domains

a) Learning objective

Identify how developmental domains are strengthened through play

b) Teaching resources

Flip charts, Markers, Flash cards

c) Prerequisites/Revision/Introduction

The revision is done on play and curriculum learning areas. The unit 11 "Introduction to human development", especially in lesson of "Developmental domains" (FOE year 1) serves as a prerequisite to this lesson.

d) Learning activities

Activity 3.6:

- Make five group corresponding to five aspects of child's development
- Ask each group to discuss the activities that support the aspect given and write ideas on the flip chart
- Ask the group to share the findings with the whole class
- Ask the other groups to react on the presentation by giving inputs

Answers for activity 3.6

Possible Answers

1. Aspects of Holistic development
   - Physical development
   - Cognitive development
   - Language development
   - Social and emotional development
2. Play stimulates brain development and this will encourage development in other areas such as physical, language, cognitive, social and emotional development.

Through play

- Play stimulates physical development as children do activities for the development of large and small muscles (gross and fine motor activities)

- Through manipulative and sensory activities with different materials, children develop their cognitive abilities.
- Many play activities promote language skills. For example, pretend play activities develop speaking when children act out different roles. Creative art and craft through various activities of drawing, cutting, colouring and painting develop writing skills.
- Dramatic play activities contribute to social and emotional development whereby related skills are developed such as collaboration, turn taking, patience, self-control, empathy, tolerance, conflict resolution, etc.

Supplement the presentations with your inputs related to the contribution of paly to child holistic development.

e) Application activity 3.6

- Invite students to do activity 3.6 and mark their answers

Possible Answer:

1. Materials found in the environment that help children form ideas about the world around them
   - **Flowers** – flowers are attractive and children pick them in play. They remove the petals and as they embark on various play activities with them, their observation skills are developed.
   - **Seeds** – children are fond of collecting and classifying seeds in their play. In order to group the seed, they must observe them. In addition to observation, children have to reason and use a certain criterion as they classify them.
   - **Weather** – children observe the changing clouds and they test the force of wind as they fly their kites. They also study the direction of their shadows as they engage in rough and tumble play (engaging too much force and not enough care or gentleness).
   - **Soil** – children enjoy the feel of the soil and discover the little creatures such as worms and bugs, which move on it.
   - **Clay** – play activities that involve clay give children an opportunity to discover how moulding can change shape. As children model with clay, they make the dough and feel it. This promotes sensorial development.
2. Roles children take up to develop various communication skills
   - **Explain** – this is necessary for sharing the roles. It also helps children to follow the instructions and to know their roles and positions e.g. where the kitchen is and who is supposed

- **Describe** – children like describing games they have enjoyed. They will describe how different children performed in play.
- **Express ideas** – as they engage in the game, children share different ideas on how to make the play more interesting.
- **Express feelings** – a child tells of her or his feelings while taking a role e.g. a child who acts the mother may express her dissatisfaction with the children for having not performed the household chores delegated to them.
- **Ask questions** – in pretend like in most of the games and play activities, a child keeps on asking questions for example, a child who acts the baby asks question such as, "Mum where is my doll?" "Mum what shall we eat?" "Dad, I do this?"and the like.

3. Social and emotional skills developed through play include

- **Ability to make eye contact**:In communication it is necessary to make eye contact in order to convey or perceive the meaning. Children do not fear their peers and make eye contact as they talk to each other. This helps them to develop the habit of looking at each other as they engage in verbal communication.
- **Ability to empathize:** This is the ability to "put oneself in another's shoes" i.e. to share another's feelings. This makes the child develop sensibility to others' emotions and makes one competent in sustaining social relations. This is demonstrated as children portray different emotions as they engage in "pretend play".
- **Turn taking:** As children play, they learn to take turns and to respect others. Children learn that everyone is entitled to her/his chance and they willingly give each other a chance when required to do so.
- **Sharing:** Grabbing everything to oneself makes a person unacceptable among the peers. Play provides a forum for practicing pro-social behaviours such as giving, inviting, and co-operating. Play performs a major role in the development of behavior control.
- **Healthy competition:** In play, children compete towards arbitrary goals. In competition, there is a winner and a loser. As children engage in this kind of competition they learn that one must struggle to win and there are chances of losing. In this play, they learn to lose without bitterness.
- **Sex roles:** Needless to point out, in traditional societies, there are prescribed roles according to sex. Studies have found that boys and girls differ in their play. Parents and peers have been found to reward the so-called sex appropriate play.

- **Self-control:** Through play, children practice self-control. The child realizes that he/she has limited capabilities. The child eventually learns to cope with her/his limitations and is able to act out the imminent frustrations. The development of self-control fosters a child's acceptance among peers.

Note: The answer is summarised, the details are found in the student book, section 3.6.

Lesson 7: Common childhood accidents and safety tips

a) Learning objective

Identify how developmental domains are strengthened through play

b) Teaching resources

Flip charts, Markers, Flash cards

c) Prerequisites/Revision/Introduction

This is based on the common knowledge on children's accidents. The student teachers are aware   of children's accidents in their families and communities like falling down, cuts, etc.

d) Learning activities

Activity 3.7

- Ask the student teachers to observe the picture 3.7 in pairs
- Ask them to write on the flash cards the hazards/accidents that are likely to happen to the children playing in such a playground
- Invite the pairs to share the findings to the class

Answers for activity 3.7

Possible Answers

If children play in that playground, the following accidents are likely to happen: they may

- Fall in the holes and twist their feet
- Get injured on broken slides and swings
- Hit their toes on stones scattered everywhere
- Bumb/collide with the ant hills

Other dangerous play circumstances include:

- Playing near the beehives

- Putting hands into holes of snakes and frogs
- Playing near the wells and ponds
- Children playing around the fire and electricity
- Children playing with poisonous substances

Etc.Supplement the presentations with other possible accidents that happen to children in other play circumstances

e) Application activity 3.7

- Allow students to work in groups and explain safety measures to be taken to prevent children's accidents
- Invite group representatives to share their answers in plenary session.

Possible Answers

Safety measures for every circumstance of play to prevent accidents

Safety tips to prevent 'falls'

- Swings should have something to hold the child
- Swings should be firm
- The ground/floor should be free from obstacles e.g. peels (bananas) maze cobs, stones etc.
- Climbing equipment should be age appropriate
- Right size of furniture
- Floor should be kept dry
- There should be order to play
- Install window guards, stair gates, and guard rails.
- Take your child to age-appropriate playgrounds with soft surfaces under the equipment.
- Never leave a baby unattended on a changing table or other piece of furniture.

Safety tips to prevent foreign objects from entering children's body openings

- Give them big seeds
- Children should be accompanied by responsible adults as they play
- Toy parts should be well checked for firmness

Safety tips to prevent 'burns'

- Ensure that there is no fire in the open areas
- Hot fluids should be kept away from children's reach
- Corrosive materials should be kept away from children

- Keep chemicals and matches out of children's reach
- Avoid smoking especially in bed
- Children should be dressed in non-flammable clothing
- Set water heaters no higher than 120 degrees Fahrenheit=48.8 degrees Celsius.
- Never leave food cooking unattended on the stove, and keep pot handles turned out of reach.
- Always supervise children in the kitchen.
- Install and maintain smoke alarms on every floor of your home and near bedrooms.

Safety tips to prevent 'poisoning'

- Get rid of expired or unnecessary medications, both prescription and over-the-counter.
- Keep medicines, personal care products, cleaning solutions, and household chemicals out of reach (and out of sight) of young children.
- Install carbon monoxide detectors.
- Children's play area should be free from poison and any poisonous objects.
- This includes poisonous plants.

Safety tips to prevent 'drowning'

- Make sure buckets and pails are empty when you're not using them.
- Keep the toilet lid down and the bathroom door closed.
- Never leave your child unattended around water.

Safety tips to prevent 'cuts'

- Ensure that there are no sharp objects within children's reach
- Round or curve edges of blocks to get rid of any sharp corners
- Supervise children's play to make sure that they do not hit one another with the play materials

Safety tips to prevent 'Chocking and suffocation'

- Keep small objects out of the reach of small children.
- Choose toys that are designed for the age of your baby or child – encourage older children to keep their toys away from your baby.
- Beware of clothing with cords, dummies on necklace cords and bag straps – they can easily get caught and pull tightly on the neck.
- Lay your babies on their back to sleep – do not put babies to sleep in an adult bed or on the sofa and do not use pillows as they can suffocate.

Never lay your baby face down on a soft surface.

- Keep plastic bags away from young children – they can pull these over their heads and suffocate.
- Nappy sacks, used to dispose of soiled nappies, can also pose a risk – keep them out of the reach of babies and young children.
- Curtain and blind pull cords should be kept short and out of reach of children.
- Keep animals, especially cats, out of your bedrooms – if they jump into cots or beds and fall asleep in the wrong place they could suffocate your child. Attach a net over prams if necessary.
- Check between sofa and chair pillow for small toys that might have slipped down where little fingers can find them.
- Keep choking and strangulation hazards away from young children.
- Discourage children from swallowing foreign objects
- Ensure that children do not eat as they play

Safety tips to prevent 'collisions'

- To institute safety measures to minimize incidences of bumping onto each other
- Children should be introduced to some order
- There should be enough space for their movement, especially in areas designed for play.

Safety tips to prevent 'bites and stings'

- It is necessary to block all the holes in the playground
- Children must be discouraged from putting their hands or fingers in holes
- Beehives should not be within children's play area
- Children should be discouraged from playing with harmful animals

Car safety tips

- Make sure your child's car seat is in good condition and properly installed.
- Always fasten seatbelt.
- Place your cell phone or another essential item next to your child's car seat so you won't forget to take your child with you after you park.
- Walk all the way around your car before getting in to make sure no children are playing nearby.
- Keep your parked car locked with windows up so children can't climb inside.

- Do not allow the child to seat at the front seat
- Lock the doors and windows to avoid the child get out when the car is moving

3.6. Summary of the unit

In year one, the student teachers were introduced to 'play-based approach' and the content focused on how play can be used in different learning areas of the curriculum. This unit is about play in early childhood. In this unit, there is shift of focus from 'pedagogical' to 'theoretical' aspects of play. It covers the meaning of play with its definition and characteristics. The importance of play to the child was also discussed in this unit. Children should not play alone, the company of an adult is very necessary for various reasons which were covered in this unit. In the present unit, the types of play were discussed and play were categorised based on organisation, characters involved in play, the content of play and stages of child development. Criteria for selection of games for children; play and developmental domains of the child are also covered in this unit. The content of the unit is closed by common accidents that befall children during play such as falls, burns, collisions, poisons, bites and stings, chocks and suffocations, etc as well as safety tips to prevent them or minimize injuries.

3.7. Additional information for ttutors

In order to handle this unit, the tutor needs to know the following in addition to the content of the student book.

Theoritical Bases Of Children's Play

A number of theories as to why children play have been advanced. However, there is no single

theory that gives a totally convincing explanation. Many theorists have talked about play in

different ways however we shall look at four main theoretical approaches to play as follows:

a) Psychoanalytic Theory by Sigmund Freud

b) Learning Theory by Albert Bandura

c) Cognitive Theory by Jean Piaget

d) Surplus Energy Theory by Herbert Spencer

Psychoanalytic Theory

1. In both Freud's and Erikson's theories, social and emotional importance of play is emphasized in early childhood. This is particularly because play provides an opportunity for children to gain mastery over problems by rearranging objects and social situations in a way that they can imagine they are in control.

2. In the case of a painful or upsetting experience, a child is able to display in symbolic play repetitive compulsion or repeating the experience there by gaining greater control over the problem or its resolution (Erikson 1963).

3. Play also allows children gain satisfaction for their wishful desires which they may not fulfil in reality.

4. The child is able to release tension through play which would not have been possibly expressed.

5. Play also allows the children to have increased power over the environment by rearranging it to suit their own needs and abilities or exploration of tasks and activities that might not have been possible in real life (Peller 1954).

6. A major strength of the psychoanalytic approach to play is its focus on the importance of fantasy and inner life in children's play (they can act out their inner fears).

7. However it is vague about precisely how the changes result from play.

Learning Theory

1. Learning theory view play as an opportunity for children to try out new behaviours and social roles safely.

2. Through play children progressively learn adult social skills either through successive reinforcement of behaviour (praise, encouragement) or by observation and imitation.

3. Through play children learn adult experiences and practices e.g. they learn to collect and store the materials, share them with others, take turns and also cooperate with other children in a game.

4. A major strength of the learning theory approach is that it describes the specific processes by which play influences development

5. Its limitation is that it focuses almost exclusively upon the external or extrinsic functionsand consequences of play rather than on its intrinsic qualities.

Cognitive Theory

1. It is more systematic and specific compared to the other two

2. Cognitive theorists have identified four types of play which they believe develop sequentially parallel to the major stages of cognitive development (Plaget, 1962) and Smilansky (1968). They are grouped according to contact (what child does)

   a) Functional play – during sensori motor period

   b) Constructive play – play during pre-operational stage

   c) Dramatic or make believe play – pre-operational stage

   d) Games with rules – concrete operational stage

3. The basic idea in cognitive theory is that a child's play abilities depend upon his/her abilities to think and solve problems

4. The four levels of play are thought to reflect a developmentally pattern or trend because most children seem to develop certain styles of play in a standard sequence, However, not every child engages in all the types of play or precisely follow developmental sequence

Surplus Energy Theory

This theory was formulated by Herbert Spencer in the mid-19th Century. According to this theory, play is a form of releasing excess energy. This was explained in evolutionary terms where human beings are seen as having extra energy unlike in the past. Children are naturally playful, they want to play even when they are tired/ sleepy; therefore even children of the past wanted or loved to play but they were restricted.

3.8. End unit assessment

1. The details to focus on in the investigation of selecting the best games. The checking will focus on the following:

Age appropriateness: Games should advance in complexity in proportion with chronological and mental age development. The content in the game must be commensurate with the children's age. Too difficult games will put children off while too easy ones will make them lose interest.

Areas of development: Games are usually developed with a purpose. Some games may be set purposely for sheer fun while others may be geared towards the development of a specific area.

Language to be used in the game: Since games are social activities, the language used should be a language that children understand well.

Safety: This refers to the safety of materials to be used in the game and the safety of the activities involved. There are some rough games which could hurt and hence not suitable for the young ones.

Space: Games require space. There are some, which can be played indoor while others need big open spaces. When designing games, one should consider the required space in relation to what is available

Cultural and religious appropriateness: Owing to the diversity of cultures and religious practices, values and beliefs vary. Games should not contradict what is upheld in a particular setting.

Morality: Games should be in line with what is morally acceptable. Remember that as children engage in various games or play activities, they acquire a "kit" for lifetime interaction.

Number of children: The number of children the game is intended for should be reckoned with. The game should involve all the children even if it means taking turns. The waiting should not be long though. Consider children with special needs.

Time: The duration of the game also matters. The fact that attention span advances with age should not be ignored. Essentially, the length of the game should be in line with the development stage of the children.

Materials: There are games that require materials. It is necessary to think about the availability of the required materials. There should be an adequate supply of materials since young children may not be ready to share.

2. To prevent accidents, the designed play area should be free of the following:
   - Missing or broken parts, glass, cigarette butts, litter, building supplies
   - Protrusion of nuts and bolts
   - Rust and chipping or peeling paint
   - Sharp edges, splinters, and rough surfaces
   - Stagnant water
   - Visible cracks, ditches, holes, wells, traps
   - Unstable non-anchored large play equipment (e.g., playhouses, climbers)
   - Deterioration
   - Broken or worn electrical fixtures or cords
   - Animal excrement and other foreign material
   - Surfaces that are too hot or too cold for children to touch safely
   - Natural objects that might cause harm: sharp rocks, stumps, roots, branches
   - Unsafe insects: anthills, beehives, or wasp nests

3. Importance of play in child's holistic development

Guidelines for the answering this question

- Play stimulates physical development as children do activities for the development of large and small muscles (gross and fine motor activities)
- Through manipulative and sensory activities with different materials, children develop their cognitive abilities.
- Many play activities promote language skills. For example, pretend play activities develop speaking when children act out different roles. Creative art and craft through various activities of drawing, cutting, coloring and painting develop writing skills.
- Dramatic play activities contribute to social and emotional development whereby related skills are developed such as collaboration, turn taking, patience, self-control, empathy, tolerance, conflict resolution, etc.

Note: Students may give examples of play activities for brain development (cognitive), physical development (gross and fine motor activities), language development, social and emotional development which are the components of holistic development.

3.9. Additional activities

3.9.1 Remedial activities

1. Explain the characteristics of play for children
   Answer:

   Characteristics of play: Play is pleasurable, voluntary, not goal-oriented, actively engaged in by player, involves a lot of pretence, flexible.

2. What the difference between play and game
   Answer:

   The difference between Play and Game is that play is an activity for amusement only, especially among the young while game is an activity with rules performed either alone or with others, often for the purpose of entertainment, education, monetary gain or other reasons. In many games, the objective is to win by defeating the other player or players or being the first to reach a specified goal, while in play, role-playing or cooperation is emphasized.

3. Highlight the common accidents that are likely to befall children when playing

Answer:

Common accidents that befall children include: Fall; burns; poison; cuts; entering objects in body openings; chocking and suffocating; drowning; car safety;

4. Outline different types of play by content

    Answer:

    Play by content include

    -   Physical play
    -   Expressive play
    -   Sensori motor play
    -   Skill mastery play
    -   Dramatic/pretend/symbolic play
    -   Game with rules

5. What interaction strategies should adults use with children to make play activities beneficial?

    Answer:

    The following are strategies to use during responsive play:

    -   **Imitating language:** Imitation involves repeating what a child says. For example, if the child picks up a toy train and says, "train", the adult could point at the train and say, "train."
    -   **Expanding language:** Expanding involves repeating what the child says and adding an extra component. For example, if the child says "train", the adult could say "red train." Or the adult can pick up another train and push it forward and say "The train is fast!"
    -   **Imitating play:** Imitation in play involves doing exactly what the child does. For example, if the child puts a piece of play food on a plate, the adult could pick up a similar piece of play food to put on a plate.
    -   **Expanding play:** Expansion in play involves doing what the child does and adding an extra behaviour. For example, if the child holds a baby, the adult could hold a baby and feed the baby with a bottle. Similarly, if the child stacks blocks and says "I made a house!" an adult could make a similar structure and add an extra block and say "I put a chimney on my house!"
    -   **Following a child's lead:** During play, allow the child to take lead and follow what they do. If they change toys, change toys with them instead of trying to re-engage them with the previous toy.

- For example, if the child is building a house and then picks up a matchbox car, the adult might choose to get a similar vehicle rather than saying "Don't you want to play with your house?"

6. Outline the types of play according to characters involved

   Answer:

   - Unoccupied play
   - Solitary play
   - Onlooker play
   - Parallel play
   - Associative play
   - Cooperative play
   - Rough and tumble play

7. Differentiate unstructured play from structured play

   Answer:

   Unstructured play means open ended, or creative free play with endless possibilities. It is child led and directed, and doesn't require an outcome or product - playing in the home corner; free construction with blocks, painting on blank paper; or getting creative with various recycled materials.

   Structured play is generally adult led providing direction, and a specific task in order for a child to learn a new skill. It's usually an activity on offer at playgroup with a specific purpose and adult input, for example a game shared between pre-schoolers, a challenging puzzle, etc.

3.9.2. Consolidation activities

1. Distinguish outdoor from indoor play

   Answer:

   Indoor play is organized in interior environments. They are specifically designed for kids to play in and have tremendous fun with.

   Outdoor play: is one of the fundamental aspects that characterize childhood. Children need exposure to the natural world through exploration, experimentation, motivation and manipulation of their senses.

2. Explain what the child benefits through play in general.

   Answer:

   Through play, a child:

- Develops imagination
- Acquires skills of body and mind
- Is able to understand, sympathise and empathise
- Acquire competition skills and learns how to cope with failure and success
- Is able to persevere i.e. acquisition of the ability to struggle towards a desired end.
- Understands when it is necessary to assert oneself and when to forfeit self-interest for the sake of others.
- Acquires healing for hurts and sadness
- Releases pent-up urges towards self-expression
- Is provided with a complex awareness of the world and her or his ability in relation to it.

3.9.3. Extended activities

1. Describe the categories of play according to the stages of child development

   Answer:

   Birth through infancy: Social affective play

   It is play wherein infants take pleasure in relationships with people. As adults talk, touch nuzzle and in various ways elicit a response from an infant, the infant soon learns to provoke parental emotions and responses with such behaviours as smiling, cooing, or initiating games and activities. It is important for bonding and attachment formation. It occurs from birth through infancy and it involves cooing, touching and smiling between adult and child. The play involves no toys.

   Late infancy and toddler years: Sense-pleasure play

   Here the child explores his own body and his immediate environment using all his senses (hearing, seeing, touching, smelling and tasting). The caregiver should provide the child with a variety of opportunities for optimum sense development.

   Toddler and preschool ages: Skill – play

   The child uses his large and small motor skills i.e. the child uses the arms, legs and fingers.

   Pre-school child: Dramatic play

   This emerges as the child makes observations and imitates his parents, siblings and friends

Primary School years: Ritual play

The child's interest moves from family to her or his peer groups. Play here involves games and the child has to conform in order to fit in the group.

Preschool years to adulthood: Competitive play

Here the individual plays either singly or as a member of team. This is usually from the time the child is in pre-school, to when he/she is an adult in high school or college. The individual may play as a member of a team or alone.

2. Explain why children should play outside the classroom.

    Answer:

    Children should play outside because of the following benefits:

- Better physical health
- Numerous opportunities to strengthen motor skills
- Stress relief
- Greater visual-motor integration (or the ability to control hand or body movement guided by vision)
- Greater creativity
- Stronger verbal and social skills
- Production of Vitamin D (an essential vitamin for bone health) through exposure to sunlight
- Increased attention and cognitive abilities

UNIT
4

INTRODUCTION TO CLASSROOM MANAGEMENT

4.1. Key unit Competence

Apply effective strategies for classroom management

4.2. Prerequisite

Student teachers have experience on classroom management and have observed different teacher's role in the classroom at model school even at their school.

4.3. Cross-cutting issues to be addressed

Financial education

Financial education will be addressed through discussion on how to care for classroom resources

Gender education

It will be addressed when forming mixed groups and during participation in the classroom by involving males and females during the discussion

Inclusive education

In classroom management, all students are treated equally. When applying disciplinary measures, the teacher should cater for individual differences.

Peace and values education

The teacher will address bad behaviour peacefully. As doing so, a teacher will serves as role model and peacemaker. The teacher should make a habit of demonstrating behaviour he/she wants to see. Modeling effectively teaches students how to act in different situations in write way.

4.4. Guidance on introductory activity
- Ask learners, in pairs, to think back on their previous classroom experiences and describe different roles of the teacher during teaching and learning process.

- Invite student teachers to select those which are related to classroom management
- Invite student teachers to suggest the best practices that can be applied by the teacher for effective classroom management
- Allow student teachers to share their ideas through presentation

Possible answers:

- **Model ideal behaviour:** Make a habit of demonstrating behaviour you want to see, as many studies show that modelling effectively teaches students how to act in different situations.
- **Encourage initiative:** Promote growth mind-set, and inject variety into your lessons, by allowing students to work ahead and deliver short presentations to share take-away points.
- **Offer praise:** Praise students for jobs well done, as doing so improves academic and behavioural performance, according to a recent research review and study (Some examples of these researches are needed here).
- **Use non-verbal communication:** Complement words with actions and visual aids to improve content delivery, helping students focus and process lessons.
- **Give tangible rewards:** Reward specific students at the end of each lesson, in front of the class, as another motivational and behaviour-reinforcement technique.
- **Build excitement for content:** Start lessons by previewing particularly-exciting parts, hooking student interest from the get-go.
- **Offer different types of free study time:** Provide a range of activities during free study time to support students who struggle to process content in silence, individually.
- **Write group contracts:** Group contracts should be based on expectations that students have for each other, and you have for them.
- **Assign open-ended projects:** Encourage students to tackle open-ended projects — projects that don't demand a specific product — to allow them to demonstrate knowledge in ways that inherently suit them.

4.5. List of lessons/sub-heading

	Lesson title	Learning objectives (from the syllabus or set according to the lesson title)	Number of periods (6)
1	Key concepts for classroom management	Define key concepts related to classroom management	1
2	Components of classroom management	Describe the components of effective classroom management	1
3	Strategies for classroom management	Select the most effective strategies for classroom management during teaching and learning	2
4	Importance of classroom management	Discuss the significance of classroom management for effective teaching and learning process	1
	End unit assessment		1

Lesson 1: Key concepts for classroom management

a) Learning objective:

Define key concepts related to classroom management

b) Teaching resources:

Flip charts, manila papers, markers, student book, scotch

c) Prerequisites/Revision/Introduction

Having the knowledge about classroom situation student teachers have already information about classroom management and they know who is to be accountable for that.

d) Learning activities

Activity 4.1:

- Invite student teachers to think-write-pair and share terminologies related to classroom management
- Facilitate small groups to define those terminologies
- Invite group representatives to present what they have done

Answers for activity 4.1

Possible answer:

The following are some of terminologies related to classroom management:

- **Academic learning time:** the portion of engaged time where students are actually learning
- **Allocated time:** the amount of time students and teachers spend at school
- **Asynchronous:** form of communication that does not involve immediate feedback from each other
- **Authoritarian teacher:** a teacher that emphasizes behavioural control
- Authoritative teacher: a teacher that emphasizes the importance of providing firm direction, which recognizing the unique contributions of each student to the learning process
- **Classroom management:** the variety of teacher and student factors contributing to the operation of the educational environment
- **Conflict resolution:** is a way for two or more parties to find a peaceful solution to a disagreement among them
- **Congruent communication:** a communication pattern in which the person sends the same message on both verbal and nonverbal levels
- **Emphatic listening:** where the listener moves beyond sympathy, which strives to console, and tries to connect and genuinely understood the other's perspective
- **Engaged time/Time on task:** that portion of allocated time spent participating in learning activities
- **Functional assessment:** comprehensive set of assessment procedures used to determine the function that problematic behaviours serve in the life of the student
- **Interpersonal collaboration:** a style of direct interaction between at least two co-equal parties voluntarily engaged in shared decision making as they work toward a common goal

After presentation take your time to make it clear, explain and add clarification on key concepts related to classroom management.

e) Application activity 4.1

- Invite student teachers to outline the most common terms related to classroom management
- Tell student teachers to use flash cards and post terminologies on the walls of the classroom

Possible answers

In reference to notes in students book and more from others resources these are some of terminologies related to classroom management:

- Engaged time/ Time on task, Functional assessment, Interpersonal collaboration Learning centre, Non-verbal communication, Paralanguage Participation structures Positive behavioural supports, Positive learning environment: Procedures/Routines, Rules, Self-management, Social skills, Academic learning time: Allocated time, Asynchronous: Authoritarian teacher, Classroom management, Conflict resolution, Congruent communication, Emphatic listening, Engaged time/Time on task: Functional assessment: Interpersonal collaboration:

Lesson 2: Components of classroom management

a) Learning objective:

Describe the components of effective classroom management

b) Teaching resources:

Flip chart, manila papers, markers, flash cards

c) Prerequisites/Revision/Introduction

Student teachers have already acquired information about definition of classroom management and its related terminologies; they have gone through different classroom situations and they interacted with different teachers, they have been under control and management of different teachers, they have observed what teachers were doing. Therefore they are able to come up with elements or component of classroom management.

d) Learning activities

Activity 4.2:

- Ask student teachers to review the definition of classroom management and their related terms
- Invite student teachers to brainstorm the components of classroom management
- Help student teachers to select the true classroom components
- Make small groups and facilitate student teachers to discuss components of classroom management.
- Invite student teacher to present their findings and make clarification where necessary.

Answers for activity 4.2

Possible answer:

The following are the elements that a teacher need to base on in order to be effective classroom manager:

Classroom Design: this is related to classroom setup and its effectiveness will affect classroom management positively.

Rules: classroom rules should be set by the teacher and the learners themselves to make expected behaviour clear at the beginning of the year by reviewing these rules with students.

Discipline: At the first day of school as a teacher, Begin by warning a student and having them confirm their knowledge of the classroom rules.

Scheduling: Keep your class in order by staying on time and on task.

Organization: Stay organized inside and out the classroom.

Communication: Communication is the most important aspect of classroom management. It is essential to have clear and consistent lines of communication with your administration, colleagues, students and parents.

e) Application activity 4.2

- Ask student teachers to work in pairs and discuss the components of classroom management and explain what each component help in classroom management
- Make an emphasis on what each component held in classroom management

Possible answer

The following are component of classroom management:

- **Classroom Design**

Use the positioning of your desks, displays, storage and equipment to create a warm and welcoming room. Make sure you have removed all unnecessary and distracting items from your classroom. This is also a good time to check your room for safety hazards.

- **Rules**

Develop rules that foster respect, caring and community in your classroom. Make your expectations for behaviour clear at the beginning of the year by reviewing these rules with students. Continue to reinforce your rules throughout the course, and post them in a visible location.

- **Discipline**

At the first day of school as a teacher, Begin by warning a student and having them confirm their knowledge of the classroom rules. Follow-up continued disruption by issuing demerits, detention, or other official reprimands. Never, hit, harass, embarrass or yell at students-this is counterproductive and unprofessional.

- **Scheduling**

Keep your class in order by staying on time and on task. Do classwork during class time, leaving plenty of room for in-class assignments. Cramming work and instruction too close to other activities can lead to disruptive behaviour and poor comprehension. There should be space before and after every room change, lunch, and recess for students to settle down. Having a regular daily schedule helps you and your kids prepare for upcoming tasks. Be firm but fair with due dates. Always leave room for extenuating circumstances. Never leave room for procrastination.

- **Organization**

Stay organized inside and out. Keep your student files, assignments, lesson plans and administrative paperwork in order. It sets a good example for your students and keeps you from wasting instructional time looking for materials. Share this system with your students. Post the classroom calendar, homework schedule and assignments on the board. Allow students to see how you take notes. It helps them distinguish irrelevant information from essential details. Encourage self-directed learning by providing students with their own agenda (notebook). You may require students to have their notebooks checked at home or during class.

- **Instructional Technique**

Although you may not have flexibility over the content of your curriculum, teachers are able to convey information as they see fit. Tailoring your instructional technique to the grade level, subject area, and students is very important. A hands-on demonstration of electricity will keep 8th graders engaged, but may prove chaotic in a 3rd grade classroom. Vary the style and intensity of your lessons. Follow-up lecture-style sessions with relaxed group activities. Consult your colleagues for ideas for new lessons. Learn about each of your student's learning style. (What is their learning curve? How do they learn best? Do they work well in groups?) These observations are crucial when fitting your teaching style to your students' needs.

- **Communication**

Communication is the most important aspect of classroom management. It is essential to have clear and consistent lines of communication with your administration, colleagues, students and parents. Without it you will lose the respect of peers, the attention of students, and the cooperation of parents. Be responsive to the concerns of others. Be flexible and willing to accommodate reasonable requests.

Lesson 3: Strategies of classroom management

a) Learning objective:

Select the most effective strategies for classroom management during teaching and learning process

b) Teaching resources:

Flip chart, manila papers**,** student book, flash cards

c) Prerequisites/Revision/Introduction

Student teachers already have knowledge about the meaning and components of classroom management; they also have been under management of different teachers. Therefore they can suggest how classroom management should be done and what to consider.

d) Learning activities

Activity 4.3:

- Model classroom management strategy
- Invite learners to role play classroom situation in small groups
- Ask student teachers to precise what and how the teachers does to manage the classroom

Answers for activity 4.3

Possible answers

More than one of the following strategies can be used to make sure that classroom is well managed:

Model ideal behaviour, Let students help establish guidelines, Document rules, Don't let your mutually-respected guidelines go forgotten, Avoid punishing the class, Encourage initiative, Offer praise, Use non-verbal communication, Hold parties, Give tangible rewards, Make positive letters and phone calls, Build excitement for content, Offer different types of free study time, Write

group contracts, Assign open-ended projects, Interview students, Address bad behaviour quickly.

For description see student book activity 4.3

From what you have modelling in classroom and students' answers, explain strategies to be applied for an effective classroom management

e) Application activity 4.3

- Make small groups of leaners
- Tell them to select 2 or more classroom management strategies and prepare a micro lesson in which selected strategies will be applied.
- Give time for 3 or more groups to micro teach while other will be writing down strategies being applied by their colleague who is micro teaching.
- Give constructive feedback to all groups and conclude

Possible answer:

The feedback given to students after micro-teaching will focus on:

- Model ideal behaviour
- Avoid punishing the class
- Encourage initiative
- Offer praise
- Use non-verbal communication
- Hold parties
- Give tangible rewards
- Make positive letters and phone calls
- Build excitement for content
- Offer different types of free study time
- Assign open-ended projects
- Use educational techniques that adjusts to each student
- Address bad behaviour quickly
- Consider peer teaching

Lesson 4: Importance of Classroom Management

a) Learning objective:
Discuss the significance of classroom management for effective teaching and learning process

b) Teaching resources:
Flip chart, manila papers, markers, student book, flash cards

c) Prerequisites/Revision/Introduction
Student teachers already have knowledge about the meaning and components of classroom management, they also have been under management of different teachers; they can select the most used strategies for classroom management and apply it during micro teaching. This is therefore the evidence that they can draw the significance of classroom management for any professional teacher.

When teaching, the teacher needs to achieve his or her learning objectives. Learners in the same process also need to benefit from the same activities. There will be different movement, behaviours which may be good or bad; within a lesson period the teacher and learners will also use different teaching and learning resources.

d) Learning activities
Activity 4.4:
   - ask student teachers to review the definition of classroom management and their related term
   - Invite student teachers to brain storm the components of classroom management
   - Help student teachers to select the true classroom components
   - Ask student teachers to make a summary about why they think a teacher need to make classroom management.
   - Invite groups representative to make presentation

Answers for activity 4.4

Possible answer:
   - When teaching a teacher need to have classroom management techniques because it help in the following:
   - Effective Teaching, Efficient Use of Time, Consistency, Fewer behavioural problems, To optimize students learning and achievement, To maintain a positive classroom atmosphere and to manage classroom resources effectively

Supplement the students' findings and proceed to the importance of classroom management.

e) Application activity 4.4

- Invite student teachers in small group to discuss the importance of classroom management
- Give them time to present and justify their findings with clear examples

Possible answers

They are different reasons why a teacher needs to manage the classroom. Below are describe some of them but they are not exhaustive you can add some of others

- **Effective Teaching**

Classroom management strategies help to create an organized classroom environment that's conducive to teaching. Kids know the expectations in different types of learning situations. For example, kids would know that when working in small groups, they talk in quiet voices and take turns talking. They might each have a specific job within the group.

- **Efficient Use of Time**

Taking time before school starts to create routines and procedures saves you time in the long run. When the children know what to do, it becomes a natural part of the routine. After a few weeks, you don't need to tell them what to do. The students know they get their planners out, write in homework assignments and gather all of their materials at the end of the day, for example.

- **Consistency**

A teacher with strong classroom management skills creates consistency for his students. The kids know what to expect every day when it comes to the routine activities. Your students may fare better when you're gone if you have set expectations for everyday tasks. They know how the classroom runs so they are able to help the substitute run the classroom.

- For example, if the kids know they're supposed to enter the room and start working on a math problem on the board, a substitute doesn't have to spend his time corralling the kids or trying to keep them occupied while everyone arrives.

- **Fewer behavioural problems**

The main goal of classroom management is to reduce misbehaviour in the classroom. Effective classroom management gives the students little time to misbehave. Because the expectations are clearly explained, the students know what they need to do. Transitions in particular are easier to control

when a teacher has strong classroom management skills. The expectations for behaviours that are part of a classroom management plan give students boundaries, as well as consequences.

- **To optimize student learning and achievement**

Effective classroom management is a crucial component of ensuring that all students achieve in your classroom where children feel safe and appropriately challenged. For example with effective classroom discipline as part of classroom management,

- **To maintain a positive classroom atmosphere**

This is done when there are well established rules, procedures and standards, and well implemented classroom routines. There is also a sense of respect and community among students and teachers.

- **To manage classroom resources effectively**

School management will install in learners the ability of having all resources well-arranged and managed.

4.6. Summary of the unit

The term management is used in different domains of life and it is defined in different ways by different authors but its function remains the same. Generally in all domains, the 4 basic management functions that make up the management process effective are listed here and they also tell us the role of the teacher as a manager.

- Planning
- Organizing
- Influencing
- Controlling

To manage the classroom requires the teacher to consider different components of classroom management such as Classroom Design, Rules, Discipline, Scheduling, Organization, Instructional Technique and Communication.

More than one of the following strategies can be used to make sure that classroom is well managed:

- Model ideal behaviour, Let students help establish guidelines, Document rules, Don't let your mutually-respected guidelines go forgotten, Avoid punishing the class, Encourage initiative, Offer praise, Use non-verbal communication, Hold parties, Give tangible rewards, Make positive letters and phone calls, Build excitement for content, Offer different types of free study time, Write group contracts, Assign open-ended projects, Use

Ed. Tech that adjusts to each student, Interview students, Address bad behaviour quickly, Consider peer teaching

They are different reasons why a teacher needs to manage the classroom. Below are describe some of them but they are not exhaustive you can add some of others

Effective Teaching, Efficient Use of Time, Consistency for the student, Fewer behavioural problems, To optimize student learning and achievement To maintain a positive classroom atmosphere, To manage classroom resources effectively.

4.7. Additional information for teachers

Management functions:

The 4 basic management functions that make up the management process are described in the following sections:

- Planning
- Organizing
- Influencing
- Controlling

Planning:

Planning involves choosing tasks that must be performed to attain organizational goals, outlining how the tasks must be performed, and indicating when they should be performed.

Planning activity focuses on attaining goals. Managers outline exactly what organizations should do to be successful. Planning is concerned with the success of the organization in the short term as well as in the long term.

Organizing:

Organizing can be thought of as assigning the tasks developed in the planning stages, to various individuals or groups within the organization. Organizing is to create a mechanism to put plans into action.

People within the organization are given work assignments that contribute to the company's goals. Tasks are organized so that the output of each individual contributes to the success of departments, which, in turn, contributes to the success of divisions, which ultimately contributes to the success of the organization.

Influencing:

Influencing is also referred to as motivating, leading or directing. Influencing can be defined as guiding the activities of organization members in the direction that helps the organization move towards the fulfilment of the goals.

The purpose of influencing is to increase productivity. Human-oriented work situations usually generate higher levels of production over the long term than do task oriented work situations because people find the latter type distasteful.

Controlling:

Controlling is the following roles played by the manager:

- Gather information that measures performance
- Compare present performance to pre-established performance norms.
- Determine the next action plan and modifications for meeting the desired performance parameters.
- Controlling is an on-going process.

4.8. End unit assessment

Some of bad behaviours that can arise in the classroom: Fighting, making noise, teasing others, bulling others, absenteeism, unwanted or unnecessary movement, learners who do not want to participate in the classroom, disrespect to others views, violating school rules, disorganizing and misusing classroom materials, etc. the following are some of strategies that a teacher can apply in order to handle those discourage or prevent those behaviour: Model ideal behaviour, Let students help establish guidelines, Document rules, Avoid punishing the class, Encourage initiative, Offer praise, Use non-verbal communication, Hold parties, Give tangible rewards, Make positive letters and phone calls, Build excitement for content, Offer different types of free study time, Write group contracts, Assign open-ended projects, use educational techniques that adjusts to each student, Address bad behaviour quickly, Avoid hesitation when you must address bad behaviour, Consider peer teaching, etc

4.9. Additional Activities

4.9.1 Remedial Activities

1. What is classroom management?

   Answer:

   Classroom management: the variety of teacher and student factors contributing to the operation of the educational environment

2. Why should classrooms be managed?

Answer:

Classroom management has been consistently linked to pupil achievement. Effectively managing aspects of the classroom environment is therefore an important part of the teaching and learning process. The classroom environment must be conducive to learning; however, classrooms can be crowded, complex and potentially chaotic places.

3. What is time on task?

Answer:

Time spent engaged in learning activities.

4. Why should the physical aspects of the classroom be managed?

Answer:

The physical aspects of the learning environment are important for effective classroom management. The physical setting should be designed in a way that supports the activities planned by the teacher while creating an environment that accounts for the needs of the learner. Displays celebrating students' achievements, clean and bright classrooms and dedicated space for equipment are also important considerations.

5. List four basic principles of classroom arrangement?

Answer:

Evertson, emmer and worsham (2006) suggested that classroom designs should reduce congestion in high traffic areas, ensure that the teacher can see all students, make often-used materials and student supplies accessible, and make sure students can observe whole class teaching.

6. Describe four examples of classroom layout styles?

Answer:

Horizontal rows are useful for independent or pair work and encourage pupils to focus on the teacher however are not as effective for group discussion. Cluster style seating arrangements are effective for group discussion and encourage pupils' interaction, allowing pupils to talk to each other, share materials and work together on group tasks. However, teachers need to ensure that time is spent on task. The fishbowl style can foster group cohesion by focusing attention on the ways that a particular group might work together more productively.

Pupils sit close together in a circle in the centre of the room while the rest of the pupils stand at the back of the classroom and observe the group discussion. The seminar style often features a 'u' shape formation and is used in secondary, further and higher education. It allows space for

teacher and pupil presentations using interactive whiteboards, but also provides opportunities for small group work by turning chairs around.

7. Describe f[i]ve strategies that a teacher may use to deal with undesirable behaviours?

Answer:

Strategies can include negative reinforcement, satiation, reprimands, response cost or social isolation.

4.9.2. Consolidation activities

1. List four rules that might be applicable in a primary school classroom?

Answer:

Evertson, emmer and worsham (2006) suggest four general rules for the primary school classroom: respect and be polite to all people, be prompt and prepared, listen quietly while others are speaking and obey all school rules.

2. How can teachers achieve cooperation in the classroom?

Answer:

By developing positive pupil–teacher relationships, enabling pupils to take responsibility for their learning and rewarding appropriate behaviour.

3. Many instructors try to build a student community in the class they teach. In order to do that they form students into groups and give them a variety of assignments for a group work. However, in many cases it is not enough - students still remain to be lone riders. What do these instructors miss? Any thoughts are more than welcome.

Answer:

These instructors miss an understanding of the significance of classroom management. The following are ideas that explain and defend this answer.

Putting students into groups and telling them to work together doesn't mean that we will make them great collaborators. That's why I take the suggestions of Johnson, Johnson & Smith (1991) seriously.

Therefore a teacher needs to work hard to ensure:

- **Positive interdependence:** Each member is responsible for maximizing other members' learning. The success of learning is dependent on the effort of every member of the group.

- **Promotive' interaction:** Occurs as individuals help each other learn, challenge each other, and strive together to accomplish the group's goal. The interactions carried out by the group are meant to promote academic performance of every member.

- **Individual accountability:** The performance of each member is taken individually and the result will be shared with other group members. Each member is assessed through individual test or group presentation and the teacher is the one.
- **Interpersonal and small-group skills:** Students have the opportunity to know other group members, to support and accept each other, to communicate accurately and resolve different opinions in a positive manner.
- **Group processing:** Reflecting on the efforts that each member has contributed by checking group progress. This aims to improve the effectiveness of a collaborative group work.

All in all, the teacher need to encourage my students to do this reflecting regularly; and at times, the teacher should participate in all the activities and play his / her role as a manager.

4. As a teacher, is it possible to control a disruptive behaviour without disrupting the lesson? Yes or no, explain.

Answer:

Here are possible ways that a teacher can use to control bad behaviour in the classroom without interrupting the lesson:

- Use fewer words and less emotion, So, train yourself to start using a handful of phrases that are short and to the point like Let's stay focused, I don't like that, Not appropriate, Stay with us.
- Teach learners specific non-verbal directives, like hand signals or sign language: Show your students the signs for please, thank you, sit down, quiet, stand up, line up, yes, no, etc. This way, you can give reminders and directives without having to stop your lesson, repeat yourself, or nag.
- Stand near the disruptive learner but keep eye contact with the on-task kids: As you're teaching, walk over to where the off-task behaviour is occurring. Don't look at the kids who are being disruptive or acknowledge them, as that will shift the attention of the rest of the class, too. Continue looking at and talking to the kids who are on-task; just stand closer to the students who are off-task.
- Create a natural break in the lesson to talk privately with students who are being disruptive: Ask the class to do a quick pair/share, turn-and-talk, quick guided practice activity, or solve a sample problem independently. Then use that moment to quietly walk over to the kids who are misbehaving.
- Ask simple questions that prompt students to self-correct/ self-discipline/ self-manage: Try asking questions that require the child to think about what she or he is doing and help the child determine a more appropriate behaviour.

- Involve students in the lesson to engage, not embarrass: It's great to call on off-task students during a lesson, but only for the purpose of drawing them back into the lesson, not for shaming them for not following along: Provide support until the students experience success. Sometimes your attempts to engage kids in the lesson work only for minute or two. If you see that a student is getting off-task again right after a subtle redirection or attempt to engage, you may need to be more persistent.

Turn the disruptive situation into a learning point for the entire class. You can do this by making them see clearly the consequences or the costs of their behavior on the smooth running of the class. i.e precious time lost, they may get a short break time as a result of the previous consequences.

4.9.3. Extended activities

1. What is the difference between a rule and a procedure?

   Answer:

   Rules clearly outline which behaviours are acceptable and which behaviours are unacceptable. They are usually written down and displayed on the classroom wall so that they are visible to everyone. Procedures or routines describe how various activities in the classroom are achieved.

2. When should token reinforcement be used?

   Answer:

   They should be used only to motivate students who are completely uninterested in their work and when all other approaches have failed.

3. List some of the problems with the behavioural approach to classroom management?

   Answer:

   Rewarding pupils may decrease interest in learning for its own sake. Kohn (1993) suggests that behavioural approaches are techniques for controlling pupils; doing things to them rather than with them. Rewards may also decrease intrinsic motivation for interesting activities and improving classroom conduct does not ensure academic learning.

4. What is a positive behavioural support (pbs)?

   Answer: Positive behavioural supports (pbs) are interventions used to replace undesirable or problem behaviours with new behaviours that serve the same purpose for the student.

5. According to kounin, what are the qualities of an effective classroom manager?

Answer:

Jacob Kounin (1970) found that the most effective teachers were better at preventing problems in the classroom and showed the following characteristics: awareness of everything that is going on in the classroom; the ability to supervise several activities at once; the ability to encourage all students in a variety of challenging activities rather than focusing on one or two pupils; and the ability to maintain smoothness and continuity in lessons.

6. According to Doyle, what are some of the features of the classroom environment?

Answer:

Doyle (2006) suggested that classrooms have six distinctive features; they are multidimensional, they are public spaces, activities occur at the same time, things happen quickly, classrooms have histories and events are often unpredictable.

5.1. Key unit competence

Apply a range of strategies to prevent and respond to misbehaviour in a positive and respectful manner

5.2. Prerequisites

Student teachers have been experienced on positive discipline or punishment along their studies from primary school. Student teachers have gained some information on positive discipline from unit 4: Classroom Management.

5.3. Cross-cutting issues to be addressed

Peace and values education:

Positive Discipline is an approach that plays an important role in building a culture of peace within your classroom and wider school. Using positive discipline should not be a fight between a teacher and a student. A teacher should help student to understand that positive discipline is an opportunity to learn, from an adult who cares.

When a teacher sees physical fights or another conflict between students he/she intervenes by asking to talk with the students, so they can find a solution for future conflict instead of using violence.

Positive discipline is to be provided with love not with anger or power. Corrective behaviour should involve restoration of respect for the student, hence peace is built.

Inclusive education:

When providing positive discipline, teachers should treat all students equally; although she/should consider individual differences and age of the learner.

Gender education:

Tutor should bear in mind that positive discipline is attributed to the bad behaviour not to the gender of learner. Females and males must be treated equally as long as they have the same fault.

5.4 Guidance on introductory activity

- Form small groups of 3 or 4 learners.
- Task the groups to observe the image from their books (introductory activity 5),
- Tell students to interpret the two images by saying the similarities and differences and how people on it look like.
- Invite student teachers to present their findings.
- Guide the students' discussions towards positive discipline.

Possible answer

- On the image there are two teachers and two pupils. One adult is beating the child and the other one is listening to the child and gives advice. The child on the first image is crying; the child on the second image is seemed to accept his fault and he repents/ regrets.

5.5. List of lessons/sub-heading

No	Lesson tittle	Learning objective	No of periods(14)
1	Concepts of positive discipline	Define key concepts related to positive discipline	2
2	Principles of positive discipline	Explain the principles of positive discipline	2
3	Positive discipline approach	Describe positive discipline strategies and strategies for handling positively the bad behaviours	3
4	Promoting positive discipline in schools	Describe strategies to promote positive discipline in schools	3
5	Preventing Discipline Problems	Describe different ways of preventing Discipline Problems	3
	End unit assessment		1

Lesson 1: Concepts of positive discipline

a) Learning objective

Define key concepts related to positive discipline

b) Teaching resources

Student text book, flip chart, markers, chalk board, chalks.

c) Prerequisites/Revision/Introduction

Student teachers are familiar to punishment but they can confuse punishment and positive discipline! The teacher has to introduce the lesson with clear difference between positive discipline and punishment in order to help students to distinguish the two terms.

d) Learning activities

Activity 5.1

- Split students in small groups
- Ask them to read the scenario (activity 5.1.) and answer the questions related to it.
- Invite students to share their answers through presentation
- Facilitate the activity and orientate the discussion towards positive discipline

Answers for activity 5.1

Possible answer

The teacher of P3 A, practiced positive discipline

- Suzanna redressed the problem of being late positively. That is positive discipline.
- Positive discipline is non-violent and is respectful action done for the child. It is an approach to teaching that helps children succeed, gives them information, and supports their growth and their learning.

Supplement students' presentation with a clear definition of positive discipline and other related terms.

e) Application activity 5.1

- Ask student teachers to make groups of five and differentiate discipline from punishment

Possible answers

Discipline	Punishment
Discipline gives children positive alternatives	Tells them what not to do without explaining why
A regular, continuous, consistent and determined process. It should be instruction oriented.	Happens only when a child is caught making mistake or having a problem. It is a premeditated action that aims at making children ashamed or humiliated
Acknowledges and rewards effort and good behaviour	Only reacts harshly to misbehaviour
Takes the child's view into account; children follow rules because they are discussed and agreed upon	Never or rarely listen to children; children follow rules because they are threatened or bribed
Consistent, firm guidance	Controlling, shaming, ridiculing
Positive, respects the child	Negative and disrespectful of the child
Physically and verbally non-violent	physically and verbally violent and aggressive
Logical consequences that are directly related to and in proportion to the misbehaviour	Consequences that are unrelated
Teaches children to understand the reason for rules and discipline so that they internalise them and follows them subconsciously	Teaches the child to passively follow the rules for fear of being punished; there is no real understanding of why one behaviour is permitted and another is not
Understands children's capacity, needs and developmental stages	Inappropriate to the child's developmental stage of life; does not take into account the children individual capacity and needs.
Teaches children self-discipline	Requires adults to enforce discipline. Teaches children to behave well only when they risk getting caught doing otherwise
Emphasises listening and modelling	Involves constantly reprimanding children for minor infractions causing them to tune us out (ignore us; not listen to us)

Accepts mistakes as normal and uses them as learning opportunities	Mistakes viewed as unacceptable. Forces the child to be obedient because adults say so, rather than through understanding the right and wrong of the situation.
Focuses on the behaviour of the child rather than the child's personality	Criticise the child's personality rather than their behaviour

Lesson 2: Principles of positive discipline

a) Learning objective

Explain the principles of positive discipline

b) Teaching resources

Flip charts, markers, flash cards, student text book, chalk board, chalks.

c) Prerequisites/Revision/Introduction

Introducing the lesson by reviewing the previous lesson related to positive discipline concepts. Students can also remember how was the punishment they experienced in the previous years; from their formers teachers or their parents.

d) Learning activities

Activity 5.2

- Ask students to make pairs
- Give a small flash card to each pair
- Ask them to write one adjective that describes an effective positive discipline
- Ask each pair to read what they wrote and explain how it describes an effective discipline

Answers for activity 5.2

Possible answer

Positive discipline should be

- Age-appropriate
- Build learner's self confidence
- Respect individual differences
- Motivate student to learn
- Based on the roots of bad behaviour

With a clear examples, explain the principles of positive discipline

e) Application activity 5.2

- Have students in small groups of four or five
- Ask student to read the case study from their text book (application activity 5.2.) and role play it.
- After role play, ask students to say whether the teacher's reaction respect principles of positive discipline and explain what they should do differently if they were Sabina's teacher.

Possible answers

- Students role play the scenario of Sabina and her teacher
- In this situation, beating Sabina does not teach her what is wrong with coming late to school. It just teaches her that she will experience pain. She may get used to it and, therefore, never learn from her mistake. After all, if beatings taught her what was wrong with arriving late, she would try to arrive on time. The reaction of the teacher is not a positive discipline.

Differently, the Sonia's teacher could do the following:

a) The teacher could begin by trying to understand why Sabina comes late. The teacher could get in touch with her parents to see if together they could help Sabina get to school on time.

b) The teacher could hold discussions in class about the importance of being on time and the values behind punctuality. The class could make a list of reasons for being on time, such as:
- The lessons can start and finish on time.
- You will not miss part of the lesson because you are late.
- It shows respect for your fellow students, teachers and school.
- It shows that you take pride in your conduct and enjoy being at school.

c) Sabina could be offered counselling on how to ensure that she is on time. This approach could involve listening to her reasons for being late and taking into consideration her situation.

d) It may involve getting her to write a letter to explain why she comes late or asking her to apologize to her class for arriving late.

e) It may involve sending a note home to her parents or, if it is a small community, arranging personal communication with her parents to explain why Sabina needs to arrive at school on time.

Lesson 3: Positive discipline approach

a) Learning objective

Describe positive discipline strategies and strategies for handling positively the bad behaviours

b) Teaching resources

Student text book, chalk board, chalks.

c) Prerequisites/Revision/Introduction

As students know already the principles of discipline (lesson 2), they can understand easily this lesson of positive discipline approach which combine positive discipline strategies and strategies to handle positive discipline problems.

d) Learning activities

Activity 5 .3.

- Have student teachers in small group
- Ask them to ready the case study (activity 5.3) and then answer the questions that follow.

Answers for activity 5.3

Possible answers

1. In the story above, the teacher punished MUHIRE, firstly by forcing him to kneel and then by beating him. The teacher is attacking the fruits of MUHIRE's bad behaviour. He didn't consider MUHIRE's background to understand the roots of his bad behaviour.
2. The teacher was brutal when addressing MUHIRE's bad behaviour.
3. As an educator, it is vital to learn about those you teach. The teacher had to try to gather some details about MUHIRE' backgrounds. He should be careful not to make assumptions on limited information.

The teacher had to ask questions and listen! If the teacher actively listened to MUHIRE, he might focus discipline on helping MUHIRE to learn to deal with being teased. The teacher would have become aware of KALISA's role and could help KALISA understand the effects of his unkind words.

Continue the lesson by explaining different positive discipline strategies.

Activity 5.3.2

- Ask students to observe the image (activity 5.3.2) individually and identify bad behaviour that occur according to the image
- Ask each student to share with his/her partner
- Ask each pair to answer the questions related to the scenario and then share with the whole class.

Possible answer

On the image there is one child who is pulling his classmate's hair, two boys are beating one another, and on the last one there is a student who is passing a sheet of paper to another in the examination, they are cheating.

For handling those bad behaviours, the teacher should first understand the roots of those bad problems and then have a conversation with the child. In fact, the teacher should use positive discipline to deal with any bad behaviour that occurs in the classroom.

Based on the students' findings, explain how to handle different unwanted behaviour that may occur at the school.

e) Application activities 5.3.2

- Ask students to think of Rwandan proverb that talk about positive discipline
- Ask students to explain how the proverb 'Inkoni ivuna igufwa ntivura ingeso" is related to positive discipline and propose an advice to be given to teachers who beat pupils.

Possible answer

(2) Refer to text book on strategies of handling positively unwanted behaviours

Lesson 4: Promoting positive discipline in schools

a) Learning objective

Describe strategies to promote positive discipline in schools

b) Teaching resources

Student text book, chalk board, chalks.

c) Prerequisites/Revision/Introduction

Student teachers have experience from different schools. They can make a clear distinction between schools that practices positive discipline from the one that does not.

d) Learning activities

Activity 5.4

- Have student teachers in small group
- Ask them to observe the image (activity 5.4.) and connect people facial expression to positive discipline.

Answers for activity 5.4

Possible answer

The image shows a teacher and his students who are very happy. The discipline at the school is promoted.

Supplement the students' presentation and explain ways of promoting positive discipline in schools

e) Application activity 5.4

- Have students in small groups
- Ask them to demonstrate how they will promote positive discipline during school practice.

Possible answer

Refer to text book on promoting positive discipline in schools

Lesson 5: Preventing Discipline Problems

a) Learning objective

Describe different ways of preventing discipline problems

b) Teaching resources

Student text book, chalk board, chalks

c) Prerequisites/Revision/Introduction

The four previous lessons serve a prerequisite to that last lesson. The tutor starts it by reviewing them.

d) Learning activities

Activity 5.5

- Write the proverb "*Prevention is better than cure*" on the chalkboard
- Ask students to explain it in the domain of positive discipline

Answers for activity 5.5

Possible answer

The educators should not wait bad behaviour to occur because it is difficult to manage, and sometimes they can create harmful cases. So, prevent is better than cure. Proceed by explaining how to promote positive discipline in schools.

e) Application activity 5.5

- Have students in groups
- Allow them to discuss and present what they will prevent discipline during school practice

Possible answer

Refer to the text book on preventing discipline problems

5.6. Summary of the unit

This unit talks about positive discipline. Prevention and problem solving approaches to behaviour management in classrooms for behaviourally disordered students have been discussed. Attention was focused on positive discipline 'strategies that teachers can use to manage inappropriate behaviour and to teach students alternative appropriate behaviours. The following components of prevention that contribute to a positive classroom atmosphere were considered: routines, rules and rewards; and signal interference and redirection. It is suggested that affective education courses can also help prevent misbehaviour by increasing the student's self-management.

5.7. Additional information for teachers

A. Roots of bad behaviours

FRUITS

Excessive competitiveness

Lack of concentration

Being disorganised, late, forgetful

Lack of self-discipline

Violence and Aggression

Anger, short temperedness

Attention seeking – negative behaviours to impress peers

Risk-taking and disobedience

Fear and insecurity

Embarrassment – a sense of not being valued by others

Low self-esteem from being frequently criticised

Growing-up around violence

Anxiety and worries at home

Loneliness – lacking someone to trust and share with

ROOTS of NEGATIVE BEHAVIOUR

B. Old assumption and positive discipline

Old assumption	Positive discipline
Physical punishment is necessary to maintain control in the classroom.	Focusing on using power over learners creates power struggles. Over time, many learners will resist this control by acting out, lying, skipping school or dropping out. Educators should focus on facilitating learning, not trying to control it. Learning should be active and enjoyable for learners within a warm and structured learning environment. Engaged children are well-behaved children.
Without physical punishment, I will lose my authority and the learners' respect.	Authority and respect are often confused with fear. Authority comes from knowledge and wisdom; fear comes from coercion. Respect is earned and freely given; fear is a response to pain and humiliation. Respect builds relationships and strengthens bonds; fear erodes them.

Physical punishment has worked for decades, so why should we stop it now?	Many learners in previous generations hated school and dropped out. Many with great potential lost their motivation to learn. Many have painful memories and suffer from low self-confidence and depression. Some carry resentment and hostility throughout their lives.
It is the educator's job to give information and the student's job to remember it. They have to sit still and be quiet so that they can learn.	Children are active learners. They learn and understand best when they are actively involved in the learning process. When they are required to sit quietly and listen, their active minds wander. Children need to use their learning constructively, not just to remember facts. Educators need to provide many opportunities for learners to experiment discover and build their knowledge.
My learners' silence in the classroom is a sign of their respect for me. When they speak or ask questions in class, they are challenging my authority.	Children build own understanding of world and all of the people and objects in it. They are born wanting to learn and understand everything. Their questions and curiosity should be encouraged and nurtured so that they continue to want to learn throughout their lives. Learners' silence is not a sign of respect. Usually it indicates fear, anxiety, disinterest, boredom or lack of understanding.
Children are incomplete beings. Educators help to build them into complete people.	Children are complete human beings. They might understand things differently than adults do, but they are just as intelligent and have all the same feelings as adults. Children are worthy of respect and they have inherent rights, including the right to participation.

5.8. End unit assessment

Possible answers

1. By using positive discipline we change what we know as education. Instead of children coming to school to obey rules and memorize information, they experience school as a place where they discover and define the kind of person they want to be.

    Inspired by the outcomes of positive discipline, schools around the world are now supporting all aspects of children's growth, rather than just giving children information. This is a life-changing opportunity for many children, but they will only take advantage of it if they feel physically and emotionally safe.

Positive discipline helps children feel safe and supported, but this sense of safety must extend beyond the classroom. We must ensure that everything about a school makes children feel as safe and supported as possible in all areas of their development, in all aspects of growing up. This new kind of school is what we call a "safer school."

A safer school ensures that its structures and policies respect children's rights, include children as valued stakeholders and support children in growing their skills as leaders and thinkers. A positive discipline approach succeeds when implemented within a safer school, because a safer school demonstrates the same investment in children's development. Without this school-wide consistency, children will lack trust in the system and positive discipline will fail. Positive discipline, therefore, inspires us and requires us to develop safer schools.

2. **Emotional punishments** humiliate the child and cause psychological pain. Similar to negative verbal punishment, but much more severe, it can include: Public ridicule, Sarcasm,Threats, Name-calling, Yelling,Commanding.Humiliating actions such as denying a child clothing,food, play time or allowing the child to go home; forcing them to stay in undignified positions for everyone to see and comment on,are also forms of Emotional Punishment.

    Physical punishments are all actions that cause pain on the body of the child like beating, burning, hitting, smacking, slapping and spanking with a hand, whip, stick, shoe, wooden spoon or other implement y kicking, shaking, throwing, scratching, biting, pulling a child's hair or boxing their ears y forcing children to stay in uncomfortable positions, forcing children to swallow spices, etc

3. Using positive discipline techniques can help teachers overcome the many challenges in the classroom and help students learn and make better choices in the future. In fact, using positive discipline in the classroom not only increases academic success in the classroom but provides many other benefits, including:
    -   Students show respect for the teacher
    -   Students are on task and engaged
    -   Less disciplinary measures are needed
    -   Fewer suspension and expulsions
    -   Students see rules as fair
    -   Attendance improves

5.9. Additional activities

5.9.1 Remedial activities

1. Complete the following statement correctly. Provide 5 ideas

   Positive discipline is not…………………….. but is……………

   Answer:

   Positive discipline is not:

   - Permissiveness
   - Letting learners do whatever they want
   - About having no rules, limits or expectations
   - About short-term reactions
   - Alternative punishments to slapping, hitting and shaming

But is :

   - Long-term solutions that develop learners' own self-discipline
   - Consistent reinforcement of your expectations, rules and limits
   - Based on getting to know learners and being fair
   - Building a mutually respectful relationship with learners
   - Teaching learners life-long skills and fostering their love of learning
   - Teaching courtesy, non-violence, empathy, self-respect and respect for others and their rights
   - Increasing learners' competence and confidence to handle academic challenges and difficult social situations

2. Given five Rwandan proverb related to positive discipline

   Answer:
   - Inkoni ivuna igufwa ntivura ingeso
   - Igiti kigororwa kikiri gito
   - Umwana apfa mu iterura
   - Uburere buruta ubuvuke
   - Uwanze kumvira se na nyina yumvira ijeri

3. Why should schools implement positive discipline?

   Answer:

   Implementing positive discipline approach help schools to play an instrumental role in creating a more just and humane society. Children look to adults to provide models of behaviour; where children see adults using physical or psychological violence they learn that violence is

acceptable and are more likely to use violence against others. Schools have an important role to play in guiding, correcting and socialising children toward appropriate behaviours. Using positive rather than negative approaches to discipline teaches children to respect others' human rights and provides them with positive models of behaviour. Positive discipline promotes children's self-control, teaches responsibility and helps them make thoughtful choices.

Positive discipline approaches also make teaching easier in the long term. By teaching self-control, helping children to understand what is expected of them and providing them with the necessary skills, positive discipline techniques enable children to moderate their own behaviour. This means that educators need to spend less time and effort correcting children's misbehaviour

5.9.2. Consolidation activities

1. Parents are great stakeholder in promoting positive discipline, what can they do to ensure that reasonable efforts are being made to prevent discipline problems?

   Answer:

   Accept each child as a worthwhile and important person and understand that children's behaviour is a reflection of their life experiences to date.

   - Anticipate behaviours and intervene before disruptive behaviour occurs.
   - Provide materials, activities, and opportunities that reflect a wide range of interests and abilities.
   - Alternate active and quieter activities.
   - Maintain an orderly flow through routines so children are neither hurried nor required to spend much time waiting.
   - Plan activities appropriate for the developmental stages of children. Children need challenges, but not serious frustrations.

2. Propose a solution to the following discipline issues
   - Monopolizing Discussions
   - Sleeping in class

Answer:

Issue	Solution
Monopolizing Discussions	Many students are excited and talkative so it might be good to give them a few class periods to settle in. You might approach them initially by saying that you are pleased with the amount of enthusiasm they have for discussion but were hoping that they have suggestions for getting the other class members equally involved.
Sleeping in class	Encourage students to actively participate, take notes (explain that this is helpful to their learning as it stimulates memory in the brain) and in particularly long classes break up the session with activities or paired conversations about a topic to ensure that students stay engaged. Students don't learn much from listening, so remember that the more they "experience" the learning process the more you are really teaching.

3. As teacher, how can you create a classroom environment conducive to positive discipline

   Answer:

   - **Establish ground rules.** Set class rules with learners at the beginning of the year. These can be re-evaluated at the beginning of each new term. Make sure that everybody understands the logic behind each rule.

   - **Be serious and consistent about the implementation of the rules.** The rules should apply equally to everybody in the class. Be fair. This is critical in creating a relationship of trust between educators and the learners.

   - **Focus on relationship building.** Create opportunities to talk and listen, so that you get to know each child. Children who feel valued will not need to seek attention as often. Build a relationship in which learners feel respected, understood and recognised for who they are. Lay the foundation for open communication channels.

   - **Be professional.** Be on time. Prepare thoroughly for each class. Anticipate that some learners will finish before others and have something for them to do. Be self-critical: if something does not work, consider all the reasons why, including that you may be at fault, and identify how to do better next time.

   - **Learning materials and approach.** Make sure that the work is relevant to the learners. Include things like conflict management, problem solving and tolerance in your learning materials, as well as in the way in which the classroom is managed.

Provide opportunities for learners to practice their skills. Build a cooperative learning environment in which learners learn how to work together.

- **Be inclusive.** Talk to and involve every child. Use materials, pictures, language, music, posters, magazines that reflect the diversity of the class so that no learner feels left out. Create opportunities to discuss, acknowledge and value the differences among learners including their culture, language, religion, gender and age.

- **Give learners the opportunity to succeed.** Learners who feel positive about themselves and their ability to succeed learn and behave better. Schools sometimes do things that can discourage children without realising it. For example, only acknowledging those learners who get very high marks can discourage less academically successful learners who try hard but do not achieve top marks. It is important to reward children when they have worked to the best of their ability, rather than focuses on their success relative to others.

- **Allow learners to take responsibility.** Involve children. When children are involved in making the rules, they are more likely to follow them and to take responsibility for their actions. Provide space for learners to be responsible. Make student responsibility charts and make each learner responsible for something, such as running a community project, taking care of a class pet or filling in the class list for the educator. Being responsible for the day-to-day events that take place in the class, will develop their sense of self-worth as well as their ability to take responsibility for themselves and their communities.

- **Identify and tap into sources of professional assistance.** Identify sources of information and support. There are many websites, for example, that provide detailed information on positive discipline. Discuss concerns, ideas and strategies with colleagues and share stories. Where learners have particular problems, such as emotional problems, learning barriers or problems at home, talk to professionals who may be able to help, such as social workers, psychologists or counsellors.

5.9.3 Extended activities

1. Discuss the role of the following education stakeholders in promoting positive discipline at school

    a) Head teacher and school management team

    b) Educators

    c) Parents

Answer:

a) **Head teacher and school management team:** The school management team needs to provide leadership on positive discipline. They need to establish and drive the concept and ensure that policies are implemented and ensure that learners are dealt with fairly and consistently. They need to ensure that staff gets the support they need to adopt the positive discipline approach. They also need to support and oversee the involvement of parents in the process

b) **Educators need to create a learner-centred classroom** that stimulates learners and encourages participation and discussion in a focussed and orderly way. They need to prepare well so that lessons can run smoothly and discipline can be applied more easily. Educators need to ensure that discipline is always in line with the school's code of conduct for learners and that children are treated fairly and consistently. They also need to work with parents to keep them up-to-date with what is happening with their children, and help them to practice positive discipline. In all, educators should remember that being role models is crucial.

c) **Parents also need to help the school in ensuring consistency** between the home and school, and create a safe atmosphere for children in which they grow and develop positively. Parents need to know the school's code of conduct and encourage children to uphold it. They need to assist in creating respect for school rules, by ensuring that children attend school regularly and get to school on time. Where children will be absent or late, parents need to inform the school and provide reasons. Parents also need to get to know their child's educator.

A good parent-educator relationship ensures a happier child with a strong sense of security. It also helps in understanding and correcting problem-behaviour. It is also important that they participate in school meetings and other opportunities to support a positive discipline approach.

2. Teachers need to ask themselves why learners are behaving the way they are which is not good. Propose some questions that teachers can ask themselves and propose possible solutions

   Answer:

Question	Solution
Is there a problem with the subject material or approach?	Children sometimes misbehave because the work is too hard or too easy for them, because they are bored, because the teaching method does not fit the learner's learning style, or because the educator's expectations are unclear or unreasonable.
Is the child emotionally motivated?	Children often act out to achieve specific goals, such as getting attention, feeling powerful and in-control, or in reaction to a real or perceived hurt or injustice. Children also sometimes misbehave as a way of avoiding tasks at which they fear they will fail, or to cover-up when they feel inadequate.
Does the behaviour reflect personal problems or problems at home?	Many children have to deal with immense emotional challenges at home and these are not left at home, but are carried into the classroom. Children sometimes act out as a way of dealing with problems at home, such as a family member being ill, conflict in the family, trauma or abuse. Many children who bully others are bullied at home, or attack others as a way of dealing with the negative emotions created by family problems. Children may also become quiet or withdrawn, have trouble getting on with others or find it difficult to concentrate and engage with lessons.
Does the behaviour reflect socio-economic issues?	Hungry children, for example, find it difficult to concentrate and tend to perform at a lower level than children who are well-fed. Where children have a lot of responsibility at home, such as needing to do many household chores, care for others or work, they may be tired, struggle to complete homework, come to school late or be absent often. Overcrowding, noise and a lack of electricity at home can also prevent children from completing homework. Very poor children may struggle to afford transport to school, school uniforms or books and stationery.

Could it reflect medical or biological issues?	Feeling unwell or depressed, for example, influences how children behave. It's normal for children to occasionally forget their homework, daydream during class, act without thinking, or get fidgety, but if these are ongoing problems they may be linked to attention deficit disorder, sometimes also called attention deficit hyperactivity disorder. Children who struggle to read and spell could have dyslexia, which affects the way in which the brain recognises and processes symbols, or some other learning difficulty. Hearing and vision problems can also contribute to poor behaviour.

3. In positive discipline "teaching by example" is powerful! Explain this statement

Answer:

Teachers need to recognize that the easiest way to reinforce positive discipline is to serve as a role model of appropriate behaviour.

Children do not automatically know what constitutes appropriate behaviour, but, they are natural imitators. Frequently, they model themselves after important adults in their life and learn to think and behave as the adult thinks and behaves. Likes and dislikes, interests, manners, and morals are learned mainly through imitation. If we want children to respect the rights and feelings of others, we can begin by respecting the rights and feelings of children. Sometimes we communicate double messages to them. For example, the adult who hits a child as punishment for hitting another child is actually imitating the behaviour for which the child is being punished. The child may be confused by the double message received: "I'm not supposed to hit, but it is okay for an adult to hit me."

UNIT
6

SETTING UP THE CLASSROOM

6.1. Key unit competence

Make a plan for set up and management of the physical classroom environment to ensure it is conducive

6.2. Prerequisite

Student teachers will learn better setting up the classroom because they have understanding on classroom management; positive discipline, behaviour, characteristics of a conducive classroom, importance of classroom management, time management, and materials to be used in the classroom; setting rules and responding to misbehaviour; positive attitude on classroom culture and engaging instruction.

6.3. Cross-cutting issues to be addressed

Inclusive education

Setting up classroom also considers type of special educational needs to be catered for in that classroom in order to set up physical components of a quality classroom such as furniture, space, storage cupboard, talking walls, displayed materials, books; displayed student work, WASH materials and presentations in a classroom. Addressing inclusive education in setting up classroom will have significant influence learning. Especially to those with special educational needs.

Environmental sustainability

In setting up classroom for environmental sustainability which is conducive requires addressing also this crosscutting issue, a classroom that has a well-defined physical components which is well set up will promote a positive learning environment. For example setting up classroom; some environmental features include temperature, lighting, and noise level should be considered. These factors affect students in different ways and are directly related to individual learning styles.

Gender education

In setting up a classroom, teacher will consider gender, by arranging physical component of a classroom environment and managing resources; knowing which resources are appropriate to both girls and boys, in learning corners or other teaching and learning activities must be addressing gender education as a crosscutting issue.

6.4. Guidance on introductory activity

- Take students teacher to the nearest model school
- Invite them to observe different classrooms
- Share with colleagues what they have observed
- Invite student teacher to look at picture in student's book
- Ask them to answer questions which are there (unit 6; introductory activity)

Possible answers

1. Desks, teacher's table, learners' books, teacher's books, mathematical instruments (such as protractors, rulers, squares, compass,...), cupboards, shelves, displayed teaching aids on the wall, (talking walls) ...
2. By comparing this classroom set up and the visited one: some materials are missing in one and available others, furniture do not arranged the same way, different teaching aids ...
3. Yes, it is so important to plan for a classroom set up and manage physical classroom environment due to the fact that it promotes a positive learning environment.

6.5. List of lessons/sub-heading

#	Lesson title	Learning objectives	Number of periods (10)
1	Physical components of a quality classroom set up	Describe characteristics of a quality classroom set up for effective learning	4
2	Special considerations for classroom set up in pre-primary(ECLPE)	Link the importance of physical space in an classroom to child development principles	1 (ECLPE)
3	Adapting the classroom to the theme (ECLPE)	Create a plan for how the classroom environment can be adapted to a topic/ theme	1 (ECLPE)

4	Strategies for managing classroom resources	Discuss strategies for managing classroom resources	2
5	Types of routines and procedures to establish	Defend the importance of routine using knowledge of child psychology	2
	Assessment	Propose key considerations in order to make a plan for set up and management of a conducive classroom environment. Draw a classroom set up and include all materials required for a conducive classroom environment.	1

Lesson 1: Physical components of a quality classroom set up

a) Learning objective

Describe the physical components and characteristics of a quality classroom

b) Teaching resources

Flash cards, videos and pictures of high quality classrooms, manila papers, flip charts, markers, internet

c) Prerequisites/Revision/Introduction

Student teachers will learn better the physical component of a quality classroom set up because they have the understanding on the classroom management.

d) Learning activities

Activity 6.1

- After visiting their demonstration schools: Invite student teachers to observe their classroom.
- Ask them to brainstorm all items which are in the classroom

Answers for activity 6.1

Possible Answers:

In classroom there different materials such as furniture, space, storage cupboard, talking walls, displayed materials, books; displayed student work, WASH materials,

- Explain some key concepts if necessary
- Facilitate student teachers in every activities

e) Application activity 6.1.

- Ask student teachers to work in groups and answer questions under activity 6.1.which are in Students' book.

Possible Answers

- Physical description for classroom set up in pre-primary is furniture which are appropriate to their age, space for playing and for learning corners, storage cupboard where materials are located, talking walls with different teaching and learning materials, displayed materials appropriate for nursery learners, books for reading and for learning corners; displayed student work, WASH materials for nursery learners.
- The characteristics of a quality classroom: Students learn to respect physical boundaries. There are boundaries between students' areas and teacher-only areas as well as boundaries between each of the student's individual work areas. This provides opportunities to teach students to respect other people's spaces and belongings—an important skill in all life settings.
- Students learn to anticipate the specific types of activities that will occur in specific areas of the classroom. This helps students participate more fully in the activity because they will enter the area with the mind-set that corresponds with the anticipated activity. Knowing which activity is next also can ward off misbehavior that often occurs when students are caught off guard or have inaccurate expectations regarding what is about to occur.
- Students will also learn which behaviors are acceptable and expected in each specific location of the classroom and which behaviors are not acceptable or expected in certain other classroom locations. This, too, is a valuable life lesson that is important at home, in the community, and on the job site.
- Proper room arrangement provides predictability, which has a calming effect on many students. When students are better able to understand their environment and anticipate what is coming next, they tend to be less apprehensive. Their mental states are more conducive to learning new material. A decrease in anxiety typically translates into a decrease in misbehaviour as well. Your classroom materials are readily accessible. When specific activities happen in specific areas of the classroom, the materials needed for those activities can be located in the area where they will be used, allowing them to be retrieved quickly and easily. This decreases down time and misbehaviour and increases productivity.

Lesson 2: Special considerations for classroom set up in pre- primary (ECLPE)

a) Learning objective

Link the importance of physical space in a classroom to child development principles

b) Teaching resources

Use flash cards, videos and pictures of high quality classrooms, manila papers, flip charts, markers, and internet

c) Prerequisites/Revision/Introduction

Student teachers will learn better special consideration for classroom set up in pre-primary because they have the understanding on physical component of a quality classroom set up.

d) Learning activities

Activity 6.2

- Invite student teachers to think-pair-share on questions written in the student's book, activity 6.2

Answers for activity 6.2

Possible Answers:

- They have different desks, in pre-primary there are small tables, chairs adapted to their levels, their materials are placed in learning centres other are kept in shelves,
- Materials in a pre-primary classroom should be organized in the way that they give enough space to permit children and staff to move freely with enough space for mealtimes, group times, and space for free play. (Please, welcome other answers from student teachers!)

Proceed to the next steps of the lesson as you have planned, for example: explain more the lesson in detail.

e) Application activity 6.2

- Ask student teachers to answer the question which is in the students' book, application activity 6.2

Possible Answers

In child development you have learnt that during pre-school year, young children learn to become more self-reliant and to care for them; they develop school readiness skills (following instructions, identifying letters, symbols and colours). Due to the fact that they spend most of their time playing with peers, it is important to link the physical space in a pre-primary classroom to child development principles in order to meet all children's needs; children need to play that is why the physical arrangement of the room needs to create a child friendly flow with clear traffic patterns that neither interfere with children's play nor promote any type of running or dangerous behaviours. A preschool classroom needs to be clean and free of clutter; and materials need to be at the learners' interest, age appropriate and ready for hands-on learning.....(This answer can guide you to get other answers from your student teachers, do not hesitate to welcome other answers from your student teachers).

Lesson 3: Adapting the classroom to the theme (ECLPE)

a) Learning objective

Create a plan for how the classroom environment can be adapted to a topic/theme

b) Teaching resources

Use flash cards, videos and pictures of high quality classrooms, manila papers, flip charts, markers, and internet

c) Prerequisites/Revision/Introduction

Student teachers will learn better adapting the classroom to the theme because they have the understanding on special consideration for classroom set up in pre-primary;

d) Learning activities

Activity 6.3

- Form a pair, and ask student teachers to answer questions of activity 6.3
- Join two pairs and ask them to share what they have discussed
- Invite some pairs for a presentation

Answers for activity 6.3

Possible Answers:

- Children are in their learning corner; they are in different activities, depending on the theme and teachers is moving from learning corner to the following learning corner

- Classroom set up depend on the theme, for instance if you have the Theme: 'My Home' the Role Play corner can be organised as a home with a cups, plates, cutlery, a flask, jerry can, basins and clothes to imitate washing, pans to play cooking etc. If the theme is: 'Institutions and Occupations in my community' the Role Play corner can be a shop with money (bottle tops and papers with numbers written on them) and products (food wrappers, empty blue band boxes, etc) with prices written on them. While in creative play, the role play corner can be organized as drawing equipment including pencils, crayons, charcoal, pastels, a variety of different types of paints, a variety of brushes, card of different colours and thickness, different kinds of paper including cartridge and sugar paper, glue and spreader, scissors (both right and left-handed), water pot, mixing palettes, natural objects/materials: twigs, shells, leaves, flowers, pebbles, seeds, man-made materials: bubble wrap, cotton wool balls, string, rubber bands, clay, plasticine, play dough with cutters and tools, collage materials, fabric of different textures, patterns and colours, home corner, dressing up box

Proceed to the next steps of the lesson as you have planned, for example: explain more the lesson in detail.

e) Application activity 6.3

- Give student teachers an activity which is in students' book (application activity 6.3)

Possible Answers

This activity will be more practical, student teachers should have prepared all possible materials required and plan a model nursery learning environment accordingly based on learning centre and classroom set up which will be depend on a theme.

Lesson 4: Strategies for managing classroom resources

a) Learning objective

Discuss strategies for managing classroom resources

b) Teaching resources

Use flash cards, videos and pictures of high quality classrooms, manila papers, flip charts, markers, and internet

c) Prerequisites/Revision/Introduction

Student teachers will learn better strategies for managing classroom resources because they have the understanding on adapting the classroom to the theme/topic/lesson.

d) Learning activities

Activity 6.4

- Invite student teachers to read individually the statements of activity 6.4 in students' book.
- Ask student teachers to Write answers on the flash card
- Randomly, ask some learners to present

Answers for activity 6.4

Answers

- True
- True
- False

Proceed to the next steps of the lesson as you have planned, for example: explain more the lesson in detail

e) Application activity 6.4

- Invite student teacher to visit TRC (Teacher Resource Centre)
- Ask student teachers questions which are in the students' book, application activity 6.4

Possible Answers

- Covering of books, Use of cupboards, Washing of hands before handling books, Avoiding putting inks in books, Avoiding use of books near or while handling food, Putting in appropriate place resources after use –, Correct

storage of resources, e.g. upright or rolled up, Keeping resources away from sources of water, e.g. leaking roofs., Creating space for resources considering topics, lessons and/or options

- During using resources, both teacher and learners should make sure to prevent them from damage; for instance, do not expose them in humidity or water, wash them after use, when is possible. After using classroom resources both teacher and learners are responsible for managing resources; for instance: displaying some materials on walls for further learning and others should be stored in a safe room or cupboard, repair some resources if damaged and keep them in safe place.

Lesson 5: Types of routines and procedures to establish

a) Learning objective

Defend the importance of routine using knowledge of child psychology

b) Teaching resources

Use flash cards, videos and pictures of high quality classrooms, manila papers, flip charts, markers and internet.

c) Prerequisites/Revision/Introduction

Student teachers will learn better types of routines and procedures to establish because they have the understanding on strategies for managing classroom resources.

d) Learning activities

Activity 6.5

- Invite student teachers to read individually the scenario and work in pairs to share with the classmate.
- Ask student teachers in pairs to answer questions related to a scenario read above.
- Have some pairs make presentations

Answers for activity 6.5

Possible Answers

- The reason why Claude is new and does not know the schedule, the time is too short and Claude barely gets into playing in the sandbox when it is time to clean up, Claude needs more warnings to anticipate clean up time, Claude does not like the activity that follows outdoor recess time, Claude does not know why the teacher wants him to come with her and assumes

he has done something "wrong".... (They may be other answers from the student teachers, please welcome them!)

- As prosperous teacher, using the knowledge of child development, i can handle this situation by setting classroom routines, showing children how activities will be carried out, from the morning up to the end of class activity......(They may be other answers from the student teachers, please welcome them!)

Proceed to the next steps of the lesson as you have planned, for example: explain more the lesson in detail.

e) Application activity 6.5

- Put student teachers into groups
- Ask them to read and discuss on a question which is in the students' Book, application activity 6.5

Possible Answers

The children know what's expected of them and how to do certain things on their own. For example, the teacher might say "reading time," and students will know that they are expected to stop what they are working on, put away their materials, get their books, and begin reading silently on their own. Having these predictable patterns in place allows teachers to spend more time in meaningful teaching. Establishing effective classroom routines early in the school year helps keep your classroom running smoothly and ensures that no time is wasted while students wonder what they should be doing during times of transition.

6.6. Summary of the unit

Classroom setup can considerably affect students' attitudes toward and habits of learning. In this unit, Student teachers have learned physical component of a quality classroom set up such as arranging furniture, space, storage cupboard, talking walls, displayed materials, books; displayed student work, and WASH materials. Not all classrooms have the same set up, there is a special considerations for classroom set up in pre-primary classes where in setting up these preschool classrooms, learning centres/corners are designated for specific types of exploration and activities. And also setting up classroom should be adapted to the theme/ topic or lesson to be taught, resources should be managed, and also this unit talked about types of routine and procedure to establish.

6.7. Additional information for tutors

Setting up classroom for quality learning environment requires setting up some areas; for instance whole-group circle which is the most are in any elementary classrooms. The circle is a great place for the class to meet briefly each morning to greet one another and warm up for the day ahead. Gathering in a circle, where everyone can see and be seen by everyone else sets tone for friendly and focused day of learning. In setting up classroom, consider student needs, when assigning seat s, consider whether certain students need to be near certain others (for example, a particularly anxious child might need to be near a friend;, a child struggling with self-control may need to be with others who are not easily distracted). In setting up classroom, Learning or rotation centres will be considered these ones are places where students can self-direct their learning —usually in pairs or small groups—within the classroom. These designated spaces allow children to work collaboratively by accomplishing activities given an allotted amount of time and rotating to the next centre after they have each completed a task. Learning centres also provide children with opportunities to practice hands-on skills and social interaction. Some classes have assigned spaces for learning centres all year while teachers in tighter classrooms set up and take them down as needed. Permanent learning spaces are typically placed around the perimeter of the classroom or in nooks and alcoves where they don't interfere with the movement and flow of the classroom. No matter where a learning centre is located or whether it is always standing, the only firm requirement is that it is a space in which children can work together to solve problems.

If teachers are ready to apply this popular tool to their teaching, read about how to effectively prepare the materials, arrange the classroom, and introduce students to learning centres.

Preparing the Centres

The first step in creating a great learning centre is to figure out what skills teachers want the students to learn or practice. Centres can be used for any subject but experiential learning and discovery should be the focus. Students need to be engaged even if they are practicing old skills. Once teachers have a focus, they can determine how many centres will be needed and get to work designing and organizing them. Gather the materials, write out directions, and set behavioral expectations.

Gather Student Materials

Teachers can pull materials from the curriculum or do a little digging if they don't think those will be engaging or meaningful enough. Scaffold the work that students will be doing and don't forget the graphic organizers. Put everything neatly in one place so teachers don't have to worry about materials management.

Write out clear directions with visuals

Students should not need to raise their hand and ask teachers how to complete a task because the answers should already be there for them. Spend time designing task cards and anchor charts that provide step-by-step instructions so that teachers don't have to repeat themselves.

Set behavioural goals and expectations

This one is especially important if students have not had practice with learning centres. Teach them that they will need to cooperate with each other in order to learn and explain that most of their learning will be independent from teachers as they work together to solve problems. Be explicit about how exactly they should work together and behave. Stress to them that the ability to work collaboratively fosters incredible experiences but that centres are a privilege that they must earn with responsible behaviour. Write these goals somewhere for easy reference.

Setting up the Classroom

With a learning centre materials prepared, teachers can arrange a room to accommodate new spaces. The way teachers choose to set up their centres ultimately depends on the size of a class and number of students but the following tips can be applied to any classroom.

Groups should not exceed five students. This makes it possible for students to complete tasks and move easily through the centres.

Get creative with the setup. Don't be afraid to use mats, libraries, and even hallways for your centres. Students are flexible and enjoy experiencing learning in new ways and from new angles, so don't hesitate to have some working on the floor and some standing up if the activities allow for this.

Keep materials organized. It's not enough to just keep them in one place; teachers also need a system for making materials easy for students to find and keeping the supplies together after they have been used. Utilize baskets, folders for easy organization and efficiency.

Make a schedule. Assign each student a group to rotate with and centre where they will begin and end. Give each group and centre a color/shape and number to help children know where to go next.

Provide clean up time. After each centre is completed, give students time to return materials to their places for the next group and a place to turn in their completed centre work. This makes it easier to collect all finished work at once.

Introducing Centres to Students

Take time to very explicitly introduce the new centres and discuss rules with the class. Students must understand the expectations of centre work before beginning—this ensures that the time can be spent supporting learning.

Before the beginning, clearly explain (and post somewhere in the classroom) expected behavior during centres and the consequences of not meeting these expectations. Then, introduce centres to students by modelling the following steps. Use a timer that students can see and hear to keep track of time.

Teach the students how you will get their attention during centre time. Try some of these call-and-responses.

Point out or physically bring the students to each centre to explain them one at a time.

Show students where the directions and all other materials are located at every centre (Note: Materials should be in about the same place for each of them).

Explain in detail the purpose of each activity they will be working on—"This is what you should learn at this centre."

Model completing the work that students will be doing. Show only enough that students understand and feel free to skip very straightforward activities to spend more time on the more challenging ones.

Demonstrate how to clean up the centre and rotate to the next one when the timer goes off.

Be sure to intersperse directions with student practice. Pause after each point to make sure students understand, then allow a volunteer or group of volunteers to demonstrate the steps after teacher have modelled them—finding the materials, beginning the activity, responding when the teacher calls for their attention, cleaning up the centre, and rotating to the next one—while the class observes. Then, allow the whole class to practice this once or twice and they will be ready to start on their own.

6.8. End unit assessment

Possible answers

- In order to make a plan for set up and management of a conducive classroom environment; there are key considerations such as the attitude of beginning class on time, creating a system for restroom use, creating procedures for questions by (requiring students to raise their hands, asking students to short questions as during the lesson; providing students designated time to ask questions during class, creating a

"parking lot" or area where students can post questions; and have office hours before and/or after school when students know that they can come for help), creating strategies of ending the class efficiently, collecting students' work (for example: collecting work, particularly homework, at the door as students enter the class, and having a specific coloured folder in a designated location where students are responsible for turning in their homework before class begins).

- The classroom set up will be composed by all required materials that can be found in the classroom for a better teaching and learning process.

6.9. Additional activities

6.9.1 Remedial activities

1. What are physical components of quality classroom set up?

   Answer:

   The physical components of a quality classroom setup are furniture, space, storage cupboard, talking walls, displayed materials, books; displayed student work, WASH materials and presentations.

2. What is the importance of physical arrangement to both students and teachers?

   Answer:

   Students learn to respect physical boundaries, Students learn to anticipate the specific types of activities that will occur in specific areas of the classroom, Students will also learn which behaviours are acceptable and expected in each specific location of the classroom and which behaviours are not acceptable or expected in certain other classroom locations, Proper room arrangement provides predictability, which has a calming effect on many students. When teachers adjust the physical component of a quality classroom setup to students' preferences, the students perform better academically and are better behaved.

3. Explain the type of teaching arrangement?

   Answer:

   Pods (Groups, Pairs): The pod or pair arrangement can be designed with rectangular, circular or trapezoidal tables, or individual desks. **Double Horseshoe:** This seating arrangement involves an inner and outer horseshoe, and similar to the conventional horseshoe, invites greater discussion than the traditional format. **Horseshoe or Semicircle:** The horseshoe or semi-circle offers a modified roundtable setup, where all participants face each other while the teacher can move about the room.

Roundtable: Many seminar-course room arrangements may consist of teacher and students sitting around a single large table. Traditional: The traditional classroom setup typically consists of rows of fixed seating. Students face teachers with their backs to one another.

4. What is special consideration for classroom set up in pre-primary?

Answer:

The furniture should be child-sized which will help the children feel more comfortable as they sit in chairs that allow their feet to touch the floor with tables lowered to about elbow height with their knees able to fit comfortably under the table. Classroom furniture should be clean with no sharp edges. All furniture in the classroom should be convenient for easy care and easy accessibility. The classroom should be furnished with both hard and soft furnishings. Young children need soft comfortable spaces to escape the hardness of typical classrooms. Rooms should be ample enough in space to permit children and staff to move freely with enough space for mealtimes, group times, and space for interest centres and play areas. When placing furniture in the classroom, teachers should also keep in mind where electric outlets (covered with a child safety plug) and computers cables are located.

5. What are strategies for managing classroom resources?

Answer:

- Covering of books
- Use of cupboards
- Washing of hands before handling books
- Avoiding putting inks in books
- Avoiding use of books near or while handling food
- Putting in appropriate place resources after use –
- Correct storage of resources, e.g. upright or rolled up.
- Keeping resources away from sources of water, e.g. leaking roofs.
- Creating space for resources considering topics, lessons and/or options

6.9.2. Consolidation activities

1. Explain the benefit of modifying desks teaching arrangement while teaching and learning process?

 Answer:

- A teacher can consider ways to modify seating arrangements and match arrangements with the demands of classroom activities in order to help maximize student learning.

- This determines classroom communication, interpersonal relationships and variety of daily decisions teachers must make concerning the management and use of available teaching-learning resources.
- It is dependent upon the teaching methods, class activities, size and shape of the classroom age and needs of learners and subject being taught.
- In cooperative learning learners require moving desks to be allowed to talk one another, this helps them to improve relationship in the class.
- Teachers should ensure that learners are mixed with regard to their abilities.
- This helps the weak learners to work together with the brighter learners.

2. Why do you think, it is important for classroom set up to consider child development?

    Answer:

    It is important to consider child development while setting up classroom because;

- Good classroom arrangement inspires, and encourages young children to easily interact with each other and develop various skills including language, and social behaviour.
- Effective teachers set up their classrooms physical environment so that children in their specific age can spend some of their learning time in the learning areas that interest them.
- Materials that are placed in learning centres that engage children in various activities and learning should be attractive and on the age level of the young children.
- If the materials located in learning areas are beyond the age level of the young children, they may be hard for them to comprehend and formulate new knowledge but instead, they will cause discomfort and sometimes aggression which may cause pushing and at times fighting.

3. Why and how classroom resources must be managed?

    Answer:

    Classroom resources make lessons lively and interesting; therefore, this asset must not be impaired by damage. Classroom resources ensure understanding of lessons. Facilitators and learners should always ensure that classroom resources are mended or repaired when they are slightly torn or damaged. Learners should always handle classroom resources delicately.

4. Explain when and how a classroom routine could be established.

    Answer:

    Classroom routines can be established for many activities, including entering the classroom in the morning, transitioning between activities and preparing to leave the classroom. The basic procedures for establishing solid routines remain the same regardless of the routine procedure that you are teaching your students. When to set up classroom routine, Begin Class on Time: Class begins even before the bell rings. Create a System for Restroom Use: Students, especially young children, will need to use the restroom during class, so the teacher needs to set in place a system that is the least disruptive possible while ensuring that it is not easily abused. Procedures for Questions: Students should feel that they have the ability to ask for help during class. Collecting Work: Collecting student work should be a streamlined process. Ending the Class Efficiently: The same attention given to the way a teacher starts a class should be given to how a teacher ends a class

6.9.3. Extended activities

1. As a teacher, defend the rationale behind setting up classroom.

    Answer:

    How the classroom is organised can have a serious impact on how teachers teach, and how pupils learn. The lines of tables many classrooms and schools have as the default layout is not necessarily always the most conducive to learning. Classroom setup can mean moving the physical furniture around, putting up or changing displays, or rearranging how the children themselves are seated around the classroom or grouped together. Changing these aspects of your classroom can impact the curiosity of your pupils, their engagement with the lesson, creativity, wellbeing, motivation, and ultimately student outcomes. Whilst classrooms arranged in the traditional layout of rows of desks facing the teacher's desk facilitate good organisation, paper passing, textbook/laptop use, and 'sit and listen' teaching, some studies have shown that this layout hinders collaboration between students and discussion. If the classroom allows for it, you can rearrange the furniture, displays, and groupings of pupils to the benefit of everyone, improving happiness and outcomes for everyone.

2. As a teacher (with limited time and resources) how can you incorporate alternative classroom setups into your everyday career?

    Answer:

Here are some tips:

- Think about how the subject you teach can be influenced by your classroom setup, and how flexible you can be with the layout and decoration of the classroom. For example, in an ICT classroom, computers and their desks will need to be the focus and will be difficult or impossible to move – in an arts classroom, however, you'll have more room to be creative with wall displays.

- Consider what resources your pupils will need to use. If your lesson relies heavily on the use of textbooks, you will require desk space for your pupils, but discussion-led learning may benefit from a layout which does away with desks altogether. In this instance, consider putting the tables around the edges of the classroom and the chairs in a circle in the middle to create a fun and stimulating discussion environment.

- Also ask yourself – do the students need to see each other during the lesson? Do they need to work in groups? Working in groups can be better facilitated with nested tables, and students can see each other better when the students are in a horseshoe-shaped configuration. If you will be using the board, you will need to make sure all students can see it in whatever configuration you use. Try sitting in different seats around the classroom, and think about how effective your teaching will be from different seats.

- If you have a group of students who will be working on a separate task to the rest of the class, they could benefit from a nested group of tables to work without distraction from the other students.

- When you are considering the physical layout of your classroom, make sure you think about the requirements of the SEND students in your class. An autistic student, for example, might have an established preferred place to sit, and changing it without notice could cause distress. You could section off an area of the classroom with bookshelves to provide a quiet "time out" space when needed, for students who are sensitive to stimuli. If your class has children with physical disabilities, you will need to rearrange your classroom with access in mind.

UNIT
7

HANDLING TRANSITIONS

7.1. Key unit competence

Create a conducive environment for smooth transitions

7.2. Prerequisite

Student teachers will learn better handling transitions because they have an understanding on: physical component of a quality classroom set up, special consideration for classroom set up in pre-primary classes, adapting the classroom to the theme strategies for managing classroom resources and types of routines and procedures to establish.

7.3. Cross-cutting issues to be addressed

Peace and value education

Transitions are changes that take place in our life, changes which can occur over a short or long period of time, can be physical, emotional, personal or psychological, and can be predictable or unpredictable. And this cross cutting issue will be addressed while handling transition is done peacefully, therefore, the teacher must learn to recognize signs of transition anxiety, including body language, changes of behaviour, or changes in their work.

Environmental sustainability

Handling transitions requires safe, smooth environment. This crosscutting issue will be addressed when children move from one place to another, an activity to another because children's transition from one environment to another is about developing relationships with other children in the new environment. For example when young children move to primary school, they may find it difficult to adjust to a change in rules, routines, atmosphere, and teachers' expectations, physical assets and styles of interacting.

7.4. Guidance on introductory activity

- Invite student teachers to read the scenario in pairs
- Ask them to answer questions related to the scenario by writing answers on the flashcard
- Choose some pairs randomly to present

Possible answers

a) This scenario depicts morning transitions that are fairly typical in households with young children. Gisubizo, Kiza, and Gatete are learning how to express their needs and feelings through behaviors and interactions with their mother, Monica. In busy moments such as these, children have to handle their distress and may need to do it briefly on their own. They will be better able to manage their attention, feelings, and impulses if they have ongoing support from adults. Knowledge of child development helps adults understand the behaviors and feelings children exhibit during transition and set realistic expectations based on their developmental stage. Consider how the developmental level and individual characteristics of Gisubizo, Kiza, and Gatete influenced the way they behaved and interacted during the predictable and unpredictable morning events in the Kamanzi household. Managing separation from trusted adult: Gisubizo separates easily from his mother. Kiza shows his separation anxiety by clinging to his mother. Managing feelings and emotions with the support of familiar adult: Gatete calms himself and stops crying when his mother turns her attention to him. Gisubizo is reassured and manages his emotions after his mother gives him a hug and tells him she will pick him up after lunch. Managing actions and behavior with support of familiar adult: Gatete first reacts by crying and kicking to get his mother's attention and later actively listens and verbally responds to her when she addresses his needs. Gisubizo and Kiza understand and follow their mother's instructions to get ready for school. Communicating needs and wants: Gatete communicates his feelings non-verbally by kicking and crying. Gisubizo and Kiza communicate their wants verbally ("No . . . Don't want to go." and "I Want to play with the cars."). Anticipating familiar routines: Gisubizo and Kiza understand they will be picked up after lunch. Gatete knows he will have breakfast after his diaper change. Using adults as a resource to problem solve and meet needs: Kiza looks for his shoe with his mother's help. Gatete points to a banana so his mother will feed him.

b) Here, student-teacher will answer according to their experiences, the idea is that, transition is sometime stressful when it is not well prepared.

7.5. List of lessons/sub-heading

#	Lesson title	Learning objectives (from the syllabus or set according to the lesson title)	Number of periods
1	Emotions of transitions	Explain emotions of transitions and the importance of preparing for transitions	1
2	- Types of transitions: - Home to school transition (ECLPE) - Pre-primary to primary transition (ECLPE) - Lower to up primary transition - New school - Lesson to lesson transition - Break to lesson	Discuss types of transitions according to different settings/ areas	2 + 4 for ECLPE
3	Stakeholders involved in transitions	Identify different actors who can support transitions	1
4	Strategies for smooth transitions	Describe strategies for supporting learners to transition smoothly	1
5	School-readiness (ECLPE)	Discuss three interlinked dimensions of school-readiness	1 for ECLPE
	Assessment	Make a description of specific actions which will support learners to transition smoothly from one level of learning or activity to the next.	1

Lesson 1: Emotions of transitions

a) Learning objective

Explain emotions of transitions and the importance of preparing for transitions

b) Teaching resources

Flip charts, markers, hand-outs with transition strategies, scenarios related to transitions, flash card

c) Prerequisites/Revision/Introduction

Student teachers will learn better emotions of transitions because they have the understanding on types of routines and procedures.

d) Learning activities

Activity 7.1

- Ask student teachers to reflect on their first day to school(Nursery/ primary)
- Invite them to share their reflections

Answers for activity 7.1

Possible Answers

Answers will be directed in this way: Young children may experience separation anxiety and cry uncontrollably when a familiar caregiver is absent. Infants may self-soothe by sucking their thumb or calm themselves in response to singing or humming. Children may seek adult support and comfort themselves in different ways. For example, they may use a familiar toy or blanket from home (a transitional object) to help them with the home-to-school transition. Young children may also manage emotions more independently, using a range of ways to handle strong feelings. For example, they may ask questions or take deep breaths to calm down. Children of all ages may display regressive behaviours for a few days or weeks during or after transition. They may show behaviour they have already grown out of, such as temper tantrums, thumb sucking, or bedwetting

From the discussion, explain what is emotional transition

e) Application activity 7.1.

- Ask students to role play the first day at school

Possible Answers to Application 7.1

The content of the role play will include some children who are crying, fighting, grabbing things, looking worried and other children are shy, asking for mother, food…the teacher will show positive attitude in addressing each and every child's problem.

Lesson 2: Types of transitions

a) Learning objective

Discuss types of transitions according to different settings/areas

b) Teaching resources

Flip charts, markers, handouts with transition strategies, scenarios related to transitions, flash card

c) Prerequisites/Revision/Introduction

Student teachers will learn better types of transitions because they have the understanding on emotions of transitions

d) Learning activities

Activity 7.2

- Orient your student teachers, in their everyday life, their families, and their neighbours at their home place
- Ask them to talk about what happens when a child move from home to school at the first time
- Invite students teacher to share what thy have been reflected on

Answers for activity 7.2

Possible Answers:

In previous lessons, you have performed role play and you have already experienced transitions, you have different ideas about transitions at teacher's point of view as well as students, and the possible answer may include also for example Children with poor socio-emotional skills, low self-esteem or low self-confidence may be particularly vulnerable during the home to school transition because they lack the skills that would provide them with stronger emotional resilience to cope with new expectations and new social relationships,

Proceed to the next steps of the lesson with a clear explanation of types of transition

e) Application activity 7.2

- Ask student teachers to work on groups and answer questions which are in Students' book, application activity 7.2

Possible Answers:

- The answer is found in this lesson content (lesson:7. 2)
- Impact of different types of transitions in learning process; when there is smooth transition it will lead to quality teaching and learning, conducive classroom environment, high success of learners. On the other hand, it will lead to failure in academic activities, social and emotional activities.

Lesson 3: Stakeholders involved in transitions

a) Learning objective

Identify different actors who can support transitions

b) Teaching resources

Flip charts, markers, hand-outs with transition strategies, scenarios related to transitions, flash card

c) Prerequisites/Revision/Introduction

Student teachers will learn better stakeholders involved in transitions because they have the understanding on types of transitions

d) Learning activities

Activity 7.3

- Orient your student teachers to observe the picture which is in students' book, activity 7.3,
- Invite them to explain what is happening and share

Answers for activity 7.3

Possible Answers

After observation, student teachers have been observing different people. In managing transitions; parents should be involved, in preparing their children for school, visiting them when is possible and other support in terms of learning materials, teachers play an important role due to the fact that they spent most of the time with children during teaching and learning activities, children also are involved in transition, they are the ones to take part in what is being happen around them of on them......

Supplement students' ideas and identify stakeholders that are involved in transition

e) Application activity 7.3

- Ask students teachers to work in pairs and answer to the question which is in students' book, application activity 7.3

Possible Answers

Parents should be involved, in preparing their children for school, visiting them when is possible and other support in terms of learning materials, teachers play an important role due to the fact that they spent most of the time with children during teaching and learning activities, children also are involved in transition, they are the ones to take part in what is being happen around them of on them.

Lesson 4: Strategies for smooth transitions

a) Learning objective

Describe strategies for supporting learners to transition smoothly

b) Teaching resources

Flip charts, markers, hand-outs with transition strategies, scenarios related to transitions, flash card

c) Prerequisites/Revision/Introduction

Student teachers will learn better strategies for smooth transitions since they have the understanding on stakeholders involved in transitions.

d) Learning activities

Activity 7.4

- Invite student teachers to read individually the scenario and work in pairs to share with the classmate.
- Have some pairs make presentations
- Ask student teachers to read questions in students' book and in their pair answer them.
- Ask student teachers to read content in their books for further understanding
- Support them where it is necessary

Answers for activity 7.4

Possible Answers

- The time is too short and Akariza barely gets into her play when it is time to be back in the classroom, She does not like group time (it might be too long, too difficult, etc.), She does not understand what is the next activity, how and where to put the toys away.

- Help her to understand how activities will be done; which one will be first and which one will be followed....

Proceed to the next steps by describing strategies of smooth transitions

e) Application activity 7.4.

- Invite student teachers to work in groups and explain strategies to make students' transition smooth.

Possible Answers

Strategies for supporting learners to transition smoothly; Examples of strategies you can use before the transition: (Plan your daily schedule to include the minimal number of transition times possible, Consider what the children and those who are involved will do during these times e.g., which adult teacher is responsible for greeting the children and who will begin looking at books on the carpet with children?, Provide verbal and nonverbal cues before transitions e.g., "5 minutes 'small energizer '," "It's almost time for clean up," show pictures of the next activity, ringing a bell, Teach children expectations such as which shelves hold which blocks. Minimize the number of transitions during which all children have to do the same thing at the same time (e.g., Do all children have to go to the restroom at the same time? Can some children come over to the rug and get ready for large group while others are finishing an activity?). Examples of strategies to use during the transition: Sing songs, play word or guessing games, recite rhymes, or do finger plays with children so that the time passes more quickly when they have to wait for long periods of time for new activities to begin, Plan a gradual increase or decrease in the level of activity (e.g., outdoor play followed by snack) and a good balance of active and quiet play (e.g., centre time followed by story time), Allow children adequate time to finish projects or activities so they do not become frustrated by activities ending too soon, Plan something for those children who finish an activity quickly so they are not waiting without something to do (e.g., if some children finish cleaning up and getting to large group quickly, might they look at books while waiting for other children to finish cleaning up?)

- Examples of strategies to use after the transition: Provide positive attention or feedback to children during and following smooth transitions (e.g.,

when children pick up toys without much prompting, tell them this shows how well they take care of their "things" and how much you appreciate their working independently). Give very specific positive feedback after transitions (e.g., "Mahoro and Aline did a great job cleaning up the block area and moving to the carpet.").

Lesson 5: School-readiness

a) Learning objective

Discuss three interlinked dimensions of school-readiness

b) Teaching resources

Flip charts, markers, handouts with transition strategies, scenarios related to transitions, flash card

c) Prerequisites/Revision/Introduction

Student teachers will learn better school-readiness as they have the understanding on strategies for smooth transitions.

d) Learning activities

Activity 7.5

- Ask student teachers to observe the picture in the students' book and answer related questions
- Invite student teacher to share their answers through presentation

Answers for activity 7.5

Possible Answers

- The picture is talking about children, parents and school environment towards to school, children together with parent meet the school gate keeper and welcome them, after, parents are saying goodbye to children, but as the picture shows, children are unhappy.
- I appreciate the way children are taking care the education of their children, the way they send their children to school, ...

Supplement students' answer by explaining what is school-readiness.

e) Application activity 7.4

- Ask student teachers to work in groups and explain why school readiness is important for leaners 'readiness.

Possible answers:

- See the content on School readiness Lesson 5
- School readiness is important and must work together to ensure that the time of transition for the child, family and school system is smooth……..

7.6. Summary of the unit

Utilizing effective transitions in the classroom helps teachers to minimize disruptions and behaviour problems, maximize learning and teaching time, and maintain optimal learning conditions. In this unit, student teachers have learned emotions of transitions and the importance of preparing for transitions, the types of transitions according to different settings/areas, stakeholders involved in transitions, strategies for supporting learners to transition smoothly and school-readiness in three interlinked dimensions which are ready children; ready schools; and ready families. Student teachers have learned all these three dimensions of school readiness are important and must work together to ensure that the time of transition for the child, family and school system is smooth.

7.7. Additional Information for teachers

Transitions are periods of time when teachers direct students to end one task or activity and begin another. Because they are periods when students can be disruptive; carefully managed transitions involve both time management and behavioural management. The most successful transitions between lessons or activities are rapid ones that have clear ends and beginnings and that reduce the amount of "down time" between the activities (Arlin, 1979).

A number of strategies help to facilitate quick transitions, including preventive measures teachers can take ahead of time, and situational behaviours that will make each transition go more smoothly. Teachers can plan ahead to organize their management strategies, schedules, lesson plans and classrooms for successful transitions.

First, teachers will want to have clear routines for accomplishing every-day tasks and activities, such as entering the classroom, taking attendance, or handing in homework. The more tasks that can be streamlined and standardized, the less disruption and confusion they cause students.

Similarly, clearly established and enforced class rules/expectations make behavioural expectations clear and help to minimize the likelihood of inappropriate behaviours during periods of transition. (Burden, 2003)

Sometimes chaotic transitions occur because students do not have a sense of what to expect during the school day. Teachers can limit this source of disruption by prominently posting and adhering to a daily or weekly schedule and making certain students know of any changes to it ahead of time. It is helpful if the schedule incorporates transitional times, as well, particularly those that occur between active and quiet student activity levels or between more and less preferred activities. Both teachers and students should be prepared for each new lesson (or activity) to minimize disruptions between them.

Materials should be accessible so that students can get to them rapidly and easily. Finally, when students are required to move around the room (or school) between activities or lessons, transitions can be made smoother if the setting is arranged to facilitate the flow of students with a minimum of disruption. (Cangelosi, 2000)

During teaching and learning process or at the time of transitions, there are a number of strategies teachers can use to encourage rapid and smooth progress from one lesson or activity to another. As with teaching students any new skill or behaviour, teachers may want to model the appropriate way for students to make a transition between activities, and then have students practice, giving them feedback as they do so. Once students know what to do, it is important to let them know when to do it. A highly effective strategy is to give consistent visual or auditory signals and verbal cues to alert students that a period of transition is coming. This should be done in advance so that students have enough notice to finish up what they are working on and prepare for the next activity.

For example, a teacher might signal students five minutes ahead of time and then again as the end of the activity draws closer, particularly for students that have trouble monitoring themselves and the pace of their work or who tend to exhibit behavior problems when they feel rushed or "caught off guard" (Ayers & Hedeen, 1996). Once students have been given the cue or signal that it is time to make a transition, teachers should provide enough "wait time" for students to follow through so that they are ready for the next activity or set of instructions. It is also recommended that teachers circulate among students during transition times, to attend to individual students' needs and questions, help them prepare for the next task, and quell any minor disruptions before they escalate.

Finally, though less effective than the preventive strategies discussed above, teachers may find it useful to provide incentives, or other reinforces to students for making successful transitions from one activity or setting to another. In addition, teaching students how to make effective transitions between activities helps promote independence in coping with changes in their environments.

7.8. End unit assessment

Possible answers:

With clear examples; learners can be supported to transition in this way:

- Transition - Time of day - Transition between each activities	Strategies to use before the transition	Strategies to use during the transition	Strategies to use after the transition
Early Morning: Arrival from Home and go to classroom	Parents/caregivers are present to greet and wait for students; prompt children to line up with friends	Teacher guides discussion about things the children saw as they are in their way home to school	Teacher gives the children a "high 5" as they enter the classroom

7.9. Additional activities

7.9.1. Remedial activities

1. Explain the term transition in the context of teaching and learning.
   Answer:

   Transitions are times when children move from one activity to another. For instance, move from one lesson to another lesson.

2. List stakeholders involved in transitions.
   Answers:

   Different stakeholders involved are parents, caregivers, teachers, learners, and the community

3. What are strategies for supporting learners to transition smoothly?
   Answer:

   Please, see the content!

4. What are three interlinked dimensions in smooth transitions?
   Answer:

   Ready children; ready schools; and ready families. For example: the child transitions to school, the school transitions to accepting new children into primary or Nursery 1, and the families transition to sending their

children to school on time and interacting with the school.

5. What is the importance of school readiness?

   Answer:

   Importance of school readiness can be understood at two levels: intrinsic and instrumental. Intrinsic benefits address the direct gains to the recipients: to children, families and schools. Instrumental benefits refer to gains towards the broader development goals of social equity and economic development. The cost of school readiness is contrasted with the cost of inaction – the burden borne by individuals and society

7.9.2. Consolidation activities

1. Explain how young children expressing and managing their emotions.

   Answer:

   Children's reactions to transition and the strategies they use to cope are often related to their development stage. An infant may experience separation anxiety and cry uncontrollably when a familiar caregiver is absent. Infants may self-pacify by sucking their thumb or calm themselves in response to singing or humming. Toddlers may seek adult support and comfort themselves in different ways. For example, they may use a familiar toy from home (a transitional object) to help them with the home-to-school transition. Pre-schoolers may manage emotions more independently, using a range of ways to handle strong feelings. For example, they may ask questions or take deep breaths to calm down. Children of all ages may display regressive behaviours for a few days or weeks during or after transition. They may show behaviour they have already grown out of, such as temper tantrums, thumb sucking, or bedwetting.

2. Explain how parents as one of stakeholders can help their children adjust to the new school setting

   Answer:

   Check the answer in the student's Book (Lesson 7.3)

7.9.3. Extended activities

1. Suppose that you have studied TTC, and you have appointed as an executive secretary of a cell. Suggest piece of advice that you can give to parents, school administration to support smooth transition.

   Answer:

   Please, see the answer in additional information for teachers.

INTRODUCTION TO EDUCATIONAL PSYCHOLOGY

8.1. Key unit Competence

Explain the importance of educational psychology in teaching and learning process

8.2. Prerequisite

Student teachers have prerequisite gained from FOE year 1 unit 10. In this unit, they have learnt key terms branches and importance of psychology. Within this back ground, it will be easier for students to understand this unit.

8.3. Cross-cutting issues to be addressed

Inclusive Education

This will be addressed through discussion about the subject matter of educational psychology, types of learning and other individual difference related element of education psychology

Gender education

In teaching and learning process, girls and boys should have equality opportunities. Therefore, need to be treated fairly and equally studying. In education, as well as in all domains, gender roles should not deny or hinder one's right or responsibilities to meet his or her learning.

8.4. Guidance on introductory activity
- Tell student teachers to work in pairs and define the term education and psychology
- Invite student teachers to make a link between psychology and education and find out the scope of educational psychology
- Ask them to make a research and come up with the importance of educational psychology to teachers

Possible answers:

Education: Education is a lifelong process of acquiring knowledge, skills, desirable behaviour, attitudes and values as well as other elements of the culture from one generation to another.

Psychology is a systematic scientific study of behaviour and mental process

In reference to nature and scope of educational psychology we can draw it importance. Its nature is scientific and its subject matter is focusing on the process of teaching and learning.

Educational psychology is significant for a professional teacher because of the reasons descried bellow:

- With the research done with educational psychologist, various methods are used in order to get the desired data about the learner in order to know about him / her mentality and behaviour and its manifestations.
- It studies various Audio Video Aids & its role in facilitating the teaching learning process.
- Educational Psychology studies the factors which are situational in nature that how environment like of classroom be managed and how discipline be maintained.
- Educational psychology helps educators that what kinds of evaluation techniques should be used to test the learner that to what extend information and concept have been transferred.

8.5. List of lessons/sub-heading

	Lesson title	Learning objectives	Periods (6)
1	Nature and Concepts of educational psychology	Define the concepts related to educational psychology	2
2	Scope of educational psychology	Identify the work of educational psychologist	1
3	Importance of educational psychology to teachers	Explain the importance of educational psychology to professional teachers	2
4	End of unit assessment		1

Lesson 1: Nature and Concepts of educational psychology

a) Learning objectives:

Define the concepts related to educational psychology

b) Teaching resources:

Flash cards, manila papers, markers, hand-outs, student book

c) Prerequisites/Revision/Introduction

Student teachers have knowledge about education and psychology gained from in year 1. They got some useful concepts in the units of General introduction to education and in Introduction to psychology. Therefore, it will be easy for them to brainstorm and define terminologies related to education psychology.

d) Learning activities

Activity 8.1

- Put student teachers in small groups
- Request them to list and explain terminologies related to educational psychology.
- Allow students to share their ideas through presentation

Answers for activity 8.1

Possible Answers

- Rote learning is memorizing information so that it can be recalled by the learned exactly the way it was read or heard.
- Meaningful learning is the concept that learned knowledge (e.g., a fact) is fully understood to the extent that it relates to other knowledge.
- Imitation learning is also referred to observational or modelling or social learning. Imitation learning assumes that people learn social behaviour mainly through observation mental processing of information and modelling what they observed.
- E-learning or Electronic learning: is a general term used to refer to internet-based networked computer–enhanced learning. E-learning refers to the use of information and communication technologies to enable the access to online learning/teaching resources.
- Associative learning/ learning by conditioning
- **Conditioning:** It is the habituation resulting from training. It refers to associating a response with a previously unconnected stimulus.

This type of learning is directly related to the behaviourism theory of learning whereby it is divided into 2 types classical and operant conditioning. The two forms of associative learning are classical and operant conditioning:

- Classical conditioning is about stimulus-response association
- Operant conditioning is about associating the behaviour and its consequence

Research: Research is defined as a careful consideration of study regarding a particular concern or problem using scientific methods.

- Continue the lesson by helping learners to make a recall on terms seen in year e and add ones related to educational psychology.

e) Application activity 8.1

- Give student teachers flash cards

- Request them to choose terminologies related to educational psychology of their choice and write their definition.

- Ask student teachers to post their definition on the walls of the classroom

Possible Answers

- **Nature of educational psychology:** its nature is scientific as it has been accepted that it is a science of education. we can summarize the nature of educational psychology in different ways: educational psychology as science, natural science, social science, positive science growing science and applied science.
- **Scientific study** means using techniques such as observation, description, and experimental investigation to collect information and then organizing this information.
- **Mental processes** refer to private and cognitive process such as attention, perception, remembering (memory), problem-solving, reasoning, decision-making, feelings, thinking, motives etc.
- **Behaviour** refers to all the actions or reactions of an organism (person or animal) in response to external or internal stimuli. The behaviour of an individual, in a broad sense, refers to anything the individual does.
- **Education:** Education is a lifelong process of acquiring knowledge, skills, desirable behaviour, attitudes and values as well as other elements of the culture from one generation to another.
- **Educational psychology** is one of the branches of psychology that study the behaviour of the learner in relation to his/her education. As

specialized branch of psychology, it concerns itself with suggesting ways and means of improving the process and products of education, enabling the teacher to teach effectively and help learners to learn effectively.

- **Learning:** Behaviourists define learning as a relatively permanent change in behaviour and mental processes resulting from experience.
- **Behaviourism** is a school of psychology (view or theory) which came up with theories defining learning as "a semi-permanent change in behaviour". They argue that learning has only taken place if a change in behaviour is evident (observable).
- **Pure Behaviourists** are not concerned with internal processes, but with external exhibitions. There are main theories involved: classical and operant conditionings.

Lesson 2: Scope of Educational Psychologists

a) Learning objectives:

Identify the work of educational psychologist

b) Teaching resources:

Flash cards, manila papers, markers, hand-outs

c) Prerequisites/Revision/Introduction

Student teachers have knowledge about terminologies related to educational psychology, education and psychology separately. Therefore they are able to suggest the work of educational psychology.

d) Learning activities

Activity 8.2

- Put student teachers in small groups
- Request them to explain what they think is the work of psychologists.
- Guide them by giving hand-outs talking about work of psychologists.

Answers for activity 8.2

Possible answer:

Educational psychologists work in a variety of ways including observations, interviews and assessments and offer consultation, advice and support to teachers, parents, the wider community as well as the young people.

They research innovative ways of helping vulnerable young people and often train teachers, learning support assistants and others working with children.

The Subject matter of educational psychology is revolved around teaching and learning process and educational psychologists attempt to discover:

- The extent to which the factors of heredity and environment contribute to learning.
- The nature of the learning process
- The nature of the child
- The educational significance of individual differences in rate and limit of learning
- The inner change that occur during learning
- The relation of teaching procedures to leaning outcomes
- The most effective techniques for evaluating progress in learning
- The relative effect upon an individual of formal learning as compared with incidental or informal learning experiences
- To value the scientific attitude towards education
- The psychological impact upon learner's attitude of sociological conditions

In few words, Human learning is the central core of educational psychology.

- Enrich students' findings with clear explanation about the scope of educational psychologists

e) Application activity 8.2

- Make small groups
- Given students teachers a task to explain what they will do as a future teacher compared to the work of educational psychologists.
- Give student teachers time to present their findings.
- While presenting complement them.

Possible answers:

- Educational psychologists tackle challenges such as learning difficulties, social and emotional problems, and issues around disability as well as more complex developmental disorders.
- They work in a variety of ways including observations, interviews and assessments and offer consultation, advice and support to teachers, parents, the wider community as well as the young people concerned.
- They research innovative ways of helping vulnerable young people and often train teachers, learning support assistants and others working with children.
- Education authorities employ the majority of educational psychologists.

- They work in schools, colleges, nurseries and special units, primarily with teachers and parents.
- They regularly liaise with other professionals in education, health and social services, and a growing number work as independent or private consultants.
- The work of an educational psychologist can either be directly with a child (assessing progress, giving counselling) or indirectly (through their work with parents, teachers and other professionals).
- Direct work involves some form of assessment to uncover a child's problem through consultation with professional colleagues, observation, interview or use of test materials.
- Interventions might plan learning program and collaborative work with a teacher.
- Recommendations are then made to determine the most appropriate educational provision for that child.
- Educational psychology deals with the behaviour of human beings in educational situations. Its main concerned is to identify various psychological factors affecting teaching and learning process. It describes and explains the learning according to scientifically determined principles and facts concerning human behaviour. Educational psychology addresses the question – "why do some individual learn more than others" and "what can be done to improve that learning."
- We as future teachers, we are inspired by their work and we should apply them by contextualising them to improve teaching and learning process

Lesson 3: Importance of Educational Psychology to Teachers

a) Learning objective

Explain the importance of educational psychology to professional teachers

b) Teaching resources

Flash cards, manila papers, markers, hand-outs, student book

c) Prerequisites/Revision/Introduction

Student teachers have knowledge about key concepts and scope of educational psychology. Having the knowledge of the work of educational psychology, student teachers are able to explain the importance of educational psychology.

d) Learning activities

Activity 8.3

- Put student teachers in small groups
- Request them to discuss the importance of educational psychology.
- Invite them to present their findings

Answers for activity 8.3

Possible Answers:

- The significance of educational psychology to professional teachers
- The knowledge of Educational Psychology has a great relevance for the teacher because it helps the teacher to realise his objective of effective teaching and educating the pupils properly.
- There are three focal points of education. These are: the learner, the learning process and the learning situation. The learner or the child is the first concern of the teacher. In order to know the child, the teacher must understand the psychology of the child's growth and development, including his environment and if possible, his heredity. Again, the learner and the learning process are inter-related.
- Educational Psychology tells how the learning process goes on. Hence the utility of the knowledge of Educational Psychology for a teacher thirdly, there is the learning situation which the teacher must take into consideration. This includes the school, the class-room environment, the objectives to be achieved, and parental expectations and so on. These focal points of education demand that the knowledge of Educational Psychology is essential for a teacher.
- Precisely speaking, the knowledge of Educational Psychology is important for the teacher in the following highlighted ways:
  - Understanding the child. "Before you teach john you need to know john"
  - Understanding individual differences.
  - Making use of the children's instincts.
  - Formulation of attainable goals.
  - Provides knowledge about the laws of learning.
  - Provides knowledge of potentialities.
  - Provides knowledge of the hereditary and environmental forces.
  - Provides knowledge about the efficacy of rewards and punishments.
  - Provides knowledge about mental abnormalities.
  - Realization of the teacher's own role.

With clear examples take time to help leaners to understand the usefulness of the knowledge of educational psychology to any professional teacher.

e) Application activity 8.3

- Have student teachers in small groups to discuss the importance of educational psychology
- Give them feedback and add necessary additional information

Possible Answers

Referring to the focal area that concern educational psychologist the following are the points which show the importance of education psychology in education. It also shows how educational psychology and education have importance for specifically the learner and the teacher as well as other educationalists. Its importance is clearly explained referring to those focal areas.

1. Learner

Educational Psychology studies various factors which have impacts upon students, which may include home environment, social groupings, peer groups, his / her emotional sentiments, and mental hygiene etc. Various methods are used in order to get the desired data about the learner in order to know about him / her mentality and behaviour and its manifestations.

2. The Learning Process

Here educational psychology investigates that how information and knowledge be transferred and what kinds of methodologies should be used for that purpose.

3. Learning Situation

Educational Psychology studies the factors which are situational in nature that how environment like of classroom be managed and how discipline be maintained. Besides it, it studies various Audio Video Aids & its role in facilitating the teaching learning process.

4. Curriculum Development

Educational psychology helps curriculum developers that what kind of curriculum should be made and what kinds of content be given to teachers to transfer to the next generation.

5. Evaluation Techniques

Educational psychology helps educators that what kinds of evaluation techniques should be used to test the learner that to what extend information and concept have been transferred.

8.6. Summary of the unit

Educational psychology

Educational psychology is one of the branches of psychology that study the behaviour of the learner in relation to his/her education. As specialized branch of psychology, it concerns itself with suggesting ways and means of improving the process and products of education, enabling the teacher to teach effectively and help learners to learn effectively.

In short, it is the scientific discipline that addresses the questions: "Why do some students learn more than others?" and "What can be done to improve that learning?"

Scope of educational psychology tells us the areas of application. In other words, it can be called the subject matter of educational psychology.

Educational psychology deals with the behaviour of human beings in educational situations. Its main concerned is to identify various psychological factors affecting teaching and learning process. It describes and explains the learning according to scientifically determined principles and facts concerning human behaviour. Educational psychology addresses the question – "why do some individual learn more than others" and "what can be done to improve that learning."

Therefore, its subject matter is revolved around teaching and learning process

There are three focal areas in education that concern educational psychologists such as **teachers**, **learner**, **learning process and learning situation.**

The significance of educational psychology to professional teachers

The knowledge of Educational Psychology has a great relevance for the teacher because it helps the teacher to realise his/ her objective of effective teaching and educating process.

Precisely speaking, the knowledge of Educational Psychology is important for the teacher in the following highlighted ways:

- Understanding the child. "Before you teach john you need to know john"
- Understanding individual differences.
- Making use of the children's instincts.
- Formulation of attainable goals.
- Provides knowledge about the laws of learning.
- Provides knowledge of potentialities.

- Provides knowledge of the hereditary and environmental forces.
- Provides knowledge about the efficacy of rewards and punishments.
- Provides knowledge about mental abnormalities.
- Realization of the teacher's own role.

8.7. Additional information for teachers

Other Reasons why you should consider educational psychology

- Educational psychology is perfect if you take joy from helping others
- You can easily adapt to challenging cases and situations
- You're good at making observations and solving problems
- Educational psychology opens a number of career options
- You look for a deeper meaning or reasons behind things
- You never want to stop learning
- Your dream job involves working with children
- Educational psychology is a career path that is in demand 1

Some other important Definition of Educational Psychology:

1. **Crow & Crow** – "Educational psychology describes and explains the learning experiences of an individual from birth through old age."
2. **C. E. Skinner** – "Educational psychology deals with the behaviour of human being in educational situation. It is concerned with the study of human behaviour or personality its growth, development and guidance under the social process of education."
3. **Judd** – "Educational psychology is a scientific study of the life stages in the development of an individual from the time he is born until he becomes an adult."
4. **W.C. Trow** – "Educational psychology is the study of psychological aspects of educational situation."

8.8. End unit assessment

Possible answers:

To advice the graduate who did not attend teacher training college and he/she is convincing others that he can be competent teacher, we can refer to the subject matter of educational psychology and show this individual how knowledge acquired in teacher education program is crucial for an individual to be called a teacher.

"Everyone in the world is a teacher but not everyone is a professional teacher" this statement is making it clear for a person to understand and value and the significance of teacher education which is the concern of educational psychology.

The work of educational psychology evolve essentially on teaching and learning process with the emphasis on the learner learning process and the learning situation.

This makes it clear that some who do not have information about educational psychology must not engage in the teaching profession.

Here are clear examples of the importance of educational psychology that can prove that to be effective teacher one must have this knowledge of educational psychology:

Precisely speaking, the knowledge of Educational Psychology is important for the teacher in the following highlighted ways:

- Understanding the child. "Before you teach john you need to know john"
- Understanding individual differences.
- Making use of the children's instincts.
- Formulation of attainable goals.
- Provides knowledge about the laws of learning.
- Provides knowledge of potentialities.
- Provides knowledge of the hereditary and environmental forces.
- Provides knowledge about the efficacy of rewards and punishments.
- Provides knowledge about mental abnormalities.
- Realization of the teacher's own role.

8.9. Additional activities

8.9.1 Remedial Activities

1. What do you mean by Educational Psychology?
   Answer:

   Educational psychology has two dimensions Education and Psychology. It is the scientific study of human growth and development, heredity and environment, maturation and learning which have immense significance from the educational point of view. It largely influences the determination of educational objectives, designing curriculum, selection of methods and media and evaluation of learning outcomes.

   Teaching-learning process is the central point of educational psychology.

Its main concern is to provide suitable learning experiences according to the needs and conditions of the individual or child. It seeks to evolve the principles and conditions of learning and tries to make the human learning effective.

Nowadays learning is given priority over teaching. It is more emphasized than teaching. Learning is found crucial topic in educational psychology. Due to great importance being given to learning many educationists mean education psychology as a psychology of learning. Therefore, educational psychologist are mainly concerned "why to learn", "what to learn"," how to learn" and when to learn".

Thus educational psychology aims at making the learning process of the students more effective and efficient. It seeks to make learning more meaningful, lasting and economical. It is designed to help teachers to help pupils, so that the teaching- learning process will be successful. In fine it tries to make education a success.

2. What is the role of research in educational psychology?
   Answer:

   The role of research is to develop evidence-based methods, which can then be used by educators.

8.9.2. Consolidation activities

1. Answer by true or false

 a) Educational Psychology is the study of learners, learning, and teaching
 Answer; True.

 a) Intentional teacher keep instructional goals in mind when making decisions about students.
 Answer: True

2. How Should Teachers Use Educational Psychology?
   Answer:

   Educational Psychology cannot tell teachers what to do, but it can give them the principles to use for making good instructional decisions and language to discuss their experiences and thinking with other teachers. Applying "best practices" from educational research helps teachers to be intentional and reflective.

8.9.3. Extended activities

1. In your own view discuss other scopes of educational psychology

   Answer:

   The following are included in the scope of Educational Psychology.

   Human Behaviour, Growth and Development, Learning Process, Heredity and Environment, Personality, Individual Difference, Intelligence and its Measurement, Guidance and Counselling:

The following five areas were named by American Psychological Associations:

1. Human growth and development, including the effect of heredity and environment on various aspects of individual,
2. Learning: The nature of learning process, factors influencing the learning process etc.,
3. Personality and adjustment: It include many sub-topics, such as, mental health of the students and teachers character,
4. Measurement and evaluation, statistics,
5. Techniques and methods of Educational Psychology.

Thus, Educational Psychology describes and explains the learning experience of an individual from birth to old age. Its subject matter is concerned with the conditions that affect learning.

1. How do Developmental and Educational Psychology Differ?

   Answer:

   There is a great overlap between the theories and topics studied by developmental and educational psychology. Both deal with human cognition and understanding biological and societal factors that influence how knowledge and skills develop. Educational psychology deals with how people learn and what teachers should do to make learning happen whereas developmental psychology deals with the evolution - maturation - of our brain and all that involves into making us mature adult with a well-developed neurologic system, etc. Therefore developmental psychology should inform educational psychology. Developmental psychology will tell us when kids are ready to learn new concepts while educational psychology will guide us with better teaching methods. Developmental psychology could be considered a "basic science" in that its study is the natural change in psychological structure and function over time. Educational psychology could be considered an "applied science" in that it studies is the use of psychology in educational settings or for educational purposes.

UNIT
9

THEORIES OF LEARNING

9.1. Key unit competence

Demonstrate how theories can be applied in classroom situations

9.2. Prerequisite

Student teachers will learn better theories of learning if they have understanding on key concepts on psychology such as stimulus, learning, and behaviour, introduction to educational psychology, importance of educational psychology to teachers.

9.3. Cross-cutting issues to be addressed

Peace and value education

During behaviourism theories of learning, peace and value education will be addressed in operant conditioning where it comes to reinforcement and punishment. In the conventional learning situation operant conditioning applies largely to issues of class and student management, rather than to learning content. For example if a tutor is using reinforcement or punishment, that one is trying to increase or decrease behaviour.

Gender education

In each and every activity, tutor should make sure that there is an involvement of both girls and boys. For example a teacher can create a reinforcement program in which the entire class or several large groups of children (girls and boys) must depend on each other's good behaviour to receive positive reinforcers and while establishing classroom rules and routines, tutor take gender responsive into consideration.

Inclusive education

Inclusive education as crosscutting issue will be addressed in this unit of learning theories, especially in cognitivism theory where the cognitive approach to learning theory pays more attention to what goes on inside the learner's head and focuses on mental processes rather than observable behaviour. Therefore

the tutor will address inclusive education by referring to how children may perceive, interpret, and mentally manipulate information they encounter in the environment.

9.4. Guidance on introductory activity

- Invite student teachers to read theorists factsheets in educational psychology folder or on internet
- Ask student teachers to answer questions, after reading.

Possible answers:

These theorists have impact on teaching and learning for example: Behaviourism it focuses on observable changes in behaviour it views the teacher's role as providing information and supervising practice, it describes learning as the result of stimulus-response actions and it uses incentives and rewards for motivation. Cognitivism it compares the mind to a computer, it focuses on mental processes of sensory input, attention, working memory, rehearsal, encoding, long-term memory, retrieval, and forgetting, it recognizes the brain's limited capacity for memory, it emphasizes using visual strategies to aid memory, it recommends integrating reading and writing, it explains that attaching meaning to information will help it be retained (better than just memorizing), it views reading and writing as meaning-making processes. Constructivism; it describes learning as the active construction of knowledge, it recognizes the importance of background knowledge, it views learners as innately curious, it advocates collaboration, not competition, it suggests ways to engage students so they can be successful, it emphasizes the role of the teacher as a guide. Social Learning Theory; it emphasizes the importance of language and social interaction on learning, it views observation of models as key, it explains that students learn best through authentic activities, it describes the teacher's role as scaffolding students' learning, it advocates culturally responsive teaching, it challenges students to make their own decisions and self-monitor.

9.5. List of lessons

#	Lesson title	Learning objectives (from the syllabus or set according to the lesson title)	Number of periods (24)
1	Classical conditioning	Explain classical conditioning theory according to Pavlov	2
2	Operant conditioning according to skinner	Explain operant conditioning theory according to skinner	3

3	Trial and error theory of learning	Explain the implication of trial and error theory of learning to education	2
4	Educational implications of behaviourism theory of learning: classical operant conditioning	Discuss the educational implications of behaviourism theory of learning	1
5	Cognitive learning theories	Describe cognitivism theory of learning according to Jean Piaget	3
6	Insight learning	Explain the insight learning	2
7	Educational implications of cognitivism theory of learning	Discuss the educational implications of cognitivism theory of learning	2
8	Constructivism theory (Piaget, Dewey)	Describe constructivism theory of learning according to (Piaget and Dewey)	3
9	Social constructivism theory (Vygotsky)	Describe social constructivism theory of learning according to Vygotsky	3
10	Social learning theories (Bandura)	Describe social learning theory	2
	Assessment		1

Lesson 1: Behavioural learning theory: Classical conditioning

a) Learning objective

Explain classical conditioning theory according to Pavlov

b) Teaching resources

Handouts and videos about classical conditioning theory, handouts with classroom-based strategies that relate to this theory, fact sheets about different theorists (refer to Help a Child resource file), internet, flash cards, flip charts, wall charts with graphics to represent learning theories

c) Prerequisites/Revision/Introduction

Student teachers will learn better behavioural learning theories: classical conditioning, since they have the understanding on key concepts related to educational psychology such as stimulus, learning, response, perception and sensation. The knowledge about different theorists who contributed in theories of learning will help them to understand this lesson.

d) Learning activities

Activity 9.1.1

- Make a conversation on students' daily routines like having lunch at 12 o'clock and ask them what will happen if one day lunch will not be ready at 12.
- Use images, videos, and chart to support student teachers understanding classical conditioning theory.

Answers for activity 9.1.1

Possible Answers

- When we are aware of the time to go for lunch, sometimes lash hours are not studied well, and if we get to dining room and we find that the food has changed, there are certain behaviors that we manifest (happiness, anger, excitement….) and when the time is about; we get aware, we may feel hungry or start thinking about the food.

Proceed the lesson with enough examples that illustrate classical conditioning

e) Application activity 9.1.1

- Put student teachers in pairs, and invite them to explain how to apply classical conditioning in classroom
- Ask them to share their findings
- Invite some pairs to present.

Possible Answers

Please find it in the content of student book.

Lesson 2: Behavioural learning theory: Operant conditioning

a) Learning objective

Explain operant conditioning theory according to skinner

b) Teaching resources

Handouts and videos about operant conditioning theory, handouts with classroom-based strategies that relate to this theory, fact sheets about different theorists (refer to Help a Child resource file), internet, flash cards, flip charts, wall charts with graphics to represent learning theories

c) Prerequisites/Revision/Introduction

Student teachers will learn better behavioural learning theories: operant conditioning theory, since they have the understanding on classical conditioning, key concepts related to educational psychology such as stimulus, learning, response, perception and sensation. The knowledge about different theorists who contributed in theories of learning will help them to understand this lesson.

d) Learning activities

Activity 9.1.2

- Use a conversation help students to exchange ideas on what they do in the morning and what will happen if they will not do it properly
- Use images, videos, and chart to support student teachers understanding operant conditioning theory.

Answers for activity 9.1.2

Possible Answers:

We expect to get punishment from Patron/Matron and the next day we can't repeat the mistake again.

Clarify operant conditioning with examples

e) Application activity 9.1.2

- Put student teachers in pairs and ask them to link operant conditioning to education
- Ask them to share their findings
- Invite some pairs to present.

Possible Answers:

In case studies, please include also how operant conditioning applies largely to issues of class and student management, rather than to learning content. It is very relevant to shaping skill performance. A simple way to shape behaviour is to provide feedback on learner performance, e.g., compliments, approval, encouragement, and affirmation. For example, if a teacher wanted to encourage students to answer questions in class they should praise them for every attempt (regardless of whether their answer is correct). Gradually the teacher will only praise the students when their answer is correct, and over time only exceptional answers will be praised.

Lesson 3: Trial and error learning (Edward Lee Thorndike)

a) Learning objective

Explain the implication of trial and error leaning theory to education

b) Teaching resources

Handouts and videos about cognitivism theory of learning, handouts with classroom-based strategies that relate to this theory, fact sheets about different theorists, internet, flash cards, flip charts, wall charts with graphics to represent learning theories

c) Prerequisites/Revision/Introduction

Student teachers will learn better trial and error theory of learning, since they have the understanding on cognitive theories in general and they can understand key concepts related to educational psychology such as stimulus, learning, response, perception and sensation. The knowledge about different theorists who contributed in theories of learning will help them to understand this lesson.

d) Learning activities

Activity 9.1.3

- Invite student teachers to work in pairs and discuss on what they can do at lunch time if their parents who used to cook for them are absents
- Have some pairs make presentation

Answers for activity 9.1.3

Possible answers

- I can try to cook my food on myself.

Help students to come up with other examples

e) Application activities 9.1.3

- Invite students teachers to discuss individually limitations of trial and error learning theory

  Answer

  Refer to student's book content on Trial and error learning

Lesson 4: Educational implications of behaviourism theory of learning

a) Learning objective

Discuss the educational implications of behaviourism theory of learning

b) Teaching resources

Handouts about behavioural theories, handouts with classroom-based strategies that relate to these theories, internet, flash cards, flip charts, wall charts with graphics to represent behavioural learning theories

c) Prerequisites/Revision/Introduction

Student teachers will learn better educational implication of behaviourism theory of learning as they have the understanding on classical conditioning, operant conditioning.

d) Learning activities

Activity 9.1.4

- Make small groups
- Ask them explain the educational implication of behaviourism theory of learning
- Invite group representatives to present

Answers for activity 9.1.4

Possible answers:

For example while discouraging bad behaviours by punishing students for mistakes done, while encouraging behaviour by rewarding best performers, while in the classroom, teacher is motivating students by praising them.

With clear examples explain the educational implication of behaviourism theory of learning

e) Application activity 9.1.4

- Ask student teachers to work in groups and explain what a teacher should do to apply behaviourism theory of learning

Answers to Application 9.1.4

Teachers should prepare the environment that will help learners to learn such as arranging activities that suit environment. Teachers also need to help learners make practice of what they have learned.

Learning should be reinforced. Students should therefore be given rewards. Teachers are to reward any desired behaviour in learning. However to weaken the undesired behaviour learned, teachers should apply punishment. In developing the profession of teaching, teachers have to note that developing professionally has some benefits such as being able to help learners learn.

Lesson 5: Cognitive learning theories

a) Learning objective

Describe cognitivism theory of learning

b) Teaching resources

Handouts and videos about cognitivism theory of learning, handouts with classroom-based strategies that relate to this theory, fact sheets about different theorists (refer to Help a Child resource file), internet, flash cards, flip charts, wall charts with graphics to represent learning theories

c) Prerequisites/Revision/Introduction

Student teachers will learn better cognitivism theory of learning, since they have the understanding on key concepts related to educational psychology such as stimulus, learning, response, perception and sensation. The knowledge about different theorists who contributed in theories of learning will help them to understand this lesson.

d) Learning activities

Activity 9.2.1

- Invite student teachers to work in pairs and discuss the capacity of recalling information and explain why some students recall more information than others; and then discuss what to do to improve that learning
- Have some pairs make presentation

Answers for activity 9.2.1

Possible answers

- Students have different ability to acquire and retain what they have learned. They differ in terms of mastering and recalling information. Individuals are different that is why there is no single learning approach that works for everyone. Teacher should use different approaches to help all learners learn appropriately.

- In order to improve learning; students must be prepared for learning, must get and stay organized in order to learn, must be on time, during learning they must take good notes, establishing their Learning Style is very important , ask questions where necessary, and complete all assignments on time.

Based on the students' answers, explain the cognitive learning theories

e) Application activity 9.2.1

- Invite student teachers to work on pairs and explain stages of cognitive development theory according to Jean Piaget.

Possible answers

- Find the answer in the lesson content, in student teachers textbook.

Lesson 6: Insight learning

a) Learning objective

Explain the insight learning theory

b) Teaching resources

Handouts and videos about insight learning theory of learning, handouts with classroom-based strategies that relate to this theory, fact sheets about different theorists (refer to Help a Child resource file), internet, flash cards, flip charts, wall charts with graphics to represent learning theories

c) Prerequisites/Revision/Introduction

Student teachers will learn better insight theory of learning, because they have the understanding on key concepts related to educational psychology such as stimulus, learning, response, perception and sensation. The knowledge about different theorists who contributed in theories of learning will help them to understand this lesson.

d) Learning activities

Activity 9.2.3

- Ask students teachers to share ideas on what they do when they are stuck in problematic situation
- Have some student teachers make presentations

Answers for activity 9.2.3

Possible Answer:

- If someone is in the problematic situation; try to find solutions and sometimes solutions may come randomly.

Support student teachers with examples on insight learning to help them understand the content of this lesson

e) Application activity 9.2.3

- Ask student teachers to work in groups and explain the educational implication of gestalt theory

Possible Answers

Find the answer in the content of student book

Lesson 7: Educational implications of cognitivism theory of learning

a) Learning objective

Discuss the educational implications of cognitivism theory of learning

b) Teaching resources

Handouts about educational implication of cognitivism theory of learning, handouts with classroom-based strategies that relate to this theory, fact sheets about different theorists, internet, flash cards, flip charts, wall charts with graphics to represent learning theories

c) Prerequisites/Revision/Introduction

Student teachers will learn better educational implication of cognitivism theories of learning, since they have the understanding on key concepts related to educational psychology such as stimulus, learning, response, perception and sensation. The knowledge about different theorists who contributed in theories of learning will help them to understand this lesson;

d) Learning activities

Activity 9.2.4

- Have students in groups
- Ask student teachers them to discuss the importance of teaching and learning resources.

- Facilitate them where is necessary.

Answers for activity 9.2.4

Possible answers

- Teaching and learning resources are important because they make a lesson more understood, learners are active, and help the teacher to explain some concepts easily.

Proceed to the next steps by explaining educational implications of cognitivism theory of learning.

e) Application activity 9.2.4

- Invite student teacher to answer; individual, questions under activity 9.2.4 from their book.

Possible answers

Answers are found in the content (students' book)

Lesson 8: Constructivism theory (Piaget, Dewey)

a) Learning objective

Describe constructivism theory of learning according to J. Piaget and J. Dewey

b) Teaching resources

Handouts and videos about constructivism theory, handouts with classroom-based strategies that relate to this theory, fact sheets about different theorists, internet, flash cards, flip charts, wall charts with graphics to represent learning theories

c) Prerequisites/Revision/Introduction

Student teachers will learn better constructivism theory of learning because they have the understanding on cognitivism theory of learning. The knowledge about different theorists who contributed in theories of learning will help them to understand this lesson.

d) Learning activities
Activity 9.2.5

- Invite student teachers to observe individually the picture and work in pairs to share with the classmate referring happen is happening on the picture
- Have some pairs make presentations
- Facilitate them if necessary

Answers for activity 9.2.5

Possible Answers:

There students who are learning and one student is explaining to other students. This activity of learning together is very important, because student learn better if they are learning together.

Compliment students' discussion by explaining cognitive theory

e) Application activities 9.2.5

Ask student teacher to work in groups and answer the questions of activity 9.2.5 by writing briefly.

Possible answer

Constructivism views each learner as a unique individual with unique needs and complex backgrounds; teacher must help these students to attain their goals. Uniqueness and complexity of the learner encourages the teacher to utilize it as an integral part of the learning process. Professional development should consider the important of using learners experience in teaching and learning process. Learners are challenged within close proximity to their current level of development. By experiencing the successful completion of challenging tasks, learners gain confidence and motivation to embark on more complex challenges Vygotsky call it as zone of proximal development(ZPD) (Vygotsky, 1978). Teachers should encourage and accept student autonomy and initiative. They should try to use raw data and primary sources, in addition to manipulative, interactive, and physical materials So that students are put in situations that might challenge their previous conceptions and that will create contradictions that will encourage discussion among them. In our teaching therefore we need to use some activities which originate from our environment so that learning can be meaningful to students.

Lesson 9: Social constructivism theory (Vygotsky)

a) Learning objective

Describe social constructivism theory of learning according to Vygotsky

b) Teaching resources

Handouts and videos about social constructivism theory of learning, handouts with classroom-based strategies that relate to this theory, fact sheets about different theorists, internet, flash cards, flip charts, wall charts with graphics to represent learning theories

c) Prerequisites/Revision/Introduction

Student teachers will learn better social constructivism theory of learning as they have the understanding on constructivism theory of learning. The knowledge about different theorists who contributed in theories of learning will help them to understand this lesson.

d) Learning activities

Activity 9.2.6

- Invite student teachers to read individually the scenario and work in pairs to share with the classmate about it.
- Have some pairs make presentations

Answers for activity 9.2.6

Possible answers

After explanation, this primary physical education teacher should support her students during playing the game, he supported in theory but not in practical skills. After showing positions in playground, what is the next is to do the same as practical skills.

- Continue by illustrating social constructivism with examples.

e) Application activities 9.2.6

- Ask student teachers to read the scenario in application activity 9.2.6 and related question
- Mark their work and give them feedback

Possible Answers

Selena needs More Knowledgeable Others (MKO), which refers to someone or instrument (technology) who/that has better understanding or higher ability level than the learner with respect to a particular task, process or concept, Selena needs this for better success in playing trumpet, his zone of actual development (ZAD), which is the ability that she already possesses to perform this task at a certain degree, is that play the trumpet with basic notes. But his zone of proximal development (ZIP) is where she has trouble with some of the high notes. That is why she needs guidance and encouragement from adults such as her teacher or more skilled children.

Lesson 10: Social learning theories (Bandura)

a) Learning objective

Describe social learning theory

b) Teaching resources

Handouts and videos about social learning theory, handouts with classroom-based strategies that relate to this theory, fact sheets about different theorists, internet, flash cards, flip charts, wall charts with graphics to represent learning theories

c) Prerequisites/Revision/Introduction

Student teachers will learn better social learning theories because they have the understanding on key concepts related to educational psychology such as stimulus, learning, response, perception and sensation. The knowledge about different theorists who contributed in theories of learning will help them to understand this lesson.

d) Learning activities

Activity 9.2.7

- Ask students teachers to comment on Rwandan proverb "*Kora ndebe iruta vuga numve*"
- Invite them to share their idea

Answers for activity 9.2.7

Possible answers:

- People learn through looking, seeing, hearing, and doing by experience, observing and imitating models and other people.
- This Rwandan proverb reflect it light to what we observe and imitating them, if some is talking without doing, observation and imitations can occur difficultly.

Make a detailed explanation on social leaning theories

e) Application activity 9.2.7

- Students work in pairs and discuss principles of social leaning theories in teaching and learning an then explain the process of observation in social learning theory.

Possible Answers

 see the answer in the content.

9.6. Summary of the unit 9

In this unit, theories of learning are categorized into three and each category has its educational implication. In behavioural learning theory; student teachers have understood what is behaviourism theory of learning and other theories come from it; such as; classical conditioning and operant conditioning. In cognitivism theory, students teacher have learned information processing theory, trial and error learning, and learning by insight/gestalt theory or intuition. Finally, student teachers have understood what is constructivism theory, social constructivism learning, social learning theories, and then principles of social learning theories.

9.7. Additional Information for teachers

Some theorists of learning

Ivan Pavlov (26 September 1849 – 27 February 1936)
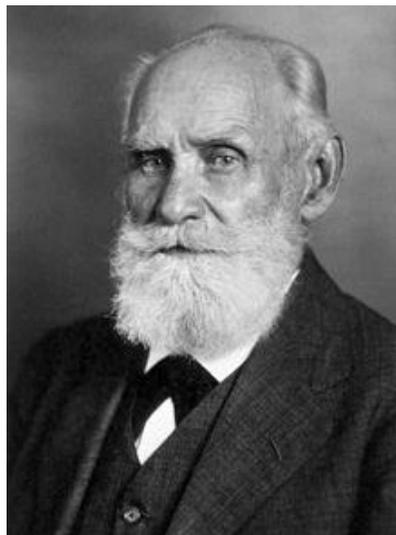
Pavlov was a Russian physiologist known primarily for his work in classical conditioning. From his childhood days Pavlov demonstrated intellectual curiosity along with an unusual energy which he referred to as "the instinct for research".

Pavlov performed and directed experiments on digestion, eventually publishing The Work of the Digestive Glands in 1897, after 12 years of research. Through his experiments, Pavlov trained a hungry dog to salivate at the sound of a bell, which was previously associated with the sight of food.

This is what led him to become interested the concept for which Pavlov is famous: the "**conditioned reflex**" (or in his own words the *conditional reflex*) and what

is known as **classical conditioning**. Classical conditioning focuses on **using preceding conditions to alter behavioral reactions**. Classical conditioning set the groundwork for the present day behavior modification practices. Antecedent events and conditions are defined as those conditions occurring before the behavior. Pavlov was one of the first scientists to demonstrate the relationship between environmental stimuli and behavioral responses. Pavlov systematically presented and withdrew stimuli to determine the antecedents that were eliciting responses.

John B. Watson (January 9, 1878 – September 25, 1958)

Watson was an American psychologist who established and publicized behaviourism, an approach to psychology that, in his view, was restricted to the objective, experimental study of the relations between environmental events and human behaviour. Watsonian behaviourism became the dominant psychology in the United States during the 1920s and '30s.

His first major work, *Behavior: An Introduction to Comparative Psychology*, was published in 1914. In it he argued forcefully for the use of animal subjects in psychological study and described instinct as a series of reflexes activated by heredity. He also promoted conditioned responses as the ideal experimental tool. In 1918 Watson ventured into the relatively unexplored field of infant study. In one of his classic experiments—and one of the most controversial in the history of psychology—he conditioned fear of white rats and other furry objects in "Little Albert," an orphaned 11-month-old boy.

The definitive statement of Watson's position appears in another major work, *Psychology from the Standpoint of a Behaviorist* (1919), in which he sought to extend the principles and methods of comparative psychology to the study of human beings and staunchly advocated the use of conditioning in research.

His association with academic psychology ended abruptly. In 1920, in the wake of sensational publicity surrounding his divorce from his first wife, Watson resigned from Johns Hopkins. He entered the advertising business in 1921.

Watson's book *Behaviorism* (1925), for the general reader, is credited with interesting many in entering professional psychology. Following *Psychological Care of Infant and Child* (1928) and his revision (1930) of *Behaviorism*, Watson devoted himself exclusively to business until his retirement in 1946

Burrhus Frederic Skinner, known as B. F. Skinner (March 20, 1904 – August 18, 1990)

Skinner was an American psychologist, behaviorist, author, inventor, and social philosopher. Skinner was attracted to psychology through the work of the Russian physiologist Ivan Petrovich Pavlov on conditioned reflexes and the ideas of John B. Watson, the founder of behaviourism.

Skinner believed that classical conditioning was too simplistic to be used to describe something as complex as human behavior. Skinner considered free will an illusion and human action dependent on consequences of previous actions. If the consequences are bad, there is a high chance the action will not be repeated; if the consequences are good, the probability of the action being repeated becomes stronger. Skinner called this the **principle of reinforcement**. His book "The Behavior of Organisms", published in 1938, initiated his lifelong study of operant conditioning and its application to human and animal behavior. He set out a three-part formula of **stimulus-response-reinforcer**, which is one of Skinner's most important concepts, and sets his theory apart from theories that use only pair-wise (stimulus-response) association.

John Dewey (October 20, 1859 – June 1, 1952)
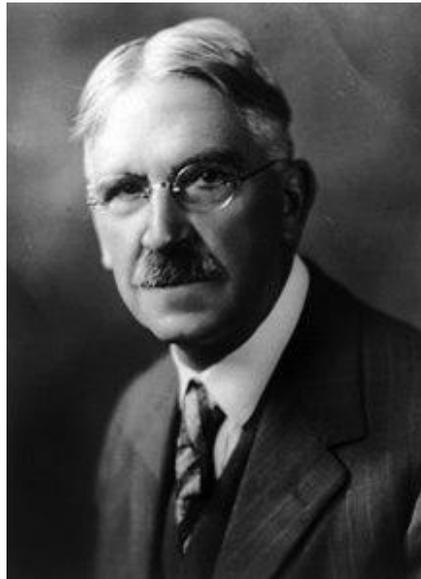
Dewey was an American philosopher, psychologist, and educational reformer whose ideas have been influential in education and social reform. Dewey is one of the primary figures associated with the philosophy of pragmatism and is considered one of the fathers of functional psychology.

Dewey is one of the founders of The New School. Dewey's most significant writings were "The Reflex Arc Concept in Psychology" (1896), a critique of a standard psychological concept and the basis of all his further work; *Democracy and Education* (1916), his celebrated work on progressive education. Dewey was a prolific and influential writer. He published more than 700 articles in 140 journals, and approximately 40 books.

Even before the constructivist theories of Jean Piaget and Lev Vygotsky were widely known, Dewey was talking about how children learn best when they interacted with their environments and were actively involved with the school curriculum. He rejected much of the prevalent theory of the time – behaviourism – as too simplistic and inadequate to explain complex learning processes. He argued that rather than the child being a passive recipient of knowledge, as was presumed by many educators of the time, children were better served if they took an active part in the process of their own learning. He also placed greater emphasis on the social context of learning. At the turn of the 20th Century, these were radical ideas.

Dewey further argued that for education to be at its most effective, children should be given learning opportunities that enabled them to **link present content to previous experiences and knowledge**. Again, this was a ground breaking idea for the period. Yet another feature in Dewey's theories was

the need for learners to **engage directly with their environment**, in what came to be known as experiential learning, where 'knowledge comes from the impressions made upon us by natural objects.' This approach led later to a number of other similar approaches such as problem-based learning and inquiry based learning.

Jean Piaget (9 August 1896 – 16 September 1980)

Piaget was a Swiss psychologist and epistemologist known for his pioneering work in child development. Piaget's theory of cognitive development and epistemological view are together called "genetic epistemology".

He is considered to be the **pioneer of the constructivist theory of knowing**. However, his ideas did not become widely popularized until the 1960s. This then led to the emergence of the study of development as a major sub-discipline in psychology. By the end of the 20th century, Piaget was second only to B. F. Skinner as the most cited psychologist of that era.

During the 1970s and 1980s, Piaget's works also inspired the transformation of European and American education, including both theory and practice, **leading to a more 'child-centreed' approach**. In *Conversations with Jean Piaget*, he says: "Education, for most people, means trying to lead the child to resemble the typical adult of his society ... but for me and no one else, education means making creators... You have to make inventors, innovators—not conformists" (Bringuier, 1980, p. 132).

His theory of cognitive development can be used as a tool in the early childhood classroom. According to Piaget, children developed best in a classroom with interaction.

Piaget defined knowledge as the ability to modify, transform, and "operate on" an object or idea, such that it is understood by the operator through the process of transformation. **Learning occurs as a result of experience**, both physical and logical, with the objects themselves and how they are acted upon. Thus, **knowledge must be assimilated in an active process by a learner with matured mental capacity**, so that knowledge can build in complexity. Understanding is scaffolded by the learner through the process of equilibration, whereby the learner balances new knowledge with previous understanding, thereby allowing for "transformation" of knowledge.

Lev Vygotsky (Nov. 5, 1896 — June 11, 1934)

Vygotsky was a Soviet psychologist. He studied linguistics and philosophy at the University of Moscow before becoming involved in psychological research. While working at Moscow's Institute of Psychology (1924–34), he became a major figure in post-revolutionary Soviet psychology.

Vygotsky's main work was in developmental psychology, and he proposed a **theory of the development as emerging through interpersonal connections and actions with the social environment**. Later in his career (first half of 1930s), Vygotsky introduced the concept of the "zone of proximal development." In the same period he also **identified play of young children as their "leading activity"**, which he understood as the main source of the preschoolers' development in terms of emotional, volitional and cognitive development. Vygotsky was also influenced by Dr. Maria Montessori.

The **Zone of Proximal Development (ZPD)** is an important concept that relates to the difference between what a child can achieve independently and what a child can achieve with guidance and encouragement from a skilled partner. Vygotsky called the person giving guidance the **More Knowledgeable Other (MKO)**. It refers to someone who has a better understanding or a higher ability level than the learner, with respect to a particular task, process, or concept. Although the implication is that the MKO is a teacher or an older adult, this is not necessarily the case. Many times, a child's peers or an adult's children may be the individuals with more knowledge or experience. Vygotsky sees the **Zone of Proximal Development as the area where the most sensitive instruction or guidance should be given** - allowing the child to develop skills they will then use on their own - developing higher mental functions. Vygotsky also views **interaction with peers as an effective way of developing skills** and strategies. He suggests that teachers use cooperative learning exercises where less competent children develop with help from more skillful peers - within the zone of proximal development.

Jerome Bruner (October 1, 1915 – June 5, 2016)
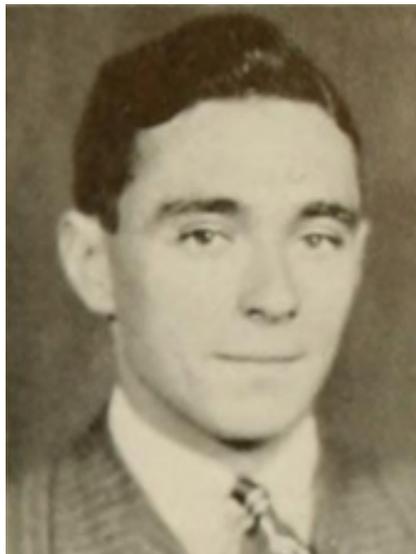
Bruner was an American psychologist who made significant contributions to human cognitive psychology and cognitive learning theory in educational psychology. Bruner's contributions began through his own early research in the 1940s on sensation and **perception as being active**, rather than passive processes. The series of experiments he conducted started some called the 'New Look' psychology, which challenged psychologists to study not just an organism's response to a stimulus, but also its internal interpretation.

Later, in the 1960s, Bruner turned his attention to the subject of developmental psychology and studied the way children learn. His books *The Process of Education* and *Towards a Theory of Instruction* have been widely read and become recognized as classics. *The Process of Education* (1960) had a direct impact on policy formation in the United States and influenced the thinking and orientation of a wide group of teachers and scholars, Its view of **children as active problem-solvers who are ready to explore 'difficult' subjects** while being out of step with the dominant view in education at that time, struck a chord with many.

He **coined the term "scaffolding" to describe the way children often build on the information they have already mastered**. In his research on the development of children (1966) Bruner proposed three modes of representation: enactive representation (action-based), iconic representation (image-based), and symbolic representation (language-based). Bruner's theory suggests that when faced with new material, it is most effective to follow a **progression from enactive to iconic to symbolic representation**; this holds true even for adult learners. Bruner's work also suggests that a learner (even of a very young age) is capable of learning any material **so long as the instruction is organized appropriately**, in sharp contrast to the beliefs of Piaget and other stage theorists. In accordance with this understanding of learning, Bruner proposed the spiral curriculum, a **teaching approach in which each subject or skill area is revisited at intervals, at a more sophisticated level each time**. First there is basic knowledge of a subject, then more sophistication is added, reinforcing principles that were first discussed. Bruner also believes learning should be spurred by interest in the material rather than tests or punishment, since one learns best when they find the knowledge they are obtaining appealing.

Albert Bandura (Born December 4, 1925)
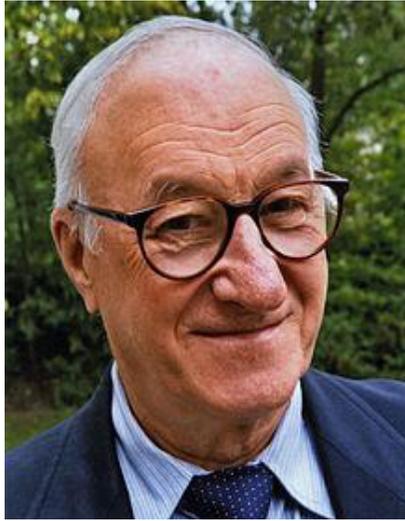
Bandura is a Canadian-born, American psychologist who is the David Starr Jordan Professor Emeritus of Social Science in Psychology at Stanford University.

For almost six decades, he has been responsible for contributions to the field of education and to many fields of psychology, including social cognitive theory, personality psychology, and was also influential in the transition between behaviorism and cognitive psychology. He is known as the **originator of social learning** theory (renamed the social cognitive theory).

Social cognitive theory is how people learn through observing others. It was Albert Bandura's intention to explain how **children learn in social environments by observing and then imitating the behaviour of others**. In essence, be believed that learning could not be fully explained simply through reinforcement (unlike behaviorism), but that the presence of others was also an influence (unlike cognitivism). He noticed that the **consequences of an observed behavior often determined whether or not children adopted the behaviour themselves**. Through a series of experiments, he watched children as they observed adults attacking Bobo Dolls. When hit, the dolls fell over and then bounced back up again. Then children imitated the aggressive behavior of the adults. However, when they observed adults acting aggressively and then being punished, Bandura noted that children were less willing to imitate the aggressive behavior.

From his research Bandura formulated four principles of social learning.

1. <u>Attention</u>. We cannot learn if we are not focused on the task. If we see something as being novel or different in some way, we are more likely to give it attention.

2. <u>Retention</u>. We learn by internalizing information in memories. We recall information later when we are in a situation similar to the one where something was learned.

3. <u>Reproduction</u>. We reproduce previously learnt information (behavior, skills, knowledge) when required. However, practice through mental and physical rehearsal often improves our responses.

4. <u>Motivation</u>. We need to actively desire to do anything. Often that motivation originates from our observation of someone else being rewarded or punished.

Howard Gardner (Born July 11, 1943)

Gardner is an American developmental psychologist and the John H. and Elisabeth A. Hobbs Professor of Cognition and Education at the Harvard Graduate School of Education at Harvard University. He is currently the senior director of Harvard Project Zero, and since 1995, he has been the co-director of The Good Project.

Gardner has written hundreds of research articles and thirty books that have been translated into more than thirty languages. He is best known for his **theory of multiple intelligences**, as outlined in his 1983 book *Frames of Mind: The Theory of Multiple Intelligences*. This was subsequently refined and extended in *Intelligence Reframed* (1999).

Gardner was the son of Jewish refugees from Nazi Germany. He was a studious child who loved to read, and he developed into a gifted pianist. He retained a lifelong passion for music that contributed to his conception of human cognitive capacity as NOT single dimensional. Gardner undertook most of his formal training and graduate work at Harvard University,

where he earned a bachelor's degree in social relations in 1965 and a doctoral degree in developmental psychology in 1971. He received a professorship of education at the Harvard Graduate School of Education (1986–98).

According to Gardner's theory of multiple intelligences, **humans have several different ways of processing information, and these ways are relatively independent of one another**. The theory is a critique of the standard intelligence theory, which emphasizes the correlation among abilities, as well as traditional measures like IQ tests that typically only account for linguistic, logical, and spatial abilities. Since 1999, Gardner has identified **eight intelligences**: linguistic, logical-mathematical, musical, spatial, bodily/ kinesthetic, interpersonal, intrapersonal, and naturalistic. Many teachers, school administrators, and special educators have been inspired by Gardner's theory of multiple intelligences as it has allowed for the idea that there is more than one way to define a person's intellect.

The theory of multiple intelligences affected many school-improvement efforts in the United States. Gardner and others promoted efforts to understand diverse student capacities and emphasized the need for **personalized educational environments**, **improved interdisciplinary curricular programs, and the use of performance-based assessments**.

9.8. End unit assessment

- Ask students teachers to discuss the question asked in the students' book, end unit 9 assessment.

Possible answers

Learning theories are theories whose main concern is to link research with education. In other words learning theories explain how learning and teaching processes should be and/or should take place. Teachers deal with teaching and of equal importance learning of students. Some theories are oriented more toward basic learning and others toward applied learning and, within that, in different content areas; some stress the role of development, others are strongly linked with instruction; and some emphasize motivation. For example: in **behaviourism theory of learning**, they contend that learning involves the formation of associations between stimuli and responses. Therefore, teachers should prepare the environment that will help learners to learn such as arranging activities that suit environment. Teachers also need to help learners make practice of what they have learned. Learning should be reinforced. Students should therefore be given rewards. Teachers are to reward any desired behaviour in learning. However to weaken the undesired behaviour learned, teachers should apply punishment. In developing the profession of teaching,

teachers have to note that developing professionally has some benefits such as being able to help learners learn. **For cognitivism theory of learning**; Teachers should organise the teaching materials in a way that the concept in them can easily be acquired and processed by learners' mind. Teachers need to use variety of teaching techniques. This helps teachers lead students to explore the concepts from different angles. Current learning builds upon the previous one. Teachers therefore should seek for students' prior knowledge before they launch new concepts. Teachers need to provide exercises and practices to the learners. This is because students learn best in the course of doing exercises. Exercises help to accommodate the information into the mind. Courses and topics should be divided into subparts which can easily be understood by students. The theory depicts to teachers on the role of organizing properly the process of teaching and learning, so as to make sure that processing of information goes smoothly. The theory also shows that curriculum should be organized in such a way that the sequence of materials reflects the notion of repetition so that the content at one level is built on the basis of the previous one. The theory also stipulates the kind of knowledge and the way learners can inculcate them.

These are procedural knowledge and declarative. **For constructivism theories of learning;** Constructivism views each learner as a unique individual with unique needs and complex backgrounds, teacher must help these students to attain their goals. Uniqueness and complexity of the learner encourages the teacher to utilize it as an integral part of the learning process. Professional development should consider the important of using learners experience in teaching and learning process. Learners are challenged within close proximity to their current level of development. By experiencing the successful completion of challenging tasks, learners gain confidence and motivation to embark on more complex challenges Vygotsky call it as zone of proximal development(ZPD) (Vygotsky, 1978). Teachers should encourage and accept student autonomy and initiative. They should try to use raw data and primary sources, in addition to manipulative, interactive, and physical materials So that students are put in situations that might challenge their previous conceptions and that will create contradictions that will encourage discussion among them. In our teaching therefore we need to use some activities which originate from our environment so that learning can be meaningful to students. **For theories of learning**; Learning focuses on the need of the learner and human development. Learning which lead to acquiring personal emotional and satisfaction e.g. imitating some body's style of dressing, talking, acting etc. Teacher must plan teaching materials which help student to develop individual skills and unlearn what is not good which was learned some time ago e.g. during child hood time.

9.9. Additional activities

9.9.1 Remedial activities

1. In Pavlov's experiments with dog, food was the_____.

   a) Conditioned response

   b) Conditioned stimulus

   c) Unconditioned stimulus

   d) Unconditioned response

2. What is the difference between a child's capacity to perform a task independently and the potential to perform it with assistance known as?

   a) Zone of proximal development

   b) Social learning dissonance

   c) Heteronomity-autonomity difference

   d) Scaffolding discrepancy

3. One of these theories put emphasize on spoon feeding because the learner is considered as an empty vessel

   a) Constructivism

   b) Social contructivism

   c) Behaviourism

   d) Social learning

4. All the following are the characteristics underlining the constructivist learning environment except one:

   a) It provides multiple representations of reality in order to avoid oversimplification and represent the complexity of the real world.

   b) It discourages thoughtful reflection on experience.

   c) It emphasizes knowledge construction instead of knowledge reproduction

5. In Vygotsky's theory of learning, much important learning by the child occurs:

   a) Through social interaction with parents

   b) Through social interaction with skilful tutor

   c) Through imitation

6. When a conditioned stimulus is presented without an accompanying stimulus, _____ will soon take place.

a) generalization

b) discrimination

c) extinction

d) aversion

7. Learning by imitating other's behaviors is called _____ learning. The researcher best known for this type of learning is _____

a) Secondary; Skinner.

b) Observational; Bandura

c) Secondary; Pavlov

d) Observational; Watson

8. We note that children often do not do what adults tell them to do, but rather what they see adults do. According to Bandura's they learn:

a) Vicariously

b) Through instrumental conditioning

c) By modelling

d) Only by listening

9. The highest and most consistent rate of response is produced by a _____ schedule.

a) fixed-ratio

b) variable-ratio

c) fixed-interval

d) variable-interval

10. The following are key processes Vygotsky's theory of cognitive development:

a) Schema, assimilation, accommodation, operations, conservation,

b) Zone of proximal Development, language, dialogue, tools of the culture

c) Transforming, organizing, and reorganizing knowledge

d) All the above

9.9.2. Consolidation activities

1. Match the following

Type	Meaning
Rote learning	This is the concept that learned knowledge (e.g., a fact) is fully understood to the extent that it relates to other knowledge
Meaningful learning	Is memorizing information so that it can be recalled by the learned exactly the way it was read or heard.
Informal learning	This type of learning occur through the experience of day to day situations
Learning by insight	Learning assumes that people learn social behavior mainly through observation, mental processing of information and modeling what they observe.
Observational learning	Is the sudden discovery of the solution to a problem without going through a series of progressive trial and error?

Answer: 1;b, 2;a, 3;c, 4;e, 5;d

9.9.3. Extended activities

1. The theorists are linked to different learning theories. Vygotsky and Cognitive Developmental Theory, Piaget and Social Developmental Theory, Is this true or false? Why?

Answer:

False, because Vygotsky's theory is related to social constructivism which is a sociological theory of knowledge where in groups, students construct knowledge for one another, collaboratively creating a small culture of shared artifacts with shared meaning. According to Vygotsky, much important learning by the child occurs through social interaction with skillful teacher. The teacher may model behavior and provide verbal instructions to a child. Vygotsky refers to this as co-operative/collaborative dialogue. The child seeks to understand the actions, instructions provided by the tutors (often parents or teachers) then, internalize the information using it to guide or regulate his own performance.

UNIT
10

FACTORS THAT INFLUENCE LEARNING

10.1. Key unit competence

Create a conducive and inclusive learning environment taking into consideration individual differences

10.2. Prerequisite

Factors influencing learning are closely related to our everyday life situation which makes clearer that student teachers have already acquired knowledge, skills, and they have attitudes which are prior to any think that will influence learning. With the background knowledge they have about developmental psychology, they have learned factors that influence human development and the main ones are environmental and biological factors.

10.3. Cross-cutting issues to be addressed

Gender

As gender is one of the influencing factors of learning, this crosscutting issue will be addressed as they share ideas about it. Girls and boys will have equal opportunities.

Financial education

This will be addressed as student teachers discuss about socio-economic status and their influence on education.

Peace and value education

It will be addressed as student teachers family related factors and their effect on teaching and learning process

Inclusive education

When teaching this unit, the teacher will address specific needs of learners without any discrimination.

10.4. Guidance on introductory activity

- Tell student teachers to work in small groups and discuss the cause of the differences among people mention in introduction activity on unit 10
- Ask them again to make a research and come up with an advice to give to teaching staff on factors to consider during teaching and learning process to help all learners to achieve their full potentials.
- Allow students to share their findings through presentation and provide necessary additional information.

Possible answers:

1. Individual differences can be due to diverse aspects of life from their early age. Some individual behave the way they behave because of social status of their family as some are from poor family others from noble family. Other people who live in conflicting family others are from peaceful society. The environment is also playing a vital role in affecting people's life.

   In educational setting learners perform differently because they also learn differently. The question " how do people learn?" can be answered by referring to different ways/styles of learning such as

   a) Visual learning style: This is learning using the sens of sight

   b) Auditory learning style: It is a learning by using the sense of hearing

   c) Kinaesthetic learning style: This learning using the sense of touch

   d) Multi-model learning style; People with this learning style use more than one sense

2. For any teaching staff to be effective they have to consider different things. All that will be considered for effective teaching will fall into different categories of factors that influence learning. Those factors are described as follow:

   There are factors related to the learner (internal factors) and factors external factors

   Physiological factors: health, age, sex/gender, physical abilities, Learning styles

   Psychological factors: Motivation, Interests, Will, Needs, Imagination, Judgment, Intelligence, Personality, Emotion problems, perception, attention, reasoning

10.5. List of lessons/sub-heading

	Lesson title	Learning objectives (from the syllabus or set according to the lesson title)	Periods (24)
Factors related to the learner (internal factors)			
1	Physiological factors	Describe and categorize internal factors that influence learning Draw pedagogical conclusion for each factor that influence learning	2
2	Learning styles	Explain different learning styles and show how a teacher should teach according to those styles	3
Psychological factors			
3	Motivation	Describe the educational implication of motivation in teaching and learning process	2
4	Memory and forgetting	Describe the educational implication memory and forgetting in teaching and learning process	2
5	Intelligence	Identifying the educational implication of intelligence to learning	2
6	Sensation and perception	Explain the impact of sensation and perception in teaching and learning process	2
7	Interest and attention	Explain the effect of Imagination, reasoning and judgement to academic activities	2
8	Imagination, reasoning and judgement	Explain how interest and attention affect learning	1
Factors related to the environment (external factors)			
9	Influence family related factors on learning	Define external factors that influence learning Explain how environmental factors affect learning.	3
10	Influence of school environment on learning	Discuss school environment and teachers personality as factors that affect learning	2
11	Importance of having knowledge on factors influencing leaning	Explain how and what a teacher should do in response to different needs of learners	2
	End unit assessment		1

Lesson 1: Physiological factors: health, age, sex/gender, physical abilities

a) Learning objective:

- Describe and categorize internal factors that influence learning
- Draw pedagogical conclusion for each physiological factor that influence learning

b) Teaching resources:

Videos, flip charts, manila papers, images, stories, textbooks, real life situation (observation)

c) Prerequisites/Revision/Introduction

Student teachers have a lot of information gained from their everyday life. They are of different biological make up and different social roles. Student teachers have learned about developmental psychology which emphasise on human development in all aspects and philological change is one the concern of FOE Year1 unit 11.

d) Learning activities

Activity 10.1.1

- Make small groups
- Task each group to read the scenario 1 and 2 under activity 10.1.1
- Ask students to answer questions that follow the scenarios
- Let students justify answers

Answers for activity 10.1.1

Possible answers:

Scenario 1

Question1: Being shy and passive for the student as described in the scenario1 of activity10.1 was due to different reasons first of all, the student is not confident because of not having a completed home work to present as she used to do like others. The girl was beaten and she may be feel bad because of physical pain from being beaten by parent, he may even feel that her brother could do it better than her. The girl was even hungry she could not be energetic.

Question2: The teacher could help the student by approaching her and identify the reason behind her behaviours. This means that the behaviour should be addressed as early as possible.

To be successful the teacher need to contact the parent of the student to make sure that information from the student is compared to that one from parents

Question3: Parents are supposed to understand the effect of family issues (social problems) to the academic performance of their children. They need to be aware of children's rights and how to protect them

Scenario 2:

Question1: Sex and gender can affect learning in different ways: At family level, according to traditional gender roles, girls/women are responsible of caring children, preparing food, doing all kind of domestic chores, helping sick family members at the hospital and so on. This can cause absenteeism and lead to school dropout.

Performance of girls can be affected by their physiology. For example, when girls are in their period, some will get discomfort which in turn is affecting their concentration during class time or some will even not attend and this is not the case for male student.

If a female gets pregnant during school period, it becomes so hard for her to continue her studies as usual due to tremendous changes that take place during pregnancy which will not allow the woman to work in any condition. So, this make it clear that girls are affected differently from the boys.

Physically, boys tend to be more active, stronger than girls, and by the same token more restless if they have to sit for long periods. They are also more likely than girls to rely on physical aggression if they are frustrated (Espelage & Swearer, 2004).

Question2:

1. Sex education does not need to sound like a taboo, instead comprehensively something to be explained to help people to manage this aspect of development,

   All people especially the young ones need comprehensive sex education because this part of life and it is one of survival needs. Young people need to have a comprehensive sex education to help them cope with all changes and influence related to sex because its early experience can harm and limit their educational opportunities and progress like when a girls get un planned pregnancy or sexually transmitted

2. Sex and Gender differences have to do with physical behaviours, styles of social interaction, academic motivations, behaviours, and choices. They have a variety of sources primarily parents, peers, and the media.

Teachers are certainly not the primary cause of gender role differences, but sometimes teachers influence them by their responses to and choices made on behalf of students.

- Consequences associated with early sex experience are:

    School dropout, Extreme poverty in the family poor academic performance and Early pregnancy. All these issues will affect the way people learn.

e) Application activity 10.1.1

- Small groups, student teachers describe how each physiological factors influence the children's learning.
- Allow students to share idea
- Provide constructive feedback.

Possible answers

Among physiological factors influencing learning we have the following:

- **Health**

The following elements show how health will influence learning:

- Students who are sometimes sick are often absent in the classroom and consequently cannot progress very well in learning process.
- Some malnutrition diseases as kwashiorkor can be at origin of intellectual delay and it is obvious that a deficient child cannot progress mentally in his learning.
- Some congenital illnesses (the syphilis for example) are also at the origin of intellectual deficiencies.

- **Sex/ gender**

During teaching and learning process the teacher needs to consider gender differences however, as a teacher you need to make teaching methods gender responsive to ensure that equal learning takes place. Those social roles and meaning given to males and females affect the ways learners learn and their achievement at all levels.

As discussed that gender and sex differences have to do with physical behaviours, styles of social interaction, academic motivations, behaviours, and choices. They have a variety of sources primarily parents, peers, and the media. Sex experiences can affect physiological well-being of a person then in turn affect the way an individual learn.

During teaching and learning process the teacher needs to consider the following:

- Teacher presentation
- Learner's presentation
- Teacher- learner interaction
- Addressing specific needs of learners
- Watch out for gender specific needs of learners
- Avoid Gender based distraction in classroom
- Prevent Anti- social and unusual behaviour:
- **Age**
- One learns better when he has a good health.
- Learning is more easily achieved for young learner.
- During the development, the individual is mature for such or such learning to very precise moment (teachable moment or sensitive moment).

It has been proved that the age of 6/7 years is ideal for the beginning of primary school education. Teaching the child to read and to write a long time before school age, is bad help for him. This could create intellectual blockage. After this age, it is also not good because learning will be difficult (see sensitive period).

None is too old to learn nor too young to learn. This means that people learn at all age levels and developmental milestones can be observed and utilized to prove the influence of age on learns.

Lesson 2: Learning styles

a) Learning objective:

Explain different learning styles and show how a teacher should react according to those styles

b) Teaching resources

Videos, songs, locally available materials, books, projectors Flash cards, manila papers, markers, hand-outs and, tape recorder, learning style inventory, wall chart with hierarchy of needs.

c) Prerequisites/Revision/Introduction

Student teachers have knowledge about human senses gained from ordinary level (unit 12.5: Sense organs) and from the sensory motor stage learnt in FOE year 1 (unit 12). They know their appreciated ways of doing things especially academic activities. Within this mentioned prerequisite, students are able to learn easily about learning styles.

d) Learning activities :

Activity 10.1.2

- Individually, ask learners think of "do you learn?"
- give student teachers time to share
- In small groups , ask them to discuss why they game different ways through which they learn
- And then, ask them to discuss how a teacher can determine different learning styles of his/her different learners
- Invite them to share findings through presentation

Answers for activity 10.1.2

Possible answers:

1. If you ask different people to explain their ways of learning the answer may seemingly be very different this is because people are alike in terms of their abilities, their background, their feelings interest, motivation and many other psychological factors

2. Relating the ways people learn with human senses, will give ideas about different learning styles such as

        a) Visual learning style

        b) Auditory learning style

        c) Kinaesthetic learning style

        d) Multimodal learning style

    a) Visual Learners learn by sight

    b) Auditory Learners learn by hearing

    c) Tactile Learners (kinaesthetic) learn by touch

    d) Multimodal learning style (learn by using different learning style to mean more than one learning style.

3. To identify learners' leaning styles
- Observing the learners in action: observe how he/she expresses him/herself.
- Consider the learner's interest: a learner's primary learning style is also normally reflected in his or her interests.
- See how the learner solves problems: learners tend to utilize the attribute that correlate to their learning styles.
- Talk to people and teachers who interact with the child regularly.

- Take learning style quizzes.

Supplement students' findings with clear examples that explain learning styles

e) Application activity 10.1.2

- Have student teaches in small groups
- Ask them to propose what to do in order to help leaners of different learning style
- Help student teachers to understand by explaining what to do for every type of learning style.

Possible Answers

People learn through different styles such as:

> a) Visual learning style
>
> b) Auditory learning style
>
> c) Kinaesthetic learning style
>
> d) Multimodal learning style

a) Visual Learners learn by sight

b) Auditory Learners learn by hearing

c) Tactile Learners (kinaesthetic) learn by touch

d) Multimodal learning style (learn by using different learning style to mean more than one learning style.

The teacher can react to those leaning styles by doing the following:

- Match his/her learners' learning style with your teaching style.
- Find programs that cater for students' strengths.
- Teach learners to study based on his or her learning style.
- Do not completely limit learners to a single learning style.
- Prepare and use appropriate teaching and learning resources.
- Communicate with parents and other people who always stay with the individual learner.

Psychological factors

Lesson 3: Motivation

a) Learning objective:

Describe the educational implication of motivation in teaching and learning process

b) Teaching resources

Flash cards, student book, markers, real materials to be consider as rewards (pen, pencil, flour, a piece of chalk, a notebook)

c) Prerequisites/Revision/Introduction

Student teachers motivated by different things. Some them make efforts because their parents promised them a rewards others leaner better because they should do so. From this students' experience, students will understand easily this lesson.

d) Learning activities :

Activity 10.1.3.1.

- Have students in small groups
- ask them to read the case student under activity 10.1.3.1 and answer the questions that follow
- Invite them to share findings through presentation

Answers for activity 10.1.3.1

Possible answers

1. Lack of motivation in any activity may result in failure or poor performance. Therefore in academic work leaners also need to have a kind of motivation which may be intrinsic or extrinsic depending on the nature of the activity to be performed.

   The cause of failure of the child as said in the scenario is lack of motivation and peer influence.

2. The teacher is one among primary influencing factor of learning. Therefore, he/she need to approach the learners and identify the problem and take the measures. The teacher is going to start and motivate the learner through counselling and guidance.

   Interaction with parents of the child is crucial to make sure that parents are aware of the cause of failure of the child.

3. Parent involvement in education of their children is not limited to providing resources only but helping the child to enjoy and love school. This will be done if parent are following up the progress of the child and also recognizing the performance of the child as well as reacting to it accordingly with the purpose of motivating the child for future improvement.

Complement students' discussion by providing clean distinction between intrinsic and extrinsic motion

- Explain different ways of motivating learners in classroom and the importance of motivation in teaching and learning process.

e) Application activity 10.1.3.1

- Put students in groups of five
- Ask them to discuss different ways that a teacher can use to make teaching and learning process effective
- Allow students to share their answer
- Give constructive feedback and conclude

Possible answers:

The following are things that a teacher can do to improve leaners motivation.

- Teacher should reinforce behaviors, which facilitates achievement of course objectives.
- For example: attending to instruction, completing assignment, participating in classroom activities, etc.
- Teacher should not only consider success as getting above average but also measured in terms of improvement over previous performance. This is because the past experience tends to influence students' motivation.
- Teacher should avoid making comments that demotivate learners. For instance, comments like you are stupid; you can't do anything, etc.
- Cooperative planning. The teacher should involve students in planning

To enhance extrinsic motivation, Teachers should provide clear feedback and Expressing clear expectations; Teachers should reward learners for any fair attempt they make on tasks in classroom lessons.

To enhancing intrinsic motivation in students the teacher can try the following:

- Teachers should challenge students' skills with activities of intermediate difficulty. They should ensure that students do not become bored with easy tasks or reluctant on tasks perceived as difficult.

- Teachers should present ideas slightly different from learner's existing knowledge and beliefs.
- Teachers should allow students choices in activities and their contribution in formulating rules and procedures.
- Students should be engaged in activities, games and simulations. They should ensure that the motivational embellishments are relevant and not too distracting.

Teachers should help students set their own goals. Normally people work harder for goals that they themselves set than for goals set for them by others.

Lesson 4 : Memory and forgetting

a) Learning objective:

Describe the educational implication memory and forgetting in teaching and learning process

b) Teaching resources

Flash cards, markers, student book, Information Processing Model Graphic

c) Prerequisites/Revision/Introduction

Student teachers know that there are past events that they can remember and those ones that they cannot remember or they can remember them as long as they have a cue. In FOE year 1unit 11, especially on brain development: function of occipital lobe, students have acquired that among function of the brain, there is memory. Within this prerequisite, students can simply understand this lesson related to memory and forgetting.

d) Learning activities

Activity 10.1.3.2.

- Have students in small groups
- Ask them to base on what they remember from their childhood and to distinguish memory and forgetting; explain why some of them can remember easily the learnt content during exam and describe ways to help learners to remember well.
- Invite them to share findings through presentation

Answers for activity 10.1.3.2

Possible answers

1. Memory is an organism's ability to store, retain, and recall information

and experiences. It is our ability to encode, store, retain and subsequently recall information and past experiences in the human brain.

Forgetting or disremembering is the apparent loss or modification of information already encoded and stored in an individual›s long-term memory. It is a spontaneous or gradual process in which old memories are unable to be recalled from memory storage.

2. People can forget or remember information depending on how they have acquired and used the information.

   People can forget because different reasons among them we have: Lack of cue, Interference, Decay, Repression, Physical damage, Distortion or Aging or disease

3. Some ways to help leaners improve their memory are as follow:
   - Motivate children to remember material by understanding rather than rotely memorizing it.
   - Assist students in organizing the content they put into their memory.
   - Teach mnemonic strategies: Mnemonic are memory aids for remembering information. Examples of mnemonic rhymes: using songs to remember the 12 months of a year and the alphabet. In Kinyarwanda, for remembering the 16 noun classes, the sentence usually used is: "muba mu mirima ki binini ruka tubukuha".
   - Encourage children to spread their study time and consolidate each learning episode, rather than using a long period.
   - Encourage learners to ask themselves questions on what they are learning.
   - Develop learners' skills to make good notes

e) Application activity 10.1.3.2

- Put students in groups
- Ask them to discuss ways of enhance learners' memory
- Give student teachers time to present their findings
- Give student teachers a constructive feedback and make clarification

Possible answers

In addition to what a teacher will do to improve learners memories, here are other things that a teacher need to implement while teaching:

- Awareness of the different memory levels of learners depending on the age level
- Knowing and understanding the student and helping him/her to overcome the traumatic experiences and unwanted feelings

- Use the memory enhancing techniques and adjustment of curriculum
- Creation of conducive environment for learning
- Methodology of teaching should incorporate the theories of memory and forgetting.
- Teachers should organize the subject content in the way that help their learners to understand and make it easy to memorize
- Use conceptual framework or concept map when possible
- Motivate learners and arouse their interest by telling them the importance of learning a given subject material.
- Connect the content to the real-life situation

Lesson 5: Intelligence

a) Leaning objective

Identifying the educational implication of intelligence to learning

b) Teaching resources

Flash cards, markers, student book, handouts

c) Prerequisites/Revision/Introduction

Student teachers have general overview on intelligence because they like to classify their classmates in terms of intelligence. They can explain why one of their colleague is the most intelligent in their class and why another is less intelligent. With this experience, students will follow and contribute to this lesson.

d) Learning activities

Activity 10.1.3.3.

- Have students in small groups
- Ask them to base on their experience explain what is intelligence and how intellectual capacity can affect learning.
- Invite them to share findings through presentation

Answers for activity 10.1.3.3

Possible answers

a) Intelligence is the aggregate or global capacity of the individual to act purposefully, to think rationally and to deal effectively with his environment".

b) Intellectual capacity highly influences our learning capacity. Some people are good at mathematics and sciences; others are good at languages and many other subjects. In reference to different levels of IQ and factors affecting it such as Developmental factors, Emotional factors, Family and cultural factors, it is clear that people will learn differently.

The brain is our part of the body responsible for good functioning of intellectual or cognitive aspect of our body. Therefore, its development will determine if the learning will be normal or not.

Referring to types of intelligence we can also say that people will learn differently depending the type of intelligence that is dominating among others that he/she may have which can determine the types of activities an individual is good at performing successfully.

Supplement students' answers by focusing on educational implication of intelligence to learning

e) Application activity 10.1.3.3.

- Make groups of four
- Ask them to answer questions of application activity 10.1.3.3 from their book
- Give student teachers time to present their findings
- Give student teachers a constructive feedback and make clarification

Possible answers

1. Any parent planned or not will influence the development of the brain of his or her child if the two are in contact. As social interact affect our cognitive development, it the same way that through iteration with the child parent will shape the intellectual development of the child.

2. Depending on parents' presence and understanding of the role of social interaction in human development, the child can be affected positively or negatively. The child who is supported well in the process known as "serve and return" brain architecture will be well developed than those who are not getting positive social interaction with significant others.

Lesson 6: Sensation and perception

a) Leaning objective

Explain the impact of sensation and perception in teaching and learning process

b) Teaching resources

Flash cards, markers, student book, handouts

c) Prerequisites/Revision/Introduction

Student teachers can understand this lesson because they have understanding on the use of senses gained from sensory motor stage and from learning styles. They always use their senses when learning. There for they can contribute when learning this lesson.

d) Learning activities

Activity 10.1.3.4.

- Have students in small groups
- Ask them to base on their experience and distinguish sensation and perception; and then explain what a teacher can do to help learners to use positively those processes in their learning
- Invite them to share findings through presentation

Answers for activity 10.1.3.4

Possible answers

1. **Sensation:** It is the process whereby stimulation of receptor cells (in the eyes, ears, nose, mouth, and surface of the skin) sends nerve impulses to the brain. After reaching the brain they are registered as a touch, a sound, a taste, and a splash of colour. Hence, sensation can be thought as an organism's first encounter with sensory stimuli.

   Perception: is the process whereby the brain interprets sensations, giving information order and meaning. It is the process by which sensations or impressions from sense organs are made meaningful.

2. Teachers in their everyday work of teaching should make sure that all kind of resources they are using are accurately prepared and more stimulating and involving more than one senses.

Other things to consider when teaching will be related to other psychological factors like motivation, interest, needs, etc.

The teacher also need to:

- Enhance student's observation spirit by experiencing them a lot in observation.
- Get students used to observe deeply.
- Start by simple to complex; easy to difficult.
- Consider the whole first before getting in separated parts.
- Encourage education by using senses.
- Use teaching and learning aids that have good qualities.
- Challenge learners with tasks that require them to pay attention and concentrate on the activities.
- Consider the age level of learners.

Proceed with a deep explanation on the impact of sensation and perception in learning

e) Application activity 10.1.3.4

- Invite students to work in pairs and list down principles of perceptual organisational and explain what a teacher can do to strengthen learners' perception.
- Invite same pairs to present their answers
- Provide constructive feedback and conclude

Possible answers

1. The following are principles that describe how we organize and construct pieces of information into meaningful wholes. They include: closure, proximity, similarity, and simplicity.
   - **Closure:** We perceive things by grouping them as complete figure rather than open and breaks.
   - **Proximity:** Things that are closer together are grouped together.
   - **Similarity:** Elements that are similar in appearance are grouped together.
   - **Simplicity:** When we observe a pattern, we perceive it in the most common straightforward manner.

2.

   a) According to Gestalt psychologists, perception of stimuli in our environment is not simply putting together individual elements. It requires an active, constructive process of the brain. It is when we put together bits and pieces of information into a whole that we can better understand and solve problems in our environment.

   b) Example: To introduce a new health package into a community, it is important to see the culture, economic and consciousness of the people

in that community. It requires an integrated approach.

- **Figure-Ground perception:** It is the perceptual relationship between the object of focus (the figure) and the field (the ground). The figure has form or structure and appears to be in front of the ground. The ground is seen as extending behind the figure. The relationship can be reversed by focusing on or attending to the ground rather than the figure (for further explanation see the Gestalt perspective of learning under the heading theories of learning)

3. The teacher will do the following to enhance learners' perception:

a) Observation: give learners time to observe deeply and use attractive teaching and learning aids.

b) Challenge learners with tasks that require them to pay attention and concentrate on the activities. Etc.

Lesson 7: Interest and attention

a) Leaning objective
Explain how interest and attention affect learning

b) Teaching resources
Flash cards, markers, student book, handouts

c) Prerequisites/Revision/Introduction
Student teachers have different interests; hence they focus their attention to different things. With this daily experience, they can understand easily the difference between interest and attention and explain how these processes affect learning.

d) Learning activities
Activities 10.1.3.5 and 10.1.3.7
- Have students in small groups
- Task each groups to distinguish interest from attention
- Invite them to share findings through presentation

Answers for activity 10.1.3.5 & 10.1.3.6
Possible answers
Activity 10.1.3.5
We need to be interested in whatever we are doing because interest stimulates effort and effort will lead to success.

Activity 10.1.3.6

a) Attention is the cognitive process of selectively concentrating on one aspect of environment while ignoring other things.

b) Attention is important in all intellectual activities. It is useful in the good functioning of all mental activities such as intelligence, reasoning, memory, judgment etc.

- Stimulate their senses especially sight and hearing by using attractive colours and raising high voice.
- Movement, change, contrast and doing unexpected things stimulate attention.

Enhance students' comprehension with a clear explication of interest and attention and their implication to learning.

e) Application activities 10.1.3.5 and 10.1.3.6

- Invite students to work in pairs and explain what a teacher can do to enhance learners 'interest and improve their attention
- Invite some pairs to present their answers
- Provide constructive feedback and conclude

Possible answers:

Application activity10.1.3.5

Yes the teacher need to make the lesson more interesting because this is the sources of motivation and effort. Those three in turn will lead to good academic performance.

Interest is a powerful motivational process that energizes learning, guides academic and career trajectories, and is essential to academic success. Interest is both a psychological state of attention and affect toward a particular object or topic, and an enduring predisposition to reengage over time.

Here are things to make learners interested in teaching and learning process

- Make them see learning as part of their daily life
- Make teaching and learning fun
- Show the relevance to their future careers
- Let them participate in the whole process
- Use multiple resources
- Change the environment
- Make it achievable
- The teacher must know the dominant preferences of the child, their evolution and taking them into account in teaching learning process.

- Develop child's intellectual interest especially in studying.
- Arouse learners' interest by Understand and considering their preferences in the lesson.

Application activity10.1.3.6

- One of the most thing to attract learners attention during teaching and learning process is to arouse their interest
- Stimulate their senses especially sight and hearing by using attractive colours and raising high voice.
- Using attractive teaching (learning aids).
- Using active methods
- Movement, change, contrast and doing unexpected things stimulate attention.

Lesson 8: Imagination, reasoning and judgement

a) Leaning objective

Explain the effect of Imagination, reasoning and judgement to academic activities

b) Teaching resources

Flash cards, markers, student book, handouts

c) Prerequisites/Revision/Introduction

Introduce the lesson with a revision of previous lesson

d) Learning activities

Activities 10.1.3.7, 10.1.3.8 and 10.1.3.9

- Have students in three groups
- Task each groups to work on one of the above mentioned processes (Imagination, reasoning or judgement) and explain its meaning
- Invite them to share findings through presentation

Answers for activity 10.1.3.7, 10.1.3.8 & 10.1.3.9

Possible answers:

Activity 10.1.3.7

Imagination is defined as an active or passive mental process of evoking ideas or images of objects, events, relations, attributes, or processes never before experienced or perceived

Activity 10.1.3.8

Reasoning is the process of thinking in which conclusions are drawn from a set of facts. It is the process of thinking about something in a logical way in order to form a conclusion or judgment

Activity 10.1.3.9

Judgment is the ability to form correct conclusion based on knowledge and experience. It is also considered as evaluation of evidence in the form of making a decision.

Importance of judgement

- The true knowledge is based on judgment. So, to be intelligent, to be wise, to have common sense, depends on our ways of judging.
- It discerns the true to the false, the good to the bad, etc.
- Learning is affected by ways an individual judge because when learning an individual need to receive information and decide on what to he/she considers as correct or incorrect. Therefore, poor judgement will lead to poor learning by accumulating wrong information blindly.

Put an addition information with clear distinction between imagination, reasoning and judgement

- Explain their implication to learning

e) Application activities 10.1.3.7, 10.1.3.8, 10.1.3.9

- Invite students to join their respective group explain the implication of the process they discussed (Imagination, reasoning or judgement) in learning activity to education or what a teacher can do to development them in students
- Invite group representatives to present their answers
- Provide constructive feedback and conclude

Possible answers

Application activity 10.1.3.7

The teacher can try the following to develop imagination of learners:
- Showing them good images or pictures;
- Inspire learners by telling them about good models and good stories;
- Make the loving music

Application activity 10.1.3.8

The importance of reasoning :

- All sciences are the result of abstraction. So, we must start from the concrete to abstract and after observation abstract is very important.
- Reasoning helps us to extend our knowledge.
- Reasoning is a fundamental instrument of science
- It helps to strengthen our ability to draw logical conclusions

Application activity 10.1.3.9

The following are things that a teacher can do to help leaners improve their judgement:

Evaluate judgments made by others

Make thoughtful decisions and learn from authentic consequences.

Remind yourself of times that your judgment served you well. This fuels confidence in your ability to trust yourself.

Avoid flip-flopping once you have made a decision or judgment. If your gut tells you to try a vegetarian diet, don't allow external opinions or difficulty in changing your lifestyle to be an excuse for you to not follow your gut.

1. **Practice on little things** like clothing choice and menu options so that when bigger judgment calls need to be made, you have evidence to support your belief that you are good at this.
2. **Never judge someone as less to make yourself feel like more**. Knowing who you are and being confident about it lessens the feelings of comparison that might lead us to judge someone.

   Meditate: Time spent in meditation leads to a sort of shaking up of our thought patterns and beliefs. This allows us to escape from the patterns and examine them. When you spend more time being mindful of your habits and thoughts, you begin to notice a shift in how judgments work for you.

Summative application 10.1.3

- Put leaners in groups of five and ask them to discuss what a teacher can do to promote pre and primary learners' performance.
- Give student teachers time to present their findings
- Give student teachers a constructive feedback and conclude

Possible Answers

A teacher has a great role in promoting pre and primary learners' performance.

He/she should make teaching and learning process more effective by taking in consideration learners' motivation, perception, interest, reasoning, intelligence, will and memory. The following are tips to enhance those processes in learners:

- **Motivation:**
- Teacher should reinforce behaviours, which facilitates achievement of course objectives.
- For example: attending to instruction, completing assignment, participating in classroom activities, etc.
- Teacher should not only consider success as getting above average but also measured in terms of improvement over previous performance. This is because the past experience tends to influence students' motivation.
- Teacher should avoid making comments that demotivate learners. For instance, comments like you are stupid; you can't do anything, etc.
- Cooperative planning. The teacher should involve students in planning.

- **Memory:**
- Motivate children to remember material by understanding rather than rotely memorizing it
- Assist students in organizing what they put into their memory
- Teach mnemonic strategies—Mnemonic are memory aids for remembering information. They can involve imagery and words.
- Apply the SQ3R technique; (Survey-Questions-Read-Recite- Review)
- Encourage children to spread their study time and consolidate each learning episode, rather than using a long period.
- Encourage learners to ask themselves questions on what they are learning.
- Help learners on how to make good notes.

Referring to the knowledge about the memory and forgetting discussed we can conclude that its function will negatively or positively affect learning therefore the teacher should bear in mind the following:

- Awareness of the different memory levels of learners depending on the age level
- Knowing and understanding the student and helping him/her to overcome the traumatic experiences and unwanted feelings
- Use the memory enhancing techniques and adjustment of curriculum
- Creation of conducive environment for learning
- Methodology of teaching should incorporate the theories of memory and forgetting.

- Teachers should organize the subject content in the way that help their learners to understand and make it easy to memorize
- Use conceptual framework or concept map when possible
- Motivate learners and arouse their interest by telling them the importance of learning a given subject material.
- Connect the content to the real life situation

- **Intelligence**

  In reference with levels of IQ a teacher in the classroom should consider the learners intellectual abilities and provide guidance and counselling accordingly

  Parental involvement should encouraged

  Children should be protected from social problems that bring stress to children because this can lower their IQ

- **Imagination**

  Images come from what we have seen by using our senses. So, we must shape students' imagination by:
- Showing them good images or pictures;
- Telling them good stories;
- Make the loving music;

- **Will**
  i. Telling students that a good imagination must be accompanied by intelligence and reasoning.
  ii. Prevent them from basing their belief on dreaming.
  iii. The teacher must strengthen students' will by promoting their personal effort.
  iv. Giving students hard problems to solve, and ways of getting out of those problems.

- **Attention**
- Stimulate their senses especially sight and hearing by using attractive colors and raising high voice.
- Movement, change, contrast and doing unexpected things stimulate attention.
- Repeating something many times facilitate attention.
- Using attractive teaching (learning aids).
- Using active methods

- Preparing subjects which interest students.

- **Reasoning**
- It is important to make your students reasoning;
- All sciences are the result of abstraction. So, we must start from the concrete to abstract and after observation abstract is very important.
- We have to associate induction with deduction and vice-versa.

- **Judgement**
- We must consider judgment as an important thing in education.
- Judgment must be developed in all branches: sciences, history, etc.

We have to enhance students' critical sense by not accepting everything

Lesson 9: Family related factors

a) Learning objective:

Explain how external factors (socio-economic, parent educational background, family conflict) influence to learning

b) Teaching resources:

Library of the college, materials in TRC, Smart classroom, human resources.

c) Prerequisites/Revision/Introduction

Student teachers are from different family back ground. They have different information about the effect of family issues on leaning. They know educational back ground of their parent and their neighbours 'parents and friends. This information will allow them to discuss easily the influence of family related factors of learning.

d) Learning activities

Activity 10. 2.1

- Invite student teachers to work in pairs and share their experience on family issues
- Ask them to write down the big family issues that affect learning.
- Tell student teachers to explain how those factors affect learning.

Answers for activity 10.2.1

Possible answers:

Family related factors that influence learning are classified into different groups like socio-economic factors, parent educational background, family size, family conflict, etc

- Supplement students' answers and provide deep explanation on family factors that influence learning

e) Application activities 10.2.1

- Give student teachers time to draw examples how families affect learning from their own experiences
- Invite them to suggest the teacher's interventions when teaching learners from disadvantaged families.

Possible answers

Family related factors (socio-economic, parent educational background, family conflict)

- Social economic status of the family can influence leaning in different ways: formal education requires availability of materials and school fees which may be a problem for those children from the poorest families and the individuals in this case will not learn the same ways as those who have all needed materials. It can even be discouraging factor and the individual will end up hating the school
- Parent educational back ground is very important as children need support in academic tasks from their parents. If parents do not have the educational back ground that is allowing them to give this support to children then their performance is negatively affected and their achievement is less.

Family conflict:

- When there is no peace at home learning of children is highly affected because even when children are at school they always stay absent minded thinking about the situation at home as a result the loose focus on what the teacher is teaching. Finally their learning achievement becomes poor. This can also cause absconding from home and school.

Lesson 10: Influence of school environment on learning

a) Learning objective:

Discuss school environment and teachers personality as factors that affect learning

b) Teaching resources

Flip charts, markers, student book

c) Prerequisites/Revision/Introduction

Student teachers have information about schools. They understand and have used different kinds of materials and tools at different schools they are under the leadership of the school. They have visited different resource rooms like ICT room library, science lab, TRC as well as their classrooms. Concerning human resources, student teachers have been under the influence of different leaders. Therefore, the stated information is enough for student teachers to discuss and generate meaningful ideas about school environment and describe the best home and school environment the can best fit their children assuming that they are parents.

d) Learning activities

Activity 10.2.2

- Allow student teachers to move around the school compound and different corners of the school to make them rethink about school environment.
- Ask student teachers to compare their college with other school in reference to what they have observed.
- Back in the classroom, ask them to work in groups and discuss why some schools perform better than others
- Allow them to present their findings

Answers for activity 10.2.2

Possible Answers

Some schools perform better than others because of different reasons. Some of them are depending on the following school environmental elements: leadership, teachers, location, equipment, teaching and learning materials, discipline, school surrounding

Scholl Leadership:

- School leaders are the first role models of students in their schools. If leaders are careful with all influence factors affecting learning in their schools, then learners benefit from that because they receive appropriate guidance and facilitation from the leaders but if leaders are irresponsible, then school organization will fail which in turn negatively affect performance in all aspects of the school mainly performance of students in that school.

- School location: being near or far from the child's home the location of the school can influence learning of the child. Comparably that one which far from home will have a number of disadvantages. Like unnecessary absent and lateness to school. Which in turn lead to poor performance in academic activities and finally school dropout.

School equipment: Materials resources are among factors that influence school performance. This is clear in reference to materials found in laboratories, library and other resource rooms in the schools; this is because learning is built on something that is got through our senses.

school surrounding: It makes sense that students would do better when they learn in positive environments. After all, most people would agree that some environments are more conducive to learning and academic performance. A student taking a test in a quiet, peaceful room will almost certainly do better than a student taking the same test in a loud, chaotic room.

The location of the school, it surrounding, leadership (pedagogic follow up), teaching method, curricula, the number of students in classrooms, time table; all these things can influence the learning of students.

Compliment students discussion by adding any other necessary information related to the influence of school environment on learning.

e) Application activities 10.2.2

- Have student teachers in small groups and ask them to describe the characteristics of the best school in which they can sent their children assuming that they are parents

Possible answers

To select the best school one must consider the following elements: School physical and social environment including, leadership, teachers, location, equipment, teaching and learning materials, discipline, school surrounding, school performance, etc.

All these elements should be functioning in a way that facilitates learners to achieve more.

Lesson 11. Importance of having knowledge on factors influencing learning

a) **Learning objective:**

Explain how and what a teacher should do in response to different needs of learners

b) Teaching resources:

Flash cards, manila papers, markers, hand-outs and videos, learning style inventory, wall chart with hierarchy of needs

c) Prerequisites/Revision/Introduction

Student teachers have knowledge about all factors that influence learning. They have other know about the nature of the child. They understand theories of learning and theories of human development. This be a good prior knowledge for them to be able to predict the qualities of the teacher in consideration with all the factors of learning as well as other prior knowledge.

d) Learning activities

Activity 10.2.3

- Invite student teacher to work in pairs and make a summary of what an effective teacher should do in consideration with all influencing factors of learning.

Answers for activity 10.2.3

Possible Answers

The knowledge on factors influencing learning will help the teacher to self-evaluate and prepare well before teaching and consider the following when engaged in teaching and learning process:

- To cater for individual difference when teaching a given subject
- To motivate learners
- To use varieties of methods when teaching
- To detects learning styles of learners and teach them accordingly
- To communicate with parents about the problems of learners
- To create a conducive and inclusive environment in the classroom.

Compliment students' discussion with necessary explanation

e) Application activity 10.2.3

- Ask individual student teacher to describe what they will consider when they will be teaching in consideration with the knowledge they have about factors that affect learning.
- Invite student teachers to work in small group to describe the qualities of good teachers in reference to factors that affect leaning

Possible answers

For each factor that influence learning there is what a teacher need to consider when engaged in the process of teaching and learning. This implies that the teacher need to conclude pedagogically when it comes to internal and external factors that influence learning.

General pedagogical conclusion is also need as listed below:

- To cater for individual difference when teaching a given subject
- To motivate learners
- To use varieties of methods when teaching
- To detects learning styles of learners and teach them accordingly
- To communicate with parents about the problems of learners
- To create a conducive and inclusive environment in the classroom.

10.6. Summary of the unit

Factors influencing leaning are categorized into 2 main groups. Internal factors and external factors.

Internal factors are those factors that are related to the learner they fall into other two categories such as physiological factors and psychological factors. Among physiological factors we have health, sex/gender and age. Physiological needs are closely linked to our physiological needs. Therefore, it makes it clear that one deprived of those factors will not learn well as those factors are survival needs.

Internal Psychological factors like motivation, intelligence, memory, perception, interest, reasoning, imagination, etc. are also among key factors influencing learning.

External factors are family and school related factors. Family related factors include socio-economic status, educational background of parents, and conflict in the family (social security). School environment is the second to home/ family environment that influence the ways learners learn. It is made of leadership

of the school, teachers, location, equipment, teaching and learning materials, discipline and school surrounding

10.7. Additional Information for Teachers

There are plenty of factors influencing your learning process either in a positive or a negative way. In addition to what is already determined by your genes, according to various sources, the following biological and psychological factors play an important role.

A. Biological factors

- Nutrition is essential for organs to develop (building material), but also to let it operate (fuel).
- Caffeine is one of the most consumed psychoactive substances around the world. Caffeine is not bad for health, some researchers even show positive effects. Caffeine appears to reduce fatigue. And in this way also has an indirect effect on learning. Regarding cognitive function, caffeine has an effect on reaction time. Some studies also show a positive effect on long-term memory.
- Practising sports is healthy, as more and more research shows. For example, sports ensure that certain substances in the body are released, which have a significant effect on the brains. These compounds support brain functions and increase the ability to learn and perform. Research has shown that elderly people who on a daily basis have a medium to heavy physical effort of at least 30 minutes have a better cognitive performance than people who do not.
- Sleep is a biological factor that can affect the learning performance of people. In particular, too little sleep has a major impact. It leads to memory and concentration problems, people have more difficulty responding flexibly to new situations and there is a stronger response to emotionally negative stimuli.

B. Psychological factors

- Learning strategy: everyone has their own preference for a strategy to learn and study. Some prefer to make a summary, others highlight or underline important text and read the same text several times. But the preference that someone follows is not always the most effective strategy. There is a distinction between learning strategies at a superficial level, and at a deeper level. Learning through repetition is an example of learning at a superficial level. Learning at a deeper level involves, for example, the ability to determine important information and make connections

between certain concepts. Learning at a deeper level has proven to be a better predictor for successful learning in the long term than on a superficial level.

- Self-regulating capacity has a positive relationship with academic achievement. When someone has a large self-regulating capacity, he / she is well able to orient, plan, monitor and adapt his / her behaviour or learning processes and strategies during learning tasks.

- It also appears that self-directed learning has a positive correlation with academic success. Such a person is able to assess his / her own learning needs, establish personal goals, take decisions about which learning strategies to use and is able to assess the outcomes.

- Specialised literature shows a positive correlation between self-esteem and academic achievement, but it is not clear which way this effect works. The assumption is that the higher your self-esteem, the better you perform in school. But it is also possible that the effect works the other way around: the better you perform in school, the higher your self-esteem is as a result.

- A factor which generally has a negative influence on the study success rate is fear of failure.

- Self-efficacy is a term used in education to indicate whether a person believes he or she is able to successfully complete courses or certain specific tasks. Multiple studies have shown that there is a positive correlation between self-efficacy and academic performance actually achieved. Someone with as a high self-efficacy for English writing strongly believes that he or she is well able to write an English text and, as a result, will get a good grade for an English writing assignment.

- Someone with persistence to study from an intrinsic motivation (internal drive by person self to study) will in the long term perform better than someone with persistence from an extrinsic motivation (i.e. showing behaviour because of a certain reward).

C. Information processing graphic
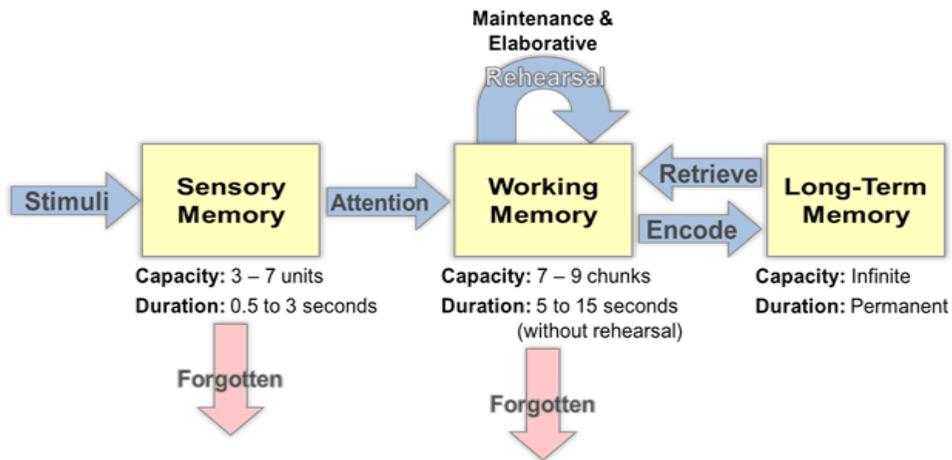
D. Maslow's Theory of Motivation
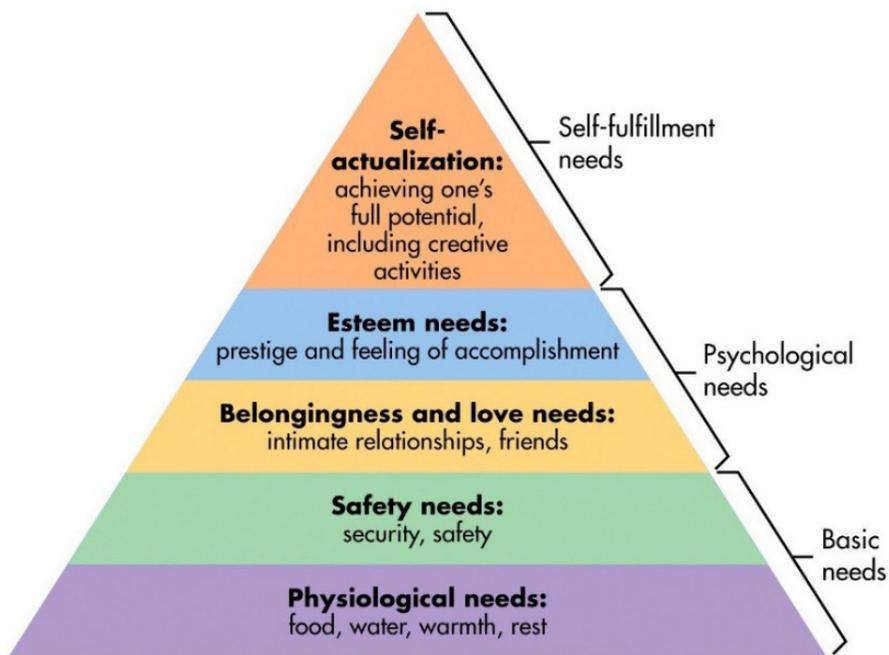
E. Multiple Intelligences

- Intelligence is one of the personal factors that makes learner different. Historically intelligence was measured with something called the IQ (intelligent quotient) test.
- The theory of multiple intelligences challenges the idea of a single IQ, where human beings have one central "computer" where intelligence is housed.

- **Howard Gardner**, who originally proposed the theory, says that there are multiple types of human intelligence, each representing different ways of processing information

According to Gardner,

- All human beings possess all intelligences in varying amounts.
- Each person has a different intellectual composition.
- These multiple intelligences can be supported and strengthened, or ignored and weakened.
- We can improve education by addressing the multiple intelligences of our students.
- These intelligences are located in different areas of the brain and can either work independently or together.
- These intelligences may define the human species.

Howard Gardner defined intelligence as "the capacity to do something useful in the society in which we live. Intelligence is the ability to respond successfully to new situations and the capacity to learn from one's past experiences."

Gardner identified:

- **Linguistic** intelligence: a sensitivity to the meaning and order of words.

- **Logical-mathematical** intelligence: ability in mathematics and other complex logical systems.

- **Musical** intelligence: the ability to understand and create music.

- **Spatial** intelligence: the ability to «think in pictures,» to perceive the visual world accurately, and recreate it in the mind or on paper. Spatial intelligence is highly developed in artists, architects, designers and sculptors.

- **Bodily-kinesthetic** intelligence: the ability to use one›s body in a skilled way, for self-expression or toward a goal. Mimes, dancers, basketball players, and actors are among those who display bodily-kinesthetic intelligence.

- **Interpersonal** intelligence: an ability to perceive and understand other individuals -- their moods, desires, and motivations. Political and religious leaders, skilled parents and teachers use this intelligence.

- **Intrapersonal** intelligence: an understanding of one›s own emotions. Some novelists and or counselors use their own experience to guide others.

- **Naturalist** intelligence: the ability to recognize and classify plants, minerals, and animals, including rocks and grass and all variety of flora/ vegetation and fauna/wildlife.

Educators can implement the theory of multiple intelligences by:

- **Lesson design**. involve team teaching ("teachers focusing on their own intelligence strengths"), using all or several of the intelligences in their lessons, or asking student opinions about the best way to teach and learn.
- **Interdisciplinary units**. Connect different subject matter around one common theme.
- **Student projects**. Students can learn to "initiate and manage complex projects" ; creating projects.
- **Assessments**. Allow students to show what they have learned in diverse ways.
- **Apprenticeships**. Apprenticeships can allow students to "gain mastery of a valued skill gradually, with effort and discipline over time.

F. Advantages of living near a school

Advantages from a parent's perspective

Instil independence. Children can walk to and from school. They do not have to wait for the bus or a parent's ride. Being in control enables children to budget their time accordingly while not being dependent on others.

Convenient. Living right next to a school eliminates wasted time. Children do not have to wait. They simply walk to school according to their schedule. The parents don't have to spend any time transporting before or after school. Drop off and pick up lines are notoriously long. Avoiding this time-consuming process is welcomed by most parents.

Cost. The expense of driving to and from school adds up. Yearly school bus fees are also an added expense. Due to budgetary restraints, schools across the country are either eliminating bus service to reduce costs or increasing bus tuition to offset the cost. Living close to school decreases extra costs and/or the necessity of driving a child to school.

Safety. Children will have less chances of encountering predators or dangerous crossings if they live close to a school. Homes that are adjacent to schoolyards usually provide a prime view of the outdoor amenities. Parents can see their children by simply looking out the window or standing in their yard.

Increase of school attendance and minimizes absenteeism as well as school dropout: when a household is near the school parent can follow up attendance of their children at school easily and cooperate with parents in not expensive ways because the school is accessible in a convenient time.

Advantages from a child's perspective

Decreases conflicts. Getting kids off to school in the morning can be a chore. Some kids cannot handle early mornings. A rushed atmosphere can be overwhelming. Family tension will be reduced when the wakeup routine is not a struggle.

Autonomy. Kids like being in control. Being able to walk to and from school can build a sense of empowerment. Equally important is having an assortment of outdoor activities just steps away. A ride is not needed to reach the playground equipment or play sports with friends.

Flexibility. Kids forget things on a regular basis. Living close to a school lessens the stress associated with forgetfulness. Children do not have to rely on a parent for a ride back to the school. They can simply return on their own time for the forgotten item.

Avoid tedious bus ride. Many children prefer not to take a bus to school. The routine of riding a bus includes the time spent walking to the stop, waiting for the bus, and the bus ride. When you live close to a school, a simple walk replaces all of these time- consuming steps.

10.8. End unit assessment

1. Any educator should consider all influencing factors on learning during the work of helping other people at all levels to learn. Some of what effective teacher can do are listed below:

   The knowledge on factors influencing learning will help the teacher to:
   - To cater for individual difference when teaching a given subject
   - To motivate learners
   - To use varieties of methods when teaching
   - To detects learning styles of learners and teach them accordingly
   - To communicate with parents about the problems of learners
   - To create a conducive and inclusive environment in the classroom.

Effective teachers look for every available opportunity to increase student learning in consideration with all influencing factors. The classroom environment is a teaching resource that should not be ignored. Students and

teachers spend the majority of their day in school classrooms, and it's your responsibility to foster an environment and atmosphere that enhance learning. Developing a classroom environment conducive to learning is a process that entails staging the physical space, getting the students to cooperate, creating a communal environment, and finally maintaining a positive classroom climate and culture.

Physical Space

To create a classroom environment conducive to learning, you must first focus on the physical space. Use every possible area of the room to create an atmosphere that encourages participation and learning. The physical space includes the layout and arrangement of the desks or tables, the placement of computers and equipment, and items on the notice boards and walls.

Getting Students to Cooperate

One of the most challenging aspects of maintaining a neat and organized environment that is conducive to learning is getting the students to cooperate. To begin, you should clearly define the rules and routines for transitions between activities and classes. Practice the transitions with the class, and correct undesirable behaviours. Decrease the amount of unstructured time by having materials prepared and readily available.

Creating a Communal Atmosphere

A communal atmosphere is a feeling established by instilling a sense of community among the students. Another way to express this is creating a learning community. After establishing the rules, routines, and transitions, your next objective will be to transition the classroom into a communal atmosphere, focusing on relationships and taking a personal interest in each contributor to the community.

Classroom Climate and Culture

After establishing a classroom community, the final step in creating a positive atmosphere conducive to learning is to develop a positive classroom climate and culture. A classroom's climate and culture are the atmosphere and quality of life in a classroom. Your role as teacher is that of the primary contributor to the climate and culture. Your interaction with the students, disciplinary measures, mannerisms, support, encouragement, cooperation, and focus on individual students all contribute to an atmosphere conducive to learning.

Although they are complex and multifaceted, classrooms with a climate and culture conducive to learning share similar characteristics.

Groups of desks are placed around the classroom. Grouping students allows for socialization as well as cooperative and peer learning, which research by Johnson & Johnson (1989) indicates that cooperation, compared with competitive and individualistic efforts, typically results in higher achievement and greater productivity, more caring, supportive, and committed relationships, and greater psychological, health, social competence, and self-esteem.

Visual learning aids such as a daily schedule, timers, posters, and flip charts assist in teaching students who are visual learners. It is commonly understood that approximately 65% of students are visual learners. In addition, executive functioning skills, structure and transitions can be supported through the use of visual aids. Moreover, when teachers used visual tactics to teach middle aged students they found that students had more positive attitudes about the material they were learning (Farkas, 2003).

Developmentally appropriate learning materials such as leveled books, manipulatives, and centers with hands-on activities are placed around the room. These various materials are suited for learners at different levels of abilities as well as kinesthetic learners. Kinesthetic intelligence was identified by Howard Gardener in his book, Frames of Mind: The Theory of Multiple Intelligences. In it, Gardener describes kinesthetic learners are those who succeed in learning through "doing" or "moving".

A classroom social skills program is the cornerstone of a respectful and productive learning environment. By guiding students in the development of their social skills, teachers can support communication between students, the growth of confidence and encourage culturally-responsive behaviour. Students learn to engage and interact with one another in socially appropriate manners, and adapt to the needs of others. All the while, students learn to become community and global citizens.

Assistive technology is available to students to support their individual interests, styles and educational needs. Items such as adaptive pencil grips, iPads, apps, augmentative communication and colour overlays are examples used to make curriculum accessible. Whether simple or complex, assistive technology can be used in many ways to level the playing field for all learners.

2. Families and school favourable for learning are those ones that create environment that influence children's intellectual growth and educational motivation in different ways. (refer to textbook for more details)

10.9. Additional Activities

10.9.1 Remedial activities

1. Answer by true or false

Statement	Answer
a) Motivation in the classroom is related to Maslow hierarchy of needs	
b) Encoding is the process by which sensory information gets into memory	
c) Intelligence is define as the capacity to understand the world, think rationally, and use resources effectively when faced with challenges or new situation	
d) Teachers should organize the subject content in the way that help their learners to understand and make it easy for them to memorize	

After you have defined learning, discuss any 4 internal psychological Factors Influencing it and respectively give two pedagogical conclusions for each

Answer:

Motivation: Psychologists define motivation as an internal process that activates guides and maintains behaviour overtime.

Teacher should reinforce behaviours, which facilitates achievement of course objectives.

For example: attending to instruction, completing assignment, participating in classroom activities, etc.

Memory: Memory is an organism's ability to store, retain, and recall information and experiences. It is our ability to encode, store, retain and subsequently recall information and past experiences in the human brain.

Educational implication

- Motivate children to remember material by understanding rather than rotely memorizing it
- Apply the SQ3R technique; [1]

INTELLIGENCE: Therefore intelligence is define as the capacity to understand

the world, think rationally, and use resources effectively when faced with challenges or new situation

Educational implication

- In reference with levels of IQ a teacher in the classroom should consider the learners intellectual abilities and provide guidance and counselling accordingly
- Children should be protected from social problems that bring stress to children because this can lower their IQ

ATTENTION: Attention is the cognitive process of selectively concentrating on one aspect of environment while ignoring other things. For example, listening carefully to what someone is saying while ignoring other conversations.

- Stimulate their senses especially sight and hearing by using attractive colors and raising high voice.
- Movement, change, contrast and doing unexpected things stimulate attention.

10.9.2 Consolidation activities

1. With consideration of Rwandan context, give and explain any three school environment factors that may affect the learning Process. (6 marks)

   Answer:

- School infrastructure : classrooms, equipment
- ICT, textbooks, school supplies, and other instructional materials;
- School Administration/ school leadership.

10.9.3. Extended activities

1. Describe SQ3R as a technique that help you to improve your memory

   Answer

- **Survey:** what you do when surveying is to skim the text quickly, without reading every word. Focus on the title, headings, subheadings, introductions, conclusions, images, glossaries and diagrams.
- **Question:** in this step of the sq3r technique you write down some questions you want the text to answer based on your initial survey, or turn the title and headings into questions.
- **Reading:** you need to seat in a conducive learning environment which favorable for concentration and carefully read the study material and answer the posed questions.

Read the text thoroughly to find answers to your questions and take notes.

- **Recite:** this step involves rehearsing the information read in each section.

  In this step you need to put the text and your notes aside and try to recall what you have just read. Answer your questions and make notes in your own words.

Review: Refer back to your questions and the text and make sure your notes contain all the important points from the reading. Check if you able to answer all the questions if not use you notes. Review these notes frequently.

UNIT 11

CHILDREN'S RIGHTS AND RESPONSIBILITIES

11.1. Key unit competence

Display commitment to ensuring children are respected and their legal rights upheld

11.2. Prerequisite

In early classes, through extra-curricular activities, at home as well as in the community, student teachers have had a particular attention to the rights of special protection and care afforded to minors, this knowledge, skills, attitudes and values learnt in different settings will develop a practical approach to embed positive attitude towards respecting and supporting children's rights.

11.3. Cross-cutting issues to be addressed

Genocide studies

Through different activities that are planned in this unit, genocide studies will be addressed as crosscutting issue in order to provide student teachers with an understanding of the circumstances leading to the genocide and the remarkable story of recovery and re-establishing national unity through people's right and responsibilities as well as children.

Gender education

In ensuring that children's legal rights upheld, both girls and boys should be treated equally. And this gender education will be addressed in different learning activities. With a good understanding of the principles of Gender Equality, and addressing it in every learning activity of this unit, it is intended that future generations will ensure that the potential of the whole population is realised.

Standardization culture

Standardization Culture develops student teachers' understanding of the importance of standards as a pillar of economic development and in the

practices, activities and lifestyle of the citizens. Learning children's right and responsibilities will involve standardization culture as crosscutting issue in order for student teachers develops positive attitude towards children's responsibilities and fighting child labour. And successfully cope with the 21st century.

Peace and values education

In this unit, student teachers will have to learn different lesson which will involve Peace and Values Education as crosscutting issue. The need for peace and values education in the children's right and responsibilities is obvious. Peace is clearly critical for society to flourish and for every individual to focus on personal achievement and their contribution to the success of the nation. Values education forms a key element of the strategy for ensuring young people recognize their rights and responsibility in order to contribute to the society, working for peace and harmony and being committed to avoiding conflict and child abuse.

11.4. Guidance on introductory activity

This introductory activity helps you to engage student teachers in the understanding of children's rights and responsibilities and invite the student teachers as prospective teachers to make sure that children's right and responsibilities are respected.

Possible answers:

1. The two world wars of 1914 and 1939 are the major reasons for establishment of human rights because during these two wars human rights were violated.
2. We need children's rights because; children are vulnerable, dependent and need to be protected since they cannot voice their problems on their own. Children are dependent for their survival on adults in their childhood period. They are given these rights so that they can be protected, grow up to take good care of themselves; and enjoy their lives.

11.5. List of lessons/sub-heading

#	Lesson title	Learning objectives (from the syllabus or set according to the lesson title)	Number of periods (18)
1	Key concepts: right, human rights, responsibilities, violation, abuse, duty bearers, law	Define key concepts related to child rights	3
2	Categories of rights (survival, protection, developmental, participation)	Explain child rights in each category of rights	2
3	International legal framework of child's rights (UNCRC, African Charter)	Explain the international legal framework of child's rights	3
4	Rwandan laws and policies relating to child's rights	Explain the content of Rwandan laws relating to child's rights and other legal documents	3
5	Law No.54/2011 of 14/12/2011 relating to the rights and protection of the child, integrated child rights policy, justice for children policy	Explain the content of the law no. 54/2011 of 14/12/2011 relating to the rights and protection of the child.	2
6	Child abuse: Types and signs of child abuse	Describe types and signs of child abuse	2
7	Abuse response mechanisms (strategies to ensure children's rights are respected)	Identify abuse response mechanisms	2
	Assessment		1

Lesson 1: key concepts related to rights and responsibilities

a) Learning objective

Define key concepts related to child rights

b) Teaching resources

Flash cards with rights and responsibilities, printed laws and policies, videos about types of child abuse, handouts about signs of abuse and abuse prevention, printed case studies

c) Prerequisites/Revision/Introduction

Student teachers will learn better about key concepts related to child rights because they have an understanding on basic/ physiological needs, Rwandan values, and norms.

d) Learning activities

Activity 11.1

- Invite student teachers to work in pairs and explain what children need to grow. From their discussion they find out concepts related to children's rights
- Invite some pairs to share

Answers for activity 11.1

Possible answers: For children to grow well, they need:

- Food
- Education
- Cloths
- Shelter
- Relax, recreation, play
- Love
- Emotional support
- Positive role models
- Stability
- Security
- Paraphrase their answers where necessary.
- Develop the lesson as you have prepared

Considering learners 'answers, define key concepts related to children's rights

e) Application activity 11.1

- Ask student teachers to work in pairs and explain concepts given application activity 11.1

Possible answers

- **Right:** what an individual deserves. E.g. TTC students have a right to wear pullovers when it is cold.
- **Human rights:** freedom every human being is entitled. E.g. every human is entitled to freedom of speech, food, etc.
- **Violations:** actions that break the rules of society, and usually harm another person in some way. E.g. TTC students who go out for any reason without school permission violate the school rules.
- **Duty bearer:** people responsible for protecting the rights. For example: parents, schools, teachers, government are duty bearers.
- **Responsibilities:** duties we have to our families, societies, ourselves. E.g. a TTC student should report to the discipline office to ask for permission to go to the health centre.
- **Abuse:** action, behaviour, or inaction by one person that hurts another, emotionally or physically. E.g. A student calls names a fellow classmate with an intention to get them hurt
- **Law:** legal obligation to which failure may inflict punishment.

Lesson 2: Categories of rights

a) Learning objective

Recognize categories of rights

b) Teaching resources

Flash cards with rights and responsibilities, printed laws and policies, videos about types of child abuse, handouts about signs of abuse and abuse prevention, printed case studies

c) Prerequisites/Revision/Introduction

Student teachers will learn better categories of rights since they have the understanding on key concepts related to child's rights;

d) Learning activities

Activity 11.2

- Have students in groups
- Distribute some sample of people's rights
- Ask them to classify them in categories
- Invite student teachers to write answers on the chalkboard

Answers for activity 11.2

Possible answers:

To ensure good health, people's needs are grouped in the following categories:

- Need for food
- Need for shelter
- Need for security
- Need for love
- Need for relaxation

Make a comment on answers, appreciate them and then add necessary information with an explanation on categories of rights as you have prepared.

e) Application activity 11.2

- Distribute copies of child's rights from UNCRC
- Ask them to classify in 4 learnt groups
- check their answers and give them constructive feedback

Possible answers

Category	Examples
1.Survival (provision)	The right to life
	The right to health care
	The right not to be hurt or neglected
	The right to enough food and clean water
2.Development	The right to be with their parents or with those who will care for them best
	The right to a name and a nationality
	The right to learn about and enjoy their own culture
	The right to meet with other children
	The right to special care, education and training, if needed
	The right to a free primary education

3.Protection	The right to privacy
	The right not to be used as a cheap worker
	The right not to be used as a soldier in wars
	The right to be protected from danger
4.Participation	The right to have a say about things that affect them
	The right to know about their rights and Responsibilities
	The right to have ideas and say what they think
	The right to get information they need
	The right to practice their religion
	The right to speak their own language

Lesson 3: International legal framework of child's rights (UNCRC, African Charter)

a) Learning objective

Explain the international legal framework of child's rights

b) Teaching resources

Flash cards with rights and responsibilities, printed laws and policies, videos about types of child abuse, handouts about signs of abuse and abuse prevention, printed case studies

c) Prerequisites/Revision/Introduction

Student teachers will learn better international legal framework of child's rights (UNCRC, African Charter), because they have the understanding on categories of rights;

d) Learning activities

Activity 11.3

- Have students in groups of four
- Invite them to discuss the a question which is in the students book, activity 11.3
- Have some student teachers make presentations

Answers for activity 11.3

Possible answers

Yes, children's rights are the same in the whole world because the article 1 of universal declaration of human rights states that "All human beings are born free and equal in dignity and rights"

As children's rights are included in human rights, children's rights are definitely universal, therefore all children in the world are entitled to the same rights.

- Proceed to the next step of your lesson plan.
- Explain to student teachers international legal framework of child's rights (INCRC, African Charter)

Make comment on their answers and proceed with international legal framework of children's rights

e) Application activity 11.3

Invite student teachers to in groups and read African Charter on children's rights and then highlight children's rights which are unique to African children.

Possible Answers to

Children's rights in Africa are founded on CRC and reflective of African cultural values and heritage. That is reflected in the article 31 of African Charter: "Children have responsibility towards their families and society, to respect their parents, superiors and elders, to preserve and strengthen African culture values in their relation with other members of their communities". This article takes into account the economic, social, political, cultural and historical experience of African children, and thereby provides a distinctively African framework for the protection and promotion of children's rights1.

Another uniqueness in the African charter is the importance accorded to cultural practices whereby a specific article was formulated "Article 21: Protection against Harmful Social and Cultural Practices. Protection from customs and practices prejudicial to the health or life of the child and Customs and practices discriminatory to the child on the grounds of sex or other status; Child marriage and the betrothal". With regard to discrimination, another article was created: "Article 26: Protection Against Apartheid and Discrimination. Protection from Apartheid and military destabilization by the Apartheid regime". The African charter also protects children of imprisoned mothers in its article 30[2].

Lesson 4: Rwandan laws and policies relating to child's rights

a) Learning objective

Explain the content of Rwandan laws relating to child's rights and other legal documents

b) Teaching resources

Flash cards with rights and responsibilities, printed laws and policies, videos about types of child abuse, handouts about signs of abuse and abuse prevention, printed case studies.

c) Prerequisites/Revision/Introduction

Student teachers will learn better Rwandan laws and policies relating to child's rights, because they have the understanding on International legal framework of child's rights (UNCRC, African Charter);

d) Learning activities

Activity 11.4

- Make small groups
- Ask them to read Rwanda legal documents and show how laws are reflected in the international legal framework of children's rights.
- Invite student teachers to share their findings

Answers for activity 11.4

Possible answers

The answer should highlight the following:

Child rights to address:

- Child labour
- Physical abuse
- Child refugee protection
- Child marriage
- Discrimination
- Child soldier
- Child trafficking
- Alternative care
- Birth registration
- Sexual abuse

Proceed with an explanation on Rwandan laws and policies relating to child's rights

e) Application activities 11.4

- Invite student teachers to work in groups and explain how Children's rights are reflected in the Rwandan laws as follows

Possible answers to Application 11.4

Children's rights are reflected in the Rwandan laws as follows:

- **Child labour:** Domestically, there is labour law of 2009 which forbids child labour. Minimum age for employment is 16 years but under some favourable working conditions particularly to do with health and safety conditions and nature of work.   The Ministerial order N0. 06 of 13/07/2010 determining the list of worst forms of child labour, their nature, categories of institutions that are not allowed to employ them, and their prevention mechanisms.

- **Child soldier:** Presidential Order n° 72/01 of 08/07/2002 establishing Army General Statutes, in its article 15, prohibits child inscription into the army for conscription into Rwanda Defense Forces (RDF)

- **Child trafficking:** There is a law nº 51/2018 of 13/08/2018 relating to the prevention, suppression and punishment of trafficking in persons and exploitation of others. Under the new law, especially in Article 18, if trafficking in persons is committed on Rwandan soil, a convicted person can be imprisoned from 10 up to 15 years and a fine of 10 up to 15 million Rwandan francs.

- **Alternative care:** Article 15 of the Rwandan child law also stresses alternative care. The Minister of Gender and family Promotion issues instructions governing systems of placing children in foster families.

- **Birth registration:** Law n° 42/1988 of 27/10/1988, Civil Code First Book – Concerning people and family (Article 117) obliges parents or foster care parents to register a child within first 15 days from birth.

- **Sexual abuse:** Child law of 2001 and penal code of 1977 also impose severe punishment to child sexual abuse. GBV Law N°59/2008 of 10/09/2008 prohibits sexual slavery , indecent assaults and sexual torture which carries life imprisonment

- **Physical abuse:** Article 15 of the Constitution of the Republic of Rwanda prohibits torture and its all forms.

- **Child refugee protection:** The Rwandan Child law in its Article 49 provides that "Any child who seeks to obtain refugee status or who is considered as a refugee in accordance with applicable laws, whether alone or accompanied by his/her parents or any other person, receives protection and humanitarian assistance in order to allow him/her to enjoy the rights that are recognized to him or her". Article 49 of the dame draft law provides for foster care to child refugees.

- **Child marriage:** The child law of 2001 particularly in its Articles 47-50 explicitly proscribes under 18 marriages made to both boys and girls. Harsh sentences of minimum 20 years of prison sentence are spelt out for those involved in under 18 marriages. A light sentence of maximum of two years is determined for adults luring into marriage children between 18-21 years.

- **Discrimination:** Law N° 01/2007 of 20/01/2007 relating to protection of disabled persons in general in its Article 18 states that "No discrimination of any form shall be subjected upon a disabled person in matters related to employment" Article 27 provides sanctions to the perpetrators of discrimination against disabled persons as follows: Any person who exercises any form of discrimination or any form of violence against a disabled person, shall be punished with the heaviest penalty among the penalties provided by the Criminal Code and those of the special laws relating to such a crime.

Lesson 5: Law No.54/2011 of 14/12/2011 relating to the rights and protection of the child, integrated child rights policy, justice for children policy

a) Learning objective

Explain the content of the law no. 54/2011 of 14/12/2011 relating to the rights and protection of the child.

b) Teaching resources

Flash cards with rights and responsibilities, printed laws and policies, videos about types of child abuse, handouts about signs of abuse and abuse prevention, printed case studies

c) Prerequisites/Revision/Introduction

Student teachers will learn better Law No.54/2011 of 14/12/2011 relating to the rights and protection of the child, integrated child rights policy, justice

for children policy, since they have the understanding on Rwandan laws and policies relating to child's rights.

d) Learning activities 11.5

Activity 11.5

- Invite student teachers to make a research on laws and policies related to child's right,
- Ask them to organize their findings and identify general principles relating to the child rights in Rwanda
- Have some pairs make presentations

Answers for activity 11.5

Possible Answers

General principles related to the rights of the child in Rwanda

- Equal treatment of children
- Civil rights, freedom and duties of the child
- Child responsibilities
- Children in conflict with the law
- Children in emergency, exploitation and vulnerable children and orphans
- Children in emergency, exploitation and vulnerable children and orphans
- Education of the child
- Substitution of a child's family
- Child's health and welfare

Support them while presenting and orientate discussion towards principles relating to the child rights in Rwanda

e) Application activity 11.5

- Ask student teachers to work in groups and categorise the principles of child rights in Rwanda

Possible answers

The content of the law no. 54/2011 of 14/12/2011 relating to the rights and protection of the child gives the details of principles of child's rights in Rwanda in the following categories:

- Equal treatment of children
- Civil rights, freedom and duties of the child
- Child responsibilities

- Children in conflict with the law
- Children in emergency, exploitation and vulnerable children and orphans
- Education of the child
- Substitution of a child's family
- Child's health and welfare

Lesson 6: Child abuse: Types and signs of child abuse

a) Learning objective

Describe types and signs of child abuse

b) Teaching resources

Flash cards with rights and responsibilities, printed laws and policies, videos about types of child abuse, handouts about signs of abuse and abuse prevention, printed case studies (refer to Help a Child resource file)

c) Prerequisites/Revision/Introduction

Student teachers will learn better child abuse: types and signs of child abuse as they have the understanding on Law No.54/2011 of 14/12/2011 relating to the rights and protection of the child, integrated child rights policy, justice for children policy.

d) Learning activities

Activity 11.6.1

- Invite student teachers to observe pictures which are under activity 11.6.1 and react on them.
- Invite student teachers to share their reactions to the whole class

Answers for activity 11.6.1

Possible answers

In my community I saw children being abused in different ways:

- **Beating:** children are beaten by their parents, relatives and elder siblings
- **Denial of food:** some parents do not allow their children to eat as a punishment
- **Not allowing the child to visit relatives:** some parents lock their children in the compound
- Not allowing the child to play due to many reasons

- **Raping:** children are raped by different people
- **Child labour:** some parents give their children heavy burdens/loads
- **Absenteeism:** some parents hold their children at home to do some household chores and miss the class
- **Harassment:** children are harassed (insulted) .

Proceed to the next activity by explaining to student teacher about types of child abuse and its common symptoms.

Support students' ideas and explain types and signs of child abuse

e) Application activity 11.6.1

- Ask student teachers to share in pairs ideas on types of child abuse seen in their community and identify some possible signs of child abuse.

Possible answers

Types of child abuse

Type	Explanation	Examples
Psychological violence	Harming someone's feelings. Making them feel as though they have no value. Making them feel afraid.	- Making threats - Teasing - Intimidating - Insulting - Bullying - Humiliating - Ignoring
Physical violence	Harming someone's body. Making them feel pain or discomfort.	- Holding - Punching - Kicking - Caning - Shoving - Throwing something at someone

Sexual violence	Forcing someone to have sex when they have not agreed. Touching someone in a sexual way when it isn't wanted.	- Rape - Defilement - Indecent touching - Showing off private parts - Speaking about someone sexually in a disrespectful way
Neglect	When action is NOT taken that is needed to care for a child's health or well-being	- Leaving child alone for long periods without supervision - Keeping child locked in a room - Not feeding child - Not getting medical help for child when sick
Child Labour	Forcing children to work instead of going to school and without receiving proper wages	

Possible symptoms/signs of abused child include the following:

- Stomach pains
- Sudden or unexplained changes in behaviour (becoming sad and withdrawn OR acting out)
- Fear of someone or some place
- Running away from home
- Nightmares
- Bedwetting
- Self-harm
- Abuse of drugs, alcohol ,or other substance
- Possession of unexplained amounts of money or material items
- Visible bruises or broken bones

Lesson 7: Abuse response mechanisms (strategies to ensure children's rights are respected)

a) Learning objective

Identify abuse response mechanisms

b) Teaching resources

Flash cards with rights and responsibilities, printed laws and policies, videos about types of child abuse, handouts about signs of abuse and abuse prevention, printed case studies

c) Prerequisites/Revision/Introduction

Student teachers will learn better abuse responsive mechanism (strategies to ensure children's rights are respected) because they have the understanding on types and signs of child abuse.

d) Learning activities

Activity 11.6.2

- Invite student teachers to work in groups and discuss what families should do to satisfy children's rights.
- Invite group representatives to share findings

Answers for activity 11.6.2

Possible Answer

The following are response mechanisms in favour of children who were abused:

- Reporting the case
- Taking the child to hospital
- Treating the child
- Counselling the child
- Punishing the criminal
- Etc.

Note: mechanisms may go beyond these ones, children may use other terminologies different to the ones used but closer.

Supplement students' ideas and explain strategies to ensure rights children's rights respect.

e) Application activity 11.6.2

- Invite student teachers to work in pairs and discuss possible actions that should be taken after the child is abused or prevent the child abuse

Possible answers

Actions to be taken in case of abuse include the following:

- **Speak up if experiencing abuse, or seeing signs in others**

Children should be taught to be brave and speak up if experiencing abuse. They should be able to face the abuser and tell them that their actions are hurting and unlawful. For moderate child abuse and violence, the case should be dealt with in the family or by the neighbouring community and local leaders.

- **Child abuse cases should not be kept secrets**

People are often afraid to report child abuse cases because they don't want to break friendship ties with the abusers. Although there is no value to keep away from other people's problems when there is something you can help with, people should also know that the Rwandan child law holds responsible both the abuser and whosoever watches them and refuse to take actions that fall in the best interest of the child.

- **Observe behaviours and actions of others carefully**

People should always observe the behaviours and actions of others carefully. Sometimes we do not pay attention of what is happening around us. By failing to pay attention on the behaviours and actions of others, we fail to notice what others might be doing which are likely to endanger children rights.

- **Teach people about what abuse is and what to do if it happens**

Child rights were not in the Rwandan school curriculum until the 2015 competence based curriculum, this means that many people have little or no knowledge of child rights. There are many cases of child rights violations in our community although only a few cases are openly discussed or brought to public knowledge.

- **Abusers of child rights should be punished**

Whether in the school environment or local communities, people charged and convicted of child rights violations should be punished. Punishing abusers of child rights will pave a way to prevention of violations of child rights that were likely to occur in the future. In addition, criminal proceedings and crime convictions related to child right abuse is another way of teaching the people about child rights.

- **Provide medical care and emotional support to victims of abuse**

The Rwandan child law makes it clear in its articles 42-55 that the government will take all necessary measures to ensure that victims of child rights abuse get the right and timely intervention such as medical care, psychological and counselling support as well as social rehabilitation.

- **Take action to protect the child from further abuse**

Victims of child right violations should be protected from further abuse. There are provisions by the Rwandan child law and many other local and international laws, orders and treaties related to support mechanisms for victims of child abuse.

11.6. Summary of the unit 11

In this unit, student teachers have learnt Key concepts related to child's right and responsibilities such as; right, responsibility, violation, abuse, duty bearers, and law,. Student teachers have also learnt International legal framework of child's rights (UNCRC, African charter), Rwandan laws and policies relating to child's rights, they have understood a Law No. 54/2011 of 14/12/2011 relating to the Rights and Protection of the Child, Integrated Child Rights policy, Justice for Children policy. And they have learnt Categories of rights which are for example survival rights, protection rights, developmental rights, and participation right. Student teachers are aware of types and signs of child abuse, Actions to protect against abuse and Abuse response mechanisms.

11.7. Additional Information for teachers

For more understanding of the content to this unit; tutors are advised to go through these references and links:

- Organization of African Unity (OAU), African Charter on Human and People's Rights ("Banjul Charter), 27 June 1981, CAB/LEG/67/3 rev.5,21 I.L.M. 58 (1982), available at: https://www.refworld.org/docid/3ae6b3630.html [accessed 18 October2019]
- Refer to Help a Child resource file for TTCs
- UN General Assembly, Convention on the rights of the Child, 20 November 1989, United Nations, Treaty Series, Vol.1577, p.3, available at: https://www.refworld.org/docid/3ae6b38f0.html[accessed 18october 2019

11.8. End unit assessment

1. Children's rights in Africa are founded on CRC and reflective of African cultural values and heritage. That is reflected in the article 31 of African Charter: "Children have responsibility towards their families and society, to respect their parents, superiors and elders, to preserve and strengthen African culture values in their relation with other members of their communities". This article takes into account the; economic, social, political, cultural and historical experience of African children, and thereby provide a distinctively African framework for the protection and promotion of children's rights.

   Another uniqueness in the African charter is the importance accorded to cultural practices whereby a specific article was formulated "Article 21: Protection against Harmful Social and Cultural Practices. Protection from: customs and practices prejudicial to the health or life of the child; and Customs and practices discriminatory to the child on the grounds of sex or other status; Child marriage and the betrothal". With regard to discrimination, another article was created: "Article 26: Protection Against Apartheid and Discrimination. Protection from Apartheid and military destabilization by the Apartheid regime". The African charter also protects children of imprisoned mothers in its article 30.

2. a)

   Duty bearer: people responsible for protecting the rights. For example: parents, schools, teachers, government are duty bearers.

   Responsibilities: duties we have to our families, societies, ourselves. E.g. a TTC student should report to the discipline office to ask for permission to go to the health centre.

   b) Violations: actions that break the rules of society, and usually harm another person in some way. E.g. TTC students who go out for any reason without school permission violate the school rules.

   Abuse: action, behaviour, or inaction by one person that hurts another, emotionally or physically. E.g. A student calls names a fellow classmate with an intention to get them hurt.

3. Principles relating to children's rights in Rwanda
   - Equal treatment of children
   - Civil rights, freedom and duties of the child
   - Child responsibilities
   - Children in conflict with the law
   - Children in emergency, exploitation and vulnerable children and orphans

- Education of the child
- Substitution of a child's family
- Child's health and welfare

4. Types of child abuse observed in my community:
- Beating: children are beaten by their parents, relatives and elder siblings
- Denial of food: some parents do not allow their children to eat as a punishment
- Not allowing the child to visit relatives: some parents lock their children in the compound
- Not allowing the child to play due to many reasons
- Raping: children are raped by different people
- Child labour: some parents give their children heavy burdens/loads
- Absenteeism: some parents hold their children at home to do some household chores and miss the class
- Harassment: children are harassed (insulted)

11.9. Additional activities

11.9.1 Remedial activities

1. What is child abuse?

   Answer

   Child abuse is when a parent or caregiver, whether through action or failing to act, causes injury, death, emotional harm or risk of serious harm to a child. There are many forms of child maltreatment, including neglect, physical abuse, sexual abuse, exploitation and emotional abuse.

11.9.2. Consolidation activities

1. The African Charter on the Rights and Welfare of the Child specified responsibilities of a child.

   Children have responsibilities towards their families and societies, to respect their parents, superiors and elders, to preserve and strengthen African cultural values in their relation with other members of their communities (Article 31, ACRWC). Rights and responsibilities go hand in hand. When you are given a privilege, it comes with a duty attached. For example, a child has a right to go to school and learn. **But what is the child's job? What does the child have to do at school?**

Answer
- Children have to respect each other in a humane way,
- They have responsibility not to bully or harm each other,
- Child responsible of looking after his environment,
- Child has an obligation to learn as much as their capabilities allow and, where possible, share their knowledge and experience with others,
- Child should lend help to the needy, the disadvantaged, and the victims of discrimination so that they enjoy a right to a full life,
- Child has the obligation to respect other's thoughts or religious principles.

11.9.3. Extended activities

1. Discuss child labour in the Rwandan context. What jobs do children commonly do? What is the difference between doing household jobs as part of a child's responsibility to the family and child labour?

   Answers:

- In 2018, Rwanda made a significant advancement in efforts to eliminate the worst forms of child labour. The government adopted several new laws to strengthen protections for children, including a revised Labour Law, a comprehensive anti-trafficking law, a law imposing heightened penalties for the use of children in armed conflict or illicit activities, and the Law on Child Protection that supplements the existing 2012 law. The government also established the Rwanda Investigation Bureau, which conducts investigations into criminal matters, including child labour, and actively partnered with the United States Agency for International Development and the International Organization for Migration to conduct a research study on human trafficking trends in Rwanda. In addition, the government obtained one conviction in a child trafficking case and launched a 5-year advocacy campaign against child labour. However, children in Rwanda engage in the worst forms of child labour, including in forced domestic work, sometimes as a result of human trafficking. Children also perform dangerous tasks in agriculture. The number of labour inspectors does not meet the ILO's technical advice for the size of the workforce. In addition, resource constraints limited some government efforts to combat child labour, and social programs did not address all relevant sectors where child labour was present.

- Children are engaged in two hidden forms of child labour housework (including activities as shopping, collecting firewood, cleaning, fetching water or caring for children) and family business work (including activities as farm work, work in a family owned shop or workplace and work in the street). These may be at the part of their responsibilities or child labour.

UNIT
12

12.1.Key unit competence

Make decisions regarding the teaching and learning environment and interactions with students to ensure both girls and boys are successful

12.2. Prerequisite

Knowledge gain from Social Studies (year 1) in unit 2 related to Socialisation of pre-colonial Rwanda, especially in the lesson of Education in pre-colonial Rwanda help student teachers to understand how girls and boys were treated separately in all domains even in education. Boys were trained to become strong and physically fit while girls were trained to be good mothers and good partners for their husbands. And this was also described in FOE year 1unit 1. Today, student teachers are experienced of having of hearing women who are among leaders of our country (ministers, members of parliament, directors, mayors, ect). This helps them to understand how gender equality has been improved in our country. Although, student teachers study or live with some girls who meet some problems like harassment, teen pregnancy, ect. This helps student teachers to understand why gender is still needed to be taught and promoted.

12.3. Cross-cutting issues to be addressed

Gender

Gender needs to be addressed in that unit to help students to learn by a real example from their class. Boys and girls should have equal opportunities and treated equally.

Inclusive

Gender responsive approach should consider individual differences among students.

Sexuality education

In this unit, teacher should address sexuality education because some gender bias and stereotype can to sexual violence.

12.4. Guidance on introductory activity

- have students in small groups
- ask them to read the scenario and answer the questions that follow

Possible answers:

- Classroom was not well managed because groups' organization was not well set. For example; Mutesi's group was sitting on the floor, others were sitting on desks, and it is fact that, the classroom should be a stress-free environment where students and teachers feel comfortable spending so much time. The teacher should have a well-managed classroom to improve classroom efficiency and create an environment conducive to learning. A well-managed classroom is not only limited to discipline, unlike the popular belief that discipline is the only vital management skill a teacher must have but also the way a classroom set up creates and environment which is conducive.
- Teacher mast organizes the class so that all students respect one another. Teacher must know that classroom can be fully effective if bullying in any open or subtle form; is rewarded with any level of toleration. Teacher must respect all the students equally. If teacher ignores, or gives a noticeably harder time to, any individual, the other kids will either pick up your attitude (making that student's problems worse) or side with the targeted party (creating a faction of increasingly unmanageable students). Teacher must reinforce good behaviour with positive attention. Don't gush (and definitely don't get into the habit of having "pets"), but let individual students know when you're proud of them.
- Student was not happy and she drops out the school,.........

12.5. List of lessons/sub-heading

	Lesson title	Learning objectives	Number of periods (18)
1	Gender concepts	Define key concepts related to gender	3
2	Factors influencing gender inequalities	Explain the factors hindering of gender equity in family, community and school settings	3
3	Impact of gender stereotypes in educational success	Propose strategies to work against gender stereotypes in the classroom	3

4	Gender socialization process	Recognize gender bias in teacher-student interactions	2
5	Gender-responsive pedagogy	Describe actions schools should take to be gender-responsive	3
6	Checklist for monitoring gender responsive schools	Evaluate a checklist for gender responsive schools	3
	End unit assessment		1

Lesson 1: Gender concepts

a) Learning objective

Define key concepts related to gender

b) Teaching resources

Student book, post-it, chalk board, chalks

c) Prerequisites/Revision/Introduction

Tutor can introduce the lesson with an open discussion about the occupation of boys/men and girls/women in Rwanda context (gender roles) and the difference between boys/men and girls/ women related to biological issues (like pregnancy-sex)

d) Learning activities

Activity 12.1

- Open the discussion about gender roles and biological differences between boys and girls
- Display the questions (activity 12.1) on flipchart
- Invite student teachers to read and discuss individually
- Have some students to make presentations
- Provide students with a picture that compares the meaning of equity vs. equality.
- Have students reflect and analyse the picture and write down their ideas
- Have students come up with real world examples of equality and equity.

Answers for activity 12.1

Possible answers:
- Girls like to study social studies, languages... boys like to study sciences and mathematics...
- Female: cleaning classroom, or compound, Male: organizing class materials, arranging classroom
- They react differently to punishment, for girls they may cry, boys, they may over react.
- Girls may respond with lower voice, slowly but boys may respond loudly.
- The class representative should be the one with competence and skills to lead others. Should be a boy or a girl

2. **Gender equity** is the process of being fair to women and men while Gender equality refers to the elimination of all forms of discrimination so that all girls and boys and /or women and men have equal opportunities and benefits.

 Students' discussion, define gender concepts

e) **Application activity 12.1**

- Have students in pairs
- Give them questions (application 12.1)
- Invite some pairs to present

Possible answer:
- Definitions are in the content above
- The knowledge of concepts related to gender responsive teaching have an impact in classroom environment; for example students will understand that equality does not mean that women/girls and men/boys will become the same but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female. And also educators may reinforce gender stereotypes by labelling and organizing students in group activities or by creating different activity centres for boys and girls.

Lesson 2: Factors influencing gender inequalities

a) Learning objective

Explain the factors hindering of gender equity in family, community and school settings

b) Teaching resources

Student book, chalkboard, chalks

c) Prerequisites/Revision/Introduction

Having understanding on gender concepts serves as prerequisite to this lesson.

d) Learning activities

Activity 12.2

- Invite student teachers to read individually the scenario and work in pairs to share with the classmate, then answer related questions
- Have some pairs make presentations

Answers for activity 12.2

Possible answers:

- Teacher manifests negative attitude towards girls pupils, even if Aline is misbehaving in class doesn't mean all other girls in the same class are the same as Aline.
- The teacher's attitudes affect girls learners in the classroom and makes them to dropout, or makes them developing negative attitudes.

Continue the lesson with a supplement regarding factors influencing gender inequalities

e) Application activities 12.2

- Ask students to write down factors hindering of gender equity in family, community and school settings.

Possible answer

Refer to textbook on factors influencing gender inequalities

Lesson 3: Impact of gender stereotypes in educational success

a) Learning objective
Propose strategies to work against gender stereotypes in the classroom

b) Teaching resources
Student book, chalkboard, chalks

c) Prerequisites/Revision/Introduction
The tutor stars this lesson by reviewing the two previous lessons

d) Learning activities
Activity 12.3

- Give each student a small sheet of paper , on it, activity 12.3 is written
- Ask each student to read the statement and then write agree or disagree
- Invite students to read their answers
- Put together students agreed and the ones who disagreed and ask them to explain why. Do it for each statement

Answers for activity 12.3

Possible answers

Statement	Agree	Disagree
Boys are stronger than girls.		
Girls should do what boys tell them to do.		
Girls can't do math		
Girls are more emotional than boys.		
Caring for children is a girl's job.		
Girls want to get married more than boys.		
Sports are more important to boys than girls.		
Boys need to find a good job while girls need to find a good husband		
A boy who likes cooking and looking after children is not a real boy.		
Girls are better at sweeping and cleaning than boys.		

Continue the lesson wit examples explaining the impact of gender stereotypes in educational success

e) Application activity 12.3

- Make small groups and ask them to propose strategies to work against gender stereotypes in the classroom.

Possible answer

- Create a safe space
- Challenge stereotypes when you hear them
- Provide a range of role models
- Make the most of books
- Look at who uses which spaces and equipment
- Make sure there aren't 'girls' jobs and 'boys' jobs
- Pick other ways to divide up the children
- Use inclusive language
- Think about rewards and sanctions

Lesson 4: Gender socialization process

a) Learning objective

Recognize gender bias in teacher-student interactions

b) Teaching resources

Flash card, flip chart, markers, student book, chalk board, chalks

c) Prerequisites/Revision/Introduction

Their everyday activities in their family serve help students to understand this lesson. They are often told by their parents of teachers what to do at home and they know that what are requested to do depend on their gender.

d) Learning activities

Activity 12.4

- Give students a sheet of paper and ask them to draw a busy boy and a busy girl at home
- Ask them to enumerate girls' roles and boys' roles corresponding to their drawings.
- Have students in small groups

- Ask them to share ideas about how they have known what girls are 'activities are different from boys 'activities at home.

Answers for activity 12.4

Possible answers

1. Boys: fetching water, collecting firewood, look after domestic animals, etc

   Girls: cooking, sweeping, caring for young children, washing babies,

2. We have known girls 'roles and boys' roles from our parents, family relatives, elders, peers or teachers

Proceed with examples of gender socialisation

e) Application activities 12.4

- Ask students to answer questions (activity 12.4) from their book

Possible answers

1.
- Maths is really difficult for girls.
- Boys are better than girls at Maths.
- Girls obey in school than boys.
- Technology is a "boys" subject.
- Being the only male/female in a class would put her off choosing that subject.
- Boys are better at computers than girls.
- Boys are better at sports than girls.
- Girls cry but boys never cry
- girls are expected to be passive and quiet while boys are expected to be active and talkative
- boys carry and girls clean
- Challenge traditional male and female stereotypes when giving examples to students, e.g. 'a female soldier' or 'a male nurse'.
- When you do see/hear examples of gender stereotypes use them as an opportunity for 'teachable moments' and ask students to discuss what they mean and why they use them.

2.
- Aim to use gender neutral language (e.g. it, their, they).
- Avoid statements that generalize, 'girls tend to...' or 'boys are more...'

- Don't limit what you ask your students to do, e.g. ask female students to carry sports equipment
- Consider the way you interact with students and avoid being, for example, 'blokey' with boys or 'gentle' with girls. Instead, interact in the way you'd expect them to in the real world.
- Actively encourage students to engage in activities that might sit outside their gender's comfort-zones (e.g. sports, dance, drama etc.)
- Take note of how often you draw on either males or females to answer different types of questions and make an effort to rectify any inequity
- Encourage mixed gender group work and seating arrangements
- Use examples of gender inequity to inform your lesson, e.g. looking at statistics on the gender pay gap for a maths lesson, or looking at examples of inequity throughout history and how things may or may not have changed
- Actively discuss and analyse sexist advertising images and the media's representation of men and women.
- Without highlighting that they're not 'acting likes blokes/girls', actively encourage students when they do challenge gender roles.

Lesson 5: Gender-responsive pedagogy

a) Learning objective

Describe actions that schools should take to be gender-responsive

b) Teaching resources

Student book, flash cards, markers, flip charts, hand-outs

c) Prerequisites/Revision/Introduction

Introduce the lesson with a revision of the previous lesson

d) Learning activities

Activity 12.5

- Invite student teachers to observe individually the image and work in pairs to share with the classmate and answer related questions.
- Have some pairs make presentations

Possible answers:

- There is an increase of income in the family, at school there is high rate of success or academic performance, ...

- Cleaning the school/classroom, washing utensils, studying different subjects, leading different groups, clubs, classes,...

Supplement students' ideas with more actions to be taken by a school for being gender responsive

e) Application activity 12.5

- Have students in groups
- Ask them to answer the question (application activity 12.5)

Possible answer

The school management thus has an overarching role to play in ensuring the school environment nurtures a gender responsive pedagogy. It is the school management that provides teaching and learning materials that are gender responsive and the management that re-trains teachers in gender responsive pedagogy. In addition, it is management's responsibility to formulate, apply and monitor rules and regulations that will transform the school into a gender responsive environment. Moreover, the school management should provide the necessary human resources for efficient gender responsive management and governance of the school. When parents do not send girls to school, the management should intervene and sensitize the community about the importance of girls' education.

Lesson 6: Checklist for monitoring gender responsive schools

a) Learning objective

Review checklist for gender responsive schools in order to analyse how it can be used

b) Teaching resources

Checklist (MINEDUC, 2017), student book, flip chart, marks, chalkboard, chalks

c) Prerequisites/Revision/Introduction

Previous lessons serve as prerequisite for this lesson. the tutor stars it by reviewing the previous ones.

d) Learning activities

Activity 12.6.

- Split students in groups

- Ask them to discuss they can be sure that their school environment is conducive for gender responsive learning.
- Have groups make presentations

Answers for activity 12.6

Possible answers

Schools are major contexts for gender socialization, in part because children spend large amounts of time engaged with peers in such settings.4 For nearly all psychological traits on which young boys and girls differ (e.g., reading ability, play preferences), the distribution of the two groups is overlapping. Schools can magnify or diminish gender differences by providing environments that promote within-gender similarity and between-gender differences, or the inverse (within-gender variability and between group similarity).

- All classrooms must go a step further, however, and pay due attention to the gender responsiveness of the classroom set up.
- All teachers and school leaders should pay attention to the talents of the individual learner, not to their sex or stereotypical expectations

Take your time to explain and add more clarification regarding how to monitor gender responsive schools to what student teachers have presented,

e) Application activity 12.6

- Have students in small groups
- Give the flip chart
- Ask them to create a checklist for monitoring gender responsive schools to your school.

Possible answer

Statement	Yes	No
The school environment is conducive and inclusive		
The infrastructure and other facilities are friendly for all learners		
Furniture used in the school are appropriate for girls and boys		
School has separate and adequate bathrooms for girls and boys		
The school has a girl's room		
The school administration is composed by men and women.		
The number of male and female teachers is reasonable		

Teachers create a gender-friendly learning environment		
Teachers use teaching methodologies that ensure equal participation of both girls and boys		
Teachers use gender-neutral language in classroom		
Teachers treat boys and girls equally		
Boys and girls participate equally in all subjects		
Both boys and girls get a chance to use all materials for experiments, games, etc		
Books contain stories for the classroom that don't play up gender stereotypes		
Both boys and girls participate in sport activities		

12.6. Summary of the unit

This unit develops different approaches that enable teachers to apply gender response techniques in the classroom and improve the gender responsiveness of teaching methodologies and school environments that ensure equal participation of both girls and boys in teaching and learning processes. This unit provides also guiding tools in creating a school environment and monitoring classroom that are gender-responsive.

12.7. Additional Information for teachers

A. GENDER EQUALITY AS PRIORITY IN RWANDA

Legal and policy framework

A legal and conducive policy environment in Rwanda has greatly contributed to the realization of gender equality and empowerment of women across different sectors. The following are among the selected ones:

- **The Constitution of the Republic of Rwanda of 2003 revised in 2015:** Enshrines the principles of gender equality and women's rights and provides for the minimum 30% quota for women in all decision-making organs.

- **Rwanda Vision 2020:** Considers gender equality as a cross-cutting issue and commits to establish a gender friendly legal and policy framework. This further informed the cross cutting nature of gender equality and family promotion in EDPRS II and Seven-year Government Programme (2010-2017) and the current National Strategy for Transformation (2017- 2024).

- **National Gender Policy 2010**: The policy envisages to set the Rwandan

society free from all forms of gender based discrimination and create an environment where both men and women equally contribute to and benefit from the national development goals.

- **Sector Gender Mainstreaming Strategies:** In line with the aspirations of the National Gender Policy, different sectors including but not limited to Private Sector, Infrastructure, Agriculture, and Employment have developed gender mainstreaming strategies to guide their strategic interventions on the promotion of gender equality and empowerment of women.

- **Girls' Education Policy 2008:** The overall objective of the Girls' Education Policy is to guide and promote sustainable actions aimed at the progressive elimination of gender disparities in education and training as well as in management structures.

- **National Policy against Gender Based Violence 2011:** The overall objective of the policy is to progressively eliminate gender-based violence through the development of a preventive, protective, supportive and transformative environment.

- **National Decentralization Policy 2012:** The National Decentralization policy underlines the commitment of the Rwandan government to empower its people to determine their destiny. It further considers gender equality and social inclusiveness among the policy fundamental principles.

- **The Health Sector Policy 2015:** The policy envisages 'people-centreed services' as one of its guiding principles and values, focusing on "the well-being of individuals and communities", with special attention to women and children.

- **Strategic Plan for Agriculture Transformation 2018 - 2024 (PSTA IV):** The plan provides that intensification and commercialization of Rwandan agricultural sector will be essential to reduce poverty and drive growth. Additionally, strategies to address key gender issues within the sector were outlined by the plan.

- **Organic Law N° 12/2013/OL of 12/09/2013 on State Finances and Property:** For gender commitments to be realized a gender responsive planning and budgeting programme (GRB) was adopted by the Government of Rwanda. The implementation of the programme was further reinforced by a law that stepped up accountability on financing for gender equality, providing mandatory gender responsive planning and reporting through Gender Budget Statements (GBS).

- **Law N° 43/2013 OF 16/06/2013 Governing Land in Rwanda:** The same as inheritance, Land reform in Rwanda supported women and men to have equal rights and enjoyment over their land properties. From this, both men and women have land titles registered on their names and this have facilitated especially women to access loans from financial institutions and engage in income generating activities.

- **Law Nº27/2016 of 08/07/2016 Governing Matrimonial Regimes, Donations and Successions:** In 1999, a gender revolution especially in terms of equal accessibility to and management of family patrimony was realized through the law on matrimonial regimes, donations and a succession which was later revised in 2016. The law provides that both boys and girls have the same rights to inherit properties from their parents.

B. NATIONAL GENDER POLICY (2010)

Vision of the National Gender Policy (2010)

The vision of the National Gender Policy is to set the Rwandan society free from all forms of gender based discrimination and see both men and women participate fully and enjoy equitably from the development processes.

Mission of the National Gender Policy (2010)

The main mission of this policy is to contribute to the elimination of gender inequalities in all sectors of national life, in order to achieve the nation's goal for sustainable development.

Objective of the National Gender Policy (2010)

The overall goal of the National Gender Policy is to promote gender equality and equity in Rwanda through a clearly defined process for mainstreaming gender needs and concerns across all sectors of development. The Policy defines the institutional framework and mechanisms within which gender equality and equity policies and programmes will be designed, 20 implemented, monitored and evaluated, and coordinated. It will thus guide the integration of a gender perspective into all sectors and institutions.

12. 8. End unit assessment

Possible answers

- Gender-sensitive teaching pays attention to gender differences both in creating syllabus and in class conduct. It means introducing students to gender dimension of the presented contents, including publications that

take gender-sensitive approach into the courses readings, and giving homework assignments that demand from students to think about gender dimension of the subject. Gender-sensitive approach to teaching provides equal opportunity to both female and male teaching staff across disciplines, attracts students of different genders, and is inclusive for transgender individuals as well. Gender-sensitive teaching is thus more inclusive, while stimulating critical thinking.

- -Never divide the class by gender, or make statements just addressing one gender
- Avoid using gender specific words like chairman, fireman, etc when discussing careers or occupations. Instead use the corresponding gender-neutral terms such as chairperson (or chair), fire fighter, etc
- Instead of using the term you guys, use gender-neutral terms like everyone or people or to refer to all students in your class
- Avoid assigning classroom or school tasks based on historical roles of gender. For example, asking boys only to moves chairs or desks and girls cleaning
- Include as many resources as possible within your classroom and curriculum that depict women and men in non-traditional ways.
- When you do see/hear examples of gender stereotypes use them as an opportunity for 'teachable moments' and ask students to discuss what they mean and why they use them.
- Avoid statements that generalize, 'girls tend to...' or 'boys are more...'
- Actively encourage students to engage in activities that might sit outside their gender's comfort-zones (e.g. sports, dance, drama etc.)
- Take note of how often you draw on either males or females to answer different types of questions and make an effort to rectify any inequity
- Praise, encourage, and respond to contributions of females and males equally.
- Call on females as often as males to answer both factual and complex questions.
- Create a classroom atmosphere where females are not interrupted by others more often than males. Establish collaborative groups composed of both males and females to provide opportunities for all voices to be heard.
- Value intellect; avoid references to appearance and physical attributes.
- Choose females for leadership positions as often as males.
- Avoid comments or humour that demean or stereotype males or females

- When we speak about important personalities, it is good to explicitly say that important personalities are both men and women.

12.9. Additional activities

12.9.1. Remedial activities

1. Distinguish gender equity from gender equality

   Answer:

   Gender equality is the elimination of all forms of discrimination based on gender so that girls and women, boys and men have equal opportunities and benefits; while gender equity is giving equal treatment to both girls and boys, women and men to access resources and opportunities. In the provision of education it refers to ensuring that girls and boys have equal access to enrolment and other educational opportunities.

2. Identify the fundamentals of a gender responsive lesson plan.

   Answer

   A gender responsive lesson plan takes into consideration the specific needs of girls and boys in all the teaching learning processes: content, learning materials, methodologies and activities, classroom arrangement, and so on.

3. what is the Impact of gender stereotypes in educational success

   Answer:

   The impact depends on the stereotype below some examples

Stereotype	Impact
School and classroom tasks: Boys and girls may unknowingly be treated differently. The school monitors are usually boys; school bands tend to have more boys than girls. Housekeeping tasks (cleaning classrooms, washing midday meal utensils) are relegated to girls while tasks that involve the use of tools (ringing the bell, operating the television and LCD) are assigned to boys.	Boys are encouraged to be assertive, take control of tools and technology, and demonstrate leadership. Relegating housekeeping tasks to girls reinforces their domestic role.

Teacher expectations: Teachers reinforce stereotypical gender roles in their differing expectations of boys and girls. For example, boys who do not do their homework are asked if they will 'stay at home like a girl' to humiliate them.	The superiority of boys over girls and the importance of education for boys are constantly emphasized.
Learning environment: Teachers may foster learning environments in which boys are encouraged to succeed while girls are allowed to fail. Boys may be praised and rewarded more often than girls. Similarly, harsher punishment may be meted out to boys than girls to 'toughen' them up. Girls may be criticized more often for giving a wrong answer. Boys may be called to answer questions more often than girls.	Boys are continually reminded that they must do well in their studies to be able to fulfill their role as income earners. Absenteeism among girls is not taken seriously. As a result, both boys and girls come to believe that education is relevant only for boys.

See more examples in textbook on Impact of gender stereotypes in educational success

12.9.2. Consolidation activities

1. What do you think would be a gender responsive assessment?

   Answer:

   Gender-responsive assessment should benefit girls and boys equally. Teachers should assess the effectiveness of a lesson from a gender perspective. During both formative and summative assessments, teachers must learn to recognize and eliminate gender bias.

   When assessing boys and girls in the classroom, teachers should strive to create instruments that have equal representation of gender roles or gender-role content. Teachers' judgements of children's achievement should not be based on gender expectations, but rather result from equal treatment and evaluation, using the same benchmarks. What teachers are required to do is to create a learning environment that is both fair and equal, taking into account differences in gender.

2. Identify examples of gender stereotypes that can be found in teaching and learning materials and explain how to overcome them.

   Answer:

   - Most named characters in textbooks are boys or men.

- History textbooks generally mention boys as heroes in liberation struggles,
- The pronoun "he" is conspicuous in text and literature books written in English. In civics texts as well, whenever there is reference to top leadership the pronoun "he" is predominantly used.
- Everyone is called to advocate portraying positive images of women and changing language use and removing sexist language and illustrations that are damaging to the image of women.
- Teachers should adapted textbooks at classroom level to make it gender responsive. Whenever gender-biased illustrations or examples or statements appear in a textbook, the teacher can add interpretations and examples to capture gender responsiveness. Teachers can also develop their own gender responsive teaching and learning materials.

3. Describe a gender responsive classroom set up

    Answer:

    A gender responsive classroom set up that responds to the specific needs of both boys and girls should:
- Mix girls and boys.
- Enhance participation of both girls and boys.
- Have the arrangement of the desks that encourages girls to speak out and overcome their shyness.
- Have stools in laboratories that are appropriate in size and shape thus enabling effective participation of both girls and boys.
- Have fixtures and visual aids on the walls that send gender responsive messages.
- Have appropriate shelf heights in the libraries.
- Have appropriate size, shape and weight of desks and chairs.

12.9.3. Extended activities

1. What does it take to make a school gender responsive?

    Answer:

    In order to arrive at such a school, a holistic approach involving various interventions is required. The holistic intervention package can include the following elements:
- Undertaking gender sensitization of parents, community leaders and members, teachers, girls and boys in order to raise their awareness and understanding of the need to support girls' education.
- Training teachers in the skills for making teaching and learning processes responsive to the specific needs of girls and boys.

- Empowering girls with skills for self-confidence, assertiveness, speaking out, decision making parent–teacher association, heads of departments and prefects, in order to raise their awareness on the need to support girls' education.
- Involving the community and other stakeholders in monitoring and taking action to ensure improved enrolment, attendance and performance of girls.
- Establishing a database to track student performance and welfare as well as the levels of gender responsiveness of all aspects of the school

2. What are strategies for promoting gender sensitivity during school practice?

Answer:

- Giving equal chances to both female and male pupils to answer questions
- Extending positive reinforcement to both girls and boys
- Assigning exercises that encourage pupils especially girls to speak out
- Ensuring that working groups are mixed (both girls and boys)
- Ensuring that everyone has the opportunity to lead discussions
- Ensuring that group leaders are both girls and boys
- Encouraging both girls and boys to present results from group work
- Ensuring both girls and boys serve as note takers in small group work
- Phrasing questions to reflect equal gender representation using female and male names and characters when providing examples/illustrations
- Ensuring each pupil has equal opportunities to practice on the demonstration models without being made to feel uncomfortable and without being belittled by others
- Ensuring no pupils dominate over others
- Calling on or addressing both female and male pupils a balanced number of times and for all subjects
- Giving both female and male pupils an equal opportunity to write on the writing board a balanced number of times on all subjects
- Assigning similar duties to both female and male pupils (for example, cleaning, moving furniture)
- Supporting and encouraging both female and male learners to be class leaders, possibly having one female and one male as co-leaders
- Discouraging and punishing gender-discriminatory and sexist behaviours
- All acts of sexual harassment and assault must be punished

UNIT
13

ICT INTEGRATION IN EDUCATION

13.1. Key unit competency

Use of ICT devices during teaching and learning process

13.2. Prerequisites

The concept of 'ICT' does not sound new to students. The present unit "ICT integration in education" builds on student's experience of using some ICT tools like telephones, USB Flash cards, computers found in their family or from their schools. Student teachers have also experience of using ICT tools gained from senior one in unit 1 "ICT Foundation" in ICT subject; and along year one they have been exposed to different activities related to ICT in ICT subject.

13.3. Cross-cutting issues to be addressed

Gender education

Girls and boys should have the same access on the use of ICT tools. This will help students, especially girls, to use those tools.

Inclusive Education

ICT integration in education should include all children without any discrimination based on disability. ICT tools and other facilities will be adjusted, where possible, to be inclusive.

This unit involves many different ICT tools whereby the student teachers will access them.

This may be challenging to students with special educational needs. However, the teacher can make some arrangements like: Grouping students: Students with special educational needs are grouped with others and assigned roles basing on individual student's abilities; let students explore ICT the materials , use the loud-speakers for helping the student-teachers with hearing impairment and encourage learners with technophobia by first showing them those ICT tools by photos before using them.

Financial education

Tutor and students should be aware that the ICT materials are expensive; therefore they should not misuse them. After using the computer, the tutor and students must to turn off because it consumes power. ICT tools which need to be used when are plugged on power should be unplugged after using them to save the power.

13.4. Guidance on introductory activity

- Take students to the SMART classroom
- Divide students in pairs
- Ask them to brainstorm on the questions of introductory activity that are in student book unit 13,
- This activity should not take long time
- Allow the student teacher to present what they have discussed on.

Possible answers

1. A) making research, studying ICT, studying different lessons using projection, etc

   B) No, we have seen the computer at school, at the different offices, at internet café, at CD burners, at home, etc

2. Consult a student book in sub-unit (13.4.1. Benefits of using ICT in teaching and learning process)

3. Disagree. ICT is different from computer. ICT is information and communications technology – tools which enable large quantities of information to be shared with concerned people at the same time while a computer is an electronic device for storing and processing data, typically in binary form, according to instructions given to it in a variable program. That means a computer is one of the device used in ICT.

13.5. List of lessons/sub-heading

#	Lesson title	Learning objectives	Number of periods(10)
1	Keys concepts in ICT in education	Explain the keys terms related to ICT in education	1
2	ICT devices and their use in education	Describe the ICT devices and their use in education	2

3	Computer games	Explain the importance computer games for learners and the disadvantages of computer games in learning	1
4	Benefits, risks and challenges of using ICT in teaching and learning	Explain the benefits, risks and challenges of using ICT in teaching and learning activities	3
5	Rwandan ICT in education policy	Explain the vision of Rwandan ICT in education policy and explain how ICT is important to have quality of education	2
	Assessment		1

Lesson 1: Keys concepts in ICT in education

a) Learning objective:

Explain the keys terms related to ICT in education

b) Teaching resources

ICT tools such as radios, computers, telephones, projector, Internet, recorders, hand outs and videos on ICT in education successes and challenges, KWL charts.

c) Prerequisites/Revision/Introduction

Student teachers have already some skills related to the use of computers, telephones, recorders gained from their daily life experience. They have used some terms related to ICT from primary school in the subject of Science and Elementary Technology and ICT in Ordinary Level.

d) Learning activities

Activity 13.1

- Have student teachers in small groups
- Ask them to discuss the use of ICT in education and complete the KWL chart in the column of what they know about ICT in education (**K**) and in the column of they want to know (**W**) ICT in education.
- Invite each group to present their findings
- Write common points on the big KLW chart displayed in the front of the classroom
- Ask student teachers to go to Smart classroom and search on the internet the information about what they want to know on ICT in education.
- Ask student teachers to share what they have found in plenary session.

- Ask students to join again their respective groups and write down terms related ICT in education basing on their discussion and findings.
- Draw the mind map on the board, write ICT in education in the middle and invite students to come and complete it with terms related to it.

Answers for activity 13.1

Possible answers

1.

K	W	L
- Computer - Internet - Projector - Smart classroom - Printing - Telephone - Etc	- What is ICT integration in education - Why ICT integration in education? - Difference between ICT and computer science - Etc	

Responses depend on students 'research

2. Refer to text book on key concepts related ICT in education.

Give a supplementary needed explanation and proceed by explaining key terms related to ICT in education.

e) Application activity 13.1
- Keep the formed groups active
- Ask them to answer the application activity 13.1 that is in their book
- Allow them to express their findings

Possible answers

a) Refer to textbook on key terms in ICT in education

b) Yes, computer laboratory is different from Smart classroom. Computer laboratory is A *computer lab* is a space which provides *computer* services to a *defined* community. *Computer labs* are typically provided by libraries to the public, by academic institutions to students who attend the institution, or by other institutions to the public or to people affiliated with that institution while Smart Classrooms is technology enhanced classrooms that foster opportunities for teaching and learning by integrating learning technology, such as computers, specialized software, audience response technology, assistive listening devices, networking, and audio/visual capabilities.

Lesson 2: ICT devices and their use in education

a) Learning objective

Describe the ICT devices and their use in education

b) Teaching resources

Radios, computers, telephones, projector, Internet, recorders, USB flash, tablets, digital camera, etc

c) Prerequisites/Revision/Introduction

Students will learn better ICT tools in education because they have understanding on keys terms related to ECT in education gained when learning lesson one. They are familiar with different ICT devices because they manipulate them in ICT subject. They have been exposed to those devices from ordinarily level, especially in senior one in unit one "ICT foundation".

c) Learning activities

Activity 13.2

- Take students to visit different rooms/offices where they can find ICT devices like smart classroom, computer lab, secretary, IT office, etc
- Ask them to explore all found devices and ask necessary questions for more information; and then write down what they have seen.
- When come back to the classroom, have students in small groups
- Distribute copies of EST primary syllabus, and ask them to find ICT devices to be taught in primary and list them down.
- In the same groups, ask students to list down devices that they are familiar with, devices that they need to practice more and the devices they see for the first time.
- Ask students to select ICT devices to be used in education and explain them how they are used.
- Invite students to present their findings

Answers for activity 13.2

Possible answers

1. The answer depends on the available ICT devices at the respective school
2. The answer depends on the student' experience
3. Refer to the text book on ICT devices and their use in education

Show ICT devices used in education, and supplement student's findings by explaining how those devices are used in education

- Let students manipulate available devices.

e) Application activity 13.2

- Have students in small groups
- Distribute primary topic related to ICT
- Ask them to prepare a lesson
- Invite students to deliver the lesson /micro-teaching to the class (the use of ICT tools should be considered)

Possible answer

Based Different prepared lesson plans.

Lesson 3: Computer games

a) Learning objective

Explain the importance computer games for learners and the disadvantages of computer games in learning

b) Teaching resources

XO laptop, computer lab for better accessing on computer, or smart phone

c) Prerequisites/Revision/Introduction

Students like to play games on the telephone or on the computer. They have understanding on key terms in ICT in education and on ICT devices. This serves as prerequisite to that lesson.

d) Learning activities

Activity 13.3

- Invite student teachers to join a computer lab and have an XO laptop
- Ask student teachers to choose one game and play
- Ask the student teachers to discuss in pairs and explain what they understand by computer games, what they gained from the game and what the importance of computer games is in the learning process.
- Allow them to share with classmates their findings

Answers for activity 13.3

Possible answer

a) A computer game is a game that you play on a computer or on a small portable piece of electronic equipment.

b) The answer depends on the choose game

c) Refer to text book on importance of computer games in learning

Supplement students' ideas and proceed computer games

e) Application activities 13.3

- Make a group depend on class size, and ask the student teachers to work on a question that is they book
- Allow the student teacher to present the findings
- Try to discuss with them for better challenging them for developing in them critical thinking.

Possible answers

Refer to the student book on 13.4.1

Lesson 4: Benefits, risks and challenges of using ICT in teaching and learning

a) Learning objective

Explain the benefits, risks and challenges of using ICT in teaching and learning activities

b) Teaching resources

Projector, speakers, computers, flip charts, markers, etc.

c) Prerequisites/Revision/Introduction

Students will learn better the benefit of using ICT in teaching and learning activity because they have understanding on the importance of computer games in learning.

d) Learning activities

Activity 13.4

- Split students in three groups
- Display three flip charts in corners of the class
- Ask each groups to join the flip charts in corners
- Assign each group the question to discuss: benefits (1st group), risks (2nd group), challenges (3rd group) and write their ideas on flip chart
- Invite students to share their findings

Answers for activity 13.4

Possible answers

Refer to text book on 13.4 Benefits, risks and challenges of using ICT in teaching and learning

- Based on students' answers, explain and give examples benefits, risks and challenges of using ICT in teaching and learning.

e) Application activity 13.4

- Ask the student teachers to seat in pairs and illustrate the benefits of ICT in education with 3 clear examples.
- Allow the student teacher to share with others their findings

Possible answers

Refer to textbook on Benefits, risks and challenges of using ICT in teaching and learning

Lesson 5: Rwandan ICT in education policy

a) Learning objective

Explain the vision of Rwandan ICT in education policy and explain how ICT is important to have quality of education.

b) Teaching resources

ICT policy document, radios, computers, telephones, projector, Internet, recorders, etc.; copies of ICT in education policy; handouts and videos on ICT in education successes and challenges

c) Prerequisites/Revision/Introduction

The introduction is done on the previous lesson: Benefits, risks and challenges of using ICT in teaching and learning.

d) Learning activities

Activity 13.5

- Have students in small groups
- Distribute copies of ICT policy
- Ask them to read carefully and find out the vision, strategic goals and the reasons behind the ICT in education,
- Invite students to share their findings through presentation

Answers for activity 13.5

Possible answers

- The Vision for ICT in Education is:

    "To harness the innovative and cost-effective potential of world-class educational technology tools and resources, for knowledge creation and deepening, to push out the boundaries of education: improve quality, increase access, enhance diversity of learning methods and materials, include new categories of learners, foster both communication and collaboration skills, and build capacity of all those involved in providing education."

- Reasons behind ICT in education and Strategic goals of ICT in education consult student book 13.5.1

Continue the lesson and explain Rwandan ICT in education policy

e) Application activity 13.5

- Allow the student teacher to join their respective groups
- Ask them to discuss about the question they have in their student book (application activity 13.5).

Possible answer

Consult the student book on point 13.5

13.6. Summary of the unit

This unit cover almost aspects of the ICT integration in education, as a teacher needs to read more and make more research about this unit for further information. This unit covers:

- Key terms related to ICT integration in education
- ICT devices used in education
- Computer games
- Benefits and challenges of using ICT in teaching and learning
- Rwandan ICT in education policy

13.7. Additional Information for teachers

There some resources that have used, they would be the additional information for this unit

To achieve successful education transformation, the ICT in education policy calls for the implementation of four strategic objectives.

Strategic Objective 1: Develop a competent & relevant ICT professional base to meet industry needs

- **Policies**: Clear and effective policies that encourage and empower teachers and students to use ICT as an integral part of the education process.
- **Curriculum and Content:** Development and acquisition of digital content, aligned with the curriculum and that focuses on project and activity-based learning and is fully integrated with the use of ICT, along with the associated formative assessments. This will require the acquisition of a content distribution platform and eventual shift from print to digital content as infrastructure is deployed in schools. REB will brief publishers on the new curriculum to develop e-textbooks in line with the new curriculum and adapt local and international content to complement/ supplement the core e-textbooks. Digital content has advantages of reducing costs of printing, distribution, replacement due to wear and tear and enriching the learning experience.
- **Management and Information System:** Real time data gathering system with business intelligence to enable the report of various reports

Strategic Objective 2: Increase ICT penetration and usage at all educational levels

- **ICT Infrastructure***:* is the scalable ICT infrastructure, broadband and user support required to transform our schools into "Smart Schools" (in line with the Smart Rwanda vision). Interactive White Boards, servers, local area networks, cloud services, broadband connectivity and power.
- **Devices**: student and teacher devices with appropriate education software

Strategic Objective 3: Develop Education leadership and teachers' capacity and capability in and through ICT

- **Leadership Development:** Leadership development in the ministry and among school leaders that helps, leads, supports and encourages the regular use of ICT in schools and classrooms.

- **Teacher preparation and development**: Teachers remain key to the successful integration of ICT in education. As such, the ICT in Education Policy envisions a concerted teacher training effort to transform teaching methodology from teacher-centered method to learner-centered method. A policy change will be made to require all teachers to complete a minimum number of training courses per year on the integration of ICT. To ensure adequate teacher preparation and motivation, all teachers will be provided with a laptop issued by MINEDUC (and with connectivity), through a purchase program over 2 to 3 years. Teacher training will also be included in Pre-Service Teacher training programs.

Strategic Objective 4: Enhance teaching, learning & research through ICT integration in HLIs

- **Higher education, research and innovation:** higher education is critical to spark an innovation economy to transform Rwanda and ICT are seen as a key ingredient and catalyst. Investments in higher education will be prioritized to increase access to higher education, improve quality and drive research and innovation.
- **Device:** All students in HLI will be encouraged to own a device through a student's purchase program. Students finance will be expanded to include the purchase of a device.
- **Online Services:** HLI institutions will be required to provide online services including the access of syllabus, registrations, grades, courses and other
- **Connectivity:** A broadband network will interconnect high-speed research and education institutions as well as connect them to the internet at a promotional education rate

13.8. End unit assessment

1. Through this scenario should demonstrate risks involved in ICT in education as they are explained in 1313.4.2
2. in the debate the proposers will give the arguments for supporting the motion(computer games constitute a good strategy for developing many generic competences) and the opposers will deliver arguments against the motion. After the debate the constructive decision should be taken.
3. Lesson plan will be prepared and delivered through microteaching

K (What you know)	W (want to know)	L (Learnt)
		- ICT devices use in education - Importance of computer games - Benefits, risks and challenges of using ICT in teaching and learning process. - Vision and strategic goals of ICT in education - Impact of ICT to have quality of education

13.9. Additional activities

13.9.1 Remedial activities

1. Name the following ICT appliances according to letters

Answer: refer to textbook on ICT devices and their use in education

2. Define the terms bellow:

a) Computer

b) Data

c) Information

d) Hardware

e) Software

Answer:

- **Computer:** an electronic device for storing and processing data, typically in binary form, according to instructions given to it in a variable program.

- **Data:** the quantities, characters, or symbols on which operations are performed by a computer, which may be stored and transmitted in the form of electrical signals and recorded on magnetic, optical, or mechanical recording media.
- **Information:** is a data which is processed and arranged in a manfully way.
- **Hardware:** the machines, wiring, and other physical components of a computer or other electronic system
- **Software:** the programs and other operating information used by a computer

3. Draw a line from the word to the correct definition:

Cursor	1. A portable computer that you can carry with you
Microsoft Word	2. The parts of a computer that you can touch
Hardware	3. The line, arrow, or other symbol that you control by moving the mouse
Software	4. The most important program in your computer. This program is like the "manager" of all the other programs.
Operating system	5. A tool for checking your spelling and grammar when you use Microsoft word
Laptop	6. A word processing program that you can use to type, save and print documents
Spell check	7. Another word for programs, instructions in the computer that help it do different tasks.

Answer

Cursor	1. A portable computer that you can carry with you
Microsoft Word	2. The parts of a computer that you can touch
Hardware	3. The line, arrow, or other symbol that you control by moving the mouse
Software	4. The most important program in your computer. This program is like the "manager" of all the other programs.
Operating system	5. A tool for checking your spelling and grammar when you use Microsoft word
Laptop	6. A word processing program that you can use to type, save and print documents
Spell check	7. Another word for programs, instructions in the computer that help it do different tasks.

(A=3; B=6; C=2; D=7; E=4; F=1; G=5)

13.9.2. Consolidation activities

1. Discuss the aim and objectives of ICT implementation in education:

   Answer:

   - To implement the principle of life-long learning / education.
   - To increase a variety of educational services and medium / method.
   - To promote equal opportunities to obtain education and information.
   - To develop a system of collecting and disseminating educational information.
   - To promote technology literacy of all citizens, especially for students.
   - To develop distance education with national contents.
   - To promote the culture of learning at school (development of learning skills, expansion of optional education, open source of education, etc.)
   - To promote the culture of learning at school (development of learning skills, expansion of optional education, open source of education, etc.)

2. Propose three ways in which ICT can enhance the quality education

   Answer:

   ICTs can enhance the quality of education in several ways:

   - by increasing learner motivation and engagement,
   - by facilitating the acquisition of basic skills, and
   - By enhancing teacher training. ICTs are also transformational tools which when used appropriately, can promote the shift to a learner-centred environment.

3. Compare and contrast teaching with ICT and teaching without ICT

   Answer:

Teaching with ICT	Teaching without ICT
- ICT helps to Motivate and Engage Learners	- Time consuming
- Through the use of ICT educators can provide opportunities to learners by engaging and motivating them so that they can meet their individual learning needs.	- The lesson is not attractive
- ICT can provide useful feedback to both educators and learners through the use of some software that are able to assess learner's work	- Poor teaching resources

- Speed and Automatic functions capability to produce and modify resources quickly and easily demonstrate, explore or explain work effectively it allows routine tasks to be completed and repeated quickly	- The students not motivated - Limited teaching and learning materials - The sources of information are poor

13.9.3. Extended activities

1. What is the best way to integrate ICT in the classroom?

Answer:

New age "technology-enabled" classrooms are supported by the strategic use of information and communication technologies (ICTs). These classrooms allow the teachers to use various digitized equipment, applications, extensions and websites to enhance their teaching methodology and connect with the students in an efficient manner. Digital or ICT classrooms foster a system of interactive learning and help the students to gain a technology-based education. Digital classrooms use a number of ICT tools in order to communicate, store, manage and disseminate information and ideas. In my opinion, the best way to integrate ICT in the classrooms would be to replace traditional blackboards and chalks with interactive flat panels, SMART notebooks, digital projectors, etc. ICT classrooms are essentially designed to assist the teachers to utilize the class time by encouraging the student to participate in interactive exercises, while enabling them to review lectures at home on a laptop or a computer for revision purposes. School staff can find advanced ICT tools from any renowned supplier of these items.

2. How do you incorporate educational technology in your classroom?

Answer:

Technology should be used to get teachers to the goals and make class more interesting. It shouldn't be the centre of the lesson unless the lesson's about a certain tech platform or subject--like Excel for example. To let students choose the technology and methods they would like to use to achieve a certain goal. Technology can be used to connect students and foster collaboration--as with Google Drive and Google Apps for Education, it can be used to increase creativity--editing, music, movie, and writing platforms, and it can be used to tabulate or measure performance. Many schools have Smart Boards. If not, teacher can project computer screens onto a screen or use multiple monitors so everyone can see. If teacher wants the students to use the technology themselves, you can write and edit stories with a word processing program, and illustrate them using a draw program or clip art. Children can start by making posters using PowerPoint.

The older students can do online research using a select, limited list of acceptable sources. Younger students can use these sources to answer specific questions. If teachers have the capacity to record sound, and most computers do, then children can record themselves reading a book or a story of their own. Burn it to CD and it's a treasured (and inexpensive!) Christmas, Mother's Day, or other present. It can be quite a challenge if there aren't sufficient numbers of computers to use! Teacher may have to let children use them in a rotating schedule while the other children have another activity scheduled. If teachers have a critical shortage of resources, some parents may be willing to work with their children at home on their home computers to complete assignments.

3. Why are some educators reluctant to incorporate educational technology into their teaching? And, what's the best approach for working with these teachers?

Answer:

Often times, teachers are given some technology with no training on how to use it or how to incorporate it meaningfully into the class.

For example; there is who were given a "tech lab" for his science class (environmental science) that consisted of some PDAs and a few laptops and a projector. He got plenty of use out of the projector but had no idea what he could do with the other equipment in a meaningful way. Admittedly he could have tried to teach himself how to use the technology and find lesson plans and such to take better advantage of what he was given but he didn't try to; he was busy learning how to teach and how to do a good job of keeping up with all the work.

Other times teachers receive technology that is somewhat incomplete and requires other things. If a teacher for example in biology; receives some cool biology kits but doesn't have any laboratory space or means of properly disposing of these kits for example. Teachers in general tend to feel pretty overwhelmed. Adding a requirement to teach themselves how to use technology would be difficult to implement. If increasing technology use is to be a priority then learning how to do so would have to be a part of a teacher's professional development. Most professional development tends to focus on pedagogical techniques; how to teach a concept, how to engage students better... Teachers are rarely taught new content in Professional Development. This is honestly a shame; many teachers would happily engage in Professional Development that taught them new things. To sum up, teachers are willing to learn but given how overwhelmed teachers can be it works best to have some kind of Professional Development to develop those skills for teachers that didn't get those skills in college.

RWANDAN TEACHER TRAINING EDUCATION

14.1. Key unit competency

Justify the relevance of the Rwandan teacher training education policies

14.2 Prerequisites

Student teachers will receive an introduction to the Rwandan teacher training education broadly in Foundations of Education but this won't come until later. They have also information on the forms of education, Structure of Rwandan education, Historical developments in Rwanda's educational system that will enable them to catch up this content of Rwandan teacher training education.

14.3. Cross-cutting issues to be addressed

Peace and Values Education

In Rwandan teacher training education, student teachers will be trained how they can develop in the Rwandan children all possible ways of fighting for peace

Genocide Studies

A well trained teachers will be a good at fighting again genocide

Gender education

Well trained teachers will be a good fighting for gender education for sustainable development of Rwanda as well the worldwide.

Inclusive Education:

In this unit the future teachers will be a good at caring in teaching inclusive classes and help the Rwandan society develop the culture of inclusiveness.

Financial Education:

The trained teachers will know how to strive for their sustainable development.

Environment and sustainability:

The trained teachers will develop the spirit of caring the environment for sustainable development.

Standardization Culture

The trained teacher will have a spirit of standardization culture for sustainable development of the country.

14.4. Guidance on introductory activity

- Invite the student teachers to form groups of five
- Ask them to describe a teacher that they would like to be
- Invite them to present their findings

Possible answers

1. Implementation and empowering the TTCs in train future teachers to formally enter the profession at a specified level of education. Graduates receive a government recognised teaching qualification, this will lead to have and empower a future a human capital who are productive
2. The standard of a good teacher that i would like to be.
   - teacher as an educator
   - teacher as a subject expert
   - teacher as a communicator and connector with learners, the school community and the society
   - teacher as a guide, organizer, and facilitator of the learning process and learning environment
   - teacher as an innovator, creator and reflective practitioner

14.5. List of lessons/sub-heading

#	Lesson title	Learning objectives	Number of periods (16)
1	Pre-service teacher training education in Rwanda	Explain the purpose of Pre-service teacher training education in Rwanda	3
2	Skills gained during pre-service teacher training education	Explain skills gained during pre-service teacher training education	3

3	TTC leaver exit profile and professional teaching standards	Discuss the TTC leaver's profile and teacher standards from the TTC curriculum framework	3
4	In-service training in Rwanda	Explain the importance of in-service training in Rwanda	3
5	Rwandan policies related to pre and primary education	Analyze how Rwandan education policies are being implemented and propose solutions to bridge the gaps	3
	Assessment		1

Lesson 1: Pre-service teacher training education in Rwanda

a) Learning objective:

Explain the purpose of Pre-service teacher training education in Rwanda

b) Teaching resources:

Flash cards, markers, flip charts, TTC curriculum framework, printed copies of different policy documents, internet, and student book

c) Prerequisites/Revision/Introduction

Student teachers will receive an introduction to the Rwandan teacher training education broadly in Foundations of Education but this won't come until later. They have also information on the forms of education that will enable them to catch up this content of Rwandan teacher training education.

d) Learning activities

Activity 14.1

- Invite student teachers to discuss in groups the questions which are in students book, activity 14.1
- Have some student teachers presenting

Answers for activity 14.1

Possible answers

- To become a pre-primary or primary school teacher, a person must gain entry into an accredited primary teacher training college (TTC) after successfully completing 9 years of basic education, and initially undertake a 3-year program of teacher training including Teaching Practice

- They are called pre-service teacher training which are the initial teacher training courses delivered to student teachers at teacher training colleges or institutions and those one of teacher are called continuous professional development course.

Support them by adding missing elements while they are presenting

- Proceed with next steps as you have prepared

e) Application activity 14.1

- Ask the student teachers to discuss in pairs the activity which is in their book (activity 14.1)
- Allow them to share their findings
- Support them where it is necessary

Possible answer

Please see the answer in the content, lesson 1,

Lesson 2: Skills gained during pre-service teacher training education

a) Learning objective

Explain skills gained during pre-service teacher training education

b) Teaching resources

Flash cards, markers, flip charts, TTC curriculum framework, printed copies of different policy documents, internet

c) Prerequisites/Revision/Introduction

Students will learn better pre-service teacher training since they have understanding on pre-service teacher training mean, the reason why Rwanda is empowering TTCs and Rwanda education system.

d) Learning activities

Activity 14.2

- Ask the student teachers to brainstorm the question asked in the students book, activity 14.2
- Allow them to share what they have found.

Answers for activity 14.2

Possible answer

- Student teachers should be trained in different aspects, such as child's development, methods and principles of teaching and learning ...

Proceed with the next activity as you have prepared.

e) Application activities 14.2

- The student teachers make groups of four
- Ask them to work for an activity 14.2

Possible answer

See the answer in the student book, lesson 2 of the unit 14.

Lesson 3: TTC leaver exit profile and professional teaching standards

a) Learning objective

Discuss the TTC leaver's profile and teacher standards from the TTC curriculum framework

b) Teaching resources

Flash cards, markers, flip charts, TTC curriculum framework, printed copies of different policy documents, internet

c) Prerequisites/Revision/Introduction

Students will learn better pre-service teacher training since they have understanding on, pre-service teacher training mean, The reason why Rwanda is empowering TTCs, Rwanda education system and skills gained during pre-service teacher training education

d) Learning activities

Activity 14.3

- Write on flashcard the question that referent on what will be their competences after completing their academic studies in..............(a lesson that they study in their option)
- Allow them to share what they have discussed.

Answers for activity 14.3

Possible answer

- The student teachers come up with different views based on their option as well as the content that they are supposed to cover.
- Good teacher must be Tolerant, exemplary, approachable, creative, honest, and responsible.

Proceed with the next steps of the lesson as you have prepared.

e) **Application activity 14.3**

- Ask the student teachers to work in groups and explain different ways in which teaching professional standards will improve their achievements.

Possible answers

a) See in the content,(per option), lesson 3, unit 14

b) These standards will help student teachers to improve quality of education in Rwandan schools.

Lesson 4: In-service training in Rwanda

a) Learning objective

Explain the importance of in-service training in Rwanda

b) Teaching resources

Flash cards, markers, flip charts, TTC curriculum framework, printed copies of different policy documents, internet

c) Prerequisites/Revision/Introduction

Students will learn better pre-service teacher training since they have understanding on what pre-service teacher training mean, the reason why Rwanda is empowering TTCs, Rwanda education system, Pre-service teacher training education component and TTC leaver's profile and teacher standards.

d) Learning activities

Activity 14.4

- Invite student teachers to work in pairs and discuss the meaning of lifelong learning and then give some example
- Have some pairs presenting their work

Answers for activity 14.4

Possible answer for Activity 14.4.

- Lifelong learning is the "ongoing, voluntary, and self-motivated" pursuit of knowledge for either personal or professional reasons.
- Yes they are concerned by lifelong learning whereby teachers are active in their profession and try to develop their personal and professional qualities, and to improve their knowledge, skills and practice, leading to their empowerment, the improvement of their agency and the development of their organization and their pupils.

Support students' presentation and complement them with a clean explanation on in-service training in Rwanda.

e) Application activity 14.4

- Ask the student teachers to join their respective group
- Ask them to explain the importance of in-service training in Rwanda
- Then let them share the findings

TG Activity 14.4: Possible answers

See the answer in the content, lesson 4, unit 14 (Students textbook)

Lesson 5: Rwandan policies related to pre and primary education

a) Learning objective

Analyze how Rwandan education policies are being implemented and propose solutions to bridge the gaps

b) Teaching resources

Flash cards, markers, flip charts, TTC curriculum framework, printed copies of different policy documents, internet

c) Prerequisites/Revision/Introduction

Students will learn better pre-service teacher training because they have understanding on they have understanding on what pre-service teacher training mean, the reason why Rwanda is empowering TTCs, Rwanda education system, Pre-service teacher training education component, TTC leaver's profile and teacher standards and importance of in-service training in Rwanda.

d) Learning activities

Activity 14.5

- Ask students to work in groups and make a research on internet and find Rwandan policies related to pre and primary education, especially Education for all and inclusive education
- Invite them to present their findings

Answers for activity 14.5

Possible answers for Activity 14.5.

a) Education for all: that is education that is aiming to meet the learning need of all children young and adults................

b) Inclusive education: it means that all students attend and are welcomed by their neighbouring schools in age appropriate, regular classes and participate in all aspects of the life of the school. It is about how we develop and design our schools, classrooms, programs and activities so that all students learn and participate together.

- Support students' findings
- Distribute some copies of different Rwandan policies related to education
- Explain main points of those polices like vision, mission, objectives,etc.

e) Application activities 14.5

- Ask the student teachers to make groups
- Ask them to analyse how Rwandan education policies are implemented.

Possible answer

The answer for each question will vary according to different model schools. Here student teachers will answer by referring to the content of lesson 5, unit 14.

14.6. Summary of the unit

This unit covers different contents such as pre-service teacher training education/ training which teacher training courses are delivered to student teachers at teacher training colleges or institutions. This unit also covers TTC leaver exit profile which is the general learning outcomes a student teacher is expected to exhibit at the end of three years of teacher education. And there is in-service training which is delivered to serving teachers at schools and/ or teacher training colleges or institutions. This in-service teacher training is continuous and lifelong learning. And the end, this unit covers Rwandan policies related to pre and primary education.

14.7. Additional Information for teachers

Understanding the importance of investment in young children and their families, the Government of Rwanda developed and approved an ECD policy (MIGEPROF, 2016).

- **Policy mission , vision and Goal**

- **Mission:** to establish and implement a set of credible intervention that support effective and holistic ECD for children from conception to 6 years in Rwanda.

- **Vision:** a population of young children growing up with integrated early learning and development opportunities in an informed, empowered and responsive community.

- **Goal:** To achieve a healthy, safe and knowledge rich infant and young population guaranteed to become successful as well as responsible citizens.

- **ECD policy general objective:** to ensure improved quality and equal access to Early Childhood Development Services by all the intended beneficiaries in a clear, coordinated and sustainable manner.

- **ECD Policy Objectives:**

- To enhance positive parenting and community participation in child protection

- To increase children's preparedness to cope with formal school environment

- To reduce malnutrition and stunted growth among young children

- To reduce under 5 and maternal mortality rates

- To develop children's self-awareness, self-esteem and self-confidence

- To eliminate physical, moral, and psychological abuse of young children

- To enhance equal access by children with special needs to services offered under ECD Program

- **Policy Principles:**

- Holistic/All-inclusive service provision: integrated services are required to cater to all aspects of a child's development and needs since progress in one area affects others.

- All the development needs of a child from early learning, physical, psycho-social, emotional and cognitive development are interconnected in a child's life and need to be developed simultaneously since progress in one area affects progress in others. The policy requires stakeholders to provide a complete set of such services to young children in a successive

and uninterrupted manner to enable a child's full development potential.

- Integrated Planning: a cross-section of government and non-state actors hold the mandate to deliver ECD services and therefore must plan and coordinate together
- The mandate to deliver ECD services is spread through a cross section of stakeholders including both government and non-state actors to avoid duplication of efforts and overlapping commitments, the government of Rwanda will promote a joint planning framework coordinated by MIGEPROF and approved by the social cluster before any interventions are affected.

- Non-discrimination: ECD services should be accessible to all, irrespective of gender, geographic location, religion, or disability
- Early Childhood Development services should be accessible to all, irrespective of gender, geographical location, religion or disability Special attention will be paid to vulnerable children and those with special needs and affirmative action will be applied where necessary.

- Parents at the center of care giving: Both parents (legal and or biological) where applicable should be primarily responsible for child care and protection.

- Gender equality: early child care should be a shared responsibility between a man and women with male parents playing a clear and positive role in child development
- For the case of single family units comprising of male and female parents early child care should be a shared responsibility between a man and woman when. Defined by equality and complementarily Male parents, should specifically play a clear and positive role in child development, breaking from the old tradition of classifying child care us an obligation reserved for their counterparts

The ECD Policy is supported by a Strategic Implementation Framework with five strategic focus areas of programme investment.

1. Parenting Education and support
2. School readiness and transitions
3. Child protection and family promotion
4. Health, nutrition and WASH
5. Coordination, governance, resourcing and M&E

14.8. End unit assessment

- Invite student teachers to answer to questions which are in the student textbook
- Ask some student teachers to present what they have answered.

Possible answers:

Please read answers in the student textbook, unit 14

14.9. Additional activities

14.9.1 Remedial activities

1. Do you think pre-service teacher training is importance? How? Explain your answer?

   Answer:

   The teacher is considered the professional agent and the most directly responsible person in the process of learning; he is the one in charge of making/helping students learn and benefit or suffer from the quality of his teaching. Given this, the teacher and the quality of his teaching are always under discussion and receive prevalent importance in education that is teachers should be trained before joining the service of teaching

14.9.2. Consolidation activities

1. The teacher is considered to be in service when he/she is

   a) On leave

   b) On official mission

   c) On training

   d) All the above

2. Which of the following is not among the categories of teachers?

   a) Master teachers

   b) Class teachers

   c) Senior teachers

   d) Junior teachers

3. Write True (T) if correct or False (F) if wrong
   - Teacher may be dismissed with his/ her job any time his/her authority wants **(F)**

- For a teacher to be horizontally promoted, he/she must have finished at least three years and pass promotion exam prepared by the district *(F)*
- It is not necessary that teachers should be knowledgeable in the subjects they teach *(F)*
- Individual is considered to be educated only if he/she is able to read, write and do calculation *(F)*

4. Clearly show the outcome from that training for the district as well as the whole country.

   Answer:

   Trained teachers help the country to reach easily to the sustainable development and they help in implementation of country policies.

14.9.3. Extended activities

1. Why do they in-service teacher need to be trained?

   Answer:

   In service teachers need to be trained because they need continuous and lifelong process whereby teachers active in the profession try to develop their personal and professional qualities, and to improve their knowledge, skills and practice, leading to their empowerment, the improvement of their agency and the development of their organization and their pupils.

2. Nowadays education system of Rwanda is facing many problems which lead to poor performance and incompetent of many workers and many teachers are reported to be the root cause of these results because of the failure to behave as professional teachers.

   a) As a prospective teacher, explain your exit profile

   b) Explain any 3 codes of conduct of a teacher with regard to:
      i) The profession
      ii) The students
      iii) The community

   c) What are 3 requirements for a teacher to be recruited?

Answer:

   a) The following are the competences of Teacher Education. By the time a student teacher is exiting the college after three years he or she should:
- Be qualified to compete not only locally but regionally and internationally;
- Has professional ethics and develop an inquiring mind for innovative education;

- Be prepared adequately for efficiency in education, administration, management, and assessment.
- Be competent, reliable, honest and responsible.
- Be equipped with potentials that enable him/her to explore the learners' abilities and interests
- Be able to develop the child's ability in critical thinking, free expression and ideas g. have a firm foundation for further education and training.

b) 3 codes of conduct of a teacher with regard to:

i) The profession

Conduct of a teacher with regard to the profession

 With regard to the teaching profession, a teacher must:

- Advocate professional autonomy and strive to create a favorable working environment;
- Preserve the ethics characterizing the teaching profession;
- Regularly improve professional knowledge and development;
- Demonstrate a good image of the teaching profession in relations with the others.

ii) The students

Conduct of a teacher with regard to the students

Regarding students, a teacher must:

- Be responsible for the provision of quality education;
- Promote a favourable environment for teaching and learning;
- Provide to all students with equitable learning opportunities without any discrimination;
- Help students to identify and respect the Rwandan values;
- Encourage students to think independently and form their own judgments based on knowledge;
- Teach students to respect the opinions of others in case of a debate on a given topic;
- Help students to keep clean their bodies, uniforms, tools and wherever they are;
- Instil in students the spirit of excellence in their achievements;
- Not abuse the position held to engage students in acts for own interests;
- Be a role model.

iii) The community

Conduct of a teacher with regard to the community

Regarding the community, a teacher must:

- Co-operate with them in the educational needs of their children
- Set exemplary life in accomplishing civic obligations
- Be concerned with community development.

C) 3 requirements for a teacher to be recruited

The requirements for teacher recruitment are as follows:

- Has the required academic qualifications for the posts applied for;
- Is at least eighteen (18) years of age;
- Has not been sentenced to a term equal to or exceeding six (6) months in a final judgement;
- Has not been dismissed from public service or teaching service;
- Has not been convicted of the crime of genocide or genocide ideology and other related offences in a final judgement.

3. Explain factors that could help improve the quality of education in Rwandan primary schools?

Answers:

- Reduction of population grow thin Rwanda so that enrolment in schools can be small, manageable and easier to provide for
- Equipping the school with necessary learning facilities to ensure the effective learning
- Improving the quality of teaching by in-servicing or through refresher courses
- Improving the teaching methods by bringing innovations and curriculum reforms
- Boosting the morale of teachers by higher pay and better terms of services
- Instituting or improving school feeding programmes in every school in order to improve the health of children
- Introducing primary medical care so as to diagnose and treat diseases early
- Involving the community so that they can provide money and ideas

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